South African Hockey Association

Sports Leaders Hockey Manual

The South African Hockey Association, in conjunction with the Koninklijke Nederlandse Hockey Bond (KNHB) has developed the Sports Leadership Manual to help facilitate the coaching of young beginner and intermediate hockey players between the ages of 6 and 11 years old.

The course is designed to introduce hockey to, and develop primary school and grass root coaches. Young players between the ages of 12 and 18 are also encouraged to participate in the course and become involved in coaching and development of the game at an early age. The course is four hours in duration and provides information on coaching concepts, basic skills, skill acquisition and game development from 1 vs. 1 through to 8 vs. 8.

Coaches will receive input with regards to:

- Development characteristics of players as they move through the age groups
- Information on designing and developing training sessions
- Creating a safe and fair playing environment
- Skill and game development plan for players in the age groups 6 – 11 years old

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COACHING CONCEPTS AND ROLES

1. Player Development Characteristics and Training Tips

The following is a description of important characteristics of the age groups concerned. This is the general characteristic and it may deviate from person to person.
Below are the training tips and points of interest for the different age groups.

Development Level 1 (8 – 9 years)

Age Characteristics:

- There is one big movement compulsion
- Lack of coordination limits development of movement techniques
- Large difference between players in their dexterity (handling) of the stick and ball
- Children think very concrete in black/white
- They will be playful and spontaneous
- Learn from successful experiences and observing
- Very individualised

Training Tips:

- Spend lots of time on basic techniques
- Encourage lots of ball contact and variations
- Everything must be done in movement
- Pay special attention to coordination
- Exercises must be in game forms
- Play in restricted space
- Offer tactical principles
- Encourage players to learn rules whilst playing
- Change groups to encourage them to play with different people
- Simple teamwork
- Use their imagination to teach a skill
- Give rewards and compliments

Development level 2 (10 - 11 years)

Age Characteristics:

- Exhibit more control over movement
- This is the ideal age for learning skills
- They process information through the use of their senses (Observing and trying)
- Exhibit short attention span on tasks
- Successful experience more aimed at team game perception

Training Tips:

- To refine and extend the technique (Increase the difficulty of the drills)
- Create lots of movement and keep players active
- Increase learning tempo to as high as possible
- Tactical learning opportunities must be created
- Rotate players' positions when playing games
- Include many game forms and teamwork
- Increase the number of match situations
- Provide variations

At training sessions for the younger player there are a number of aspects that will need attention from the coach:

- Carry the responsibility to develop and educate players
- Ensure safety of the players
- Stimulate independency
- Encourage a great group environment
- Create an enjoyable coaching environment
- Systematically develop the players performance through the different age groups
- Develop the knowledge of the rules of hockey
- Develop respect within the group
- Stimulate sportsmanship with regard to team mates, opponents, officials and coaches
- Organise social activities
- Care for hospitality towards parents
- Maintain contact with coaching development officers and local coaching coordinators
- Expand your own knowledge through self development by using coaching aids and the internet

2. Design and Implementation of Progressive Coaching Sessions

Planning Training Sessions

Decide what you want to teach and achieve (your **GOAL**).
To design a coaching session for players look at the following aspects:

Technical: To what extent have the players master the basic techniques?

Tactical: What will extend the players' insight into the individual or team tactic when in possession or without the ball?

Physical: What is the basic physical condition of the player?
And, what type of conditioning is necessary to perform in a match?

Motivation: Goals, ideals, feelings, interest, fears (fear of failure), and personal character play a role in the individual motivation of each player. A person that wants to compete at the top level of his sport has a different motivation to the person that does sport for a recreational reason.

Once you have determined the level of the players in your training group, it is important that the training program is effective for the particular group. You must ensure that all players in your group obtain the desired level within the set time frame. It can happen that you work in several groups at several different levels. With younger age groups the difference in training groups are considerable. To reach the maximum learning effectively with each child, the training must be challenging (not too difficult and not too easy) for every child.

It is important that the coach evaluates his own starting situation:

- Do you have experience in running training sessions?
- Do you have the ability to show the right way of executing a certain skill?
- Do you have hockey knowledge?
- Are you motivated and creative?
- Do you have humour and respect for the players?

You also need the following abilities:

- Organisational skills
- Ability to improvise
- Enthusiasm
- Ability to be optimistic

As the coach you must take into account a few factors:

- Size and composition of the group
- Level of boys/girls group and individual skill level
- Atmosphere in the group
- Objectives and goals of the group
- The weather: (when it is cold the children must move continuously.)
- Playing area (Full field or ½ field or ¼ field)
- Available coaching material and facilities
- Number of training sessions per week
- Time and duration of training sessions

Your main aim is that the children learn and improve their skills and knowledge of the game; hence it is important that you plan every training session in advance.

Composition of the Training Session

To achieve the aim of a training session each training session must comprise the following three components:

1. **The Warm-up**

   During the warm-up, coach must create an optimum learning environment, necessary to achieve the goal of the training session.

   There is only a short time available for the warm-up. For this reason it is recommended that you use simple drills that require a very short explanation and that everyone can perform.

2. **The Core**
   In this section attention is given to acquiring and practising specific technical skills, as well as learning and practising tactical situations.

   The choice of activities in this part of training is determined by the objectives, which were formulated prior to the training session.
   When the objective is aimed at technique, the core will include one or more phases. In most cases two phases of the learning process will be covered.

   Phase 1: **Skill Acquisition and Practising**
   - Develop technique through experience
   - Practise, experience and refining the techniques
   - Learn and experience tactical principles
   - Practise (automate) tactical situation, individually and as a group

   Phase 2: **Application (game) Part of the Training**
   - Technical and tactical aspects
   - Conditional and mental aspects

   Finally, the core part is always in the form of a game or adapted game. The training must end in a climax.

3. **The Cool-down**
   The cool-down of the training must slow down the intensity, gradually decreasing the intensity to rest level.

Training Principles

The organisation of the training will partly determine the success of it. Simple organisation is the best, concentrating on safety and enjoyment.

At training it is important that the explanation is complete, concise and clear. Include demonstrations and give the players the opportunity to do the movement on their own.

Adaptation and Progression

Skill training must have variation and be adapted to encourage progressive learning throughout

ADAPT	By using these four principles an exercise can be made easier or more difficult.
DIRECTION	Changing direction will increase the difficulty of the skill. Start doing the skill in a straight line and then add direction changes once the skill has been mastered.
AREA/ DISTANCE	Keep distance between players so that they can master the skills and as the players progress, move the players closer together so that the area is smaller and the skill more difficult to control.
PRESSURE	Practise the skills around beacons and as the players progress add an opponent.
TEMPO	Start slowly then built up momentum of the skill.

Evaluation is important when monitoring long term progress. There must always be space for initiative, improvisation and adaptation during training.

EXAMPLE OF A TRAINING SESSION PLANNING FORM

Training Aim:_____ Group:_____ Number of Players:_____ Training Period:_____ Training Duration:_____			
Training Session Material	Organisational Aspects	Explanation	Evaluation

3. Design and Presenting Training Sessions that Create a Safe and Fair Sporting Environment

Injuries can occur in two groups:

1. Internal, personal factors:
    - Existing Injury
    - Lack of fitness
    - Short concentration span
    - Physical make up
    - Use of medication (allergies)

2. External, environmental factors:
    - Sporting Equipment (hockey stick and ball)
    - Facilities (Fields)
    - Make sure that the children are appropriately dressed for the activity: shin pads, gum guards, track suit / warm clothes, appropriate footwear. Pay special attention to the goalkeepers.
    - Weather Conditions
    - Carry out a warm-up and cool-down routine before and after every session. The warm-up raises the body temperature, stretches connective tissue and prepares the players for the task at hand. The cool-down assists with: recovery by reducing stiffness, calming down of emotions, injury prevention and gives the players an opportunity to reflect on the session.

The Key word is 'SAFETY'. Most injuries that occur are because of external factors. Having effective precautionary measures in place is key to a safe playing environment.

Training and safety

Safety aspects that can play a role at training sessions are:

- Have an effective warm-up
- Paying attention to technique. If the technique is correct and controlled it will prevent balls from travelling all over the field. Too practise the correct technique, begin with smaller groups which are more controllable.
- Make sure that every child can do the movement/skill before you proceed to the next step of the movement/skill. (Break it down into smaller steps as this is easier for children to understand)
- Excellent organisation can prevent unnecessary injuries. Give every child enough space and time to practise the skill.

Matches and Safety

The following is important to ensure safety during matches:

- Do an appropriate warm-up
- Play strictly according to the rules
- Emphasise that enjoyment, participation and fun is more important than winning a match.

4. Skill Development Plan – Specific to Age Groups

Central Theme: The players will learn how to handle the stick and ball so that they can play safely, cleverly and in a fun environment.

A child learns new movements and techniques systematically and progressively. A specific training plan is needed to help their development. This training plan joins in with the characteristics of the different age groups and it also teaches children to play and develop together.

Mini Hockey Plan

Basic Skills of Hockey **0: 1** **1: 1**	1st year: Age 6
3: 3	2nd year: Age 7
6 : 6	3rd year: Age 8
6 : 6 **or** **8 : 8**	4th year: Age 9 - 10
8: 8 **or** **11 :11**	5th year: Age 11 - 12

On basis of the above diagram and considering the age characteristics of each group, the following game development program is recommended.

The plan has the following structure:

- 6 year old: 0:1 and 1:1 hockey
- 7 year old: 3:3 hockey
- 8 to 10 year olds: 6:6 and 8:8 hockey
- Older children: 11:11 hockey

In the mini hockey plan training has been defined up to and including eleven-a-side hockey. Training has been adapted to the development stages of the children, both in technical, tactical and in the social respect.

The objective of the mini hockey is to create an environment that is:

- Pleasant
- Safe
- Dynamic
- Adapted to the development level of the specific group
- Inclusive and promotes learning together about hockey
- Progressing the game step by step to eleven-a-side hockey

Mini Hockey gains its value from the fact that smaller fields are used, with fewer players. The players are involved more intensively in the game and it enhances the enjoyment of the players. The game is also played with adapted rules.

