GAA Super Games Centre Manual

This manual is designed to aid you as a GAA Super Games Centre (SGC) Coordinator in the set up and implementation of a GAA SGC in your area. The information contained in this manual is based on theoretical and practical experiences

A GAA 'Play to Stay' Initiative

CONTRIBUTIONS TO VARIOUS EDITIONS OF THIS MANUAL HAVE BEEN MADE BY THE MEMBERS OF THE GAA SUPER GAME CENTRE PILOT STEERING GROUP.

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TABLE OF CONTENTS

1. Introduction - what is the purpose of this manual?....4
2. Participation Group - who are we hoping will attend? 5
3. GAA SGC Staffing Structures....6
a) GAA SGC Staff Organisation Chart....6
b) GAA National Participation Coordinator 6
c) GAA SGC Coordinator....6
d) GAA SGC Volunteer 7
4. What are we offering? 8
GAA SGC Programme Definition 8
5. Why are we delivering the GAA SGC Experience? 8
The GAA Play to Stay (P2S) Ethos 8
6. How to promote a GAA SGC ? 9
a) Key Stakeholders 9
b) Promotional Methods 10
7. What are the key delivery activities?....11
a) Play to Stay Values 11
b) GAA SGC Games Based Activities - Gaelic Football 12
c) GAA SGC Games Based Activities Hurling....12
d) GAA SGC Session Steps....13
i. Pre Session Action Steps....13
ii. During Session Action Steps,....14
iii. Post Session Action Steps....15

Appendices.... 16
1. SGC Session Report Form.... 16
2. SGC Site Player Database - Participant Information Record.... 17
3. Incident Reporting Form 17
4. Play to Stay Modifications....19

1. Introduction - what is the purpose of this manual?

This manual is designed to aid you in your duties as a GAA SGC Coordinator and aims to cover the below elements:

Outline	• The current status of youth particiation within the GAA
Guide	• The delivery of the GAA Super Games Centre (SGC) programme in accordance with the ethos through a series of small sided games
Inform	• All the key stakeholders about the GAA SGC experience that will be delivered through the GAA Play to Stay (P2S) Values.
Ensure	• The SGC programme operates in a developmental and age appropriate games based envoirnment

2. Participation Group - who are we hoping will attend?

Age	• Participants aged 12 - 17 years
Playing Experience	• Participants from a playing OR non-playing background
Special Focus	• Participants who have ceased playing, are on the verge of dropping out or those not adequately served by the current school/club competitive structure

3. GAA SGC Staffing Structures

a) GAA SGC Staff Organization Chart

Please Note: In order to ensure that GAA SGC participants are supported appropriately, each GAA SGC is advised to maintain a staff: player ratio of 1:12.

b) GAA National Participation Coordinator

Role Description

To lead the development and implementation of a National Youth initiative with a view to achieving the ethos of the GAA SGC Play to Stay Programme.

Key Responsibilities

1. *Guiding* – SGC Coordinators and Volunteers to deliver the SGC experience as set down by the operations handbook
2. *Analyzing* – Participant data submitted through the Management Information System (MIS)
3. *Reporting* –Participation data to the relevant key stakeholders;
4. *Supporting* – GAA SGC's through provision of physical, financial and training resources
5. *Assisting* – PGDM's, CGDM's and SGC Coordinators to uphold the GAA SGC ethos, criteria and standards

c) GAA Super Games Centre (SGC) Coordinator

Role Description

To coordinate the promotion and delivery of a GAA SGC programme in line with National, Provincial and County aims and objectives.

Key Responsibilities

1. *Communicating* – key messages pertaining to the GAA SGC to stakeholders
2. *Promoting* – the GAA SGC to participants aged 12 – 17 years through direct e.g. information/taster sessions and indirect e.g. social media, methods
3. *Recruiting* – volunteers and an "SGC ambassador" to assist with the organisation, delivery and promotion of each GAA SGC
4. *Planning* – the delivery of GAA SGC activities
5. *Implementing* – GAA SGC activities in line with the definition, criteria and ethos of the GAA SGC programme
6. *Managing* – queries concerning the GAA SGC
7. *Reporting* – Participation information through the Management information system (MIS) (where appropriate, see Appendix 1)
8. *Evaluating* – the impact of the GAA SGC on participants

