



S&DMHA Player Development Program



Compiled by Wayne King to be used as reference by coaches



S&DMHA Player Development Program

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Minor Hockey Player Development Program

General

For each level of play this document contains information on “Growth and Development” and “Skills”. Also included are sections containing information on yearly planning, key instructional points, goaltending and a list of reference material.

It is very important that every hockey program has continuity so that each participant can be exposed to the appropriate development at the appropriate time. It is also extremely important that this development be done in a way to ensure that it is a positive experience for all who are participating in this great game of hockey. Fun and development do go hand in hand.

Growth and Development

What are the characteristics of the players you will be working with? What are they generally like? What is their psycho/ social makeup? What are their leaning skills like? What are they like physically? What kind of preferences do they have? What are some of the things you as a coach should avoid? There are also some suggestions related to their growth and development.

Skill List

These lists are based on Hockey Canada’s skill development pyramid. It is very important to understand the progression in teaching skills to players. You cannot teach tactics to a player who does not have the basic technical skills of skating and handling the puck. You cannot develop team play systems for players who do not have the technical and tactical skills required. If our players can be taught the appropriate skills for their level then they will be better prepared to advance to the next level. If we can have some consistency, then our coaches at all levels will be better comprehension of what development their players have had.

Yearly Plan

The organized coach realizes the importance of planning beyond the immediate practice. To be effective and to ensure that both short and long-term goals are attained, you must carefully map out an overall master plan that includes a schedule of, for example, practices, training, competitions, and socials for the entire season.

You may be faced with a number of limitations (e.g., no control over practice times or league schedules) when designing your master plan. However, when possible a thorough yearly plan should be developed providing contingencies for such limitations that may occur.

Key Instructional Points

When teaching or refining a skill what are some of the “keys” to look for?

Goatending

“I have never played goal. I do not know what to do with my goaltenders. This section will give you some tips.

Reference Material

There is a lot of material available to help new and experience coaches. The game of hockey is always evolving. All coaches need to continuously be evolving with the game. You are never too old to stop learning.

Minor Hockey Player Development Program

Player Development Pyramid Definitions of Terms

Technical Skills

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

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).

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).

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).

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.

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Player Development Pyramid

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 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% 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 player 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.
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%.

	Technical Skills	Individual Tactics	Team Tactics	Team Play Systems	Strategy
Initiation	85%	15%			
Novice	75%	15%	10%		
Atom	50%	20%	15%	10%	5%
Pee Wee	45%	25%	10%	10%	10%
Bantam	40%	15%	20%	15%	10%
Midget	35%	15%	20%	15%	15%

Minor Hockey Player Development Program

Skill Lists

Beginner

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills

- Balance/Agility
- How to get up
- Proper stance
- T-push
- Gliding on 2-skates
- Gliding on 1-skate
- Scooting
- Glide turns
- One/Eleven o'clock stops
- Moving Sideways
- Forward striding
- Backward stance
- Walking backwards
- Gliding backwards
- C-cut
- V-stop
- Edge control
- Two-foot stop
- Crossover pumping
- Reversing direction & T-push
- Backward gliding 1-skate
- Backward 1-foot stop & T-push
- Backward push & glide
- Pivot, backwards to forward
- Pivot, forward to backwards
- Scooting in circles
- Front V-stance

Puck Control Skills

- Puckhandling stance
- Stationary puckhandling
- Skating with puck
- Open ice carry
- Starting with puck
- Weaving with puck

Passing & Receiving Skills

- Forehand sweep pass
- Receiving pass forehand
- Backhand sweep pass
- Receiving pass backhand
- Skating and passing

