



# ULSTER GAA COACHING RESOURCE

## F1-F2 (CHILDREN) FUNDAMENTALS

RESOURCE FOR UNDER 11s



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Second Edition

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# FOREWORD

The Ulster Council is delighted to launch this second edition of the fundamental movement skills resource. With our strategy focused on building club sustainability, this resource goes to the heart of the club and schools. It provides a comprehensive curriculum for club coaches and primary school teachers to develop the fundamental movement skills in a fun and challenging environment.

The FTEM Player Pathway (2001) has F1 and F2 at its initial stages. This focus here is on nursery (F1) and young children (F2). This stage presents the ideal opportunity to introduce and embed these movement skills aligned to physical literacy. These first steps are very important as they set the building blocks to allow our players to move confidently and freely along the pathway in later years.

This resource provides parents, students, coaches and teachers with material that will help deliver a progressive programme with variety. It has been developed by physical education specialists working within the Association in Ulster.

**President Ulster Council  
Oliver Galligan**

The Fundamental Programme embraces the formative years of young players. It sets the building blocks for future technical development and athletic ability. It also embodies the key values that our sports promote: Respect, honesty, fairness and inclusion. The FTEM framework adopted as part of the Player Development and Talent Academy Report 2020, provides a clear path for player development. This resource addresses the needs at the F1 and F2 stages of the pathway.

The resource is designed to give ideas and direction to users. Children are coming into clubs much younger than in previous generations. We promote them holding a hurl and kicking a ball, but age appropriate games and activities that build physical literacy is time well spent in the formative years.

The Coaching Committee are delighted to endorse the second edition of this resource. Their content has stood the test of time. Lots of ideas, activities and games. Coaches make it fun, inclusive and challenging and attend the workshop programmes to support this resource.

**Chairman Coaching and Games Development  
John Connolly**

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# INTRODUCTION

Welcome to the second edition of our Fundamental Resource. Since the first edition, this area of work has grown and gathered momentum and tying down the right language has become a challenge. Physical literacy, movement skills, fundamentals are all used in this content.

This resource is designed to embed good movement skills and athletic ability for our GAA players. It helps to meet the needs of coaches working with young players, with a focus on the physical literacy and movement skills that underpin Gaelic Games. Practical activities are supported by appropriate games and sample lesson plans that can involve the use of the ball and the hurl.

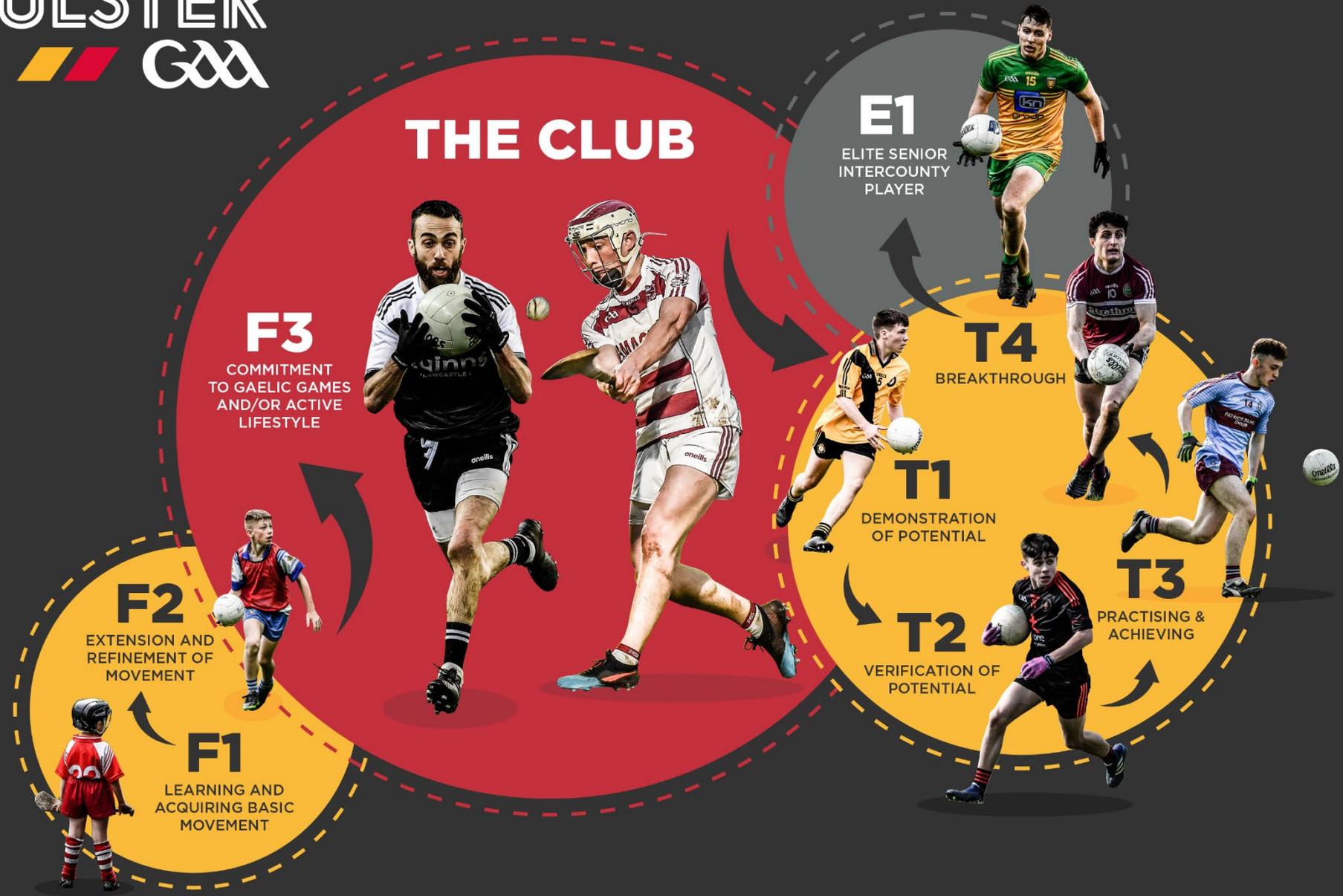
The FTEM or Player Pathway Framework has been adopted by the GAA to track the pathway for players. The stages include:

- F1,F2 (Nursery and Children);
- F3. (Children, Youth and Adult);
- T1-T4 (Talent Development );
- E / M (Elite and Mastery)

The Department for Communities in NI released their strategy in 2021 with a clear focus for early years. We hope that you will embrace these resources and ideas and circulate widely within your clubs and schools to help establish a strong movement and athletic ability group within your environment.

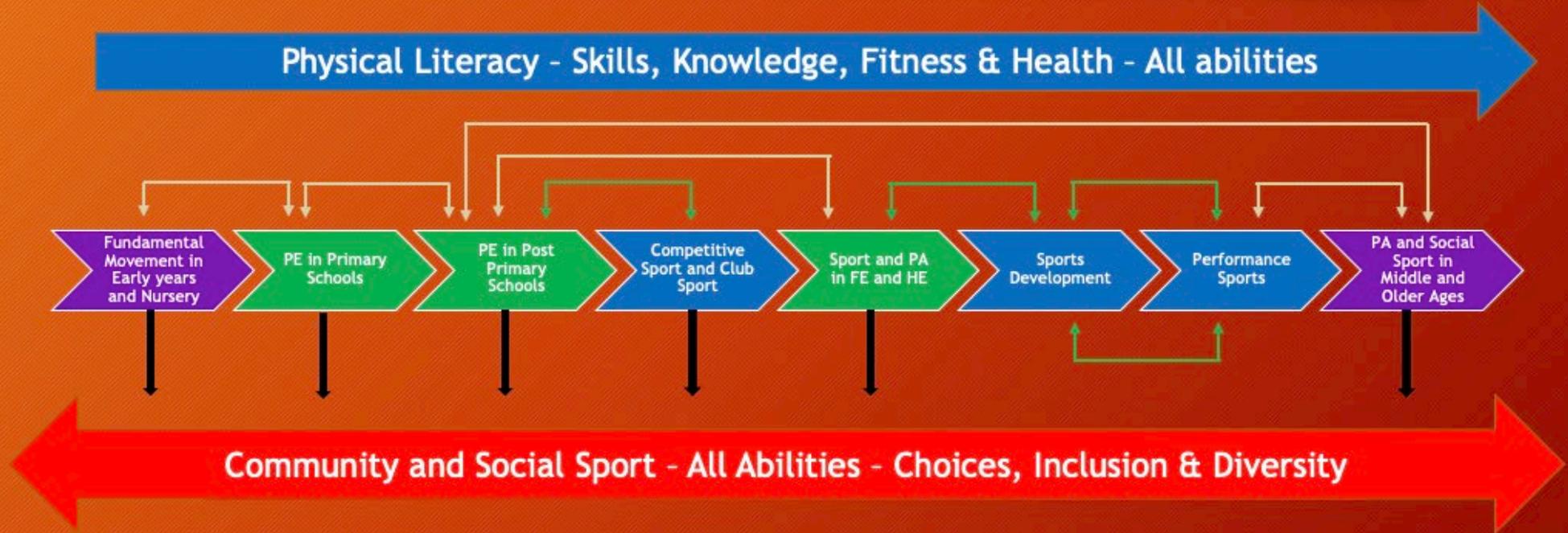
**Dr Eugene Young**

**Director of Coaching and Games Development, Ulster GAA**



# Fundamental Movement in Early Years

External Influencers ... Department for Communities



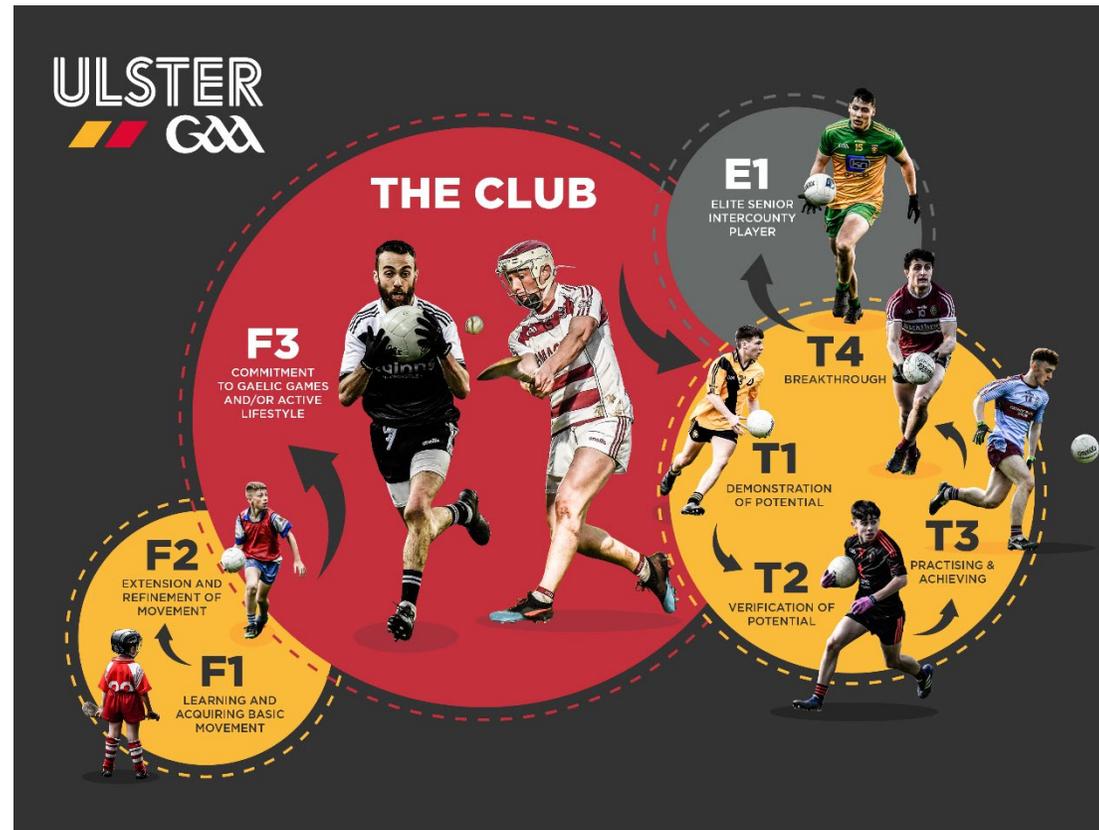


Resource for Under 11

F1- F2 (Children) Fundamentals

ABC, RJT, CPKS

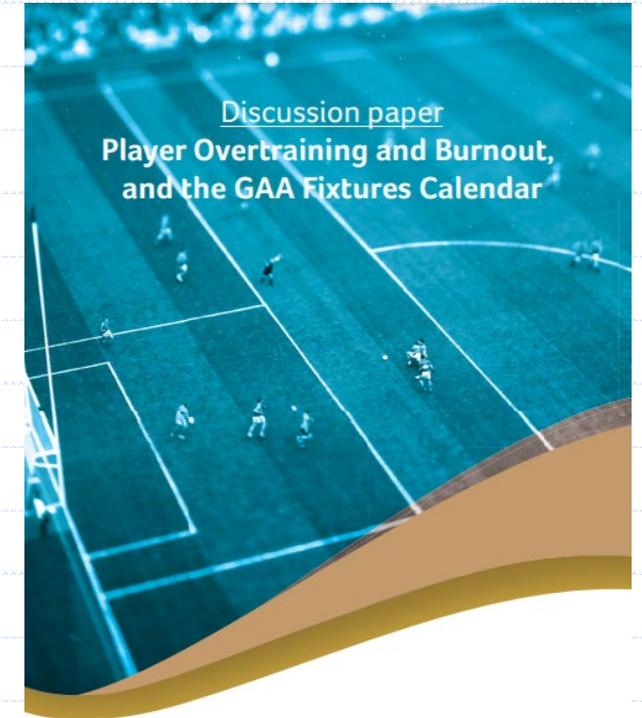
# Focus: Player Pathway F1 – F2 (FTEM)



Learning and Acquiring basic movement  
Extension and refinement of movement

# Player Pathway and Development

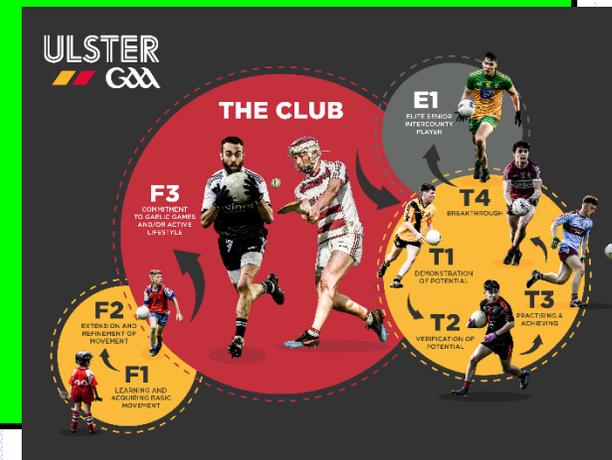
- Foundation & Participation (F1-F3) are the key building blocks to **lifelong participation in our Games**.
- Performance and Excellence (T1-T4 and E/M) is the focus for the **development of inter county players**
- To develop top class players there is a need to **embed good decision making skills in players** and this can be achieved through **coaching through games** from an early age.
- **The FTEM player pathway** provides the framework to track player development and to **manage the right inputs from our coaches at the right time**.
- The long term player development and the sustainability of players playing is the **focus for the coach**.
- To ensure long term participation in the sport, the correct **balance between competition, training, challenge, fun and rest** must be achieved.
- **Too much too young** can lead to injury and burnout and much of this is managed by the coaches.



# Player Pathway and Development

## Key Principles

- Use a **Player Centred Approach** versus a **Team Centred Approach**.
- Recognise that **Player Development** is a **Long Term Process**.
- Place **emphasis on** Long Term Development and not Short Term Success.
- Understand the **transfer of** Physical Literacy Skills into the Sport.
  - motor skills precede sports skills
- Focus on **embedding values** and sustaining **fun, interest and commitment**.
- **Manage the Phases of development**
  - F1 and F2 (Under 9) – Physical Literacy
  - F3 (Youth – Under 12) Learning how to Train
  - F3 (Youth – Under 16) Training to Train
  - F3 – T1-T2 (Youth - Under 18) Training to Compete
  - F3 (Adult) T3-T4 (Under 20) -Training to win
  - E (Adult) –Training for Excellence



