

# ORGANIZATION AND PLANNING

## IIHF COACH DEVELOPMENT PROGRAM

### LEVEL I



# ORGANIZATION AND PLANNING



## 6. PRACTICE ORGANIZATION

## 6. Practice Organization

In this chapter, you will learn how to develop a good hockey practice. The practice is the basic preparation unit for the athlete. It is the fundamental building block of coaching. Skills are learned, conditioning is achieved, and confidence is built.

*Upon completion of this chapter, you will be better prepared to:*

*Level I*

- *plan a practice using a five step process,*
- *write overall goals,*
- *write specific performance and non-skill goals for a practice.*

### STEPS IN PLANNING A PRACTICE

As a coach, you need to know how to most effectively use the time available to you for practices. A good starting point is to follow the five steps outlined here:

- **Set Overall Goals**

Statements of the philosophy of hockey and the desired results for your players.

- **Set Specific Goals**

Realistic, achievable and measurable goals.

- **Build in the Principles of Effective Practices**

The activities and characteristics of an effective practice.

- **Consider the Psycho-Social Aspects and the Bio-Physical Aspects**

The people skills and the physical and technical skill elements.

- **Design the Practice**

The key elements that make up a practice. Following these steps is a good way to start.

## 6.1 Set Overall Goals

Overall goals refer to the reasons and philosophies behind participating in the game of hockey and to general statements about desired results for your players. For example:

- What do you want the athletes to get out of their hockey experience?
- What is the overall philosophy and goals(s) of your organization? Is it skill development, fun, fitness, social values or some combination of the above mentioned?

Answers to these questions will define your overall goals. Here are two examples:

“The overall goal I have as a coach is to provide an opportunity for my athletes to master skills, learn how to cooperate as members of a team, and to build their self-confidence”.

“The overall goal I have as a coach is to do everything I can to assist my athletes in reaching their full potential in competition and as maturing individuals”.

Setting overall goals determines the direction your practices take, and can be used to keep the practices on track.

### For the Coach

You are starting a new hockey season. What will be your overall goal?

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## 6.2 Set Specific Goals

Specific goals are the refinement of the overall goals into more precise statements which will result in actions that are measurable, achievable, and realistic.

To clearly state specific goals, you need to consider the needs of your athletes and the physical and sport resources you have to meet those needs. Athletes’ needs are related to their levels of development, physical ability, interest, skill, fitness, competition and motivation. Physical resources refer to physical space, facilities, and equipment. The quality, quantity, accessibility, and safety of these resources must be part of your planning. Resource material in the form of skill charts, progress charts, teaching progressions, coaching tips, and technical manuals can be of real value to help you get your points across.

### How to Write Specific Goals

The criteria for outlining specific performance skill and non-skill goals are fourfold:

- State what it is you want (e.g., I want my players to learn how to stop effectively).
- Describe the end product (behaviour) you want (e.g., to be able to execute effectively a two-foot parallel stop in both directions in practices and games).
- State the conditions of the performance (e.g., from the centre line on the ice and starting from a skating stride perform a complete stop on the blue line on the ice).

- Decide the current criteria of acceptable performance – the specific goal for today (e.g., to be able to stop properly, effectively using both skate edges 75 percent of the time).

### **Examples of Criteria of Acceptable Performance for Specific Goals**

#### *Performance Goals*

- Player skates as fast as possible over a test course. Acceptable performance is determined by the player's best of two times being faster than the players start-of-the season time.
- Player performs stationary passes to a specific target. Acceptable performance is determined by the player's best two passing percentages being better than the player's start-of-the-season passing percentage.

#### *Non-Skill Goals*

- Reduce the number of penalties assessed to the team during the previous game by at least 50 percent.
- Increase the number of positive comments to one's teammates by 50 percent over last week's comments.

### **For the Coach**

Write two specific goals for your team which can be introduced at a practice. One goal should be in a performance or skill area and the second goal in a non-skill area. Use the four step procedure to ensure that you specify the details of the goal, then outline the four statements that you have written on the goal into one specific goal statement.

