

Introduction to Coaching Gaelic Games

MODULE ONE

Introduction



ICGG CD Delivery Support Resources/Links:

- View how to prepare and set up a course – [CLICK HERE](#)
- View an overview of Module 1 - [CLICK HERE](#)

Module One:

Introduction

Module Aims:

- Introduce the participants to the structure, format and requirements of the Introduction to Coaching Gaelic Games Programme
- Participants will be introduced to the Course Vision, Aims and Objectives

Learning Outcomes:

On completion of this module, participants will be able to:

- Describe the format and what is required of them to complete the Introduction to Coaching Gaelic Games
- Identify the philosophy of the Coach Education programme and the Introduction to Coaching Gaelic Games

Resources:

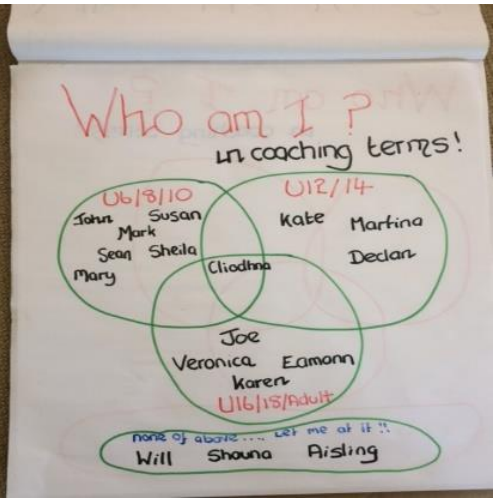
- **Assist CD with Delivery...**
 - Flipchart x 2 – Who am I Coaching? (Male/Female Chart where applicable)
 - Flipchart x 1 – Expectations
- **Presentation**
 - Welcome Slides/poster
 - Expectations Slide/poster
 - Course Vision, objectives, outline, GDPR, Certification
 - Coach/Player/Game Slide/poster
 - How does Reflective practice work?
- **Booklet**
 - Reflective Practice for each module

Module One:

Introduction

Venue: **Hall**

Duration: **30 minutes**

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
<p>Welcome and Introduction</p> <p>This module is a gentle intro to the course, its requirements and its position within the Coach Education Programme.</p> <p>Coach Developer / Tutors should agree the Course Contract outlining how the course is going to be run, expectations on participation, language etc.</p>	<p>Prior to course commencing</p>	<p>Attendance List (if applicable)</p> <p>Sticky labels</p> <p>2 Flipcharts posters</p>	<p>Display poster as participants enter the room</p> <p>Provides opportunity for CD/Tutor to observe who is in the room and assist with tailoring course delivery to suit.</p>  <p>Display poster 2, 3 and 4</p> <p>Welcome everyone, give brief background to self</p>	<p>Music – Recommendation - If Coach Developer / Tutors have a music box then it is recommended to play some play music as participants enter the room.</p> <p>Display Poster – As participants arrive Coach Developer / Tutors stick on name badge and supply all participants with a name badge. Participants complete attendance sheet if applicable to the course</p> <p>FIND OUT MORE ABOUT YOUR AUDIENCE AS THEY ARRIVE! – Prior to delivery, prepare two flipcharts (See sample - One for coaching boys and one for coaching girls) with heading 'Who am I?' Insert a heading in each of three circles, these being... U6, 8, 10, second circle with heading U12/14 and third circle with U16/18/Adult in same. Also have a section that reads...None of the above...let me at it!</p> <p>Ask participants to write their name in the section they fit into presently. This will allow you as a Coach Developer / Tutor to know what level your audience is coming from and will assist with delivery during the day and arranging the groups specific to their target group for the practical element</p>