F1-F2 (FUNdamentals ) <u>UNDER 9</u>	F3 (Child) Learning To Train <u>UNDER 12</u>	F3 (Youth) T1 – T2 (Youth) Training to Train <u>UNDER 16</u>	F3 (Adult) T3 (Youth) Training to Compete <u>UNDER 18</u>	F3 (Adult) T4 - E (Adult) Training To Win /Excellence <u>U20 TO SENIOR</u>
<p>FUN and Participation</p> <p><b><u>Physical Literacy</u></b></p> <ul style="list-style-type: none"> <li>◆ Agility</li> <li>◆ Balance</li> <li>◆ Co-ordination</li> </ul> <p><b><u>Warm up principles</u></b></p> <p><b><u>Athleticism</u></b></p> <ul style="list-style-type: none"> <li>◆ Running</li> <li>◆ Jumping</li> <li>◆ Throwing</li> <li>◆ Speed</li> </ul> <p><b><u>Technical</u></b></p> <ul style="list-style-type: none"> <li>◆ Catch</li> <li>◆ Pass</li> <li>◆ Kick</li> <li>◆ Strike</li> </ul> <p><b><u>Tactical</u></b></p> <ul style="list-style-type: none"> <li>◆ Spatial awareness</li> <li>◆ Co-operation</li> <li>◆ Non invasive games</li> <li>◆ Simple rules and ethics</li> </ul> <p><b><u>Mental</u></b></p> <ul style="list-style-type: none"> <li>◆ Positive Attitude to Sport</li> <li>◆ Develop self confidence</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>◆ Own body strength exercises</li> </ul> <p><b><u>Periodisation</u></b></p> <ul style="list-style-type: none"> <li>◆ No Periodisation</li> <li>◆ Well structured programmes</li> <li>◆ Training / Competition Ratios 50: 50</li> </ul>	<p>Overall sports skills broad base</p> <p><b><u>Advanced Physical Literacy (PL)</u></b></p> <ul style="list-style-type: none"> <li>◆ Incorporate the ball into the key PL components: ABC'S, RJTS, CPKS</li> </ul> <p><b><u>Technical</u></b></p> <ul style="list-style-type: none"> <li>◆ Major skill learning phase, All basic sports skills should be learnt before entering next phase</li> </ul> <p><b><u>Tactical</u></b></p> <ul style="list-style-type: none"> <li>◆ Spatial Awareness-light pressure in grids</li> <li>◆ Small sided games, 5v3– 4v2 – 6v6</li> </ul> <p><b><u>Mental</u></b></p> <ul style="list-style-type: none"> <li>◆ Introduction to mental preparation</li> <li>◆ Cognitive Development</li> <li>◆ Emotional development</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>◆ Medicine ball, Swiss ball,</li> <li>◆ Own body strength exercises</li> <li>◆ Speed &amp; Agility development</li> </ul> <p><b><u>Ancillary Capacities</u></b></p> <ul style="list-style-type: none"> <li>◆ Hydration practices</li> </ul> <p><b><u>Periodisation</u></b></p> <ul style="list-style-type: none"> <li>◆ Single Periodisation</li> </ul> <p>◆ Training / Competition Ratios 75: 25</p>	<p>Broad base skills &amp; sport specific skills- Major fitness development phase - Anaerobic and Strength, (PHV is the reference point)</p> <p><b><u>Technical</u></b></p> <ul style="list-style-type: none"> <li>◆ Advanced Technical Skill development</li> <li>◆ Skills developed under pressure</li> <li>◆ Fitness within skills drills</li> </ul> <p><b><u>Tactical</u></b></p> <ul style="list-style-type: none"> <li>◆ Understanding of Principles of Play in grids and small-sided games.</li> <li>◆ Application of skills in game</li> </ul> <p><b><u>Mental</u></b></p> <ul style="list-style-type: none"> <li>◆ Understand the use of psychology</li> <li>◆ Use skills based goal setting</li> <li>◆ Use mental imagery training</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>◆ Development of Strength: Introduce lifts</li> <li>◆ Fitness within the games</li> <li>◆ Speed &amp; Speed Endurance</li> <li>◆ Flexibility</li> </ul> <p><b><u>Ancillary Capacities</u></b></p> <ul style="list-style-type: none"> <li>◆ Monitor PHV - posture</li> <li>◆ Nutritional Awareness</li> <li>◆ Video Feedback</li> </ul> <p><b><u>Periodisation</u></b></p> <ul style="list-style-type: none"> <li>◆ Single or Double</li> <li>◆ Training / Competition Ratios 60: 40</li> </ul>	<p>Sports position specific skills</p> <p><b><u>Technical</u></b></p> <ul style="list-style-type: none"> <li>◆ Position specific technical playing skills preparation</li> <li>◆ Skill development within small sided games leading to full games</li> </ul> <p><b><u>Tactical</u></b></p> <ul style="list-style-type: none"> <li>◆ Position specific tactical and playing skills under competitive conditions</li> <li>◆ Refining Games SENSE</li> </ul> <p><b><u>Mental</u></b></p> <ul style="list-style-type: none"> <li>◆ Advanced mental preparation</li> <li>◆ Mental rehearsal</li> <li>◆ Focusing and refocusing</li> <li>◆ Relaxation techniques</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>◆ Specific physical conditioning</li> <li>◆ Light weights</li> <li>◆ Flexibility</li> <li>◆ Core Stability</li> </ul> <p><b><u>Ancillary Capacities</u></b></p> <ul style="list-style-type: none"> <li>◆ Optimise Ancillary capacities</li> <li>◆ Hydration and Nutrition</li> <li>◆ Managing training loads</li> <li>◆ Managing Competition load</li> <li>◆ Performance Analysis</li> <li>◆ Recovery methods</li> </ul> <p><b><u>Periodisation</u></b></p> <ul style="list-style-type: none"> <li>◆ Double/ Triple Periodisation</li> <li>◆ Training / Competition Ratios 40: 60</li> </ul>	<p>Position specific and team play skills</p> <p><b><u>Technical</u></b></p> <ul style="list-style-type: none"> <li>◆ Further refinement of technical skills</li> <li>◆ Development within full games</li> </ul> <p><b><u>Tactical</u></b></p> <ul style="list-style-type: none"> <li>◆ Further refinement of position specific tactical and playing skills in full games</li> </ul> <p><b><u>Mental</u></b></p> <ul style="list-style-type: none"> <li>◆ Modelling all possible aspects of training and performance</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>◆ Weights program</li> <li>◆ Core Stability</li> <li>◆ Flexibility</li> <li>◆ Build rest into the program</li> </ul> <p><b><u>Ancillary Capacities</u></b></p> <ul style="list-style-type: none"> <li>◆ Training diary</li> <li>◆ Food diaries</li> <li>◆ Heart rate monitoring</li> <li>◆ Fatigue monitoring</li> <li>◆ Recovery Strategies</li> <li>◆ Hot and cold / pool</li> <li>◆ Health Check</li> </ul> <p><b><u>Periodisation</u></b></p> <ul style="list-style-type: none"> <li>◆ Double, triple or multiple</li> <li>◆ Training / Competition Ratios 20: 80</li> </ul>

## F1- F2 Fundamental Movement Skills (6-11m) (6-11f)

Objectives: Learning and Acquiring basic movement  
Extension and refinement of movement

- Emphasis on fun
- Core movement skills
  - **ABCS** of Athleticism – Agility, Balance, Coordination, Speed
  - **RJTs** of Athletics – Running, Jumping, Throwing
  - **CPKS** of Gaelic Games – Catching, Passing, Kicking, Striking
- Introduction to **as many sports** as possible
- Simple **rules, embed values and ethics** of sport
- Sport participation **5/6 times** per week
- First window of accelerated **adaptation to speed.**



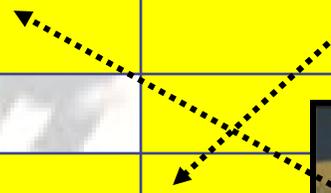
1,2,3 Red Lights



**'If the FUNdamental motor skill training  
is not developed before the age of 12,  
skills cannot be recaptured'**

# Introducing FUN – initial, elementary, mature

FUN	2-3 yrs	4- 5 yrs	6 - 8yrs
Run			
Jump			
Turn			
Fall and Roll			
Skipping			
Strike			
Catch			
Side Step			
Balance			
Coordination			
Kicking			
Leaping			



## FUN for the JUNIOR PLAYER – IIP Model

### Investing in Players (IIP) Model – 5 Stages

- ◆ **Fundamental Motor Skills (preparatory stage 4 –8yrs)**
  - Physical Literacy incorporating sports movements
  - Sports specific aspects in a stationary environment
- ◆ **Basic Skills (foundation stage for 8-10yrs)**
  - Sports specific skills when moving
  - Simple Conditioned Games / non & part invasive using sports skills
- ◆ **Advanced Skills (building on foundation 10 – 12yrs)**
  - Refining the skills and advanced skills
  - Advanced Conditioned Games / invasive – 4v1, 5v3
- ◆ **Games for Better Learning (small sided games 10-13yrs)**
  - Sports specific skills applied in a decision-making environment
- ◆ **Games Sense (into full games 14yrs and above)**
  - Sports specific skills in a fast moving match environment
  - Positional awareness and team play becomes important



Balance & Strike



Clock Pass

# Practical Activities for FUNdamentals

AGILITY

BALANCE

CO-ORDINATION

Running



Over the Bridge

THROWING

TAKE OFF

JUMPING

TRAVELLING

LANDING

STRIKING



Resource for Under 11

F1- F2 (Children) Fundamentals

Agility, Balance, Co-ordination

ABC Introduction

# The ABC'S OF ATHLETICISM for GAELIC GAMES

## Introduction 1

- ◆ Building the **fundamental movement** skills necessary for future sporting success and general health and wellness.
- ◆ We are challenged with more **sedentary lifestyles** and there is a need to combat this with activity.
- ◆ These essential skills, once learnt through outdoor free play are **now sadly lacking** in many.
- ◆ If these early skills **are not learnt at this critical time** they **cannot be redressed**.
- ◆ Its essential for teachers and coaches **to be knowledgeable and confident** at imparting these movement skills.
- ◆ They are the **basis for all complex sport skills** and act as a means of injury prevention and performance enhancement



Strike onto Wall



Balance and  
Strike to Partner

## The ABC'S OF ATHLETICISM for GAELIC GAMES

### Introduction 3

- ◆ Start with **simple drills** in your warm up, which you hope to **use later in the session**, before building them slowly into **more sport specific movements**.
- ◆ The order of development might be:
  1. Learn the movements **with no regard for speed**.
  2. **Speed with precision**.
  3. **Change the movement** or task.
  4. **Add sport specific skill**.



Bridges & Rivers



Find a Space

# The ABC'S OF ATHLETICISM for GAELIC GAMES

## Introduction 4

### The FUNdamental Stage

Age : Females : 6 to 8 years

Males : 6 to 9 years

The FUNdamental Skills have 4 main areas:

#### 1. Basic Movement Skills – Agility :

- ◆ Learning to Move and Learning Through Movement.
- ◆ Travel using different body parts.
- ◆ Flight – take offs and landings.

#### 2. Spatial Awareness :

- ◆ Knowing where you are i.e. personal space in relation to corporate space i.e. things around or about you.

#### 3. Balance/Stability :

- ◆ Coordination and control
- ◆ Physical control and balance, static and in motion. The Motor skills.

#### 4. Manipulative Skills – (Both Sides)

- ◆ Aiming – Handling - Predicting -Kicking - Estimating - Hitting

ALL ABOVE = PHYSICAL LITERACY

: 3 Stages of Movement :

- ◆ 1 - Initial (2 -3 Years)
- ◆ 2 - Elementary (4 - 5 years) F1- F2
- ◆ 3 - Mature (6 – 7 years)



Resource for Under 11

F1- F2 (Children) Fundamentals

Agility, Balance, Co-ordination

AGILITY

## 'A' Agility

### INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

**Agility** shares with **coordination** the need for **precision, speed, rhythm, fluency and economy of energy** but differs from **coordination** in that coordination involves **linear movements** While **agility** requires **explosive changes in direction**. It is not easily defined as it is the culmination of nearly all the physical abilities the athlete possesses.

There are three different types:

1. **Rapid movements of body parts** that control movements of implements in sports e.g. hurling, tennis etc.
2. **Whole body horizontal changes in direction** e.g. evasive techniques e.g. sidestep.
3. **Whole body vertical changes of direction** e.g. jumping.



Dodgeballs



Shapes

## 'A' Agility

### INTRODUCTION 2

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ What **agility activities** would you include in your session for a group of 6/7 year old pupils?
- ❖ As stopping is a fundamental games skill, how would you **teach them to stop safely**?
- ❖ How might you **add fun and variety to challenge** their agility skills, using various pieces of equipment to go over, under, around or through?
- ❖ Include **partner work** to further challenge their agility skills.
- ❖ What type of **unusual tasks** could you include to prepare your athletes for future competition?



Side Tackle

## 'A' Agility

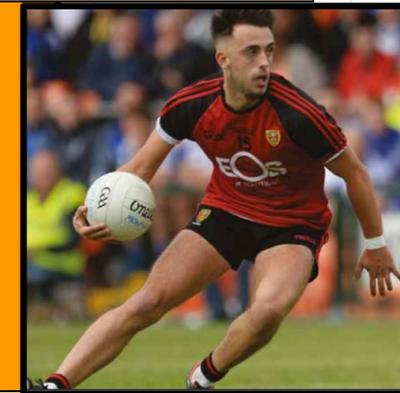
### INTRODUCTION 3

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **STEP** - Be prepared to change – **Space, Task, Equipment and Ppils as you go through your session.**
- ❖ **Spaced Out** - Spaced out domes make it much easier for very young children to **dodge in and out** off.
- ❖ **Warm up** – Walk in and out of markers e.g spaced out soft plastic domes, hoops etc.
  - ❖ Keep head up and be aware of others around you – spatial awareness
  - ❖ You cannot follow anyone or touch anyone
- ❖ **Getting About** - Use walking as your initial mode of travel before challenging your pupils to **explore other ways of travelling**, e.g. skip, gallop, jump, hop etc.



Spaced Out



Side Step

## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Snow Paths - Allow them to move forwards while changing pathways i.e. **an imaginary path left behind** them as they move.
- ❖ Colour Recognition - Touch **four different colours**?
- ❖ Safety – if working with big numbers allow **half the group to work** at any one time.
- ❖ Different Destination - When your group have mastered this task challenge them to **change direction as they travel** i.e. their body position dictates what direction they move in.
- ❖ Travel Sideways - their **shoulder leads**, when going **backwards** their **back leads** the movement etc.



Snow Paths



Travel Sideways

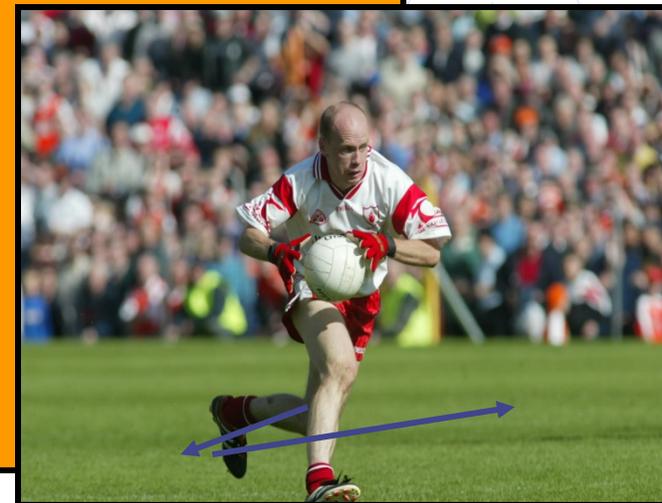
## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Dodging** - Each pupil goes to a dome and **attempts various evasive techniques** to dodge past it e.g. sidestep, feint and sidestep, swerve and roll.
- ❖ **The Side Step** – use spaced out domes or partners to execute the side-step.
  - ❖ For a side-step to the right **walk up to the marker** and when about a meter away **step your right foot out to your right** to move onto a different pathway and **continue to move off** in this new pathway.
  - ❖ Repeat a few times and then try **side-stepping to your left**. When comfortable walking attempt to do the side-step jogging.



Side Step



Agility

## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Pairs Side-Step** - Repeat with a partner. Here two players stand about five or six strides from each other. On a signal they walk/jog/run **towards each other and use the side-step** to the right when a couple of strides from each other.
- ❖ **The Roll** - use spaced out domes or partners to execute the roll. When working well allow them to **use a ball**. This should be their **first evasive technique** because of its simplicity.
- ❖ **Stopping** - Run and stop quickly on command.
  - ❖ Stopping quickly is a **key fundamental skill** and must be taught like any skill.



The Roll



Pairs Side Step

## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Shadow Run** – Here pairs come together and **number each other** one and two. **No. 1 is the leader** and moves about while being **followed by No. 2** i.e. the 'shadow'.
  - ❖ For safety reasons stress the importance of stopping quickly and correctly i.e. a good strong position with one leg in front of the other and both arms bent at the elbow.
- ❖ **Mine-Field** – Place lots of 'mines' i.e. domes about the floor. Nominate a set number of pupils to **stand along side each of the sides**.
  - ❖ Select two opposite sides to **dodge across the 'mine field'** without touching the 'mines' or bumping into anyone. Challenge further by **having all the players coming across the 'mine field' at the same time**.



The Shadow



Minefield

## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Mine Blast** - A scoring system can be introduced by giving each pupil five points to start with, they **lose a point if they touch a 'mine field'** or bump into anyone.
- ❖ **Dodgems** - Place domes or poles about 1m apart in a straight line and ask pupils to **run in and out** off them, use dodging skills.
- ❖ **Slalom** - Now place them **zigzag pattern** about 3m apart and see if they can dodge in and out of them.
  - ❖ Rule – they must use **outside foot to drive off** with bent knees.
- ❖ **Reverse Slalom** - Challenge them to go **sideways and back ways** through the slalom. Make up individual, pair and team races.



Mine Blast

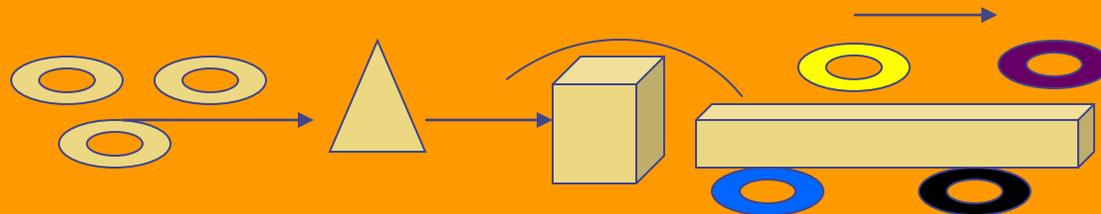


Slalom

**'A' Agility  
TASKS**

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Over the Mountain through the Tunnel - Use under, along and over relay, small group races, using various pieces of equipment e.g. hurdles, hoops, benches etc.



Making Shapes

- ❖ Numbers – The group run about until a number is called e.g. 'Two', when the players **pair off**.
- ❖ Shapes - The teacher/coach could also **call out a shape** where the class would have to **form the shape** called e.g. 'triangle'.



## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Beep - beep** – each child holds a dome like a steering wheel and 'drives' about avoiding the rest of the 'cars'. If one car comes close to another 'car' or near a wall etc. they go 'beep-beep' and change their pathway in order to move off into a free space.
- ❖ **Evasion belts** - The evasive belt, a durable nylon belt, attached between two players, is an excellent tool for agility to develop evasive and defending skills.



Beep Beep



Evasion



## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Toe-Touch** – Pairs stand facing each other and **attempt to touch each others toes** while moving their feet and attempting to touch their partners toes on the ground.
  - ❖ Who can score five 'touches' first. Do not stamp on your friends' toes.
- ❖ **Tag Tail** - Use partner **tag activities** to further challenge their previously acquired **dodging skills** e.g. tail-tag, here pairs place a braid/band etc. at the back of their shorts. Aim: **dodge behind your partner and grab his/her 'tail'**.
  - ❖ Who ever grabs three 'tails' first is the winner.
- ❖ **Tail Hold** - Allow the whole group to run about - **grab any 'tail'** they wish. The winner here is the player who is **holding the most 'tails'** when the time is up e.g. ten seconds.



Toe Touch



Tag Tail / Hold



Agility

## 'A' Agility TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Bridge and Rivers** – The group **pair off** and number each other one and two. **Nos. 1's are the 'bridges'** and balance on their hands and feet. The **'rivers' are Nos. 2's** and lie on their tummies.
- ❖ **Under the bridge** - On signal all move about until they **hear 'bridges'** where the Nos. 1's make a 'bridge' while the **Nos. 2's crawl under** before moving on and making a 'river'.
- ❖ **Over the River** - The 'bridges' then get up and **jump the 'rivers'** before moving on and repeating the activity. Which pair can complete the most 'bridges' and 'rivers' in a set time e.g. ten seconds?



