

Introduction to Coaching Gaelic Games

MODULE FIVE

Who are you Coaching?



ICGG CD Delivery Support Resource/Link:

- View an Overview of Module 5 - [CLICK HERE](#)

Module FIVE:

Who are you coaching?

Module Aims:

- To introduce the participants to the similarities and differences that exist between Child, Youth (Boys & Girls) and Adult (Male & Female) participants in Gaelic games. These groups have different needs and capacities across each of the different areas: technical, tactical, physical, psycho/social

Learning Outcomes:

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

- Describe the issues and/or challenges of working with different groups
- Identify key phrases that you would associate with Child, Youth & Adult players (Male & Female)
- Rank the importance of key criteria for the Child, Youth and Adult
- Debate the coaching behaviours when working with different groups of people

Resources:

- **Assist CD with Delivery...**
 - Flipcharts x 6 – Child (Boy/Girl), Youth (Boy/Girl), Adult (Male/Female)
 - Ranking Cards for Pyramid Section
 - Participation / Development and Performance laminates
 - Research info – refer to syllabus
 - Cormac Video
- **Booklet**
 - Player Pathway to be reflective of all three Associations i.e. include '**active for life**' as final stage (LGFA Competencies chart)
- **Online Resources**
 - Player Pathway for each code
 - Ladies Football LIDL video

Module FIVE:

Who are you coaching?

Venue: **Hall**

Duration: **45 minutes**

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
Introduction	1 min	POSTER Flipchart	Coach Developer / Tutor led presentation on the content of the module.	Display POSTER or Flipchart to introduce to the module and what they are going to be doing during it
<p>Coaching Different Cohorts</p> <p>Gp1 – Child Male (6-12)</p> <p>Gp2 – Child Female (6-12)</p> <p>Gp3 – Youth Male (13-17)</p> <p>Gp4 – Youth Female (13-17)</p> <p>Gp5 – Adult Male (18+)</p> <p>Gp6 – Adult Female (18+)</p>	10 mins	<p>POSTER</p> <p>Flip Chart</p> <p>Post-its</p> <p>Biros</p> <p>Course</p> <p>Booklet</p>	<p>Group Task</p> <p>Coach Developer / Tutor divides coaches into small groups x 6. See possible six groupings but please note that groups are dependent on who is in the room. Refer to Who am I? Flipchart.</p> <p>On a pre prepared flipchart, participants are asked to describe the characteristics, issues and/or challenges of working with age group assigned to them (ages, stages, genders)</p> <p>Groups discuss their work and relay many of the characteristics and issues highlighted</p>	<p>The key areas that coaches need to be aware of when dealing with different individuals are highlighted. Emphasis is placed on the fact that there are differences in the needs, abilities and issues that might affect how you coach different groups in Gaelic games</p> <p>(Refer to support documentation provided re coaching males and females)</p> <p>Coach Developer / Tutor takes feedback from each group.</p> <p>Inform the participants that identifying the characteristics challenges, and issues that they have found is the easy part but, being able to meet the needs of “Who you Coach” is the key to successful coaching.</p> <p>Inclusion - Following this task re understanding of who you are coaching, CD poses open question to group around what are the key factors to ensuring the coach is being inclusive at all times for all cohorts?</p> <p>CD highlights that Your conditioning /experiences affects the way you think about the world around you</p> <ul style="list-style-type: none"> • First impressions can be deceptive • Be aware of assumptions • Always think about or identify what players CAN do versus what they CAN'T Do? If in doubt ask the players. <p>Coach Developer / Tutor informs participants what the main BARRIERS to inclusive participation are.</p>

				<p>1. Highlight main BARRIER is ATTITUDINAL – Coach Underestimate player’s ability levels, Over protection, Lack of activity / resistance to change, Unfriendly...</p> <p>Others being...</p> <p>2. Personal – Some players may Lead sedentary Lifestyle, Do not think of themselves as sporty, Lack of confidence, Low income, Feel isolated or has poor self-esteem/body image</p> <p>3. Access – Buildings, transport, equipment i.e. sports chairs, info, interpreters (deaf) etc.</p> <p>Structural – Lack of capacity among disabled people, small of disability sports, lack of trained coaches, low level of vestment, weak or non-existent performance pathways</p>
Who are you coaching?	10 mins	<p>POSTER</p> <p>Flip Chart Task cards</p>	<p>Group Task: Participants discuss key criteria associated with the SIX groups and rank them in relation to their importance</p> <ul style="list-style-type: none"> Groups create a pyramid/Linear formation using the task cards provided. With the pyramid, there could be more than one factor to form base. Groups provide a rationale for their pyramid (Line) and relay to the bigger group. Coach Developer / Tutor takes feedback from each group. 	<p>Rank the importance of key criteria for the Child (Boy/Girl), Youth (Boy/Girl) and Adult (Male & Female)</p> <p>Following feedback, Coach Developer / Tutor poses question to the group?</p> <ul style="list-style-type: none"> Why would you rank Fun first or at the base of the Pyramid? How would gender change this ranking What implications does this have for your coaching? <p>Refer to research notes included to provide evidence around discussion</p>
		<p>POSTER</p> <p>3 Laminates</p>	<p>TASK Coach Developer / Tutor lay out three laminates with words – Participation,</p>	<p>The objective of this section of the module is to facilitate discussion that leads to highlighting that if we don’t have high levels of participation then we are unable to address development and performance.</p>

