

## **Coaching manual for Naerbo Farmers Ice Hockey Club**

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<p>This project-oriented thesis is based on the fact, that Naerbo Idrettslag has not had any guidelines or a manual on how the club wants to develop the ice hockey players. The basic idea and aim of the manual is to collect all the essential information about ice hockey and coaching in one manual. This manual is targeted for ice hockey coaches and players' parents working around the Naerbo Idrettslag, Norway.</p> <p>Since the club is hobby-based, the purpose is to provide an easy to read manual which gives tools for everyday work on the field. The know-how among coaches working in this kind of environment is not even close to what it should be, and that is the reason why they need information and guidelines to improve actions in the future.</p> <p>The manual is divided into parents' and coaches' parts. The first part is directed to the parents and includes following sections: 1. Physical growth of the children. 2. Equipment needed in ice hockey. 3. Nutrition. 4. Parents' role.</p> <p>Next part is meant for the coaches and it consists as follows: 1. Ice hockey specific skills. 2. Hints and tips for coaching. 3. Off-ice training 4. Fair Play rules.</p> <p>The project was started in the summer of 2010 and it was finished in the spring of 2011.</p>	
<p><b>Keywords</b> Ice hockey, juniors, manual, player development</p>	

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# **1 Introduction**

The idea for making the manual started when the author was performing his work placement as the head of coaching at Naerbo Farmers ice hockey club in Norway in the season 2009–2010. Naerbo Farmers is a pretty new ice hockey club, founded in 2007 and it is a part of the larger organization of Naerbo Idrettslag. Members of the main organization were around one thousand, but members around ice hockey were under hundred. Most of the club's coaches started to coach ice hockey couple of years ago, when Farmers was founded. During the author's stay at Naerbo he clearly saw the need for education, and basically the need for anything for developing the club in the future. The knowledge about ice hockey within the people was limited and after discussions between coaches and chairman Oddbjorn Austad the idea for making this kind of manual was born.

Due to the coaching staffs lack of education around ice hockey and the lack of parents' knowledge, the author realized that he has to keep the manual easy to read and easy to understand. The club didn't have any ideas for player development so there was a need for the definement of basic ideas, as well as giving tools and hints for everyday coaching. The club will be hobby based for several upcoming years, but it was essential to create a foundation for ice hockey coaching at this point of the club's progression.

The starting point was that the manual would give tools and information both to the coaches and to the parents who are working around the club. The objective was to educate the coaches through the manual and give them tools for developing the players.

## **2 Long-Term Athlete Development model**

Scientific research has concluded that it takes eight to twelve years of training for a talented athlete to reach elite levels. A long-term commitment to training is required to produce elite athletes in all sports. (Balyi & Hamilton, 2003.)

Sports can generally be classified either as early specialization or late specialization sports. Ice hockey is commonly categorized as late specialization sport. Late specialization sport model includes six stages: Fundamental stage, Learning to train-, Training to train-, Training to compete-, Training to win- and Retirement stages. Chronological ages are thought as guidelines, but the maturation of the individual must be taken into consideration. Late specialization sports like team sports require a generalized approach to train in early stages. In the two first stages the training should concentrate on technical-tactical skills and developing general motor skills. (Balyi & Hamilton, 2003.)

### **2.1 FUNdamental stage**

The stage is directed to 6–9 years old males and 6–8 years old females. The objective of the stage is to learn all fundamental movement skills and built overall motor skills. This stage should be well structured and fun. This is the time when a foundation is laid for future acquisition of more advanced skills. (Balyi & Hamilton, 2003.)

Emphasizing motor development will produce players with better trainability in the future. No periodization based competitions take place during this stage, but all programs are structured and monitored. (Balyi & Hamilton, 2003.)

### **2.2 Learning to train**

The stage is directed to 9–12 years old males and 8–11 years old females. The objective of the stage is to learn all fundamental movement skills. By replacing the fundamental movement skills training with sport specific skill training can be

detrimental to child development in late specialization sports. During this stage all fundamental movement skills should be further developed and general overall sports skill training should be started. (Balyi & Hamilton, 2003.)

If fundamental motor skill training is not developed between the ages of 8–11 and 9–12 respectively for females and males, a significant window of opportunity has been lost, compromising the ability of the young player to reach his/her full potential. A 70:30 practice competition ratio is suggested and this requires planning and organizing from the coach. (Balyi & Hamilton, 2003.)

### **2.3 Training to train**

The stage is directed to 12–16 years old males and 11–15 years old females. During this stage young athletes usually begin their major growth spurt during maturation. Because of this the coach should plan periodization to meet every individuals' needs and physical capability. The objective of this stage is to build a strong aerobic base, build strength towards the end of the phase and further development in sport specific skills. (Balyi & Hamilton, 2003.)

Optimal trainability starts with the onset of Peak Height Velocity (PHV) or the major growth spurt during maturation. Flexibility training needs a special emphasis due to the sudden growth of muscles, bones, tendons and ligaments. Skill, speed and strength level should be at least maintained if not further developed. (Balyi & Hamilton, 2003.)

A 60:40 ratio between training and competition is recommended, where 40 includes competition and competition specific training. These numbers vary depending on the individual and the sport. Learning to train and training to train stages are the most important stages in athletic preparation. The athlete will not reach his/her full potential if one of these stages is passed. (Balyi & Hamilton, 2003.)

## **2.4 Training to compete**

This stage is directed to 16–18 years old males and 15–17 years old females. This phase is introduced only after the objectives of training to train stage have been reached. Training – competition ratio now changes to 50:50. During the training to compete phase, high intensity individual event and position specific training is provided to athletes year-round. Athletes, who are now proficient at performing both basic and sport specific skills, learn to perform these skills under a variety of competitive conditions during training. Also individual fitness programs are tailored to match the needs of every athlete individually. (Balyi & Hamilton, 2003.)

## **2.5 Training to win**

The stage is directed to 18 years old and older males, and 17 years old and older females. In periodization competitions are taken under consideration. The objective of the stage is to maximize fitness preparation, and individual and position specific skills as well as performance outcome. This is the final phase of athletic preparation. All of the athlete's technical, tactical, physical, mental, personal and lifestyle capacities are now fully established and the focus of training has shifted to the maximization of performance. Training is done with high intensity and has high volume. Training and competition ratio is recommended to be 25:75. (Balyi & Hamilton, 2003.)

## **2.6 Retirement**

The objective of this phase is to retain athletes for coaching, administration, officials, or anything else that is related to sports. In this phase athletes have permanently retired from competition and seek for new challenges from different areas in life. (Balyi & Hamilton, 2003.)

### **3 Required physical characteristics and trainability in ice hockey among children and adolescents**

#### **3.1 Endurance**

Being in a good basic condition is important in all sports and sports training. A good basic condition consists of endurance and muscle condition. The most central part of improving ones basic condition is endurance training. Endurance can be divided into four categories based on the level of performance: aerobic endurance, tempo endurance, maximum endurance and speed endurance. Aerobic endurance is the base of a good basic condition and it is needed for the foundation for training other endurance qualities. When training tempo endurance the effects are almost the same as when training aerobic endurance. The differences between these two consist of the intensity of the training and the method of energy production. When training maximum endurance the goal is to improve performance, which means enhancing respiratory and circulatory systems as well as maximum oxygen uptake. Speed endurance requires especially good basic condition because it builds upon speed, endurance, strength and sport techniques. Speed endurance can be divided into anaerobic basic endurance, lactic acidical speed endurance (maximal and submaximal) and non lactic acidical speed endurance. (Nummela 1997a, 173–181; Nummela 1997b, 182–187; Riski 2009a, 285.)

#### **3.2 Practicing endurance**

In between the ages 7 and 13 the development of aerobic qualities is still important. This means an upward trending and versatile training. When a child is in school age, the competition activity in different sports increases and these activities are excellent training. Competitions and games can function as great implications as to what kind of talent a child has to endurance training. Wide ranging activities and accustoming the child to long-term exercise are important things in the improvement of endurance of a school aged child. (Riski 2009a, 305–306.)



