



DOLLAR

ACADEMY

HOCKEY

CURRICULUM

STAGE: Age 8 – 18

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Hockey

at Dollar Academy

Hockey at Dollar Academy will be committed to creating a working environment based on honesty, excellence and intensity with constant goal setting, targets and feedback.

The Hockey program will develop and sustain the 'complete' Hockey player, achieved by embracing a holistic player culture within all our programs. It will firmly enhance and sustain the school values that bring out the best in young people, developing confidence, enthusiasm and independence of mind.

Achievement and consistency in any sport is rooted in a system that builds a culture of strong core values, exceptional core skills, innovative thinking and game understanding. Inspiring individuals to be best they can be and providing high quality coaching are the cornerstones of this process.

The coaching staff will lead and manage the pathway to provide a stream of players capable of achieving and sustaining individual success. The role of the coach will be to lead individuals along a path that will take them to the highest possible peak. This will be accomplished by inspiring them to make continual improvement. Coaching is about leading, helping and motivating individuals to achieve a desired outcome.

Coaches will deliver the curriculum designed to enable all players to develop the tactical, technical and physical aspects of the game appropriate to the player's age, stage and ability.

We will be determined in developing better players for all levels of Dollar Academy - fitter, stronger and faster - The 'complete' player whose boundaries are limited only by her abilities. The focus throughout the program will be enjoyment within an environment where players can be the best they can be.

Vision

“To consistently develop Dollar Academy as the No.1 Hockey playing school in Scotland. Creation of a stimulating Hockey environment where individuals and teams can aspire to reach levels beyond their expectation.”

Playing Philosophy

“Play a fast, attacking game where players are in best possible physical and mental condition. Demonstrate strong core skills, game awareness and decision making ability. Have a winning mentality and Belief”

Individual and Core Values

On field actions and behaviours

The environment we create becomes the foundation of our success. All those involved within the hockey program have a huge responsibility. Hockey at Dollar Academy will be seen as a positive role model to the entire school, especially the younger pupils. It is vital we sustain the standards and values that have made our game so strong.

Honesty	Complete all sessions with total focus, commitment and to the best of my ability. Accept responsibility for mistakes and work hard to correct them. Do everything I can to improve.
Hard Work	Complete all sessions to the best of my ability. Strive to improve at least one aspect of my performance every training session. Give everything I have to everything I do.
Team Spirit	Help others to attain new levels of performance throughout every session. Encourage team mates to achieve the very best they can be. Help those that are struggling.
Professionalism	Arrive early. Prepare for sessions without being told to do so. Ensure have correct kit at every session. Hydration is a priority so should always have a water bottle.

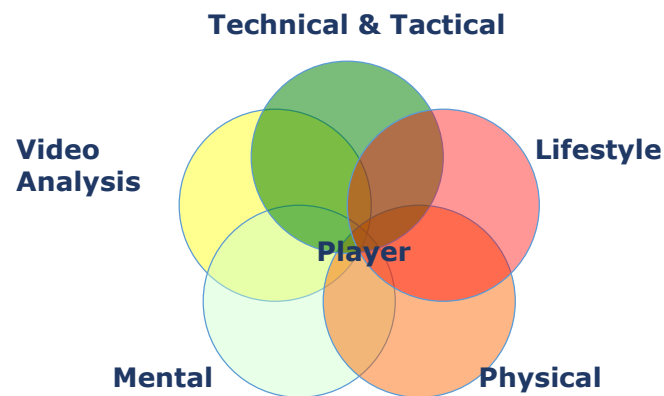
“Throughout the development of our players it is imperative that we make them aware of their privileged position as role models for the school, the game and uphold standards at all times”

Core Values

<p>Attitude</p>	<p>My positive attitude is essential in overcoming obstacles to help me improve and give of my best.</p> <p>My positive attitude is a key ingredient to success and leadership.</p>
<p>Sportsmanship</p>	<p>I recognise that sport is greater than the individual; that cheating reduces the stature of sport and all who love it; that class; race and creed are never factors in the attitude of true sports people and those who respect the virtues and values of sport.</p>
<p>Pride</p>	<p>Pride drives me when the temptation is to settle for something less.</p>
<p>Individual responsibility</p>	<p>I alone am responsible for my performance but I will be generous in acknowledging the support of others.</p>
<p>Respect</p>	<p>I respect sport, the efforts of my competitors, my team mates and officials. I respect Dollar Academy, and the future of Dollar Hockey.</p>
<p>Express</p>	<p>I have an opinion and will express my view with thought and consideration to others. In showing my emotions I do so with individuality and, where possible, good humour.</p>
<p>Discipline</p>	<p>Strong discipline underpins our sport. We must ensure we are controlled in our physical endeavour and that we are honest and fair. We obey the rules of the game to uphold its values.</p>

The foundations of success

The Holistic Approach to Player development



Within Dollar Academy we are committed to develop as close to the 'complete' player as possible.

