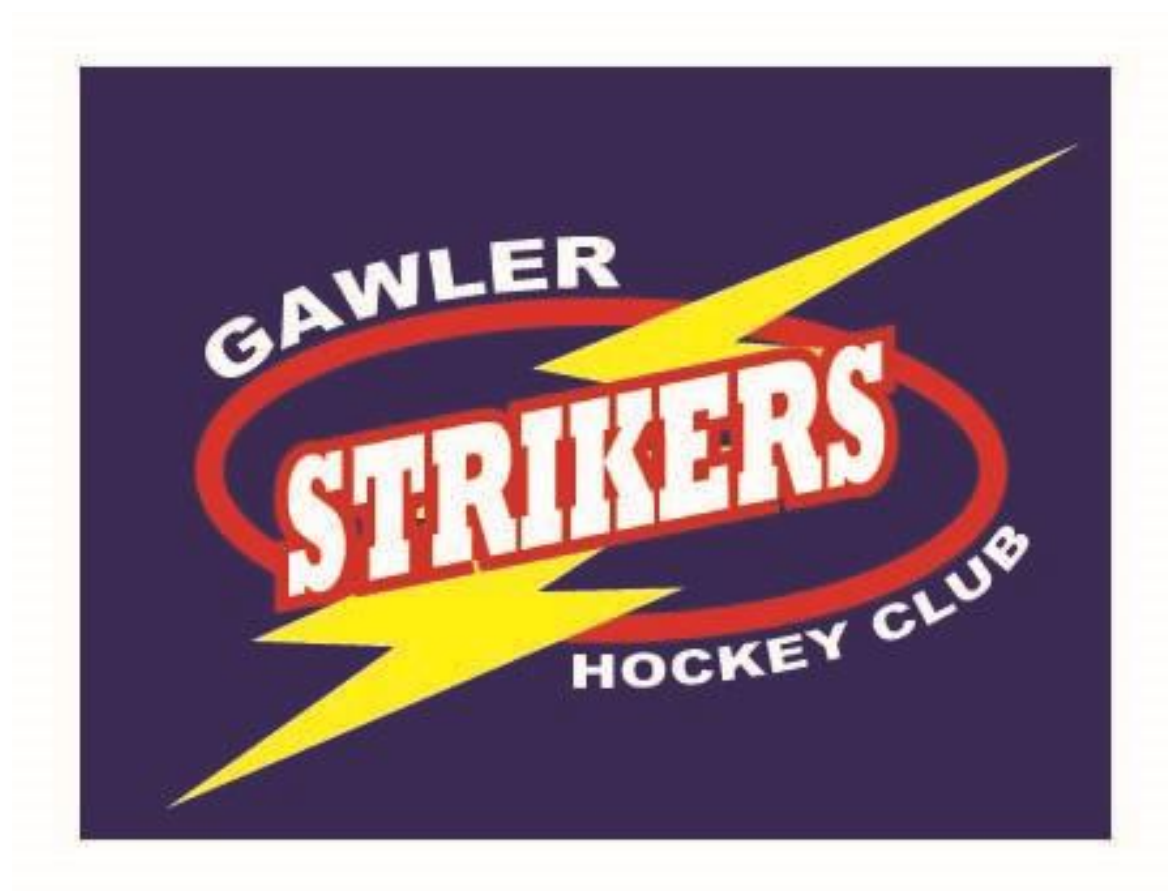
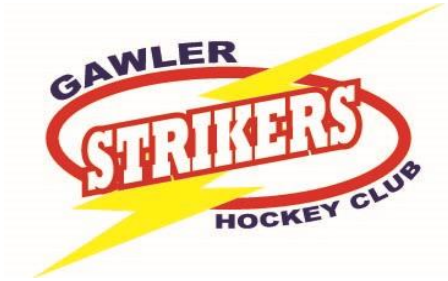


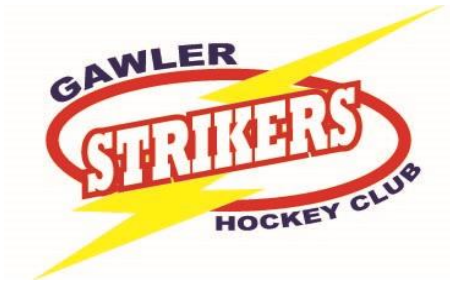
GAWLER HOCKEY CLUB JUNIOR COACHES HANDBOOK





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2. Roles and Responsibilities
3. Coach training requirements
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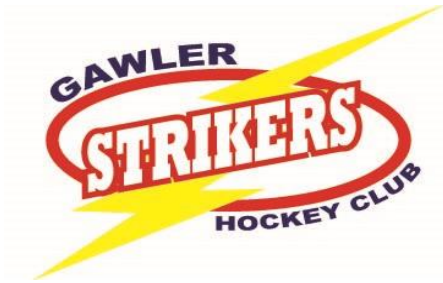


1. Introduction

Gawler Hockey Club greatly values its coaches and we are keen to support our coaches in their endeavour to develop and improve their coaching skills and their knowledge and understanding of the game.

This handbook has been put together to help Gawler Hockey Club coaches to coach in line with the expectations of Gawler Hockey Club and ensure our junior members are being taught the correct skills and attitudes in a fun, friendly environment.

It contains information on the level of skills that should be taught at each age group and resources for the coach to plan and manage their sessions.



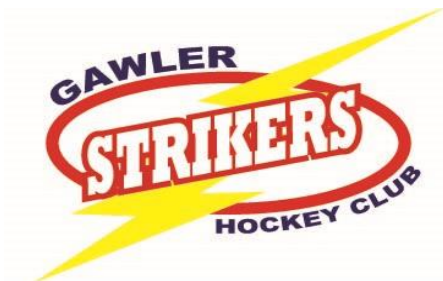
2. Roles and Responsibilities

GENERAL ROLE

Be a volunteer under the direction of the Junior Coordinator and be responsible for one Junior team at the Gawler Hockey Club.

