

MILLTOWN GAA HURLING/CAMOGIE CHILD/YOUTH PLAYER PATHWAY

The purpose of this Player Pathway is to help guide coaches, managers, mentors and parents who play an active role in the development of our young Hurlers.

It should be noted that these are guidelines and recommendations for coaches, managers, mentors and parents that may be used with a degree of flexibility. They are not written in stone as players grow, develop and learn at different rates through their lives. This is a general guide to bear in mind when working with our players.

It is intended, at its most basic form, to give our young players the best opportunity to succeed at whatever level they may play and reach their full potential "doing the right thing, at the right time and in the right way".

Our Player Pathway follows the GAAs Player Pathway approach, and aims to maximise player potential and increase the enjoyment of all our players. It provides a framework for the development of skills, fundamental movement, physical focus and game specific capacities that coaches can follow stage by stage.

For further, more in-depth reading, please have a look at the GAA's Youth Manual:

http://learning.gaa.ie/sites/default/files/Coach/Files/A1_Youth%20Manual_28%20pages%20LR.pdf

<http://learning.gaa.ie/playerpathway>



The 3 T's and The 3 P's

Quality coaching is one of the key requirements to ensuring that participation is maximised and playing standards are optimised. To support quality coaching, the GAA has devised the OTú coaching Model.

The OTú Coaching Model is a blueprint which provides the basis for organising Training Programmes which enable players to deliver on their True Potential and achieve Total Performance.

The term OTú - the O as in oxygen and Tú, Irish for 'you' - has its origins in the fact that the desire to excel is driven from within.

The model operates on the principle that players will excel when the 3T's - Technical Proficiency, Tactical Prowess and Team Play - and the 3P's - Physical Fitness, Participant Feedback/Playing Facts and Psychological Focus - are integrated and developed in a manner which has regard for best coaching practice.

The 3 T's and 3 P's provide an insight into 'what' a Coach trains. The OTú Model also focuses on 'how' a Coach does it. The 3 C's - Communication, Coaching Inputs and Cohesion - are a key component of the OTú Coaching Model.

The more that coaches and players succeed in getting the balance right, the more the players and team will maintain a consistent level of performance. The OTú Coaching Model outlines the knowledge required to achieve this level of success.

The GAA Coach Education Programme is designed to progressively explore the OTú Coaching Model. As coaches progress along the Coaching pathway, they will gain a greater understanding of the model, and how the integration of the 3 T's, the 3 P's and the 3 C's will enhance coaching sessions and lead to a more cohesive team unit.



The 3 T's

1. TECHNICAL PROFICIENCY is the ability to perform the underlying techniques of the game accurately, consistently and at match tempo.

Hurling/Camogie are amongst the most technically demanding games in the world, developing the techniques of hurling/camogie requires practice, all players are required to master the technical skills of the game, must become bilaterally proficient, develop excellent hand eye coordination and hand foot coordination.

Technical proficiency will be dictated by a game situation player finds themselves in e.g. striking on the run, striking while being tackled from the front (blocking) from the back (hooking). Striking from the left / striking from the right, strong hand / weak hand. Roll picking in a tackle situation / jab picking while on the run, being able to perform all the skill so the game and being able to adapt to the particular situation that is required at any given time i.e. shortening the grip, pucking off the weak side.

The coach should ensure that training sessions are pitched at an appropriate level - high enough to challenge a players technical ability, but not so high that the player does not have a realistic chance of success. ... *'Setting them up to fail'*.

Activities to Develop Technical Proficiency

The most important element in developing Technical Proficiency is that players have the ability to perform the technique in game like situations. While drills provide an organised structure for gradually developing technique, fun games and modified games are essential in tandem with drills.

2. TACTICAL PROWESS is the ability to weigh up match situations and decide on what option to take and when to take it, for example to shoot for a score, carry the ball, pass it on or play it into space when in attack or place the opposition under maximum pressure when defending. To 'go' or to 'stay' in a defensive situation. Tactics are a set of plans designed to maximise your strengths or target an opponent's weaknesses to gain an advantage in a match situation. Developing Tactical Prowess is about enabling your players to make good tactical decisions on the field of play.

A lot of emphasis is placed on developing the technical abilities of players, especially at younger ages. As the players develop and are exposed to more competitive situations, the coach should focus on the development of decision making and problem solving skills, developing the players Tactical Prowess.

The best way of developing players' decision making skills is to expose them to game situations in training.

Activities to Develop Tactical Prowess

Tactical prowess involves using a set of tactical skills that can be developed with good coaching. To develop tactical prowess, players need to have the ability to read the play or situation, develop the knowledge needed to make the correct tactical decision and apply their decision making skills to the match situation.

Players using the skills of concentration, attention and perception learn how to 'read' the game in a match situation. . 'Who am I marking?' If not why not? Take quick free or slow the game

down? Once a player knows what clues to look out for, it is possible to develop their attention and concentration skills.

In order to develop Tactical Prowess, it is critical that the players have the ability to perform with Technical Proficiency. This will ensure that in any given match situation, the player will have the ability to perform any technique correctly. In analysing any match situation there are two key questions to be asked: Did the player choose the correct technique to perform? Did the player perform the technique correctly?

Game Play Routines involve placing players in a situation where they are forced to make decisions, the choice of which skill to perform, and how to perform the skill in order to complete the drill. For instance, the players' pattern of movement may or may not be limited e.g. no soloing, limited number of passes, shoot for score after certain amount of time/passes, extra forward/back. Therefore, the player must adapt to the situation by being aware of the options, chose the correct option, and be technically proficient enough and physically fit enough to execute the option and recover in time for the next situation.

Game Play Routines train players to adapt their technical proficiency to pressure situations and improving tactical awareness which are vital elements in ensuring a player is competent in a match situation.

3. TEAM PLAY is the player learning about his role within a team environment. The ability to anticipate movements and synchronise who should go where during play or set-piece situations, e.g. in order to score or convert possession into scores when in attack or minimise the amount of clean possession and time and space available to opponents when defending.

Developing Team Play involves team plans, anticipation, creating space in attack, denying space in defence, combination/support play and communication.

Activities to Develop Team Play Team Play is an extension of Tactical Prowess, with the two sets of skills intertwined. Where as to develop Tactical Prowess, the players develop their ability to read a game and decide on which action to take. Team Play is the ability to anticipate the actions of the other players on the field, and mould these actions into a game plan. Team Play is developed using Game like situations, incorporating modified games, small-sided games, modified scoring games, and Full Games.

Baile an Mhuilinn
"As a coach, I care less about your potential and more about what you do with it. The world is full of gifted under-achievers.

Don't waste your gift!"

The 3 P's

1. PHYSICAL FITNESS is the ability to perform the basic techniques, engage in physical contests and responds to the signs, sounds and signals experienced during the game with the least possible expenditure of energy.

Gaelic games is a multi-sprint, stamina, multi directional, activity involving physical contests such as tussling, tackling, shouldering, accelerating, decelerating. Speed, Strength, Stamina (endurance), Suppleness (flexibility), agility. Coaches must bear in mind that variations exist between players playing in the different positions on the field. Hurling is a game that requires players to perform repeated short quick movements, moving in multiple directions and from a variety of starting positions, with varying amounts of recovery. Where possible training should be relevant to the position and the fitness level of the player.

2. PLAYING FACTS refers to the ability to identify playing strengths and areas where improvement is required, and to accept why changes in training, tactics, team line out, etc., may be required.

It is difficult to notice and remember all the key events occurring within a training session or match that's where playing facts ('stats') come in. Playing facts are an increasingly important tool to aid performance at all levels. The process of identifying the Playing Facts involves the coach identifying key factors within the game or training session and recorded, this can be done manually using paper and a pen or using a computer based analysis. The Playing Facts are a very useful tool in the armoury of the Coach, allowing for an independent analysis of the performance within a game or training session. Playing Facts can be used to protect players from the world of opinion, help players stay in reality, give the right type of attention, help set realistic goals, increase motivation and depersonalise issues. The first step is to prioritise the specific actions and outcomes you want to identify e.g. puck outs won / puck outs lost / hooks / blocks. The Coach should limit the information being recorded solely to information that will be of benefit.

By analysing all of the outcomes it is possible to pinpoint areas that require adjustment within the team. This type of analysis enables the coach to create an objective statistical analysis to use when giving feedback, whether that be during the game or in subsequent coaching sessions or team meetings.

Be careful with how the data is presented, in isolation, these can give a distorted impression of performance. Video footage is usually presented via television, although presentations on a computer enable much more flexibility when presenting information to players. Computer software (e.g. Power Point) can be used to enhance the visual information that players are shown, by highlighting key situations in the game and using these for feedback purposes. Keep the amount of information presented to a minimum as large amounts of statistics can often be confusing for players and coaches.

Giving Feedback: Keep It Short and Simple. Be specific. Be positive. Be aware of your tone it's not only what you say but how you say it. The coach should endeavour to give all players equal amounts of feedback. Avoid giving redundant feedback like, "You Missed!" he knows that he missed. When giving corrective feedback use the sandwich method: Sandwich the corrective feedback between two pieces of positive feedback.

3. PSYCHOLOGICAL FOCUS is the ability to maintain focus on the here and now and switch concentration as the need arises. It is often referred to by a variety of other names e.g. bottle, heart, hunger, killer instinct, mental toughness, single mindedness, will power and will-to-win.

Given the differing personality types involved and the range of thoughts and emotions, which players experience and at various stages of their development, fluctuations in focus are inevitable. Sports psychology is concerned with enabling your mind to be more efficient and productive, and ultimately increasing the level of your performance.



5 Stages to Player Development

These 5 stages give an over-view, for a player/coach, as to what “key strands” can be developed at each stage.

