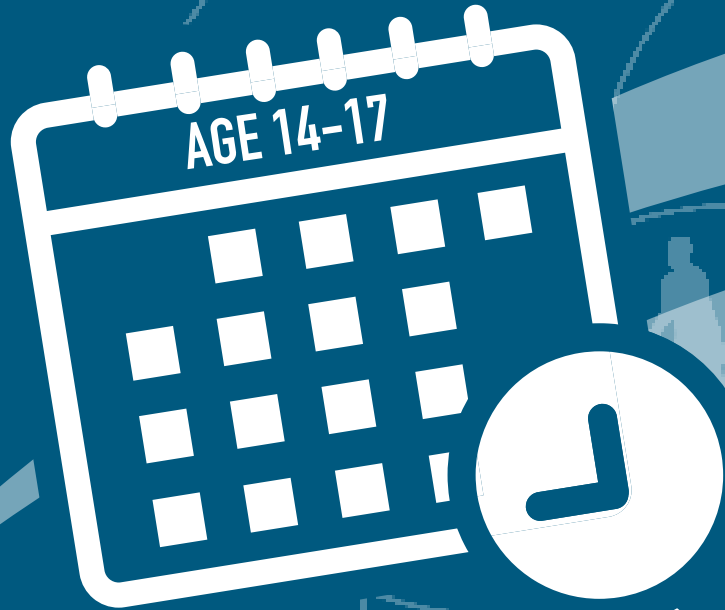


**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

HURLING



LEINSTER



TURAS

YOUTH COACH RESOURCE





YOUTH COACH RESOURCE (HURLING) CONTENTS

1.	TURAS introduction	1
2.	GAA 15 Warmup	6
3.	Age 14-15 Week 1	12
4.	Age 14-15 Week 2	16
5.	Age 14-15 Week 3	20
6.	Age 14-15 Week 4	24
7.	Age 16-17 Week 1	28
8.	Age 16-17 Week 2	32
9.	Age 16-17 Week 3	36
10.	Age 16-17 Week 4	40
11.	Goalkeeping Activities	44
12.	Turas Coaching Principles	48

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

TURAS



GAA Learning

TURAS VISION

Coaching Coaches to Develop Players

TURAS ABOUT

TURAS is a coach development program

TURAS is the Irish word for Journey and was purposefully chosen to reflect the journey that is coach and player development. The main aim of TURAS is to provide club, school and talent academy coaches with regular and meaningful coach development opportunities. TURAS is based on five key principles that when applied will positively improve coach and player performance:

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

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

Resembles the game (games based)

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

Should be an enjoyable, developmentally appropriate & holistic GAA experience

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

WORKSHOPS

Coaches will attend player pathway TURAS workshops aligned to the players that they are coaching.

PLAYER PATHWAY PLAY TO STAY WITH THE GAA

AGE 4-6 HURLING

THE COACH

- Variation. Coach open to trial & error
- Well organised/planned sessions
- Maximise all coaching resources to increase knowledge
- Guide children. Don't ball them

ENVIRONMENT

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

TECHNICAL SKILLS

- Handing: Correct Lurley size, Correct Grip
- Open Ready Position
- Decision Making: 2-4 Player in the middle, 2-4 Player in the middle, 2-4 Player in the middle, 2-4 Player in the middle

THE PLAYER

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

ENVIRONMENT

- FHM is number one priority
- Coach to player ratio 1:8
- At least 1 vilder for every 2 players
- Players enjoy practice
- Coaches: FHM tasks between sessions
- Player enjoy game experiences rather than results

AGE 7-9

THE COACH

- Variation. Coach open to trial & error
- Well organised/planned sessions
- Maximise all coaching resources to increase knowledge
- Don't ball them

ENVIRONMENT

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

TECHNICAL SKILLS

- Handing: Grip, Ready, Lock & Swing, Catch-Low/Chest/High, Chest Catch, for Chest/High Catch, Support Catch for low catch
- Decision Making: Players encouraged to move into

THE PLAYER

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

ENVIRONMENT

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

AGE 10-11

THE COACH

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

ENVIRONMENT

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

TECHNICAL SKILLS

- Handing: Hand pass - left & right, Overhead catch - hand protected
- Striking: Job/roll left - moving, Ground strike 15-20M, Strike from the hand 20-25M, Rise & Strike (Without catching) 8-10M, Ball Control: Side, Stopping - High Ball, Baiting
- Decision Making: When in possession challenge the players to scan options - Pass, Toss or shoot, Off the ball - Who to mark, How to be an option, Coach to question players during session and in games on decision making
- Support Play: Support your team mates in attack & defence. Coach to praise off the ball support runs.

THE PLAYER

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

ENVIRONMENT

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

AGE 12-13

THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Planned
- Set individual goals
- Set team goals
- Do away from field

ENVIRONMENT

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

TECHNICAL SKILLS

- Striking: Strike from the hand 20-25M, Ground Strike 25-40, Both sides (Left & Right)
- Handing: Hand pass - left & right off the ball, Catch Low/Chest/High with hand protected
- Ball Control: Side, Ground flick to space
- Tackle: Hook & Block, Frontal Block and recover possession
- Body resistant exercise: Performed through FHM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog
- Decision Making: Play conditioned games to create pressure on players decision making, Activities focus on building skills to gain & maintain possession of the ball under pressure
- Team Play: Encourage and support team mates vocally, Work on teams ability to create space when in possession, Work on teams ability to deny space when out in possession

THE PLAYER

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

ENVIRONMENT

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

AGE 14-15

THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Planned
- Set individual goals
- Set team goals
- Do away from field

ENVIRONMENT

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

TECHNICAL SKILLS

- Striking: Strike from the hand 20-25M, Ground Strike 25-40, Both sides (Left & Right)
- Handing: Hand pass - left & right off the ball, Catch Low/Chest/High with hand protected
- Ball Control: Side, Ground flick to space
- Tackle: Hook & Block, Frontal Block and recover possession
- Body resistant exercise: Performed through FHM games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog
- Decision Making: Learning to work in team environment, individual decisions now have more impact on team outcome
- Team Play: Encourage and support team mates vocally, Work on teams ability to create space when in possession, Work on teams ability to deny space when out in possession

THE PLAYER

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

ENVIRONMENT

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

NURSERY
4-6 YRS

EARLY GO GAMES
7-9 YRS

LATE GO GAMES
10-11 YRS

EARLY TEENAGE
12-13 YRS

MID TEENAGE
14-15 YRS

LATE TEENAGE
16-17 YRS

ADULT
18+ YRS

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

DELIVER PLAYER PATHWAY WORKSHOP



OUTCOMES



CLUB VISIT 1

PART-TAKE SESSION WITH EXAMPLES OF
GOOD PRACTICE REVIEW SESSION USING

TURAS
PRINCIPLES



CLUB VISIT 2
OBSERVE SAME COACHES &
REVIEW USING

TURAS
PRINCIPLES

These workshops will help coaches to further understand the TURAS coaching principles and embed them in their weekly coaching sessions.

These workshops delivered by Leinster GAA staff will discuss what age appropriate coaching involves as well as demonstrating a variety of practical coaching activities.

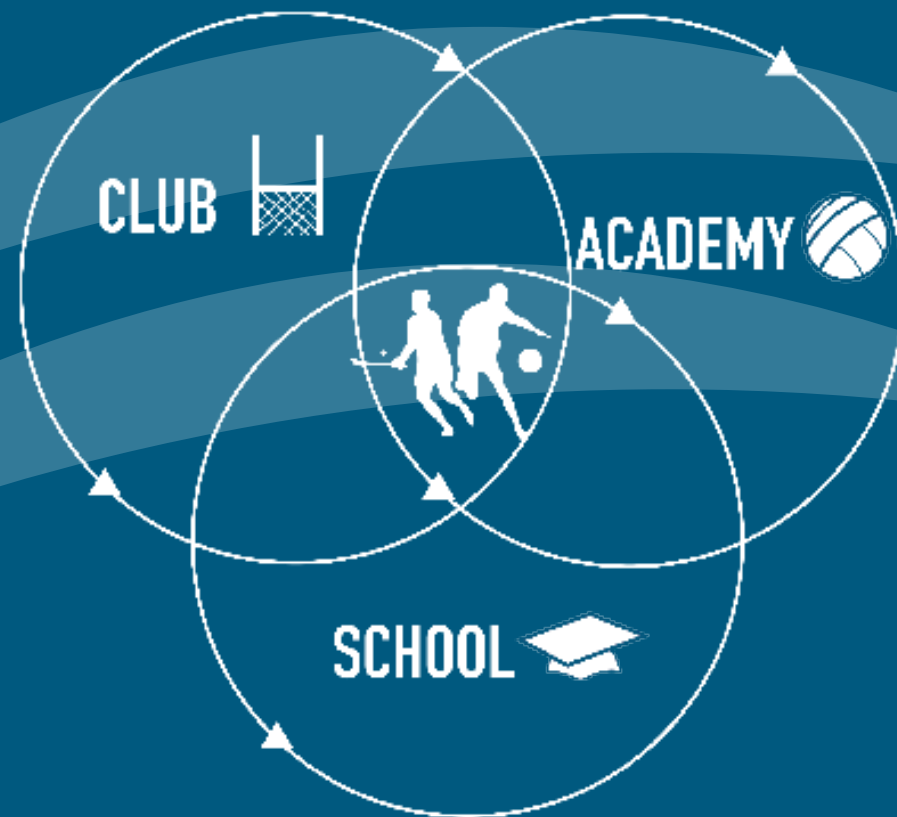
This coaching resource offers further coaching materials to those coaches working with players aged 14-17.



GAA
Learning

TURAS TARGET AUDIENCE

TURAS is aimed at coaches working with players from 4-17 years of age in clubs, schools and players from 13-17 years of age in talent academies. There will be an added emphasis on the supports given to coaches who are supporting players between 12-17 years of age at club, school and talent academy levels.



TURAS BENEFITS

The benefit of TURAS is that we will be providing a coherent talent development programme across the three areas of player engagement, clubs, schools and talent academies. If coaches engage in this coach development program they will be exposed to best practice and more learning opportunities for them and their players. By engaging in the programme clubs and schools will have better coaches and in turn more players, while counties will have a better and deeper player pool as well as a coherent coaching system.

TURAS OBJECTIVES

To support 5000 Coaches in Leinster per annum on their coaching journey.



CLUBS	SCHOOLS	TALENT ACADEMIES
<p>Player Pathway – Provide regional player pathway workshops per age group in every county and make resources available to all coaches</p> <p>Club Coaching Officer Development – Workshops provided for club coaching officers to assist them in rolling out TURAS within their club</p> <p>Club workshops – Regular county and regional workshops to assist coaches to embed the TURAS principles within their coaching practice</p> <p>Coach Support – The provision of practical coach development supports to club coaches while working with their own teams in their own club</p>	<p>Player Pathway – Provide regional player pathway workshops for teachers per class groupings in every county and make resources available to all teachers</p> <p>Primary & Post Primary Teacher Workshops – Regular county and regional workshops to assist teachers to embed the TURAS principles within their coaching practice</p> <p>Communities of Practice – Provide facilitated opportunities for teachers to come together and learn from each other by sharing best practice</p> <p>Mini Academies in Post Primary Schools – Facilitate teachers in providing the talent development programme within their school to their students</p>	<p>Talent Development Framework – A comprehensive guide to facilitate best practice in the provision of a complete talent development program</p> <p>Communities of Practice – Provide facilitated opportunities for talent academy coaches to come together and learn from each other by sharing best practice</p> <p>Workshops – Regular county and regional workshops to assist coaches to embed the TURAS principles within their coaching practice</p> <p>Coach Mentoring – Provide one to one mentoring on a regular and consistent basis for all coaches involved in the talent academy programs</p>

GAA 15 WARM UP SESSION



THE GAA 15 – WHAT SHOULD I KNOW?

