Clinic Agenda

Welcome (30 Min)
- Key Outcomes
- Review of On-Line Components
- Handouts - Coach Workbook
- Long Term Player Development

The Practice Environment (60 Min)
- Emergency Action Plan
- Use of Resources
- Practice Delivery
- Half ice / Shared Ice practices

Developing Skills (60 Min)
- Skill Progressions
- Skill Analysis / Detecting and Correcting Errors

Overview of the On Ice Session (30 Min)
- Overview and Illustrations
Clinic Outcomes

- To enhance the theory taken in the On-line Hockey University course with practical learning experiences in the classroom and on ice
- To enhance the use of resources available to coaches
- To provide practical coaching tools for immediate implementation.

Coaches / Instructors are expected to provide a safe environment, to communicate in a positive way, to teach fundamental skills and tactics, to teach the rules, to give direction during games, to help young people become fit and to help young people develop character. It is the coach / instructor’s responsibility to create an environment that is a positive experience for all.

Instructors / Coaches

Coach Level - Coaching Pathway
- Hockey University – On-line Module
- Coach 2 – Coach Level in class and on ice
- RIS – Activity Leader – On-line module

Continuing Education Opportunities
- NCCP Instructional Stream
  - Skating Clinic
  - Skills Clinic
  - Small Area Games Clinic
  - Developing Defencemen Clinic
  - Goaltending Clinic
  - Checking Skills Clinic

Hockey University
To access Handouts and additional information go back to Hockey University

Long Term Player Development
Maximizing Every Player's Potential
What is Long Term Player Development?

- Ensures an early focus on physical literacy - upon which excellence can be built,
- Ensures that optimal training, competition, and recovery programs are provided throughout the athlete’s career
- Provides an optimal competition structure for the various stages of athlete development.

Research has concluded that it takes a minimum of 10 years and 10,000 hours of deliberate training for a talented player to reach elite levels. This does not mean sport specific – it refers to the fact that it takes a long time to get to elite levels in sport, but that every athlete has the potential.

This means before the 10 year or 10,000 hour rule comes into play:
1) A player must have developed the fundamental skills
2) Be physically literate

For a player and coach this translates into slightly more than 3 hours of training or competition daily for 10 years. (Multisport / Multi-activity)

Drawbacks in our Development System

- Over-competing & under training
- Fundamental movement skills and sport skills are not taught properly.
- Preparation geared to short-term outcomes
- Knowledgeable coaches at the elite levels
- Competition system interferes with athlete development
- Early specialization is demanded

There is a need to better educate parents on the hockey development of their child. It is okay for parents to want their kids to get to the highest levels but they need to know the best way to go about it.
What is Long Term Player Development?

Consequences - What are the results of these drawbacks?
- Poor movement abilities.
- Lack of proper fitness.
- Poor skill development.
- Bad habits developed from over-competition focused on winning.
- Undeveloped and unrefined skills due to under-training.
- Children not having fun as they play adult-based programs.
- Athletes failing to reach their genetic potential and optimal performance level.

What is Long Term Player Development?

The Hockey Canada Long Term Player Development model (LTPD) is a framework to maximize a player's potential and long term involvement in sport over the course of his/her life.

This potential can be maximized by:
- Focus on supporting the complete player not just the athlete training and competition.
- Introduce athletic skills in a systematic and timely way
- Recommend other sports, cross training methods to get away from hockey and avoid burn out
- Remove the focus of winning at all levels and age

What is Long Term Player Development?

The LTPD model for hockey has been developed based on the following principles:
- Doing the right thing for the player at the right stage in his/her development
- Adopting a player-centered approach and not treating the development of all players the same way.
- The broader the foundation of players, the more successful the game of hockey will be in Canada
- Viewing player development as a long term process
What is Long Term Player Development?

The 2 most important aspects of Minor Hockey Association development are:
1) Consistency in the coaching philosophy
2) Consistency in what the coaches are teaching.

A Minor Hockey Association’s success from a coaching / player standpoint will be based on 3 main aspects:
1) Enjoyment of players coming to the rink everyday
2) Improvement of players’ skills
3) Developing of players to play at the next level

What is Long Term Player Development?

