



THE GAME:
FIELD HOCKEY
ACTIVITY GUIDE



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INTRODUCTION

This Manual will help coaches facilitate the coaching of hockey players between the ages of 12 and 18 years old.

The manual is designed to assist coaches in the advancement of player's knowledge and ability in the 11 a side game. The manual provides information on coaching concepts, training sessions, program design, communication and presentation style, advanced technical skills, technical fault analysis, set pieces and tactical concepts for hockey.

Coaches will receive input with regards to:

- Development characteristics of players in this age group
- Information on designing and developing a year plan
- Design, write up and conduct hockey coaching activities
- Creating a safe and fair playing environment
- Skill and game development plan for players in the age groups 6 - 18 years old
- Match observation and analysis



COACHING CONCEPTS AND ROLES

PLAYER DEVELOPMENT CHARACTERISTICS AND TRAINING TIPS

The following is a description of important characteristics of the age groups concerned.

This is the general characteristic and it may deviate from person to person.

Below are the training tips and points of interest for the different age groups.

DEVELOPMENT LEVEL 1 (8 – 9 YEARS)

Age Characteristics:

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

Training Tips:

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

DEVELOPMENT LEVEL 2 (10 - 11 YEARS)

Age Characteristics:

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

Training Tips:

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

DEVELOPMENT LEVEL 3 (12/13 YEARS)

Age Characteristics:

- Physically the player is more developed and stronger
- Players have an increased capacity to learn technical skills
- Players have increased technical and tactical insight
- They ask questions and challenge coaches
- Players have the ability to think of a solution
- Require tactical understanding during competition

Training Tips:

- Increase physical demand of the training drills and exercise intensity
- Concentrate on individual differences and abilities – Set challenges
- Be well positioned and didactically well organised
- Give clear explanations to questions
- Allow the players to think of variations on technical exercises and complex situations

DEVELOPMENT LEVEL 4 (14/15 YEARS)

Age Characteristics:

- Physically the player is more developed and stronger
- Clumsiness in motor learning (particularly boys) reduces the technical learning capacity
- Players have increased technical and tactical insight
- Increased involvement and competitiveness

Training Tips:

- Increase physical demand of the training drills and exercise intensity
- Take into account differences in physical development of the players
- Players' increased strength enables more advanced skills and special techniques to be acquired
- Learning tempo varies between individuals and groups
- Place emphasis on team tactical aspects
- Create a positive, motivated environment

DEVELOPMENT LEVEL 5 (16/17 YEARS)

Age Characteristics:

- There is refinement of motor learning at this age
- Quality of technical skills increases
- Players have increased tactical insight (individual and group)
- Motivation varies from recreational play to top competitive play
- Players have preference for different roles in the team (positional)

Training Tips:

- Most effective training is achieved by the personal approach
- Give regular feedback on individual technical qualities
- Encourage the use of complex tactical aspects (extend the players individually and as a group)
- Create a positive, motivated environment which extends all players

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

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

DESIGN AND IMPLEMENTATION OF PROGRESSIVE COACHING SESSIONS

Planning a Training Session

To ensure that the players train effectively, it is necessary to set up a training plan in advance, for each training session and for the season.

Conditions

The training plan must embrace a number of conditions:

- There must be one key goal to the training
- Attention must be given to factors such as: techniques, tactics and rules of the game, conditioning and game mentality
- Sufficient attention must be given to safety of the players
- There must be an understanding that players will advance at different rates and training sessions must be adapted to include all players
- Intensity of the training must range between high concentration intensity and pleasure
- There must be a consistency of progression throughout the sessions and the year plan

Designing a Training Session

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

The Introduction (Warm-up)

The warm-up sets the tone for training. Optimal training intensity should be reached by the end of this component. The warm-up must also have a physiological aim.

The warm-up must be based on:

- The player's situation: the technical, tactical and conditioning levels of players
- Physiological situation: the enthusiasm and motivation of the hockey group
- External situation: other factors, such as weather conditions and facilities
- Theme: It must serve as an introduction to the core of the training session

The time available for the warm-up is short so it is recommended that drills used are simple and easy to explain.

The Core

Attention is given to the learning and practicing of techniques and specific skills, as well as learning and practicing elementary tactical aspects.

The choices regarding content and activities in this part of the training, is determined by objectives and goals that have been previously set.

When the key objective is technique, the core will include one or more phases of the technical learning process. In most cases only two phases of the learning process will be achieved. Thus it is important to make a distinction in the core part of the training session:

- Core 1: the learning and/or practising part
- Core 2: the application - game part of the training

The core part of the session must always end with a game application drill or mini game and should be the climax of the training session. The game can have adapted rules to ensure high intensity and maximum involvement.

The Ending (Cool Down)

The end part of the training must encourage the gradual decrease of intensity to rest level.

Introduction

- Warm-up

Core

The learning and practising part with technique and tactical training

- Learning and refining of techniques
- Progressive skill development to full pace and maximal difficulty
- Learning of tactical principles
- Train tactical principles / situations, individually and as a group

Application of small game situations and adapted games

- Technical and tactical aspects
- Conditioning and mental aspects

The ending

- Cool down

The training objectives for the long and short term processes must be continually evaluated and adaptations made if necessary.

DESIGN AND PRESENTING TRAINING SESSIONS THAT CREATE SAFE AND FAIR SPORTING ENVIRONMENT

To create a successful training environment the aims and goals of the coach and the team must be taken into consideration. Evaluation is of substantial importance and there must always be room in every training session for initiative, improvisation and alternative ideas from the team.

Implementation of the training

The coach must pay attention to the player's clothing and equipment

- Appropriate clothes and protection gear must be worn at all times
- Appropriate footwear and stick must be used
- No jewellery or watches

The behaviour of the coach

- Stimulating and enthusiastic
- Communication and explanations must be clear
- Establishes himself as a role model to the group
- Gain respect from the group
- Give appropriate verbal responses
- Project positive body language
- Set a good example
- Give complements when necessary
- Warm – pleasant – good humoured personality

Organisation

- The coaches' positioning in relationship to the group
- Simple organisation ensures maximal activity
- Safety measures e.g. no hitting of balls during ball collections
- Practical use of the beacons and existing lines
- Players work in small groups to increase contact time
- Responsibility towards the rules of the game and fair play
- All players to be responsible for the storing of the equipment

Instruction and corrections during training

- Regular feedback is necessary during training
- Be sure to explain 'Why'
- High work rate will increase performance
- Allow all players to try the exercise first
- When a skill or drill is done incorrectly, give individual corrective feedback or if it is a problem for all players, stop the group
- Pay equal attention to the skilled and the non-skilled player

TRAINING PRINCIPLES

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

At training it is important that the explanation is concise, includes demonstrations and gives the players the opportunity to try the movement on their own.

Adaptation and Progression

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

ADAPT By using these four principles an exercise can be made easier or more difficult.

DIRECTION Changing direction will increase the difficulty of the skill. Start doing the skill in a straight line and then add direction changes once the skill has been mastered.

AREA/ DISTANCE Keep distance between players so that they can master the skills and as the players progress, move the players closer together so that the area is smaller and the skill more difficult to control.

PRESSURE Practise the skills around beacons and as the players progress add an opponent.

TEMPO Start slowly then built up momentum of the skill.

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

Evaluation of the training

Regular evaluation will determine whether the content, presentation and intensity of training has been successful.

Information about the training session can be gained by asking the players:

- What did you learn?
- What was good?
- Did you get tired?

Fair Play and Sportsmanship

Encouraging fair play and sportsmanship has become an integral part of the coach's responsibility.

Aspects that can inhibit fair play and sportsmanship:

1. Lack of knowledge of the rules
2. Lack of respect towards umpire
3. Lack of accepted hockey etiquette
4. Poor leadership from coach and captain
5. Placing results above performance
6. Individual accountability
7. The behaviour of the bench and spectators
8. Poor examples set by senior players and coaches
9. Over aggressive behaviour by players, coaches and parents

To enhance fair play and sportsmanship the coach must take on the following responsibilities:

- Insist that the team behaves appropriately before, during and after the game.
- Refrain from criticizing umpires. Every decision of the umpire must be accepted without appealing and without comment. Problems can be addressed after the game.
- Be positive, constructive and encouraging with feedback.
- Temporarily substitute a player who misbehaves.

COMMUNICATION AND PRESENTATION STYLES

What is Communication?

This is a process where a sender carries information to a recipient, and the reaction of the recipient on this information. Therefore communication is very important for both training and coaching.

The message can be verbal (using words) or non-verbal (using gestures, body language, and eye-contact). If a coach explains an exercise, we refer to it as one-way movement in the communication channel. We only talk of two-way communication if the recipient reacts, answers, or gives feedback. Direct two-way communication usually takes place via oral communication, i.e. during training sessions, and also during and after matches.

Problems Occurring with Communication

The basic problem in communication is that it is sometimes difficult for the recipient to understand exactly what the sender means, even if the sender is conveying the message himself. Often information is either not conveyed clearly or comes across differently. Communication can be greatly improved if the coach puts preventative measures in place for failed communications or be aware of the causes of failed communication.

Causes of Failed Communication:

Verbal communication is vague or incomplete. Listening to the instructions which the coach shouts from the sideline.

- “Look” (Who? At whom or to what?)
- “Create space” (Who? Where?)
- “Wake-up” (Why? Who?)

Often observations are only meant as encouragement or sometimes the coach gives a direction to the player during a match to ensure they learn something from the instance. But what would he mean by the following:

- “Anticipate”
- “Look”
- “Create Space”
- “Use the space”

In such instances the coach is often not sufficiently clear or understood.

Non-verbal communication is interpreted differently than what was originally meant, or little attention is paid to it.

Gestures, body language, distance to each other and projection of voice gives very strong indication about the communication. We are not always aware of these indicators. Being aware of players body language can give a coach a good indication, if for instance the team talk is too long.

- Shifting around on the chair
- Not looking at the coach
- Tapping the stick against the table, chair or ground.

The intention of good non-verbal communication is:

- To lend support to that which is been communicated, so that the information improves and is livelier; with the help of mimicking and hand gestures one can reinforce the message

Be aware that not everyone interprets the non-verbal indicators in the same way

The sender communicates the information poorly.

Good communication asks for clear and meaningful expressions. For example, a coach can mumble, can give too much information at once, not check if he is understood or not take into account the concentration span which the group of players can manage.

The recipient (player) does not understand the information.

- Due to lack of concentration - busy thinking of something else;
- Listens only - does not look at the coach and therefore misses important information;
- Finds the coach annoying and has preconceptions that he is not worth listening to.

“Noise” during transferring of the information.

“Noise” is interference from the outside that takes the attention away from the communication. As a result of the interference a large piece of the information is missed, for example:

- Another team enters the field while the coach is explaining something important;
- During the break, there is cheering on another field;
- There are too many things to look at.

Feedback: An Important Aid

The most effective way to control whether a team understands instructions given is through feedback – allow the players to give feedback or ask them questions.

Feedback can be obtained by:

- An open question: “Do you have any questions on what I’ve just told you?”
- A closed question: “Is this set-up clear?”
- A control-question: “Frits, can you tell me who takes the free hit and from where?”
- An open, but directed question: “What do you want to know about free hits?”
- A yes/no question (closed): “Do you want to play a mini-game?”

What should one consider when asking questions?

1. Do not ask too many questions at once – usually most of the questions will not be answered.
2. Do not ask questions with too wide a scope – the person answering the question will have too many things to talk about and could wander off the subject, not really answering the question fully.

Conclusions and posing questions

The coach should give a concise summary at the end of the talk and should ask for questions about uncertainties. The players can also give a summary, e.g. “If I understand correctly...”

Give feedback or ask for feedback as soon as possible

In general the coach should keep talks as short as possible. When dealing with a difficult concept, check that everyone understands the concept/term and give the listeners time to ask questions.

When speaking

- Only speak when you have players’ attention
- Keep it short (2-3 minutes)
- Do not give too much information at a time
- Speak clearly and slowly
- Confirm that players understand what you are talking about

When instructing:

- Stress the essence of the message
- Explain the instructions step by step
- Confirm that everyone understands every step
- When doing a practical example, do not talk for longer than 1 minute

When motivating:

- State ‘why’
- Link back to previous experiences (let players think back to...)
- Show enthusiasm

When correcting:

- Stay positive
- Clearly make one central point
- Show appreciation for input from others

When stimulating:

- Encourage and compliment
- Join in activities

The Communication Role of the Coach in a Match Situation

Direct Coaching

A: Pre-match discussion

- Give a few tactical team directed instructions (limited and simple)
 - “Which set-up?”(K-4-3-3)
 - “When attacking, the strikers must...” (directions for each specific line e.g. strikers)
 - “During an attacking / defensive short corner...” (directions for a specific attacking or defensive group)
- Give a few individuals instructions (concrete and non-threatening)
 - Technique: “Try to get every ball on your front stick and then...”
 - Tactics: “Do not take any chances in the circle, rather...”
- Some coaches give a single tip or encouragement when the team is set-up on the field just before the start of the match (or half) – this can work really well

B: The coach observes during the match.

- Asses and manage the tactical patterns of the team; do the players keep to their tasks?
- Check the team and individually directed instructions
- Identify noticeable areas of the oppositions attacking and defensive play (strong and weak points)

C: The coach acts and communicates during the match.

- Stimulate and encourage
- Give instructions to substituting players
- Call clear, direct instructions to players: “Keep your stick low”
- Make substitutes and adjust player’s functions during the match (e.g. when the short corner does not work)
- Tactical use of rules to substitute players

D: The coach roles during halftime.

- Allow for player input, but do not let them vent or react negatively towards each other
- Ensure that everyone hydrates
- Give 2 team-directed instructions about the opponents
- Refer to points from the team talk before the match started
- Give a few individual directions
- Ensure that players start the second half well-motivated

E: The coach acts directly after the match.

- Give realistic comments on the outcome: “Congratulations”, “Sorry”, “Well done”
- Give positive comments on the inputs: teamwork, the opponents and the umpires
- Make notes: “Hitting a long ball is faster than when somebody runs with the ball; we have to work on that during training.”

F: The coach evaluates the match.

- Point out technical points: “Our strikers takes too long to react in the circle which allows the opponents to clear the ball” or “Our defenders struggled to release pressure out the back, which means that the defenders must work on hitting or pushing the ball away from the circle faster”
- Identify what aspects from the game will be incorporated in the next training sessions

Warm-up and Cool Down

Warm-up:

This is an integral part of preparation for training sessions and matches. A good warm-up prepares the player for a high intensity session and can prevent sport injuries from occurring.

During the warm-up the players need to start focussing on the game and the tactical aspects of the team talk.

Substitute players not in the starting line-up must make sure that they remain warm.

