

Part

# 4

Coaching players 12 years and up.



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## COACHING PLAYERS 12 YEARS AND UP

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The fourth level of the Hockey Development Model consists of players ages 12 and up. At this age the coach has the possibility to link children to the sport of hockey for the rest of their lives. This can only be accomplished, however, when the coach understands his players and exposes them to an effective and enjoyable hockey program that's tailored especially for them.

### The Hockey Player Between 13 and 14 Years

The intensive physical and hormonal transition induced by puberty leads to a loss of the children's balance in mobility and less response for the development of motor skills. It's therefore indispensable at this stage of evolution of the young players that they are exposed to collective or team activities in which they overcome their insecurity, unsteadiness and also their isolation, all characteristics of this age group.

After having completed 13 years, they become more socially aware, are more inclined to "show off" and to compete with their teammates and opponents for attention. They may also want to show their independence, and may even be at the stage of resentment of authority. For all of these reasons, the older ones of this age group can already present a problem to the coach, not only from the discipline angle, but also in the acceptance of what he teaches. However, along with these problems, come a number of advantages. Now as the players are much more responsive to co-operative activities with other players, ***this is the age group in which team play will be learned with certain ease.***

During this stage of their evolution they are used to make important decisions that may influence from now onwards the formation of their personality. There can be a problem, however, when some of the players of a team are genuine beginners and are unskilled, due to having started late. For they may lack the elementary ball-skill necessary for team play. They will not learn skills as easily as some years ago.

Keeping the above characteristics in mind, the following are a number of suggestions for coaching players between 12 and 14 years.

- The coach should acknowledge the players' liking for competition by using competitive exercises, especially those that require the players to attain measurable objectives, e.g. passing the ball at a target.
- The coach should consider every player as a singular individuality.
- The coach has to encourage his pupils as often as possible. Although this is important at all ages, and praise is always preferable to blame, thirteen and fourteen-years-olds are particularly sensitive to remarks of the coach that may reduce their status in the eyes of their friends. Therefore criticizing them in public should be avoided at all costs.
- Since the players are physically bigger, and may have had experience in other sports, it may be necessary as coach to be more clear-cut and stricter in applying the rules. For example, when fourteen-years-olds play a simplified game with 4 players in each team it may be important to have a referee.

- The players will be very anxious to get into full-scale match play as often as possible. That is why the coach has to explain to the players why each of the practice exercises is important for performing well in the match. This way they are more likely to accept the need for practice routines.
- The knowledge of “why” to do it and “for what” it serves is particularly important when it comes to motivating the young players to cure with a rich variety of physical stimuli their lack of coordination, balance (equilibrium), mobility as well as in different kinds of speed, resistance and strength. In fact, these stimuli for the development of physical capacities and coordination should be interwoven within the hockey session of the 12 to 14 year-old players as often as possible.

### A Different Coaching Style

Because the coach’s philosophy and training program often decides whether a child at this age will stick with the game of hockey or look to other activities, coaches must strive to adapt to the sport’s ever-changing demands. **Nothing is permanent, except change.** New knowledge comes up every day, opening up new possibilities we never thought some decades ago. What is considered valid today, could already be out of date tomorrow, due to the frenetic evolution in many aspects of life.

The street to success in hockey is always under construction. The construction has to be seen as a process and not as an objective that has to be reached in a given time. Due to the fact that the game of hockey evolves continuously, every coach should aim to adapt to its ever-changing demands and also evolve without rest in order to stay in competition.

One of the principle aims in the formation of hockey coaches is the development of persons who are capable of doing new things without blindly repeating what other generations of coaches did in the past. **When coaches do what they have always done, they will never reach any further.** Striving for excellency demands an increased need for more creative coaches with a capacity of innovation and mental flexibility. Instead of teaching their pupils what they experienced during their career as player and coach, they have to learn to unlock the innate and dormant potential of their players.

How this can be achieved? First of all the tutors of future coaches as well as those who already train players on a daily basis, should make sure that:

- a divergent thinking of all pupils should be encouraged,
- every individual may express freely his opinions,
- new technical-tactical movements are developed and applied,
- being creative and innovative is part of the success in the game,
- the players generate most of their knowledge and experience on their own.

To sum up, they should use **a different teaching or coaching style that is not based on instructions** or commands with the pupils obeying and being pushed into a receptive or passive role. Instead of acting as trainer, coach or instructor, they should become consultants, observers, planners or organizers of information and skills, trying to **stimulate their pupils to advance and to excel until they are able to go even beyond the limitations of the coach.**

## Games for 8-on-8 Hockey Level 4



*“When intelligence, skill, and will work together, we can expect a masterpiece.”*

Having an integrated approach to learning, with practice in many simplified games and their variations or corrective activities, children are encouraged in the early levels of their development in hockey to continually interconnect their technical execution, tactical and overall knowledge, and other important capacities (e.g., vision, coordination, anticipation, determination, and physical qualities), all necessary elements for playing the game well.

This new model of development, unlike more traditional coaching, avoids the mistake of compartmentalizing the teaching of hockey in discrete disciplines (that is, techniques, tactics, physical fitness, *or* mental preparation). Instead, in this Hockey Development Model, children always experience and enjoy the game as a dynamic whole.

The step-by-step approach is one of the keys of success in this model, which uses the brain's innate ability to form memory-building connections. In the first three levels, all-important, basic game situations are broken down into series of small steps. These levels gradually and methodically lead to the final goal of youth hockey: to enjoy and successfully play the 8-on-8 game, an ideal bridge leading the young athletes within two years' practice to first playing the full hockey game.



*“Enthusiasm can convert even the toughest training into an enjoyable session”*

## COMPLETE HOCKEY TEST

We recommend that you use the Complete Hockey Test twice in the season, at its beginning and end, to get a comparison between the players' performance levels early and late in the season—and through this comparison a true result about their grade of improvement.

This is a simple test among different groups of six players. It assesses in a global context not only the players' technical, tactical, and physical capacities, but it also evaluates other essential aspects of the performance in hockey, such as effective strategies for perceiving well, anticipating, understanding or communicating with teammates, decision making, and stress management.

TEST	CONTENT OF THE TEST	CONFRONTATION BETWEEN PLAYER
1	2 vs.2 with counter-attack	1/6 vs.2/5, 3/4 vs.1/6, 2/5 vs.3/4
2	1 <sup>st</sup> test of the Decathlon	1 vs.6, 2 vs.5, 3 vs.4
3	2 <sup>nd</sup> test of the Decathlon	1vs.5, 2 vs.4, 3 vs.6
4	2vs.2 with 4 intersecting goals	1/4 vs.2/6, 3/5 vs.1/4, 2/6 vs.3/5
5	3 <sup>rd</sup> test of the Decathlon	1 vs.4, 2 vs.3, 5 vs.6
6	4 <sup>th</sup> test of the Decathlon	1 vs.3, 2 vs.6, 4 vs.5
7	2vs.2 on two wide goals	1/5 vs.2/6, 3/4 vs.2/6,1/5 vs.4/4
8	5 <sup>th</sup> test of the Decathlon	1 vs. 2, 3 vs.5, 4 vs.6
9	6th. test of the Decathlon	1 vs.6, 2 vs.5, 3 vs.4
10	3vs3 with 4 intersecting goals	1/2/3 vs. 4/5/6
11	7th. test of the Decathlon	1 vs. 5, 2 vs. 4, 3 vs.6
12	8th. test of the Decathlon	1 vs. 4, 2 vs.3, 5 vs.6
13	3 vs 3 with counter-attack	1/2/4 vs .3/5/6
14	9th. test of the Decathlon	1 vs.3, 2 vs.6, 4 vs.5
15	10th test of the Decathlon	1 vs.2, 3 vs.5, 4 vs.6
16	3 vs 3 with two wide goals	1/3/6 vs. 2/4/5

**Scoring for the Decathlon:** For each decathlon test won, the player gets 1 point.

**Scoring for the 2-on-2 Triathlon Tests:** For each of the three simplified games that a team wins, each player of that team gets 2 points.

**Scoring for the 3-on-3 Triathlon Tests:** For each of the three simplified games that a team wins, each player of that team gets 3 points.

**Final Scoring:** The player who wins the most points in the 16 tests is considered to be the all-around winning player of the six participants. If two players have the same score in the final classification, Event 10 of the decathlon serves as the tiebreaker.

The two players classified best of one group may challenge other winning players of two other groups, as may the third- and fourth-best or the fifth- and sixth- best. (The top two players of groups A, B, and C play a new tournament, as do the third- and fourth-ranked players of each group and the fifth- and sixth- ranked players.)



*“Your best performance will come about if you approach the assignment with childlike openness”*

L.Moorhouse/L.Cross

## SIMPLIFIED GAMES FOR 4-ON-4

These games are a logical continuation of the simplified games in earlier chapters for fewer players. They build on the skills the young players have already learned, and in turn prepare them realistically for 8-on-8 Hockey and, eventually, for the full game.

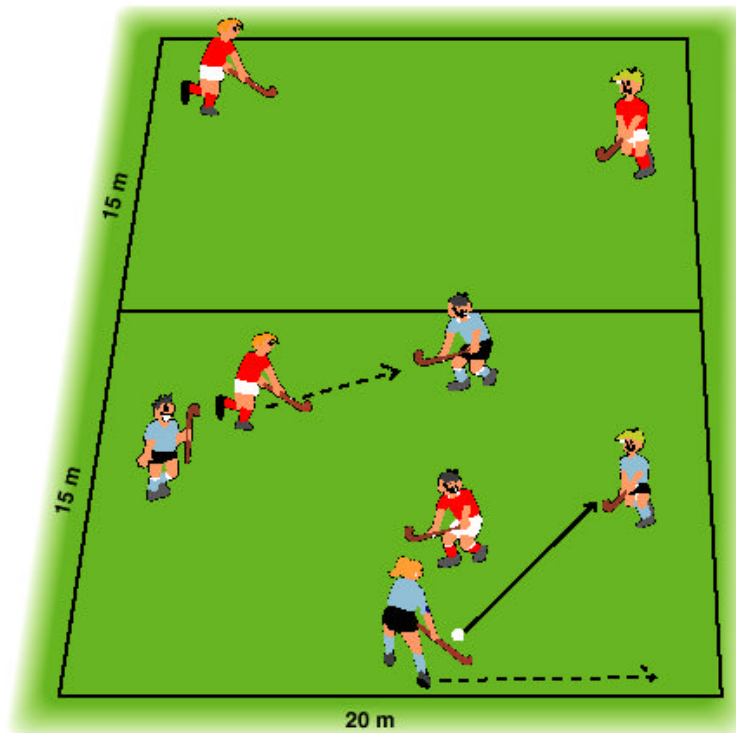
### 1st.Simplified Game

#### 4-ON-2 IN ADJACENT SQUARES

Set up the two 15-meter squares, as in the illustration, and form two teams of four players each. The team with the youngest players places its four players in one area, but the second team distributes its players between both areas: two in the first and two in the adjacent square. The four players of the first team try to keep possession of the ball as long as possible. Their objective is also to prevent the ball's running across the sides of the square or losing it to the two defenders, who are trying meanwhile to gain possession of the ball. If the second team's members do get possession, the defenders must pass the ball quickly to their teammates in the neighboring field. Immediately after the pass, they join their teammates in the adjacent square, followed by two former attackers who now defend in that new area. To be able to play a pressing defense against the four attackers, it is advisable that after every change of possession of the ball, the two freshest or closest defenders run quickly into the other area.