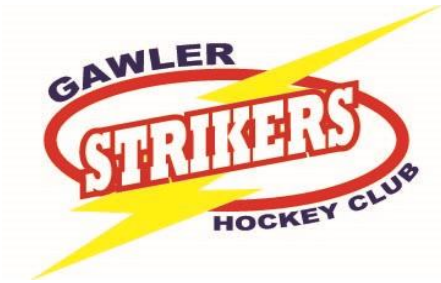
ESSENTIAL FUNCTIONS, RESPONSIBILITIES and EXPECTATIONS

- Exhibit caring, honesty, respect and responsibility at all times.
- Develop an understanding of the Gawler Hockey Club Junior Policy and implement that policy into your coaching.
- Maintain patience with players at all times.
- Be prepared and organised for all scheduled practices and games.
- Distribute all Gawler Hockey Club information including flyers, schedules, rosters etc when necessary.
- Develop a good player/coach relationship with team members and parents.
- Lead team members to shake hands with the opponent following each game.
- Encourage good sportsmanship in all practices and games.
- Ensure all players have equal game time.
- Have the ability to keep winning in perspective and emphasize the other important goals of participating in sport (skill development, having fun, meeting new friends, becoming fitter).



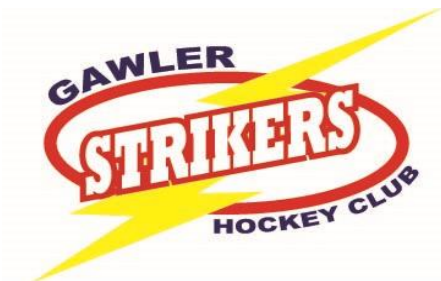
3. Coach training requirements

- ☐ **Under 16 only** – GHC Junior Coaching Course
 - ☐ Working With Children Check
 - ☐ Play by the Rules
 - ☐ Hockey Foundation Support Coach Accreditation
 - ☐ Beginner Coaching General Principles Course
-
- ☐ **Working With Children Check** – Free - Please see the committee for details on how to obtain this check (Over 16 years only).
 - ☐ **Play by the Rules** – Free – Available online in the Australian Sports Commission Learning Portal
 - ☐ **Foundation Support Coach Accreditation** – Free online course available on the Hockey Australia website
 - ☐ **Beginner Coaching General Principles Course** – Free online course available on the Australian Sports Commission learning portal.
 - ☐ **Foundation Lead Coach (Level One) Coaching Course** is also available on the Hockey Australia website. This course has an online component as well a mandatory course held by Hockey SA. Cost is \$50 and this can be reimbursed by the Club.



4. Helpful hints

- Be tough with players and parents early if necessary, especially with regards to shin pads and mouthguards-it will help later in the season;
- Be respectful towards the opposition players and supporters and the umpires-your leadership and attitude will greatly influence your own team;
- In the event of unruly behaviour by our players or parents, take control early.
- The teaching of basic roles, basic game plans and game strategies needs to be taught in conjunction with skills at an appropriate age. Coaches and juniors should endeavour to introduce to young players a variety of skill sets. Each player should have the opportunity to play in at least 3 playing positions to encourage versatility;
- It is important for coaches to plan each session and be prepared to be flexible with those plans;
- Coaches have a duty of care to our junior members during training sessions and games. Junior members should not be left alone to wait for their parents at the end of a session. If you have to wait with someone ask another parent or adult to wait with you so you are not alone with the child;
- Have fun!



5. A checklist for coaches

Create a positive environment

- Learn names quickly.
- Smile, praise and encourage.
- Be patient and supportive

Set achievable goals

- Keep the player's maturation in mind
- Make sessions challenging but offer achievable goals
- Ensure skill development is progressive.

Vary your sessions

- Change format and activities regularly.
- Ensure equal opportunity for all players.
- Avoid elimination games where players sit out.
- Include non-competitive teamwork.
- Include supervised play with minimal guided instruction.
- Use different teaching/coaching methods (tabloids/cards).

Teach skills

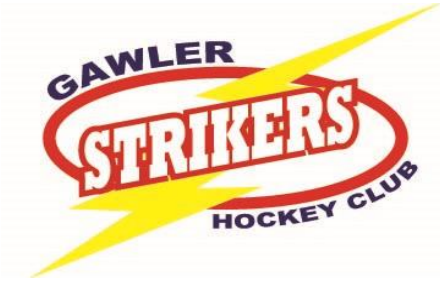
- Plan skills for sessions and introduce easiest ones first.
- Teach one skill, or one part at a time.
- Regularly revise skills from previous weeks.

Demonstrate

- Remember 'a picture paints a thousand words'.
- If you can't demonstrate a skill, choose someone who can.
- Demonstrate what to do, not what to do.
- Make sure all players can see the demonstration.

Involve all players

- Have ample equipment available.
- Use several small groups rather than one large one and avoid drills where a player has to wait in a long queue.
- Aim to have every player practicing the skill each 30 seconds at least.
- Familiarise yourself with the skills of a goalkeeper and incorporate activities specifically for them.



Provide instant feedback

- Be positive and use lots of praise
- Be supportive-shouting and criticising won't achieve anything.

Use your voice well

- Don't shout or talk too much.

6. Concentration spans of Junior players

One of the major problems confronting junior coaches is the lack of attention given by the athletes. There could be many reasons for this:

- Boredom through inactivity
- Exercises too difficult to achieve
- Exercise too easily achievable
- Lack of coach personality

These reasons can be directly attributable to the coach and the way the coaching session is being conducted. However coaches must be aware of the concentration spans of young athletes.

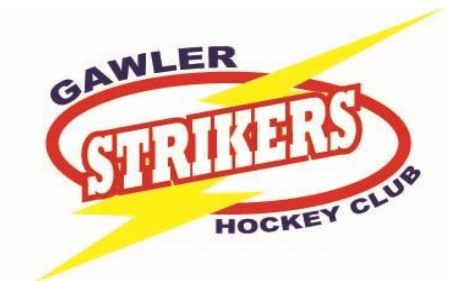
- **6-8 year olds** 20-30 min sessions, with specific exercises lasting no more than 4-5 min
- **8-9 year olds** 30-45 min sessions, with specific exercises lasting no more than 7-8 min
- **9-11 year olds** 45-60 min sessions, with specific exercises lasting no more than 8-10 min
- **11+** 60-80 min sessions, with specific exercises lasting no more than 10-15 min.

If coaches stray beyond these recommended guidelines, it is possible that they are demanding levels of concentration beyond the capacities of the children and can expect consequent lack of attention.

