

Belper Ladies Hockey Club

Junior Girls Handbook



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Handbook Forward

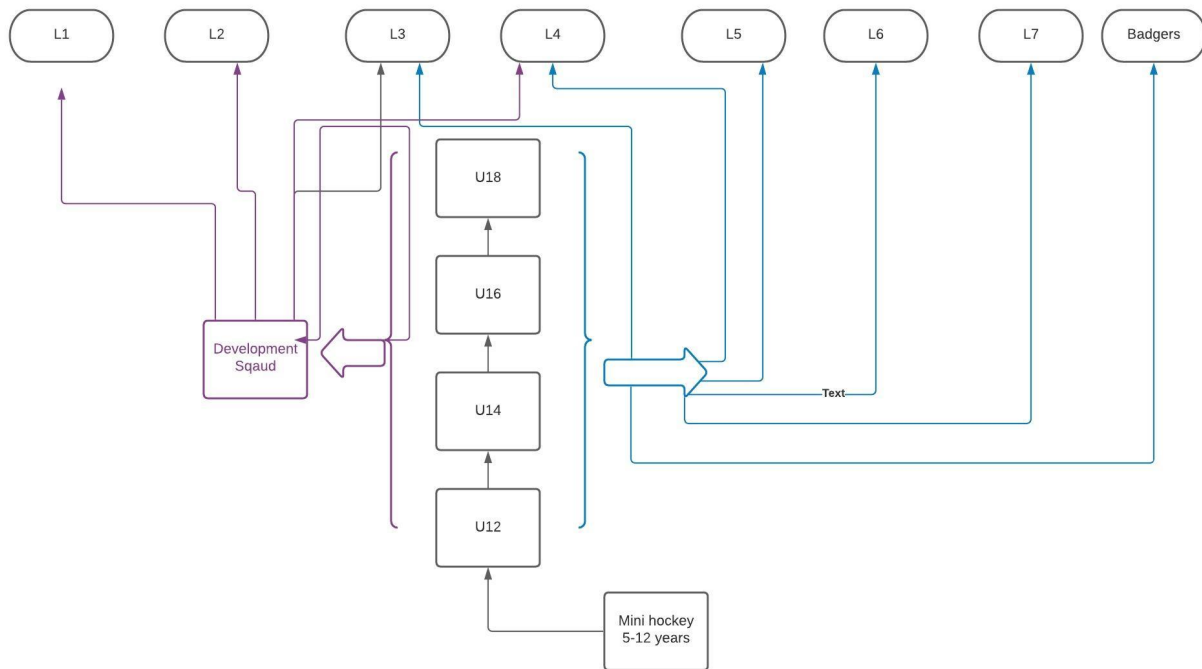
Juniors are a key part of hockey for every club and no more so than at Belper Ladies hockey club with 50% of the club membership and a continuous pipeline of players for the adult teams over time.

Motivation of junior players is key to stimulating their interest in the sport and development at all stages keeps that interest and motivation going to enable them to meet their aspirations as players as they get to adulthood.

This handbook is designed to give consistent guidelines across the whole of the junior section for coaches and to make clear our vision for juniors within Belper Ladies. It is a document that can be continuously updated to reflect the Belper focus as well as EH junior talent strategy.

The overwhelming objective of junior coaching should be to enable the players to enjoy their experience of both training and playing games in order that they want to form a lifelong attachment to their club and the game of Hockey. The second objective should be to ensure that coaches develop technically and tactically competent players. The third, and at this stage the least important objective should be to win. It is better to focus on being competitive rather than the additional pressure of winning being the priority.

Belper Ladies HC Player Pathway



Junior Coaching sessions

Mini Hockey – Sunday mornings

U12's – Monday evenings

U14/ U16/ U18 – Thursday evenings

Development Squad – Thursday evenings

These sessions are delivered by experienced coaches, and focus around participation, enjoyment and skill development. The players that train on Thursday evenings will get the opportunity to play in regular friendly matches (Festivals) against other local clubs. The club also enters England hockey Tier and cup competitions which are competitive, knockout competitions where players will be selected from players in the U14, U16 and U18 age groups.

The development squad is made up of any players from U14/U16/U18 who have the potential to play 1st team hockey or higher. This is an invited squad. Players will be identified and invited

at the start of the season. Invitations can also be made to players throughout the season, as regular selection will take place at Thursday junior training sessions.

