



# ULSTER GAA COACHING RESOURCE

## F3 (CHILDREN) LEARNING HOW TO TRAIN



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Second Edition

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# FOREWORD

Ulster GAA is delighted to launch this second edition of the the learn to train resource. With our strategy focused on building club sustainability, this resource goes to the heart of the club and schools. It provides a comprehensive curriculum for club coaches and primary school teachers to develop movement and sports specific skills in a fun and challenging environment

The FTEM Player Pathway (2001) has F3 at the core of its focus. A focus on building sustainable club is our biggest challenge. This resource provides support for the delivery at F3 (Child – under 12) This stage reinforces the child's commitment to our games and starts to introduce good habits around hydration, personal development and athletic development. This again provides important building blocks, knowledge and competencies introducing players and coaches to ideas that will be developed further at later stages.

This resource provides parents, students, coaches and teachers with material that will help deliver a progressive programme with variety. It has been developed by physical education specialists working within the Association in Ulster.

**President Ulster Council  
Oliver Galligan**

The Under 12 resource embraces the formative years of young players. It set the building blocks for both athletic and technical development. It reinforces the values promoted in the under 9 resource - Respect, honesty, fairness and inclusion. The FTEM framework adopted as part of the Player Development and Talent academy Report 2020, provides a clear path for player development. This resource addresses the needs at the F3 (Child) stages of the pathway in clubs and schools.

The resource is designed to give ideas and direction to users. Children at u12 are encouraged to train and develop using both the hurl and the football and through active games programmes. Coaches are encouraged to use game scenarios to enhance decision making in players.

The Coaching Committee are delighted to endorse the second edition of this resource. There content has stood the test of time. Lots of ideas, activities and games. Coaches make it fun, inclusive and challenging and attend the workshop programmes to support this resource

**Chairman Coaching and Games Development  
John Connolly**

# CONTENTS

Foreword	3
Introduction Learn to Train (Under 12)	5
Strength Training	19
Speed	49
Aerobic Training	59
Flexibility	62
Mental Training	68
Hydration and Nutrition	76
Planning for Games	82
Lets Go Games	91
Games Skills Tactical Awareness	101
Programmes for Development	108
Coaching Skills	131
Technical Development - Football	140
Technical Development - Hurling	191
Warm up	239
Games for Better Team Play	260
Code of Conduct	277
Acknowledgements	283
Bibliography	284

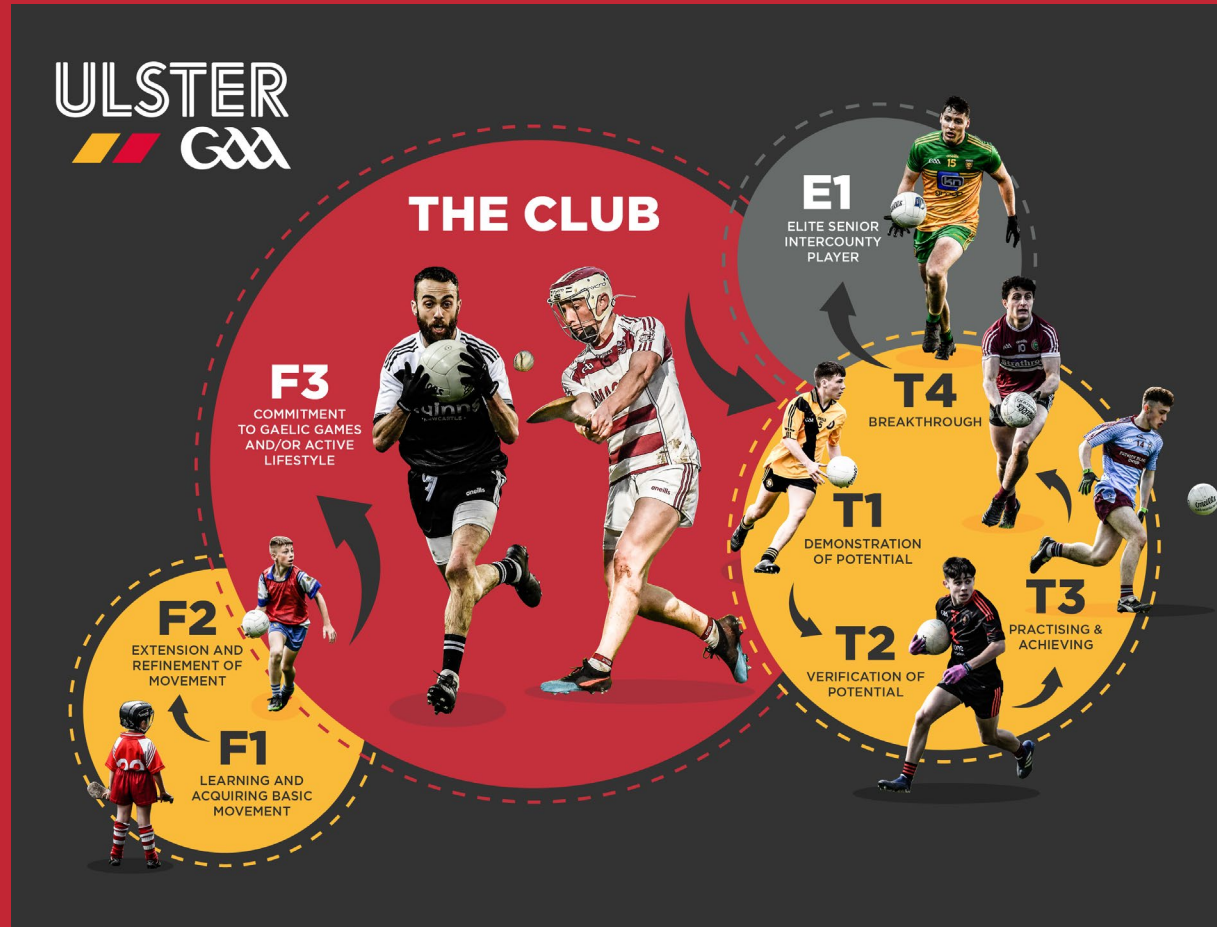


## **F3: Learn to Train - Introduction**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Focus: Player Pathway F3 (Under 12)



**Commitment to Gaelic Games  
Active Lifestyle**

# Introduction (F3- Under 12 )



The F3 (Under 12 ) stage has been divided into two phases, the first at under 10 and the second at U12. The first phase will cover the Under 10's and focus on children learning How to Play. The second phase will help Under 12's progress through to the end of the Learn to Train process.



This means these first two stages from 5 to 12 years are structured to maximise participation and playing performance. This will offer all coaches and children:

1. **A programme that enables all to experience personal achievement in terms of competence, enhanced self-worth, social co-operation, maximum participation and skill development in a FUN environment**
2. **Appropriate warm up activities**
3. **A sequential programme of skill development from 8 To 12 yrs.**
4. **Appropriate skill drills and games to suit children of all abilities**
5. **Suitable stimulating sessions full of challenge and enjoyment**
6. **Planned and organised play areas (grids)**



This manual will help you plan and implement a coaching and games Programme within your club or school.



## Introduction (F3- Under 12 )



It is important at this stage of a young person's development to have structured activity. The following is prevalent at under 12 and below:

- Children's Sedentary Lifestyles.
- Lack of Physical Education.
- Too much emphasis on competitive games too early.
- Lack of knowledge about long term development.
- Lack of opportunities for free play..
- Lack of knowledge about child development.
- Low number of games opportutnies.
- Reluctance to change existing practices.
- Developing skill should be a key focus.
- Developing game sense and tactical awareness
- Developing the athletic abilities
- Developing the right attitude
- Embedding the right values



Children now spend up to 5 Hours per day watching TV and computers







F1-F2 (FUNdamentals ) <b>UNDER 9</b>	F3 (Child) Learning To Train <b>UNDER 12</b>	F4 (Youth) T1 – T2 (Youth) Training to Train <b>UNDER 16</b>	F3 (Adult) T3 (Youth) Training to Compete <b>UNDER 18</b>	F3 (Adult) T4 - E (Adult) Training To Win /Excellence <b>U20 TO SENIOR</b>
Chronological age Males: 6 – 9 / Females: 6-8	Chronological age Males: 9-12 / Females: 8-11	Chronological- Biological age Males: 12-16 / Females: 11-15	Chronological-Biological age Males: 16-18 / Females: 15-17	Chronological age Males: 18 + / Females: 17 +
<p>FUN and Participation</p> <p><b>Physical Literacy</b></p> <ul style="list-style-type: none"> <li>◆ Agility</li> <li>◆ Balance</li> <li>◆ Co-ordination</li> </ul> <p><b>Warm up principles</b></p> <p><b>Athleticism</b></p> <ul style="list-style-type: none"> <li>◆ Running</li> <li>◆ Jumping</li> <li>◆ Throwing</li> <li>◆ Speed</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>◆ Catch</li> <li>◆ Pass</li> <li>◆ Kick</li> <li>◆ Strike</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>◆ Spatial awareness</li> <li>◆ Co-operation</li> <li>◆ Non invasive games</li> <li>◆ Simple rules and ethics</li> </ul> <p><b>Mental</b></p> <ul style="list-style-type: none"> <li>◆ Positive Attitude to Sport</li> <li>◆ Develop self confidence</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>◆ Own body strength exercises</li> </ul> <p><b>Periodisation</b></p> <ul style="list-style-type: none"> <li>◆ No Periodisation</li> <li>◆ Well structured programmes</li> <li>◆ Training / Competition Ratios 50: 50</li> </ul>	<p>Overall sports skills broad base</p> <p><b>Advanced Physical Literacy (PL)</b></p> <ul style="list-style-type: none"> <li>◆ Incorporate the ball into the key PL components: ABC'S, RJTS, CPKS</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>◆ Major skill learning phase, All basic sports skills should be learnt before entering next phase</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>◆ Spatial Awareness-light pressure in grids</li> <li>◆ Small sided games, 5v3– 4v2 – 6v6</li> </ul> <p><b>Mental</b></p> <ul style="list-style-type: none"> <li>◆ Introduction to mental preparation</li> <li>◆ Cognitive Development</li> <li>◆ Emotional development</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>◆ Medicine ball, Swiss ball,</li> <li>◆ Own body strength exercises</li> <li>◆ Speed &amp; Agility development</li> </ul> <p><b>Ancillary Capacities</b></p> <ul style="list-style-type: none"> <li>◆ Hydration practices</li> </ul> <p><b>Periodisation</b></p> <ul style="list-style-type: none"> <li>◆ Single Periodisation</li> </ul> <p>◆ Training / Competition Ratios 75: 25</p>	<p>Broad base skills &amp; sport specific skills- Major fitness development phase - Anaerobic and Strength, (PHV is the reference point)</p> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>◆ Advanced Technical Skill development</li> <li>◆ Skills developed under pressure</li> <li>◆ Fitness within skills drills</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>◆ Understanding of Principles of Play in grids and small-sided games.</li> <li>◆ Application of skills in game</li> </ul> <p><b>Mental</b></p> <ul style="list-style-type: none"> <li>◆ Understand the use of psychology</li> <li>◆ Use skills based goal setting</li> <li>◆ Use mental imagery training</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>◆ Development of Strength: introduce lifts</li> <li>◆ Fitness within the games</li> <li>◆ Speed &amp; Speed Endurance</li> <li>◆ Flexibility</li> </ul> <p><b>Ancillary Capacities</b></p> <ul style="list-style-type: none"> <li>◆ Monitor PHV - posture</li> <li>◆ Nutritional Awareness</li> <li>◆ Video Feedback</li> </ul> <p><b>Periodisation</b></p> <ul style="list-style-type: none"> <li>◆ Single or Double</li> <li>◆ Training / Competition Ratios 60: 40</li> </ul>	<p>Sports position specific skills</p> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>◆ Position specific technical playing skills preparation</li> <li>◆ Skill development within small sided games leading to full games</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>◆ Position specific tactical and playing skills under competitive conditions</li> <li>◆ Refining Games SENSE</li> </ul> <p><b>Mental</b></p> <ul style="list-style-type: none"> <li>◆ Advanced mental preparation</li> <li>◆ Mental rehearsal</li> <li>◆ Focusing and refocusing</li> <li>◆ Relaxation techniques</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>◆ Specific physical conditioning</li> <li>◆ Light weights</li> <li>◆ Flexibility</li> <li>◆ Core Stability</li> </ul> <p><b>Ancillary Capacities</b></p> <ul style="list-style-type: none"> <li>◆ Optimise Ancillary capacities</li> <li>◆ Hydration and Nutrition</li> <li>◆ Managing training loads</li> <li>◆ Managing Competition load</li> <li>◆ Performance Analysis</li> <li>◆ Recovery methods</li> </ul> <p><b>Periodisation</b></p> <ul style="list-style-type: none"> <li>◆ Double/ Triple Periodisation</li> <li>◆ Training / Competition Ratios 40: 60</li> </ul>	<p>Position specific and team play skills</p> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>◆ Further refinement of technical skills</li> <li>◆ Development within full games</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>◆ Further refinement of position specific tactical and playing skills in full games</li> </ul> <p><b>Mental</b></p> <ul style="list-style-type: none"> <li>◆ Modelling all possible aspects of training and performance</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>◆ Weights program</li> <li>◆ Core Stability</li> <li>◆ Flexibility</li> <li>◆ Build rest into the program</li> </ul> <p><b>Ancillary Capacities</b></p> <ul style="list-style-type: none"> <li>◆ Training diary</li> <li>◆ Food diaries</li> <li>◆ Heart rate monitoring</li> <li>◆ Fatigue monitoring</li> <li>◆ Recovery Strategies</li> <li>◆ Hot and cold / pool</li> <li>◆ Health Check</li> </ul> <p><b>Periodisation</b></p> <ul style="list-style-type: none"> <li>◆ Double, triple or multiple</li> <li>◆ Training / Competition Ratios 20: 80</li> </ul>

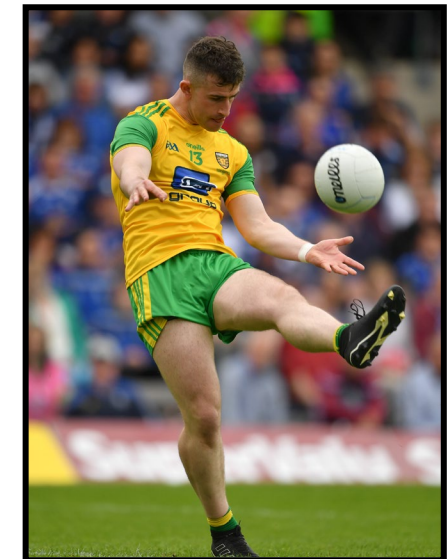
## Introduction (F3- Under 12 ) – Chronological v Biological



- ✓ Chronological age should not be a perfect marker for underage competitions.
- ✓ The Training Age i.e. the time the child has been physically active in sport, would be a more appropriate age for children competing in sport.
- ✓ There may be a difference of four to five years between early and late maturers.
- ✓ Early developers have a distinct advantage because of their size and usually dominate the game from the centre positions e.g. mid field to the detriment of smaller players and results in drop out
- ✓ These players usually drop out later when their peers catch up
- ✓ Late developers emerge as potential champions only when growth has finished after minors e.g. Colum Cooper, Tony Scullion, four time all star from Derry and six time all star Peter Canavan of Tyrone
- ✓ These players usually have a mental toughness built up during their early years where they had to learn to persevere. They achieved their success in spite of the system and not because of it
- ✓ Too much success at a young age for the early developer can be a weakness later in life if success does not come her/his way

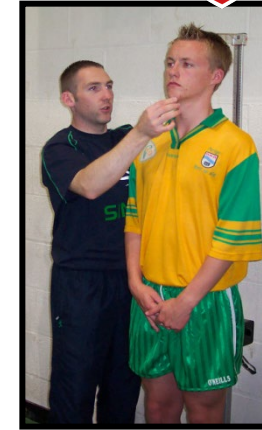


Execution is everything



## Introduction (F3- Under 12 ) – Growth Spurt

- ✓ Research shows that chronological age is a poor basis for developing training programmes, since the muscular-skeletal, cognitive/mental and emotional development of players may vary by as much as 4 years.
- ✓ It should be noted that chronological age may be used up to the stage of players reaching PHV (Peak Height Velocity) and that boys and girls can play with and against each other.
- ✓ Superimposing a scaled down adult version of training and competition is not a good alternative and is probably the reason why many children drop out of sport
- ✓ Coaches should be using the biological age i.e. maturity or the training age i.e. the number of years the child has been training when drawing up programmes
- ✓ The problem for coaches is how do we know the appropriate time to use the right programme for players



Testing For Height



3 Players  
of the same age

## Introduction (F3- Under 12 ) – Growth Spurt



- ✓ One way is to use the onset of peak height velocity (PHV) i.e. growth spurt as a reference point for designing training programmes with reference to critical or sensitive periods of trainability during the maturation process
- ✓ The onset of PHV may be used as a focal point for training the player's energy systems and central nervous system (CNS), regardless of chronological age
- ✓ Using simple measurements like having a height measurement tape attached in an appropriate place in all changing rooms so that children can measure themselves at regular intervals
- ✓ The coach must know which systems i.e. endurance, speed, skill, strength and flexibility to train at the appropriate times especially with girls during puberty where the strength to body weight slides towards body weight. For example girls should do more aerobic work and strength work to counter the weight gain.
- ✓ Although all systems are trainable at any time it is during these critical periods that most adaptation will take place if the proper volumes, frequencies and intensities are implemented

## Introduction (F3- Under 12 ) – Investing in Players



1. **Under 6 - Active Start – Males and Females**  
Focus only on the Chronological Age of the player  
Learning Movement Skills – PLAY
2. **Under 9 - fundamental Motor Skills - 6-8yrs Female & 6-9yrs Males**  
Focus only on the Chronological Age of the player  
Overall Generic Movement Skills
3. **Under 12 - Learn To Train Stage – 8-11yrs Female & 9-12yrs Males**  
Focus on both the Chronological and Biological Age  
Overall Sports Specific Skill Development



Skipping

**THE DIFFERENCES IN SIZE, BODY SHAPE AND MATURATION LEVELS BEGINS TO EMERGE AT THIS AGE GROUP DUE TO THE ONSET OF THE GROWTH SPURT**

**These first 3 Stages encourage Physical Literacy and Sport for All.**



## Introduction (F3- Under 12 ) – Investing in Players



### 4. **Under 16 F3 (Youth) (T1-T4)- Train To Train Stage: (11-15 F. 12-16 M.)**

**(Age ranges are PHV dependent)**

Focus: Sport Specific Skill Development: Major fitness development stage: Aerobic and Strength

### 5. **Under 18 – F3 (Youth) (T3) - Training To Compete Stage**

Focus: Sports specific skills in a fast moving match environment, where positional awareness and teamplay becomes important under competitive conditions

### 6. **Under 23 – (F3 Adult – T4) - Training To Win Stage:**

Focus: Performance and High performance modelling all possible aspects of training and performance

### 7. **Adult – (F3 Adult – E /M ) Training for Excellence**

May be at an earlier age in females who can be peaking in senior county competition at 15 years old.

**Stages 4 to 7 focus on Performance**

### 8. **Active Participation - Retirement and Retention**

**Active For Life Stage:** Enter at any age: This final stage encourages Life Long Physical Activity – Encourages Health and Wellness through physical activity and staying involved.

## Introduction (F3- Under 12 ) – Investing in Players

- ✓ **FUN** and Participation remains the emphasis – Consolidate all the Fundamental Skills.
- ✓ Learn the General overall Sports Skills.
  - ✓ Cornerstones of all athletic development
  - ✓ One of the most important periods of Motor Development
- ✓ Specialised **movement skills** – ABC's + RJT
- ✓ Specialised **sports skills** – CPKS; **must be coached**
  - ✓ Beginning to experiment with the 'mini game' i.e. the Go Games
- ✓ Window of **accelerated adaptation** to:
  - ✓ **Motor co-ordination** – Skill Window extends into this phase
  - ✓ **Strength** - medicine balls and own body weight
  - ✓ **Endurance** – develop through games and relays
  - ✓ **Basic flexibility exercises**
  - ✓ **Speed development** – **Second Window: develop through specific agility, quickness and changes of direction during the warm up**
  - ✓ **Introduction to Mental Preparation**
  - ✓ **70:30 Training to Competition** ratio i.e. Three training sessions to One game
  - ✓ Structure competition to address difference in in training age and abilities

Too much early specialisation in a late specialisation sport like Gaelic can be detrimental to later stages of skill development and refinement of the fundamental skills.



Match the Move (vc)



Use Own Body For Strength Training


## Introduction (F3- Under 12 ) – Investing in Players



- ✓ The LTDP is a training, competition and recovery programme based on biological age ( the maturation level of the player) rather than chronological age (the actual age of the player)
- ✓ It is **player centered**, **coach driven** and **administration, sport science supported**
- ✓ Players who progress through different phases of the model will experience the right training and competition in programmes that consider their biological and training ages
- ✓ **LTPD creates an environment where players can reach their maximum sporting potential but all the different agencies must work in harmony i.e. parents, schools and clubs etc.**
- ✓ **Coaches must use the critical periods of adaptation to training at the LTT (Learn To Train) stage when speed, skill, strength and flexibility can be optimally developed**
- ✓ The best coaches should be working at the LTT and TTT (Train To Train) stages
- ✓ **LTPD helps to nurture a lifelong participation in sport by highlighting it's value in improving health and well-being and helping players from fun to fame**
- ✓ **The successful teams of the future will be a by-product of an effective and efficient LTPD sport system**
- ✓ All of the LTPD stages take into account the phases of development through which all players pass
- ✓ The stages of development through which all pass are the same; the timing and rate of development are what differ between individuals
- ✓ **It is these individual differences that most be taken into account by coaches when drawing up programmes and administrators when organising competitions**



Player Development - <b>FEMALE</b>		Under 9 Fundamentals				Under 12 Learn To Train				Under 16 Training to Train			Under 18 Train to Compete		Under 23 Train to Win	
DEVELOPMENT	Yrs	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Stamina Aerobic Base	F	◆	◆	◆	◆	◆	☺	☺	☺	☺	☺	☺				
Speed Endurance (short – sustained period)	F	◆	◆	◆	◆	◆					☺	☺				
Strength Endurance (repetitions)	F	◆	◆	◆			☺ <sub>1</sub>	☺ <sub>1</sub>	☺	☺ <sub>2</sub>	☺ <sub>2</sub>	☺ <sub>2</sub>				
Maximum Strength (one rep. maximum)	F	◆	◆	◆	◆	◆	◆	◆	◆	◆		☺	☺	☺	☺	
Speed Strength (Power)	F	◆	◆	◆	◆	◆	◆						☺	☺	☺	
Speed (efforts less than 5 secs)	F	☺ <sub>1</sub>	☺ <sub>1</sub>	☺ <sub>1</sub>			☺ <sub>2</sub>	☺ <sub>2</sub>	☺							
Flexibility	F			☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Coordination/ Agility / Balance	F	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺					
Basic Techniques CPKS	F			☺	☺	☺	☺									
Advanced Technical	F							☺	☺	☺	☺	☺	☺			
Go Games/ Tactical	F	◆	◆			☺ <sub>2</sub>	☺ <sub>2</sub>	☺ <sub>2</sub>		☺	☺	☺				



FEMALES	Not a Priority	Should be Avoided	Moderation	Optimal Training Age	As Needed
		◆		☺ <sub>1</sub> and ☺ <sub>2</sub>	

Player Development - <b>MALE</b>		Under 9 Fundamentals			Under 12 Learn To Train				Under 16 Training to Train			Under 18 Train to Compete			Under 23 Train to Win	
DEVELOPMENT	Yrs.	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Stamina Aerobic Base	M	◆	◆	◆	◆	□	□	☺	☺	☺	☺	☺	☺	☺		
Speed Endurance (short – sustained period)	M	◆	◆	◆	◆	◆	□	□								
Strength Endurance (repetitions)	M	◆	◆	◆	◆	◆	☺ 1	☺ 1	☺ 1	☺ 1	☺ 2	☺ 2	☺ 2	☺ 2	☺ 2	
Maximum Strength (one rep maximum)	M	◆	◆	◆	◆	◆	◆	◆	◆	◆	□	☺	☺	☺	☺	
Speed Strength (Power)	M	◆	◆	◆	◆	□	□	□				☺	☺	☺	☺	
Speed (efforts less than 5 secs)	M		☺ 1	☺ 1	☺ 1				☺ 2	☺ 2	☺ 2	☺ 2				
Flexibility	M	☺ 1	☺ 1	☺ 1	☺ 1	☺ 2	☺ 2	☺ 2	☺ 2	☺ 2						
Coordination/ Agility / Balance	M	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺				
Basic Techniques	M			☺	☺	☺	☺	☺								
Advanced Technical	M				□	☺	☺	☺	☺	☺						
Tactical GO Games	M	◆	◆		□	□	□	□	☺	☺	☺	☺				
<b>MALES</b>		Not a Priority			Should be Avoided				Moderation			Optimal Training Age			As Needed	
					◆							☺ 1 or ☺ 2				





## **F3: Learn to Train – Athletic Development**

**9 – 12 yrs Males**

**8-11 yrs Females**

## Athletic Development: What Coaches Should Know About Under 12s?

- ✓ The bodies own weight can be used for developing strength
- ✓ **Focus on weight lifting techniques - use a brush shaft and should always precede any lifting with weights.**
- ✓ There is very little difference strength wise between boys and girls and should therefore play together during these years
- ✓ **Girls can start strength training after PHV and usually have better balance and flexibility during the Learn To Train years**
- ✓ Boys usually have better upper body strength in activities like throwing relative to lower body activities like sprinting
- ✓ Children should have a good range of flexibility before engaging in weight training
- ✓ They should work on developing core stability initially
- ✓ **Strength gains are not a result of muscle mass but rather the ability of the central nervous system to activate and stimulate the muscles**
- ✓ This is important for force and power in skill efficiency
- ✓ Players who experience a well structured athletic development programme are less likely to be injured when compared to those who have not
- ✓ Multi lateral training of all muscle groups especially the core are better than specific training



Superman – A Core Stability Task



Learning To Squat Using Body Weight

## Athletic Development: What Coaches Should Know About Under 12s?

- ✓ The ends of bones are still cartilaginous and the body is very susceptible to injury through heavy tackling or heavy pressure
- ✓ There is no difference between boys and girls and both sexes should play together during the Learn To Train phase
- ✓ There is great improvement in speed, agility, balance, coordination and flexibility.
- ✓ Endurance capacity is more than adequate for most activities (little aerobic machines) and they do not need heavy interval type of training.
- ✓ The onset of peak height velocity (PHV) leads to an increase in the aerobic system.
- ✓ Aerobic training programmes for the 10 to 14 year old girls and 12 to 16 year old boys should be individualised or players grouped together according to them having reached PHV



Coach in Action



Maturation  
Levels



## Athletic Development: What Coaches Should Know About Under 12s?

- ✓ The 10% rule which advocates progression with regards to increases in volume, intensity etc. every week, could be used for the first month and then the intensity could be increased each month thereafter depending on fitness levels and adaptation to the training
- ✓ Single periodisation i.e. all year programme with emphasis on fun blitzes Short duration anaerobic activities (a lactic) endurance could be developed through small sided games of short duration e.g. 3 v 3 for three or four minutes
- ✓ All children will develop at different rates depending on their capacities for learning and performing skills There may be four or five years difference within each chronological age group
- ✓ The teams of the future should be placed into early, average and late maturing player groups based on maturation levels and not chronological age for physical training and come together for the technical and tactical
- ✓ Be sensitive about removing a child from her/his age group for fitness training
- ✓ If you are training different maturity groups together plan your session so the late developers have more sets or repetitions to do than their earlier counterparts

## Athletic Development: What Coaches Should Know About Under 12s?

- ✓ Physiological factors are influenced by genetic factors and must be nurtured during the first three phases of the LTPDP
- ✓ Extends to the Physical Growth Spurt (Peak Height Velocity) and depends on genetic make up and may vary by as much as five years e.g. when girls start to mature
- ✓ Emphasis on general physical conditioning through volume and frequency rather than intensity before PHV and intensity after PHV
- ✓ Hard physical training should be reduced during the adolescent growth spurt
- ✓ Anaerobic power and capacity are less well developed than the Aerobic System so Hard Physical Interval Type Training should be avoided
- ✓ Research shows that children's exercise intensity is below anaerobic threshold and is mainly aerobic in nature
- ✓ Prior to the onset of puberty, children mainly improve in the economy of movement i.e. the oxygen cost of activity decreases without an increase in VO<sub>2</sub> max.
- ✓ VO<sub>2</sub> increases about 150% for males between 8 to 16 and 80% for females between 8 and 15



Use every opportunity to practice your skills





## Athletic Development: What Coaches Should Know About Under 12s?

- ✓ Young players differ in their thermoregulatory responses to heat and as such should receive adequate and appropriate fluid intake and protection in the hot sun
- ✓ Pre-pubescent children may have a greater muscular strength trainability than older age groups
- ✓ During PHV players are very vulnerable to injuries due to the imbalance between strength and flexibility
- ✓ High intense training may inhibit bone length because of the plasticity of the skeleton and result in serious injury of the weight bearing joint surfaces
- ✓ Endurance training regimens are probably responsible for 60% of all over-use injuries sustained and could be avoided with appropriate changes in training
- ✓ Children can vary in height by as much as 40% which could have competition consequences
- ✓ Girls tend to develop at a faster rate than boys
- ✓ These differences should have an important part to play in planning for all coaches



# Athletic Development: Long Term Training Model

Stages of Development	Forms of Training	Training Methods	Volume	Intensity	Means of Training
F1-F2-F3 (Child) Under 12	ABC's RJT's Relays Games	Informal Circuits Incorporate into Multi Sports Circuit Training	Low	Very Low	Own Body Partners Light Medicine Balls Swiss/Fitt Balls
F3 (Youth) T1-T2 Under 16	General Strength Games	Circuit Training	Low To Medium	Low	Brush Shafts Medicine Balls Light dumbbells
F3 (Youth) – T3 Under 18	General Strength Specificity	Circuit Training Power Training  Low Impact Plyometrics	Medium Medium-High  Maximum	Medium  Sub maximum	As Above Free Weights Lifts Olympic Lifts
F3 (Adult) T4 Under 23	Specificity	Maximum Strength Power/Plyos Muscular Endurance	Medium Medium-High Maximum	Medium to High Sub maximum	Olympic Lifts Dumbbells Free Weights



## **F3: Learn to Train - Bodyweight**

**9 – 12 yrs Males**

**8-11 yrs Females**

## Athletic Development: ..... Body Weight...AGE GROUPS

- ✓ Strength gains before PHV and during pre-adolescence are possible.
- ✓ Research now shows that children can benefit from safe and effective strength programmes, provided it is properly designed and competently supervised (The American College Of Sports Medicine)
- ✓ They also contend that strength training may enhance muscular strength, motor fitness skills, motor performance, psychological well-being and decrease the incidence of certain injuries

### 7 or Younger:

- ✓ Introduce to basic exercises using child's own body weight e.g. taking weight on hands etc.
- ✓ Teach exercise techniques e.g. simple squatting with hands held out in front of the body or holding dumbbells (½kg ) in either hand.
- ✓ Progress from body weight to partner exercises
- ✓ Keep volume low



**Body Weight  
Press ups on Knees**



**Body Weight  
Squatting**

## Athletic Development: ..... Body Weight...AGE GROUPS

### 8 – 10 years:

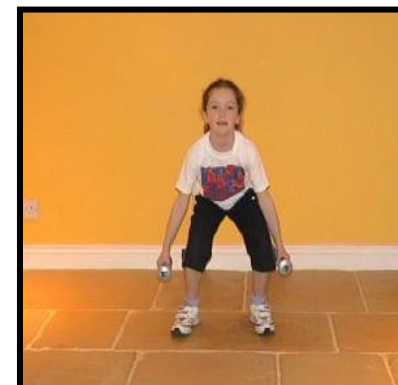
- ✓ Increase the number of exercises gradually
- ✓ Practice lifting techniques in all lifts – use brush shaft
- ✓ Gradually increase the loading e.g. feet on bench for press ups etc.
- ✓ Gradually increase the training volume – 10 yr. olds need 2 sessions per week not exceeding 30 min.
- ✓ Monitor toleration to exercise stress



Front Raise With  
Dumbbells



Lunge With  
Dumbbells



Squats With  
Dumbbells

## Strength Training: ..... Using Body Weight...PARTNER RESISTANCE

### Exercise 1: Horse and Jockey

- ✓ Pairs stand one behind the other. The player behind grabs the front player and tries to prevent them moving forward or use a harness
- ✓ Tip: Front player drives hard off back foot and uses a high knee lift to sprint forward.

### Exercise 2: Rugby Push-up

- ✓ Place your hands on your partners' shoulders or hands and attempt to push them forward.
- ✓ Tip: Push with straight arms and drive with one foot in front of the other.

### Exercise 3: Rugby Pull

- ✓ Grab your partners, elbows and attempt to pull them backwards
- ✓ Tip: Be careful you don't stamp on your friends' toes.

### Exercise 4: Wrist Boxing

- ✓ Pairs hold each others wrist with one hand holding their partner's wrist while their partner holds theirs. The aim is with your one free hand you attempt to touch the cheek of your partner to score a point.
- ✓ Tip: N.B. No slapping or punching!!!



Rugby Push



Horse and Jockey

## Athletic Development: ..... Body Weight...PARTNER WORK

### Exercise 5: Back to Back Pushing

- ✓ Stand back to back with your arms locked. Attempt to push your partner backwards by driving with your feet. Who can push their partner over a set line first?
- ✓ Tip: Keep your back straight.



### Exercise 6: Back to Back Squats

- ✓ Same stance as above. Try and go down as far as possible before coming back up again. Can your bottoms touch the ground before coming up again?



### Exercise 7: Hopping Over

- ✓ Both stand on one leg with hands behind your backs. Now try and shoulder your partner over onto the other foot.
- ✓ Tip: Pretend to shoulder but step to the side.

### Exercise 8: One Arm Tug O War

- ✓ Stand side by side with your inside arms locked at the elbow and near feet touching. The aim is to pull your partner over onto the other foot.

## Athletic Development: ..... Body Weight...PARTNER WORK

### Exercise 9: Stubborn Donkey

- ✓ Here one pupil kneels down and pretends to be a donkey. The other pupil attempts to move the donkey by pushing and pulling various parts of the 'donkey's' body. The 'Donkey' must tighten up every muscle to prevent being moved



### Exercise 10: The Stamp

- ✓ Here one player lies down on the ground with arms and legs spread out. The other child attempts to lift parts of the 'stamp' off the ground.



### Exercise 11: The Parcel

- ✓ One player tucks up into a tight 'parcel'. The other player attempts to unwrap the 'parcel' by pulling at the arms and legs. Safety – no rough handling and same gender work together etc.

### Comment

- ✓ These and many more partner resistance tasks should be incorporated into your overall programme as
- ✓ They will develop all round strength in your young players and help to prepare them for future weight.
- ✓ Training programmes and prevent injuries.



# Athletic Development: ..... CORE WORK

- ✓ Children in this phase can use Swiss balls to help develop core strength. Mats should always be used initially around the balls as a safety precaution. Adult supervision should always be present at the start of their programme.
- ✓ Like any programme young children should be taken slowly through all the basic exercises before moving on to more advanced ones.

## Exercise 1: Good Posture

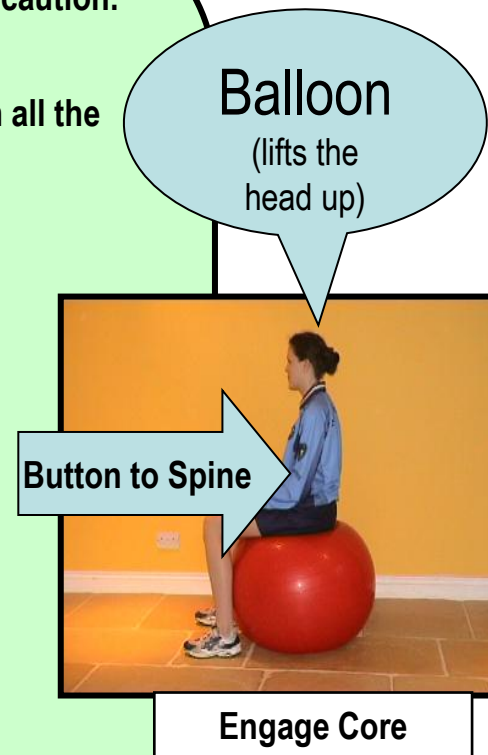
- ✓ Finding neutral and engage core.  
Sitting on Ball – pull the belly button back to the spine and pretend there is a balloon on you head lifting you up. Tighten muscles in abdominal region to engage muscles.

## Exercise 2: Two Leg Sit

- ✓ This should be the first simple exercise that children learn. The aim is to sit with a straight back and both feet on the ground.

## Exercise 3: Arm Circle

- ✓ Sitting on ball, lift the arms up and down while trying to maintain balance, make circles with the hands, make circles with your bottom.





## Athletic Development: ..... CORE WORK

### Exercise 4: One leg sit

- ✓ A repeat of the previous task except one leg is lifted off the ground.
- ✓ The hamstring may be stretched by straightening the support leg and leaning forward with the upper body, hold for 10 sec, relax and repeat 3 times



Balance - One Leg Sit

### Exercise 5: Lie face up on the ball

- ✓ Keep both feet on the ground and walk forward so that the feet remain shoulder width apart. Keep going until only the shoulder and upper back are on the ball. Tighten the core and hold the position with straight back and legs at 90°



Lie Prone on the Ball

### Exercise 6: Sit-ups

- ✓ Attempt to lay back on the ball from a sitting position, hold for a few seconds and return to sitting. Repeat a set number of times adding an extra repetition every session. Can you add a twist as you go down and up? This helps to strengthen the side muscles. This becomes more difficult if a medicine ball is held in the out stretched hands

## Athletic Development: ..... LEG WORK

### Exercise 1: Calf Raises

- ✓ Stand with your toes on the edge of a step etc. Raise your body as high as possible and then lower your body back down again. When ready try this on one leg

### Exercise 2: Two Leg Squat

- ✓ Repeat above but squat down as you lower the body. Repeat on one leg when ready. Tip: Use a wall/partner to help you balance initially. Keep your back straight with head up. Don't go down past 90° at the knees.

### Exercise 3: Squat Jumps

- ✓ Start in squat position and jump forward to land in squat position  
Tip: Use soft ground only and take small steps initially

### Exercise 4: One Leg Squat Jump

- ✓ Repeat above using one foot only change feet mid air to land on opposite foot

### Exercise 5: Running Long Jump

- ✓ Use a short run up to take off one foot and land on two  
Tip: Use a sand pit or soft ground to land on

### Exercise 6: Sergeant Jump

- ✓ Stand sideways to a wall, bend your legs and jump as high as possible to touch the wall at your highest point.  
Tip: Use this jump to test your player's leg power

### Exercise 7: Step-ups

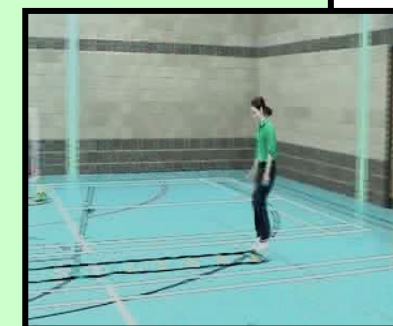
- ✓ Use a gym bench to step up on and back down again  
Tip: Drive up from the 'ball' of your foot and straighten your legs on the bench. Repeat above holding a medicine ball

### Exercise 8: Ricocheting

- ✓ Take small fast jumps with your legs as straight as possible. This is an excellent activity for strengthening the muscles of the feet especially if done in bare feet on grass



Calf Raises



Ricocheting

## Athletic Development: ..... UPPER BODY

- ✓ Children at this stage should use the weight of their own bodies to help develop strength training. Coaches may use the following activities to help develop a good strength base for children:

### Exercise 1: Wall Press-ups

- ✓ Ideal for helping to develop upper body strength. There are numerous ways they can be used starting with easy tasks and progressing in difficulty

### Exercise 2: Knee Press ups

- ✓ Lay on the tummy, place your hands under the shoulders and cross the feet. Aim to push your body off the ground onto the knees and hands. Keep your back as straight as possible
- ✓ Tip: For all these tasks it is good practice to squeeze the belly button against the back bone. This helps to tighten up the core muscles around the middle.

### Exercise 3: Toe Push up

- ✓ As above except the push up is performed onto the hands and feet
- ✓ Tip: Keep your hands flat with fingers pointing forward and back straight.

### Exercise 4: Raised Feet push up

- ✓ Put feet up on a bench for a push up.

### Exercise 5: Pull-ups

- ✓ Use horizontal bar to pull the body up until the chin touches the bar. Lower the body slowly to the start position.

### Exercise 6: Dips (Triceps)

- ✓ Sit between two benches with the hands on either bench and your feet out in front.
- ✓ Aim to push your body off the ground by pushing hard against the benches.



Build Core Stability



Modified Sit Ups

## Athletic Development: ..... CORE AND BACK

### Exercise 1: Hyperextension

- ✓ Lay on tummy and lift your arms only up off the floor, hold and lower back down

### Exercise 2 : The swimmer

- ✓ Lie on your tummy and pretend to do the front crawl by moving your arms and legs up and down as fast as possible



### Exercise 3: Leg Raises

- ✓ Lay on tummy with hands down by the side lift your legs as high as possible

### Exercise 4: Sit-ups

- ✓ Lay on back with legs bent and hands on the side of the head. Raise the body initially 8" off the mat and gradually as strength improves come up to touch elbows against the knees before lowering the back gently down onto the ground/mat
- ✓ Tip: Keep hands at the side of the head and not behind the head i.e. never jerk the head

### Exercise 5: V Sit-ups

- ✓ Raise both head and feet at the same time. Feet and back are straight with hands out to the side and eventually touching toes
- ✓ Tip: Remain on bottom

### Exercise 6: Modified Sit-ups

- ✓ When children can achieve the above challenge them further by asking them to use a small medicine ball



## Athletic Development: ..... SIMPLE PROGRAMME

- ✓ Use 6 – 9 stations
- ✓ Build from 15mins. upwards to 20mins max. to 30mins. at the end of prepuberty
- ✓ Alternate the exercises according to body parts e.g. legs, arms, back, whole body tasks e.g. Burpee – hands on the floor and jump your feet in and out followed by a jump at the end and tummy etc.
- ✓ Children should be allowed to do the exercises at their own speed
- ✓ The coach should insist on proper technique especially proper limb alignment for safety i.e. straight backs, hands and feet in the right place etc.
- ✓ Circuits should be an enjoyable experience and never competitive
- ✓ Perform 1/2 circuits depending on the ability of the child and build to 3 towards the end of the Learn To Train stage
- ✓ Times may be used for more experienced children starting with low work to rest ratios e.g. start with 15/20 sec. Work with a 30/40sec. Rest Period and gradually increase the work period a few seconds each week as you decrease the rest period a few seconds

Exercise	Nos. of Reps/Time	Rest Interval (Sec)
Push Up	4-6/8	30
Medicine Ball Scoop Throw	10-12/15	30
Arm Curl	8-10/12	30
2 Foot Burpee	10-15	60
Shoulder Press	8-12	30
2 Leg Skips	60 Sec	120
Sit Ups	6-8	30

Body Weight Training Circuit



## **F3: Learn to Train – Technical Development**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Developing athletic skills – Technical

## 11 – 13 years:

- ✓ Teach all the basic lifting techniques without weights.
- ✓ Introduce **TECHNIQUES** for exercise such as Clean, Squat, Curls and Bench Press using a brush shaft or a training bar with little or no resistance – use dumbbells where possible
- ✓ NB If a child starts a programme with no previous experience start him/her at a previous level and only allow him/her to the next level as exercise tolerance, skill, amount of training and understanding permit
- ✓ The critical period for accelerated adaptation to strength training is towards the end and immediately after PHV for females and 12 – 18 months after PHV for males
- ✓ Medicine ball, Swiss ball, Weights – use of this equipment should focus on Technical Development rather than heavy weight.
- ✓ Exercise using own body strength– Press Ups, Sit Ups, Hopping and Bounding should be well established at this stage.



Flys: Using Light Dumbbells



Swiss Ball Drills  
Good Technique essential



Testing For Strength



Partner Resistance Exercises

## Developing Technical Skills - Lunge

### 1. Prime Movers

- ✓ The key muscles you are working
- ✓ Eg. Quadriceps and Gluteals

### 2. Get Set Position

1. Stand upright, feet shoulder width apart.
2. Light dumbbell in each hand
3. Hands and arms by the side throughout
4. Engage the Core muscles

### 3. Spotting (if required)

- ✓ Spotter available to take weights from player

### 4. Range of Movement

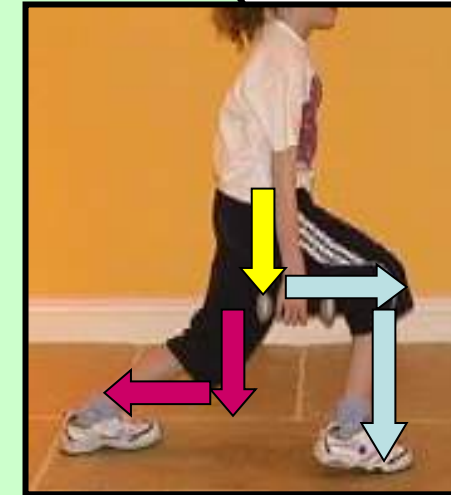
1. Step forward on one foot about a normal stride length
2. Bend at the knees so that each leg is at 90°
3. Return to the start position and repeat on the other leg

### 5. Key Joint Alignment

- ✓ Shoulder, hip, knee and ankle in line

### 6. Control and Breathing

- ✓ Breath in an out in one cycle of the exercise



**Coach Technique: ie:**  
**Drop the hips so that**  
**the front leg can get**  
**to 90°.**  
**Arms by the side.**  
**Head looking forward**  
**Straight back**  
**Engaged Core**





## **F3: Learn to Train – Medicine Balls**

**9 – 12 yrs Males**

**8-11 yrs Females**

## Athletic Development: ..... Medicine Balls

- ✓ Medicine Balls can be used with the appropriate age group to help develop strength in children. Start with ½ k and build to 2K as strength improves
- ✓ Tasks can be made more difficult by using heavier balls 2-3 kilograms, throwing further/higher or easier by doing the opposite
- ✓ Make up own balls e.g. take the valve out of small used basketballs and fill them with water or sand put the valve back in and glue
- ✓ Challenge children to come up with their own ideas:
- ✓ How many ways can you send your medicine ball along the ground, at the wall, up in the air etc. ?
- ✓ How near the ground can you catch your ball?
- ✓ Can you catch it above your head? Be careful !!!
- ✓ Hold the ball between your feet and jump about. Who can do the most jumps? Have a jumping race
- ✓ Try holding ball in, on other parts of your body and travel about



Lunge with Medicine Ball



Sit Ups with Twist



Chest Push



One Hand Push Shot

## Athletic Development: ..... Medicine Balls

### Exercise 1: Side Toss

- ✓ Two players stand 3-4m in front of each other
- ✓ One player holds the medicine ball with both hands at the right hip
- ✓ She fully rotates to her right as far as possible before returning to her neutral position while tossing the ball to her partners right hand side
- ✓ Her partner catches the ball out in front of the body and repeats above
- ✓ After a set number of throws change and throw from the left side
- ✓ Try and keep the ball moving at all times



SIDE TOSS

### Exercise 2: Up and Over

- ✓ Pairs stand one behind the other. Start close together.
- ✓ Child in front picks the ball off the ground and lifts it over her head to her partner before touching the floor in front again
- ✓ Her friend holds the ball until she reaches over her head to take the ball back from her friend again etc.
- ✓ Change roles after a set number e.g. 10
- ✓ The task becomes progressively more challenging as the pair move further apart



UNDER and OVER

### Exercise 3: Under and Over

- ✓ The pairs stand back to back and repeat the above task only this time the ball is passed under their legs to their partner who lifts it up and over their head to their partner
- ✓ The task becomes more difficult as they move further apart

## Athletic Development: ..... Medicine Balls

### Exercise 4: Underhand Throws

- ✓ Stand in a squat position with heels on the ground and knees over the feet 4/5 m in front off a wall
- ✓ Hold the ball between your legs with both hands
- ✓ Use a vigorous underhand throwing technique to toss the ball high against the wall opposite
- ✓ Drive the hips upwards and outwards as you straighten the legs to release the ball
- ✓ Keep your back as straight as possible through out the task



Underhand throw

### Exercise 5: Medicine Ball Press

- ✓ Laying on your back preferably on a mat or soft surface aim to push the ball from Your chest to straight arm
- ✓ Repeat a set number of times have a rest and repeat
- ✓ Try with one hand only then the other
- ✓ Can you touch the ground behind you and bring the ball back above your chest
- ✓ Repeat above but continue to touch the ball to your feet before returning the ball behind your head etc
- ✓ Place both hands on the medicine ball an attempt a push up (only for the very capable)



Medicine Ball Press

## Athletic Development: ..... Medicine Balls

### Exercise 6: Overhead Back Squat Throws

- ✓ Repeat above but stand with your back about 4/5 m in front of a wall
- ✓ Start in the squat position with the ball held between the legs
- ✓ As you straighten the legs toss the ball over your head to strike the wall behind

### Exercise 7: Medicine Ball Throw to Partner

- ✓ Laying on your back with a medicine ball on your chest, extend the arms and throw up to a partner.

