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### Foundation Award Coach

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Club/School:** \_\_\_\_\_

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### Course Tutor

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Club:** \_\_\_\_\_

To keep up to date on upcoming courses in your area and for more information on Coach Education and Coaching Resources register on **<http://education.gaa.ie>**

To receive the GAA Games Development Newsletter which highlight Games Development initiatives throughout the GAA send an email to **[gamesdevelopment@gaa.ie](mailto:gamesdevelopment@gaa.ie)** with the word 'Subscribe' in the Subject Line.

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## TEACHTAIREACHT ÓN UACHTARÁN

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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 Foundation course provides this forum.

This logbook offer further insight into the materials covered on the Foundation Award 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 'Críostóir Ó Cuana'.

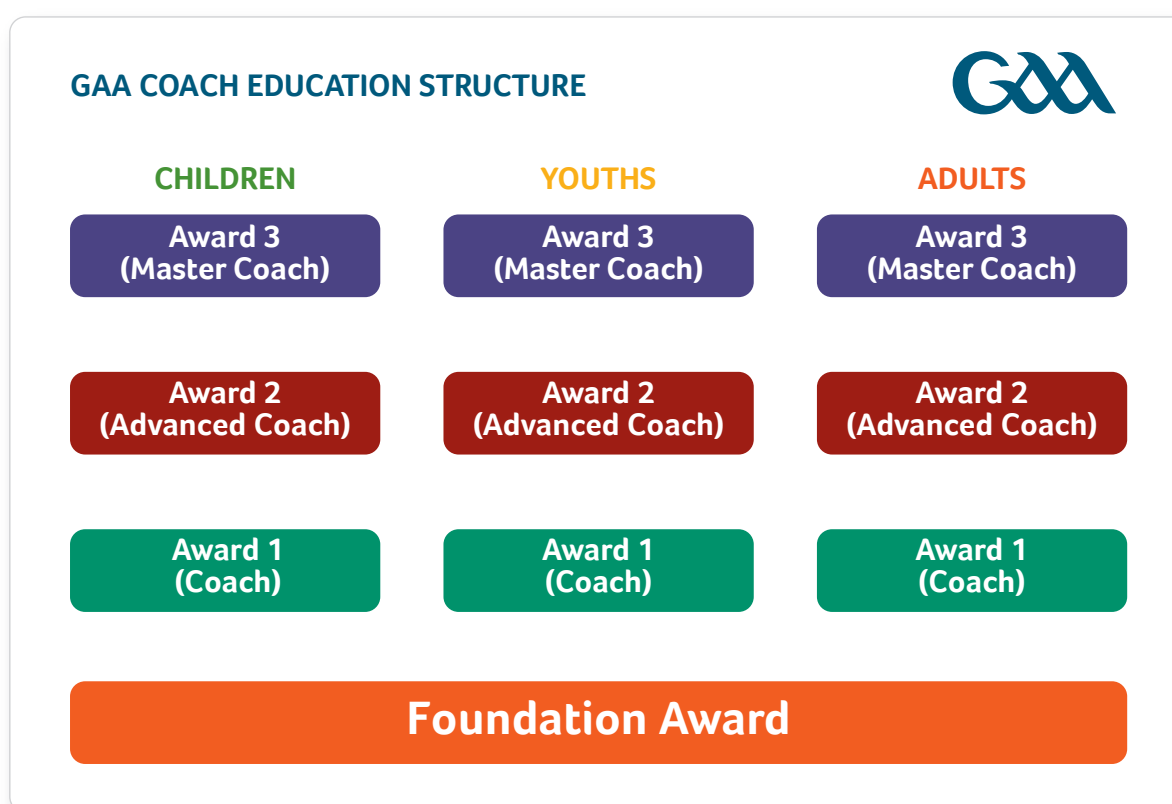
**Críostóir Ó Cuana**

Uachtarán Cumann Lúthchleas Gael

## THE GAA COACH EDUCATION PROGRAMME

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. 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 Foundation Award course has been developed using these guidelines. Participants are provided with a solid foundation in coaching from which they can then choose to 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.

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).

