



*Pathway to*

**RETENTION, DEVELOPMENT  
& SUCCESS**



**WALTERSTOWN GFC**



# MISSION STATEMENT

Walterstown GFC are committed to ensuring that all juvenile players are constantly learning and will be in a better place when progressing to the next age level each year. Our intention is to ensure that each player can reach their full potential throughout their time playing football. By developing our own Pathway to Retention, Development & Success we are creating an environment to ensure that all our young players play and stay with Walterstown GFC; not only for their playing careers but throughout their lives.

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# WALTERSTOWN GFC POLICY

- Player retention and equal opportunities for all children, regardless of ability, is our top priority. For all teams competing between the age group of U12 level and up to U15 level, full age players are to be kept together within the age group on the same team and started before younger players, unless there is a valid reason to do otherwise (examples of valid reasons are indiscipline, poor attendance at training or shortage of numbers on a particular day).
- Clear communication in relation to training and matches. Coaches will endeavour to plan four weeks in advance. Advance notification of four week training/match schedule should be clearly advised to parents/players.
- All coaches to take part in coaching courses, workshops and meetings to improve their coaching skills.
- Coaches to follow Give Respect, Get Respect Initiative, Code of Conduct and club ethos.
- Coaches to value and prioritise good communication, and work together to resolve any issues that may arise.
- A six week break over the Christmas holiday period for all club teams has been agreed. All competitive teams should aim to be back training before the first week of February each year. (It's at the coaches discretion whether or not to avail of the full six week break, but no team should be away from training for longer than this period).



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# WALTERSTOWN GFC POLICY

- If a youth team has less than 18 players available for a game they may ask the eldest players with parental consent from the team below to attend the game. They will not ask for more players than what is required to field a team of 15 + 3 subs, ie no one will be asked to come up to play the age grade above and a) not get a chance to play and b) will not be started or played ahead of a player who is of age on the team. Secondly, to ensure Fair Play Policies are adhered to, the request must be cleared by the coaching committee and the coach of the affected team will be involved in this process. All players will return to their original team after attending a match for the age grade above.
- In the case of an age grade that has a Team A & Team B the panel will be set at of minimum 18 for the coming year. If Team A is in need of players, they may not request players from Team B of the same age grade to play as they will not be able to play again for Team B. This weakens Team B and therefore the development of the age grade as a whole. There are Fair Plays rules whereby opposition teams must play to the starting number available i.e. 13 v 13 / 11 v 11.
- These policies are in line with Nationally adopted and monitored GAA guidelines that we are obliged to implement to ensure every child has equal opportunity to develop within their age grade. This is to protect participation, retention and enjoyment for the children.







## *Introduction*

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a whole club from Nursery to Senior.

We believe that success for our club means all players that come to us are treated equally throughout their time with us, and through this we develop a club that is truly at the heart of the community. To treat players equally we must recognise that players develop in their own time, just as infants begin to walk and talk in their own time.

In the following pages we will outline how you can best assist all your players to reach their full potential by doing the right thing, at the right time and in the right way.

Welcome to the Walterstown GFC Pathway to Development, Retention and Success. The aim of this Pathway is to assist all of our coaches in their role of coach, mentor, role model and Walterstown ambassador in developing our young players, retaining our young players and achieving success as

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# STAGES OF DEVELOPMENT

## HOW OUR YOUNG PLAYERS DEVELOP

The pyramid not only represents a players development, but the time they should be spending developing FMS. As they progress from the nursery, coaching and development of FMS does not stop, it is merely incorporated into our ball skill games and post warm up activities. Remember it takes 10,000 hours to master a skill, this includes FMS.

**Learning to perform (16-18years)**  
Combining all aspects

This is why Game Based training is so important, drills do not improve a players' agility, balance or coordination.

**Learning about positions (13-15 years)**  
The principles of play and applying good game sense increase

**Learning to play together (10-12 years)**  
Emphasis on learning how to work and play together as a team

**Learning to use the ball (7-9 years)**  
Emphasis on FMS continues combined now with learning some Sport Specific Skills. Starting players learning off both sides of the body early is key.

**Building A Base (4-6 years)**  
All about fun and participation, key learnings for children at this age is understanding their bodies abilities of FMS: Agility, Balance, Coordination, Running, Jumping, Throwing and Catching.

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# PHYSICAL LITERACY

## HOW IT IS DEVELOPED

### HOW IS PHYSICAL LITERACY DEVELOPED?

Kids develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as kids grow in age and ability.



**0 – 3 years**

Encourage early movement.



**3 – 5 years**

Expand on play, and keep it fun.



**5 – 8 years**

Increase the focus on fundamental movement skills.



**8 – 12 years**

Introduce more complex skills as kids are ready.

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### Sport Specific Skills



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# OTÚ MODEL FOR COACHING



In the following pages you will find the TURAS Age Specific Player Pathway Cards. These cards were designed by Leinster GAA to help coaches focus on the age appropriate skill set they should be developing in the players they are coaching, and importantly, what you as a coach don't have to worry about at each age.

Within the cards you will see the 3T's and 3P's that coaches should focus on at each age represented within the centre circle. These are Tactical Prowess, Technical Proficiency, Team Play, Physical Fitness, Psychological Focus and Participants Feedback.

Sometimes we as coaches can get caught up with coaching the next skill or developing physical fitness at the detriment of Psychological Focus or Tactical prowess, when the best way to help our players reach their full potential is to ensure they are challenged equally to all six elements at each stage.



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA



## About **TURAS**



Turas is a coach developed programme.

TURAS, the Irish word for journey, was purposefully chosen to reflect the journey that is coach and player development.

The main aim of Turas is to provide regular and meaning coach development opportunities.

Turas is based on five key principles that when applied will positively improve coach and player performance.

# T U R A S

Testing and challenging; all players should be challenged to improve at their level

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

Resembles the game

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

Should be an enjoyable, developmentally appropriate and holistic GAA experience

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# BUILDING THE BASE

## (4 - 6 years)

There are some important things to remember when coaching 4-6 year olds

- Children of this age are self-centred and co-operation is largely absent, this results in them wanting their own ball, so they will try to run with the ball and score rather than pass. That is why we first introduce them to games where the scoring is based on passing, e.g Beat the Circle
- When introducing a new skill we should aim to have a ball per player and progress to a ball between two working together towards an objective, this also helps develop cooperation
- These children will only watch the ball. They cannot and will not look for space to run into. Therefore we should introduce the concept of space in games without a ball
- They usually enjoy being asked questions and this should give the coach plenty of opportunities to check for understanding
- When playing games the objective to them will always be the ball and not the goals
- They respond best to target games and races (kicking, throwing, catching, running and jumping)



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## THE COACH

- Variation. Coach open to trial & error
- Well organised/planned sessions
- Maximise all coaching resources to increase knowledge
- Guide children. Don't tell them
- Be a role model
- Set Fun GAA activities to be played between sessions involving adults

## AGE 4-6 FOOTBALL

## EQUIPMENT

- FUN is number one priority
- Coach to player ratio 1:6
- Every child has their own ball.
- Discovery/Exploration
- Trial & Error
- Variation in Equipment using colours & different sizes

## TACTICAL PROWESS

- **Decision Making**  
2v1 Piggy in the middle  
3v1 Piggy in the middle (roll ball to pass only)
- **Target Games**  
Aim into or at a target to improve technique e.g. Knock the tower.

## TECHNICAL SKILLS

- **Kicking**  
Ground Drizzle. Stop.  
Bounce Kick. Kick from two hands.
- **Handling**  
Two hand catch, one hand catch, body catch, different sized balls.  
Two hand bounce, one hand bounce.
- **Pick Up**  
Hands Only. Hand & Toe in a stationary position. Striking. Rolling. Bowling. Throwing.
- **Movement**  
Use four steps, knee tap solo.

## PSYCHOLOGICAL FOCUS CONCERNABILITY OF PLAYERS

Develop listening skills –  
Simon Says Game

## Zones

- Used in games for early development of positional sense.
- Stops bunching
- Small sided games only 2v2, 4v4 Max
- Premium on all players getting touches, player development – Mex 7v7

## THE GAME

- Small sided games 2v2, 3v3, 4v4 MAX
- First touch soft football
- Each child has their own Water Bottle & Gum Shield
- Have a ball per child at all sessions.
- Child brings their own ball

## TEAM PLAY

- **PARTICIPANT FEEDBACK**  
Develop basic awareness of performance through outcomes e.g. Targets, scores.

## PHYSICAL FITNESS

- Only goes flat out – no sense of pace
- Is self-centred – will want their own ball
- Has little concern for team activities
- Physical & Physiological state of boys & girls is very similar
- Has limited sense of time & space
- Has a short attention span

## THE PLAYER

- Only goes flat out – no sense of pace
- Is self-centred – will want their own ball
- Has little concern for team activities
- Physical & Physiological state of boys & girls is very similar
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4-6 YRS  
INFANTS

7-9 YRS  
EARLY ON GAMES

10-11 YRS  
LATE ON GAMES

12-13 YRS  
EARLY TEENAGE

14-15 YRS  
MID TEENAGE

16-17 YRS  
LATE TEENAGE

18+ YRS  
ADULT



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## WARM UP ACTIVITY

All players warm up together.  
Any pulse raiser can be used here –  
Building, Stack in The Mud, Chasing  
Games.  
Encourage players to run at speed in  
warm up.

## NURSERY FOOTBALL STATIONS MODEL



**1 SKILL, EMPTY THE YARD**  
Set up as diagram  
Football split between both teams  
On whistle players kick balls continuously into other team's yard  
On 2nd Whistle – team with the least balls in the yard wins  
Reset Footballs and play again

## Key Principles

- Total coaching time to be one hour
- Players to spend 8 minutes at each station
- A coach is assigned to manage time spent at each station.
  - On his/her whistle all groups move on.
  - Each station has 1/2 coaches.
- Coach stays at station for whole session. Only players move between stations.
- Max number of players per station is 6. More players = More stations



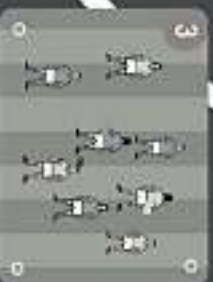
**2 GAME 3x3 END ZONE (TEAM PLAY)**  
Outline pitch clearly with cones and clear end zone  
Players run with ball & pass to each other by throwing/kicking the ball  
Players score by getting the ball into end zone  
Restart game with different player after each score



**3 FUN GAME – CHASE TAILS (SPEED)**  
Outline playing area clearly with cones  
Each player creates their tail by tucking tlb at back  
On coaches whistle players run around area for 45 seconds  
Players try to take as many tlbs of others as possible  
At end of game, check for how many tlbs players have got and any players who were not caught.



**4 SKILL, PIGS IN THE MIDDLE (CATCHING)**  
Set up three cones in a triangle shape  
Player stands at each cone with one ball between 3.  
1 player stands in the middle – Piggy in the middle  
Players on cones pass the ball trying to maintain possession  
Regression: Player in the middle is on his/her knees



**5 ABC ACTIVITY, ROB THE NEST (BALANCE)**  
Set up three even teams as in diagram  
Place tibs in centre of the grid  
Players hop to centre on one leg and bring 1 tib back to their team.  
Continue until all tibs are gone from the middle  
Ask players to change leg each time.  
Regression: Hop on both legs or skip Key Principles



# LEARNING TO USE THE BALL

(7 - 9 years)

- They will have difficulty tackling opponents as this takes a lot of coordination so continue to challenge them to full body coordination games/activities
- Use questions to challenge and introduce decision making
- Players will beg for a game at every opportunity, yet their technique is best improved through individual, paired and small group work. This is an ideal time to use the 'Whole-Part-Whole' and 'Small Sided Games' approach. ie Start the session with 3v3 SSG's and then break off to a skill based game and return to games.
- Coaches need to focus on positive feedback, this is the age where drop-outs occur if children think they are no good
- They will also begin to understand the need to pass to be more effective and they will begin to grasp the idea that a player may need support from behind and to the side as well as in front.
- At this age players must also get used to attacking the ball (not waiting for it to bounce)
- The first critical period for 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, the only way to develop this kind of speed is through chase games and not traditional running drills.





# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## AGE 7-9

### ENVIRONMENT

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

### THE COACH

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

### TECHNICAL SKILLS

#### Kicking

Punt Kick  
Right Hand  
Left Foot  
Left Hand  
Right Foot

#### Handling

Stationary Catch – Body/Low/High

#### Movement

Use Four Steps,  
One Handed Bounce  
Solo

#### Tackle

Near Hand Tackle

### PSYCHOLOGICAL FOCUS CONCERNABILITY OF PLAYERS

Ask players imagine themselves as role models to improve skills

#### Running Speed Developed through Fun Games – i.e. Chasing Games

Use trigger words to develop concentration

#### Jumping

Jump for distance & in all directions

#### Agility

Jump for distance & in all directions

#### Body Resistance Exercises

Fun Squat performed through Tying an Egg game Balance & Strength improved through Fun Tug of War Games

### DECISION MAKING

Players encouraged to move into space

Devise games that require players to look up

### TACTICAL PROWESS

#### Zones

Use zones for basic positional understanding

Players play all positions to experience attack & defence

Small sided games crucial for individual learning

#### Basic Communication

Call for the ball

### TEAM PLAY

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

### THE GAME



### THE PLAYER

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

### PHYSICAL FITNESS

### PARTICIPANT FEEDBACK

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



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## TURAS

### PRINCIPLES

The key principles underpinning coaching on the Leinster GAA Player Pathway are presented using the acronym TURAS.

**T**esting and Challenging: all players should be challenged to improve at their level

**U**nderstands the player is at the centre of the game and provides individualised development (player centred)

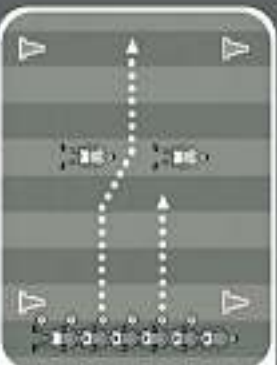
**R**esembles the game (games based)

**A**ll players involved, all the time; lots of touches, lots of decisions

**S**hould always be an enjoyable, developmentally appropriate & holistic GAA experience

## AGE 7-9 FOOTBALL SAMPLE SESSION

### WARM UP ACTIVITY



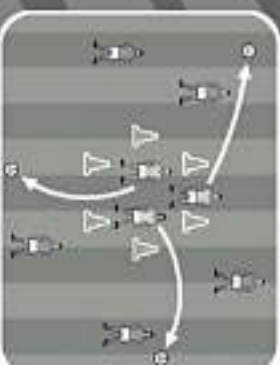
### ORGANISATION

2 Players are chosen as chasers  
All other players line up side by side with a ball. Make a tail for each player using a bib or tag.  
On whistle players with ball try to run from one side to the other with chasers trying to grab their tails  
When caught, players become chasers. Game continues until all players are caught.

### TURAS PRINCIPLES

Ensure the warm up is fun  
Ensure there are plenty of ball contacts  
Ensure all players are active all of the time.  
Make it a game

### GAMES BASED ACTIVITY



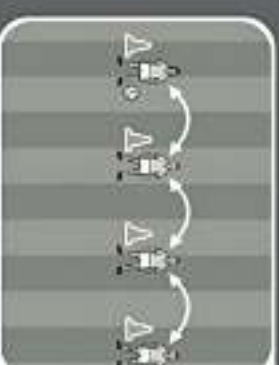
### ORGANISATION

Mark out a circle and divide players into three teams  
One team in side circle, two teams outside circle working together.  
Players inside the circle try to keep the circle clear of footballs by punt kicking balls out.  
Outside players must return the balls to circle.  
Rotate the teams to ensure all teams have a turn inside the circle.

### TURAS PRINCIPLES

After warm up maintain the fun emphasis through game based activity  
Ensure skill is practised on left and right  
Design the activity for multiple possessions for each player  
Stop activity when needed to reset and maintain organisation

### INTERVENTION (FOR THE SKILL)



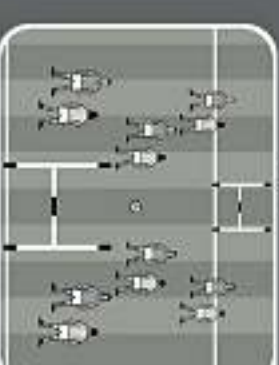
### ORGANISATION

Mark out 4 cones approx 20M apart  
One player at each cone  
Ball is punt kicked along the line of players  
After a set time change players positions at cones.  
Challenge the players through 1/relay race 2/left & right foot 3/ball can't touch the ground relay race.

### TURAS PRINCIPLES

After the Games Based Activity select a skill that needs improvement  
Set up activity so that players get high volume of ball contacts  
Use trigger words to help the players focus on a key aspect of the skill  
Use basic scoring systems to set targets for the players e.g. Relay race

### GAME



### ORGANISATION

Organise the players into two even teams. Max 7v7  
Restrict players to one play of the ball before playing it away  
The player who is fouled takes the free  
When a player fouls the ball the opponent nearest takes the free kick.

