

FFA Session Planner with Self Assessment



Name		Course		Date		Assessment #	
Video Link	Insert link to your assessment video here and for a guide about use of this template click here.						

Match Analysis Details

Opponent Name		Competition and Date	
Opponent Playing Style		Opponent Formation (In and Out of Possession)	
Main Moment		Key Principle	
What?			
Who?			
When?			
Where?			
Why?			
Session Objective			

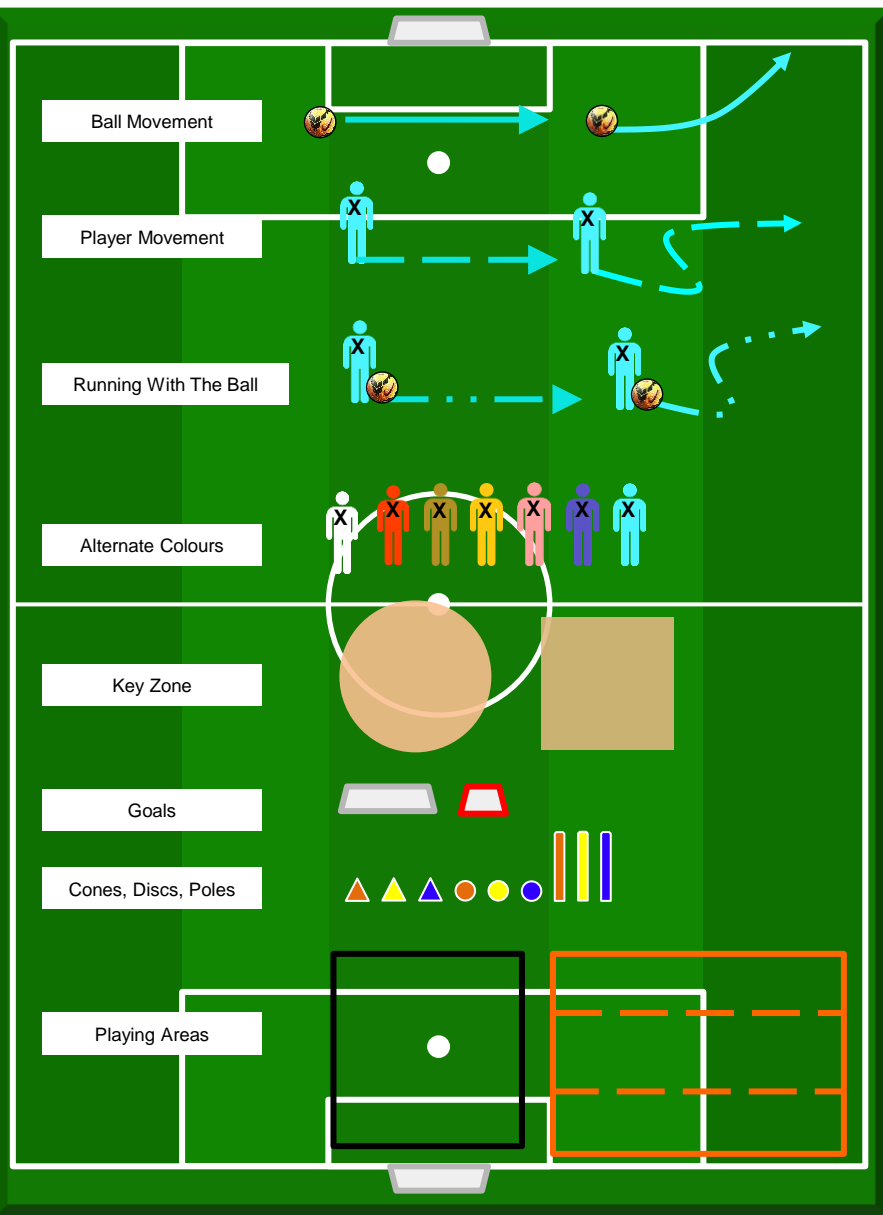
Football Problem/Opportunity/Scenario

Still image from match footage. If video clips have been created, insert the video link here:

Football Problem/Opportunity/Scenario

Illustrate the scenario below, showing examples of key trends linked to your 5W breakdown.