Progression to 11-a-side Hockey

From the age of 13 players will be able to play 11-a-side League hockey. The club looks to provide the transition for players in a number of ways:

- a) Junior Representative sides at U14, U16 and U18 level, both festival and competitive competition level.
- b) 7th and 8th team and Badgers – these teams play non-League hockey and generally cater for those players aged between 10 and 13 (with some exceptions) to play on Saturdays, and are supported both on and off-field by senior players within the club. Matches are played against other clubs within the County, and provide an excellent opportunity to experience 11-a-side hockey, and also to prepare juniors for the transition to playing in competitive matches against adults.
- c) **Players aged 13 and over (where possible, and WITH Parental Consent)** will have the opportunity to be invited to play League matches on a Saturday afternoon for teams in the Ladies' section and/or Badgers.

Player Feedback

It is the club's aim to provide feedback to all of its junior players identifying strengths and weaknesses and helping to highlight what can be done to improve each and every player's development no matter what their level and/or aspirations. If you do not feel as if your child is getting enough feedback to help them develop, please do not hesitate to speak to one of the Junior Lead Coaches – their details are available on the website under Contacts.

For more information on progression via the "EH Player Pathway", the EH website (www.EnglandHockey.co.uk)

Player Development Model

Belper Ladies hockey are committed to developing all aspects of a player's game through training and match play. The player development model suggests stage of learning for reaching these competencies. As a result junior training sessions will adopt the '30-60' approach. Each training session will contain a 30 minute technical skills focus, and a 60 minute game focus (either through drills, game play or both).

Stage of learning	Focus	Skills	Age Guidelines
Developing	Focus on: Fun Enjoyment Motivation Basic Skill Development Basic Tactical awareness Basic rules knowledge Team play	Grip – open Passing/receiving – push,/trap, slap hit Moving with the ball – front/reverse face Tackling – block, steal Team play – small numbers, concepts	Below 10
Consolidating	Building On: Skills Game knowledge Tactical Awareness Team play and affiliation Rules knowledge	<u>Additional Skills</u> Moving with the ball –dodging drags Tackling – lunge, poke, from behind, 'wrong' side Goal shooting Goal keeping Team play – positional play/tactics + concepts	10-13
Established	<u>Refining:</u> Skills Game concepts	<u>Application of Skills under pressure</u> Passing/receiving Moving with the ball Tackling Goal shooting Goal keeping Team play	13-17

Selection Guidelines

Belper Ladies Hockey is committed to providing hockey for all players at an appropriate standard. Players should have the opportunity to play at the highest level possible if they have sufficient skills. They should play in a team where they are more likely to use all their skills both at age group and in adult teams.

General guidance is that junior players should play in their own age group but on some occasions, it may be more appropriate for a player to play out of their age group. Such a decision would be made after discussion with the player and parents. The club will have a junior liaison officer providing a link between the junior and senior sections of the club.

Selection for each age group will be the responsibility of the age group coaches and nominated selectors if required. Coaches and selectors will be looking for physical attributes such as speed, strength, agility, endurance, power and flexibility; and skill attributes such as technique, tactical awareness, potential, coach ability, positional qualities and specialist skills.

Coaches will take into consideration:

- Previous form (e.g. last year for those who played at Belper)
- Attendance at training
- Performance at training and practice games
- Performance in games
- Match game availability

The player/parent will be informed by the coaches of the selection outcome and are available to discuss any concerns. Any queries regarding selections or gameplay should be referred in the first instance to your coach, or subsequently to the coach of the senior team in your age group. If the matter is still unsatisfactorily addressed it should be brought to the attention of the Junior Committee. At all times Belper Junior Girls look for discussions to be respectful and objective in particular when considering the young player communication.

It is important for players and parents to remember that the selection process is sometimes painful for both players and officials. Some players set themselves unrealistic goals. Frequently an athlete's own assessment, or more commonly, their parent's assessment is very subjective. Our aim with this policy is to be as objective as possible

Gameplay Substitution Guidelines

Increasingly rotational substitution is used as a legitimate strategy in the game of hockey. This strategy allows for the tactical rotation of players or to prevent fatigue.

Belper Ladies Junior Hockey has developed substitution guidelines for coaches and managers.

