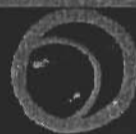


SHINTY

COACHING MANUAL

LEVEL 2
PART II



Team Sport 
Scotland 



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COACHINGMANUAL

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Shinty coaching has traditionally consisted of experienced or former players providing tips to young players, in addition to observing what others practice during a game.

This method of learning has proved a slow process in developing the wide range of skills demanded of the successful shinty player. The Camanachd Association places a high priority on developing the skills of the game and has invested considerable resources in coaching as a means of improving player skills. This coaching manual is part of that investment.

Coaching can be defined as the organised provision of support and advice to an individual or team in order to improve playing performance. This coaching manual has been designed to assist coaches and players alike in improving their performance and to ultimately make shinty more enjoyable to play for a greater number of people.

I can recommend it to you as an aid that will give you, the coach, a greater understanding of the skills of shinty that you are in the process of developing. Regular practice of the skills will lead to a more skillful player and thereby you will derive greater pleasure from coaching shinty.

A handwritten signature in black ink that reads "Duncan F. Cameron". The signature is fluid and cursive, with a long horizontal stroke at the end.

Duncan F Cameron
President
The Camanachd Association

FIRST-SHINTY TO FULL SHINTY

The move from first-shinty to full shinty is a straightforward process and mainly revolves around safety and the use of new equipment. When talking about full shinty this does not mean a twelve-a-side game on a full size pitch. It merely refers to swapping first-shinty sticks for wooden camans and a change of ball, with some additional skills.

The primary object of the transition is to get your players to feel comfortable and safe when using the new equipment. This can be done using the following guidelines.

Have the players kitted out in their equipment for playing with the wooden sticks, shinguards, helmet with faceguard, abdominal guard, protective glove, football boots etc. The group may not have access to helmets, however coaching can still take place with particular attention being paid to the setting out of any practices, and safety being of paramount importance.

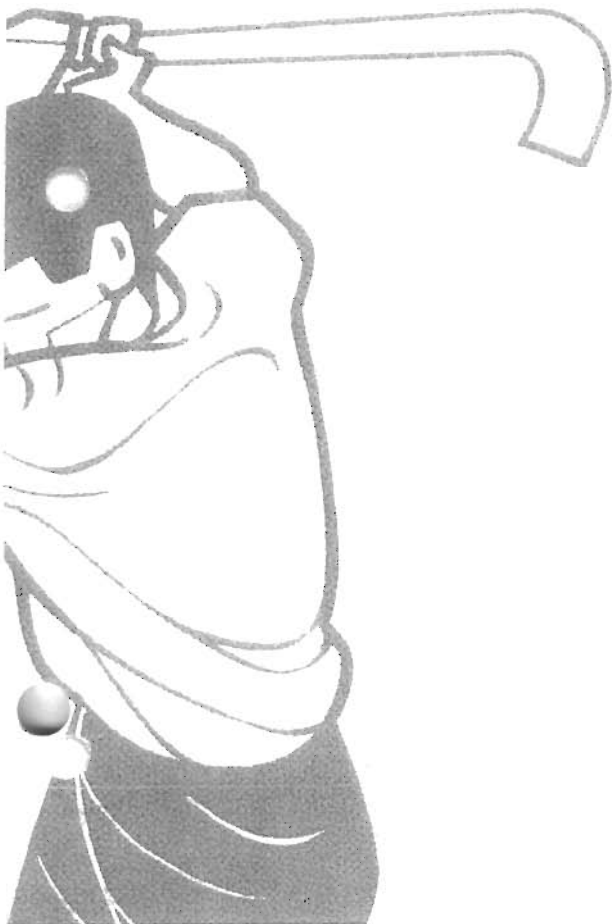
While showing the players the equipment explain to them the dangers of the caman if not used properly. Emphasise to them that the wearing of a helmet is not the ultimate in protection.

Reinforce the basic skills already known incorporating them into practices and small-sided games using the wooden camans. A reminder of basic skills is passing/stopping the ball/hitting/dribbling. At this stage it may be better to use the first-shinty ball until your players can demonstrate a reasonable level of skill and expertise with the heavier and longer caman. The players may need some time to become familiar and confident with the wooden caman.

Whenever you judge your players to have reached this point, you can then proceed to introduce and develop cleeking and blocking. The time at which the players are ready to move on from first-shinty can be determined by you as the coach. Only you know the players. However, don't be dragged into the transition too quickly just because the players want to move on.

Make sure the players can execute all the basic skills with the first-shinty caman, allowing you to progress quicker with the wooden caman and harder ball.

NB. Only you as the coach will know when the time is right to change across.



KEY FOR SKILLS

A KEY TO THE FORMAT OF THE SKILLS

Each skill in the manual has been presented in the same way in order for you as the coach to transfer the information simply and effectively. Below is an explanation of the format of each skill.

TEACHING NOTE

The teaching note of each skill is the explanation of that skill and the object of the skill within the game.

TEACHING POINTS

Teaching points will give you a step-by-step breakdown of the skills. From the first to the last point you will be able to start a young player, or new player, on a skill and in your own coaching method build that skill to the finished product. In the hitting skills the points have been broken down further to highlight the most important components of hitting eg:

Grip: relates to the hand position on the caman.

Feet: emphasises the player's position in relation to the body and ground.

Upper body: from the waist up and relates to the body's general position.

Ball position: relates to where the ball is in relation to the feet.

Swing plane of caman: this relates to the movement of the caman as it is being swung.



ERROR ANALYSIS

This is what you should be looking out for when your players are executing the skill. There may be other errors that are not mentioned, however these can be particular to the individual and not as general as those that have been listed.

PRACTICES

After the breakdown of each skill there will be some practices to try, which focus on allowing the player to get used to the new skill.

COACHING TIPS

In some of the skills there may be an extra piece of information called Coaching Tips. This is purely additional information that might make the skill easier for you to coach.

OBJECT OF SKILL

While many players may not count the ready position as an essential part of their game this may be due to the fact that most players automatically stand in the ready position. It is the best position for reacting and moving to a shinty ball or player.

TEACHING POINTS

Grip: the top hand should be at the very top of the stick with the lower hand down towards the head of the club.

Feet: should be shoulder width apart with knees slightly flexed.

Upper body: relaxed and ready to move.

See diagram below.

The players will stand with their caman slightly out from their bodies. The head of the caman should be pointing up so that all that is needed to play the ball is for the player to slide their bottom hand up the caman to be ready to strike the ball.

ERROR ANALYSIS

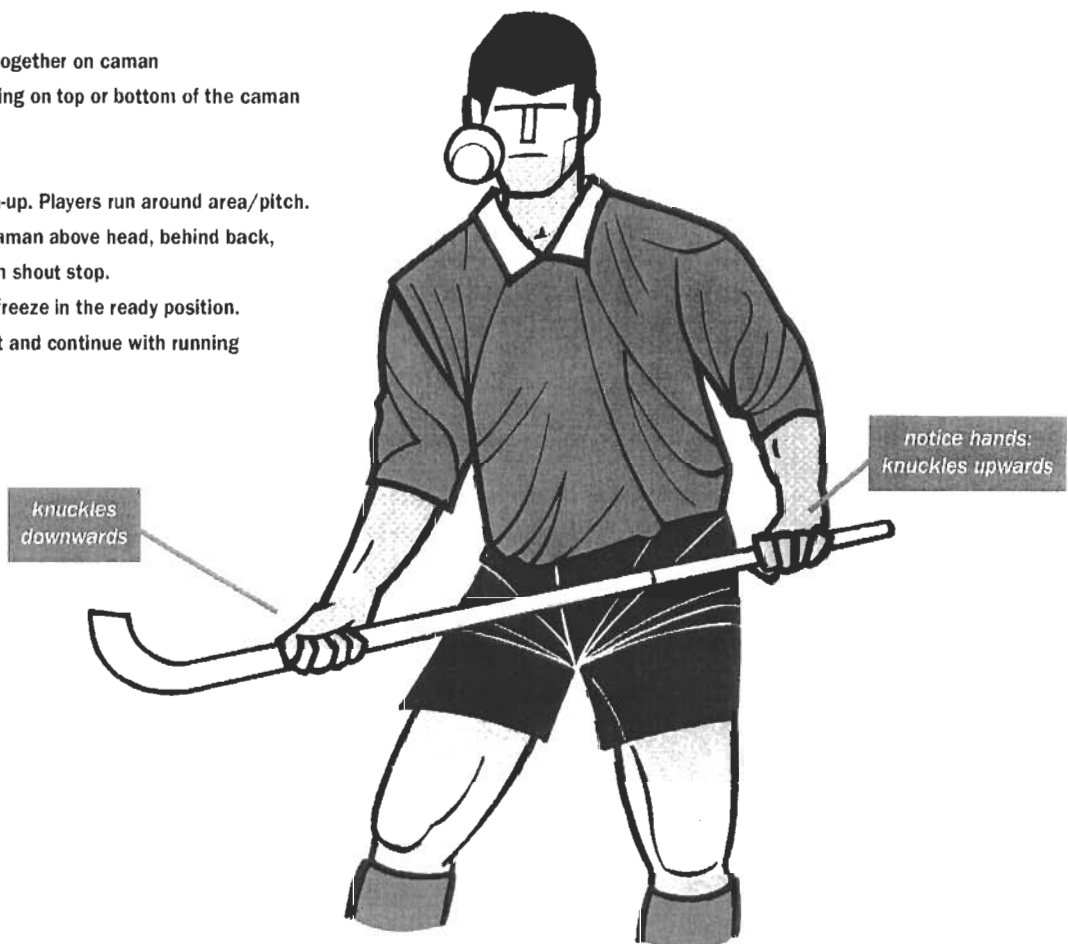
- * hands too close together on caman
- * both hands gripping on top or bottom of the caman

PRACTICES

1. Use mainly as a warm-up. Players run around area/pitch.

Shout instructions eg. caman above head, behind back, in the left hand etc. Then shout stop.

The players have to freeze in the ready position. Quickly check grips, feet and continue with running and instructions.



TEACHING NOTE

The object of dribbling is to control the ball when running, hold up the ball while under pressure and to get the ball past or away from an opponent.

TEACHING POINTS

Grip: the hands should be split on the grip of the caman with the lower hand being about 15-20cm further down the grip; the bottom hand is the guiding hand while the top hand does all the work, as per figure 1.

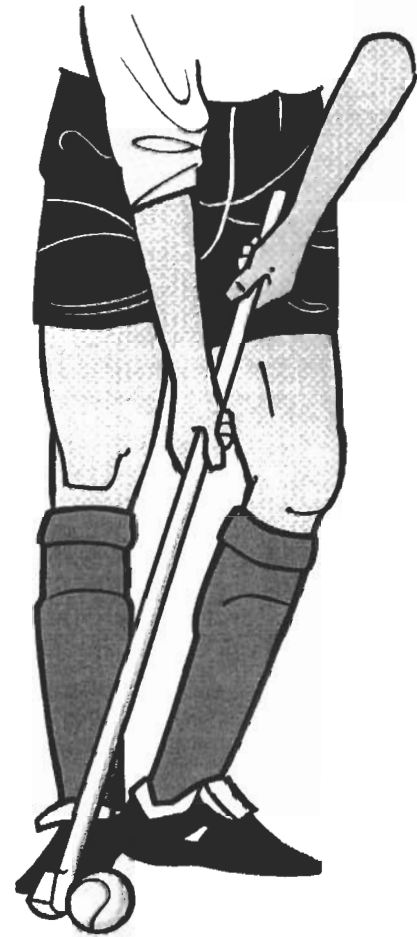
Feet: should be slightly wider than shoulder width apart with knees flexed.

Upper body: relaxed.

Ball position: this will vary, dependent on whether you are running with the ball or holding onto the ball - when running, the ball will be out in front of you, and when holding onto it the ball will be closer your feet.

Swing plane of caman: there is no swing plane for dribbling: the only point to remember is that players should use both sides of the caman and the more contact they make with the ball the more control they will have.

See figures 1,2 and 3.



1



2

ERROR ANALYSIS

- * lifting caman too high over the top of the ball
- * pushing the ball too far in front of body, which will cause it to be out of control
- * lower hand too tight on the caman
- * body bent too far over the ball
- * bottom hand too far down the shaft of the caman, thus causing head and upper body to be pulled towards ball

PRACTICES

Set out a line of cones eg:

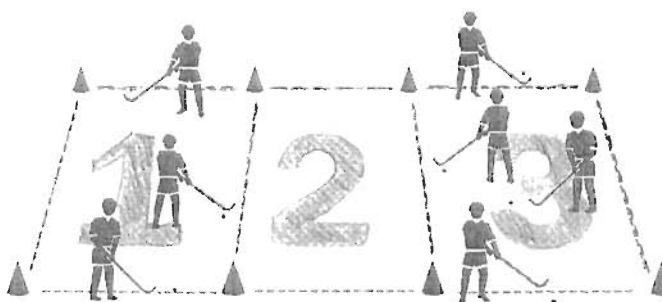


Get the players to walk round the cones then progress on to a jog and finally onto running. Players must keep the ball under control at all times.

