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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 – Reduce the Size of the Pitch | |
| **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:** 21   * Players organise themselves into teams of 5 and number themselves 1-5. * Teams spread out randomly in a space, they cannot be within 5-10m of their teammates. * Teams are given a ball to pass between their team (player 1 passes to player 2, who passes to player 3, etc) * Each completed pass is worth one point * The winning team is the one that scores twenty-one points the fastest * One team of five plus GK are chasers who to try and intercept the ball/tag the carrier. If no GKs are available, just use outfield players. * If caught by a chaser, a group resets their score to zero. | |
| 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 chasers to think tactically and reduce the size of the pitch as they cannot cover all of the space at the same time 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 – Reduce the Size of the Pitch   * 4+GK v 4+GK (plus subs) * Eighth pitch with two goals opposite each other with 7m Ds, one GK per goal. Pitch has a dividing line down the middle from D to D in flat markers. * Game starts with a feed onto the pitch * Both teams try to score in the opposition goal. One point per goal. * If a team wins a PCA, they have a free shot on goal from top D against the GK. Play rebounds. * GK theme: Proactive Mentality (willing to step to danger) | |
| **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 force the opposition into a small playing area and with the ball off of them? 2. **Game design:** This game creates lots of opportunities to make the pitch small if the defenders are organised and communicate with one another. 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 encourages defenders to condense the playing area. This can result in team playing vertically to try to expose space behind. GKs will therefore be vigilant and willing to step to danger and make intercepts. | |
| **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 defending side gets a point if they win the ball back without the opposition moving from one side of the dividing line to the other.   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: Communication   * ‘Trust Walk’ * Group of 10 divided into two teams of five (team A and B). Each team is allocated a colour. * Playing area is a quarter pitch with several coloured gates that match the colour assigned to the teams. * The aim of the game is to get your team through all of your coloured gates in the shortest time. * Four of the five players have their eyes closed. Only the player at the back can see. The player at the back has to direct the group through the gates. * Once the team pass through a gate, the player at the back joins the front of the line and closes their eyes. The new person at the back of the line is the guide and can open their eyes. * **NAME, INSTRUCTION, DIRECTION** (eg Joe, two steps, left.) * 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: | | |