



An Evidence Based Approach to Talent Development in the GAA

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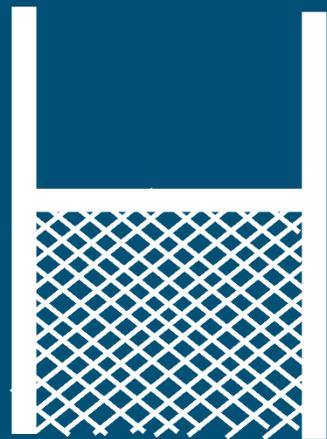
Games Development Manager

Leinster GAA

WHY TURAS?



SCALE



550 CLUBS IN LEINSTER

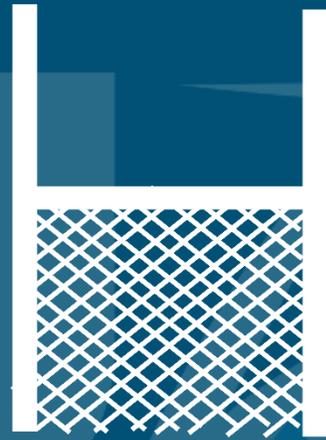


**30,000+ COACHES ON
FORMAL EDUCATION 2009 -
2019**



**100 STAFF TRAINED AS
COACH DEVELOPERS**

WHY TURAS?



Staff so often
asked... "what should I
coach at U13?"