Stage	Age	Key Strands to Develop
Players to get a “feel” for the sliotar and their hurley	3 - 6	Giving players the opportunity to enjoy themselves, develop physical literacy and fundamental movements
Players learn to be “comfortable on the sliotar”	6 - 8	Skills learning phase – all basic skills to be practised
Player learn to play together and become “more comfortable on the sliotar”	8 - 10	How to play together as a team
Players learn about positions and begin to understand the need for teamwork	10 - 14	Principles of attacking/defending are practised and evolve.
Players learn to perform in Pressurised situations/games	14 - 18	All variables are combined to develop the player into being as good a player as he can be. Guidance, assistance, and challenges from the coach for the player, to enable him to instinctively be able to “make the correct decision, at the right time, for the benefit of the team” . (Physical, tactical, decision making, etc. in a pressure game, all aspects combine)

With the above 5 stages to Player Development we are very aware that this is not a linear development pathway and that players will vary from stage to stage. For some players all 5 stages could come very naturally, but for others it could take a long time and they may not be developed in a chronological manner.

“Don’t practise until you get it right – practise until you can’t get it wrong”

C.L.G.

Building Pathways in Irish Sport – A Consultation Paper *Irish Sports Council*

The six-phase model of late specialisation sports

A five-phase model of late specialisation sports was presented to the National Coaching Forum by Istvan Balyi, and this has been subsequently adapted to a six-phase model. This model has been further refined by NCTC, based on consultation with NGBs and following further research. A number of sport-specific examples have also been developed, and it is suggested that each sport develop a model suited to its own needs, structure and pathway phases. It is also intended that the model will be re-worked to suit the needs of players/athletes with a disability, to take into account the phases which are most applicable to such players/athletes. The main elements of the Balyi-Hamilton model of Long-Term Player/Athlete Development are presented here, in a modified form to suit Irish circumstances.



Phase 1 – The FUNdamental phase

Age: Males 6 to 9 / Females 6 to 8 years

Objective: *Learn all fundamental movement skills (build overall motor skills)*

Fundamental movement skills should be practised and mastered before sport-specific skills are introduced. The development of these skills, using a positive and fun approach, will contribute significantly to future Athletic achievements. Participation in a wide range of sports is also encouraged. This emphasis on motor development will produce players/athletes who have a better trainability for long-term sport-specific development.

Fundamental movement skills are observable as locomotor, manipulative and stability skills. There are three stages of fundamental movement skill development: initial (2-3 years), elementary (4-5 years) and mature (6-7 years).

The FUNdamental phase should be well structured and fun! The emphasis is on the overall development of the child's physical capacities and fundamental movement skills. The ABC's of athleticism - agility, balance, coordination and speed are very important elements of this phase. Participation in as many sports as possible is encouraged. Speed, power and endurance are developed using basic and enjoyable games. Appropriate and correct running, jumping and throwing techniques are taught (the ABC's of athletics).

The first **'window of accelerated adaptation to speed'** or 'critical period of speed development' will occur during this phase, age 6-8 for girls and 7-9 for boys respectively.

Linear, lateral and multi-directional speed should be developed and the duration of the repetitions should be less than 5 seconds. This is often called the **'agility, quickness, change of direction'** window. Again, fun and games should be used for speed training and the volume of training should be lower.

Strength training during this phase should include exercises using the child's own body weight; medicine ball and Swiss ball exercises. Children should be introduced to the simple rules and ethics of sports. No periodisation takes place, but all programmes are structured and monitored. Activities revolve around the school year, and during summer and winter holidays multi-sport camps are recommended. If children and parents have a preferred sport, participation once or twice per week is recommended, but participation in other sports three or four times per week is essential for future excellence. If children later decide to leave the competitive stream, the skills they have acquired during the FUNdamental phase will still benefit them when they engage in recreational activities, which will enhance their quality of life and health.



Phase 2 – The Learning to Train phase

Age: Males 9 – 12 / Females 8 - 11

Objective: *Learn all fundamental sports skills (build overall sports skills)*

Specialised movement skills are developed from age 7 to 11, and are specialised sports skills. Bypassing the fundamental and specialised skill development phase is likely to be detrimental to the child's future engagement in physical activity and sport. Early specialisation in late specialisation sports can also be detrimental to the proceeding phases of skill development.

One of the most important periods of motor development for children is between the ages of 9 to 12. During this time children are developmentally ready to acquire general overall sports skills that are the cornerstones of all athletic development.

This is the **'window of accelerated adaptation to motor coordination'**. All fundamental movement skills should be further developed and general overall sports skills should be learnt during this phase. If fundamental motor skill training is not developed between the ages of 8 to 11 (females) and 9 to 12 (males), a significant window of opportunity has been lost, compromising the ability of the young player/athlete to reach his/her full potential.

Strength should be developed by medicine ball, Swiss ball and own body-weight exercises, as well as hopping-bounding exercises (or routines). Endurance should be developed further by games and relays. Basic flexibility exercises should be introduced during this phase, while speed can be developed further with specific activities during the warm-up, such as agility, quickness and change of direction. Competition should be well structured. The most suitable framework is single periodisation for this phase, however for a few sports, sport-specific needs will warrant double periodisation (e.g. swimming, tennis). A 70:30 training-to-competition-ratio is recommended.



Phase 3 – The Training to Train phase

Age: Males 12 to 16 / Females 11 to 15 years

Objectives: *Build the aerobic base, build strength towards the end of the phase and further develop sport-specific skills (build the “engine” and consolidate sport-specific skills)*

During the Training to Train phase young players/athletes consolidate basic sport-specific skills and tactics. The **‘window of accelerated adaptation to aerobic and strength training’** occurs during this phase. Optimal aerobic trainability begins with the onset of Peak Height Velocity (PHV) or the major growth spurt during maturation. Aerobic training should be prioritised after the onset of PHV, while skill, speed and strength should be maintained or developed further. Special emphasis is also required for flexibility training, due to the sudden growth of bones, tendons, ligaments and muscles.

There are two windows of accelerated adaptation to strength training for females. Window one is immediately after PHV and window two begins with the onset of menarche. This window for males begins 12-18 months after PHV.

It should be noted that both aerobic and strength trainability is dependent on maturation levels, thus early, average or late maturers need a different emphasis placed on these components at different times.

At present most of these decisions are made on chronological age (age groups) and not on individual needs/maturation level.

Single, double and occasionally (depending on sport-specific demands) triple periodisation is the optimal framework of preparation during this phase. During competitions players/athletes play to win and to do their best, but the major focus of training is on learning the basics as opposed to competing. Training and competition ratios are optimised because too many competitions waste valuable training time and conversely, not enough competition inhibits the practice of technical/tactical skills and learning how to cope with the physical and mental challenges presented during competition.

A 60:40 training-to-competition ratio is recommended by experts during the Training to Train phase and the 40 percent competition ratio includes competition and competition-specific training. However, these percentages vary according to sport and individual specific needs. Players/athletes undertaking this type of preparation will be better prepared for competition in both the short and long-term, than those who focus solely on winning. During this phase, players/athletes train in competitive situations daily, in the form of practice matches or competitive games and drills.

The Training to Train phase addresses two of the critical or sensitive periods of physical development. Players/athletes who miss this phase of training will not reach their full potential, as these critical periods have been missed. The reason why so many players/athletes plateau during the later stage of their careers is primarily because of an over-emphasis on competition instead of on training during this important period in their athletic development.

The Learn to Train and Training to Train phases are the most important phases of athletic preparation. During these phases we ‘make or break’ a player/athlete!

Phase 4 – The Training to Compete phase

Age: Males 16 to 18 / Females 15 to 17 years

Objectives: *Optimise fitness preparation and sport, individual and position specific skills as well as performance (fine-tune “engine”, skills and performance)*

This phase of development is introduced after the goals and objectives of the Training to Train stage have been achieved. The training-to-competition and competition-specific training ratio now changes to 50:50. Fifty percent of available time is devoted to the development of technical and tactical skills and fitness improvements, and fifty percent is devoted to competition and competition-specific training.

During the Training to Compete phase, high intensity individual-event and position-specific training is provided to players/athletes year round. Players/athletes, who are now proficient at performing both basic and sport-specific skills, learn to perform these skills under a variety of competitive conditions during training. Special emphasis is placed on optimum preparation by modelling training and competition.

Fitness programmes, recovery programmes, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each player/athlete’s individual strengths and weaknesses. Double and multiple periodisation is the optimal framework of preparation.

“The way you react to a player making mistakes plays a major role in creating or combating a “Fear of Failure” If you manage things right, mistakes can be golden opportunities to improve performance”

Ronald Smith - “Sports Psychology for Youth Sports”



Phase 5 – The Training to Win phase

Age: Males 18 years and older / Females 17 years and older

Objectives: *Maximise fitness preparation and sport, individual and position specific skills as well as performance (maximise “engine”, skills and performance)*

This is the final phase of athletic preparation. All of the player/athlete’s physical, technical, tactical, mental, personal and lifestyle capacities are now fully established and the focus of training has shifted to the maximisation of performance. Players/athletes are trained to peak for major competitions.

Training is characterised by high intensity and relatively high volume. Frequent “prophylactic” (preventative) breaks help to prevent physical and mental burnouts. Training-to-competition ratio in this phase is 25:75, with the competition percentage including competition-specific training activities.

Phase 6 – The Retirement / Retention phase

Objectives: *Adjustment/Retain players/athletes for coaching, administration, officials, etc.*

This phase refers to the activities performed after a player/athlete has retired from competition permanently. During this final phase, some ex-players/athletes move into sport-related careers that may include coaching, officiating, sport administration, small business enterprises, master’s competition, media, etc.