When the ball played by any of the four attackers leaves the playing area, a push-in is awarded to the two defenders to one of their teammates in the adjacent square, with the defender at a distance of at least 5 meters.

The attackers aim is to keep the ball in their possession for 15 (later for 20) seconds (also see the 9th Simplified Game "Keep Possession of the Ball in the 2-on-1 Situation" in chapter 4).





**Variations:**

- After a successful pass is executed, the player must immediately run at least 5 meters in any direction.
- The team of 4 players tries to play as many passes as possible. To help motivate all players involved, call out every pass loudly. Each team tries to complete first 15, and later 21 passes, to win the first set. The winning team is the one that attains the established number of passes in two sets.
- Count only those passes that cover more than 5 meters.
- Count only the reverse stick passes.
- Three teams of four players participate. In one square, the four teammates of Team 1 play against two of the players from Team 2. In the adjacent square, the other two teammates from Team 2 defend against the four players of Team 3. The team of four players which can keep possession the longest wins.

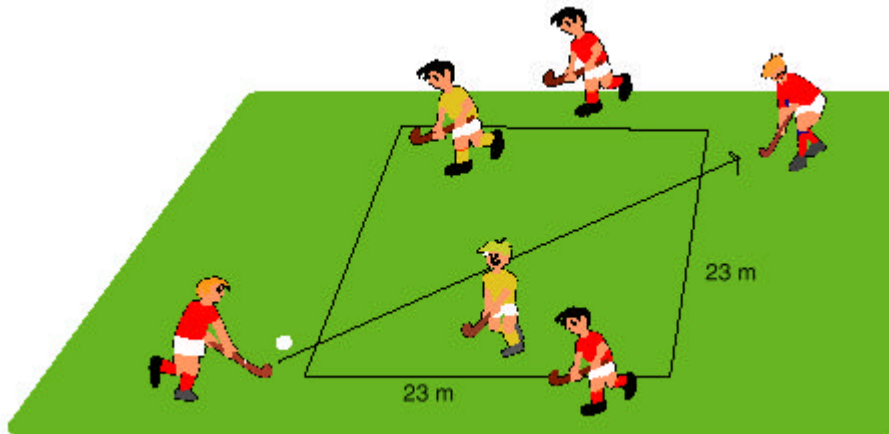
**Coaching Objectives:**

- Maintain a high level of concentration for at least 15 seconds or two sets of 15 (21) passes.
- Avoid a 1-on-1 situation, instead looking out systematically for the "2-on-1."
- Avoid entering into the range of action of any defender when you have the ball, and try to pass it as soon as you have committed the defender. Use direct or wall passes as often as possible.
- As an attacker, learn to time dummies precisely to gain space, time, and self-confidence, especially when you are drawn into a corner of the field where fewer passing options exist.
- Learn to run away from the defenders and make yourself available for a pass in a zone that is not controlled by the defense and that is not too close to the ball carrier. Receiving the ball in a position far away from the defense allows you more time and space to control it and play it again.
- Consider the movements of your teammates and make yourself available in a zone not already occupied by one of them..
- Pass the ball with speed and accuracy.
- Learn to lift the ball over the outstretched stick of a defender when the latter one tackles with the whole stick placed horizontally on the ground. Avoid indicating the direction of the intended pass to your opponents.
- Bend your legs and keep your center of gravity as low as possible to the ground when defending .

- Invite the ball carrier, through a body movement, to play the ball in the direction you want him to pass.
- Be aggressive when you defend, prepared to go full-out to reduce the time and space at the disposal of the attackers.
- Consider the position of your defender teammates before you go for the ball. The defense is generally more effective against attackers situated in a corner of the field.

### Corrective Games:

Four players place themselves around an 8-meter (22.90 meter) square without being allowed to enter it. They should pass the ball to each other in such a way that it always runs along the ground and crosses two sides of the square before being received and controlled. Two defenders inside the square try their best to prevent the four external players from executing the passes during 2 minutes of play. After 2 minutes, the two defenders switch roles and positions with two of the attackers. The game is over when every player has defended for 2 minutes.



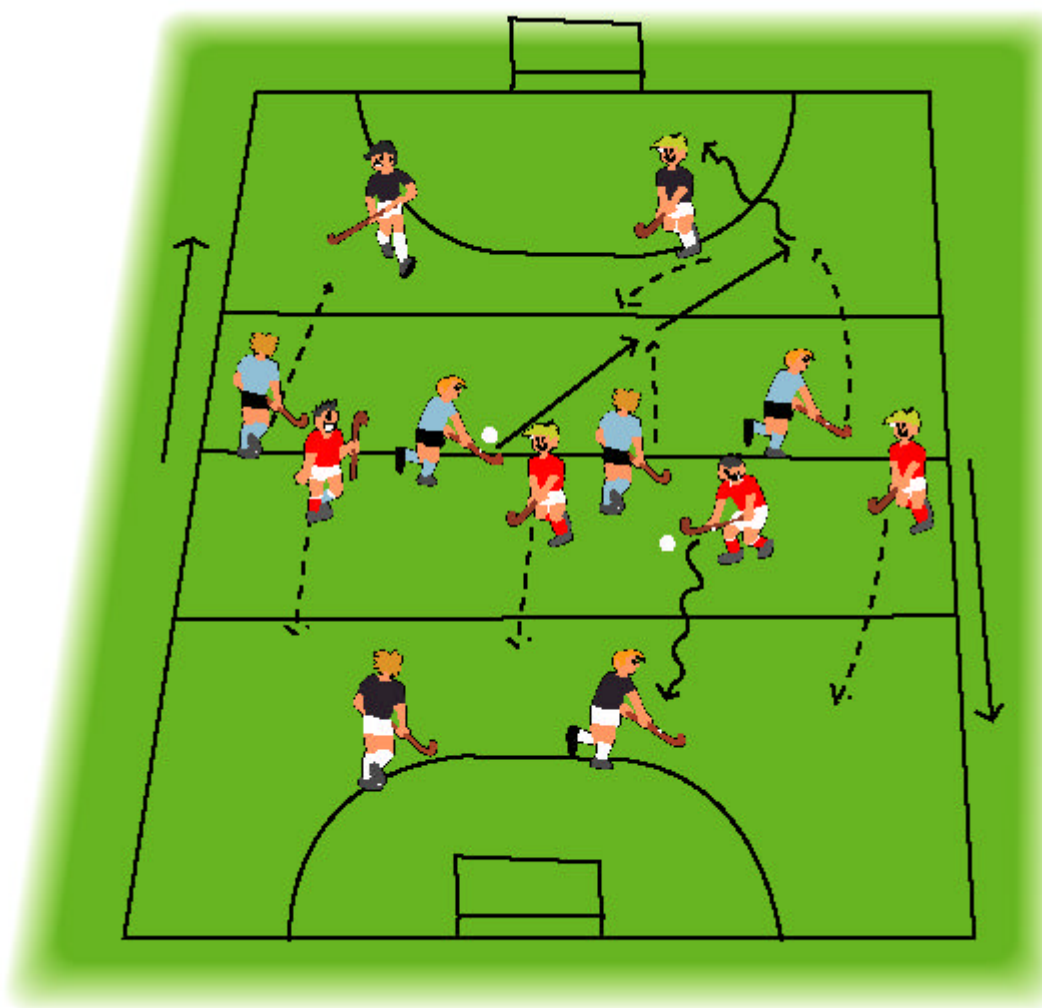
### Variations:

- Only first-time passes (no control of the ball is allowed before it is passes) across two of the lines count.
- With more advanced players the coach may oblige the players to use only one determined technique for passing ( slaps or sweep slaps with both hands together on the handle or with the hands separated). See also “The Technique of Passing the Ball” in “Passing, Receiving and Shooting Games”-Level I (chapter 3).
- A fifth attacker is introduced, positioned inside the square to receive a pass from one of the four teammate players outside the square. They may choose between a pass across two lines to another external player (to score 1 point) or to the fifth player inside the square. Every control of the ball by the fifth player with a subsequent pass to a teammate outside the square counts 3 points.

**2<sup>nd</sup>.Simplified Game****FAST ATTACK 4-ON-2 WITH THREE TEAMS**

The game is played with three teams, each having four players, on a 6-a-side or 8-a-side hockey field. To start play, give a visible signal to two of the teams, both on the centerline and in possession of a ball. They attack their respective goals in opposite directions. Two players of the third team defend each of these goals (see illustration). The team that manages to score first wins. When the two defenders and neutral goalkeeper gain possession, they must clear the ball across the centerline. After five attacks and a complete rest in between them, the three teams rotate until each team has defended 5 times and attacked 10 times.

After each attack the coach invites the players with his questions to find the most effective attacking moves to overcome the three opponents, the two defenders and the goalkeeper .

**Variations:**

- Instead of starting from the circle line, the defenders come in from 10 meters behind any sideline, or even start being on the same centerline in order to pursue and stop them from scoring.
- The attack begins from a limited area (15 by 15 meters marked close to the centerline, sideline, or both), positioned in the left or right wing.

*Coaching Objectives:*

- Attack in a diamond formation, that is, with depth and width.
- Use long, direct passes in preference to horizontal passes.
- Try as often as possible to make a first-time play.
- Gain experience in goal scoring.
- As defenders, learn to delay and channel the attack.
- As defender, learn to approach the attacker in a correct way

*Corrective Games:*

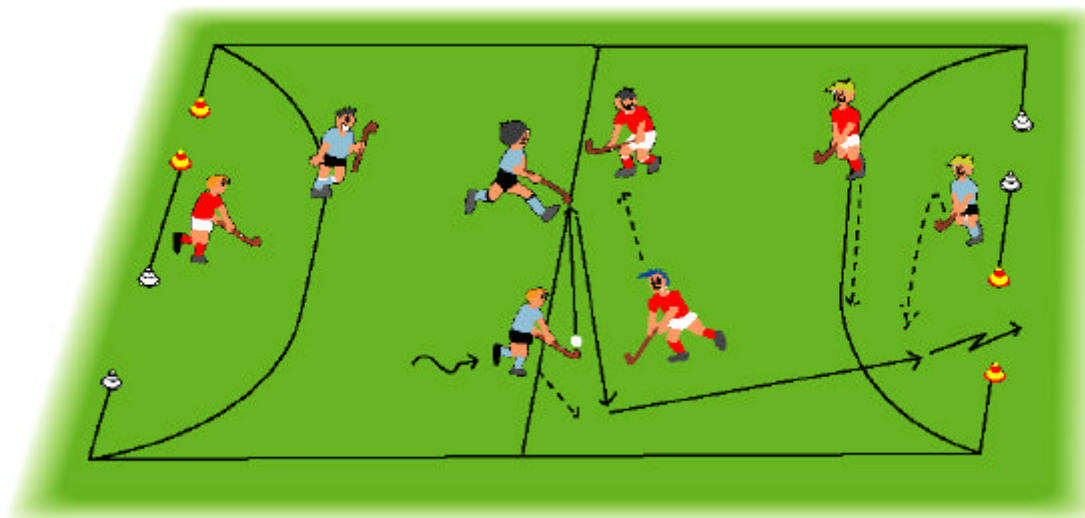
Consult the dribbling games and program of simplified games for 2-on-2 (chapter 4) and the 2<sup>nd</sup>.simplified game for 3-on-3 (chapter 5) for some good choices of remedial games.