### Exercise 8: Sit up and Throw

- ✓ Ball above the head, sit up and toss the ball as high up a wall as possible Repeat above from a kneeling position

### Exercise 9: Hamstring Flick Up

- ✓ Pairs – One laying on tummy the other stands astride their partner with a medicine ball and rolls it down the back of their friends' legs. When the medicine ball is near the heels s/he flicks it up into their partners' hands. Repeat until a set number are completed and change role

### Exercise 10: Side Bends

- ✓ Hold the medicine ball above the head and bend to the side , hold a few seconds and repeat to the other side



Chest Press Ups



Side Bends

## Athletic Development: ..... Medicine Balls

### Exercise 11: Underhand Lobs:

- ✓ 2's both laying on tummies, facing each other with one medicine ball
- ✓ The aim is to lob the ball into your partners' hands

### Exercise 12: Press ups

- ✓ Lay with your tummy on the ball, place your hands on the ball and attempt to push up, hold a few seconds before returning. Gradually build up your reps. (repetitions)

### Exercise 13: Roll our push ups

- ✓ When laying on the ball try and roll your body out onto your hands and hold a balance. As you get stronger roll out a little further. Can you roll out until your feet are only remaining on the ball? Challenge the players to lift one leg from the ball in this position
- ✓ N.B. Only attempt these if you can do at least 15/20 toe push ups from the ground

### Exercise 14: Back Squats

- ✓ Stand with your back between the ball and a wall. Now attempt to squat down to 90° hold a few seconds before returning. As usual start with a few and gradually build up over time. Can you hold your arms out in front or dumbbells? When ready try one leg squats!!!
- ✓ As strength improves do sets of 10 reps holding the last one each time before starting the next set



Press Ups:



Back Squats

## Athletic Development: ..... Swiss Balls

### Exercise 15: Hip Raises

- ✓ Hip Raises – Place your feet on the ball while laying on the mat. From this position raise your hips as high as possible. Hold for a set time before returning to the mat to rest. Repeat above with one foot on the ball. Keep your thighs parallel



### Exercise 16: Side Raises

Lay side ways on the ball and attempt to raise your body up side ways from the ball, hold a few seconds before returning



### Exercise 17: Superman

- ✓ Kneel over the ball with both hands and feet on the mat. On signal lift your right hand and left leg from the mat and hold them as straight as possible until fatigued. Change hand and foot and repeat a set number of times
- ✓ Most of the above tasks may be made more difficult by adding dumbbells or medicine balls
- ✓ Make Up Your Own: Challenge children to make up their own exercises and question them as to what muscle groups they believe they are strengthening
- ✓ When good core stability has been established medicine ball and dumbbell exercises may be added as a further challenge
- ✓ Let the children come up with their own ideas provided they are safe and award creativity and innovation



## Athletic Development: ..... Resistance Bands

- ✓ Children may use tubing to develop a good strength base before moving on to use weights. They may be used on the feet as shown to help develop ankle, hamstrings and groin
- ✓ Different degrees of flexibility tubing may be used to make it harder or easier. They can be placed under the feet and held in the hands to develop arm strength as in the arm curl.

### Exercise 1: Lateral Raise

- ✓ Hold the tube at the ends with the middle part under the feet. Bring the arms out to the sides and above the head a set number of times.

### Exercise 2: Biceps Curl

- ✓ Bring the tubing up to your chest a set number of times. Adjust the tube so that it just gets to your chest
- ✓ Let the children make up their own challenges and inform them as to what muscles they are developing.

### Exercise 3: Ball Strike

- ✓ They may be used to develop leg power by attaching to one ankle and kicking out at an imaginary ball. The aim is to pretend to kick a ball by bringing the foot through as fast as possible



Hamstring  
Strengtheners



Groin Strengtheners



Lateral Raise





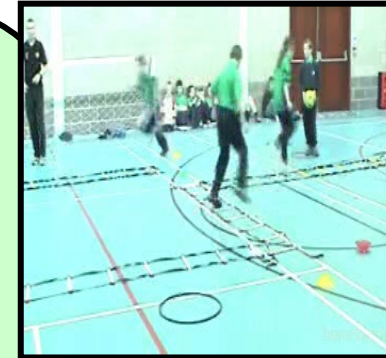
## **F3: Learn to Train – Introducing Speed**

**9 – 12 yrs Males**

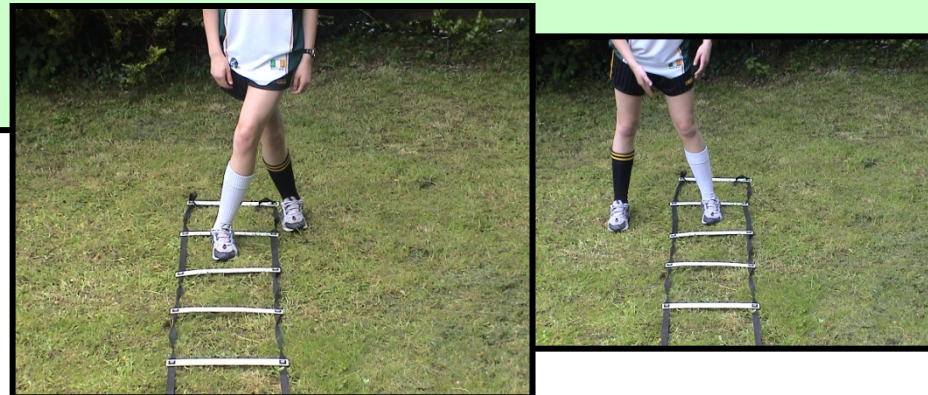
**8-11 yrs Females**

## Speed Training: .....Introduction

- ✓ Speed is important since players must be able to react quickly (react to signals), move quickly (quick limb movement e.g. kicking a ball) and run in different directions (speed of leg and arms).
- ✓ Speed of thought and body is probably the single most important factor in a player's armoury.
- ✓ Having completed the fundamentals children are now ready to compete in speed drills.
- ✓ Peak Speed Velocity (PSpV) includes lateral, linear and multidirectional speed, change of direction, agility and segmental speed which is required for games



Ladder Drills to improve speed (vc)



## Speed Training: .....Windows for Development of Speed

- ✓ 2 Windows of accelerated adaptation to speed training occur in this stage – specific to girls and boys
  - ✓ Females: 5 To 8 Years and 11 To 16 Years
  - ✓ Males: 7 To 9 and 13 To 15 Years
- ✓ The first windows for speed training for males and females is not the energy system but the Central Nervous System (CNS) and should not last more than 4-6 secs. i.e. 20/40m runs or equivalent.
- ✓ Speed improvement at this stage is therefore mainly due to neuromuscular adaptation
- ✓ The volume and duration of training should be low but the CNS and the anaerobic power system could be challenged through small-sided games of 3 V 3 for short periods e.g. 2/3 mins.
- ✓ Anaerobic power and anaerobic capacity interval training should only start during the second window of accelerated adaptation to speed training



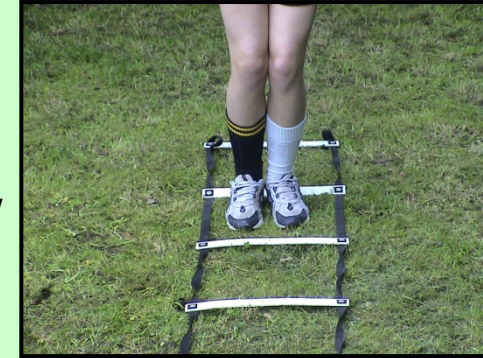
## Speed Training: ..... Windows for Development for speed

- ✓ Speed 2: Power and capacity should last up to 20 secs.
- ✓ Intense sprint sessions should not be carried out more than twice per week and at least 72 hours or more should be left between the sessions for muscle ATP to build up again and muscle soreness to ease.
- ✓ Active recovery helps enhance performance in subsequent sprints and shows the coach and player that more sprints can be carried out
- ✓ Small sided games are one of the best ways to develop 'match' speed in children
- ✓ This is why in the future all young players must keep a diary of their work programme including school, club and County sessions in order to show their coaches and help prevent burn out
- ✓ Coaches who do not communicate with each other and the player are doing themselves, the player and ultimately their County a great disservice.
- ✓ 'Windows' refers to ideal times in a child's life cycle where the best opportunity presents itself for maximum improvement.



## Speed Training: ..... Drills to Improve speed

- ✓ Use relays that involve straight as well as turns around cones
- ✓ Straight runs should increase from 15m to 20/25 up to 40m as they increase in coordination and strength
- ✓ Use batons or hands (High 5's using the same hand i.e. right to right to prevent bumping) for change overs
- ✓ Include tasks that involve out and back runs to lines/cones shuttle runs
- ✓ Place obstacles for players to negotiate e.g. hurdles to jump over or go under, tunnels to crawl through, hoops to lift and go through etc.
- ✓ Reactions – The coach should stand in front of the players and as they run s/he makes an audio or visual signal for the players to react to e.g. two players at a time run at speed towards the coach on a signal they must react. The coach then goes behind the players and calls out this challenges the players even more.



Ladder Drills to improve running technique



## Speed Training: ..... Drills to Improve speed

As running in all team games involves acceleration runs rather than maximum speed which is rarely attained and it takes at least 30 – 40m to gain full speed, the latter should be developed in all sessions

### Exercise 1: Pyramid Sprints

- ✓ Mark out cones 5, 10, 15 and 20m apart.
- ✓ Line 4-5 people along the line – on signal group sprints to 5m line
- ✓ Next set is to the 10m line – then the 15 and 20m lines

### Exercise 2: Reaction Sprints

- ✓ Start groups from different start positions – on ground etc

### Exercise 3: Speed jumps

- ✓ Use a plastic wedge to jump sideways over and back as fast as possible. Who can do the most jumps in 30secs?

### Exercise 4: Skipping

- ✓ Is an excellent activity to develop all round hand, eye and feet coordination. Every child should have a rope and be able to skip
- ✓ Use ladders and hurdles to help develop good running technique especially the four main techniques of:

Exercise 5: High Knee Lift - Run picking your knees as high as possible

Exercise 6: Heel Flicks - Run with a low knee lift by flicking your heels up to your bottom

Exercise 7: Under striding - Run with short fast strides with your feet hardly leaving the ground

Exercise 8: Over striding - Run with great big strides covering as much ground as possible



## Speed Training: ..... Drills to Improve speed

### Exercise 9: Straight Sprint

- ✓ Teams of 4/5 line up behind the start line AND ON SIGNAL the first group sprint out to pass the end line then the next group etc.

### Exercise 10: Out and Backs

- ✓ Shuttle runs are ideal as they include running and turning at speed

### Exercise 11: Slalom Run

- ✓ This is an excellent activity to help develop dodging and other evasive skills. The drill may be made harder or easier by moving the poles closer or further apart and at a tighter angle.

### Exercise 12: Tag Game

- ✓ Excellent for developing speed in children as they involve chasing and dodging which is what actually happens in the game.

### Exercise 13: Shadow Run

- ✓ Pairs with the TAGGER attempting to chase and stay as close as possible to the PARTNER. Both must stop quickly on signal. If the TAGGER touches PARTNER they gain point .

Tip: Use your front foot as a brake by driving it into the ground.

Stay low with legs bent with opposite arm and leg in opposition to each other

Tip: The PARTNER is restricted to 4 strides before having to change direction.



## Speed Training: ..... Drills to Improve speed

### Exercise 14: Touch Tag

- ✓ In 2's Aim to tag your partner as many times as possible in 5 seconds.

Change roles after each period and work up to 4/5 periods

### Exercise 15: Partner Tag

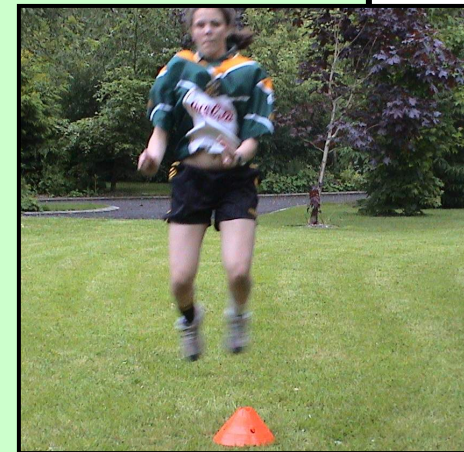
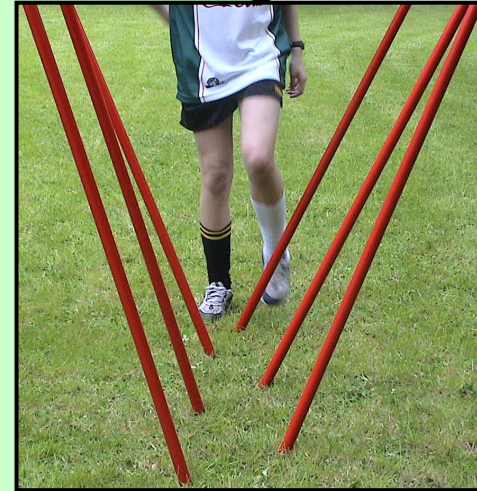
- ✓ In 4 or 5 pairs stand in a circle leaving 2/3 m between each other. The coach nominates one pair to stand outside the circle and asks one to be the tagger and the other the runner. On signal the tagger chases the runner round the circle. The tagger gains a point if the runner is tagged before making a complete circle. The runner may move into the circle at any time. If this happens this pair become the new chaser and tagger

### Exercise 16: Reaction Sprints

- ✓ Pairs line up one behind the other. On signal the front runner attempts to cross a line 10/15/20m etc. while the tagger attempts to tag him/her before the end line. Challenge the players to start from different body positions e.g. kneeling, sitting, laying – tummy or back etc.

### Exercise 17: T Runs

- ✓ Mark out a T shape with markers and challenge runners to sprint forward to the T junction move sideways left to touch the end marker before moving sideways left to end marker, moving backwards to the centre and finishing backwards to the start





## Speed Training: ..... Drills to Improve speed

### Exercise 18: Evasion belts

- ✓ Evasion belts may be used to develop multilateral runs see clip

### Exercise 19: Ladders

- ✓ Ladders may be used to improve running techniques but be careful not to over use them for pure speed as they may develop a short fast stride rather than a long fast stride!!!

### Exercise 20: Coordination

- ✓ Ladder Drill: Use to develop good coordination i.e. arm and leg synchronisation
- ✓ The initial exercises should be very simple like walking through the ladder placing one foot in each space. It is vital at this stage to insist on good coordination of all the body parts i.e. head, arms and legs

### Exercise 21: Speed of Limb Movement

- ✓ Speed of limb movement should only be introduced when good form has been established e.g. moving two feet at speed in each space

### Exercise 22: Technical Drills

- ✓ Incorporate all the technical drills i.e. high knee lift, heel flicks, short fast under striding and always finish with long over striding but not in the ladder

### Exercise 23: Sprint out of Ladder

- ✓ When players come out of the ladder make them continue with the drill with the head up before sprinting away at full speed

### Exercise 24: Ladder and Ball Combination

- ✓ Add a ball to challenge them further

### Exercise 25: Hurdle Work

- ✓ Hurdles are also useful in improving speed and coordination





# Speed Training: ..... Programme for Under 12s

The MODEL Types of Training	Duration/ Distance of Activity	Nos. Of Reps.	Rest Intervals (min.)
Games	20-30 min	1-2	
Relays	10-15m	3-5	2-3
Speed Training	10-50m	4-6	3-4
Speed training with turns, changes of direction and stop and go	5-15m	4-8	2-3

Part	Name	PROGRAMME Activities	Duration / Distance of Activity
1	Warm Up	Jog around while carrying out various running techniques	5-10 min
2	Improve Speed	Use linear running drills- short fast strides etc. - Relays	6x 5/20secs
	Game Specific Speed	Use technical/tactical drills with quick changes of direction i.e. multidirectional	8x10/15secs
3	Game	Game with technical/tactical goals	20-30 min
	Cool Down		



## **F3: Learn to Train – Aerobic Training**

**9 – 12 yrs Males**

**8-11 yrs Females**

## Aerobic ..... Windows for Development



- ✓ Endurance capacity is more than adequate for most activities and they do not need heavy interval type of training
- ✓ Endurance may be obtained by playing lots of small sided games, athletic events like the multi sport team events during the winter months along with cross country running
- ✓ Emphasis on general physical conditioning through volume and frequency rather than intensity before PHV and intensity after PHV
- ✓ High intense training may inhibit bone length because of the plasticity of the skeleton and result in serious injury of the weight bearing joint surfaces
- ✓ Endurance training regimens are probably responsible for 60% of all over-use injuries sustained and could be avoided with appropriate changes in training
- ✓ Anaerobic power and capacity are less well developed than the Aerobic System so Hard Physical Interval Type Training should be avoided
- ✓ Research shows that children's exercise intensity is below anaerobic threshold and is mainly aerobic in nature



## Aerobic ..... Windows for Development



- ✓ Prior to the onset of puberty, children mainly improve in the economy of movement i.e. the oxygen cost of activity decreases without an increase in VO<sub>2</sub> max.
- ✓ VO<sub>2</sub> increases about 150% for males between 8 to 16 and 80% for females between 8 and 15
- ✓ Girls need more strength and aerobic type training e.g. cross country during this period in order to keep body weight off
- ✓ The onset of peak height velocity (PHV) leads to an increase in the aerobic system as well as strength
- ✓ Children can vary in height by as much as 40% which could have competition consequences
- ✓ Girls tend to develop at a faster rate than boys
- ✓ These differences should have an important part to play in planning for all coaches
- ✓ Aerobic training and strength programmes for the 10 to 14 year old girls and 12 to 16 year old boys should be individualised or players grouped together according to their PHV





## **F3: Learn to Train - Flexibility**

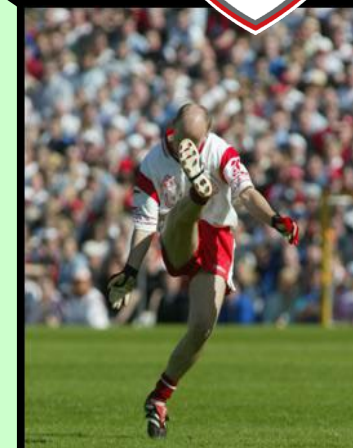
**9 – 12 yrs Males**

**8-11 yrs Females**

## Flexibility ..... Windows for Development



- ✓ Flexibility or suppleness is a key training and performance factor
- ✓ A lack of flexibility around the major joints especially the hamstrings is probably the main reason why so many Gaelic players are injured
- ✓ Sport-specific flexibility should be established at an early training age
- ✓ Monitoring flexibility should be a key factor before and after the onset of PHV
- ✓ It should be a part of regular-muscular-screening of pubertal growth spurts
- ✓ Prior to the onset of PHV, dynamic mobility and stretching should be emphasised
- ✓ During and after PHV, dynamic mobility, static stretching and PNF (proprioceptive neuromuscular facilitation) is recommended
- ✓ Flexibility training should be carried out 5/6 times per week for improvement
- ✓ To maintain flexibility 2/3 sessions per week is adequate or training every other day
- ✓ These should be seen as separate sessions in their own right and a good time to do them is along with your core stability work



Peter Canavan  
showing great flexibility  
in the hamstrings



Measuring Flexibility

## Flexibility ..... Windows for Development

- ✓ Static stretching should be removed from warm ups as it is reported that it does not prevent injuries.
- ✓ Pulse raising linked with dynamic mobility i.e. vigorous swinging of the limbs and finally dynamic stretching should be the order for your warm ups
- ✓ A light jog with skips followed by some gentle mobility exercises should suffice after training
- ✓ This could be followed by warm and cold showers of 30 secs. each
- ✓ Static stretching or PNF should be performed 1-2 hours before or 2 hours after training or competition
- ✓ These stretches should be held 10 seconds and repeated three times for each muscle group.
- ✓ To improve flexibility stretches should be held for 30 secs. and repeated 3-4 times in order to improve flexibility
- ✓ Like any habit the earlier we can get children into a routine the easier it is to maintain this into adulthood
- ✓ Children under 8 yrs. do not need stretching.



Hamstring Stretch



## Flexibility ..... Windows for Development

### Exercise 1: Hamstring Mobilising

- ✓ Standing sideways, hold something rigid like a fence, wall or partner.
- ✓ Start swinging your outside leg and gradually make bigger and bigger swings.
- ✓ Engage the core, keep the back straight and swing from the hip.
- ✓ Change and repeat for the other leg.
- ✓ Kick as high and straight as possible
- ✓ Excellent hamstring stretch and mimicks the punt kick



### Exercise 2: Dynamic Stretch of the Hamstrings

- ✓ The hamstring is now ready for stretching
- ✓ Stand one foot in front of the other
- ✓ Bend back leg at the knee and lower your bottom as if sitting on stool.
- ✓ Ease your chest toward your thigh, bending at the hips
- ✓ Keep the back straight and head up and weight on back leg.
- ✓ Don't stay in the position too long
- ✓ Repeat on other leg and do this 5 to 6 times



Hip Mobility –  
knee up and out

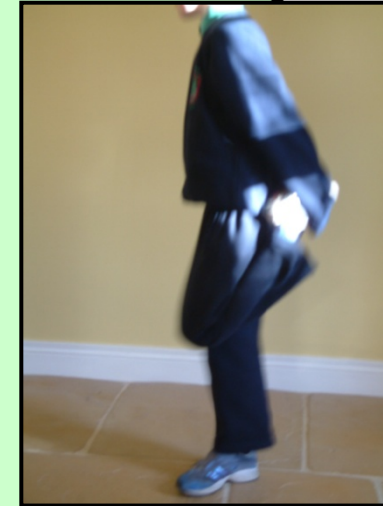
## Flexibility ..... Windows for Development

### Exercise 3: Quadriceps Mobilising:

- ✓ Stand sideways to a wall with your near hand against the wall
- ✓ Swing your outside foot to and fro
- ✓ As it comes up behind attempt to flick it up vigorously to kick butt
- ✓ Repeat a set number of times before repeating with the other leg

### Exercise 4: Dynamic Stretch Of The Quads:

1. While walking flick one foot up behind you and grab it with the same hand
2. Push this foot into your hand (not foot into bottom)
3. Now push the hip bone forward to stretch the quads and repeat for the other leg etc.



Quad Stretch

### Exercise 5: Calf Muscles: Top Calf

- ✓ Face wall with both hands high up the wall
- ✓ Your body should be as straight as possible
- ✓ Start bending at the knees to force the heels just to come off the ground
- ✓ Drive your heels back down onto the ground each time to help stretch the upper calf muscle

### Exercise 6: Lower Calf Muscle:

- ✓ Same starting position as above but hands are a little lower
- ✓ Stand one foot in front of the other
- ✓ Bend both knees as you tuck pelvis down and forward towards the wall
- ✓ Lift the front leg and place it over the back leg for a better stretch on the lower calf
- ✓ Repeat this action in quick succession a set number of times
- ✓ N.B. This is a difficult stretch and takes a lot of practice to get it right

## Flexibility ..... Windows for Development

### Exercise 7: Groin: Inner (Adductors)

- ✓ Walking bring your right knee up in front of the body and hold the outside of the knee with your left hand and pull it across your body to help stretch the inner groin
- ✓ Step forward and repeat with other leg a set number of times

### Exercise 8: Outer Thigh Muscles: (Abductors)

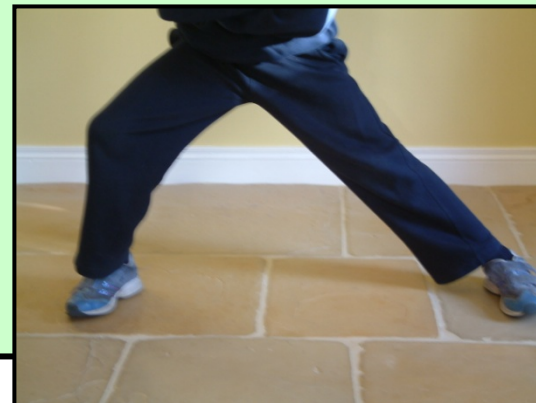
- ✓ Same as above except that the same knee as the same hand pulls the knee away from the body
- ✓ Step forward and repeat with the other leg a set number of times

### Exercise 9: Hip Flexor Muscles:

- ✓ Walk with big steps keeping both hips facing forwards while pushing hips forward

### Mistakes to watch out for - Unsafe Stretches:

1. Standing toe touch
2. Full head rotation
3. Straight leg lifts while laying on back
4. Back arching



Inner thigh and groin



## **F3: Learn to Train – Personal Development**

**9 – 12 yrs Males**

**8-11 yrs Females**

## Personal Development..... Coaching moments

- ✓ Introduction to mental preparation – ‘Deep Belly Breathing’ for relaxation
- ✓ Cognitive Development – ‘Games For Understanding’ by using ‘Problem Solving’ scenarios in your coaching as all games involve decision making.
- ✓ Emotional development – recognition of and for others through sport, embed values and use values based coaching.
- ✓ Gaelic Games promotes positive values such as respect, honesty, fair play, self-worth, discipline and encourages, responsibility, inclusion and problem-solving .
- ✓ Parents can however damage the value sport can contribute by sending out the wrong signals of winning at all costs which leads to increases in stress and anxiety which may lead to aggression on the part of the child or quitting.
- ✓ As attention span is short and they are action-orientated short, clear and simple instructions should be used.
- ✓ As they have limited reasoning ability they should play small sided games rather than adult versions i.e. The Go Games

‘I wonder  
will the ball  
ever come  
up again’?



15 A-side V Small Sided Go Games

## Personal Development..... Coaching moments

- ✓ **Experimentation and creativity should be encouraged by incorporating modified and adapted games**
- ✓ Coaches should be able to 'Spot and Fix' through appropriate instruction and demonstration and offer praise and positive reinforcement where appropriate.
- ✓ Development of good Nutrition and Hydration practices at this stage is important
- ✓ Building Rest into the normal week and ensuring at least 8 Hours sleep each night provides the right building block to enhance learning.
- ✓ Young players should schedule one day rest per week into their programme
- ✓ Try and programme an easy day with a hard day just like adults
- ✓ **Involvement in Multi-sports is beneficial and inclusion of Sport in Lifestyle essential.**
- ✓ The amount of enjoyment children experience during these years will determine their longevity in sport and future health benefits



## Personal Development..... Coaching moments

- ✓ Understand the changes puberty will bring
- ✓ Fair Play: Accept discipline and structure
- ✓ Positive Attitude: Understand the relationship between effort and outcome
- ✓ Teamwork through interactive skills
- ✓ It is not the games that children play that determines the worth of these activities but rather the nature of the experiences within these activities
- ✓ It is the social interaction with team mates, coaches and parents that proves if sport hinders or helps the child morally or immorally
- ✓ The coach should be aware of children who are awkward, obese, poor motor skills etc. and provide a caring environment by providing appropriate roles and activities so that everyone has some success



Positive Attitude





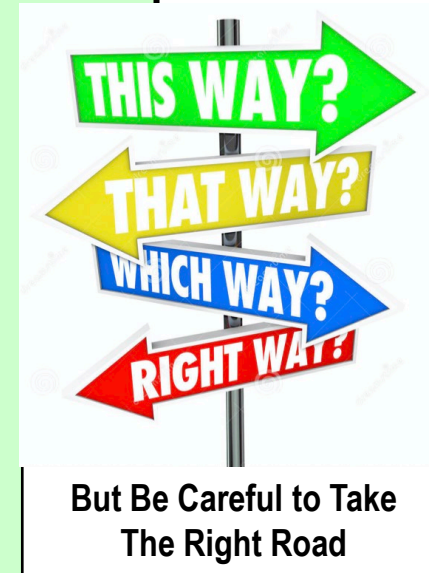
## Emotional Development..... Coaching moments

- ✓ S/he should never expose them to public failure or humiliation
- ✓ Emphasis should be on the child's progress and not comparing with others
- ✓ Individual challenges and instruction should be provided
- ✓ Where possible children of the same skill level should be grouped together i.e. Beginners, developing and extending
- ✓ In fact in any large group of children there will nearly always exist three different skill groups i.e. a fairly skilled group, a middle group and a group less skilled
- ✓ This means the good coach will always have activities to challenge all skill levels
- ✓ Remember a coach's job is not to coach the easiest and best children but all the children



## Emotional Development..... Coaching moments

- ✓ The influence of peers becomes very strong and acceptance into the peer group depends on ability
- ✓ They begin to understand the need for rules and structure
- ✓ When the situation becomes threatening they quickly lose confidence
- ✓ Technical and tactical activities should be selected that guarantee's success
- ✓ Progressive challenges should be built into the programme so that success is achievable
- ✓ All children will mature at different rates in all these different areas and all these factors must be taken into consideration when planning programmes
- ✓ Be sensitive to your child's moods before and after games



## Emotional Development ..... Coaching Moments

- ✓ Try and attend games to understand what the coach and players are working towards
- ✓ Be positive about your child's play and praise them when they do well and lend a sympathetic ear when they haven't
- ✓ Place the emphasis on performance rather than the result
- ✓ Ask them questions like 'How did you play?' or 'How many blocks did you make etc?'
- ✓ Ask permission to speak to the coach if there is a problem rather than 'talking behind backs'
- ✓ Encourage your child to always play by the rules and not to argue with officials
- ✓ Demonstrate exemplary behaviour by not using foul language or harassing players, coaches, officials or other parents
- ✓ Research shows that most players drop out because they are perceived as being 'no good'



## Handling Misbehaviour ..... Coaching Moments

- ✓ Misbehaviour can destroy the best planned sessions
- ✓ Most problems can be avoided if there is a strict and clear code of behaviour established and reinforced from the start
- ✓ Player's behaviour problems could be a case of a poorly planned programme and not meeting the needs of the children

**This could be because of the following reasons:**

1. Poorly organised – lack of equipment, work space etc.
  2. No variety or imagination
  3. Lacking challenge – Too challenging or not challenging enough
  4. No structure – Nobody knows what's happening
  5. Not active enough – boring
  6. Coach either talks too much or too little – A coach talking for more than 20 seconds is usually talking too long !!!
1. Too long delays between instruction and practice
  2. Too many in lines in linear drills being bored too tears
  3. Drills lasting far too long and when they do change there is no natural progression to the next challenge
1. Ignoring children's request for help
  2. Poor communication of tasks and poor structuring of drills



**Little Talk:  
Plenty of Action**

**FUN, PARTICIPATION CREATES DISCIPLINED SESSIONS.**



## **F3: Learn to Train – Hydration and Nutrition**

**9 – 12 yrs Males**

**8-11 yrs Females**



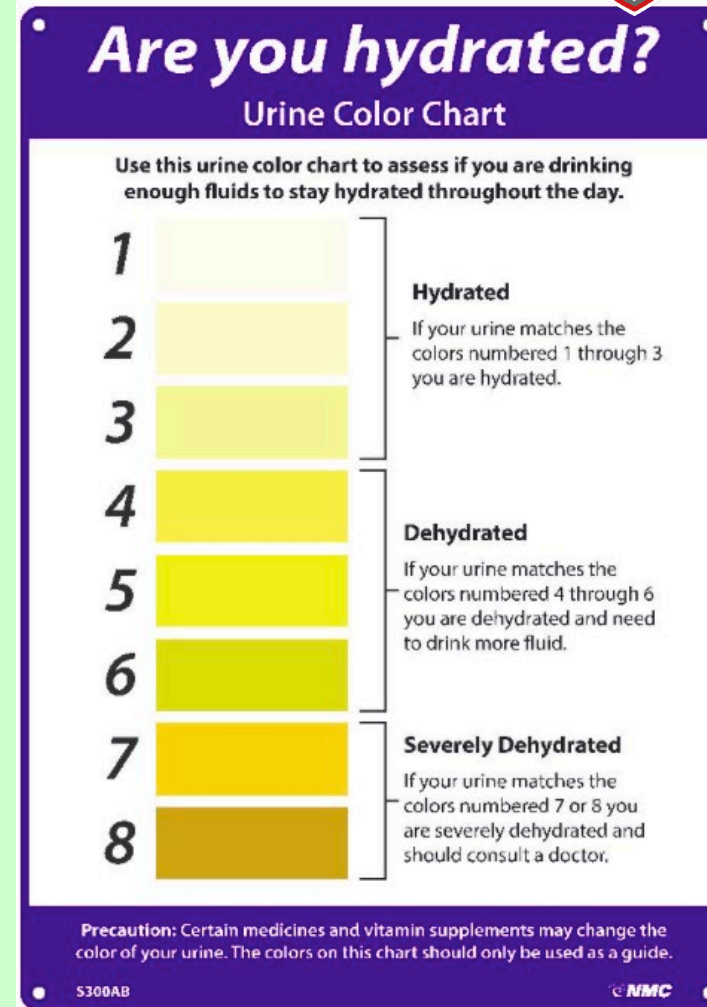
## Hydration ..... Windows for Development

- ✓ **Constant Hydration practices especially in hot weather as children heat up quicker since they do not sweat as much as adults**
- ✓ **They must have their own individualised water bottle at all times and keep them clean i.e. don't throw them on the ground or let anyone else drink from them**
- ✓ **From an early age children should be encouraged to carry their water bottle at all times even to school and to sip constantly from it**
- ✓ **Aim to drink 2 -3 litres of water per day**
- ✓ **Be careful of sport's drinks which contain too much sugar i.e. more than 10%**
- ✓ **A cheaper version is to put a small spoonful of glucose or fruit juice and a pinch of salt (especially in hot conditions) into your water bottle**
- ✓ **A milkshake -2 spoonfuls of powered milk with 2 spoonfuls of flavouring in a wide neck container may be used after exercise**
- ✓ **Remember to wash mouth with water after drinking a glucose drink to help prevent tooth decay**

# Hydration ..... Windows for Development



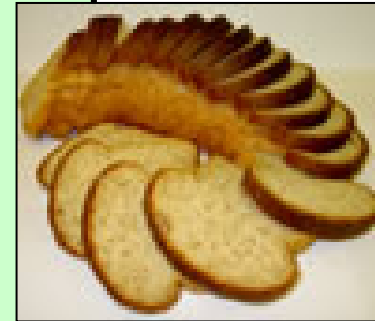
- ✓ Always start your sessions well hydrated drink 250/300 – 500mls within 2 hours of exercise but not all at once
- ✓ Drink 125 – 250mls ( 1 cup) immediately before exercise
- ✓ Water is OK if exercise is less than an hour, if more add some fuel CHO)
- ✓ The amount needed will depend on amount lost in sweat: 1 ½ lt. fluid needed per 1kg weight loss
- ✓ A good test for hydration is the Pee Test the darker the colour the pee the more one is dehydrated.
- ✓ Important that children start to become aware of the effect of exercise on their bodies.
- ✓ Delivery of key messages in a simple manner is essential.



# Nutrition ..... Windows for Development



- ✓ You are what you eat – work from the inside out
- ✓ Healthy eating habits established from an early age
- ✓ Parents should ask for help e.g. a nutritionist to help them shop for the right foods
- ✓ Eat a variety of foods from: Dairy products, meat, cereals, fruits and vegetables
- ✓ Proteins (to build up muscle breakdown) and carbohydrates (to replenish energy stores)
- ✓ Glycogen is the main source of energy and is obtained from carbohydrates
- ✓ The fitter you are the fuel tank gets bigger and therefore you have more energy
- ✓ It takes up to 20 hrs. to replenish glycogen levels
- ✓ The main protein and carbohydrate foods groups are:
- ✓ Lean beef, pork, lamb, skinless poultry, fish and sea food, eggs, low fat milk, fruit, fig rolls, Jaffa cakes, potato, honey, and dried fruit.



## Fats:

- ✓ Should be avoided before training and games
- The main foods are :
- ✓ Butter, mayonnaise, oil, fatty meat and poultry, full cream, chesses, cakes, chocolate, rich deserts, sausage rolls, pies and crisps. Fried foods and processed foods should be limited.



## Nutrition ..... Windows for Development

### Nutrition:

- ✓ Healthy Eating Habit Established
- ✓ Lots of Fruit and Vegetables – 5 Pieces per day
- ✓ Proteins (to build up muscle breakdown) before 6.00 pm and carbohydrates (to replenish energy stores) after 6.00 pm
- ✓ Daily Intake Of Food:
  - Breakfast..... Protein (eggs, protein drink, cheese) + porridge, toast etc
  - ‘Eleven’..... Turkey/Chicken sandwich
  - 1. Lunch.....Salad-Vegetables/Fruit, Protein + Carbohydrate
  - 2. Afternoon.....As morning about 40 min. before training
  - 3. Evening Meal.....About 2-3hrs. after training Carbohydrate (rice, pasta, potatoes, bread etc.) + vegetables/salad/fruit
  - 4. Before Bed.....Milky Drink + carbohydrate (biscuit, scone etc.)





## Nutrition ..... Windows for Development

### Fuel Before Exercise:

- ✓ High CHO, Low Fat, and Low Fibre: - 2-4 hours before exercise (1-4g CHO/kg Body Weight)
- ✓ Moderate Protein
- ✓ Fuel During Lengthy Exercise: 30-60CHO per hour. Start before fatigue sets in
- ✓ Use liquid or solid form of carbohydrate (CHO)

### Fuel After Exercise:

- ✓ High CHO snack within 30mins. Of stopping exercise – 1g/Kg body weight immediately after exercise
- ✓ Use compact forms of CHO that contain some protein
- ✓ Small frequent meals – protein .2g/Kg
- ✓ Follow with a high CHO meal 2-3 hrs. after exercise
- ✓ Daily intake 7-10g CHO/kg body weight during recovery
- ✓ Restore fluid balance as soon as possible after exercise – drink 1.5 litres of fluid for every 1kg weight loss

### Kit Bag Ideas For Snacks:

Biscuits e.g. fig rolls, Jaffa cakes, fruit – bananas, apples, dried fruit currants, apricots, cereal bars, fruit yogurts, milkshakes





## **F3: Learn to Train – Planning for Games**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Planning Games ....FAMILY OF GAMES



## 1. Target Games:

These are the first games that very young children should be introduced to where they have lots of time to decide what to do and no one interfering with them. These games involve players aiming into, at, through etc. various targets like cones or markers. They may be used to refine previous learnt skills like throwing, kicking and striking

## 2. Court Games:

Players are now challenged to use their previously acquired skills in a more complex environment e.g. where to send the ball or where should I stand to intercept the ball etc.?

## 3. Field/Rounders Games:

Here more tactical decisions have to be made e.g. where to strike the ball, should I run etc.?

## 4 Invasion Games:

Because these are so demanding they may be broken down into three stages:

### a. Non Invasion:

Players keeping possession (preserving space) of the ball in a grid with no opposition initially i.e. 4 v 0  
If children can not play this simple possession game they are not ready for opposition

### b. Part Invasion:

To move to this they need to master a small grid with no or a little pressure e.g. 4 v 1 /2. Then retaining possession they can move forward i.e. invading territory. In part-invasion games players would be expected to keep possession while moving forward into more grids or zones

### c. Full Invasion:

Here players are challenged to use their previously acquired skills to not only keep possession and move forward but finish with a score i.e. preserve, create and exploit space

## Planning Games ...Fail to Plan and You Plan to Fail



- ✓ **Facilities – access, safety**
- ✓ **Equipment – type, amount, appropriate i.e. right size and weight**
- ✓ **Goal Posts:** Suitable well secured Plastic Goal Posts are Essential from a Safety Point
- ✓ **Under 8's: 8' x 5', U. 10's: 10' x 6', U.12's: 12' x 6'**
- ✓ **Players – age (chronological v biological v training age), numbers, gender, ability**
- ✓ **Discipline – ground rules (what's acceptable and what's not), devised by all – Club Policy**
- ✓ **Content – tasks, suitable, challenging, progressive**
- ✓ **Method – Direct v Indirect (Telling v Questioning)**
- ✓ **Session Organisation – You, Players, Content, Area and Equipment**
- ✓ **Style – Cooperative v Authoritarian**
- ✓ **Grids (See opposite) provide a structured organisation for coaching sessions**
- ✓ **The organisation of grids allow different ability groups to be working simultaneously**
- ✓ **They can be used for technical, tactical or team play**

## Planning Games ...Handling Numbers



- ✓ The 'Numbers Game' is a good method of getting players into groups quickly. The coach shouts a number as the players move about. The players must get into the number called as quickly as possible
- ✓ Pairs –Stand beside the player next to you
- ✓ Fours – Two pairs join up
- ✓ Teams of four – Stand one behind the other and Nos. yourselves from the front to the back 'One', 'Two' etc. Or...
- ✓ Line whole group up. If you need six teams ask the first player to stand in front of the group and give each a name e.g. Antrim etc.
- ✓ The next team member stands a few meters apart
- ✓ Give each player a team name and ask them to go behind their appropriate team



## Planning Games ...Handling Numbers



- ✓ If you need to number the players in the teams ask the captain at the front to number her/his team 1, 2, etc. from the front to the back
- ✓ If teams are playing against each other ask the captain of the even teams to go and collect the appropriate colours
- ✓ It is useful to have numbers on the bibs especially for the Go Games as each number can then be given a specific position e.g. No. 1 goes to goals etc.
- ✓ All that remains now is to send the teams to their appropriate pitches
- ✓ Have all the even teams playing one way
- ✓ Children should be encouraged to start their own games and officiate etc.
- ✓ Keep rotating players regularly so that they learn the specific positions for each position
- ✓ The coach should be in a position to see all games and only moving in now and again when needed

## Planning Games ...Marking out Pitches



### How to mark out 3 small pitches:

- ✓ If you want them to play small sided games mark out your pitch as follows:
- ✓ Nominate six players and ask them to pick up 4 markers – the first two should pick up the same colour as should 3 & 4 and 5 & 6. This will give you 3 different coloured pitches
- ✓ The first two players stand 20/30m apart, (depending on the width of the pitch you require), the next two players leave a space of 5m and these two players also stand 20/30m apart. The last two players also leave a space of 5m and then separate to 20/30m apart
- ✓ The coach asks all the players to start in a straight line where they put down their first marker i.e. end line
- ✓ The coach walks out 20m and asks the players to put down their second marker i.e. defending zone or 3 separate grids etc.
- ✓ This process is repeated until all the markers have been placed down. Make sure the markers are in a straight line
- ✓ This means there should be 3 small pitches marked out each with a defending, mid field and attacking zone
- ✓ If you require goals place cones/poles 5m apart between the two end markers
- ✓ Make sure teams have different coloured bibs for clear identification

# Planning Games ..... WALL GAMES



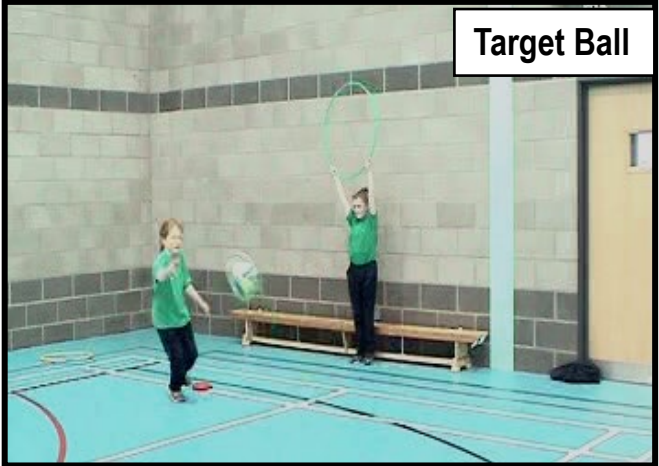
Hurley Squash



Overhead Catch



Rebound Wall



Target Ball



## Planning Games For Inclusion



- ✓ The ability to move – run, jump, stop and change directions
- ✓ Basic skills of ball/implement handling, kicking and hitting
- ✓ Awareness of space and of other people
- ✓ Judgement of distance, time and effort i.e. the amount of strength or pressure required to perform an activity
- ✓ The ability to anticipate what is going to happen – much of this will be based on past experience, hence the importance of numerous opportunities for practice
- ✓ The ability to make decisions quickly and accurately which means that a 'Problem Solving' approach should be used as much as possible
- ✓ The ability and knowledge of how to work with others – a partner or group co-operation
- ✓ The ability to work within a framework – that is to understand and accept rules
- ✓ The ability to recall i.e. remember over short/long periods of time
- ✓ The above skills are what coaches should be coaching children in tandem with the technical skills



Group co-operation

## Planning Games For Inclusion



- ✓ Look out for those who may need special help
- ✓ Those who lack concentration easily and have difficulty remembering or following instructions.
- ✓ Who give up easily
- ✓ Who find difficulty sharing and want to be first all the time
- ✓ Who are picked on or ignored by others
- ✓ Are easily angered and express dissatisfaction
- ✓ Who express frustration and appear confused
- ✓ Who bully and try to dominate others
- ✓ Who become withdrawn and reluctant to participate
- ✓ Those who are easily lead by others
- ✓ Who demonstrate poor emotional control in a variety of situations
- ✓ Who do not know how to cope with different personalities in group situations
- ✓ Remember that physical maturity does not necessarily produce emotional maturity.
- ✓ The coach should deal with problems in a sensitive manner
- ✓ encourage special needs children into their programme
- ✓ Be enthusiastic and understand special needs

# FUN ...Adapt and Modify Games - GO GAMES



Go Hurling

Go Gaelic

Go Games

Fun Do **FIRST TOUCH**

Go Games

Fun Do **QUICK TOUCH**

Go Games

Fun Do **SMART TOUCH**

LTAD

FUNdamentals  
( 6 To 8 yrs.)

Learn TO Play 1  
(8 To 10 yrs.)

Learn to Play 2  
(10 To 12 yrs.)

Go Games

Fun Do **FIRST TOUCH**

Go Games

Fun Do **QUICK TOUCH**

Go Games

Fun Do **SMART TOUCH**

# Traditional Games V Go Games: The Advantages



## Turn more on than Off

### Traditional Model

- Full Games →
- Full Rules →
- 'Outcome' Focused →
- Substitutions →
- Dominated Better Players →
- Less Skilled Discarded →
- Parent/Mentor Pressures →
- Too much competition can limit early development →

## Turn them onto Sport

### Go-Games Model

- Conditioned Game
- Modified Game
- 'Processed' Focused
- Everyone Plays
- All ability levels
- Special Needs
- Non-Threatening
- Fun, Fair Play, and Full Enjoyment

# FUN ...GO GAMES v 15 a Side...The Evidence



## Turn more OFF than ON Traditional Model

## Turn more ON than OFF Go-Games Model



# FUN .... GO GAMES

Tactics

Principles of Play

Decision Making

Team Play

Sportsmanship

Many Touches

Back for More



Summary			
Age	Under-8	Under-10	Under-12
Players	7-a-Side	9-a-Side	11-a-Side
Pitch Dimensions	45m x 40m	65m x 40m	100m x 40m
Zones	3 Zones	3 Zones	No Zones
Duration	4 x 7mins	4 x 8mins	2 x 20mins
Sliotar	Size 1	Size 2	Size 3
Outfield Play	<ul style="list-style-type: none"> <li>• All on the Ground</li> <li>• No Solo</li> <li>• No Kicking</li> </ul>	<ul style="list-style-type: none"> <li>• On the Ground + Catch and Strike/ Lift, Catch and Strike</li> <li>• No Solo</li> <li>• No Kicking</li> </ul>	<ul style="list-style-type: none"> <li>• Catch and Strike</li> <li>• Lift and Strike</li> <li>• No Solo</li> <li>• No Kicking</li> </ul>



Summary			
Age	Under-8	Under-10	Under-12
Players	7-a-Side	9-a-Side	11-a-Side
Pitch Dimensions	45m x 30m	65m x 40m	90m x 40-50m
Zones	3 Zones	3 Zones	No Zones
Duration	4 x 7mins	4 x 8mins	2 x 20mins
Football	Size 1	Size 2	Size 3
Outfield Play	<ul style="list-style-type: none"> <li>• No Solo</li> <li>• No Fist/Hand Passing</li> <li>• Pick up allowed</li> </ul>	<ul style="list-style-type: none"> <li>• Limited Solo</li> <li>• Pick up allowed</li> <li>• Non-Dominant Qrts 2,4</li> </ul>	<ul style="list-style-type: none"> <li>• Limited Solo</li> <li>• Pick up allowed</li> </ul>

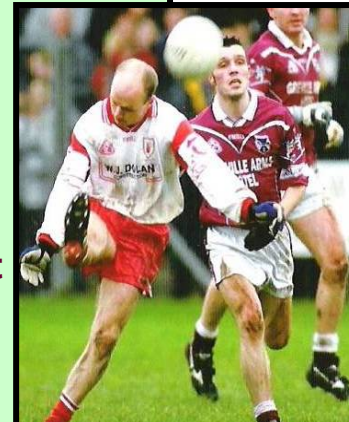
# FUN ...Adapt and Modify Games



- ✓ Competition at this phase should be Process and not Product based i.e. development of skills and simple tactics rather than results
- ✓ Emphasise the child's performance by asking questions like 'How many blocks did you make?', rather than 'Did you win'?
- ✓ 'Striving to win' rather than a 'win at all costs' attitude should be the motto of all coaches
- ✓ The emphasis the coach places on winning could determine a child's future participation in sport
- ✓ The LTPDP (Long Term Player Development Pathway) must be the main focus for the players' needs and aspirations at every stage along the way
- ✓ **Spatial Awareness-How to preserve, create and exploit and close space?**
- ✓ **Small sided games, 5v3 – 4v2 – 6v6 (First Touch)**
- ✓ Children are now ready for Part and Full invasion through 9 Aside (Quick Touch) and 11 aside games (Smart Touch)
- ✓ The emphasis should be on technical skills with some tactical development incorporating key game principles i.e. Width, Penetration etc.
- ✓ Recent research from small sided games shows that exercise intensity is below anaerobic threshold i.e. largely aerobic in nature (Moyna & Whelan DCU 2004)



Fundamentals  
From an Early Age



Notice where the Head  
is long after the ball is  
gone

# FUN ...Under 12



Children are now developmentally ready to acquire the general sports skills:

- ✓ 11-a-side – Smart Touch Go Games
- ✓ Develop advanced technical skills by setting individual goals like 'Beat Your Record' i.e. can they achieve a bigger score than their previous best
- ✓ Develop tactical awareness through 'Problem Solving' Game Tasks
- ✓ More open competitive environment
- ✓ Incorporate team play – Simple Attacking and Defensive Tasks
- ✓ Full Invasion
- ✓ Participate in as many sports as possible
- ✓ Speed, Power and Endurance are developed through participation in fun games
- ✓ Strength Training – Medicine Ball/Swiss Ball
- ✓ Two or More Sports – Hurling, Rounders, Athletics
- ✓ Ancillary Capacities – Stretching, Nutrition, Burn Out, Mental Preparation
- ✓ Coaching/Competition Ratios -70% Training To 30% Competition
- ✓ Research shows that players who undertake this type of preparation are better prepared for competition in the short and long term than those who focus solely on winning
- ✓ Promote Sportsmanship and Avoid Gamesmanship



44 Players can play  
on 2 Pitches running parallel  
on one large pitch

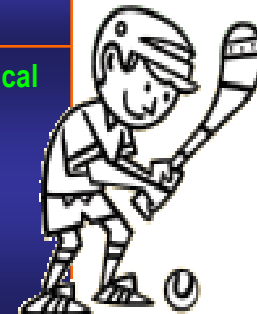




# FUN ...GO GAMES GUIDELINES - HURLING



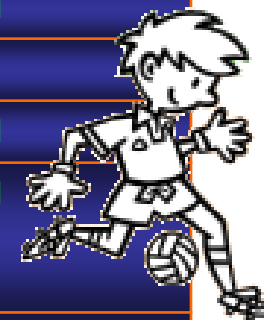
Focus	FIRST Touch	QUICK Touch	SMART Touch
<b>Playing Rules</b>			
Commence	With Puck Out	With Puck Out	With Throw-In
Goalkeeper	+ Catch , Lift into Hand and Strike	+ Catch, Lift into the Hand and Strike	+ Catch, Lift into the Hand and Strike
Frees	Off Ground	From Hand/ Off Ground	Standard
'65's'	Off Ground – 20m	From Hand – 30m	Standard - Centre
Game Type	Part Invasion	Part Invasion	Invasion
Scoring	1pt Outside, 2pts Over, 3pts Goal	As Standard	As Standard
Aim	Develop Basic Technical Skills Controlled Competitive Environment	Consolidate Basic Technical Skills Bilateral Development Develop Tactical Prowess	Develop Advanced Technical Skills Open Competitive Environment Develop Team Play



# FUN ...GO GAMES GUIDELINES - FOOTBALL



Focus	FIRST Touch	QUICK Touch	SMART Touch
<b>Playing Rules</b>			
Commence	<b>With Kick Out</b>	With Kick Out	<b>With Throw-In</b>
Goalkeeper	Restart play with a free pass to a defender	Restart play with a free pass to a defender	<b>Restart play with kick out from the hands from 20m line</b>
Frees	<b>From the Hand</b>	From the Hand	<b>As Standard</b>
Line Out	<b>1-2-2-2</b>	1-3-2-3	<b>1-4-2-4</b>
'45's'	<b>From the Hand- 20m</b>	From Hand - 30m	<b>As Standard</b>
Scoring	<b>3pt Over bar, 3pts Goal</b>	2pts Over 3pts Over	<b>As Standard</b>
Aim	<b>Develop Basic Technical Skills Controlled Competitive Environment</b>	Consolidate Basic Technical Skills Bilateral Development Develop Tactical Prowess	<b>Develop Advanced Technical Skills Open Competitive Environment Develop Team Play</b>



# FUN ...GO GAMES RULES



## ✓ FOOTBALL

- ✓ Again the Age, Nos. of Players, Pitch Dimensions and Zones progress gradually in a very similar way to the Go Hurling games
- ✓ The equipment has been modified to suit the physical development of the players and the rules of the games.
- ✓ First Touch is essentially a catch and kick game.
- ✓ The Quick Touch game allows a limited solo, and focuses on the development of the non-dominant side in quarters 2 and 4 while also introducing the fist pass more formally.
- ✓ The Smart Touch game is more like conventional football, with a limited solo. The clean pick up off the ground is allowed in the first two games.



