

Let's Play a Game!



A GAELIC GAMES RESOURCE
FOR JUVENILE COACHES

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Introduction



This coaching resource has been put together by the Antrim GAA Gaelfast Team to support the development of Gaelic games in schools and clubs. It complements the already successful GAA 5 Star initiative being rolled out in schools and clubs in Antrim covering Have a Ball, Catch & Kick, Strike it, Skill Challenges & Go Games.

This resource is aimed at Key Stage 1 & 2 areas in schools (Teachers), and from u6 to u10 at club level (Coaches / Parents).

All the sessions within this resource promote inclusive sport using the STEPS Principle which provides a framework for coaches to adapt and modify the activity, in the areas of:

- Space
- Task
- Equipment
- People
- Speed

Sessions can be adapted for all codes; Hurling, Football, Camogie and LGFA.



Warm Ups

Before playing any games children need to warm up. This sets the stage for good practice throughout the session. In warm ups children will work on the following areas:

- Agility
- Balance
- Coordination
- Catching
- Passing
- Striking
- Kicking
- Running
- Jumping
- Throwing
- Spatial awareness
- Tag games

All warm ups cover the areas of Physical Literacy which defines the movement skills of Gaelic Games.

A,B,Cs
Agility
Balance
Coordination

R,J,Ts
Running
Jumping
Throwing

C,P,S,K
Catching
Passing
Striking
Kicking

Spatial Awareness
Tag Games



BUBBLE MOVEMENTS

A warm up game that allows the children to move in a variety of ways around the hall or pitch area. Children have the protection of an imaginary bubble that they will pop if they collide with a cone or another person in the group.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Add in cross curricular themes in time tables, colours, etc. that the children are learning in schools.

How to Play



Start the game unopposed allowing all children to move around the area exploring the space. Once confident add in Mr. Bubble Popper who tries to pop children's Bubbles. Mr Bubble popper has a restriction, e.g. can only hop on 1 leg, can only pop the balloons of children holding a ball, etc.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

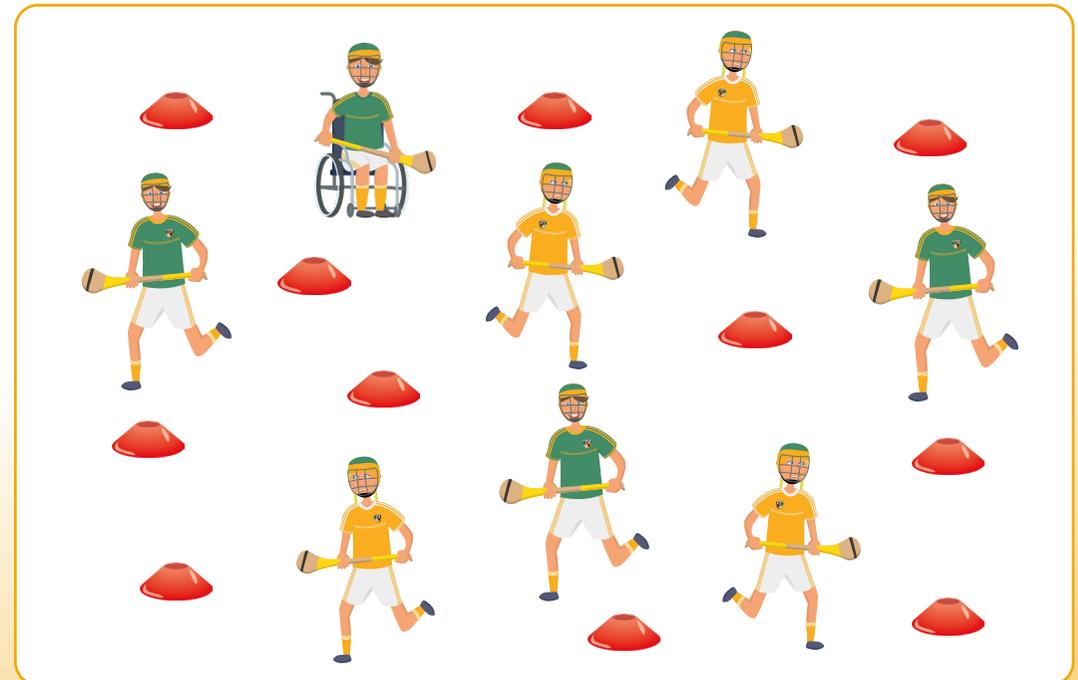
Hurling: helmets, wristy sticks, soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move: Running, Jumping, Hopping and Skipping.



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

SCHOOL RUN

Children move around the hall or pitch area, think of different forms of transport and pretend to use that to get to school. Encourage them to pick a different form of transport for every day.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Children selected to name the day of the week and how they get to school show a demonstration on their choice of travel.

How to Play



Start the game with the children moving around looking for free spaces, once they feel confident ask children to name the day that starts their school week and how they can travel to school, work your way through the whole week.

Equipment



Cones, bibs, helmets, wristy sticks and soft balls

Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to get to school, e.g. walk, run, cycle, boat, aeroplane, train, etc.
- Work your way through days of the week.



STEPS Principle

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Equipment

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Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

CUPS & SAUCERS

A fun game to help with Agility, Balance and Coordination. Children in 2 groups are tasked with having all cones looking like  cups or  saucers.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Hurling: children dribble the ball to hit the cone they must turn over.

Football: children must throw up the ball and catch before they can turn over the cone.

How to Play

Start the game with 2 teams, 1 playing as cups and the other as saucers. Children use their hands to turn over the cones to match their teams choice of cups/saucers. Set a time limit of 40 seconds.

Equipment

Cones, bibs, hurling sticks and soft balls

Hurling: hurling sticks and soft balls

Football: soft balls

Coaching Points

- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Use non dominate hand to turn cones.



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- Add in additional movements or alter the rules
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Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FRUIT SALAD

Scatter multi coloured cones about the hall or pitch. Children are asked to match cone colour to a piece of fruit and when the coach / teacher calls the name of a fruit that children have to touch with their toe. The game ends when the coach / teacher calls fruit salad and all cones are lifted.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Children can explore touching different body parts on the cones to change up the game. Start off with easy parts like hands, feet, etc. and progress on to knees, elbows, shoulders bellybuttons, chest, etc.

Hurling: solo beanbag with wristy stick.

Football: solo around hall between touches.

How to Play



Game played for a set time of 40 seconds as individuals.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

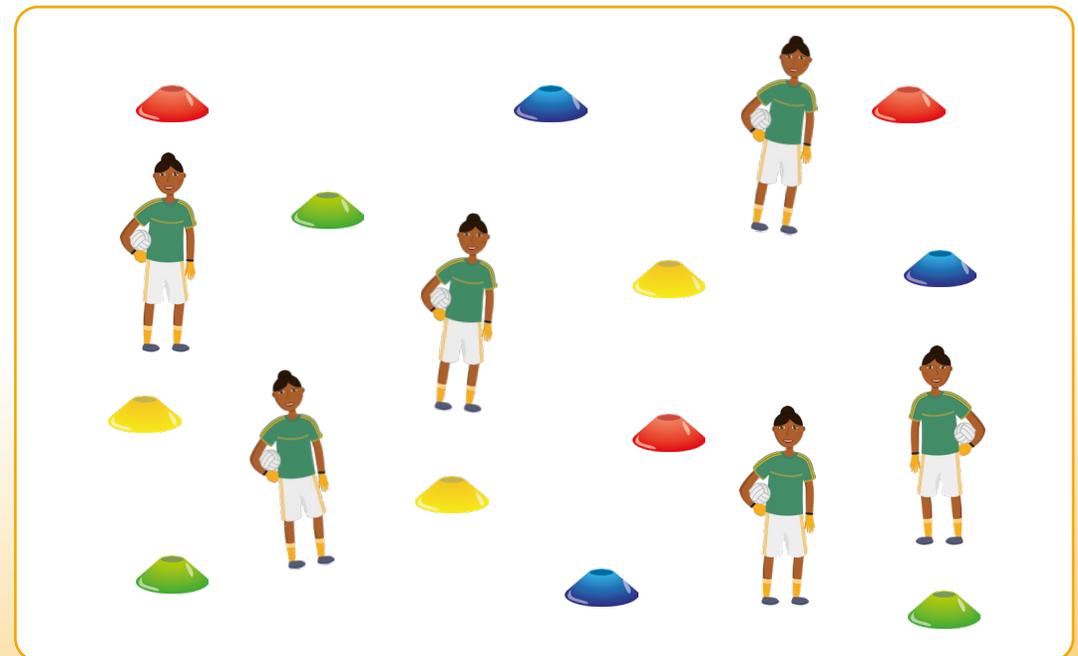
Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- When touching make sure children use soft touch not a stamp.



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Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

TRIP TO THE ZOO

Scatter large cones about the hall or pitch. Using small cones as steering wheels children drive off to the zoo, avoiding collisions with other cars or obstacles. Once at the zoo a child has to pick their favourite zoo animal and mimic its movements and sounds for the class to follow.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Children can explore animals from different parts of the world; polar bears from the Antarctic (cold climate), to the lions from the jungle (warm climate).

How to Play



While driving cars children can reverse, move forward, signal with their arm, change direction, beep horns, and park their cars at the zoo. Explore a variety of movements between animal enclosures

Equipment



Cones, helmets, wristy sticks and soft balls.

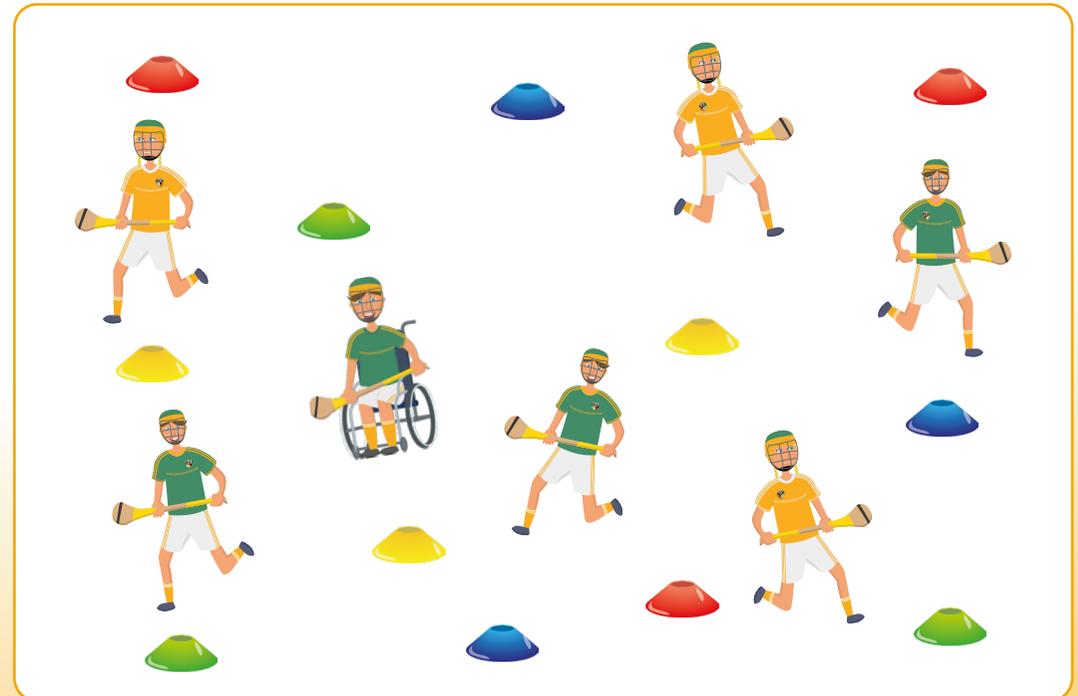
Hurling: helmets, wristy sticks and soft balls.

Football: soft balls.

Coaching Points



- Heads up looking for free spaces to move into.
- Children follow the movements and sounds of the chosen animal.
- Allow for a variety of movements.



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Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

BOATS & BRIDGES

A warm up game where players work in pairs to act as boats or bridges. Children act as bridges between cones so boats can pass under.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Children use their maths skills and times tables to reach a target before switching with their partners.

Hurling: dribble and pass under the bridge, then crawl through after the ball.

Football: move and bounce ball before rolling under the bridge. Run round the bridge to collect the ball.

How to Play



One child act as a boat with a ball and another holds a core strength position in balance as a bridge.

Equipment



Cones, hurling sticks, helmets and soft balls

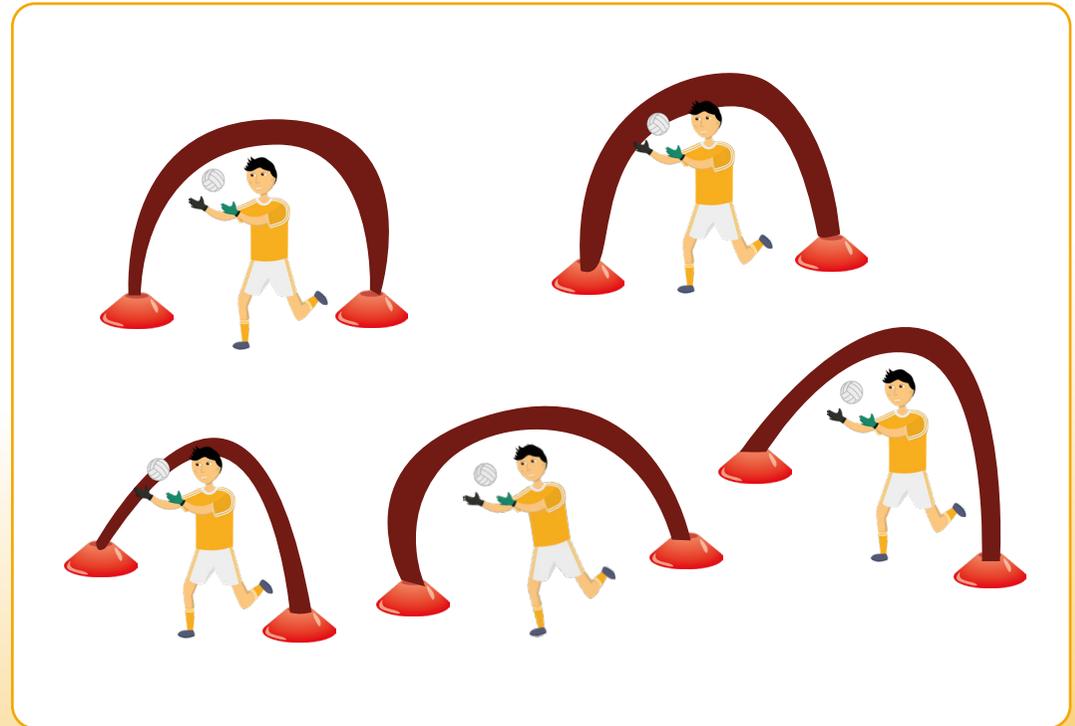
Hurling: hurling sticks, helmets and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Look to add movement condition on all players to create more tagging opportunities.



STEPS Principle

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- Vary the size of playing area
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Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

MARIO BROTHERS

In this warm up the characters from the Mario Brothers game are used to capture children's imaginations as they work their way through different levels in Mario world.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

- Use the collection of gold coins, as per the Mario game, for every successful attempt at all levels.
- Give children a target to achieve before they can move levels.
- Use children performing well to show the rest of the class how it's done.