A good warm-up has the following components:

Direct preparation for a match happens during warm-up. The preparation consists of two components:

•A physical part:

- Warm-up exercises and stretching
 - ▣ Running for 5 minutes
 - ▣ Simple loosening movements for arms, legs and back.
 - ▣ Stretching for approximately 8-10 minutes: The importance of the stretching is to prevent injuries and muscle soreness.
- Execution of acceleration runs, agility drills, ladder drills, sprints, etc.
- Stick and ball drills

•A mental part:

- The team talk prior to the warm-up/match – lead by the coach
- Meetings with individuals or small groups
- Observation of the playing environment and opposition
- Concentration and mental visualisation

Stretching is unnecessary for very young players, as the muscles of children are naturally suppler than those of older players. Children between the ages of 7-12 years can limit their warm up to playing with the ball (hitting, running, etc.). The coach should not expect children of 12-14 years to inspect the field or to observe the opponents.

Players older than 12 can incorporate warm-up exercises and stretching into their match preparation, but adjusted to suit their need (not too much/difficult). Older children can also discuss simple tactics and prepare themselves mentally before matches.

“The match starts before the umpire’s first whistle” Players must prepare themselves for the match prior to going on the field. Avoid chatting to each other or spectators.

Cool-Down:

Cooling down is important to help slow the body down to rest level after training sessions and games. It also helps with the prevention of the build up of lactic acid.

A good cool-down has the following components:

- Jogging at a low intensity for 5 minutes
- Stretching; as with the warm-up
- Warm shower

SKILL DEVELOPMENT PLAN - AGE GROUPS

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

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

Mini Hockey Plan

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

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

The plan has the following structure:

- A. 6 year olds: 0:1 and 1:1 hockey
- B. 7 year olds: 3:3 hockey
- C. 8 to 10 year olds: 6:6 and 8:8 hockey
- D. Older children: 11:11 hockey

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

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

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

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

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

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

Designing Progressive Hockey Programs within an Age Group

Step 1: (1:0 and 1:1) – 6 Year Olds

In step 1 attention is given to:

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

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|---|--|
| <p>Grip: Two adult fist apart (Double V grip)</p> <p>Moving with the Ball Dribble with the ball</p> <ul style="list-style-type: none"> • In straight line • Dribble from a stationary position • Dodges will be done in front of still/ moving obstacles <p>Elimination Skills: Dodges</p> <ul style="list-style-type: none"> • Dribble with the ball close to the stick • 1 vs. 1 situations <p>Defending Skills: Tackling</p> <p>Competition to get the Ball:</p> <ul style="list-style-type: none"> • 1 vs. 1 • Run towards a ball that is lying still <p>Combination Play: Passing and Receiving</p> <ul style="list-style-type: none"> • Dribbling and passing to a stationary person over a short distance <p>Scoring: To Score a Goal</p> <ul style="list-style-type: none"> • From a stationary ball • Dribble with the ball, slow down and shoot • Receive a pass and shoot <p>Goalkeeping:</p> <ul style="list-style-type: none"> • To run/move with leg guards • Stop the ball with two legs • Kicking stationary ball | <p>-Have the ball in a position so that you can see the surroundings and the ball (Vision)</p> <p>-Keep the stick on the ball when approached by a defender</p> <p>-Dribble into open space</p> <p>-Accelerate when you are in the space</p> <p>-Keep the stick on the ball when approached by a defender</p> <p>-Dribble into open space</p> <p>-Accelerate when you are in the space</p> <p>-Keep a low stick and body position</p> <p>-Stronger when both hands are on the stick</p> <p>-Get the ball back when in a favourable tackling position</p> <p>-The player that lifts the stick first will lose the ball</p> <p>-Look first to see if your team mate is in a ready position to receive</p> <p>-Show the ball carrier that you want/can receive the ball</p> <p>-First look up and then shoot at goal</p> <p>-focus on the goal box</p> <p>-First take a good position with regards to the ball</p> <p>-Kick/clear the ball away to the side of the circle</p> |

Step 2: (3:3) – 7 Year Olds

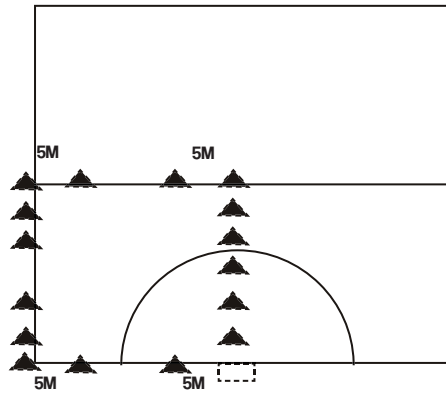
In step 2, attention is given to the introduction of teamwork. Teamwork will develop with the training of 3:3 on a small field.

Step 1 and 2 are called the SECURITY PHASE. The aim of this phase is to train the children how to handle the stick and ball in a safe way in a group of six players.

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|---|--|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> • To move the ball from side to side • To move the ball forwards/backwards <p>Moving with the Ball</p> <ul style="list-style-type: none"> • Change of direction • Variation of speed • To dribble left/right sideways • To dribble forward/backwards <p>Approach a Ball: (Receive)</p> <ul style="list-style-type: none"> • Rolling or stationary ball • Continuation action: to pass or dodge • Moving 1vs. 1 (1:1) <p>Combination Play: (Pass and Receive)</p> <ul style="list-style-type: none"> • Stationary /Moving Ball • Change pace of pass • Short/long distance • Receiving from left/right <p>Scoring:</p> <ul style="list-style-type: none"> • From individual actions • From combinations (Receiving and shooting) <p>Goalkeeping:</p> <ul style="list-style-type: none"> • To move with the leg guards on, and change direction • Stop ball with two legs • Kicking of a stationary ball | <ul style="list-style-type: none"> • Ball control • Hand speed <ul style="list-style-type: none"> • Good vision • To dribble to the left is easier than to dribble to the right • Look and react to other players by slowing down or accelerating <ul style="list-style-type: none"> • 1 vs. 1 • Assess distance and speed • Assessment of opponent and team-mate positioning <p>Combine with 2 players: 2:0</p> <ul style="list-style-type: none"> • To pass left is easier • Look (track) at the ball until it touches the stick • Receiving from the left is easier <ul style="list-style-type: none"> • Stationary stance when saving the ball |

3 vs. 3 (1/8 Field)

What does the field look like?



Three-a-side Hockey

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

Playing Field

The dimensions of the field for three a side hockey is 23 by 23 meters. It is the area between the baseline and the 23 meter line or the 23 meter line and the half way line of a normal hockey field.

The playing direction is therefore the width of the normal field. A smooth surface is recommended.

Goal Box

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

5-Meter line

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

The Ball

A normal hockey ball is used.

Teams

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

Match Duration and Leagues

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

Step 3: (6:6) - 8 year olds

Once players have progressed through steps 1 and 2 they are ready for step 3. Six-a-side is played on a $\frac{1}{4}$ of a field, between the 23-meter line and the center line. In the six a side phase special attention must be given to the following skills:

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

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|---|---|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> To move the ball from side to side To move the ball forwards/backwards To move the ball left and right Make letter shapes with the stick and ball Make figure shapes with the stick and ball <p>Moving with the Ball</p> <ul style="list-style-type: none"> Change of direction Vary speed – Accelerate/slow down To accelerate left/right sideways To accelerate forward/backwards Turn out From dribble dodge to right/left: On signal Other players Defenders <p>Elimination Skills</p> <ul style="list-style-type: none"> 1= Approach defender with speed 2= Carry out dodging action 3= As soon as beyond, accelerate 4= When the defender catches up with the ball carrier: cut him off <p>Combination Play: (Pass and Receive)</p> <ul style="list-style-type: none"> Emphasis on accuracy Progress from bunt to hitting Passing the ball to the right Passing the ball left and receive it on the front stick Receiving the ball and keep dribbling <p>Scoring:</p> <ul style="list-style-type: none"> From individual actions From passing combinations Diagonal hit from left of circle Diagonal hit from right of circle <p>Goalkeeping</p> <ul style="list-style-type: none"> To run/move with leg guards Stop ball with two legs Kicking a stationary ball Defending a short corner Kick moving ball away to the sides | <ul style="list-style-type: none"> -Keep close stick contact with to the ball -Left: Turning hand -Right: Support Hand <ul style="list-style-type: none"> -Running without the ball is quicker than dribbling with the ball -Assessment of opponent and team-mate positioning -Keep close stick and ball contact, step sideways (dodge) and then straighten your run -Eye-hand-stick coordination; overview regarding the ball, the field and the players <ul style="list-style-type: none"> -To combine: 2:0 and 2:1 -The accuracy of the pass is more important than the speed of the delivery -Look up before passing the ball (Awareness of team mate) -Be ready to receive the ball -Passing diagonally right in front of the receiver. Receiving of the ball is in front and slightly to the right of the body -Passing diagonally left at the feet of the receiving player. Receiving of the ball will be behind and slightly to the right of the receiver -The defender is weak off his left foot -Positional Play 3:1 - Two options to either side -Positional Play 4:2 - Two options to the sides and one option in depth <ul style="list-style-type: none"> -From a 3 – 1 situation -From a 3 – 3 situation -Decision making <ul style="list-style-type: none"> -Goalkeeper makes the goal smaller by moving off the goal line |

Tactical Situations

Six-a-side hockey can be played in two different system variations:

It can be played in 2 lines (figure 1a) or 3 lines (figure 1b). Both systems encourage width and depth across the field.

The Starting line-up:



Figure 1a

Figure 1b

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

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

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

Two examples of K-2-3

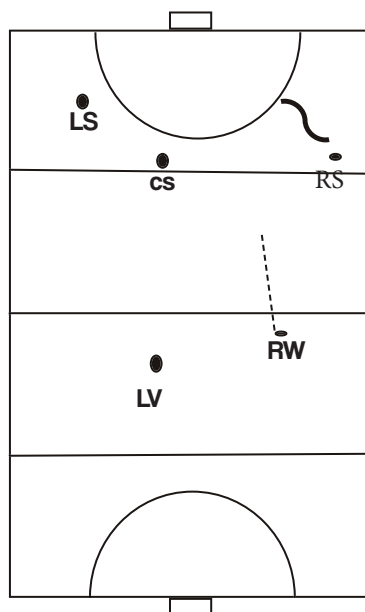


Figure 2 - Attacking options

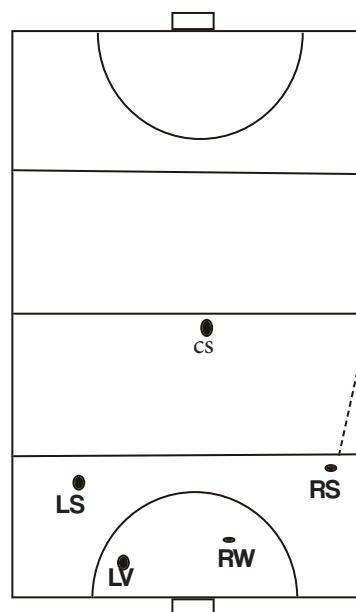


Figure 3 - Defending options

6 vs. 6 (1/4 Field)

Six-a-side Hockey

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

Playing Field

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

The playing surface can be:

- Artificial Field
- Grass
- Hardened surface

Try and use the field with the smoothest surface.

Goal Box

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

10-Meter line

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

The Ball

A normal hockey ball is used.

Teams

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

Match Duration

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

The Toss

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

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

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

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

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

Phase 1:

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|---|---|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> • To move the ball from left to right • To move the ball from front to back • Move the ball with increasing tempo <p>Dribbling with the Ball:</p> <ul style="list-style-type: none"> • To accelerate and slow down • At high speed • To dodge to the right and left • To pass left and right while moving <p>Combination Play: Pass and Receive</p> <ul style="list-style-type: none"> • To front stick pass to the left and right • Reverse stick passing – backward and forwards • Judge distance and speed of passes • Over increased distances • Target pushing and hitting for accuracy • Front stick receiving and then moving to the left and right • Receive a diagonal pass and accelerate • Reverse stick receiving • Receiving, accelerating and passing on the move <p>Scoring:</p> <ul style="list-style-type: none"> • From individual scoring skills • From combination and passing plays • From free hits <p>Goalkeeping:</p> <ul style="list-style-type: none"> • Stop ball with two feet and kick-clear it to the side • Move towards the ball and clear it away to the side | <p>1 vs. 1 (elimination)</p> <ul style="list-style-type: none"> -Pass the ball past the left foot of the defender (Herring Bone) -Defender approaching from behind -Pass the ball past the strong side (front stick) of the defender -Add fakes and dummies -Defend with stick close to the ground <p>To Combine: 2:0</p> <ul style="list-style-type: none"> -Receiving on the front stick is easier than receiving on the reverse stick -Create and hold space to facilitate passing <p>Positional Play 2:1 and 3:2</p> <ul style="list-style-type: none"> -Task sharing: role of attackers and defenders -Vision and awareness before passing -Receiving in a way that early, quick passing is facilitated -Stationary free hit situation <p>-A controlled hit leads to safety and increased accuracy</p> <p>-Awareness of the goalkeeper’s positioning</p> <p>-Task sharing: rotate attackers and defenders</p> <p>-Clearing the ball quickly gives the attacking team less chance to score a rebound</p> <p>-Movement off the baseline decreases the attackers scoring angle</p> |

Phase 2:

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|--|--|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> To move the ball from the front stick to the reverse stick To move the ball from left to the front, back and to the right Increase the tempo Include fakes and dummies Flip the ball from the ground Flip the ball and catch it on the stick One handed stretch action: front stick, backhand and the jab <p>Moving with the Ball:</p> <ul style="list-style-type: none"> To the left and right To dodge and pass including reverse stick skills Increase the tempo of elimination skills Change direction Dribbling with the ball, slowing down, turn out Passing past the strong and weak side of the defender Tackle back on the front stick <p>Combination Play: Pass and Receive</p> <ul style="list-style-type: none"> Passing backwards, forward, left and right Pushing and hitting over increasing distances Powerful and accurate hitting of a stationary ball Receiving of the ball and passing immediately Playing in a triangular shape Passing to the right with the reverse stick Leading to receive Running in the width and depth with and without rotations Receiving the ball from different directions Passing over a flat stick (slightly raising the ball) Receiving raised balls on the front and reverse stick <p>Scoring:</p> <ul style="list-style-type: none"> From individual goal scoring skills From a pass and combinations plays Whilst moving with the ball Under pressure (with a player running back to tackle the ball carrier) From a lifted pass From a short corner situation From a free hit <p>Goalkeeping</p> <ul style="list-style-type: none"> Moving off the goal line Stop ball and kick it to the side Work the ball away with the stick Take part in the following games: (5-4; 6-5; etc). | <ul style="list-style-type: none"> To keep ball possession with increased control <p>1 : 1</p> <ul style="list-style-type: none"> The ball carrier must carry the ball on the strong stick side Accelerate once you have passed the defender Eliminate outside the reach of the defender (turn away, reverse action) <p>The rules for keeping the ball away from a defender:</p> <ul style="list-style-type: none"> Keep the ball moving Turn actively away from the defender with a wide arc, so that the ball remains out of defensive reach <p>To Combine 2:0</p> <ul style="list-style-type: none"> Make a support lead after giving a good pass; this gives team mates a passing option and increases the chance to succeed in attack Handling tempo must be adapted according to the technical abilities and attention on dangerous play <p>Positional Play 2:1</p> <ul style="list-style-type: none"> Lead towards the ball to receive it Create space for yourself to move into by dummying to one side and moving to the other <p>To Combine: 3:0 and 3:1</p> <ul style="list-style-type: none"> Always have 2 possible passing options Indicate clearly where you want to receive the ball Receive on the front stick side whenever possible <p>Positional Play 3:2</p> <ul style="list-style-type: none"> Play to the reverse stick side of the defender whenever possible <ul style="list-style-type: none"> Be aware of the position of the goalkeeper Variation in the attacking options |

