



CANADA

Peewee | Learn to Train

HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN

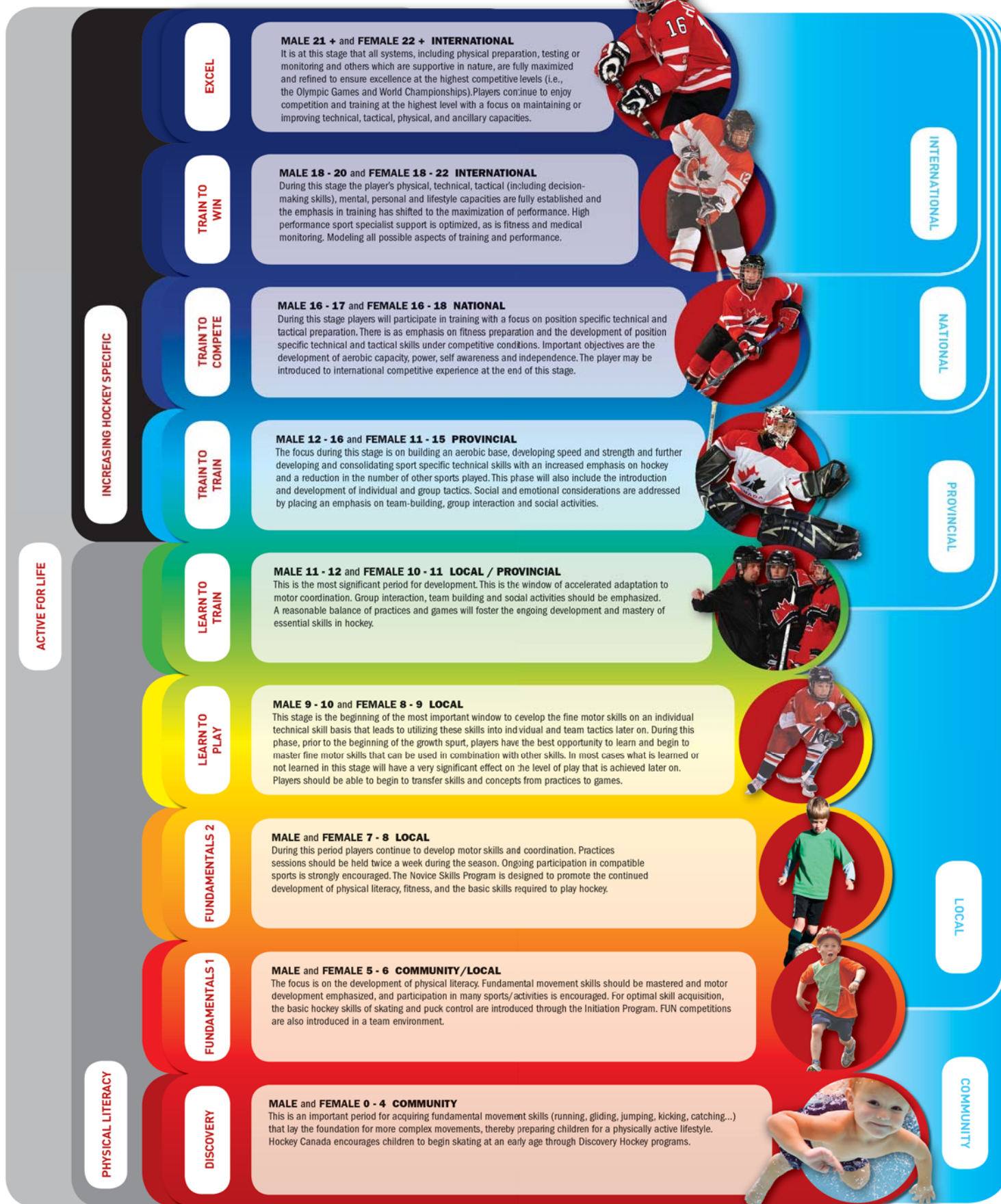
Hockey For Life, Hockey for Excellence





HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE


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



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

LEARN TO TRAIN

MALE 11 - 12 and FEMALE 10 - 11 PROVINCIAL/ LOCAL
This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.



Objective

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

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



PLAYER DEVELOPMENT
Développement des joueurs

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

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

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

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

Hockey Canada Development Programs

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



PLAYER DEVELOPMENT
Développement des joueurs



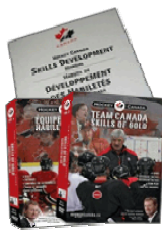
Development Resource Programs – Pee wee



Pee wee Manual



Off-Ice Manual



Skills of Gold



Checklist



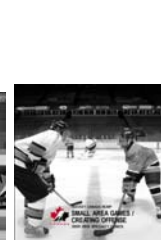
Drill Pack 1



Drill Pack 2



Hockey Canada's Specialty Clinics



Suggested Specialty Clinic Timelines – Pee wee

Specialty Clinic

Months

Skating

Sept/Apr

Puck control

Sept/Apr

Small area games

Sept/Apr

Shooting/Scoring

Sept/Apr

Goaltending

Sept/Apr

Specialty Clinic

Months

Creative thinking

Sept/Apr

Checking

Sept/Apr

Ind. Tactics

Oct/Apr

Developing Def.