To achieve this goal we must deliver a programme that is based on the needs of each individual, personal and specific.

By making the player the centre of the process we can expose them to the different areas that make the 'complete' player - *a candle to be lit rather than a vessel to be filled.*

No area stands alone but is interwoven with the individual player at the center.

Guest and invited specialists will contribute to the process such Strength and Conditioning Coaches and Position Specific coaches.

Lifestyle

- **Nutrition:** Dietary requirements, what to eat, how often and when.
- **Recovery:** The importance of rest which is every bit as important as the exercise.
- **Education:** We have a duty to each individual to educate whilst playing Hockey. To equip them with the skills that will encourage informed decisions on and off the pitch.

Psychological

- **Motivation:** an ability from within, a desire and drive to do what it takes to take that extra step.
- **Attitudes and Values:** we must prepare the individual to be mentally tough, to learn from failure, to be focussed on her goals and objectives whilst, remaining honest to herself, level headed, open and approachable.
- **Imagery:** An incredibly valuable tool. We must teach the art of visualisation dealing with real life scenarios, picturing problems and positive outcomes.
- **Goal Setting:** we must provide constant targets, and compare results to the best players in their position in the world. They must be challenging requiring real effort. There must be constant feedback.

Physiological

- **Strength and Conditioning:** A Hockey specific conditioning program for pupils in Form two and above. Fitness for a purpose rather than for the sake of it.
- **Medical:** exposure to the highest standards of medical care physiotherapists so that problems are diagnosed early and dealt with immediately and professionally.
- **Understanding and game management:** What to do and where. Why, where, what and when.

Video Analysis

- **Individual:** Individual analysis on performance and technique is invaluable as a tool for self and coach led improvement.
- **Team:** strengths and weaknesses can be identified, true problem identification and correct remedial action undertaken.
- **Opposition:** Strengths and weaknesses can be identified, game plans formulated to counter threats and break down/exploit weaknesses.

Long-Term Athlete Development

A long term athlete development is a generic framework for athlete development in sport. It has been developed by Dr Istvan Balyi who is an internationally recognised coach educator, and is based upon research about how young people develop sporting ability. It links the coaching and development of players to their physical and psychological growth.

What are the benefits of LTAD to the Hockey at Dollar?

- To provide a common set of values and principles based on evidenced research that can help guide the development of young players for all those involved in their progress and help them become the best they can be.
- An approach to athlete development that puts the athlete, rather than the system at its centre. This enhances the openness of the system to those individuals who may be late physical developers or who have taken up the game of hockey relatively 'late'
- It will provide a means of developing an integrated, systematic approach to athlete development that will both ensure that all athletes are able to achieve their full potential and help foster long term participation.

All young people follow the same pattern of growth and development, although there will be significant differences between individuals in the timing and magnitude of these changes (Armstrong and Welsman, 1997)

The relevant stage of the Long term athlete development in Hockey at Dollar Academy is described below:

Phase of development/ growth	Stage of Hockey Model	Approx age (years)	Dollar Academy Year group
Late childhood	FUNdamentals	6-8	Prep 2 – prep 4
Adolescence – early puberty	Learn to train	8-11	Prep 4 – Junior 2
Adolescence – late puberty	Train to Train	11-15	Junior 2 – Form IV
Early Adulthood	Train to compete (1)	15-17	Form IV – Form VI
	Train to compete (2)	17-21	Form V – Form VI

The Long term development considers four content strands throughout:

1. Physiological preparation (fitness)
2. Hockey specific preparation (hockey skills)
3. Psychological preparation (mental strength)
4. Lifestyle issues (balancing the needs of hockey and other commitments)

Summary of each phase of development

Late Childhood

Fundamentals

“People who enjoy what they are doing invariably do it well” Joe Gibbs, US football coach