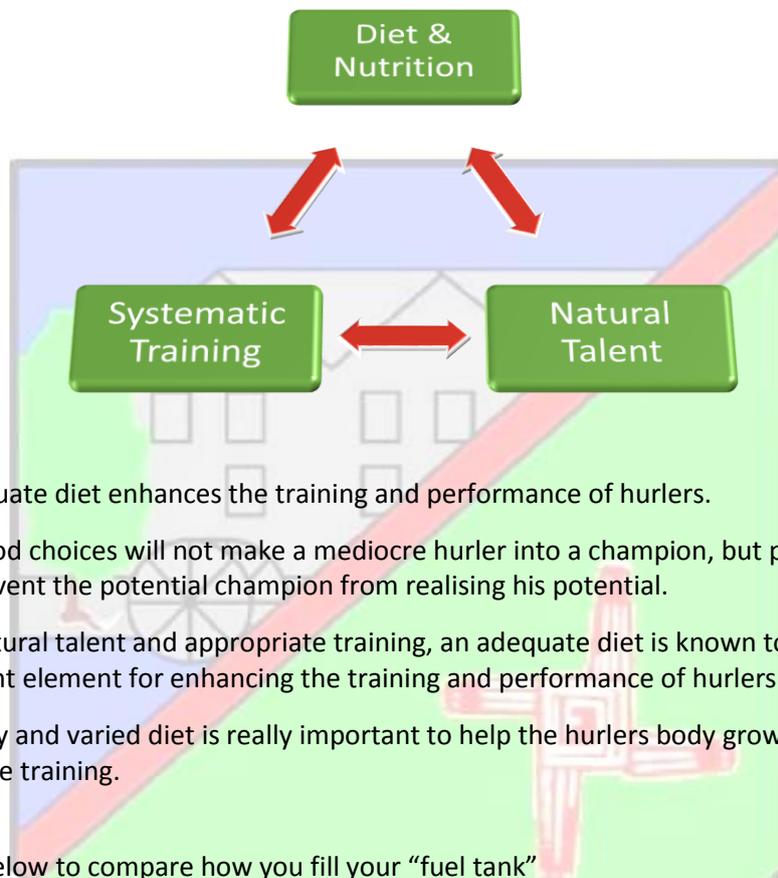
It also involves an important period of adjustment for ex-players/athletes.

The model proposes a framework within which individuals progress along the pathway, based on their choices and capabilities. As wide a range of options as possible, in participation or performance, should be made available.



A “Healthy Hurlers” Balanced Diet

Of all factors that determine performance, diet is the most easily altered.



- An adequate diet enhances the training and performance of hurlers.
- Good food choices will not make a mediocre hurler into a champion, but poor food choices may prevent the potential champion from realising his potential.
- After natural talent and appropriate training, an adequate diet is known to be the next most important element for enhancing the training and performance of hurlers.
- A healthy and varied diet is really important to help the hurlers body grow and get the most out of the training.

Tick the boxes below to compare how you fill your “fuel tank”

Checklist for a daily “healthy hurlers” balanced diet	Do you follow the Tips? Tick the boxes (x or ✓)
Never skip meals – especially breakfast, eat all your lunch	
Drink plenty of fluids – especially water (up to eight glasses a day).	
Eat good sources of protein every day – chicken, meat, fish, milk, cheese, yoghurt, nuts, soya.	
Eat lots of carbohydrate foods throughout the day – wholegrain bread, high fibre cereals, pasta, fruit and vegetables.	
Don’t forget fats are important – choose healthier food sources.	
Eat at least five portions of fruit and vegetables each day.	
Include good sources of iron and calcium - at your age these are very important nutrients.	
Make sure you enjoy your meals and snacks .	
After sport you may feel hungry so you should eat both before and after exercise .	

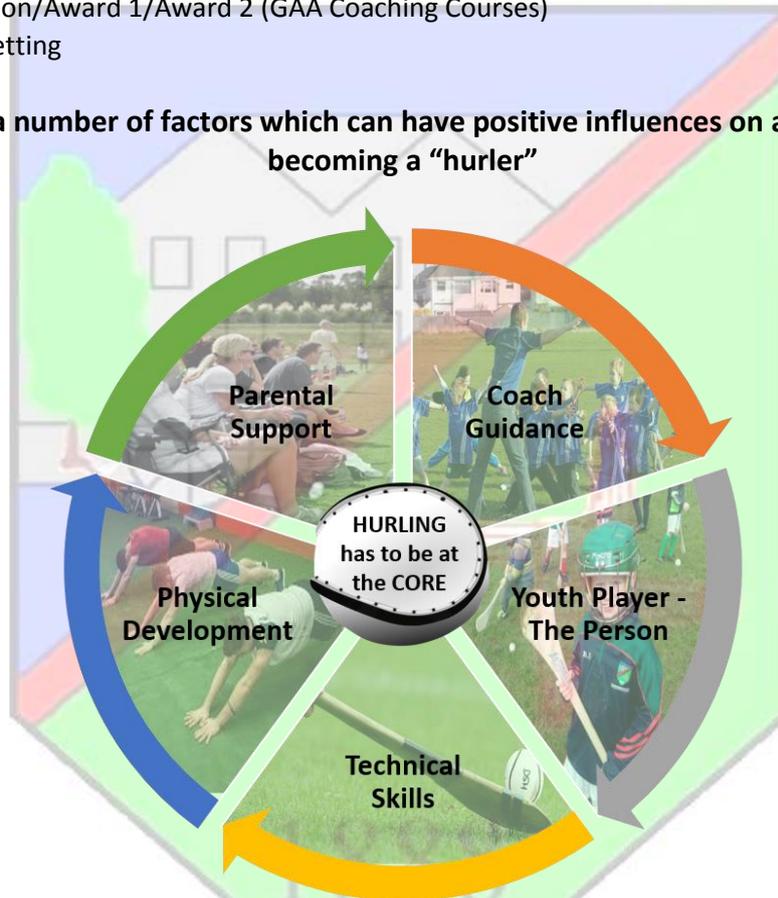
GAA Coaching Sessions - Guideline Only

90 % of a Hurling/Camogie session should be completed using the hurley & sliotar

All GAA Coaches to have undertaken:

- Code of Best Practice for Youth Sport (GAA)
- Foundation/Award 1/Award 2 (GAA Coaching Courses)
- Garda Vetting

There are a number of factors which can have positive influences on a child/youth becoming a "hurler"



The Coach's Checklist

The following is a checklist to help you as a coach to review your coaching sessions and then plan for future ones. You can use this to ensure that you provide the best possible hurling experience for your child / youth players.

The Coach's Checklist	X or ✓
Did learning take place?	
Was it safe?	
Did the players use the sliotar for the majority of the session?	
Did you involve all your players?	
Were you a good role model?	
Did you, the coach, enjoy the session?	
Did you speak to each player at least once?	
Did you refrain from using bad language?	
Did you plan the session in advance?	
Did you coach positively?	
Did you review your coaching session?	

Reference Points for Individual Age Levels

The idea of this “Player Pathway” for the hurler, is to help create the ideal environment, age appropriately, to allow all our players, develop at their own rate. We strongly emphasise that the following pages are to be used as a “reference point” only. We must remember that the fun of enjoying the game, being with their friends, learning new skills, are integral to that cohort’s participation in sport, as well as developing characteristics learned from participating in a team environment, which will stand to players, not just on the field, but in everyday life.

2 - 4 Year Old (Toddler)

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Help develop a love of hurling/camogie by it becoming ‘part and parcel’ of your child’s every-day life in an enjoyable atmosphere. • Provide the child with a hurley and sliotar – correct size, and weight. • Go for a few pucks with your child when you can or encourage your child to get a few in every evening. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Brings Child to watch local adult club teams and Kildare teams (or watch them on TV) • Get a “feel” for the hurley and ball (i.e. develop ball sense) in whatever way the child likes – hit the ball, cops and robbers. 	<ul style="list-style-type: none"> • Watch for use of dominant hand on top. • Keep an eye on toe of the hurley, pointing out from the body. 	<ul style="list-style-type: none"> • GAMES The sole focus should be on having fun and getting used to having a hurley in the hand.

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Watch for use of dominant hand on top. • Keep an eye on toe of the hurley, pointing out from the body. • Go for a few pucks with your child. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Brings Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Patience, enthusiasm, preparation and more patience are vital for this age level. • Create a "fun environment" with the focus on the player enjoying the coaching sessions, to include positive inter-action, plenty of variety and enthusiastic coaches. • Coaches remember: Always note that head, hands & feet are correct with the players. • Coaching sessions to be pre-planned focusing on ABC's, RJT'S, fundamental movements, hand/eye coordination work, balance, agility, mobility, stability and skill's introduction. • Allow for plenty of "Free Play" but instil the need to behave, when requested. • Give parents a guide that follows the coaching for their age group that allows them to practice at home. • The coach should be prepared to feed off the children's enthusiasm. Enjoy the experience as this is a precious "time" in a child's life. 	<ul style="list-style-type: none"> • GAMES The majority of the The Fun and Learning should be in the joy of "pucking around", completing their first roll lift etc on their own or with a parent/brother/sister or neighbour. • "Goal to Goal" Player's practice left and right to develop bilateral co-ordination. • "Knock the Cones" Ideal for developing bi-lateral co-ordination off both sides. Games should be small-sided and of short duration. • GAMES SENSE Basic positional understanding Defending/Attacking is not on their radar, but scoring is. Create plenty of opportunities for scoring in many different forms. • All Players must go back and stand "shoulder to shoulder" with their partner, in their starting positions, after every wide ball, score or side-line. Give them 5 seconds to get there. • The "Beehive" (all players following the ball) effect will be strong. They will not understand positioning, so don't fret! • "Two in for tackle" in a good deterrent to the Beehive attack. • Scoring and winning are most fun, so create activities with loads of scoring opportunities, points for best strike, best score, best save, best block, quickest child to be like a statue etc.

