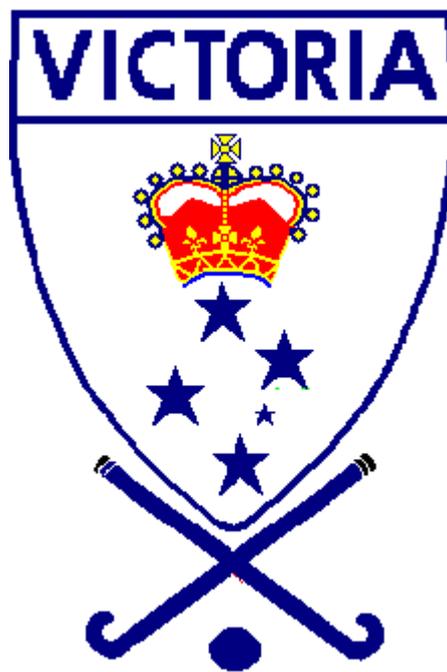


# **Victorian Junior Hockey Association Inc.**



## **“COACHING PLAN”**

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# VICTORIAN JUNIOR HOCKEY ASSOCIATION COACHING PLAN

<b>1. COACHING PRINCIPLES.....</b>	<b>3</b>
1.1 Planning.....	3
1.2 Communication.....	4
1.3 Leadership.....	4
1.4 What To Watch For.....	5
1.5 Enjoyment.....	6
1.6 Sports Psychology.....	7
<b>2. AGE GROUP STANDARDS.....</b>	<b>9</b>
2.1 Common Standards.....	9
2.2 Minkey.....	11
2.3 Under 9.....	12
2.4 Under 11.....	13
2.5 Under 13.....	14
2.6 Under 15.....	15
2.7 Under 17.....	16
2.8 Seniors.....	17
<b>3. SKILLS PROGRESSION .....</b>	<b>18</b>
3.1 Basic Skills.....	18
3.2 Advanced Skills.....	23
3.3 Goal Keeping.....	35
<b>4. DRILLS .....</b>	<b>38</b>
4.1 Drill Emphasis.....	38
4.2 Drill Explanation.....	39
<b>5. SET PLAYS .....</b>	<b>45</b>
5.1 Rationale.....	45
5.2 Examples.....	45
<b>6. RESOURCES.....</b>	<b>47</b>
6.1 Materials & Equipment.....	47
6.2 Personnel.....	47
<b>7. IMPLEMENTATION .....</b>	<b>48</b>
7.1 Method.....	48
7.2 Monitoring.....	49
<b>APPENDICES</b>	
1. Hierarchy of Skills - developed by Mike Craig.....	51
2. 10 Commandments of Coaching.....	52
3. Session Plans.....	53
4. Teaching Protocol for New Players by John Mowat.....	56
5. Stretching Exercises.....	57
6. ITC Men's Hockey Bi-Monthly Player Evaluation.....	59
7. Summer Program - Fitness and Skills - Developed by Colin Batch.....	66

# 1. COACHING PRINCIPLES

## 1.1 Planning

### 1.1.1 Session plan

Coaches should have a PREPARED, WRITTEN session plan before any training session. This does not mean the coach can't deviate from the plan if circumstances require it. The plan should incorporate basic skills, revision of skills and areas identified as needing attention based on previous trainings or match play. Players should be involved in the planning phase especially regarding team rules, style of play etc so that there is a sense of shared ownership.

The forms at Appendix 3 can be used to assist in preparing the session plan. These forms are:

- ★ Appendix 3.1 Practise Session Plan - Used as a guide to plan session
- ★ Appendix 3.2 Practise Session Sheet - Used to plan specific session.
- ★ Appendix 3.3 Match Assessment Sheet - Used to gather information to assist planning.

### 1.1.2 Demonstrations

It is easy to make a demonstration fail as the players know what to expect. In a game they don't and therefore when executed correctly the skills will work more easily. So as to encourage the kids that the skill is worthwhile it is important the Coach lets it work in the demonstrations. Don't get too competitive to the point where the demonstration fails. React to dummies, deceptions etc as if they had worked. However if there is no dummy don't react as it may give the player with the ball a false sense that they did the dummy.

Coaches should also be conscious of the surrounding environment. For example players will be distracted if they are looking into the sun, can't see the demonstration, there is something going on behind the coach etc.

Coaches should clearly identify key elements of the demonstration required to execute the skill.

### 1.1.3 Points games

Are used to encourage players to try the skill. However they will degenerate to simply trying to hit goals if the Coach doesn't keep encouraging them to try the skill to get points. The Coach should make the players call out when they have done the skill so that the Coach knows they knew they had done it. The Coach should Keep yelling out the points score. The more it is yelled out scores the more the players will try to do the skill. Other players should also be encouraged to yell out when they see the skill performed.

The Coach should not distract the learning process with a lot of rules and whistle blowing. Play one simple rule: "If you kick it run away 3 paces before attempting to play the ball again". Otherwise the game slows down and the players don't get to practise the skill and/or the players concentrate more on getting the rules right rather than practising the skill.

### 1.1.4 Stretching

Coaches should emphasise the importance of a proper warm up and warm down. Refer Appendix 5. It is important that children warm down during their growing years to avoid tight muscles later in life.

## 1.2 Communication

**Be 100% Positive** ~ It's important to encourage the players to try the skills - some may think they can't do it and therefore won't want to try. Give them plenty of feedback (positive). Try to grade your comments so they can gauge improvement. e.g. "That's good", "Excellent", "Fantastic!". Try to make every comment positive. e.g. "That's good. Now try it by holding your stick this way", "That's the right idea. Try it a little slower".

**Be Clear & Simple** ~ To make sure the players understand the Coach should ask them to explain what is required. Players seldom deliberately disobey the coach. They either don't understand or don't have confidence to perform the task or in most cases have forgotten what they were told.

**Stick to the one point** ~ The Coach should not correct faults that are not related to the skill at hand unless it's absolutely necessary.

**Feedback** ~ Regular feedback is essential to enable the player to determine how well the skill is being achieved. Is it important to provide constant feedback to players during drills. Drills are NOT there simply to fill in time and allow the players to practise. They are designed to allow the coach to see how well a player is performing the skill and to correct any problems. A performer will improve more quickly when aware of results. Therefore practises should be structured so as to allow for knowledge of results e.g. "How many passes through the flags in 60 seconds?".

## 1.3 Leadership

**Styles** ~ Of the leadership styles (autocratic, democratic and laissez faire) the laissez faire method is the best but takes longer to achieve.

**Reward good behaviour, ignore bad behaviour** ~ Some players are disruptive in order to get attention. By recognising the bad behaviour the Coach gives them the attention they seek.

**Be attentive to injuries** ~ particularly feigned injuries. A feigned injury may be a sign of a greater problem. e.g. the player is frightened to try the skill, the player is not fitting into the group, the player wants more attention from the Coach etc.

**Be approachable** ~ The Coach should encourage the players to ask questions and/or discuss their problems. Playing jokes at the right times can get them to see the Coach is human without disrupting training. If the Coach is always serious and dismisses any idea the players have they will stop telling the Coach what they think or feel.

**Self assessment** ~ Encourage the players to assess their own performance. Ask them "What did you or the team do well today?" and "What could you or the team have done better today?" By this method the players will learn to adjust their own game and work out ways to improve their performance without waiting for the Coach to tell them.

**Set players individual goals** ~ e.g. "Mary, your goal is to stay out wide on the wing at all times. Fiona, your goal is to force opponents to go on to your strong side every time they try to get past". At the end of the game the Coach should ask the players how well they achieved their individual goals. This allows the players to concentrate on one thing at a time. By identifying things the players need to improve on the Coach can give them a goal then change it when they have improved enough to go on to another one. This method also assists the players to concentrate on the task at hand rather than the outcome.

## **1.4 What To Watch For**

### **1.4.1 Identifying problem causes**

If a player is having trouble with a skill the Coach should look at their hands, feet and eyes. e.g. If the top hand is not holding the stick correctly the player will have trouble doing reverse stick, if the player tops the ball when hitting the feet may be in the wrong place, if the player gets tackled before attempting to pass the player may not be looking up when dribbling etc. The Coach should try to get the players to evaluate their own performance. If they can work out the solution they can then practise in their own time with confidence. This is also a better way of learning (*laissez faire*).

### **1.4.2 Looking off the ball**

Coaches often fall into the trap of enjoying the game and following the ball throughout. As a consequence the Coach will not always be able to identify why a goal was or wasn't scored. For example by watching off the ball the Coach can see how opposition players get in behind the defence before the ball arrives or why a forward can not get into the play. Coaches should practise watching one player at a time for the entire duration of a short period (3 to 5 minutes) regardless of where the ball is.

### **1.4.3 Skill level**

It is important that everyone is extended to their limit. Therefore if the player can do the skill easily the player should be asked to do it faster, with more power, with more opposition etc. Conversely if the player is having trouble the player should slow down and/or do it with less power and/or passive opposition.

It is important every player either achieves the skill or feels confident that they can with practise. Subject to the comments re "Time Limit" below the Coach may need to spend longer with some players to ensure they achieve the skill.

### **1.4.4 Late developers**

The Coach should be careful not to be too judgemental of any player's ability. A brilliant 12 year old may give up next year whereas an average one may later develop into a great player. Therefore they should all be treated equally with no favouritism shown to the good ones.

At the U9 and U11 age group the Coach should rotate every player onto the bench for an equal amount of time (e.g. half game off roster) even if it means letting goals in while the "best" player is sidelined. The benefits are that the players see the Coach is fair, the Coach won't fall into the trap of letting the best player have all the play and the other players get accustomed to playing to other team mates and doing well without the best player.

## 1.5 Enjoyment

### 1.5.1 Fun

The Coach should try to make training fun. e.g. finishing a skill with a goal shot is more fun than just repeating the skill. However the Coach should resist making comments unrelated to the skill. For example if the players are practising two on ones that finishing with a goal shot, comments such as “Good shot” gets away from the skill being practised (see stick to the one point above).

At the younger ages having fun is more important than winning. While children like winning they won't return next year if they didn't have fun. When surveyed kids actually rate fairness and playing with their friends as more important than winning. The year's training program should include social nights relevant to the age of the players (pie nights, McDonalds, laser force, card nights, dances, golf days, car rallies etc. etc.)

### 1.5.2 Be active

The players attitude will be in direct proportion to that of the Coach. If the Coach is tired and disinterested so will the players be. The Coach should be bright and bouncy at all times.

### 1.5.3 Time limit

**Don't talk too long** ~ The Coach should not talk for too long. The Coach should do the explanation and demonstration quickly then let the players get into it. The Coach should talk to and help individual players while the others are trying the skill.

**Avoid long queues** ~ Players should be split into the smallest possible groups so they get maximum time to practise. e.g. if every player has a ball and pushes against a wall they get more goes than if they pair off and push to each other etc.

**Circulate** ~ The Coach should not spend too long with one player. The Coach should give the player some encouragement and move on to the next. However the Coach may need to spend some time with players outside normal training time if they didn't achieve the skill at training.

**Duration** ~ The Coach should not leave the players doing the same skill for too long or they will get bored. If the drill has gone on too long the Coach should play a points game then repeat the skill the next week as a reinforcement.

### 1.5.4 Fitness work

Young children are naturally fit. Therefore most junior age groups don't need to do any fitness work. They should warm up AND warm down but nearly all other running should be with stick and ball or running back to the beginning of a drill. The Coach may arrange fun nights where they play soccer, Olympics, etc but not fitness work. If the players are kept active during sessions they will run around a lot anyway. Fitness work may need to be introduced at the U15 age group for those players who normally don't participate in other sports or play a lot of sport at school.

Senior players often find fitness work boring. Therefore the Coach should try to plan fitness work to include a stick and ball. e.g. drill numbers 13, 15, 25, 39 and 48 in section 4.2 (Drill explanation) incorporate 20 to 50 metre sprints into stick and ball drills.

# 1.6 Sports Psychology

## 1.6.1 Goal setting

**Specific** ~ All good athletes set goals. Goals must be specific to the problem. For example if a player is having trouble tackling and gets beaten on the left hand side most times, a goal such as “To not get beaten when tackling” is not specific enough. The player must analyse why they get beaten and set progressive goals. For example the first goal may be “To always be balanced so I can move quickly”. The next goal “To move my feet so as to always channel the opponent to my right side” and so on until the player is not often or never beaten on the left side. Goals must be measurable so players can determine their degree of success in achieving the goals.

**Realistic** ~ Players should set realistic goals. For example “To score a goal” may be realistic against weak sides but not against a strong sides. A more realistic goal would be “To get into a goal scoring position quickly”, “To move my feet so I can trap the ball in a position for an immediate shot at goal” etc. Players who set unrealistic goals will experience a loss of confidence brought about by the perceived failures.

**Challenging** ~ Goals should be challenging. While a goal must be achievable if it is not challenging it will not serve to improve the players performance. For example while a goal such as “To always push the ball” may be appropriate for a player who is learning to push it would not be challenging for an advanced player.

**Positive** ~ Goals should be positive. For example “Not to get beaten when tackling” is negative compared to “To always channel the opponent to my right”.

## 1.6.2 Concentrating and staying focused

**Winning** ~ The art of being successful in sport is not to focus on winning, although we all love to win, but to focus on what we need to do in the game to play the best we can. If we play at our best the result takes care of itself.

**Single focus** ~ Players should focus on what is immediately around them e.g. keep the eye on the ball, stay balanced etc.

**Bigger picture** ~ Players should also scan the field to take in the bigger picture. Often players must remain single focussed until the ball is controlled before they can return to the bigger picture. Elite players know when to switch from one focus to another.

**Immediate** ~ Players should concentrate on the immediate situation rather than the effort required to finish or what has preceded. Concentration on what has preceded can reduce confidence while concentration on the effort required to finish can increase worry. The player should break the game up into a series of plays - the next pass, hit, tackle etc.

**Too much thinking** ~ Too much thinking can result in stress or too much time taken to make a decision. For example while players should be encouraged to think they should not be constantly told there was a better option on if there decision was still good for the team.

### 1.6.3 Arousal control

**Chemistry** ~ Worry thoughts release brain chemicals into the blood stream. Too much of these chemicals increases the heart rate, tightens muscles and reduces concentration. However too little of these chemicals can decrease performance. Therefore a little nervousness is a good thing.

**Positive thoughts** ~ Players should ignore negative thoughts and focus on the positives. It is not the action (bad tackle, pass etc.) that causes the player to play well or badly afterwards but rather how the player responds to it.

**Breathing** ~ Players who are too anxious should inhale and exhale slowly, concentrating on holding their breath for 3-4 seconds.

**Distractions** ~ Each player is different. While some will be totally focussed before a game others like distractions to stop them thinking too much and becoming nervous. However players should be prepared early to avoid last minute worry.

### 1.6.4 Mental imagery

**Imagery** ~ If players mentally image themselves performing the skill it can improve performance. However not as much as actual practice of the skill.

**Performance** ~ Mental imagery can also be used to create or recreate a perfect performance. This can be used to be in the right frame of mind for a game and/or be beneficial to a player who is down in form. It can also be used as practise when a player is injured.

**Focus** ~ The imagery must be focussed on positive experiences based on what the player wants to happen.

**Senses** ~ The player should use as many senses as possible (sight, sound, taste, feel, smell) to make the imagery as real as possible. Players can view as a third person or what they see (stick, ball ground etc.)

## 2. Age Group Standards

### 2.1 Common Standards

#### 2.1.1 Emphasis

**Basic skills** ~ It is important that every player learns the proper technique for each of the basic skills as early as possible in their development. Players can become very adept at performing a skill using an incorrect technique and consequently the longer this player is left the harder it will be to change the technique at a later time. It is essential that Coaches concentrate on players using the correct grips for each skill being taught.

**Fun** ~ Players of all ages play for the enjoyment. The reason for enjoying hockey differs with the age of the player. While Seniors find the sport more enjoyable if they are winning the U9's would come back every week if they got McDonalds after training. Coaches should determine what motivates their players and incorporate these aspects into training.

**Positive** ~ All comments should be positive and encouraging. Players with low self-confidence will not be as keen to try new skills as those who receive regular encouragement.

**Repetition** ~ Skills should be repeated as often as necessary until the players have mastered them and faults should be corrected immediately.

**Participation** ~ Every player regardless of sex or skill level should be given an equal opportunity to develop. Apart from the fact that it is not possible to properly talent identify at a young age, most players want fairness and an equal opportunity to compete.

**Result** ~ While players at all ages like winning the Coach shouldn't place too much emphasis on this at a young age. Coaches should set the example both during and after the game regarding the respect for Umpires and their decisions.

**Discipline** ~ All teams should maintain a high standard of discipline. This includes punctuality, appearance, training effort and during match play. Coaches should avoid the temptation not to discipline the best player(s). Often there is little need for disciplinary measures if the Coach sets the example and imposes discipline from the outset.

**Specificity** ~ Skills training relates to the game of hockey, has a purpose and the purpose is understood by the players.

**Understanding** ~ Maintain eye contact with the players so as to ensure they are listening and understand what is required of them and why.