### TURAS PRINCIPLES

Complete the main part of session with a 5v5 Game  
Coach to move around the pitch in order to communicate with all players  
Use skill points to focus on development of certain skills e.g. Point for high catches  
Stop game when needed to re organise and deliver coaching points

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# GO GAMES

## OFFICIAL GAELIC FOOTBALL PLAYING RULES

ITEM	UNDER 7
Team sizes & participation	Minimum 7-a-side A team with 10 or more players must make two or more teams to play in games where possible. A team with 9 or less players should have subs that play a minimum of a full half in each game Coach/mentorencouraged to rotate positions at half time
Pitch dimensions	45m x 30m (4 areas fit on a full adult pitch) Make pitch smaller if appropriate
Zones	2 zones - pitch split with cones across at half way
Duration	40 minutes in total of playing time per day
Goalposts	Well secured goalposts; minimum 8ft x 6ft to maximum 15ft x 7ft. Training poles or cones are optional
Football	Size 1 - First Touch
Commence	With kick-out from the hand or ground. The player may advance 10m for kick out. All other players must stand 10m away every side when taken
Outfield Play	<u>Full rules except:</u> One touch (hop or toe-tap allowed. Clean pick up must be attempted
Goalkeeper	Re-start play with kickout from hands or the ground from the 10m line
Frees/45s/Sideline - Nearest Player	All taken from the hand. All opposing players should be at least 10m from the player taking. Free kicks should be no closer than 10m from opposing end line.  <u>Nearest Player:</u> <u>Frees</u> - Player who is fouled or nearest fouled ball takes <u>Sideline</u> - Player nearest the ball when it crosses the line takes <u>45s</u> - Player who last strikes the ball on attacking team takes from halfway line where ball crosses end line. Referee chooses player nearest/last struck to take free

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# GO GAMES

## OFFICIAL GAELIC FOOTBALL PLAYING RULES

ITEM	UNDER 8 & 9
Team sizes & participation	Maximum 9-a-side. A team with 12 players or more must make two or more teams to play in games, where possible A team with 9 or less, should have subs that play a minimum of a full half in each game . Coach/mentor encouraged to rotate positions at half time
Pitch dimensions	65m x 40m (4 areas fit on full adult pitch) Make pitch smaller, if appropriate
Zones	None
Duration	50 mins in total of playing time per day
Goalposts	Well secured goalposts; Minimum 8ft x 6ft to maximum 15ft x 7ft Training Poles are optional
Football	Size 2 - Quick Touch
Commence	With kickout from the hands or ground. The player may advance 10m for kickout. All other players must stand 10m away every side when taken
Outfield Play	<u>Full rules except:</u> Two Touch (one hop & one toe-tap or two toe-taps) Clean Pickup must be correct
Goalkeeper	Restart play with kickout from hands or on ground from 10m line
Frees/45s/Sideline - Nearest Player	All taken from the hand. All opposing players should be at least 10m from player taking Free kicks should be no closer than 20m from opposing end line. <u>Nearest Player</u> - <u>Frees</u> ; Player who is fouled or nearest fouled ball takes <u>Sideline</u> - Player nearest ball when crosses line takes <u>'45s'</u> - Player who last strikes the ball on attacking team takes from halfway line, in line where ball crosses end line Referee chooses player nearest/last struck to take free



# LEARNING PLAY TOGETHER

(10 - 12 years)

- Players will now compete with greater intensity against each other
- At this age players will now also try to win the game by attempting to deny the opposition the opportunity to score
- They will also begin to understand the need to change the direction of a run or a pass to be more effective and they will begin to grasp the idea that a player may need support from behind and to the side as well as in front
- All players must always feel part of the session/team. Coaches must be ready to pay as much attention to everyone and not just established players and always work to improve everyone's skills [e.g. one-to-one coaching may be needed.
- Coaches should continue to run small-sided games to help condition them to solve problems
- Coaches must be quick to address the problem of one or two players dominating play and preventing others from developing their skills during games. A TEAM needs everyone.
- Many players at this age fail to recognise the need to attack the ball and prefer to wait for the ball. If this is allowed to persist, that player will find it increasingly difficult to change this instincts.
- Players are now ready to develop general strength through own body weight and core exercises
- Speed: Second window of trainability for girls starts within this stage, ages 11-13.





# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

# TURAS

- ADULT 18+ YRS
- LATE TEENAGE 16-17 YRS
- AND TEENAGE 14-15 YRS
- EARLY TEENAGE 12-13 YRS
- LATE 10 YEARS 10-11 YRS
- EARLY 10 YEARS 7-9 YRS
- UNSCREW 4-6 YRS

## THE COACH

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



## THE PLAYER

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

# AGE 10-11

## TECHNICAL SKILLS

### Kicking

Hook Kick on both sides of the body. Shoot for points & goals. Punt Kick outside of the foot. Punt kick for distance pass.

### Handling

Hand pass using both sides of the body. Reach catch moving towards the ball. High catch with feet off the ground.

### Movement

Solo & bounce maximising four steps

### Tackling

Shedding, block down & shoulder.

### Body resistant exercise

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

### Evasion

Encourage use of side step & feint in possession of the ball

Continue to develop principles of Running & Jumping

## PHYSICAL FITNESS

## PSYCHOLOGICAL FOCUS CONSCIOUSNESS OF PLAYERS

Outline the link between practise and improvement.

### Decision Making

When in possession challenge the players to scan options – Pass, Travel or shoot. Off the ball – Who to mark. How to be an option.

Coach to question players during session and in games on decision making.

## TACTICAL PROWESS

Coach to place conditions on training games to challenge decision making e.g. No play, Kick pass only, Left/Right foot only.

### Support Play

Support Play – Support your team makes in attack & defence. Coach to praise off the ball support runs.

## TEAM PLAY

Coaching sessions are game based to improve team play. Training Games have a variety of focus – Scoring, defending, keeping possession, use width.

## PARTICIPANT FEEDBACK

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

## EQUIPMENT

- FUN is number one priority
- Coach: Player Ratio = 1:8
- At least 1 football for every 2 players
- Players enjoy practice. Coach sets FUN tasks between sessions.
- Player enjoy game experiences rather than results



## THE GAME

- Small sided games 5v5, 7v7, 9v9, 11v11 MAX
- Size & smart touch football
- Continue to allow players to explore all positions
- Limit plays of the ball in coaching sessions to mirror that of match day rules.
- Has their own ball at home



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## TURAS

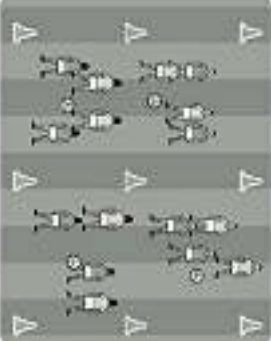
### PRINCIPLES

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## AGE 10-11 FOOTBALL SAMPLE SESSION

### WARM UP ACTIVITY

#### ORGANISATION



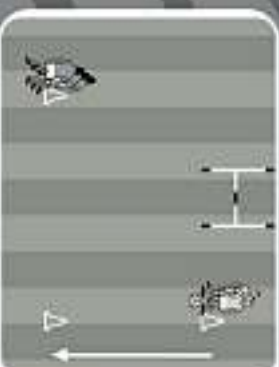
Divide the group into two teams  
Divide the area into four quadrants  
Using 2 balls per team, keep possession by kicking the ball to one another  
Progression 1 - Players must pass to player in a different quadrant  
Progression 2 - Players must run to another quadrant after a pass  
Progression 3 - Two balls can never be in the same quadrant

#### TURAS PRINCIPLES

Primarily used a pulse raiser  
Each player to get a high number of touches on the ball  
Encourage support play through communication and off the ball runs  
Ask players questions about their decisions as warm up is a relaxed environment

### GAMES BASED ACTIVITY

#### ORGANISATION



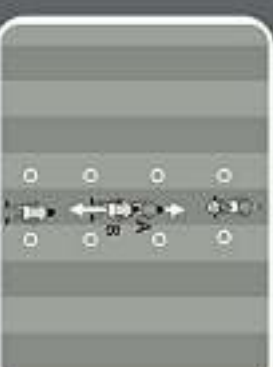
Attackers line up in pairs on either side of the cone  
Defenders line up on outside cone  
Attackers round cone directly opposite them & try to score  
Defenders must touch either post before coming out to defend

#### TURAS PRINCIPLES

After warm up maintain the fun emphasis through game based activity  
Ensure skill is practised on left and right  
Design the activity for multiple possessors for each player  
Stop the activity every 2mins to re set and maintain organisation

### INTERUPTION (FIN THE SKILL)

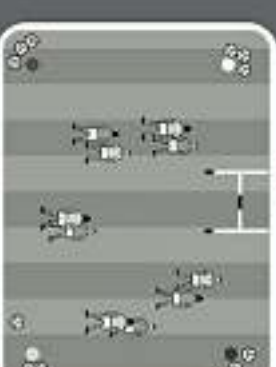
#### ORGANISATION



Players work in groups of 4  
Play:Ball ratio is 1:1  
Player takes the ball at one end of the channel and tries to carry it down to the opposite end.  
Tackler tries to halt his progression.  
Player in possession continues up and down channel for 45 seconds

### GAME

#### ORGANISATION



Balls are placed in all of the coloured corners of the playing area  
Coach calls a colour & attacking players take a ball from this square unopposed  
Defending players try to dispossess and bring ball out of playing area.  
Once play goes dead, coach calls a new colour and game resumes.

#### TURAS PRINCIPLES

After the Games Based Activity select a skill that needs improvement  
Set up activity so that players get high volume of ball contacts  
Use trigger words to help the players focus on a key aspect of the skill  
Use basic scoring systems to set targets for the players e.g. Relay race

#### TURAS PRINCIPLES

Complete the main part of session with a Game  
Coach to move around the pitch in order to communicate with all players  
Use skill points to focus on development of certain skills e.g. Point for high catch  
Stop game when needed to re organise and deliver coaching points

**T**esting and Challenging: all players should be challenged to improve at their level

**U**nderstands the player is at the centre of the game and provides individualised development (player centred)

**R**esembles the game (games based)

**A**ll players involved, all the time: lots of touches, lots of decisions

**S**hould always be an enjoyable, developmentally appropriate & holistic GAA experience



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# GO GAMES

## OFFICIAL GAELIC FOOTBALL PLAYING RULES

ITEM	UNDER 10 & 11
Team sizes & participation	Maximum 11-a-side. A team with 14 players or more must make two or more teams to play in games, where possible. A team with 13 or less, should have subs that play a minimum of a full half in each game. Coach/mentor encouraged to rotate positions at half time
Pitch dimensions	90m x 40m - 50m(2 areas fit across a full adult pitch). Make pitch smaller, if appropriate
Zones	None
Duration	60 mins in total of playing time per day
Goalposts	Well secured goalposts; Minimum 8ft x 6ft to maximum 15ft x 7ft No training poles are permitted
Football	Size 3 - Smart Touch
Commence	With throw-in at halfway mark, between 2-4 players on opposing teams
Outfield Play	<u>Full rules except:</u> Two Touch (one hop & one toe-tap or two toe-taps). Clean Pickup must be correct
Goalkeeper	Restart play with kickout from hands or on ground from 10m line
Frees/45s/Sideline - Nearest Player	All taken from the hand. All opposing players should be at least 10m from player taking Free kicks should be no closer than 20m from opposing end line <u>Nearest Player: Frees - Frees</u> - Player who is fouled or nearest fouled ball takes. <u>Sideline</u> - Player nearest ball when crosses line takes <u>'45s'</u> - Player who last strikes the ball on attacking team takes from halfway line, in line where ball crosses end line Referee chooses player nearest/last struck to take free



# LEARNING ABOUT POSITIONS

(13 - 15 years)



- While players in this stage may have the same chronological age they may differ significantly in terms of biological age ie one may be more physically developed than another.
- The onset of puberty usually occurs during the early stages of this cycle. Aerobic and strength programmes should be individualised or grouped according to their Peak Height Velocity (P.H.V )N.B Only trained coaches to undertake this training. Fitness should be done with the ball.
- Players can be introduced to moderate anaerobic and strength training through ball work
- Broad base skills (FMS) and sport specific skills technical skill development is now developed under pressure
- Gain an understanding of the principles of attack and defence through small sided games
- Players should be introduced to psychological training through games that promote concentration and better decision making
- Speed: Second window of trainability for boys starts near the beginning of this stage, ages 13-15.

# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## THE COACH

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

# AGE 12-13

## TECHNICAL SKILLS

### Kicking

Emphasis on accuracy, Kicking on the move & Kicking for distance. Free taking (hands & ground)

### Handling

Low, Chest & High Catch in pressured situations

### Movement

Dummy Kick/Sole, feint & Sideslip, Attack ball at full pace. Chip lift.

### Tackling

Shadowing player in possession both on & off the ball

### Body resistant exercise

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

### Evasion

Encourage use of side step & feint in possession of the ball

### Running

Challenge players to stop suddenly to develop deceleration

## PHYSICAL FITNESS

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

## THE PLAYER



## PSYCHOLOGICAL FOCUS OF PLAYERS

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

## TACTICAL PROWESS

### Decision Making

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

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

### Team Play

Encourage and support team mates vocally

Work on teams ability to create space when in possession. Work on teams ability to deny space when not in possession

## TEAM PLAY

## EQUIPMENT

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

## THE GAME

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





# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## TURAS

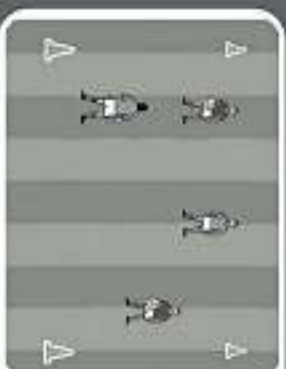
### PRINCIPLES

The key principles underpinning coaching on the Leinster GAA Player Pathway are presented using the acronym TURAS.

## AGE 12-13 FOOTBALL SAMPLE SESSION

### WARM UP ACTIVITY

### ORGANISATION



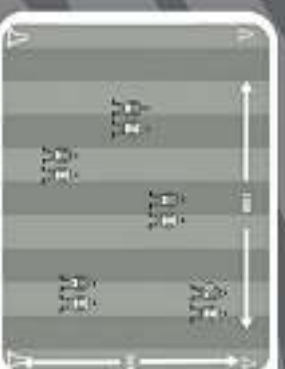
All players are paired off in one square. Each pair must pass the ball to each other while continuously moving. Once the coach blows his whistle the player without possession must tag their partner who is in possession within 20 seconds. Encourage players to run at speed.

### TURAS PRINCIPLES

Primarily used a pulse raiser. Each player to get a high number of touches on the ball. Encourage support play through communication and off the ball runs. Ask players questions about their decisions as warm up is a relaxed environment.

### GAME BASED ACTIVITY

### ORGANISATION



Possession based game with emphasis on Support Play. Divide players into two even teams. A kick pass must followed by a hand pass. Score awarded for successful kick pass. First team to 5 scores wins. Reset game and start again.

### TURAS PRINCIPLES

After warm up maintain the fun emphasis through game based activity. Ensure skill is practised on left and right. Design the activity for multiple possessions for each player. Stop the activity every 2mins to re set and maintain organisation.

### INTERVENTION (FIN THE SKILL)

### ORGANISATION



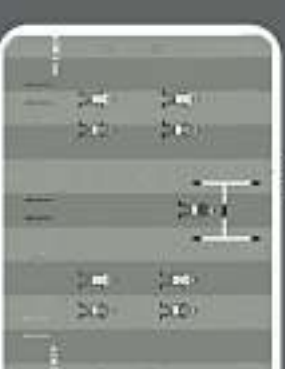
All players' line up in pairs, one on the end line (Player A) and partner (Player B) 5 meters away at cone. Player A passes to Player B who immediately returns the pass. Play A again passes to B before sprinting 5 meters past him without ball (3 passes). Player A turns to face player B. Repeat activity with role reversal. Continue activity until both players reach far line of cones. Adaptions — Left/right hand. Change to kick pass. Pace to finish.

### TURAS PRINCIPLES

After the Games Based Activity select a skill that needs improvement. Set up activity so that players get high volume of ball contacts. Use trigger words to help the players focus on a key aspect of the skill. Use basic scoring systems to set targets for the players e.g. Relay race.

### GAME

### ORGANISATION



2 teams - 1 attacks, 1 defends. Coach places balls as in diagram. Attacking team members are numbered 1-8. Coach calls a number and that player retrieves a ball and tries to work a score. If defenders disposes they must work the ball out through any of the gates. Coach calls another number when ball goes dead. Swap roles.

### TURAS PRINCIPLES

Complete the main part of session with a Game. Coach to move around the pitch in order to communicate with all players. Use skill points to focus on development of certain skills e.g. Point for high catch. Stop game when needed to re organise and deliver coaching points.

