



HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN

HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE



Acknowledgements



Coaching Association of Canada



National Coaching Certification Program



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PLAYER DEVELOPMENT
Développement des joueurs

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INTRODUCTION

Long-term Player Development is the Hockey Specific response to Sport Canada's Long-term Athlete Development model. Please go to www.canadiansportforlife.ca for more information.

Before you begin...

LTPD SUMMARY

- Is a philosophy and a vehicle for change.
- Is athlete-centred from a child's first involvement in sport to the transition to lifelong physical activity or other sport related activities.
- Integrates the needs of athletes with a disability into the design and delivery of sport programs.
- Provides a framework for reviewing current practices, developing new initiatives, and standardizing programs.
- Establishes a clear development pathway from playground to podium and on to being active for life.
- Identifies the shortcomings in Canada's sport system and provides guidelines for problem solving.
- Provides guidelines for planning for optimal performance for all stages of athlete development.
- Provides key partners with a coordinated structure and plan for change.
- Identifies and engages key stakeholders in delivering change.
- Provides an aligned and integrated model for delivering systems including
 - Long-term athlete development — technical, physical, tactical, and behavioral.
 - Long-term coaching development.
- Sport and physical activity programs and services in NSO's, PSO's, recreational organizations, clubs, and schools.



IMPACT OF LTAD

On Parents

- Few adults who were physically inactive as children become active as adults. Inactive adults tend to produce inactive children and the reverse is also true. Encouraging children to enjoy moving and promoting confidence in movement skills at an early age helps to ensure later participation in physical activity.

LTAD will

- Provide a framework for parents to understand physical literacy and its implications on a healthy lifestyle through lifelong physical activity and on competitive sport involvement for all Canadians, including those with a disability.
- Facilitate the understanding of physical, mental, cognitive, and emotional development.
- Facilitate the understanding of special requirements such as proper hydration, nutrition, and recovery for the growing child.
- Enable parents to help children to choose a pathway in physical activity and sport.

On Coaching

- To be successful, an athlete development model such as LTAD requires highly skilled, certified coaches who understand the stages of athlete development and the various interventions that should be made.

LTAD will

- Have a significant impact on the coaching education curriculum.
- Have a significant impact on sport specific coaching education by NSOs.
- Identify a need for part-time and full-time coaches who will specialize in coaching developmental athletes.

On Clubs and Community Sport and Recreation

- Canada's sport clubs and community centres provide broad opportunities for participation and are essential to the successful implementation of LTAD from playground to podium.

LTAD will

- Identify the need for programs to deliver LTAD.
- Inform and educate staff and parents about the benefits of LTAD.
- Align programs with schools, clubs, and community sports.
- Rationalize the competition system at the national and provincial levels and in clubs, community sport, and recreational activities.

LTPD STANDARDS

Five key areas have been established as “LTPD STANDARDS”.

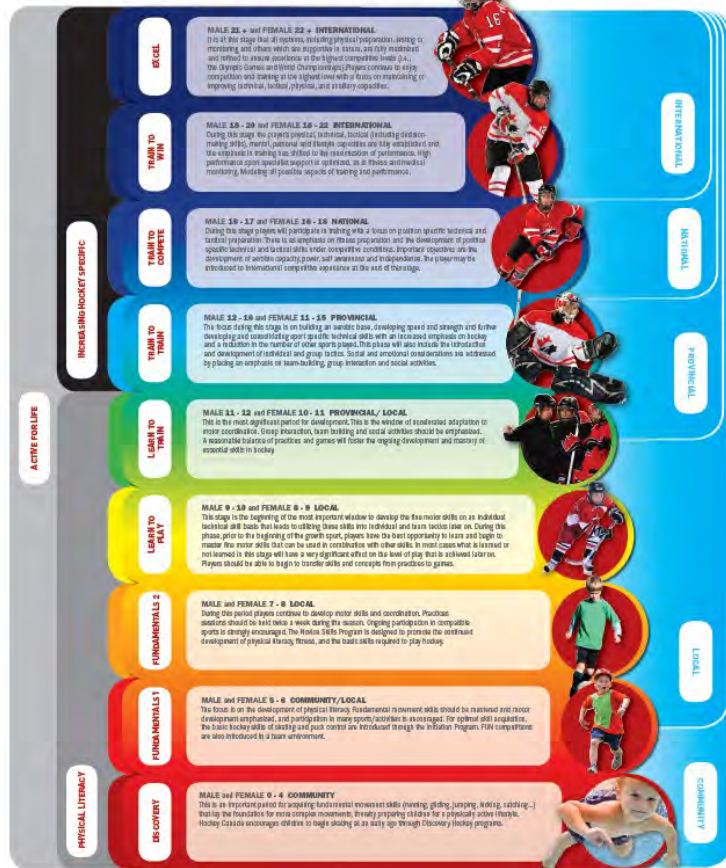
These 5 key elements are essential in order to properly move forward with the implementation of LTPD.
Without these 5 key elements, the principles of LTPD will not be met.

#1 Standard	#2 Standard	#3 Standard	#4 Standard	#5 Standard
Communicate the Hockey Canada LTPD plan and documentation to all League executives, Minor Hockey Association executives, parents, and coaches. Ex: Ensure that league executives are providing MHA's, parents and coaches with the LTPD documentation.	LTPD communication plan and implementation strategy for all members of the league and / or association. Ex: Plan how you will communicate and implement LTPD to your members and associations.	Coach education – Leagues / Minor Hockey Associations must provide continuing education opportunities for their coaches and players. Ex: Provide your coaches and players with the opportunity to improve themselves using specialty clinics and skills camps as a resource and continuing education.	Minor Hockey Associations / Leagues must review the seasonal structure of games and playoffs and make adjustments to provide optimal development opportunities. Ex: Measures must be put in place to ensure each age division seasonal structure falls in line with optimal development strategy.	Establishment of a Minor Hockey Association LTPD work / review group to ensure the minor hockey programming is on course. Ex: Involve 2-3 volunteers to provide an assessment of the minor hockey programming to ensure that LTPD is being executed properly.





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



HockeyCanada.ca

What is Long Term Player Development? Specific to Hockey

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

PHYSICAL LITERACY, HOCKEY SPECIFIC BASICS & BROAD RANGE OF SPORT ACTIVITIES

Discovery – Male and Female 0-4 **COMMUNITY**

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

Fundamentals 1– Male and Female 5-6 **COMMUNITY/LOCAL**

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

Fundamentals 2– Male and Female 7-8 **LOCAL**

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



Learn To Play – Male 9-10, Female 8-9 LOCAL/PROVINCIAL

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

Learn To Train – Male 11-12, Female 10-11 LOCAL/PROVINCIAL

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

INCREASING HOCKEY SPECIFIC**Train To Train – Male 12-16, Female 11-15 PROVINCIAL**

