



Hockey Canada NCCP Instructional Stream 



Small Area Games



Challenge – Learn - Improve **2020 - 21**

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How a player learns to enjoy the game is crucial.

If players have fun while developing the fundamental skills and building confidence in their ability to perform those fundamental skills in games, there is a strong probability that player will go on to enjoy hockey for many years.

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Hockey Canada's Mission Statement

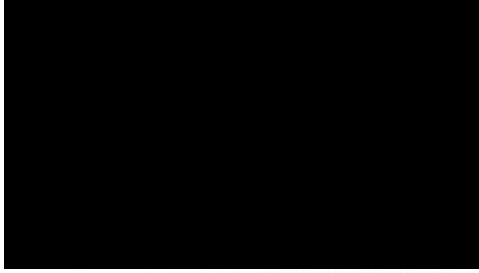
"To Lead, Develop, and Promote Positive Hockey Experiences."



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Hockey Canada Believes



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Hockey Canada's Instructional Stream

This new stream *trains* and *certifies*:

- It *trains* coaches who want to learn more about teaching skills
- It *certifies* people who want to teach specific hockey skills such as skating or defence to coaches and players



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What is the Purpose of this Clinic?

- In this clinic, you'll learn how to teach skills to players of all ages in a progressive manner
- This means you'll learn how to teach by building from skills to individual tactics



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What Accreditation Does this Clinic Give Me?

- By taking this clinic, you become *trained* as a Level 1 Instructor of **Small Area Games**
- This clinic is geared towards instructing players aged 5 – 8 but can be used for any age of athlete

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What If I Take More Small Area Games Clinics?

- If you take all three clinics for this skill and complete four other requirements, you can become certified as an Instructor.
- This means you can instruct coaches or players and you are eligible to teach **this** clinic in the Instructional Stream
- The four other requirements are:
 - Successful completion of the online evaluation for the Make Ethical Decisions (MED) module
 - Successful completion of the Learning Facilitator training given by the Coaching Association of Canada
 - Attendance of Hockey Canada's National Skills Seminar
 - A successful field evaluation
- For information on the full range of accreditation possibilities in the Instructional Stream, see Slide 10

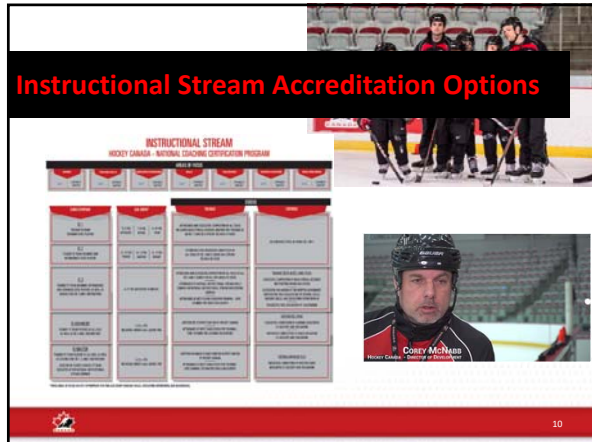
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What Other Clinics Can I Take?

- Hockey Canada currently offers Instructional Stream clinics in these *areas of focus*:
 - Skating
 - Skills
 - Developing Defencemen
 - Checking Skills
 - Goaltending
 - Small Area Games
 - Shooting and Scoring
- Hockey Canada will add more areas of focus as the Instructional Stream develops

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Instructional Stream Accreditation Options



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Why Did Hockey Canada Develop the Instructional Stream?

- Because the drawbacks in our current development system have had serious negative consequences




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Why Did Hockey Canada Develop the Instructional Stream?

Drawbacks

- Players overcompete and undertrain
- Adult programs are imposed on children
- Training programs for males are imposed on females
- Preparation is geared to short-term outcomes
- Knowledgeable coaches are concentrated at the elite levels
- The competition system interferes with athlete development
- Early specialization is demanded
- Fundamental movement skills and sport skills are not taught properly.
- Parents are not educated about long-term athlete development (LTAD)



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Why Did Hockey Canada Develop the Instructional Stream?