7. Hockey Australia Player Development Model

The table below has been developed by Hockey Australia and provides a guide to what coaches should focus on and the skills to be taught at various age groups. What is actually taught in an age group will depend on what level the players are at and what grade the team is in. The next section provides further details on what should be covered for each age group.

Stage of Learning	Focus	Skills	Age Guidelines
Beginner	Focus on:	Grip – open	Below 10
	Fun	Passing/receiving – push,/trap, slap hit	
	Enjoyment	Moving with the ball – front/reverse face	
	Motivation	Tackling – block, steal	
	Basic Skill Development	Team play – small numbers, concepts	
	Basic Tactical Awareness		
	Basic rules knowledge		
	Team play		
Consolidating	Building On:	<u>Additional Skills</u>	10-13
	Skills	Moving with the ball – dodging drags	
	Game knowledge	Tackling – lunge, poke, from behind, ‘wrong’ side	
	Tactical Awareness	Goal shooting	
	Team play and affiliation	Goal keeping	
	Rules knowledge	Team play – positional play/tactics + concepts	
Established	Refining:	<u>Application of Skills under pressure</u>	13-17
	Skills	Passing/receiving	
	Game concepts	Moving with the ball	
		Tackling	
		Goal shooting	
		Goal keeping	
		Team play	



Gawler Hockey Club Junior Coaching Course

8. GHC Coaching Academy

In 2022 we will be introducing a coaching academy. Through the academy we will provide our junior coaches with a structured program conducted across the winter season, combining both practical and theoretical training on what is required to be a successful coach.

The program is aimed at players aged between 11 and 16 that have little to no coaching experience but have played hockey for more than 1 year. The program is structured to provide hands on experience in a supportive environment.

The participants will perform the role of assistant coach and rotate across different teams and age groups gaining exposure and learning from our more experienced coaches.

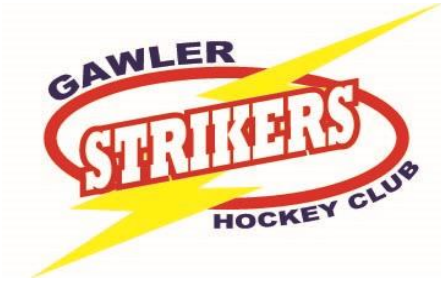
Our participants will learn how to:

- Implement the Gawler Hockey Club Coaching Philosophy
- Assist to run drills and training sessions
- Design and prepare training sessions in consultation with the adult coach
- Engage and build rapport with the players to create a fun and engaging environment

We also support our coaches with online resources, access to hockey training resources, planned training drills and training programs and support through buddies and mentors, support to gain coaching accreditation and exposure to our experienced and technically trained coaches.

The participants will be given the following:

- ☐ Club T-Shirt to identify them as a Junior Coach
- ☐ Whistle
- ☐ GHC Coaching Handbook
- ☐ Coaching Folder
- ☐ Hookin2 Hockey Handbook



The course will comprise the following:

- 3 x 1 hr theory lessons
- 2 x 1 hr Practical lessons
- 1 x Final Assessment

Once the participants have completed all the theory and practical components, they will then conduct their final assessment. This assessment will be conducted with an accredited coach.

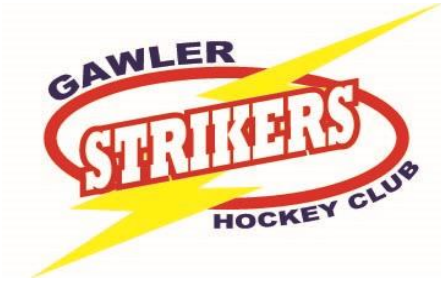
The participant will then graduate and they will be able to assist to coach Joeys-U11 and participate in various workshops throughout the season involving the following:

- ☐ Leadership
- ☐ Health and Well Being
- ☐ Full Field tactics/Structures

What makes a fun and safe junior hockey environment?

- A fun place – where the emphasis is on fun and enjoyment, involvement (ahead of winning)
- A physically safe environment – the right first aid, equipment and safe playing areas
- A community – where participants are able to interact with friends and other families
- A socially safe environment – a place where policies and practices are in place in regards to alcohol use, drugs, child protection and harassment.
- A cultural safe environment – where all juniors are made to feel welcome and valued regardless of age, gender, background, ability or beliefs.

Small sided versions of the game provide a more effective learning environment for the children maximising participation – **More touches of the Ball + More Involvement = Better Skill Development + More FUN!.**



Gawler Hockey Club Coaching Philosophy

Purpose

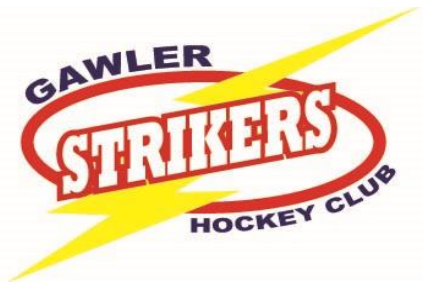
To outline our overall club philosophy and to aid coaches with relevant policies and procedures.

What is a philosophy?



A philosophy of sports coaching is simply what you believe about the sports coaching process, and how you plan to approach your athletes given what you believe.

A coaching philosophy identifies your priorities in life, your values, the way you coach, the way you approach the game, your particular stance on game strategy, your take on team dynamics, relationships, conflict resolution, attributes you would like to nurture in your team. It's about the important things that will make you successful as a coach.



MISSION STATEMENT

We aim to support all players at the club by creating an environment which is inclusive, friendly and enables each player to develop their skills under quality coaching and at a level of competition which suits their abilities at any given stage of their development.

CLUB OBJECTIVES

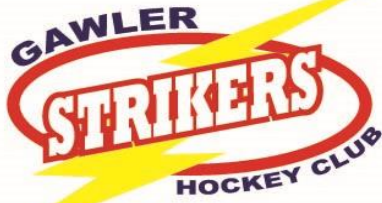
- To provide a safe, welcoming, inclusive and enjoyable environment for all players, umpires, parents and supporters;
- To provide quality coaching with an emphasis on player development, teamwork, skill development and a positive learning environment;
- We show fairness and encourage good sportsmanship for the Club and all others we interact with;
- We provide a great hockey and social experience for all our players, parents, supporters, sponsors and visitors;
- We show respect in all our dealings with each other and all others we are associated with.