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

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

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

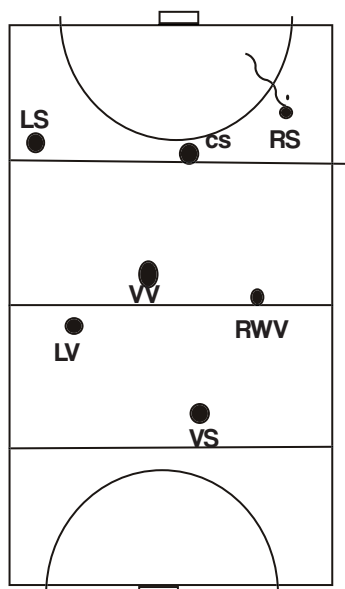


Figure 4

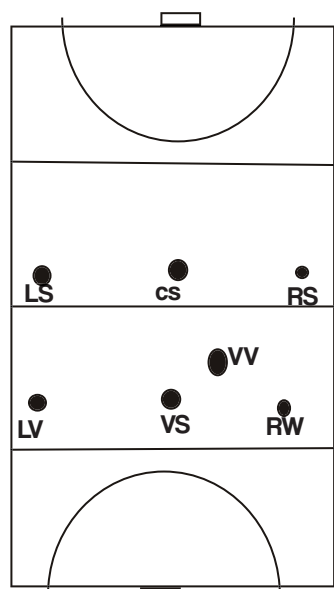


Figure 5

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

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

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

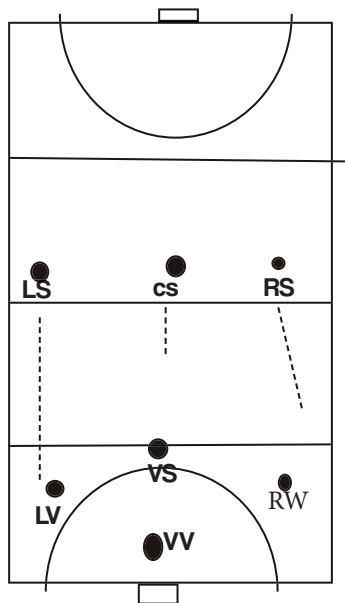


Figure 6

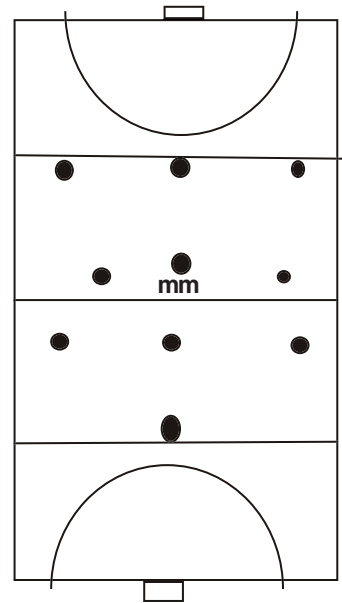


Figure 7

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

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

Teaching players to stretch the field (width), will create space in the depth of the field. The attacking and defending penalty corners will add new elements to team coaching.

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

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

IMPORTANT CHARACTERISTICS OF A TRAINING SESSION

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

Technique:

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

Tactic:

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

Learning Condition:

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

8 vs. 8 (1/2Field)

What does the field look like?

What are the game rules?

Eight a side Hockey

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

Playing Field

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

Goal Box

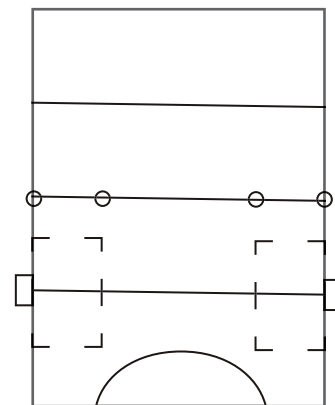
Every team has one goal box (normal goal boxes). If there are no goal boxes available beacons can be used as a substitute.

The Goal Area

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

Teams

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



Match Duration

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

Step 5: (11:11) 11 - 18 Year Olds

The final step in the game progression is the move from eight-a-side to eleven-a-side (11:11). The difference in the two games lies with an additional line of players: three forwards, three midfielders, three defenders, an additional free defender and the goalkeeper. (K-1-3-3-3).

Phase 1

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|--|---|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> Combination of stick and ball movements to all sides of the body <p>Moving with the Ball:</p> <ul style="list-style-type: none"> Slalom/ Indian dribbling One handed dribbling Accelerate/slow down Changing direction/turn outs Elimination of a defender Avoiding defenders and attacking space Dummies – Body and stick fakes <p>Combination Play: Refinement of receiving techniques: front and reverse stick receiving</p> <ul style="list-style-type: none"> Passing and receiving Push and hit one-two combinations Passing width: to the left/right Passing with depth: ahead and behind Receiving balls from the left and right Diagonal balls from behind <p>Dummy movements prior to passing:</p> <ul style="list-style-type: none"> Reverse pass after a fake Front stick pass after a reverse fake <p>Scoring: Low and high</p> <ul style="list-style-type: none"> From a one-two passing combination From a 2 vs. 1 situation From a positional interchange From a 1-1 with the goalkeeper Receiving front/reverse stick and score Quick scoring under pressure To adjust and score <p>Goalkeeping</p> <ul style="list-style-type: none"> To close down and communicate with the defenders Reaction to high and low balls | <p>The smaller the space, the more hand and body speed is required</p> <p>1:1</p> <ul style="list-style-type: none"> -Attacking: Keeping possession in the 1:1 situation -Defensive: Defending on the front and reverse stick side -To accelerate after cutting off the opponent <p>-Support leads determine success of the combinations</p> <ul style="list-style-type: none"> -Positional play 2-1 and 3-2 -Mini games 4-4 and 5-5 -Each position has attacking and defensive aspects that must be mastered <p>Attack situations:</p> <ul style="list-style-type: none"> -Solo attack to shoot -Pass- receive and solo attack to shoot -Combination of passes to shoot <p>Positional Play 3-2 and reduce to 2-1</p> <p>Mini games 2-2 and 4-4</p> <p>Interaction and cooperation with defenders:</p> <ul style="list-style-type: none"> -Communication and support -Ball side/ Help side defence |

Phase 2

| TECHNICAL EMPHASIS | TACTICAL CONCEPTS |
|---|--|
| <p>Stick Ability:</p> <ul style="list-style-type: none"> In a number of directions and angles Individual tricks, dummies and lifts with the stick <p>Moving with the Ball</p> <ul style="list-style-type: none"> Dribbling and passing combined Aerial dribbling <p>Combination Skills:</p> <p>Refinement of advanced receiving and passing techniques</p> <ul style="list-style-type: none"> The slap/reverse stick pass Receiving on the backhand; high or low High tempo passing combinations Receive and early, quick passes High ball (flick or overhead) Receiving of the high ball <p>Dummy movements prior to passing:</p> <ul style="list-style-type: none"> Reverse pass after a fake Front stick pass after a reverse fake Passing after fake body movement <p>Positional interchange:</p> <ul style="list-style-type: none"> Depth and width Short and long leads <p>Change of point of attack. Receiving a pass from behind followed by a turn out and acceleration in a new attacking direction.</p> <p>Scoring and Goalkeeping:</p> <p>To score whilst moving with the ball</p> <ul style="list-style-type: none"> From the edge of the circle, left, right and center The 7 yard area: aerial and flat balls Hit and move for rebounds 1-1 with the goalkeeper Circle positional play and finishing on target Out number defenders in the circle and score | <p>Individual dribbling skills without been selfish. Passing is more important than individual dribbling actions</p> <p>Anticipation and timing of leads</p> <ul style="list-style-type: none"> -In the correct direction -At the correct game tempo -Into the correct space <p>First touch control and tempo increase</p> <p>Defensive Teamwork</p> <ul style="list-style-type: none"> -Double defence <p>-Positional Play 2-1 and 3-2 followed by finishing at goal, play until you can score</p> <p>-Mini games in the circle where one team out numbers the other (6-5; 7-5+1) play till you score</p> |

Eleven-a-side Hockey

The K-1-3-3-3 formation is the most commonly used system in eleven-a-side hockey. This system ensures that:

- There is a good balance of players across the width and depth of the field
- Ensures good attacking and defensive numbers
- Allows for easy transfer from attack to defence and visa versa

In this system there are two clear axes recognisable:

- The vertical or length axis
- The horizontal or width axis

The central mid-fielder is the most important player in the team, serving as the pivot between attacking and defensive play.

The K-1-3-3-3 system consists of four positional lines:

- The striker line
- The mid-fielders
- The defenders
- The goalkeeper

Observation and Analysis

It is a difficult task to assess the quality of a game and the performances of each player. Every coach has a different outlook on the game, usually based on what he has learnt from others or own experiences.

One coach may give more attention to technical training, while the other may place more emphasis on tactical aspects.

Match Analysis

In order to analyse a game it is important that clear tactical instructions are given to the team. These need to be evaluated at half time and at the end of the game.

Golden rule: "If you pay attention to everything, you will miss the important things". Coaches must restrict the number of aspects they evaluate. Just focus on a few key aspects each match. These aspects may change from game to game.

Examples of points to analyse during the match:

Own Team:

- Assess if tactical tasks set to the team have been carried out, for example maintaining formation
- The strong/weak points of your team
- How are the attacking and defending lines functioning in your team?
- Are individuals performing their individual tasks
- Assess set pieces: Are the team disciplined at performing trained set pieces?
- Physical Aspects: Mobility, agility and speed
- Technical aspects: Passing and receiving skills, dribbling skills, defending skills and scoring skills

Opposition Team:

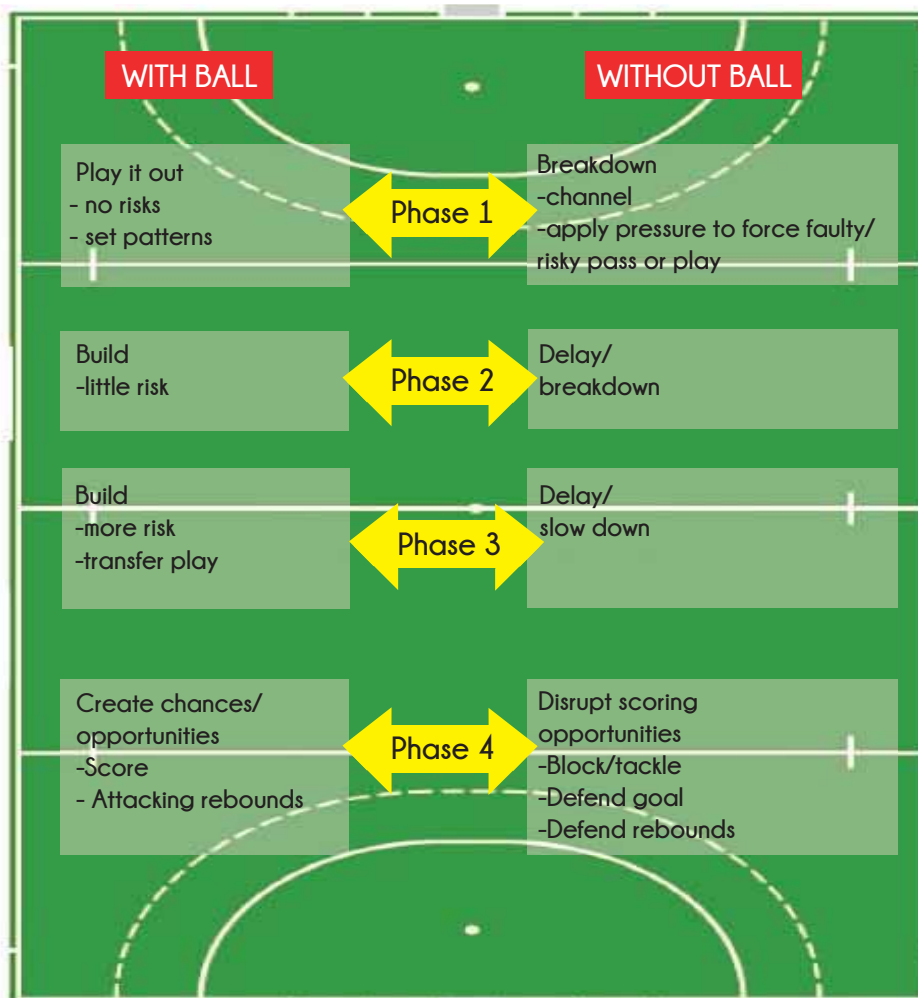
- The strong/weak points of the opposition
- How does the attacking and defending lines of the opposition function?
- Are there areas not covered by the opposition that could be exploited?
- Set Pieces - How does the opposition take the free hit and the attacking short corner?
How does the opposition defend the short corner? How does the opposition set up of the defending and their attacking formation?
- Physical Aspects: Mobility, agility and speed
- Technical aspects: Passing and receiving skills, dribbling skills, defending skills and scoring skills

Match analysis is used to improve skills and correct technical and tactical problems as well as adapt team strategy at half time if necessary.

GAME CONCEPTS

11 vs. 11

Systems in Hockey



Tactics are the way in which the opponents, individually and collectively, is organise themselves or a team in a team sport. The team controlling the ball is the 'attacking' team; the team without the ball is the 'defending' team. Thus we can refer to 'offensive' and 'defensive' tactics.

Individual tactics refer to the tactical actions taken by a single player in a given situation.

Collective tactics mean:

- The tactical actions of the whole team: the team tactics
- The tactical actions of the various lines in the team: the line tactics
- The tactical actions of several players grouped together on the field: the group tactics

Factors that played an important role in the fast development of hockey tactics are:

- The tactical development of other ball sports (basketball, soccer)
- Bringing in medical and conditioning personnel, improving physical performance and movement techniques
- The building of several synthetic turf fields, making the game faster and also improving techniques such as passing, making it more effective overall
- Frequent changing of rules: adaptation to make the game more dynamic, (e.g. doing away with the off-side rule)
- Change in the interpretation of the rules, (e.g. allowing a high ball or reverse stick)

Tactics for Youth Teams

The system you choose to play depends on the technical and tactical abilities of players available and the expected game plan of the opposition. A system is meant to bring order to and divide tasks amongst the 11 players. The development of systems is there to make the game more dynamic.

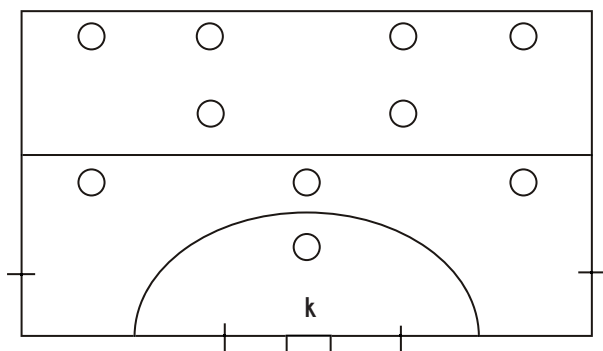
The 11 players are divided into various lines:

- The back line (defenders) play just in front of the keeper and usually constitutes 1 free defender and 3 (or 4) other defenders. There will most likely be 4 defenders if the back line plays without a free defender;
- The midfield consists of 2, 3 or 4 players (midfielders);
- The forward line consists of 2, 3, or 4 strikers.