- This phase of growth and development is characterised by rapid growth. Generally larger muscle groups are better developed which makes it easier for players to perform ‘large’ movements rather than precise coordinated movements involving the interaction of many smaller muscles. Consequently the emphasis should be on developing basic movement skills in a fun way – the **Fundamentals: ABCs Agility, Balance, Co-ordination, Speed RUT Running, Jumping, Throwing KS’s Kinaesthetic, Gliding, Buoyancy, Catching, Passing, Kicking, Striking**
- Young people should be encouraged to learn simple sports skills through hockey, including striking skills to develop hand-eye co-ordination. Activities and games should emphasise coordination and learning through repeating movement, but as attention spans are short, variety and structure is essential. As there is little difference developmentally between girls and boys at this stage, mixed activities are to be encouraged
- Participation in a variety of activities and sports helps to develop basic movement skills, and endurance can be developed through playing fun games and activities. Young people are more suited to longer bursts of low intensity activity at this stage of their development, rather than short bursts of high intensity activity.
- The emphasis must always be on **FUN rather than winning.**

*“When you stop having fun, you don’t win”
Billie Jean King, tennis champion*

Early puberty

Learn to Train

“The will to win is important, but the will to prepare is vital” Joe Paterno, US Football Coach

- Speed, agility and coordination are still improving rapidly during this phase. With this improvement of fine motor movement all core skills can be introduced and mastered. This is the key phase for learning good technique, and so quality training, including applying skills in game scenarios, should take precedence over competition results at this stage. This is reflected by an emphasis of 70:30 ratio of training to competition. Research shows that failing to utilise this period of development for skill development will mean that a player is unlikely to reach their full potential.
- Players should learn how to train during this phase, and be encouraged to understand the need to develop fitness, hockey skills and tactical awareness in all playing positions.
- Young people are still more suited to longer bursts of low intensity activity at this phase of their development, but will also be undergoing growth spurts which will affect co-ordination. Once their body has adapted, skills may need to be re-learnt or refined as a result of these changes in relative limb lengths.
- Players will be developing physically and mentally at different rates so chronological age (i.e. from birth date) may not be the most appropriate way to group players. As far as possible, players should be given individual specific direction and structure within their training to recognise that development is occurring at different rates for each player. Selectors should avoid choosing early physical developers simply because they are stronger or faster – a rounded view of players’ long term potential should be encouraged.

“To give yourself the best possible chance of playing to your potential, you must prepare for every eventuality. That means practice.”
Seve Ballesteros, professional golfer

Late puberty

Late puberty (Train to Train)

Success is a journey not a destination. The doing is often more important than the outcome” Arthur Ashe, tennis champion

- Research evidence shows that this phase of development is key for the development of various aspects of fitness. Towards the end of this phase, young players will be better able to deal with the demands of short bursts of higher intensity activity required for hockey, but the emphasis should remain on building endurance. The latter end of this phase of development is the ideal time for developing speed and strength using own body weight exercises, but this should be part of a programme tailored to the individual due to differing rates of growth and maturation.
- The emphasis should remain on training during this phase, reflected in a 60:40 ratio with competition. This is also a prime skill development period, but due to better developed mental capacities, players will be more able to train under realistic game pressure, applying core skills to develop decision making ability in a variety of playing positions. Competition should be used only to reinforce learning and refining the application of skills, not concentrate on the outcome of matches. As such, it is proposed that young players should ideally undertake competition only with peer groups, rather than be exposed to adult league hockey at this delicate period of their development.
- As with the previous phase of development, research shows the need for physical (fitness) preparation and skill development is critical here. This will result in an increase in the training demands on young players. However, there is scope for hockey training sessions to be structured to perform the dual function of working on aspects of fitness alongside skills. Additionally, the recommendations should be viewed as a weekly ‘programme’ that may be obtained via a number of different sources e.g. school PE, club, county or other hockey coaching, and participation in complementary sports, which is still to be encouraged at this stage. It is for this reason that efforts should be made to manage individual players’ sporting, academic and social commitments in order to achieve balance. This is particularly important for talented players who may be accessing coaching via a number of different sources, potentially in more than one sport.

‘Enjoy the journey, enjoy every moment, and quit worrying about winning and losing’

Early Adulthood

'Perhaps the single most important element in mastering the techniques and tactics of racing is experience. But once you have the fundamentals, acquiring the experience is a matter of time' Greg LeMond, cycling champion

- This is the stage at which youngsters are likely to be choosing their preferred sport. It is also the first point at which a tentative assessment of a players' future ability to become an elite performer might be made. It is for this reason that the draft LTAD hockey model differentiates its content at this point to provide guidance for all those who play hockey (standard content) and those who aspire to become elite performers (extended content). This is also an important phase for fitness development, particularly for strength. The content is intended to reflect the degree of commitment required to continue a players' development either as a recreational or an aspiring elite player
- The development of skills and mental capabilities will be well advanced and so it is appropriate for more emphasis to be placed on competition, demonstrated by a proposed 50:50 ratio with training. In the early part of this phase, the emphasis within competition should still be to reinforce learning, but this will gradually become more outcome driven. This is because a players' ability to perform core skills and make decisions within a game situation have reached a standard at which tactical strategies can be properly applied in order to try to overcome opposing teams. Training will include more specific preparation for competition.