Current research suggests that by coaching movement and running skills, increasing leg and trunk strength and by optimising landing, cutting and deceleration mechanics we can significantly reduce injuries to the groin, hamstring, knee and ankle. The GAA15 injury prevention program is a program developed to develop all the areas above as part of a warm up for gaelic games.

WHAT IMPACT CAN IT MAKE?

In a 10-15 minute warm up players can get up to 100-150 repetitions of various exercises completed.

2 warm ups per week = extra 200-300 repetitions per week

4 weeks in month = extra 800-1200 repetitions per month

10 months per year = 8,000- 12,000 repetitions per year

FUNCTIONAL COMPETENCY

PERFORMANCE

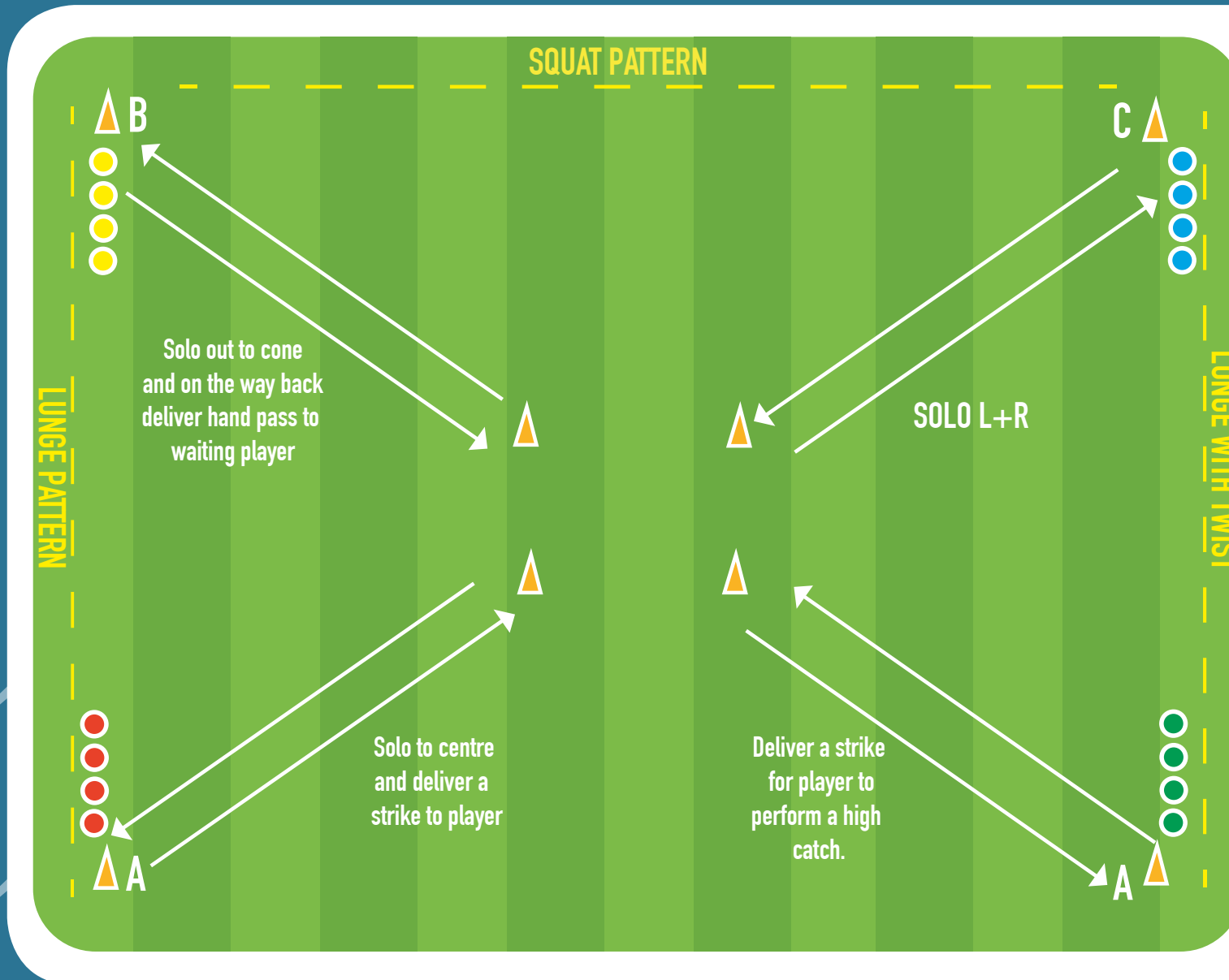
Details of the full warm up can be found at learning.gaa.ie/gaelic15

WHAT ARE THE COMPONENTS?

- Part A – Running
- Part B – Strengthening
- Part C – Balancing
- Part D – Jumping
- Part E – Hamstrings
- Part F – Sports Specific

Be careful when using parts B & E before games, they may cause fatigue in untrained players

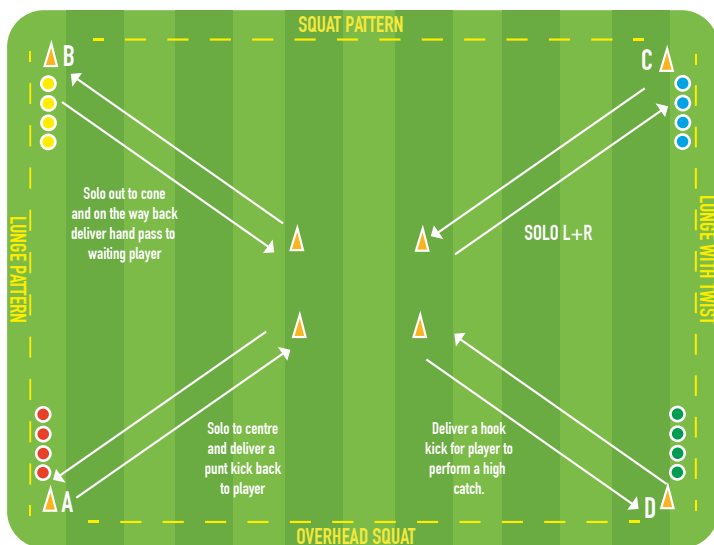
SAMPLE TEAM WARM UP



- Perform 1 circuit (6-8 Mins)
- All players to do a front plank for 2x30 seconds
- Repeat circuit at a higher intensity and changing RT exercise to jumps.
- All players to do gluebridge for 2x30 seconds
- After 60 seconds A move to B performing a large pattern for 6-8 reps on each side
- B to C= Squat pattern with groin step
- C to D = Large pattern with twist
- D to A = Squat pattern with hands overhead

SAMPLE WARM UPS x4

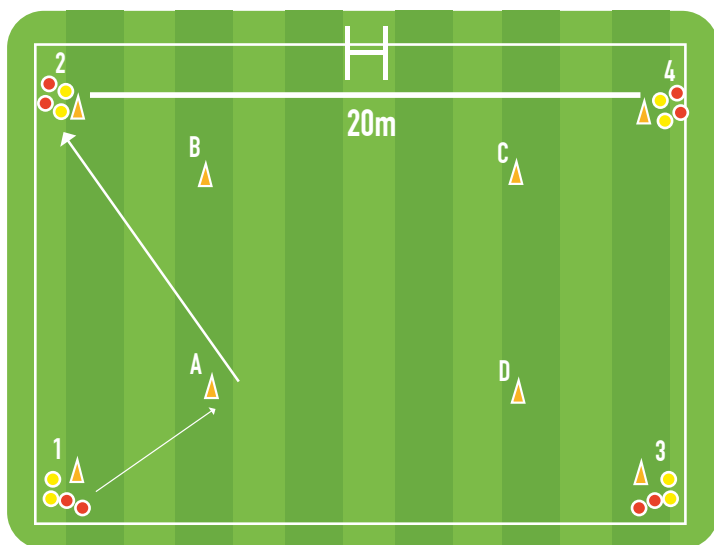
1



- Perform 1 circuit (6-8 Mins)
- All players to do a front plank for 2x30 seconds
- Repeat circuit at a higher intensity and changing RT exercise to jumps
- All players to do gluebridge for 2x30 seconds
- After 60 seconds A move to B performing a large pattern for 6-8 reps on each side
- B to C= Squat pattern with groin step
- C to D = Large pattern with twist
- D to A = Squat pattern with hands overhead

FOUR CORNERS OF THE WORLD WARM UP

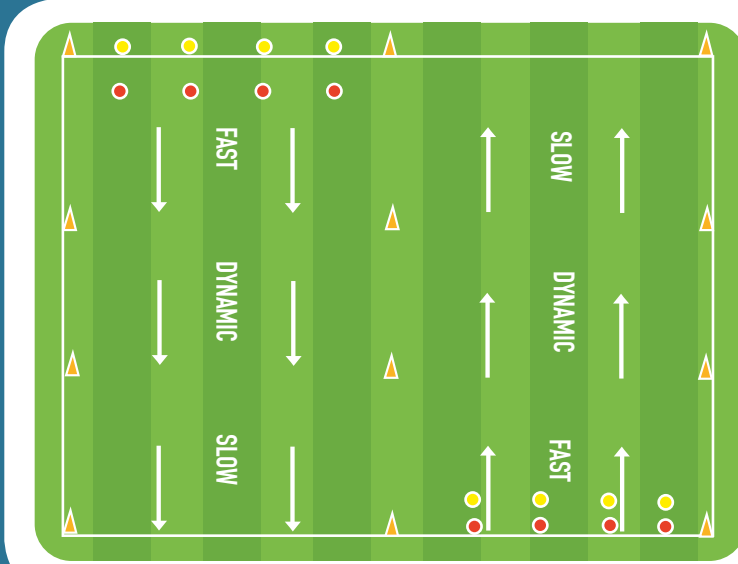
2



- Phase 1: Even number of players at the 4 corners of a 40M X 40M grid set up on the 20M line in front of one set of goals, inner cones 10M in from outer cones as displayed. First player from each numbered cone has a sliotar and goes out and around near cone and kicks left i.e. 1 goes around A and pucks to 2 and follows pass. After 2 minutes they switch to striking to their right. 1-A-2=Right 2-B-1=Left
- Phase 2: After 4 minutes. of passing and moving have each line of players move out and around lettered cones performing GAA 15 warm up stretches, i.e. 1 goes to A heel flicking and back to 1, next high knees etc. 8 minutes.
- Phase 3: Have 1 player at 4 inner cones (letters A, B, C & D) and the rest at outer cones. 1 sliotar at each inner cone, 1st player leaves outer cones collects sliotar from inner and strikes to opposite inner cone, joins opposite outer cone. 4 players go at once. i.e. Player 1 collects from A passes to D and joins 4, 1st player from 4 is doing the same from his cone. Players at inner cones will have to deal with two sliotars per move. 2 minutes.
- Phase 4: Start sliotar at 2 and 4 play as above but this time when 1 and 3 collect from inner cones they shoot for a point. 2 minutes.
- Phase 5: Next Using cones 1 and 3 and all 4 inner cones, 1 passes to A gets it back and passes to D gets it back and shoots for a point. 2 minutes. Total warm-up: 18 minutes.

