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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: Score Goals – Create Opportunities | |
| **Warm-up** (15-30 minutes)  Depending on the ability of the group, this can be done with a stick and hockey ball. | | | **Warm up:** Bulldog   * Group is organised into ‘bulldogs’ and runners (rough ratio is 1 bulldog to every 5 runners) * Pitch is whatever useable space you can find for your numbers * The runners’ aim to get from one end of the pitch to the other. * The bulldogs’ aim to tag the runners. If a runner is tagged, they become a bulldog for the next round. * Keep playing until only one runner is left, who is crowned as the winner. * GKs have a choice to be bulldogs or runners | |
| 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 the runners to move their bodies and apply deception to misdirect the bulldogs. 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 | |
| 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: Score Goals – Create Opportunities   * Game played in a quarter pitch. One goal with normal D. Three feeders spread out on the 5m line outside the D. * 3+GK v 3+Feeders * Ball is fed to attackers from a feeder, attackers try to score. The ball cannot be passed out to the feeders once the ball enters the D. * If a point is scored or goes out of play, another feeder plays the ball to an attacker. * One point per goal scored. One point for the defence if they make a progressive pass outside the D. * If a team wins a PCA, they have a free shot on goal from top D against the GK. Play rebounds. * GK theme: Prevent – Rebounds (making multiple saves in a row) | |
| **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 manipulate the defenders to create space to release a shot on goal? 2. **Game design:** Small space encourages players to use their body and deception to produce a shooting opportunity. 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:** This game should result in a lot of awkward shots on goal on unsighted goalkeepers. This will produce a lot of rebounds and opportunities for multiple saves | |
| **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:** The ball can be passed back to the feeders.   OR   1. **Progression:** 4+GK v 3+Feeders | |
| **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: Elimination   * ‘Wembley Doubles’ * Group of 10 divided into 5 pairs, each in different coloured bibs. * Playing area is the D plus 5m outside. The pitch has a single goal. * If a team scores, they progress to the next round and are safe. The last person to touch the ball before the ball goes over the line is always counted as being the goal scorer. * The pair that does not score is eliminated. They are assigned to new teams to make triplets. * Continue through the rounds, eliminating and reassigning the losing teams until game becomes 5v5. Try to have even teams whenever possible. * 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: |
|  |  |  | |  |  |
| 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: | | |