



HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN

Hockey For Life, Hockey for Excellence



What is Long Term Player Development?

Simply put a Long Term Player Development model (LTPDM) is a framework to maximize a player's potential and long term involvement in sport over the course of their life. This document sets out a vision for hockey in Canada that takes advantage of the history and culture of the game to increase participation and to lay the foundations of international success long into the future.

This model for hockey has been developed based on the following principles:

- Doing the right thing for the player at the right stage in their development
- Adopting a player-centred approach and not treating the development of all players the same way.
- The broader the foundation of players the more successful the game of hockey will be in Canada
- Viewing player development as a long term process
- Aligning player development resources (skills manuals, DVD's) with Coach development and education resources so that coaches are doing the right things at the right time.
- A need to better educate parents on the hockey development of their child. It is okay for parents to want their kids to get to the highest levels but they need to know the best way to go about it.

Hockey Canada's mandate is to create a model that improves the quality of our sport in Canada and gives our athletes a high probability of achieving success in domestic and international competitions

There is much that is good about hockey in Canada already. We have a history of success – but we need to continue to work to maintain success into the future.

The challenge is to build on this to develop a consistent approach to player development.

What we need to do to improve as a sport

- Focus on supporting the complete athlete not just the athlete 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 athlete development framework – consistent in the philosophy of player development
- Introduce athletic skills in a systematic and timely way

Currently, what are our biggest hurdles?

- Young players over compete – how can education and regulation improve this?
- Young players follow adult schedules and training practices – how do we modify the game to suit the needs of the athlete
- Young females follow programs designed for males
- The best coaches work at elite levels – how do we encourage the best teachers to work with the youth?
- The public does not understand the need for an integrated development model and the principles of long term development

How to Use this Document

This document highlights key factors to consider in the development of a player within the Hockey Canada system. The examples and evidences are used to encourage, you the reader, to accept and adopt the principles of long term player development.

The subsequent pages clearly define a model for long term player development in Canada. Within this model you will find implementation information that clearly outlines what activities are appropriate at each stage of development. Recommended actions are introduced so that whether you are a player, parent, coach or administrator you understand your role in developing hockey in Canada.

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** athlete to reach elite levels (Starkes and Ericsson, 2003). This means that a player must have developed the fundamental skills, be physically literate, before the 10 year or 10,000 hour rule comes into play. For an 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. In a study done by current NHL Coach George Kingston in 1976 he found that the average player in the Canadian system spent 17.6 minutes on the ice during a typical game and was in possession of the puck for an astonishingly low 41 seconds. Kingston concluded that in order to get one hour of quality work in the practising of the basic skills of puck control, (that is, stickhandling, passing pass receiving and shooting) approximately 180 games would have to be played.

Table I – GAME ANALYSIS RESULTS 1976 (1974*)

CATEGORY OF PLAY	SCHEDULED GAME LENGTH	ACTUAL PLAYING TIME	ACTUAL TIME ON ICE (\bar{x})			TEAM A:	PLAYER	COMMENTS
			TEAM	DEFENSE	FORWARDS	TOTAL PUCK POSSESSION TIME	PUCK POSSESSION TIME (\bar{x})	
TYKE	60:00	20:38	14.7	14.8	14.6	9:29	0:20.7	Straight Time: Automatic 3 minute shift rotation
Tiny Mite C	60:00	36:23	12.9	14.9	10.7	6:30	0:24.4	Straight Time
Tiny Mite C	60:00	39:15	14.2	14.8	13.5	6:59	0:28.1	Straight Time
Tiny Mite C*	65:00	- +	23.1	32.7	18.9	11:35	0:52.0	Straight + Stop Time: Play off game
Pee Wee C	60:00	38:33	17.4	17.0	15.1	6:28	0:33.8	Straight Time
Pee Wee BB	65:00	41:39	19.5	21.9	18.3	8:50	0:44.0	Straight Time
Pee Wee BB*	65:00	- +	19.5	22.8	16.7	10:04	0:46.4	Straight + Stop Time: Play-Off Game
Bantam B	75:00	49:53	14.5	15.5	11.3	9:02	0:45.0	Straight + Stop Time
Bantam B	75:00	47:17	14.4	17.2	11.2	10:12	0:38.3	Straight + Stop Time
Bantam AA	75:00	47:37	19.4	21.9	17.7	11:19	0:55.6	Straight + Stop Time
Midget C	65:00	39:11	14.3	21.3	11.9	12:01	0:29.0	Straight Time
Midget AA	75:00	44:46	13.3	15.3	12.5	7:04	0:28.1	Straight + Stop Time
Juvenile AA	60:00	48:08	18.4	30.5	10.9	11:26	0:39.7	Stop Time
Junior II	60:00	60:00	20.5	23.4	18.8	11:24	0:42.1	Stop Time
Junior I	60:00	60:00	19.2	23.6	17.3	14:20	0:56.8	Stop Time
WHA	60:00	60:00	22.2	27.0	18.0	14:40	0:57.7	Stop Time
WHA	60:00	60:00	21.8	27.9	19.2	15:23	0:57.1	Stop Time
Averages:			17.6	21.3	15.1	10:21	0:41.0	