THREE PHASE WARM - UP

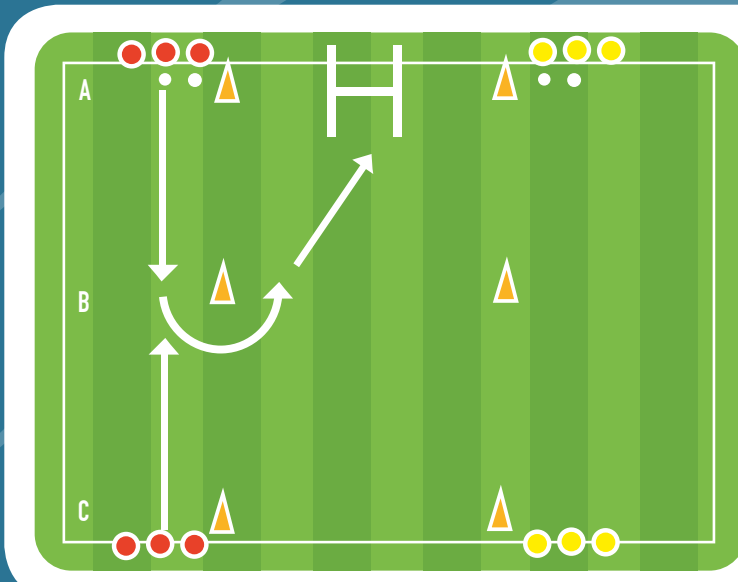
3



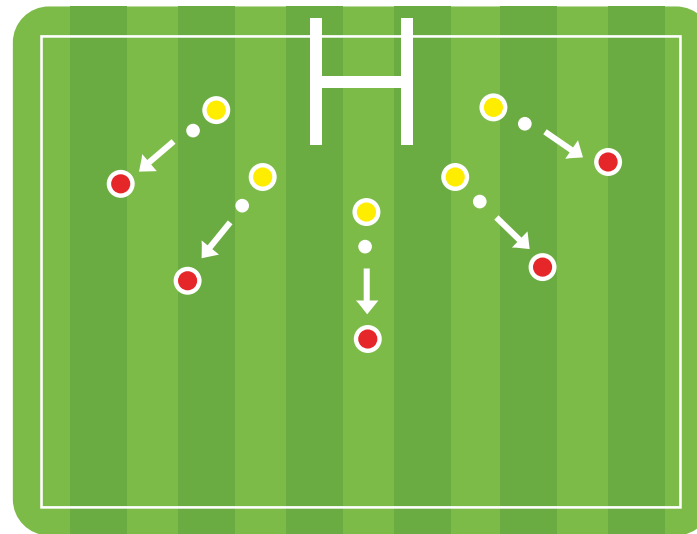
- End line to 45M line (set up one side of goal posts) divided into two channels 15M X 15 M wide and with each channel dived into 3 again by 15M as displayed. Players in groups of 4 on end line at the start of 1 channel. On signal players go through the following warm up phase's.
- Phase 1: Dynamic Stretching. Fast into first square (50% running), dynamic stretch in second square and slow out of channel (third square), walk around to second channel and do the same back. Use GAA 15 stretches in Middle Square of both channels. Total time 8 mins.
- Phase 2: Tempo raising stretching: Fast into first square (60% running), tempo raisers in second square, include, jockeying fronts ways and back ways, skipping for length and height, backwards running, slow out. 2 mins.
- Phase 3: Technique warm up: Place players at the 3 end line cones and the 3 45M line cones, each line pass the sliotar from end line to 45M line in the following formation. 1. High ball. 2. Bouncing in front of player (mid pass). 3. Along the ground pass (low pass). Each pass must clear the middle square. 4. Speed hand passing, each line comes to meet each other with the ball been hand passed to each other, ball now cannot leave the middle square so the next receiving man is moving at pace onto the ball. Each passing routine last's 2mins. 8 mins.
- Total warm up 18 minutes.

SCORING WARM UPS

4



- 1 End line to 45M line, even numbers behind cones A & C, sliotar at A as displayed. A foot passes to C (follows pass) who is moving towards A, he quickly returns sliotar to A who loops around cone and shoots for a point. A goes to C after shot and C joins A. Swap sides after a set period.



- 2 Five players line up in a semi-circle 3M apart in front of the goal with 5 players 3M in front of them as displayed, each player has a sliotar, on signal they hand pass to the player in front and he tries to quickly hand pass over the bar before been closed down, swap roles and always start on signal, beware of crowded space and get hand pass away quickly.

COACHING CUES FOR MOVEMENT PATTERNS



GLUTE BRIDGE



Coach Cues

“Drive through the heel”
“Straight line shoulders to knees”
“Alignment”

SQUAT



Coach Cues

“Sit back onto a chair”
“Chest tall”
“Look Straight ahead”

NORDIC HAMSTRING CURLS



Coach Cues

Slowly lean forward, while keeping your body straight from the head to the knees.

When you can no longer hold the position, gently take your weight on your hands, falling into a press-up position.

1-2 sets of 3-4 reps

JUMPING AND LANDING



Coach Cues

“Power through the hips”
“Land quietly with soft knees”
“Power position”

T PLAIN



Coach Cues

“Move through the hips with soft knee”
“Place your chest on a table”
“Screw your foot into the ground”

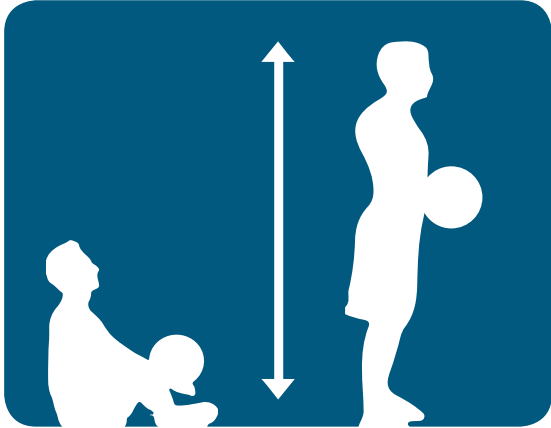
LUNGE



Coach Cues

“Step – Plant – Drop”
“Stay Tall”
“Alignment”

SAMPLE FUN WARMUP ACTIVITIES



Pairs are paired off with one another. One player sits on the ground while holding a football/sliotar. The player attempts to stand up without using their hands. The partner must count the amount of times the player stands up in the 20 second time allocated. Players then switch roles.

Benefits

Players are introduced to the squat pattern which is a key movement from the GAA15 injury prevention program.



In a defined playing area select a number of players to act as catchers. When the game starts players must try and evade the catchers, once caught the players must freeze and assume a kneeling (lunge) or Balance (T plane) position while holding their arm straight out to be “flushed”. They must hold this position until they are freed, they can only be freed when another player “flushes” their arm.

Benefits

Players are introduced to both the lunge and t plane movements which are key movements from the GAA15 warm up.



Players are paired off with one another and must face each other in a 1/4 squat position. On the whistle players must attempt to tag the other person in the lower leg area (calf). Once tagged the player must assume a plank position and must stay there while the tagger jumps over and back across them.

Benefits

This game helps develop players agility, while also improving their core strength and jumping and landing abilities. Core strength and jumping and landing are key components of the GAA15 injury prevention program.

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 14-15



GAA
Learning



KEEP BALL SESSION

TURAS

AIM OF SESSION

The aim of this session is to isolate as many skills of the games in intense activities to prepare them for real game scenarios.

1 *SHORT PASS LONG PASS*

2 *PATIENT PASSING*

3 *PICK A PASS*

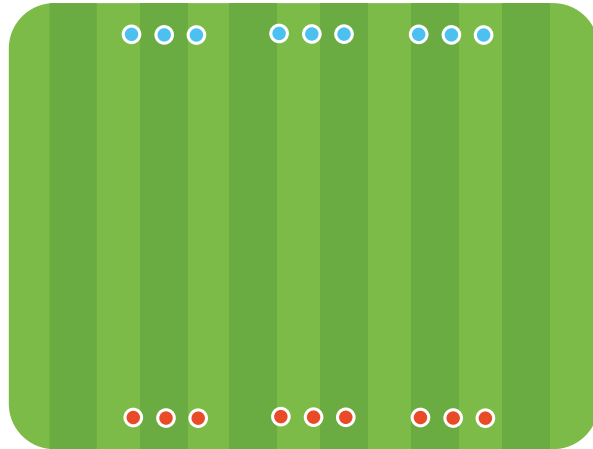
4 *OUT OF THE SQUARE*

KEEP BALL SESSION



SHORT PASS LONG PASS

1



Teams must follow sequence of long pass ie. greater than 30m then short pass ie. less than 30m or visa versa.

Award a point for a completed sequence ie. 2 successful passes.

Variation: Which team can keep possession of the ball longest using the sequence.

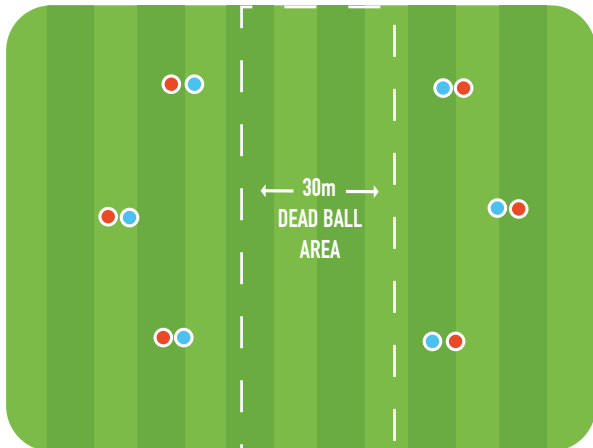
Possession is given to the other team if the passes are not meeting the game conditions.

PROGRESSION

Accurate passing decision making and communication.

PATIENT PASSING

2



12 or more players. Divide group into 2 equal groups Red and Blue. Divide the groups in 2. ie. Red group A and B and Blue group A + B Set pitch up as shown.

A point is scored when a pass across the dead ball area is recieved by a team mate on the other side.

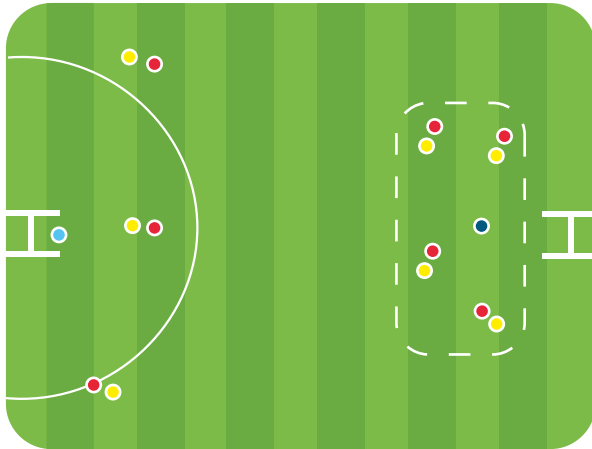
The ball can be passed around inside one area while working the opening for a pass across the dead ball area.

PROGRESSION

Communication, scanning pitch for a pass, accurate stick passing, patient use of the ball to work an opening for a pass. Movement before a pass is hit.

PICK A PASS

3



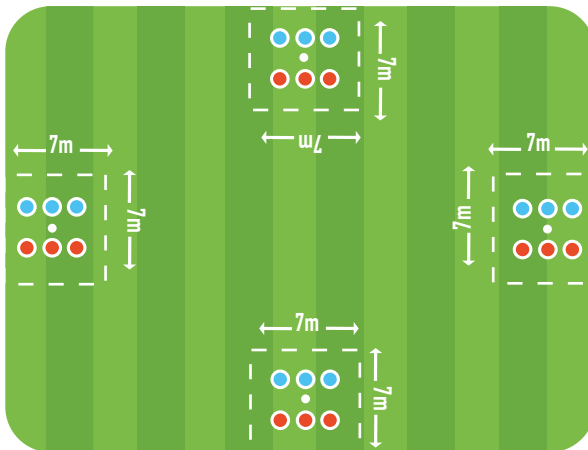
Set up playing area as outlined. Place two players from each team in the squares 30m away from playing area. Set a target number of passes inside the playing area eg.5 followed by a pass to a team mate inside one of the squares. Award a point for 5 passes inside the playing area followed by a successful pass to one of the teammates inside the square 30m away.