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## THE GAA FOUNDATION AWARD

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The Foundation Award is the introductory award for coaches of Gaelic games. The course is aimed at beginner coaches and will enable participants to assist a coach in the organisation of activities to develop Hurling or Gaelic football.

The course is 7 ½ hours in duration and covers 4 key modules, as well as Introductory and Conclusion modules. These 4 modules are:

- Introduction to Games
- Skill Development
- Movement Skills
- Coaching Children, Youths and Adults

The focus of the course is the development of the 'How to Coach' skills by placing the participant in situations that they will face as coaches – the organisation of games activities, activities to develop skill and activities to develop the various movement skills.

By the end of this course participants will be able to:

- Assist a coach in organising a programme of Games and Skill Development activities appropriate to each participants needs and abilities
- Identify the Skills of Hurling and Gaelic Football
- Assist a coach in organising progressive activities (drills and fun games) to develop 5 key skills
- Assist a coach in organising progressive activities to develop movement skills appropriate to Gaelic games
- Assist a coach in organising and managing players for an effective practice session
- Demonstrate the How to Coach Skills
  - Build Rapport, Observe, Analyse, Explain, Provide Demonstration and Provide Positive Feedback to Players

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## HOW TO USE THE GAA FOUNDATION AWARD MANUAL

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The Foundation Award manual is an important element of the Coach Education Programme. The Foundation Award Coach will spend time assisting in the preparation of 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 Foundation Award Coach sets about attending the Award 1 course, it will then be possible to discuss with the Tutor details of what is included in the manual, 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.

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## WHAT IS A COACH?

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**A Coach is someone that builds Competency by Assisting and Challenging players to achieve their potential**

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## WHY I WANT TO BECOME A COACH

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Coaching can be one of the most rewarding ways of being involved in sport. People become involved in coaching for a number of reasons:

- They have retired as a player and want to maintain involvement
- To give something back to the game
- Their children have taken up the game

Many players will identify a coach that has influenced them positively through their development. This coach may be responsible for instilling a lifelong love of the game in the player.

THINK FOR A MOMENT ABOUT THE BEST COACH THAT YOU HAD IN YOUR PLAYING DAYS. OUTLINE SOME OF THE CHARACTERISTICS THAT THIS COACH DISPLAYED:

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OUTLINE HOW YOU WOULD LIKE YOUR PLAYERS TO DESCRIBE YOU AS A COACH:

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## WHAT IS A COACH?

### COACHING CHILDREN, YOUTHS OR ADULTS

For too long the practice in sport has been to identify and cultivate the talented players and elite teams at younger and younger ages. There is the tendency to nurture the perceived best and neglect the rest. This has contributed to adult training regimes and playing conditions being imposed onto young players. Training and competition is geared to outcome and winning and not for the process of development.

For coaches of children, there must be a balance between the need to win games and trophies versus the need to develop players and recognise the importance of fair play - provide full participation within an environment where players are encouraged to achieve their full potential.

Being a coach to teenage Hurlers and Gaelic footballers can be a difficult job. At this age, players are developing, where the behaviours of childhood are adapted and adjusted to fit the behaviour of adults. The beginning of adolescence is generally thought of as coinciding with the onset of puberty. Where this stage of development ends is hard to define exactly, as each player will develop at a different rate.

Many coaches of Adult players are judged, either correctly or incorrectly, on their success – how many games and trophies they win.

Identify key phrases that you would associate with the Child Player, the Youth Player and the Adult Player:



#### CHILD

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#### YOUTH

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#### ADULT

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# THE HOW TO COACH SKILLS





## THE HOW TO COACH SKILLS



- 1 Show interest in and respect for each participant and others
- 2 Smile and make eye contact with each participant
- 3 Learn and use participants names
- 4 Coach the person rather than just the sport

HOW WILL YOU TRY TO BUILD RAPPORT WITH YOUR PLAYERS?

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WHAT IS THE MOST CHALLENGING ASPECT TO BUILDING RAPPORT AND HOW WILL YOU OVERCOME THIS?

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## THE HOW TO COACH SKILLS



- 1 Position so all can see and hear
- 2 Provide correct demonstration then focus attention on 1-3 key points
- 3 Provide demonstration more than once from different angles
- 4 Check for understanding before they go for practice

IF YOU DO NOT FEEL CONFIDENT TO DEMONSTRATE YOURSELF, HOW WILL YOU ENSURE THAT A DEMONSTRATION IS PROVIDED?

