

## What does a good session plan look like?

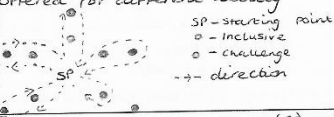
- ✓ Realistic timings and duration
- ✓ Appropriate progression
- ✓ Relevant to the audience
- ✓ Considers differentiation (i.e. STEP principles and The Activity Inclusion Model)
- ✓ Contains coaching points appropriate to multi-skills (consider FMS and SSS principles)
- ✓ Warm up – how does this prepare us for the activity ahead? Ensure it relates to your objective
- ✓ Main session (can include small sides games, technique shaping, scenario based activities).
- ✓ Cool down – how can this be used to slow down the heart rate, check for learning and gain feedback?
- ✓ Contingency planning – What could potentially change i.e. numbers, equipment etc?



## An example or two....

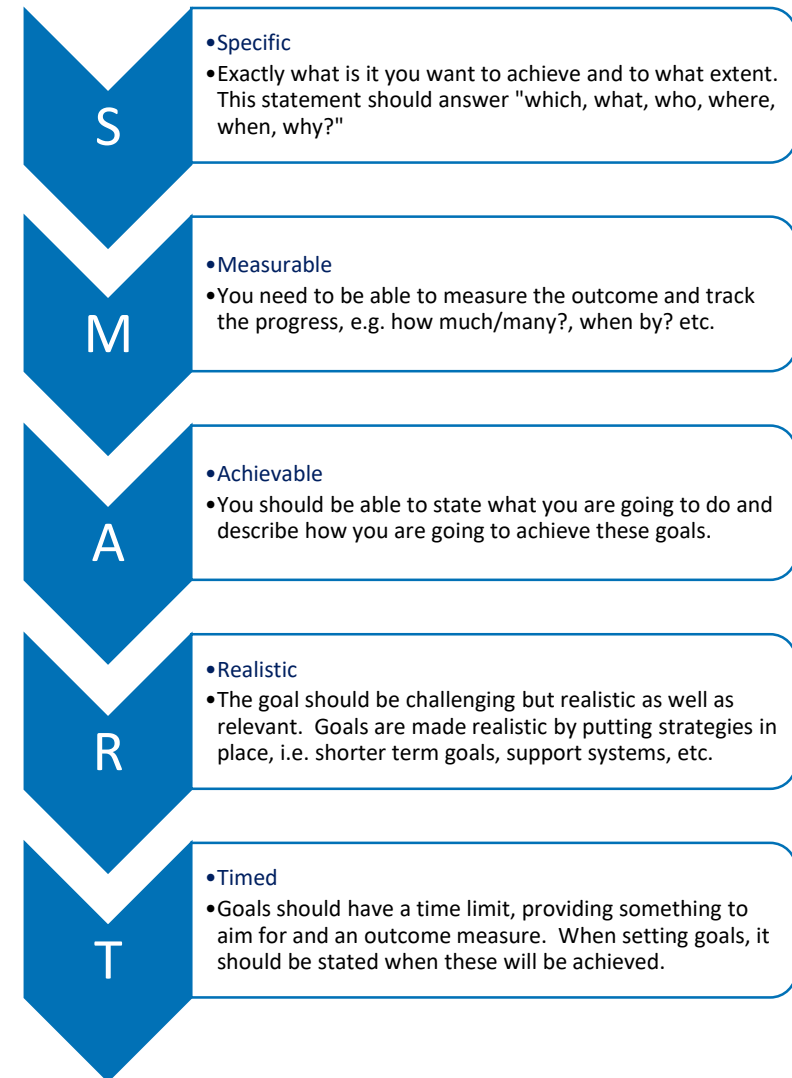
### Task 4.2: Session Plan (1)

Date:	19/3/17	Venue:	TRINITY SCHOOL	Session No:	One
Numbers:	6	Duration:	40mins	Age range:	6-8yrs
Ability:	Beginner ✓	Intermediate	Advanced		
Session Focus:	FoM Balance Co-ordination		FMS Travelling forwards and backwards		
Safety screening notes:	<p>Ensure area is free from hazards (other equipment)</p> <p>Check for injuries or limitations to movement.</p> <p>Increase area to allow turning points for Participant with a walker.</p> <p>Correct clothing appropriate footwear</p>				
Others involved and their role:					
Resources required:	<p>Coloured cones, Spot markers</p> <p>Red, Green, orange cards</p> <p>Balloons, Bearbags</p>				
Session goals:	<p>* To improve balance and co-ordination when travelling forwards and backwards.</p> <p>* Increase body control when moving fast and slow.</p>				