Change the players inside the squares regularly. The player who gave the successful final pass changes with the player inside the square that recieved the final pass. Game continues by pucking the ball into the playing area from one of the squares 30m away. Puck can't favour either team. Variations: Put both players from the same team at the same end in the square so teams are attacking + defending one end only.

Accurate passing, communication and decisionmaking.

OUT OF THE SQUARE

4



Divide whole group into two equal teams. Put the same number of players from opposite teams inside the four squares as shown. Squares should be big enough to accomodate the number of players inside eg 7m x 7m. Game starts with a ball in three of the squares. The teams score be making three passes before clearing the ball to another square. Keep scores for each and add to get total points for each team. Two balls are not allowed in the same square at the same time. Therefore players must communicate to the person in possession which is free to clear to.

PROGRESSION

Decision making, passing, communication, scanning the field.

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 14-15



GAA
Learning



TEAM PLAY SESSION

TURAS

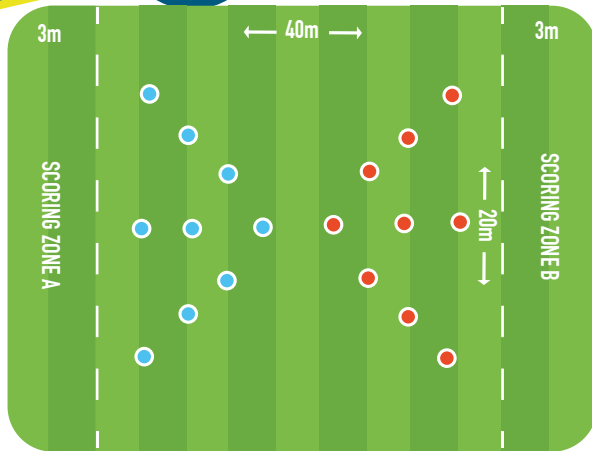
AIM OF SESSION

The aim of the team play session is for young players to learn the value of team play, to be aware of what their team mates are doing in terms of movement and while being in and out of possession.

- 1 *TO THE END LINE*
- 2 *FLOATING BIBS*
- 3 *THROUGH THE LINES*
- 4 *CHANNEL HOPPING*

TO THE END LINE

1



Teams of 10v10 or more. Dimensions of pitch adjusted to accommodate the number of players. Teams attack and defend as per rules of Rugby. No forward passes. All passes level or behind the ball carrier. (Hand or stick passes allowed). Encourages runs off the shoulder off the ball carrier and breaking tackle. Also encourages ball carriers and support players to attack the “weak defensive shoulder” of their opponents plus decoy runs. Teams score by carrying the ball into their teams scoring zone.

PROGRESSION

Increase width of the field to allow players to attack the spaces between defenders.

FLOATING BIBS

2



Adjust pitch size to accommodate the number of players at your disposal. eg. if 22 players make two teams of 10v10 plus 2

Mark the two players that are always with the team in possession of the ball with different colour bibs to the two teams playing eg. 1 team wearing blue bibs, 1 team wearing red bibs and the two extra players wearing yellow bibs. Normal rules apply. The team in possession of the ball always have more options on the ball with two extra players in play.

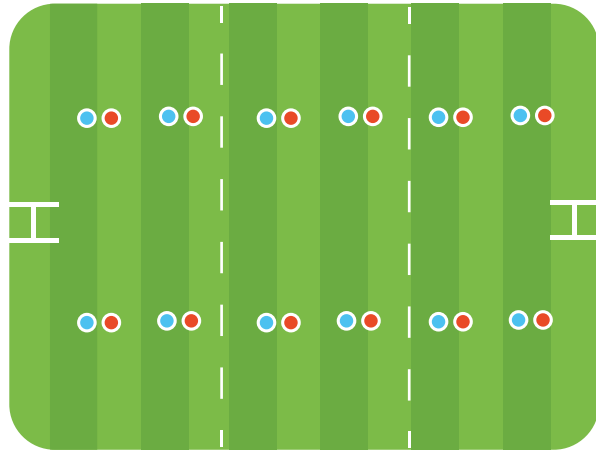
PROGRESSION

Good use of the ball, communication, decision making

Variation: The two players are always with the team without possession therefore creating extra defenders.

THROUGH THE LINES

3

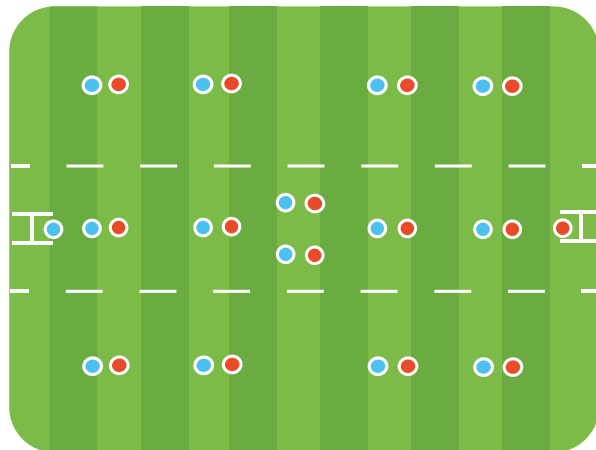


Divide group into two teams. Divide each team into 3 groups as per eg. 13 a side: 4 defenders, 4 middle third, 4 attackers, 1 goalkeeper. Divide pitch into 3 grids. Puck outs must go to a defender. Ball must be played through the grids to the attackers who are the only ones allowed to score. Players must stay in their assigned grids. Rotate players into different grids after an allocated time.

Encourages goalkeepers to practice short puck outs, defenders move to receive puck outs and pass the ball to players in the middle third rather than hitting it long. Forwards to stay within scoring range of the goal. Also encourages Forwards to defend short puck outs. Encourages teamwork to move the ball into a scoring position.

CHANNEL HOPPING

4



30 players, 2 teams 15 on 15, 1 slotar. Divide the full pitch into 3 long channels the length of the pitch. Handpasses can stay inside the same channel, stick passes can't, except puck outs. Players can move between channels freely. Normal rules apply. Free given if a stick pass finishes in the same channel as it was hit from. Normal Scoring

Teams playing diagonal balls to their team mates. Promotes players making support runs into space.

PROGRESSION

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 14-15



GAA
Learning



SKILL SET SESSION

TURAS

AIM OF SESSION

The aim of this session is to isolate as many skills of the games in intense activities to prepare them for real game scenarios.

- 1** *PLUS 1*
- 2** *MIDFIELD MAESTRO*
- 3** *ROTATIONS*
- 4** *WHO'S ATTACKING*



SKILL SET SESSION



PLUS 1

1



Divide the whole group into two teams and make pitch dimensions as shown. 4 attackers v3 defenders. Start the attackers with the ball. Goals only allowed to be scored. After attacking, the attacking team lose one player and defender and return to their end of the pitch. 4 new attackers are now against 3 defenders who were attacking previously. Sequence goes attack, defend, exit pitch and wait to go again. Normal playing rules apply. If defending team win over the attacker they try to score in the opposite goal to the one they are defending.

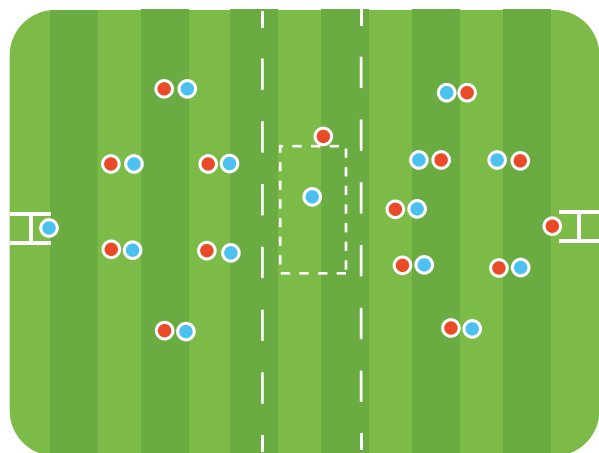
PROGRESSION

Working the overlap correctly. Goalkeepers shot stopping tackling skills, communication, decision making.

Variation: Equal number of attackers and defenders. Keep a count on the number of goals scored by each team

MIDFIELD MAESTRO

2



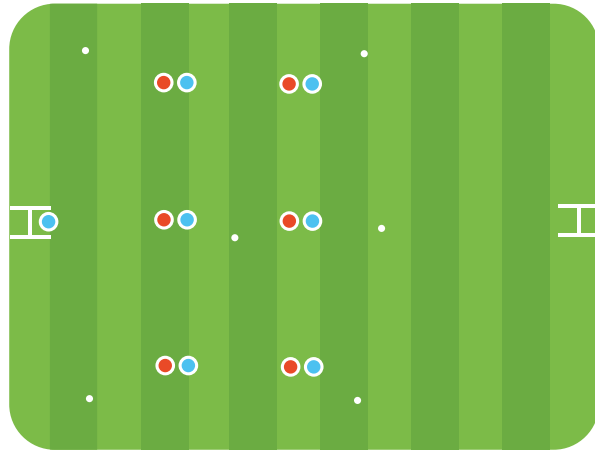
Full pitch marked out as shown. For numbers smaller than 6v6 reduce the playing area from endline to 65m as appropriate. Normal hurling rules the teams must link the play between backs and forwards through their player in the middle rectangle. When his/her team is in possession, the player in the middle of the midfield rectangle is allowed to use the space inside the rectangle to receive a pass while his opponent in the midfield rectangle can only move around the perimeter. As soon as the ball is played into the rectangle the opponent is allowed to enter and challenge for the ball if forwards turn the ball over they can score as normal. Rotate the players in the midfield rectangle regularly.

Defenders working the ball out to a temporarily unmarked player in midfield. Midfielders delivery to forwards, accurate passing, awareness of space by the midfield maestro making themselves available for passes.

ROTATIONS

3

PROGRESSION



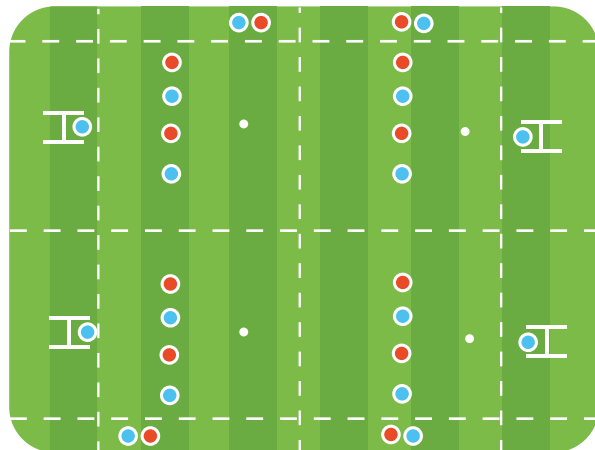
Suitable for 20 + Players. Divide group into attackers + defenders. Position 6 sliotars as per diagram. Attacking players can collect any sliotar to start the game. Coach calls the name of the attacker to collect a ball to start play. After each play, the players rotate clockwise with their markers. A new pair of players join at half forward/back after each play while the pair of players after playing at the centre back forward drop out as they have now been in play for six rotations. Tally up the total score after all players have had six rotations or more and players then swap roles. Attackers become defenders and visa versa. Winning team has scored the most in an equal amount of rotations. Defenders clear to a player outside the 45 and gain a point if the pass is to hand without being dropped.

