

Dunderrow
National School

Physical Education
Policy

Introductory Statement:

The staff of Dunderrow National School, having attended the revised curriculum in-service days in Physical Education, has drafted this plan.

Rationale:

Physical Education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full active and healthy lives through

- Social and personal development
- Physical and motor development
- Knowledge and understanding
- Creative and aesthetic development
- Development of health related fitness
- Development of safety

Vision:

The Physical Education lesson should answer the needs of the child who looks forward to it with a sense of anticipation and excitement. It is also important to remember that Physical Education is for all students and lessons must include a variety of activities that appeal to both the weaker and more able students in the class. We endeavour to achieve the following through our Physical Education lessons:

- That the children may realise the importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding in relation to our activities, that may be applicable in a wider context
- A balance between contact and non contact activities
- A balance between competitive and non competitive activities
- To provide opportunities for achievement for each child
- To provide activities equally suitable for boys and girls.

Aims:

The aims of the physical education curriculum are:

- To promote the physical, social, emotional and intellectual development of the child.
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts.

- To promote understanding and knowledge of the various aspects of movement.
- To develop and appreciation of movement and the use of the body as an instrument of expression and creativity.
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to life-long health related fitness, thus preparing the child for the active and purposeful use of leisure time.

Strands and Strand Units:

Each teacher is familiar with the strands and strand units, content objectives for his/her class level and indeed, for other class levels. This is to ensure a coherent programme throughout the school and a spiral approach to the curriculum.

Aquatics:

We recognise that there are other elements to aquatics than swimming. Our main focus is on the development of basic skills, attitudes and understanding before becoming confident around water. We are also concerned with the development of safety and hygiene in and around water.

Games:

We are concerned with the development of skills, composition and understanding. We are not solely concerned with playing games but adopting these games to suit the needs of the individual child. We provide opportunities for this development through individual, small group and team activities.

Outdoor and Adventure Activities:

We aim to foster an appreciation and understanding of outdoor and adventure activities while creating positive attitudes towards caring for the environment and to appeal to the child who may not be highly motivated in physical activities. This also provides excellent opportunities for co-operative and teamwork, and development of trust. This strand unit especially caters for the child to adopt a healthy life-style based on an enjoyment and appreciation of the outdoors.

Dance:

Children will be allowed to experience, interact with, and create their own dance throughout this strand unit. Our primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement.

Gymnastics:

We are concerned with the safety and personal development of children through gymnastic movement. Children are encouraged to explore movement experiences that are open to personal interpretation, providing children with the opportunity to achieve success at a personal level.

Athletics:

Children naturally use the elements of this strand in their play. It is our intention to encourage the development of these skills, and to make the child aware of the safety aspects of running, throwing and jumping, so as to improve their physical fitness and personal performance.

Please refer to the Physical Education Primary School Curriculum for further development of the objectives under each strand unit. The list of activities we provide in Dunderrow N.S covers all 6 strands of the P.E Curriculum and adheres to the 7 key messages of the P.E. Curriculum. (See Appendix 1)

Approaches and Methodologies:

We are aware of the need to use a broad range of approaches and methodologies in the teaching of Physical Education.

As teachers and classes will vary, it is necessary to choose suitable and effective methodologies to best enhance the achievement of our objectives. This is especially true in the multi-class or class situation that includes a child with special needs. By using a variety of teaching methods, the needs of all our class children will be met. (Sample layout of a P.E. Lesson, see Appendix 2)

The main approaches and methodologies used in this school are:

Direct teaching:	Telling or demonstrating to the children what to do and observing their progress
Guided Discovery:	Teacher-created environment which allows the child to use his/her initiative to reach the desired conclusion, thus enhancing the child's capacity to evaluate.
Group Work:	To provide opportunities for children to participate co-operatively and competitively in pairs, groups and teams.
Peer Tutoring:	This provides the opportunity for children in the class to aid and assist their classmates.
Station Teaching:	This system allows the maximum number of children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time.
Integrated Approaches:	The objectives of Physical Education can be achieved with the aid of other curricular subjects i.e. Gaelige, English, Art, Music, Maths and S.P.H.E

Assessment and Record Keeping;

We consider that assessment in Physical Education informs us of teaching and learning by providing information on what children have learnt and how they learn. We will constantly assess during PE lessons, as we identify progress and difficulties.

We will assess:

1. Willingness to participate in activities
2. Readiness to engage with a certain activity
3. The level of competence of a child in carrying out an activity
4. Interest in and attitude to activity
5. Willingness to cooperate in individual, pair and group activities.