How to Play



Level 1: children move in a variety of ways around the hall or pitch.

Level 2: children perform a side step before each cone to change direction.

Level 3: children jump over the cones to mimic a high catch in both Hurling / Football.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

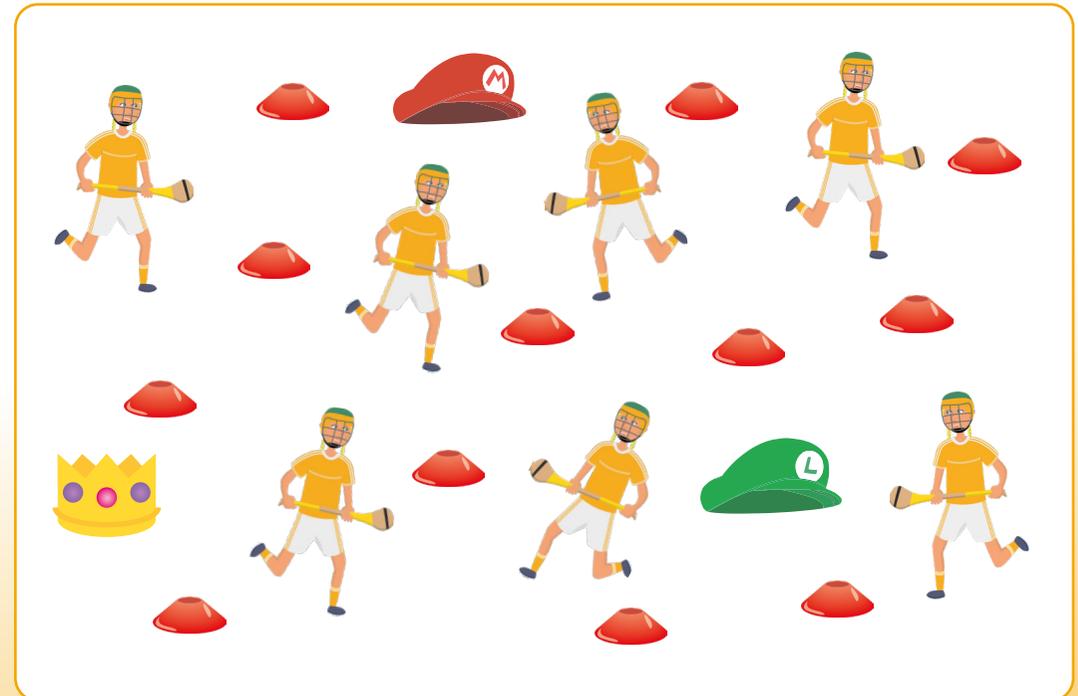
Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Children choose their favourite character from the game.



STEPS Principle

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Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

ROB THE NEST

Players run from their hoops to the centre circle and lift a ball and return it to their hoop. Players in groups of 3 maximum.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Add in as many skills to this game as you want.

- If your focus for your session was striking from the hand then using a strike from the centre circle back to your hoop base after a ball has been collected can be added in.
- Use the big cones as targets and only scoring through the targets can allow you to keep the ball otherwise the next player to go must return the ball to the centre circle before they get to lift another and strike.

How to Play



Players enter the centre circle and use a skill to lift a ball and return it to their hoop. Players can only lift 1 ball at a time and only 1 player from each group can be out running and collecting at any time.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

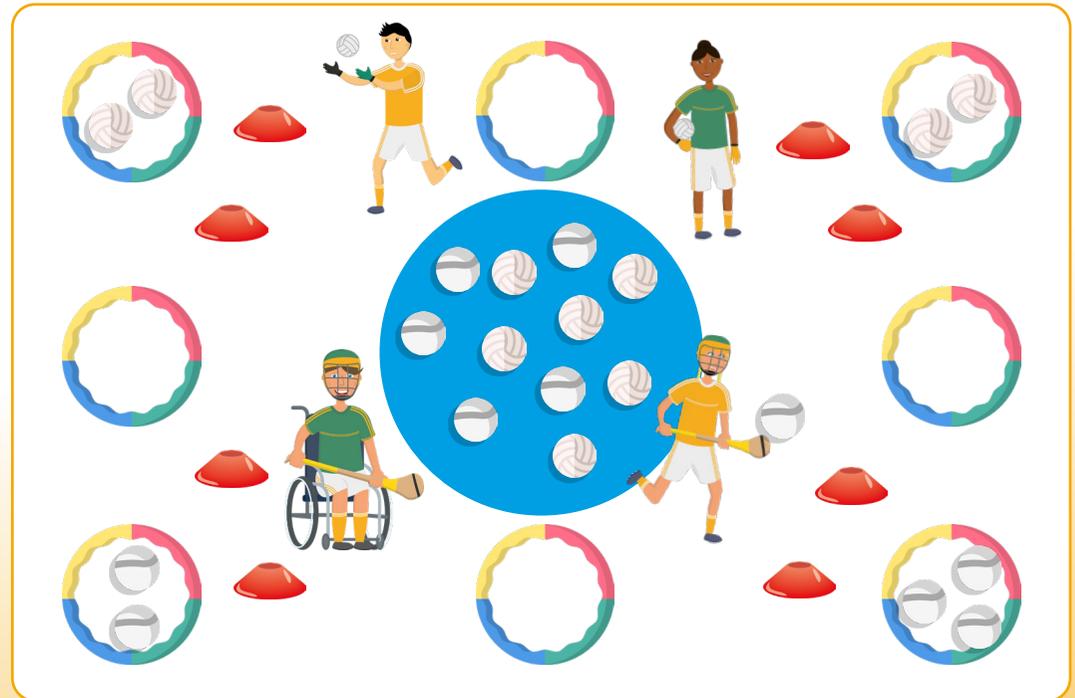
Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



Players enter the center circle and use a skill to lift a ball and return it to their hoop. Players can only lift 1 ball at a time and only 1 player from each group can be out running and collecting at any time.



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

SELFIE TAG

Tag games cover a variety of the Physical Literacy movement skills for Hurling / Football, agility balance coordination, as well as developing spatial awareness, and can include using ball skills.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Hurling: use wristy sticks and a number of soft balls to pass about, only those in possession of a ball can be tagged.

Football: add in a number of soft balls for players to pass about, only those not in possession of a ball can be tagged

How to Play



Players in blue are trying to tag all red players, once tagged the red player must adopt the lunge position, another red player must join him/her and take a selfie to release the player.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

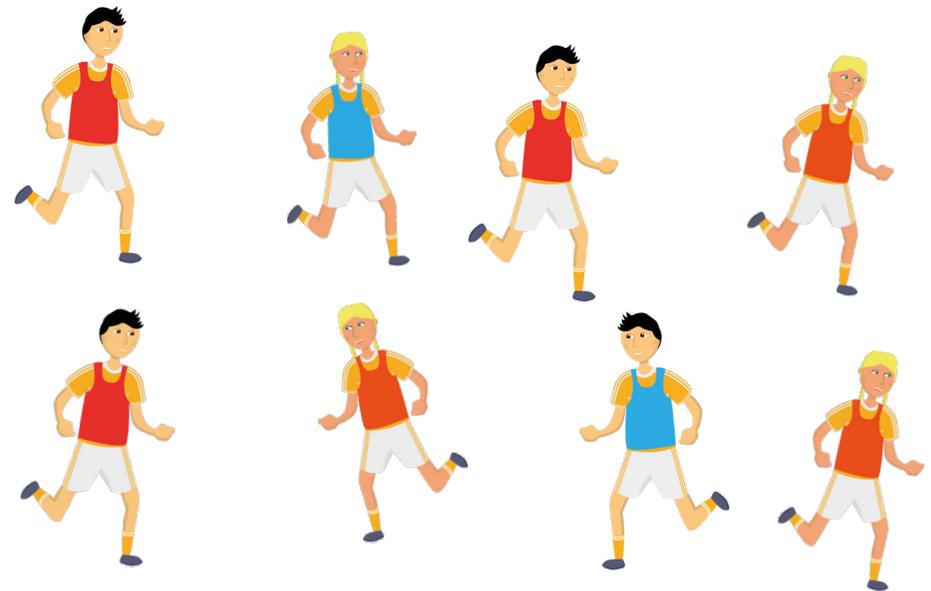
Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Look for balance in the lunge position of the captured players.



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

TOILET FLUSH

Tag games cover a variety of the Physical Literacy movement skills for Hurling / Football, agility balance coordination, as well as developing spatial awareness, and can include using ball skills.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Hurling: use wristy sticks and a number of soft balls to pass about, only those in possession of a ball can be tagged.

Football: add in a number of soft balls for players to pass about, only those not in possession of a ball can be tagged

How to Play



In this tag game players in red are trying to tag all yellow players, once tagged the yellow player must adopt the lunge position and out stretch their arm, another yellow player must sit on their knee and flush the toilet by pushing down on their out stretched arm.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Look for balance in the lunge position of the captured players.



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
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Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FROZEN TAG

Tag games cover a variety of the Physical Literacy movement skills for Hurling / Football, agility balance coordination, as well as developing spatial awareness, and can include using ball skills.

With these types of warm up games the coach needs to re-enforce the importance of keeping heads up, looking for free spaces and avoiding teammates.

BE CREATIVE...

Hurling: frozen players can be unfrozen by the sun king/queen or if balls are introduced they must catch a hand pass.

Football: frozen players can be unfrozen by the sun king/queen or if balls are introduced players solo round frozen players to release them.

How to Play



A tag game where the ice god/queen and sun god/queen either freeze or heat up all the children. Ice god in blue tags all the children in the game to freeze them, the sun god in red has to place the sun cone on their head to set them free.

Equipment



Cones, bibs, beanbags, helmets, wristy sticks and soft balls

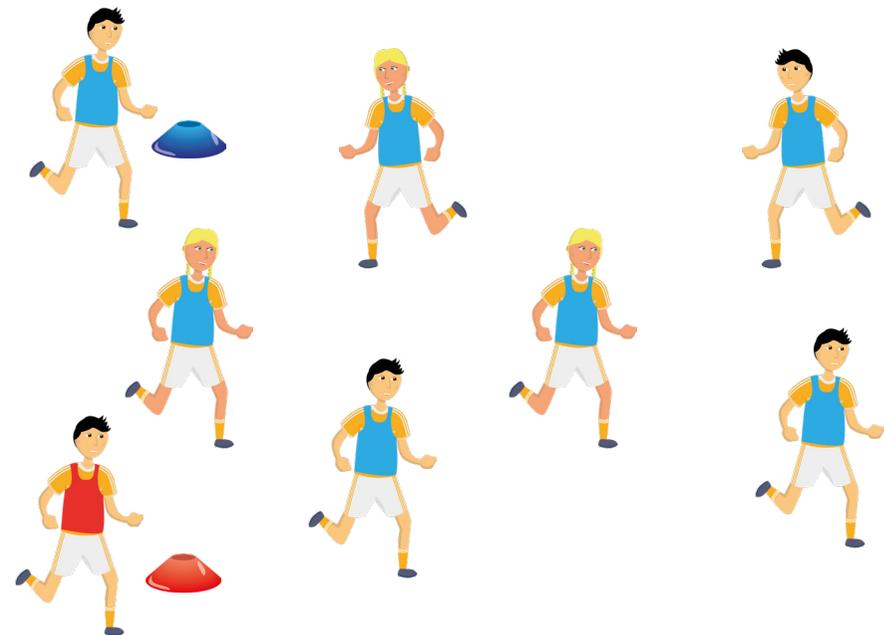
Hurling: helmets, wristy sticks and soft balls

Football: soft balls

Coaching Points



- Heads up looking for free spaces to move into.
- Add in a variety of ways to move.
- Look to add movement condition on all players to create more tagging opportunities.



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- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

Gaining Possession Skills and Games

These games are based on gaining possession of the ball and are broken down into the following skills and games.

Football / LGFA Skills

- Crouch Lift
- Chip Lift
- Body Catch
- High Catch

Football / LGFA Games

- Litter Pick
- Chip n Dales
 - Diggers
- Pick the Fruit

Hurling / Camogie Skills

- Roll Lift
- Jab Lift
- Body Catch
- High Catch

Hurling / Camogie Games

- Rock N Roll
- Jabba the Hoop
- In the Basket
- High in the Sky



CROUCH LIFT / LITTER PICK

Scatter at least a ball for all children on the ground and ask the children to pick up the balls using the crouch lift. Once picked up the children place the ball in a free space and look for another ball.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Move to the ball, bend at the hips and knee supporting the foot beside the ball, place hands in front of ball, fingers spread, bring through the lifting foot scooping the ball into the hands, and draw the ball into the body.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Add in a bit of opposition 1 or 2 players to put a bit of pressure on the lift.
- Add in, children must perform a wall throw and catch after crouch lift.

Regression

- Set out zones for those children still working on their lifts where they can't be challenged.
- Provide a bit of 1 on 1 coaching to those struggling.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

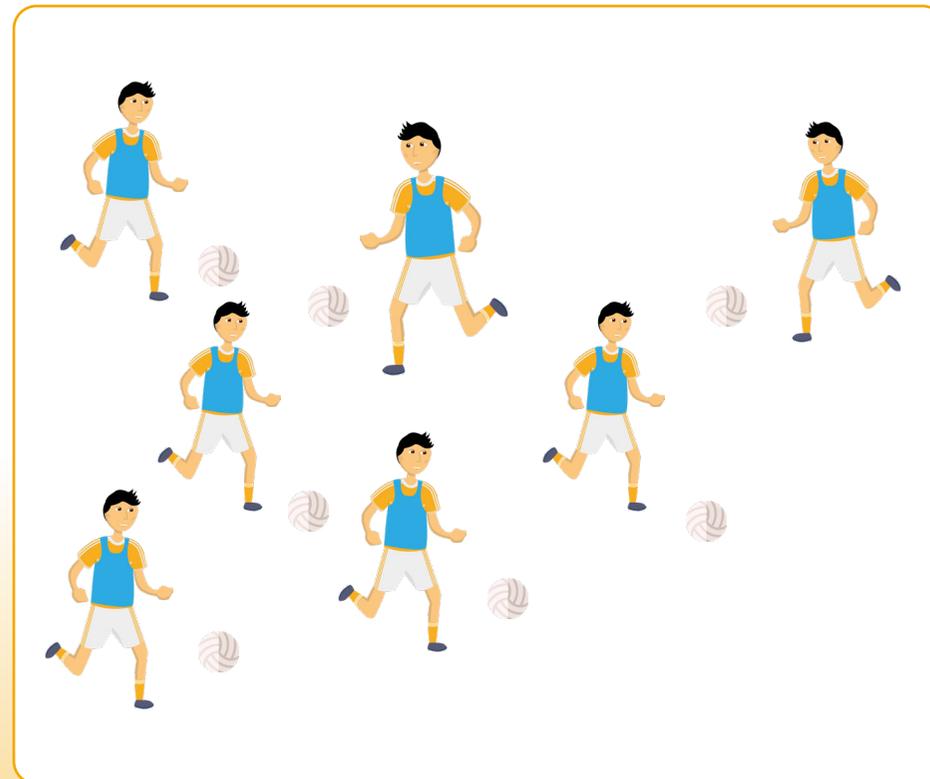


- Not crouching to lift balls.
- Not placing hands in front of ball.
- Touching the ball on the ground.