Bridges and Rivers



## 'A' Agility

### KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

#### Key Points

- ❖ When moving sideways, **don't cross your legs** -one leg should lead
- ❖ When travelling backwards **look over your shoulder** and move **on the 'balls' of your feet** i.e. the front part of your feet.
- ❖ Always use your eyes to **look for the free pieces** of floor to move into.
- ❖ Stop with **bent knees**, one foot in front of the other. Arms should be **bent at the elbows**, in opposition to the legs i.e. right leg forward, left arm forward.
- ❖ **Stop quickly** on command. Progress from **stopping quickly to changing pathway and moving off in this new pathway.**
- ❖ **Change pathway** every fourth stride (the four step rule).



Kick against Wall



## 'A' Agility

### KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs

- ❖ Use **questioning** with the children to challenge them.
- ❖ Use **numbers** to integrate counting and **numeracy skills**
- ❖ Use **colour** recognition to integrate **art**
- ❖ Use **directional** commands to integrate **mathematics, geography**
- ❖ Use **partner work** to introduce **co-operation** and team work
- ❖ **Challenge** to introduce **decision making**
- ❖ **Create options** to improve **decision making**
- ❖ Use **variety** in activities to stimulate
- ❖ Change **activities** regularly to **create FUN**
- ❖ Provide **opportunities to explore** child's creativity
- ❖ Provide a **Safe, Challenging and FUN** Environment



Running through woods



Clockwise Bounce



Off the Wall



Shuttle Ball



Wall Tig



Mirror Move



Resource for Under 11

F1- F2 (Children) Fundamentals

Agility, Balance, Co-ordination

BALANCE & CO-ORDINATION

## 'B' Balance & Co-ordination INTRODUCTION 1

Age: Females 6-11 yrs Males 6-11 yrs.

Balance is the most important component of athletic ability because it **under lines all movement**.

It does not work in isolation, as **agility and coordination depend on** a well developed sense of balance.

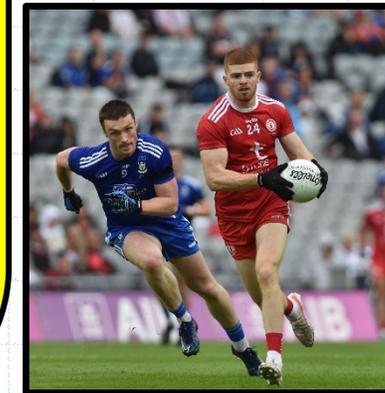
As balance is more than static, our aim should be to develop **good balance in motion**.

You find your new group of young athletes very poorly balanced

- ❖ What **sort of balancing activities** might you include in your programme to rectify this problem?
- ❖ How would you **use their bodies** initially to help develop balance?



Balance

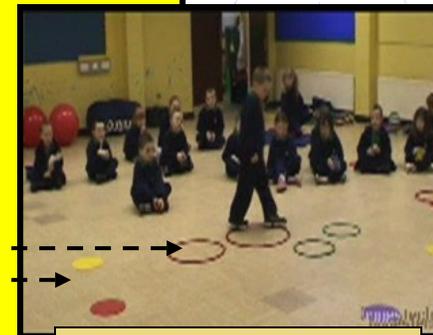


Balance & Co

## 'B' Balance & Co-ordination INTRODUCTION 2

Age: Females 6-11 yrs Males 6-11 yrs.

- ❖ Challenge their balancing techniques by asking your pupils to **walk, jog, jump, hop etc. along lines, ropes, benches** etc.
- ❖ Can you challenge them further by giving them **additional tasks to do as they move?**
- ❖ Use more **unstable surfaces** like wobble boards, Swiss/fit balls and the new innovative equipment now on the market.
- ❖ Can you use **partner activities?**
- ❖ Can you use **lines** to challenge their balance?
- ❖ Can you use **ropes** to challenge their balance?
- ❖ Can you use **other equipment** to challenge them?
- ❖ Are you keeping the **activities safe** at all times?



Hoops and Pads

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Doggies Walk - two hands and one foot only etc. Begin with a bilateral stance. Close your **eyes and find your centre of gravity** by swaying from side to side and back and forward.
- ❖ Three legged dog - **lift one foot** up in this balance?
- ❖ Body balance - Balance using different parts of your body e.g. hands and feet.
- ❖ Limping dog - Can you move about using **two hands and one foot** only?
- ❖ Crab Walk - 'Crab' i.e. (**hands and feet, facing up**), to a set line, before changing
- ❖ Rabbit Hop
- ❖ Composite 'Animal' races - where children **travel like a named 'animal'** to a cone and **change animal** e.g. 'Dog' to a 'Rabbit', bunny jumps (two hands forward followed by two feet forward) to a 'Crab' to a 'Duck' etc.



Doggie Walk



Crab Walk

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Animal Relay - Include 'Animal' relay type races.
- ❖ Line Walk – walk the line on the floor without falling off – turn 360 in middle
- ❖ Tight Rope – walk the rope without falling off - challenge their balancing skills.
- ❖ Walk the Walk - sideways and backwards across lines?
- ❖ Walk the Toes – balance on the toes and use the arms
- ❖ Walk the heels - balance on the heels using the arms
- ❖ Walk the Insides and outsides of your feet.
- ❖ Hurdle Walk, walk about pretending to step over hurdles, but hold hurdle position for a few seconds before moving on.



Rope Walk



Stone Walk

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Balance Hold** - Jog, gallop, skip, jump or hop across lines **stopping quickly on signal to hold a balance** position called by coach e.g. all 'fours' i.e. balance on hands and feet.
- ❖ **Jump and Land 1** - Run and jump 90 degrees in the air, **land and jump 90 degrees** to land facing the same way.
- ❖ **Jump and Land 2** - Repeat above with **eyes closed**. Attempt initially on the spot and then with a short run up.
- ❖ **Balance Jump and Land** - Repeat above while **balancing various objects** on different parts of the body e.g. head, back etc.
- ❖ **High Balance Jump and Land** - Repeat above **using benches**, especially beams with numbers, letters and colours, which help cross - curricular development. . . . .



Balance Hold



Disc Balance

**'B' Balance & Co-ordination TASKS**      Age: Females 6-11yrs   Males 6-11 yrs.

- ❖ **Statures** - Make them **stop on signal** to hold a still position for a few seconds before moving on.
- ❖ **Swivel Move** - Travel and then **turn on bench** or rope before continuing.
- ❖ **Swivel and Jump Move** - Repeat above **with a jump**.
- ❖ **Swivel, jump and Bounce** - Add a ball to challenge further.
- ❖ **High Obstacle Walk** - Place obstacles over or across the bench for the pupil to negotiate, e.g. hoops, canes etc.
- ❖ **Balance Over & Under** - Bench with various objects for going under and over.
- ❖ **Bench Target Bounce** - Place hoops alongside the bench for children to bounce a ball into.



Balance on Hurl



Bench Bounce



Balance Target Bounce

**'B' Balance & Co-ordination TASKS**      Age: Females 6-11yrs   Males 6-11 yrs.

- ❖ **High Catch** - Coach throws balls for player to **catch as s/he balances on the wobble board or moves** along the bench.
- ❖ **High Solo** - Use **sport specific techniques** to further challenge their balancing skills e.g. solo or tip the ball on a stick as you balance on the disc or cross the bench.
- ❖ **Partner balance challenge 1**- Use partner work to further challenge their balancing skills e.g. both holding a rope in one hand, stand on one leg only and **attempt to pull other onto the other leg**.
- ❖ **Partner balance challenge 2** - Stand side by side, lock arms and attempt to **pull your partner** over onto the other foot.
- ❖ **Walk Tall** - Stand tall, with **both hands straight out** in front of the head and begin walking.
- ❖ **Skip Tall** - Repeat above while **skipping and running**.



Balance on Wobble



High Solo



Balance & Catch

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Support your Partner** - In pairs show me how you might **support your partner**? What to look for - One partner might be laying on the ground supporting their partner's body weight in some way. As they gain strength they could be asked to support on knees and then on feet.
- ❖ **Bridges** – here pairs are asked to explore as many ways as possible of travelling either **over or under their partner's** bridge.
- ❖ **Passing under the Bridge** - In pairs use a ball to **pass under your partner's** bridge.
  - ❖ Who can pass the ball under the most times in a set time?
  - ❖ Use hands, feet or sticks to send the ball.
- ❖ **Passing through the Gap** – In pairs pass the ball between **the outstretched arms** held above the partners head.
  - ❖ Use hands, feet to pass the ball
- ❖ **The Wrestle** - Partner **pushing and pulling** as well as wrestling are excellent for developing strength through balance.



Bridges



Bat on Bench

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Pull the Donkey - in pairs stand one foot in froth of the other, place each others **hands on your partner's shoulder** and attempt to push your partner back.
- ❖ Push the Donkey – grab your partners' arms at the elbows and **attempt to pull your partner backwards**.
- ❖ 'Stubborn Donkey', here one pupil kneels down and pretends to be a donkey. The other pupil attempts to **move the donkey by pushing and pulling** various parts of the 'donkey's' body.
- ❖ The 'Stamp' here one child lies down on the ground with arms and legs spread out. The other child attempts **to lift parts of the 'stamp'** off the ground.
- ❖ The 'Parcel', one player tucks up into a tight 'parcel'. The other player attempts to **unwrap the 'parcel'** by pulling at the arms and legs. Safety – no rough handling.



Upper Body  
Strength



## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

The Swiss/Fit Ball can be used in numerous ways to provide fun and challenging balance activities to improve core stability.

Lying on the ball for support can you lift various parts off your body e.g. arms, legs etc.

- ❖ **'Superman'** – lie over the ball, on signal lift your **right hand and left leg**. Keep your arm, back and leg as straight as possible. Hold this position as long as possible before changing to use opposite arm and leg.
- ❖ **Advanced Superman** - Above, but **roll forward onto your arms**, feet resting on the ball. Keep your body as straight as possible, lift one foot of the ball.



Swiss Ball



## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Belly up Superman 1** - Repeat above while facing the other way i.e. your tummy should be facing up. Can you rest your heels on the ball and lift your hips as high as possible.
- ❖ **Belly up Superman 2** - Repeat above while **resting elbows** on top of the ball and your feet on the floor.
- ❖ **Ball Balance**: Can you balance on the ball using 4/3/2/ parts?
- ❖ **The Sit Balance**: Try sitting on the ball, with all **your parts off** the floor then trying the **Kneel Balance**. Have safety mats around the ball.
- ❖ **Gladiators**: Two pupils sit on ball and attempt to **unbalance** each other.
- ❖ **Tugging Gladiators** - Repeat above but each hold a **length of thera - band** (thick elastic tubing) and try and dislodge each other.



Superman



Ball Balance

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Chest Pass** -Both players sit on the ball and attempt to **pass a football between each other, keeping their feet off the ground.** Use chest/shoulder passes initially before challenging them to use hand or fist passes.
- ❖ **Mirror the Leader** -Two pupils face each other with ball supported by **pushing both hands against the ball.** The aim is for one pupil to lead the movement by moving the ball to different levels; the other pupil must mirror leader's movements.
- ❖ **Wrestle Ball** - Both grip ball with both hands and **attempt to wrestle ball** from each other.
- ❖ **Partner Squat 1** - In pairs stand **back to back with the ball** supported between each others back. Can you squat up and down with the ball between your back, stay down for a short time before standing up again.



Kick Hard Foot



Mirror Leader

**'B' Balance & Co-ordination TASKS**      Age: Females 6-11yrs   Males 6-11 yrs.

- ❖ **Partner Squat 2** -Repeat above using one leg only. on Inflatable Stability Disc
- ❖ Use unstable surfaces like wobble boards to challenge their balance skills further. These activities help to **strengthen core stability**, which are essential for **generating forces in the arms and legs**.
- ❖ Balance **on the disc by standing still** as long as possible. Stand up onto your toes, heels, insides and outsides of your feet.
- ❖ Can you **circle your knees**, hips etc. while remaining balanced.
- ❖ **Partner Squat 3** - Repeat above with **eyes closed**.
- ❖ **Partner Squat 4** - Repeat above while **bending your knees** i.e. squatting.



**Wobble & Receive**



**Wobble & Strike**



**Wobble & Kick**

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Partner Squat 5** - Repeat above using **one leg** only. Can you swing the other leg as if you were kicking a ball? Keep your **toe pointing down with heel up (hard foot)**. This is a fundamental skill for kicking a ball with power.
- ❖ **Balance Bounce** - Bounce a ball **while balancing**, pat-bounce your ball, keep a small ball up using a stick or attempt to solo a ball.
- ❖ **Passing Game** - Pairs – throw, hand pass, fist or kick a **ball between you and your partner**. Keep your head down over the ball after kicking. Tip, count, one-two after kicking.
- ❖ **Tug of War** - Above while holding a rope between you and your partner attempt to **dislodge each other from the disc**.



Ball Bounce



Passing Game

## 'B' Balance & Co-ordination TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Alternative Balance** - Balance on the disc **using other parts** of your body e.g. bottom, attempt to do sit-ups without your feet touching the ground.
- ❖ **Standing Two disc balance** - Use **two discs to balance** on while throwing ball.
- ❖ **Kneeling Two Disc Balance** – Kneeling on discs interchange passes
- ❖ **One up one down balance** - Your **knee must be on the back disc** while your **foot must be on the front disc**.
- ❖ **Bench balance** - Challenge further by asking pupils to **balancing on the bench**.



Partner Wobble



Bench Balance

# 'B' Balance & Co-ordination

## KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Ensure balancing activities are **safe**
- ❖ Ensure landing surface is **suitable**
- ❖ Moving about on soft ground, using different parts of the body helps **strengthen the limbs.**
- ❖ **Gradually increase the difficulty** of the tasks.
- ❖ Go **back a step** when the children struggle.
- ❖ Engage the children and **ask them how to** make it more difficult or easier.
- ❖ **Do not** let them experiment using **dangerous exercises**
- ❖ Supervise **Swiss ball activities carefully**

Balance & Co-ordination using ladders





Resource for Under 11

F1- F2 (Children) Fundamentals

Running, Jumping, Throwing

Introduction

## Running, Jumping, Throwing INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ The RJT activities build on the **Agility, Balance and Co-ordination** skills developed at an early age.
- ❖ If these ABCs are not fully developed the **player cannot achieve their potential** in the RJT aspects of Gaelic Games.
- ❖ Understanding the **benefits of a good grounding** in the ABCs is essential.
- ❖ This understanding allows the coach to **link these core fundamental skills into** the Running, Jumping and Throwing activities of athleticism.
- ❖ The ABCs and RJT help the coach to developing athletes who can then **master the skills of Gaelic Games** through Catching, Passing, Kicking and Striking.
- ❖ The ABCs and RJT activities link and make this model work to help us **achieve a higher standard in our skill development** through Catching, Passing, Kicking and Striking.



Running Through the Woods



Slalom Run



Resource for Under 11

F1- F2 (Children) Fundamentals

Running, Jumping, Throwing

**RUNNING**

## Running INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Athletic activities develop the **basic skills of human movement** without which it is impossible to excel at any sport.
- ❖ Running is a natural activity for all children and as such we should encourage them to **run as much as possible in a fun environment**. If children do not build up a **good aerobic base** during their **early years**, recent research shows that it is impossible to catch up in later years.
- ❖ **Produce the Athlete first and the Player second.**
- ❖ The first '**window of accelerated adaptation to speed**' will occur during this phase, age 6-8 for girls and 7-9 for boys.
- ❖ Linear, lateral and multi-directional or **chaotic speed** should be developed.



Dodgeballs



Find a Space

## Running INTRODUCTION 2

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ The durations of the repetitions should be **less than 5 seconds** incorporating **agility, quickness and changes of pathway**. The following activities will help to achieve good running technique.
- ❖ In the early phase the coach should concentrate on helping children **perform natural athletic movements of running, jumping and throwing**. S/he should improve **co-ordination, posture and control** through a progressive, challenging and fun environment.
- ❖ The aim in phase two and three is to **refine these skills** and develop them further to encourage the players to run faster, jump higher and further and throw further with more accuracy.



March through woods



Travel & Explore

## Running TASKS

Age: Females 6-8yrs Males 6-9 yrs.

### Continuous Progression:

Running skills could be used **as part of the warm up**. If very young children are poor at running they should be **encouraged to walk initially** before introducing fast walking and then slow jogging.

- ❖ Use **whole class/group activities** where everyone works together.
- ❖ In pairs - **jog around the out side of** the playing area e.g. 30m long by 20m wide.
- ❖ Every now and then stop the group and **mobilise various parts** off their bodies e.g. arms, shoulders etc. i.e. 'oil their joints' and gives them a rest before the next bout of pulse rising.
- ❖ Challenge the children to **move their bodies in different ways** as they travel around.



Walking Warm Up



Follow the Leader

Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

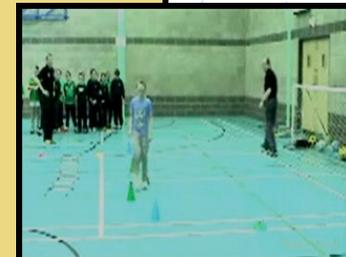
- ❖ **Marching:**
- ❖ Pick your **knees up high** and **swing your arms**, bending at the elbows. Try **on the spot** and then **walking**. This helps to **synchronise arm and leg** action.
- ❖ **Tip:** Your arms and legs should be **working in opposition** to each other i.e. when your left knee is raised your right arm should be swinging up.
  
- ❖ **High knee lift run:**
- ❖ Aim to run in situ and then **moving with an exaggerated high knee** lift.
- ❖ **Tip:** Run on the **'balls' of your feet**. Keep your **head up and back straight**. Pick your **knees up** as high as possible and **bend your elbows**.



High Knee Lift



High Knee Lift



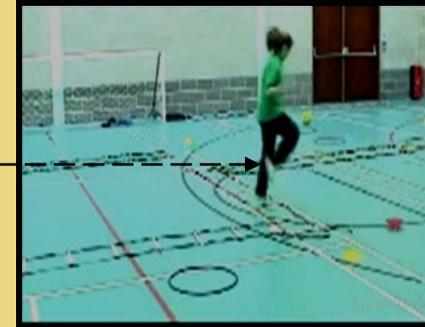
Alternative Knee Lift

Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Heel Flicks:  
In a stationary position, attempt to **flick your heels up to touch your bottom**. Repeat above on the move.
- ❖ Tip: Keep **swinging your arms** with **bent elbows** as you run.
- ❖ Under Striding:  
On the spot **move your feet** as quickly as possible. Repeat above while on the move.
- ❖ Gear Change:  
Start slowly e.g. **first gear** and on signal i.e. **'second gear'** players move their feet quicker etc.
- ❖ Tip: Keep your **feet as close to the ground** as possible i.e. don't let your knees come up too high. Move your feet as fast as you can. Their **arms should be moving as fast as their feet** as this helps to balance the body. If they are struggling with the arm action it is a good idea to **isolate the arms**.