Our assessment tools are:

- Teacher observation, which involves the informal monitoring of children's development as they progress along the learning curve.
- Teacher designed tasks, which include a variety of tasks created specifically for the children to complete. Their responses indicate their progress in physical education.

The knowledge we gain from the assessment activities helps the class teachers in planning their lessons for the following year for their P.E. class. We endeavour to use a spiral approach to the curriculum and develop skills and attitudes in all strand units over the course of the child's school life.

Multi-Class Teaching;

We will use integration as much as possible. We will differentiate the work for the different ages by expecting the more able children to demonstrate a higher level of skill and to use those pupils as assistants and demonstrators for others. Teams shall be of mixed ability, where possible, to ensure the participation and inclusion of all.

School Policy for Children with Special Needs

Our P.E. programme is all-inclusive. Health Related exercise is ever more important for this group of children, as they may not have the same exercise opportunities outside of school. Teachers need to be alerted to difficulties in the following areas:

- a) General fitness
- b) Children's ability to listen and respond – understanding of language
- c) Co-ordination and balance
- d) Spatial and body awareness
- e) Social integration
- f) Self confidence and self-esteem
- g) Mobility deficits.

With regard to children with special needs, it is important to ensure maximum participation of students by modifying activities to meet their specific needs.

Structured Play

Structured Play is aimed at 5 children with Special Needs receiving resource hours to help them with gross and fine motor skills, confidence, social skills, listening and understanding, language development and initiating play. Approximately 7 other children can volunteer to participate on any given day. It takes place Monday, Wednesday and Friday for 15 minutes at lunchtime in the courtyard. It is run by 2 S.N.A's.

Potential Areas of Difficulty:

1. Physical co-ordination
2. Restricted mobility
3. Fine and gross motor skills
4. Behaviour and social integration
5. Balance
6. Spatial awareness
7. Left/Right orientation
8. Language and communication
9. Concentration and sequencing skills
10. Self confidence and self-esteem

Considerations for Class Teacher for Inclusion of Special Needs Students:

- a) Instructions should be in clear, progressive stages.
- b) Learning expectations should be reasonable
- c) Awareness of need to move gradually from the familiar to the unfamiliar when introducing new skills.
- d) Emphasis to be placed on positive reinforcement of skills. There should be opportunities provided to show these skills. This helps to improve self-esteem and confidence.
- e) Provide plenty of opportunities for the child to see the skill in practice.
- f) Staff need to be especially aware of safety issues with regard to special needs students.
- g) In some cases, modified equipment may be needed.

The following are some ideas of how teachers can organise and modify play equipment and areas.

We can organise our playing area:

We can make our instructions as clear as possible for all pupils, including those who might have a hearing or vision problems.

Pupils with a movement problem can receive help from a partner or "Buddy". A pupil is paired with a partner, or Buddy, who will help them during an activity. The pupil might receive physical assistance, feedback, and/or encouragement from their Buddy.

We can ensure there is a good floor surface, to allow smooth running of wheelchairs or other mobility aids.

We can find out if there are specific types of mobility aids that may be use to pupils in our group.

We can position gym benches or chairs at specific points in the hall. These can be used during the lesson for children who have difficulty standing for extended periods.

We can adapt the type of ball used:

We can decide on the weight, size and travelling speed of the ball

We can choose between a balloon, a sponge ball, or a regular football.

We can choose a beanbag, a tennis ball, a football, or a beach ball.

We can change the sensory input and texture of the ball. To provide sound in the ball, we can use a Goal ball or Tor ball. This is a ball with bells inside. We can get a similar effect by using a plastic shopping bag: put a football in a bag; tie the top of the bag together tightly. The ball will make noise as it rolls.

To provide different tactile surfaces, we can find balls with different coverings, tie netting around a ball, or attach pieces of fabric to the ball.

To provide extra visual input, we can use brightly coloured balls or balls with streamers attached.

We can adapt the bats or racquets used:

We can adapt the weight of the racquet used.

We can use a badminton racquet instead of a tennis racquet, or a uni-hoc stick instead of a hurley.

We can adapt the lever arm of the racquet.

We can use a racquet with shorter handle, which is easier to control.

We can adapt the way the bat/racquet is held.

Strapping can be used to secure the hand/wrist to the racquet handle. Players could also wear a mitten on their hand and use a Velcro attachment to the racquet handle.

Pupils with decreased arm strength can hold the bat with both hands.

We can adapt the target or goal used in games:

We can differ the targets for distance throwing/passing/kicking

We can draw different coloured lines to show, 1 metre, 2 metre, etc, from the throwing point.