#### 2.1.2 Game plan

**Simulated games** ~ Where possible training should simulate actual game conditions. Players should be required to "train like they play". For example lazy trapping at training could lead to lazy trapping in a game. Small games are useful to practise specific skills.

**Specialisation** ~ At the young ages players should be encouraged to try several positions before they "specialise". Goalkeepers should not be introduced until the under 11 age level and even then should be given opportunities to play on the field if they so desire.

**Involvement** ~ A player should learn to be part of the game when not directly involved in ball play. Every time the ball moves, so every player on the field must adjust their positions. Players must be taught to expect every ball to be passed to them. In this way they will gradually learn to “read” the play.

**Assistance** ~ Players should be encouraged to always assist the player with the ball. i.e. from behind, next to and in front.

### 2.1.3 Skills standard

**Ability** ~ Some individuals mature physically earlier than others and possess the skills to proceed to the next stage. They should be encouraged to do so to avoid under achievement. However:

- ★ The player must want to proceed.
- ★ The player must be psychologically, emotionally and socially mature enough to proceed. Self-confidence is often derived from peers. Players proceeding too soon may lose the confidence that’s an essential ingredient for success at subsequent skill levels.
- ★ There is a strong relationship between the skeletal and the chronological age necessary for optimum learning and performance to occur. Skeletal age may differ from chronological age by anywhere from one to five years. Therefore for this hockey model a  $\pm$  two year margin should be applied.

**Progression** ~ It is important that Coaches follow the correct skills progression. Players who are not competent with the basic skills will have difficulty learning more advanced skills. For example a player who has not developed vision skills will not be able to beat a player one on one even if they can reverse the stick comfortably. Players will develop different skills at different stages of their lives. For example a player may learn to hit well but still have trouble pushing. It is therefore not essential that players are proficient at each skill before moving on to the next skill. In this example the player could learn advanced hitting at the same stage as basic pushing.

While players can be taught most skills at an early age the pace and intensity must increase as they move up through the grades. Olympic players do not have a secret skill that nobody knows about. However they do perform all the basic skills (hit, trap, vision etc.) at a much more precise standard.

The players must be given clear messages as to how well they have achieved the skill. For example yelling “good pass” simply because the player hit the ball hard could encourage players to hit hard every time and not concentrate on the pace or direction of the ball. Likewise a pass that goes hard and straight is not perfect if it is raised slightly off the ground.

**Match pace** ~ Players should train at match pace. While the skill may be initially practised at a slow pace to get the technique right, players should build up to match pace.

**Minimum** ~ The following standards are minimum standards only. Coaches can vary their session plans depending on the skill level of their players. For example a new starter at U13 level will need to be taught the basic skills from the Minkey level through to U11 before placing too much emphasis on the skills the other U13's may be learning. It is important that Coaches bring new players “up to standard” before showing them too many advanced skills or they will either give up or go on to the next age group with skill faults. Conversely players who are coping easily should be extended by the teaching of more advanced skills.

## 2.2 Minkey

### 2.2.1 Emphasis

**Fun** ~ At this age the most important aspect is to ensure every player has fun. Every player should be encouraged to enjoy learning new skills. Children at this age mostly want to play games so training should not consist entirely of boring skills work. Skills work can be made more fun by finishing every drill with a goal shot. Regular social activities (pie nights, chocolate prizes etc) should be included in the training program.

**Simple** ~ Children are not fully coordinated at this age and have a low attention span. Therefore skills should be broken down into simple elements, which are both achievable and easily remembered by the player. Games should not be confused with rules. Two simple rules “Don’t swing the stick above waist height and if you kick it run away 3 paces before playing the ball again” are sufficient for the early weeks of training. Later the Coach can introduce a third rule “If the ball touches the rounded side of your stick also run away 3 paces before playing the ball again”.

**Basic skills** ~ Emphasis should be placed on learning the basic skills at this age.

### 2.2.2 Game plan

Players at this age have not developed group activity concepts. Most players will be consumed with their own performance and ability to control the ball. Therefore the Coach should limit the amount of emphasis placed on passing skills and team possession play. Most players when they do play the ball will simply push it forward. The Coach should concentrate on the correct pushing skill, with some emphasis on vision skills for the more advanced players.

### 2.2.3 Skills standard

**Grip** ~ Players should know the correct grip for each of the basic skills.

**Dribble** ~ Players should be able to dribble in a straight line with the ball kept on the end of the stick. Once the players can dribble comfortably emphasis should be placed on looking up as much as possible.

**Reverse stick** ~ Players should be able to reverse the stick over the ball. It is important that the correct grip is used. It should be comfortable while still allowing the stick to be reversed easily.

**Push** ~ Players should be able to push the ball with power from both a stationary position and while moving.

**Trap** ~ Players should be able to perform a basic upright trap. Emphasis should be placed on movement of the feet to get into the correct stance.

## 2.3 Under 9

### 2.3.1 Emphasis

**Fun** ~ At this age the most important aspect is to ensure every player has fun. Every player should be encouraged to enjoy learning new skills. Children at this age mostly want to play games so training should not consist entirely of boring skills work. Skills work can be made more fun by finishing every drill with a goal shot. Regular social activities (pie nights, chocolate prizes etc) should be included in the training program.

**Simple** ~ Children are not fully coordinated at this age and have a low attention span. Therefore skills should be broken down into simple elements, which are both achievable and easily remembered by the player. Players should be introduced to the obstruction rule (stick and body) as the year proceeds.

**Basic skills** ~ Emphasis should be placed on learning the basic skills at this age.

### 2.3.2 Game plan

Players should be:

- ★ able to perform basic skills correctly under pressure.
- ★ encouraged to look up as much as possible.
- ★ encouraged to keep the ball on the open face as much as possible.
- ★ taught the difference between attack and defence.
- ★ able to evaluate what they or the team did well or could have done better during a game.

### 2.3.3 Skills standard

**Grip** ~ Players who didn't come through the Minkey Program should be taught correct grips.

**Dribble** ~ Players should be able to scan while dribbling. Players should be able to keep the ball close to the stick while scanning.

**Reverse stick** ~ Players should be able to perform a big drag. Emphasis should be placed on moving the ball from the back stick to open face as quickly as possible and then keeping it there in a protected position.

**Push** ~ Players should be able to push the ball accurately from left to right with power.

**Trap** ~ Players should be able to perform a basic reverse stick trap.

**Passing** ~ Players should be able to perform basic passing. Emphasis should be placed on both looking and passing sideways.

**Hit** ~ Before teaching hitting the Coach must be satisfied that every player has the co-ordination required to hit the ball during matches in a manner that is safe to all other player. Once satisfied with this the players should be able to perform basic hitting with power.

## 2.4 Under 11

### 2.4.1 Emphasis

**Basic skills** ~ It is important that every player is performing every basic skill with the correct technique by this age level. This may require remedial sessions for some players.

**Advanced skills** ~ Most players will be reaching a level of co-ordination that will enable them to cope with more advanced skills. The Coach should be conscious that players will not be able to cope equally and should tailor the session accordingly.

**Result** ~ Players should concentrate on their individual performance and sportsmanship. Too much emphasis on winning can result in selfish play and/or too much concentration on the skills development of the better players at the expense of the rest.

### 2.4.2 Game plan

Players should:

- ★ be encouraged to retain possession and keep it off the opponents.
- ★ know basic position play for a full field game and hold these positions.
- ★ understand the concept of changing the play.
- ★ understand the concept of manning up on opponents.
- ★ keep their sticks down and/or on the ball or ground at most times.
- ★ take free hits quickly (closest player takes the free if there is “something on”).
- ★ use the whole width of the ground (play the ball wide if no easy pass).
- ★ understand the concept of achieving an individual goal for the game.
- ★ work to a set plan to get the ball out of defence.

### 2.4.3 Skills standard

**Two on one** ~ Players should be able to eliminate an opponent two on one.

**Trapping on the run** ~ Players should be able to trap on the run from both the front and side.

**Trapping for next move** ~ Players should be able to trap ball in a position for the next move. U11's will not necessarily “read” the correct next move but should be encouraged to decide where they are going before receiving the ball and trap it for this move.

**Hitting on the run** ~ Players should be able to hit on the run off either foot.

**Dribbling** ~ Players should be able to perform both the open and Indian dribbles competently and comfortably beat an opponent.

**Reverse push** ~ Players should be able to perform a reverse stick push.

**Space** ~ Players should be able to recognise space both on and off the ball.

**Recognise two on one** ~ Players should be able to recognise a two on one in an actual game.

**Basic tackling** ~ Players should understand basic tackling techniques - mirroring, flat stick.

**Goalkeepers** ~ should be able to stop with the feet and clear with the feet or stick. They should also be taught angles and coming out to close angles.

## 2.5 Under 13

### 2.5.1 Emphasis

**Decisions** ~ Players should be able to cope with the concept of making and being responsible for their own decisions during games. They should be encouraged to evaluate their decisions both during and after the game.

**Skills** ~ Emphasis should still be placed on the correct performance of skills with remedial skills session as and when required.

**Rules** ~ Players should have a reasonable knowledge of all playing rules especially those that affect the way they play.

### 2.5.2 Game plan

Players should:

- ★ look off the ball and man up.
- ★ communicate with each other to ensure all opposition players are manned up.
- ★ retain width and depth.
- ★ create and exploit space both on and off the ball.
- ★ be encouraged to set their own goals for the game.
- ★ be encouraged to create two on ones in a game.
- ★ understand the concept and value of back passing.

### 2.5.3 Skills standard

**Push** ~ Players should be able to push the ball from left to right.

**Channelling** ~ Players should be able to mirror and channel opponents.

**Tackling** ~ Players should be able to perform lunge and reverse stick tackles.

**Dribbling** ~ Players should be able to change pace and perform stick feints when dribbling.

**Vision** ~ Players should be able to see beyond the immediate opponent while dribbling.

**Deception** ~ Players should be able to perform methods of deceiving opponents

**Signalling** ~ Players should be able to signal and lead to receive the ball in space. The passer should be able to pass into space and execute any necessary deceptions.

**Ball protection** ~ Players should be able to protect the ball using the body.

**Goal scoring** ~ Players should understand good goal scoring positions.

**Penalty corner** ~ Players should be able to cope with penalty corner variations.

**Goalkeepers** ~ should be able to slide, defend a basic penalty corner and stop with the hand.

## 2.6 Under 15

### 2.6.1 Emphasis

**Fitness** ~ Depending on the other activities enjoyed by the players outside their hockey, fitness work may need to be introduced at this level.

**Decisions** ~ Players should be involved in the decision-making and be given responsibility to make their own decisions during games.

**Tactics** ~ Players should be able to cope with the concept of playing to a team tactic or set play.

**Skills** ~ Emphasis should still be placed on the correct performance of skills with remedial skills session as and when required.

**Mental skills** ~ Players should be able to prepare themselves mentally for the game.

### 2.6.2 Game plan

Players should:

- ★ be able to change the way they are playing depending on how the opposition is playing.
- ★ communicate collectively to enhance decision-making.
- ★ vary the tempo of the game.
- ★ exploit width and depth.
- ★ be encouraged to create three on two's in a game.
- ★ change the play and/or retain possession by back passing.
- ★ understand and execute set plays.
- ★ understand the concept of taking risks to score goals.
- ★ be encouraged to interchange positions.
- ★ understand the concept of both man to man and zone defence.

### 2.6.3 Skills standard

**Dribbling** ~ Players should be able to get eye contact while dribbling under pressure.

**Deception** ~ Players should be able to deceive opponents with both stick & body movements.

**Trapping** ~ Players should be able to trap and control a raised ball.

**Goal scoring stance and position** ~ Players should be able to get into a position and stance to be able to receive the ball in a good position for immediate shot at goal.

**Corner defence** ~ Players should be able to vary defence to cope with attacking variations.

**Slap pass** ~ Players should be able to execute a slap pass.

**Flick, scoop and jink** ~ Players should be able to flick, scoop and jink.

**Goalkeepers** ~ Goalkeepers should be able to read the play and direct defenders.

## 2.7 Under 17

### 2.7.1 Emphasis

**Fitness** ~ The need for players to maintain a fitness routine should be introduced at this level.

**Decisions** ~ Players should be given responsibility for setting and monitoring individual and group goals. Emphasis should be placed on the importance of correct decision-making during games.

**Tactics** ~ Players should be able to play to a team tactic or set play.

**Skills** ~ Emphasis should still be placed on the correct performance of skills with remedial skills sessions as and when required.

**Personal development** ~ Players should be able to balance their sporting and academic commitments. Emphasis should be placed on organisation of time and setting priorities.

**Mental skills** ~ Players should be able to prepare themselves mentally for the game.

### 2.7.2 Game plan

Players should:

- ★ play to a team strategy.
- ★ control the tempo of the game.
- ★ be able to decide when to take the risk to attempt to score a goal.
- ★ be competent with both man to man and zone defence.

### 2.7.3 Skills standard

**Dribbling** ~ Players should be able to pass to a signal (eyes, stick, body) while dribbling under pressure.

**Advanced scanning** ~ Players should be able to scan most of the ground in all directions (180°) while dribbling.

**Body feinting** ~ Players should be able to execute body feinting movements.

**Receiving when marked** ~ Players should be able to pass to a marked player or receive the ball when marked.

**Anticipation** ~ Players should be able to read the play and assess threats and opportunities.

**Manufactured free** ~ Players should be able to avoid giving away frees when opponent is playing for a free “manufactured free”.

**Flicking/scooping on the run** ~ Players should be able to flick or scoop on the run.

**Deflections** ~ Players should be able to perform deflections for both goal shots and passes.

## 2.8 Senior

### 2.8.1 Emphasis

**Fitness** ~ Players should maintain a high level of fitness and be subject to routine testing.

**Decisions** ~ Players should be able to analyse opposition tactics and set plays and devise methods to combat these.

**Tactics** ~ Players should be able to play to advanced team tactics or set plays.

**Personal development** ~ Players should be able to balance their sporting, academic and career commitments. Emphasis should be placed on organisation of time and setting priorities.

**Diet** ~ Players should be aware of the role diet plays in attaining peak performance.

**Mental skills** ~ Players should be able to prepare themselves mentally before, during and after the game.

### 2.8.2 Game plan

Players should:

- ★ play to a team strategy.
- ★ control the tempo of the game.
- ★ alter game plans in response to opposition strengths and weaknesses.
- ★ execute set plays.

### 2.8.3 Skills standard

**Execution** ~ By this stage in their development the players should be proficient in most skill aspects of the game. These skills may need to be honed in order to properly execute team strategies and set plays.

**Ball protection** ~ Players should be able to protect the ball using the stick.

**Steal tackle** ~ Players should be able to perform a steal tackle.

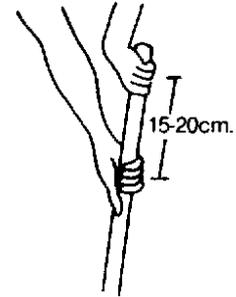
# 3. Skills Progression

## 3.1 Basic Skills

### 3.1.1 Basic grip

#### Execution of Skill

- ★ Hold the stick in the air with HOOK on RIGHT side pointing up in air.
- ★ Bend forward and place the stick with the FLAT side on the ground.
- ★ With the LEFT hand pick up the stick at the TOP.
- ★ RIGHT hand moves forward to shake hands with stick 15-20cm below top.



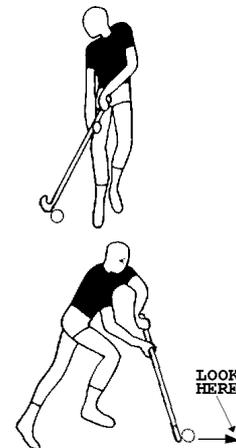
#### Watch for

- ★ When facing stick forward the LEFT hand must curl around the stick.
- ★ RIGHT hand palm must be on back of stick with thumb pointing down.

### 3.1.2 Basic dribble

#### Execution of Skill

- ★ To improve vision BEND KNEES more so than the back to and get down low.
- ★ CORRECT GRIP above is important for reverse stick dribble later on.
- ★ RIGHT hand can/should move closer to top of stick to increase vision.
- ★ Dribble the ball slightly OUTSIDE the RIGHT FOOT and IN FRONT of body.
- ★ Lean the stick back toward you to get the ball further out in front.
- ★ With knees bent look about a metre in FRONT of BALL so can see ahead.
- ★ Also practise looking up as often as possible without losing control.
- ★ In early stages keep ball on or very close to the stick at ALL times.



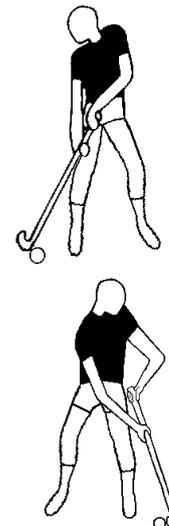
#### Watch for

- ★ Correct grip.
- ★ Knees are bent and ball is out in front and to the right.
- ★ Eyes are looking forward.

### 3.1.3 Indian dribble

#### Execution of Skill

- ★ Use of BASIC GRIP is important for reverse stick (Indian) dribble.
- ★ Top (LEFT) hand remains firm on stick and bottom (RIGHT) hand loose.
- ★ Only the LEFT hand turns with the stick.
- ★ Turn stick OVER not UNDER ball (acts as a form of ball protection).
- ★ RIGHT hand used to push to left and pull back to right.
- ★ Try to keep the ball on the stick at ALL times.
- ★ Discourage players from tapping ball in front in early stages.
- ★ Weight should transfer from side to side with the movement of ball.
- ★ Extend LEFT hand & make stick more upright if stick rolls over ball.
- ★ Face of stick should be 90° to desired direction for ball.