'Luck? Sure. But only after long practice and only with the ability to think under pressure' Babe Didrikson Zaharias, outstanding American multi-sport athlete of her generation

Curriculum Delivery

Please consider the following when delivering the content:

- **Teach the group in front of you considering ability**
- **Differentiate drills to accommodate ALL players**
- **Ensure players are experiencing success and enjoyment**
- **Make it fun**
- **Explain WHY, WHEN, HOW with all skills**
- **Deliver sessions that make the players THINK as much as possible**
- **Avoid standing around, queuing – pitch time is valuable**
- **Push on the players who demonstrate the ability to do so**
- **Keep it Simple**
- **Avoid too much talk – players need to play**

PREP 4 AND PREP 5

Age 8-9

Training Stage - Late childhood – Fundamentals

EMOTIONAL	Positive reinforcement through exercises where success is guaranteed. Variety of practical situations for development. Emphasis on participation and fun in simple games.
PHYSICAL	Basic skills in gross movements. Short duration anaerobic activities. Endurance through games, NOT IN ISOLATION . Body weight exercises. Co-ordination development and footwork.
COGNITIVE	Very short attention span. Fun sessions. Coach is very much leader. A huge amount of repetition. Encourage creativity and experimentation.
TECHNICAL – WHERE, WHEN, HOW ?	
ATTACKING	<ul style="list-style-type: none"> • Ball Carrng both front and reverse stick • Turning out of trouble 'J Turn' • Elimination skills Drag left to right, right to left, with '3D' Skills, V-Drag • Passing push, lifted push, on move, off right foot, sweep, short grip hit • Receiving From front, back, right and left. On the move, Dynamic • Shooting Application of the passing techniques towards goal, emphasis on shooting early.
DEFENDING	<ul style="list-style-type: none"> • Block Tackle • Jab Tackle • Channeling Very basic introduction to 'working back applying pressure' • Interception
TACTICAL	
ATTACKING	4V4 Games on 8th astro with two goals for each team <ul style="list-style-type: none"> • Possesion the team with the ball • Use of WIDTH • Encourage 'Limited touches of the ball' • Use of HEIGHT
DEFENDING	<ul style="list-style-type: none"> • Defending when do not have the ball • EVERYONE in the team defends • Introduction to very simple press (facing the ball, sticks down) • Emphasis on 'working back' • Applying pressure on the ball carrier • Force the ball carrier away from the goal

Junior One and Junior Two

Age 9 - 11

Learn to Train

EMOTIONAL	Positive reinforcement through exercises where success is guaranteed. Variety of practical situations for development. Emphasis on participation and fun in simple games.
PHYSICAL	Basic skills in gross movements. Short duration anaerobic activities. Endurance through games, NOT IN ISOLATION. Body weight exercises. Co-ordination development and footwork.
COGNITIVE	Very short attention span. Fun sessions. Coach is very much leader. A huge amount of repetition. Encourage creativity and experimentation.
TECHNICAL – WHERE, WHEN, HOW ?	
ATTACKING	<ul style="list-style-type: none"> • Ball Carring both front and reverse stick, front and reverse stick , one handed • Turning out of trouble ‘J Turn’ • Elimination skills Drag left to right, right to left, with ‘3D’ Skills, V- Drag • Passing push, lifted push, on move, off right foot, sweep, short grip hit, reverse stick sweep, reverse hit • Receiving From front, back, right and left. On the move, Dynamic, first touch for pass/next move/under pressure. Scan –Receive - Scan • Shooting Application of the passing techniques towards goal, emphasis on shooting early – Short grip, push, slap, sweep, and flick. • Leading Creating personal Space and Creating Space for others. Lead, do not receive the ball then Re Lead. Timing of lead.
DEFENDING	<ul style="list-style-type: none"> • Block Tackle Front and Reverse Stick • Jab Tackle • Shave Tackle • Channeling Very basic introduction to ‘working back applying pressure ‘ • Interception

TACTICAL	
ATTACKING	<p>Develop Knowledge and Understanding through 6v6 and 8v8 games Maximum</p> <ul style="list-style-type: none"> • Possession the team with the ball • Use of WIDTH • Encourage 'Limited touches of the ball' • Use of HEIGHT • Use of DEPTH • Overload situations • Very simple 'outletting', what to do with ball at a 'hit out'? • Transition • Right and left hand side attacking principles • Basic formations and WHY?
DEFENDING	<ul style="list-style-type: none"> • Defending when do not have the ball • EVERYONE in the team defends • Introduction to very simple press (facing the ball, sticks down) • Emphasis on 'working back' • Applying pressure on the ball carrier • Force the ball carrier away from the goal • Man to man marking introduction