The Child Behind The Player	Technical Skills (Basics Are Key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • They can learn about sharing, waiting their turn & being socially comfortable in their peers company • Players at this age are more interested in “I” rather than “Team”. They will only have eyes for the sliotar. • Attention span is short, so arrange activities quickly, & have short bursts of activity, with plenty of variety. • They can respond to partner play, over time with patience. • The sliotar can be seen as toy – have a “toy” for each child. • They like to be shown an interest in, so plenty of questions & make sure you have a word with each child • Children work best in small groups. • They can be hyper – allow some free play for them to expend some of this energy. • Allow for plenty of breaks during drills. • The child is full of enthusiasm and “bursting with excitement” to be in the field. • They appear to have bundles of energy but can tire quite easily. 	<ul style="list-style-type: none"> • Get a “feel” for the hurley and ball (i.e. develop ball sense) in whatever way the child likes – Striking the sliotar, cops and robbers. • Proper hurley – size and weight for each child. • Grip, Ready, Lock and Swing. Strong hand on top of the hurley. • Ground Strike (L&R). With a “nice wristy” swing. • Solo – - Sliotar balanced, i.e. ball “stuck” to the hurley - Sliotar bouncing. • Ball Hops - One side of the bás. • Tippy Taps Both sides of the bás. • Dribble - Two handed - One handed (only to emphasise “stronger” hand on top of the hurley). • Roll/Jab Lift Nice controlled movement. • Catching two handed and then one handed. 	<ul style="list-style-type: none"> • MOVEMENT By crawling/ running/ climbing and generally being a child... • ABC’s, RJT’s running – forwards, backwards, sideways, stopping, starting, changing direction, swerving, sidestepping, avoiding other players in fun activities. • Introduce children into balancing through various exercises (single leg stands, hoping etc.) • STRENGTH By involvement in fun activities such as bear crawls etc. Child uses own body weight. • World Health Organisation recommends that children participate in 60 minute of physical activity every day. • The GAA’s Fun Do Pack is a must - use resource for coaches working with this age group. Available online at www.learning.gaa.ie

6 - 8 Year Olds

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Watch for use of dominant hand on top. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Patience, enthusiasm, preparation and more patience are vital for this age level. • Be a role model/leader • Create a "fun environment" with the focus on the player enjoying the coaching sessions, to include positive inter-action, plenty of variety and enthusiastic coaches. • Coaches remember: Always note that head, hands & feet are correct with the players. • Coaching sessions to be pre-planned focusing on ABC's, RJT'S, fundamental movements, hand/eye coordination work, balance, agility, mobility, stability and skill's introduction. • Give parents a guide that follows the coaching for their age group that allows them to practice at home. • Take an interest in all children outside their "GAA lives". • Coach should be friendly, fair and firm. • Encourage players to practice skills at home. • Keep up to date with latest coaching information via formal coach education courses, attending GAA Workshops and researching in your spare time. 	<ul style="list-style-type: none"> • GAMES "No Man's Land" "Go Games" "Backs & Forwards" • "<u>Goal to Goal</u>" Player's practice left and right to develop bilateral co-ordination. (On the Ground and out of the hand) • "<u>Three Goals and in</u>" All the required aspects of the game are practised in such a game. • "<u>Four Goal Game</u>" This is an ideal method of reducing the beehive effect. • "<u>Knock the Cones</u>" Ideal for developing bi-lateral co-ordination off both sides. Games should be small-sided and of short duration. • GAMES SENSE Basic positional understanding Players play all positions. • "Two in for tackle" in a good deterrent to the Beehive attack. • Players should now be capable of looking up and beginning to show small but progressive signs by understanding the basics of defending and attacking. • All players must go back and stand "shoulder to shoulder" with their direct opponent, in their starting positions, after every wide ball, score or sideline. Give them 3 seconds to get there. • In games ensure that there are plenty of scoring opportunities, first team into position, best score etc. players of this age level respond to plenty of scores! • Children should be introduced to the simple rules and ethics of sports.

6 - 8 Year Olds

The Child Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • They will want games, games, and more games. (Assure them, they will get games, once they work their “best” during earlier activities). • Positive feedback is vital. • Shower them with your interest in the individual player. • The beehive effect will still be present, but should be not as prevalent • They will see the need and begin to understand the idea of being able to “help” their teammates. • They will respond to discipline and fairness from the coach. • Respect can be ingrained in their sessions. • Can pass to their friends rather than to a teammate in the “best” position. • The child is full of enthusiasm and “bursting” with excitement to be in the field. 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Grip, Ready, Lock and Swing. Get a “feel” for the hurley and ball (In whatever way the child likes – Strike the sliotar, cops and robbers). • Ground Strike with a “nice wristy” swing 5 Stages - Sliotar stationary Sliotar moving Player stationary Player moving Player moving and sliotar moving. • First Touch – Constant practice. • Ground Clash- 3 Stages - On padded hurley On tyre Against an opponent (stationary then movement). • Ball Hops - One side of the bás. • Tippy Taps - Both sides of the bás. • Dribble - Two handed • Roll Lift • Jab Lift • Strike From the Hand (Both sides) • Solo - - Sliotar balanced on the hurley - Sliotar bouncing • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • MOVEMENT Focus on fundamental movements. • ABC’s, RJT’s Running – forwards, backwards, sideways, stopping, starting, changing direction, swerving, sidestepping, avoiding other players in fun activities. • Introduce speed for the first time in the form of relays and mini races • Linear, lateral and multi-directional speed should be developed and the duration of the repetitions should be less than 5 seconds. This is often called the ‘agility, quickness, change of direction’ window. • “Knock the Cones” Ideal for developing bi-lateral co-ordination off both sides. Games should be small-sided and of short duration. • STRENGTH Strength training during this phase should include exercises using the child’s own body weight in fun activities. • By crawling on hands, etc. Bear crawls. • World Health Organisation recommends that children participate in 60 minute of physical activity every day. • The GAA’s Fun Do Pack is a must - use resource for coaches working with this age group. Available online at www.learning.gaa.ie

8 - 10 Year Olds

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend games your child is playing in. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Patience, enthusiasm, preparation and more patience are vital for this age level. • Be a role model/leader • Create a "fun environment" with the focus on the player enjoying the coaching sessions. "Spot and Fix", but try to avoid over-coaching. • Coaches remember: Always note that head, hands & feet are correct with the players. • Coaching sessions to be pre-planned focusing on ABC's, RJT'S, fundamental movements, hand/eye coordination work, balance, agility, mobility, stability and skill's introduction. • Give parents a guide that follows the coaching for their age group that allows them to practice at home. • Encourage players to practise skills at home. • Take an interest in all children outside their "GAA lives". • Coach should be friendly, fair and firm. 	<ul style="list-style-type: none"> • GAMES "Go Games" Small sided games, conditioned with full participation • "Goal to Goal" Player's practice left and right to develop bilateral co-ordination. (On the Ground and out of the hand) • "Three Goals and in" All the required aspects of the game are practised in such a game. • "Four Goal Game" This is an ideal method of reducing the beehive effect. • "No Man's Land" Throwing and Catching. (All the skills of the game, to be practised during these games). • "Backs & Forwards" All the required aspects of the game are practised in such a game. • GAMES SENSE Organisation of Games All players must go back and stand "shoulder to shoulder" with their direct opponent in their starting positions, after every wide ball, score or sideline. Give them 3 seconds to get there. • "Two in for tackle" in a good deterrent to the Beehive attack. • Positional understanding When to pass. Where to solo with sliotar/when/where to strike to. Hurl with your head up. • Where to move to. Support your team mates in attack/defence Small sided games (4v4, 6v6, 10v10) • Learning to look up when striking/passing the sliotar should be encouraged. • Communication with teammates. Learning to call for a pass when in a better position, letting their teammates know that they are free to strike/pass etc.

8 - 10 Year Olds

The Child Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • They will want games, games, and more games. (Assure them, they will get games, once they work their “best” during earlier activities). • They continue to develop their social skills, learning about team work, sharing, waiting their turn, and generally “getting on” with their peers. • Vital that coaches continue to show an interest in all players – have a word for every child. • Like to be shown an interest in outside of their GAA lives • Defending and attacking principles can be further developed, although some players will learn these at a faster rate than others. • Support play and general team play can be expected of the child. • Can pass to their friends rather than to a teammate in the “best” position. • The child is full of enthusiasm and “bursting” with excitement to be in the field. 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Grip, Ready, Lock and Swing. • Ground Strike with a “nice wristy” swing 5 Stages - Sliotar stationary Sliotar moving Player stationary Player moving Player moving and sliotar moving. • First Touch – Constant practice. • Ground Clash- 3 Stages - On padded hurley On tyre Against an opponent (stationary then movement). • Ball Hops - One side of the bás. • Tippy Taps - Both sides of the bás. • Dribble - Two handed • Roll/Jab Lift • Sidelines & Free Taking • Flick the Sliotar away • Strike From the Hand (Both sides. Stationary & on the Run) • Solo - - Sliotar balanced on the hurley - Sliotar bouncing • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • MOVEMENT Linear, lateral and multidirectional speed should be developed and the duration of the repetitions should be less than 5 seconds. This is often called the ‘agility, quickness, change of direction’ window. • ABC’s, RJT’s Running – forwards, backwards, sideways, stopping, starting, changing direction, swerving, sidestepping, avoiding other players in fun activities. • STRENGTH Strength training during this phase should include exercises using the child’s own body weight in fun activities. • World Health Organisation recommends that children participate in 60 minute of physical activity every day. • The GAA’s Fun Do Pack is a must - use resource for coaches working with this age group. Available online at www.learning.gaa.ie

10 - 12 Year Olds

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend games your child is playing in. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Be a role model/leader • Ability to communicate, demonstrate a sense of fair play & hold discipline are strong attributes to help coaches work with this age level. • Create a "Fun and Learning environment" with the Focus on each player enjoying the coaching sessions. • Coaches remember: Always note that head, hands & feet are correct with the players. "Spot & Fix" but avoid over-coaching. • Keep up to date via formal coach education courses, attending Kildare GAA workshops and researching in your spare time. • Coaching sessions to be pre-planned. • Provide plenty of feedback, not just what you say, but also what you do, as young players are sensitive to body language • A focus on "task and mastery" increases fun and enjoyment • Implement "twitter coaching" as a guide, for yourself (get the point across in the least amount of words required) • Encourage players to practise skills at home. • Take an interest in all children outside their "GAA lives". • At this age "true" player development still should focus on the development of the player, not of the team. 	<ul style="list-style-type: none"> • GAMES "Go Games" Small sided games, conditioned with full participation • "<u>Three Goals and in</u>" All the required aspects of the game are practised in such a game. • "<u>Four Goal Game</u>" This is an ideal method of reducing the beehive effect. • "<u>No Man's Land</u>" Throwing and Catching. (All the skills of the game, to be practised during these games). • "<u>Backs & Forwards</u>" All the required aspects of the game are practised in such a game. • GAMES SENSE Reading the game Anticipation of team-mates/opposition movements. • Positional understanding When to pass. Where to solo with sliotar/when/where to strike to. Hurl with your head up. • Where to move to. Support your team mates in attack/defence Small sided games (4v4, 6v6, 10v10) • Learning to look up when striking/passing the sliotar should be encouraged. • Communication with teammates. Learning to call for a pass when in a better position, letting their teammates know that they are free to strike/pass etc.

