



BERMUDA HOCKEY FEDERATION

HOCKEY FOR LIFE

LONG-TERM ATHLETE DEVELOPMENT PLAN

www.bermudafieldhockey.com

Registered Charity Number 190





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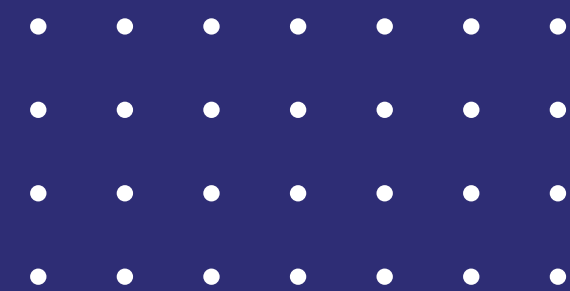
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Overview

The Bermuda Hockey Federation ("BHF") strives to encourage as many people as possible to play sports, in particular hockey, for as long as possible.

The recent success of the Bermuda Women's National Team illustrates the knowledge and expertise within the federation in guiding top talents.

However, the basis of our sport lies in the youth.

This BHF Hockey4Life plan has been developed to guide the federation, its volunteers and its members on high-quality youth training for hockey players.

Hockey4Life is a combination of the Long-Term Athlete Development (LTAD) model and the expertise of various high performance hockey coaches and managers.

Hockey4Life ensures a safe and structured development of young hockey player in Bermuda from the development of a novice hockey player to a senior player up to the elite level or veteran level.

Basics of Hockey4Life

The LTAD model is a systematic and evidence-based framework that provides guidance for the development of athletes across various stages of their athletic journey. It goes beyond simply focusing on immediate competitive success and aims to foster the overall development and well-being of athletes. The model provides a comprehensive, stage-based approach to the development of athletes that is built on the understanding that athletes progress through different stages of development.

Start with the fundamentals

Sports rely heavily on fundamental movement and sports techniques. Agility, coordination, and balance are all basic movement techniques. Additionally, sports techniques such as walking/running, catching/throwing, climbing, hitting, swinging, kicking, rotating, and dribbling are crucial. Research indicates that children who are taught these fundamental physical techniques during their youth education can achieve elite status. Children who enjoy sports are more likely to remain active in them for a longer period, which motivates them to participate more. Moreover, proper training in these techniques reduces the risk of injuries.

Developmental age

While every individual goes through the same stages of development from childhood to adulthood, the timing, course, and extent of this development is unique to each person. This is referred to as the difference between chronological and developmental age. For example, two children may have the same chronological age but differ in developmental age by four to five years. To ensure that players are selected and trained appropriately, Long-Term Athlete Development (LTAD) in hockey urges coaches and trainers to take into account each player's developmental age. It is crucial for trainers and coaches to concentrate on the individual development of each child, which must be customized to their skill level.

Late specialization

Elite level sports require specialization, but the proper timing varies by sport. For team sports like hockey, it's better to specialize later to ensure that the general sports system contributes to the development of basic skills through the first crucial phase and then speed, and flexibility during puberty. The LTAD program actively strives to combat early specialization in hockey, which can lead to injuries, early dropouts, and poor development of sport-specific movements. Instead, a focus on perfecting basic skills from a young age can provide an excellent foundation for future technical specialists, coupled with physical and mental skills.

Complete development

Players undergo significant changes in their physical, mental, cognitive, and emotional development as they transition from childhood to adulthood. Coaches and trainers need to be mindful of these changes when creating training programs and schedules. Failure to account for these changes can result in mental or emotional exhaustion, stress, fear of failure, reduced self-esteem, injuries, and early dropouts. Each stage is equally important in developing a player's potential.

Basics of Hockey4Life



Periodization

Periodization is the process of scheduling training, competitions, and recovery periods. When it comes to hockey training, it's essential to incorporate scientific planning into each phase to maintain the players' well-being and optimize performance. By following this approach, player growth, maturation, and trainability are accounted for throughout each stage. This ensures that children's development takes precedence over pure performance, resulting in better outcomes for everyone involved.

Planning

The league fixture calendar has a significant impact on the growth of every player. While formal competition is undoubtedly important, there are various phases where training certain skills is more crucial. It's essential to remember that short-term competitive success should not come at the expense of long-term development for children and youth players. To reach the elite level and continue playing for life, the balance between training and competition must be considered throughout each phase of the training plan. The approach should be tailored to meet the needs of long-term development.

Continuous improvement

Hockey4Life is based on broad-based sports scientific research on training plans for global talent development. But knowledge and research is constantly growing and that is why youth training programs must also continue to develop themselves to keep growing in this ever-changing world.

The 10 year rule

Scientific research shows that athletes need 10 years or 10,000 hours of training to reach an elite level. The Hockey4Life program provides a training plan to assist ambitious hockey players in their journey to the elite level while ensuring they enjoy playing hockey for a long time. However, reaching the elite level requires additional time and effort beyond the program's standard training hours, including improving mental and physical capabilities. Clubs must provide the right facilities for players who want to achieve this.

Trainability

It's never too late to train a player's physical system, but there are critical phases during a player's growth where their body is especially receptive to certain movements and techniques. To fully realize their innate potential, players need the correct training at the appropriate developmental stage. While it's still possible to acquire these complex techniques later in life, it will be much more challenging and time-consuming for both players and staff to achieve the same results if these crucial periods have already passed.

All systems on 1 line

The LTAD model acknowledges that an athlete's growth is influenced by several factors within the sports system, including club teams, physical training plans, recreational activities, and school programs. In order to foster the optimal development of athletes, LTAD emphasizes the importance of collaboration among these various institutions to ensure children develop in the right way.

To maximize development, players require a well-defined, logically structured, and consistent training plan. Hockey4Life empowers players to identify opportunities and select the path that aligns with their goals, whether it be achieving specific objectives or simply staying active for life.

Priorities of Hockey4Life

Encourage multi-sport/multi-positional/multi-move at an early age

Focusing too much on specific hockey techniques during early player development can lead to physically unprepared players, putting them at higher risk of injury. It has been shown that both recreational and elite players benefit most from a multi-sport approach. Players should develop their physical, technical, and tactical skills before committing to any specific sport. Beginning to specialize too early is also a prevalent issue in hockey, particularly among goalkeepers.

Focus on perfecting the most important basic skills

Hockey is a multifaceted sport with an extensive range of technical and tactical skills available to both coach and player. Nevertheless, to succeed in hockey, it's the fundamental skills that matter most. The upright skills, push, shot, dribbling, and 1 v 1 (defensive and offensive) are the building blocks for every player.

Despite their importance, these elements often receive insufficient attention when developing players at all levels. Prioritizing the mastery of these basic skills from an early age establishes a solid foundation for future advanced technical, specialized, physical, and mental skills.

Investing in properly trained coaches for younger youth teams

It's common for more experienced coaches to be assigned to older teams while the least experienced coaches work with the younger youth at various clubs. However, for the youngest players, the quality of the coach is crucial to their development. To achieve long-term success, it's essential to invest in these young players by providing their coaches with proper training tailored to this age group.

Developmental age

Inadequate space on the field can hinder a novice hockey player's potential for growth, leading to less enjoyment and fewer opportunities to learn. It's crucial to allow for enough room to develop fundamental techniques. Insufficient space can result in a lack of shooting ability among players and a tendency to duel rather than utilize open areas. While training in smaller spaces can be beneficial, it's essential to incorporate both small and larger spaces to learn all necessary skills. Remember to prioritize player development and encourage a desire to win rather than a need to win.

Complete development

The preoccupation with winning matches has hindered player development in youth hockey training. The training serves mainly as a means of preparation for matches rather than for the improvement of the player's overall hockey skills, resulting in negative habits. To counteract this trend, training plans should be tailored to each player's developmental stage rather than solely to the team's performance. Unfortunately, not all training plans are optimally utilized. Therefore, players need to acquire skills in direct relation to their physical and mental capabilities.

LTAD Programs

| | Development Phase | BHF Program Alignment | Focus | Age | Phase |
|---|-------------------|-----------------------|----------------------------------|----------|-----------------|
| 1 | Active START | FUNStix Group 1 | Getting to know movements | U6 | Early childhood |
| 2 | FUNdamentals | FUNStix Group 2 | Getting to know hockey movements | U9 | Childhood |
| 3 | LEARN to Train | FUNStix Group 2 | Develop basic techniques | U12 | Late childhood |
| 4 | Train to TRAIN | U16 League | Focus on hockey | U16 | Puberty |
| 5 | Train to COMPETE | U21 Team | Maximise potential | U19 | Late puberty |
| 6 | Train to PERFORM | National Program | Implement potential | Senior | Adult |
| 7 | ACTIVE for Life | Senior League | Enjoy hockey | Everyone | Adult |

1 Active START (U5 & U6)

1 Active START (U5 & U6)

Objective: Getting to know movements & having fun

Development group: Early childhood

During the **Active START** phase, the main goal is to develop the players' motor skills through fun-related activities with the ultimate goal of encouraging a healthy lifestyle and continuing to enjoy sports for life.

Because hockey is a late specialization sport, during this first phase the focus must be on the basic techniques and on all positions (including the goalkeeper).

Don't focus on winning matches, this causes burnouts due to unnecessary competitive pressure (between players, parents, coaches and clubs)

By focusing on basic techniques, players start with a good technical hockey foundation on which they can build later.

Enjoyment should always be the driving force. Players should receive individual feedback in a positive and safe environment. The sessions should be short, with specific exercises for this age category over shorter distances.

1 Active START (U5 & U6)

This stage sees young children beginning to learn and adapt basic movement and motor skills through various scenarios and environments they are involved in on a daily basis.

Physical activity should be fun and part of a child's daily life. The emphasis is on discovery and building confidence of physical literacy in a positive surrounding.

