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INDOOR HOCKEY COACHES MANUAL

Association





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1. Introduction

This manual is guide for new and experienced Coaches to improve Player skills and game tactics. It covers the equipment, rules, individual skills and basic team structures. It is not a substitute for undertaking accredited coaching courses but to assist Parents and Players who are requested to coach and organise a team.

2. Role of the Coach

Primary Responsibility:

The Coach is responsible for the management of his or her designated team in accordance with the Hills Night Hockey Association's (HNHA) code of conduct.

Key Roles:

- To ensure the Players, Parents and other Spectators behave in accordance with the HNHA code of conduct.
- To ensure Players have the skills and competencies necessary for their age group so they can continue to develop in the future.
- To ensure the Players display sportsmanship in acknowledging the opposition prior to push back, and cheering the umpires and opposition at the final whistle.
- To attend training and games regularly or appoint alternatives in the event of non-attendance.
- To appoint volunteers to roles to assist the Coach, such as Team Managers.
- To acquaint yourself with any medical conditions Players may have and ensure appropriate treatment is available if necessary.
- To ensure Players do not enter the training track or playing field without shin guards and mouthguard, and that the Goal Keeper has effective equipment.
- To ensure match cards are completed and returned to the Arena office.

Helpful Hints:

- Be tough with Players and Parents early if necessary – it will help later in the season.
- Be respectful towards the opposition Players and Supporters and the Umpires – your leadership and attitude will greatly influence your own team.
- In the event of unruly behaviour by our Players or Parents, take control early.
- The teaching of basic roles, basic game plans and game strategies needs to be taught in conjunction with skills at an appropriate age. Coaches should endeavour to introduce to young Players a variety of skill sets.
- Have fun!



3. Commandments of Coaching

1. EVERY Player should enjoy playing and training.
2. Be 100% positive.
3. Be Clear and Simple.
4. Stick to the one point.
5. Always be prepared. Sessions should be planned in advance. Coaches should not stand around thinking "What will we do next".
6. Coaches should be punctual and require Players to follow the example set.
7. Be approachable. Coaches should listen to Players concerns, questions, statements. EVERY Player should receive a degree of individual attention at EVERY training session.
8. Be active. Players should be kept active as much as possible. Coaches should set the example by being "busy" all the time.
9. Coaches should instill an attitude of fairness and sportsmanship in all Players by word and deed.
10. Players who are coping easily should be extended. Players should be encouraged to practice at home.
11. By the end of the season EVERY Player should have had at LEAST ONE problem area of their game play and/or skills identified and corrected.

4. 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 is meant 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. Been 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 being 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 they are 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: “John, 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?”

Considerations When Asking Questions?

- Do not ask too many questions at once – usually most of the questions will not be answered.
- 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.

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.

Summary

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.

5. Concentration Spans of Junior Players

One of the major problems confronting junior Coaches is the lack of attention given by the athletes.

There could be many reasons for this:

- Boredom through inactivity
- Exercise too difficult to achieve
- Exercise too easily achievable
- Lack of coach personality

These reasons can be directly attributable to the Coach and the way the coaching session is being conducted. However Coaches must be aware of the concentration spans of young athletes.

- 6 – 8 year olds 20-30 min sessions, with specific exercises lasting no more than 4-5 minutes.
- 8-9 year olds 30-45 min sessions, with specific exercises lasting no more than 7-8 minutes.
- 9-11 year olds 45-60 min sessions, with specific exercises lasting no more than 8-10 minutes.
- 11+ 60-80 min sessions, with specific exercises lasting no more than 10-15 minutes.

6. Sports Psychology

Goal Setting

Specific - All good athletes set goals. Goals must be specific to the problem. For example if a Player is having trouble tackling and gets beaten on the left hand side most times, a goal such as "To not get beaten when tackling" is not specific enough. The Player must analyse why they get beaten and set progressive goals. For example the first goal may be "To always be balanced so I can move quickly". The next goal "To move my feet so as to always channel the opponent to my right side" and so on until the Player is not often or never beaten on the left side. Goals must be measurable so Players can determine their degree of success in achieving the goals.



Realistic - Players should set realistic goals. For example “To score a goal” may be realistic against weak sides but not against a strong sides. A more realistic goal would be “To get into a goal scoring position quickly”, “To move my feet so I can trap the ball in a position for an immediate shot at goal” etc. Players who set unrealistic goals will experience a loss of confidence brought about by the perceived failures.

Challenging - Goals should be challenging. While a goal must be achievable if it is not challenging it will not serve to improve the Players performance. For example while a goal such as “To always push the ball” may be appropriate for a Player who is learning to push it would not be challenging for an advanced Player.

Positive - Goals should be positive. For example “Not to get beaten when tackling” is negative compared to “To always channel the opponent to my right”.

Concentrating and Staying Focused

Winning - The art of being successful in sport is not to focus on winning, although we all love to win, but to focus on what we need to do in the game to play the best we can. If we play at our best the result takes care of itself.

Single Focus - Players should focus on what is immediately around them e.g. keep the eye on the ball, stay balanced etc.

Bigger Picture - Players should also scan the field to take in the bigger picture. Often Players must remain single focused until the ball is controlled before they can return to the bigger picture. Elite Players know when to switch from one focus to another.

Immediate - Players should concentrate on the immediate situation rather than the effort required to finish or what has preceded. Concentration on what has preceded can reduce confidence while concentration on the effort required to finish can increase worry. The Player should break the game up into a series of plays - the next pass, hit, tackle etc.

Too Much Thinking - Too much thinking can result in stress or too much time taken to make a decision. For example while Players should be encouraged to think they should not be constantly told there was a better option on if there decision was still good for the team.

Arousal Control

Chemistry - Worry thoughts release brain chemicals into the blood stream. Too much of these chemicals increases the heart rate, tightens muscles and reduces concentration. However too little of these chemicals can decrease performance. Therefore a little nervousness is a good thing.

Positive Thoughts - Players should ignore negative thoughts and focus on the positives. It is not the action (bad tackle, pass etc.) that causes the Player to play well or badly afterwards but rather how the Player responds to it.

Breathing - Players who are too anxious should inhale and exhale slowly, concentrating on holding their breath for 3-4 seconds.



Distractions - Each Player is different. While some will be totally focused before a game others like distractions to stop them thinking too much and becoming nervous. However Players should be prepared early to avoid last minute worry.

Mental Imagery

Imagery - If Players mentally imagine themselves performing the skill it can improve performance. However not as much as actual practice of the skill.

Performance - Mental imagery can also be used to create or recreate a perfect performance. This can be used to be in the right frame of mind for a game and/or be beneficial to a Player who is down in form. It can also be used as practice when a Player is injured.

Focus - The imagery must be focused on positive experiences based on what the Player wants to happen.

Senses - The Player should use as many senses as possible (sight, sound, taste, feel, smell) to make the imagery as real as possible. Players can view as a third person or what they see (stick, ball ground etc.).

7. Differences to Field Hockey

The key differences to field hockey are:

- 5 field Players and a Goal Keeper not 10 Players and a Goal Keeper.
- NO hitting allowed, including slap hits. (Action of stick on the ball must start low and remain low).
- Side boards are used so the ball does NOT go out over a sideline.
- 3 metres is used rather than 5 meters in field.
- Ball cannot be lifted except for a shot on goal. This includes deflections of balls already in the air. If coming off the Goal Keeper/defender, the ball MUST be brought to ground first and then played. If no opposition Players are in close, the ball can rise 100 mm (height of the side board).
- Only the stick and your feet can be on the floor. (The hands holding on to the stick are considered part of the stick). This rule does NOT apply to Goal Keepers within the circle.
- Ball cannot be pushed into Players who are down low. Known as a drill and is considered dangerous play.
- Defenders on penalty corners must run on the opposite side of the net to the injector. Goal Keeper is the only Player in the net on a corner.
- If a defender breaks on a short corner they go to the opposition's circle.
- Any defender not behind the backline on a penalty corner goes to the opposition's circle.
- Half way line is used for long corners (not 25 Yard line).
- In the attacking half free hits cannot go directly into the circle (this includes long corners).

8. Basic Equipment

Balls

Indoor hockey balls are smooth (normally yellow) and are a different weight to field hockey balls.



Sticks

The differences between indoor sticks and field sticks are the following:

- Indoor sticks have the mass at the stick head is reduced (not required for hitting).
- Reduced “sweet” spot so the ball can be trapped dead on indoor sticks.
- Larger number of wooden core sticks rather than composite for indoor sticks.

The FIH rule book has the technical details on indoor sticks. There is a limit on length, width, and bow for indoor hockey the major suppliers of indoor and field sticks pass the technical requirements in the FIH rule book.

Below are a number of sticks that have been used for indoor. Players often have longer sticks for indoor than field. Many junior Players who would normally use 36/36.5 go to 37/37.5 inch sticks for the extra reach given the lighter stick weight.



Gloves

It is recommended that after 5/6s, that as a minimum, a left hand glove be worn by all field Players with a preference for an indoor glove. The difference between most field gloves and indoor gloves is that the thumb is protected. The left thumb is exposed when using the left side back stick block tackle. Some Players wear cricket gloves which are normally acceptable as well.

If a Player feels safe they play better. Left hand indoor gloves provide the protection, and either negate or reduce hand and finger injuries. An indoor glove can be worn for field hockey.

A range of field gloves can also be worn (no finger end tip or thumb guard).



Masks

The use of face masks at penalty corners is highly recommended for all defenders involved above 5/6s. The major problem is not the flick (it can cause injury) but the deflection from a stick at short range or deflection off the keeper's equipment.



Footwear

For the Arena courts Players **MUST WEAR** Non Marking footwear. Any normal sports shoes that support the foot are recommended. **NO** tags or metal cleats are allowed on the playing surface.

Mouth Guards and Shin Pads

If a Player feels safe they play better and shin pads and mouth guards reduce injury. They are compulsory for all field Players in all games. Fitted correctly mouth guards and shin pads have little to no performance impact.



Goal Keeper

HNHA requires a fully kitted Goal Keeper (excluding Senior Men or Women). That is defined as leg guards, kickers and helmet. This is appropriate for the lower junior divisions. Indoor hockey is excellent for developing young Keepers due to the speed and that they are active in the game at all times.

No "special" indoor Goal Keeper sticks are manufactured. Some goal keepers use an indoor stick rather than a J shape as the Goal Keeper does not lie down on penalty corners. Other considerations is to use a lighter, longer stick. It is possible to get a senior length wooden stick and cut it down to the length for the junior keeper. Both these sticks have a higher profile at the back of the stick than the normal razor blade Goal Keeper stick.

An issue for younger Keepers is when they are doing ground work not to turn the right hand which leaves the stick showing mainly the edge rather than the face of the stick. In this case some Keepers prefer the bigger profile of a normal field stick or something similar to the OBO "FATBOY". The FATBOY is shown on top, then a "standard" GK stick and on the bottom is Black Arrow. These sticks all have different thickness profiles.

9. Indoor Specific Rules

Indoor has some specific rules that are different to field hockey. The FIH rules can be found at <https://www.fih.hockey/about-fih/official-documents/rules-of-hockey>

Rules that Players need to quickly come to master are:

1. No Hitting (this includes slap hitting)
2. Lifted Ball
3. Drill
4. Stick and feet only on the pitch
5. Obstruction in relation to
 - a. Balls trapped against side board
 - b. Pushing/bull dozing through
 - c. 'trapping' Players with the ball in the corner pockets
6. 3 Metres not 5 Metres
7. Long Corners to half way



No Hitting

From the FIH rule book

9.5 Players must not hit the ball.

Hitting/slapping the ball. Players are not allowed to “hit” the ball in indoor hockey. What is a “hit”? If the stick comes from the air to the surface to play the ball, then you are probably looking at a hit. In indoor hockey almost all actions of the stick along the court are allowed.

There are clearly allowed skills and clearly disallowed skills. In order to have more play and to encourage more variety of skills almost all of the “grey area” is allowed. Look at whether the passer’s wrists ‘break’ in the passing action rather than how close to the ball the stick starts. Consider that every umpire will allow the ball to be deflected. On every deflection the ball comes onto the stick from a distance, and there is a noise. Never decide based on noise!

At the basic level the Umpires look for the following:

- Did the swing start high and or end high.
- Did the wrists cross over.

Definitions from FIH Rule Book

Hit (which is not permitted in indoor hockey)

Striking or ‘slap’ hitting the ball using a swinging movement of the stick towards the ball. Slap’ hitting the ball, which involves a long pushing or sweeping movement with the stick before making contact with the ball, is regarded as a hit and is therefore not permitted.

Push

Moving the ball along the ground using a pushing movement of the stick after the stick has been placed close to the ball. When a push is made, both the ball and the head of the stick are in contact with the ground.

Back stick pushes, scoops and flicks are allowed but NO tomahawk or edge of stick shots. Supported by FIH 9.6 , Players must not play the ball with the back of the stick. Due to the thickness of indoor sticks there is no edge and Players get penalised for this often. Basically the full flat side of the stick needs to be used and not the edge.

Lifted Ball

FIH rule is below.

9.9 Players must not raise the ball off the pitch except for a shot at goal.

It is not an offence if the ball rises unintentionally off the pitch by less than 100 mm unless an opponent is within playing distance of the ball. (Coaching note that the side boards are a 100 mm in height).

9.10 Players must not play the ball when it is in the air except that a Player from the team which did not put the ball in the air may stop it.

If the ball is in the air as a result of a legitimate shot at goal which has rebounded from the goalkeeper, defender or from the goal-post or cross-bar, the ball may be stopped by a Player of either team.



Guide to Umpires

Balls in the air. This comes down to three main scenarios: – In indoor hockey it is intended that the ball be on the ground except when it is in the attacking circle when it can be raised for a shot at goal. This would mean that all bobbles might be a foul, but then the game would stop all the time. Think about what is important. In order to have some flow in the game, only call the bobbles that are in playing distance of an opponent. Think whether the opponent was disadvantaged by the ball being in the air. –

If a shot is taken (into the air, or along the ground) it is allowed to be defended (by the GK or a defender). If the ball rebounds into the air because of the action of defending the shot, there is no foul. What happens subsequently is judged on its own merits. If the goalie/defender does an overt act to play the ball, and the ball travels dangerously, then there would be a penalty corner. – If the ball is in the air (and it is not a shot), it can't be played until the ball is on the ground. Players from opposite teams must let the ball stop bouncing before playing it. The exception is for one Player, standing alone, who collects the ball in the air and presses it smoothly onto the ground.

Drill

FIH Rule

9.8 Players must not play the ball dangerously or in a way which leads to dangerous play.

A ball is also considered dangerous when it causes legitimate evasive action by Players. The penalty is awarded where the action causing the danger took place.

Playing the ball deliberately and hard into an opponent's stick, feet or hands with associated risk of injury when a Player is in a 'set' or stationary position and Players collecting, turning and trying to play the ball deliberately through a defending Player who is either close to the Player in possession or is trying to play the ball are both dangerous actions and should be dealt with under this Rule. A personal penalty may also be awarded to offending Players.

Guide to Umpires

Playing the ball dangerously into an opponent. A major difference between indoor hockey and field hockey is that opponents stand very near each other when competing for the ball. As Umpires, we have a big responsibility to discourage behaviours that lead to danger without changing the nature of the game. If a defender is in position close to the Player with the ball and is in a low position to defend, then we must not let the attacker fire the ball into her/him, or blindly turn and shot the ball through the space the defender is occupying. This is dangerous, and the attacker will have other options that they must choose. This is a practice that the Umpires must stop! In the same way, if a defender has taken a position near the ball carrier, and is in a low body position, that defender needs to be protected from the attacker's stick following through dangerously after a pass. (This is different from field hockey, where the attacker is able to choose from a wider range of passes, and the defender has the responsibility for taking a safe position).



Stick And Feet Only On The Pitch

From the FIH rule book

9.12 Field Players must not play the ball while lying on the pitch or with a knee, arm or hand on the pitch, other than the hand holding the stick.

Guide to Umpires

Goal Keepers can play on the ground. There are two ways Players can be on the ground: while playing in a game Players can come to have a hand or knee on the ground, or Players may intentionally throwing themselves onto the court. In the first situation the Umpires should keep in mind “Advantage” and the thought that we are trying to encourage more play. Did the 3rd point on the ground change whether the Player could or couldn’t play the ball? If the hand is barely touching the ground for balance, or the knee is against the court but the ball is being played within easy reach, then the contact probably has had no effect on the game.