## ✓ HURLING

- ✓ The First and Quick touch games are zonal games – both pitches are divided into 3 zones which ensure everybody has a chance to receive the ball in their zone and prevents beehive type movement patterns. In the Smart Touch game there are no zones so players are free to move around the pitch.
- ✓ The sliothars are modified for the demands of the game – size 1, 2 and 3 sliothars have been developed.
- ✓ The outfield play is essentially all on the ground for First Touch, on the ground with the ability to catch and strike with a limited lift, catch and strike for the Quick Touch game, and catch and strike and lift and strike in the Smart Touch game.



# FUN ...GO GAMES... AND PLAYER DEVELOPMENT



LTPDP	Focus	Game	Content
<b>TTW</b> 18+F 19+M	Team Play	Full Game Backs v Forwards	Styles & Systems Of Play are built into game play
<b>TTC</b> 15/16-21/23yrs.	Tactical To Team Play	Full Game Backs v Forwards	Tactical plays are incorporated into unit and systems of play.
<b>TTT</b> 11/12-15/16 yrs.	Technical and Tactical Development	Conditioned Games	Sport specific skills are built into specific games
<b>LTT</b> 8/9-11/12yrs.	Technical: Basic Drills Intermediate Advanced	<b>Go Games- Quick/Smart Touch</b> Full Invasion Part Invasion Games Non Invasion Games Field Games	Sport specific skills incorporated into suitable game formats. Technical skills learnt for future team play in adapted games.
<b>Fun.</b> 6-8/9 yrs. <b>Active Start</b> 4-6 yrs. 2-3 yrs.	ABC's RJT's CPKS	Go Games-First Touch Court Games Target Games Group Work Trio Partner Individual	Movement Skills: Travel- Crawl/Walk/Jog/Run Balance- Various parts of body Turning-rolls & transference of weight Flight-5 Basic Jumps

- ✓ Go Games fits neatly into the Fundamental and Learning to Train Stage of Bayli's Long Term Player Development Model
- ✓ In the first part of the FUN to FAME programme the FUNdamentals manual clearly outlined the progression through individual, partner, trio, small sided games and into court, non invasion, part invasion and full invasion. This progression allows the young player to adapt to the stress and requirements of a competitive environment in a child friendly manner.



## **F3: Learn to Train – Tactical Awareness**

**9 – 12 yrs Males**

**8-11 yrs Females**

# TACTICAL AWARENESS Under 12...Learn to Train

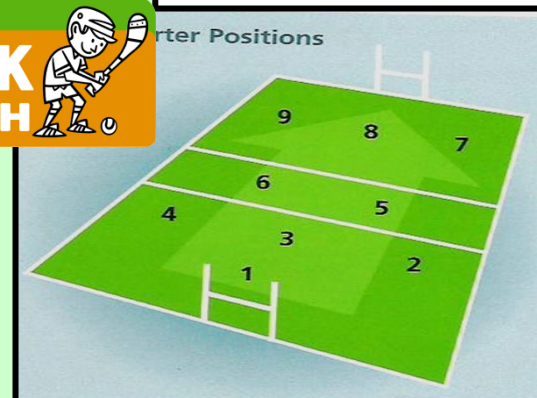


## Objective:

- ✓ Learn overall Sport Skills
- ✓ This is the most important period for motor development
- ✓ Early specialisation in late specialisation sports like Gaelic games can be detrimental to later stages of skill development and to refinement of the fundamental sport skills
- ✓ This is the stage where the children are ready to acquire the general sport skills that are the cornerstones of all athletic development
- ✓ Refine the ABC's/RJT/CPK's
- ✓ Simple Attack and Defend - Support Play
- ✓ Better Scanning – On and Off the ball
- ✓ Effort = Success
- ✓ Drop Outs if no perception of success as they believe effort should always bring rewards
- ✓ Invasion Games – Less zones and player restrictions
- ✓ Quick Touch – 9-a-side
- ✓ Practice some of the Sport Specific skills in competitive game
- ✓ Play 4 or 5 different games
- ✓ Bilateral Development
- ✓ More Rules
- ✓ Bigger Space – More Time
- ✓ They will measure their own competencies
- ✓ Coach simple attacking and defending play through problem solving

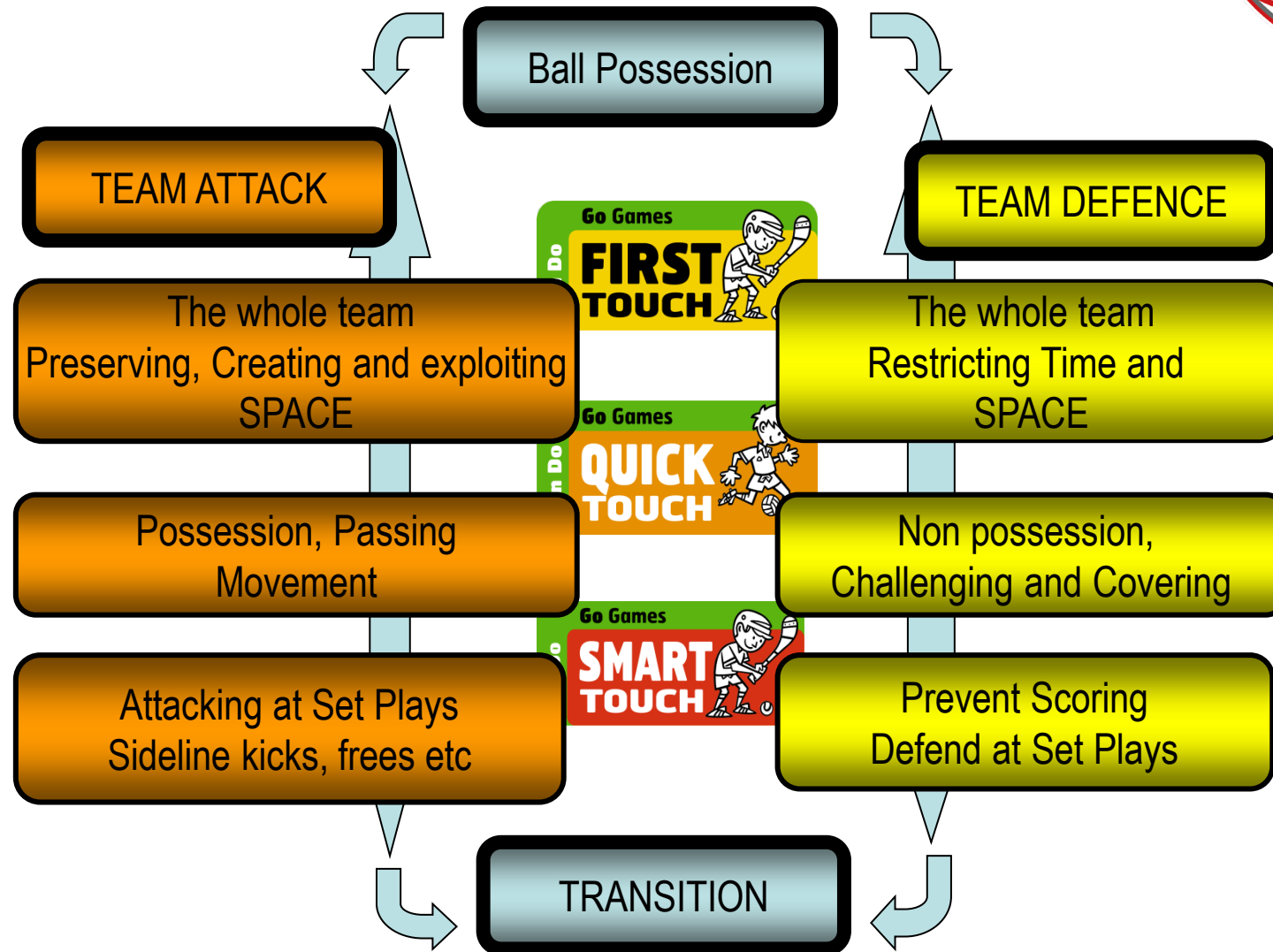


Weak Side Development  
Players must use weak foot



Quick Touch: 9 a-side Lay Out  
allows 72 - U.10's to play on 4 Small Pitches

# TACTICAL AWARENESS ...GO GAMES... PRINCIPLES OF PLAY



# TACTICAL AWARENESS ...PROBLEM SOLVING GAMES..ATTACK



## Principles of Play in Invasion Games – **ATTACK**: Problem Solving For The Attack:

Attacking Play		Skills Required	
Problem	Solution	On The Ball	Off The Ball
1. How might we keep possession?	<ol style="list-style-type: none"> <li>1. Hold the ball</li> <li>2. Pass the ball</li> </ol>	<ol style="list-style-type: none"> <li>1. Solo</li> <li>2. Select Receiver</li> <li>3. Pass: Short/Long</li> <li>4. Practice Deception Learn all evasive techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Make yourself available: Move laterally to the sides, in front or behind</li> <li>2. Practice deception e.g. 'Cut' i.e. pretend to go one way and then suddenly go the other</li> </ol>
2. How can we invade territory?	<ol style="list-style-type: none"> <li>1. Penetrate the defence</li> <li>2. Spread the attack</li> <li>3. Support the attack</li> </ol>	<ol style="list-style-type: none"> <li>1. To pass diagonal</li> <li>2. To pass forward</li> <li>3. To move forward</li> </ol>	<ol style="list-style-type: none"> <li>1. Move to the sides</li> <li>2. Move behind the defence</li> <li>3. Move in front of opponents</li> <li>4. 'Dummy Run' Run from one space to create space for a Team mate.</li> </ol>
3. How can we score?	<ol style="list-style-type: none"> <li>1. Create a scoring space</li> <li>2. Exploit a shooting space</li> <li>3. Attack the target</li> </ol>	<ol style="list-style-type: none"> <li>1. Evade a defender</li> <li>2. To pass or shoot</li> <li>3. Decide when and where to Shoot and Score</li> </ol>	<ol style="list-style-type: none"> <li>1. Pull defenders from the shooting zone</li> <li>2. Provide support</li> <li>3. Present options for passer</li> </ol>



# TACTICAL AWARENESS....PROBLEM SOLVING GAMES..DEFENCE



## Principles of Play in Invasion Games – DEFENCE: Problem Solving For The Defence:

Defending Play		Skills Required	
Problem	Solution	Near The Ball	Off The Ball
1. How can we regain possession?	1. Dispossess the attack	1. Stay arms length from attacker 2. Anticipate the pass or move	1. Know when to tackle 2. Know where to tackle 3. Know how to tackle
2. How can we stop the invasion?	2. Get behind the ball	1. Stop forward passes 2. Block forward movement	1. Build numbers in support 2. Don't rush into the tackle 3. Stay ball and goal side
3. How can we stop the opposition scoring?	1. Close down shooting space 2. Defend the target 3. Get your players behind the ball	1. Stay goal side 2. Block the pass 3. Know where the ball and your 'marker' are at all times	1. Don't be pulled out of position 2. Anticipate the pass or run 3. Support the 'Nose Defender' i.e. nearest defender to the ball 4. 'Cover' defender – anticipate through passes

# TACTICAL AWARENESS... GAMES TO SOLVE PROBLEMS



How can we use the following to help address the problem?:

- ✓ Principles of play
- ✓ Non pressure to pressure
- ✓ Drills For Skills
- ✓ Grids
- ✓ Small sided games
- ✓ Conditioned Games
- ✓ Full Game
- ✓ Developing Game Sense
  - *In the pressure situation*
- ✓ Making decisions that effect play
  - *Assessing options on and of the ball*
- ✓ Learning the *Simple* Principles of Play:
  - *Attack, defence and midfield*
- ✓ Applying the Principles of Play
  - *In a controlled environment*
  - *In a conditioned environment*

## Manipulate STEPR

- Space
- Task
- Equipment
- Players
- Rules
- ✓ Coaches may use the above words to condition or modify games.
- ✓ Space – can be made bigger or smaller to make the game easier or more difficult.
- ✓ Task – the players can be given a different task e.g. use weaker foot.
- ✓ Equipment – use a smaller or bigger ball.
- ✓ Players – use more or less players i.e. 4 v 2.
- ✓ Rules – change the rules e.g. more skilful players have less time on the ball.

## GO GAMES... ORGANISING BLITZES



- ✓ One club/school runs the blitz once per week/month etc.
- ✓ Each club/school invites 3/4 local schools
- ✓ Each school brings 3/4 teams in one or different age groups
- ✓ The teams are grouped according to ability levels
- ✓ All the top ability groups (7/9/11 a-side) are grouped to play against each other
- ✓ The next ability teams all play a round robin format against each other and so on right down to the least skilled group
- ✓ Award 3 pts. for a win and 2 pts. for a draw and 1 pt. for competition for all your teams.
- ✓ This means that the points for the less skilled group is as important as the most skilled group.
- ✓ All the teams from the same club are added up and the group teams with the highest score is the winner





## **F3: Learn to Train – Programme for Development**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Programme ...THE GROUND RULES FOR YOUNG PLAYERS



## The Programme is based on the following conditions:

- ✓ There are several National and Provincial Programmes that can be integrated into the Club Programme – U Can, Fun to Fame etc.
- ✓ Indoor and outdoor facilities are available on a regular/yearly basis
- ✓ Indoor Season – October to March / Outdoor Season – April to September
- ✓ Proper equipment available to all coaches  
e.g. Juvenile portable posts PVC 10' x 6', one ball to two players, multi markers, bibs etc.
- ✓ Experienced head coach - one mentor to 6/10 children depending on experience
- ✓ No coach should be left to work with a big squad on her/his own i.e. 1:20
- ✓ Coaches meet to plan sessions on a yearly, monthly and weekly basis under the guidance of the Head Coach
- ✓ All coaches abide by a code of ethics including child protection
- ✓ Coaches should listen to their players and let them relate their impressions to the coaching and then have the courage to change what you do.
- ✓ Think like a child i.e. 'If I was a child what games would I like to play'?
- ✓ Remember children are not mini adults – Small Kids need Small Games



Coaching the Coaches is the Key to Better Players



1 Coach To 6/8 Players

# Programme ...COACHING FOR UNDERSTANDING



- ✓ A 'Game sense' approach, involves awareness on and off the ball, player movement, 'reading' the game and decision making. Coaches should build in problem solving in order to help young players understand what they are doing.
- ✓ **Game Appreciation**: Focus on the player rather than the game
- ✓ **Tactical Know how**: Get the player to solve the problems posed by the game
- ✓ **Decision Making**: Ask questions to focus the player on knowledgeable performance rather than technical rehearsal i.e. what and when rather than how.
- ✓ **Listen to their response** and act accordingly (e.g. 'What did you think of that attempt?')
- ✓ Offer feedback with the key points and not too much technical detail - look for what caused the fault and responding to this i.e. always think 'Why did that happen?'
- ✓ **Incorporate 'match' running** tasks and conditioned games and limit linear drills as they are detrimental to spatial awareness and limit decision making.
- ✓ **Skill Execution**: Consider what skill level the player is at and plan accordingly
- ✓ Plan sessions in response to children's readiness to learn
- ✓ Progress slowly it takes at least ten years of intense practice to excel in any thing !!!
- ✓ **Remember 'Game Skills'** are about applying technical skills in games.  
To do so the skills should be automatic, so that the player can give full attention to the application of the skill in the game situation



Use drills for a purpose:  
Physical Technical Tactical  
Teamwork

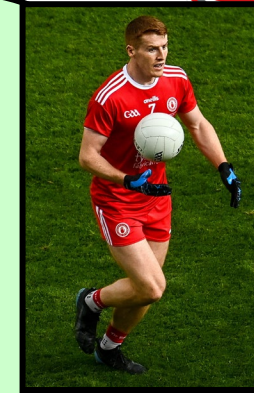
# Programme ...COACHING SCANNING IN GAMES



- ✓ Use a 'Problem Solving' approach in YOUR coaching of children's games as it allows players to have a much greater understanding of playing games.
- ✓ If Games = Problems, we need to use a coaching style to help players to solve problems.
- ✓ Eye Vision: Coach the EYES: they see the Problem the Brain Solves it.

## Scanning On The Ball:

- ✓ When a player has the ball in a game s/he has three options:
  - ✓ Play the ball 'long' – the preferred option
  - ✓ Pass it 'short' – if support is available and it always should be
  - ✓ Carry the ball if there are no passing options
- ✓ Stop the game OCCASSIONALLY - question the player's decision making on the ball
- ✓ This is known as Scanning On The Ball coach looking up and looking around.



Scanning ON The Ball

## Scanning Off The Ball:

- ✓ Before receiving the ball we should coach the player to be aware of things around them.
- ✓ When they get the ball they know what to do. This is call Pre Scanning.
- ✓ Stop the play before a player receives a pass and question him/her about their surroundings etc.
- ✓ The space off the ball is either in front off, behind or to the sides of the defenders



Scanning OFF The Ball

# Programme ...PLANNING GAMES FOR CHILDREN



- ✓ Because children mature at different times even within one age group it is impossible to plan games for a specific age.
- ✓ As all games are difficult to play some are more difficult than others
- ✓ Unfortunately most coaches start off with 'invasion' type games like football which are the most difficult.
- ✓ These games restrict a child's time and space on the ball and usually ends up as 'beehive' football with hoards swarming around the ball
- ✓ For invasion games to be played properly we are expecting young children to be able to function as part of a team by making complex decisions in a rapidly changing environment such as running off the ball to leave space for their team mates etc.
- ✓ These games make very little contribution to the team or child's development and should not be played until players are ready
- ✓ The question now is where do we start?
- ✓ The answer may be found by introducing them to simpler games and gradually making them more difficult.
- ✓ This can be done by using what is known as the 'Family Of Games'
- ✓ Coaches may use these games to coach any ability group including special needs.



Target Game 1 V 1



Cross The Mid Field



# Programme ...ASSESSING GAMES FOR CHILDREN



1. Define objectives – Know what you want pupils to understand and be able to do.
2. Select the game structure i.e. type of game appropriate for children and level of development.
3. Choose from :-
  1. TARGET
  2. COURT
  3. FIELD
  4. INVASION(The Family of Games)
4. Identify simple rules to start the game.
5. Only introduce techniques when needed in order to make the game more enjoyable
6. Decide how to score. The goal may be an objective e.g. a set number of passes or a target.
7. Progressive 'Ladder' of learning. See Yearly Planner
8. Teaching method to be used i.e.

Direct	V	Indirect
Verbal	V	Visual
Problem Solving	V	Decision Making
9. How to monitor and evaluate pupil progress – compare outcomes with objectives, see check list on next page.
10. After evaluation – set new targets, reinforce old ones or adapt and modify for those players struggling to achieve the original target set.

# Programme ...ASSESSING GAMES- PLAYER EVALUATION



## PROGRESSION

Name	Can Not Do	Can Almost Do	Can Do
1. <b>Body Catch</b> (Tummy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Reach Catch</b> (High Catch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Ground Kicks</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Punt Kick</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Hook Kick</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Near Hand Tackle</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Block</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

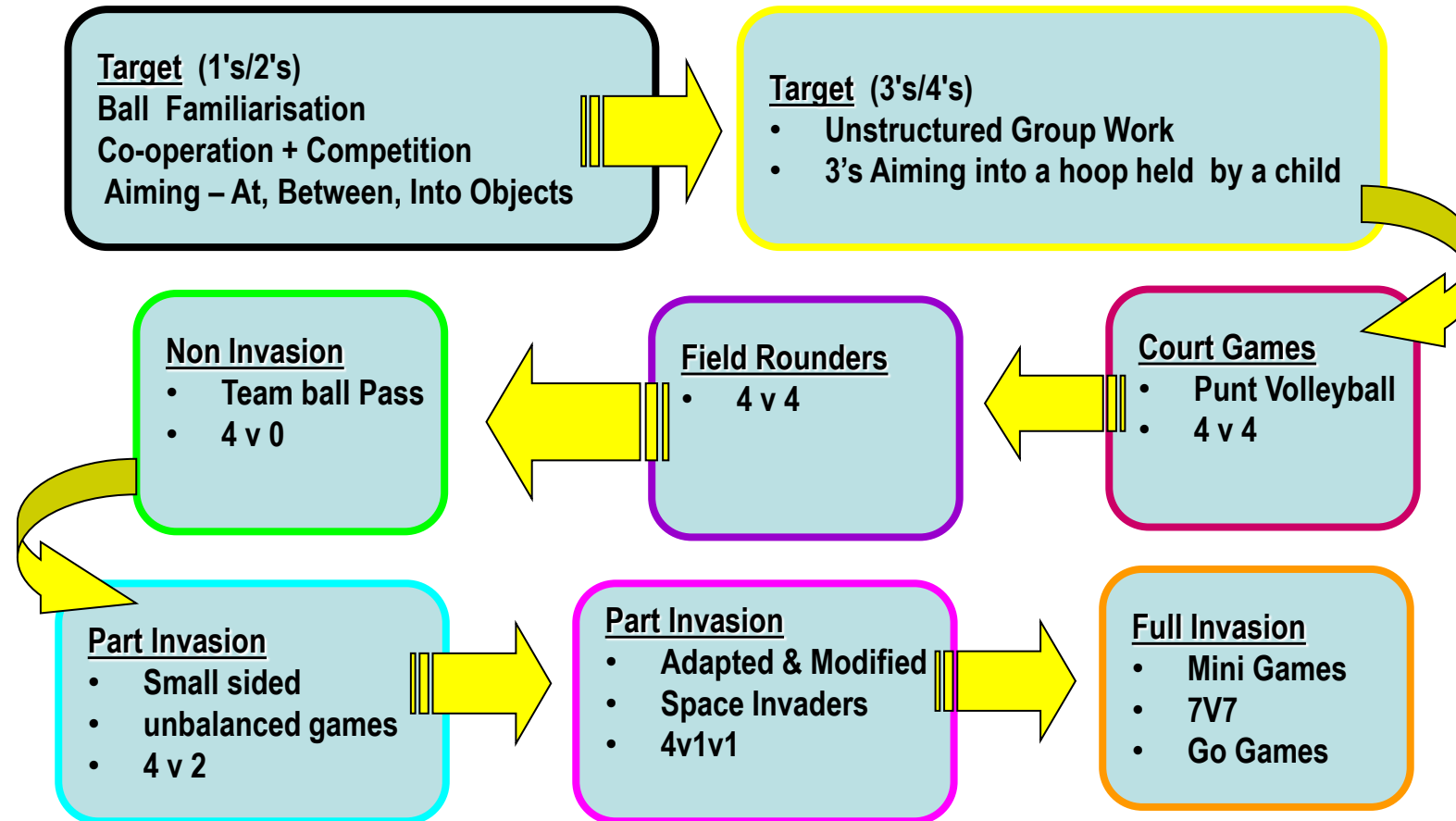


Check list to show player progression  
 Player Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

# Programme ...PROGRESSION IN GAMES



The following progressions in games may be used to challenge any ability group



# Programme ...RATIO OF TRAINING TO COMPETITION



Stages	Recommended Ratios
1. Under 6 - Active Start	No Specific Ratios
2. Under 9 - FUNdamentals	All Activity FUN Based
3. Under 10 - Learn To Train 1	70% Coaching To 30% Competition
4. Under 12 - Learn To Train 2	70% Coaching To 30% Competition
5. Under 14- Train To Train 1	60% Coaching To 40% Competition
6. Under 16 Train To Train 2	60% Coaching To 40% Competition
7. Under 18 - Train To Compete	Change to 40% Training To 60% Competition and Competition – Specific Training

# Programme ...YEARLY PLAN UP TO U12



- ✓ They include the activities you hope to coach over a shorter period of time e.g. a year, in a logical progression of skill and tactical experiences
- ✓ The progression is based on a developmental model rather than an age related one which can vary enormously.
- ✓ This allows coaches to find the entry point of any player and then progress as needed.
- ✓ Children who are struggling at one level should move back a level and players who find a level easy could move on to the next one.
- ✓ It is up to coaches to modify and adapt their sessions to suit the ability levels of their own players
- ✓ The key to good coaching at any level is to observe and analyse players and then plan and implement your work appropriately
- ✓ Using the 'Family Of Games' model and the following units of work coaches will be able to:
  - ✓ Plan enjoyable and challenging games to suit all ability groups
  - ✓ Provide children with meaningful and positive experiences of our games
  - ✓ Create an enthusiastic attitude in a safe and happy environment for learning to take place
  - ✓ Set realistic targets for all children to progress through the different 'Families of Games'

# Programme ...YEARLY PLAN UP TO U12

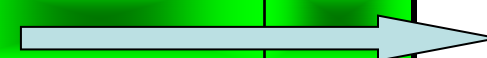


- ✓ All programmes must have a degree of continuity built into it
- ✓ Progression is vital for success in terms of player and coaching performance
- ✓ Accountability – every one has to be involved i.e. parents, coaches and players
- ✓ A parents' meeting is essential to clarify goals etc. for the programme e.g. times, dates, expectations, coaching input, travel, responsibilities etc.
- ✓ Over all plan for an age group and what to coach at each age group
- ✓ The following should be included in the programme:
- ✓ ABCS (Agility, Balance, Coordination and Speed) and the RJ (Run, Jump) should be incorporated into the warm ups
- ✓ The Technical skills CPKS should be developed in Part 2 of the session before or after small sided conditioned games
- ✓ Tactical and Team Work could then be developed in Part 3
- ✓ With more experienced children introduce the game format in which the game structures/principals, rules etc. may be based gradually
- ✓ Use the Part-Whole method with young players i.e. begin with individual/partner ball cooperation and familiarisation involving lots of hand/feet/stick coordination
- ✓ Progress through partner competition into unstructured trio work
- ✓ This then progresses to structured group work with no more than four
- ✓ This then develops into small sided games involving non, part and finally full invasion games
- ✓ It is only by progressing through these developmental stages that children will grasp the true meaning of games play

# Programme ...YEARLY PLAN UP TO U12



Month	1	2	3	4	5
Week	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
Phase	Indoor Training ABC's + RJT, CPKS	Indoor Training ABC's + RJT, CPKS	Outdoor Training ABC's + RJT, CPKS		
Physical	Weights: Use Body Weight Medicine Balls Build Aerobic Base Cross Country Circuits Personal-Core Stability	Learn lifting technique: Use Brush Shafts Aerobic Conditioning: Build Up Gradually Speed Endurance: Use short sprints	Use partner resistance Link ball into all movement tasks	Maintain Aerobic Base by playing lots of small sided games	
Technical	Revise or learn new skills	Basic Skills under pressure in small sided games	Advanced Skills: Include more players	Skills in Match Situations: Less Space and Time on the ball	
Tactical	Learn and perfect with little or no pressure	Learn and perfect Simple Tactics Use problem Solving to develop decision making	Putting the tactics under pressure Use conditioned and modified games	Build simple tactics into game plays	
Mental / Emotional	Goal Setting Basic Rules Discipline / Respect	Dealing with success and failure	Motivation and Mental Training Skills	Arousal and stress management	
Events	Indoor Blitzes Multi Sport Relays	Indoor Blitzes Alternative Sports Circuit	Outdoor Blitzes See Kerr's ABC's U-Can Awards	Outdoor Blitzes No cups but award good performance and sportsmanship U-Can Awards	



# Programme - YEARLY PLAN (Under 5) – UNIT 1: **ACTIVE START**



- ✓ Learn the movement skills and link them together into PLAY
- ✓ ABC's of Athleticism
- ✓ RJT of Athletics: Simple physical actions e.g. walk, run, jump etc.
- ✓ Body stationary for skill motor development initially i.e. the child performs the task from a stationary position
- ✓ Equipment/others constant: Other players are also static as is the equipment they might be aiming into, under etc.
- ✓ Little decision making
- ✓ Repetitive actions for skill development
- ✓ Unopposed and Unstructured Play
- ✓ Introduce Simple rules gradually

## 1. Target Games:

- ✓ Individual before Partner tasks
- ✓ Bowling Games:
  - ✓ Aiming using - hands, feet, bat, stick - In to, at, under, over various types of targets e.g. hoops, skittles
  - ✓ Throw into target area e.g. hoop
  - ✓ Introduce Scoring
  - ✓ Guidance through - Head, hands and Feet
- ✓ Games should be non-competitive and focus on participation



# Programme - YEARLY PLAN (Under 5) – UNIT 2: **ACTIVE START**



- ✓ Easy skills
- ✓ Body moving about aiming into equipment like hoops on floor or static receiver.
- ✓ Limited decisions
- ✓ Fitness factor – more running and jumping
- ✓ Less repetition, more game related running
- ✓ Structured Play: Unopposed leading to opposed
- ✓ Little range of movement
- ✓ Travelling with ball

## 2. Court Games:

- ✓ Target leading to court games
- ✓ Trio to Small Groups of Four:
- ✓ Unstructured – Make up games leading to structured group work
- ✓ Aiming – throw, send – hands, feet, bat, sticks- Over, across net/barrier
- ✓ Do above from static position before introducing travelling e.g. run about while bouncing ball into spaced out hoops
- ✓ Emphasis on the quality of sending and receiving i.e. pace and height of passes.
- ✓ Keep Rules Simple

# Programme YEARLY PLAN (Under 8) – UNIT 3: FUNDAMENTALS



- ✓ Learn all the fundamental movement skills and build overall Motor Skills:
- ✓ First window of accelerated adaptation to speed occurs at ages 6-8 for girls and 7-9 for boys.
- ✓ Develop endurance using games with: travelling – spatial awareness: dodging/weaving leading to evasion – Side-Step etc.
- ✓ Strength Training using Child's own Body Weight.
- ✓ Introduce basic flexibility exercises
- ✓ More advanced actions – Linking the ABC's, RJT's, CPK's
- ✓ Variable equipment/others Receivers initially stationary and then moving about
- ✓ More decision making & Reading the game
- ✓ Direct opponents but no physical contact
- ✓ Practice and master the fundamental skills before introducing sport-specific skills

## 3. Field Games: (Non Invasion/Part Invasion)

- ✓ 'Batter' or 'Kicker' more decisions to make i.e. when and when not to run etc.
- ✓ Court – Field Type Games  
See Fun . CD Family of Games
- ✓ Minor games - Modified/Adapted Games to encourage Problem Solving
- ✓ Use non invasion type games before part invasive games e.g. Team Ball Pass, Tower Ball, Space Invaders
- ✓ Go Games – First Touch 7 v 7
- ✓ No periodisation takes place but the programme should be well structured and monitored

# Programme YEARLY PLAN (Under 12) – UNIT 4: **LEARN TO TRAIN 1&2**



- ✓ Advanced Actions – Develop all the fundamental motor skills and Learn all the Sport Specific skills
- ✓ Whole body movement:
  - ✓ Correct Running and Jumping Technique – x-country
- ✓ Body moving – in match situation
- ✓ Faster decision making to develop tactical prowess
- ✓ Incidental Physical Contact
- ✓ Marking allowed
- ✓ Interception allowed

## 4. Invasion Games

- a. Non Invasion
  - I. Preserving Space
- b. Part Invasion
  - I. Preserving & Creating Space
- c. Full Invasion
  - ✓ Preserving, Creating, Exploiting
  - ✓ Adapt and Modify Games to suit any Ability Group
  - ✓ These should lead to the mini Go Games e.g. Quick and Smart Touch with it's simple and progressive rules etc.
  - ✓ All games should be coached using a 'Problem Solving' method i.e. When and Where to use the techniques rather than on the How

# Programme -YEARLY PLAN (Under 10 and 12) – UNIT 4: F3 - LEARN TO TRAIN 1&2

YEAR	F3 Phase Learn Train 1 U. 10's	F3 Phase Learn to Train 2 U. 12's
<b>TEAM IN POSSESSION</b> <ul style="list-style-type: none"> <li>• Player with the ball</li> <li>• Scoring and Penetrating</li> <li>• Player without the ball</li> </ul>	<ul style="list-style-type: none"> <li>• When to shoot</li> <li>• When to solo</li> <li>• When to pass</li> <li>• Moving into space to receive the ball</li> </ul>	<ul style="list-style-type: none"> <li>• When to solo with the ball</li> <li>• When to pass the ball</li> <li>• Forward passing</li> <li>• Helping the player with the ball</li> </ul>
<b>TRANSITION</b> <ul style="list-style-type: none"> <li>• Change in Possession</li> <li>• Gain Possession</li> <li>• Lose Possession</li> </ul>	<ul style="list-style-type: none"> <li>• Preserving Space</li> <li>• Keep Ball</li> <li>• Creating Space</li> <li>• Front/Back/Sides</li> <li>• Denying Space</li> <li>• Delay &amp; Dispossess</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Space</li> <li>• Making Space</li> <li>• Denying Space</li> <li>• Defending the goal</li> </ul>
<b>TEAM NOT IN POSSESSION</b> <ul style="list-style-type: none"> <li>• Man To Man marking</li> <li>• Marking Space</li> </ul>	<b>Blocking Shots and Passes</b>	<ul style="list-style-type: none"> <li>• Stopping Forward Play</li> <li>• Intercepting and Challenging</li> </ul>
<b>TECHNIQUES</b> <ul style="list-style-type: none"> <li>• Passing &amp; Receiving</li> <li>• Solo</li> <li>• Deception/Disguise</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation</li> <li>• Blocking</li> <li>• Evasion/Sidestep/Feint</li> <li>• Shooting/Passing</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation/Interception</li> <li>• Tackling/Challenging</li> <li>• Evasion/Swerve/Roll</li> <li>• Shooting/Passing/Refine</li> </ul>

## Programme- F3: YEARLY PLAN (Under 10 & 12) – **LEARN TO TRAIN 1&2**



### Step 1

Identify the main 'Principles of Play' and 'Key Moments' you hope to coach

### Step 2

Prioritise each principle in sequential order for coaching e.g. coach preserving and creating space before introducing activities for exploiting space

### Step 3

Organise this order of coaching into an appropriate sequence e.g. the initial tasks/games will be taken from Unit 1 and then progress through the other levels as skills, knowledge and fitness improve

### Step 4

Select your games from 'The Family Of Games' section that will involve players experiencing the principles of play e.g. encourage children to play in different positions i.e. attack and defence



Plan Your Programme



For success

## Programme- F3: YEARLY PLAN (Under 10 & 12) – **LEARN TO TRAIN 1&2**



### Step 5

Identify the specific skills and techniques players will need to play your selected games i.e. observe children playing games and analyse what key points need to be coached for better performance to take place

### Step 6

- As the overall aim is to help players understand the principles of play and tactics the 'Whole Part Whole Part' method of coaching should be used.
- Techniques and skills should be coached as a means to achieve the principles of play when the need arises.
- Coaching will be much more meaningful when children recognise the need for learning a particular skill in order to play a game more effectively

### Step 7

Draw up a monitoring assessment strategy (See Player Check List) which is ongoing, workable and will involve all the coaching staff, parents etc.



## Programme F3 ...MONTHLY PLAN (Under 10 & 12) – **LEARN TO TRAIN 1&2**



- ✓ Units of work should be planned from the previous yearly planning units
- ✓ They are not detailed session plans but rather a broad view of the Knowledge and Understanding, Techniques, and Skills of the game you hope to cover over a short period of time e.g. a month
- ✓ They should include the principles of play and the games you aim to use for these principles to be coached
- ✓ All the coaches from the various age groups should be involved in the planning along with the head coach or coordinator
- ✓ It is vital for player development that everyone agrees with the over all programme and that no one goes on a solo run
- ✓ For players to fulfil their maximum potential coaches must progress through the Long Term Player Development Pathways, the above method will help them achieve this



How do we get from here to  
The Theatre of Dreams ?



# Programme F2...MONTHLY PLAN (Under 8) – **LEARN TO TRAIN 1**



## Planning Games:

### Small sided games:

### Shooting and scoring drills:

**Week 1: Team Ball Pass (4 v 0) - Aim: Pass and Move to a space  
Space Awareness Skills**

**Week 2: Tower Ball (3 v 1) - Aim: How to attack a goal and how to defend  
a goal? Scoring Game**

**Week 3: Rotate The Defender (3 v 1) - Aim: Support off the ball and the  
angle of the pass**

**Week 4: Space Invaders (4 v 1 v 1) - Aim: To retain possession while  
invading territory, support On and Off the ball.**

**Week 5: End Zone (4 v 2) - Aim: Same as above except defenders may  
move anywhere.**

**Week 6: Wide Man (4 v 4 + 2) - Aim: To keep possession, move  
forward while using own players and two extra 'wide' players if  
needed. Coaches Width in Attack**



Team Ball Pass



Tower Ball



Space Invaders



## Programme ...SESSION PLAN (U10 & 12) – LEARN TO TRAIN 2



Personal session plans now need to be devised for each individual unit of work for each age group.

They should indicate the following:

- ✓ Selecting Head Coaches for each age group – Under 8's, 10's, 12's
- ✓ (These should be practical and knowledgeable coaches)
- ✓ Tutoring the coaches/parents before the programme starts
- ✓ Child protection issues and vetting
- ✓ Selecting the content to be coached from the yearly planners
- ✓ Methods of session organisation- Grid lay out, Handling numbers etc.
- ✓ How the unit will be tailored to suit the ability of your players
- ✓ Resources required – Balls, Domes, Cones, Ladders, etc.
- ✓ Assessment indicators – what you would look for to indicate that good coaching has taken place- Use skill awards to test for improvement and reward appropriately e.g. U-Can awards and skill awards.
- ✓ They need to be monitored on a weekly basis and any changes made for the next session
- ✓ Individual records should be handed onto the next coach



**Build your Core Stability at Home**



**Set them tasks for Home Work**

## Programme -session PLAN (U10 & 12) – **LEARN TO TRAIN 2**



1. Warm-up (pulse raiser, dynamic mobility, dynamic stretch –without and with the ball)
2. Use the ABC's (Agility, Balance, Coordination and Speed) and the RJ's (Running and Jumping) as part of your warm up
2. Short Skill Revision of previously learnt skills
3. Play small sided games (Whole – Part) or Introduce new skill: (Part –Whole)
4. Tell the group what you hope to coach during the session
5. Demonstrate the new skill
6. Practice the New Skill – Unopposed basic drills
7. Practice the New Skill – Under Pressure intermediate drills against the clock/opponent etc.
8. Use grids to further challenge the skill – advanced drills with more numbers and less time and space to execute the skill for the more talented
8. Fun/Conditioned Games – focus on the skill being developed in match conditions
9. Warm-down and ask players what they learnt from the session and give them their 'homework' before the next session

**YOU DON'T HAVE TO DO ALL OF THIS IN EVERY SESSION**



Mobilise The Arms



Cool Down Use Relaxation Techniques



## **F3: Learn to Train – Technical Coaching**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Coaching Skills



- ✓ **Communication – Getting Your Message Across**
- ✓ **Position:** You face the sun and speak down wind
- ✓ **Voice - Tone, Speed, Clarity, Amount (Key Points)**
- ✓ **Verbal v Non Verbal:** Use both, non verbal more powerful – Seeing is Believing
- ✓ **Instruction v Demonstration –** Players learn from Doing – Get them into action quickly
- ✓ **Questioning v Telling:** Ask me and I remember, Tell me and I forget!!!
- ✓ **Handling Numbers: Strategy –** Whole/Individual/Group
- ✓ **Coaching Strategy:** Use ‘Whole Part Whole’ as much as possible especially with more skilful players i.e. introduce the game before coaching technical or tactical skills
- ✓ **Method –** Direct v Indirect (Problem Solving)
- ✓ **Drills v Skills (Match Running V Linear Runs)**
- ✓ **Observing –** Positioning for ‘Spot and Correcting’
- ✓ **Coach through the ‘Head, Hands and Feet’ Technique** i.e. take one body part at a time and coach the key points
- ✓ **Handling Discipline –** Stopping instructions, separate ‘giddy’ children and the ‘trouble makers’. All parents must sign a declaration form that their children will behave and accept all rules and regulations laid down by the club
- ✓ **Session Structure –** Warm Up, Development, Conclusion
- ✓ **Dress For The Occasion**



2 - U.12 Pitches on 1 Large Pitch



4 Small Pitches  
U. 8/10 Pitches on 1 Large Pitch

# Coaching Skills



## A. Plan Your Session:

1. State session objectives
2. Select challenging tasks you hope to coach
3. Consider ability of players
4. Select your coaches
5. Select Time and Place

## B. Organise Tasks:

1. Organise work area
2. Prepare and Distribute equipment
3. Organise children into ability groups
4. Delegate coaches to ability groups

## C. Set Tasks:

1. Select tasks for the group/s
2. Right level
3. Length of time on given tasks

## D. Perform Tasks:

1. Check task performance. Is it too easy/difficult?
2. Adjust and Assist where necessary

## E. Guide Practice:

1. Spot and Fix: Provide feedback through questioning i.e. coach the key points
2. Don't over emphasise faults
3. Use players as example of good practice

## F. Check Outcome:

1. Check task completion
2. Have you achieved your objectives?
3. If not why not?
4. Did they have fun?
5. Did you enjoy it?
6. Set new targets
7. What can I do to improve the next session?

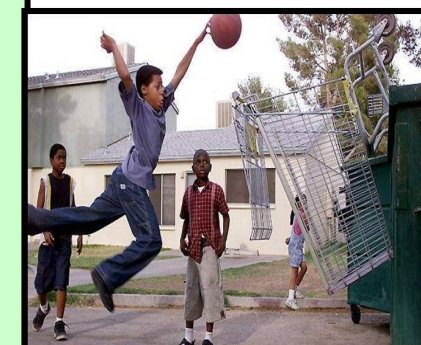
# Introducing Skills



- ✓ **Know the key points**
  - ✓ Minimise coaching points
  - ✓ Break skill down into manageable chunks
  - ✓ Ensure correct execution of the skill.
  - ✓ Observe and Analyse the execution of the skill.
  - ✓ Proper Practice makes Permanent
  - ✓ Communicate feedback by showing and speaking
- ✓ **S - for Show**
  - ✓ Name the Skill and explain its use in the game
  - ✓ Give the Coaching Points (3 max)
  - ✓ Ask Questions – Does every one understand?
- ✓ **P - for Practice**
  - ✓ Demonstrate then send the players out to Practice
- ✓ **I -for Instruct**
  - ✓ Work players in small groups
  - ✓ Stand back and observe and advise
  - ✓ Repeat the key coaching points
  - ✓ Ask Questions to seek for understanding of tasks e.g. How did that feel? How might you try something different?
- ✓ **R - for Reward**
  - ✓ Praise players for good effort
  - ✓ Award young children with certificates for achieving U-Can Awards



Good Coach to Player Ratio



Encourage Kids to Practise At Home

# Adapt and Modify Games



- ✓ Change or modified for coaching purposes by adapting:
- ✓ **Space:** Making the space bigger (for more skilled) or smaller (for less skilled) making the game easier or harder
- ✓ **Task:** Changing the task can make the game easier or harder This is known as conditioning the players e.g. you might restrict a skillful player to a specific zone or restrict his/her movement in some way so that they do not dominate the play.
- ✓ **Equipment:** A stick is more of a challenge than a bat or fist as is a small ball instead of a large ball. NB A small ball is easier to throw but harder to catch and vice versa for a large ball.
- ✓ **Players:** You can add defensive players to a game to make it more challenging or increase the numeric superiority to the attacking team to create an unbalanced 4 V 2 situation.
- ✓ **Rules:** Can have a massive bearing on a game e.g. less skilled players may be given more time on the ball, say 5 seconds while the skillful players are only allowed 3 seconds etc.
- ✓ **Zoning:** here the play area is divided into smaller segments or zones where players can be restricted to help prevent the 'Bee Hive' bunching which often dominates children's games.
- ✓ **Scoring:** More skillful players could be asked to pass to a less skilled player before their team is allowed to shoot on target or they can only score with their non preferred side etc.



Punt Rounders  
Modified for GAA



Target Game

# Stages for Player Development



Stage	Age / Class/ Group	Emphasis	Game Specifics
F1 Active Start	4-5 Yrs. P.1 & 2 Infants & Higher Infants U.6	This stage gives children an Active Start linking basic movement skills to form play.	Unstructured Play leading to Guided Play. Target Games leading to simple Court Games. Individual and Partner Tasks leading from cooperative play to competitive play. Trio activities leading to Group Tasks. Introduce non-invasive games. All children should be active for 60 minutes every day in an unstructured play situation.
F1 Fundamental Movements	6-8 Yrs. P. 3 & 4 First & Second Class U.8	Overall Development Learn all fundamental skills and build overall Motor Skills. It should be well structured, positive and <u>FUN</u> . By passing this stage is detrimental to their future engagement in sport.	Build the Fundamentals into Generic Sport Skills for use in All Sports. More advance Court Games. Build from Non Invasive games to Part Invasion. Build from 3v3 to First Touch 7v7 with 3 Zones. They should play a wide variety of sports. Perform Physical Activity 5/6 times per week Introduce simple rules and ethics.
F2 Learning To Train 1	8-10 Yrs. P. 5 & 6 Third & Fourth Class U.10	Refine the Fundamental skills Learning overall sport specific skills to be able to play our Gaelic games. Players must Learn to Play before they Play To Win.	Modify and Condition games to suit Ability Levels. Build from 5v5 to Quick Touch 9 a-side 70:30 Ratio of Training To Competition . Play 3/4 other sports plus 2 Gaelic sports i.e. Hurling/Camogie and Gaelic Football Introduce and learn some of the rules and ethics



# Stages for Player Development



Stage	Age/ Class Group	Emphasis	Game Specifics
F3 (Child) Learning To Train 2 U.12's	10-12 Yrs. P.7 & Yr.8 Fifth & Sixth Class U.12	Build the General Sport Skills through playing Modified Gaelic games to progress team play in fun blitz competitions. The emphasis must be on individual performance in a team environment and not winning. <u>Striving to Win is important</u> <u>Cognitive and Emotional Development are central</u>	Build from 7v7 to Smart Touch 11 a-side. 70:30 Ratio of Coaching To Competition . Basic Fundamental Tactics – Offence and Defence Structure competition to address differences in training age and abilities. Focus on 3 sports. Learn new rules and study others
F3 (Youth) T1 (U14) Training To Train 1 U.14's	12-14 Yrs. Yr.9-10 U.14	Consolidate Sport Specific Skills by Progressing to the full Gaelic game to perform as a team player in formal competitions. Performance and Development should be the Focus rather than Winning. This and the previous stage are the most important in a player's Development. During these stages we Make or Break a Player, Mental Preparation and Life Skills are Vital	Build from 9v9 to 15 a-side depending on skill ability. 'A' format [1 pitch] 25 minutes each way. Learn to cope with the physical and mental challenge of competition. Tactical Awareness – 'Reading The Game' Decision Making 60:40 Ratio of Coaching To Competition . Structure competition to address differences in training age and abilities, Know most of the rules
F3 (Youth) T2 (Youth) Training To Train 2 U.16's	14-16 Yrs. Yr.11 & Yr.12 U. 16	Performing additional tasks in order to achieve more as a player. Year - round training e.g. weight training, lifestyle management, nutrition etc. Although players do their best to win the major Focus is on <u>learning the basics as opposed to Competing to win at all costs.</u>	Full rules, 15 a-side. 60:40 Ratio of Coaching To Competition . Structure competition to address differences in training age and abilities. Too much competition wastes valuable training time and conversely not enough inhibits the practice of technical/tactical and decision making skills. Learn to cope with the physical and mental challenge of Competition. Know all the rules to be able to play the game fairly

# Stages for Player Development



Stage	Age/Class/ Group	Emphasis	Game Specific
F3 (Youth) T3 (Youth)  Training To Compete  U.18's	16-18 Yrs. Yr.13 & Yr.14 U.18	Achieving potential in order to succeed* others at a higher level e.g. senior club, minor, county etc. Change the coaching to competition and competition-specific to 40:60. Devote 40% to the development of technical and tactical skills and improving fitness and 60% of training to competition and competition-specific training. •Succeed = Take over From, Follow On •Advanced Mental Practice	Coach players how to perform under a variety of competitive conditions in training. Place special emphasis on optimum preparation by 'modelling' high competition in training. Select one sport. Optimise fitness preparation and sport – individual, and position specific skills as well as performance. Study and interpret all the rules
F3 (Adult) T4 (U23)  Train To Win  Seniors	18+ Yrs.	This is the final stage of player performance Maximise fitness performance: All of the player's physical, mental and lifestyle capacities are fully established. The majority of sport specific training should be of high intensity and relatively high volume.	Individual and position-specific skills as well as team performance. The focus of training is now shifted to maximisation of performance. Change Coaching to Competition Ratios to 25:75, with the competition percentage including competition-specific training activities.
9. Active For Life	This can occur at any age	The age of transition from competitive sport to lifelong physical activity. Move from competitive sport to volunteering as coaches, referees or administrators. A positive experience in sport is the key to retaining players after they leave the competitive stream.	All sports must make a paradigm shift from cutting players to re-directing them to other sports where they might find lifelong enjoyment. Footballers/Hurlers/Camogs could be re-directed to rounders, hand ball or Master's Games (Over 40's).