Ideal training splits

100% - Training

0% - Competition

| | |
|------------------|---|
| TECHNICAL | <ul style="list-style-type: none"> • Basic grips • Running & stopping the ball • Closed receiving • Push passing • Tackling with 2 hands |
| TACTICAL | <ul style="list-style-type: none"> • Individual player tactics with and without the ball • Compass link: <ul style="list-style-type: none"> ◦ Find the player ◦ Play what you see |
| TRAINING | <ul style="list-style-type: none"> • Multi-move warm up (20-25 min) • Focus on forehand play • High individual feedback • Short distances (max 20m) |
| PHYSICAL | <ul style="list-style-type: none"> • Fun, structure and unstructured activities • Dribbling, sliding, lifting, climbing, rotating, hitting, jumping, kicking, pulling, pushing, catching, throwing, walking, running, waving. |
| MENTAL | <ul style="list-style-type: none"> • Enjoyment • Positive interaction • Build trust |

1 Active START (U5 & U6)

U5 & U6 Technical & tactical exercises



2 teams:

- Team A (blue): tries to pass as many passes to each other as possible.
 - Team B (red): runs around the square.
- Switch roles
➤ The team that made the most passes wins.

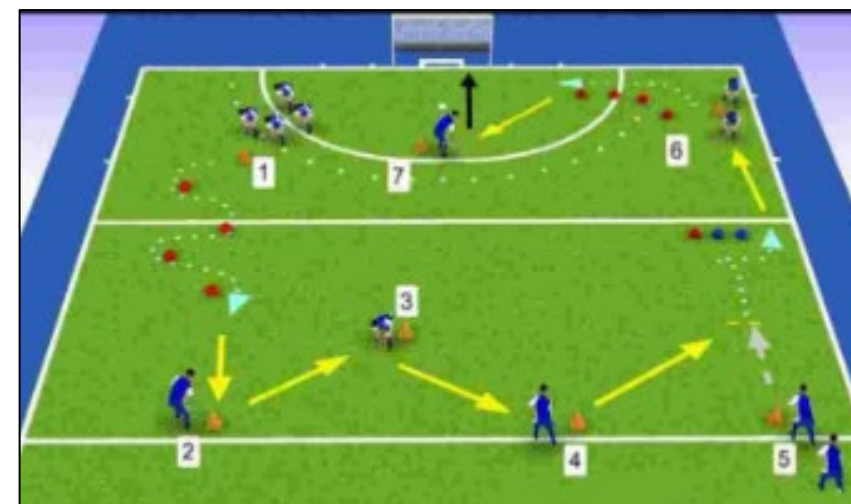


Chinese wall:

- Players (red) dribble the ball to the other side.
- Tagger (blue) tries to take the ball and play the ball outside the box.

Variations

- 1 tagger, 2 taggers, etc.
➤ If tagger takes the ball from a player, the player from whom the ball was taken is the new tagger.



Circuit

100+ variations possible

1. Slalom and push pass
2. Receive and push pass
3. Receive and push pass
4. Receive and push pass in space
5. Walks forward, receives ball, dribbles left to right and pushes
6. Receives, dribble along the back line and push pass
7. Receive and shot on goal



Small match

1 v 1 (with small goals)

1

Active START (U5 & U6)

| Technical | | Tactical | |
|---------------------------|---|---|---|
| Static skills | <ul style="list-style-type: none"> FH high closed FH low closed | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high | The game systems | <ul style="list-style-type: none"> No league matches 4v4 -> 2-1-1 or 1-2-1 |
| Passing | <ul style="list-style-type: none"> Push FH | Team focus points | <ul style="list-style-type: none"> Don't play in one pile To play Positions change throughout the season |
| Scoring techniques | <ul style="list-style-type: none"> Principles and known techniques | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders Know where the goal is |
| Defence techniques | <ul style="list-style-type: none"> Block tackle FH low 2 hands | Individual defensive principles | <ul style="list-style-type: none"> Stay in the duel Run tackle back |
| Dribbling | <ul style="list-style-type: none"> Driving FH and stopping the ball Turn right & left Indian dribble – to FH Slalom | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> 1 v1 (Attack & Defence) |

1 Active START (U5 & U6)

| Mental | Physical |
|---|--|
| <ul style="list-style-type: none">• Fun | <ul style="list-style-type: none">• Fundamental basic motor skills |
| <ul style="list-style-type: none">• Enjoyment | <ul style="list-style-type: none">• Improve endurance (lots of energy) |
| <ul style="list-style-type: none">• Create a familiar environment | <ul style="list-style-type: none">• General coordination with & without ball |
| | <ul style="list-style-type: none">• Aerobic work with ball & stick |
| | <ul style="list-style-type: none">• Quick response time |



2 **FUNdamentals** (U7, U8 & U9)

2

FUNdamentals (U7, U8 & U9)

Objective: Get to know hockey movements

Development group: Childhood

Throughout the **FUNdamentals** phase, players must learn the different hockey techniques needed to play the game of hockey. A strong focus on forehand techniques must be present. Players should also be encouraged to perform as many techniques as possible in a 'high' position. Principles of leading, scoring and defensive techniques can be introduced.

It is important that players experience as much as possible. Therefore, players must be exposed to different positions and repetitive techniques must be trained in different situations.

Players must be able to properly mark an opponent (man to man coverage) while positioning themselves to protect the center, positioning their body to push the ball to the outside of the playing area. Use of space (width & depth) should also be discussed so that players do not play "in a bunch" and quick ball handling is encouraged.

The training sessions must still consist of an extensive multi-move warm-up (20-25 minutes) so that these players continue to develop well physically. From this phase onwards, players can focus on speed training at a low intensity and flexibility training.

2

FUNdamentals (U7, U8 & U9)

In the FUNdamentals stage children need to participate in a variety of well-structured activities that develop basic hockey skills and promote interest in physical activity.

Physical literacy continues to be developed through activities involving the athlete in as many sporting activities as possible throughout the week.

Competition should involve no formal game play. Modified games, such as mini games should be introduced. All activities are fun-based. The focus should be on creating self-esteem within participants by reinforcing individual effort and not keeping score.

Ideal training splits

90% - Training

10% - Competition

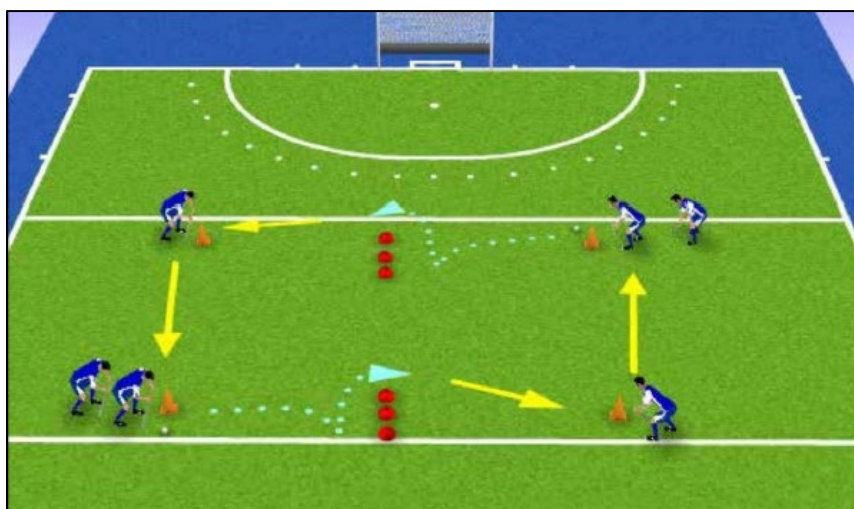
| | |
|------------------|---|
| TECHNICAL | <ul style="list-style-type: none"> • Basic grips & body positioning • High open & closed receiving • Leading in free space • Push and hit passing • Scoring principles • 1 & 2 hands tackling • Defensive principles |
| TACTICAL | <ul style="list-style-type: none"> • Further development of individual tactics • Protect the center • Width/Depth/Guard |
| TRAINING | <ul style="list-style-type: none"> • Multi-move warm up (20-25 min) • Focus on forehand play • Individual focus • Lots of individual feedback • Short distances (max 20m) |
| PHYSICAL | <ul style="list-style-type: none"> • Fun physical activities • First opportunity to train speed • General motor actions • Agility, balance, coordination |
| MENTAL | <ul style="list-style-type: none"> • Positive, fun, creative • Dealing with mistakes • Introduction to winning & losing • Team concept |

2

FUNdamentals (U7, U8 & U9)

U7, U8 & U9 Technical & tactical exercises

The timing is important here, Try to offer many different exercises in a limited time, this is better for the children's focus



Dribble:

- Practice 2 different dribbles



A:

- Walks with the ball on the stick next to the red cones. A passes the ball through the gate in a backhand push

B:

- Walks past the blue cones without the ball, receives the ball behind the gate and shoots at goal



Open/Closed Receiving:

- A passes ball to B
- B comes to the ball and receives the ball open or closed, shot on goal



3 v 1:

The red players try to pass the ball to each other.

The blue player tries to take the ball.

Red players are not allowed to play a diagonal ball. The red players must therefore run to become free.