We can have different sized and positioned targets for accuracy

We can think about using graduated targets – e.g. goalposts, blue cones 5 metres apart, inside these red cones 3 metres apart.

We can adapt the distance of the pupil from the target. This does not have to be the same for everyone or the same throughout the game.

We can adapt the height of the target, e.g. basketball net.

We can use targets with additional sensory feedback. This could include a bin, which makes noise when the ball lands in it, bells attached to skittles so they make noise when they are knocked.

We can create a funnel for the ball to travel or between two ropes lying on the ground.

Equality of Participation and Access:

In our planning, we believe that the needs and interests of both boys and girls should be considered on an equitable basis. This would also help to build positive attitudes in the students. We will plan activities that allow children to undertake tasks appropriate to their levels of ability. Every child will have access to all P.E. activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes. The aquatics programme will be implemented in 3rd class in the last term of the school year.

Linkage and Integration:

We believe that the strands and strand units of the Physical Education curriculum should not be taught in isolation. We believe that the skills development from each strand must be revisited throughout our teaching of Physical Education, and that the children should be made aware of the relevance of these skills outside of their strand.

We believe that P.E. is an excellent means of helping children to integrate with others in their class. Where there are children of different nationalities in the class, we can use activities in dance for these students to demonstrate to us some of their customs and tradition. We can also use sporting events, such as the Olympics and the World Cup, as a means to demonstrate to children that sport transcends all boundaries.

We also believe that many of our objectives can be achieved by integration with other subjects like Gaeilge, English, art, music, maths S.E.S.E. and S.P.H.E. Some examples of the opportunities to develop links with these subjects are:

Gaeilge:

- Gnáthorduithe a thabhairt
- Ceisteanna a chur
- Focloir a bhaineann le sport a úsáid
- Rang Corp-Oideachas trí ghaeilge

English:

- Developing receptive skills
- Scavenger hunts

Music:

- Listening and responding to music
- Dance

Maths:

- Measures
- Spatial awareness
- Symmetry and asymmetry
- Maths trails & Maths scavenger hunts

S.E.S.E.:

- Games/dances from the past
- A sense of place and space
- Maps and graphical skills e.g orienteering
- Environmental awareness and care
- Nature trails and walks

S.P.H.E.:

- Taking care of my body
- Feelings and emotions
- Environmental awareness and care
- Relating to others
- Safety and protection

Timetable:

One hour a week is timetabled for each class. All strands will be covered during the school year. We endeavour to plan strands such as Gymnastics and Dance during the winter months, when it may not be able to go outside, and therefore, to make more use out of strands involving Outdoor Activities and Games during the better weather. Aquatics are timetabled for the summer months, with all classes learning water safety. Rang 3 have aquatics in the last term also, where they have a block of swimming lessons in the MacDonald Hotel Kinsale. Teachers are encouraged to give an extra PE lesson as a class reward. Visiting coaches and teachers provide lessons supplementary

to the PE hour per week. Team training is in addition to this time. 8 minute runs and 10 minute activity breaks are extra to this PE time.

Code of Ethics:

The school's Child Protection policy is available in the office for inspection. In addition to the Child Protection policy, we believe that the following statements need to be highlighted for the P.E. lesson.

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their P.E. class, they will be used to support the class teacher in the implementation of some of the P.E. curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. *'Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general'*¹
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a P.E. class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

After School Activities/Competitions:

During the course of the school year, we offer after school activities in sport. Indoor football is open to both boys and girls from 2nd and 3rd class, and is organised and run by the school. Indoor hurling is open to boys and girls from 4th, 5th and 6th class. Sciath na Scol outdoor football and hurling is open to boys and girls from 4th, 5th & 6th class. Basketball is open to boys and girls from 5th & 6th Class. Cross Country is open to all boys and girls from 7 years up. Orienteering is open to boys and girls from 5th & 6th Class. All children of relevant age are invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- The importance of enjoyment and play
 - Maximum participation by all children
 - The development of skills and understanding
 - A balance between competitive and non-competitive activities
 - A balance between contact and non-contact activities
 - Providing opportunities for achievement for each child
 - Providing activities equally suitable for boys and girls.
-

The school also enters a girls and boys team in the Carrigdhoun division of Sciath na Scol blitz days in both football and hurling and in Kinsale local blitz days of hurling/camogie and mixed football.

Resources:

Our school has a detailed inventory of equipment and resources available for P.E. This list is compiled by the post holder for P.E., Ms. Helen O'Callaghan, and is checked and updated at the beginning of each school year.