- Performance Goal: \_\_\_\_\_
- State what you want to achieve (general): \_\_\_\_\_
- Describe the end product (behaviour): \_\_\_\_\_
- State the conditions of the performance: \_\_\_\_\_
- Decide on the specific goal for today: \_\_\_\_\_
- Final specific goal statement: \_\_\_\_\_

**Note:** Repeat the exercise for a non-skill related goal.

## **6.3 Principles of Effective Practices**

The third step of the planning process is the creative mixing of various elements into your practice. When designing your practice, incorporate the following principles of effective practices.

### ***Keep Everyone Active***

Maximize the activity of your players. The athletes should be active rather than passive viewers or listeners (e.g., use them as examples for demonstrations of drills, etc.).

### ***Give Clear, Concise Instructions***

Learning improves when expectations are understood by the players. Demonstrations, films and pictures help improve the accuracy of the instruction.

***Create Progressions***

Learning is enhanced if it progresses from material that is: known to unknown – simple to complex – concrete to abstract. Progress from non-competitive skill practice to simulation of game conditions.

***Use Whole - Part - Whole***

Complex tasks are most easily learned using the Whole - Part - Whole method. Present the total skill before breaking it down and teaching the parts. Use visual presentations (e.g., charts, pictures or ice examples) often.

***Give Positive Feedback***

Emphasize and reward the skills and activities the players are performing correctly. Give feedback both on an individual and team basis.

***Chart Progress***

Learning is enhanced when players are informed of their progress. Drills and exercises should be designed to allow a measurable means by which the coach or athletes may assess progress (e.g., record times, number of passes).

***Allow for Individual Differences***

Allow for variations in learning rates and in the different ways athletes learn. Plan for and yet be flexible to meet the needs of the situation and the individuals within the situation.

***Provide Variety***

Maintain interest by varying activities. Boredom decreases motivation and learning. Interest can be maintained by use of short time spans for instruction.

***Stimulate Enjoyment***

Practices should be fun. Interest and motivation are stimulated by use of novel equipment, exercises, and drills.

***Plan Maximum Use of Resources***

Maximize the use of limited resources to insure the maximum participation by all athletes. That is, use the entire ice surface.

**Example**

Avoid situations where groups of players are left standing as spectators. When such a large teaching area as the ice surface is available, yet only a few of the players are involved simultaneously in a drill, the coach is not using available ice time and space very efficiently.

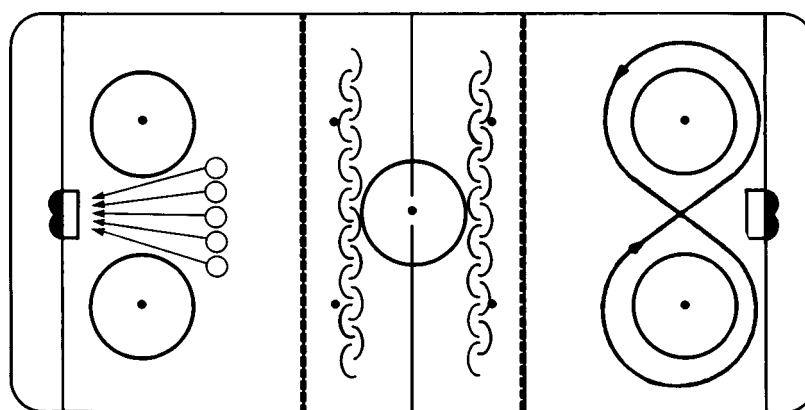
When the coach desires to work on a specific skill, the teaching situation must first be created and then a drill devised which will allow the players to practise this skill. Before proceeding this far, it is important that the coach begin to look at the ice in sections and not as one large area. Very quickly a coach will be able to divide the ice into two, three, or four sections using the markings already present on the surface of the ice.