CODES OF CONDUCT AND POLICIES

The following policies provided by Hockey Australia, Hockey SA and Barossa Valley Hockey Association must be adhered to:

- BVHA Constitution and Regulations
- Hockey SA Coach Code of Behaviour
- Hockey SA Players Code of Behaviour
- Hockey SA Team Officials Code of Behaviour
- Hockey SA Parent Guardian Code of Behaviour
- Hockey Australia Spectators Code of Behaviour

All policies are available via www.barossahockey.com/documentsforms/



COACHING PHILOSOPHY

As a coach we have an obligation to:

- Understand the main reasons why children/adults play sport/s
- Act as role models
- Use a positive approach in our coaching

WHY CHILDREN PLAY SPORT

The number one reason children play sports is for enjoyment and to have fun. Other reasons typically include:

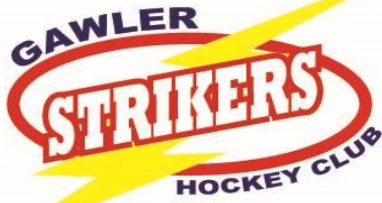
- Improving their skills;
- Playing with friends;
- Do something they are good at.

If they perceive the experience to be positive, they will be motivated to try harder. Greater effort leads to advancement in skills.

THE GAWLER WAY OF PLAYING – ON THE FIELD

There are three main objectives:

1. To play with determination and effort, but always fair and within the rules and spirit of the game
2. To play with a positive approach – quick, skilful movement of the ball when in possession and encouraging your teammates
3. To play defensively when our opponents have the ball – everyone is a defender in this situation



THE GAWLER WAY OF PLAYING – OFF THE FIELD

There are four main objectives:

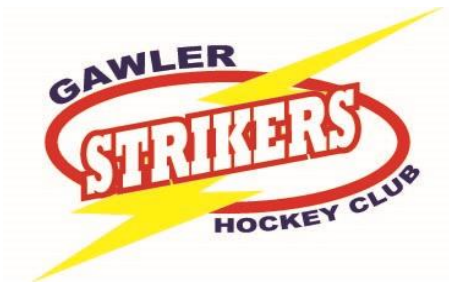
1. To treat everyone with respect;
2. To train to the best of your ability and listen to your coach;
3. To be punctual and prepared for training and games;
4. Notify your coach as soon as you can if you are unable to play.

CODE OF CONDUCT

GAWLER HOCKEY CLUB COACHES

We coach as part of the Gawler Hockey Club. With this comes a level of expectation on our coaches. Please review the following:

- Abide by the laws of the game, Club rules and Association rules
- Teach the rules: rules are mutual agreements which nobody should break
- Group players competitively
- Avoid overplaying talented players
- Maximise fun: Place winning in perspective
- Stress safety always
- Consider maturity levels: Devise training programs to suit all
- Develop team respect: For opponents, umpires and coaches
- Recognise the importance of prompt and appropriate injury treatment
- Keep up to date with coaching developments
- Attain coaching accreditation
- Embrace zero tolerance for derogatory language based on gender, race, personal matters or abilities



Correct Attire and Equipment

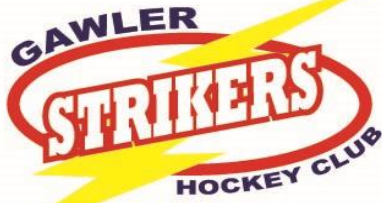
Coach

- ✓ Dressed appropriately
- ✓ Coaching Shirt
- ✓ Warm Jacket
- ✓ Whistle

Equipment

- ✓ Balls
- ✓ Cones
- ✓ Sticks
- ✓ Bibs
- ✓ First-Aid kit
- ✓ Hand Sanitiser





EXPECTATIONS OF A COACH

✓ Coach

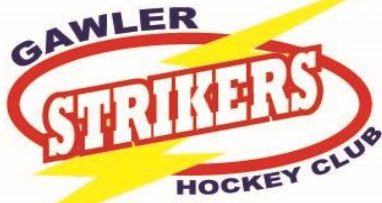
What do these people expect of you as a coach:

- Be positive and confident in your role
- Look for opportunities to learn as a coach
- Be knowledgeable in your sport
- Understand your obligations and legal responsibilities
- Act appropriately and responsibly with participants
- Meet the needs of all participants that you coach.

✓ Participants

The people you coach want you to:

- Understand why they participate in sport (for fun, activity, friendship, competition, enjoyment)
- Treat all participants with respect
- Listen
- Be enthusiastic
- Encourage them to improve
- Enjoy yourself
- Care.



✓ Parents and Caregivers

The families, parents and care-givers of the people you coach want you to:

- Be a positive influence and role model
- Give everyone a fair go
- Communicate and explain decisions
- Make sure all participants are safe
- Ensure all participants improve and have success.

✓ Organisation/Sport

The club, school community or sporting organisation you coach for wants you to:

- Act in accordance with any code of behaviour
- Treat players or participants with respect
- Assess and manage any safety and risk issues
- Tailor your coaching style, approach and plans to suit the needs of your participants
- Be aware of any policies and reporting processes
- Be a positive influence around your participants and your organisation.

✓ Officials

The referees, umpires, judges, technical officials want you to:

- Be a positive influence and role model
- Respect them, even if the calls go against you
- Stay calm and be friendly
- Abide by the rules of competition
- Consult with them to keep up-to-date.

TYPES OF COACHING ATTRIBUTES

DIRECT

The coach makes most of the decisions.
Decision making by participants is limited.

INDIRECT

The learner makes most of the decisions. The coach facilitates the decision making by the participants, often through questioning.

APPROACHABLE

The coach puts participants at ease, is relaxed, friendly, calm and welcoming while maintaining a 'professional distance'.

CONTROLLED

The coach is efficient, organised and maintains good discipline with participants.

PASSIONATE

The coach displays strong emotion in their coaching which can be motivational for participants.

