



**GAA**  
HANDBALL

**LGFA**  
PEIL na mBAN

**GAA**  
WHERE WE ALL BELONG

**THE GAMOGIE ASSOCIATION**  
An Comann Camógíochta

**GAA**  
ROUNDERS

# COACH DEVELOPER NOTES

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# WORKSHOP CHECKLIST

- ✓ Posters
- ✓ Flip Charts/Magic Sheets
- ✓ FMS Equipment
- ✓ Name tags
- ✓ QR Codes - Tobar
- ✓ Stationary
- ✓ Whistle



<b>Outline</b>	Introduction
<b>Minutes</b>	3
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Group in circle</li> <li>• Name tags</li> <li>• Attendance list</li> <li>• QR Code</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Aims of workshop</li> <li>• Various experience levels</li> <li>• Workshop: mix of practical, interactive tasks etc - take part as much as you can</li> <li>• Reassurance</li> <li>• Fun</li> <li>• Pretend they are children again - target nursery age</li> <li>• On completion of this course, coaches are qualified to coach at F1 stage only - Must complete online course also</li> <li>• Emphasise - safeguarding, garda vetting/access N.I</li> </ul>

<b>Outline</b>	Ice Breaker
<b>Minutes</b>	8
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Fun Games working on ABC, RJT type activities</li> <li>• FMS equipment needed</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• How you introduce it - use IDEAL and STEPR model if applicable</li> <li>• Give each activity a name</li> <li>• Interact with participants as if they were children in a nursery - down to their level, high fives, encouragement, etc.</li> </ul>



<b>Outline</b>	Poster 1 - Player Pathway
<b>Minutes</b>	1
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Player Pathway Poster</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Brief overview of the whole player pathway</li> <li>• Introduce the F1 phase of the pathway</li> <li>• Highlight six underpinning key principles</li> <li>• Online course will outline the player pathway in more detail</li> </ul>

**1ST STEP ON THE PATHWAY**

**NURSERY PROGRAMME**

**STAGE FOCUS**  
**FUNDAMENTAL MOVEMENT SKILLS**

**PHASE DESCRIPTOR**

The emphasis during this phase should be placed on open play (general movement) with all children playing, exploring movement through new and fun experiences. Younger children will continue to participate in activities that are enjoyable and rewarding to them. The end product should be a fun and safe experience. Establishing a core set of motor skills related to Gaelic Games early in life enables children to gain a sense of achievement and establish a positive relationship with sport and physical activity.

**CONSIDERATIONS FOR DEVELOPMENT AND LEARNING**

**The Player** - Focus is on play and learning through the medium of play. General play at home, formalised play in the Club nursery and at school.

**The Game** - The game is non-structured and structured play that develops fundamental movements of agility, balance and coordination while also including running, jumping, throwing and catching, passing, kicking/striking

**KEY SUPPORT PROVIDERS IN THE ENVIRONMENT**

**Coach** - Ensure that **FUN** and enjoyment is central to all activities

**Parent/Guardian** - Supports the child and encourages play, exploration, enjoyment as well as some level of practice at home