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

Train To Compete – Male 16-17, Female 16-18 NATIONAL

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

Train To Win – Male 18-20, Female 18-22 INTERNATIONAL

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

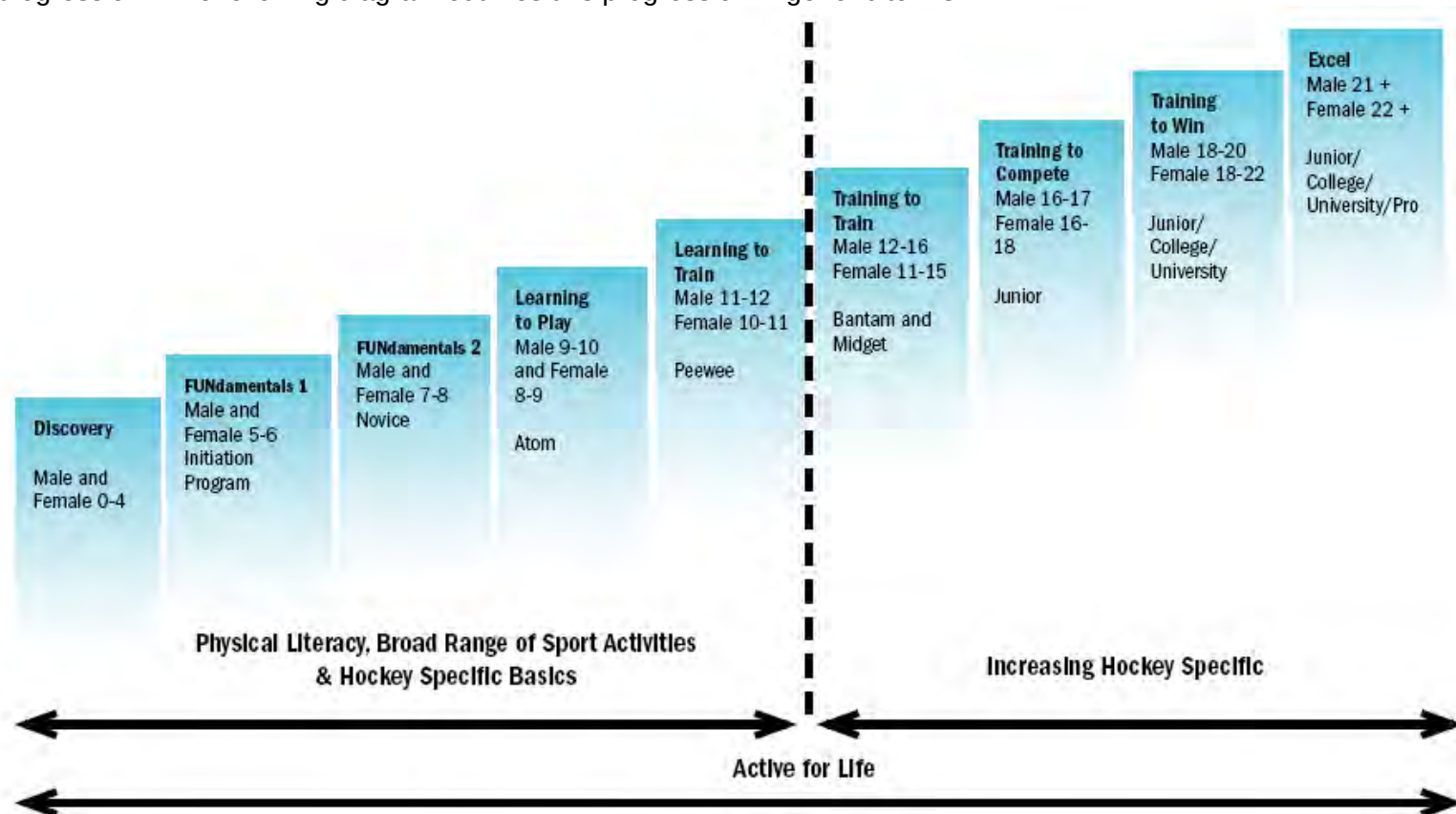
Excel – Male 21+, Female 22+ INTERNATIONAL

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



9 Stages in Long-Term Player Development

The minor hockey player in Canada needs to experience a wide variety of learning activities that correspond to his or her level of abilities and capacities. Hockey Canada's Long Term Player Development model has 9 stages. This could also be referred to as the Hockey Player pathway or progression. The following diagram outlines this progression in generic terms.



What we need to do to improve as a sport

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- Focus on supporting the complete player not just the player training and competition.
- Recommend other sports, cross training methods to get away from hockey and avoid burn out
- Remove the focus of winning at all levels and age
- Remove geographic differences and develop a common directional, leadership and player development framework – consistent in the philosophy of player development
- Introduce athletic skills in a systematic and timely way

The ultimate vision for hockey in Canada:

We will be the leading hockey organization in the world; recognized and revered for providing exemplary programs, achieving performance excellence, upholding the tradition of the game and shaping productive Canadians

Mission 10/10,000

Research has concluded that it takes a minimum of **10 years** and **10,000 hours** of deliberate training for a talented player to reach elite levels (Starkes and Ericsson, 2003).

This means before the 10 year or 10,000 hour rule comes into play:

- A player must have developed the fundamental skills
- Be physically literate

For a player and coach this translates into slightly more than **3 hours of training or competition daily for 10 years.**

But where do youngsters develop the skills of the game?

- Evidence would suggest that the number of games played by youngsters in Canada slows the development of players.



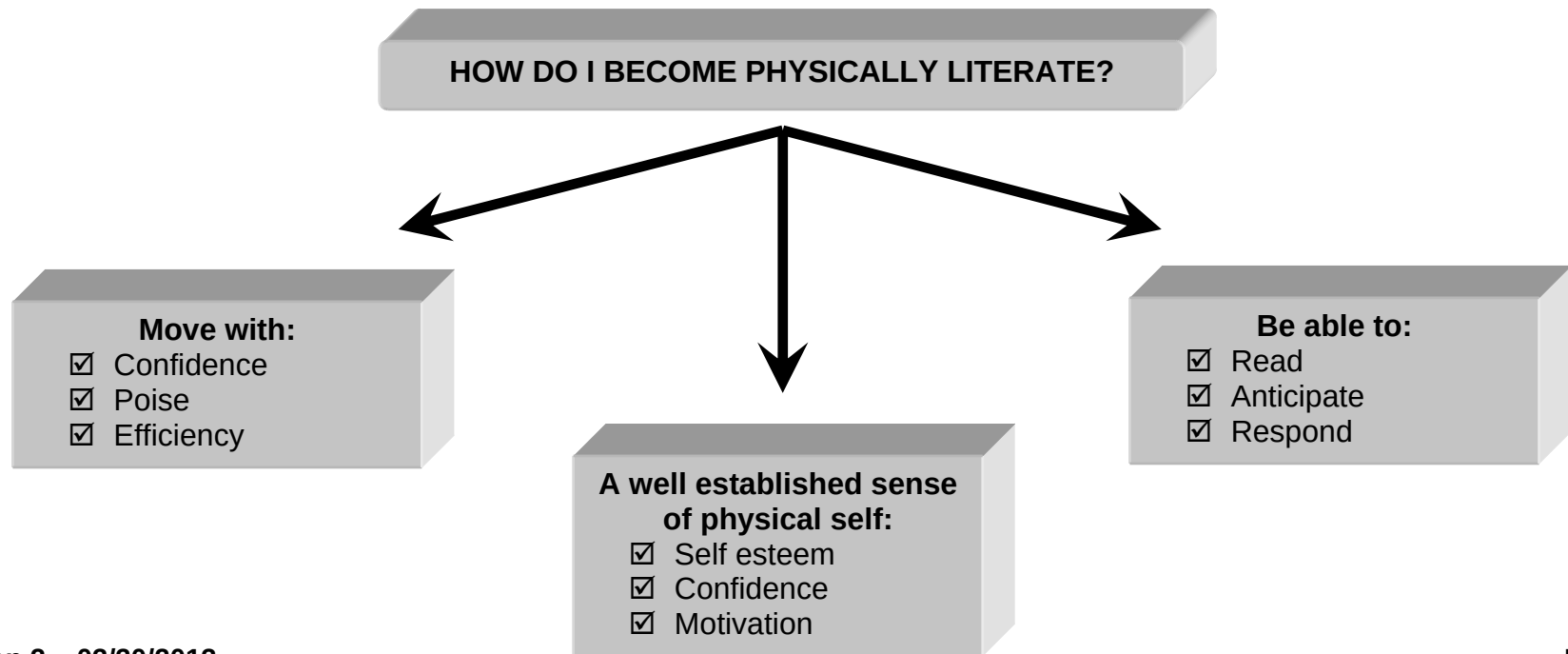
FUNdamentals

- **FUNdamental** movements and skills should be introduced through fun and games.
- **FUNdamental** sports skills should follow and include basic overall sports skills.