There are many ways to progress from this:

- ✦ dribbling sideways
- ✦ dribbling forwards
- ✦ dribbling backwards
- ✦ moving the cones to dribble from side to side in a zig-zag

Set out eight cones as follows:



Split your players into two equal groups and give each player a ball. Group 1 will go to section 1 and group 2 will go to section 3. The players will start to dribble in their areas without crossing over the lines. On your whistle each group will swap areas as quick as possible, keeping their ball under control. This can be done back and forth a number of times.

Again with the same grid practice a slight variation. Players again dribble with the ball in opposite sections but this time when they change sections they have to knock someone else's ball out of section 2 as they pass. Emphasis should be placed on the players trying to defend their ball by dribbling as quickly as possible to the other section.

Still using the same grid, allow all the players to move anywhere within the cones without bumping into each other. You then stand on a cross line that only allows the players to dribble in two sections. Then after a few seconds stand on the next line so that the player can only dribble in one section. This practice encourages the players to keep close control of the ball when in a tight situation.

COACHING TIPS

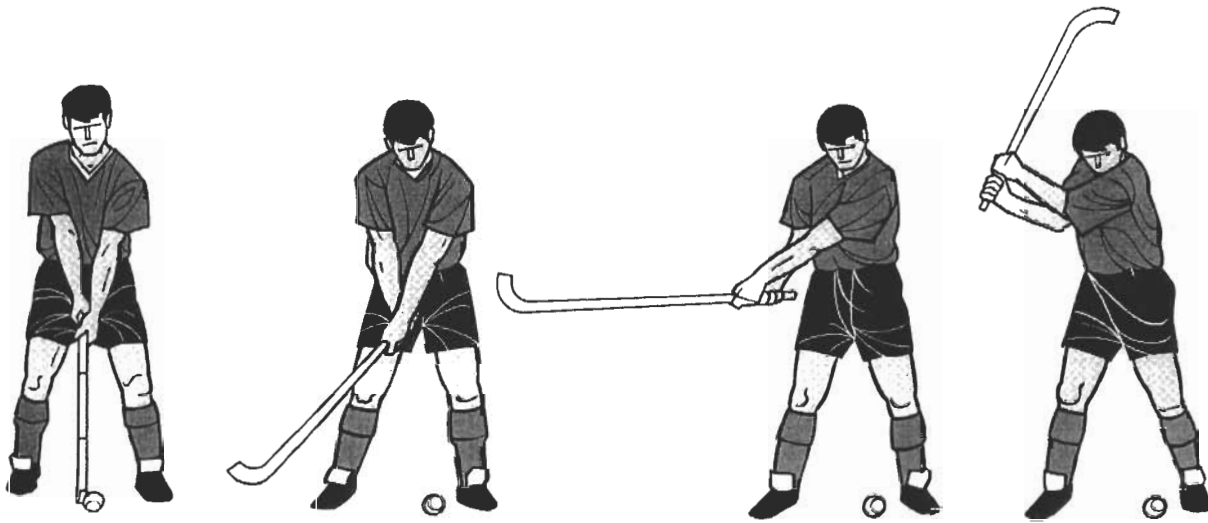
- ✦ once you have taught the skill use these practices as warm-ups in your sessions
- ✦ balance and control is essential when dribbling
- ✦ encourage players to lift their heads

eyes focused on ball



relaxed grip

caman working ball



3

TEACHING NOTE

The object of hitting a ball, whether it be stationary or moving, is to propel the ball to an intended target, space, player or at goal.

TEACHING POINTS**Stationary ball**

Grip: either hand at the top of the caman with the opposite/guiding hand touching the thumb and index finger of the top hand as per figure 1.

Feet: should be shoulder width apart, knees slightly flexed. **To put more power into the ball players should step forward and towards the ball.**

Upper body: shoulders and body should be side on and in line with the intended target.

Ball position: the ball will be in line with the front foot (this changes depending on what flight path you wish the ball to take), a comfortable distance from the players toe (6-10 inches/15-24cm) as per figure 2

Swing plane of stick: keeping the eyes on the ball, pull the caman back from the rest position and lift until the shaft comes up between the shoulder and the side of the player's head (elbows should be kept close to the body to cut down the risks of being clicked). →



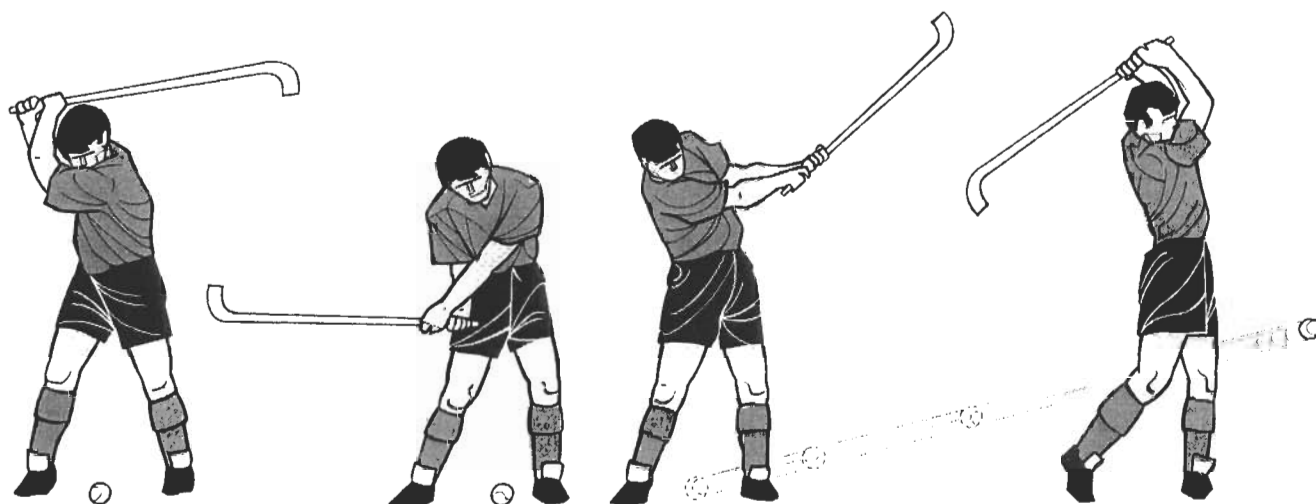
2 (side view)



1



4



→ Pull hands down towards the ball so that the hands are in line with the level of the club on impact. Follow through with the caman cutting through the line of the target. The diagrams will give you an idea of how it should look to you. Take time to notice all points; body, caman, feet etc. and the final flight of the ball, as per figure 3.

Dictating the flight of the ball

Low driven ball (stationary ball – penalty or corner hit)

Grip: as normal, however hands should be pressed forward and in front of the ball on contact.

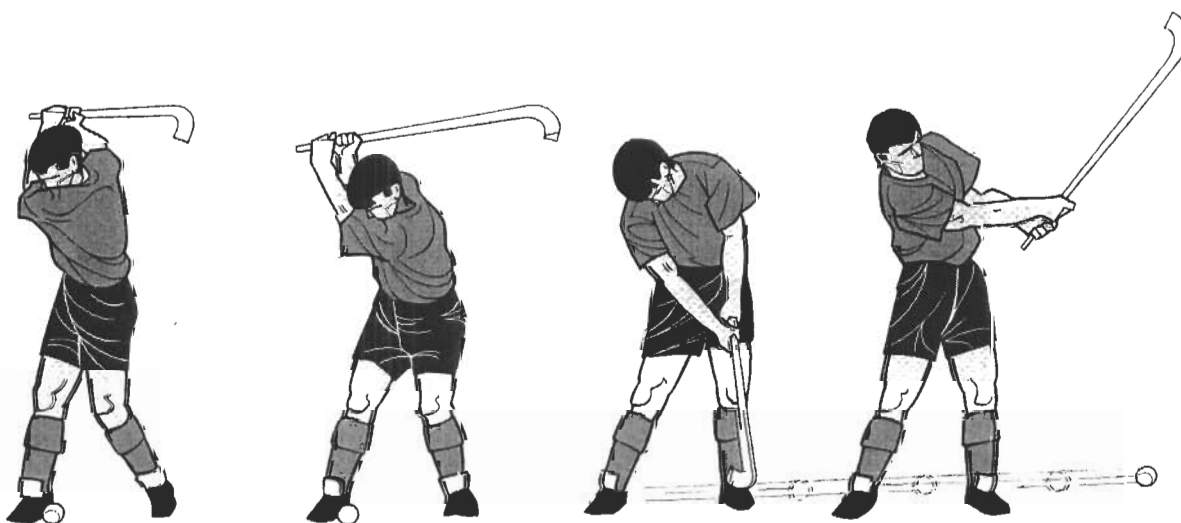
Feet: as normal, stepping forward in order to generate power.

Upper body: shoulders in line with the target, except when making contact when the shoulder closest to the target stays low until after contact (you may talk about dipping the shoulder). All body weight should be placed on the player's front foot.

Ball position: ball should be in between the middle of the stance and the front foot.

Swing plane of caman: as per normal hit, although caman should be kept low after contact until it naturally finishes, as per figure 4.

Pay particular attention to just after impact where the player's head is still low and watching the ball.





1

Moving ball (shot on goal or pass)

Most of the time players will be hitting a moving ball and thus getting the player's feet in the right position will be difficult. In this situation balance is all important. It is therefore vitally important that if the ball isn't in the ideal position, the hands must be forward of the ball when contact is made.

High clearing ball (stationary ball - bye hit or free hit)

Grip: as normal; hands may be slightly behind ball on contact.

Feet: again stepping forward and to the ball in order to generate more power.

Upper body: shoulders in line with target, except on making contact when the shoulder closest to the target lifts slightly until after the ball (the shoulder shouldn't rise too much as the player will be liable to 'top the ball').

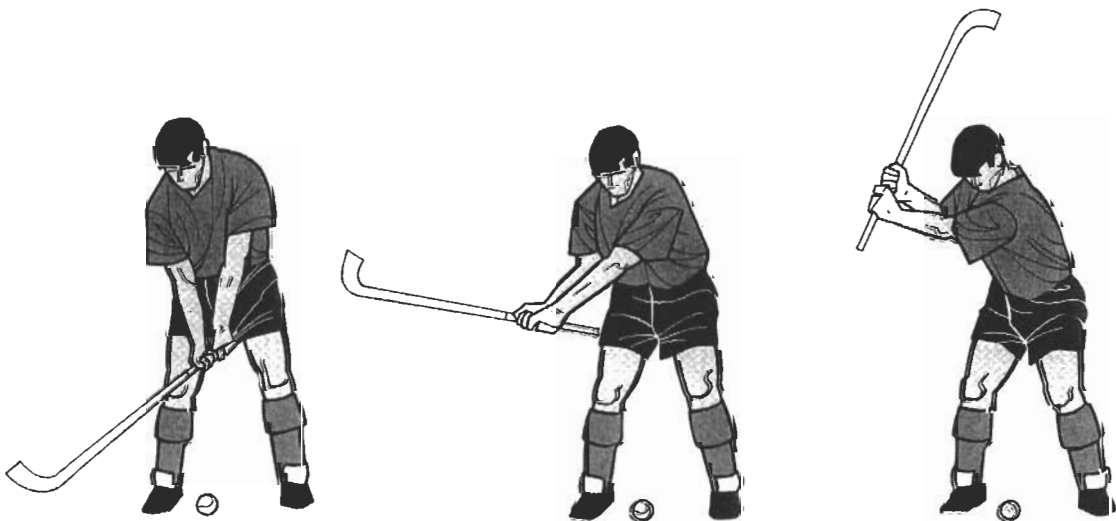
Body weight should be even on both feet or slightly on the back foot.

Ball position: ball should be in between the middle of the stance and front foot.