Equipment



Footballs, bibs, targets, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

CHIP LIFT / CHIP 'N' DALES

Using gates as targets, in pairs players move around the variety of gates where one child rolls the ball towards their partner to chip lift the ball. The rolling partner now picks a different gate and is followed where roles are reversed.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Roll the ball along the ground. Plant standing foot ahead of ball as it comes towards you. Plant toe of striking foot under the ball as you move forward. Continue forward movement to catch ball as it rises.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Set a time limit to see how many each pair can achieve.
- If they chip and carry through cones they get a score.
- The team with highest score shows the class/team mates how it's done.

Regression

- Teacher/Coach rolls the ball for those children who need it.
- Static roll and lift without the movement to other gates.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors



- Not placing standing foot forward ahead of ball.
- Not placing striking toe under ball.
- Not Moving forward to catch.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

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- Vary the size of playing area
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- Reduce the size will increase difficulty

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- Add in additional movements or alter the rules
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Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
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Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

BODY CATCH / DIGGER ARMS

Using cones as distance targets, in pairs players pass and catch a ball. Every 2 successful catches allows group to move back cones to widen distance.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Keep eyes on the ball, move to catch between the arms and the chest. Extend the arms in front, with elbows close together and palms facing up. Relax the chest on impact to cushion ball and secure with both hands.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Child passing steps forward to challenge catcher.
- Add in movement after catch to different cones to perform pass and catch.
- Use math's learning to practice counting i.e. 2 points for every catch first pair to 20, if ball drops start at zero again.

Regression

- Teacher/Coach passes the ball for those children who need it.
- Static pass and catch over short distance.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

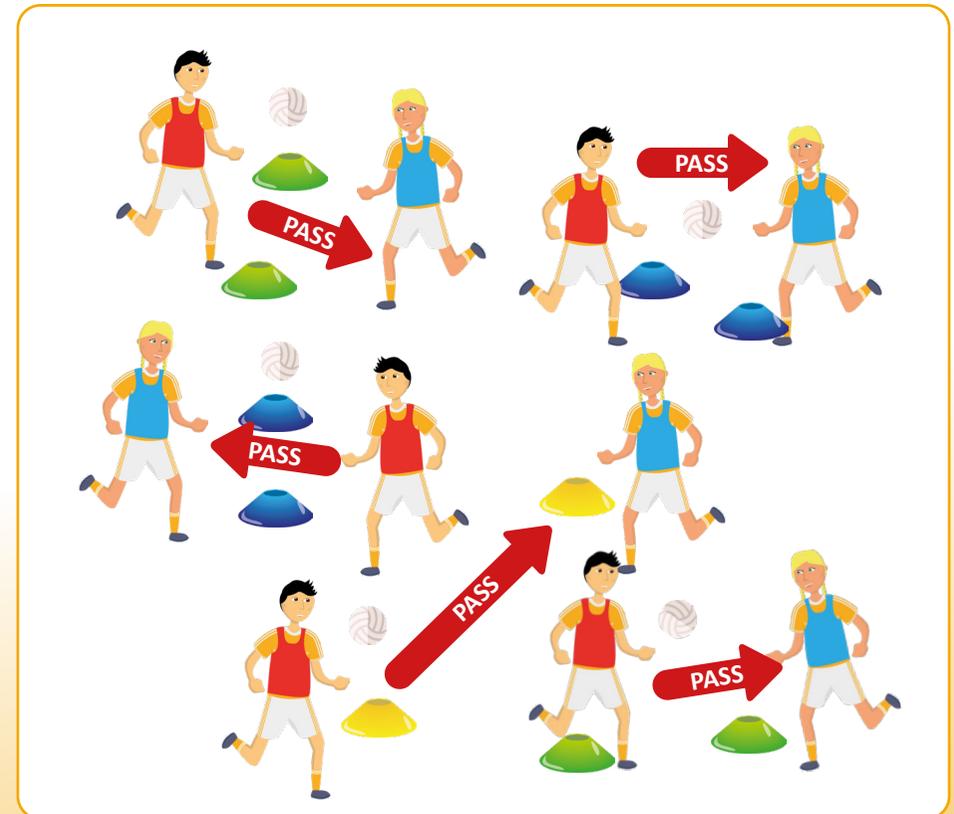


- Closing the eyes.
- Leaning back as ball approaches.
- Elbows and arms too far apart.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

HIGH CATCH / PICK A FRUIT

Using children in pairs: one child is the tree with a ball hanging from its branches. (child holds ball out away from their body as high as they can); the second child runs and jumps to pick the 'fruit' off the tree and returns ball to tree before moving to new tree pick another piece of fruit.

USE THE IDEA METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Move forward and plant the jumping foot and extend upwards raising the other knee.
- Extend arms over the head with head up and eyes on the ball. Spread the fingers to form 'w' shape behind the ball. Draw the ball into chest before landing.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Child passing steps forward to challenge catcher.
- Add in movement after catch to different cones to perform pass and catch.
- Use math's learning to practice counting, i.e. 2 points for every catch first pair to 20, if ball drops start at zero again.

Use the Head, Hands and Feet Method to break the skill down.

Regression

- Teacher/Coach passes the ball for those children who need it.
- Static pass and catch over short distance.

Common Errors



- Not raising the knee on jump.
- Not extending the arms fully.
- Jumping too early or late.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

ROLL LIFT / ROCK 'N' ROLL

Scatter at least a ball for every player, Teacher/Coach plays music and the children try to roll lift as many balls as they can until the music stops. After every roll lift the children place the ball in a free space and look for another ball.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Place the non-dominant foot beside the ball. Bend the hips and knees bringing the head over the ball. Toe of hurl should be away from body with thumbs pointing towards the ball. Using your hurl roll the ball towards the body and slide the toe under the ball. Release non dominant hand from hurl and catch with a cupped hand.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Child after roll lifting the ball must make a pass and catch off a wall before setting ball down.
- Provide opposition to roll lifting the ball, how many in 30sec
- Use math's learning to practice counting ie, 2 points for every roll lift first to 20points.

Regression

- Teacher/Coach has 1 v 1 coaching session.
- Static roll lift with same ball in zoned area for comfort.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

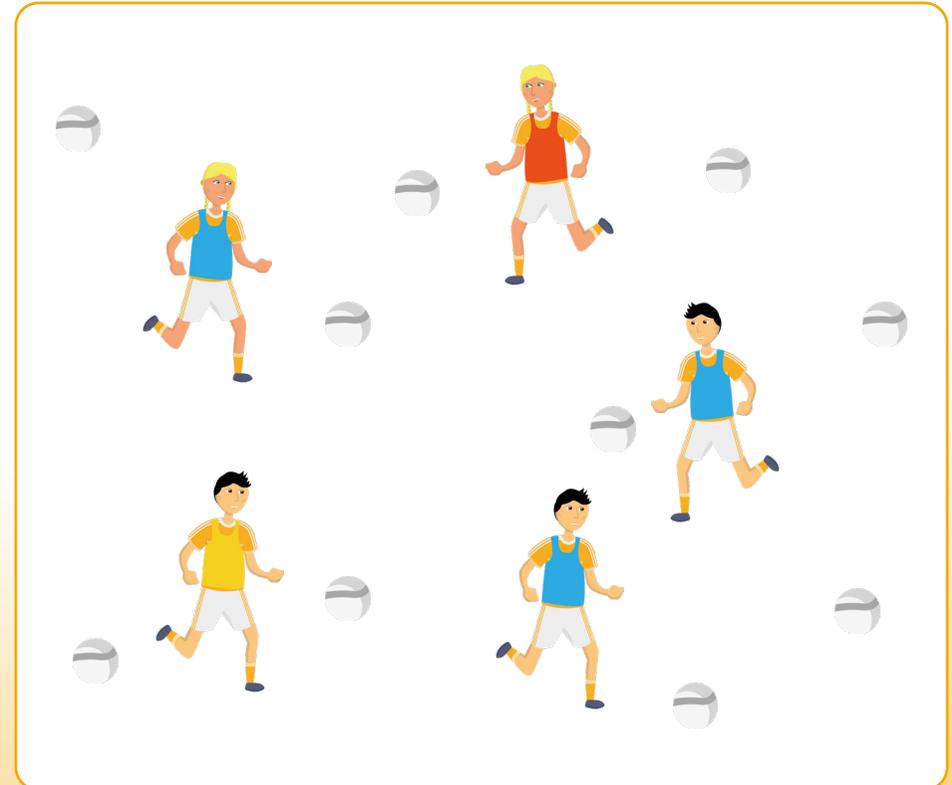


- Holding the hurl with the toe facing inwards.
- Holding the hurl at too great an angle.

Equipment



Helmets, hurling sticks, bibs, cones, balls, stop watch, whistle and music player



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

JAB LIFT / JABBA THE HOOP

Children are jab lifting the balls and filling up the hula hoops placed round the area.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Adopt a lifting position, eyes on the ball. Toe of the hurl pointing away from body on the dominant side with thumbs pointing towards the boss. Slide the toe under the ball to lift it. Release the non-dominant hand to catch the ball low and in a cupped hand.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- In pairs 1 player jab lifts while the other provides opposition and tries to prevent them placing ball in hoops.
- Add in a pass and catch off the wall before placing in the hoop.
- Players compete against each other's scores.

Regression

- Players in a zoned area practice jab lift on their own with Teacher/Coach support.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

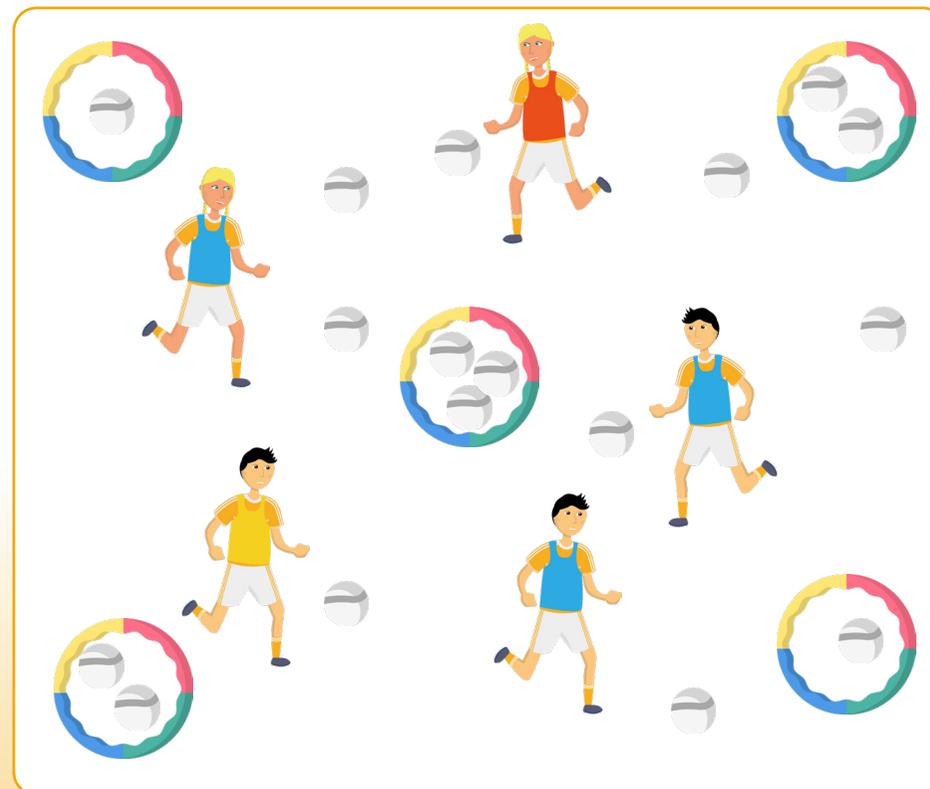


- Holding the hurl with the toe facing inwards.
- Holding the hurl at too great an angle.
- Catching the ball in the hurl hand.

Equipment



Helmets, hurling sticks, bibs, cones, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

CHEST CATCH / IN THE BASKET

Children are in pairs - blues in the hoops and reds with a ball. Reds move around the area making a chest pass for a chest catch and return. How many can they complete in a set time?

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Eyes fixed on the ball, non-dominant hand close to chest with palm facing up in a cupped position, allow ball to rest in cupped hand and not thrust towards ball. Protect catch behind the hurl.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Child passing steps forward to challenge catcher.
- Add in movement after catch to different cones to perform pass and catch.
- Use math's learning to practice counting, i.e. 2 points for every catch first pair to 20, if ball drops start at zero again.

Regression

- Teacher/Coach passes the ball for those children who need it.
- Static pass and catch over short distance.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

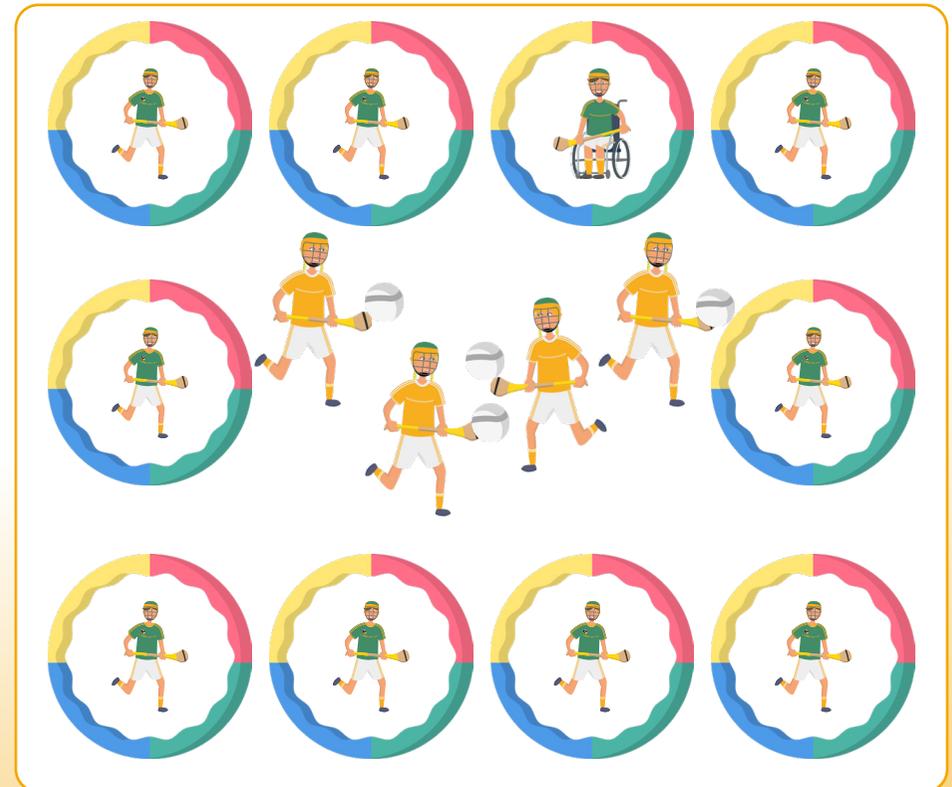


- Not keeping eyes on the ball.
- Planted feet restricting movement.
- Palms not facing up, close to chest.