What we are trying to eliminate is a Player resting their weight on the 3rd point so she can reach a ball that otherwise would be unplayable – they gain an advantage. The second situation, usually defenders throwing themselves onto the ground reach a ball or to limit the space an attacker has, can be very dangerous and Umpires must be particularly aware as these are intentional acts can change the environment of the game.

The Umpires must stop these actions – appropriate use of penalty corners, penalty strokes and cards should be considered. Keep in mind that some of the most exciting attacking and defending play (deflecting the ball into/out of the goal) happens when a Player is diving but still in the air. If it is not dangerous, and the Player is in the air and not on the ground (yet), this is allowed.

Playing the ball whilst in the air (no points of contact) is fine. The Umpire needs to be confident that the Player (normally the attacker) had not made contact with the court. Hands on stick are considered to be part of the stick (see Rule 9.11).

Obstruction

FIH Rule Book 9.13/9.14

9.13 Players must not obstruct an opponent who is attempting to play the ball.

Players obstruct if they:

- Back into an opponent.
- Physically interfere with the stick or body of an opponent.
- Shield the ball from a legitimate tackle with their stick or any part of their body.

A stationary Player receiving the ball is permitted to face in any direction.

A Player with the ball is permitted to move off with it in any direction except bodily into an opponent or into a position between the ball and an opponent who is within playing distance of the ball and attempting to play it.



A Player who runs in front of or blocks an opponent to stop them legitimately playing or attempting to play the ball is obstructing (this is third party or shadow obstruction). This also applies if an attacker runs across or blocks defenders (including the goalkeeper or Player with goalkeeping privileges) when a penalty corner is being taken. Umpires should place particular emphasis on limiting time spent in situations where the ball becomes trapped in the corners of the pitch or close to the side-boards (especially towards the end of matches) when the Player in possession effectively shields the ball such that an opponent is prevented from being able to play it. Early interventions by the Umpires will make teams aware that this type of play or tactic is of no benefit to them.

9.14 Players must not tackle unless in a position to play the ball without body contact.

Reckless play, such as sliding tackles and other overly physical challenges by field Players, which take an opponent to ground and which have the potential to cause injury should attract appropriate match and personal penalties.

In addition Rules 9.2 and 9.3 are often lumped into this area as well.

9.2 Players on the pitch must hold their stick and not use it in a dangerous way.

Players must not lift their stick over the heads of other Players.

9.3 Players must not touch, handle or interfere with other Players or their sticks or clothing.

Guide to Umpires

Obstruction. Recognising it when it does happen is very important as this is where rough play can start, and this is an area where Players can lose confidence in an Umpire. For obstruction to exist, ALL of these three things have to happen: the defender must be in playing distance of the ball, the defender must try to play the ball (without going through the body or stick of the attacker!), and at that moment the attacker must move their body to prevent the defender's attempt at the ball. (If the attacker is actively moving the ball somewhere and their body goes between the ball and the defender, this is probably nothing).

Remember that we are trying to encourage an open, skillful game. When Players turn very slowly with the ball, or walk down the boards with their body positioned so it will block a potential tackler then their action is to block a challenge for the ball in a negative way. This is obstruction.

Attackers can also obstruct by running their stick ahead of the ball to prevent a legitimate tackle from getting to the ball (shielding). Umpires must not guess! Be very sure that shielding is happening. Third-party obstruction should be looked at with the same three criteria. Was there an immediate advantage to the team that obstructed and was the defender in playing distance? In indoor hockey, holding the ball against the side-boards is also obstruction.

“Trapped” Player

FIH Rule Book 9.19

9.19 Players must not trap or hold the ball against the sideboards.

A Player in possession of the ball may not be ‘trapped’ either in the corner of the pitch or against the side-boards by opponents with their sticks flat on the floor. Opponents must leave an outlet of reasonable size through which the ball may be played.



Umpires should recognise and interrupt play, with a bully re-start, when the ball is either trapped between Players' sticks or becomes unintentionally trapped against the side-boards.

Repeated instances of Players trapping or holding the ball against the side-boards should be viewed as an intentional offence and penalised accordingly.

Similarly, Players who deliberately aim to trap the ball between their and an opponent's stick should be penalised and not rewarded with a bully.

Free Hits And 3 Metre Rules

Below is an extract from FIH 13.2 and basically it is the 5 metre out door rule reduced to 3 metres. However it is the umpire's 3 metres not the Players/coaches view.

13.2 Procedures for taking a free push, centre pass and putting the ball back into play after it has been outside the pitch:

All parts of this rule apply as appropriate to a free push, centre pass and putting the ball back into play after it has been outside the pitch.

- A. The ball must be stationary
- B. Opponents must be at least 3 metres from the ball

If an opponent is within 3 metres of the ball they must not interfere with the taking of the free push or must not play or attempt to play the ball. If this Player is not playing the ball, attempting to play the ball or influencing play, the free push need not be delayed.

- C. When a free push is awarded to the attack within the half of the pitch they are attacking, all Players other than the Player taking the free push must be at least 3 metres from the ball
- D. The ball is moved using a push
- E. From a free push awarded to the attack within the half of the pitch they are attacking, the ball must not be played into the circle until it has travelled at least 3 metres, not necessarily in a single direction, or has been touched by a defending Player. The ball may also be played into the circle off the side-boards, providing that it has travelled at least 3 metres before playing into the circle.

If the Player taking the free push continues to play the ball (i.e. no defending Player has yet touched it):

That Player may play the ball any number of times, but

The ball must travel at least 3 metres, not necessarily in a single direction, before that Player plays the ball into the circle by pushing the ball again.

Alternatively:

After a defending Player has touched the ball, it can be played into the circle by any other Player including the Player who took the free push. At an attacking free push awarded within 3 metres of the circle, the ball cannot be played into the circle until it has travelled at least 3 metres or it has been touched by a defending Player or it has travelled at least 3 metres before being rebounded off the side-boards.



On this basis, defenders who are inside the circle within 3 metres of the free push are therefore not interfering with play and may also shadow around the inside of the circle a Player who takes a self-pass, provided that they do not play or attempt to play the ball or influence play until it has either travelled at least 3 metres ; or alternatively the ball has been touched by a defending Player who can legitimately play it ; or the ball has travelled at least 3 metres before it rebounded off the side-boards.

Players inside or outside the circle who were 3 metres or more from the point of the free push at its award are not allowed to move to and then remain in a stationary position within 3 metres of the ball as the free push is taken. Other than as indicated above, any playing of the ball, attempting to play the ball or interference by a defender, or an attacker, who was not originally 3 metres from the ball should be penalised accordingly.

Following a time stoppage after the award of an attacking free push inside the defending half, upon the re-start all Players other than the Player taking the free push must be at least 3 metres from the ball.

Corner Rule Variations

With penalty corners the defenders (less the GK) are on the opposite side of the net to the injector. Players cannot run from inside the net or from the injector's side. The defending side can have as many Players as they like at the opposing circle. You can also have all 5 field Players plus the GK defending. There is no rule requirement to have any defending Player at the opposing circle.

Long corners (off a defender and over the back line by accident) are taken from the half way level with where it went out. There is NO 22 yard line equal in indoor hockey and the half way line is used.

10. Player Basics

Stick Grip

Holding the stick properly is a very important part of playing indoor at the basics level. By observation, many newer Players either under grip or over grip their stick with their top hand. The easiest way of teaching the correct grip is to:

Have the Player put their left foot forward.

Extend the left arm straight. Stick held in left hand.

Ensure that the stick head is 90° to ground.

Stick head addresses the ball (flat head).

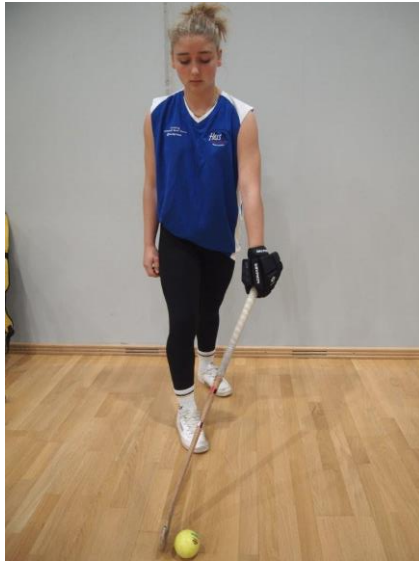
Top line of the stick shaft is centre in the V of the hand web between thumb and 1st finger.

Pull stick back to the body and place Right Hand on join of grip and stick shaft. Left hand is the control and the stick can turn freely in the right hand as required.

Watch for

When facing stick forward the LEFT hand must curl around the stick.

RIGHT hand palm must be on back of stick with thumb pointing down.



Pushing

Pushing the ball is an essential part of play. A push is the best pass to use for short distances because it allows for the most control over the ball, thus more accuracy which is needed in indoor hockey. The stick stays in contact with the ball until it is released for the pass.

Basic Push

Execution of Skill

- Players roll ball with right hand (no stick) to get feel of what to do.
- LEFT hand rotated anticlockwise from basic grip to be comfortable.
- RIGHT hand should be placed to exert maximum forward power.
- For basic push, line between feet points where you want to go.
- Place ball in front (or even further back) of RIGHT foot.
- Put stick on ball & SCRAPE stick along ground for at least a metre.
- Keep stick on the ball and ACCELERATE it as it scrapes the ground.
- Keep face of stick at 90 degrees to the direction of the push throughout.
- Transfer weight from right to left foot as stick scrapes ground.
- Follow through in an arc.



Watch for

- Eyes focused on ball UNTIL ball delivery completed.
- Stick STAYS ON BALL throughout the push.
- Stick SCRAPES the ground as ball is pushed.
- Weight transfer from RIGHT to LEFT foot.
- Face of stick is at RIGHT ANGLES to direction of push.



Pushing on the Run

Used to deliver the ball quickly without slowing down.

Prevents opponent catching up and tackling from behind.

Enables Player to quickly follow up any goal shot.

Execution of Skill

Grip is as per basic dribble. The LEFT hand should be comfortable.

RIGHT hand should be placed to exert maximum forward power.

Push can be made off either foot.

Keep knees bent to get greater power into the thrust.

It is important Player does not slow down, shuffle the feet or skip (DON'T break stride).

Player should continue to move forward even after delivering ball.

Power can be imparted by scraping stick along ground for a distance with ball on stick.

Keep stick on the ball and ACCELERATE it as it scrapes the ground.

Keep face of stick at 90° to the direction of the push throughout.

Extend stick through direction of push after release.

If necessary, have Players start at walking pace and build up to a full sprint.

Watch for

Hands apart on stick.

Eyes focused on ball UNTIL ball delivery completed.

Stick STAYS ON BALL throughout the push.

Stick SCRAPES the ground as ball is pushed. Player does not break stride.

Face of stick is at RIGHT ANGLES to direction of push.

Practice Drills

In pairs one Player runs beside as other pushes at goal while keeping up with first one.

In pairs one Player chases as second runs towards circle for shot.

Run in to circle have a shot then follow up on Goal Keeper's pads.

Small games points for goals and push on the run (push on the run for a goal is 2 pts).



Flicking (shots at goal only)

The flick can ONLY be used as a shot on goal. Powerful flicks are achieved by using the body, not just the arm strength. The technique is very similar to the push above. Differences are:

1. To assist with Players lifting the ball, the stick is pulled back into the forearm. This inclines the head of the stick and assists in correct positioning to lift the ball. It can reduce the amount of insufficient stick head and the ball just falling off the stick.
2. The ball is level with the front left foot, not back foot or middle.
3. Rotation of your hips is necessary for powerful shots rather than just arm power.

Square Drag

Players need to develop the ability to drag square whilst moving sideways. Often the two step sideways, coupled with a square drag to a defender, will result in options occurring for the ball carrier.

Big Drag

Often one big drag can be more effectively used to beat an opponent than a series of small drags.

Execution of Skill

Like Indian dribble except ball is drag as far outside the foot as possible.

Ball should be kept on the stick.

The stick should roll over the ball to stop it running away.

Watch for

Stick is reversed easily.

Ball is dragged quickly.

Ball does not run off the stick.

Practice Drills

Set up witched hats or barrier that requires a big drag then introduce a defender.

Circular Drag

Elite Players should be encouraged to practice this skill as a form of ball protection or elimination skill.

Execution of Skill

Player turns in a continuous circle keeping the ball in contact with the stick. Circle should revolve around a stationary central point.

Perform skill both clockwise and anticlockwise.

Watch for

Ball is kept on stick at all times.

Speed of execution of skill.



Dig Shot

Used as a powerful goal shot when on the reverse stick side.

Execution of Skill

Motion is like reverse stick pass.

Ball placed between the feet and weight transferred from back (left) foot to the front foot. Stick angled as it contacts ball.

Power imparted by the right hand.

Stick contacts the ball and the ground at the same time.

Watch for

Player leans back on left foot to start. Ball is in between the feet.

Stick contacts the ground and the ball at the same time.

Practice Drills

Do several practice swings without the ball to get the rhythm then introduce the ball for a shot.

Goal Shooting

Players need to observe basic principles to maximise goal scoring possibilities.

Execution of Skill

Get into a good goal scoring position (near goals, not forward of the near post, be down low). When running into the circle with the ball straighten it up towards the goals before shooting. Look at the goals and goalkeeper to decide where to shoot (Is goalkeeper off the line?).

Advanced Players should hit/push to the side of the foot on which the goalkeeper has all the weight.

Shoot quickly (e.g., push rather than hit, drop left hand down for shorter back swing, slap hit the ball, hit off either foot).

Shoot to the far side of the goals so that if the goalkeeper saves the shot it will rebound into play. Shoot low into the corners from the top of the circle and high from in close.

Follow up shot (don't stand back and admire the shot).

Protect the ball for the shot (e.g., drag it back for a squeeze shot, run to the right using the left foot for protection)

Watch for

Shot is quick - both early shot and avoid big wind up.

Player always follows up the shot.

Player looks at the goals and goalkeeper before shooting.



Practice Drills

Players running into circle, shooting immediately and following up rebound.

One Player in circle receiving rapid succession of passes.

Players running down either wing and crossing into circle with/without defenders.

Trapping

Flat Stick Trap

This is the easiest way to trap a ball which is coming along the ground.

However, many Players tend to be lazy and not get their eyes behind the line of the ball.

Execution of Skill

Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.

Eyes to focus on ball throughout its travel until trap has been completed.

Feet must move quickly to get eye behind line of ball as early as possible.

Bend knees to get down low.

Stick is placed flat on ground tilted forward.

Let the stick "give" to the degree required to make ball stay on stick.

Keep face of stick at 90° to the direction of the ball.

Ball should be trapped in a protected position near front foot.

Ball should be trapped in a position to allow immediate movement in any direction.

Players should let the stick "give" to the degree required to make ball stay on stick.

Watch for

Players keep their eyes behind the line of the ball.

Players watch the ball all the way on to their stick.

The stick is not held too softly or too firmly.

Players are well balanced.

Practice Drills

Hit/Trap game. Team at each end try to hit through other team over line to score.

Hitting and trapping in pairs.

Pairs counting how many times they can pass the ball back and forth in a minute.

Fore Stick Side

Execution of Skill

Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.

Eyes to focus on ball throughout its travel until trap has been completed.

Feet must move quickly to get eye behind line of ball as early as possible.

Bend knees to get down low.

For basic trap keep stick upright to allow for bouncy ball.

Stick tilted forward to control the ball and prevent it rebounding.

Keep face of stick at 90° to the direction of the ball.

Let the stick "give" to the degree required to make ball stay on stick.

Ball should be trapped in a protected position near front foot.

Trap in a position to allow immediate movement in any direction.

Watch for

Players keep their eyes behind the line of the ball.

Players watch the ball all the way on to their stick. The stick is not held too softly or too firmly.

Players are well balanced.





If the Players stick grip is right they should be able to punch the left hand (hopefully with glove) straight to the floor. The hand will naturally roll most times due to the glove and the top edge of the stick is forward (hooded) to the bottom edge. The hooding of the stick reduces the number of bobbles (lifted ball). If the flat of the stick is 90 degrees to the court then the ball may have a tendency to bobble up and cause a raised ball breach. If over 90 degrees (inclined back) a raised deflection will normally occur.