Variations

- With diagonal ball
- Players remain at their cone (with 4 red players)
- Players move freely within the square

2 FUNdamentals (U7)

| Technical | | Tactical | |
|---------------------------|---|---|--|
| Static skills | <ul style="list-style-type: none"> FH high closed FH low closed | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high | The game systems | <ul style="list-style-type: none"> 4v4 -> 2-1-1 or 1-2-1 Man to man cover |
| Passing | <ul style="list-style-type: none"> Push FH (left foot) Sweep FH | Team focus points | <ul style="list-style-type: none"> No goalkeeper – no PCs – Self pass Don't play in one pile Positions change throughout the season Play together FH game Respecting positions Following the game Concepts: understanding front to back, and left to right |
| Scoring techniques | <ul style="list-style-type: none"> Principles and known techniques | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space Know where the goal is Go for the rebound |
| Defence techniques | <ul style="list-style-type: none"> Block tackle FH low 2 hands | Individual defensive principles | <ul style="list-style-type: none"> Stay in the duel Tackle back running – everyone defends behind the ball |
| Dribbling | <ul style="list-style-type: none"> Driving FH and stopping the ball (with BH) Turn right & left Indian dribble – to FH Slalom | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> 1 v1 (Attack & Defence) |
| Leading | <ul style="list-style-type: none"> In front and behind the player with the ball | | |

2 FUNdamentals (U8)

| Technical | | Tactical | |
|---|---|---|--|
| Static skills | <ul style="list-style-type: none"> FH high & low closed BH closed high BH closed low | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high | The game systems | <ul style="list-style-type: none"> 4v4 -> 2-1-1 or 1-2-1 Man to man cover |
| Passing | <ul style="list-style-type: none"> Push FH (left foot) Sweep FH Push BH Shot FH left foot | Team focus points | <ul style="list-style-type: none"> No goalkeeper – no PCs – Self pass Don't play in one pile Positions change throughout the season Play together FH game Respecting positions Following the game Concepts: understanding front to back, and left to right Playing triangle |
| Scoring techniques | <ul style="list-style-type: none"> Shot FH left foot Rebound Sit low in the circle Playing around the goalkeeper/defender | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know where to stand Rebound play Focus on receiving first – then follow-up action Look before passing |
| Defence techniques | <ul style="list-style-type: none"> Block tackle FH low 2 hands Block tackle BH low 2 hands | Individual defensive principles | <ul style="list-style-type: none"> Stay in the duel Tackle back running – everyone defends behind the ball Reduce spaces Keep on edge – defend inside Do not defend by hitting |
| Dribbling | <ul style="list-style-type: none"> Driving FH and stopping the ball (with BH) Turn right & left Indian dribble – to FH Slalom Floating BH and stopping the ball Stick skills (dummy, drag left, ...) Dribble stop-start (to the right) | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> 1 v1 (Attack & Defence) 2 v 2 (Attack & Defence) |
| Leading: in front of and behind the ball | <ul style="list-style-type: none"> In open passing lines | Game situations | <ul style="list-style-type: none"> Taking free hits depending on positions on the field In attacking half, Defence taking free shots so that attack can be played |

2 FUNdamentals (U9)

| Technical | | Tactical | |
|---|--|---|---|
| Static skills | <ul style="list-style-type: none"> FH high & low closed BH closed high BH closed low Bouncing balls FH closed Bouncing balls BH closed | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open | The game systems | <ul style="list-style-type: none"> 6v6 -> K-2-1-2 Man to man cover |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH Push BH Shot FH left foot | Team focus points | <ul style="list-style-type: none"> No goalkeeper – no PCs – Self pass Don't play in one pile Positions change throughout the season Play together FH game Respecting positions Following the game Concepts: understanding front to back, and left to right Playing triangle Simple approach for winning and losing ball |
| Scoring techniques | <ul style="list-style-type: none"> Shot FH left foot Rebound Sit low in the circle Playing around the goalkeeper/defender | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know where to stand Rebound play Focus on receiving first – then follow-up action Look before passing Recognising spaces – transfer play, dribbling, passing |
| Defence techniques | <ul style="list-style-type: none"> Block tackle FH & BH low 2 hands Steal FH Steal BH | Individual defensive principles | <ul style="list-style-type: none"> Stay in the duel Tackle back running – everyone defends behind the ball Reduce spaces Keep on edge – defend inside Do not defend by hitting Win ball |
| Dribbling | <ul style="list-style-type: none"> Driving FH and stopping the ball (with BH) Turn right & left Indian dribble – to FH Slalom Lift FH left foot Tempo running 2 hands Stick skills (dummy, drag left, ...) Dribble stop-start (to the right) | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> 1 v 1 (Attack & Defence) 2 v 2 (Attack & Defence) 3 v 3 (Attack & Defence) 2 v 1 & 1 v 2 (Attack & Defence) |
| Leading: in front of and behind the ball | <ul style="list-style-type: none"> In open passing lines | Game situations | <ul style="list-style-type: none"> Taking free hits depending on positions on the field In attacking half, Defence taking free shots so that attack can be played |

2 FUNdamentals (U7, U8 & U9)

| Mental | Physical |
|--|--|
| <ul style="list-style-type: none">• Fun | <ul style="list-style-type: none">• Fundamental basic motor skills |
| <ul style="list-style-type: none">• Enjoyment | <ul style="list-style-type: none">• Improve endurance (lots of energy) |
| <ul style="list-style-type: none">• Creativity | <ul style="list-style-type: none">• General coordination with & without ball |
| <ul style="list-style-type: none">• Avoid pressure | <ul style="list-style-type: none">• Aerobic work with ball & stick |
| <ul style="list-style-type: none">• Discuss the values | <ul style="list-style-type: none">• Quick response time |



**3 LEARN to Train
(U10, U11 & U12)**

3

LEARN to Train (U10, U11 & U12)

Objective: Developing (basic) hockey techniques

Development group: Late childhood

During the **LEARN to Train** phase, players learn very quickly and can go far in learning coordination and fine motor skills.

It is the period when children have fun learning new aspects seeing their own progress. It is still too early to only focus on hockey or permanent positions. Athletes must continue to practice different activities and sports to develop into elite athletes.

A clear focus on technical skills must be present: good dribbling techniques, different leads and supported by the introduction of moving and passing techniques.

The push and shot should remain the focus during this phase. Individual tackling techniques can be further expanded to basic team tackling.

Participation in various physical activities and sports is still recommended with hockey specific sessions up to 2-3 times per week. This period mainly revolves around the trainability of technical development of most athletes. It is therefore important to offer these athletes sufficient time and repetition during training in order to master the basic techniques very well.

3

LEARN to Train (U10, U11 & U12)

In this stage attention now focuses on building the athlete's foundation of movement skills and begins to expand the repertoire of hockey basics.

Participation in multiple physical activities and sport is still promoted with hockey-specific activities recommended 2-3 times per week.

This is the most important stage for the development of hockey-specific skills as it is the period of accelerated learning of coordination and fine motor control.

Ideal training splits

80% - Training

20% - Competition

| | |
|------------------|--|
| TECHNICAL | <ul style="list-style-type: none"> • All receiving except for high ball • Basic passing techniques • Not too many specific scoring techniques • As many dribbling techniques as possible |
| TACTICAL | <ul style="list-style-type: none"> • Pre-scanning • Increase speed to space • Delay the play and interceptions |
| TRAINING | <ul style="list-style-type: none"> • All players must train all skills • Not position-related • Spend a lot of time on techniques (repetition) in different situations • Further development of basic tactical principles |
| PHYSICAL | <ul style="list-style-type: none"> • General & sport-specific movements • Endurance and speed using play and fun • Early info on nutrition and hydration • Development of body functioning & prevention training • Injury prevention: core stability, flexibility, functional strength, balance |
| MENTAL | <ul style="list-style-type: none"> • Concept of mental preparation • Setting goals • Teamwork and communication skills • Principles of fair play |

3

LEARN to Train (U10, U11 & U12)

U10, U11 & U12 Technical & tactical exercises

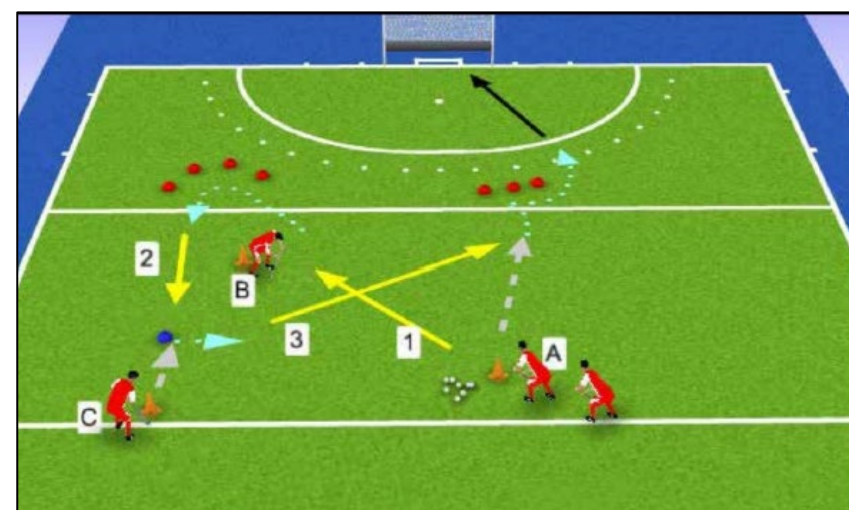
Focus on technique



1-2 in the circuit (between the cones):

Variations:

- Bouncing balls
- With 1 defender



- A passes ball to B
- B receives ball, moves forward, spin out and push the ball to C.
- C runs to cone, receives and passes ball to A.
- A has run on and receives ball open to the right
- A does a wide dribble and forehand shot on goal

Variations

- Player in the circle for back deflection and rebound



5 v 1 possession

- Technical exercise: pre-scan, receive, passing
- Extra defender after every 5th pass
- If the defender can intercept the ball, they play the ball to the other side
- Same on the other side

Variation

- the players can still try to win the ball back in their own box



- 1v1, 2v2, 3v3
- 1: 1v1
- 2: 2v2, the players from part 1 still participate
- 3: 3v3, the players from part 1 and 2 still participating

Variation

- Excess: 2v1, 3v2, 4v3: in part 1 start with 2v1, which allows the progression

3

LEARN to Train (U10)

| Technical | | Tactical | |
|---------------------------|---|--|--|
| Static skills | <ul style="list-style-type: none"> FH high & low closed & open BH high & low closed & open Bouncing balls FH & BH, closed & open | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open Bouncing balls FH closed Bouncing balls BH closed | The game systems | <ul style="list-style-type: none"> 8v8 -> K-3-1-3, K-4-1-2,... Man to man cover |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH Push BH Shot FH left foot Shot BH right foot | Team focus points | <ul style="list-style-type: none"> Goalkeeper – shoutouts – self pass Don't play in one pile Positions change throughout the season Play together FH play Respect positions + depth - width Following the game Concepts: understanding front to back, and left to right Playing triangle Simple approach for winning and losing ball |
| Scoring techniques | <ul style="list-style-type: none"> Shot FH left foot Rebound Sit low in the circle Playing around the goalkeeper/defender BH shot right foot Push out of the turn | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know where to stand Rebound play Focus on receiving first – then follow-up action Look before passing Recognising spaces – transfer play, dribbling, passing Pre-scanning |

