

SESSION PLANNING

PRE SESSION



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

BEGINNING



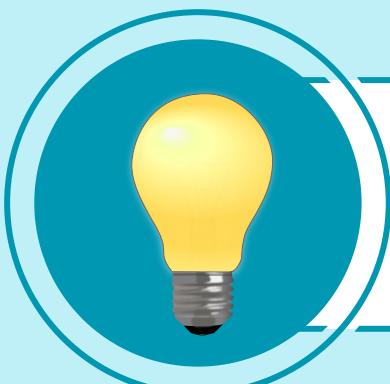
- Warm welcome - register participants
- Bibs and name tags
- Free Play/Exploration
- Inform, explain and show participants a visual schedule of the session plan

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 adaptions, 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
Start Routine (Same Every Week)	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.
Visual Session Map	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.
Clear Station Structure	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.
Smooth Transitions	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.
Traffic Light System (Go/Slow/Stop)	A visual signal to indicate activity levels or behaviour expectations.	Use during high-energy games to manage behaviour safely without shouting.
One Skill Focus Per Drill	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.
Work-Break Rhythm	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.

SESSION STRUCTURE CUES

Tip/Strategy	What it means	When/How it can be used
Group Colour/Number Assignment	Putting children into consistent teams or groups using colours or numbers.	Use to reduce social confusion and speed up transitions between drills and games.
End-of-Session Reflection	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.
Consistent Start/Stop Signals	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.
Home Base Area	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.
Previewing Changes	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.
Role Cards / Job Assignments	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.