*“Techniques and tactics are like two wheels of a vehicle which move simultaneously”*

### 3<sup>rd</sup>.Simplified Game THROUGH PASSES TO A “SHADOWED” FORWARD

Review the rules for the 8<sup>th</sup>. Simplified Game in chapter 5. This game is played on a 6-on-6 hockey field by two teams. Each team has two midfield players (who play between the two shooting circles), one forward (always situated in the opposing circle), and a fourth player who defends (intercepts any potential pass to the “outlet” player) while remaining exclusively on the circle line.

The two midfield players in possession of the ball try to pass to their forward, sending the ball into the opposing circle once the forward becomes available for a through pass. After controlling the ball (being behind the last defender), the outlet player attempts to score against a neutral goalkeeper. During the first practices of the simplified game none of the players may leave his assigned zone. Every 5 minutes the midfield players of each team change positions and functions with their team’s forward and defender.



#### Variations:

- Once the ball has entered the shooting circle, any midfielder or the defender may run into the area to support the “outlet” player or to defend. Any attacker may score now.
- To learn the attack from the second line, participants apply the rule that only the midfield players may score after having served the ball to the front runner.
- Advanced players should practice the through pass to a forward, who is closely marked by a defender inside the circle. Also have the players review the 7<sup>th</sup>. and 8<sup>th</sup>.Simplified Games for teams of two players (chapter 4) to improve their ability at playing through passes and to work on the reception and control of the ball while being marked. This game variation works well on a Mini-Hockey field.

*“An important fountain of a coach is the creativity of his players”*

*Coaching Objectives:***In attack these are the main objectives:**

- Maintain a high level of concentration during two periods of 5 minutes.
- Show strong communication and cooperation skills. The player who wishes to receive the ball should establish a visual agreement with the ball carrier, always signaling him where to pass the ball.
- Look up while dribbling the ball; after having analyzed the situation, using knowledge of the hockey game, select the most efficient pass.
- Give preference to a through pass over a square pass or dribble.
- Determine what to do next before receiving the ball to be able to continue the play as fluently as possible.
- Switch quickly from attack to defense when the ball is lost.
- Once the forward receives the through pass, his reception technique should consider the next move and the presence of a defender (see the last variation) to be able to score in less time.

**In defense these are the main objectives:**

- Quickly switch from defense to attack when the ball is won.
- Make the through pass difficult for the attackers by systematically reducing their space and time.
- Cooperate in defense, always considering the positions defense teammates before executing a tackle.
- Read the play of the attackers to anticipate their intentions in time.

**Corrective Games:**

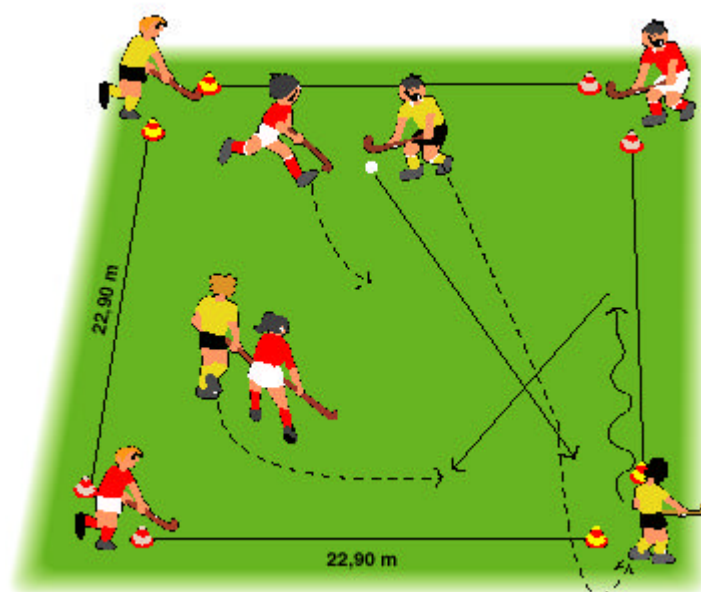
Use the 8<sup>th</sup>. Simplified Game for 3-on-3 (see chapter 5).

*“When the development of a player has been too quick, he may suffer a set back;  
but when it turned out to be too slow, set back may be him”*

#### 4<sup>th</sup>.Simplified Game RESCUE PRISONERS

Mark off a square playing area that is 22.90 meters on each side, using a cone goal in each corner. Two players of one team compete against two players of the other team in this area. The teams' third and fourth players stand in diagonally opposite corners of the playing area (see illustration). The aim of the two attackers is to play 10 consecutive passes without letting the ball go out of the area's limits. The ball carrier may pass the ball to his teammate who tries to receive in the center of the square or to one of his two teammates ("prisoners") in the diagonally opposed corners ("prisons"). When the prisoner receives the ball at his respective prison goal, he is released from standing stationary, moves out of the "prison," and dribbles or passes the ball to any other teammate. The former passer then assumes the position in "prison."

Meanwhile, the two defenders in the center do their best to prevent the team in possession of the ball from successfully passing. Every pass should be counted loudly enough to inform both the coach and opponents about the actual standing of the game. When the ball leaves the assigned playing area, a push-in is awarded, with the defenders at a distance of at least 3 meters. The team that manages to play 10 consecutive passes three times or that keeps the ball in its possession longer is considered the winner.



#### Variations:

**Use these variations of the game in the following order of progress:**

1. Draw a centerline to split the square in two areas. Now only the passes which travel from one area to the others count without prohibiting to pass the ball within the same area (but without getting a point as reward).
2. Only long passes which travel more than 10 meters count.
3. For improving first time play, only direct passes count.
4. A player can be released from "prison" only when the pass to him is precise (that is, through the goal cones in his corner).

5. Instead of remaining in the small “prisons,” each of the four receivers chooses a position just behind one of the square’s four sidelines from which to receive a pass from teammates.
6. Only one receiver has to stay outside the square, being always available to receive a pass anywhere outside the field (that is, 3-on-3 plus one outlet player).
7. All four prisoners must constantly run, using different speeds and going in any direction around the playing field to be a positions for receiving the pass.
8. For improving the play with the reverse stick, only reverse stick passes count.
9. To improve receiving and control of high ball, the prisoners are released only after an aerial pass.
10. Practice these variations with 5, 6, 7, and then 8 players on each team; increase the dimensions of the playing area as the numbers of players increases.

*Coaching Objectives:*

- Be aware of all options before passing the ball. Be able to select the most effective move which is usually a pass to the player furthest away from the defenders.
- Make it simple and look for a high percentage of success in your passes; avoid getting into a 1-on-1 situation and keep the ball out of the range of action of any defender.
- Develop accuracy and speed with any pass, also trying to disguise its direction.
- Also see the objectives of the 1<sup>st</sup>. Simplified Game in this chapter and of the next Simplified Game “Executing Consecutive Passes”.

*“Mastering a skill doesn’t mean that the player knows to use it in precise moment during the game”*



**5<sup>th</sup>.Simplified Game****EXECUTING CONSECUTIVE PASSES**

Two teams of four players compete in half of the area between the centerline and one 22.90 meter line of the 8-on-8 hockey field), trying to keep possession of the ball and execute 10 consecutive passes from a distance of at least 10 meters. The official hockey rules apply. After one team manages to pass the ball 10 times in succession, there should be a 2-minute rest interval before the game resumes. During the interval the players of both teams evaluate their performance level. The game is restarted with a ball toss. To win the game it's necessary to complete 10 consecutive passes three times.

**Variations:**

- The team that keeps the ball in its possession longer is the winner.
- Play the game in a smaller or wider area. In case the game is played in the complete zone between the center line and one 22.90 meter line only passes with hits count.
- After the execution of a pass the same player has to move into another part of the area at least 10 meters away from the former location.
- See variations in the simplified Game “Rescue Prisoners”.

**Coaching Objectives:**

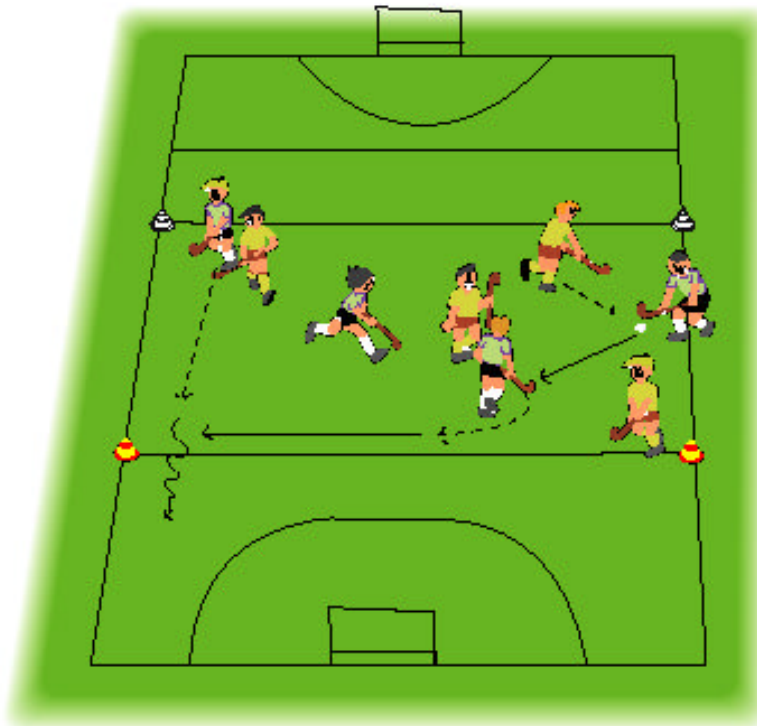
- See the objectives in the simplified game “Rescue Prisoners”, and avoid a concentration of players close to the ball in order to make the defense more difficult.
  - Read the game correctly to be able to select the most effective passing option.
- 
- Learn to keep possession of the ball in critical situations, such as when opponents apply a pressing defense or when the ball carrier is drawn into a corner of the field.
  - Know when to pass and when not to pass (to dribble instead).
  - Learn to shield the ball with the body.
  - Add width and depth to the attack in order to stretch the opponent's defense; the attackers without the ball should constantly be ready to receive in those zones of the playing area less under the control of the defenders.
  - Before the execution of any pass, ensure that some visual agreement occurs between ball carrier and receiver.
  - Play as a team and reduce individual play (especially 1-on-1) as much as possible.
  - As defenders, place more players close to the ball than the attackers do; read the game to anticipate the next moves from the attacking side and to condition the opponent's play.

### 6<sup>th</sup>.Simplified Game

#### DRIBBLING ACROSS THE OPPONENT'S END LINE

Two teams of four players each compete between the centerline and the 22.90 meter line in the whole width of the hockey field, aiming to dribble the ball under control across the opposing end line (that is, 22.90 meters away). The game starts with a bully in the center of this playing area. All free hits must be taken at a spot at least 4.5 meters away from the respective end line. All other rules are the same as the official ones.

Duration of the game: three periods of 3 minutes each, with intervals of 2 minutes in which both teams should rest and elaborate the tactics for the next 3 minutes' play.