FLEXIBLE

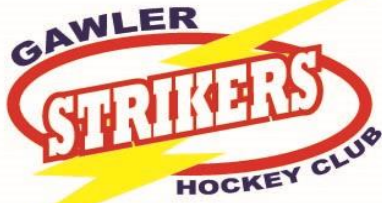
The coach is responsive to participants and the environment and tends to adapt and manage changes well.

HUMOROUS

The coach uses humour when appropriate, and makes activities fun, encouraging participants to enjoy themselves.

SUPPORTIVE

The participants feel safe and encouraged, and are nurtured by the coach.



Provide a safe playing space and suitable equipment

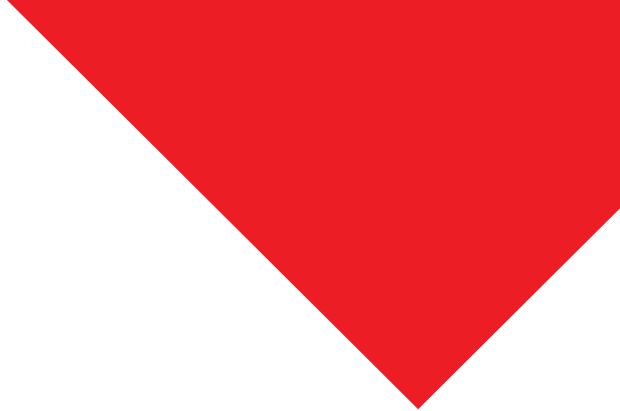
- Check equipment and training areas for risks every session.
- Modify the playing space or equipment to suit your participants' developmental level.
- Use sport-specific personal protective equipment.
- Ensure the playing space and equipment is adequate for the activity being taught.



Provide age appropriate activity for participants

- At the beginning of the season establish the skill level of the participants you will be coaching.
- Match participants for age, weight, height, and skill level.
- Participants should have adequate physical abilities and skill levels for the task being taught.

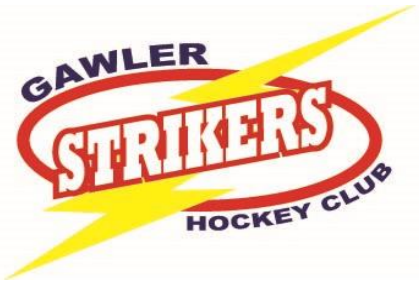
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PLANNING

Example Session Plan:

Session Plan Template			
Date: 22 July 2020		Attendance: U11	Equipment needed: Ice balls First aid kit Cones bibs
Venue: Trinity			
Duration: 1 hr			
Focus:			
Warm-up activities: Positions and passes Square, 45 and Straight Warm up run Stretches <u>5 minutes</u>		Drills/Exercises: Positions and passes Square, 45 and Straight 1. Pass/receive in pairs (5 min) Left foot out in front. Trap ball in line with left foot, wide grip, pass to stick side 2. Quick Tackle box 3. Game scenarios 4. Game	Game: ½ field game (30 mins)
Technique Tips: Game pace Team play			Cool Down jog
Review/evaluation (key points from session, what worked and what did not, modifications for next session, etc.):			



Websites

Hockey Australia

<https://www.hockey.org.au/play/hookin2hockey/>

Hockey SA

<https://www.hockeysa.com.au/get-involved/coach/>

Gawler Hockey Club

<https://www.gawlerhockeyclub.com/resources/coaching/>

Sportplan

https://www.sportplan.net/?gclid=Cj0KCQiAraSPBhDuARIsAM3Js4pl9HzeKgJvcONXXeIS2T4gGGrN7BU2cZj-QKdz5tNGhmnzcD6fBlaAm3CEALw_wcB

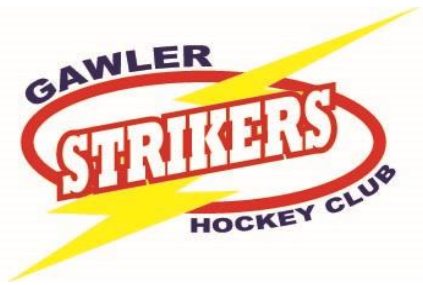
Youtube

<https://www.youtube.com/>

Handy Documents:

Hookin2 Hockey Manual

Hockey Australia – Level One Manual



Planning a training session

How to structure a training session

It is important a coach takes time to plan each training session. Training sessions should be developed from two or three goals that have been identified for that session. The elements of a training session that all coaches should include are:

- ☐ session introduction
- ☐ warm up
- ☐ skill activities
- ☐ Game
- ☐ cool down
- ☐ review

Gathering information and setting goals

Before planning a training session, coaches should gather information about the participants, and set goals. If you are working with a new group, the type of information you might need includes:

Previous experience in the sport

level of development, both with the technical and tactical skills of the sport as well as their level of physical fitness

why they like to play the sport and what motivates them

goals and aspirations in the sport

any illness, injury or medical condition that might restrict their ability to participate.

Goals should be established for the season as well as each training session. Goals help to guide the program and provide a reference point to monitor progress throughout the season.

Tips for planning training activities

Session content:

Over-plan rather than under-plan. It is easier to omit drills than to add unplanned drills.

The session must have variety of activities to ensure the participants stay active and enthusiastic.

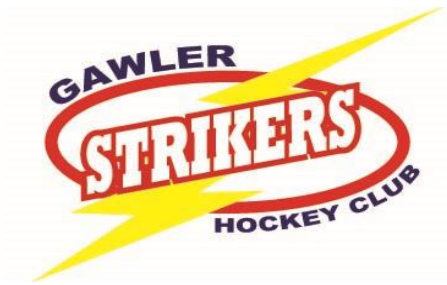
Look for new ideas and adapt old favourites or games from other sports.

Appropriate activities:

Avoid activities that require inactivity or drills that eliminate participants. It is likely that the

participants to be first eliminated will be the less skilled, who are the ones that need most practice.

Use more groups with a small number of participants rather than a few groups containing large numbers.



The activities must be appropriate for the participant's ability and age.

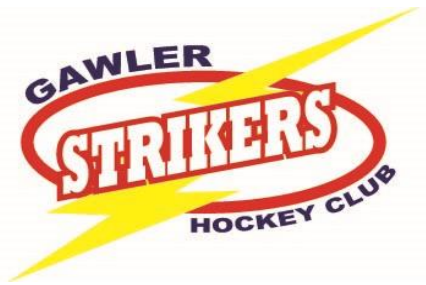
Even younger participants are capable of working independently in small groups. Develop activity station cards that explain the drill to be practised.