Shooting Skills

- Forehand sweep shot
- Backhand sweep shot
- Skating and shooting

Checking Skills

- Not applicable at this level

Individual Tactics

- Not applicable at this level

Team Tactics

- Not applicable at this level

Team Play Systems

- Not applicable at this level

Strategy

- Not applicable at this level

Minor Hockey Player Development Program Skill Lists

Tyke

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Stance • Gliding 2-skates • Gliding 1-skate • T-push • Edge control • Push and glide (forward striding) • Two-foot stop • Scooting • Front start • Backward skating stance • Backward gliding 2 skates • Backward gliding 1-skate • C-cuts • V-stop | <ul style="list-style-type: none"> • Glide turns • Crossovers • Backward striding • Tight turns • Backward 1-foot stop & T-push • Reversing direction (2-foot stop & T-push) • One-foot stop (front foot) • Pivot forward to backwards • Pivot backwards to forwards • Crossover front start • Lateral crossovers • Backward crossover start | |
|--|--|--|

Puck Control Skills

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Puckhandling stance • Stationary puckhandling • Use of feet in puckhandling • Skating with puck | <ul style="list-style-type: none"> • Weaving with puck • Open ice carry • Stopping with puck | |
|--|---|--|

Passing & Receiving Skills

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Forehand pass/receive • Backhand pass/receive • Lead pass to moving target | <ul style="list-style-type: none"> • Bank pass to partner • Skating and passing • Flip pass | |
|--|--|--|

Shooting Skills

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Forehand sweep shot • Backhand sweep shot | <ul style="list-style-type: none"> • Skating and shooting • Flip shot | |
|--|---|--|

Checking Skills

-

Individual Tactics

- Skating fake

Team Tactics

- Not applicable at this level

Team Play Systems

- Not applicable at this level

Strategy

- Not applicable at this level

Minor Hockey Player Development Program

Skill Lists

Novice

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills

- Gliding on 1 skate, 2 skates
- Front V-Start
- Agility skating / pursuit
- Gliding for balance
- Two foot Stop
- Forward crossovers
- Crossover start
- Backwards c-cuts
- Tight turns / Edge control
- Pivots
- Lateral crossovers
- Forward / Backward pivots
- Backwards striding
- Backwards crossover start
- Backwards stopping
- Backwards lateral crossovers

Puck Control Skills

- Puckhandling - Stationary / Moving
- Open ice puck carrying
- Puck control variations
- Puckhandling agility
- Starting / skating with puck
- Stopping with puck
- Agility puck control
- Tight turn puck control
- Skating with the puck

Passing & Receiving Skills

- Stationary Passing / Receiving
- Pairs passing while moving
- Pairs support passing
- Telescope passing
- Passing while moving fwd bwd
- Forehand / backhand flip / Saucer passing
- Bank pass
- Forehand / backhand passing while moving

Shooting Skills

- Stationary shooting
- Shooting while moving
- Wrist shot
- Backhand shot
- Snap shot

Checking Skills

- Mirroring
- Stick checks
- Angling

Individual Tactics

- Skating fakes
- Shoulder fakes
- Head fakes
- Shooting fakes
- 1 on 1 (offense)
- 1 on 1 (defence)
- Net drive - outside / inside / delay

Team Tactics

- Pass and follow
- Pass and shoot
- Flip pass and move
- Bank pass
- Give and go
- Moving to space
- cross and pass
- Support passing
- gap control
- 2 man drive
- 3 man drive
- cross
- headman
- "1,2,3 attack Principle" (Triangulation)

Team Play Systems

- Intro to breakouts

Strategy

- Not applicable at this level

Minor Hockey Player Development Program

Skill Lists

Atom

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills

- Skating - agility / balance / edge control
- Two foot Stop
- Front V-Start
- Open Ice carry
- Tight Turns
- Inside outside edge control
- Edge control - bwd c-cuts
- Crossovers
- Backward Skating
- Forward / Backward pivots

Puck Control Skills

- Puckhandling - Stationary / Moving
- Starting / skating with puck
- Puck control agility
- Moving Puck control
- Puck control variations

Passing & Receiving Skills

- Passing / receiving stationary
- Saucer passing
- Passing / receiving while moving
- Touch passing

Shooting Skills

- Wrist shot
- Quick release shots
- Backhand shot
- Shooting in motion
- Snap Shot

