

## TEACHTAIREACHT ÓN UACHTARÁN



Is cúis mór áthais dom réamhrá a scríobh don lámh-leabhar seo. Tá súil agam go mbainfidh gach éinne tairbhe as.

The coach plays a crucial role in the development and promotion of Gaelic games. The coach is the person who enables players to become competent by assisting and challenging them to achieve their true potential – whatever that may be. The challenge for the coach is to create the right environment for players to develop – where they can practice without fear of error or failure, where the needs of the player are at the heart of all activities and where they feel safe and supported. Being a successful coach is not always all about winning trophies, rather the improvement in individual and team performance marks out the truly successful coach.

The GAA's Grassroots to National Programme outlines the Coach Education Programme. This programme focuses on the continuing development of coaches, and will support you in developing your skills as a coach through a series of specifically designed courses, workshops and conferences incorporating internationally recognised principles of best practice. The programme allows coaches to continually develop their skills and progress at a rate suited to their own development. Coach Education builds on the experiences of the coaches involved, where participants are encouraged to share their experiences, question practices and challenge views. The Award 1 course provides this forum.

This logbook offer further insight into the materials covered on the Award 1 Course. Combined with other resources that are available, coaches will have a range of materials to refer to long after the course has been completed.

I would encourage all coaches to take the time to use this resource and progress along the Coach Education pathway.

Ní neart go cur le chéile.

A handwritten signature in black ink, which appears to read 'Cristóir Ó Cuana'.

**Cristóir Ó Cuana**

Uachtarán Cumann Lúthchleas Gael

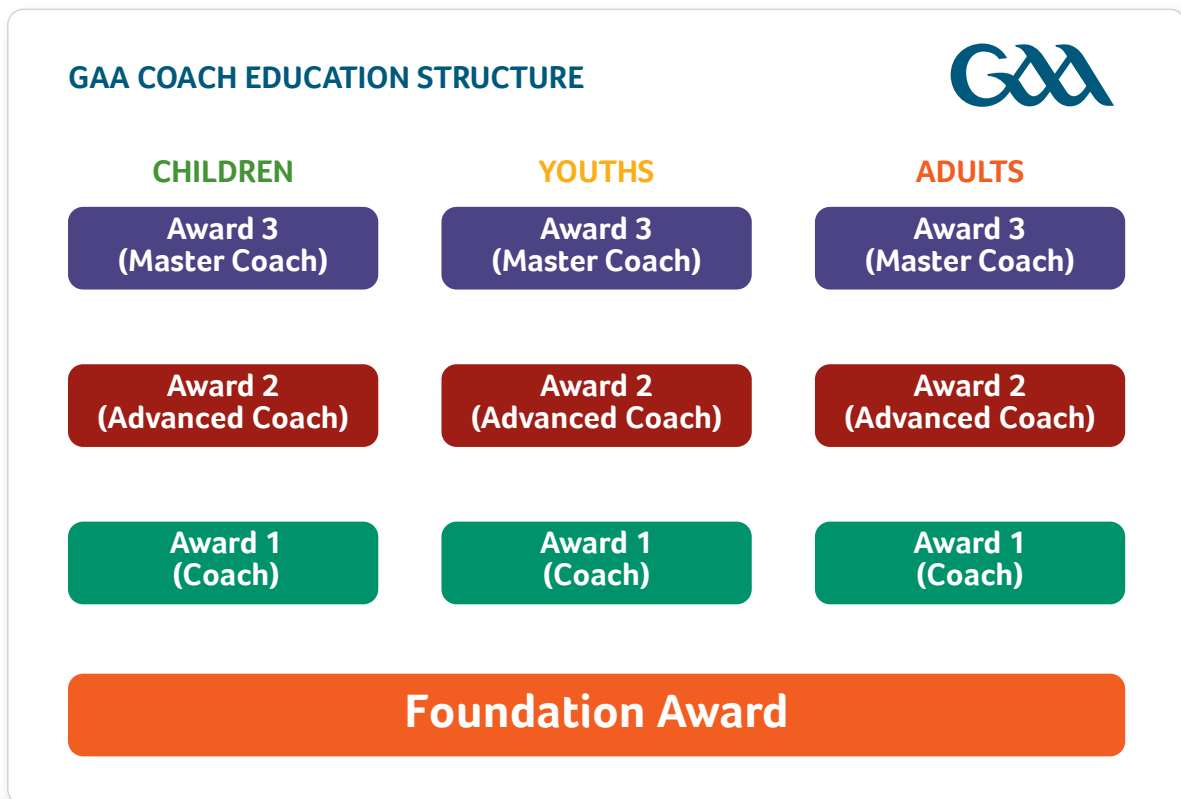
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## THE GAA COACH EDUCATION PROGRAMME