Equipment



Helmets, hurling sticks, bibs, cones, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

HIGH CATCH / HIGH IN THE SKY

Children in pairs work together to lob a ball to each other through a set of gates to promote a high catch.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Move towards the ball with eyes fixed on the ball. Release the non-dominant hand and raise it above your head. Raise your hurl above the head to protect the catching hand. Relax the hand on impact catching the ball with your fingers.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Child passing steps forward to challenge catcher.
- Add in movement after catch to different cones to perform pass and catch.
- Use math's learning to practice counting, i.e. 2 points for every catch first pair to 20, if ball drops start at zero again.

Regression

- Teacher/Coach passes the ball for those children who need it.
- Static pass and catch over short distance.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Moving too quickly under the ball.
- Grabbing at the ball.
- Failing to protect catching hand.

Equipment



Helmets, hurling sticks, bibs, cones, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

Maintaining Possession Skills and Games

These games are based on maintaining possession of the ball and are broken down into the following skills and games.

Football / LGFA Skills

- Bounce
- Solo
- Feint / Sidestep
- Evasion / Roll

Football / LGFA Games

- Squash the Bugs
- Spiders Web
- The Enchanted Forest
- Roller Ball

Hurling / Camogie Skills

- Dribble
- Solo
- Feint / Sidestep
- Evasion / Roll

Hurling / Camogie Games

- Cone Goals
- Rob the Nest
- Zombie Run
- Roller Derby



THE BOUNCE / SQUASH THE BUGS

Scatter flat mats, at least 1 for each child. Children must work their way round the area bouncing their ball on the mats like they are bugs.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Hold the ball with both hands, eyes on the ball. Spread the fingers behind the ball, extend the arms, pushing the ball to the ground. Extend both arms towards the ball as it returns, spread the fingers and cushion the ball into the hands. Hold the ball securely and bring into body.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Give children a target of bugs to squash in a set time.
- Add in a wall pass and catch or solo after each bug squashed.
- Add in bug protectors who try to protect bugs by delaying children squashing the bugs.

Regression

- Set out zones for those children still working on their bounce where they can't be challenged.
- Provide a bit of 1 on 1 coaching to those struggling.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

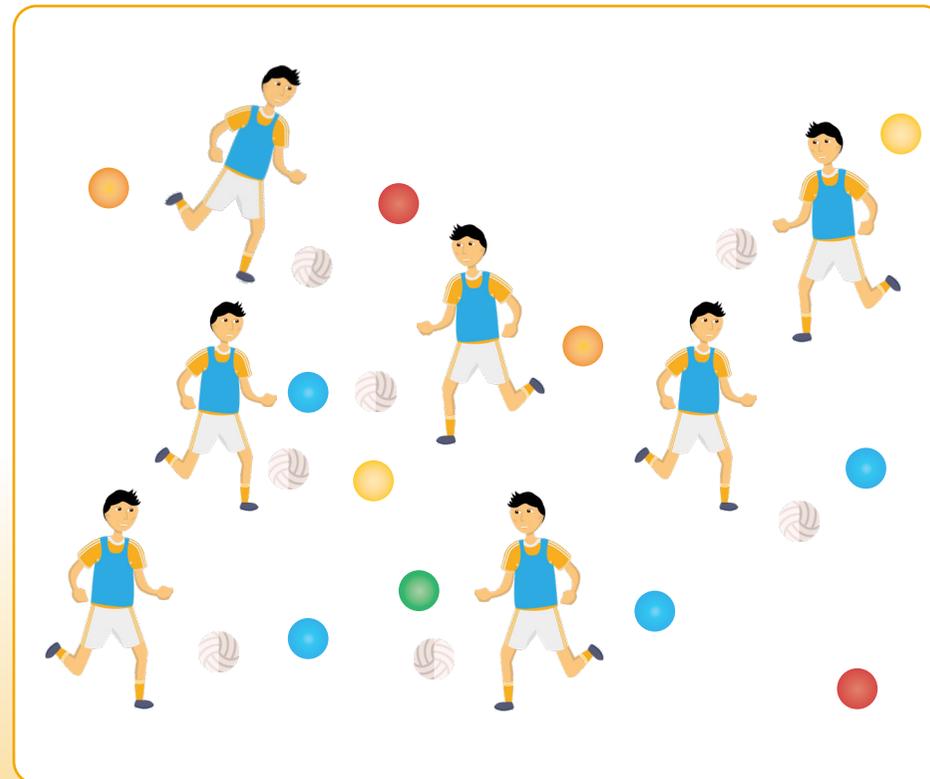


- Bouncing the ball with two hands.
- Bouncing too soft or hard.
- Attempting to catch with one hand.

Equipment



Footballs, bibs, mats, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

SOLO / TOE TAP / SPIDERS WEB

Scatter some cones around the area, if children touch a cone or miss a solo / toe tap it awakens the spider who enters the web to try and catch some food. Players caught must leave the spiders web and perform 5 toe taps before joining back in.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Release the ball onto the hand at the kicking side, eyes on the ball. Step forward with the non-kicking foot, drop the ball onto the kicking foot. Flick the toe upwards towards the body, straighten the leg. Extend arms forward and catch the ball.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Add in more spiders.
- Solo on weaker side.
- If spider catches you then you become a spider too.

Regression

- Set out zones for those children still working on their solo uncontested and with no movement.
- Provide a bit of 1 on 1 coaching to those struggling.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

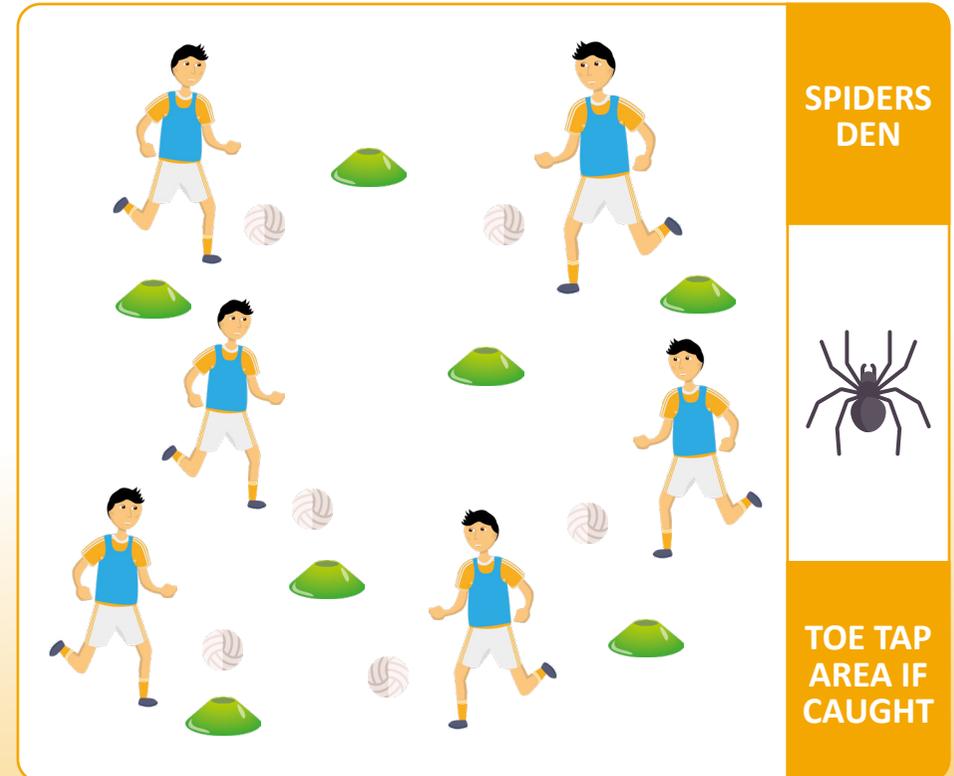


- Dropping the ball with the opposite hand or both hands.
- Not straightening the leg to flick the ball back up.
- Soloing the ball too high.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FEINT / SIDE STEP / ENCHANTED FOREST

Class/group are broken into pairs. One player solos, the second player is the enchanted tree and is planted between 2 cones. Players work their way round the forest feinting and side stepping the enchanted trees.

USE THE IDEA METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Run directly towards opponent. Feign movement to one side, shift body weight to that side. Push back off planted foot to change direction. Protect the ball, Accelerate away quickly.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Increase the movement from the trees to try and dispossess players on the ball.
- Feint/side step off both feet.
- After passing each tree take a solo or wall pass and catch.

Regression

- Set out zones for those children still working on their feint/side step un contested by a cone.
- Provide a bit of 1 on 1 coaching to those struggling with skill.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

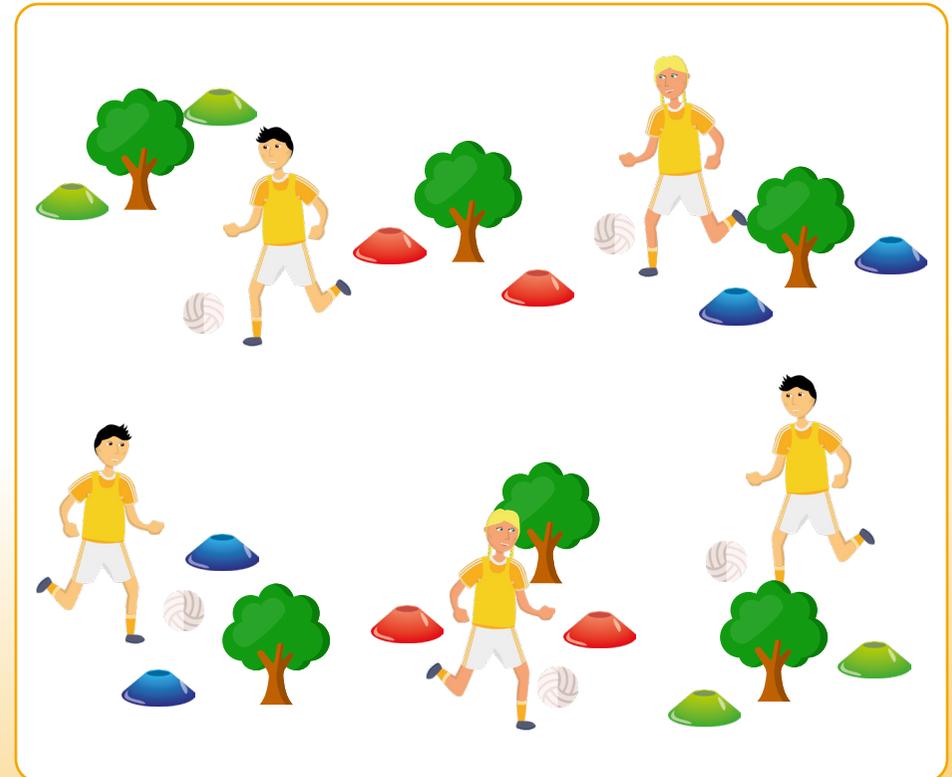


- Stepping to one side too early.
- Accelerating away too slowly.
- Not transferring weight to one side.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

EVASION / ROLL / ROLLER BALL

Each player with a ball, scatter some big cones round the area, at least 1 for each player, players move towards the cones and perform the evasion roll.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Run directly at opponent, plant your foot forward and on the same side make contact with your shoulder. Transfer the ball to non-contact side of body. Roll out of tackle and accelerate away quickly.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Place a player at each cone so Evasion/roll is executed.
- Add in a target score after each Evasion/roll.
- Allow the tackler to challenge for the ball if he wins it players swap positions.

Regression

- Set out zones for those children still working on their evasion/roll to execute un-contested by a cone.
- Provide a bit of 1 on 1 coaching to those struggling with skill.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

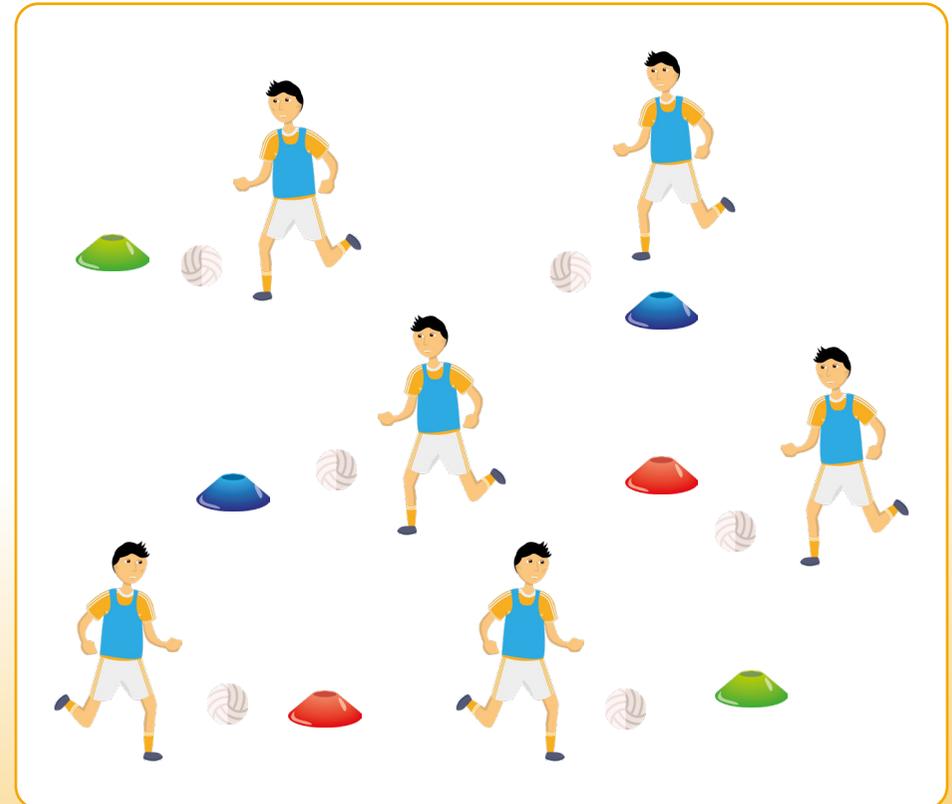


- Using bounce into skill.
- Planting wrong foot into tackler and rolling off wrong shoulder.
- Not protecting the ball.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

DRIBBLE / CONE GOALS

Players work in pairs with 2 cones as their goals. Players attempt to dribble past their opponent and roll the ball off their opponents goal.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Bend the hips and the knees, place the heel of the hurl on the ground. Non-dominant hand placed down the hurl. Use alternate sides of the boss on every stroke. Progress to one handed.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Continuous scoring format once you score then attack other cone in the 1 v 1 game.
- Play 2 v 2 into 3 v 3 like a game, with 2 cones each team as nets, dribble through cones to score.

Regression

- All players with a ball, use cones as goals and dribble and touch as many cones as possible in a set time.
- Play king of the ring with limited opposition.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Hands locked.
- Boss of the hurl striking top of the ball.
- Losing close control of the ball.

