

## Presentation Title:

'Evidence for the **Gaelic4Teens** Programme –  
Pilot Study Wicklow 2018'.



**Presenter:** Dr. Wesley O'Brien, University College Cork  
*Glenview Hotel and Leisure Club, Wicklow*



Wednesday 26<sup>th</sup> September 2018



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# Recent Publications

- 
- O'Brien, W., Issartel, J., & Belton, S. (2018). **'Relationship between Physical Activity, Screen Time and Weight Status among Young Adolescents.'** *Sports*, 6(3), 1-11. DOI: <http://doi.org/10.3390/sports6030057>
- O'Brien, W., Duncan, M. J., Farmer, O., & Lester, D. (2018). **'Do Irish Adolescents Have Adequate Functional Movement Skill and Confidence?'** *Journal of Motor Learning and Development*, 1–29. DOI: <http://doi.org/10.1123/jmld.2016-0067>
- O'Brien, W., Cuthbert, B., & McCarthy, N. (2018). *Irish Case Study Conversation*. In F.C. Chambers (Ed.), **'Learning to Mentor in Sports Coaching: A Design Thinking Approach.'** London: Routledge.
- Duncan, M.J., Jones, V., O'Brien, W., Barnett, L., & Eyre, E. (2018). **'Self-Perceived and Actual Motor Competence in Young British Children.'** *Perceptual and Motor Skills*, 125(2), 251-264. DOI: <https://doi.org/10.1177/00315125177>
- Bolger, L., Bolger, L., O'Neill, C., Coughlan, E., O'Brien, W., Lacey, S., & Burns, C. (2018). **'Age and Sex Differences in Fundamental Movement Skills Among a Cohort of Irish School Children.'** *Journal of Motor Learning and Development*, 6(1), 81-100. DOI: <http://doi.org/10.1123/jmld.2017-0003>
- Breslin, G., Haughey, T., O'Brien, W., Caulfield, L., Robertson, A., & Lawlor, M (2018). **'Increasing Athlete Knowledge of Mental Health and Intentions to Seek Help: The State of Mind Ireland (SOMI) Pilot Program.'** *Journal of Clinical Sport Psychology*, 12(1), 39-56. DOI: <http://doi.org/10.1123/jcsp.2016-0039>
- Farmer, O., Duffy, D., Cahill, K., Lester, D., Belton, S., O'Brien, W. (2018). **'Enhancing the evidence-base for Irish female youth participation in physical activity – the development of the 'Gaelic for Girls' programme.'** *Women in Sport and Physical Activity Journal*
- Bolger, L., Bolger, L., O'Neill, C., Coughlan, E., O'Brien, W., Lacey, S., & Burns, C. (2018). **'The effectiveness of two interventions on fundamental movement skill proficiency among a cohort of Irish primary school children.'** *Journal of Motor Learning and Development*, (In Press).
- Bolger, L., Bolger, L., O'Neill, C., Coughlan, E., O'Brien, W., Lacey, S., & Burns, C. (2018). **'Accuracy of children's perceived skill competence and its association with physical activity.'** *Journal of Physical Activity and Health*, (In Press).

# Evaluation Acknowledgements

- The Wicklow Gaelic4Teens programme is a joint project between the **Ladies Gaelic Football Association and Wicklow Sports Partnership**, and is funded by dormant account funding secured through **Sport Ireland**.



# Report Background

- As part of this Gaelic4Teens programme evaluation, a **mixed methods** research surveillance was undertaken between March and May 2018.
- The two key stakeholders involved in this specific research evaluation were:
  1. **The Female Teenager**
  2. **The Club Coach**
- **Questionnaire data** regarding the Wicklow female teenagers **participation in physical activity**, the **psychosocial correlates** of sport participation (motivators, barriers, physical self-worth, self-efficacy etc...), and their levels of **understanding club coach behaviours**
- **Focus group data** were used as a strategic means of understanding **coaches engagement within the Gaelic4Teens programme**, their level of coach development, and their particular understanding of the 'teenager' within sport practice.
- The teenager questionnaires and the coach focus groups were each collected on two occasions:
  1. **At the beginning** of the Gaelic4Teens programme
  2. **At the end** of the Gaelic4Teens programme



**30% of nine-year old girls & 22% of boys in Ireland are **overweight****

(Layte, & McCrory, 2011)

**81% - primary school children **not meeting the recommended minimum of 60 minutes moderate to vigorous physical activity (MVPA) everyday**, (males significantly more active than females).**

(Woods et al., 2010)



Ireland is on course to become **the most obese country in Europe by 2030** (WHO, 2015)

**One in four children **unfit, overweight or obese** and **high blood pressure****

(CSPPA Study: Woods, et al., 2010)

**Ireland is at the forefront of an unprecedented rise in levels of **childhood obesity, physical inactivity and sedentary behaviour**** (Heinen et al., 2014).

# OUR CLUB HAS BEEN SELECTED



**FREE OPPORTUNITY!**  
**FOOTBALL FUN & FITNESS**

Girls aged 15-17yrs

**REGISTER TODAY!**



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WITH COUNTY PLAYERS  
SHARON COURTNEY (MONAGHAN) Nutrition and Hydration  
ORLAGH FARMER (CORK) Lifestyle Planning  
CORA STAUNTON (MAYO) Skill Development  
CLIODHNA O' CONNOR (DUBLIN) Physical Fitness