Progression:

Plan so that activities flow from one to the next smoothly. Have equipment close at hand and develop routines so that participants know what to do next.

Practice:

Ensure enough time for participants to practice and experiment with activities. Practice in small sided games is beneficial as it allows skills as well as technique to develop.



CONDUCTING A TRAINING SESSION

During the session

- Briefly introduce the session, explain what is going to happen and establish a few basic rules.
- Get things moving quickly.
- Spend the first few minutes on the warm-up - make sure this becomes a habit and fun to complete.
- Ensure that you allow plenty of time for game play and select a range of games that will develop skills, using questions and challenges to assist the participants to learn.
- Use skill demonstrations at key points to assist participants to understand techniques that may assist them to perform better. Ensure that techniques are shown in the context of how they will be performed in a match, and not in isolation.
- Making mistakes is a natural part of the learning process. Provide lots of opportunities to practice and learn to master a skill.

After the session

- Conclude the session properly. Include a slower game activity, or a walk if the session has been particularly strenuous.
- Encourage stretching at the end of the session as it can be beneficial for developing flexibility, as well as reducing muscle soreness.
- Talk to the players as they cool down and revise the key points of the session through questioning, provide lots of praise.
- Remind participants of the time and venue of the next practice session or competition.
- Distribute any flyers, information or other items that you may have for them.

Evaluate the session by asking yourself:

- Was it fun?
- Did the players enjoy themselves?
- What might be done to improve the session?
- Did the players participate enough?



THE WARM UP AND COOL DOWN

Warm-up and cool-down activities should be incorporated into training and competition routines. The warm-up prepares the body for activity, as well as helping to prevent injury to muscles, which can be more susceptible to injury when cold. The cool-down helps the body clear lactic acid that builds up during any activity. Less lactic acid means less soreness and stiffness the next day!

What is the ideal warm-up?

The ideal warm-up will depend on the sport, the level of competition and the age of the participants. The warm-up should incorporate the muscle groups and activities that are required during training or competition. The intensity of the warm-up should begin at a low level gradually building to the level of intensity required during training or competition.

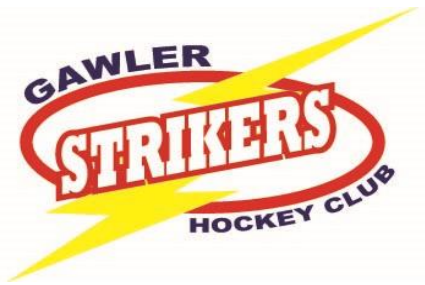
For most athletes, 5 to 10 minutes is enough. However, in cold weather the duration of the warm-up should be increased.

The warm-up aims to:

- prepare the body and mind for the activity
- increase the body's core temperature
- increase heart rate
- increase breathing rate.

Dynamic Warmup

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

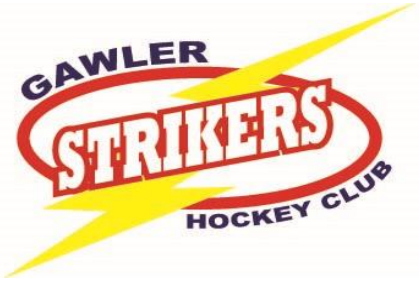


DEMONSTRATING A SKILL

Everybody has heard the old saying that a picture paints a thousand words. Demonstrating a new skill is an important component of coaching.

Tips for demonstrating a skill

- Make sure all the participants can see the demonstration. Be aware of distractions such as the sun, traffic or other groups.
- The coach doesn't always have to do the demonstration. Other options include one of the players who you know can perform the skills, or a picture, diagram or video may help.
- Ensure that the skill is demonstrated in the context of the game situation, so that participants understand 'why' as well as 'how' it is done.
- Highlight the main points of the skill. Keep explanations simple and brief. Try not to emphasise more than two or three key points at a time.
- Avoid pointing out things 'not to do' as this will only overload the players.
- You can break the skill into separate components for the purpose of the demonstration, but ensure you demonstrate the complete skill at normal speed first and at the end.
- Let the participants practice. New information stays with people for only a short period of time unless they are able to try the skill.
- Verbal instructions are sometimes unclear - accompany verbal instructions with a complimentary visual.
- Always show the correct skill last. If you are showing a player the difference between what they are doing and what you want them to do, demonstrate the correct skill after you have shown them their current method.



ORGANISING A GROUP

Establishing Routines

By establishing routines and giving the responsibility for routines to the participants the coach can devote more time to nurturing the sport skill development of the players.

Coaches should:

- establish set-up and put away systems for the equipment and facility that participants can assist with. These must be supervised by the coach.
- use consistent warm-up and warm-down routines.
- set up areas and equipment in advance for specific elements of the program.
- ask more experienced participants to help the less experienced ones.
- have a consistent routine for moving between coach instruction and activity to reduce management time. If the players know where to go, how quickly they need to be there and what behaviour is expected of them on arrival, then more time can be devoted to activity.