Consequences

- Players have poor movement abilities
- Players lack proper fitness and athleticism due to lack of multisport activity
- Skill development is poor
- Bad habits develop because of the overemphasis on winning
- Key skills are undeveloped and unrefined because of undertraining
- Female athletes don't reach their potential because their programs are inappropriate
- Kids don't have fun, because they're playing in adult-based programs
- There's no systematic development of the next generation of successful players



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How Will the Instructional Stream Make a Difference?

- By putting the player development process at the forefront and refusing to compromise about the importance of this process
- By implementing a standardized technical curriculum and methodology for instruction
- By building a foundation for players to enjoy hockey and reach their potential

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How Will the Instructional Stream Make this Happen?

- By identifying the skills needed for each area of focus
- By developing a 3-level age-appropriate program that reflects Hockey Canada's LTAD model
- By giving coaches and instructors practical resources to support them throughout the year
- By encouraging coaches to create a yearly plan to implement skills in practices
- By being practical, simple, easy to follow, and GOOD
- By giving coaches what they need in the format they want it in
- By promoting sharing – "The best coaches are the best thieves"

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How Will the Instructional Stream Make this Happen? (cont'd)

More specifically... we plan to do things differently in these key areas:

- Development plan
- Skill improvement
- Drills
- Observation
- Sequencing/Progressions
- Teaching progressions



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Development Plan

- Identify the specific skills needed to develop our players
- Decide how to best develop these skills in our players
- Implement specific skill development in our drill designs and practice plans
- Develop and make available resources that can help us achieve our goals
- Design a productive yearly development plan



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Skill Improvement

- To best develop the skills their players need, instructors need to know:
 - Where players are in their skill development
 - Where players need to get in their skill development
 - What skill development is required
 - What tactical development is required
 - How to teach/instruct the skills players need
 - What teaching process to use
 - What game/team play consists of
- Once an instructor knows the areas players need to work on, he or she needs to include efficient drills focused on repetition and specificity in all practices



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Drills

- Drills are effective only if executed properly
- Instructors need to execute the drill, observe players as they do the drill, and correct their technique
- Repetition is the key to improvement

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Observation

**DETECTION
CORRECTION
DEVELOPMENT**

“We are what we repeatedly do. Excellence, therefore, is not an act, but is a habit.”


- Aristotle

WOODEN'S EIGHT LAWS OF LEARNING

1. Explanation
2. Demonstration
3. Imitation
4. Repetition
5. Repetition
6. Repetition
7. Repetition
8. Repetition


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Sequencing/Progressions

- “You can’t play in the orchestra until you learn how to play the violin first”
- Master individual skills before trying to master tactics and systems: D-specific only **after** the fundamentals, for example
- There are many skills to teach and many minor hockey coaches have limited practice time: you have to be organized!



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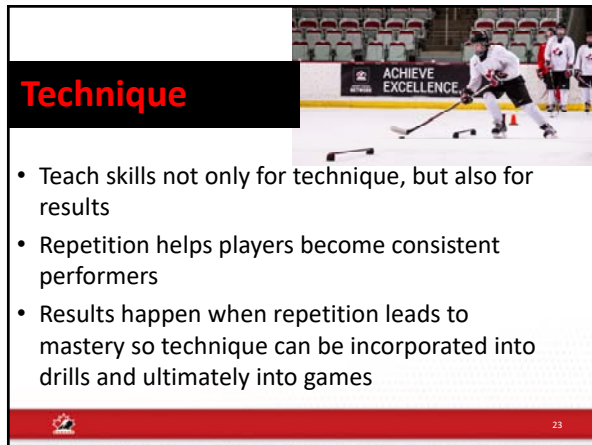
Teaching Progressions

5 key points to consider:

- 1) Technique
- 2) Practice
- 3) F.I.O. – Figure it Out
- 4) Practice with purpose and speed
- 5) Game application