The duration of an exercise has great impact when training aerobic endurance. One must produce sweat and become a little out of breath but one must also be able to speak during the exercise. A good rule of thumb is: must be able to speak. Training aerobic endurance can be started by doing 20–30 minute exercises and gradually increasing the duration. A good duration of an aerobic exercise for a child and a youngster is 30–60 minutes. (Riski 2009a, 296–298.)

Speed endurance qualities are important in ice hockey because it requires 10–90 seconds of maximal performance. Speed endurance training improves mainly anaerobic energy production and tolerance to lactic acid. There has not been found to be a risk for a child or an adolescent to train speed endurance, as long as the load and methods of training, and other qualities required in the sport, are in order. Before a child hits puberty it is important to do short periods (1–10 seconds) of exercise with short periods (10–20 seconds) of recovery. After puberty the duration of exercise can be increased so that the production of lactic acids is also increased. (Riski 2009b, 311–327.)

### **3.3 Speed**

Speed is a very important quality in many sports, although it occurs in different ways depending on the sport. For example it shows in very different ways in speed and in endurance sports. Speed can be defined through three factors: moving speed, reaction speed and explosive speed. Moving speed means fast movement from one place to another. It can mean speed in the acceleration phase, in the constant speed phase or in the deceleration phase. Moving speed can also be divided into maximal (100 %) and submaximal (96–99 %) speed. Reaction speed is understood as the ability to react to stimulus. For example the ability to react to the opening shot in sprint. Reaction speed is also needed in ball games because the situations in the game change rapidly. With explosive speed it is meant that one is able to do a single performance as fast as possible. For example shots in ice hockey and jumps in track sports require explosive speed. (Mero 1997b, 167.)

Speed of the neuromuscular system is inherited and it is important to start creating the prerequisites of speed in an early stage. Modifying the structure of the nervous system and muscular system into faster one is crucial to the development of speed. Speed can be trained using exercises pertaining to a specific sport in which case technique, power production and relaxedness are improved. These qualities can be improved by training but the number of fast muscle cells, which is determined by heredity, ultimately tells how fast one can develop into. (Mero 1997b, 168–172.)

### **3.4 Practicing speed**

The variation of stimuli is important in the development of speed. The duration and speed of the exercise, the length of the path of the motion and the pace of the motion must be varied in order to ensure the development. Different factors of speed must be periodically divided in the training season in reasonable manner. Reaction speed must be trained using exercises pertaining to specific sport 2–4 times per week. For example in ice hockey the stimuli of the game are enough for the development of reaction speed. In different training seasons it is possible to emphasize the type and strength of the stimuli for example in running when doing off season practises. It is also advised to train explosive speed 2–4 times a week. Power, technique and skills all affect explosive speed. (Mero 1997b , 171.)

One must be in recovered state when training speed. It is also good to be in a high state of alertness and concentration because speed training requires the use of will power. When performing the exercise the speed must be high enough in order to get the benefit out of the exercise. The duration of the performance must stay in between 1 to 6 seconds so that energy can be produced from instant energy sources (ATP, KP). Recovery time must be long enough for the instant energy sources to fill up and for the mental preparation to be adequate. Recoveries should be 2–9 minutes between repetitions and 6–12 minutes between series. These recoveries should also be active in between both repetitions and series. (Forsman & Lampinen 2008,431.)

### **3.5 Strength**

The meaning of muscle strength is considerable in all sports and putting emphasis on strength training during the years has led to improvement of results.

Strength can be classified into three different categories; speed strength, maximum strength and strength endurance. Speed strength can be further broken down into explosive- and express strength. Explosive strength is acyclic where producing the power takes from 0,1 seconds to couple of seconds. Express strength lasts little longer and the upper limit of producing it is 10 seconds. Maximum strength is measured in one-repetition test (maximum force). Strength endurance lasts longer, it can last from 20 seconds to several minutes. Energy production in strength endurance can be aerobic or anaerobic. (Mero 1997c, 147.)

### **3.6 Practicing strength**

Strength training before puberty (between ages 7–12) should be executed with own body weight and long sets should be preferred. This builds up a good base for heavy strength training in the future and it also improves the recovery of the muscles and prevents injuries. Good exercises for improving strength in that age are push-ups, chin-ups, different jumping exercises, abdominal- and back muscles exercises and gymnastics. At the end of this phase, resistance can be added, for example one can start using small barbells and fitness balls. At all times emphasis should be on learning the right technique. The three year rule must be kept in mind, which means that after three years of learning process, the actual strength training can begin. Maximum strength training and strength endurance training can be started after the final decision of the sport is made, and when technical and physical demands of the sport is known. (Mero 1997c, 150; Miettinen 1999, 202–203.)

The child's weight training should be started after making sport analysis. Joint angles, strength producing times, which muscles do the main job and range of motions need to be identified before starting strength training. After gathering this information the goals can be set and actual strength training can be started. The

purpose of strength exercises is to develop muscular strength as well as strengthen supporting parts of the body. When doing strength training it is important that the body is fully recovered, hormonal levels are normal and the practice is correctly executed. (Miettinen 1999, 204–205.)

Ice hockey specific type of strength training involves traditional olympic lifts and various squats. Hakkarainen (2008) says that there has come a lot of one-leg strength exercises in the training repertuar because the stride of the skating happens largely by one leg. One leg squats and jerks are commonly used in strength training along ice hockey players. Borzow-type walks are also used with different resistance (barbells, medicine balls, rubber bands) to develop strength. The idea of making this kind of exercises is to imitate the kicking- and gliding motion of skating as well as strengthen the skating muscles.

Balance is also an essential part of strength training in ice hockey because the game is played on a narrow blade on a slippery surface. Balance boards and soft pads work as good equipments for stimulating balance qualities at the same time when working on strength properties. (Hakkarainen 2008.)

## **4 Coaching juniors**

Children and young people are individuals who develop in different ways. The coach has to take into consideration that he/she realizes everyone's starting point and opportunities for development. Team sport coaches need to prepare the individual, not the team. The purpose is that the athlete's own future goals are realized, not the coach's. The coach must learn to recognize the needs of the group, it helps planning the practices and implementing those. The coach needs to have strong interaction with the kids, he/she must listen them and include them in the planning of training. When working with children and adolescents, it is important that all the activity is fun and enjoyable. Coach's role is to create a pleasant atmosphere where needs of the age group are met physically, socially, intellectually and skilfully. The coach must know the basics of windows of accelerated adaptation and apply those in many ways. Games and competitions are great ways to get kids involved and make them perform a lot of motion and repetitions. Great amount of versatile training is the key factor for a long-term training in childhood. The coach can encourage kids for self-exercise, for example, by inviting them to come to practice by bike.

(Autio & Kaski 2005, 9–10; Hakkarainen & Nikander 2009, 139–158.)

### **4.1 Characteristics of a good coach**

Coaching involves multiple various tasks from planning and organizing to guiding individuals and meeting with different people. A coach is expected to be a leader, teacher, organizer and a role model. When working with young kids, the biggest objective is to act as an educator. The influence a coach has to players has a huge impact on the overall growth process and it affects his/her success in the sport. The coach needs to be able to encourage and support players, be enthusiastic and caring towards the player's needs. A coach needs to also interact with players; how they feel their performance, have they understood the objectives of the training session etc. (IIHF 2010.)

One of the most important features of the coach is authenticity. Every coach has his/her own personality and a way of coaching. If a coach is having a bad day, he/she needs to tell it honestly, otherwise the coach might give conflicting messages, and possibly damage the relationship between a coach and an athlete. (Autio & Kaski 2005, 64–66.)

Self-knowledge is one of the most important features of a coach. The coach should be aware of his/her own feelings, motivations and perceptions. A good coach takes into account everyone's development stage and encourages to continue practicing despite of if another child is ahead of development. (Autio & Kaski 2005, 64–66.)

It is important for the parents that the coach is safe and reliable. Coach's word can be trusted, and the child needs to be safe when coming to trains. This also helps a child to trust himself more. Caring for the children is especially important for the coach. When a child is facing a failure, he/she is able to feel important if the interaction between the child and coach works normally. A creative coach must have a functional wisdom and confidence in his/her previous experience and knowledge. A creative coach is able to keep each training session as a unique event. (Autio & Kaski 2005, 64–66.)

