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| Name: |   |
| Date: | Time: 60 minutes | Venue/facility: | Risk assessment complete: |
| Session no.: |
| Group and age: U14-U18 | Coaches/personnel: | Equipment/resources: |
| Ability: | Others: | Participants’ needs: |
| Objective:  |
| Principles of Session Design | Example |
| Topic: (Be clear and concise) | Topic: Score Goals – Occupy Key Positions in D  |
| **Warm-up** (10 minutes - off-pitch if possible before the session starts to maximise pitch-time) | **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 to 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 players to occupy key areas in the square in relation to where the ball is and think about where the ball is going to be, rather than just focus on where it currently is.
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** (50-60 minutes) | **Main session**Topic: Score Goals – Occupy Key Positions in D* Game played in a quarter pitch. One goal with normal D.
* 3+GK v 5
* One point per goal scored. One point for the defence if they get the ball to the 23m line under control
* If a team wins a PCA, they have a free shot on goal from top D against the GK. Play rebounds.
* GK theme: Prevent – Make the save
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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 problem 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 occupy key positions in the D to increase the team’s chance of scoring?
2. **Game design:** Small space encourages players to make the D big by occupying dangerous positions.
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:** Small pitch with an attacking overload should results in lots of different types of shot on goal. This will give GKs the opportunity to try different styles of save.
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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 it**

**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:** Place ‘scoring zones’ in key areas of the D – attackers get a bonus point each time a player receives the ball in one.

OR1. **Progression:** 4+GK v 5
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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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**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: |