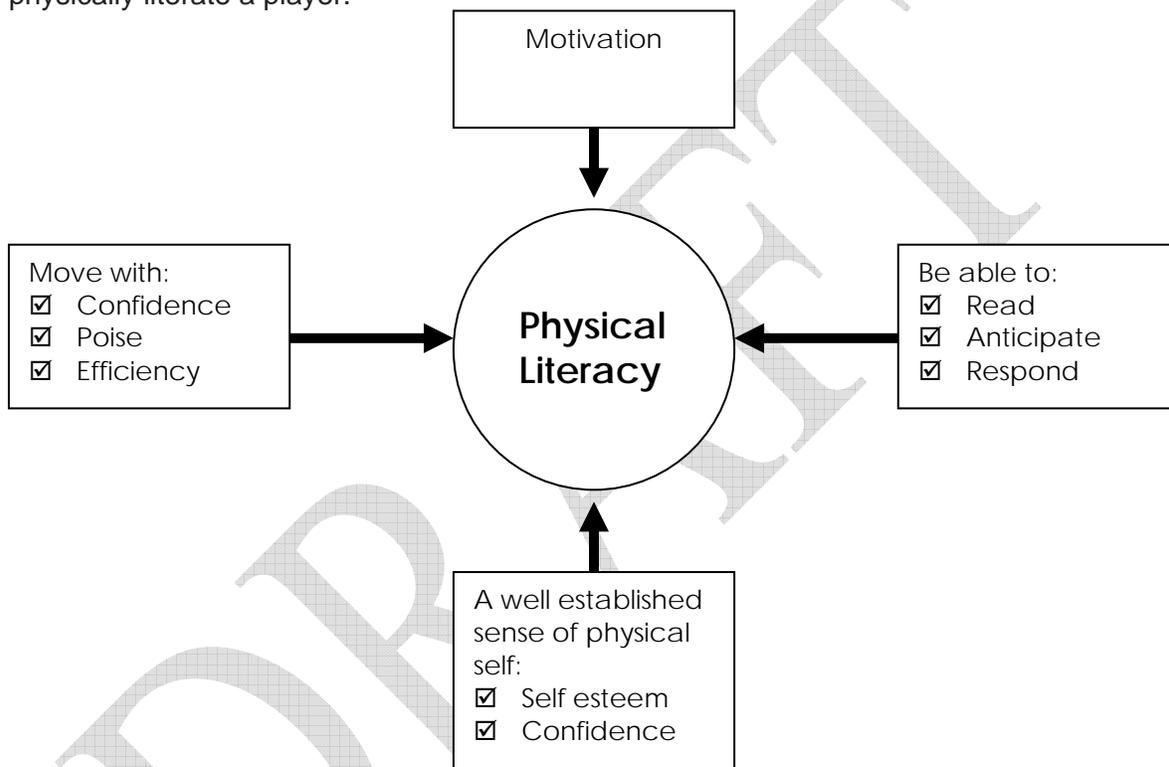
completed in 1974 + Actual Playing Time not timed in 1974 Pilot Study \bar{x} Mean (Average) in the particular category for all players

FUNDamentals

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

FUNDamental movements skills + FUNDamental sports skills = **PHYSICAL LITERACY**

So what is Physical Literacy? The following schematic highlights how to become physically literate a player.