Reverse Stick Trap

Used as an advanced skill to immediately perform next move e.g., goal shot.

Also used when Player does not have time to get around the ball to trap.

Execution of Skill

Same grip as for dribble.

Eyes to focus on ball throughout its travel until trap completed.

Feet must move quickly to get eye behind line of ball asap.

Bend knees to get down low.

Left hand reverses stick, right hand lets the stick turn.

Stick tilted forward to prevent rebound.

If stick is upright trap ball behind front (right) foot.

If stick upright keep face of stick at 90° to the direction of ball.

If stick is flat on ground, have left knuckles on ground.

If stick is flat, angle it forward so ball will move to strong side.

Let the stick "give" to degree required to make ball stay on stick.

Watch for

Players watch the ball all the way on to their stick.

The stick is not held too softly or too firmly.

Players are well balanced.

Practice Drills

Hit/Trap game. Team at each end try to hit through other team over line to score.

Hitting and trapping in pairs.

Count how many times can pass the ball back and forth in a minute (with reverse traps).

Small game points for goal and reverse stick trap.



Trapping On the Run

Used to prevent Player from behind catching up.

Also used to run on to ball passed in front of Player.

Execution of Skill

Same grip as for dribble. LEFT hand can shift anticlockwise for comfort.

Eyes to focus on ball throughout its travel until trap has been completed.

Feet must move quickly to get eye behind line of ball as early as possible.

Bend knees to get down low.

Keep stick upright to allow for bouncy ball and prevent slowing down.

Stick tilted forward to control the ball and prevent it rebounding.

Keep face of stick at 90° to the direction of the ball.

Push/bunt ball forward as it meets stick so that it stays on stick as you move forward.

Watch for

Players keep their eyes behind the line of the ball.

Players watch the ball all the way on to their stick.

The stick is not held too softly or too firmly.

Players are well balanced.

Player propels the ball forward so that it stays on the stick.

Practice Drills

Two lines hit to Player who is already running forward to trap on run then hit back.

Small game points for goal and trapping on the run.

Trapping Deception

As with all skills a deception will assist the Player to execute the skill under less pressure.

Execution of Skill

Get in position for normal trap.

Just before ball arrives either accelerate forward or drop back to receive ball in a different position.

Watch for

Player does not move too early.

Player has looked around to see where to move to be in the best space when receiving the ball.

Practice Drills

Hit ball to Player with an opponent on one side. Player must deceive opponent when trapping.

Running The Ball

Indoor hockey is played on a smooth surface that adds control of the ball. Field Players in the open should run with the ball in front of them. This allows passing quickly in either direction, or board passes to self, if the opportunity exists. Players should bring the ball back to the centre carry position when approaching a tackler.

Good defenders will pressure the ball receiver as she/he receive the ball. Players need to develop the ability to go either left or right running with the ball to go around defenders. This sometimes requires running parallel to the back lines rather than forward, or at times towards the backline to avoid the tackler. Sometimes it is better option to stop and lay off backwards, rather than taking on a good tackler.

Basic Dribble

Execution of Skill

To improve vision BEND KNEES more so than the back to and get down low.

CORRECT GRIP above is important for reverse stick dribble later on.

RIGHT hand can/should move closer to top of stick to increase vision.

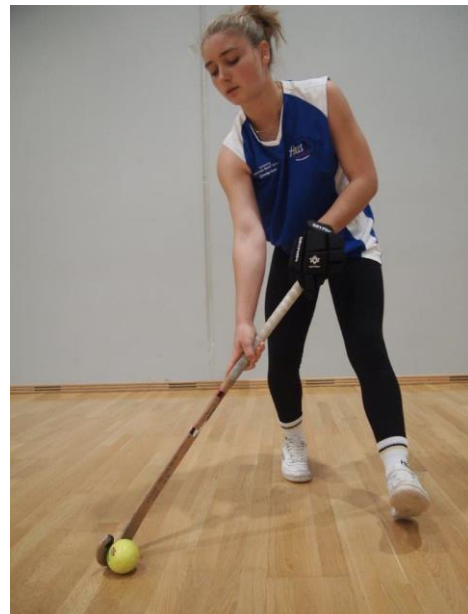
Dribble the ball slightly OUTSIDE the RIGHT FOOT and IN FRONT of body.

Lean the stick back toward you to get the ball further out in front.

With knees bent look about a metre in FRONT of BALL so can see ahead.

Also practice looking up as often as possible without losing control.

In early stages keep ball on or very close to the stick at ALL times.



Watch for

Correct grip.

Knees are bent and ball is out in front and to the right.

Eyes are looking forward.

Indian Dribble

Execution of Skill

Use of BASIC GRIP is important for reverse stick (Indian) dribble.

Top (LEFT) hand remains firm on stick and bottom (RIGHT) hand loose.

Only the LEFT hand turns with the stick.

Turn stick OVER not UNDER ball (acts as a form of ball protection).

RIGHT hand used to push to left and pull back to right.

Try to keep the ball on the stick at ALL times.

Discourage Players from tapping ball in front in early stages.

Weight should transfer from side to side with the movement of ball.

Extend LEFT hand & make stick more upright if stick rolls over ball.

Face of stick should be 90° to desired direction for ball.



Watch for

Top (LEFT) hand position allows stick to turn 360 comfortably.

Stick stays on ball - NO SOUND of tapping can be heard.

Weight transfers with ball.

Bottom (RIGHT) hand DOESN'T turn with stick (TOP hand problem).

Ball Protection - Running To The Right

Used as a basic way of protecting the ball from an opponent.

Used to protect ball from an opponent tackling from the front.

Execution of Skill

While controlling the ball watch the opponent coming at you.

As opponent draws just near enough to tackle drag ball backwards and to the right.

Turn the body so that the LEFT shoulder points at the opponent.

Move the LEFT leg forward and to the right so it's between the opponent and the ball. Dribble the ball to the right.

As opponent tackles push LEFT leg out, so the stick strikes the leg NOT the ball.

If close enough, lean in on opponent to push past then cut in behind & go forward. If can get past opponent, cut in behind so opponent is eliminated.

If can't get behind, keep opponent on your left as this is a weak tackling position.

Watch for

Player does not run to the right too early such that opponent can run on an angle.

Player keeps the LEFT leg between the opponent and the ball.

If possible, Player pushes past opponent to get in front.

Practice Drills

Opponent rushes from in front to tackle. Player runs to the right to protect ball.

Small game points for running to the right.

Ball Protection From The Side

Used to prevent opponent tackling.

Used when under pressure and not in position to make a pass. Used to protect ball from opponent attempting a steal tackle.

Execution of Skill

Dribble in straight line watching opponent's stick.

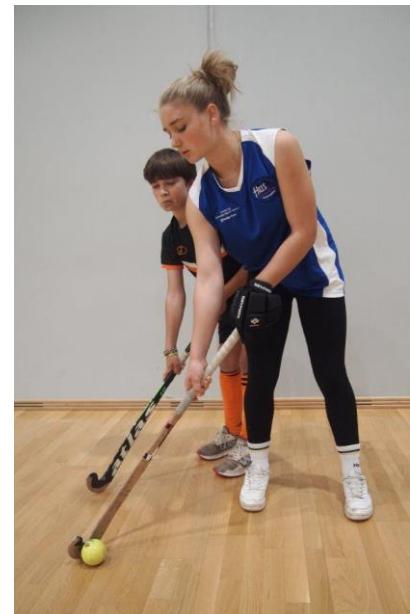
As tackler swings at ball move stick SLIGHTLY out & in front of ball.

For reverse side protection, reverse stick over ball first.

Hold stick FIRMLY.

Run stick along ground such that tackler will strike it.

Once tackler has withdrawn stick, normal dribble can continue.



Watch for

Stick is held firmly.

Stick is NOT touching ball.

Stick is NOT swung back to create a stick obstruction.

Stick head is in front of ball to prevent it being played by opponent.

Practice Drills

Player runs in straight line and protects from tackler from the side.

Everyone has a ball and tries to knock each other's balls out of a confined area.

Small game points for ball protection from the side.

Ball Protection From In Front

Used to prevent opponent tackling.

Used when under pressure and not in position to make a pass.

Used to protect ball from opponent attempting a poke tackle.

Execution of Skill

While controlling ball, watch tackler's stick.

As tackler swings or pokes at ball move stick SLIGHTLY out & in front of ball.

Hold stick FIRMLY between the tackler and the ball.

Once tackler has withdrawn stick, normal dribble can continue.

Watch for

Stick is held firmly.

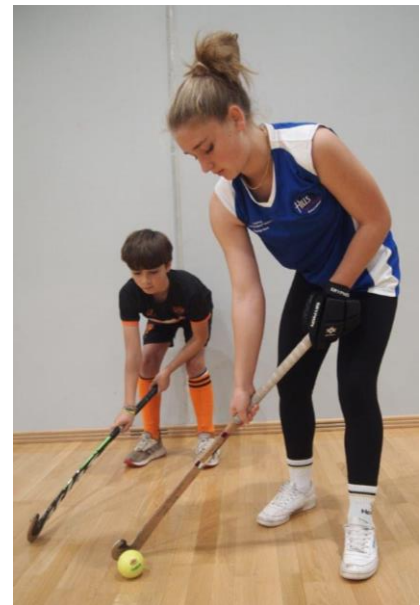
Stick is NOT touching ball.

Stick is NOT swung at opponents stick to create a stick obstruction.

Practice Drills

Player controls ball while opponent in front performs poke tackles.

Everyone has a ball and tries to knock each other's balls out of a confined area. Small game points for ball protection from in front.



Ball Protection From Behind

Used to prevent opponent tackling.

Used when under pressure and not in position to make a pass.

Used to prevent chasing opponent from catching up.

Execution of Skill

While running with ball watch chasing opponent.

Watch which side opponent is attempting to pass you to make tackle.

Move ball to OPPOSITE side of body to where tackler is.

Move body TO the side where tackler is and run tackler off the ball.

Drag ball as body moves but NOT far enough for tackler to see it.

ASAP resume original direction (i.e., prevent being channeled).

Continue to watch opponent as well as the ball.

Repeat either side of body as often as necessary.



Watch for

Player is watching opponent.

Player moves ball away from opponent BEFORE moving body.

Player moves body to run opponent off the ball.

Body is ALWAYS between opponent & ball (opponent SHOULDN'T see ball).

Practice Drills

Player runs with ball while opponent tries to catch up from behind.

Everyone has a ball and tries to knock each other's balls out of a confined area. Small game points for ball protection from behind.

Pushing Left To Right

Used to pass the ball quickly without telegraphing the pass to the opposition.

Used as a more powerful pass than a reverse stick pass.

Execution of Skill

Feet continue to move forward so as not to telegraph the pass.

Push left elbow forward so that left hand turns the stick under the ball (anti-clockwise). Ensure face of stick is at right angles to direction of pass.

Push both hands both hands in direction of push to keep the stick upright (prevents the ball being lifted).

Watch for

Feet and body do not turn.

Stick face is turned far enough to be at right angles to direction of push.

Stick is kept upright to prevent lifting the ball.

Practice Drills

Stand side on and push to team mate on the right.

Two on ones (with passive then active defender).

Passing

Used to retain possession of the ball.

Passing is one of the major skills of the game. Young and lower grade teams do not often string several passes together.

Passes can be direct or into space for team mate to run on to.

To retain possession, it is important that the RECEIVER dictates the timing, pace, and direction of the pace.



Execution of Skill

Requires accurate hitting or pushing.

Requires good trapping.

Often requires some form of deception.

Look to see when and where teammate wants the ball.

Watch the defenders more so than teammates. The pass must "miss" the defenders.

Look in every direction including backwards for potential passes.

Watch for

Accuracy of pass.

Pass is played between or out of reach of defender's feet and stick.

The timing, pace, power, and accuracy of the pass.

For moving Players the pass should be such that the receiver does not have to change pace or direction to trap the ball.

Practice Drills

Running in pairs and passing.

Two on ones.

Keepings off game.

Game where teams get a goal for 3 to 5 consecutive passes that travel more than 5 metres.

Reverse Stick Passing

Used as a deception.

This pass is more deceptive than a push from left to right.

Execution of Skill

Quickly reverse the stick over the ball and push it to the right keeping the stick on the ball.

Alternatively use the bottom (right) hand to punch the ball - use a small swing but impart a lot of power.

Watch for

Face of stick is at right angles to direction of pass.

Pass is made firmly.

Pass is quick enough to be deceptive.



Practice Drills

Players pair off and pass the ball using the reverse stick.

Small game points for goal or reverse stick pass.

Two on ones.

Two On One

Used to eliminate a single opponent by passing or using the team mate to deceive and eliminate the opponent one on one.

Often Players do not recognise actual or potential two on one situations as they occur in the game.

Execution of Skill

The Player with the ball should run fast so that the defender has little time to react to the situation.

The Player with the ball should run at and draw the defender.

The Player with the ball can then either pass or dummy the pass and beat the defender one on one.

If the defender does not commit at the Player with the ball this Player can keep running if the pass is covered.

Passes should be firm and accurate.

Passes should not be made across the face of the defender (run at not away from the defender to pass).

The Player off the ball should try to move the defender or ghost at the right time.

Watch for

The Player with the ball runs at the defender.

The Players run fast.

The Player with the ball watches the defenders' movements as well as the teammates position.

The pass is firm.

Deceptions are used.

Practice Drills

Two on one and goal shot.

Three on two where Players try to create two on ones.

Small game points for two on one.



Signaling And Leading

Used so that teammates can communicate without letting the opposition know.

Used to deceive opponents without confusing team-mates.

Execution of Skill

Players must get eye contact before a signal is made.

The signal should be known by each Player (eyes, finger etc.) and hidden from the opponent.

The receiver should make a dummy lead to deceive the opponent and/or move the opponent out of position.

The dummy lead should be slow enough so the opponent can follow.

The passer should make a dummy pass to deceive the opponent.

The receiver should make the actual lead as late as possible to prevent the opponent reacting early.

Watch for

Players get eye contact before signaling.

The actual lead is not made until the passer is ready to pass.

The pass is made when the receiver can get there to receive it.

Deceptions are used.

Practice Drills

Two Players with an opponent closely marking one. Small game points for signaling and leading.

Stick Feints

Used to deceive and eliminate opponent one on one.

Execution of Skill

Do not do a lot of stick work while approaching opponent otherwise attention will be focused too much on the ball.

Move/dummy so that defender is tricked into moving in the wrong direction.

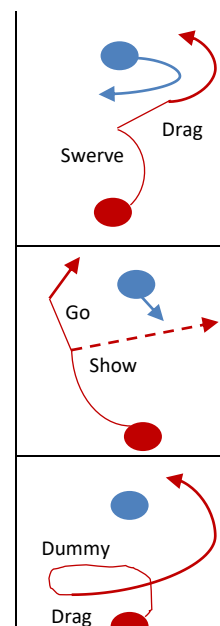
Dummy movement can be either with the body or the stick.

Player should focus on the opponent's feet, stick, and weight transference.

The ball should be moved immediately the opponent reacts to the dummy.

The Player should cut in behind the defender and protect the ball as quickly as possible.

Deceptive moves include Swerve and Drag, Show and Go, Dummy over the ball, Body Swerve.





Swerve & Drag: Move ball to the right and as defender shifts to that side swerve towards the left. As defender shifts back watch for when the defender's weight is shifting and/or the defender's legs cross. Immediately drag the ball to the right and then cut in behind the defender.

Show and Go: Move to the left and move body around as if to pass the ball to the right. When the defender shifts to the right and/or lays the stick down flat to cut off the pass immediately drag the ball left then cut in behind the defender.

Dummy over ball: Move the stick across in front of the ball as if to pass from right to left. In the same motion drag the ball back to the right and cut in behind the defender.

Watch for

Dummy move is realistic enough to trick defender.

Player watches defender's movement.

Player moves the ball immediately the defender reacts to the dummy. Player does not get too close to defender before moving the ball. Movement of the ball is quick.

The Player cuts in behind the defender after getting around.

