

# SESSION PLANNING

## PRE SESSION



- Communication to Coaches/Parents
- Create session plan
- Plan what equipment you need
- Gather information on participants needs

## BEGINNING



- Warm welcome - register participants
- Bibs and name tags
- Free Play/Exploration
- Inform, explain and show participants a visual schedule of the session plan

## DURING



- Use visual aids, prompts and gestures
- Minimise distractions
- Provide a quiet/break area
- Provide short, clear instructions and demonstrations from multiple angles

## POST SESSION



- Reflect as a Coaching group
- Gain feedback from parents and participants
- Note specific adaptations, supports etc that worked well and plan to include next week

# SESSION STRUCTURE CUES

Tip/Strategy	What it means	When/How it can be used
<b>Start Routine (Same Every Week)</b>	A predictable opening sequence (e.g., gathering circle → warm-up → water).	Use at the beginning of every session to create security and reduce anxiety. Helps children settle quickly.
<b>Visual Session Map</b>	A simple picture or written outline: warm-up → skills → game → finish.	Use during introductions so children know what to expect. Great for those who struggle with transitions or uncertainty.
<b>Clear Station Structure</b>	Each drill area looks consistent (same cone colours, layout, instructions).	Use when running multiple stations. Helps children recognise tasks quickly without needing lots of verbal explanation.
<b>Smooth Transitions</b>	Short, predictable steps between activities (stop, gather, instructions, move).	Use to reduce confusion or wandering. Add countdowns or visual cues for children who need extra time.
<b>Traffic Light System (Go/Slow/Stop)</b>	A visual signal to indicate activity levels or behaviour expectations.	Use during high-energy games to manage behaviour safely without shouting.
<b>One Skill Focus Per Drill</b>	Avoiding overloading players with too many instructions or corrections at once.	Use with groups who struggle with attention, processing, or retention. Helps them experience success.
<b>Work–Break Rhythm</b>	Alternating activity time with short, purposeful breaks.	Use with children who fatigue mentally or physically, or who need sensory regulation. Breaks can be movement, water, or calm space.

*All examples are guides only; tailor your approach to each player.*

# SESSION STRUCTURE CUES

Tip/Strategy	What it means	When/How it can be used
<b>Group Colour/Number Assignment</b>	Putting children into consistent teams or groups using colours or numbers.	Use to reduce social confusion and speed up transitions between drills and games.
<b>End-of-Session Reflection</b>	A predictable closing routine (high-five circle, “What did we learn?”, 3 positives).	Use to reinforce learning, finish positively, and signal closure for children who need clear endings.
<b>Consistent Start/Stop Signals</b>	Same hand signal, whistle pattern, or visual card every time.	Use to avoid confusion, especially with children who don’t respond well to sudden noise or verbal cues.
<b>Home Base Area</b>	A designated spot where players return between activities (cone, hoop, bench).	Use for grounding and orientation. Helps children who wander, feel overwhelmed, or need predictability.
<b>Previewing Changes</b>	Informing children when you plan to change a game or drill (“Next we will add defenders”).	Use to minimise anxiety, especially for children who struggle with unexpected changes.
<b>Role Cards / Job Assignments</b>	Giving players simple jobs (cone collector, ball carrier, buddy helper).	Use when a child needs structure, ownership, or a predictable role. Boosts engagement and behaviour.

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