**T**esting and Challenging: all players should be challenged to improve at their level.

**U**nderstands the player is at the centre of the game and provides individualised development (player centred).

**R**esembles the game (games based).

**A**ll players involved, all the time; lots of touches; lots of decisions.

**S**hould always be an enjoyable, developmentally appropriate & holistic GAA experience.



# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## THE COACH

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

## AGE 14-15

## EQUIPMENT

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

## TECHNICAL SKILLS

### Kicking

Continue development of kicking with increased emphasis on accuracy, movement, distance. Introduce free taking from ground & hand to all players.

### Handling

Low/high/body catch in pressured situations

### Movement

Dummy kick/solo, Feint & Sidestep. Attack ball at full pace.

### Tackle

Shadowing player in possession and off the ball. Near hand tackle

### Flexibility

through static stretching and dynamic mobility activities

### Speed

multidirectional, between 5M -25M with complete recovery in between. Built into warm up.

### Strength

Improve core strength through own body weight exercise e.g. Plank

## PSYCHOLOGICAL FOCUS OF PLAYERS

Players can fully recognise the improvements made through individual practise

## DECISION MAKING

Understand the specific responsibilities of the various position through playing experience and minimal direction from coach. Small sided games 5v5 7v7 are crucial in players developing decision making

## TACTICAL PROWESS

Appreciate the space of a full size GAA pitch i.e. Use of width & depth.

### Attacking play

Implement principles of attack — possession & support play

### Maintain possession

Moving the ball as a team.

### Defending

Implement principles of defend — Delay, Deny, Dispossess, Deliver

## TEAM PLAY

Players beginning to become accustomed to specific position but must still be challenged to playing a variety of positions.

## THE GAME

- All players experience game time in matches
- Aim to provide at least 16 games in a season for your team.
- Size 5 football

## PHYSICAL FITNESS

- Popularity influences self esteem
- Tend to be self-critical, rely on the coach for positive reinforcement
- Huge difference in physical development between players.
- Players do not make connection between physical development and loss of form

## THE PLAYER



# TURAS



# AGE 14-15 FOOTBALL SAMPLE SESSION

## PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## TURAS

### PRINCIPLES

The key principles underpinning coaching on the Leinster GAA Player Pathway are presented using the acronym TURAS.

**T**esting and Challenging: all players should be challenged to improve at their level

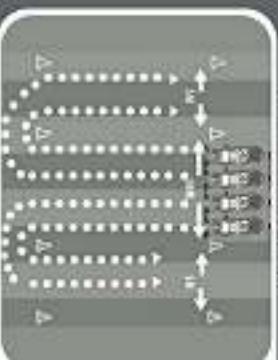
**U**nderstands the player is at the centre of the game and provides individualised development (player centred)

**R**esembles the game (games based)

**A**ll players involved, all the time: lots of touches, lots of decisions

**S**hould always be an enjoyable, developmentally appropriate & holistic GAA experience

### WARM UP ACTIVITY



The GAA 15 can be undertaken as a standardized warm-up before training and games.

Use variety within the warm up so that it does not become repetitive for players.

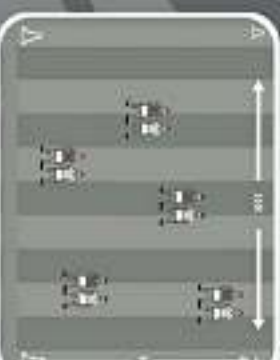
Incorporate fun through games or partner tasks.

Involve the football as much as possible.

More information available at [learning.gaa.ie/Gaefic15](http://learning.gaa.ie/Gaefic15)

### ORGANISATION

### GAMES BASED ACTIVITY



Divide players into two even teams

Possession based game with emphasis on kick passing

Team try to keep possession using both hand pass & kick pass

Score awarded to team for every pass over 20 M

### ORGANISATION

### INTERVENTION (FIX THE SKILL)



Set out grid as outlined in diagram

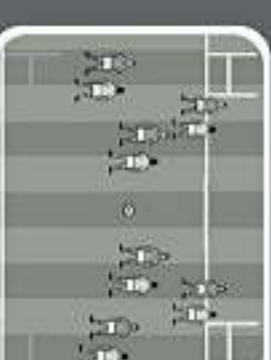
Divide players equally at four starting cones. Max 3 per cone, if more players set up additional square.

Players solo to cone directly in front then turn and kick pass diagonally (25Meters) to opposite cone.

Players always follow pass and drill continues.

### ORGANISATION

### GAME



Divide players into two even teams

Red team can only score in two red goals.

Blue team can only score in two blue goals.

Teams can only score after a successful diagonal kick pass across line of cones in middle of pitch.

Goalkeepers work across line to protect two goals.

They are not assigned to a team.

After game cool down involving static stretching

### ORGANISATION

### TURAS PRINCIPLES

Used as pulse raiser & as part of a long term injury prevention programme

Use coaching points from GAA 15 programme to address poor technique in exercise

Regularly Add FUN element to warm up

While ensuring GAA15 principals are always in use, add variation to warm up from session to session

### TURAS PRINCIPLES

After warm up maintain the fun emphasis through game based activity

Ensure skill is practised on left and right

Design the activity for multiple possessions for each player

Stop activity when needed to reset and maintain organisation

### TURAS PRINCIPLES

After the Games Based Activity select a skill that needs improvement

Set up activity so that players get high volume of ball contacts

Use trigger words to help the players focus on a key aspect of the skill

Use basic scoring systems to set targets for the players e.g. Relay race

### TURAS PRINCIPLES

Complete the main part of session with a Go Game

Coach to move around the pitch in order to communicate with all players

Use skill points to focus on development of certain skills e.g. Point for high catch

Stop game when needed to re organise and deliver coaching points





# LEARNING TO PERFORM

(16 - 18 years)

- During this phase players begin to reach their physical peak and those slow developers begin to catch up with their peers
- Encourage ideals of self-awareness and self-help within players
- Advanced technical skill developed under pressure
- Understand the principles of game plays, tactics, and game sense
- Accept that the team is paramount and their role within the team structure
- Encourage positive lifestyle through nutrition, hydration, recovery and flexibility maintenance.
- Instill concepts of mental toughness and calmness under pressure (winning behaviours)
- Players should be encouraged to embrace positive life-skills i.e. time-management and to take control of their own athletic development
- At this stage a Functional Movement Screening (conducted by a physio) should be carried out on each player and the results along with their Critical Success Factors (CSFs) identified by each player in their Self-Assessment Profile should form the basis of their Personal Development Plan (PDP).
- As a result of the above each player should have a PDP, a component of which should be an individualised conditioning programme developed and delivered by a S&C Coach. Each player should be committed to their programme as they will have had an input into it through their Self-Assessment Profile

# PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

## THE COACH

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

## AGE 16-17

## EQUIPMENT

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

## TACTICAL PROWESS

- **Decision Making**  
Using questioning, vary your coaching style to improve players decision making.
- **Guided Discovery**  
"show me when its best to solo ball or pass it long"
- **Trial & Error**  
"Try to decide to support in front of the player or behind the player"
- **Observation & feedback**  
"let's watch this and then..."

## TECHNICAL SKILLS

- **Handling**  
Low/High/Body catch in pressured situations
- **Movement**  
Dummy kick/solo, Feint & Sidestep.  
Attack ball at full pace.
- **Tackle**  
Shadowing player in possession and off the ball. Near hand tackle

## PSYCHOLOGICAL FOCUS OF PLAYERS

Players can fully recognise the improvements made through individual practise

## THE PLAYER



- **Flexibility**  
through static stretching and dynamic mobility activities
- **Speed**  
multidirectional, between 5M -25M with complete recovery in between. Built into warm up.
- **Strength**  
Improve core strength through own body weight exercise e.g. Plank

## PHYSICAL FITNESS

- Strong connection with admired adult (role models)
- Ability to mix socially with all teammates & adults
- Commitment to individual practise away from coaching sessions/matches.
- Personally responsible for Hydration/Nutrition
- Manage rest and recovery e.g. Foam Rolling
- Manage time effectively between school & sport

## TEAM PLAY

- Use questions to help players problem solve "in game" when playing against opposition with a particular playing style.
- Reflect on these scenarios in the training sessions that follow using conditioned games
- Players are challenged to adapt to a number of team playing styles throughout the season.
- Aim to provide at least 16 games in a season for your team.
- Size 5 football

## THE GAME

- Players beginning to become accostion to specific position but must still be challenged to playing a variety of positions.



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# SESSION PLANS

In the following pages you will find:

- Session Plan templates for Nursery, Go Games and Youth sessions
- Game/Activity ideas for Nursery, Go Games and Youth Sessions
- Goal Keeper training activities for Child and Youth teams
- TURAS Coaching Principles Session Review Sheet



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# COACHING PRINCIPLES

Testing & Challenging: All Players should be challenged to improve at their level

- Are players recognised for effort more than outcome - encourage to try things
- Are the players engaged in the task or are they distracted
- Did you set targets for players during activities

Understanding the player is at the centre of the game & previous individualised development

- Did you use different conditions for different players within activities
- How did you decide on your pairings/groupings?
- Did you try to engage one to one with as many players as possible?

Resembles the Game (game based)

- What part of the game did your activities seek to develop?
- Were the players motivated to complete the activity?
- Did you communicate to the players why they were doing the activity?

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

- What percentage of your session included games?
- Did your group/team sizes allow players maximum touches?
- Did you use questions to facilitate thinking players?

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

- Were the players showing signs of enjoying the session, i.e positive body language?
- Were the activities age appropriate?
- Did you demonstrate examples of the +1 model?



Session Focus:

# Nursery Session Plan



Warm up Game:

Station 1 Skill Focus:

Station 2 Skills Focus:

Station 3 Skill Focus:

Station 4 Skill Focus:

Station 5 Skill Focus:

Station 6 Skill Focus:

Cool Down/End of Session Fun:

Session Focus:

# Nursery Session Plan 2



Warm up Game:

Station 1 Skill Focus:

Station 2 Skill Focus:

Station 3 Skill Focus:

Cool Down/End of Session Fun:



# Nursery Session Plan



## Session Focus:

- Agility
- Balance
- Coordination
- Jumping
- Kicking

## Station 1 Skill Focus: Hurdle and Blast

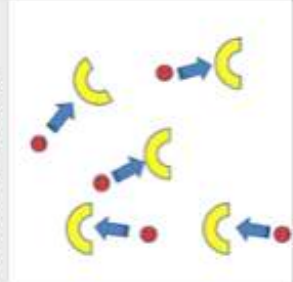


## Station 4 Skill Focus: Over and Under the Bridge

- Collect ball at cone and jump over the hurdle and under the next. Then throw the ball against the wall and catch

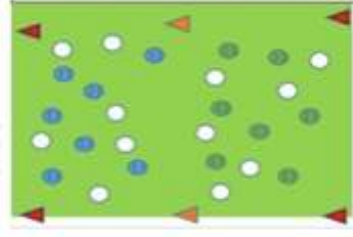


## Warm up Game:



- Number children 1 & 2
- 1 makes bridge w/body, 2 crawls under or jumps over
- After a few minutes swap over
- Challenge kids to make bridges in different ways
- Change to flip flop where a player changes their type for bridge after a river goes under them. ie front bridge to back bridge

## Station 3 Skill Focus: Clear the Decks



- Two Teams
  - High Number of balls in each half of a court
  - Aim is for players to empty their half of the court of footballs
- Variations**
- Use of non-dominant foot only
  - Player who receives ball must play a one-two with a team mate before returning the ball
- Progressions**
- Increase size of squares
  - Introduce punt kick into space

## Station 5 Skill Focus: Wobble and Shoot

- Player balances on one foot while trying to throw beanbag/ball at target.
- Ensure player has an attempt balancing on either foot, and throwing from either hand



## Station 6 Skill Focus: The Grand National



Cool Down/End of Session Fun:

# Nursery Session Plan 2

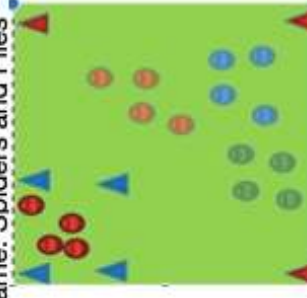


## Session Focus:

- Handling
- Throwing & Catching
- Targeting
- Passing and moving
- Cooperation
- Agility
- Coordination

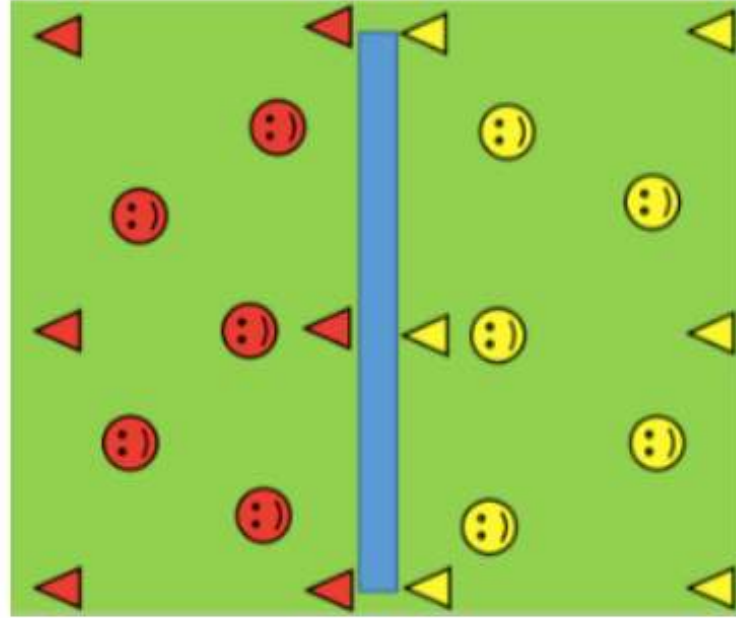
## Warm up Game: Spiders and Flies

Flies can be freed by other flies.



- Divide group into teams of 4/5 players.
- One of the teams is the Spiders (Reds).
- The rest of the teams are the flies (Orange, Blue & Green)
- Spiders have 45 seconds to catch as many flies as possible.
- Spiders take caught flies to their 'Web' which can be seen with blue cones.

## Station 1 Skill Focus: Over the River

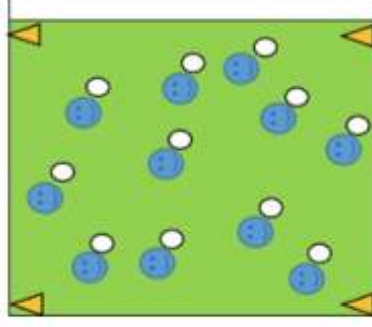


- Divide group into two even teams.
- Red start with the ball. One player from Red attempts to throw the ball 'over the river'.
- If player from opposite team (yellow) catches the ball, yellow team gets one point.
- But if ball is dropped/ hits the ground, red team gets a point.

## Station 2 Skill Focus:

**Regression:** Use beanbags first and get players to throw and catch:

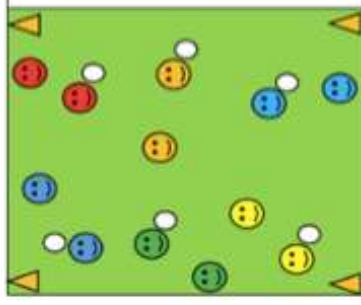
- With two hands
- With left hand
- With right hand
- Throw with left catch with right
- Throw with right catch with left



- Each player gets a ball.
  - Player throws up the ball in the air and body catches the ball while static.
  - Competition to see how many catches player can get in a row.
- Progression**
- Player have to attempt different actions before attempting body catch
  - clap hands once
  - clap hands twice
  - touch knees & head
  - touch toes

## Station 3 Skill Focus:

- Start with beanbags passing to each other with the above variations.
- Give them an upturned dome cone as a target to throw into from left and right hand.



- Each player has a partner with one ball between them.
- They throw the ball to each other, using the body catch to catch the ball.
- After player throws the ball they have to move to different area of the grid.
- Each pair has 3 lives, if they drop the ball, they lose one life.
- Once partners lose all 3 lives, they are out.