The mini hockey plan consists of 5 steps as it develops through the age groups:

Step 1:	1:1
Step 2:	3:3
Step 3:	6:6
Step 4:	8:8
Step 5:	11:11

5. Designing Progressive Hockey Programs within an Age Group

Step 1: (1:0 and 1:1) – 6 Year Olds

In step 1 attention is given to:

- Elementary techniques, aimed at the safe handling of the stick and ball, so that 1:1 situations can be mastered without injury or danger.
- Elementary, individual tactic include:
    - Receiving techniques
    - Keeping possession
    - 1vs.1 attack and defence

TECHNICAL EMPHASIS	TACTICAL CONCEPTS
Grip: Two adult fist apart (Double V grip)	
Moving with the Ball Dribble with the ball • In straight line • Dribble from a stationary position • Dodges will be done in front of still/moving obstacles	• Have the ball in a position so that you can see the surroundings and the ball (Vision) • Keep the stick on the ball when approached by a defender • Dribble into open space • Accelerate when you are in the space
Elimination Skills: Dodges • Dribble with the ball close to the stick • 1 vs. 1 situations	• Keep the stick on the ball when approached by a defender • Dribble into open space • Accelerate when you are in the space
Defending Skills: Tackling	• Keep a low stick and body position • Stronger when both hands are on the stick • Get the ball back when in a favourable tackling position • The player that lifts the stick first will lose the ball
Competition to get the Ball: • 1 vs. 1 • Run towards a ball that is lying still	
Combination Play: Passing and Receiving • Dribbling and passing to a stationary person over a short distance	• Look first to see if your team mate is in a ready position to receive • Show the ball carrier that you want/can receive the ball
Scoring: To Score a Goal • From a stationary ball • Dribble with the ball, slow down and shoot • Receive a pass and shoot	• First look up and then shoot at goal • focus on the goal box

Goalkeeping: • To run/move with leg guards • Stop the ball with two legs • Kicking stationary ball	• First take a good position with regards to the ball • Kick/clear the ball away to the side of the circle

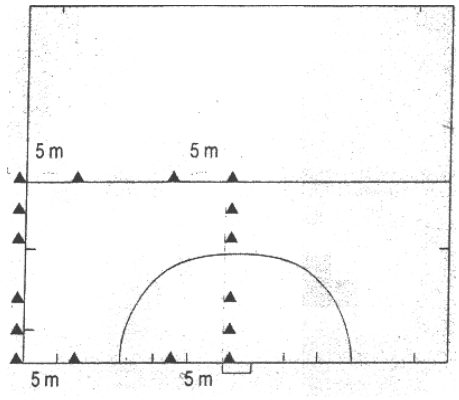
Step 2: (3:3) – 7 Year Olds

In step 2, attention is given to the introduction of teamwork. Teamwork will develop with the training of 3:3 on a small field.
Step 1 and 2 are called the SECURITY PHASE. The aim of this phase is to train the children how to handle the stick and ball in a safe way in a group of six players.

TECHNICAL EMPHASIS	TACTICAL CONCEPTS
Stick Ability: • To move the ball from side to side • To move the ball forwards/backwards	• Ball control • Hand speed
Moving with the Ball • Change of direction • Variation of speed • To dribble left/right sideways • To dribble forward/backwards	• Good vision • To dribble to the left is easier that to dribble to the right • Look and react to other players by slowing down or accelerating
Approach a Ball: (Receive) • Rolling or stationary ball • Continuation action: to pass or dodge • Moving 1vs. 1 (1:1)	• 1 vs. 1 • Assess distance and speed • Assessment of opponent and team-mate positioning
Combination Play: (Pass and Receive) • Stationary /Moving Ball • Change pace of pass • Short/long distance • Receiving from left/right	Combine with 2 players: 2:0 • To pass left is easier • Look (track) at the ball until it touches the stick • Receiving from the left is easier
Scoring: • From individual actions • From combinations (Receiving and shooting)	
Goalkeeping: • To move with the leg guards on, and change direction • Stop ball with two legs • Kicking of a stationary ball	• Stationary stance when saving the ball
Match Emphasis:	• Match 3:3 Formation 1-2

3 vs. 3 (1/8 Field)

What does the field look like?



Three-a-side Hockey

Children from 7 years old can play in the 3 against 3 game situation. Players should be encouraged to play in a competition as soon as they can handle a stick and ball safely.

Playing Field

The dimensions of the field for three a side hockey is 23 by 23 meters. It is the area between the baseline and the 23 meter line or the 23 meter line and the half way line of a normal hockey field. The playing direction is therefore the width of the normal field. A smooth surface is recommended.

Goal Box

The goal boxes are made out of beacons. Every team has two goal boxes. The width of each goal box is 2 meters. The goal boxes are placed 4 meters from the sideline.

5-Meter line

For practical reasons, a 5-meter line is used instead of circles.

The Ball

A normal hockey ball is used.

Teams

A team consists of maximum of three field players. There is no goalkeeper. Substitutions are allowed. The substitution rule gives the coach the opportunity to give every player the chance to play and it gives a player the time to rest if necessary.

Match Duration and Leagues

The duration of a match is 2 x 15 minutes with a half time of 5 minutes. It is a good idea to have two games going at the same time. Team 1 of school/club A will play against Team 1 of school/club B and team 2 of A will play against team 2 of B. After this game you can change the teams. You will have team 1A play against 2B and 2A will play against 1B. This will give every player the chance to play and have fun!

Step 3: (6:6) – 8 year olds

Once players have progressed through steps 1 and 2 they are ready for step 3. Six-a-side is played on a ¼ of a field, between the 23-meter line and the center line.
In the six a side phase special attention must be given to the following skills:

- Teamwork in a larger area
- Hitting and pushing of a stationary ball
- Passing techniques
- Individual techniques and tactical teamwork on the field.

TECHNICAL EMPHASIS	TACTICAL CONCEPTS
Stick Ability: • To move the ball from side to side • To move the ball forwards/backwards • To move the ball left and right • Make letter shapes with the stick and ball • Make figure shapes with the stick and ball	• Keep close stick contact with to the ball • Left: Turning hand • Right: Support Hand
Moving with the Ball • Change of direction • Vary speed – Accelerate/slow down • To accelerate left/right sideways • To accelerate forward/backwards • Turn out • From dribble dodge to right/left: On signal Other players Defenders	• Running without the ball is quicker than dribbling with the ball • Assessment of opponent and team-mate positioning • Keep close stick and ball contact, step sideways (dodge) and then straighten your run • Eye–hand-stick coordination; overview regarding the ball, the field and the players
Elimination Skills • 1= Approach defender with speed • 2= Carry out dodging action • 3= As soon as beyond, accelerate • 4= When the defender catches up with the ball carrier: cut him off	
Combination Play: (Pass and Receive) • Emphasis on accuracy • Progress from bunt to hitting • Passing the ball to the right • Passing the ball left and receive it on the front stick • Receiving the ball and keep dribbling	• To combine: 2:0 and 2:1 • The accuracy of the pass is more important than the speed of the delivery • Look up before passing the ball (Awareness of team mate) • Be ready to receive the ball • Passing diagonally right in front of the receiver. Receiving of the ball is in front and slightly to the right of the body • Passing diagonally left at the feet of the receiving player. Receiving of the ball will be behind and slightly to the right of the receiver • The defender is weak off his left foot • Positional Play 3:1 - Two options to either side • Positional Play 4:2 - Two options to the sides and one option in depth

Scoring: • From individual actions • From passing combinations • Diagonal hit from left of circle • Diagonal hit from right of circle	• From a 3 – 1 situation • From a 3 – 3 situation • Decision making
Goalkeeping • To run/move with leg guards • Stop ball with two legs • Kicking a stationary ball • Defending a short corner • Kick moving ball away to the sides	• Goalkeeper makes the goal smaller by moving off the goal line
Match Emphasis: • Playing option of teams: 3-3; 4-4; 5-5 or 6-6	Match 6:6 emphasis on: • Task sharing in the Formation K-2-3 and K-2-1-2 • Attacking actions concerning the strikers • To get connection between the front and back lines • Encourage the use of the width of the field • When in attack: continue and possibly score • When in defence play to get the ball back

Six-a-side hockey can be played in two different system variations:
It can be played in 2 lines (figure 1a) or 3 lines (figure 1b). Both systems encourage width and depth across the field.

The Starting line-up:

GK-2-3	**GK-2-1-2**
Left striker Center Striker Right Striker Left defender Right Defender Goalkeeper	Left striker Right Striker Midfielder Left defender Right Defender Goalkeeper

Figure 1a **Figure 1b**

Tactical strategy will be determined by the team in possession of the ball. Players will need to learn how to react tactically as the ball possession changes from one team to the other.

Players need to be given the opportunity to rotate through all positions to become aware of the tactical requirements of attackers and defenders. It is important that the tactical principles of defending and attacking must be learned in the six a side game format. This will enhance understanding of the eleven-a-side tactics.

These two options of playing always insure that there is cover defence from the non-ball side defenders. When in ball possession the left and right strikers provide the attacking width. When the team does not have ball possession the strikers will back off so that they are behind the ball giving defensive width.

Two examples of K-2-3

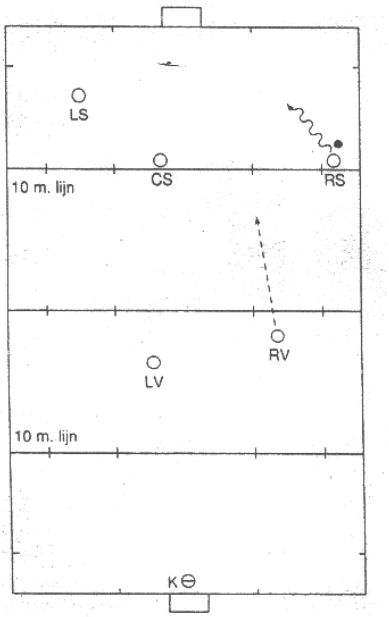


Figure 2 – Attacking options.

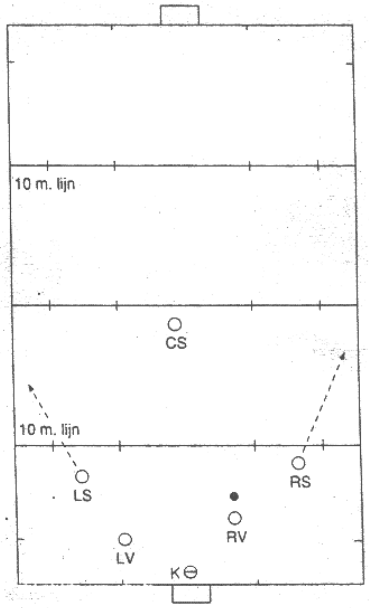
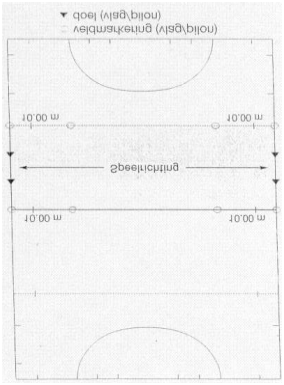


Figure 3 – Defending options.