So what is Physical Literacy?

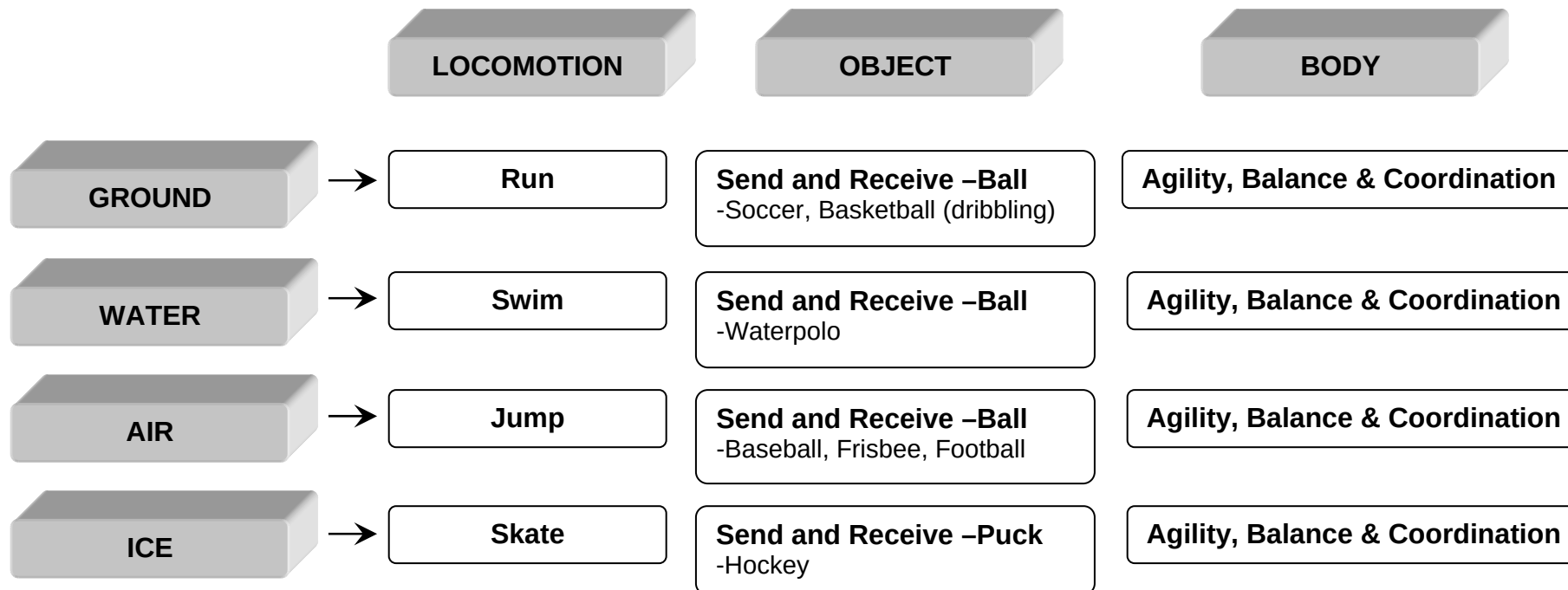
- The following schematic highlights how to become physically literate as a player.



Additionally, Fundamental Movement Skills must be developed within each of the following environments.



Examples are shown for each area.



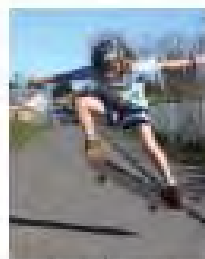
PHYSICAL LITERACY should be developed before the onset of the adolescent growth spurt.
Below are images of the **FUNDamental** movement skills.



Agility



Balance



Co-ordination



Speed



Jumping



Climbing



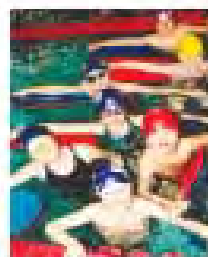
Walking



Skating



Hopping



Swimming



Skipping



Balance



Throwing



Dribbling



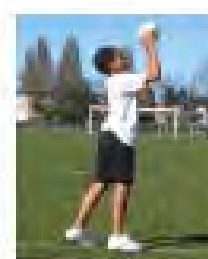
Kicking



Throwing



Hitting



Catching



Now take a basic puck battle in hockey as seen in this picture below:

In this shot neither of the players would be able to execute this simple puck battle if they did not have the simple **FUNDamental** skills of agility, balance, coordination, skating or puck handling. Ultimately, if a hockey player cannot perform simple fundamental movement skills they will also be unable to perform basic hockey skills.