Formal Coach Ed - aftercare

A method of getting into
clubs

Our AIM as Coach Developers

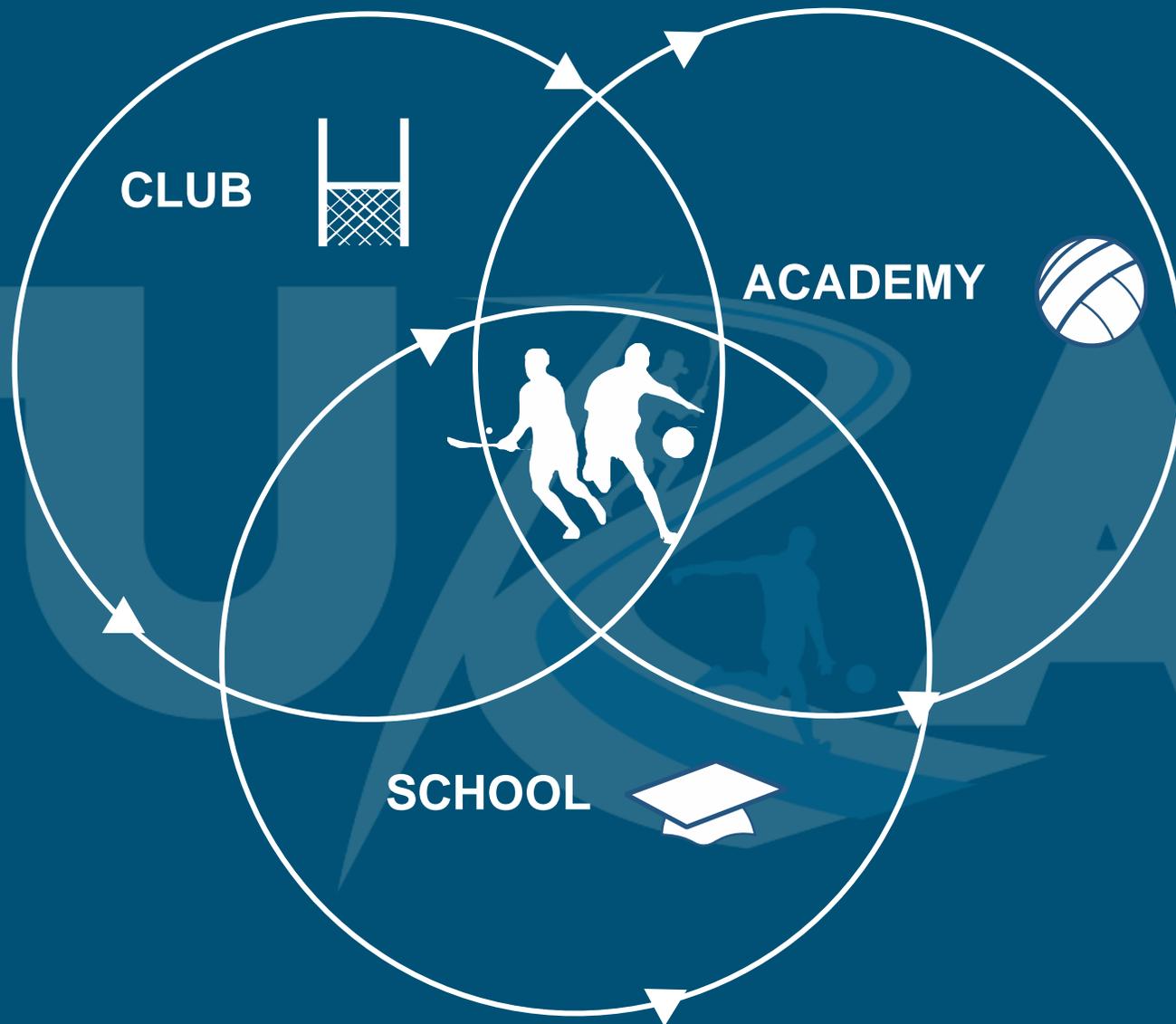


SUPPORT COACHES





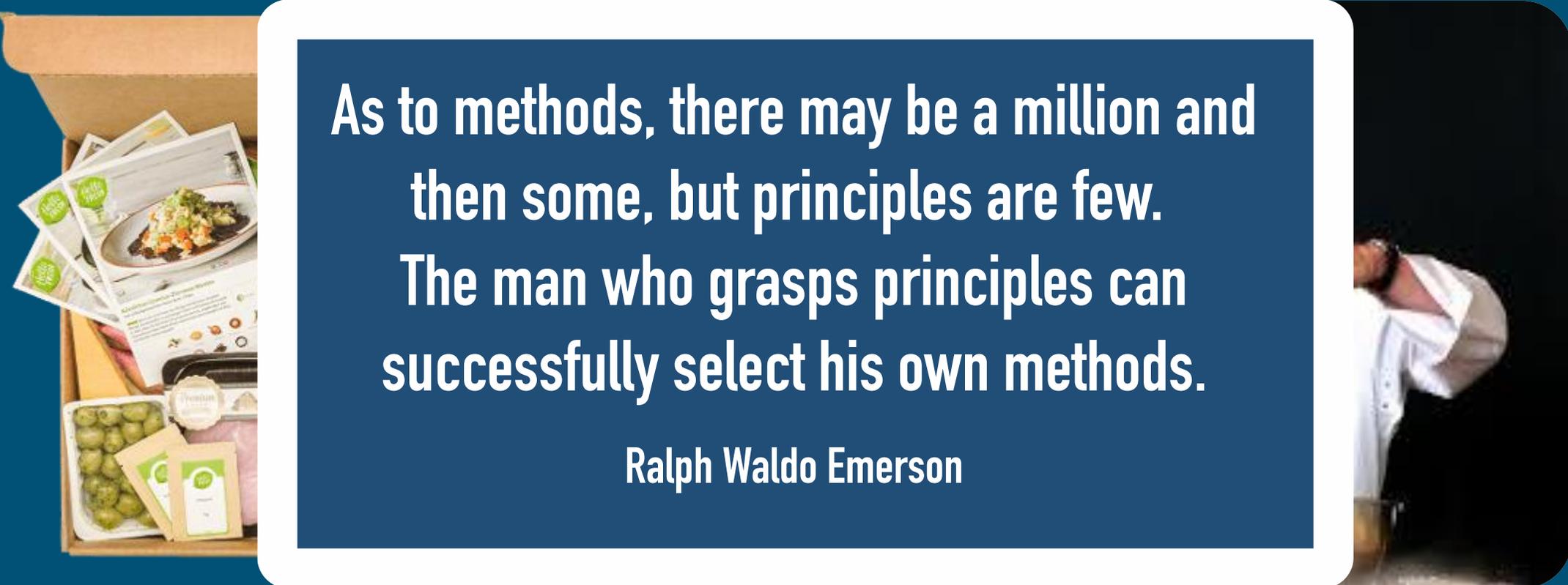
IS A COACH DEVELOPMENT PROGRAM FOCUSING ON OUR KEY AREAS



The Most Important Coaching Job in the World!



Coaching is a Decision Making Process



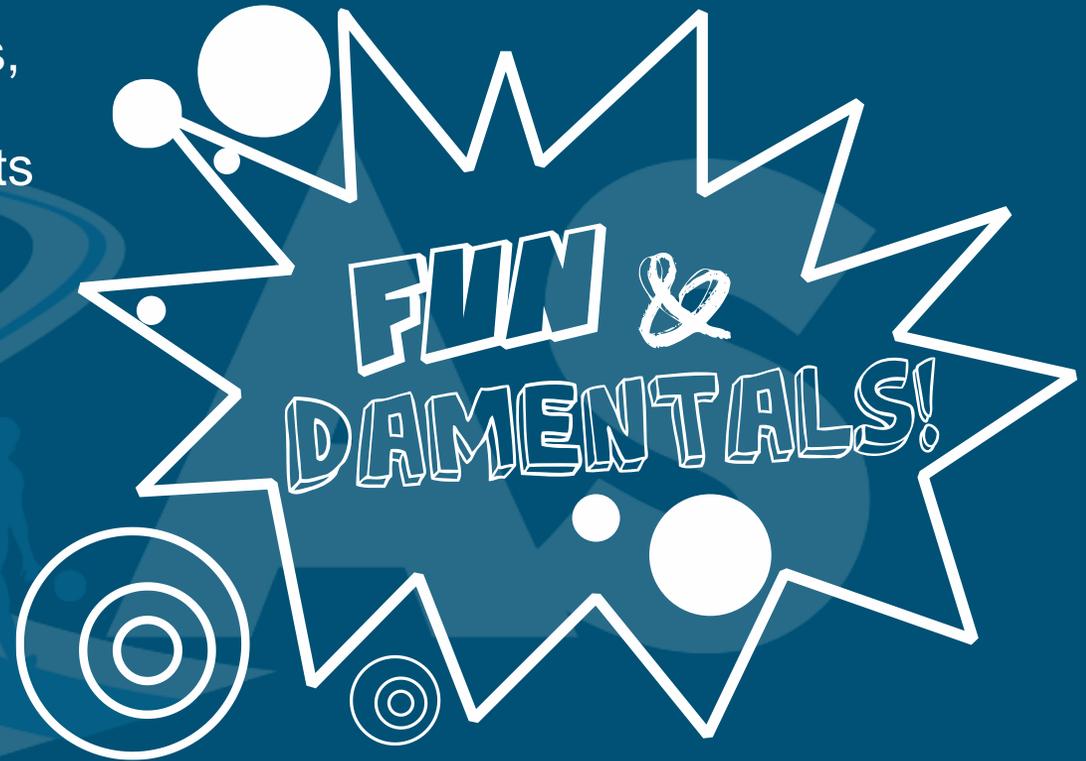
As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods.

Ralph Waldo Emerson

Principles before Methods

Make it fun...but that isn't 'just' playing...

Fun is working hard. It is **being challenged and Competing**. It is learning a new skill, being with friends, Having a coach that cares, getting compliments from Coaches, and a coach who respects them, Fun in sports For kids means learning from mistakes, working Together as a team, applying a skill you learned in practice in a game, improving athletic skills to play at The next level, playing against an evenly matched team,]and winning. Fun is getting playing time! Yes, winning is part of the fun for kids. It is not the most important, factor, though, coming in at a lowly 48 out of 81 when the determinants are prioritized.





Why kids stay in sport...

1. ACTUAL COMPETENCE
2. PERCEIVED COMPETENCE
3. CONFIDENCE – give it a go-ness
4. Stick with it-ness

Lots happens
FROM 11
years of age...

A good LONG TERM foundation

Training and Competitions	Early Success	Senior Success
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In the Athlete's respective Domain Sport

- Early competitive success
- Early start of training and competitions
- Early specialization
- Training intensity in childhood
- Training intensity in late adolescence/adulthood
- Aggregated training volume