Having done this, it is easy to see that a series of teaching areas are possible at the same time. The coach is now thinking about maximizing the use of the ice. Once specific teaching areas have been selected, the coach can look at what is to be accomplished during the practice and how to make the most of the available time for practice.

For example, the coach wants to time practice the following skills:

- long shots on the goalkeeper
- backward skating
- forward crossovers

One example of how the ice can be divided up to practice these three skills simultaneously is illustrated in Figure 1. In the left-hand section of the ice, long shots are being taken (this can be further improved by having two nets in this end); in the centre, backward skating is being practiced; in the third section, players are practicing forward crossovers by skating Figure 8s around the face-off circles.



**Figure 1.**

**For the Coach**

Below are a number of statements on the principles of effective practices. For each statement indicate whether it is true or false. Answers are at the end of the chapter.

	<b>True</b>	<b>False</b>
1. Practices should be active not passive.	_____	_____
2. Instructions must be clear and concise.	_____	_____
3. Variety is not important to the players' learning.	_____	_____
4. Fun distracts players and interferes with their learning.	_____	_____
5. Practices should contain planned progressions.	_____	_____
6. Practices should make maximum use of resources.	_____	_____

- 7. A good practice allows for variable speeds of players' learning. \_\_\_\_\_
- 8. Audio-visuals are good for classroom learning but do not help in the learning of hockey skills. \_\_\_\_\_
- 9. Teaching skills by the Whole-Part-Whole method is recommended to coaches. \_\_\_\_\_
- 10. Athletes should have their progress monitored and be given feedback on it. \_\_\_\_\_
- 11. Good practices are planned but the planning is flexible. \_\_\_\_\_

### 6.4 Psycho-Social Aspects and Bio-Physical Aspects

Psycho-social aspects refer to the “people” side of coaching. Bio-physical aspects refer to the physical, physiological and technical skill aspects of hockey.

Psycho-social and bio-physical aspects to be considered in planning the practice include topics covered in other modules in this manual.

A coach setting out to design an effective practice draws upon knowledge from each of the areas outlined above. It is the integration of this knowledge into practices that ensures the practice will be in the best interest of the athletes and the coach.

#### For the Coach

Once you have completed this course, you may wish to briefly review the content in each of the following chapters and select the topics which are most relevant for your coaching situation. Use key words to describe the topic areas. One example has been listed under each chapter. Complete the list of topics.

Use this completed list when designing your practices. Select one or two new topics each time you plan a practice. By the end of the season, you will have incorporated all the important areas into your practices.

#### Role of The Coach

e.g. Leadership

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#### Communication

e.g. Use of the Body

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#### Teaching Techniques

e.g. Feedback

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#### Safety Program

e.g. Emergency Plan

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**Basic Skills**

e.g. Forward Start

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**Checking**

e.g. Angling

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## 6.5 Design The Practice

Six key elements make up a practice. The order or emphasis of the elements may change at various points throughout the season and at various levels of play, but the basic components remain the same. The six key elements are:

***Warm-up***

Warm-up starts slowly and covers all muscles and major body areas which are used during skill instruction. Stretching should begin in the dressing room prior to going on the ice. Once on the ice, skating and stretching drills can complete the warm-up.

***Instruction***

The instruction starts with known content and progresses to the application of skills to situations simulating a game. Instruction may be in hockey, personal, social skills or in sport values. It is important to progress from simple to complex skills (e.g., stationary passing to passing while in motion). Keep your athletes active by including them in the demonstrations during instruction.

***Skill Practice***

During this part of the practice the athletes practice skills that have been demonstrated during the instruction. Emphasis should be upon creating competition-like conditions. It is important to practice at game speed whenever possible.

***Fitness***

This area of the practice is concerned with physical conditioning activities which are specific to the players' needs. This is done by setting work times for your athletes that stress the correct energy systems. Although hockey is primarily an anaerobic activity, the aerobic component should also be emphasized as aerobic fitness is essential to top performance, particularly in young athletes under the age of 14. Often fitness activities can be built into the drills that are designed to practice technical skills. The players then receive the benefit of improving both their fitness and their skills.