6 vs. 6 (1/4 Field)

What does the field look like?



Six-a-side Hockey

This format is suitable for boys and girls between the ages of 8 - 9. This game encourages adaptation to changing game circumstances as the game changes from attack to defence.

Playing Field

The dimensions for the field are a quarter of a normal hockey field. Usually the part of the field between the 23-meter line and the half way line is used but a second option is to set out a field using the dimensions 23 x 55 meters.

The playing surface can be:

- Artificial Field
- Grass
- Hardened surface

Try and use the field with the smoothest surface.

Goal Box

The goal boxes are made out of beacons, every team has one goal box. They are placed on the back line in the middle. The width is 3.66 meters (the width of a normal goal box). A backboard can be placed at the back of the goals to serve as a motivator when they hear the sound of the goal being scored.

10-Meter line

From a practical point of view, a 10-meter line is used instead of a circle.

The Ball

A normal hockey ball is used.

Teams

A team consists of a maximum of five field players and one goalkeeper. Substitutions are allowed. The substitution rule gives the coach the opportunity to give every player the chance to play as well as allowing time to rest. It is vital that the goalkeeper has the correct equipment (helmet, leg guards, chest pad and kickers). Substitution can also give the coach the chance to deal with a small injury.

Match Duration

The duration of the match is 2 x 25 minutes with a half time of 5 minutes. Time must be allowed at the end of the game to give feedback to the players.

The Toss

The captains will toss: The winner of the toss can choose the ball or the direction that they want to play first.

Step 4: (8:8) 9 - 10 Year Olds

This step will take place over a period of two years (Phase 1 and Phase 2).

The eight a side hockey has arisen as an intermediate phase between six-a-side and eleven-a-side hockey, and has been related to the development stage of the child. In practise it appears, those children between the ages of 10 and 11 do not need to play eleven-a-side hockey because:

- They do not have the strength to hit the ball over a long distance
- They have no insight in the necessary tactical load and cooperation in a large group on a larger field

Phase 1

TECHNICAL EMPHASIS	TACTICAL CONCEPTS
Stick Ability: • To move the ball from left to right • To move the ball from front to back • Move the ball with increasing tempo **Dribbling with the Ball:** • To accelerate and slow down • At high speed • To dodge to the right and left • To pass left and right while moving **Combination Play: Pass and Receive** • To front stick pass to the left and right • Reverse stick passing – backward and forwards • Judge distance and speed of passes • Over increased distances • Target pushing and hitting for accuracy • Front stick receiving and then moving to the left and right • Receive a diagonal pass and accelerate • Reverse stick receiving • Receiving, accelerating and passing on the move **Scoring:** • From individual scoring skills • From combination and passing plays • From free hits	1 vs. 1 (elimination) • Pass the ball past the left foot of the defender (Herring Bone) • Defender approaching from behind • Pass the ball past the strong side (front stick) of the defender • Add fakes and dummies • Defend with stick close to the ground To Combine: 2:0 • Receiving on the front stick is easier than receiving on the reverse stick • Create and hold space to facilitate passing Positional Play 2:1 and 3:2 • Task sharing: role of attackers and defenders • Vision and awareness before passing • Receiving in a way that early, quick passing is facilitated • Stationary free hit situation • A controlled hit leads to safety and increased accuracy • Awareness of the goalkeeper's positioning • Task sharing: rotate attackers and defenders

Goalkeeping: • Stop ball with two feet and kick-clear it to the side • Move towards the ball and clear it away to the side **Match Situations:**	• Clearing the ball quickly gives the attacking team less chance to score a rebound • Movement off the baseline decreases the attackers scoring angle • Task sharing – positional rotation • Attacking and defending teamwork • Creating space and width

Phase 2:

TECHNICAL EMPHASIS	TACTICAL CONCEPTS
Stick Ability: • To move the ball from the front stick to the reverse stick • To move the ball from left to the front, back and to the right • Increase the tempo • Include fakes and dummies • Flip the ball from the ground • Flip the ball and catch it on the stick • One handed stretch action: front stick, backhand and the jab	• To keep ball possession with increased control
Moving with the Ball: • To the left and right • To dodge and pass including reverse stick skills • Increase the tempo of elimination skills • Change direction • Dribbling with the ball, slowing down, turn out • Passing past the strong and weak side of the defender • Tackle back on the front stick	1 : 1 • The ball carrier must carry the ball on the strong stick side • Accelerate once you have passed the defender • Eliminate outside the reach of the defender (turn away, reverse action) The rules for keeping the ball away from a defender: • Keep the ball moving • Turn actively away from the defender with a wide arc, so that the ball remains out of defensive reach
Combination Play: Pass and Receive • Passing backwards, forward, left and right • Pushing and hitting over increasing distances • Powerful and accurate hitting of a stationary ball • Receiving of the ball and passing immediately • Playing in a triangular shape • Passing to the right with the reverse stick • Leading to receive	To Combine 2:0 • Make a support lead after giving a good pass; this gives team mates a passing option and increases the chance to succeed in attack • Handling tempo must be adapted according to the technical abilities and attention on dangerous play

• Running in the width and depth with and without rotations • Receiving the ball from different directions • Passing over a flat stick (slightly raising the ball) • Receiving raised balls on the front and reverse stick	Positional Play 2:1 • Lead towards the ball to receive it • Create space for yourself to move into by dummying to one side and moving to the other To Combine: 3:0 and 3:1 • Always have 2 possible passing options • Indicate clearly where you want to receive the ball • Receive on the front stick side whenever possible Positional Play 3:2 • Play to the reverse stick side of the defender whenever possible
Scoring: • From individual goal scoring skills • From a pass and combinations plays • Whilst moving with the ball • Under pressure (with a player running back to tackle the ball carrier) • From a lifted pass • From a short corner situation • From a free hit	• Be aware of the position of the goalkeeper • Variation in the attacking options
Goalkeeping • Moving off the goal line • Stop ball and kick it to the side • Work the ball away with the stick • Take part in the following games: 5-4; 6-5; 7-5 etc.	• Advancing off the goal line to decrease the scoring angle • Force the attacker to the side of the circle to decrease the chance of scoring • Organisation of the defence
Penalty Corners: • Good push out • Attacking principles • Defending principles • Hitter	
Match Situations:	Match 4:4 • Emphases on playing wide (one goal/two goals) Match 8:8 • Formation: K-3-1-3 • When running with the ball attack the space • Keep attacking pressure when taking free hits – Play the ball forward • Cooperation between the defending and attacking triangle

Eight-a-side hockey is played on half a field. The K-1-3-3 is the preferred formation (Fig 4) and consists of three different lines of players:

- A first line of three players consists of three strikers: left striker, center striker and right striker;
- A second row of four defensive players: left defender, central defender, right defender and a free defender;
- A goalkeeper.

An adaptation that can be made is to play the free defender in front of the central defender (Fig 5). Thus the formation changes from K-1-3-3 to K-3-1-3.

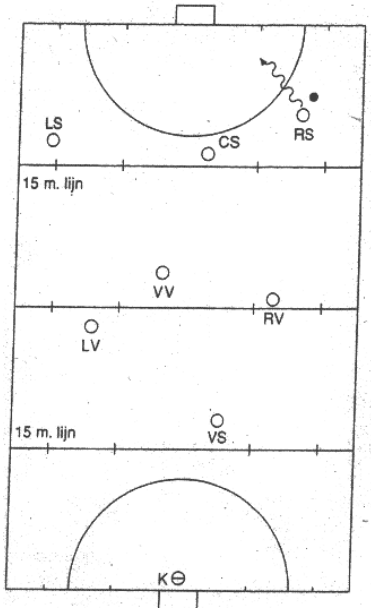


Figure 4.

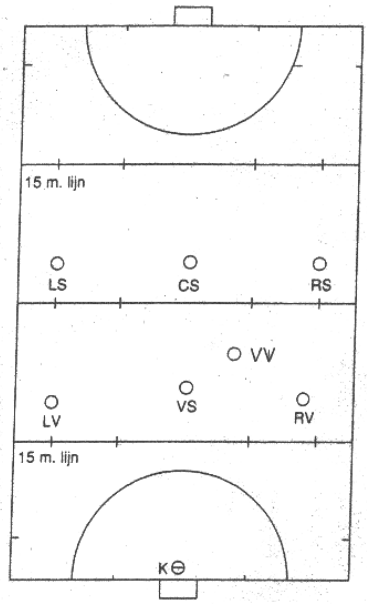


Figure 5.

When in ball possession, the ball side defender's role is to make connections with the striker line, while the players on the non ball side (help side) must drop and provide cover defence.

The K-3-1-3 will highlight the functioning of the central defender and the free defender. When the team does not have ball possession the free defender will help the midfield disrupt the attack of the opposition. The central defender has to fill the middle of the field to help with the defending.

When the team does have possession of the ball, the free defender links up with the first line (strikers) and supports them with attacking combinations.

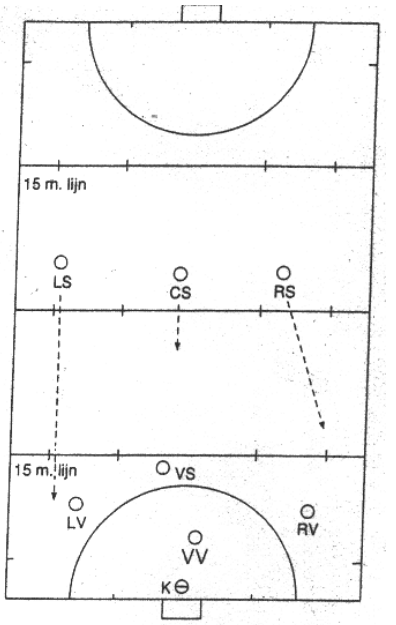


Figure 6

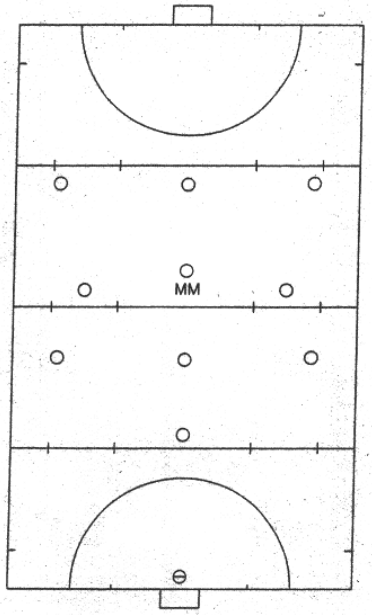


Figure 7

An important task of the free defender when they don't have possession is to give backup cover to the remaining defenders.