Heel Flicks



Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Bop Along: Arm Action:
- ❖ Get the children to **sit with their legs out** in front of them.
- ❖ They start to **move their arms slowly** bringing **one hand** at a time up to the **side of the head** and back behind their back.
- ❖ As technique improves challenge them to **speed up**.
- ❖ When they are moving as fast as possible their **bottoms should be coming off** the ground.
- ❖ Repeat above in a **standing position**.
- ❖ It is vital that players master a **good arm and leg action** if they hope to develop speed later.
- ❖ Tip: Ask the children to imagine a **pin across their shoulders** and they must keep them from rolling when moving their arms.



High Elbows



Standing – Arms Only

Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Big Feet: Over Striding:

- ◆ Here the group attempt to take **as long a stride as possible** as they run i.e. over stride. This running drill helps to **increase the child's stride**.  
Tip: Increase your stride by just a little bit and **work on good technique** rather than taking too big a stride.

- ◆ The above activities are the basic drills used to **develop good running** technique and should be **practised as often as possible**.

NB. This is one of the few times where children should not be asked to **run around in a circle for technical development**, as this type of running is not suitable for games play.

- ◆ All other forms of **running should imitate the game** i.e. multi directional or **chaotic running**, where the children run about.



Chaotic Running

Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ [Linear Running: On Your Marks](#)
- ❖ Children **line up along sideline**, leaving a small space between each other.  
Start Position: Standing Start
- ❖ [Tips](#): Stand one foot in front of the other with knees slightly bent. Arms should be **picked up** and bent at the elbows. **Head should be up** and looking straight ahead.  
On signal, **drive hard off your back foot** and get into your **running stride** as soon as possible.  
Run **through the finishing line** by dipping your head.



Linear Running



Running



## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Pyramid Runs:

Use a series of finishing lines starting with short distances and increasing on each run e.g. **5m, 10m, 15m, 20m** etc.

- ❖ 20m is long enough for 4/5 year olds and then increase by 10m each year i.e. 6yr olds – 30m etc.
- ❖ After showing them the start position, challenge them in **small sided races with four or five in each race.**
- ❖ **Very young children need their lanes marked out with coloured domes.**



**Running TASKS**      Age: Females 6-11yrs   Males 6-11 yrs.

- ❖ **Team Relays:**  
 Select teams of **3/4** and **put colours** on them.  
 Number the teams one to four etc.  
 Teams line up **behind start line**, No. 1 in front etc.  
 On signal i.e. 'On your marks', 'Go,' each child **runs around a marker and back to touch** next runner etc.
- ❖ Use '**High Five**' for **changing over** i.e. right hand to right hand touch.
- ❖ Winner is **last runner back** over the start line.



**Lateral Movements**



**Dead Leg**



**Sideways**



**Lateral Movements**

**Running**

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Continuous Hand Over Relays:

Here the runners are **spaced out over set distances** depending on age and ability i.e. older players would run longer distances than younger athletes.

Number 1 **runs and hands baton** to No. 2 who hands over to No. 3 etc. Each runner remains where they make the change over.

The **last runner in the line runs ahead around a marker** before returning and handing over to the last runner who gave him/her the baton etc.

This allows **for continuous interval type of running** and is excellent for developing fitness.

The winner **is the first runner over the start line** or you could make the teams repeat the relay two or three times depending on fitness.



## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Shuttle Runs:

As (continuous relay) but make each **runner do an extra** run or runs depending on age and fitness level.

Each runner goes to the **first line and back to the start line before running to the second line etc.** before handing over to the next runner.

#### Tip:

Use **short strides** when turning and **longer strides** in your run.

'**Pump**' your arms hard to drive your body on.

**Don't roll your shoulders** while running.

Keep your **head steady**.



Skipping



Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Obstacle Runs:

Fun and excitement can be added to running activities by challenging the children to **negotiate** various types of **obstacles**.

### ❖ Hoop A Loop:

Hoops could be placed in their lanes as obstacles e.g. **lifting the hoop up** and bringing it down **over the body** or jumping into the hoop and pulling it up over the body.

### ❖ Over The Jumps:

Various types of hurdles e.g. canes (plastic not cane) on cones or the cardboard hurdles and plastic wedges help to **develop jumping skills**.



Obstacle Runs



Running

## Running TASKS

Age: Females 6-11yrs Males 6-11yrs.

### ❖ Zig Zag Run:

Markers or rounder poles could be set in a **zig-zag formation for running** through.

This encourages a **dodging skill** off the outside off the foot, an essential **evasive games skill**.

### ❖ Slalom Course:

Markers can also be set in a slalom lay out which requires **agility and quick feet work** to negotiate.

### ❖ Over and Under:

Challenge the children to go under some obstacles and over others. Here they will have to use **other parts** of their bodies and this helps to **strengthens arms** etc.

### Run letter shapes

- M shape
- Z shape
- T shape
- S Shape



Zig Zag Running



Slalom

Running

## Running TASKS

Age: Females 6-11yrs Males 6-11yrs.

### ❖ Team Pursuit:

Teams of **four** **aside**.

Name the teams **A, B** etc.

Number the teams **No. 1** etc.

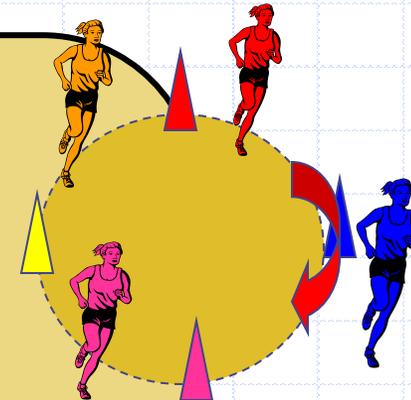
Teams line up at **four different points** around a **circle**.

All the No. 1's start on **outside** of markers while the rest wait **inside** the markers.

The No. 1 's run **around the track** and hand baton to No. 2, who steps out onto the track when No. 1 is Near etc.

Each runner when **finished goes to the inside** of the track and sits down.

The last runner **sitting down** is the winner.



Team Pursuit

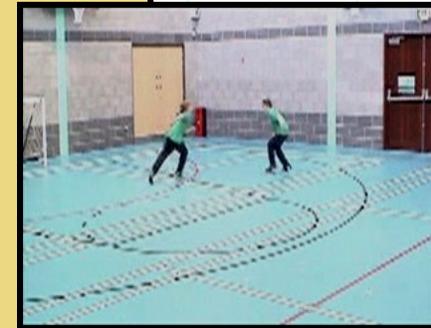
## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Cross Country

Here a longer course is set up by the children where **they plan what to do on each stage** e.g. they might walk the first stage then jog the next stage before sprinting the next stage etc.

Ideally this type of course should be **set up in every club and school grounds** in the country. The children would be free to use it at break and lunch times every day.



Tig



Shadow Run



Dodge Ball



Running

## Running TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Orienteering

A course could be set out where the pupils **have to run to different stations** to find out what is hidden there. The first team to locate all **the hidden 'treasure'** is the winner. Children love this type of action and **can run great distances** with out realising.

### ❖ The 10/20/50/100Km Club:

Here children attempt to **cover a set distance** e.g. 100Km **over a set period of time** e.g. 12 weeks. The aim would be to **cover so much each week/day** until the 100Km is completed. The distance may be completed **individually or as a team**. The pupils would keep their own **record**.





Resource for Under 11

F1- F2 (Children) Fundamentals

Running, Jumping, Throwing

JUMPING

## Jumping TASKS

Age: Females 6-11yrs Males 6-11yrs.

- ❖ **Bouncing Ball** – Imagine you are a **bouncing ball**, **jump up and down on the spot**. Use the ‘balls’ (front part of your foot) to take off and land.
- ❖ Repeat above with hands out in front off your body. Bend knees on landing; keep your bottom over heels.
- ❖ **Jack in the box** - Start with your arms behind your sides, with legs slightly bent. Swing you arms up over your head as you take off. **Bend your legs (ankles, knees and hips) on landing**. This helps to prevent injury as the legs act as shock absorbers.



Bouncing Ball

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Lateral Speed Bounce** - Sideway Jumps – jump from side to side, taking off and landing on two feet. How many can you do in 5/7/10 seconds?
- ❖ **Target Speed Bounce** – Do it **over a line** on the floor or a rope.
- ❖ **Raised Speed Bounce** – introduce a **small obstacles** such as a **low hurdle** or a cone. Keep the hips over the centre of the obstacle.
- ❖ **Speed Bounce** - Repeat above but **jump backwards and forwards**. If you find this difficult work with a partner by holding their hands/wrists. ( competition 10/20/30 seconds?)



Sideways Jump



Speed Bounce in Ladder

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Multi directional Speed Bounce – create a cross on the floor and the player jumps around the 4 sections.
- ❖ Change in direction – repeat above but the coach call change and player goes from clockwise to anti clockwise etc.

Standing Long Jumps (SLJ) – start in squat position (knees bent and arms behind body), jump forward to land in a different position. Swing your arms forward after take off to control your landing. Land flat footed initially to help control landings.

- ❖ See who can jump the furthest with 1/2/3 etc. SLJ's.



Standing Long Jump



SLJ in Ladder

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Bunny Jumps - How many jumps does it take you to **travel from one side of the play area to the other**? Who can do it in the fewest?
  - ❖ Try and beat your record (BYR).
- ❖ One foot Take Off - Use a short run up (3/4 strides), **take off one foot and land on two**. Remember to bend ankles, knees, and hips on all landings.
- ❖ Jumping over the hoop - Give each child a small hoop or other appropriate equipment to place in a free piece of ground/floor. Ask them to **find out other ways of taking off and landing over their hoop etc**. Who can discover the most ways?



Bunny Jump



Jump on / off  
bench into Hoops

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

The group should have discovered that there are **four other ways of taking off and landing**, namely 2 to 2, 2 to 1, 1 to 1 (hops), 1 to 1 (step/leap).

- ❖ **Developing Sequences for Take Off** - Who can make a **sequence by completing all five?** Start stationary initially before adding a run up.
- ❖ **Easiest take off** - Run and use your different jumps, over the hoops, to find out which is the **easiest and which is the most difficult.**
  - ❖ Question them as to which is the most difficult etc. and explain why.
- ❖ **Focused landing** - Use the easiest i.e. 1 to 2 to **take off outside a hoop and land in the middle of the hoop** with two feet.
  - ❖ Explain to them that this is the basis for long jumping!



Take Off



Landing

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Soft Landing** - Challenge your pupils to **jump over the hoops** without touching them. Ask for **'soft' landings** with
  - ❖ **bent knees,**
  - ❖ **straight back**
  - ❖ **and head up.**
  - ❖ **These are key coaching points for all landings.**
- ❖ **Scissor Jumps** – standing on the spot, see if you can **jump and kick one leg up at a time like a pair of scissors**. Let your right leg lead then your left leg.
  - ❖ Be careful **don't jump too high initially and always land on your feet.**
  - ❖ Repeat above with **a short run up** be careful how you land. Find out **which foot you take off** i.e. the foot that jumps you off the ground. This is their take off foot for jumping.
  - ❖ Add a **short run up before you jump**. Use **lines, ropes, canes or low height obstacles to scissor jump** over.



Soft Landing



Scissors

## Jumping TASKS

Age: Females 6-11yrs Males 6-11yrs.

- ❖ **Jumping Shapes** – in situ challenge the pupils to make different shapes when they jump :
- ❖ **Astride Jumps** – Stand tall, **jump to land with legs and arms wide apart**, on landing jump to land in starting position. Repeat this jump a set number of times.
- ❖ **Crutch jumps** – start in a **crutch position with hands behind your body**. **Explode off the ground by swinging the arms upwards and driving off the legs**. Control your landing by bending at the **knees** and touching the floor with your hands. Repeat a number of times.
- ❖ **Star Jumps** – start as in **crouch position but throw your arms and legs out as straight as possible** at the top of your jump. Bring your arms and legs together for the landing.



Shapes



Star Jumps

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Tuck Jumps – start as in crouch jump but bring your arms around your knees at the top of your jump.
- ❖ Pin Jump – start as in crouch jump but try and straighten your arms and legs at the top of your jump.
- ❖ Turning Jumps – start in crouch position, jump and turn through 90 degrees before landing. Make sure you do your turn in flight and not when you land. If possible, attempt 180/270 degrees and full turns, clockwise and anticlockwise.
- ❖ N.B. When you complete each of the above jumps on the spot always attempt with a short run up.



Pin Jump



## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Up one Up two** – here the player runs and jumps (up one). Just before the top of the jump the player brings the arms back behind the head before vigorously flinging the arms forward in front of the head (up two).
- ❖ **Jump the Arc** - This is a vital jump to coach well for Gaelic footballers in order to catch a high ball. A good tip when jumping for a high ball is to 'jump the arc'. This means the jumper should imagine the ball coming through in an arc and s/he should jump up the 'arc' to meet it.
- ❖ **Jump to Head** – run and jump but just before the top of your jump bring your head back and then forward as if to head an imaginary ball. Repeat above but add other sport specific actions that they will need for other sports like spiking or punching etc.



Jump the Arc



## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Fosbury Jump** – run and jump, **takes off your right leg and swings your right arm high** above your head. Repeat with your left leg. Land one foot at a time.
  - ❖ **bend jumping leg before all running jumps.**
  - ❖ **bring the arms back behind the body in order to swing them upwards** as you take off.
  - ❖ **keep your head up** when jumping.
- ❖ **'High Fives Pinky'** – Here two players of the same height stand facing each other. On a signal all the **pairs jump at the same time to touch/clap their right hands** as high as possible i.e. 'high five'
- ❖ **'High Fives Perky'** - Repeat above **using left hand.**
- ❖ **Running High Fives** - Repeat above but **use a short run up** e.g. 2/3 strides apart, before introducing a greater run up.



High Fives

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Jump and Take:** Sport Specific – pairs, nos. one and two. All the nos. ones get a ball and go to a free space. They **hold the ball high up in the palm of one hand**. On signal the nos. twos **use a short run up to jump and grab the ball from their partners**. After landing and moving on a few strides, **they stop, turn around towards their partner and pass** the ball back. Repeat a number of times before changing roles.
- ❖ **Lob and Catch:** Repeat above but this time the **ball carrier pushes the ball up into the air just before the jumper arrives**. This challenges the jumper to time his jump in order to catch the ball at its highest point.
- ❖ **Jog and Catch:** Pairs – Nos. 1 runs forward to **jump and catch a ball lobbed from Nos. 2 while running backwards**. Nos. 2 must lob ball high enough and in front of Nos. 1 so that **he can move forward to jump** and catch the ball at the top of his jump. Nos. 1 re-passes ball back to Nos. 2. Change roles.



Jump and Take  
from Wall

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Wobble Catch:** Challenge further by making the jumper stand on benches or unstable objects like wobble boards, medicine balls, Swiss/Fit balls etc. to catch balls thrown from different positions.
- ❖ **Wobble and Jump:** Make the jumper jump over or off benches and catch balls in mid-flight.
- ❖ **Log Jumps** – five or more players lay on the ground about 1m apart. The first player jumps over all the ‘logs’ before lying down at the end of the line. As soon as the first runner has jumped over the first ‘log’ that ‘log’ becomes the next runner. Challenge the jumpers by asking the ‘logs’ to lay closer together or making the logs higher by raising their bodies slightly off the ground.



Wobble Catch



Jumping

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Jump with twist – On the spot, the jumpers **jump and attempt to look over their shoulder** to see their heels which they flick up behind them.
- ❖ Jumps with quarter turns – On the spot, all facing coach with legs slightly bent, jump with a **quarter turn** (90 degrees). Make sure you **turn after take off** and not on landing.
- ❖ Jump with half and three quarter turns - Repeat above while attempting half, three quarter and finally full turns when players are ready.
- ❖ Clockwise V Anti Clockwise Turning - Repeat above clockwise and anticlockwise.



Jump, land twist



Jump with Turns

## Jumping TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Advanced Jump with Turn:** Players run along bench and jump off with quarter turn etc. Challenge further by introducing a further task while the jumper is in the air e.g. coach could shout right or left so that player must react as soon as he lands by sprinting to the command.
- ❖ **Jump Rope Exercises** – ropes are excellent for developing jumping techniques. Start with the rope on the floor and ask the children to explore the different ways of jumping their ropes. Look for directional jumps i.e. sideways, forwards and backward etc. Repeat above while running and jumping with turns etc.
- ❖ **Swing Rope** – here the players lift their ropes and swing them along their sides. Every time the rope touches the floor the jumpers jump in timing with their ropes.



Jump, land twist



Scissors jump



Resource for Under 11

F1- F2 (Children) Fundamentals

Running, Jumping, Throwing

**THROWING & PASSING**

## Throwing / Passing INTRODUCTION

Age: Females 6-11yrs Males 6-11 yrs.

You have been asked to take a new group of very young children for some **throwing activities** at your local club. How might you introduce them to some fundamental throwing techniques? You have **use of a variety of equipment- balls of various sizes, bean bags, quoits, foam and plastic javelins, medicine balls, rubber shots and hammers.**

- ❖ Select **one type of throw** i.e. under, over, sling etc. and show how you would develop it during your session.
- ❖ To finish your session divide your group of 15 into 5 smaller groups and organise a **throwing competition** using various types of throws. Rotate your group every 5 minuets.
- ❖ Equipment :  
Large Balls - one to each pupil / Small Balls – one to each pupil / Various types of targets – cones, hoops, skittles



Partner Pass

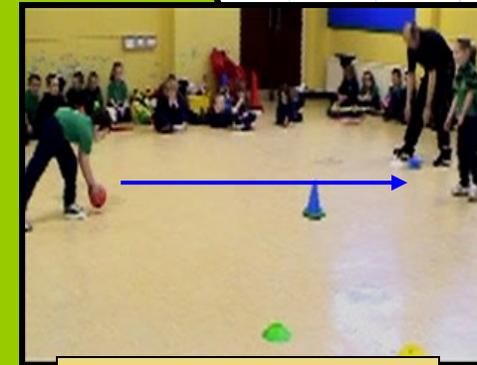


Wall Pass

## Throwing / Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Underarm Throwing- Two hands**
- ❖ **Sit Legs Astride** - With very young children **allow them to sit with legs apart opposite a wall**. Ask them to use the wall as a rebound surface to roll the ball against. Encourage the children to **stop the ball with both hands** as this is **the first stage of receiving/gathering/catching a moving ball**.
- ❖ **Kneeling** – repeat above but **swing the ball along your side**. Use **two hands at either side of the ball** initially before encouraging them to **try throwing with one hand behind the ball with the other in front**.