Planning different kinds of practices, a coach needs to take many things into consideration. A skillful coach will make the right exercises for young people, so that they will realize their progression and development. A coach should try to teach necessary skills, that meet the demands of the sport, to the players. The skills should be taught in a progressive way, starting from fundamental skills progressing gradually towards more game like practicing. A good coach can set an athlete to competitions and roles, where the athlete gets good results and his/her self-confidence increases. Developing a positive learning atmosphere and giving feedback and instructions in a way that motivates and challenges players should be included in the everyday work with the players. (Forsman & Lampinen 2008, 22–27.)

## **4.2 Organizing practices**

### **4.2.1 The planning of practices**

A single practice plan is a concrete and precise description of what the practice holds inside. The goals of the practice should involve knowing which qualities the practice develops. The whole session from warm-up to cool-down should be included in the precise practice plan. The plan should have content, moves, duration, drills, intensity levels, repetitions, recovery and the order of completion and pace of completion. (Forsman & Lampinen 2008, 413.)

IIHF (International ice hockey federation) manual has concluded following principles of effective practice:

- a) Create progression inside practices and drills by moving from simple skill practice simulation to more game-like drills.
- b) Giving clear instructions improves learning, when players really understand what is expected.
- c) Trying to keep everyone active and trying to maximize this activity time among all players.
- d) Giving positive feedback keeps the atmosphere and motivation higher with players. Feedback should be given on both individual and team basis.
- e) Hold a chart from players' progress in practices. This improves the motivation of players. Drills should somehow be measured to ensure effectiveness (e.g. record times).
- f) Notice and allow individual differences. Not all players learn at the same rate. For this drills might need modification and flexibility in some situations.
- g) Variety in the activities increases motivation and learning. Short instructions can keep the motivation rather high with juniors.
- h) Plan the practices for maximum use of resources. Try to use the whole ice surface effectively and keep the drills fun and stimulating. (IIHF 2010.)

#### **4.2.2 Warm-ups and cool-downs**

Warm-up is a part of the supporting- and stress preventing training. Proper warm-up opens oxidative and nutritive channels in the body, which allows oxygen and energy flow to the muscles. It also prevents metabolic waste (lactic acid) from piling up and at the same time removes possible previously obtained metabolic waste. When done well it warms up tissues and wakes up the nervous system for upcoming exercises. (Hakkarainen 2005.)

Warm-up can be done through various activities such as running, biking etc and should last at least 15 minutes. During this 15 minute action the intensity should grow towards the end. Stretching part in this activity should include mostly active stretching. Passive stretching is used at this time only to check the range of motion. Duration for these stretching moves should last only 5–10 seconds. When warm-ups and cool-downs are repeated continuously, they partly compensate aerobic training. For example 10x15 minute session is already 150 minutes of aerobic training. (Hakkarainen 2005.)

Cool-downs are performed to recover the body from training and one part is the removal of metabolic waste, lactic acid. An optimal way of removing lactic acid after training is to start with average intensity, approximately 65% of VO<sub>2</sub> maximum for few minutes. This removes lactic acid from the muscles to the blood. After this low intensity activity, approximately 35% of VO<sub>2</sub> maximum, should be continued for 20–30 minutes. This part of the cool-down carries the lactic acid from blood to target organs for further removal. (Hakkarainen 2005.)

A cool-down should take a duration of at least 15 minutes with decreasing intensity. When this is repeated continuously it can also partly compensate aerobic training. A cool-down can consist of various elements e.g. running, biking and stretching. In stretching the idea is to return the muscle to the resting length. After a cool-down it is important to quickly get energy by eating to restore the body's energy stores and continue the recovery. (Hakkarainen 2005.)



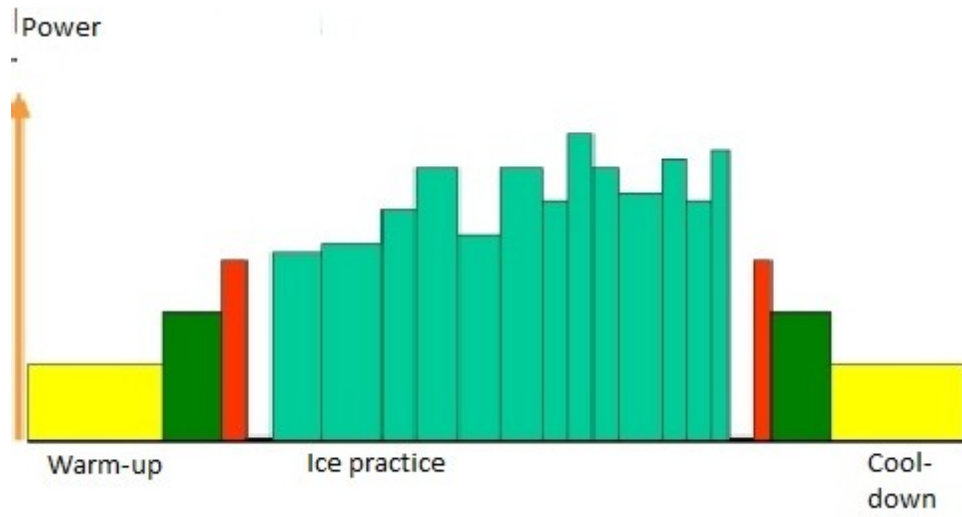


Figure 1. Structure of the practice. Modified from IIHCE 2012.

## **5 Empirical part**

### **5.1 Project planning**

In the very beginning I started to ask from myself: What I need to put up into the manual to cover the basics of coaching in ice hockey and what are the essential things to know as a parent of a hockey player? I started to think about the big picture and searched for good sources for a backbone for making this kind of a manual. I tried to remember that I can't include every aspect of coaching in the manual, because I clearly knew that I had to keep it simple and easy to use – not boring to read and messy.

Also the coaches in the club helped me. I asked what they thought was important to include in the manual. That way I got confirmation of the areas that they thought was essential to put up into the manual.

After I had made the framework I started to search information from articles and books concerning human growth and development, ice hockey, coaching and instructing, nutrition and off-ice training. The biggest sources of information during the process were internet and the library and the various books found in there that handled these themes.

### **5.2 Project implementation**

Before I started to write the manual I searched for relevant information from books and internet. I wanted to have the manual based also on published literature rather than only to my own opinions and experiences. I gathered information from many different fields that I perceive important to include to the manual.

Before starting the actual writing process I tried to think from many sides the objective of my work and how to reach it the best way possible. Since the club was hobby-based, I needed to keep the contest easy to read and understand. My goal was

to give answers to the parents about kids' development but not straight answers for coaches about coaching and instructing.

To the start I wanted to go through some basic phases of child's development in motoric and physical field. Parents' part also deals with equipment uses in ice hockey, nutrition and parents' role.

The second part of the manual concentrates on the basics of instructing and coaching in ice hockey. The focus is in giving tips and hints for teaching and instructing, including models for warm-ups and cool-downs.

The manual handed out to the coaches and parents in the fall 2011.

### **5.3 Project assessment**

I finished up with a 30 page manual divided into parents' and coaches' parts, with 4 sections in both parts.

I was satisfied with the outcome. Biggest objective was to offer the basic information needed in everyday coaching with juniors, but not to go too deep into all of the things. The big goal was to keep the manual easy to use, read and understand. In my opinion, the manual is clearly divided into different parts and sections which helps it to achieve the goals I set beforehand. Sometimes I had difficulties to decide what to put into the manual, but after I stepped into the parents' shoes, I got back to the core, and kept it simple.

I asked some of the coaches in Norway to read the manual through before publishing it. I got some feedback, but due to the feedback being positive, I didn't make any big changes.

The manual was handed out to all the coaches and team managers in the Naerbo Farmers. I also hope that the manual will be put on the internet on the Naerbo Iddrettslag web pages.