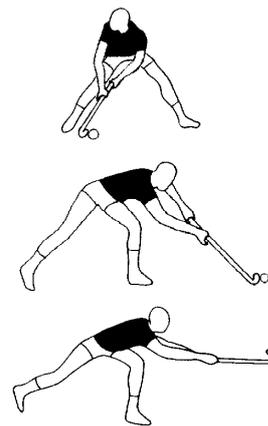
#### Watch for

- ★ Top (LEFT) hand position allows stick to turn 360° comfortably.
- ★ Stick stays on ball - NO SOUND of tapping can be heard.
- ★ Weight transfers with ball.
- ★ Bottom (RIGHT) hand DOESN'T turn with stick (TOP hand problem).

### 3.1.4 Basic push

#### Execution of skill

- ★ Players roll ball with right hand (no stick) to get feel of what to do.
- ★ LEFT hand rotated anticlockwise from basic grip to be comfortable.
- ★ RIGHT hand should be placed to exert maximum forward power.
- ★ For basic push, line between feet points where you want to go.
- ★ Place ball in front (or even further back) of RIGHT foot.
- ★ Put stick on ball & SCRAPE stick along ground for at least a metre.
- ★ Keep stick on the ball and ACCELERATE it as it scrapes the ground.
- ★ Keep face of stick at 90° to the direction of the push throughout.
- ★ Transfer weight from right to left foot as stick scrapes ground.
- ★ Follow through in an arc



#### Watch for

- ★ Eyes focussed on ball UNTIL ball delivery completed.
- ★ Stick STAYS ON BALL throughout the push.
- ★ Stick SCRAPES the ground as ball is pushed.
- ★ Weight transfer from RIGHT to LEFT foot.
- ★ Face of stick is at RIGHT ANGLES to direction of push.

**REFER ALSO 3.2.3. PUSHING ON THE RUN SHOULD BE TAUGHT VERY EARLY ON.**

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### 3.1.5 Basic hit

#### Execution of Skill

- ★ LEFT hand at top (unless stick is too big/heavy) of stick turned anticlockwise from basic grip.
- ★ RIGHT hand at top of stick immediately under left hand.
- ★ Practise swinging as though chopping down a tree.
- ★ Gradually bend both knees and the back so swing just contacts ground.
- ★ Introduce a ball to practise the hit.
- ★ Ball should be placed near the front (LEFT) foot.
- ★ Keep face of stick at 90° to the direction of the hit on contact.
- ★ Wrist movement should be used to increase stick speed on contact (cock the wrists).
- ★ Wrists should be cocked first before starting the swing.
- ★ Transfer weight from right to left foot as swing through the ball.
- ★ At end players should feel like they are falling forward NOT backwards.
- ★ Follow through should be around the body.



#### Watch for

- ★ Hands together on stick.
- ★ Eyes focussed on ball UNTIL ball delivery completed.
- ★ Knees bent.
- ★ Ball starts near front (LEFT) foot.
- ★ Ball is not too close to front foot (makes player tend to be upright).
- ★ Swing is fluent (elbows NOT tucked in).
- ★ Wrists are cocked to start the swing.
- ★ Weight transfer from RIGHT to LEFT foot.
- ★ Face of stick is at RIGHT ANGLES to direction of hit.

**REFER ALSO 3.2.2. HITTING ON THE RUN SHOULD BE TAUGHT VERY EARLY ON.**

### 3.1.6 Basic trap

#### Execution of Skill

- ★ Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.
- ★ Eyes to focus on ball throughout its travel until trap has been completed.
- ★ Feet must move quickly to get eye behind line of ball as early as possible.
- ★ Bend knees to get down low.
- ★ For basic trap keep stick upright to allow for bouncy ball.
- ★ Stick tilted forward so as to control the ball and prevent it rebounding.
- ★ Keep face of stick at 90° to the direction of the ball.
- ★ Let the stick “give” to the degree required to make ball stay on stick.
- ★ Ball should be trapped in a protected position near front foot.
- ★ Trap in a position to allow immediate movement in any direction.
- ★ For advanced skill trap so as to immediately perform the next movement.



#### Watch for

- ★ Players keep their eyes behind the line of the ball.
- ★ Players watch the ball all the way on to their stick.
- ★ The stick is not held too softly or too firmly.
- ★ Players are well balanced.

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### 3.1.7 Basic tackling technique

#### Execution of Skill

- ★ Play British Bulldog (tagging only) WITHOUT stick and ball.
- ★ Discuss how best to play this game - MIRROR opponent until they slow down.
- ★ Practise mirroring opponent.
- ★ Show how to CHANNEL opponent to one side or the other.
- ★ Show how to move backwards by pivoting on back foot rather than crossing feet over.
- ★ Practise moving/running backwards without crossing feet.
- ★ Practise channelling.
- ★ Players should concentrate on the ball and not the opponents stick and body feints..
- ★ The tackler can also employ deceptive stick and body movements to influence what the opponent does with the ball.
- ★ Players should be taught to appreciate their and their opponents position in relation to the goal and/or team mates.

#### Watch for

- ★ Tackler is able to slow down or stop opponent.
- ★ Defender moves BACKWARDS quickly if opponent is in a position to get past.
- ★ When moving back while mirroring or channelling the feet do NOT cross over.
- ★ Position for channelling forces opponent to go one way but NOT enough to escape tackle.

**REFER ALSO 3.2.6. STEALING THE BALL SHOULD BE TAUGHT AS A MAJOR OBJECT OF TACKLING AT AN EARLY AGE.**

### **3.1.8 Basic position play**

#### **Goalkeeper**

Talk to defenders to alert them to unmarked players and where to move.  
Maintain correct line at all times.  
Clear wide.

#### **Full Back**

One up one back - NOT too far apart.  
One Fullback to man up on the Centre Forward at all times.  
Other Fullback to sweep across ground (can be both in front and behind other full back)  
The sweeper fullback to be responsible for an inside forward that breaks into the forward line.  
Look off the ball for outlet players.  
Play the ball wide if no other safe option.

#### **Wing Half**

Off the ball keep cover behind the Fullbacks.  
Off the ball move inside the field to prevent the change of play to the opposition Inner.  
On the ball either man up on opposition Wing or be on same line as the Wing and the ball.  
Right half to play more attacking than left half.  
Both halves be available to overlap when we have possession.  
If get clear possession of the ball goal side the opposition Wing Half become our Winger.  
Look off the ball for outlet players.  
Play the ball wide if no other safe option.

#### **Centre Half**

Mid field prevent change of play to opposition Inside Forward.  
Be available to receive ball for change of play when we have possession.  
Be a "kick" behind the play to intercept ball coming out of opposition defence.  
When deep in defence man up on the inside forward not already marked by a fullback.  
Look off the ball for outlet players.  
Play the ball wide if no other safe option.

#### **Forwards in General**

Move around and interchange positions to confuse defenders. BUT play according to the position you are in at any point in time.  
Don't run into and stay in another players position unless they move into your position.  
Run back quickly to block in opposition free hits before they get time to play the ball.  
If have possession of the ball in the circle and no options to pass or have a shot play for a P/C.

## **Wing**

Stay wide except to block in opposition free hits.

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Be in clear space for a direct pass when our defence is attempting to effect a turn over.

Get in behind the opposition Wing Half as much as possible when we have clear possession.

Look off the ball for the Centre Forward and position of opposition defenders.

If not under pressure run ball to the back line and look for teammates in Goal scoring positions.

If being tackled by more than one opponent play the ball early to the CF or either Inner.

Become the Wing Half if our Wing half overlaps and gets clear possession of the ball goal side of the opposition Wing Half.

## **Inside Forward**

Play in between the Wing and CF - DON'T crowd across to the other side of the ground except to block in opposition free hits (assuming young players don't interchange positions often).

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Off the ball when we have possession be square for change of play from the other IF or CH.

Off the ball when they have possession quickly get on a line to prevent the change of play to the opposition IF.

Work back on opposition Inside Forward until the Fullback takes over responsibility.

Look off the ball for the Centre Forward, Wingers and position of opposition defenders.

If not under pressure outside the 25 yard area attack the opposition Wing Half to draw him away from our Wing.

Unless CF is in or can run into clear space don't try to pass to the CF unless CF is in a Goal scoring position.

If being tackled by more than one opponent play the ball early.

## **Centre Forward**

Play high and try to move the Fullbacks out of position.

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Be in clear space for a direct pass when our defence is attempting to effect a turn over.

Get in behind the opposition Full Backs as much as possible when we have clear possession.

Look off the ball for the Wingers and position of opposition defenders.

Get into a good goal scoring position early.

If being tackled by more than one opponent play the ball or have a shot early.

## 3.2 Advanced Skills

### 3.2.1 Ball juggling

- ★ Helps develop hand-eye co-ordination.
- ★ Helps to reinforce the basic grip.
- ★ Helps to reinforce that only the flat side of the stick is used.
- ★ Helps to get the feeling of keeping the ball on the stick.

#### Execution of Skill

- ★ Left hand at the top of the stick.
- ★ Right hand half way down.
- ★ Players will find it easier if the RIGHT hand is lower on the stick.
- ★ Those that are coping should move the RIGHT hand into the proper position.
- ★ Practise bouncing the ball on the stick.
- ★ Practise balancing the ball on the stick.
- ★ Practise tossing the ball into the air and catching it on the stick.

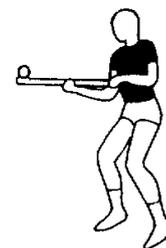


#### Watch for

- ★ Correct grip. Hands are NOT reversed.
- ★ Left hand MUST be at the top of the stick.

#### Practise Drills

- ★ See who can bounce the ball the most number of times.
- ★ Move in a straight line while bouncing ball.
- ★ Toss ball up and catch it on stick.
- ★ Toss ball up turn around and catch it on stick.
- ★ Bounce ball then toss to partner to catch, bounce then toss back again.



HAVE PLAYERS DO A RANGE OF THIS TYPE OF ACTIVITY. E.g. figure 8's, through the legs etc.

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### 3.2.2 Hitting on the run

- ★ Used to deliver the ball quickly without slowing down.
- ★ Prevents opponent catching up and tackling from behind.
- ★ Enables player to quickly follow up any goal shot.

#### Execution of Skill

- ★ LEFT hand at top of stick turned anticlockwise from basic grip.
- ★ RIGHT hand at top of stick immediately under left hand.
- ★ Hit can be made off either foot.
- ★ Ball should be placed near the front (LEFT or RIGHT) foot.
- ★ Keep face of stick at 90° to the direction of the hit on contact.
- ★ Transfer weight from BACK to FRONT foot as swing through the ball.
- ★ It important player does not slow down, shuffle the feet or skip (DON'T break stride).
- ★ Player should continue to move forward even after delivering ball.
- ★ If necessary have players start at walking pace and build up to a full sprint.

#### Watch for

- ★ Hands together on stick.
- ★ Eyes focussed on ball UNTIL ball delivery completed.
- ★ Ball starts near front (LEFT or RIGHT) foot.
- ★ Swing is fluent (elbows NOT tucked in).
- ★ Weight transfer from BACK to FRONT foot.
- ★ Player does not break stride.
- ★ Face of stick is at RIGHT ANGLES to direction of push.

#### Practise Drills

- ★ In pairs one player runs beside as other pushes at goal while keeping up with first one.
- ★ In pairs one player chases as second runs towards circle for shot.
- ★ Run in to circle have a shot then follow up on goalkeepers pads.
- ★ Small games points for goals and hit on the run (hit on the run for a goal is 2 pts).

### 3.2.3 Pushing on the run

- ★ Used to deliver the ball quickly without slowing down.
- ★ Prevents opponent catching up and tackling from behind.
- ★ Enables player to quickly follow up any goal shot.

#### Execution of Skill

- ★ Grip is as per basic dribble. The LEFT hand should be comfortable.
- ★ RIGHT hand should be placed to exert maximum forward power.
- ★ Push can be made off either foot.
- ★ Keep knees bent to get greater power into the thrust.
- ★ It important player does not slow down, shuffle the feet or skip (DON'T break stride).
- ★ Player should continue to move forward even after delivering ball.
- ★ Power can be imparted by scraping stick along ground for a distance with ball on stick.
- ★ Keep stick on the ball and ACCELERATE it as it scrapes the ground.
- ★ Keep face of stick at 90° to the direction of the push throughout.
- ★ Extend stick through direction of push after release.
- ★ If necessary have players start at walking pace and build up to a full sprint.

#### Watch for

- ★ Hands apart on stick.
- ★ Eyes focussed on ball UNTIL ball delivery completed.
- ★ Stick STAYS ON BALL throughout the push.
- ★ Stick SCRAPES the ground as ball is pushed.
- ★ Player does not break stride.
- ★ Face of stick is at RIGHT ANGLES to direction of push.

#### Practise Drills

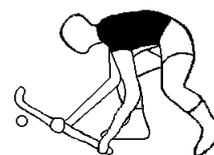
- ★ In pairs one player runs beside as other pushes at goal while keeping up with first one.
  - ★ In pairs one player chases as second runs towards circle for shot.
  - ★ Run in to circle have a shot then follow up on goalkeepers pads.
  - ★ Small games points for goals and push on the run (push on the run for a goal is 2 pts).
- 

### 3.2.4 Basic flat stick tackle

- ★ Used to present a large tackling surface (opponent needs a big drag to avoid tackle).
- ★ Used to tackle player who is attempting to enter the circle.
- ★ Used to tackle player who has limited area in which to move.

#### Execution of Skill

- ★ BEFORE tackling MIRROR and/or CHANNEL opponent.
- ★ Wait until opponents are where YOU want them to be.
- ★ Look for ball control errors or time opponent's moves are limited.
- ★ Knees should be bent and weight balanced to allow quick recovery.
- ★ Knuckles of BOTH hands should be on ground so stick is flat.
- ★ Place RIGHT elbow behind RIGHT knee to get strength in the tackle.



#### Watch for

- ★ Player slows down opponent before tackling.
- ★ Player waits for best time to tackle.
- ★ Player is balanced to allow quick recovery.
- ★ Player does NOT rush at opponent.
- ★ Stick is low enough so ball CAN'T go under it at any point.

#### Practise Drills

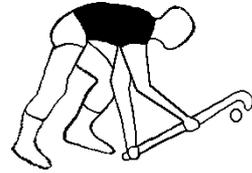
- ★ Practise tackling in a confined area.
- ★ Small game points for goal and flat stick tackle.

## 3.2.5 Reverse flat stick tackle

- ★ Used to present a large tackling surface (opponent needs a big drag to avoid tackle).
- ★ Used to tackle player who is attempting to enter the circle.
- ★ Used to tackle player who has limited area in which to move.
- ★ Used to tackle player who has forced you onto your reverse stick side.

### Execution of Skill

- ★ BEFORE tackling MIRROR and/or CHANNEL opponent.
- ★ Wait until opponents are where YOU want them to be.
- ★ Look for ball control errors or time opponent's moves are limited.
- ★ Grip should allow stick to be reversed easily.
- ★ Knees should be bent and weight balanced to allow quick recovery.
- ★ Knuckles of BOTH hands should be on ground so stick is flat.
- ★ Place LEFT elbow behind LEFT knee to get strength in the tackle.
- ★ If opponent drags from fore to back stick SWEEP stick along ground (NOT OVER THE TOP).



### Watch for

- ★ Player slows down opponent before tackling.
- ★ Player waits for best time to tackle.
- ★ Player is balanced to allow quick recovery.
- ★ Player does NOT rush at opponent.
- ★ Stick is low enough so ball CAN'T go under it at any point.
- ★ Stick swept along ground (NOT OVER THE TOP) to change from fore to reverse stick tackle.

### Practise Drills

- ★ Practise tackling in a confined area.
  - ★ Small game points for goal and reverse flat stick tackle.
- 

## 3.2.6 Reverse stick steal

- ★ Used to steal the ball from beside opponent on the reverse stick.
- ★ Used mainly when cannot get in front of fast moving opponent.

### Execution of Skill

- ★ BEFORE tackling CHANNEL opponent and get in front as much as possible.
- ★ Look for ball control errors or time opponent's moves are limited.
- ★ Hold stick in LEFT hand only and extend it out to reach the ball.
- ★ Drag the ball towards you and/or behind the opponent.
- ★ Do NOT touch the opponent's stick or body.

### Watch for

- ★ Player attempts to get in front of opponent as much as possible.
- ★ Player does NOT touch opponents stick or body at any time.

### Practise Drills

- ★ Small game points for goal and reverse stick steal.

### 3.2.7 Poke, jab or lunge tackle

- ★ Used to tackle players who have large area in which to move.
- ★ Used to make player move ball to cause errors, channel and/or set up for flat tackle.
- ★ Used to tackle fast moving opponent.

