|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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: Apply Pressure on the Receive – 1.5 Jobs | |
| **Warm-up** (10 minutes - off-pitch if possible before the session starts to maximise pitch-time) | | | **Warm up:** Kabadi   * Players organise themselves into teams of 5 * Each 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 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 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** (50-60 minutes) | | | **Main session**  Topic: Apply Pressure on the Receive – 1.5 Jobs   * 7+GK + 7vGK * Half pitch with narrowed sidelines (in line with edge of Ds). Two goals with normal 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 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 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 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:** 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) | |

**Coaching Session Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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: | | |