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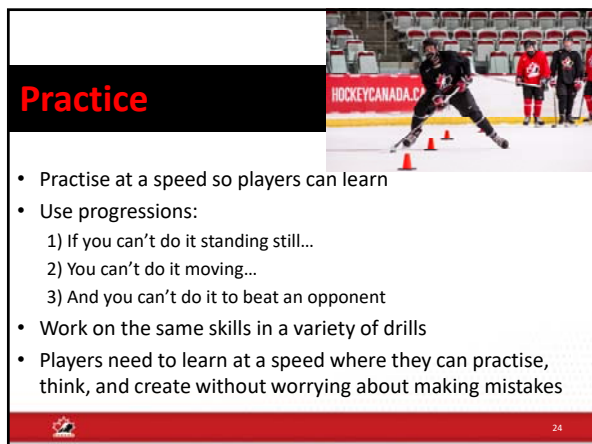


Technique

- Teach skills not only for technique, but also for results
- Repetition helps players become consistent performers
- Results happen when repetition leads to mastery so technique can be incorporated into drills and ultimately into games

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Practice

- Practise at a speed so players can learn
- Use progressions:
 - 1) If you can't do it standing still...
 - 2) You can't do it moving...
 - 3) And you can't do it to beat an opponent
- Work on the same skills in a variety of drills
- Players need to learn at a speed where they can practise, think, and create without worrying about making mistakes

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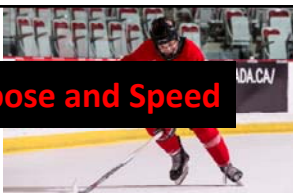


F.I.O. – Figure it Out

- *Figure It Out* is all about creativity and improvisation
- If players are attached to the outcome —if they're worried about making a mistake — they won't reach their creative potential — they need to let go!
- Create or set up the drill, and let players decide on the patterns

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Practise With Purpose and Speed

- Once players have practised a technique, they need to do it with purpose
- The next step is to practise with purpose AT GAME SPEED
- When players can skate with purpose and speed, they can do it without thinking; it then happens automatically, and deception and creativity can come into play

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Game Application

- Once players have mastered technique, once they've practised, once they've figured it out with purpose and speed — then comes the most important aspect of all!!!
- We all know great practice players, but the great ones can do it in a game!
- To get players to buy into this approach, you need to show them how it applies IN A GAME

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Skill Development

Skill Development doesn't have to be complicated. Keep it simple!

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High Reps

Low Reps

Non Game-Like Simulation

Game Simulation

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Small Area Games

The Small Area Games Clinic Series consists of:

- Warm Ups
- Skating
- Passing
- Competition
- 1 on 1's
- Net Front
- Neutral Zone

SAG 1 (Basics)	SAG 2 (Intermediate)	SAG 3 (Advanced)
Skill Based	Competition Based	Strategy Based

Each level gets progressively more advanced and complex designed to challenge the coach and therefore their players.

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Canada's Passion



- ❖ Many of us brought up on outdoor rinks, playing on ponds and road hockey
- ❖ Combination of skills and low organized games
- ❖ Today many coaches are “armed and dangerous” and we have a big variance in Canadian practices
- ❖ Question: what is the best way to develop players: strict drill development or “pond hockey?”
- ❖ % you use in practice?



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Goals



- ❖ The goal is to help coaches design practice sessions that utilize small area games
- ❖ Trends show extreme and non organized sports as new and popular choices of children
- ❖ Small Area Games will help you attract, develop and maintain kids in the sport of hockey

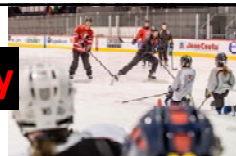
Better Players Through Better Coaching



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Practice Philosophy



- ❖ Teach fundamentals at all practices
- ❖ After skills are learned, introduce drills that are game like and FUN. Encourage them to compete
- ❖ Drills and SAGs: technical, tactical, conditioning
- ❖ “Read and react” is teachable; decision making is an important part of the game. This is best done by SAGs



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Practice



- ❖ Most players improve their skills in practice, not games.
- ❖ In a normal game, players get on the ice for about 20 minutes vs a one hour practice

Young Players

- ❖ Limited attention span
- ❖ Need games as well as skill development
- ❖ Often need to learn by doing vs listening
- ❖ Most love to play!!