Several variations can be achieved during set-up. The most well-known are:

Formation 1

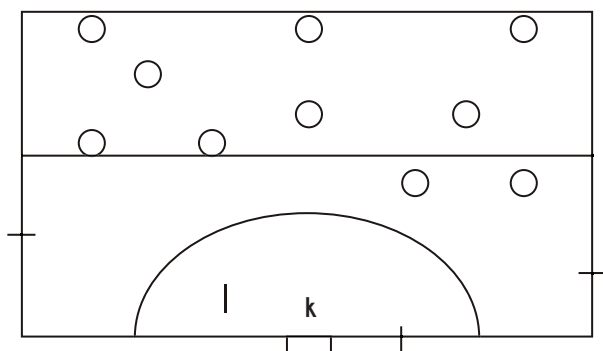
K-1-3-3-3 (with sweeper playing behind the three defenders)



The advantage of this system is that the defenders always have cover and opposition's space to attack into is limited.

The disadvantage of this system is that you do not have extra midfield player.

K-3-1-3-3 (with a sweeper playing in front of the defensive line)

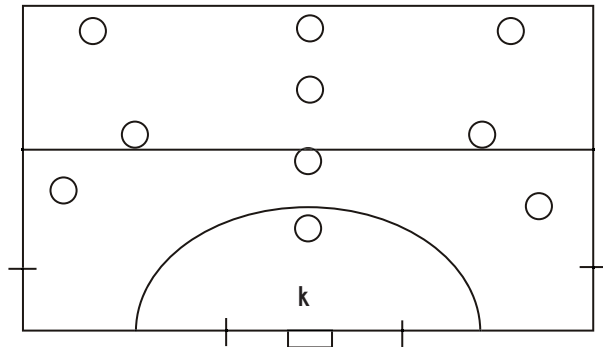


The advantage of this formation is that you have a free player behind the midfield. The extra player can assist in the midfield with ball possession and attack. In the case of defensive play, you have an extra defender behind the midfielders and defensive tactics can be engaged higher up in the field.

The disadvantage is that the team plays a 1-on-1 game in the defence, and thus has no cover for the defenders.

Formation 2

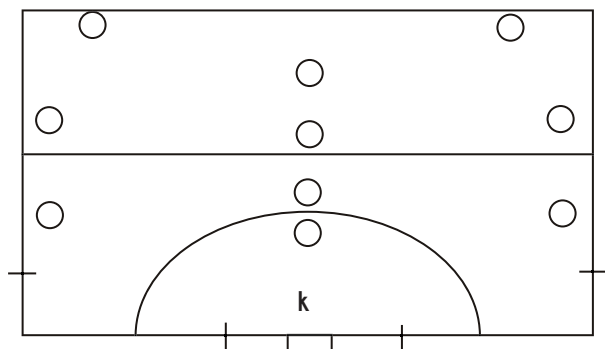
K-3-4-3 (four man midfield in a diamond, square or trough)



The advantage of this formation is that you have a free player behind the midfield. The extra player can assist in the midfield with ball possession and attack. In the case of defensive play, you have an extra defender behind the midfielders and defensive tactics can be engaged higher up in the field. The disadvantage is that the team plays a 1-on-1 game in the defence, and thus there is no cover for the defenders.

Formation 3

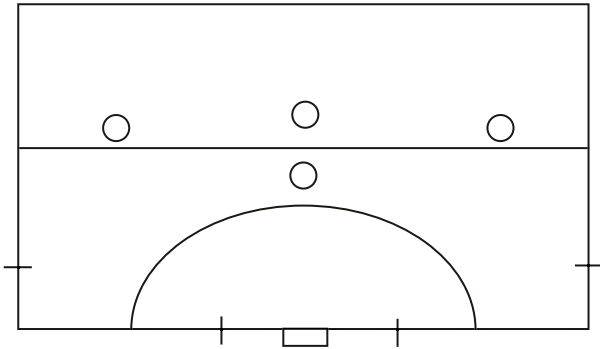
K-1-3-4-2 (four man midfield in a diamond, square or trough)



The advantage of this system is that you have cover in defence and an extra player in the midfield. The disadvantage is that you are compromised in attack as there are only 2 strikers.

Defence Line

- One free defender (sweeper). This defender gives cover and depth behind the other 3 defenders;
- Two wing defenders; left and right outside halves who defend the outside strikers of the opposing team.
- One central defender (center back) who defends the centre striker.



Basic Terms in Defence:

Man-to-Man Marking

Marking of a player by standing close to them wherever they move

Zonal Marking and Defence

The defender defends a zone around him and picks up any player or ball that passes through it.

Cover Defence

Deep defensive support from a defending team mate.

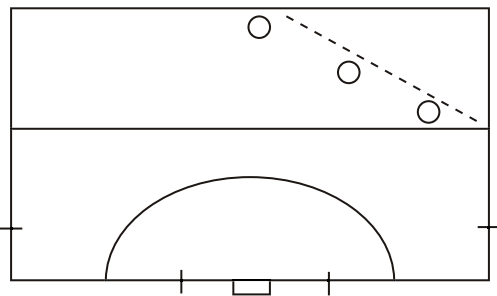
Double Defence

Defensive team work which encourages the high defender to channel an attacker onto the front stick side of the supportive cover defender.

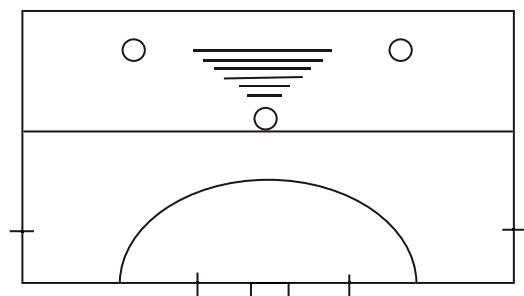
The outside defenders get the most opportunity to attack. The central defender can be used as a surprise attack because center strikers are not always mindful of reverse defending or reverse pressing.

The Midfield Line

The following formation possibilities can be seen in the midfield line:

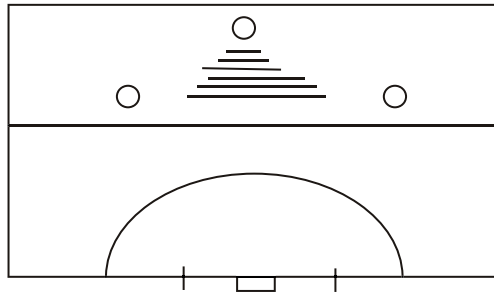


A Diagonal Line: The central mid-felder acts as a pivot for the left and right midfielder, usually one acts more offensively, and the other acts more defensively.

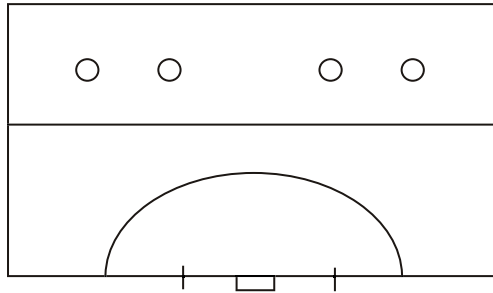


An Attacking Triangle: The two outside midfielders are higher and more attacking with the central midfielder deeper.

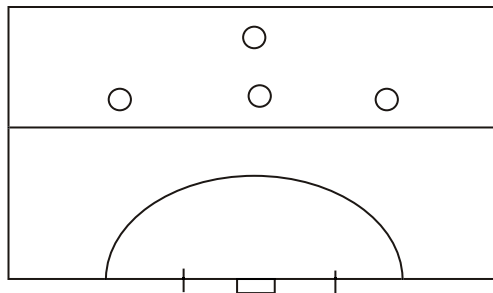
A Defensive Triangle: The central midfielder plays ahead of the deeper outside midfielders.



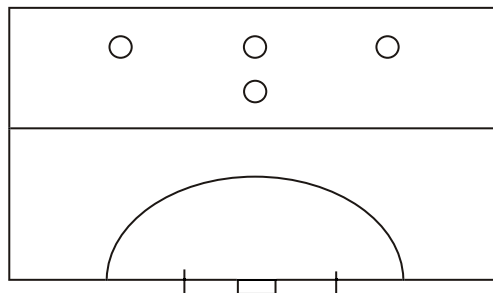
Four Midfielders: More or less playing on 1 straight line.



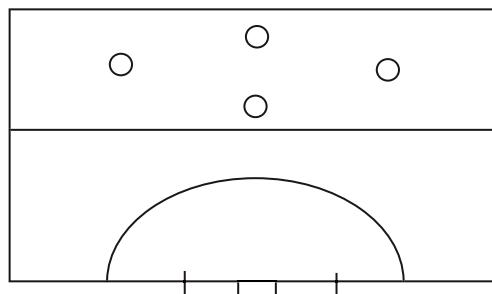
Three-One Formation: One attacking midfielder.



One-Three Formation: One defensive midfielder.



Diamond Formation: One central attacking midfielder and one central defensive midfielder.



Trough Formation: (trough) with 2 offensive and 2 defensive players.

Role of the Midfielders

Support in Attack:

- Lead to establishes clear passing links to players from the defence line
- Responsible for good connecting passes to the players in the striker line
- Deep supporting leads to players in the striker line (V-passes)
- Assist forward attacking tactics
- Make penetrating attacking runs into the space created by the high players
- Can add width to attacks on the sides of the field
- Key players in restarts (free hits, sideline hits)

Support in Defence:

- Responsible for spatial defence between the strikers when the opposition clears the ball from the circle
- Must make a defensive decision (man-on-man marking or zonal marking) when opposition approaches
- Responsible to mark, channel and tackle the opposite midfielder
- Defensively overloading the opposition
- Eliminating key opposition players through tight defensive marking

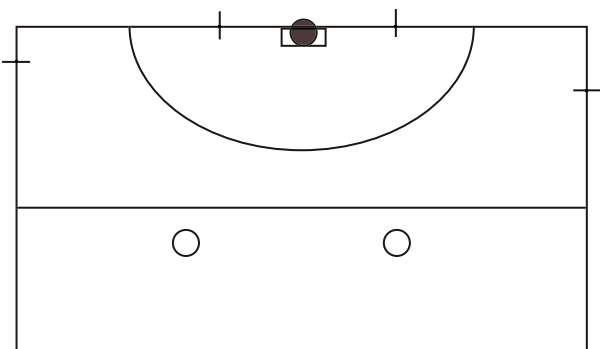
Turnover and Dominance:

Turnover of the ball can be unexpected and midfielders need to have good reactions to these situations. Players with good insight and experience definitely have an advantage in reading the game and being able to turnover ball possession.

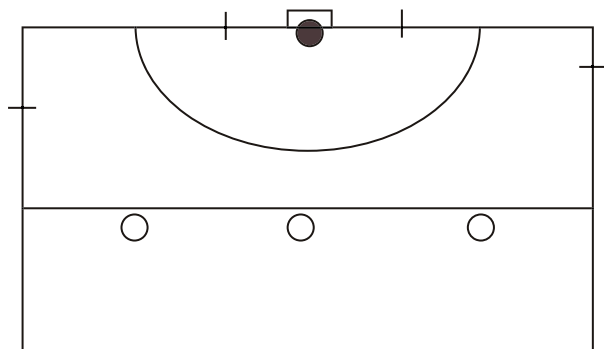
The Striker Line

The striker line can consist of 4, 3 or 2 strikers, depending on the team system.

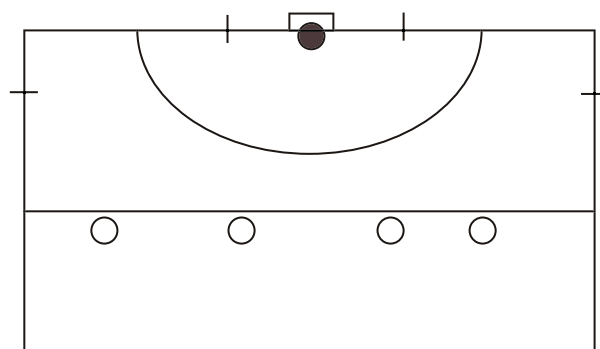
Two Strikers



Three Strikers



Four Strikers



Role of the Strikers

Support in Attack:

The following attacking tactical aspects are important for the striker line:

- Lose the opposition marker, thus become open to receive passes from team mates.
Timing of leads is important
- Maintain an attacking position
- Rotate positions across the width of the field to confuse the opposition defence
- Lead to create space for team mates running with the ball
- Penetrate the oppositions defensive line
- Attack to the circle as quickly as possible, either individually or with short passing combinations

Support in Defensive

When defending, attention must be given to:

- Disrupt the oppositions attacking lines especially when zonal marking is used to cut parts of the field. Zone defence is used to force the opposition to take risks out the back thus force them to make mistakes
- Quick reverse press pressure on opposition defenders and midfielders to channel or gain possession of the ball
- Close down and channel opposition defenders
- Falling back to own half to get defensive numbers behind the ball

Summary

When developing a tactical system, ensure that all players know and understand their positional roles. It is also recommended that players are given the opportunity to play different positions so as to enhance their tactical knowledge. Incorporating match-oriented exercises or training game situations is imperative during training sessions. The level of tactical ability displayed by the team, is dependent on the technical abilities of the individual players.