1. Most teams will have a squad of 15 or 16 players. Each player is to be considered a full member of that team.
2. All players are to take their turn on the subs bench
3. In the situation where the team has a regular goalkeeper, or there may be only one player capable of playing in a position for example they may be exempt from the above rules.
4. During certain competitive games there may be instances where the coach has to make necessary decisions regarding the game time allocated to individual players. In that instance the player will be given the correct explanation and if required the parents also.

Positional Approach

Players in all teams will be encouraged to learn to play several (three or more) field positions.

It is the aim of Belper Ladies Junior Hockey that players will have developed a working understanding and ability to play in three or more positions after two years with the club.

To assist with this aim Belper Ladies Junior Hockey has developed a Playing Positions Policy for the guidance of coaches and managers.

- Coaches in U10, U12 and U14 age groups should regularly rotate players through at least 3 of the playing positions.
- It is recognised that when the team has a number of inexperienced players and some experienced players, it is beneficial to the team to play the more experienced players in the key positions early in the season.
- Coaches in U16 and U18 age groups shall rotate players through different playing positions where appropriate.
- This may be achieved by selecting *say* 2 positions per player.
- However at training and during games it is also expected that all players shall have their experience and expertise in at least 3 field positions.

Coaches are encouraged to discuss the implementation methods to achieve these aims with the other coaches in their age group to ensure a consistent approach is maintained.

Skill Criteria

Specific skill-based selection criteria will vary according to age group. Nevertheless, there are skill categories and attributes that are common to all including *passing, receiving the ball, elimination skills, tackling, shooting, game awareness and temperament*. Coaches should understand and develop a list of skills under each of these categories which is appropriate for the age group they are coaching. This will help in the selection process and also identify strengths and weaknesses of individual players. This in turn can be used to plan training and game strategies with the aim of improving players and game performance.

1. Passing Skills: Does the player possess the passing skills necessary for the position? Can they hit or push off either foot; can they play a reverse stick pass if necessary; are their passes hard, flat and accurate; do they select the appropriate pass given the context?
2. Receiving the ball: Is the player able to receive the ball using the appropriate technique for the context, or do they rely heavily on one type of trap; do they receive comfortably on the reverse side, do they eliminate their opponent when they receive the ball?
3. Elimination skills: Are they comfortable when in control of the ball and pressured: are they able to eliminate on both sides of the opponent; do they appear to understand what the tackler is doing and react accordingly?
4. Tackling: Do they appear to understand how to manipulate space of the opponent by channelling; do they have a range of tackles; can they tackle on the reverse; do they use good footwork; can they get the ball without stick obstructing?
5. Shooting: Do they get free in the circle; do they get shots away under pressure; do they have an array of shots; are they aware of what the goalkeeper is doing?

6. Involvement in the game/awareness: does the player understand what is happening on the field; do they move accordingly; do they recognise 2v1, 3v2 etc and are able to exploit them; in defence do they understand how to play situations where there are more attackers than defenders; do they understand cover; do they work hard when the opposition has the ball?
7. Temperament: Do they appear to get flustered in the heat of the game; were they involved totally; do they take responsibility for what is happening around them; do they communicate clearly and freely to team mates?

Playing Skills Inventory

Name:

Date:

This inventory is designed to rate player skills in match situations. Coaches: for each item place a number between 1 and 10 in the box, with 10 being best.

		Rating
	<u>PASSING</u> (<i>flat, hard and accurate to receiver</i>)	
	Hit – Stationary	
	Hit – moving; hit Right to Left	
	Push – Stationary	
	Push – moving; hit - Right to Left	
	Push – moving; hit - Left to Right	
	Recognise to pass to Stick or to Space	
	<u>SHOOTING</u>	
7	Normal Grip Hitting	
8	Short Grip Hitting	
	<u>TRAPPING</u> (<i>upright</i>)	
9	Fore Stick trapping – when received from Front and Left side	
10	Fore Stick trapping – when received from Right side	
11	Fore stick trapping – when received from behind	
12	Reverse Stick trapping	
13	Moving - Fore Stick trapping	
14	Moving - Reverse Stick trapping	
	<u>TACKLING</u>	
15	Channel – able to direct opponent	
16	Mirror – boxers stance and able to pivot off back foot	
17	Poke / jab / dynamic tackle	
18	Flat tackle both sides	