## Cool Down/End of Session Fun:

# SESSION PLANNER

Session Theme: \_\_\_\_\_

Age Group: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Number of Players: \_\_\_\_\_

<b>Warm Up</b>	T: _____

<b>Activity 1:</b> _____	T: _____	<b>Coaching Points</b>

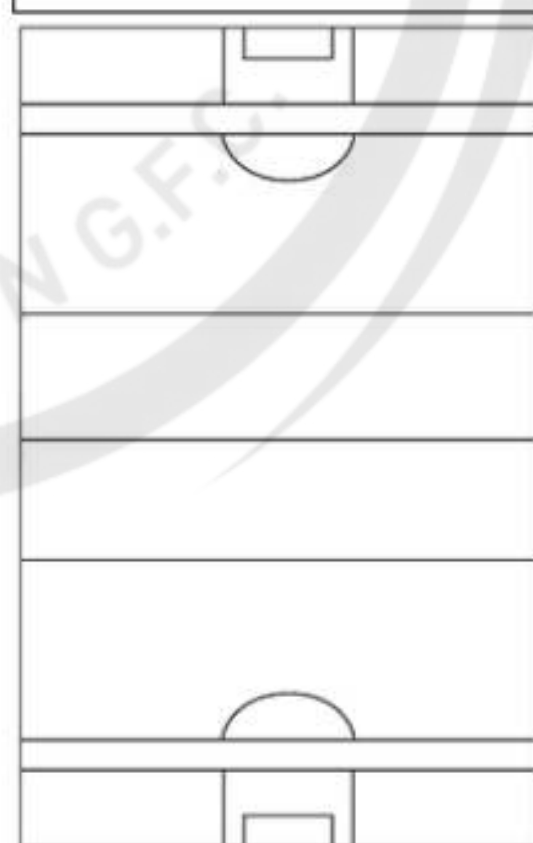
<b>Activity 2:</b> _____	T: _____	<b>Coaching Points</b>

<b>Activity 3:</b> _____	T: _____	<b>Coaching Points</b>

<b>Activity 4:</b> _____	T: _____	<b>Coaching Points</b>

<b>Skills Focused on</b>

<b>Questions — Activity</b>





# GAME IDEAS

U7 & U8

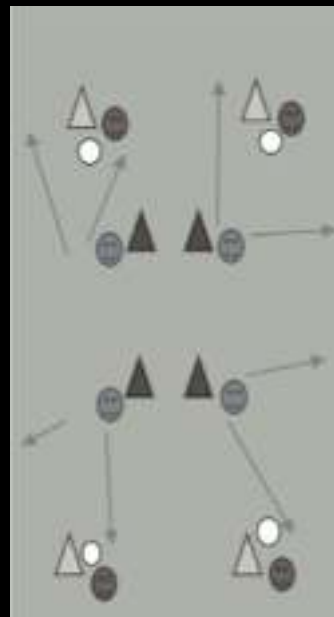


- Divide children into groups of 6; numbered 1-6
- 1-5 join hands in a circle; 6 stays out
- 1 tucks bib into side of shorts
- No. 6 then attempts to get tail off one.
- Circle are allowed to move around while holding hands to prevent chaser getting the tail. Chaser not a loud to inside of circle.

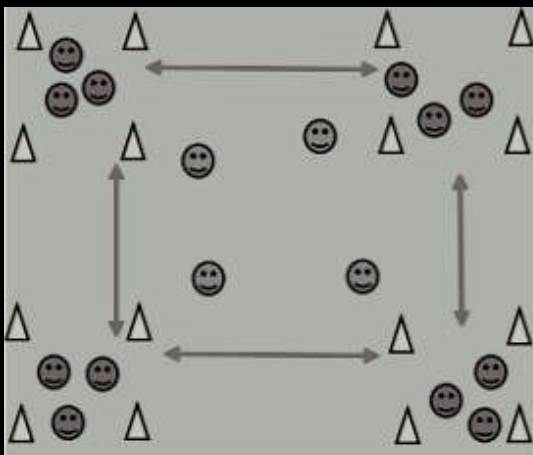
## CIRCLE TAG

## CRAZY ROUNDERS

Have the players decide whether to run to their own orange cone for 1 point, the one beside them for 2 points or one of the further away cones for 3 points. This adds in more decision making, 'can i get 3 points and back before my opponent is back?'



- In Pairs (Red & Blue)
- Red Player handpasses/throws ball to Blue Player
- Blue Player kicks ball as far as possible in any direction. Blue Player completes as many shuttle runs as possible between the red and orange cone as possible until Red player touches ball on orange cone
- Blue Player kicks three times and then changes with opposite Red Player
- Progression**
- Use non-dominant foot
- Introduce second player on fielding team and introduce team play



- Cats (green) have to try & catch the mice (red).
- The 4 squares are the mice dens, a cat cannot enter the dens.
- On the coaches call all the mice have to move to a different den.
- If a mouse catches them they become a mouse.

## CATS & MICE

Progressions: Every Mouse has a football and must bounce and solo. Add in cones as minefields to dodge

# GAME IDEAS

U7 & U8



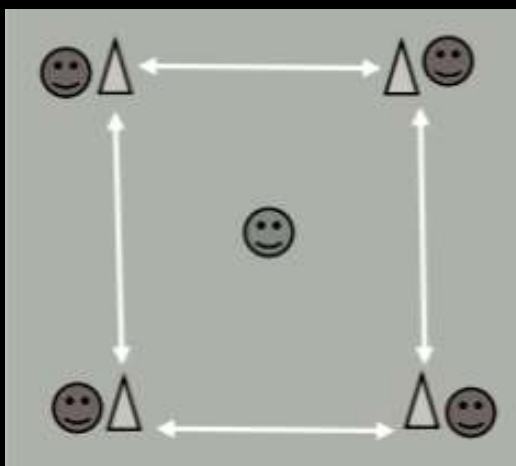
- 6 Throwers (Green) stand in position shown.  
 - Everyone else lines up in 3's between orange cones (Blue).  
 - On coach's whistle, blues have to run from 1 to 2.  
 - Greens throw the ball at the blues as they run by.  
 - If blue is hit, player loses a life.  
 - If hit 3 times you are out.  
 Note:  
 Only use soft balls & throws below the waist only allowed.

## ROLLER BALL

Start with only coaches throwing sponge balls. Progress to have runners also solo a ball

## SHARKS & FISH

In pairs, the fish move around the area handing passing to each other. They start with 10 points. 2/3 sharks run around trying to intercept the passes between fishes and gain a point for each interception.

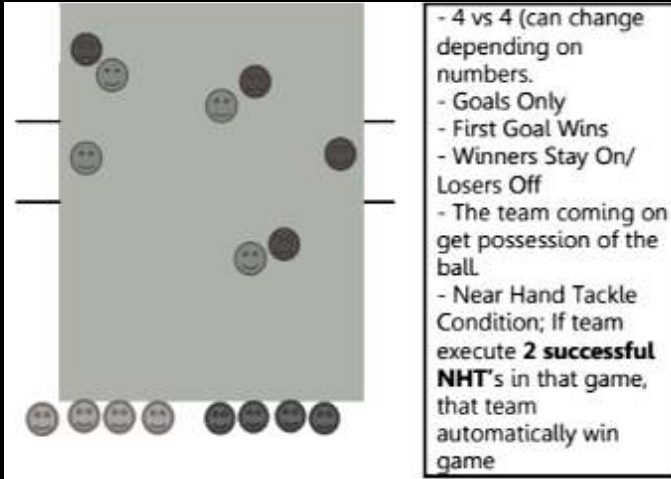


## PIGGY IN THE MIDDLE

Four red players play together as attackers passing the ball. They must stay at their cone. The green player/defender tries to intercept the passes. If they touch the ball at all they get to become an attacker. The player that passed the ball becomes the defender.

# GAME IDEAS

U9 & U10



## WINNER STAYS ON

Progression: Team cannot score by the same method twice in a row. (ie if goal is scored with the left foot next goal must be scored with the right/palmed/on the ground etc.)

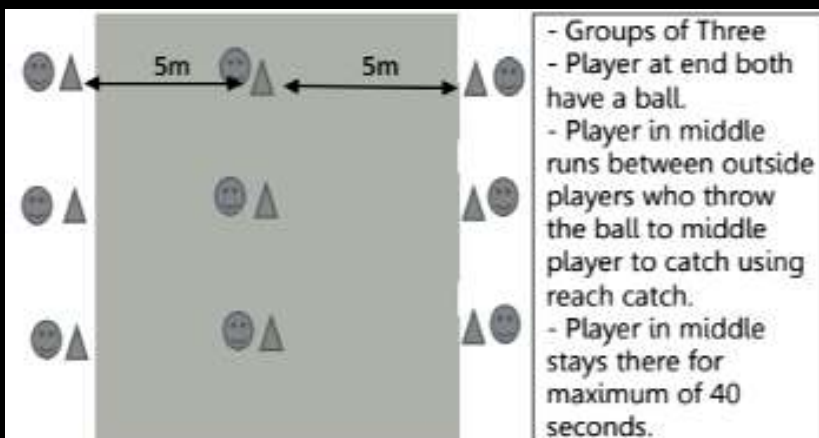
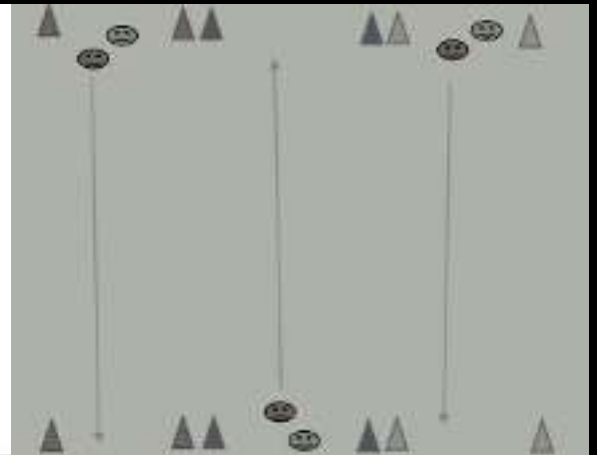
- Same player cannot score twice in a row

## NEAR HAND TACKLE

- Red has ball and solos the ball in a straight line until end of alley
- Green tracks run and tries to execute the NHT before A reaches end of alley.
- At the start its important red allows himself to be tackled & doesn't protect the ball.
- Swap Roles

### Progression

- Walk. Red walks through channels.
- Jog. Red jogs through channels.
- Run. Red runs (half pace) through channels
- Sprint. Red sprints through channels
- Red can protect the ball. Change direction is aloud.



## PRESSURE CATCH

Progression: Try different types of catch

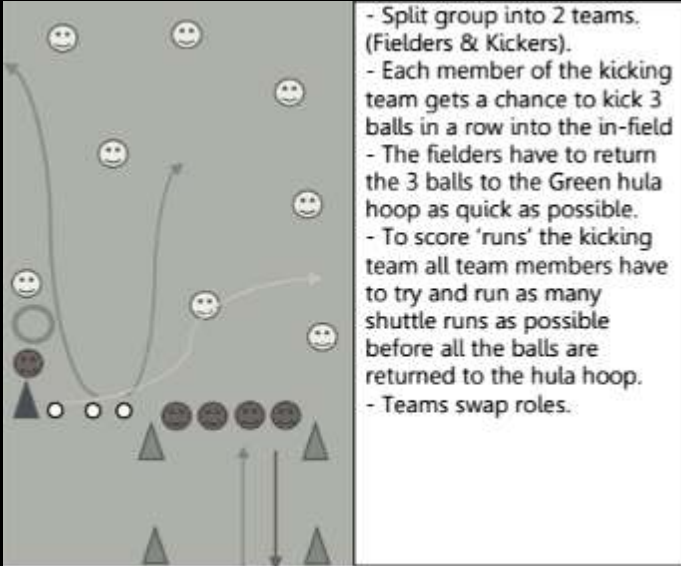
- Try hand passes
- Try crouch lift
- Competition: how many can you get in 40s



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# GAME IDEAS

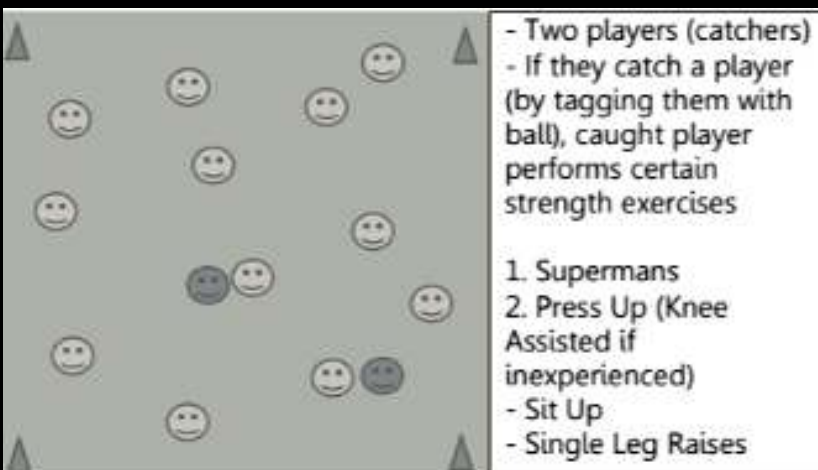
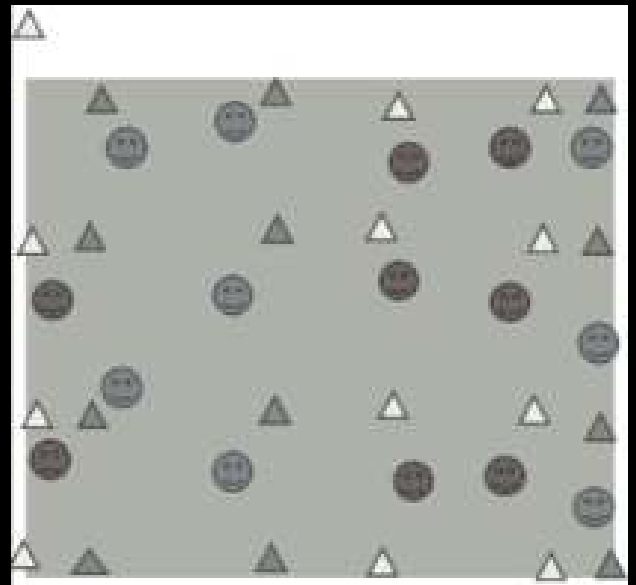
U9 & U10



KICKING ROUNDERS

## PRISONER BALL

- Team try to find 'free area' in other teams zone
- If ball is caught or kicked outside zone area, player who kicked ball goes to prison behind opposite zone
- You can be released from prison if own team member successfully kick passes to player in prison who also clean catches the ball
- Team loose when all members are in prison



SOLO TAG

# Whole-Part-Whole Session Plan

Session Goal/s:

Warm up:

Previous sessions skills to revise:

(Whole) Small sided/conditioned game:

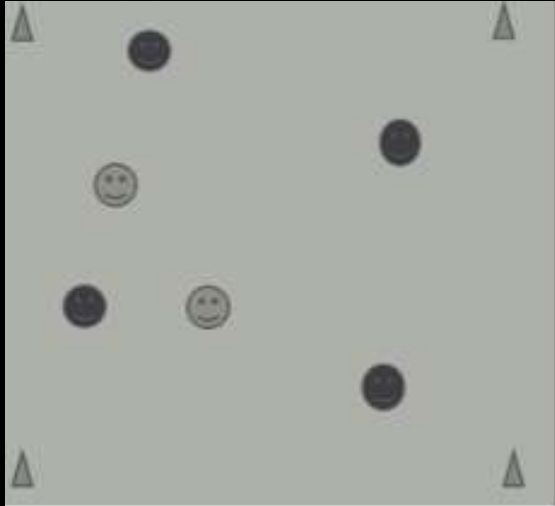
(Part) Skill/Tactical Focus:

(Whole) Small sided/conditioned game:

Cool Down:

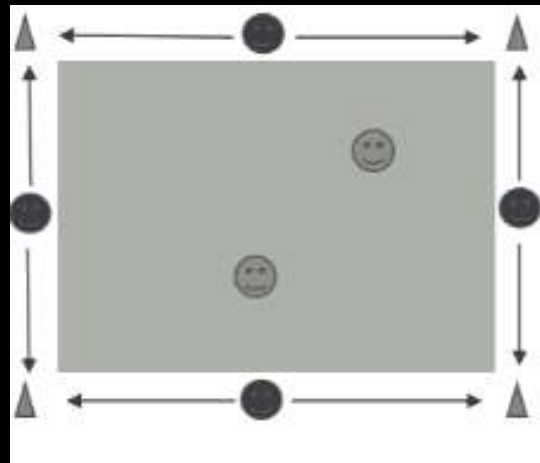
# GAME IDEAS

U11 & U12



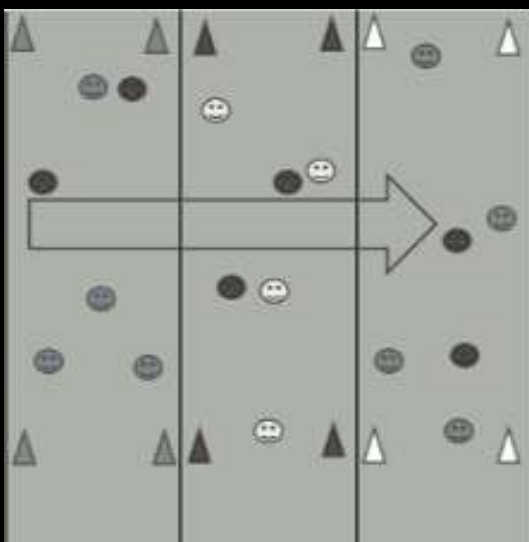
- 4 (attackers) vs 2 (defenders).
- Attackers have to try and keep possession.
- 5 Fist Passes = 1 point (attackers).
- 1 Turnover = 1 point (defenders).
- One Minute on, 30 seconds recovery.
- Keep swapping roles of attackers & defenders.

KEEP BALL



- Attackers (Purple) can only move along the line shown.
- Defenders (gold) stay inside the square.
- Attackers try & keep possession (fist pass only).
- If pass is intercepted, the attacker swaps with defender and become 'piggy in the middle'.

