

# Suncroft GFC

# PLAYER PATHWAY AND COACHING PLANNER



www.suncroftgfc.com











- 1. Young Gaelic Player Pathway
- 2. How Parents & Guardians Can Help
- 3. Learning to Master the Ball --- 4 6 Years
- 4. Learning to Use the Ball Well 7 9 Years
- 5. Learning to Play Together ---- 10-12 Years
- 6. Learning About Positions ----- 13-15 Years
- 7. Learning to Perform ----- 16-18 Years
- 8. Coach, Player & Games Development

Pathway to Elite Performance (PEP)

Skill Through Effort Project (STEP)

The OTú Coaching Model

9. The Child Player

Why Children Play Sport

The Characteristics of Children

10. Go Games

First Touch ---- Under 7 Years

Quick Touch --- 8 - 9 Years

Smart Touch --- 10 - 11 Years

11. Planning Coaching Sessions

Feb 2021









There are five key age groups or stages in the pathway outlined which have detailed player characteristics and describe the practical elements that must be coached during these ages.

#### THE FIVE STAGES ARE:

STAGE	AGE LEVEL	EMPHASIS
Learning to master the ball	4-6 years	Should be about fun and participation with key emphasis on physical literacy and core movement skills with the ball
Learning to use the ball well	7-9 years	Major skills learning phase where all the basic skills in Gaelic football are learned
Learning to play together	10-12 years	Emphasis on understanding how to play and work together as a team
Learning about positions	13-15 years	The principles of play and applying good game sense increase
Learning to perform	16-1 8 years	Combining all aspects of performance including, decision making, higher physical demands of the game and coping with competition















This pathway has been created to provide a structured, consistent framework to help guide coaches, managers, mentors, and parents who play an active role in the development of our young players.

It is intended, at its most basic form, to give our young players the best opportunity to succeed at whatever level they may play and reach their full potential "doing the right thing, at the right time and in the right way."

This document should be viewed as a route map which sets out the key characteristics and identifies the age appropriate content (technical, physical, and game specific) that should be coached or practiced at a particular age and stage of the player's career.



It should be noted that these are guidelines and recommendations for coaches, managers, mentors, and parents and may be used with a degree of flexibility. They are not written in stone as players grow, develop, and learn at different rates through their lives.

Suncroft GFC's Player Pathway is a living document and will be reviewed regularly and updated to reflect new learning and best practice from all our Coaches, the GAA and LGFA.

A poor practice in sport has been to identify and cultivate the talented players at younger ages. There is a tendency to nurture the perceived best and neglect the rest and training and competition being geared to outcome and winning and not for the process of development.

All children grow and develop differently. The child that is physically dominant at a young age can end up being

hilosophy	PI	ay to Le	arn	Lear	n to Con	npete	Con	pete t	o Win
Stage		Child	Y		Youth			Adult	•
Age Group		Age 4 - 1:			Age 12 - 1	7		Age 18	
Age Group	Nursery	Early Go	Late Go	Early	Mid	Late	Early	Age 10	Retirement/
Phase		Games	Games	Teenage	Teenage	Teenage	Adult		Retainment
Phase									

ne they reach adulthood. The child that is lacking physical

one of the less physical by the time they reach adulthood. The child that is lacking physical dexterity, skill, or coordination at a young age has the potential to, and often do, develop into one of the most talented.

Up To 15 Players & Full Size Pitch. Full Team Game."







Against Mature Adults For A Place On The Panel."



- Attend matches to see their children play.
- Ask them how they are getting on in the club.
- Sufficient rest, hydration & nutrition (Recipes for Success)
- Go for a few kicks with them most evenings and practice what they are being thought in training. Training at the club is only a small part of player development. If they want to develop and improve, they need practice regularly at home and with their friends.
  SUNCROFT GFC
  PROUD MEMBER OF
- Support all the Suncroft GFC teams with the children.
- Take the children to see their county play.
- Become an active member of the club.
- Learn the rules of the game and the differences between LGFA & GAA rules.
- Know the Code of Behaviour for Parents / Guardians and for players.
- Only give encouragement at games.
- \* Remember it is far more about development than it is about winning.

The referee and other match officials will get some calls wrong but overall, it will end up being reasonably balanced in the game, and/or over the season. Some days it will go for your child and your team and some days it will go against your child and your team. That is the nature of the game and when at a game accept it for what it is.

Team managers, coaches, selectors, and players will have average days, great days and crappy days. That is the nature of the game and when at a game or training accept it for what it is.

Respect the time, effort, and commitment that all the parents/guardians, players, team coaches, selectors, managers and club are giving to provide this outlet for you and your child's energy, excitement, and entertainment.

Every effort should be made not to have any heat of the moment outbursts. If you have an issue that you feel must be addressed talk to the coach before the start of the next training secession.

If you can do it better, then get involved with the club or the team and help them to improve. Do the training courses and qualify to coach or to referee.





**RECIPES FOR** 









#### 3) LEARNING TO MASTER THE BALL 4-6 YEARS

#### PLAYER CHARACTERISTICS

- Children of this age are self-centred, and co-operation is largely absent.
- At this age many still think that the ball is their own 'toy', so they will try to run with the ball and score rather than pass.
- They will respond to partner work and skills practice for a short time. This helps introduce them to teamwork and co-operation.
- These children will only watch the ball. They cannot and will not look for space to run
  into.
- They usually enjoy being asked questions and this should give the coach plenty of opportunities to check for understanding.
- When their team is not in possession, they find it difficult to understand defending a goal. To them they are merely chasing a ball.
- They respond best to target games and races (hitting, throwing, and running).
- Critical stage for development of basic movement and ball manipulation skills (both hands and both feet) using a positive and fun approach.











#### **LEARNING TO MASTER THE BALL 4-6 YEAR**

SKILL EMPHASIS	PHYSICAL FOCUS	GAME SPECIFIC
	ABC & RJT's	
Handling - Both hands  Throw  Bowling ball  Two handed bounce catch  One handed bounce  Body catch  Pick up stationary & moving  Kicking - Both feet  Ground kick  Dribble  Punt kick (two hands, hard foot)	Agility For example: Chasing games, Dodging, Shadow running  Balance For example: Animal walking, Hop in & out of hoops  Co-ordination For example: Skipping, Bean bag toss, Pass through the ladder  Running - Good technique	Target Games  The simplest form of a game which challenges players to use the techniques previously learnt is to aim into or at a target. Players have lots of time to perform the task without any distraction from other players. There is a low level of decision making. For example: Skittles, Through the gate, Tower ball  Court Games  Court games require players to pass the ball over an obstacle like a net or zone to a receiver. The level of
Travelling - Both knees - Knee tap solo	Forward Backward Sidewards For example: Marching, Stopping Jumping	decision making has increased but is limited. For example: Over the river, Hurling tennis  Part - Invasion  These games require players to complete
	For example: Take off & landing, Jump jacks  Throwing  For example: Target roll	a task with limited or direct opposition. For example: Getting through the traffic, 4v4 (two zones) no goalie, Up north down south

Hard foot – pointing the toes down towards the ground when striking the ball creates a hard foot and increases power in the kick.