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The GAA's Coach Education Programme has seen in excess of 35,000 participants certified at various levels since the early 1990s. Foundation Level, Level 1 and Level 2 Courses have been developed in association with the N.C.T.C., now Coaching Ireland, as part of the National Coaching Development Programme.

The period 2007/2008 has been spent in the redevelopment of the GAA Coach Education programme. The reformatted Coach Education Programme was launched at the GAA Games Development Conference in November 2008. This redevelopment was undertaken to reflect developments on a European level regarding Coach Education. The structure of the Coach Education programme can be visualized as follows:



The varying levels and streams of the programme allow for coaches to develop their knowledge, skills, competencies and values when dealing with the Child, Youth or Adult playing population.

The Award 1 course has been developed using these guidelines. Participants can follow the Child, Youth or Adult streams which provides opportunities for coaches to develop their abilities as a Coach with specific reference to those players that you coach.

As participants on the Award 1 programme, you have already demonstrated a dedication and commitment to your development as a coach. The major benefit of coach education will not alone be seen in the performance of coaches, but in the performance of our players and teams.

The GAA is committed to continuing the development of the Coach Education Programme and to having a series of resources available to support the coach. Keep up to date on the latest developments in GAA Coach Education by logging onto the GAA website, [www.gaa.ie](http://www.gaa.ie).

## HOW TO USE THE GAA AWARD 1 LOGBOOK

The coach's logbook is an important element of the Coach Education Programme. The coach will spend time preparing a team which will permit him/her to:

- Experience what it is like to have coaching responsibility
- Use and develop skills which the coach already possesses
- Record details relating to this experience.
- Establish areas where further training/experience/assistance is required

When the coach sets about attending the next course/workshop etc, it will then be possible to discuss with the Tutor, details of what is included in the logbook, in the context of the coach's personal experience. This will, in turn, permit further development of the skills required to achieve one's full potential as a coach. The first section – The Award 1 Course Content and Tasks - relates to materials that are covered as part of the Award 1 course. Use each section to record important information on each module, and to record your own experiences during and after the course. The second section – Information and Resources for Coaching – can be used to record your progress as a coach and gather information on your players and their participation in games and coaching sessions.

### INDICATE WHAT YOU WILL BE STRIVING TO ACHIEVE IN THE FOLLOWING AREAS:

(Ensure that these objectives reflect the number of players involved, their level of ability, the amount of time that they are prepared to commit to training and the standard at which they are performing)

✓ as appropriate

<b>COACHING SESSION</b>	ONE PER WEEK TWO PER WEEK THREE PER WEEK FOUR PER WEEK	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>FIXTURES PROGRAMME</b>	NOT LESS THAN 15 GAMES NOT LESS THAN 20 GAMES NOT LESS THAN 25 GAMES NOT LESS THAN 30 GAMES	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>ATTENDANCE AT TRAINING</b>	FULL ATTENDANCE AT ALL SESSIONS FULL ATTENDANCE AT AT LEAST 1 SESSION PER WEEK AS MUCH AS POSSIBLE	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>TEAM DISCUSSION</b>	AFTER EVERY SESSION AFTER EVERY SECOND SESSION AFTER EVERY GAME AFTER EVERY SECOND GAME	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>TEAM UNITY/ SPIRIT/ COHESION</b>	ORGANISE A CLUB/TEAM TRIP ORGANISE A SOCIAL EVENT (TEAM DINNER ETC) VARY WHAT IS DONE AT TRAINING VARY THE TRAINING LOCATION ENSURE INVOLVEMENT IS ALWAYS ENJOYABLE ORGANISE POST GAME DISCUSSION/REVIEWS NEVER CRITICISE PLAYERS/COACHES BEHIND THEIR BACKS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## COMMUNICATION FOR THE GAA COACH