**Teacher** - At this stage the teacher should provide structured learning through play as part of the P.E. curriculum

**APPROX. AGE RANGE**

4-6 years old

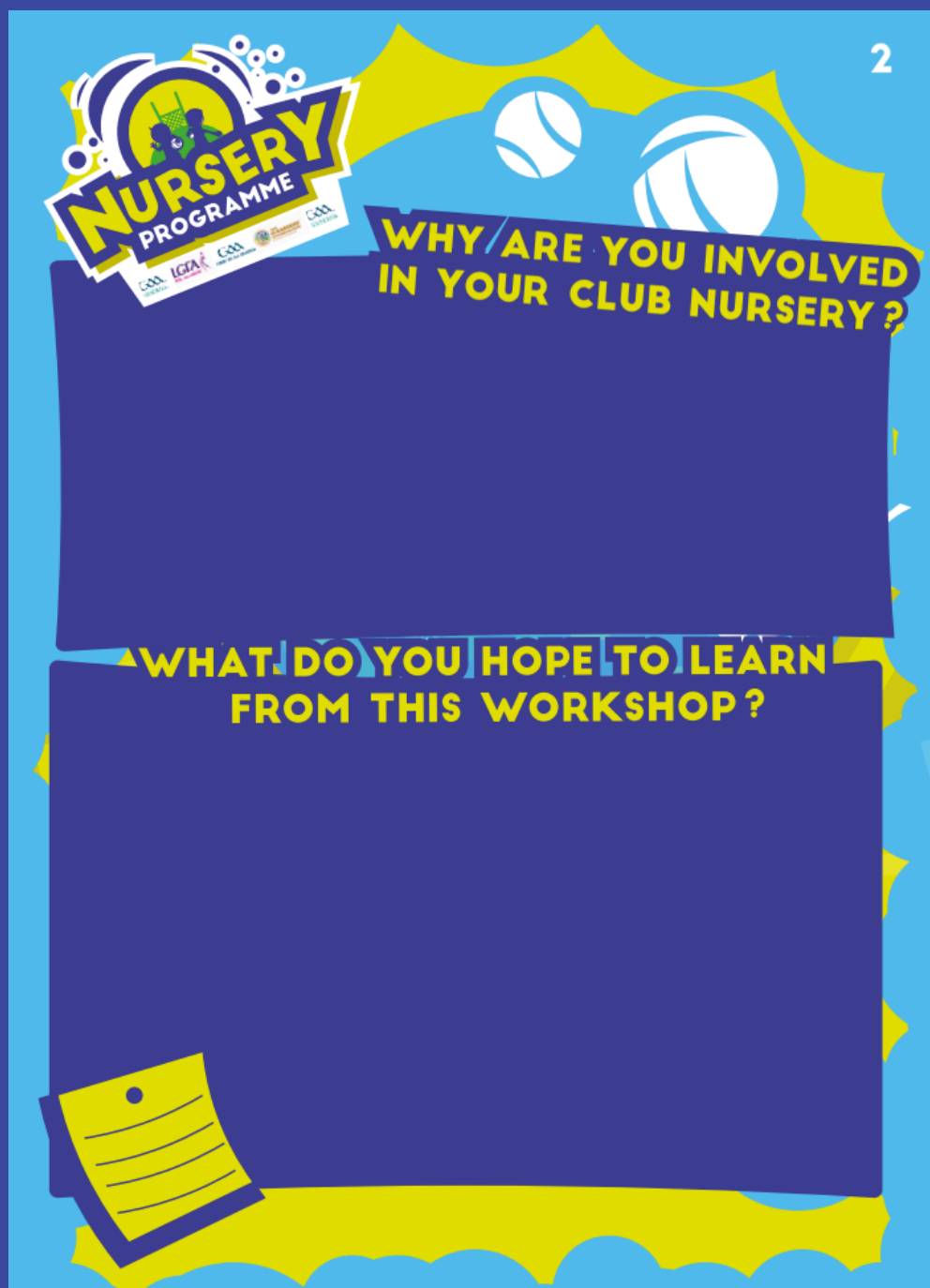
**PHASE OUTCOME**

Develop players ability to 'move well' via Fundamental Movement Skills (FMS)

**F1**  
Fundamental Movement Skills

**AGES 4-6**

<b>Outline</b>	Poster 1.2 - Player Pathway Phase Descriptor
<b>Minutes</b>	1
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Player Pathway Poster Phase Descriptor</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Overview of Phase descriptor poster</li> <li>• 'While the player's journey through the pathway is dictated by age (F1, F2, F3), and sometimes ability (T, E), a coach's journey is directed by their interests and what they really enjoy. Find your phase (or phases) and enjoy your coaching!'</li> </ul>



<b>Outline</b>	Task 1 - Poster 2 - Why are you involved/here?
<b>Minutes</b>	4
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster 2 - Why are you involved/hope to learn from workshop</li> </ul>
<b>Key Messages</b>	<p>Ask Group:</p> <ul style="list-style-type: none"> <li>• Why are you involved in Nursery?</li> <li>• What do you hope to learn from this workshop?</li> <li>• Group similar responses and summarise</li> <li>• Reference points for throughout the session</li> </ul>



