



ALBERTA

INITIATION GUIDELINES



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HOCKEY FOR LIFE.

MISSION

TO CREATE POSITIVE OPPORTUNITIES AND LIFE EXPERIENCES
FOR **ALL PLAYERS** THROUGH INNOVATIVE LEADERSHIP AND
EXCEPTIONAL SERVICE.

Hockey Alberta has adopted an Initiation Program as the formal structure for the operation of hockey for players six years and under, and is to be implemented by all Minor Hockey Associations in Alberta. The Hockey Alberta Initiation Program was formed from a combination of Hockey Canada's Initiation guidelines, Hockey Quebec's MAHG guidelines, and specific modifications to reflect Hockey Alberta's player first approach.

PHILOSOPHY AND OBJECTIVES:

1. Create a safe and positive environment for players to experience the sport.
2. Incorporate physical literacy, fair play, co-operation and FUN into the sport.
3. Teach basic hockey skills so players can enjoy the sport.

An Initiation Program's success will be measured by the levels of enjoyment and development achieved by the players. To optimize those levels of enjoyment and development, it is necessary for dedicated adults to play a large role as effective leaders and teachers who will create a safe, fun, learning, challenging and motivating environment for the player.

HOCKEY ALBERTA INITIATION PROGRAM GUIDELINES

Category Name	All hockey open to players 6 years of age and younger will be classified as Initiation.
Playing Surface	All ice sessions (practices and games) are to be cross-ice, half ice or third ice of the regulation playing surface. For practices station work is encouraged.
Surface Dividers	It is <u>not mandatory</u> , but recommended to divide the ice with small boards, or other rink dividers. Note: A few cones or other objects are sufficient to divide the surface.
Puck	Recommend the blue 4 oz. puck to be used and other implements such as tennis balls, soccer balls, rubber chickens etc.
Modified Game Rules	No offsides or icing will need to be called.
Game Operations	No timekeepers, scorekeepers or goal judges are needed.
Officials	The use of officials is optional as it is recommended the coaches be on ice for all sessions.
Goalies	No goalie equipment is required other than a goalie stick.
Curriculum	Hockey Canada Initiation Skill Development Manual.
Coach Support	Recommended to identify a Coach Mentor and support system for coaches.

LOCAL MINOR HOCKEY ASSOCIATIONS – THE KEY TO SUCCESS

The Hockey Alberta Initiation Program is designed for five and six-year old players, but is suitable for any entry-level hockey player. The program clearly lays out specific guidelines based on human growth and development to ensure a youngster's start in hockey consists of having fun, learning skills while developing confidence.

Local Minor Hockey Associations must commit to the Initiation Program and be prepared to support it. The commitment involves creating an implementation plan and maintaining that plan as the way of operating Initiation hockey in your community.

The structure for an Initiation Program is different from those normally offered, because it does not focus on playing "standard" games. As a result, there will be critics who will challenge the Minor Hockey Association and advocate a more traditional approach. However, it is important to remind all "doubters" that the Initiation Program has been designed by subject matter experts who specialize in child development; therefore, the format will be different than that utilized for older players and adults. An effective Initiation program must be designed with the best interest of the players and should not be used as a form of adult entertainment.

Support must come in a number of sources and from a variety of people. For the Minor Hockey Association, it is essential that support is provided:

- Identify and recruit volunteers to manage and run the programs. ***A ratio of one volunteer per five participants is ideal.***
- Appoint an experienced administrator, and hold information/update sessions. ***Coaches and other volunteers should not be expected to administer the program for themselves.***
- Training and support for the instructors beyond the required Coach 1 Clinic.
- Identify an experienced technical person (mentor) or committee to help with follow-up training throughout the season. ***The mentor should have experience in developing and delivering such programs.***
- Ensure communications exists between the Initiation Program and other areas of the association. ***The players, coaches and other volunteers in the Initiation Program are the future of your association; make sure to include them from the outset.***
- Develop a plan to sell the program to parents. Get them on your side. ***Options could include information sessions, newsletters, and player surveys.***

RECRUITING VOLUNTEERS

Because the Initiation Program deals with children who may not have even entered the school system, the need for quality leadership is critical. For some children, the Initiation Program may be the first time they have attended an organized event outside the home. Therefore, the coach may be the first authority figure, other than a parent, the child has encountered.

Coaches and other volunteers must be positive, energetic, creative, fun-loving and patient. The Coach 1 Clinic will emphasize many of the attributes necessary to conduct the program successfully. It is not necessary that the potential coaches have previous experience in teaching hockey skills, although that would be an asset. At the beginning level, on-ice coaches may range from an interested parent who offers to come out to offer encouragement to a seasoned coach who can demonstrate the skills covered in the manuals.

Associations must be innovative in their recruitment of Initiation Program volunteers. It can be a grooming area for the association's future coaches as well as players. A strong nucleus of volunteers is essential as a number of roles must be filled to effectively operate the program and deliver the curriculum. However, a single individual may be able to fill one or more roles. The basic framework or structure of the personnel required to implement the Initiation Program is: Program Administrator, Head Instructor (Coach), Support Instructors (Coaches), and Coach Mentor.

PROGRAM ADMINISTRATOR

This position is directly responsible for planning, organizing and administering the implementation and delivery for the Initiation Program. The program administrator may be an executive member of the minor hockey association or may simply be the liaison to the association's executive.

The administrator has a number of responsibilities to fulfil which require a number of administrative skills, including: budgeting, liaising with the minor hockey association's executive, recruitment and placement of instructors, coordinating the evaluation of the program, undertaking special events and recommending changes to the program and its delivery. They must work closely with the Head Instructor, and thus it is wise to select people for these two roles who both complement one another and who are capable of working together.

The qualifications within a typical recruitment advertisement for a Program Administrator may contain the following requirements:

- Understand the fundamental elements of the Initiation Program
- Possess a commitment to the established goals of the Initiation Program
- Possess strong organizational, interpersonal and communication skills
- Have the ability to conduct group presentations
- Have the ability to liaise with volunteers, board members, administrators, instructors and parents
- Has demonstrated ability to provide adequate time to the delivery of the Initiation Program

POTENTIAL JOB DESCRIPTION

A typical job description for the program administrator may contain these responsibilities (some may be shared with the Initiation Program Mentor if there is one):

Pre-Season

- Prepare operating budget for review and adoption by the minor hockey association's board. This budget may contain estimates for expenditures and revenues for:
 - Ice Rental
 - Equipment (Pucks, Pylons, Instructor Warm-Up Suits, Whistles, Etc.)
 - Supplies (Paper, Pens, Envelopes, Binders, Lesson Manuals, Etc.)
 - Training Fees (To Conduct Instructor Training Sessions)
 - Room Rentals (To Conduct Meetings)
 - Promotion Supplies (Posters, Photocopying, Pamphlets,)
 - Advertising (In Local Media Vehicles)
 - First Aid Supplies And Kits
 - Instructor Recognition
 - Sponsorship
- Secure ice time in conjunction with the minor hockey association for practices and modified games.
- Prepare and implement recruitment procedures for participants, instructors and head instructors.
- Co-ordinate the registration of participants.
- Assist in the selection and training of head instructor(s).
- Promotion of Coach 1 Clinics to instructors.
- Conduct a PARENT ORIENTATION MEETING to familiarize parents of prospective participants with the objectives of the Initiation Program, and how it is to be implemented.
- Conduct or acquire a presenter to deliver a Long Term Player Development Parent Presentation to the parent group.

On-Ice Delivery

- Co-ordinate the initial evaluation of participants for the purpose of grouping in the appropriate skill level if desired by the association.
- Confirm arena facilities/schedule and provide copies to all parties.
- Liaise with the minor hockey association's board, the Initiation Program Mentor and/or Head Instructor and on-ice instructors, the parents of the participants.
- Co-ordinate special events (photo sessions, mini-games, festivals, jamborees etc.)

Post Season

- Submit recommendations to the board of the minor hockey association with respect to any changes that could be made to improve the Initiation Program.
- Prepare equipment and supplies for storage.
- Undertake necessary actions for preparation for the next season.

ON-ICE INSTRUCTORS

On-ice instructors are generally recruited from the Initiation Program' parent group. In some situations, the on-ice instructors may also be volunteers from other segments of the community including students (a minimum of 16 years of age), post-secondary students and other adult volunteers. (See the section on recruiting). Instructors deliver the Initiation Program curriculum on the ice to the participants as scheduled by the Administrator.

The qualifications within a typical recruitment advertisement may contain the following requirements:

- Possess a coaching and/or hockey background OR a strong desire to begin to learn instructional techniques in the delivery of fundamental ice hockey skills
- Possess an enthusiastic attitude and desire to work with beginning hockey players
- Possess strong communication skills
- Possess a commitment to the goals and philosophy of the Initiation Program

POTENTIAL JOB DESCRIPTION

A typical job description for On-ice Instructors may contain these responsibilities:

Pre-Season

- Successfully complete the Coach 1 Clinic requirements.
- Successfully participate in the supplementary training sessions as co-ordinated by the minor hockey association.

On-Ice Delivery

- Deliver the program's curriculum to the assigned groups.
- Exemplify fair play and co-operation.
- Provide instruction in a manner that motivates and challenges the participants while respecting where each player is developmentally.
- Demonstrate effective leadership on and off the ice, for example, providing effective feedback to the participants.
- Provide feedback to parents of the participants when required.
- Assist in the evaluation of the participants and the Initiation Program in general.
- Demonstrate necessary risk management skills at all times with the arena safety checklist at each ice session.
- Assist in assigning players to their respective groups.
- Effectively explain and demonstrate drills and games to the participants.
- Co-ordinate the orderly entrance and exit to/from the ice surface by the participants.

NCCP TRAINING FOR INITIATION INSTRUCTORS

To ensure a positive experience for the children, a specific coach clinic (Coach 1) has been designed for the on-ice instructors (coaches). The Coach 1 clinic focuses on communication, teaching skills, leadership, skill development, lesson organization and safety and risk management.

The Coach 1 Clinic is part of the NCCP Coaching Program and consists of three sections:

1. Online Module (to be done prior to attending in person session)
2. Classroom Session
3. On-Ice Session

	COACH 1 INTRO TO COACH	RESPECT IN SPORT	SAFETY
INITIATION *	1 TEAM OFFICIAL/ 10 PLAYERS	ALL TEAM OFFICIALS	1 TEAM OFFICIAL/ 10 PLAYERS

* As Coach 1 was not offered prior to the 2015-16 season Initiation Coaches who have taken Coach 2 prior to the 2015-16 season will not be required to take Coach 1. Coach 1 will be required for any new Initiation coaches starting in the 2015-16 season and beyond.*

SEASONAL PLAN

The Initiation Program is a curriculum of skill development designed to introduce beginning players to the skills of the game of hockey. One of the keys to running a successful Initiation Program is to build this curriculum into a complete seasonal plan. The seasonal plan for an association with 400 players in the Initiation Program will differ considerably from that of an association having only 15 players.

The local constraints of the program will play a role in the unique design of an association's seasonal plan. Elements to consider include:

- Association size
- Allotted ice time
- Number of instructors
- Age levels of hockey entry
- Numbers of entry level players

Proposed Initiation Seasonal Chart

Number of Practices	Start Date Practices	Developmental Season	Start Date Games	Regular Season	Tournaments /Festivals
35-40	September/ October	20 practices	December	20 practices 10 game sessions	2-3

Every association building an Initiation Program will have its own design. The goal, however, is the commonality of using the curriculum of the Initiation Program along with Hockey Alberta's guidelines to build a strong foundation of skills that allow players to enjoy hockey for a lifetime.

INITIATION REGISTRATION REGULATIONS

General Regulations 1.3 o) "Hockey Team" or "Team" means a group of persons comprised of:

(E) For Teams within the Division of Initiation, there is no maximum number of players;

Minor Hockey 3.7 Number of Players on a Hockey Team

(a) All Hockey Teams may register at one time a maximum of nineteen (19) Players. Of those nineteen (19), 2 must be goaltenders.

Exception: Teams within the Division of Initiation do not have a maximum number of players that can be registered at any one time.

In order to properly administer the Initiation Program, an MHA must be able to focus on skill development by continually moving players into groups of similar skill levels. This will provide an opportunity for ideal skill development conditions. It has also been identified that players of this age group should not be participating in games that are operated under the official Hockey Canada Playing Rules. Currently those rules restrict any age Division to a properly registered roster that contains a maximum of nineteen players and does not provide the opportunity noted above. This provides the opportunity for MHA's to register all of their Initiation players on one listing and operate as a "program" rather than being confined to the same roster requirements as all other groups (i.e. – Midget AAA). It recognizes the fact that Initiation programs should be playing by different rules and adapting the game to their size and skill level.

GROUPING OF PLAYERS – PROGRAM DESIGN

In a Program Design, players are instructed as one large group. Instructors are responsible for all the players in the program, rather than only a pre-selected number. Instructors may be responsible for station work involving their areas of expertise. During the session the instructors would instruct all the players as they moved through his/her station.

Modified games would take place with a random selection of players. These "teams" would constantly change.

The benefits of this design are:

- All players receive instruction from a variety of instructors.
- Players get to associate with a maximum number of other players on the ice.

Associations may group players of approximately the same skill level on the ice at the same time OR have players with a mixture of skill levels who use station work for a particular skill. The latter scenario is a perfect design for a small community.

By splitting the ice effectively and using station work, associations will be able to accommodate up to 60 players on the ice at one time.

GROUPING OF PLAYERS – TEAM DESIGN

In Team Design, an instructor or group of instructors is assigned a number of players (a "team") in the early part of the season. The instructional group would then be responsible for conducting the Initiation Program curriculum to their group of players. The player groups would, for the most part, be intact for the season. Ice schedules may have a number of these "player groups" on the ice at the same time but when attending to the curriculum, the players are instructed by the same instructor.

Example: A simple model would be 45 players on the ice with groups of 15 dressed in green, yellow and red. After warming up together, the 15 yellow players would be instructed at their end of the rink by "their" instructor (as would the other colours).

The benefits of this design are:

- Player groups are easier to organize.
- Players form a more intimate identity to a smaller group.
- Players receive consistent instruction from their identifiable leader(s).
- Easy transfer into mainstream hockey where this player group becomes a "team."

As you read the two groupings just presented, you can probably imagine a number of designs that would be a combination of the two models. As with many of the ideas presented, the options must be thought of as a continuum, rather than one or the other. In this case, the two ends of the continuum are Program and Team. You might choose some midway design.

For example:

Program Design <----->Team Design

Sample A: Your association may also choose to operate a Program Design with first-year players and progress to Team Design as players ready for entry into mainstream hockey. This is a common practice.

Sample B: Program Design could be used for the early part of the season, and then at a suitable time players could be regrouped into team groups. The transition could be made at different times for different groups, depending on age and/or ability.

BALANCED TEAMS - GAMES

When more than one team is made up such teams should be balanced and play against each other throughout the season to favour fair competition between teams in the same association and neighbouring associations. The responsibility lies with the involved association(s) and when a significant difference appears amongst teams a rebalance of the teams should take place.