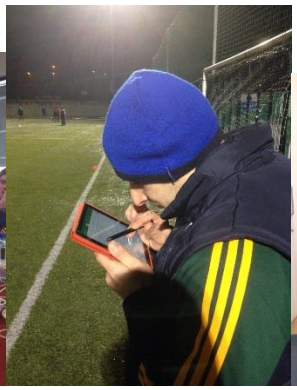
d) GAA SGC Volunteer

Role Description

To assist in the delivery of a GAA SGC programme in line with National, Provincial and County aims and objectives.

Key Responsibilities

1. *Communicating* – key messages pertaining to the GAA SGC to local stakeholders
2. *Promoting* – the GAA SGC to participants aged 12 – 17 years through direct e.g. information/taster sessions and indirect e.g. social media methods
3. *Implementing* – GAA SGC activities as per the GAA SGC operations manual and in line with the needs of the participants
4. *Gathering* – participant and SGC activity information



4. What are we offering?

GAA SGC Programme Definition

GAA Super Games Centers are centers where:

> *A **Small-sided Games** format is provided for youth participants aged 12-17 years on an age-related and developmental needs basis incorporating ALL (Applied Lifelong Learning)*

They can be based in Club, School and Community locations catering for a population not adequately served by regular school or club games through the traditional competitive structure.

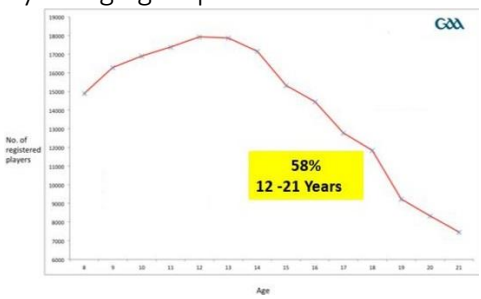
A GAA SGC should provide the below, at a minimum, for participants:

- Minimum 6 week period of activity
- 60 mins per week
- Games Based Approach (Small-sided games)
- Play to Stay Values/Minimal Coaching Input
- Pre-Planned (What's on; When it's on; Where it's on)
- Dedicated SGC Coordinator
- Suitable facilities – Indoor and/or Outdoor

5. Why are we delivering the GAA SGC experience?

The GAA 'Play to Stay' Ethos

In recent years, the GAA has seen a significant trend within the youth population indicated by a decline in the level of participation. This is denoted by a 58% drop off rate between the 12 – 17 year age groups.



On foot of this, a research study was commissioned to investigate a solution, namely the GAA Super Games Centers which were located in 10 Counties across the 4 Provinces. This provided us with valuable quantitative and qualitative information highlighting the driving forces behind continued participation for youth participants e.g. freedom to explore, peer-to-peer interaction, an increase in the amount of game time.

In keeping with this, Strategy 1.2 of the GAA Strategic Plan 2015 – 2017 aims to implement new models of participation in both urban and rural areas to deal with the

increase/decrease in playing numbers. In order to achieve this, it has been identified that Youth (i.e. GAA Super Games) Centers be developed in each County.

The GAA's vision is *'**that everybody has the opportunity to be welcomed to take part in our games and culture, to participate fully, to grow and develop and to be inspired to keep a lifelong engagement with our association**.' (The GAA Strategic Vision & Action Plan 2009-2015)*

As part of the Code of Best Practice in Youth Sport (2015), the GAA have committed to recognising the fact that *'Every Child has the right to an environment that supports and promotes applied lifelong learning (ALL) and enjoyment. An environment that is conducive to the recruitment and retention of players and, will by implication be inclusive, safe and supportive.'*

6. How to promote a GAA SGC?

The GAA SGC promotional plan begins with the identification of key stakeholders, some of which are listed below, as well as providing the most pertinent information for each group.

a. Key Stakeholders

Participants	•GAA SGC's provides you with 60 mins of games with minimal coaching as well as the opportunity to have your say in the organisation of GAA SGC activities.
Parents	•GAA SGC is a fun, non-competitive and non-pressurised way for your child to enjoy Gaelic Games. The small-sided games format will empower and develop players social and physical skills both on and off the field.
Local GAA Coaches	•GAA Super Games Centres provide participants with the opportuity to express themselves on the playing field through small sided games allowing space for natural skill development and the potential to re-engage in club activiities.
Local Post Primary Schools	•GAA SGC activities provide a regular programme of GAA activities that are inclusive, build respect and empowerment and are enjoyable for students typically disconnected from physical activity and sport.

b. Promotional Methods

GAA SGC's can benefit from direct, e.g. information/taster sessions, and indirect, e.g. social media, promotional methods. The table below highlights some advisory steps for delivering a direct promotion activity i.e. Information Session.