Oct/Apr

PK/PP

Feb/Mar



PLAYER DEVELOPMENT
Développement des joueurs

PEEWEE PROGRAM

Length of Season:

32-38 weeks:

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

Frequency per Week:

3-4 times

Number of Games per Season:

45-50

PEEWEE PROGRAM

General Objective:

Learn overall sports skills.

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

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

Guiding Principles:

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

Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – PEEWEE



PLAYER DEVELOPMENT
Développement des joueurs

Learn to Train to Do List: Peewee

For Branches

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

- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.
- Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines

For Associations

- Continue to share ice between teams to maximize the usage of the ice, especially during prime time
- Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings
- Structure competition based on the differences in development and abilities
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide mentoring pathway within organization

For Coaches

- The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution)
- The training session preparing the team for a competition must mirror the game requirements
- Begin to work with players on the mental skills of goal setting, visualization, focus
- NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players.
- Continue to focus on the fundamental technical skills and the tactical application of these skills
- The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.

For Parents

- Learn to go to the limit of your performance capabilities if you wish to improve
- Begin to focus on 2-3 sports but continue to be active
- Physical preparation becomes important and a focus on training is key – develop good habits
- Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game
- Parents educate themselves on what types of training should be done at this age or the development age of their kids for educated enrolment in supplementary programs.



PLAYER DEVELOPMENT
Développement des joueurs



HOCKEY CANADA CORE SKILLS

PEEWEE



Moving Passing and Receiving	Snap Shot	Slap Shot	Tips and Deflection	Offensive Tactics – Defensive Zone	Offensive Tactics – Neutral Zone
<input type="checkbox"/> Moving saucer pass - backhand	<input type="checkbox"/> One timer	<input type="checkbox"/> One timer <input type="checkbox"/> In motion	<input type="checkbox"/> Shot / pass deflection – forehand & backhand	<input type="checkbox"/> Chip pass	<input type="checkbox"/> Ladder <input type="checkbox"/> Jackhammer <input type="checkbox"/> Counter attacks

Offensive Tactics – Offensive Zone	Individual Defensive Tactics	Defensive Tactics – Neutral Zone	Breakouts	Offensive Zone	Forechecking
<input type="checkbox"/> Change point of attack <input type="checkbox"/> Drag & shoot <input type="checkbox"/> Sprint & shoot <input type="checkbox"/> One timers	<input type="checkbox"/> Pinning <input type="checkbox"/> Body checking <input type="checkbox"/> Shot block	<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2	<input type="checkbox"/> Wheel option <input type="checkbox"/> Quick up <input type="checkbox"/> Over <input type="checkbox"/> D turnback <input type="checkbox"/> D to D reverse	<input type="checkbox"/> Chips <input type="checkbox"/> Cycle <input type="checkbox"/> Back of net play <input type="checkbox"/> Changing the point of attack <input type="checkbox"/> Defenseman activation options	<input type="checkbox"/> OZ 1-2-2 – contact <input type="checkbox"/> OZ 2-1-2 – contact

Special Teams	Face-Offs	Stretching
<input type="checkbox"/> Power play <input type="checkbox"/> Penalty kill	<input type="checkbox"/> Defensive zone loss	<input type="checkbox"/> Glutes / hip / lower back <input type="checkbox"/> Thigh / hip flexor <input type="checkbox"/> Calf stretch <input type="checkbox"/> Hamstring / lower back <input type="checkbox"/> Thigh / quad stretch <input type="checkbox"/> Groin stretch <input type="checkbox"/> Chest / pectoral stretch <input type="checkbox"/> Trunk / shoulder <input type="checkbox"/> Forearm stretch <input type="checkbox"/> Neck flexion / rotation



Chapter 1 – Philosophy of Coaching

PYRAMIDAL DEFINITIONS OF TERMS

STRATEGY

The selection of team play systems in order to impose upon the opposition, the style of play and tactics which will build on the coach's, team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses.

For example: when opponent's defensive players have weak puck handling skills, the strategy might be to shoot the puck in and use a 2-1-2 aggressive forechecking system.

TEAM PLAY SYSTEM

A pattern of play in which the movement of all players is integrated in a coordinated fashion in order to accomplish an offensive or defensive objective (e.g. 2-1-2 forechecking system).