+	o
+	-
+	-
+	-
	o
+	o

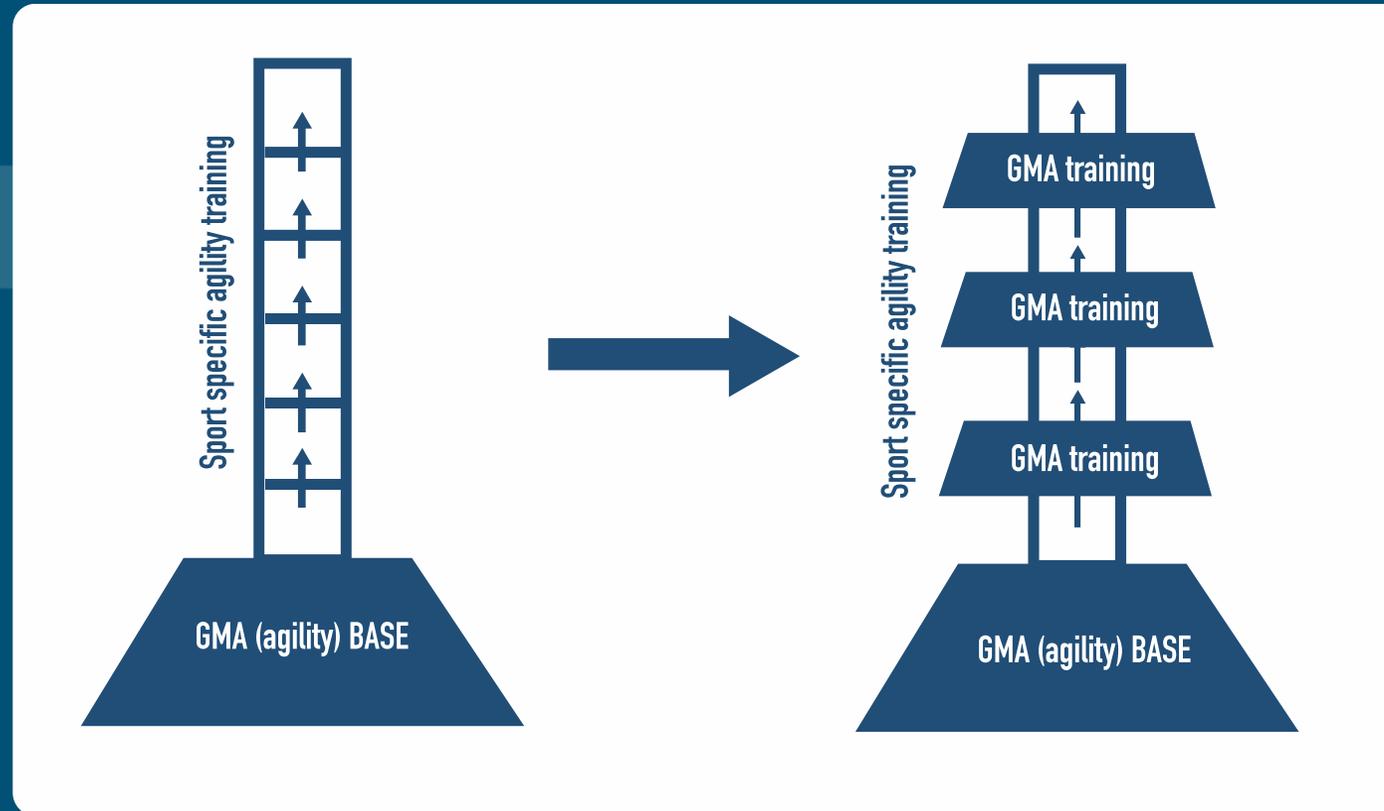
In Other Sports

- Training intensity in childhood
- Training intensity in adolescence/adulthood
- Competitions in childhood
- Competitions in late adolescence/adulthood
- Aggregated volume of training and competitions

-	+
	+
-	+
	+
-	+

= positive correlation with success, o = no systematic correlation, - = negative correlation with success

So ALL will need specially focused **MOVEMENT EDUCATION**



(MacNamara et al., 2010a,
2010b, 2011, 2012)

The Skills: PCDEs



- Effective and Controllable Imagery
- Focus & Distraction Control
- Realistic Performance Evaluation & Attribution
- Role Clarity & Commitment
- Planning & Organisation
- Goal Setting & Self-reinforcement
- Quality Practice
- Resilience and self regulation
- Creating and using Support Networks

Competition as a driver and derailer of participation...

No team which has won the Tony Forristal All-Ireland title at under-14 level has ever progressed to win the minor equivalent four years later . . .

Year	Under-14 Tony Forristal Champions	All-Ireland Minor Champions Four Years Later
1982	Kilkenny	Offaly
1983	Tipperary	Offaly
1984	Limerick	Kilkenny
1985	Cork	Offaly
1986	Clare	Kilkenny
1987	Tipperary	Kilkenny
1988	Tipperary	Galway
1989	Galway	Kilkenny
1990	Clare	Galway
1991	Tipperary	Cork
1992	Galway	Tipperary
1993	Tipperary	Clare
1994	Galway	Cork
1995	Tipperary	Galway
1996	Tipperary	Galway
1997	Wexford	Cork
1998	Cork	Kilkenny
1999	Galway	Kilkenny
2000	Cork	Galway
2001	Tipperary	Galway
2002	Limerick	Tipperary
2003	Kilkenny	Tipperary
2004	Tipperary	Kilkenny
2005	Kilkenny	Galway
2006	Wexford	Kilkenny
2007	Waterford	Galway
2008	Cork	Tipperary
2009	Tipperary	Waterford
2010	Waterford	Kilkenny
2011	Tipperary	Galway
2012	Kilkenny	Tipperary
2013	Cork	Galway
2014	Kilkenny	Galway
2015	Cork	
2016	Cork	
2017	Tipperary	
2018	Cork	

" Sometimes (in youth development) you put your strongest player on the bench just to let others shine. Or you put a right-footed player who can't do anything with his left foot on left side and force him to use his left foot.

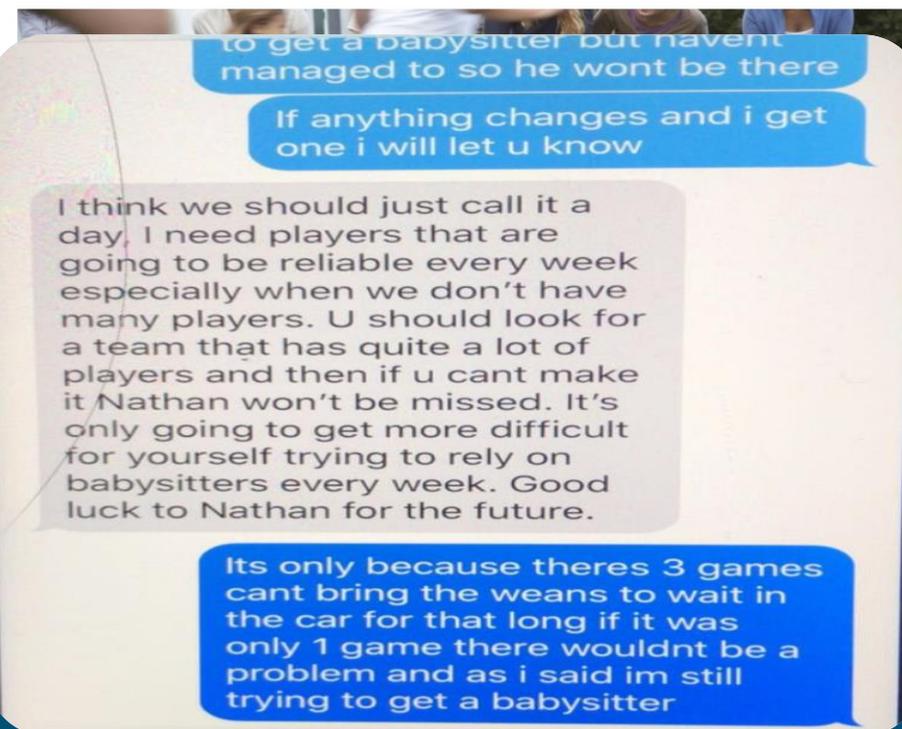
Of course in that game you will probably lose because you don't use your strongest players in their strongest position, but in the end you have a player who used his left foot when he was 12 and 13 and 14, and he can use both feet when he comes into the first team.

That's what we have at Ajax and I really stand behind that."

- Dennis Bergkamp
Assistant Manager,
AFC Ajax

Sports day: Cardiff school warns parents against video challenges

🕒 13 June 2018 | [South East Wales](#)



Competition CAN Support Development!

Developmental Focus that Emphasises...

- Fun (but what does that mean?)
- Movement and Perceived Competence
- Time to learn, practice, make mistakes
- Lots of touches, decisions, actions
- Autonomy and independence
- Variability
- Confidence 'Give it a Go-ness'
- Experiences that build confidence
- Skills that allow confidence



Had a parent storm off and sit in the car and had 2 more private message me because I rotate every position. Not even been home 5 minutes yet! My under 6s had a lot of fun but apparently maybe not their parents...

