

GAA Award 1 Youth & Adult Syllabus (Hurling/Football)

Session 2 –Technical Proficiency

Commentary	Objectives/Outcomes	Content	Methodology of Delivery	Time	Resources
This session is a mixture of theory/ practical. The session could be conducted in a field/hall, using classroom for theory elements	That coaches be able to: <ul style="list-style-type: none"> - identify the key body movements of the advanced techniques outlined below.: 	Tutors outline the objective and format of session Ice Breaker – Tutor led -warm up with the ball. Definition of Technical Proficiency. Q. – How can technical proficiency be developed?	Tutor Led Flip chart Practical Flip chart Brainstorm & Flip Chart	10 mins	
It is essential that key elements of each technical skill can be identified by each coach.	<i>(Choose Hurling or Football)</i> Hurling <ul style="list-style-type: none"> • Hooking/Blocking/flick • Batting/Overhead striking • Catching (Overhead, Low, Body and Chest). • Evasion skills - Side stepping/Swerving/Roll • Sideline Cut, Football <ul style="list-style-type: none"> • <u>Tackling</u> - Front/Side/Behind. • Shouldering • Shadowing • Blocking • <u>Evasion</u> - Side stepping/Swerving/Roll/Changing speed & direction. 	Explain I.D.E.A. List the key body movements involved in each of the advanced skills. Tutor models best practice coaching for one skill (Block) Spot & Fix using Head, Hands, Feet Groups of fives coaching task Eg "Devise a session to introduce and teach the key elements of advanced skills using your fellow coaches as players". Tutor takes 1 or 2 of the advanced techniques and demonstrates how to coach them.	Flip chart Group work- take feedback/comments Tutor led practical Tutors provide coaching cards Observation & feedback	10 mins 50mins	Provide each coach with the standard evaluation form to familiarise them with the key qualities of a good session
The session takes technical proficiency from non-pressure to pressurised levels	That coaches will be able : <ul style="list-style-type: none"> • To develop technical proficiency through drills/ formations which demand repetition with added pressure of time, space (conditioned), opposition and/ or competition • Demonstrate effective 'How to coach skill' through the organisation of appropriate activities to develop technical proficiency. Devise, implement an activity geared to the development of the above techniques	<ul style="list-style-type: none"> - Tutor asks how you can increase pressure in your training. - Tutor explains the concept of coaching a skill from pressure to non- pressure level using the S.T.E.P. model - Tutors will set up activities with increased intensity by: <ul style="list-style-type: none"> - Applying pressure of task/time/ space/ movement/ reaction/ opposition/ competition. - Modified / conditioned playing rules. Small sided games <ul style="list-style-type: none"> - Coaches discuss in small groups assigned tasks on different techniques. - Coaches coach each other – take sample - Tutor takes debriefing Evaluation of session by coaches Tutors debrief using the standard evaluation sheet. Feedback	Brainstorming Tutor input before practical Tutor takes coaches through sample routines taking two techniques Coach Practice Tutor gives feedback referring to characteristics of quality practices etc. - Coaches works on tasks in small groups.	5 mins 10mins 20mins 20min 10min	