# Coaching Skills ...When to Introduce Skills)



Skill	U8	U10	U 12	Skill	U8	U 10	U12
<b>Kicking: (Ground)</b> -Free Kicks - Penalties <b>Kicking (Hands)</b> Punt – Straight - Hook - Swerve - Overhead - Drop		☺ ☺	☺ ☺ ☺ ☺	<b>Interceptions:</b>  <b>Man To Man Marking</b> <b>Marking Space</b>	☺	☺ ☺	☺ ☺
<b>Catching:</b> Body Low High	☺ ☺	☺ ☺ ☺	☺ ☺ ☺	<b>Scoring:</b> Feet Fist	☺	☺ ☺	☺ ☺
<b>Evasion:</b> Side Step Feint & Side Step Swerve Roll Hand Ball Feint Solo Feint	☺ ☺	☺ ☺	☺ ☺ ☺ ☺ ☺ ☺	<b>Scanning:</b> On the ball Off the Ball  Running off the ball		☺ ☺	☺ ☺
<b>Tackle:</b> Side: Near Hand Blocking Frontal: One Hand Snatch		☺ ☺	☺ ☺ ☺	<b>Pick up:</b> Stationary Rolling Chip	☺	☺ ☺	☺ ☺ ☺

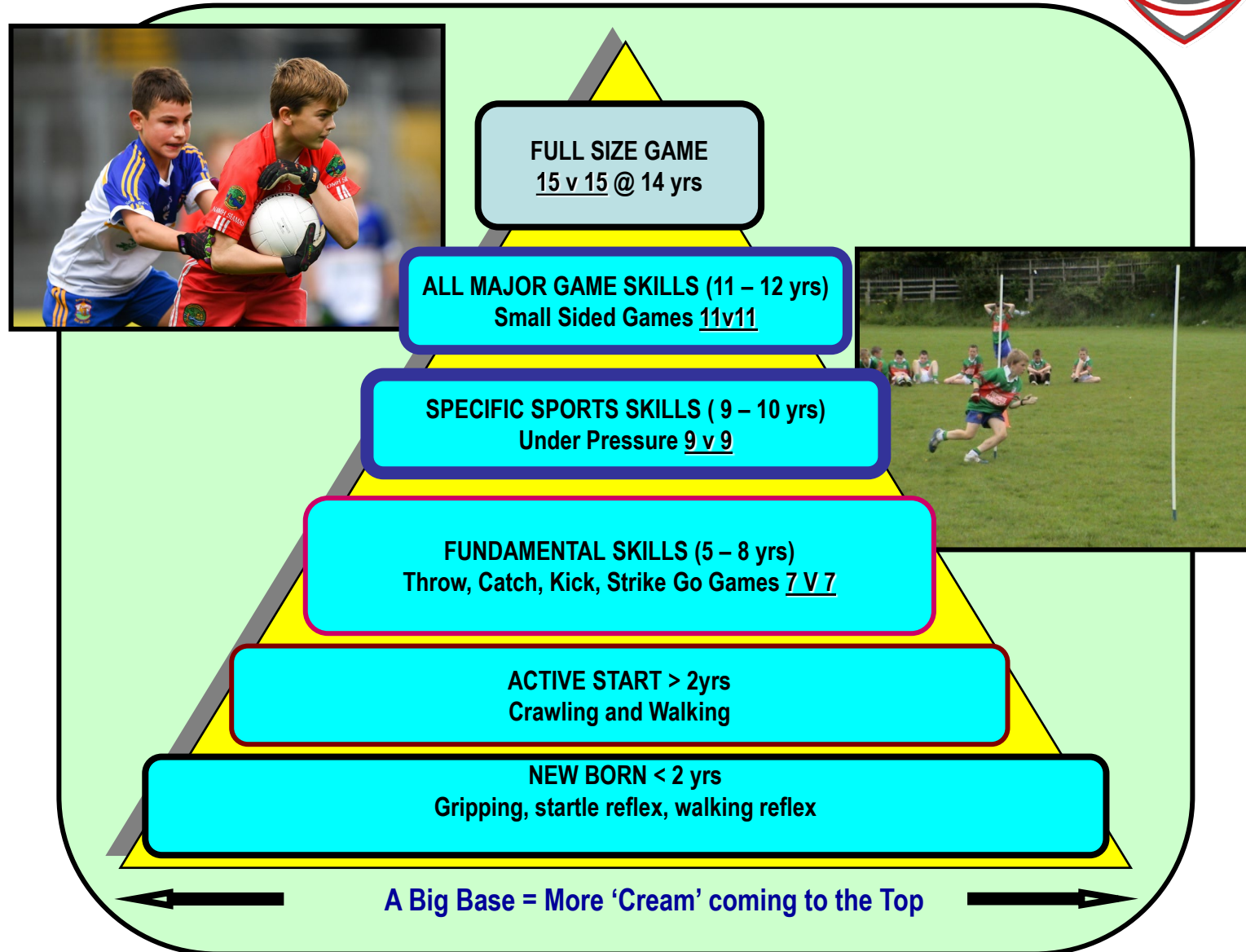


## **F3: Learn to Train – Football Skills: Technical Development**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Technical ...SKILL DEVELOPMENT PYRAMID



# Technical ...SKILL CATEGORIES FOR ANY AGE GROUP



Each skill is coached using different Body Parts i.e. The Head, Hands and Feet allowing coach to focus on one aspect of the skills at a time

- ✓ **Drills which involve passing and receiving usually start with a ball between one or two players which allows for lots of contact to help and learn the skill and the following progression are:**

1. Passer and Receiver are always stationary as they are coached the key points of the technique

2. **The passer should be challenged to move to a free space after passing to the stationary receiver**

3. Ask the passer to travel (dribble, solo etc.) into a free space before passing to a static receiver

4. **The passer passes to a moving receiver while stationary**

5. **This is the final part of passing and involves both passer and receiver moving while passing.**

- ✓ Progression 2-5 are known as 'Match' drills since they represent what actually happens in the game
- ✓ **Static or Linear drills like Progression 1 have their merit when coaching a technique initially but too many coaches spend far too long on these type of drills which do nothing for improving decision making and usually produces the 'blinkered' type of player**
- ✓ The intermediate and advanced drills challenge the players to execute their techniques under pressure of time, space and extra players which they will eventually have to do in the game. The art in coaching is to know when to challenge the players a little further
- ✓ **The final part of skill development involves players using their newly acquired skills in a team play situation using grids (play areas) and then in a fun/conditioned game**
- ✓ The above coaching method means that players can see how the technique is not coached in isolation but becomes a skill in a game situation. They are then more motivated to learn the technique

# Technical ...SKILL CATEGORIES



**A. Gaining Possession:  
Non Possession – Defence**

**B. Exploiting Possession:  
Possession - Attack**

To help coaches plan their programme these may be sub divided into four components:

## 1. Receiving Skills:

- a. Catching:-
- b. Low, Bounce (Half-Volley), Tummy, Head-High, Overhead, One-Handed
- b. The Lift:
  - Crouch (Stationary and Rolling)
  - Jab Lift, Chip & Assist

## 3. Defending Skills:

- a. Tackling:
  - Side – Near Hand Tackle
  - Front – ‘The Fencer Tackle’
- b. Blocking – From the Feet & The Dive Block
- c. Interceptions
- d. Man To Man Marking
- e. Marking Space
- f. 3 D’s - Delay, Deny & Dispossess

## 2. Playing Skills: Possession Skills, Passing, Breaking Ball

### a. Kicking:

- Ground – Short & Long
- Volleying & Half Volleying
- Punt – Drive (Front of in step)
  - Hook (Inside of in step) - Swerve (Outside of in step)
- Drop, Overhead, Tap-on

### b. Handling

### c. Travelling Skills:

The Solo – Hand To Toe & The Bounce

### d. Evasion Skills:

Dodging, Side-Step, Feint and Side Step, Swerve, The Roll, Ball Feints (Hand and Feet)

### e. Scoring Skills:

Direct – Feet, Fist - Deflected – Hands ETC. - Free Kicks & Penalties

## 4. Non Playing Skills:

- a. Spatial Awareness: Scanning: On/Off The Ball
- b. Running Off The Ball: Calling The Play
- c. Marshalling Your Defence

# Technical ...SKILL DEVELOPMENT...MASTERY OF SKILLS



## 1. Basic Drills:

- ✓ Initially children learn the skill in a stationary position
- ✓ Lots of errors – depends on the coach for instruction and direction
- ✓ Use basic drills i.e. Both players i.e. passer and receiver, stationary before advancing to:

## 2. Intermediate Drills:

- ✓ Here the skills are coached in a moving environment e.g. passer moves after passing or passing to a moving receiver
- ✓ Achieved basic level of competence
- ✓ Refine the skill further by performing the skill faster with more numbers involved.

## 3. Advanced Drills

- ✓ Skill is becoming automatic and is performed under pressure. Focus is on decision making through more advanced tasks.
- ✓ Here the passer might be pressurised when passing etc.

## 4. Grids:

- ✓ The skill is now developed using grids where more numbers are included and more decision making is required

## 5. Fun/Small – Sided Games:

- ✓ The final stage of skill development is where players use their newly acquired skills in a fast moving match environment e.g. small sided game



Start Kicking Skills On The Ground



# Technical ...SKILL ERRORS...SPOT AND FIX



- ✓ Identify the problem – Know the observable components which when put together make up the skill
- ✓ Break down basic technique: focus on various body parts and concentrate on one at a time : e.g. Head (eyes), Hands, Feet
- ✓ Work out what is required to overcome the problem
- ✓ Take player aside
- ✓ Demonstrate correct technique of faulty part
- ✓ Practice – proper repetition is key to learning

Practice doesn't make permanent but Perfect Practice does.

- ✓ The younger inexperienced players need more one to one 'hands on' coaching by the more experienced Coaches

1. Rectify Skill Faults
2. Rebuild the skill
3. No resemblance to model performance
4. Renovate the skill
5. Partially deviates from model performance
6. Practice the skill under match conditions



Practice Jump and Turn



Jump and Turn in Game

# Technical ...COACH A SKILL V RUN A DRILL



These are two very different concepts:

Running a drill requires:

- An activity to be set up that allows the players to **practice the technical or tactical aspect of the game** that s/he is working on

Coaching a skill requires:

- The coach to **communicate the correct coaching points or principle of play** that will **help the player** to execute the skill or tactical play more efficiently or effectively during a game
- Sports Skills are Taught 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. Be able to 'Spot and Fix'
- ✓ Gives Feedback about skill performance
- ✓ 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
- ✓ Teaches one component of the more complex skills at a time e.g. Head, Hands or Feet especially with regards to coaching hurling skills



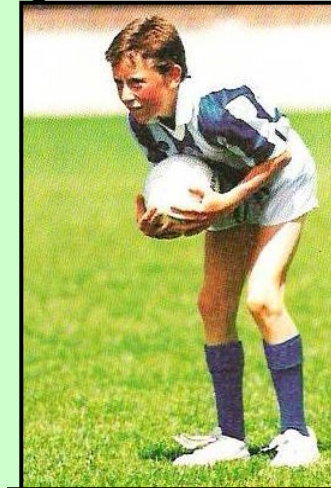
# Technical ...RECEIVING SKILLS - CATCHING



- ✓ Before coaching the sport specific skills all players should have acquired a good level of fundamental training without which it will be more difficult to coach the sport specific skills
- ✓ As the two main skills of Gaelic football are catching and kicking these are the two that should receive the most attention especially the latter
- ✓ Kicking is much more difficult to coach than catching and if not taught properly from an early age is very difficult to learn later as anyone has found out trying to coach an older player how to kick with the weaker foot

## Catching:

- ✓ There are two basic types of catches:
- ✓ The Body Catch – Here the ball is taken into the body with the hands and is much easier than the reach catch
- ✓ These include the Low, Tummy catch and the Half Volley
- ✓ As the tummy catch is the easiest to learn it should be coached first, followed by the half volley and finally the low catch
- ✓ The Reach Catch – In this catch the hands go out to meet the ball, either below or above waist height
- ✓ These include the Head- High, Overhead and the One Handed
- ✓ Children should be coached from an early age how to 'dive' for a very low ball. This will involve coaching them how break a fall by landing properly



The Body Catch



# Technical ...RECEIVING SKILLS – LOW CATCH



The low catch is used for gaining possession of a low ball travelling just above the ground and below the navel.

## HEAD:

- ✓ Eyes on the ball
- ✓ Key Point - Watch the ball all the way into the hands
- ✓ NB This is the key coaching tip for all catches

## HANDS:

- ✓ Have the hands in the ready position before the ball arrives
- ✓ Bend and reach down with arms close together – See Picture 1
- ✓ Hands ball width apart and fingers pointing to the ground
- ✓ NB For all low catches the fingers should be pointing down. For ball coming at chest height fingers should be pointing forward while for all high catches the fingers should be pointing upwards
- ✓ Let the ball come into the 'soft' hands to cushion the ball before pulling it close to the body

## FEET:

- ✓ Bend the legs preferably one foot in front of the other
- ✓ Get your feet behind the flight line of the ball early in preparation for the catch
- ✓ Stand one foot in front of the other and move into receive the ball early in front of your opponent
- ✓ If the ball is coming on your right withdraw the right leg behind the body so the ball can be 'feed' into the hands
- ✓ Drive through the ball and continue the movement
- ✓ If the ball is travelling very low and fast you might have to dive in to take the ball

Low Catch

1

2

3



Watch the ball all the way into the hands

# Technical ...RECEIVING SKILLS – LOW CATCH



## Common Mistakes

- ✓ Hands not behind the ball. Not gripping the ball as it enters the hands
- ✓ Not bending the knees to get low and not getting the feet behind the ball
- ✓ Not getting the body behind the flight path of the ball
- ✓ Snatching at the ball

## Exercise 1: Basic Drill 1: Bowl and low catch in pairs

- ✓ Knelling Knee Pick Ups
- ✓ 2's: No.1 kneels on the left knee with the backs of the hands on the ground in front of the right knee.
- ✓ No.2 rolls the ball towards the hands of No.1. This allows No.1 to gather the ball in the correct body position.
- ✓ Change rolls after set time

## Exercise 2: Basic Drill 2: Crouch Roll Pick Ups

- ✓ Repeat above while catcher in a slightly crouched position with one foot in front of the other
- ✓ The palms of the hands should be facing upwards with fingers well spread
- ✓ No. 2 uses an underhand throw to aim just below knee height
- ✓ No. 1 should step forward to catch the ball and gather to the body
- ✓ These drills also help players to execute the Dive Block

## Exercise 3: Basic Drill 3: Read The Pick Up

- ✓ No. 1 stands with both feet together and does not know which side the ball will be coming
- ✓ S/he must decide which foot to move backwards in order to get the hands down to receive the ball i.e. if the ball is coming to the player's left s/he must move the left leg back etc.
- ✓ No.2 may throw the ball to either side of the catcher
- ✓ Change rolls



Learning To Fall



# Technical ...RECEIVING SKILLS – LOW CATCH



## Exercise 1: Intermediate Drill 1: Beat Your Partner Pick Ups

- ✓ Both players stand and repeat drill above
- ✓ Throw 10 balls each to see who catches the most

## Exercise 2: Intermediate Drill 2: Shoulder Roll Pick Up

- ✓ 2's: No. 2 throws a low ball for No. 1 to come and catch while falling
- ✓ Here players should be taught how to roll while catching a low ball
- ✓ They should start on one knee and roll over one shoulder after catching the ball
- ✓ Progress to the player standing and rolling before running in and rolling after catching
- ✓ Change rolls



Roll To Score

## Exercise 3: Intermediate Drill 3: Roll To Score

- ✓ 1 V 1: Here two players compete at scoring goals by attempting to throw low balls past each other
- ✓ Use cones etc. for your goals Players should be about 5m apart. Progress to punting low balls past each other
- ✓ Who can score 5 goals first?
- ✓ This drill can progress to punt kicks
- ✓ Shots should be made to both sides of the keeper

## Exercise 4: Intermediate Drill 4: Low Ball Pick -ups

- ✓ 3's: One 'Feeder' aims a low ball between two catchers who are standing side by side in front of the 'Feeder'.
- ✓ The catchers attempt to gather the ball as soon as it is released by the 'Feeder' who throws 5 balls before changing places with No.2 etc.
- ✓ Make the catchers stand with their feet shoulder width apart and hands on thighs
- ✓ Any catcher who moves before a ball is thrown losses a point
- ✓ Give each catcher 5 points to start with
- ✓ The winner is the player with the most successful catches.



Fingers point Down  
For Low catches

# Technical ...RECEIVING SKILLS – LOW CATCH



## Exercise 5: Grid Game: 3 V 1 or 4 V 2 (+ 2 Resting Players)

- ✓ Mark out a 10m X 10m grid
- ✓ 4 Players attempt to keep possession by using low passes i.e. ball must below knee height to achieve a set number e.g. 10 consecutive passes to score a goal
- ✓ NB A goal can be a set number of passes or the most in a set time etc. it doesn't have to be goals as scored in a game
- ✓ On signal or on first pass the first two (No. 1 & 2) out side defending players may enter the grid to take possession of the ball
- ✓ After a set time e.g. 30 secs. the other two defenders move in to intercept the passes
- ✓ See which group can score the most goals in 3 mins.
- ✓ After 1 min. change roles i.e. the 4 attackers become defenders and move out side the grid while the defenders become attackers
- ✓ Variation: Attackers must use punt passes only. Use a bigger grid 30m X 20m
- ✓ All catches must be followed by a roll – soft ground only



Three v One

## Exercise 6: Fun Game: Space Invaders

- ✓ 3/4 Attackers (Space Invaders) aim to keep possession by using low passes to move from one end of a rectangle to the other through three different zones
- ✓ A defender (Alien) defends each of the middle zones (Planets) They must remain in their own planets and must give the ball back to the attackers if they gain possession
- ✓ The attackers score points by keeping possession of the ball through each of the 'planets'. They have 2 min. to score as many points as possible by moving up and down the rectangle
- ✓ The 'Aliens' score one point by taking possession of the ball below knee height in their own 'planets'



Space Invaders

## Technical ...RECEIVING SKILLS – HIGH CATCH

- ✓ Jumping like any other skill must be coached
- ✓ Always coach it from a stationary position before adding a short run up.
  
- ✓ Coach the five basic jumps:  
2-2, 1-2, 1-1 (Leap), 1-1 (Hop), & 2-1
- ✓ Use small objects like hoops to jump over, into etc.
- ✓ Add shapes to your jumps e.g. wide, long, round etc.
- ✓ Add ball to jumps
- ✓ Add Turns in your jumps
- ✓ Add pressure as you jump i.e. opposition
  
- ✓ Jumping is probably one of the least coached skills in Gaelic games
- ✓ The 4 Phases are:  
Run Up  
Take off  
Flight Phase  
Landing
  
- ✓ See Jumping section of Fundamentals manual (P. 76 – 89) for 49 different jumping tasks



The High Jump





## Technical ...RECEIVING SKILLS – HIGH CATCH

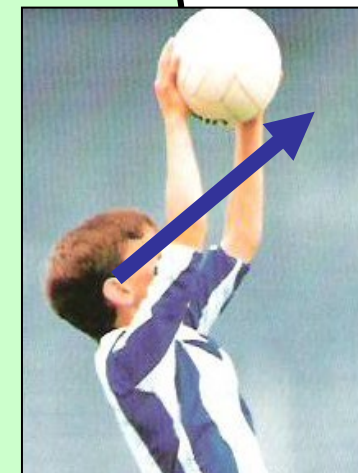


### HEAD :

- ✓ Keep your **Eye On The Ball** at all times
- ✓ 'Jump The Arc' - Watch the flight (arc) of the ball at all times in order to judge the best spot to jump from.
- ✓ Watch the ball all the way into the hands especially on contact
- ✓ Keep your eyes open at all times.

### HANDS:

- ✓ Up 'One' up 'Two'
- ✓ Swing both arms back behind the body just before take off
- ✓ Swing them forward and upwards on take off – 'Up one'
- ✓ At the top of your jump almost straighten your arms to reach for the ball – 'Up two'
- ✓ Catch the ball in front of your face with 'Big Hands' symmetrically around the ball or keep one hand at the back of the ball to prevent it been 'broken' and the other in front
- ✓ Spread the fingers and thumbs evenly around the ball. The thumbs and fingers should be in the classic W formation.
- ✓ Bring the ball quickly to the chest and land running.



Keep one hand at the back of the ball to prevent it being displaced

## Technical ...RECEIVING SKILLS – HIGH CATCH



### FEET: Right Mental Attitude

- ✓ 'Jump The Arc' - Judge the flight of the ball to get your feet in the right place and aim to Jump up the arc (flight path of the ball)
- ✓ Attack the take off with the aim of catching the ball
- ✓ Shorten your last few strides for maximum take off
- ✓ Bend your jumping leg just before take off but always take off a straight leg for maximum drive
- ✓ The knee of the non jumping leg should be driven vigorously upwards to gain maximum height in the jump and to protect the body and force away potential opponents
- ✓ Land on your take-off foot in order to continue running

**Tip:** Be up first in the air and you will have a better chance of catching the ball

- ✓ Jumping is arguably the least coached skill in Gaelic football, yet it is one of the great skills of our game
- ✓ Coaches should take more time in coaching this marvellous skill to help prevent the enormous amount of 'broken ' ball that exists in our present game



## Technical ...RECEIVING SKILLS – HIGH CATCH – *Common Mistakes*

### Common Mistakes

- ✓ Failing to keep the eyes on the ball at all times and closing the eyes on contact
- ✓ Poor timing of the jump i.e. jumping too early or late
- ✓ Not getting the feet under the dropping ball
- ✓ Landing on two feet and coming to a stop instead of 'Hitting the ground running'
- ✓ Not going with the right intention (mental attitude) of catching the ball

### Exercise 1: Basic Drill 1: The Skipping Drill

- ✓ Skipping with a High knee lift is an excellent activity for introducing all players to high jumping without and then with the ball. Coach them to jump of either foot
- ✓ Coordinate the arms and legs i.e. opposite arm to foot
- ✓ The speed of the knee lift is vital for increasing height in the jump
- ✓ The progression in jumping is from a stationary crouch position and learning the arm and leg drive and then gradually progressing with a short run up while executing the jump at the end etc.
- ✓ If players are not coached these basic jumping techniques there is little chance of them executing the high catch



Skips with High Knee Lift



Crouch before you jump but then take off a STRAIGHT leg (Heel – Toe Take Off)

## Technical ...RECEIVING SKILLS – HIGH CATCH

### Exercise 2: Basic Drill 2: Snatch The Ball Drill

- ✓ No. 1's hold the ball high up in the palm of the hand while the No. 2's run about attempting to jump and catch the ball
- ✓ After catching, land running, hand pass the ball back to the receiver and repeat a set number of times
- ✓ To make it more challenging the ball could be flicked up as the jumper comes to catch
- ✓ Change roles after a set number of catches e.g. 10
- ✓ Challenge them to jump of either foot
- ✓ Can they jump, catch and turn before landing?
- ✓ Can they grab ball with one hand behind and one hand in front of the ball?



Run, jump and Catch A Stationary Ball

### Exercise 3: Basic Drill 3: Crouch and Jump Drill

- ✓ 2's - No.1 crouches down with hands behind the sides
- ✓ No.2 Stands 4/5m in front and lobs ball for No. 2 to jump and catch
- ✓ Repeat 10 times and change roles
- ✓ Catcher uses a short run up before jumping to catch ball lobbed by thrower
- ✓ This is an excellent activity for coaching young beginners the importance of timing in the jump
- ✓ Encourage the catcher to run at right angles to the thrower in order to turn in flight while catching

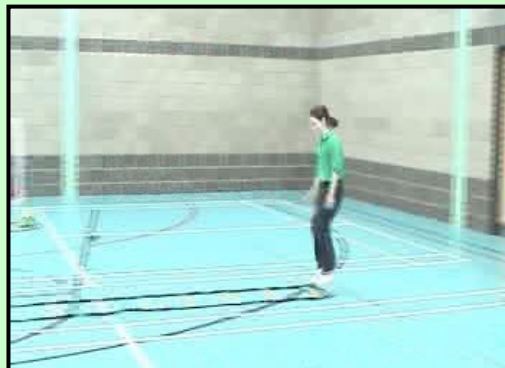


Crouch and Jump Drill  
Feeder lobs the ball

# Technical ...RECEIVING SKILLS – HIGH CATCH



4:  
Landings



5:  
Two Feet Jumps



6:  
Hopping



7:  
Ricochet



8:  
Jump And Catch

# Technical ...RECEIVING SKILLS – HIGH CATCH



## Exercise 4: Basic Drill 4: Run Jump and Catch Drill

- ✓ Walk/Jog/Run about throwing and then punting your ball up to catch it with both feet off the ground
- ✓ Send the ball well in front of you in order to be able to run up and jump
- ✓ Use walls at home to practice. Start with your feet on the ground and then jump with your feet off the ground. Throw, fist and then punt to catch



Run, Throw, Catch off Wall

## Exercise 1: Intermediate Drill 1: Triangle High Catch Drill

- ✓ 3 Players form a triangle with No.1 and No. 2 facing No. 3 (The 'Feeder') who starts with a ball
- ✓ No. 3 jogs backwards across the pitch lobbing the ball up for No.1 to sprint forward and catch. He then hand passes to No. 2 running along side, who returns to No.3
- ✓ Change roles at the other side of the pitch
- ✓ Variation: Repeat above with 'Feeder' jogging forwards so that the ball has to be caught while running backwards



Triangle High Catch

## Exercise 2: Intermediate Drill 2: Challenge the High Catch

- ✓ Same as above except the support player this time steps in front of the catcher to challenge the high catch
- ✓ Change roles after every 5/6 catches



Run, Throw, Catch off Partner

# Technical ...RECEIVING SKILLS – HIGH CATCH

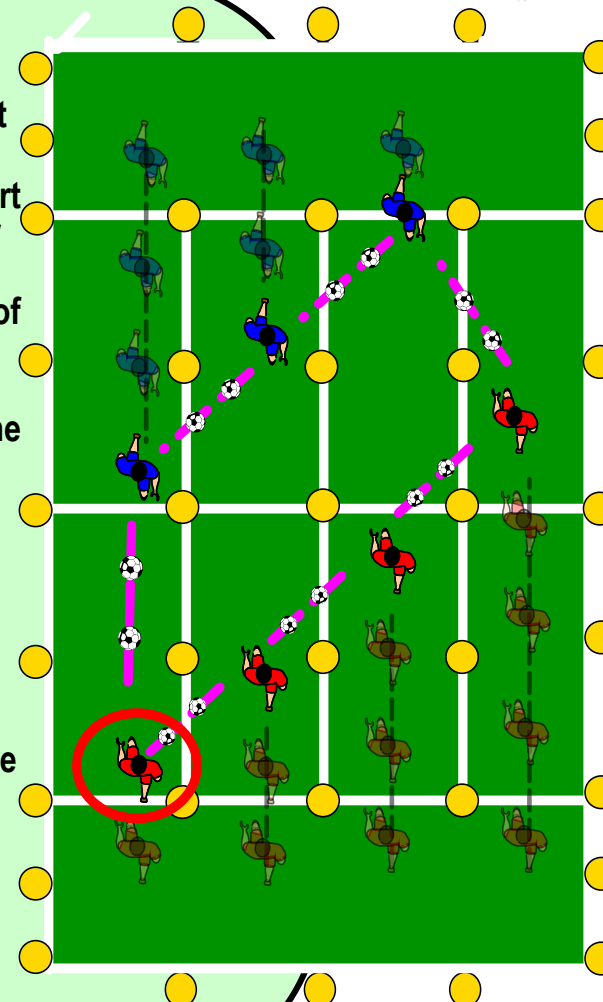


## Exercise 3: Intermediate Drill 3: Catching in the Alley

- ✓ 4/5 Catchers line up midway between two sets of spaced out 'Feeders' at A
- ✓ The servers with a ball each face the catchers about 8m apart from each other and about 10m behind the 'Feeders' in their line
- ✓ The first catcher runs down half way between the two lines of 'Feeders' attempting to jump and catch a high ball lobbed from each of the 'servers' in turn
- ✓ As soon as the first catcher has caught the second ball in the line the next catcher starts
- ✓ Change roles after a set time i.e. 2 minutes.
- ✓ Which catcher can catch the most high catches in the time set?

## Exercise 1: Advance Drill 1: Running in the Lane

- ✓ Four players each in a lane, run parallel transferring the ball from the left to the right lanes
- ✓ When they reach the end of the alley they pass the ball to the end person in the next group
- ✓ The travel back down the alleys again transferring the ball from left to right
- ✓ The exercise continues



Pass across and forward

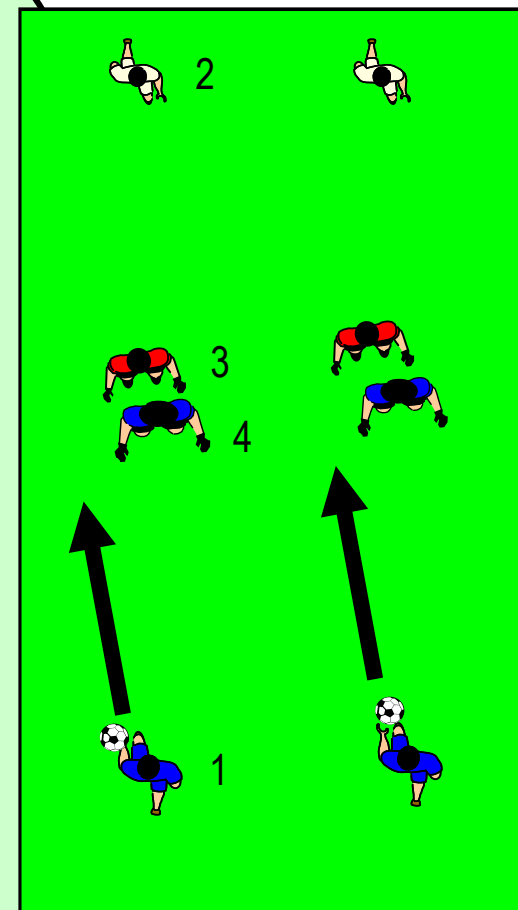
## Technical ...RECEIVING SKILLS – HIGH CATCH

### Exercise 2: Advanced Drill 2: Kick and Compete

- ✓ Groups of 4, Number person in each group 1-4
- ✓ No. 1 and No. 2 each with a ball, stand 5/6 m from two players (No. 3 & 4) in the middle
- ✓ No. 1 lobs/punts the ball up between the two middle players who stand one in front of the other to contest the high catch
- ✓ The player in front moves forward a few strides to execute the high catch while the player behind attempts to break the ball
- ✓ As soon as they return the ball to No. 1 they turn to contest a high ball from No. 2 etc.
- ✓ Change roles after 1 min
- ✓ 'Feeders' lob the ball high enough in front of the catcher
- ✓ The 'Feeder' always goes to pick any 'broken' ball
- ✓ Make it competitive by awarding one point for each successful catch

### Exercise 1: Grid Game 1: Mid Field Build Up

- ✓ Two sets of Mid Fielders contest high balls played into the middle zone by players in the outside zones
- ✓ Score: 2 pts. For a 'clean' catch and 1 pt. for a 'broken' ball
- ✓ Play for a set time e.g. 1 min. and change roles
- ✓ The two Mid Fielders must work as a unit i.e. decide which player goes for the high catch and which player anticipates the 'broken' ball
- ✓ Less skilled players are not allowed to contest the high catch



Kick and Compete

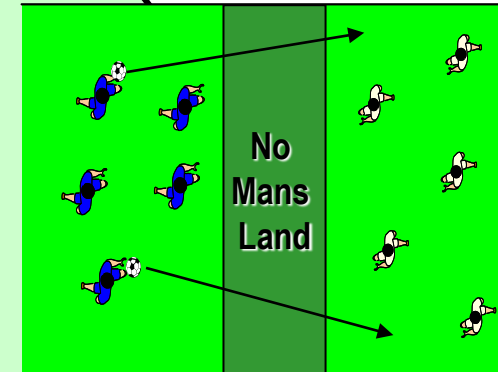


# Technical ...RECEIVING SKILLS – HIGH CATCH



## Exercise 2 : Grid Game 2: Punt Volleyball

- ✓ The aim in this game is to punt the ball high over a barrier e.g. net or an area marked out with domes to strike the floor/ground on the other side in order to score a point. Defending team of 3/4 players must always position themselves to cover as much space as possible e.g. two at the front of the barrier and two at the back etc. Team play may be introduced by making the catcher pass before punting the ball back. Add an extra ball as skill levels improve. Increase space to be defended to make more difficult.



Punt Volleyball

## Exercise 3: Fun Game 1: Prisoner Ball

- ✓ Instead of scoring points team may opt to take a player from the opposing team (prisoner) over to their side of the net. Teams that loose a 'Prisoner' must decide how to redeploy their players e.g. three players -keep two to front. Encourage decision making - encourage for better team play. Team that gets all the players over to one side is the winner.



Scout Ball

## Exercise 4: Fun Game 2: Scout Ball

- ✓ One member of each team goes to the opposite side of the net. The aim is to either punt the ball to your 'Scout' for two points or hit the space for one point. Decision -go for a one or two pointer depending on the position of the Scout.

# Technical ...SENDING SKILLS – PUNT KICK



## HEAD:

- ✓ Look at the target you hope to punt at
- ✓ Watch the ball all the way down onto the boot
- ✓ Keep your **head down** well after the ball has left the boot

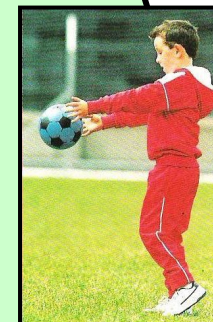
Tip: Count '1-2' with your head down after the ball leaves your foot

## HANDS:

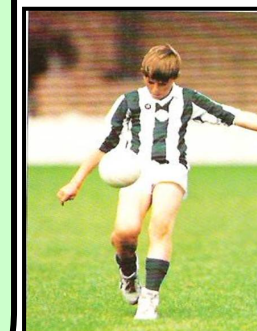
- ✓ Let beginners use 2 Hands to roll the ball down unto the foot (Off The Shelf)
- ✓ Let the ball down onto the boot without spinning, as near as possible with the same hand as the kicking foot
- ✓ Do not let this hand swing across your body after the kick
- ✓ Move your other hand out to the side to help you balance as you kick
- ✓ Try to drop the ball from one hand to the opposite foot
- ✓ Which technique do you find the easiest?

## FEET:

- ✓ With beginners get them to stand one foot in front of the other
- ✓ Use a **fast leg** i.e. bring your foot right up to your bottom for a bigger range of movement and then drive it down as fast as possible to meet the ball with a hard foot (Toe pointing downwards) and the Top Off the Laces to strike the ball
- ✓ Plant your non kicking foot directly at the target
- ✓ Follow through towards the target keeping the 'Hard Foot' in contact with the ball as long as possible i.e. 'Let It Hang'
- ✓ Do not let your leg swing across the mid point of your body. Imagine there is a Pane of glass between your legs i.e. 'Don't brake the glass'
- ✓ Keep your balance through out the whole kicking action



Ball rolls off hand



Ball down to foot

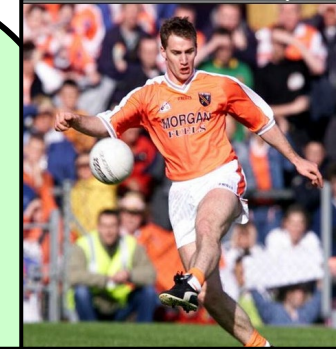
## Technical ...SENDING SKILLS – PUNT KICK



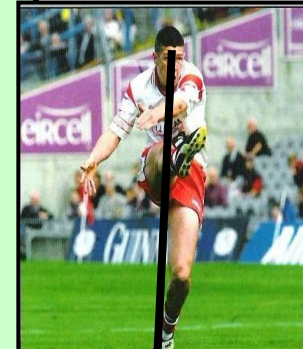
- ✓ As you strike the ball turn your chest onto the target to gain Maximum power in the kick i.e. move from shoulder to chest facing the target
- ✓ For maximum power you should finish up on the toes of your support foot
- ✓ When kicking points aim for the 'Middle of the Middle' i.e. an imaginary line between the two posts
- ✓ When kicking goals imagine a rope hanging from the cross bar to the ground about 1m in from the posts or place a plastic dome on the goal line 1m in from either goal post. This is the target area for all shots on goal
- ✓ Another good tip is to imagine you are kicking at a clock with 12 o'clock in the middle, 1 o'clock would be to the right of the posts for a right footed kicker, or 11 o'clock would be too much left for a right footed kicker. This gives the player something to focus on rather than shouting 'hard luck' or worse !!!

### Common Mistakes:

1. Not targeting the ball
2. Not fixing the eyes on the 'Sweet Spot' of the ball pre and post kicking
3. Kicking the ball with a 'soft foot' i.e. up turned toe
4. Kicking the inverted 'C' instead of the 'J' for straight line punting
5. Letting your holding hand come across the mid point of the body
6. Lifting the head too early - keep their heads down until well after the kick



Move from shoulders to chest for max power



Straight line punt the head in line with middle of the body

# Technical ...SENDING SKILLS – PUNT KICK



## Exercise 1 Basic Drill 1: Wall Target

1's Using a wall is the best place to practice your kicking skills. Mark targets to aim at and keep your record. Or use poles, cones or markers to aim at or through with a partner.

## Exercise 2: Basic Drill 2: Stage One Of Passing

Passer and receiver are both stationary- emphasise the key coaching points.

### HEAD:

- ✓ 2's, Standing 5/6m from each other practice the key points above focusing on key body parts e.g. the head, hands or the feet.
- ✓ Start with the head and ask them to try and punt the ball with the head up and then with the head down.
- ✓ They must count 'One, Two' before they are allowed to lift the head. This helps to reinforce the importance of keeping the head down.

### HANDS:

- ✓ Move back 10m and emphasise the hand let down i.e. two hands, especially with beginners, same hand as the same foot and finally opposite hand to kicking foot.
- ✓ Ask the players which they find the easiest and the one they have most accuracy with.

### FEET:

- ✓ Move back 20m and work on the feet.
- ✓ Let them experience using different parts of the foot to strike the ball i.e. outside to swerve, inside to hook and the front for straight line punting.
- ✓ Show them how to impart top spin and back spin by kicking up and down the 'sweet spot' on the ball i.e. the 'O' of the O'Neill's or some other mark on the ball.



Poles and Markers as Targets



Passer – Receiver Static – Stage 1



Passer – Receiver Move – Stage 2

# Technical ...SENDING SKILLS – PUNT KICK



## Exercise 1: Intermediate Drill 1: Pass and Move

- ✓ Here the passer travels with the ball before passing
- ✓ 2's: Player A solos 3/4 times before punting to Player B who remains stationary about 20m away. Emphasise – Head, Hands and Feet
- ✓ Player A should move from shoulder to finish with the chest towards Player B. This allows for a greater leg movement through the ball on contact and therefore more power.
- ✓ Try and let your foot 'hang' i.e. keep foot in mid air for a few seconds with the kicking foot pointing down after ball has left the foot



Travel and Pass Stage  
3

## Exercise 2: Intermediate Drill 2: Triangle Passing

- ✓ In this drill both the passer and the receiver are moving in 3's Triangle Passing:
- ✓ Three players make a triangle about 20m apart
- ✓ One player starts with a ball and passes on the run to a moving receiver
- ✓ The punt should be **aimed to bounce in front** of the receiver who should be indicating where s/he wants the pass by **pointing with the finger**
- ✓ No player should be standing still at any time
- ✓ All players are moving while passing and receiving
- ✓ This is known as a 'match running drill' which actually represents what is happening in a match situation
- ✓ Which trio can make 10 passes first?
- ✓ Can you take the ball without it bouncing?
- ✓ Less skilled players come closer together while more skilled players can move further apart or for complete beginners let them throw/hand/fist the ball while travelling



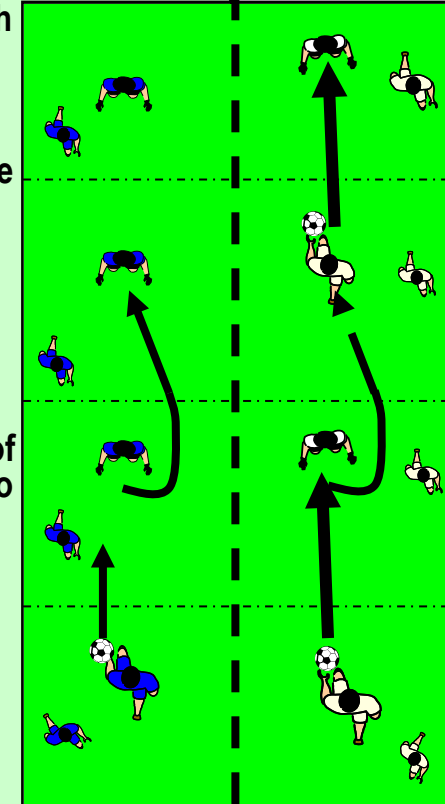
Hard Foot Hangs after  
Kicking

# Technical ...SENDING SKILLS – PUNT KICK



## Exercise 3: Intermediate Drill 3: Line Punting:

- ✓ Encourages players to move the ball at speed from one end of the pitch to the other with as few passes as possible - getting the ball into a scoring position with as few passes as possible
- ✓ 4's Line Punts: Use High or Low balls - 4 Players stand in a line using the full length of the pitch. Player A starts on the end line, B goes to the 45, C to the other 45 and D to the other end line
- ✓ A solos out and punts to B who must run to receive a pass before turning and punting to C etc. Each player must return to their original place after punting (or alternatively each player moves up a box)
- ✓ Make them use their 'weaker' foot
- ✓ Challenge the groups to complete a number of lengths of the pitch in a set time or which group can move the ball up and down a set number of times. Change roles after a set time i.e. the two outside players move to the middle.
- ✓ This drill can be challenged further by passing the ball at an angle for the receiver or bringing two lines together to form a row where players compete for the ball. Each catch gains one point – collate points in 1 min.?



## Exercise 4: Intermediate Drill 4: Variation:

- ✓ Two lines come together to contest the ball - No pair is allowed to move until the ball is kicked.
- ✓ The player who wins the ball can not be challenged as s/he passes it on to the next pair. Repeat above but allow the player on the ball to be challenged - This is one of the best drills for timing a run and challenging a player to pass the ball under pressure.

# Technical ...SENDING SKILLS – PUNT KICK

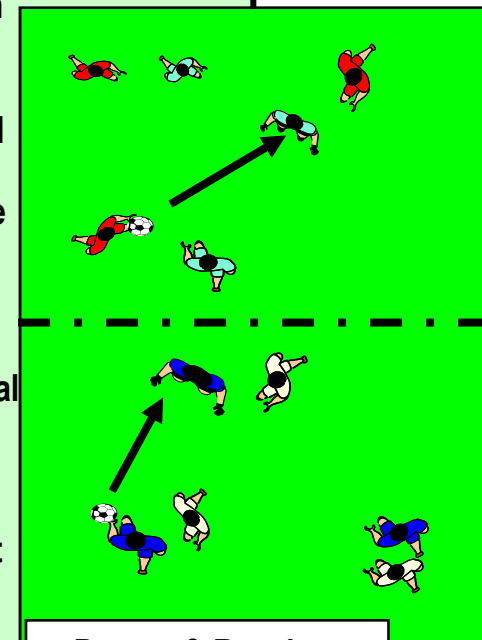


## Exercise 1: Advanced Drill 1: 25m Pass

- ✓ 3 v 3 with another 3 v 3 ready to move in:
- ✓ Here 3 Players with coloured bibs aim to keep a ball from their 3 opponents while attempting to make a 20/25m pass
- ✓ Use a fairly large grid i.e. 45m x 80m or smaller depending on skill level (Use the 45m line and the end line)
- ✓ When a team has achieved a 25m pass the coach signals and the ball is immediately placed on the ground for the other team to take possession
- ✓ Work for 1 min. and then change the teams
- ✓ See which 3 can achieve the most number of 25m passes in a 1 min. period or 3x1 min. periods
- ✓ This drill has everything – Support on and off the ball, accurate foot passing, man to man marking etc.

## Exercise 2: Advanced Drill 2: Variation on 25m pass

- ✓ Aim to make a set number of consecutive passes e.g. 8 = 1 Goal etc.
- ✓ The ball must go inside a set line e.g. 20m and back out before a team can attempt a score
- ✓ The ball must be played outside the 45m line before an attempt on goals

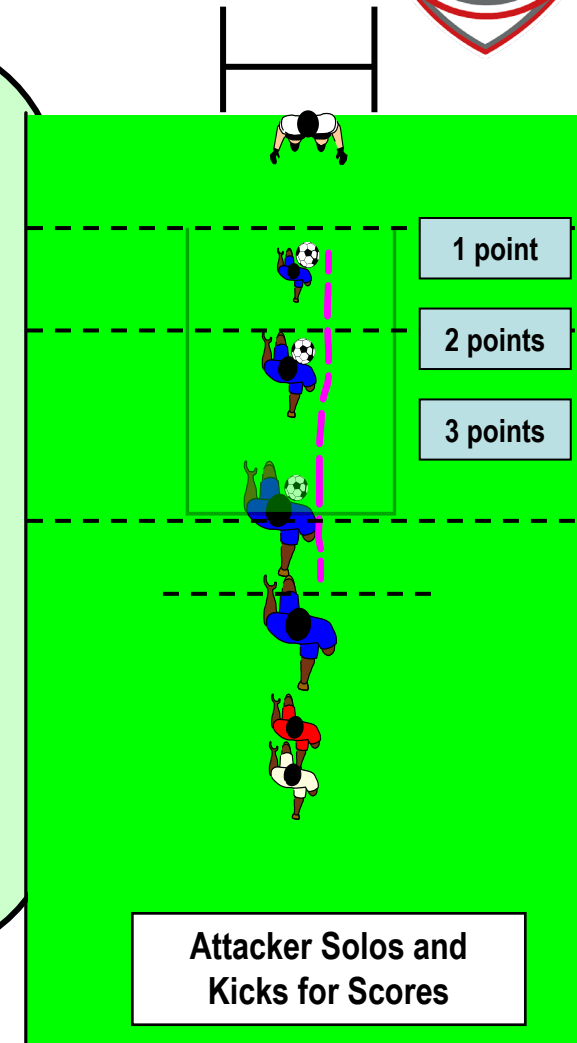


# Technical ...SENDING SKILLS – PUNT KICK



## Exercise 3: Grid Game 1: Solo and Score

- ✓ Pick Your Grid
- ✓ Players solo to a grid of their choosing and punt for points.
- ✓ Each player has a set time e.g. 1 min. or a set number of attempts e.g. 5 to score as many points for him/her self or team.
- ✓ All punts must be with the chest leading and off the top of the laces at full speed.
- ✓ Player must return to the spare ball area after each attempt for a new ball.
- ✓ The distances of the shooting boxes from the goals will depend on the skill levels of the players
- ✓ Challenge the players to use both feet, this means they could move to the close in grids for their non-preferred foot and the further out grids with their stronger foot.
- ✓ Have an opponent chasing the attacker.