Keep as many kids as possible playing at as high a level as possible For as long as possible

By implementing a standardized technical curriculum and methodology for instruction, your association is building a foundation for athletes to enjoy the game of hockey and reach their potential. While it should be the goal of each team to be successful the player development process should be at the forefront of each team and this development component must not be compromised.

Seasonal Structure
Seasonal Structure

The Percentages described above for each level pertain to the amount of time over the entire season that should be spent on each item.

Practice Environment

Classroom Section 2
(60 minutes)

- Emergency Action Plan
- Use of Resources
- Practice Delivery
- Half Ice / Shared Ice Practice Sessions
Emergency Action Plan (EAP)

Refer to Handout section in Hockey University On-Line module

Resources

www.hockeycanadanetwork.com

Purchase Hockey Canada Network access codes online for your team or local minor hockey organization.
The Hockey Canada Skills Development Manuals is broken up into 32 separate practice plans. Each individual drill can also be accessed. Favorite, download and share an entire practice plan or individual drill.

The drills section contains a drill diagram, explanation, video and then in most cases a game clip to reinforce why the skill / drill is being worked on - because it happens in a game.

Hockey Canada Network App

Drill Hub
The Hockey Canada Drill Hub is a free resource for coaches with over 600 drills and videos.

Create a free account to create and share practice plans.

Practice Planning / Delivery

Have a plan - state the goals of the practice including key teaching points

Consider all components to an effective practice:
- Warm up
- Skill development
- Individual and team tactics
- Skills needed by position
- Fitness level
- Fun game
- Cool down

Practice Principles

- Give clear and concise instruction
- Use key teaching aids
- Create progressions
- Keep players active
- Give positive feedback
- Provide a variety of drills
- Have a plan and also be flexible
THE TRAINING FORMULA

TRAINING = Instruction + Practice + Feedback + Repetition + Repetition + Repetition

Practice Planning / Delivery

Tips for Effective Teaching

- Teach what the player can handle.
- Teach new things early in the practice.
- Use progressions – work from the simple to the complex.
- Break complex skills down into smaller components.
- Correct major errors at once.
- Repeat drills for short periods at a time, but over many practices.
- Introduce and develop skills in a controlled environment, apply them in game like situations.
- Praise effort and good performance.

Half Ice / Shared Ice Practice Sessions

Hockey Canada Skills Manuals in the HC Network App has a complete manual for Half ice / Shared ice practices.
The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

1) The total number of players (try to divide them evenly);
2) The different levels of skill of the players;
3) The number of Assistant Coaches you have working with you;
4) The number of different skills or components of each skill you intend to teach;
5) The amount of ice available for your use.

Skill Stations:
- 3 Stations
- 4 Stations
- 5 Stations
- 8 Stations

No limitations on how to use the ice!

Classroom Section 3
(60 minutes)
Developing Skills

“Skill Development is only important if you plan to do something about it.”

- Skill Progressions
- Skill Analysis / Detecting and Correcting Errors

Developing Skills

5 Key Points to Consider
1. Technique
2. Practice
3. F.I.O.
4. Practice with Purpose and Speed
5. Game Application

Developing Skills

Technique

1) Teach skills not only for technique, but also for results.
2) Repetition helps players to become consistent performers.
3) Results happen when repetition of proper technique can be mastered so technique can be incorporated into drills and ultimately into games.
Developing Skills

Atom

Midget

Technique – 5 Components of Stickhandling

1) Feet wide apart for stability and balance
2) Bottom hand needs to be able to slide for range of motion.
3) Move the puck first – then the body for puck protection
4) Quick hands and quick feet but also quick hands and slow feet
5) Every move needs to have a set up and a pay off
Practice

1) Practice at a speed so players can learn
2) Practice needs to be done in progression:
   - if you can’t do it standing still
   - you can’t do it moving
   - and you can’t do it to beat an opponent
3) Work on the same skills in a variety of drills

“Players need to learn at a speed where they can practice, think and create without worrying about making mistakes”

Practice

Atom

Midget

F.I.O. – Figure it Out

1) Figure It Out - means creativeness and improvisation
2) If players are attached to the outcome ie worried about making a mistake, they will not fully realize their potential to be creative. They need to let go!
3) Create or set up the drill, then let players decide the patterns
Practice with Purpose and Speed

Once technique has been practiced, it then has to be done with purpose.