EXAMPLES OF WAYS TO MODIFY THE GAME

Modify the Ice Surface

- Play 1/2 ice (ice divided at the red line)
- Play 1/2 ice (ice divided end to end line)
- Play 1/3 ice (ice divided at two blue lines)
- Play 2/3 ice (blue line to far end of the rink)
- Play 1/3 ice (ice divided at the red line and down the middle - this format actually keeps the length/width proportionate)

Modify the Equipment

- Use pylons for goals
- Use smaller nets
- Devise boards and benches to be used while dividing the ice
- Use target, artificial goalies or no goalies
- Use blue 4oz pucks

Modify Players Playing the Game

- Match skill strength of opposing players
- Change numerical advantages (i.e. 5 players vs 4 players)
- Change numbers playing (i.e. 3 on 3, 4 on 4 etc)

Modify the Basic Rules

- No statistics
- Players must make a certain number of passes
- Players may only score a limited number of goals
- Numerical strength may not be even
- No penalties
- Use buzzer system for line changes
- Player changes "on the fly" (no faceoffs)

Emphasize Skill

- Players can only skate backwards
- Players must only pass on the backhand
- All players rotate all positions including goal
- Goals only scored on shots outside a certain radius

Instruction during the Game

- Have instructors on the ice
- Stop the game to instruct if needed

LONG TERM PLAYER DEVELOPMENT

What is Long Term Play Development?

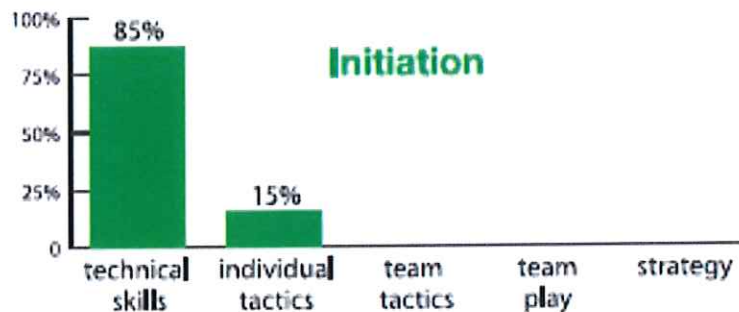
Hockey Canada's Long Term Player Development is an eight stage model based on the physical, mental, emotional, and cognitive development of children and adolescents. The model emphasizes in doing what is right for the player at their appropriate human developmental stage.

FUNDamentals 1 – is geared for both male and female players aged 5 and 6 years old.

The focus at this stage is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are to be introduced. FUN competitions through modified games, relay races and small area games should be introduced.

The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds. The ABC's of Agility, Balance and Coordination should be emphasized through the teaching of skills and small area games. Ensure that the skills the player acquires during the FUNDamental stage will benefit them when they engage in physical activities thus enhancing their quality of life and health.

Hockey Canada recommends in the stage of FUNDamentals that players spend 85% of their time on the introduction and development of technical skills. Technical skills include such things as skating, puck control, passing, shooting etc. These skills should be explored and taught through a variety of FUN and engaging ice sessions that utilize station work, relay races, small area games and other modified games. The other 15% of time is recommended to be used to explore individual tactics of the sport. Individual tactics consist of combining 2 or more technical skills in order to gain advantage or take away an advantage of an opponent. At the FUNDamental stage there is no benefit based on human growth limitations to spend any time on team tactics, team play or team strategy.



FUNdamentals to Do List:

For Associations

- Players develop skills in practices and test those skills in modified games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young players. Examples of this include junior model sticks, light weight pucks and fun teaching implements
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide coaches with continuing education opportunities

For Coaches

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics.
- Introduce children to the simple rules and ethics of sports.
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players -Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program -Continuing education through Mentorship Instructional Stream clinics offered at MHA level with a focus on teaching the technical skills.

HOW THEY LEARN

To educate and support associations in how children learn let's take a look at a report prepared by Ms. Madelaine Halle for the Montreal University on children ages 5-7 years old.

Motor and Perception Motor Skills

Children aged 5 years old tend to have difficulties in terms of the mechanical effectiveness of their movements and also in terms of combining movements like running and jumping, or running and throwing. Skating is not considered a basic skill but rather a specialized one. It requires control of such skills as running and balance, both barely mastered at this age.

Dexterity and eye-limb coordination improves but is still not very good. It will take them many repetitions to adjust. The 5 year olds can tell their right from left, only if they have practiced. They are conditioned to know the difference but have yet to understand it.

Children aged 7 years old begin to understand what right and left means in the environment: the right side of the ice, the left boards, etc. 5 year olds are already identified as right or left-handed, although in some cases their skill level is virtually equivalent.

Children aged 5 to 7 have just begun to see the link between an action and its result: shooting in a certain way will produce a certain result. They cannot structure their space such as moving half the length of ice or leaving one third of the ice free. They will try to do it, approximate it, because they don't really understand the exact value of numbers and fractions very well.

Motor development depends on experience but also on the child's physical and neuro development: the most developed are thus not necessarily the most skillful. Amongst children, there is a very large variation in motor skills, between motor activities like throwing and running, and between body segments such as upper and lower body skills. Accordingly, a 6 year old child might be able to skate very well but shoot poorly, or control their right skate very well but their left one poorly. They need time to carry out instructions and need many repetitions to stabilize a movement and outside information to improve.

Cognitive Development

Children 5 to 7 years old decide to act solely on the basis of how things look. They can evaluate only one criterion at a time; they are either fast or accurate, but rarely **intentionally** both at the same time.

Children aged 5 years old have a very hard time reversing things, doing an action or movement and repeating it in the opposite direction. They are still highly influenced by things that occur simultaneously, which are then considered cause and effect: I don't play well because my coach is watching me. Generally, they feel their point of view is right and much better than others' point of view, including the coach's.

Emotional Development

They hardly have two opposing feelings at the same time, like being disappointed with their own performance but pleased with that of their team. They have global self-esteem: they are either good or not good at all.

Social Development

They recognize authority mainly on the basis of social status: father, coach. They have their own understanding of justice: everyone should be getting the same treatment. Their friendships begin to be based on trust and reciprocity.

Never: Assume they have bad intentions

Avoid: Presenting too much information at one time and hurrying them.

Do: Give instructions with concrete benchmarks, visual auditory or kinesthetic reference points; ask them to repeat your instructions in their own words.

FREQUENTLY ASKED QUESTION

Why use a modified playing surface for Initiation Hockey?

A limited space allows for a greater variety in the execution of various technical skills. For example a child who is skating the whole length of the rink and is faster than the others may easily come to depend only on his speed. In a limited space, on the other hand, he has to control the puck more carefully and make frequent changes of skating direction. This is closer to the real game situation where there is not much puck carrying from end to end and the situations (and responses to them) are many and varied.

Think of other sports. Most have adapted either their playing surface or the game parameters for children. Basketball has a "mini basket", downhill skiing offers shorter routes and gates that are farther apart and in volleyball the net is lower. In short, if you think of hockey in the context of how children learn, it makes sense to give them challenges that are within their grasp.

Review the section on How Children Learn as this will help you understand and explain these principles to parents who are intent on having their child play on the whole rink.



INITIATION (5-6 years old)

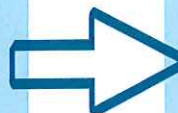
Fundamentals 1 – Introduction to Motor Skills

COACH TASKS

- Insist on the notion of fun: organize fun competitions within the team.
- Develop fundamental hockey skills: skating and puck handling by letting the children play fun games. (relay races, small area games)
- Promote awareness among children to basic elements (ABC's = Agility, Balance, Coordination)
- Develop physical skills (basic physical activity movements): running, jumping, throwing, catching, skating, etc...

COACHING TIPS

- Always keep the 'fun' aspect of playing in mind: the child must LOVE playing hockey and we must nourish their interest in the sport.
- Introduce players to rules of conduct.
 - E.g.: I listen when the coach is talking to me.
- Insist on the importance of respect towards teammates and opponents.
- Create activities that will enable the child to succeed.
- Avoid giving too much information. Concentrate on what is essential: clear and simple message.
- Create a climate that fosters learning rather than competition.
- Place value on efforts rather than on results.
- Use on-ice demonstrations instead of diagrams on the board.



KEY WORDS

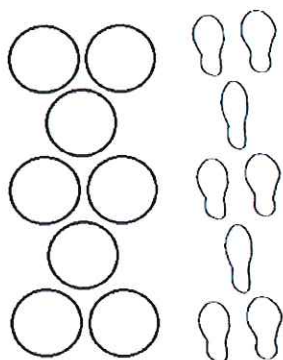
- FUN
- Running/Jumping/Throwing/etc.
- Skating
- Puck handling
- Simplicity

PLAYER TIPS

- Have fun.
- Practice several sports in order to develop other skills.
 - E. g.: swimming, football, soccer, etc.
- Respect your teammates and opponents.

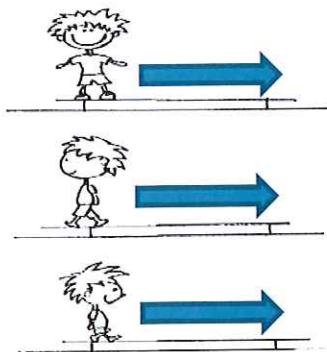
OFF-ICE DRILLS

HOPSCOTCH



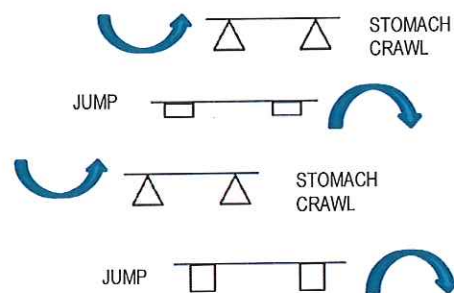
Player jumps in the circles with 2 feet, then 1 foot, and so on.

WALK ON AN INVERTED BENCH



Player walks across an inverted bench (while keeping their balance) sliding their feet, doing crossovers, forward and backwards, etc...

COURSE



Player follows a course jumping over barriers (various heights) and crawling under them without knocking them over

GAME PLAN SPECIFIC OBJECTIVES

TECHNICAL (85% of ice time)

- Show players how to move around on a new surface: ice.
- Explore and learn the fundamental elements of essential technical skills in hockey: forward/backward skating, sudden stops, puck handling, passing and shooting.
- Introduce basic elements required to master technical skills: basic stance, pushes, edges, targets, complete the actions, relay races etc.

INDIVIDUAL TACTICS (15% of ice time)

- Explore work zones for team play.
- Deker
- Lifting the stick
- Protecting the puck
- Keeping their stick moving on the ice



PHYSICAL

Develop agility, balance, coordination and speed.

PSYCHOLOGICAL

Ensure that the child learns the basics of hockey while having fun and experiencing success.

Teach the child how to function within a group. (Teamwork)

Bring the child to develop a positive attitude towards physical activity and play.

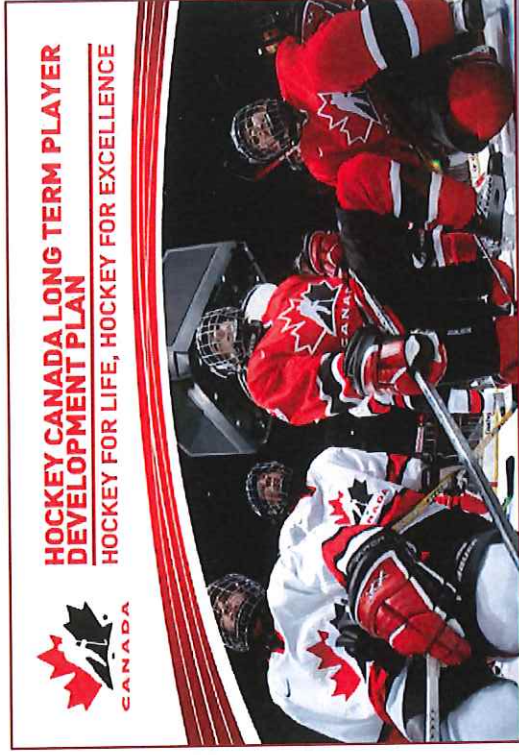




www.hockeyalberta.ca



Hockey Alberta Long Term Player Development Initiation Program Parent Presentation





Background - Sport Canada

Sport Canada created a movement to improve the quality of sport and physical activity in Canada through improved athlete training and better integration between all stakeholders in the sport system.

Sport Canada's Long Term Athlete Development (LTAD) Resource Paper "Canadian Sport for Life" (CS4L) sets out a framework to achieve this.



Canadian Sport for Life (CS4L)

- The vision behind CS4L is to reshape how they support sport and train athletes at all levels in Canada – from children to adults, from towns to cities and from province to province.
 - This vision has encouraged every national sport organization in Canada to developed sport-specific LTAD guidelines for their athletes.
 - Long Term Player Development is Hockey Canada's hockey specific response to Sport Canada's recommendation.
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Hockey Canada's Model