***Fun***

Fun should be tied into all components of your practice, however, be careful that you achieve the objectives of your practice.

***Evaluation***

Evaluation is used to assess the effectiveness of the major components of the practice or of a total practice. It is useful to spend a few minutes with your athletes after practice to get some feedback on the practice. It can take the form of a five minute summary on areas that went well and areas that the athletes and/or coach need to work on. The topics discussed can then be built into the next practice.

**For the Coach****Tips for Starting the Practice on a Positive Note**

When planning practices it is important to start off on the “right foot” with your athletes. Here are a few ideas to improve your practices from the start:

- Arrive well ahead of the start of practice in order to be available for coach/athlete discussions, to arrange equipment, and do a safety check.
- Greet your athletes by their first names.
- Project a good mood.
- Use idle chatter to create a feeling of ease.
- Conduct a group activity early in the warm-up phase to generate a feeling of togetherness (e.g., pre-ice stretching exercises).
- Keep your starting activities fairly constant to set a routine. As practice continues, you can vary routines. Progress from simple, familiar routines to difficult, unknown ones.
- Keep verbal communication at a high level at the start
- Use good-natured humour as a way of “breaking the ice” and for building up coach/athlete relationships, especially if you are comfortable with this kind of approach.

**SUMMARY CHART****Overall Goals**

General statements of intent, such as:

- skill learning,
- socialization,
- enjoyment.

**Specific Goals**

Statements which are measurable, believable and achievable:

- what you want to achieve,
- the end product,
- conditions of performance,
- goals for today.

**SUMMARY CHART (cont'd)**

**Principles of Practice**

- Keep active not passive.
- Give clear, concise, instructions.
- Give positive feedback.
- Provide variety.
- Stimulate enjoyment.
- Create progressions.
- Plan maximum use of resources.
- Allow for variable learning speeds.
- Stress individual interaction.
- Use audio-visuals.
- Progress Whole-Parts-Whole.
- Monitor progress and give feedback.
- Plan and yet be flexible.

- Look for early signs of improvement in your athletes' performance and give positive feedback.
- Give athletes leadership roles (e.g., have each athlete or group prepare and run a part of the warm-up).

**For the Coach**

Using the following outline of the six key elements which make up a practice, design a complete practice for your team. Remember that the outline is only presented as a guide and some of the elements may be integrated into one component.

First, write down some information about the team.

Date: \_\_\_\_\_

Team: \_\_\_\_\_

Practice Number: \_\_\_\_\_

Time: \_\_\_\_\_

Length of Practice: \_\_\_\_\_

Number of Players: \_\_\_\_\_

Location of Practice: \_\_\_\_\_

Equipment Required: \_\_\_\_\_

Safety Check: \_\_\_\_\_

Specific Goals: \_\_\_\_\_

**Planning Practice**

1. Warm-up	Approx. Time	Organization	Coaching Points	Comments
Exercises in order				

2. Instruction	Approx. Time	Organization	Coaching Points	Comments
Skills and/or progressions in order				

3. Skill Application	Approx. Time	Organization	Coaching Points	Comments
Activities using skills in order				

4. Fitness	Approx. Time	Organization	Coaching Points	Comments
Activities using work times				

5. Fun	Approx. Time	Organization	Coaching Points	Comments

6. Evaluation	Approx. Time	Organization	Coaching Points	Comments
Indicator of success measurements questions to be asked				

## SUMMARY

Planning effective practices is necessary in becoming a good coach.

There are five steps to planning a practice:

- set overall goals,
- set specific goals,
- build in the principles of effective practices,
- consider psycho-social and bio-physical aspects,
- design the practice.

A practice has six key elements:

- warm-up,
- instruction,
- skill practice,
- fitness,
- fun,
- evaluation.