Individual Tasks of Players

| POSITION | Without the Ball/ Defensive Role | With the Ball/ Attacking Role |
|--------------------------|--|---|
| Goalkeeper | <ul style="list-style-type: none"> Last line of defence behind defenders Communicate defensive instructions/directives | <ul style="list-style-type: none"> Communicate attacking instructions/directives |
| Sweeper | <ul style="list-style-type: none"> Give cover defence to defenders Mark extra man that breaks through Set up double defence with other defenders to force turnovers | <ul style="list-style-type: none"> Move into midfield and assist with attack Move to support midfielders (moves into the midline), provide cover behind the midfield line, and facilitate outlet passes |
| Center Back | <ul style="list-style-type: none"> High marking of the center striker If the back three are man-to-man marking, the high defender can step up on opposition players who break through as an extra attacker | <ul style="list-style-type: none"> Move into midfield and assist with attack Move to support midfielders (moves into the midline), provide cover behind the midfield line, and facilitate outlet passes |
| Right Defender | <p>Ball side:</p> <ul style="list-style-type: none"> Man-to-man marking of left striker Channel opposition to front stick side <p>Help side:</p> <ul style="list-style-type: none"> Cover defence | <ul style="list-style-type: none"> Provide attacking width on the sideline Provide outlet pass to the right hand side attack Assist with left hand side build up play to the half way line |
| Left Defender | <p>Ball side:</p> <ul style="list-style-type: none"> Man-to-man marking of right striker Channel opposition to front stick side <p>Help side:</p> <ul style="list-style-type: none"> Cover defence | <ul style="list-style-type: none"> Provide attacking width on the sideline Provide outlet pass to the right hand side attack Assist with left hand side build up play to the half way line |
| Centre Midfielder | <ul style="list-style-type: none"> Drop behind the line of the ball as soon as possible after a turnover Delay tackling, concentrate on channeling the opposition attack left Restricting opponents attacking space | <ul style="list-style-type: none"> Restrict 1vs1 in the middle of the field (too high a risk) Responsible for triangular shape in the midfield, depth or height in attack Lead to encourage passes from the defensive zone Create depth to the striker attack- guard player |
| Right Midfielder | <ul style="list-style-type: none"> Must get behind the ball immediately after loss of possession Ball side-help side defence | <ul style="list-style-type: none"> Maintain triangular set-up in the midfield by staying on the inside of the right striker Join attack on the ball side and drop defensively on the help side |

| | | |
|------------------------|--|--|
| Left Midfielder | <ul style="list-style-type: none"> • Must get behind the ball immediately after loss of possession • Ball side-help side defence | <ul style="list-style-type: none"> • Maintain triangular set-up in the midfield by staying on the inside of the left striker • Join attack on the ball side and drop defensively on the help side |
| Right Striker | <ul style="list-style-type: none"> • Close down attacking space of the opposition left half • Channel and delay attack • Turnover possession if possible | <ul style="list-style-type: none"> • Eliminate the left half and cut to the inside as soon as possible (shortest way to the goal) • If there is cover defence, attack in pairs with the center striker or right midfielder • Make a high, baseline lead when attack is down left hand side |
| Left Striker | <ul style="list-style-type: none"> • Close down attacking space of the opposition right half • Channel and delay attack • Turnover possession if possible | <ul style="list-style-type: none"> • Eliminate the right half and cut to the inside as soon as possible (shortest way to the goal) • If there is cover defence, attack in pairs with the center striker or left midfielder • Make a high, baseline lead when attack is down right hand side |
| Center Striker | <ul style="list-style-type: none"> • Force the opposition left and block play to the right hand side | <ul style="list-style-type: none"> • If the ball is with the right or left striker, stretch the field by leading to the baseline • Attack space or the reverse stick side of the last line of defence. • In the circle, occupy the 7 yard area ahead of the goal mouth |

SET PIECES

Penalty Corners

Attacking Penalty Corners

To make the most of penalty corners opportunities in matches it is important that attention is given to training them during training sessions. Not only the attacking penalty corner is important, but also the defensive corner must be just as efficient and organised.

Below are some important facets of the Penalty Corner:

1. The set-up
2. Push out (injector)
3. Stick stop
4. The hitter
5. Attacking rebounds and deflections

The Set-up (Figure 1)

Generally 6 to 7 players stand on the edge off the circle. These players have there own individual roles:

1. The push out injects the ball into the circle and covers the short rebound on the goalkeepers right
2. The stick stopper stops the ball and rolls the ball back into the circle
3. The striker hits, slaps or drag flicks the ball in the direction of the goal
4. Slip hitter hits, slaps or drag flicks the ball when slipped from the stick stop.
- Also covers the long rebound to the goalkeepers right
5. Deflection runner or covers the long rebound on the goalkeepers left
6. Deflection runner and covers the short rebound from the goalkeepers left

Important: In this situation the ball gets pushed in from the left side of the goal box.

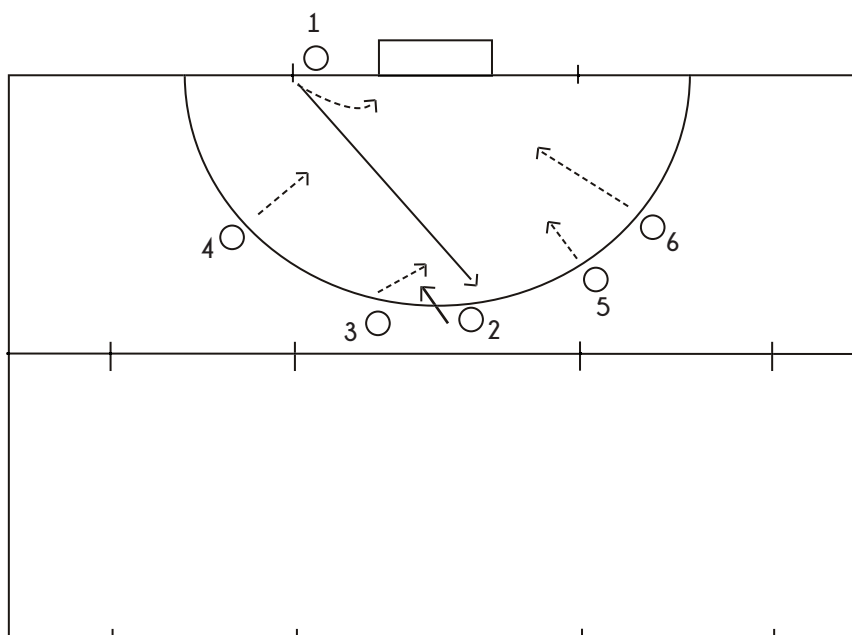


Figure 1

Injector

The ball can be injected by a push, hit or a drag.

The Push:

- **Advantages**

- The push is well directed and flat
- The release of the ball can be disguised, making it difficult for the opposition to predict when the push out will occur

- **Disadvantages**

- Injection speed is softer

The Hit:

- **Advantages**

- Injection speed is much harder

- **Disadvantages**

- The hit is less accurate
- The defenders' reaction is much quicker, because they can react to the back swing

The Drag:

- **Advantages**

- Pass is hard and accurate
- Pass is flat

- **Disadvantages**

- Can only be used effectively on artificial turf

It is recommended that the ball is pushed from the left side. This makes it easier for the hitter to hit the ball from the stick stop and it is easier to roll the ball to either side of the stopper.

Stick Stop

The technique used by the stick stop is determined by the quality of the players and the playing surface. The stopper needs to be agile and have a low body position. The eye-ball contact must be made over the whole distance until it reaches the stick. Hand position will vary according to personal preference but hands must be separate (2 fists) to ensure stick stability. The face of the stick is tilted forward.

At the moment of the stop, the player must be still with the right foot forward. After the ball is stop it must be moved into the circle as quickly as possible.

The Hitter

The rhythm and movement of the hitter must be one smooth forward movement. The stick is taken back and away and as the player moves forward he swings through with the stick (quicker action). The rhythm of the body movement adds momentum to the hit. After the hit the player follows the ball into the circle for the long rebound. The hit is not just about power but also the control of the hit. As the player improves it will become more accurate and more powerful.

Rebounds

The players covering the short rebound zone are right and left of the keeper depending on where the ball is hit. The hitter and stopper will cover the rebound ball in the middle of the circle.

Defensive Penalty Corners

It is important that the defenders understand their individual job clearly and cooperate as a defensive team.

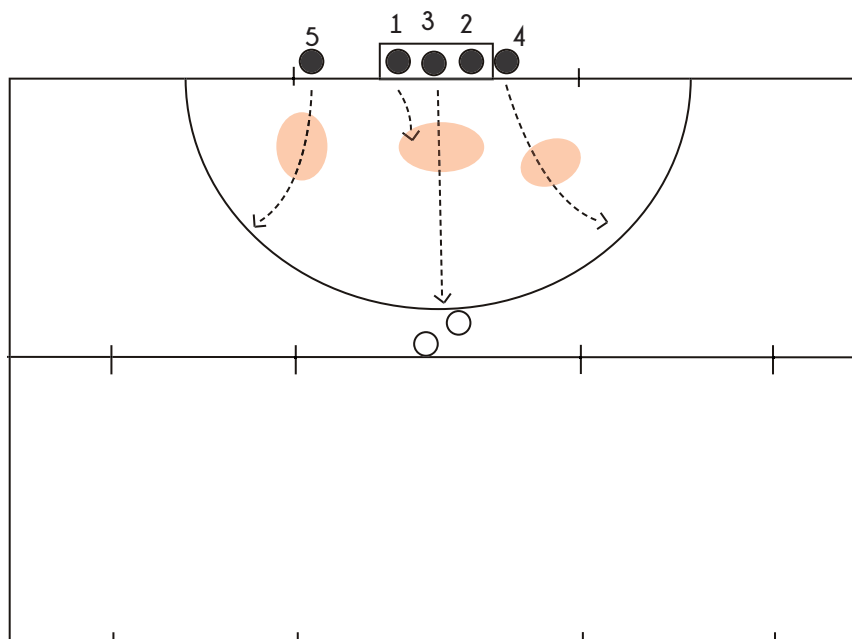


Figure 2

The Goalkeeper (1)

Immediately aligns himself in the direct line of the ball.

The Post Player (2)

- Step out just ahead of the line at the feet of the goalkeeper
- Body weight slightly on the toes
- Relaxed grip and keep stick still
- Keep stick still

First Wave(3)

The first wave needs an explosive start and, run out as hard as possible. Their role is to either place pressure on the hitter or block the shot by putting the stick in line with the ball. The stick is held in the right hand and the stick face is tilted forward, so that the ball does not deflect off the stick when it hits it. This player keeps his body out of the line of the ball and never crosses the path of the ball.

Second and Third wave (4 & 5)

These defenders are responsible for clearing of the ball that has rebounded off the goalkeeper pads, and defending the left and right side deflections.

Defensive Presses

Introduction

To provide a general outline we divide the field up into three zones (see figure 3).

Attacking Third

When the opponents are in possession of the ball in their defensive third, three basic types of defensive tactics are used:

- Full Press
- $\frac{3}{4}$ Press
- Half Court Press

These terms refer to the area on the field where the defensive pressure is applied to the opposition.

The choice of defensive tactic depends on a number of factors; for example:

- The score
- The time remaining in the half or game
- The ability of the opposition or certain players in the opposition to deal with the pressure

Although the general tactic needs to be decided on and communicated to the team before the match some degree of flexibility should be incorporated in the strategy.

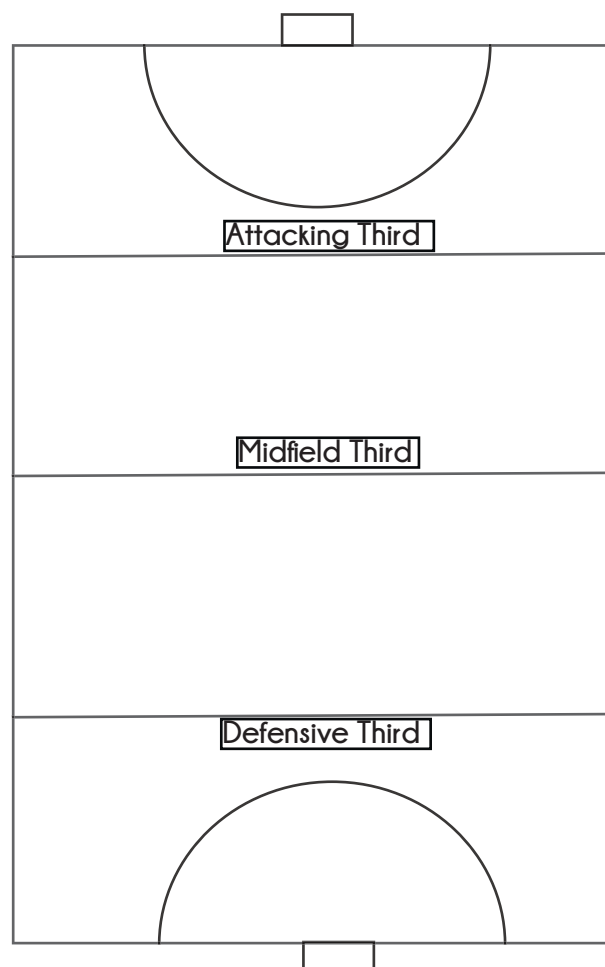


Figure 3

Full Press

As the defending team maximum pressure is placed on the ball. This is achieved by the three forwards lining up in such a way that the play is forced to the side of the field, preferably the left side of the field which is normally easier to defend (see figure 4).

The rest of the team organises themselves behind the strikers making sure that the direct pass is not allowed to pass through their defence line.

Once the ball has reached the side of the field, one striker cuts off the ball back to the middle of the field. The entire team reacts to this situation by stepping up ahead of their direct opposition

They use this method to:

- win the ball on the intercept if the attempt to pass through the press is poor
- force the opposition to try and run the ball out of trouble allowing the players who are pressing to dispossess and counter attack. This can be achieved by double-defence or tackling

Essentially the tactic involves:

- Squeezing the opposition into an area of the field
- Overloading the area with players cutting down their space, time and options
- And winning the ball in the turnover

NB: there has to be a "point" to the press, i.e. the first player who puts pressure on the ball carrier is the "point" and all other defenders take their defensive lines from this player.

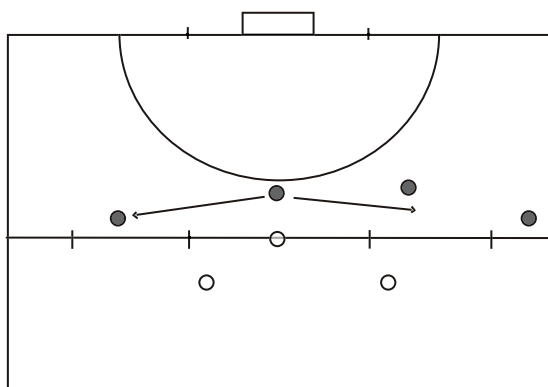


Figure 4

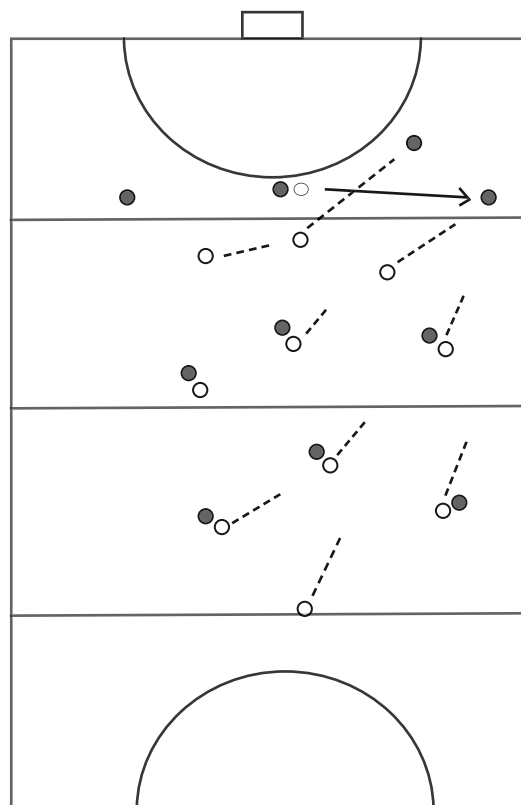


Figure 5

Midfield Press (3/4 Press)

The three quarters press has the defence holding back midway between the attacking 25 and the half way line before putting pressure on the opposition. The basic tactic remains the same as the full press with pressure on the middle of the field forcing the ball to be played wide then overloading the flank with defenders.