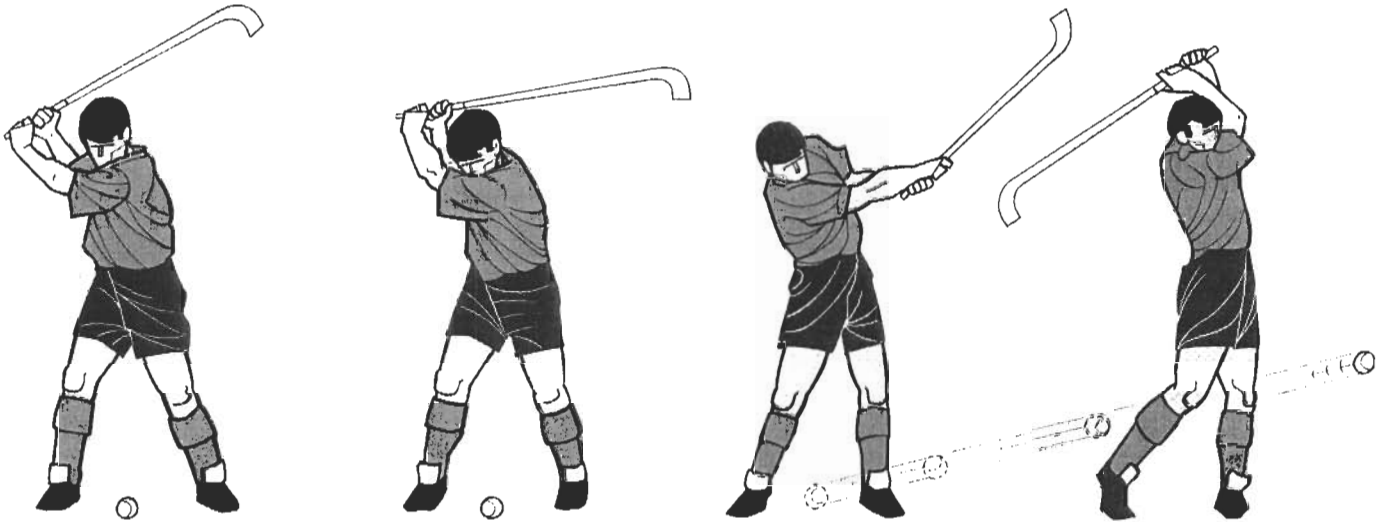
Swing plane of cannon: swing through as normal as per figure 1.

Moving ball (defensive clearance, midfield pass or shot)

Again the difficulty is with the position of the body in relation to the ball, so the hand position on impact plays a major part. The hands should be slightly behind on impact to allow the club head to present itself with an elevation.



2



Chipped ball (stationary ball – corner hit or free hit)

Grip: as before, except hands should grip further down, as clearly shown in the sequence.

Feet: should be slightly wider than shoulder width apart. Knees will be flexed to allow the body to stay low to the ground.

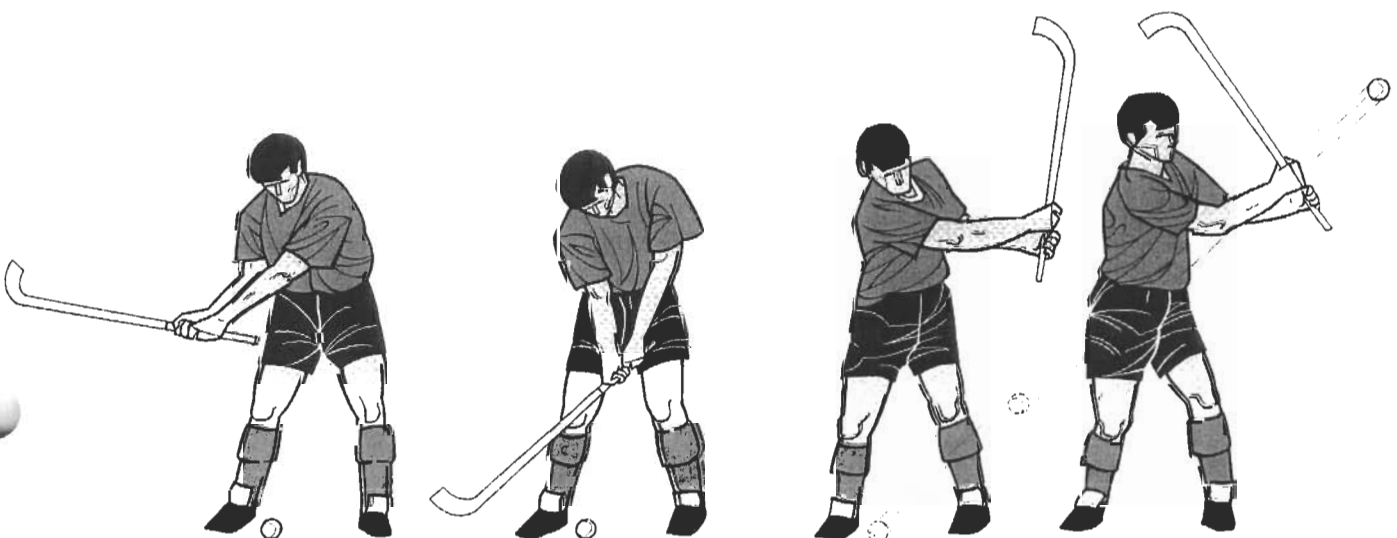
Upper body: as always, shoulders in line with the target, but body must sink into the ball as stick comes through.

Ball position: the ball should be played off the player's front foot.

Swing plane of caman: the swing through the ball should be a chopping motion where the player cuts the ball with the open club face as per figure 2.

Moving ball

Not really a hit used when the ball is moving. This chip hit tends to be played when the ball is stationary.



Quick shot/pass (generally moving ball – shot on target/quick pass)

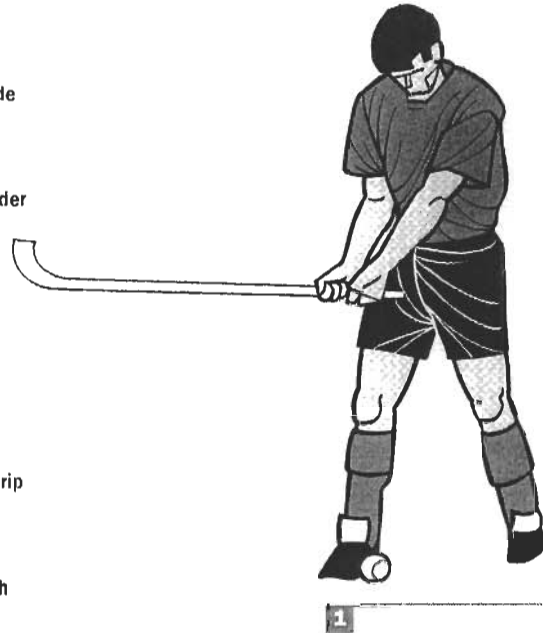
Grip: as normal hands together on caman. Some players prefer dropping their hands to the middle of the grip.

Feet: as the ball is moving feet position is difficult to dictate, but moving towards the ball will generate extra power.

Upper body: the only requirement would be to keep the body high to impede defenders.

Ball position: this will vary depending on body position.

Swing plane of caman: the swing is for the attacker or even the player under pressure who can't get a full swing at the ball (most players in a pressure position will try to hit through their opponents tackle, which allows the tackler a chance to gain possession of the ball). The club is pulled back to hip or shoulder height at most, with the power being on the down swing, as per diagram 1.



ERROR ANALYSIS

- * when hitting either a stationary or moving ball hands apart on the grip
- * lifting head/taking your eye off the ball
- * too big a swing (especially with new young players)
- * angle of attack on ball too steep, not sweeping through the ball with caman
- * stretching to the ball and thus flattening the swing plane
- * shoulders/body not in line with intended target
- * off balance when hitting

During play, improvisation is necessary and this should be encouraged in practice and small-sided games.

NB. When hitting the ball, emphasis must be placed on the player being able to play the same strokes on both sides, either backhand or forehand.

The loft on the stick and general skill ability will dictate the types of hits available to certain players eg. lofted club for a defender dictates that the ball should be struck high all the time. A forwards flat face club allows them to keep the ball low for shooting, but if all players practice the different strokes they give themselves more options against their opponents.

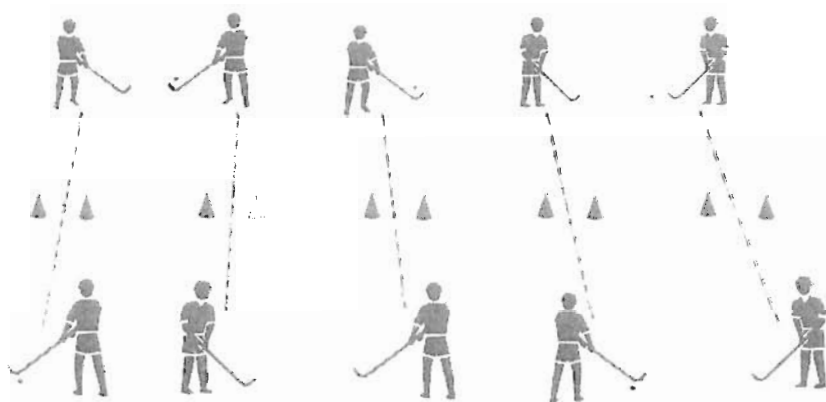
PRACTICES

- * The following practice requires you to get six old car tyres. The players will start off with one tyre each or one between two. All you require the players to do is to hit the tyre on one side then the other. You may wish to paint or spray a white dot on the tyres in order to give the players a target: this simulates a ball.

The next practice using the tyres will be for the players to hit the tyres on the run. Players will run down the line striking the tyres on one side then the other.



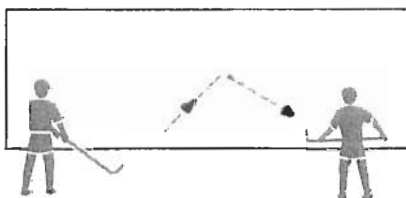
- ✦ In twos, players should hit the ball back and forward to each other. It is important that the players are side by side and well spaced apart. Give each group of players two cones and get them to put them in the middle to use as a guide for accuracy. Build up the distance between the players gradually. As a variation, players must not allow the ball to stop moving before playing it back to their partner.



- ✦ In threes or fours and in a line, players hit the ball from one player to the next. Again, emphasis can be placed on making sure the ball goes to the intended target and that the ball is not allowed to stop. (Players must be encouraged to go towards a slow ball rather than wait for the ball to come to them.)



- ✦ If a wall is available and there are no obvious objects to break eg. windows etc. then play a game of squash using a ball no harder than a tennis ball. Games can vary from normal squash, to trying to get your opponent as far away from the wall as possible so that they are unable to hit their next shot off the wall. (In this game allow only two touches; one to stop the ball and one to return the ball.)



NB. When coaching the players to hit the ball, time should be spent setting out your practices so that players are not hitting balls into other players or swinging too close to other players. At this stage in their development there is no need to teach them how to protect themselves. Each skill can be progressed from a practice into a small-sided game without the players needing to know how to block or cleek. Later in the manual we will talk about the danger areas, how to identify them and what to do if caught in them.

Always set your players out in a way that will allow them to do what you're asking them to do and within a safe environment.

Finally, reference is given to setting out practices in the NCF booklet, *Safety and Injury*.

OBJECT OF SKILL

The object of stopping a ball is to gain possession and control.

There are three main ways to stop a ball, with the:

- feet
- body
- caman

TEACHING POINTS**Feet****The build up**

The player must have their stick in the ready position and try to place themselves in line with the flight of the ball.

The feet are positioned with:

- * heels together
- * feet pointing out to make a 'v'
- * knees together

The feet should come together at the last moment to allow the player to adjust their body position to the direction of the ball, as per figure 1. Here the player has moved from the ready position to stopping the ball with his feet.



1

ERROR ANALYSIS

- * jumping at the ball
- * knees apart
- * taking one hand off the stick
- * allowing ball to rebound

NB. If a player uses one foot to stop the ball, the foot must be planted and stationary as close to the body and within swinging range. Players should always be encouraged to stop the ball with two feet wherever possible.



2

TEACHING POINTS**Body****The build up****Chesting the ball No 1**

- * the player must have their caman in the ready position
- * using the chest the player will push his shoulders forward to create an arc which allows the ball to hit the cushioned area
- * players will push the ball to ground to play, as per figure 2

Chesting the ball No 2

- * again in the ready position
- * as the ball comes to the player, the player turns their top-half to push the ball to their preferred side or the side away from their opponent, as per figure 3



3

ERROR ANALYSIS

- * chesting ball up into the air: this gives time for an opponent to gain possession
- * taking one hand off the caman

TEACHING POINTS

Camán

The build up

Above the head

Forward/midfield

- * from the ready position the player will get in line with the flight of the ball
- * the player pulls their camán up into the position, as per figure 4
- * the player should be concentrating on the ball at all times

Defender

- * unlike the forward or midfield, the defender will use the back of their camán
- * the movement is exactly the same although the defenders hands will be further down the camán and closer together, as per figure 5

To the side of the body

Forward/midfield

- * again from the ready position the player will step to the side and use the hitting area of the camán to stop the ball, as per figure 6

Defender

- * exactly the same movement as the forward/midfielder except the player turns the camán to stop the ball with the back of the camán, as per figure 7
- * When the player has to pull their camán across their body they have two options:
 - 1 step across and play the ball, as per figure 6
 - 2 stay square on and pull the camán across the body

NB. The second option can be restrictive, however players should be able to execute both movements to increase their options.