#### PLAYER CHARACTERISTICS

- They will begin to look up when in possession and start choosing options [e.g. passing rather than shooting].
- They will have difficulty tackling opponents but will kick the ball away from them and attempt to block any shots.
- Use questions to challenge and introduce decision making.
- Players will beg for a game at every opportunity, yet their technique is best improved through individual, paired, and small group work. This is an ideal time to use the 'Whole-Part-Whole' approach to some sessions where the coach starts with a game, stops it after ten minutes, works on one technique for a short period then restarts the game.
- Coaches need to focus on positive feedback, this is the age where dropouts occur if children think they are no good.
- At this age players will now try to win the game not only by scoring but also by attempting to deny the opposition the opportunity to score.
- They will also begin to understand the need to change the direction of a run or a pass
  to be more effective and they will begin to grasp the idea that a player may need
  support from behind and to the side as well as in front.
- Coaches should continue to run small-sided games and conditioned games, one of the better games is called 'Over the River' and tennis.
- At this age players must also get used to attacking the ball (i.e. running and not stopping) and breaking tackles.
- First critical period for speed development.
- Critical stage for development of basic movement and ball manipulation skills (both feet and both hands) using a positive and fun approach. The use of both feet and both hands becomes a lot more difficult to develop in older children.







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#### **LEARNING TO USE THE BALL WELL 7-9 YEARS**

ABC & RJT's

#### SKILL EMPHASIS

#### PHYSICAL FOCUS

#### **GAME SPECIFIC**

#### Handling

- Body catch
- Low catch
- High catch
- Fist pass (both hands)
- Hand pass (both hands)
- Crouch lift (stationary ball)

#### Kicking - Both feet

- Punt kick (one hand, hard foot)
- Hook kick
- Pick up-foot

#### **Travelling**

- High bounce
- Toe tap (stationary both feet)
- Roll

#### **Tackle**

- Near hand tackle
- Shadowing
- Frontal tackle
- Block down

#### **Agility**

For example: Zigzag relay

#### **Balance**

For example: One leg hopping, Hop and land on other leg

#### Co-ordination

#### Running

Good Technique For example: On the spot, Relay races, Hurdle running, Stopping

#### **Jumping**

For example: Leap frog, Donkey kicks

#### **Throwing**

For example: Dodge ball

#### Conditioning

- Partner Resistance

   For example: Tug of
   war, Push & pull
   partner,
   The bridge
- Whole body exercises
- Introduce basic flexibility

#### **Target Games**

The simplest form of a game which challenges players to use the techniques previously learnt is to aim into or at a target. Players have lots of time to perform the task without any distraction from other players. There is a low level of decision making. For example: Skittles, Through the gate, Tower ball. Include weak foot only games.

#### **Court Games**

Court games require players to pass the ball over an obstacle like a net or zone to a receiver. The level of decision making has increased but is limited. The use of other skills essential for teamwork such as communication, anticipation and spatial awareness become more apparent. For example: Over the river, Scout ball, Cuchulainn. Include weak foot only games.

#### **Field Games**

These are games which require one team to act as the strikers/kickers and the opposition become the fielders retrieving the ball. Greater decisions must be made in relation to where, when, and how to move or play the ball and good spatial awareness is more important. For example: Rounders, Four hitters. Include weak foot only games.

#### Part-Invasion

These games require players to complete a task with limited or direct opposition. For example: 4v4 (zoned) no goalie, Line game

#### **Full-Invasion**

The core objective in invasion games is to move into an opponent's territory to score. To achieve this objective the players must maintain possession of the ball, create, and use space and attack a 'goal'. For example: 4v4 (two touch), 5v5 (wide man)

Hard foot – pointing the toes down towards the ground when striking the ball creates a hard foot and increases power in the kick.









#### **PLAYER CHARACTERISTICS**

- Players will compete with greater intensity against each other.
- At this age players will now try to win the game not only by scoring but also by attempting to deny the opposition the opportunity to score.
- They will begin to understand the need to change the direction of a run or a pass to be more effective and they will begin to grasp the idea that a player will need support from behind and to the side as well as in front.
- Coaches should continue to run small-sided games and condition them to solve problems.
- During training, less accomplished, weaker, or new players must always feel part of the session. Coaches must be ready to pay as much attention to them as to other established players and always work to improve their skills [e.g. one-to-one coaching may be needed].
- Coaches must be quick to address the problem of one or two players dominating play and preventing others from developing their skills during games. Encourage dominant players to help develop their teammates. Modifying the training rules can help.
- If supporters, parents or guardians are giving instructions to players from the side line the coaches must ask them to stop. Players must be let develop their concentration, their own decision making and only follow the coach's instructions.
- Many players at this age fail to recognise the need to attack the ball and prefer to wait for the ball. If this is allowed to persist at this age, the player will find it increasingly difficult to change his/her instincts.
- Training needs to be moderately increased at this stage.
- Players are now ready to develop general strength through their own body weight and core exercises.
- While players in this stage may have a similar chronological age, they may differ significantly in terms of biological age, i.e. one may be much more physically developed than another. The average age for girls to begin puberty is 11 years, while for boys the average age is 12 years, but it's different for everyone.









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#### **LEARNING TO PLAY TOGETHER 10-12 YEAR**

Speed

#### **SKILL EMPHASIS**

- Handling - High catch
- Hand passing (both hands)

#### **Kicking** – Both feet

- Punt kick
- Punt kick outside foot
- Crouch lift moving ball
- Toe lift
- Hook kick

#### Travelling

- Solo run (both feet)
- Low bounce
- Dummy solo (both feet)

#### **Tackle**

- Near hand tackle
- Shadowing (Delay)
- Shouldering- side to side charge
- Frontal tackle
- Block down

PHYSICAL FOCUS

- Further development of speed in warmups (Efforts less than 6 secs). For example: Quickness and change of direction and reaction sprints

#### Strength

- Introduce core strength. For example: Twist with partner
- Own body strength exercises. For example: Pull ups, press ups etc.
- Introduce plyometric training. For example: Bounding and hopping

#### Stamina

- Endurance related activities. For example: Relay running
- Small sided games & ball drills
- Circuit training with the ball

#### Flexibility/Conditioning

- Introduce dynamic stretching & mobility exercises
- Warm up & cool down concept

#### **GAME SPECIFIC**

#### **Court Games**

Divided court games require players to pass the ball over an obstacle like a net or zone to a receiver. The level of decision making has increased but is limited. The use of other skills essential for teamwork such as communication. anticipation and spatial awareness become more apparent. For example: Over the river, Hit the corners. Include weak foot only games.

#### Field Games

These are games which require one team to act as the strikers/kickers and the opposition become the fielders retrieving the ball. The fielding team tries to limit the runs or scores by the striking/kicking team and at the same time try to get the opposition players out. Greater decisions must be made in relation to where, when, and how to move or play the ball and good spatial awareness is more important. For example: Crazy kicks, Batter bonanza. Include weak foot only games.

#### **Part-Invasion**

These games require players to complete a task with limited or direct opposition. Such games encourage awareness of time and space but also help develop characteristics of team play, e.g. support play and communication. Part-invasion games allow players to develop positional sense and decision making with limited pressure from the opposition. For example: 4v1 (Grid), Pass and attack. Include weak foot only games.

