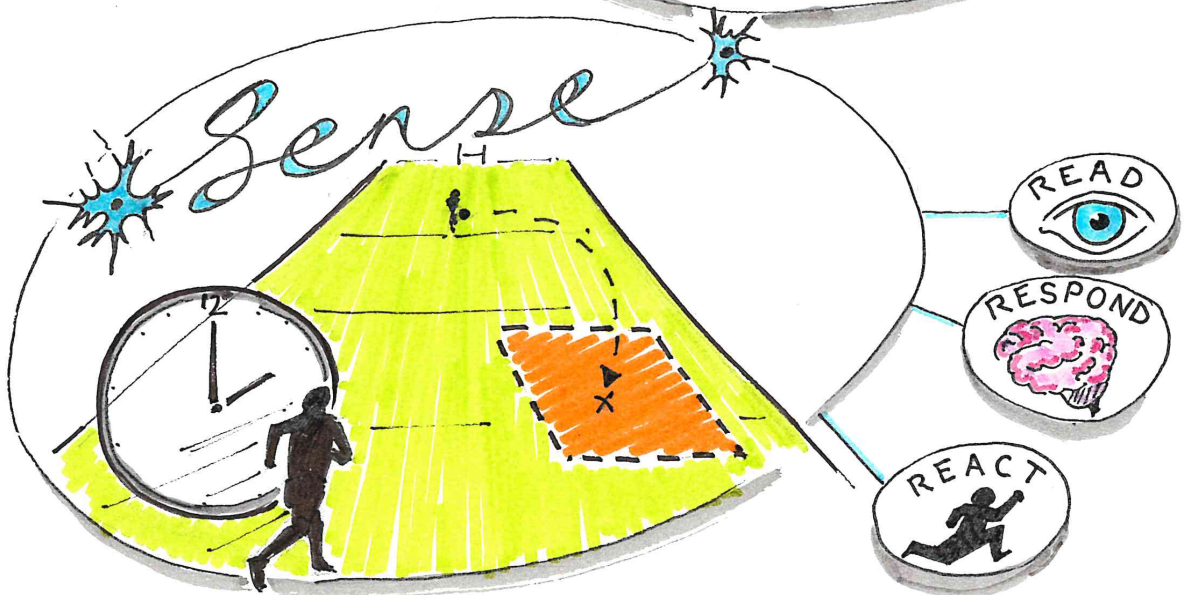
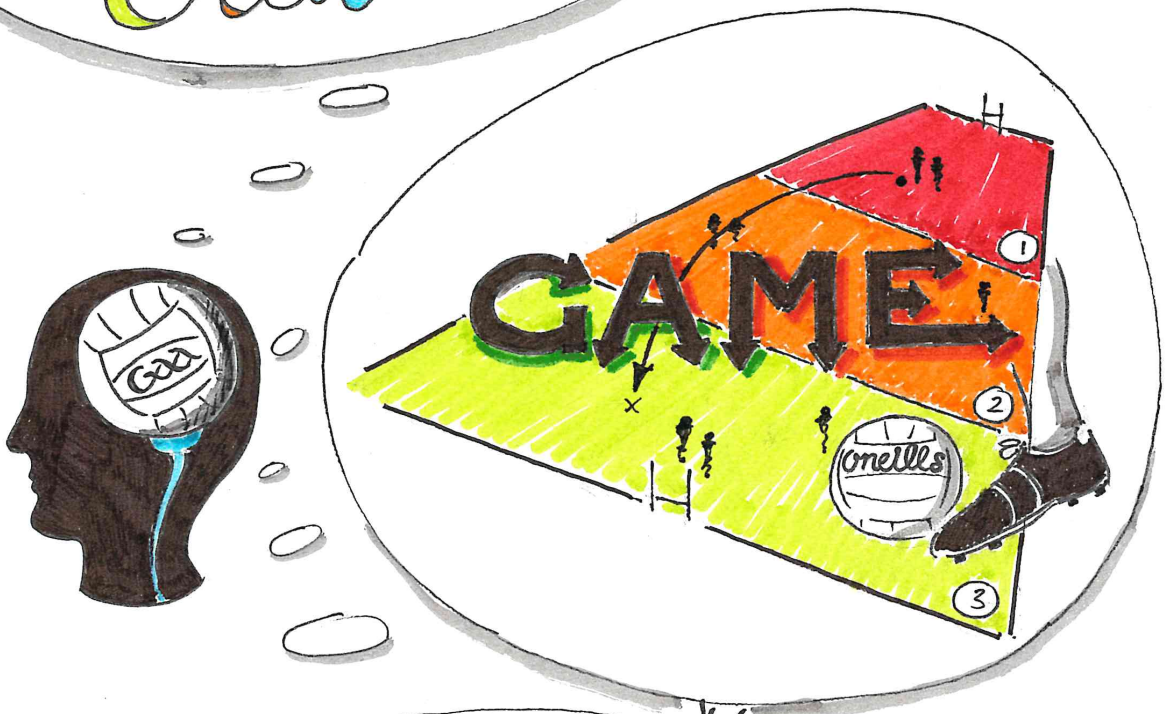