TEAM TACTIC

A collective action of two or more players using technical skills and / or individual tactics in order to create an advantage or take away the advantage of an opponent (e.g. 3 vs.2).

INDIVIDUAL TACTIC

Action by one player using one or a combination of technical skills in order to create an advantage or to take away the advantage of an opponent. A tactic may be classified as offensive or defensive (e.g. 1-on-1 offensive fake and driving to the net).

TECHNICAL SKILLS

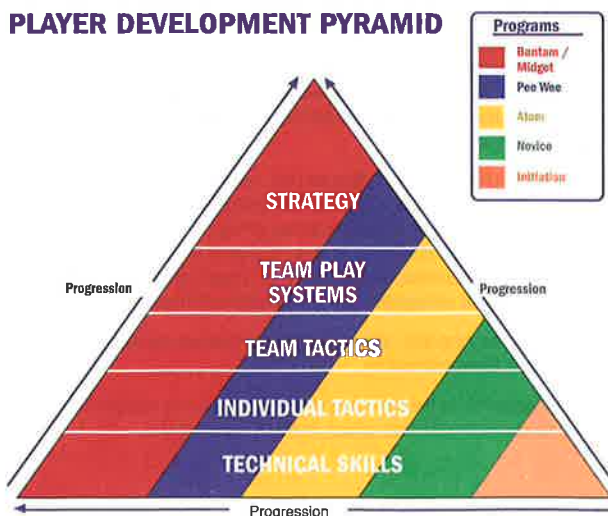
The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

PLAYER DEVELOPMENT

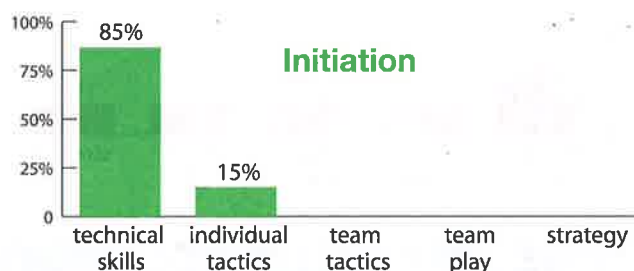
DEAR COACH:

1. Hockey Canada Player Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of each player's success.
2. As the pyramid is climbed, a greater emphasis is placed on individual tactics; adding the dimension of "hockey sense" to skill development. Once a player has developed the skills of skating and puck handling then the individual tactic of puck control can be learned. The player now understands the "why" of each tactic, i.e. the read and react skills that are being developed.
3. Moving up the pyramid, players perform drills that will develop team tactics and systems. The bantam and midget levels of hockey emphasize team performance practices. But even at this program level, time spent on team tactics and team play should not exceed 50-60% of the practice. The coach, through practice must continue to develop the fundamental skills and individual tactics of each player which lead into team tactics and systems of team play.
4. Strategy is the peak of the pyramid. It sets the style of play that will combat the opposition. The coach determines the strategy based upon their own philosophy, the age of the players, and the skill level of the team. As players age and competitive levels increase, game strategies become more complex.
5. The age and skill level of the team defines the seasonal plan. The Hockey Canada Skills Development Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.

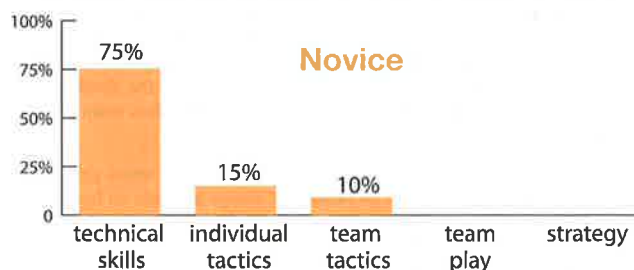
PLAYER DEVELOPMENT PYRAMID



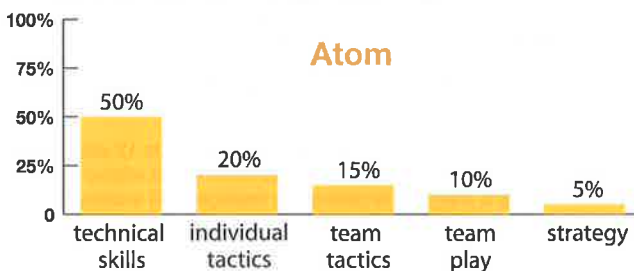
6. The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics 15%.