ERROR ANALYSIS

- * taking eyes off the ball
- * not balanced
- * swinging out of control at the ball

PRACTICES

Stopping ring

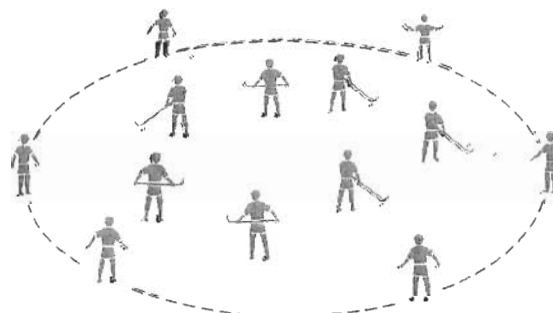
- * Split the players into two groups, one group with a ball and the other with their camán.
- * The players with the ball make a circle around those with a camán.
- * On the whistle the players on the inside run to a player with a ball who will then throw the ball to them for them to stop. Change after 30 seconds - 1 minute.

As a variation, get the feeders to shout the feed eg. feet/chest/camán high.

- * The players must shout the name of the feeder they wish the ball from.

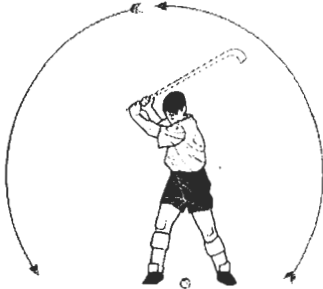
COACHING TIPS

Remember that if players aren't able to stop a ball they will find difficulty in being able to hit the ball in flight from any of the stopping positions.



DANGER AREA

The danger area is the area where the caman is swinging either backwards on the upswing or in the follow through, where the player is striking the ball or has struck the ball. Young and new players have to be shown the danger area before going on to blocking or cleeking. The diagrams below shows this area.



You, as the coach should set up the following situation to emphasise to the players where this area is:

- * One player stands without a shinty ball and swings the caman back and forward in an easy action.
- * Their partner will now walk round the area so that they have a rough idea of where they can and cannot go.
- * Once the partner has done this then the players will change over.

You should demonstrate this practice to your group before allowing them to carry out the practice.

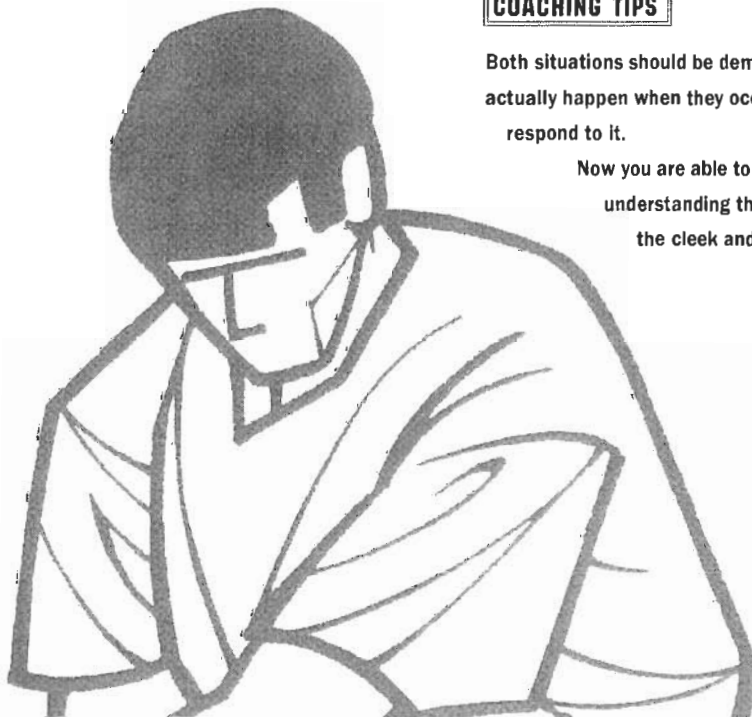
Players can do two things when confronted with the danger area:

- they can stay outside it allowing their caman to impede for a cleek or they can use their caman to pull the ball out of the area in order to play it
- If a player is caught inside the danger area it is safest to try and get as close to the opponent as possible, which will allow the caman to swing around both of them

COACHING TIPS

Both situations should be demonstrated to your players to highlight what can actually happen when they occur and to let the players witness how they may respond to it.

Now you are able to go on to blocking and cleeking with the players, understanding the fundamentals of impeding the swing plane for the cleek and encroaching into the impact point on the block.



BLOCKING – TWO HANDED

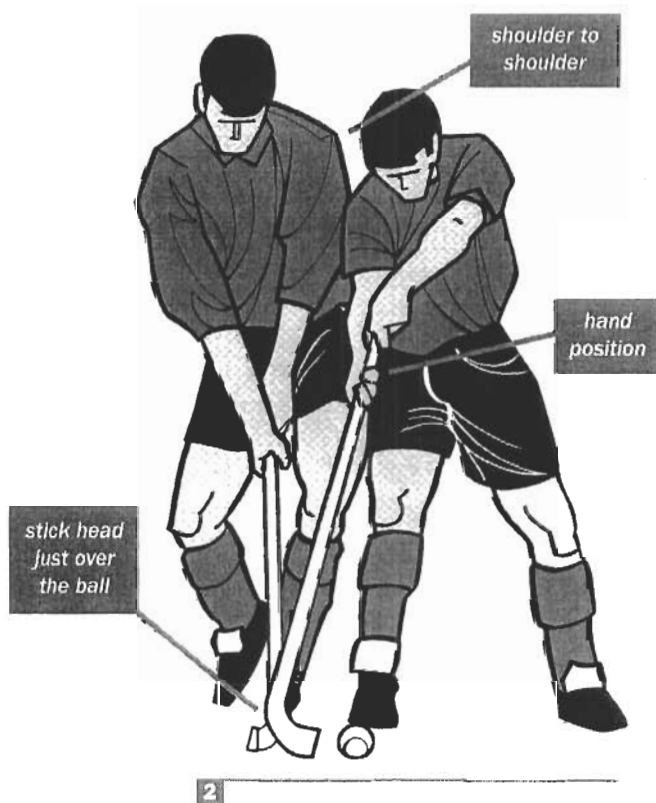
TEACHING NOTE

To impede your opponent's caman by stopping the downswing just before the caman contacts with the ball, and thus gain possession of the ball and protect oneself from the follow through.

TEACHING POINTS

With a partner standing with their stick beside the ball as if they were intending to hit the ball, the blocker puts their stick over the top of the ball and places it in behind the ball, toe of the stick in the ground, with the curve of the stick ready to receive the blow, as per figure 1.

- * stick turned with both hands on stick as per picture
- * stick goes in low over the top of the ball and the toe of the caman is placed directly behind the ball
- * right or left foot is placed in behind the ball to make a triangle between front leg, stick and ground
- * push stick forward but not up to vertical, this will stop the hitter's stick rising up the back of the blocker's stick and thus into the players hand
- * ideally the blocker's front foot will be dependant on which side they are blocking eg. the opponent hits off their left side; the blocker will have their right foot forward so that shoulder contact is made. If the hitter hits off their right side the blocker leads with their left leg
- * shoulder to shoulder contact is essential so that the blocker has something to stop their momentum and push the hitter off balance thus making it easier to gain possession
- * it is best to block directly into the path of the hit as this gives you the **strongest and safest** block



ERROR ANALYSIS

- * angle of attack of stick too shallow
- * fingers pointing down the back of the stick
- * not putting shoulder into tackle
- * stick in front of the ball: while stops the stick, doesn't stop the ball
- * no pressure put on stick

BLOCKING – ONE HANDED

TEACHING NOTE

As with two handed block, the player gains possession of the ball and stops the opponent's stick.

NB. the one handed block is a block from further away than the two handed. While the two handed is sturdier than the one handed, the one handed does allow you to put in a challenge from a greater distance.

TEACHING POINTS

- * with a partner stand about one metre away

NB. when one handed blocking, the player should always use the same lead leg as the top hand on the stick eg. right hand at top of stick, right leg lead.

- * take bottom hand off stick and with top hand turn stick round keeping it low to the ground
- * place the stick over the top of the ball and in behind it as with the two handed block
- * the lead leg follows the stick and is placed about one foot from the ball, depending on how much the blocker is stretching

ERROR ANALYSIS

- * as with two handed blocking the wrong lead leg restricts the distance the blocker can stretch from
- * more so with one hand, the player doesn't commit themselves to the tackle

PRACTICES

(all practices should be used for single and double handed blocking)

Blocking practices are initially best done using tyres in order to get both the hitter and the blocker to make the practice as real as possible in the safest situation. The players are in twos with a tyre between them.

- * The blocker puts their caman over the top of the tyre to the other side and then tells the hitter to swing. It is important that the hitter takes an easy swing to cut down the damage caused on their caman and the blocker's caman. It is also important that in the first few practices the hitter doesn't swing until the blocker has given the signal; this will allow the blocker to build up confidence.

The blocker now takes a few steps back from the tyre (not too many for the two handed block) and tries to time the block with the signal they have given to the hitter to swing. Obviously if the blocker miss-times the block the hitter will only hit the tyre.

The next step is to get the blocker to time their block on the visual cue of the hitter swinging at the tyre.

- * Two players and one ball. The hitter dribbles the ball out with the blocker close behind them. On the signal of the blocker the hitter will turn and try to hit the ball back towards where they have just run from, thus allowing the blocker to block straight into the path of the hit. This time the hitter will turn and hit when they are ready and the blocker has to respond.
- * Two players standing five metres from the ball at two cones, one will try to hit the ball through the cones the other will try to block them. The coach should shout when to sprint.

Emphasis should be placed on the players to remember that the practices are to help one another to practice the skill of blocking.



2



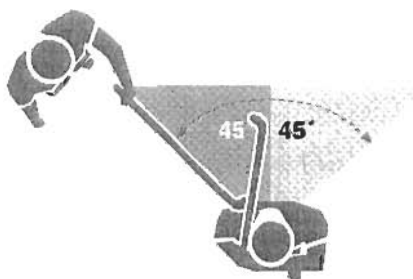
TEACHING NOTE

The object of cleeking is to impede the down swing of your opponent's caman by placing your stick in the swing path. The opponent's stick will be deflected over the ball, giving the player the opportunity to gain possession.

TEACHING POINTS

One player stands swinging back and forward at an imaginary ball or a mark on the ground. The player who will cleek, from the ready position, does the following:

- * releases bottom hand off stick and as they do, twists the stick so that the back of the top hand faces inwards, as per figure 1
- * there is a slight adjustment so that the head of the caman is pointing directly to the ground
- * player then, when the opponent starts their downswing, puts their caman into the swing path between shoulder and waist height
- * during this process the player is always watching the opponent's stick
- * as with one handed blocking the players lead leg is the same as the hand on the stick i.e. right hand: right leg
- * unlike the block the cleek is not a protective tackle but a tackle to gain possession and thus as the opponent's stick deflects off the player's stick, the player advances in to either drag the ball away with their stick or moves in to challenge using their shoulder
- * the angle of attack for the player cleeking is directly from behind to a 45° angle, or attack in to the shoulder, as per diagram below and figure 2



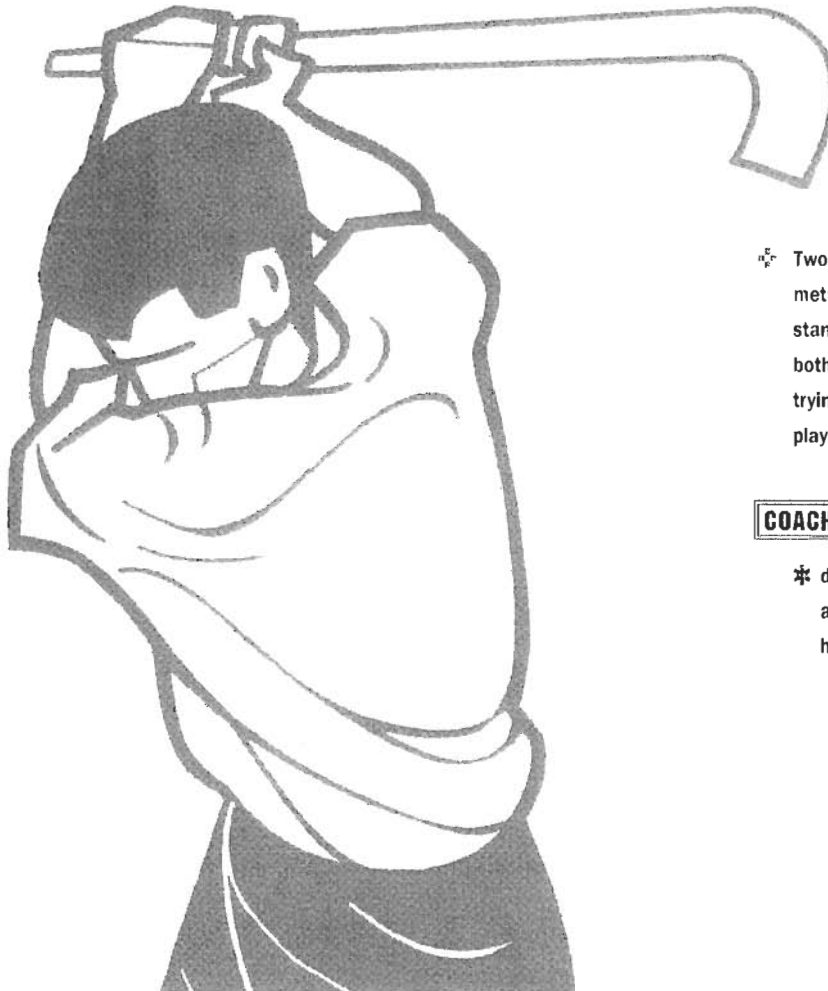
After this angle the possibility of good contact on the stick is reduced, and thus the chance of a successful cleek decreases.