# Creative Game Sense



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# CHAPTER 1:

## Basic/Textbook Skills

'Skill' underpins all sport, like catching, kicking, fist passing, blocking and tackling, evasion skills etc. Each skill must be learnt first, i.e. the basic form and movement of a kick based on the use of head, hands and feet. Skill essentially is an individual element of one's sport but to be seen as skillful, a player must completely put together a string of skills, e.g. a player catches a ball, solos forward avoiding two tackles on the way (evasion) before kicking a superb score or laying off a penetrative and accurate pass.

There's a big difference between (a) learning the skill around one's house, on the street against the wall or in the corner of a field one-to-one with a coach. When the skill has been well 'learnt' and practised 'at speed' on one's own then another basic skill has been learnt, e.g. like learning to ride a bicycle around one's home before being allowed onto the public road. Basic Skills are simply textbook versions of the fundamental skills, i.e. those basic skills used automatically in a competitive game.



There's a big difference between (a) learning the skill and (b) learning to perform the skill consistently well at speed, under fatigue and under pressure in a competitive game.

Basic Skills take players only so far in a sport as basic skills only follow three development steps:-

- **STEP 1:**

- **Learn the skill to perform the skill**



This is the first and, unfortunately, often the last step for most players in their skill learning process. Coaches come up with a game, players copy it, try it and learn it. No pressure and little idea of its global parts.

- **STEP 2:**

- **Perform the skill very well**



Skill mastery here comes from (i) Regular Practice (ii) quality feedback from coach but without standard labels for each global part. (iii) Video or tablet images; (iv) coach's eye etc. Most coaches stop coaching at this step believing if the player is using the skill well and mirrors the coaching textbook (roughly) then their job is done. A very wrong notion.

- **STEP 3:**

- **Perform the skill very well at speed**



In sport, performing skill really slow is not a winning strategy. It looks good but it's not really being used at the level of competition speed on the day. Thus player's skill is not competition (and often the other leg/foot is unused) opponents will destroy these players.

# CHAPTER 2: PERFORMANCE SKILLS

## A. SESSION ON KEEPING POSSESSION (29 MINUTES)

Game  
i

### TAG TEAM



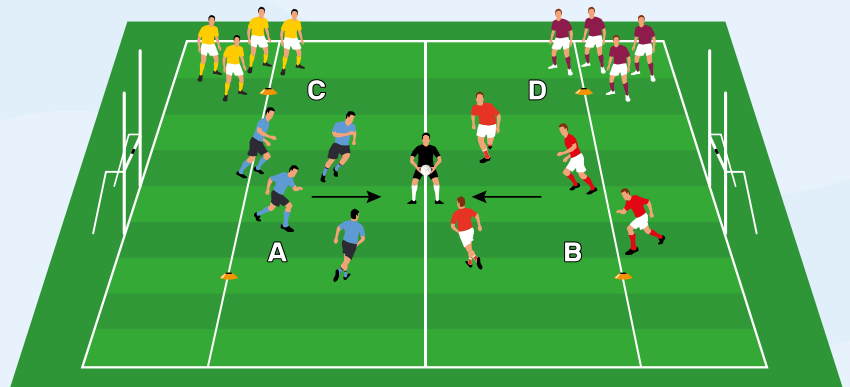
5 MINUTES

#### INSTRUCTIONS

(Team A V B)

(Team C V D)

- Scenario: 15m to 20m X 30m Grid.
- Teams can be 4/5/6 a side
- Teams A & B line up inside grid, teams C and D await at one corner pole each.
- The ball is thrown up between A and B. Eventually A or B will take a pass and go over the end line (1 nil up).
- Immediately A sprint off grid and wait at nearest pole while B goes around the outside of this pole and sprints quickly to the other pole to wait.
- As soon as A crossed the score line the player in possession drops the ball behind the score line and as A and B sprint off, C enters the grid to pick up the ball and attacks D's end line. D, for their part, once they see the ball dropped they race into their half of the grid from their pole to confront team C.
- The game after that continue in the same way until the game is blown up. (5 Mins).