What?	•GAA SGC Information Session highlighting the main elements of the GAA SGC e.g. 60 mins, small-sided, minimal coaching
When?	•Ideally 2 weeks before the start of the 1st GAA SGC session.
Where?	•Agreed GAA SGC location OR neutral venue suitable to all stakeholders
Who?	•All of the key stakeholders should be invited. GAA National Representative can attend the info evening to support the GAA SGC Coordinator.
Why?	•Allows for mass promotion to be provided directly to a key stakeholder group that has been invited to the event

Indirect promotional methods can, also, be employed to offer the GAA SGC experience to participants. These methods can be social media accounts, promotional posters and flyers and newsletters for example.

Note: Project website, posters and flyers will be available in order to assist the GAA SGC Coordinator and GAA SGC Volunteer. http://learning.gaa.ie/GAASGC

Remember: *In line with the Code of Best Practice, you may not contact participants under the age of 18 directly through social media, text, phone call or e mail.*

7. What are the key delivery activities?

a) Play to Stay Values

As an integral part of GAA SGC's, research was carried out investigating the impact of implementing value-led, games-based activities. It was found that by introducing the GAA Play to Stay (P2S) values, **social identity** increased and boosted feelings of **social support** leading to a decrease in the intention of youth participants to drop out.

- **Social Identity** is the participant's sense of belonging and attachment to a group or team.
- **Social Support** can be broken into two areas, namely (1) perceived support – subjective judgement of support and (2) received support – specific helping actions.

The GAA P2S Values act as a guide to applying modifications to games in order to increase social identity and social support e.g. Positive Feedback – Teams can earn additional scores for providing positive feedback to teammates and opponents.

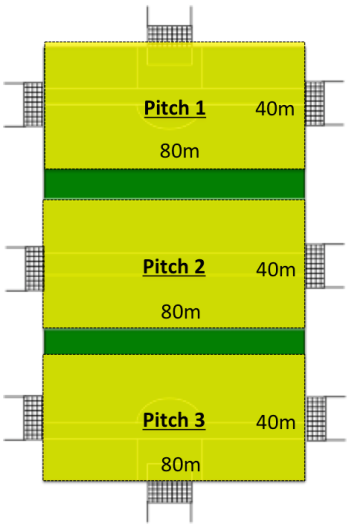
GAA Play to Stay Values:

A list of example modifications for each P2S Values can be found in Appendix 4.

The GAA P2S Value prompt card is a tool which the coordinator uses to help clarify the modification they are introducing and its effect on the game. It can, also, be used to guide questions for participants on what they think of the modification and its effect on the SGC experience

GAA Play to Stay Programme *SGC Coordinator Prompt Card*	
GAA P2S Value:	
Modification:	
Pre Game Consideration	
How will this modification change affect play?	
How might the modification change affect how you interact?	
Post Games Reflection	
How did this modification change affect play?	
How might the modification change affect how you interacted?	

b) GAA SGC Games Based Activities - Gaelic Football



Please Note: *Games based activities should be amended accordingly to suit the number of participants, the space available e.g. indoor or outdoor venue, and the P2S Values.*

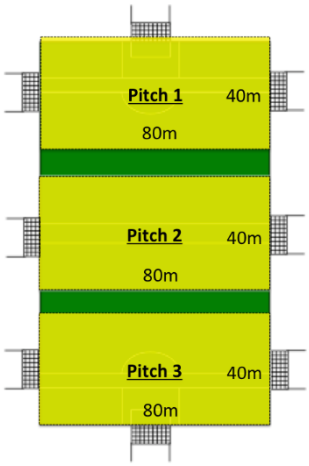
Key Aim

To enable participants to perform the skills of Gaelic Football in a fun, games-based and developmental environment.