PIGGY IN THE MIDDLE



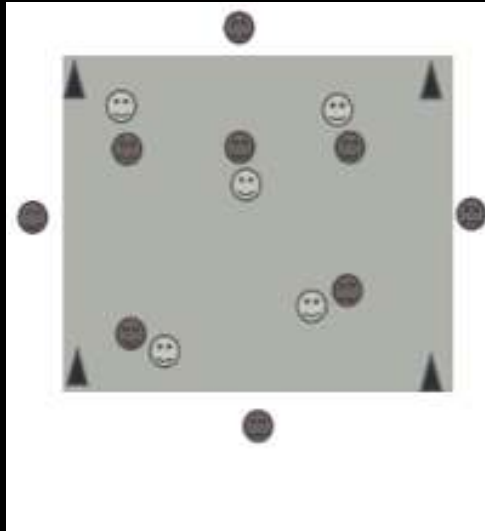
- 4 (attackers) vs 2 (defenders).
- Attackers have to try and get 5 successful clean catches in a row.
- Player can either hand pass or throw the ball to each other.
- First team to get 5 catches move up field, replacing team already there, who then move down a field.

ROAD TO CROKER



# GAME IDEAS

U11 & U12



The diagram shows a rectangular grid with four triangles at the corners. Inside the grid, there are several red smiley faces (forwards) and orange smiley faces (defenders). Some red smiley faces are positioned near the perimeter of the grid, while others are in the center. Orange smiley faces are placed between the red smiley faces in the center.

- Forwards in middle (red) are marked by a defender (orange)
- Outside Reds all start with 1 ball each.

Forwards

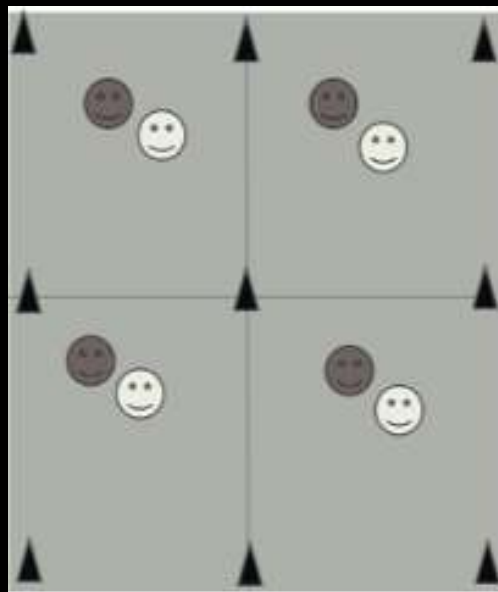
- Have to pass & receive ball from outside forwards.
- Not aloud same ball twice in a row.

Defenders

- Prevent forward passing & receiving ball.

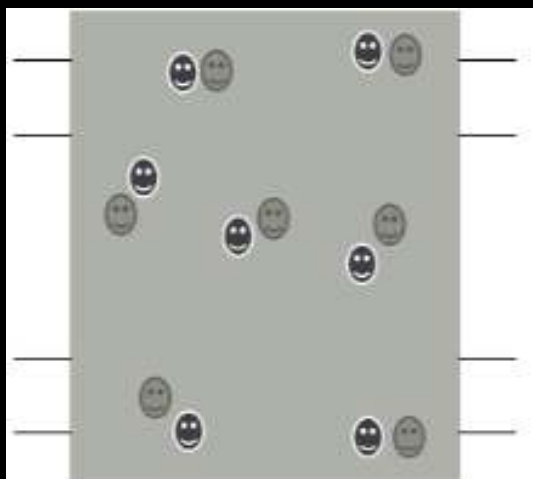
WHOLE: DENY  
POSSESSION

PART: GRID BLOCK



The diagram shows a rectangular grid divided into four equal quadrants by a vertical and a horizontal line. Each quadrant contains one red smiley face and one orange smiley face. The red smiley faces are positioned in the top-left and bottom-right quadrants, while the orange smiley faces are in the top-right and bottom-left quadrants.

- Divide grid into 4 sections.
- One member of each team in each section.
- Team tries to keep possession by kick passing to each other.
- If other team block pass, possession is turned over.
- Team gets 1 point for every successful block.



The diagram shows a rectangular grid with two vertical lines on the left and right sides, representing goal lines. Inside the grid, there are several red smiley faces and orange smiley faces scattered throughout.

- Each team has two sets of goals to score in.
- You score by carrying the ball across the goal line.
- Award extra point for successful execution of The Block & The Roll.

WHOLE: BLOCK & ROLL

# Session Plan

Session Goal/s:

Warm up:

Previous sessions skills to revise:

Activity 1:

Small Sided/Conditioned Game:

Main Game:

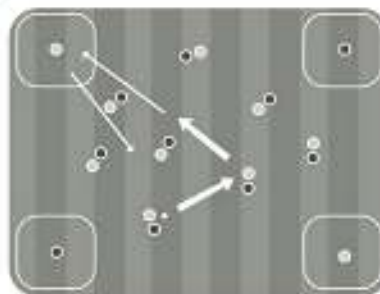
Activity 2:

Cool Down:

WALTERSTOWN G.F.C.

## DIAGONAL'S GAME

2



60M x 60M pitch and 10 v 10 or more, even teams. Ball starts with one team playing a possession game, they score by passing into either box that their team mate is in, he then leaves the box (he's replaced by the team mate who passed to him), and attacks on the diagonal trying to get the ball to other box. Play no touches, if the ball is turned over and the opposition can attack either of their two boxes. Cannot score in the same box consecutively there must be a breakdown first. Only nominated player allowed into box and can't be tackled inside. 1 point per pass into box.

## PROGRESSION

Allow touches, award 3 points for a long kick into box.

**Aims:** Quick break outs, making and creating space for runners, blocking options (players should know where opponents are attacking)

## ROCK BLOCH GAME

3



Grid set up between the two 45M lines. 10 Vs 10 with 8 sets of gates randomly set up around the grid. On signal a keep ball game with no touches starts, each team can pass the ball as they please, by hand or by foot. A score is awarded if they "punt" kick the ball through a gate to a team mate, and another score is awarded to any team that gets a "block" on the punt kick. Ensure that the Block is only on the Punt kick and proper technique is executed.

## PROGRESSION

Award a point for a block on any kick. Add a touch, highlight other advanced skills I.E Dummy solo.

**Aims:** Bringing Blocking into a game like scenario.

## RE-START GAME

4



60M diameter as displayed with even numbered teams 10 v 10. Start with a foot pass and they try to keep possession of the ball, by hand or foot. They score by delivering a 30M or more foot pass that's caught cleanly. Once caught they concede possession to the team by placing the ball on the ground to allow them to re start the game again with a foot pass. 1 point for every completed pass. After score you keep possession but the catcher places ball on ground for another team mate to restart the game. Have balls spread around the area so restart can be from anywhere.

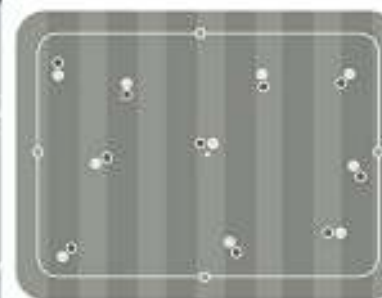
## PROGRESSION

Allow one play. Put time limit on each team's possession I.E 90 seconds.

**Aims:** Long foot passing accuracy, marking a man for a re start, getting quick re starts away.

## WALL PASS GAME

4



Between both 45M line and 10 v 10 with 4 neutral players. Adapt pitch for larger numbers. Possession game via the hand or foot. No touches and the team in possession can pass to any neutral player who must pass the ball back to the same coloured team. Neutral players are not allowed leave their station. Team in possession of the ball lose possession if they fumble the pass (drop pass).

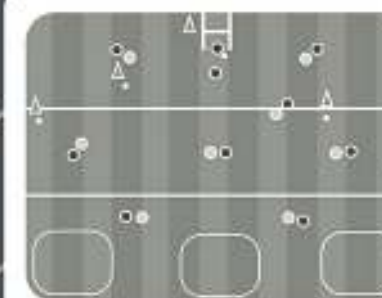
## PROGRESSION

Allow one touch. Make pitch bigger/smaller. Award a point every 10 passes. Make player do push ups if his opponent touches the ball 5 times in 2 minutes.

**Aims:** Make second runs, range of passing, tagging runners, tackling.

## TRANSITION FROM DEFENCE GAME

4



Three quarters of the pitch, 8 defenders + play 7 attackers + with Keepers + in 5 + cones are placed randomly in the defence, one must mark the kick out. Coach signals where the ball starts and the defending team must try and work the ball out to any of the squares on opposite 45M line as displayed. If attackers win ball they go for a score goal or point. Attackers must decide where to press and when to press. Defenders can kick long or work it. All in game.

## PROGRESSION

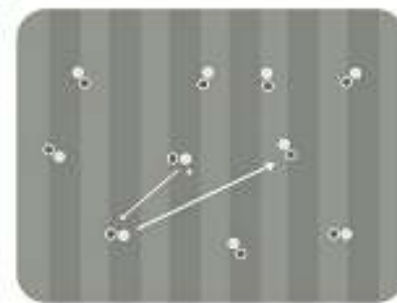
Start all plays from Keeper he can go long or short. Add extra attacker so it's a full press. Play no touches. Put time on transition from defence. Play 10 v 9 or more.

**Aims:** Quick Transition from defence to key set up areas, work ball from deep in defence. Attackers press and try to put off keeper from finding his man. Develop kick out, frees and side line balls from defence.



## LONG PASS SHORT GAME

2



Possession game between the two 45M lines. Even numbered teams 10 v 10 play a keep ball game with one condition. The sequence of passing must be long pass (over 20m) followed by a short pass (5 – 10m). Teams then should kick long and hand pass short. No plays allowed.

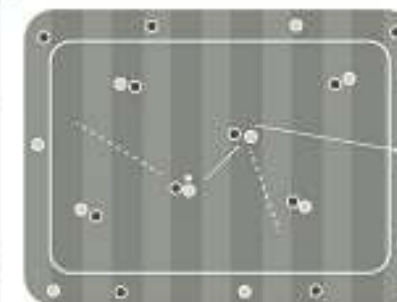
## PROGRESSION

Allow plays. Make one team uneven, make pitch bigger or smaller, award a score for 10 consecutive passes.

**Aims:** First touch, support player when he has to pass short, move into space for long pass, Skill development.

## INNER OUTER GAME

2



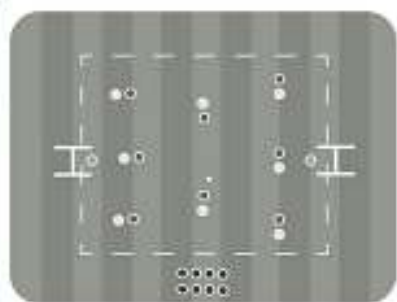
12 v 12 with 6 v 6 inside the box and 6 of each team outside as displayed. Between the two 45M lines with the inner box 50M x 20M. Outside players must be moving around during game when their team has possession but cannot enter box. The inside teams play a keep ball game the team with the ball can use its outside players to maintain possession. Rotate the outside 12 with the inner 12 after a set period of time.

## PROGRESSION

Each player swaps with the outside player he passes to. Allow outside player to be marked. Aims: Ball possession, passing and mobility, Awareness.

## NO SPACES GAME

4



8 v 8 with 8 outside grid as displayed. Small pitch with goals 30m x 30m. Goals only game played in a very tight dimension pitch, no touches quick movement of player and ball. Rotate after set time or score.

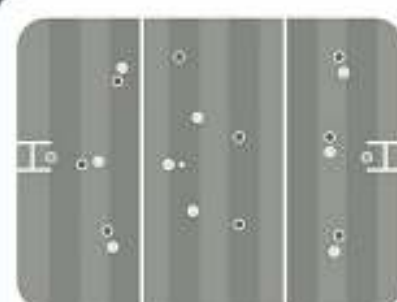
## PROGRESSION

Add 1 touch, then 2 touch then all in. Team stays on after score.

**Aims:** High intensity game, first touch, lots of physical contact, Quick decisions.

## BUILD A BEAR GAME

3



9 Vs 9 with 9 keepers in. End line to opposite 45M line or adjust for bigger numbers. Ball is thrown in as normal and - team attack red goal and + team attack yellow goal. The game begins with both teams having no touch and trying to score a goal or a point, once a team scores they are allowed one play of the ball from then on either a sole or a hep. Each team is awarded a play of the ball after each score up to 5 scores, goals or points. Once a team has scored 5 times they can play all in. Game re starts with a kick out.

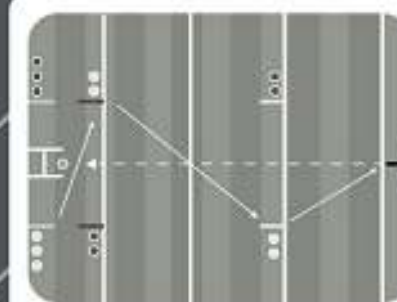
## PROGRESSION

Only award a touch for two scores or a goal. Overload one team.

**Aims:** Adapt to different styles of play in real time.

## SPEED ENDURANCE SHOOTING

4



End line to opposite 45m line with | poles on end line, | poles on 20m line | poles on half way line and | pole on opposite 45m line with two or more players at each as displayed. First - plays first ball as shown and follows it, then next player plays a longer pass and follows it, third player plays it in the path of the - who has left the centre pole, he solo's at pace and take a score then joins his team mates on the end line with a ball. + Team goes at the same time and do the same.

## PROGRESSION

Introduce a shot on goal every second go. Make runway longer. Introduce a defender.

**Aims:** Endurance work with the ball. Shooting while fatigued.

VOLUME 1

# 1 GK 1

BUILD CONFIDENCE SET POSITION LOTS OF BALLS  
TEA TRAY DIVING HANDS THE FOOT CLOCK

THE ARMS CLOCK  
STOPPING HAND

TURAS

PROVIDE  
FEEDBACK

GUNSLINGER GENUFLECTION BENCH PRESS  
PUNCHING OVERHEAD CATCH CONTROLLING HAND



GOALKEEPING  
FOR COACHES







# TURAS

## GOALKEEPING



### 4 GOALS GAME

#### What is this activity trying to improve?

- Communication
- Decision Making
- Team Play
- On the ball open play skills

### KEY COACHING POINTS

#### Head



Scanning the field. Identifying danger when opposition is in possession. Identifying opportunities when own team in possession

#### Hands



Be animated, pointing and directing

#### Feet



Always moving between the 2 goals depending on the point of attack

### HOW TO DEVELOP

#### Communication

- Only the GKs can talk during the game
- GK uses opposite side defenders to cover the goal not being attacked at



#### Decision Making

- Which goal to cover?
- To play as a sweeper so it frees a defender on the other side
- When to be an extra player when in possession



#### Conditioning

- Only the GK can cover the goals
- Goals wider apart



### COACH BY ABILITY NOT AGE



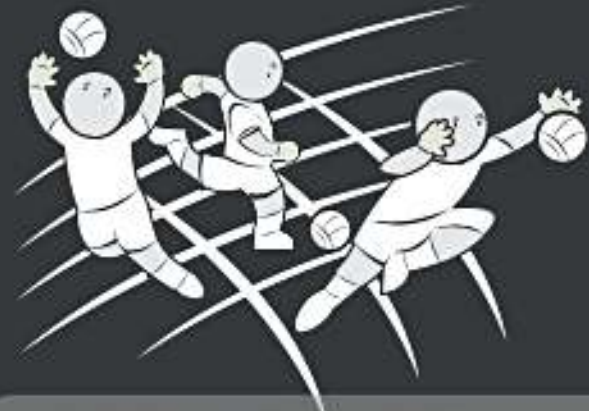
#### Progress

- Less players on a smaller pitch = more shots
- Bigger pitch = more running
- 2 balls in play
- Defenders not allowed to cover a goal

#### Regress

- Defending team always has an extra player
- Goals closer together
- Only allow close in shots (10m)
- Time limit to get shot off (less likely to be switching play multiple times)