<p>Participation Development Performance</p>	<p>15 mins</p>	<p>Participation Development Performance</p>	<p>Development and Performance on the floor. Coach Developer / Tutor asks coaches to reflect on the discussions from previous tasks and to rank order of importance based on the age group they coach</p>	<p>The Coach Developer / Tutor will need to lead the discussion following the initial task.</p> <p>Descriptors...</p> <p>Participation – Do players come back??</p> <p>Development is all about reward or improving. Important players getting better across four key demands of our game – Technical, Tactical, Physical and Psycho/Social. The latter, Psycho/Social being very important aspect to develop in female sport.</p> <p>Performance, this may present itself for the various age groups but ultimately the outcome is the same. Our job as coaches is to ensure every player performs to the best of their ability on any given day i.e. for an u8 that may mean they demonstrate the skills they learned in their coaching sessions at their monthly blitz but for a senior player that may mean to perform to the best of their ability in order to win a big Championship knockout game.</p> <p>Coaches need to continually go after performance...if every player in your team perform to the best of their ability, then if good enough more than likely they will be rewarded.</p> <p>However, if you don't have players, then you will not be able to develop them accordingly to be able to perform on any given day.</p>
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				<p>What is a Player Pathway?</p>
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<p>Player Pathway Bigger Picture!</p>	<p>5 mins</p>	<p>POSTER</p>	<p>Coach Developer / Tutor references the Player Pathway</p>	<p>Utilising the Gaelic Games Player Pathway poster – Relate the previous discussion to the GGPP and how the pathway is the framework to help guide the development of players through their journey on the pathway</p> <p>Includes stages and phases of a players Journey. It is designed to ensure that every player has the opportunity to participate and become involved in Gaelic Games. It is important that coaches are aware of the stage of development that their players are at and the potential stage that they can reach. This will also ensure that the level of training being provided is appropriate for the developmental stage of your players.</p>
<p>Learning and Reflective Practice</p> <p>Who are you Coaching Module</p>	<p>4 mins</p>	<p>POSTER</p> <p>Learning and Reflective Practice</p> <p>Who are you Coaching Module</p>	<p>Using the IGGC Participant’s Resource, encourage participants to reflect on the module, and it’s content and how it might impact upon their coaching practice.</p>	<p>Inform participants to refer to relevant page in the coaching resource booklet and to complete the questions applicable to this module following completion of same...Participants can work in pairs to discuss same prior to logging their responses in their booklets</p>

Addition Notes...Research to support CD/Tutor with evidence for discussion

Study One

A sample of 8000 Youths

Seefeldt, Ewing & Walk (1992)

Top reasons for young people participating & staying in Sport

- **Fun Experience**
- **Improve Skills**
- Doing something they good at
- Play & be part of a team

Reasons for dropout (10-18 year olds)

- **Coach** was poor
- **Coach** picked favourites
- No Fun
- Lost Interest

Study Two

A sample of 2260 13-18 years olds (1134 girls) *De Roiste & Dineen (Dec 2005)*

Reasons cited for dropping out of sport:

- 55% Losing Interest
- 34% Times not suitable
- 27% **Not liking the leader**
- 21% Perceived lower skill level
- 17% Peer Drop Out

Study 3

Impact of physical activity domains on subsequent physical activity in youth: a 5-year longitudinal study Michelle Hardie Murphy, David A. Rowe and Catherine B. Woods

- Study evaluated how domains of physical activity (PA) in youth predict later PA and assesses factors influencing changes in sports participation.
- Young people from the Children's Sport Participation and Physical Activity study (n = 873; baseline age 10–18 years; 30.4% male) completed self-report surveys in 2009 and 2014.

Top 10 reasons reported for **UPTAKE** of a Sport in previous 5 years.

Below figures, are calculated using participants who reported taking up a new sport ONLY!

Male (n=177)			Female (n=370)		
Rank	Reasons for Uptake	%	Rank	Reasons for Uptake	%
1	Fitness	19.9	1	Fitness	25.8
2	Build Strength/Muscles	12.1	2	Enjoyment/Fun	10.6
3	Enjoyment/Fun	10.5	3	Body Image**	9.5
4	Friends/to socialise	8.1	4	Friends/to socialise	8.7
5	Like it	5.4	5	To try something new	5.7
6	Body Image**	5.1	6	Health Benefits/Stress Relief	4.8
7	Interested in it	4.3	7	Interested in it	4.3
8	Health Benefits /Stress Relief	3,5	8	Like it	4.2
9	To try something new	3.5	9	For an event	3.5
10	To develop new skills	3.0	10	Exercise to get more active	3.4

**Body Image represents desire to lose weight, get bigger or tone up

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Top 10 reasons reported for **DROPPING OUT** of a Sport in previous 5 years.

Figures are calculated using participants who reported dropping out of a previous sport only.

Male (n=157)			Female (n=413)		
Rank	Reasons for Drop Out	%	Rank	Reasons for Drop Out	%
1	Lack of Interest	19.0	1	Other Commitments (School/Work)	22.5
2	Other commitments (School/Work)	16.5	2	Lack of Interest	16.0
3	Injury	9.1	3	Took up too much time	14.0
4	Took up too much time	8.9	4	Too expensive	6.3
5	Training was boring	7.6	5	Not good enough	6.1
6	Not good enough	6.6	6	Injury	5.7
7	Started another sport	6.3	7	Coaches were unfriendly	4.5
8	Other Commitments (Part Time Job, Relationships)	4.3	8	Friends stopped	4.5
9	Too expensive	4.1	9	Training was boring	4.0
10	Friends had stopped	3.8	10	Other Commitments (Part time Job, Relationships)	3.6

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