Additionally, Fundamental Movement Skills must be developed within each of the following environments. Examples are shown for each area.

	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

Physical literacy should be developed before the onset of the adolescent growth spurt.

Below are images of the FUNdamental movement skills.



Now take a basic puck battle in hockey as seen in the adjacent picture:

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 dribbling. Ultimately, if a hockey player cannot perform simple fundamental movement skills they will also be unable to perform basic hockey skills.



Hockey is a late specialization Sport

It Takes Players A lot of Years to be Great

Sports can be classified as either early or late specialization. Early specialization sports include artistic and acrobatic sports such as gymnastics, diving, and figure skating. These differ from late specialization sports in that very complex skills are learned before maturation since they cannot be fully mastered if taught after maturation.

Most other sports are late specialization sports. Hockey is a late specialization sport. If physical literacy is acquired before maturation, players can select a late specialization sport when they are between the ages of 12 and 15 and have the potential to rise to international stardom in that sport.

Specializing before the age of 10 in late specialization sports like hockey contributes to:

- ◆ One-sided, sport-specific preparation.
- ◆ Lack of ABC's, the basic movement and sports skills.
- ◆ Overuse injuries.
- ◆ Early burnout.
- ◆ Early retirement from training and competition.

Early involvement in the FUNdamentals stage is essential in late specialization sports.

A look at the National Hockey League scoring leaders over the last 25 years supports that hockey is a late specialization sport – with an athlete's "peak" typically occurring in the middle to late 20's.

2003-2004

Player	Points	Date of Birth	Age October 1, 2003
Martin St. Louis	94	18-jun-75	28.3
Ilya Kovalchuk	87	15-apr-83	20.4
Joe Sakic	87	7-jul-69	34.2
Markus Naslund	84	30-jul-73	30.2
Marian Hossa	82	12-jan-79	24.7
Patrik Elias	81	13-apr-76	27.4
Daniel Alfredsson	80	11-dec-72	30.8
Cory Stillman	80	20-dec-73	29.8
Robert Lang	79	19-dec-70	32.8
Brad Richards	79	2-may-80	23.4
Average Age			28.2 years

1993-1994

Player	Points	Date of Birth	Age October 1, 1993
Wayne Gretzky	130	26-Jan-61	32.7
Sergei Federov	120	13-Dec-69	23.8
Adam Oates	112	27-Aug-62	31.9
Doug Gilmour	111	25-Jun-63	30.2
Pavel Bure	107	31-Mar-71	22.4
Jeremy Roenick	107	17-Jan-70	23.7
Mark Recchi	107	1-Feb-68	25.7
Brendan Shanahan	102	23-Jan-69	24.7
Dave Andreychuk	99	29-Sep-63	30
Jaromir Jagr	99	15-Feb-72	21.7
Average Age			26.68 years

1983-84

Player	Points	Date of Birth	Age October 1, 1983
Wayne Gretzky	205	26-Jan-61	22.7
Paul Coffey	126	1-Jun-61	22.2
Michel Goulet	121	21-Apr-60	23.4
Peter Statsny	119	18-Sep-56	27
Mike Bossy	118	22-Jan-57	26.7
Barry Pederson	116	13-Mar-61	22.6
Jari Kurri	113	18-May-60	23.4
Bryan Trottier	111	17-Jul-56	27.2
Bernie Federko	107	12-May-56	27.4
Rick Middleton	105	4-Dec-53	29.8
Average Age			25.24 years

While the length of time that information has been kept on the female game is shorter similar trends can be found when looking at Canada's National Women's Team at the 2006 Olympics in Torino.