### ANSWERS - TRUE OR FALSE EXERCISE, PAGE 6.5

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T
11. T



## 7. YEARLY PLANNING

## 7. Yearly Planning

The organized coach realizes the importance of planning beyond the immediate practice. To be effective and to ensure that both short and long-term goals are attained, you must carefully map out an overall master plan that includes a schedule of practices, training, competitions, and socials for the entire season, for example.

You may be faced with a number of limitations (e.g., no control over practice times or league schedules) when designing your master plan. However, when possible a thorough yearly plan should be developed providing contingencies for limitations that may occur.

This chapter discusses what steps to follow for planning before, during, and after the season, how to start the season on the right foot, and some ideas on how to finish the season on a high note.

*Upon completion of this chapter, you will be better prepared to:*

- *coordinate the first team meeting,*
- *establish informal discussion sessions,*
- *develop a master plan for the season using the principles of seasonal planning,*
- *evaluate the season.*

### 7.1 Pre-Season Meetings

Once the team is selected, the necessity of communicating important elements of the program to all those participating in the program cannot be overemphasized. Specifically, the needs and concerns of support staff, players, and parents must be addressed.

Areas which should be given consideration in pre-season meetings with parents and support staff are well covered in the chapter “Communicate with Parents, Referees, Support Staff, and Administrators”.

Module 9, Communication Principles, discusses many key points in communicating effectively with players. However, some further points which will help make your first meeting with the players a positive one are:

***Notify athletes, parents and coaching staff in advance.***

Provide an agenda containing details such as time, place, date, and specific purpose of the meeting.

***Inform everyone who will be attending the meeting what will be expected of them.***

***Allow time for discussing goals.***

Include a discussion of both team and individual goals.

***Have plenty of time to answer questions.***

Attempt to answer questions in a relaxed and unhurried atmosphere.

*Be prepared to make suggestions regarding equipment purchase, individual training, and old injury problems.*

If questions arise that you can't handle on the spot, say so, and try to get some help and have the answer at the next session.

The first meetings with your athletes, their parents, and your support staff should set the stage for starting the season well. They should:

- feel welcome and wanted,
- have some idea of their expectations,
- have some idea of your expectations,
- feel free to make constructive suggestions,
- leave with the feeling "It's going to be a good year! We're going to have a good time and we're going to learn something."

### **For the Coach**

#### **The Nervous Hockey Coach**

You have been approached by a coach who has his first players meeting coming up in two weeks. This individual has limited head coaching experience, and needs advice. List ten suggestions you would give to this coach.

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## **7.2 Maintain Communication and Motivation**

An excellent way to maintain communication and motivation among your players is to plan for regular informal discussion sessions with them. These sessions should be spaced throughout the season (e.g., once every two weeks) and could be held at the end of practice or the first time back together after a game. The sessions can be brief and can focus on any current areas of concern. In this way, the coach has a barometer on how well things are going at any point in the season.

You can then do something about minor problems or concerns before they become major issues. The feedback received through discussion sessions should be used by the coach to periodically evaluate and adjust some of the team and individual goals, as well as aspects of the seasonal plan.

Some questions for a discussion session might be:

- What went well this week?
- Did you complete any of your goals (e.g., playing good two-way hockey, being less anxious, having fun, or helping each other)?
- What did you learn?
- Where do you still need work?
- Is there anything I (coach) did that you wish I hadn't done?
- Is there anything that you wish I did more often?

Now that you have been introduced to some of the events which comprise the season, you are better prepared to create your master plan.

### 7.3 Designing the Master Plan

Seasonal planning means organizing yourself for the entire hockey season. The key is to plan and then be flexible! Start with an overall plan of the progression of skills you will teach, physical training, mental preparation, and time for fun and relaxation. Then feel free to make adjustments, as appropriate, throughout the season.

For good coaches, planning is a never ending process. They plan and evaluate all season long. The master plan is an indispensable tool which can be used in a variety of ways: as a commitment from the team and players; to conduct periodic evaluations; to motivate players by showing them their progress.

It will also permit you to gain credibility in the eyes of your players and parents since it will show you undertake coaching in a professional manner.