<https://www.youtube.com/watch?v=f3BgoM0iiEo>





## **Descriptive Information – Wicklow Gaelic4Teens Study**

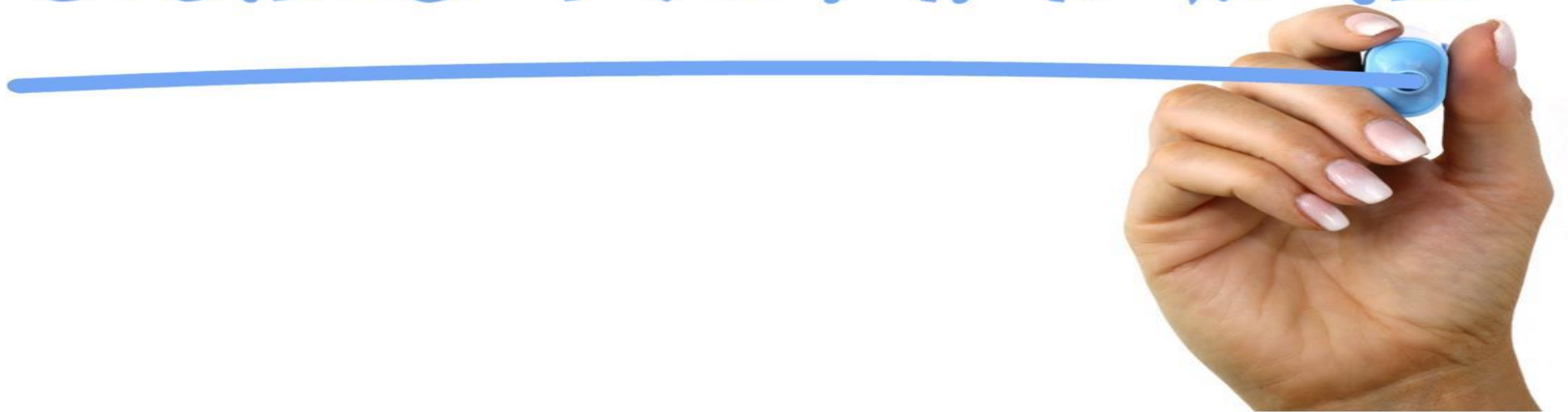
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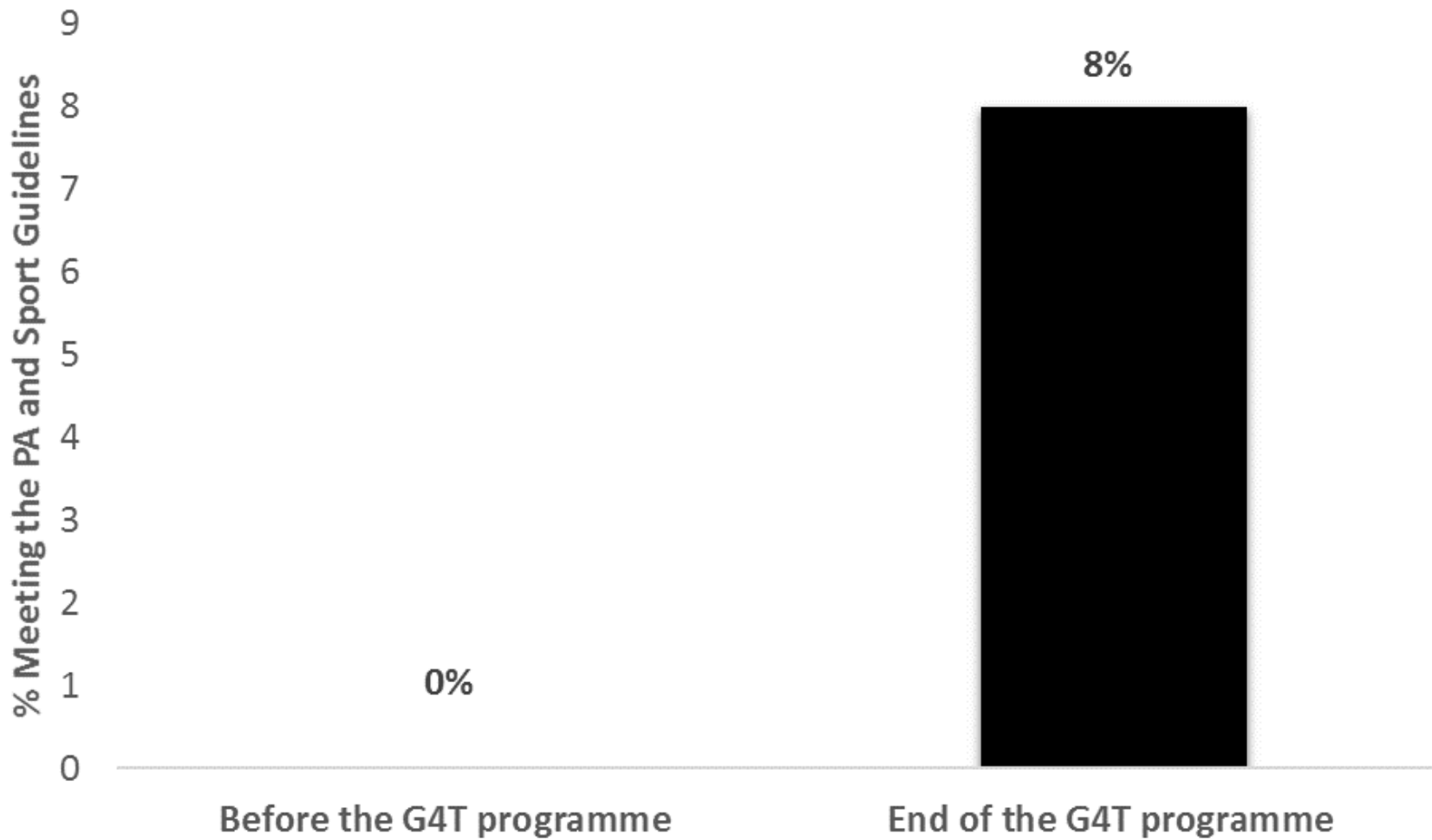
- **Clubs from the Wicklow:** Baltinglass, Tinahely, Rathnew
- **Mean age of teenagers:** 14.86 ± 0.80 years
- **School year selected:** 1st year to 5th year
- **Number of questionnaires completed:** 39
- **Number of coaches involved in focus groups:** 10