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What Are Small Area Games?





- ❖ Competitive hockey drills done in a smaller than normal playing area
- ❖ This can be cross ice, neutral zone, corners - depending on what coaches are trying to teach
- ❖ Usually less players participating but with a higher and consistent intensity. Lots of puck touches.
- ❖ Designed to simulate possible game-like situations that players can experience and learn from

Decrease the Space! Increase the Pace!

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What Age ??



- ❖ All ages! Every practice!
- ❖ Younger: less rules/ less tactics. Focus is fun, fitness & "learn by participation." Along with skill stations, should make up a good part of practice.
- ❖ Older: can teach more skills and tactics. Use for conditioning and developing "hockey sense."
- ❖ Specialty teams and odd man situations.



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Game Like Conditions

“The most important part of the job takes place on the practice floor, not during the game. Your ultimate goal as a coach is to develop the ability in your athletes to **perform independently in a game** - to have the confidence to make the right decisions when they are on their own”

Phil Jackson

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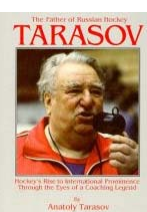

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Skills or Hockey Sense?

“You get guys who come in with big skill who don't think very well. They're nice to watch sometimes but the guys who can think out there, the guys who make the right plays, watch their positions and don't give the other team anything. Those are the guys who are successful.”

Pat Quinn

Anatoli Tarasov, the famous Russian Coach said, “The greatest gift you can give to your players is to teach them to **coach themselves** so that they can act independently of you, the coach.”

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Advantages of Playing SAG's

- ❖ They are FUN, kids “play” hockey to **play the game** and enjoy it. Multiple skills incorporated.
- ❖ Teaches players to read, react and think for themselves in game-like situations: teach physical and mental skills.
- ❖ Promotes quick decisions
- ❖ Creates numerous opportunity for “transition” concept
- ❖ Encourage offensive creativity and adaptability on defense
- ❖ “Figure it Out”






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Advantages of Playing SAG's



- ❖ Teach kids how to compete; this needs to be done in practice: Play how you practice
- ❖ Character revelation: leaders and attitudes
- ❖ Within the context of the SAGs you can teach individual and team skills/tactics : great combination
- ❖ Players experiment and teach themselves
- ❖ Great for ½ ice or shared ice practices
- ❖ Best simulation possible: pace

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Types of Drills

Deliberate Drills

- ❖ Set drills to master skills
- ❖ Practice and repetition to train fine motor skills
- ❖ Usually a set design to guide players

Random Drills

- ❖ Put players in a situation where they need to “read and react”; make a decision
- ❖ Develop hockey sense
- ❖ Timing, support, seeing the ice, pressure or contain etc.
- ❖ Game like conditions



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What Tactics/Skills Can We Teach Using SAG's

Offensively

- Puck protection
- Skate to open ice
- Agility skating
- Delay and use evasive moves
- Get open
- Communicate
- Eye contact
- Indirect passes
- Stick on ice and a target
- Shake the defensive player
- Get places quickly

Defensively

- Stick on puck and in lanes
- Stick on the ice and angle approach to puck carrier
- Keep shoulders square
- Don't turn back on puck
- No big loops, stops quicker
- Keep between offensive players
- Head on a swivel
- Pick up the free player
- Hard work
- Think transition on a turnover
- Straight line skating



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Skills In SAG's


Lateral movement

Stick on stick,
body on body

Stick checks

Tight turns

Quick 1st step



Stops and starts



Body contact / Contact Confidence

Transition skating

Puck protection & avoiding checkers

Angling / Steering

SAG's provide numerous chances for checking in a short time period.



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Skills In SAG's

Game like conditions

Hockey often turns into a 1-1 battle; SAGs provides the opportunity to practice these skills

Learn to be aware and react to pressure



Develop hockey sense

Timing, support, seeing the ice, pressure or contain

Put players in a situation where they need to "read and react"; make a decision

Confidence

"Hockey sense" is basically a learned trait based on experience.



