

UNDER 6 STEP 1	UNDER 8 STEP 2	UNDER 10 STEP 3	UNDER 12 STEP 4	UNDER 14 STEP 5	UNDER 16 STEP 6	UNDER 18 STEP 7
<p>Main focus is on Fun and Participation.</p> <p>PHYSICAL LITERACY Agility, Balance, Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p> 	<p>Main focus is on Fun and Participation.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift, Side Tackle,</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p>	<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch High Catch, Hand Pass Fist Pass, Ground Kick Punt Kick, Side Tackle, Frontal Tackle, Solo Run.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Part Invasion Games Small Sided Games 7 V 7 Max, Simple rules and ethics.</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p>	<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Solo Run, Evasion Skills.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness, Creating and Exploiting Space, Co-operation Non Invasion Games, Part Invasion Games, Full Invasion Games, Small Sided Games 9 V 9 Max. Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Introduction to mental preparation, Respect.</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises, Medicine Ball Exercises, Speed Development.</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills.</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Self Confidence, Respect.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills.</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Self Confidence, Respect.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Relaxation Techniques, Game Rehearsal, Focusing and refocusing.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility, Core Stability, Light Weights.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered. Introduction to Recovery Procedures.</p>


UNDER 6 STEP 1	METHOD OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE STATION BASED MODEL	SESSION PLAN
<p>Main focus is on Fun and Participation.</p> <p>PHYSICAL LITERACY Agility, Balance, Coordination, Running, Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p> 	<p>For this age group your focus must be on Fun and Maximum participation.</p> <p>Try to remember the MAGIC Principles. M – Motivational Children will be motivated to participate if the activities are varied and fun. A – Age Appropriate Activities must be appropriate to the developmental level of each child. G – Growth Activities must take into consideration the progress of each child. They must be carefully pitched at the appropriate level so that they are neither too difficult or too easy, but ultimately provide a challenge to the child's ongoing development and growth. I – Individualised Activities must target all ability levels. C – Child Centred Activities should allow all children the experience of playing in a variety of playing positions.</p>	<p>The development of FUNDAMENTALS are of paramount importance. Activities should be entirely focused on the introduction of these fundamentals for four and five year olds. (ACTIVE START) For children aged six movement patterns and sport related skills and activities should be refined. WHAT ARE FUNDAMENTALS ? FUN – Vital DA – and the MA – Chief Educators MENTAL – Attitude/Enthusiasm Fundamentals are often referred to as basic motor skills or ABC of movement and with the RJT of athleticism these underpin all physical activity. Fundamental movement skills provide the building blocks to develop more sports specific skills. We should not expect a child to play a physical activity without mastering the ABC. These skills should be developed in a structured way with FUN the central theme. ABC The ABC's of athleticism include Agility- the ability to change direction quickly and control movement of the whole body. e.g Tail Tag Balance- the ability to maintain a stable body position e.g walk the line Coordination- the ability to move different body parts at the same time (hands and feet) e.g chest pass RJT Running- zig-zag runs Jumping- tuck jumps Throwing- toss the bean bag CKS Catching- scoop pick up Kicking- punting Striking- ground striking</p>	<p>FOOTBALL ROTATION MODEL A station based circuit consists of four to ten stations, where at each station a specific skill or activity is practiced for a certain length of time. GUIDELINES Agree a simple plan of the area and mark in the station activities. Set up the stations in an easy and obvious manner. Arrive early and arrange before children arrive. REASONS FOR USING STATION MODELS</p> <ol style="list-style-type: none"> 1. Stations are relatively easy to assemble and prepare. 2. They allow children to practice skills and individually and /or as part of a team. 3. They increase the amount of time that children spend on each specific skill. 4. They afford coaches opportunities to monitor each individual's progress. 5. They promote one-to-one attention. 6. They allow a high number of ball contacts for each skill. 7. Different stations incorporate variety, which is extremely important for young players. 