Game Set Up

- Teams are mixed based on age profile of participants
- 60 mins activity approx. 3 small-sided games opportunities per participant
- Playing Area 80m x 40-50m (3 Playing Areas fit on 1 standard pitch)
- No zones – free movement permitted
- Players rotate positions between goalkeeper, backs, midfield and forward at half time. Teams change sides at half time.
- Secured portable goal posts /Training poles or flags may be used.
- Gum Shields to be worn

c) GAA SGC Games Based Activities - Hurling



Please Note: *Games based activities should be amended accordingly to suit the number of participants, the space available e.g. indoor or outdoor venue, and the P2S Values.*

Key Aim

To enable participants to perform the skills of Hurling in a fun, games-based and developmental environment.

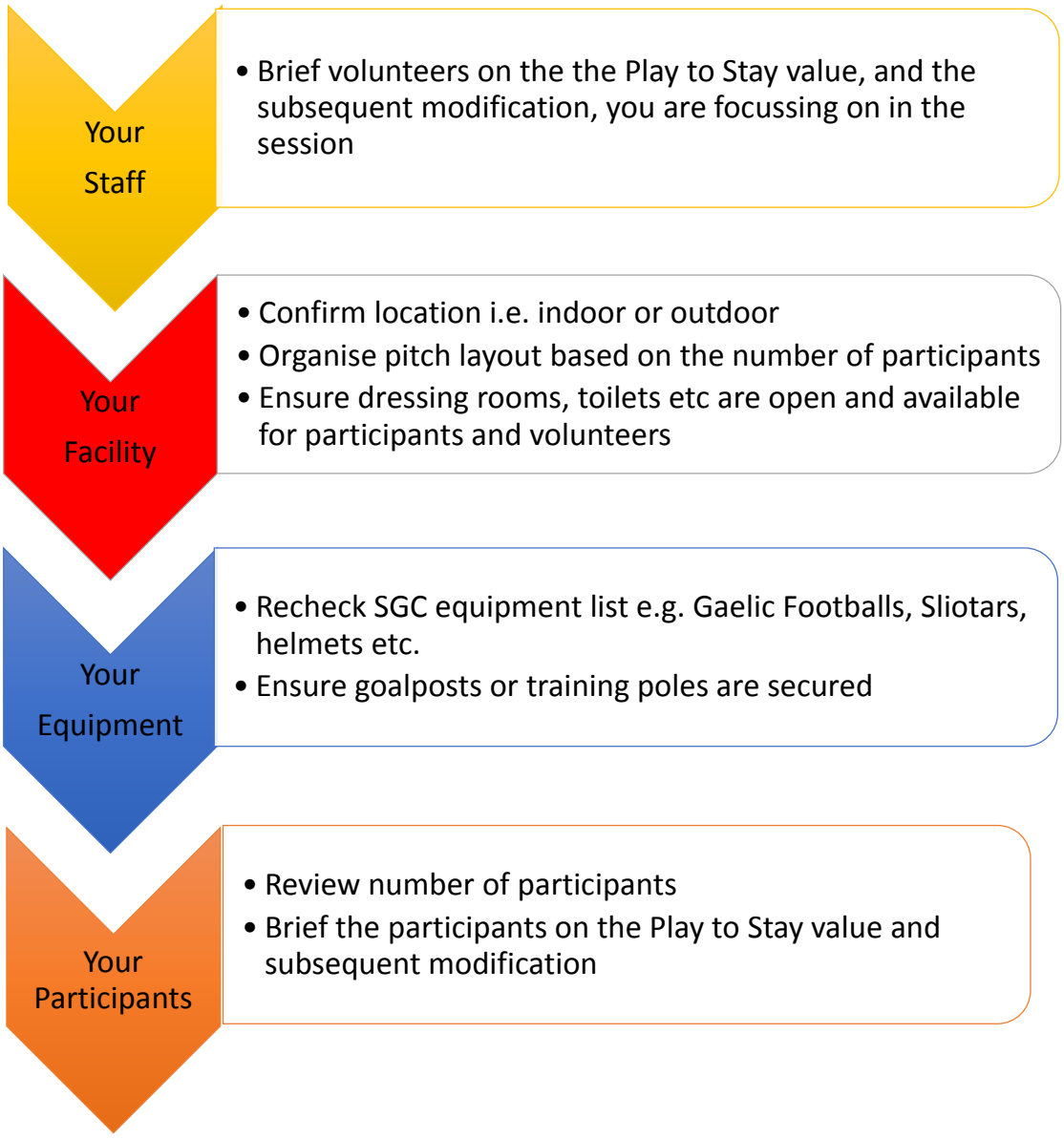
Game Set Up

- Teams are mixed based on age profile of participants
- 60 mins activity approx. 3 small-sided games opportunities per participant
- Playing Area 80m x 40-50m (3 Playing Areas fit on 1 standard outdoor pitch)
- No zones – free movement permitted
- Players rotate positions between goalkeeper, backs, midfield and forward at half time. Teams change sides at half time.
- Secured portable goal posts /Training poles or flags may be used.
- All players must wear a helmet with full facial protection.