The author wrote the thesis after making the manual. Writing the thesis caused some problems because of the forms and conventions of academic writing. It is easy to say afterwards that if we had treated the principles of academic writing deeper at Vierumäki during the intensive period it would have helped the author a lot during the writing process of the thesis. If I was to do this kind of product some time later again, I think I would need to be able to do this full time. This was such a demanding project, that it's pretty hard when one is able to do it once or twice per week for a few hours. Anyway, in the future it will be a lot easier to plan and accomplish this kind of projects.

## **6 Summary and Discussion**

It was not difficult to start writing the manual. The author noted that almost every info he could give to the parents and coaches would help them in the future. The biggest challenge in the writing process was to keep it simple so that the readers were able to understand the contents of the manual. After discussions with the local coaches it came clear that there should be also a part for the parents in the manual – how does the child physically develop, what kind of nutrition should a sporty child intake in childhood, what kind of things should be taken into consideration when buying equipments and finally what is the role of the parent as a supporter of this beautiful hobby.

In the parents' part the first section deals with the physical growth of the child. Using windows of accelerated adaptations as a base of practicing, it is important to identify the child's physical development. It is vital to identify what style of exercises and what features would be the best to train at different ages. The first part will focus on these issues and helps the reader to better understand the child's growth and development.

The second section will focus on the equipment used in ice hockey. What sizes of skates and knee pads should be, and what kind of a stick it would be best to choose. Equipment can either facilitate or hinder the child's desire to learn and develop, so it is important to know how to choose the right gear right from the start.

The third section deals with nutrition. When I was in Norway, I noticed how irregular eating habits young people can have. During the day the school lunch is eaten, that is usually a light-colored piece of bread, where there may be a slice of cheese on top. A lunch that is not optimal affects the school day and learning and the endurance in the exercises in the evening. Thus, it is important to understand the role of regular and varied food, particularly in young sportsmen.

The fourth section in the parents' part focuses on the role of the parents. It is important to support the child and allow him to enjoy success on and off the ice. The coach's role is to provide feedback and advice on the child's play and training – the parents' advices and feedback can only confuse the kid.

The know-how knowledge between the coaches was large. That also set demands for the manual. Some of the coaches had previously worked as a coach in football and some of them were first timers working as an instructor with the kids. Thus, it was important to include simple things to the coaches section – what things should be taken into account when you give instructions and feedback. Other parts of the manual support the development of the player as a whole. One part deals with the sport specific skills in ice hockey – what are the skills that should be taught at a certain age.

I wanted to give tips and frames, but not direct answers to questions like: What should training be like and what kind should a coach be like? The last part deals with off-ice practices. It tells what kind is a good warm up, and provides practical tips for implementing off-ice practices in general.

I found making this manual very interesting and challenging since this was made for an organization which doesn't have any previous knowledge from the field of ice hockey. It was made even more interesting and challenging since this organization is in an area of the country where ice hockey is only slowly starting to interest the local people. Even if the manual may seem a bit messy, I am confident that this manual is a great tool which can be used to start developing ice hockey coaching and player development in the area of Naerbo, Norway.

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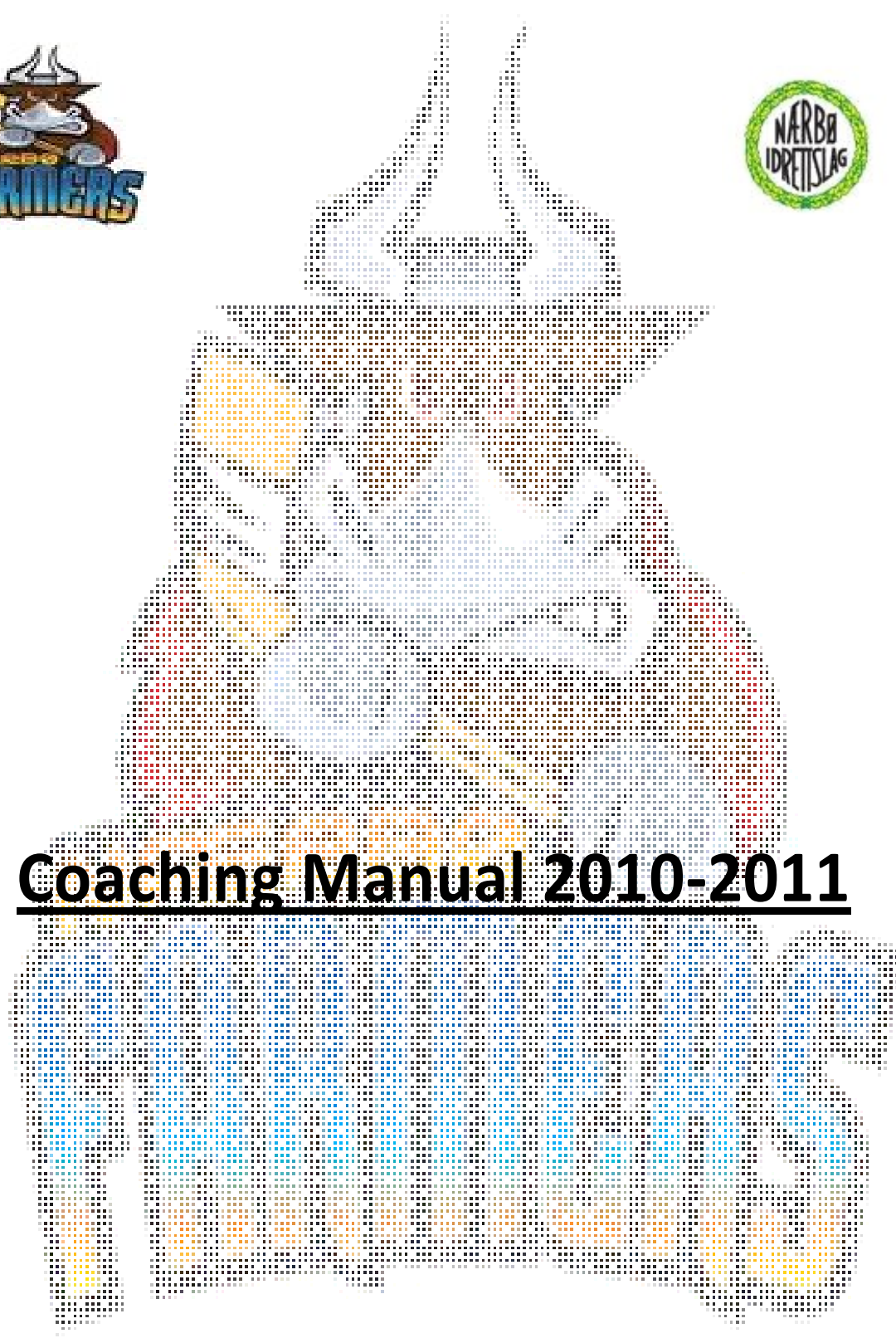
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# Coaching Manual 2010-2011



## **Hello coaches and all the parents of the players!**

Ice hockey as a hobby offers a lot of experiences for the children and parents. It is also a good way to learn social skills needed in life. Goal-oriented practicing under inspiring and encouraging coaches creates a foundation for playing games. The result of progression for team- and individual skills, children and juniors will face great experiences and wonderful moments within ice hockey. Naerbo Farmers is a relatively new ice hockey club, in which children and young people are offered the opportunity to engage ice hockey in different goals, but everyone is given the opportunity to practice and develop according to his/her own objectives.

By having a common line in coaching inside the club, we can ensure the optimal development and continuation inside our club. Having continuation we can focus more on giving individual feedback for each player. Common line also helps us to plan things better in the long run.

This guide is intended to provide practical examples and tips for everyday training and growth in relation to the child. Manual works as a backbone for the yearly plan of the season, what the coach has to make early in the season.

When making this guide, I tried to make it a comprehensive package, but in such a way that the content should be easy to understand and also easy to use. Most of the club coaches and instructors are beginners, so this guide is made with that in mind.

I have divided this manual into two different parts.