SELF EVALUATION



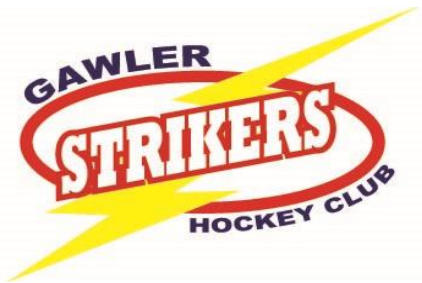
Australian Government

Australian Sports Commission

Coaching Skills Checklist

Self Evaluation Questionnaire

	Mostly	Sometimes	Never
Coaching style			
1 Did I smile, praise and encourage to reinforce the actions of the participants when they performed correctly?			
2 Did I reward effort as well as outcome?			
3 Was I consistent and fair in my treatment of all participants?			
4 Did I encourage the participants to have an input into team decisions and did I listen to them when they had something to say?			
5 Did I reinforce team rules fairly and consistently?			
6 Was I patient and supportive of the participants as they learn?			
7 Did I show the enthusiasm while coaching that I expect from the participants?			
8 Did the participants have fun during the training/game?			
9 Did I emphasise winning too much?			
10 Did I exercise self-control in situations that made me angry?			
11 Was I sensitive to the individual needs of all the participants?			
12 Did I personally demonstrate good sporting behaviour?			
13 Did I argue with, or complain about, officials?			
14 Did I encourage parents to attend games?			
15 Was I patient and tolerant with all participants, regardless of individual skill levels?			
16 Did the participants have equitable game time or did I over-play the more skilled participants?			
Session Planning and Implementation			
17 Was I well prepared and organised for training sessions?			
18 Did I keep the participant's level of maturity in mind when planning the session?			
19 Was I prompt in arriving at training/competition?			
20 Was the equipment organised and did the session run smoothly?			
21 Was my training session varied and interesting so that it challenged all participants and developed their confidence?			
22 Were the demonstrations appropriate? (i.e. was a good model provided, could everyone see, did everyone understand the instructions)			
23 Was I able to assist participants to correct errors when they occurred?			
24 Did the participants have a chance to play with minimum guided instruction?			
25 Did I use a variety of teaching / coaching methods?			
26 Did I group participants appropriately, and give everyone the chance to develop their skills?			
27 Did I give constructive and specific feedback?			
28 Did what I said to the participants match my non-verbal actions towards them?			
29 Did I over-coach during training/game by giving too many instructions?			
30 Did I change my communication methods to suit the needs of the participants?			



GAME DAY

Working with officials

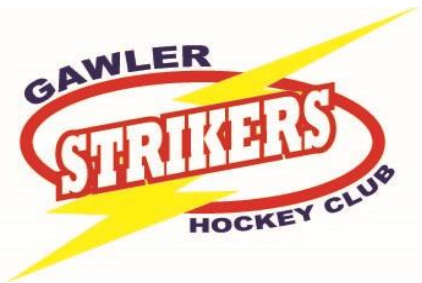
Officials (referees, judges, umpire, scorers, etc.) are often placed in the unenviable position of alienating 50 per cent of the crowd and players at any given time, and can be subject to criticism, abuse and harassment. It is important to remember that officials have the same needs and motivations as others involved in sport and that they have a critical role to play in ensuring the safe and fair management of competition.

Coaches can have a positive influence on minimising the abuse of officials and maximising the standard of officiating, by developing positive and supportive relationships with officials.

It is important coaches are good role models to the participants regarding how officials should be treated. A coach who verbally abuses or berates an umpire is giving the message to participants that this type of behaviour is acceptable. Coaches should display professionalism in their behaviour towards officials, and encourage participants to do the same. The coach should warn and/or counsel a participant who displays abusive behaviour towards an official.

Tips for working with officials

- A meeting with officials at the beginning of the season is a good idea. The coach can use this opportunity to introduce themselves and any support staff, to get to know the officials (get to see the human side) and to start developing open lines of communication away from the heat of competition.
- Invite officials along to pre-season team functions or meetings, where appropriate, in both formal (explain any new rules, how competitions will run) and informal capacities so that athletes and others involved in the program get to know them as people and not just as the face on the other end of the whistle or flag.
- Maintain open and positive lines of communication throughout the year — discuss any issues as they arise in an open and non-threatening manner away from the heat of competition. In this way the coach can help reduce the risk of small points of contention becoming major issues, minimise the abuse of officials and help ensure that any competition is played in a safe and fair manner for the enjoyment of all involved.



TIPS FOR MANAGING BEHAVIOUR

- Ensure that participants, parents and administrators are aware of the expected codes behaviour and consequences that will be applied
- Deal with the problem by focusing on the behaviour – don't get personal. Do not publicly insult or embarrass the participant.
- Avoid punishing a group for the poor behaviour of one participant.
- Take a firm, fair consistent approach to managing behaviour. Apply consequences quickly and fairly. It may be necessary to exclude an individual from an activity. The exclusion should be brief and the coach should discuss the incident privately with the individual while they are excluded.
- Avoid punitive consequences.
- Avoid using punishments such as running laps or push-ups
- Use rewards, praise and acknowledgment to reinforce desired behaviours.

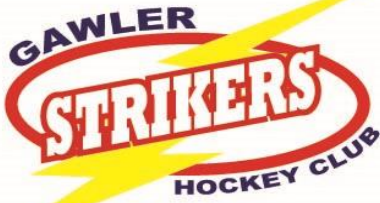
Strategies for dealing with inappropriate behaviour

Initially, quietly correct the child's behaviour:

- children, even young ones, know that there are rules of behaviour that are considered acceptable. Just drawing the child's attention to the fact that they have been noticed is usually enough to get them to change their behaviour
- do this as soon as possible after the inappropriate behaviour occurs
- alternatively, use non-verbal cues where possible — move closer, nod, frown slightly or stare
- join in and partner the problem child, without commenting
- divert their attention by asking a question: 'John, how is that trap coming along?', 'Sarah, can you organise this activity with your group, please?'
- praise a good aspect of their involvement
- ask them if they are having difficulty
- remind them of the group rules and appropriate behaviour (privately)
- address the behaviour, not the character, of the child - 'That's a silly thing to do, Matthew', not 'You are silly Matthew'
- find out why they are misbehaving and ask if it is helpful to the group (privately).

If the behaviour is not corrected, then relate the problem back to group rules:

- the coach might ask the child, 'What are you doing? Is this against our rules?' then ask what they should be doing
- politely ask the child to change their behaviour, reminding them of the consequence if they do not.



If the inappropriate behaviour continues:

- politely and calmly issue the consequence, or loss of privileges
- be respectful but firm and specific
- do not use punishment, blame, shame, pain, ignoring or sarcasm
- be consistent
- be brief — do not nag, lecture or interrogate
- remain calm — do not show anger, keep a 'cool head'
- forgive and forget

One way of dealing with inappropriate behaviour is to withdraw the child from the activity:

- place the child in 'time out' for a period before inviting them to re-join the group. Re-joining the group occurs only if the child agrees to abide by the team rules
- the 'time out' area should be somewhere away from other children but still located close enough so that the coach is able to supervise the child
- on the child's return, find an early opportunity to praise them or involve them in leading a group
- be patient as some inappropriate behaviour may need time to correct.