Checking Skills

- Angling
- Stick checks
- Open ice angling
- Head on a swivel
- Contact Confidence
- Positioning

Individual Tactics

- Net Drive / Inside / outside
- Drive Delay
- Puck protection
- Walkouts / turnups
- Skating fakes
- Moving to space
- Delay / support
- 1 on 1 offensive / defensive
- Head/ shoulder fakes
- Angling
- Body fakes
- Timing / scoring positions

Team Tactics

- Passing support
- Cross and drop
- Give and Go
- Bank passes
- Skate Pass / Shoot combo
- Headman pass
- Moving to space
- 3rd man high
- 1,2,3 Attack
- 2 on 1 offensive / defensive
- Pass and follow
- Support off of the puck
- Pass and move
- 1,2,3 attack principle Attack with width and depth
- 2 on 2 offensive / defensive
- 3 man drive
- Pass and move
- Puck carrier support
- Gap control
- Give and go, give and follow
- Defensive positioning

Team Play Systems

- Backchecking
- Breakouts
- Forechecking
- Defensive zone coverage
- Face off alignment introduction
- Defensive positioning
- Transition

Strategy

Not applicable at this level

Minor Hockey Player Development Program

Peewee

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills	<ul style="list-style-type: none">• Forward skating• Backward skating• Acceleration• Balance and agility• Foot speed and agility	<ul style="list-style-type: none">• Tight turns• Forward crossovers• Backward crossovers• Pivots• Lateral movement
Puck Control Skills	<ul style="list-style-type: none">• Forward and backward crossovers with puck• Moving Puck control	<ul style="list-style-type: none">• Puck control agility• Quick hands
Passing & Receiving Skills	<ul style="list-style-type: none">• stationary passing in pairs• Moving passing in pairs	<ul style="list-style-type: none">• Timing passing with movement
Shooting Skills	<ul style="list-style-type: none">• Shooting, quickness accuracy• Backhand shot• Shooting in motion	<ul style="list-style-type: none">• Wrist shot• Snap shot• Slap shot• Shooting, quick feet, quick release
Checking Skills	<ul style="list-style-type: none">• Stick checks• Gap control• Angling	<ul style="list-style-type: none">• Body Checking• Pinning

Individual Tactics

- | | |
|---|---|
| <ul style="list-style-type: none">• Gap control• Controlling opponent's stick• Defensive body positioning | <ul style="list-style-type: none">• Net drive• Gap control• |
|---|---|

Team Tactics

- | | |
|---|--|
| <ul style="list-style-type: none">• Give & go• Backchecking• Transition offensive to defensive• Transition defence to offense• Regrouping• 2 on 0• 2 on 0 Regroup• 2 on 1 Offensive• 2 on 1 Defensive• Headman pass• Defence; pressure versus contain• Defence play off the puck | <ul style="list-style-type: none">• 3 on 1 Offense• 3 on 1 Defence• 3 on 2 Offense• 3 on 2 Defence• Open ice 2 on 0 passing• Defensive zone coverage• Crosses• Drops• Quiet zone play• 2 man drive• Attack triangle• 1,2,3 Principle of attack• Timing and delays• Screening off the puck |
|---|--|

Team Play Systems

- | | |
|---|---|
| <ul style="list-style-type: none">• Breakouts options• Forechecking systems• Face-off responsibilities• Defensive zone coverage, positional play, making adjustments | <ul style="list-style-type: none">• Defensive zone checking , contain versus pressure• Forechecking angling & positioning• Neutral zone regroup |
|---|---|