#### **Full-Invasion**

The core objective in invasion games is to move into an opponent's territory to score. To achieve this objective the players must maintain possession of the ball, create, and use space and attack a 'goal'. For example: 4v4 (Split ends), 5v5









#### PLAYER CHARACTERISTICS

- While players in this stage may have a similar chronological age, they may differ significantly in terms of biological age, i.e. one may be much more physically developed than another.
- Aerobic and strength programmes can be introduced. Only trained coaches should undertake this training.
- · Broad base skills and sport specific skills.
- Advanced technical skill development/skills developed under pressure.
- Fitness with the ball in skills drills.
- Gain an understanding of the principles of attack and defence through grids and small sided games.
- Players can be introduced to moderate anaerobic and strength training through ball work.
- Players should be introduced to psychological training through games that promote concentration and better decision making.
- Players must accept that the team is paramount, their role is within the team structure, and that it is the coaches that make the decisions.
- Coaches must be quick to address the problem of one or two players dominating play and preventing others from developing their skills during games. Encourage dominant players to help improve the overall team performance.
- Coaches must be quick to address the problem of player discipline and negative input from players. Players should not be allowed, at any time, to negatively address members of their team, team coaches or game officials.
- With migration to fifteen player teams and full-size pitches players can get frustrated
  with the lack of space and the physical demands. They need to improve their
  awareness of the support that is behind, to the side, or in front and need to improve
  their decisions making, workload sharing and teamwork.
- If supporters, parents or guardians are giving instructions to players from the side line the coaches must ask them to stop. Players must be let develop their concentration, their own decision making, and only follow the coach's instructions.









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#### **LEARNING ABOUT POSITIONS 13-15 YEAR**

#### **SKILL EMPHASIS**

#### Handling

- Ball feint
- Fist pass for distance
- Overhead tap on
- Catching at speed
  High catch
  Reach catch
  Low catch
- Half volley catch

#### **Kicking**

- Punt kick to moving target
- Long kick pass
- Scoring from angles
- Assisted chip lift
- Penalty kick

#### **Travelling**

- Swerve
- Change of pace with the ball

#### **Tackle**

- Near hand tackle
- Shadowing (Delay, deny)
- Frontal tackle
- Shouldering- side to side charge
- Dive block
- Hand off

#### PHYSICAL FOCUS

#### Speed

- Multi directional (efforts less than 20 seconds in response to hand signals)
- Quick footwork and agility
- Acceleration and deceleration.
   For example: Go go stop
- Game related reaction exercises
- Relay racing. For example: Crazy ball drills

#### Strength

- Body weight circuit training Upper body
- Legs Back
- Develop core strength. For example: Plank
- Own body strength exercises, pull ups, press ups, sit ups, etc.
- Plyometric. For example: Multi directional jumps

#### **Stamina**

- Relay running
- 3 v 1 games
- Drills incorporating the ball

#### Flexibility/Conditioning

- Maintain flexibility exercise
- Dynamic warm up

#### **GAME SPECIFIC**

#### **Part-Invasion**

Part-invasion games allow players to develop positional sense and decision making with limited pressure from the opposition. For example: Wide man, Zone to zone. Include weak foot only games.

#### **Full-Invasion**

The key element with invasion games is the number of players involved. The less space a player has, the less time he/she has, the more skill is required. For example: Backs v forwards, 15 v 15. Include weak foot only games.

#### **Possession Games**

Concept games designed to correct a failing in general team play or one rule games as they are known. For example: Give and go, 4 second rule, 2 touch, Head up, First touch. Include weak foot only games.















#### 7) LEARNING TO PERFORM 16-18 YEARS

#### PLAYER CHARACTERISTICS

- During this phase players begin to reach their physical peak and those slow developers begin to catch up with, and often pass out, their peers.
- Encourage ideals of self-awareness and self-help within players.
- At this stage a Functional Movement Screening (conducted by a physio or appropriately qualified person) should be carried out on each player and the results, along with the Critical Success Factors (CSFs) identified by each player in their Self-Assessment Profile, should form the basis of their Personal Development Plan (PDP).
- As a result of the above each player should have a PDP, a component of which should be an individualised conditioning programme developed and delivered by an appropriately qualified Coach. Each player should be committed to their programme as they will have had an input into it through their Self-Assessment Profile.
- Advanced technical skill development/skills developed under pressure.
- Understand the principles of game play, tactics, and game sense.
- Encourage positive lifestyle and build concepts of team-ship and leadership.
- Instil concepts of mental toughness and calmness under pressure (winning behaviours).
- Encourage flexibility and fine-tune the generic skills to play in a variety of positions.
- Players should be encouraged to embrace positive life-skills i.e. time-management and to take control of their own athletic development.
- Players must accept that the team is paramount, their role is within the team structure, and that it is the coaches that make the decisions.
- Coaches must be quick to address the problem of player discipline and negative input from players. Players should not be allowed, at any time, to negatively address members of their team, team coaches or game officials.
- If supporters, parents or guardians are giving instructions to players from the side line the coaches must ask them to stop. Players must be let develop their concentration, their own decision making, and only follow the coach's instructions.









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#### **LEARNING TO PERFORM 16-18 YEAR**

#### SKILL EMPHASIS

#### Game Plays

- How to use a sweeper
- How to deal with a sweeper
- How to create space
- Man marking
- Zone marking

#### **Kicking**

- Kicking for possession/diagonal ball
- Kicking for scores
- Cutting in to score
- Free kicks/penalties

#### **Ball Retention**

- Supporting the ball player
- Breaking the tackle
- Getting out of traffic
- Change the direction of play

#### **Tackle**

- Near hand tackle
- Group tackling
- Frontal tackle
- Checking
- Blocking ball

#### PHYSICAL FOCUS

#### **Speed**

- Multi directional (efforts less than 20 sees in response to hand signals)
- Quick footwork and agility
- Planting the foot (the 3step movement)
- Running mechanics & technique
- Strength work to improve speed

#### Strength

- Functional Movement (FM) assessment to establish core strength and technique
- Core programme
- Individual programme for those with core strength & good technique

#### **Stamina**

- Small-sided games
- Drills incorporating the ball

#### Flexibility/Conditioning

- Maintain flexibility exercise
- Dynamic warm up

#### **GAME SPECIFIC**

Intense Small-sided
Intense Small-sided games
are extremely beneficial for
players. As well as getting
involved in the game more
often, players learn more
quickly and make more
decisions during the course
of these games. As the ball
is never far away, greater
concentration is required.
For example: Across the
line, Total football, Breakball & kick, 4 goal option

#### 15 a-side

15 a-side games are helping rehearse for the match day scenarios. For example: Back v Forwards, 15 v 15 (Deploying a sweeper, defending the zones, deploying the big man, various conditions)