Results



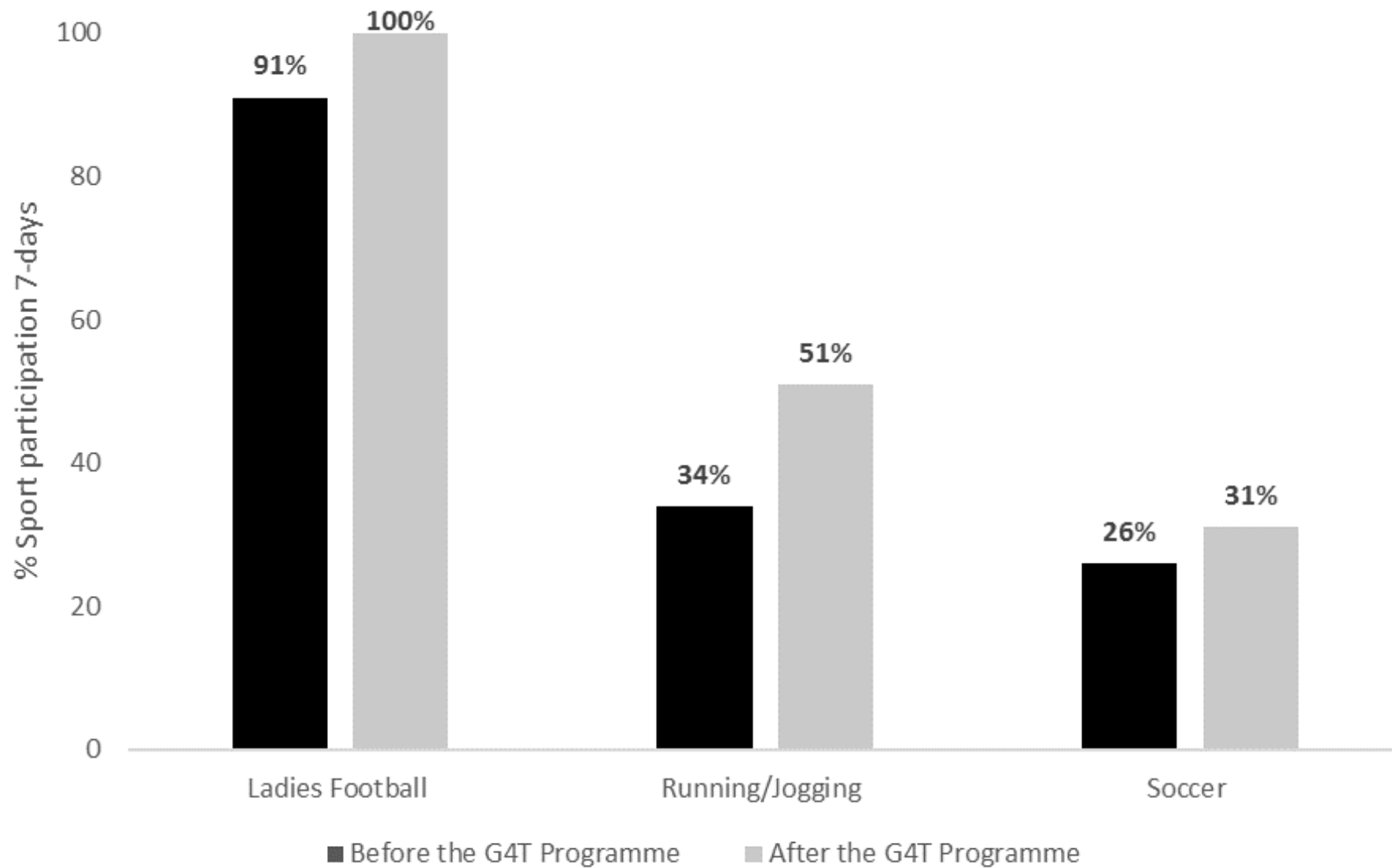
QUESTIONNAIRE





**Figure 1. Percentage of participants meeting the weekly physical activity and sport guidelines before and after the Gaelic4Teens programme.**

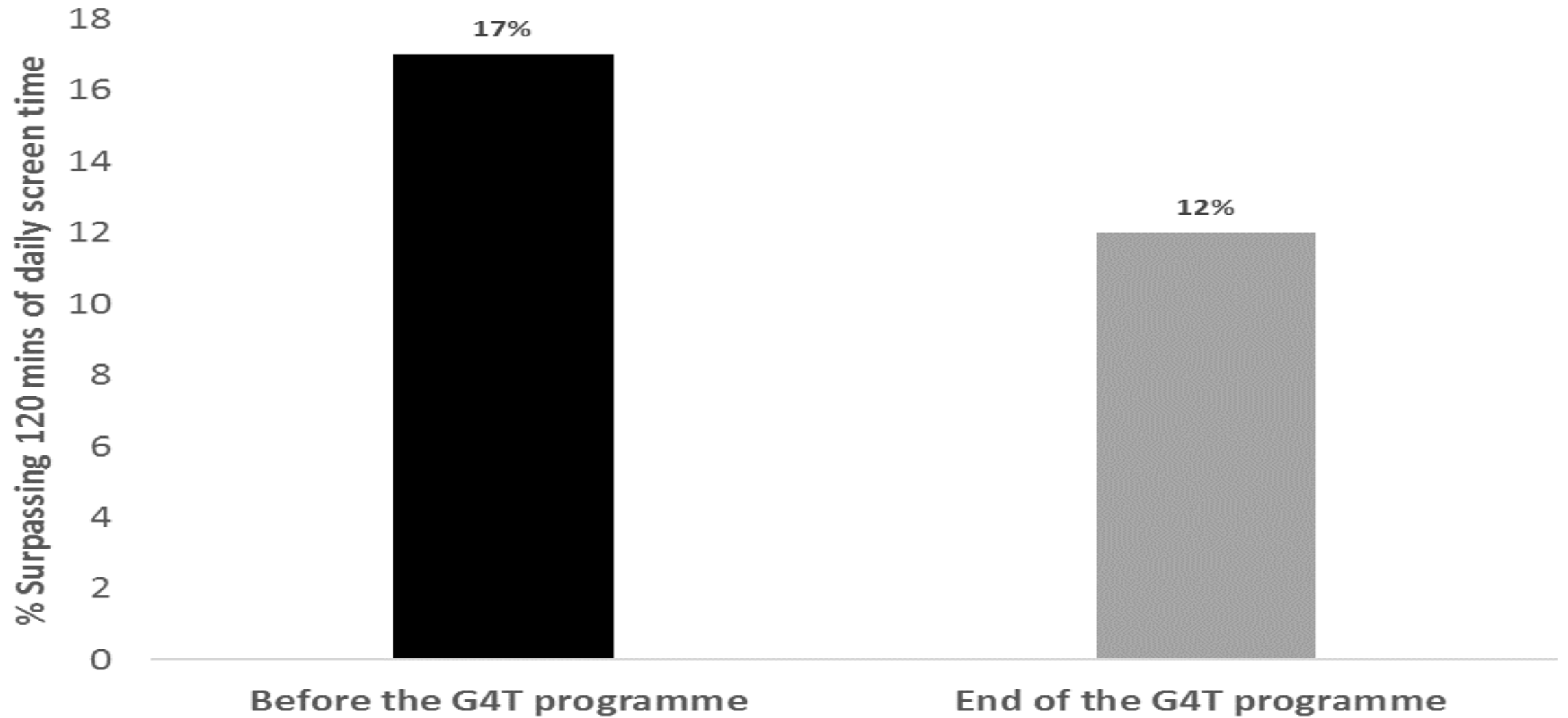
*Note. PA = physical activity; G4T = Gaelic4Teens;*