#### Execution of Skill

- ★ BEFORE tackling MIRROR and/or CHANNEL opponent.
- ★ Wait until opponents are where YOU want them to be.
- ★ Look for ball control errors or time opponent's moves are limited.
- ★ Knees should be bent and weight balanced to allow quick recovery.
- ★ Stick is held in both hands EXCEPT for the lunge forward.
- ★ Step forward and QUICKLY extend stick (held in LEFT hand only).
- ★ Use DUMMY lunges to make opponent move ball and create errors.
- ★ Stick returns to both hands ASAP after the lunge.
- ★ If unsuccessful step back ASAP to continue to mirror opponent and repeat lunges.
- ★ If successful move forward immediately and steal ball with BOTH hands on stick.
- ★ Poke the ball in behind the opponent rather than try to sweep it to the side.



#### Watch for

- ★ Player slows down opponent before tackling.
- ★ Player waits for best time to tackle.
- ★ Player is balanced to allow quick recovery.
- ★ Player does NOT rush at opponent.
- ★ Lunge is made with stick only held in LEFT hand.
- ★ Stick returns to BOTH hands ASAP.
- ★ Player moves backwards if lunge is NOT successful.
- ★ Player moves forward ASAP if lunge IS successful.

#### Practise Drills

- ★ Practise tackling in a confined area.
  - ★ Small game points for goal and poke tackle.
  - ★ Small game points for FLAT tackles in DEFENCE and POKE tackles on the FORWARD line.
- 

### 3.2.8 Trapping on the run

- ★ Used to prevent player from behind catching up.
- ★ Also used to run on to ball passed in front of player.

#### Execution of Skill

- ★ Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.
- ★ Eyes to focus on ball throughout its travel until trap has been completed.
- ★ Feet must move quickly to get eye behind line of ball as early as possible.
- ★ Bend knees to get down low.
- ★ Keep stick upright to allow for bouncy ball and prevent slowing down.
- ★ Stick tilted forward so as to control the ball and prevent it rebounding.
- ★ Keep face of stick at 90° to the direction of the ball.
- ★ Push/bunt ball forward as it meets stick so that it stays on stick as you move forward.

#### Watch for

- ★ Players keep their eyes behind the line of the ball.
- ★ Players watch the ball all the way on to their stick.
- ★ The stick is not held too softly or too firmly.
- ★ Players are well balanced.
- ★ Player propels the ball forward so that it stays on the stick.

#### Practise Drills

- ★ Two lines hit to player who is already running forward to trap on run then hit back.
- ★ Small game points for goal and trapping on the run.

### 3.2.9 Flat stick trap

- ★ This is the easiest way to trap a ball which is coming along the ground.
- ★ However many players tend to be lazy and not get their eyes behind the line of the ball.

#### Execution of Skill

- ★ Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.
- ★ Eyes to focus on ball throughout its travel until trap has been completed.
- ★ Feet must move quickly to get eye behind line of ball as early as possible.
- ★ Bend knees to get down low.
- ★ Stick is placed flat on ground tilted forward.
- ★ Let the stick “give” to the degree required to make ball stay on stick.
- ★ Keep face of stick at 90° to the direction of the ball.
- ★ Ball should be trapped in a protected position near front foot.
- ★ Ball should be trapped in a position to allow immediate movement in any direction.
- ★ Players should let the stick “give” to the degree required to make ball stay on stick.

#### Watch for

- ★ Players keep their eyes behind the line of the ball.
- ★ Players watch the ball all the way on to their stick.
- ★ The stick is not held too softly or too firmly.
- ★ Players are well balanced.

#### Practise Drills

- ★ Hit/Trap game. Team at each end try to hit through other team over line to score.
- ★ Hitting and trapping in pairs.
- ★ Pairs counting how many times they can pass the ball back and forth in a minute.

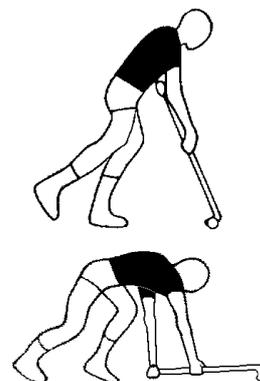
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### 3.2.10 Reverse stick trap

- ★ Used as an advanced skill so as to immediately perform next move e.g. goal shot.
- ★ Also used when player does not have time to get around the ball to trap.

#### Execution of Skill

- ★ Same grip as for dribble.
- ★ Eyes to focus on ball throughout its travel until trap completed.
- ★ Feet must move quickly to get eye behind line of ball asap.
- ★ Bend knees to get down low.
- ★ Left hand reverses stick, right hand lets the stick turn.
- ★ Stick tilted forward to prevent rebound.
- ★ If stick is upright trap ball behind front (right) foot.
- ★ If stick upright keep face of stick at 90° to the direction of ball.
- ★ If stick is flat on ground, have left knuckles on ground.
- ★ If stick is flat, angle it forward so ball will move to strong side.
- ★ Let the stick “give” to degree required to make ball stay on stick.



#### Watch for

- ★ Players watch the ball all the way on to their stick.
- ★ The stick is not held too softly or too firmly.
- ★ Players are well balanced.

#### Practise Drills

- ★ Hit/Trap game. Team at each end try to hit through other team over line to score.
- ★ Hitting and trapping in pairs.
- ★ Count how many times can pass the ball back and forth in a minute (with reverse traps).
- ★ Small game points for goal and reverse stick trap.

### 3.2.11 Trapping deception

- ★ As with all skills a deception will assist the player to execute the skill under less pressure.

#### Execution of Skill

- ★ Get in position for normal trap.
- ★ Just before ball arrives either accelerate forward or drop back to receive ball in a different position.

#### Watch for

- ★ Player does not move too early.
- ★ Player has looked around to see where to move to be in the best space when receiving the ball.

#### Practise Drills

- ★ Hit ball to player with an opponent on one side. Player must deceive opponent when trapping.
- 

### 3.2.12 Big drag

- ★ Often one big drag can be more effectively used to beat an opponent than a series of small drags.

#### Execution of Skill

- ★ Similar to Indian dribble except ball is drag as far outside the foot as possible.
- ★ Ball should be kept on the stick.
- ★ The stick should roll over the ball to stop it running away.

#### Watch for

- ★ Stick is reversed easily.
- ★ Ball is dragged quickly.
- ★ Ball does not run off the stick.

#### Practise Drills

- ★ Set up witched hats or barrier that requires a big drag then introduce a defender.
- 

### 3.2.13 Ball protection - running to the right

- ★ Used as a basic way of protecting the ball from an opponent.
- ★ Used to protect ball from an opponent tackling from the front.

#### Execution of Skill

- ★ While controlling the ball watch the opponent coming at you.
- ★ As opponent draws just near enough to tackle drag ball backwards and to the right.
- ★ Turn the body so that the LEFT shoulder points at the opponent.
- ★ Move the LEFT leg forward and to the right so it's between the opponent and the ball.
- ★ Dribble the ball to the right.
- ★ As opponent tackles push LEFT leg out so the stick strikes the leg NOT the ball.
- ★ If close enough, lean in on opponent so as to push past then cut in behind & go forward.
- ★ If can get past opponent, cut in behind so opponent is totally eliminated.
- ★ If can't get behind, keep opponent on your left as this is a weak tackling position.

#### Watch for

- ★ Player does not run to the right too early such that opponent can run on an angle.
- ★ Player keeps the LEFT leg between the opponent and the ball.
- ★ If possible player pushes past opponent to get in front.

#### Practise Drills

- ★ Opponent rushes from in front to tackle. Player runs to the right to protect ball.
- ★ Small game points for running to the right.

### 3.2.14 Ball protection from the side

- ★ Used to prevent opponent tackling.
- ★ Used when under pressure and not in position to make a pass.
- ★ Used to protect ball from opponent attempting a steal tackle.

#### Execution of Skill

- ★ Dribble in straight line watching opponent's stick.
- ★ As tackler swings at ball move stick SLIGHTLY out & in front of ball.
- ★ For reverse side protection, reverse stick over ball first.
- ★ Hold stick FIRMLY.
- ★ Run stick along ground such that tackler will strike it.
- ★ Once tackler has withdrawn stick, normal dribble can continue.



#### Watch for

- ★ Stick is held firmly.
- ★ Stick is NOT touching ball.
- ★ Stick is NOT swung back to create a stick obstruction.
- ★ Stick head is in front of ball to prevent it being played by opponent.

#### Practise Drills

- ★ Player runs in straight line and protects from tackler from the side.
  - ★ Everyone has a ball and tries to knock each others balls out of a confined area.
  - ★ Small game points for ball protection from the side.
- 

### 3.2.15 Ball protection from in front

- ★ Used to prevent opponent tackling.
- ★ Used when under pressure and not in position to make a pass.
- ★ Used to protect ball from opponent attempting a poke tackle.

#### Execution of Skill

- ★ While controlling ball, watch tackler's stick.
- ★ As tackler swings or pokes at ball move stick SLIGHTLY out & in front of ball.
- ★ Hold stick FIRMLY between the tackler and the ball.
- ★ Once tackler has withdrawn stick, normal dribble can continue.

#### Watch for

- ★ Stick is held firmly.
- ★ Stick is NOT touching ball.
- ★ Stick is NOT swung at opponents stick to create a stick obstruction.

#### Practise Drills

- ★ Player controls ball while opponent in front performs poke tackles.
- ★ Everyone has a ball and tries to knock each others balls out of a confined area.
- ★ Small game points for ball protection from in front.

## 3.2.16 Ball protection from behind

- ★ Used to prevent opponent tackling.
- ★ Used when under pressure and not in position to make a pass.
- ★ Used to prevent chasing opponent from catching up.

### Execution of Skill

- ★ While running with ball watch chasing opponent.
- ★ Watch which side opponent is attempting to pass you to make tackle.
- ★ Move ball to OPPOSITE side of body to where tackler is.
- ★ Move body TO the side where tackler is and run tackler off the ball.
- ★ Drag ball as body moves but NOT far enough for tackler to see it.
- ★ ASAP resume original direction (i.e. prevent being channelled).
- ★ Continue to watch opponent as well as the ball.
- ★ Repeat either side of body as often as necessary.



### Watch for

- ★ Player is watching opponent.
- ★ Player moves ball away from opponent BEFORE moving body.
- ★ Player moves body to run opponent off the ball.
- ★ Body is ALWAYS between opponent & ball (opponent SHOULDN'T see ball).

### Practise Drills

- ★ Player runs with ball while opponent tries to catch up from behind.
- ★ Everyone has a ball and tries to knock each others balls out of a confined area.
- ★ Small game points for ball protection from behind.

## 3.2.17 Pushing left to right

- ★ Used to pass the ball quickly without telegraphing the pass to the opposition.
- ★ Used as a more powerful pass than a reverse stick pass.

### Execution of Skill

- ★ Feet continue to move forward so as not to telegraph the pass.
- ★ Push left elbow forward so that left hand turns the stick under the ball (anti-clockwise).
- ★ Ensure face of stick is at right angles to direction of pass.
- ★ Push both hands both hands in direction of push to keep the stick upright (prevents the ball being lifted).

### Watch for

- ★ Feet and body do not turn.
- ★ Stick face is turned far enough to be at right angles to direction of push.
- ★ Stick is kept upright to prevent lifting the ball.

### Practise Drills

- ★ Stand side on and push to team mate on the right.
- ★ Two on ones (with passive then active defender).

## 3.2.18 Passing

- ★ Used to retain possession of the ball.
- ★ Passing is one of the major skills of the game. Young and lower grade teams do not often string several passes together.
- ★ Passes can be direct or into space for team mate to run on to.
- ★ To retain possession it is important that the RECEIVER dictates the timing, pace and direction of the pass.

### Execution of Skill

- ★ Requires accurate hitting or pushing.
- ★ Requires good trapping.
- ★ Often requires some form of deception.
- ★ Look to see when and where team mate wants the ball.
- ★ Watch the defenders more so than team mates. The pass must “miss” the defenders.
- ★ Look in every direction including backwards for potential passes.

### Watch for

- ★ Accuracy of pass.
- ★ Pass is played between or out of reach of defenders feet and stick.
- ★ The timing, pace, power and accuracy of the pass.
- ★ For moving players the pass should be such that the receiver does not have to change pace or direction to trap the ball.

### Practise Drills

- ★ Running in pairs and passing.
  - ★ Two on ones.
  - ★ Keepings off game.
  - ★ Game where teams get a goal for 3 to 5 consecutive passes that travel more than 5 metres.
- 

## 3.2.19 Reverse stick passing

- ★ Used as a deception.
- ★ This pass is more deceptive than a push from left to right.

### Execution of Skill

- ★ Quickly reverse the stick over the ball and push it to the right keeping the stick on the ball.
- ★ Alternatively use the bottom (right) hand to punch the ball - use a small swing but impart a lot of power.

### Watch for

- ★ Face of stick is at right angles to direction of pass.
- ★ Pass is made firmly.
- ★ Pass is quick enough to be deceptive.

### Practise Drills

- ★ Players pair off and pass the ball using the reverse stick.
- ★ Small game points for goal or reverse stick pass.
- ★ Two on ones.

### 3.2.20 Two on one

- ★ Used to eliminate a single opponent by passing or using the team mate to deceive and eliminate the opponent one on one.
- ★ Often players do not recognise actual or potential two on one situations as they occur in the game.

#### Execution of Skill

- ★ The player with the ball should run fast so that the defender has little time to react to the situation.
- ★ The player with the ball should run at and draw the defender.
- ★ The player with the ball can then either pass or dummy the pass and beat the defender one on one.
- ★ If the defender does not commit at the player with the ball this player can keep running if the pass is covered.
- ★ Passes should be firm and accurate.
- ★ Passes should not be made across the face of the defender (run at not away from the defender to pass).
- ★ The player off the ball should try to move the defender or ghost at the right time.

#### Watch for

- ★ The player with the ball runs at the defender.
- ★ The players run fast.
- ★ The player with the ball watches the defenders movements as well as the team mates position.
- ★ The pass is firm.
- ★ Deceptions are used.

#### Practise Drills

- ★ Two on one and goal shot.
- ★ Three on two where players try to create two on ones.
- ★ Small game points for two on one.

---

### 3.2.21 Signalling and leading

- ★ Used so that team mates can communicate without letting the opposition know.
- ★ Used to deceive opponents without confusing team-mates.

#### Execution of Skill

- ★ Players must get eye contact before a signal is made.
- ★ The signal should be known by each player (eyes, finger etc.) and hidden from the opponent.
- ★ The receiver should make a dummy lead to deceive the opponent and/or move the opponent out of position.
- ★ The dummy lead should be slow enough so the opponent can follow.
- ★ The passer should make a dummy pass to deceive the opponent.
- ★ The receiver should make the actual lead as late as possible to prevent the opponent reacting early.

#### Watch for

- ★ Players get eye contact before signalling.
- ★ The actual lead is not made until the passer is ready to pass.
- ★ The pass is made when the receiver can get there to receive it.
- ★ Deceptions are used.

#### Practise Drills

- ★ Two players with an opponent closely marking one.
- ★ Small game points for signalling and leading.

## 3.2.22 Jinking

- ★ Used to beat a flat stick tackle.

### Execution of Skill

- ★ Grip is as per basic dribble. The LEFT hand should be comfortable.
- ★ Before jinking drag ball sideways to cause defender to lay the stick flat but also to make it easier to jink.
- ★ As the ball moves sideways roll the stick under the ball and give it a small scoop or flick just high enough to get over stick.
- ★ Player should continue to move forward with the ball so that the ball does not run away too far forward.
- ★ If necessary have players start at walking pace with passive defender then build up to a full sprint with active defender.

### Watch for

- ★ Stick stays on ball throughout the drag and jink.
- ★ The ball does not run too far forward off the stick.

### Practise Drills

- ★ One on one with stick laid on ground then build up to active defender.
- ★ Small games points for goals and jinking.

---

## 3.2.23 Stick feints

- ★ Used to deceive and eliminate opponent one on one.

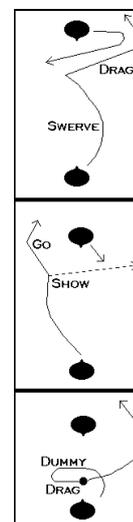
### Execution of Skill

- ★ Do not do a lot of stick work while approaching opponent otherwise attention will be focussed too much on the ball.
- ★ Move/dummy so that defender is tricked into moving in the wrong direction.
- ★ Dummy movement can be either with the body or the stick.
- ★ Player should focus on the opponent's feet, stick and weight transference.
- ★ The ball should be moved immediately the opponent reacts to the dummy.
- ★ The player should cut in behind the defender and protect the ball as quickly as possible.
- ★ Deceptive moves include: Swerve and Drag, Show and Go, Dummy over the ball, Body Swerve.

**Swerve & Drag:** Move ball to the right and as defender shifts to that side swerve towards the left. As defender shifts back watch for when the defender's weight is shifting and/or the defender's legs cross. Immediately drag the ball to the right and then cut in behind the defender.

**Show and Go:** Move to the left and move body around as if to pass the ball to the right. When the defender shifts to the right and/or lays the stick down flat to cut off the pass immediately drag the ball left then cut in behind the defender.

**Dummy over ball:** Move the stick across in front of the ball as if to pass from right to left. In the same motion drag the ball back to the right and cut in behind the defender.