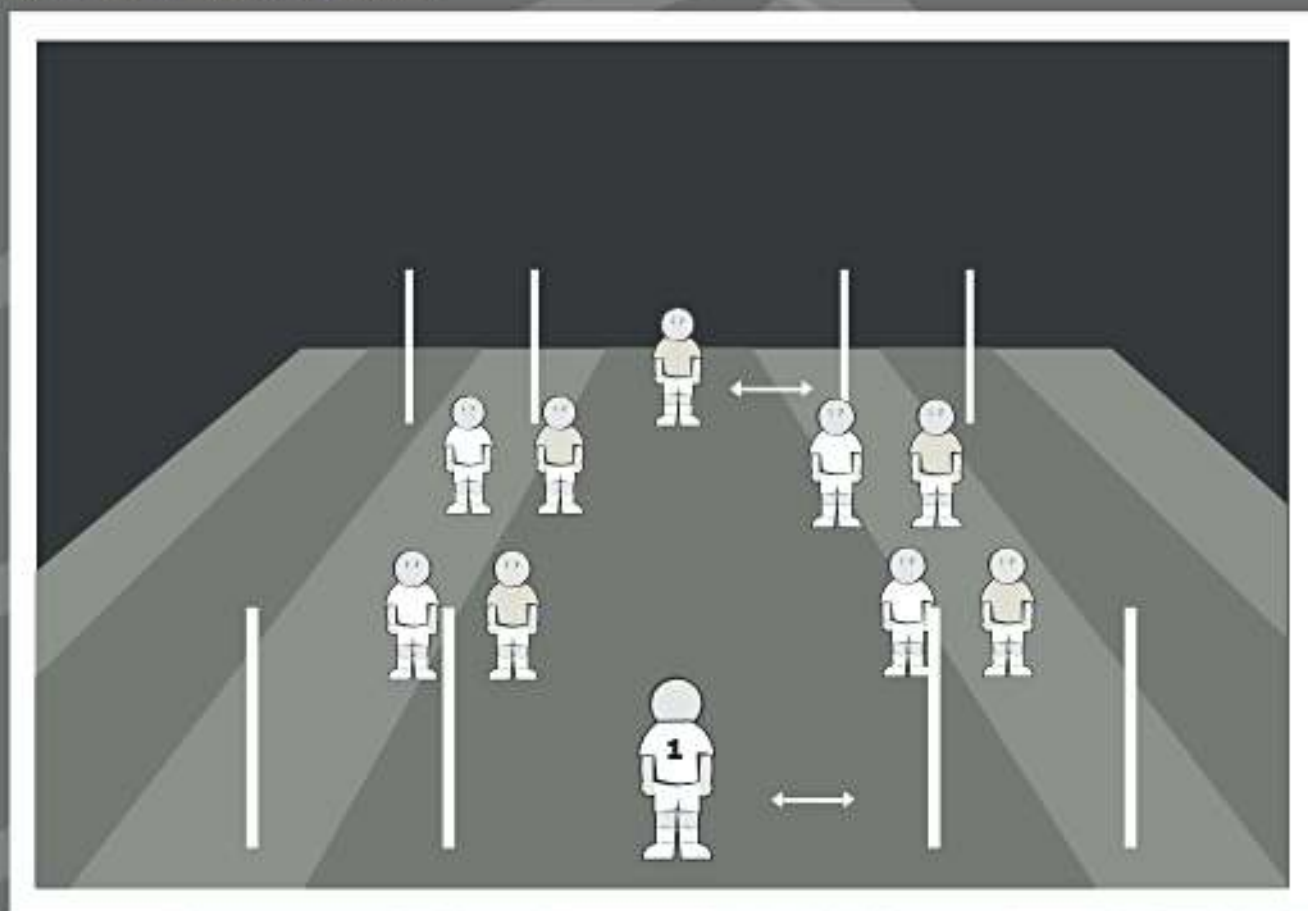


# TURAS

## GOALKEEPING



### 4 GOALS GAME



- Set up your pitch as drawn using poles or portable goals for the 4 goals
- All shots for goals must be below waist height (to stop wild shooting)
- GK's job to work with their team of players to protect both goals
- Communication very important (initially don't let other players communicate as this robs the learning from the GK)
- Encourage GK to get on the ball when their team is in possession to create the extra player advantage
- Use GK to switch play from one side to the other if under pressure
- Encourage the kick pass

## TURAS PRINCIPLES IN ACTION

**R**esembles the game

This activity not only helps your GK communicate with defenders but also helps defenders understand danger is not always in front of them but behind as well





# TURAS

## GOALKEEPING



### THE GK TRIANGLE

**What is this activity trying to improve?**

- Diving
- Footwork
- Speed

### KEY COACHING POINTS

#### Head



Eyes lock on the next ball as soon as save is made

#### Hands



Bottom hand steps, top hand controls

#### Feet



Quickly back to feet & power through on the next dive

### HOW TO DEVELOP

#### Technical

- Hands in 'Bench Press' position and good footwork across the goal.
- Using the correct technique diving, always diving forward on our side.



#### Speed/Sharpness

- Getting up off the ground in a quick, efficient way.
- Moving our feet quickly to cut the space down.



#### Technical

- When possible we must do our best to safely handle the ball and not let it spill.



### COACH BY ABILITY NOT AGE



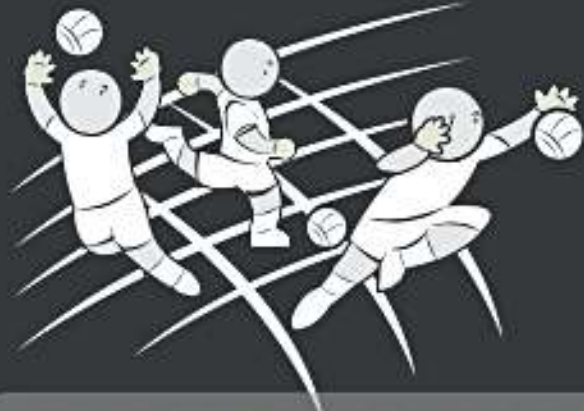
#### Progress

- Progress by changing direction mid-drill.
- Allow the servers to follow up on spilled shots.
- Shot height can be altered/random.
- Make the goals match sized.

#### Regress

- The server can roll the ball instead of kicking the ball.
- Reduce the size of the goals.
- Don't allow the shooters to shoot until the GK calls set.
- Increase server distance so that there is a better reaction time.



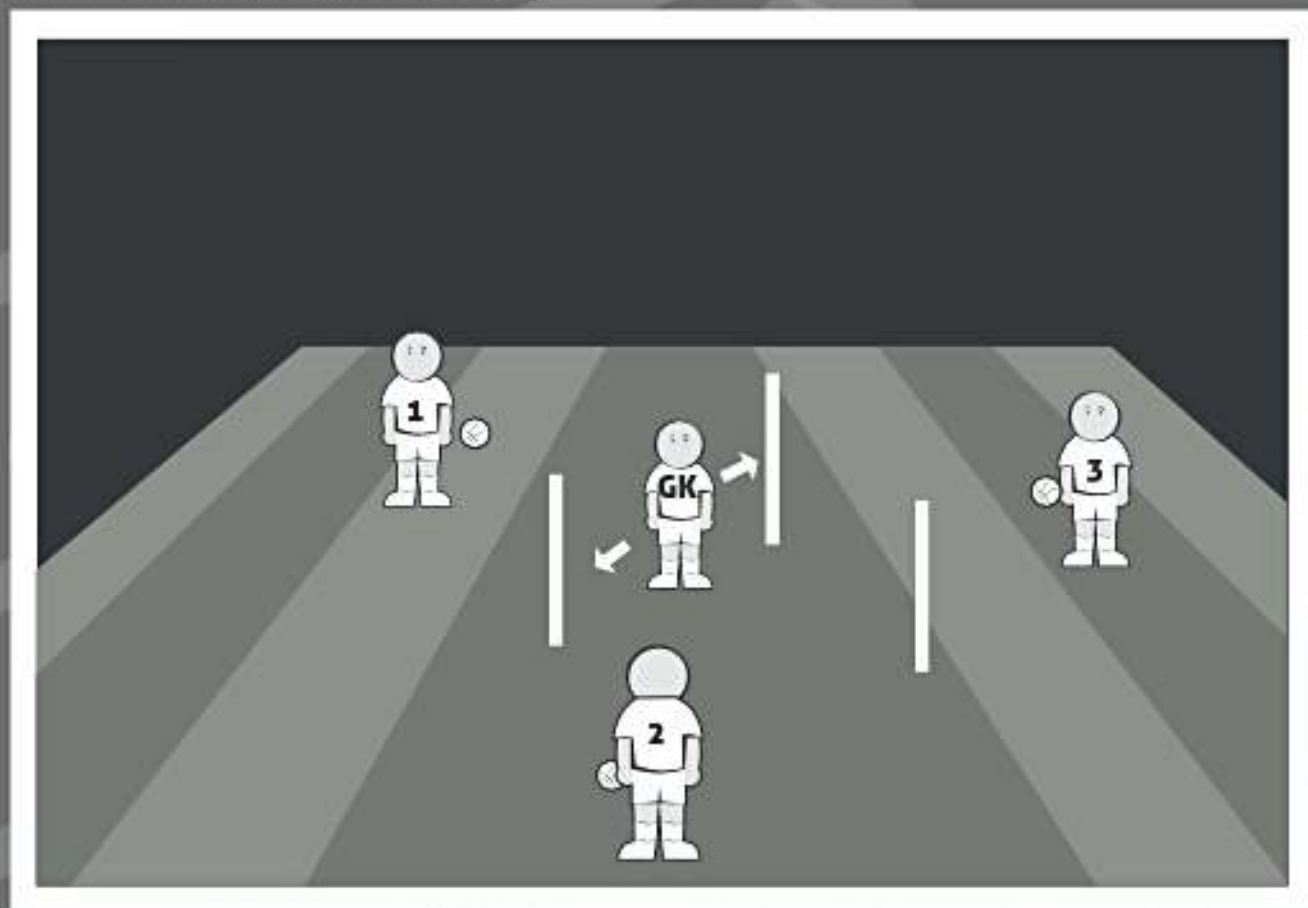


# TURAS

## GOALKEEPING



### THE GK TRIANGLE



- GK 1 lines up in the middle of one of the goals.
- They step to their right, touch the post and step back left.
- Once they step left server 1 kicks the ball low towards the corner and the GK dives to save.
- The GK then steps around the post and dives to save a shot in the next goal from server 2.
- They then finish a set by stepping around the final post and again taking a shot from server 3.
- They then repeat the game going in the opposite direction.

### TURAS PRINCIPLES IN ACTION

**S**hould be an enjoyable, developmentally appropriate & holistic GAA experience

Encourage fun and laughter between all GK's throughout this activity







### TARGET PRACTICE

#### What is this activity trying to improve?

- Speed of thought & action
- Quick footwork
- KO accuracy
- Short & long KO's

### KEY COACHING POINTS

#### Head



Listening for the call

#### Hands



For right footers arms almost 5pm, for left footers arms just after 7pm

#### Feet



Right footers almost 5pm, left footers just after 7pm

### HOW TO DEVELOP

#### Technical

- Work on 1/2 step KO's
- Practice both feet



#### Decision Making

- Decide which style of kick is most effective



#### Communication

- Communication is not all about talking, listen to coaches call & process info quickly



### COACH BY ABILITY NOT AGE



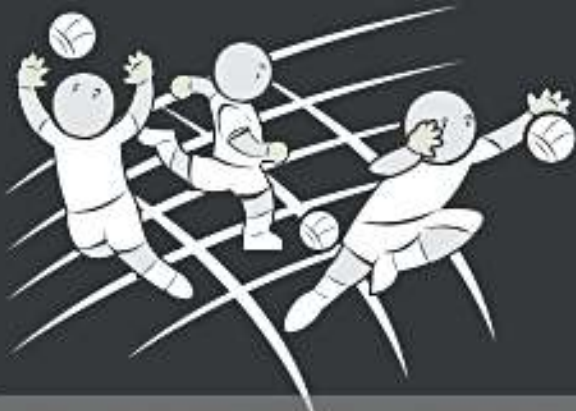
#### Progress

- Shorten distance between boxes
- Have outfielders shouting at the GK to distract & drown out the coaches call
- Make boxes smaller
- Place boxes closer to side-lines
- Use smaller balls
- Kick off weak side



#### Regress

- Outfielders can only jog
- Bigger boxes
- Boxes closer to the GK
- GK can have ball set up & be stood back before the call comes
- Only 1 outfielder covering all 4 boxes

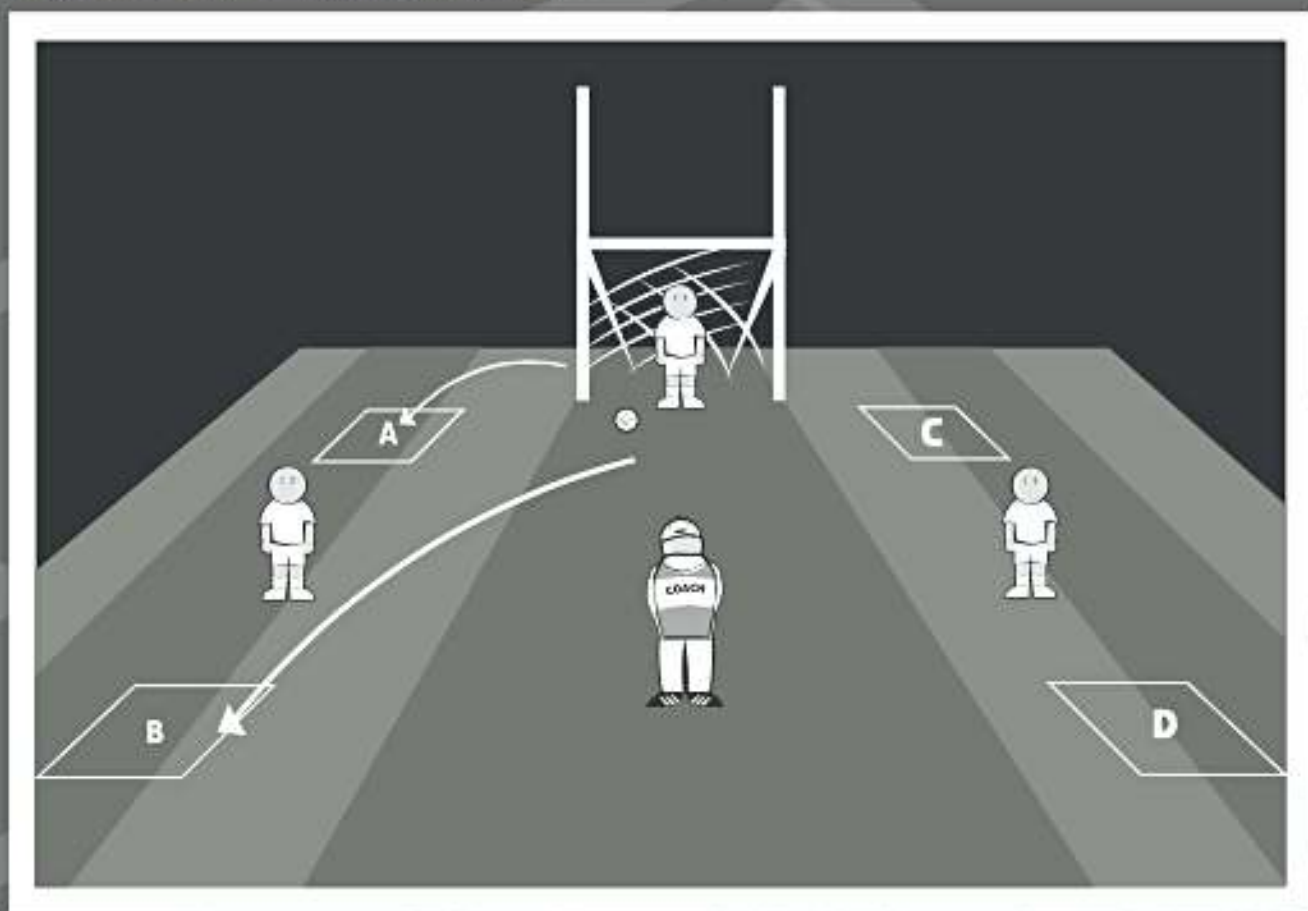


# TURAS

## GOALKEEPING



### TARGET PRACTICE



- 4 squares marked A, B, C & D
- 1 outfielder is protecting A & B with another protecting C & D
- Coach calls a letter & GK has to kick the ball to land in that square before the outfielder gets there
- Coach decides the starting point for the outfielders (to give the GK a chance)
- Change the positions of the squares

## TURAS PRINCIPLES IN ACTION

**S**hould be an enjoyable, developmentally appropriate & holistic GAA experience

As the coach sets the size of the boxes & can assign where the outfielders start from you can directly influence the success rate of the GK so they can be successful & enjoy the learning of what is a difficult skill particularly for a young GK or player new to the position







### ENDURANCE SAVES

**What is this activity trying to improve?**

- Getting off the ground fast
- Footwork
- Fitness

### KEY COACHING POINTS

#### Head



Head & chest facing the ball all the time

#### Hands



Pump elbows when moving & on saves good stopping & controlling hands

#### Feet



Quick feet & no crossing

### HOW TO DEVELOP

#### Technical

- Focus on proper technique. Lead with right hand if diving right.
- Use good footwork to get back to cone as fast and efficiently as possible.



#### Conditioning

- By adding extra cones the GK must complete extra reps.
- Ensure the GK gets back to the cone as fast as possible to limit time between reps.



#### Speed/Sharpness

- Focus on getting up and back to the cone as fast as possible after each save.