Strategy

Minor Hockey Player Development Program

Bantam

Skills to be reviewed / taught / refined / practised

Technical Skills

Skating Skills	<ul style="list-style-type: none">• Agility / balance• Pivots• Lateral movement• Acceleration	<ul style="list-style-type: none">• Tight Turns• Forward crossovers• Backward crossovers
Puck Control Skills	<ul style="list-style-type: none">• Puck control• Moving Puck control	<ul style="list-style-type: none">• Puck control agility• Quick hands
Passing & Receiving Skills	<ul style="list-style-type: none">• Stationary passing and receiving• One-touch Passing	<ul style="list-style-type: none">• Passing receiving while moving
Shooting Skills	<ul style="list-style-type: none">• Wrist shot• Snap shot• Slap shot	<ul style="list-style-type: none">• Backhand shot• Shooting in motion
Checking Skills	<ul style="list-style-type: none">• Stick Checks• Angling / Body Contact• Puck Retrievals	<ul style="list-style-type: none">• Body Checking• Pinning

Individual Tactics

- | | |
|--|--|
| <ul style="list-style-type: none">• 1 on 1 Offense• 1 on 1 Defence• Timing• Gap Control | <ul style="list-style-type: none">• Puck Protection stationary & moving• Net drives |
|--|--|

Team Tactics

- | | |
|---|---|
| <ul style="list-style-type: none">• 2 on 0• 2 on 0 Regroup• 3 on 1 Offense• 3 on 1 Defence• 3 on 2 Offense• 3 on 2 Defence• Attack options• Net Drive / Delay• Skate / pass / shoot combo | <ul style="list-style-type: none">• Net Drive• Cycling• Low Support• Give & Go / Give & Follow• Timing / Control Skating• Communication• Support / Drive Delay• 1, 2, 3 Attack• Timing without the puck |
|---|---|

Team Play Systems

- | | |
|--|---|
| <ul style="list-style-type: none">• Breakout Systems and Options• Power Play Team Systems• Drive / delay / cycle• Forechecking• Backchecking• Defensive positioning | <ul style="list-style-type: none">• Odd man situations• DZ Responsibilities• 2 - 1: Support / Drive Delay• Transition O to D• Transition D to O |
|--|---|

Strategy

Minor Hockey Player Development Program Growth and Development

Midget

Skills to be reviewed / taught / refined / practised

Technical Skills		
Skating Skills		
Puck Control Skills		
Passing & Receiving Skills		
Shooting Skills		
Checking Skills		
Individual Tactics		
Team Tactics		
Team Play Systems		
Strategy		

Minor Hockey Player Development Program

Growth and Development

6 and 7 year olds

General

- Fairly individualistic and self centred
- High dependence on parents
- Acknowledges the instructor as the leader
- Needs well established routine in daily activities
- Little athletic or competitive background
- Interest in sport activities growing

Psycho/social

- Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex
- Sometimes shy
- Is conscious of own feelings and emotions, and of others toward him/her. Can play on these feelings to obtain certain privileges or certain things
- Boys and girls can be involved in same activities without difficulty

Learning

- Learns best by observing, quickly followed by doing
- Short attention span, ability to reason is limited to what is observable
- May be afraid of the unknown
- Is likely to imitate and be highly imaginative - often curious and wants to know everything
- Is capable of dealing with some stimuli from the environment

Physical

- Coordination not well developed, endurance is low
- Heart rate resting and during exercise is higher than adults
- Low anaerobic capacity, aerobic capacity dominates during exercise
- Do not tolerate cold and hot as well as adults

Preferences

- Games should have a minimum of rules and encourage creativity
- Some interaction with group but likes individual activities where the whole body is involved

Avoid

- Activities with repeated impacts
- Repetitive activities with too much structure
- Emphasizing results
- Comparisons with other children, lengthy explanations, negative criticism

Suggestions

- Lot's of games - keep it fun
- Modify the rules to keep involvement level high
- Praise and compliment on a regular basis
- Build individual technical skills through games

Minor Hockey Player Development Program

Growth and Development

8 and 9 year olds

General

- Has a high degree of imagination; being active is very important; likes to work, learn, and accomplish things
- Still needs a well-established routine in daily activities
- Wants to act on his/her own; does not like conventions or norms, but will accept the coach's instructions if there is a sense that he/she participates in the establishment of the rules and conditions governing the activity
- Interest in sport activities is often high