The P.E. equipment is stored in the small prefab in the schoolyard. Each teacher has a key to the storeroom and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year. (Appendix 3)

The post holder in consultation with the Principal and the staff will have the responsibility to purchase the P.E. equipment for the school and to apply for equipment from different organisations who give free equipment to schools, e.g. Buntús Packs, Catch and Kick, F.A.I., Irish Heart Foundation, Super Valu etc.

The B.O.M., on the recommendation of the Principal (informed by the P.E. post-holder) will sanction a budget for updating of P.E. equipment annually - subject to funds being available. At present, there is no dedicated PE grant. As the school holds an annual sponsored walk, proceeds from the walk may be used in buy P.E. equipment, if it is so necessary. Kinsale is designated as a health-promoting town, and the school received money in 2005 to purchase P.E. equipment through this agent.

The post-holder also has responsibility for monitoring developments in P.E., and compiling a list of any websites and organisations where suitable material and free resources can be sourced. The school has a library of relevant resource material, which will aid the teachers in their development and implementation of the P.E. curriculum and we endeavour to build it.

Any staff members attending extra courses in relation to P.E. will be encouraged to share their new ideas with the rest of the staff. Like all other areas of the curriculum, time is allocated at each staff meeting for regular updates to all staff on the different areas and initiatives that are taking place inside and outside school

I.C.T.:

We recognise that the internet/computer can be used to locate additional information based on physical education and sport. All internet usage follows the strict guidelines laid down by the school in our Internet Usage policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to children being referred to them and much of the websites will be visited by the teacher and shown to the children through a data projector.

Some examples of websites, which contain P.E. resources, are:

www.irishprimarype.com

www.teachingideas.co.uk/pe/contents.htm

www.pecentral.org
www.peprimary.co.uk
www.bhf.org.uk/
www.ncpe4me.com/energizers.html
www.irishheart.ie
www.activeschoolflag.ie
www.beactiveasap.ie
www.getirelandactive.ie
www.pdst.ie
www.pssi.ie
paws.iws.ie

In order to ensure a P.E. rich environment, the school will have a dedicated PE information board where school and local events will be advertised. The use of the school's digital camera will be vital in recording P.E. activities. The display of these pictures on the notice board will give an opportunity to children to see themselves and others in action.

The use of the digital camera as a diagnostic tool for the teacher is extremely valuable as children can view their own performances while still involved in a P.E. lesson.

Health and Safety:

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards, they cannot remove all risks due to the physical nature of the subject. When engaging children in P.E., all members of staff will ensure that the following safety aspects will be taken into consideration

- All children have to wear suitable footwear and clothing during a P.E. lesson. Children will not be allowed wear any jewellery during a P.E. lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all P.E. equipment safely
- In all P.E. lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the P.E. lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- Children will not be forced to do activities they are not physically or mentally ready for.
- Medical conditions of children, which may affect their safety, should be made known to teacher.

On our staff, we have at least two people with a current First Aid qualification and all staff have completed basic first aid training. The First Aid Kit is kept in the staff room and is restocked regularly with items only recommended by First Aid personnel. A

second portable kit is also available when children are participating in P.E. outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. All teachers and members of staff are made aware of any cases they need to be vigilant of, e.g. sting allergies. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc. Teachers have been debriefed on seizure treatment and Anapen administration for specific children in the school.

Individual Teachers' Planning and Reporting:

Individual teachers use the school plan and the curriculum books as a basis for forming their own long and short term plans. The teachers go into more detail re content, skills, resources, methodologies, recording of work and assessment in their short term planning. PSSI Lesson Plans are a valuable resource.

The Cúntais Míósúil assist in evaluating progress in Physical Education and inform future teaching.

Parents are informed of their child's progress in Physical Education at parent teacher meetings and through end of year reports.

Staff Development:

Staff development needs are identified through review and discussion at termly staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed. Response may include the organisation of a staff development day/session, engagement of external expertise, attendance by a representative of the staff at specific in-service and/or the provision of required resource materials. Notices of upcoming courses are circulated to each staff member. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings or a staff development day.

We also make use of specialised skills of teachers within the school to coach hurling and football, indoor football and indoor hurling, athletics and basketball.

Parental Involvement

The staff of Dunderrow N.S. believes that it is important that parents should be encouraged to take part of their child's physical education. Parents with sporting expertise in a particular area are encouraged to assist where possible.

In order to implement swimming lessons and to partake in school sport, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events and helping with supervision. As with any curricular plan in the school, parents can inspect it in the office. Also, parents who are coaches with some of the clubs in the area are given opportunity to come in to school and coach class groups in rugby,

soccer, hockey and GAA. The Parents Association are a great support to our active programme and they have organised the 5.5km family Fun Run in the past

Community Links:

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. We have a number of sporting facilitators who support the class teacher in the implementation of the physical education programme.