Players ability to play in different positions on the field decision making, support play, shot selection, communication.

WHO'S ATTACKING

4

PROGRESSION



Divide whole group into two equal teams. Set up grids 10m x30m with a goal at one end to accomodate. 2v2 in each grid. Extra players wait outside the grid. Goalkeeper starts the game by pucking out the ball high between the players. Which ever team wins the ball high between the players. Whichever team wins the ball is the attacking team. Goals only allowed to be scored. If the ball is turned over inside the 10m line the ball must be brought outside it before the team that turned the ball over can attack. After each play a pair of players drop out and new pair enter the grid. A mentor or injured player, keep score in each grid. Tally the totals at the end to decide which team won.

Competing for high balls, shot stopping, attacking and defensive skills, communication, shot selection beating opponents with possession.

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 14-15



GAA
Learning



TRANSITION SESSION

TURAS

AIM OF SESSION

The aim of this session is to isolate as many skills of the games in intense activities to prepare them for real game scenarios.

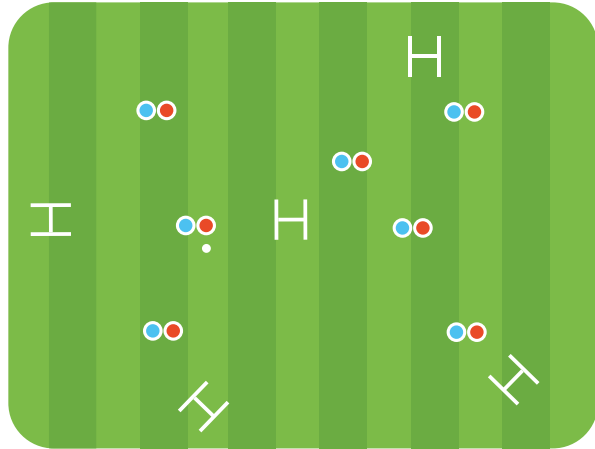
- 1** *GOAL MAD*
- 2** *FIRST TO FIFTEEN*
- 3** *BEAT THE SWEEPER*
- 4** *ON THE TROT-WIPE OUT- 4 IN A ROW*



TRANSITION SESSION

GOAL MAD

1



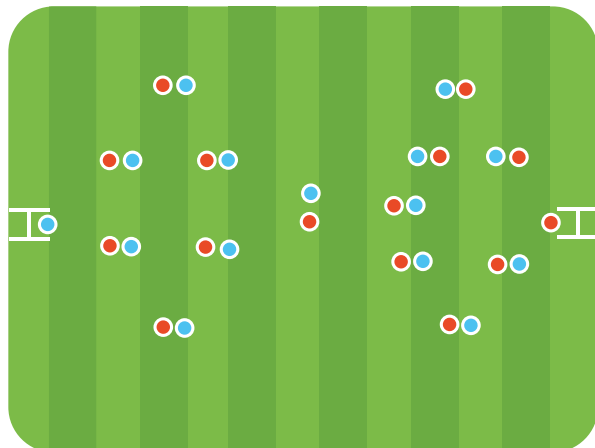
Suitable for 7v7 upwards. Adjust size of grid to suit number of players playing. Pick two teams. Place 5 goals inside the grid using grid poles. Pick two teams. Place 5 goals inside the grid using grid poles. Objective of the game is to carry the ball through the goal to score a point for your team. A team can't score in the same goal two times in a row.

PROGRESSION

Develops maintaining possession vision decision making tackling techniques. Limit the number of passes before a score can be counted. Eg. has to be a score within 3 passes. If one team succeed the passes before a score rule the opposition get the ball.

FIRST TO FIFTEEN

2



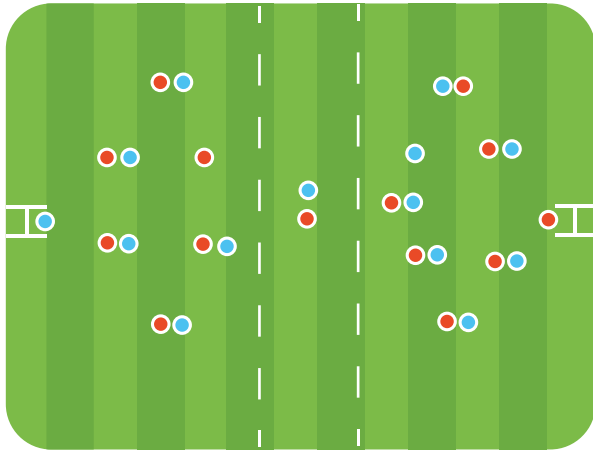
Full pitch if 15 v 15. Adjust pitch to accommodate numbers of players. Aim of the game is the first team to get 15 scores wins. The first five scores must be scores with players not allowed to take a hop or a solo of the ball. Scores 6-10 are scored with only one hop allowed. Scores 11-15 are scored using no conditions.

PROGRESSION

Different styles of play in the build up to scores. Accurate passing, support play, shot selection, communications, team play.

BEAT THE SWEEPER

3



15v15 players can be adjusted for more or less players set up the teams as outlined above. Objective of the game is that attackers have to win the ball in their scoring zone. If they do they get a free shot from where the ball is won.

ON THE TROT-WIPE OUT- 4 IN A ROW

4



Divide whole group into two teams (Red + Blue). Normal rules apply. To win the game, a team must score a set number of scores in succession without the opposition team scoring. Eg.4. If the red team scores, the score is 1-0, if they score again it's 2-0 if the other team scores then they take the lead 0-1 as their score wiped out the chance of the red team scoring 4 on the trot.

PROGRESSION

PROGRESSION

focus on responding to opposition scores. Score talking, Option taking, Intensity as the game only lasts until a team scores four scores consecutively instead of a set time. Play first to score 6 scores but each time the opposition score a score is taken away. Eg. If a team is leading 3-0 and the team is on nil score, it makes the score 2-0 instead of 3-1.

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 16-17



GAA
Learning



STRIKING & SUPPORT PLAY

TURAS

AIM OF SESSION

The aim of this team play session is for more advanced players to make decisions as a team and work out problems in real game time.

1 *BREAK OUT*

2 *OVER THE LINE*

3 *ON TIME*

4 *SIX UP*



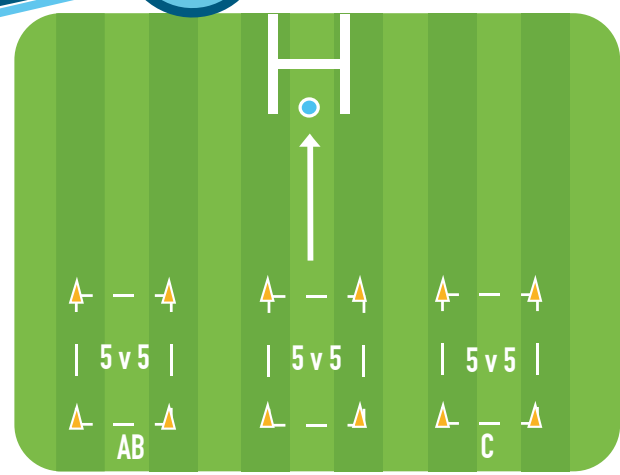
STRIKING & SUPPORT PLAY



BREAK OUT

1

PROGRESSION



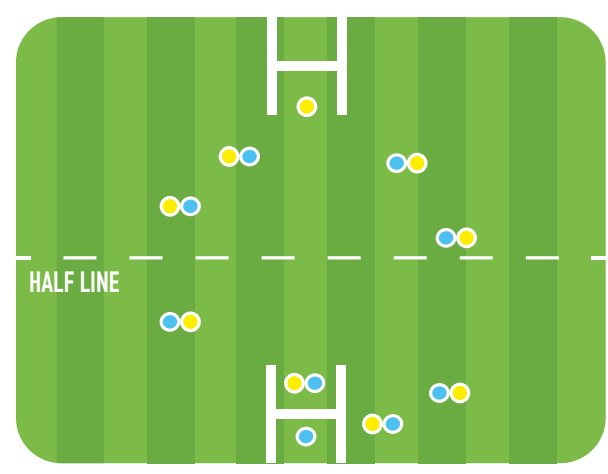
Players fight for possession in zones. Coach calls a zone A/B/C whichever team in the group has the ball they attack and go for a goal or a point while the other team defends.



OVER THE LINE

2

PROGRESSION

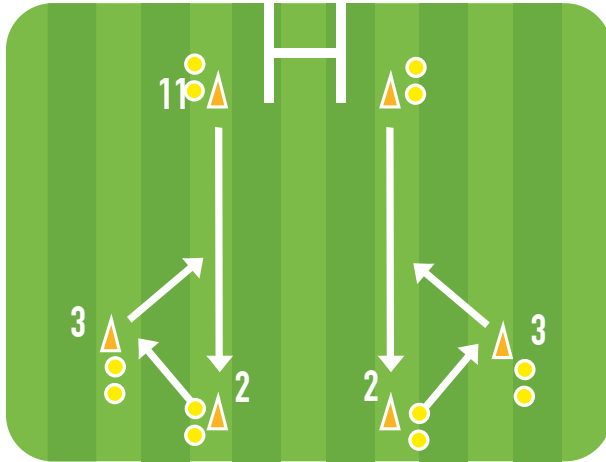


This game involves full rules with one addition whereby in order to score all players must be in opposition half.



ON TIME

3

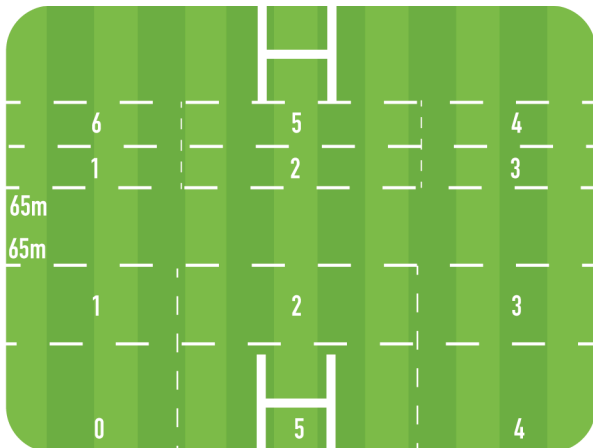


2 groups set up as shown. P1 plays sliotar to P2, who continues his run, to the back of P2 line. P2 moves to control sliotar and hand-passes to P3, who has timed his run and strikes for a goal/point. P2 goes to the back of P3's line and P3 goes behind the goal to retrieve the sliotar and goes to the back of P1 line. Follow the ball.

PROGRESSION

SIX UP

4



Full game 15v15. Attacking zones of pitches are divided into 6 scoring areas as in diagram. 1st team to score 1 point from each zone win. All 6 forwards have to score from 1 zone each.

PROGRESSION

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 16-17



GAA
Learning



TEAM PLAY SESSION

TURAS

AIM OF SESSION

The aim of this team play session is for more advanced players to make decisions as a team and work out problems in real game time.