Psycho/social

- Is still individualistic and self-centred, but shows an increasing interest for the group; wants to be accepted by others, and usually shows a great deal of loyalty toward the team
- Needs praise and positive feedback
- Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges
- Boys and girls may be involved in the same activities without difficulty
- Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex

Learning

- Accepts following instructions to learn faster, and reacts favourably to positive feedback/praise; ability to concentrate and to pay attention is relatively good; can begin to make some generalizations
- The emphasis should be on motor development and the learning of skills in a variety of sports
- It is possible to start teaching the rules of the game and fundamental tactical principles
- Is capable of assessing the angles of moving objects (e.g. balls), yet may still have some difficulty distinguishing between right and left
- Ability to reason and solve problems is limited to what can be observed

Physical

- Physical characteristics are similar to children aged 6-7, but coordination and stamina are better; growth rate is slow, which tends to allow for a greater degree of motor control and autonomy
- Reaction time is slow; shows an increased ability to make coordinated and quick movements
- Large muscle masses (e.g. the legs) show a greater degree of development compared to smaller ones (e.g. arms, hands)
- Very little potential for increased muscle mass (hypertrophy); strength gains result primarily from increased coordination and neural factors
- Resting heart rate and heart rate during exercise are higher than for adults; aerobic metabolism predominates during effort and anaerobic capacity is low
- The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries

Preferences

- Enjoys individual or group games, and drills where participants are paired
- Likes activities where the whole body is involved (e.g. jumping, running)
- Likes to assume some responsibility, and to take part in decisions relating to games or activities played
- Prefers activities that will allow him/her to shine and to be successful

Minor Hockey Player Development Program

Growth and Development

Avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (for reasons of boredom but also to prevent overuse injuries); activities that are too structured
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques; use of equipment that is not designed for children
- Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Exposure to a cold or hot environment
- Specialization in a sport or for a position
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Negative competitive experiences
- Lengthy explanations
- Negative criticism

Suggestions

- Establish guidelines for acceptable behaviour, and act in a constant and predictable manner; however, accept each child unconditionally
- Children need to be praised and complimented generously and regularly for their efforts; feedback must focus on one point only; choose the most important one; emphasize the following: development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Demonstrations must be highly specific, simple, and aimed at the achievement of a well defined objective; duration of activities must be relatively short, and exercises must change frequently
- **Focus on activities that are aimed at developing coordination, balance, and proper motor patterns; encourage participation in a variety of sports and activities; encourage the use of both right and left hands and feet whenever possible to enhance motor patterns and improve coordination; good age to use speed games**

Modified, scaled-down equipment should be used; competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress he/she has made in a way that will enhance self-image; participants should have the opportunity to take some responsibility, and to assess the impact of such decisions; rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity Encourage children to drink water, and ensure that plenty of beverages are available when exercising in the heat

Minor Hockey Player Development Program

Growth and Development

10 and 11 year olds

General

- Develops conscience, morality, and values
- May display a highly competitive attitude (wants to look like a competent performer)
- Marked distinctions between boys and girls begin to be visible, particularly toward the end of this period
- May want to break free from the authority of adults, and may show a defiant attitude
- Athletic background may be highly variable among participants; participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks)
- Time devoted to general training and acquisition of a variety of skills and motor patterns should be greater than time spent training for a specific activity, or preparing for, or being engaged in, competition

Psycho/social

- Is usually very interested in group activities, and creates strong links with a few friends
- Wants to enjoy a greater degree of autonomy, and wants to help
- Shows a high degree of loyalty to the group
- Begins to be interested in individuals of the opposite sex, without showing it openly
- Expresses his/her feelings easily (e.g. anger, sadness)
- Boys and girls can be involved together in the same activities

Learning

- Child begins to show some ability to deal with abstract concepts, yet prefers concrete
- Emphasis should still be on general motor development and the learning of skills in a variety of sports, however fine motor control improves during this period
- It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the games should be well understood
- Capacity to concentrate increases (can stay focused for approximately 10 minutes at a time)