Another variation is the K-1-3-3 (Fig 6). This formation is played with a goalkeeper, the free defender (Sweeper), three defenders and three attackers. The free defender gives cover to the defenders.

Teaching them to stretch the field in the width, will create space in the depth of the field. The attacking and defending penalty corners will add new elements to the match.

The field is small and the tactical task load and variations are simple, hence the children will always be involved in the game and will be involved in the game with and without the ball. All players must get the chance to play in all the different positions which will increase their knowledge of the game.

The progression from the six to the eight-a-side hockey ensures that they progressively learn the technical and tactical side of hockey. They also learn how to function as a team and thus the foundations are laid for the much more difficult eleven a side game.

Important Characteristics of a Training Session

The players in this category require sound technical feedback. This is the most important age group for personal development and it is at this stage that the foundation is laid for a possible career in hockey.

Technique:

- The motor learning capacity of the player improves fast, so technical skills are learned thoroughly and rapidly
- Players will advance from basic skills to being able to execute them in a more advanced environment
- This stage of development is the perfect phase to learn technical skills
- The foundation is laid for the hockey specific technique control
- Basic techniques are initially performed at a relatively high tempo, and then attention must be turned to refinement and advancement of the technique

Tactic:

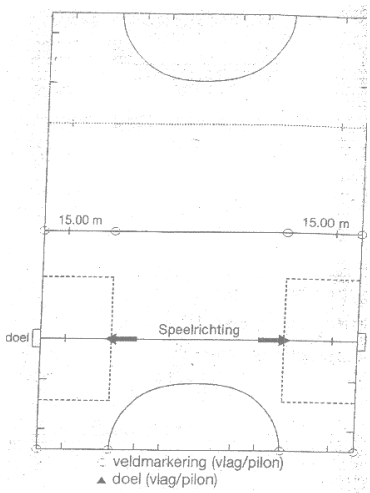
- These children think very rationally and work with concrete instructions
- Observation is the basis for information processing and this aspect aids the motor learning process
- Understanding tactical aspects of the game is important
- All players must learn how to play different positions in the starting line up

Learning Condition:

- Coaching sessions must place emphasis on progression of skill
- Attention must be placed on making the exercises more difficult to enhance agility and coordination aspects

1.1 8 vs. 8 (1/2Field)

What does the field look like?



What are the game rules?

Eight a side Hockey

The game rules of six and eight-a-side hockey are the same

Playing Field

The dimensions for the field are half a normal hockey field. Use the part of the field between the baseline and the half way line.

Goal Box

Every team has one goal box (normal goal boxes). If there are no goal boxes available beacons can be used as a substitute.

The Goal Area

The goal area is a circle ahead of the goal box.

Teams

A team consists of a maximum of seven field players and one goalkeeper. Substitutions are encouraged.

Match Duration

The duration of the match will be 2 x 30 minutes with a half time of 5 minutes.

PART BASIC SKILLS

1. Moving with the Ball

1.1 Dribbling with Vision, two hands (Front stick)

1.

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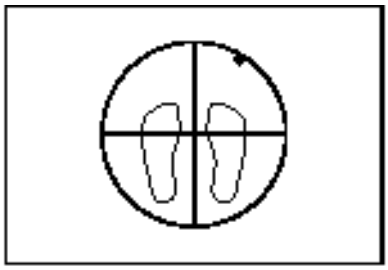
3.

4.

Double V- Grip



Grip:

- Space between both hands is two adult fists
- Left hand at the top of the stick, firm grip and right hand is relaxed two fists below
- Double V-grip (see photo)

Body Position:

- Left elbow is away from the body
- Straight back, knees slightly bent

Ball Position:

- Ball will be just to the right and in front of your right foot (strong zone)

Action:

- Ball and stick have solid contact (ball stays on stick)
- Stick face open, behind the ball

1.2 Change of Pace and Direction

1.2.1 Slalom (Front Stick – Front Stick)

1.

2.

3.

4.

5.

6.

Grip:

- Space between hands is two adult fists
- Left hand at the top of the stick, firm grip and right hand is relaxed two fists below
- Double V-grip

Body Position:

- To move to the left you have to first place your left hand under the right elbow, as a result the stick face will turn to the left
- To move to the right you have to first turn the left elbow acutely to the outside, this will make the stick face turn to the right (front stick)

Ball Position:

- Prior to moving the ball to the right your body has to change direction, during the change of direction, the ball will be just behind the right foot (photo 5)

Action:

- Ball and stick have solid contact

1.2.2 Slalom (Front Stick – Backhand)

1.

2.

3.

4.

5.

6.

Grip:

- Space between hands is two adult fists
- Left hand at the top of the stick, firm grip and right hand is relaxed two fists below
- Double V-grip

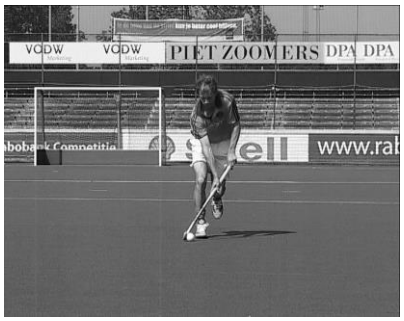
Body Position:

- To move to the left you have to first place your left hand under the right elbow, as a result the stick face will turn to the left
- To move to the right you have to turn the stick with the left hand to the reverse stick position

Ball Position:

- Prior to moving the ball to the right you will find the ball in front of the right foot, use the backhand to pull the ball to the right hand side (photo 4)

1.3 Indian Dribbling



1.

2.

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4.

5.

6.

Grip:

- Space between both hands is two adult fists
- Left hand at the top of the stick, firm grip and right hand is relaxed two fists below
- Double V-grip

Body Position:

- Left elbow is away from the body
- Straight back, knees slightly bent

Ball Position:

- The ball will be pulled from right to left in a rhythmical movement (photo 3 and 5 shows the ball position)

2. Passing Skills
2.1 The Push

1.

2.

3.

4.

5.

6.

Grip:
- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:
- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the pass

Ball Position:
- The ball lies between both feet with the ball closer to the left foot (see drawing)

Action:
- Give a step with the left foot towards the direction of play. With this step you will transfer your body weight
- The push is a push motion with the left- and right hand
- Keep the ball on the stick for as long as possible
- After you have played the ball the hook of the stick will point up

2.2 The Bunt

1.

2.

3.

4.

5.

6.

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the pass

Ball Position:

- The ball lies next to the middle of the left front foot

Action:

- Give a step with the left foot towards the direction of play. With this step you will transfer your body weight
- Before the connecting of the ball the stick will glide over the ground

2.3 The Hit

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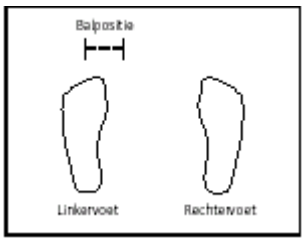


Grip:

- Both hands are placed together at the top of the stick
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the hit

Ball Position:

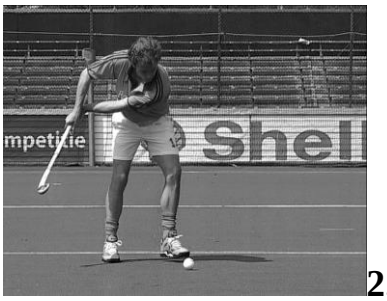
- The ball lies in line with the left (front) foot (see drawing)

Action:

- The hit is one movement, where the back- and forward swing forms half a circle shape
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play
- The hook of the stick tips upwards at the start of the downward swing and the end of the upward swing
- The left knee is bent on ball contact

2.4 The Short Grip Hit

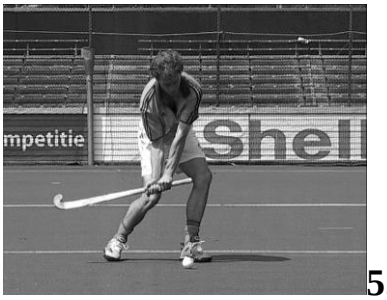
1.



2.

3.

4.



5.

6.

7.

Grip:

- Both hands are placed together at the middle of the grip of the stick
- Grip the stick with both the left and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the hit
- The movement before the hit is smaller than the normal hit

Ball Position:

- It lies in line with the left foot

Action:

- The hit is one movement, where the back- and forward swing form a half circle shape
- To make the short grip hit more powerful, start the action with the lift of the right elbow (photo 2)
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play

3. Stopping and Receiving Skills
3.1 Front Stick Stopping (Stationary Position)

1.

2.

3.

4.

5.

6.

Grip:
- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:
- The left hand is in front of the right hand as this forces the stick face to be closed.
- The left elbow stands out to the left (Photo 5)
- Keep eye contact with the ball until it makes contact with the stick

Ball Position:
- On the moment of contact the ball will be in front and to the right of the left foot

3.2 Receiving the Ball from the Left (Front Stick)

1.

2.

3.

4.

Grip:

- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:

- Feet are turned to the front
- Upper body is turned in the direction of the ball
- Weight is resting on the left foot before the receive

Ball Position:

- Ball contact takes place in front of the left foot
- At the end of the action the ball will be in a strong position (in front of the right foot.)

Action:

- From first contact you will guide the ball with a flowing movement to the strong side

3.3 Receiving the Ball from the Right (Front Stick)

1.

2.

3.

4.

Grip:

- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:

- Feet are facing the front
- The upper body is turned in the direction of the ball
- The left hand is far from the body; this turns the stick towards the ball

Ball Position:

- There are two options: at the receive of the ball; it will be slightly behind the right foot (photo 2) or just behind the left foot (photo 4)

3.4 Receiving the Ball from the Right (Reverse Stick)

1.