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Coaching is all about communication. Successful coaches are masterful communicators, and unsuccessful coaches often fail because of poor communication skills. The coach requires communication skills to take account of a number of potential situations:

- Speaking with parents about their child’s participation
- Explaining activities and skills to players of different ages
- Speaking with match officials

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### KEY POINTS FROM THIS MODULE

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- **LISTENING**

- RECOGNISING LISTENING
- TIPS FOR BETTER LISTENING

- **FEEDBACK**

- RELEVANT – ENSURE FEEDBACK IS RELEVANT TO THE PLAYER AND SITUATION
- ACCURATE – IF YOU’RE UNSURE WHAT TO SAY, TAKE YOUR TIME TO FURTHER OBSERVE BEFORE PROVIDING FEEDBACK
- POSITIVE – THE POSITIVE FEEDBACK SANDWICH

IDENTIFY SOME OF THE TIPS FOR BETTER LISTENING?

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DESCRIBE HOW A PLAYER WOULD RECOGNISE THAT YOU ARE LISTENING TO THEM

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### DEVELOPING COMMUNICATION SKILLS

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OUTLINE HOW YOU MIGHT COMMUNICATE DIFFERENTLY WITH PLAYERS BASED ON THEIR AGE?

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DESCRIBE THE IMPORTANCE OF COMMUNICATION WITHIN THE 6 HOW TO COACH SKILLS?

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## ROLE OF THE GAA COACH

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The roles that a coach undertakes are many and varied. In many ways it is much more than just teaching the techniques and tactics associated with a game. Throughout the sporting year a coach may be called upon to be:

- Advisor
- Demonstrator
- Mentor
- Organiser
- Chauffeur
- Fact finder
- Motivator
- Planner

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## KEY POINTS FROM THIS MODULE

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- **ROLE OF THE COACH**
  - THE 6 HATS (ADAPTED FROM WILLIAM MICKLEM)
- **QUALITIES OF A GOOD COACH**
  - COACHING PHILOSOPHY
- **COACHING STYLE**
  - THE DICTATOR
  - THE BABY SITTER
  - THE FACILITATOR

IDENTIFY SOME OF THE DIFFERENT ROLES THAT YOU HAVE TAKEN ON AS A COACH?

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TAKING ACCOUNT OF THE 6 HATS, WHICH OF THESE DO YOU FEEL MOST COMFORTABLE WEARING AND WHICH DO YOU FEEL YOU NEED TO WORK ON?

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## THE ROLE OF THE COACH

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A COACHING PHILOSOPHY CAN BE INFLUENCED BY THE COACH'S ATTITUDE TO SUCCESS. OUTLINE YOUR PHILOSOPHY OF COACHING?

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DESCRIBE YOUR PREFERRED STYLE OF COACHING. ARE THERE SITUATIONS WHEN A DIFFERENT STYLE MIGHT BE REQUIRED?

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IF YOU ASKED YOUR PLAYER WHICH STYLE OF COACHING YOU DISPLAY, WHICH DO YOU THINK THEY WOULD SAY?

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## THE OTÚ COACHING MODEL

As part of the Award 1 programme, participants explore the various features of the OTÚ Coaching Model. Coaches gain experience at coaching each of the 3 T's – Technical Proficiency, Tactical Prowess, Team Play – and the 3 P's – Physical Fitness, Participant Feedback/Playing Facts and Psychological Focus. This resource will provide some additional information on each of these areas that can be used during the course as a record of important points on each area, or as a reminder when the course is completed:



### TECHNICAL PROFICIENCY (KNOW HOW)

The ability to perform the underlying techniques of the game accurately, consistently and at match tempo.