1

ZONES

2

CHANNEL HOPPING

3

HEXAGON HURLING

4

NO SPACES GAME

NO MANS LAND

1



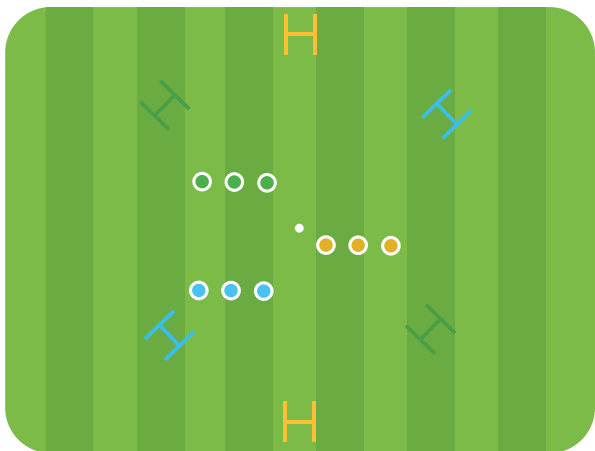
22 players or more. 2 teams of 1 goalkeeper and rest of the players split equally in two groups. Set out the field as shown with no mans land marked in the middle of the field as shown approx 20m-30m wide. Normal rules apply if the ball lands in "no mans land" it's dead and the games starts again with a puck out. Puck outs must clear "no mans land" as a must clearances.

PROGRESSION

Long deliveries into the forwards. Goalkeepers distance in puck outs. Forwards ability to win possession from a lone puck out. Teamwork to free up a defender to strike ball long over "no mans land". Works on forwards movement before the ball is hit from defence as they know it can go short.

HEXAGON HURLING

2



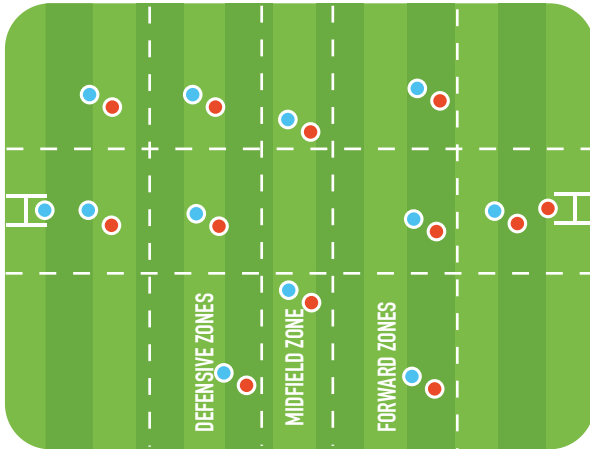
Divide full group into 3 teams eg orange, blue, green bibs. Each team has two goals to score into. Scoring goals are opposite each other. No goalkeepers, normal rules and normal scoring. If the ball goes out of play, restart the game by throwing in the ball between two opposing teams players. eg. ball put out by green, restart by throwing the ball in between orange and blue, after a score, the team that scored maintain possession and attack their second scoring goal. Keep a plentiful supply of balls in the goals and around the sides to keep the game flowing and allow for quick thinking players to act fast. Add in a second ball if required.

PROGRESSION

Decision making, scoring under pressure, tackling, communication, beating players with the ball in hand.

ZONES

3



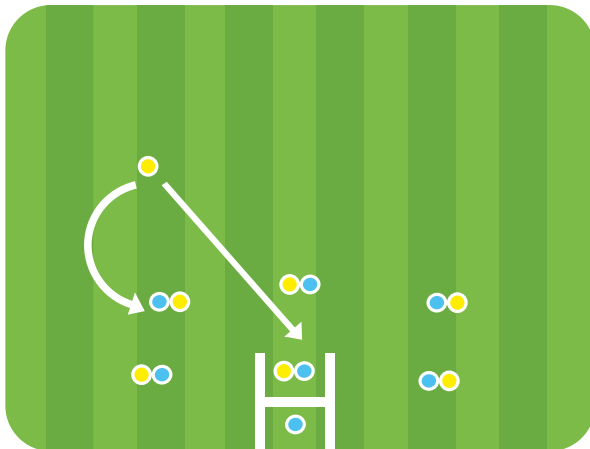
13 v 13 players. Divide field into defensive zone, midfield zone and forwards zone so that each of the 3 playing areas has one more player than pairs of players. eg. 6 cones for 5 pairs of players. Players can only move cones if it is free ie. none of their teammates are in it. (Free if two players from same team. Players must play in their assigned playing area .ie defenders in defensive cone, midfielders in midfield and forwards in forwards cone normal rules apply.

PROGRESSION

Communication, awareness of space, decision making, Discipline in keeping your own position, cohesive movement of players in supporting roles, awareness of the movement of team mates.

EXTRA MAN

4



6 v 6 with extra player out the field who feeds ball in. Once the player out the field strikes in slotar he then becomes an extra attacker. The defenders must work together to deal with extra man.

PROGRESSION

Once extra player strikes ball defender enters but starts 10-15m behind extra attacker.

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 16-17



GAA
Learning



SKILL SET SESSION

TURAS

AIM OF SESSION

The aim of this session is to enhance as many skills of the games through game like situations.

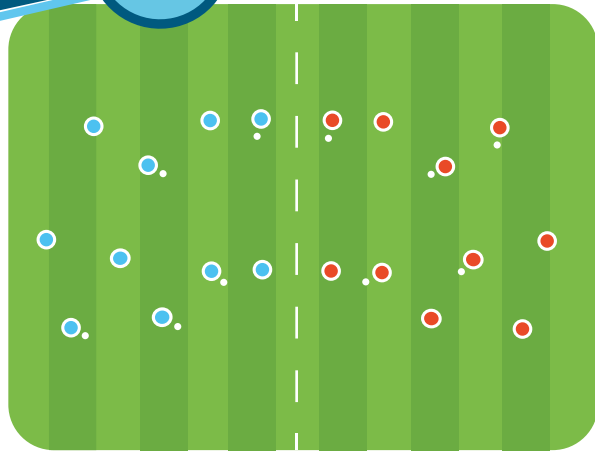
- 1 *PASSING COMBOS:*
- 2 *PASSING AND SEQUENCING ACTIVITY:*
- 3 *ROUND AND ROUND:*
- 4 *SPEED ENDURANCE SHOOTING:*



SKILL SET SESSION

SPACE TENNIS

1



Two equal teams, width of the field 14m line to 45m. Half the number of sliotars per members of each team. In this case 10 players 5 sliotars per team. Players must hit the ball from their hands into the air with the objective of the ball landing inside the other teams half. The strike must be high enough for overhead catch. If the opposition catch their opponents strike across the boundary line at half way then they gain a point for their team. Keep Score.

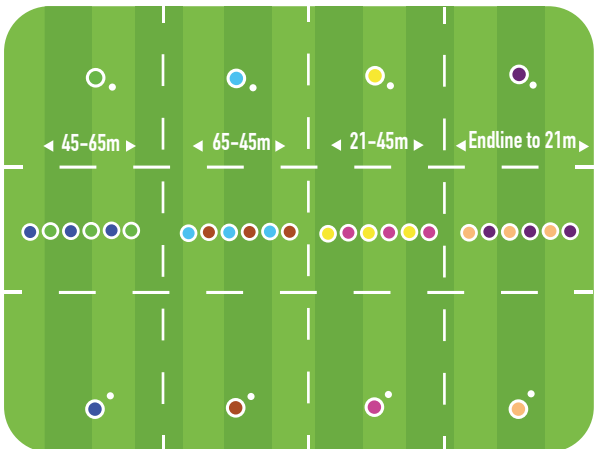
PROGRESSION

Develops awareness of space, execution of long pass into space. High catch opportunities

Variation: Place 1/3 of each teams players into opponents half. If a successful pass is made to a teammate across the boundry award 2 points.

BACK TO START

2



8 teams of 4 (Can be adjusted depending on members). Using the line of the field as grids and two boundary lines 15m apart in the centre of the field. One member of each team at the sideline with a ball. On one minute rotations. The player on the sideline changes into the centre grid for one of his teammates. Objective of the game is to progress through the number of grids and be the first team of 4 back to the starting grid. A sliotar is hit into the centre grid for high catch from one of the players on the sideline. When a team in the centre grid win the ball they must make 2 passes before returning the ball to where it came from. The team does this 3 times first progress to the next grid.

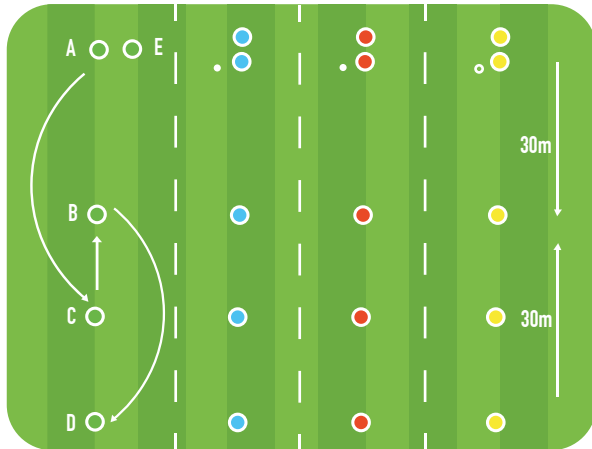
PROGRESSION

Tackling skills, passing in tight spaces, communication, high catching opportunities, teamwork.

Variation: Two teams divided out as above. Four from each team in each playing area as above. Play for five minutes with player rotations after every minute played. Keep score for every minute played. Some method of scoring as above. Combine scores from each grid at the end to decide winning team.

MASTER THE ADVANTAGE

3



Teams of 5. One sliothar per group. Ball is hit from player A to player C for the high catch. Player C handpass to player B who strikes to player D for a catch. After striking player A replaces player B who has moved in support of player C when he/she catches the puck from player A. Player follows his/her pass and takes up position at player D's stand point. Player D now strikes for high catch to player A. Player C moves in support so D moves to where C was. C takes the handpass from A and strikes to player E for catch. The pass sequence continues for a set time eg 2 mins. Each time the three pass sequence is carried out correctly, award 1 point to the team. Team with most success at the 3 pass sequence is the winner.

Accurate long and short striking, handpass, support runners timing their run. Overhead catch.

Variation: First pass is hit low to work on first touch, or for overhead ball.

OUTSIDE THE ARC

4



Two equal teams. 1 common goalkeeper to both teams. Portable goalposts in the centre of the field. A circle of cones 80m Diameter around the goal. Scores can only be taken from outside the circle. Ball and players are allowed inside the circle. The game continues after a score as the players on the other side of the goal play on when the ball goes over the bar or wide.

Long range shooting, high fielding, shot section, Decision making, communication, tackling skills.

Variation: Number of passes before a shot is taken, Shoot on sight as soon as the ball is outside the area. Introduce more sliothars.

PROGRESSION

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA

AGE 16-17



GAA
Learning



TRANSITION SESSION

TURAS

AIM OF SESSION

The aim of this session is to isolate as many skills of the games in intense activities to prepare them for real game scenarios.

1 *SPACE TENNIS*

2 *BACK TO START*

3 *MASTER THE ADVANTAGE*

4 *OUTSIDE THE ARC*

5 *PUCK OUTS*

6 *TIGHTER, TIGHTER, TIGHTER*

7 *MIDFIELD BATTLE*

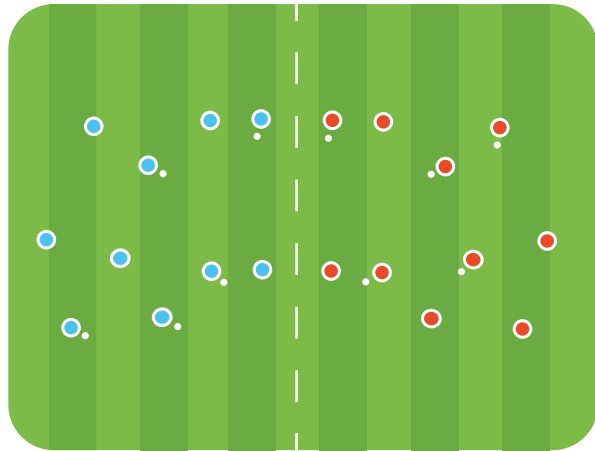
8 *ENDZONE PLAY*



TRANSITION SESSION (A)

SPACE TENNIS

1



Two equal teams, width of the field 14m line to 45m. Half the number of sliotars per members of each team. In this case 10 players 5 sliotars per team. Players must hit the ball from their hands into the air with the objective of the ball landing inside the other teams half. The strike must be high enough for overhead catch. If the opposition catch their opponents strike across the boundary line at half way then they gain a point for their team. Keep Score.