Equipment



Helmets, hurling sticks, bibs, cones, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

SOLO / ROB THE NEST

Have as many groups as possible 3-4 each group max, players solo in beanbags from their nest and return soloing ball.

USE THE IDEA METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Point the hurl forward with the boss flat and the toe pointing away from the body on the dominant side. Toss the ball onto the boss of the hurl. Move forward balancing ball on the boss of the hurl. Use a shortened grip with thumb pointing down the hurl for improved balance.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- In pairs 1 player jab lifts while the other provides opposition and tries to prevent them placing ball in hoops.
- Add in a pass and catch off the wall before placing in the hoop.
- Players compete against each other's scores.

Regression

- Players in a zoned area practice jab lift on their own with Teacher/Coach support.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

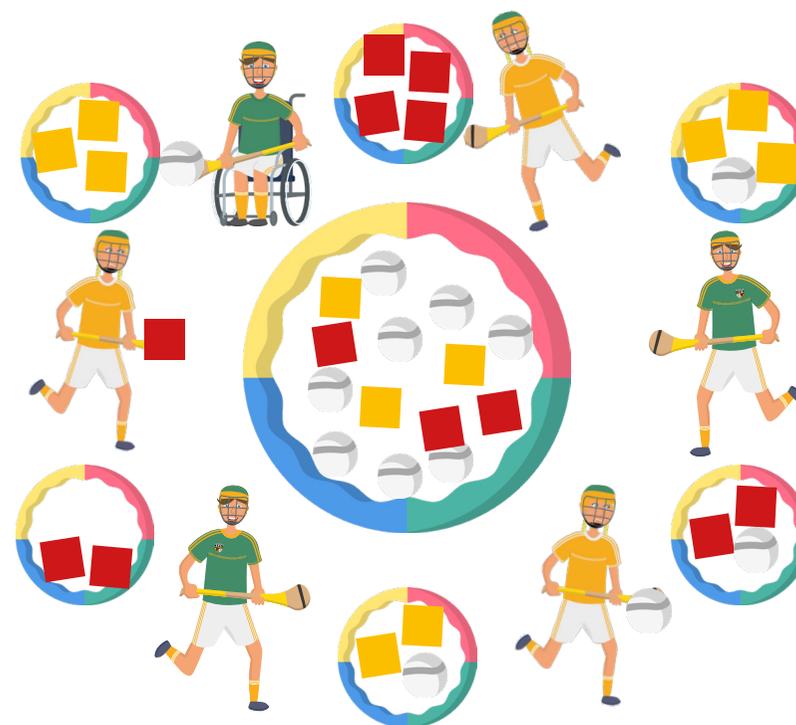


- Holding the hurl with the toe facing inwards.
- Holding hurl at full length.

Equipment



Helmets, hurling sticks/ wristy hurls, bibs, beanbags, balls, hoops, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FEINT / SIDE STEP / ZOMBIE RUN

Players solo around the area with the balls, on approaching a zombie inside a hoop they perform the feint/sidestep to avoid getting touched by the zombie.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Run directly towards opponent. Feign movement to one side, shift body weight to that side. Push back off planted foot to change direction. Protect the ball, Accelerate away quickly.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- If a player is within touching distance of the zombie and the zombie manages to touch attacking player. then zombie may leave the hoop to increase pressure on player.
- On Teachers/Coaches whistle zombies are allowed to change hoops.

Regression

- All players with a wristy hurl and bean bag, set out cones and players approach the cones and perform the feint/side step. 1 v 1 coaching may be needed.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Stepping to one side too early.
- Accelerating away too slowly.
- Not transferring weight to one side.
- Not shielding the ball.

Equipment



Helmets, hurling sticks/wristy hurls, bibs, beanbags, balls, hoops, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

EVASION / ROLL / ROLLER DERBY

Players in blue must use roll to get past red players in yellow zone to get to balls. On way out the players must solo ball and roll red player again and score by placing ball in their hoop.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Run directly at opponent, plant your foot forward and on the same side make contact with your shoulder. Shield the ball to non-contact side of body. Roll out of tackle and accelerate away quickly.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Add in players to protect middle nest so players must solo round the opposing player on the way in and out.
- Players solo in bean bag and strike out with ball. Set up cones as targets to score.

Regression

- All players with a wristy hurl and bean bag, set out cones like a mine field and players to solo through mine field.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

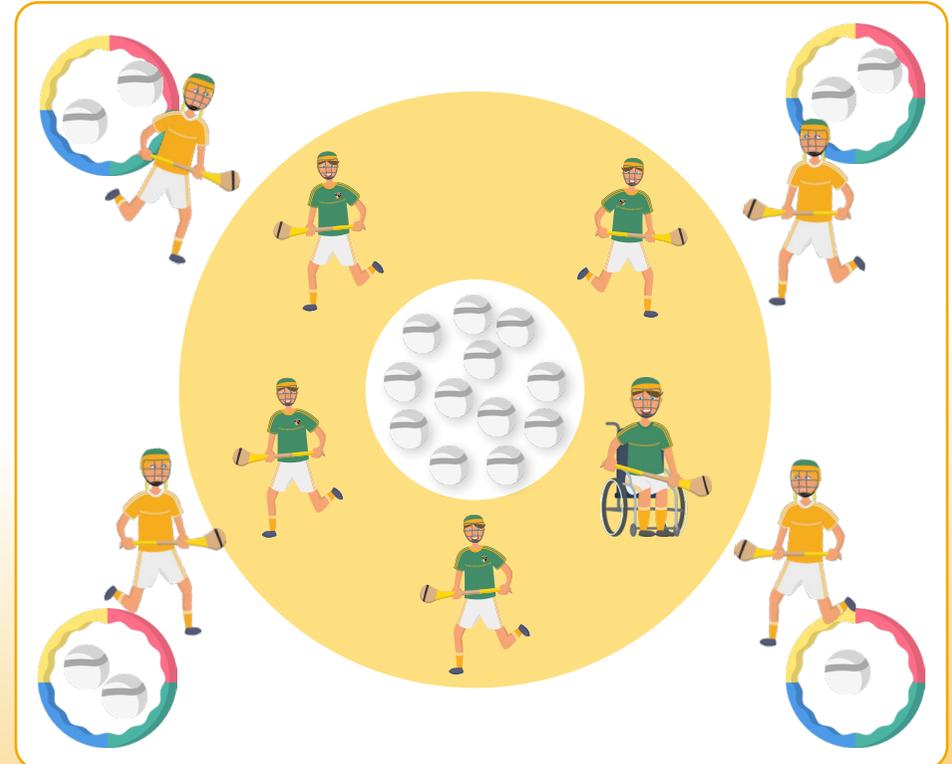


- Holding the hurl with the toe facing inwards.
- Holding hurl at full length.

Equipment



Helmets, hurling sticks/wristy hurls, bibs, beanbags, balls, hoops, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

Releasing Possession Skills and Games

These games are based on releasing possession of the ball and are broken down into the following skills and games.

Football / LGFA Skills

- Ground Kick
- Hand Pass
- Punt Pass
- Hook Kick

Football / LGFA Games

- Through the Square
 - Partner Gates
 - Over the River
 - Bullseye

Hurling / Camogie Skills

- Ground Strike
- Hand Pass
- Strike from the Hand

Hurling / Camogie Games

- 1 V 1 Rounders
- Prisoner Ball
- Clear your Garden



GROUND KICK / THROUGH THE SQUARE

All players with a ball spaced around the hall/pitch area. Players kick the balls along the ground trying to score by making the ball pass through the large square in the middle.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Planted foot alongside the ball. Extend arms for balance, strike with kicking foot on laces or with side foot.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Add in targets to hit inside the square.
- Fill the square with cones and time how long it takes the class/group to clear the square by hitting cones with the balls.

Regression

- Set up pairs of gates and ask players in pairs to pass to each other through the gates.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

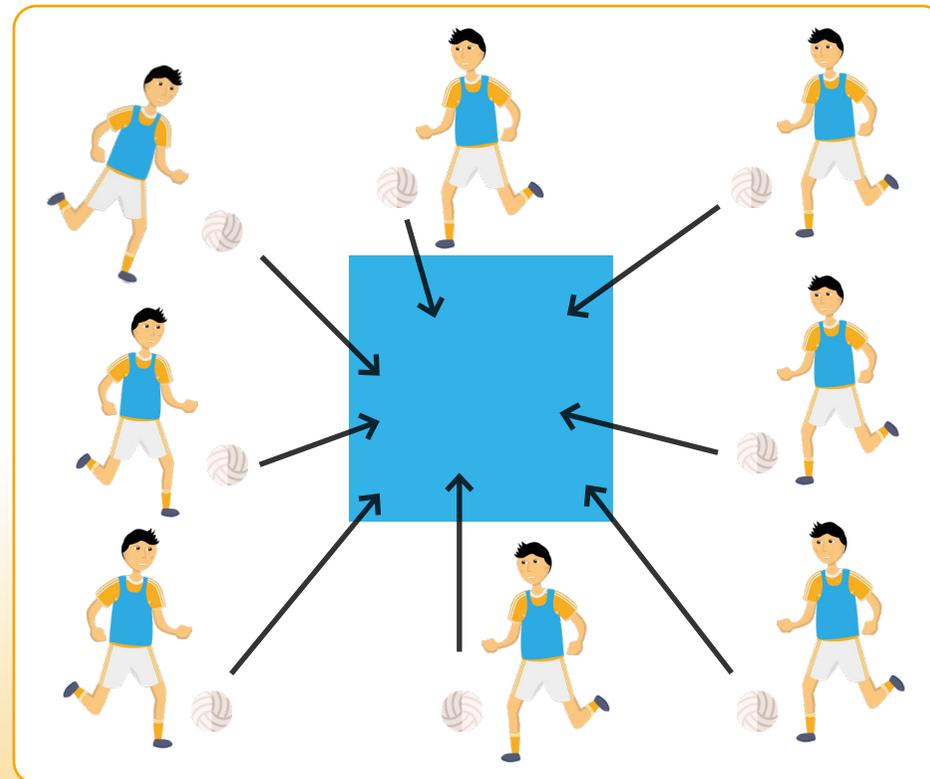


- Toe pointing the ball.
- Players running in after their ball. Set boundary.
- Getting toe under the ball.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

HAND PASS / PARTNER GATES

Players in pairs use the hand pass to pass ball to each other through the sets of gates.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Support the ball in the palm of non-striking hand. swing back and extend the striking hand, eyes on the ball. Lean forward and strike through the middle of the ball with the open hand. Follow through the strike in the direction of the pass.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Set a time to see how many passes can be made.
- Once player passes through the gate to partner they look for a different set of gates for partner to follow him too for his pass.
- After every catch player solos round player and cones before they pass back.

Regression

- 1 v 1 coaching with Teacher/Coach.
- Hand pass off a wall with supervision.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Striking the ball with the wrong part of the hand.
- Not using a definite striking action.
- Holding ball too close to body.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

PUNT KICK / OVER THE RIVER

Two teams on opposite sides of a river, player must punt kick the ball over the river to land the ball in the oppositions land. Players try to catch ball before it lands. Teams score every time a ball lands on opposite teams land.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Hold the ball in the hand of kicking side of the body, head down eyes on the ball. Step forward planting the non-kicking foot, drop ball on to kicking foot. Kick off laces with toes pointed, follow through in direction of target.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Players must pass to a team mate after every catch before punt kick.
- Create target areas in oppositions lands where points are doubled if their kick accurately lands there.
- Play over a small set of goals where points are counted.

Regression

- 1 v 1 punt kick between cones.
- Punt kick off a wall under supervision from Teacher/Coach.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

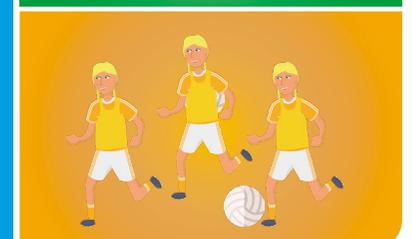
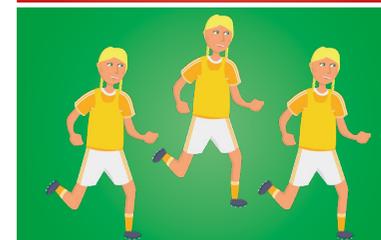


- Lifting head too early.
- Leaning back on kick.
- Dropping ball from non-kicking side. (Left hand to right foot).

Equipment



Footballs, bibs, cones, stop watch and whistle



RIVER

STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

HOOK KICK / BULLSEYE

Players in their pairs work their way round the 6 squares, they must use hook kick to each other from 1 square to another. They kick then change squares.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Hold the ball in both hands with shoulder pointing to target. Release the ball onto the hand on the kicking side of the body. Step forward with non-kicking foot. Drop ball onto kicking foot striking with the inside of foot. Follow through in the direction of the target with toe pointing upwards.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Play in groups of 2 v 2 player who wins ball in square must hook kick now under pressure.
- Decrease size of squares and play a game to 10 points, 1 point for every ball that lands in the correct square.
- Player hook kicks into square of his choice and receiver must anticipate where and catch on the bounce.

Use the **Head, Hands and Feet Method** to break the skill down.

Regression

- 1 v 1 static hook kick to partner.

Common Errors

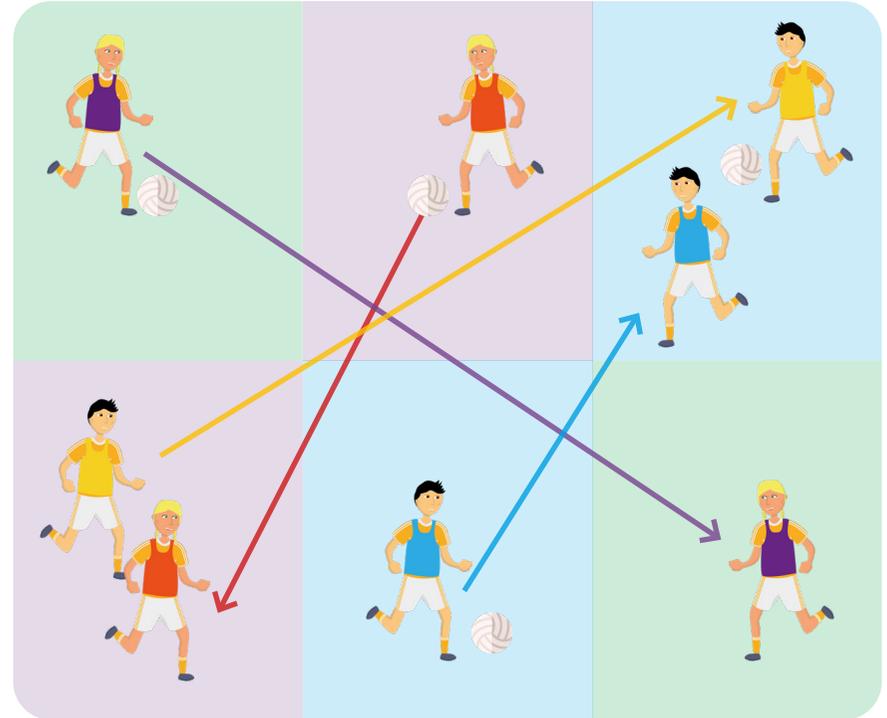


- Not pointing shoulder at target.
- Dropping the ball off opposite hand.
- Lifting head too early.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

GROUND STRIKE / 1 V 1 ROUNDERS

Red players strike the ball on the ground for blue to retrieve and dribble back. Reds then run touching the cone in front and back to their own cone, continue this until blue returns and touches cone with ball. Score 1 point for every cone touch.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Adopt the ready position, slide non dominant hand to the locked position, bend elbows and raise hurl. Keep eyes on the ball, swing the hurl down striking the ball with the boss. Keep head down and follow through on strike.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Widen the distance between cones for longer strikers of the ball.
- Have two balls at strikers cone 1 they strike the other they pick up and solo round the scoring cones.