**Figure 2. Percentage of participants who engaged in specific sports and physical activities over the past 7-days.**

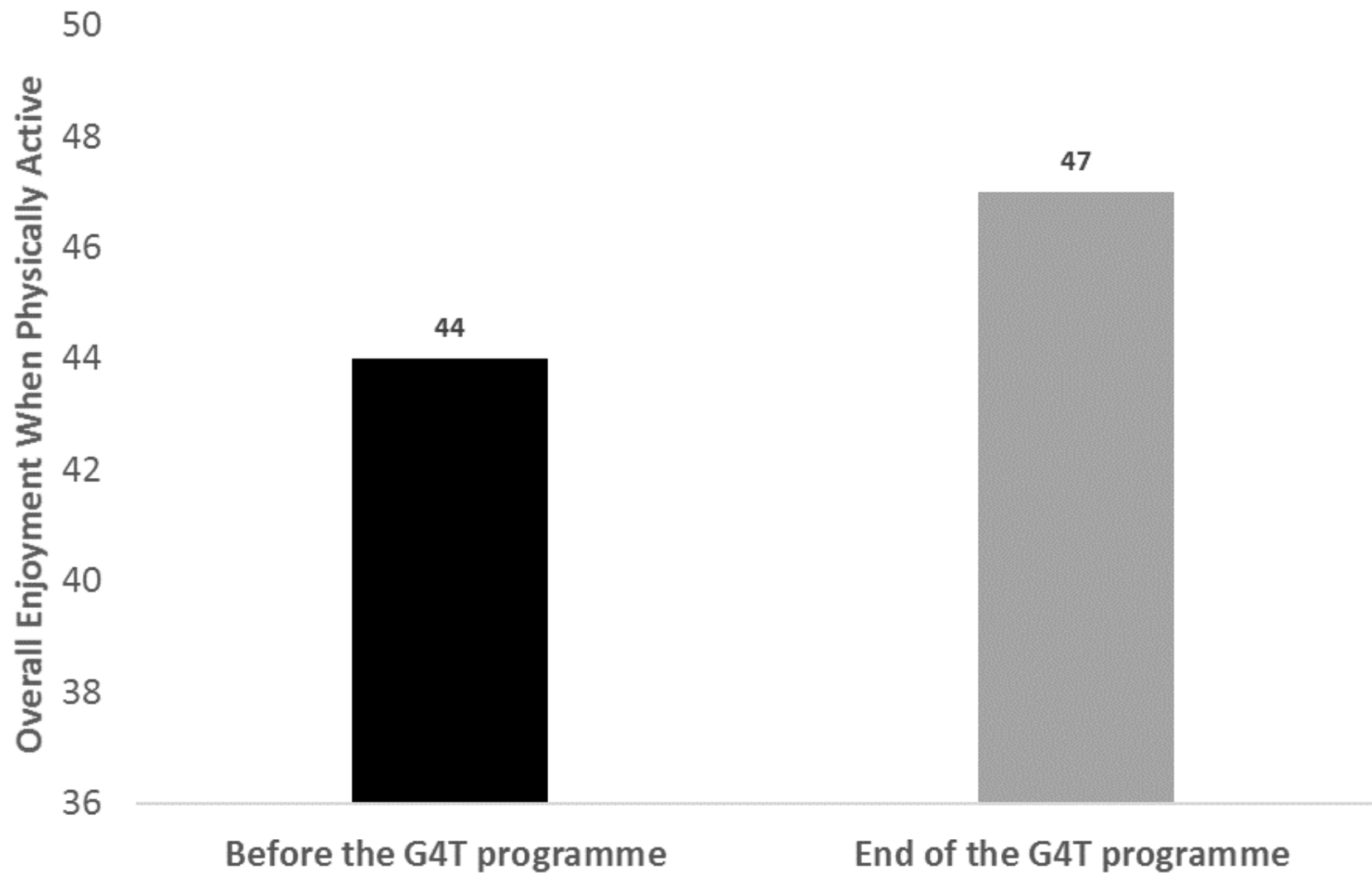
*Note. G4T = Gaelic4Teens*





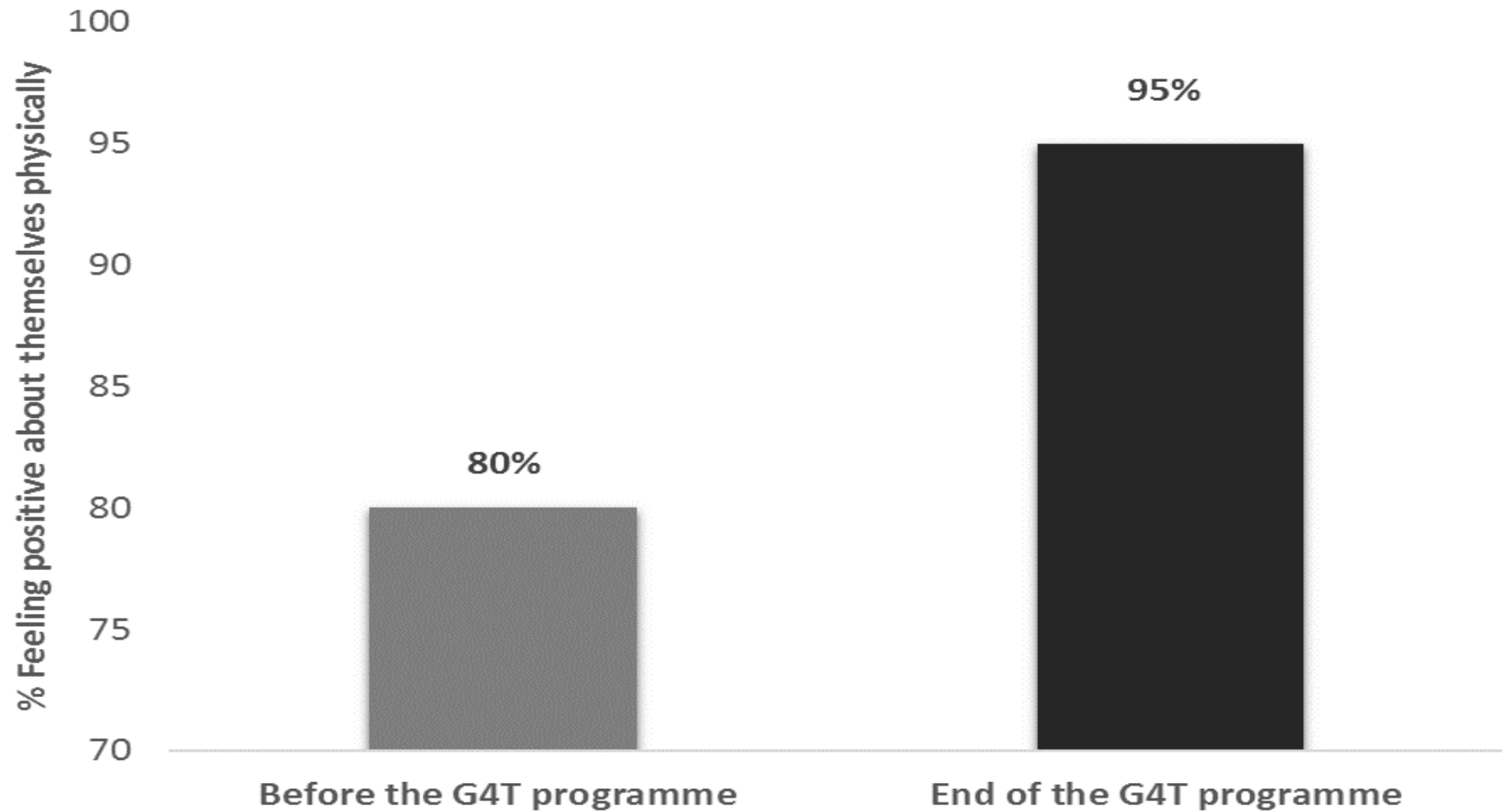
**Figure 3. Percentage of participants not meeting the recommended daily screen time guidelines (>120 minutes per day).**