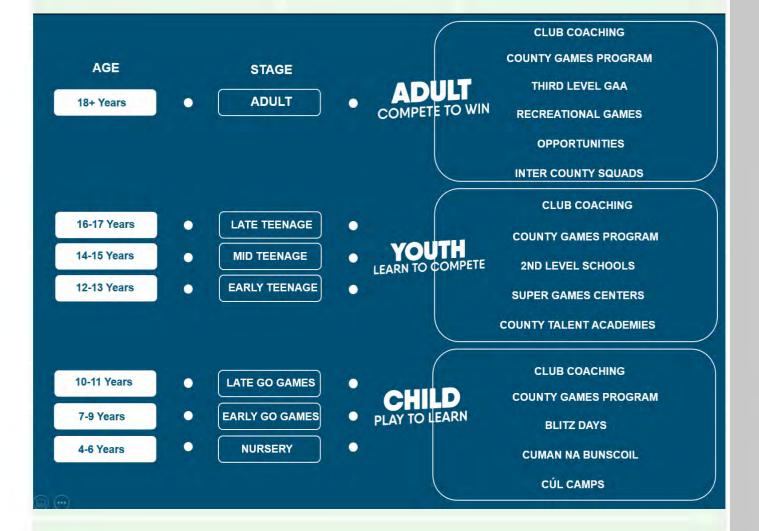








#### 8) COACH, PLAYER & GAMES DEVELOPMENT



# FOCUS ON THE JOURNEY NOT SHORT TERM SUCCESS

















A CLEAR UNDERSTANDING OF WHERE A PLAYER IS AND WHERE THEY ARE HEADING



### TURAS PRINCIPLES



- ESTING AND CHALLENGING, ALL PLAYERS SHOULD BE CHALLENGED TO IMPROVE AT THEIR LEVEL.
- NDERSTANDS THE PLAYER IS AT THE CENTER OF THE GAME AND PROVIDES INDIVIDUALISED DEVELOPMENT (PLAYER CENTERED)
- ESEMBLES THE GAME (GAME BASED)
- LL PLAYERS INVOLVED, ALL OF THE TIME. LOTS OF TOUCHES, LOTS OF DECISIONS.
- S HOULD ALWAYS BE ENJOYABLE, DEVELOPMENTALLY APPROPRIATE AND A HOLISTIC GAA EXPERIENCE.











The Pathway to Elite Performance is a Gaelic Games specific player development pathway which outlines the key playing opportunities available to players as they progress through their playing careers. The opportunities are appropriate to their needs and abilities as they mature.



The model is comprised of four key stages: Fun Do (Recreation), Can Do (Talent Identification), Want To (Talent Transfer) and Will Do (Elite Performance). These stages are spanned by three phases - Play to Learn (Kids), Learn to Compete (Youths) and Compete to Win (Adults) - which reflect the focus of participation as players develop.

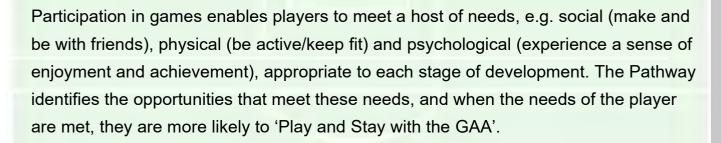
The Recreation (Fun Do) Stage is structured so that young participants can 'Play to Learn', i.e. develop the underlying techniques of Gaelic Football through activities that are 'Fun to Do'. The acquisition of technical proficiency during the 'Fun Do' Stage will enable young players to progress to the Talent Identification (Can Do) Stage with a sense of belief in their own ability i.e. where they feel they 'Can Do' what's required of them as they 'Learn to Compete'. By the time individuals reach the Talent Transfer (Want To) Stage, they will have decided whether they 'Want To' commit the time and make the effort required to participate at a higher level of competition.

At the Elite Performance (Will Do) Stage, players will be expected to display the mental toughness and focus required so that they 'Will Do' justice to themselves as they 'Compete to Win'.









When players – for whatever reason – are denied participation, it will inevitably result in dropout. Similarly, when young players are required to sustain focus for too long a period, or feel under pressure to deliver because not enough provision for fun or recreation has been made by the coach, they may choose to stop participating or at least will not derive a sense of satisfaction that well organised and appropriate participation should provide. The Pathway to Elite Performance helps guide us as we aim to avoid improper focuses and aim to provide appropriate opportunities.

In summary the Pathway to Elite Performance is designed to provide regular games which:

- Cater for differing levels of development and varying competitive abilities/needs.
- Guarantee full participation, fair play and frequent prospects of success.
- Encourage players to deliver on their true potential, i.e. make the effort required to improve individual and team performance.







#### Skill Through Effort Project (STEP)



The provision of games – as set out in the Pathway to Elite Performance – is complimented by skill development projects, which are implemented both Clubs and Schools. These projects – known collectively as the Skill Through Effort Project – primarily serve to ensure that strong links are maintained between Schools and Underage Clubs.

Specifically they;

- 1. Assist players develop playing, leadership and team building skills.
- 2. Provide understanding of the inevitability of success and failure.
- 3. Encourage players to maintain lifelong involvement in Gaelic games.

**The Fun Do** Programme involves several projects, designed to complement the Recreation (Fun Do) Stage. These are implemented through the Primary School network. The projects involved are as follows:

#### 1. ABC/Have a Ball Nursery Programmes



The ABC and Have a Ball nursery programmes outline a series of exercises adapted to Gaelic games, for Junior Infants, Senior Infants, 1st Class / P1 – P3

(4-8 year olds), in order to facilitate the development of basic movement and ball manipulation skills using a positive and fun approach. The ABC (Acquiring Bilateral Coordination) Programme involves the development of locomotor, manipulative and stability skills including the ABCs (Agility, Balance, Co-ordination) and RJTs (Running, Jumping, Throwing) of athleticism. The Have a Ball Programme is designed to ensure that participants develop ball manipulation skills, such as Catching, Passing, Throwing, Kicking and Striking, which are key to participation in many games, and life activities, and form the basis for the future development of the skills of Gaelic Football.







#### 2. Lift & Strike / Catch & Kick Coaching Classes



The Lift & Strike and Catch & Kick Coaching Classes are a progressive series of activities that focus on the development of the basic skills of Gaelic Football through progressive exercises and drills appropriate for 8-12 year olds (2nd to 6th Classes / P4–P8).

#### 3. U Can Awards



The U Can Awards, in Gaelic Football, are a series of skills challenges designed to encourage young players aged 8-12 years to practice the basic skills of Gaelic Football. Awards are made based on playing proficiency in specific challenges.

#### 4. Skill Star Challenge



The Skill Star Challenge is an extension of the U Can Awards implemented through Schools and Clubs, involving a series of game related challenges. The Skill Star Challenge provides an opportunity for the most technically proficient players to perform at Club, County, Provincial and National level.

#### 5. Kelloggs Cúl Camps



Camps organised during the months of July and August, are vital in terms of increasing participation and maximising retention. The Camps are structured to cater for a range of age groups. They consolidate (in a fun environment) the various projects, which are organised within Primary Schools and Underage Clubs.









The PEP and STEP Programmes have most impact when they are supported by a programme of Coach Administrator and Referee Education (CARE). Making adequate provision for Applied Lifelong Learning (ALL) will ensure that Coach Administrator and Referee Education programmes are even more effective.

Coach Administrator and Referee Education (CARE) is delivered through specifically designed courses, workshops, and conferences incorporating recognised principles of best practice. Each progressive course across each of the Coaching, Administration and Refereeing areas caters for a greater level of specialisation and expertise.

Each course is also aligned to a level of participation at which specific playing groups are operating. Courses include a combination of theoretical and practical inputs and allow for (and encourage) the use of digital and e-learning modalities.

#### CARE programmes are designed to:

- Educate Coaches, Administrators and Referees in a progressive manner from Club through to National Level.
- Continually improve the quality of Coaches, Administrators and Referees through the incorporation of recognised principles of best practise.







#### Applied Lifelong Learning (ALL)

The programme of Applied Lifelong Learning (ALL) is a series of Workshops, Clinics, Ancillary Courses, and Conferences on various topics and disciplines related to the role and performance of Coaches, Administrators and Referees. Applied Lifelong Learning also creates a link to Diploma and Degree courses in Third Level Institutions which serve to further the knowledge of the participants and which may provide credits towards progression as Coaches, Administrators and Referees within the Association.