Practice Drill

One on ones with passive defender moving up.

Basic Tackling Technique

Basic Flat Stick Tackle

Used to present a large tackling surface (opponent needs a big drag to avoid tackle).

Used to tackle Player who is attempting to enter the circle.

Used to tackle Player who has limited area in which to move.

Execution of Skill

BEFORE tackling MIRROR and/or CHANNEL opponent.

Wait until opponents are where YOU want them to be.

Look for ball control errors or time opponent's moves are limited.

Knees should be bent, and weight balanced to allow quick recovery.

Knuckles of BOTH hands should be on ground, so stick is flat.

Place RIGHT elbow behind RIGHT knee to get strength in the tackle.



Watch for

- Player slows down opponent before tackling.
- Player waits for best time to tackle.
- Player is balanced to allow quick recovery.
- Player does NOT rush at opponent.
- Stick is low enough so ball CAN'T go under it at any point.

Practice Drills

- Practice tackling in a confined area.
- Small game points for goal and flat stick tackle.

Reverse Flat Stick Tackle

Used to present a large tackling surface (opponent needs a big drag to avoid tackle). Used to tackle Player who is attempting to enter the circle.

Used to tackle Player who has limited area in which to move.

Used to tackle Player who has forced you onto your reverse stick side.

Execution of Skill

BEFORE tackling MIRROR and/or CHANNEL opponent.

Wait until opponents are where YOU want them to be.

Look for ball control errors or time opponent's moves are limited.

Grip should allow stick to be reversed easily.

Knees should be bent, and weight balanced to allow quick recovery.

Knuckles of BOTH hands should be on ground, so stick is flat.

Place LEFT elbow behind LEFT knee to get strength in the tackle.

If opponent drags from fore to back stick SWEEP stick along ground (NOT OVER THE TOP).



Watch for

Player slows down opponent before tackling. Player waits for best time to tackle.

Player is balanced to allow quick recovery.

Player does NOT rush at opponent.

Stick is low enough so ball CAN'T go under it at any point.

Stick swept along ground (NOT OVER THE TOP) to change from fore to reverse stick tackle.

Practice Drills

Practice tackling in a confined area.

Small game points for goal and reverse flat stick tackle.

Reverse Stick Steal

Used to steal the ball from beside opponent on the reverse stick.

Used mainly when cannot get in front of fast moving opponent.

Execution of Skill

BEFORE tackling CHANNEL opponent and get in front as much as possible.

Look for ball control errors or time opponent's moves are limited.

Hold stick in LEFT hand only and extend it out to reach the ball.

Drag the ball towards you and/or behind the opponent.

Do NOT touch the opponent's stick or body.

Watch for

Player attempts to get in front of opponent as much as possible.

Player does NOT touch opponents stick or body at any time.

Practice Drills

Small game points for goal and reverse stick steal.

Poke, Jab or Lunge Tackle

Used to tackle Players who have large area in which to move.

Used to make Player move ball to cause errors, channel and/or set up for flat tackle. Used to tackle fast moving opponent.

Execution of Skill

BEFORE tackling MIRROR and/or CHANNEL opponent.

Wait until opponents are where YOU want them to be.

Look for ball control errors or time opponent's moves are limited.





Knees should be bent, and weight balanced to allow quick recovery.

Stick is held in both hands EXCEPT for the lunge forward.

Step forward and QUICKLY extend stick (held in LEFT hand only).

Use DUMMY lunges to make opponent move ball and create errors.

Stick returns to both hands ASAP after the lunge.

If unsuccessful step back ASAP to continue to mirror opponent and repeat lunges.

If successful move forward immediately and steal ball with BOTH hands on stick.

Poke the ball in behind the opponent rather than try to sweep it to the side.

Watch for

Player slows down opponent before tackling.

Player waits for best time to tackle.

Player is balanced to allow quick recovery.

Player does NOT rush at opponent.

Lunge is made with stick only held in LEFT hand.

Stick returns to BOTH hands ASAP.

Player moves backwards if lunge is NOT successful.

Player moves forward ASAP if lunge IS successful.

Practice Drills

Practice tackling in a confined area.

Small game points for goal and poke tackle.

Small game points for FLAT tackles in DEFENSE and POKE tackles on the FORWARD line.

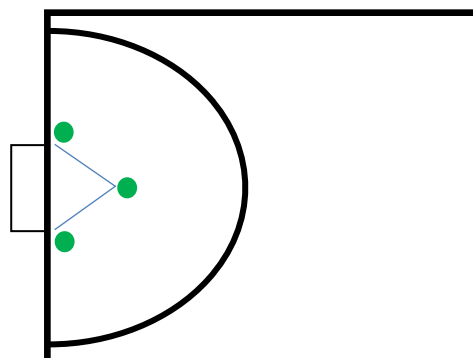
Goal Keeping

Set Position

The set position is the same as field hockey for Junior Keepers. The Keeper is upright with hands raised forward of the face. Knees slightly bent, just enough to incline the leg guards. Use the idea of being vertical, and doing a push up helps. The Keeper also needs to be on her/his toes and be balanced. However, all Keepers are different, and they need to feel comfortable in their stance. They need to adopt the stance prior to attackers entering the circle.



The young Keeper needs to be in line with the centre of the net and the location of the ball (not lined up with the attacker but in line with the ball). It is recommended that the Keepers use a V rather than the U or semi-circle as done on grass or turf. With the circle being only a max of 9 metres, and the ball moving at speed, it is better to be out further to cut down the angles. It also allows the Keeper to dive left or right without contacting the goal.



Common problems that can be encountered.

Hands and arms straight out (crucified look). Leads to problems moving the glove and stick for saves and often unbalanced in general play.

Hands behind the line with their head. Leads to time delays moving the gloves and stick for saves.

On back of heels or rocking on their feet. (effect on balance time delay in moving).

Body is too arched leading to balance issues.

Gloves and pads on wrong arms/legs or upside down.

Movement

Movements that the Keeper must master are:

Snapping legs together for a save. If you get both legs together for the save then do it that way.

Straight line movement (to move towards the ball not under pressure).

Duck walk (limit the gap between leg guards) when in close with a forward with the ball.

Leg to leg for sideways movement (never cross over your legs).

Leg Lunge (left and right) and not "Cow Kicking" (feet come up high rather than shooting across).

Moving with gloves high.

Moving with gloves down (when close to attackers).





Kicking

Where possible the instep/side kick should be used during indoor games. Goal Keepers need to keep the ball flat and along the surface of the court. Rough rule of thumb for umpiring is that if it comes in flat along the ground it needs to go out flat along the ground. GK are the same as Players, they cannot lift the ball (unless part of an aerial save). If the ball was to hit the kicker or leg guard in an elevated position and then travels through the air that is OK and should not be penalised. However, if it is along the ground, and is raised by the kick, the result is a likely a penalty corner.

Kicking should be practiced with both toe and instep and stationary and on the run.

Execution of Skill

Shorten steps as approach the ball.

Keep weight forward. Head over ball.

Keep eyes on ball.

For raised ball either kick the ball high or lift leg as high as possible with knee bent so kick goes back along ground.

Goal keepers should be able to kick with either foot.

Watch for

Balance when kicking. Head over ball.

Eyes kept on ball.

Practice Drills

From the centerline run to top of circle and kick the ball into the goal.

From 5 yards from the goal stand side on and kick ball into goals with instep.

Have a teammate roll ball from back line (outside of goals) to top of circle.

Run from the centerline and kick into goal.

Practice kicking the leg high (without the ball).

Instep/Side Kick

Two basic types of instep kicking are normally used. In both cases the ball is positioned so that the impact is at the base of the foot just in front of the ankle.

In the first case the Keeper is moving, and the entire leg is pivoted from the hip and drives the ball in the desired direction. Often used when the ball is coming into the circle uncontested or is moving across the goal mouth and needs to be cleared out.

GK is balanced on one foot and moving forward and is using body mass as well as the motion of the leg when making contact.

In the second case, the Keeper is stationary, and the hip and leg do all the work (in many cases the leg doing the work does come off the ground by a millimeter or two to allow the kick to happen). This occurs normally after a save has been made and the ball needs to be moved quickly away.



Easiest approach is to get the ball away by dragging the ball with the instep foot. Keeper needs to practice both feet in mastering the instep kick.

Toe Kick

The major problem with the toe kick is that front of the kicker has rounded front. This rounded front feature tends to:

- Reduce the accuracy of kicks.
- Lift the ball (leading to penalty corners)

There are times that the toe kick must be used to move the ball away from an attacker. However, where possible use the instep kick.

Stopping With Feet

Often Goal Keepers let the ball go between their feet. They should therefore practice both direct as well as wide saves.

Execution of Skill

- Be up on the toes to be balanced but ready for quick movement.
- Keep head over the ball.
- Quickly bring feet together for ball coming straight.
- For upright save bend knees and keep weight forward.
- Stretch leg by doing the splits for ball hit into the corners of the goal.

Watch for

- Goal Keeper is balanced.
- Goal Keeper keeps eyes on the ball.
- Goal Keeper brings legs together (no gap) to save direct shot.
- There is no gap under leg for leg stretch save.

Practice Drills

- Practice doing the splits for balls that are hit wide.
- Have partner hit balls both straight and wide into the corners of the goal.
- Have partner lob ball from the top of the circle. Stop it, control it to the ground and clear it.
- Start with feet wide apart and have partner hit hard and straight - bring legs together quickly to save.
- Have partner hit at goal using tennis balls.

Stick Work

Sticks often form part of the save technique on the Keepers right hand side. Keepers are the same as field Players when it comes to hitting the ball. During aerial saves, the Keeper needs to guide the stick rather than swinging wildly at the ball. The idea is to drop the ball (no one can play the ball in the air except to bring it to ground) or deflect away from the net as part of the save. Use two handed saves where possible.

Keepers can play the ball whilst lying on the ground, unlike field Players within the circle.



When diving or saving on the left side, the Keeper needs to turn the stick over 180 degrees. Keepers cannot use the back of the stick to save a shot.

Clearing With Stick

Execution of Skill

Action is like a one handed push (unless the Goal Keeper's gloves allow for the stick to be held in both hands).

Rotate right hand (the one holding the stick) to clear the ball from left to right.

Watch for

Goal Keeper has strong grip on stick.

Ball is not raised dangerously.

Practice Drills

Stop balls hit from top of circle close to pads then clear with stick to targets on either side of circle.

Stopping With Hands or Stick

Execution of Skill

Keep eyes on the ball.

If the ball is close enough dive with both hands together to produce a greater stopping area.

Keep hand stationary so as not to deliberately propel the ball.



Watch for

Eyes kept on ball.

Where possible both hands and stick kept together.

Practice Drills

Practice diving to either side.

Have partner hit at goal using tennis balls to improve reflexes.

Flexibility exercises to improve agility.

Stopping With the Body

This save is used as a smothering technique when the Goal Keeper is too close to the ball to react to its movement.

It is important that the Goal Keeper's equipment is such that it will protect from a hard blow anywhere on the body.

Execution of Skill

Face directly at ball with arms down the side to present the largest possible area. Stand up and maintain good balance.

Push chest out to present large area and so ball will rebound.

Watch for

Goal Keeper presents the largest possible area.

Goal Keeper is well balanced.

Practice Drills

Have partner flick and undercut at goal using tennis balls from a close range.

Introduce hockey balls.

Sliding

Execution of Skill

Goal keepers should be able to slide on either side.

The slide should be on the leg which is closest to the ground.

The slide should be side on and not feet first.

The arm nearest to the ground should be used to push back up immediately for quick recovery.

Watch for

Slide is side on.

The Goal Keeper can recover quickly (push up using arm)



Practice Drills

Lay out 3 balls in a straight line one metre apart (i.e., 2 metres from end to end). Slide at and clear all 3 balls out of the circle.

Corners

The Goal Keeper on corners needs to get out of the net towards the receiver at the top of the circle. Depending on team tactics, the Keeper may be the first runner. The Keeper needs to adopt a sprint position in the net and decide in advance how far they are going. If NOT going all the way, then the Keeper needs to allow themselves enough time to stop and adopt the set position. The Keeper needs to be at least four steps out, no matter what the size of the circle.

Communication

The Goal Keeper has the best view of any Player on the field of opposition Players who may be in threatening positions on the field. It is therefore essential that the Goal Keeper constantly tells the defenders where to move and warns them of Players who have got in behind the defense. To do this the Goal Keeper must be able to read the play.

The Goal Keeper is in charge in the circle. The Goal Keeper has right of way and should call loudly if they decide to stop or clear a ball that a team mate is also attempting to play.



11. Hockey Australia Player Development Model

The table below has been developed by Hockey Australia and provides a guide to what Coaches should focus on and the skills to be taught at various age groups. What is actually taught in an age group will depend on what level the Players are at and what grade the team is in. The next section provides further details on what should be covered for each age group.

Stage of Learning	Focus	Skills	Age Guidelines
Beginner	Focus On:	Grip – open	Below 10
	Fun	Passing/receiving – push/trap	
	Enjoyment	Moving with the ball – front/reverse	
	Motivation	Tackling – block, steal	
	Basic Skill Development	Team play – small numbers, concepts	
	Basic Tactical Awareness		
	Basic Rules Knowledge		
	Team Play		
Consolidating	Building On:	Additional Skills	10-13
	Skills	Moving with the ball – dodging	
	Game Knowledge	Tackling – lunge, poke, from behind, ‘wrong’ side	
	Tactical Awareness	Goal shooting	
	Team Play and Affiliation	Goal Keeping	
	Rules Knowledge	Team play – positional play/tactics + concepts	
Established	Refining:	Application of skills under pressure	13-17
	Skills	Passing/receiving	
	Game Concepts	Moving with the ball	
		Tackling	
		Goal shooting	
		Goal Keeping	
		Team play	



12. Age Group Outlines

Common Standards

Emphasis

Basic Skills - It is important that every Player learns the proper technique for each of the basic skills as early as possible in their development. Players can become very adept at performing a skill using an incorrect technique and consequently the longer this Player is left the harder it will be to change the technique at a later time. It is essential that Coaches concentrate on Players using the correct grips for each skill being taught.

Fun - Players of all ages play for the enjoyment. The reason for enjoying hockey differs with the age of the Player. While Seniors find the sport more enjoyable if they are winning the 5/6's would come back every week if they got McDonalds after training. Coaches should determine what motivates their Players and incorporate these aspects into training.

Positive - All comments should be positive and encouraging. Players with low self- confidence will not be as keen to try new skills as those who receive regular encouragement.

Repetition - Skills should be repeated as often as necessary until the Players have mastered them and faults should be corrected immediately.

Participation - Every Player regardless of skill level should be given an equal opportunity to develop. Apart from the fact that it is not possible to properly talent identify at a young age, most Players want fairness and an equal opportunity to compete.

Result - While Players at all ages like winning the Coach shouldn't place too much emphasis on this at a young age. Coaches should set the example both during and after the game regarding the respect for Umpires and their decisions.

Discipline - All teams should maintain a high standard of discipline. This includes punctuality, appearance, training effort and during match play. Coaches should avoid the temptation not to discipline the best Player(s). Often there is little need for disciplinary measures if the Coach sets the example and imposes discipline from the outset.

Specificity - Skills training relates to the game of hockey, has a purpose and the purpose is understood by the Players.

Understanding - Maintain eye contact with the Players so as to ensure they are listening and understand what is required of them and why.

Game Plan

Simulated Games - Where possible training should simulate actual game conditions. Players should be required to "train like they play". For example lazy trapping at training could lead to lazy trapping in a game. Small games are useful to practice specific skills.

Specialization - At the young ages Players should be encouraged to try several positions before they "specialise".



Involvement - A Player should learn to be part of the game when not directly involved in ball play. Every time the ball moves, so every Player on the field must adjust their positions. Players must be taught to expect every ball to be passed to them. In this way they will gradually learn to “read” the play.

Assistance - Players should be encouraged to always assist the Player with the ball. i.e. from behind, next to and in front.

Skills Standard

Ability - Some individuals mature physically earlier than others and possess the skills to proceed to the next stage. They should be encouraged to do so to avoid under achievement. However:

The Player must want to proceed.

The Player must be psychologically, emotionally and socially mature enough to proceed. Self-confidence is often derived from peers. Players proceeding too soon may lose the confidence that’s an essential ingredient for success at subsequent skill levels.