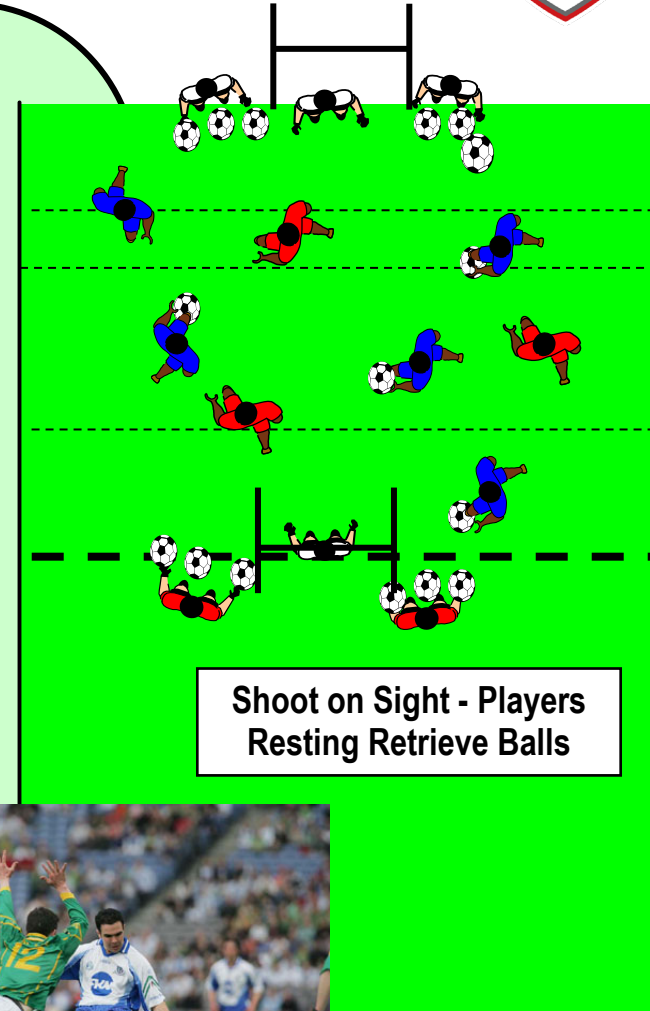


# Technical ...SENDING SKILLS – PUNT KICK



## Exercise 4: Fun Game: Shoot On Sight:

- ✓ 5 v 2/3:
- ✓ 5 Players with coloured tops play against an unequal number for a set time i.e. 3 mins. This makes it easier for one team to get plenty of shooting action.
- ✓ Use a small pitch with the small portable goals e.g. 45m x 40m.
- ✓ The aim is to shoot as soon as you have possession or one hand pass only to get the scorer into a favourable position.
- ✓ Less skilled players may be permitted one solo or bounce before shooting
- ✓ Have extra balls at the side of the goals to keep the game in action.
- ✓ All shoots must be with chest towards the target and using a 'hard foot' i.e. toe down – heel up action.
- ✓ Allow the other team an even number after a set time i.e. 3 mins.



# Technical ...SENDING SKILLS – PENALTY TAKING

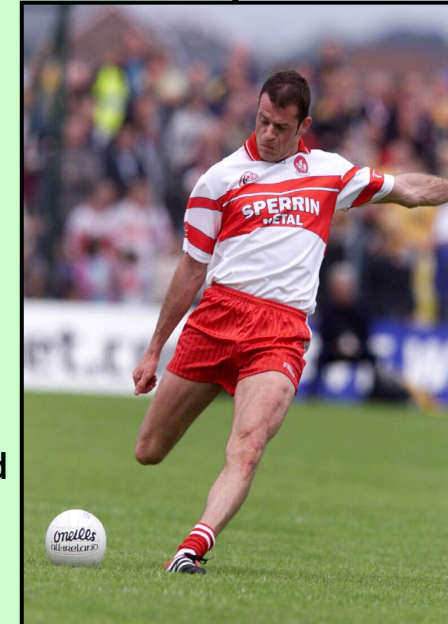


## Key Point 1.

- ✓ Placement: Place the 'Sweet spot' of the ball i.e. the 'O' of the O'Neill's or any other mark on or slightly below the centre line

## FEET:

- ✓ Stance: Stand over the ball with your support foot beside the ball and kicking foot directly behind
- ✓ Step back your preferred number of steps starting with your support foot
- ✓ N.B. Always keep your routine the same i.e. run up etc.
- ✓ Move sideways one or two steps to get your run up angle right
- ✓ If right footed step to the left
- ✓ Make a decision to go for power with accuracy
- ✓ To keep the ball low, place the non kicking foot beside the ball, and get the knee over the ball for balance
- ✓ For power use the top of the laces i.e. a 'Hard Foot' and 'Fast Leg' bring your foot down and through the 'sweet spot' as fast as possible
- ✓ If right footed aim your kick to the right of the goalie i.e. 'Top Pocket Contact'
- ✓ To help calm your self take a deep breath



Ball, Head, Knee in Line

# Technical ...SENDING SKILLS – PENALTY TAKING



## HEAD:

- ✓ Look at the target i.e. the 'O', where you hope to make contact with the ball
- ✓ Know where you are going to place it, but don't let the 'keeper' see you looking at the spot
- ✓ Look at the 'O' on the ball again and don't take your eye off it until you kick it
- ✓ Keep your head down until the ball is on its way

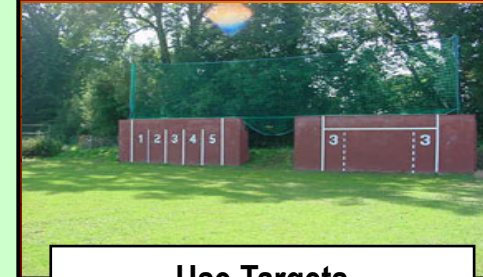
## HANDS:

- ✓ Use your arms for balance by swinging the arm on the kicking side slightly backwards while the other arm moves out to the side of the body

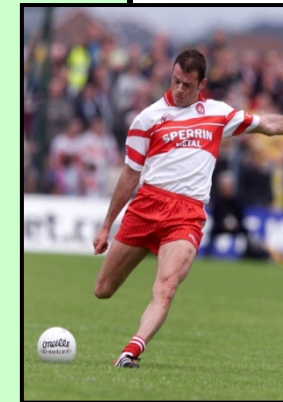
## Common Mistake 1

- ✓ Head coming up too soon
- ✓ Tip: Count 'One, Two' before lifting the head
- ✓ Poor balance prior to striking, support foot in the wrong position. The Head, Knee and Foot should be in a vertical line over the ball
- ✓ Toe up and knee not over the ball causing it to go high
- ✓ Not following through in the direction of the target and kicking across the mid line of the body.
- ✓ Not bringing the foot through as fast as possible i.e. 'A Fast Leg'

WALL Targets For Skill Practice



Use Targets



Support foot beside or slightly in front of ball

## Technical ...SENDING SKILLS – PENALTY TAKING

### Exercise 1: Basic Drill 1: Wall Target

- ✓ 1's Aiming at targets on a wall or markers

### Exercise 2: Basic Drill 2 : Kick at the Goal

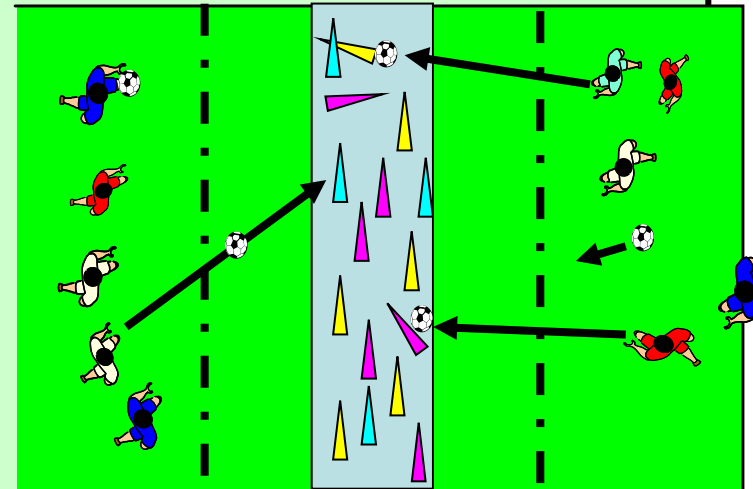
- ✓ Aim to score a goal past your team mate in goals i.e. two cones placed 5m apart.
- ✓ Attempt 5 kicks each from 10m out and then change roles.
- ✓ Place a dome 1m inside the cones as a target to aim at.

### Exercise 1: Intermediate Drill 1: Bowling Game

- ✓ 3's Penalty competition with each player to take a set number of kicks. Two penalty takers aim to take a set number of penalties against a goalie

### Exercise 2: Intermediate Drill 2: COMPETITION TIME

- ✓ Place cones in a middle zone for players in two outer zones to aim at
- ✓ Three teams of 3 aim to kick a stationary ball to knock cones down in a middle zone
- ✓ One team remains outside the middle zone to count and replace the knocked down cones
- ✓ Change roles after 1 min.
- ✓ Use different foot after each change

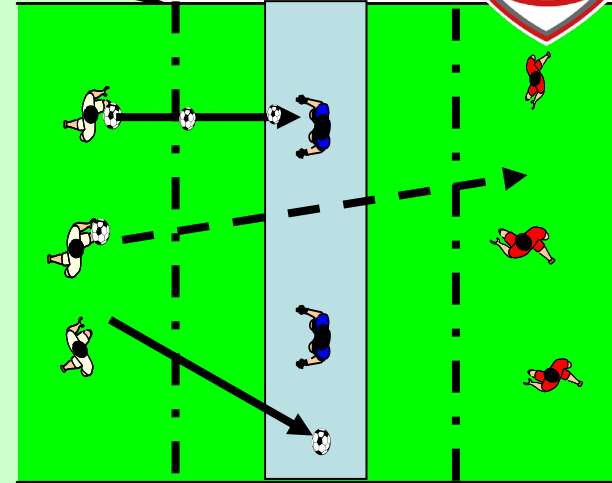


# Technical ...SENDING SKILLS – PENALTY TAKING



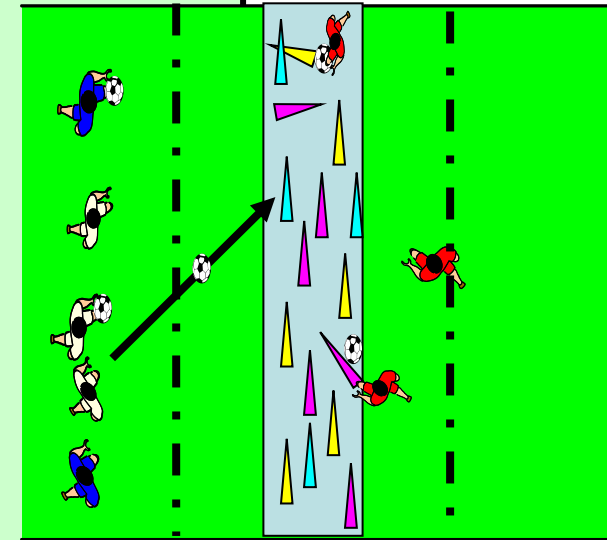
## Exercise 3: Advanced Drill 1: Through The Gap

- ✓ Aim: Two teams of three, aim to kick a stationary ball between two goalies
- ✓ Start with one ball and then add another
- ✓ Winner: The team that scores the most goals in a set time e.g. 2 mins



## Exercise 4: Grid Game: Knock the Cones down

- ✓ Aim: Three teams of three. One team are the 'Feeders' one the 'Kickers' and a team to put up the cones
- ✓ 3 'Feeders' punt balls over for 'Kickers' to place and take 'spot' kicks at cones
- ✓ The winner is the team with the most cones knocked down in a set time e.g. 2 minutes. Change roles



## Exercise 5: Fun Game: Penalty Skittle Ball

- ✓ Aim: Three teams of three. One team are the 'Feeders' one the 'Kickers' and a team to put up the cones
- ✓ 3 'Feeders' punt balls over for 'Kickers' to place and take 'spot' kicks at cones
- ✓ The winner is the team with the most cones knocked down in a set time e.g. 2 mins
- ✓ Change roles

Red team to replace cones knocked over

## Technical ...DISPOSSESSION – NEAR HAND TACKLE

### HEAD:

- ✓ Focus on the ball at all times and not the player
- ✓ Tackle the ball –Not the Player
- ✓ Time your tackle by watching the ball and your opponent

### FEET:

- ✓ Make ground so that you are level with your opponent
- ✓ When opponent's far leg is forward use a big step with your near leg to step across
- ✓ N.B. This does not mean tripping your opponent
- ✓ Shoulder your opponent as you make the tackle on the ball
- ✓ Never cross your legs

### HANDS:

- ✓ Flick the ball away with your hand nearest the defender when it is free in the solo or bounce
- ✓ Try and knock the ball to your advantage i.e. to your side away from the defender and chase after to take possession

### Common Mistakes:

1. Tackling from behind by not getting shoulder to shoulder with your opponent
2. Leading with the out side leg and hand This leads to poor balance while placing the near hand on the opponents back and fouling
3. Not targeting the ball as your main focus of attention
4. Not timing the tackle to coincide when the ball is free



Step across with  
your near HAND

## Technical ...DISPOSSESSION – NEAR HAND TACKLE

### Exercise 1: Basic Drill 1: Walking Tackles

- ✓ 2's - Nos. 1 & 2: Both start walking side by side with No.1 attempting to step across and execute the near hand tackle on an imaginary ball
- ✓ Change roles after a number of attempts
- ✓ Attempt tackle from both sides i.e. use the right and left hand
- ✓ Repeat now with the ball- Make the soloer use the toe tap every other stride



Get close to make the tackle

### Exercise 2: Basic Drill 2: Jogging Tackles

- ✓ Repeat above while jogging and then running at a fast pace
- ✓ The whole emphasis on these exercises are focused on timing of the tackle. Repeat with the ball. If coached poorly this leads to so much fouling in our game

### Exercise 1: Intermediate Drill 1: Solo to Goal

- ✓ 1 v 1: Here No. 1 attempts to solo towards goal while No.2 executes the near hand tackle as s/he runs alongside
- ✓ Condition No. 1 to solo on every stride to give No. 2 a better chance of tackling



USE Near Hand to Target Ball

# Technical ...DISPOSSESSION – NEAR HAND TACKLE



## Exercise 2: Intermediate Drill 2: Support tackler

- ✓ 1 v 1 + A Support Player: Nos. Players 1, 2 & 3
- ✓ Nos. 1 solos across the pitch with Nos. 2 running alongside attempting the N.H.T. (Near Hand Tackle)
- ✓ Nos. 3 runs alongside anticipating the loose ball
- ✓ Change roles after a set time e.g. 1 min.



Get close to make the tackle

## Exercise 1: Advanced Drill 1: Rob Roy

- ✓ 4's: Set out a big square 15m x 15m
- ✓ 4 Players solo about the inside while 4 other players jog around the out side. On signal the out side players run in and attempt a N.H.T. on their opponents. If successful they solo while the other player must leave the square before moving in to make a tackle etc.
- ✓ Which player can keep their ball the longest?
- ✓ Who can accomplish the most successful tackles in a set time?





# Technical ...DISPOSSESSION – NEAR HAND TACKLE

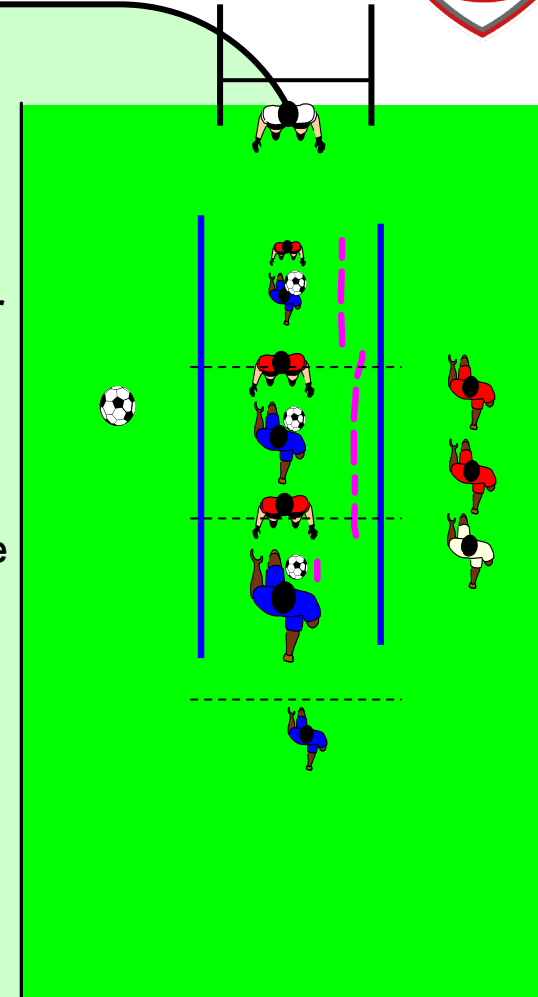


## Exercise 1: Grid Game 1: Tackle Alley:

- ✓ Set up 3/4 small grids 10m x 5m with a 3m space between each in front of goals.
- ✓ The long thin grids allow the defenders a chance of chasing their opponents to execute the N.H.T. (Near Hand Tackle).
- ✓ Place a defender in each grid. They must remain in their own grids.
- ✓ Have extra defenders ready to come in after a set number of attacks.
- ✓ 3/4 Attackers each with a ball attempt to solo, one at a time, through the grids and finish with a shot on goal.
- ✓ The defenders start at the front of the grid and must use a N.H.T. as they chase their opponent
- ✓ Change roles after a set time.
- ✓ Scoring: Defenders score 1 point for every successful tackle.
- ✓ Winner: Most points scored in a set time e.g. 3 mins.

## Exercise 2: Grid Game 2: Variation:

1. Have two defenders in each grid if attackers are very skilled
2. All grids are empty as a defender chases an attacker through the grids to see which if any grid s/he can make a NHT. S/he gains 3 Points if the tackle is made in the first grid etc.



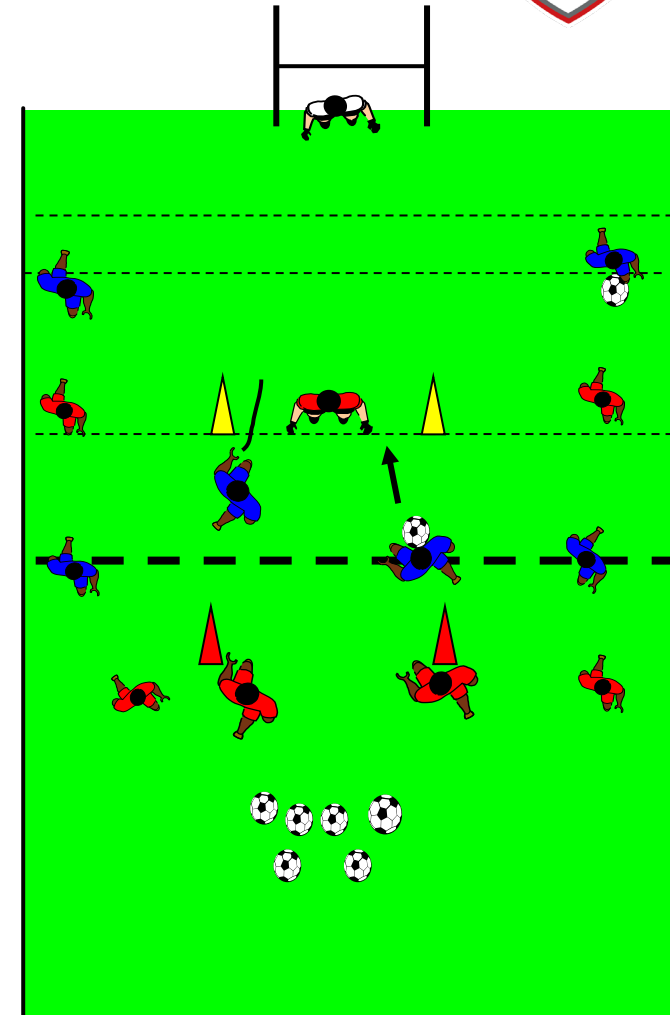
# Technical ...DISPOSSESSION – NEAR HAND TACKLE



## Exercise 3: Fun Game: Chase and Hound:

### Aim:

- ✓ 2 Attackers on a signal aim to attack the goals soloing through the cones past the red keeper.
- ✓ Keeper defends the middle set of yellow cones.
- ✓ The two red defenders at the red cones, chases the 2 blue attackers as soon as they set off from dotted line.
- ✓ The two red defenders at the red cones move as soon as the attackers pass the goalkeeper at the yellow cones.
- ✓ All tackles must be made with the hands on the ball
- ✓ Change roles after a set time i.e. the attackers move to the defending stations while the defenders move to A
- ✓ Have an extra goalie to take over after a set time.
- ✓ Variation is to allow the red defenders to move as soon as the attackers or blue team move with the ball.



# Technical ...DISPOSSESSION – BLOCKING



## Head:

- ✓ Watch the ball all the way down on to the foot
- ✓ Keep your eyes open all the time

## Hands:

- ✓ Keep your fingers and thumbs close together
- ✓ Reach in with outstretched arms
- ✓ Keep your face guarded by using hands as a barrier
- ✓ Try and block the ball on the boot or just after it has been kicked
- ✓ If you can't cover the ball with one hand use nearest hand to opponent

## Feet:

- ✓ Be in the ready (check) position ready to move
- ✓ Step leg nearest to opponent when ball is dropped from h/is hands
- ✓ If you can't reach dive to block

## Common Mistakes:

- ✓ Diving in too early – not timing the drop from the hands
- ✓ Not watching the ball all the way onto the hands
- ✓ 'Chickening' out – not being brave enough to move in for the block



Watch the Ball



Hands close together

# Technical ...DISPOSSESSION – BLOCKING



Essential ingredients: timing, checking & bravery

Pre blocking skills for inexperienced children:

## Exercise 1: Basic Drill 1: Learning To Dive Safely:

- ✓ Shown them how to dive and roll properly Execute inside on soft mats or outside on soft ground
- ✓ First practice the roll from a kneeling then a crouched position, a standing position and finally moving before you dive Add a ball

## Exercise 2: Basic Drill 2: Blocking Your Own Ball:

- ✓ Start from a standing position with their own ball bouncing it against the ground and blocking the rebound and then on the move

## Exercise 3: Basic Drill 3: Partner Blocks:

- ✓ Progress to partner blocks where one player throws the ball softly onto the ground while the other moves into block

## Exercise 4: Basic Drill 4: Foot Blocks:

- ✓ Player kneels down beside their partner and attempts to block their foot as they swing it gently up towards her/his out stretched hands. Tip: Don't kick too hard but build the force of the kick up gradually



Learn to Dive Safely



Kneel and Block

## Technical ...DISPOSSESSION – BLOCKING



### Exercise 5: Basic Drill 5: Kneel and Block

- ✓ Repeat: child kneeling reaches with out stretched arms to block the foot.
- ✓ Repeat from a crouched position, standing and finally stepping in to block

(Provided you have been coached how to block and dive)

### Exercise 1: Intermediate Drill 1: Kneel Block Ball - 2's:

- ✓ No.1 kneels beside her/his partner and attempts to block an easy punted ball
- ✓ No. 2 gradually puts more force into the kick to challenge his partner
- ✓ Repeat above from a crouched, standing and finally taking one step to execute the block

### Exercise 2: Intermediate Drill 2: Running Block

- ✓ 3's: No.1 acts as a Goalkeeper while No.2 solos forward to a predetermined line where he must attempt a shot past the keeper. This shot initially should be as easy as possible to allow No. 3 a chance of blocking the shot. Dive Block - No. 3 moves in to execute the block on No. 2; starting a few steps back but gradually moving further and further back as skill improves until he has the confidence of diving to block
- ✓ Tip: Place gym mats (at least 20cms thick) for the player to dive on to execute the block

# Technical ...DISPOSSESSION – BLOCKING



## Exercise 1: Advanced Drill 1: Block around the Clock

- ✓ Block Around The Clock – 7-8 Numbered players stand facing each other about one step apart in a circle. Every other player has a ball. The aim is for no. 1 to start inside the circle and move around attempting to block punt kicks from those players with the ball. When finished No. 2 begins etc
- ✓ Go the other way as you block



Place Your Near Leg Close To your opponent

## Exercise 2: Advanced Drill 2: Zig zag Block

- ✓ 7 Players each with a ball stand zig - zag fashion in two parallel lines opposite the goals. 7 'Blockers' move along this line one at a time and attempts to block a punted kick from the stationary players. The last 'punter' nearest the goals solos in at an angle to shoot for goals as soon as the 'Blocker' has completed the last block. He must execute a 'Dive Block' on this player in order to prevent a shot on goal
- ✓ The next 'Blocker' makes his way down the line as soon as the first 'Blocker' has passed the third 'Punter' etc



# Technical ...DISPOSSESSION – BLOCKING



## Grid Game : Solo Out and Block

- ✓ Use the 13m and 20m line as grid lines to kick from
- ✓ Players pair off, No.1 with a ball and go behind either set of posts
- ✓ On signal the first pair jog out with No. 1 in front
- ✓ When No. 1 crosses the 13m line s/he attempts an overhead punt while No. 2 reaches across in an attempt to block the ball
- ✓ This is the signal for the next pair to start while the first pair solo back passing the ball and change roles
- ✓ Challenge the kicker to move a little faster in an attempt to avoid the block
- ✓ Can the Kicker move further from goals and still score



## Fun Game : Block The Kicker

- ✓ Players divide up into groups of 3 and number themselves 1 – 2 & 3
- ✓ Nos. 1 & 2's have a ball and go to the centre of a large grid 20m x 20m
- ✓ No. 3 remains outside the grid
- ✓ The aim is for No. 1 with the ball to make a set number of solos before punting out to his No. 3 while No. 2 keeps in the check position ready to make the block. Run game for a set time and see who got the most blocks before changing roles



## Technical ...EVASION – ROLL OFF

### FEET: (For a 'roll' off the right shoulder)

- ✓ Use a solo as you approach your opponent
- ✓ As you engage the defender 'plant' your right foot towards the defender's front foot and roll off his left shoulder
- ✓ Use his/her shoulder as a hinge to 'roll' off
- ✓ Swing your left leg around by pivoting on your right foot and place it behind the defender to 'screen' off the defender
- ✓ Bring your right leg around and drive off hard

### HANDS:

- ✓ Change the ball to the outside arm before engagement i.e. if 'rolling' off your right shoulder change the ball to your left arm
- ✓ As you roll change the ball to the outside arm i.e. to your right arm
- ✓ Use your inside arm to ward off the tackle ('Break The Tackle')
- ✓ Use a low bounce (conditions permitted) as you move away from defender

### Common Mistakes

1. Using a bounce going into the tackle. This means you will have to use a solo coming out off the tackle
2. 'Planting' the wrong foot
3. Not protecting the ball pre and post engagement i.e. keeping the ball in the B.A.D. (Ball, Attacker, Defender) at all times



Plant and Roll



# Technical ...EVASION – ROLL OFF



## Exercise 1: Basic Drill 1: Pairs No Ball

- ✓ Practise rolling off to the right and left, No. 1 & 2.
- ✓ No. 2 acts as static defender while No. 1 walks slowly towards No. 2 to practice the 'Roll' using the right leg on the way forward and the left leg on the way back
- ✓ Change roles after set time, Repeat above jogging and then sprinting
- ✓ Use a tackle bag to roll

## Exercise 2: Basic Drill 2: Pairs With The Ball

- ✓ Repeat above format with the ball. Remember to solo into the tackle and low bounce coming out
- ✓ Start slowly and gradually speed up



Learning The Roll

## Exercise 1: Intermediate Drill 1: Roll off Left & Right

- ✓ 1 v 1 Rolling off to the right and left and concentrating on foot work. Here No. 2 must use upper body only to tackle No. 1 i.e. hands must be behind the back. Change roles after set time.

## Exercise 2: Intermediate Drill 2:

- ✓ Repeat Drill 1 but allow defender to use one hand to pressurise the attacker

## Exercise 3: Intermediate Drill 3:

- ✓ Allow defender to use full pressure and finish with a shot on goals

## Exercise 1: Advanced Drill 1:

- ✓ 4's in a zig zag line about 5m apart, No. 1 Starts with ball and solos towards the line of defenders each with a tackle bag
- ✓ 'Roll' to evade each of the defenders in turn - use right and left shoulder. When at the end of the line return before changing places with No. 2 etc or shoot for goal

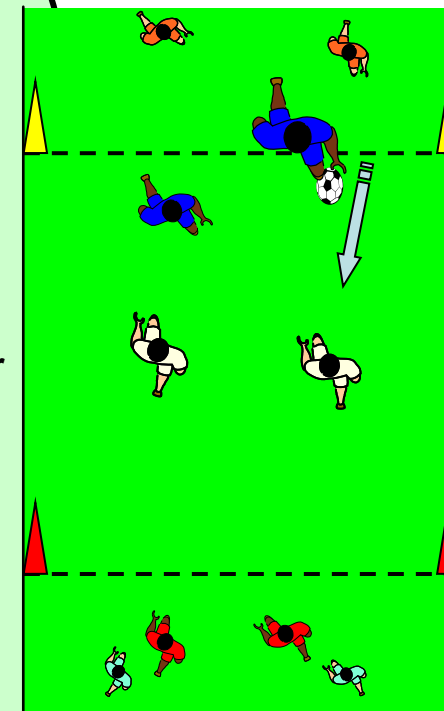
## Technical ...EVASION – ROLL OFF

### Grid Game : Roll Over

- ✓ Two attackers (blue) attempt to evade two defenders (white) using the 'roll' going towards red cones.
- ✓ Red players who receive the ball from blue after passing line take on orange players going towards the yellow cones.
- ✓ Score by passing to your partner over the opposite end line
- ✓ Winner: The pair with the most points in a set time e.g. 2 mins.
- ✓ Attackers must use the Roll to evade the defenders and must execute at least one roll before crossing the end line
- ✓ If too challenging for the attackers create a 3v2 situation etc.
- ✓ Encourage support players to take the ball off the 'Roller's' shoulder

### Fun Game: Roll Over The Opposition

- ✓ 4 Teams – 2 Attacking and 2 Defending
- ✓ 2 Attacking teams start at one End Zone
- ✓ One team at a time attempt to cross to the opposite End Zone using the roll as their main means of evasion
- ✓ When both teams have crossed the first team over begin their way back etc.
- ✓ One of the defending teams start in the middle zone and attempt to prevent the attackers crossing
- ✓ The other defending team moves into the middle court after a set time
- ✓ Introduce a 4v2 situation if too difficult for the attackers
- ✓ Encourage support 'off the shoulder' for the ball carrier



Grid Game: Roll Over

# Technical ...Travelling with the ball – The Solo



The solo is used to travel with the ball when there is normally no one else to pass to.

There are two main types of solo:

- ✓ Solo with no bounce – This is a continuous hand – to – toe every 3-4 strides
- ✓ Solo with a bounce – Here a high bounce may be used after the solo and is a quicker way of travelling since a player may move a good distance with just one solo after every bounce

**Head:**

- ✓ Watch the ball down on to the foot but look up after every solo

**Hands:**

- ✓ Let the ball down with the same hand as the same foot while using the other arm to guard the ball
- ✓ Keep your hand as close as possible to the foot when soloing
- ✓ Learn to solo with both feet

**Feet:**

- ✓ Solo at the end of your stride with an upturned toe at the end of a straight leg
- ✓ Keep the ball as low as possible in the solo

**Common Mistakes:**

- ✓ Keeping the head down too much
- ✓ Soloing when the ball is on the way up or down
- ✓ Throwing the ball up and not letting the ball down near the foot
- ✓ Soloing the ball too high



Use an up-turned toe to flick the ball back up into the hands

# Technical ...Travelling with the ball – The Solo



## Exercise 1: Basic Drill 1: Hand To Thigh Solo

- ✓ Use a hand to thigh for inexperienced children, on the spot and then walking etc.
- ✓ All with a ball each using a solo every fourth stride. Who can make the least mistakes?
- ✓ Use your weaker foot. Who can make 10 solos first?
- ✓ Jog while soloing, change direction every fourth stride.
- ✓ Add a bounce after every solo.



Let the ball down as near the foot as possible

## Exercise 2: Basic Drill 2: Flick Away - Use a 10m x 10m Grid

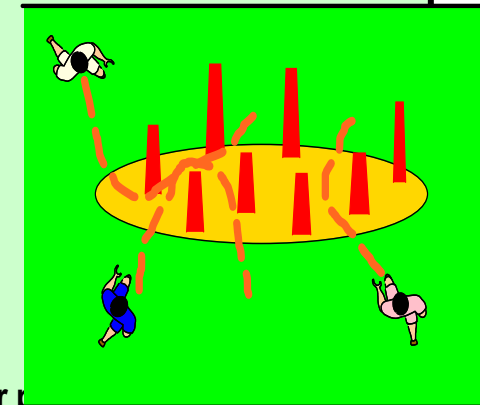
- ✓ Repeat above but attempt to flick your opponents ball away as you solo about
- ✓ Who can keep their ball the longest?
- ✓ Who can get the most flicks?
- ✓ Start with 3-4 players without a ball who attempt to dispossess the rest
- ✓ Last player left with a ball is the winner

## Exercise 3: Variation: Tag The Solo

- ✓ Half the players without the ball and half with a ball
- ✓ Those without try and tag the half with the ball as they solo
- ✓ Change roles when tagged

## Exercise 1: Intermediate Drill 1: Circle Solo

- ✓ Players solo around circle
- ✓ On signal they must solo through the circle avoiding the cones and each other
- ✓ Give each player 5 points initially, they lose a point if they lose possession of the ball, knock a cone down or bump into another player
- ✓ Game may be challenged further by placing more cones in the circle or having more players
- ✓ Place 1-2 defenders in the circle to disposes the 'soloers'



Circle Solo

# Technical ...Travelling with the ball – The Solo

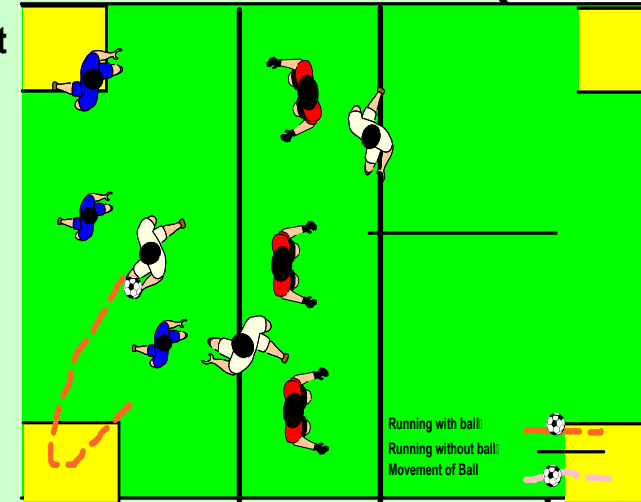


## Exercise 2: Intermediate Drill 2: Solo Relay

- ✓ Groups of 4 line up in front of 5 Markers spaced 5m apart
- ✓ Each member of the team solos out around each marker in turn
- ✓ They must pass the ball back as soon as they round the cone i.e. right hand pass at first cone, left hand pass at second, fist pass at the next and foot pass at the last etc.
- ✓ Which group is finished first?

## Grid Game: Zone Solo

- ✓ Mark out a grid with 3 zones as shown. Place 4 small scoring areas in the corners.
- ✓ Select 3 Teams – red, blue & white
- ✓ Two teams ( blue and white) play 3 a-side against each other while red defend the middle zone.
- ✓ Blue play one way and white the other into opposing grids
- ✓ When white crosses the middle zone the play 3 v 3 on the blue
- ✓ Each member of the team in possession must solo three times before they pass
- ✓ There aim is to solo through the middle zone and score in the end zones (corners)
- ✓ A goal is scored by a player soloing into their scoring grid – they retreat to their own half.
- ✓ The other team then take possession and start a new attack in the opposite direction
- ✓ Play each game for 3 minutes and then change roles. Which team can score the most goals ?



10-7-5 Second Game

## Variation:

- ✓ Allow one member of the team in the middle to defend from any where or
- ✓ Only two attacking players are allowed to pass the middle zone

# Technical ...Travelling with the ball – The Solo



## Exercise 1: Fun Game 1: 10-7-5 Second Game

- ✓ Mark out a large zone 60m x 20m with 3 equal zones
- ✓ Two teams 3 v 3 aim to solo the ball past their opposite end line
- ✓ The team in possession must keep possession of the ball for 10 seconds in their defending zone, 7 seconds in their middle zone and 5 seconds in their attacking zone before crossing their end line for a score
- ✓ If a team regains possession of the ball in their attacking or middle zone they must first solo back to their defending zone before they may start the game

### Variation:

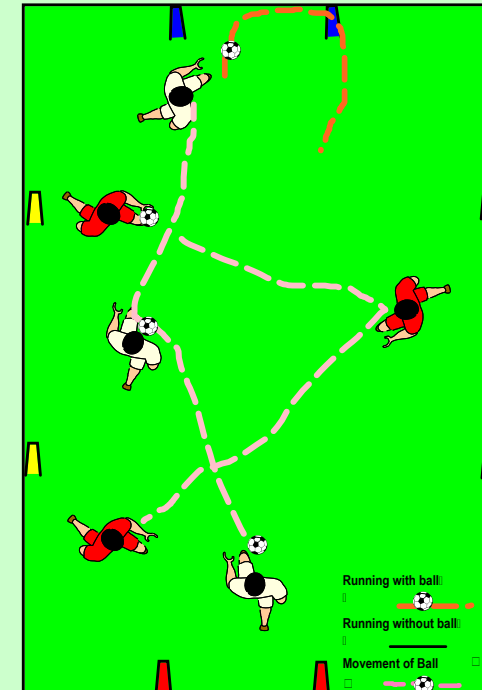
- ✓ When a team gets to their attacking zone they may go for a score after a set number of passes.
- ✓ This game encourages players to play 'Keep Ball' in their defending zone, 'Set Up Ball' in their middle zone and 'Score Ball' in their attacking zone.

## Exercise 2: Fun Game 2: 2 Goals To Score

- ✓ Teams may be 4 v 2 or 3 v 3 depending on ability
- ✓ To score the ball must be soloed through two goals on either side of a small pitch
- ✓ All players on the ball must solo the ball a set number of times before they pass

### Variation:

- ✓ Aim to solo through 3 or 4 goals
- ✓ Have a goalie in each of the goals
- ✓ Place the goals back from the grid to make it more challenging





## **F3: Learn to Train – Hurling Skills: Technical Development**

**9 – 12 yrs Males**

**8-11 yrs Females**



# Introduction: The Skills of Camogie & Hurling:

**A. Gaining Possession: Non Possession - Defence**

**B. Exploiting Possession: Possession - Attack**

To help coaches plan their programme these may be sub divided into four components:

1. Receiving Skills:
2. Ready, Lock & Lifting Positions
  - a. Catching:-
    - b. Chest, Low, Head-High, Overhead, One-Handed
    - b. The Lift:  
Roll: Stationary and Rolling  
Jab Lift, Chip & Assist

3. Defending Skills:
  - a. Tackling:  
The Clash: 1. Ground : Side  
2. Frontal
  - b. Blocking: Ground/Above Ground  
( Below Head Level & Above the head
  - c. Hooking
  - d. Interceptions
  - e. Man To Man Marking
  - f. Marking Space
  - g. 3 D's - Delay, Deny & Dispossess

2. Playing Skills: Possession Skills
  - Striking: Grip & Swing
    - a. Ground: Stationary & Moving Ball
      - Passer: Stationary & Moving to strike - Both sides
      - Doubling Back – Striking moving ball
      - Doubling Forward – Striking on ground (Both sides)
    - b. Airborne: Both Sides
      - Batting a ball overhead
      - Sideline Cut
      - The Puck Out
    - c. Hand Pass/Palming
    - d. Travelling Skills:  
Dribbling
      - The Solo: Balance ball on hurley & ball nopping
    - e. Evasion Skills:  
Dodging, Side-Step, Feint and Side Step, Swerve,  
The Roll, Ball Feints (Hand and Feet)
    - f. Scoring Skills:  
Direct: Hurl/Foot/Hand / Deflected – Hurl, Hands  
Frees & Penalties / Drop Shot

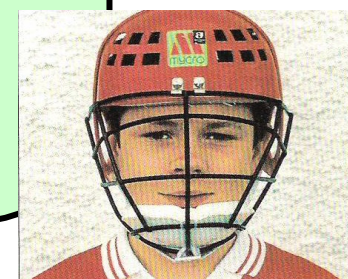
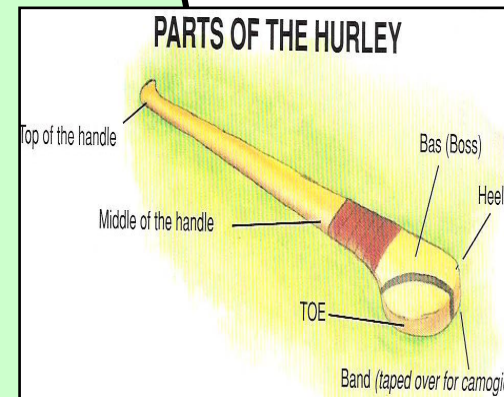
4. Non Playing Skills:
  - a. Spatial Awareness
    - Scanning: On/Off the ball
  - b. Running Off The Ball  
Calling The Play
  - c. Marshalling Your Defence



Skill	Age	U.8	U.10	U.12	Skill	Age	U.8	U.10	U.12
<b>2. Striking: Ground</b>					<b>1. Receiving Skills:</b>				
<b>Striking: Grip/Ready/Lock &amp; Swing</b>		☉	☉	☉	<b>Catching:-</b>				
<b>Passer Stationary: Hitting a stationary ball</b>					<b>Chest</b>		☉		☉
<b>Strong</b>		☉	☉	☉	<b>Low</b>		☉	☉	☉
<b>Weak</b>		☉	☉	☉	<b>Head-High</b>		☉	☉	☉
<b>Moving Ball</b>		☉	☉	☉	<b>One-Handed</b>		☉	☉	☉
<b>Strong</b>		☉	☉	☉					
<b>Weak</b>		☉	☉	☉	<b>The Lift:</b>				
<b>Passer Moving: Hitting a stationary ball</b>					<b>Roll:</b>				
<b>Strong</b>		☉	☉	☉	<b>Stationary</b>		☉	☉	☉
<b>Weak</b>		☉	☉	☉	<b>Rolling</b>		☉	☉	☉
<b>Moving Ball</b>		☉	☉	☉	<b>Jab Lift</b>		X	☉	☉
<b>Strong</b>		☉	☉	☉	<b>Chip</b>		X	X	☉
<b>Weak</b>			☉	☉	<b>Assist</b>		x	x	☉
<b>Doubling Forward – Striking ball on ground (Both Sides)</b>		☉	☉	☉	<b>3. Defending Skills:</b>				
<b>Doubling Back – Striking moving ball (moving ball on)</b>		x	☉	☉	<b>Tackling: The Clash:</b>				
					<b>a. Ground :</b>				
<b>b. Airborne: Both Sides</b>					<b>Side - Both Sides</b>				
<b>Strong</b>		!	☉	☉	<b>Strong</b>		☉	☉	☉
<b>Weak</b>		X	☉	☉	<b>Weak</b>		☉	☉	☉
<b>Batting a ball overhead</b>		X	☉	☉	<b>b. Frontal - Blocking:</b>				
<b>Sideline Cut</b>		X	x	☉	<b>Ground</b>		X	☉	☉
<b>The Puck Out</b>		x	☉	☉	<b>Above Ground - Below Head Level</b>		X	x	☉
					<b>Above the head</b>		x	x	☉
<b>4. Non Playing Skills:</b>					<b>c. Hooking</b>		X	☉	☉
<b>a. Spatial Awareness: Scanning:</b>					<b>d. Interceptions</b>		☉	☉	☉
<b>On</b>		☉	☉	☉	<b>e. Man To Man Marking</b>		X	☉	☉
<b>Off The Ball</b>		X	☉	☉	<b>f. Marking Space</b>		x	x	☉
<b>b. Running Off The Ball</b>		X	☉	☉	<b>g. 3 D's - Delay, Deny &amp; Dispossess</b>				
<b>Calling The Play</b>		X	X	☉					
<b>c. Marshalling Your Defence</b>		x	x	x					

# Introduction: Equipment

- ✓ The parts of the hurl are described in the picture opposite
- ✓ A good fitting helmet with visor is compulsory for all coaching and games
- ✓ The right size of hurl is vital for proper striking. The top of the handle should come to the top of the leg i.e. where the leg meets the hip and not the waist
- ✓ It is important to take good care of your hurl and use linseed oil to preserve the wood
- ✓ Very young children should use the rubber bas hurl
- ✓ Hurls up to and including 28" should have a metal band
- ✓ Hurls can now go down to size 20 " or smaller
- ✓ Ball Size: A mini striker or balls roughly the size of the Olympic hand balls are ideal with beginners. They should then progress to the Size 1 sliothar (6-8 yrs.) – First Touch ball before progressing to the Size 2 (8-10 yrs.) Quick Touch and finally the Size 3 (10-12 yrs.) Smart Touch
- ✓ Initially games may be played on any surface i.e. wood, tarmac, all weather surfaces etc. before progressing to grass



**Helmet with full visor is compulsory**



# Introduction: Getting Started



## Correct Grip:

- ✓ Pupils should hold the hurley with the stronger (or dominant) hand on top of the handle with the weaker hand locked underneath it when striking the ball
- ✓ Encourage pupils to hold the hurl the correct way. If corrections not made at an early age they become much more difficult to correct later.

## Introduction:

- ✓ Grip – preferred hand at top of hurl. Shake hands with your stick
- ✓ Tap the ground in front with the heel of the hurl, write initials/name etc.
- ✓ Touch big ball on both sides with hurley (using one hand)
- ✓ Move ball about with one hand – use both sides of the hurl
- ✓ Move about and on a count of '1-2-3 Strike' pretend to strike an imaginary ball off your strong and weak side

The three basic handling positions are;

1. Ready Position 2. Lock Position 3. Lifting Position
- ✓ Be familiar with these positions - children need to master these first.

### 1. The Ready Position: Should be mastered first.

- ✓ Both hands outside the body - the strong right hand holds the hurley at the top
- ✓ Weaker left hand holds (balances) the hurl just above the bas, its free to move up or down
- ✓ Toe of hurl is vertical and points towards the body - Feet are shoulder width apart

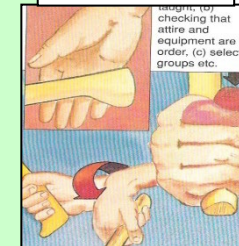
### 2. The Lock Position:

- ✓ Move from the Ready position to the Lock position by sliding the left hand up the handle to lock with the right hand. This is the lock position and is central to all striking and should be practised regularly.

### 3. Lifting position: The hurl must turn until the bas is horizontal.

- ✓ Adopt the Ready Position
- ✓ Open the left hand by spreading the fingers apart with the palm facing upwards and thumb on top
- ✓ Use the thumb of the right hand to turn the hurl so that the toe is facing away from the body
- ✓ This is the lifting position and is used for lifting the ball from the ground into the hand and in many blocking skills and when bating a ball

## The Grip



Hold thumb over forefinger for better grip



Ready Position:  
Used when the ball is not in use

## Introduction: Getting Started

**Progression: Primary 1/ Infants: 4-5 yrs.**

- ✓ All children should have acquired the fundamental skills first.
- ✓ They should be able to strike a stationary and moving ball on either side.
- ✓ Progression from small bats, longer handled bats to size 20" hurls.
- ✓ Introducing hurling specific skills as follows
  - ✓ The correct grip first
  - ✓ The ready position
  - ✓ Carry a hurley and ball at the same time
  - ✓ The dribble
  - ✓ Blocking a ball – strong side
  - ✓ The ground strike – strong side
- ✓ Game is a striking game and the sooner you can progress to that skill the better.
- ✓ The following is a brief progression for the game of Hurling/Camogie skills:
  - ✓ Dribbling
  - ✓ Blocking – Strong side and then between the legs and eventually weak side
  - ✓ Chest Catch

**Primary 3/ Age Range 3 – 7 yrs.**

- ✓ Striking a stationary ball on the ground – weak side
- ✓ Running to a stationary ball and ground striking – strong side
- ✓ Roll lift a ball into the hand
- ✓ Balancing the ball on the hurley
- ✓ Palming



The Lock Position



Down to Lift

## Introduction: Getting Started

### Primary 4/ Age Range 4 – 8 yrs.

- ✓ Running to a stationary ball and ground striking – weak side
- ✓ Blocking a ball travelling above the ground and below head height
- ✓ Jab lift a stationary ball into the hand
- ✓ Air bourn Striking – Striking a ball from the hand strong side
- ✓ Catching a ball over head

### Primary 5/ Age Range 5 – 9 yrs.

- ✓ Blocking a ball overhead
- ✓ Solo Run: a. Ball balanced
- ✓ b. Ball hopping on hurley
- ✓ Raising a moving ball into the hand
- ✓ Double back – striking a moving ball
- ✓ Striking a ball from the hand from the hand strong side for accuracy and distance

### Primary 6/ Age Range 6 – 10 yrs.

- ✓ Batting a ball overhead
- ✓ Free taking
- ✓ Striking a ball from the hand weak side
- ✓ Doubling forward – striking a moving ground ball
- ✓ Sideline cut



## Technical ...Dribbling Skills



- ✓ Use to move the ball along the ground in order to avoid opponents
- ✓ Keep your body behind the ball in a crouched position
- ✓ Hold the hurley in front of the body with the lower left hand controlling the amount of push given to the ball
- ✓ Dribbling skills are the first skills that should be coached to young hurlers as it helps to familiarise them with the hurley
- ✓ The bigger sized First Touch solitar makes it much easier to dribble

### Exercise 1: Progression

- ✓ Dribble the ball close to the body. Tap it gently across the front of the body using both sides of the bas

### Exercise 2: Tapping and stopping

- ✓ Tap ball across to one side and stop with the outside of the bas and repeat the other way

### Exercise 3: Dribble and stop

- ✓ Dribble your ball about the free spaces and stop on signal. Use a short back swing below knee height. Push the ball in front of your body when travelling forward in a crouched position. Keep it close to the bas.
- ✓ Place the bas of your hurl on top of the ball to stop it. Use alternate sides of the bas to dribble the ball
- ✓ Use alternate sides of the bas to stop the ball. Use strong hand only to dribble and stop
- ✓ Repeat with weaker hand. Repeat above while hopping

# Technical ...Dribbling Skills



## Exercise 4: Under The Legs

- ✓ One half of the group stand in a free space with their legs apart. The other half dribble about tapping the ball under the legs. Who can score the most goals in a set time? Change roles

## Exercise 5: Strike away:

- ✓ All the players dribble about a large grid. As they dribble they attempt to strike away any balls close to them
- ✓ Players try and protect their own balls by using their bodies as shields to screen the ball
- ✓ Score: Give all players 5 Points to begin. They lose a point every time they are dispossessed and gain one every time they hit a ball away
- ✓ Winner: The player with the most points at the end of a set time e.g. 2 minutes
- ✓ Variation:
- ✓ Have 3 – 4 players without a ball who attempt to gain possession of a ball
- ✓ Players who lose a ball must go and try and gain possession of another ball
- ✓ Which player can keep possession the longest without losing a ball?