The obvious advantage in using this type of defence is that it draws the opponents out of their defensive 1/4 and allows space behind them for the counter attack. From the attacking team's point of view the press is exerted in a larger area of the field, which makes it marginally easier and less risky to play the ball out.

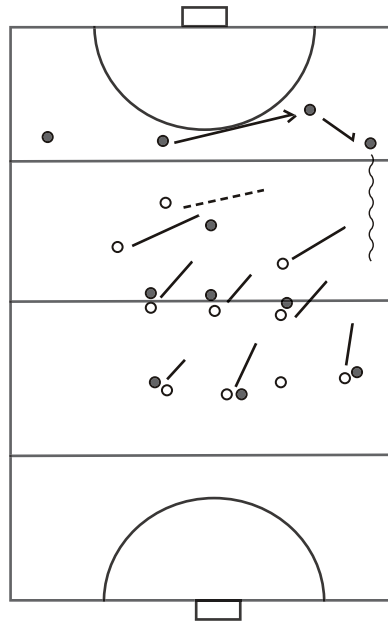


Figure 6

Half Court Press

Half court press is similar in set up except it uses the half way line as the mark at which defending begins. This type of defence relies on the opposition losing patience and trying to make passes through a congested area which are then intercepted and the counter attack is employed in the space behind players who have come forward.

The advantages for the defending teams are similar to those associated with the 3/4 press but risks allowing the opponent within reach of their defensive circle. The no offside rule also affects this defence as good running off the ball can stretch the press making it less effective.

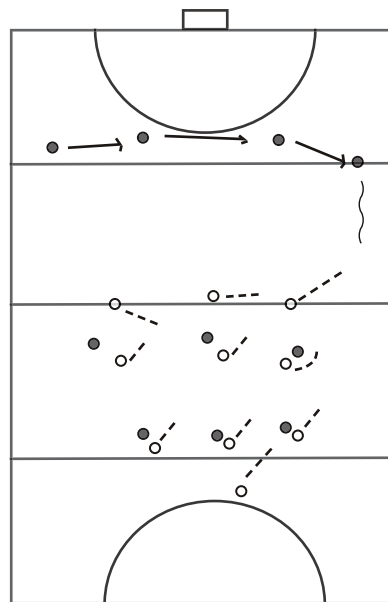


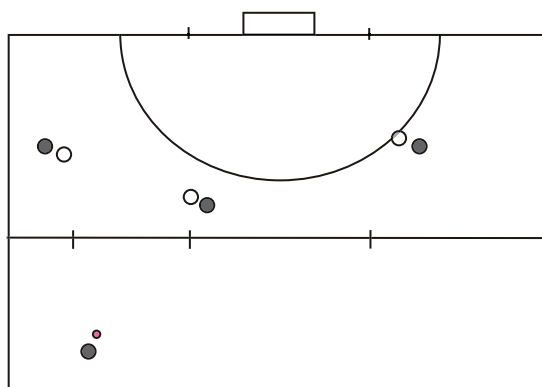
Figure 7

Defending outside the Circle

The closer the ball is to the goal, the tighter the marking needs to be. It must also be aggressive, allowing opportunity for defender to intercept passes ahead of the receiving player. The marking system must also allow for cover at all times. This is also dependent on where the ball is. Each area of the field calls for a slightly different style of marking and these are as follows:

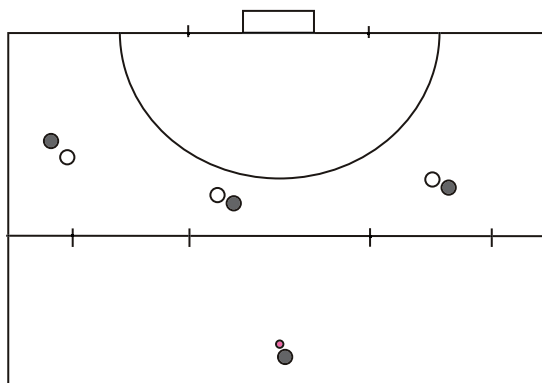
Ball on the attacking left hand side

- Marking on the side of the ball is tight and allows for intercepts
- Marking in the middle of the field is similar
- Marking on far side is goal side and allows for cover defence.



Ball in the centre of the field

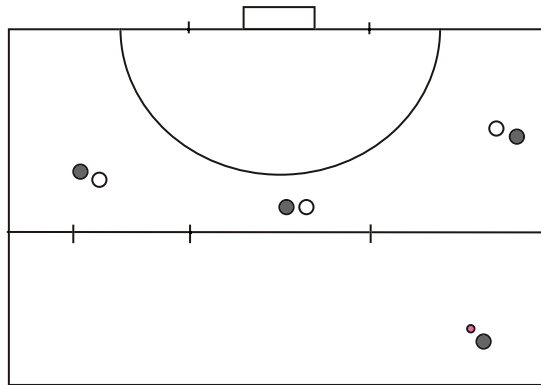
- Defenders are all fairly tight in this situation
- Always on the ball side of opponent
- Ready to intercept and counter attack



In this situation and other similar situations the tactic of “fake space” can be employed. A defender can “allow” more space encouraging the pass to the “open” player. As the pass is made, the defender steps to intercept, tackles or sets up a double defence.

Ball on the attacking right hand side

- Marking on the side of the ball is tight and allows for intercepts
- Marking in the middle of the field is similar
- Marking on far side is goal side and allows for cover defence.



Important

Defenders must have feet and shoulders perpendicular to the line of pass, in order to have the ball and receiving player in their field of vision. This maximise the opportunity of intercepting the pass.

The Basic Defensive Rules

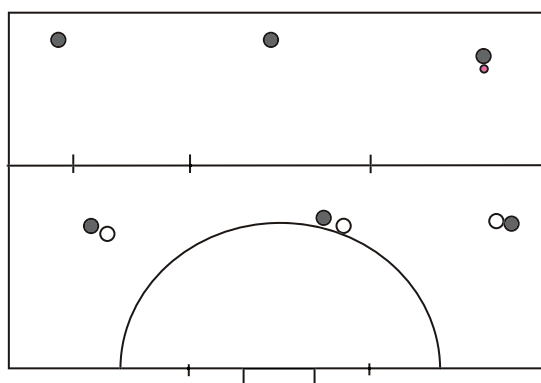
- Closer to ball
- Closer to goal
- Have the ball and receiving attacking player in view
- The defenders should always ensure that if an attacker receives the pass they are between the ball and the goals

Positional Changes in Defence

Marking positional changes need to take place when the opposition switch or transfer the ball across the field.

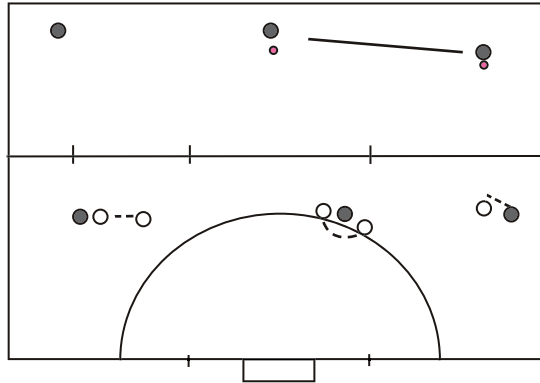
Ball Moving across the Field from Left to Right

Players closest to the ball (ball side) should mark very tightly, while the players furthest from the ball provide cover defence yet still being in a position to intercept.



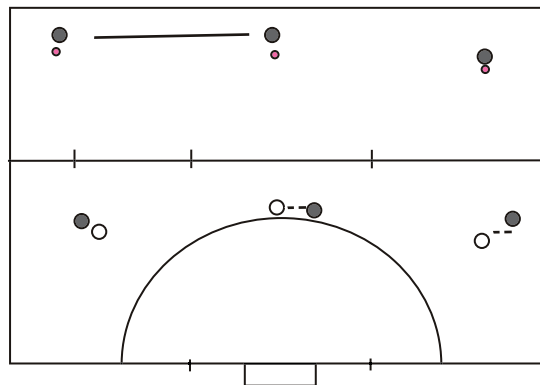
As the ball moves towards the centre of the field the following changes take place:

- RH moves slightly infield
- CB moves to left shoulder of centre forward into a position which would allow an intercept
- LH steps closer to RW



As the ball moves to the right, the marking adjusts as follows:

- LH marks tightly in a position ready to intercept any pass
- CB moves closer to ball side
- RH drops slightly to provides extra cover



16 Yard Out-Letting

The aim of the team, in possession of the ball, in this defensive area of the field, is to move it to the midfield or attacking third as quickly as possible. Most opposing teams will play with three forwards who have the task of placing pressure on the back four defenders. Good, intelligent inter-passing skills can create an overload situation out the back.

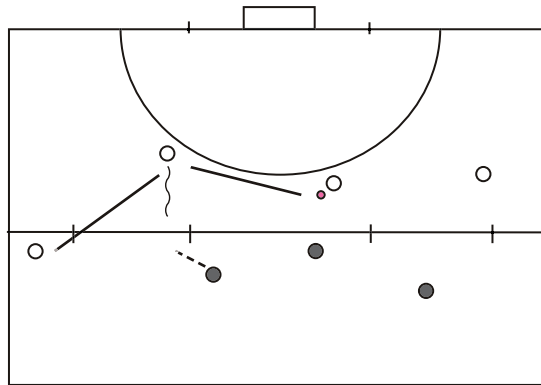
Out-letting when little or no Pressure is exerted by the Opposition Team

There are various ways of getting the ball out of this area and some are illustrated below to highlight the basic attacking principles;

Option 1

The CB moves the ball to the outside defender with speed. The CB then makes a support lead into the midfield. The following points are important;

- Ball pace and rhythm of attack
- Angle of pass
- Attract defender to create 2 vs. 1 with opposite striker

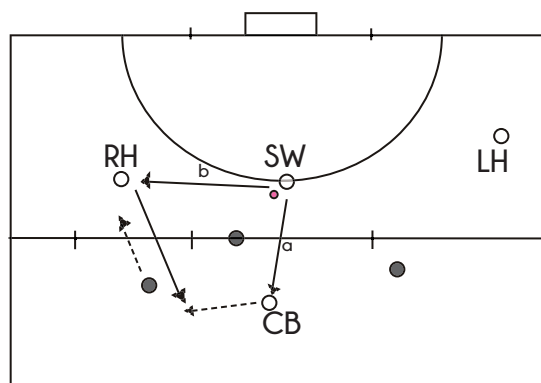


Option 2

The CB or SW pushes up into midfield to create extra man in midfield.

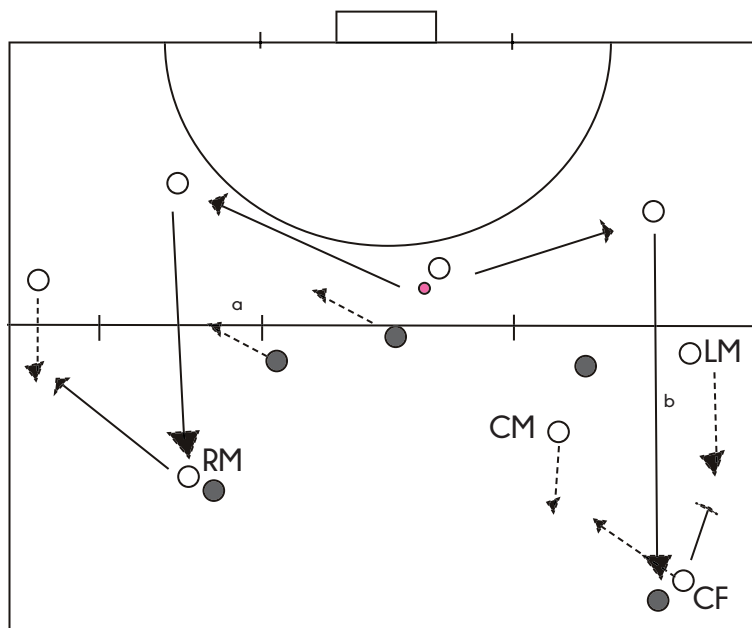
The pass is played direct to CB (a) or to RH (b) and then into the free player. Outside halves play deeper and closer to SW.

Midfield players should be aware of this movement and adjust positioning to create options. E.g. Right midfield moves wide.



- a) Long pass to RM or LM who bounces ball back to outside half on the run
- b) Long pass to CF or other forwards who bounce ball back to midfield player

Remember when playing against a good defence, midfield players and forwards need to have the ability to receive and eliminate markers to create overlap.



Out-letting when Maximum Pressure is exerted by the Opposition Team

Many opposition teams will high press the defence when the ball is deep in the defensive third, especially when the ball is on the side of the field. Defenders need to recognise the situation and respond accordingly.

There are a few options:

Around the Press

Teams have the option of playing the ball deep to the sweeper who transfers the ball to the opposite side of the field. (Option a)

Through the Press

Player with a really hard, accurate hit (with disguise on the direction) can hit through the press to a high forward in space. (Option b)

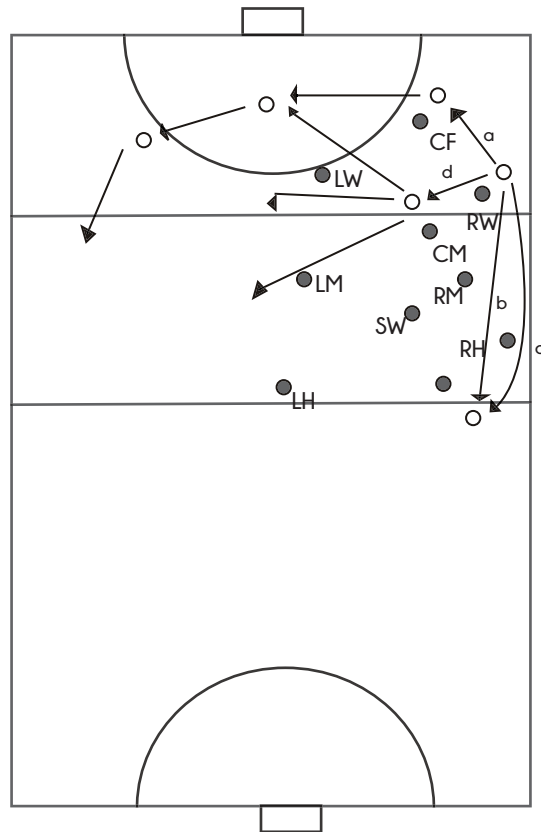
Over the Press

When the occasion presents itself the aerial ball can destroy a really tight press

Into the Press

Play the ball into the press ("suck" the play in) and then quickly switch the ball out of the press.

A good midfield player, with sound receiving skills and strength on the ball, can draw the opponent into him and then with good control, can move the ball to players in space on the opposite side of the field. (Option d)



Important in these situations:

- Take free hits quickly
- Get players inside the press, in front of their direct opponent to act as blockers
- Receive the ball, force a second free hit, and retake quickly. (rolling maul)
- Avoid playing ball left
- Keep high risk passes to a minimum
- “Suck” opposition in then quickly switch play

WARM UP ACTIVITY #1: PIRATE SHIP

DRILL SETUP

Mark out a 25m x 25m field with 4 cones. Depending on the number of participants, you may set up multiple fields.