Below are FUndamental skills required to perform in game situations

Skating

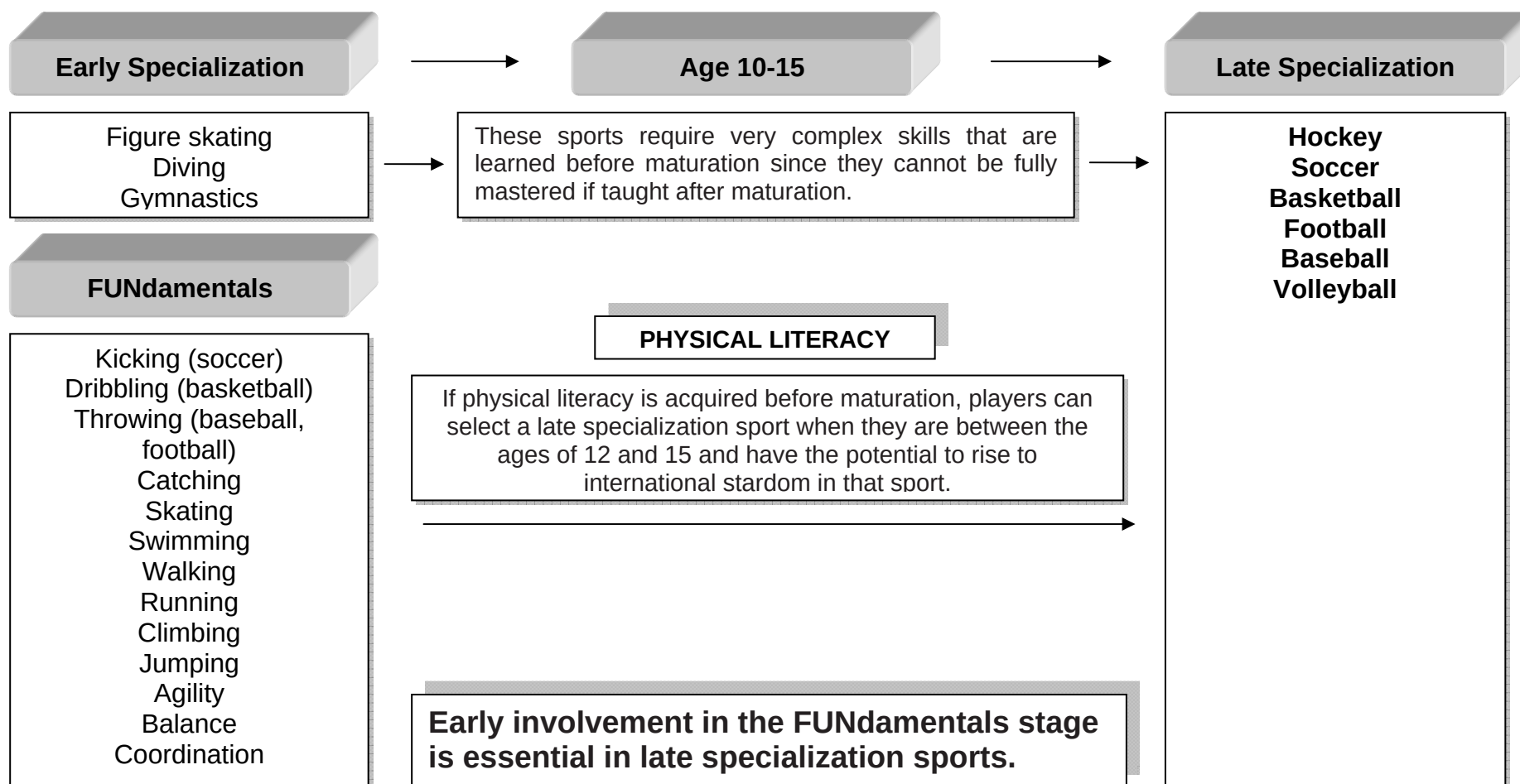


Puck Control



Hockey is a late specialization Sport

It Takes Players a lot of Years to be Great



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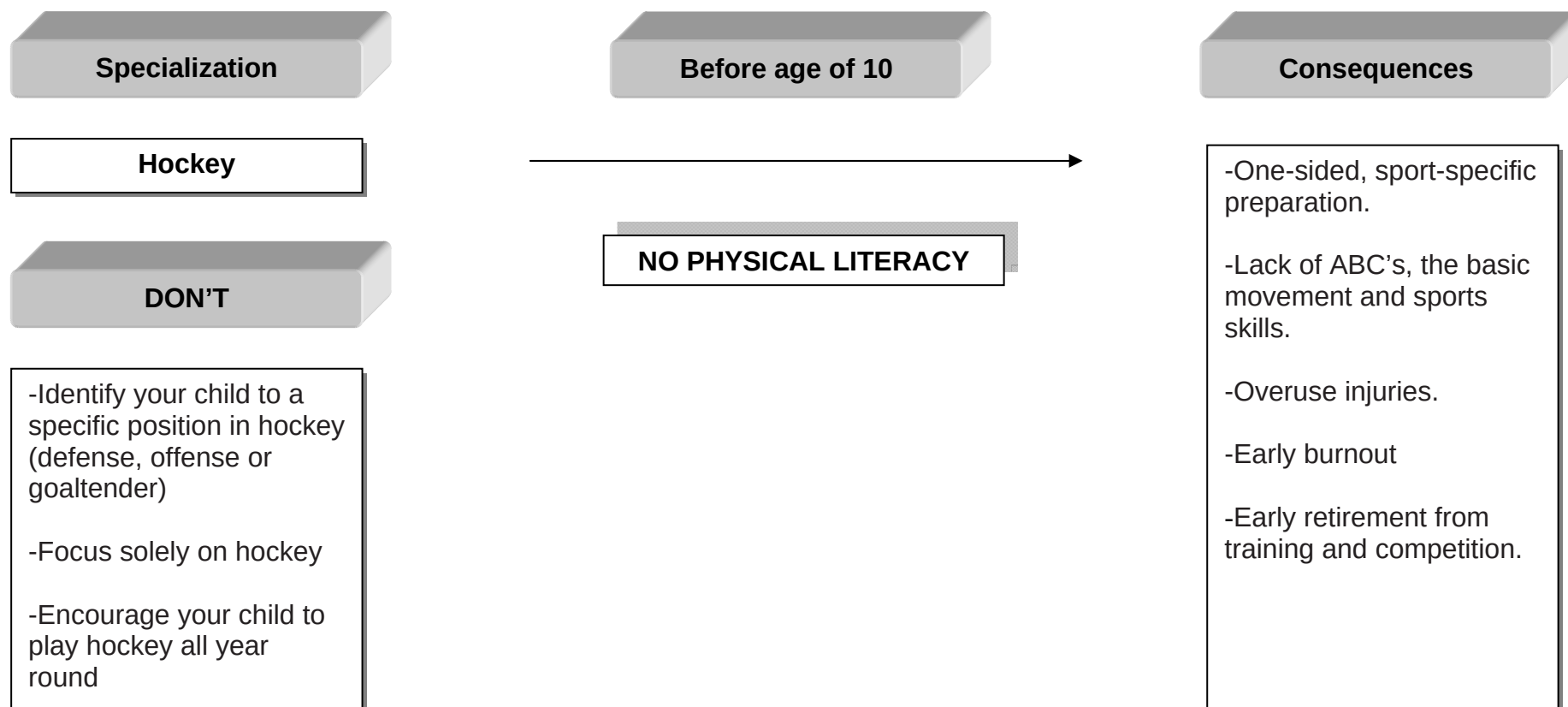
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Late Specialization – Hockey

Specializing before the age of 10 in late specialization sports like hockey can be detrimental to your child:



CHAPTER 2

Planning and Implementation

To implement LTPD, the following actions need to be completed:

- Develop a general Canadian LTAD to enhance the understanding and acceptance of LTAD to help change the culture of Canadian sport.
- Implement sport-specific LTAD models in each sport. Where appropriate, include LTAD for athletes with a disability.
- Review coach education in each sport and overall, based on LTAD factors and objectives.
- Review competition structures and schedules in each sport and overall, based on LTAD factors and goals.
- Promote the development by all sports of the full range of motor and sport skills at the FUNdamentals and Learning to Train stages.
- Develop information on the Active Start and FUNdamentals stages for use across all sports in all communities.
- Incorporate FUNdamental activities into sport-specific sessions for younger children, especially during warm-up and fun activities.
- Promote greater co-operation between sport organizations, coaches, and teachers in the scheduling of sessions and competitions.
- Formulate a cross-sport declaration on the implementation of LTAD that is supported by multisport and sport-specific organizations.



Developmental Age

Growth, Maturation, Chronological Age – What Does it All Mean?



The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to observable step-by-step changes in quantity and measurable changes in body size such as height, weight, and fat percentage. Maturation refers to qualitative system changes, both structural and functional, in the body’s progress toward maturity such as the change of cartilage to bone in the skeleton.

Development refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.”

Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

Long term player development requires the identification of early, average, and late maturers in order to help to design appropriate training and competition programs in relation to optimal trainability and readiness. The beginning of the growth spurt and the peak of the growth spurt are very significant in LTPD applications to training and competition design. Specific disabilities may dramatically change the timing and sequence of childhood and adolescent

Training age refers to the age where players begin planned, regular, serious involvement in training. The tempo of a child’s growth has significant implications for athletic training because children who mature at an early age have a major advantage during the Training to Train stage compared to average or late maturers. However, after all players have gone through their growth spurt, it is often later maturers who have greater potential to become top players provided they experience quality coaching throughout that period.



Trainability

What should we be doing when?



The goal of a practice in hockey is to improve. This improvement could be in diverse areas such as the speed of skating for a player in a breakaway, the skill needed to perform an accurate wrist shot, or the strength of a player trying to get puck control behind the goal. Trainability makes the link between the drills and activities completed during practice the improvements in performances in areas such as skills, stamina, speed, strength and suppleness that are needed to be successful during games.

Trainability varies between different players. For example, a drill during a practice that has the goal of improving skating speed will increase the speed of some of the players but not all of them. The ones who do not respond as well may, in a few more speed drills, catch up in speed or even surpass the faster learning and improving players.

Naturally, this is problematic for coaches as they have to now decide how to address these differences between players. The coaches can move at the pace

set by the 'fast trainers' and have the slow trainers become discouraged or move at the pace of the slow trainers and have the rest become bored during practice.

The differences in trainability are due to a number of factors. Genetics, developmental age (age with respect to Growth Spurt), diet and types of activities all change the trainability of an individual.