### TACTICAL PROWESS (KNOW WHAT AND WHEN)

The ability to weigh up match situations and decide on what option to take and when to take it



### TEAM PLAY (KNOW WHO AND WHERE)

The ability to anticipate movements and synchronise who goes where during play or set pieces



### PHYSICAL FITNESS

The ability to perform the basic techniques, engage in physical contests and respond to the signs, sounds and signals experienced during the game with the least possible expenditure of energy



### PARTICIPANT FEEDBACK/ PLAYING FACTS

The ability to identify playing strengths and areas where improvement is required and to accept why changes in training, tactics and team line out etc may be necessary



### PSYCHOLOGICAL FOCUS

The ability to maintain attention on the here and now and switch concentration as the need arises



## TECHNICAL PROFICIENCY (SKILL DEVELOPMENT)

To perform competently in a game, players must have the ability to perform the underlying techniques of the game accurately, consistently and at match tempo.

### KEY POINTS FROM THIS MODULE

#### THE 6 HOW TO COACH SKILLS REVIEWED:

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. BUILD RAPPORT          | 4. ANALYSE AND MAKE DECISIONS    |
| 2. PROVIDE DEMONSTRATIONS | 5. EXPLAIN                       |
| 3. OBSERVE                | 6. GENERATE AND PROVIDE FEEDBACK |

WHICH OF THESE SKILLS DO YOU FIND COME MOST NATURALLY TO YOU?

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WHICH OF THESE SKILLS DO YOU FEEL YOU WILL NEED TO WORK ON MOST?

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### ACTIVITIES TO DEVELOP TECHNICAL PROFICIENCY

#### TECHNICAL PROFICIENCY CAN BE DEVELOPED USING:

- INDIVIDUAL PRACTICE
- TECHNICAL DRILLS – BASIC, INTERMEDIATE AND ADVANCED
- FUN GAMES

HOW WOULD YOU ENCOURAGE PLAYERS TO PRACTICE THE SKILLS OF THE GAME OUTSIDE OF COACHING SESSIONS?

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WHAT RESOURCES DO YOU HAVE ACCESS TO FOR IDEAS FOR DIFFERENT TYPE OF ACTIVITIES?

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### VARIATION ACTIVITIES TO DEVELOP TECHNICAL PROFICIENCY

- SPACE
- TASK/TIME
- EQUIPMENT
- PERSONNEL

HOW CAN I BEST ALTER ANY ACTIVITY CONSIDERING THE FACILITIES AND EQUIPMENT AVAILABLE TO ME?

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## TACTICAL PROWESS (GAMES FOR DECISION MAKING)

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The ability to weigh up match situations and decide on what option to take and when to take it to maximise the opportunity to score when in possession and to reduce the chances of conceding a score when defending.

### KEY POINTS FROM THIS MODULE

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#### OPTIONS AVAILABLE TO PLAYERS:

##### In Attack:

- Take possession and carry the ball
- Shoot for a score
- Pass the ball
- Play the ball into space
- Play the ball in flight (without taking into possession)
- Run off the ball
- Make decoy runs

##### In Defence:

- Provide cover for a team mate
- Clog up the scoring space/chase back in defence
- Force opponent to over carry/turn over possession
- Force opponent to pass to a team mate in a poor position
- Force opponent to miss a score/drop the ball short to the goalkeeper
- Deny possession/intercept the ball

DESCRIBE A SITUATION WHERE IT MIGHT BE BETTER TO NOT TAKE POSSESSION OF THE BALL WHEN IN ATTACK?

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OUTLINE HOW YOU WOULD ENCOURAGE FORWARDS TO ACT AS DEFENDERS WHEN THE OPPONENTS ARE IN POSSESSION?

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### ACTIVITIES TO DEVELOP TACTICAL PROWESS

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#### TACTICAL PROWESS CAN BE DEVELOPED USING:

- FUN GAMES
- GAME PLAY ROUTINES

DESCRIBE HOW YOU WOULD BUILD UP THE NUMBER OF OPTIONS AVAILABLE TO PLAYERS?

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HOW WOULD YOU REWARD A PLAYER THAT TOOK THE CORRECT DECISION IN ATTACK OR DEFENCE – ESPECIALLY IF THAT PLAYER WAS NOT THE FINAL SCORER OR DEFENDER THAT TACKLED THE OPPONENT?