Place image here or illustrate using the FFA template/s



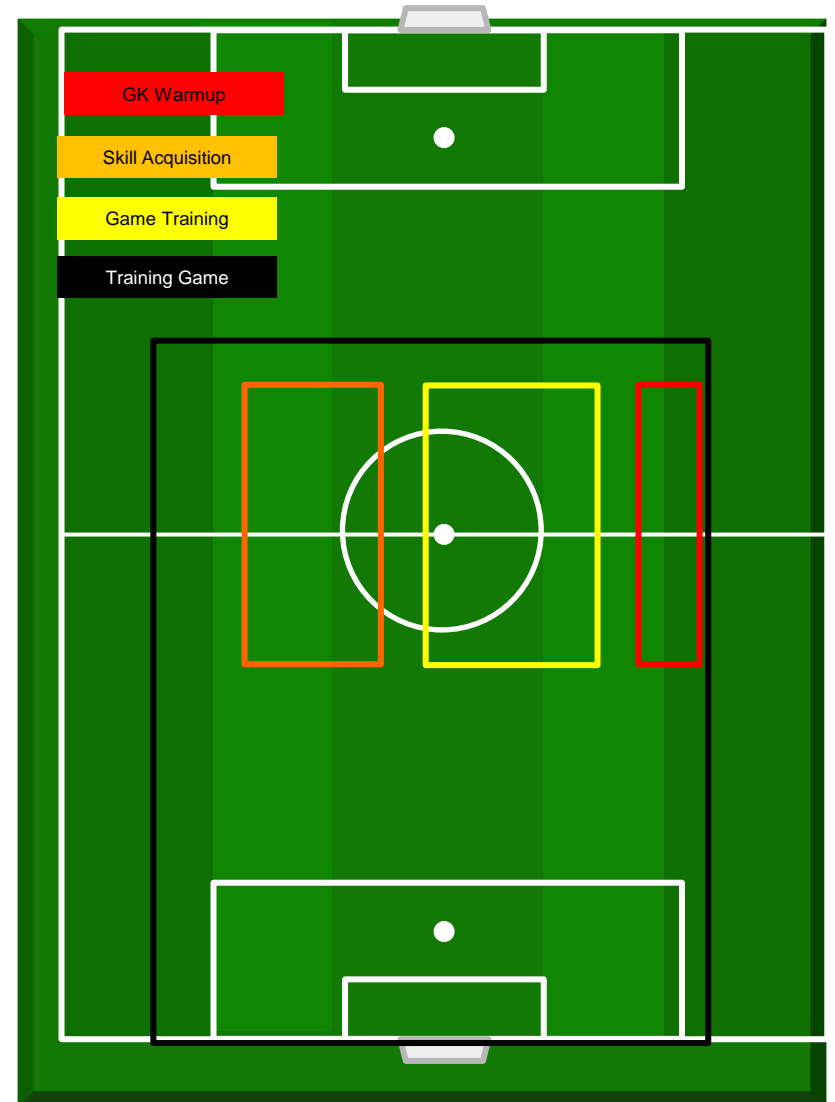
Conduct

Goalkeeper Warmup

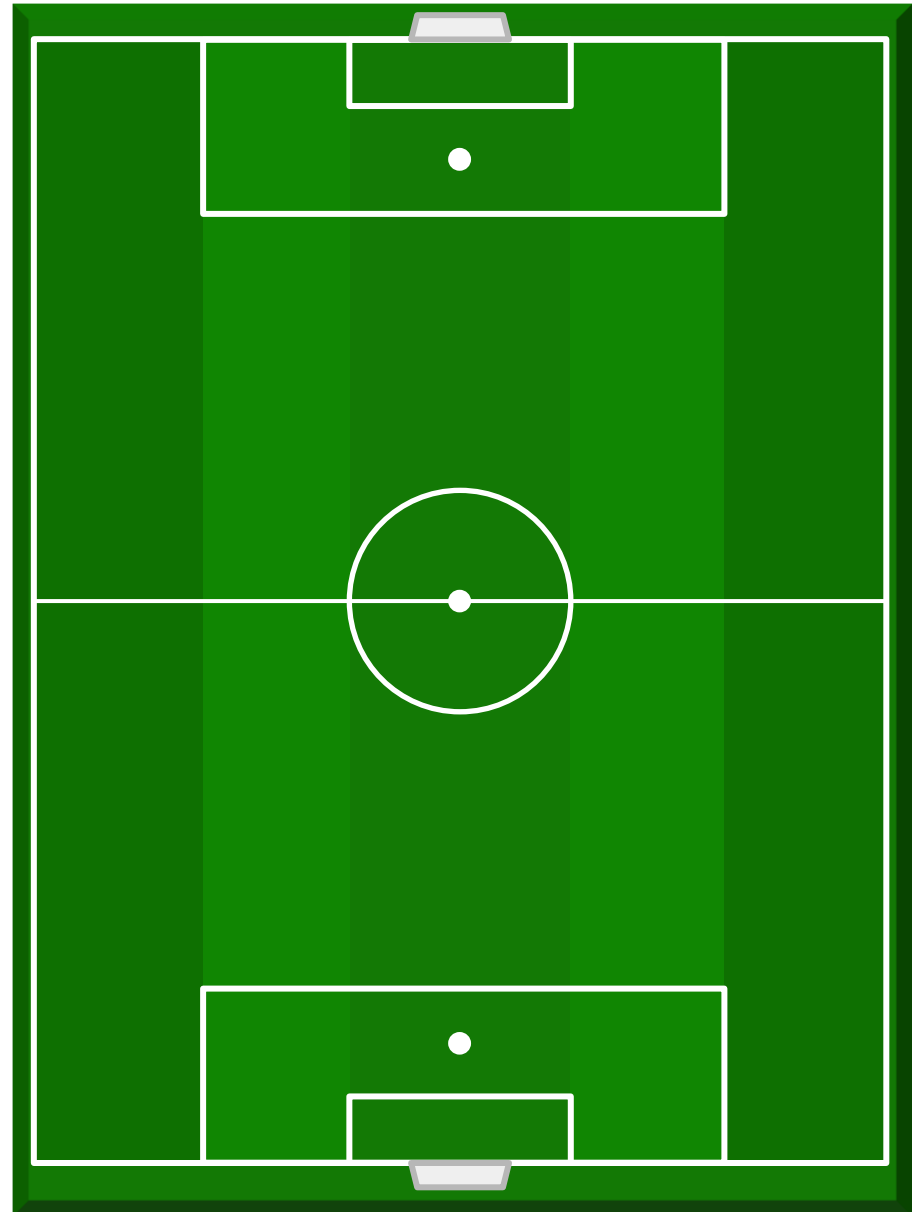
Goalkeepers Involved/ Excluded	
Size	
Timing	
Equipment	
Rules/ Explanation	
Progressions	
Dynamic Stretches and/ or Injury Prevention	

Pitch Organisation

Adjust the size and position of each box to accurately match the size and space where the exercises will (or should) occur.



Place image here or illustrate
using the FFA template/s



Conduct

Animation – Skill Acquisition

Organisation

Goalkeepers/Players Involved

Size

Timing

Equipment

Starts/Restarts

Rules/Explanation

Progressions

Script

Team Task/Challenge:

Goalkeeper Tasks/Challenges:

Technical Key Factors

Eg. Assess the flight (What)

Player Tasks/Challenges:

What (you want the player to do>What is the challenge) and the **Why** (outcome).

Eg. 7/11: Try to get in behind the back 4 (What), to either cross or score (Why).

Coach's Cues (Predominately for the goalkeeper):

When (timing of execution) and **How** (the player is going to execute the action).

Eg. As the ball is struck (When) can you be still and balanced (How)?