These include:

- Kinsale Club G.A.A. coaches
- Irish Dancing Teacher
- Swimming Instructor
- Kinsale Hockey Club Coaches
- Kinsale Rugby Club Coaches
- Gymnastics Instructor
- Zumba
- Kinsale Soccer Club Coaches

We will also make reference to sports people from our community and invite suitable people into the school to talk to the children, as long as the content is in keeping with the sentiments of the curriculum. If a local/county team or individual has had a notable victory, they will be invited in to the school to share the victory with the local children. The participation of the children in sporting events outside of school will also be acknowledged and commented on during the school assembly. The community has also been involved in fundraising for PE equipment for the school through our annual sponsored walk.

We are also grateful to have use of local sports facilities at Eli Lilly, St Multose Hall, Kinsale GAA Pitch, MacDonald Kinsale Leisure Centre and Sáile Community Astro Turf and Hall.

Implementation:

The P.E. post-holder will co-ordinate the progress of the plan, by encouraging and accepting feedback on its implementation and will report to staff on findings

The plan will be monitored and evaluated every May as the school year nears an end, so that we can reflect meaningfully on how well the P.E. programme has been taught and received in the school.

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes

- Inspectors' suggestions/report
- Second level feedback

Ratification:

The Physical Education plan for Dunderrow N.S. has been presented to and ratified by, the Board of Management in 2007 and reviewed and ratified in 2013.

Parents may view a copy of this plan at the school on appointment with the Principal.

This plan was reviewed in April 2017.

Signed:

Eamon Judge, Chairperson BOM

Appendix 1

The 7 Key Messages of the Primary PE Curriculum

1. The importance of enjoyment and play.
2. Maximum participation by all children.
3. The development of skills and understanding.
4. A balance between competitive and non-competitive activities.
5. A balance between contact and non-contact activities.
6. Providing opportunities for achievement for all.
7. Providing activities equally suitable for boys and girls.

Appendix 2

Structure of a PE lesson

Warm Up

Main Activity

Running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing, agility, balance and co-ordination, movement skills.

This main activity will take place at individual, pair and small group levels

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the P.E. lesson. This is especially used in the strands of gymnastics and athletics.

We will divide our hall/play area into grids to allow for small group activity and yet all children will be involved

Cool Down

The following is an example of different movements and stretches that can be adapted by the class teacher for use in both warm up and cool down activities:

Piano play, Alphabet trace, Weight lifts, Shoulder shrug, High reach, Slo-mo march, Heel touch, Spot walk, Hup march, Punch bag, Side step, Bounceroo, Breaststroke, Split bounce, Sky punch, Musical statues, Traffic lights, Islands, Finger pan, Wrist wrencher, Wing wings, Burn stretcher, Animal stretches, Animal walks, Calf stretcher, Shin stretcher, Side benders, Trunk twister, Hamstring stretch, Quadriceps stretch.

Appendix 3

PE equipment Audit 2017

Hurling; Outdoor

Hurleys size 26 x 36
 size 28 x 52
 size 30/32 x 49
Sliothars leather x 36
Helmets x 40

Indoor; plastic hurleys size 26 x 12

 size 28 x 8
 size 30 x 9
wooden size 28 x 6
 size 30 x 18
 size 32 x 6
 size 34 x 16

indoor sliothars x 21

Gaelic Football;

Outdoor leather balls x 18

Indoor footballs x 6

Yard Balls x 12

Big soft balls x 17

Throwing balls x 5

Small soft balls x 12

Rugby;

leather balls x 8

Soft foam balls x 11

belts for tags 34, tags 72

Tennis;

balls x 48

small plastic rackets x 19

large plastic rackets x 18

Skipping ropes;

extra long x 2

ropes x 71

hula hoops
small x 26
medium x 11
large x 12
small plastic hard hoops x 8
hula hoop pieces x 12

Hockey;
unihoc sticks x 31
wooden hockey sticks x 6
hockey pucks x 7

Golf;
Blue clubs x 10
Red clubs x 10
rubber golf balls x 68
golf flags x 10

Other equipment;
bean bags x 78
ankle spinners x 7
frisbees x 18
rings x 14
scoops and balls x 6
cone and ball x 8
ladders x 5
slingshots x 19
foam rockets 4
disc mats x 12
carpet mats x 8
hurdle poles x 12
running batons 10

Bibs;
yellow 33
orange 27
red 30
green 42
blue 28
yellow/red 13

Cones x 320

