



Lisgoold Juvenile GAA Coaching Plan

A good coach will make his players see what they can be rather than what they are





Introduction



Introduction



- We are honoured and excited as a club to be entrusted with the youth of our parish who wish to play Gaelic Games.
- This is our fundamental starting point as a club – we exist to provide an outlet for our children to play our national games, and maximising participation at all age levels is a core principle of our club.
- With this responsibility comes the need to ensure we operate fairly and that we embrace an organised system to player development – personal development, skill development and physical development.
- By playing as part of a team, our children will learn so many life skills which can only benefit them as they get older: the effort to succeed; how to win, how to carry yourself when you win; how to react to set-backs and defeats.



Coaching Plan



- Our first **coaching plan** outlines the age appropriate skills, team play and physical development training to address from U6 to U18 and how as coaches we must strive to ensure a balanced approach to coaching.
- **Rebel Óg Coaching Benchmarks 2020** outlines targets for clubs to strive for. It is encouraging that we are already meeting many of these targets (for example our primary schools coaching programme) and over time we will strive to maximise other coaching benchmarks.
- We have also established **core principles** to guide how we operate as coaches and we will assess how we are doing on these principles on an ongoing basis.
- We hope our coaches today and into the future will benefit from this plan. We want it to be a “living” one which coaches regularly consult, and provide feedback on it. The ultimate arbiters of success will be the children – they will want to be involved and they will improve over time as a result of engaging with us.
- How will we know we are successful in our endeavours?
 - We are engaged in a long term process, where success will not only be measured by trophies won.
 - Success is more complex than ‘More coaching + better coaching = guaranteed trophies’
 - Instead, we understand that we can control a lot of how we engage with the children of our parish, that we can measure how we are doing on these vital “inputs” to success.
 - But we appreciate that success comes down to active participation and player improvement over time.
 - A player can only improve on their own level and that coaching challenge excites us.



Coaching Principles



In order of importance...

- | | |
|------------------------------------|-------------------------------|
| 1. To have Fun | 5. To make New Friends |
| 2. To improve their Skills | 6. To Succeed or Win |
| 3. To learn New Skills | 7. To get Fit |
| 4. To be with their Friends | |

Lack of fun and lack of perceived competence are the major reasons cited for drop-out at the age of 12



Taggart and Sharp (1997). Adolescents and Sport: Determents of Current and Future participation (Perth University)



Coaching Principles



- **Participation**
- **Coaching excellence**
- **Technical Skills**
- **Physical development**
- **Link with adult club**
- **Link with Primary schools**
- **Coaching Camps**



Coaching Principles



#	Principle		Measure
1	Participation	1a. provide an outlet for the children of Lisgoold to play our games - hurling and football	<ul style="list-style-type: none">• % of boys playing our games as a proportion of our primary, 2nd level students
		1b. retention - that boys will return year on year	<ul style="list-style-type: none">• % of panel which returns next year / every 2 years• (Follow up with parents of boys who do not return)
		1c. our primary focus is on participation. Up to u12 level it will be a club principle that, subject to the rules of the particular competition, every child will get game time in every match	<ul style="list-style-type: none">• participation rates. Feedback from parents
		1d. from u14 level onwards club coaches are strongly encouraged to ensure adequate game time for all players	<ul style="list-style-type: none">• participation rates. Feedback from parents
2	Coaching excellence	2a. our coaches will be well trained with appropriate accreditation	<ul style="list-style-type: none">• % of coaches, by age group, who have formal 'coaching badges'
		2b. We will develop coaches with advanced accreditation	<ul style="list-style-type: none">• number achieved and at what level - Masters level, Strength & Conditioning, etc.
		2c. we actively share our coaching knowledge with each other	<ul style="list-style-type: none">• number of in-house "coaching the coaches" sessions held



Coaching Principles



#	Principle		Measure
3	Technical Skills	3a. our players will be technically adept in both hurling and football - dual sided etc.	<ul style="list-style-type: none">• appropriate skills assessment by age group twice a year (skills card)
4	Physical development	4a. our players have good movement skills and are fit	<ul style="list-style-type: none">• appropriate movement and fitness assessment by age group twice a year
5	Link with adult club	5a. We will develop a strong link with our adult club - both clubs working together to make us stronger as a unit	<ul style="list-style-type: none">• Number of adult players who get involved with our club• support in use of club facilities
6	Link with Primary schools	We will develop a strong link with our primary schools	<ul style="list-style-type: none">• No. of primary school blitzes organised by the club• No. of schools coaching days organised by the club
7	Coaching Camps	We will hold coaching camps	<ul style="list-style-type: none">• Cúl camp held in the summer• Easter camp held



Coaching Plan



Juvenile Coaching Plan

Coaches build teams, parents build players



- U6-U18
- Hurling & Football Skills
- Physical Development
- Game & Team Sense
- Developing as people

The secret is to work less as individuals and more as a team.