Game  
ii

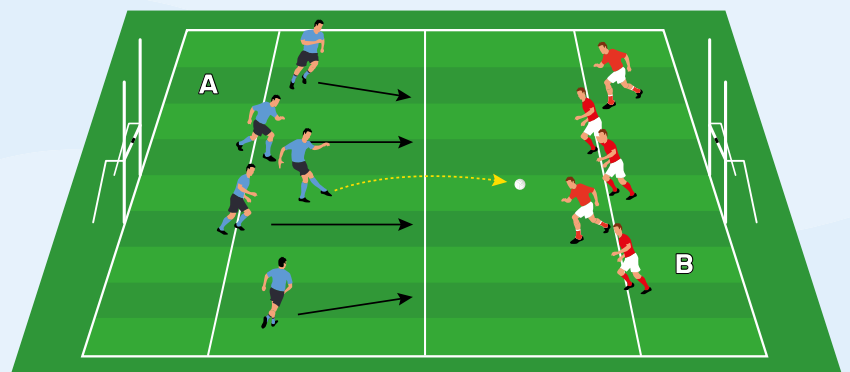
### THE GRUBBER (Triangular support)



5 MINUTES

#### INSTRUCTIONS

- Team A and team B consisting of five players face each other, 30m apart.
- One team starts with the ball and grubber kick the ball along the ground to the opposing team as hard as possible.
- As soon as the ball is kicked team A should advance quickly.
- The purpose of triangular support is to implement one man with the ball supported by two players.
- The other two players, one can stay to the left or to the right.
- They are to make runs to help the group break the gain line and move forward. When a goal is scored there are two restart options – scoring team keeps ball or other team restarts.



# CHAPTER 2: PERFORMANCE SKILLS

Game  
vii

## 9 SECONDS TO SCORE, 6 SECONDS TO WIN BALL BACK



### INSTRUCTIONS

This game targets all the seven steps of skill development. It's a game which the best is expected out of every player, and coach can use the following questions to assess each player.

- Have they fully learnt the skill?
- Can they perform it well?
- Can they perform it well and at speed?
- Can they perform it well, at speed and show no signs of fatigue?
- Can they perform it well, at speed, under fatigue and not be suffering from emotions, slow thinking, poor decisions, ability of opponent and other forms of pressure.
- Can they perform it well, at speed, under fatigue, under pressure and are able to consistently deliver their quality execution of their skill sets, e.g. 8-9 good passes out of 10 rather than 1 to 2.
- Can they perform all the preceding at **Championship Pace and Conditions**, and '9 seconds to score, 6 seconds to win the ball back' will test players to their limit.



These are in fact the questions for all the games in chapter 2 – Performance Skills

- Crisp and accurate passing, movement off the ball is what the coach is trying to breed.
- The game is started with the ball being thrown up in the middle of the field and as soon as either team gets possession the coach immediately shouts how many seconds they are giving the team to score.
- If the team doesn't score in the allocated time, they are penalised and the other team gets possession. Once a player from the other team gets possession from an interception or kick out then a new time is allocated to that team.
- (Depending on ability of teams, coach will know how many seconds needed to score e.g. 7, 8, 9, 10 sec. to score).

Get your 'seconds' timing right depending on age and maturity, this game will test your players to the limits.



### IMPORTANT:

#### Where does the six seconds come in?






One coach will constantly call out loud the '9' seconds needed to score. When a team loses the ball, coach then starts calling 9, 8 etc. for the 'new' team in possession. A second coach will start loudly calling 6 seconds as soon as a team loses possession. This encourages players who have lost possession to immediately act to win the ball back in six seconds (Remember most players would cover 45m in six seconds, enough time and distance to win the ball back). A third coach on the side-line records both the number of times team lost possession and how many times did they win the ball back.