Regression

- 1 v 1 with cones as gates, strike through gates to partner.
- Strike off a wall.
- 1 v 1 strike to hit partners cone, increase distance with improvement.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

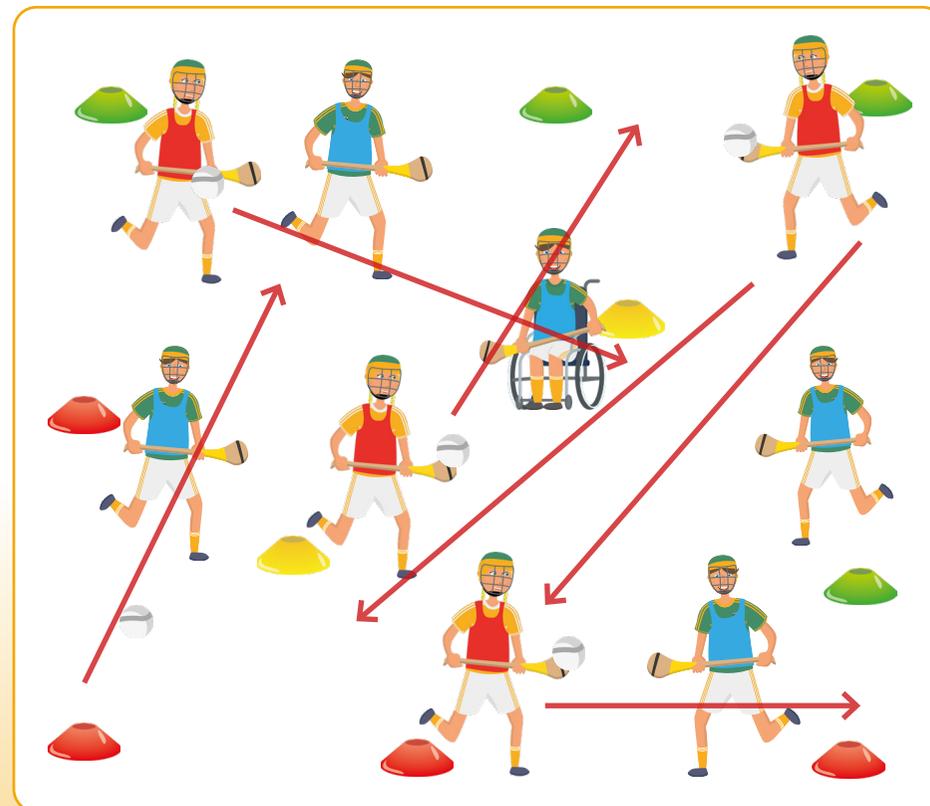


- Feet too close together.
- Not standing close enough to ball.
- Lifting head too early.
- Hands not locked for strike.

Equipment



Helmets, hurling sticks, bibs, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

HAND PASS / PRISONER BALL

3 v 3 game, players hand pass the ball over the river and try to score by landing their ball in a space where its not caught. If they score they bring a prisoner from the other team on to their team. Now 4 v 2 game.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Hold hurl in dominant hand, with the ball in the other. Toss the ball a bit and follow through with a strike with the hand as you move forward. Point of impact is where the palm meets the fingers. Follow through with the strike in direction of the target.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Move on to (see page xx)
- Must hand pass between group beforehand pass over river.
- Use 2 balls in each game.

Regression

- 1 v 1 over the river in smaller courts.
- Hand pass off a wall supervised by Teacher/Coach.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

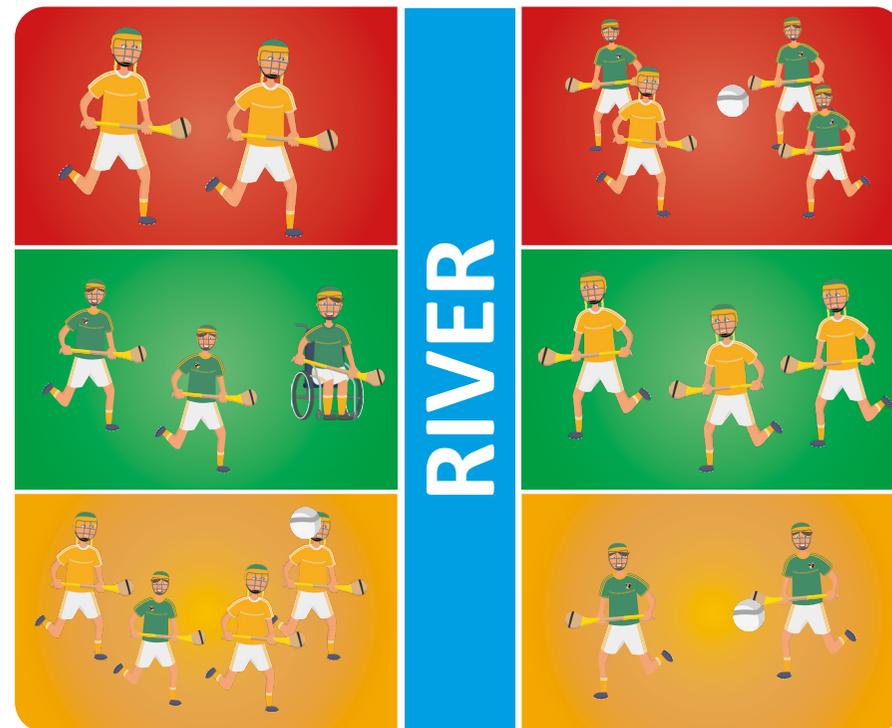


- Tossing ball too high.
- Swinging hand back too far.
- Striking with wrong part of the hand.

Equipment



Helmets, hurling sticks/ wristy hurls, bibs, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

STRIKE FROM THE HAND / ANGRY NEIGHBOURS

Strike the balls over the wall into the neighbour's garden. Team with least amount off balls at end of set time are the winners.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Toss the ball from the hand to shoulder height, keep eyes on the ball. Slide ball hand to the lock position bending elbows and raising the stick. Step forward and swing the hurl downwards. Strike the ball about knee height. Transfer body weight to the non-dominant leg as the swing is completed.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Set up target areas for players to strike through in the neighbour's garden.
- Add a player in to oppose players striking balls across to the neighbour's garden.
- Add targets to wall where players try to knock off into the neighbour's gardens.

Use the **Head, Hands and Feet Method** to break the skill down.

Regression

- Make areas bigger, add in more balls.

Common Errors

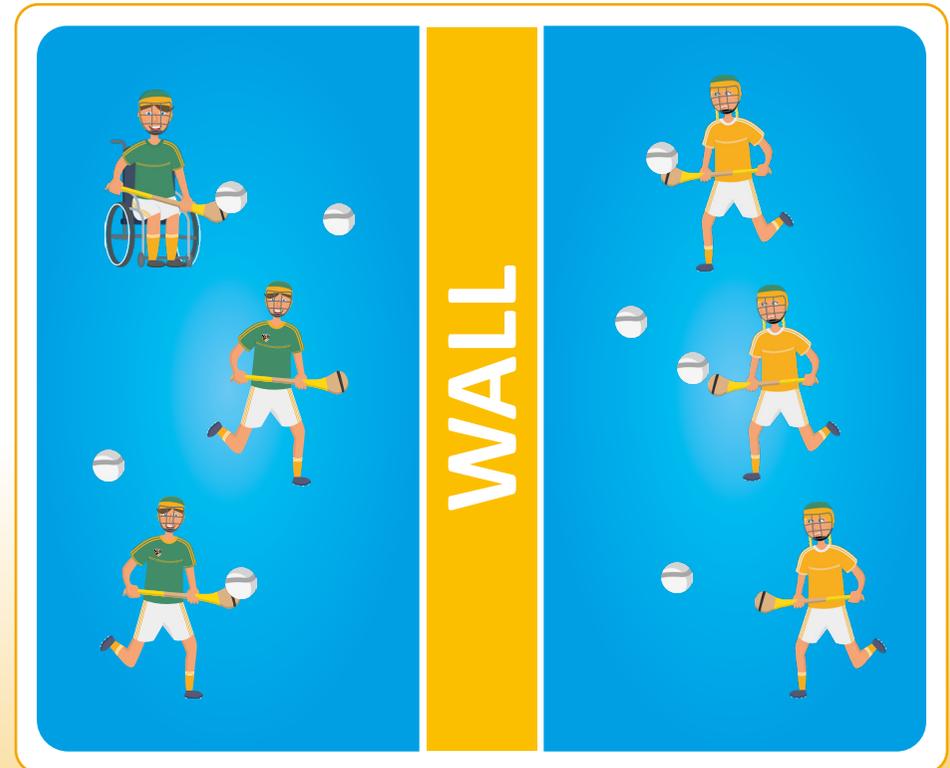


- Placing ball hand above stick hand after tossing ball.
- Tossing the ball too high.
- Starting swing from below waist height.

Equipment



Helmets, hurling sticks/wristy hurls, bibs, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

Contesting Possession Skills and Games

These games are based on releasing possession of the ball and are broken down into the following skills and games.

Football / LGFA Skills

- Near Hand Tackle
- Block Down
- Checking

Football / LGFA Games

- Tackle Road
- Building Blocks
- Star Fish

Hurling / Camogie Skills

- Ground Block
- Frontal Block
- Checking the Hook

Hurling / Camogie Games

- Defenders of the Galaxy
 - Boss Men
- Captain America
- Wizards & Witches



NEAR HAND TACKLE / TACKLER'S ROAD

Children in pairs, work their way round the area passing through the gates where player with the ball must perform a bounce. Player making near hand tackle must get alongside player to tackle on the bounce.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Move alongside player with the ball, as player bounces reach in your near hand and try to flick or scoop the ball away from the player, when ball breaks get after it quickly.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Set a number of tackles for players to achieve, e.g. 3 in 30 secs.

Regression

- Players standing shoulder to shoulder with player on the ball bouncing and partner trying to flick ball away on bounce.
- Players move about the area shoulder to shoulder and every 4/5 steps tackler reaches with near hand to tap the ball being carried.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

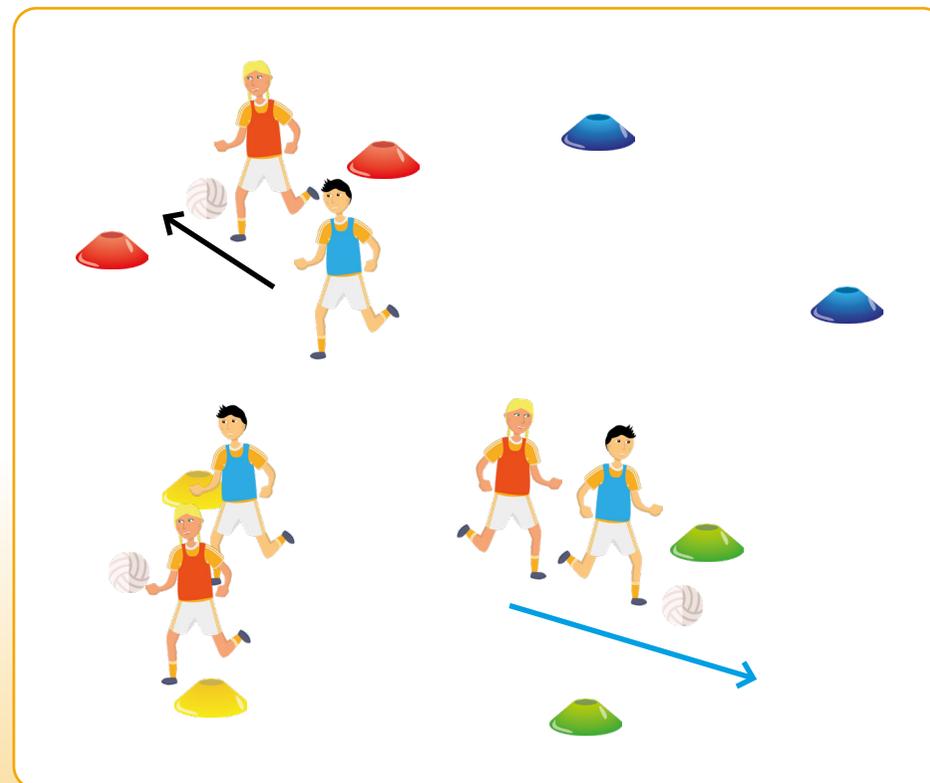


- Tackling from behind.
- Leading with wrong hand.
- Not targeting the ball.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FRONTAL BLOCKS / BUILDING BLOCKS

1. Children in 3s , 2 players with balls, 1 player the blocker.
2. Children in pairs 1 between the gates with a ball the other a blocker.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Get close to opponent, as they play the ball reach forward with hands close together, eyes on the ball. Block the ball at point of contact with the foot. Move to gain possession of ball.
- Use a child performing well to show rest of the class/group.

Change it up...



Progression

- Game 1: 2 v 1 game for 30 seconds to see how many blocks of the hand pass can be made by the blocker. Change every 30 seconds.
- Game 2: if blocker makes a good block then he stays at the cones and the kicker now looks for someone to block.

Regression

- Game 1: 1 v 1 coaching.
- Game 2: Static blocking with a partner 3 blocks each and switch. Continue for a few minutes.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Shying away from contact.
- Arms and hands wide apart in block.
- Closing eyes while attempting block

Equipment



Footballs, bibs, cones, stop watch and whistle

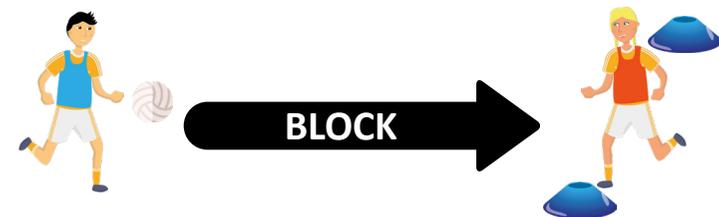
Game 1: Hand Pass

Child in red (blocker) tries to work between the cones, blocking the blue players hand pass attempt.



Game 2: Kicking

Child in blue, works his way round the area where players standing between the cones take a light kick of the ball. Player attempts to block the kick.



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

CHECKING / STAR FISH

Place a ball on a large cone in a hoop, children in pairs, 1 child plays the star fish and makes themselves big and difficult to pass, the other child has to try and pass the star fish to knock the ball off the cone with their hand.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Children on their toes, extend their arms to the sides and block the path of their opponent, don't allow the attacking player to travel, close them down and mirror their movements to stay in front.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Have attacking players with a ball and they have to pass the player and touch the cone with the ball.
- Play a game of no man's land where players have to work their way through no man's land to get to other side of hall, put 3-4 starfish there to slow or stop them from making it through.