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## TEAM PLAY (GAMES TO DEVELOP TEAM PLAY)

The ability to anticipate movements and synchronise who goes where during play or set pieces in order to covert possession into scores when in attack or minimise the amount of clean possession and time/space available when defending.

### KEY POINTS FROM THIS MODULE

#### PRINCIPLES OF ATTACK:

- Keeping Possession
- Passing
- Penetration
- Support – Wide and Deep
- Shoot/Score
- Create Space
- Movement
- Improvisation
- Communication

#### PRINCIPLES OF DEFENCE:

- Dispossess
- Defend the Goal
- Deny Space
- Delay the Pass
- Concentration
- Control/Restraint
- Support
- Communication

DESCRIBE HOW DIFFERENT FORMS OF COMMUNICATION CAN BE USED TO INCREASE THE CHANCES OF SCORING WHEN IN POSSESSION?

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OUTLINE HOW YOU WOULD ENCOURAGE DEFENDERS TO 'DEFEND THE GOAL'?

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### ACTIVITIES TO DEVELOP TACTICAL PROWESS

#### TEAM PLAY CAN BE DEVELOPED USING:

- GAME PLAY ROUTINES
- MODIFIED GAMES
- FULL GAMES

DESCRIBE HOW YOU WOULD BUILD UP THE NUMBER OF PLAYERS PARTICIPATING IN A GAME TO DEVELOP TEAM PLAY?

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OUTLINE SOME OF THE MODIFICATIONS THAT YOU CAN PLACE ON A GAME TO ENCOURAGE THE DEVELOPMENT OF ANOTHER ASPECT OF THE GAME?

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## PHYSICAL FITNESS

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The ability to perform the basic techniques, engage in physical contests and respond to the signs, sounds and signals experienced during the game with the least possible expenditure of energy.

### KEY POINTS FROM THIS MODULE

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#### COMPONENTS OF PHYSICAL FITNESS FOR GAELIC GAMES:

- Speed
- Stamina
- Suppleness
- Strength
- Sleep

DESCRIBE HOW DIFFERENT PLAYING POSITIONS REQUIRE DIFFERENT LEVELS OF EACH COMPONENT OF FITNESS ?

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SLEEP CAN BE REFERRED TO AS RECOVERY DURING A SESSION. DESCRIBE HOW YOU WOULD ENSURE THAT PLAYERS RECOVER ADEQUATELY DURING SESSIONS?

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### ACTIVITIES TO PHYSICAL FITNESS

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SPACE  
TASK/TIME  
EQUIPMENT  
PERSONNEL

USING THE STEP PRINCIPLE ABOVE, DESCRIBE HOW CAN I BEST ALTER ANY ACTIVITY TO DEVELOP:

SPEED: \_\_\_\_\_  
\_\_\_\_\_

STAMINA: \_\_\_\_\_  
\_\_\_\_\_

OUTLINE HOW THE PLAYERS STAGE OF DEVELOPMENT IMPACTS ON THE PHYSICAL FITNESS REQUIREMENT FOR GAELIC GAMES?

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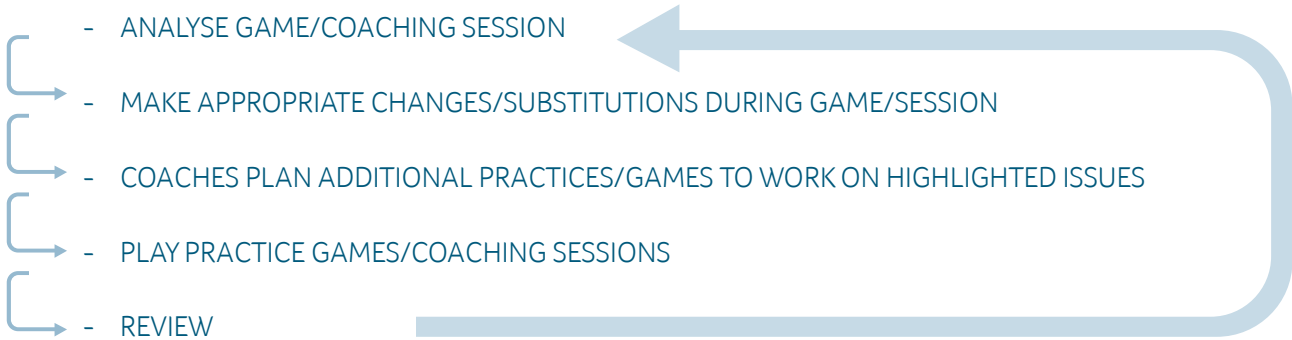