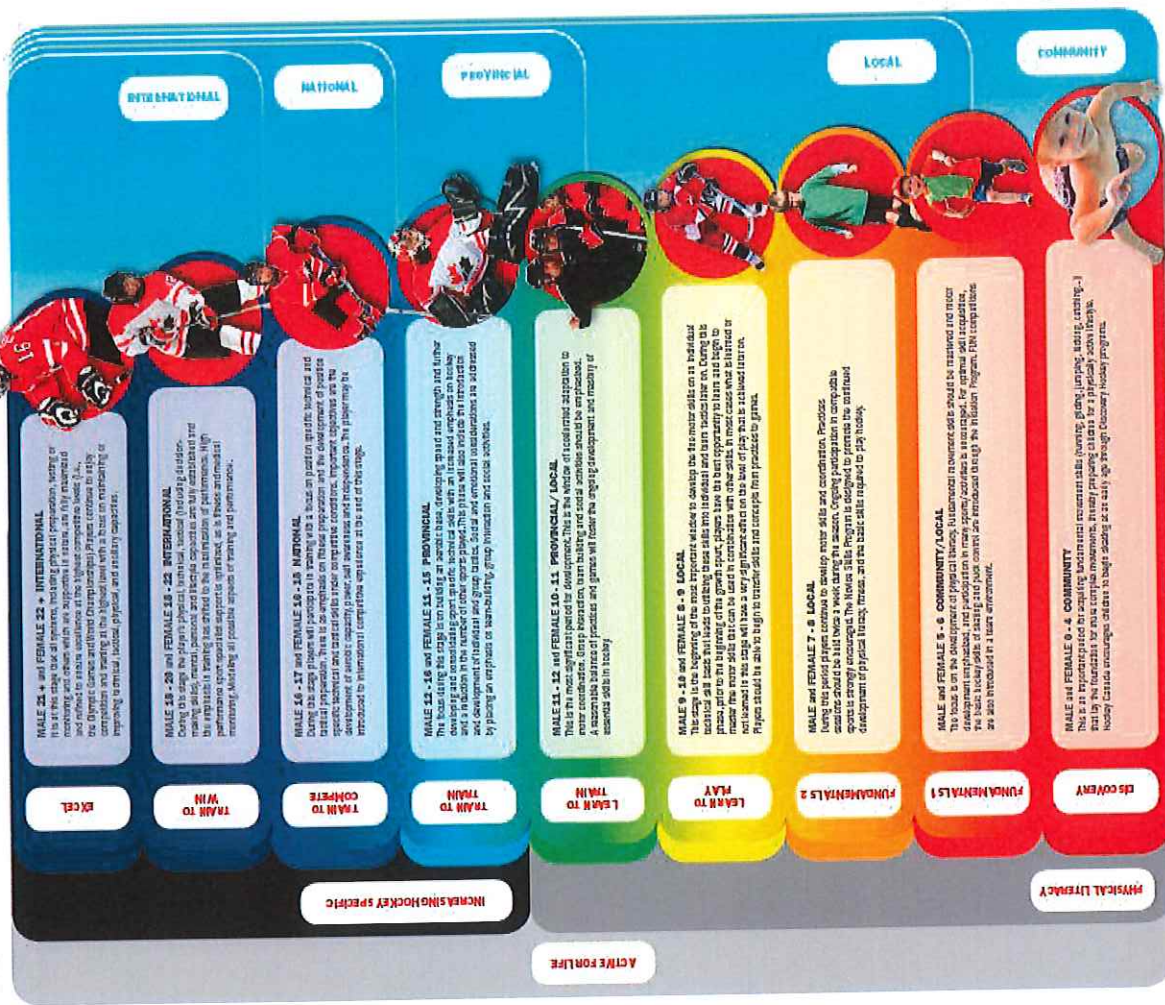
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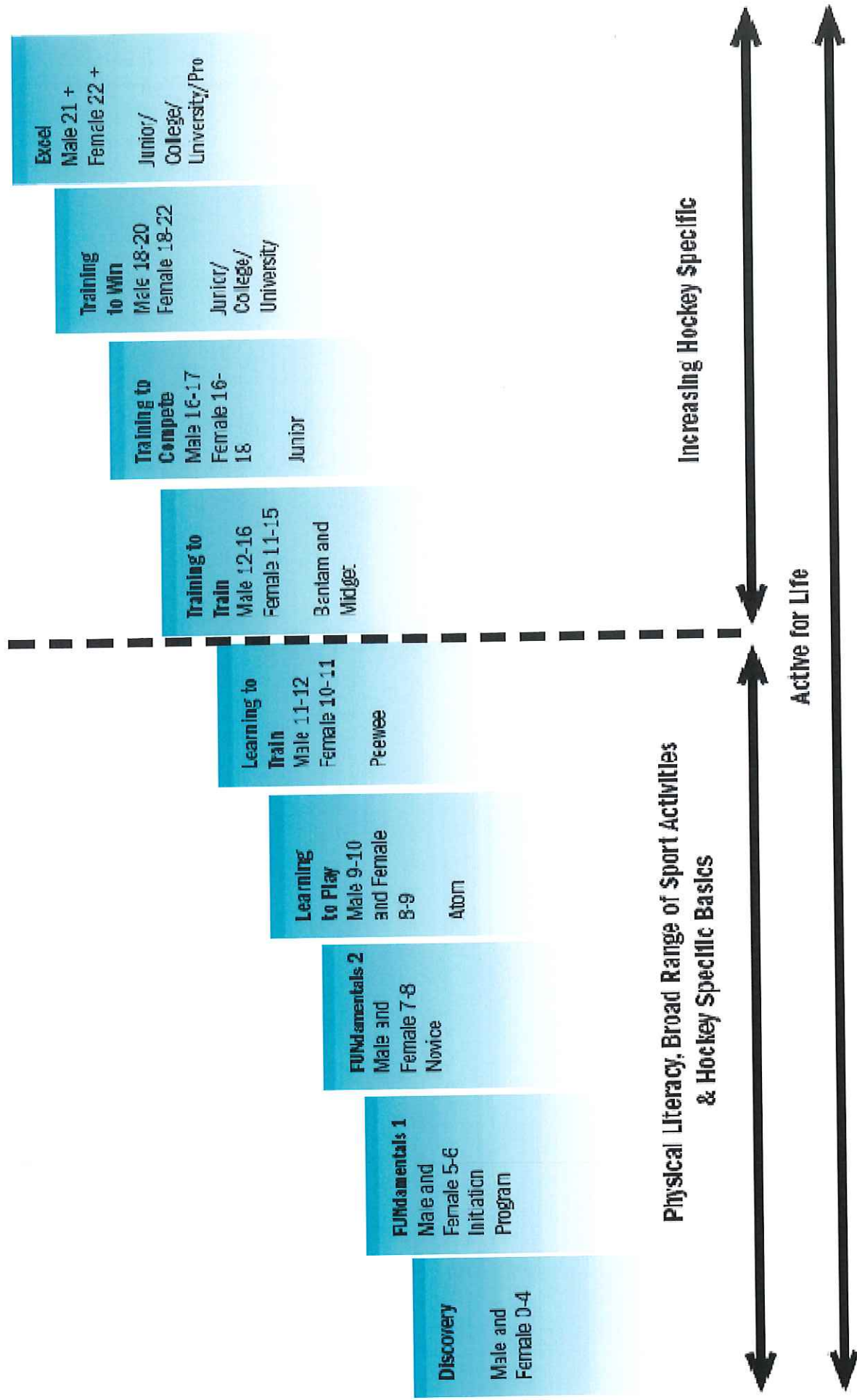
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HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE



Sport Canada's Long-Term Player Development (LTPD) Resource Paper* Canadian Sport for Life sets out a framework for sport development in Canada. Hockey Canada's Long-Term Player Development (LTPD) is an eight-stage player-based model that focuses on the physical, mental, emotional and cognitive development of players and athletes. Each stage reflects a different point in developing the player. The first three stages emphasize physical literacy and a broad range of sport experiences. The next three stages focus on development and competition experiences. The last two stages focus on the long-term physical activity and informed lifestyle choices. Life encourages participation in hockey long after the competitive years.







Hockey Canada's Model

FUNDamentals 1 – Male and Female aged 5-6

- Focus is on the development of physical literacy
- Fundamental movement skills should be mastered and motor development emphasized and participation in many sports/activities is encouraged.
- For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program.
- FUN competitions are also introduced in a team environment.





Hockey Canada's Model

FUNDamentals 1 – Male and Female aged 5-6

FUNDamentals 1 - Parents

- Encourage your child to participate in a wide variety of physical activities.
- Strength training should be done solely with the players own body weight.
- Other sports that build on fundamental movement skills applicable to hockey:

- Gymnastics
- Soccer
- Run, Jump, Throw programs
- Skating programs





LTPD Implementation

Inventory of what we do with 5-12 year olds.....

- Do we teach the right things?
- Do we teach them correctly?
- Do we allow kids to create their own identity?
- Are we too structured?
- Are we an aligned and integrated system?
- Do we over-compete?
- Do coaches teach the right skills at the right age?





LTPD Implementation

HOCKEY IS THE ONLY MAJOR SPORT THAT DOESN'T SHRINK ITS PLAYING SURFACE TO MATCH THE AGE GROUP.

We would never consider having our children at 8 years of age play on a big-league-sized diamond. Instead, they play on an appropriately sized Little League diamond. When attempting to teach your 8-year-old to play golf, you would not have them tee off from the back tees. Football shrinks the playing field. Soccer uses a smaller ball and smaller field. Basketball uses a smaller ball and lowers the rim. Sensing a theme?



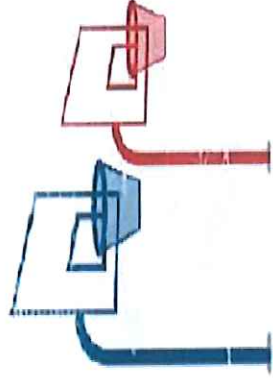
SOCCER

A pro-size ball measures 28 inches, while a youth-size ball measures 24 inches.



BASEBALL

In pro baseball, the distance from the pitcher's mound to home plate is 60 feet 6 inches, while in Little League it's only 46 feet.



BASKETBALL

A pro basketball hoop measures 10 feet high. Younger kids play with a hoop that's as much as 2 feet lower.



Parent Education

Few adults who were physically inactive as children become active as adults. Inactive adults tend to produce inactive children and the reverse is also true. Encouraging children to enjoy moving and promoting confidence in movement skills at an early age helps to ensure later participation in physical activity.





Why Parents Encourage Sport

Parents often have their own reasons for seeing their children in sports, and problems arise when their motives conflict with those of their son or daughter. The result can be a very negative sporting experience for the child.

Some of the most common problems arise when parents:

- place too much emphasis on winning.
- push their children to specialize in one sport too early.
- live their own dreams through their children.

The ideal situation is when your child finds intrinsic reward in participating in the activity – otherwise known as FUN!



Parent Education

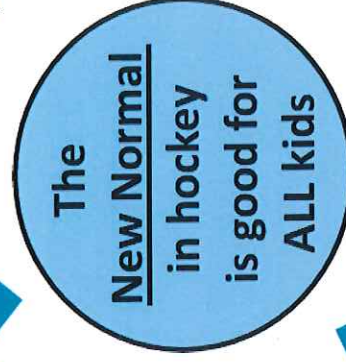
*The goal is to encourage the “Quiet Majority”
to understand and support LTPD*

Active, Healthy Children

- Learn to move with confidence
- Diversity in sports and activities

More skilled players

- Foundation Skills
- Confidence
- Players for life



Happier Children

- Fun
- Success / Age appropriate

Successful children

- Better at school
- Life skills

<http://activeforlife.com/hockey/>

Advantages of Cross-Ice Practicing and Playing

IIHF Learn to Play Program

The IIHF Learn To Play Program, which is for children, is based on a model of practicing hockey across the 80 – 90 foot width of the ice surface as compared to practicing and playing lengthways along the full 185 – 200 foot length of the ice surface. This cross-ice practicing and playing model has been used in many of the leading hockey nations in the world for a number of years and has stood the test of time. It has been shown that children who begin their hockey training in this environment have an outstanding hockey experience.

Parents may ask the question why should my child play cross-ice, what will this bring? I want my child playing like professionals do, full-ice, because I want my child to experience “real hockey”.

To help address these questions, let's think about a child trying to skate with a puck while performing a drill the entire 200 feet from one end of the rink to the other, how long will this take? How much energy will this require? Will the player's decision-making skills be enhanced more in the close action of the smaller cross-ice surface or in the wide-open area of the full-ice surface? In which situation will the child be more involved in the action?

A study of hockey games played on the full-ice surface by George Kingston in 1976 found the following:

- In a sixty minute running time hockey game between 6-8 year old children, the average player had possession of the puck for 20.7 seconds.
- Top National Hockey League and international professional players were also timed and no player exceeded 85 seconds of puck possession time.
- In a sixty-minute children's game the actual playing time of the game was 20 minutes and 38 seconds. Taking this into consideration, the individual player is only on the ice every third or fourth shift depending on how many players are on the team, resulting in even less ice time.
- An average of less than 0.5 shots per game for youth players and only 1.5 shots per game for junior and professional players.

The study concluded that:

- For young players in the “full-ice game model” of development, the youngest players would require 180 games and the older youth players would require 80 games to enjoy 60 minutes of actual puck possession time to execute their stick-handling, passing, pass receiving and shooting skills.
- Professional and international players would require 60 games to ensure 60 minutes of puck control skill development.

Many players never touched the puck in the game, especially in youth hockey.

The IIHF firmly believes that by giving children the opportunity to participate in the Learn To Play Program, which supports cross-ice practicing and playing, that their enjoyment of hockey as well as their hockey skills will be greatly enhanced.

To help you further understand the benefits of the cross-ice practicing and playing model, some of the advantages are listed below.

Practicing

- The children have more energy with which they can improve their skills when they are skating 90 feet across the ice surface as opposed to the 200-foot length of the ice surface.
- Group sizes become smaller which mean learning and teaching will become more effective.
- The close feeling of belonging to a team will motivate a child to participate with even greater enthusiasm.
- Drills designed according to the varying skill levels of players within the group are easier to organize.
- More puck contact resulting in improved puck control skills.
- More repetition/frequency in drills in one ice session.
- Decision-making skills are enhanced as more decisions must be made more frequently at a higher tempo.

Actual Game

- Playing on a smaller rink results in increased puck possession time for each player.
- Individual technical skills develop more quickly.
- More frequent line changes in the game means more ice time for each player.
- Children remain active between their shifts with various activities in the neutral zone.
- Line changes are made quickly since the players are directly beside the playing surface.
- Each player's activity increases greatly.
- Scoring skills are enhanced since the players have more shooting opportunities and the child sized goal nets force the players to shoot more accurate.
- The goalkeeper's reading of the game and reaction to changing game situations becomes more effective.
- More repetition for goalkeepers.
- The game is full of continuously changing situations.
- The speed in playing situations increases, which will require quicker mental and physical reactions by players.
- Due to increased tempo, all of the team members take part in solving the playing situations which leads to a sharing of responsibilities between the players.
- The feeling of being an important part of the action increases because of the small size of the rink.
- Hockey sense, or understanding the principles of the game, is being developed at a young age.
- There are no unnecessary breaks in the game.

General Organization

- More efficient use of the ice time and space.
- The size of the rink is in proportion with the size of the players.
- The child sized goal nets are in proportion with the size of the players.
- The middle zone is available for other purposes (player's bench, warm-up area, skill competition) while the games are played in the end zones.
- The IIHF recommends that teams play with two or three units of four or five players and one goalkeeper which results in each player having more ice time.
- More ice time for practicing and playing is made available to more teams within a single club.
- Many teams can practice together by sharing the ice surface.

General Spirit of Participation and Fun

- More children get a chance to play ice hockey.
- More children will experience a feeling of success when playing hockey.
- The same exciting and fun environment as in a "real" game is created.
- Both more and less gifted children will benefit from close/tight action on the ice.
- Children are excited and motivated to continue playing hockey.
- Hockey will be more appealing and rewarding to a wider range of children and their parents.



CROSS-ICE HOCKEY AND SMALL AREA GAMES



INTRODUCTION TO COACHING

CROSS-ICE HOCKEY AND SMALL-AREA GAMES

Cross-ice hockey or Small-area games, simply defined are technical and game-like competitive drills that use a playing surface that has been reduced in size and allows players to practice their hockey skills.

Small-area hockey actually has been around for as long as the game has been played. When players played on a pond did they use an ice surface 60 metres x 30 metres? No, they played in a small area that developed and sharpen their skills without the rules of off-sides, icing, penalties, face-offs, etc. Somehow coaches have moved away from this idea of practicing and playing in an environment with little control or structure, to one with greater control.

Many of the greatest hockey players to ever play the game will attribute their success to growing up playing on the ponds and not in highly controlled practices!

When the playing surface is reduced in size, young players are being correctly prepared for the speed and quickness they will encounter as they grow older. Can you imagine a child eight and under playing basketball using a ten foot basket? Cross-ice develops a positive environment, increases puck handling, and teaches puck protection by forcing players to play in smaller, confined areas.

Practice

For practicing it means that more players are on the ice but the group sizes are smaller. With more players on the ice it reduces the costs of the individual player for practicing.