Player	Date of Birth	Age at Olympics (years)
Labonté, Charline	10/15/82	23.3
St-Pierre, Kim	12/14/78	27.1
Small, Sami Jo	3/25/76	29.1
Ferrari, Gillian	06/23/80	25.7
Kellar, Becky	01/01/75	31.1
MacLeod, Carla	06/16/82	23.7
Ouellette, Caroline	05/25/79	26.8
Pounder, Cheryl	06/21/76	29.7
Sostorics, Colleen	12/17/79	26.1
Collins, Delaney	05/2/77	28.8
Agosta, Meghan	02/12/87	19.0
Apps, Gillian	11/02/83	22.2
Botterill, Jennifer	05/1/79	26.8
Campbell, Cassie	11/22/73	32.2
Goyette, Danielle	01/30/66	40.0
Hefford, Jayna	05/14/77	28.8
Kingsbury, Gina	11/26/81	24.2
Piper, Cherie	06/29/81	25.7
Sunohara, Vicky	05/18/70	35.8
Vaillancourt, Sarah	05/08/85	20.8
Weatherston, Katie	04/06/83	22.9
Wickenheiser, Hayley	08/12/78	27.5
Average Age		27.15

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.

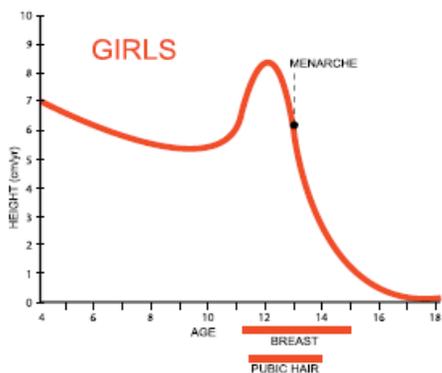
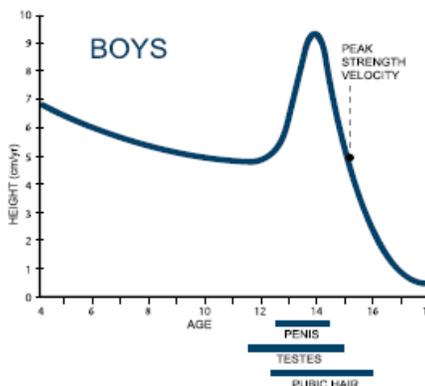
Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

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 LTAD applications to training and competition design. Specific disabilities may dramatically change the timing and sequence of childhood and adolescent development.

In Hockey, most athletic training and competition programs are based on chronological age. However, players of the same age between ages 10 and 16 can be 4 to 5 years apart developmentally. Thus, chronological age is a poor guide to segregate adolescents for competitions.

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.

PHV (Peak Height Velocity, commonly known as Growth Spurt) in boys is more intense than in girls and on average occurs about 2 years later. Growth of the testes, pubic hair, and penis are related to the maturation process. Peak Strength Velocity (PSV) comes a year or so after PHV. Thus, there is pronounced late gain in strength characteristics of the male player. As with girls, the developmental sequence for male players may occur 2 or more years earlier or later than average. Early maturing boys may have as much as a 4-year physiological advantage over their late-maturing peers. Eventually, the late maturers will catch up when they experience their growth spurt.



PHV in girls occurs at about 12 years of age. Usually the first physical sign of adolescence is breast budding, which occurs slightly after the onset of the growth spurt. Shortly thereafter, pubic hair begins to grow. Menarche, or the onset of menstruation, comes rather late in the growth spurt, occurring after PHV is achieved. The sequence of developmental events may normally occur 2 or even more years earlier or later than average.

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 set by the 'fast trainers' and have the slow trainers become discouraged or move at the pace of the slow trainers and have the rest become 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 LTAD 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. Following PHV emphasis on strength and stamina during practices will show greater amounts of improvement than focusing on these aspects prior to PHV. It should be noted that all if the aspects of the game can be trained before, during and after PHV. However, giving equal emphasis will not be the best long term strategy to maximize the potential of the athletes.

Diet can limit trainability since it takes the energy and nutrients in food for the body to train properly and then repair and strengthen itself. Maximizing a player's potential can only be done if they have an adequate diet. Too much food or nutrients has not been shown to increase trainability.