# WHAT TO EXPECT

## PLAYER CHARACTERISTICS

- ONLY GOES FLAT OUT - NO SENSE OF PACE
- IS SELF-CENTRED
- WILL WANT THEIR OWN BALL
- HAS LITTLE CONCERN FOR TEAM ACTIVITIES
- PHYSICAL + PSYCHOLOGICAL STATE OF BOYS + GIRLS IS VERY SIMILAR
- HAS LIMITED SENSE OF TIME + SPACE
- HAS A SHORT ATTENTION SPAN

## THE CLUB ENVIRONMENT

- FUN IS NUMBER ONE PRIORITY
- ADEQUATE COACH TO PLAYER RATIO
- DISCOVERY/EXPLORATION
- TRIAL + ERROR
- VARIATION IN EQUIPMENT USING COLOURS + DIFFERENT SIZES
- EACH CHILD HAS THEIR OWN WATER BOTTLE AND GUM SHIELD

## ACTIVITIES/GAMES

- SMALL SIDED GAMES 2V2, 3V3, 4V4 MAX
- CHALLENGE PLAYERS AT THEIR LEVEL
- INTRODUCE A KNOWLEDGE OF THE GAME
- RESEMBLES GAME MOVEMENTS
- ALL PLAYERS INVOLVED
- FUN FOR ALL

## THE COACH

- VARIATION - COACH OPEN TO TRIAL + ERROR
- WELL ORGANISED/PLANNED SESSIONS
- GET TO KNOW CHILDREN'S NAMES
- MAXIMISE ALL COACHING RESOURCES TO INCREASE KNOWLEDGE
- GUIDE CHILDREN, DON'T TELL THEM
- BE A ROLE MODEL
- ENCOURAGE FUN ACTIVITIES TO BE PLAYED AT HOME

<b>Outline</b>	Poster 3 - What to expect
<b>Minutes</b>	2
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Introduce Poster 3: What to expect</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Introduce the task</li> </ul>



<b>Outline</b>	Task 2 - What to expect
<b>Minutes</b>	10
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster 3 - Expectation Poster</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Divide group into 3 groups - Allocate each group an area of the poster - 1.Player, 2.Environment, 3.Coach</li> <li>• Ask groups to write down what they think or expect of their area e.g. What are the typical characteristics of a five year old when playing games? What kind of environment would we like to have at our Club nursery? How can we as coaches, create a positive nursery environment to enable players to play the game? <i>*Feedback</i></li> <li>• CD talk through Activities/Games points - Although games will be created by the Coordinator, you can use some of the tips above to engage players <i>*Give some basic examples</i></li> </ul>

<b>Outline</b>	FMS Part 1 - Coaching Tips
<b>Minutes</b>	3
<b>Resources</b>	
<b>Key Messages</b>	<p>Open questions based on coaching tips below:</p> <ul style="list-style-type: none"> <li>Coaching tips covered - demonstrations, scenarios: participants sitting on balls, speak with breeze, direction of the sun in coaches eye rather than participants, speak at their level (hunkers), gaining their attention, what distractions will there be/facing away from distractions (matches etc)</li> </ul>

<b>Outline</b>	<p>FMS Part 2 – Practical</p> <p>Best Practice examples:</p> <p>Balance – Running/Jumping/ Kicking</p> <p>Coordination – Throw – Hurling Handpass</p>
<b>Minutes</b>	12
<b>Resources</b>	
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>CD demonstrates best practice through practical games/activities</li> </ul>





<b>Outline</b>	Poster 4 - FMS
<b>Minutes</b>	4
<b>Resources</b>	<ul style="list-style-type: none"> <li>• FMS Poster - Summary</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Recap games previously played</li> <li>• In each of the games/activities covered, which of the FMS skills were covered?</li> <li>• Make connection between ABC - RJT - CPKS</li> </ul>



