



## Castleknock Coach Education Program 2007

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# What is role of the Coach?

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. The following are words often used to describe the role of the coach:

- Instructor
- Assessor
- Friend
- Mentor
- Demonstrator
- Supporter
- Organiser

The role of the coach is also to create the right conditions for learning to happen – to develop exercises / drills that mirror match situations.

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# What an “IDEA” !

When coaching a skill it is always useful to use the “IDEA” method. This approach should ensure all players have a clear understanding of the skill / activity

**INTRODUCE** the skill / activity

**DEMONSTRATE**

**EXECUTE** – Put it into action (get your players doing it)

**ATTEND** – Ensure players are performing the skill correctly

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## Organisational Hints and Gaining Attention

1. Gather players in a semi circle
2. Face away from distractions – Sun, parents, other matches, road or any other activity
3. Give clear instructions
4. Good voice projection – Be clear but don’t shout
5. Do not talk for too long. Less talk more action! A child stops listening after approx 15 seconds
6. When addressing players those with footballs / sliotars hold them under their arm or return them to designated area.
7. One sharp blow of whistle. If this does not work repeat after 5 seconds. Do not continuously blow your whistle.
8. All activity stops on the whistle



## **Fun and Conditioned Games**

### **5 to 2**

Game in which players must make:

Maximum 5 passes in your own half of the pitch.

Maximum 2 passes in attacking half.

### **Solo Ball**

1. Set up grid – size of grid determined by age group / skill level
2. Organise teams.
3. Place an equal number of cones as there are balls at start of grid.
4. Team A must run out and solo each ball back to the cones and place the balls on top of the cones.
5. This is against the clock.
6. Penalties for no solo and knocking ball off cone.

### **Continuous Play**

1. Set up pitch as normal.
2. Place 3 cones on each sideline, 6 in total. Number/name all cones for the players.
3. When ball goes out of play, play must restart with a sideline kick from one of the six nominated positions.
4. Encourage quick reactions/quick thinking.
5. Ensure weaker players get to take a number of sidelines.
6. A time out will have to be called to replace balls to original positions.

## **Corner Attack**

1. Mark out pitch with four corner zones. No player stands in this area.
2. Players must attempt to solo the ball into these zones.
3. Encourage ball control when soloing under pressure.
4. Look for better positioned players.
5. Encourage best practice of tackling.

### Variations

- Team A may only be allowed to score in 2 different zones.

## **Focus on defensive skills**

1. Mini game.
2. Small sided.
3. Goals and points worth 1 point, good tackle 3 points, block down 5 points.
4. Encourage the learning and development of these skills.

## **Double or Quits**

- Game played as normal.
- A number of cones are marked on the pitch in the scoring zone.
- After a score, the teams free taker can get extra points for his/her team by pointing a free from the designated cones. If a goal is scored a free penalty is given.
- This encourages the free taker to practice frees in a pressurised environment.