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IDENTIFY SOME QUESTIONS THAT YOU CAN USE TO 'CHECK FOR UNDERSTANDING'?

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## THE HOW TO COACH SKILLS



- 1 Plan what to say
- 2 Gain attention before starting
- 3 Keep it simple
- 4 Use questions to check for the players' understanding

HOW WILL THE LANGUAGE THAT YOU USE BE DIFFERENT WHEN EXPLAINING TO CHILDREN, YOUTHS OR ADULTS?

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IDENTIFY DIFFERENT METHODS OF GAINING ATTENTION:

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## THE HOW TO COACH SKILLS



### 4. OBSERVE

- 1 One point at a time: head, hands (Hurley) and feet
- 2 Observe each participant from different angles
- 3 Observe each participant several times
- 4 Check if the activity is working

DESCRIBE HOW COACHES CAN OBSERVE A NUMBER OF PLAYERS AT ONE TIME IN PRACTICE?

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IDENTIFY HOW YOU CAN ESTABLISH IF THE ACTIVITY IS WORKING?

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## THE HOW TO COACH SKILLS



- 1** Compare your observation with your picture of good practice
- 2** Identify the matching key points
- 3** Identify the mismatching key points
- 4** Decide whether to reinforce, modify or note but take no immediate action

DESCRIBE HOW COACHES CAN DEVELOP A PICTURE OF GOOD PRACTICE?

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UNDER WHAT CIRCUMSTANCES WOULD IT BE BEST TO TAKE NO IMMEDIATE ACTION?

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## THE HOW TO COACH SKILLS



- 1 Ask 'what did you notice about...' to promote self-analysis
- 2 Limit information to 1-3 key points
- 3 Give specific, simple information in a positive way
- 4 Check for understanding: 'what will you now do?'

FEEDBACK MUST BE ACCURATE, RELEVANT AND POSITIVE. OUTLINE A PIECE OF FEEDBACK THAT MEETS THESE CRITERIA:

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HOW WILL THE LANGUAGE THAT YOU USE BE DIFFERENT FOR PROVIDING FEEDBACK TO CHILDREN, YOUTHS OR ADULTS?

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## COACHING AN ACTIVITY

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The following table provides a synopsis of each step.

STEP	HOW TO COMMUNICATE
Introduce the Skill	Verbally introduce the skill, providing a brief description. Outline the Key Teaching Points. Identify why this skill is important, when it is used in a game
Demonstrate	Demonstrate the skill; perform it in full a number of times. Then break the skill down, making a point of noting the position of the Head, Hands, (Hurley) and Feet for each distinct component. Repeat the skill in full again.
Execute the Activity	Organise an activity to practice or develop the skill.
Attend	Observe the players performing the skill a number of times. Provide feedback on how to correct any errors.

## SKILL DEVELOPMENT

Gaelic games have a vast range of skills that must be mastered to successfully participate in games. As such the ability to facilitate the development of the skills of the game is central to successful coaching.

Many young or new players cannot simply learn all of these aspects of play simultaneously. As they are introduced to and practice the skills, players will develop at a rate particular to themselves and gradually extend their abilities.

Effective coaching requires the coach to organise activities appropriate to the abilities of the players in order to help them develop. To do so requires the ability to:

- (a) identify the level at which your players are performing, and
- (b) identify an appropriate activity to gradually challenge that level.

However, these are not simple tasks for even the most experienced coach.

### SKILLS ARE DEVELOPED WHEN THE COACH...

- Aims for **mastery of the skill**
- Knows the observable **components of the skill**
- **Spots the 'bits'** of the skill being performed incorrectly
- **Gives feedback about** skill performance (communication)
- **Praises** the parts being performed correctly
- **Instructs how to modify** the 'bits' that need correction
- **Demonstrates how** to do the 'bits' of the skill correctly
- Coaching allows players to **risk error** to achieve success
- Focuses on **one component** of the more complex skills at a time

Skills can be divided into those skills that are used to **GAIN POSSESSION**, those skills that are used to **MAINTAIN POSSESSION**, those skills that are used to **RELEASE POSSESSION**, those skills that are used to **CONTEST POSSESSION** and **OTHER SKILLS**.