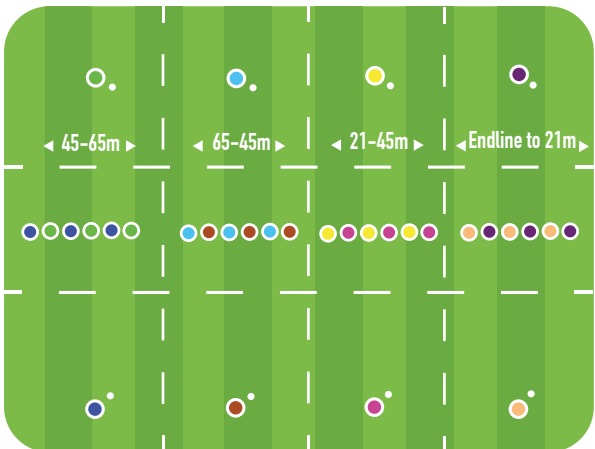
PROGRESSION

Develops awareness of space, execution of long pass into space. High catch opportunities.

Variation: Place 1/3 of each teams players into opponents half. If a successful pass is made to a teammate across the boundry award 2 points.

BACK TO START

2



8 teams of 4 (Can be adjusted depending on members). Using the line of the field as grids and two boundary lines 15m apart in the centre of the field. One member of each team at the sideline with a ball. On one minute rotations. The player on the sideline changes into the centre grid for one of his teammates. Objective of the game is to progress through the number of grids and be the first team of 4 back to the starting grid. A sliotar is hit into the centre grid for high catch from one of the players on the sideline. When a team in the centre grid win the ball they must make 2 passes before returning the ball to where it came from. The team does this 3 times first progress to the next grid.

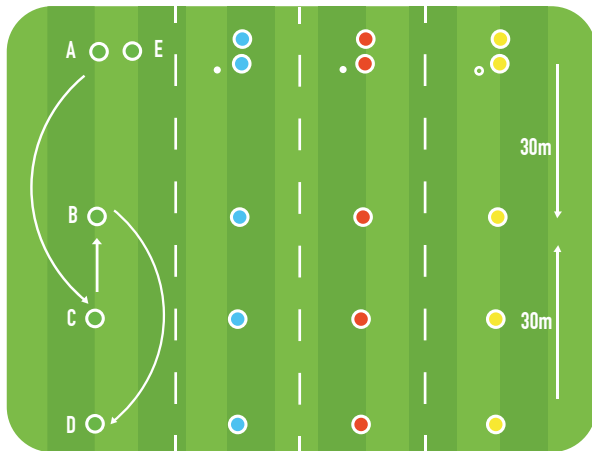
PROGRESSION

Tackling skills, passing in tight spaces, communication, high catching opportunities, teamwork.

Variation: Two teams divided out as above. Four from each team in each playing area as above. Play for five minutes with player rotations after every minute played. Keep score for every minute played. Some method of scoring as above. Combine scores from each grid at the end to decide winning team.

MASTER THE ADVANTAGE

3



Teams of 5. One sliotar per group. Ball is hit from player A to player C for the high catch. Player C handpass to player B who strikes to player D for a catch. After striking player A replaces player B who has moved in support of player C when he/she catches the puck from player A. Player follows his/her pass and takes up position at player D's stand point. Player D now strikes for high catch to player A. Player C moves in support so D moves to where C was. C takes the handpass from A and strikes to player E for catch. The pass sequence continues for a set time eg 2 mins. Each time the three pass sequence is carried out correctly, award 1 point to the team. Team with most success at the 3 pass sequence is the winner.

Accurate long and short striking, handpass, support runners timing their run. Overhead catch.

Variation: First pass is hit low to work on first touch, or for overhead ball.

OUTSIDE THE ARC

4



Two equal teams. 1 common goalkeeper to both teams. Portable goalposts in the centre of the field. A circle of cones 80m Diameter around the goal. Scores can only be taken from outside the circle. Ball and players are allowed inside the circle. The game continues after a score as the players on the other side of the goal play on when the ball goes over the bar or wide.

Long range shooting, high fielding, shot selection, Decision making, communication, tackling skills.

Variation: Number of passes before a shot is taken, Shoot on sight as soon as the ball is outside the area. Introduce more sliotars.

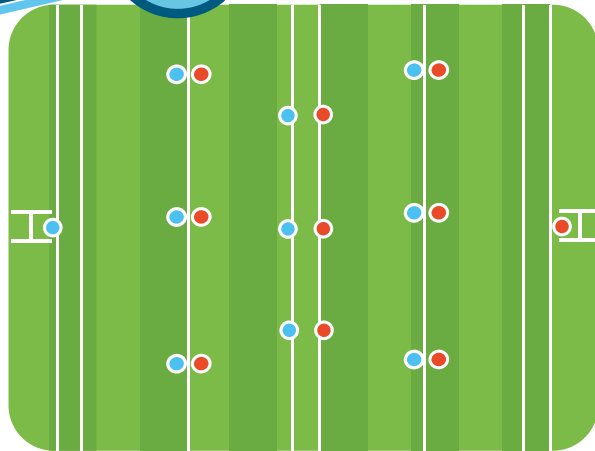
PROGRESSION



TRANSITION SESSION (B)

PUCK OUTS

5



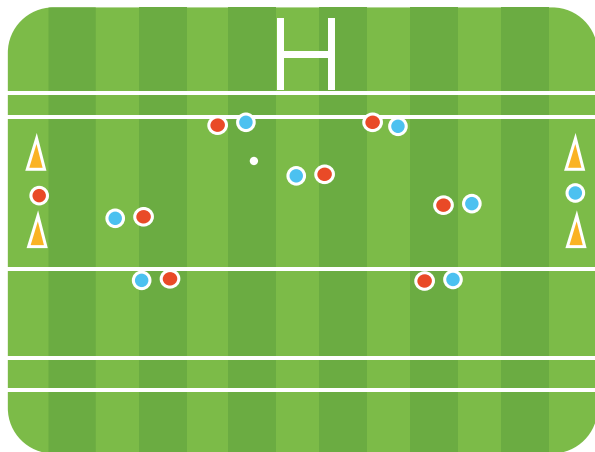
Players set up as in Diagram. On the whistle, ball is pucked out to each of the 3 areas. Puck out comes from every second keeper to each area, so they get the ball coming from both directions. Three vs Three, with 1 vs 1 in the middle of the field, and the other 4 are evenly split on either 45m line. Upon ball been struck from the keeper, the players on the 45m line can enter the game and run to the breakdown.

PROGRESSION

After each possession, all 3 players rotate position, so they start each play in a new position in their zone. Spend 4 minutes in each zone before rotating.

TIGHTER, TIGHTER, TIGHTER

6



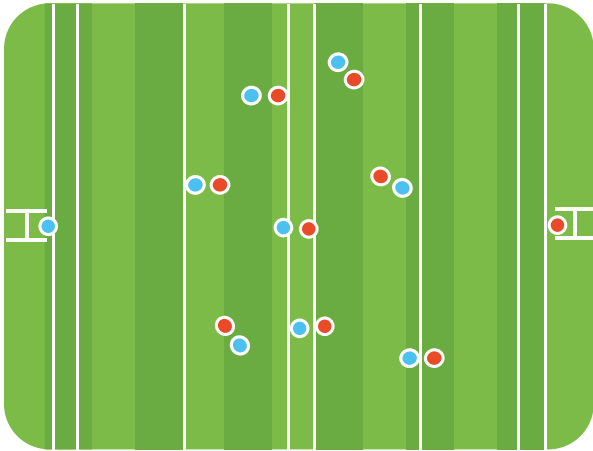
Set up as in Diagram, move goals centrally for each game change. On whistle, 50:50 ball is pucked out from either keeper for each game. Goals only. Game 1 Pitch width: end line to 65m Line. Game 2 Pitch With: End line to 45m Line. Game 3 Pitch width: 13m line to 20m line. Game 5 Pitch width: End line to 13m line. Game 6 Pitch width: 13m line to 20m line.

PROGRESSION

Alter scoring conditions (ball must bounce before it crosses the line or can only be a flick from inside 6m), No solo, 20m + passes only etc..

MIDFIELD BATTLE

7

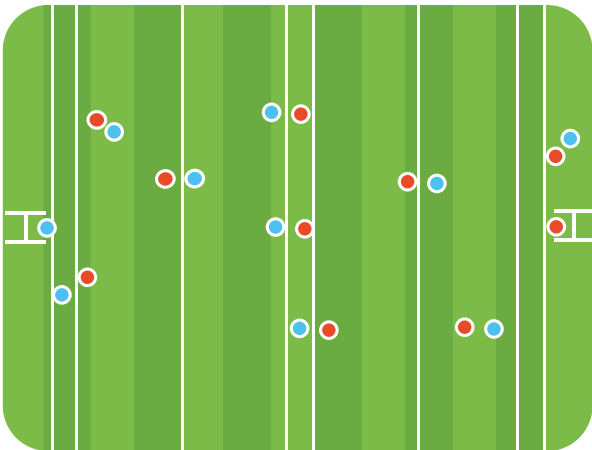


Players set up as in diagram. Players are only allowed between the two 45m lines. The only time a player can go inside the other teams 45m line is when he is in possession of the ball, and only his opponent can follow him. Points only. Keepers try to give advantageous puck outs for their team but cannot puck it short inside the 45m line.

No solo allowed. Allow Goal Only by the player that carries the ball into the opponents 45m zone.

END ZONE PLAY

8



Players set up as in diagram. Coach throws ball into middle of pitch. Teams must gain possession and pass the ball to a player anywhere inside the opposition 21m line. If the player catches the ball clean, that team gets a point. After a score, teams swap the way they were playing and team that got the score restarts the ball, trying to score into the opposite goal.

Put a keeper into each goal to act as extra defender. Allow player who gets possession inside the 21m line to go for goal after the catch, with only his direct marker allowed to tackle him. (Extra point if scored)

PROGRESSION

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA



GAA
Learning



GOAL KEEPERS SESSION

TURAS

AIM OF SESSION

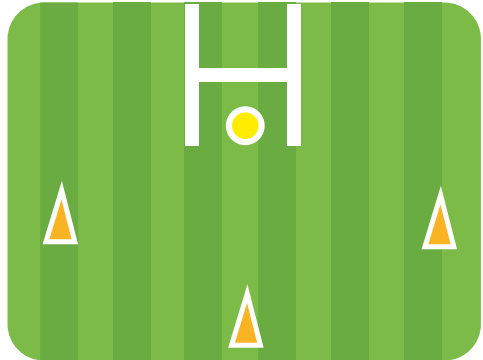
The aim of this session is to isolate as many skills of the games in intense activities to prepare them for real game scenarios.