3

LEARN to Train (U10)

| Technical | | Tactical | |
|---------------------------|--|---|---|
| Defence techniques | <ul style="list-style-type: none"> • Body position • Block tackle FH & BH low 2 hands • Steal FH • Steal BH • Channelling | Individual defensive principles | <ul style="list-style-type: none"> • Stay in the duel • Tackle back running – everyone defends behind the ball • Reduce spaces • Keep on edge – defend inside • Do not defend by hitting • Win ball • 'Flat triangle' defence – keep an eye on the ball and opponent • Pre-scanning |
| Dribbling | <ul style="list-style-type: none"> • Driving FH and stopping the ball (with BH) • Turn right & left • Indian dribble – to FH • Slalom • Lift left foot, FH & BH • Tempo running 2 hands • Chop FH • BH-FH-BH, FH-BH-FH • Slalom body position opposite to ball position | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> • 1 v 1 (Attack & Defence) • 2 v 2 (Attack & Defence) • 3 v 3 (Attack & Defence) • 4 v 4 (Attack & Defence) • 2 v 1 & 1 v 2 (Attack & Defence) • 3 v 2 & 2 v 3 (Attack & Defence) |
| Leading | <p>For the ball:</p> <ul style="list-style-type: none"> • In open passing lines • Double leads <p>Behind the ball:</p> <ul style="list-style-type: none"> • In open passing lines | Game situations | <ul style="list-style-type: none"> • Taking free hits depending on positions on the field • In attacking half, Defence taking free shots so that attack can be played |

3

LEARN to Train (U11)

| Technical | | Tactical | |
|---------------------------|---|--|--|
| Static skills | <ul style="list-style-type: none"> FH high & low closed & open BH high & low closed & open Bouncing balls FH & BH, closed & open | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open Bouncing balls FH closed Bouncing balls BH closed & open Under pressure | The game systems | <ul style="list-style-type: none"> 8v8 -> K-3-1-3, K-4-1-2,... Man to man cover |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH Push BH Shot FH left foot & right foot Shot BH right foot & left foot Bouncing balls 1-touch bounce right & left | Team focus points | <ul style="list-style-type: none"> Goalkeeper – shoutouts – self pass Don't play in one pile Positions change throughout the season Play together FH play Respect positions + depth - width Following the game Concepts: understanding front to back, and left to right Playing triangle Simple approach for winning and losing ball |
| Scoring techniques | <ul style="list-style-type: none"> Shot FH left foot & right foot Rebound Sit low in the circle Playing around the goalkeeper/defender BH shot right foot & left foot Push out of the turn Deflection FH & BH Slaps FH & BH | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know where to stand Rebound play Focus on receiving first – then follow-up action Look before passing Recognising spaces – transfer play, dribbling, passing Pre-scanning Obtaining circle penetrations Positions in the circle |

3

LEARN to Train (U11)

| Technical | | Tactical | |
|---------------------------|--|---|--|
| Defence techniques | <ul style="list-style-type: none"> • Body position & footwork • Block tackle FH & BH low 2 hands • Steal FH • Steal BH • Channelling • Jab | Individual defensive principles | <ul style="list-style-type: none"> • Stay in the duel • Tackle back running – everyone defends behind the ball • Reduce spaces • Keep on edge – defend inside • Do not defend by hitting • Win ball • 'Flat triangle' defence – keep an eye on the ball and opponent • Pre-scanning • Prevent circle penetrations |
| Dribbling | <ul style="list-style-type: none"> • Driving FH and stopping the ball (with BH) • Turn right & left • Indian dribble – to FH • Slalom • Lift left foot, FH & BH • Tempo running 2 hands • Chop FH • Protect ball with body • BH-FH-BH, FH-BH-FH • Slalom body position opposite to ball position • Lifting in space • Airdribble | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> • 1 v 1 (Attack & Defence) • 2 v 2 (Attack & Defence) • 3 v 3 (Attack & Defence) • 4 v 4 (Attack & Defence) • 2 v 1 & 1 v 2 (Attack & Defence) • 3 v 2 & 2 v 3 (Attack & Defence) • 4 v 3 & 3 v 4 (Attack & Defence) |
| Leading | <p>For the ball:</p> <ul style="list-style-type: none"> • In open passing lines • Double leads • S-leads <p>Behind the ball:</p> <ul style="list-style-type: none"> • In open passing lines | Game situations | <ul style="list-style-type: none"> • Taking free hits depending on positions on the field • In attacking half, Defence taking free shots so that attack can be played |
| PCs | <ul style="list-style-type: none"> • Inject • Stop • Shot • Deflection FH & BH | | |

3 LEARN to Train (U12)

| Technical | | Tactical | |
|---------------------------|---|--|---|
| Static skills | <ul style="list-style-type: none"> FH high & low closed & open BH high & low closed & open Bouncing balls FH & BH, closed & open Semi-open and –closed receiving | Learning the rules of the game | <ul style="list-style-type: none"> Understanding fundamental rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open Bouncing balls FH closed Bouncing balls BH closed & open Under pressure | The game systems | <ul style="list-style-type: none"> 8v8 -> K-3-1-3, K-4-1-2,... Man to man cover Interception coverage 2 Team structures: full press, halfcourt press |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH Push BH Shot FH left foot & right foot Shot BH right foot & left foot Bouncing balls 1-touch bounce right & left | Team focus points | <ul style="list-style-type: none"> Goalkeeper – shoutouts – self pass Don't play in one pile Positions change throughout the season Play together FH play Respect positions + depth – width - guard Following the game Concepts: understanding front to back, and left to right Playing triangle Simple approach for winning and losing ball |
| Scoring techniques | <ul style="list-style-type: none"> Shot FH left foot & right foot Rebound Sit low in the circle Playing around the goalkeeper/defender BH shot right foot & left foot Push out of the turn Deflection FH & BH Slaps FH & BH Flicks FH & BH | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know where to stand Rebound play Focus on receiving first – then follow-up action Look before passing Recognising spaces – transfer play, dribbling, passing Pre-scanning Obtaining circle penetrations Positions in the circle + timing Baseline attacks Turnovers |

3

LEARN to Train (U12)

| Technical | | Tactical | |
|---------------------------|--|---|--|
| Defence techniques | <ul style="list-style-type: none"> • Body position & footwork • Block tackle FH & BH low 2 hands • Steal FH • Steal BH • Channelling • Jab • FH & BH interception | Individual defensive principles | <ul style="list-style-type: none"> • Stay in the duel • Tackle back running – everyone defends behind the ball • Reduce spaces • Keep on edge – defend inside • Do not defend by hitting • Win ball • 'Flat triangle' defence – keep an eye on the ball and opponent • Pre-scanning • Prevent circle penetrations • Defend baseline • Use of the free man • Counter-attack control |
| Dribbling | <ul style="list-style-type: none"> • Driving FH and stopping the ball (with BH) • Turn right & left • Indian dribble – to FH • Slalom • Lift left foot, FH & BH • Tempo running 2 hands • Chop FH • Protect ball with body • BH-FH-BH, FH-BH-FH • Slalom body position opposite to ball position • Lifting in space • Airdribble | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> • 1 v 1 (Attack & Defence) • 2 v 2 (Attack & Defence) • 3 v 3 (Attack & Defence) • 4 v 4 (Attack & Defence) • 2 v 1 & 1 v 2 (Attack & Defence) • 3 v 2 & 2 v 3 (Attack & Defence) • 4 v 3 & 3 v 4 (Attack & Defence) |
| Leading | <p>For the ball:</p> <ul style="list-style-type: none"> • In open passing lines • Double leads • S-leads <p>Behind the ball:</p> <ul style="list-style-type: none"> • In open passing lines | Game situations | <ul style="list-style-type: none"> • Taking free hits depending on positions on the field • In attacking half, Defence taking free shots so that attack can be played |
| PCs | <ul style="list-style-type: none"> • Inject • Stop • Shot • Deflection FH & BH | | |

3

LEARN to Train (U10, U11 & U12)

| Mental | Physical |
|--|---|
| <ul style="list-style-type: none">• Create a familiar and fun atmosphere | <ul style="list-style-type: none">• Static & dynamic visual acuity is mature |
| <ul style="list-style-type: none">• The power of clarity | <ul style="list-style-type: none">• Hand-eye coordination reaches its mature stage |
| <ul style="list-style-type: none">• Create a winning attitude | <ul style="list-style-type: none">• High urge to exercise, but more controlled |
| <ul style="list-style-type: none">• Top performance and self-improvement | <ul style="list-style-type: none">• Response time is better |
| | <ul style="list-style-type: none">• Train speed of change of direction, running technique and explosive power |



3

LEARN to Train (U10, U11 & U12)

In this phase, injury prevention is introduced. The exercise material is applied in a playful way as part of the hockey training.

| Stabilisation | |
|--|---|
| <p>Side bridge with partner in the elbow-knee position The players face each other head-on in a side bridge position with support on the elbow and knee. They roll the ball to each other with their free hand.</p> | <p>Technical points of interest: Elbow is below the shoulder, do not sag in the pelvis</p> |
| <p>Back bridge in team The players lie next to each other in a back bridge position. They pass the ball to each other under their bodies. When the ball reaches the end of the line, it is passed above the body until it returns to the first player</p> | <p>Technical points of interest: The pelvis is held high</p> |
| <p>Bird dog with partner The players face each other head-on in the bird dog position They roll, or pass the ball to each other</p> | <p>Technical points of interest: Do not turn away in the pelvis</p> |
| <p>Side bridge in game form: The players form a circle in the side bridge position with support on the elbow and knee. They try to roll the ball under the body of another player. Whoever misses the ball leaves the game.</p> | <p>Technical points of interest: Elbow is below the shoulder Do not sag the pelvis</p> |
| Functional strength | |
| <p>Squat with external focus: The stick is held in front of the knees with both hands while performing the squat movement. Sit on a chair and straighten up without leaving the "snake shape" of the back</p> | <p>Technical points of interest: Maintain a neutral back arch, place the feet hip-width apart, feet point straight forward, knee angle is 100°, knees do not extend past the toes.</p> |
| <p>Lunge with partner Both players face each other head-on. Simultaneously perform a lunge movement. Pass the ball to each other in the low position. Return to the starting position</p> | <p>Technical points of interest: Start with feet hip-width apart, large forward lunge, back leg remains straight as much as possible, front knee does not extend past the toes, maintain neutral back curvature, push off explosively when returning so that the foot does not "drag" on the ground.</p> |
| Balance | |
| <p>Playful learning of tandem stance, shoulder-width stance, one-legged stance. Both players stand directly opposite each other and each hold one end of the stick. Make small movements with the stick in the different dimensions.</p> | <p>Technical points of interest Maintain neutral back curvature Attention to the correct alignment of the lower limbs: foot-knee-hip-shoulder</p> |
| <p>The players stand on one leg during the instruction of an exercise</p> | |