Regression

- Play mirror movements between 2 cones.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

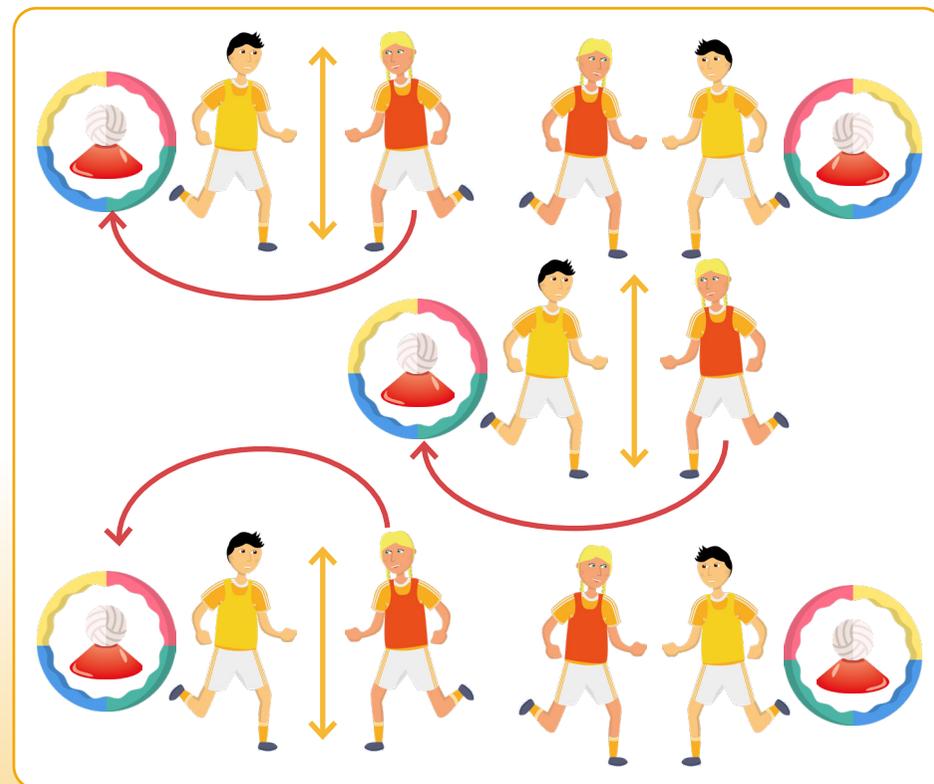


- Caught flat footed.
- Not making themselves big enough.
- Easily sold dummy.

Equipment



Footballs, bibs, cones, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

GROUND BLOCK / DEFENDERS OF THE GALAXY

Children in blue are strikers and are trying to strike the ball off the flat mats. Children in red are the defenders of the galaxy and have to try and stop them from striking the ball by using the ground block.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Get shoulder to shoulder. Reach in with stick, with grip in front of the boss angling stick away from body. Place the boss between the ball and the striking stick. Lean into the strike to provide strength in block.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Players move and perform the strike and block on the move, blocker has to anticipate where the striker will strike next and make the block, change roles every 30 seconds.

Regression

- Players could show a static ground block using an upside cone as the ball, blockers stick is angled like the cone.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

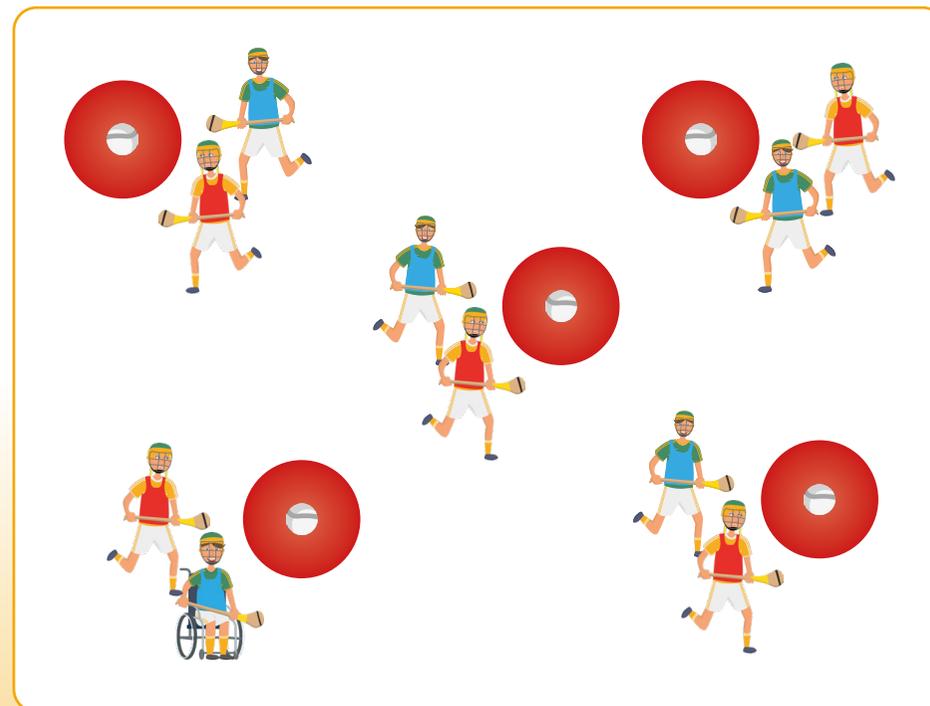


- Not getting the grip forward in front of the boss.
- Wrong grip leading to weak block.
- Not getting in close to striker.

Equipment



Helmets, hurling sticks, Footballs, bibs, balls, mats, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

FRONTAL BLOCK / BOSS MEN

Children work in 2 groups, 1 group are striking from between 2 cones and the 2nd group are moving to frontal block those striking, and changing between the sets of cones.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- As players tosses ball for strike, lunge into block with the locked grip and thumbs facing down to the boss. As opponent strikes the ball block down firmly on the ball and his boss. Keep your body behind your blocking stick. React to the ball breaking as quick as you can.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- How many blocks can be achieved in a set time.
- Player striking is on the move and blocker must still try and get the block in.

Regression

- 1 v 1 coaching with the Teacher/ Coach striking on the ball to build up confidence in the block.
- Walk through the stages of the block.

Use the Head, Hands and Feet Method to break the skill down.

Common Errors

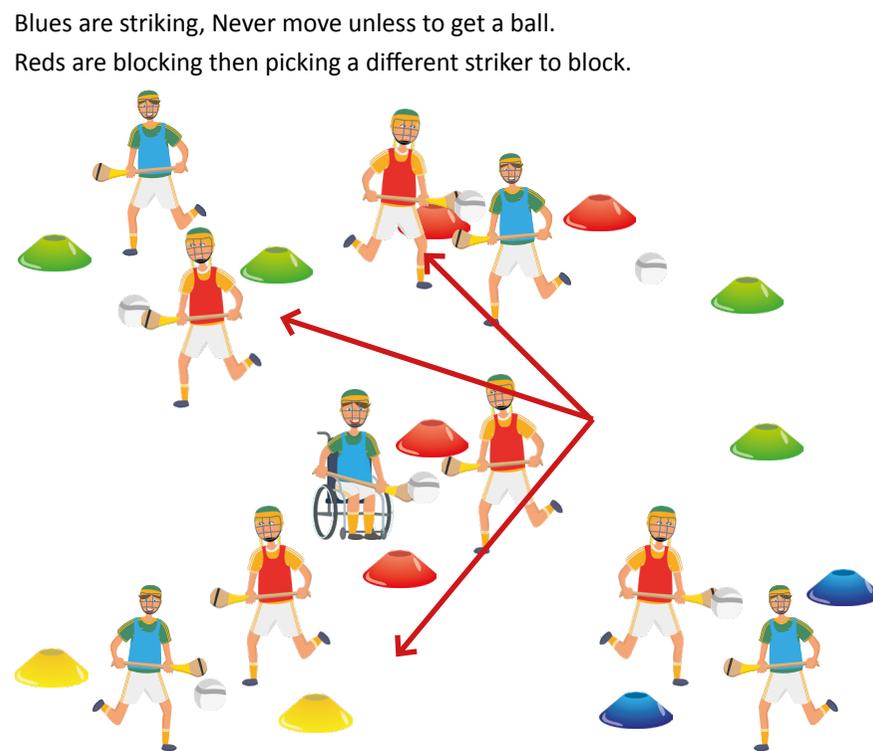


- Not stepping into block.
- Dropping the blocking hurl below the striking hurl.
- Closing your eyes.

Equipment



Helmets, hurling sticks, bibs, balls, mats, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

CHECKING / CAPTAIN AMERICA

1st child is Captain America, while the 2nd child is Captain Red Skull. Place a ball on top of a large cone. Captain America must stop Captain Red Skull from stealing the ball.

USE THE **IDEA** METHOD TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Hurl in the ready position like Captain America's shield, On your toes for better movement, keep your weight forward to block off Captain Red Skulls attempt to get by and steal the ball.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Captain America has a cone and ball to protect, this time the Captain Red Skulls can move about the hall trying to steal any ball.
- Set up gates and Captain America has to protect the gates from players soloing balls/beanbags through the gates.

Regression

- Walk the children through the technique of checking.
- Allow them to play mirror games where they mimic the movements of a partner.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors

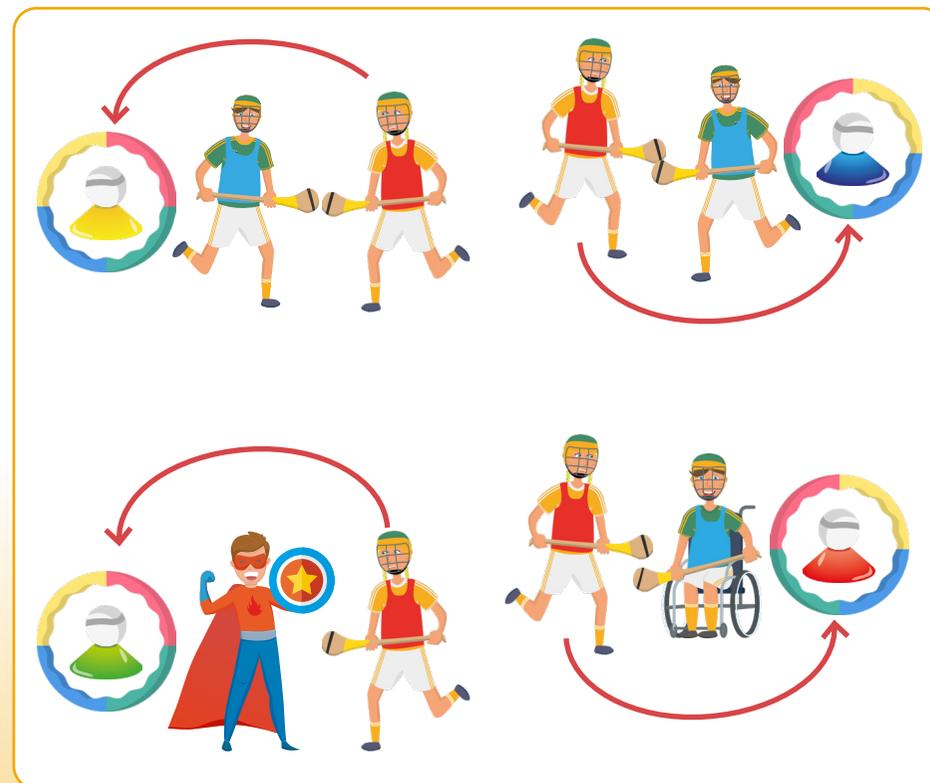


- Flat footed.
- Not in ready position.

Equipment



Helmets, hurling sticks, bibs, balls, beanbag, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

THE HOOK / WIZARDS & WITCHES

1 child is a wizard and 1 is a witch, the witches move about the area striking small cones the wizards follow behind using their magic wand to try and hook the strike.

USE THE **IDEA METHOD** TO COACH THIS SKILL:

Introduce the skill

Demonstrate the technique

Execute the activity

Attend and provide positive feedback

Coaching Points



- Stick in the ready position like Captain America's shield, On your toes for better movement, keep your weight forward to block off Captain Red Skulls attempt to get by and steal the ball.
- Use a pair performing well to show rest of the class/group.

Change it up...



Progression

- Use balls and add more movement.
- Give scoring targets to witches and wizards try to keep their score down over a set time.

Regression

- Have Teacher/Coach show 1 v 1 the technique of the hook.
- Get 1 child to strike in a static position while the other stands behind and performs the hook.

Use the **Head, Hands and Feet Method** to break the skill down.

Common Errors



- Too close.
- Not extending their stick for hook.

Equipment



Helmets, hurling sticks, bibs, balls, stop watch and whistle



STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

Breaking Down Games for Classes / Groups of Large Numbers

Why break the class/group down?

3 groups of 5 v 5 for Games Clubs/Schools

- More touches of the ball.
- Caters for all abilities.
- Players can play against children with same skill development allowing more successes.
- Teacher/Coach can see children who need spot and fixing without stopping all the group.

6 x groups of 5 for Possession Games

- Clubs/Schools
- Children are in groups of equal ability.
- Easier for Teacher/Coach to spot and fix.
- Allows for different conditions in games based on ability.
- More touches of the ball.



PLAYING GAMES IN SCHOOLS / CLUBS FOR FOOTBALL, HURLING & CAMOGIE

Building into Possession Games



1. Allocate area to each group

2. Allow group to explore free spaces within their area

Children play the bubble movement warm up game where they move about the area without bumping into each other exploring space.

3. Play a game of tag in this area

Add in a ball where player in possession of the ball tries to tag all players inside their area with the ball in 30 seconds, allow all children to be the tagger.

4. Play a passing game in this area

Using the movement from the tagging game pass the ball without opposition. Set a time and see how many complete passes they can get.

5. Add in opposition

Make a player from each group the opposition and in a set time see how many passes each team can make under pressure.

6. Add more opposition

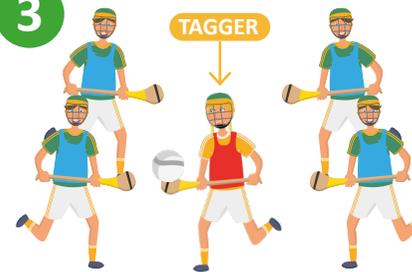
1

ALLOCATED SPACE

2



3



4



5



6



PLAYING POSSESSION GAMES IN SCHOOLS / CLUBS FOR FOOTBALL, HURLING & CAMOGIE

Over the River

Can be played by all abilities, use hand pass, kick pass, strike of ball. Point for every time your ball lands on their land over the river. Players try to catch before it lands.



Prisoner Ball

For slightly more advanced players, again use hand pass, kick pass, strike of ball. If your ball lands in the oppositions half you choose one of their players to join your team.



Fox In Your Box

For the advanced players in your teams, double points for your fox receiving a pass from your team. Point if your ball lands on their field at all times.



