HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN

Hockey For Life, Hockey for Excellence

Novice | Fundamentals 2

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.

ACTIVE FOR LIFE

INCREASING HOCKEY SPECIFIC

PHYSICAL LITERACY

INTERNATIONAL

NATIONAL

PROVINCIAL

LOCAL

COMMUNITY

EXCEL

MALE 21 + and **FEMALE 22 +** **INTERNATIONAL**
It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships).Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical, and ancillary capacities.

TRAIN TO WIN

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

TRAIN TO COMPETE

MALE 16 - 17 and **FEMALE 16 - 18** **NATIONAL**
During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is as emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

TRAIN TO TRAIN

MALE 12 - 16 and **FEMALE 11 - 15** **PROVINCIAL**
The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.

LEARN TO TRAIN

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

LEARN TO PLAY

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

FUNDAMENTALS 2

MALE and **FEMALE 7 - 8** **LOCAL**
During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.

FUNDAMENTALS 1

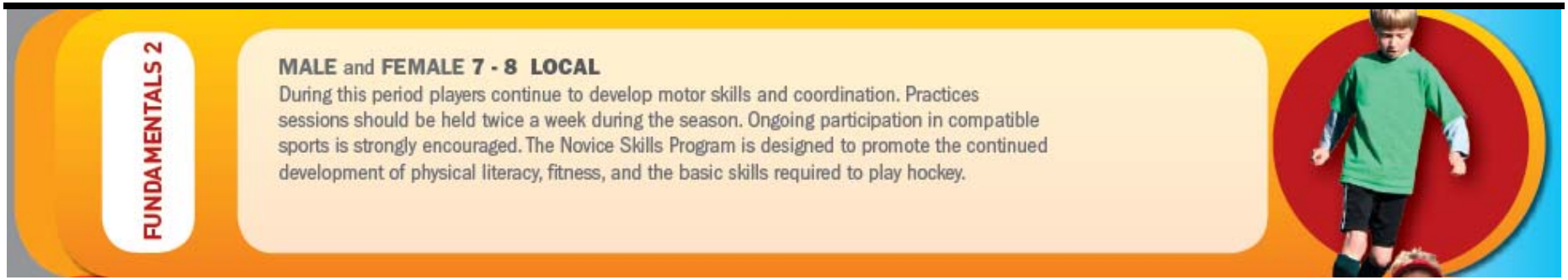
MALE and **FEMALE 5 - 6** **COMMUNITY/LOCAL**
The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating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

DISCOVERY

MALE and **FEMALE 0 - 4** **COMMUNITY**
This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.

HockeyCanada.ca

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



Objective

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

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

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

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

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

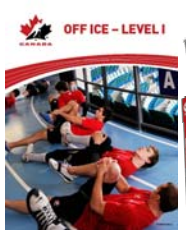
Age	Coach	Description	Clinic	Manual Resource	Video Resource
Novice	Intro Coach Coach Level Specialty Clinics	Certification Certification CEP	Classroom Classroom/On Ice Classroom/ On Ice	HC Skills Manual – Initiation HC Skills Manual - Novice Specialty Clinic Drill Package	Skills of Gold 1-4 Skills of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

Hockey Canada Development Programs – Novice

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

Development Resource Programs – Novice

Novice Manual



Off-Ice Manual

Skills of Gold

Checklist

Drill Pack 1

Drill Pack 2

Hockey Canada's Specialty Clinics

Suggested Specialty Clinic Timelines – Novice

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

NOVICE PROGRAM

Length of Season:
28-32 weeks:

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

Frequency per Week:
2-3 times

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

NOVICE PROGRAM

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

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

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

PRACTICE BREAKDOWN FOR THE SEASON – NOVICE

SEPTEMBER

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce

OCTOBER

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop

NOVEMBER

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop

DECEMBER

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop
- Refine

Team Tactics
-Introduce

JANUARY

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop
- Refine

Team Tactics
-Introduce
- Develop

FEBRUARY

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop
- Refine

Team Tactics
-Introduce
- Develop

MARCH

Technical skills
- Introduce
- Develop
-Refine

Individual Tactics
- Introduce
- Develop
- Refine

Team Tactics
-Introduce
- Develop

APRIL

Tournaments Playoffs

Learning to Play to Do List: Novice

For Branches

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

For Associations

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

For Coaches

-Utilize the Hockey Canada Skills Manuals and Skills of Gold DVD's as a standard base of technical and tactical skill development and seasonal planning and focus on motor coordination skills in players. Develop these skills through drills that incorporate agility, balance and change of direction
-Work toward a ratio of 2 training sessions for every game. Over the course of a 26 week minor hockey season this would mean 25-35 games and 50-70 practices and encourage unstructured play in practice to allow the players to develop skills through experimentation.
-Continue to play players in multiple positions to develop all the skills of the game
-A high number of repetitions is combined with a below maximum intensity level.
-The success rate is at least 70% when practicing skills
-Players are exposed to numerous repetitive demonstrations. Coach must create a precise mental image of the technical action that must be duplicated. The participant must imitate the correct movement as precisely as possible
-The decision making process according to standard situations is introduced at this age and technical or tactical learning take place at the beginning of the session, after the warm up. There can be no learning if the player is tired.