There is a strong relationship between the skeletal and the chronological age necessary for optimum learning and performance to occur. Skeletal age may differ from chronological age by anywhere from one to five years. Therefore for this hockey model a \pm two year margin should be applied.

Progression - It is important that Coaches follow the correct skills progression. Players who are not competent with the basic skills will have difficulty learning more advanced skills. For example a Player who has not developed vision skills will not be able to beat a Player one on one even if they can reverse the stick comfortably. Players will develop different skills at different stages of their lives. For example a Player may learn to hit well but still have trouble pushing. It is therefore not essential that Players are proficient at each skill before moving on to the next skill. In this example the Player could learn advanced hitting at the same stage as basic pushing.

While Players can be taught most skills at an early age the pace and intensity must increase as they move up through the grades. Olympic Players do not have a secret skill that nobody knows about. However they do perform all the basic skills (hit, trap, vision etc.) at a much more precise standard.

The Players must be given clear messages as to how well they have achieved the skill. For example yelling “good pass” simply because the Player hit the ball hard could encourage Players to hit hard every time and not concentrate on the pace or direction of the ball. Likewise a pass that goes hard and straight is not perfect if it is raised slightly off the ground.

Match Pace - Players should train at match pace. While the skill may be initially practiced at a slow pace to get the technique right, Players should build up to match pace.

Minimum - The following standards are minimum standards only. Coaches can vary their session plans depending on the skill level of their Players. For example a new starter at 7/8s level will need to be taught the basic skills from the 1/2s level through to 5/6s before placing too much emphasis on the skills the other 7/8's may be learning.



It is important that Coaches bring new Players “up to standard” before showing them too many advanced skills or they will either give up or go on to the next age group with skill faults. Conversely Players who are coping easily should be extended by the teaching of more advanced skills.

13. School Year 1/2s & 3/4s

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.

Emphasis

Fun - At this age the most important aspect is to ensure every Player has fun. Every Player should be encouraged to enjoy learning new skills. Children at this age mostly want to play games so training should not consist entirely of boring skills work. Skills work can be made more fun by finishing every drill with a goal shot.



Simple - Children are not fully coordinated at this age and have a low attention span. Therefore skills should be broken down into simple elements, which are both achievable and easily remembered by the Player. Games should not be confused with rules. Two simple rules “Don’t swing the stick above waist height and if you kick it run away 3 paces before playing the ball again” are sufficient for the early weeks of training. Later the Coach can introduce a third rule “If the ball touches the rounded side of your stick also run away 3 paces before playing the ball again”.

Skills Standard

Grip - Players should know the correct grip for each of the basic skills.

Dribble - Players should be able to dribble in a straight line with the ball kept on the end of the stick. Once the Players can dribble comfortably emphasis should be placed on looking up as much as possible.

Reverse Stick - Players should be able to reverse the stick over the ball. It is important that the correct grip is used. It should be comfortable while still allowing the stick to be reversed easily.

Push - Players should be able to push the ball with power from both a stationary position and while moving. **Trap** - Players should be able to perform a basic upright trap. Emphasis should be placed on movement of the feet to get into the correct stance.

Game Plan

Players at this age have not developed group activity concepts. Most Players will be consumed with their own performance and ability to control the ball. Therefore the Coach should limit the amount of emphasis placed on passing skills and team possession play. Most Players when they do play the ball will simply push it forward. The Coach should concentrate on the correct pushing skill, with some emphasis on vision skills for the more advanced Players.

14. School Year 5/6s

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.

Emphasis

It is important that every Player is executing the basic skills with the correct technique at this level. This may require further remediation and consolidation for some Players. Some Players will be ready to cope with more advanced skills development and their coach needs to accommodate these Players as well. Coaches need to be aware that Players will develop at their own rate and plan training sessions to meet all needs where possible.

During the course of a season Players should:

- Be encouraged to retain team possession of the ball keeping it off the opposition.
- Know basic field positions and largely keep to their position.
- Understand the concept of manning up.
- Keep sticks and the ball down. Take free hits quickly.
- Use the width of the ground.
- Work to a set plan to get the ball out of defence.

Be encouraged to reflect on their game at a very simple level eg. at the end of game the Coach might ask a few Players to tell something that they did that was effective, coach might reflect on one aspect of the game that was well executed and something that needs to be addressed at the next training session. (NB Always finish on a positive).

Skills Standard

Players should now be able to execute basic skills taught in 1/2s & 3/4s, however there may be some first time Players that need to be taught these basic skills. In addition to ensuring that all Players can correctly perform the basic skills from earlier age groups. The Coach should teach the Players the skills identified in the Skills Matrix. Some key skills are;

Trapping on the Run-Front and Side - Emphasis should be placed on the basic upright trap as the first option. Introduce trapping for the next pass-encourage Players to decide where they are going before they trap the ball for this move.

Passing on the Run (basic) - Players should be able to pass on the run off either foot. **Space** - Players should begin to recognise and make use of space on and off the ball.

Development Level 2

Two on One - Players should be able to recognise a two on one in an actual game and be able to eliminate an opponent two on one.

Trapping for Next Move - Players should be able to trap ball in a position for the next move.



Dribbling - Players should be able to perform both the open and Indian dribbles competently and comfortably beat an opponent.

Reverse Push - Players should be able to perform a reverse stick push.

Basic Tackling - Players should understand basic tackling techniques - mirroring, flat stick.

Goal Keepers

Stop the ball with kickers-balanced stance on balls of feet, not flat footed;

- Follow ball in an arc.
- Clear the ball with feet or stick to the side.
- Encourage GKs to step out to 'close the angle'.
- Encourage GKs to know where their goalposts are at all times.

Game Plan

Players should:

- Be encouraged to retain possession and keep it off the opponents.
- Know basic position play for a full field game and hold these positions.
- Understand the concept of changing the play.
- Understand the concept of manning up on opponents.
- Keep their sticks down and/or on the ball or ground at most times.
- Take free hits quickly (closest Player takes the free if there is "something on").
- Use the whole width of the ground (play the ball wide if no easy pass).
- Understand the concept of achieving an individual goal for the game.
- Work to a set plan to get the ball out of defence.

15. School Year 7/8s

Age Characteristics

- Physically the Player is more developed and stronger.
- Players have an increased capacity to learn technical skills.
- Players have increased technically 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.

Emphasis

The emphasis should be on the correct execution of skills with sessions to correct technique as required. Players should have a reasonable knowledge of the rules and should be encouraged to evaluate decisions.

Players should be disciplined about manning up, understand how to create space both on and off the ball and be encouraged to create two on ones in a game. Retaining possession of the ball should be encouraged and Players should understand the concept and value of back passing. Players should retain width and depth.

Decisions - Players should be able to cope with the concept of making and being responsible for their own decisions during games. They should be encouraged to evaluate their decisions both during and after the game. **Skills** - Emphasis should still be placed on the correct performance of skills with remedial skills session as and when required.

Rules - Players should have a reasonable knowledge of all playing rules especially those that affect the way they play.

Skills Standard

Push - Players should be able to push the ball from left to right.

Channeling - Players should be able to mirror and channel opponents.

Tackling - Players should be able to perform lunge and reverse stick tackles.

Vision - Players should be able to see beyond the immediate opponent while dribbling.

Deception - Players should be able to perform methods of deceiving opponents.

Signaling - Players should be able to signal and lead to receive the ball in space. The passer should be able to pass into space and execute any necessary deceptions.

Penalty Corner - Players should be able to cope with penalty corner variations.

Goal Scoring - Players should understand good goal scoring positions. Get into a good goal scoring position (down low, near goals but not forward of near post). As you run into the circle with ball straighten it up towards the goals before shooting. Look at goals and GK to decide where to shoot. Shoot quickly e.g. shorter backswing. Shoot to the far side of the goals so that if the GK saves the shot it will rebound into play. Follow-up shot (don't stand back and admire the shot). Protect the ball for the shot.



Ball Protection-Using the Body - Watch opponent and as they draw near enough to tackle, drag the ball back and to the right. Turn body so that shoulder points at opponent. Move the left leg forward and to the right so it's between the opponent and the ball. Dribble the ball to the right. Opponent's stick should strike the leg not the ball. Lean in on the opponent so as to push past and then cut in behind to eliminate them. If you can't get behind, keep the opponent on your left as this is the weaker tackling position.

Ball Protection-from the Side - Dribble in straight line watching opponent's stick. As tackler swings at the ball move stick slightly out and in front of the ball. Hold stick firmly. Run stick along the ground so that tackler will strike it.

Ball Protection-from in Front - As above. As tackler swings or jabs at ball move the stick slightly out and in front of the ball. Hold stick firmly between the tackler and the ball. Once tackler has withdrawn stick normal dribbling can continue.

Goal Keepers

Skills from earlier age groups plus:

- Begin to slide, defend a basic penalty corner and stop with the hand.
- Continue to develop skills from earlier age groups with emphasis on knowing where you are in relation to the posts.
- Begin to direct defenders.

Game Plan

Players should:

- Look off the ball and man up.
- Communicate with each other to ensure all opposition Players are manned up.
- Retain width and depth.
- Create and exploit space both on and off the ball.
- Be encouraged to set their own goals for the game.
- Understand the concept and value of back passing.

16. School Year 9/10s

Age Characteristics

- Physically the Player is more developed and stronger.
- 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.

Emphasis

Fitness - Depending on the other activities enjoyed by the Players outside their hockey, fitness work may need to be introduced at this level.

Decisions - Players should be involved in the decision-making and be given responsibility to make their own decisions during games.

Tactics - Players should be able to cope with the concept of playing to a team tactic or set play.

Skills - Emphasis should still be placed on the correct performance of skills with remedial skills session as and when required.

Mental skills - Players should be able to prepare themselves mentally for the game.

Skills Standard

Focus on the correct execution of skills is still very important at this level and remedial sessions should be included as and when required. Some fitness work may need to be included. Players should be encouraged to interchange positions developing their versatility. Decision-making can be further developed at this stage and Players should not only be involved in making decisions but given responsibility to make decisions during games eg. corner variations.

Players should understand the concept of both one on one and zone defence and they should be comfortable with the playing of set plays and team tactics. They need to be able to change the way they are playing depending on the way the opposition is playing including varying the tempo of the game. Players should understand the idea of taking risks to score goals. They should understand the value of making use of width and depth and that communication can assist with maintaining focus for a full game.

Dribbling - Players should be able to get eye contact while dribbling under pressure.

Deception - Players should be able to deceive opponents with both stick & body movements.

Trapping - Players should be able to trap and control a raised ball.

Goal Scoring Stance and Position - Players should be able to get into a position and stance to be able to receive the ball in a good position for immediate shot at goal.

Corner Defence - Players should be able to vary defence to cope with attacking variations.



Penalty Stroke - Best taught by someone who already knows how to do it, it involves flicking the ball at the goals from the penalty spot when a corresponding offence has occurred or at the end of some drawn finals.

Goal Keepers

Skills from earlier age groups plus:

- Should be able to read the play and are encouraged to take responsibility for directing their defenders.

Game Plan

Players should:

- Be able to change the way they are playing depending on how the opposition is playing.
- Communicate collectively to enhance decision-making.
- Vary the tempo of the game.
- Exploit width and depth.
- Be encouraged to create three on two's in a game.
- Change the play and/or retain possession by back passing.
- Understand and execute set plays.
- Understand the concept of taking risks to score goals.
- Be encouraged to interchange positions.
- Understand the concept of both one on one and zone defence.

17. School Years 11/12s

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



Emphasis

Fitness - The need for Players to maintain a fitness routine should be introduced at this level.

Decisions - Players should be given responsibility for setting and monitoring individual and group goals. Emphasis should be placed on the importance of correct decision-making during games.

Tactics - Players should be able to play to a team tactic or set play.

Skills - Emphasis should still be placed on the correct performance of skills with remedial skills session as and when required.

Personal Development - Players should be able to balance their sporting and academic commitments. Emphasis should be placed on organisation of time and setting priorities.

Mental Skills - Players should be able to prepare themselves mentally for the game.

Skills Standard

Players should have a good understanding of team tactics and set plays. Fitness is an important aspect at this level and Players should maintain a fitness routine. The correct execution of skills needs to be monitored and corrected as and when required. Players should be able to balance their school, work, social and sporting commitments and time should be given to setting achievable individual and group goals.

Emphasis should be placed on correct decision-making during games. Players should play to a team strategy, control the tempo of a game, be able to decide when to take the risk to attempt to score a goal and be competent in both man to man and zone defence.

Dribbling - Players should be able to pass to a signal (eye, stick, body) while dribbling under pressure.

Hitting off either foot on the run

Manufactured Free - Players should be able to avoid giving away frees when opponent is playing for a free “manufactured free”.

Frees - Players should be able to avoid giving away frees.

Deception - Continue to develop stick and body feints.

Receiving When Marked - Passing to a marked Player and receiving when marked.

Reading the Play - Players should be able to read the play and assess threats and opportunities.

Game Plan

Players should:

- Play to a team strategy.
- Control the tempo of the game.
- Be able to decide when to take the risk to attempt to score a goal.
- Be competent with both man to man and zone defence.



18. Seniors

Emphasis

Fitness - Players should maintain a high level of fitness and be subject to routine testing.

Decisions - Players should be able to analyse opposition tactics and set plays and devise methods to combat these.

Tactics - Players should be able to play to advanced team tactics or set plays.

Personal Development - Players should be able to balance their sporting, academic and career commitments. Emphasis should be placed on organisation of time and setting priorities.

Diet - Players should be aware of the role diet plays in attaining peak performance.

Mental Skills - Players should be able to prepare themselves mentally before, during and after the game.

Skills Standard

Execution - By this stage in their development the Players should be proficient in most skill aspects of the game. These skills may need to be honed, to properly execute team strategies and set plays.

Ball Protection - Players should be able to protect the ball using the stick.

Steal Tackle - Players should be able to perform a steal tackle.

Game Plan

Players should:

- Play to a team strategy.
- Control the tempo of the game.
- Alter game plans in response to opposition strengths and weaknesses.
- Execute set plays.