Finally, just because a player shows a high trainability in one aspect does not mean that he or she would have a high trainability in another area. Just because a player is gifted in terms of putting muscle mass on and gaining strength quickly does not mean that he or she will be equally as gifted in learning skills and become a faster skater. That player may need more time devoted to those particular areas.

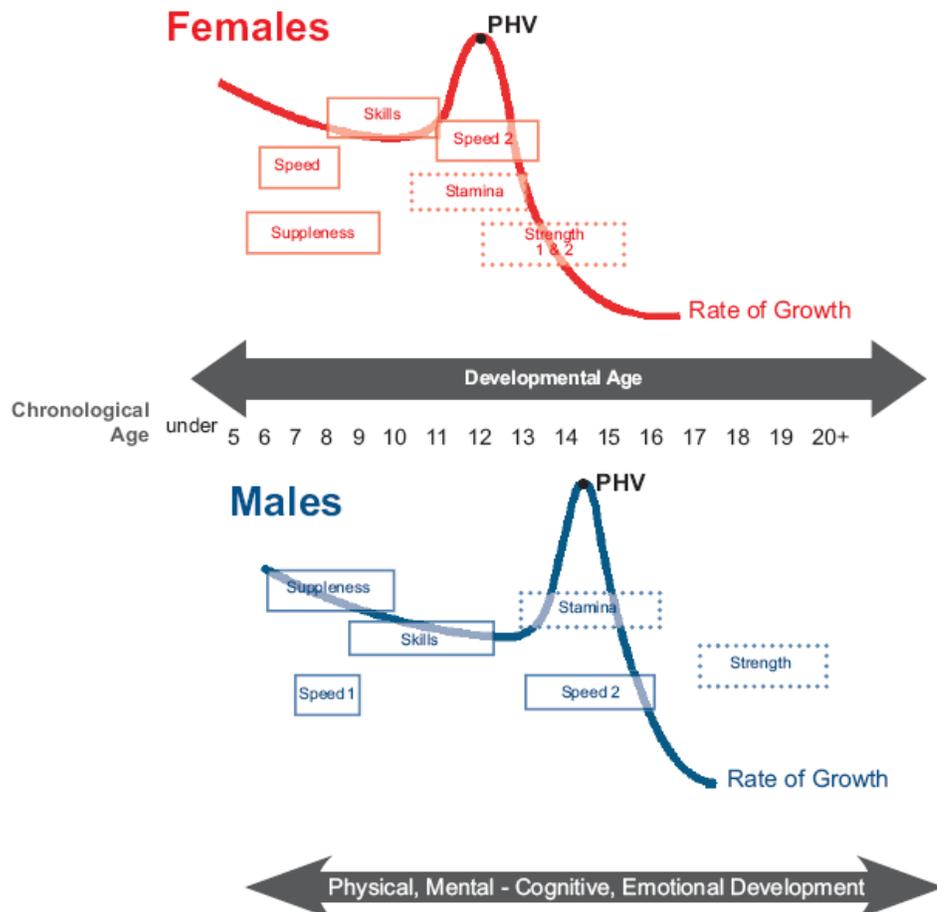
Trainability is an important aspect of the LTAD for both parents and coaches to understand to maximize the potential of young hockey players. Appropriate adjustments of practices by coaches will allow players to advance their level of skill, strength, stamina, speed and suppleness more rapidly and according to their individual abilities. The long term outcome will be better all-round junior and senior players as well as more enjoyable experiences for the younger players.

The following figure illustrates the Windows of Optimal Trainability for Females and Males.

Two windows — stamina and strength — are based on the moving scales of the onset of the growth spurt and PHV.

The other 3 windows — speed, skill, and suppleness — are based on chronological age. The trainability of the different systems for children and youth with a disability is not well understood.

Applying this information to specific players with a disability is a good example of coaching being an art as well as a science.



All Systems Are Always Trainable!

