

SJAMHA Hockey Development Primer

The following information is a synopsis of specific hockey development areas and selections from the National Coach Certification Program. Please utilize your reference materials from the National Coach Certification Program (NCCP) for more information and other resources that are specific to the level you are coaching.

Please contact your hockey director or visit the linked sites at www.sjamha.ca for additional resources. The hockey directors have instructional videos available for your review.

The Training Formula:
Learning + Fun = Teaching + Practicing + Feedback

To successfully train athletes, the coach *must* be a teacher. You will need to teach them how to move, where to go, and how to work with teammates.

Teaching – what the coach does to help players acquire skills. Each skill includes a body of knowledge and a certain attitude. Teaching skills means teaching actions, knowledge and attitudes.

The NCCP has implemented the Four Phase Learning Cycle:

1. Preparation (raise interest – why and potential result);
2. Presentation (initial encounter of new knowledge or skill, demonstration)
3. Practice (integration)
4. Performance

Unless all four components are present in one form or another, no real learning occurs. Successful execution in competition can only be achieved if it is learned and executed successfully in practice. It is unrealistic to expect a player to perform a new task by only be *told* to do something. Also, coaches must ensure that key points are being done correctly. Practice is only successful if the act is performed correctly. Don't let a player continue to do a drill incorrectly.

Four Steps to Conducting a Drill

1. Explain the drill and its purpose
2. Explain the 3-4 key teaching points (components)
3. Demonstrate the drill
4. Conduct the drill and provide feedback during the drill
 - a. Demonstrate what you want as opposed to telling them what they are doing wrong

Skills, tactics, and systems are learned by progression. Coaches may have an idea on where you want to be prior to playoffs, therefore a development plan is required to achieve the goal within a series of steps over time. Drills should build upon previous drills.

Players make play decisions based on past experience, knowledge, skill level, and confidence. Therefore it is essential that game situations (in a safe manner) be a part of practice plans and player development.

It cannot be assumed that once a player or unit achieves success that the drill does not need to be re-visited. Games provide few opportunities to use a skill or tactic. They must be repeated properly in practice throughout the season. Michael Jordan on fundamentals:

*The minute you get away from fundamentals, the bottom can fall out.
They are really the basic principles that make anything work.
I don't care what you are doing or what you are trying to accomplish.
You can't skip fundamentals if you want to be the best.*

Drills and performance expectations must be age and ability specific. For example, it is unrealistic for a player to successfully defend on a one-on-one situation if they cannot turn with the puck carrier. The same can be stated if the defender has not been taught shoulder alignments to keep their opponent to the outside.

Coaches should have a development plan for the team and for each individual, recognizing they all have different abilities and learn at different rates.

Please consult your coaching manual to determine the percentage of practice time to be devoted to:

- ❖ Individual skills
- ❖ Individual tactics
- ❖ Team tactics
- ❖ Team systems
- ❖ Strategies

Following are some key points and areas for development to address in practice:

1. Individual skills
 - a. Shooting skills
 - b. Passing and receiving skills
 - c. Skating skills
 - i. power
 - ii. quickness and foot speed
 - iii. balance
 - iv. edges and direction change
 - v. stride efficiency
 - vi. endurance
 - vii. pivot
 - viii. backwards
 - ix. turning
2. Hitting, contact confidence, and safety (age specific)
 - a. Angle outside, ride off puck, hitter gains possession
 - b. Don't place yourself in a vulnerable position
 - c. Don't hit someone in a vulnerable position
 - d. Keep your feet moving, both hands on your stick, stick on the ice
 - e. Direct the check so you are facing the puck upon completion
 - f. Decrease penalties, improve effectiveness

3. RWTR (Rink Within The Rink), containment, coverage
 - a. Keep the opposition to the outside, own the inside, cover the passing and attack lanes, take away the pass options
 - b. Defense shoulder alignment, timing of Mohawk turns, closing the gap
 - c. Defense partner back up
 - d. Zone coverage
 - e. 2-man pressure on the puck
 - f. Man coverage

4. Game situations
 - a. Address out-of-position or poor choices
 - b. 2-on-2 to 2-on-1 conversions
 - c. Defense position and responsibilities on 2-on-1's, 2-on-2's
 - d. Puck patience
 - e. Communication
 - f. Forwards defensive zone roles
 - g. Offence from the defense
 - h. Position backup
 - i. Specialty teams
 - j. Breakouts against forechecks
 - k. Controlled scrimmages with contact
 - l. Battle in the corners and boards, 2nd man support
 - m. Possession versus dump and run
 - n. Pinch on, Pinch off
 - o. Forecheck, back check, work ethic

5. Playmaking
 - a. D-man reverse
 - b. Zone changes
 - c. Cycling
 - d. Neutral zone, against the grain, create time and space
 - e. Patience, create and find the gaps
 - f. Know the 3-4 options with the puck
 - g. Awareness and anticipation
 - h. Passing accuracy, quickness, speed of the puck
 - i. What to do when you don't have the puck

6. Capitalize on Scoring Chances
 - a. Scoring versus shooting – target and shot selection
 - b. To deke or not to deke, increase the effectiveness
 - c. Anticipation
 - d. Developing power, quickness, and accuracy
 - e. Passing versus shooting – don't shoot from bad angles
 - f. Goaltender screening and rebounding

7. Goaltender Development
 - a. Goalie drills during skaters' drills
 - b. Team drills for the goalies
 - c. Communication
 - d. One-on-one development
 - e. Keep it interesting for them

- f. BARS
 - i. Balance
 - ii. Angles
 - iii. Rebound Control
 - iv. Save Selection

- 8. Positional Skill Development
 - a. Zone responsibilities
 - b. Filling the gaps
 - c. Ability to play multiple positions
 - d. Angles

- 9. Player responsibilities
 - a. Length of shifts
 - b. Pass/possession decisions
 - c. Effort
 - d. Preparedness
 - e. Rest and nutrition

- 10. Practice Plan
 - a. Use of ice time – explain first drill in the dressing room
 - b. Individual skill development
 - c. Identify mistakes, demonstrate, correct, re-enforce, continual improvement
 - d. Game Tactics
 - e. Competitive games, variety
 - f. Controlled scrimmages
 - g. Game situations