### IDENTIFY SOME OF THE DIFFERENT SKILLS OF GAEILIC GAMES:

GAIN POSSESSION	MAINTAIN POSSESSION	RELEASE POSSESSION	CONTEST POSSESSION	OTHER SKILLS



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## SKILL DEVELOPMENT

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HOW CAN I ATTEMPT TO ENSURE 300 BALL CONTACTS PER SESSION?

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WHAT TYPE OF ACTIVITIES CAN I IMPLEMENT THAT EXPOSE PLAYERS TO PRESSURE SITUATIONS AT MATCH TEMPO?

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## MOVEMENT SKILLS

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Physical Fitness allows a player to perform the basic techniques, engage in physical contests and respond to signs, sounds and signals experienced during the game with the least possible expenditure of energy.

In addition to running, players are also required to jump, catch, kick/strike, hand pass, tackle and use both sides of their bodies to excel at Gaelic games. These fundamental Movement and Basic Motor Skills should be developed in the early years of physical development to provide the basis for all further movement and motor development. However, they should also be practised throughout the career development of a player, and are typically utilised as elements of warm-up activities for both developing and elite players.



OUTLINE SOME OF THE DIFFERENT TYPES OF MOVEMENT THAT PLAYERS ENGAGE IN WITHIN GAELIC GAMES:

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OUTLINE THE DIFFERENT TYPES OF STARTING POSITIONS THAT PLAYERS HAVE IN GAELIC GAMES:

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## MOVEMENT SKILLS

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WHEN ARE THE FOLLOWING USED IN GAELIC GAMES:

### AGILITY

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### BALANCE

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### COORDINATION

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### RUNNING

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### JUMPING:

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IDENTIFY HOW YOU WILL ATTEMPT TO ENSURE THAT THESE MOVEMENT SKILLS ARE INCORPORATED INTO EVERY WARM UP:

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## GAMES

### MODIFIED GAMES

Modified Games are versions of Hurling or Gaelic Football devised to suit the particular needs and abilities of specific playing groups

### CONDITIONED GAMES

Conditioned Games are based on the standard version of Hurling/Gaelic Football, but conditioned by a limitation to the playing area, playing rules or scoring system. Conditioned Games include Modified Games but more specifically refer to games that are smaller or limited versions of full-sided games. As such, small-sided games, backs and forwards, or limited rules games are typical examples of Conditioned Games.

### FULL-SIDED GAMES

As players progress and develop they should be gradually introduced to playing full-sided games.



IDENTIFY HOW YOU MIGHT ALTER A GAME TO PROMOTE THE DEVELOPMENT OF A SKILL OF YOUR CHOICE:

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IDENTIFY HOW YOU MIGHT ALTER A GAME TO DEVELOP GOOD DEFENSIVE PLAY:

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## GAMES VS DRILLS

GAMES ARE A VERY IMPORTANT PART OF EVERY COACHING SESSION – REGARDLESS OF THE PLAYERS AGE OR LEVEL OF ABILITY.

IDENTIFY BELOW SOME OF THE ASPECTS OF GAELIC GAMES THAT CAN BE DEVELOPED WITHIN GAMES OR WITHIN DRILLS:

[illegible]

## PREPARING FOR AND RECOVERING FROM TRAINING AND GAMES

### WARMING UP

It is important to always warm up prior to training and games. Warm Up activities incorporate brief, mild exercise which is performed in preparation for more vigorous activity.

Warming-up typically involves:

- Pulse Raising – e.g. Walking, Jogging, Hopping, Skipping, Jumping
- Mobilisation – Bring the joints through their Range of Movement e.g. Arm Rotations, Hip Rotations etc
- Stretching – Light, short stretches of the Major Muscle groups

It is good practice to warm up dynamically; that is to incorporate the mobilisation and stretching activities into the overall pulse raising activity. Remember; incorporate the ball into warm-up activities where possible.

As part of your warm up do your players get the opportunity to:

- Shoot at goal without pressure
- Shoot at goal under pressure
- Block down an opponent
- Evade/Avoid a tackle
- Change direction
- Accelerate/Decelerate quickly

Remember, the Warm Up should prepare players to play the game. .