#### Variations:

- Before competing in the above described game, youngsters should practice the following variation of it: each team has five attacks, starting always from their proper end line. When they touch the ball for the first time, their opponents initiate the defense from the opposite end line. The attack finishes with either a goal or a loss of the possession of the ball to the defenders. The defenders may not counterattack after having defended with success, however. The team that scores more goals in 10 attacks is the winner.
- More advanced players should practice in a smaller playing area (easier to defend) or in a much bigger area (to make the defense very difficult).
- This variant might be called "Make It and Take It." After scoring, the attackers *continue* to attack. They immediately turn around to attack the opposite goal, which should be defended by the same opponents. The team that manages to score more goals in 5 minutes of play is the winner.

- Instead of attacking two wide goal areas, the attackers now try to score in either of 6-meter-wide goals), situated in the wing positions on the two end lines.
- Each team is in possession of one ball. To score the team must control one ball on the opposing end line and also be in possession of the other one.
- The game is played by three teams on two subjacent areas, that means between both 22.90 meter lines. In the first area the first game 4-on-4 is played as described in the original version. Once the team which starts from the first 22.90 meter line, manages to controls the ball on the center line ,defended by a second team of 4 , these defenders have to retreat and position themselves on the opposite 22.90 meter line. Meanwhile the attackers continue to attack in the same direction, facing behind the center line a third team of 4 players which comes in to defend the second 22.90 meter line.

Wins the team, which is able to score in both goals (center line and 2<sup>nd</sup>. 22.90 meter line) and on its way back score again against the last defenders on the center line and subsequently against the first defenders who now defend the first 22.90 meter line.

#### *Coaching Objectives:*

##### **In attacking these are the main objectives:**

- Play with a "rhombus formation" and ensure width and depth in the attack.
- Lift the head while dribbling the ball to collect information that will allow you to pass the ball to the best-situated teammate.
- Know when to change the rhythm of the attack; learn to accelerate at the correct moment.
- Learn to be available as receiver in a part of the playing area that is not controlled by the defenders; this zone is usually further away from the ball, at the opposite side of the field from where the ball is.
- Select the most effective passing option; don't risk long passes when the likelihood of success is poor.
- Know what the correct option is for beating a pressing defense.
- Know how to execute free hits and the push-in successfully.
- Avoid getting into a 1-on-1 situation, which has little likelihood of success; instead aim to create 2-on-1 situations through systematic support of the ball carrier.

*"The mainly technique orientated training cuts out the fun and enjoyment of practise, which is generally generated by game playing"*

**In defending these are the objectives:**

- Position yourself between the opponent and the proper goal, staying closer to the center of the field than is the opponent.
- Scan the game situation, observing in particular the ball but remembering to keep both the opponents and your teammates in your field of vision.
- Ensure width and depth in your defense.
- Anticipate the ball carrier's intentions.
- Follow the game situation and practice a combined marking (marking closely in your assigned zone), a zonal marking, or a player-to-player marking with constant communication among all four defenders.
- Use a side position to tackle an attacker in full control of the ball.
- Maintain a high level of concentration during the game.

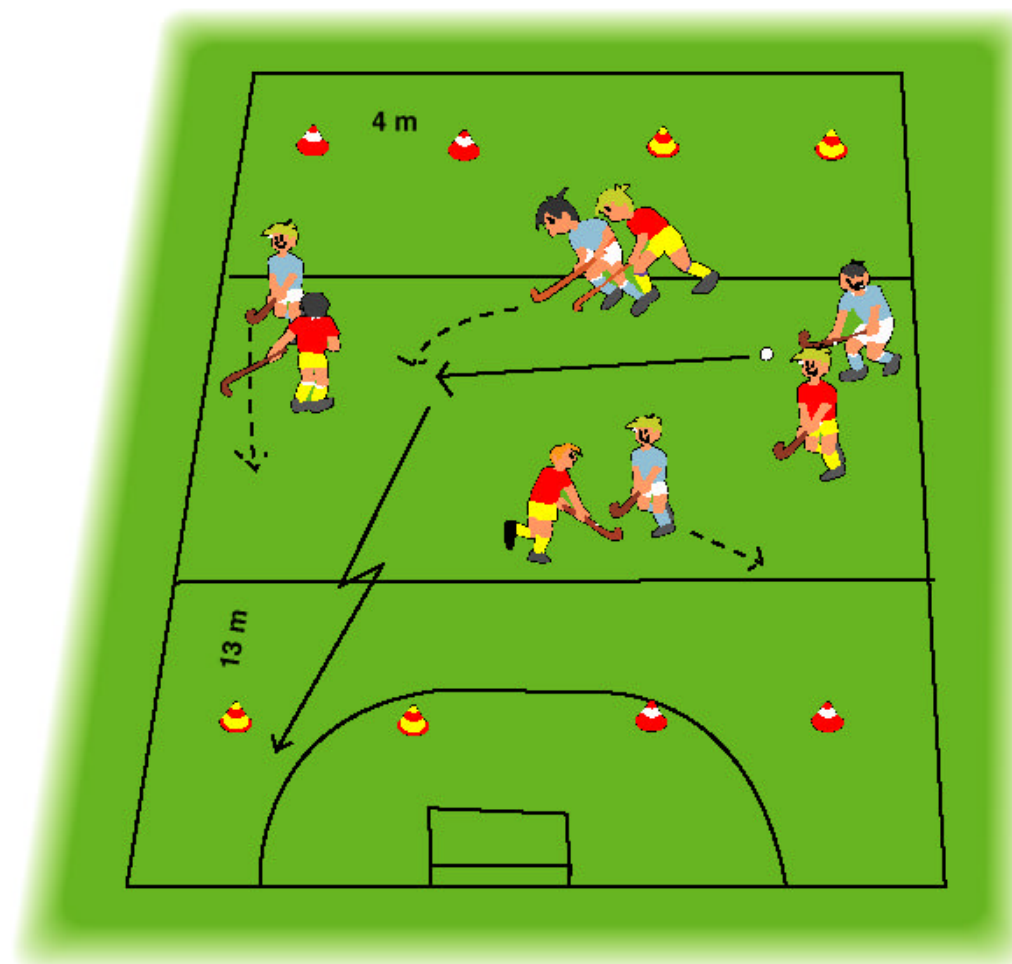
**Corrective Games:**

Many game situations which frequently occur in this game will help players improve their skill level. Any of the simplified games for teams of two (see chapter 4) or three (see chapter 5) are good.

*“With hockey happens the same as with music: to survive you have to be always up-to-date. You can't sing everlastingly the same songs. It's essential to renew your repertoire”*

**7<sup>th</sup>.Simplified Game****LONG PASSES OUT OF THE MIDFIELD**

Two teams of four players only compete between the centerline and one 22.90 meter line of the a 8-on-8 hockeyr field. The game lasts for three periods of 5 minutes each. Start with a ball toss in the center of the field. Each team then tries to gain possession of the ball and pass it, pressured by the defense of the opponents, through one of the two goal areas (marked by cones set 3-meters apart) established on the end line on both sides of the goal (in case a 8-on-8 field is used) or on the full field some 13 meters behind the opponent's end line (22.90 meter line). No player may leave the assigned playing area. It helps the flow of play to place some reserve balls on each end line in order to restart the game without delay after any long pass. While the attacking team does its best to create sufficient space and gain some time to prepare a long, precise pass, the opponents defend aggressively. Defenders try to always outnumber the attackers in the zone where the ball is being played. The young players will quickly learn that immediately after a successful tackle, there is an ideal opportunity to counterattack with a long pass.



*“Man must live in the middle of risk and safety. Risk leads to self destruction, safety leads to stagnation. Between both lies survival and progress”*

Gunnar Breivik

**Variations:**

**Have players try the variations in the progressive order listed here:**

1. A neutral player supports whatever team is in possession of the ball.
2. At least three passes should be played in the center of the field before a long pass can be executed.
3. A fifth attacker offers himself behind either of the two goal areas to receive the through pass and then finish the attack with a shot into the goal.
4. Instead of introducing an attacker as in the previous variation, a defender now stays close to the cone goals, trying to intercept the long pass to either of the goals.
5. Play the same game (variation 4) on a smaller field.
6. Two attackers, watched by one defender between them, are positioned behind each of the two cone goal. Their aim is to collect a long pass out of the midfield through one of the two pairs of cones, despite the defender's efforts to the contrary.
7. Remove the goals (cones) but station the two attackers more or less at the same place, about 13 meters behind the 22.90 meter line when you play on the full field or on the end line when you play on the 8-on-8 hockey field. After receiving the long through pass, the attackers must score, despite the active presence of one defender and a goalkeeper.
8. Play as in Variation 7, but include a second defender. Through his presence both defenders can now mark closely.
9. Play as in Variation 8, but add a third defender who acts as a free player (sweeper) behind his two defenders, giving them cover.
10. Allow any midfield player to leave his assigned area after any successful reception and control of a through pass by one of the front runners.
11. See variation 10. Only midfield players may score. This obliges them to support their front runners immediately after the through pass is made.
12. Allow any player during the development of the game to interchange his position and function with any other teammate.
13. Play the variation 12 with 5 midfield players in each team. This way each team is composed by 11 players: a goalkeeper, a sweeper, two close marking defenders, 5 midfield players and 2 front runners.

*“Training is a process of development through gradually increasing demands”*

*Coaching Objectives:*

- Fulfill the coaching objectives of the previous simplified games.
- Aim to execute a long pass immediately after the recovery of the ball from the opponent.
- Learn to disguise the direction of the pass.
- Analyze the game situation before receiving the ball to find out whether a long pass is possible. \* Always look out for the long pass, but when its execution doesn't seem likely to lead to success, forget about it and instead choose a play that ensures your team's keeping possession of the ball.
- As defenders, try to reduce the space and time at the disposal of the ball carrier and his supporting players; after having recovered the ball, switch quickly to attack.

**Corrective Games:**

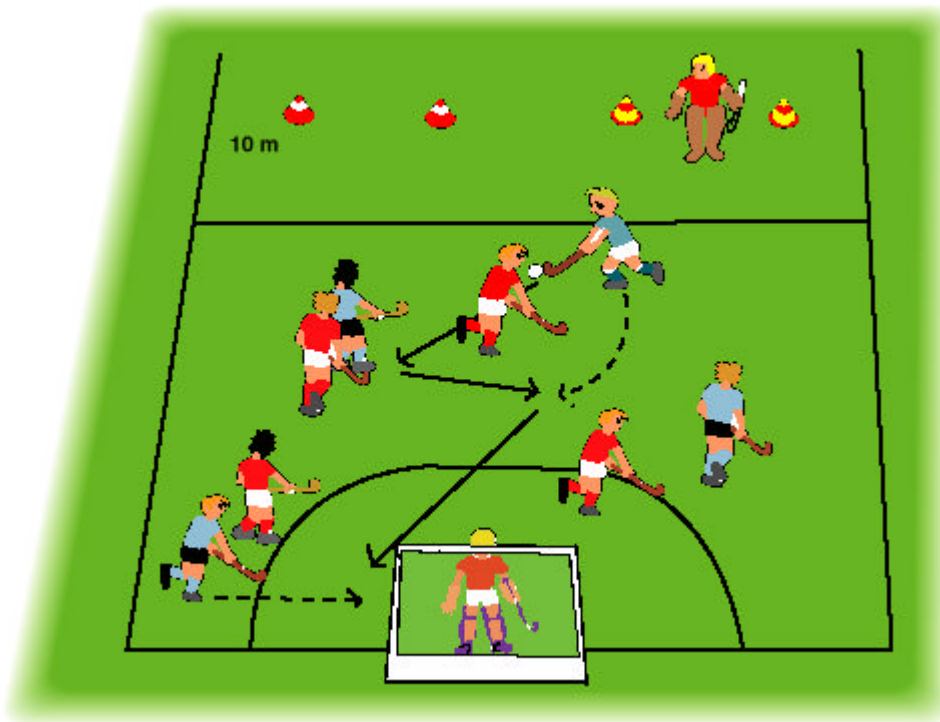
Use the 2<sup>nd</sup>, 5<sup>th</sup> or 7<sup>th</sup> Simplified Game for 2-on-2 (see chapter 4); the 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> Simplified Game for 3-on-3 (see chapter 5); and the 3<sup>rd</sup> Simplified Game for 4-on-4 ( in this chapter).