<p>ICEBREAKER</p> <p>Why Am I Here?</p> <p>Participants will identify their expectations from the course or why have they embarked on the course</p>	<p>10 mins</p>	<p>poster</p> <p>Icebreaker</p> <p>1 Flipchart Sheet.</p> <p>Text on Flipchart – Why have you embarked on this course?</p> <p>Rectangle Post-its Markers</p>	<p>poster</p> <p>Coach Developer / Tutor led</p> <p>(Choose from Ice Breaker Sample below, those in the Coach Developer / Tutor Manual, or Coach Developer / Tutor’s own)</p> <p>Part One - Utilise the birthday line exercise to get all participants to line up. Remember all participants are not permitted to speak during this exercise.</p> <p>Part Two – Divide group into 3’s. Provide each group with 3 post its and a marker. Each group identifies 3 things they would like to get from the course. When complete Coach Developer / Tutor takes feedback (no need to elaborate) from the participants re the reasons participants have embarked on this course on a pre prepared flipchart.</p> <p>Participants sit down and Coach Developer / Tutor distributes the course booklet. Participants are asked to open page applicable to this task and to write down their top three expectations of the course based on above task.</p> <p>Coach Developer / Tutor informs the group that they will re-visit these expectations at the end of the course to identify of the course has met those expectations</p>	<p>Following Task Part Two, acknowledge experience in the room...</p> <p>Coach Developer / Tutor outlines to group that in order for today to be a real success it is vitally important that everyone contributes throughout the day. Coach Developer / Tutor highlights that there are many people in the room that have a wealth of experience behind them in coaching and that it is important to share this knowledge during the day as this is only when real learning occurs.</p>
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<p>Programme Vision, Objectives, structure, Focus & GDPR</p>	<p>15 Mins</p>	<p>Posters</p>	<p>Poster</p> <p>Coach Developer / Tutor led outlining the specifics of the programme, requirements to complete/be certified, agreed schedule of sessions, and the GDPR related issues.</p>	<p>Coach Developer / Tutor uses the poster to inform the participants of aims, objectives, course Structure and programme focus.</p> <p>Coach Developer / Tutors to outline the structure of the programme:</p> <ul style="list-style-type: none"> • The Coach (Environment) • The Player • The Game <p>The Introduction to Coaching Gaelic Games award is structured around three key elements – The Coach, The Player, and The Game.</p> <ul style="list-style-type: none"> • Under the Coach section (Environment) we cover sections on ‘How to Coach Skills’, ‘Being a Coach’ and ‘Preparation for Planning’. • Under the Player section we cover elements on the players that are being coached, whether they are child, youth or adult players, male or female and how we need to be inclusive • Under the Game section we cover the elements related to Movement for Gaelic Games, Skill Development and Games. <p>This programme will provide coaches with knowledge and experiences related to:</p> <ul style="list-style-type: none"> • Why do you Coach? (The Coach – Environment)– Every coach is an individual, and each of you are bringing your own skills and characteristics to our games. We’ll focus on this section during the ‘Being a Coach’ module • What do you Coach? (The Game)– The different games, and developmental activities that can be used by coaches, and how to structure sessions to get the most for your players. We’ll focus more on this in subsequent modules.
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			<p>Posters</p> <p>CD/Tutor Outlines GDPR implications and what is required to get certified as an IGGC Coach. See included notes re vetting and safeguarding if required.</p>	<ul style="list-style-type: none"> • Who do you Coach? (The Player)– We’ll focus on the players that you have within your team/group, looking at their age, stage of development, being inclusive and how this might impact upon your coaching. • How do you Coach? (The Coach –Environment)– a set of skills that coaches can use in games and training sessions that will enhance ‘What you coach’ <p>Re Legal requirements – Probe participants to check are they aware of same. For those participants that have registered online using the GAA Learning and Development site, they have already agreed to the GDPR elements by registering on the system/course.</p>
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How does reflective element work?	5 Mins	Poster	Coach Developer / Tutor led to get participants to understand the importance of reflection	Coach Developer / Tutor informs participants that there will be learning and reflective practice at the end of each Module. The aim of this is to check for understanding throughout the programme and to promote this practice in your own coaching journey.
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ADDITIONAL NOTES FOR COACH DEVELOPER / TUTORS (IF REQUIRED)...