19. Junior Skills Matrix

	1/2s	3/4s	5/6s	7/8s	9/10s	11/12s
Movement Skills						
Change pace	✓	✓	✓	✓	✓	✓
Change direction	✓	✓	✓	✓	✓	✓
Lateral movement	✓	✓	✓	✓	✓	✓
Turn all directions quickly	✓	✓	✓	✓	✓	✓
Fast footwork	✓	✓	✓	✓	✓	✓
Reaction times				✓	✓	✓
Peripheral vision				✓	✓	✓
Speed	✓	✓	✓	✓	✓	✓
Strength					✓	✓
Balance and stability	✓	✓	✓	✓	✓	✓
Flexibility			✓	✓	✓	✓
Holding The Stick						
Basic grip	✓	✓	✓	✓	✓	✓
Double V grip	✓	✓	✓	✓	✓	✓
Short handle		✓	✓	✓	✓	✓
Frying pan grip			✓	✓	✓	✓
Left hand only				✓	✓	✓
Right hand only				✓	✓	✓
Reverse grip (for scoop and flick)				✓	✓	✓
Moving With the Ball						
Open stick dribble	✓	✓	✓	✓	✓	✓
Indian dribble	✓	✓	✓	✓	✓	✓
Pull back	✓	✓	✓	✓	✓	✓
V Drag right to left		✓	✓	✓	✓	✓



	1/2s	3/4s	5/6s	7/8s	9/10s	11/12s
Moving With the Ball						
V Drag left to right		✓	✓	✓	✓	✓
Reverse stick one handed dribble					✓	✓
Elimination (beating a defender 1v1)						
Push and run around		✓	✓	✓	✓	✓
Dummy left, drag right			✓	✓	✓	✓
Dummy right, drag left			✓	✓	✓	✓
Dummy pass left, drag right			✓	✓	✓	✓
Dummy pass right, drag left			✓	✓	✓	✓
Lift the ball over defenders stick open				✓	✓	✓
Lift the ball over defenders stick reverse				✓	✓	✓
Passing						
Push	✓	✓	✓	✓	✓	✓
Reverse push			✓	✓	✓	✓
Lifted push			✓	✓	✓	✓
Reverse sweep			✓	✓	✓	✓
Passing with disguise				✓	✓	✓
Above passing skills on the move	✓	✓	✓	✓	✓	✓
Push on the move off the right foot				✓	✓	✓
Goal Scoring						
Rebounds			✓	✓	✓	
Deflections			✓	✓	✓	
Receiving						
Open stick from the front	✓	✓	✓	✓	✓	✓
Open stick from left and right	✓	✓	✓	✓	✓	✓



	1/2s	3/4s	5/6s	7/8s	9/10s	11/12s
Receiving						
Reverse stick from the front		✓	✓	✓	✓	✓
Reverse from left and right		✓	✓	✓	✓	✓
Open stick from behind			✓	✓	✓	✓
Reverse stick from behind			✓	✓	✓	✓
Reverse with a flat stick			✓	✓	✓	✓
First touch control			✓	✓	✓	✓
Bouncing ball			✓	✓	✓	✓
Aerial					✓	✓
Above receiving skills on the move	✓	✓	✓	✓	✓	✓
Getting Free and Making Space						
Lead run forward and change direction			✓	✓	✓	✓
Lead run towards goal and change direction				✓	✓	✓
Using the blind spot				✓	✓	✓
Creating space in 2v1				✓	✓	✓
Other Attacking Concepts						
Width and height in attack			✓	✓	✓	✓
Support and running off the ball			✓	✓	✓	✓
Pre-scan				✓	✓	✓
Penetration				✓	✓	✓
Defending Skills						
Goal-side marking	✓	✓	✓	✓	✓	✓
Engaging the Player		✓	✓	✓	✓	✓
Delay and channeling		✓	✓	✓	✓	✓
Jab tackle		✓	✓	✓	✓	✓



	1/2s	3/4s	5/6s	7/8s	9/10s	11/12s
Defending Skills						
Block tackle open stick	✓	✓	✓	✓	✓	✓
Interceptions			✓	✓	✓	✓
Front marking				✓	✓	✓
Marking space					✓	✓
Block tackle reverse stick				✓	✓	✓
Covering				✓	✓	✓
Depth in defense				✓	✓	✓
Turning defense into attack					✓	✓
Goal Keeping Skills						
Movement across the goal		✓	✓	✓	✓	✓
Save and clear with feet		✓	✓	✓	✓	✓
Save with hands and stick			✓	✓	✓	✓
Secondary saves			✓	✓	✓	✓
Going to ground				✓	✓	✓
Diving					✓	✓
Basic Set Plays						
Free hit	✓	✓	✓	✓	✓	✓
Hit out	✓	✓	✓	✓	✓	✓
Center pass	✓	✓	✓	✓	✓	✓
Corner	✓	✓	✓	✓	✓	✓
Penalty corner attack		✓	✓	✓	✓	✓
Penalty corner defense		✓	✓	✓	✓	✓
Penalty stroke			✓	✓	✓	✓

20. Training Session Planning

To assist Coaches with planning of their training sessions and coming up with drills and activities to use Hills Night Hockey Association has purchased a subscription to: <http://www.sportplan.net>

Sportplan.net is an online resource that allows you to search animated drills and video techniques, easily collect drills you like on your clipboard and start planning your training session.

You can also sketch drills and tactics using the online Chalkboard or animate your drills and tactics using the Sportplan Animator.

In addition there is a forum where you can get your questions answered by Hockey Experts and Coaches from around world.

To maintain the security of our account, the password will be changed from time to time. In order to access the club subscription please send an email to secretary@hnha.com.au and we will send you the current login details.





21. A Checklist for Coaches

- Create a positive environment.
- Learn names quickly.
- Smile, praise and encourage. Be patient and supportive.
- Set achievable goals.
- Keep the Player's maturation in mind.
- Make sessions challenging but offer achievable goals.
- 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.
- Include non-competitive team work.
- Include supervised play with minimal guided instruction.
- Use different teaching/coaching methods (tabloids/cards).
- 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.
- Remember 'a picture paints a thousand words'.
- 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 and avoid drills where Player have to wait in a long queue.
- Aim to have every Player practicing the skill each 30 seconds at least.
- Familiarise yourself with the skills of a Goal Keeper and incorporate activities specifically for them.
- Provide instant feedback.
- Be positive and use lots of praise.
- Be supportive - shouting and criticising won't achieve anything. Use your voice well.
- Don't shout or talk too much.



Session Plan

Coaches should have a PREPARED, WRITTEN session plan before any training session. This does not mean the coach can't deviate from the plan if circumstances require it. The plan should incorporate basic skills, revision of skills and areas identified as needing attention based on previous trainings or match play. Players should be involved in the planning phase especially regarding team rules, style of play etc so that there is a sense of shared ownership.

Demonstrations

It is easy to make a demonstration fail as the Players know what to expect. In a game they don't and therefore when executed correctly the skills will work more easily. So as to encourage the kids that the skill is worthwhile it is important the Coach lets it work in the demonstrations. Don't get too competitive to the point where the demonstration fails. React to dummies, deceptions etc as if they had worked. However if there is no dummy don't react as it may give the Player with the ball a false sense that they did the dummy.

Coaches should also be conscious of the surrounding environment. For example Players will be distracted if they are looking into the sun, can't see the demonstration, there is something going on behind the coach etc.

Coaches should clearly identify key elements of the demonstration required to execute the skill.

Points Games

Are used to encourage Players to try the skill. However they will degenerate to simply trying to hit goals if the Coach doesn't keep encouraging them the try the skill to get points. The Coach should make the Players call out when they have done the skill so that the Coach knows they knew they had done it. The Coach should Keep yelling out the points score. The more it is yelled out scores the more the Players will try to do the skill. Other Players should also be encouraged to yell out when they see the skill performed.

The Coach should not distract the learning process with a lot of rules and whistle blowing. Play one simple rule: "If you kick it run away 3 paces before attempting to play the ball again". Otherwise the game slows down and the Players don't get to practice the skill and/or the Players concentrate more on getting the rules right rather than practicing the skill.

Leadership

Styles - Of the leadership styles (autocratic, democratic and laissez faire) the laissez faire method is the best but takes longer to achieve.

Reward good behaviour, ignore bad behaviour ~ Some Players are disruptive in order to get attention. By recognising the bad behaviour the Coach gives them the attention they seek.

Be attentive to injuries - particularly feigned injuries. A feigned injury may be a sign of a greater problem. e.g. the Player is frightened to try the skill, the Player is not fitting into the group, the Player wants more attention from the Coach etc.



Be Approachable - The Coach should encourage the Players to ask questions and/or discuss their problems. Playing jokes at the right times can get them to see the Coach is human without disrupting training. If the Coach is always serious and dismisses any idea the Players have they will stop telling the Coach what they think or feel.

Self assessment - Encourage the Players to assess their own performance. Ask them “What did you or the team do well today?” and “What could you or the team have done better today?” By this method the Players will learn to adjust their own game and work out ways to improve their performance without waiting for the Coach to tell them.

Set Players Individual Goals - e.g. “Mary, your goal is to stay out wide on the wing at all times. Fiona, your goal is to force opponents to go on to your strong side every time they try to get past”. At the end of the game the Coach should ask the Players how well they achieved their individual goals. This allows the Players to concentrate on one thing at a time. By identifying things the Players need to improve on the Coach can give them a goal then change it when they have improved enough to go on to another one. This method also assists the Players to concentrate on the task at hand rather than the outcome.

What To Watch For

If a Player is having trouble with a skill the Coach should look at their hands, feet and eyes.

e.g. If the top hand is not holding the stick correctly the Player will have trouble doing reverse stick, if the Player tops the ball when hitting the feet may be in the wrong place, if the Player gets tackled before attempting to pass the Player may not be looking up when dribbling etc. The Coach should try to get the Players to evaluate their own performance. If they can work out the solution then they can then practice in their own time with confidence. This is also a better way of learning.

Looking Off The Ball

Coaches often fall into the trap of enjoying the game and following the ball throughout. As a consequence the Coach will not always be able to identify why a goal was or wasn't scored. For example by watching off the ball the Coach can see how opposition Players get in behind the defence before the ball arrives or why a forward can not get into the play. Coaches should practice watching one Player at a time for the entire duration of a short period (3 to 5 minutes) regardless of where the ball is.

Skill Level

It is important that everyone is extended to their limit. Therefore if the Player can do the skill easily the Player should be asked to do it faster, with more power, with more opposition etc. Conversely if the Player is having trouble the Player should slow down and/or do it with less power and/or passive opposition.

It is important every Player either achieves the skill or feels confident that they can with practice. Subject to the comments re “Time Limit” below the Coach may need to spend longer with some Players to ensure they achieve the skill.



Late Developers

The Coach should be careful not to be too judgmental of any Player's ability. A brilliant 12 year old may give up next year whereas an average one may later develop into a great Player. Therefore they should all be treated equally with no favouritism shown to the good ones.

The Coach should rotate every Player onto the bench for an equal amount of time (e.g. half game off roster) even if it means letting goals in while the "best" Player is sidelined. The benefits are that the Players see the Coach is fair, the Coach won't fall into the trap of letting the best Player have all the play and the other Players get accustomed to playing to other team mates and doing well without the best Player.

Fun

The Coach should try to make training fun. e.g. finishing a skill with a goal shot is more fun than just repeating the skill. However the Coach should resist making comments unrelated to the skill. For example if the Players are practicing two on ones that finishing with a goal shot, comments such as "Good shot" gets away from the skill being practiced (see stick to the one point above).

At the younger ages having fun is more important than winning. While children like winning they won't return next year if they didn't have fun. When surveyed kids actually rate fairness and playing with their friends as more important than winning. The year's training program should include social nights relevant to the age of the Players (pie nights, McDonalds, laser force, card nights, dances, golf days, car rallies etc. etc.)

Be Active

The Players attitude will be in direct proportion to that of the Coach. If the Coach is tired and disinterested so will the Players be. The Coach should be bright and bouncy at all times.

Time Limit

Don't talk too long - The Coach should not talk for too long. The Coach should do the explanation and demonstration quickly then let the Players get into it. The Coach should talk to and help individual Players while the others are trying the skill.

Avoid long queues - Players should be split into the smallest possible groups so they get maximum time to practice. e.g. if every Player has a ball and pushes against a wall they get more goes than if they pair off and push to each other etc.

Circulate - The Coach should not spend too long with one Player. The Coach should give the Player some encouragement and move on to the next. However the Coach may need to spend some time with Players outside normal training time if they didn't achieve the skill at training.

Duration - The Coach should not leave the Players doing the same skill for too long or they will get bored. If the drill has gone on too long the Coach should play a points game then repeat the skill the next week as a reinforcement.



Fitness Work

Young children are naturally fit. Therefore most junior age groups don't need to do any fitness work. They should warm up AND warm down but nearly all other running should be with stick and ball or running back to the beginning of a drill. The Coach may arrange fun nights where they play soccer, Olympics, etc but not fitness work. If the Players are kept active during sessions they will run around a lot anyway. Fitness work may need to be introduced at the 9/10 age group for those Players who normally don't participate in other sports or play a lot of sport at school.

Senior Players often find fitness work boring. Therefore the Coach should try to plan fitness work to include a stick and ball.

Adaptation and Progression

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

A DAPT	By using these four principles an exercise can be made easier or more difficult.
D IRECTION	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.
A REA/ 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.
P RESSURE	Practice the skills around beacons and as the Players progress add an opponent.
T EMPO	Start slowly then built up momentum of the skill.

Evaluation Of The Training

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

- 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:

- Lack of knowledge of the rules.
- Lack of respect towards Umpire.
- Lack of accepted hockey etiquette.
- Poor leadership from Coach and Captain.
- Placing results above performance.
- Individual accountability.
- The behaviour of the bench and Spectators.
- Poor examples set by Senior Players and Coaches.
- 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 criticising 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.

When correcting:

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

When stimulating:

- Encourage and compliment.
- Join in activities.

22. Drills

Feedback

Regular feedback is essential to enable the Player to determine how well the skill is being achieved. Is it important to provide constant feedback to Players during drills. Drills are NOT there simply to fill in time and allow the Players to practice. They are designed to allow the Coach to see how well a Player is performing the skill and to correct any problems.

Progression

Drills should be designed to replicate game situations and build up to become more difficult. Where possible drills should finish with a shot at goal.

Small Game Rules

As well as points matches, various small game rules can be introduced to encourage Players to practice a specific skill or play. These include: Players must pass the ball within 2 seconds of receiving it, Player with the ball must beat an opponent before they can pass it, Player can not pass back to the Player who passed to them, Players are not allowed to make a sound (no calling for the ball - develops vision skills), 5 consecutive passes scores a goal, Players can only tackle specific Players, attacking team has an extra Player. These are only a few examples. Coaches can introduce any rules they see fit at the time.

Sportplan Drills

Sportplan has 54 specific Indoor Hockey drills, some are animated.



1 Vs 1 Defence A

DESCRIPTION

The defence force play over to the forehand.

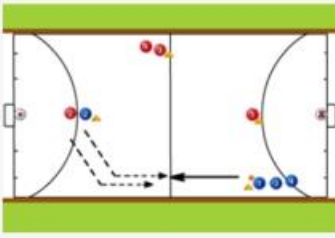
Attackers try and score.

When defender wins ball play out a 2 vs 1 counter attack.

COACHING POINTS

Players swap out after they have been used once. Keep lots of rotations going.

1 Vs 1 Defence B



1 Vs 1 Defence B

DESCRIPTION

Defence force play over to the forehand.

Attack try and score.

When the defending side wins ball play out a 2 vs 1 counter attack.

COACHING POINTS

Players swap out after they have been used once.

Keep lots of rotations going.

2 Vs 1



2 Vs 1

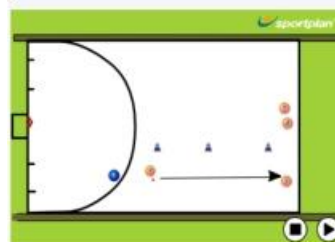
DESCRIPTION

Make a channel down the board by placing cones 7 - 10 metres away from the board
Forward passes the ball to the waiting forward on the half way line. The two forwards then try to complete the 2 vs 1

COACHING POINTS

After the forward passes the ball back he/she should then lead over the penetration line.

2 Vs 1 Using Board



2 Vs 1 Using Board

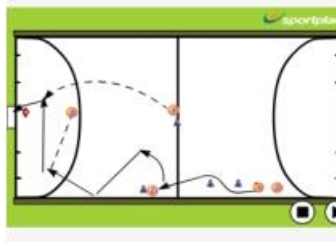
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COACHING POINTS

After the forward passes the ball back he/she should then lead over the penetration line.

Attacking Pattern



Attacking Pattern

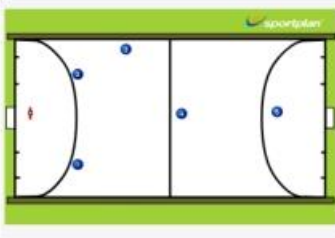
DESCRIPTION

Player 1 runs through the slalom passes the ball to player 2 player 2 runs infield with and passes the ball off the board to player 3 who runs from the top of the circle to the side and receives the ball and passes the ball to player 4 who has run from the half way line to score the goal on the far post

COACHING POINTS

- Emphasis on second pass over board
- Watch out that player 3 does not run too much into the corner and has not got the option to turn both ways.

Attacking Structure



Attacking Structure

DESCRIPTION

Emphasis on the Attacking structure being that of 2 backs, 3 forwards and 1 forward stand in the circle.

The back two players should be slightly infield to open up the boards.

Collapse Front Three Defence

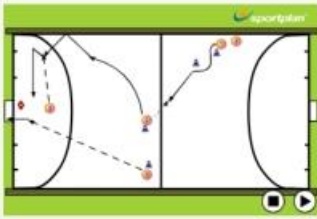


Collapse Front Three Defence

COACHING POINTS

collapsing defence. pass into midmidfielder is to collapse together front three of zone. this will allow team to build up over the outside. left midfielder will need to recognise when pass to top of circle is on. if not player should be patient, pass out and start again.