## PARTICIPANT FEEDBACK / PLAYING FACTS

The ability to identify playing strengths and areas where improvement is required and to accept why changes in training, tactical and team line out etc may be necessary

### KEY POINTS FROM THIS MODULE

- **THE FACTS OF THE GAME MUST BE USED TO INFORM COACHING**
  - PLAYING FACTS ALLOW THE COACH AND THE PLAYER TO WORK OUTSIDE OF THE WORLD OF OPINION
  
- **THE PLAYING FACTS PROCESS**



OUTLINE THE ADVANTAGES OF GATHERING THE PLAYING FACTS?

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WHO TAKES RESPONSIBILITY FOR GATHERING THE PLAYING FACTS IN YOUR COACHING GROUP?

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### IDENTIFYING THE PLAYING FACTS

WHAT CRITERIA DO I USE TO ASSESS GAMES?

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OUTLINE HOW YOU WOULD FEED BACK THE PLAYING FACTS TO PLAYERS?

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## PSYCHOLOGICAL FOCUS

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The ability to maintain attention on the here and now and switch concentration as the need arises.

### KEY POINTS FROM THIS MODULE

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- **THE 5 C'S OF PSYCHOLOGICAL FOCUS**
  - CONFIDENCE
  - COMPETENCE
  - COMMITMENT
  - CONCENTRATION
  - CONTROL
  
- **GOAL SETTING**
  - SPECIFIC – IS THE GOAL SPECIFIC IN DETAIL
  - MEASURABLE – IS IT POSSIBLE TO MEASURE SUCCESS ON THE WAY
  - ACHIEVABLE – IS POSSIBLE TO ACHIEVE THE GOAL?
  - REALISTIC – IS THE GOAL WITHIN THE PLAYER'S/TEAM'S ABILITY
  - TIME BASED – IS THERE A SPECIFIC DEADLINE?

WHAT IMPACT WILL CONFIDENT PLAYERS HAVE ON YOUR TEAM?

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DESCRIBE HOW GOALS CAN BE USED TO INCREASE EACH OF THE 5 C'S

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### DEVELOPING PSYCHOLOGICAL FOCUS

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OUTLINE HOW THE 5C'S RELATE TO THE DEVELOPMENT OF TECHNICAL PROFICIENCY, TACTICAL PROWESS AND TEAM PLAY?

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HOW CAN THE PLAYING FACTS BE USED TO INFORM GOAL SETTING?

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**TRAINING ATTENDANCE SHEET**

✓ = Present | x = Absent | L = Late  
 E = Excused | I = Injured

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<b>PLAYERS NAME</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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## TRAINING ATTENDANCE SHEET

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**TRAINING ATTENDANCE SHEET**

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## TRAINING ATTENDANCE SHEET

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## COACHING SESSION PLANNER

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DATE:  /  STARTING TIME:  FINISHING TIME:

NO. IN ATTENDANCE:  CONDITIONS:

### SESSION THEME

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### EQUIPMENT LIST

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### WARM UP

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### PLAY A GAME 1

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### REVISE A TECHNIQUE

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### PRACTISE THE TECHNIQUE

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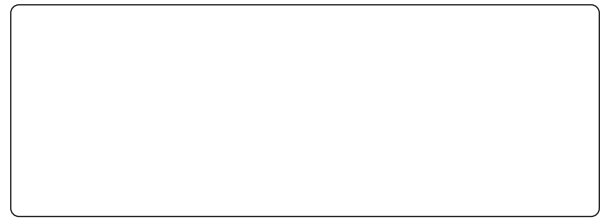
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### DEVELOP THE SKILL