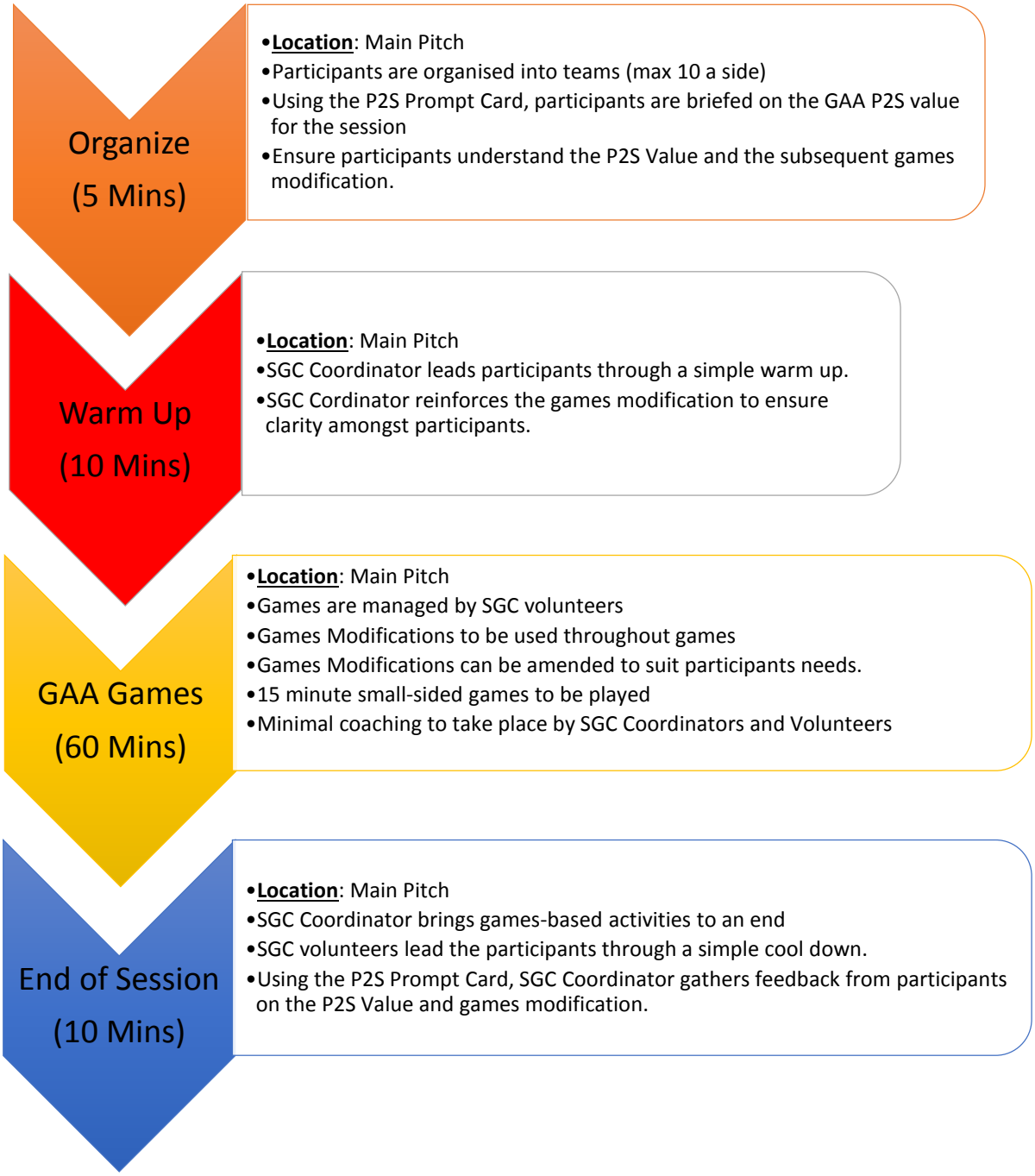
d) GAA SGC Session Action Steps

The following GAA SGC protocol outlines the advisory key action steps aiding in the delivery of a high quality GAA SGC experience