'As a coach I play not my fifteen best, but my best 15'

Pathway Stage 1: Learning to Master the Ball

1-2 sessions a week

Emphasis:

- **FUN**
- **PARTICIPATION**
- **AGILITY & FUNDAMENTAL MOVEMENT** while using the ball

Characteristics of children at this age:

- Can be self-centred, little co-operation.
- May think that the ball is their own 'toy', so they will try to keep it and score rather than pass.
- They will respond to partner work and skills practice for a very short time. This helps to introduce to team work and cooperation.
- They will only watch the ball, they cannot/will not look for space to run into.
- They enjoy being asked questions and this should give the coach opportunities to check for understanding.
- When their team is in possession, they find it difficult to understand defending – to them there are merely chasing a ball.
- They respond best to target games, races and FUN activities (hitting, throwing, running)

EXAMPLE SESSION

Section	Time	
Warn-Up	10 min	Agility/ Fun Game
Skill 1	10 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Fun game	5 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Break		
Skill 2	10 min	
Fun game	5 min	
Modified game	10 min	

PERSONAL DEVELOPMENT

- **CONFIDENCE**
- **FRIENDSHIP**
- **TEAM WORK**
- **TIME-KEEPING**
- **RESPECT**



Correct hurley size and grip:

- Using a hurley too long hinders a child's development
- When a child's hands are straight by his side and the boss of the hurley is touching the ground the top of the hurley should be at the wrist
- Correct grip (right) is important to develop a fluid swing



Pathway Stage 2:

Learning to use the ball well

1-2 sessions a week

Emphasis:

- Major skills learning phase
- **PARTICIPATION**
- **AGILITY & FUNDAMENTAL MOVEMENT** still key focus

Characteristics of children at this age:

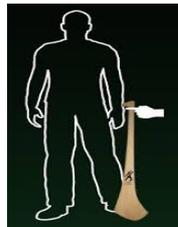
- They begin to look up when in possession for options
- Have difficulty tackling opponents but will kick the ball away from them and attempt to block shots
- They have a tendency to stand back in hurling, so encourage them to get close to opponents
- Use questions to challenge and introduce decision making
- Need positive feedback, this is the age where drop-outs occur if children think they are no good
- Will now try to win by defending as well as scoring
- Begin to understand the need to change the direction of a run or a pass to be more effective and they begin to understand that a player may need support
- Coaches should continue to run small-sided games and conditioned games
- Players must get used to attacking the ball and breaking tackles.
- First critical period for speed development
- Players will beg for a game, but their technique is best improved through individual, paired a small group work.
- Ideal time for the 'whole-part-whole' approach to sessions, where coach starts with a game, stops it after 10 minutes, works on one technique for a short period, and then restarts the game

EXAMPLE SESSION

Section	Time	
Warn-Up	10 min	Agility/ Fun Game
Skill 1	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Skill 2	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Break		
Skill 3	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Modified game	10-12 min	

PERSONAL DEVELOPMENT

- **CONFIDENCE**
- **FRIENDSHIP**
- **TEAM WORK**
- **TIME-KEEPING**
- **RESPECT**
- **POSITIVE ATTITUDE**
- **WELL-BEING**
- **GOOD COMMUNICATOR**



Correct hurley size and grip:

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- Correct grip (right) is important to develop a fluid swing

NON-DOMINANT HAND

NON-DOMINANT HAND (Opposite placement from a standard grip)

DOMINANT HAND (Standard grip)

DOMINANT HAND



Pathway Stage 3: Learning to Play Together

1-2 sessions a week

Emphasis:

- Fine tune skills, begin to understand how to play and work together as a team.
- Build engine

Characteristics of children at this age:

- Players now compete with intensity against each other
- Players will try to win not only by scoring but by attempting to deny the opposition the opportunity to score
- Players will now begin to understand the need to change the direction of a run or a pass to be more effective and they will begin to grasp the idea that a player may need support from behind as well as in front
- Coaches need to continue to run small sided games and condition the players to solve problems in a game based environment
- During training, players must always feel part of the session. Coaches must always be ready to pay as much attention to them as to other established players and always work to improve their skills – 1-1 coaching may be needed
- Coaches must see and be quick to address the problem of 1 or 2 players dominating and preventing others from developing their skills during games. Modifying the rules can help here.
- Often players of this age fail to recognise the need to attack the ball and prefer to wait for the ball. If this is allowed to persist the player will find it hard to change this instinct.
- Training needs to be moderately increased
- He is now ready to develop general strength through their own body weight and core exercises.