## Exercise 6: Line To Line:

- ✓ All line up along one side line
- ✓ On signal aim to dribble your ball to far line
- ✓ First over the line is the winner
- ✓ Repeat above but return to start line
- ✓ Must stop ball with hurl over the line

## Exercise 7: Partner Dribbling and Passing:

- ✓ In pairs – dribble away and pass back to partner

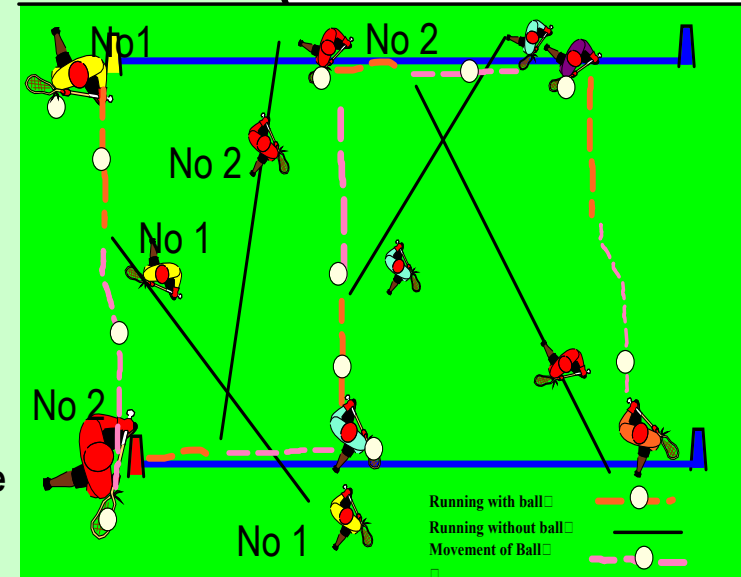


# Technical ...Dribbling Skills



## Exercise 1: Basic Drill 1: Dribble Pass Square and Run Diagonal:

- ✓ Group pair off and No. 1 & 2.
- ✓ Each has a hurl and No. 1 has a ball
- ✓ All pairs go to side line and stand 10/20m apart
- ✓ Aim: No. 1 dribbles towards their partner and passes half way across before running diagonal opposite their partner
- ✓ No. 2 dribbles towards No. 1 passes half way across and runs diagonal across from No.1 etc. Repeat above routine across the pitch.
- ✓ Use both sides of the hurl to dribble and pass with.
- ✓ Receiver stops ball initially before starting to dribble
- ✓ Receiver must move the ball on first time without stopping.
- ✓ Strike of both sides.
- ✓ See which pair is first across the pitch
- ✓ Repeat above without dribbling i.e. play the ball first time the whole way across the pitch





## Technical ...Dribbling Skills

### Exercise 2: Basic Drill 2:

- ✓ Repeat above but both move diagonally across the grid after passing
- ✓ Cuts and Leads:
- ✓ Leads are movement away from a defender where as a 'cut' involves an initial movement away from the space the attacker wants to move and then changing suddenly towards the ball This helps create space for the attacker

### Exercise 1: Intermediate Drill 1: Pass To The Lead:

- ✓ Group pair off and no. 1 & 2. No.1 has a ball and stands 10/15m from the Lead Player (No. 2)
- ✓ No.2 Makes a lead from their position for a pass from No. 1
- ✓ No. 1 can be stationary initially before dribbling and passing
- ✓ Change roles

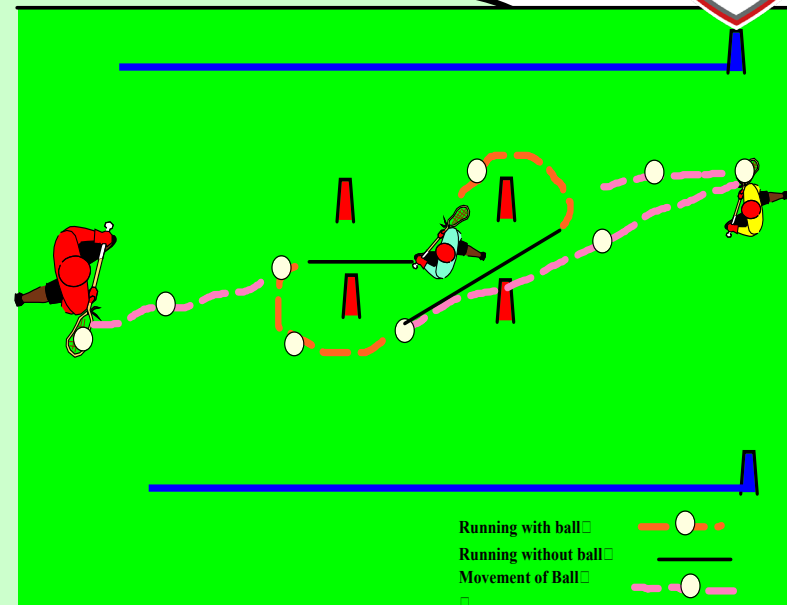
### Exercise 2: Intermediate Drill 2: Pass To A Cut:

- ✓ Pairs – No. 1 & 2
- ✓ No.1 with solitar stands some distance from No.2
- ✓ No.2 makes a 'cut' while No.1 anticipates the move and prepares to pass to the second move just as No.2 makes the 'cut'. Play the ball in front of the receiver.
- ✓ N.B. A 'cut' may be made in 3 ways, Laterally to the sides, moving towards the ball and running away, moving away from the ball and then sprinting towards the ball
- ✓ If a player has all these 'cuts' in his/her armoury they will be a much more effective in out witting their markers.

## Technical ...Dribbling Skills

### Exercise 3: Intermediate Drill 3: Find Your Man

- ✓ Encourages scanning on the ball.
- ✓ 4 players make a triangle with 3 along the base about 5m apart and the fourth on the apex about 10/15m away
- ✓ The two outside players on the base have a sliothar each and strike a ball one at a time to the player on the apex.
- ✓ This player must play the ball back to the player without a ball each time
- ✓ The players on the base may move about to challenge the player on the apex to scan even more as to where the free 'man' is
- ✓ The player on the apex must move sideways across the full length while deciding which player to play the ball back to etc.



3 Man Line Ball

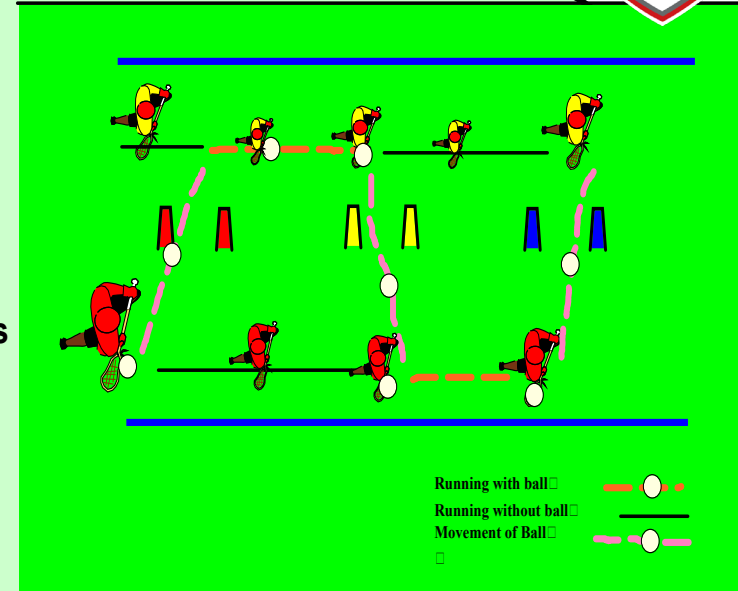
### Exercise 1: Advanced Drill 1: 3 Man Line Ball - 3 players line up about 10/15m apart

- ✓ The middle player stands in a small grid 5m x 5m and must go to meet an on coming ball, control it, dribble it around one of the front cones and strike it between the opposite cones to the next player in the line
- ✓ This player repeats the process in the opposite direction while receiving a pass from the player on the other side
- ✓ Change roles after a set time
- ✓ Keep scores: Who can score the most goals i.e. ball travelling between the cones etc.?

# Technical ...Dribbling Skills

## Exercise 2: Grid Game 1: Through The Gates

- ✓ Place a series of gates (use cones) about a meter apart down both sides of the grid
- ✓ Two players one with a ball start on the outside of the first gate
- ✓ The aim is for the player with the ball to dribble down the outside of the gates.
- ✓ S/he may pass through any gate s/he wishes to the player on the opposite side
- ✓ The new receiver may move in any direction so that the player on the other side must anticipate to be opposite at all times



## Exercise 3: Grid Game 2: 3 v 1

- ✓ Set up two grids 15m x 10m
- ✓ 3 Attackers aim to score by dribbling over the end line
- ✓ The defending player simply strikes the ball over the opposite line
- ✓ Keep changing the defending player
- ✓ Play 2 v 2 etc.
- ✓ Introduce different conditions into the game to challenge the players even more e.g. make the attackers pass so many times before they go for a score or the defending player may only score in the grid adjacent to the AB line
- ✓ Have players on the outside of the grid for the defending player to pass to
- ✓ Have a goalie who must defend the entire end line

## Technical ...Dribbling Skills

### Exercise 4: Grid Game 3: 1 v 1

- ✓ Play 1 v 1 in a grid about 15m x 10m
- ✓ Score a goal by dribbling the ball over your opponent's end line
- ✓ Place two cones for goals about 5m apart through which the ball must be dribbled
- ✓ Repeat above using a 2 v 1 where the two attackers turn after dribbling over one end line and attacking the opposite. How many goals in a minute and change roles
- ✓ Place an extra player on either side of the grid which either player may use for a 1 v 2
- ✓ Build through 2 v 2 to 3 v 3 etc.
- ✓ To encourage dribbling place a condition that one team must keep the ball for a set time in their own half before they attack their opponent's half
- ✓ Have players on the outside of the grid which may be used if there is no passing options inside the grid etc.



### Exercise 5: Fun Game 1: 4 v 2 v 2

- ✓ 4 Attackers aim to keep the ball from 2 defenders inside a large grid 20m x 20m
- ✓ 2 other players remain outside the grid and act as 'release' players when the two defenders take possession
- ✓ These players must dribble to another line before passing back into their own players
- ✓ Change roles after a set time e.g. 2 minutes
- ✓ Score: 10 consecutive passes for the attacking team equals one goal

# Technical ...Dribbling Skills



## Exercise 6: Fun Game 2: Rob The Bank

- ✓ 5 Coloured Teams of 3/4 players
- ✓ One team the Guards go to the Bank in the middle of the grid and their job is to prevent the other teams from 'robbing' the balls (jewels) from the bank and bringing them to their hide outs
- ✓ The 4 other teams are the robbers and on a signal they attempt to rob as many balls as possible from the bank and dribble them back to their hide outs
- ✓ The winner is the team with the most balls in a set time. All balls must be dribbled
- ✓ A team may rob balls from other hide outs so they might decide to keep a robber at 'home'
- ✓ Guards may also go to hide outs to dribble balls back to the bank etc.

## Exercise 7: Fun Game 3: Pass and Support

- ✓ 5 Players - 2 Attackers 2 Defenders and 1 Goalie
- ✓ Mark out two grids 15m x 15m with a set of goals
- ✓ One attacker goes to one grid and one to the other marked by two defenders
- ✓ The 'Feeder' passes the ball in between the two players in the outside grid
- ✓ Which ever player gains possession is the attacker and dribbles past the defender and passes to the inside attacker who makes a cut for the ball
- ✓ As soon as a shot is taken another ball is played in
- ✓ The outside attacker may join the inside attacker initially to give a 2 v 1
- ✓ Change roles after a set time

## Technical ...Stopping and Blocking

### Key points:

Blocking a ball on the strong side i.e. blocking to the side the toe is pointing. Adopt ready position as in preparation for all actions.

### Feet:

- ✓ Move from the ready position
- ✓ Keep on the 'balls' of your feet at all times with bent knees
- ✓ Reach out with left leg for a greater length of coverage

### Hands:

- ✓ Keep the right hand on top while you slide the left hand down the hurl in order to control the ball
- ✓ Reach across your body with the hurl
- ✓ Lower the left hand until the heel of the hurl touches the ground in line of flight of the on coming ball

### Head:

- ✓ Watch the ball all the way onto the base of the hurl

### Stopping a ball coming from your weak side:

- ✓ Reverse the process above
- ✓ Bring the left hand across the body to place the heel of the hurl on the ground to the right of your body



Blocking a ball on the strong side



Tilt the hurley slightly back if you wish to catch the ball up into your hand

## Technical ...Stopping and Blocking



**Ground Block – Stopping a moving ball coming towards your body:**

- ✓ Move from ready position to a crouched position.

**Feet:**

- ✓ Bend at the knees, keep your feet behind the ball with heels close together and toes pointing outwards
- ✓ The toe of the hurley points to the right

**Hands:**

- ✓ Turn the hurl clockwise so the hurl is in a vertical position in front of the body
- ✓ Keep the right hand on top with thumb in front of the hurl and pointing downwards
- ✓ The left hand slides down the stick again with the thumb in front and pointing down the stick
- ✓ Keep the right hand out from the body to prevent the ball coming up
- ✓ If the ball is travelling very fast draw back the hurley just on impact to help preventing the ball rebounding or if you want to take possession –
- ✓ Hold the hurley back towards the body if you want the ball to come up into your hand

**Head – Watch the ball all the way onto the hurley**

- ✓ Encourage children to use walls at home to practice all their skills during their free time.

# Technical ...Stopping and Blocking

## Common mistakes:

- ✓ Not getting the body in line of flight of the ball
- ✓ Not keeping feet in a comfortable position to be able to react quickly i.e. being 'flat' footed instead of on the 'balls' of the feet
- ✓ Not watching the ball all the way onto the stick

## Exercise 1: Basic Drills 1: Roll and Stop

- ✓ Group pair off and number 1 & 2
- ✓ No. 1 has a ball and stands 4/5m in front of No. 2
- ✓ No. 1 rolls the ball to No.2's strong side initially then the weak side and finally at the body.

## Exercise 2: Basic Drill 2: Turn and Stop

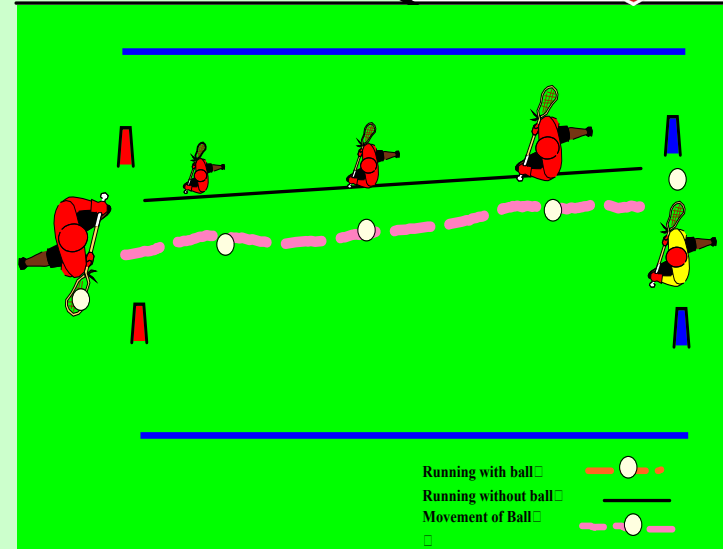
- ✓ Repeat above except the 'blocker' is facing away from the 'Feeder'
- ✓ On call the blocker must turn to make a block from any position

## Exercise 1: Intermediate Drill 1:

- ✓ 1 v 1 Two players attempt to score goals past each other
- ✓ Players play 10m apart and must use whichever block is appropriate
- ✓ Use markers for goals about 5m apart
- ✓ Players use ground strikes to score goals

## Exercise 2: Intermediate Drill 2:

- ✓ 3's: Nos. 1, 2 & 3 in a line 20m apart
- ✓ The middle player moves away from the player with the ball before turning quickly (cutting) to stop the ball turn and pass it to the player on the opposite side
- ✓ The middle player repeats the sequence again etc.
- ✓ Change roles - Which player can achieve the most blocks in a set time?



Use 1 v 1's as much as possible refine all your skills at home





# Technical ...Stopping and Blocking



## Exercise 1: Advanced Drill 1: Block and Shoot

- ✓ Number Pairs 1-2 etc
- ✓ Set up goals at one end of grid with a semi-circle around the goals
- ✓ You may have a goalie or not depending on the skill level of the players
- ✓ Players dribble and pass until the signal to shoot on goals
- ✓ Receiving player must block the ball before dribbling off into a new space
- ✓ The coach calls a pair number who must shoot immediately
- ✓ Which pair can score the most goals in a set time

## Exercise 2: Variation 1: Another goal- at the opposite end of the grid

- ✓ Which goalie can make the most saves in a set time

## Exercise 3: Variation 2:

- ✓ Have a set of goals at each side
- ✓ Players may shoot into any goals they wish

## Exercise 4: Advanced Drill 4: Two Ball Attack

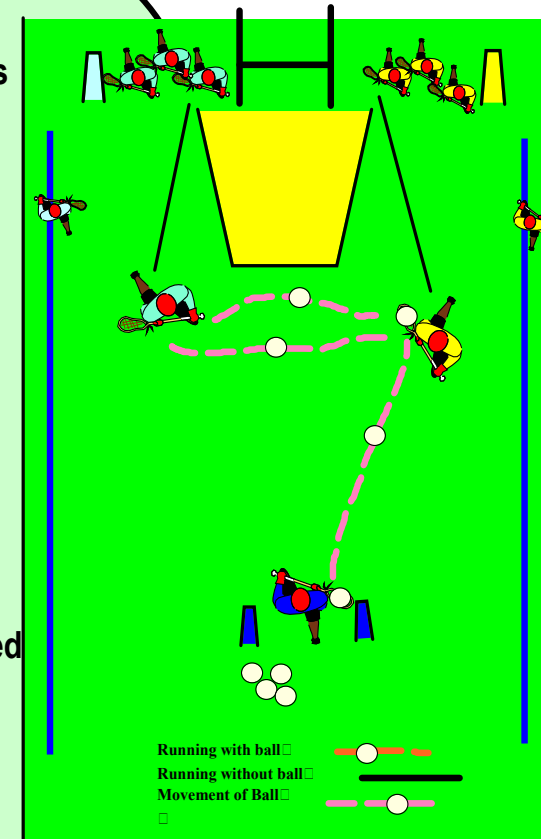
- ✓ Pairs line up on either side of the goals
- ✓ On call from the coach they run forward to compete for a ball rolled in by the coach
- ✓ Which ever player gains possession becomes the attacker and goes for goal
- ✓ The other player defends the goals
- ✓ As soon as the ball is struck the coach calls the next pair etc.

## Exercise 5: Variation 1:

- ✓ Repeat above but have two attackers run forward followed by a defender
- ✓ The two attackers must outwit the defender and go for goal

## Exercise 6: Variation 2:

- ✓ Start the two players from the other side where the 'Feeder' rolls the ball between the two players



Two Ball Attack

## Technical ...Stopping and Blocking



### Exercise 7: Grid Game: Chase Them Down

- ✓ Two attackers move forward from the back of the grid
- ✓ The coach signals for the defender to 'chase' them down
- ✓ A second defender on the next grid line attempts to delay the two attackers until his other defender has caught up
- ✓ The two attackers should have a 2 v 1 as they enter the second grid
- ✓ Here another defender moves across to 'close' down the attackers and gives the chasing defenders a second chance of catching up
- ✓ This game can be adapted to suit the skill level of the players by the coach signalling when the defenders move in to defend
- ✓ The drill may be made easier by having three attackers or with the first defender delaying his run etc.
- ✓ All defenders must use blocks to intercept passes

### Exercise 8: Fun Game: 3-2-1 Defence

- ✓ Mark out 7 zones as shown below
- ✓ 3 Defenders go to the first zone furthest from goals (end zone), two to the next and one in the zone nearest goals
- ✓ Pairs of attackers get one minute to score as many goals as possible in one minute by striking the ball into the end zone
- ✓ Defenders must remain in their own zones
- ✓ Place more or less defenders in the zones to suit the skill level of the attackers

## Technical ...Striking

**Head:** - adopt the ready position

- ✓ Place the ball in front of the feet
- ✓ Keep your eye on the ball when striking

**Hands:**

- ✓ Move from Ready Position to lock to swing
- ✓ Hold hurley with right hand on top and left hand below ready to move to the 'locked' position
- ✓ Lift the hurl until it is above the head with the bas horizontally above the left foot (Right hand top)
- ✓ Bend the arms at the elbows, the right elbow is raised out to the side bringing the left elbow in front of the chest
- ✓ Swing the hurley downwards in an anticlockwise arc with a 'wristy' action
- ✓ Strike the ball 'flat on' with the bas of the hurley in front of the left foot
- ✓ It is the hands that generate the speed of the hurl by pulling the hurl through at maximum speed
- ✓ The left hand pulls the hurley forward and leads the hands in the follow through

**Feet:**

- ✓ Shoulder width apart with shoulder in line with the target
- ✓ The right hip is moved to the side to give the body a banana shape - Bend the knees as you strike
- ✓ Body weight is transferred from the right to the left as the swing is completed It is the hips that make the swing Left hip turns and swings forward carrying the shoulders and arms with it
- ✓ Repeat above while walking slowly forward attempting swings from both sides

**Common Faults:**

- ✓ Lifting the head too early
- ✓ Not using a short wristy swing with a good follow through
- ✓ Feet in the wrong position and knees not bending
- ✓ Hands not in the right place and elbows not bending



The Lock Position



**Dominant Hand:**

Striking with the dominant hand means right hand top with left hand locked below and swinging the hurley in a clockwise arc to hit the ball to their left.

# Technical ...Striking



- ✓ Holding the Hurley Short i.e. holding the hurley further down the stick.
- ✓ This allows for much greater control and manoeuvrability.
- ✓ Return to holding hurl at full length as soon as possible.
- ✓ This is a match conditioned swing as it is much more difficult to block/hook
- ✓ It's purpose is to strike the ball without using full power
- ✓ The hands hardly move at all, though the grip remains the same
- ✓ The wrists are lowered upwards and downwards and the hurley is swung around the wrists
- ✓ The main types of striking are:
  1. Striking a stationary ball – This is the most important stroke
  2. Doubling on a moving ground ball i.e. striking it back in the opposite direction.
  3. Doubling on a moving ground ball i.e. moving it on in the same direction.
  4. Striking the ball from the hand
  5. Returning a high ball
  6. Doubling on a high ball
  7. Batting down a high ball
- a. Ground Ball:
  - ✓ The aim is to hit the ball a solid blow flat-on with the heel of the hurl which will drive it along the ground
  - ✓ The grip and feet position are already described
  - ✓ For direction the shoulder should be in line with the target, the ball in line with the heel of the 'striking off' foot
- b. Ground Doubling: Playing a sliothar back to where it came from.
  - ✓ The aim is to keep the ball moving without stopping
  - ✓ Get your feet behind the ball
  - ✓ Prepare your swing well before the ball arrives
  - ✓ Watch the ball all the way onto the bas
  - ✓ Use the full swing to get power and drive through the ball at full speed



## Technical ...Striking

**Doubling on a ball moving in the same direction**

- ✓ Use a short fast arm action
- ✓ Move towards the ball with a controlled stride
- ✓ Your stroke may be delivered in either of two ways depending on which side of your body the ball is coming:
  1. Strike from the right opposite left toe
  2. Strike from the left opposite right toe

**Striking The Ball on The Ground:**

**Exercise 1: Basic Drill 1: Least Strikes Win**

- ✓ All players line up along sideline with a ball and hurl each
- ✓ Aim to see who can strike their ball over far sideline in the fewest strikes
- ✓ Ball must be stationary
- ✓ Repeat above using weak side
- ✓ Target Golf:
- ✓ Place gates (poles/markers – 1-2 or 3m apart) for players to strike the sliothar through on the way over and back

**Exercise 2: Basic Drill 2: Over & Back**

- ✓ Repeat above but sliothar must pass opposite sideline before striking it back
- ✓ Use strong side over and weak side back – Make sure you have enough space for 5-6 strikes
- ✓ Repeat above drills working in 2's i.e. No. 1 strikes first followed by No. 2 etc.
- ✓ Repeat above using two balls, last ball over the line to count

**Exercise: 1 Intermediate Drill 1 : 2's Two Touch Relay**

- ✓ This drill allows for striking and blocking)
  - No. 1 & 2
- ✓ All the pairs line up at one side line
- ✓ No. 1 has the ball while No. 2 stands 5m in front



Lob the ball just above shoulder height



Strike the sliothar just off the left knee

# Technical ...Striking



## Exercise 2: Basic Drill 2

- ✓ Aim – No. 1 strikes stationary ball for No. 2 to stop and move back another 5m from the ball
- ✓ No. 1 moves forward to strike the ball again to No. 2 etc.
- ✓ When the ball passes the far sideline the roles are reversed (2 becomes the new striker)
- ✓ Winner: First pair back over the line
- ✓ The ball may not travel more than 5m on each strike
- ✓ Both players strike the ball first time ('blocker' strikes it straight back without stopping)

## Exercise 1: Intermediate Drill 1

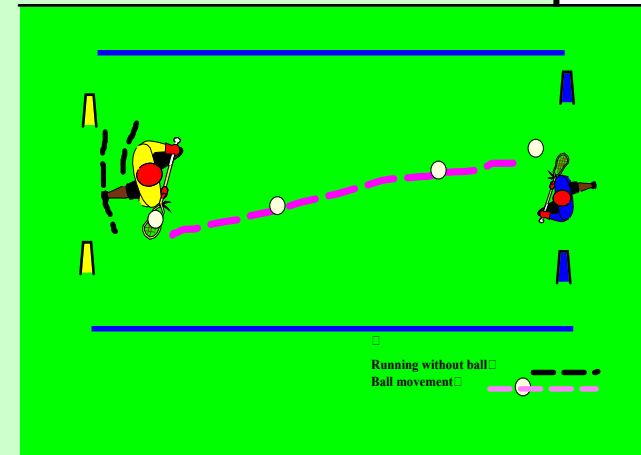
- ✓ 3's in a line about 15/20m apart
- ✓ No. 1 starts on one sideline while No.2 goes to the middle and No.3 to the far side
- ✓ Aim to strike the ball to the middle player who stops it before striking it on to No.3 etc.
- ✓ Change roles every 1-2 minutes
- ✓ See which group can achieve the most strikes in a set time

## Exercise 1: Advanced Drill 1: Number Passing

- ✓ 4,s No.1/2/3 & 4
- ✓ All go to grid 20m x 20m
- ✓ No.1 starts by passing to No.2 on a call
- ✓ No.2 passes to No.3 on a call etc.
- ✓ When No.4 has the ball No.1 calls
- ✓ Repeat above but reverse the numbers i.e. go 4,3,2 & 1
- ✓ Players must stop the ball before striking
- ✓ Players must move to a free space after passing

## Exercise 2 Variation 1: Up The Line

- ✓ Repeat drill above but players form a line with players spaced 15/20m apart
- ✓ No.1 starts and passes to No.2 and then sprints to the end of the line
- ✓ No.2 comes to block the pass dribbles forward a few meters before turning & passing to No. 3 etc.
- ✓ See which group can get over the far end line first
- ✓ Challenge players by doubling on the ball



# Technical ...Striking



## Exercise 3 Advanced Drill 2: Pass & Follow

- ✓ 4, s No. 1-4
- ✓ No.1 & 2 go to one marker while No.3 stands 10/15m in front
- ✓ No.4 goes to opposite end of line a further 15/20m
- ✓ Aim No.1 strikes to No. 3 in the middle who stops the ball for No.1 to continue run and strike onto No.4
- ✓ No.4 stops and strikes to No. 3 etc.
- ✓ See which group can get back to their original position first
- ✓ Change the middle player

## Exercise 4 Variation 1:

- ✓ Keep the ball on the move at all times by doubling i.e. middle player strikes ball back towards runner so that he must strike a moving ball use weak side

## Exercise 5 Variation 2:

- ✓ No.1 and No.3 each have a solitar while No.3 goes to the centre
- ✓ No.1 and No.3 alternatively play a ball to No. 2 who uses a first time or a two touch strike i.e. stop first before striking
- ✓ See how many strikes No.2 can make in 1 minute
- ✓ Change roles
- ✓ Use both sides to strike
- ✓ The above drills may be used for striking out of the hand

## Exercise 6: Advanced Drill 3: Pull Together

- ✓ (Pulling on the ball means swinging the hurley to strike the ball on the ground or in the air. If the two sticks clash it is known in hurling terms as the 'clash of the ash' since most hurleys are made from the ash tree.
- ✓ 3's Nos. 1, 2 & 3 – No.1 with a sliothar
- ✓ No.2 & 3 stand 2-3m in front of No.1
- ✓ No.1 rolls the ball between No.2 & 3
- ✓ As soon as the ball passes them they sprint to 'pull' i.e. strike the ball to their right or left
- ✓ Which player can achieve the highest number of strikes in a set time
- ✓ Change roles



Get in close to your opponent to pull on the ball



# Technical ...Striking

## Exercise 7: Grid Game 1: Diagonal Pass Game

- ✓ 3- 4 Attackers stand near the side line on either side of the goals
- ✓ 2 - 3 'Feeders' go to the corners of the outside grid and play diagonal balls alternatively to each group of attackers
- ✓ 2 - 3 Retrievers remain behind the goals and play the ball back to the Attackers who play the ball back down to the Feeders or reverse the process back up the grid
- ✓ Each attacker has the option of striking first time or controlling the sliothar and striking for goal.
- ✓ If s/he scores with a first strike the score is doubled
- ✓ Change the attackers after a set time so they have to strike from both sides
- ✓ Challenge further by having a goalie or have defenders coming in to challenge the attackers
- ✓ Challenge further by playing two or three diagonal passes up and down the grid

## Exercise 8: Grid Game 2: Create The Extra Man

- ✓ Mark out 3 zones as shown with two pairs in each zone
- ✓ The 'Feeder' outside the far zone plays a ball into the nearest zone
- ✓ Which ever pair gain possession are the attackers and they attempt to play the ball through their zone to their team mates in the adjacent zone
- ✓ One of the attackers who has just played the ball may create the 'extra man' by moving into this zone
- ✓ If these attackers are successful in keeping the ball in this zone one of the attackers may join the last zone to shoot on target
- ✓ If there is a 'turn over' the extra attacker must retreat to his original zone





## Technical ...Striking

### Exercise 9: Grid Game 3: Joker

- ✓ Use 4 long rectangular grids with a player in each grid
- ✓ The aim is to keep the sliotar moving at all times
- ✓ Players can select any grid to strike the ball into
- ✓ All players start with 5 points and 2 Jokers i.e. they may use a 2 – Touch (stop and then strike) for a very fast ball, provided they shout 'Joker' before they play the ball. All other balls must be played with one strike.
- ✓ A point is lost if you fail to strike the ball into another grid, take 3 touches on a Joker or 2 touch on a 'first time' strike
- ✓ The winner is the player with the most points after a set time e.g. 3 minutes or play 4 periods of 2 minutes each where the players rotate to a different grid each time

### Exercise 10: Variation:

- ✓ Start with two players in one grid and make the first strike from this grid
- ✓ The player who strikes the ball must follow the ball to that grid etc.

### Exercise 11: Fun Game: Clear Your Lines

- ✓ 2 teams of 4/5 aside
- ✓ The aim of this game is to not let the ball stop in your area
- ✓ Players must work as a team to cover all the spaces and keep the ball moving at all times
- ✓ A back court player may play the ball at the right pace for a front court player to double on
- ✓ This game is ideal for doubling back and forward
- ✓ Scoring 1: Give each team 5 Points to start with. A team losses a point if the ball stops in their area
- ✓ Scoring 2: A point is awarded to the team that strikes a ball past the opposition's end line



# Technical ...Lifting



## Lifting The Stationary Ball:

1. Two Handed Lift
2. One Handed roll lift
3. The Jab Lift with two hands
4. The Jab Lift with one hand

## Lifting A Rolling Ball:

- ✓ Coming directly towards you
- ✓ Coming to your left hand side
- ✓ Coming to your right hand side
- ✓ A rolling ball going away from you

## Key Points:

1. The roll lift should be coached first
2. Execute the skill at speed
3. Be careful not to 'snap' the ball downwards
4. The body should be well crouched over the ball
5. The one handed roll lift allows you to block an opponent off with the free arm
6. The right hand should be well down the handle for maximum control in the one hand roll lift
7. The jab lift (one or two handed allows you to gain possession without checking momentum
8. Keep the Hurley as low to the ground as possible



## Technical ...Lifting

### The Two Handed Roll Lift:

- ✓ The roll lift is a very safe method of lifting the ball either into the hand or for taking frees
- ✓ Ready Position:
- Feet:
  - ✓ Move to lifting position – Bend the knees and back with the left foot in front of the right
  - ✓ The ball should be in front of the left foot
  - ✓ Let inexperienced players kneel on both knees initially when attempting the role lift
- Hands:
  - ✓ Let players use a shorter grip when learning the skill.
  - ✓ Both hands face down towards the bas – thumbs on top of the hurley
  - ✓ Right hand turns hurley with its toe facing right
  - ✓ Hurley rests in the left hand
  - ✓ Place the centre of the bas firmly on the ball
  - ✓ Keeping the hurl as close to the ground as possible roll the ball towards you
  - ✓ Withdraw the hurley from the rolling ball at speed and scoop the ball up into the left cupped hand

### The Two Handed Jab Lift:

- ✓ Used to take the ball into the hand without stopping.
- Hands
  - ✓ Use a shortened grip for more control
  - ✓ Move from ready position to the lifting position
- Head
  - ✓ Bend the knees and back to bring the head down over the ball
- Feet
  - ✓ The left foot is in front of the right foot in line with the ball
  - ✓ The hurley is held outside the hip with the toe facing to the right
  - ✓ Jab the toe of the hurley underneath the ball
  - ✓ Release the weaker hand from the hurl and...
  - ✓ Allow the ball to fall into the cupped left hand
  - ✓ Encourage them to take the ball as close to the ground as possible
  - ✓ Encourage children to move from the ready position to the lifting position often and from the ready position to the lock position.

## Technical ...Lifting

### Exercise 1: Basic Drill 1: Pick and Drop

- ✓ All players in a large grid with a ball each
- ✓ Balls are left in a free space
- ✓ On signal players move about lifting stationary balls soloing it a free space and placing the ball down
- ✓ Use roll lift initially before attempting the jab lift
- ✓ Use two hands and then one hand
- ✓ Set Targets: Who can lift the most balls in a set time or 10 balls first

### Exercise 2: Variation: Last in The winner

- ✓ Coach lifts 2-3 balls each time
- ✓ The players who fail to have a ball in their possession are eliminated from the game
- ✓ The last player left in is the winner

### Exercise 3: Basic Drill 2: Lift Solo Drop

- ✓ 2's No.1 & 2
- ✓ Start with the ball in a space
- ✓ No.1 Runs to the ball executes a specific lift and solos off to a free space and drops the ball
- ✓ No.2 Repeats
- ✓ Repeat above but pass the ball back to your partner after the solo run

### Exercise 1: Intermediate Drill 1 : Lifting a moving ball

- ✓ 3's in a line about 5m apart
- ✓ All groups line up along the side line
- ✓ Middle player starts drill by rolling sliothar in front of outside player who runs to execute specific lift
- ✓ This player rolls the ball for the middle player etc.
- ✓ See which group reaches far touch line first

## Technical ...Lifting

### Exercise 1: Advanced Drill 1: Pressure Lifts

- ✓ 3's – Nos. 1, 2 & 3
- ✓ No.1 with ball stands 3m behind No. 2 & 3 who stand shoulder in front of No.1 facing forwards
- ✓ No.1 rolls the ball between No.2 & 3 who sprint after the ball and compete to lift
- ✓ Tip: Shoulder your partner before the lift
- ✓ Change roles

### Exercise 2: Advanced on the Move: Repeat above while all moving

### Exercise 3: Grid Game: Lift and Strike

- ✓ Mark out a large grid in front of the goals 30m x 30m
- ✓ Space 10 balls at random throughout the grid
- ✓ Nominate 5-6 attackers with 2-3 defenders
- ✓ On signal the attackers move to a free ball lift it up as stipulated and strike for a point
- ✓ The defenders attempt to block the attacker's strike
- ✓ See which attacker can score the most points from the 10 balls
- ✓ Which defender got the most successful blocks?

### Exercise 4: Fun Game: 10 Ball Attack

- ✓ Repeat above game but play over two grids with goal posts at either end
- ✓ Nominate 5 Attackers and 2 Defenders for each grid
- ✓ Place 10 balls at random in each grid
- ✓ On signal attackers in their own grids attempt to lift and strike their 10 balls over the bar for points
- ✓ Defenders challenge the attackers in their grids only
- ✓ Which set of attackers and clear the 10 balls first?
- ✓ Which set of attackers can achieve the most points?
- ✓ Which defenders can get the most number of successful blocks in?

## Technical ...Lifting and BALANCING BALL



Balancing the ball on the hurley is an important introduction to striking the ball from the hand. This skill helps to develop hand eye coordination.

**Exercise 5: Balance ball on hurl:**

- ✓ Adopt the ready position and then move to the balancing position
- ✓ Hold the hurley straight with both hands about hip height in a stationary position without the ball
- ✓ Repeat above while you walk, hop, jump etc.
- ✓ Repeat above with strong and then weak hand – Hold hurl well down the shaft for easier control

**Exercise 6: Basic Pairs:** Get your friend to place the ball on the bas for you

- ✓ Repeat all above with a ball with the ball stationary and then with a small hop
- ✓ Who can keep their ball on the stick the longest?

**Exercise 7: Basic Obstacle Run** – Place markers domes, cones, hurdles etc. for players to dodge in and out off as they control the ball on the hurl

- ✓ Flick Away – Nominate 2-3 players who using their hurleys move about trying to flick their team mates' sliothars of their sticks
- ✓ Who can flick the most balls off in a set time and who can keep their ball on the longest?

**Exercise 8: Basic Repeat** above holding hurl in one hand only

**Lift and Balance:**

- ✓ Use the two handed roll lift to balance the ball on the hurl as you walk, jog, sprint, hop etc.
- ✓ Repeat using jab lift – two and then with one hand

**Exercise 9: Tap Ball:** While stationary and then on the move.

- ✓ Try and tap the ball up and down on your stick. Use one side then the other and finally alternate sides
- ✓ As the ball drops 'deaden' the impact by lowering the stick slightly

**Exercise 10: Tap and Catch:** While stationary and then on the move.

- ✓ Start tapping the ball but see if you can tap it off the stick into your hand
- ✓ Now lob the ball back onto the stick
- ✓ Repeat above while moving

# Technical ...CHEST AND OVERHEAD CATCHING



**Chest Catch:** Ball coming below the head and above the waist.

**Head:-** Watch the flight of the ball all the way into the hand

**Feet:**

- ✓ Get your feet behind the flight arc of the ball, one foot in front of the other, knees bent
- ✓ Stay on your toes in order to change your body position if necessary

**Hands:**

- ✓ Hold hurley in dominant hand with a shortened grip if necessary
- ✓ The non dominant hand and forearm are held across the base of the chest in preparation for the dropping ball from the chest or taking the ball on the chest
- ✓ By raising the shoulders it helps to cushion the impact of the ball on the chest
- ✓ When ball strikes chest cushion ball by withdrawing chest backwards
- ✓ On impact the left hand quickly covers the ball to the chest and grips in hand OR:
- ✓ Ball coming off the chest:
- ✓ Have the less dominant hand in a cupped position to catch the ball -palm facing up
- ✓ Let the ball drop into the palm before closing the fingers



Overhead Catch

**Overhead Catch:** Used for a ball coming above head height.

**Head:** Watch the ball all the way into the hand

**Feet:**

- ✓ Position your feet in line of flight of the ball and be on your toes ready to react to any changes
- ✓ Keep feet shoulder width apart with knees bent

**Hands: Right Hand Position.**

- ✓ Raise the hurley above you head and release the non dominant hand just in front of the hurl for an opponent coming from the rear or behind the hurl if the opponent is challenging from the front
- ✓ Use an open hand with fingers pointing upwards facing the ball
- ✓ The ball is caught against the fingers - The hand itself is in a cupped shape
- ✓ Relax the cupped hand on impact to cushion the ball and close the fingers on the ball
- ✓ Pull the ball down quickly and move off

**Left Hand Position:**

- ✓ It holds the hurley high above the head in a roughly horizontal position
- ✓ It acts as a shield for the left hand
- ✓ The hurley should be placed so as to protect the catching right hand

## Technical ...LOW CATCHING...HAND PASSING



**Head:** Watch the ball all the way into the hand

**Feet:**

- ✓ Get your feet behind the flight path of the ball
- ✓ On your toes with knees bent in relation to the level of the ball

**Hands:**

- ✓ Left – Fingers pointing downwards with hand cupped
- ✓ Relax the hand on impact
- ✓ Catch in the fingers and close hand on impact
- ✓ Right – Hold the hurley across your body to act as a shield to protect your body and hand

**The Hand Pass:**

- ✓ Used for short passes to a team mate and to avoid a tackle.
- ✓ Use the fingers to strike the ball
- ✓ Move the hand from the shoulder
- ✓ Shorten the hurley grip if necessary when hand passing

**Palming:**

- ✓ Here the ball is thrown up and struck with the open palm of the weaker hand
- ✓ Hold hurl short if necessary
- ✓ Use a wall for practice – Balance on hurl, tap it up, catch it and palm it against the wall
- ✓ Practice as often as possible with soft balls e.g. tennis to catch from a variety of positions;
- ✓ Pick ups along the ground – Ball going away, use both grips i.e. overhand where the hand is placed in front of the hand and the ball rolls up into the hand and the underhand where the hand scoops underneath the ball
- ✓ Bounce and Catch – Use both grips i.e. underhand by letting the ball fall into the cupped hand and the overhand where the hand grabs the ball on the way up from the ground
- ✓ Airborne – Use both catches i.e. underhand where the ball falls into the open hand and the over hand where the ball is caught on the way down with the fingers pointing up
- ✓ The best place to practice all these skills is against a wall
- ✓ It is important that the weaker hand is used as much as possible as this is the hand used for catching in camogie and hurling





## Technical ...HOOKING...from behind on the backswing

Care must be taken when coaching this skill as juveniles tend to put their body to near the back swing of the hurley.

**Key Points:**

**Feet:**

- ✓ Player about to hook stands a hurley plus an arms length behind and slightly to the left of his opponent - Reach in with a long last stride

**Hands:**

- ✓ Hurl is held in the strong hand at full length with the toe pointing up. When hooking, hurl should be held above the opponents elbow
- ✓ During the downswing place your hurley with the toe facing upwards underneath your opponent's hurley
- ✓ Turn your wrist up and back to deflect the stroke
- ✓ The Follow Up: Having hooked successfully bring the hurley in front of your body
- ✓ Stride into the striker's shoulder and block his pull, if he attempts such
- ✓ If the ball breaks at his feet toe or scoop it to your advantage

**Exercise 1: Basic Drill 1:**

- ✓ Players in pairs.
- ✓ Player about to hook stands a hurley plus an arms length behind and slightly to the left of her/his opponent
- ✓ Hurl is held in the strong hand at full length with the toe pointing up
- ✓ When hooking hurl should be held above the opponents elbow
- ✓ At the start players are stationary and must execute the movements in slow motion
- ✓ Player in front strikes an imaginary ball and player behind hooks
- ✓ Introduce a ball
- ✓ Change roles after a set time

**Exercise 2: Basic Drill 2:**

- ✓ Players walk and on the whistle front player swings and partner hooks
- ✓ Reverse rolls and introduce a ball
- ✓ Progress to jog



Turn your wrist up and back to deflect the stroke

Place your hurley with the toe facing upwards underneath your opponents hurley

# Technical ...HOOKING...from behind on the backswing



## Exercise 1: Intermediate Drill 1:

- ✓ Pairs line up outside 20m line - The striker is in front with a sliothar and the tackler behind
- ✓ Pairs divide up into three groups
- ✓ One group goes to the right of the posts, one to the centre and one to the left
- ✓ On signal one pair from each group moves towards the 13m line and attempts to strike for a point
- ✓ Player behind attempts to hook

## Exercise 1: Advanced Drill 1

- ✓ Pairs line up as above but are side by side about 5m apart on the 45m line
- ✓ Decide which player is the striker and which is the tackler
- ✓ On signal they move towards the 20m line while soloing the ball
- ✓ The striker must attempt a strike for a point just before the 20m line
- ✓ The tackler moves in behind to execute the hook
- ✓ Change roles after each run - See which player can achieve the most hooks

## Exercise 2: Grid Game: Give and Hook

- ✓ 3 Pairs – number each pair 1 & 2
- ✓ Line up in a line with a space of 15/20m between each pair
- ✓ No.1 in the first pair hand passes to No.2 who moves to meet the ball turns and attempts to strike it onto the next pair in the line
- ✓ As soon as No.1 passes to No.2 s/he moves to use the hook on his/her friend
- ✓ This process is repeated up and down the line
- ✓ The receiver at the end hand passes to the end player before receiving it again and attempting to strike etc.
- ✓ Award one point for each successful hook
- ✓ Keep No.1 & 2 close enough for the hook to be executed- change roles after a set time

## Exercise 3: Fun Game: Row hooking

- ✓ Repeat previous drill but pairs compete against each other -The last pair at the end of the row shoot for a goal/point. Defender must use the hook to stop his opponent.

# Technical ...FRONTAL BLOCK



## Key Points:

### Hands:

- ✓ Hurl is held at full length, hands tight together with thumbs pointing up the handle
- ✓ Hurl held in front of the face
- ✓ Reach forward by bringing your hurley down firmly on the bas of your opponent's hurley
- ✓ Try and keep contact with your opponent's hurley as you move in to scoop or kick the ball away

### Feet:

- ✓ Move in directly in front of your opponent about a hurley's length away
- ✓ Step in one foot in front of the other in an astride position
- ✓ Genuflect with one knee almost touching the ground
- ✓ By stepping with the right foot forward and reaching with the strong right hand allows for a greater reach to block your opponent's hurley
- ✓ Move in after the block to make shoulder contact with your opponent

### Head:

- ✓ Keep the hurl in front of the head at all times
- ✓ The head should be lower than the opponents hurl
- ✓ Eyes open on hurley and opponent's ball

### Exercise 1: Basic Drill1:

- ✓ Group pair off and number themselves No.1 and No.2
- ✓ No.1 will attempt to strike an imaginary ball while No.2 will attempt the block
- ✓ Initially No.1 must use a very slow striking action in order for No.2 to execute the block
- ✓ As timing improves the stick may be brought through at a faster pace
- ✓ No.2 kneels down in front of No.1 and simply concentrates on the blocking action without having to think about the feet
- ✓ No.2 then stands one foot in front of the other before moving in to execute the block
- ✓ Change roles

### Exercise 2: Basic Drill 2:

Repeat above with a ball (use the size 1 First Touch ball)

FRONTAL BLOCK



# Technical ...FRONTAL BLOCK



## Exercise 1: Intermediate Drill 1: The Zig Zag Block

- ✓ 4 Players with a ball each stand in a zig zag formation about 7m apart
- ✓ 4 other players line up in front of them
- ✓ The aim is for this group to move down the line one at a time blocking the balls
- ✓ The strikers must not strike until the blocker is close enough to block
- ✓ The strikers should have plenty of spare balls in case they strike one away
- ✓ Award points for each successful block
- ✓ Change roles after a set time

## Exercise 1: Advanced Drill 1:

- ✓ Players with a ball each run from 25m to the 20m line and attempt to shoot for a point
- ✓ Their opponents run from the 13m line and attempt to block their opponent on the 20m line
- ✓ The striker becomes the blocker and vice versa
- ✓ Keep the scores – Who can achieve the most blocks in a set time?