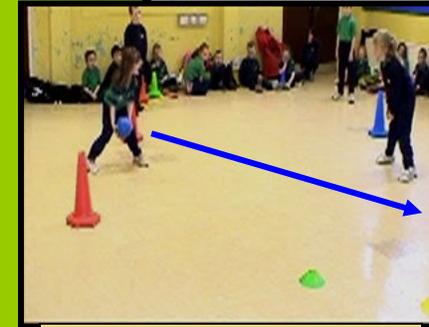


On the Ground  
Underarm Throwing

## Throwing / Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Standing bowl – repeat above, when throwing initially allow the children to stand with both feet about shoulder width apart. They hold the ball in both hands between their legs with the ball on the floor. Those children who show good technique at this task should be challenged to use the more advanced two handed bowling type of throw.
- ❖ Roll into Space - using general space, ask the children to explore different ways of rolling balls gently into the free spaces, and then running in front of the ball and letting it roll up their hands into their arms – scoop pick up. The children who find this pick up easy can attempt the running pick up. Here they roll their ball gently into a free space before running along side it in an attempt to pick it up.
- ❖ Pick ups To add excitement see who can do a set number of pick ups first. Always get the winner to hold the ball above their head to help identify who was first.



Throw to Goal

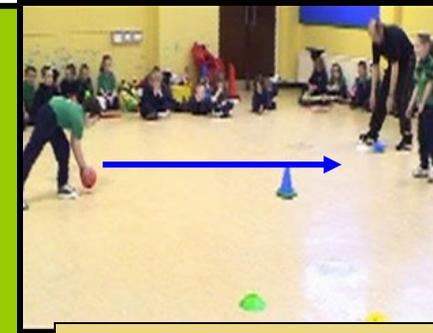


Throw to Bench

## Throwing / Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Bridge Ball - Half the group stand with their legs astride while the other half attempt to roll balls under the legs of the ones standing. Who can achieve 10 rolls first?
- ❖ Under arm throw - Show children how to use a one-handed underarm throw a couple of times. They should stand one foot in front of the other. If right handed the left foot should be in front to help balance the body.
- ❖ Toss the Bag – using bean bags- one handed underarm throw. Line group up along sideline about 2m apart.
- ❖ One Arm Bandit: Allow one child at a time to show their underarm throw. Toss bean bag into a hoop 3m away (target).



Standing Bowl



Underarm Throw

**Throwing / Passing TASKS**      Age: Females 6-11yrs   Males 6-11 yrs.

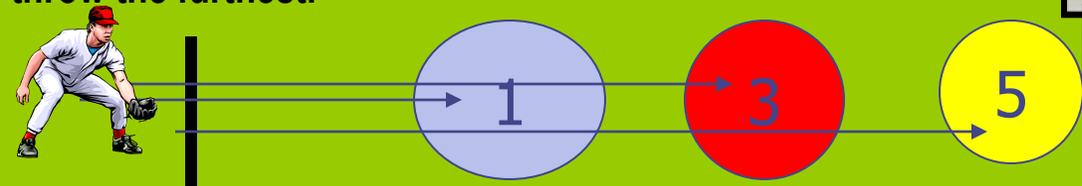
- ❖ **Tossing the Bag:** Stress the importance of opening the fingers in front of the body to release the bean bag. Use a fast arm action. Stand one foot in front of the other- If right handed, the left foot should be in front. - Now use the other hand.
- ❖ **Safety -** No one goes out to collect implements until everyone has thrown.
- ❖ **Shot Putt:** Allow players a set number of throws before having a whole group competition to see who can throw the furthest. Fingers behind the bean bag. Place it under the chin. Each player takes one throw with either hand to see who can throw the furthest.



Toss to Cone



Partner work



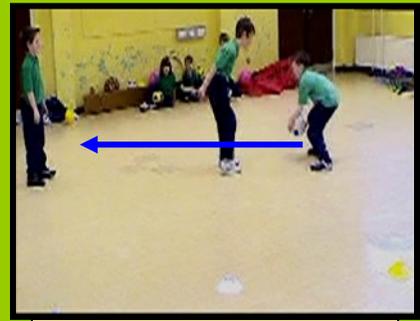
# Throwing / Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Javelin Throw:** Introduce the one handed **over arm throw**. Same rules apply for feet i.e. if right handed the left foot should be forward and vice versa for left handed throwers. Bring **throwing hand behind your body**, keep **elbow up** as you bring **your arm through** and release bean bag **above head level** and in **front of the face**.
- ❖ **Two handed over head throw** – stand one foot in front of the other. Hold the **ball above your head with both hands** symmetrically around the ball. Fire it **hard down** onto the floor. Use your **front foot to move your body weight onto** after throwing.



Javelin Throw



Piggy in Middle



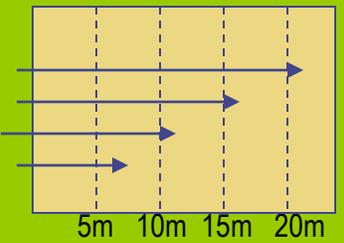
Two hands from wobble board

# Throwing / Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

❖ Divide the group up and introduce **a different throw for each group.**

GROUP	IMPLEMENT	THROW TYPE
1	Bean Bag	One hand under arm
2	Big Ball	Two hand under arm
3	Big Ball	Two hand over arm
4	Bean Bag	One hand over arm
5	Foam Javelin	One hand over arm



❖ Throwing Line Ready : Line

❖ Throwing Set up

Only **one thrower at a time** goes to the throw line to throw and each thrower **goes behind the ready line after throwing.** When the **last thrower has thrown** all the throwers **move out to collect their implements.** Use other pieces of equipment like **small medicine balls** to develop further throwing techniques.



## Throwing / Passing KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

- ◆ Teach children **how to stop**
- ◆ Teach children **how to jump and land safely**
- ◆ Establish **take off foot**
- ◆ Develop ability **to land and move off** in a given direction.
- ◆ Encourage **take off from both strong and weak foot.**
- ◆ Introduce **sports specific skills** to running and jumping.
- ◆ Develop **ball handling skills** and **confidence** using bean bags and soft balls
- ◆ Use **targets on the walls** and on the floors to build confidence and competition.
- ◆ Use **underarm – over arm and javelin** throwing techniques





Resource for Under 11

F1- F2 (Children) Fundamentals

Catching, Passing, Kicking, Striking

INTRODUCTION

## Catching, Passing, Kicking, Striking INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

- ◆ Catching and Passing / Throwing are skills that go hand in hand. These **motor skills** build on the **physical literacy** developed through the ABCs and the Running Jumping Throwing activities.
- ◆ The next phase after **passing** a football or striking a hurling ball is the **catch**. Passes can be made by **throwing, kicking or striking** with the hand or an implement.
- ◆ Use of **different sizes of balls** and different implements to strike the ball. This will help players to become **familiar with different surfaces** and make them more **proficient in the use of equipment** and the future execution of Gaelic Games skills.



## Catching, Passing, Kicking, Striking

### INTRODUCTION 2

Age: Females 6-11yrs Males 6-11 yrs.

- ◆ You have been asked to take a new group of very young children for some passing and catching activities at your local club. How might you **introduce them to some fundamental throwing/passing and catching** techniques? You have use of a **variety of equipment**- balls of various sizes and types, bean bags, quoits, foam and plastic javelins, medicine balls, rubber shots and hammers.
- ◆ Select **one type of throw** i.e. under, over, sling etc. and show how you would develop it during your session.
- ◆ To finish your session divide your group into smaller groups and organise a **throwing competition** using various types of throws. Include throwing for **accuracy and distance**. Use targets which involves **throwing at, into, through, over, across, onto, between, along** etc. Rotate your group every few minutes.



Pass under Bridge



Roll to Target

## Catching, Passing, Kicking, Striking

### INTRODUCTION 3

Age: Females 6-11yrs Males 6-11 yrs.

◆ Equipment :

**Large Balls** - one to each pupil

**Small Balls** – one to each pupil

◆ Various **types of targets**:

Cones, hoops, skittles and rebound surfaces like walls and benches (gym).

◆ The order for ball throwing progression is as follows:

- A. **Rolling/Fielding or Sending/Gathering** (Receiving)
- B. **Bouncing**
- C. **Airborne**

NB. When introducing throwing use equipment **which does not roll** like bean bags etc. before using **various sizes of balls** for developing throwing and catching.



Pick up Rolling Ball



Pick up Airborne Ball



Resource for Under 11

F1- F2 (Children) Fundamentals

Catching, Passing, Kicking, Striking

CATCHING & PASSING

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ROLLING/FIELDING:

- ❖ Throwing/Sending Big Ball:  
Two Hand Underhand Rolling Scoop Throw  
Two Hand Underhand Bowling Throw
- ❖ Throwing/ Sending Small Ball:  
One Hand Underhand Throw
- ❖ Catching/Receiving Big Ball:  
Two Hand Underhand Scoop Pick Up  
Two Hand Underhand Kneeling Pick Up
- ❖ Two Handed Underhand Walking/Running Pick Up  
Catching/Receiving Small Ball:
- ❖ One Hand Underhand Catch:  
On coming ball – **ball rolls up fingers** into palm off hand.  
Ball travelling away from body – **place hand over top of ball** i.e. over hand grip.



Pick up Rolling Ball

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Pick Ups: Ball Stationary

The group stand in a free piece of ground with a ball at their feet. On signal i.e. call from coach the ball is picked off the ground, held above the head and placed back on the ground. Repeat a number of times.

### ❖ Tips:

Use “Big Hands” around the ball to grip it tightly.

To encourage a good grip the coach should move among the group attempting to knock the balls out of their hands.

Show the players the W position of the thumbs and nearest two fingers for proper gripping technique.

The thumbs should not be too close together and the hands should be placed symmetrically around the ball.

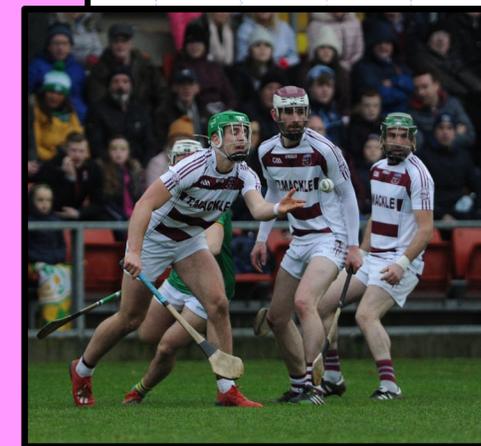
### ❖ Equipment:

Use suitable size of ball i.e. size 3.

See which child can pick the ball off the floor and hold above their heads five times first?



Hold ball above head to finish



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Swop Shop

Each player has a ball and goes to a space. The balls are placed on the ground. On signal the group move about picking up balls and placing them in any available free spaces. Who can pick up the most balls in a set time?

Use various pieces of equipment to **set balls in**, on etc. e.g. place balls in empty hoops or set on top of domes. Who can **pick up and set the most balls** in a set time?

Take the equipment away and now **challenge the players to find a free piece of ground to pick the ball up and set down**. This type of exercise encourages good use of space awareness, a vital games skill.



Swop Shop



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Rolling/Fielding Skills: Ball Moving

Start by challenging them to **sit and roll a big ball with hands on top**, from the **tips of their fingers to the heel off their hands** . Can they roll ball from one hand to the other? Stop your ball before you roll it back (two touch).

### ❖ Progress to knelling, roll your ball around your body.

### ❖ Kneel on one knee – roll ball **under knee** with one hand and stop with the other before rolling it back.

### ❖ Standing roll ball around both feet, if successful **make a figure of eight** as you roll your ball in and out about your feet. Who can make three figure of eights first?



Rolling



Kneeling

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Wall Rebounds:

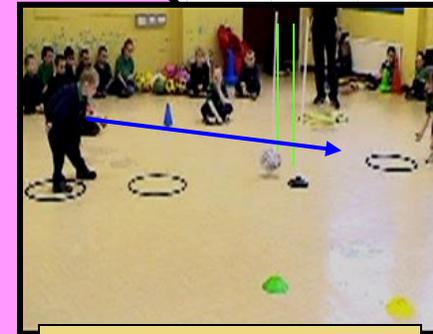
With very young children allow them to **sit with legs apart opposite a wall**. Ask them to use the wall as a **rebound surface** to roll the ball against. Encourage them to **stop the ball with both hands** - this is the first stage of receiving / catching a moving ball.

### ❖ Scoop Pick up: Then ask them to allow the ball to **roll up their hands** onto their arms and finally cuddle against their body i.e. Body Catch.

### ❖ Scoop Roll: Knelling on both knees – **two hand underhand** throw. Use two hands at either side of the ball.

### ❖ Knelling on one knee - two hand underhand **bowling type** of throw.

### ❖ Tips: Hold ball with **throwing hand behind the ball** while the other hand helps to support the ball in front. When throwing with the **right hand kneel on the left knee**. Swing the ball **alongside your body** and release it in front of your body.



Target Pass to Hoop

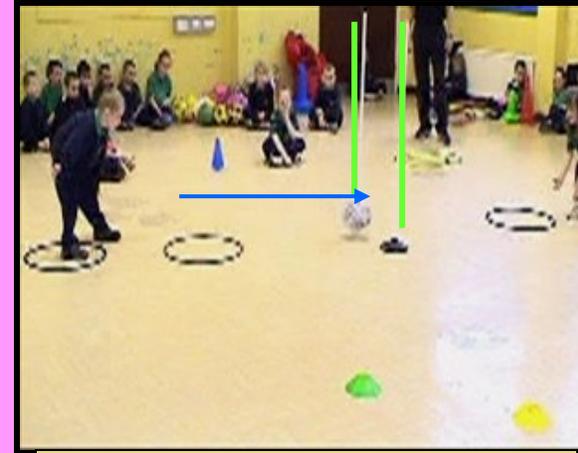


Scoop Pick Up

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Target  
Use **chalk numbers on the bench** to aim at. Devise a scoring system suitable to the player's ability.
- ❖ Scoop Roll: Standing – repeat above.
- ❖ Tips: When throwing initially allow the children to **stand with both feet about shoulder width apart**. They hold the ball in **both hands between their legs** with the ball on the floor.



Bowling Roll, Throw or Kick

- ❖ Bowling Throw:  
Those children who **show good technique** at this task should be challenged to use the **more advanced two handed bowling** type of throw.
- ❖ Tips: Here the child stands one foot in front of the other. Hold the **ball in two hands**. The throwing hand is behind the ball while the other hand supports the ball in front. The **opposite foot to the throwing hand** should always be in front to help balance the body. Swing the **ball along your side** and release the ball in front off your body.

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Rolling Pick Ups:

#### ❖ Ball coming towards body.

Aim- using general space, ask the children to explore different ways of **rolling balls gently into the free spaces**, and then **walking/running in front of the ball and letting it roll up their hands into their arms – scoop pick up.**

#### ❖ Safety: Allow **half the group** to do the task while the other half observe.

#### ❖ Ball travelling away from the body.

The children who find this pick up easy can attempt the **walking and then the running pick up.** Here they **roll their ball gently into a free space** before **walking/running along side it in an attempt to pick it up.**



Rolling Pick up



Airborne Pick up

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Rolling Pick Ups:

Tips: Keep your feet, **one in front of the other**, along side the ball.

1. The **foot** that is **nearest to the ball** should be **behind the front foot** to allow a clear pick up.
2. **Bend down** near the ball and use **both hands** to pick the ball up.
3. When working well always **challenge the players** under pressure e.g. who can pick up the most balls in a set time or who can pick up five balls first.
4. Always get the winner to **hold the ball above their head** to help identify who was first.

The next stage would be **the foot pick up** as used in Gaelic football. Here the **foot is used** to scoop the ball up into the hands. Use a **stationary ball** initially before challenging them to pick up a moving ball.

Tip: The foot that picks the **ball up** becomes the next stride.



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Bridge Ball:

Group divide **into pairs**. Number them one and two.

Half the group **No. 2's** stand with their legs astride (**Bridges**) while the **No. 1's** attempt to roll balls **under their legs**. Who can achieve 10 rolls first?

#### Tips:

Look for the **free "Bridges"** to roll your ball under.  
Don't roll your ball **too Hard** (weight of pass).



Bridge Roll



Bridge Ball

## Catching & Passing TASKS

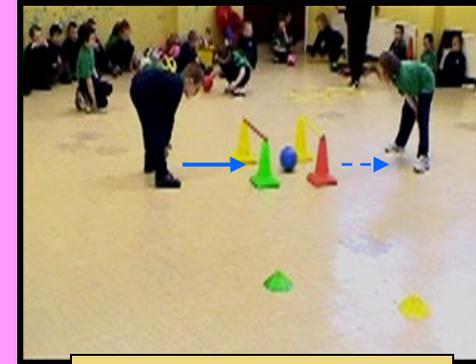
Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Partner Roll Ball:

NB. This is the first stage of passing.

1. Players **get into pairs** and number themselves No. 1 and No. 2
2. No. 1 gets a **ball and stands 3/4m in front of No. 2.**
3. Thrower/Passer: Use a two handed underhand **throw to roll ball to partner.**
4. Start with **Scoop Roll** and then challenge pairs to attempt the **more difficult Bowling Roll.**
5. Receiver: Let the **ball roll up your hands into your arms.** Use the **scoop** pick up initially before attempting the **more difficult bowling type pick up.**

- ❖ Which pair **can achieve 10 rolls first?**
- ❖ Always make the **pair finished first hold ball above head.** This indicates who is finished first.



Partner Roll



Partner Roll on Move

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Target Rolls

After introducing a new task always **challenge their newly acquired skills** by testing them out **against a target** or someone.

- ❖ Target Games are the first type of games that should be used to challenge children's skills.
- ❖ Challenge pairs further by asking them to use **various pieces of equipment** to roll ball **between, at or through**. Targets could be two cones placed close together.
- ❖ The target may be made more difficult by **placing the markers closer together** or moving the pairs further apart.
- ❖ Encourage the children to **make up their own scoring systems** and how they might get an eventual winner.
- ❖ Children should be **constantly encouraged to practice newly coached skills** at home in a safe environment.
- ❖ The children should then **be awarded certificates etc. for achieving success**, this helps to motivate them to even more success.

### Target Games



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ BOUNCING:

The **bouncing progression** follows the same format as rolling/fielding i.e. sitting, kneeling, standing, walking and finally running.

There are **three ways of catching a bouncing ball:**

1. **Sitting:** Catching on the way down.
2. Catching the ball **at the top of the bounce**
3. Catching the ball **on the way up after bouncing.**

### ❖ Sitting: Catching on the way down.

**Tips:** Let your ball drop from your hands, bounce and then move your hands under dropping ball to catch as it falls. Bring ball into your body after catching i.e. Body Catch. This is the easiest means of catching a bouncing ball.

### ❖ Repeat above kneeling and then standing.



Ball Bounce off bench



Ball Bounce on bench

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Catching ball at the top of the bounce.  
**Tips:** Throw your ball down into the floor and catch at top of bounce. Use Big Hands to grip ball. Don't snatch at your ball but use relaxed hands.
- ❖ Repeat above from a knelling position and then standing.
- ❖ Catching ball on the way up after bouncing.
- ❖ Kneeling/Standing: Bounce your ball into the floor and attempt to catch as it ascends.
- ❖ **Tips:** Keep your hands slightly over the top of the ball. Watch the ball all the way into your hands. Watching the ball all the way into the hands is the key coaching tip for successful catching off a moving ball.
- ❖ Repeat above walking and jogging. When walking and jogging bounce the ball slightly in front of your body.
- ❖ Use four step rule i.e. players must bounce their ball every four steps. Encourage them to **change their pathway** every time they bounce their ball.