8. Coaches can specialise on certain areas. <p>TOP TIPS</p> <ol style="list-style-type: none"> 1. Number the stations. 2. Place a coach at each station. 3. On the signal coach moves children to next station. 5 second countdown. 4. Arrive early and set up stations before children arrive. 	<p>Fun Game to warm up (5 minutes)</p> <p>Station 1 (3 minutes) Agility Activity</p> <p>Station 2 (3 minutes) Balance Activity</p> <p>Station 3 (3 minutes) Coordination Activity</p> <p>Station 4 (3 minutes) Fun Game/Skill Related</p> <p>Station 5 (3 minutes) Running Activity</p> <p>Station 6 (3 minutes) Jumping Activity</p> <p>Station 7 (3 minutes) Throwing Activity</p> <p>Station 8 (3 minutes) Fun Game/Skill Related</p> <p>Station 9 (3 minutes) Catching Activity</p> <p>Station 10 (3 minutes) Kicking Activity</p> <p>Non Invasion Game (10 minutes)</p> <p>Session will run over a period of 1 hour.</p> <p>APPROPRIATE GAMES TO PLAY</p> <p>STAGE 1 (4-5 years) TARGET GAMES</p> <p>STAGE 2 (5-6 years) COURT/FIELD GAMES</p> <p>STAGE 3 (6-7 years) NON/PART INVASION GAMES 6V2, 4V1, 6V0, ETC</p> <p>STAGE 4 (7-8 years) FULL INVASION GAMES 3V3, 5V5, 7V7 MAX</p>


UNDER 8 STEP 2	METHOD OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE STATION BASED MODEL	SESSION PLAN
<p>Main focus is on Fun and Participation.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift, Side Tackle,</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p> 	<p>For this age group your focus must be on Fun and Maximum participation.</p> <p>Try to remember the MAGIC Principles. M – Motivational Children will be motivated to participate if the activities are varied and fun. A – Age Appropriate Activities must be appropriate to the developmental level of each child. G – Growth Activities must take into consideration the progress of each child. They must be carefully pitched at the appropriate level so that they are neither too difficult or too easy, but ultimately provide a challenge to the child's ongoing development and growth. I – Individualised Activities must target all ability levels. C – Child Centred Activities should allow all children the experience of playing in a variety of playing positions.</p>	<p>The development of FUNDAMENTALS are of paramount importance. Activities should be entirely focused on the introduction of these fundamentals for four and five year olds. (ACTIVE START) For children aged six movement patterns and sport related skills and activities should be refined.</p> <p>WHAT ARE FUNDAMENTALS ? FUN – Vital DA – and the MA – Chief Educators MENTAL – Attitude/Enthusiasm</p> <p>Fundamentals are often referred to as basic motor skills or ABC of movement and with the RJT of athleticism these underpin all physical activity. Fundamental movement skills provide the building blocks to develop more sports specific skills. We should not expect a child to play a physical activity without mastering the ABC. These skills should be developed in a structured way with FUN the central theme.</p> <p>ABC The ABC's of athleticism include Agility-the ability to change direction quickly and control movement of the whole body. e.g Tail Tag Balance- the ability to maintain a stable body position e.g walk the line Coordination- the ability to move different body parts at the same time (hands and feet) e.g chest pass</p> <p>RJT Running-zig-zag runs Jumping-tuck jumps Throwing- toss the bean bag</p> <p>CKS Catching- scoop pick up Kicking- punting Striking- ground striking</p>	<p>FOOTBALL ROTATION MODEL A station based circuit consists of four to ten stations, where at each station a specific skill or activity is practiced for a certain length of time.</p> <p>GUIDELINES Agree a simple plan of the area and mark in the station activities. Set up the stations in an easy and obvious manner. Arrive early and arrange before children arrive.</p> <p>REASONS FOR USING STATION MODELS</p> <ol style="list-style-type: none"> Stations are relatively easy to assemble and prepare. They allow children to practice skills and individually and /or as part of a team. They increase the amount of time that children spend on each specific skill. They afford coaches opportunities to monitor each individual's progress. They promote one-to-one attention. They allow a high number of ball contacts for each skill. Different stations incorporate variety, which is extremely important for young players. Coaches can specialise on certain areas. <p>TOP TIPS</p> <ol style="list-style-type: none"> Number the stations. Place a coach at each station. On the signal coach moves children to next station. 5 second countdown. <p>Arrive early and set up stations before children arrive.</p>	<p>Fun Game to warm up (5 minutes)</p> <p>Station 1 (3 minutes) Agility Activity</p> <p>Station 2 (3 minutes) Balance Activity</p> <p>Station 3 (3 minutes) Coordination Activity</p> <p>Station 4 (3 minutes) Fun Game/Skill Related</p> <p>Station 5 (3 minutes) Running Activity</p> <p>Station 6 (3 minutes) Jumping Activity</p> <p>Station 7 (3 minutes) Throwing Activity</p> <p>Station 8 (3 minutes) Fun Game/Skill Related</p> <p>Station 9 (3 minutes) Catching Activity</p> <p>Station 10 (3 minutes) Kicking Activity</p> <p>Non Invasion Game (10 minutes)</p> <p>Session will run over a period of 1 hour.</p> <p>APPROPRIATE GAMES TO PLAY</p> <p>STAGE 1 (4-5 years) TARGET GAMES</p> <p>STAGE 2 (5-6 years) COURT/FIELD GAMES</p> <p>STAGE 3 (6-7 years) NON/PART INVASION GAMES 6V2, 4V1,6V0, ETC</p> <p>STAGE 4 (7-8 years) FULL INVASION GAMES 3V3,5V5,7V7 MAX</p>