The man who prepared the Limerick rocket for moon landing

18/05/2019 - 12:00



By Kieran Shannon



Shane Fitzgibbon

THE KIERAN SHANNON INTERVIEW: An hour after Declan Hannon lifted the Liam MacCarthy Cup last August, Éamonn Cregan phoned another Adare man whose leadership wasn't so visible. 'Congratulations. That's what you started.' Shane Fitzgibbon may have been a frustrated if well-heralded player, but that would inform him in becoming a brilliant, if unsung coach.

“

Myself and my partner happened to bump into Shane on the way into Croke Park last August and someone in our company said, 'God, it's such a shame no one knows the work you guys did with Shane Dowling and all those minor and underage teams.' And Shane looked at him. 'It isn't about that. It isn't about us. It's never been about us. Them going up and lifting the Liam MacCarthy, that's what counts.

”

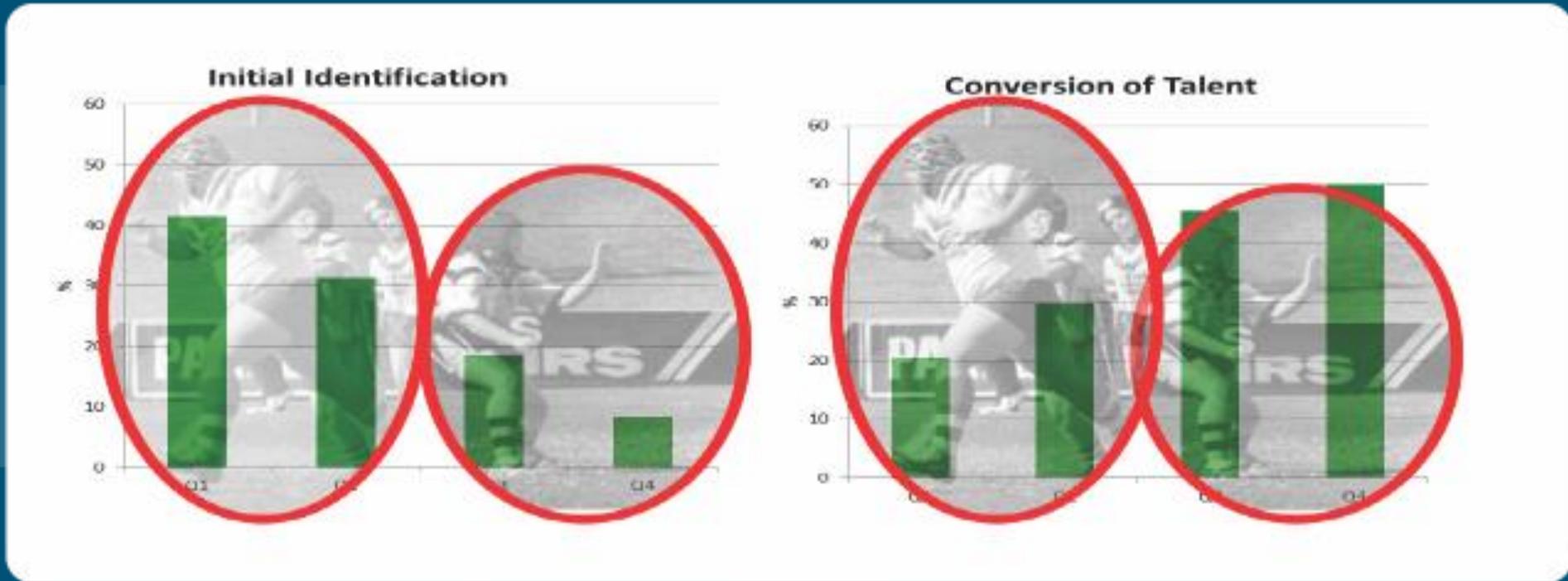
It is a long-term agenda... Delayed Gratification

In MacNamara's line of work, they talk about the power and value of the egoless talent coach. Someone who doesn't necessarily want to go to the moon but just wants to prepare the rocket so that someday it will head and land there. Fitzgibbon, she found, was that rare, precious coach.

"The thing that really struck me about Shane and that group of guys was that they were in it for Limerick and not for themselves," she says. "It wasn't about Shane Fitzgibbon driving the future of Limerick hurling, it was about Limerick hurling.

"I talk a lot about what we call Delayed Gratification. If you're in the space of developing talent, what you may be doing now might not reflect well in the moment but will reflect well on Limerick hurling in six, seven years' time.

This is a Marathon NOT a Sprint... ...and early leaders often don't make it!



KEY FEATURES

**LONG TERM AIMS
AND METHODS**

**WIDE RANGING
COHERENT
MESSAGES AND
SUPPORT**

**EMPHASIZE
APPROPRIATE
DEVELOPMENT NOT
EARLY SUCCESS**

**INDIVIDUALIZED
AND ONGOING
DEVELOPMENT**

KEY METHODS

- Develop a Long Term Vision, Purpose and Identity
- Develop Systematic Planning and Implementation
- Provide Coherent Reinforcement at a Variety of Levels

- Provide Coherent Philosophies, Aims and Methods at a Variety of Levels (e.g Parents, Coach Content, Practice and Reward Systems, Selection, Funding, Competition structure, NGBs, Educate Parents, Schools, Peers, Coaches & Important Others (and encourage positive contributions!)
- Utilize Role Models at a Variety of Levels
- Set Up a Variety of Support Networks Over the Long Term (e.g. Peer, Coach, Sport Staff, Family)
- Provide Forums for Open and Honest Communication Patterns at a Variety of Levels

- De-Emphasize 'Winning' as Success at Development Stages
- Provide Clear Expectations, Roles and Meaning Within the 'Big Picture' at Every Level
- Provide 'Stage Specific' Integrated Experiences and Teaching
 - Fundamental Physical and Perceptual Skills
 - Fundamental Mental Skills (Learning and Development; Life, Performance Related)
 - Sport Specific Skills (Technical, Tactical, Mental, Physical, Perceptual)
 - Balance
- Encourage Increasing Responsibility and Autonomy in Learning/Development
- Develop Intrinsic Motivation and Personal Commitment to Process
- Promote Personal Relevance, Athlete Understanding and Knowledge

- Provide Opportunities and Fundamentals to as Many Youngsters as Possible
- Provide Flexible Systems to Allow for Performance and Physical Development Variation
- Identify, Prepare for and Support Individuals Through Key Transitions
- Provide Regular Individual Goal Setting and Review Processes
- Provide Systematic Reinforcement Contingencies

NATURE OF MODEL

INTEGRATED, HOLISTIC AND SYSTEMATIC

What was needed to help coaches?

Resources

The infographic cards are titled 'PLAYER PATHWAY' and 'PLAY TO STAY WITH THE GAA'. They are organized into sections for 'THE COACH', 'THE PLAYER', 'TECHNICAL SKILLS', 'PHYSICAL FITNESS', 'TACTICAL PROGRESS', and 'ENJOINMENT'. Each card also includes a 'PARTICIPANT FEEDBACK' section.