10 - 12 Year Olds

The Child Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • They will want games, games, and more games. • Characteristics here to be developed, e.g. being humble in winning and gracious in defeat. • The vast majority are still there to enjoy the experience of participating with their friends, learning new skills, etc. • The player should have a greater “game” and “team sense” derived from the previous years experiences • The players like to be acknowledged. The coach should aim to have a word for every child at each coaching session. • Involvement in sport can help them feel good about themselves and form safe relationships outside the family. • May see the first signs of a child becoming a little independent. 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Ground Strike (off both sides) • First Touch – Constant practice. • Strike from the Hand - (Both sides. Stationary & on the Run) • Hand Pass • Frontal Block • High Catch - Judging the flight of the sliotar. Timing your jump to perfection • Roll/Jab Lift • Sidelines & Free Taking • Flick the Sliotar away • Stopping High ball/batting • Hooking From behind and the side • Solo - - Sliotar balanced on the hurley - Sliotar bouncing • How to use the body in tackles Shouldering/holding off a player/making space <p><u>THROW IN THE ODD TIME</u></p> <ul style="list-style-type: none"> • Ball Hops - One side of the bás. • Tippy Taps - Both sides of the bás. • All Around the World Four edges of the bás (To help develop good co-ordination and wrist dexterity) • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • <u>MOVEMENT</u> This is the ‘window of accelerated adaptation to motor coordination’. All fundamental movement skills should be further developed and general overall sports skills should be learnt during this phase. • Endurance should be developed further by games and relays. • Basic flexibility exercises should be introduced during this phase, while speed can be developed further with specific activities during the warm-up, such as agility, quickness and change of direction. • ABC’s, RJT’s Running – forwards, backwards, sideways, stopping, starting, changing direction, swerving, sidestepping, avoiding other players in fun activities. • <u>STRENGTH</u> Partner resistance activities, pushing, pulling, in fun based activities. • Introduce players to body weight exercises, core strength and also running and jumping techniques throughout the session. • Strength should be developed by own body-weight exercises, as well as hopping-bounding exercises (or routines). • Proper warm up and cool down activities to take place at every session. • Rest is an important component of physical development to allow the body recover and adapt to training

12 - 14 Year olds

Parental Support	Coach Guidelines	Child Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend games your child is playing in. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Be a role model/leader • Clear, concise instruction will help get your point across. • Enjoyment, mastery and socialising should remain the focus of coaches working with the youth player. • Create a "Culture of Learning". • Coaches remember: Always note that head, hands & feet are correct with the players. "Spot & Fix" but avoid over-coaching. • Keep up to date via formal coach education courses, attending Kildare GAA workshops and researching in your spare time. • Coaching sessions to be pre-planned. • Provide plenty of feedback, not just what you say, but also what you do, as young players are sensitive to body language • Implement "twitter coaching" as a guide, for yourself (get the point across in the least amount of words required) • Encourage players to practise skills at home. • Coaching activities should be planned, where possible, on the premise that nothing works in isolation. Technique should be learned, incorporating decision making, while creating an environment that mimics the physical demands of the game. 	<ul style="list-style-type: none"> • GAMES "Go Games" Small sided games, conditioned with full participation • "<u>Three Goals and in</u>" All the required aspects of the game are practised in such a game. • "<u>Four Goal Game</u>" This is an ideal method of reducing the beehive effect. • "<u>No Man's Land</u>" Throwing and Catching. (All the skills of the game, to be practised during these games). • "<u>Backs & Forwards</u>" All the required aspects of the game are practised in such a game. • "<u>Two Touch Hurling</u>" • "<u>Two/Three Second Rule</u>" • GAMES SENSE Reading the game Anticipation of team-mates/opposition movements. • Teamwork Players become more aware of need to work with their team mates in terms of creating space/closing down space etc. • Where to move to. Support your team mates in attack/defence Small sided games (4v4, 6v6, 10v10) • Learning to look up when striking/passing the sliotar should be encouraged. • Passing – short, long, diagonal • Communication with teammates. Learning to call for a pass when in a better position, letting their teammates know that they are free to strike/pass etc.

12 - 14 Year Olds

The Child Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • The vast majority are still there to enjoy the experience of participating with their friends, learning new skills, etc. • However, winning can become an integral part of some players psyche • This competitive edge must not be blunted, but only encouraged in an age appropriate manner. • Puberty is happening so a lot going on for the youth. • Be aware players can develop at different rates {chronological v's biological}. • Arguing and reasoning skills improve. • Communication and interpersonal skills improve. 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Ground Strike (off both sides) Both player and sliotar moving. • First Catch they First Touch • Strike from the Hand - (Both sides. Stationary & on the Run) Long, Short, Diagonal • Hand Pass Stationary & on the run • Tackling Blocking & Hooking Dispossess player on a solo • Catching Low, Chest high • High Catch - Judging the flight of the sliotar. Timing your jump to perfection • Roll/Jab Lift • Sidelines & Free Taking • Solo & Strike from the hurley • Stopping High ball/batting • Solo - Sliotar balanced on the hurley • How to use the body in tackles Shouldering/holding off a player/making space <p><u>THROW IN THE ODD TIME</u></p> <ul style="list-style-type: none"> • Ball Hops - One side of the bás. • Tippy Taps - Both sides of the bás. • All Around the World Four edges of the bás (To help develop good co-ordination and wrist dexterity) • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • <u>MOVEMENT</u> The 'window of accelerated adaptation to motor coordination' occurs during this phase. • Speed and agility (multidirectional). • Fundamental and dynamic movement. • Special emphasis is also required for flexibility training, due to the sudden growth of bones, tendons, ligaments and muscles. • All speed work can be developed through fun games/activities/routines and in the games themselves. • <u>STRENGTH</u> Partner resistance activities, pushing, pulling, in fun based activities. • Stability, balance and mobility To be developed. • Body weight exercises with correct techniques and teaching points learned and ingrained in each player. • Proper warm up and cool down activities to take place at every session. • Rest is an important component of physical development to allow the body recover and adapt to training.

14 - 16 Year Olds

Parental Support	Coach Guidelines	Youth Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend games your child is playing in. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Be a role model/leader • Create a "Competitive Culture of Learning and Improvement" for each player in your team, with challenges for youth players to work on their game outside of the collective. • Coaches should create a "Motivational" climate in which the youth player experience "mastery" and are rewarded for effort and self-development, rather or as well as winning. • Coaching sessions to be pre-planned and aimed to "equip" youth players to be in a position to deal with all eventualities they might come up against in a game situation. • While the coach relishes the "competitive" nature of Hurling he/she must still be aware that some players are still there to enjoy the experience of participating with their friends, learning new skills etc. • Keep up to date via formal coach education courses, attending Kildare GAA workshops and researching in your spare time. • Encourage positive lifestyle choices for the player. • Provide plenty of feedback, not just what you say, but also what you do, as young players are sensitive to body language • Implement "twitter coaching" as a guide, for yourself (get the point across in the least amount of words required) • Encourage players to practise skills at home. 	<ul style="list-style-type: none"> • GAMES "Go Games" Full Sided, Conditioned and Small-sided Games Balanced with use of relevant drills/games related activities to suit your own team's needs. • "<u>Three Goals and in</u>" All the required aspects of the game are practised in such a game. • "<u>No Man's Land</u>" Throwing and Catching. (All the skills of the game, to be practised during these games). • "<u>Backs & Forwards</u>" All the required aspects of the game are practised in such a game. • "<u>Two Touch Hurling</u>" • "<u>Two/Three Second Rule</u>" • GAMES SENSE Develop Principles of Play (Attacking/defending) • Hurl with your head up • Learn how to create space Willing to help out a teammate. Willing to make a decoy run. • Learning how to close down space Willing to help out a teammate. Willing to cover for a teammate. Delay, Deny, Dispossess, Distribution. • Reading the game Clearances from opposition Clearances from your own teammates • Knowing which skill to use at a particular moment in time in a game Hook, block, catch, bat, etc. • Develop the ability to time your tackle to perfection. • Learn when to work "on" and "off" the sliotar.

14 - 16 Year Olds

The Youth Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • Winning is becoming an integral part of their psyche. This competitive edge must not be blunted, but only encouraged in an age appropriate manner. However the coach must be aware that some player's are still there to enjoy the experience of participating with their friends, learning new skills etc. • Player can be under exam pressure. • Puberty is happening so a lot going on for the youth. • Be aware players can develop at different rates {chronological v's biological}. • Promote positive lifestyle choices. • Player can crave for acceptance, from parents, coaches and peers. • Player can have high expectations. • Likes playing in a competitive team which share the same objectives. • May be quarrelsome and reluctant to communicate. 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Catching Judge the flight of the sliotar. Time your jump to perfection. • Overhead strike • Strike from the Hand - Shorten grip on the run A "nice & tidy" swing • First Touch • Tackling Blocking & Hooking Dispossess player on a solo • Competing for a High Ball Flick in the air • Lift and strike • Handpass • Sidelines & Free Taking • Solo & Strike from the hurley • Stopping High ball/batting • Solo - - Sliotar balanced on the hurley • How to use the body in tackles Shouldering/holding off a player/making space • <u>THROW IN THE ODD TIME</u> • "Keep me Uppies" - Striking and doubling on the ball as it comes down. • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • <u>MOVEMENT</u> Endurance built into your sessions through, drill activity, small sided, full sided games using the sliotar, in all activities • The 'window of accelerated adaptation to motor coordination' occurs during this phase. • Optimal aerobic trainability begins with the onset of Peak Height Velocity (PHV) or the major growth spurt during maturation. Aerobic training should be prioritised after the onset of PHV, while skill, speed and strength should be maintained or developed further. • Due to sudden growth spurts, flexibility should be a key aspect for this age level. • Proper warm up and cool down activities to take place at every session. • Rest is an important component of physical development to allow the body recover and adapt to training. • <u>STRENGTH</u> Partner resistance activities, pushing, pulling, in fun based activities. • Stability, balance and mobility To be developed. • Body weight exercises with correct techniques and teaching points learned and ingrained in each player. • Core strength – Strength in the centre of the body allows the rest of the body move more freely - appropriate activities to develop same under a suitability qualified coach