Chimney = Coach

Doors & Windows = Fun & Games

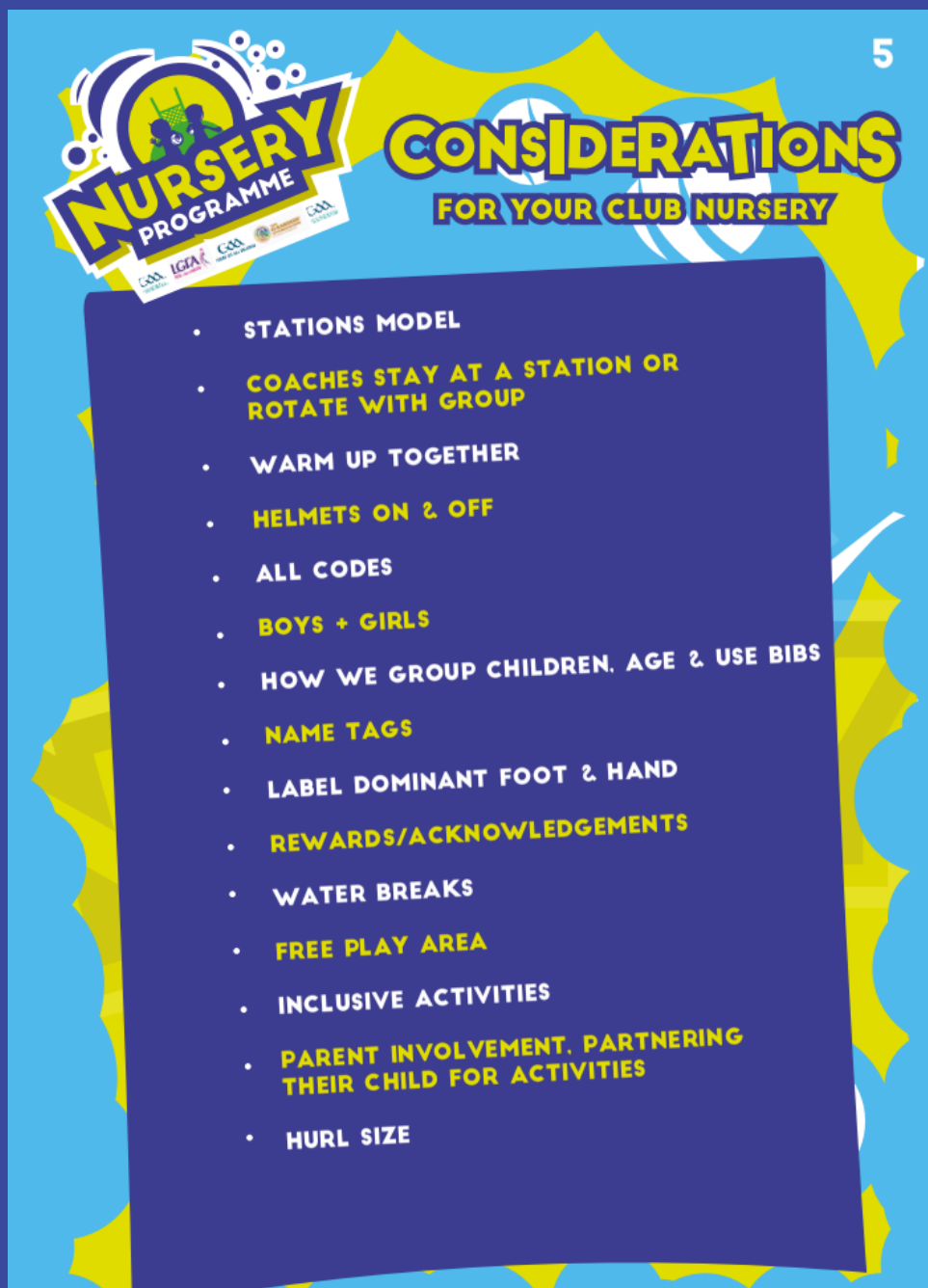
Roof = C,K,P,S

Walls = RJT

Foundations = ABC

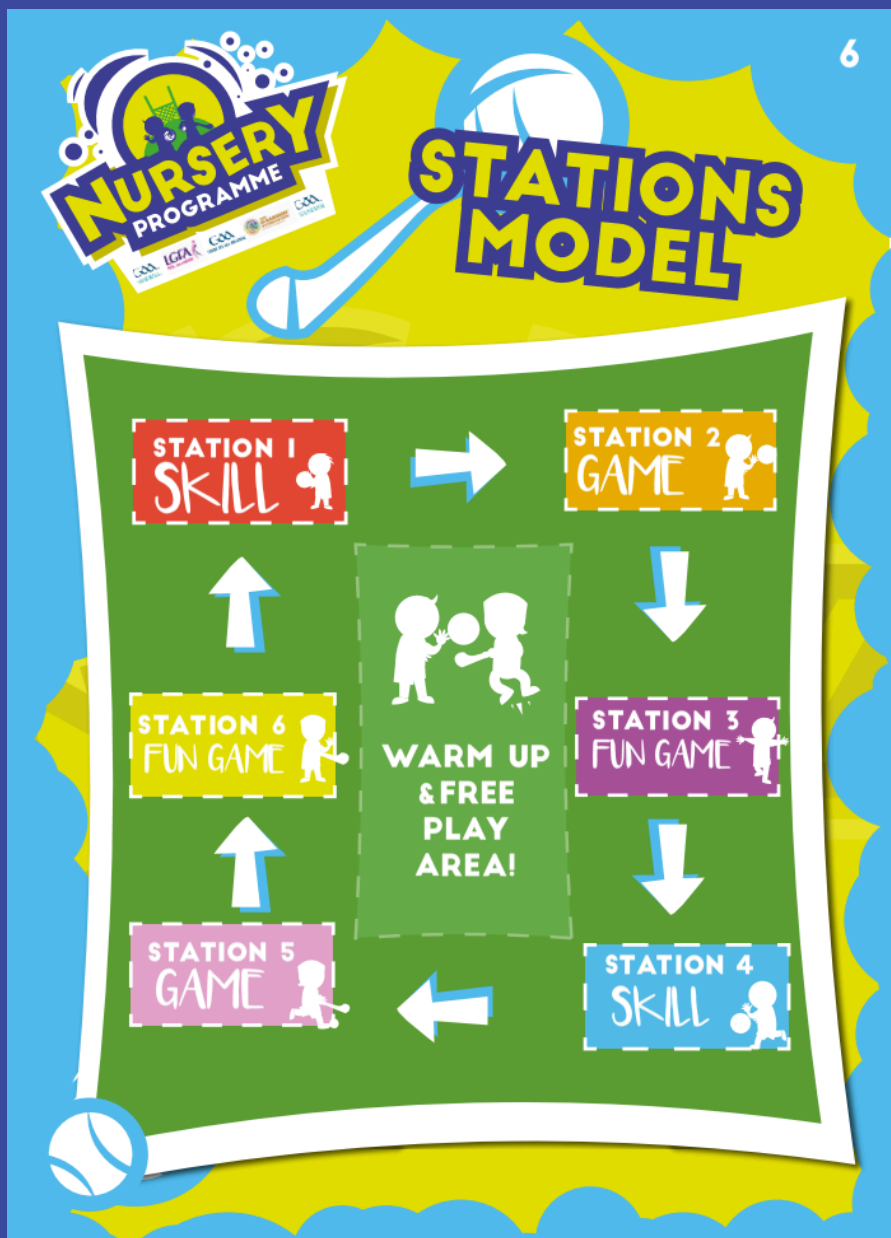
<b>Outline</b>	Part 4 - House analogy
<b>Minutes</b>	5
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Draw a house</li> <li>• Recap FMS using house analogy and use of questioning</li> </ul>
<b>Key Messages</b>	<p>Questioning the Group:</p> <ul style="list-style-type: none"> <li>• What are the foundations/what comes first? Foundations - Agility, Balance, Coordination</li> <li>• Walls - Running, Jumping, Throwing</li> <li>• Roof - Sports specific skills - Catching, kicking, passing, striking</li> <li>• Windows and Doors - Fun and games</li> <li>• Chimney - Coach - Heart of the home, warm, friendly, safe environment</li> </ul>

