



# Trojans Hockey Club Coaching Guidance



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# Introduction

The following information is aimed at share some tips to help coaches at Trojans Hockey Club to design and deliver outstanding sessions for their players.

Achieving this will help to meet the club's coaching philosophy:

To create a fun, productive and challenging environment for players to excel technically, physically and mentally

We want players and coaches at Trojans to enjoy their hockey and to develop individually and as teams as they progress through the age-groups.

The information in this guide will be supplemented during the season with coaches sessions and further electronic resources. Please watch the Trojans website for updates and information

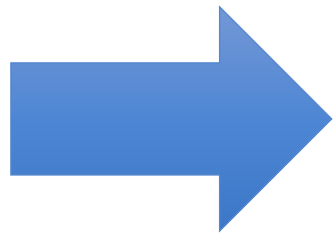


# Practice Design: “Start with the end in mind”

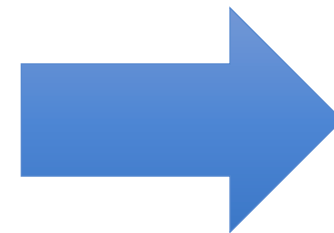
Before designing a session, begin by deciding what you want players to have achieved by setting clear aims

## What should your aims be:

- ✓ Things that went well from the last session or match
- ✓ Common mistakes being made
- ✓ New skills to introduce
- ✓ All players to enjoy the session and have fun
- ✓ To replicate match-like situations



Aims



Session  
Design



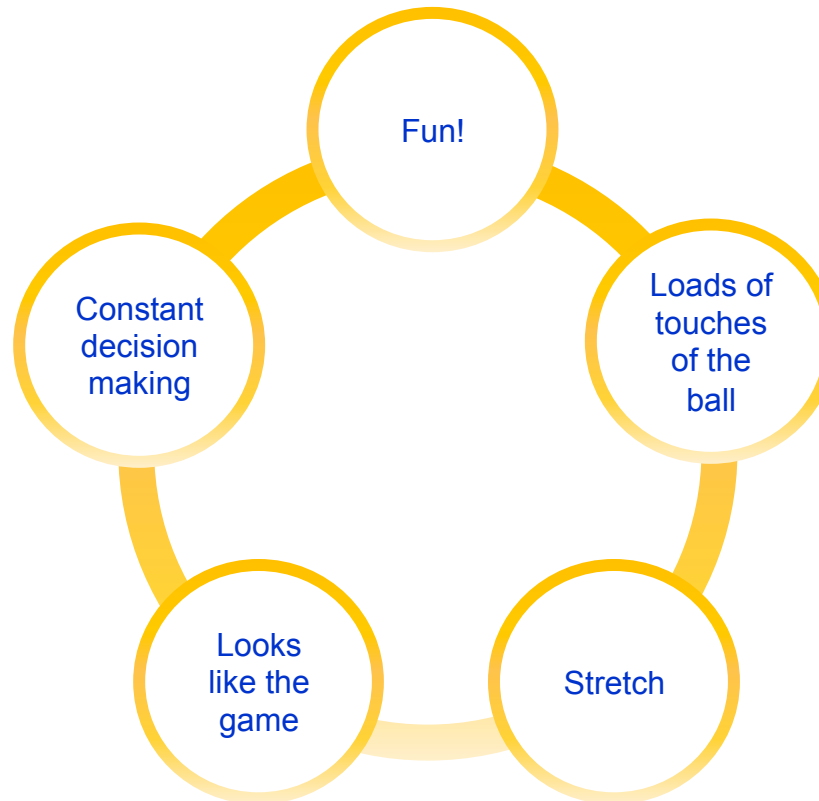
# Practice Design: “The Golden Thread”

The golden thread is the frame work for all practice design, everything we do within our sessions should look to incorporate the 5 areas.

Creating the correct environment is key to help facilitate our players and help them develop.

As Individual coaches and a coaching team we need to consider the following elements if we are going to build great sessions and create superb learning environments;

- Be aware of who we are, what we represent and the impact we have on others
- Create effective and sustainable relationships with others in order to meet leaning environment goals
- Take responsibility in driving a culture that meets the needs and reflects the behaviours of a successful learning environment
- Have a sound knowledge of the sport that allows the coach to maximise the learning environment



Every session we organise or run is done so using this model to ensure we always get the best possible outcome from the session.

- **FUN** - ensure all involved are enjoying themselves
- **LOADS OF TOUCHES** – encourages decision making to occur more often, the more touches you have the more decisions you need to make.
- **CONSTANT DECISION MAKING** – a constant learning process, in a game situation a decision is different every time, the more often they have to make these the faster they will learn and improve(repetition)
- **LOOKS LIKE A GAME** – games not drills culture
- **STRETCH** – ensure the exercises challenge the players both physically and mentally as much as possible.