The Programme of Applied Lifelong Learning (ALL) makes provision for Coaches, Administrators and Referees to:

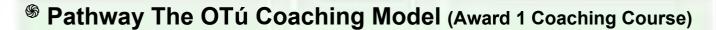
- Continually develop their vocational skills.
- Progress at a rate suited to their own development.
- Ensure that as players progress through PEP and STEP, they are provided with the proper CARE for ALL.

A PEP in your STEP with CARE for ALL











Quality coaching is one of the key requirements to ensuring that participation is maximised and playing standards are optimised as players progress through the Pathway to Elite Performance.

To support quality coaching the GAA have devised the OTú Coaching Model.

The OTú Coaching Model is a blueprint which provides the basis for organising Training Programmes which enable players to deliver on their True Potential and achieve Total Performance.

The term OTú - the O as in oxygen, and Tú - Irish for 'you' - has its origins in the fact that the desire to excel is driven from within.



The model operates on the principle that players will excel when the 3 Ts - Technical Proficiency, Tactical Prowess and Team Play - and the 3 Ps - Physical Fitness, Performance Analysis, and Psychological Focus - are integrated and developed in a manner which has regard for Best Coaching Practice (the 3 Cs - Communication Inputs, Coaching Inputs and Cohesion).

The more that coaches and players succeed in getting the balance right, the more the players and team will maintain a consistent level of performance excellence. The OTú Coaching Model outlines the knowledge required to achieve this level of excellence.

#### The 3 T's and the 3 P's

When the 3 Ts and the 3 Ps are integrated and developed in a manner which involves quality Coaching and Communication inputs from the Coach, players will excel, and a Cohesive Team unit will emerge.











Click the button or go to: https://learning.gaa.ie/planner/



#### **T1** - Technical Proficiency (Know How)



The ability to perform the underlying techniques accurately, consistently and at match tempo.

#### **T2** - Tactical Prowess (Know What and When)



The ability to weigh up match situations and decide on what option to take and when to take it, e.g. shoot for a score, carry the ball, pass it on or play it into space when in attack or place the opposition under maximum pressure when defending.

#### **T3** - Team-Play/Tactical Ploys (Know Who and Where)



The ability to anticipate movements and synchronise who should go where during play or set-piece situations, e.g. in order to score or convert possession into scores when in attack or minimise the amount of clean possession and time and space available to opponents to make clear use of the ball, when defending.

#### P1 - Physical Fitness



The ability to perform the basic techniques, engage in physical contests and respond to signs, sounds and signals experienced during the game with the least possible expenditure of energy.

#### **P2** - Playing Facts



The ability to identify playing strengths and areas where improvements are required and to accept why changes in training, tactics, team line out etc., may be necessary.

#### P3 - Psychological Focus



The ability to maintain attention on the here and now and switch concentration as the need arises.









#### Why Children Play Sport

There are many reasons why teachers, parents and coaches should encourage children to participate in sport:

#### Increased confidence

Playing sport will provide each participant with the opportunity to build confidence and allow them to develop a real sense of achievement.

#### Becoming part of a team

Children like to feel as though they are part of a team or group.

Participation challenges them to work as part of a group, to think of others and develop interpersonal and team skills.

#### Improved physical and motor skills

Participating in sport helps children develop a range of movement and manipulation skills that are also important outside of a sports setting.

#### Promoting a healthy lifestyle

Children that participate in sports are less likely to be overweight and suffer health problems. They make many likeminded lifelong friends.

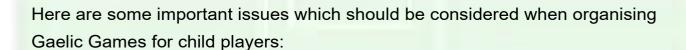
However, it is not as simple as just providing an opportunity to participate in sport. It is essential to be aware that the quality of the sporting experience is more important for the child player than for any other playing group.

Games and activities that are inappropriate to the needs and abilities of the child player, or poor quality coaching, can lead to dropout, burnout, injury or simply to unsatisfactory experiences and the failure to enable the child to achieve their True Potential.









- Children are not miniature versions of adults.
- Positive sporting experiences at an early age are key building blocks to lifelong participation.
- The correct balance between competition, training and rest are essential to appropriate development – for children the focus should be on playing and fun.
- It is estimated that it takes approximately 10 years (or the equivalent of 10,000 hours) to develop top class players. Development of physical literacy, i.e. basic movement and manipulation skills at an early age, and followed quickly by development of the sport specific skills are key goals in the child player's development and in ensuring that the foundation is in place for optimum development later.

Key questions for coaches to ask when working with players in the Fun Do stage of development include:



- Is the team size appropriate so that every child get full game time.
- Is the pitch size appropriate so that it every child has room to play without getting too tired?
- Have the rules been modified to match the age and understanding of the children and to help achieve skill development?
- Are the children getting an opportunity to play in all positions in each game?

When considering these questions, it is important to take into account the differing characteristics of the children.









Children are physically developing from early childhood to late adolescence. This means they have different capabilities for exercise and exercise affects them in different ways. For this reason, training programmes for children should not be simply scaled down versions of adult training programmes.

Using the 3 Ts and the 3 Ps as an example, there are many ways in which children differ from older youths and adults:

#### Technical Proficiency

- Children have limited agility, balance, and coordination.
- Children have undeveloped running, jumping, catching, and throwing skills.

#### **Tactical Prowess**

• Children have poor positional awareness (e.g. 'beehive' play, or following the ball, is very prominent in underage games).

#### Team Play

- Children play for themselves.
- Children have limited communication skills.

#### Physical Fitness

- Strength children have limited strength.
- Stamina children have lots of energy but tire quickly and need frequent breaks.
- Speed children have good reactive speed and have a particular 'window of opportunity' to develop speed during the early stages of development.
- Children respond poorly to heat and cold.

#### Performance Analysis

 Children have limited ability to understand the coordinated movements required to perform the skills of Gaelic Football.









- Children can lack confidence.
- Children can be emotionally immature moody/lose self-control.
- Children can be very choosy about friends and who they play with.
- Children tend to lose concentration quickly or be easily led by others.
- · Children's decision-making ability is poor and slow.
- Children may not know how to react to the different personalities they might face in a group.
- Children will try to emulate what they see from sports stars.

However, most importantly, all children are individuals and the rate at which each child develops in each of these areas will be different.

When providing sporting experiences for children, emphasis should be put on each child's own progress, and not on comparing their achievements with those of others.

This means that, where possible, individual instruction and challenges should be provided, and a broad range of activities should be planned and presented. Activities should develop to be of an increasingly complex nature and be challenging but 'doable'.

AND REMEMBER, THE KEY IS FUN, FUN, FUN!







#### 10) Go Games









#### **AIMS**

To develop the basic technical skills of Gaelic Football (catching and kicking) in a controlled competitive environment.

#### **PLAYING RULES**

- Rules are not set in stone and can be amended to suit the activity, number and ability of the children involved.
- Play commences with a kick out from the hands or ground.
- The goalkeeper may advance 10m for a kick out and kick from the hands or ground.
- The side-to-side (shoulder) charge is not allowed but incidental contact is permitted.

#### SCORING SYSTEM

 3 point when the ball is played over the crossbar & 1 point when the ball is played under the crossbar.