2.

3.

4.

Grip:

- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:

- The left hand is under the elbow of the right arm. This forces the stick face to closed (Photo 3)
- Keep eye contact with the ball until it makes contact with the stick
- Feet are turned forward
- The upper body is turned in the direction of the ball

Ball Position:

- Ball contact takes place after it has rolled pass the left foot

Action:

- After receiving the ball the stick face will turn open and this will put the ball on the front stick

3.5 Reverse Stick Receiving from Behind

1.

2.

3.

Grip:

- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:

- The left hand is under the elbow of the right arm and this forces the stick face closed (photo 3)
- Keep eye contact with the ball until it makes contact with the stick

Ball Position:

- At the moment of contact the ball will be ahead of and to the left of the left foot

3.6 Receiving a Bouncing Ball (Reverse Stick)

1.

2.

3.

4.

Grip:

- Space between hands is two adult fists
- Lighten the grip of both the left and right hand (soft hands)
- Double V-grip

Body Position:

- The left hand will be under the elbow of the right arm, forcing the stick face to be in a closed position (Photo 3)
- Keep eye contact with the ball until it makes contact with the stick

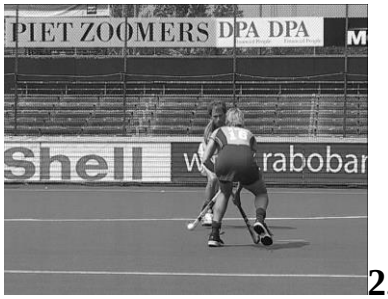
Ball Position:

- At the moment of contact, the ball will be in line with the left foot

Action:

- After receiving turn the stick face open, so that you can move forward on the front stick

4. Elimination Skills
4.1 Herring Bone

1.


2.

3.

4.

5.

6.

7.

8.

General:
- Before the elimination action, dummy fake you are going to go pass on their front stick side

Grip:
- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand. The right hand is more relaxed
- Double V-grip

Body Position:
- The left elbow is far from the body
- Your back is straight and knees are slightly bent. (promotes good vision)

Ball Position:
- The ball position is to the right of the right foot (strong zone; photo 7)

Action:
- This action happens at about 1 meter ahead of the defender
- After getting past the defender, re-gather the ball as fast as possible to bring it under control

4.2 Dummy to the Right

1.

2.

3.

4.

5.

6.

General:

- Move the ball to the right with a reverse stick movement

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand. The right hand is more relaxed
- Double V-grip

Body Position:

- The dummy created with the push to the right is emphasized more with the step to the right. (photo 2 & 3)

Action:

- The ball gets pulled reverse stick to the right with one sweep action on the ground, and then is pulled back to the left with a front stick pull to the left. (photo 4 & 5)
- Collect the ball and control with the reverse stick

4.3 Dummy to the Left

1.

2.

3.

4.

5.

6.

General:

- Move the ball to the left with a tap across the body

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand. The right hand is more relaxed
- Double V-grip

Body Position:

- The dummy created with the push to the left is emphasized more with the step to the left. (photo 2 & 3)

Action:

- The ball gets pulled left with a tap action on the ground, and then is pulled back with a reverse stick pull action to the right (photo 4 & 5)

4.4 Drag Right (Reverse Stick)

1.

2.

3

4.

5.

6.

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left and right hand. The right hand is slightly relaxed
- Double V-grip

Body position:

- The left elbow is pushed away from the body
- Back is straight and knees are slightly bent

Ball Position:

- At the moment of contact the ball is in front of the left foot (photo 3)

Action:

- The ball is moved with one square pulling movement (drag) with the reverse stick, past the right foot (outside the body space) (photo 4 & 5)
- The ball is collected front stick and controlled

4.5 Drag Left (Front Stick)

1.

2.

3.

4.

5.

6.

General:

- Start with the skill with a fake or dummy pass to the right

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand. The right hand is more relaxed
- Double V-grip

Body Position:

- The movement starts with your left hand below the elbow of the right arm, this will turn the stick to the left (photo 4)
- At the moment of contact the ball is in front of the right foot (photo 5)

Action:

- The ball is moved with one square pulling movement (drag) with the front stick, past the left foot (outside the body space) (photo 4 & 5)
- The ball is collected reverse stick and controlled

5. Defending Skills
5.1 Double Hand Block Tackle

1.

2.

3.

4.

Grip:
- Space between hands is two adult fists
- Strengthen your grip by holding the stick tightly with both the left and right hands
- Double V-grip

Body Position:
- The left foot is in front of the right (channel position)
- Weight will be on the balls of your feet (on the toes)

Ball Position:
- You can use any part of the front side of the stick in the tackle

Action:
- The stick is almost flat on the ground with both hands on it
- When the tackle is made, the body weight shifts to the front foot (left foot)
- A strong grip will help to get the ball away from the opponent (strong low body position)

5.2 Jab

1.

2.

3.

4.

Grip:

- The top of the stick is held in the left hand and it is turned a quarter (photo 2). The "V" of the grip is down the front of the stick. (flat part)
- Hold the stick tightly with the left hand – make your grip strong

Body Position:

- The stick is held at a 45 degree angle directed at the ball
- The left hand is close to the body
- The stick can rest in the right hand before you make the jab tackle

Ball Position:

- The ball is within stick range of the defender (physical space)

Action:

- Extend the left arm quickly, moving the stick in the direction of the ball. This will cause the jabbing movement

5.3 Stealing the Ball from the Left

1.

2.

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4.

5.

6.

Grip:

- The stick is held in the right hand at the top of the stick (photo 1)
- Hold the stick tight–making your grip strong

Ball Position:

- The defender runs next to the attacker
- The ball will be within stick length from the defender (physical space)

Action:

- The defender places his stick between the ball and the attackers stick
- Using a wrist action the defender will take the ball from the attacker with one quick turn on the front stick
- The ball will end on the front stick side with both hands on the stick in a strong position

6. Goal Scoring Skills
6.1 The Push

1.

2.

3.

4.

5.

6.

Grip:
- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:
- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the pass

Ball Position:
- The ball lies between both feet with the ball closer to the left foot

Action:
- Give a step with the left foot towards the direction of play. With this step you will transfer your body weight
- The push is a push motion with the left- and right hand
- Keep the ball on the stick for as long as possible
- After you have played the ball the hook of the stick will point up

6.2 The Bunt

1.

2.

3.

4.

5.

6.

Grip:

- Space between hands is two adult fists
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the pass

Ball Position:

- The ball lies next to the middle of the left front foot

Action:

- Give a step with the left foot towards the direction of play. With this step you will transfer your body weight
- Before the connecting of the ball the stick will glide over the ground

6.3 The Hit

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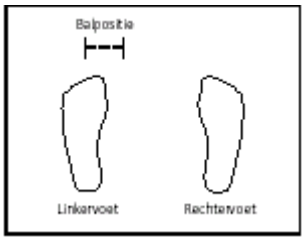
7.

8.



Grip:

- Both hands are placed together at the top of the stick
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the hit

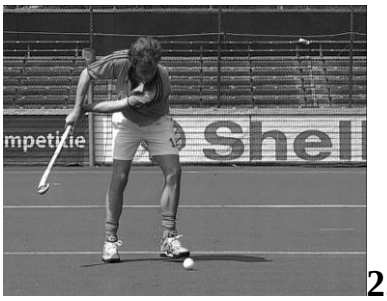
Ball Position:

- The ball lies in line with the left (front) foot (see drawing)

Action:

- The hit is one movement, where the back and forward swing forms a half circle shape
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play
- The hook of the stick tips upwards at the start of the downward swing and the end of the upward swing
- The left knee is bent on ball contact

6.4 The Short Grip Hit

1.


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3.

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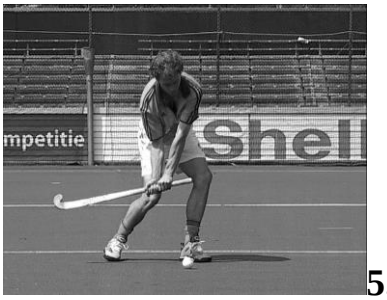


5.

6.

7.

Grip:

- Both hands are placed together at the middle of the grip of the stick
- Grip the stick with both the left hand and right hand
- Double V-grip

Body Position:

- At the starting position the feet will be together. The weight will mainly rest on the right (back) foot
- The imaginary line from the back to the front foot (also shoulders) will determine the direction of the hit
- The movement before the hit is smaller than the normal hit

Ball Position:

- It lies in line with the left foot

Action:

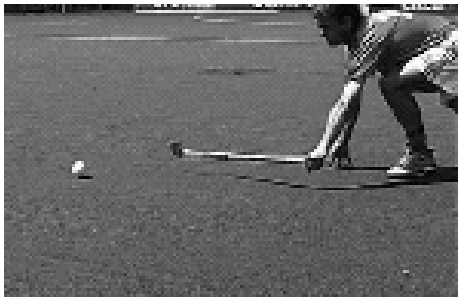
- The hit is one movement, where the back- and forward swing forms a half circle shape
- To make the short grip hit more powerful, start the action with the lift of the right elbow (photo 2)
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play

6.5 Deflections (Front Stick)

1.

2.

3.

 4.

Grip:

- The stick is held at the top in the left hand

Body Position:

- The stick is placed flat on the ground just before ball contact (photo3); this provides a bigger surface area to make contact
- The stick is directed towards the far goal post
- Left foot will be in front

Action:

- The player's movement must be in the line of the ball so that he is in the right line to deflect the ball in
- The flight of the deflected ball depends on the angle of the stick face. (open = high, closed = low deflection)
- The front stick deflection can also be done with an upright stick, but this makes the contact point smaller. (more difficult technique)

6.6 Deflections (Reverse Stick)

1.

2.

3.

4.

5.

