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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: Deny Space – Protect the Line to Goal | |
| **Warm-up** (15-30 minutes)  Depending on the ability of the group, this can be done with a stick and hockey ball or with the hands. | | | **Warm up:** Rollerball (turn and burn)   * Players organise themselves into groups of 5. * Pitch is a 15mx20m rectangle with two goals on opposite ends. Two teams per pitch. * The attackers are given a ball and try to score in the opposite goal. Once they score, they ‘turn and burn’ and attack the opposite goal. * The ball must initially be rolled along the floor. * The defending team can win the ball back through interceptions or tackling the player on the ball (two hand touch). The defending team then becomes the attacking team. * GKs in goal where possible | |
| 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 creates lots of period of transition where the team is required to quickly organise and cover the line to goal. 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: Deny Space – Protect the Line to Goal   * 3+GK v 3+GK: Attack – Defend – Rest * Each pitch has four teams of three. * Eighth pitch with two goals opposite each other with 7m Ds, one GK per goal (1+2). Two waiting zones (A+B) on halfway up the pitch on the sideline, two teams of three per waiting zone. * Game starts with a feed into a GK in goal 1, who clears the ball to waiting zone A. * One team of three in waiting zone A receives the ball and attacks towards goal 2. One team of three from waiting zone B tracks back to defend. * If a goal is scored, or the ball is won by the defending side, the ball is cleared to waiting zone B. The remaining team of three in waiting zone B receives the ball and attacks goal 1, they cannot leave the waiting zone until the ball is received. The previous attacking team tracks back to defend. * GK theme: Aware of opposition (identify key 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 you cover the line to goal effectively? 2. **Game design:** This game creates lots of moments of transition that encourage players to prioritise covering the line to goal in order to slow down the opposition and give their teammates time to recover. 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 requires the GK to be vigilant and priorities threat across multiple phases of play. | |
| **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:** Slow down the transition phase by delaying the feed to the waiting zone by 3 seconds   OR   1. **Progression:** Make the pitch bigger. | |
| **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: Tackle Outside the D   * ‘Bomb the Base’ * Group of 10 divided into two teams of 5. * Playing area is a quarter pitch with a normal D and a goal (aka ‘the base’). The attackers start with a pile of balls (aka bombs) outside of the boundary lines of the pitch. * The attacking team has 60 seconds to try and dribble as many bombs as they can into the ‘base’. * Attackers cannot hit the ball at any time. They are allowed to dribble or push pass the ball the each other. * The defending team aim to win a ball off an attacker outside the D. They can ‘diffuse’ the bomb and remove it from the game by passing it to the coach. If a ball is cleared off the pitch, but not passed to the coach, it is not considered ‘diffused’ and so can still be retrieved by the attackers. * Defenders cannot step inside the D and so must tackle outside of the D or make intercepts. * 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: | | |