This increases the ice usage and the efficiency of the practice by increasing the activity level of the individual player during the practice as their involvement time grows. Time spent waiting in line for the next chance to go is greatly reduced.

Players have more time with the puck for puck handling, passing and shooting. Drills are designed to focus on multiple skills and situations, increasing puck touches and situational repetition. On top of this the goalkeepers are more involved in the drills and get more shots to stop.

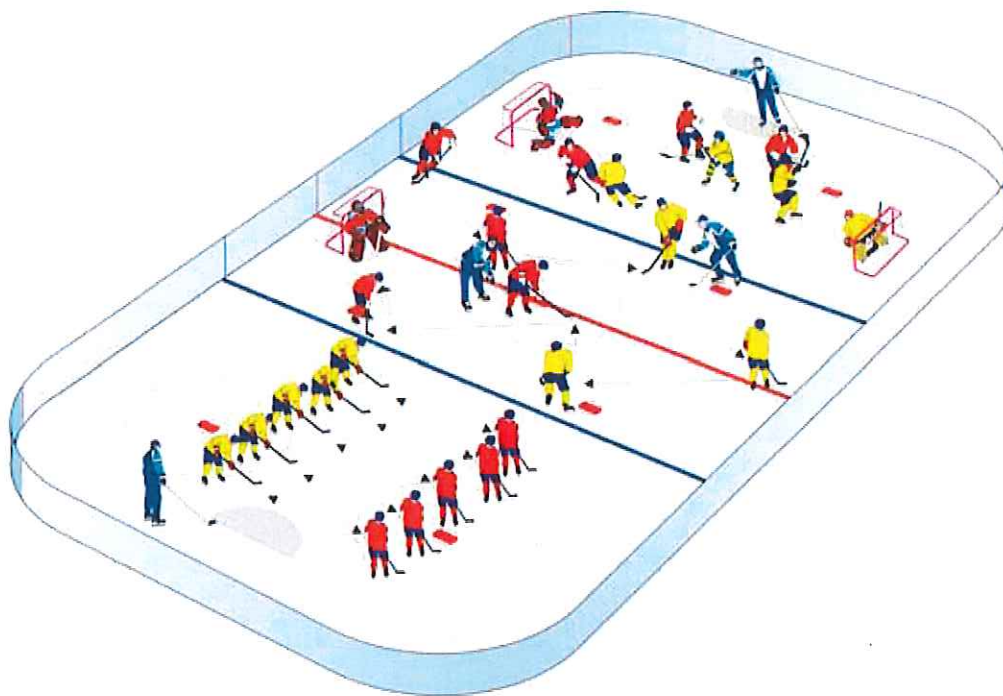
Practicing cross-ice and in small area's this is beneficial for players of all ages and levels and they have fun.

Play

The key playing benefits of cross ice are that it promotes creativity, creates an environment for self-learning hockey, increased player participation, speeds up the learning process, improves decision making skills so the player reads and acts quicker, maximizes skill learning and development, increases tempo, creates a positive environment and a passion to play.

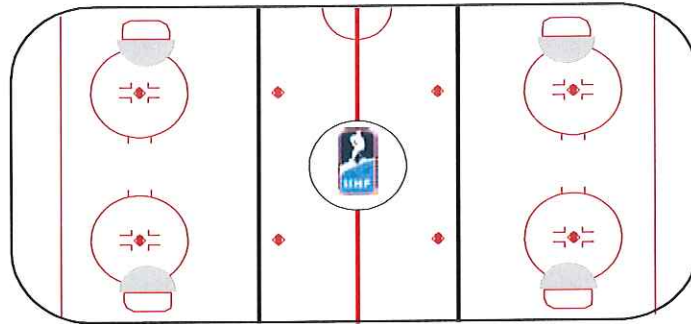
In small area games, players control the puck in tight situations and will typically have more shots on goal than in any normal drills – all while competing at game pace and having fun! This is a more competitive practice environment and players develop game strategies to make better decisions. Finally it reduces the need for traditional conditioning drills.

Many countries and National Associations have now included cross-ice hockey into league play at the Under 10 age group. At any level of play, an average player may only have control of the puck for a few seconds during the course of a game. In a small area game, that same player may have over a minute of puck-possession time over 6-7 shifts in one 10 minute game. One cross-ice game can have the development benefits of 10 -12 full ice games because of the closeness of the players to the puck and constant action.



Advantages of Cross-Ice Practicing and Playing

The IIHF Learn To Play Program is based on a model of practicing and playing hockey across the width of the ice surface, instead of along the full length of the ice surface. This cross-ice practicing and playing model has been used in many of the leading hockey nations in the world for a number of years and has stood the test of time. It has been shown that children who begin their ice hockey training in this environment have an outstanding hockey experience.



Parents may ask the question "Why should my child play cross-ice, what will they learn?" and say "I want my child playing on full-ice like the professionals do" That is the point, children are not adults, they see the world differently and learn differently to adults.

Let's think about a child trying to skate with a puck from one end of the rink to the other.

- How long will this take? How much energy will this require?

In which situation will the child be more involved in a game?

- In the close space of the smaller cross-ice surface or the wide-open area of the full-ice surface?

A study of hockey games played on the full-ice surface by George Kingston found:

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- Individual players are on the ice every third or fourth shift resulting in even less ice time



The study concluded that:

- For young players in the "full-ice game model" of development, the youngest players would require between 180 games to have 60 minutes of actual puck possession time to execute their stick handling, passing, pass receiving and shooting skills
- Professional players would require 60 games to ensure 60 minutes of puck control skill development
- Many youth players never touched the puck in the game

Practicing

- Children have more energy with which they can improve their skills when they are skating 30 meters across the ice surface instead of 60-meter length of the ice surface
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INTRODUCTION TO COACHING

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If we can utilize the cross-ice model correctly, we can increase the amount of ice-touches, puck-touches, and player involvement dramatically. In the end it is about developing the skills of each player which ultimately makes the game more enjoyable for them.



HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN

HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE



Acknowledgements



Coaching Association of Canada



National Coaching Certification Program



Canadian Sport for Life (CS4L)



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INTRODUCTION

Long-term Player Development is the Hockey Specific response to Sport Canada's Long-term Athlete Development model. Please go to www.canadiansportforlife.ca for more information.

Before you begin...

LTPD SUMMARY

- Is a philosophy and a vehicle for change.
- Is athlete-centred from a child's first involvement in sport to the transition to lifelong physical activity or other sport related activities.
- Integrates the needs of athletes with a disability into the design and delivery of sport programs.
- Provides a framework for reviewing current practices, developing new initiatives, and standardizing programs.
- Establishes a clear development pathway from playground to podium and on to being active for life.
- Identifies the shortcomings in Canada's sport system and provides guidelines for problem solving.
- Provides guidelines for planning for optimal performance for all stages of athlete development.
- Provides key partners with a coordinated structure and plan for change.
- Identifies and engages key stakeholders in delivering change.
- Provides an aligned and integrated model for delivering systems including
 - Long-term athlete development — technical, physical, tactical, and behavioral.
 - Long-term coaching development.
 - Sport and physical activity programs and services in NSO's, PSO's, recreational organizations, clubs, and schools.



IMPACT OF LTAD

On Parents

- Few adults who were physically inactive as children become active as adults. Inactive adults tend to produce inactive children and the reverse is also true. Encouraging children to enjoy moving and promoting confidence in movement skills at an early age helps to ensure later participation in physical activity.

LTAD will

- Provide a framework for parents to understand physical literacy and its implications on a healthy lifestyle through lifelong physical activity and on competitive sport involvement for all Canadians, including those with a disability.
- Facilitate the understanding of physical, mental, cognitive, and emotional development.
- Facilitate the understanding of special requirements such as proper hydration, nutrition, and recovery for the growing child.
- Enable parents to help children to choose a pathway in physical activity and sport.

On Coaching

- To be successful, an athlete development model such as LTAD requires highly skilled, certified coaches who understand the stages of athlete development and the various interventions that should be made.

LTAD will

- Have a significant impact on the coaching education curriculum.
- Have a significant impact on sport specific coaching education by NSOs.
- Identify a need for part-time and full-time coaches who will specialize in coaching developmental athletes.

On Clubs and Community Sport and Recreation

- Canada's sport clubs and community centres provide broad opportunities for participation and are essential to the successful implementation of LTAD from playground to podium.

LTAD will

- Identify the need for programs to deliver LTAD.
- Inform and educate staff and parents about the benefits of LTAD.
- Align programs with schools, clubs, and community sports.
- Rationalize the competition system at the national and provincial levels and in clubs, community sport, and recreational activities.



LTPD STANDARDS

Five key areas have been established as "LTPD STANDARDS".

These 5 key elements are essential in order to properly move forward with the implementation of LTPD. *Without these 5 key elements, the principles of LTPD will not be met.*

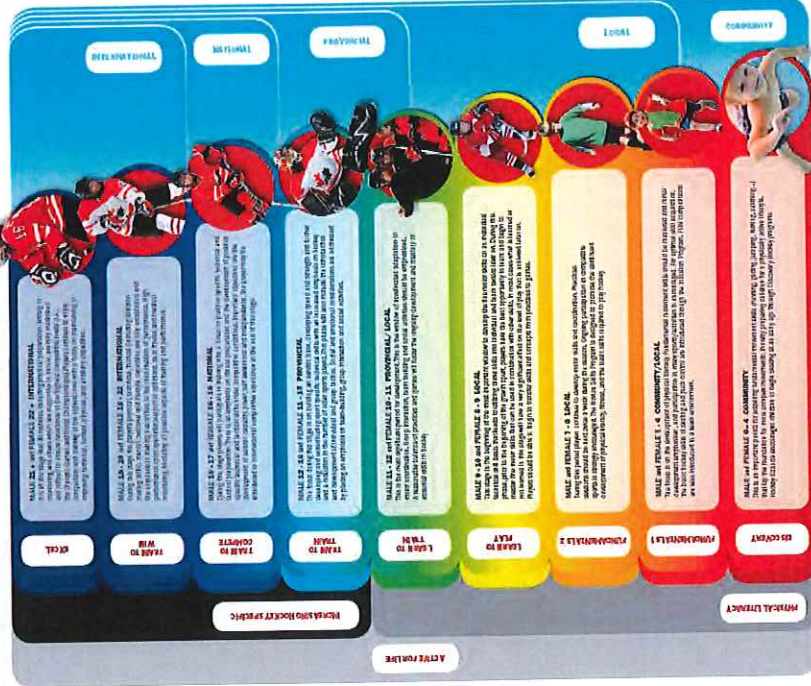
#1 Standard	#2 Standard	#3 Standard	#4 Standard	#5 Standard
Communicate the Hockey Canada LTPD plan and documentation to all League executives, Minor Hockey Association executives, parents, and coaches. Ex: Ensure that league executives are providing MHA's, parents and coaches with the LTPD documentation.	LTPD communication plan and implementation strategy for all members of the league and / or association. Ex: Plan how you will communicate and implement LTPD to your members and associations.	Coach education – Leagues / Minor Hockey Associations must provide continuing education opportunities for their coaches and players. Ex: Provide your coaches and players with the opportunity to improve themselves using specialty clinics and skills camps as a resource and continuing education.	Minor Hockey Associations / Leagues must review the seasonal structure of games and playoffs and make adjustments to provide optimal development opportunities. Ex: Measures must be put in place to ensure each age division seasonal structure falls in line with optimal development strategy.	Establishment of a Minor Hockey Association LTPD work / review group to ensure the minor hockey programming is on course. Ex: Involve 2-3 volunteers to provide an assessment of the minor hockey programming to ensure that LTPD is being executed properly.



HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE



Sport Canada's Long-Term Player Development (LTPD) Resource Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Aligned with the National Long-Term Athlete Development Model, the LTPD model focuses on the physical, mental, emotional, cognitive, and social development of children and adolescents. Each stage reflects a different point in developing the player's life, from the early stages of participation to the elite level. The LTPD model is designed to be a guide for the development of the player's life, from the early stages of participation to the elite level. The LTPD model is designed to be a guide for the development of the player's life, from the early stages of participation to the elite level.



HockeyCanada.ca

What is Long Term Player Development? Specific to Hockey

Sport Canada's Long-Term Player Development (LTPD) Resource Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Hockey Canada's Long Term Player Development (LTPD) is an eight-stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first three stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence. Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.

PHYSICAL LITERACY, HOCKEY SPECIFIC BASICS & BROAD RANGE OF SPORT ACTIVITIES

Discovery – Male and Female 0-4 COMMUNITY

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.

Fundamentals 1– Male and Female 5-6 COMMUNITY/LOCAL

The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.

Fundamentals 2– Male and Female 7-8 LOCAL

During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.



Learn To Play – Male 9-10, Female 8-9 LOCAL/PROVINCIAL

This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity to learn and begin to master fine motor skills that can be used in combination with other skills. In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on. Players should be able to begin to transfer skills and concepts from practices to games.

Learn To Train – Male 11-12, Female 10-11 LOCAL/PROVINCIAL

This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.

INCREASING HOCKEY SPECIFIC

Train To Train – Male 12-16, Female 11-15 PROVINCIAL

The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.

Train To Compete – Male 16-17, Female 16-18 NATIONAL

During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is an emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

Train To Win – Male 18-20, Female 18-22 INTERNATIONAL

During this stage the player's physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness and medical monitoring. Modeling all possible aspects of training and performance.

Excel – Male 21+, Female 22+ INTERNATIONAL

It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships). Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical, and ancillary capacities.