### Watch for

- ★ Dummy move is realistic enough to trick defender.
- ★ Player watches defender's movement.
- ★ Player moves the ball immediately the defender reacts to the dummy.
- ★ Player does not get too close to defender before moving the ball.
- ★ Movement of the ball is quick.
- ★ The player cuts in behind the defender after getting around.

### Practise Drills

- ★ One on ones with passive defender moving up

### 3.2.24 Circular Drag

- ★ elite players should be encouraged to practise this skill as a form of ball protection or elimination skill.

#### Execution of Skill

- ★ Player turns in a continuous circle keeping the ball in contact with the stick.
- ★ Circle should revolve around a stationary central point.
- ★ Perform skill both clockwise and anticlockwise.

#### Watch for

- ★ Ball is kept on stick at all times.
  - ★ Speed of execution of skill.
- 

### 3.2.25 Dig shot

- ★ Used as a powerful goal shot when on the reverse stick side.

#### Execution of Skill

- ★ Motion is similar to reverse stick pass.
- ★ Ball placed between the feet and weight transferred from back (left) foot to the front foot.
- ★ Stick angled as it contacts ball.
- ★ Power imparted by the right hand.
- ★ Stick contacts the ball and the ground at the same time.

#### Watch for

- ★ Player leans back on left foot to start.
- ★ Ball is in between the feet.
- ★ Stick contacts the ground and the ball at the same time.

#### Practise Drills

- ★ Do several practise swings without the ball to get the rhythm then introduce the ball for a shot.
- 

### 3.2.26 Goal shooting

- ★ Players need to observe basic principles to maximise goal scoring possibilities.

#### Execution of Skill

- ★ Get into a good goal scoring position (near goals, not forward of the near post, be down low).
- ★ When running into the circle with the ball straighten it up towards the goals before shooting.
- ★ Look at the goals and goalkeeper to decide where to shoot (Is goalkeeper off the line?).
- ★ Advanced players should hit/push to the side of the foot on which the goalkeeper has all the weight.
- ★ Shoot quickly (e.g. push rather than hit, drop left hand down for shorter back swing, slap hit the ball, hit off either foot).
- ★ Shoot to the far side of the goals so that if the goalkeeper saves the shot it will rebound into play.
- ★ Shoot low into the corners from the top of the circle and high from in close.
- ★ Follow up shot (don't stand back and admire the shot).
- ★ Protect the ball for the shot (e.g. drag it back for a squeeze shot, run to the right using the left foot for protection)

#### Watch for

- ★ Shot is quick - both early shot and avoid big wind up.
- ★ Player always follows up the shot.
- ★ Player looks at the goals and goalkeeper before shooting.

#### Practise Drills

- ★ Players running into circle, shooting immediately and following up rebound.
  - ★ One player in circle receiving rapid succession of passes.
  - ★ Players running down either wing and crossing into circle with/without defenders.
-

## 3.3 Goalkeeping

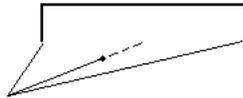
### 3.3.1 Angles

- ★ An essential aspect of goal keeping is to always be on the right line so as not to present the forwards with an easy shot.

#### Execution of Skill

- ★ Regularly check to see where the goals are.
- ★ Keep a mental picture of where the goals are.
- ★ Move along a line between the ball and the centre of the goal near the back of the goal not the centre of the front of the goal.

If move on line from centre of front of goal will leave too large a gap on the side where the ball is.



If move on a line from centre of near back of goal will be on a better line.

#### Watch for

- ★ The gaps between the goal keeper and the goal posts is equal on both sides.
- ★ Goal keeper regularly checks to see where the goals are.
- ★ Goal keeper moves in a straight line towards the ball.

#### Practise Drills

- ★ Two players pass back and forth while goal keeper moves to get on the right line. If goalkeeper is off the line have a shot.
  - ★ One or more players hit at goal from different angles in rapid succession.
  - ★ Player dribbles in to circle, has a shot if goal keeper is off the line and lays off if the goal keeper is on the right line.
- 

### 3.3.2 Stopping with feet

- ★ Often goal keepers let the ball go between their feet. They should therefore practise both direct as well as wide saves.

#### Execution of Skill

- ★ Be up on the toes to be balanced but ready for quick movement.
- ★ Keep head over the ball.
- ★ Quickly bring feet together for ball coming straight.
- ★ For upright save bend knees and keep weight forward.
- ★ Stretch leg by doing the splits for ball hit into the corners of the goal.

#### Watch for

- ★ Goal keeper is balanced.
- ★ Goal keeper keeps eyes on the ball.
- ★ Goal keeper brings legs together (no gap) to save direct shot.
- ★ There is no gap under leg for leg stretch save.

#### Practise Drills

- ★ Practise doing the splits for balls that are hit wide.
- ★ Have partner hit balls both straight and wide into the corners of the goal.
- ★ Have partner lob ball from the top of the circle. Stop it, control it to the ground and clear it.
- ★ Start with feet wide apart and have partner hit hard and straight - bring legs together quickly to save.
- ★ Have partner hit at goal using tennis balls.

### 3.3.3 Kicking

- ★ Kicking should be practised with both toe and instep and stationary and on the run.

#### Execution of Skill

- ★ Shorten steps as approach the ball.
- ★ Keep weight forward.
- ★ Head over ball.
- ★ Keep eyes on ball.
- ★ For raised ball either kick the ball high or lift leg as high as possible with knee bent so kick goes back along ground.
- ★ Goal keepers should be able to kick with either foot.

#### Watch for

- ★ Balance when kicking.
- ★ Head over ball.
- ★ Eyes kept on ball.

#### Practise Drills

- ★ From 25 yard line run to top of circle and kick the ball into the goal.
  - ★ From 5 yards from the goal stand side on and kick ball into goals with instep.
  - ★ Have a team mate roll ball from back line (outside of goals) to top of circle. Run from 25 yard line and kick into goal.
  - ★ Practise kicking the leg high (without the ball)
- 

### 3.3.4 Clearing with stick

#### Execution of Skill

- ★ Action is similar to a one handed push (unless the goal keepers gloves allow for the stick to be held in both hands).
- ★ Rotate right hand (the one holding the stick) to clear the ball from left to right.

#### Watch for

- ★ Goal keeper has strong grip on stick.
- ★ Ball is not raised dangerously.

#### Practise Drills

- ★ Stop balls hit from top of circle close to pads then clear with stick to targets on either side of circle.
- 

### 3.3.5 Stopping with hands or stick

#### Execution of Skill

- ★ Keep eyes on the ball.
- ★ If the ball is close enough dive with both hands together to produce a greater stopping area.
- ★ Keep hand stationary so as not to deliberately propel the ball.

#### Watch for

- ★ Eyes kept on ball.
- ★ Where possible both hands and stick kept together.

#### Practise Drills

- ★ Practise diving to either side.
- ★ Have partner hit at goal using tennis balls to improve reflexes.
- ★ Flexibility exercises to improve agility.

### 3.3.6 Stopping with the body

- ★ This save is used as a smothering technique when the goal keeper is too close to the ball to react to its movement.
- ★ It is important that the goal keeper's equipment is such that it will protect from a hard blow anywhere on the body.

#### Execution of Skill

- ★ Face directly at ball with arms down the side to present the largest possible area.
- ★ Stand up and maintain good balance.
- ★ Push chest out to present large area and so ball will rebound.

#### Watch for

- ★ Goal keeper presents the largest possible area.
- ★ Goal keeper is well balanced.

#### Practise Drills

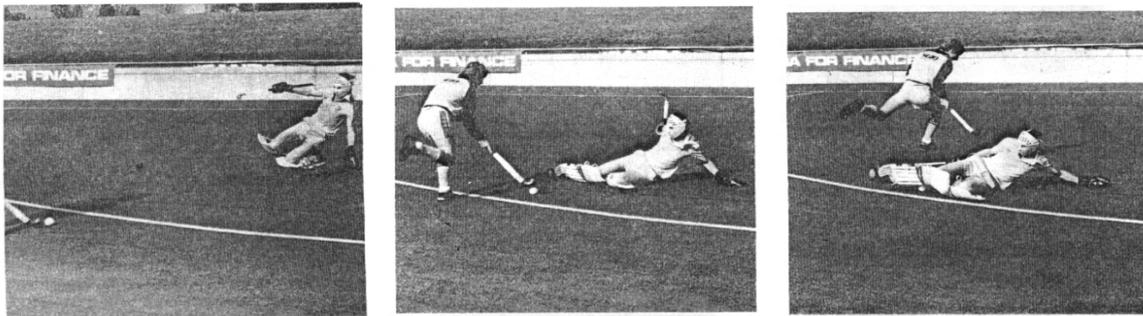
- ★ Have partner flick and undercut at goal using tennis balls from a close range.
- ★ Introduce hockey balls.

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### 3.3.7 Sliding

#### Execution of Skill

- ★ Goal keepers should be able to slide on either side.
- ★ The slide should be on the leg which is closest to the ground.
- ★ The slide should be side on and not feet first.



- ★ The arm nearest to the ground should be used to push back up immediately for quick recovery.

#### Watch for

- ★ Slide is side on.
- ★ The goal keeper is able to recover quickly (push up using arm)

#### Practise Drills

- ★ Lay out 3 balls in a straight line one metre apart (i.e. 2 metres from end to end). Slide at and clear all 3 balls out of the circle.

---

### 3.3.8 Communication

The goal keeper has the best view of any player on the field of opposition players who may be in threatening positions on the field. It is therefore essential that the goal keeper constantly tells the defenders where to move and warns them of players who have got in behind the defence. To do this the goal keeper must be able to read the play.

The goal keeper is in charge in the circle. The goal keeper has right of way and should call loudly if he/she decides to stop or clear a ball that a team mate is also attempting to play.

# 4. Drills

## 4.1 Drill Emphasis

**Feedback** ~ Regular feedback is essential to enable the player to determine how well the skill is being achieved. Is it important to provide constant feedback to players during drills. Drills are NOT there simply to fill in time and allow the players to practise. They are designed to allow the coach to see how well a player is performing the skill and to correct any problems.

**Progression** ~ Drills should be designed to replicate game situations and build up to become more difficult. Where possible drills should finish with a shot at goal.

**Small game rules** ~ As well as points matches, various small game rules can be introduced to encourage players to practise a specific skill or play. These include: players must pass the ball within 2 seconds of receiving it, player with the ball must beat an opponent before they can pass it, player can not pass back to the player who passed to them, players are not allowed to make a sound (no calling for the ball - develops vision skills), 5 consecutive passes scores a goal, players can only tackle specific players, attacking team has an extra player. These are only a few examples. Coaches can introduce any rules they see fit at the time.

The following skills are/may be required by the drill numbers stated next to the skill:

**Vision** ~ 1,2,4,12,13,14,20,22,23,24,25,28,31,32,33,35,36,39,40,41,42,44,46,47,48,49.

**Hitting** ~ 1,3,4,5,6,8,11,12,13,15,16,19,20,22,23,24,25,26,29,31,32,33,35,36,37,40,41,42,44,47,49.

**Pushing** ~ 1,3,5,6,8,9,12,15,16,20,22,23,24,25,29,30,31,32,33,35,36,39,40,41,42,44,45,46,47,49.

**Trapping** ~ 1,3,4,12,16,19,20,21,22,24,25,26,27,29,31,32,33,36,37,39,40,41,42,44,45,46,47,49.

**Dribbling** ~ 7,9,11,14,15,17,18,23,24,25,28,30,31,32,34,35,36,39,40,41,42,44,45,46,47,48,49.

**Tackling** ~ 12,14,15,18,23,24,31,34,35,36,40,41,42,44,45,47,48,49.

**Signalling and leading** ~ 3,6,22,23,24,31,32,33,36,40,41,42,44,47,49.

**Goal shooting** ~ 4,6,11,15,16,25,29,31,32,36,42,44,47.

**Ball protection** ~ 12,14,21,23,24,31,36,40,41,42,44,45,47,48,49.

**Marking** ~ 5,6,23,24,31,32,33,36,40,41,42,44,47,49.

**Outlet play** ~ 8,23,24,42,47,49.

**Fun activities** ~ 9,38,43,45.

**Passing** ~ 1,3,4,6,10,12,13,20,22,23,24,25,29,30,31,32,33,35,36,39,40,41,42,44,45,46,47,49.

**Deception** ~ 5,6,8,12,14,15,18,23,24,26,28,31,33,34,35,36,40,41,42,44,45,47,48,49.

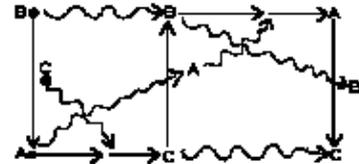
**Fitness** ~ 1,5,11,13,15,18,24,25,36,39,40,41,42,46,47,48.

## 4.2 Drill Explanation

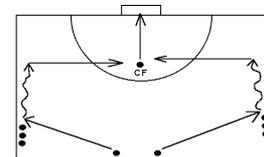
**4.2.1. Passing in pairs** ~ Players run in pairs in a straight line and pass back and forth between them. The receiver should not have to change speed or direction to receive the pass.

**4.2.2. Vision** ~ Player run towards coach with a ball each. Coach holds out arm. Horizontal arm means move in that direction. Arm straight up means stop. A variation on this is the coach holds up a number of fingers and the player with the ball must call out the number. How many numbers can you call out in 25 yards?

**4.2.3. Centre Forward pass** ~ C (middle player) passes flat to A then leads on the angle to receive pass from A. A runs to a position in front of and between C and B. C passes to B who then passes to A. Repeat on opposite side (i.e. A (now the middle player) starts by passing flat to B etc.)

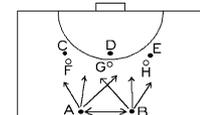


**4.2.4. Wing pass and cross** ~ Players at centre line alternatively pass to each wing with a hard pass. Player on wing receives ball on the run on the open face dribbles down the wing and crosses to the Centre Forward who has a goal shot.



**4.2.5. Man on man marking** ~ Small game where each player is given a specific player to man up on. For beginners players can be paired off. If necessary introduce a rule that players can only tackle the one they are allocated to man up on. For advanced players pair them off against different players e.g. If the teams are A, B & C versus D, E and F then if A marks D, B marks E and C marks F make it that D marks B, E marks C and F marks A. That way each player must find the player they are marking each time there is a turn over.

**4.2.6. Passing to marked players** ~ A and B pass back and forth looking for signal and lead from C, D or E. F, G and H try to mark C, D and E. If C, D or E get the ball they have a goal shot.

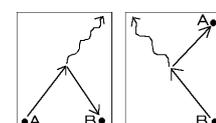


**4.2.7. One metre drag test** ~ Players mark a line about one metre in length then counts how many times they can drag the ball back and forth along the line in one minute. Players can monitor their own progress with this test.

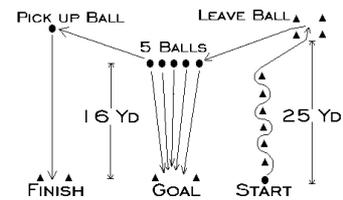
**4.2.8. Outlet play** ~ Play a small 6 a side game. Positions are RB, LB, CH, RW, CF, LW. RB must pass to RW, LB to LW and CH to CF to get the ball out of defence. Another variation to this is to make the CH the only outlet player. Everyone must pass to the CH before passing the ball into the attacking half of the field.

**4.2.9. Hockey tunnel ball** ~ Played like tunnel ball except with stick and ball.

**4.2.10. Reverse stick passing** ~ A dribbles across diagonal of square and uses reverse stick pass to pass to B. B then dribbles across the diagonal and passes back to A. Repeat.

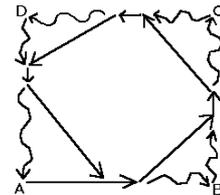


**4.2.11. Skills test** ~ Timed skills test. Player starts by dribbling through hats then leaves ball in a square. Then runs to where 5 balls are laid out and hits them into the “goal”. Then runs to pick up ball and dribble it to the finish. Players can judge their improvement by maintaining a record of their times.



**4.2.12. Pig in a square or triangle** ~ Players form a square or triangle with an extra player in the middle. The players forming the square or triangle pass the ball between them and the player in the middle tries to get it. If the player gets it or a bad pass is made the player in the middle swaps with the one who lost the ball or made the bad pass. Initially players can be stationary but for advanced player they can be allowed to lead around the square.

**4.2.13. Passing to moving player** ~ 4 players form a square with 50 metre sides. A starts with the ball, dribbles towards B who leads towards C. A then passes to B. B receives on the run, controls and passes to C. C then receives on the run, controls and passes to D. D then receives on the run, controls and passes to A. This can be done both anticlockwise and clockwise to practise both flat and then reverse stick trapping on the run.



**4.2.14. Confined space knockout** ~ Every player has a ball in a confined area. If a player has their own ball under control they can knock any other player’s ball out of the area. This can be done as an elimination or players can simply rejoin when they recover their ball. To add simple reverse stick and goal keeper practise a set of witches hats can be laid out leading towards the goal. Any player knocked out has to dribble through the hats and have a shot at goal before rejoining the others in the confined area.

**4.2.15. Race for ball** ~ Players form two lines and are paired off by number with a player in the other line. The coach throws the ball in between the line and calls out one or more numbers. The players with those numbers race to get the ball and have a goal shot. If more than one number is called the players form two teams based on which line they were in.