Partner Bounce

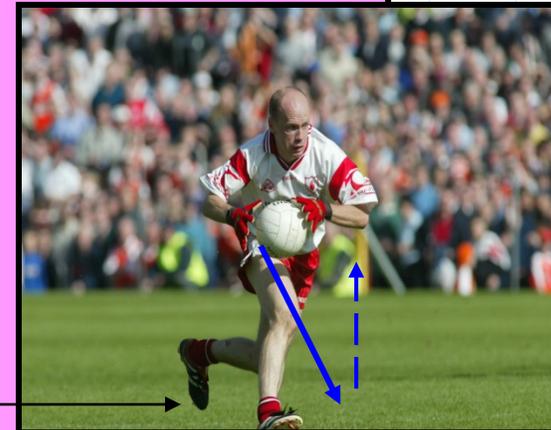


Catching & Passing

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Who can bounce their ball five times first?
- ❖ NB. A **change of pathway** differs from a change of direction in that in this case we mean a **different track on the ground** for a pathway change as opposed to **direction** which refers to the **body part leading the movement** i.e. if the shoulder leads the direction then the direction is sideways etc. It is important to distinguish the two types of bounces used in Gaelic Football i.e. the low and high bounce.
- ❖ The high Bounce:
- ❖ Here the ball is **taking high above the shoulder** and **released with one hand, hard into the ground well in front of the body** in order to make as much ground as possible between each toe tap.
- ❖ The Low Bounce:
- ❖ This bounce is **used when closely marked** and is useful in **evading opponents**.
- ❖ Target Bounces:
- ❖ Use **scattered hoops** as targets to bounce ball in. Who can bounce ball in a set number of hoops first?



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ AIRBORNE – Big Ball

Airborne Throwing/Catching is the eye tracking ability. It should only be introduced after a good foundation of rolling and bouncing development.

### ❖ The progression is as follows:

1. Two Hand Underhand Tummy Throw/Catch
2. Two Hand Overhead Throw and Body Catch
3. Two Hand Sling (Rugby) Throw and Reach Catch
4. Two Hand Chest Push and Reach Catch
5. Two Hand Side Off Head/Shoulder Throw and Reach Catch



Crouch Catch

When players can achieve the latter throw they are ready for using the hand and fist passes.

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Two Hand Underhand Tummy Throw:

All the following involves Passing in a stationary position before involving movement of the passer and receiver.

- ❖ A pass is a 'visual agreement' between the passer and the receiver.

#### Thrower:

Stand **one foot in front** of the other 4/5 steps apart

Hold **ball at your tummy** with both hands around the ball. Use a **two handed under hand throw** to send the ball over to your partner. Aim for your partners' hand

#### Catcher/Receiver:

Hold your **hands out in front** of your body, **palms facing up**  
**Watch the ball all the way** into your hands, Let the ball **come into your hands** and then **bring ball to body** (body catch)

Encourage players to **practice all these skills at home** against a wall or with a friend.



Two Hand Under  
hand Tummy Throw



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Two hand overhead throw

Pairs – One ball between two

Stand one foot in front off the other

Hold ball above your head with both hands

Step forward as you throw your ball to your partner

Use gentle throws initially

Always coach a new task with Passer and Receiver in a stationary position.

If successful challenge the Passer to make a move into a free piece of ground after passing. This is an essential games skill for later team play.



Two hand overhead  
throw



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Two Hand Sling Throw

This is the **easiest throw** to use for players on the move.

Pairs – One ball between two

Stand 3/4 steps apart **both facing the direction you hope to walk in.**

Both **walk down the hall/field swinging the ball across the front of their bodies.**

Passer: **Aim your throw in front of your partner** so s/he may walk onto it.

❖ **Repeat** above jogging and then running.

❖ **Receiver:** **Reach across your body for the ball, take in two hands and then bring ball to other side off body, before bringing back across body again to release.**



Two Hand Sling Pass



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Two Handed Chest Push

This is more of a **push** than a throw

Stand **one foot in front of the other**

**Passer:** Hold ball in front off chest with both hands evenly placed around the sides off the ball.

As you release, **bring ball towards your chest** and then move hands in an **anticlockwise direction** so that your hands end up behind the ball.

To release use a **pushing action** and finish with **your fingers pointing towards your partner**.

**Receiver:** Show your partner **your hands** where you expect to catch the ball.

Use **relaxed hands** to receive the ball.



Chest Pass



Player in middle

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Throwing a Small Ball:

A small ball is easier to throw but harder to catch. A big ball is easier to catch but harder to throw. Use rolling/fielding skills initially before introducing bouncing and finally air bourn throwing.

### ❖ Rolling/Fielding (catching) A Small Ball:

### ❖ One Handed Underarm bowling Throw:

❖ Tip: Stand one foot in front of the other when throwing. Swing your arm alongside your body and release ball in front of opposite leg.

❖ Use one handed pick up i.e. palm of hand over top of ball, before using the more difficult under hand pick up i.e. back of hand goes under the ball. Use weaker hand for throwing and catching a small ball.

❖ The Spider and Kosh balls are ideal for introducing rolling skills as they don't roll too far.

❖ Challenge their rolling skills by asking them to roll at or between targets. Walls are ideal for practicing all skills.



Small Ball



Small Ball

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Bouncing using a small ball:

Bouncing a small ball is the next progression from rolling/fielding.

Tennis balls and mini –striker (9cm) balls are suitable for bouncing development out doors while the foam balls are ideal for indoors.

### ❖ Two handed bounce and two handed catch:

Stationary – Use **two hands to bounce your ball into ground** and **two hands to catch ball**.

### ❖ Aim to catch your ball on the way down initially before attempting the more difficult catch at the top of the bounce with cupped hands and finally on the way up (see earlier progression with a large ball).

### ❖ Repeat above while walking and then jogging.



Off a Bounce



Body Catch

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ One handed throw and one handed catch:

Throw your ball down using an over arm throw and catch using an underhand catch.

Repeat above using an over arm throw and an over hand catch.

Tip:When catching after bouncing let the ball fall into the palm of your hand before closing your fingers on the ball i.e. under hand catch. If successful use the more difficult over hand catch i.e. back of hand faces up.

Tip:Let the ball enter hand before closing fingers. Don't snatch at the ball.

### ❖ Repeat above using alternating hands i.e. bounce with one hand and catch with the other.

### ❖ The key coaching point for catching all sizes of ball is to watch the ball all the way into hands. Use relaxed hands for catching i.e. don't tense your hands while catching or snatch at the ball. Always keep your feet near the ball.



Flick and Catch



Over head Catch

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Airborne Throwing:

One small ball to each child. In own space use an **underhand throw to send ball up** in front of your face. Use an **underhand catch as ball descends**.

❖ Tip: Move your hand under the falling ball. Let it **drop into your hand** before closing your fingers on the ball.

❖ Repeat above on the move. Look ahead for **free pieces of floor/ground** to walk/run into.

If successful **throw ball higher** to catch but if it drops use a lower throw.

❖ Challenge the children to **clap their hands before catching**. Who can clap the most times before catching? Can you **keep clapping and catch ball just before it hits the ground**. If successful with the above attempt the more difficult underhand throw and overhand catch.



Throw to Wall and Catch



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Throw:** Use an underhand throw to send your ball up in front of your face.
- ❖ **Catch:** Reach up with **palm facing upwards** and **fingers well spread out** to grasp falling ball. Let the ball come in contact with your palm before **closing your fingers** on the ball.  
 Throw underhand with one hand and catch overhand with the other hand and vice versa using opposite hands etc.
- ❖ **Tips:** Move your feet under the dropping ball.  
 Watch the ball all the way into the hands.  
 Place your hand under the dropping ball.  
 The fingers should be well spread out to receive the falling ball and pointing upwards.  
 Don't snatch at the ball but use relaxed hands to close your fingers on the dropping ball.



Bounce and Catch

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Partner Throws:

Pair, one ball between two.

**Thrower** – stand one foot in front off the other.

Use an **underhand throw** and aim to **lob the ball into** your partner's hand.

**Receiver** – **present your hand in front off your body** for your partner to aim for.

Use an **underhand grip** i.e. palm facing upwards to catch ball.

- ❖ Repeat above using **weaker hands**.
- ❖ Repeat above using **overhand throw and overhand catch**.
- ❖ Repeat above using **weaker hand**.

The above **skill is quite difficult and takes a lot of practice**.

As it is used in many sports e.g. athletics, games etc. time should be spent acquiring this skill.



Chest Catch



Partner Swop

## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Allow players a **set number of throws** before having a whole group competition to see who can throw the furthest.
- ❖ Each player **takes one throw with either hand to see who can throw the furthest** i.e. they pick up implement after first throw and use other hand for second throw.

GROUP	IMPLEMENT	THROW TYPE
1	Bean Bag	One hand under arm
2	Big Ball	Two hand under arm
3	Big Ball	Two hand over arm
4	Bean Bag	One hand over arm
5	Foam Javelin	One hand over arm
6	Medicine Ball	Two hand push throw
7	Quoits/Foam Discus	One hand sling throw



## Catching & Passing TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Use other pieces of equipment like **small medicine balls** to develop further throwing techniques.
- ❖ The 1kg rubber medicine balls are ideal for developing throwing skills. The following tasks could be attempted:

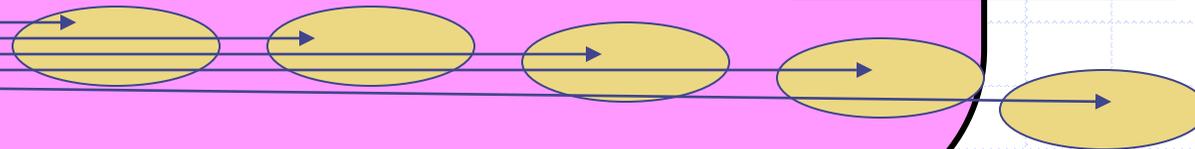
1. Seated: Hold ball **above head** and see how far you can throw.
2. Kneeling – **two and one knee**: Repeat above.
3. Standing: Repeat above.
4. Laying Down: From a **laying position sit up and throw your ball** as far as possible.



Seated



Standing



## Catching & Passing KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ When passing is working well while both are stationary, make the passer **move to a different space after passing**.
- ❖ Explain **SPACE – POINT** out a **free piece of ground** where no one is standing.
- ❖ Ask **WHERE IS THE SPACE** to test their special awareness.
- ❖ **Passer Travelling:** passer **moves with the ball to a free space**, stops faces the receiver and then passes.  
Challenge the **passer to perform some old skills** as they move e.g. rolling or bouncing the ball as they move to a new space.
- ❖ **Passer Stationary:** **while sending to a moving receiver**. Use a rolling ball initially then a bouncing ball and finally an airborne ball. The receiver walks and then jogs slowly to receive the moving ball as skill improves.
- ❖ **Progress to both passer and receiver moving.** The easiest pass is the sling /rugby pass (See Above).



## Catching & Passing KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Coaches should always use the “**Head, Hands and Feet**” technique to spot and correct faults.
  - ❖ Is the head in the right place, are the feet in the right position and are the hands in a good position to catch or throw the ball.
  - ❖ This allows the **coach to focus in on one aspect of the body** and give proper guidance to help improve faulty technique.
  - ❖ The next **progression could be throwing the ball from one hand to the other**. Start close and then move the hands further apart.
- This task helps **improve peripheral vision** a vital games component.
- ❖ A **wall should now be used as a rebound surface** to further challenge **airborne skills**.
  - ❖ Children should be challenged to **come up with their own ideas** on making various activities using the wall, it takes **numerous ball contacts for skills to become permanent**.





Resource for Under 11

F1- F2 (Children) Fundamentals

Catching, Passing, Kicking, Striking

KICKING

## Kicking INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Kicking skills **would follow** handling i.e. throw/catch skills as it is **much easier to handle a ball than kick it.**
- ❖ The children at this stage should have **built up a good movement skills to make the transition to kicking skills** much easier.
- ❖ **The initial development might involve equipment like bean bags that do not roll** too much when kicked.
- ❖ Large balls **with some of the air taken out** are easier to kick than light large balls with a lot of air in them.

### Equipment:

For kicking with: Bean bags, Large Balls, Balzac Balloons, Medium Size Balls and Small Balls. Kicking – between, at, through and under. Domes, Cones, Canes, Poles, Walls, Hoops, and lines or other markings on the floor or ground.



## Kicking INTRODUCTION 2

Age: Females 6-11yrs Males 6-11 yrs.

The following **progression** could be used to develop kicking skills:

1. **Dribbling skills** using the insides and out sides of the feet.
2. **Kicking skills** using the **insides of the feet** – ball on ground.
3. Rolling Ball – using the **bottom of the feet**.
4. **Dribbling skills** using the **insides and outsides** of the feet.
5. **Kicking skills** using the insides of the feet – ball on ground.
6. Kicking on the ground using **front part of foot** i.e. laced part of foot.
7. **Punting using Balzac balloons** i.e. balloon dropped from hands to meet foot.
8. **Punting large ball** dropped **from the hands** – using **front part of foot** i.e. laced part of foot.



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ The following **progressive tasks** could be used to develop fundamental kicking skills. Children should always work individually before introducing partner activities.
- ❖ Dribbling skills using the **insides of both feet**
- ❖ **Bean Bag Dribble: (Indoors Only)**  
**Tip:** Use the **insides of your feet to tap the bag** about the floor. Tap the bean bag gently and don't kick your bean bag. Look for the **free parts of the floor** to tap the bean bag into.
- ❖ **Keep Your Points:**  
 Use spaced out markers like domes or cones to **dribble in and out off**. Give each child five points, if they touch a marker they lose a point. Who can keep their points?



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Color Bean Bag Race:

Who can **dribble to three** different colors first?

Tip: Make the **first player finished**, hold the bag above their **heads** as this helps to identify who is finished first?

### ❖ Stop The Bag:

On signal, attempt to **stop your bean bag with the bottom of your foot**. **Stop** bean bag in **identified areas** or on specific lines nominated by the coach. Use the **outside of your foot as well as the inside**. Use both feet.

❖ Scoring: Each child has five points. They lose a point if they fail to stop the bag on the signal or in/on an area/line specified.



Bean bag dribble

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Kick The Bag into Free Space:

Tip: Support Foot – behind and to the side of the ball.

Kicking Foot – Use the insides of the feet.

Head – keep your head down and watch the bean bag.

Arms – keep your arms out to the sides to help balance.



Free Spaces

### ❖ Over The Line:

Group divides up into two, one half going to one side of the hall and the other half to the opposite side. Each player has a bean bag and on signal attempts to dribble over opposite side. One group goes at a time and then allow both groups to go at the same time.

Tip: Keep your bean bag close to your feet when dribbling and get head up when not touching bag in order to see where you are going.



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Trap It:  
Drop your bean bag and as it touches the floor try and place your foot on it i.e. trap. Tip: Watch the bag all the way down and have one foot lifted ready to step on bag. This helps to improve hand, eye and feet coordination.
- ❖ Trap Dribble and Kick:  
Trap your bean bag, dribble it off into a free space and then kick it between two spaced out markers etc. Tip: Challenge your players to combine them as above. This builds their vocabulary of skills upon which later sport specific skills will be built.
- ❖ Kick Away:  
Every one dribbles their bean bag about the free spaces. Protect your own bean bag but try and kick other bean bags out of the area.



Trap It



Trap, dribble & kick

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **Partner Development:**  
Partner work should always follow individual familiarization and development.
- ❖ **Bean Bag Shadow:**  
Pairs each with a bean bag. No. 1 and No. 2. Aim – **No. 2 attempts to follow (shadow) No. 1** by remaining as close as possible. On signal they change roles.
- ❖ **Pass The Bean Bag:**  
This is the first stage off **passing development**. Pairs with one bean bag between two. Aim – **to pass the bag over to your partner** using your feet.  
**Tip:** Look up before kicking but look down when kicking. Use the insides of your feet for passing and not your toe.
- ❖ Use a **two touch sequence** i.e. first touch to stop the bag and the second to pass. **Repeat** above using one touch only i.e. you must **return the bag without stopping it**.



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Through The Gap:

Various pieces of equipment like domes, cones etc. could now be used as targets to challenge the children's previously acquired skills.

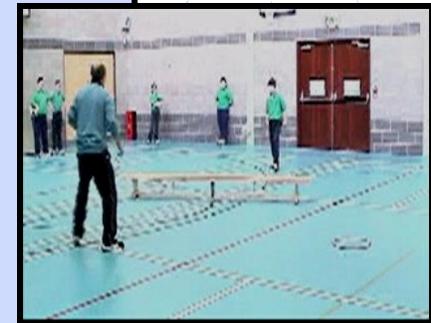
These are known as '**Target Games**' and are the first 'Family' used to develop and refine technical skills.

### ❖ Pairs with **one bag between two**. Aim: To **kick the bag between two markers e.g. cones, domes etc.**

### ❖ These tasks may be made more or less **challenging by decreasing or increasing the gap between the markers or making the players stand closer or further away from the markers**. Let the children make up their own rules and scoring.



Through the Gap



Over the Bench

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Rolling Ball

### ❖ Foot Roll:

The children should now be **ready for ball kicking skills**. Most of the **bean bag skills** should now be repeated with a **medium or large ball**.

The first simple task involves **placing the foot on top** of the ball and attempting to **roll the ball back and forward** with the foot.

### ❖ Hop Ball

On signal, **change feet**. Decrease the time between feet changes so the players' have to change so quickly they end up **just touching the ball** on each command.

### Tip:

Keep your **balance** by holding arms out to the sides.



Rolling Ball

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ 'Walkies' - Dribble Ball:

Same task as dribble the bean bag above. A **heavier slightly deflated ball** is much easier to dribble than a light hard ball.

**Tip:** Use very **gently taps** to move your ball into the **free spaces**. If your ball goes out of control **place your foot on top** off the ball to bring it under control as soon as possible. Use the **insides and outsides** off both feet.

- ❖ Only use **one coaching point at a time** and only when and where appropriate.
- ❖ Challenge players to **trap the ball on signal**. Give them **five 'lives'**, they **lose a 'life'** if they fail to trap the ball on signal. Who can keep all their 'lives' the longest?



Knee taps



Kicking

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Hoop Dribble:

Use **spaced out hoops** to challenge their previously acquired dribbling skills.

Aim:

- ❖ Dribble around the **outside off hoop**- the inside off your foot?
- ❖ Change on signal.
- ❖ Can you dribble your ball **in and out off all** the hoops?
- ❖ You must use the **inside and outside of one foot** only to negotiate the hoops.
- ❖ On signal **dribble your ball inside one off the hoops and trap the ball**. Who can trap their ball first? (Put your hand up).