Physical

- Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors
- Flexibility improves but it should also be trained
- Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises
- Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries
- In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old

Preferences

Enjoys games that feature some competition, team games, as well as activities that require some form of effort or that represent some sort of a physical challenge Avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (to prevent boredom and also overuse injuries); activities that feature too much structure

Minor Hockey Player Development Program

Growth and Development

- Use of equipment that is not designed for children; repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Specialization in a sport or for a position on the team
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Unpleasant or non-gratifying competitive experiences.
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques

Suggestions

- **Participation in several sports/activities should be encouraged**
 - Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled down equipment should be used
 - Demonstrations should be highly specific, simple, and aimed at the achievement of a well defined objective; duration of activities should be relatively short, and exercises should change frequently
 - Time when participants are actively involved in activities during practices should be maximized
 - **Children need to be praised and complimented generously and regularly for their efforts**
 - **Feedback should focus on one point only; choose the most important one; emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort**
 - Encourage children to drink water, and ensure plenty of beverages are available when exercising in the heat
-

Minor Hockey Player Development Program

Growth and Development

12 to 15 year olds

General

- Period where major growth spurts occur; in each sex, large differences in physical maturation may be observed in individuals of the same chronological age; in general, girls are more mature than boys
- Acquires moral concepts, values, and attitudes that make it possible to relate meaningfully to society; positive role models are important
- Opinion of friends tends to be more important than that of the coach; participants want to look like, or be perceived as competent performers
- This is a period of major change during which participants are likely to challenge authority, be very critical, question decisions, and ask for justification
- Competition becomes increasingly important to some participants; time devoted to general training should be greater than time spent training specifically for a sport, or time spent competing

Psycho/social

- It is important to separate boys and girls for activities and competition
- Emotional instability may be observed due to the rate at which physiological changes occur
- Shows a greater desire for independence; this can be a time of rejection of parental authority and, in general, a period when there is a high degree of confrontation with adults
- Develops close relations with individuals of both sexes; enjoys being more independent, and having more responsibility; a great deal of interest toward sexuality is observed toward the end of this period
- This period is important for the development of values such as respect, fair play, work ethic

Learning

- Begins to think like an adult. It is important to take into account the different maturity level between boys and girls; interests and abilities differ between the sexes; challenges are often very appealing
- Needs change on a regular basis; is highly curious; capacity to concentrate increases (can stay focused for 20 minutes or more at a time); increasingly capable of abstract thinking
- This is a good period to consolidate the development of fine motor skills, to teach more complex tactical notions, and to encourage decision-making in specific situations
- Specialization by sport and for a position can begin; however, participation in a variety of sports that have different demands should be encouraged

Physical

Girls: On average, the growth spurt begins at age 11; maximal growth rate (or peak height velocity, PHV) is observed at around age 12; the development of secondary sexual characteristics (pubic hair, breasts) begins around 11.5-12 years of age, and menarche (first menstruations) occurs at around 12.5 years of age. During this period, body fat content tends to increase progressively, and typical female body forms (hips) appear due to hormonal effect

Boys: On average, the growth spurt begins at age 13, and PHV is reached at around age 14; The development of secondary sexual characteristics (pubic hair, testes, penis size) occurs progressively from the age of 12 on. Significant gains in muscle mass and in strength typically occur one year after PHV (i.e. at around age 5) due to higher levels of testosterone

- During the growth spurt, feet and hands tend to grow first, followed by the legs and the arms; long bones are fragile during this time; growth is accompanied by an increase in body weight
- As a result of the rapid growth spurts that occur during PHV, body parts can be disproportionate; this can have a direct effect on coordination and the ability to perform certain skills that were well mastered before
- This period is well suited for the development of aerobic fitness, as well as flexibility
- Strength and speed-endurance training can begin toward the end of this period

