



Cavan Gaelic4Teens Programme Evaluation

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Evaluation Acknowledgements

- The Cavan Gaelic4Teens programme is led by the **Ladies Gaelic Football Association** and is funded by the dormant accounts funding through **Sport Ireland Sports Inclusion Fund**.
- The programme works closely with coaches to **influence positive coaching behaviour** through a **positive club coaching environment** to ensure the **long term development of players**.



Report Background

- A thematic qualitative analysis on the **coaches' 'voice'**
- **Pre and post focus groups with EIGHT coaches between September and December 2020.**
- Questions related to
 - 1. Programme content & delivery**
 - 2. Coach development**
 - 3. Working with teenage players**

Descriptive Information – Cavan Gaelic4Teens Study

- Coaches from **EIGHT CLUBS** in both focus groups.
- Participants: **3 female, 5 male**
- Coach education ranged from **Fundamentals to Level 1**
- Participants **actively coaching u8-u14**
- Some had experience of **intercounty underage coaching**
- Average **coaching experience** ranged from **2 to 20 years**

Findings 8 Key Themes

1. Coaching Sessions **Features of Quality**
2. Coach Acknowledgement for the **Game Principles** of LGFA.
3. The Value of **Face to Face Professional Development**
4. Player **Autonomy, Confidence and Competence**
5. Coach Appreciation **Online/Blended Learning Approaches**
6. Active **Role Modelling**
7. Obstacle = **Timing**
8. Future **Coaching Style**

Theme 1: Coaching Sessions Features of Quality

Subtheme: Fun through Developmentally Appropriate Coaching Sessions

*“The most important factor when planning a session is the **fun aspect**, it is a big one and a goal to work towards that is more personal for them.”*

*“**Excellent course and material**, brilliant, really enjoyable, insightful speakers.”*

Theme 2: Coach Acknowledgement for the Game Principles of LGFA

Subtheme: Tactical Appreciation of Coaches

“I changed my coaching structure. I ask them what drills they want to do.”

“To focus on our game, and tactically set up having worked on our kickouts”

Theme 3: Value of Face to Face Professional Development for Coaches

Subtheme: Face to Face Pitch Time for Coaches

“Visit to the field was excellent so a mixture of both is good.”

“Nice to see coach doing work with your players”

Theme 4: Player Autonomy, Confidence and Competence.

Subthemes: 1. Autonomy – Listening to the ‘Voice’ of the Player

2. Player confidence instilled through variety

“Autonomy for older girls, my style with underage girls is collaborative”

*“The way you talk to the girls, **give them decision making, get them involved and letting them make decisions.**”*

Theme 5: Coach Appreciation of Online/Blended Learning Approaches

- Subthemes:*
- 1. Gaelic4Teens Structures – Pushing Coaches towards a ‘Philosophy*
 - 2. Gaelic4Teens Resources – Contemporary and Innovative*
 - 3. Online Mode of Delivery – Efficiency and Ease of Access*

*“...look at your own coaching style and philosophy and **are you trying to do this for yourself or for the players.**”*

*“Very interesting to hear elements **about mental health and making the whole player.**”*

*“Programme was excellent and **having resources on the portal makes it easier to go back and see what to pull out for a session.**”*

Theme 6: Active Role Modelling

Subtheme: Player Ambassadors Involvement for Coach/Player Empowerment

“coaches thinking on their feet, and the session was go, go, go”

“time keeping, questioning of the players, technical supporting skills advice and their communication.”

Theme 7: Timing as an Obstacle

Subtheme: Duration, Season and Digital Literacy

“More an issue with some coaches in our club not buying into the programme.”

“I didn’t get a chance to implement any of the resources so better at the start of the year before games start.”

Theme 8: Future Coaching Style

Subtheme: Holistic Vision - Interactive and Approachable with 'Challenge

"Players want us to interact more which is something I take from this as players want us to challenge them more."

"Introduced more fun, more breaks so they can talk to each other, give them more autonomy especially with u16 group"

Conclusion

1. Positive on **content, facilitators, ambassadors and guest speakers.**
2. Favoured blended approach especially **e-learning portal** for access.
3. Better **understanding of teenage players.**
4. All coaches intend to **continue coaching.**

Recommendations for future programmes

- **Online delivery** of content through **GAA eLearning portal**.
- **Face to face format and increasing** the club visits, ambassador visits and additional opportunity for **practical sessions**.
- **Discussion forum** on the GAA eLearning portal or an overall *“Gaelic4Teens 2020”* texting group for **peer learning and support**.
- Guidance from the LGFA on **recruiting coaches** and seeking **coach buy-in** based on previous clubs’ experiences.
- Checking in with coaches to determine if **learning is being applied** over time based on the **teenager’s voice**.