## Parents' part

1. Physical growth of the children (Long Term Development Plan)
2. Equipment needed in ice hockey
3. Nutrition
4. Parents' role

## Coaches' part

5. Ice hockey specific skills
6. Hints and tips for coaching
7. Off-ice training (warm-ups and cool-downs)
8. Fair Play rules

**Drop the puck, have fun and play!**



Hilsen, Jussi Virtanen

## Parents' part

### 1. Physical growth of children

As a parent you can see your kid growing and developing every day. It's good to know, what kind of things affect to the physical growth of your kid and what kind of exercise is the most effective and vital to your child's development towards a physical life-style in the future.

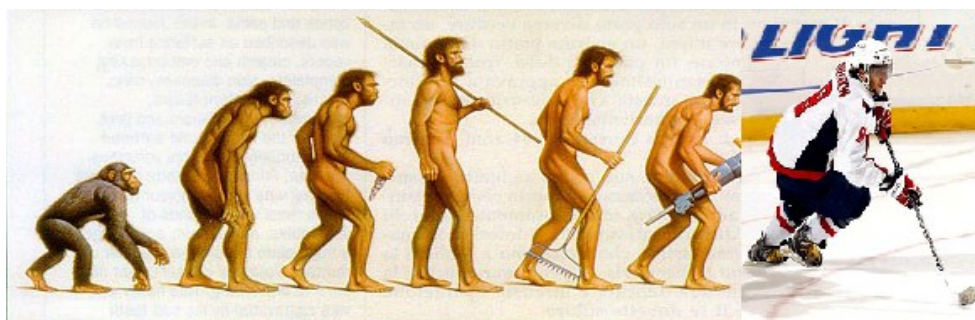
*"It takes 10 years of extensive training to excel in anything"*

*– Herbert Simon*

Basically this quote means, that it demands slightly more than three hours of daily practice for ten years to become excellent on the thing what you have been concentrating on.

The main thing to be kept in mind is that nothing happens in one night, so you really have to be patient and have a great plan to execute all the practices. As a backbone of the planning I will use a Long-Term Development Plan (LTDP). You as a parent and as a coach should remember that chronological age is not a good indicator when assessing athletes between the ages of 10-16. So keeping in mind that everyone is an individual and that the needs of the players vary, you can make it challenging and fun for everyone. Next I will shortly go through all the stages included in LTDP

**.1. FUNdamental stage (U10) 2. Learning to train stage (U12) 3. Training to train stage (U16)  
4. Training to compete stage (U18) & 5. Training to win stage (Seniors)**



## **Stage 1 – The FUNdamental Stage (Hockey School) U8 – U10**

**Windows of accelerated adaptation: Agility, Balance, Coordination, Speed, Mobility**

**1-3 practices per week**

**Physical activity: 6-10 hours/week**

Objective: Learn all fundamental movement skills (build overall motor skills)

Fundamental movement skills should be practiced and mastered before sports-specific skills are introduced. Those fundamental movement skills are for example: jumping, running, throwing and catching the ball. It is important that the instructor encourages kids and uses positive and fun approach. It is also essential that the instructor encourages kids to participate in wide range of sports, especially gymnastics, football, handball and track and field are very good sports for ice hockey players. It is important to develop motor skills overall, that way players trainability for long-term and sport-specific training is better.

The “FUNdamental” phase should be well structured and fun. The emphasis should be into ABC’s of athleticism: Agility, Balance, Coordination and Speed. It’s good to have a lot of games when working with this age of children. Games should be fun and that way players physical capacities and fundamental movement skills develop overall.

Remember also that when training different kinds of speed qualities it is important to remember that the duration of the repetitions should be less than 10 seconds. (Tags, races etc.)

## **Stage 2 - Learning to train stage (U10- U12)**

**Windows of accelerated adaptation: Balance, Skill/technique, Coordination, Speed, Mobility, Muscle endurance**

**2-3 practices per week**

**Physical activity: 8-12 hours/week**

Objective: Learn all fundamental sports skills (build overall sports skills)

In this stage motor development is one of the most important things to take into consideration. During this time children are continuously ready to acquire general overall sports skills which are the cornerstone of all athletic development.

This is the 'window of accelerated adaptation to motor coordination'. All fundamental movement skills should be further developed and general overall sports skills should be learned during this phase.

Strength should be practiced by own body weight exercises (dynamic movements) and hopping-bounding exercises. Endurance can be practiced by games and relays. Speed can be developed during the warm-up, such as agility, change of direction and quickness training. Especially reaction speed is important to develop in this phase. Before every practice you should include different kinds of coordination and mobility exercises in your child's training program. Flexibility is also an important part of the training and it should be introduced during this stage.

Off-ice training is becoming a part of training in this stage. Again you should remember as a coach and as an instructor that training should be fun and also off-ice training should consist of different kinds of variations, different kinds of games and plays with different kinds of balls etc. So again it is important that instructor encourages kids to participate in wide range of sports.

On the ice it is important to train a lot of sport specific training, including a lot of games and relays. It's also important to include decision making (read-react) drills to your practices. Number and quality of repetitions should be kept in the mind all the time!

### **Stage 3 – The Training to Train Stage (U12-U16)**

**Windows of accelerated adaptation: Elasticity, Speed strength, Speed, Skill/technique, Aerobic endurance, Flexibility**

**3-6 practices per week**

**Physical activity: 10-18 hours/week**

Objectives: Further develop sport specific skills and build aerobic base.

In this stage the biggest challenge is Peak Height Velocity, because coach should take into consideration differences between all the players. Individual training is becoming more important part of the training and coach has to have eye to make different kinds of exercises for players in different positions on the ice (goalie vs. center). So individual training is a big part of the training and coach should really pay regard to PHV and its actions.

Skill, speed and nervous system should be practiced and developed before and during the Peak Height Velocity but the hard anaerobic and lactic training as well as maximum strength training should take place after PHV. For the coach it is very important to recognize when players are coming to adolescent age. Flexibility training is also required during the PHV due to the sudden growth of bones, tendons, ligaments and muscles.

In this stage it is important to regularize sport specific skills. It requires hundreds of good quality repetitions and that's why it is important that the coach can guide and lead his players to practice in their own time.

By testing the coach can see those areas and levels where the athlete has developed. Using regular testing coach can set more specific goals and training becomes more assertive. Tests also work as a source of motivation to the athlete. When athlete sees that he has developed in certain thing, the motivation invariably increases.

## **Stage 4 - Training to compete stage (U16-U18) and**

## **Stage 5 – Training to win stage (U18-Seniors)**

**Windows of accelerated adaptation: Aerobic and anaerobic training, Lactic and alactic training, Elasticity, Maximum strength, Explosive speed**

**4-8 practices per week**

**Physical activity: 14-22 hours/week**

In this stage coach should assess his players based on the level and biological age. Team consist of individuals and it is important to know what kind of persons they are. Paying attention to individual differences is important because the role and physique might differ from each other.

In that stage the periodization becomes more important. The coach has to think what are those key performance indicators what he wants to develop and block his training according to that. There has to be perseverance so that the coach can increase the training volume step by step and have a long-term plan how to coach his players.

Diverse training is important to increase the motivation of athletes. Different kinds of training methods are good and there should be a lot of games included to the practices in the summertime so that playing systems and tactical side stays in order.

In this stage it is important to notice what are the essential things to train. It is important to maintain all attributes and strengthen especially athletes' weaknesses. Ice practices should be the number one thing and things that the coach can't strengthen on the ice, can be done on the off-ice practices. The main attention should be like this:

On ice: Lactic training and speed endurance

Off-ice: Aerobic training and stretching, speed training, (agility and coordination if needed)

In this stage the coach/athlete should realize the importance of recovery. It's not sensible to train like a madman, it leads to the overtraining syndrome and recovery from that may take even 6 months. This means that recovery is very important part of the training. Such things like aerobic training, nutrition and sleep should also keep in mind.



## 2. Equipment needed in hockey

As a parent we want to ensure that the sport what our child is practicing is safe. By choosing the right equipment for kids, they can feel ice hockey as a fun and safety sport. It's important that all of the equipments fit properly. A player should have good range of motions while wearing all the equipments (don't feel too stiff when full gears on). Usually you have to make small adjustments with stripes and laces to maximize comfort.