ERROR ANALYSIS

- * watching the ball and not the caman
- * head too close to the opponent's downswing
- * clicking at the very top of the swing
- * not carrying on from cleek to gain possession of ball
- * putting caman in too far allowing opponent to catch player's hand or fingers on downswing

PRACTICES

- ✦ Again using tyres one player will be the hitter, the other will be the cleeker. Initially the cleeker will start from a static position and then build up to running into the cleek:
 - the hitter will swing slowly to hit the tyre and the cleeker tries to cleek the hitter
 - the cleeker then takes a few steps back and runs in to make the cleek
 - at this point the cleeker only has one chance to make the cleek before the hitter makes contact with the tyre, as would be the case in a game situation
- ✦ One player will jog in front with the other player (cleeker) jogging roughly one to two metres behind. There is no ball. The front player at certain points lifts their caman to simulate hitting a ball and the player behind has to make the cleek.
- ✦ This can also be done with the front player running along a line of tyres and the player behind trying to cleek them before they make contact with the tyre.
- ✦ Finally, the front player will dribble with the ball and at various times try to strike the ball. Once the player behind has cleeked the front player they then take possession of the ball and become the front player.



- ✦ Two players stand with the ball about five metres in front of them. One of the players will stand about half a metre behind. On a signal both players run out, with the front player trying to hit the ball away and the chasing player trying to cleek.

COACHING TIP

- ✦ demonstrating the skill in slow motion will allow your players to see what actually happens during a cleek

OBJECT OF SKILL

The object of scooping is to play the ball in a situation where taking a swing is inappropriate; either to clear a ball or for an accurate pass.

TEACHING POINT

The build up (for free hit or clearing)

Grip: the guiding hand or bottom hand should be about half-way down the shaft of the caman.

Feet: slightly wider than shoulder width apart with the knees flexed.

Upper body: side on to intended target.

Ball position: slightly inside front foot.

Swing plane of caman: although there is no backswing the movement of the club is very important. The head of the club must be tucked in behind the ball.

Push the top hand down and as this is being done pull up with the guide hand (as per figure 1); the hands will move toward the intended target and direction. Eyes must always be on the ball.

NB. Players should practice on both backhand and forehand sides.

However, most players will prefer the backhand side as it is a natural side for the pulling and lifting action.



1

ERROR ANALYSIS

- * stick not close enough to the ball
- * lifting head which will in turn lift the caman and cause the ball to be topped
- * not lifting with the guide hand

This player prefers the backhanded side to scoop the ball.



2

PRACTICES

- * Try to get the players to aim at targets eg. chalk circles on the wall, a partner standing a certain distance away etc.
- * You may at this stage want to introduce scooping the ball over a certain height eg. scooping over a cross-bar, back and forth over a wall or fence to a partner etc.

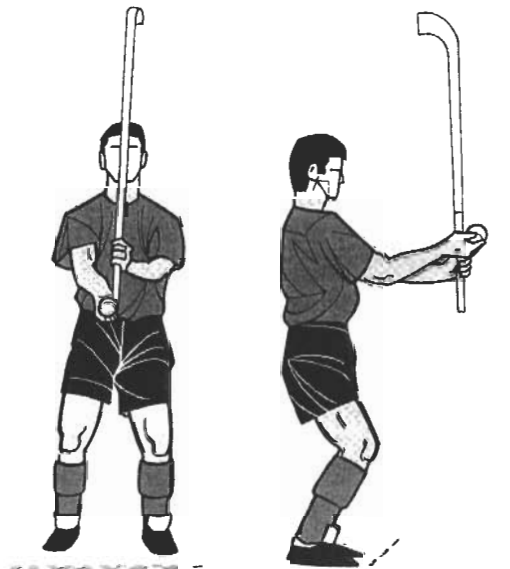
TEACHING NOTE

The object of hit-ins is to start the game after a ball has gone over the sideline, and in doing so propel the ball to a team mate and/or open space.

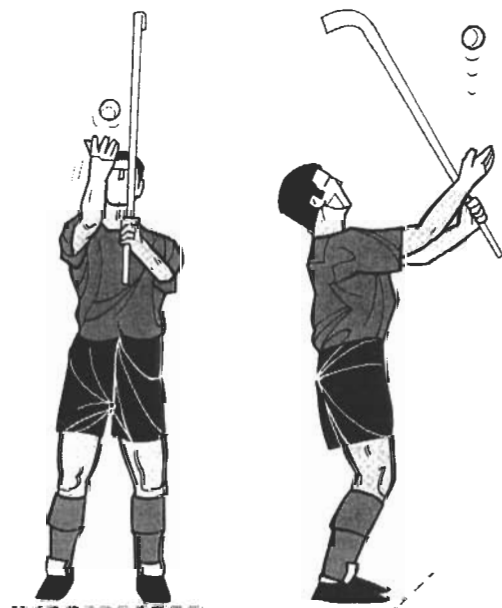
TEACHING POINTS

- * players should stand with their toes touching the sideline at right angles. Feet should be shoulder width apart with knees slightly flexed, as per figure 1.
- * the ball will be in the hand that the player prefers. Throw the ball up from face height and with an open hand without the stick, so that it rises roughly two to three feet directly above the head (let the players try this a few times until they can throw the ball up to the same spot every time).
- * again throwing the ball above the head the player will hold the caman in the other hand. The caman should be gripped short; in other words hold the caman at the bottom of the grip. Once the ball has been thrown the player places both hands onto the stick (the player shouldn't attempt to hit the ball) as per figure 2.
- * as with the previous step, except the player allows the ball to bounce off the top of the caman. This allows the player to check that the ball has been thrown up to the correct area.
- * the next step would be to 'dunt' the ball forward, making sure it is struck directly overhead to a target about five metres away. Emphasis should be placed on the ball trajectory being either straight or slightly upwards.
- * increase the distance slowly until the target (player, wall etc.) is 15m away. Emphasis should be put on striking the ball above the head and swinging the stick back above the head with the ball flying towards the target rather than being hit groundwards again. This should be a flowing action from backswing to follow through as per figure 3.
- * the final step would be to twist the upper body, so that the player is simulating hitting the ball as in a game situation: the player should always try to hit the target.

NB. Again as with hitting, eyes should always follow the ball.



1



2

ERROR ANALYSIS

- * rule infringements
- * doesn't strike the ball directly over the head
- * moves the feet
- * pulls the ball down (not hitting the ball at the correct point on the stick)
- * twists upper body too much, rather than hitting into the field
- * moves body trying to hit a thrown ball which is off-centre
- * too long a grip which leads to players trying to hit ball harder
- * throws ball too high allowing the ball more time to move with the wind or move off centre
- * throws the ball too low thus quickening swinging action and rushing whole stroke

COACHING TIPS

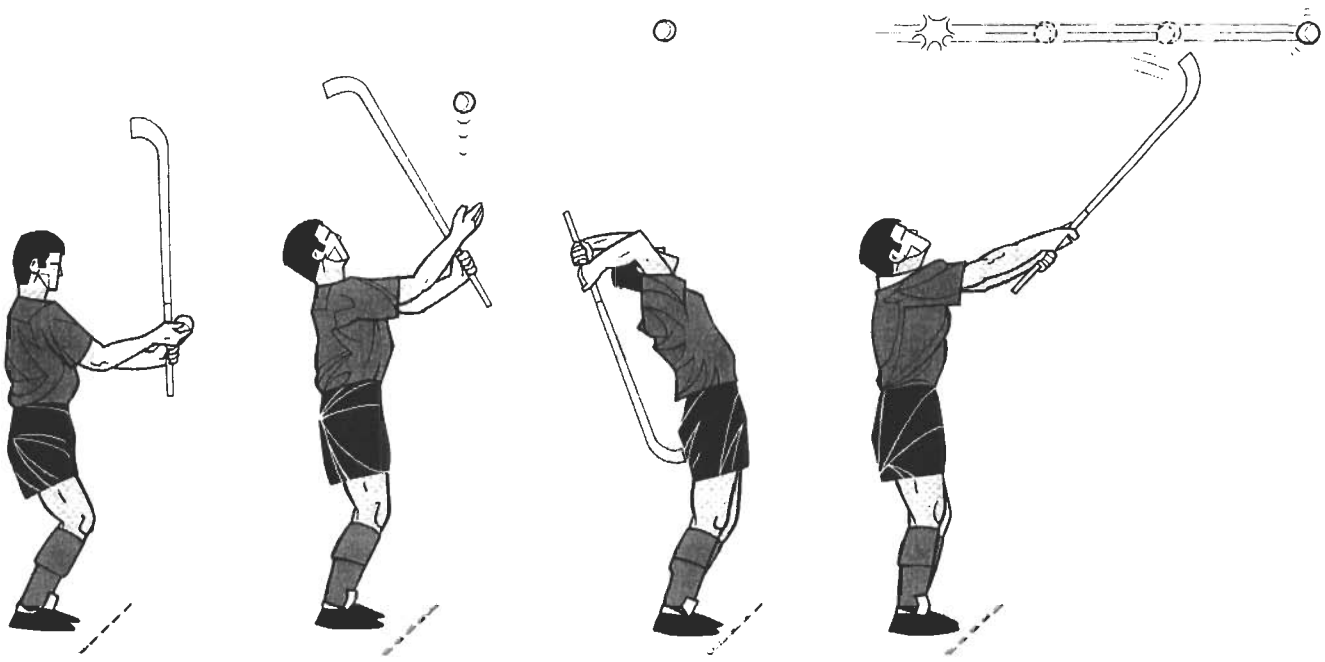
A large number of hit-ins are missed and given to the opposition. Emphasis when working with players should be on practice and getting the ball back in play rather than trying to hit a ball 30 or 40m.

Positioning of your best hit-in takers in the midfield or practicing with those who will be playing in midfield can mean the difference between putting the opposition under pressure or putting your own defence under pressure.

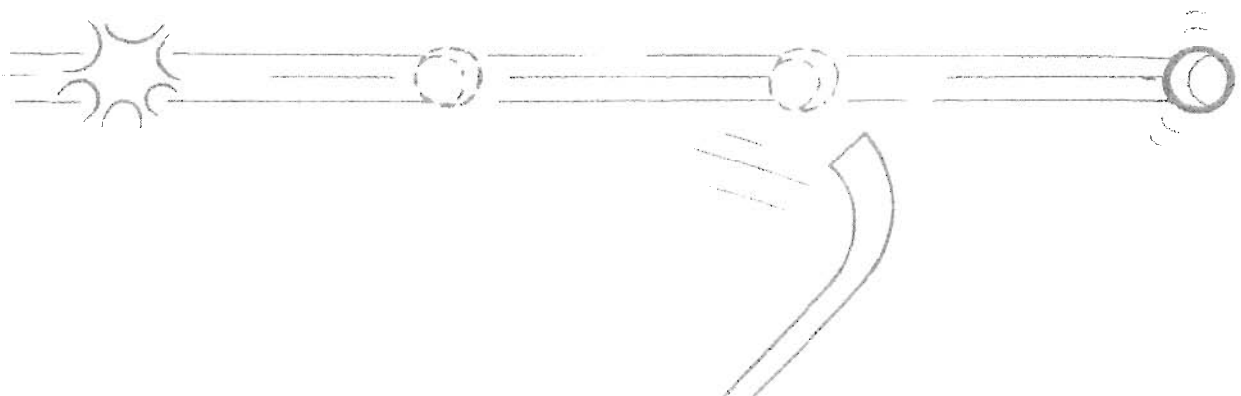
For the more advanced hit-in takers, arching the back can help produce more power in the hit-in, however the hit-in taker must be competent at striking the ball first before moving on to this.

PRACTICES

NB. Other than trying to hit the ball over a goal or to a certain distance, if the coach follows the step by step build up this will work as practices.