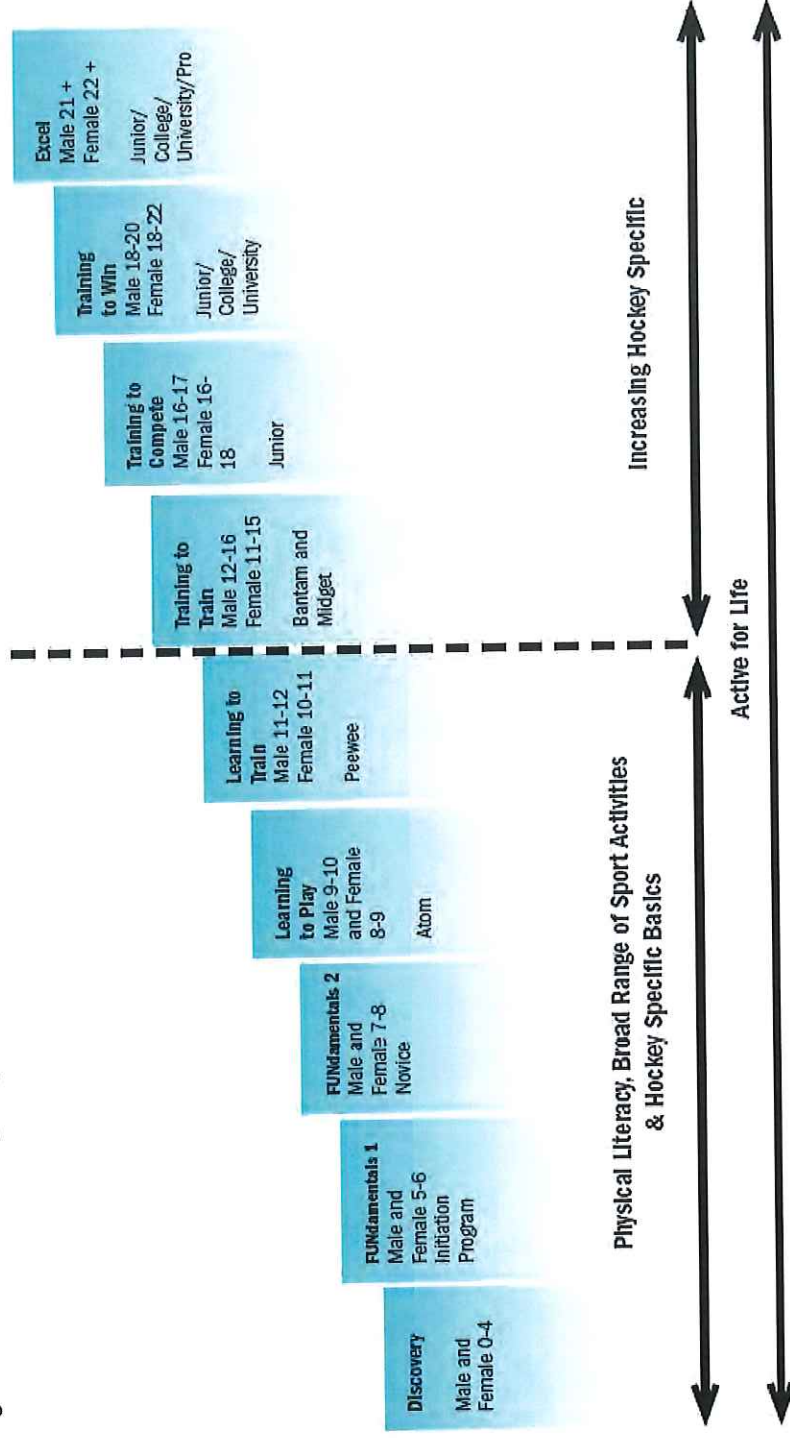


High performance sport specialist support is optimized, as is



9 Stages in Long-Term Player Development

The minor hockey player in Canada needs to experience a wide variety of learning activities that correspond to his or her level of abilities and capacities. Hockey Canada's Long Term Player Development model has 9 stages. This could also be referred to as the Hockey Player pathway or progression. The following diagram outlines this progression in generic terms.



What we need to do to improve as a sport

Version 2 – 03/30/2013



- Focus on supporting the complete player not just the player training and competition.
- 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
- Remove geographic differences and develop a common directional, leadership and player development framework – consistent in the philosophy of player development
- Introduce athletic skills in a systematic and timely way

The ultimate vision for hockey in Canada:

We will be the leading hockey organization in the world; recognized and revered for providing exemplary programs, achieving performance excellence, upholding the tradition of the game and shaping productive Canadians

Mission 10/10,000

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 (Starkes and Ericsson, 2003).

This means before the 10 year or 10,000 hour rule comes into play:

- A player must have developed the fundamental skills
- Be physically literate

For a player and coach this translates into slightly more than **3 hours of training or competition daily for 10 years**.

But where do youngsters develop the skills of the game?

- Evidence would suggest that the number of games played by youngsters in Canada slows the development of players.



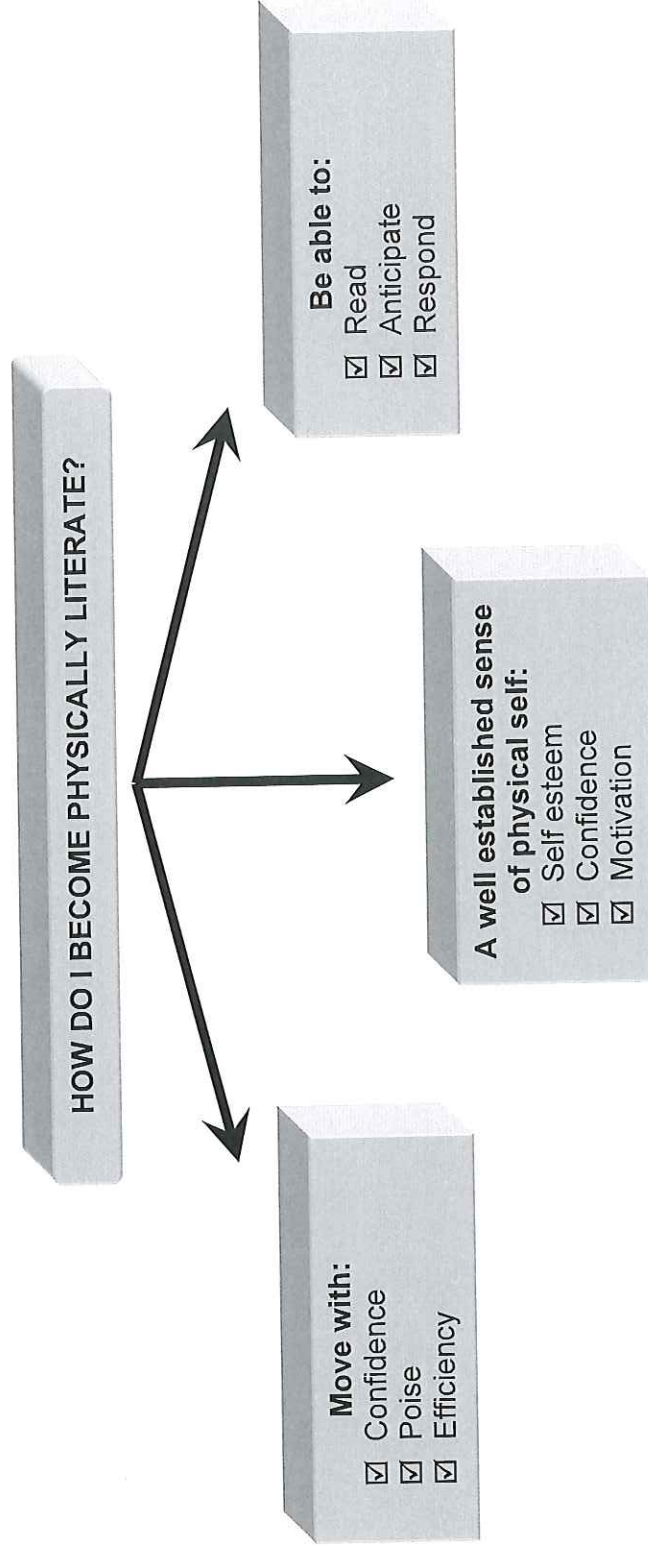
FUNDamentals

- FUNDamental movements and skills should be introduced through fun and games.
- FUNDamental sports skills should follow and include basic overall sports skills.

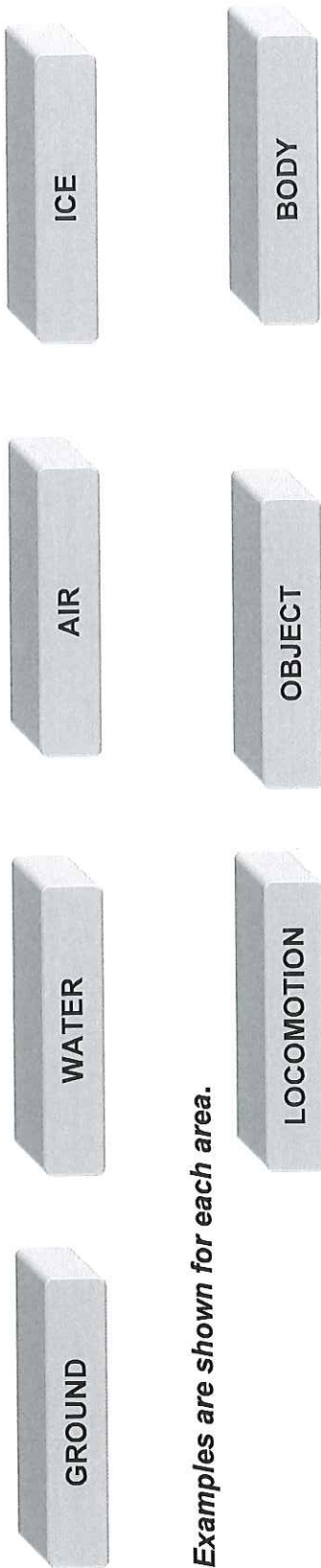


So what is Physical Literacy?

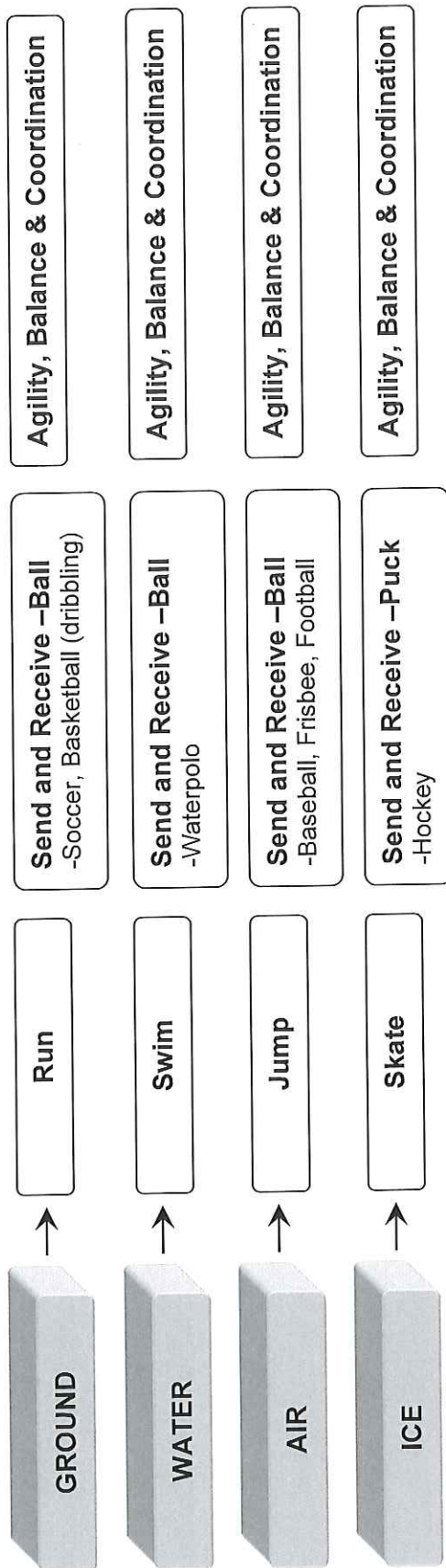
- The following schematic highlights how to become physically literate as a player.



Additionally, Fundamental Movement Skills must be developed within each of the following environments.



Examples are shown for each area.



PHYSICAL LITERACY should be developed before the onset of the adolescent growth spurt.
Below are images of the **FUNDamental** movement skills.



Agility



Balance



Co-ordination



Speed



Jumping



Climbing



Walking



skating



Hopping



Swimming



Skipping



Balance



Throwing



Dribbling



Kicking



Throwing



Hitting



Catching



Now take a basic puck battle in hockey as seen in this picture below:

In this shot neither of the players would be able to execute this simple puck battle if they did not have the simple **FUNDAMENTAL** skills of agility, balance, coordination, skating or puck handling. Ultimately, if a hockey player cannot perform simple fundamental movement skills they will also be unable to perform basic hockey skills.