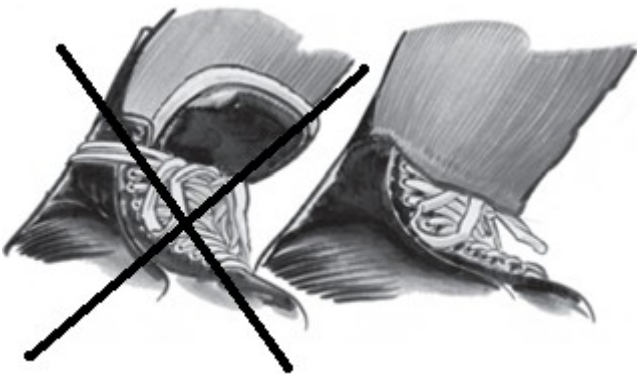
**A shin pad** that is too short can leave exposed areas between the top of the skate and the bottom of the shin pad. A shin pad that is too long may cause discomfort and restrict movement in the ankle and knee areas. The flexible portion of the shin pad (the padded portion between the plastic knee and plastic shin guard) should allow maximum movement. However, since this is the least protected area on the shin pad, ensure that it properly covers the knee and shin. Cracked shin pads must be replaced immediately.

**Choosing the right size of skates:** Skates usually fit a 1/2 size smaller than street shoes. When fitting skates wear the same socks to be worn when skating. Ensure that there are no wrinkles in the sock when placing the foot into the boot. Loosen the laces so that the foot can easily slip into the boot and then slide the foot forward to press the ends of the toes against the front of the skate. With the foot in this position, you should be able to place one finger between the boot and

the heel of the foot. Also notice that different skate brands are designed for either narrow or wide feet. A variety of widths are available. C=narrow, D=normal, E=wide, EE=extra wide

Never buy skates too big to grow into as this can seriously inhibit proper skating development!

Skate tongues should be worn behind the shin pads to fully protect the lower shin. Never wrap laces around the ankles as this can inhibit circulation and irritate the Achilles tendon. (Always wear them the same than in the picture at the right side)



## Sticks

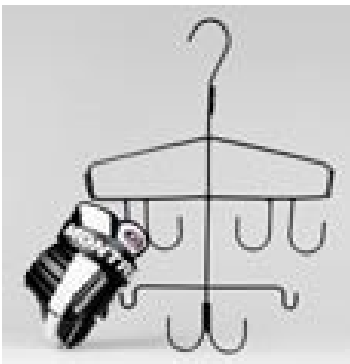
A properly chosen stick is essential to the development of effective puck control and shooting skills. There are several key points to remember when selecting a stick:

- Junior or Senior Sizing: Junior sticks are made with narrower shafts and smaller blades for better control. It is strongly recommended that junior sticks are chosen with a straight blade. Senior sized

sticks are for intermediate and older players who have the ability to comfortably control a larger stick.

- **Length:** As a rule of thumb, in street shoes, the stick should reach between the chin and the mouth of the player with the toe of the stick on the ground. While wearing skates, the butt end of the stick should reach just below the chin.
- **Blade Lie:** This is the angle of the blade in relation to the shaft of the stick and it affects the angle at which the stick rises from the ice. Generally, lies are available from 4 – 8. In a “ready stance”, with the stick’s blade flat on the ice, there should be no gap between the ice and the bottom edge of the blade. If so, then try a different lie to remove this gap.
- **Sticks come in varying degrees of flexibility.** Generally, the less flexible a stick, the greater amount of strength required to effectively use it. Younger players should use sticks with greater flexibility than senior players.

**Maintenance:** Immediately after every game and practice, equipment should be hung up to dry. Moisture allows bacteria to grow so air drying after every use is essential. This will assist in preventing athlete infections and in prolonging the life of the equipment.



### **3. Nutrition**

It's important that your child gets enough nutrients (proteins, carbohydrates, fats, vitamins, minerals) each day. Regular rhythm between meals helps to stay alert and focused. Below I have presented examples of how and what kids should eat daily. As a parent you should also remember that sweets, crisps, chocolate and soft drinks are not a daily diet for your child. Delicacy days can take place once per week, when candy can be eaten in moderation. Adequate and diverse intake of nutrients can be ensured by eating right things from substance circle each day. Below is more information about these thing.

You can help promote good nutrition by setting a good example. Healthy eating habits and regular exercise should be a regular part of your family's life. It is much easier if everyone in the house follows these guidelines, than if your child has to do it alone. You should also buy low-calorie and low-fat meals, snacks and desserts, low fat or skim milk and diet drinks.

#### **Example of meals and nutrients for daily intake:**

Breakfast: porridge, 1-2 slices of dark bread with ham and cheese, fruit, juice/milk

Lunch: potatoes and fish with vegetables, milk/water

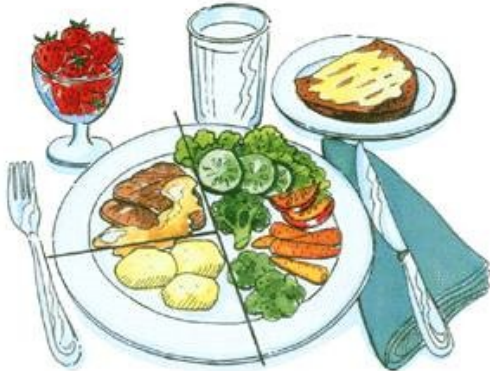
Snack: fruit or berries

Dinner: pasta with chicken and vegetables, 1 slice of wholemeal bread, milk/water

Evening snack: low-fat yoghurt with cereals

### **"Plate model" for lunch/dinner**

Half of the plate is filled with vegetables, one fourth is filled with meat/chicken/fish and one fourth is filled with potatoes/rice/pasta. In addition there should be a glass of low-fat milk/water and slice of dark/wholemeal bread. For the dessert there are fruits or berries.



### **FOUR BASIC FOOD GROUPS**

**EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY**

<b>Food Group</b>	<b>Servings Per Day</b>	<b>Food Sources</b>
<b>Meats &amp; Poultry</b>	2-4	Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts
<b>Milk Products</b>	2-6	Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
<b>Grain Products</b>	8-15	Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers
<b>Fruits &amp; Vegetables</b>	8-15	Fruits and vegetables - fresh, dried, frozen, canned and in juices

When your child is 10 and over, he/she should know these things about nutrition and dining:

1. Understand the importance of hydration before, during and after practices and games.

2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.

3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.

4. For tournaments, if you play more than one game on the same day or several games in successive days, emphasize foods that are high in carbohydrates (fruit, hot or cold cereal, pancakes, cold meats, soup, rice, pasta) while avoiding those foods with a high sugar content.

5. Be able to identify the appropriate amount and type of food from the four basic food groups.

#### **4. Parents' role**

When your kid joins practices or games, it's essential to remember that your role as a parent is to encourage your kid. Give him a chance to play and enjoy the game and don't try to take it too seriously. Coaches are there to give instructions for the players so let the coaches give the feedback and instructions and just give positive support during games or practices.

If you have some questions about practices or game-related things, coaches will talk with you after the practices or games.

If you are interested to take part on the ice, we are glad to hear that. All the possible help off or on the ice is important and we wish you welcome you to participate in our activities. You don't need to have previous experience from instructing or coaching, it's important that you want to learn more and feel comfortable with the kids. You can find some hints and tips on the coaches' part below.

## Coaches' part

### 5. Ice hockey specific skills

I have divided these priorities by age groups, but teaching technical and playing skills is a process which continues all the life. The basic idea of teaching is “from easy to difficult, simple to complex”. Using this kind of model we can guarantee that skills are learned in the right order.

When thinking about hockey school and teams U10 and under, it's essential that there are a lot of repetitions during the one practice hour. In that age we have to avoid situations where players stand on the line and wait their own turn. Also keep in mind that practices should be fun and meaningful.