7. The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



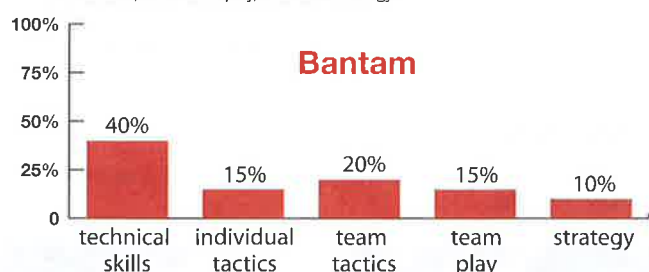
8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



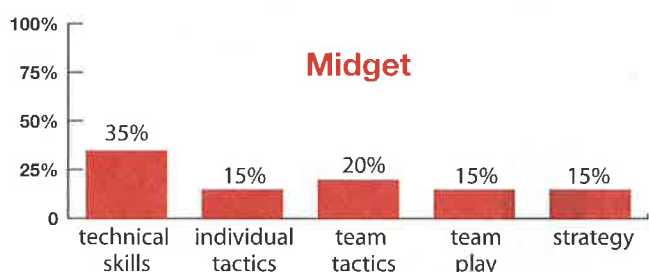
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



10. The Bantam program recommends 40% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 10% strategy.



11. The Midget program recommends 35% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 15% strategy.



12. The practice drills in each seasonal plan are designed to provide the coach with a progression of drills to achieve the specific goals of each program as defined by the Player Development Pyramid.
13. Hockey Canada believes a coach must emphasize fundamental skill development during practices. It is the responsibility of each coach to teach these fundamental skills to each player.
14. The seasonal plan for each level in the Hockey Canada Skills Development Program is divided into four phases. This approach provides the coach with an opportunity to evaluate players as per expected outcomes based on the practices and games played to date. Players will develop at an unequal pace. Therefore, it is quite conceivable that individual assessments will be more beneficial. This approach will ensure that each player will receive attention and a direction for future development.
15. Based on player assessment, the coach should plan for the next phase. Practices can be adjusted to emphasize specific drills as outlined in the Hockey Canada Skills Development Program provides these guidelines for you.
16. The Hockey Canada Skills Development Program has been developed for you, the Canadian coach. Now remove the appropriate practice plan from the manual, place it into the protective see through "sleeve" that has been provided, and head off to the rink with confidence and enthusiasm.

Good luck Coach, have a great season!

Hockey Canada

LONG-TERM PLAYER DEVELOPMENT

WHAT IS LONG-TERM PLAYER DEVELOPMENT?

LTPD is based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage in the long-term athlete development model reflects a different point in athlete development. The long-term athlete development model is representative of the different stages in the development and growth of young athletes into adulthood. The model is broken down into seven highly effective stages.

The first of the seven stages in the model is called "Active Start" where girls and boys from birth until the age of six focus their energy and time on fun daily activities. This includes basic movements and skills such as running, jumping, kicking, catching and throwing. In this stage of the model, children should also be interacting with other young children and building on their interpersonal skills which can be carried to adulthood.

The second stage of the model is called the "Fundamentals" stage where males ages 6 to 9 and females ages 6 to 8 focus on fun and participation with a concentration on more extensive developmental skills such as agility, balance, coordination and speed as well as running, jumping, wheeling and throwing. It is also at this stage that ethics may be introduced to the sport or activity. Natural abilities may also begin to surface during this stage of participation.

The next step is the "Learning to Train" stage where males ages 9 to 12 and females 8 to 11 begin to develop their sport skills and competencies often referred to as athleticism. This stage is important for establishing development in a variety of sports before moving onto a specialization. This stage also integrates mental, cognitive, and emotional development of the athlete.

The "Training to Train" stage usually includes males ages 12 to 16 and females ages 11 to 15. The focus of this stage is on physical development or "building the engine" and on strengthening sport-specific skills. Serious athletes start to train six to nine times a week if they wish to be prepared for the next stage of the model that focuses on highly competitive athletics.

"Training to Compete" is the fifth stage and includes males ages 16 to 23 and females ages 15 to 21 who are now engaged in more physical and technical conditioning along with a more advanced mental capacity and sense of concentration. Tactical, technical and fitness training for these athletes will increase from 9 to 12 times a week.

When athletes finally arrive at the "Training to Win" stage, the focus is on performance development - "Maximizing the Engine." Physical, technical, tactical (including decision making skills), mental, and personal and lifestyle capacities are fully established. Athletes are now competing at higher levels and often performing on the international stage. These athletes are now training 9 to 15 times per week in order to achieve their specific goals as athletes.

The final stage in the LTPD model is "Active for Life." Sport serves as an important activity that promotes good mental, emotional and physical health. Adults may choose a routine that consists of 30 to 60 minutes of high to low impact fitness activities in their daily routine adulthood in order to sustain an active and healthy lifestyle. At this point in the model, adult athletes are considered physically literate and participants in healthy competitive and recreational activities.

For more information on long-term athlete development please visit the Sport Canada website at www.canadiansportforlife.ca

The LTPD model presented in the Atom and Pee Wee manuals are specific to the sport of hockey and its competencies and various levels of competitions.