Below are FUNDAMENTAL skills required to perform in game situations

Skating

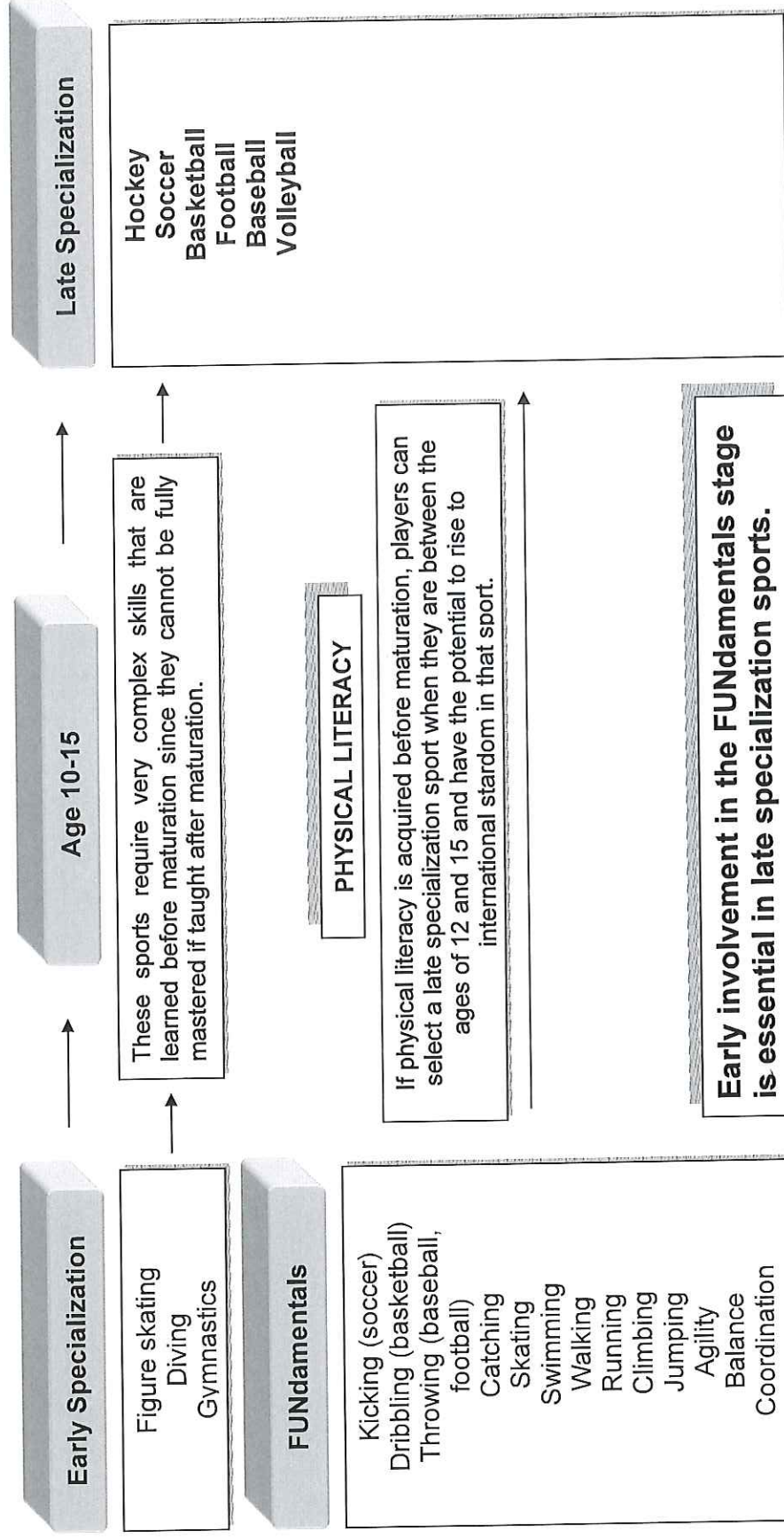


Puck Control



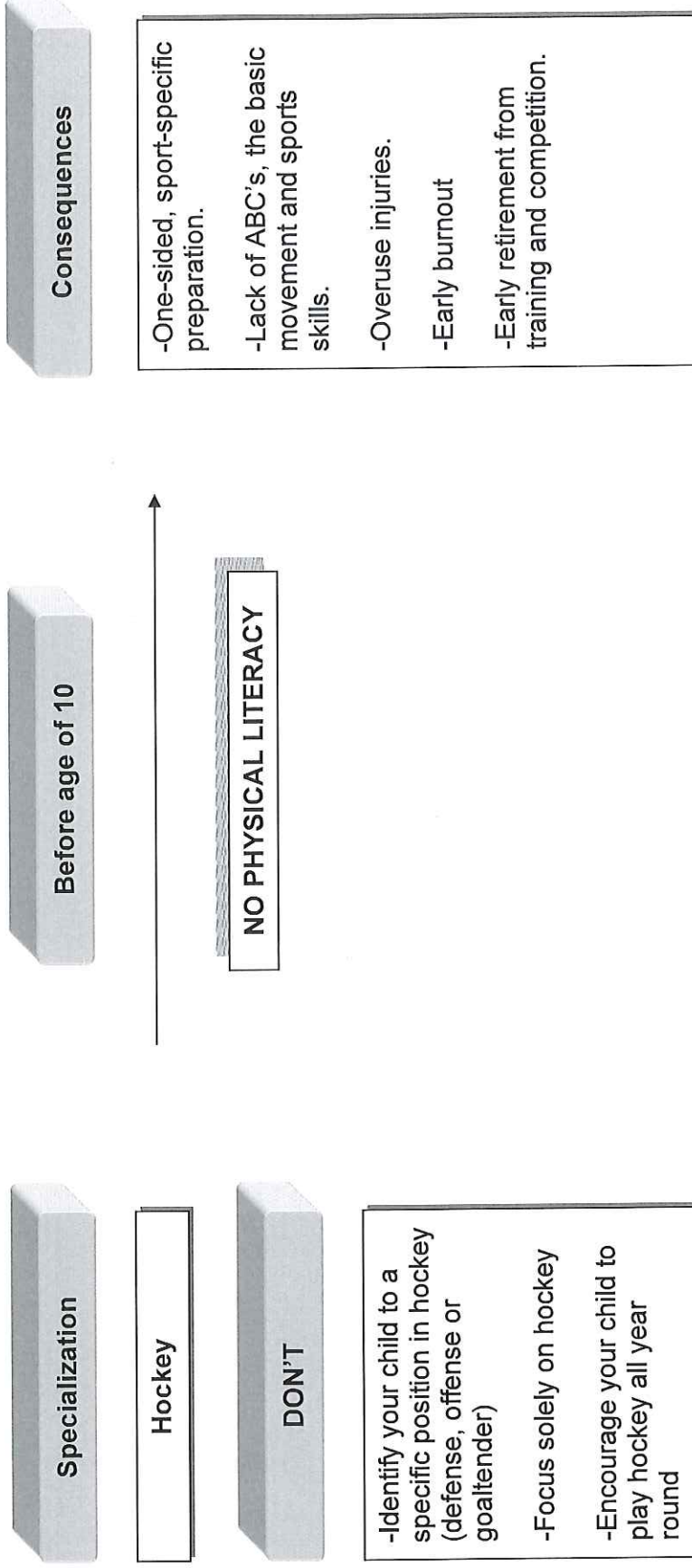
Hockey is a late specialization Sport

It Takes Players a lot of Years to be Great



Late Specialization – Hockey

Specializing before the age of 10 in late specialization sports like hockey can be detrimental to your child:



CHAPTER 2

Planning and Implementation

To implement LTPD, the following actions need to be completed:

- Develop a general Canadian LTAD to enhance the understanding and acceptance of LTAD to help change the culture of Canadian sport.
- Implement sport-specific LTAD models in each sport. Where appropriate, include LTAD for athletes with a disability.
- Review coach education in each sport and overall, based on LTAD factors and objectives.
- Review competition structures and schedules in each sport and overall, based on LTAD factors and goals.
- Promote the development by all sports of the full range of motor and sport skills at the FUNDamentals and Learning to Train stages.
- Develop information on the Active Start and FUNDamentals stages for use across all sports in all communities.
- Incorporate FUNDamental activities into sport-specific sessions for younger children, especially during warm-up and fun activities.
- Promote greater co-operation between sport organizations, coaches, and teachers in the scheduling of sessions and competitions.
- Formulate a cross-sport declaration on the implementation of LTAD that is supported by multisport and sport-specific organizations.



Developmental Age

Growth, Maturation, Chronological Age – What Does it All Mean?

The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to observable step-by-step changes in quantity and measurable changes in body size such as height, weight, and fat percentage. Maturation refers to qualitative system changes, both structural and functional, in the body’s progress toward maturity such as the change of cartilage to bone in the skeleton.

Development refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.”

Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

Long term player development requires the identification of early, average, and late maturers in order to help to design appropriate training and competition programs in relation to optimal trainability and readiness. The beginning of the growth spurt and the peak of the growth spurt are very significant in LTPD applications to training and competition design. Specific disabilities may dramatically change the timing and sequence of childhood and adolescent

Training age refers to the age where players begin planned, regular, serious involvement in training. The tempo of a child’s growth has significant implications for athletic training because children who mature at an early age have a major advantage during the Training to Train stage compared to average or late maturers. However, after all players have gone through their growth spurt, it is often later maturers who have greater potential to become top players provided they experience quality coaching throughout that period.



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Trainability

What should we be doing when?



The goal of a practice in hockey is to improve. This improvement could be in diverse areas such as the speed of skating for a player in a breakaway, the skill needed to perform an accurate wrist shot, or the strength of a player trying to get puck control behind the goal. Trainability makes the link between the drills and activities completed during practice the improvements in performances in areas such as skills, stamina, speed, strength and suppleness that are needed to be successful during games.

Trainability varies between different players. For example, a drill during a practice that has the goal of improving skating speed will increase the speed of some of the players but not all of them. The ones who do not respond as well may, in a few more speed drills, catch up in speed or even surpass the faster learning and improving players.

Naturally, this is problematic for coaches as they have to now decide how to address these differences between players. The coaches can move at the pace encouraged or move at the pace of the slow trainers and have the rest become

set by the 'fast trainers' and have the slow trainers become discouraged or bored during practice.

The differences in trainability are due to a number of factors. Genetics, developmental age (age with respect to Growth Spurt), diet and types of activities all change the trainability of an individual.



Genetics plays one of the biggest roles. Just like genetics tells our bodies how tall we will grow and how long it will take to get there, it also tells our bodies about how to respond to exercise. Some of the most obvious examples can be seen in the weight room. Some people can do very little work and put on a great amount of muscle mass. Others have to work much longer and harder to get the same amount of improvement. It is important to remember that the slower responding player may actually get to the same strength level as the faster responding player. It may just take longer. A different set of genes dictate maximum level (for example, max bench press strength). This principle applies to skill, stamina, speed and suppleness as well.

Developmental age also plays a large role in differences between the trainability of different players. One of the keys within the LTPD is to encourage parents and coaches to use developmental age to maximize the trainability of players. For example, skills are best introduced and refined prior to the growth spurt. Delaying this will mean much more work further down the road when the player is attempting to play at higher levels. Trainability is highest during this period in a player's development. Skills can include things like puck handling, shooting and passing, checking and most importantly skating. In addition, speed, which in this case means how fast a player can move their arms or legs, can also be considered a skill. Speed in terms of, say, skating speed will increase with the growth in size and muscle mass which occurs normally during and following the growth spurt.



The 5 Basic S's of Training and Performance

Stamina (Endurance), Strength, Speed, Skill, and Suppleness (Flexibility). (Dick, 1985)



Stamina (Endurance)

The optimal window of trainability occurs at the onset of PHV. Aerobic capacity training is recommended before players reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.

Strength

The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12 to 18 months after PHV.

Speed

For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.



Skill

The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.



Suppleness (Flexibility)

The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.



3 Stages of Training Objectives

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a players "readiness" to acquire and develop the skill to a higher level. These stages are introduction, development and consolidation or refinement.

INTRODUCE: (acquire, learn)

It involves presenting players a new element in an artificial or easy and constant, stable, predictable conditions.

- Dominant: comprehension and good execution of the task.
- Characteristics: performed well under maximum speed.
- Requirements: require players to be rested and concentrated.

DEVELOP

It means to pursue learning in conditions controlled by the coach without opponents or in the presence of and with the cooperation of opponents.

- Dominant: Success rate (resulting from the action), objective: 7 / 10.
- Characteristic: block of repetitions of the directive given by the Coach and isolated from reality of competition where the speed of execution is gradually augmented.
- Requirements: requires rested and concentrated players

REFINE

It means to stabilise elements in conditions controlled by the Coach, semi-controlled conditions and random conditions. This requires an opposition by opponents.

- Dominant: decision taken by the player according to the current situation and the level of success.
- Characteristics: Execution at maximum speed.
- Requirements: requires that players be no more than lightly to mildly tired.



CHAPTER 3

Coach Education

- 1) National Coach Certification Program*
- 2) National Coach Mentorship Program*

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1) National Coach Certification Program

Hockey Canada's National Coach Certification Program (NCCP) is a competency-based program. The program enables coaches to build their coaching tools and knowledge of the game, so they can work effectively with their players.

Coaches enter into a 'stream' of coaching by taking part in clinics that are relative to the athletes that they are working with.

Coach Stream

- work with community and recreational teams, i.e. Novice, Atom

Developmental Stream

- work with provincial and regional teams, i.e. Pee wee rep, Junior B

High Performance Stream

- work with national and international teams, i.e. Midget AAA, university

Within the Hockey Canada structure the Coach Stream and Development Stream are delivered at the provincial level. The High Performance stream is delivered at the National Level.

Coach Stream		Developmental Stream	High Performance Stream
Core Programming		Core Programming	Core Programming
Coach 1 – COACH ENTRY POINT	Intro Coach for coaches working with 5-4 year olds COACH ENTRY POINT	Development 1 – COACH ENTRY POINT	High Performance 1 – COACH ENTRY POINT
Clinic Pretask		Clinic (16 hours)	Clinic Pretask
Clinic (8 hours)			Clinic 6 Day Practical
Clinic Post-task (Throughout season)		Clinic Post Task (Throughout season)	Clinic Post Task Throughout Season
Supplementary Programming		Development 2 (*Professional Development) Clinic Pretask (Part of Development 1) Post Task	High Performance 2
		Clinic (16 hours)	Clinic Pretask
		Clinic Post Task (12 hours)	Clinic 6 Day Practical
		Supplementary Programming	Clinic Post Task Throughout Season
			Supplementary Programming



2) National Coach Mentorship Program

A series of specialty clinics have been developed to offer coaches a practical session on teaching various skills, tactics and systems. This proactive approach will also open the doors of communication and provide a non-threatening environment for coaches to further pursue a mentor.

The NCMP specialty clinics were designed with the following messages in mind:

- Keep them moving – whether it's a practice, clinic or camp, ice sessions should be designed to engage every participant consistently
- Emphasize the fundamentals – build a foundation that will never crack
- Incorporate a progression of skill development for every participant

The specialty clinic modules include:

1. Skating
2. Puck control
3. Shooting and scoring
4. Checking
5. Creating offense
6. Creative thinking
7. Goaltending
8. Special teams
9. Small-area games
10. Developing defensemen



Specialty Clinic Modules – Resources

National Coach Mentorship Program – Video presentation

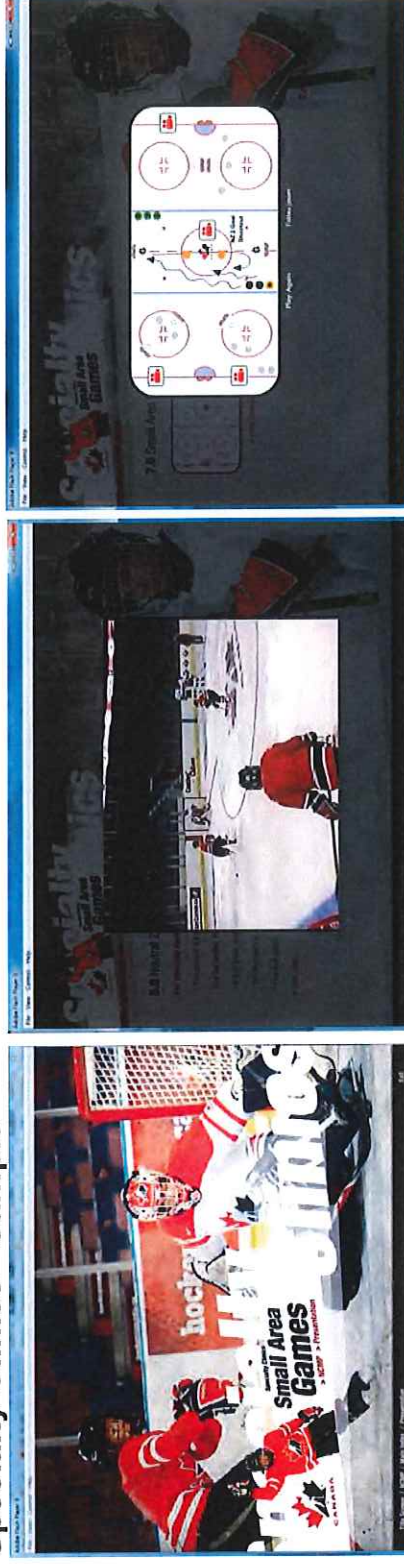


1 hour classroom session

Followed by:

1 hour ice session

Specialty Clinics - Sample



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CHAPTER 4

SEASONAL STRUCTURE

The following pages describe the various stages of LTPD within the Hockey Canada structure. Everything from age category descriptors, to sample seasonal plans conforming to LTPD can be found.



Discovery Hockey Skills – 0-4 year olds

DISCOVERY

MALE and FEMALE 0 - 4 COMMUNITY

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.



Objectives

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through can skate or learn to skate programs and outdoor rinks. Provide your infant or child with opportunities to participate in activities regardless of the weather.

Also, keep in mind the fundamental movement skills that lead to physical literacy while providing your child with daily physical activities.