*Note. G4T = Gaelic4Teens;*



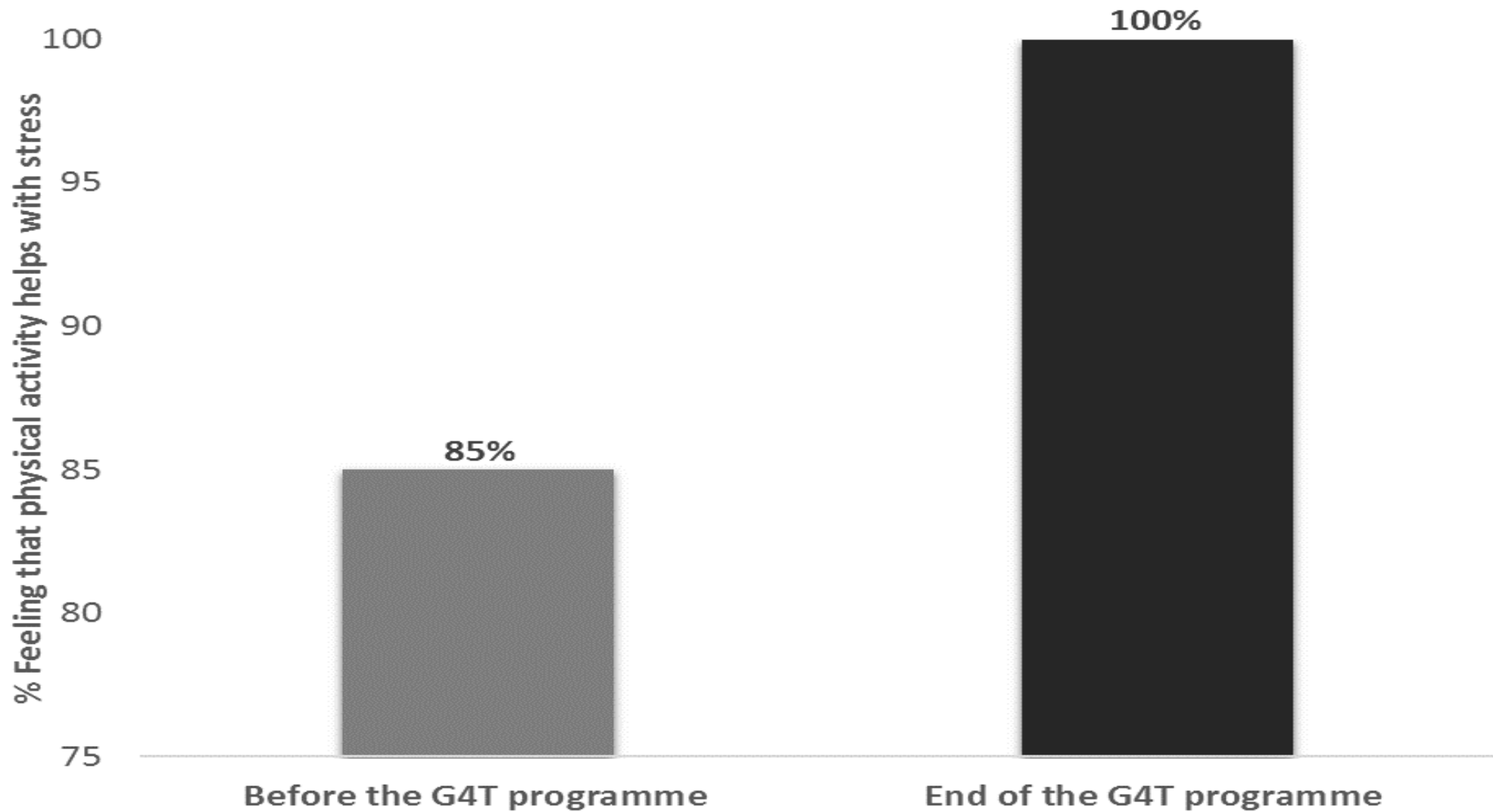
**Figure 4. Overall Enjoyment When Physically Active (Maximum Score=50)**