UNDER 10 STEP 3	METHODS OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE ROTATION SKILL/GAME MODEL	SESSION PLAN
<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch High Catch, Hand Pass Fist Pass, Ground Kick Punt Kick, Side Tackle, Frontal Tackle, Solo Run.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non Invasion Games Part Invasion Games Small Sided Games 7 V 7 Max, Simple rules and ethics.</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p> 	<p>For this age group your focus must be on Fun and Maximum participation.</p> <p>Try to remember the MAGIC Principles. M –Motivational Children will be motivated to participate if the activities are varied and fun. A – Age Appropriate Activities must be appropriate to the developmental level of each child. G – Growth Activities must take into consideration the progress of each child. They must be carefully pitched at the appropriate level so that they are neither too difficult or too easy, but ultimately provide a challenge to the child's on-going development and growth. I – Individualised Activities must target all ability levels. C – Child Centred Activities should allow all children the experience of playing in a variety of playing positions.</p>	<p>Refine the Fundamental skills.</p> <p>Learning overall sport specific skills to be able to play our Gaelic games.</p> <p>Players must Learn to Play before they Play To Win.</p>	<p>This is a Model based on skill development and game development. Children are separated on age initially. Each group is then given a section of the pitch with an area to practice a specific skill. They will work on that particular skill for a specified period of time. On signal they will then move to another area of the pitch to practice another skill. The same rotation will happen for two game based stations. During the year a child may be promoted from their group to the next group, depending on their skill level and dominance within that group. This will be decided by the coach.</p> <p>ADVANTAGES</p> <ol style="list-style-type: none"> 1. Groups are evenly matched for skill level. 2. Provides children a reason to practice at home because of reward of promotion. 3. Each group is working with various coaches at various skills. 4. Talented players will progress and work at their own level. <p>DISADVANTAGES</p> <ol style="list-style-type: none"> 1. Friends may be separated. 2. Parents may interfere. 3. Emphasis is on skill only. 	<p>Fun Game to warm up (5 minutes)</p> <p>Skill Development 1 (8 minutes)</p> <p>Skill Development 2 (8 minutes)</p> <p>Game Development 1 (8 minutes)</p> <p>Game Development 2 (8 minutes)</p> <p>Small Sided Go Games (15 minutes)</p> <p>Cool Down (5 minutes)</p> <p>Session will last around 60 minutes</p> <p>APPROPRIATE GAMES TO PLAY STAGE 1 (8-9 years) NON/PART INVASION GAMES 6V2, 4V1,6V0, ETC STAGE 2 (10-12 years) FULL INVASION GAMES 3V3,5V5,7V7 MAX</p> <p>COACHING POINTS As children mature at different times even within the one age group it is impossible to plan games for a specific age. Most coaches start with "invasion" type games which are the most difficult. These games restrict a child's time and space on the ball and usually end up as beehive football/hurling with hoards swarming around the ball. For invasion games to work properly we are expecting children to be able to function as part of a team by making complex decisions in a rapidly changing environment, such as running off the ball to leave space. These types of games should only be played when the players are ready. Move through the Family of Games in a progressive manner.</p>



UNDER 12 STEP 4	METHODS OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE ROTATION SKILL/GAME MODEL	SESSION PLAN
<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Solo Run, Evasion Skills.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness, Creating and Exploiting Space, Co-operation Non Invasion Games, Part Invasion Games, Full Invasion Games, Small Sided Games 9 V 9 Max.</p> <p>Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Introduction to mental preparation, Respect.</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises, Medicine Ball Exercises, Speed Development.</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p> 	<p>For this age group your focus must be on Fun and Maximum participation.</p> <p>Try to remember the MAGIC Principles.</p> <p>M – Motivational Children will be motivated to participate if the activities are varied and fun.</p> <p>A – Age Appropriate Activities must be appropriate to the developmental level of each child.