Session Content	Timings	Coaching Points
<b>Warm-up:</b> Traffic lights - coach to have red, green & orange laminated cards. Participants moving around the area, coach shows a card and they pick a movement at right pace. Red - stop and balance Amber - slow the movement Green - speed up the movement Coach to ask participants to change the type of movement regularly (encourage forwards & backwards)	6 mins	Keep your head up to see the cards + avoid others. Posture tips to help balance - head up - body weight over base. Are you using arms to help you move?
<b>ACTIVITY:</b> Set up grid below, cones to be colour co-ordinated so adaptations offered for different ability.  SP - starting point O - inclusive O - challenge -> direction	2 mins to introduce task.	<b>Key Points for MVT Skills</b> Running Jogging - Hips Square - Balls of your feet.
<b>Activity:</b> 1) Each participant starts at (SP) and faces out towards a cone. up to 5 children per grid (add extra grids for more participants) 2) Start moving towards their cone, go round & return towards SP. 3) Next movement to the next line of cones in clockwise direction.	5-8 mins	Arms legs working together.
<b>CREATIVITY</b> CHILDREN CHOOSE MOVEMENT <b>CONFIDENCE</b> ADD A TIME CHALLENGE HOW FAST CAN YOU PROGRESS? <b>CIRCUIT?</b> Progression - co-ordination Add a balloon, children have to keep balloon in the air whilst moving around the grid. Alternate - forwards mvt / backwards mvt Progression - Balance Add a bearbag to be balanced on a part of their body whilst travelling - harder - speed up, slower slow down.	5-8 mins	Where do you need to look to control balloon or more forwards? How can you maintain balance when speeding up?
<b>Cool-down:</b> Balloon relay as a team, pass the balloons from person to person. Travel forwards/backwards (alternate) CONNECT TO EACH OTHER. - How can we improve our co-ordination when travelling? - Why do we need to balance when travelling forwards & backwards?	6 mins	Refer back to SP for Balance Co-ordination

- Realistic timings
- FoM and FMS principles (this was a session focused on Fundamental Movement Skills)
- Clear session goals
- Coaching points relevant to FMS

- Should focus on at least 1 FMS and 1 SSS per session with the content progressing over the coaching programme
- Programme should consider the needs and abilities of the participants. It should be:
  - Progressive
  - Create appropriate challenge
  - Be realistic
  - Be fun
  - Have coaching points
- Can the plan be flexible enough to enable session content to be modified based on delivery?



## Linked and progressive session example

	Session 1	Session 2	Session 3	Session 4
Aims/goals:	<i>To develop:</i> <ul style="list-style-type: none"><li>• <i>Fundamentals of movement skills relevant to striking and fielding games (Coordination)</i></li><li>• <i>Fundamental movement skills relevant to striking and fielding games (Receiving)</i></li><li>• <i>Specific sport skills relevant to striking and fielding games (Fielding – catching and collecting)</i></li></ul>	<i>To develop:</i> <ul style="list-style-type: none"><li>• <i>Fundamentals of movement skills relevant to striking and fielding games (Coordination)</i></li><li>• <i>Fundamental movement skills relevant to striking and fielding games (Sending)</i></li><li>• <i>Specific sport skills relevant to striking and fielding games (throwing and bowling)</i></li></ul>	<i>To develop:</i> <ul style="list-style-type: none"><li>• <i>Fundamentals of movement skills relevant to striking and fielding games (Balance)</i></li><li>• <i>Fundamental movement skills relevant to striking and fielding games (Striking)</i></li><li>• <i>Specific sport skills relevant to striking and fielding games (Batting)</i></li></ul>	<i>To develop:</i> <ul style="list-style-type: none"><li>• <i>Fundamentals of movement skills relevant to striking and fielding games (Agility)</i></li><li>• <i>Fundamental movement skills relevant to striking and fielding games (Travelling)</i></li><li>• <i>Sport specific skills relevant to striking and fielding games (Kwik-cricket, non-stop rounders)</i></li></ul>

This is an example of a linked and progressive plan (aims only). This is purely an example and should not be copied but the principles could be adapted and used.

## What are the requirements for task 4?

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- ✓ Complete 4 individual plans
- ✓ Complete the health and safety checklist
- ✓ Record your delivery
- ✓ Complete all the fields in all templates
- ✓ Review each of the sessions delivered.
- ✓ Complete the overall programme evaluation
- ✓ Select one of the sessions delivered and consider how you delivered the session – identifying how you would alter the plan for this session when considering different audiences

**Please note: Your session for task 5 should be based on a different SSS topic to that in the linked sessions from task 4.**

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