(Official recommendation is 1 point for under or over crossbar)

- The ball may be caught in the hands and played away by kicking it only.
- The ball may be carried for four steps before playing the ball away by kicking it (no hop, toe tap, of hand pass allowed).
- The ball may be lifted off the ground with the hands, provided the player involved is on his/her feet. Crouch lift, using a foot, to be encouraged.
- The player who is fouled takes the free from the hands and when an opponent fouls the ball e.g. overcarries it, the player nearest to the ball takes the free.
- When a free is awarded, the ball is to be given to the player taking the free kick. If this does not happen the ball is advanced 5m.
- When a team plays the ball over the side line, the opponent nearest to where the ball crosses the line, takes the side line kick from the hands.
- When a defender plays the ball over his own end line (a 45), the other team are awarded a
  free kick from the halfway line, in line with where the ball crossed the end line. Referee
  chooses player nearest/last struck to take free.
- Opposing players to be at least 10m from the player taking a free kick, side line kick or kick out. Free kicks should be no closer than 10m from the opposing end line.

#### **EQUIPMENT**

- Well secured goalposts (minimum 8' x 6' to maximum of 15' x 7'). Training poles, cones or flags are optional.
- Bibs, cones and First Touch (Size 1) footballs.















#### **PLAYING THE GAME**

- 7 v 7 maximum.
- Where a substitute is unavoidable every player should get a minimum of half a game.
- Playing Area 45m x 30m. Make smaller if appropriate.
- 1 goalkeeper, 2 defenders, 2 midfielders and 2 attackers.
- Two zones, split with cones across the half way with small cones. Players to
  - remain within the zone to which they are assigned midfielders can enter other zones but must return to the centre for any free kick, side line kick or kick out.
- All players rotate positions after each quarter. Teams change sides at half-time.

#### SUNCROFT GFC PLAYING RULE MODIFICATIONS

- The playing rules are not set in stone.
   There is no reason why they cannot be modified to meet the varying needs and abilities of those involved.
- When playing 6 V 6, the last player back to act as goalkeeper/fly-goalkeeper.
- Award 3 points when the ball is played over the crossbar and 1 point when the ball is played under the crossbar.
- No winners or losers.

#### **TIME DURATION**

- 4 Quarters.
- Minimum of 6 minutes per half, maximum of 12 minutes per half.













#### AUNAO

#### **AIMS**

To consolidate the basic technical skills of football in an environment where players are also encouraged to use their non-dominant side and develop tactical awareness/prowess i.e. decide on the best options in terms of making use of and creating time and space.

#### **PLAYING RULES**

- Rules are not set in stone and can be amended to suit the activity, number and ability of the children involved.
- Play commences with a kick out from the hands or ground.
- The goalkeeper may advance 10m for a kick out and kick from the hands or ground.
- The side-to-side (shoulder) charge is permitted.
- The ball may be caught in the hands and played away by kicking it only.
- The ball may be carried for four steps before bouncing or toe tapping it – players are restricted to one bounce and one toe tap per possession.

#### SCORING SYSTEM

- 3 points when the ball is played over the crossbar & 1 point when the ball is played under the crossbar.
- (Official recommendation is 2 points for over crossbar & 1 point for under)
- The ball may be lifted off the ground with the hands, provided the player involved is on his/her feet. Crouch lift, using a foot, to be encouraged.
- The player who is fouled takes the free and when an opponent fouls the ball e.g. overcarries it, the player nearest to the ball takes the free. Frees taken from the hand.
- When a free is awarded the ball is to be given to the player taking the free kick. If this does not happen the ball is advanced 5m.
- The opponent nearest to where the ball crosses the side line, takes the side line kick from the ground.
- When a defender plays the ball over his own end line (a 45), the other team are awarded a
  free kick from the halfway line, in line with where the ball crossed the end line. Referee
  chooses player nearest/last struck to take free.
- Opposing players to be at least 10m from the player taking a free kick, side line kick or kick out. Free kicks should be no closer than 20m from the opposing end line.

#### **EQUIPMENT**

- Well secured goalposts (minimum 8' x 6' to maximum of 15' x 7'). Training poles, cones or flags are optional.
- Bibs, Cones and Smart Touch (Size 2) footballs.
- Velcro bands or a different coloured sock to identify non-dominant leg is helpful.















#### **PLAYING THE GAME**

- 9 v 9 maximum.
- Where a substitute is unavoidable every player should get a minimum of half a game.
- Playing Area 65m X 40m. Make smaller if appropriate.
- 1 goalkeeper, 3 defenders, 2 midfielders and 3 attackers.
- All players rotate positions after each quarter. Teams change sides at half-time.

#### **TIME DURATION**

- 4 Quarters.
- Minimum of 8 minutes per half, maximum of 15 minutes per half.

#### SUNCROFT GFC PLAYING RULE MODIFICATIONS

- The playing rules are not set in stone. There is no reason why they cannot be modified to meet the varying needs and abilities of those involved.
- The ball should be lifted off the ground using the foot.
- Encourage / reward use of weaker foot.
- When playing 8 V 8, the last player back to act as goalkeeper/flygoalkeeper.
- Award 3 points when the ball is played over the crossbar and 1 point when the ball is played under the crossbar.
- No winners or losers.

#### **RECOMMENDED PLAYING AREA**

#### **QUICK TOUCH**











#### **AIMS**

To enable players to perform the underlying technical skills of football accurately and consistently in an open, competitive environment and assist with the development of team play.

#### **PLAYING RULES**

- Play commences with a throw-in between two players from each team in the middle of the field.
- The goalkeeper may advance 10m for a kick out and kick from the hands or ground.
- The side-to-side (shoulder) charge is permitted.
- The ball may be caught in the hands and played away by kicking it or striking it with the fist/hand.
- The ball may be carried for four steps before bouncing or toe tapping it – players are restricted to one bounce and one toe tap per possession.

#### **SCORING SYSTEM**

- 3 point when the ball is played over the crossbar.
- 1 point when the ball is played under the crossbar.

(Official recommendation is 1 point for over the crossbar & 3 points for under)

- The ball may be lifted off the ground with the hands, provided the player involved is on his/her feet. Crouch lift, using a foot, to be encouraged.
- Free kicks may be taken from the hand or from the ground.
- The player who is fouled takes the free and when an opponent fouls the ball e.g. overcarries it, the player nearest to the ball takes the free.
- When a free is awarded the ball must be given to the player taking the free kick. If this does not happen the ball is advanced 10m.
- The opponent nearest to where the ball crosses the side line, takes the side line kick from the hands.
- When a defender plays the ball over his own end line (a 45), the other team are awarded a
  free kick from the halfway line, in line with where the ball crossed the end line. Referee
  chooses player nearest/last struck to take free.
- Opposing players to be at least 10m from the player taking a free kick, side line kick or kick out. Free kicks should be no closer than 20m from the opposing end line.

#### **EQUIPMENT**

- Well secured goalposts (minimum 8' x 6' to maximum of 15' x 7'). Training poles are optional.
- Bibs, Cones and Smart Touch (Size 3) footballs.















#### **PLAYING THE GAME**

- 11 v 11 maximum.
- Where a substitute is unavoidable every player should get a minimum of half a game.
- Playing Area 90m x 40 to 50m. Make smaller if appropriate.
- 1 goalkeeper, 4 defenders, 2 midfielders and 4 attackers.
- Players rotate positions between goalkeeper, defence, midfield, and attack at half-time.
   Teams change sides at half-time.

#### **TIME DURATION**

 Minimum of 10 minutes per half, maximum of 20 minutes per half.