</p> <p>G – Growth Activities must take into consideration the progress of each child. They must be carefully pitched at the appropriate level so that they are neither too difficult or too easy, but ultimately provide a challenge to the child's ongoing development and growth.</p> <p>I – Individualised Activities must target all ability levels.</p> <p>C – Child Centred Activities should allow all children the experience of playing in a variety of playing positions.</p>	<p>Build the General Sport Skills through playing Modified Gaelic games to progress team play in fun blitz competitions.</p> <p>The emphasis must be on individual performance in a team environment and not winning.</p> <p><u>Winning is not everything at this age but striving to win is.</u></p> <p><u>Cognitive and Emotional Development are central</u></p>	<p>This is a Model based on skill development and game development. Children are separated on age initially. Each group is then given a section of the pitch with an area to practice a specific skill. They will work on that particular skill for a specified period of time. On signal they will then move to another area of the pitch to practice another skill. The same rotation will happen for two game based stations. During the year a child may be promoted from their group to the next group, depending on their skill level and dominance within that group. This will be decided by the coach.</p> <p>ADVANTAGES</p> <ol style="list-style-type: none"> 1 Groups are evenly matched for skill level. 2 Provides children a reason to practice at home because of reward of promotion. 3 Each group is working with various coaches at various skills. 4 Talented players progress and work at their own level. <p>DISADVANTAGES</p> <ol style="list-style-type: none"> 1 Friends may be separated. 2 Parents may interfere. 3 Emphasise is on skill only. 	<p>Fun Game to warm up (5 minutes)</p> <p>Skill Development 1 (8 minutes)</p> <p>Skill Development 2 (8 minutes)</p> <p>Game Development 1 (8 minutes)</p> <p>Game Development 2 (8 minutes)</p> <p>Small Sided Go Games (15 minutes)</p> <p>Cool Down (5 minutes)</p> <p>Session will last around 60 minutes</p> <p>APPROPRIATE GAMES TO PLAY STAGE 1 (8-9 years) NON/PART INVASION GAMES 6V2, 4V1,6V0, ETC STAGE 2 (10-12 years) FULL INVASION GAMES 3V3,5V5,7V7 MAX</p> <p>COACHING POINTS As children mature at different times even within the one age group it is impossible to plan games for a specific age. Most coaches start with "invasion" type games which are the most difficult. These games restrict a child's time and space on the ball and usually end up as beehive football/hurling with hoards swarming around the ball. For invasion games to work properly we are expecting children to be able to function as part of a team by making complex decisions in a rapidly changing environment, such as running off the ball to leave space. These types of games should only be played when the players are ready. Move through the Family of Games in a progressive manner</p>

UNDER 14 STEP 5	METHODS OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE SKILL/TACTICAL/GAME BASED MODEL	SESSION PLAN
<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills.</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Self Confidence, Respect.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered.</p> 	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength. Your method of delivery should still be centred round the Child. Remember the MAGIC Principles.</p> <p>IDEA PRINCIPLE When coaching a technique or skill to players there are 4 essential steps. Introduce the Skill I Demonstrate and Explain the Skill D Execute or Practise the Skill E Attend and provide Feedback A</p> <p>SETTING THE APPROPRIATE CHALLENGE Coaches should attempt to identify the level of ability of the group and individual players before deciding what tasks are appropriate. To do this organise a number of tasks of varying difficulty and observe the players response to assess if they find the task too easy or too difficult. Once the general level of ability of the group has been identified tasks that provide the appropriate challenge can be organised. However, there may be a wide range of ability within the group, and as such, emphasis should be put on each child's progress and not on comparing their achievements with those of others. Where possible children of approximately the same skill levels should be grouped together for coaching.</p> <p>A good coach can take players out of their comfort zone without taking them out of their depth.</p>	<p>Consolidate Sport Specific Skills by Progressing to the full Gaelic Game to perform as a team player in formal competitions. Performance and Development should be the Focus rather than Winning. This Stage and the previous Stage are the most important in a player's Development. During these stages we Make or Break a Player. Mental Preparation and Life Skills are Vital</p>	<p>You should try to take into consideration the PHASES OF LEARNING when introducing a new skill or game. When learning a new skill or game we go through three phases of learning. Research has identified the following as the three phases.