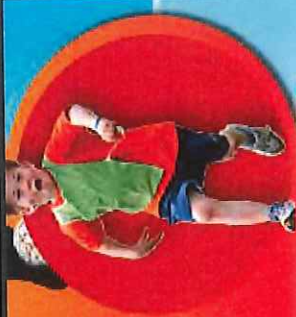
	Locomotion	Object	Body
Ground	Run	Send and Receive – Ball	Agility, Balance & Coordination
Water	Swim	Send and Receive – Ball	Agility, Balance & Coordination
Air	Jump	Send and Receive – Frisbee	Agility, Balance & Coordination
Ice	Skate	Send and Receive – Puck	Agility, Balance & Coordination



FUNDamental Hockey Skills 1– Male and Female 5-6 - Initiation Program

FUNDAMENTALS 1

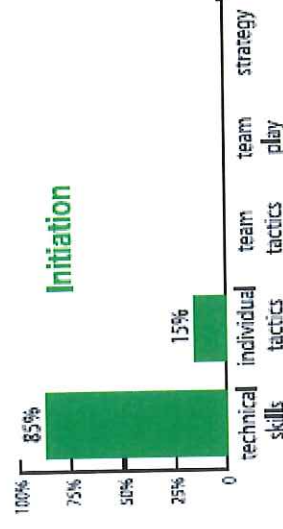
MALE and FEMALE 5 - 6 COMMUNITY/LOCAL
The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.



Objectives

The focus is on the development of physical literacy. Fundamental movement skills should be mastered, motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment. Learn all fundamental movement skills and build overall motor skills. Skill development in the FUNDamentals stage should be well-structured, positive, and FUN!

The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds. The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC's. Ensure that the skills the player acquires during the FUNDamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. Hockey Canada recommends in the early stages of FUNDamentals that players spend 85% of their time on the introduction and development of technical skills.



Proposed Long Term Player Development (LTPD) Seasonal Chart – Initiation

Initiation	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	# of Games total
Ideal	35 - 40	Sept 15	12 weeks 20 practices (Limited and modified games)	Dec 15	10 weeks 20 practices 10 games	N / A	2 tournaments 8 games	15 - 20

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Initiation	Intro Coach Specialty Clinics	On-Line CEP	Classroom /On Ice Classroom /On Ice	HC Skills Manual – Initiation Specialty Clinic Drill Package	Skills of Gold 1-4

Hockey Canada Development Programs – Initiation

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Initiation								
-NCCP (Intro Coach)	X	X	X	X	X			-Skills Camps / Jamborees for Players (IP / Nov Curriculum Development)
-Initiation Jamboree	X		X	X			X	-Mentorship for MHA's / Coaches
-Chevy Safe and Fun								-Coach component with Skills
-Esso Fun Days	X	X	X	X	X	X	X	Camp
-Specialty Clinics								



Development Resource Programs – IP



IP Manual



Off-Ice Manual



Skills of Gold



Checklist



Drill Pack 1



Hockey Canada's Specialty Clinics



Suggested Specialty Clinic Timelines – Initiation

Specialty Clinic	Months
Skating	Sept/Apr
Puck control	Sept/Apr
Small area games	Sept/Apr

INITIATION PROGRAM

Length of Season:
28-32 weeks:

> 3-4 weeks: Practice and Skill Development Season

> 20-24 weeks: Practice and Game Play Season

> 4 weeks: Tournament/Game Season

Frequency per Week:
1-2 Times

Number of Games per Season:
15-20 modified, 0-10 full ice

INITIATION PROGRAM

General Objective:

Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

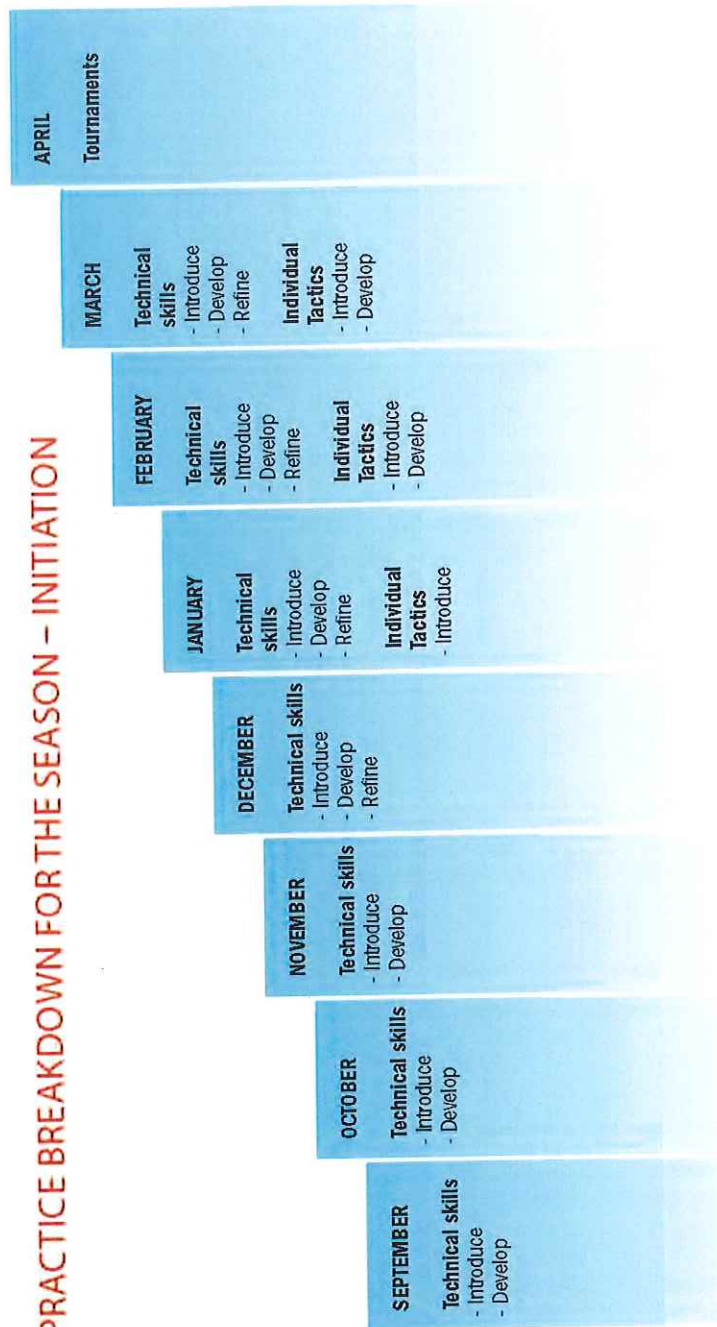
Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist mostly in modified forms, with limited number of formalized games.

Preseason Training:

Other sports to further develop the ABC's (Agility, Balance and Coordination).

PRACTICE BREAKDOWN FOR THE SEASON – INITIATION



FUNDamentals to Do List:

For Branches

- Develop guidelines in which the seasonal plan for the Initiation age group is followed by Minor Hockey Associations
- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.

For Associations

- Players develop skills in practices and test those skills in modified games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young players. Examples of this include junior model sticks, light weight pucks and fun teaching implements
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide coaches with continuing education opportunities ie Specialty Clinics

For Coaches

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics.
- Introduce children to the simple rules and ethics of sports.
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills.

For Parents

- Encourage your child to participate in a wide variety of physical activities
- Strength training should be done solely with the players own body weight
- Other sports that build on fundamental movement skills applicable to hockey:
 - o Gymnastics
 - o Run, Jump, Throw programs
 - o Soccer
 - o Skating programs

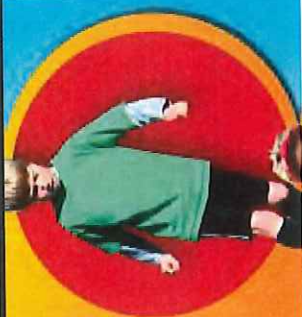


FUNDamental Hockey Skills 2 – Male and Female 7-8 - Novice Program

FUNDAMENTALS 2

MALE and FEMALE 7 - 8 LOCAL

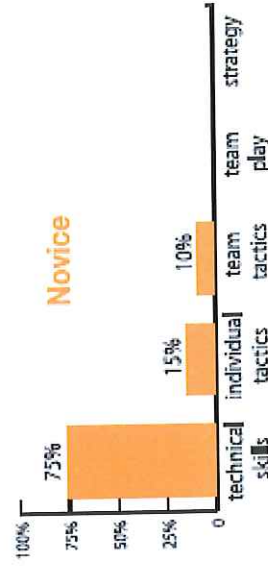
During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.



Objective

During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.

Ensure that the skills the player acquires during the FUNDamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. Hockey Canada recommends in the early stages of FUNDamentals that players spend 75% of their time on the introduction and development of technical skills as well as begin to focus on team tactics.



Proposed Long Term Player Development (LTPD) Seasonal Chart – Novice

Novice	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	40 - 45	Sept 15	10 weeks 20 practices 2 ex games	Dec 1	14 weeks 28 practices 16 games	N / A	3 tournaments 12 games	30 - 35

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Novice	Intro Coach	On-Line	Classroom /On Ice	HC Skills Manual – Initiation	Skills of Gold 1-4
	Coach Level	On-Line	Classroom /On Ice	HC Skills Manual - Novice	
	Specialty Clinics	CEP	Classroom /On Ice	Specialty Clinic Drill Package	Skills of Gold 1-4

Hockey Canada Development Programs – Novice

Age Division	Player	Coach	On ice curriculum	Off-ice curriculum	Dev	Rec	Promo	In Development
Novice -NCCP (Intro Coach/Coach) -Chevy Safe and Fun -Esso Fun Days -HC Skills Camps -NSST -NCMP Specialty Clinics	X	X	X	X	X		X	-Skills Camps for Players (IP / Novice Curriculum Development) -Coach Mentorship -Coach component with Skills Camp -NSST Drills for improvement package
	X	X	X	X	X	X		
	X	X	X	X	X			
	X	X	X	X	X			
	X	X	X	X	X			



Development Resource Programs – Novice



Suggested Specialty Clinic Timelines – Novice

Specialty Clinic	Months
Skating	Sept/Apr
Puck control	Sept/Apr
Small area games	Sept/Apr
Creative thinking	Jan/Apr

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NOVICE PROGRAM

Length of Season:
28-32 weeks:

- > 8-10 weeks: Practice and Skill Development Season
- > 20-24 weeks: Practice and Game Play Season
- > 3-4 weeks: Tournament Season

Frequency per Week:
2-3 times

Number of Games per Season:
30-35 full ice and modified

NOVICE PROGRAM

General Objective:

Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist primarily in a modified form — formalized games introduced late in season.

Some streaming of the players — goal is to have players working with players of like skills to develop confidence and self esteem

PRACTICE BREAKDOWN FOR THE SEASON – NOVICE



Learning to Play to Do List: Novice

For Branches

-Develop guidelines in which the seasonal plan for the Novice age group is followed by Minor Hockey Associations

-Develop a promotion and education plan for the implementation of the proposed seasonal structure.

-Provide coaches with the educational opportunities and resources to give them the best tools possible.

For Associations

-Continue to share ice between teams to maximize the usage of the ice, especially during prime time

-Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings

-Structure competition based on the differences in development and abilities

-Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.

For Coaches

-Utilize the Hockey Canada Skills Manuals and Skills of Gold DVD's as a standard base of technical and tactical skill development and seasonal planning and focus on motor coordination skills in players. Develop these skills through drills that incorporate agility, balance and change of direction

-Work toward a ratio of 2 training sessions for every game. Over the course of a 26 week minor hockey season this would mean 25-35 games and 50-70 practices and encourage unstructured play in practice to allow the players to develop skills through experimentation.

-Continue to play players in multiple positions to develop all the skills of the game

-A high number of repetitions is combined with a below maximum intensity level.

-The success rate is at least 70% when practicing skills

-Players are exposed to numerous repetitive demonstrations. Coach must create a precise mental image of the technical action that must be duplicated. The participant must imitate the correct movement as precisely as possible

-The decision making process according to standard situations is introduced at this age and technical or tactical learning take place at the beginning of the session, after the warm up. There can be no learning if the player is tired.

For Parents

-Encourage your child to participate in a wide variety of physical activities

-Strength training should be done solely with the players own body weight

-Other sports that build on fundamental movement skills applicable to hockey:

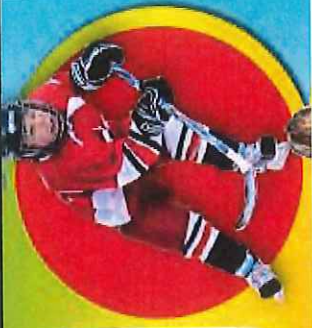
- o Gymnastics
- o Run, Jump, Throw programs
- o Soccer
- o Skating



Learning to Play – Male 9-10 and Female 8-9 – Atom Program

LEARN TO PLAY

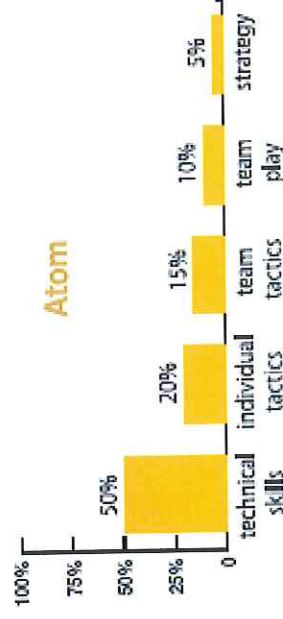
MALE 9 - 10 and FEMALE 8 - 9 LOCAL
This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity to learn and begin to master fine motor skills that can be used in combination with other skills. In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on. Players should be able to begin to transfer skills and concepts from practices to games.



Objective

This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity to learn and begin to master fine motor skills that can be used in combination with other skills. In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on. Players should be able to begin to transfer skills and concepts from practices to games.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor coordination. Early specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills. At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development.



Proposed long term player development (LTPD) Seasonal Chart – Atom

Atom	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	45 - 50	Sept 15	6 weeks 12 practices 2 ex games	Nov 1	16 weeks 32 practices 20 games	Mar 15 2 weeks 6 practices 8 games	4 tournaments 16 games	40 - 45

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Atom	Coach Level Dev 1 Specialty Clinics	On-Line Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice	HC Skills Manual - Atom Specialty Clinic Drill Package	Skills of Gold 1 - 4 Skills of Gold 5 - 8

Hockey Canada Development Programs

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Atom			X		X	X		-Coach component with Skills Camp -NSST Drills for improvement package and results explanation
-NCCP (Coach / Dev 1)		X	X		X	X		
-Esso Fun Days	X	X	X	X				
-HC Skills Camps	X	X	X		X			
-NSST	X	X	X		X			
-NCMP Specialty Clinics	X	X	X		X			



Development Resource Programs – Atom



Suggested Specialty Clinic Timelines – Atom

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Oct
Puck control	Sept/Apr	Checking	Mar/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Apr
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Apr
Goaltending	Sept/Apr		

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ATOM PROGRAM

Length of Season:
34-38 weeks:

- > 3-4 weeks: Practice and Skill Development Season
- > 20-24 weeks: Practice and Game Play Season
- > 4 weeks: Tournament/Playoff Season

Frequency per Week:
3-4 times

Number of Games per Season:
40-45

ATOM PROGRAM

General Objective:
Learn overall sports skills.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor co-ordination.

Every specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills.

Guiding Principles:

At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development. Hockey Canada recommends that players in the Learning to Train stage continue to focus on the development and refinement of individual skills and individual tactics.

Preseason Training:

Other sports to further develop the ABC's (Agility, Balance and Coordination).