4 Train to TRAIN (U14 & U16)

4 Train to TRAIN (U14 & U16)

Objective: Focus on hockey

Development group: Puberty

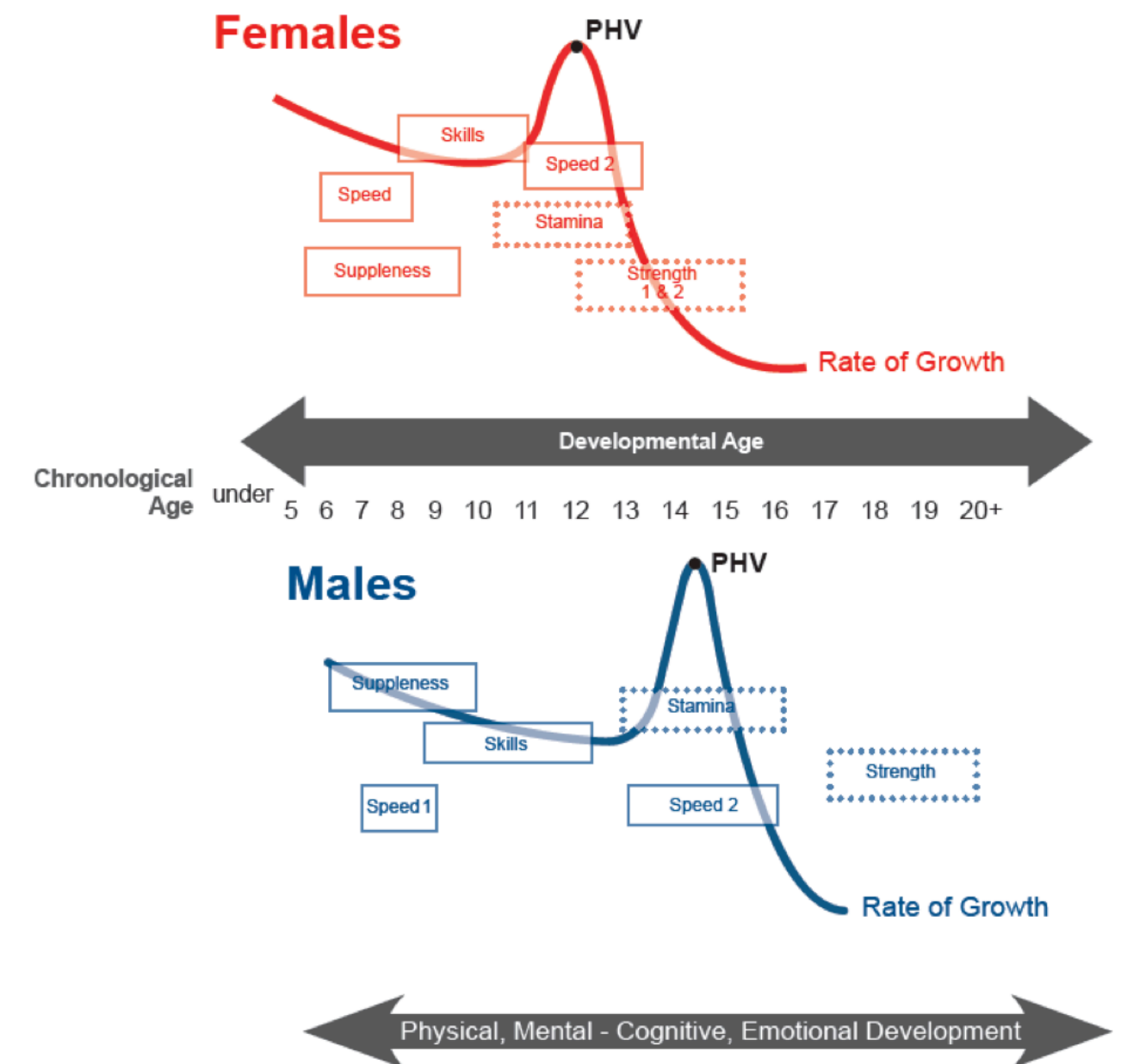
The **Train to TRAIN** phase starts with the big growth spurt (Peak Height Velocity “PHV”). On average, PHV starts in girls around 12 years old, and in boys around 14 years old and lasts for 2-5 years. The main focus during this phase is on implementing and strengthening the techniques in challenging situations.

A season must include sufficient rest periods for recovery. Practicing various sports is still recommended.

Players must do their best and invest most of their time in technical and physical development rather than in competition. This approach is crucial for developing elite players and sustaining a long-term athletic career.

The Train to TRAIN phase is very important to develop the players’ physical capabilities. For speed training for girls, it is best between 11-13 years and for boys 13-16 years.

There are 2 sensitive periods for strength training in girls: the first takes place just after PHB and the second starts with menstruation. In boys there is one which starts 12-18 months after PHV. In order to facilitate all the development of this period, the players must invest more time and train more, which means an extra session. The sessions are also extended to 1.5-2 hours hockey specific training, integrated with physical activities.



4

Train to TRAIN (U14 & U16)

The major focus of this stage is on the consolidation and implementation of the basic skills of field hockey in a competitive arena.

Ideal training splits

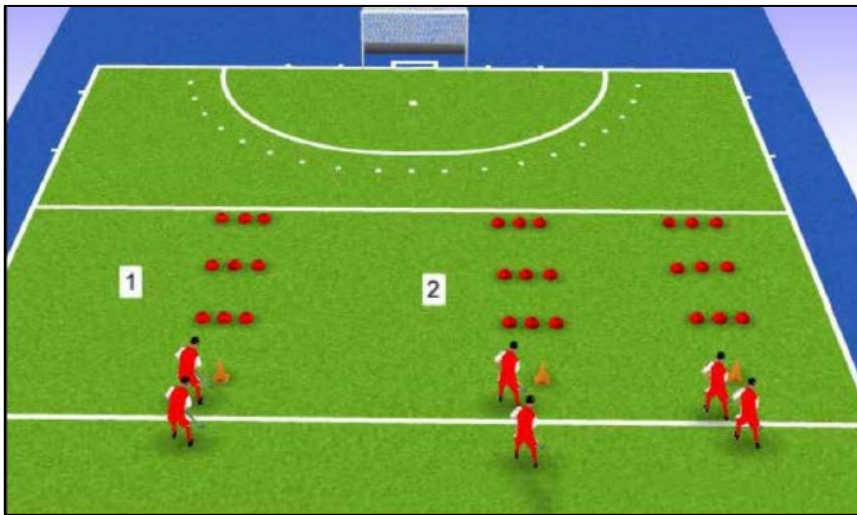
70% - Training

30% - Competition

| | | | | |
|------------------|--|-----------------|--|--|
| TECHNICAL | <ul style="list-style-type: none"> • Further development of techniques already learned • Further learning about the implementation of techniques in different situations, linked to tactical principles • From this phase onwards, techniques and tactics go hand in hand. • Teach players how to behave and play on a full field. | PHYSICAL | <ul style="list-style-type: none"> • Aerobic endurance • Introduction of speed and anaerobic concepts • Body weight and core stability work • Sleep and food information should be increased • Focus on flexibility • Injury prevention: trunk stability, flexibility, functional strength, balance, correct jump-landing execution. | |
| TACTICAL | <ul style="list-style-type: none"> • Be able to implement basic tactics of 11 a side hockey • Create an overload • Disconnect & engage | | MENTAL | <ul style="list-style-type: none"> • Concept of mental preparation • Setting goals • Teamwork and communication skills • Principles of fair play |
| TRAINING | <ul style="list-style-type: none"> • More position-related training from U16 onwards • Important balance between further development of techniques and teaching players how to play the game • Development of specialist techniques | | | |

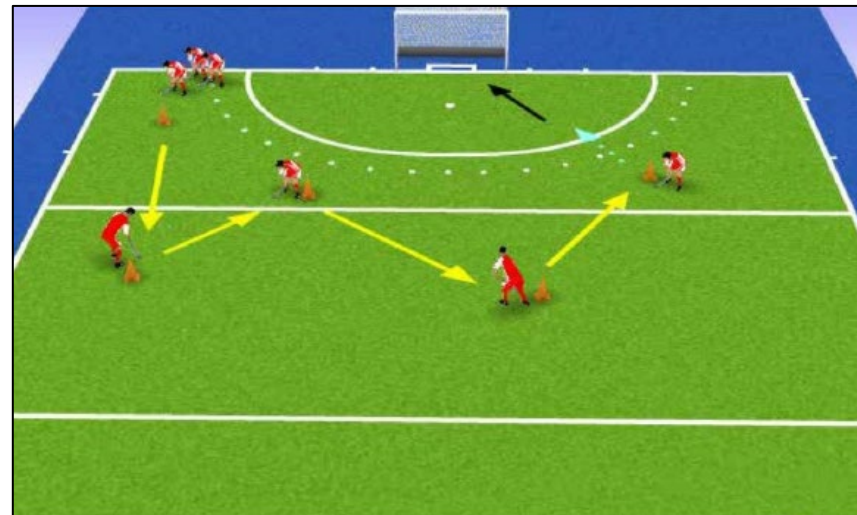
4 Train to TRAIN (U14 & U16)

U14 & U16 Technical & tactical exercises



Dribbling, practicing new technique:

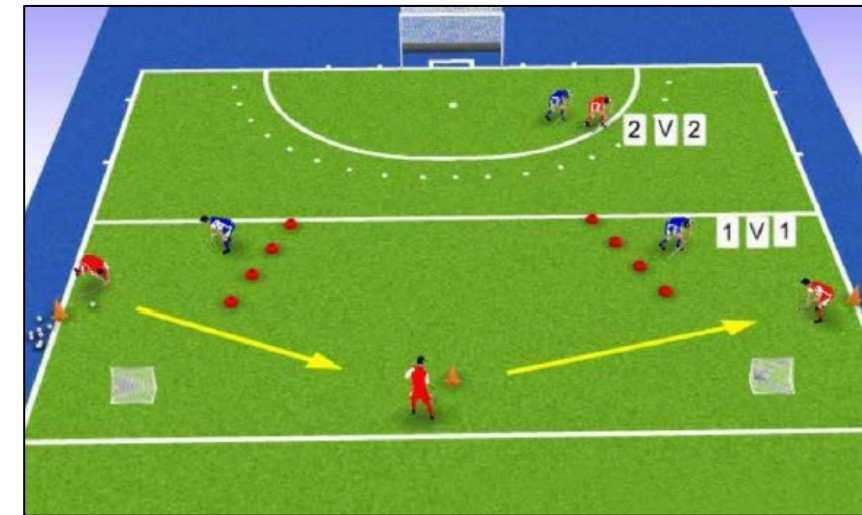
- 1) Practice the correct techniques quietly. Ability to make good corrections
- 2) Working in different stations and lots of repetitions
- 3) Apply in other exercises and situations (ex. 1v1)



Passing and receiving exercise:

- Lots of possibilities
- You can correct the techniques at the time
- Focus on the technique

TIP: Add a dribble before shooting at goal



Tactics: 1v1 or 2v2:

- Focus on the stride and receipt at the start of the exercise
- Match situation
- Focus on technique, tactics and the choices the players make
- You can always add players

TIP: Also give the defenders a goal to work towards when they win the ball



Scoring

- 1) Player runs with the ball, shot on goal. After the shot, the player continues running
 - 2) Pass to player 1, receive and shoot
 - 3) Pass to player 1, receive and shoot
- Many variations possible
 - Focus on: right mindset, sit low in the circle, to score
 - Repeat a lot

TIP: You can also have players 3 and 4 participate for the rebound after their pass

4

Train to TRAIN (U14 & U16)

| Technical | | Tactical | |
|---------------------------|---|--|--|
| Static skills | <ul style="list-style-type: none"> FH high & low closed & open BH high & low closed & open Bouncing balls FH & BH, closed & open Semi-open and closed receipt | Learning the rules of the game | <ul style="list-style-type: none"> Knowing and being able to apply rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open Bouncing balls FH closed Bouncing balls BH closed Semi-open and closed receipt | The game systems | <ul style="list-style-type: none"> 11v11: GK-4-3-3, GK-3-4-3, ... Team structures with the ball Team structures without the ball: halfcourt and full-court press Man coverage/ zone coverage Interception coverage Side pocket press Blind press |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH and BH Push BH Shot FH left foot and right foot Shot BH right foot and left foot 1 touch bounce right & left | Team focus points | <ul style="list-style-type: none"> Goalkeeper – shoutouts – self pass Respect positions; Depth – Width – Guard Playing together Following the game and connecting Fixed positions for the entire season (position-specific training) Understanding concepts: front-back, left-right FH play Triangle play Agreements on winning and losing the ball |
| Scoring techniques | <ul style="list-style-type: none"> Rebound Around the goalkeeper Sit low in the circle Tip-in FH and BH Shot FH & BH left and right foot Flick FH & BH Shortgrip FH Chopshot FH & BH Volley FH and BH <p>EXTRA</p> <ul style="list-style-type: none"> Slapshot FH Sliding tip-in FH and BH | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know the goal position Rebound play Receiving based on the follow-up action: first touch Pre-scanning Obtaining good circle penetrations – scoring opportunities Turnovers Positions in the circle and timing Baseline attacks Running lines Linking “Recognize” situations – 2v1, 1v1 Transfer play, dribbling, passing |

4

Train to TRAIN (U14 & U16)

| Technical | | Tactical | |
|---------------------------|--|---|--|
| Defence techniques | <ul style="list-style-type: none"> • Body position and footwork • Block tackle FH & BH low 2 hands • Steal FH and BH • Channelling • Jab • Block tackle low FH and BH 1 hand • Shave tackle FH and BH • Interception FH and BH | Individual defensive principles | <ul style="list-style-type: none"> • Stay in the duel – sit low • Tackle back running – everyone joins in defence • Reduce spaces • Keep on edge – defend inside • Defend without hitting • Win the ball • 'Flat triangle' defence – keep an eye on the ball and opponent • Pre-scanning • Prevent circle penetrations • Defend baseline • Use of the free man • Counter – control |
| Dribbling | <ul style="list-style-type: none"> • Driving FH and stopping the ball (with BH) • Turn right & left • Indian dribble – to FH • Slalom • Lift left foot, FH & BH • Tempo running 2 hands • Chop FH • Protect the ball with body • Dribble stop-start • Defensive dribbling • Body fake | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> • 1 v1 (Attack & Defence) • 2 v 2 (Attack & Defence) • 3 v 3 (Attack & Defence) • 4 v 4 (Attack & Defence) • 2 v 1 & 1 v 2 (Attack & Defence) • 3 v 2 & 2 v 3 (Attack & Defence) • 4 v 3 & 3 v 4 (Attack & Defence) • 5 v 4 & 4 v 5 (Attack & Defence) |
| Leading | <p>In front of the ball:</p> <ul style="list-style-type: none"> • In open passing lines • S-leads • Double leads • Left foot defence • Crossing <p>Behind the ball:</p> <ul style="list-style-type: none"> • In open passing lines • Corner • Back cross <p>For others</p> | Game situations | <ul style="list-style-type: none"> • Stationary phases • Free hits • Long corners • PC variants |

4

Train to TRAIN (U14 & U16)

| Mental | Physical (U14) | Physical (U16) |
|--|--|---|
| <ul style="list-style-type: none"> • Create a familiar and fun atmosphere | <ul style="list-style-type: none"> • Depth perception developed | <ul style="list-style-type: none"> • Major differences in performance (power ++) |
| <ul style="list-style-type: none"> • The power of why | <ul style="list-style-type: none"> • Specific gender differences begin (muscle strength, speed, endurance etc.) | <ul style="list-style-type: none"> • Growth spurt difference (especially in girls) |
| <ul style="list-style-type: none"> • The power of clarity | <ul style="list-style-type: none"> • Develop speed (running technique – explosive power) | <ul style="list-style-type: none"> • Flexibility |
| <ul style="list-style-type: none"> • Create a winning attitude | <ul style="list-style-type: none"> • Aerobic endurance highly responsive to training | <ul style="list-style-type: none"> • Increase aerobic work (intensity/volume) |
| <ul style="list-style-type: none"> • Encourage the marketing of team successes, team development - TEAMWORK | | <ul style="list-style-type: none"> • Anaerobic endurance responsive to training |

4

Train to TRAIN (U14 & U16)

Flexibility**Static stretching of:**

- Hamstrings
- Hip flexors
- Quadriceps
- Deep calf muscle
- Superficial calf muscle
- Glutes
- Adductors

Technical points of interest:

- Maintain neutral back curvature
- 2 x 60 seconds per muscle group
- Execution separately from the training (i.e. at a free time as a “mobilization program”)
- Gradually build up the stretch
- Stretching should never hurt!

Trunk stabilization

- Distinguish pelvic tilt from hip flexion
- Lumbar bracing: consciously tightening the deep abdominal and back muscles
- Static stabilization exercises: separate focus on abdomen, back and both sides

Technical points of interest:

- Knowledge and maintenance of the neutral back curvature: concave – convex
- Balance between exercises with focus on abdomen, back and both sides
- Gradually build up duration while maintaining perfect technical form and performance

Functional strength

- Hamstrings
- Adductors
- Glutes
- Lateral glutes
- Shin muscles
- Ankle flexion
- Multi-joint exercises (squat, lunge,...)
- Exercises with your own body weight

Technical points of interest:

- Eccentric hamstring training
- Gradual increase in number of repetitions
- Correct technical execution, especially with multi-joint exercises to prevent overload and/or imbalances

Balance

- Static stabilisation exercises for the lower limbs from different positions:
- Shoulder-width stance (on the ball of the foot)
- Tandem stance (on the ball of the foot)
- One-legged stance (on the ball of the foot)
- With/without arm movements
- With/without external balance disturbances
- With eyes closed

Technical points of interest

- Maintaining the neutral curvature of the back
- Maintaining balance centrally: pre-activation of the deep abdominal and back muscles
- Attention to the correct alignment of the lower limbs: foot-knee-hip-shoulder

5 Train to COMPETE (U19)

5 Train to COMPETE (U19)

Objective: Maximise potential

Development group: Late puberty

During the **Train to COMPETE** phase, many players will choose between recreational or elite hockey. Players who opt for recreational hockey immediately enter the ACTIVE for life phase. Players who choose the competitive path will train more and with a higher intensity. This is less seasonal, but rather in different forms throughout the year.

This choice will bring further requirements in nutrition, hydration, injury prevention and management, recovery and training.

There will be a stronger emphasis on winning matches but the main goal should still be player development. The focus will shift more to the team and the individual development of the players in that team. Technical development in training revolves around constant correct execution of the basics and further development of advanced techniques, with different forms of pressure.

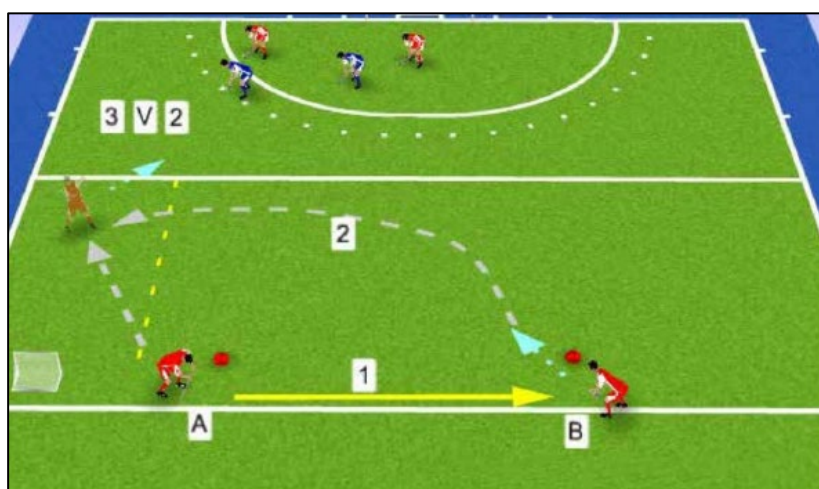
The training sessions should be mirrored as much as possible to competitive situations.