3



SMALL-SIDED GAMES/PRACTICES

Over the past ten years coaching has finally taken its place in shinty and a need to look at what players require in their development as shinty players has been identified. For example:

- * maximum time with ball and stick
- * a playing area that suits their ability
- * equipment that is appropriate to the player's ability

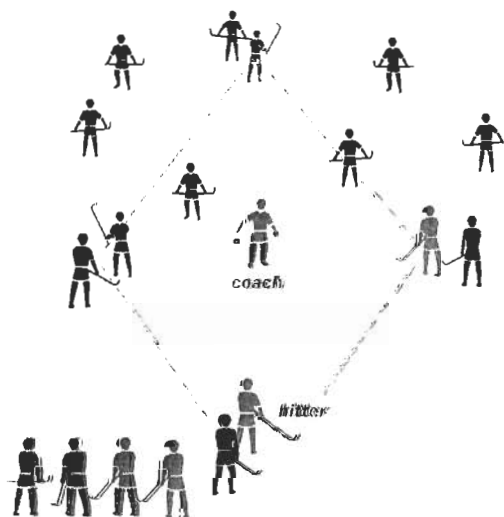
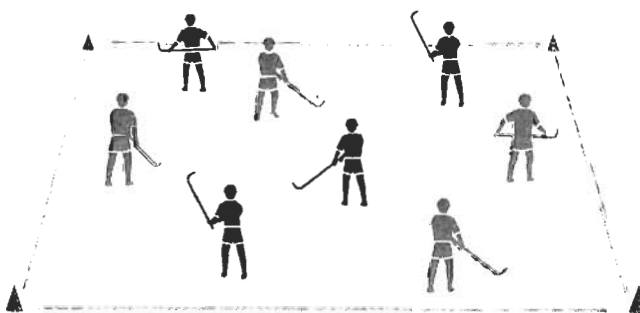
This is where small-sided games can improve skill levels and the ability of a young player to master stick and ball control. This section of the manual will give you ideas on how to implement small-sided games in your coaching sessions and show various examples of such games.

Pass and Move

Teams: 4, 6 or 8 players, split into two equal sides

Area: 20 - 30m square marked out with tyres or cones

How to play: Each team will try to keep the ball off the other team by passing. If they can make two, three or four passes (relating to the number in the team) they score a goal. No tackling is allowed only interceptions. No player may be within two metres of the player making the pass. The game is started by the coach giving the ball to one of the teams.



Baseball Shinty

Teams: equal teams

Area: see diagram

How to play: The object of the game is the same as rounders or baseball. There are two teams: one of hitters and one of fielders. The coach is the bowler and stands as per the diagram. The coach rolls the ball along the ground to the hitter who has three chances to strike the ball. If the ball is missed or doesn't go out to the field it is classed as one strike. The fielders have two ways in which to get the hitters out:

- * touching the ball before it hits the ground using their caman or their body
- * hitting the ball to the baseman who is standing in a given area before the hitter reaches the base

The teams change round after three hitters are out.

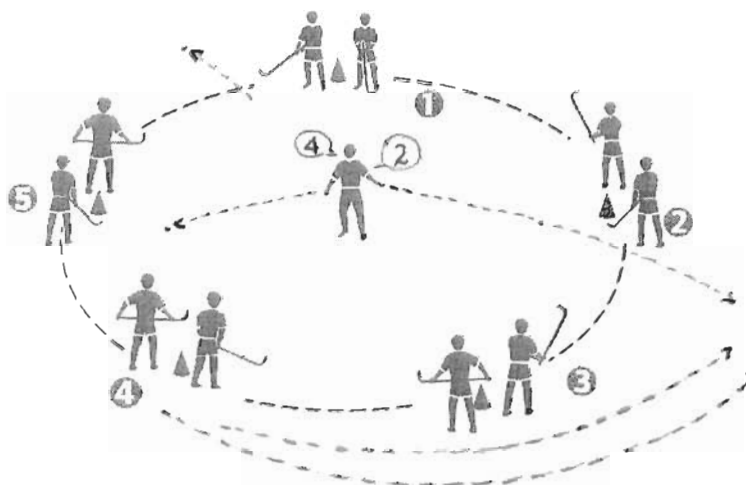
Piggy in the Middle

- * In this game the players are looking to keep the ball off the player with the 'bib'.
- * Emphasis is put on the players passing the ball to get into space for their partner with the ball.



Centre Tackle

- * Players pair themselves off and form a circle round the coach.
- * The coach will have one ball per pair. Each pair number themselves.
- * The coach throws a ball out of the circle at the same time as shouting a number.
- * The coach will then quickly do this for the other numbers.
- * The players tackle between themselves and try to get the ball back into the circle before their partner.
- * Give each pair three shots so there's a winner.
- * Once all pairs have had three shots then change the pairs and start again.



Grid Shinty

- * On half a pitch or a full pitch, split the pitch into equal size grid areas as per diagram: use cones, saw dust etc.
- * Pair the players off and ask them to stand with their partner in a grid (one team with bibs).
- * The players will play a normal game, however they are not allowed out of their grid area.

NB. This focuses young players on:

- positioning
- one on one
- tackling and passing

Stop and Pass Back

- * X¹ hits the ball in to X² who tries to keep possession and return the ball back to X¹. O¹ has to try to get possession and pass the ball to O².
- * When a player is able to pass the ball back to their partner they score a goal.
- * The game can be built up by having four players in the middle. However only one player can be in either end zone.



The purpose of the goalkeeper is to defend the goal by stopping shots. The goalkeeper is the last line of defence and therefore the skills necessary to be a goalkeeper are fundamental to the outcome of any game. The skills required are slightly different from those of an outfield player in that as well as being able to carry out all the skills of an outfield player, the goalkeeper can also stop the ball with his hands.

Fundamentals for a goalkeeper

- * fast reaction time/concentration
- * good vision and ability to read the game
- * hand/eye co-ordination
- * ability to hit the ball a reasonable distance
- * flexibility

Stopping the ball

For a goalkeeper to stop a ball they have to think of one general point: where are the forwards? Obviously a goalkeeper has to stop a ball but whether it be with the hand or the stick he/she has to consider the forwards who can pounce on a well-stopped ball.

* **Scenarios:** If a ball is struck at chest height and the keeper can easily chest it down, he/she may be better to push the ball to the side of the goal, after they have stopped the ball, to stop players running in on him/her.

It is important that the keeper 'kills' the speed of the ball as much as possible and doesn't allow it to rebound to an on-coming forward.

Shots, bouncing towards the goal, can be the worst shots to stop. In this case the goalkeeper should always move and get their feet to the ball just at the bounce of the ball. If left any longer the ball may bounce off a divot or uneven bit of ground and pass the legs of the player. The best option for the goalkeeper is to flick the ball first time to the side while covering any misses with their legs.

It is important that when you work with goalkeepers you get them to think about taking the simplest and safest option. This will cut down on errors.

Practices should include stopping the ball then clearing to the side of the goals in one action

High Balls – Pushed over the bar, or round the post if the ball is played in at pace.

If the ball is a looping shot which tends to come from the midfield and hasn't got enough pace to deflect, the keeper should:

- * hit the ball back out (this is the last option if being pressed by an attacker)
- * bring the ball down and clear it

The back of the caman is ideal for fast balls and looping shots, however the goalkeeper must keep total focus on the ball throughout its flight.

Hand or body saves

If a goalkeeper is to play the ball with his/her palm only, they are not allowed to catch the ball and they must have their caman in the other hand. If the goalkeeper stops the ball with his/her hand and doesn't have their caman this constitutes an infringement inside the area: a penalty will be given.

Goalkeepers should palm the ball down and clear immediately. The less time spent with the ball the less time forwards have to get to the goalkeeper and ultimately the ball.

Goalkeepers can also palm the ball away out of the off-side area. This can be done to great effect by some of the better goalkeepers who use this method to push the ball out for a corner.

Shots which are chest height must be stopped with confidence and again dispatched as quickly as possible. The goalkeeper should always have the caman in both hands, which allows them to play the ball quickly.

PRACTICES

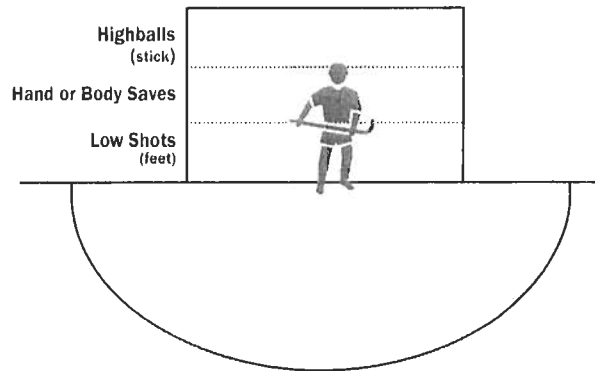
Low shots

This is where the goalkeeper has to make effective use of their feet on two accounts:

- ✳️ to get across to the ball
- ✳️ to stop the ball

In a penalty situation or close range shot where it is impossible to move the feet across to the ball, goalkeepers may often stretch down to a ball. This requires great flexibility and requires the goalkeeper to either play the ball from that position (scooping the ball over the bye line is usual) or stand up and play the ball away.

Ultimately the best option is to remain standing which allows the goalkeeper more alternatives in stopping the ball.

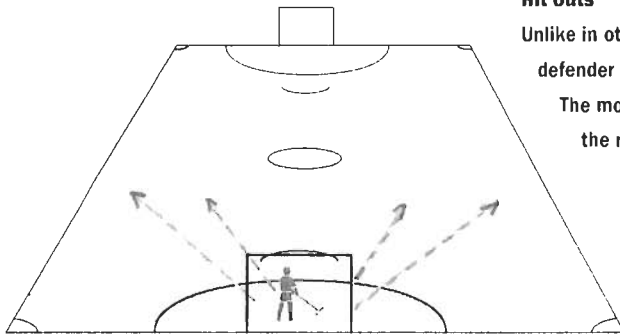


Hit outs

Unlike in other field sports, shinty goalkeepers don't usually pass the ball to a defender for them to hit up the pitch. They mainly clear the ball themselves.

The most common mistake with goalkeepers is hitting the ball straight up the middle of the pitch which is often a congested area.

All goalkeepers should be encouraged to hit the ball to either the left or right wings. This allows a one-on-one tackle situation for the ball rather than a multiple player tackle if the ball is directed to the centre of the park. Team tactics should be used to gain possession after the hit out: dragging the opposition to one side of the pitch, staggering the midfield etc.



Goalkeeping equipment

- ✳️ tracksuit bottoms
- ✳️ goalkeeper's strip
- ✳️ padded glove (some keepers pad the palm of the glove which is for pushing the ball away)
- ✳️ abdominal guard
- ✳️ shinguards
- ✳️ chest pad
- ✳️ two or three sticks (you need one for hit outs, usually a midfielder, and one for stopping the ball)
- ✳️ cap or hat for the sun
- ✳️ towel to dry grip
- ✳️ juice bottle for hot weather

ERROR ANALYSIS

Goalkeeping don'ts

- ✳️ hold on to the ball for too long: there will always be an attacker ready to pounce
- ✳️ hit the ball to the centre of the pitch, unless for a specific tactic
- ✳️ take lazy or unnecessary risks ie. swinging recklessly at a ball

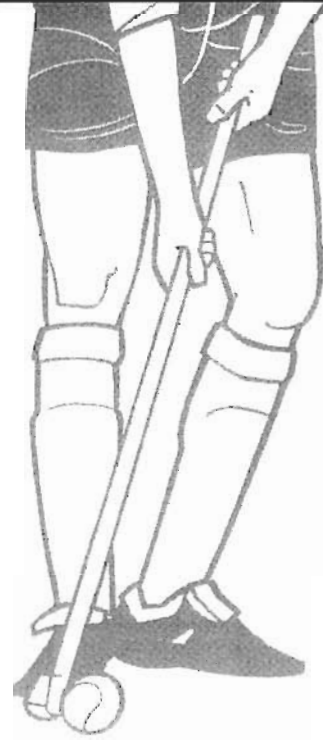
Goalkeeping do's

- ✳️ do the simple thing
- ✳️ stop the ball and clear to safe area as quickly as possible
- ✳️ do wear adequate protective equipment
- ✳️ always communicate with your defence: they need to know if they are out of position etc.
- ✳️ the goalkeeper should always have a spare defender's caman in the net so that he can quickly get to a defender who has broken his caman
- ✳️ concentrate
- ✳️ instruct the defence about positions etc.