DRILL DESCRIPTION

Players must stay within the boundary of the field. The coach (Captain) calls out a command & players (Crew) must follow the command. For the first couple of sessions only explain & use 4-5 commands.

As captain, mix up the type & speed of your commands. Use the table below for example commands & actions.

| COMMAND | ACTION |
|--|--|
| Man the Lifeboats | Call out a number (eg.6) & the players have to get into groups of six & "row" their lifeboat. |
| Scrub the Decks | Players crouch down & pretend to clean the floor with their hands. |
| Captain's Coming | Players salute. |
| Walk the Plank | Players walk in a perfect straight line one foot exactly in front of the other with arms outstretch to the sides |
| Boom Coming Over | Coach/Teacher makes action of boom moving across deck. Players must duck down to avoid. |
| Hit the Deck | Players lie down on their stomachs as quickly as possible. |
| North/South/East/ West or Left/Right/ Forward/Backward | Players all run in appropriate direction. |
| Captain's Coming | The players all have to walk with one leg straight & the other normally. |

WARM UP ACTIVITY #2: UP, DOWN, STOP GO!

DRILL SETUP

Mark out a 25m x 25m field with 4 cones. Depending on the number of participants, you may set up multiple fields.

DRILL DESCRIPTION

Players must stay within the boundary of the field. The coach/teacher will yell out either GO, STOP, UP or DOWN.

Players must react to each call differently:

| COMMAND | ACTION |
|---------|---|
| GO | Players must stop still. |
| STOP | Players must move around the space either walking or running. |
| UP | Players must sit or lay down. |
| DOWN | Players must stretch up to the ceiling. |

Note: Yes, the actions are opposite to the commands. It is important that players listen very carefully!

WARM UP ACTIVITY #3: BODY PARTS

DRILL SETUP

Mark out a 25m x 25m field with 4 cones. Depending on the number of participants, you may set up multiple fields.

DRILL DESCRIPTION

Players must continually move around the field staying within the boundary, performing an activity that the coach/teacher calls out.

The coach/teacher will call out a number & a body part. Once this is called, players must get into groups of the number (eg. 5) with the body part (eg. elbow) facing the middle of the group.

EXAMPLE LIST OF ACTIVITIES

Running

Walking

Hopping

Skipping

Jumping

Side Stepping

Disco

High Knees

Bounding

Baby Steps

COACH/TEACHER INSTRUCTIONS EXAMPLE:

Staff will call "skipping", let the players skip for 30 secs & then call "4 hands". The Staff will give the players time to form their groups & then call out "high knees" & the activity continues.

WARM UP ACTIVITY #4: SCARECROW TIGGY

DRILL SETUP

Mark out a 25m x 25m field with 4 cones. Depending on the number of participants, you may set up multiple fields.

Pick one or two players to be the taggers.

DRILL DESCRIPTION

Players must continually move around the field but stay within the boundary. When a tagger tags a player, that player becomes a scarecrow. Scarecrow have to stand with their legs apart & arms held straight out. Other players can free a scarecrow by clapping between their legs. If a player is tagged while trying to free a scarecrow they too become a scarecrow.

ALTERNATIVE RULES:

Coaches may choose to play Scarecrow Tiggy with players using hockey sticks & balls. All players start with a ball. If the tagger tackles a player & knocks their ball out of the area, the player becomes a scarecrow (& leaves their ball outside the area.) To free a scarecrow, another player need to dribble their ball through a scarecrows legs. Once this occurs, they can go & get their ball & rejoin the game.

PASSING SKILLS

SKILL: PUSH

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE BUNT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE HIT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Both hands are placed together at the top of the stick
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE SHORT GRIP HIT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Both hands are placed together at the middle of the grip of the stick
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

- The hit is one movement, where the back & forward swing forms half a circle shape
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play

SKILL: FULL VISION PASSING

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip , Relax the right hand slightly

Body Position:

- The shoulders remain open in a forward direction
- The left hand is pushed extremely far away from the body, forcing the upper body to open slightly to the right

Ball Position:

- Just prior to the pass the ball is dropped slightly backwards & the pass is made from behind the right foot (photo 5)

Action:

- The ball is held on the stick as long as possible . It will be a short explosive passing movement

SKILL: SLAP HITTING

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-The hands are placed together at the top of the stick

Body Position:

- The imaginary line from shoulder to shoulders determines the direction of the pass
- The right knee is bent low towards the ground
- The hands brush past the left foot (photo 3A)

Ball Position:

-The ball position on contact is about a stick away from the left foot (photo 3A)

Action:

- The slap shot is one movement, where the back & forward swing forms a flat circular shape
- The hook of the stick points upwards during the execution of the skills
- Ball contact is made with the bottom section of the shaft

SKILL: FLICK/OVERHEAD

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is slightly relaxed

Body Position:

- The feet are close together at the start of the skill. Body weight is on the right foot (back foot) for most of the movement
- Imaginary line from the back to the front foot (also shoulders) will determine the direction of the flick
- At the point of contact, the right knee bent low to the ground

Ball Position:

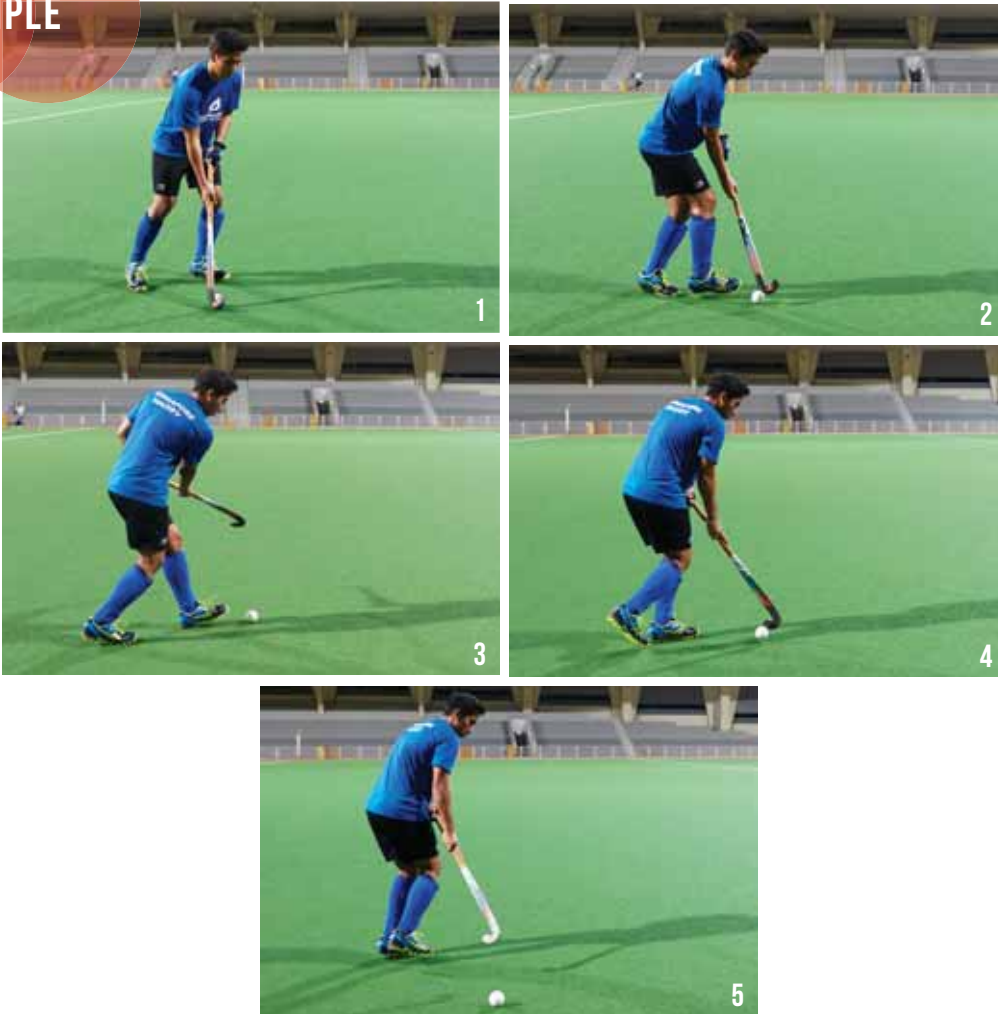
- The ball is positioned just ahead of the left foot

Action:

- The left foot steps forward in the direction of the flick. Body weight is shifted forward
- The left hand pulls & the right hand pushes
- Stick & ball contact must remain as long as possible
- The upper part of the body stays as low as possible

SKILL: REVERSE PASS UPRIGHT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

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

Ball Position:

- The ball is just ahead of the left foot at the moment of contact

Action:

- The ball must be moved ahead of the left foot
- The ball is played to the right with a quick reverse stick movement. The follow through remains low

SKILL: REVERSE PASS FLAT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

Both hands are placed together at the top of the stick
The flat side of the stick is turned upwards (pancake grip)

Body Position:

- The imaginary line between the back to the front foot (also the shoulders) determines the direction of the pass
- The knee is bent low just above the ground at the moment of contact
- The hands are low and in line with the right foot (photo 4)

Ball Position:

-The ball is a stick length away from the right foot at the moment of contact (photo 5)

Action:

- The action is one movement, with the back and forward swing forming a flat circular shape
- The ball makes contact on the inside of the shaft just above the hook

SKILL: REVERSE SCOOP

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Right hand is slightly relaxed

Body Position:

- The left elbow and hand are push away from the body, so that the stick face turns to the reverse stick side
- Movement remains forward
- The upper part of the body twists to the left

Ball Position:

- The ball gets played from the front right foot (photo 2)

Action:

- The ball is played into the air by a reverse scooping movement (upward movement of the right hand)

SKILL: LONG REVERSE UPRIGHT PASS

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-The hands are slightly apart at the top of the stick, the stick is turned to the reverse stick side

Body Position:

-At the start of the skill the body weight is on the left foot (back foot)
-The imaginary line between the back and front foot (also the shoulders) determines the direction of the reverse hit

Ball Position:

-The ball is positioned just ahead of the right foot

Action:

-The forward and backward swing is a short wrist action
-The stick is perpendicular to the ground at the moment of contact (upright)

ELIMINATION SKILLS

SKILL: HERRING BONE

EXAMPLE



KEY TECHNICAL POINTS:

GENERAL:

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

Grip:

- Space between hands is two adult fists
- The right hand is more relaxed
- Double V-grip

Body Position:

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

Ball Position:

- The ball position is to the right of the right foot
(strong zone; photo 6)

Action:

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

SKILL: DUMMY TO THE RIGHT

EXAMPLE



KEY TECHNICAL POINTS:

GENERAL:

Move the ball to the right with a reverse stick movement

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The dummy created with the push to the right is emphasized more with the step to the right. (photo 4)

Action:

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

SKILL: DUMMY TO THE LEFT

EXAMPLE



KEY TECHNICAL POINTS:

GENERAL:

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

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

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

Action:

- The ball gets pulled left with a tap action on the ground, and then is pulled back with a reverse stick pull action to the right (photo 2 & 3)

SKILL: DRAG RIGHT (REVERSE STICK)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

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

Ball Position:

- At the moment of contact the ball is in front of the left foot (photo 2)

Action:

- The ball is moved with one square pulling movement (drag) with the reverse stick, past the right foot (outside the body space) (photo 2 & 3)
- The ball is collected front stick and controlled

SKILL: DRAG LEFT (FRONT STICK)

EXAMPLE



KEY TECHNICAL POINTS:

GENERAL:

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

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The movement starts with your left hand below the elbow of the right arm, this will turn the stick to the left (photo 2)
- At the moment of contact the ball is in front of the right foot (photo 3)

Action:

- The ball is moved with one square pulling movement (drag) with the front stick, past the left foot (outside the body space) (photo 1 & 3)
- The ball is collected reverse stick and controlled

SKILL: LIFT (FOREHAND)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- Arms and left elbow are pushed away from the body
- Back bend slightly to the right and knees slightly bent

Ball Position:

- Just prior to executing the skill the ball is pushed further ahead

Action:

- The new ball position makes it possible to get the stick face under the ball, so that the ball can be played up into the air (over the stick of the defender)
- The control and height of the ball is obtained by a short, quick action from the right hand

SKILL: REVERSE LIFT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- Arms and left elbow are pushed away from the body
- Back bend slightly to the right and knees slightly bent

Ball Position:

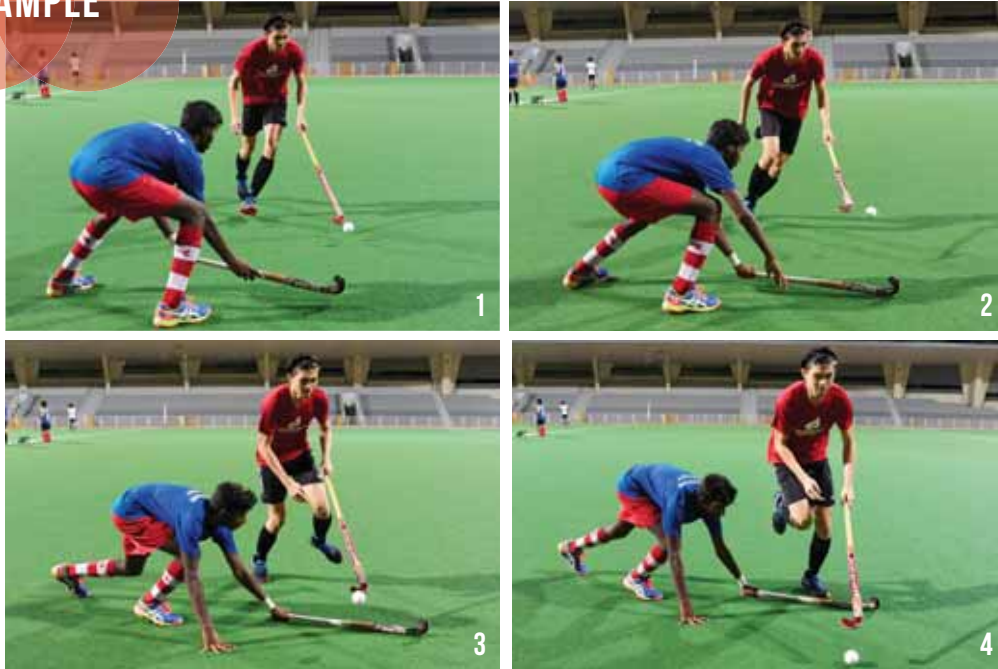
- Just prior to executing the skill the ball is moved left to a point between both feet

Action:

- Because the ball is moving to the left, the ball can be easily lifted off the ground with the reverse stick
- The control and height of the ball is obtained by a short, quick action from the right hand.