#### SUNCROFT GFC PLAYING RULE MODIFICATIONS

- The playing rules are not set in stone. There is no reason why they cannot be modified to meet the varying needs and abilities of those involved.
- Encourager kick outs from the ground.
- The ball should be lifted off the ground using the foot.
- Award 3 points when the ball is played over the crossbar and 1 point when the ball is played under the crossbar.
- Encourage / reward use of weaker foot.
- No winners or losers.

# The main pitch is divided into 2 Playing Areas. Playing across the pitch may be preferable to allow more width in each Playing Area.









Planning a coaching session, and indeed the entire coaching year, is essential for a number of reasons:

- 1. Session by session basis it allows for proper, well-delivered coaching sessions which show that the coach is competent, in charge, and knows what they are doing.
- 2. Seasonal basis it allows the coach to outline goals, monitor performance and adapt as the season progresses.

Here are a few questions to help focus on the topics addressed in this section;

- Do we plan each session before we get to the pitch?
- Do we consult our assistants or fellow coaches to ensure they know what's going to happen at the next session?
- Do we arrive at the pitch and then decide?

#### PLANNING A COACHING SESSION

One of the main duties of a coach is to ensure that players keep returning to training. A decrease in the numbers attending says something about how well the coaching team is prepared, and/or how they conduct their coaching programme. At the same time, maintaining and increasing the numbers at sessions indicates that the coaching team is doing something right. Preparation and planning are key to an effective session. The plan involves everything from the time the coach arrives at a training ground, to when they leave, after every player has left. If the plan is written down, it is possible to refer to it at all times during the session without the session breaking down.

Having the equipment and activities laid out is important so that as soon as one activity ends, the group can move straight onto the next. If time is be spent setting out a new activity the attention of the group can be lost which can lead to discipline problems.

Starting on time shows a good example to the players (and their parents). The coach must be seen to be in charge of the session without becoming a dictator. Fun should be the most important aspect, but skill improvement must not be neglected.













The following should be addressed when planning for a coaching session:

- Identify a theme for the session.
- · Identify the skills to be developed.
- Decide on the duration of the session Remember that children learn quicker if they undertake short intensive progressive sessions rather than one long session per week.
- Map out the training area to suit the chosen activities.
- Ensure that all the equipment required for the session is available.
- Safety is always the priority ensure that there is always more than one coach at each coaching session.
- · Aim for one coach for every 10 children.

The following general points should be considered when planning the content of a session:

Appropriate     Activities	The activities chosen must be appropriate for the players' ability and age. It is important that children are not pushed too hard too soon. Equally, for children to maintain their interest and continue to develop as players it is
	important that they are challenged to achieve the best results possible.
<ul> <li>Progression</li> </ul>	The activities should be broken into teachable elements which progress from simple to more complex movements.
Demonstration	Demonstrations by the coach or good players can be supplemented by videos of players performing the skill.
<ul> <li>Variety</li> </ul>	The session must have a variety of activities to ensure the players stay
	active and enthusiastic.
• Practise	Ensure the children have enough time to practise and experiment with activities. When providing feedback, always be positive. Do not try to be too technical as the child may not understand what is required of them. Playing against a wall or with one or more friends is a very effective way of developing skill.
Provide     Positive     Feedback	Contribute to the development of the child's abilities by encouraging the child. Feedback reinforcing good behaviour and practise and providing feedback when appropriate. When providing feedback, always be positive. Do not try to be too technical as the child may not understand what is
	required of them. Try using key words or phrases to reinforce key points of a skill.
	UI a SKIII.
• Play	Give them time to play. At practically every session, the coach will be asked – 'Are we playing a game?' Provide activities that develop skill in a fun filled manner - fun games and modified games, such as the Go
	Games, are best.









#### REMEMBER ALL KINDS OF RESOURCES AVAILABLE FROM GAA, LGFA & LEINSTER GAA



https://learning.gaa.ie/



https://learning.gaa.ie/planner/



https://0ffwdgaaprdk3wxzp5zf kp6g.blob.core.windows.net/fil eassets/recipesforsuccessenglish.pdf



https://learning.gaa.ie/GAAGo Games

















PLAY TO STAY WITH THE GAA

Guide children. Don't tell them

Be a role model

to be played between

sessions involving

Set Fun GAA activities

EARLY CO CAME

Only goes flat out -



 Physical & Physiological state of boys & Has little concern for team activities

girls is very similar

Has limited sense of time & space

Has a short attention span



# H2H02 3H.

**106£ 4-6** FOOTBALL

Variation. Coach open to trial & error

Well organised/planned sessions

Kicking

Maximise all coaching resources to increase knowledge

Two hand bounce, one hand bounce, body catch, different sized balls, Two hand catch, one hand catch, two hands. Handling

Hands Only, Hand & Toe in a stationary

position. Striking, Rolling, Bowling, Movement Throwing.

THEHIRILITY OF PLAYERS

Use four steps, knee tap solo.

Develop listening skills -Simon Says Game

> Running Marching, running forwards, backwards & sideways shuffle. Jumping/Landing
> 1 leg/both legs/variety of directions

Agility Chasing games, evasion games.

Encourage sidestep & evasion.

Balance Exercise — Stand on 1 leg. rope walks, 1 on 1 balance games.

Coordination

Eye Foot-Bean Bag Solo Hand Eye- cups and saucers Eye Foot-Dribble

will want their own ball

Is self-centred no sense of pace

Develop basic awareness of performance through outcomes e.g. Targets, scores,

FUN is number one priority •

Coach to player ratio 1:6 •

Every child has their own ball. Discovery/Exploration • Trial & Error

3v1 Piggy in the middle (roll ball to pass only

**Decision Making** 2v1 Piggy in the middle

Bounce Kick, Kick from

Ground, Dribble, Stop,

Target Games
Aim into or at a target to improve technique

e.g. Knock the tower.

Variation in Equipment using • colours & different sizes

Used in games for early develop-

ment of positional sense. Stops bunching

Zones

## THE OHINE

Small sided games only. 2v2, 4v4

Small sided games

Premium on all players getting touches. player development -

First touch soft football •

• Each child has their own

Water Bottle & Gum Shield

Have a ball per child at all sessions.

•

Child brings their own ball











# 9-L 39A

Variation. Coach open to trial & error

THE CORCH

Well organised/planned sessions

PLAY TO STAY WITH THE GAA

Maximise all coaching resources

to increase knowledge

Guide children. Don't tell them

### Kicking Punt kick

Right Hand to Right Foot Left Hand to Left Foot Handling

Stationary Catch - Body/Low/High

Convey Enthuasiasm

Be a role model

ATE TEENOO

TEE DIRECT

Use Four Steps, One Handed Bounce Solo Movement

Devise gamesthat require

players to look up

Near Hand Tackle **Tackle** 

Running Speed Developed through

Fun Games — i.e. Chasing Games

Jumping Jump for distance & in all directions

10-11 JRS

Jump for distance & in all directions

THE PLAYER

7-9 yAS EARLY GO BAINE

Only goes flat out no sense of pace

**Body Resistance Exercises** 

"laying an Egg" game Balance & Strength improved through Fun Tug of War Games Fun Squat preformed through

Need approval from coach/parents

Like to show off individual skills

YARTICIPANT FEEDBACH

nance through outcomes e.g. Target Develop basic awareness of perforscores in a minute

- FUN is number one priority
- Coach to player ratio 1:8 •
- Be sensitive to each players development needs
- Discovery/Exploration
- Actual game results are

**Decision Making** 

Players encouraged to move into





Zones

themselves as role models to

improve skills

Ask players imagine

S CONCHABILITY THE PLANERS Use zones for basic positional

Use trigger words to develop

concentration

- Small sided games, 3v3. 4v4, 6v6, 7v7 MAX
  - Zones can be used to stop bunching of players.
- Player fouled takes Free
  - Players sample all positions.
- Every child has their own ball at home. Play against a wall, with a friend, with

group of friends.