### COACH BY ABILITY NOT AGE

#### Progress

- Bigger distance between cones
- Add more reps
- Increase distance of dive
- Increase difficulty of shot

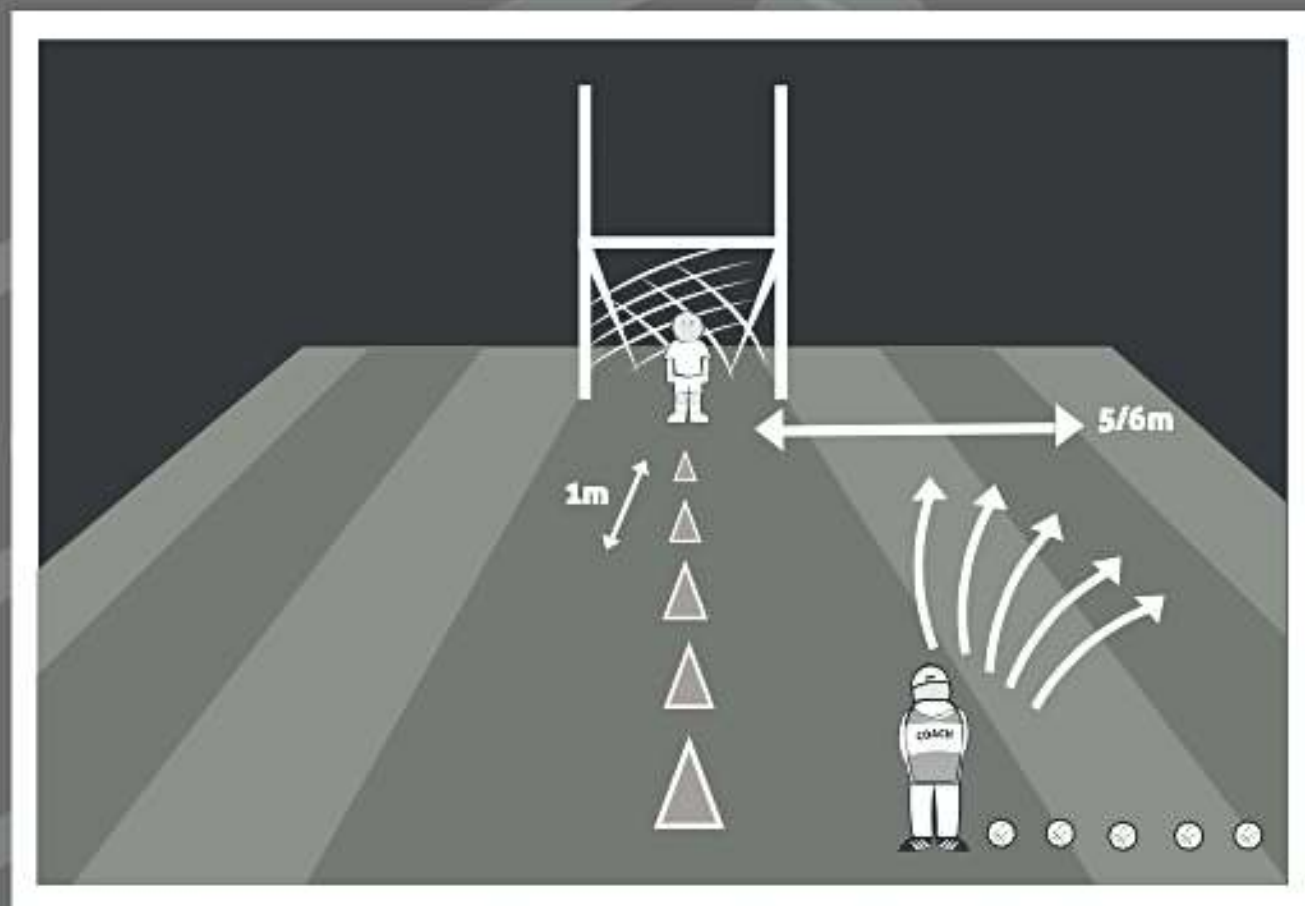
#### Regress

- Coach rolls the ball rather than kicking it.
- Place another cone on both sides of the center cone a distance that the GK can cover with a step & dive so as to give the feeder a target to aim at
- Slower rolls so the GK can set after the center cone to focus on the dive & save
- Place balls opposite the center cones so GK is diving to a stationary ball





### ENDURANCE SAVES



- GK touches cone 1 with right hand
- GK must then save a shot from feeder
- Once the ball is saved the GK moves to cone 2 and touches it then makes save again
- Repeat at all cones
- Repeat next set while diving the opposite direction

### TURAS PRINCIPLES IN ACTION

**A**ll players involved, all the time; lots of touches, lots of decisions

GK involved all the time saving shots getting off ground fast and saving again.





# TURAS

## GOALKEEPING



### SAVE THE SPIKE

**What is this activity trying to improve?**

- Movement in the goals
- Timing of diving
- Shot stopping

### KEY COACHING POINTS

#### Head



Head up, keeping an eye on the flight of the ball

#### Hands



Are they saving with top hand or bottom had (use questioning)

#### Feet



Small quick steps ready to change direction

### HOW TO DEVELOP

#### Technical

- Correct footwork across the goal.
- Hands forward in the set position.
- Body facing the play.



#### Decision Making

- Choosing whether to dive or stand up to the attacker.
- If you must dive, making sure we don't dive too early or too late.



#### Conditioning

- Have little break in between so the GK covers a lot of ground quickly.
- Ensure the pass from player 'B' to the coach is quick to have the GK move quickly.



### COACH BY ABILITY NOT AGE



#### Progress

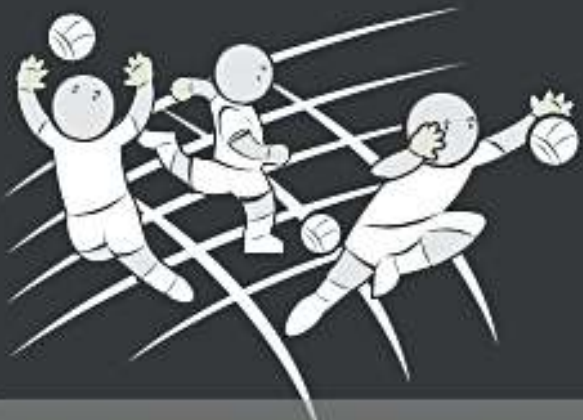
- The attacker can catch the ball and take a shot, creating another decision for the GK to make.
- Increase the distance which the GK has to cover.
- The coach can become mobile, moving to different positions.
- Player B can shoot, making sure the GK doesn't sell themselves early.
- Use a small ball to improve hand-eye coordination.



#### Regress

- Reduce the distance that the GK has to cover.
- The coach becomes static and does not move at all, only to hit the ball.
- Use a soft ball for the shot.



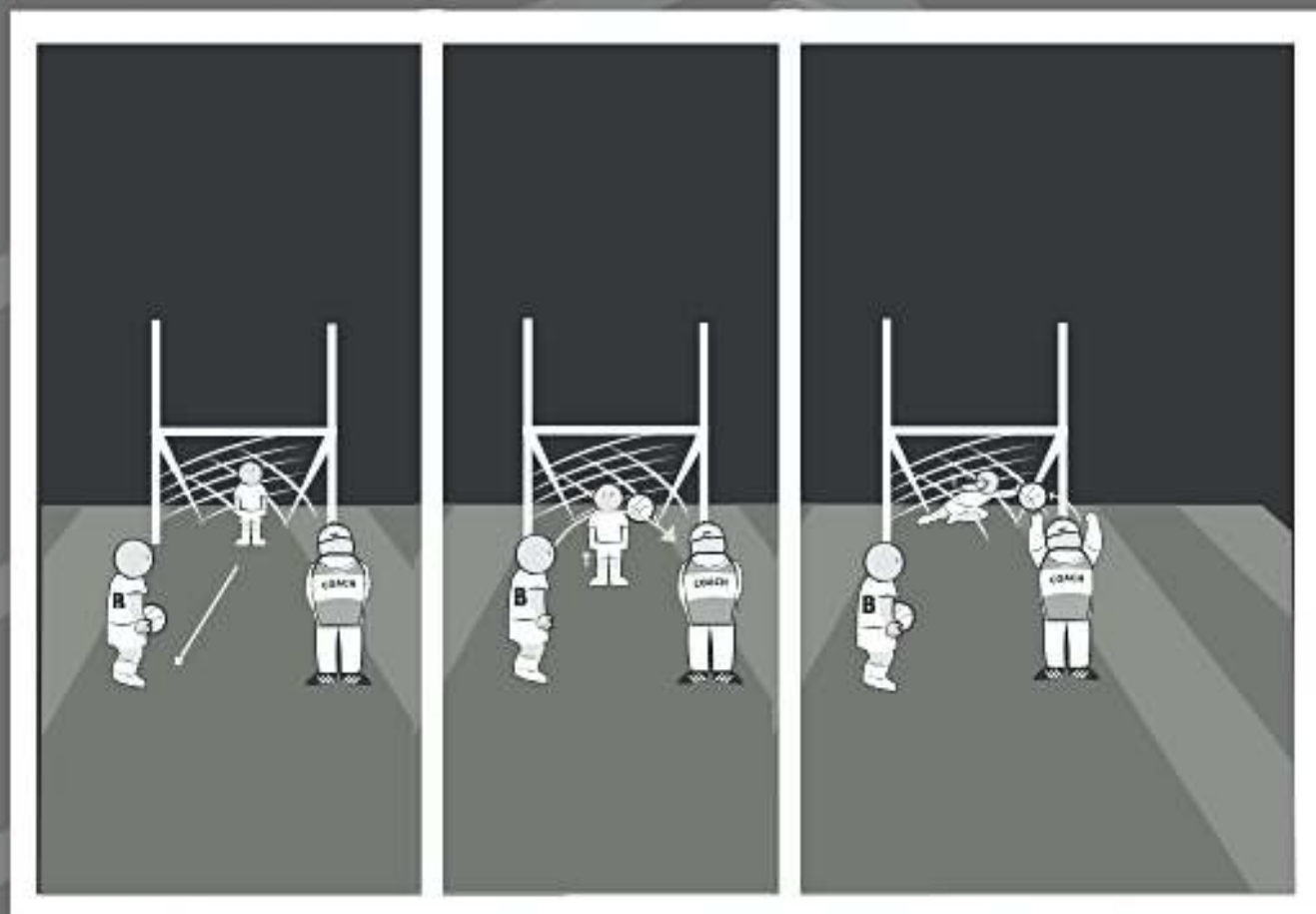


# TURAS

## GOALKEEPING



### SAVE THE SPIKE



- GK starts in middle of the goals
- They run and touch the ball in GK B's hands.
- GK B then throws the ball in the air to the coach who then palms/punches the ball towards the goals.
- The GK must shuffle across their goals and attempt to save the ball.
- Repeat from both sides.

## TURAS PRINCIPLES IN ACTION

**S**hould be an enjoyable, developmentally appropriate & holistic GAA experience

GK should really enjoy this activity - Encourage fun and laughter throughout







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# SPEED DEVELOPMENT ACTIVITIES

Speed development is a huge part of the modern game. Often we discuss wanting more fitness in our team performance but do not know exactly what we mean, most often it is the ability of our players to get to the ball first every time.

In the following page we will detail just three activities that we would like to see every team develop throughout 2022 to start to build a development pathway for running/speed mechanics that can be furthered each year. Therefore we ask that each team begins to incorporate the following activities into their warm up or immediately post warm up in their sessions:

## Pogos

- Standing on both feet hop forwards with a stiff ankle to maximise use of hips and knees.
- Double leg backwards hop
- Double leg forwards hop
- Single leg backwards hop
- Single leg forwards hop
- Single leg sideways hops
- Left - left - right - right

# SPEED DEVELOPMENT ACTIVITIES

## Dribbles

- Stand tall and resist leaning forward
- Moving quickly from left to right foot with high knees aim to land mid foot with toes pointing up throughout
- Aim to strike the ground with power to build momentum and therefore speed



## Scissors/Straight leg bounds

- Start with baby steps, legs straight but not fully locked out at the knees
- Bounce forwards from left to right foot with toes up and again aiming for mid foot strike on the ground underneath your hip
- Focus on pushing backwards with foot strike rather than flicking legs out in front of you
- Stand tall, do not lean back
- Focusing on airtime start to make bigger and faster steps as you go





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# ADDITIONAL COACHING AIDS

FOR OUR COACHES

In the following pages you will find:

- Coaches 10 Point Plan
- How Parents can help guide
- How Players can help develop themselves and their club
- Training Attendance Record
- Game Time Minutes Record
- First Aid and Concussion Awareness Information





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# 10 POINT PLAN

## FOR OUR COACHES

1. Be Prepared and Be Early
2. Make a good first impression (no second chance)
3. Greet players by name and greet their parents
4. Start (and finish) on time
5. Establish expected behaviour
6. Make first activity fun and engaging
7. Ask questions for understanding
8. Embrace Change
9. Be prepared to work as a coaching team - involve your coaches
10. Engage in continuous informal learning and development

Bonus Point: Be Yourself

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# HOW A PARENT CAN HELP IN THE PROCESS

- Attend matches to see their children play.
- Ask them how they are getting on in the club/at training.
- Sufficient rest, hydration & nutrition ([Recipes for Success](#)).
- Spend 10mins having a kick about most evenings.
- Supportive Sidelines, be supportive of the children, coaches and referees.
- Support all the Walterstown teams, with their children. Try taking your child watch other teams play to help inspire and motivate them to practise their skills and feel even more part of the club.
- Become an active member of the club. There are many roles within the club, there will also be one to suit you!
- Encourage your child to become young whistlers and coaches. This helps the younger generation within the club and helps your child understand the game and their own development better.
- Respond as soon as possible to coaches messages. This helps better organise sessions, games and other events more often.



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# HOW A PLAYER CAN HELP THEMSELVES AND THEIR CLUB

- Sufficient rest, hydration & nutrition ([Recipes for Success](#)).
- Players at all ages should try to get out for at least 10mins a day to practise your skills and practise.
- While practising daily and at training practise your left and right in kicking, soloing and hand passing.
- Be Coachable and open to new ideas and challenges
- Help tidy up during and after sessions, collect cones and put bibs and footballs correctly into the bag.
- Be Respectful of the opposition, coaches and referees.
- Support all the Walterstown teams.
- Become an active member of the club, volunteer to help younger teams and become a young whistler



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# CHILDREN'S OFFICER

## MEET MARGARET



Do you know who the club's Children's Officer is? Meet Margaret, our Children's Officer. Her role is central to maintaining the safeguarding of children and young people at Walterstown GFC and we, as a club, are committed to same.

In addition Margaret and her committee ensure that legislative requirements governing the participation of children/young people and those who work with them are maintained at all times including the Garda vetting of our coaches and volunteers.

Parents, children, coaches and mentors in Walterstown can contact Margaret on [childrensofficer.walterstown.meath@gaa.ie](mailto:childrensofficer.walterstown.meath@gaa.ie) in confidence. In addition you can view our Code of Behaviour and Safeguarding Statement on our website [www.walterstown.com/child-safeguarding](http://www.walterstown.com/child-safeguarding). Meanwhile, our Designated Liaison Officer is Mary McCabe.



# Child Safeguarding Statement



The Gaelic Athletic Associations (GAA, LGFA, Camogie, Handball and Rounders) in accordance with our Code of Behaviour (Underage), our policies, procedures and our legislative requirements have agreed this Child Safeguarding Statement, which is binding on all members and units of our Associations.

The basic aims of the Gaelic Athletic Associations include fostering and developing our Gaelic Games and Irish cultural activities among young people and children. These games and related activities are organised and promoted by dedicated volunteers at Club, County, Provincial and National levels with the cooperation and support of an equally

dedicated cohort of staff all of whom are committed to the safeguarding of children and young people in our Association as we seek to create a safe environment for young people to grow and develop.

## PRINCIPLES TO SAFEGUARD CHILDREN FROM HARM

This statement recognises that in accordance with legislation and with the requirements of our Codes and Rules that the welfare and interests of children are paramount in all circumstances. It aims to ensure that all children and young people have a positive, developmental and enjoyable experience of Gaelic Games and when participating in our activities that they do so, as far as is practicable, in a safe and enjoyable environment.

## RISK ASSESSMENT

In preparing this statement we have completed a risk assessment of the potential for harm to children when they are participating in our games and attending our activities under the following headings: Club and Coaching Practices; Complaints & Discipline; Reporting Procedures; Facilities; Recruitment; Communications and General Risk of Harm.

To the right is a list of areas of risk identified and the list of procedures and policies that address these risks.

## RISK IDENTIFIED

Risk of harm including assault, ill treatment or neglect of a child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare or sexual abuse of a child

Risk of harm of abuse when hosting an activity and or an away trip

Risk of harm of online abuse through social media

Bullying of a child

## PROCEDURE/POLICIES IN PLACE

Code of Behaviour (Underage) (QR code 1)  
Maintaining Good Practice and Behaviour (QR code 2)  
Recruitment Policy  
Vetting Policy  
Safeguarding Training Policy  
Guidance for Dealing with & Reporting Allegations or Concerns of Abuse (QR code 3)



Code of Behaviour (Underage)-Hosting, Away Trips & Transport

Code of Behaviour (Underage)  
Association Social Media Policy

Anti-Bullying Statement, Guidelines & Training

## PROCEDURES

Our Child Safeguarding Statement has been prepared in accordance with the legislative requirements contained in the Children First Act 2015, Children's First; National Guidance for the Protection and Welfare of Children (2017), the Children (NI) Order 1995, Tusla's Child Safeguarding: A Guide for Policy, Procedure and Practice and as required by our Association rules.