Grip:

- The stick is held at the top in the left hand, but is turned so that the hook of the stick is pointing towards the ground (photo 4)

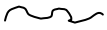
Body Position:

- The stick is placed flat on the ground just prior to ball contact (photo3), this provides a bigger surface area to make contact
- The stick is directed towards the far post
- Left foot is in front

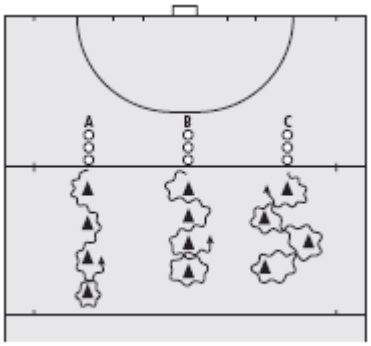
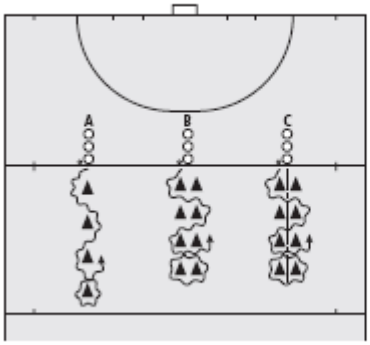
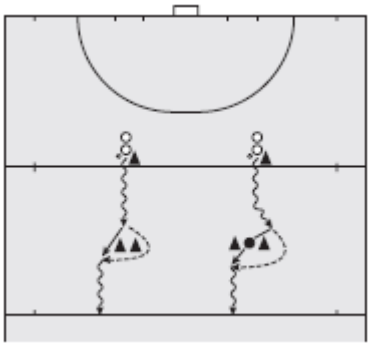
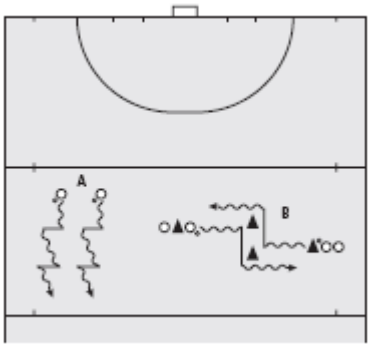
Action:

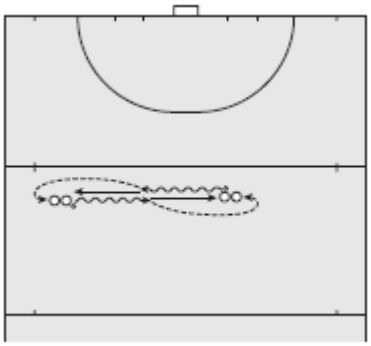
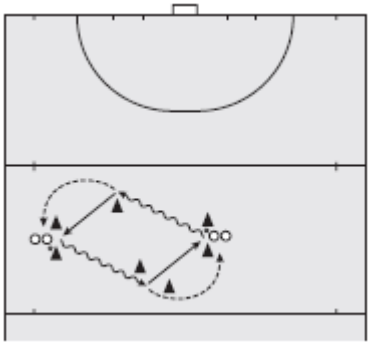
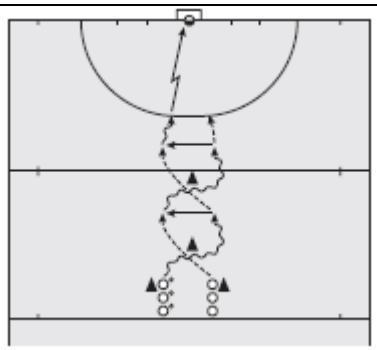
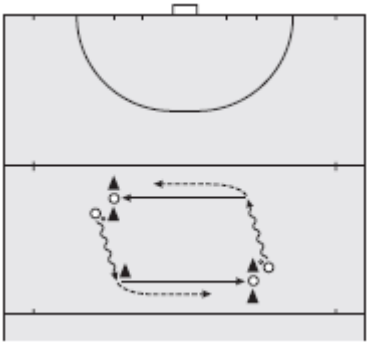
- The player's movement must be in the line of the ball so that he is in the right line to deflect the ball in
- The flight of the ball depends on the angle of the stick face. (open = high, closed = low deflection)
- The reverse stick deflection can also be done with an upright stick, but this makes the contact point smaller. (more difficult technique)

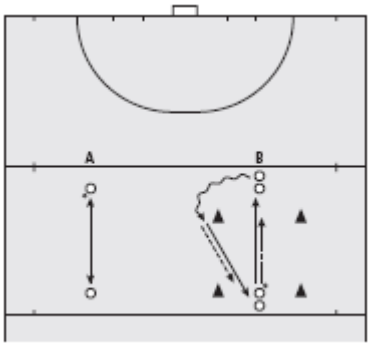
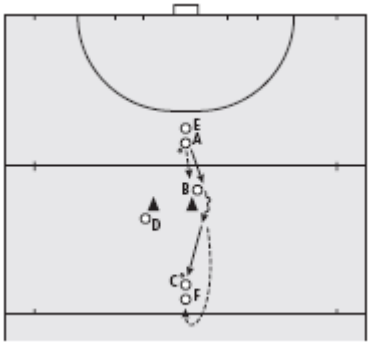
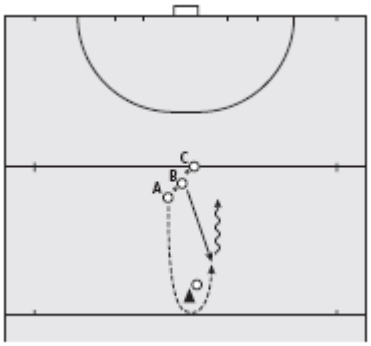
LEGEND

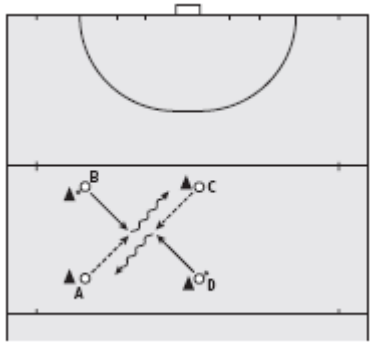
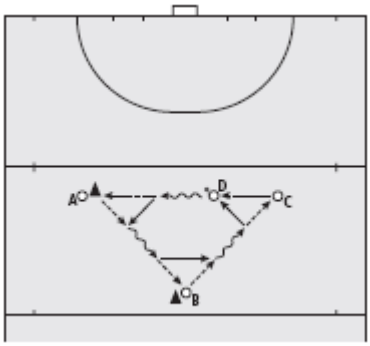
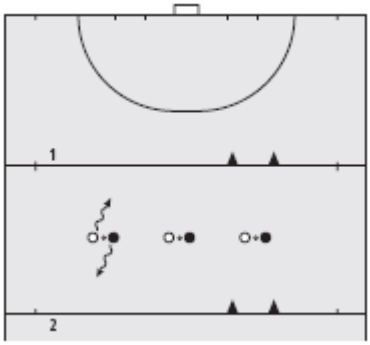
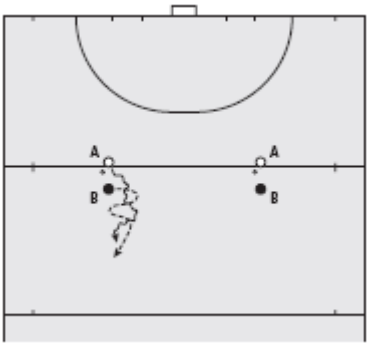
----------	Player running without the ball
	Player moving with the ball
	Passing the ball
T	Trainer / Coach
O	Player in group with ball possession
°O	Player with the ball
●	Defenders
⊖	Goalkeeper
:::::	Balls
▲	Beacons

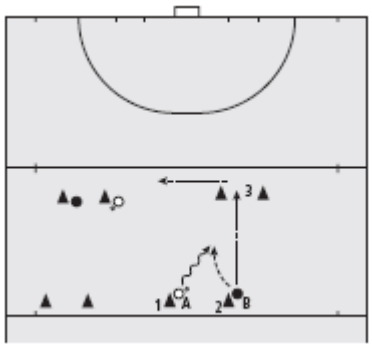
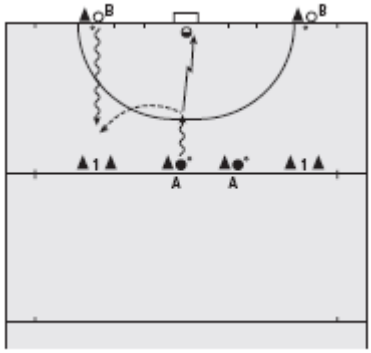
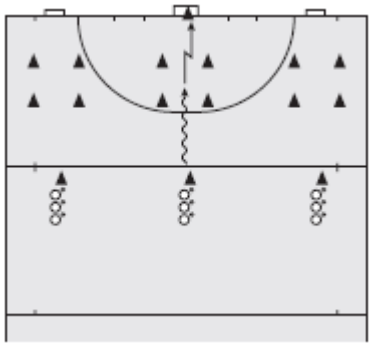
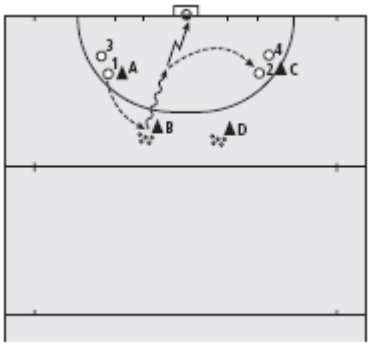
Skill Training Exercises
Beginner Players

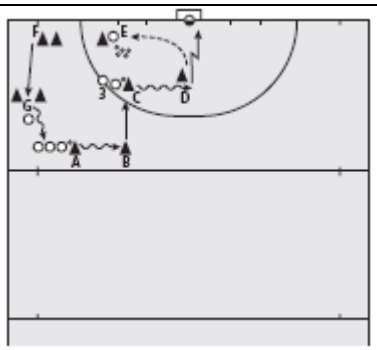
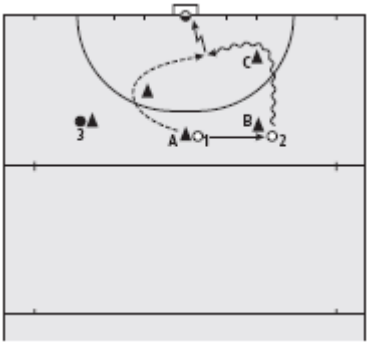
Moving with the Ball	
	**Dribbling forehand and changing direction** **Organisation:** Players Slalom around the beacons **Variations:** To increase the difficulty add a time limitation on the exercise or vary the distance between beacons Players can repeat the exercise using Indian dribbling
	**Indian dribble** **Organisation:** Players slalom around the beacons **Variations:** Beacons can be added to increase the difficulty of the exercise widening the distance that the ball must be dribbled Players can also run straight, but the ball moves around the beacons
	**Herring bone elimination** **Organisation:** Players eliminate two beacons that serve as a passive defender **Variations:** The beacons can be replaced by a passive defender The defender becomes more active as the level of elimination skill increases
	**The dummy** **Organisation:** In order to master this skill the player must first learn to pull the ball in a standing position. Then they can attempt it while moving **Variations:** Start slowly and slowly buildup the tempo. The ability of the players will determine this build up As their skill level increases so the distance of the beacons can be enlarged to encourage a longer pull Introduce fakes prior to pulling the ball