Practice with purpose then has to be done at speed – GAME SPEED

When stickhandling can be done with purpose and speed it can then be done without thinking. It then happens automatically and deception and creativity can come into play.

Game Application

- Once they have technique, once they have practiced, once they have figured it out with purpose and speed - then comes the most important aspect of all!!
- We all know great practice players, but the great ones can do it in a game!
- In order to gain buy in, and keep buy in, the players will eventually need to know how it applies in a game.
Game Application

Best place to go for game application – watch pros, watch games, watch video

Watch goals scored at higher levels and develop drills out of what you see.

Skill Analysis

All players and especially young players need to continuously perfect and advance individual skills and tactics. The results will contribute significantly to individual and team success both in practice and in games.

The coach must understand how these skills and tactics are executed for efficient practicing and maximum development of the players.

Skill Analysis

Skills Analysis based on assessment is less about the biomechanics and more about evaluating strengths and weaknesses of the team, positions and individual players.
1. Overall assessment of your team

2. Overall assessment of position specific – F / D / G

3. Overall assessment of each individual player

As an example of this: A coach will need to determine the overall strengths and weaknesses from a skill standpoint of the team as well as each of the players.

I need to improve the foot speed of defensemen or the deception and creativity of the forwards.

**Skill Analysis**

**Correction Methods**

*STEP 1: Break a skill into separate parts*

*STEP 2: Separate the good points of technique from the bad*

*STEP 3: Find a way to correct the technique*
Once you as a coach have determined the areas of skill improvement to be worked on it is necessary to include skill improvement in all practices with efficient drills focused on repetition and specificity.

**Skill Analysis**

- Understand qualities required by players for skill performance during practices and games.
- Comprehend how you can improve individual player skills
- Utilize drills that will improve skills and are integrated into individual and team tactics.

**A Coach Must:**

**Small Area Games**

*Barry Trotz*

*Canadian National Team Coach*

*Decrease the Space! Increase the Pace!*
What Are Small Area Games?

- Competitive hockey drills done in a smaller than normal playing area
- This can be cross ice, neutral zone, corners - depending on what coaches are trying to teach
- Usually less players participating but with a higher and consistent intensity. Lots of puck touches.
- Designed to simulate possible game-like situations that players can experience and learn from

Skills in SAG’s

“Hockey sense” is basically a learned trait based on experience.

Game like conditions
- Body Contact / Contact Confidence
- Puts players in a situation where they need to “read and react”; make a decision

- Transition skating
- Angling / Steering

Ice Session Overview

Classroom Section 4
(30 minutes)
On Ice Session

Overview of On Ice Session

- On Ice Checklist / Awareness / Safety
- Skating
- Puck Control
- Use of Stations
- Small Area Games

On Ice Awareness

- Were the players asked to kneel where they could see the board and hear the coach?
- Did they use players or coaches to demonstrate the drill, skill?
- Were teaching aids used – white board, positioning players?
- Were the reasons for the skill explained?
- Did the coaches use terminology that was appropriate for the age group?

On Ice Awareness

Everyone Has a Role!

- Did the coaches make eye contact with the players
- Was their voice clear and succinct?
- Were they enthusiastic?
- Did they ask for questions?
- Was the explanation short enough to not lose the players attention?
- Did the assistant coaches position themselves to oversee the group, were they instructed to set up the next drill?
Checklist

- Leave your jeans at home, wear your track suit
- Practice plan
- Pucks (approx. 3 per player)
- Other playing items - balls, Sponge pucks, Pylons
- Rink board and markers
- Water bottles
- Whistle for each coach
- First aid kit
- Extra nets
- Spray paint
- Other ideas

Effective Use of Voice – Verbal

1) Be visible to all players, avoid turning your back to players
2) Scan the ice before speaking be sure group is quiet
3) Speak clearly and make eye contact with all players
4) Use changes in your tone of voice to communicate varying moods.
5) Use language that is easy to understand and appropriate for the age level

On Ice Session: Skating

Here is a sample of some of the skating skills to be done during the ice session
On Ice Session: Puck Control
Here is a sample of some of the puck handling skills to be done during the ice session.

On Ice Session: Station Set-up
Sample of effective use of stations.

On Ice Session: Small Area Games
Here is a sample of effective use of small area games.