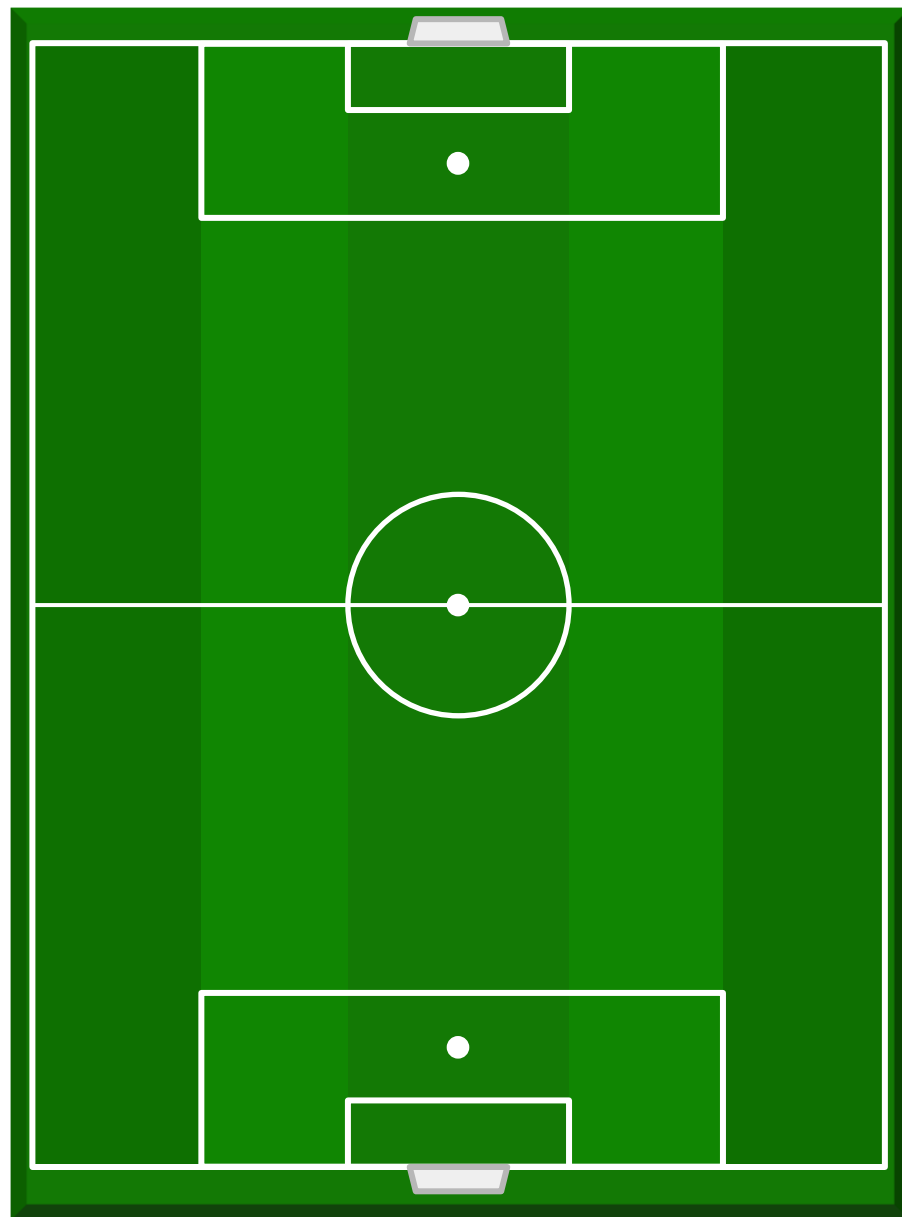
Conduct

Animation – Skill Acquisition continued

Goalkeeper Tasks/Challenges:

Coach's Cues (Predominately for the goalkeeper):

Place image here or illustrate
using the FFA template/s



Conduct

Animation – Game Training

Organisation

Goalkeepers/Players Involved

Size

Timing

Equipment

Team Shape (Us)

Team Shape (Them)

Starts/Restarts

Rules/Explanation

Progressions

Script (not required for Level 1 Goalkeeper Course)

Team Task/Challenge:

Goalkeeper Tasks/Challenges:

Technical Key Factors

Player Tasks/Challenges:

What (you want the player to do>What is the challenge) and the **Why** (outcome).

Eg. 7/11: Try to get in behind the back 4 (What), to either cross or score (Why).

Coach's Cues (Predominately for the goalkeeper):

When (timing of execution) and **How** (the player is going to execute the action).