#### *Steps in Seasonal Planning*

The master plan for the hockey season should be drawn up with the following principles in mind:

#### **Step I: Identify Your Long and Short-Term Goals for the Season**

- When are the key competitions (e.g., tournaments and playoffs)?
- Past a chart highlighting major events for the year. This chart can also identify key performance goals (e.g., goals for and against, victories, and skill development).
- Establish an exhibition schedule that will contribute to your team's development and pursuit of overall objectives.
- Create a progressive time-table with which to measure seasonal development.

#### **Step II: Divide Your Season into Three Parts**

A season can be divided into three basic parts:

- Pre-season
- In-season
- Post-season

The length of time for each part of the season is dependent on the age and category you will be coaching.

### ***Pre-Season***

Preparing yourself and your athletes for the upcoming year is the first step towards a successful and enjoyable season.

Administratively, acquaint yourself with your local association and with the league in which you will be playing. Learn league and association rules and guidelines.

### ***In-Season***

With your athletes, examine the progress you are making with respect to goals and objectives. It may be appropriate to modify previously set goals and objectives as well as develop and implement new objectives.

### ***Post-Season***

Carefully examine all aspects of the season and evaluate the strengths and weaknesses of your program. In so doing, both you and your athletes can finish the season on a positive note while establishing a solid foundation for the future.

## **Step III: Identify Your Training Priorities**

### ***Physical Preparation***

It is important that the following physical training areas be designed to reflect the various age level requirements of hockey players:

- flexibility
- strength
- energy systems-aerobic, anaerobic lactic, and anaerobic alactic

Flexibility, strength, and energy system training can take place year round. When possible, provide your players with off-ice programs to enhance their physical conditioning.

Create a thorough program for each of these physical conditioning components. By establishing a complete plan, you will have a measuring stick with which to observe the progress of your athletes and thus ensure that all aspects of their developmental program are covered.

By providing your players with an organized, well balanced program, they too can observe the benefits of physical conditioning while measuring their fitness level improvements. Positive incentives such as this are important in establishing a successful program.

The essential elements of the physical conditioning component are covered in 12.1, How the Body Works, and in Module 13, Fitness. Read these modules in preparation for establishing your seasonal plan.

### ***Mental Preparation***

Ensuring that your athletes are aware of the overall team objectives is important. Mapping out a program to measure the mental preparation objectives of your program is desirable.

Perhaps a questionnaire measuring both intrinsic and extrinsic components of motivation could be administered to each player. Examine and discuss the results with them to determine individual objectives.

Communication in this area should be given special attention. Arrange group and individual meeting dates to ensure that you are continually aware of the needs and desires of each of your athletes. Establishing such a calendar allows you to map out the development of your motivational programs, as well as to help control individual concerns and problems.

### ***Technical Training***

Techniques or skills are often referred to as the basic fundamentals of hockey (e.g., skating, passing, and shooting).

Establishing the level at which your players are currently performing is essential when designing a plan for technical development. Determine strengths and weaknesses, then create your seasonal objectives accordingly. If, for example, your players are weak skaters, you may set up a general objective to improve their skating skills. To achieve this, specific objectives, such as improving stopping, starting, and turning, should be established. By practicing and perfecting these specific components of skating, you will be taking a positive step towards fulfilling your general objective – improving your team’s skating skills!

Again, by mapping out player development, you can measure and adjust your program while providing your players with important feedback identifying their strengths, weaknesses, and improvements. Make sure that all of the basic skills are covered. By omitting one or two, you may leave a serious gap in the skill development of your players.

### ***Tactical Preparation***

The development of tactical skills is dependent on the age of your players and their skill level. After determining their capabilities, introduce them to basic tactics; such as give and go and support. Principles of team play can then be developed. Gradually introduce more complex tactics while constantly reviewing and refining those already learned.

