

# Introduction to Coaching Gaelic Games

## MODULE SEVEN

### Introduction to our Games

Opportunity Three – Paper to Pitch - STEPR



ICGG CD Delivery Support Resource/Link:

- View an Overview of Module 7 - [CLICK HERE](#)

# Module Seven: Introduction to our Games

## Module Aims:

- By the end of this module you will be able to use games effectively in your coaching sessions

## Learning Outcomes:

On completion of this module, participants will be to:

- Identify guidelines to help design what makes a game. G.A.M.E.S
- Categorise the different type of games you can use
- Different Types of Games - appropriateness for each playing population
- Outline the benefits of Small Sided/Conditioned Games
- Organise Games activities in coaching sessions using Games Cards
- Use STEPR method to modification or alter a game activity.

## Resources:

- **Assist CD with Delivery...**
  - STEPR Principle on a poster
  - Activity Card (SSG, Conditioned, Modified, Full Games) for participants
- **Online Resources**
  - Different Game formats layout (as used in best practice demonstration)
  - Sample Game activities
- **Support Videos**
  - **Module 7 Overview - [Module 7 - Introduction to Games](#)**
  - **1v1 to 4v4 Activity - [1v1 to 4v4 Activity](#)**

# Module Seven:

# Introduction to our Games

Venue: **Hall**

Duration: **90 minutes**

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
<b>Introduction</b>	<b>1 min</b>	<b>POSTER</b> or Flipchart	<b>Coach Developer / Tutor led presentation</b> on the content of the module.	Display Poster or Flipchart to introduce the module and what you are going to be doing during it
<b>Differences in games opportunities for Child v Adult</b>	<b>10 mins</b>	<b>POSTER</b> Flipchart	<b>Group Discussion...</b> Coach Developer / Tutor poses the question...what are the main differences between Child and Adult games?	Important to highlight that kids are not mini adults and this needs to be reflected on how we adapt our coaching styles at the various age groups and in addition how we utilise different game formats for both cohorts. For example, <b>GO Games</b> is more applicable to kids of ages 6 – 11 years of age as it promotes maximum touches of the ball, awareness of positional sense, team work etc. In addition, and fits in Full Invasion
<b>Games Best Practice Demonstration</b>	<b>15 mins</b>	Ssg Games Templates <b>STEPR</b> Sheet for Coaches exercise	Coach Developer / Tutor demonstrates how games can delivered via different game formats i.e. 1v1, 2v2, 3v3 etc.	It is important at this juncture to inform participants that there is no obligation to partake in same.  Coaches not involved in the best practice demonstration are divided into mini sub groups (max. 3 per group). They are supplied with a handout that includes a table outlining STEPR Coaching Principle. Coaches are asked to observe <b>what is it they SEE during the practical and log thoughts using worksheet in their booklet. Worksheet has a blank table focusing on STEPR Coaching Principle?</b> Inform the coaches to focus on activity and its impact? Coach reinforces other coaching principles i.e. IDEAL when conducting BP Demonstrating  The Coach Developer / Tutor conducting the best practice utilises the 'Games Template' provided i.e. commence with 1v1 and progress to 2v2 to 4v 4 etc. Coach focuses on demonstrating how games can look in different formats. The best practice demo is 10 minutes max. See diagram at end of syllabus.

				<p>Upon completion of the BP Demo, feedback on 'What did we SEE? Is taken and scribed on a pre prepared flipchart from the coaches observing the session.</p> <p>Following or during the above exercise, the Coach Developer / Tutor will ask the participants? What is a Game? What are the benefits of SSG? Does it apply to all age groups? What different formats are there of Games? i.e. SSG, Modified Games, Conditioned Games, Full Games.</p>
<p><b>Overview of STEPR Coaching Principle</b></p>		<p><b>POSTER</b></p> <p>STEPR Principle On pre prepared Flipchart</p>		<p>Coach Developer / Tutor introduces the <b>STEPR</b> Coaching Principle. This is a useful tool for coaches to consider when need to adapt their coaching environment and maximise participation and inclusivity.</p> <p><b>Space / Environment</b> - What environment do you coach in? Indoor Sports Hall? Astro? Grass Pitch? How many aside participate in a game/activity? (Are they participating in a small environment? i.e. small sided game? Are they restricted to move only within a zone?)</p> <p><b>Time</b> - By changing time you can increase or decrease the tempo of the activity. Allowing players more time to perform tasks or reducing time to increase the challenge</p> <p><b>Equipment</b> - What equipment do you use to support the players' development? Light balls for U6-10s? Different colour cones to deliver drills and games? Hurdles and ladders to develop agility, balance and coordination?</p> <p><b>People/Players</b> - How many people per activity i.e. 1v 1 or 3v3 be more beneficial than 15 v 15 etc.</p> <p><b>Rules</b> - Modify the task being performed by changing the rules. What rules do you have on the activities that support the players' development? i.e.. all forwards must have touched the ball before you can shoot? (learning to get free and support play) The ball can only be hand passed? Every player in receipt of the ball must solo before passing it? 3 points for a point etc.</p>
<p><b>Practical Opportunity No. 3 for coaches to COACH!</b></p>	<p>70</p>	<p><b>POSTER</b></p>	<p>Coach opportunity to coach</p> <p>Divide participants into groups according to age cohort they coach in their clubs. Provide each group</p>	<p>Coach Developer / Tutor will observe the following...Did the coach implement the IDEAL Principle when coaching the activity? What went well? What could you have changed? How would you progress the programme? Position of coach? Feedback etc.</p> <p>During practical Coach Developer / Tutor highlight various <b>group management</b> problems i.e. sun in eyes, speaking with wind, giddy players, removing equipment etc. CD may notice in this section,</p>

<p><b>Sample Games</b></p> <ol style="list-style-type: none"> <li>1. 6v6 (1 hop,1 solo)</li> <li>2. 5v4</li> <li>3. No Man's Land</li> <li>4. Captain Ball</li> <li>5. 3 Zones to Win</li> <li>6. Line Game</li> </ol>	<p><b>min</b></p>	<p><b>Games Cards</b></p>	<p>with a games card applicable to their age group</p> <p>Games utilised in this section are SSG, Modified Games, Conditioned games etc.</p> <p>Coaches plan to deliver the activity provided to the rest of the group. Following the delivery of each group, a quick debrief from Coach Developer / Tutor will apply.</p>	<p>coaches coaching the activity and forget the important aspects such observing, analysing, spot and fixing.</p> <p>In addition, Coach Developer / Tutor continues to challenge Coach Developer / Tutors on what they would need to do to include people of all abilities in their session utilising the STEPR principle.</p> <p>Problems &amp; Solutions: After each group has delivered their practical pose following questions and identify possible solutions:</p> <ul style="list-style-type: none"> <li>• How do you deal with giddy girls in your group?</li> <li>• Eliminate players playing with footballs while coach speaks?</li> <li>• Disruptive player in group? Etc.</li> </ul>
<p><b>Learning and Reflective Practice</b></p> <p>Games Module</p>	<p><b>5 mins</b></p>	<p><b>POSTER</b></p> <p>Games Module</p>	<p>Using the ICGG 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 pg. <b>12</b> of 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>