PRACTICE BREAKDOWN FOR THE SEASON – ATOM



Learn to Train to Do List: Atom

For Branches	For Associations	For Coaches	For Parents
-Develop guidelines in which the seasonal plan for the Atom age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible. -Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines	-Continue to share ice between teams to maximize the usage of the ice, especially during prime time -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching. -Provide mentoring pathway within organization	-The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution) -Continue to focus on the fundamental technical skills and the tactical application of these skills. -Develop endurance through games and relays on ice. -The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team. -NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players	-Encourage your child to participate in a wide variety of physical activities -Strength training should be done solely with the players own body weight -Other sports that build on fundamental movement skills applicable to hockey: - o Gymnastics - o Run, Jump, Throw programs - o Soccer - o Skating programs - o Baseball - o Lacrosse - o Golf



Learn to Train – Male 11-12 and Female 10-11 – Pee wee Program

LEARN TO TRAIN

MALE 11 - 12 and FEMALE 10 - 11 PROVINCIAL/ LOCAL

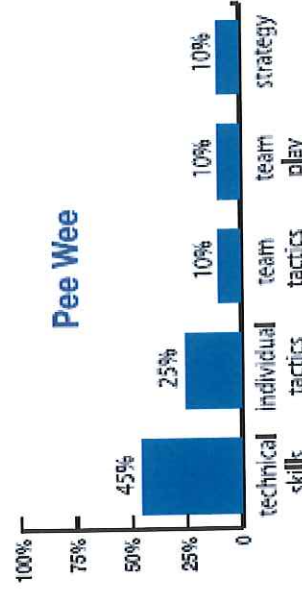
This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.



Objective

This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.

Begin to consolidate the basic technical Skills of the Game. Increased focus on hockey with a reduction in the number of other sports played to 1-2. Introduction and development of Advanced Team Tactics, Team Play and Strategy. Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation. Hockey Canada recommends that players in the Learning to Train stage continue to focus on the development and refinement of individual skills and individual tactics. Upwards of 80% of training should be dedicated to individual skills and tactics in this stage.



Proposed long term player development (LTPD) Seasonal Chart – Pee wee

Pee wee	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	50 - 55	Sept 15	4 weeks 12 practices 4 ex games	Oct 15	18 wks 36 practices 24 games	Mar 15 2 weeks 6 practices & 8 games	4 tournaments 16 games	45 - 50

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Pee wee	Coach Level Dev 1 Dev 2 Specialty Clinics	On-Line Certification Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice Classroom / On Ice	HC Skills Manual - Pee wee Specialty Clinic Drill Package	Skills of Gold 5 - 8 Skills of Gold 5 - 8

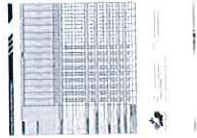
Hockey Canada Development Programs

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Pee wee								
-Coach Level								
-NCCP (Dev 1 / Dev 2)	X	X	X		X	X		-Coach component with Skills Camp
-Esso Fun Days	X	X	X	X	X	X		-NSST Drills for improvement package and results explanation
-HC Skills Camps	X	X	X		X			-Advanced Skills Camps
-NSST								
-Specialty Clinics		X						



Development Resource Programs – Pee wee









Pee wee Manual Off-Ice Manual Skills of Gold Checklist Drill Pack 1 Drill Pack 2 Hockey Canada's Specialty Clinics

Suggested Specialty Clinic Timelines – Pee wee

Specialty Clinic		Months
Skating		Sept/Apr
Puck control		Sept/Apr
Small area games		Sept/Apr
Shooting/Scoring		Sept/Apr
Goaltending		Sept/Apr
Specialty Clinic		Months
Creative thinking		Sept/Apr
Checking		Sept/Apr
Ind. Tactics		Oct/Apr
Developing Def.		Oct/Apr
PK/PP		Feb/Mar

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PEEWEE PROGRAM

Length of Season:
32-38 weeks:

- 8-10 weeks: Practice and Skill Development Season
- 20-24 weeks: Practice and Game Play Season
- 3-4 weeks: Tournament Season

Frequency per Week:
3-4 times

Number of Games per Season:
45-50

PEEWEE PROGRAM

General Objective:
Learn overall sports skills.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor coordination.

Every specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills.

Guiding Principles:

At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development. Hockey Canada recommends that players in the Learning to Train stage continue to focus on the development and refinement of individual skills and individual tactics.

Preseason Training:

Other sports to further develop the ABC's (Agility, Balance and Coordination).

PRACTICE BREAKDOWN FOR THE SEASON – PEEWEE



Learn to Train to Do List: Peewee

For Branches	For Associations	For Coaches	For Parents
Develop guidelines in which the seasonal plan for the Peewee age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible. -Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines	-Continue to share ice between teams to maximize the usage of the ice, especially during prime time -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching. -Provide mentoring pathway within organization	-The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution) -The training session preparing the team for a competition must mirror the game requirements -Begin to work with players on the mental skills of goal setting, visualization, focus -NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players. -Continue to focus on the fundamental technical skills and the tactical application of these skills -The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.	-Learn to go to the limit of your performance capabilities if you wish to improve -Begin to focus on 2-3 sports but continue to be active -Physical preparation becomes important and a focus on training is key – develop good habits -Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game -Parents educate themselves on what types of training should be done at this age or the development age of their kids for educated enrolment in supplementary programs.



Train to Train – Male 12-16 and Female 11-15

TRAIN TO TRAIN

MALE 12 - 16 and FEMALE 11 - 15 PROVINCIAL

The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.



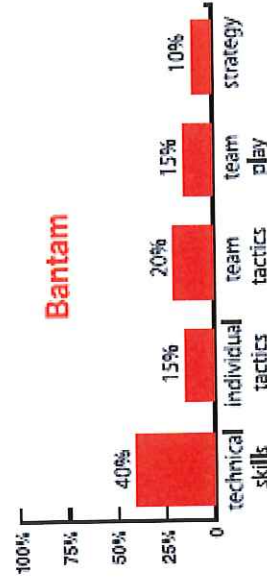
Objective

The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

Hockey Canada recommends that at in the Train to Train stage that players focus on the following:



Proposed long term player development (LTPD) Seasonal Chart - Bantam

Bantam	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 2 ex games	Oct 15	20 wks 40 practices 28 games	Mar 15 2 wks 6 practices & 8 games	3 tournaments 12 games	50 - 55

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Bantam	Coach Level Dev 1 / Dev 2 HP1 Specialty Clinics	On-Line Certification Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice Classroom / On Ice	HC Skills Manual - Bantam Specialty Clinic Drill Package	Skills of Gold 5 - 8 Skills of Gold 5 - 8

Hockey Canada Development Programs

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Promo	In Development
Bantam							
-Coach Level, Dev 1							-Coach component with Skills Camp
-NCCP (Dev 2 / HP 1)	X				X		-NSST Drills for improvement package and results explanation
-Esso Fun Days	X	X	X	X	X		-Advanced Skills Camps
-HC Skills Camps	X	X	X	X	X		
-NSST	X	X	X	X	X		
-Specialty Clinics	X	X	X	X	X		



Development Resource Programs – Bantam



Suggested Specialty Clinic Timelines – Bantam

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Apr
Puck control	Sept/Apr	Checking	Sept/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Nov
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Nov
Goaltending	Sept/Apr	PK/PP	Nov/Apr

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BANTAM PROGRAM

Length of Season:

28-34 weeks:

> 4 weeks: Practice and Skill Development Season

> 20 weeks: Practice and Game Play Season

> 2 weeks: Playoff Season

> 3 tournaments: 12 games

Frequency per Week:

4-5 times

Number of Games per Season:

50-55

General Objective:

Begin to consolidate the basic technical skills of the game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

Introduction and development of Advanced Group tactics and team tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

PRACTICE BREAKDOWN FOR THE SEASON – BANTAM



Train to Train to Do List: Bantam

For Branches	For Associations	For Coaches	For Parents
-Develop guidelines in which the seasonal plan for the Bantam age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible. -Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines -Develop Branch POE programs that are development focused, progressive in nature and consistent in delivery and content.	-Provide enhanced skill development opportunities for players -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching. -Provide mentoring pathway within organization.	-The intensity is increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution) -The training session preparing the team for a competition must mirror the game requirements -Begin to work with players on the mental skills of goal setting, visualization, focus -Look for High Performance coach education programs to continue to develop your coaching skills -Continue to focus on the fundamental technical skills and the tactical application of these skills -The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.	-Learn to go to the limit of your performance capabilities if you wish to improve -Begin to focus on 2-3 sports but continue to be active -Physical preparation becomes important and a focus on training is key – develop good habits -Inventory your strengths and weaknesses; what hockey skills do you need to work on to take you game to the next level? -Parents educate themselves on what types of training should be done at this age or the development age of their kids for educated enrolment in supplementary programs.



Proposed long term player development (LTPD) Seasonal Chart – Midget

Midget	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 4 ex games	Oct 15	20 weeks 40 practices 32 games	Mar 15 2 wks 6 practices 8 games	3 tournaments 12 games	55 - 60

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Midget	Coach Level Dev 1 / Dev 2 HP1 HP2 Specialty Clinics	On-Line Certification Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice Classroom / On Ice	HC Skills Manual - Midget Specialty Clinic Drill Package	Skills of Gold 5 - 8 Skills of Gold 5 - 8

Hockey Canada Development Programs

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Midget								
-Coach Level/Dev 1/Dev 2		X	X		X			-NSST Drills for improvement package and results explanation
-NCCP (HP1 / HP 2)	X	X	X			X		-Advanced Skills
-Esso Fun Days	X	X	X		X			Camps
-NSST								
-NCMP Specialty Clinics								



Development Resource Programs – Midget



Midget Manual Off-Ice Manual Skills of Gold Checklist Drill Pack Drill Pack 2 Hockey Canada's Specialty Clinics

Suggested Specialty Clinic Timelines – Midget

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Apr
Puck control	Sept/Apr	Checking	Sept/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Apr
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Apr
Goaltending	Sept/Apr	PK/PP	Oct/Apr

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MIDGET PROGRAM

Length of Season:
28-32 weeks minimum:

- > 4 weeks: Practice and Skill Development Season
- > 20 weeks: Practice and Game Play Season
- > 2 weeks: Playoff Season
- > 3 tournaments: 12 games

Frequency per Week:
4-5 times

Number of Games per Season:
55-60

MIDGET PROGRAM

General Objective:
Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2
Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue
Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

PRACTICE BREAKDOWN FOR THE SEASON – MIDGET

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL
Technical Skills -develop -refine Individual Tactics -introduce -develop -refine	Technical Skills -develop -refine Individual Tactics -introduce -develop -refine	Technical Skills -introduce -develop -refine Individual Tactics -introduce -develop -refine Team Tactics -introduce	Technical Skills -develop -refine Individual Tactics -introduce -develop -refine Team Tactics -introduce -develop	Technical Skills -develop -refine Individual Tactics -introduce -develop -refine Team Tactics -introduce -develop Team Play -introduce	Technical Skills -develop -refine Individual Tactics -introduce -develop -refine Team Tactics -introduce -develop Team Play -introduce -develop Team Strategy -introduce -develop	Technical Skills -develop -refine Individual Tactics -introduce -develop -refine Team Tactics -introduce -develop Team Play -introduce -develop Team Strategy -introduce -develop	-tournaments -playoffs

Train to Train to Do List: Midget

For Branches	For Associations	For Coaches	For Parents
-Develop guidelines in which the seasonal plan for the Midget age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible. -Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines. -Develop Branch POE programs that are development focused, progressive in nature and consistent in delivery and content.	-Provide enhanced skill development opportunities for players -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching. -Provide mentoring pathway within organization	-The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution) -The training session preparing the team for a competition must mirror the game requirements -Begin to work with players on the mental skills of goal setting, visualization, focus -Look for High Performance coach education programs to continue to develop your coaching skills -Continue to focus on the fundamental technical skills and the tactical application of these skills -The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.	-Learn to go to the limit of your performance capabilities if you wish to improve -Begin to focus on 2-3 sports but continue to be active -Physical preparation becomes important and a focus on training is key – develop good habits -Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game to the next level?



Train to Compete

**TRAIN TO
COMPLETE**

MALE 16 - 17 and FEMALE 16 - 18 NATIONAL

During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is as emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

Objective

During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is as emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

Coach Development Programs/Coach Certification/Continuing Education Program (CEP)

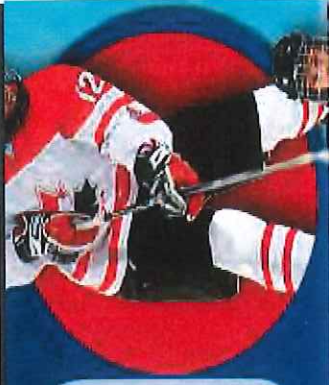
Age	Coach	Description	Clinic	Manual Resource	Video Resource
U 17	HP1	Certification	Classroom / On Ice	U17 Technical Package	Skills of Gold 5 - 8
	HP2	Certification	Classroom / On Ice		Skills of Gold 5 - 8
	POE		Classroom		POE DVD Rom
U 18	HP1	Certification	Classroom / On Ice	U18 Technical Package	POE DVD Rom
	HP2	Certification	Classroom / On Ice		
	POE		Classroom		



Train to Win

TRAIN TO WIN

MALE 18 - 20 and FEMALE 18 - 22 INTERNATIONAL
 During this stage the player's physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness and medical monitoring. Modeling all possible aspects of training and performance.



Objective

During this stage the player's physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness and medical monitoring. Modeling all possible aspects of training and performance.

Coach Development Programs/Coach Certification/Continuing Education Program (CEP)

Age	Coach	Description	Clinic	Manual Resource	Video Resource
U 18	HP1	Certification	Classroom / On Ice	U18 Technical Package	POE DVD Rom – Skills of Gold 5-8
	HP2	Certification	Classroom / On Ice		
	POE		Classroom		
U 20	HP1	Certification	Classroom / On Ice	U20 Technical Package	POE DVD Rom – Skills of Gold 5-8
	HP2	Certification	Classroom / On Ice		
	POE		Classroom		

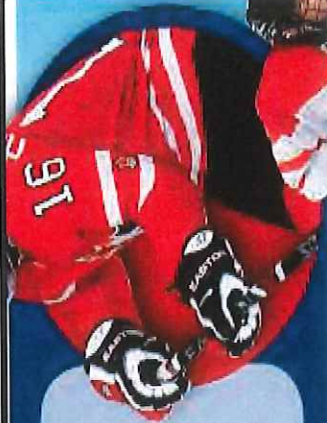


Excel

EXCEL

MALE 21 + and FEMALE 22 + INTERNATIONAL

It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships). Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical, and ancillary capacities.



Objective

It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competition levels (i.e., the Olympic Games and World Championships). Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical and ancillary capacities.

***WE ARE WHAT WE REPEATEDLY DO.
EXCELLENCE THEN, IS NOT AN ACT, BUT A HABIT***

-Aristotle, 384 BC – 322 BC





HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE

Sport Canada's Long-Term Player Development (LTPD) Resource Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Hockey Canada's Long Term Player Development (LTPD) is an nine stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first four stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence. Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.