The aim of the Train to COMPETE phase is to prepare for the elite level, the pathway to the National teams.

The ultimate goal: to optimise the potential of the individual player over a longer period of time.

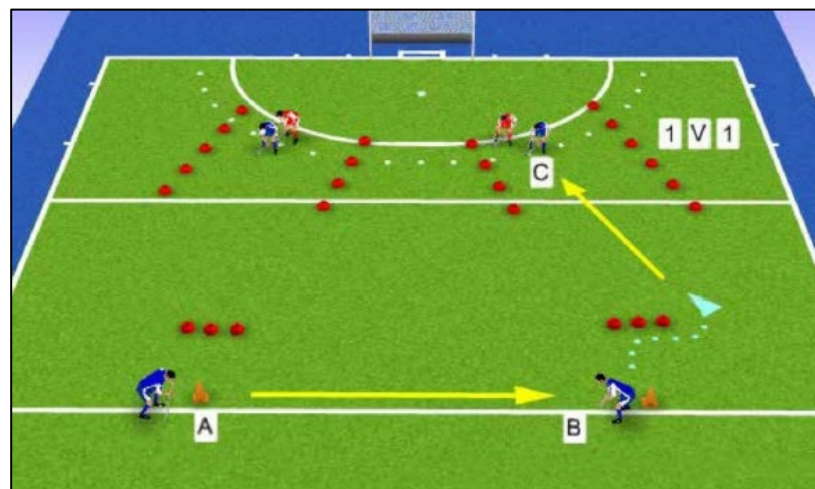
5 Train to COMPETE (U19)

U19 Technical & tactical exercises



High ball in the loop (difficult technique)

- Player A passes ball to B
- A continues to the sideline
- B receives the ball and plays a high ball towards A
- A takes the ball, play 3 v 2
- Repeat on the other side as well.



Leading and dribbling:

- Player A plays a transfer
- B receives the ball, makes a dribble and plays the ball to C.
- C must run free, receive the ball and play 1v1.



Contest:

- With focus points:
E.g. touch max 3 times, press to the outside, enter the circle along the back line.



3 team competition:

- Red attacks blue
- Blue must try to take the ball and play it through the gate to pink.
- If pink receives the ball through the gate:
 - Pink may attack
 - Red must defend
 - Blue leaves the field and gets ready in between the gates

5 Train to COMPETE (U19)

The purpose of this stage is to begin to prepare the elite athlete for high performance competition.

Ideal training splits

- 60% - Training
- 40% - Competition

| | |
|------------------|---|
| TECHNICAL | <ul style="list-style-type: none"> • Continuous development of the technical aspects of hockey • More individual feedback on the chosen techniques and which ones to use in which situations |
| TACTICAL | <ul style="list-style-type: none"> • Advanced insight and implementation of 11-person hockey • Close space & engage, break the line |
| TRAINING | <ul style="list-style-type: none"> • Using video material is a good way for further development. • More competition-related exercises are important • Further development of specialist techniques |

| | |
|-----------------|---|
| PHYSICAL | <ul style="list-style-type: none"> • General and specific fitness training • Introduction of strength training • Physical testing will expose the priorities • Repair, recovery and food supplements • Injury prevention and care • Injury prevention: core stability, functional strength, balance |
| MENTAL | <ul style="list-style-type: none"> • Development of competitive attitude • Personal responsibility • Commitment to training • Use of planning |

5 Train to COMPETE (U19)

| Technical | | Tactical | |
|---------------------------|---|--|--|
| Static skills | <ul style="list-style-type: none"> FH high & low closed & open BH high & low closed & open Bouncing balls FH & BH, closed & open Semi-open and closed receipt BH stop low 1-hand | Learning the rules of the game | <ul style="list-style-type: none"> Knowing and being able to apply rules |
| Dynamic skills | <ul style="list-style-type: none"> FH closed high & open BH high closed & open Bouncing balls FH closed Bouncing balls BH closed Semi-open and closed receipt FH/BH + dribble | The game systems | <ul style="list-style-type: none"> 11v11: GK-4-3-3, GK-3-4-3, ... Team structures with the ball Team structures without the ball: halfcourt and full-court press Man coverage/ zone coverage Interception coverage Side pocket press Blind press Running press |
| Passing | <ul style="list-style-type: none"> Push FH left and right foot Sweep FH and BH Push BH Shot FH left foot and right foot Shot BH right foot and left foot 1 touch bounce right & left | Team focus points | <ul style="list-style-type: none"> Goalkeeper – shoutouts – self pass Respect positions; Depth – Width – Guard Playing together Following the game and connecting Fixed positions for the entire season (position-specific training) Understanding concepts: front-back, left-right FH play Triangle play Agreements on winning and losing the ball |
| Scoring techniques | <ul style="list-style-type: none"> Rebound Around the goalkeeper Sit low in the circle Tip-in FH and BH Shot FH & BH left and right foot Flick FH & BH Shortgrip FH Chopshot FH & BH Volley FH and BH <p>EXTRA</p> <ul style="list-style-type: none"> Slapshot FH Sliding tip-in FH and BH | Individual attacking principles | <ul style="list-style-type: none"> Play around defenders – in space (dribbling or passing) Know the goal position Rebound play Receiving based on the follow-up action: first touch Pre-scanning Obtaining good circle penetrations – scoring opportunities Turnovers Positions in the circle and timing Baseline attacks Running lines Linking “Recognize” situations – 2v1, 1v1 Transfer play, dribbling, passing |

5 Train to COMPETE (U19)

| Technical | | Tactical | |
|---------------------------|--|---|--|
| Defence techniques | <ul style="list-style-type: none"> • Body position and footwork • Block tackle FH & BH low 2 hands • Steal FH and BH • Channelling • Jab • Block tackle low FH and BH 1 hand • Shave tackle FH and BH • Interception FH and BH | Individual defensive principles | <ul style="list-style-type: none"> • Stay in the duel – sit low • Tackle back running – everyone joins in defence • Reduce spaces • Keep on edge – defend inside • Defend without hitting • Win the ball • 'Flat triangle' defence – keep an eye on the ball and opponent • Pre-scanning • Prevent circle penetrations • Defend baseline • Use of the free man • Counter – control |
| Dribbling | <ul style="list-style-type: none"> • Driving FH and stopping the ball (with BH) • Turn right & left • Indian dribble – to FH • Slalom • Lift left foot, FH & BH • Tempo running 2 hands • Chop FH • Protect the ball with body • Dribble stop-start • Defensive dribbling • Body fake | Even situations (offensive and defensive principles) | <ul style="list-style-type: none"> • 1 v1 (Attack & Defence) • 2 v 2 (Attack & Defence) • 3 v 3 (Attack & Defence) • 4 v 4 (Attack & Defence) • 2 v 1 & 1 v 2 (Attack & Defence) • 3 v 2 & 2 v 3 (Attack & Defence) • 4 v 3 & 3 v 4 (Attack & Defence) • 5 v 4 & 4 v 5 (Attack & Defence) |
| Leading | <p>In front of the ball:</p> <ul style="list-style-type: none"> • In open passing lines • S-leads • Double leads • Left foot defence • Crossing <p>Behind the ball:</p> <ul style="list-style-type: none"> • In open passing lines • Corner • Back cross <p>For others</p> | Game situations | <ul style="list-style-type: none"> • Stationary phases • Free hits • Long corners • PC variants |

5 Train to COMPETE (U19)

| Mental | Physical |
|--|---|
| <ul style="list-style-type: none"> • Create a familiar and fun atmosphere | <ul style="list-style-type: none"> • Maximum force/speed force increases |
| <ul style="list-style-type: none"> • Changing perspectives | <ul style="list-style-type: none"> • Growth/development of the cardiovascular system reaches its maximum (interval training) |
| <ul style="list-style-type: none"> • Power of why | |
| <ul style="list-style-type: none"> • The power of clarity | |
| <ul style="list-style-type: none"> • Create a strong team identity | |
| <ul style="list-style-type: none"> • Create a winning attitude | |
| <ul style="list-style-type: none"> • Encourage the marketing of team successes, team development - TEAMWORK | |



5 Train to COMPETE (U19)

Trunk stabilization

- Dynamic stabilisation exercises: Separate focus on abdomen, back and both sides
- Eliminate deficiencies: isolated training of the abdominal or back muscles

Technical points of interest:

- Maintaining the neutral curvature of the back despite arm and/or leg movements
- Strength endurance instead of maximum strength

Functional strength

- Hamstrings
- Adductors
- Glutes
- Lateral glutes
- Shin muscles
- Ankle flexion
- Multi-joint exercises (squat, lunge,...)
- Exercises with your own body weight

Technical points of interest:

- Gradual increase in number of repetitions/weight

Balance

- Dynamic stabilisation exercises for the lower limbs
- Landing in balance after jumps
- Bipodal/unipodal forward
- Bipodal/unipodal backward
- Bipodal/unipodal diagonal
- Bipodal/unipodal with 90°/180° rotation
- With/without external balance disturbances in flight

Technical points of interest

- Attention to the correct alignment of the lower limbs: foot-knee-hip-shoulder

6 Train to **PERFORM** (Senior)

6 Train to PERFORM

Objective: Implement potential

Development group: Adult

In the **Train to PERFORM** phase, an intensive training environment is created with a focus on individual and team development, with the aim of winning matches.

Athletes in this group need quality facilities and professional coaching.

The basic techniques learned in all previous phases will allow the player to further develop in a highly competitive environment for a longer period of time.

Players are involved in the team process. Be creative with the knowledge and experiences of the players and bring this together with the expertise of the coaches to create a performance-oriented team.

Results are important in this phase and encourage the players to get the most out of themselves.

