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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: Deny Space – Protect the Line to Goal  |
| **Warm-up** (10 minutes - off-pitch if possible before the session starts to maximise pitch-time) | **Warm up:** Rollerball (turn and burn) * Players organise themselves into teams 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 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
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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 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
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| Activity/Session Content (including Progression) | Example:  |
| **Main session** (50-60 minutes) | **Main session**Topic: Deny Space – Protect the Line to Goal * 5+GK v 5+GK
* Squad is split into four teams of 5.
* Half pitch with two goals opposite each other with normal Ds, one GK per goal (1+2). Two waiting zones (A+B) on the halfway line, two teams of five 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 five in waiting zone A receives the ball and attacks towards goal 2. One team of five 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 five 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.
* Attack – Defend – Rest
* GK theme: Aware of opposition (identify key areas of threat)
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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 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.
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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:** Slow down the transition phase by delaying the feed to the waiting zone by 3 seconds

OR1. **Progression:** One attacker in a waiting zone is allowed to ‘jump the gun’ and move before the ball is received.
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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: |
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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: |