16 - 18 Year Olds

Parental Support	Coach Guidelines	Youth Enjoys Games Child Develops Games Sense
<ul style="list-style-type: none"> • Provide correct size "hurley, sliotar" and club/county gear where possible. • Enquire and take an active interest as to how the coaching sessions are going for your child. • Go for a few pucks with your child. • Attend the coaching sessions. Help out, if assistance is required. • Attend games your child is playing in. • Attend Club Juvenile AGM. • Encourage your child to bring the hurley and sliotar with them every day on trips etc. • Bring your Child to watch local adult club teams and Kildare teams (or watch them on TV). • Encourage your child to play and praise them for their genuine efforts. • Be positive at the kitchen table about club or school & coach. • Always offer a positive attitude towards our game. 	<ul style="list-style-type: none"> • Be a role model/leader • Create a "Competitive Culture of Learning and Improvement" for each player in your team, with challenges for youth players to work on their game outside of the collective. • Ability to guide/challenge/assist your players is a vital attribute to possess when dealing with this age level. • Coaching sessions to be pre-planned and aimed to "equip" youth players to be in a position to deal with all eventualities they might come up against in a game situation. • Promote the competitive edge in an age appropriate manner. • Guiding, assisting, challenging the player to enable him/her to make the correct decision at the right time for the benefit of the team. {Physical, tactical, decision making, etc in a pressure game, all combine to empower the player}. • The value of the coach focusing on and reinforcing individual improvement cannot be underestimated. • Coach to be aware some player can be involved in multiple teams, so tailor sessions accordingly. • Keep up to date via formal coach education courses, attending Kildare GAA workshops and researching in your spare time. • Encourage positive lifestyle choices for the player. • Encourage players to practise skills at home. 	<ul style="list-style-type: none"> • GAMES "Go Games" Full Sided, Conditioned and Small-sided Games Balanced with use of relevant drills/games related activities to suit your own team's needs. • "<u>Three Goals and in</u>" All the required aspects of the game are practised in such a game. • "<u>No Man's Land</u>" Striking and Catching against a direct opponent. (All the skills of the game, to be practised during these games). • "<u>Backs & Forwards</u>" All the required aspects of the game are practised in such a game. • "<u>One Touch Hurling</u>" • "<u>Two/Three Second Rule</u>" • GAMES SENSE Players to become aware of varying "styles of play"/tactics or whatever becomes the latest "fad", and how to deal with such eventualities • Competitive spirit /edge – call it what you like – It becomes increasingly prominent and an integral part of a team's modus operandi • Reading the game Clearances from opposition Clearances from your own teammates Make space Close down space • Knowing which skill to use at a particular moment in time in a game Hook, block, catch, bat, etc. • Develop the ability to time your tackle to perfection. • Communication "One up for the dropping ball". Cover for each other. • Learn when to work "on" and "off" the sliotar.

16 - 18 Year Olds

The Youth Behind the Player	Technical Skills (Basics are key)	Physical Developments Movement – Speed – Strength
<ul style="list-style-type: none"> • Watch for late developers. Here “late developers” can pass out the former “star”. Be aware of this, from both players perspective. • Be conscious of “talented” player’s commitments to their inclusion with multiple teams. Tailor their training as required. • Player can be under exam pressure. • Be aware that this player can be facing life-changing events – college/ socialising etc.. • Player to take ownership of the need to work on individual practices to stay within the team structure or to get himself in a position to the move to the next level of the game. (adult/underage Inter County) – some will embrace this, others might not. • During this time the youth is developing his unique personality and opinions. • Tends to be very knowledgeable 	<ul style="list-style-type: none"> • All the previous skills to be constantly practised. • Catching Judge the flight of the sliotar. Time your jump to perfection. • Overhead strike • Strike from the Hand - Shorten grip on the run A “nice & tidy” swing • First Touch • Tackling Blocking & Hooking Dispossess player on a solo • Competing for a High Ball Flick in the air • Lift and strike • Blocking Front and ground • Diving hook • Handpass Dummy handpass • Sidelines & Free Taking • Solo & Strike from the hurley • Stopping High ball/batting • Solo - - Sliotar balanced on the hurley • How to use the body in tackles Shouldering/holding off a player/making space <p><u>THROW IN THE ODD TIME</u></p> <ul style="list-style-type: none"> • “Keep me Uppies” - Striking and doubling on the ball as it comes down. • All other skills to be practised during the games. 	<ul style="list-style-type: none"> • <u>MOVEMENT</u> Speed and endurance can be built up during the games themselves. Also can be developed with specific routines implemented during your sessions • The ‘window of accelerated adaptation to motor coordination’ occurs during this phase. • Strength can help with speed improvement • Speed – All areas to be covered to include: agility, quickness, multi directional speed, external reaction skills, co-ordination, acceleration, deceleration and speed repeatability. • Due to sudden growth spurts, flexibility should be a key aspect for this age level. • Proper warm up and cool down activities to take place at every session. • Rest is an important component of physical development to allow the body recover and adapt to training. <p><u>STRENGTH</u></p> <ul style="list-style-type: none"> • Partner resistance activities, pushing, pulling, in fun based activities. • Stability, balance and mobility To be developed. • Body weight exercises with correct techniques and teaching points learned and ingrained in each player. • Core strength – Strength in the centre of the body allows the rest of the body move more freely - appropriate activities to develop same under a suitability qualified coach

Skills Targets

Age Appropriate Targets

As coaches, we normally just get 1 hour per week to coach our kids. Just 1 hour to get across the correct way of performing some very complex skills. So how can we maximise the effect we can have on the kids? It's unrealistic to expect kids to studiously practise skills throughout the week. More likely, if you're lucky, they might puck around the garden a little bit, but if you want them to really practise certain specific skills, you need to make it a little competitive. Fortunately, there is a tried and tested way to help encourage this practice, by simply arranging "Skills Targets", and let players know that they will be tested in X number of weeks. Players are competitive and will practice to ensure that they perform as well as they can, especially when all their peers are doing the same.

At younger age levels, it is vital that **all children participating** get a feeling of success, so it's recommended operating a **Bronze, Silver** and **Gold** scoring system. We want as many children/youths as possible hitting their targets!

These accompanying "Skills Targets" are only guides and it's expected that coaches use their own discretion depending on the abilities and capabilities of the particular group of players that they are coaching in any given season.

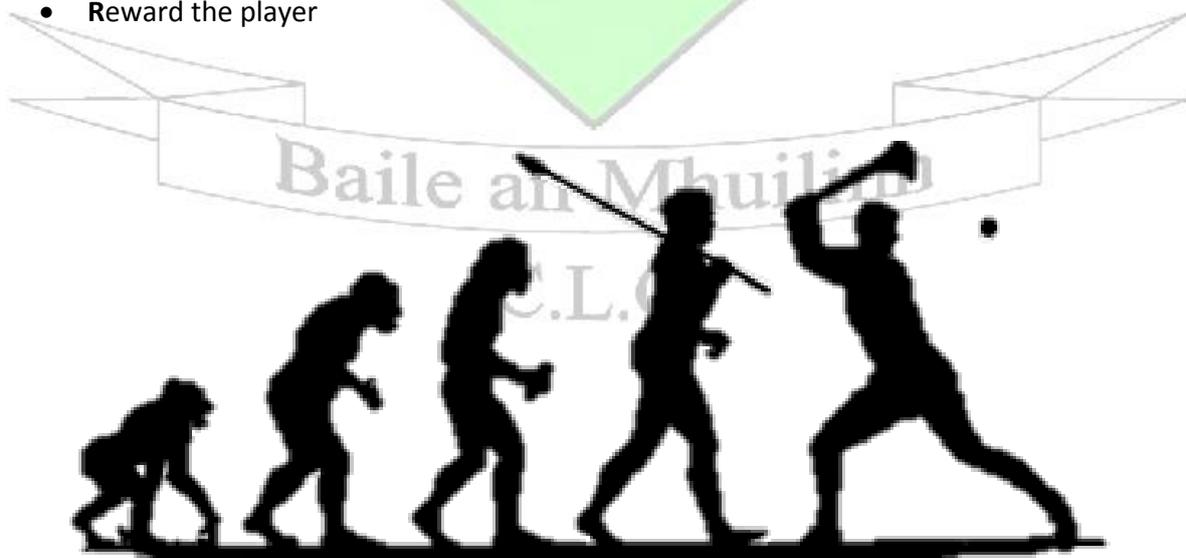
Each skill target to be awarded 10 points per attempt.

The more scores the player can achieve the better the feeling of success and players believing they are competent, at an activity, can lead them striving to improve and thereby thriving in the GAA field.

A **Gold, Silver** and **Bronze** award are the best scoring options to ensure the above happens.

Using the **SPIR – Method** of teaching a skill:

- Show the skill
- Practice the skill
- Instruct the player and provide feedback
- Reward the player



Skills Targets 2-4 Age Group - Just a simple checklist for parents.

Skills Targets 4-8 Age Group - Just a simple checklist for parents/nursery coaches.

Skills Targets 8-10 Age Group - First Club/School – Skills Targets

(Each Skill can gain a maximum of 30 points)

Gold Award: 180 -270 Points

Silver Award: 90 -180 Points

Bronze Award: 0-90 Points

Skills Targets 10-14 Age Group

{Each Skill can gain a maximum of 30 points}

Gold Award: 240 - 360 Points

Silver Award: 120 - 240 Points

Bronze Award: 0 - 120 Points

Scoring System for the 14-18 Age Group:

{Each Skill can gain a maximum of 30 points}

Gold Award: 280 - 420 Points

Silver Award: 140 - 280 Points

Bronze Award: 0 - 140 Points

Ideally, Skills Targets should cover as many skills of the games as possible, and focus on the bilateral coordination skills being developed at an early age.