Minor Hockey Player Development Program

Growth and Development

Preferences

- Enjoys challenges and the opportunity to accomplish individual feats
- Accomplishment of actions that are likely to be looked at or admired by peers/friends
- Activities that contribute to the development of fine skills/dexterity and that do not require too much strength (i.e. racket sports, swimming, golf, skiing), team games, situations where some form of competition exists

Avoid

- Repetition of all-out efforts lasting between 20 and 60 seconds before or during PHV; work against a high resistance; prolonged aerobic endurance efforts that involve impact on the joints (i.e. running on a hard surface such as asphalt); repetitive activities (to prevent boredom and also overuse injuries)
- High mechanical stress (compression forces) on the long bones and the backbone, e.g. lifting heavy weights
- Programs where the number of competitions is greater than the number of practices
- Pressure to perform
- Negative competitive experiences

Suggestions

- Time when participants are actively involved in activities during a practice should be as high as possible
- Acquisition of more complex or sport-specific techniques; explanations can be more elaborate, where appropriate
- Strength training with own body weight and sub-maximal loads can begin; correct execution of movements must be emphasized
- Appropriate supervision of training activities is important to prevent unnecessary risks that adolescents may take
- Games emphasizing skill and dexterity
- Opportunities to meet or interact with sport role models (athletes or coaches); competitions or tournaments that involve trips; social activities among the team/training group

Depending on the maturity level, involvement of the adolescent in roles such as officiating, or the leadership of certain activities (e.g. leading a warm-up or cool-down)

Minor Hockey Player Development Program

Growth and Development

16 and 17 year olds

General

- At the end of puberty, the individual is no longer a child, but is not completely an adult yet, which can create some identity problems
- Participant seeks greater autonomy, and progressively becomes more mature emotionally Specialization in a sport or for a position may require year-long preparation; however, training may remain a seasonal process, particularly at the beginning of this period
- Training volume increases progressively from one year to another, and may reach 15 hours or more per week, depending on the sport, at the end of this period
- In participants who are training seriously, the amount of time devoted to general training, specific training, and preparing for competition or competing is approximately the same

Psycho/social

- Sexuality becomes very important and participants seek intimacy with others
- Although a greater degree of independence is sought, friends remain very important
- Wants to be considered an adult
- Often, the coach will be a role model; the participant will frequently reject parental authority
- Participants become increasingly aware of their own values

Learning

- Social awareness increases, and as a result participants develop a broader range of behaviours; participants also develop the ability to think logically
- Period when participants begin to specialize in particular sports, and develop broader strategic and tactical awareness

Physical

- Major physiological systems and functions are established; appropriate time to develop aerobic capacity; significant increase in strength and anaerobic capacity (endurance-speed)
- Training of power and speed can be done Increase in muscle mass in boys, due to the increased production of certain hormones, in particular testosterone
- Growth in girls typically ends at 17-18 years, and at 19 –20 years in boys

Preferences

- Prefers to play the full game or activity, without modification of the rules or conditions of play
- Prefers activities that contribute to improving physical appearance or to creating a particular status in the eyes of peers (e.g. sport, art, theatre)
- Group activities become important (e.g. movies, dances, parties, travel)

Avoid

- Strength training with very heavy weights (1-5 repetition maximum, or RM); development of certain muscle groups while ignoring antagonists (e.g. developing the quadriceps but not the hamstrings); eccentric strength training using loads exceeding the RM

Suggestions

- Delegate certain tasks, provide opportunities for the participant to solve technical-tactical problems and improve decision-making
- All athletic abilities can be trained and developed, relative to the degree of physical maturity of the individual

Minor Hockey Player Development Program

Growth and Development

- The priority in strength development should be strength-endurance; maximum strength can be developed, using moderate loads in sets of 8-12 reps; develop all the major muscle groups
- Include sessions dealing with officiating, strategy, and tactics
- Creating an assistant coaching role for some appropriately qualified participants may improve self-esteem and peer acceptance
- Important time to work at developing respect for others, and concepts like fair play, work ethic
- Provide opportunities for participants to observe and meet role models

Minor Hockey Player Development Program Notes