**4.2.16. Rapid goal shooting** ~ Player stands in circle near penalty spot with players semi-circled around each with a ball. The players in the semi-circle pass to the one in the centre in rapid succession. Player in centre must trap and shoot before next ball comes. A variation on this (used as a trapping drill) is that the player passes the ball back to the one who passed it (again quickly before the next ball comes). An alternative is that one player passes to a second then runs towards markers (one metre apart). Second player has to trap the ball and hit between the markers before the first one gets there.

**4.2.17. Dribbling one handed** ~ Players dribble first with only the right hand on the stick and then with only the left hand both on forestick and backstick. This helps them to understand what each hand does.

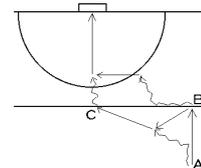
**4.2.18. Individual keepings off** ~ Three players with one ball play individual keepings off. That is who ever gets the ball has to keep it off the other two.

**4.2.19. Accuracy hitting** ~ Two players 20 paces apart try to hit to each other through markings that are only 50cm apart. Count how many out of 10 go through the markings.

**4.2.20. Simple possession** ~ 4 players pass between each other in a set sequence. Then they start moving around in a confined area. Then introduce a second and third group who are doing the same thing. Players should try to move around so that the player passing to them has to look around to find them

**4.2.21. Trapping under pressure** ~ First player hits to second then rushes the second player. The second player must trap, control the ball and protect it or eliminate the rushing player.

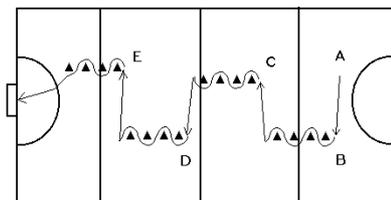
**4.2.22. Leading** ~ A hits to B then walks slowly towards B. When B looks up A leads in towards centre of ground. B passes to A and then walks slowly towards C. A controls ball then passes to C. When C looks up B leads towards goal. C passes to B then runs into circle. B crosses to C who shoots at goal. Can be done on either side of ground.



**4.2.23. Three on two with outlet** ~ Area is set up with a 10 metre goal at one end and two 5 metre goals at the other end (at about an inside forward position on the field). The three players must try to dribble the ball across the line of the 10 metre goal to score a goal. The two players must hit or push the ball between either of the 5 metre goals to score a goal.

**4.2.24. Zone keepings off** ~ Set up an area 20 metres by 20 metres and divide this into 4 squares 10x10 m. Each team has 4 players and each of these is confined to one square only. Play keepings off but players can not move out of their relevant square to pass, tackle or receive the ball.

**4.2.25. Dribbling and passing** ~ A passes to B. B dribbles through hats then passes to C etc. Final player has a goal shot, follows up any rebound, then sprints back to position A with the ball.. To keep the drill moving more than one player should be at each point to start. Also several balls should be at each point. If a player misses the ball he chases it while the next player continues with one of the spare balls.

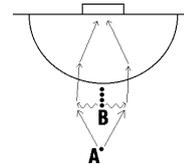


**4.2.26. Hit/trap game** ~ Two teams of players across one 25 yard area. One team at each end. First team starts with one hit attempting to hit the ball through the other team and over the side line. The second team gets a shot back from wherever they trap the ball or, if the ball went out of the 25 yard area, from where it crossed the line. To block in a hit, players can move as close to the hitter as they wish but not within 5 yards. Each team gets one hit in turn until a goal is scored and then the team conceding the goal restarts from about 20 metres in from the goal line (side line).

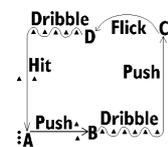
**4.2.27. Trapping on the run** ~ Two lines facing each other. First player leads towards other line. Player at head of other line hits the ball to the first player who traps on the run then lays off to player at head of second line, who has run forward to receive the lay off. This player then dribbles the ball and gives it to the player now at the head of the first line. Continuous.

**4.2.28. Follow the leader** ~ Players in a line each with a ball. Each must follow the one in front of them. The first player tries to lose the player behind by dodging but must not run back through the line of players.

**4.2.29. Trap and turn** ~ Line of players at B. B leads to either side. A hits or pushes to B. B runs into circle and has a goal shot then follows up rebound. B should alternate leads so as to practise receiving the ball on both the forestick and reverse.

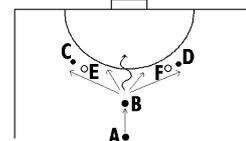


**4.2.30. Multiple skills** ~ Have players stationed at points A, B, C and D. Rest of players line up at A. A pushes through hats to B. B dribbles through hats then pushes to C. C flicks to D. D dribbles through hats, hits to next A then joins queue at A.

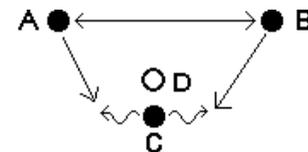


**4.2.31. Four on Two** ~ Four players start at centre line with ball. Two defenders plus a goal keeper start in the circle. Each defender must try to cover two players at once by getting their line or being close enough to tackle one or both of them. Forwards try to score a goal.

**4.2.32. Space recognition** ~ A passes to B then runs to tackle B. B traps and turns. If E and F have stayed on the line with C and D, then B runs or passes through the space to C or D for a shot. If E and/or F close the gap then B passes wide to whoever is free.



**4.2.33. Looking off the ball** ~ A and B pass the ball back and forth to each other. When they DON'T have the ball they look at C. One of the times when C gets eye contact with A or B, C gives a signal to that person. The next time that person gets the ball they pass to C who waited until the person was ready to pass. Then introduce defender D to mark C and/or cut off the pass.



**4.2.34. Jab tackle** ~ Mark a circle or square on the ground about 40 cm across. Player with ball moves ball around and tries to move it through the circle/square. Other player can only do jab tackles and can only jab the ball when it is in the circle/square.

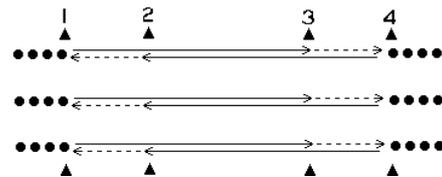
**4.2.35. Two on two** ~ Two players run at a defender to create a two on one. The second defender starts 10 metres behind first defender. Second defender sometimes moves forward and sometimes stays put. If the defender stays put the player with the ball tries to beat the first defender one on one. If the second defender moves forward the player with the ball passes to the team mate who then runs past both defenders and/or rolls ball past both defenders for team mate to run on to.

**4.2.36. Half court** ~ Two teams within 25 yard area. Attackers try to score. If defending team run the ball over the 25 yard area they become the attacking team.

**4.2.37. Obscured trapping** ~ A, B and C stand along the same line. A is 20 metres in front of B and C is 5-10 metres behind B. A hits several balls at B in rapid succession. C must try to trap any balls that B misses. By requiring C to stand behind B, C's vision will be obscured by B. This often occurs with ball hit firmly into a crowded circle.

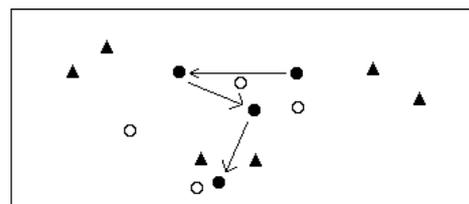
**4.2.38. Non hockey activities** ~ Reduce boredom at training by introducing activities which do not involve hockey. For example soccer, basketball, swimming, go cart racing etc.

**4.2.39. Relay race** ~ Set up 4 markers. First and second are 5 metres apart, second and third 20 metres apart and third and fourth 5 metres apart. Each team has half their players at marker one and the other half at marker 4. Player starts at marker 1, runs to marker 3 and then passes to next player. This player runs to marker 2 then passes to next player etc. A variation to this is that there are no markers at points 2 & 3. Instead the coach stands in the middle and hold up an arm to signal to the players dribbling that the ball can now be passed the rest of the way. Players must do close not loose dribble for this to achieve best results.

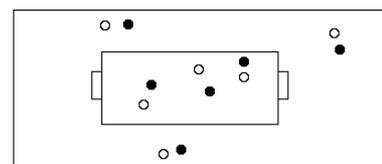


**4.2.40. Three on two continuous** ~ Played across the field. Three players start on one side and try to run the ball past the two defenders on the other side. If they get through or are dispossessed they join the end of the queue on the other side. The player at the front of this queue moves out and joins the two defenders to create three new forwards. Two players come out from the queue at the other side of the ground to form two new defenders. These changes should occur as quickly as possible to keep the drill moving.

**4.2.41. Pass for goal game** ~ Two teams. Three sets of markers set up inside the playing area. A team scores a goal by making two (more for advanced players) passes then completing the next pass by passing to a team mate through one of the sets of markers. The players can make as many passes as they like before passing through the markers but a goal is only scored if the minimum number of passes have been made.

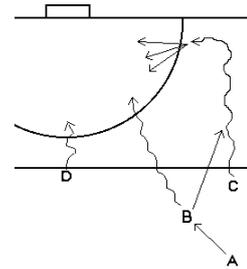


**4.2.42. Inside outside game** ~ Two teams. Half the players are inside the inner rectangle, the other half are outside. Players must stay in their designated area and can move around anywhere within this area. Only those in the inside rectangle can score. Players can pass in and out but can not tackle, trap or pass if the ball is not in their designated area.



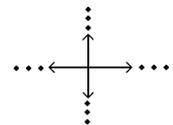
**4.2.43 Hockey cricket** ~ Can be played with teams or simply rotate so everyone takes it in turns to bat and bowl. Continuous cricket rules are used whereby the batter must run to a marker 10 metres to the side of the stumps and back. Bowler can bowl as soon as the ball is returned by a fielder and thereby bowl the batter before the batter gets back in position. Stumps are about the size of a 44 gallon drum. Bowler stands about 10 metres from the stumps and must bowl by flicking or pushing the ball. Batter uses a hockey stick to bat. Any ball which is hit and lands behind the wicket on the full is deemed caught by the keeper, slips or leg slip. Fielders must use their hockey sticks to field the ball. If a ball is trapped in the air and brought to the ground within reach of the fielder it is deemed as a catch. There is no LBW. These rules can be modified as seen fit. For example if a player is hard to get out the marker they run to can be moved further out.

**4.2.44 Wing attacks** ~ A passes to B who traps and plays a through ball for C. B then runs towards the circle to man up on D and cut off any pass C tries to make to D. C runs to pick up the through ball and tries to dribble it to the circle to cross to D. D has a goal shot. If B simply man marks D then C can run in and have a shot. This drill can be done on either side of the ground. Station several players at A to keep the drill moving. After each play the next two players stationed at A move forward into positions B and C. The previous B swaps to become D and the previous C and D rejoin the group at A.



**4.2.45 Golf and tennis balls** ~ Use golf balls for various skills e.g. pushing and trapping, one minute drag test, small games (only pushing) etc. Tennis balls can be used for the goalkeepers reflexes as well as for players to practise trapping so the ball does not rebound. This helps the player understand the difference between stopping a ball and trapping it.

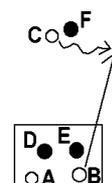
**4.2.46 Cross relay** ~ Two sides run relays that cross each other. Players must move quickly but watch for opposition players running from the side.



**4.2.47 Three goal game** ~ Three teams each with their own specific attacking goal. Only one ball. Each team must compete against the other two teams to score into their specific goal.

**4.2.48 One on one continuous** ~ Area 10 x 5 metres. Two players play a one on one game for a minute. Goal is scored by dribbling the ball over the line at the opposite end to where the player is facing. After 1 minute two new players take over and the first two rest for 1 to 2 minutes. Players waiting their turn help put the ball back in to play when it goes out. Set up a court for each group of six players. If desired players can rotate through the courts so that they face a different opponent the next time around. Players can keep their own score.

**4.2.49 Passing into space** ~ A and B play two on two versus D and E in a confined area. Meanwhile C tries to get away from F further up the ground. At any time A or B have the ball they can make a pass into space for C to run on to.



# 5. Set Plays

## 5.1 Rationale

Much of what occurs in a hockey game is “Off the stick”. That is while some moves can be easily read, players are not absolutely sure what their team mates next move will be. The team mate makes a decision on the spot. Set plays are used so that everyone knows exactly what the next move or series of moves will be. This has three advantages:

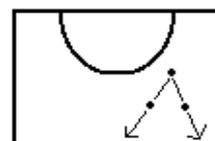
1. The players can practise and perfect the move.
2. While the opposition may be deceived by the move no team mate should be fooled.
3. No player will do something that will make the move fail. For example a set play can be used to create space for another team mate while an off the stick move may see a player lead into a team mate’s space and drag a defender into that space.

Teams should develop strategies (what they want to do) and tactics (how they are going to achieve the strategy) for times when their team has the ball and times when the opposition has the ball. The most obvious series of set plays used by most teams are Penalty Corner Variations. However set plays can be used all over the ground. The following are a few examples of set plays.

## 5.2 Examples

### 5.2.1. Getting ball out of defence ~ Three variations are:

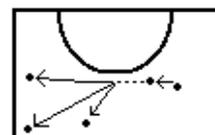
a) Centre half and Wing Half on that side of ground make holes for ball to be hit to CF or Wing.



b) Hit ball to opposite Wing Half. Wing Half must be deep enough to prevent ball from being cut off.



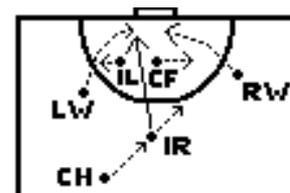
c) Lay off to other Full Back who runs to the right to pass to opposite Wing Half, Wing or Inner.



**5.2.2. Blocking in opposition frees** ~ CF stands up close to free hit. All other forwards form a semi circle with the CF in middle. If opposition try to hit to other side of the ground the Wing on that side must try to cut it off. If they lay off only CF rushes to put pressure on. Rest wait to cut off any pass.



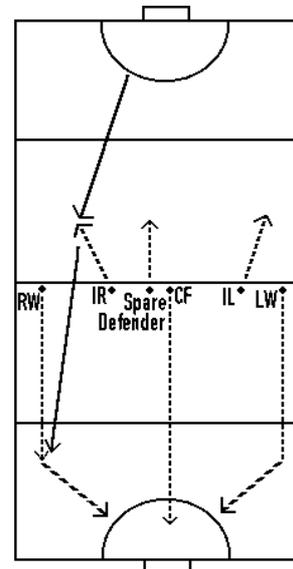
**5.2.3. Free hit outside circle number 1** ~ IR positions as if to take free hit. CH yells “Go up I’ll take it”. IR moves away facing the ball and calling “Yes, yes” as though the ball is to be passed there. CH shapes as though to make the pass but as defenders shift to cover it the CH slips the ball through the space created to the LW lead. The RW runs to get on the pads. The IL and CF can move to each side to create a bigger gap for the pass.



**5.2.4. Wing half overlap** ~ When the Wing half has the ball and has beaten the opposition Wing the Wing Half's team mate leads in towards the centre of the ground to draw the opposition half inside. The Wing Half can then run into the space created on the wing while the Wing drops back to cover.

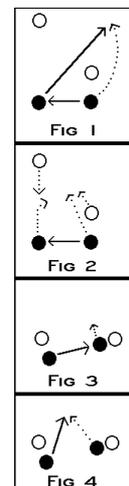
**5.2.5. Wing - inner interchange** ~ A variation on 5.2.4 is that when the Wing leads inside the Inner leads out to the wing for the pass from the Half. Effectively the Wing and Inner swap positions on the field.

**5.2.6 Penalty corner turn over** ~ Most teams bring people up for Penalty Corners and therefore leave less defenders than the opposition has forwards at the centre line. When the corner is taken the Inside forwards and spare defender should run into space in the defending half on either side of the ground while the Wings and CF drop deep into space in attack. Any defender who gets the ball should immediately pass to one of the Inners or spare defender (the defender should have previously looked to see which one is less likely to get covered). The player who receives the ball should immediately pass to the Wing who is least covered (again this decision should have been made before receiving the ball). The Wing should now have the ball deep in attack with the CF and other Wing running into the circle for support.

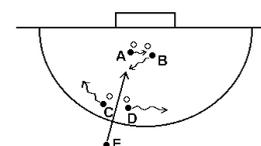


**5.2.7 Centre half space** ~ When the CH runs forward with the ball the CF and Inner on that side of the ground lead out wide in opposite directions. If the defenders move to cover these leads it creates a space for the CH to run into.

**5.2.8 Two on two** ~ Normally when a two on two is performed the first player passes flat and runs around the back of the first defender for an immediate through pass thus executing a two on one (fig 1). However this move does not eliminate the second defender. An alternative is for the first player to run across the first defender while the second player runs at the second defender (fig 2). The defenders shift positions when the flat pass is made and at one stage will be square. At this point in time the second player shields the ball to the right and either passes flat (fig 3) or through (fig 4) to the first player. The first pass requires more skill by the receiver to protect it from the first defender while the second pass requires more skill from the passer to make it easy for the receiver to run on to without confronting other opposition players.



**5.2.9 Free hit outside circle number 2** ~ A runs across B's defender to form a shield. B leads into the space created. At the same time C and D run wide to create a space through which E can pass to B.