<p>Child Protection</p> <p>Vetting</p> <p>Note:</p> <p>Vetting lasts for 3 years currently</p> <p>Safeguarding</p> <p>Safeguarding lasts for 3 years</p> <p>See Attached Document</p>	<p>Vetting:</p> <p>National Vetting Bureau (Children and Vulnerable Persons) Act 2016 - a statutory obligation was placed upon the Gaelic Games Associations to ensure that all persons who on our behalf undertook ‘relevant work’ with children has been vetted prior to taking up that role in Ireland. The term ‘relevant work’ in the GAA includes any role of responsibility such as coaching, managing or training underage teams or indeed adult teams that contain any player under 18 yrs. of age. It also applies to organising underage activities or refereeing underage games. All coaches of underage children must be Garda Vetted BEFORE they can work with children. Vetting has been mandatory in the LGFA under the Code of Best practice for a number of years but now since this Act it is ILLEGAL for anyone to work with children without being vetted. If they do so both the individual and the club are breaking the law.</p> <p>Safeguarding - Code of Behaviour (Underage) and Safeguarding Children</p> <p>All coaches who work with children and young people are bound by a joint Code of Behaviour (Underage), agreed by the GAA, LGFA, Camogie, Rounders and Handball Associations. The Code acts both as a backdrop and also as a legal directive for those who work with players under 18 yrs. of age in our Associations.</p> <p>It is important to note that the Code of Behaviour (Underage) outlines the minimum levels of good practice expected of our coaches etc. while addressing our legislative requirements as well.</p> <p>Breaches of the Code, whether by an adult or a child, may invariably be heard as part of the implementation of the Code at Club, County or National level. However, occasions may arise where breaches of the Code would best be dealt with in accordance with other disciplinary regulations.</p> <p>The Code of Behaviour (Underage) forms part of our Associations’ Child Safeguarding procedures.</p> <p>The Code contains guidance on the following:</p> <ul style="list-style-type: none"> ▪ The appropriate levels of behavior we expect from Coaches, Players, Parents, Spectators and Referees ▪ The Child Safeguarding Statement process ▪ Guidelines on Transport, Hosting, Away Trips and Overnight Stays ▪ The agreed supervision ratios of 1 adult to 8 children for under 12 years of age and 1 adult for 10 children for over 12 years, plus one other adult at all times ▪ Recruitment and child safeguarding training of those who work with Underage Players ▪ Communications and Social Media
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- **Disciplinary Procedures in Accordance with the Code**
- **The Give Respect – Get Respect initiative**
- **Anti - Bullying Policy Statement**

Young people will spend some of the most enjoyable days of their lives playing our games and socialising with their friends in each of our Associations. Whether attending or playing GAA matches, playing Ladies Football or Camogie, or participating in Rounders or Handball activities, they will do so during some of the most important developmental years of their lives.

Our role and our responsibility is to ensure that young people benefit from and participate in our Gaelic Games in a safe and enjoyable environment. We seek that our Games take place in a spirit of fair play where we can integrate respect, equality, safety and non-discrimination in all aspects of our work and in all of our activities with children and young people.

Each member of our Associations has a responsibility to accept and implement this Code and uphold our Safeguarding practices

Any club can contact the Child Safeguarding tutors directly to organise a course for their club/area/county. The list for all counties is available on the GAA website.

The tutors listed are the same for GAA, Camogie, LGFA, Handball or Rounders as the same course covers all the Associations.

NEW – PLEASE MAKE COACHES ATTENDING OUR COURSES AWARE OF BELOW

The Gaelic Games Safeguarding Training 1, 2 and 3 must be renewed within a **three year period** and the policy clearly outlines who is required to attend each of the Safeguarding workshops. If participants attended the Child Protection in Sport Awareness (Safeguarding 1) workshop for example in 2015, then they are now required to attend a face to face Safeguarding 1 workshop again. If participants attended the Child Protection in Sport Awareness (Safeguarding 1) workshop for example in 2016, they will be required to complete the Online Safeguarding 1 Refresher programme.

I attended the Local Sports Partnership Safeguarding 1 workshop will this suffice to satisfy the safeguarding coaching requirements in the Gaelic Games Associations?

Footnotes: Notwithstanding the mandatory requirement on participants to attend the Gaelic Games Safeguarding 1 workshop.

1. It is the responsibility of the individual and club to ensure that anyone working with, or who has interaction with, or who is involved in the planning/administration of activities or events with children and young people in our Associations, holds a valid Gaelic Games Safeguarding 1 certificate.

2. If a member of any Gaelic Games Associations presents a certificate of attendance from Sport Ireland such as attendance at an LSP or other Sports NGB's safeguarding training or a Sport Northern Ireland Safeguarding 1 workshop our member will be obliged to complete the Gaelic Games Online Safeguarding online Refresher programme prior to commencing their role with the relevant Gaelic Games Association. The purpose of this is to ensure that those who work with children and young people receive relevant information on our own Gaelic Games safeguarding policies or practices, or our reporting procedures or our Code structures and on the role of Gaelic Games Children's Officers and DLPs in our three Associations.