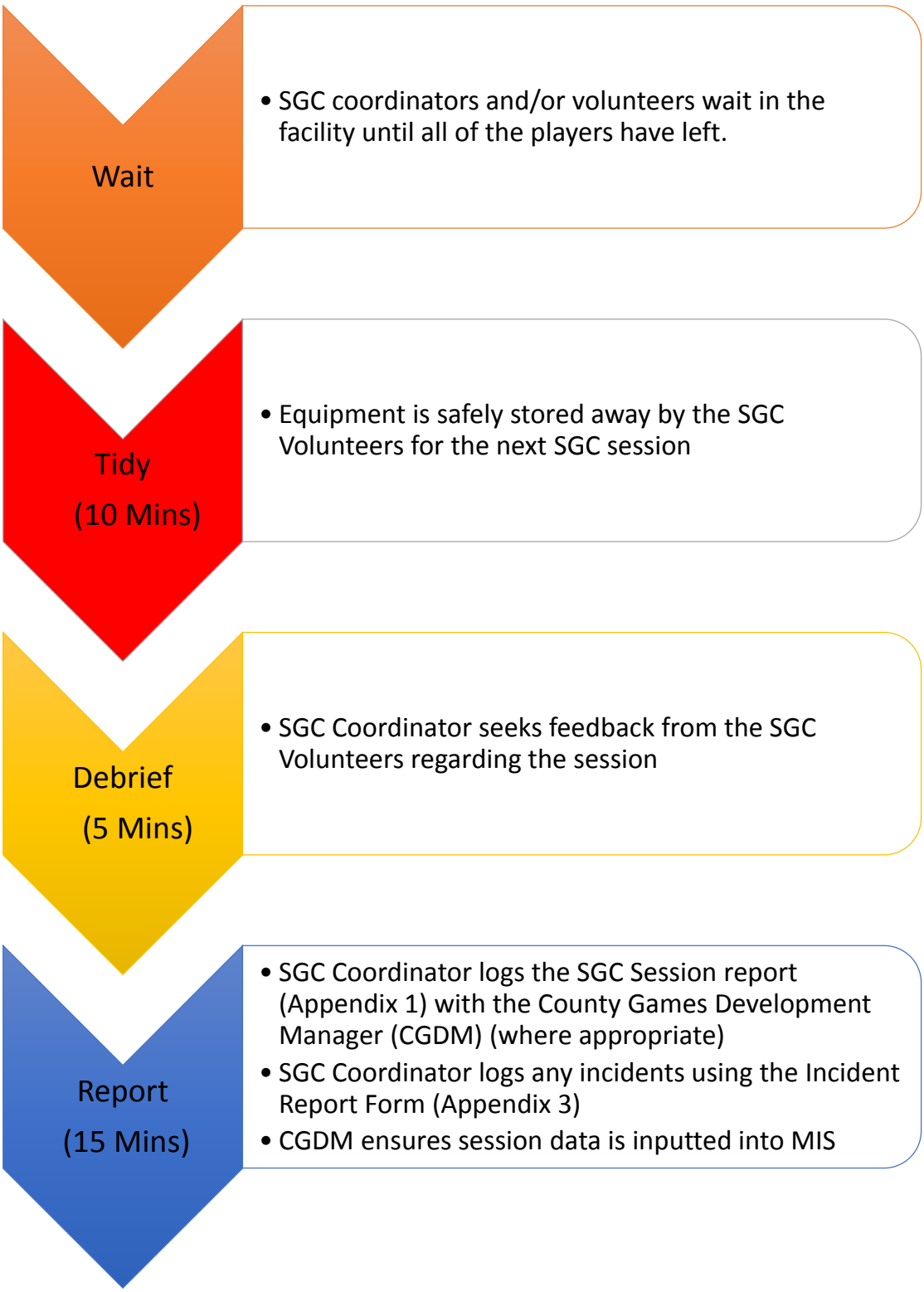
i. Pre Session Action Steps



ii. During Session Action Steps



iii. Post Session Action Steps



Appendices

1. SGC Session Report Form

Activity Data

Name of Centre:

_____

Name of SGC Coordinator:

_____

Date	*Hours*	*Code*	*Year Group*	*Participants (M)*	*Participants (F)*	*Total*
	1	Hurling	1st	24	14	40

This data should be provided to the CGDM for input into the MIS

2. SGC Site Player Database - Participant Information Record

Name of Participant: _____

GAA Club Member: YES NO (circle as appropriate)

If Yes, please state GAA Club: _____

Previous GAA Experience e.g. primary school coaching/games:_____
_____

Name of Parent/Guardian: _____

Contact Details Parent/Guardian:

Phone Number:_____

E Mail Address:_____

Location of GAA Super Game Centre:

_____

Parental/ Guardian Consent

I, _____ am aware that, by signing below, I am providing consent for my child/ward to participate in a GAA Super Games Centre. We strongly recommend that each participant has their own personal accident cover when participating in GAA Super Games Centers. The Gaelic Athletic Association take no responsibility for injuries that may occur during play and players are participating at their own risk.

3. Incident Reporting Form

Name and role of person completing this form:
Signature of person completing this form:
Date:

Incident:

Date and time of incident:
Name/s of person/s involved in the incident and their clubs/associations:
Description of incident:

Witnesses (include contact details):

Reporting of the incident to GAA SGC Coordinator

Incident Reported to:	Date:
How (this form, in person, email, phone):	

Follow Up Action

Description of actions to be taken:

4. Super Games Centre – Games Modifications

Play to Stay Values	Potential Games Modifications
1. Positive Feedback 'All communication is positive and promotes growth'	1. Teams are given an extra point when players give positive feedback (''unlucky – head up''; ''better luck next time''; ''great effort''); 2. At the end of the session each team is to identify the player from the opposite team who provided the most encouragement / support during the session.