### **Step IV: Allocate Time, Space, and Equipment According to Your Priorities Within Each Part of the Season**

During pre-season it is more important to improve physical conditioning and technical skills than to develop tactical skills. Therefore, if practices are one hour in length, you may devote 45 minutes to skill development drills and cardiovascular exercises and perhaps 15 minutes to one-on-one or team checking drills.

Use your seasonal plan to determine weekly practice objectives. As the season progresses, these objectives will change and adapt to player and team development.





**POST-SEASON TIPS:**

Wrap up the season properly by ending on the right note. Here are some tips to use in planning your post-season. Add extra tips in the space provided.

- Have a post-season discussion session about what went well, where players could improve, and where you could improve. Plan for post-season workouts. \_\_\_\_\_

- Encourage participation in vigorous recreational sports to help with weight control and to provide some variety, diversity, and enjoyment. \_\_\_\_\_

- Have athletes set individual post-season goals, such as working out a certain number of days per week, improving on a particular skill, and increasing their level of physical conditioning. \_\_\_\_\_

- Point out the positive improvements you witnessed over the season. End on a positive note, with athletes looking forward to coming back. \_\_\_\_\_

- Have a post-season social gathering with team members (and perhaps their friends or families). \_\_\_\_\_

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Prepare, or have your team prepare, a year-end report for the athletes including, if appropriate:
  - team goals achieved
  - individual goals achieved and statistics
  - tournament results
  - photos
  - news clippings
  - recommendations

- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

**For the Coach**

**Designing Your Master Plan:** Complete the following master plan priority checklist.

**MASTER PLAN PRIORITIES**

Activity	Priority	Pre-Season	In-Season	Post-Season
Try Outs				
Goal-Setting				
Meetings				
• Parents				
• Players				
• Support Staff				
• Referees				
• Administrators				
Physical Conditioning				
• Aerobic				
• Anaerobic Lactic				
• Anaerobic Alactic				
• Strength				
• Flexibility				
Technical Training				
• Individual Skills				
• Skill Sequences				
•				
Tactical Preparation				
• Give and Go				
• Support				
• Team Systems				
•				
Mental Preparation				
• Motivation Assessment				
• Competitive Anxiety				
• Assessment and Control				
•				
•				
• Simulation of Game Conditions				
• Discussion Sessions				
• Social Get-Togethers				
•				
•				



**MASTER PLAN SCHEDULE**

**ACTIVITY**

**SAMPLE (for approximately 20 weeks)**

Season	Week	Day	Physical Conditioning	Other Activities	Comments
	1	Mon.  Wed.  Fri.	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Strength and Flexibility</li> <li>• Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Team meeting</li> <li>• Pre-season, motivation questionnaire</li> <li>• Goal-setting</li> </ul>	
		Mon.	<ul style="list-style-type: none"> <li>• Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion session on questionnaire results</li> </ul>	
	2	Wed.  Fri.	<ul style="list-style-type: none"> <li>• Strength and Flexibility</li> <li>• Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Fun and variety</li> <li>• Self-test on aerobic conditioning</li> </ul>	
		Mon.	<ul style="list-style-type: none"> <li>• Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-test on strength and flexibility</li> <li>• Social get-together</li> </ul>	
	3	Mon.  Wed.  Fri.	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Strength and Flexibility</li> <li>• Aerobic</li> </ul>		
		Mon.	<ul style="list-style-type: none"> <li>• Aerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-test on aerobic conditioning</li> </ul>	
	4	Mon.  Wed.  Fri.	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Strength and Flexibility</li> <li>• Aerobic</li> </ul>		