*“An obstacle or a difficulty is only an opportunity to improve and to progress”*

### 8<sup>th</sup> Simplified Game

#### SCORE, DEFEND, AND COUNTERATTACK

Form two teams of four players each who will compete in one half of the 6-on-6 or 8-on-8 hockey field. Use an official goal and add two 3-meter-wide goals marked by cones on the centerline or 13 meters behind the 22.90 meter line. It's also a good idea to add one neutral goalkeeper on each team. Start the game with a bully in the center of the 22.90 meter line. Both teams toss a coin to decide which will first attack the official goal and which will instead try to score by a pass from any distance through one of the two cone goals. For any infringement of the rules consult the 7-on-7 or 8-on-8 game rules, depending on the ages of the players. Duration of the game: four periods of 5 minutes each; at each interval the teams change sides and goals.



#### Coaching Objectives:

- Strive for the objectives of the previous simplified games for four-player teams.
- Know how to play effectively in the opposing shooting area.
- Watch systematically for the goalkeeper's rebound.
- Know how to execute long corners, penalty corners, free hits and push-ins well.
- Gain experience in building up the defensive wall.
- Gain experience in the shooting circle..
- Know how to defend without giving away a penalty corner.

#### Corrective Games:

Review any of the previous simplified games as well as the “Games for Basic Abilities and Capacities” (chapter 3).



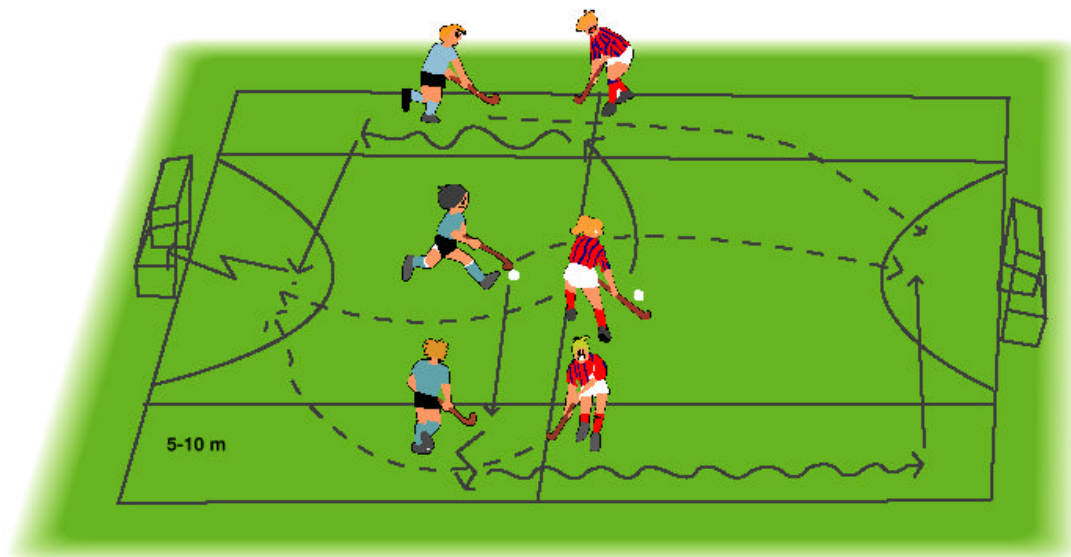
### 9th Simplified game: INDOOR HOCKEY 5-ON-5

**The official rules of the FIH are applied with exception of:**

- Only 5 players of every team can play on the field at the same time. One of them has to play as goalkeeper. There are only three players for substitutions.
- It is permitted to lift the ball in any part of the indoor hockey field so long as the elevation of the ball (for instance over the outstretched stick of an opponent) is not considered dangerous.

### 10th. Simplified game 4-ON-2 WITH CENTERS AND DEFLECTIONS

Use the rules of the 11<sup>th</sup>. Simplified Game for 3 on 3 (see chapter 5) with two exceptions:



The game is now played by teams of four players and only one ball is used for both teams. Two players on each team start as wings, and two start in the center of the field. The team that gains possession of the ball after the initial bully passes the ball to one of its two wings, who is marked by the opposing wing. Once a wing manages to control the ball within his limited zone with three consecutive touches, he may advance without opposition. After he arrives level with the circle, he centers the ball to one of his two teammates in the central stripe. These teammates should be supporting him during his dribbling, with the aim to then score with a deflection. They are opposed, however, by two defenders playing in the central stripe. Initially there are no goalkeepers, which makes scoring easier. After 10 attacks the four players of each team rotate, until everybody has played in the three possible positions.

*"The art of handling the different players of your team is nothing else than knowing to associate their ideas"*

**Variations:**

**Have players practice these variations in the order of progression given here:**

1. The game is first played without defenders. Both teams attack, every one in possession of one ball (as described in the 11<sup>th</sup> Simplified Game for 3-on-3 in chapter 5).
2. When the attackers manage to score frequently with a deflection, the game is made more complex and is played with one ball only. One of the two center players of the opposing team is allowed to defend as a field player, while the other one remains on the centerline.
3. Follow variation 2, except that the only defender has to play as goalkeeper; the goalie can defend only with both feet on the goal line.
4. There are no limitations for the two opposing defenders in the center stripe, once they realize that their team is not going to attack. In general, one of them runs quickly into the goal to serve as goalkeeper, while the second one tries to intercept the center.
5. Play the rules of the original game (described above).
6. Play the original game with two neutral goalkeepers (see illustration).
7. The wings may choose between a center and a shot toward the goal, which is defended by a goalkeeper.
8. The wing who is not in possession of the ball may join his two attackers in the central stripe and participate in the goal scoring (making it 3-on-2).
9. Play as a free game except that a goal may be scored only with a deflection.

*Coaching Objectives:*

Use the same objectives as for the 11<sup>th</sup> Simplified Game for 3-on-3 (chapter 5).

**Corrective Games:**

Use the 11<sup>th</sup> Simplified Game for 3-on-3 (chapter 5).

*“It’s difficult to understand something which you haven’t experienced”*

## SIMPLIFIED GAMES 5 ON 5

The following simplified games allow coaches to present their players with problems that are common in the 8-on-8 and 11-on-11 games.

### 1st Through 8<sup>th</sup> Simplified Games

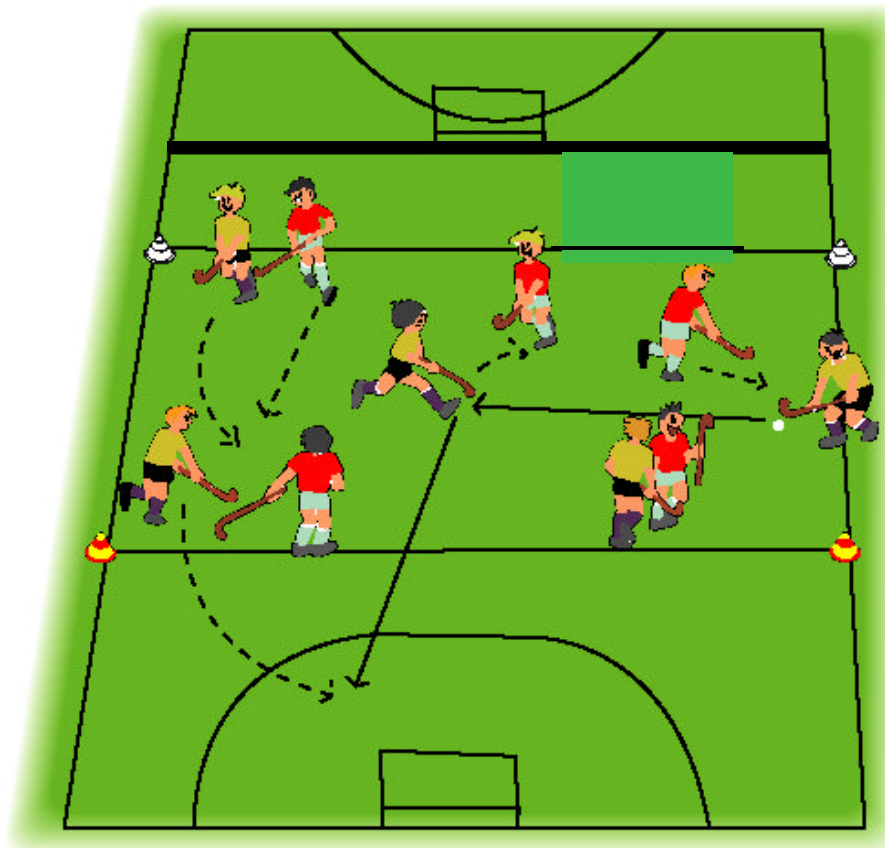
Please review the first eight simplified games for 4-on-4. All these games should be practiced with the same rules (including the same field dimensions and duration of the matches); simply add one more player on each team.

The training objectives and corrective exercises also remain the same for these more difficult and complex games as the ones given in the earlier simplified games for playing 4-on-4.

### 9th. Simplified Game

#### 5-ON-5 WITH FAST ATTACKS

The 8-on-8 hockey field has three equal zones (22.90 meters by 50 meters). The game is initiated in the central zone or area. There, four players from each team try to keep possession of the ball for five consecutive passes. After a team manages this or an even higher number of passes, its players must pass the ball to their front runner, close to the opposing goal. Players (attackers as well as defenders) may not leave the midfield before the ball has been played into the attacking zone. After the reception and control of the long pass, the player stationed in the end zone must wait for the support of teammates (who run out of the midfield after executing the through pass), not being allowed to score. The conclusion of the attack is hindered by a neutral goalkeeper and by the defenders, who should have also run from the midfield immediately after the long pass. The team that scores more goals after 10 bullies in the center of the midfield is the winner.



**Variation:**

- The game is played without an “outlet” player. All five players on a team remain in the midfield. A team may leave the midfield and attack the goal only after having achieved three (later make it five) consecutive passes. All other rules are the same.

*Coaching Objectives:*

These are the same as for the 8<sup>th</sup> Simplified Game 3-on-3 (see chapter 5) and the 3<sup>rd</sup>.Simplified Game 4 on 4 (earlier in this chapter).

**Corrective Games:**

These are also the same as for the 8<sup>th</sup>. Simplified Game 3-on-3 (see chapter 5) and the 3<sup>rd</sup>. Simplified Game 4-on-4 (earlier in this chapter).

