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| Module Title: | Coach Education 1 - GAA |
| Language of Instruction: | English |
| Credits: | 5 |
| NFQ Level: | 6 |
| Module Delivered In | 2 programme(s) |
| Teaching & Learning Strategies: | The learning outcomes detailed below will be achieved through the following teaching methodologies: *Lectures – communication of knowledge and ideas from the lecturer to the students; *Demonstrations – coaching demonstrations by lecturer; *Peer teaching – practice at coaching by students with structured feedback from their peers; *Problem solving exercises – students will work alone or as part of a team to address various coaching and performance analysis challenges; *Class discussion/debate - students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills; *E-Learning – the module will be supported by material from the GAA's learning and development portal; *Self-directed independent learning will be emphasised and encouraged – reading by students, searching the web, looking for advice or help from others, attending lectures and workshops on coaching and related topics, seeking opportunities to practice coaching in settings inside and or outside the IT. |
| Module Aim: | The aim of this module is to develop students' ability to coach each element of the Gaelic Games Player Pathway model to child Gaelic footballers, hurlers and camogie players while critically evaluating their own and others' coaching performances. |
| Learning Outcomes | |
| <i>On successful completion of this module the learner should be able to:</i> | |
| LO1 | Demonstrate and understand how to use the I.D.E.A.L. method to introduce skills, S.T.E.P.R. method to adapt activities and the six HOW TO COACH skills to coach child centered elements of the Gaelic Games Player Pathway model to children Gaelic footballers, hurlers and camogie players. |
| LO2 | Plan, design, coach and evaluate child friendly Gaelic Games related session plan activities in ways that are at all times consistent with the Gaelic Games guidelines in: OUR GAMES – OUR CODE, THE JOINT CODE OF BEST PRACTICE IN YOUTH SPORT. |
| LO3 | Demonstrate and understanding of how theories and concepts in Performance Analysis and coaching are applied to enhance sporting performance |
| Pre-requisite learning | |
| Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i> | |
| No recommendations listed | |
| Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> | |
| No incompatible modules listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i> | |
| No requirements listed | |

Module Content & Assessment

Indicative Content

Gaelic Games coach education structure

- Gaelic Games Coach education structure, process and award system • Mandatory coaching standards for Gaelic Games club and inter-county teams

The Gaelic Games player pathway model

- The Gaelic Games player pathway model as it applies to child Gaelic footballers, hurlers and camogie players (The environment, The Game, The Player) • The player - The 6 key attributes developed over time through a coaching approach to help players reach their full potential :1. Passion 2. Respect 3. Responsibility 4. Commitment 5. Resilience 6. Creativity • The Environment - The 6 key player support pillars within the Environment strand of the Gaelic Games Player Pathway : 1. Coaches 2. Teachers 3. Families 4. Role Models & Peers 5. The Games Programme 6. The Gaelic Games System • The Game - Building player capacities so players become more competent at playing our Games. 1. Technical 2. Tactical 3. Physical 4. Psychosocial

Being a coach

- Roles and responsibilities of a Gaelic Games coach with particular emphasis on the needs of child Gaelic footballers, hurlers and camogie players • Carrying out Gaelic Games related activities consistent with the guidelines in: 'Our Games – Our Code, the Joint Code of Best Practice in Youth Sport'

Coaching movement for Gaelic Games

- Coaching physical literacy to child Gaelic football, hurling and camogie players. • Fundamental movement skills and their application to Gaelic games

Who are you coaching

To introduce the participants to the similarities and differences that exist between Child, Youth (Boys & Girls) and Adult (Male & Female) participants in Gaelic games. These groups have different needs and capacities across each of the different areas: technical, tactical, physical, psycho/social

Skills Development & How to coach

- The I.D.E.A.L method of coaching a skill • The six 'how to coach skills' • The skills of Gaelic football, hurling and camogie • Correcting errors in the execution of Gaelic football, hurling and camogie skills, with reference to players' head, hands and feet • The S.T.E.P.R. method of varying coaching activities • Communication in coaching • skill acquisition & motor learning

Games

Coaching games to child Gaelic football, hurling and camogie players. • Family of games • Categorise the different type of games you can use • Different Types of Games - appropriateness for each playing population

Preparation & Planning

- The importance of planning in coaching • Designing individual session plans for coaching each element of the Gaelic Games player pathway model to child Gaelic footballers, hurlers and camogie players.

Evaluation in coaching

- The importance of evaluation in coaching • Evaluating the effectiveness of the coaching of each element of the Gaelic Games player pathway model, as the model applies to child Gaelic footballers, hurlers and camogie players

Coaching tactical

- Coaching elements of team play & decision making to child Gaelic football, hurling and camogie players

Coaching psychological focus

Coaching elements of psychological focus to child Gaelic football, hurling and camogie players

Coaching participant feedback

- Using participant feedback to complement the development of the other elements of the Gaelic Games player pathway model in child Gaelic footballers, hurlers and camogie players

performance Analysis

- What is Performance Analysis? • Sports Data and Information • What are Key Performance Indicators? • Developing a Manual Notation System • Introduction to Data Visualisation

| Assessment Breakdown | % |
|-----------------------|--------|
| Continuous Assessment | 60.00% |
| Practical | 40.00% |

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------|--|-------------------|------------|-----------------|
| Portfolio | Completion of a Coach Education log book to include child appropriate session plans, reflections and course workbook learnings. 9,000 word max | 1,2 | 40.00 | n/a |
| Presentation | Performance Analysis: Performance Profile Presentation. | 3 | 20.00 | n/a |

No Project

Practical

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------------------|--|-------------------|------------|-----------------|
| Practical/Skills Evaluation | Assessment of planning and practical coaching abilities throughout the semester. | 1,2 | 40.00 | n/a |

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

| Workload: Full Time | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | 12 Weeks per Stage | 1.50 |
| Practicals | 12 Weeks per Stage | 2.00 |
| Estimated Learner Hours | 15 Weeks per Stage | 5.53 |
| Total Hours | | 125.00 |

Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|----------------|--|----------|-----------|
| CW_BBSMC_B | Bachelor of Arts (Honours) in Sport Management and Coaching | 2 | Mandatory |
| CW_BBGAA_D | Bachelor of Arts in Sport Coaching and Business Management (GAA) | 2 | Mandatory |