## Exercise 2: Grid Game: Pass and Block

- ✓ 3 Teams – A, B & C go to a grid each (20m wide by 15m long)
- ✓ 4 Players Nos. 1- 4 in each team
- ✓ Team A goes to the outside grid and attempt to strike a palmed/hand pass/struck ball from Team B in a middle grid to Team C in the other outside grid
- ✓ Team A go the middle grid with a ball each and on a called number hand pass the ball to their opposite number i.e. 1 to 1, 2 to 2 etc.
- ✓ As soon as they pass the ball they run to block their receiver and prevent her/him from striking the ball to Team C
- ✓ Score: One point for each block and one point for each successful strike
- ✓ Change roles after a set time e.g. 2 minutes

## Exercise 3: Fun Game; Shoot on Sight

- ✓ 2 Teams - 4 v 4
- ✓ Small sided pitch 40m x 20m
- ✓ Aim players must strike the ball immediately for a point after receiving a pass
- ✓ This allow for lots of blocking under match conditions
- ✓ Have a good supply of balls at either goals for good ball turn over

# Technical ...BLOCKING BALL OVERHEAD



- ✓ Move from the Ready position:
- ✓ Extend hurley above head height by extending the arms and sliding the less dominant hand down the shaft of the hurley
- ✓ Beginners may find it easier to hold the hurley short to control the ball
- ✓ Hurley above and in front of the head between the sliothar and eyes.
- ✓ As sliothar hits hurley allow it to fall to the feet or slant the hurley backwards to deaden the strike and let it fall into the hands

## KEY POINTS:

1. Eyes on the sliothar at all times
2. Relaxed grip on contact to deaden sliothar on impact
3. Thumbs pointing up the shaft
4. Arms fully extended
5. sliothar should be contacted on the downward 'arc of flight' with fully extended hurley

## Exercise 1: Basic Drill 1: Pairs – No.1 with ball, No.2 with hurley

- ✓ No.1 stands 4/5m in front of partner and lobs ball high enough for No. 2 to raise the hurley to block the ball
- ✓ Repeat above by making a short run to block the ball
- ✓ Repeat above with a short run up
- ✓ No.2 takes 3-4 fast strides and jumps to bat ball at highest point back down to a receiving player
- ✓ sliothar to be thrown above and behind blocker who has to adjust feet to effect jump and block down



Blocking a ball  
Overhead

## Technical ...BLOCKING BALL OVERHEAD



### Exercise 2: Basic Drill 2: 3 payers: Nos. 1, 2 & 3.

- ✓ No. 1 & 3 have a ball while No. 2 goes to the middle with a hurley
- ✓ Players in line 20m apart. Player in middle is now receiving sliothars from two different directions sliothars to be thrown one at a time and high enough for No. 2 to execute the block
- ✓ Ensure upon landing after batting sliothar, that the blocker returns the hurley to the ready position in anticipation of the next sliothar from a different direction
- ✓ Note: This is to ensure that the player does not change direction with the hurley already gripped in the blocking position as this is not game conditions
- ✓ S/he must be encouraged to be in readiness for the change of feet and batting action
- ✓ Change roles after a set time
- ✓ Who can make the most successful blocks in a set time?
- ✓ Variation:
- ✓ Make the thrower run in to receive the blocked down solitar from the blocker

### Exercise 1: Intermediate Drill 1: Block to A Receiver

- ✓ Set up 5 small grids 5/10m x 5/10m depending on skill level as shown
- ✓ Place 2 'Feeders' in the outside grids with a solitar each
- ✓ They must lob the solitar, one at a time, on top of the Blocker in the centre grid to bat down to the incoming Receiver
- ✓ Place 2 Receivers in either grid to the Blocker
- ✓ They face the Feeder but as soon as the ball passes over their heads they turn to receive the batted down ball from the Blocker etc.
- ✓ When Receiver 1 takes possession of the ball he strikes it onto Feeder 2 etc.
- ✓ The Feeders may throw the ball for accuracy on top of the Blocker initially before attempting to strike the sliothar on top of the Blocker
- ✓ Challenge the Receivers to take control of the sliothar- without it touching the ground
- ✓ Change roles after a set time
- ✓ All players move up one grid except Feeder 2 who moves down to Feeder 1's position

# Technical ...BLOCKING BALL OVERHEAD



## Exercise 3: Variation 1:

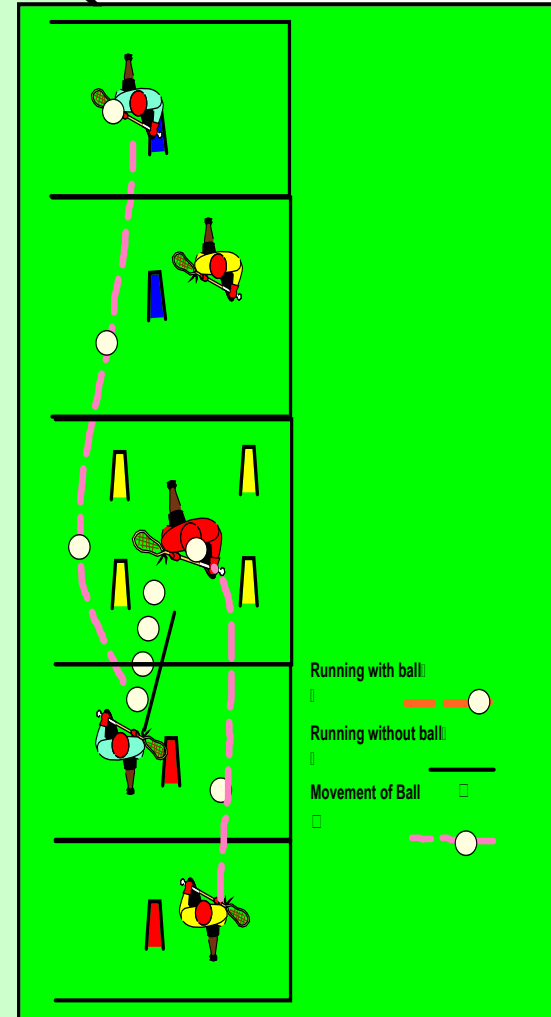
- ✓ Place another player in front of the Blocker to challenge the Blocker
- ✓ This player is not allowed to jump for possession but may raise her/his hurley
- ✓ The Blocker may take 2/3 strides out of the grid in order to make a short run up to attack the ball and bat it to the incoming receiver
- ✓ When these two players turn to receive the next ball the roles are reversed i.e. the Blocker now challenges the new Blocker etc.

## Exercise 4: Variation 2:

- ✓ Repeat above but have 2 Receivers rushing in to compete for the dropping ball

## Exercise 1: Advanced Drill 1: Coloured Goals

- ✓ Set up 3 different coloured goals about 5m apart and 2-3 m between each goals
- ✓ Mark out a small square 3m x 3m for the shooter about 15/30m in front of the goals
- ✓ Another 'Feeding' area should be placed 15/20m in front of the shooter
- ✓ The Feeder strikes the ball to the shooter who catches the ball and just as s/he turns the coach shouts a colour through which the shooter must shoot
- ✓ Have a retriever behind the goals to strike the ball back to the feeder
- ✓ How many goals can the striker score in a set time?



## Technical ...BLOCKING BALL OVERHEAD



### Exercise 2: Advanced Drill 2: Block and Shoot

- ✓ 3 Players – One Goalie, one Feeder and one Blocker
- ✓ The Feeder lobs a high ball for the Blocker to block down into the hand and shoot for a goal
- ✓ Change roles after 5 shots
- ✓ Have the goals wide enough for some success to take place and the Blocker near enough to score

### Exercise 3: Grid Game: Odd Man Out

- ✓ Mark out four grids 10m x 10m adjacent to each other
- ✓ 5 Players play at each area with one player in each grid and one outside (odd man)
- ✓ One player starts by lobbing a high ball into any grid for that player to block and the routine is repeated
- ✓ Any player who fails to block the ball properly i.e. must block ball from the hurl down into the hand, must leave their grid and the 'odd man' outside the grid takes her/his place etc.
- ✓ Players in the grids may be challenged by opposition attempting to disrupt the block



# Technical ...BLOCKING BALL OVERHEAD



## Exercise 4: Fun Game: Mid Field Challenge

- ✓ The above drill may be converted to a fun game by having two pairs competing for a high ball played into a middle zone by Feeders in an outside zone
- ✓ One set of midfielders aim to take possession after blocking to strike the ball over the Receivers to Feeder 1 (blue) while the other set aim to strike to Feeder 2 (yellow)
- ✓ Score: One point for each time possession is gained from a blocked down ball
- ✓ Winner: Most points in a set time – Change roles i.e. the two sets of receivers move into the middle while the midfielders move to the receiver's zone

## Exercise 5: Variation:

- ✓ Allow the Receivers to move into the middle zone to challenge for the 'broken' ball i.e. Receivers 1 & 2 may move in when ball is played from Feeder 1 etc.



## Technical ...STRIKING A BALL FROM THE HAND

- ✓ Striking the ball from the hand is one of the most difficult skills for beginners to learn
- ✓ It may be a low or lofted drive
- ✓ A high degree of coordination is needed for the execution of the stroke

There are three stages to the stroke:

**Body Position:** Striking from the strong side i.e. off the left shoulder

**Feet**

- ✓ Evenly spread for balance. The feet may have to side follow each other in the stroke i.e.
- ✓ The right foot moves behind the left foot as the ball is tossed in front of the left knee
- ✓ As the left hand moves to the lock position the left leg slides forward so that both feet are in an astride position ready for the strike
- ✓ As the strike is made the body weight is transferred from the right foot to the left foot
- ✓ Bend the knees as you strike the ball

**Hands**

- ✓ The ball is held in the cupped left hand
- ✓ The right hand firmly grips the hurley in the set position in front of the right shoulder
- ✓ The left shoulder is in line with the target

Continued on the next page



## Technical ...STRIKING A BALL FROM THE HAND



### Feet - Hands-Shoulder:

- ✓ The cupped left hand lobs the ball just above shoulder height and slightly in front of it
- ✓ The left hand immediately locks with the right at the top of the hurley
- ✓ When learning the skill practice lobbing the ball up and:
  - a. Attempt to catch in the same hand while holding the stick above the head
  - b. Bring the hands to the locked position without swinging i.e. toss the ball up and keep your eye on the ball as it drops
  - c. Toss the ball up and attempt to strike
- ✓ Hips and shoulders rotate to swing the hurley and follow through as the stroke is executed
- ✓ Swing to strike the ball just off the left knee
- ✓ Transferee the body weight from the right foot to the left foot
- ✓ Good follow through is necessary for accuracy and distance

### Common Mistakes:

- ✓ Striking too early or late
- ✓ Throwing the ball too high or not high enough
- ✓ Throwing the ball straight up or too far out in front of the body
- ✓ Attempting to strike too hard or easy
- ✓ Failing to keep the eyes on the ball at all times



# Technical ...STRIKING A BALL FROM THE HAND



## Hands:

- ✓ Hold the ball in the cupped left hand with the elbow slightly bent
- ✓ Hold the hurley upright in front of the left shoulder with the bas above head height
- ✓ Throw the ball up from underneath the hurl and upwards just in front of the right shoulder. Let the ball fall initially until you feel happy with this stage
- ✓ Move the left hand quickly to the lock position
- ✓ Good follow through with the hands is vital for a successful stroke
- ✓ The hurley follows through in the direction you want the ball to travel

## Feet:

- ✓ Feet are shoulder width apart with knees slightly bent for good balance
- ✓ Use a slide step action as you throw the ball up i.e. your right foot moves forward as the ball is thrown forward off the right knee while the left foot moves up to meet it
- ✓ The shoulder is in line with the intended target
- ✓ Hips and shoulders rotate to swing the hurl
- ✓ Aim to strike the ball just off the right knee
- ✓ Transfer your weight from the left foot to the right foot as you make the strike

## Head:

- ✓ Look up at the target before striking and keep a mental target in your head where you want the ball to go -Keep your eyes on the ball

## Common Mistakes:

- ✓ Trying to hit it too hard
- ✓ Using too small a ball with beginners
- ✓ Holding the hurl at full length when learning instead of using a shortened grip



# Technical ...STRIKING A BALL FROM THE HAND



## Exercise 1: Basic Drill 1: Wall Rebounds

- ✓ When learning this skill encourage the children to hold the hurley short
- ✓ A rebound surface like a wall is the best place to practice
- ✓ Mark targets on the wall for players to aim at e.g. shapes, concentric circles with numbers decreasing as the circles get bigger
- ✓ Use BYR (Beat Your Record) as incentives to improve your skills
- ✓ Challenge your club/school mates to BYR
- ✓ Inexperienced players will find it easier to strike a bigger ball

## Exercise 2: Basic Drill 2: Target Strike

- ✓ Use markers like cones etc. as goals to strike the ball through
- ✓ 2's Aim to strike the ball between two markers 4-5m wide
- ✓ Start in close and move further apart as skill improves or make the goals smaller

## Exercise 1: Intermediate Drill 1: Progression Target Ball

- ✓ All pairs set their goals at an equal distance apart in the middle
- ✓ All players start 10m from the goals
- ✓ Mark an end line 30/50m back from the goals
- ✓ If a player is successful in striking the ball through the goals s/he may move back 5m
- ✓ If unsuccessful the player must remain there until s/he is successful
- ✓ The players who pass the end line first are the winners

## Exercise 1: Advanced Drill 1: Pick and Strike

- ✓ 4's Nos. 1-4
- ✓ 4 Players line up in a straight line with a space of about 15/30m between them depending on skill level
- ✓ No. 2 in front of No.1 rolls ball for No.1 to lift and strike to No.3
- ✓ No.3 blocks ball on stick and rolls to No. 4 on the outside etc.
- ✓ Change roles after a set time



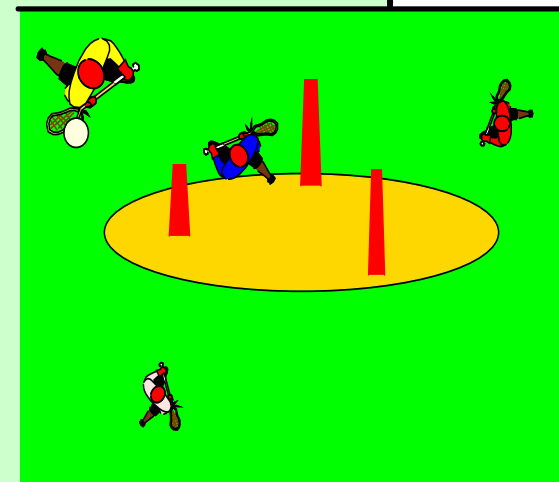
## Technical ...STRIKING A BALL FROM THE HAND

### Exercise 1: Grid Game: Give and Go

- ✓ Mark out a grid 10m x 10m with two players in it
- ✓ Another player starts 15/20m outside the grid and aims to strike the ball into the grid and then goes to support the receiving player in the grid
- ✓ Have a retriever behind the goals to ensure a good ball return
- ✓ Whichever player gains possession becomes the attacking player and may use the outside player (who has moved into the grid) to pass to or go for a shot her/him self at goals placed 15/30m on the other side of the grid
- ✓ All strikes must be from the hands
- ✓ Which player can score the most in a set time?

### Exercise 2: Fun Game: Triangle Goal Strike

- ✓ 4 Attackers aim to score goals by striking the ball from outside the oval through any of the three goals formed by the triangle
- ✓ Attackers may move anywhere in the outside grid
- ✓ The goalie must anticipate where the shot is coming from and move to protect his goals
- ✓ See which set of Attackers can score the most goals in a set time



### Exercise 3: Variation

- ✓ Challenge further by placing a defender on each of the attackers



## **F3: Learn to Train – Warm Ups**

**9 – 12 yrs Males**

**8-11 yrs Females**

# Warm ups....THE REASON WHY?



## Part 1: Pulse Raising:

- ✓ Use a warm up in the introductory part of your session to prepare children physically and mentally for the session
- ✓ A pulse raising activity is where heart rate is gradually raised using tasks like running, jumping etc. to warm up the muscles
- ✓ Start gently with walking and progress through jogging and finish with high pulse raising activities e.g. jumping or tag games
- ✓ Ideal opportunity to coach good running technique and spatial awareness. Encouraging players to move ABOUT rather than running AROUND the work area
- ✓ Spend time on coaching them how to stop quickly and move off in different pathways i.e. cutting
- ✓ Take them through the progressive stages of jumping
- ✓ Failure to learn these movement skills from an early age will find learning the CPKS (Catching, Passing, Kicking and Striking) skills and games much more challenging

## Part 2: Mobilising:

- Here the joints are mobilised i.e. 'oiling' them immediately after each pulse raiser to help them focus on the next task
- ✓ Mobilising – occurs when the limbs are gently turned at the joints of the body e.g. swinging the arms around or rotating the shoulders
- ✓ There is no need to use stretching with young children i.e. under eights
- ✓ Ladders and small hurdles may be used to help develop good coordination skills and help to warm the children up



**Ladders and Hurdles**  
Develop Co-ordination and facilitate WARM UP



**Running & Stopping**  
Develop ABC's and facilitate WARM UP



## Warm ups....ABC, RJ in WARM UP?

- ✓ **Agility** shares with **coordination** the need for **precision, speed, rhythm, fluency and economy of energy** but differs from **coordination** in that coordination involves **linear movements**.
- ✓ While **agility** requires **explosive changes in direction**. It is not easily defined as it is the culmination of nearly all the physical abilities the athlete possesses.
- ✓ There are three different types:
  - a. **Rapid movements of body parts** that control movements of implements in sports e.g. hurling, tennis etc.
  - b. **Whole body horizontal changes in direction** e.g. evasive techniques e.g. sidestep.
  - c. **Whole body vertical changes of direction** e.g. jumping.
- ✓ **Balance** is the ability to be in control at all times especially when under pressure from the opposition when on the ball or shooting.
- ✓ For a player to have good balance he/she must possess good core stability which can be developed through Swiss/fit ball and medicine ball exercises.
- ✓ **Coordination** – A player is said to have good coordination when he/she can master all the other skills. Coordination skills can be developed and improved during this phase using Ladders and small hurdles.



**Wall Tag**  
Develops Evasion and facilitates WARM UP



**Tackle Bags – FUN and facilitates WARM UP**

# Warm ups....THE REASON WHY?



## Part 3: Stretching:

- ✓ The third part of a warm up involves dynamic stretching and may be introduced gradually at this phase
- ✓ These involve moving the limb to where a slight stretch is felt a set number of times
- ✓ Ball activities should also be included to help prepare the neuro-muscular system i.e. react better to a ball
- ✓ It may also be used to recap previously acquired skills
- ✓ A warm up can last from 5 - 8 minutes
- ✓ As running in Gaelic games involves multi directional movement i.e. short runs with lots of directional changes your warm ups should include these types of movement.
- ✓ Always start with easy jogging with lots of changes into the free spaces as this encourages peripheral vision as they move about
- ✓ When they stop get them to point out any available free spaces not used and where there are a lot of players standing close together
- ✓ Point out to them that the players in the free spaces are better positioned to receive a pass if it were a game situation
- ✓ Each time they stop mobilise a different part of the body e.g. start with the arms and work down through the shoulders, waist, knees and ankles
- ✓ Use different challenges in your pulse raising e.g. if they are successful at running into spaces forwards challenge them to run sideways and then backwards or with changes of directions i.e. forwards into one space, sideways into the next and backwards into the next etc.
- ✓ Use visual signals as they run to challenge their scanning e.g. hold up coloured domes to which they must react i.e. red = stop, green = go and yellow = run on the spot etc.
- ✓ Use audible cues e.g. 'One' = Forwards, 'Two' = Sideways and 'Three' = Backwards etc.
- ✓ These activities help to prepare the players mentally for the rest of the session
- ✓ Tag games are ideal for developing reaction speed and game specific movements
- ✓ The last pulse raiser should represent a game related activity e.g. pairs chasing one another and should be as close to the game starting as possible

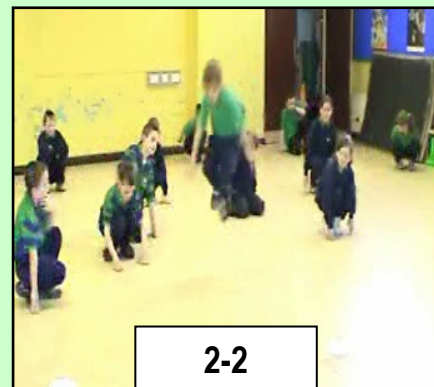
## Warm ups....JUMPING?

✓ As jumping is a vital skill for gaining possession of the ball it should be used often in your warm ups.

✓ Jumping like any other skill must be coached

Coach the five basic jumps:

- ✓ 2-2, 1-2, 1-1 (Leap), 1-1 (Hop), & 2-1
- ✓ Use small objects like hoops to jump over, into etc.
- ✓ Add shapes to your jumps e.g. wide, long, round etc.
- ✓ Add ball to jumps
- ✓ Add Turns in your jumps
- ✓ Add pressure as you jump i.e. opposition



✓ Jumping is probably one of the least coached skills in Gaelic games

The 4 Phases are:

- ✓ Run Up
- ✓ Take off
- ✓ Flight Phase
- ✓ Landing
- ✓ High skips are excellent exercises for developing good technique for jumping
- ✓ This is best achieved by having the players moving around the outside of the playing area executing their jumps
- ✓ Players should be coached to jump without a ball before introducing the ball
- ✓ Always coach jumping from a stationary position before adding a short run up
- ✓ Players must be confident jumpers of either foot and two feet before jumping to catch a ball should be introduced. This is a perfect example of children having a good fundamental vocabulary before introducing sport specific skills.

Take Off



## Warm ups....JUMPING?



Group jumps: Line players up along the side of the pitch

- ✓ Use a 2 stride run up i.e. take two strides and jump off one leg and land on two
- ✓ Encourage a bent leg in preparation for take off but a straight leg at take off
- ✓ Use a heel toe take off i.e. roll from your heel onto your toe for a good drive off the ground
- ✓ Drive your knee upwards at speed as you drive the hips forward and up
- ✓ Swing your arms up as you take off with bent elbows and straighten them at the top of your jump
- ✓ Aim to catch the ball in front of your head by driving the arms vigorously towards the ball
- ✓ The ball should be caught with a slightly bent arm
- ✓ Bend your legs on all landings to absorb the shock
- ✓ Repeat above off three or more strides before extending your run up
- ✓ Land Running – Stress the importance of landing running i.e. as you land don't stop but attempt to land on the foot you took off from
- ✓ It will take many repetitions before children become proficient at jumping so be patient
- ✓ If our players were coached to take the high catch there would be far less 'broken' ball in our games

# Warm ups....ABC, RJ in WARM UP?

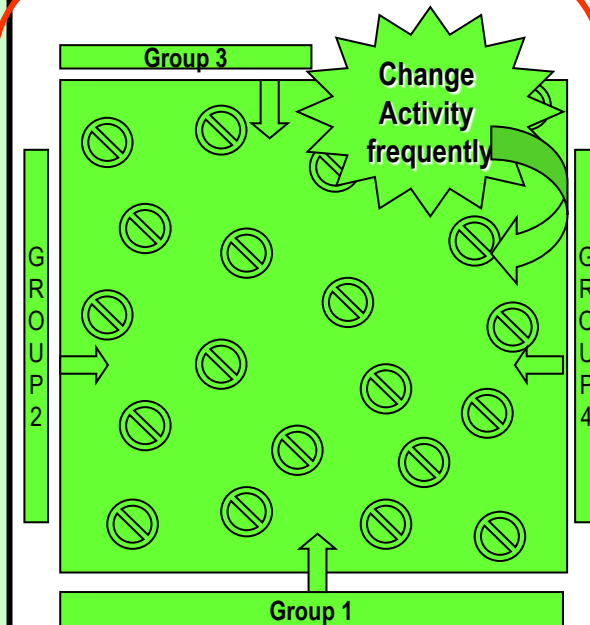


**Key Focus: Spatial Awareness, Agility, and Dodging Skills**

Use fun activities in your warm ups to help create the right atmosphere for the rest of the lesson

## Exercise 1: HOW TO PLAY:

- ✓ 10m square grid (or larger depending on nos.)
- ✓ Collapsible domes (multi-markers) of different colours
- ✓ Run about the free spaces without touching any of the domes – moving forwards
- ✓ Move sideways, **backwards** looking over your shoulder
- ✓ **Stop on command**, 'Are you in a space by yourself'?
- ✓ **Point to the spaces** and move there
- ✓ Step on two landmines of **different colours**
- ✓ Move but try to stay in a space of your own – spatial awareness (each one to their own dome)
- ✓ **Divide players into 4 groups and place around grid as shown**
- ✓ On signal Groups 1 & 2 attempt to cross the 'Minefield' without touching the 'mines' (domes) or any of their friends
- ✓ Allow 4 groups to attempt above
- ✓ Repeat above with a ball – solo, dribble etc.



**Landmines**

## Warm ups....ABC, RJ in WARM UP?



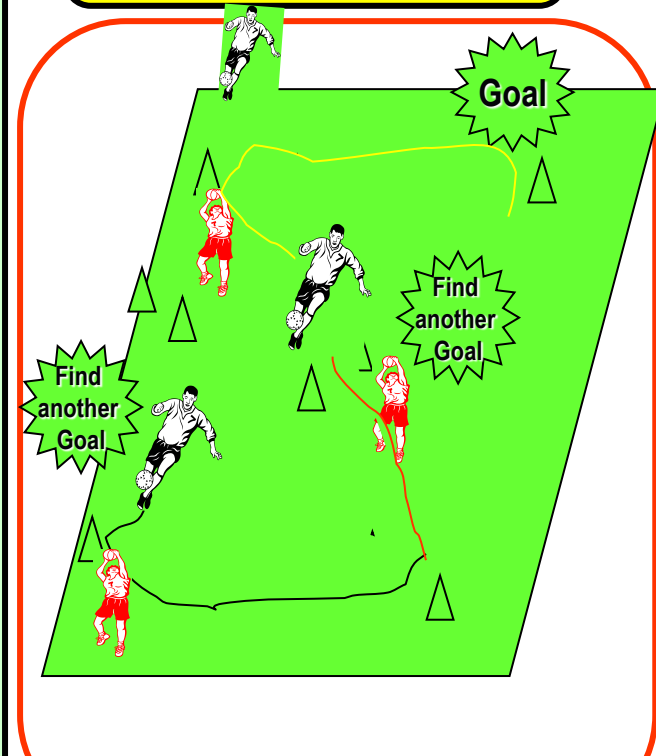
### Exercise 2: Find a Goal

- ✓ 10 Players in pairs in grid 30m x 20m (Bigger for Striking)
- ✓ Each pair sets out two cones (same colour), 2m apart
- ✓ Punt/strike ball to each other through goal-cones
- ✓ Move and repeat around five sets of goals to finish.
- ✓ When a ball is passed through one goal the receiver solos off to another and passes through, the receiver must anticipate which goal the ball carrier is going to and be ready to receive the pass
- ✓ Who can score 5 Goals first?
- ✓ Pick two players to act as goalkeepers. They move and block goals, the other players must find the free goals to make a score

### Exercise 3: Modification - Cross Fire

- ✓ One player from each pair moves outside the grid and returns passes to their partner inside the grid through the goals (make them wider if needed)
- ✓ Change roles after a set time
- ✓ Use both feet or strike from both sides in above games

Key Focus: Movement  
Punt pass/Ground Strike  
Facilitates warm up



**Find a Goal - Target**

# Warm ups....ABC, RJ in WARM UP?



Link sport specific skills with the already acquired fundamental skills

## A. Attacking Agility Skills

Evasive Foot Movement Skills should involve :

- ✓ Dodging
- ✓ The Side Step
- ✓ The Feint and Side Step
- ✓ The Swerve
- ✓ The Roll
- ✓ Ball Feints – Here the player moves the ball across his body to out wit an opponent
- ✓ The 'Solo Dummy' – Here the attacker pretends to solo or punt the ball but taps it back to himself while his opponent attempts to block
- ✓ Players should be coached all these skills so that they may use which ever is appropriate for the occasion
- ✓ Many players have only one evasive technique in their armoury and thus are easily marked in a game
- ✓ The coach must coach these evasive skills in the order above as they follow a progressive order of difficulty
- ✓ Some players will learn them quicker than others so do not hold them back
- ✓ Use conditioned games to observe your players before stopping to coach the skills



Learning the Feint and Side Step



## Warm ups....Attacking Agility Skills in WARM UP?

### Exercise 1: Basic Drills: Spaced out domes

- ✓ Run and dodge – Travel about the free spaces while executing a dodge every four or five strides using the spaced out markers
- ✓ Drop their shoulder on the side they hope to dodge off. Bend the knee slightly, lowering the shoulder and driving off the opposite leg.
- ✓ Challenge - dodge off the other foot – run faster as you perform the dodge
- ✓ Repeat above while soloing etc.

### Exercise 2: Basic Drill: Dodge the Stationary Player

- ✓ Half the players stand in a free space while the other half use them as 'obstacles' to dodge pass
- ✓ Use both feet to dodge. Use your dodge about two steps back from the 'obstacle'
- ✓ Who can make 5 Dodges first? Change roles. Dodge to both sides

### Exercise 3: Intermediated Drill: Dodge ball

- ✓ Repeat Task 1 & 2 above with a ball- Solo before you dodge and bounce the ball after you dodge. Start slowly and then speed up as skill improves.
- ✓ Who can accomplish the most successful dodges in 10 seconds?

### Exercise 4: Intermediate: Partner Dodge Ball

- ✓ Ask the group to pair off and number themselves 1 & 2. One ball between two players
- ✓ All the Nos. 2's go and stand in a free space while the No. 1's are asked to use their previously acquired dodging skills to evade their team mates
- ✓ Use a solo a few steps before your team mate and a low bounce as you go pass him
- ✓ Who can make the most dodges in 10 seconds? Change roles. Ask the defender to add slight pressure



Spaced out domes  
Dodging Skills



Using class mates  
to Dodge



## Warm ups....Attacking Agility Skills in WARM UP?



### Exercise 5: Intermediate: Double Dodge Ball

- ✓ Each pair has a ball and stands opposite each other about 5m apart
- ✓ They walk towards each other soloing the ball, dodge to the right, bounce the ball and continue to their partner's original position before repeating the sequence
- ✓ Repeat above while dodging to the left
- ✓ Repeat above while running and then as fast as possible
- ✓ Who can make 5 dodges first?
- ✓ Safety: Make sure both players are clear they know which way to dodge

### Exercise 6: Advanced: Pressure Dodge

- ✓ One ball between two.
- ✓ The player with the ball attempts to dodge past his friend who attempts to stop him with his body only i.e. he must keep his hands behind his back. Stress the importance of good feet technique.
- ✓ Change roles
- ✓ Allow the defensive player to use one hand only and eventually two hands
- ✓ The task may be made more realistic by challenging the players to finish with a shot at goal

## Warm ups....Defensive Agility Skills in WARM UP?



- ✓ All good defenders possess exceptional defensive footwork
- ✓ Defenders must be coached to keep their centre of gravity low by -
- ✓ Bending their knees with bottom low
- ✓ Keeping their back straight with head up focussing on the attacker and the ball at all times
- ✓ Stance: One foot behind the other especially when 'back tracking' i.e. moving backwards
- ✓ Balance: Arms slightly bent and out to the side
- ✓ If the attacker goes to pass on your right keep your right foot behind and vice versa if he goes to pass on the other side
- ✓ Never cross your legs
- ✓ Stay at least arms length from the attacker so you can react to his body movements but ...
- ✓ Be ready to snatch the ball when it is free i.e. on the solo or bounce
- ✓ If he passes pivot on your back foot and move along side to make the challenge
- ✓ Never 'dive' in and remember the 3 'D's – Delay, Deny and Disposes



Agility to Execute  
Defensive Skills



## Warm ups....Attacking Agility Skills in WARM UP?



### Exercise 8: Pass & Follow

- ✓ 3's One attacker attempts to evade two defenders spaced 5m apart
- ✓ When the attacker goes past the last defender s/he passes back to the first defender who becomes the new attacker
- ✓ Work across the pitch leaving 5m between each group

### Exercise 9: T-Drill

- ✓ Set 4 cones each 5m apart in the shape of a T
- ✓ First player starts at the bottom of the T and sprints forward to middle cone where he moves sideways and plants at end cone moves back to cone at other end plants again before returning to the centre where s/he cuts forward for the start cone

### Exercise 10: The X Run

- ✓ Place 4 cones 10m apart in a square with a cone in the middle
- ✓ Start at bottom left sprint to middle cone and then move sideways to your left to top left cone before planting and moving sideways with your right shoulder leading to top right cone
- ✓ Make a cut at this cone and sprint to middle cone before moving sideways to the bottom left cone and finishing moving sideways to start cone

Make up your own drills for cuts and plants. A cut takes place with a change of direction with the player suddenly sprinting forward in a new direction. A plant occurs when the player is moving sideways, plants his outside foot and pushes off in a different direction.

## Warm ups....Coordination Skills in WARM UP?



- ✓ Coordination involves the combination of limb movements all working together to help the body move
- ✓ Develop the basic movements without ladders initially as this promotes keeping the head up
- ✓ When the basic skills have been acquired ladders may be used to further develop good coordination skills
- ✓ Work on the feet initially before linking in the arms and finally combine the two together
- ✓ Use linear movements first before developing multi directional movement
- ✓ Key Coaching points:
  - ✓ Always use the 'ball' of the foot for light foot contacts
  - ✓ Make minimum contact with the ground
  - ✓ Keep back straight with the head looking forward
  - ✓ Walk through the new task before introducing marching, skipping and finally running
  - ✓ Technical ability always comes before speed
  - ✓ Work on the feet before introducing the ankles and then the legs
  - ✓ Move forwards before moving sideways and finally backwards
  - ✓ Introduce hurdles to further develop skills and finally introduce the ball
  - ✓ Use combination of ladders and hurdles to further challenge their skills
  - ✓ When working with ladders have a run out space of 5-10m where the drill may be continued with the head up before sprinting off at full speed for 10 – 15m



# Warm ups....Coordination Skills in WARM UP?



## Feet Tasks:

- ✓ Divide group up into lines of four, spaced 2-3 m apart
- ✓ Leave a good space of 3-4 m behind each child to allow for different skill abilities
- ✓ Do not use ladders initially until skill becomes well established
- ✓ Let children experiment travelling on different parts of their feet to discover the most advantageous part to run on .i.e. heels, toes, flat feet, insides and outsides
- ✓ They will find that the 'balls' (the part of the foot between the toes and the middle part of the foot) are the best parts of the feet to move on

### 1. Toe Up Walk:

- ✓ Walk on the balls of the feet with the toes up
- ✓ The heels should not touch the ground
- ✓ This is a good calf stretch
- ✓ Speed up the walk so the balls are in contact with the ground for as short a period as possible

### 2. Short Striding – Ankles

- ✓ Walk with little steps with toes up as quickly as possible
- ✓ Make minimum ground contact
- ✓ Use light foot movements

### 3. Heel Flicks:

- ✓ Hold wall with one hand and swing one leg back to flick your heel up to your bottom
- ✓ Repeat with the other. Use partner if there is no wall
- ✓ Bring your knee up and through as quickly as possible. Imagine a bar at knee level over which you bring your knee at speed



Imagine a bar at knee level



Heel Flicks:

## Warm ups....Coordination Skills in WARM UP?



- ✓ Build up speed gradually as skill progresses
- ✓ Link the arms as technique improves i.e. opposite arm to opposite leg
- ✓ Bring the toe over the knee to help increase stride length. Stand initially and work one leg at a time
- ✓ Aim for a smooth circular motion
- ✓ Walk/march and then jog/run
- ✓ Bend at hips – forward lean

#### 4. Skips: Helps to develop foot, ankle, knee and hip coordination with maximum speed and minimum foot contact.

- ✓ On the spot initially
- ✓ Use ball of foot to push hard of the ground with minimum ground contact
- ✓ Keep the toe over the knee with fast recovery of leading leg i.e. get it down onto the ground as fast as possible
- ✓ Back leg straightens for power drive i.e. load the ankle quickly
- ✓ Aim for control and rhythm before introducing speed
- ✓ Under Striding: Helps to speed up leg strides
- ✓ Use short fast strides with the feet just coming of the ground
- ✓ Move the arms as fast as the legs
- ✓ Keep your back straight with head up



#### 5. Over Striding: Used to increase stride length and should always be used in conjunction with under striding

- ✓ Aim to take big long strides increasing your stride length with every stride
- ✓ Drive your knees as high as possible
- ✓ Use opposite arm to opposite leg to help drive the upper body forward
- ✓ Use short distances initially before increasing the distance as strength and coordination improves

## Warm ups....Coordination Skills in WARM UP?



### 6. Long Backward Strides:

- ✓ Aim to run backwards taking big long strides
- ✓ Keep your toe up, heel up and knee up
- ✓ Imagine you are stepping back through a window
- ✓ Grab the foot quickly under the body with each stride

### 7. Wall paper scratch:

- ✓ Aim to run a short distance 10/15m with your legs as straight as possible i.e. imagine there is wall paper on the soles of your feet and you are scraping wall paper off the wall

### 8. Sumo Walk: (Helps to develop good groin flexibility)

- ✓ Aim to walk by bringing one leg like a sumo wrestler out and around to the side before stepping in front of the body
- ✓ Repeat with other leg etc.

### 9. Up and over: (Helps to develop good groin flexibility)

- ✓ Run sideways to the right lifting your left leg as high as possible as if you were lifting it up and over a wall which is gradually getting higher and higher
- ✓ Repeat moving to your left lifting the right leg

### 10. Pitza Run:

- ✓ Aim to run as straight as possible while holding both arms out in front of the body
- ✓ Repeat above while attempting to run around a bend with your arm nearest the bend out in front using the other arm to guide you round
- ✓ Repeat above while holding the other arm out in front



Wall paper scratch



Pitza Run

# Warm ups....Arm Coordination Skills in WARM UP?



## Arm Tasks:

- ✓ The arms must move at the same speed as the legs, otherwise there will be a decrease in speed.
- ✓ Key points:
- ✓ Arms should drive to and froe in a straight line and not cross the body i.e. belly button
- ✓ The elbows should bend at 90° just past the hips i.e. hip to chin
- ✓ The shoulders should be stable with no rotation i.e. imagine a bar across your shoulders
- ✓ The hands should be relaxed i.e. imagine you are holding a coin between your thumb and fore finger. your jaws should be relaxed i.e. 'jelly jaws'
- ✓ Drive the hands behind the hips – opposite hand to opposite knee

## 1. Arm Drive:

- ✓ Sitting – Sit tall with straight back and head looking forward.
- ✓ Through the Gears – Start slowly in first gear to get the proper arm action i.e. elbows snap back and drive forward at speed
- ✓ If they get to fifth gear their bottoms should be coming off the ground

## 2. Partner Snap Backs:

- ✓ 2's one partner stands behind the other with both hands up ready to receive his/her partners, elbows as they snap them back. Change roles
- ✓ Repeat above while walking/jogging/running and skipping

## 3. Through the Gears:

- ✓ Standing still start of moving your arms slowly i.e. first gear
- ✓ On signal move them a little quicker second gear
- ✓ Repeat above until you get to fifth gear when the arms should be moving as quickly as possible
- ✓ Keep good form through out i.e. elbows coming just past the sides with hands coming to cheek with relaxed hands
- ✓ Once the arm action is established the leg action should be introduced since the arms must move at the same speed as the feet.



Partner Snap Backs



# Warm ups....Multi Directional Skills in WARM UP?

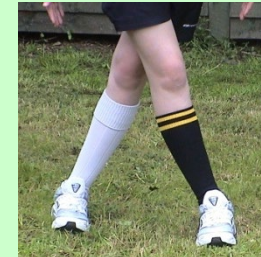
## Ladder Coordination:



- ✓ Multi directional movements should be introduced after lateral development as most team games involve chaotic movement i.e. movements in all directions
- ✓ These involve 'First Step Quickness' i.e. initial movements in all directions from a stationary or travelling position
- ✓ Here spatial awareness as well as good posture, balance and body alignment are essential and must be coached to produce effective and efficient players

### 1. Carioca:

- ✓ Here one leg moves behind the other as the player moves sideways
- ✓ Use short steps, reach with the knee and rotate the hips
- ✓ Keep the shoulders square



### 2. Lateral Skips: To help develop turning and sprinting off quickly.

- ✓ On the spot initially before introducing movement
- ✓ Don't cross the legs
- ✓ Skip land and push off one leg initially
- ✓ Stay square
- ✓ Skip and Cut:
- ✓ Skip on the spot – Bring your right knee up to your left hand
- ✓ Cross over, pivot and land
- ✓ Shorten rotation of leg i.e. toe up and over the high knee
- ✓ Backward sumo walk: Helps prevent groin strain.
- ✓ Walk backwards pulling knee up and back rotating at the hips, plant foot and repeat with the other foot



Carioca

## Warm ups....Fast Feet Skills in WARM UP?



### Fast Feet:

The ladder may be introduced now to develop better coordination and limb alignment. The Feet control your speed and not strength. Repetition is needed to help master the brain and the feet as they are furthest from the brain. Use lateral before sideways movement.

### Key Coaching Points:

- ✓ Keep feet in front of the body
- ✓ Head down initially but continue drill out of ladder for 5-10 m with the head up
- ✓ Players should be able to go through the ladder eventually with the head up
- ✓ Use light feet by travelling on the balls of the feet
- ✓ Keep your shoulders square
- ✓ Your arms should be working in opposition to the legs

### 3. One in One out:

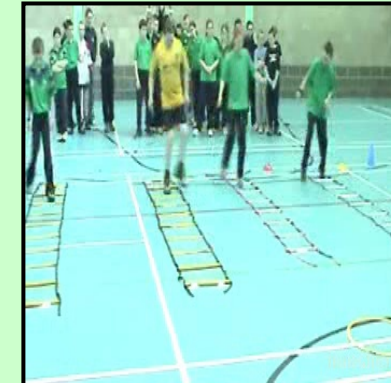
- ✓ Use one foot in each square initially leading with the right foot and the next time with the left foot
- ✓ Tap square quickly with the ball of the foot

### 4. 2 In 1 Out:

- ✓ Use a two foot in action i.e. aim to place both feet in each square leading with the right across one way then the left leads back across the other way. Place one foot only outside the next square each time

### 5. Inky Shuffle:

- ✓ Running forwards place one foot in each square and one foot outside the square changing the feet each time by bringing the leg across the body



# Warm ups....Hurdle Skills in WARM UP?



Hurdles: May be used to further develop stride mechanics and strength development.

## 1. One foot strides:

- ✓ Use short fast strides to run through spaced out hurdles placing one stride between each hurdle
- ✓ Pick knees up to 90°
- ✓ Drive elbows back forcibly behind and bring hands forward to chin
- ✓ Two foot strides:
- ✓ Aim to take two strides between each hurdle
- ✓ Lead with the right and then the left foot

## 2. Dead Leg Run:

- ✓ Use inside leg only to hurdle with while keeping the outside leg as straight as possible
- ✓ Repeat with other leg
- ✓ Travel sideways over the hurdles lifting each leg at a time over the hurdles
- ✓ Repeat on the other side
- ✓ Use one foot and then two foot touch downs

Hurdles may also be used to develop leg strength as follows:

## 3. Side Jumps:

- ✓ Stand side ways to hurdle and jump sideways over the hurdle
- ✓ How many can you do in 15/30 seconds

## 4. Repeat above while jumping to and froe

- ✓ Repeat above two tasks while jumping over a number of hurdles. Start with a few and add more as strength improves

## 5. Increasing Jump Hurdle:

- ✓ Start with the first two hurdles close together and gradually increase every other hurdle so the player has to jump further between each hurdle



Dead Leg Run



## **F3: Learn to Train – Games for Better Team Play**

**9 – 12 yrs Males**

**8-11 yrs Females**

# GAMES FOR BETTER TEAM PLAY... ROTATE THE DEFENDER



## Exercise 1: Rotate the Defender

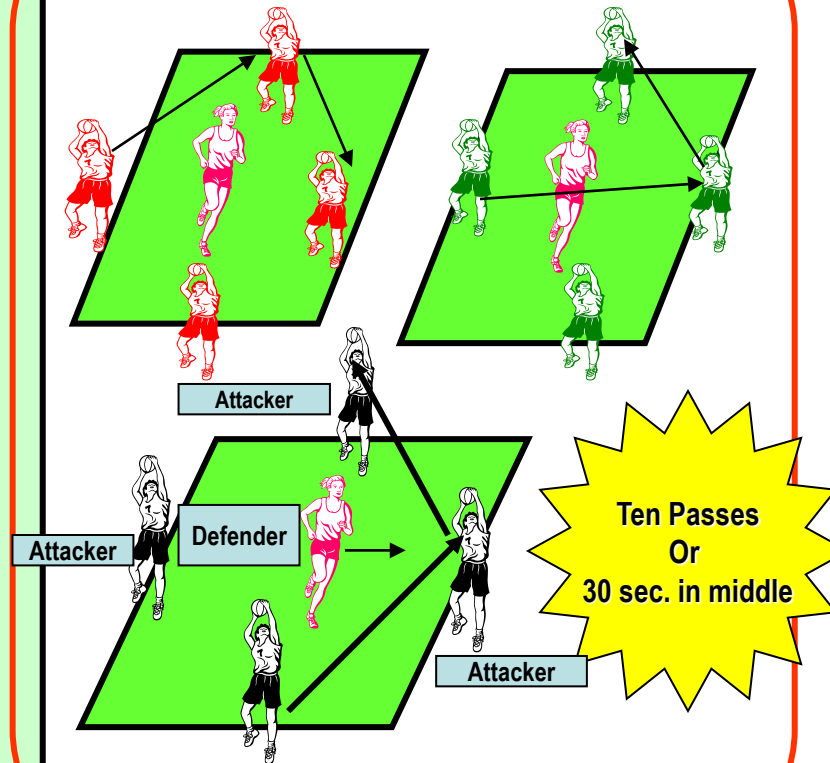
### HOW TO PLAY:

- ✓ Start with 5 players in each area.
- ✓ Use an area approx. 10m x 10m
- ✓ 4 attackers stay outside the area, 1 defender inside the area.
- ✓ Defenders stay inside the area the attackers outside the area
- ✓ Change the defender every 30 seconds
- ✓ Attackers must move along the line to make an angle for the passer to complete their pass
- ✓ Players should play 5 consecutive punt/strike passes to score 1 point (Bigger grid – 30m x 20m)

## Exercise 2: Modification:

- ✓ Introduce another defender to the grid
- ✓ Introduce another attacker to the grid
- ✓ Progress to having all the players inside the grid – 4 v 2 etc.

**Key Focus: Passing – support on the ball and the angle of the pass.**



**Rotate the Defender  
Non Invasion**

## GAMES FOR BETTER TEAM PLAY... OVER THE ROAD



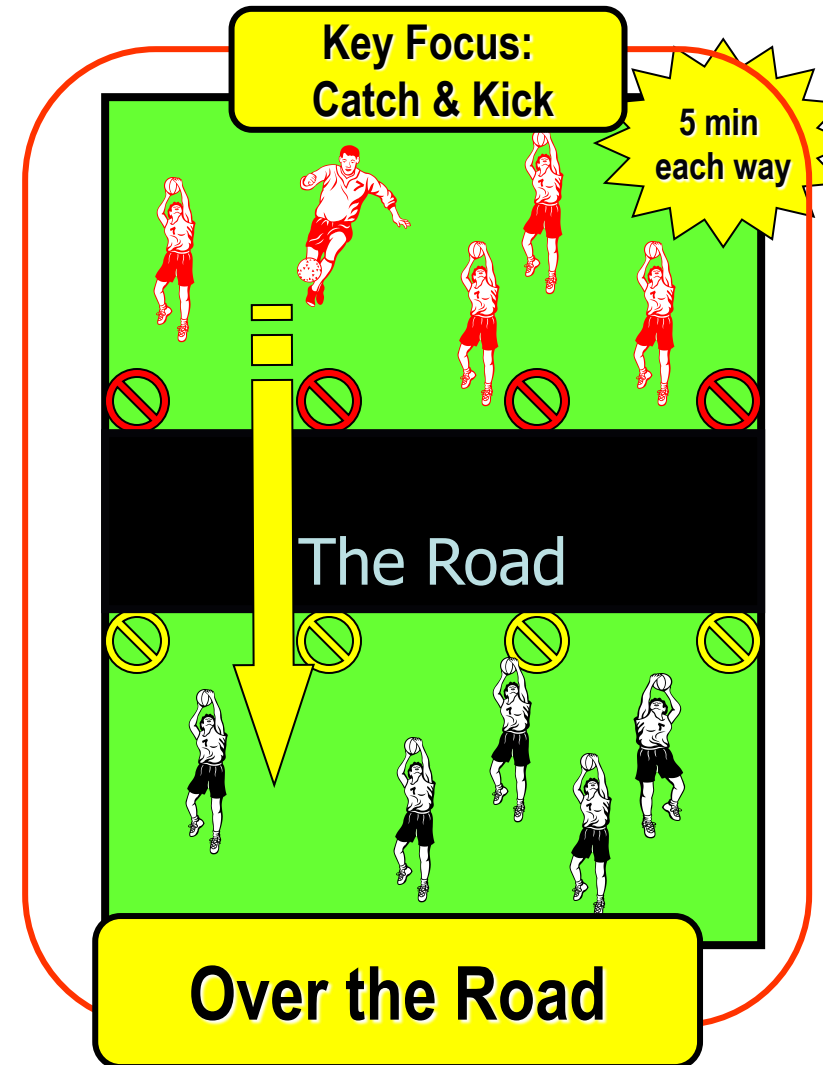
### Exercise 3: Over the Road

#### HOW TO PLAY

- ✓ 20m x 30m pitch.
- ✓ 5 players per team.
- ✓ 1 football in the game – develop to 2.
- ✓ 5/6m wide road - two rows of cones or domes across the middle.
- ✓ No player can step on the road.
- ✓ Kick the ball into the opposition's grid.
- ✓ Score if the ball touches the ground.
- ✓ Defend the free spaces when not in possession

### Exercise 4: Modification

- ✓ Scout Ball:
- ✓ One player from each team goes to opposite court and acts as a 'scout' i.e. your team attempts to punt/strike the ball over to her/him.
- ✓ Score: 2 Points if the 'Scout' catches and 1 Point if it hits the ground.