When we can guarantee enough repetitions per practice it is time to think more about the quality factors of the practice. It is important that the coach can show the right movement and also demand that players execute the skill in right way. When talking about teams U12 and up, it's important to have practices more game-like. Using game-like situations in practices makes sure that players still learn new technical skills and that they learn how to play the game.

Next you will find those technical skills divided by age groups:

#### **Training technical skills – What you have to emphasize within certain age group (directional)**

Marks: A = tentative, preliminary O = main point X = revising, make it more difficult

<b>Skating</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Skating forward	O	O	O	O	X	X	X	X	X
Skating backward	O	O	O	O	X	X	X	X	X
Crossovers	O	O	O	O	O	X	X	X	X

Stopping	O	O	O	X	X	X	X	X	X
Take-off		A	O	O	O	O	X	X	X
Tight turns		A	O	O	O	X	X	X	X
Turning from forw to backw. vice versa			A	O	O	X	X	X	X
Chancing the rhytm					A	O	O	X	X
Use of edges		A	O	O	O	O	O	X	X
Jumps					A	O	O	X	X

<b>Passing</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Sweep pass	O	O	O	X	X	X	X	X	X
Wrist pass			A	O	O	O	X	X	X
Backhand pass	O	O	O	X	X	X	X	X	X
Saucer pass				A	O	O	X	X	X
Drop pass					A	O	X	X	X
Using the board				A	O	X	X	X	X

<b>Shooting</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Sweep shot	O	O	O	X	X	X	X	X	X
Wrist/snap shot			A	O	O	O	X	X	X
Backhand	O	O	O	X	X	X	X	X	X
Slapshot				A	O	O	O	X	X
Deflections					A	O	O	X	X
Rebound					A	O	O	O	X
One timers						A	O	O	X



<b>Deking</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Using your head			A	O	O	O	X	X	X
Using your body			A	O	O	O	O	X	X
Using your stick			A	O	O	O	O	X	X
Fake shot - deke					A	O	O	O	X
Drop pass from your skate						A	O	O	X
Spin-o-rama						A	O	O	X

<b>Stick handling</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Puck handling	O	O	O	O	X	X	X	X	X
Carrying the puck	O	O	O	O	O	X	X	X	X
Passing	O	O	O	X	X	X	X	X	X
Receiving the pass from skate, stick, hand	O	O	O	O	X	X	X	X	X
Protecting the puck						A	O	O	X

<b>Contacts</b>	U9	U10	U11	U12	U13	U14	U15	U16	U17
Hitting against the board						A	O	O	X
Body checking						A	O	O	X
How to play on the slot						A	O	O	X
Pushing against the board				A	O	O	X	X	X



Team Tactics	U9	U10	U11	U12	U13	U14	U15	U16	U17
Forechecking systems						A	O	O	O
Defensive zone defensive game						A	O	O	O
Defensive zone offensive game (Break outs)						A	O	O	O
Middle zone play						A	O	O	O
Straight attack						A	O	O	O
Offensive zone offensive game						A	O	O	O
Distances between players						A	O	O	O

**As you see, in the teams U12 and under, Basic Skill Development** (skating, passing, shooting, stick handling) should comprise 90% of your practice time. Remember you can work skills in game-like drills. Skill Development should not be considered boring.

**Example of the structure of the practice (divided in two parts according to age groups)**

**U10 players and under (A lot of activity, also level of demand, some feedback)**

- Warm-up game
- Skating techniques (+ reaction)
- Skill part (puck handling + shooting)
- Refreshing part: Relay, competition
- Game (40-50% of the practice time)
- Conclusion (fun game etc.)

**U11 and up (In technical skills lot of repetitions and level of demand, game-like need some recovery time, also a lot of feedback provided by the coaches)**

- (-Warm-up with the pucks)
- Skating techniques
- Skill part (stick handling, shooting, passing-receiving + combine those)
- Reaction part (same theme than on skill part)
- Game situation practices (2-1, 3-1 to get more scoring chances)
- Small game with theme
- Game on the big ice with rule/theme

Alder	< 10 år	10 – 14 år	14 – 19 år
Teknikk	50 – 60%	30 – 40%	20 – 30%
Spill/små- lagsspil l	40 – 50%	40 – 50%	20 – 30%
Kamplike øvelser	0%	10 – 20%	40 – 60%
Målvakts- øvelser	0%	5 – 10%	10 – 20%

“Well I think 2 to 1 or 3 to 1 practice to games is the way to go. In practice, that’s where you become a better hockey player. You get to have the puck on your stick more, and take more shots on net than in any game. Even as a professional you don’t have the puck on your stick that much, and at a young age it’s crucial to develop your skills, you can’t do that in an organized game.”

Paul Kariya



## Skill Learning

Here is a good teaching sequence to follow:

### 1. Explain the skill

- name the skill and describe it
- tell why it's important and when it's used. Highlight the key teaching points (key words or phrases used in instructing and giving feedback to your players)

### 2. Show how it is done (can be skipped if the drill is being done regularly)

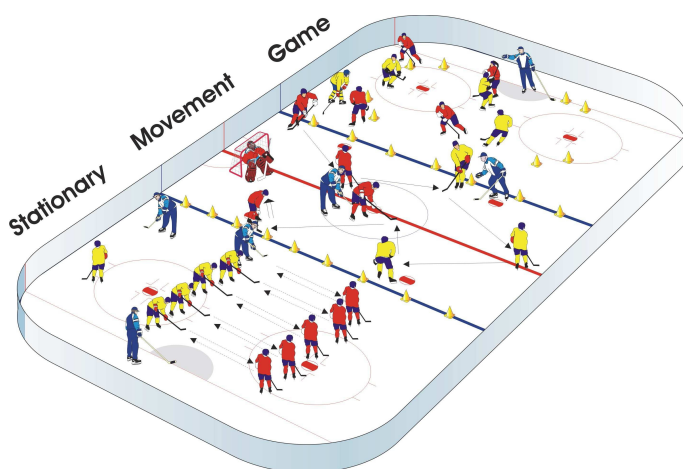
- demonstrate
- state key points again

### 3. Give time to practice

- get players to practice the skill right away
- get everyone involved

### 4. Tell them how they're doing

- move around to each player
- give individual feedback
- get assistants to help



Progression of skill teaching: Starts from

stationary practices, then do it when moving and finally end up to the games

## Basic principles of offensive and defensive game

### OFFENSIVE

- Offensive game starts immediately when we get the possession of the puck
- Puck is always quicker than player!
- See the puck all the time
- Short passes are easier than long ones (5 man together)
- Try to breakout in the middle (hard to defend against)
- Rush the neutral zone with high speed
- Keep the width!
- Players without the puck moving all the time and offer passing option, close support to the puck carrier (give and go, blocks)
- After blue line first man without the puck goes to the net
- Shooting in the slot=more chances to score
- Screen the goalie, go to rebounds!

### DEFENSIVE

- Defence starts immediately after losing the possession of the puck
- Requires a lot of skating
- 5 man together → read, react, maintain the balance
- Stay inside the game
- Communication
- Steer the puck carrier into small space → to boards (protecting the middle)
- Cover the passing lines
- Stay between opponent and own net (in defensive zone)
- Play opponents' stick away! (Play hard in the own slot)
- Be ready to attack after stealing the puck (move/pass, try to play up)

## 6. Hints and tips for coaching

### Communicating With Your Players

Here are a few simple tips to help you communicate effectively with your players during practices and games:

- Arrange players in a semi-circle in front of you.
- Position them so there are no distractions behind you.
- Scan your group as you talk. Make eye contact with all players.
- Ask questions to make sure players have understood you and know what is expected of them.
- Give your players an opportunity to ask questions.
- Listen to what they say and how they say it.
- Speak to them using words they understand (keep it simple).
- Bend down, kneel or crouch so you can talk to them at their level.
- Speak to every player at every session.



### Giving Feedback

Providing feedback for your players is critical in developing skills. Always remember these three points:

- Give the “good” picture. Demonstrate what you want, not what the player is doing incorrectly.
- Be positive. Acknowledge what is being done well, then point out what should be worked on. Remember that 90% of the feedback should be positive.
- Be specific. Demonstrate exactly what it is you want done.



