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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: Enter the Circle – Make Connections |
| **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
* 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
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| 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 stay connected with the person on the ball so that they can make intelligent leads into space
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
5. **Players can join:** Late players can be added to teams as they arrive
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| 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: Enter the Circle – Make Connections * 4 v 3+GK (plus subs if needed)
* Game played in a quarter pitch, split into left and right channel from top of the D to the 23m line. The whole of the D is useable. One goal with normal D.
* One point per goal scored. One point for the defence if they get the ball to the 23m line under control
* When a point is scored, play another ball to an attacker into the channel – the ball cannot be fed directly into the D. Once three possessions have been played, swap to the opposite channel
* If a team wins a PCA, they have a free shot on goal from top D against the GK. Play rebounds.
* GK theme: Position – Going to ground (recognise the cues)
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| **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 you make leads off of the ball carrier? Are you connected to the ball carrier at all times?
2. **Game design:** Large pitch and attacking overload means plenty of space to lead into.
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:** An underloaded defence with a larger playing space will lead to a variety of D entries, GKs need to recognise when to smother and when to stay on feet.
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| **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:** Attackers get a bonus point per successful connection (connection = lead into space + completed pass)

OR1. **Progression:** 4+GK v 5
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| **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)
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| **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: Hitting the ball * ‘Hockey Squash’
* Group of 10 players divided into two groups of 5 (numbered 1 to 5).
* Each pitch has one normal goal and a 10m D
* Player 1 ‘serves’ the ball by hitting it into the backboard of the goal. In rising numerical order, players 2-5 have to ‘return’ the ball by hitting it against the backboard of the goal. Keep going until the ball leaves the D, or the backboard is missed. The last player to touch the ball ‘serves’ to start the game again.
* A player gets a point if the player after them misses the goal or is unable to return their hit. First to 11 points wins.
* Rotate breakout group every 15 minutes
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| 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
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**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: |