- AGE 12-13:**
 - THE COACH:** Get to know your players individually; Well organized and planned sessions; Games Based Coaching; Set individual skill challenges to do away from the field.
 - THE PLAYER:** Right to own relationship between effort & outcome; Physical changes in maturation; Becomes very self-conscious in heat of play; Lack of confidence may be a barrier to development.
 - TECHNICAL SKILLS:** Kicking (Emphasize an accurate kicking and the use of kicking the ball onto a ground); Handling (Line, Chest & High Catch is preferred); Movement (Dumey Kick, Side, and Sidekick, Attack); Tackling (Encourage player to possession both on & off the ball); Body resistant exercise (Performed through FM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog); Evasion (Encourage use of side step & feint in possession of the ball); Running (Encourage players to stop suddenly & suddenly decelerate).
 - PHYSICAL FITNESS:** Running (Using imagery ask players to mirror recent pieces of play to their team's).
 - TACTICAL PROGRESS:** Decision Making (Play conditioned games to create pressure on players decision making; Activities focus on building skills to gain & maintain possession of the ball); Team Play (Encourage and support team makes vocally; Work on basic ability to create space when in possession; Work on teams ability to deny space when out in possession).
 - ENJOINMENT:** 100% number one priority; Coach: Player Ratio - 1:10; At least 1 ball for every 2 players; Players development takes priority over results; Fun & Enjoyment are a major driver of all success.
- AGE 14-15:**
 - THE COACH:** Encourage that player development comes before winning.
 - THE PLAYER:** Have a short attention span; Enjoy team games; Complete with greater intensity against each other; Can be self-conscious in learning new skills.
 - TECHNICAL SKILLS:** Tackling (Back, Frontal Block - in air; Shoulder Clash); Body resistant exercise (Performed through FM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog); Evasion (Encourage use of side step & feint in possession of the ball); Running (Continuous to develop principles of Running & Jumping).
 - PHYSICAL FITNESS:** Running (Developing basic awareness of performance through outcomes e.g. 5 points in a row from 10 meters out).
 - TACTICAL PROGRESS:** Decision Making (When in possession challenge the player to score against - Pass, Travel or shoot. Off the ball - Work to mark. How to be an option.); Team Play (Coach to encourage players during sessions and in games on decision making.); Support Play (Support play - Support your team makes in attack & defense. Coach to praise off the ball support runs.); The Game (Small sided games 2v2, 3v3, 4v4, 5v5).
 - ENJOINMENT:** Player development takes priority over results; Fun & Enjoyment are a major driver of all success.
- AGE 16-17:**
 - THE COACH:** Encourage that player development comes before winning.
 - THE PLAYER:** Have a short attention span; Enjoy team games; Complete with greater intensity against each other; Can be self-conscious in learning new skills.
 - TECHNICAL SKILLS:** Tackling (Back, Frontal Block - in air; Shoulder Clash); Body resistant exercise (Performed through FM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog); Evasion (Encourage use of side step & feint in possession of the ball); Running (Continuous to develop principles of Running & Jumping).
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 - ENJOINMENT:** Player development takes priority over results; Fun & Enjoyment are a major driver of all success.

Coach Development Program



THE CONTENT

STAGE SPECIFIC COACHING

PLAYER PATHWAY
PLAY TO STAY WITH THE GAA

THE COACH

- Simple Tips
- Cheer & Praise
- Organised/Planned coaching sessions
- Check if players have their own ball at home
- Recognise that player development comes before winning.

ENVIRONMENT

- FIM is number one priority
- Coach: Player Ratio = 1:8
- At least 1 football for every 2 players
- Players enjoy game experiences rather than results

AGE 10-11

TECHNICAL SKILLS

- Kicking**
Hook Kick on both sides of the body. Shoot for points & goals. Punt Kick outside of the back. Punt Kick for distance space.
- Handling**
Hand passing both sides of the body. Reach catch moving towards the ball. High catches with feet off the ground.
- Movement**
Side & forward maintaining four steps. Side & forward maintaining four steps. Side & forward maintaining four steps.
- Tackling**
Shadowing. Back down & shoulder. Shadowing. Back down & shoulder.
- Body resistant exercise**
Performed through FIM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog.
- Evasion**
Encourage use of side step & feint in action of the ball. Continue to develop principles of Flaming & Jumping.

TACTICAL PROCESS

- Decision Making**
When in possession challenge the players to scan options – Pass, Tweak or shoot. Off the ball – Who to mark. How to be an option.
- Support Play**
Support Play – Support your team mates in attack & defence. Coach to praise off the ball support play.

THE PLAYER

- Have a short attention span
- Enjoy team games
- Compete with greater intensity against each other
- Can be self-consciousness in learning new skills

PHYSICAL FITNESS

- Develop basic awareness of performance through outcomes e.g. 5 points in a row from 10 meters out.

THE GAME

- Small sided games: 5v3, 7v3, 9v3, 11v11 MAX
- Size & smart touch football
- Continue to explore all positions
- Limit plays of the ball in coaching sessions to mirror that of match day roles.
- Has their own ball at home.

TURAS

PLAYER PATHWAY
PLAY TO STAY WITH THE GAA

THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Based Coaching
- Set individual skill challenges to do away from the field

ENVIRONMENT

- FIM is number one priority
- Coach: Player Ratio = 1:10
- At least 1 ball for every 2 players
- Players development takes priority over results
- Fun & enjoyment are a major theme of all sessions

AGE 12-13

TECHNICAL SKILLS

- Kicking**
Emphasis on accuracy. Kicking on the move & kicking for distance. Free taking (hands & ground)
- Handling**
Low, Chest & High Catch in pressured situations
- Movement**
Dummy Kick/Side, Feint & Sidestep, Attack ball at full pace. Chop lift.
- Tackling**
Shadowing player in possession both on & off the ball.
- Body resistant exercise**
Performed through FIM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog.
- Evasion**
Encourage use of side step & feint in action of the ball.
- Running**
Challenge players to stop suddenly in developing deceleration.

TACTICAL PROCESS

- Decision Making**
Player conditioned games to create pressure on player decision making. Activities focus on building skills to gain & maintain possession of the ball under pressure.
- Team Play**
Encourage and support team mates verbally. Work on teams ability to create space when in possession. Work on teams ability to deny space when not in possession.

THE PLAYER

- Begin to see relationship between effort & outcomes
- Potential changes to motivation ratios due to a change in school environment
- Become very self-conscious in front of group
- Lack of confidence may be a barrier to development.

PHYSICAL FITNESS

- Using imagery ask players to mirror recent pieces of play by their hero's

THE GAME

- Small sided games: 5v3, 7v3, 9v3, 11v11 MAX
- Size & smart touch football
- Continue to allow players to explore all positions
- All players experience games & time in matches
- Limit plays of the ball in coaching sessions to mirror that of match day roles.