*Note. G4T = Gaelic4Teens*



**Figure 5. Percentage feeling positive about themselves physically**

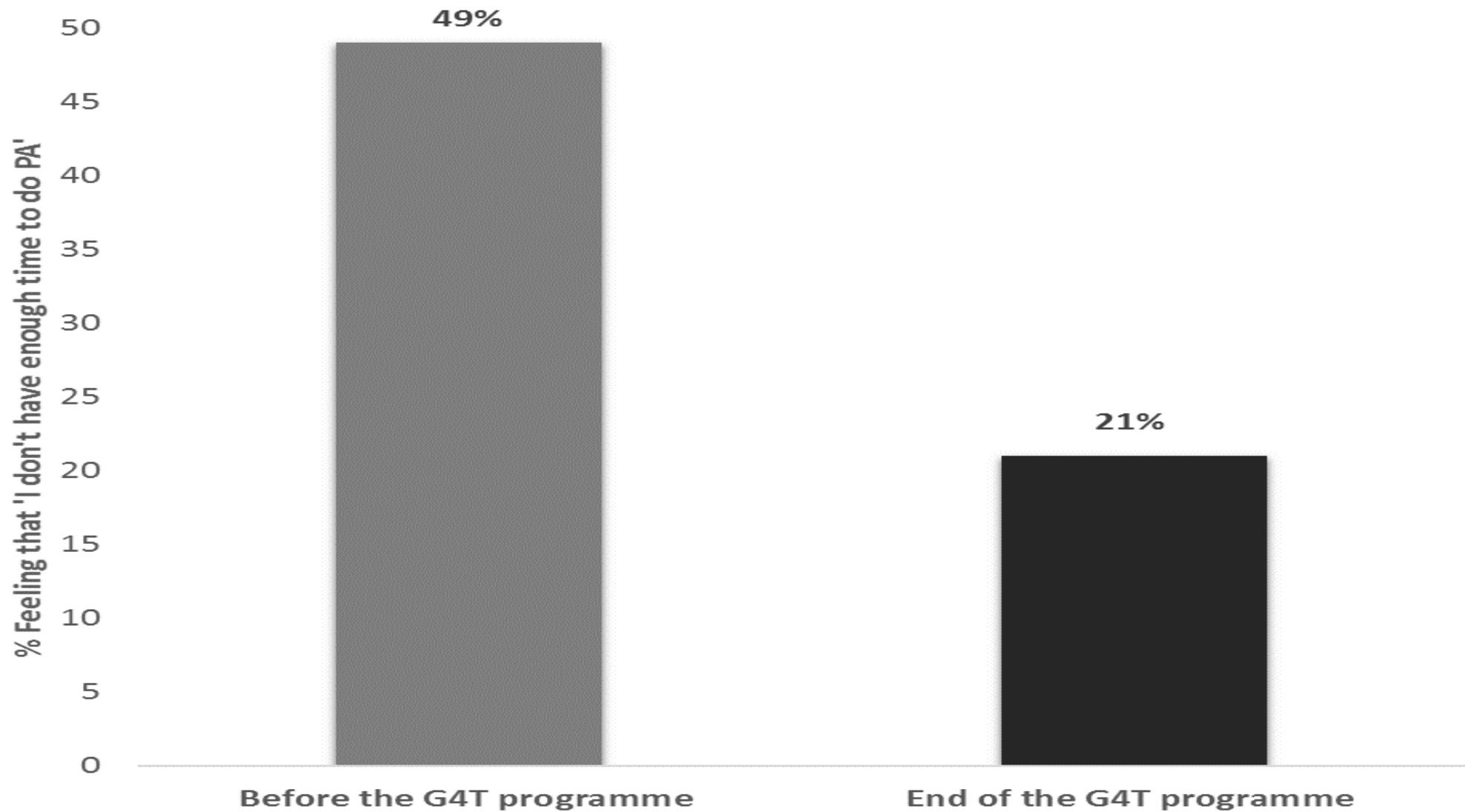
*Note. G4T = Gaelic4Teens*



**Figure 6. Percentage feeling that physical activity helps with stress coping**

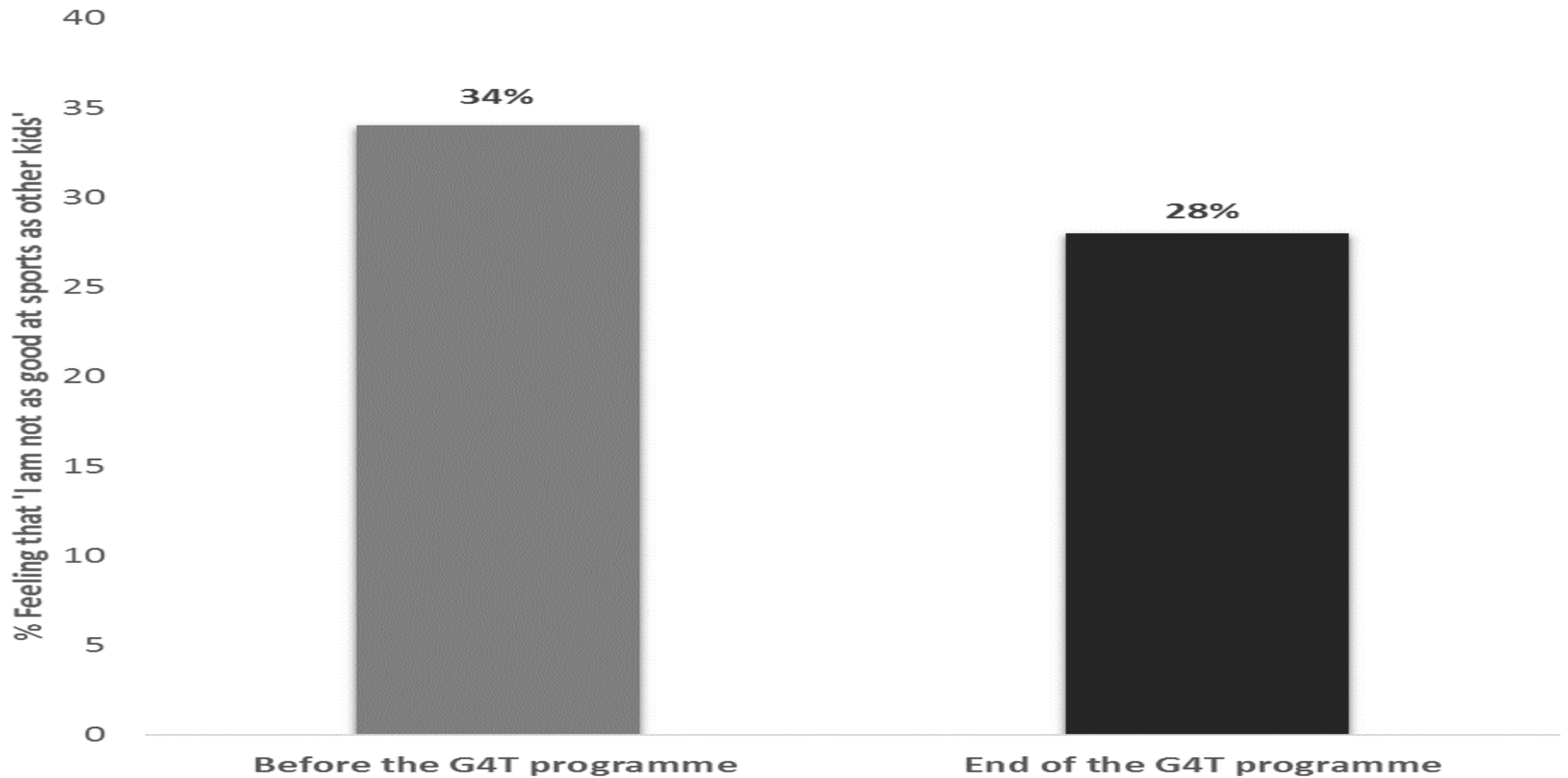
*Note. G4T = Gaelic4Teens*





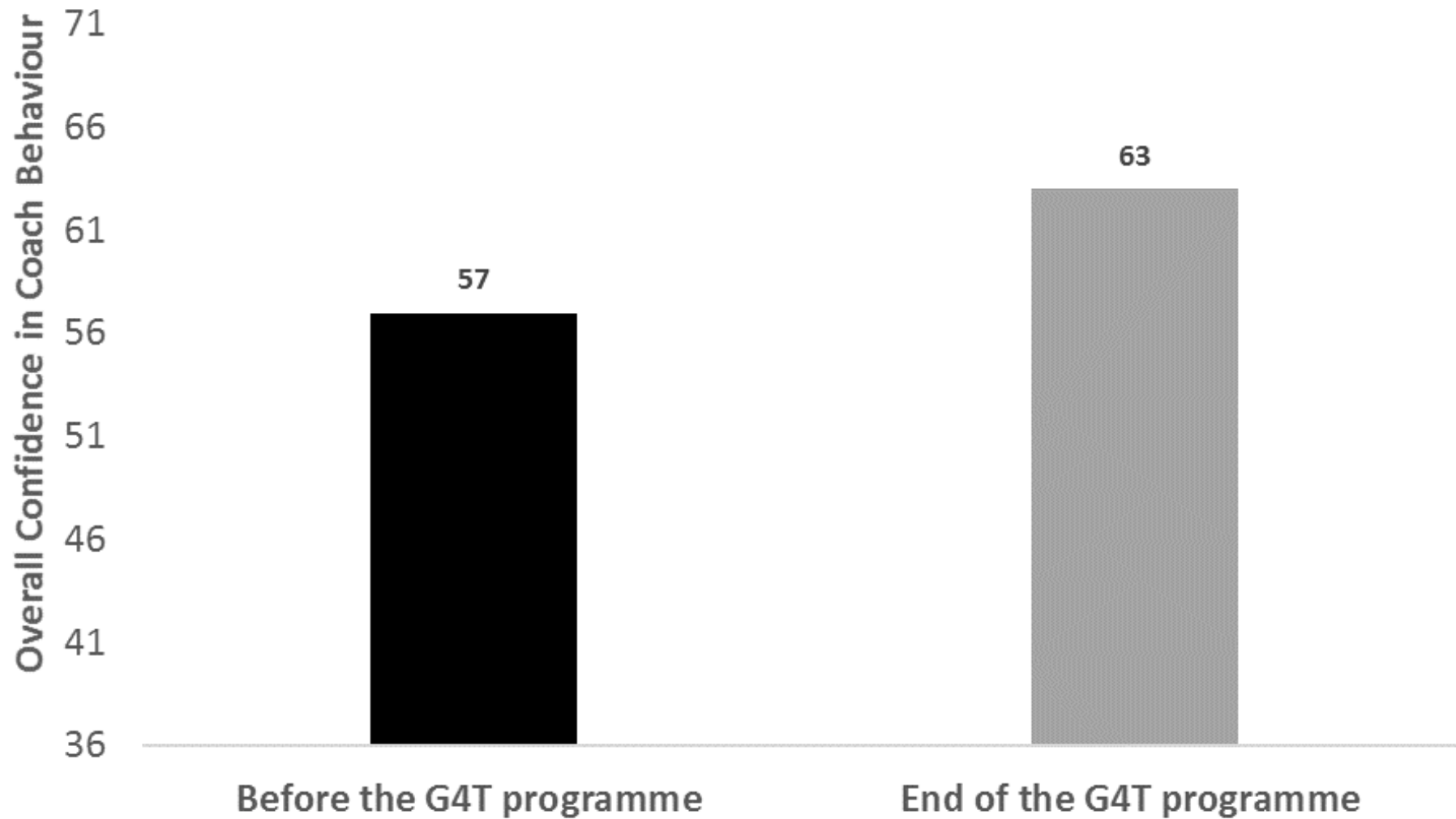
**Figure 7.1 - Percentage feeling that time is a barrier to physical activity participation.**