EXAMPLE SESSION

Section	Time	
Warn-Up	10 min	Agility
Skill 1	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Game sense drill/ conditioned game	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Skill 2	10-12 min	Introduce/Revise Practice (Drills) Develop (Game sense)
Conditioned game	10-12 min	Focus on team play

PERSONAL DEVELOPMENT

- CONFIDENCE
- FRIENDSHIP
- TEAM WORK
- TIME-KEEPING
- RESPECT
- POSITIVE ATTITUDE
- WELL-BEING
- GOOD COMMUNICATOR
- PRIDE



Correct hurley size and grip:

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- Correct grip (right) is important to develop a fluid swing



DOMINANT HAND



Under 14



Pathway Stage 4: Learning to Compete 2-3 sessions a week

Emphasis:

- **The principles of play and applying good game sense increase.**
- **Fine tune ENGINE, SKILLS & PERFORMANCE**

6 SPEEDS NEEDED TO PLAY HURLING

- RUNNING
- HAND
- EYE
- MIND
- SWING/HURLING
- REACTION

PERSONAL DEVELOPMENT

- CONFIDENCE
- FRIENDSHIP
- TEAM WORK
- TIME-KEEPING
- RESPECT
- POSITIVE ATTITUDE
- WELL-BEING
- GOOD COMMUNICATOR
- PRIDE
- COMMITMENT
- INTENSITY
- GAME PREPARATION

Characteristics of children at this age:

- While players in this stage may be the chronological age, their biological age may differ greatly; i.e. more/less developed
- The onset of puberty usually occurs during the early stages of this cycle. Aerobic and strength programmes should be individualized or grouped according to their Peak Height Velocity (PHV). Only trained coaches to undertake this training
- Advanced technical skill development/skills must be developed under pressure
- Fitness with the ball in skills and drills
- The players will gain an understanding of the principles of attack and defence through grids and small sided games
- Players can now be introduced to moderate aerobic and strength training through ball work
- Players should be introduced to psychological training through games that promote concentration and better decision making

Physical Development

- Speed
 - multi-directional (efforts <20 s in response to hand signals)
 - Quick footwork, change of direction, agility and reaction sprints
- Strength
 - Body weight circuit training (upper and lower body, trunk)
 - Develop core strength (plank)
 - Learning correct weight lifting techniques (squats, snatch, lunge etc.)
 - Introduce light free weights and medicine balls
- Stamina
 - Small sided games
 - 3 v 1 drills
 - Drills incorporating the ball
- Flexibility/Coordination
 - Maintain flexibility exercises
 - Dynamic warm-up



Under 16/18



Pathway Stage 5: Learning to Perform

3 sessions a week

Emphasis:

Combining all aspects of performance including DECISION MAKING, higher PHYSICAL DEMANDS of the game and coping with COMPETITION

6 SPEEDS NEEDED TO PLAY HURLING

- RUNNING
- MIND
- HAND
- SWING/HURLING
- EYE
- REACTION

PERSONAL DEVELOPMENT

- CONFIDENCE
- FRIENDSHIP
- TEAM WORK
- TIME-KEEPING
- RESPECT
- POSITIVE ATTITUDE
- WELL-BEING
- GOOD COMMUNICATOR
- PRIDE
- COMMITMENT
- INTENSITY
- GAME PREPARATION
- MATURITY
- CONTROLLED AGGRESSION
- COOL-HEADED
- GOOD COMMUNICATOR
- EXAMS
- BEING A ROLE MODEL

Characteristics of players at this age:

- Now players begin to reach their physical peak and slow developers begin to catch up
- Encourage ideas of self-awareness and self-help within each player
- A Physical Movement Screening (conducted by a Physio) should be carried out on each player and the results along with their Critical Success Factors (CSFs) identified by each player in their Self-Assessment Profile (SAP) should form the basis of a Personal Development Plan (PDP)
- Each player should have a PDP, a component of which should be an individualized conditioning programme developed and delivered by a Strength & Conditioning coach. Each player should be committed to their programme as they will have an input into their Self-Assessment Profile (SAP)
- Advanced technical skill development / skills developed under pressure
- Understand the principles of game play, tactics and game sense
- Accept that the team is paramount and their role within the team structure
- Instil concepts of mental toughness and calmness under pressure (winning behaviours)
- Encourage flexibility and fine tune the generic skills to play in a variety of positions
- Players should be encouraged to embrace positive life-skills, i.e. time management and to take control of their own athletic development