TURAS

PLAYER PATHWAY
PLAY TO STAY WITH THE GAA

THE COACH

- Well Organised/Planned Sessions
- Allow players to make their own decisions on the pitch
- Accept that mistakes are a big part of player learning & development
- Set example by showing respect to match officials & opponents at all times
- Use simple language

ENVIRONMENT

- Coach to player ratio 1:10
- At least 1 ball for every 2 players
- Enjoyment & fun are a key consideration when planning sessions
- Match results are secondary to player development

AGE 14-15

TECHNICAL SKILLS

- Kicking**
Continue development of kicking with increased emphasis on accuracy, movement, distance. Introduction to free taking from greens & hand to all players.
- Handling**
Low/high catch in pressured situations
- Movement**
Dummy Kick/Side, Feint & Sidestep, Attack ball at full pace.
- Tackle**
Shadowing player in possession and off the ball. Near hand tackle
- Flexibility**
Through static stretching and dynamic mobility activities
- Speed**
Multi-directional, between DM & DM with complete recovery in between. Build side warm up.
- Strength**
Improve core strength through own body weight exercise e.g. Plank

TACTICAL PROCESS

- Decision Making**
Understand the specific responsibilities of the various positions through playing experience and minimal direction from coach. Small sided games 5v3, 7v3 are crucial in players developing decision making
- Attacking play**
Appreciate the space of a full size GAA pitch i.e. Use of width & depth. Implement principles of attack – possession & support play
- Maintain possession**
Holding the ball as a team.
- Defending**
Implement principles of defend – Delay, Deny, Disrupt, Deliver

THE PLAYER

- Popularity influences self-esteem
- Start to be self-critical, rely on the coach for positive reinforcement
- Have differences in physical development between players
- Players do not make connections between physical development and loss of form

PHYSICAL FITNESS

- Develop basic awareness of performance through outcomes e.g. 5 points in a row at senior level and question players on

THE GAME

- Players beginning to become excited by specific position but most still be challenged to playing a variety of positions.
- All players experience game time in matches
- Aim to provide at least 16 games in a season for your team.
- Size 5 football

TURAS

PLAYER PATHWAY
PLAY TO STAY WITH THE GAA

THE COACH

- Well Organised/Planned Sessions
- Allow players to make their own decisions on the pitch
- Accept that mistakes are a big part of player learning & development
- Set example by showing respect to match officials & opponents at all times
- Use simple language

ENVIRONMENT

- Coach to player ratio 1:10
- At least 1 ball for every 2 players
- Have awareness of games schedule for other teams your players may be representing.
- Enjoyment & Fun for players still a key consideration when planning sessions.

AGE 16-17

TECHNICAL SKILLS

- Handling**
Low/high catch in pressured situations
- Movement**
Dummy Kick/Side, Feint & Sidestep, Attack ball at full pace.
- Tackle**
Shadowing player in possession and off the ball. Near hand tackle
- Flexibility**
Through static stretching and dynamic mobility activities
- Speed**
Multi-directional, between DM & DM with complete recovery in between. Build side warm up.
- Strength**
Improve core strength through own body weight exercise e.g. Plank

TACTICAL PROCESS

- Decision Making**
Using questioning, vary your coaching style to improve players decision making. Guided Discovery "show me when its best to solo ball or pass it on"
- Observation & feedback**
Reflect on these scenarios in the transcript that follow using conditioned games

THE PLAYER

- Strong connections with selected adult role models
- Ability to mix socially with all teammates & adults
- Commitment to individual practice away from coaching sessions/matches.
- Personally responsible for hydration/nutrition
- Manage rest and recovery e.g. Foam Rolling
- Manage time effectively between school & sport

PHYSICAL FITNESS

- Use questions to help players problem solve "in game" when playing against opposition with a particular playing style.
- Players are challenged to adapt to a number of team playing styles throughout the season.
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- Players are challenged to adapt to a number of team playing styles throughout the season.
- Reflect on these scenarios in the transcript that follow using conditioned games
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- Size 5 football.

THE GAME

- Players beginning to become excited by specific position but most still be challenged to playing a variety of positions.
- All players experience game time in matches
- Aim to provide at least 16 games in a season for your team.
- Size 5 football.

TURAS

PLAYER PATHWAY
PLAY TO STAY WITH THE GAA

THE COACH

- Variation. Coach open to trial & error
- Well organised/planned sessions
- Maximise all coaching resources to increase knowledge
- Guide children. Don't tell them
- Be a role model
- Convey Enthusiasm

ENVIRONMENT

- FUN is number one priority
- Coach to player ratio 1:8
- Be sensitive to each players development needs
- Discovery/Exploration
- Actual game results are secondary

AGE 7-9

TECHNICAL SKILLS

- Kicking**
Punt Kick
Right Hand
Left Foot
Left Hand
Right Foot
- Handling**
Stationary Catch – Body/Low/High
- Movement**
Use Four Steps, One Handed Bounce Solo
- Tackle**
Near Hand Tackle
- Running**
Speed Developed through Fun Games – I.e. Chasing Games
- Jumping**
Jump for distance & in all directions
- Agility**
Jump for distance & in all directions
- Body Resistance Exercises**
Fun Squat performed through Tug of War Games

TACTICAL PROCESS

- Decision Making**
Players encouraged to move into space. Devise games that require players to look up
- Zones**
Use zones for basic positional understanding. Players play all positions to experience attack & defence. Small sided games crucial for individual learning
- Basic Communication**
Call for the ball

THE PLAYER

- Only goes flat out – no sense of pace
- Need approval from coach/parents
- Like to show off individual skills
- Small group activities are vital for improvement
- Imagine themselves as inter county players to improve skills

PHYSICAL FITNESS

- Develop basic awareness of performance through outcomes e.g. Target scores in a minute

THE GAME

- Small sided games: 3v3, 4v4, 6v6, 7v7 MAX
- Zones can be used to stop bunching of players.
- Player fouled takes: Free
- Players sample all positions.
- Every child has their own ball at home. Play against a wall, with a friend, with group of friends.

TURAS

BUT LOOKING AT BIGGER PICTURE

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

- ADULT
18+ YRS
- LATE TEENAGE
16-17 YRS
- MID TEENAGE
14-15 YRS
- EARLY TEENAGE
12-13 YRS
- LATE GO GAMES
10-11 YRS
- EARLY GO GAMES
7-9 YRS
- NURSERY
4-6 YRS



AGE 12-13

THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Based Coaching
- Set Individual skill Challenges to do away from the field

ENVIRONMENT

- FUN is number one priority
- Coach: Player Ratio = 1:10
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TECHNICAL SKILLS

- Kicking**
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- Handling**
Low, Chest & High Catch in pressured situations
- Movement**
Dummy Kick/Solo, feint & Sidestep, Attack ball at full pace, Chip lift.
- Tackling**
Shadowing player in possession both on & off the ball

Decision Making

Play conditioned games to create pressure on players decision making
Activities focus on building skills to gain & maintain possession of the ball under pressure

Learning to work in team environment, individual decisions now has more impact on team outcome.

PSYCHOLOGICAL FOCUS COACHABILITY OF PLAYERS

Players aware of how activities are used to improve specific skills. Look for feedback from players to question this.