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

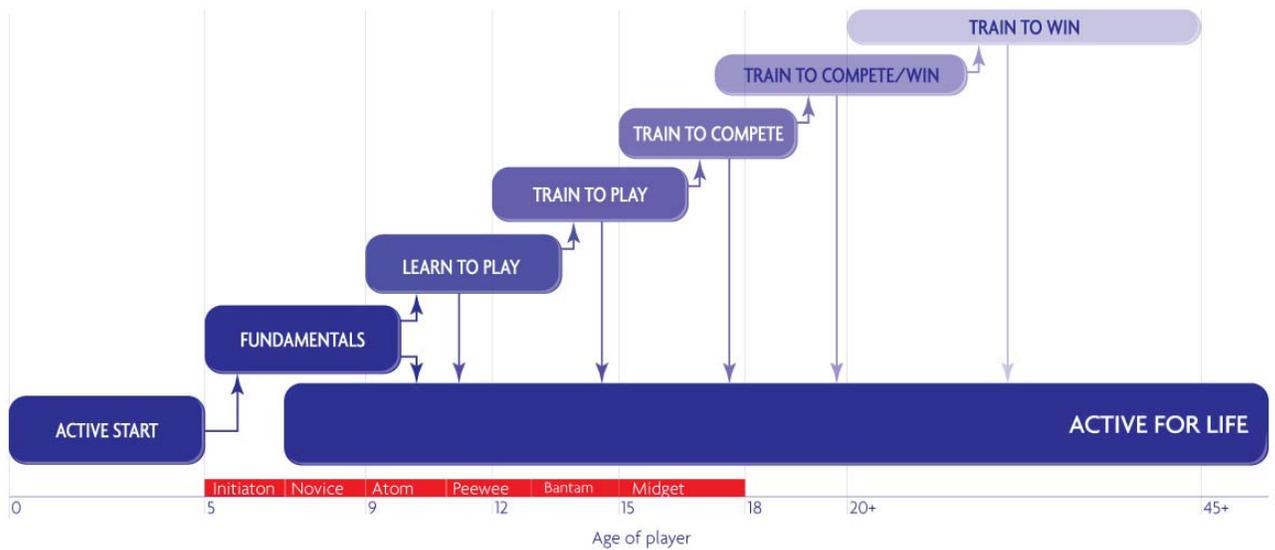
The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.



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.

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 7 stages. This could also be referred to as the Hockey Player pathway or progression. The following diagram outlines this progression in generic terms.



Darker blue indicates more active participants.

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a player's "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.

FUNDamental Hockey Skills

Initiation Program (5-6 year olds)
Novice Program (7-8 year olds)

Objectives

Learn all fundamental movement skills and build overall motor skills

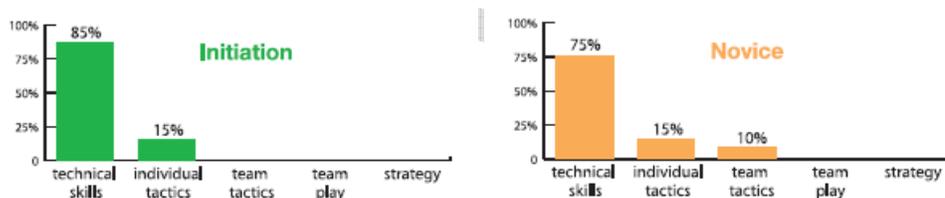
Skill development in the FUNdamentals stage should be well-structured, positive, and FUN!

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



Guidelines to Consider

	Initiation Program	Novice Program
Length of Season	20 - 25 weeks	20 – 25 weeks
Frequency per Week	1-2 times	2-3 times
Number of Games per season	10-15 modified	10-15 modified, 10 Full ice

The following criteria should be followed when designing modified games:

- Played on an area smaller than full ice – half ice, two thirds ice or one third ice are appropriate options
- Format modified to encourage fun and fair play. Examples of this would be not keeping score, rotating goalies, more than one puck, more than 6 players on per team
- Use of a light weight puck

Hockey Canada developed the Initiation Program to make children's first contact with hockey a safe and positive experience. It's a structured, learn to play hockey program designed to introduce beginners to the game's basic skills. It enables participants to become contributing members of a team effort, develop self-confidence, and experience a sense of personal achievement. These goals are achieved in an atmosphere of fun and fair play.