Players now have a full range of techniques and skills to achieve success. The already developed aspects of the player must now be trained to their utmost capabilities. The responsibility now falls mainly on the athlete themselves; for their own development and that of the team.

A continuous drive to be the best in the execution of all aspects of performance must be present.

6 Train to PERFORM

The focus of training is on refining all skills and abilities and continuing to zero in on the optimization of performance to peak for major competitions.

Ideal training splits

50% - Training

50% - Competition

| | |
|------------------|---|
| TECHNICAL | <ul style="list-style-type: none">• Continuous development of the technical aspects of the game• Which technique to use and when |
| TACTICAL | <ul style="list-style-type: none">• Body & stick pressure• Effective to goal |
| TRAINING | <ul style="list-style-type: none">• Train more position-specific• Competition related training• Training on areas for improvement |

| | |
|-----------------|---|
| PHYSICAL | <ul style="list-style-type: none">• Physical testing determines priorities• Individual fitness• Sufficient rest periods• All injuries must heal completely• Injury prevention: trunk stability; functional strength; balance |
| MENTAL | <ul style="list-style-type: none">• Competitive attitude• Will to win• Individual mental strategies• Players are involved in making choices• Regularly evaluate, scrutinize and adjust objectives• Ideal performance phase |

6 Train to PERFORM

Mental

- Create a familiar and fun atmosphere
- Changing perspectives
- Power of why
- The power of clarity
- Create a strong team identity
- Create a winning attitude
- Encourage the marketing of team successes, team development - TEAMWORK



6 Train to PERFORM

Trunk stabilization

- Extensions with rotations
- Unilateral work
- Balancing

Technical points of interest:

- Minimum axial rotation of the spinal column: rotations from the hip

Functional strength

- Hamstrings
- Adductors
- Glutes
- Lateral glutes
- Shin muscles
- Ankle flexion
- Multi-joint exercises (squat, lunge,...)
- Imitating functional movements with extra resistance/weight

Technical points of interest:

- Gradual increase in number of repetitions/weight
- Stay alert for correct execution of highly dynamic and technically difficult exercise material

Balance

Extensions with:

- Extra weight/resistance
- Combinations of direction in dynamic tasks
- Reaction exercises with visual/auditory/tactile stimulus

Technical points of interest

- Attention to the correct alignment of the lower limbs: foot-knee-hip-shoulder

7 ACTIVE for life

7 ACTIVE for life

Objective: Enjoy hockey

Development group: Everyone from U14 onwards

Players can enter the **ACTIVE for Life** phase at any time, from age 14 onwards. Players who have completed the first 3 phase have the necessary physical skills and hockey techniques to enjoy hockey for life.

Take late bloomers into account: players who have a later developmental age. That is why there must always be a clear and accessible interaction between the recreational and elite sports lines.

Later in life, players can choose to play hockey alone or to also become involved as a referee, coach, club manager or even as a spectator!

This transition is very important for the growth of Bermuda hockey: more people who continue to practice the sport and pass on their experience and knowledge to the new generations. This will allow Bermuda hockey to grow and improve in quality.

Players should train to maintain the basic hockey techniques they have already learned.

7 ACTIVE for life

In this stage the passion for the game of hockey continues with emphasis on the leisure and social aspects of the game. By encouraging inclusion, the game can remain a viable option for full participation by all in a fun and inviting participatory environment.

| | |
|------------------|---|
| TECHNICAL | <ul style="list-style-type: none"> • Maintaining and/or learning basic techniques • Continue to challenge, where necessary with new techniques or improvements |
| TACTICAL | <ul style="list-style-type: none"> • Provide knowledge, ideas and experience to convey to the players that will benefit their game. • Exchange different tactical knowledge to specific game situations |
| HEALTH | <ul style="list-style-type: none"> • General maintenance of good health through an active lifestyle • Training is therefore recommended |

| | |
|-----------------|--|
| PHYSICAL | <p>Maintenance:</p> <ul style="list-style-type: none"> • Aerobic endurance • Power • Flexibility |
| MENTAL | <ul style="list-style-type: none"> • FUN • Stay motivated to play and have the will to keep up learning • Develop and maintain social contact with fellow players |

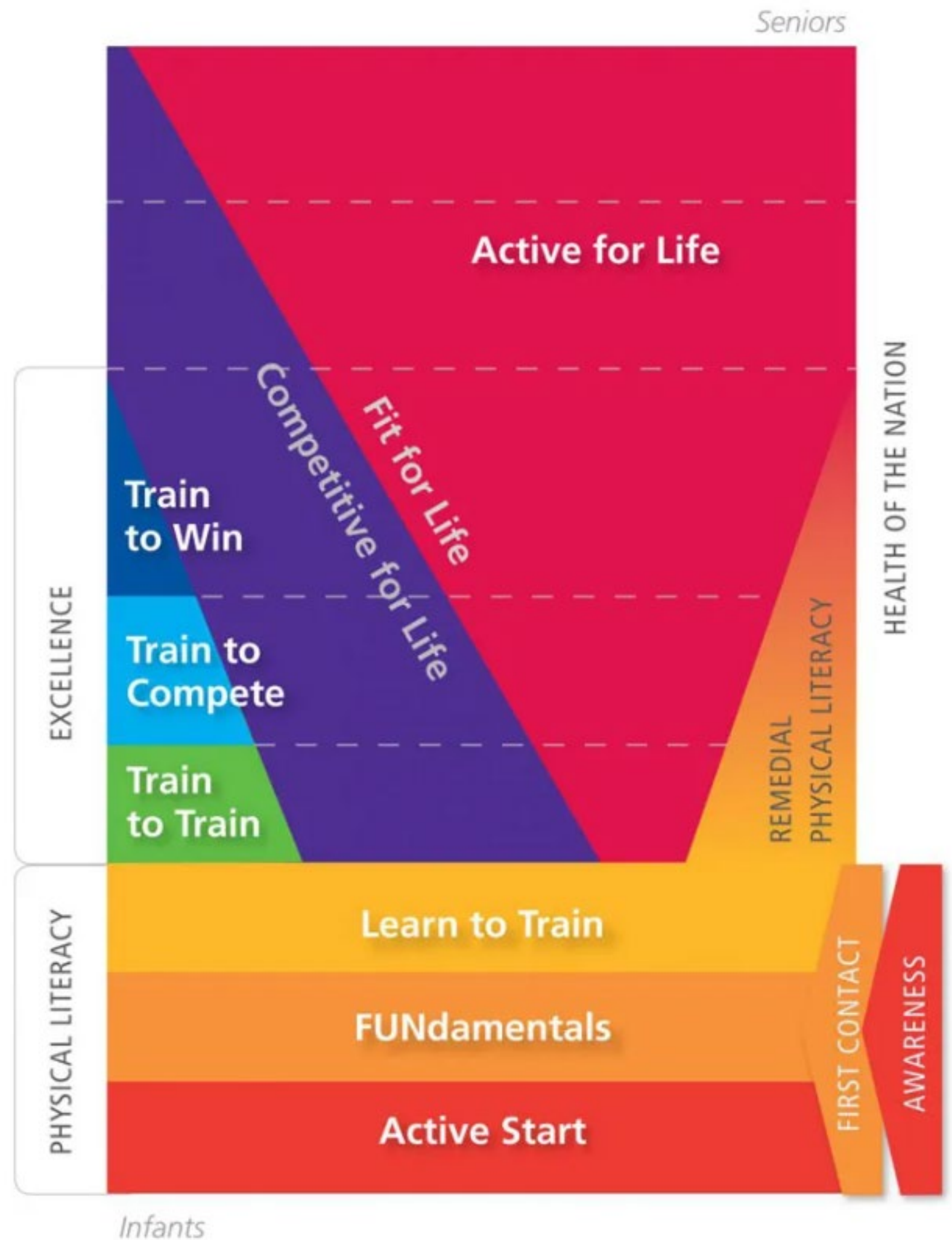
7 ACTIVE for life

Mental

- Curious
- Community
- Social
- Sharing experiences



Recap of LTAD model



Recap of LTAD model

| | Development Phase | Where | Who leads | What training | How much competition |
|---|-------------------|--|---|---|---|
| 1 | Active START | Home, day care, sport programs, pre-school | Parents, pre-school & kindergarten teachers, day care providers | None - focus on learning proper basic movement skills such as running, jumping, twisting, kicking, throwing and catching | None |
| 2 | FUNdamentals | Schools; community recreation, sports programs, sport clubs, home | Parents, teachers, recreation leaders, volunteer coaches (mainly) | Unstructured & structured play, short seasons, multiple activities, overall movement skills & development of athleticism | Minimal, local area, modified formats, informal, all activity is FUN based |
| 3 | LEARN to Train | Schools, community recreation, sport programs, sport clubs, home | Parents, teachers, recreation leaders, volunteer coaches (mainly) | Regular practice, seasonal activities, multiple sports, overall sport skills development | Occasional, local area, modified format, informal and formal, 70% training to 30% competition |
| 4 | Train to TRAIN | Schools, community recreation, sport programs, sport clubs | Teachers, recreation leaders, volunteer & professional coaches | Regular structured practice, seasonal activities, more than one sport, sport-specific skill development | Regular, local to regional, 60% training to 40% competition |
| 5 | Train to COMPETE | Schools, post-secondary institutions, sport programs, sport clubs | Teachers, volunteer & professional coaches, sport science, medicine & nutrition consultants | Regular structured practice, planned & periodized schedule, focused on one sport, sport & position specific physical, technical & tactical training | Regular, regional to national/international, 40% training to 60% actual competition and competition specific training |
| 6 | Train to PERFORM | Post-secondary institutions, sport clubs, training centers, professional sport | Professional coaches, integrated support teams | Regular structured practice, planned and periodized schedule, focused on one sport | Selective, planned national/international, 25% training to 75% actual competition and competition specific training |
| 7 | ACTIVE for Life | Community recreation; sport clubs; sport programs | N/A | N/A | N/A |



Contact us

Want to learn more about the Bermuda Hockey Federation's Hockey4Life plan, or get started in one of our programs?

Feel free to reach out and get in touch!

Email: secretary@bermudafieldhockey.com

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