- 1 *POST TO POST*
- 2 *ACROSS THE GOAL*
- 3 *QUICK REACTIONS*
- 4 *FULL PELT*
- 5 *ACROSS THE GOAL*
- 6 *GROUND SAVE*

GOAL KEEPERS SESSION

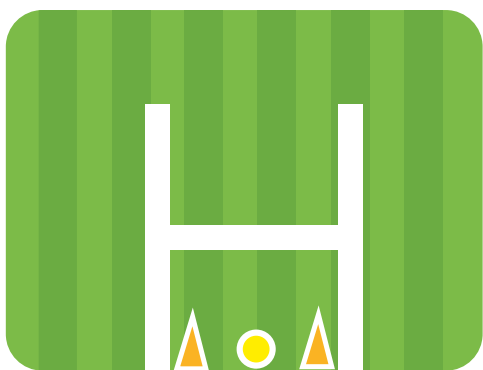


1 POST TO POST



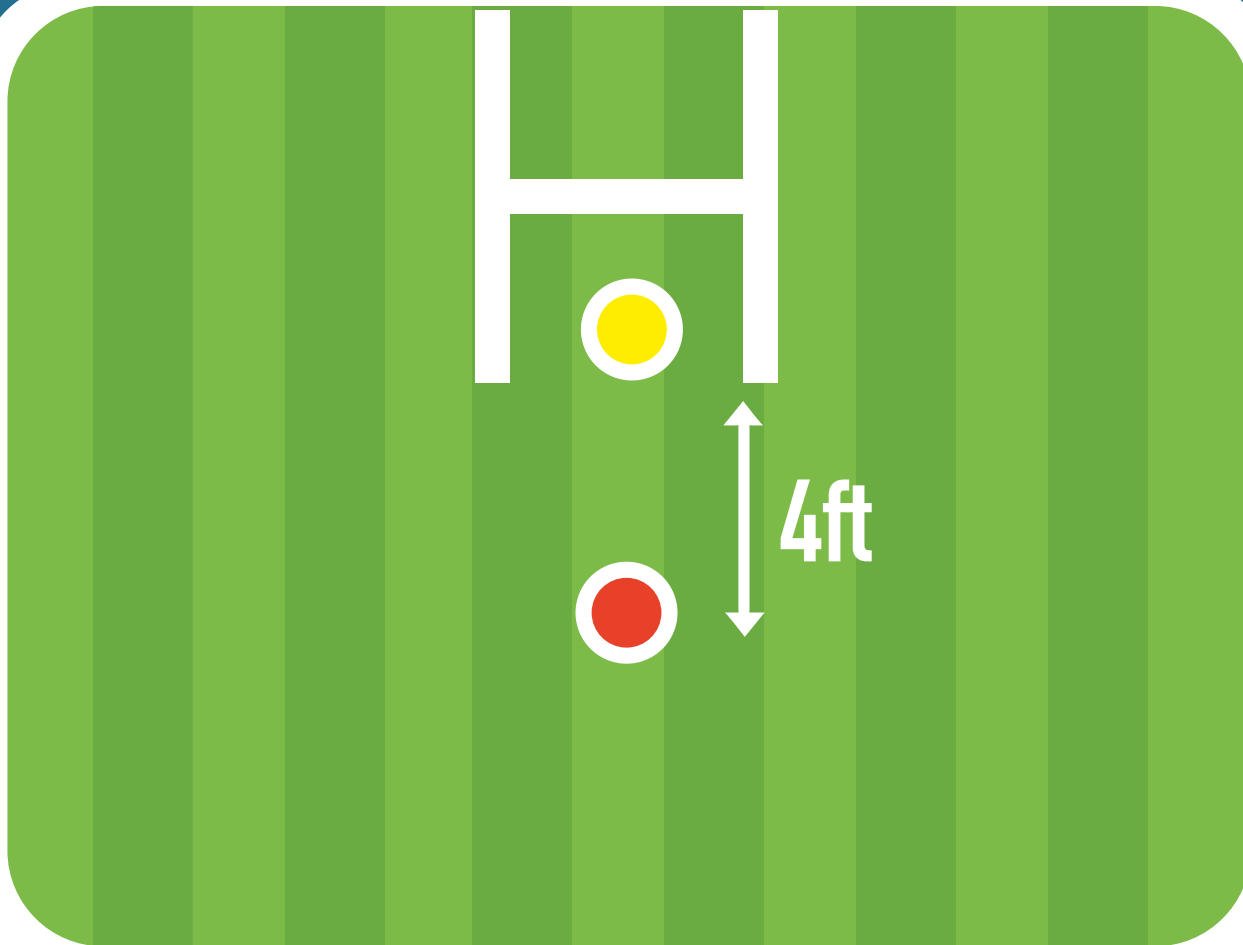
The Goalie runs from the centre cone to one post and back to centre before running forward to one of the cones in front of him. A feeder delivers the ball when the coach is leaving the centre cone and the goalie tries to reach the outside cone at the same time as the ball. This continues for two reps each go.

2 ACROSS THE GOAL



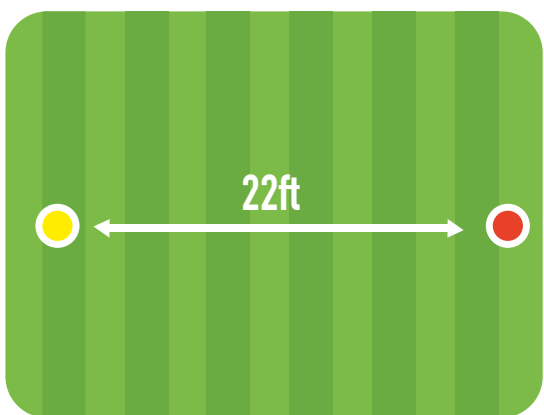
The players pass a ball between them and keep the goalie moving across the line. Any player can take a shot at any time. This continues for 9 slotars/shots each.

3 QUICK REACTIONS



Player 1 stands 4ft approx from the goalie and throws the ball at the goalie within hurley distance of his body. The goalie must react quickly and catch the ball where possible or stop it with his hurley. This continues for approx 90 seconds

4 FULL PELT



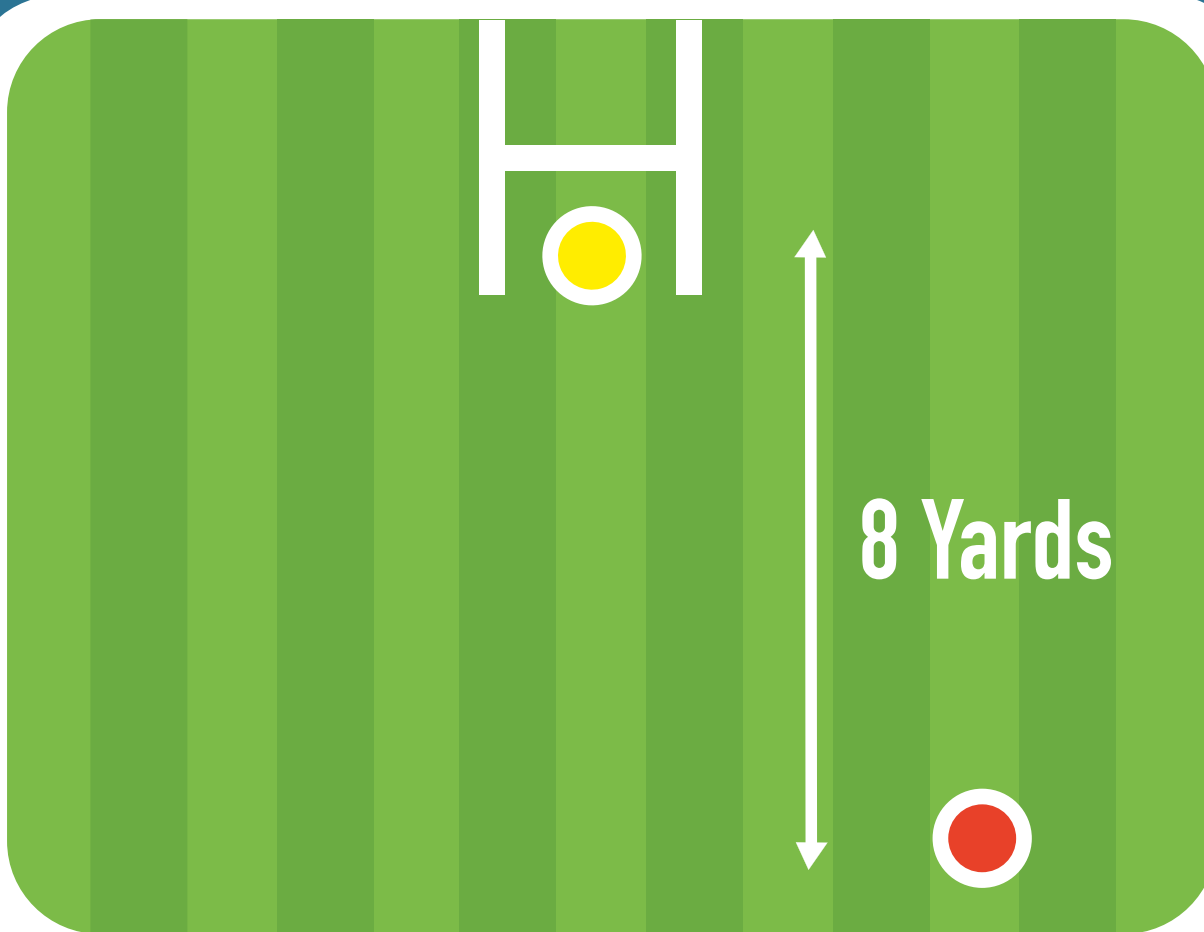
The players hit the ball at each other as hard as they can for 3 minutes. The aim is to move closer to each other while still maintaining the same strike speed.

5 ACROSS THE GOAL



Each Player has 5 balls and must strike the ball at the goalie in sequence. Player 1 and 3 are standing to the side on the 13 yard line and player 2 is standing just in front of the 21 yard line. Each goalie does 2 sets of 15 shots at a time.

6 GROUND SLAVE



Player 1 runs along the line and strikes each ball on the ground. The goalie must slide out to save each ball. The goalie returns to the goal line after each ball. Player 1 waits till the goalie is on the line before he moves to the next ball.

TESTING AND CHALLENGING; ALL PLAYERS SHOULD BE CHALLENGED TO IMPROVE AT THEIR LEVEL

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

UNDERSTANDS THE PLAYER IS AT THE CENTRE OF THE GAME AND PROVIDES INDIVIDUALISED DEVELOPMENT (PLAYER CENTRED)

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

RESEMBLES THE GAME (GAMES BASED)

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

ALL PLAYERS INVOLVED, ALL THE TIME; LOTS OF TOUCHES, LOTS OF DECISIONS

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

SHOULD ALWAYS BE AN ENJOYABLE, DEVELOPMENTALLY APPROPRIATE & HOLISTIC GAA EXPERIENCE

- Were the players showing signs of enjoying the session? i.e. positive body language
- Were the activities age appropriate?
- Did you develop the person as well as the player?

ACKNOWLEDGMENTS:

Willie Coogan – Activities

Willie Coogan is a hurling fanatic with a passion for sharing quality coaching practices. He is a primary school teacher from Kilkenny. He has been a Leinster GAA Tutor since 2008.

Colm Clear – Coach Education Manager, Leinster GAA

Emmett Egan – Performance Officer, Leinster GAA

Michael Dempsey – Leinster GAA

Áine McNamara – University of Central Lancashire

Graphic Design by Ian O'Shea. (ioshea@live.ie)



For more info visit leinstergaa.ie



TURAS

YOUTH COACH RESOURCE



LEINSTER