MASTER PLAN SCHEDULE					Comments
Season	Week	Day	ACTIVITY	SAMPLE (for approximately 20 weeks)	
			<b>Physical Conditioning</b> <ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Strength and Flexibility</li> <li>• Anaerobic lactic</li> </ul>	<b>Other Activities</b> <ul style="list-style-type: none"> <li>• Self-test on strength and flexibility</li> </ul>	
	5	Mon. Wed. Fri.			
			<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Strength and Flexibility</li> <li>• Anaerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion session on questionnaire results</li> </ul>	
	6	Mon. Wed. Fri.			
			<ul style="list-style-type: none"> <li>• Anaerobic</li> <li>• Aerobic and Strength Flexibility</li> <li>• Anaerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-test on aerobic, strength and flexibility</li> <li>• Self-test on anaerobic conditioning</li> </ul>	
	7	Mon. Wed. Fri.			
			<ul style="list-style-type: none"> <li>• Anaerobic</li> <li>• Aerobic and Strength Flexibility</li> <li>• Anaerobic</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate competition in practice</li> <li>• Discussion session on progress to date</li> </ul>	
	8	Mon. Wed. Fri.			

**MASTER PLAN SCHEDULE**

**ACTIVITY**

**SAMPLE** (for approximately 20 weeks)

<b>Season</b>	<b>Week</b>	<b>Day</b>	<b>Physical Conditioning</b>	<b>Other Activities</b>	<b>Comments</b>
In-Season (ice available Tuesday and Thursday)	9	Tues.	<ul style="list-style-type: none"> <li>Skill and Aerobic Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Simulate competition in practice</li> <li>Assess and adjust goals</li> <li>Overlearning (e.g., play short-handed for six minutes)</li> </ul>	
		Thurs.	<ul style="list-style-type: none"> <li>Skill and Anaerobic Maintenance</li> </ul>		
		Sat.	<ul style="list-style-type: none"> <li>Strength and Flexibility Maintenance</li> </ul>		
	10	Tues.	<ul style="list-style-type: none"> <li>Skill and Aerobic Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Simulate competition in practice</li> <li>Skill test</li> </ul>	
		Thurs.	<ul style="list-style-type: none"> <li>Skill and Anaerobic Maintenance</li> </ul>		
		Sat.	<ul style="list-style-type: none"> <li>Strength and Flexibility Maintenance</li> </ul>		
		Tues.	<ul style="list-style-type: none"> <li>Skill and Aerobic Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Fun and variety</li> <li>Discussion session on any concerns</li> </ul>	
		Wed.	<ul style="list-style-type: none"> <li>Strength and Flexibility Maintenance</li> </ul>		
		Thurs.	<ul style="list-style-type: none"> <li>Skill and Anaerobic Maintenance</li> </ul>		
		S.S.	<ul style="list-style-type: none"> <li>Games</li> </ul>		









## 7.4 Season Evaluation

The feeling your athletes take away with them at the end of the season is the major factor determining whether they will return to participate again. Here are some tips for finishing the season on a high note:

### *Review Your Goals*

If pre-season goals were approached or reached, reinforce that. If they weren't reached, lay out a positive plan for making sure they can be reached next season or set new goals.

### *Highlight Positive Experiences*

Review enjoyable experiences such as trips, outstanding performances, and improved performances. Recall enjoyable or humorous incidents with anecdotes and stories to emphasize the value of those experiences.

### *Emphasize Real Progress That Has Been Made*

Refer to pre-season levels of skill, fitness, and performance. Compile test scores from the season to emphasize progress. Where appropriate, re-establish the link between tasks that were emphasized in practice and improved performances.

### *Praise Real Accomplishment and Effort*

Point out individual as well as team improvements. Encourage those who were slow in coming along. Try to find something positive about everyone. Above all, don't leave anyone out.

## SUMMARY

- Well conducted pre-season meetings with players, parents, and support staff are an important start to a successful and enjoyable season.
- Designing a master plan will enhance the continuous and complete development of your players and allow you to more effectively use your time throughout the season.
- The four steps to follow when designing a master plan are:
  - Step I: Identify Your Long and Short-Term Goals for the Season
  - Step II: Divide your Season into Three Parts
    - Pre-season
    - In-season
    - Post-season
  - Step III: Identify Your Training Priorities
  - Step IV: Allocate Time, Space, and Equipment According to Your Priorities





## 8. FEMALE HOCKEY

## 8. Female Hockey

To be developed