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| Name: | |  | | |
| Date: | Time: 90 minutes | Venue/facility: | | Risk assessment complete: |
| Session no.: | |
| Group and age: U8-U12 | | Coaches/personnel: | | Equipment/resources: |
| Ability: | | Others: | | Participants’ needs: |
| Objective: | | | | |
| Principles of Session Design | | | Example | |
| Topic: (Be clear and concise) | | | Topic: Read the Situation – Create Windows | |
| **Warm-up** (15-30 minutes)  Depending on the ability of the group, this can be done with or without a stick to allow players to see how the game can be played without the distraction of a stick. | | | **Warm up:** End to end   * Players organise themselves into groups of 10 – Six attackers (allowed outside and inside the pitch) and four defenders (only allowed inside the pitch) * Pitch is 15mx20m rectangle with two gates on opposite sides of the pitch. * The team in possession are given a ball. The aim is to get the ball through both gates to score a point. The ball cannot be played off the sidelines of the pitch, only through the gates or in the pitch. You cannot score through the same gate twice in a row. * The defending team can win the ball back through interceptions or tackling the player on the ball. The defending team then becomes the attacking team (they take two players from the previous attacking team) * GKs can be defenders or attackers | |
| 1. **Relevant to the topic** 2. **Prepare the body and mind for activity** 3. **Enjoyable, productive, relevant hockey** 4. **Involve goalkeepers** 5. **Allow to players to join in as they arrive with minimal disruption and explanation needed** | | | 1. **Relevant:** this game encourages players to create space for the ball carrier to allow easy carries/passes through the gates 2. **Body and mind:** the players are physically active and making decisions 3. **Enjoyable, productive, relevant to hockey:** Players are using hockey-specific movements in a lightly competitive environment 4. **Involve GKs:** GKs have a defined role in the warm-up that develops relevant movement patterns (footwork) and their communication | |
| Activity/Session Content (including Progression) | | | Example: | |
| **Main session** (60-75 minutes)  Depending on the ability of the group, this can be done with or without a stick to allow players to see how the game can be played without the distraction of a stick.  Especially with younger players, be lenient with the rules and allow the game to flow. | | | **Main session**  Topic: Read the Situation – Create Windows   * 3+GK v 3+GK + Joker (plus subs if needed) * Pitch is an eighth pitch, with a halfway line marked out, two goals. Team in possession has an extra outfield ‘Joker’ player * One point per goal scored. Goals can be scored from anywhere within the half. * If a team wins a PCA, they have a free shot on goal from outside the scoring zone against the GK. Play rebounds. * GK theme: Prepare – Aware of opposition (identify areas of threat) | |
| **Game:**   1. **Set a problem relevant to the topic** 2. **Create opportunities to solve the problem through game design (show, not tell)** 3. **Allow the players the opportunity to identify and solve the problems without your input** 4. **GK specific: make sure GKs are involved – use relevant themes from GK gameplay model** | | | **Game:**   1. **Set the problem:** Can we move the defence to create passing and carrying lanes to progress up the pitch? 2. **Game design:** Overloaded attack will always have a spare player who will be unmarked, this encourages the team to pass the ball. 3. **Opportunity to identify and solve:** Players ‘have a go’ for the first set with minimal interjection from the coaches. Encourage discussion amongst the players to see if they recognise what is going wrong and what is going well. Introduce progressions or regressions as required. 4. **GK specific:** Overloaded attackers will always have a spare player. The GK must therefore help their team identify and prioritise threat | |
| **Intervention:**   1. **Regression: make the game less match-like by changing variables (player numbers, pitch size, scoring system, etc) to increase focus on the problem and help guide the players to solve them**   **OR**   1. **Progression: if the players are solving the problem competently and consistently already, change variables to make the game more match-like (ie increase difficulty)** | | | **Intervention:**   1. **Regression:** Award a bonus point if the team in score with a deflection with a pass from their own half. 2. **Progression:** 3+GK v 3+GK (no overload in attack) | |
| **Game:**   1. **Guide discussion towards identifying the problem/problems** 2. **Allow the players to tackle the problems again** 3. **Highlight individual development** | | | **Game:**   1. **Guide discussion**: What conditions have changed? What has this change encouraged you to do? How has this helped you to solve the problem? 2. **Allow the players to tackle the problem again:** Players can have another go (with or without regression or progression, depending on need) 3. **Highlight individual development**: Praise those who show the most improvement across the session (this does not always equate to the player who is ‘the best’ hockey player in the squad) | |
| **Breakouts:**  **Throughout the session, players should be taken out of the main session into ‘breakouts.’**  **A breakout = groups of up to 10 players per coach in a designated part of the astro that are working on a relevant technical focus.** | | | **Breakouts:**  Technical Focus: Leading to Make Space/Create Passing Lanes   * Group of 10 players divided into two groups of 5. 3 attackers, 2 defenders * Each pitch is 15mx15m with 3mx3m scoring zones opposite each other. * A point is scored every time the attackers get the ball into a scoring zone. Cannot go into the same scoring zone twice in a row. * Defenders are not allowed in the scoring zones. Only one attacker allowed in a scoring zone at any one time. Scoring zones can be left empty. * If defenders win the ball back, they need to put it on a foot, or complete a pass to their teammate to earn a turnover. They then become the attacking team and gain a player. * Score 10 consecutive points to win. * Rotate breakout group every 15 minutes | |
| 1. **Tight focus on technical and motor skill development** 2. **Keep it short (max 15 minutes) to avoid boredom** 3. **Rotate through all players in the session so that they all get a go** | | | 1. **Tight focus:** There is high opportunity for repetition and individual technical development under the guidance of the coach 2. **Keep it short:** no longer than 15 minutes 3. **Rotate through all players:** Multiple groups are given equal time throughout the session to have a go | |

**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: | | |