Body resistant exercise

Performed through FUN games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog

Team Play

- Encourage and support team mates vocally
- Work on teams ability to create space when in possession
- Work on teams ability to deny space when not in possession

THE PLAYER

- Begin to see relationship between effort & outcome
- Potential changes in maturation rates due to a change in school environment
- Become very self-conscious in front of group
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PHYSICAL FITNESS

- Evasion**
Encourage use of side step & feint in possession of the ball
- Running**
Challenge players to stop suddenly to develop deceleration

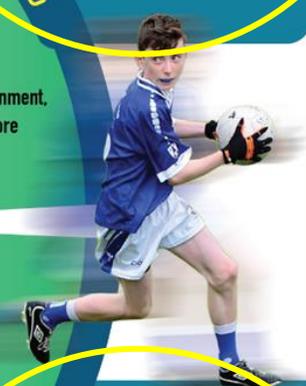
PARTICIPANT FEEDBACK

Using imagery ask players to mirror recent pieces of play by their hero's

TEAM PLAY

THE GAME

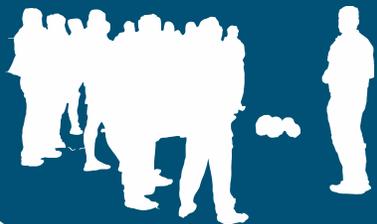
- Small sided games 5v5, 7v7, 9v9, 11v11 MAX
- Size 4 football
- Continue to allow players to explore all positions
- All players experience game time in matches
- Limit plays of the ball in coaching sessions to mirror that of match day rules



TRYING TO MAKE THE COMPLEX SIMPLE

HOW WE SUPPORT CLUB COACHES

DELIVER PLAYER
PATHWAY
WORKSHOP



CLUB VISIT 1

PART-TAKE SESSION WITH
EXAMPLES OF GOOD PRACTICE
REVIEW SESSION USING



PRINCIPLES



CLUB VISIT 2

OBSERVE SAME COACHES &
REVIEW USING



PRINCIPLES

**As to methods, there
May be a million and
Then some, but
Principles are few. The
Man who grasps principles
can successfully select his
Own methods.**



TURAS PRINCIPLES

TESTING AND CHALLENGING, ALL PLAYERS SHOULD BE CHALLENGED.

UNDERSTANDS THE PLAYER IS AT THE CENTER OF THE GAME.

RESEMBLES THE GAME (GAME BASED)

ALL PLAYERS INVOLVED, ALL OF THE TIME.

SHOULD ALWAYS BE ENJOYABLE, DEVELOPMENTALLY APPROPRIATE AND A HOLISTIC GAA EXPERIENCE.

Testing and Challenging



TO GET TO EASY YOU HAVE TO GO THROUGH HARD.

Understands the player is at the centre of the game

"I am a 14-year-old boy from Limerick and I want to tell you my story with regards to the GAA and how it affected my life.

It all started when I was playing hurling. I didn't have much interest in the game because all my friends were playing it. As time went on I started to love the game of hurling and became very competitive. I went to a training session and

But when matches were left on the sideline and we were getting game after game I was very upset coming home from a match. I was crying and saying "Am I bad at this?"

That is when I became a coach. I lost confidence in myself. At this stage of my life I wanted to give up the sport and move on but I gave the coaches a second chance. So I went back playing hurling.

We had a few training sessions before that game and the coaches were roaring at us because they felt we weren't 'doing it right'. They had an attitude of 'win at all costs' and didn't care who they upset.

I was coming home shocked and upset over the way the coaches at that time were treating a young player group.

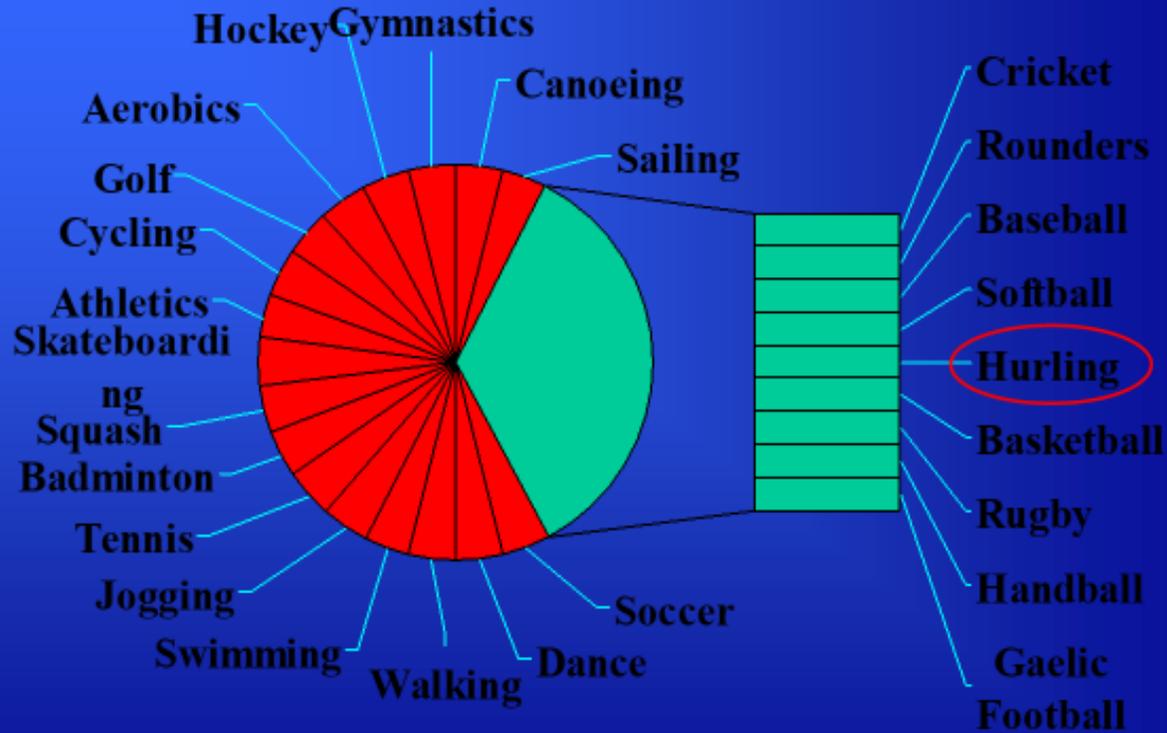
So, the big important game of hurling for our club was about to begin. We went to a 5-minute training session before the game where we were all called into the dressing room for the team to be called out. The 15 people were called out and it wasn't me who was starting the game. They were younger people started ahead of me at that game and lots of other games also. I was furious but I didn't show it at that time. We all ran out of the dressing room and everyone was in position. The match began.