Eg. As the ball is struck (When) can you be still and balanced (How)?

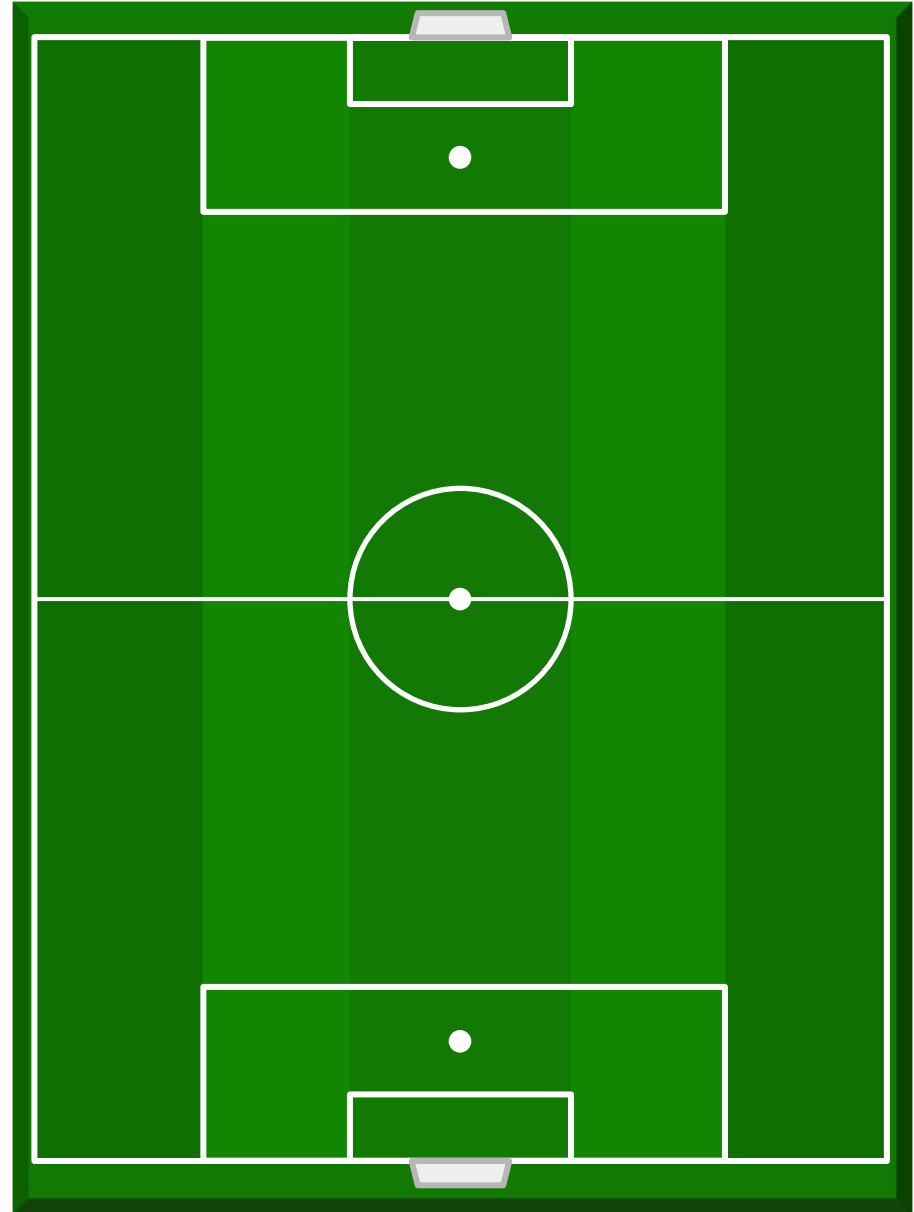
Conduct

Animation – Game Training continued

Goalkeeper/Player Tasks/Challenges:

Coach's Cues (Predominately for the goalkeeper):

Place image here or illustrate
using the FFA template/s



Conduct**Animation – Training Game**

Organisation

Explanation/Progression

Assessment Guide (Not required for GK Level 1)