*“The road to success is covered with many obstacles, defeats and disappointments”*

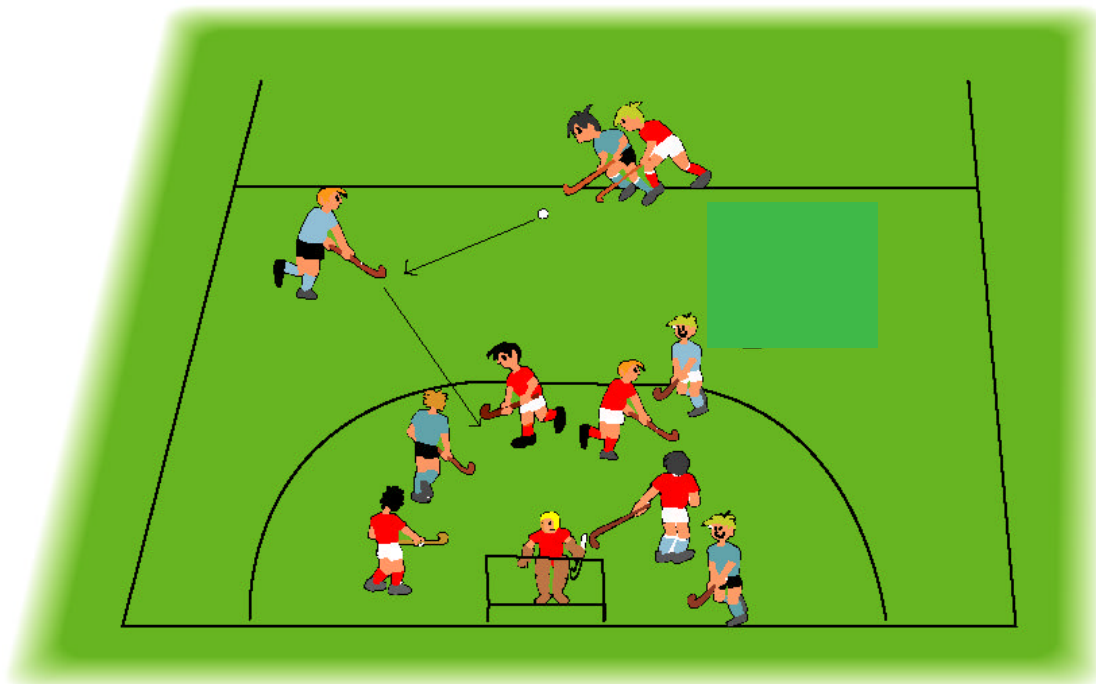
### 10<sup>th</sup> Simplified Game THROUGH PASS TO AN ATTACKER IN THE CIRCLE.

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Three defenders play inside the D with two teammates defending in front of it against three attackers. Their objective is to serve the ball from outside the shooting circle to one of the two front runners who do everything to make themselves available for a precise through pass inside the D and then score with a deflection or after having controlled the ball.

When one of the 5 defenders conquer the ball, he has to clear it across the 22.90 meter line.

Duration of the game: 4 times 5 minutes with interchange of functions and positions between the two teams.



*“Minds are like parachutes: they only function when open”*

## LEVEL-4 COMPETITIONS

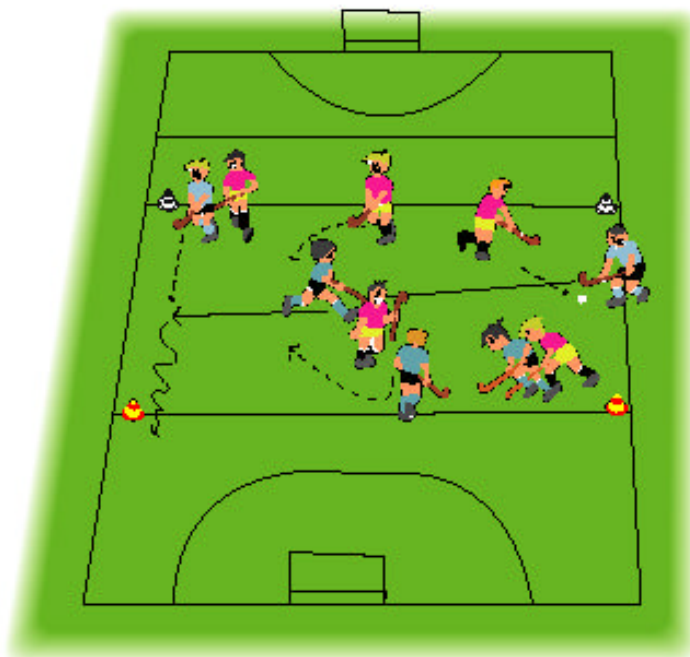
Three or four times during a season you can replace a training session with the 5-on-5 Triathlon to give the 12- and 13-year-old players an opportunity to compete, under stressful conditions, in the most common situations of the 8-on-8 Hockey game.



### 5-ON-5 TRIATHLON

#### CONTROL THE BALL ACROSS THE OPPOSING END LINE

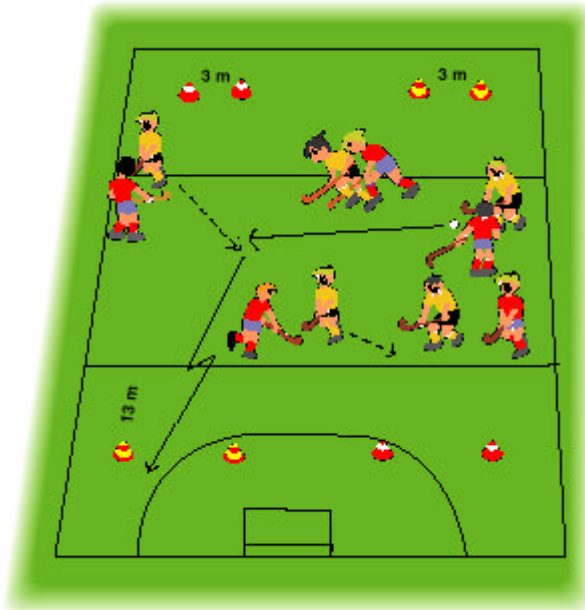
- The game is played in the center part of the 8-on-8 field.



- Both teams try to control the ball on the opponent's end line .
- Bully to start the game.
- Free hits and hit-ins always more than 4.50meters from the end line line.
- Duration of the game: 3 times 3 minutes

### LONG PASSES OUT OF THE MIDFIELD

- Without leaving the midfield of the 8-on-8 hockey field, each team tries to pass the ball through one of the two cone goals (3 meters wide) situated close to both goal-posts on the opponent's end line (simulating the position of forwards who expect through passes).



- To save time, several reserve balls should be made available.
- Duration :3 times 3 minutes.

### SCORING, DEFENDING AND COUNTER-ATTACKING

- Bully in the centre of the field.
- One team attacks the goal.
- The other defends it and counter-attacks with a pass through one of the 2 cone goals established 7 meters behind a 22.90 meter line.
- Duration:4 times 3 minutes. Every 3 minutes both teams switch positions and functions.
- It's recommended to use goalkeepers.



*“Coaches still concern more about the contents of the training sessions than about their teaching style”*

## 5-ON-5 TRIATHLON

### COMPETITION BETWEEN TEAMS FORMED BY 5 PLAYERS

### EUROPE AGAINST OCEANIA

Teams	FRANCE	SCOTLAND	POLAND
Names of players			

Teams	AUSTRALIA	NEW ZEALAND	FIDJI
Names of players			

#### 1st GAME: ACROSS THE OPPOSING GOAL LINE (3x3 min.)

Field	Match	Result
1	POL-AUS	
2	FRA-NZ	
3	SCO-FDJ	

#### 2nd GAME: LONG PASSES OUT OF THE MIDFIELD (4x3 min.)

Field	Match	Result
1	POL-NZ	
2	FRA-FDJ	
3	SCO-AUS	

#### 3rd GAME: SCORING, DEFENDING AND COUNTER-ATTACKING (4x3 min.)

Field	Match	Result
1	POL-FDJ	
2	FRA-AUS	
3	SCO-NZ	

**FINAL RESULT:**  
(sum of victories)

**EUROPE** against **OCEANIA**

— : —

Technical Delegate: \_\_\_\_\_

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**Note:** It's not permitted to change the composition of any team during the competition in the 5-on-5 Hockey-Triathlon.

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## 8 - ON - 8 HOCKEY

Eight-on-8 hockey is considered an ideal bridge which guides the 12 and 13 year old players from the popular 6-on-6 game toward the full game.



### RULES OF 8-ON-8 HOCKEY

The present rules only determine the specific ones for the 8-on-8 competition. Therefore any circumstance not covered in the following regulations has to be ruled by consulting the official rules of the game.

#### 1. Number of players/team:

8-on-8 Hockey is considered the ideal competition for players 12 and 13 years old. It forms a solid bridge toward the 11-a-side game.

A team is formed by 10 players only. Eight of them are simultaneously involved in the game. All 10 players have to take part in the competition.

*“The life of a man (coach) without revising his daily work constantly, is not worth living”*

Johan Wolfgang von Goethe

## 2. Playing field:

8-on-8 Hockey is played on three quarters of the official hockey field, between one end line and the furthest 22.90m-line, using the normal size goals. One of them is placed at the middle of the furthest 22.90m-line and the other remains on the original spot.

The shooting circles are from normal size.



## 3. Penalty corner:

During the penalty corner four defenders including the goalkeeper start from behind their end line. The other 4 defenders may take part in the penalty corner running from the center point of the field in the moment the ball is pushed out by the attacking side.

## 4. Duration of the game:

The competition last 2 halves of 35 minutes with 5 minutes rest.

## 5. Umpiring:

In order to promote umpiring, the 8-on-8 competition should be controlled by two umpires between 16 and 18 years of age.

*“Children learn 10% from they read, 20% from what they hear, 50% from what what they see and hear and 90% from what they do”*

John Whitmore

## A POPULAR "CORRECTIVE GAME" FOR 8-A-SIDE HOCKEY

The game is played on the official field across its width from one side line to the other. A team scores when one of their 8 players can manage to control the ball on the opposing side line.

The goalkeepers may play with their equipment all over the field and have the right to play the ball with any part of the body.

### *Coaching objectives:*

- Assure through intelligent play without the ball and through long and precise passes width in your attacking moves.
- After a reception and control of the ball in a less defended part of the field look out for a quick penetration or 2-on-1 situations.
- Make sure to have depth in attack as well as in defense.
- Apply a pressing defense in parts of the field where the ball is played.

## WHY 8-ON-8 HOCKEY BETTER MATCHES 12- AND 13-YEAR-OLD PLAYERS THAN THE OFFICIAL 11-ON-11 COMPETITION ?

1. Each player touches the ball more often and is therefore more involved in the game. This more intensive participation not only enhances technical and tactical learning but also allows the youth coach to collect more precise information about the performance of each player as well as of his whole team as a unit.
2. Although the parameters of space and time are almost exactly the same as in the 11-a-side game (213 square meters per player in 8-on-8 and 207 square meters per player in the full game), the 8-on-8 game assures better learning (and facilitates a smooth transition to regular play) because there are only 16 players in the field. With fewer players on the field, the basic game situations appear more frequently, but they confront the young players with less complex problems than in the full game. The players therefore can feel more capable, which results in self-confidence and, at the same time, greater motivation to learn even more.

*"The development of the game is so fast these days that the coach who says it can't be done is generally interrupted by someone doing it"*

3. Playing on a smaller size field (especially because of less depth of the field) allows any youngsters to reach any player on the field with a pass (something that is impossible to find with their playing on the full field, especially for the girls). This aspect stimulates their visual perception.