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SAG's Emphasize – Skating / Puck Skills

- ❖ Tight turns
- ❖ Stops and starts
- ❖ Quick starts
- ❖ Lateral movement
- ❖ Transition skating
- ❖ Quick 1st step


- ❖ Puck Touches
- ❖ Puck protection
- ❖ More puck touches as a small area and less people involved
- ❖ Passing in tight spaces
- ❖ Shooting: lots more shots



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SAG's Emphasize – Play in Traffic



- ❖ Learn to be aware and react to pressure
- ❖ “Hockey sense” is basically a learned trait based on experience.
- ❖ Confidence when exposed to this is practice
- ❖ Hockey often turns into a 1-1 battle; SAGs provides the opportunity to practice these skills

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SAG's Emphasize – Transition:




- ❖ So important in today's game
- ❖ Puck possession then get it moving the other way and be ready for a pass
- ❖ Most SAG's are continually in transition



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SAG's Emphasize – Conditioning



- ❖ Leadership: “getting people to do what you want, because they want to do it”.
- ❖ “Wallies” or games....ask your players
- ❖ Short bursts of energy, anaerobic activity
- ❖ Work-to-rest ratio training method
- ❖ Competition drives you beyond training mode; therefore the term “game shape”



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SAG's Emphasize – Goalenders



- ❖ Game-like shots, not lobs from the blue-line
- ❖ Rebound control as players always close
- ❖ Variety of shots and lots of them
- ❖ Learn to follow and track the puck
- ❖ Conditioning as no real “rest”
- ❖ Continual action
- ❖ Lateral movement and pushes
- ❖ FUN: goalies love SAGs

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SAG'S Emphasize - Odd Man Situations



- ❖ Happen all the time in a real game: SAGs can simulate this by simply adding or deleting players
- ❖ Great way to teach offensive puck support and defensive strategies
- ❖ PP and PK with many puck touches
- ❖ Practiced in an intense and competitive atmosphere



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SAG's Emphasize – Checking Skills:



- ❖ Angling
- ❖ Steering
- ❖ Stick checks
- ❖ Stick on stick, body on body
- ❖ Older players: body contact
- ❖ Also puck protection and avoiding checkers
- ❖ SAGs provide numerous chances for checking in a short time period.

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AN INNOVATIVE PROGRAM APPROACH

"The flat out use of maximum speed in hockey simply doesn't happen very often. What does happen is that you have to be adjusting, changing, going forward, backward, lateral always turning and moving toward the puck- that's agility skating... smaller areas generate more stops, starts turns and most importantly, more puck touches.

Dr. George Kingston
Former NHL and Canadian National Team
Head Coach



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WHAT DO OTHER SPORTS DO?

FUTSOL -
Adapted
version of
Soccer to
develop skill
and
creativity



The best
players in
other
sports
train and
play with
modified
games



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Futebol de Salao: Futsal

- ❖ Dominance of Brazil in world soccer: Pele, Ronaldo
- ❖ Grew up in slums playing in small areas (not stadiums). Studies showed they touched the ball 10X more than a normal game
- ❖ Can't get out of a tight spot by booting down field
- ❖ Learned angles, quick decisions, passing in traffic
- ❖ "No time plus no space equals better skills"...Dr. Miranda University of Sao Paula



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Futsal: a Small Area Game



- ❖ "Futsal was important is helping develop my ball control, quick thinking and passing" Pele
- ❖ "I played only futsal as a youngster. It is the best start for kids" Zico




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Start and End with Energy



- ❖ Start and end every minor hockey practice with small area games.
- ❖ First and last drills "set the tone"
- ❖ Refine and adapt for your own level
- ❖ Kids will soon let you know which ones they enjoy



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Time and Space




- ❖ Smaller areas: more stops and starts; more puck protection; more shots; lateral movement. You can "hear" the skates in the game. Quick decisions
- ❖ Larger area (cross ice games) means more skating; speed and passing. More seeing the ice and more time to make plays.

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Tactics and Small Area Games



- ❖ Simulate game-like conditions
- ❖ Allows coaches to “evaluate” where the team is. Observe, plan and then teach.
- ❖ Teach after the kids shift or game; not during it. Our goal is a smart, independent player
- ❖ Good way to teach “system concepts” and combine them with skill development without overemphasizing them.