Genetics plays one of the biggest roles. Just like genetics tells our bodies how tall we will grow and how long it will take to get there, it also tells our bodies about how to respond to exercise. Some of the most obvious examples can be seen in the weight room. Some people can do very little work and put on a great amount of muscle mass. Others have to work much longer and harder to get the same amount of improvement. It is important to remember that the slower responding player may actually get to the same strength level as the faster responding player. It may just take longer. A different set of genes dictate maximum level (for example, max bench press strength). This principle applies to skill, stamina, speed and suppleness as well.

Developmental age also plays a large role in differences between the trainability of different players. One of the keys within the LTPD is to encourage parents and coaches to use developmental age to maximize the trainability of players. For example, skills are best introduced and refined prior to the growth spurt. Delaying this will mean much more work further down the road when the player is attempting to play at higher levels. Trainability is highest during this period in a player's development. Skills can include things like puck handling, shooting and passing, checking and most importantly skating. In addition, speed, which in this case means how fast a player can move their arms or legs, can also be considered a skill. Speed in terms of, say, skating speed will increase with the growth in size and muscle mass which occurs normally during and following the growth spurt.



The 5 Basic S's of Training and Performance

Stamina (Endurance), Strength, Speed, Skill, and Suppleness (Flexibility). (Dick, 1985)



Stamina (Endurance)

The optimal window of trainability occurs at the onset of PHV. Aerobic capacity training is recommended before players reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.

Strength

The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12 to 18 months after PHV.



Speed

For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.

Skill

The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.



Suppleness (Flexibility)

The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.



3 Stages of Training Objectives

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a players "readiness" to acquire and develop the skill to a higher level. These stages are introduction, development and consolidation or refinement.

INTRODUCE: (acquire, learn)

It involves presenting players a new element in an artificial or easy and constant, stable, predictable conditions.

- Dominant: comprehension and good execution of the task.
- Characteristics: performed well under maximum speed.
- Requirements: require players to be rested and concentrated.

DEVELOP

It means to pursue learning in conditions controlled by the coach without opponents or in the presence of and with the cooperation of opponents.

- Dominant: Success rate (resulting from the action), objective: 7 / 10.
- Characteristic: block of repetitions of the directive given by the Coach and isolated from reality of competition where the speed of execution is gradually augmented.
- Requirements: requires rested and concentrated players

REFINE

It means to stabilise elements in conditions controlled by the Coach, semi-controlled conditions and random conditions. This requires an opposition by opponents.

- Dominant: decision taken by the player according to the current situation and the level of success.
- Characteristics: Execution at maximum speed.
- Requirements: requires that players be no more than lightly to mildly tired.



CHAPTER 3

Coach Education

1) National Coach Certification Program

2) National Coach Mentorship Program



1) National Coach Certification Program

Hockey Canada's National Coach Certification Program (NCCP) is a competency-based program. The program enables coaches to build their coaching tools and knowledge of the game, so they can work effectively with their players.

Coaches enter into a 'stream' of coaching by taking part in clinics that are relative to the athletes that they are working with.

Coach Stream

- work with community and recreational teams, i.e. Novice, Atom

Developmental Stream

- work with provincial and regional teams, i.e. Peewee rep, Junior B

High Performance Stream

- work with national and international teams, i.e. Midget AAA, university

Within the Hockey Canada structure the Coach Stream and Development Stream are delivered at the provincial level. The High Performance stream is delivered at the National Level.

Coach Stream		Developmental Stream	High Performance Stream
Core Programming		Core Programming	Core Programming
Coach 1 – COACH ENTRY POINT	Intro Coach For coaches working with 5-6 year olds COACH ENTRY POINT	Development 1 – COACH ENTRY POINT	High Performance 1 – COACH ENTRY POINT
Clinic Pretask			Clinic Pretask
Clinic (8 hours)		Clinic (16 hours)	Clinic 6 Day Practical
Clinic Post-task (Throughout season)		Clinic Post Task (Throughout season)	Clinic Post Task Throughout Season
Supplementary Programming		Development 2 (*Professional Development)	High Performance 2
		Clinic Pretask (Part of Development 1 Post Task)	Clinic Pretask
		Clinic (16 hours)	Clinic 6 Day Practical
		Clinic Post Task (2 hours)	Clinic Post Task Throughout Season
		Supplementary Programming	Supplementary Programming



2) National Coach Mentorship Program

A series of specialty clinics have been developed to offer coaches a practical session on teaching various skills, tactics and systems. This proactive approach will also open the doors of communication and provide a non-threatening environment for coaches to further pursue a mentor.

The NCMP specialty clinics were designed with the following messages in mind:

- Keep them moving – whether it's a practice, clinic or camp, ice sessions should be designed to engage every participant consistently
- Emphasize the fundamentals – build a foundation that will never crack
- Incorporate a progression of skill development for every participant

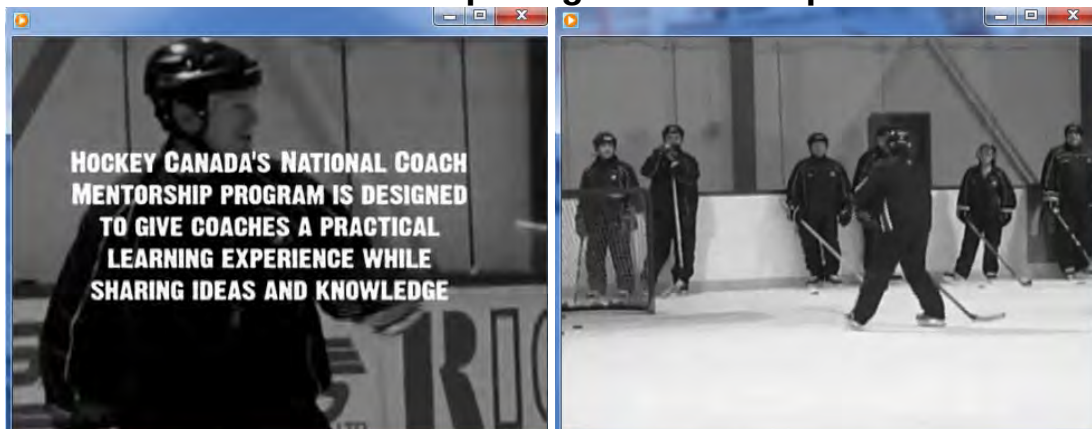
The specialty clinic modules include:

1. Skating
2. Puck control
3. Shooting and scoring
4. Checking
5. Creating offense
6. Creative thinking
7. Goaltending
8. Special teams
9. Small-area games
10. Developing defensemen



Specialty Clinic Modules – Resources

National Coach Mentorship Program – Video presentation

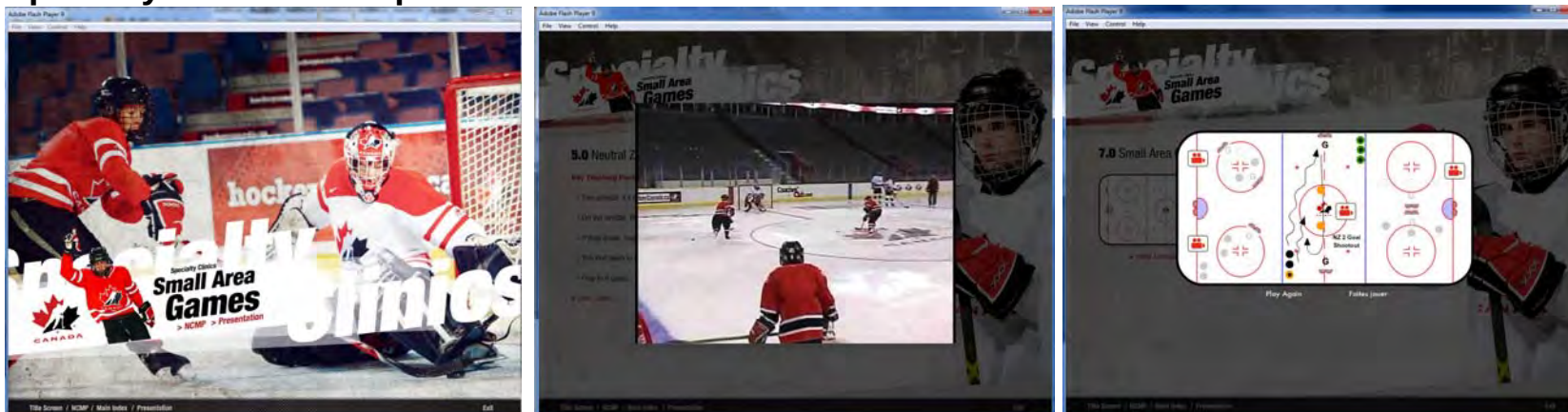


1 hour classroom session

Followed by:

1 hour ice session

Specialty Clinics - Sample



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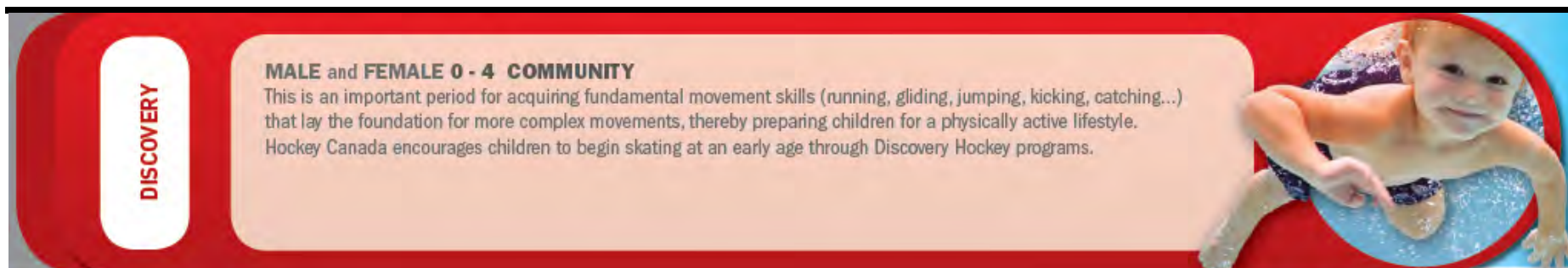
CHAPTER 4

SEASONAL STRUCTURE

The following pages describe the various stages of LTPD within the Hockey Canada structure. Everything from age category descriptors, to sample seasonal plans conforming to LTPD can be found.



Discovery Hockey Skills – 0-4 year olds



Objectives

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through can skate or learn to skate programs and outdoor rinks. Provide your infant or child with opportunities to participate in activities regardless of the weather.

Also, keep in mind the fundamental movement skills that lead to physical literacy while providing your child with daily physical activities.

	Locomotion	Object	Body
Ground	Run	Send and Receive – Ball	Agility, Balance & Coordination
Water	Swim	Send and Receive – Ball	Agility, Balance & Coordination
Air	Jump	Send and Receive – Frisbee	Agility, Balance & Coordination
Ice	Skate	Send and Receive – Puck	Agility, Balance & Coordination



FUNdamental Hockey Skills 1– Male and Female 5-6 - Initiation Program

FUNDAMENTALS 1

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



Objectives

The focus is on the development of physical literacy. Fundamental movement skills should be mastered, motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment. Learn all fundamental movement skills and build overall motor skills. Skill development in the FUNdamentals stage should be well-structured, positive, and FUN!

The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds. The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC's. Ensure that the skills the player acquires during the FUNdamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. Hockey Canada recommends in the early stages of FUNdamentals that players spend 85% of their time on the introduction and development of technical skills.



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

Initiation	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	# of Games total
Ideal	35 - 40	Sept 15	12 weeks 20 practices (Limited and modified games)	Dec 15	10 weeks 20 practices 10 games	N / A	2 tournaments 8 games	15 - 20

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

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

Hockey Canada Development Programs – Initiation

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Initiation -NCCP (Intro Coach) -Initiation Jamboree -Chevy Safe and Fun -Esso Fun Days -Specialty Clinics	X X X	X X	X X X	X X X	X X	 X	 X X	-Skills Camps / Jamborees for Players (IP / Nov Curriculum Development) -Mentorship for MHA's / Coaches -Coach component with Skills Camp



Development Resource Programs – IP



IP Manual



Off-Ice Manual



Skills of Gold



Checklist



Drill Pack 1



Hockey Canada's Specialty Clinics



Suggested Specialty Clinic Timelines – Initiation

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

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INITIATION PROGRAM

Length of Season:

28-32 weeks:

- 3-4 weeks: Practice and Skill Development Season
- 20-24 weeks: Practice and Game Play Season
- 4 weeks: Tournament/Game Season

Frequency per Week:

1-2 times

Number of Games per Season:

15-20 modified, 0-10 full ice

INITIATION PROGRAM

General Objective:

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

Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist mostly in modified forms, with limited number of formalized games.

Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – INITIATION



FUNdamentals to Do List:

For Branches

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

For Associations

- Players develop skills in practices and test those skills in modified games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young players. Examples of this include junior model sticks, light weight pucks and fun teaching implements
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide coaches with continuing education opportunities ie Specialty Clinics

For Coaches

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics.
- Introduce children to the simple rules and ethics of sports.
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills.

For Parents

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



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

FUNDAMENTALS 2

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



Objective

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

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



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

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

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

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

Hockey Canada Development Programs – Novice

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



Development Resource Programs – Novice



Suggested Specialty Clinic Timelines – Novice

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

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NOVICE PROGRAM

Length of Season:

28-32 weeks:

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

Frequency per Week:

2-3 times

Number of Games per Season:

30-35 full ice and modified

NOVICE PROGRAM

General Objective:

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

Guiding Principles:

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

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

PRACTICE BREAKDOWN FOR THE SEASON – NOVICE



Learning to Play to Do List: Novice

For Branches	For Associations	For Coaches	For Parents
-Develop guidelines in which the seasonal plan for the Novice age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible.	-Continue to share ice between teams to maximize the usage of the ice, especially during prime time -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.	-Utilize the Hockey Canada Skills Manuals and Skills of Gold DVD's as a standard base of technical and tactical skill development and seasonal planning and focus on motor coordination skills in players. Develop these skills through drills that incorporate agility, balance and change of direction -Work toward a ratio of 2 training sessions for every game. Over the course of a 26 week minor hockey season this would mean 25-35 games and 50-70 practices and encourage unstructured play in practice to allow the players to develop skills through experimentation. -Continue to play players in multiple positions to develop all the skills of the game -A high number of repetitions is combined with a below maximum intensity level. -The success rate is at least 70% when practicing skills -Players are exposed to numerous repetitive demonstrations. Coach must create a precise mental image of the technical action that must be duplicated. The participant must imitate the correct movement as precisely as possible -The decision making process according to standard situations is introduced at this age and technical or tactical learning take place at the beginning of the session, after the warm up. There can be no learning if the player is tired.	-Encourage your child to participate in a wide variety of physical activities -Strength training should be done solely with the players own body weight -Other sports that build on fundamental movement skills applicable to hockey: - o Gymnastics - o Run, Jump, Throw programs - o Soccer - o Skating



Learning to Play – Male 9-10 and Female 8-9 – Atom Program

LEARN TO PLAY

MALE 9 - 10 and FEMALE 8 - 9 LOCAL

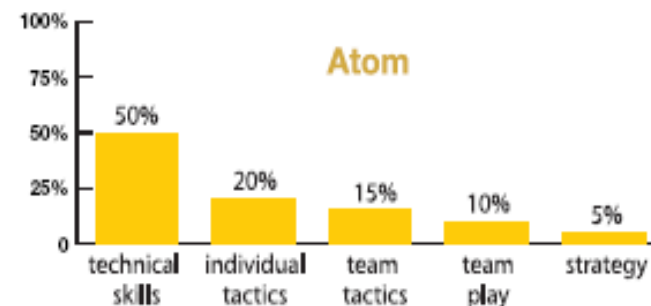
This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity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



Objective

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

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor co-ordination. Early specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills. At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development.