The 8-on-8 competition therefore helps young players to develop correct habits for later using in the 11-on-11 game. There is no question that it's much easier to integrate a player successfully into the full game after he has been exposed to two years of the simpler problems in the 8-on-8 game.

4. All young goalkeepers between 12 and 14 years prefer to play 8-on-8 Hockey instead of the full game. Why? Like their teammates they, too, have the opportunity to play the ball more often because fewer players are involved in the game and because the ball approaches the vicinity of the goals more often. Therefore, they gain more experiences in less time.



5. With the ball more often played close to the goal, the forwards, defenders and also the goalkeepers gain more valuable experiences in the most decisive parts of the field—where any mistake or successful action can modify the result of the game. In 8-on-8 Hockey they have more opportunities to learn to deal with stressful situations as all situations like for instance shots on goal or going for the offensive and defensive rebounds appear more frequently as in the full game.
6. With only eight players on a team, the game has fewer interruptions with the ball in play more time. Due to the shorter distances in 8 on 8, there are less stimuli for anaerobic resistance, which at this stage of the development of the player has to be considered positive.

*“Training is a process of development through gradually increasing demands.”*

L. Moorehouse

7. 8-a-side Hockey is played tactically the same way as the full game. Generally a team is formed by 3 attackers, 3 midfield players, one defender and a goalkeeper. Missing one line in midfield stimulates the frequent exchange between defenders and forwards who have less ground to cover to help in defense or to support the attack. That is why 8-on-8 Hockey develops more versatile players who are capable of playing well in different positions.
8. The job of the youth coach, who generally is not very experienced, is much easier. He learns under simpler conditions (fewer players but more ball contacts, less complex game situations) to analyze the players' performance and the team as a whole, as well as how to facilitate programming the contents for the next training sessions. The greater facility in analysis makes it easier to find appropriate solutions to problems.
9. What is valid for the coach is valid also for the referee. Putting a logical progression of youth competitions into practice will also, without doubt, benefit the level of umpiring in the long term. Like the coach and his or her young players, young referees also grow slowly—by facing increasingly difficult and complex problems—into the full game, ensuring that they feel capable at each stage of their referee development.
10. Spectators, especially parents, really enjoy watching an 8-on-8 game more than the traditional one because it's easier to follow. Because there are more goal opportunities for both teams, it's more exciting.



Last but not least, the parents see their daughters and sons in possession of the ball more frequently; they see more successful interventions than in the full game—and more possibilities of scoring.

*“Depending on how we behave, the field of life presents us with a harvest of flowers or thorns”*

Johan Wolfgang von Goethe

## UNDERSTANDING 8-ON-8 HOCKEY

To a casual observer, hockey can sometimes appear complex. In fact, it is an exceedingly simple game once the basic concepts, skills, and rules have been learned and understood.

### **The “invasion” game has two distinct phases:**

1. The attacking phase—when one's own team has the ball
2. The defending phase—when the opposition has the ball

### **The objectives (individual and team) for each phase are as follows:**

1. Attacking phase
  - Keep possession.
  - Get the ball forward and penetrate the opposing defense at the earliest opportunity.
  - Create shooting and goal-scoring opportunities.
  - Score goals.
2. Defending phase
  - Regain possession of the ball at the earliest opportunity.
  - Prevent the ball's being played or carried forward, that is, penetrating one's own defense.
  - Deny the opposition shooting and goal-scoring opportunities.
  - Avoid conceding goals (prevent goals from being scored).

### **The following capacities are required to achieve the objectives in each phase:**

1. Attacking phase
  - Control of the ball and composure while on the ball.
  - Ability to run with the ball.
  - Ability to dribble the ball and dodge.
  - Ability to pass the ball.
  - Ability to receive and then control the oncoming ball.
  - Ability to create and convert goal-scoring opportunities.

## 2. Defending phase

- Ability to mark.
- Ability to delay, channel, and close down opponents.
- Ability to intercept and tackle.
- Ability to prevent and deny shooting or goal-scoring opportunities.
- Effective goal-keeping.



### **Each phase has its own required style of play:**

1. The attacking phase is fluid, expansive, and creative.
2. The defending phase is disciplined, organized, and secure.

### **Similarly, these two phases determine the principles of play for the game.**

1. In attack, go for possession, speed, support, penetration, concentration, width, and mobility.
2. In defense, go for depth, delay, balance, concentration, organization, security, and speed.

## SUMMARY

To perform effectively in 8-on-8 hockey players must understand the objectives, styles, and principles of play required of them during the distinct phases of the game and in the different areas of the pitch. Most importantly, effective team play depends on individual players striving to master the basic techniques and skills and perform them well.

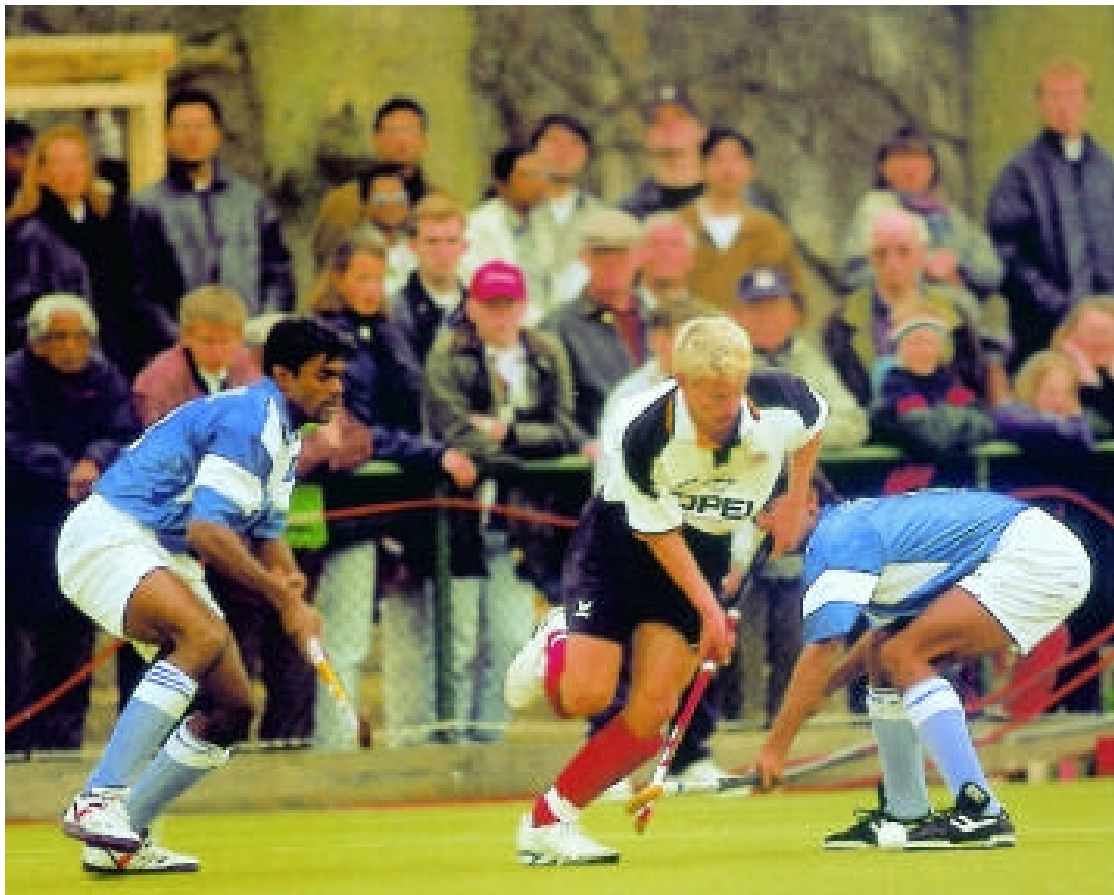
A solid bridge between learning more complex situations and applying them in a competitive game is presented in this chapter. Here a great variety of simplified games and their corrective exercises mainly help to fine-tune the technical aspects, but in addition the chapter constructs a link with understanding particular situations and with applications in an official competition (8-on-8 hockey). **Training and competition are always viewed as a unit**, one being tightly linked to the other. **Game-orientated practice**, found in this chapter, **stimulates young players through the possibilities of discovering more than do instruction** and training sessions (as are so frequently observed in other approaches to youth hockey) whose contents are isolated from the competition and are mainly predictable situations.

*“Who is the most useless player in our team? The one who is not able to command nor knows to obey”*

Johan Wolfgang von Goethe



## Taking Hockey Into the Future



*"The hockey of the past we have to respect, the soccer of today we must study, and the soccer of the future we should anticipate".*

Players should encounter training that's enjoyable, effective, and appropriate to their age as soon as they set foot on the field. This is the only way to develop healthy, happy, talented soccer players. Any attempt to rush the natural development of young soccer players or have them confront the demands of the full game too early has to be considered detrimental to their development and future performance.

## BRINGING THE GAME INTO THE FUTURE

Neil Postman, a professor of sociology at the University of New York, states in his well-known book *The Extinction of Childhood* (1992) that modern society often does not allow children to distinguish their mode of living from that of adults. "They are eating the same food, they are watching the same television program, commit crimes like adults, take alcohol at an early age as well as drugs, etc." He further states, "The world of labor is also getting out of control. Girls between 12 and 17 years of age are, today, among the world's best-paid models, and there are children that, at the age of 18, are already multimillionaires (e.g., actors or pop stars). It is impossible that these children are behaving and will behave in the future as normal children would. . . ."



According to Postman, it's very dangerous when society does not notice much difference between the world of children and that of adults. He believes that children must discover the mysteries of life slowly and step by step, always in accordance with their mental stage and their present capacities.

The environment that children move and play in today has suffered an enormous transformation from nature to "urban jungle." This development has denied children the chance to learn from and follow nature. Instead they are more often forced to move "against their own nature" (e.g., to cross the road only when there is a zebra path or play computer games instead of outdoor games in fresh air). Since children have lost the natural setting, which influenced the education and development of their parents and grandparents, they should be given modern surroundings for learning and gaining experience on their own that can replace the former ones. This is why having organized sports in schools and clubs is so important for the quality of life of our youth!

Our world of hockey reflects the current situation. Instead of children being able to practice their particular games, as in the past, in the streets or other natural settings, the increasing urbanization of the landscape does not allow the most of them to make use of the natural surroundings that their grandparents had for play.

Besides having to play the game on artificial grass fields far away from their homes, in our advanced society young boys and girls—in many clubs and schools—must maintain rigid training methods and competitions. These old-fashioned methods **in no way respect the laws of nature or the children's actual mental and physical capacities.**

*"Nothing is permanent except change"*

Heraclites

Everywhere children are obliged to train and compete like adults, forced to adapt to rules originally intended for adults. The rush to introduce talented youth to the adult game has frequently resulted in their acquiring bad habits that later limit their performance on our senior teams.

Children should take part in games that are specially designed for their age, rather than being rushed into the complex adult game.

We know that when an institution organizes a competition, it determines to a high degree the objectives, contents, and methods of the children's training and learning process. That means that **if the structure of the competition is wrong, the way the coach trains them must also be incorrect.**

Experience shows that coaches of young players are seen positively by the parents and club officials only when the kids demonstrate success or winning. But to achieve this kind of success in the traditional competition, the coaches must train them in a very similar way to the adults, with more or less the same contents and methods.