</p> <p>COGNITIVE PHASE Involves the identification and development of the different components of a skill. Coaches of players in this stage of learning should focus on each of the component parts of the skill. This will help the player to develop a mental picture of the skill being performed.</p> <p>ASSOCIATE PHASE Players in the Associate Phase of skill or tactical acquisition use feedback, from themselves (how the skill/tactic feels and if the outcome is successful) and also from the coach (identifying where a player is doing well or making an error and providing positive corrective feedback) This feedback will help shape and polish the individual component parts into a smooth action. Rehearsal of the skill or tactic must be done regularly and correctly. Remember Practise makes Permanent, but only Perfect Practise makes Perfect.</p> <p>AUTONOMOUS PHASE With further practise the skill or tactic may become automatic. When it is automatic it requires little or no conscious thought. This phase is identified by automatic and consistently correct performance of the skill</p>	<p>Warm Up Small Sided Game Warm up (5 minutes)</p> <p>Dynamic Stretching (10 minutes)</p> <p>Technical Development Skill Development Unopposed (8 minutes)</p> <p>Skill Development Opposed (8 minutes)</p> <p>Tactical Development Conditioned Game Development 1 (8 minutes)</p> <p>Conditioned Game Development 2 (8 minutes)</p> <p>Full Game (20 minutes)</p> <p>Cool Down and Stretch (5 minutes)</p> <p>Session will last around 70 minutes</p>

UNDER 16 STEP 6	METHODS OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE SKILL/TACTICAL/GAME BASED MODEL	SESSION PLAN
<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills.</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Self Confidence, Respect.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered.</p> 	<p>IDEA PRINCIPLE When coaching a technique or skill to players there are 4 essential steps.</p> <p>Introduce the Skill I Demonstrate and Explain the Skill D Execute or Practise the Skill E Attend and provide Feedback A</p> <p>SETTING THE APPROPRIATE CHALLENGE Coaches should attempt to identify the level of ability of the group and individual players before deciding what tasks are appropriate. To do this organise a number of tasks of varying difficulty and observe the players response to assess if they find the task too easy or too difficult. Once the general level of ability of the group has been identified tasks that provide the appropriate challenge can be organised.</p> <p>However, there may be a wide range of ability within the group, and as such, emphasis should be put on each child's progress and not on comparing their achievements with those of others.</p> <p>Where possible children of approximately the same skill levels should be grouped together for coaching.</p> <p>A good coach can take players out of their comfort zone without taking them out of their depth.</p>	<p>Performing additional tasks in order to achieve more as a player.</p> <p>Year - round training e.g. strength and conditioning training, lifestyle management, hydration, nutrition etc.</p> <p>Although players should strive to do their best to win the major Focus is on learning the basics as opposed to Competing to win at all costs.</p> <p>HOW TO VARY ACTIVITIES There are a many variations that can be made to any exercise, drill, activity or game that will allow the coach to focus on a specific aspect of the game. Use the following as examples to vary activities:</p> <p>SPACE Changing the amount of space available may reduce or increase the difficulty. More space means less pressure but more running use zones or restricted areas to prevent all the players chasing the ball or to encourage width or to aid the defensive or attacking players.</p> <p>PLAYERS Introduce opposition, firstly in token form, before progressing gradually to full opposition. Change the number of players to give an advantage to the attacking or defending team.</p> <p>TIME Changing the time that each player performs the activity for will increase or decrease the physical challenge to the player. Increasing the time forces the player to perform the task more often decreasing the time allowed encourages the player to perform the task quicker.</p>	<p>You should try to take into consideration the PHASES OF LEARNING when introducing a new skill or game.</p> <p>See previous stage for explanation.</p> <p>COACHING FOR UNDERSTANDING A Game Based or Game Sense approach involves awareness from the player of what is happening on and off the ball, player movement, reading the game and decision making. Coaches should build in problem solving in order to help young players understand what they are doing. The coaches should try and get the player to solve the problems posed by the game. The coach should ask questions to focus the player on knowledgeable performance rather than technical rehearsal. Offer feedback with key points and not too much technical detail, look for what caused the fault and respond to this, always think "Why did that Happen". The coach should try to incorporate match running tasks and conditioned games and limit linear drills as they are detrimental to spatial awareness and limit decision making. Remember game skills are about applying technical skills into games. In order to do this the skills should be automatic so that the player can give full attention to the application of the skill in the game situation.