DON'T BE ANYBODY'S LAST COACH



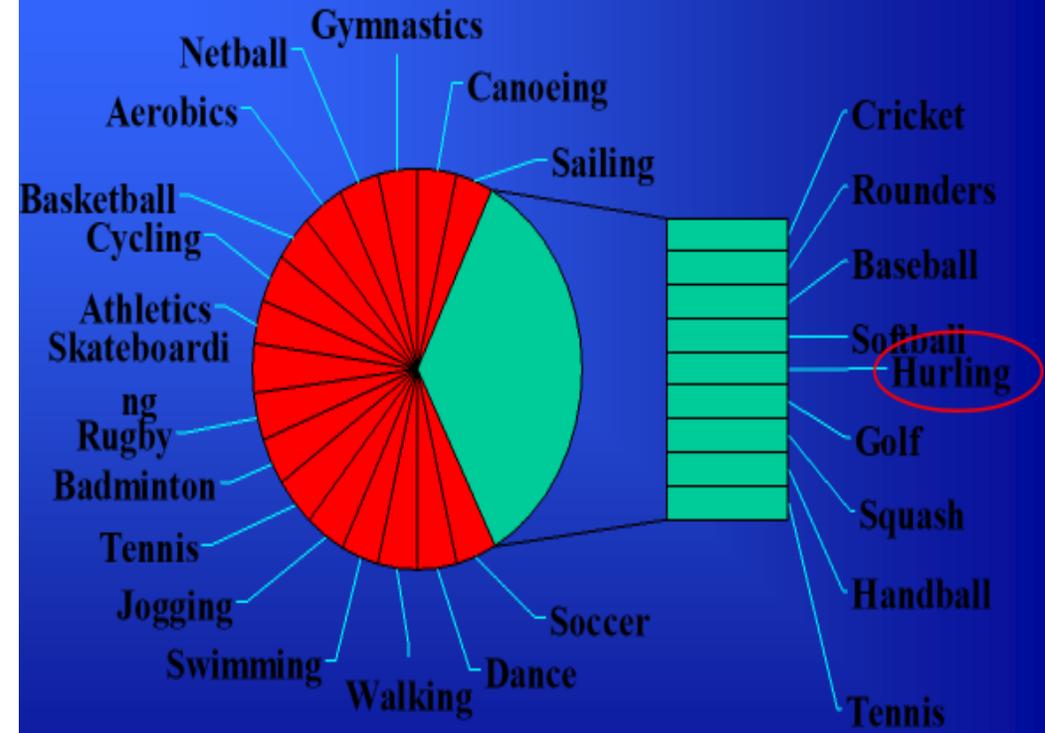
Player Centred – Skills to stay and play in the game

Can't Catch? – Won't play!



Adapted From Mike Jess, University of Edinburgh

Can't Strike? – Won't play!



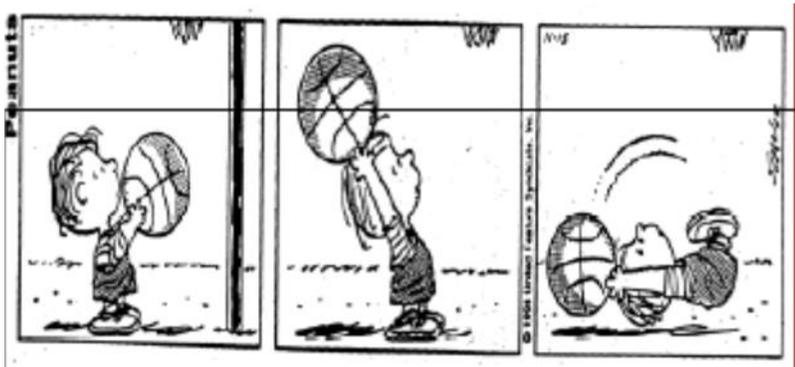
Resembles the Game



All players involved, all the time
Lots of touches, Lots of decisions



Should be an enjoyable, developmentally appropriate GAA experience



Developmentally Appropriate

Brian McCormick, PhD @brian... · 1d ✓

How can we say that our youth sports are "developmental" or "athlete-centered" when every change (ball size, basket height, SSGs, shot clock) for athletes' good is met with resistance: We can't, too expensive, too hard, adults will complain...

TURAS

PRINCIPLES IN ACTION

Testing and Challenging: all players should be challenged to improve at their level ✓

Understands the player is at the centre of the game and provides individualised development (player centred) ✓

Resembles the game (games based) ✓

All players involved, all the time; lots of touches, lots of decisions ✓

Should be an enjoyable, developmentally appropriate & holistic GAA experience ✓

Today the focus of today's session I will have set up today's session to be one that players will really enjoy. I will encourage laughing and fun throughout the session. I will ensure that all players are challenged during the course of the session.





WHAT WORKED

Massive
engagement with
positive feedback
from both
participants and
staff (Over 5500
coaches involved in
year 1 & 2)



WHAT DIDN'T WORK

Consistency in
message – what
exactly is TURAS

The Principles
The Principles
The Principles



THE IMPORTANCE OF THE PRINCIPLES



ACADE

PLAYER PATHWAY PLAY TO STAY WITH THE GAA

- ADULT 18+ YRS
- LATE TEENAGE 16-17 YRS
- MID TEENAGE 14-15 YRS
- EARLY TEENAGE 12-13 YRS
- LATE 10 GAMES 10-11 YRS
- EARLY 10 GAMES 7-9 YRS
- IMPROMPTU 4-6 YRS

TURAS

AGE 12-13

THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Based Coaching
- Set Individual skill Challenges to do away from the field

THE PLAYER

- Begin to see relationship between effort & outcome
- Potential changes in maturation rates due to a change in school environment
- Become very self-conscious in front of group
- Lack of confidence may be a barrier to development

TECHNICAL SKILLS

- Kicking**
Emphasis on accuracy. Kicking on the move & Kicking for distance. Free taking (hands & ground)
- Handling**
Low, Chest & High Catch in pressured situations
- Movement**
Dummy Kick/Solo, feint & Sidestep, Attack ball at full pace. Chip lift.
- Tackling**
Shadowing player in possession both on & off the ball

PHYSICAL FITNESS

- Body resistant exercise**
Performed through FUN games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog
- Evasion**
Encourage use of side step & feint in possession of the ball
- Running**
Challenge players to stop suddenly to develop deceleration

PSYCHOLOGICAL FOCUS COACHABILITY OF PLAYERS

Players aware of how activities are used to improve specific skills. Look for feedback from players to question this.

PARTICIPANT FEEDBACK

Using imagery ask players to mirror recent pieces of play by their hero's

ENVIRONMENT

- FUN is number one priority
- Coach: Player Ratio = 1:10
- At least 1 ball for every 2 players
- Players development takes priority over results
- Fun & Enjoyment are a major theme of all sessions

TACTICAL PROWESS

Decision Making

Play conditioned games to create pressure on players decision making
Activities focus on building skills to gain & maintain possession of the ball under pressure

Learning to work in team environment, individual decisions now has more impact on team outcome.

Team Play

Encourage and support team mates vocally
Work on teams ability to create space when in possession
Work on teams ability to deny space when not in possession



THE GAME

- Small sided games 5v5, 7v7, 9v9, 11v11 MAX
- Size 4 football
- Continue to allow players to explore all positions
- All players experience game time in matches
- Limit plays of the ball in coaching sessions to mirror that of match day rules.



WHAT NEXT?



CLUB BASED
COMMUNITY
OF PRACTICE



Embed the
Principles

Thank You

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