	<u>BALL CONTROL AND ELIMINATION</u>	
19	Dribbling ball with stick in constant contact with ball	
20	Protect ball by changing line	
21	Drag and eliminate - Left to Right (swerve and drag)	
22	Drag and eliminate - Right to Left (swerve and drag)	
23	Cut in behind after eliminating	
24	Able to move with ball to create 2v1 from a 2v2 situation	
	<u>Personal</u>	
25	Involvement in game at all times and contributing to the game	
26	Awareness of the position of the ball, at all times	
27	Awareness of the team that has possession, at all times (and therefore if our team is attacking or defending)	
28	Temperament- in control and positive to team mates	
29	Positional skills in multiple positions	
30	Working with others and co-ordinating efforts with team mates	

Comments:

The EH Golden Thread

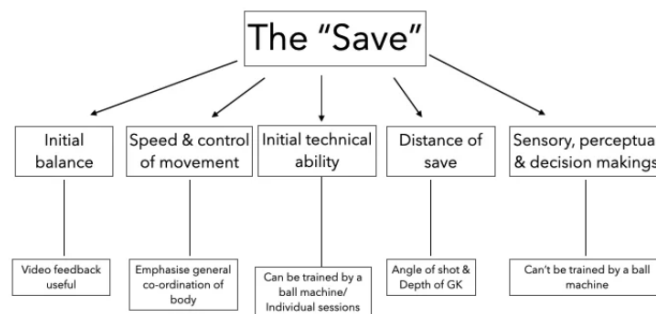


Integrating Goalkeepers

It is the intention of the junior coaching team to integrate goalkeepers in to all junior coaching sessions. This will be through both goalkeeper specific sessions as well as in small unit and game play. Goalkeepers will have the same opportunities for selection to the development squad as outfield players and will access the player pathway in the same way.

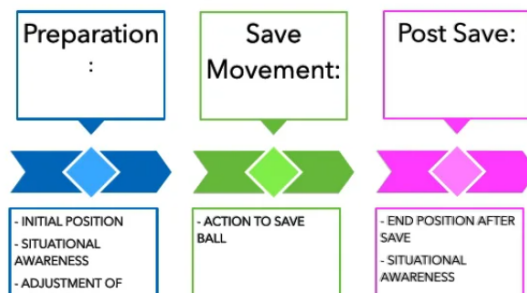
7 Technical Skill Areas

1. Shot Stopping: a reactive skill set
2. Blocks: a pre-emptive skill set
3. Clearances: a situational skill set
4. Stick as a tool not a prop: a creative skill set
5. Second phase play: a completion skill set
6. PCD: a set play skill set
7. 1 v 1 skills: an influence skill set



Basic Language

The three parts to any save



Demonstrating a Skill - coaches

Everybody has heard the old saying that a picture paints a thousand words.

Demonstrating a new skill is a very important component of the coaching sessions and coaches need to be aware of some important principles when attempting demonstrations to maximise effective delivery.

Position

- Your position is very important. Both you and the group must be able to see each other. Face the group away from distractions such as the sun, traffic or other groups.
- There are several ways you can arrange the demonstration. The most common is the simple semicircle pattern. The group can be standing or, if conditions allow, kneeling or sitting.

What to do

- You don't always have to do the demonstration yourself. If you are worried about the skill, have somebody else who is an expert demonstrate it.
- Involve players in the team but not always the same ones
- Photographs and videos are other possible methods.
- Highlight the main points of the skill. Keep your explanations simple and brief. Try not to give players more than two or three main points at a time.
- Avoid pointing out things 'not to do' as this will only overload the players.
- It is all right to break the skill into separate components for the purpose of the demonstration - but, if this is going to be done, demonstrate the complete skill at normal speed before and at the end. For example, if you are discussing the skill of passing, it may be beneficial to demonstrate separately the placement of the feet, the position of the hands on the ball and finally the movement and follow through of the arms. However, show the pass several times first and again after the separate parts.

- Explain things fully. Don't just teach the players the techniques - make sure you explain why they are doing something and how it will be used in the game, like when it might typically be used. Uncertainty can delay learning.
- Let the players practice what you preach - new information stays with people for only a short period of time unless they are able to try the skill.

Helping individuals

- After the demonstration, players need time to practice the skill. The coach can observe and correct whenever necessary.
- Be positive and supportive when you notice errors. Errors are a natural part of life so it is important for the coach to minimise the players' fear of mistakes. Say things like 'Nice try John. That was a really good pass but you could do better if you followed through more.'
- Verbal instructions are sometimes unclear. Re-demonstrate the skill and if necessary, physically lead the player through the skill.