<b>Additional Notes</b>	<p><b>Emphasis on FMS</b> Skills introduced applicable to stage development of player</p> <p><b>Hurling/Camogie:</b></p> <ul style="list-style-type: none"> <li>• Grip and swing, Ground strike and block, Dribble</li> </ul> <p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Bounce and catch, Kick from the ground/hand, Knee tap/solo</li> </ul>
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- STATIONS MODEL
- COACHES STAY AT A STATION OR ROTATE WITH GROUP
- WARM UP TOGETHER
- HELMETS ON & OFF
- ALL CODES
- BOYS + GIRLS
- HOW WE GROUP CHILDREN, AGE & USE BIBS
- NAME TAGS
- LABEL DOMINANT FOOT & HAND
- REWARDS/ACKNOWLEDGEMENTS
- WATER BREAKS
- FREE PLAY AREA
- INCLUSIVE ACTIVITIES
- PARENT INVOLVEMENT, PARTNERING THEIR CHILD FOR ACTIVITIES
- HURL SIZE

<b>Outline</b>	Poster 5 - Considerations
<b>Minutes</b>	6
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster 4: Coaching Nursery Considerations</li> </ul>
<b>Key Messages</b>	<p>Questioning:</p> <ul style="list-style-type: none"> <li>• Tell us about your Nursery</li> <li>• Challenges they are having</li> <li>• Some key points on poster to help guide discussion</li> <li>• No right or wrong way</li> <li>• Trial and error</li> <li>• Ensure fun and safety is prominent</li> </ul>



<b>Outline</b>	Poster 6 - Stations Model
<b>Minutes</b>	5
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster 5 - Stations Model</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• CD Introduces model - Stations model - how best to structure nursery</li> <li>• Encourage Free Play upon arrival</li> <li>• Factors - numbers, facilities, coaches, multiple codes, ages of children etc <i>*Individual to each Club</i></li> <li>• Best practice - 6-8 children per group, 2 coaches, rotate on hooter/whistle every 10 minutes clockwise direction</li> <li>• Discussion on coaches staying or rotating with the groups etc</li> </ul>



# STATIONS MODEL

6



<b>Outline</b>	FMS Part 2 - Practical based on stations model
<b>Minutes</b>	15
<b>Resources</b>	<ul style="list-style-type: none"> <li>• CD Demo activities</li> <li>• FMS Equipment needed, whistle</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• CD goes through practical games/activities - stations model <i>*stations of all codes if applicable to Club</i></li> <li>• Open questions</li> <li>• Trying to cover and emphasise How to Coach Skills during practical - Focus on 4 - Build Rapport, Demo, Explain, Observe</li> </ul>



<b>Outline</b>	Poster 7 - How to Coach
<b>Minutes</b>	6
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster 7 - How to Coach</li> </ul>
<b>Key Messages</b>	<p>Recap/Reflect on CD's station model demonstrations:</p> <ul style="list-style-type: none"> <li>• What did I do when I played first game? How did I build rapport? Who's name did I use? What did I say? How did I demo - one angle, all angles etc? What did I observe etc?</li> <li>• When coaching children - break it down into language they can relate to - hug like a teddy bear</li> <li>• Break down a skill - Head, Hands/Hurl, Feet</li> <li>• Recap with demo - e.g. solo - Question: head, hands, feet? Eyes - on ball, hands - dropping ball, feet - toes pointing up etc</li> </ul>

<b>Outline</b>	Conclusion/Wrap up
<b>Minutes</b>	5
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Group in circle</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Thank participants for attending</li> <li>• Wishing them the very best on the start of their coaching journey</li> <li>• Complete E-Learning refresher course</li> </ul>

## To be a qualified Nursery Coach

1. Sign up to Tobar
2. Complete in person Nursery workshop
3. Complete E-Learning refresher course
4. Complete safeguarding
5. Complete garda vetting/access N.I

### \*Nursery Coach - F1 only

To coach elsewhere within the Gaelic Games pathway - Coach MUST complete I.C.G.G





# CD NOTES



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# GD NOTES



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# NURSERY WORKSHOP