Scenario



All 3 games can be played at the same time to cover all abilities within the class/group. You can use only 1 game (Over the River), but its best to break it down into smaller groups to allow for more touches and inclusion within the game so a class/group of 30 could be broken down into 3, games of 5 v 5 and set up exactly as you see in the game slide.

Class/group of 30 children of mixed abilities:

- Beginner Level → Over the River
- Intermediate Level → Prisoner Ball
- Skilled Level → Fox in your Box

STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

6 BOX PASS / AVENGERS

6 Box Pass

Create 6 squares within the class, pitch area, all players must get a pass of the ball before the group can leave their square to perform the same passing in the next square, how long to complete in all six squares.



Avengers

Like 6 box pass players have to pass and move through all 6 box zones, this time they will encounter an Avenger who will try to win the ball off them. Let the children pick their own avenger to add to game.



Scenario



Without moving players around the squares, if you know your children/players you can have all 3 games playing inside a 10 v 10 square., catering for all abilities.

Class/group of 30 children of mixed abilities:

- Beginner Level** —————> 6 box pass as it is just passing between players within your group, with no opposition
- Intermediate Level** —————> The Avengers has a small bit of opposition as the game will become 4 players v 1 Avenger in each square
- Skilled Level** —————> The Avengers now have 2 players in each Square and now its 3 players v 2 Avengers in a possession game

For Avengers we are breaking the class/group down into smaller groups working together.

STEPS Principle

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Speed

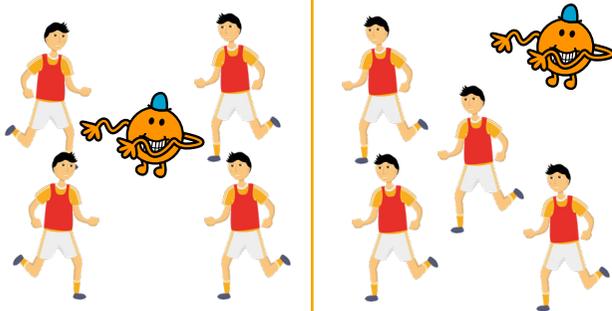
- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

TICKLE MONSTER

The tickle monster game is played to encourage children who have not got a ball to look for a pass, the tickle monster is only allowed to challenge a player with a ball.

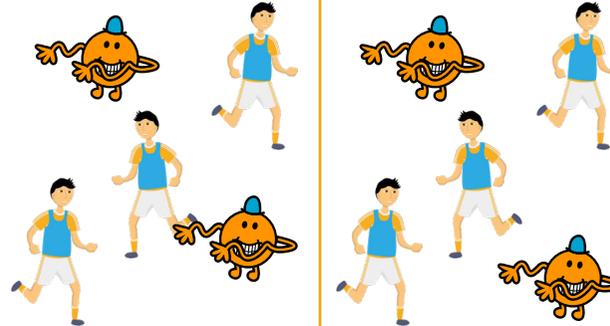
Beginner

4 V 1, Little opposition, players in possession of ball have big advantage of being successful.



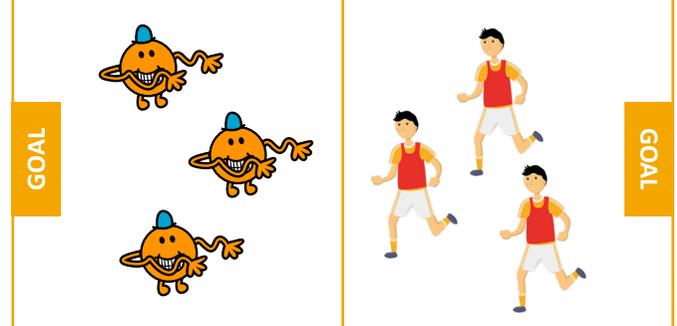
Intermediate

3 V 2 Equals more pressure on those in possession of the ball. Skill levels are increasing.



Skilled

3 V 3 Game, players are under pressure all the time, skill levels need to be high.



Scenario



All 3 sets of games can be played with the same group making sure you are catering for all abilities. Use the STEPS principles to vary the games.

Class/group of 30 children of mixed abilities:

Beginner Level → 4 v 1 in 10 x 10 square

Intermediate Level → 3 v 2 in 10 x 10 square

Skilled Level → 3 v 3 game across the hall/pitch scoring into goals or 3 v 3 inside 10 v 10 square first to 10 passes wins.

STEPS Principle

Space

- Vary the size of playing area
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Task

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- Introduce Physical Literacy movement skills

Equipment

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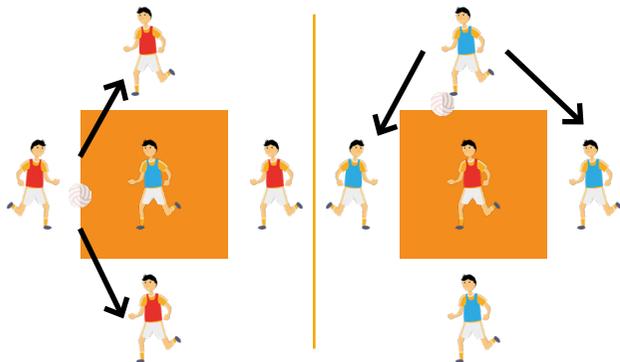
- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

SQUARE BALL

4 V 1 Game, Players on the outside of the orange square attempt to pass the ball to each other. Blocker in the middle of the orange square tries to intercept the passes. Complete passes get 1 point, intercepted passes blocker gets 2 points. Play for 40 seconds then switch blockers.

Beginner

Blockers must be hopping inside the square, giving success advantage to the passers



Intermediate

Passers must use players names before they can make a pass, passers will need a dummy move.

ONLY BLOCKER
ALLOWED
INSIDE ORANGE
SQUARE

ONLY BLOCKER
ALLOWED
INSIDE ORANGE
SQUARE

Skilled

3 Second rule is in play, any passer in possession of the ball must pass within 3 seconds.

ONLY BLOCKER
ALLOWED
INSIDE ORANGE
SQUARE

ONLY BLOCKER
ALLOWED
INSIDE ORANGE
SQUARE

Scenario



All 3 sets of games can be played with the same group making sure you are catering for all abilities. Use the STEPS principles to vary the games.

Class/group of 30 children of mixed abilities:

Beginner Level → Blocker must hop

Intermediate Level → Passers must use names

Skilled Level → 3 second rule, ball must be passed within 3 seconds of receiving pass

STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

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- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
- Increase or decrease the challenge

Players

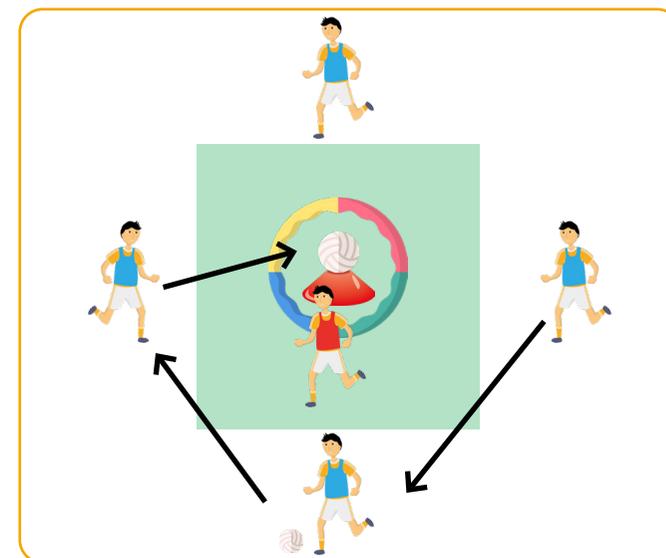
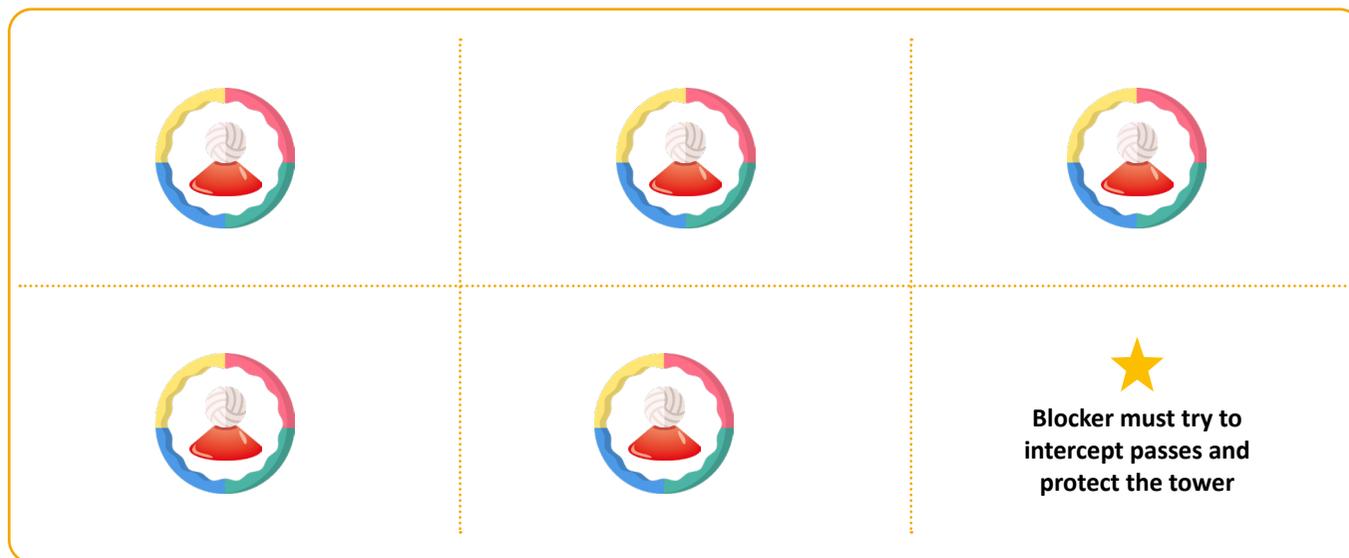
- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

TOWER BALL

4 V 1 Game where players pass the ball between themselves to try and create an opening to shoot and strike the tower.



Scenario



All 3 sets of games can be played with the same group making sure you are catering for all abilities. Use the STEPS principles to vary the games.

Class/group of 30 children of mixed abilities:

- Beginner Level** → No blocker, after every 3 passes try to hand pass the ball to hit tower
- Intermediate Level** → Blocker has movement restriction, or can only block with non-dominant hand
- Skilled Level** → Blocker replace the player shooting if they make the block or they miss their shot

STEPS Principle

Space

- Vary the size of playing area
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- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
- Use walls for throw, strike and catch
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Players

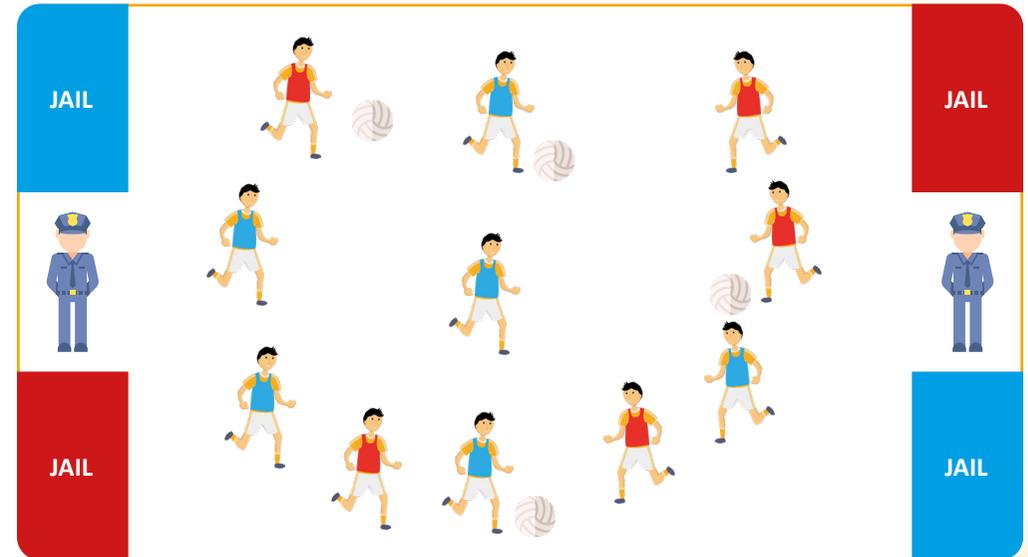
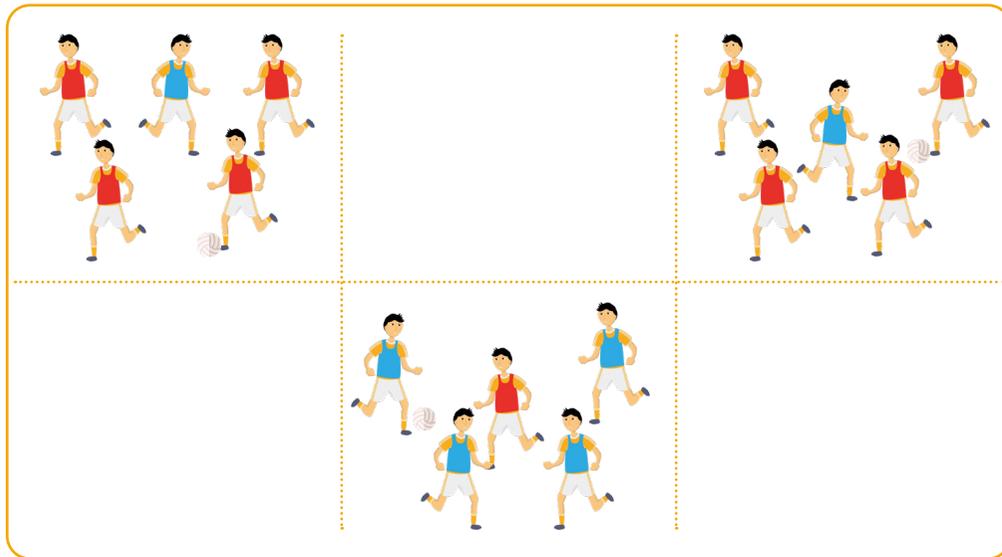
- Increase or decrease the number of players
- Add in opposition and build levels to full opposition

Speed

- Increase or decrease the speed in which the game is played
- Build up levels of ability - walking, jogging, hopping and running

COPS & ROBBERS

Cops try to catch robbers in possession of the stolen loot (ball). Once caught must visit jail, released from jail if passed another ball.



Scenario



All 3 sets of games can be played with the same group making sure you are catering for all abilities. Use the STEPS principles to vary the games.

Class/group of 30 children of mixed abilities:

- Beginner Level** → Cops can only hop to catch robbers
- Intermediate Level** → Robbers must take a solo before passing off ball
- Skilled Level** → Robbers must perform 2 skills before passing the ball - solo, high catch, bounce

STEPS Principle

Space

- Vary the size of playing area
- Increase the size will reduce difficulty
- Reduce the size will increase difficulty

Task

- Add in additional movements or alter the rules
- Introduce Physical Literacy movement skills

Equipment

- Alter equipment, e.g. bigger, smaller balls
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