2. Empowerment 'Players shape and own the games experience'	3. Captains by Numbers – each participant choses a card with a number. SGC Coordinator choses a number identifying a captain who is tasked with setting the P2S value rule for the game. Captains are changed after each game. 4. The SGC Coordinator removes the referee from the games and asks players to referee their game amongst themselves
3. Belonging 'Every player feels connected to the GAA'	5. Players are tasked with getting to know their team mates names and are awarded points for when players pass a ball to a teammate 6. At the start of the session, participants conduct an alphabet warm up where each participant must pass the ball to a participant whose name begins with the next letter in the alphabet e.g. Aidan to Barry to Conor
4. Effort 'Greater effort and physical fitness promoted'	7. Teams are awarded double points for a score when the outfield players i.e. not including the goal keeper all cross the half way line upon the score being completed. Thus greater effort gets rewarded 8. An extra point is offered for a hook, block down or regaining possession
5. Respect 'Everyone has due regard for each other's feelings and rights'	9. If a participant is fouled, the offending participant offers to help

	the other up. The situation ends with a handshake; 10. Each team to start each game with 10 respect points. Participants can lose or gain points for their team through their behavior and actions towards teammates, opposition and other SGC members.
6. Enjoyment 'Players have fun'	11. Each game to conclude with the most scores in a minute , most scores out of 10 kicks/shots from 20/45m line; 12. Crab Football – Teams must play a small sided game with hands and feet on the floor with a crab body shape. Participants can, only, use their feet to move and pass the ball