</p> <p>The coach's role should be to make players think rather than doing the thinking for them by telling them all the time.</p>	<p>Warm Up Small Sided Game Warm up (5 minutes)</p> <p>Dynamic Stretching (10 minutes)</p> <p>Technical Development Skill Development Unopposed (10 minutes)</p> <p>Skill Development Opposed (10 minutes)</p> <p>Tactical Development Conditioned Game Development 1 (10 minutes)</p> <p>Conditioned Game Development 2 (10 minutes)</p> <p>Full Game (20 minutes)</p> <p>Cool Down and Stretch (5 minutes)</p> <p>Session will last around 80 minutes</p>

UNDER 18 STEP 7	METHODS OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE SKILL/TACTICAL/GAME BASED MODEL	SESSION PLAN
<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p>PHYSICAL LITERACY Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills</p> <p>TACTICAL DEVELOPMENT Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p>MENTAL DEVELOPMENT Goal Setting, Relaxation Techniques, Game Rehearsal, Focusing and refocusing.</p> <p>PHYSICAL DEVELOPMENT Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility, Core Stability, Light Weights.</p> <p>ANCILLARY CAPACITIES Introduction to game analysis via DVD and stats. Continue with topics already covered. Introduction to Recovery Procedures.</p> 	<p>IDEA PRINCIPLE When coaching a technique or skill to players there are 4 essential steps.</p> <p>Introduce the Skill I Demonstrate and Explain the Skill D Execute or Practise the Skill E Attend and provide Feedback A</p> <p>SETTING THE APPROPRIATE CHALLENGE Coaches should attempt to identify the level of ability of the group and individual players before deciding what tasks are appropriate. To do this organise a number of tasks of varying difficulty and observe the players response to assess if they find the task too easy or too difficult. Once the general level of ability of the group has been identified tasks that provide the appropriate challenge can be organised. However, there may be a wide range of ability within the group, and as such, emphasis should be put on each child's progress and not on comparing their achievements with those of others. Where possible children of approximately the same skill levels should be grouped together for coaching.</p> <p>A good coach can take players out of their comfort zone without taking them out of their depth.</p>	<p>Achieving potential in order to Succeed with others at a higher level e.g. senior club, minor, county etc.</p> <p>Devote 40% to the development of technical and tactical skills and improving fitness and 60% of training to competition and competition-specific training.</p> <p>SUCCESS AS A COACH Winning is part and parcel of being a successful coach, but successful coaching is more than simply beating opponents. Successful coaches help players to master new skills, enjoy competing with others and develop self- esteem. Success as a coach will be impacted by a coach's philosophy more than any other factor. A coaching philosophy is a set of beliefs or principles that the coach brings, that guide and shape the decisions that need to be made.</p> <p>COACHING STYLES The Command Style. (The Dictator) The coach makes all the decisions. Players listen and comply with the coaches instructions. This style is effective if winning is the main goal of the coach. Unfortunately this style can lead to players being motivated to play through fear of the coach. The Submissive Style. (The Baby-Sitter) The coach makes as few decisions as possible, gives little instruction and provides minimal guidance in organizing activities. The Cooperative Style. (The Teacher) The Coach shares the decision making with the players. This coach provides the structure and environment for players to set their own goals and assume responsibility for their actions.</p>	<p>You should try to take into consideration the PHASES OF LEARNING when introducing a new skill or game.</p> <p>See previous stage for explanation.</p> <p>COACHING FOR UNDERSTANDING A Game Based or Game Sense approach involves awareness from the player of what is happening on and off the ball, player movement, reading the game and decision making. Coaches should build in problem solving in order to help young players understand what they are doing. The coaches should try and get the player to solve the problems posed by the game. The coach should ask questions to focus the player on knowledgeable performance rather than technical rehearsal. Offer feedback with key points and not too much technical detail, look for what caused the fault and respond to this, always think "Why did that Happen". 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