

How to set up a training session



When setting up a training session it is important to consider the below questions:

- **What is the overall aim for this session? What would you like the umpires to learn in this session?**
 - Coaching/education, skills, conditioning, fun/connection
- **How does this session build upon the previous session?**
- **How are you going to connect with the umpires, involve all the umpires in activities, show that you believe in the umpires and/or inspire the umpires?**
- **Who will be attending?** (age, umpire discipline, number of umpires)
- **What space/facilities/equipment/technology is available to use?**
- **How will I engage the umpires in the learning?**
 - Asking questions to gauge their understanding
 - Think – Pair – Share (asking the umpires to consider a question individually, then as a pair & then sharing with the group)
 - Using ICT, for example Kahoot to practice decision making (<https://kahoot.com/>) or Slido to gain feedback or short-answer responses (<https://www.slido.com/>)

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The CoachAFL Coaching Curriculum recommends the below session structure for training sessions (junior, youth and senior) ...

	Duration	Focus	
PRE-GAME	Up to 15min	Fun, Play & Exploration (no coaching!)	▶ Unstructured play is important for skill acquisition, particularly with regards to developing creativity
QUARTER 1	10min	Energizer (Warm-Up)	▶ The aim is to have a fun warm-up with an emphasis on fundamental movements
QUARTER 2 (2 Rotations)	10min	Fundamental Skills (High Repetition)	▶ The aim is to practice the fundamentals skills of football with lots of repetition
	10min	Decision Making Task	
QUARTER 3	15min	Team Task	▶ Opportunity to practice applying the fundamental skills to game situations when working as a team
QUARTER 4	10min	Game	▶ Opportunity to play the game, whilst rules are applied to emphasise specific skills

TOTAL DURATION  **MINUTES**

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The Coaches Role is to...

- Determine how to create practice that allows umpires to learn by themselves
- Guide and Shape rather than Dictate
- Use a questioning style of instruction
- “More hands off” – skilful observation
- **Let the drill / game outcomes teach the umpire**

Maximise Practice Time

- Minimise waiting time
- Small groups / pairs
- Lots of balls / opportunities to throw / position / judge
- Minimal instruction – 1 key point / Question

MAKE THEM BUSY SOLVING PROBLEMS, RATHER THAN REPEATING SOLUTIONS

3 Key Points on Instructions

- ▶ The best instructions are short cuts that guides umpires' attention & helps them evaluate their own performance
- ▶ Easy to create a dependency
- ▶ Usually not available in the performance context





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What percentage of time do you spend on each of the following enablers?

FIELD	GOAL	BOUNDARY
Conditioning	Conditioning	Conditioning
Rule Book Knowledge/Interpretation	Rule Book Knowledge/Interpretation	Rule Book Knowledge/Interpretation
Decision Making (Player Protection, Holding The Ball, Marking Contests, Other)	Decision Making	Decision Making
Movement & Positioning	Movement & Positioning	Movement & Positioning
Communication / Game Management	Communication	Communication
Skills	Skills	Skills
Set Kick Control		Throw Ins

- It is crucial to include all of the above enablers in your training sessions and balance the time spent on each.
- Yes, conditioning is an important aspect of umpiring but can be included within your skill drills or completed outside of your structured umpiring training sessions.
- Decision making, movement & positioning and skill practice is difficult to do outside of umpiring training, so should be included in the majority of training sessions.
- Fun and connection ensure your umpires keep attending training and develop meaningful relationships with each other and the coaches – this leads to a more enjoyable training and matchday environment. You might consider including fun games or “get to know you” games in the warm up. This could be led by senior umpires.

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Prioritise the key enablers in your program

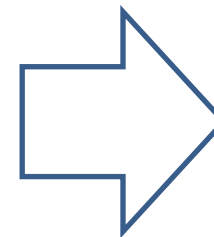
- Volume
- Frequency
- Intensity
- Overload

Constraints Coaching:

How can you change or adapt a skill drill to change the purpose/outcome or increase motivation/fun?

“CHANGE IT”

- C** Coaching style
- H** How you score/win
- A** Area
- N** Numbers
- G** Game rules
- E** Equipment
- I** Inclusion
- T** Time



The ART of coaching

Manipulating a drill to best suit the needs of the umpires in front of you