SUPPORTING CHILDREN AND YOUTH ON THEIR PHYSICAL ACTIVITY JOURNEY

SUGGESTIONS

FUN & FRIENDSHIPS

'Make it fun with friends or people you enjoy being around. You're definitely going to want to do it more so you are.'

(Female, Group C).



CHOICE, VARIETY & COLLABORATION

[the teacher could make it more exciting by] taking suggestions from us like doing things that we actually want to do instead of boring things that we don't want to do' [Primary-school Girl, Inactive].



REWARDS & INCENTIVES

"You got points for putting the effort into it, like even if you're not the best person that you still tried your best.

(Girl, Low Active, 11).



MAXIMISE SCHOOL-BASED PA

"Do more [PA] in school; you're there five days a week, seven hours a day." (Male, Group B).



HEALTHY COMPETITION

- *'giving you the drive to work hard'*
- *'The fun. The fun and competitive, both'.*
- *'You're there because you like the sport, you want to be good at it, you want to go further in that sport'.*



SKILL-RELATED CONFIDENCE

- *They didn't show us how to throw it [the frisbee], they just expected us to know how to do it (FG1; P3).*
- *"Like, you'd see other people doing gooder (Sic), and then you would feel quite bad about yourself, because it's just not your thing I suppose" (Girl).*



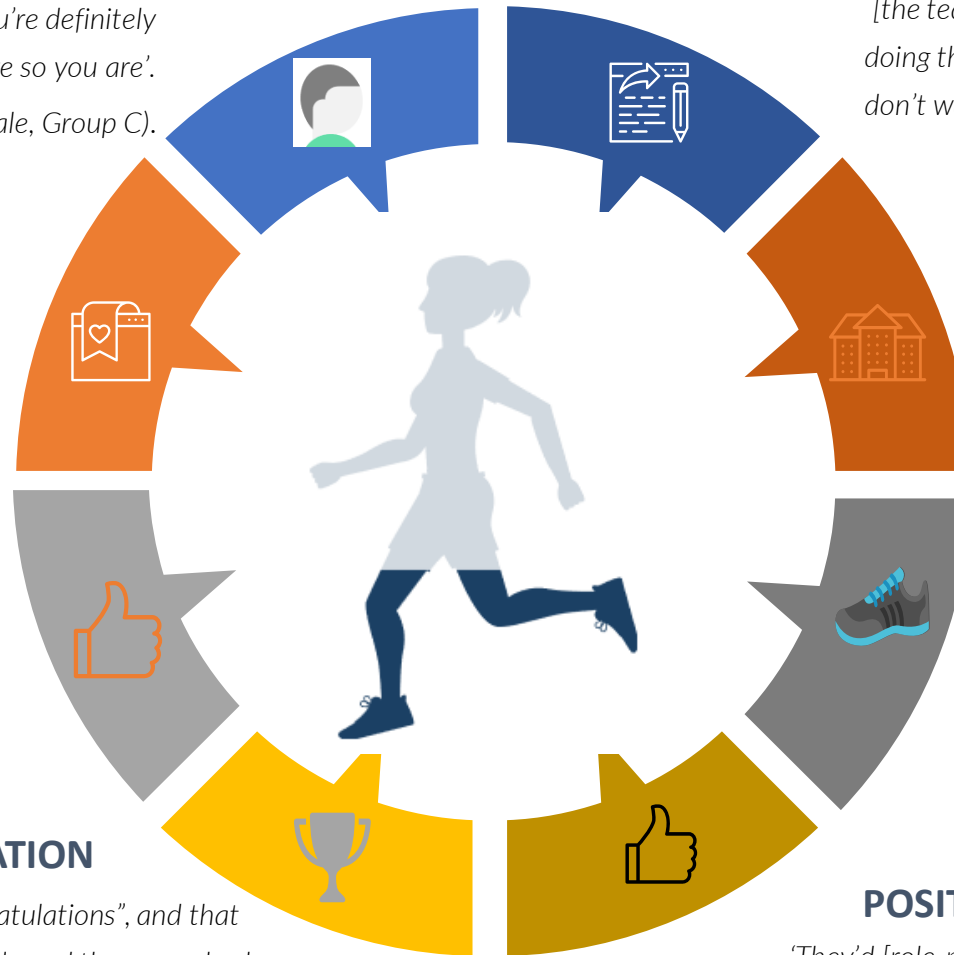
VALIDATION & CELEBRATION

'When they see that person's face they are like "Oh congratulations", and that makes that person feel proud. And it goes around in a circle and then everybody feels happy' (School K, pupil, 5).



POSITIVE SOCIAL SUPPORT

'They'd [role-models] help us keep going with football' (Girl)





Thank
You