UNIT SKILLS

There are skills that each player has to use more often when playing in certain positions. Coaches, while identifying players who are able to carry out these skills, should not channel a player to play in the one position just because they can block well or are good at taking hit-ins etc. In small-sided games and practice coaches should move players around, if only to give them an idea of what the opposition are trying to achieve against them. If we also consider that some players are late developers, whether this be mentally or physically, to brand a player before the age of sixteen might be to restrict their playing ability and, even worse, to put them off shinty completely. Below we will give you some ideas as to what each unit is trying to achieve in a game. We will break the team into three main areas:

- * **DEFENCE**
- * **MIDFIELD**
- * **ATTACK**



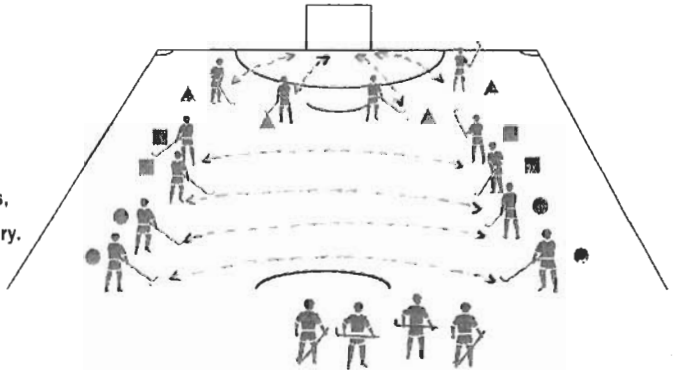
The following is a suggested layout of a warm-up for a team before a match.

■ defender ● midfielder ▲ attacker

Defenders – should be practicing scooping, stopping fast balls (feet, chest & caman) and clearances.

Midfielders – should be practicing passing and moving, hitting, hit-ins, and all three working together. Corners should be practiced if necessary.

Attackers – after initially doing some hitting to each other, will build up their hitting at goal. Corners may also be practiced.



Substitutes should warm up with the unit that they are most likely to play with if they come on.

DEFENCE

As with the goalkeeper the defence has to be able to carry out its tasks simply and effectively. Defensive players don't have the time or the opportunities that other players in the team may have and any mistakes at this stage can result in a goal. With this in mind the following are key words and thoughts that should be used when working with a defensive unit:

- * short swings to clear the ball
- * always try to block your opponent
- * push the ball out for a corner or shy if unable to get the ball clear
- * scooping the ball away can be more effective than trying to hit the ball if closely marked by your opponent
- * always stay goal-side of your opponent and be ready to block any shot
- * never pass the ball backwards towards goal or across goal

MIDFIELD

The three players who play across the centre of the pitch usually have to work the hardest, as their job is to support the defence as well as to provide for the forward line. The full-centre is usually the player who takes control of the centre and will be the player who assists the wing-centres. Each centre will have a specific job to do, however both wing-centres will take hit-ins and will normally be the targets for hitouts from the goalkeeper. On some occasions they are asked to take the corner hits, but this will depend on team tactics. They can also fall back to become the extra man in defence or the extra man for the defence to clear the ball to, if their opponent moves up the field to take a corner, as per diagram.



ERROR ANALYSIS

One of the biggest mistakes a midfield unit can do in a game is to move too far up the pitch and overcrowd the forward line. This does a number of things:

- * pulls in more players to attack, but at the same time pulls in more players to defend
- * restricts the space the forward line have to move defenders and create shooting opportunities
- * creates space in the midfield area that allows wing-backs/half-backs to be dragged out of position by their opponent

FORWARDS

The four forwards are the part of the team who create the majority of scoring opportunities and are also the first line of defence. In today's modern game the forwards have a number of common attributes:

- * **fast** – the forwards have to be able to get away from their marker who is always trying to stay with them; this will give them that one chance to hit a shot on target.
- * **strong** – a player might have to hold on to the ball in order to get the chance to shoot or indeed make the correct pass.
- * **accurate** – players have to be as accurate as possible, this means that even with their backs to the goal a good forward will instinctively know where the goal is; again allowing them to have the ideal chance to score.
- * **skillful** – forwards have to be able to get away from defenders when in possession, which will mean controlling the ball either through dribbling or when receiving the ball from a pass: skill can also get players away from a position where they might lose possession.
- * **thinking** – forwards have to be able to think and read the game in order for them to work in harmony with the other forwards: thinking about what they have to do and what they can do will usually give the players more options in front of goal.
- * **fit** – all players have to be fit, but a fit forward can work hard all during a game and keep the defence under pressure.

The term 'the forward line is the first line of defence' is another way of saying that forwards shouldn't give up if they lose possession. A large number of goals are scored from defenders being dispossessed around the goal area. Leading on from this, coaches should remember that forwards should be able to block and cleek/click as well as any player in their team in order to give them that opportunity to dispossess the defence.

PLAYER EQUIPMENT

There are a number of basic pieces of equipment that a player can obtain before starting to play the full game of shinty. The main reason for such equipment is to ensure that players play the game in a safe and fun environment.

EQUIPMENT NECESSARY TO PLAY THE GAME

CAMAN – the correct size and weight will be dependent on the player, however the caman should stand beside the player's leg with the top of the grip no higher than the hip bone. The balance and weight will vary from player to player: only they can choose.

FOOTBALL OR RUGBY BOOTS – either screw-in studs or moulded, depending on ground conditions.

SHINGUARDS – ideally a pair that protect the ankle and Achilles tendon.

ABDOMINAL PROTECTOR – one piece of equipment that, if young players get used to at an early age, they forget about wearing.

HELMET & FACEGUARD – at present wearing a helmet and faceguard is at the discretion of the players. The coach must advise the player if they have a helmet to wear it even in practice, again helping the player to get used to wearing it. No coach will discourage any player from wearing a helmet and faceguard.

NB. Players will complain of a helmet becoming tight once they start to sweat. Coaches must be able to adjust the helmet and encourage players to keep the helmet on.



GUMSHIELD – if the player does not use a helmet with a faceguard then they should be encouraged to purchase a gumshield, which should be properly fitted by a dentist.

HANDGUARD – there are a few handguards that players wear; from custom made hurling gloves to cut away cricket gloves. You can advise your players on the various types and the benefits of each product.

OTHER EQUIPMENT – there are a number of other pieces of equipment that a player can purchase which can help them in various ways eg. cold temperatures assist an injury etc. The following are just some of the products that can be bought:

- * neoprene shorts
- * neoprene socks
- * wrist supports
- * knee supports
- * head bands

THE PLAYER'S KIT BAG

You will be in a position to advise the player as to what they might carry in their kit bag. Here are some suggestions:

- * tracksuit or clothes to keep warm in prior to games
- * change of clothing
- * toiletries
- * towel
- * drinks bottle
- * practice ball
- * tape for their caman
- * food (banana, muesli bar, energy bar etc.)

Match day preparation

Preparation for a match is vitally important and usually takes the form of both mental and physical preparation. The timing of this preparation is crucial, and each team and individual will have a different way to prepare for a match. The following is a general guide to match day preparation and can be broken down into five sections.

Training session talk

Pre-match meeting	10 - 15 minutes
Warm up (stick and ball)	10 - 15 minutes
Team talk	10 - 15 minutes
Warm up (physical)	10 - 20 minutes

1 Training session talk

The weekly coaching session is where the preparation for the match the following Saturday begins. Work can be done on team weaknesses or on strategies that may help beat the next opponents. It is important to remember that you should concentrate on a few major priorities rather than flood the players with too much information, as this may cause confusion. At the end of the session a brief talk with the players to discuss the following match is helpful as it establishes clear goals for the game ahead.

2 Pre-match meeting

This brings us to the match day. Aim to arrive at the ground at least one hour before the game is due to start. This sometimes means you arrive at away games before the opposition, which can worry them and gives you a slight psychological advantage. During this hour it is essential that you and your team establish a pattern leading up to the game.

View the pitch, while the players have a general chat.

Change into playing clothes: a team who wears the same shirts, shorts and tracksuits have a good team identity and builds team spirit. This could also be said of holdalls etc. Obviously this costs money and that is a consideration that must be taken seriously.

✧ Warm up (stick and ball)

✧ Team talk

✧ Warm up (physical)

✧ Game

These are discussed in more detail later.

3 Warm up (stick and ball) 10 – 15 minutes

Games can be won and lost in the first ten minutes. **BE PREPARED.** Ensure your team is absolutely ready for every game. A good and thorough warm up will go a long way to preventing injury. Important points to cover in the stick and ball warm up are:

- * the goalkeeper
- * forwards
- * midfielders
- * defence

The Goalkeeper

He requires a specialist warm up. How this is done will vary from keeper to keeper. His warm up is his practice, not anyone else's i.e. a keeper's warm up is not necessarily shooting practice for the other players. Initially, they will require to do stretching and generally tune themselves into the game, then concentrate on receiving progressively harder balls, at both feet and hands etc. (see goalkeeper section for some exercises). After the initial warming up the goalkeeper may go into the goal for shots from forwards.

4 Team talk 10 – 15 minutes

Ideally the team talk should be done indoors, in private and without any distractions. There are a few clubs where this is possible. However it is surprising where you can get privacy for this eg. the team bus or a corner of the field etc.

Your team talk needs to be carefully planned, but remember you may be giving 25 such talks throughout the season. You can't get away with virtually the same talk each time. The plea from the heart i.e. 'do it for me boys', wears a bit thin eventually! So variety is essential; but variety with a purpose. There will always be a mention of the opposition and their strengths and weaknesses. Probably some mention of the referee and their styles. Individual roles with and without the ball need to be fully understood, but as the season moves on it should not be necessary unless a new team member is introduced.

The match plan itself needs to be understood and in particular any change of emphasis from the normal pattern. Some talks may include different phases of a game eg. how do we play when we have scored.

Concentrate on positive items when commenting on the previous weeks game: highlight what the team did well.

Finally the motivation of the team is important and it should be remembered that individuals are motivated differently eg. some will need to be calmed down, other will need their confidence boosted etc. After the talk is finished walk out together as a team and begin a physical warm up 10 minutes before the whistle.

5 Warm up (physical) 10 – 20 minutes

This includes muscle group stretching and general tuning up. It is essential to ensure that the muscle groups are properly warmed up and that the range of movement within the muscle groups has been established before the game starts. This will have the important effect of offsetting injuries and producing 100 per cent performance right from the start. Many players will have to undertake ten metre sprints to win the ball within the first few seconds of the game. They must be prepared in order to do this. Players should start by moving at about 1/2 to 3/4 pace, gradually working towards full sprints over 10 to 30 metres, either individually during their passing and controlling practices or together as a team, under the leadership of the coach. It is wise for this type of warm up to be done in a tracksuit so that the body is warm and completely tuned to start the game. And each coach will no doubt have his own exercises and routine that he wants to include in the warm up period.

REMEMBER A GOOD WARM UP CAN PREVENT INJURY

REFEREEING WITHIN A COACHING SESSION

It is vitally important that coaches are aware of the rules of play and the interpretation of these rules. Time should be spent reading and learning the rules of shinty. The coach should be seen to vigorously enforce the rules within a coaching session and game situation to allow for a safe playing environment and ultimately to raise the standard of shinty.

As coach of a group of players many opportunities will arise which will allow you to feed positive messages to your players through:

- fair play
- acceptance of decisions
- respect towards referees

Coaches have a massive role in steering the standard of shinty and the external perception of the game, which ultimately comes down to your coaching influence on the players.

TIPS

The following are key points to understand and develop:

- * when refereeing make your decisions clear and decisive
- * you or the referee should control the game at all times
- * when using the whistle blow loud and decisively
- * always keep on the move; don't stand in the middle of the pitch and survey the game
- * if necessary explain briefly why you've given the decision
- * have a rules quiz as something different at one of your sessions

Finally, read through the rules and always enforce them. This will make for better shinty for you and your players.

NCF COURSES

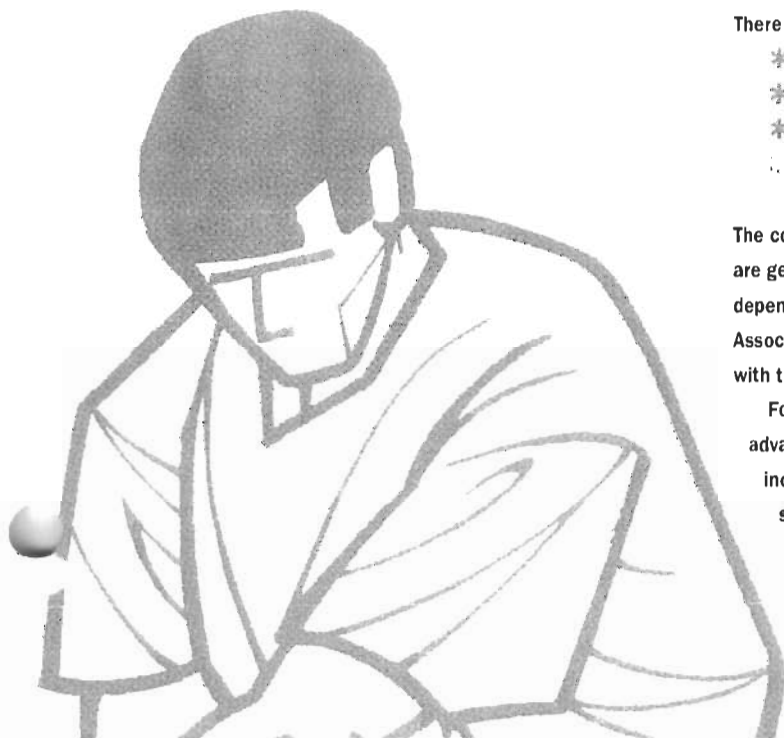
As part of the Level 2 part II course the student coach will have to undertake certain National Coaching Foundation courses (NCF).