*Note. G4T = Gaelic4Teens; PA = physical activity.*



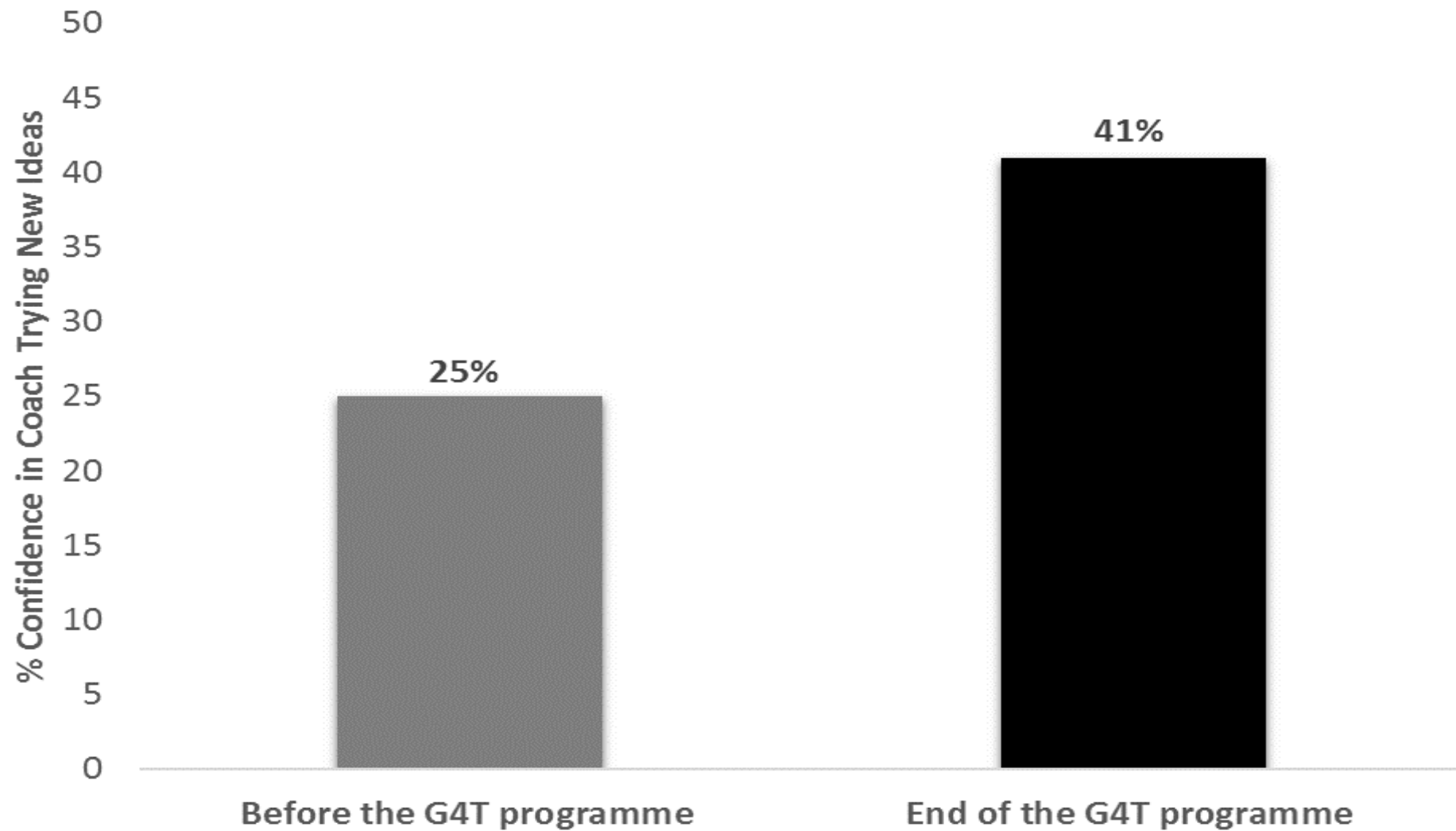
**Figure 7.2 Percentage with low perceived physical competence acting as a barrier to physical activity participation.**

*Note. G4T = Gaelic4Teens; PA = physical activity.*



**Figure 8.1. Overall Confidence in their Coach Behaviours and Mannerisms**

*Note. G4T = Gaelic4Teens*



**Figure 8.2. Overall Confidence in Coach's Ability to try New Ideas at Training**

*Note. G4T = Gaelic4Teens*



# Results



## Theme One:

### Coaches Thoughts G4T

- Coaches 'Learning' for Life
- Coaches view the G4T model as 'Player' centred
- Coaches value the 'Role Models' used
- Coaches question the G4T's 'Timing'
- Coaches concern on the teenagers 'Age'

## Theme Two:

### Coach Development

- 'Innovative' coaching practices
- Importance of 'Planning and Preparation'.
- 'Happy' teenagers being present

## Theme Three:

### The Teenager

- 'Inclusive and Cooperative' coaching styles effective
- The on-site feedback from 'Active Role Model'
- Exposure to 'Peer Pressure'

## Gaelic for Teens (G4T) Coaches Thoughts

### Coaches 'Learning' for Life

Respecting player interest  
& the whole environment

Understanding the  
player

- 'I'm learning a lot how to communicate with players and keep them interested'  
- 'The more you can bring to the whole culture section and the whole environment with the girls, the better for everyone involved'  
- 'The experience that we're gaining here today and the last day and the next two sessions, it'll be with us for the rest of our lives.'