Passing the Ball	
	**Pushing the ball** **Organisation:** Shuttle relays with 4 – 5 players involved **Variations:** Beacons can be added to ensure accuracy. The distance of the beacons can be varied Distance between the players can be increased to lengthen the pass Competition can be added between the groups Players can push off the left and right foot
	**Pushing to the left** **Organisation:** Players move around a grid in groups of 4 or 5 **Variations:** Decrease the size of the corners to improve accuracy Distance between the players can be increased to lengthen the pass Competition can be added between the groups Players can push off the left and right foot
	**Pushing to the left and right** **Organisation:** Ball carrier dribbles on the diagonal and the support player overlaps behind to receive the pass **Variations:** The distance between beacons can be made smaller as can the size of the goal Distance of the pass can be increased by starting the groups further away After two passes the support player can become a defender on the ball carrier The ball starts on the opposite side and introduce the reverse stick pass
	**Pushing to the right** **Organisation:** Players move around a grid in groups of 4 or 5 **Variations:** Decrease the size of the corners to ensure accuracy Distance between the players can be increased to lengthen the pass Competition can be added between the groups Players can push off the left and right foot

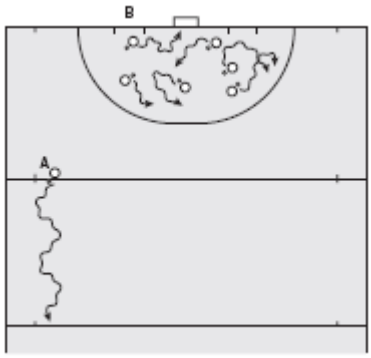
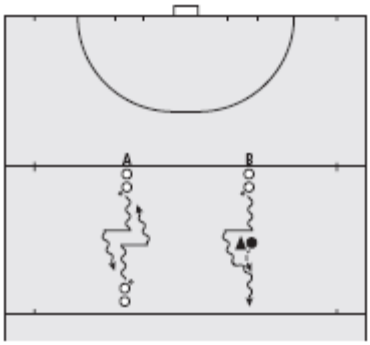
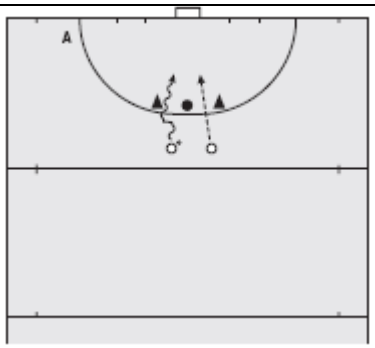
Receiving the Ball	
	**Receiving the ball forehand – closed** **Organisation:** A) Start opposite each other in pairs B) Player B receives the ball in the closed position and dribbles around either of the two beacons **Variation:** Vary the type of passing skill from bunt to push to hit, this increases the difficulty of receiving Add a passive defender onto the receiver and slowly increase the defensive activity of the defender
	**Receiving the ball on the forehand – open** **Organisation:** A plays the ball to B on the forehand, B received the ball open and plays the ball to F At the same time C plays the ball to D who receives the ball open and passes to E All players follow their passes **Variations:** Distance between the beacons can be increased Ball can be passed to the reverse stick side of the receiver
	Receiving the ball on the forehand – open **Organisation:** Same organisation as above, except beacons are placed wider apart A plays the ball to B (starts on the opposite beacon) on the forehand, B received the ball open and plays the ball to F At the same time C plays the ball to D (starts on the opposite beacon) who receives the ball open and passes to E All players follow their passes
	**Receiving the ball from the front** **Organisation:** Receiving the ball on the move in shuttles of three or four players As A rounds the beacon the ball is passed on the front stick side by B. The shuttle continues **Variations:** Vary the length of the pass Add a shot at goal Add a defender for the ball carrier to eliminate

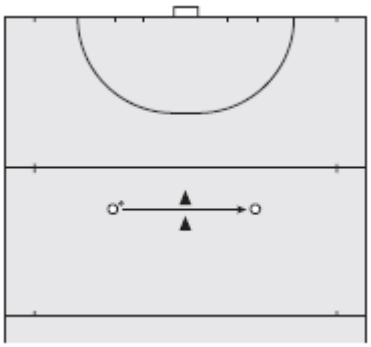
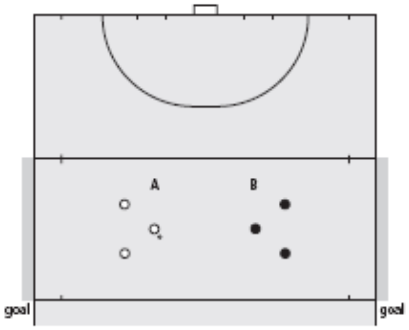
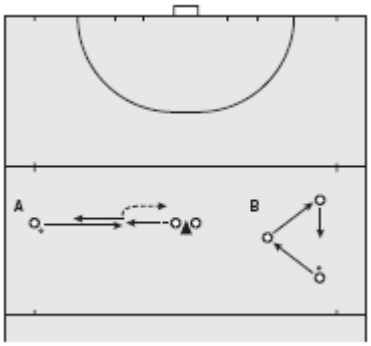
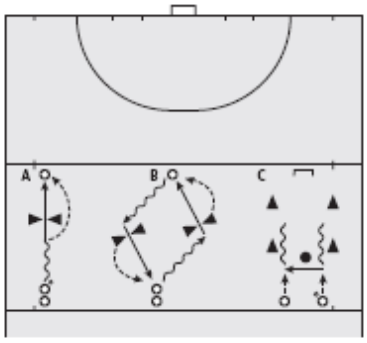
	**Receiving the Ball from the Left** **Organisation:** Four players stand opposite each other in a square, as A reaches the middle, B passes the ball. A receives the ball from the left. As A completes the skill, C starts to move to receive the ball from B **Variations:** Increase or decrease the size of the square Change the type of receive to open receiving A and C can start at the same time to encourage vision
	**Receiving the ball from the right** **Organisation:** Four players arrange themselves in a triangle as illustrated Ball carrier (D) dribbles to the opposite beacon and passes left to the leading player (A) **Variations:** Goals can be placed to pass through Pass can be slightly lifted Increase the pace of pass and dribbling
Defending Drills	
	**Front defending** **Organisation:** In pairs, each player goes for the ball. The aim is for the ball carrier to cross over line 1 or 2 **Variations:** The players can add 1 bully movement before going for the ball Players can stand with their backs to each other before starting Add goals to pass through, i.e. narrow the line
	**The jab** **Organisation:** Start in a stationery position to perfect the technique. Player A moves the ball from side to side and B attempts to jab the ball away **Variations:** The ball carrier speeds up the movement of the ball and adds more change of direction The defender can change the angle of the jab to jab from the side or behind

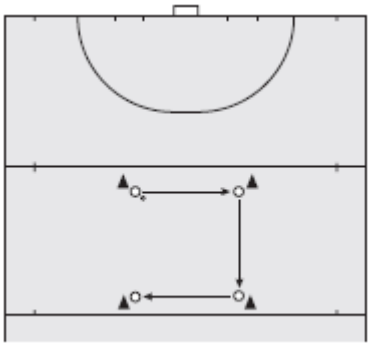
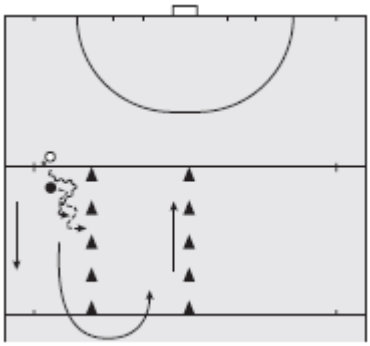
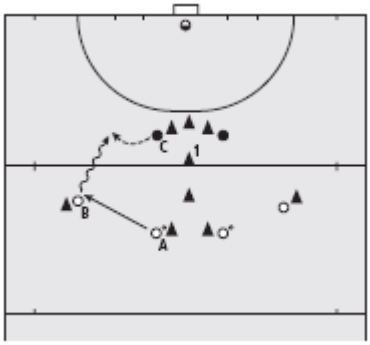
	**Tackling back on the forehand** **Organisation:** Player A starts with the ball from beacon 1 and tries to get through the goals at 3. B starts from beacon 2 and tries to prevent A from crossing the goals **Variations:** Increase the tempo of the ball carrier Encourage the ball carrier to change direction often
	**Front and reverse tackling** **Organisation:** Player A carries the ball to the circle edge and shoots at goal. At the same time as the shot, player B tries to dribble the ball through goal 1. Player A must turn immediately after the shot and tackle player B. Tackling will often be from behind. **Variations:** Change the distance i.e. move A closer to the goal Vary the angle at which player B approaches the goals from Add competition element by adding scores for goals Vary the type of shot at goal
Scoring Skills	
	**Hitting and pushing at goals for direction** **Organisation:** Pushing the ball at goals from different angles. If the ball passes through the beacons and is on target the player gets 3 points. If it passes through the beacons but misses the goal the player gets 1 point **Variations:** Narrow the distance between the beacons Change the angle at which the player approaches the goal Include competition between the groups
	**Pushing at goal for speed** **Organisation:** Player 1 runs to beacon B and collects a ball. The ball is dribbled into the circle and a shot at goal is taken, player 1 continues to beacon C. **Variations:** Add targets in the goal mouth Add a second goalkeeper Draw an imaginary line between A and C. Start the groups at the same time and the player to cross the line first may have the shot at goal