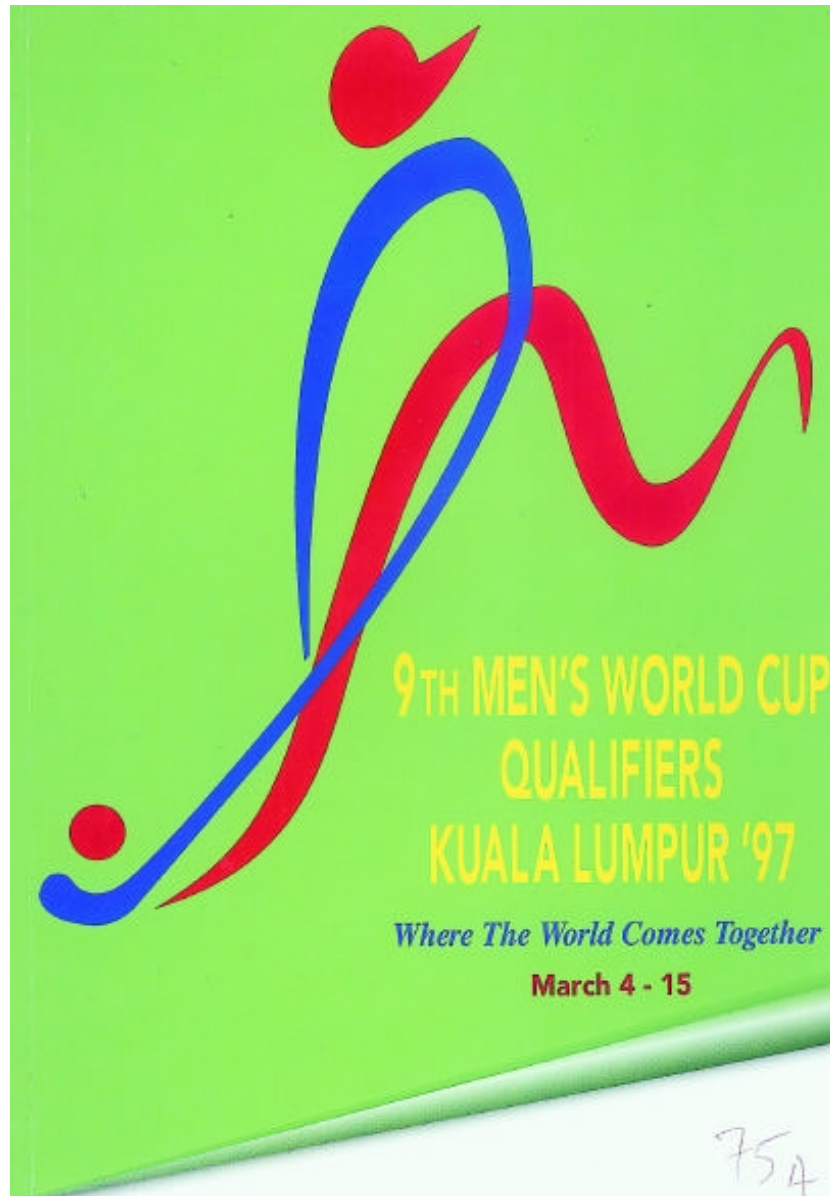
Beginners in such a system are obliged to compete every weekend in a match where success is conditioned mainly by one specific skill (the long pass) and often by destructive or negative tactics. This forces the coaches, in the limited available practice time (generally 3 hours a week), to concentrate almost exclusively on match-winning aspects. They are afraid to "waste time" in developing the children at the initial stage through a wide range of physical activities and problem-solving situations. But it is only in this systematic way that a sound level of coordination and conditioning capacities can be acquired. And these, as we all well know, are indispensable for the further improvement of young players' performance.

Although all sport scientists agree on this developmental model, few sports federations are making use of the important recommendations these professionals make. **Instead of copying nature and patiently developing all the necessary capacities,** through training and competitions tailored to the children's capacities, many coaches of young players still **force them to play like clones of an adult.**



Modifying Postman's words slightly we might affirm the statement, "Once we give the children access to the forbidden fruit of adult information [competition], we expel them from the garden of infancy." It does seem as though, in many parts of the world, there are too many teachers and coaches of young hockey players still living in the Middle Ages. Why call it that? In the Middle Ages society knew only infants and adults. By six or seven years of age, a person was already considered adult because he participated in adult activities: the child worked, ate, dressed, and behaved as an adult.

For how long can we allow the ignorance of these coaches and administrators to continue to obstruct the natural development of the next generation of hockey players?



*"When an institution doesn't support research and investigation (like for instance supporting the study of this CD), how can we expect that our game grows and progresses? Innovation consists of 10% of inspiration and 90% of exertion and efforts"*

## TEN RULES FOR CONTINUOUS IMPROVEMENT

<b>1</b>	<b>Be prepared to give up your prior way of thinking.</b>
<b>2</b>	<b>When you teach, always question what and how you teach and what you have done up to now.</b>
<b>3</b>	<b>To overcome certain weaknesses and deficiencies of a player or a team, it is not enough to detect and diagnose the problems: you must seek their roots and apply the corresponding remedies.</b>
<b>4</b>	<b>To prepare a fine performance in the next match, consider and perfect every small component of the performance; small details may change the circumstances dramatically.</b>
<b>5</b>	<b>Progress step by step.</b>
<b>6</b>	<b>A 100% solution is difficult to find.</b>
<b>7</b>	<b>The difference between a good performance and an excellent one is putting in some more effort.</b>
<b>8</b>	<b>The best preparation for tomorrow is doing an optimal job today; the final victory results from a series of small, daily successes.</b>
<b>9</b>	<b>As none of us knows so much as all of us, working in a team ensures better results.</b>
<b>10</b>	<b>The process of continuous improvement never finishes.</b>

You have a step-by-step program here, designed precisely to match young players and to nurture their motivation to grow and develop in the game. Through this developmental model, you can help them flourish, year by year, as better and better players on the way to the wonderful adult game. You can foster their love of sport and good hockey playing.

**THE HOCKEY DEVELOPMENT MODEL** is a teaching and learning scheme which intends to guide and help the teachers and coaches to plan their training sessions for players between 7 and 14 years. It suggests a gradual series of activities which always take into account the pupils physical and mental state and which aims to promote an progressive development, over the years, of correct technical, tactical and physical capacities of the young hockey player. The activities suggested in the 5 levels of this model:

1. Break with the routine of normal training.
2. Represent a reciprocal and continuous process between acquiring abilities and capacities and using them correctly in a more or less complex game: if any important part of the capacity to play well is neglected in the teaching and learning process, this will have a negative effect on the performance of the players.
3. Are similar to what the game demands from a player.
4. Are based on a systematic reappearance each time of more complex basic game situations, set out to achieve preconceived objectives.
5. Are easy to understand, to apply and to assimilate.
6. Have flexible rules which could be easily adapted to existing conditions in schools and clubs.
7. Progress from easy to difficult and from simple to complex.
8. Allow everyone to take part intensively in the teaching and learning process, without neglecting his right to develop also his capacity of imagination, creativity and fantasy.
9. Apart from being varied, attractive and rich of fun, they teach and reinforce the basic principles of the game.
10. Gradually improve technical, tactical and psycho-physical capacities.
11. Consolidate the capacity of play in stress situations (playing well despite being under pressure or tired).
12. Thanks to their simplification and reappearance in different contexts allow the player to gain confidence and experience without constantly receiving coaches' instructions.
13. Trains and stimulates the young hockey player with the coach only interfering if the player is not capable of finding the solution to the presented problem by himself.
14. Foster the competitive spirit of the young player.
15. Consider the young athletes as a thinking player and not as a man who executes skills.

*“The best advice I could give to young players is to make use of every minute and don't hide in a box that others have constructed for them.”*

Michael Jordan

## ABOUT THE AUTHOR



Horst Wein, a F.I.H. Master Coach, is the doyen of coaching.

It was his determination and belief that changed the style of coaching bringing in methods, tactics and strategies that were unheard of. And all this was way back in the late sixties!! His perception, knowledge of the game, imparting skills and overall structuring of how coaching is done in sport is a revelation. What he came out with more than 3 decades ago, is still being used as the base of any coaching manual- material that people scoffed at during that time.

I have been fortunate enough to interact with Horst on various occasions and I must honestly say that with every meeting one's knowledge was enhanced.

The true success to any National team is the feeder route. This phenomenon is well known to all, but few have ventured into development of youth in the manner that Horst has done with the introduction of his Hockey Development Model in Spain in the early 80's. His brain put Spain on the winning track for one Olympic Gold and two Olympic Silver Medals between 1980 and 1996. ***His vision and capacity to anticipate the future of hockey makes him all over the great and highly respected man he is.***

His CD needs no endorsement because anyone who has read any of his books or attended his coaching clinics knows that Horst gives you something more - I for one will always be grateful to the master for sharing his knowledge, without which would never have ventured into coaching.

With every passing year the master gets better - like mature good wine and I wish him every success in his future endeavors.

**Cedric D' Souza** – Coaching Director of Indian Hockey Federation  
Director of Alchemy Sports Promotion Network (ASPN)  
Coach of India (Olympic Games 1996)

## RESUME OF HORST WEIN

Master degree in Physical Education from "Deutsche Sporthochschule Köln with Hennes Weisweiler, ex-coach of Borussia Mönchengladbach, FC Köln, FC Barcelona and Cosmos New York as football (soccer) coach.

Lecturer for P.E. at "Universität Münster", "Techn. Universität München" and at the "Instituto Nacional de Educación Física" de Barcelona

Head Coach of the German (for one year) and of the Spanish Hockey National Team (for 12 years) with the win of an Olympic Silver Medal (1980) and one Gold Medal at the European Cup.

First coach of the western world to be invited by the Soviet Union to train their top athletes in Moskow and Alma-Ata

Selector of the World XI and coach of the first ever European Hockey XI.

Director in the Sports Department of the Organizing Committee of the XXV Olympiad in München.

Consultant for the organization of the football (soccer) and hockey tournament of the Asian Games in Teheran

Since 26 years cooperation with "Olympic Solidarity" of the IOC.

Since 1995 lecturer of the "Centre of research and development" (CEDIF) of the Royal Spanish Football Federation and of CEDIFA of the Andalusian Football Federation.

Mentor for recycling the knowledge of the football (soccer) coaches of

*Internazionale Milan, (Italy)*

*Universidad Nacional Autónoma de Mexico ("Pumas"), América and Cruz Azul,*

*Comisión Nacional de Baby Fútbol (Uruguay)*

*Real Sociedad de San Sebastián (Spain)*

*Club Atlético Peñarol de Montevideo and Club Nacional de Montevideo*

*Football Academy Mastercard in Bogotá / Colombia*

*Universidad Católica de Chile and "Dirección General de Deportes y Recreación" Chile*

*Leeds United and Sunderland FC (England)*

Head Coach of NIKE (UK) for the "Primer Football Training Program"

FIH Master Coach with coaching assignments in 5 Olympic sports in 51 countries

Author of 31 sport text books ( 4 soccer books ), some of them published in German, English, Dutch, Italian, Japanese, Russian and Spanish.

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*After having passed the ball to you,  
now it's your turn to score!*

*"Last night a storm destroyed the roof of my home. Now I can see the moon more clearly"*

Japanese philosopher Haiko

*The storm of ideas included in this CD may have destroyed your coaching building, but hopefully has helped you to see the process of teaching and learning hockey more clearly.*