Proposed long term player development (LTPD) Seasonal Chart – Atom

Atom	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	45 - 50	Sept 15	6 weeks 12 practices 2 ex games	Nov 1	16 weeks 32 practices 20 games	Mar 15 2 weeks 6 practices 8 games	4 tournaments 16 games	40 - 45

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

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Atom	Coach Level Dev 1 Specialty Clinics	On-Line Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On ice	HC Skills Manual - Atom Specialty Clinic Drill Package	Skills of Gold 1 - 4 Skills of Gold 5 - 8

Hockey Canada Development Programs

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



Development Resource Programs – Atom



Suggested Specialty Clinic Timelines – Atom

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Oct
Puck control	Sept/Apr	Checking	Mar/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Apr
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Apr
Goaltending	Sept/Apr		

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ATOM PROGRAM

Length of Season:

34-38 weeks:

- 3-4 weeks: Practice and Skill Development Season
- 20-24 weeks: Practice and Game Play Season
- 4 weeks: Tournament/Playoff Season

Frequency per Week:

3-4 times

Number of Games per Season:

40-45

ATOM PROGRAM

General Objective:

Learn overall sports skills.

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

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

Guiding Principles:

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

Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – ATOM



Learn to Train to Do List: Atom

For Branches

- Develop guidelines in which the seasonal plan for the Atom age group is followed by Minor Hockey Associations
- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.
- Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines

For Associations

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

For Coaches

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

For Parents

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

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

LEARN TO
TRAIN

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



Objective

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

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



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

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

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

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

Hockey Canada Development Programs

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



Development Resource Programs – Pee wee



Pee wee Manual Off-Ice Manual Skills of Gold Checklist Drill Pack 1 Drill Pack 2 Hockey Canada's Specialty Clinics

Suggested Specialty Clinic Timelines – Pee wee

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Apr
Puck control	Sept/Apr	Checking	Sept/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Apr
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Apr
Goaltending	Sept/Apr	PK/PP	Feb/Mar

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PEEWEE PROGRAM

Length of Season:

32-38 weeks:

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

Frequency per Week:

3-4 times

Number of Games per Season:

45-50

PEEWEE PROGRAM

General Objective:

Learn overall sports skills.

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

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

Guiding Principles:

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

Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – PEEWEE



Learn to Train to Do List: Pee wee

For Branches	For Associations	For Coaches	For Parents
Develop guidelines in which the seasonal plan for the Pee wee age group is followed by Minor Hockey Associations -Develop a promotion and education plan for the implementation of the proposed seasonal structure. -Provide coaches with the educational opportunities and resources to give them the best tools possible. -Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines	-Continue to share ice between teams to maximize the usage of the ice, especially during prime time -Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings -Structure competition based on the differences in development and abilities -Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching. -Provide mentoring pathway within organization	-The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution) -The training session preparing the team for a competition must mirror the game requirements -Begin to work with players on the mental skills of goal setting, visualization, focus -NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players. -Continue to focus on the fundamental technical skills and the tactical application of these skills -The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.	-Learn to go to the limit of your performance capabilities if you wish to improve -Begin to focus on 2-3 sports but continue to be active -Physical preparation becomes important and a focus on training is key – develop good habits -Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game –Parents educate themselves on what types of training should be done at this age or the development age of their kids for educated enrolment in supplementary programs.



Train to Train – Male 12-16 and Female 11-15

TRAIN TO
TRAIN

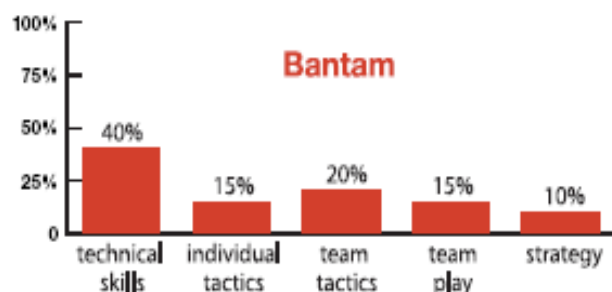
MALE 12 - 16 and FEMALE 11 - 15 PROVINCIAL
The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This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



Objective

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

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc. Hockey Canada recommends that at in the Train to Train stage that players focus on the following:



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PLAYER DEVELOPMENT
Développement des joueurs

Proposed long term player development (LTPD) Seasonal Chart - Bantam

Bantam	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 2 ex games	Oct 15	20 wks 40 practices 28 games	Mar 15 2 wks 6 practices & 8 games	3 tournaments 12 games	50 - 55

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

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Bantam	Coach Level Dev 1 / Dev 2 HP1 Specialty Clinics	On-Line Certification Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice Classroom / On ice	HC Skills Manual - Bantam Specialty Clinic Drill Package	Skills of Gold 5 - 8 Skills of Gold 5 - 8

Hockey Canada Development Programs

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

Development Resource Programs – Bantam



Suggested Specialty Clinic Timelines – Bantam

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Apr
Puck control	Sept/Apr	Checking	Sept/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Nov
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Nov
Goaltending	Sept/Apr	PK/PP	Nov/Apr

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BANTAM PROGRAM

Length of Season:
28-34 weeks:

- > 4 weeks: Practice and Skill Development Season
- > 20 weeks: Practice and Game Play Season
- > 2 weeks: Playoff Season
- > 3 tournaments: 12 games

Frequency per Week:
4-5 times

Number of Games per Season:
50-55

BANTAM PROGRAM

General Objective:

Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

PRACTICE BREAKDOWN FOR THE SEASON – BANTAM



Train to Train to Do List: Bantam

For Branches

- Develop guidelines in which the seasonal plan for the Bantam age group is followed by Minor Hockey Associations
- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.
- Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines
- Develop Branch POE programs that are development focused, progressive in nature and consistent in delivery and content.

For Associations

- Provide enhanced skill development opportunities for players
- Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings
- Structure competition based on the differences in development and abilities
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide mentoring pathway within organization.

For Coaches

- The intensity is increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution)
- The training session preparing the team for a competition must mirror the game requirements
- Begin to work with players on the mental skills of goal setting, visualization, focus
- Look for High Performance coach education programs to continue to develop your coaching skills
- Continue to focus on the fundamental technical skills and the tactical application of these skills
- The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.