Use most off the dribbling bean bag skills with a large ball i.e. Keep Your Points, Color Bean Bag Race, Stop The Bag, Keep Clear, Trap It, Kick Away.



Hoop Dribble

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Dribbling Traffic Lights:

Here the coach walks about the playing area holding up different colored domes.

The players meanwhile dribble about the free spaces keeping an eye on the coach.

If the coach holds up a red dome every one must stop. When a green dome is held up they all move about but if a yellow dome is shown everyone dribbles the ball from foot to foot on the spot.

### ❖ Wall Rebounds:

Use a wall to develop kicking skills. Thousands of kicks to develop any proficiency in kicking technique. Encourage players to practice their newly coached skills and to use a 'two touch' kicking sequence initially then attempt the 'one touch' kick.



Hit Target Hoop



Bench Rebounds

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Ground Kicking Skills: Individual Development

The **kicking order** for kicking a stationary ball is as follows:

1. Step back and around to the side off the ball. If right footed **move round** to the left side off the ball.
2. **Look up** to where you want to kick the ball against the wall.
3. **Look at the ball** and don't take your eye off the ball as you move in to kick.
4. **Last step** before kicking should be planted to the side and slightly behind the ball.
5. Your **kicking leg should be bent at the knee** and as you kick straighten your leg.
6. Use the **inside part** off your foot to kick.
7. **Follow through** in the direction you want the ball to go and **don't let your leg swing across the mid line** off your body.
8. Keep your **head down** even after you have kicked the ball.



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ To kick a ball with **power and accuracy** is a very difficult skill and takes years to perfect. If young children do not learn these **early fundamental skills with both feet** they will struggle when being coached the later sport specific skills.
- ❖ When the child can manage the 'two touch' format introduce the **more difficult 'one touch' task**. When successful with 'good' foot always **challenge them to work on their weaker foot**.



## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Knock It Down:

Each child attempts to **knock down a skittle** by kicking the ball at it. Encourage them to move back from the marker if they are successful. Use **alternative feet** after every kick.

### ❖ Keep It Clear:

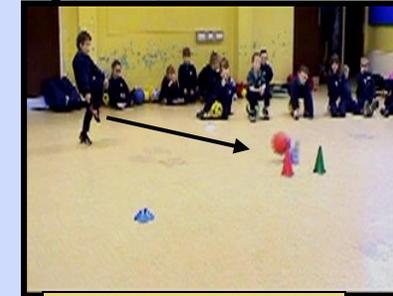
Divide group up into **two equal halves**.

Group A **each have a ball** each while the other half go to the opposite half.

On signal aim to **keep your half clear** by kicking any ball into the other half.

**Score** – on signal every one must stop and the balls in each half are counted. The team with the least balls in their half is the winner.

**Safety** – balls must be **kept low so aim your kick at the middle** of the ball and not underneath. Start with fewer balls.



Hit Cones



Kick over the middle pair

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Partner Kicking Development:  
Use the **same partner activities as the bean bag progressions** e.g. Bean Bag Shadow,
- ❖ Pass The Bean Bag – this is the first progression in kick passing where both the passer and receiver are stationary.
- ❖ Dribble and Run:  
This is the second stage in passing progression.  
Pairs with one ball between two.  
Aim – ‘The Passer’ **dribbles off to a free space, traps the ball, turns to face his/her partner and passes.**  
The ‘Receiver’ **now dribbles off** to a free space stops and passes etc.  
Start **with a few pairs** and as skill level improves introduce more pairs.



Player in Middle



Over the bench

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Through The Domes:  
Repeat above but the 'Passer' must **pass through two domes** to the 'Receiver'.
- ❖ Pass To The Moving Receiver:  
Stationary Passer **kicks to a moving receiver** who walks slowly into a free space to receive a pass from the Passer. Increase challenge i.e. jogging and finally running.
- ❖ On The Move Passing:  
Final stage of passing development. It shows the **skill progressions** involved in passing development. If any of these progressions are left out players will struggle later.
- ❖ Passer and receiver are both moving. More skillful children will learn this faster. The coach needs to introduce the appropriate task at the right time.



Kick over the Barrier



Pass to a Receiver

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Under The Arch:

This activity involves dribbling, trapping and kicking skills.

· Pairs No. 1 and No. 2., No. 1's get a ball, No. 2's go to a free space and stand with their legs apart making an 'Arch'.

The No. 1's aims to dribble the ball up to the 'Arches', **stop the ball and pass it under the 'Arch'**.



Pass under Bridge

Tip – Look for the **free 'Arches'** - Keep your ball close to your feet.  
Scoring: Who can pass their ball under the most 'Bridges' in a set time?

### ❖ Through The Gap: See Bean Bag Partner Development (h).

In pairs aim to pass a ball between two markers.

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Over The Bridge

In Pairs with a ball between two. Aim to 'chip' the ball over an obstacle e.g. a cane on two cones.

Tip – aim your big toe underneath the ball. Don't kick it too hard. Receiver - catches the ball and places on ground to return.

A variation on this activity is for the receiver to roll the ball under the cane for the 'kicker' to chip it back over the cane etc.

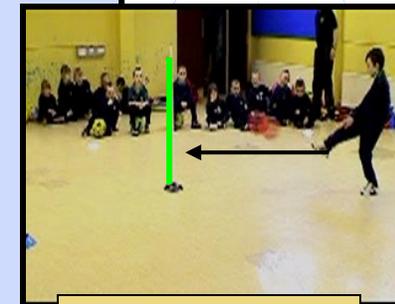


Over the  
obstacle

### ❖ Watch The Thief:

Pairs with a ball between two. One member (Dribbler) attempts to keep the ball off his/her partner (Thief).

Tip – 'Dribbler' keep your back to the 'Thief'. This is known as 'screening' and is used by attacking players as a means of defending the ball. 'Thief' - try and get around in front of your partner. **Safety** - No pushing or pulling.



Hit the Pole

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Kicking using the front part of the foot i.e. laced part. Much more power may be imparted using this part. Partners or a wall can be used to develop this technique.  
Tip – Keep your head, knee and foot in a line over the top of the ball when kicking.  
Use a ‘Hard Foot’ i.e. toe down-heel up technique to kick with. You might find that the players find it easier to tee the ball up on domes when kicking as this allows them to use the top of the lace to kick through the ball.  
These skills are developed as above i.e. using a wall and then a partner. Use ‘two touch’ initially and then introduce ‘one touch’.
- ❖ The real power comes from the top part of the foot rather than the middle or further down the lace.



Move into space



Kicking

## Kicking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Punting using Balzac balloons:

The Balzac balloons are **ideal for introducing punting** i.e. balloon dropped from hands onto up coming foot.

### ❖ On The Shelf Through The Gate:

One Balzac balloon or large ball between **each pair**. Pairs stand about **3/4mt apart between two rounder poles**.

Aim – to **drop balloon from both hands and punt** through the two poles.

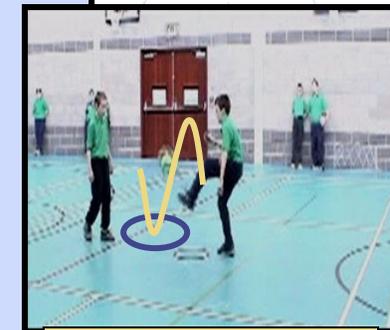
**Tip:** Stand one foot in front of the other with your **kicking foot behind**. Hold balloon **with two hands** under the balloon.

Let the **balloon roll gently off your hands**. Here the child imagines the balloon is rolling off a shelf, hence the term 'off the shelf'. As the balloon drops **keep your eye on the balloon**.

### ❖ 'Through The Gate' – here the player imagines s/he is **kicking the balloon through a gate** i.e. the two poles.



Balzac Balloon



Kick to drop in hoop

**Kicking TASKS** Age: Females 6-11yrs Males 6-11 yrs.

❖ Punting large ball:

The players should be coached how to use **different parts of the foot** i.e. front, inside of the instep and the outside of the foot. The progression of passing should follow the format used above.

**PASSER**

**RECEIVER**

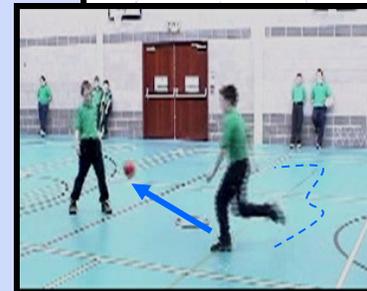
- 1. Stationary → Stationary
- 2. Travel with ball and then pass → Stationary
- 3. Stationary → Receives ball while on move
- 4. Moving → Moving

❖ Encourage use of **'match movement activities'** rather than monotonous linear drills

❖ These include the use of **multi-directional or chaotic runs** i.e. they move into any available free spaces.



**Punt Pass Stationary**



**Punt Pass On Move**



Resource for Under 11

F1- F2 (Children) Fundamentals

Catching, Passing, Kicking, Striking

**STRIKING**

## Striking INTRODUCTION 1

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Striking skills should be the last programme of games to be introduced to children because of their difficulty. By this stage they should have acquired a sound foundation of basic handling, kicking and movement skills. This allows the more complicated striking skills to be built on.
- ❖ The first striking implement should be the hand and fist then small bats, longer handled bats and finally sticks. Big balls could be introduced initially before using the mini strikers and finally smaller balls as skill levels improve.



## Striking INTRODUCTION 2

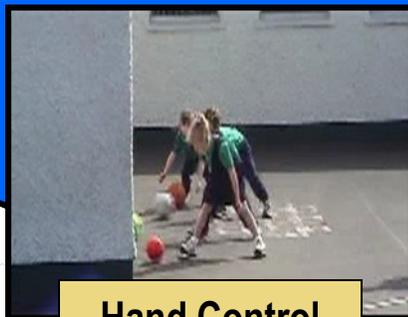
Age: Females 6-11yrs Males 6-11 yrs.

The following progression could be used to develop striking skills:

1. Dribbling and Striking along the floor, using the floor/ground to bounce a ball, against a wall, and finally airborne, with the open hand and fist.
2. Above using small bats and medium sized balls on the ground, with a bounce, against a wall and then airborne.
3. Above using longer handled bats and rackets
4. Using small sticks (20"- 55cm) with the rubber ends.
5. Longer sticks.



Strike from  
Unstable Surface



Hand Control



Small Bat



Stick Control

Striking

## Striking INTRODUCTION 3

Age: Females 6-11yrs Males 6-11 yrs.

### Equipment:

#### Striking Implements:

- ❖ Hands/Fists, Small bats, Larger bats and rackets, Small sticks (24" 61cm) and Longer sticks (32"- 81cm).

#### Striking Objects:

- ❖ Bean Bags, Balzac Balloons, Medium size balls, Tennis/Air Flow Balls, Indoor Sliotars.
- ❖ The surface being used will determine the type of ball to be used. Plastic or rubber type balls about size 16cm should be used with the younger children (3/4 yr.) and progressing to the size 11cm for 5 yr. olds to the smaller tennis and indoor sliotars size 6cm.



## Striking INTRODUCTION 4

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Dribbling and Striking Using hands/Fists:

Along the floor with the open hand and fist.

Individual hand ball familiarization and exploration:

❖ Always challenge the children initially to explore different ways of using their equipment. This allows them to be expressive and innovative and the teacher/coach may pick up new ideas.

❖ Challenge the children to experiment with their hands. How many different ways can they use their hand to strike the ball?

See examples in striking tasks in Phase 1.

Finger Bats, Hand as Bat etc.



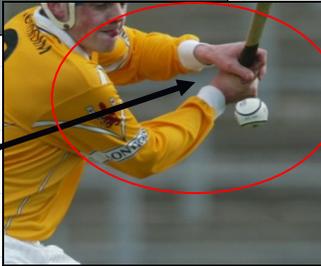
Moving ball along  
the ground

# Striking INTRODUCTION 5

Age: Females 6-11yrs Males 6-11 yrs.



Throw up



Lock Position



Swing



Follow Through



Striking

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 1:

Sitting with legs apart, tap it from side to side with the open hand and then your fist. Use a 'two touch' and then a 'one touch' hitting sequence. Use the size 16cm rubber balls or softer sponge balls.

### Task 2:

Knelling on two knees – tap your ball from side to side using a 'two touch' sequence i.e. stop ball first before tapping it back. Can you use a 'one touch' sequence i.e. tap your ball back and forward with out stopping it? Can you tap your ball around your body?

### ❖ Variation:

Repeat above but knell on one knee and attempt to use knee as a bridge to tap your ball under. Use a medium or small ball.



Figure of 8



Kneeling activities

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### ❖ Competition:

Who can tap the ball under their leg ten times first?

Now try tapping your ball with your other hand under your other knee.

### Task 3:

Standing – Repeat above tapping from side to side in front off your feet.

Place one hand in front of your feet and the other behind can you tap your ball back and forward between your legs?

Is it possible to make a figure of eight in and out through your legs?

Repeat above by tapping the ball the opposite way.



Small ball  
Tennis



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 4:

#### Wall/Bench Rebounds:

Use a rebound surface like a wall or bench to strike your ball against. See Striking Phase 1- Against The Wall on the CD clip.

#### Tip:

Stand with feet apart and your shoulder towards the wall. With ball mid way between your feet, swing your flat hand at the back of the ball. Keep your feet behind the ball as it rebounds. Use 'two touch' before attempting 'one touch'.

- ❖ When using your fist use a 'flat' fist i.e. front part of knuckles with thumb along the side.
- ❖ Draw targets on the bench or wall for the children to aim at e.g. shapes or numbers.



Wall rebound



Bench Rebound

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 5:

#### Dome Dribble:

Use the spaced out domes to dribble in and out off. Stop on signal i.e. place your hand on top of the ball to stop it.

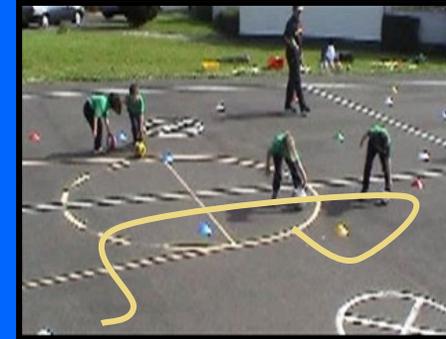
Who can stop their ball at three different colors?

Hold your ball above your head when finished.

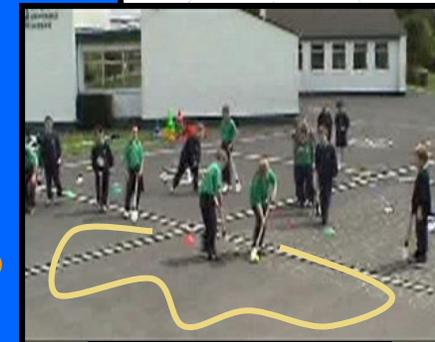
See Bat Ball Dribble- Phase 1 Striking on CD clip.

#### ❖ Skill Progression:

Challenge previously acquired skills by introducing targets to aim between, through, at, across, into or over. These are known as Target Games and should always be the first type of games used with very young children.



Dome dribble  
using hand



Ground dribble  
using stick

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 6:

#### Target Hitting Games:

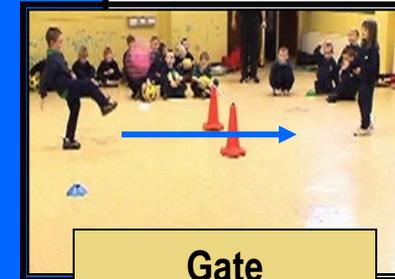
Use equipment like cones, skittles, domes, hoops, ropes, markings on a wall to aim at, between, through, over etc.

Challenge - ask them to move back further each time they are successful or remaining stationary if they fail. Targets can also be increased in difficulty by bringing the markers closer together or easier by widening the target.

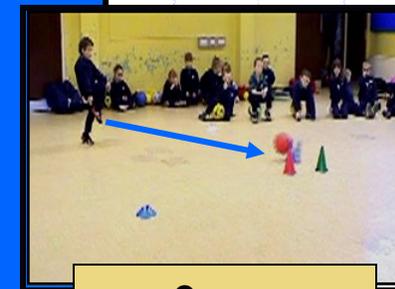
- ❖ Skills can be developed by using some type of a rebound surface like a wall.
- ❖ It takes many touches for children to acquire an adequate skill level in learning the fundamentals.
- ❖ Scoring:  
Ask the children to come up with their own scoring system.



Partner



Gate



Cones

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Bouncing (airborne hitting):

- Challenge by moving to airborne hitting initially with bounces and Finally without a bounce. Use the floor/ground and move to the wall. Use a large ball, progress to a medium (16cm) and finally smaller balls (9/6 cm)

### Task 7:

Knelling – Use your hand/fist as a bat to strike your ball against the floor/ground. When knelling on right knee use your right hand/fist and vice versa. Repeat above with your eyes closed. Start with both hands and then preferred and finally non- preferred hand.

### Tip:

Strike your ball at the top of the bounce. Use your hand as a big “claw” i.e. spread out fingers to push the ball down. Don’t slap at your ball but use controlled pushes.



Knelling activities



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 8

Standing – Repeat above but use two hands initially before using preferred and then non preferred hand.

#### Tip:

Keep ball at arm's length i.e. near your body at all times. Bend your arm at the elbow.

### Task 9:

Repeat above while walking and then running. **Tap Away:** while on the move attempt to tap away any other bouncing balls, in order to score a point. Winner – most balls tapped away in a set time e.g. one minute.

#### Tip.

When moving, tap the ball slightly in front of your body so you can move onto it. Be aware of what's happening about you. Can you move in different directions i.e. sideways and backwards while bouncing? Repeat above while skipping, jumping, hopping.



Ball bounce on hand and balance



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Airborne Hitting:

Begin with balloons - light and can be tracked easily by the eye

#### Tasks 10:

Start in a sitting position before moving to kneeling, standing and then on the move.

Encourage them to use both hands/fists initially and then right and left hand/fist individually.

#### Beat Your Record (BYR)

- ❖ Keep it up the longest using one hand or alternative hands  
See Phase 1 Striking- Balzac Keep Up.
- ❖ Continuously tap your balloon up while moving from a sitting position through kneeling to standing and back down again..



Bat bounce



Stick Bounce

## Striking TASKS

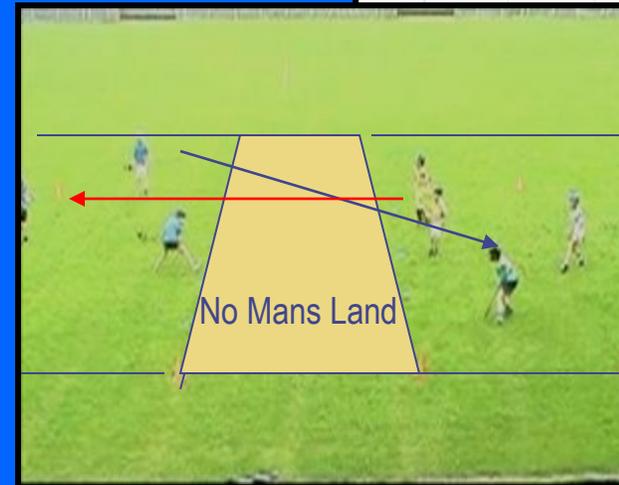
Age: Females 6-11yrs Males 6-11 yrs.