Coach's Comments

Training Game

The Training Game:
Maintained the focus on the problem and Session Objective

Had the relevant players involved and positioned
appropriately

Set goals for both teams which were appropriate and
maintained the focus on the Session Objective

Maintained realism

Demonstrated the players understanding and ability to
perform the Team Task effectively as coached in the Game
Training

Allowed the coach to accurately assess the success of the
training session and the likely transfer to match
performance

Evaluate

Self-Assessment

Aspect

Coach's Comments

Plan/Prepare:

1. How did you ensure the session was well organised, delivered with minimal disruption and/or compromise?
2. Outline how you could have improved the management of yourself or others to prepare.
3. Any other planning/preparation considerations of note for future reference?

Design:

1. Upon bringing your session to life on the park, how did each practice component link together to create a clear chain of learning?
2. Describe how your session design (not conduct), ensured that the session was going to be enjoyed by the goalkeepers and players whilst also achieving your objective.
3. For delivery of this session in the future (and based on the 2 questions above), outline what, if anything, would you change to your design? What was successful or unsuccessful?

Evaluate

Self-Assessment

Aspect

Coach's Comments

Conduct – Goalkeeper warmup:

1. Describe how the Goalkeeper warmup fulfilled the objectives of the Training session by progressively building up intensity, preparing players for the match (and execution of actions at match speed)?

Conduct – Skill acquisition:

1. When and how was the checklist addressed to either re-create your scenario (shape), offer repetition of key behaviours and an adequate level of match like resistance?
 - The START to the practice was relevant to the Session Objective and the Moment identified by the 5W process.
 - The practice allowed the goalkeeper to incorporate Perception and decision making.
 - The ORGANISATION created a problem-solving environment linked to the Session Objective.
 - The ATTITUDE of the players was managed appropriately.
 - The session was adapted to meet the ABILITY of the players.
 - The players' UNDERSTANDING of the organization and rules was checked.
 - The Coach managed the 'SELF' aspect before moving on to the Teaching Process element.

Evaluate

Self-Assessment

Aspect

Coach's Comments

Conduct – Skill acquisition (continued):

2. Focused on solving the Goalkeeper football problem.

- Presented the opportunity to develop the Session Objective.
- Was it organised so that the relevant players were involved?
- The Goals for both teams were appropriate to the Session Objective and recreating the key moment/s.
- Established and maintained the realism required to address the problem and Session Objective (as illustrated in the animations on this form).

3. Describe the coaching interventions/ process you used and your assessment of their effectiveness and/or impact on learning.

4. Describe when (using time stamps in the video), how, and possibly why, you did or didn't intervene at selected moments in the session to achieve your outcome/influence learning.

5. Assess the effectiveness of those interventions and what you could have done differently or could improve for future sessions (referencing Words/Pictures/ Non-Verbal in the assessment rubric).

6. Outline any other area you observed that you thought you did well or could have improved (Observation/ Communication/ Interaction etc.)

Evaluate

Self-Assessment

Aspect

Coach's Comment

The Team Task was:

- Clearly set.
- Observed and appropriate feedback provided.
- Led the Players towards attempting the required Player Tasks.

Players Tasks were:

- Given to the Goalkeeper and key players .
- Given at the appropriate times.
- Observed, with appropriate feedback given.
- Used effectively to improve the players ability to undertake the Team Task.

Coach's Cues were used to support Goalkeeper and key players in undertaking their tasks.

Play was stopped at appropriate times.

Feedback was technically correct, and relevant to the intervention.

Feedback was given using pictures and words effectively.

Freeze replay was used appropriately.

Feedback during natural breaks was used appropriately.

Coaching on the run was used appropriately.

The interventions were well-timed and effective.

The coach allowed the players suitable opportunities to try and do what they had been asked.

Evaluate

Self-Assessment

Aspect

Coach's Comments

Coach Action Plan (not part of assessment)**What, How and by When to improve / continue to develop)****Plan/Prepare:**

-
-
-

Design:

-
-
-

Conduct:

-
-
-

Other:

-
-
-

Planning Template

Copy/Paste these as required in the sections throughout the planner to illustrate your practices.

