

# Introduction to Coaching Gaelic Games

## MODULE EIGHT

### Preparation and Planning



[ICGG CD Delivery Support Resource/Link:](#)

- View an Overview of Module 8 - [CLICK HERE](#)

# Module Eight:

# Preparation & Planning

## Module Aims:

- To structure an effective and specific coaching session

## Learning Outcomes:

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

- Identify the reason for having a theme to a coaching session
- Outline factors to be considered when planning
- Identify and arrange the different parts of a coaching session

## Resources:

- **Assist CD with Delivery...**
  - Preparation and Planning Poster
  - Laminates for building a session
  - Plan - Do - Review Poster – Cycle of Learning
- **Booklet**
  - How to access GAA E Learning session planner
- **Online Resources**
  - Sample Sessions for different Cohorts

# Module Eight:

# Preparation for Planning

Venue: **Hall**

Duration: **40 minutes**

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
<b>Introduction</b>	1 min	<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
<p><b>Key considerations when planning a Coaching Session</b></p> <p><b>Refer to Poster</b></p> <p>What makes a good session?</p> <p>What can a coach do to prepare and plan better?</p>	5 min	<p><b>POSTER</b></p> <p>Flipchart – Includes heading ‘Key Considerations’</p>	<p><b>Coach Developer / Tutor led discussion</b> where Coach Developer / Tutor probes participants re factors to be considered when planning a session</p> <p>Coach Developer / Tutor logs feedback on a flipchart.</p>	<p>Coach Developer / Tutor could utilise following questions to prompt discussion:</p> <p>Why do you think it is important to plan? When planning what do you think are key factors to be considered? Etc. How does it take to do up a session plan?</p> <p>Coach Developer / Tutor highlights that planning is essential element to an efficient and effective session irrespective of what age group you coach. Having a plan will allow a coach to adapt to any scenario presented when turn up at the field i.e. less players then expected, don’t have the portion of field you thought etc.?. Players will know within five minutes of a session if a coach has a plan or not. When players sense this then it could turn into a difficult session.</p> <p><b>Key Factors to consider when planning are:</b></p> <p><b>Theme of your session</b> - what specifically are you looking to do in the session? Why are you doing what you doing? Or will session include activities that look good but not applicable to how you want your team to set up.</p> <p><b>Roles of your coaching colleagues</b> – do they know the plan? What role do they play in the delivering of the session?</p> <p><b>Group Management</b> – What size area do you need? How will you divide up groups? What equipment will you need? What are likely challenges?</p> <p><b>Engagement of Players</b> – Who is doing the talking? Who are finding the solutions? How will you check for understanding (Ask players open questions i.e. Tell me why are we doing this activity?)</p>

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
<p><b>Identify and arrange the different parts of a coaching session</b></p>	<p><b>25 mins</b></p>	<p><b>POSTER</b></p> <p>Laminates</p>	<p><b>Group Task:</b></p> <p>Participants are divided into small groups reflective of age groups they coach in their club.</p> <p>Envelopes with laminates are distributed to each group. Coaches must categorise activities based on an appropriate sequence for their allocated age group.</p> <p>Following this activity promote the activity planner on the GAA E-Learning Website.</p>	<p>Reference to <b>“Games Based”</b> coaching – do the participants understand what we mean by this? – it’s something that’s thrown out there in everyday language and may be interpreted by some as throwing in the ball and letting them on with it – Coach Developer / Tutors need to tease out an interpretation of what we understand it to be? – Aim to guide them to the concept of “play the game, fix the skill, and resume the game” or also referred to as the Play-Coach-Play Coaching principle.</p> <p><b>Play</b> – Players play the activity. Coach knows what he/she is trying to achieve but observes players executing same</p> <p><b>Coach</b> – Coach intervenes in an efficient manner. Coach poses open questions to the players to check for understanding and applies the appropriate intervention to help improve execution i.e. key coaching points, a drill etc.</p> <p><b>Play</b> – Players play activity but this time coaches focuses on execution and provides key feedback during activity where required</p> <p><b>Extra Notes:</b></p> <p>*Has anyone encouraged use of mouth guards? <b>NOTE: In 2016, the introduction of mandatory use of gum shields amongst juvenile players saw the number of claims for dental injuries cut in half.</b></p> <p><b>As of January 2017, ALL players must wear a mouth guard while playing Ladies Football unless advised otherwise, in writing, not to do so, by a qualified Doctor or Dentist. Should the player fail to do so, the referee shall order her off the field until the situation is rectified.</b></p> <p>What about water? Who brings this?</p>

<p><b>Cycle of Learning</b></p> <p><b>Plan – Do – Review</b></p>	<p><b>5 mins</b></p>	<p><b>POSTER</b></p> <p>Flipchart</p>	<p><b>Coach Developer / Tutor led.</b> Coach Developer / Tutor summaries the module referencing the ‘<b>Cycle of Learning</b>’ concept.</p>	<p><b>PLAN</b> – As outlined in this module...this involves thinking about your aims, what specifically are you going after in a particular session to ensure it meets the needs of the group a coach is coaching. <b>Having CLARITY in what you want to achieve will give you the CONFIDENCE to ADAPT and be CREATIVE</b></p> <p><b>DO</b> – Implement and adapt activities in response to your players and the environment.</p> <p><b>REVIEW</b> – Review and evaluate the activities and how you engaged your players to maximise learning.</p> <p><b>ADD LEARNING</b> - Add learnings from the review and add same to what you already know for planning process for next session</p>
<p><b>Learning and Reflective Practice</b></p> <p>Preparation &amp; Planning Module</p>	<p><b>5 mins</b></p>	<p><b>POSTER</b></p> <p><b>Learning and Reflective Practice</b></p> <p>Preparation &amp; Planning 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 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>