### Tip:

Be careful while moving about, look about you and be aware of your balloon at all times. Tap your balloon gently using an under hand striking action with all your fingers.

- ❖ Watch the balloon all the way onto your hands.
- ❖ Hold the balloon in one hand and tap it away with the open hand and then the fist.
- ❖ Fist your balloon away run after it and catch it before it touches the ground.

**NB.** Use kicking tasks as extra activities to use with hand and bat/stick striking.



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Air Borne Hitting –Small Ball:

After introducing large balloons and balls, small balls should be introduced to further challenge their air borne striking skills.

#### Task 11:

##### Balance Ball:

- ❖ Here the hand is held flat to represent a bat. A small ball is placed on the hand and the child is asked to balance the ball in the middle of the hand.
- ❖ They may be further challenged by asking them to move about the free spaces while balancing the ball in the hand.
- ❖ Repeat above while running, jumping (two feet together), hopping etc.



Balance on Hand



Balance on Bat & Stick while moving

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 12

#### Pop Up and Balance:

- ❖ Here the ball is balanced in the palm of the hand; it is then popped up into the air and balanced again in the palm of the hand as it falls.
- ❖ Use preferred hand and then non preferred hand.

#### Further Challenge

- ❖ Can you pop it up with one hand and balance it in the other?
- ❖ Any of these tasks should be attempted in a stationary position before moving.



Throw up Catch and  
Balance on Hand



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 13:

#### Keep Up:

- ❖ Let the ball roll off the hand, bounce and then place the hand under the ball in order to tap it up continuously as many times as possible i.e. B.Y.R. (Beat Your Record).
- ❖ Let it roll off one hand and tap up with the other. Can you use alternate hands? Repeat above while on the move.

#### Tip:

Tap your ball up gently at the top of the bounce.  
Move your feet to near the bounce.

#### Variation 1:

Keep ball up without bouncing using preferred hand  
and then non preferred hand.

#### Variation 2:

Let the ball bounce, tap it up and then tap it down  
before it bounces again.



Keep up – while on  
unstable surface



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 14:

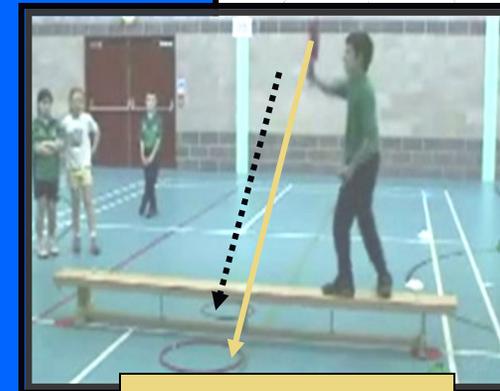
#### Wall Rebounds:

- ❖ Throw your ball against a wall and tap it back against the wall after two and then one bounce. Repeat above with no bounces.

#### Tip:

Get your body behind the bouncing ball.  
Keep your non hitting shoulder towards the wall.  
Hit the ball at the top of the bounce.

NB. All of the above tasks should be repeated with a small bat, longer handled bat and stick.



Floor rebounds

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Partner Development of Ground Hitting Skills:

- ❖ Inexperienced children should always start from a sitting base and work through knelling, standing and finally on the move.
- ❖ 'Two Touch', should be introduced before using 'One Touch'.
- ❖ The hand should be used before progressing to the fist. Using both preferred and non-preferred hands and fists.
- ❖ The floor/ground should always be used before using bounces then a wall and finally air borne.
- ❖ Most of these progressions are shown on CD Phase 1 and 2 Striking clips e.g. Partner Stop and Hit, Partner Goals etc.



Use Sticks to pass ball through Targets



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Small Bat Striking Ground (sitting)

#### TASK 15

- ❖ The first skills should involve various tasks while sitting e.g. place your bat on top of the ball and roll back and forwards and from side to side between the legs.
- ❖ Repeat tapping your ball from side to side using 'two touch' and then 'one touch'.
- ❖ Progression could then be from a kneeling position then standing and finally on the move.
- ❖ Make the tasks more challenging by introducing competition e.g. 'Beat Your Record' i.e. can they improve on their previous best performance?



Ground Hitting  
using small bats



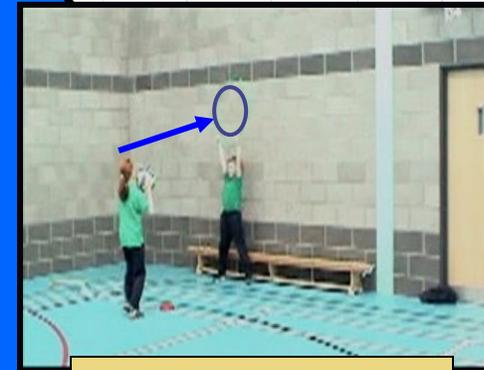
## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 16

When on the move the children's own bodies may be used as targets i.e. for dribbling in and out off or passing the ball between their friends' stationary legs etc.

- ❖ Always progress from ground hitting skills to bouncing and then air borne.
- ❖ Challenge the players to come up with their own ideas.
- ❖ Use the tasks for hand striking.



Partners as targets  
or holding targets

### Task 17

- ❖ Using a hoop as a target; see if you can tap your ball up and let it bounce in the hoop BYR. See Hoop Touch Up – Phase 3 Kicking, use bats instead of your feet.



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Challenge the more skillful children to use two bats at the one time e.g. keep two balls bouncing at the one time etc.
- ❖ Walls should then be used as rebound surfaces. The stance is the same as for hand/fist hitting i.e. shoulder to target with feet shoulder width apart.
- ❖ Start close to the wall and gradually move further apart.

### Tip:

- ❖ **Grip Position** – hold your bat as if shaking hands. The index finger may be placed along the bat face to give better support.
- ❖ Aim your strike at the back and middle part of your ball.
- ❖ Stop your ball before striking i.e. 'Two Touch'.
- ❖ Repeat above using 'One Touch' i.e. strike your ball without stopping..



Thief – steal a ball

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Partner Development: For air borne striking.

#### Task 18:

- ❖ In pairs, standing facing each other attempt to keep one ball up starting with two bounces between each hit. Progress to one bounce only and then no bounces BYR.
- ❖ Place a hoop between you and your partner and use it as a target to bounce the ball in.
- ❖ Repeat above using two balls.

#### Tip:

- ❖ Tap ball up at top of bounce.
- ❖ Move away quickly after taping up.



## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 19:

#### Pairs further apart.

- ❖ 'Feeder-Hitter' Stage is the next progression – use an underhand throw for their partner to hit back.
- ❖ Use a target like a hoop for the thrower to aim into. This allows the 'hitters' to position their feet behind the bouncing ball.
- ❖ Change roles after a set time or number of serves.
- ❖ Use size 9cm sponge balls with a high bounce.



Partner pass from  
unstable surface

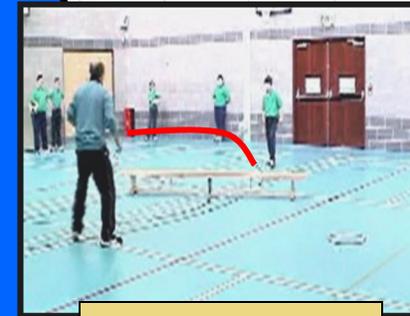
## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 20:

#### Court Games

- ❖ This should be the next type of games after the simpler Target games. They help players improve their decision making as they are presented with more problems to solve.
- ❖ Use a barrier e.g. a cane on two cones for the ball to pass over.
- ❖ The next stage is where the 'feeder' serves her/him self i.e. they drop the ball and hit it over the barrier into a target on the floor/ground. The receiver aims to catch the ball after it bounces and serves under hand back to 'hitter'.
- ❖ Change roles after a set time.



Over the  
obstacle



Strike over the Barrier

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Task 21:

#### Hitter-Hitter Stage:

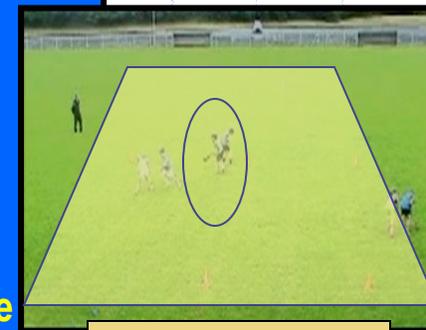
- ❖ Both players play a cooperative game attempting to hit the ball back and forth over the barrier as many times as possible. Both use the bounce serve technique to start a rally.
- ❖ Use the BYR format to help motivate



Co-operative  
Games

### Task 22:

- ❖ Challenge them to use the more demanding 1 v 1 competitive game where you attempt to beat your partner.
- ❖ Let the players come up with their own scoring systems.
- ❖ See Kicking Tennis - Phase 3 Kicking, adapt to using bats and sticks.
- ❖ Less skilled allowed two bounces before playing the ball back over the barrier or the space on their side of the barrier could be decreased while the more skillful player's space could be increased.



1 v 1 game in  
the grid

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Partner Air Borne Striking:

#### Task 23

- ❖ A Balzac balloon is used to continuously hit over the barrier.

#### Task 24

- ❖ 'Keep The Kettle Boiling' type activities are excellent for introducing further striking skills using barriers and walls.
- ❖ The aim is to work in pairs or teams to continually keep a ball in play. See Game 1, Games Designed By Kids and Kettle Boiling, Phase 3 Kicking.

#### Task 25:

- ❖ Squash/Hand Ball Type Games:
- ❖ Strike a small ball against a wall. The hands should be used initially in a cooperative situation before making it competitive.
- ❖ Repeat above using bats and then sticks.



Strike over the Barrier

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

### Tips Stage 3/4/5:

- ❖ Longer handled bats should now be introduced and the above tasks all practiced before developing further striking skills with sticks.
- ❖ When working with very young or disabled children it is advisable to tie a string from the stick to the ball. This allows the child to strike the ball in comfort without having to travel to retrieve it.
- ❖ The right length of stick is vital for proper striking skills i.e. when standing it should not come above their pocket.
- ❖ Helmets should be worn at all times when using long sticks.
- ❖ In order to prevent repetition the individual and partner kicking progressions should now be used to develop striking skills.



Strike with the hand, small bat, large bat, hurling stick. Change size of ball. Start on the ground and progress to over the barrier

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

Passing Progressions should follow the same stages as earlier:  
Task 26

- ❖ Both passer and receiver static  
See Target Roll-Phase 1, Catch and Pass.  
See Push/Shoulder Pass-Phase 3, Catching and Passing.

Task 27

- ❖ Passer passes and moves to a new space etc.  
See Roll and Run-Phase 1, Catch and Pass.  
See Hand Pass Phase 3, Catching and Passing.

Task 28

- ❖ Passer travels with the ball to a free space, stops, looks up, and keeps her/his eyes on the ball when passing to a stationary receiver.  
See Number Pass-Phase 3, Catch and Pass.

Task 29

- ❖ Passer remains stationary while passing to a moving receiver while walking and then running.



Passing Progressions



Striking

## Striking TASKS

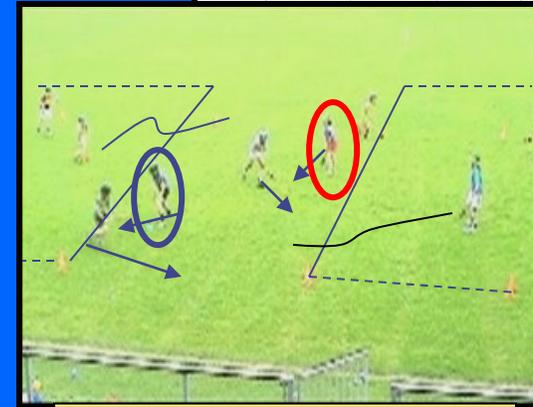
Age: Females 6-11yrs Males 6-11 yrs.

### Task 30

- ❖ Both passer and receiver pass while on the move.  
See Sling Pass-Phase 3, Catch and Pass.

### Tips

- ❖ Introduction of these progressive stages of passing will be determined by the skill level of the players.
- ❖ Players should be encouraged to strike off their preferred side initially before challenging them to use their non preferred side.
- ❖ Use the Hurling and Camogie Skills Teaching Manual, as a resource to further develop skills.
- ❖ Old tires or similar objects can be used to develop ground striking skills.



**Tackle Alley**  
Get across the area  
without losing the ball to  
tackler

## Striking TASKS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ Targets like markers e.g. cones could be used to aim at, through or between. Challenge the players if successful, i.e. more than six out of ten attempts, to move back from the target.
- ❖ Progress from medium size ball (11/13 cm) to smaller balls (9/6 cm) e.g. air flow or tennis balls and to longer handle rackets.
- ❖ If your pupils cannot use these implements adequately there is little point in using sticks.
- ❖ It is vital that the right size of stick is used i.e. the top of the stick should come up to their trouser pocket..
- ❖ After introducing bat/stick ball familiarization tasks, partner, trio and small group activities should be introduced.



Progress from  
Large to small  
balls



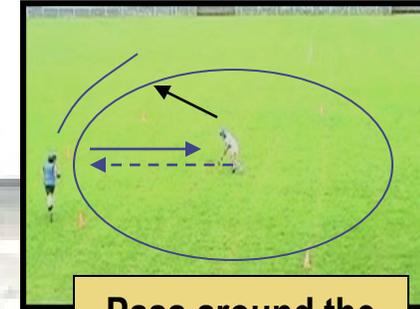
Progress from  
ground to  
airborne

## Striking KEY POINTS

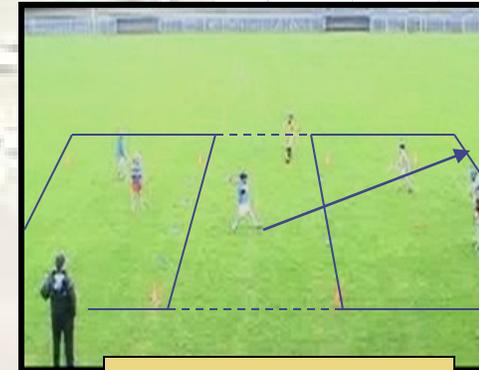
Age: Females 6-11yrs Males 6-11 yrs.

### Games Development:

- ❖ After developing the initial Target Games, Court Games (where the **implement is struck over a barrier**) should be introduced to further challenge their technical and more importantly their tactical know how.
- ❖ Examples of court games can be found under Court Games in 'The Family Of Games' section. These games include: Pass The Guard, Scout Ball, Cross Mid Field etc.
- ❖ **Field Games are the next natural progression** where the players have to make more decisions of what to do on and off the ball. These games involve the rounders type of games.  
See Kicking Rounders-Phase 3, Kicking.



Pass around the  
Circle



Strike to Opposite  
End Line

## Striking KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

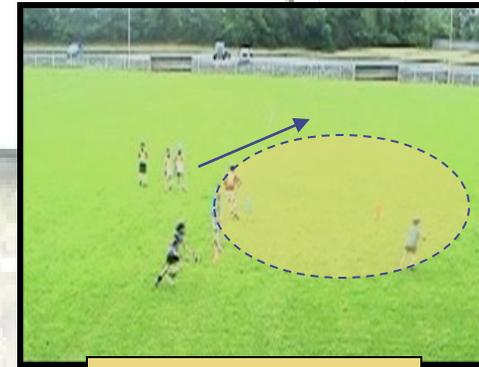
- ❖ **Invasion Games** are the final link in the chain of what could be termed “The Family Of Games’.

See Space Invaders-Possession/Invasion Games.

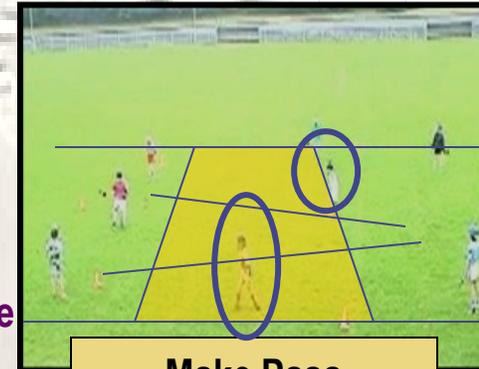
- ❖ The progressions here are **simple possession games** like Team Ball Pass where four players aim to pass a ball and move in a small grid area without any interference from opposition. See Possession Games.

- ❖ If a player in this game cannot **pass a ball to a team mate and move to the best space available**, there is little point in moving on to more advanced games.

- ❖ The next progressions are **where the attacking players move out side the grid with one to each side line** with a defender in the grid.



Rounders

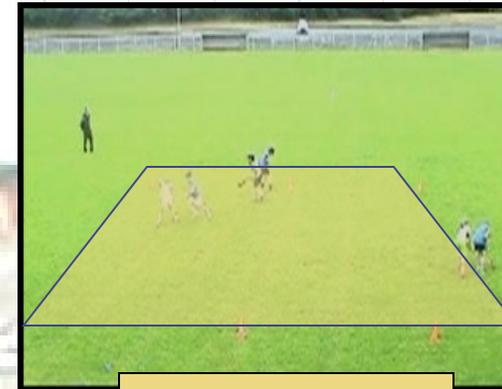


Make Pass  
avoiding defenders  
in the middle

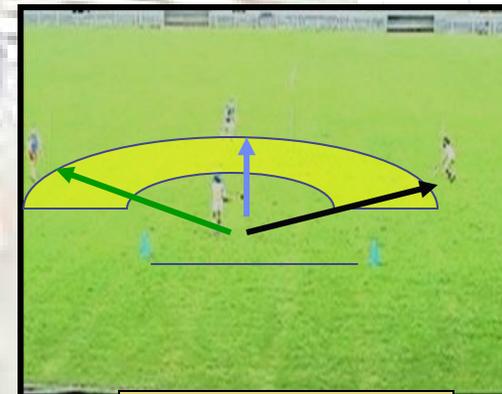
## Striking KEY POINTS

Age: Females 6-11yrs Males 6-11 yrs.

- ❖ **More defenders and attackers** should be added in side the grid as skill levels improve to create uneven sides where the numerical superiority is with the attacking team.
- ❖ When and only when players are **able to keep possession** should they be asked to 'invade' territory i.e. move forward with the ball while keeping possession. Games like Space Invaders will help develop these skills.
- ❖ The next progressions are **adapted and modified games** before the final codified mini games for the appropriate age groups.
- ❖ See Games for codified games for different age groups



Sharks & Fishes



Strike 1,2,3



ABC, RJT, CPKS