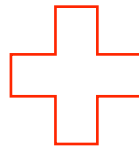


# Practice Design: “Environment Builder”

Every time we plan our session's, we take an overriding theme for each session then design the exercises using the **ENVIRONMENT BUILDER** below and ensure we apply **5 PRINCIPLES OF ENVIRONMENT DESIGN** to ensure the best possible delivery and outcome of each session

## ENVIRONMENT BUILDER

- Overriding Theme
- Boundaries – Size and shape of pitch
- Scoring – Shape, size and orientation of goals
- Players – Number and ability level
- Start position of players
- Start position of ball feed
- Time Limit
- Additional rules and regulations(Constraints)



## 5 PRINCIPLES OF ENVIRONMENT DESIGN

### 1. Use Constraints to **AFFORD**

- *Does your environment **offer/invite and encourage** your players to explore the opportunities for action related to your development focus*

### 2. Keep perception and action **COUPLED**

- *Decisions to act should come from triggers in the environment.*
- *Try and ensure that what the players are seeing and feeling is similar to a game.*

### 3. Repetition without **REPETITION**

- *Combine lots of repetition with lots of variation.*
- *Give your players lots of touches/decision making opportunities/attempts but design your practice to bring about lots of variation in the types of touches/decisions*

### 4. Manage the amount of **INSTABILITY/CHAOS**

- *Players construct knowledge through a process of self-organising against instabilities.*
- *Not enough instability/chaos = Players have nothing to organise against*
- *To much instability/chaos = Players can't process the environment*

### 5. **CONSEQUENCE** or **PURPOSE**

- *Try and give all practices game-like consequences.*
- *This will enhance motivation to solve the problem whilst adding game realistic pressure.*



Fun, productive and challenging session, using game play to encourage constant decision making to stretch the players physically and mentally.



# Practice Design: “Environment Builder”

An example of how to use the Environment Builder is below:

## Aim: Players will learn to...

<b>Boundaries</b>	The pitch is ?m x ?m to encourage players to... Teams will be successful if they...
<b>Scoring</b>	Normal goals and regulation size D (or adjusted)
<b>Players</b>	? Outfield players per team with ? Subs. Use of subs allows tempo and pace of game to be maintained ? Gks
<b>Start position of players</b>	Players start ... (behind ball/anywhere they like/set positions etc.)
<b>Ball Feed</b>	Coach feeds balls from set position
<b>Points scoring</b>	3 points for goal 2 points for short corner 1 point for every forward pass and forward lead by passer
<b>Time Limits</b>	5 minutes per session
<b>Additional Rules</b>	



# Practice Design: “Change It”

## Three key questions:

- Are the players enjoying and/or engaged in the game?
- Is the purpose of the game being achieved?
- Are the players being challenged appropriately?

If the answer to any of these is “NO” then you could use “CHANGE IT” to help adjust the practice

<b>C</b>	<b>Coaching Style:</b> Use questions to set challenges for specific aspects of the game. Provide discrete coaching without interrupting the game. Use player role models to highlight good play. Vary how you communicate according to the players in front of you.
<b>H</b>	<b>How you score:</b> Increase/decrease the opportunities to score or earn bonus points
<b>A</b>	<b>Area:</b> change the size and shape of the playing area or add conditions within the pitch design
<b>N</b>	<b>Numbers:</b> consider using different team sizes to ensure the focus of the session is achieved
<b>G</b>	<b>Game rules:</b> change the rules slightly to give players opportunities to achieve the objective
<b>E</b>	<b>Equipment:</b> vary the size/number of balls used
<b>I</b>	<b>Inclusion:</b> ask players who haven’t been involved what would improve the game and how their involvement could increase
<b>T</b>	<b>Time:</b> reduce or extend time available.





# Using feedback

Feedback allows coaches to tell players how they are performing in relation to their expectations. Successful coaching depends on your feedback to motivate, challenge, direct and support players on the quest to improve their skills, and ultimately improve overall performance of the individual or the team.

## Intrinsic Feedback

- How did that feel?
- What did you notice?
- What worked well?
- What did it look like?

## Peer Feedback

- What did your partner do well?
- Can you give your partner one thing to improve on?
- What did that look like?
- Why was that successful?

## Group Feedback

- What went well?
- Can you think of two ways to improve?
- How could you be more successful as a team?
- Is there one thing everybody could work on?
- What helps your team play well?
- What makes it difficult for the opposition?