For Parents

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

HOCKEY CANADA CORE SKILLS

NOVICE

Edge Control	Backward Skating	Moving Puck Control	Moving Passing and Receiving	Wrist Shot	Tips and Deflection
❑ One leg weaving – forward & backward	❑ Backward sculling	❑ Side – front - side	❑ Pairs passing ❑ Moving bank pass – forehand ❑ Moving bank pass – backhand ❑ Pass and follow	❑ In motion	❑ Stationary tips – on ice - low

Individual Offensive Tactics	Offensive Tactics – Defensive Zone	Offensive Tactics – Neutral Zone	Offensive Tactics – Offensive Zone	Individual Defensive Tactics	Defensive Tactics – Defensive Zone
❑ Attack triangle – puck under stick	❑ Escape moves ❑ Puck retrieval basics ❑ Direct pass – wall ❑ Direct pass – midlane	❑ Cross & drop ❑ Pass & follow ❑ Give & go ❑ Headman	❑ Net drive ❑ Middle drive ❑ High delay ❑ Wrap around	❑ Forward skating ❑ Backward skating ❑ Changing directions ❑ Active stick	❑ Role of F1 ❑ Role of F2 ❑ Role of F3 ❑ Role of D1 ❑ Role of D2

Defensive Zone	Plyometric Exercises	Balance and Coordination	Off-Ice Stickhandling
❑ DZ coverage – basic ❑ DZ coverage - rotation	❑ Power stride ❑ Power leap ❑ Side step jumps – crossover ❑ Agility cones ❑ Bounding side to side	❑ Bounce ball on blade ❑ Flip ball up / knock down	❑ Ball control – narrow & wide combination ❑ Ball control – side / front / side ❑ Ball control – toe drag – side & front combination ❑ One touch pass – forehand / backhand ❑ Saucer pass – forehand / backhand ❑ Freestyle stickhandling moves

PLAYER DEVELOPMENT
Développement des joueurs

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).

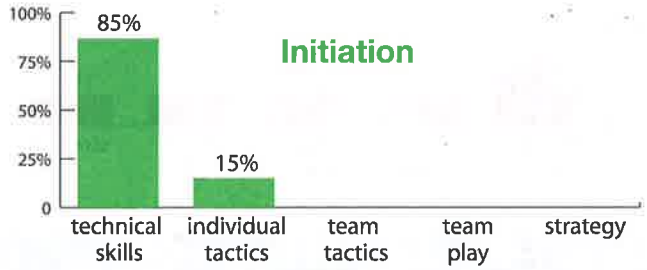
PLAYER DEVELOPMENT

DEAR COACH:

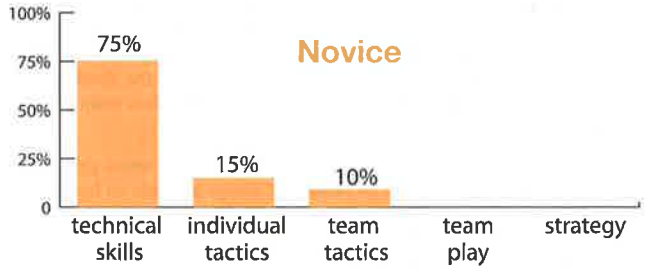
1. Hockey Canada Player Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of each player's 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

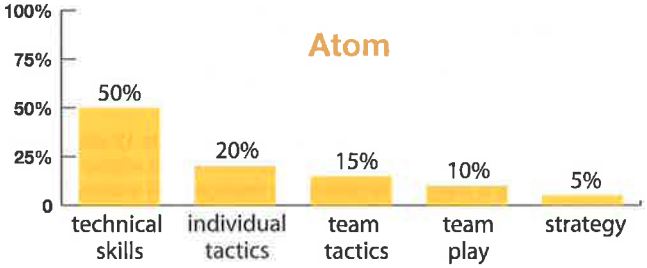
6. . The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual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

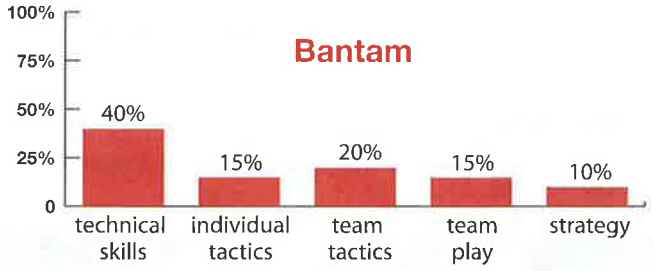


8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.