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Full Ice Scrimmage



- ❖ Better players / skaters may dominate
- ❖ Only a few players around the puck
- ❖ Goaltenders less busy
- ❖ Players tend to pace themselves; float (old-timer games) !

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Players of Different Abilities





- ❖ Always close to the puck
- ❖ Short steps away
- ❖ Benefits hands and passing despite poor skating
- ❖ Coach can feed to weaker players
- ❖ Puck touches more than on a full ice sheet
- ❖ Rules like “3 passes” can be inclusive
- ❖ Feel “part of the game” and not 2 lines behind


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Tips for Maximum Effect

- ❖ No stoppage in play, “puck” if out of play or goal
- ❖ “Whistle” changes the players
- ❖ “Lift your stick” and leave the puck
- ❖ Keep score!!
- ❖ Quick change rules for older players
- ❖ Consequences/ rewards








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Implementation


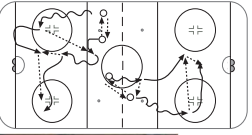
- ❖ Whole team; proper work-to rest ratio
- ❖ Stations which include a SAG and other skill stations
- ❖ “Olympics” with SAG stations
- ❖ Split ice situations: perfect
- ❖ AAA midgets: 2 games stations and 1 skill station






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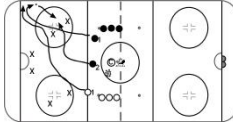

Sample SAG's


Warm Ups

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Sample SAG's

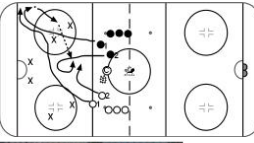

Skating




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Sample SAG's

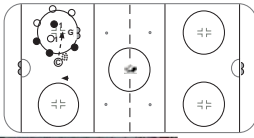

Passing




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Sample SAG's

Competitive



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Sample SAG's

1 on 1's

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Sample SAG's

1 on 1's

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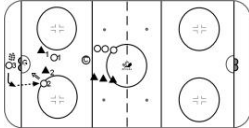

Sample SAG's

1 on 1's

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Sample SAG's

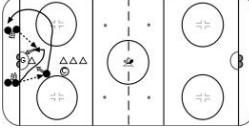




Net Front

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Sample SAG's






Net Front

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Sample SAG's

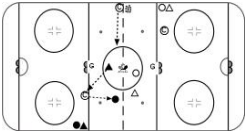




Neutral Zone

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Sample SAG's






Neutral Zone

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Sample SAG's

Neutral Zone

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Coaches - Food For Thought!

- ❖ Coaches must also continuously refine their Technical Hockey Skills & Coaching abilities
- ❖ As the players change, so does the game - coaches must also adapt to a changing game
- ❖ It is your job as a coach to provide age specific, progressive, technical, and correctional training to enhance these skills

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Yearly Plan



- ❖ We encourage coaches to set priorities for your Forwards and Defense and establish a teaching sequence
- ❖ Design warm ups, team drills and splits (Forward and Defense specific)
- ❖ Teach, practice, give feedback and repeat
- ❖ Be cognisant of what you need to teach and how much practice time you have
- ❖ Record what you do (save your practice plans)

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Make It Fun!




- ❖ Teach skills and tactics but remember it is a game that teaches so much more....
- ❖ Make it a good place for kids to be

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Complacency Isn't an Option




- ❖ There is no standing still....you either get better or you are left behind
- ❖ This is true for coaches and players

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Resources

BY THE NUMBERS

800 TEAM CANADA HOCKEY CLUBS

3,200 ARTICLES

300 PRACTICE PLANS

1,500 DRILLS

900 VIDEOS

HOCKEY CANADA NETWORK
RÉSEAU HOCKEY CANADA

PLAY VIDEO

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Resources

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Free: Monthly app use and premium content access. Premium: Monthly app use and premium content access. Premium: Monthly app use and premium content access.

PLAY VIDEOS

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Coaching Essentials

Skill Development

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Skill Development – Half Ice or Small Area Game

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