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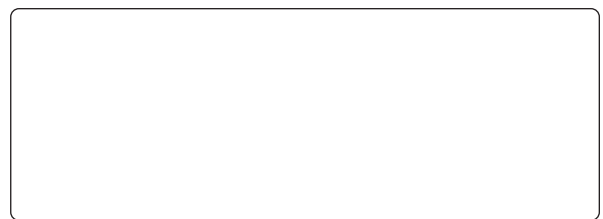
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### PLAY A GAME 2

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### COOL DOWN

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### SESSION REVIEW

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IDENTIFY 3 ASPECTS OF THE SESSION THAT WENT WELL:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

IDENTIFY 3 ASPECTS OF THE SESSION TO IMPROVE UPON:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**COACHING SESSION PLANNER**

DATE:  /  STARTING TIME:  FINISHING TIME:   
NO. IN ATTENDANCE:  CONDITIONS:

**SESSION THEME**

\_\_\_\_\_  
\_\_\_\_\_

**EQUIPMENT LIST**

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**WARM UP**

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**PLAY A GAME 1**

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**REVISE A TECHNIQUE**

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### PRACTISE THE TECHNIQUE

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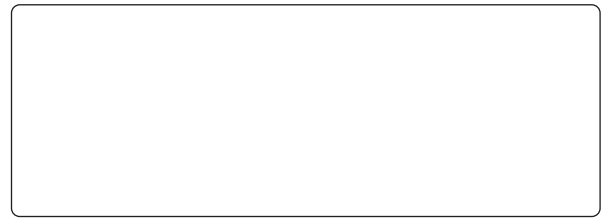
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### DEVELOP THE SKILL

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### PLAY A GAME 2

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### COOL DOWN

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### SESSION REVIEW

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IDENTIFY 3 ASPECTS OF THE SESSION THAT WENT WELL:

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2. \_\_\_\_\_
3. \_\_\_\_\_

IDENTIFY 3 ASPECTS OF THE SESSION TO IMPROVE UPON:

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3. \_\_\_\_\_

**COACHING SESSION PLANNER**

DATE:  /  STARTING TIME:  FINISHING TIME:   
NO. IN ATTENDANCE:  CONDITIONS:

**SESSION THEME**

\_\_\_\_\_  
\_\_\_\_\_

**EQUIPMENT LIST**

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**WARM UP**

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**PLAY A GAME 1**

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**REVISE A TECHNIQUE**

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### PRACTISE THE TECHNIQUE

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### DEVELOP THE SKILL

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### PLAY A GAME 2

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### COOL DOWN

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### SESSION REVIEW

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IDENTIFY 3 ASPECTS OF THE SESSION THAT WENT WELL:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

IDENTIFY 3 ASPECTS OF THE SESSION TO IMPROVE UPON:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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## COACHING SESSION PLANNER

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DATE:  /  STARTING TIME:  FINISHING TIME:

NO. IN ATTENDANCE:  CONDITIONS:

### SESSION THEME

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### EQUIPMENT LIST

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### WARM UP

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### PLAY A GAME 1

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### REVISE A TECHNIQUE

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### PRACTISE THE TECHNIQUE

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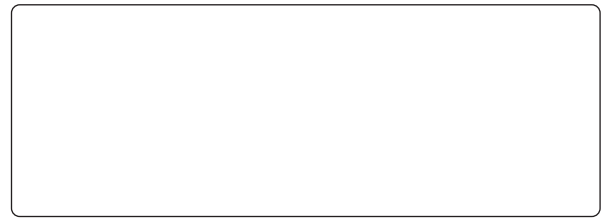
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### DEVELOP THE SKILL

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### PLAY A GAME 2

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### COOL DOWN

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### SESSION REVIEW

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IDENTIFY 3 ASPECTS OF THE SESSION THAT WENT WELL:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

IDENTIFY 3 ASPECTS OF THE SESSION TO IMPROVE UPON:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**PARTICIPATION IN GAMES RECORD SHEET**