There are four introductory courses in total:

- * The Coach in Action
- * Safety and Injury
- * Planning and Practice
- Working with Children

The course is designed to investigate the aspects of coaching that are generic to all sports. Coaches will undertake the courses dependent on their past experience. However the Camanachd Association recommends that all of the courses are completed along with their respective worksheets.

Following on from these courses, each area of coaching is advanced to key course level and can be pursued by the coach to increase their understanding of coaching and the complexities of sports coaching. Further information on any NCF courses can be obtained from the Coaching Convenor or the Scottish Sports Council's Coaching Unit.





It is important that coaches fill in a logbook that will allow them to remember sessions that were successful and amend those that didn't work so well. Time spent filling in the log will allow for easier organisation at a later date.

Please use the following sheets as master copies for photocopying as per your own usage.



COACHES' LOGBOOK

Your logbook should contain:

- * personal details – for yourself & your squad
- * session plans
- * contact names and addresses
- * accident report forms
- * calendar of events, competition etc.

Personal Details

Name

Home address

.....

.....

Postcode

Home telephone no. Work telephone no.

Coaching qualification Date received Expiry date

Other relevant qualifications

Insurance details

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Other relevant information

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SQUAD DETAILS

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Emergency tel no.

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LOGBOOK (CONT)



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SESSION PLANNER

Group

Date

Session no.

No. of participants

Session objective

Equipment required

PLAN

TIME	CONTENTS
Warm up Introductory activity	
Skills	
Small-sided game Warm down (5 - 10minutes)	

EVALUATION

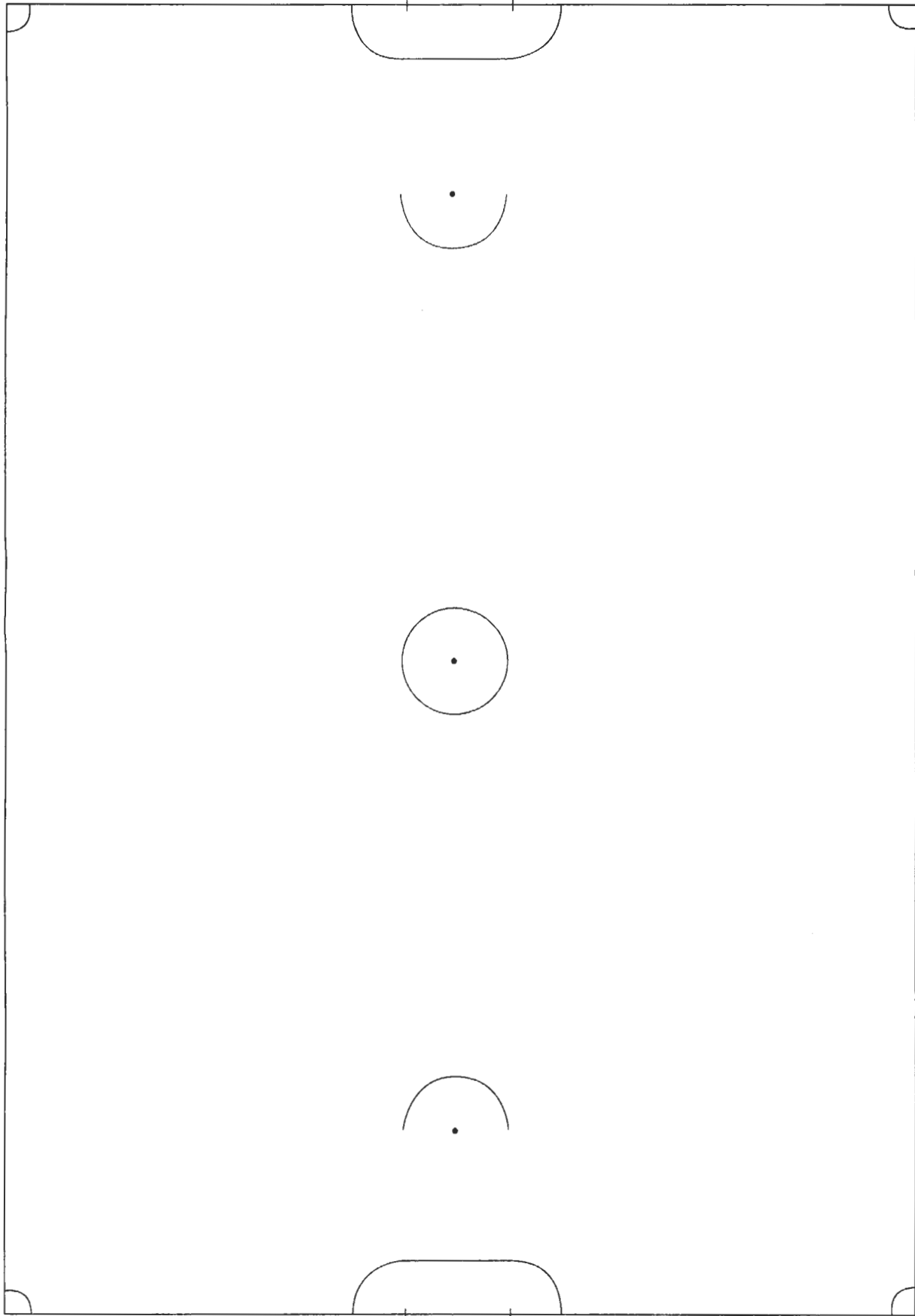
What went well?	
What went badly?	
Changes you will make	

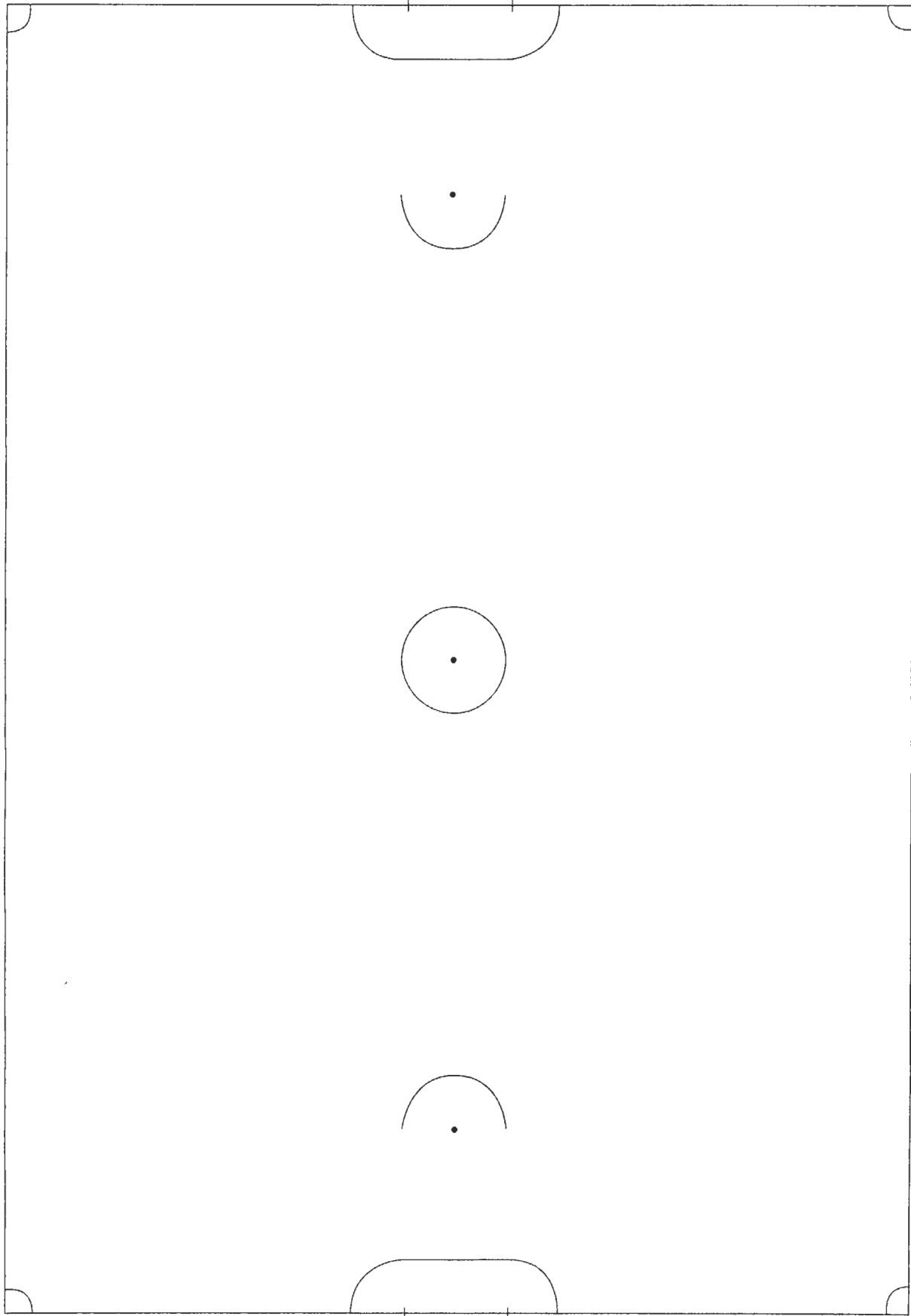
MATCH NOTES

Pre-match	
Half-time	
Post-match	
Debrief	

GENERAL NOTES/COMMENTS

[Empty rectangular box for notes and comments]





JANUARY

FEBRUARY

MAY

JUNE

SEPTEMBER

OCTOBER

MARCH

APRIL

JULY

AUGUST

NOVEMBER

DECEMBER

ACCIDENT REPORT FORM

Name

Home address

.....

.....

.....

Time accident occurred am/pm. Date

Place of accident

.....

.....

Nature of Injury abrasion bite bruise burn concussion cut

dislocation fracture laceration puncture scalds

scratches shock (electrical) sprain other

Part of body injured abdomen ankle arm back chest ear

elbow eye face finger foot hand

head knee leg mouth nose scalp

tooth wrist other (specify)

Where did the accident occur?

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How did the accident occur?

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Immediate action taken

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Was a parent or guardian informed?

YES/NO

Witnesses:

(1) Name Tel no.

Address

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Witnesses:

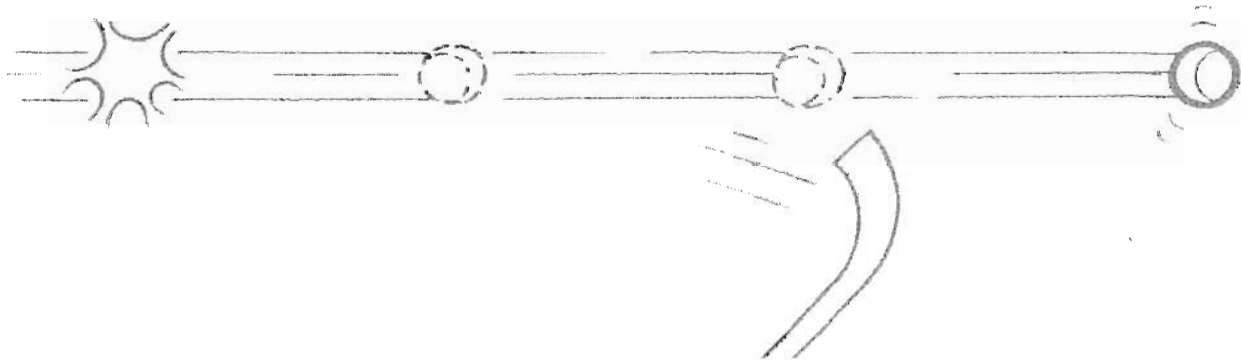
(2) Name Tel no.

Address

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Coach's signature

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Scottish Hockey, Hockey Coaching Level 2

P. Daly, *The Complete Coaching Guide To Hurling and Football* (1993)

Donnie Grant MBE, National Coach Camanachd Association

John MacKenzie, North Area Convenor Camanachd Association

Duncan Kelly, Coaching Convenor Camanachd Association

Duncan Cameron, President of the Camanachd Association

Rachael Mennie B.E.d, M.E.d Level 2 Part II Coach

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Niall MacLennan, North Shinty Development Officer

David Glass and Fraser MacDonald, Inverness Shinty Club

Mary Anderson, Team Sport Scotland Secretary

Jillian Andrews, Scottish Sports Council

For further information on Camanachd Association coaching awards
or on any aspect of shinty coaching contact:

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