# CHAPTER 3:

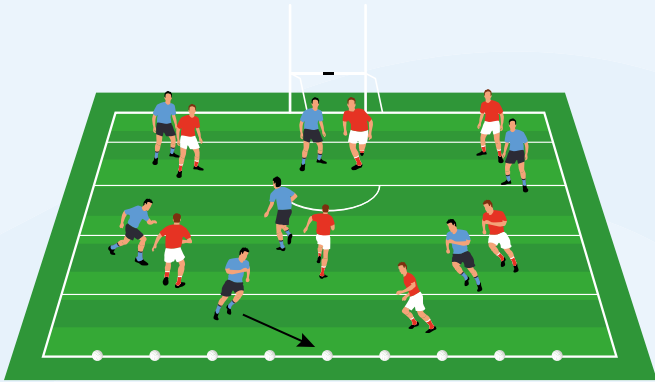
## Deal With It -Player-centred principle games

\* Play games as instructed

	PRINCIPLE USED	DESIRED OUTCOME	SUPPORTING OUTCOMES
	<b>3 Second Rule (on the ball)</b>	Speed of Thought.	Your thinking speed improves and the message gets to muscles quicker so the skill becomes faster.
	<b>Good First Touch</b>	Perfect Quality and Increased Handling Confidence.	The flow to the team game enhances which means less chance of turnovers, misplaced passes or dropped balls.
	<b>On the Run</b>	Moving Possession increases player momentum and the player is harder to dispossess and at times a free is given as the attacker cuts across the opponent.	Players no longer check back as opponent catches up because going forward on the run enables the player to cut across in front of the opponent without checking behind.
<b>1,2...</b>	<b>Give and Go</b>	Give Support to Team-Mate, allows for 'off the shoulder' penetration.	The team's penetration is faster especially in transition and turnovers against lessen.
	<b>Give before Hit</b>	Avoid Dispossessing tackles.	Literally, one can't hit a ghost and it prevents the players being stopped by a defender. The player also has a better chance to make a more dangerous run just after passing the ball.
	<b>Back Door Pass</b> (Backdoor is either a player centred or team centred depending on who calls 'backdoor')	Keeps team possession, builds triangular attack.	If caught in possession, the player should do one of two things; either break the tackle in 3 seconds or if teammates shout 'backdoor' then pass to the caller who is free inside 3 seconds.

### GAME (C): TWO – MINUTES TO GO, DEFEND A ONE POINT LEAD 8 MINUTES

Pitch set out as follows:



The game above is played as two separate activities, one in each half. A line of footballs are played across the field along the half way line.

**Order of game:** six defenders & one midfielder will defend a one point lead against six forwards and a midfielder for two minutes. Instead of a throw in, on the start whistle one forward/ or their midfielder runs forward to take possession of a ball from the midfield line of balls. They then attack the goals to try initially to score an equaliser.

If they score, hit a wide or kick the ball over the side-line, a kick-out or side-line free is not taken. Instead, one of the attacking team must run to the middle line for a 'new' ball to start again their attacks. If defenders dispossesses the attackers they try to work the ball past the near 45 metre line and then kick the ball along the ground to the line of balls in the middle while an opposition forward runs to the middle to get another 'new' ball. After two minutes, the forwards become the backs and vice versa. The game is played again for two minutes.

After two further minutes, a third game is played as the forwards lines switch ends. The forwards then play their 'new' defenders again and after another two minutes, the roles are reversed as before.

These four games over 8 minutes can be very competitive as they realise they're dealing with common competition game situations. Decision making abounds in the players, individually and collectively. It's a game where maturity levels in decision-making become very obvious.

### GAME (D): DEALING WITH THE CHANGING SHAPE OF THE PITCH – THE DIAMOND, THE EGG-TIMER AND THE TRAPEZIUM 8 MINUTES

Defenders in possession love the fact that they have the full width of the field to work the ball safely out, thus helping to create gaps to be exploited in their opponents set-up.

Forwards tend to want to score from in front of the goals, the 'D' in particular, but they use the width of the pitch to (i) pull defenders out of key central positions so team-mates can exploit the direct middle route and (ii) they switch play by passing back and forth across the field, again to spread the defence so that when the final shot arrives in front of the goal, there's an easier shot on.

