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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: Apply Pressure on the Receive – 1.5 Jobs | |
| **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:** Kabadi   * Players organise themselves into teams of 5 * Pitch is 15mx20m with a dividing line down the middle. One team per half pitch. * The team in possession are given a ball to pass between their team in their half, the aim is to pass the ball as many times as possible without turning over possession. * The defending team aim to win the ball back and pass it to their teammates on their half of the pitch so that they become the team in possession and can start to accrue points * Every time the ball is passed five times by the team in possession (without being touched by the defender or going off the pitch) an additional defender joins for the defending team * The winning team is the one that scores the most points over an agreed time limit * GKs can either 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 the defenders to ’be big’ by angling their body to cover the passer and receivers 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: Apply Pressure on the Receive – 1.5 Jobs   * 4+GK + 4vGK * Quarter pitch with narrowed sidelines (in line with edge of Ds). Two goals with 8m Ds. * Both teams try to score. 1 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: Ready position (head still, weight forward, etc) | |
| **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 angle your body so that you can see both the ball and your player? 2. **Game design:** Narrow pitch means that players don’t have to run as far to mark their players. This means they can focus on their positioning. 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 limits where the attackers can enter the D. Goalkeepers can therefore practice being in the ready position due to this lesser variety. | |
| **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:** Play is paused for three seconds after each free hit or sideline to allow defenders time to set up   OR   1. **Progression:** Remove the sidelines to 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: Body Position     * Group of 10 divided into three groups of roughly equal numbers. One group per pitch. * Pitch is 5m x 5m. Two attackers on the outside of the pitch on opposite sides, one defender in the middle. * The attackers aim to pass the ball to each other through the square. The defender tries to win the ball. The attackers get a point for each successful pass. Swap defender after 10 points are scored. * If the defender wins the ball, they swap with the last attacker to touch the ball and a new game starts from 0. * The attackers must stay outside the pitch and on opposite sides to one another (they can move around the square, if their partner also moves). * The defender is allowed to close down the attackers and can tackle as normal. * 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: | | |