GAWLER HOCKEY CLUB

BEHAVIOUR MANAGEMENT STRATEGY

**Two
Minutes
Time out**

LOW LEVEL
Code of Conduct breaches

Example could include:

- Minor safety breach
- Listening reminders
- Disrespecting team mates or coaches
- Inappropriate comments to teammates or coaches
- Lack of acceptable level of involvement

**Five
Minutes
Time out**

MID-RANGE
Code of Conduct breaches

Example could include:

- Mid-level safety breach
- Several listening reminders
- Repeated disrespecting team mates or coaches,
- Repeated inappropriate comments to teammates or coaches
- Repeated unacceptable level of involvement

**To Parents
or
caregivers**

HIGH LEVEL
Code of Conduct breaches

Exclusion for the remainder of training or game with players escorted to parents or caregivers.

High level misbehaviour or continuous breaches of the code of conduct.

Examples could include:

- High level safety breach
- Harassment or bullying
- Physical or verbal abuse

This strategy is intended to support coaches in managing inappropriate behaviour of varying levels of severity during training sessions and games. This is important to ensure all players, coaches and club officials can feel safe and respected while enjoying our sport.

6-A-SIDE STRUCTURE/ROLES

POSITIONS- ROLES & RESPONSIBILITIES

Attack: The team with possession of the ball

Strikers (centre forward, left & right wing):

- Highest players on the field
- Create attacking opportunities

Midfielders (right and left inner/inside):

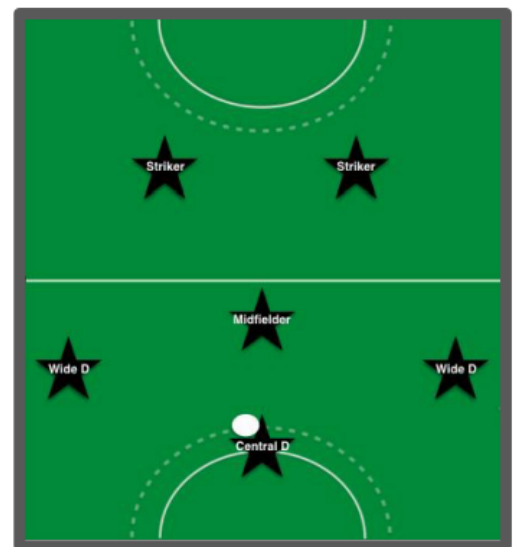
- Transition the ball from defence to attack - distribute the ball

Wide Defenders (right and left half):

- Support the attack when on their side of field
- Be a back option and take sideline hits

Central Defenders (fullback, sweeper):

- Take the 16 yard free hit, good vision to distribute ball.
- Set-up the attack!



POSITIONS- ROLES & RESPONSIBILITIES

Defending: The team without possession of the ball

Strikers (centre forward, left & right wing):

- Create turnovers- "chase back"
- First line of defence

Midfielders (right and left inner):

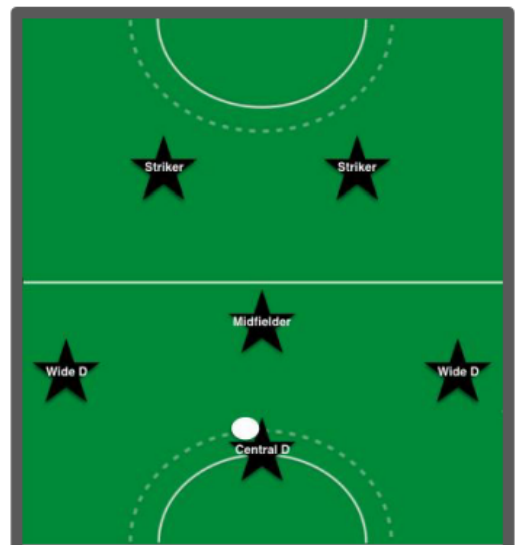
- "Slow down" oppositions attack.
- Second line of defence

Wide Defenders (right and left half):

- Limit the opponents opportunities to score
- Second line of defence.

Central Defenders (fullback, sweeper):

- Limit the opponents opportunities to score
- Second line of defence -**Not last line of defence!**



ATTACK: PASSING THE BALL

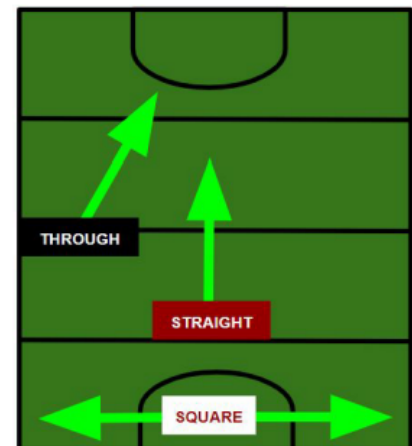
Passing Options

This is an advanced concept

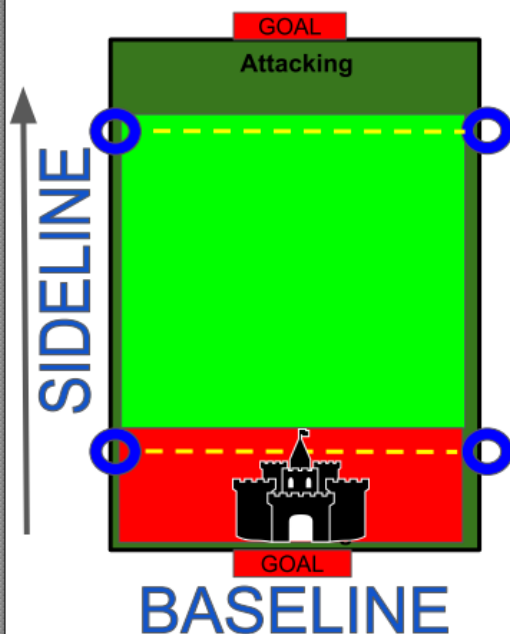
SQUARE - Player passes the ball to someone that is standing either side of them

STRAIGHT - Player passes the ball to someone standing directly in front of them

THROUGH - Player threads an angle pass between two defenders to someone standing in between them



DEFENSE: MARKING



What is marking?

Standing so close they could jump in front and intercept or tackle that player on receive

Each player is responsible for a marking player.

Protect the castle