Each Club shall maintain a list of members who, if known, and in accordance with the Children First Act 2015 are specified as mandated persons, regardless of what role (if any), they hold in the Club.

The following procedures contained in our risk assessment support our intention to safeguard children while they are availing of our services.

- Procedure in respect of the management of allegations of abuse against any member, non-member or staff/volunteer of a child availing of our services
- Procedure for the reporting of child protection or welfare concerns to the Association, Tusla and or Gateway Team as applicable
- Procedure for the safe recruitment and selection of workers and volunteers to work with children and young people
- Procedure for provision of and access to Gaelic Games Child Safeguarding Training and information including the identification of the occurrence of harm
- Procedure for appointing a relevant person (i.e. the Children's Officer (National, Club and County as appropriate) who is the relevant person for the purpose of this statement (see name below)

## MANDATED PERSON PROCEDURES

The Mandated Person, who has a legal obligation to report harm of children as per legislation and who has been employed for the purpose of performing the child welfare and protection functions within each of our Associations is:

GAA/Rounders	Gearóid Ó Macilmhichíl	<a href="mailto:mandatedperson@gaa.ie">mandatedperson@gaa.ie</a>
Camogie	Roberta Farrell	<a href="mailto:mandatedperson@camogie.ie">mandatedperson@camogie.ie</a>
Handball	John Kelly	<a href="mailto:mandatedperson.handball@gaa.ie">mandatedperson.handball@gaa.ie</a>
LGFA	Paula Prunty	<a href="mailto:mandatedperson@lgfa.ie">mandatedperson@lgfa.ie</a>

All policies and procedures listed above are available at [www.gaa.ie/the-gaa/child-welfare-and-protection](http://www.gaa.ie/the-gaa/child-welfare-and-protection)

## IMPLEMENTATION AND REVIEW

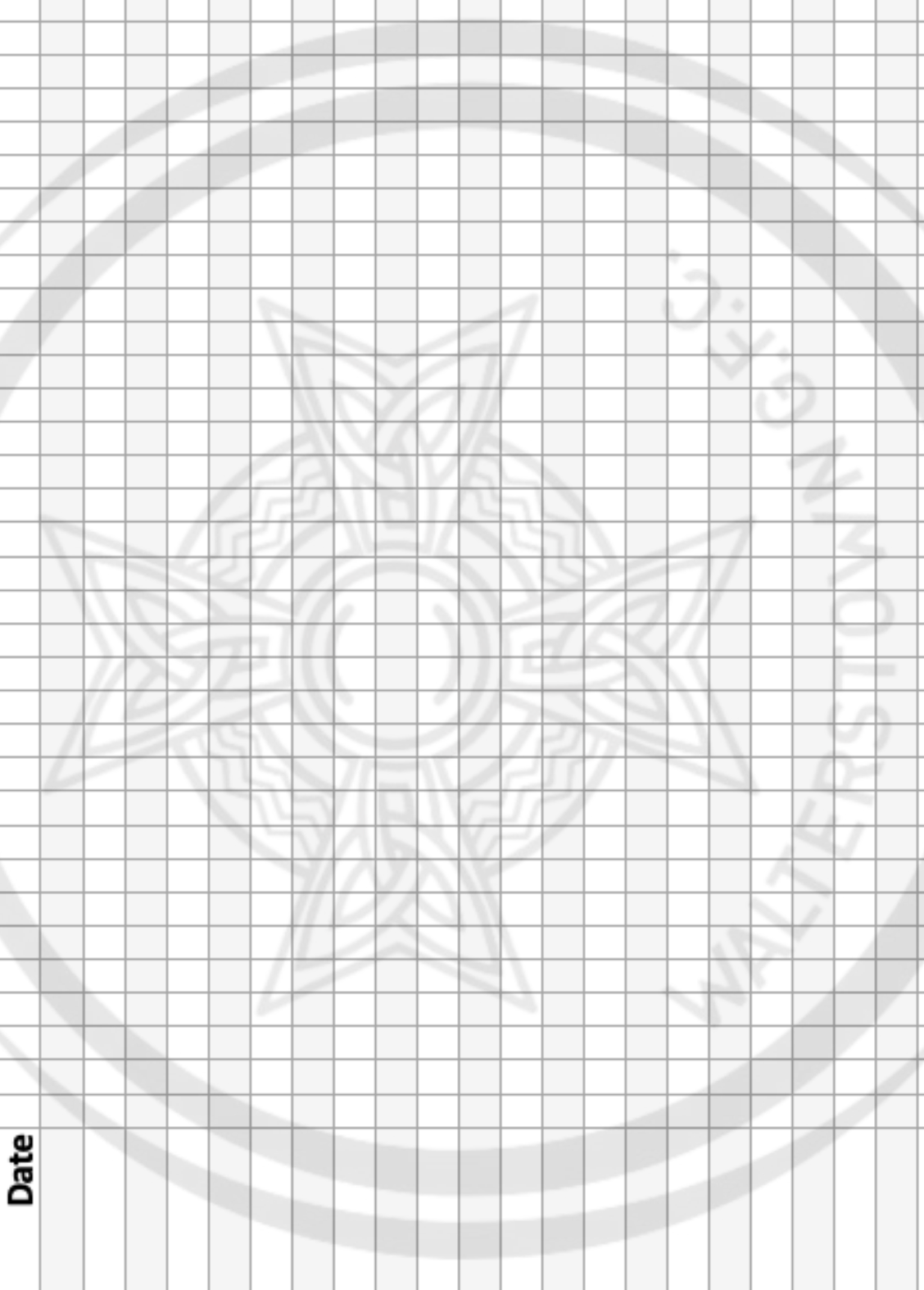
The Gaelic Athletic Associations recognise that implementation is an ongoing process. The Associations are committed to the implementation of this Child Safeguarding Statement and the accompanying child safeguarding policies and procedures that support our intention to keep children and young people safe from harm while availing of our service. This Statement adopted and endorsed by our Club Executive Committee will be reviewed by 31st of May 2023 or as soon as practicable after there has been a material change in any matter to which the statement refers.



Margaret Donnellan  
Club Children's Officer

# Training Attendance Record

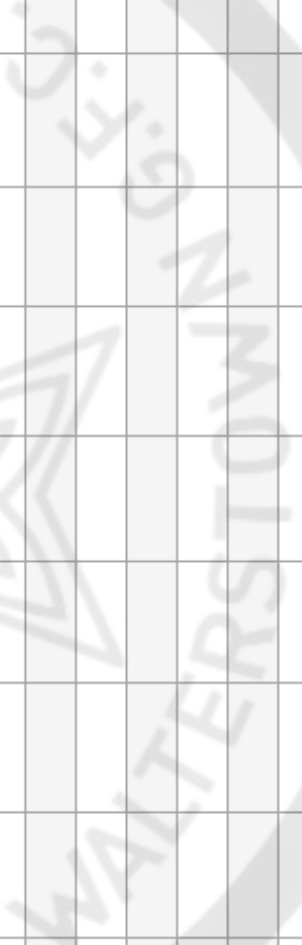
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# Game Time Minutes Record

Game Against Name	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played	Minutes Played



# FIRST AID

- Access to a fully stocked first aid kit should always be available.
- All accidents, injuries and any untoward events should be recorded on the significant incident form along with a witness statement if thought necessary.
- Team management should keep record of all injuries that occur at training and games and forward to club secretary.

## Emergency Procedures for Incident during a Session/Game

- Ensure that a vehicle has access to the playing area.
- Ensure that a qualified first-aider is available.
- Ensure that a well-stocked first aid kit is available.
- In the event of a serious injury, where the injured person cannot be moved, qualified professionals will be contacted
- In the event of removing an injured person to another area, ensure that at least two people are present.
- Emergency services must be called, if appropriate.
- Parent(s)/guardian(s) must be informed as soon as possible.
- Accident reporting procedures must be implemented.
- From a child protection standpoint it is always good policy to ask the child first before making contact, even to apply a plaster.

**WHAT IS IT?**

A concussion is a brain injury that is associated with a temporary loss of brain function. The injury must be taken seriously to protect the long term welfare of all players. A concussion is caused by a direct or indirect hit to the player's head or body.

**SIGNS AND SYMPTOMS**

Most concussion injuries occur without a loss of consciousness and so it is important to recognise the other signs and symptoms of concussion. Some symptoms develop immediately while other symptoms may appear gradually over time over a number of minutes or hours or even days. Presence of any one or more of the below signs and symptoms may suggest a concussion.

• Any Loss of consciousness	• Headache
• Clutching Head	• Dizziness
• Balance problems	• Feeling slowed down
• Drowsiness	• "Pressure in head"
• More emotional	• Blurred vision
• Irritability	• Sensitivity to light
• Sadness	• Amnesia
• Fatigue or low energy	• Feeling like "in a fog"
• Nervous or anxious	• Neck Pain
• "Don't feel right"	• Sensitivity to noise
• Difficulty remembering	• Difficulty concentrating

The following "red flag" symptoms mandate the urgent removal of a player to urgent medical attention/request for an ambulance:

**Table 1- Red Flag Symptoms**

Prolonged Loss of Consciousness	Vomiting	Severe or increasing headache
Deteriorating conscious state	Double Vision	Disorientation /Confusion
Increasingly restless, agitated or combative	Abnormalities of balance, gait or coordination	Slurred or incoherent speech
Convulsions or Tonic Posturing	Weakness or tingling/burning in arms or legs	Possible neck or spine injuries

**ACTION PLAN**

**Recognise** – The signs and symptoms

**Report** – Don't hide any symptoms

**Rehab** – Seek medical advice / Rest / Take time to recover fully

**Return** – Follow a step-wise GRTP and don't return to full contact without your doctor's clearance

If you suffer a potential concussion you should **NEVER** return to play on the day of injury. Return to play must follow a medically supervised stepwise approach and you **MUST NEVER** return to play **whilst symptoms persist**. Research has shown that when players are removed from play immediately following potentially concussive incident, this can reduce recovery time for a player versus those who play on.

**DANGERS**

A player's brain needs time to heal after a concussion. When a player's brain is still healing, it is more likely to receive another concussion. Repeat concussions can



increase the time it takes to recover and in rare cases, repeat concussions in young players can result in brain swelling or permanent damage to their brain. They can even be fatal. Young players are at increased risk of Second Impact Syndrome.

## **COPING WITH CONCUSSION**

The following are tips for coping with a concussion:

The best medical management for concussion initially is rest (Cognitive and Physical) for a minimum of 48 hours. Players often feel tired and may experience difficulties at work or school when carrying at task which require concentration. You may also encounter mood difficulties and feel depressed, anxious or irritable with family or team mates. Support should be provided to players during this recovery period including reassurance regarding following the protocols and including the player in social activities which do not put the player at further risk of concussion.

- Alcohol should be avoided as it may delay recovery and put you at increased risk for further injury.
- Minimise exposure to Screens (TVs, Phones etc) and avoid exposure 2 hrs. prior to sleep.
- Napping is not recommended. It is best to maintain normal sleep patterns to aid recovery. (20 mins max).
- Keep hydrated and eat well. Dehydration can exacerbate and prolong symptoms.
- When dealing with persistent symptoms, it is essential that you only take medications prescribed by your doctor.
- Recovery from concussion should not be rushed nor pressure applied to players to resume playing until recovery is complete. The risk of re injury is high and may lead to recurrent concussion injuries which can cause

long term damage. It is better to have missed 1 game rather than the whole season.

## **RETURN TO PLAY**

1. There should be an initial period of a minimum of 48 hours rest after a concussion
2. RTP Protocols following concussion follow a stepwise approach. **If at any stage, activity does worsen or, bring on further, symptoms return to the previous stage.**
3. Written clearance from a medical doctor is required prior to return to full contact sports.
4. Youth players should take at least 14 days before returning to full contact practice. Again, if any post-concussion symptoms return or bring on further symptoms once a player has returned to full contact practice the player should return to the previous stage.

<b>Table 2 Gradual Return to Play Protocol</b>		
<b>Rehabilitation Stage</b>	<b>Functional exercise at stage</b>	<b>Objective of stage</b>
1. No Activity (48 Hours Min.)	Physical and Cognitive Rest	Recovery
2. Light Activity (At least 4 days)	Walking, swimming, cycling, keeping intensity <70% maximum permitted heart rate	Increase HR
3. Sports Specific Exercise (At least 4 days)	Running drills,	Add Movement
4. No Contact Training Drills (At least 4 days)	Progress to more complex training drills - passing drills, progressive resistance training	Exercise, coordination and cognitive load
5. Full Contact Practice (At least 1 day)	<b>Following written medical clearance,</b> participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play (Minimum of 14 days since diagnosis)	Normal game play	Return to competitive action

## PLAYER SAFETY AND WELFARE CHECKLIST FOR GAA COACHES

Coaches have a duty of care to all players under their instruction. Coaches should ensure players are suitably and safely attired with the correct equipment and ensure there is adequate provision for First Aid. The following checklist has been devised to assist coaches with these responsibilities. Resources in relation to these topics are available on [learning.gaa.ie](http://learning.gaa.ie)

ITEM	ACTION	RESPONSIBILITY
Goalposts (both permanent and temporary)	Should be checked to ensure they are anchored securely and there are no potential injury threats from their structure by Coach before each training session/ match. Risks include danger of collapsing due to weather or interference/ collisions.	Coach [ ]
Weather Extremes & Pitch Conditions	Is there a risk of injury due to weather and or pitch conditions at the training venue?	Coach [ ]
Equipment	Coach checks that hurling equipment (hurl and helmet) is fit to use and meets GAA rules.	Coach [ ]
(For reference <a href="#">Hurling and Mouthguard Info</a> )	Coach checks that the mouthguards (football) are in use by all players as per guidelines	Coach [ ]
	Coach checks players footwear for suitability before each match/session	Coach [ ]
Conduct of players	Coach should respect the decisions of the referee.	Coach [ ]
	Coach should encourage fair play among his/her players and treat players fairly with regard to Team Selection.	Coach and Players [ ]
Injury Prevention (For reference <a href="#">GAA15 Warm-Up</a> )	Players should warm up using the GAA15 and cool down properly after matches / session.	Coach [ ]
	Each coach has access to an adequately stocked first aid kit.	Coach [ ]
	At least one mentor who is trained to have a relevant and up to date first aid qualification.	Coach [ ]
	Players with injuries or medical complaints should let these be known to their coach.	Players [ ]
	Registered players have coverage by GAA club injury insurance. Players should make sure they are paid up members of their club.	Players [ ]
Concussion	If a player suffers a collision or impact which could result in a potential concussion, a coach should remove the player from play/training and not allow to return on the same day.	Coach [ ]
	The coach should advise the players parents/guardians/ family of such an event occurring so as to ensure the player is monitored for the 24 hours following the concussive impact.	Coach [ ]
	All players are educated in relation to the GAA'S Concussion Management Guidelines. As part of this a player and/or their parent(s)/guardian(s) should advise the coach in the event of a concussion occurring while participating with another team, in another sport or in other circumstances.	Coach to arrange for players [ ]
	A player who has suffered a suspected concussion is not allowed to return to full contact training without written medical clearance being provided to the coach of the team.	Coach/Player/ Parent/Guardian [ ]



ITEM	ACTION	RESPONSIBILITY
<u>Cardiac Screening Info / Defibrillators</u>	Coaches should create awareness among players of the recommendations regarding cardiac screening. Before commencing any extremely arduous activity the coach should check with players to see if they have undergone cardiac screening as recommend by the MSW Committee.	Club/Coach [ ]
	Coach is aware of the location of Defibrillator / AED units and is trained in the use of same.	Club/Coach [ ]
<u>Anti-Doping and Supplement Advice / Recipes for Success</u>	It is club policy that players under the age of 18 are not provided or advised to use any supplement.	Club/Coach [ ]
	If supplements are being provided to adult players, only supplements which have been recommend for the player by a qualified sports dietician/nutritionist for each player on an individual basis are provided and have been batch tested and do not include ingredients on the WADA prohibited substances list.	Club/Coach [ ]
Dehydration	Players are encouraged to bring their own water bottles and should be given multiple opportunities to take on water during a session.	Players [ ]
<u>Training Load</u>	Coaches should be mindful of players other GAA, sporting, work and academic commitments when it comes to scheduling training and should encourage players to take breaks from attending training to rest and recover when appropriate/if required.	Coach [ ]

Training sessions should be undertaken in compliance with the rules of the Association and the specific code.

<http://www.gaa.ie/the-gaa/rules-regulations/>







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2022-2027

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UPDATED 2023