For Parents

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



Proposed long term player development (LTPD) Seasonal Chart – Midget

Midget	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 4 ex games	Oct 15	20 weeks 40 practices 32 games	Mar 15 2 wks 6 practices 8 games	3 tournaments 12 games	55 - 60

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

Age	Coach	Description	Clinic	Manual Resource	Video Resource
Midget	Coach Level Dev 1 / Dev 2 HP1 HP2 Specialty Clinics	On-Line Certification Certification CEP	Classroom / On Ice Classroom / On Ice Classroom / On Ice Classroom / On ice	HC Skills Manual - Midget Specialty Clinic Drill Package	Skills of Gold 5 - 8 Skills of Gold 5 - 8

Hockey Canada Development Programs

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Midget -Coach Level/Dev 1/Dev 2 -NCCP (HP1 / HP 2) -Esso Fun Days -NSST -NCMP Specialty Clinics	 X X X	 X X X X	 X X X		 X X	 X		-NSST Drills for improvement package and results explanation -Advanced Skills Camps



Development Resource Programs – Midget



Suggested Specialty Clinic Timelines – Midget

Specialty Clinic	Months	Specialty Clinic	Months
Skating	Sept/Apr	Creative thinking	Sept/Apr
Puck control	Sept/Apr	Checking	Sept/Apr
Small area games	Sept/Apr	Ind. Tactics	Oct/Apr
Shooting/Scoring	Sept/Apr	Developing Def.	Oct/Apr
Goaltending	Sept/Apr	PK/PP	Oct/Apr

MIDGET PROGRAM

Length of Season:

28-32 weeks minimum:

- 4 weeks: Practice and Skill Development Season
- 20 weeks: Practice and Game Play Season
- 2 weeks: Playoff Season
- 3 tournaments: 12 games

Frequency per Week:

4-5 times

Number of Games per Season:

55-60

MIDGET PROGRAM

General Objective:

Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

PRACTICE BREAKDOWN FOR THE SEASON – MIDGET



Train to Train to Do List: Midget

For Branches

- Develop guidelines in which the seasonal plan for the Midget age group is followed by Minor Hockey Associations
- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.
- Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines.
- Develop Branch POE programs that are development focused, progressive in nature and consistent in delivery and content.

For Associations

- Provide enhanced skill development opportunities for players
- Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings
- Structure competition based on the differences in development and abilities
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide mentoring pathway within organization

For Coaches

- The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution)
- The training session preparing the team for a competition must mirror the game requirements
- Begin to work with players on the mental skills of goal setting, visualization, focus
- Look for High Performance coach education programs to continue to develop your coaching skills
- Continue to focus on the fundamental technical skills and the tactical application of these skills
- The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.

For Parents

- Learn to go to the limit of your performance capabilities if you wish to improve
- Begin to focus on 2-3 sports but continue to be active
- Physical preparation becomes important and a focus on training is key – develop good habits
- Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game to the next level?

Train to Compete

TRAIN TO
COMPETE

MALE 16 - 17 and FEMALE 16 - 18 NATIONAL

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



Objective

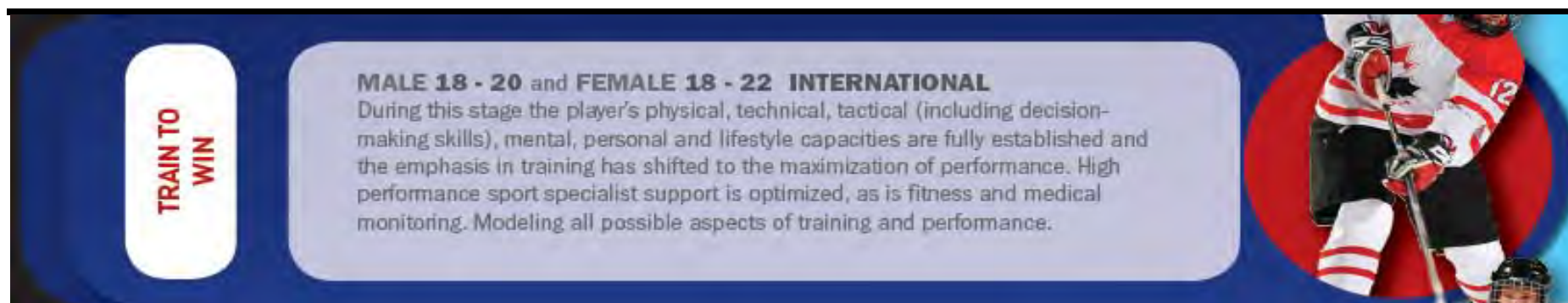
During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is an emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development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

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

Age	Coach	Description	Clinic	Manual Resource	Video Resource
U 17	HP1 HP2 POE	Certification Certification	Classroom / On Ice Classroom / On Ice Classroom	U17 Technical Package	Skills of Gold 5 - 8 Skills of Gold 5 – 8 POE DVD Rom
U 18	HP1 HP2 POE	Certification Certification	Classroom / On Ice Classroom / On Ice Classroom	U18 Technical Package	POE DVD Rom



Train to Win



Objective

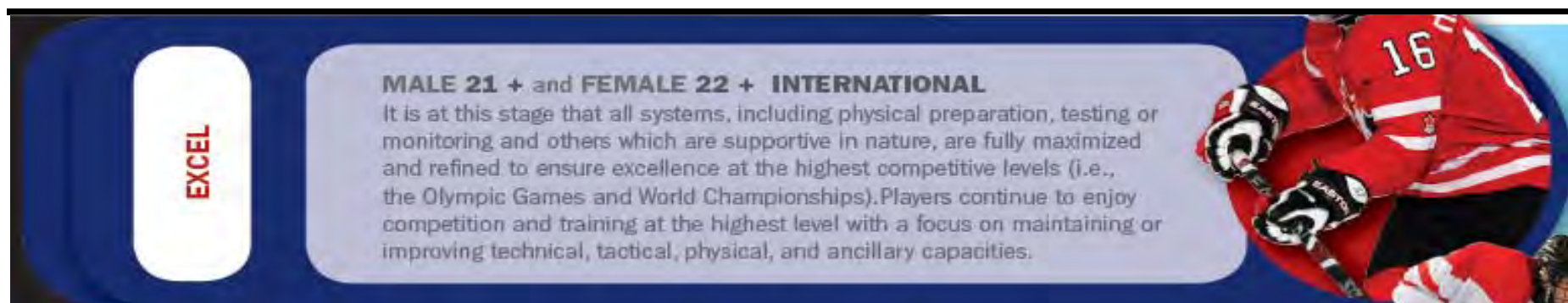
During this stage the player's physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness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

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

Age	Coach	Description	Clinic	Manual Resource	Video Resource
U 18	HP1 HP2 POE	Certification Certification	Classroom / On Ice Classroom / On Ice Classroom	U18 Technical Package	POE DVD Rom – Skills of Gold 5-8
U 20	HP1 HP2 POE	Certification Certification	Classroom / On Ice Classroom / On Ice Classroom	U20 Technical Package	POE DVD Rom – Skills of Gold 5-8



Excel

A graphic for the 'Excel' stage of player development. It features a dark blue background with a white pill-shaped button on the left containing the word 'EXCEL' in red. To the right, a light blue rounded rectangle contains text about the 'MALE 21 + and FEMALE 22 + INTERNATIONAL' stage. On the far right, there is a photograph of a hockey player in a red jersey with the number 16.

EXCEL

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

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***WE ARE WHAT WE REPEATEDLY DO.
EXCELLENCE THEN, IS NOT AN ACT, BUT A HABIT***

-Aristotle, 384 BC – 322 BC





HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE

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

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TRAIN TO WIN

MALE 18-20 and FEMALE 18-22 INTERNATIONAL

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INTERNATIONAL

TRAIN TO COMPETE

MALE 16-17 and FEMALE 16-18 NATIONAL

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



NATIONAL

TRAIN TO TRAIN

MALE 12-16 and FEMALE 11-15 PROVINCIAL

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



PROVINCIAL

LEARN TO TRAIN

MALE 11-12 and FEMALE 10-11 LOCAL / PROVINCIAL

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



LEARN TO PLAY

MALE 9-10 and FEMALE 8-9 LOCAL

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



FUNDAMENTALS 2

MALE and FEMALE 7-8 LOCAL

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



LOCAL

FUNDAMENTALS 1

MALE and FEMALE 5-6 COMMUNITY/LOCAL

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



PHYSICAL LITERACY

DISCOVERY

MALE and FEMALE 0-4 COMMUNITY

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



COMMUNITY

ACTIVE FOR LIFE