Always show the correct skill last. If you are showing a player the difference between what they are doing and what you want them to do - demonstrate the correct skill after you have shown them their current method.

- Let the player have a few more tries before doing any more error-correction.
- There is always an opportunity to observe a team mate and learn from them too!

Session and Skills Checklist

Training Session Checklist					Session					
	1	2	3	4	5	6	7	8	9	10
Individual skills										
Trapping Forestick										
Trapping Reverse stick										
Trapping Forestick on the move										
Trapping Reverse stick on the move										
Passing left										
Passing right										
Diagonal running with the ball										
Running with the ball on Forestick										
Hitting hard, flat and accurate										
Slapping hard, flat and accurate										
Lifting the ball										
Bouncing the ball										
Trapping a lifted ball										
Dragging the ball wide right										
Dragging the ball wide left										
Pushing hard, flat and accurate										
Pushing hard, flat and accurate-right										
Pushing hard, flat and accurate-left										
Strength on the ball – wide base, strong frame										

Match observations for coaches and managers.

Our Team.

1. How are our outlet controls working (i.e our “press” – player positions to win the ball back) ? Is any player not doing what is required? Are we following our match plan? Is it working?
2. How are individual players performing?
3. Defence and attack as a unit
4. What changes need to be made? 20 minutes to go each half. Do we go for broke if behind?
5. Specific Tactics. Kill the game, attack right or left side, backs to run the ball out or transfer, interchange of forwards.
6. Celebrate good gameplay. Positive encouragement from players/coaches and players saying well done to the little things to each other. Be respectful to the opposition so celebration isn't a distraction

Opposition

1. Outlets. Preferred methods and side. Key players
2. Outlet control. Press, drop away, leave certain players open, man to man marking.
3. Are they marking man to man any of our players?
4. What is their preferred attacking style? Fast/slow build up, which side
5. Penalty Corners - Defence, what positions do they run to? Does the goalie run/stay.
6. Penalty Corner - Attack, Positions and variations.

Hints for Effective Pre-game and half time talks

1. Deliver only a few messages
2. Convey a sense of control, composure, and conviction rather than anxiety
3. be positive and use praise to reinforce appropriate behaviour in athletes and the team
4. speak about an opposition player or team
5. concentrate more on communications related to tactics and strategies
6. prepare the address with the following structure
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12. prepare the address with the following structure
 - a. begin with a commentary on the previous performance during the game (especially on what the opposition has been doing)
 - b. provide solutions (tactics and strategies) that are informed by an analysis of the oppositions performance
 - c. finish with a short motivational analysis

Hints for Effective Pre-game and half time talks

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- b. provide solutions (tactics and strategies) that are informed by an analysis of the oppositions performance
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Checklist for Beginner Coaches / volunteer helpers

Create a positive environment

- Learn names quickly.
- Smile, praise and encourage.
- Be patient and supportive.
- Keep a keen eye on safety

Set achievable goals

- Keep the player's maturation in mind.
- Make sessions challenging.
- Ensure skill development is progressive.

Vary your sessions

- Change format and activities regularly.
- Ensure equal opportunity for all players.
- Avoid elimination games where players sit out for long periods.
- Include non-competitive team work.
- Include supervised play with minimal guided instruction.
- Use different teaching/coaching methods (tabloids/cards).
- Use questions to build the conversation, encourage communication and innovation.
e.g. :What is working well? What could we improve? What does it look like e.g. the goal keepers position?

Teach skills

- Plan skills for sessions and introduce easiest ones first.
- Teach one skill, or one part at a time.
- Regularly revise skills from previous weeks.

Demonstrate

- If you can't demonstrate a skill, choose someone who can.
- Demonstrate what to do, not what not to do.
- Make sure all players can see the demonstration.

Involve all players

- Have ample equipment available.
- Use several small groups rather than one large one.
- Aim to have every player practicing the skill each 30 seconds at least.

Provide instant feedback

- Use lots of praise.
- Be supportive - shouting and criticising won't achieve anything.
- Make it fun
- Consider rewards as part of feedback

Use your voice well

- Don't shout or talk too much.
- Try to have as much one-to-one as possible.