## 6. Resources

Each team should be provided with or have access to the following **MINIMUM** resource standards:

### 6.1 Materials & Equipment

**First Aid Kit** ~ An appropriate kit should be provided to each team.

**Balls** ~ Minimum one ball per player in the squad.

**Witches Hats** ~ Minimum 10 witches hats per team.

**Rebound/Trapping Net** ~ Should be available to any team on request.

**Ground Area** ~ Minimum  $\frac{1}{4}$  ground per team. Preference  $\frac{1}{2}$  ground per team.

**Goals** ~ Each team should have access to a goal and marked out circle for training.

**Goal Keeping Equipment** ~ The Club should provide pads, kickers, chest pad, gloves and helmet as minimum goal keeping equipment where the goal keeper does/can not supply their own.

**Video Equipment** ~ Desirable, not essential. If available should be for all teams on request.

### 6.2 Personnel

**Coach:player ratio** ~ Preference is 1:6 with a maximum of 1:10.

**Visiting coaches** ~ Teams should have periodic access to elite players/coaches from within and outside the Club.

**Specialist coaches** ~ Should be available to all teams on request (CF, GK coaches etc.).

**Assistant coaches** ~ All teams should have an Assistant Coach (See Coach:player ratio).

**Team managers** ~ Where possible should be appointed before the selection trials.

**Age group coordinators** ~ One coordinator per junior age group level.

**Umpires** ~ Should be appointed for each junior team prior to the first match.

# 7. Implementation

## 7.1 Method

### 7.1.1 Personnel

The number of teams within the Club training at the same time together with the fact that many teams are fixtured to play at the same time at different venues means that a single person could not satisfactorily implement this program. A solution would be to appoint several people to implement the plan. These people would be:

- ★ State League Men's Coach implements for all senior men's coaches.
- ★ Melbourne league Women's Coach implements for all senior women's coaches.
- ★ U17A Girl's Coach implements for all Girl's teams.
- ★ U17A Mixed Coach implements for all U17 and U15 mixed coaches.
- ★ U13A Mixed Coach implements for all U13 and U11 mixed coaches.
- ★ U9 Coaching Coordinator implements for all U9 and Minkey coaches.

### 7.1.2 Player development

In addition to appointing personnel to implement the plan the Club should conduct in house skills and coaching development programs for junior players. For example:

**U14 Program** ~ Open to all junior players 14 years and younger.

- ★ Two day (12 hours) coaching program for all juniors 14 years and below.
- ★ Elite club and external coaches to conduct individual segments of the program.
- ★ Older, elite (state and representative) juniors used as group leaders. Ratio 1:6.
- ★ Leadership sessions to be conducted with the group leaders.

As well as showing all young players the correct method for executing the various skills this program would also serve as an initial training ground for future coaches (Barefoot Coaches Program).

**Talent group** ~ Squad selected for specialist coaching based on strict criteria. For example:

- ★ All players selected in a Victorian state team in the previous year.
- ★ All players who reached the second last week of state trials in the previous year.
- ★ All players selected in a regional representative (Hotshots etc.) In the previous year.
- ★ All players selected in a state or regional side this year.
- ★ If numbers permit, all first year players in A-grade teams (e.g. U10's in U11A team).

**Remedial group** ~ Open to all interested players nominated by the coach as players who could benefit from some remedial skills coaching.

**Late developers group** ~ Players who have demonstrated above average ability but have not physically developed to the same extent as their peers.

**Mentor program** ~ Senior players act as mentors for younger players. e.g. first grade CF mentors all junior CF's or just A-grade CF's if there are too many.

**Time management counselling** ~ Program designed to assist players to manage their time to balance their schooling, hockey and other commitments so that one does not suffer as a result of the demands of the others.

## **7.2 Monitoring**

### **7.2.1 Responsibility**

The Board of directors should have ultimate responsibility to ensure implementation is properly monitored. This responsibility may be delegated to other persons e.g. age group coaching coordinators.

### **7.2.2 Assessment**

Each age group is required to undertake a skills test designed to determine to what extent the team has achieved the relevant age group standard. For example each U11 player should be able to hit 10 balls through a 0.5 metre gap from 10 metres away within 2 minutes. Older groups get less time.

These tests should be conducted every 6 weeks until the team has achieved all standards.

Test results should be made available to the team coach for information and the Board of Management for review of results.

### **7.2.3 Recruitment**

Any coach is only as good as the players in the team. Therefore it is imperative that there is a recruitment program that attracts "athletes" into the Club. The more players within the Club the greater the chance that several will be champions. Therefore there should not be a limit on the number of players accepted into the Club.

For example if necessary the Club could conduct in house competitions to cater for all comers via a 6 a side competition on ¼ field grounds playing 40 minute games. This would cater for 48 teams in 8 grades U9, U11, U13, U15 boys and girls from 6.00 - 10.30 pm. That is approximately 300 players on the one ground in a single night. The elite players could be selected to play in the VJHA A-grade and Pennant competitions thus catering for an additional 100 players. Local rules could be introduced to compensate for shortages of team entries. These could include: handicaps so that teams of different sex/age can play in the same grade, rule restrictions such as U9's and U11's can't be tackled by U13's if in the same grade, only U9's can score goals etc. Due to the large number of players on the ground the costs would be kept to a minimum - about \$1 per week per player.

## 7.2.4 Recruitment programs

**Bring a friend day** ~ Six a side carnival where teams comprise 3 club players and 3 friends who have not played for the Club before. Players recruit their own friends.

**Letter box drops** ~ Suitable pamphlet espousing the virtues of Your Hockey Club to be placed in letter boxes in February inviting children to a free “Come and try hockey day”.

**School clinics** ~ To be conducted early in first term and pamphlets distributed.

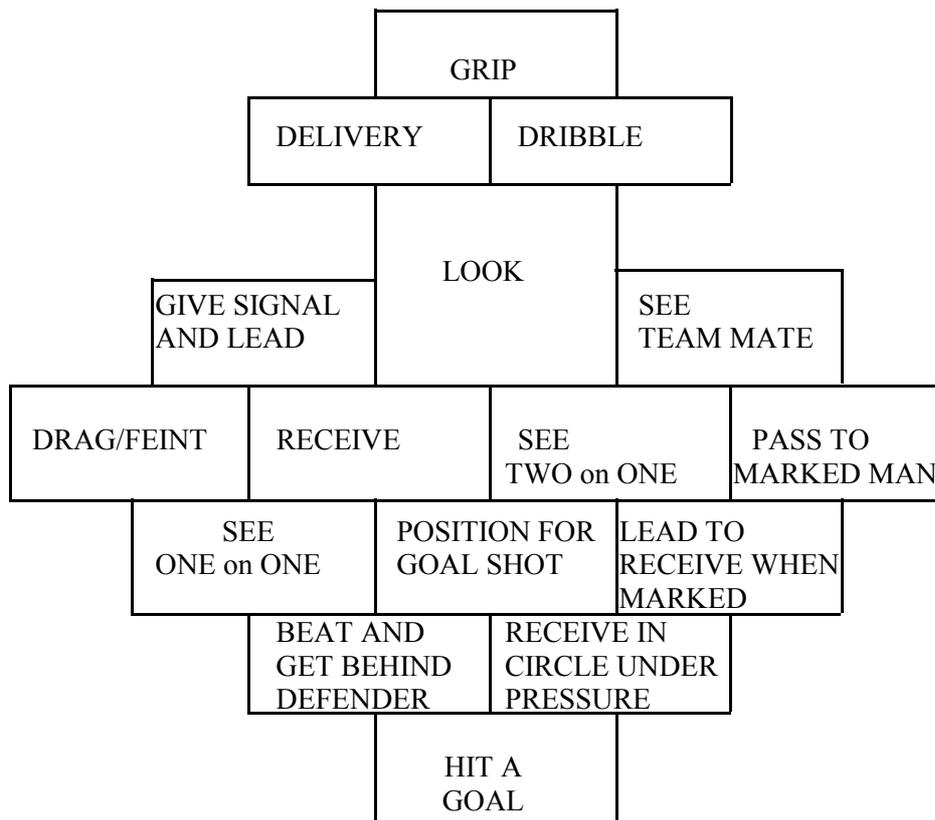
**Parent information nights** ~ Explain Club philosophy and policy and broadly outline the rules of the game.

**Supporting facilities** ~ Parents will be more likely to agree to their children participating if the facilities are of assistance to them. e.g. a crèche in the club house, warm viewing area etc.

**After care programs** ~ Local schools should be approached for the Club to conduct after care hockey programs from 3.30-5.00pm each night or on a set night.

**Play with the stars day** ~ sufficient “Stars” (Redbacks, Australian Players) for one per 6 kids. Teams of 7 played on  $\frac{1}{4}$  grounds. Each team has 6 kids and one “Star”. The “Stars” would probably have to be paid to attend but while they are not required to coach their natural desire to win would encourage them to coach the kids as the carnival proceeded. “Stars” could either be allocated to a set team for the day or rotate so that every kid get one game with each “Star”. Rules such as the stars can’t score goals, can’t run more than 10 metres with ball etc could be introduced.

## HIERARCHY OF SKILLS - DEVELOPED BY MIKE CRAIG




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As can be seen the first thing to get right for each skill is the grip. To get from “Grip” to “Hit a Goal” there are many possible paths but each skill must be taught before going on to the next box. E.g. after the “grip” the player must be taught either “delivery” or “dribbling” skills before being taught to look.

As can be seen the “Look” skill relates to BOTH the player with the ball “See Team Mate” or “See Two on One” and the player off the ball “Give Signal and Lead” or “Receive”.

## 11 COMMANDMENTS OF COACHING

1. EVERY player should enjoy playing and training.
2. Be 100% positive.
3. Be Clear and Simple.
4. Stick to the one point.
5. Always be prepared. Sessions should be planned in advance. Coaches should not stand around thinking “What will we do next”.
6. Coaches should be punctual and require players to follow the example set.
7. Be approachable. Coaches should listen to players concerns, questions, statements. EVERY player should receive a degree of individual attention at EVERY training session.
8. Be active. Players should be kept active as much as possible. Coaches should set the example by being “busy” all the time.
9. Coaches should instil an attitude of fairness and sportsmanship in all players by word and deed.
10. Players who are coping easily should be extended. Players should be encouraged to practise at home.
11. By the end of the year EVERY player should have had at LEAST ONE problem area of their game play and/or skills identified and corrected.

## PRACTISE SESSION PLAN

DURATION	TOPIC	DETAIL
Pre session	WARM UP	by players PRIOR to scheduled session start time.
10 minutes	Revise Basic Skills	<p>3 Minutes doing 1 metre drags individually. Watch for</p> <ul style="list-style-type: none"> <li>- correct position of LEFT hand at top.</li> <li>- RIGHT hand does not turn with the stick.</li> <li>- WEIGHT is transferred from side to side with ball.</li> </ul> <p>2 Minutes doing PUSHING and TRAPPING in pairs. Watch for</p> <ul style="list-style-type: none"> <li>- correct grip.</li> <li>- knees bent.</li> <li>- for trapping feet move quickly to get in behind ball.</li> <li>- for trapping ball is trapped in a position for next move.</li> <li>- for trapping the ball is trapped in a protected position.</li> <li>- for trapping stick is kept upright as much as possible.</li> <li>- eyes on the ball.</li> <li>- for pushing stick stays on the ball for a long distance.</li> </ul> <p>2 Minutes doing HITTING and TRAPPING in pairs. Watch for</p> <ul style="list-style-type: none"> <li>- correct grip.</li> <li>- knees bent.</li> <li>- Hands together.</li> <li>- Swing through the ball - DON'T tuck elbows in to side.</li> </ul> <p>3 Minutes doing BASIC TACKLING TECHNIQUE in pairs. Watch for</p>
15 minutes	Revision of previous week's new skill(s) and/or introduce new skill(s)	<p>Examples of New Skills</p> <ul style="list-style-type: none"> <li>- Tackling - Flat, Poke, Steal.</li> <li>- Pushing on the run.</li> <li>- Hitting on the run.</li> <li>- Two on one.</li> <li>- Reverse stick passing.</li> <li>- Goal Shooting</li> <li>- Indirect passing.</li> <li>- Ball protection - from behind, side &amp; running to right.</li> <li>- Ghosting.</li> <li>- Playing close to opponents feet.</li> <li>- Slip trap.</li> <li>- Stick dummies.</li> <li>- Change of pace.</li> </ul>
30 minutes	Team Skills or Revise Old Skills based on strength & weakness identified during last match.	<p>Examples of Team Skills.</p> <ul style="list-style-type: none"> <li>- Penalty Corners.</li> <li>- Getting Ball out of defence.</li> <li>- Blocking in opposition free hits.</li> <li>- Position Play.</li> <li>- Possession Play.</li> <li>- Creating Space.</li> <li>- Team Tactics.</li> <li>- Set Plays.</li> <li>- Use as extra time for New Skills above.</li> </ul>
5 minutes	Small Game to finish.	Can be used as a points match to practise a skill.
End	Warm Down.	

<b>DURATION</b>	<b>TOPIC</b>	<b>DETAIL</b>
Pre session WARM UP	by players PRIOR to scheduled	session start time.
10 minutes	Revise Basic Skills	
15 minutes	Revision of previous week's new skill(s) and/or introduce new skill(s)	
30 minutes	Team Skills or Revise Old Skills based on strength & weakness identified during last match.	
5 minutes	Small Game to finish.	Can be used as a points match to practise a skill.
End	Warm Down.	

# MATCH ASSESSMENT SHEET

## Appendix 3.3

To be completed during and after match.

**ROUND ... GAME Your Hockey Club Vs ..... DATE .../.../....**

	US	THEM
<b>TEAM STRENGTHS</b>		
<b>TEAM WEAKNESSES</b>		
<b>HOW WERE GOALS SCORED?</b>		

**NOTES** (To assist with half time and post match talk and planning next training session.)

**INDIVIDUAL PLAYER'S STRENGTHS & WEAKNESSES** (To include individual training at next session)

NAME	STRENGTH	WEAKNESS	COMMENTS

## TEACHING PROTOCOL FOR NEW PLAYERS - BY JOHN MOWAT (VIS COACH)

1. **Moving with the ball:** Show players how to hold the stick in order to move with the ball.
  - a. Left hand holding the top of the stick in a manner that allows the player to read their watch.
  - b. Right hand holding the stick at the junction of the grip and the towelling.
  - c. Stick is on the ball at all times when running with it.
  - d. Ball carried outside the line of the right foot and well forward of it. If looking from side-on, the stick appears to be leaning back on an angle.
  - e. Practice moving around with ball, keeping stick on the ball, looking up regularly to observe direction of movement.

**Progression:**

- a. Move in straight line.
  - b. Move in different directions but keep the ball on the forestick.
  - c. Balance ball on the stick.
  - d. Place ball on stick, throw it in the air and catch it.
  - e. Bounce and catch with a partner.
2. **Moving the ball L-R, i.e. the Indian dribble.**
    - a. Left hand grip allows player to read their watch. With one turn of left hand stick face should be upright on reverse side. If not grip is incorrect.
    - b. Right hand cradles the stick as it is turned by the left hand.
    - c. Player to then move forward with the ball moving it from side to side. BUT the ball movement MUST be a forward zig-zag movement. The player has to turn the face of the stick in the direction the ball is to travel.

**Progression:**

- a. Move in a straight line moving the ball side to side.
- b. Move in different directions, pushing off opposite foot to direction the player intends going. Going left push off the right foot, and vice-versa.
- c. Move through a random arrangement of cones.
- d. Put a group of players in a square, moving around trying to keep their ball whilst attempting to steal that of other players.

**3. Push:**

- a. Same grip as for dribbling.
- b. Stick against the ball.
- c. Move forward with the ball, keeping the stick on it, then push the ball forward off either foot.
- d. For stationary push; side-on stance with left shoulder pointing towards the target.
- e. Stick on ball, with ball level with the right foot.
- f. Move ball toward target, keeping stick on ball, transfer weight from back foot to front foot. bend left knee, release ball as it passes left foot.
- g. Follow through with the stick, low around the body.

\*Teach moving push first, as it allows greater flexibility later on.

**4. Trap:**

- a. Same grip as for dribble.
- b. As ball comes toward player, get head behind ball with stick down on the ground in line with the ball.
- c. Feet balanced but don't specify a rigid position. Feet should be in position for immediate movement in any direction after the trap is made.
- d. there should only be one sound as the ball hits the stick on the trap.

**5. One on One:** Object is to get the opponent off balance and then eliminate quickly.

- a. Play British Bulldog, ask the players how they know when they can eliminate the opponent.
- b. With sticks and a ball, play one on one, but with the modification that the tackler tries to prevent the attacker getting past by changing body position but without actually playing the ball. The attacker moves forward at speed taking the ball in an arc to one side. As soon as the defender follows, the attacker simply changes direction with a forward drag and then eliminates the defender.
- c. Actual full practice.

**6. Tackling:** Object is to channel the forward to one side, slow the forward down and then tackle.

- a. Play British Bulldog focussing on the defensive role and what they are trying to do.
- b. With sticks & ball, as in one on one, try to force forward to where the defender wants the forward to go. But without trying to steal the ball.
- c. To practise stealing, have the defender walk beside the forward & steal ball without hitting the opponents stick. Do on both sides of the body.
- d. Full practice.
- e. Put into a small game.