•

Players play all positions to understanding

Small sided games crucial for experience attack & defence

individual learning

Basic Communication

Call for the ball







2-13 JIRS





At least 1 ball for every 2 players •

Players development takes •

priority over results

FUN is number one priority .

Coach: Player Ratio = 1:10 •





AGE 12-13

# Get to know your

players individually

Games Based Coaching

Challenges to do away Set Individual skill from the field

### Kicking

Free taking (hands & ground) Emphasis on accuracy, Kicking on the move & Kicking for distance.

gain & maintain possession of the ball

inder pressure

Activities focus on building skills to

Movement

Learning to work in team environment ndividual decisions now has more

mpact on team outcome

ball at full pace. Chip lift.

Shadowing player in possession both on & off the ball

incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog Body resistant exercise Performed through FUN games

Evasion

Encourage use of side step & feint in passion of the ball Running Challenge players to stop suddenly

to develop deceleration

Become very self-conscious in front of

Lack of confidence may be a barrier to

Fun & Enjoyment are a major •

theme of all sessions

Handling Low, Chest & High Catch in pressured

pressure on players decision making

Play conditioned games to create

**Jecision Making** 

Dummy Kick/Solo, feint & Sidestep, Attack

activities are used to improve eedback from players to specific skills. Look for Players aware of how question this.

Encourage and support team

mates vocally

Team Play

Nork on teams ability to create space when in possession

Work on teams ability to deny space when not in possessio

THE CAMPE

Small sided games 5v5, 7v7,9v9, 11v11 MAX

Size 4 football

Continue to allow players to explore all

All players experience game • time in matches

Limit plays of the ball in coaching sessions to mirror that of match day rules.

# THE PLAYER

Begin to see relationship between effort & outcome

Potential changes in maturation rates due to a change in school environment

開加川川川 色配配

Jsing imagery ask players to mirror ecent pieces of play by their hero's



PLAY TO STAY WITH THE GAA

Well organised and

planned sessions

12-13 JRS













Coach to player ratio 1:10 •

At least 1 ball for every 2 players

Enjoyment and fun for players is • still a key consideration when

planning sessions.

Match results are secondary to

player development



31-W 30P

# Well Organised/Planned Sessions

Allow players to make their own decisions on the pitch •

PLAY TO STAY WITH THE GAA

 Accept that mistakes are a big part of player learning & development

Set example by showing respect to match officials & opponents at all times

Use simple language

Dummy kick/solo, Feint & Sidestep. Attack ball at full pace. Movement

Shadowing player in possession and off Tackle

CANAL DELCAL TO

through static stretching and the ball. Near hand tackle **Flexibility** 

Players can fully recognise

OF PLAYERS

through individual practise the improvements made

dynamic mobility activities

-25M with complete recovery in multidirectional, between 5M setween. Built into warm up. Speed

THE PLAYER

EARLY OO CAMES

Popularity influences

•

self esteem

Improve core strength through own body weight exercise e.g. Plank Strength

the coach for positive reinforcement Tend to be self-critical, rely on

•

Players do not make connection between physical development and loss of form between players.

**Decision Making** Understand the specific Introduce free taking from groun Continue development of kicking with increased emphasis on accuracy, movement, distance. Low/High/Body catch in pressured situations

& hand to all players.

Small sided games 5v5 7v7 are crucial in players developing decision making position through playing experience and minimal direction from coach responsibilities of the various

GAA pitch i.e. Use of width & depth. Appreciate the space of a full size

Implement principles of attack - possession & support play

Maintain possession

Moving the ball as a team.

Attacking play

## THE CAMPE

Players beginning to • become accustom to must still be challenged to playing a variety of positions.

• All players experience game time in matches

season for your team.

Size 5 football •







Highlight recent examples of good play decisions made on and off the ball. Question players individually on PARTICIPANT FEEDBACK

at senior level and question players on

Implement principles of defend

Defending

- Delay, Deny, Dispossess,

Aim to provide at least 16 games in a







14-15 JRS



 Allow players to make their own decisions on the pitch

PLAY TO STAY WITH THE GAA

Accept that mistakes are a big part of player learning & development

& opponents at all times respect to match officials Set example by showing

Use simple language

16-11 JRS

Handling Low/High/Body catch in pressured situations

Dummy kick/solo, Feint & Sidestep. Attack ball at full pace. Movement

Shadowing player in possession and off the ball. Near hand tackle **Tackle** 

**Flexibility** 

through static stretching and dynamic mobility activities

-25M with complete recovery in multidirectional, between 5M setween. Built into warm up. Speed

Strong connection with admired adult (role models)

EARLY CO CAMP

Improve core strength through own body weight exercise e.g. Plank Strength Ability to mix socially with all

teammates & adults

Commitment to individual practice away from coaching session/matches.

Personally responsible for Hydration/Nutrition

Manage rest and recovery e.g. Foam Rolling

# **Decision Making** 11-91 30t

Using questioning, vary your coaching style to improve players **Guided Discovery** decision making:

show me when its hest to solo ball or pass it long"

Observation & feedback "try to decide to support in front of the player or behind the player" **Frial & Error** 

ADJUBICAL

"let's watch this and then..."

Players can fully recognise

IF PLINERS

team playing styles to adapt to a number of Players are challenged throughout the season

> through individual practise the improvements made

Use questions to help players problem solve "in game" when playing against opposition with a particular playing style Reflect on these scenarios in the trainingsessions that follow using conditioned games

become accustom to specific position but must still be challenged to playing a variety of positions.

Aim to provide at least 16 games in a 🌘 season for your team. Size 5 football •



Coach to player ratio 1:10 •

At least 1 ball for every 2 players

Have awareness of games schedule for others teams your players may be representing.

Enjoyment & Fun for players still 

a key consideration when 
planning sessions.





Players beginning to •



Manage time effectively between school & sport

at senior level and question players on Highlight recent examples of good play decisions made on and off the ball. Question players individually on 







#### PLAYER ATTENDANCE SHEET



NAME	ADDRESS	PARENT/ GUARDIAN CONTACT#	DATE







# SESSION PLANNER

WARM UP ACTIVITY:  DRILLS AND GAMES:  DRILLS AND GAMES:  COOL DOWN:  REVEWEWEVALUATION: (10 be carried out after session)  **REVEWEVALUATION: (10 be carried out after session)	DATE: Venue: Duration;	TEAM COACHES IN ATTENDANCE:	EQUIPMENT REQUIRED:	EQUIRED:
AND GAMES:	SESSION THEME! LEARNING	; OUTCOMES:		
REVIEWIEVALUATION: (to be carried out after session)  Province from session - Whitelean Manufallum - Modification to make for next session	WARM UP ACTIVITY:	DRILLS AND GAMES:	DRILLS AND GAMES:	COOL DOWN:
	REVIEW/EVALUATION: (to be	(arried out after session)		









Suncroft GFC
PLAYER PATHWAY
AND COACHING PLANNER