### COOLING DOWN

Cooling Down helps ease the body from activity back to normal. Cooling down should incorporate a gradual reduction in activity from intense (i.e. running etc) to moderate (i.e. jogging and walking).

Stretching exercises should be conducted in a more static manner and on the ground where possible. Stretches should be held for 10-15 seconds.

Always ensure that water or sports drinks are available during the cool down.



## INCLUSION AND INTEGRATION

### WELCOMING THE NEW IRISH

Many, many GAA people have direct personal or family experience of emigration. They know what it's like to have to go abroad for work, simply because the opportunities don't exist at home. That experience should leave us well-placed to appreciate the plight of the many migrants who now live in our communities. Many of our emigrants were bolstered by the GAA when they arrived in their new countries but the people now coming to us have no such support.

IDENTIFY SOME SIMPLE STEPS THAT A CLUB OR A COACH CAN TAKE TO WELCOME THE NEW IRISH TO OUR CLUBS:

- Find out how many migrants live and/or work in the local community.
- Get an idea of where they're from

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### DISABILITY GAMES

All people with special needs and/or a disability should have an equal opportunity to partake in Gaelic games to reach their full potential.

Depending upon the ability level of the players involved, coaches can alter games and activities to support participation.



IDENTIFY HOW YOU MIGHT ALTER A GAME TO INCLUDE PLAYERS WITH A PHYSICAL IMPAIRMENT:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

IDENTIFY HOW YOU MIGHT COMMUNICATE WITH A PLAYER WHO'S FIRST LANGUAGE IS NOT ENGLISH:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## PLANNING FOR VARIETY

Variety is one method of keeping sessions enjoyable. Adequate planning is the most important factor in ensuring variety in coaching sessions.

It is possible to incorporate variety in coaching sessions in a number of different ways:

- Vary the training time
- Vary the training venue
- Vary the training area
- Ensure teams are picked for games in different ways
- Allow Players to design activities to take place

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## VARYING COACHING ACTIVITIES

### The STEP Method

The STEP method is a simple way to vary an exercise, drill, activity or game. Here is how it works:

<b>Space</b>	Changing the amount of space available may reduce or increase the difficulty. More space means less pressure, but more running! Use zones, or restricted areas, to prevent all the players chasing the ball (beehive play) or to encourage width or to aid the defensive or attacking players.
<b>Task</b>	Change the task that the players are required to perform, e.g. choosing a more difficult technique to perform, or increasing the pace from a walk to a jog, or changing the target from a fixed to a moving target, or varying the playing or scoring rules for all or selected players.
<b>Equipment</b>	Change the equipment used, e.g. from using a big ball to a smaller ball, or from using a wall to a partner, or a bat to a hurley. Note: Small balls are easier to throw but harder to catch, whereas big balls are easier to catch and harder to throw. Similarly longer implements or implements with smaller heads are harder to use than shorter implements with larger heads.
<b>Players</b>	Introduce opposition, firstly in token form, before progressing gradually to full opposition (where the possession is contested in a game like manner). Change the number of players to give an advantage to the attacking or defending players.

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## TIPS AND HINTS FOR BETTER COACHING SESSIONS

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### ORGANISATIONAL HINTS

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- Gather Players in a semi-circle
- Separate 'giddy' players
- Gather in all the sliotars/footballs
- Face players away from distractions and the sun
- Speak with the breeze
- On the whistle – activity stops and players jog to the coach

### POINTERS FOR POSITIVITY

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Here are a number of tips to help you ensure that all players enjoy themselves while playing:

- Vary activities regularly – make sessions fun by constantly keeping the players active, not spending too long on any one activity to prevent boredom and quickly changing over between activities.
- Activities should be challenging but doable, so that they maintain the players interest. If a player feels that they cannot perform a task they will not enjoy themselves. However, if a player experiences success they will develop a perception of competence, self-esteem and enjoy participation.
- Sessions should be set up to allow the child to learn and develop their skills. Try to establish a positive environment where children are not afraid to make mistakes.
- Young players see participation as an opportunity to socialise with their friends. Organise events within the Club or School that allow the players to get to know each other.
- Make the session exciting – use Games that apply the skills that players are learning but challenge them in a new way, e.g. target games to challenge striking or kicking accuracy.
- All players want to play games. Use modified or conditioned games appropriate to the players' abilities. Set the tone by defining winning as playing well, not just beating others. Praise effort, performance of the skills and sportsmanship.

