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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 – Create False Space | |
| **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 | |
| 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 the chasers to communicate and identify an area of the pitch they want to win the ball back (usually the corners) so they can encourage the opposition to go into that area 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** (50-60 minutes) | | | **Main session**  Topic: Deny Space – Create False Space   * 7+GK (Team A) v 7+GK (Team B) * Half pitch with four goals. One goal has a normal 16m D with one GK. The other three goals (1,2+3) are on the opposite side of the pitch, each with 7m Ds. * Team A tries to score in the normal goal. Team B try to score in one of the three other goals. The GK from Team A chooses one of the three goals to tend, they cannot leave this goal once they have chosen. * Team B get 3 points if they score in an empty goal and 1 point if they beat the GK. Team A get 1 point if they score. * If a team wins a PCA, they have a free shot on goal from top D against the GK. Play rebounds. * GK theme: Organise teammates (communicate with team to get them into the right positions) | |
| **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** | | | **Whole:**   1. **Set the problem:** Can you keep Team B from scoring in an empty goal? Team B, can you score in an empty goal? 2. **Game design:** This game encourages Team A to create false space and encourage the opposition to attack the goal that is tended by their GK. They therefore deny access to the empty goals. 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 GK chooses which goal they cover and they can see the majority of the pitch. They therefore have a key role in helping to organise their defence so that they know which goal to direct the opposition towards. | |
| **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)** | | | **Part:**   1. **Regression:** Remove one of the three goals   OR   1. **Progression:** 8+GK v 8+GK | |
| **Game:**   1. **Guide discussion towards identifying the problem/problems** 2. **Allow the players to tackle the problems again** 3. **Highlight individual development** | | | **Whole:**   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) | |

**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: | | |