## **7. Off-ice training (Warm-ups and cool-downs)**

When training physical qualities with players, we can set some guidelines depending on the athletes' age and experience.

- For 9 to 12 year olds emphasis should be on motor coordination and skill development.
- For 13 to 16 year olds emphasis should be on development of aerobic conditioning and muscular endurance.
- For 17 to 20 year olds emphasis should be on development of aerobic conditioning, anaerobic conditioning and muscular strength and power.

### **Warm-up Considerations and Guidelines**

While the player may be in top form in terms of their physical conditioning, participation in vigorous sports like hockey requires a proper warm-up to prepare the body for the increased demands and to help prevent injuries.

A proper warm-up provides a number of benefits to the body:

- Increased general body and tissue temperature.
- Increased blood flow throughout the cardio-respiratory system and ultimately to the working muscles.
- Increase in the body's metabolic processes.
- Decreased resistance of connective tissue thus allowing for greater movement in muscle and associated joint structures.
- Enhanced psychological preparation of the athlete.
- Reduced risk of muscle/tendon pulls.

While the above is not an exhaustive list, the benefits are readily seen. To be effective, a good warm-up should focus on the following:

1. To raise body temperature resulting in an increase in respiratory and heart rate.
2. It should affect as many of the large muscle groups as possible to effectively make tissues less stiff and flexible.
3. It should be made up of general body activities and some sport-related ones.

## **Off-Ice Warm-up**

Ideally players should arrive at the arena at least 40 minutes before a game or practice to prepare both mentally and physically. Players should warm-up for approximately 15-20 minutes.

The warm-up can be divided into 3 phases:

- 1) General Total Body Warm-up
- 2) Dynamic Warm-up
- 3) Speed, Agility and Quickness Warm-up

### **1) General Total Body Warm-up**

The General Total Body Warm-up is simply a general aerobic activity such as jogging, biking or skipping at a low intensity. The goal is simply to get the heart and lungs working at a higher rate, and to get the body warmed up to a light sweat.

### **2) Dynamic Warm-up**

The Dynamic Warm-up is a series of callisthenic type movements and exercises aimed at moving the body in a controlled manner through a variety of movement patterns. Exercises such as jumping jacks, lunge walking, high knee marching, bum kick walking, straight leg marching, push-ups, carioca, trunk rotations, burpees and arm circles are simple examples of the type of exercises completed during the dynamic warm-up. The goal is to ensure that the athlete moves under control through the entire range of motion available at the joint and to gradually increase the intensity of the movements during the dynamic warm-up.

### **3) Speed, Agility and Quickness Warm-up**

The Speed, Agility and Quickness Warm-up should consist of a series of drills to prepare the athlete to play hockey. The exercises could be things like hopping, skipping, pattern drills like hop scotch and ladder drills, jumping or reaction drills. These warm-up exercises should be done at a high intensity for a short duration with lots of recovery time between exercises. These exercises should not fatigue the athlete prior to the game!

## **Example:**

**Off-ice warm-up 30mins.**

**Jogging → slight running 5-10min.**

## **Elasticity**

Hopping forward with stop 3x10



Jumping continuously forward 3x20m

Skating jumps 3x20m

One leg hopping/switch 3x10/10m

## **Balance/battling 20sec/20sec**

Rooster fight

Sailors' wrestling

Toe tag

With stick trying opponent to lose the grip from the stick

## **Stairs(speed for legs)**

Running to each step 3x10

Running to every second step 3x5

## **Reaction speed with pair**

from different starting position and from different stimulus 5 - 20m

- on your knees
- on your stomach
- on your back
- from push-up situation

## **Stretching**

hamstrings

thighs

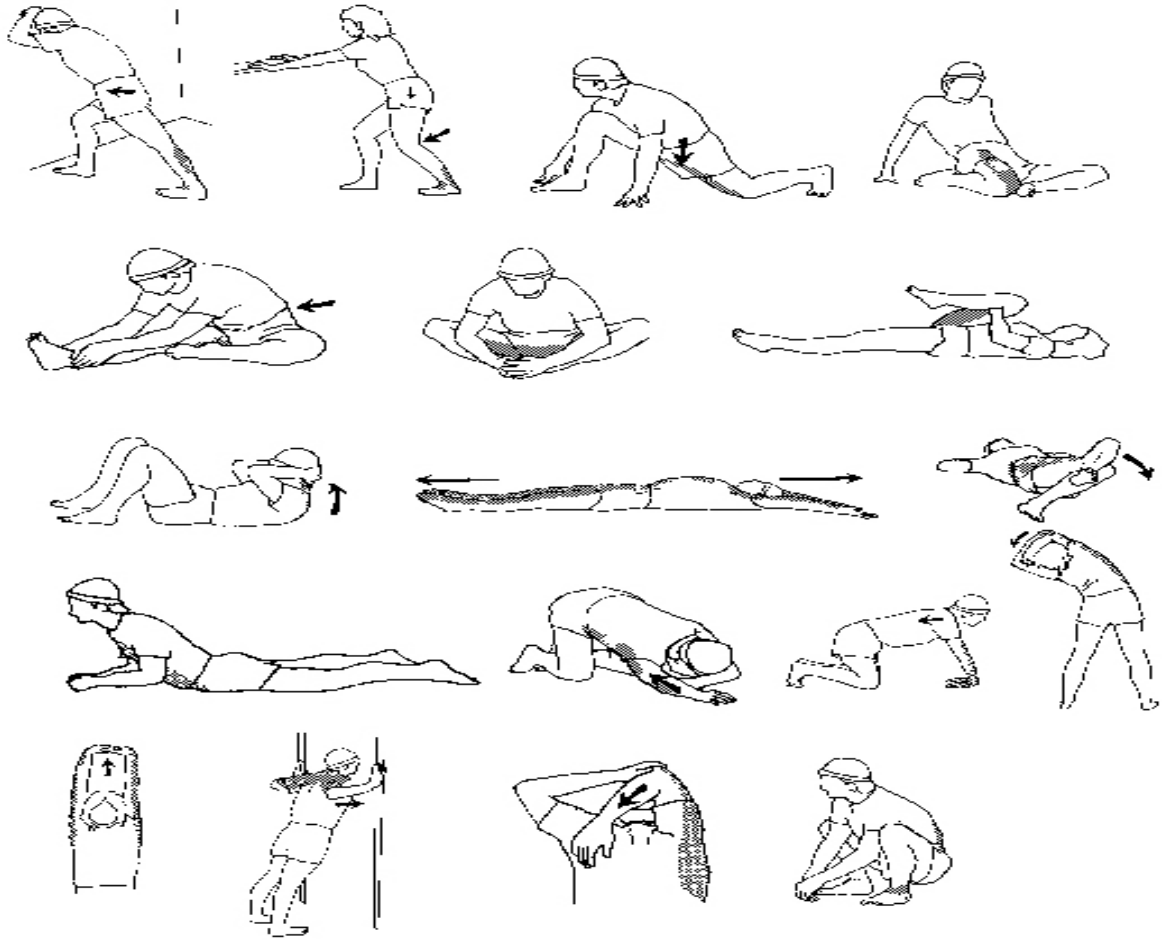
gluteus area

groins

calves

upper-body

**(warm-up stretches are short, just 5-10 sec. per stretch)!**



# 8. FAIR PLAY RULES FOR FARMERS

## PLAYERS

- I will play hockey because I want to, not just because others or coaches want me to.
- I will play by the rules of hockey, and in the spirit of the game.
- I will control my temper – fighting and “mouthing off” can spoil the activity for everybody.
- I will respect my opponents.
- I will do my best to be a true team player.
- I will remember that winning isn't everything - that having fun, improving skills, making friends and doing my best are also important.
- I will acknowledge all good plays/ performances – those of my team and of my opponents.
- I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

## COACHES

- I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations.
- I will teach my players to play fairly and to respect the rules, officials and opponents.
- I will ensure that all players get equal instruction, support and playing time.
- I will not ridicule or yell at my players for making mistakes or for performing poorly. I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the players' ages and abilities.
- I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.