## FIRST AID

Participation in sport carries with it a risk of injury. Gaelic games being contact sports, have an inherent risk of injury attached. The aim must be for all involved to take all reasonable action to make our sports as safe as possible, not only for players, but also for referees, other officials, coaches, voluntary workers and spectators.

Preventing injuries in Gaelic games is the ultimate goal, but as injuries will continue to occur despite the most thorough of prevention strategies, attention must also be given to the response to and the treatment of injuries.

This guide will assist you to deal with many common sports injuries, however it is not intended to be a substitute for First-Aid training. In all cases if you are unsure as to what has happened or how to treat an injury call a medical professional.

## COMPONENTS OF A FIRST AID KIT



There are many commercially available First Aid kits which can be purchased. It is important to regularly check the contents of a First Aid kit, as even kits that are purchased whole - with a collection of items bundled together in a convenient package - change over time through use. Always ensure that any items taken from a First Aid kit are replaced as soon as possible. Items should not be used after the expiry date shown on packets.

The following are recommended as being the minimum requirement which should be in place at every training session or match. It is advisable to contact a medical professional to ensure that your First Aid kit contains relevant equipment and information:

- Card giving the general first-aid guidance
- Individually wrapped sterile adhesive dressing
- Individually wrapped moist cleansing wipes
- Adhesive and Butterfly bandages
- Self-adhesive elastic bandages
- Safety pins
- Scissors
- Tweezers
- Liquid antiseptic to clean wounds
- Latex gloves
- Large plastic bag

Do not keep any form of heat agent or any similar product in the first aid kit as there is no incidence in the first aid treatment of sports injury where heat agents should be used. In the vast majority of cases heat treatment will cause more damage and pain to the player.

Smelling salts should also be removed from all first aid kits. If a player has received a head injury/concussion and is either unconscious or drowsy, placing smelling salts under their nose will cause them to pull their head away from the salts and risks damaging their neck.

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## LEARNING FROM EXPERIENCE

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### THE 6 HOW TO COACH SKILLS REVIEWED:

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

### 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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## USEFUL CONTACTS AND RESOURCES

### USEFUL CONTACT DETAILS

NAME	ROLE	TELEPHONE	EMAIL

### USEFUL GAMES DEVELOPMENT 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

## THE GAA RESPECT INITIATIVE

The **GAA Respect Initiative** has been developed in order to ensure that Gaelic games are promoted in a positive manner and within an environment which is conducive to ensuring that all participants achieve their full potential. This underlying approach will help to underpin the values of the association and to consolidate the three core principles which underpin these i.e. player centered, family orientated and community based.

### WHAT DOES THE GAA RESPECT INITIATIVE INVOLVE?

- Implementing the GAA Code of Best Practice in Youth Sport
- Club information evenings for parents and mentors
- Coach & Referee Education Programmes
- Designated spectators area
- Implementing GAA Go Games Policy
- Strong club leadership
- Respect awareness programme for all
- Recognition and Merit awards

### HOW DOES IT WORK?

- ✓ Players and coaches line up behind their coaches before and after the game to shake hands with the referee, opposing players and coaches
- ✓ Referees communicate decisions to players in an effective manner
- ✓ A merit award- based on sporting endeavour and fair play- is awarded to a players/teams at the end of each season/blitz
- ✓ A line of cones/tape should mark out a designated spectators area two metres from the playing area
- ✓ Supporters remain in designated areas at the side of the pitch for the full duration of each game.
- ✓ Team coaches (a maximum of five) should wear designated bibs and are the only personnel allowed along the sideline area
- ✓ Each unit must strive to achieve maximum participation for all players
- ✓ Referees to be welcomed to the GAA club.
- ✓ Clubs should endeavour to offer participants the opportunity to socialise after the game through providing snacks and light refreshments where possible



For more information on the GAA Respect Initiative visit [www.gaa.ie/respect](http://www.gaa.ie/respect)