Skills Targets 2 – 4 Years

Just a simple checklist for Parents

Coach/Parent to check: Hurley Appropriate: Weight • Size •

“Strong Hand” on top of hurley? •

“Toe of the hurley” pointing away from the body during roll lift? •

TARGET 1 Grip • Ready • Lock •

TARGET 2
Strike sliotar on the ground (right side) 0 – 5 M • 5 – 10 M • 10 – 15 M •

TARGET 3
Strike sliotar on the ground (left side) 0 – 5 M • 5 – 10 M • 10 – 15 M •

TARGET 4
Blocking the sliotar on the Ground Yes • No •

TARGET 5
Dribble the sliotar 5 metres Yes • No •

TARGET 6
Roll Lift the sliotar into the cupped hand Yes • No •



Skills Targets 4 – 8 Years

Just a simple checklist for Parents

TARGET 1

Strike sliotar on the ground (right side) 0 – 5 M • 5 – 10 M • 10 – 15 M •

TARGET 2

Strike sliotar on the ground (left side) 0 – 5 M • 5 – 10 M • 10 – 15 M •

TARGET 3

Dribble the sliotar 15 metres Yes • No •

TARGET 4

Roll Lift the sliotar into the cupped hand

How many in 60 seconds 0 – 10 • 10 – 20 • 20 – 30 •

TARGET 5

Strike sliotar out of the Hand (right side) 0 – 10 M • 10 – 20 M • 20 – 30 M •

TARGET 6

Strike sliotar out of the Hand (left side) 0 – 10 M • 10 – 20 M • 20 – 30 M •

TARGET 7

Catching

Coach throws a sliotar for player to catch it Attempt 1 • Attempt 2 • Attempt 3 •

TARGET 8

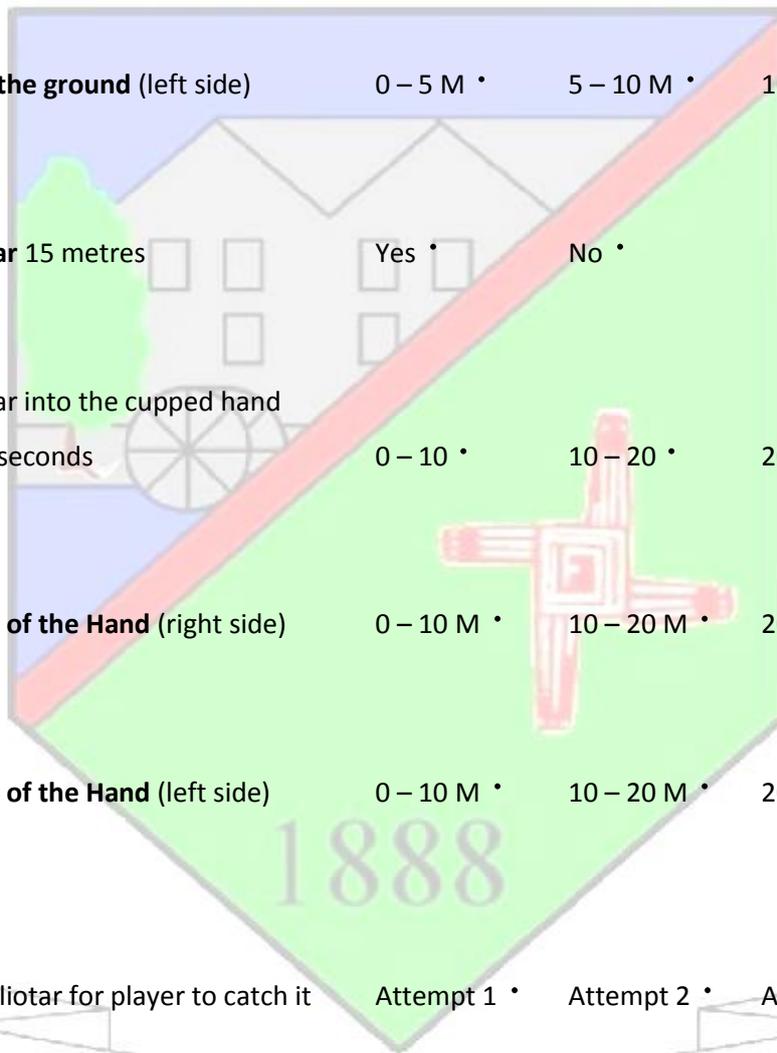
Balance the sliotar on the hurley, stationary

(Without dropping for 1 minute) 0 – 10 Sec • 10 – 30 Sec • 30 – 60 Sec •

TARGET 9

Ball Hops

(Without dropping for 1 minute) 0 – 10 Sec • 10 – 30 Sec • 30 – 60 Sec •



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Skills Targets 8 – 10 Years

Players can be paired off with a “buddy” for these skills targets

TARGET 1

Strike sliotar on the ground (right side)	0 – 10 M •	10 – 25 M •	25 – 40 M •
Best score of 3 attempts to count	10 points	20 points	30 points

TARGET 2

Strike sliotar on the ground (left side)	0 – 10 M •	10 – 25 M •	25 – 40 M •
Best score of 3 attempts to count	10 points	20 points	30 points

TARGET 3

Roll Lift the sliotar into the cupped hand	0 – 20 •	20 – 40 •	40 – 60 •
How many in 60 seconds	10 points	20 points	30 points

TARGET 4

Strike sliotar out of the Hand (right side)	0 – 20 M •	20 – 45 M •	45 – 65 M •
Best score of 3 attempts to count	10 points	20 points	30 points

TARGET 5

Strike sliotar out of the Hand (left side)	0 – 20 M •	20 – 45 M •	45 – 65 M •
Best score of 3 attempts to count	10 points	20 points	30 points

TARGET 6

Balance the sliotar on the hurley, stationary (Without dropping it)	0 – 25 Sec •	25 – 40 Sec •	40 – 60 Sec •
	10 points	20 points	30 points

TARGET 7

Ball Hops (Without dropping for 1 minute)	0–30 Hops •	30–60 Hops •	60–120 Hops •
	10 points	20 points	30 points

TARGET 8

Tippy Taps (Without dropping for 1 minute)	0–20 Hops •	20–35 Hops •	35–60 Hops •
	10 points	20 points	30 points

TARGET 9

Catching (with hand protected) (Coach strikes from 20 metres)	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

Skills Targets 10 – 14 Years

Players can be paired off with a “buddy” for these skills targets

TARGET 1

Strike sliotar out of the Hand (right side) on the 21, hit the net without bouncing	Attempt 1 • 10 points	Attempt 2 • 10 points	Attempt 3 • 10 points
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TARGET 2

Strike sliotar out of the Hand (left side) on the 21, hit the net without bouncing	Attempt 1 • 10 points	Attempt 2 • 10 points	Attempt 3 • 10 points
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TARGET 3

Handpass (“Catching” hand) From 5 metres	Attempt 1 • 10 points	Attempt 2 • 10 points	Attempt 3 • 10 points
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TARGET 4

Handpass (“Opposite” hand) From 5 metres	Attempt 1 • 10 points	Attempt 2 • 10 points	Attempt 3 • 10 points
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TARGET 5

Handpass (from the bás) From 5 metres	Attempt 1 • 10 points	Attempt 2 • 10 points	Attempt 3 • 10 points
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TARGET 6

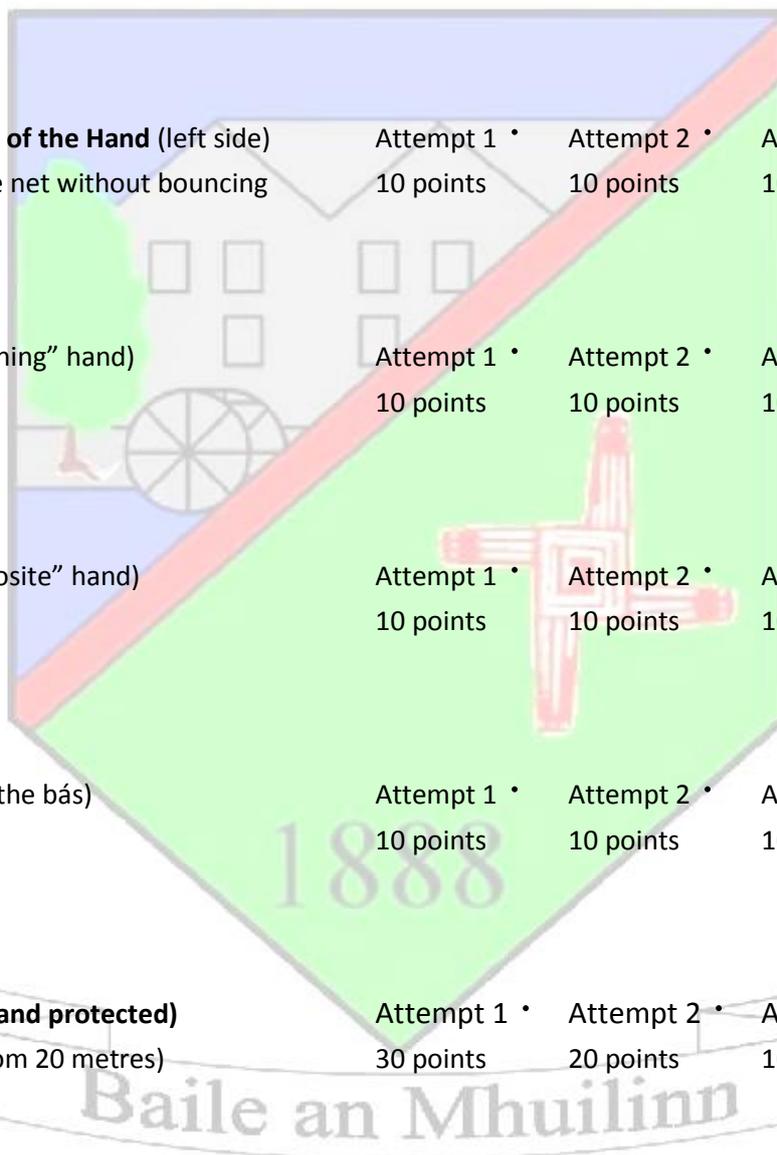
Catching (with hand protected) (Coach strikes from 20 metres)	Attempt 1 • 30 points	Attempt 2 • 20 points	Attempt 3 • 10 points
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TARGET 7

Hooking (Coach strikes from hand)	Attempt 1 • 30 points	Attempt 2 • 20 points	Attempt 3 • 10 points
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TARGET 8

Frontal Block (Coach strikes from hand)	Attempt 1 • 30 points	Attempt 2 • 20 points	Attempt 3 • 10 points
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TARGET 9

Batting Overhead

(Coach throws sliotar, player bats back)