- 'Everything is showing us how to be fun and interactive with the kids and that comes from experience and the two presentations.'  
- Like that, the fun and music. But I thought the way when you stop the drill and bring them in and ask them questions, it's more effective because they're engaging in it.'

Coaches view the G4T  
model as 'Player' centred

Putting the player at the centre  
of the G4T experience

- 'Ask them questions and it's more effective because they're engaging in it.'  
- 'They're coming up with the answers themselves, rather than being told what to do'.  
- 'But also vitally important that it's not just the role of the coach, it's all about them at the end of the day'.

Coaches value the  
'Role Models' used

The strength of the 'player'  
positive role model

- 'She's played the sport, and she can relate to what she's talking about'  
- 'You can tell kids all day what it is, but when they hear it from someone else, they say 'well maybe he's not lying'.

- 'It's too late a programme to introduce to under-16s, they're set in their ways, I think. If it starts earlier, it's going to follow through easier for the coaches.'  
- 'It's not really age appropriate for the girls that are older on the team. They didn't seem to engage'  
- 'When it comes to 16 years of age, I think if they're gone they're gone. At 12, 13, you have the chance of holding on to them.'

Coaches question the  
G4T's 'Timing'

- 'It would be great it that was nearly, you know, pre-season'

Coaches concern on  
child 'Age'

Note: **Green Boxes** = Areas of Positivity  
**Red Boxes** = Areas for Consideration

## Gaelic for Teens (G4T) Coach Development

### 'Innovative' Coaching Practices

Using music as a new coaching tool

A willingness to go beyond 'comfort zone'

*- 'The music is great, and I love the fun things that you gave us, like the hands, shoulders, knees and toes.'  
'Yes, the music aspect was very good, it freshens things up in your mind.'  
- 'I think also with the music involved in the sessions, I think it got the coach more involved in the fun aspect'.*

*- 'How's this going to go? Do I dance, or don't I? That's true, and that's a big challenge for people.'  
- 'You can get more involved now. You don't feel like an idiot.'  
- 'If different lads came in and were helping out, I'd take a back seat... I don't want them taking over any more.'  
- 'I pushed my self-consciousness or dignity to one side and I got stuck in and they loved it.'  
'I never put a ball in my hand. To go from not being able to hold a ball to this.'*

### Importance of 'Planning & Preparation'

Coaches benefitting holistically from advanced 'preparation'

*- 'So that when the kids come, you're able to go and interact with them beforehand'.  
- 'Be there before the kids, and have everything sorted'.  
- 'Just obviously planning being the major things, and bringing in the fun throughout'.  
'But also being aware of what is going on for them'.  
'I was up there 15 minutes beforehand, and I had my drills ready as well'.  
'Then a few WhatsApp messages along the line.'*

### 'Happy' Teenagers being Present

Coaches desire for a fun & welcoming environment

*- 'I love seeing the smile on their faces, that's what I love.'  
- 'When the girls enjoy it, it's easier as a coach'.  
- 'Rather than scapegoating the negative person, you're trying to keep going.'  
- 'It was great to stand back and look the kids happy, laughing, dancing and playing.'  
- 'They were all happy and even when we did it ourselves. It was all about the fun aspect of it.'*

**Note:** **Green Boxes** = Areas of Positivity



**Gaelic for Teens (G4T)  
The Teenager**

***'Inclusive & Cooperative'  
coaching styles effective***

The importance of session  
'variety' for teenagers/

'Democracy' outweighs  
'Dictatorship'

*- 'Well, I try get them all to interact, and get them all to join in.'*  
*- 'Just give them something different every week. Don't make it boring.'*  
*- Just basically fun, enjoyment, inclusion of everyone, and variety.'*  
*- When they're scoring points, when they're running.'*  
*- It was that kind of high pace, kept moving and there was lots of noise between the music.'*

*- 'Yes, make it more inclusive to everybody, that you're not a dictator.'*  
*- Even if you're the manager, you're not calling all the shots. There's communication between coaches.'*  
*- I'd say something new, a more relaxed kind of approach to it instead of being all shouting.'*

***The on-site feedback from  
'Active Role Model'***

Teenagers supported by 'active  
role model' on-site

*- 'She's been on a football pitch and she's played at a high level, they do look up to her.'*  
*- They need people who've played the sport. They can relate to them.'*  
*- They want to be the next Jackie Kinch. It's fantastic to have her involved in anything.'*  
*- Even at the session, she was giving you a little bit of feedback and pages of notes.'*  
*- They have to look up to their county players, be they women or men.'*

***Exposure to  
'Peer Pressure'***

Peer pressure and social  
distractions a challenge

*- 'I think there's a lot of peer pressure outside the pitch.'*  
*'I think it's when they go to secondary school, they broaden their friendship.'*  
*'Some kids may not be involved in sports, so they're easily influenced to stay.'*  
*'They might be tempted to go out, or go to the disco later.'*  
*- 'Socialising, boys, men.'*  
*'Too much focus on their self-image, and their weight. They don't want to be in a t-shirt.'*

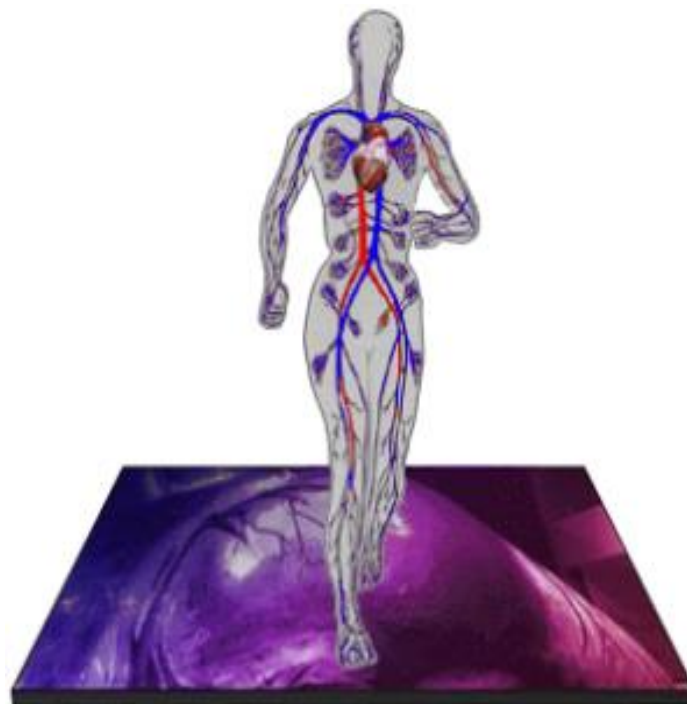
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*Thank  
You*