Combination Down Right Board



Combination Down Right Board

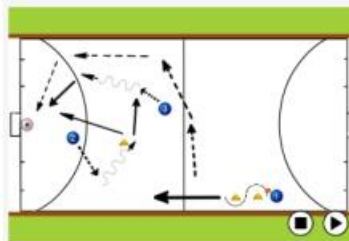
DESCRIPTION

Player 1 runs with the ball through the little slalom and passes the ball to player 2 on the half way line. This player then hook dribbles the ball around passing the ball via the board to player 3 coming from the centre of the circle. In the meantime player 4 runs into the space left by player 3 to receive the ball and score the goal.

COACHING POINTS

rotation could be done on pass and follow or as shown in the animation

Combinations - Deflections



Combinations - Deflections

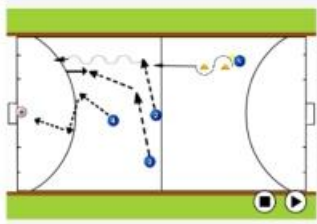
DESCRIPTION

Drill to reinforce movement on the pitch. The player that started the move will score the deflection from the second or third pass. This will emphasise the need for rotation and dynamic movements.

COACHING POINTS

- Note a player must cover the advancing defender in case of a counter attack.

Combinations - Pullback



Combinations - Pullback

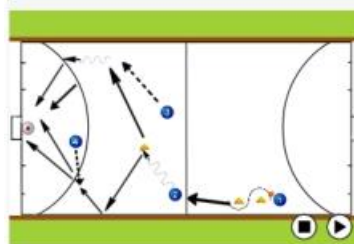
DESCRIPTION

Move with options around the top of the D. Runners should continue the focus on dynamic movement, leading into space, and positioning for deflections.

COACHING POINTS

- Option around the top of the D to pull the ball back to player 3 or to go straight to player 4 for the deflection.
- Players should make the decision depending on where player 4 is and whether they are in a position to make a deflection.

Combinations - Dynamic Actions



Combinations - Dynamic Actions

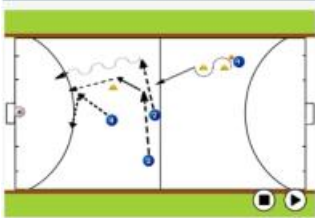
DESCRIPTION

Drill to work on the movement of players to build an attack. The shot can either come near post if the goal keeper is out of position. Ideally the shot should go to the far post, with the other runner there to pick up a deflection if possible.

COACHING POINTS

- Player movements should be dynamic actions.

Combinations



Combinations

DESCRIPTION

Emphasis should be on the deflection coming outside of one of the posts.

COACHING POINTS

- The number 3 player has the option of slipping the ball wide, or inside to the left.
- Players should still be in a position for the deflection.

Deflection

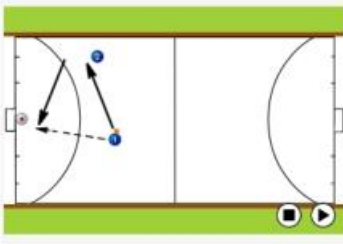


Deflection

DESCRIPTION

One player will pass to their team mate, who will then play a deflection onto the board for a team mate, who will use an open stick side pick up and run through on goal and shoot.

Deflection Left Post

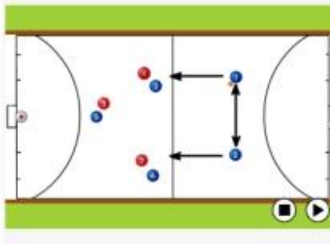


Deflection Left Post

DESCRIPTION

Work on player 1 starting off the move by passing out wide. Then make the lead to the left post and across the face of the goal to where the cross is coming in from to make the deflection.

Forcing Play Over To The Forehand 2



Forcing Play Over To The Forehand 2

DESCRIPTION

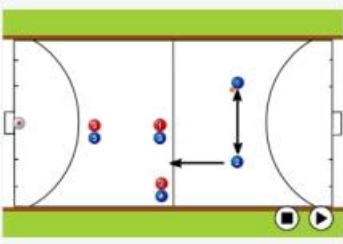
Progression from the previous drill (1 vs 1 Defence A and B).

Start the game more open, so the defence have to work harder to force the attack to their forehands.

COACHING POINTS

Play out a 3 v 2 counter attack if the defence win back the ball.

Forcing Play Over To The Forehand



Forcing Play Over To The Forehand

DESCRIPTION

All players start on the left hand side. Defence try to keep the game on their forehand. Attack try to score, dribbling and passing. First pass of the game is into the left hand box. Play a 3 v 2 counter attack.

Forward Rotation Pass Down Left Board



Forward Rotation Pass Down Left Board

DESCRIPTION

Have lots of balls.

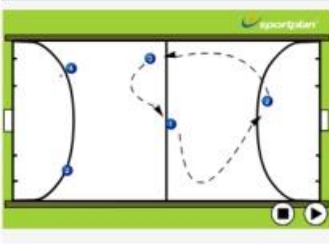
Every time the ball is passed into the midfield while the forwards finish the move, the back two can take the next ball and start passing between themselves until the rotating forwards are ready to receive the next ball.

Players not just running around in a circle, but looking to receive the ball.

COACHING POINTS

Emphasis on easy movements: Try to develop timing with left and right defence players.

Forward Rotation Pass Down Left Board



Forward Rotation Pass Down Left Board

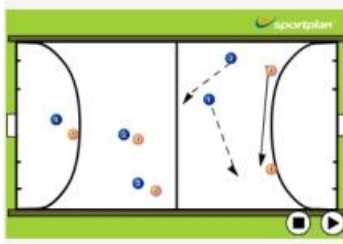
DESCRIPTION

Emphasis on easy movements: Try to develop timing with left and right defence players.

COACHING POINTS

Have lots of balls and every time the ball is passed into the midfield while the forwards finish the move of the the back two take the next ball and start passing the ball between them until the rotating forwards are ready to receive the next ball.

Front 2 In Defence

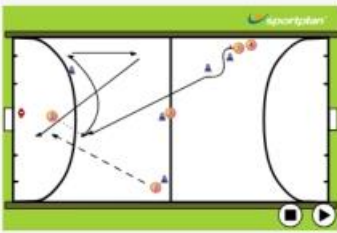


Front 2 In Defence

DESCRIPTION

The emphasis for the 2 forwards is to block the left boards and middle. The back three players mark man to man.

Forward Support



Forward Support

DESCRIPTION

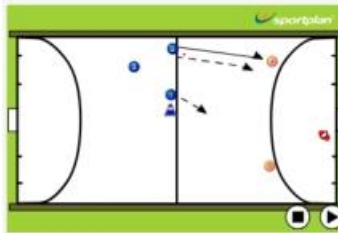
Player 1 runs with the ball through the little slalom and passes the ball to player 3 on the top of the circle. This player then hook dribbles the ball towards the cone making space for player 2 to run in to. Player 4 on the half way line runs to support the player on the ball who on reaching the board should pass the ball back to player 4. This player then passes the ball to player 2 who has run into the circle. Player 2 shoots at goal.

COACHING POINTS

Emphasis

- the pass into the circle should be outside the farpost and goalkeeper and should be made with one touch. Player 1 after the slalom goes to player 2 position player 2 to 3 player 4 player 4 back to the start.

Front Defence Game



Front Defence Game

DESCRIPTION

Place a cone in the middle of the half-way line. Two players start with the ball on the half-way line with a 3rd player standing and waiting just behind them. After the attacking player passes the ball to the two defenders in front of them the two players on the half way line move to try and win the ball back.

The two defenders with the ball have to try and get the ball to the player who is still stood on the half-way line. However, if the two front players closing down the ball win the ball the 3rd player (on the half-way line) can then help them to score a goal, creating a 3 vs 2 situation.

COACHING POINTS

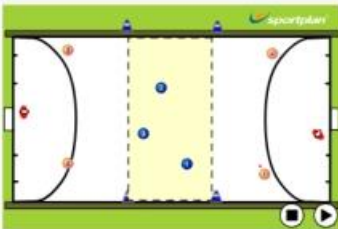
The front players can do one of two things:

Zone or Block the forward pass and wait for the defence to give them the ball. This means one player pressing the ball and the other player blocking the ball through the middle

or

Press and Force the mistake. This means that both forwards step out together the moment the pass goes across the D. Both forwards would then press and split the game, with the objective being to force the play to the right side.

Front Defence Zone Game



Front Defence Zone Game

DESCRIPTION

Set out a zone by splitting pitch into 3 equal areas.

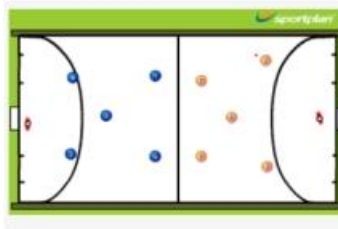
Two players with the ball try to pass the ball through the centre zone to their partner players on the other side.

The 3 players in the middle zone can try and intercept the ball when they do so they can try to score a goal against the two player that they won the ball from - creating a 3 vs 2.

COACHING POINTS

This game can also be played with just two players in the middle (making it easier) or 2 extra defending players, one in each end zone (making it harder) to add pressure to the pass.

Game

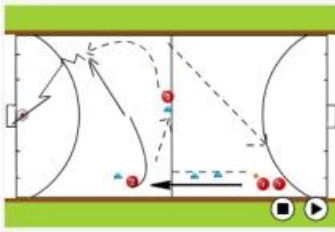


Game

DESCRIPTION

Full pitch game with no emphasis in the game < no penalty corners in the game, only free hits out side the circle 3 X 10 minutes with 3 breaks

Hook Dribble - Pass



Hook Dribble - Pass

DESCRIPTION

Player 1 dribbles through the cones passes the ball to player 2s forehand.

Player 2 receives the ball on the move, turning in field towards the cone.

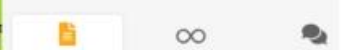
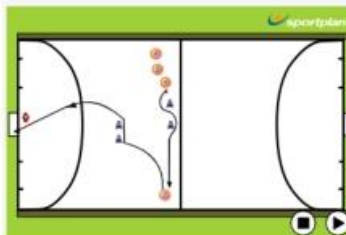
Just before the cone the player checks the ball sideways away from the cone and continues on the hook dribble towards the circle to have a dynamic shot.

COACHING POINTS

Player 2 should not finish up running straight at the cone.

The check right should be done with the player still running on the diagonal.

Hook Dribble Check Right



Hook Dribble Check Right

DESCRIPTION

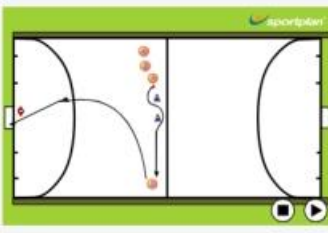
Player 1 dribbles through the cones passes the ball to player 2s forehand.

Player 2 receives the ball on the move turning in field towards the cone just before the cone the player checks the ball sideways away from the cone and continues on the hook dribble towards the circle to have a dynamic shot.

COACHING POINTS

Player 2 should not finish up running straight at the cone. The check right should be done with the player still running on the diagonal.

Hook Dribble



Hook Dribble

DESCRIPTION

Player 1 runs with the ball through the little slalom and passes the ball to player 2 on the left hand board. Player 2 turns with the ball in field and runs in a arc (hook) towards the top of the circle and shoots into the goal. Player 1 after passing goes to stand by the board to receive the next ball and run to the circle and score.

COACHING POINTS

Player 1 has to pass to player 2s forehand. Player 2 should try and receive the ball on the move and turns over his/her left shoulder to drive down the reverse stick side of the defenders. The drag shot at goal should start outside the circle.

Left Hand PC With Hook Shot



Left Hand PC With Hook Shot

DESCRIPTION

Drag flicker use a hook shot to move the ball around the keeper. Drive a step to the right before drag flicking. Flicker should aim further left than they think as the movement to the right will push the flick wider to the right.

Overload Right



Overload Right

DESCRIPTION

Make movement to push play down the right and to target a weak left back.

Open Stick Pick Up

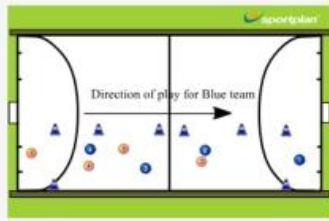


Open Stick Pick Up

DESCRIPTION

Practising the continuous pick up with the open stick, a player will pass the ball off the board, with the receiver taking it and dribbling forward before passing back to where the ball started and running to their original starting position.

Using The Boards



Using The Boards

DESCRIPTION

Set up a line of cones about 5 to 8 metres away from the boards forming a long thin pitch.

Make two end zones

2 teams of 4 nominate a player to stand in their side's allocated end zones.

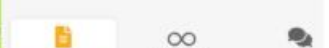
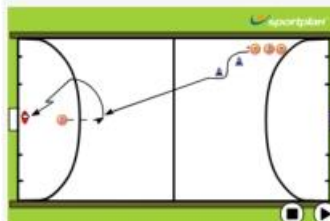
The player in the end zone is the support player and can be used to keep possession.

The aim of the game is for one of the teams to pass or dribble into their end zone.

COACHING POINTS

Duration of games played 3 x 5 minute games, with 1 - 2 minutes rest between each game.

Skill Combinations



Skill Combinations

DESCRIPTION

Players start in one half with the ball dribble through the slalom (2 cones) and pass the ball to the player coming out of the circle to receive the ball then do a hook dribble into the circle and shoot at goal

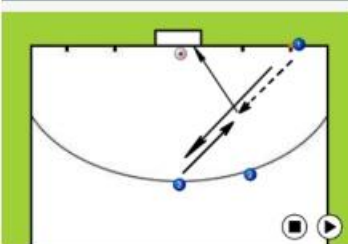
- pass and follow exercise can be done both ways at the same time.

COACHING POINTS

Emphasis

- On the Hook dribble
- Fast early shot

Right Hand PC With Injector Deflection

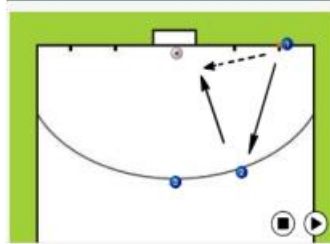


Right Hand PC With Injector Deflection

DESCRIPTION

Injector follows ball towards stopper who then plays the ball back into the path of the injector for a deflection.

Right Hand PC With Injector Deflection 2

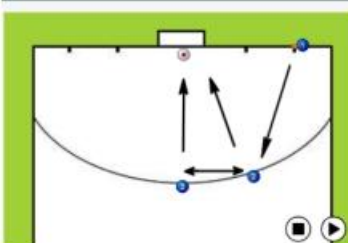


Right Hand PC With Injector Deflection 2

DESCRIPTION

Inject to wide stopper. Injector runs to near post for deflection.

Right Hand PC With Hookshot Or Slip



Right Hand PC With Hookshot Or Slip

DESCRIPTION

Either a slip from the stopper to player 3 who shoots with a hook shot around the goalkeeper, or a double slip back to the stopper. The injector should follow through onto the post for a deflection if the shot is wide, or as an option if the goalkeeper is saving routinely.

Reverse Stick Pick Up



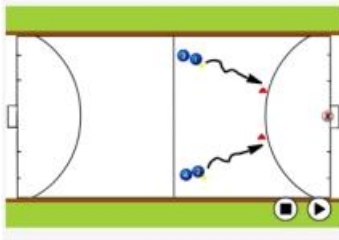
Reverse Stick Pick Up

COACHING POINTS

Suggested drill to practice the skill:

A pass will be played deep down the board for a forward to receive on the reverse stick side. They will then take the ball to the back line and pass to the supporting midfield player for a shot.

Skills - Drag Flicks



Skills - Drag Flicks

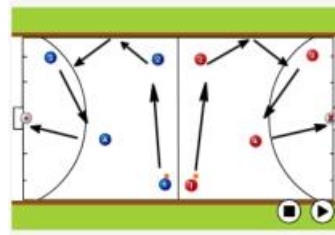
DESCRIPTION

Practice the drag flicks. Dribble into the D and shoot with a drag flick.

COACHING POINTS

- Emphasis should be on starting the shot outside the D for a quick release and maximum power within the D

Skills - One Touch Plays

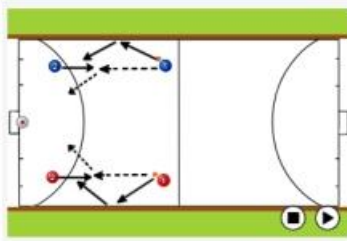


Skills - One Touch Plays

DESCRIPTION

Drill to develop one-touch passing. Emphasis should be on generating power with one touch passing. Make use of the sideboards.

