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| Name: Heber Ackland, Angus Ross |  EH Coach Course Session Plan  |
| Date: 7 Jun 16 | Time: 6.15pm | Venue/facility: Ralph Allen School | Risk assessment complete: Yes |
| Session no.: 1 (Updated) |
| Group and age: 10 – 14 years, boys and girls | Coaches/personnel: 2 Lead Coach, Asst and Junior Coaches | Equipment/resources: Balls, bibs, throw downs, barriers |
| Ability: Mixed | Others: N/A | Participants’ needs: Varied, enthusiastic Junior Academy group |
| Objective: Run a coaching session for Juniors on the theme of ‘**Carry the Ball to Go Forward’** using a constraints led/games basedapproach, the Golden Thread, Questioning and the Change It analogy. |
| Time | Activity/Session Content (including Progression) |  | Coaching Points |
| 6.15 – 6.30pm | Course Introduction and attendance checkSession Introduction & safety |  | 1. Welcome.
2. Personal protective kit.
3. Environment – be aware.
4. Objective & breakdown of session.
5. Any questions, just ask.
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| 6.30 – 6.50 pm | **Me and My Ball time**:Enclosed pitch area with a couple of barriers.Allow players to carry the ball forward and undertake skills on the move.Encourage players to juggle the ball and practice skills | Fun☐Lots of touches of the ball☐Constant decision making☐Looks like the game☐Stretch☐ | Key coaching points:* Stick length (mid hip) / shape / size / weight & balance point
* V – Grip, ‘tell the time’ position
* Loose right hand
* 1 0’clock carry
* Stick on ball (SOB) and pass off right foot.
* Head up.
* Introduce the ‘pull / rip left’.
* Discuss practising skills at home
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| 6.50 – 7.10 pm | **Game Scenario 1:** Carrying the ball to eliminate. Set up 3 x pairs of barriers in a V acting as a defender with a receiving player to the right of the V. 3 groups of 6.Carrying player to eliminate the V (defender) by pass right to the receiver or by ‘pull’ / ‘rip’ to the left. | Key coaching points:* 1 o’clock carry / stick on ball / right foot pass / head up (BASICS)

Plus build in:* drop to 3 o’clock position for right foot pass (past defenders left foot channel).
* or rip to the left.
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| 7.10 – 7.30pm | **Me and My Ball time 2:**1 x 1 me and my ball time in pairs.Defender to shadow but not tackle then alternateIntroduce the drag right and associated coaching points (see opposite).Also cover the reverse process for pull left. |  | Key coaching points:* Encourage drag right and pull left.
* Introduce idea (only) of 3D.

Technical:* To drag the ball, push left hand out to left to get best contact on ball
* On receiving on right, allow right hand to come up stick
* Improves reach and contact on ball
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| 7.30 – 7.55 pm | **Small sided Game:**2 small sided game areas divided into 3 thirds.You can only carry the ball into the next third, you cant pass across them, and you can only score by stopping the ball on the goal-line.3 x 3 with a ‘joker’ in a bib who only plays for the side with possession. |  | Key coaching points:* 1 o’clock carry, SOB, heads up hockey.
* Communication.
* Drop to 3 o’clock and pass right (bonus point)
* Rip left and eliminate (bonus point)
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| 7.55pm | Cool-down and recap. Link to next week’s session. |
| Contingency plan: There may not be time for all 4 sessions and there is a lot to cover here, so it depends on how the session goes. This sessions plan covers the maximum range of elements for this session, so if its too much them do not undertake Me and My Ball Time 2, we can cover this in Session 4 when we do ‘3D and Elimination Skills’. If goalkeepers turn up, invite them to play outfield and will refund their fees!  |

**Coaching Session Evaluation**

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| Describe how you feel you met the objectives of the session and if there is anything that you would change: |  |
| Describe how you feel you managed to incorporate the elements of the Golden Thread into your session. Describe how you would adapt future sessions to include or enhance any of the elements. |
| Fun: | Lots of touches of the ball: | Constant decision making: | Looks like the game: | Stretch: |
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| Feedback from Others |
| Did you receive feedback from others?What was the method of feedback and who from? |  |
| Self-evaluation  |
| What were your areas of strength? |  |
| Priorities for own personal development/action plan: | Development: | Action plan: |