**P** = Played Full Game  
**PS** = Player commenced but was Substituted  
**PI** = Player commenced but was replaced Injured

**PO** = Player commenced but was Sent Off  
**BO** = Player introduced as a Substitute  
**Sub** = Player was a substitute but was not used

		<i>DATE</i>								
<b>PLAYERS NAME</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>1</b>										
<b>2</b>										
<b>3</b>										
<b>4</b>										
<b>5</b>										
<b>6</b>										
<b>7</b>										
<b>8</b>										
<b>9</b>										
<b>10</b>										
<b>11</b>										
<b>12</b>										
<b>13</b>										
<b>14</b>										
<b>15</b>										
<b>16</b>										
<b>17</b>										
<b>18</b>										
<b>19</b>										
<b>20</b>										
<b>21</b>										
<b>22</b>										
<b>23</b>										
<b>24</b>										
<b>25</b>										
<b>Coach</b>										

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	PLAYERS NAME	DATE												
		10	11	12	13	14	15	16	17	18				
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
Coach														

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		<i>DATE</i>									
<b>PLAYERS NAME</b>		<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	
<b>1</b>											
<b>2</b>											
<b>3</b>											
<b>4</b>											
<b>5</b>											
<b>6</b>											
<b>7</b>											
<b>8</b>											
<b>9</b>											
<b>10</b>											
<b>11</b>											
<b>12</b>											
<b>13</b>											
<b>14</b>											
<b>15</b>											
<b>16</b>											
<b>17</b>											
<b>18</b>											
<b>19</b>											
<b>20</b>											
<b>21</b>											
<b>22</b>											
<b>23</b>											
<b>24</b>											
<b>25</b>											
<b>Coach</b>											

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	PLAYERS NAME	DATE									
		28	29	30	31	32	33	34	35	36	
1											
2											
3											
4											
5											
6											
7											
8											
9											
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20											
21											
22											
23											
24											
25											
Coach											





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### LEARNING FROM EXPERIENCE

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#### WHAT YOU DO WELL

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IDENTIFY 3 ASPECTS OF COACHING THAT YOU ARE FEEL YOU DO WELL:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

#### CHANGES

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IDENTIFY 3 ASPECTS OF COACHING THAT YOU ARE FEEL YOU DO LESS WELL:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

HOW WILL YOU TRY TO IMPROVE ON THESE AREAS?

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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#### USEFUL CONTACTS DETAILS

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NAME	ROLE	TELEPHONE	EMAIL

## USEFUL CONTACTS AND RESOURCES

### CONTACTS

NAME	TELEPHONE	EMAIL	WEBSITE
GAA GAMES DEVELOPMENT DEPARTMENT	01-8363222	gamesdevelopment@gaa.ie	www.gaa.ie
CONNACHT COUNCIL	094 - 9630335	connachtgaa@eircom.net	www.connachtgaa.ie
LEINSTER COUNCIL	057-8682000	leinster@gaa.ie	http://leinster.gaa.ie
MUNSTER COUNCIL	061-493060	info@munster.gaa.ie	http://munster.gaa.ie
ULSTER COUNCIL	028 (048) 3752 1900	info@ulster.gaa.ie	http://ulster.gaa.ie

### RESOURCES

NAME	TYPE OF RESOURCE	WHO TO CONTACT
GAA Fun Do Resource	Combination of dvd, dvd-rom and manuals for Hurling and Gaelic football for Coaches of Players up to 12 years	County Games Development Personnel
GAA Gameplanner Resource	DVD-ROM containing animation and video footage of activities for players aged 13 – 18 years	GAA Games Development website
GAA Award 1 Child Coaches Manual	Covers a range of topics appropriate to the Coach of Children (up to 12 years)	GAA Games Development website
GAA Award 1 Youth Coaches Manual	Covers a range of topics appropriate to the Coach of Youths (from 13 - 18 years)	GAA Games Development website
GAA Award 1 Youth Coaches Manual	Covers a range of topics appropriate to the Coach of Adults (from age 19+)	GAA Games Development website

For more information on any aspect of Games Development, visit the GAA Games Development website through the GAA website – [www.gaa.ie](http://www.gaa.ie)