Attempt 1 •	Attempt 2 •	Attempt 3 •
30 points	20 points	10 points

TARGET 10

Puc Fada

(Players to score a point, from the hand (using “preferred” side) from the required distances directly in front of the posts)

30 M •	45 M •	65 M •
10 points	20 points	30 points

TARGET 10

Puc Fada

(Players to score a point, from the hand (using their “other” side) from the required distances directly in front of the posts)

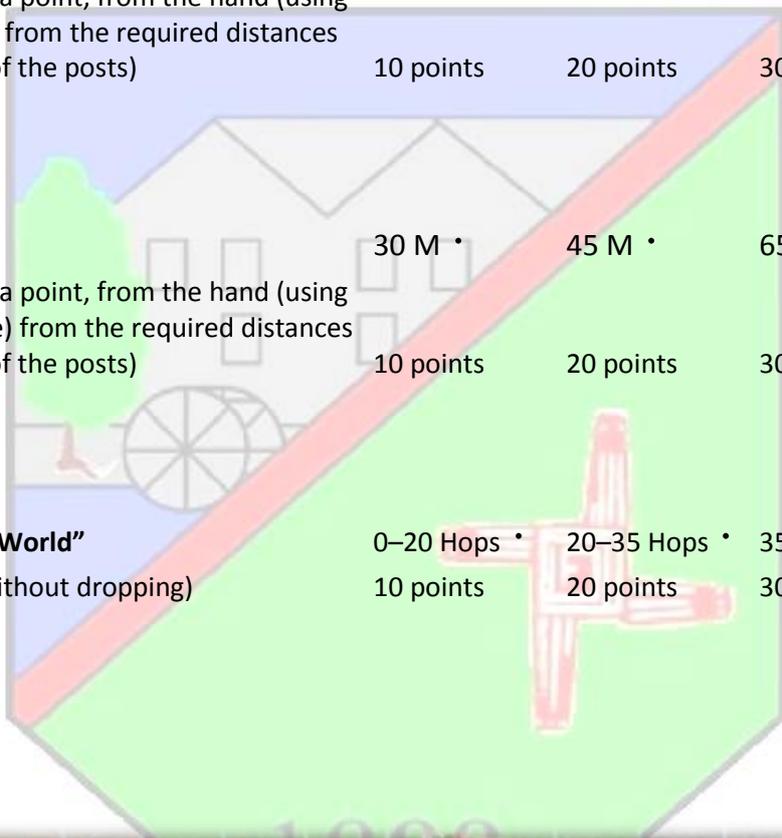
30 M •	45 M •	65 M •
10 points	20 points	30 points

TARGET 10

“All Around The World”

(Consecutively without dropping)

0–20 Hops •	20–35 Hops •	35–60 Hops •
10 points	20 points	30 points



Skills Targets 14 – 18 Years

Players can be paired off with a “buddy” for these skills targets

TARGET 1

Ground Strike (Moving player & sliotar)	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In three's – Player 1 (with sliotar) on the 21 metre line, Player 2 (being tested) on the 45 metre line, and Player 3 on the 65 metre line.

Player 1 feeds sliotar into Player 2, who must double on the sliotar, whichever side it comes to him, and he is to keep the sliotar moving in the same direction.

Coaches “eye” important here as the “feeder” must give a nicely struck sliotar to give the player being tested a decent chance of connection. Patience required!

TARGET 2

Strike sliotar out of the Hand (right side)	Attempt 1 •	Attempt 2 •	Attempt 3 •
Hit the crossbar from the 21	30 points	20 points	10 points

TARGET 3

Strike sliotar out of the Hand (left side)	Attempt 1 •	Attempt 2 •	Attempt 3 •
Hit the crossbar from the 21	30 points	20 points	10 points

TARGET 4

Drop Shot (Over required distance)	0 – 30 M •	30 – 45 M •	45 – 65 M •
Best of 3 attempts to count	10 points	20 points	30 points

TARGET 5

Free Taking	45 M •	65 M •	90 M •
From directly in front of the posts	10 points	20 points	30 points

TARGET 6

Puc Fada	65 M •	80 M •	90 M •
(Players to score a point, from the hand (using “preferred” side) from the required distances directly in front of the posts)	10 points	20 points	30 points

TARGET 7

Puc Fada	65 M •	80 M •	90 M •
(Players to score a point, from the hand (using their “other” side) from the required distances directly in front of the posts)	10 points	20 points	30 points

TARGET 8

Overhead Strike	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In three's – Player 1 (On the 45 metre line with sliotar), Player 2 (being tested) stands on the 21 metre line. Player 3 on the end-line. On Coaches call Player 1 “feeds” sliotar in to Player 2, who must attempt an Overhead strike in the direction of Player 3.

Vital to be patient as the “feeder” must try to give a perfectly “flighted” ball for the required skill being tested.

TARGET 9

Solo, Delaney Hop, Strike Over the Bar	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In two's, Player 1 (being tested) on a 50 metre mark, Player 2 behind the goal.

Player 1 starts on a 50 metre mark. Sliotar placed out on the 45 metre line. He runs, jab lifts on to the hurley without catching sliotar, solos to a 30 metre mark, while moving, performs a “Delaney Hop”, he must be soloing with sliotar under control, by the time he reaches a 21 metre mark, then strikes sliotar from the hurley (using his “preferred” side) over the bar. Players to do this at full pace. Scores can be deducted, at the coach's discretion, based on less than 100 per cent effort.

TARGET 10

Solo, Delaney Hop, Strike Over the Bar	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In two's, Player 1 (being tested) on a 50 metre mark, Player 2 behind the goal.

Player 1 starts on a 50 metre mark. Sliotar placed out on the 45 metre line. He runs, jab lifts on to the hurley without catching sliotar, solos to a 30 metre mark, while moving, performs a “Delaney Hop”, he must be soloing with sliotar under control, by the time he reaches a 21 metre mark, then strikes sliotar from the hurley (using his “other” side) over the bar. Players to do this at full pace. Scores can be deducted, at the coach's discretion, based on less than 100 per cent effort.

TARGET 11

Catching (Under Game Pressure)	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In three's – Player 1 on the 21 metre line, Player 2 (being tested) stands on the 45 metre line with Player 3 beside him.

Player 1 feeds the sliotar into Player 2, who must catch the sliotar cleanly, while his opponent (Player 3) attempts to stop him catching it (within the rules!).

TARGET 12

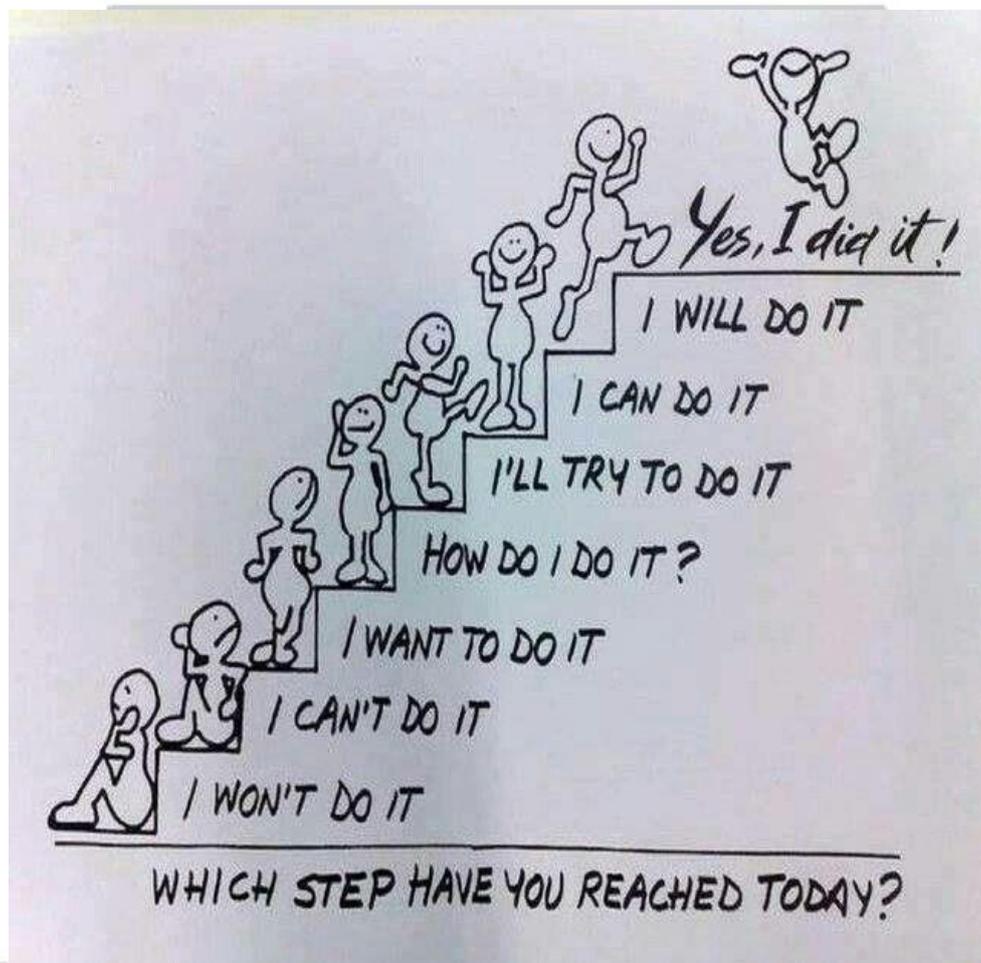
Hooking (Under Game Pressure)	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In three's – Player 1 (on the 45 metre line with sliotar), Player 2 (being tested) standing 5 metres behind Player 1. Player 3 behind the goal. On coach's call, Player 1 sprints off, with Player 2 in hot pursuit. Player 1 can strike the sliotar at any stage before he reaches the 21, Player 2 must “hook”.

TARGET 13

Blocking (Under Game Pressure)	Attempt 1 •	Attempt 2 •	Attempt 3 •
	30 points	20 points	10 points

In three's – Player 1 (on the 45 metre line with sliotar), Player 2 (being tested) standing 5 metres behind Player 1. Player 3 behind the goal. On coach's call, Player 1 sprints off, with Player 2 in hot pursuit. Player 1 can strike the sliotar at any stage before he reaches the 21, Player 2 must “hook”.



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