

Introduction to Coaching Gaelic Games

MODULE SIX

SKILL DEVELOPMENT

Opportunity Two – Paper to Pitch - IDEAL



ICGG CD Delivery Support Resource/Link:

- View an Overview of Module 6 - [CLICK HERE](#)

Module Six: Skill Development

Venue: **Hall**

Duration: **90 minutes**

Module Aims:

- To have the knowledge and competencies to coach the 5 key skills of Gaelic Football and/or Hurling/Camogie

Learning Outcomes:

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

- List the skills of Hurling/Gaelic football
- List the stages involved in coaching a skill (IDEAL)
- Identify the key teaching points ,and common errors of particular skills (Head, Hands, (Hurley), Feet)
- Organise and Oversee activities to practice the skills of Gaelic Games
- Observe, Analyse and Generate Feedback while players are performing a skill
- State the key rules that relate to each skill

Resources:

- **Assist CD with Delivery...**
 - IDEAL Principle on a poster
 - Skill Card – **Practice the Technique**
 - Activity Card (Target, Chase Invasion Games) for participants to **Develop the Technique**
 - Skill and Activity Cards are back to back
- **Booklet**
 - Categorisation of the skills
 - Breakdown of IDEAL
 - Head, Hands/Hurley, Feed
- **Online Resources**
 - Skill Cards for all codes
 - Sample activities to develop the technique
 - Rules differences of all codes
- **Support Videos**
 - Module 6 Overview - [Module 6 - Skill Development](#)

Module Six:

Skill Development

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
Introduction	1 min	POSTER or Flipchart	Coach Developer / Tutor led presentation on the content of the module.	Display poster or Flipchart to introduce the module and what you are going to be doing during it
List the skills of Gaelic Football and/or Hurling/Camogie	5 min	POSTER Flipchart Course Workbook	Coach Developer / Tutor led discussion. CD poses the question to the group...List the skills of F/H/C and takes feedback on a flipchart	Refer to Page 25 in the workbook for full list of skills applicable
<p>How to coach a skill/activity?</p> <p>IDEAL Coaching Principle</p> <p>Hurling/Camogie</p> <p>Pick one skill as a best practice demo</p> <p>Football</p> <p>Pick one skill as a best practice demo</p>	10 min	POSTER IDEAL Principle on a Flipchart Football, Hurley and Slotar	<p>Coach Developer / Tutor led discussion where Coach Developer / Tutor introduces the IDEAL Coaching Principle using flipchart on the wall by outlining various stages that applies to same.</p> <p>How could we bring this into teaching of the Block Down in Football or Ground Strike in Hurling?</p> <p>Coach Developer / Tutor provides a best practice demonstration of how to apply IDEAL principle to a skill using HEAD, HANDS, (HURLEY) and FEET...</p>	<p>Coach Developer / Tutor informs the participants that the IDEAL coaching principle should be applied when conducting a specific skill or activity within a coaching session. Coach Developer / Tutor also gives a brief overview of time that should be assigned to the above stages.</p> <ul style="list-style-type: none"> • I – Introduce • D – Demonstrate • E – Explain the key Teaching Points of the Skill (Heads, Hands, Feet) • A – Action – Set up activity for players to practice the Skill • L – Look/Observe and give feedback on execution of the skill <p>Coach Developer / Tutor poses open questions at each stage i.e. When giving teaching points of a skill, what are 3 key areas of the body do we need to focus on in order to perform the skill? Early stages of child development – only head, hands (hurley) and feet are important! Use this basic principle for every skill.</p> <p>If Coach Developer / Tutor is unable to demonstrate the skill effectively then he/she can use a participant. Objective is to try create a picture of the skill is performed in slow motion and match pace</p>

<p style="text-align: center;">Practical</p> <p style="text-align: center;">Skill Breakdown</p> <p style="text-align: center;">Opportunity No. 2 for coaches to COACH!</p> <p style="text-align: center;">Hurling/Camogie Skills</p> <ol style="list-style-type: none"> 1. Roll Lift 2. Strike from the hand 3. Overhead catch 4. The Solo 5. Hand pass 6. Frontal block 7. Grip and Strike <p style="text-align: center;">Football Skills</p> <ol style="list-style-type: none"> 1. Body catch 2. Punt Kick 3. Solo 4. Near Hand Tackle 5. Pick Up 6. Hand Pass 7. Block Down 	<p style="text-align: center;">POSTER</p> <p style="text-align: center;">70 mins</p>	<p>Skill Cards</p> <p>Equipment needed for Coaching in small groups</p>	<p>Group Task</p> <p>Divide participants into small groups (x3) applicable to the age group they coach in their club.</p> <p>Part 1 - Coaches identify the key teaching points for the skill provided. Application of HHHF model in breaking down and teaching skills. Coach Developer / Tutors mingle and prompt.</p> <p>Part 2 - Each group coach an activity i.e. Chasing-Target-Court-Field-Part Invasion for the skill provided and highlight the main teaching points for their skill back to the group. The coaches apply the IDEAL model and 1 coach does IDEA and the other two focus on the L.</p> <p>Group process to coaching the skill activity from skill card provided</p>	<p>Chasing-Target-Court-Field-Part Invasion Activities are used in this section to develop a particular skill</p> <p>During the above activities it is important to refer skills to specialist skills where applicable i.e. In ladies football, the punt kick is an important skill for goalkeepers as retaining possession from the kick-out is important.</p> <p>Emphasis on kids copying the demonstration rather than a very complicated explanation, then using teaching points in SPOT and FIX.</p> <p>Debrief where each group demonstrates key teaching points (HHF) of their skill.</p>
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<p style="text-align: center;">Rules Difference</p>	<p style="text-align: center;">10 mins</p>	<p style="text-align: center;">POSTER</p>	<p>TASK:</p> <p>Coach Developer / Tutor led discussion testing coaches knowledge of main rules differences between various codes (Football / Hurling & Camogie).</p>	<p>Test coaches Knowledge of the rules by orally posing the following question to that participants:</p> <ul style="list-style-type: none"> • Outline what are the main rule differences between the men’s and ladies game. Coach Developer / Tutor prompt and demonstrates if required with a ball <p>Main difference between coaching Men’s and Ladies Football are below... (View support document for more detailed rule differences)</p> <ul style="list-style-type: none"> • Pick Up • In LF, players can pick ball off the ground with one or both hands once she is in a standing position (both knees off the ground). However, we promote to coach pick up off ground with toe to all girls up to U12 as many girls play with boys at these age levels • A player while on the ground may play the ball away from her and may score by doing so also but cannot bring ball into her possession • The Tackle • No player in Ladies football can be legally dispossessed when holding the ball into her body. Any attempt to do so will result in a free. Only time a player should attempt to tackle a player in possession of the ball is when the ball is out of the body i.e. when soloing, bouncing, kicking or passing the ball. • Sin Bin • From U14 age grade upwards if players get a yellow card then they go to the sin for 10 minutes PLAYING TIME • Kick Outs • Ladies Football the KO can be kicked from the hand or ground
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				<ul style="list-style-type: none"> After a score the KO is to be taken from 13m line in front of the goal posts while for a wide the KO is from the 13m line <p>Note – A size 4 football shall be used in all grades of competition from U12 upwards. A smaller size 3 football or GO Games football may be used for younger age groups.</p>
<p>Learning and Reflective Practice</p> <p>Skill Development Module</p>	5 mins	<p>POSTER</p> <p>Learning and Reflective Practice</p> <p>Skill Development Module</p>	<p>Using the ICGG Participant’s Resource,</p> <p>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 their 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 booklet</p>