Physical Development

- Speed
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- Strength
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 - Develop core strength (plank)
 - Learning correct weight lifting techniques (squats, snatch, lunge etc.)
 - Introduce light free weights and medicine balls
- Stamina
 - Small sided games
 - 3 v 1 drills
 - Drills incorporating the ball
- Flexibility/Coordination
 - Maintain flexibility exercises
 - Dynamic warm-up



Age Appropriate Coaching



Age	Physical Development	
Fundamental Movement Skills		
U6 - 12	Balance <ul style="list-style-type: none"> - Static - Dynamic 	
	Hopping	
	Walking	
	Running	
	Skipping	
	Crawling	
	Jumping <ul style="list-style-type: none"> - 2 footed - From standing - Moving into jump - Single leg jump 	
	Landing <ul style="list-style-type: none"> - 2 feet - 1 foot - Ready position 	
	Fundamental Sport Skills	
	U6-12	Agility <ul style="list-style-type: none"> - Body awareness - Spatial awareness - FUN based games
Throwing/Catching <ul style="list-style-type: none"> - Controlled throws - Variety of positions - Target based 		
Conditioning		
U10 /12	Basics of warm-up & cool-down	

Age	Game Sense	
U6	Skills in a game situation	Light physical contact
	Accuracy of striking	Close to opponent
	Not in isolation	Game introduction
U7	Player evasion	
U8	Contesting possession	Learning positions
	Looking up	Support the player
	Move with the ball	Passing
	Tackling	
U10	Spatial Awareness	Defending
	Attacking Play	Options in possession
U12	Creating an overlap	Breaking tackles
U14	All skills performed under pressure	Winning dirty ball (2 nd phase)
	Creating space	Creating scoring opportunity
	Goal getting	Increased physical contact
	Team tactics – frees, puck outs	Support overlapping player
	Winning breaking ball	Taking sidelines
U16 /18	Switching play	Attacking as a unit
	Defending as a unit	

Age	Hurling Skills	
U6	Holding hurley correctly	Chest and claw catch
	Strike ball on ground	Dribble
	Stopping the ball	Jab lift
	Clashing – tyres, ropes	Roll lift
U7	Strike (Grip & Swing)	Shoulder clash
U8	Hook	Sideline cut
	Front ground block	Ground strike on run
	Strike out of hand	Move with the ball , 4 steps
U10	Hand Pass	Free Puck
	Overhead catch – protect hand	First touch
	Front block	Soloing at speed
	Strike from hand on run	Flick ball off hurley
U12	Overhead batting	Low catch
	Doubling	Overhead block
	Overhead strike	Hand pass off hurley
	Ground flick	Goalkeeping
	Control moving ball	
U14	Overhead catch	Create scoring opportunity
U16 /18	Hooking, blocking, striking	Emphasis on first touch

Age	Football Skills	
U6	Throw	Body catch
	2 handed bounce	Pick-up <ul style="list-style-type: none"> - Stationary - moving
	1 handed bounce	Knee tap solo
U8/10	Solo run	Low catch
	Hand pass (closed fist)	Block down
	Ground kick	Near hand tackle
	Punt kick	shadowing
	Overhead catch	
U12	Bounce/hop	Shoulder clash
	Side step/feint	Frontal tackle
	Hand pass (L & R)	Pick-up (L&R)
	Punt kick (L&R)	Catch (overhead, body, low, high)
	Hook kick (L&R)	
U14	Change pace with ball	Free/Penalty kicks
	Punt kick – to moving target	Dive block down
	Hook kick – to moving target	Hand off
	Scoring from angles	Chip lift (L&R)
U16 /18	Side step, dummy, feint	Hand-off/checking

Rebel Óg Vision 2020 Benchmarks





Rebel Og Vision 2020 benchmarks



- **Bronze targets**
 - Primary school coaching and games programme
 - Club hosting of primary schools blitzes
- **Silver targets**
 - Child player coaching plan 5-12 year olds
 - Minimum game requirement for children
 - Hosting of mid-term camp for child players
 - Coach education programme, including internal club workshops
- **Gold targets**
 - Youth player coaching plan
 - Minimum games requirement for players
 - Ongoing coach education programme
 - Physical development programme
 - Active post primary schools liaison officer
 - Participation by club players in Rebel Ōg Academies and squads





The Long Term Player Development Model



1. Active FUN start – fun & part of daily life
2. FUNdamental – build overall physical literacy & motor skills
3. Learning to train – learn FUNdamental sports skills
4. Training to train – build the ‘engine’ & consolidate sport-specific skills
5. Training to compete – fine tune the ‘engine’, skills & performance
6. Training to win – maximise performance, skills & ‘engine’
7. Retirement & Retainment – retain players for coaching & administration

Coaches have to watch for what they don't want to see and listen to what they don't want to hear

Go Raibh Maith Agaibh