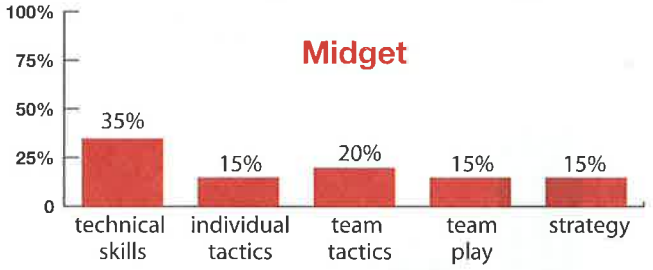


9. The Peewee program recommends 45% technical skills, 25% individual tactics, 10% team tactics,10% team play, and 10% strategy.

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 LPTD model presented in the Atom and Peewee manuals are specific to the sport of hockey and its competencies and various levels of competitions.

HOCKEY FOR LIFE

PLAYER DEVELOPMENT PATHWAY

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 a 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.

DISCOVERY AGES 0-4

- Acquire **fundamental movement skills** (running, gliding, jumping, kicking, catching...)
- Prepare children for a **physically active lifestyle**
- Begin **skating** at an early age through **Discovery Hockey programs.**

FUNDAMENTALS 1 AGES 5-6

- Focus on development of **physical literacy**
- Master **Fundamental movement skills**
- Emphasize **Motor development**
- Encourage **participation in many sports/ activities**
- **Basic hockey skills of skating and puck control** are introduced through the **Initiation Program**
- FUN competitions are also introduced in a team environment

ABC'S

TECH SKILLS

PHYSICAL LITERACY

FUNDAMENTAL MOVEMENT SKILLS

LEARN TO PLAY MALE 9-10 FEMALE 8-9

- Beginning of the most important window to develop the **fine motor skills on an individual technical skill basis**
- Leads to utilizing these skills into individual and team tactics later on that can be used in combination with other skills
- **Best opportunity to learn and begin to master fine motor skills**
- In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on
- Players should be able to **begin to transfer skills and concepts from practices to games**

FUNDAMENTALS 2 AGES 7-8

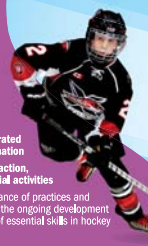
- Develop **motor skills and coordination**
- Ongoing **participation in compatible sports** is strongly encouraged.
- The Novice Skills Program is designed to promote the continued development of **physical literacy, fitness, and the basic skills required to play hockey**

TEAM BUILDING

BASIC HOCKEY SKILLS

PLAY MULTIPLE SPORTS

LEARN TO TRAIN MALE 11-12 FEMALE 10-11



- **Most significant period for development**
- This is the window of **accelerated adaptation to motor coordination**
- Emphasize **group interaction, team building and social activities**
- A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey

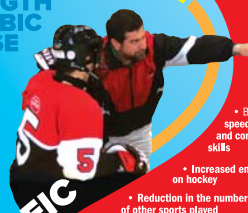
ACTIVE FOR LIFE

HEALTHY LIFESTYLE

LIFE-LONG PARTICIPATION IN HOCKEY

SPEED, STRENGTH AEROBIC BASE

TRAIN TO TRAIN MALE 12-16 FEMALE 11-15



- Building an **aerobic base, developing speed and strength** and further **developing and consolidating sport specific technical skills**
- **Increased emphasis on hockey**
- **Reduction in the number of other sports played**
- Introduce and develop individual and group tactics
- Emphasize **group interaction, team building and social activities**

ACTIVE FOR LIFE

INDIVIDUAL GROUP TACTICS

ACTIVE FOR LIFE

OLYMPIC GAMES

WORLD CHAMPIONSHIPS

EXCEL MALE 21+ FEMALE 22+

- All systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to **ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships).**
- Players continue to enjoy competition and training at the highest level
- Focus on maintaining or improving technical, tactical, physical, and ancillary capacities.

INCREASING HOCKEY SPECIFIC

TRAIN TO COMPETE MALE 16-17 FEMALE 16-18

- Focus on **position specific technical and tactical preparation**
- Emphasize **fitness preparation** and the **development of position specific technical and tactical skills under competitive conditions.**
- Develop **aerobic capacity, power, self-awareness and independence.**
- Players may be introduced to international competitive experience at the end of this stage

TRAIN TO WIN MALE 18-20 FEMALE 18-22

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

FITNESS PREPARATION

CANADA