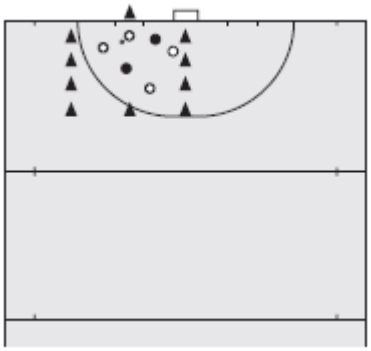
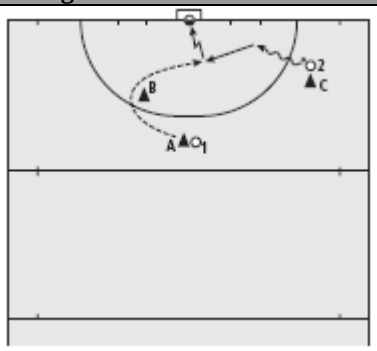
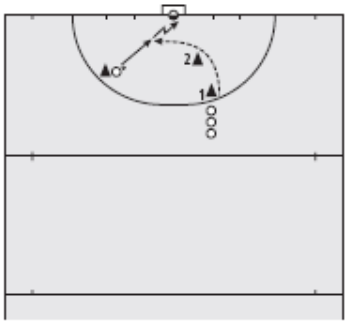
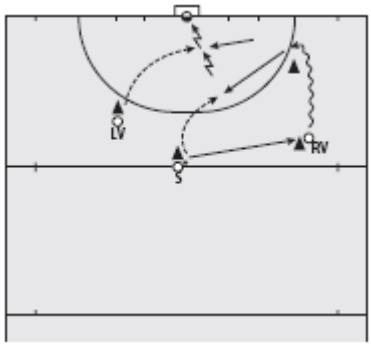
	**Hitting at goal when dribbling from the left** **Organisation:** Create a flow exercise to encourage passing to the left, including a shot at goal. Player E collects a ball and hits it through the goals to player G. Player G dribbles the ball to beacon B and passes to player C. Player C dribbles across the circle and shoots at goal. **Variations:** Vary the size of the goals or increase the distance the ball has to be passed over Change the angle of the pass to the left Add goals within the goals Increase the tempo of the exercise
	**Scoring from a rolling ball** **Organisation:** Player 1 plays the ball to player 2 on beacon B. Player B dribbles towards the circle and at beacon C, passes the ball to player A. Player A receives the moving ball and shoots at goal. **Variations:** Repeat the exercise to the opposite side Increase the tempo of the exercise Add a defender to increase the difficulty

Skill Training Exercises
Intermediate Players

Moving with the Ball	
	**Indian dribbling** **Organisation:** Ex. A: Players' Indian dribbles the ball over 25 yds. Encourage change of direction. Ex. B: Players Indian dribble between each other in a restricted area. **Variations:** Increase the number of players in the area or decrease the size of the area Add beacons as obstacles
	**Dummy to the right and left** **Organisation:** Ex. A: Players dribble towards each other in a shuttle. Good vision and elimination skills will prevent players crashing. Ex. B: Add a passive defender to be eliminated. **Variations:** Start at a low tempo and build up Increase the activity of the defender to include tackling back Add fakes and dummies to the skill. Show one way and pull the ball the other Include pulling the ball to the left
	**Drag to the left** **Organisation:** Teach this skill in the 2:1 situation. The ball carrier dummies the pass to the supporting player and then pulls the ball left to eliminate the defender. **Variations:** Add a zone that the defender cannot move out of Increase the activity of the defender

Passing the Ball	
	**The hit** **Organisation:** Two players stand opposite each other and start by pushing and end up hitting to each other. **Variations:** Add beacons to increase accuracy Increase the distance between the players
	**Gaining ground** **Organisation:** Two teams of three organise themselves within the 25yard area. Team A tries to hit the ball over the sideline, team B defend the line. Each team takes turns to hit the ball from where it is intercepted. **Variations:** Change the type of skill used to pass the ball
	**The bunt** **Organisation:** Exercise A is a shuttle that encourages passing directly ahead of the player. Exercise B encourages the bunt pass in different oblique directions. **Variations:** Change the direction of the ball Add a second ball to the exercise Add beacons to increase accuracy
	**Lifting the ball** **Organisation:** Exercise A: Shuttle exercise where the ball carrier is encouraged to lift the pass over the beacons. Exercise B: Shuttle exercise in a square formation. Player's are encouraged to lift the ball over the beacons. Exercise C: The ball carrier is encouraged to lift the pass to the support player in front of a passive defender. **Variations:** Increase the height of the beacons Have the players change their angle of approach to the beacons

Receiving the Ball	
	**Receiving on the reverse stick side** **Organisation:** The ball is passed around the grid. The receiver receives the ball on the reverse stick side. **Variations:** Receive and pass the ball on the move How many passes can be made in 1 minute?
Defending Drills	
	**1:1 Defending: Positioning and footwork** **Organisation:** The exercise is executed in pairs and is used to enhance footwork and positioning. The ball carrier moves through the channel continually changing direction. Once players get to the next channel they change roles. The defender can use jabs, steals and flat tackles. **Variations:** Change the width of the channels
	**Front defending** **Organisation:** Player A passes the ball to player B, B attacks the circle and player C defends. Player C can only leave the beacon when player A passes. **Variation:** If players C dispossesses, player A and B becomes the defenders on player C
	Channeling **Organisation:** Attacker A and defender B start in the demarcated area. A receives a pass from C and B channels the attacker wide to prevent a shot at goal. **Variations:** Player C can become a defender and join player B in defending. This will encourage B to channel and delay the attack Player B can start looking to intercept the pass from C preventing the attacker from receiving the ball

	**The jab** **Organisation:** Four players have possession of the ball, the two defenders must try and see how many times they can jab the ball away in 1 minute. Continually change the defenders. **Variations:** Vary the size of the demarcated area Encourage the defenders to defend in pair's on the ball carrier
Scoring Skills	
	**Scoring from a rolling ball** **Organisation:** Player 2 dribbles the ball into the circle and sets up the pass for player 1. Player 1 moves around beacon B to receive and shoot while moving. **Variations:** Vary the angle of player 1's run Vary the height of the pass (lifted ball) Vary the distance from the goals
	**Deflections on the front and reverse stick side** **Organisation:** Players start at beacon 1 and run around beacon 2 to meet the ball. As they round beacon 2 the ball is hit hard at the far post of the goal box. The ball is deflected in by the attacker. **Variations:** Narrow the angle of approach to increase the difficulty Increase the pace of the pass Increase the area between the receiver and the goal mouth Repeat exercise to the opposite side to encourage reverse stick deflections
	**Combination of the hit and bunt at goal** **Organisation:** In groups of 3, Player S passes the ball to RV, RV dribbles around the beacon and either passes to S (Hit) or LV (bunt) **Variation:** Repeat the exercise to the left hand side. Vary the distance of RV's pass.

Hockey Jargon

Diagonal Pass	A forward pass passed at an angle.
Angles	Goalkeeping term related to angle of the shot to be covered and how the goalkeeper moves to ensure the goalmouth is covered.
Back Pass	Pass delivered to a player behind the ball carrier.
Block Tackle	Tackle using the open face of the stick with both hands on the stick.
Channelling	Positioning of the body by the tackler such that the ball – carrier is forced to run where tackler desires.
Close Dribble	To dribble with the ball in contact with the stick.
Closing Down	Where defenders move towards the ball carrier to restrict space and prepare for a tackle.
Confronting	Process of moving into the line of the ball-carrier such that the ball-carrier must shift their attack line or take on the tackler.
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Cover Defending	Movement of one defender into position behind the confronting defender to give cover.
Cues	Verbal, eye, hand or stick signals given by one player to another.
Lead	Sprint made by a player towards the ball or into space.
Drag	A wide sideways movement of the ball by player in possession.
Drawing an Opponent	Forcing an opponent to move into a certain area in order to create space elsewhere.
Dribble	To run with the ball in possession.
Flick	A wrist action used to lift the ball.
Give and Go	Passing technique whereby player passes the ball and then immediately sprints to space to receive a return pass.
Grid	Rectangular or square pattern of markers set up for coaching purposes.
Jab	Left handed lunge or poke made at the ball.
Off the ball	Movement of a player not in possession of the ball.
On the ball	Movement of the player who is in possession of the ball.

Man to Man Marking	Marking of a player by standing close to them when and wherever they move.
Tap Dribbling	To continually tapping the ball with the stick over a short, controlled distance.
Open Face	To play the ball on the right hand side of the body.
Overhead	A pass given by lobbing the ball over the heads of opponents.
Overlapping	Running behind the player in ball possession to receive a pass.
Progression	Increasing levels of skills and drills to facilitate learning.
Reverse	Use of stick on left-hand side by turning left hand.
Scanning	Using vision to assess options while on or off the ball.
Set Play	Using a team tactic that has been prepared before the match.
Short Grip	The method of hitting whereby hands slide together half way down the handle.
Slap Hit	The method of hitting without changing the dribble grip.
Square Pass	Pass delivered parallel to the back line.
Strategy	Overall team concept of play.
Striker	Attacking forward responsible for scoring.
Sweeper	A deep defender without a marking role.
Tackle	To challenge an opponent to get possession of the ball.
Tactic	An idea or skills to beat opponents during certain parts of the game.
Through Pass	A pass delivered straight ahead parallel to the sideline and between defenders.
Triangle	Give and go passing where one player gives a square pass and then runs onto a through pass.
Zone Marking	The method of marking: The defender defends a zone and defends all passes through that zone.
Open Receive	This is receiving the ball while your feet are pointing in the direction of the opponent's goal box.
Closed Receive	Your feet will be pointing towards your own goals.
Aerial	Passing technique. This is all passing techniques where the ball goes through the air.

Chop	Passing movement. Only used on astro fields. During this movement you have the ball slightly behind your right foot. With just a small tap on the ball, it will lift. It is a controlled movement to end slightly in front of the right foot. This will be used to get the ball over a defenders flat stick.
Counter - Attack	It is a fast attack after the break down of the opponents short corners or after a turn-over.
Physical Space	Space around the player.
Help side	The non ball side of the field.
Interception	Individual defending technique were the ball is intercepted before reaching the opponent.
In – out	Movement without the ball. It is a lead to the inside and then again to the outside. This movement is used to wrong foot a defender so that the attacker can receive the ball with less pressure.
Interchange	Arises when the players change their positions on the field. (E.g. The left striker can become the right striker or the Left striker can become the left link for a while).
Turnover	It is when the defending team gets the ball.

Reference List

KNHB Jeugdtrainingsmap

Jongste Jeugd Hockey F-, E- en D-jeugd

Jongste Jeugd Coachen F-, E- en D-jeugd

Jongste Jeugd Trainer F-, E- en D-jeugd