These three pitch shapes will help players work out creating space whenever wide and central space are closed off.

#### (I) THE DIAMOND



As the diagram shows, cones or flags run from A to B and from A1 to B1 via the half way line creating a 'rough' diamond shape. The shaded area is out of bounds to play. The distance (A to A1) and (B to B1) – same or different e.g. 20 metre each side of goal etc. are the choice of you, the coach. In this shape, the shape narrows as forwards attack. Initially, the defenders also have less width to use when breaking out of defence but the pitch widens for them. The forwards too have width around the middle of the goals but find space becomes limited as they approach closer to the goals; something they do not like either. The 'games' you play again are chosen by the coach e.g. full game; full game with principles; specific purpose games with or without principles.

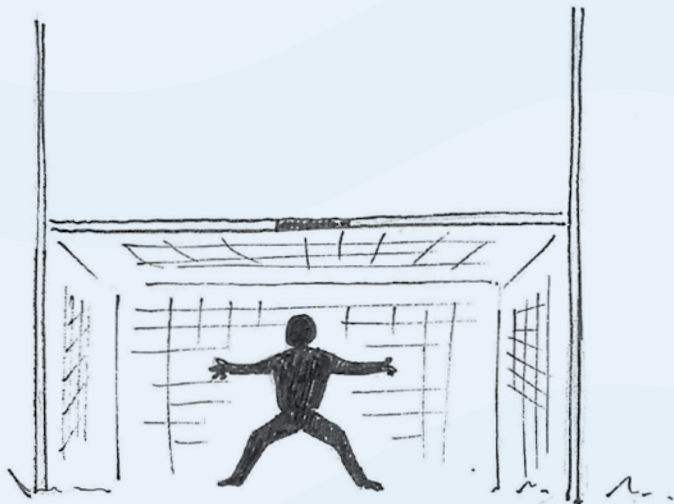
## CHAPTER 11: Goalkeeping

The modern day Gaelic football goalkeeper has become one of the, if not the, most important person on a Gaelic football pitch. Their role has evolved immensely over the past 15 to 20 years, so much so that the winning of games can actually depend on their actions alone. From being able to be comfortable in possession of the ball to kicking dead ball free kicks for scores, the array of skills that have become accustomed with the modern day goalkeeper have dramatically increased.

Today, we can break modern day goalkeeping into five main areas

- 1) Technical Skills
- 2) Restarts [*Kickouts*]
- 3) Situations
- 4) React, Recover
- 5) Footwork

These five areas are invariable factors as a goalkeeper will always remember the skills learnt in these areas whereas environment, psychological conditioning and physical fitness are all variable factors, often changing and influenced by extrinsic factors. To maximise goalkeeping ability in these five areas a goalkeeper must use the **11 Goalkeeping Principles**.



### The 11 Goalkeeping Principles

#### 1. HANDS

A goalkeeper's hands lead him to the ball by having them pointed towards it. For optimum results, a goalkeeper must present the maximum palm and finger area to the ball. Remember that when making a save, relaxed [**Soft**] hands absorb shots, preventing and reducing any opportunity for rebounds. And strong [**Hard**] hands are used to parry balls away from danger and are used for shots that are not going to be easily controlled with soft hands. It is vitally important that any goalkeeper has exceptional handling whenever it comes to dealing with high balls or shots that drop short below the crossbar.



#### 2. STANCE

The stance of any goalkeeper is a very important component in ensuring a positive outcome in any situation he may find himself in. The '**Set Position**' is the fundamental layer for all of the other principles to build from. The core components of the set position are:

- On the balls of the feet;
- Knees slightly bent;
- Upper body and bodyweight forward;
- Hands are forward towards the ball;
- Ensure you are positioned "**In the Line, Down the Line.**"
- When comfortable in the stance stay relaxed and controlled.

These components are a guideline and as a goalkeeper it is important to use them to find a set position that feels right for you personally.

#### 3. FEET

Good footwork is vital for any goalkeeper to achieve optimal positioning in his goal area. Whether rushing off his line to close attackers or collect loose balls, quick feet are important as it reduces the time taken to execute these skills. It is also worth noting that the primary phase of the dive begins with the feet [**feet first**], shoulder width apart, remembering to take one last forward step towards the shot to '**narrow the angle.**'