FORM ONE - FORM THREE

Age 12 – 15

Training Stage – Basic, Train to Train Pre Puberty/Puberty

EMOTIONAL	Open lines of communication are essential. Strong and fair direction and leadership from the coach. Develop player's ability to show appreciation and understand one another. Emphasis on enjoyment but at the same time, importance of intensity.
PHYSICAL	Monitor and individualise training during growth spurt. Conditioning focus should be speed, agility, balance, co-ordination. Structured aerobic training should be introduced with short duration, anaerobic activities recommended.
COGNITIVE	Appropriate decision making and learning environment based on skill level of the individual. Use of feedback and measurements of success necessary.
TECHNICAL – WHERE, WHEN , HOW ?	
ATTACKING	<ul style="list-style-type: none"> • Ball Carring both front and reverse stick, front and reverse stick , one handed, change of speed, direction. Hands closer together at full speed in space. • Turning out of trouble 'J Turn' and front stick spin • Elimination skills Drag left to right, right to left, with '3D' Skills, V- Drag, double drags , 'squeeze' • Passing push, lifted push, on move, off right foot, sweep, short grip hit, reverse stick sweep, reverse hit, upright reverse stick. Introduction to aerials. • Receiving From front, back, right and left. On the move, Dynamic, first touch for pass/next move/under pressure. Scan –Receive – Scan. First touch off the ground to then shoot/eliminate defender. • Shooting Application of the passing techniques towards goal, emphasis on shooting early – Short grip, push, slap, sweep, flick.Back to the goal. Reverse Stick shooting, post play, deflections • Leading Creating personal Space and Creating Space for others. Lead, do not receive the ball then Re Lead. Timing of lead. Peeling off defender • Specialist Corner skills Injection, stick stop, strike, post play

DEFENDING	<ul style="list-style-type: none"> • Block Tackle Front and Reverse Stick • Jab Tackle • Shave Tackle • Channeling away from the goal and onto a team mates stick • Interception
TACTICAL	
ATTACKING	<p>Develop Knowledge and Understanding through 8v8 and full 11 v 11 games</p> <ul style="list-style-type: none"> • Use of WIDTH • Use of HEIGHT • Use of DEPTH • Overload situations • Transition • Right and left hand side attacking principles • Basic formations and WHY? • Outletting with 4 at the back • Outletting with 3 at the back • 2v 1 • 3v2 • Side line balls • Long Corners • Overload Situations
DEFENDING	<ul style="list-style-type: none"> • EVERYONE in the team defends when lose ball • Press – full press , ‘split pitch’ • $\frac{3}{4}$ press • Defending 2v1 , 3v2 • Emphasis on ‘working back’ • Applying pressure on the ball carrier • Force the ball carrier away from the goal • Man to man marking • Penalty Corner roles and responsibilities • Double Teaming

FORM IV – FORM VI

Age 15 – 18

Training Stage: Early Adulthood – Train to compete

EMOTIONAL	Create opportunities for responsibility and leadership to encourage independent decision making. Positively reinforce performance.
PHYSICAL	Aerobic and anaerobic systems can be trained for maximum output. Strength and neuromuscular training should be optimised, particularly aerobic training in girls.
COGNITIVE	Critical thinking is developing and so decision making through technical and tactical practice should be developed.
TECHNICAL	<p>Individualised programmes of skill development available. Focus on stabilising basic and advanced skills in pressure situations. Position and player specific planning.</p> <p>Progression of the full repertoire of techniques and skills aiming to improve consistency and quality of application in pressure situations. Introduce advanced 'luxury' skills/techniques in conjunction with emphasis on where and when to be used.</p>
TACTICAL	<p>11 V 11</p> <p>1v1, 2v1, 3v2, 4v2 principles in both attack and defence</p> <p>Attacking right, left</p> <p>Circle attack /defence</p> <p>Long corner attack/defence</p> <p>Out letting with 3 and 4</p> <p>3-4-3 formation</p>

	4-3-3 formation
	4-4-2 formation
	Breaking down play
	Penalty corner attack/defence
	Full press
	$\frac{3}{4}$ PRESS
	Half court
	Side line Balls – attack and defence
	Systems of play
	Conditioned Games
	Principles of play
	Covering in defence