The program emphasizes the basic hockey skills: skating, puck handling, passing and shooting.

Each skill is introduced and refined in a progressive one step at a time manner.

Children learn and develop through participating in practice drills and informal and modified games (such as shinny, freeze-tag and obstacle courses).

Although the emphasis is on fun and progressive skill development, the Initiation Program also allows youngsters to experience:

- Fitness
- Fair Play
- Cooperation

Just as the future of Canadian society lies with our youth, so to does the future of hockey. Hockey Canada understands the important role it plays in helping beginning hockey players to develop playing attitudes and foster an enjoyment of hockey as a lifetime sport and hobby.

FUNDamentals To Do List for Players:

- Develop the basis athletic skills of the game through non-structured activities like skateboarding, biking, skipping, street hockey, in-line skating, catching and throwing games and other modified activities.
- It is not about being the best it is about doing "your" best

- Develop a positive self image through the game
- Learn the basic playing rules of the game.

FUNDamentals To Do List 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 or Novice manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players
- Use clear and precise terminology adapted to the children
- Have some knowledge about child growth and development
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program or the Coach Stream program. These programs are focused on parent meetings, team communication, teaching skills, organizing practices and an introduction to appropriate games for young players
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills.

FUNDamentals To Do List 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:
 - Gymnastics
 - Run, Jump, Throw programs
 - Soccer
 - Skating programs

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

Learning to Train

Atom Program 9-10 year olds
 Pee wee Program 11-12 year olds

Objective

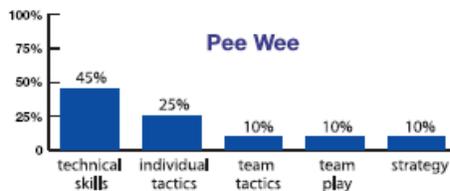
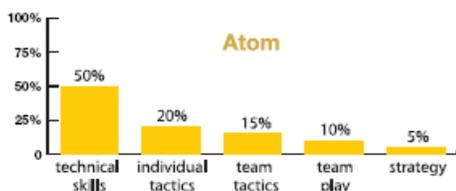
Learn overall sports skills.

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.

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.

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 70% of training should be dedicated to individual skills and tactics in this stage.



Guidelines to Consider

	Atom Program	Pee wee Program
Length of Season	24-30 weeks	28-32 weeks
Frequency per Week	3-4 times	3-4 times
Number of Games per season	25-35	25-35

Learning to Train To-Do List for Players

- ☑ Develop the Technical Hockey Skills of Skating, Puck Control, Shooting and Checking
- ☑ Introduce and Develop Individual and Group Tactics
- ☑ Play up to 3 sports over the course of the year – narrow the focus to the sports that the player likes and has success at.
- ☑ The player must have a clear idea of the tactical use of the individual technical skills learned. Which tactical problem can he solve by using these individual technical skills?

Learning to Train To-Do List 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.
- ☑ 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
- ☑ 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
- ☑ Develop endurance through games and relays on ice.
- ☑ 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.
- ☑ 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.
- ☑ Relevant and specific feedback is given to the players during the exercise.
- ☑ Coach pays particular attention to the rapid/sudden growth in girls.
- ☑ Coach is capable of ensuring a follow up with regards to rapid/sudden growth, especially among girls.
- ☑ 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.

Learning to Train To-Do List 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:
 - Gymnastics
 - Run, Jump, Throw programs
 - Soccer
 - Skating programs
- Track your child's growth – when they start their growth spurt is key to training

Learning to Train To-Do List 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

Train to Train

Bantam 13-14 year olds

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

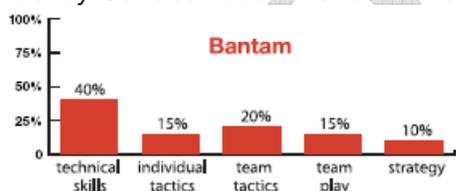
Introduction and development of Advanced Group Tactics and Team Tactics

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.

Hockey Canada recommends that at in the Train to Train stage that players



Learning to Train To-Do List for Players

- 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?

Learning to Train To-Do List for Coaches

- ☑ 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.