Aim of above is to quickly, put players into 2v2 small games with points given for achieving a designated skill during small game, eg. pushing off right foot, stealing ball, eliminating one on one. If players are struggling to hold possession in the game, modify rules so that players cannot tackle ball carrier, but can only intercept the ball. Another useful rule for young players is that only one opponent can confront ball carrier. This prevents packs forming. Equally, playing in bigger spaces allows ball carrier to have plenty of time to make decisions - a crucial part of development at an early age. To enhance development of this facet, continually ask questions of players as game situations arise, to ascertain understanding.

# STRETCHING

**Injury prevention** ~ Tight muscles and tendons are more prone to injury because the load is absorbed over a short distance instead of over the optimum range of muscles. Tight, shortened muscles cannot absorb shock forces very well. The forces are transmitted to the joints and bones, causing joint degeneration and stress fractures.

**Body temperature** ~ A warm-up is more than just stretching. It should also include some activity that raises the body temperature, especially in cold conditions. Stretching is more effective when the muscles are warm.

**Myths** ~ “Further is better” is wrong. Overstretching can cause damage by tearing muscle and tendon. “No pain, no gain” is wrong. Stretching should not be painful. It should feel like comfortable tension.

## STRETCHING EXERCISES - BY GILLIAN WEBB

Senior Lecturer, Physiotherapy, University of Melbourne

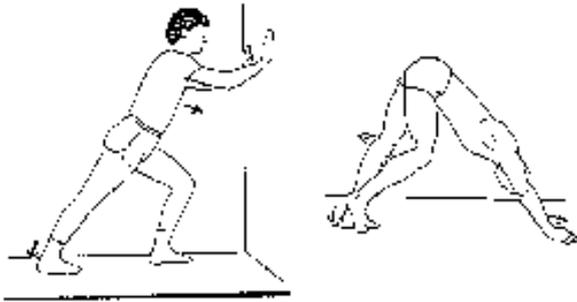
### Warm Up

It is important that everyone warms up before training and also before playing a match. Before stretching it is important to warm up the muscles. To do this:

- 1) Jog - twice around the perimeter of the hockey ground.
  - once is enough for the under 9's.
  - jogging should be reasonably slow and relaxed. It is NOT a race.
- 2) Stretches - should be done slowly and rhythmically - players should NOT “bounce”.
  - should be held for at least a count of 10 seconds.
  - should be done at the point where it feels uncomfortable but not painful.
  - refer stretches on next page - calf, hamstring, quadriceps, groin, back, trunk & arm.
- 3) After stretching do some sprints interspersed with jogging across the ground to help with aerobic fitness.
- 4) Ball and stick skills.
- 5) After a match or a vigorous training session it is important to leave the muscles in a good state. To do this the muscles must be lengthened and so stretching should be done again. This will also get rid of some of the tiredness and soreness in the muscles.
- 6) The players should be encouraged to do these stretching exercises daily in order to prevent injuries. The stretches used will vary on the environment e.g. it is not a very good idea to do stretches before a match that require the player to sit on the ground if it is wet.
- 7) It is important for coaches of junior teams and the parents of the junior players to realise that children have very tight muscles and need to do a lot of stretching. The children often have very rapid bony growth at this stage but their muscles have not lengthened as rapidly.
- 8) We should be trying to teach the junior players not only the skills of playing hockey but also how to look after their bodies and lay down good training habits. Stretching not only prevents injuries but will also help to improve the standard of the player's game by improving their agility, coordination and general fitness.

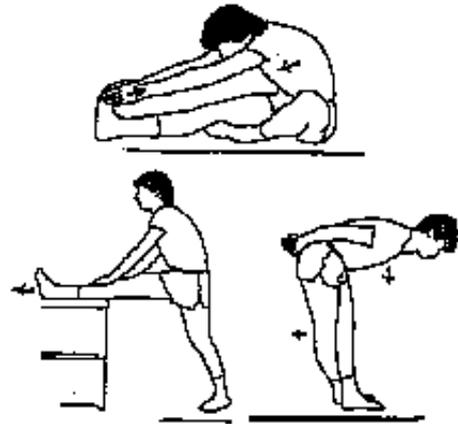
**Calf**

- 1) keep heel flat on the ground.
- 2) keep back knee straight.
- 3) lean body evenly forward.



**Hamstring**

- 1) keep knee straight.



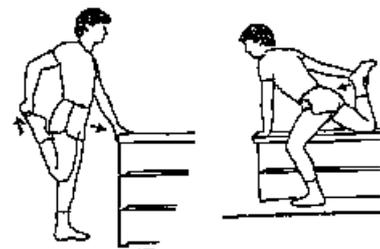
**Hip adductors - groin**

- 1) keep one knee straight and slowly lunge sideways.

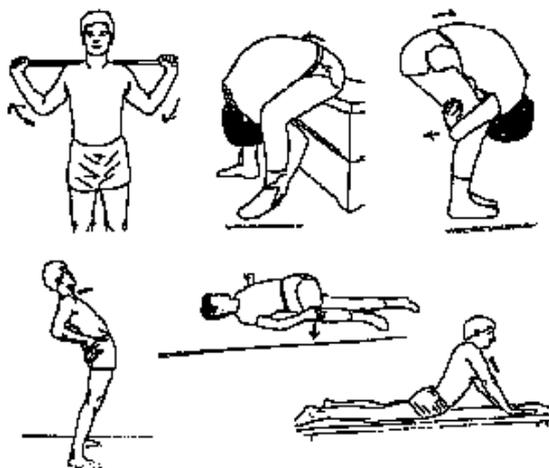


**Quadriceps - front thigh**

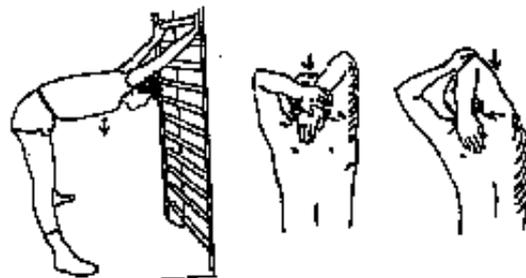
- 1) push hips forward.
- 2) keep thigh behind line of body.
- 3) keep body upright.



**Trunk**



**Arm**



## ITC MEN'S HOCKEY

AHA BI-MONTHLY PLAYER EVALUATION  
COACHES RESPONSE

Athlete \_\_\_\_\_ Coach \_\_\_\_\_ State \_\_\_\_\_

Date \_\_\_\_\_

Please complete the following questions in consultation with the athlete over the past two months. Please give ratings according to the scale below addressing the key areas that have been identified by the National Coach/Assistant Coach; AIS Head Coach and or ITC Coach. The rating scale should be applied as; 1 poor: 3 skill developing : 5 excellent

**FIELD PLAYERS**

SKILL	RATING	COMMENTS
<b><i>PASSING</i></b>		
- Pushing inside 15m	1-2-3-4-5-6-7-8-9-10	_____
outside 20m	1-2-3-4-5-6-7-8-9-10	_____
- Hitting inside 20m	1-2-3-4-5-6-7-8-9-10	_____
outside 25m	1-2-3-4-5-6-7-8-9-10	_____
Overheads inside 20m	1-2-3-4-5-6-7-8-9-10	_____
outside 25m	1-2-3-4-5-6-7-8-9-10	_____
- Reverse	1-2-3-4-5-6-7-8-9-10	_____
- Mobility	1-2-3-4-5-6-7-8-9-10	_____
- Disguise	1-2-3-4-5-6-7-8-9-10	_____
- Footwork and Balance	1-2-3-4-5-6-7-8-9-10	_____
- Recognise to pass stick / space	1-2-3-4-5-6-7-8-9-10	_____
<b><i>RECEIVING</i></b>		
- Flat	1-2-3-4-5-6-7-8-9-10	_____
- Reverse	1-2-3-4-5-6-7-8-9-10	_____
- Overheads	1-2-3-4-5-6-7-8-9-10	_____
<b><i>DISPOSSESSION/TACKLING Ivl</i></b>		
- Channelling	1-2-3-4-5-6-7-8-9-10	_____
- Flat side	1-2-3-4-5-6-7-8-9-10	_____
- Reverse side	1-2-3-4-5-6-7-8-9-10	_____
- Footwork and Mobility	1-2-3-4-5-6-7-8-9-10	_____
- Decisions regarding timing and selection	1-2-3-4-5-6-7-8-9-10	_____
-Interceptions	1-2-3-4-5-6-7-8-4-10	_____

**ELIMINATIONS**

- Left to Right 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Right to Left 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Jink 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Throw and Go 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Body and Stick Feints 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Decisions to Eliminate 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_  
(watching behind opponent)
- Spin 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Swivel 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**WINNING THE HARD CONTEST**

- Strength over the ball 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Strength on the ball 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**AWARENESS OFF THE BALL**

- Recognising & understanding  
1v1, 2v1, 3v2, 2v2 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Ability to move with ball to create  
them 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- If running off the ball, ability to  
manipulate their opponent to  
create the above 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- watches opponents as much as  
the ball 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- keeps visual & voice contact with  
main distributors & receivers on  
the same team 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**COMMUNICATION (verbal clues)**

- With the ball 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Without the ball 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- During transition 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**GOALSCORING**

- Positioning 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Array of techniques 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Footwork and Balance 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Swing speed 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Improvisation ability 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Ability to manoeuvre defenders 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Receiving skills under pressure 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**SPECIALISTS SKILLS**

- eg: PC attack/defence 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

***INVOLVEMENT IN THE GAME***

- When opposition has the ball anticipates that they will become involved and therefore moves to manipulate opposition & receive on turnover by opposition 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- When own team has ball moving to become involved Recognising situations where they can become involved 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

***TEMPERAMENT AND ATTITUDE***

- Ability to handle pressure situations, umpiring decisions, harassment by opponents 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Preparedness to play each game \_\_\_\_\_
- Ability to refocus when distracted 1-2-3-5-5-6-7-8-9-10 \_\_\_\_\_
- Possessiveness towards team-mates 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Use of voice to communicate 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Attitude towards coach and team-mates 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

***DECISION MAKING***

- Does it appear that the player is making decisions about what is happening around them 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Does there appear to be any barriers to your player attempting plays and to taking risks 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

***GENERAL ASPECT***

***ATTITUDE*** 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

- FITNESS*** 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Aerobic 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Strength 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Flexibility 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Speed 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_
- Core Strength 1-2-3-4-5-6-7-8-9-10 \_\_\_\_\_

**SPECIFIC AREAS WHERE THE ATHLETE PERFORMED WELL**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**SPECIFIC AREAS THAT REQUIRE ATTENTION**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**ANY OTHER COMMENTS**  
(eg: injury, life skills etc)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMENTS IN RELATION TO ATHLETE WEEKLY MONITOR**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this athlete evaluation. Please take this opportunity to speak with the National Coaches/AIS Coach to discuss each athlete’s progress. Return this evaluation to the High Performance Manager, PO Box 144, Come, WA, 6152

**ITC MEN'S HOCKEY**  
**AIM PI-MONTHLY PLAYER EVALUATION**  
**COACHES RESPONSE**

**Athlete** \_\_\_\_\_ **Coach** \_\_\_\_\_ **State** \_\_\_\_\_

**Date** \_\_\_\_\_

Please complete the following questions in consultation with the athlete over the past two months. Please give ratings according to the scale below addressing the key areas that have been identified by the National Coach/Assistant Coach; AIS Head Coach and or ITC Coach. The rating scale should be applied as; 1 poor: 3 skill developing: 5 excellent

**GOALKEEPING**

<b>SKILL</b>	<b>RATING</b>	<b>COMMENTS</b>
<b><i>BALANCE</i></b>		
Ability to be well balanced with good weight distribution.	1-2-3-4-5-6-7-8-9-10	_____
Ability to regain balance following initial save.	1-2-3-4-5-6-7-8-9-10	_____
Ability to regain balance following charge of angle by attack.	1-2-3-4-5-6-7-8-9-10	_____
Ability to have good point of balance for goal shot given movement due to decision making.	1-2-3-4-5-6-7-8-9-10	_____
Ability to regain balance for secondary and subsequent saves.	1-2-3-4-5-6-7-8-9-10	_____
<b><i>ANGLES</i></b>		
Ability to close off angles appropriately for set shot.	1-2-3-4-5-6-7-8-9-10	_____
Ability to have correct angles following ball movement with circle	1-2-3-4-5-6-7-8-9-10	_____
Confidence to reduce opponents angles with minimal movement	1-2-3-4-5-6-7-8-9-10	_____
Ability to control the distance out from goal- patience	1-2-3-4-5-6-7-8-9-10	_____
Ability to stay upright and 'parry' the opponent where required	1-2-3-4-5-6-7-8-9-10	_____
<b><i>FOCUS</i></b>		
Ability to cope with distractions	1-2-3-4-5-6-7-8-9-10	_____
Ability to control 'fine focus' and anxiety when under pressure	1-2-3-4-5-6-7-8-9-10	_____
Awareness of opposition options which may require his anticipatory reaction	1-2-3-4-5-6-7-8-9-10	_____

***PENALTY CORNERS***

Goal Coverage for - Hit	1-2-3-4-5-6-7-8-9-10	_____
- Flick		_____
Timeliness of decision to stand up or lie down	1-2-3-4-5-6-7-8-9-10	_____
Balance and Composure in coping with variations	1-2-3-4-5-6-7-8-9-10	_____
Angle coverage for variations	1-2-3-4-5-6-7-8-9-10	_____
Quickness to recover from initial save	1-2-3-4-5-6-7-8-9-10	_____

***PHYSICAL***

Agility and mobility	1-2-3-4-5-6-7-8-9-10	_____
Quickness and balance from prone or sliding situations	1-2-3-4-5-6-7-8-9-10	_____
Leg Power	1-2-3-4-5-6-7-8-9-10	_____
Body Strength	1-2-3-4-5-6-7-8-9-10	_____
Reaction / Reflex Speed	1-2-3-4-5-6-7-8-9-10	_____

***PSYCHOLOGICAL***

Hockey / Game Knowledge	1-2-3-4-5-6-7-8-9-10	_____
Decision Making Under Pressure	1-2-3-4-5-6-7-8-9-10	_____
Courage and	1-2-3-4-5-6-7-8-9-10	_____
Effective Communication	1-2-3-4-5-6-7-8-9-10	_____
Confidence	1-2-3-4-5-6-7-8-9-10	_____
Ability to stay in control	1-2-3-4-5-6-7-8-9-10	_____

***PENALTY STROKES***

Power generated from legs	1-2-3-4-5-6-7-8-9-10	_____
Ability to reach extremities of goal	1-2-3-4-5-6-7-8-9-10	_____
Consistency in saving of 'Savable' flicks	1-2-3-4-5-6-7-8-9-10	_____
Mental strength 'in the moment'	1-2-3-4-5-6-7-8-9-10	_____

***GENERAL ASPECT***

<b><i>ATTITUDE</i></b>	1-2-3-4-5-6-7-8-9-10	_____
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<b><i>PHYSIOLOGICAL PROFILE</i></b>	1-2-3-4-5-6-7-8-9-10	_____
- Explosiveness	1-2-3-4-5-6-7-8-9-10	_____
- Strength	1-2-3-4-5-6-7-8-9-10	_____
- Flexibility	1-2-3-4-5-6-7-8-9-10	_____
- Speed	1-2-3-4-5-6-7-8-9-10	_____
- Core Strength	1-2-3-4-5-6-7-8-9-10	_____

**SPECIFIC AREAS WHERE THE ATHLETE PERFORMED WELL**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**SPECIFIC AREAS THAT REQUIRE ATTENTION**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**ANY OTHER COMMENTS**

(eg: injury, life skills etc)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMENTS IN RELATION TO ATHLETE WEEKLY MONITOR**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this athlete evaluation. Please take this opportunity to speak with the National Coaches/AIS Coach to discuss each athletes progress. Return this evaluation to the High Performance Manager, PO Box 144, Come, WA, 6152

# SUMMER PROGRAM

## DEVELOPED BY VIS COACH COLIN BATCH

Key focus To build aerobic / acceleration fitness.  
To improve / develop base skills.

	Session 1	Session 2
<u>Week 1</u>	jog/stride/sprint x 10 (25 yards) passing skills, hitting mobile trapping Small game	Shuttle test 25 yd x 10 run throughs brief review of session 1 small game or intro 1v1
<u>Week 2</u>	reverse side skills trapping, hitting 1v1 x 6 (1 min) match half ground	jog/stride/sprint x 10 2v2 elimination skills ball protection
<u>Week 3</u>	review week ½ 3x300 steady pace (1 lap of ground) match half ground	1v1 x 6 1 min learn principals of 3v2, small games, 4v4,6v6
<u>Week 4</u>	4x300 steady pace mobile trapping reverse skills match half ground	revisit 3v2 learn 2v3, 1v2  small games, 4v4,6v6
<u>Week 5</u>	jog 50, sprint 25 around a rectangle x 10 & Repeat 1v1 x 6 1 min match half ground	Review skills principles of 3v2, 2v3 match half ground