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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 – Apply Secondary Pressure  |
| **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:** Piggy in the middle* Players organise themselves into groups of 5 – three attackers and two defenders
* Pitch is a square (roughly 10mx10m)
* The team in possession are given a ball. The aim is to retain possession for as long as possible.
* 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 gain the third player from the previous attacking team). If the ball goes out of play it is a turnover.
* 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 will create lots of opportunities where the defender is ‘beaten’ by the attacker. Therefore, they will have a lot of opportunity to track back in and help their teammate.
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: Apply Pressure on the Receive – Apply Secondary Pressure * 4 v 3+GK (plus subs if needed)
* Game played in a quarter pitch, split into left and right channel from 23m line to top D. 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 – Active (close down the shooting angle)
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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:** When are you beaten?
2. **Game design:** Attacking overload means that defenders will be working hard. This gives them lots of opportunity to work back in between the ball and goal.
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:** The defenders will get tired, especially after a few sets, GKs should therefore expect a lot of shots on goal. They need to be active in closing down the shooting angle.
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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:** Defenders get an extra point each time they win the ball outside the D. This encourages defenders to be aggressive and this increases the chance they miss a tackle and therefore need to recover.

OR1. **Progression:** 5 v 4+GK
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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: Footwork  * **‘**Shoot the Foot’
* Group of 10 divided into two groups of five. One group per pitch.
* Each pitch is a circle, 5m in diameter.
* One ball in play at any one time. All v all, try to get the ball on a player’s foot to eliminate them for 10 seconds.
* Each eliminated player gets a point, lowest point total is the winner.
* **No hitting or slapping at any time. Use a lighter ball (eg mini) with younger players.**
* 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: |