SKILL: JAB LIFT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-Stick is held with the left hand and the stick is turned open (photo 1)

Body Position:

-Left arm is stretched ahead of the body

Ball Position:

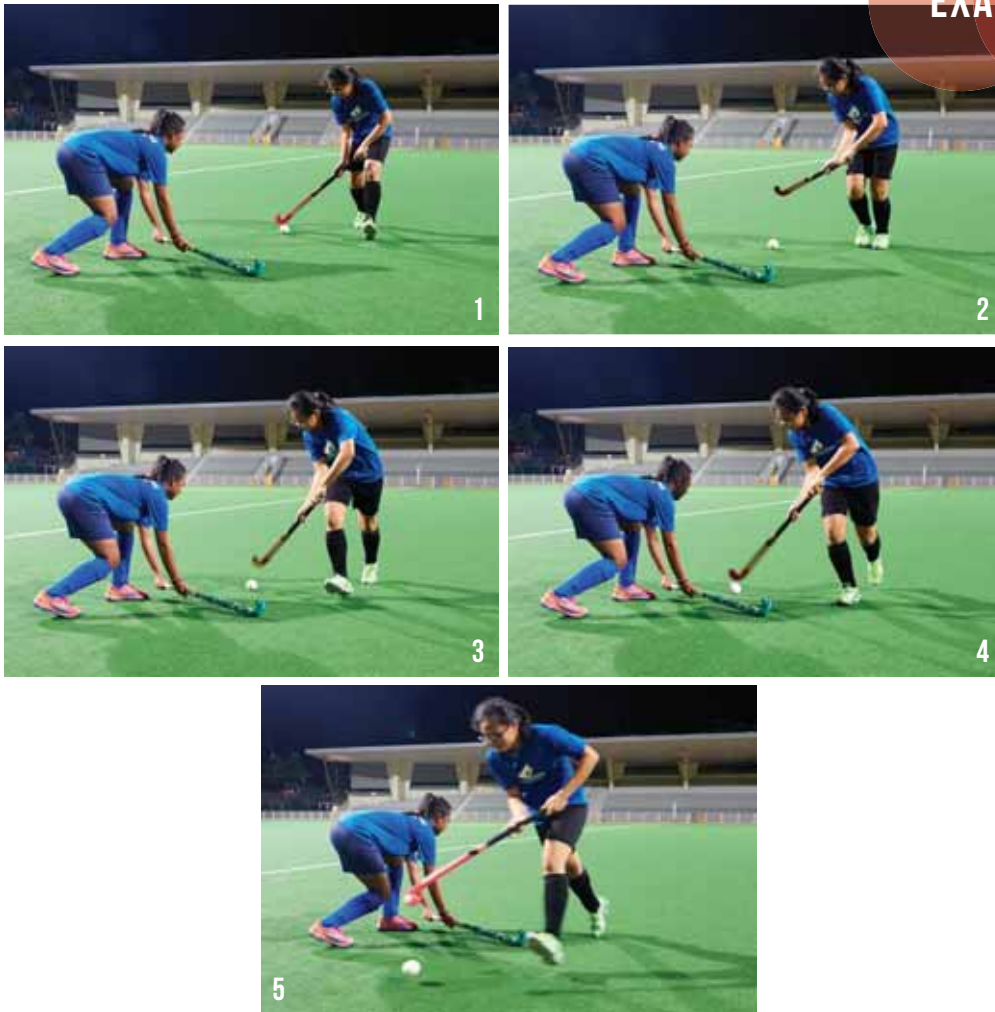
-Ball is carried on the left hand side and ahead of the left foot

Action:

-The ball gets flipped over the opposition stick with a jab action

SKILL: CHOP

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- Arms and left elbow are pushed away from the body
- Back is bend slightly to the right and knees slightly bent

Ball Position:

- The ball is moved to the back foot (run past the ball)

Action:

- The ball is hit on the top, back section. The ball is aided by the astro turf to bounce from the ground of upwards

SKILL: TURN (FORE HAND)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The arms are extended, with the face of the stick facing downwards

Ball Position:

- The ball is carried on the right side next to the right foot and lies in the hook of the stick

Action:

- The ball is dragged in the hook of the stick in a full circle into the normal forward moving position
- When the ball reaches the left foot in the turn (photo 2), the left hand must be dropped so that the ball stays in the hook of the stick.

SKILL: TURN (REVERSE STICK)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The arms are crossed and extended, with the face of the stick facing downwards

Ball Position:

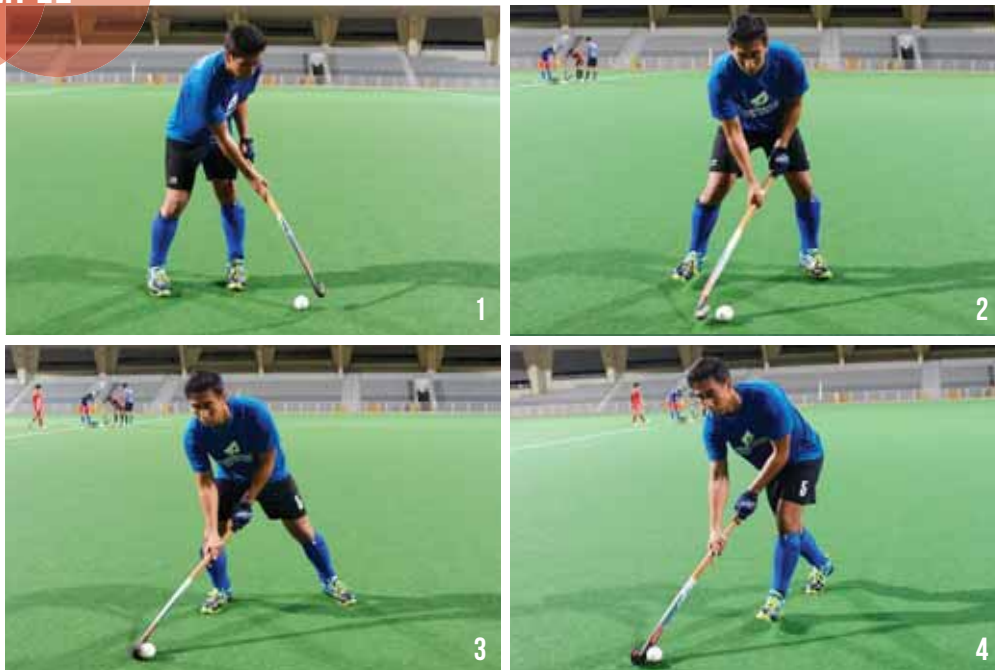
- The ball is carried on the left side next to the left foot and lies in the hook of the stick

Action:

- The ball is dragged in the reverse hook of the stick in a full circle into the normal forward moving position
- The arms stay out stretch

SKILL: PULL (REVERSE STICK)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The arms are crossed and extended, with the face of the stick facing downwards

Ball Position:

- The ball is carried on the left side next to the left foot and lies in the hook of the stick

Action:

- The ball is dragged in the reverse hook of the stick in a half circle into the normal forward moving position
- The arms stay out stretch

SKILL: PULL (FRONT STICK)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip, right hand is more relaxed

Body Position:

- The arms are crossed and extended, with the face of the stick facing downwards

Ball Position:

- The ball is carried on the right side next to the right foot and lies in the hook of the stick

Action:

- The ball is dragged in the hook of the stick in a half circle into the normal forward moving position
- The arms stay outstretched

DEFENDING SKILLS

SKILL: DOUBLE HAND BLOCK TACKLE

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

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

Body Position:

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

Ball Position:

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

Action:

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

SKILL: ONE HAND BLOCK TACKLE

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-The stick is held in the left hand (firm grip)

Body Position:

-Left foot is forward and body weight is on both feet

Ball Position:

-The ball is defended with the entire stick

Action:

-The left hand is pushed close to the ground and the stick is virtually flat

-When the ball is turned over the first step forward of the left foot shifts the body weight forward

-Maintain a strong body position when moving forward and away from the opponent

SKILL: JAB

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

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

Body Position:

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

Ball Position:

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

Action:

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

SKILL: STEALING THE BALL

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

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

Ball Position:

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

Action:

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

SKILL: INTERCEPTION TACKLE (LEFT)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-The stick is held in the left hand (firm grip)

Body Position:

-Left foot is ahead at the moment of ball contact

Ball Position:

-Intercept the ball with the bottom of the stick

Action:

-The defender moves early to intercept the pass

-The left hand is close to the ground and the stick is virtually flat

-After receiving of the ball, the defender accelerates forward and away from the opponent. Add the right hand to the grip of the stick

SKILL: INTERCEPTION TACKLE (RIGHT)

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- The stick is held in the left hand and is turned to the reverse stick side (photo 2)
- Hold the stick firmly

Body Position:

- The stick is angled forward
- The right foot is ahead at the moment of ball contact

Ball Position:

- The ball is intercepted with the whole length of the stick

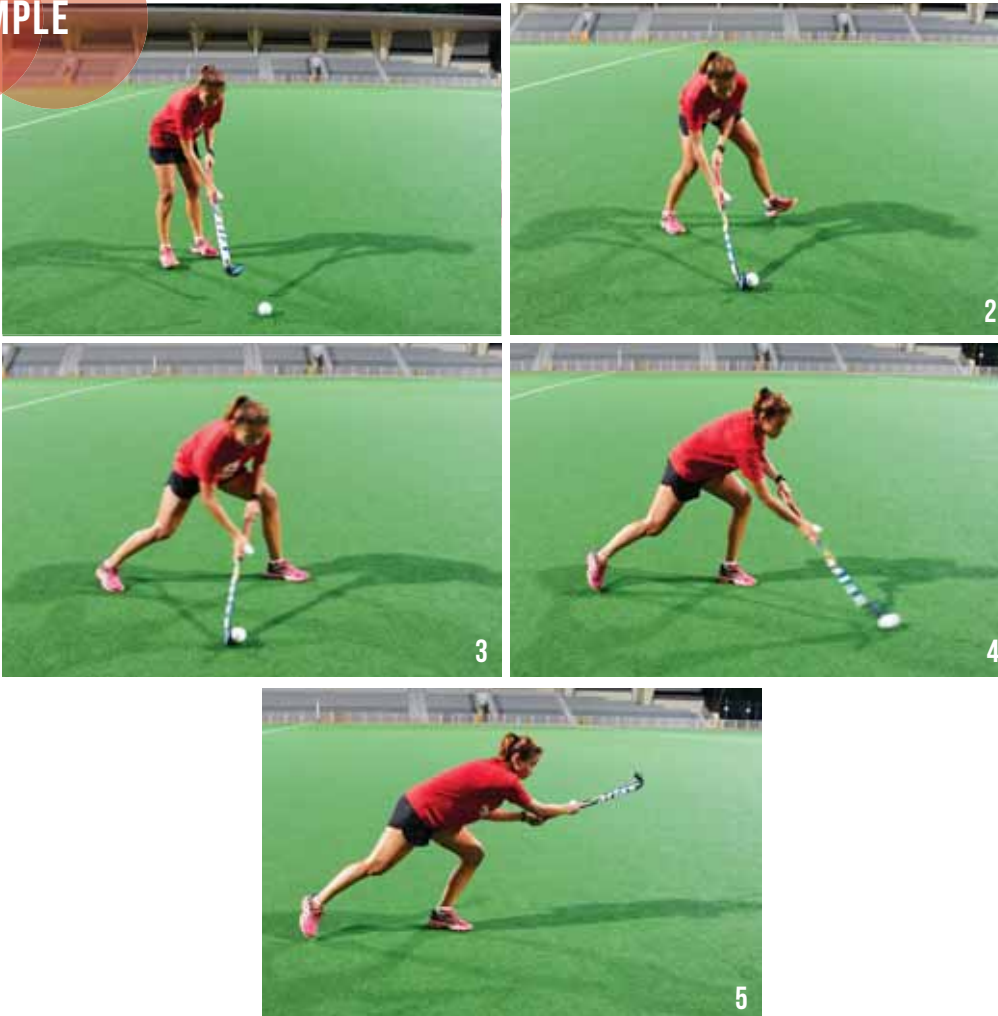
Action:

- The defender moves early to intercepts the pass
- The left hand is close to the ground the stick is virtually flat
- The ball gets deflected to the front stick side
- Finish with the stick in both hands (strong position)

GOAL SCORING SKILLS

SKILL: PUSH

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE BUNT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE HIT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Both hands are placed together at the top of the stick
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

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

SKILL: THE SHORT GRIP HIT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Both hands are placed together at the middle of the grip of the stick
- Double V-grip

Body Position:

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

Ball Position:

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

Action:

- The hit is one movement, where the back & forward swing forms half a circle shape
- The moment that the stick touches the ball, the stick face is pointing towards the direction of play

SKILL: SLAP

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

-The hands are placed together at the top of the stick

Body Position:

-The imaginary line from shoulder to shoulders determines the direction of the pass

-The right knee is bent low towards the ground

-The hands brush past the left foot (photo 3A)

Ball Position:

-The ball position on contact is about a stick away from the left foot (photo 3A)

Action:

-The slap shot is one movement, where the back & forward swing forms a flat circular shape

-The hook of the stick points upwards during the execution of the skills

-Ball contact is made with the bottom section of the shaft

SKILL: REVERSE FLICK

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

- Space between hands is two adult fists
- Right hand is slightly relaxed

Body Position:

- The left elbow and hand are push away from the body, so that the stick face turns to the reverse stick side
- Movement remains forward
- The upper part of the body twists to the left

Ball Position:

- The ball gets played from the front right foot (photo 2)

Action:

- The ball is played into the air by a reverse scooping movement (upward movement of the right hand)
- The back lift is short (20 centimetres)

SKILL: FLAT REVERSE HIT

EXAMPLE



KEY TECHNICAL POINTS:

Grip:

Both hands are placed together at the top of the stick
The flat side of the stick is turned upwards (pancake grip)

Body Position:

- The imaginary line between the back to the front foot (also the shoulders) determines the direction of the pass
- The knee is bent low just above the ground at the moment of contact
- The hands are low and in line with the right foot (photo 4)

Ball Position:

-The ball is a stick length away from the right foot at the moment of contact (photo 5)

Action:

- The action is one movement, with the back and forward swing forming a flat circular shape
- The ball makes contact on the inside of the shaft just above the hook

HOCKEY JARDON

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

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

| | |
|-------------------------|--|
| Zone Marking | The method of marking: The defender defends a zone and defends all passes through that zone. |
| Open Receive | This is receiving the ball while your feet are pointing in the direction of the opponent's goal box |
| Closed Receive | Your feet will be pointing towards your own goals. |
| Aerial | Passing technique. This is all passing techniques where the ball goes through the air. |
| Chop | Passing movement. Only used on astro fields. During this movement you have the ball slightly behind your right foot. With just a small tap on the ball, it will lift. It is a controlled movement to end slightly in front of the right foot. This will be used to get the ball over a defenders flat stick. |
| Counter - Attack | It is a fast attack after the break down of the opponents short corners or after a turn-over. |
| Physical Space | Space around the player. |
| Help side | The non ball side of the field. |
| Interception | Individual defending technique were the ball is intercepted before reaching the opponent. |
| In - out | Movement without the ball. It is a lead to the inside and then again to the outside. This movement is used to wrong foot a defender so that the attacker can receive the ball with less pressure. |
| Interchange | Arises when the players change their positions on the field. (E.g. The left striker can become the right striker or the Left striker can become the left link for a while). |
| Turnover | It is when the defending team gets the ball. |

REFERENCE LIST

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