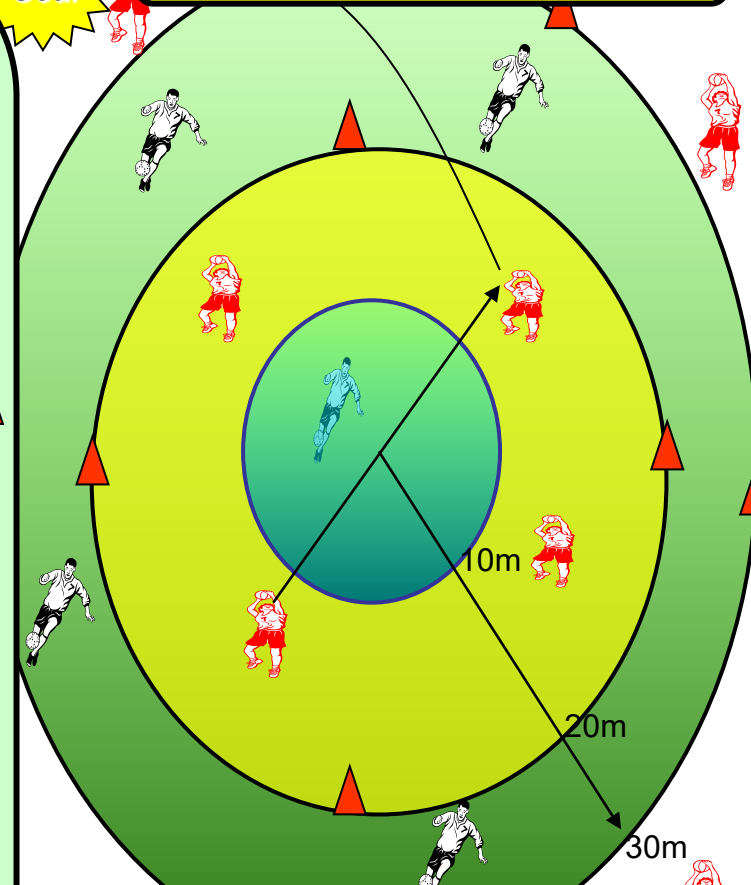
## GAMES FOR BETTER TEAM PLAY... Triple Circle Pass ball

### Exercise 5: Game 1: Triple Circle Pass Ball

- ✓ Make 3 circles with a radius of 30/20/10m
- ✓ Place one defender (Black) inside smallest circle and 4 in outside circle. These players must remain in their own circles
- ✓ Place 4 attackers (Red) around inside circle and the same on the very outside
- ✓ The 4 inside attackers must stay in their own circle while the 4 outside attackers must remain outside the outside circle
- ✓ The aim is to play the ball either past the inside defender to another attacker or to one of your attackers on the outside by by-passing the outside defenders
- ✓ This game develops spatial awareness as the player on the ball must decide which is the best passing option at all times by not only scanning near but far i.e. outside players if inside attackers are marked
- ✓ Attackers must constantly move into better receiving positions depending on the defensive position of the defenders
- ✓ Defenders must be aware of their attackers at all times depending on the player with the ball
- ✓ The outside defenders must work as a team to defend the outside attackers

Goal

Key Focus: Scanning On & Off the ball



Triple Circle Pass Ball





## GAMES FOR BETTER TEAM PLAY... PASS & ATTACK

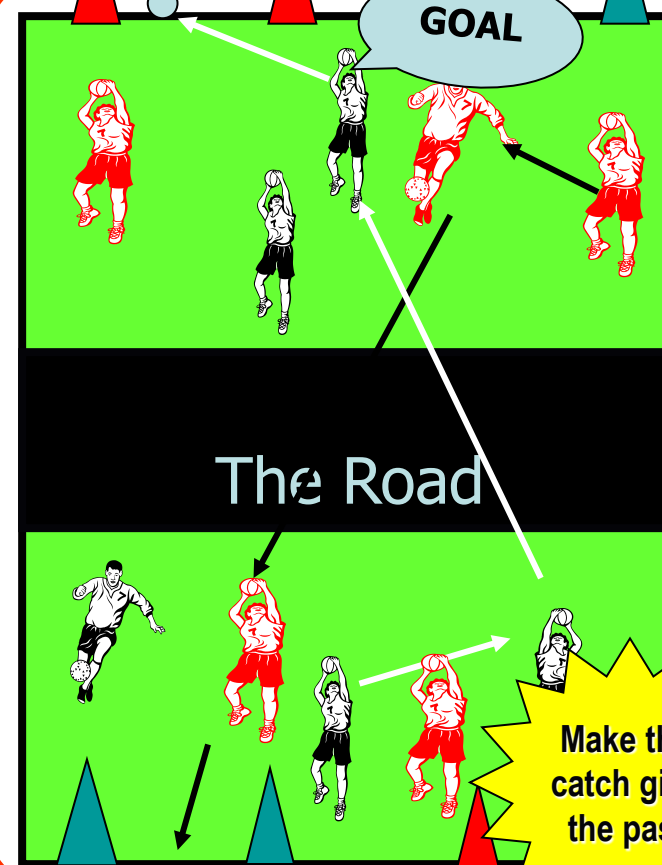


Key Focus: Switch Play,  
Attack and Defending skills

### Exercise 7: Pass and Attack

#### HOW TO PLAY

- ✓ 20m x 30m pitch
- ✓ 5 players per team
- ✓ 3 V 2 in each grid (2 Attackers & 3 Defenders)
- ✓ 3/5 m wide road - two rows of cones across the middle.
- ✓ Aim – To throw, hand/fist, kick or strike a ball over the 'road'
- ✓ No player can step on the road
- ✓ Players from each side play on the opposition's side of the road
- ✓ Teams in grids compete for the ball
- ✓ Score earned when either one of these attackers receives a pass from across the road or the attackers shoot the ball through the 2 sets of goals on the back grid



Pass and Attack – Part invasion

# GAMES FOR BETTER TEAM PLAY... PASS & ATTACK & PENETRATE

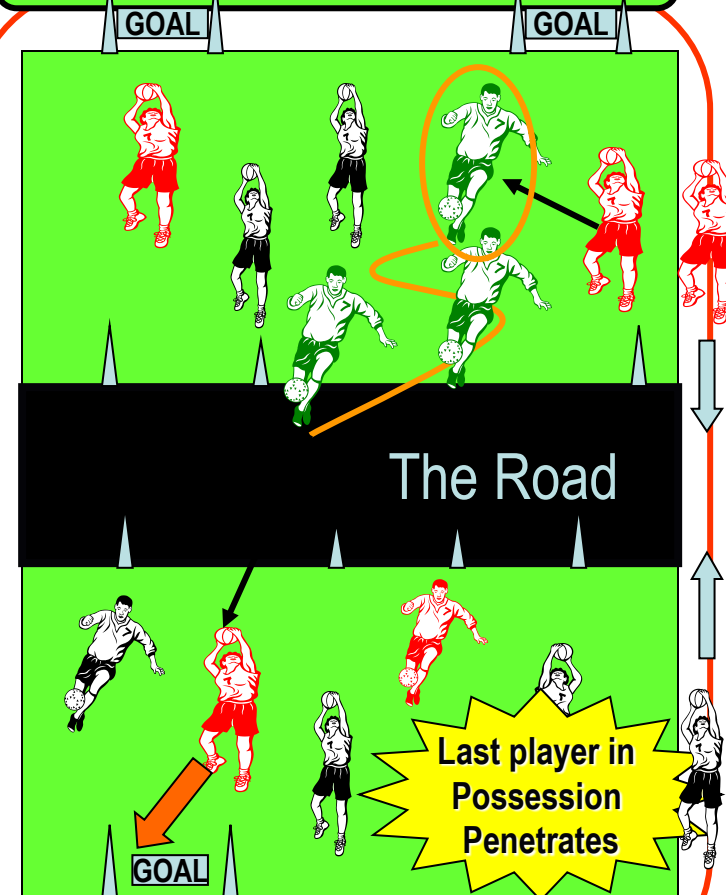


## Exercise 8: Pass, Attack, Penetrate

### HOW TO PLAY:

- ✓ 20m x 30m pitch
- ✓ 5 players per team
- ✓ 3 Defenders V 2 Attackers in each grid
- ✓ 4/8m wide road - two rows of cones across the middle.
- ✓ Aim – To throw/hand/fist/kick or strike the ball over the 'Road' to attackers on the other side
- ✓ No player can step on the road
- ✓ 2 Players from each side play on the opposition's side of the road
- ✓ On receiving the ball make two passes
- ✓ Person receiving the last pass (green) can move unopposed onto the road to deliver pass
- ✓ Scoring: A set number of passes e.g. 8 or pass the ball through either goals on end line

Key Focus: Mid field set up, Penetration, Offensive and Defensive Skills



Pass, Attack, Penetrate  
Part Invasion

## GAMES FOR BETTER TEAM PLAY... OPPOSITE CORNERS

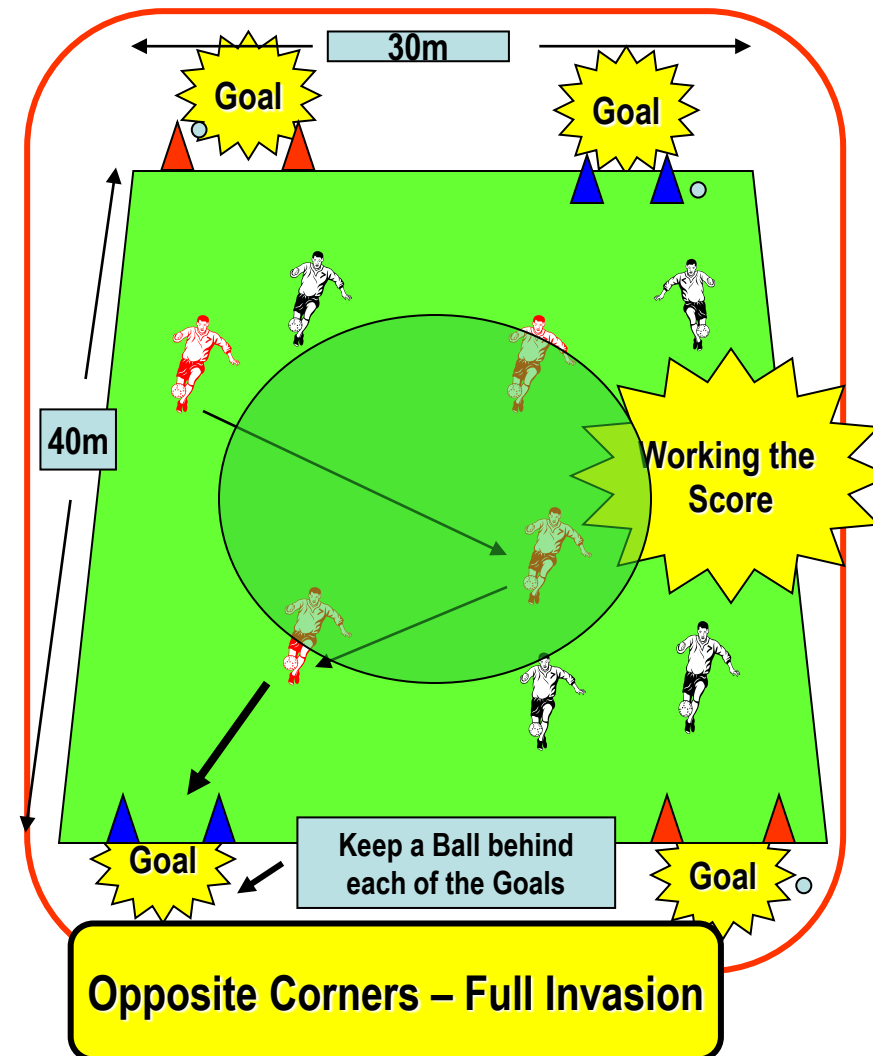


Key Focus: Switching Play

### Exercise 9: Opposite Corners

#### HOW TO PLAY:

- ✓ 2 teams of 4 players in a square with 4 goals (red and blue)
- ✓ Area 30m x 40m (Bigger for Striking)
- ✓ Score in either of the two oppositions' goals
- ✓ If the ball goes out restart with a sideline kick or side line cut.
- ✓ When a score is made, give the ball to the other team who start with a kick/strike out
- ✓ No goalkeepers in this game
- ✓ Ball is straight back into play after the score is taken (Keep a ball behind each of the goals)
- ✓ Focus on use of weak side.
- ✓ Variation: Mark out centre zone for players to play around ( This encourages wing play i.e. width in mid field)



## GAMES FOR BETTER TEAM PLAY... WIDE MAN

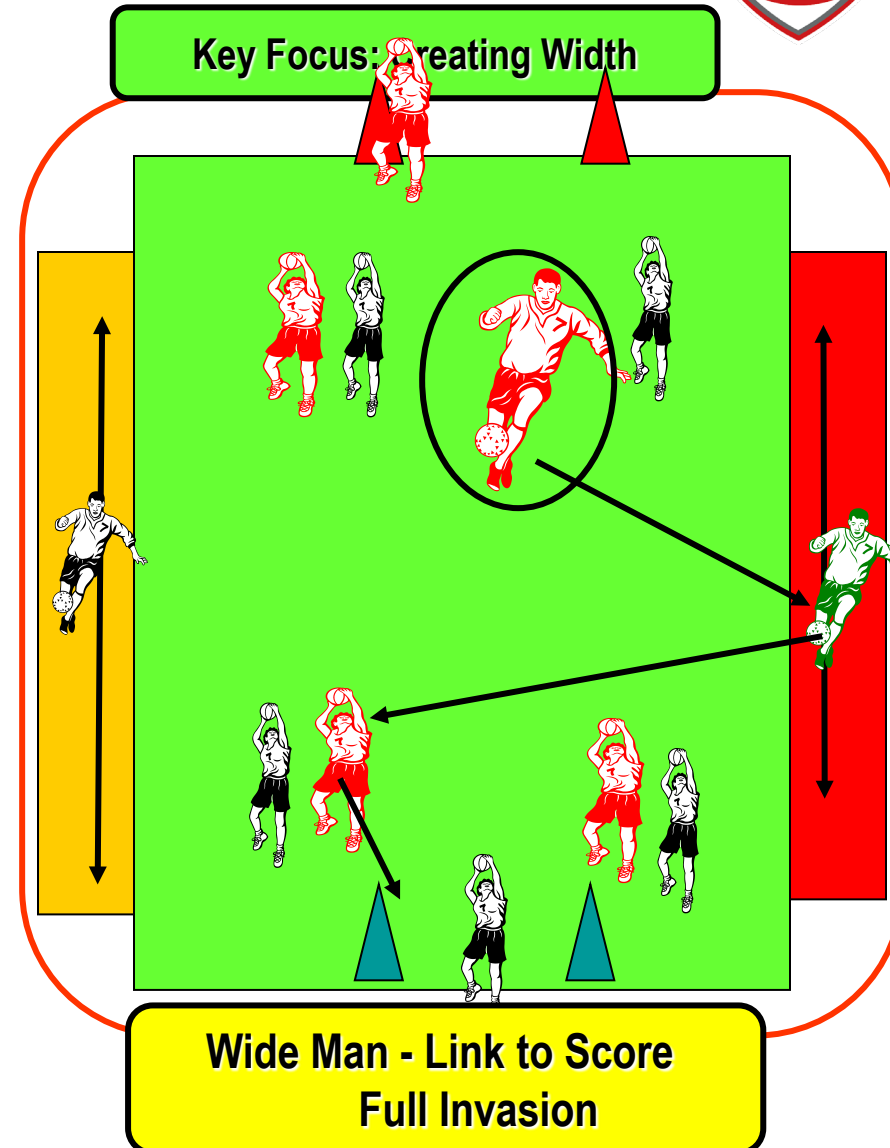


Key Focus: Creating Width

### Exercise 10: Wide Man

#### HOW TO PLAY:

- ✓ Size of Pitch: 40m x 30m
- ✓ 1 goalkeeper, 2 defenders and 2 attackers per team.
- ✓ 2 Extra Players (Wide Men) run the channels on the wings.
- ✓ Players in channel cannot be tackled.
- ✓ Player must be used at least once in the attack..
- ✓ Player in the channel returns the ball to the team who passed into the channel.
- ✓ Teams score per normal into oppositions goals.



Wide Man - Link to Score  
Full Invasion

# GAMES FOR BETTER TEAM PLAY... CENTRAL LINK



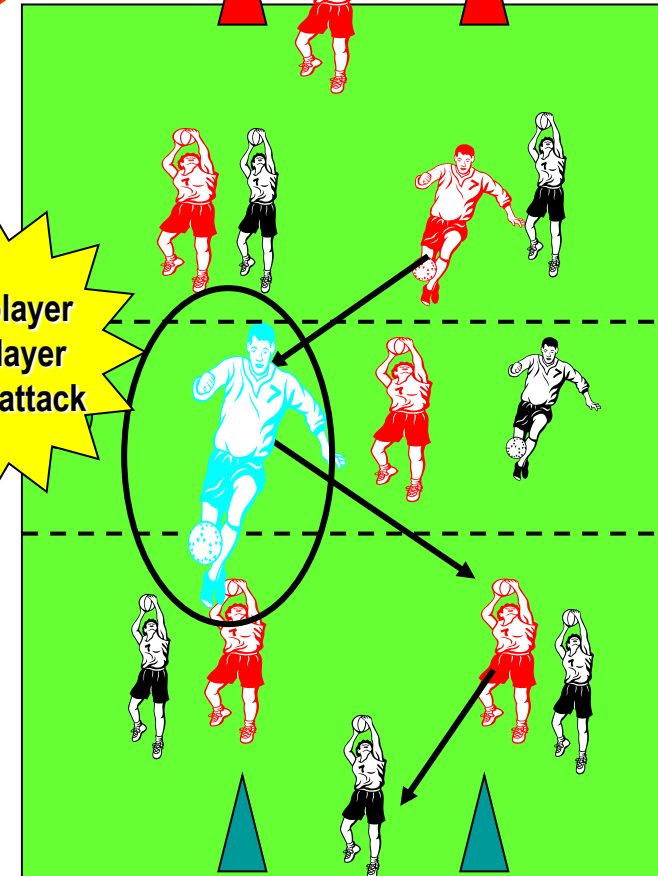
Key Focus: Link Play

## Exercise 11: Central Link

### HOW TO PLAY:

- ✓ Two Teams of 6
- ✓ 1 goalkeeper, 1 midfield, 2 defenders and 2 attackers per team.
- ✓ Extra player (blue)
- ✓ Team in possession scores by LINKING through the extra player (blue) each time.
- ✓ Players must remain in own zones except the Link player
- ✓ Player must be used at least once during the attack.
- ✓ Player plays for the team in possession but s/he cannot score
- ✓ Put a different coloured bib on player for recognition.
- ✓ Change the link player frequently.

Extra player  
Link player  
In each attack



Central Link to Score  
Full Invasion

# GAMES FOR BETTER TEAM PLAY... DOUBLE BACK



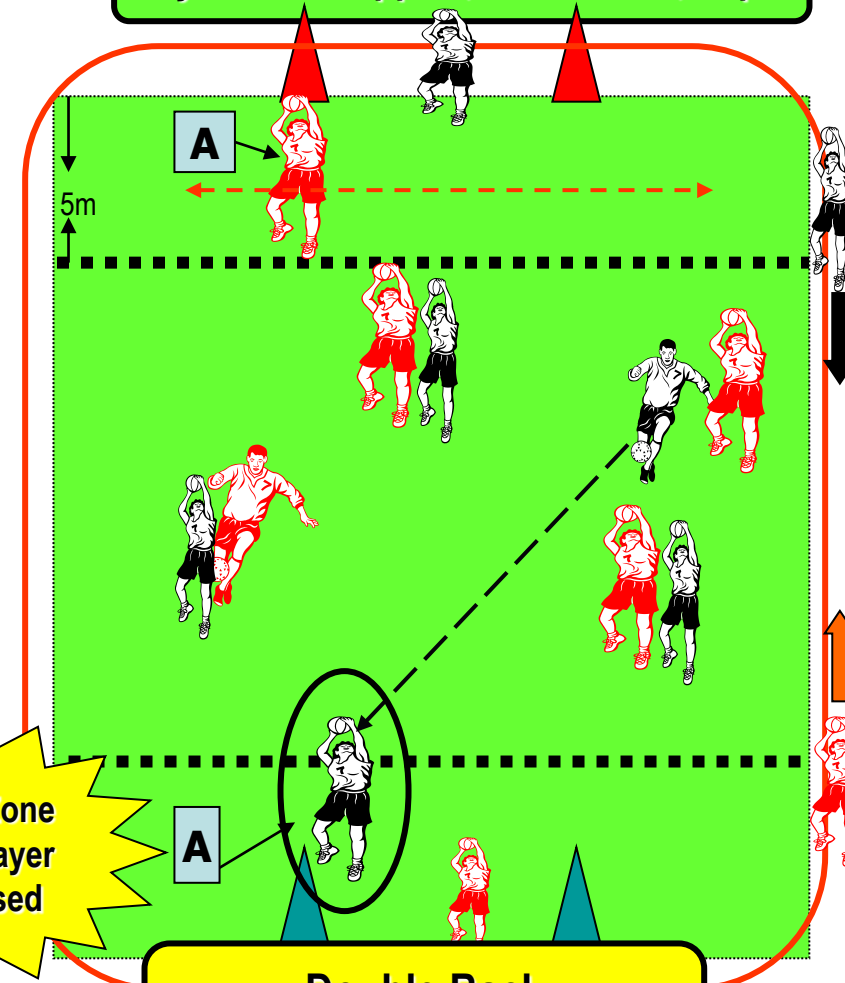
Key Focus: Support, Penetration, Depth

## Exercise 12: Double Back

### HOW TO PLAY

- ✓ 1 goalkeeper, 1 attacking player (A) in end zone (Inside the black line/domes). Goalkeeper must stay in goal until 'A' receives the ball
- ✓ 'A' cannot come outside the black line
- ✓ 4 v 4 between the black lines
- ✓ When A's receive the ball, players in the middle zone support them.
- ✓ Ball must be played out again by A to support players for a score.
- ✓ Could give extra points if score is taken with weaker foot.

5m End Zone  
Target Player  
Unopposed



Double Back  
End Zone - Full Invasion

# GAMES FOR BETTER TEAM PLAY... FIRST TOUCH FOOTBALL

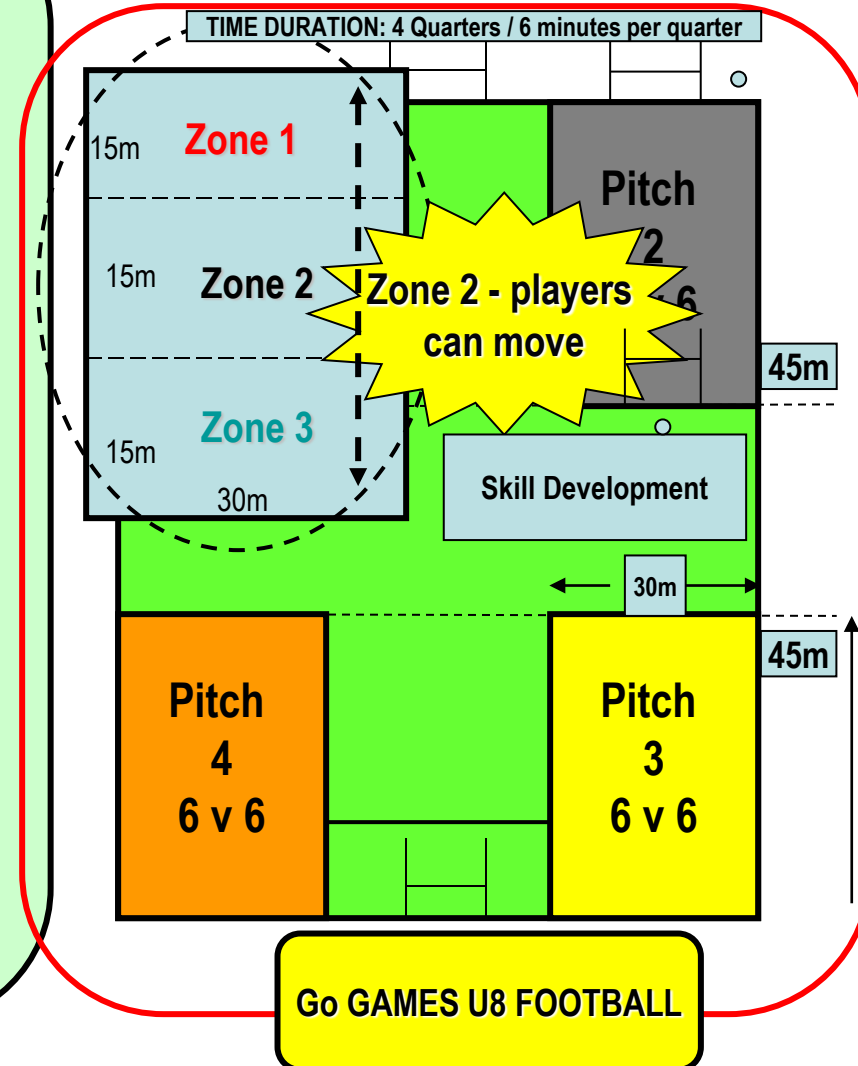


## Exercise 13: GO GAMES: First Touch

### HOW TO PLAY:

- ✓ 7 v 7 in an area 45m x 30m (Use the 45m line)
- ✓ 4 Pitches in each corner = 56 Players
- ✓ Two players play in each zone.
- ✓ Players cannot come outside the zone allocated.
- ✓ Only players in zone 2 can move into other zones to create the link to the other players (Have distinctive colours for these players)
- ✓ At all stages of the game at least one midfielder must remain in the middle zone.
- ✓ All players rotate after each quarter
- ✓ There are no goalkeepers. Last man back becomes the goalkeeper.
- ✓ Players can be matched by size.
- ✓ Play 4 quarters – 6 minutes per quarter
- ✓ 2 POINTS over, 1 POINT under bar

### Key Focus Skills Development



# GAMES FOR BETTER TEAM PLAY... FIRST TOUCH HURLING



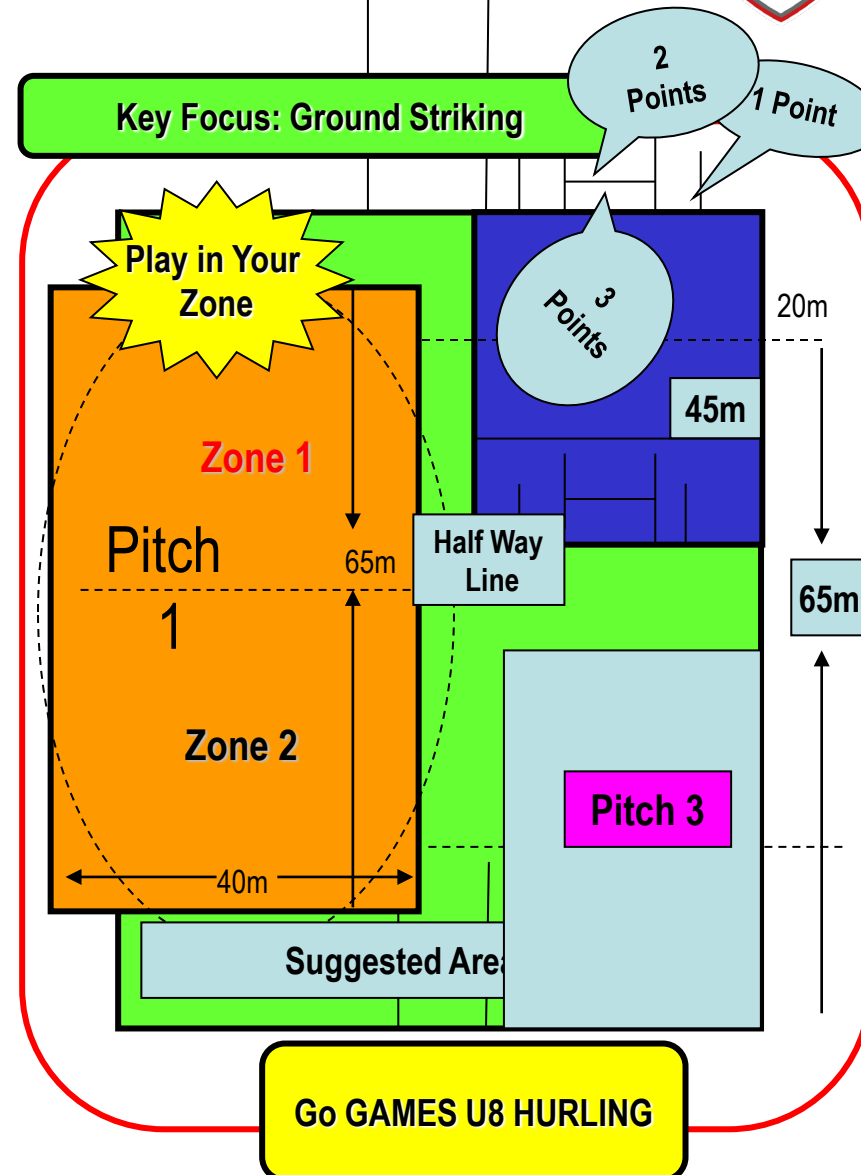
## Exercise 14: Go Games: First Touch

### HOW TO PLAY:

- ✓ Time Duration: 20 mins. Per Half
- ✓ 11 v 11 (65m x 40m – 4 pitches)
- ✓ Use domes to mark out the half way line.
- ✓ 1 Goalkeeper, 4 backs, 2 midfielders, 4 forwards
- ✓ Backs and forwards play in their zone.
- ✓ Midfielders can move over all the pitch.
- ✓ The ball is played on the ground at all times other than the goalkeepers who can play normal rules but is not permitted to solo.

### SCORING

- ✓ 3 POINTS for a Goal
- ✓ 2 POINTS for over the bar
- ✓ 1 Point for an outer score (Use poles etc. 5m out from goals to create an extra scoring target)





# GAMES FOR BETTER TEAM PLAY... QUICK TOUCH FOOTBALL



Key Focus: Consolidate basic skills develop weaker side, creating space & decision-making skills.

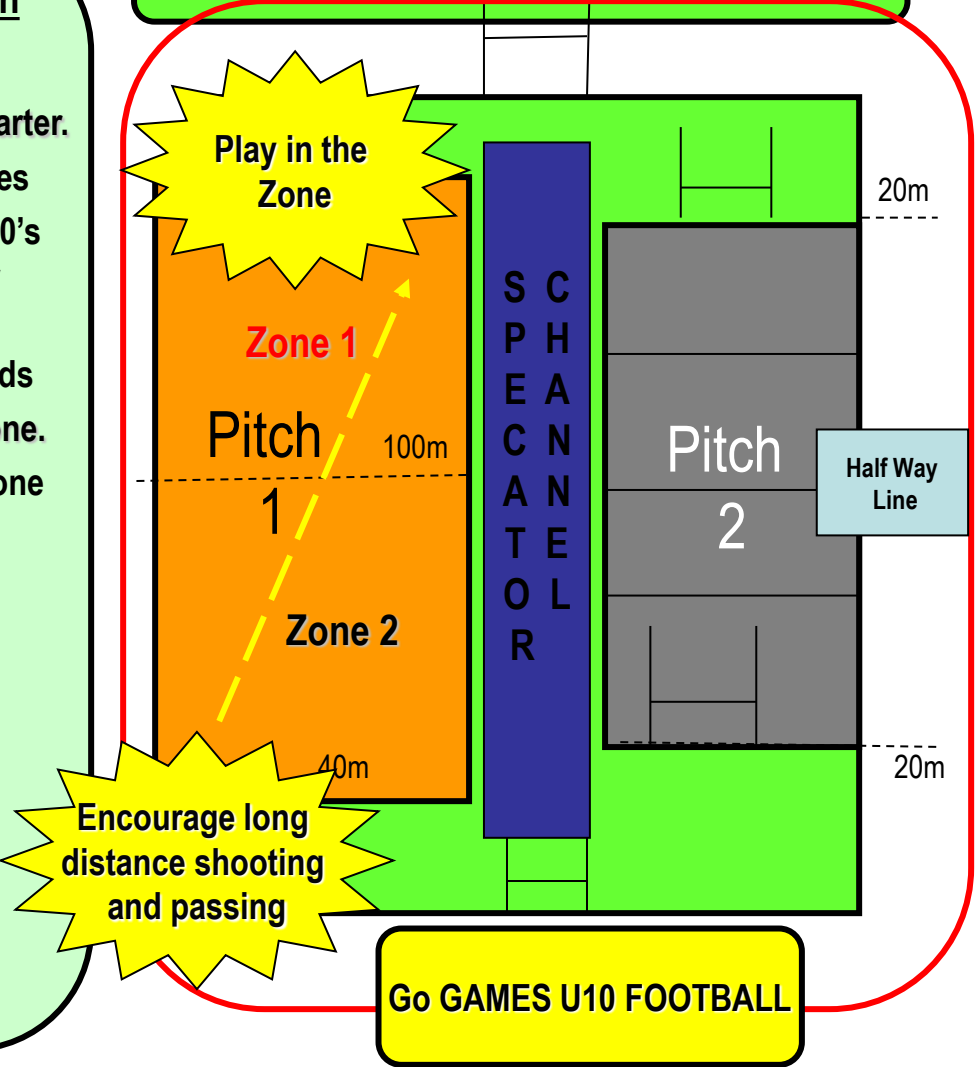
**Exercise 15: GO Game: Quick Touch**

**HOW TO PLAY**

- ✓ Time 4 Quarters: 8 minutes per quarter.
- ✓ 9 v 9 in an area 100 x 40m – 2 pitches
- ✓ Play two pitches between the two 20's leaving a channel up the middle for spectators
- ✓ 1 Goalkeeper, 4 backs and 4 forwards
- ✓ Backs and forwards play in their zone.
- ✓ Players cannot come outside the zone allocated.
- ✓ When a score is made, play recommences with a free pass to a defender in the zone.
- ✓ Modification: 2 Defenders may move out of their zone

**SCORING:**

- ✓ 2 POINT for a Goal
- ✓ 4 POINTS for over the bar



# GAMES FOR BETTER TEAM PLAY... QUICK TOUCH HURLING



## Exercise 16: Go Games Quick Touch

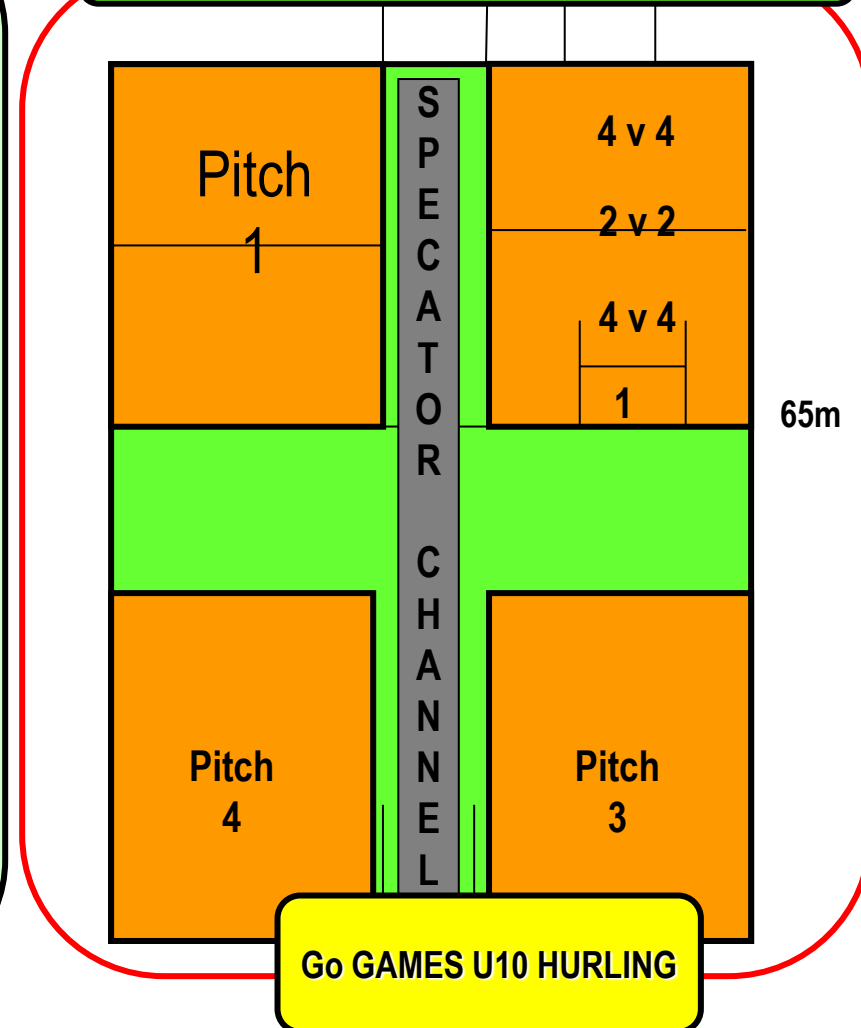
### HOW TO PLAY

- ✓ TIME DURATION: 20 mins. Per Half
- ✓ 11 v 11 in an area 65m x 40m – 4 Pitches
- ✓ Play two pitches between the two 20's leaving a channel up the middle for spectators
- ✓ 1 Goalkeeper, 4 backs, 2 midfielders and 4 forwards
- ✓ All players must wear helmets with visor
- ✓ Backs and forwards play in their zone.
- ✓ Midfielders may play anywhere
- ✓ Players cannot come outside the zone allocated.
- ✓ Optional to use modified (rubber base) or normal hurleys

### SCORING:

- ✓ 1 POINT for a Goal
- ✓ 3 POINTS for over the bar

Key Focus: Consolidate skills, develop both sides, and striking from hand



# GAMES FOR BETTER TEAM PLAY... QUICK TOUCH FOOTBALL



Key Focus: Refining skills- emphasis on catch and kick (passing), evasion, tackling and spatial awareness.

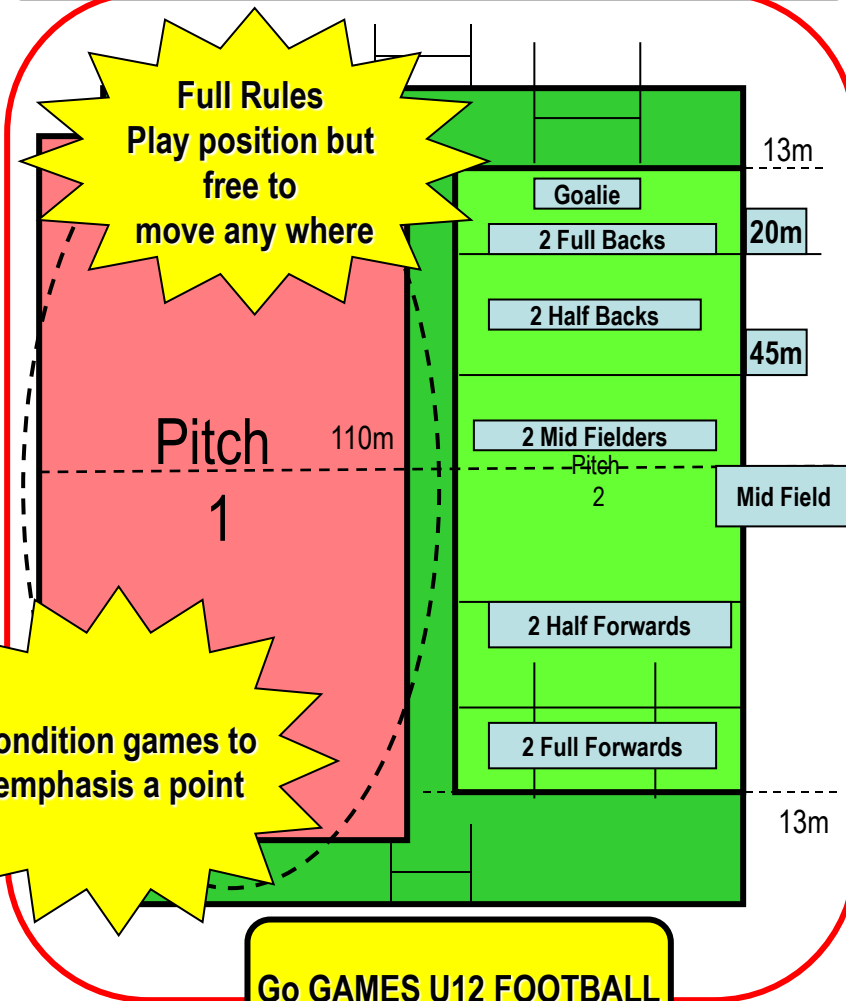
## Exercise 17: Go Games Football

### HOW TO PLAY

- ✓ TIME DURATION: 20 minutes per half
- ✓ 11 V 11 in an area 110 x 40m – 2 pitches
- ✓ Two teams play on either side of a full pitch between the 13m lines
- ✓ Goalkeeper, two full backs, two half back, two midfield, two half forward and two full forwards.
- ✓ Formation: 1:2:2:2:2:2
- ✓ No Zones
- ✓ Players can move any where on the pitch allocated.
- ✓ When a score is made, play recommences with a kick out from the hands
- ✓ Normal GAA rules and scoring apply.

### SCORING:

- ✓ 3 POINTS for a Goal
- ✓ 1 POINT for over the bar



# GAMES FOR BETTER TEAM PLAY... SMART TOUCH HURLING



## Exercise 18: Go Games Smart Touch

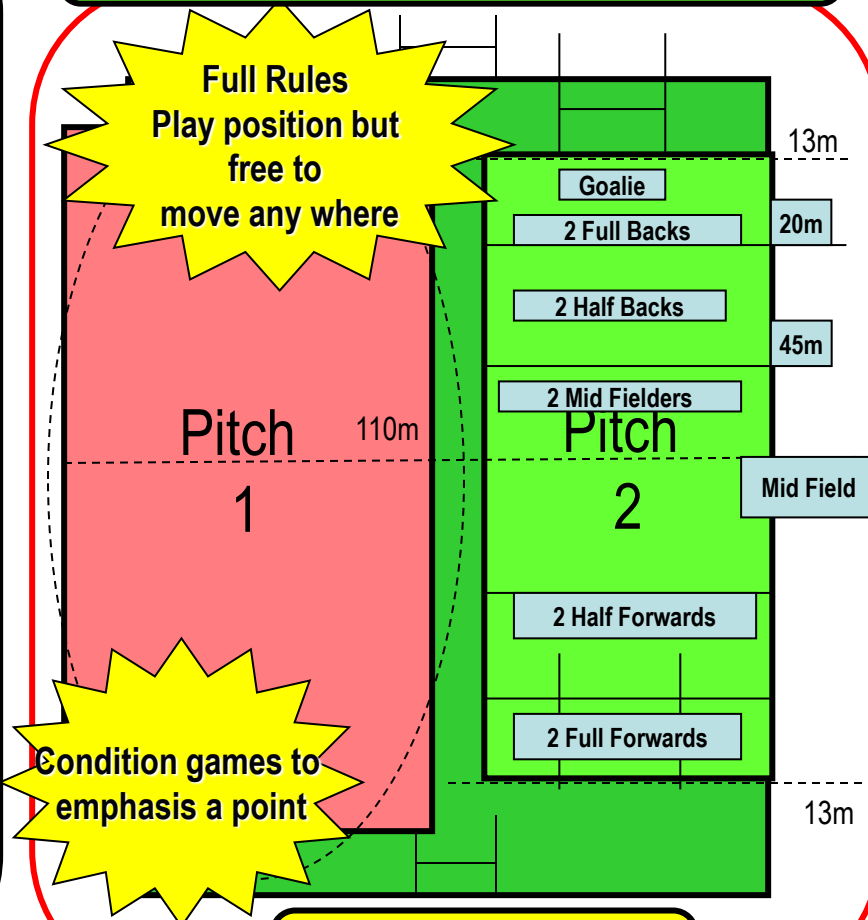
### HOW TO PLAY

- ✓ TIME DURATION: 20 minutes per half.
- ✓ 11 V 11 in an area 110 x 40m – 2 pitches
- ✓ Two teams play on either side of a full pitch between the 13m lines
- ✓ Goalkeeper, two full backs, two half back, two midfield, two half forward and two full forwards.
- ✓ Formation: 1:2:2:2:2:2
- ✓ Players can move anywhere on the pitch allocated.
- ✓ Balls played over a team's own end line will result in a free puck from centre field.
- ✓ Normal GAA rules and scoring apply, except all players must be at least 10m away from all frees, sidelines & puck outs

### SCORING:

- ✓ 3 POINTS for a Goal
- ✓ 1 POINT for over the bar

Key Focus: refining of all the skills - emphasis on lift and strike, evasion and tackling.



Go GAMES U12 HURLING



## **F3: Learn to Train – Code Of Conduct**

**9 – 12 yrs Males**

**8-11 yrs Females**

# CODE OF CONDUCT....PARENTAL HELP



- ✓ Parents are the driving force behind their children taking part in sport
- ✓ Your role is critical to the success of your child's lifelong involvement in sport
- ✓ Encourage them to participate whatever their ability
- ✓ Serve your community by putting something back into sport
- ✓ Volunteer your services even for a number of sessions
- ✓ Know and understand the different phases that your child will progress through allowing for his/her needs and aspirations along the way
- ✓ Do not live your own egotistical sporting fantasies through your children



Coaches should remember that the main reasons children play sport is for:

- ✓ Fun
- ✓ To be with friends
- ✓ Experience some success
- ✓ Learn new skills
- ✓ Improving skills
- ✓ Relationships with coach
- ✓ Being able to do something well
- ✓ The desire to be fit and healthy
- ✓ To maintain their interest in playing sport they need good coaching to be able to learn new skills in an environment that values them as an individual.
- ✓ Poor coaching leads to player frustration and self doubt which usually leads to drop out

## CODE OF CONDUCT....GUIDE FOR PARENTS



- ✓ Parents have the biggest influence on a child's sporting life, they give guidance, values, expectations and motivation to their children
- ✓ Let children develop their own motives for playing.
- ✓ Children play sport for their own enjoyment and Parents should not put undue pressure on their child.
- ✓ Parents should be knowledgeable about sport so they can be more supportive, but they do not need any previous experience to get involved
- ✓ Encourage intrinsic motivation i.e. 'How did you play today' rather than 'Did you win'?
- ✓ Encourage play/practice every day and provide suitable equipment.
- ✓ Make sacrifices i.e. time commitment, travel, finance to reap the rewards in terms of physical, social and mental development for your child. Sport builds character for life.
- ✓ Do not treat the club as a child minding service but offer help.
- ✓ Coaches are unpaid volunteers giving a free service to your children
- ✓ Volunteers are the driving force behind our games.
- ✓ Great environment for community social bonding in a world of family instability –
- ✓ Meet other parents to help enhance parenting skills through personal achievement

# CODE OF CONDUCT....GUIDE FOR PARENTS



1. Dress appropriately for the training sessions and games.
2. Arrive on time with children as requested by the coach.
3. Use appropriate language with the coaches and spectators
4. Use appropriate language in the presence of children.
5. Respect the work that coaches are doing for the club.
6. Contact the coach to excuse children from training.
7. Treat other children in the team with respect.
8. Treat players and coaches in opposing teams with respect.
9. Do not use abusive language or make physical contact with referees.
10. Do not engage in heated debate with the opposition's coaches.
11. For Young Girls attending mainly male training and games, they should be accompanied by a parent or guardian.
12. Encourage children to play whatever their ability
13. Encourage them to always play by the rules
14. Recognise the value and importance of volunteer coaches

In the event of an injury coaches are in a compromising position if they have to treat young children as such your support in this area would be appreciated.



# CODE OF CONDUCT....GUIDE FOR COACHES



1. Dress appropriately for the sessions.
2. Arrive ahead of the children and check venue safety..
3. Check behaviour and ensure a safe and enjoyable environment.
4. Plan their sessions and provide a suitable environment to maximise fun and enjoyment.
5. Use appropriate language with the children at all times.
6. Monitor weather conditions- do not expose children to inappropriate conditions.
7. Avoid touching children unless required to do so in an emergency and only in the company of another adult.
8. Ensure that a second coach is there at all times.
9. Check inappropriate language from children – report persistent bad language to the committee.
10. Monitor children when away from home to ensure that appropriate behaviour is adhered to on the pitch, in the changing rooms and travelling in rented buses.
11. Report any serious incidents to the committee that occurs when working with children.
12. Report any incidents to the chairman where the coach believes that there is evidence that a child is being abused.
13. Attend training sessions as requested by the committee to address key areas in child protection.
14. Learn the players' names.
15. Try to speak to all the children during the session not just the gifted ones.
16. Never start a session with a criticism.
17. When correcting faults always start with a positive comment then the correction and finish on a positive.
18. Remember it takes six positive comments to rectify a negative comment!!!
19. Encourage players to always play by the rules.
20. Never ridicule mistakes or losses.

## CODE OF CONDUCT....GUIDE FOR PLAYERS



1. Arrive on time and be fully equipped to play the game /complete the training session.
2. Treat other players and officials with respect.
3. Treat club property with respect.
4. Remove all jewellery.
5. No chewing gum while playing.
6. Use appropriate footwear and clothing.
7. Carry out coaches instructions.
8. Remain in playing area and only leave with the coaches permission.
9. On a given signal/sound, players stop the activity, jog to the coach and listen.
10. Bring your own water bottle to all sessions.

# Acknowledgements



The resource has been evolved with the help of the following:

Dr Eugene Young, Director of Coaching and Games Development

Terence McWilliams Games Development Manager

Tony Scullion, Football Development Officer

John Crossy, Hurling Development Officer

Paul Callaghan, regional Development Officer

Declan Gamble Sports Science Co-ordinator @ SINI

Dr. Sharon Madigan - Nutritionist @ SINI (now with Irish Sports Institute)

We hope that you will embrace these resources and ideas and circulate widely within your clubs and schools to help establish a strong foundation for the young players who will play Gaelic Games in the very near future.

*Eugene Young*

Dr. Eugene Young - Director of Coaching and Games Development, Ulster GAA

# Reference and Resources



Dr Paul Gastin – Athlete Diary, UK Sport

Dr. Paul McCaffery – National Conference GAA

Kids Weights Photographs – ‘The Young ones’

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