Skills - Dynamic Shooting



Skills - Dynamic Shooting

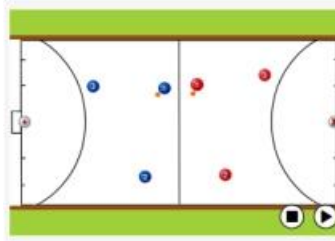
DESCRIPTION

Drill working on dynamic movement to lead to dynamic shooting. This will increase the power and deception that you can put on your shots.

COACHING POINTS

- Emphasis should be on the number 2 player making a 1-touch back pass.
- The shots should be made by a running (as opposed to a static) player.

Skills - Deflections



Skills - Deflections

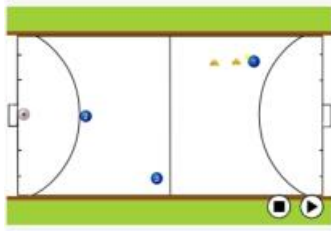
DESCRIPTION

Work on the ability to score using deflections. The player movement should get the player in the correct body position to make the deflection.

COACHING POINTS

- The hardest way to make a deflection is running across the line of the ball.
- If the player can make a movement down the line of the ball, towards the ball, then the deflection is significantly easier to make.
- All deflections should be made with a low forehead stick.

Overload Left

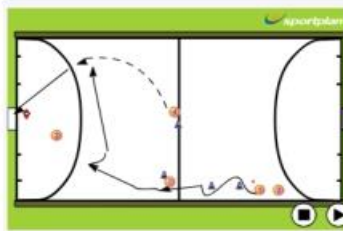


Overload Left

DESCRIPTION

Pressure a weak right back, shift play. Player 2 should threaten the back post to distract the goalkeeper.

Rotate Forward



Rotate Forward

DESCRIPTION

Player 1 runs through slalom passes the ball down the board to the reverse stick of player 2 who passes the ball to player 3 who moves towards the ball and turns infield to run and pass the ball to player 4 who started his/her run on the half way line to receive the ball and run into the circle and shoot on the move

COACHING POINTS

Emphasis on first pass with backhand receiving with 2nd and 3rd pass at speed



Rotations

Rotations

DESCRIPTION

Work on the rotation. This is the standard pattern - Left-Right (L-R) rotation, and will be made reference to in the next few drills. Players make the leads in an anti-clockwise direction.

Game Rules

- 3 on 3 attacking in half the pitch
- 2 defenders used as feeders.
- forwards roll the simple rotation pattern.
- Forwards can use the feeders to keep possession.

COACHING POINTS

- Dynamic movements to get clear of the defender as the pass is made.
- Feeders to imagine that they are playing against forwards - i.e. movement at pace.
- Pass the ball down the line, and diagonally infield, and between defenders.



The Game

The Game

DESCRIPTION

Play a full game.

Defensive structure:

Front 2 players block middle and left boards.

Back 3 players mark man to man.

Attacking structure:

2 backs, 3 forwards and 1 forward standing in the circle.

COACHING POINTS

Duration of the game:

Play 3 games of 10 minutes each with a 3 minutes break between each game.



Using The Boards

Using The Boards

DESCRIPTION

Set up a line of cones about 5 to 8 metres away from the boards forming a long thin pitch.

Make two end zones

2 teams of 4 nominate a player to stand in their sides allocated end zones.

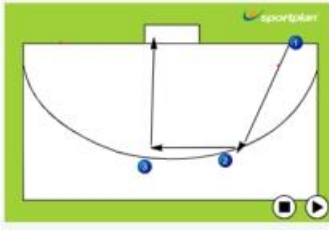
The player in the end zone is the support player and can be used to keep possession.

The aim of the game is for one of the teams to pass or dribble into their end zone.

COACHING POINTS

Duration of games played 3 x 5 minute games, with 1 - 2 minutes rest between each game.

Penalty Corner From Right



NOTES RELATED Q&A

Penalty Corner From Right

DESCRIPTION

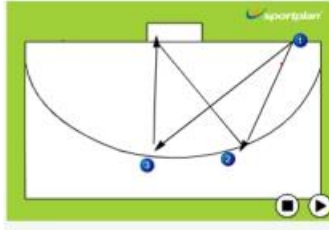
Slip left or straight shot.

COACHING POINTS

Work on :

Speed and the timing of the pass to the left and shot.

Penalty Corner From Right



NOTES RELATED Q&A

Penalty Corner From Right

DESCRIPTION

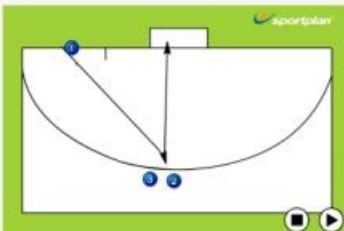
Practice corners in both circles

COACHING POINTS

Empahasis on

- Speed of push out
- Speed of Stop
- speed of shot, The shot doesnt have to be hard.
- VERY IMPORTANT EVERY PLAYER MUST HAVE A SHORT CORNER SKILL.

Penalty Corner From Left



NOTES RELATED Q&A

Penalty Corner From Left

DESCRIPTION

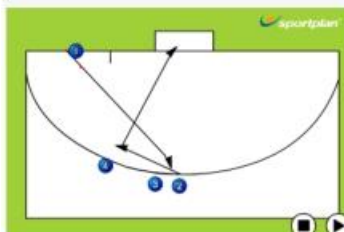
Penalty corners using both circles

COACHING POINTS

Empahasis on

- Speed of push out
- Speed of Stop
- speed of shot, The shot doesnt have to be hard.
- VERY IMPORTANT EVERY PLAYER MUST HAVE A SHORT CORNER SKILL.

Penalty Corners



NOTES RELATED Q&A

Penalty Corners

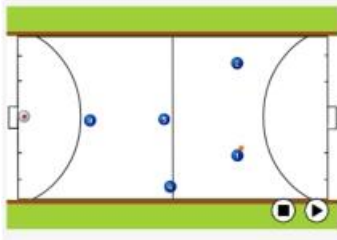
DESCRIPTION

Using both circles to practice the slip left shot and the straight shot.

COACHING POINTS

Work on the speed and timing of the slip and shot.

Right To Left Rotation



NOTES RELATED Q&A

Right To Left Rotation

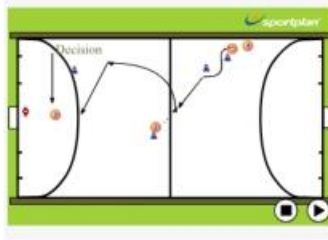
DESCRIPTION

As with the Right to Left rotation, players play out a 3 v 2 counter attack if the defenders win the ball back.

COACHING POINTS

- Emphasis on feeding the ball in from the right hand side.

Pass And Follow



NOTES RELATED Q&A

Pass And Follow

DESCRIPTION

Player 1 runs with the ball through the little slalom and passes the ball to player 2
 Player 2 hook dribbles and has to make a decision to pass before the cone or after
 Player 3 has to move accordingly to receive the ball and shoot at goal.

COACHING POINTS

- Pass and follow exercise.
- player 2 has to move to the ball before receiving and continue with the ball to hook dribble.

Playing Against Dice Defence



NOTES RELATED Q&A

Playing Against Dice Defence

DESCRIPTION

It is important that the team in possession plays the ball around and down the boards into the midfield players and back until the shape of the dice is lost and attack down the board to play the ball to the opposite side for the up coming midfielder to score an open goal.

COACHING POINTS

On the animation you can see the principle but it is likely during the game that the team in possession has to pass the ball more than 10 times across the back and into the midfielders and back, before the opportunity arises.

Rotation Game



NOTES RELATED Q&A

Rotation Game

DESCRIPTION

Left to right rotation. Feeders can receive the ball back from the attackers. If the defenders get the ball back, play out a 3 v 2 counter attack against the feeders.



23. Basic Position Play

Goal Keeper

Talk to defenders to alert them to unmarked Players where to move.

Maintain correct line at all times.

Clear wide.

Full Back

One up one back - NOT too far apart.

One Fullback to man up on the Centre Forward at all times.

Other Fullback to sweep across ground (can be both in front and behind other full back)

The sweeper fullback to be responsible for an inside forward that breaks into the forward line. Look off the ball for outlet Players.

Play the ball wide if no other safe option.

Wing Half

Off the ball keep cover behind the Fullbacks.

Off the ball move inside the field to prevent the change of play to the opposition Inner.

On the ball either man up on opposition Wing or be on same line as the Wing and the ball. Right half to play more attacking than left half.

Both halves be available to overlap when we have possession.

If get clear possession of the ball goal side the opposition Wing Half become our Winger. Look off the ball for outlet Players.

Play the ball wide if no other safe option.

Centre Half

Mid field prevent change of play to opposition Inside Forward.

Be available to receive ball for change of play when we have possession.

Be a "kick" behind the play to intercept ball coming out of opposition defence.

When deep in defence man up on the inside forward not already marked by a fullback.

Look off the ball for outlet Players.

Play the ball wide if no other safe option.

Forwards in General

Move around and interchange positions to confuse defenders. BUT play according to the position you are in at any point in time. Don't run into and stay in another Players position unless they move into your position. Run back quickly to block in opposition free hits before they get time to play the ball. If have possession of the ball in the circle and no options to pass or have a shot play for a P/C.



Wing

Stay wide except to block in opposition free hits.

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Be in clear space for a direct pass when our defence is attempting to effect a turn over.

Get in behind the opposition Wing Half as much as possible when we have clear possession. Look off the ball for the Centre Forward and position of opposition defenders.

If not under pressure run ball to the back line and look for teammates in Goal scoring positions.

If being tackled by more than one opponent play the ball early to the CF or either Inner. Become the Wing Half if our Wing half overlaps and gets clear possession of the ball goal side of the opposition Wing Half.

Inside Forward

Play in between the Wing and CF - DON'T crowd across to the other side of the ground except to block in opposition free hits (assuming young Players don't interchange positions often).

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Off the ball when we have possession be square for change of play from the other IF or CH. Off the ball when they have possession quickly get on a line to prevent the change of play to the opposition IF.

Work back on opposition Inside Forward until the Fullback takes over responsibility. Look off the ball for the Centre Forward, Wingers and position of opposition defenders.

If not under pressure outside the 25 yard area attack the opposition Wing Half to draw him away from our Wing. Unless CF is in or can run into clear space don't try to pass to the CF unless CF is in a Goal scoring position.

If being tackled by more than one opponent play the ball early.

Centre Forward

Play high and try to move the Fullbacks out of position.

Move off the ball to be in position for a direct pass, which cannot be intercepted by opponents.

Be in clear space for a direct pass when our defence is attempting to effect a turn over.

Get in behind the opposition Full Backs as much as possible when we have clear possession. Look off the ball for the Wingers and position of opposition defenders.

Get into a good goal scoring position early.

If being tackled by more than one opponent play the ball or have a shot early.

24. Team Tactics and Positioning

General

Indoor Hockey is a game of patience and speed of execution especially in attack. With indoor hockey Players need to watch the ball all the time (there is nowhere to hide on an indoor court). The game is about attack and Players mind set should be about team work and moving the ball to score goals not necessarily running with the ball.

It is very hard to defend running backwards and Players need to be encourage to pass early to the Player/area that is open. Team tactics are often driven by the abilities and capabilities of the individuals within the team. We will cover two sets team tactics and positioning in this guide. The two sets are as follows:

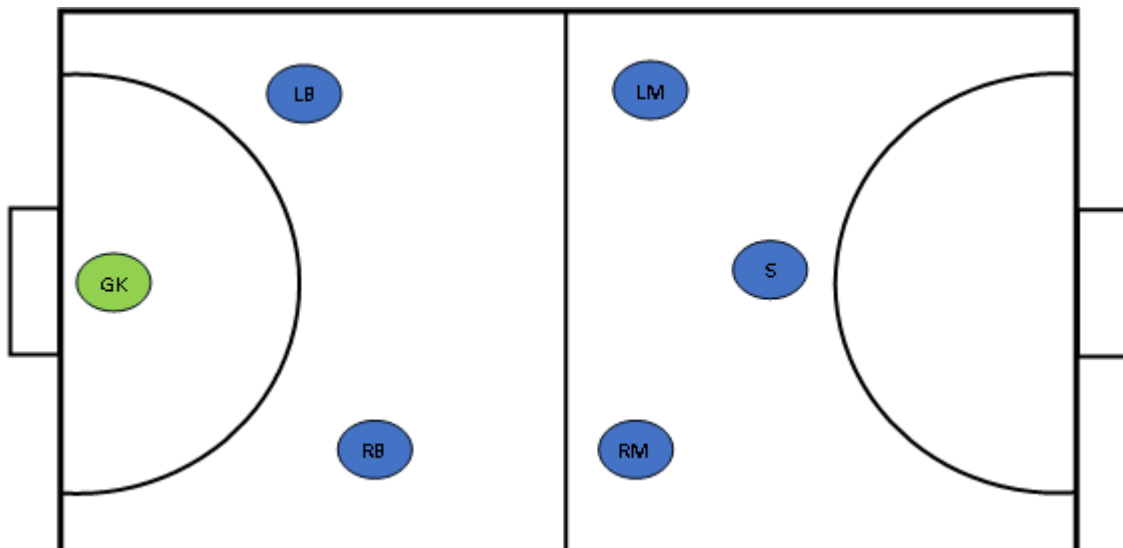
Single Striker 1-2-2-1

Often a team will have Players who can play as a striker. She/he and can play the ball from both the left and right. In this configuration the positions

Positions

Goal Keeper	GK
Right Defender	RD
Left Defender	LD
Right Midfield	RM
Left Midfield	LM
Striker	S

In this approach the team plays with 1 striker rather than 2 (see Lazy S), with 2 mid fielders and 2 defenders when coming out of own half. Basically teams have only 1 Player in attacking half from own defensive 'free pushes'. This formation gives defenders more passing options (particularly against a team that presses). The blue line indicates possible movement of the striker to receive the ball.

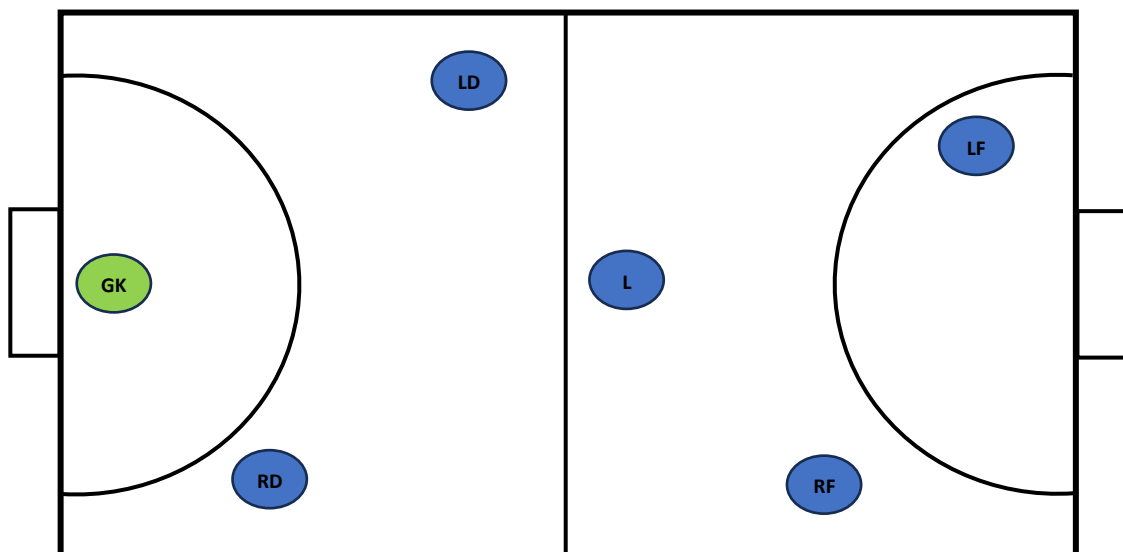


Staggered File (Lazy S) 1-2-1-2

Positions

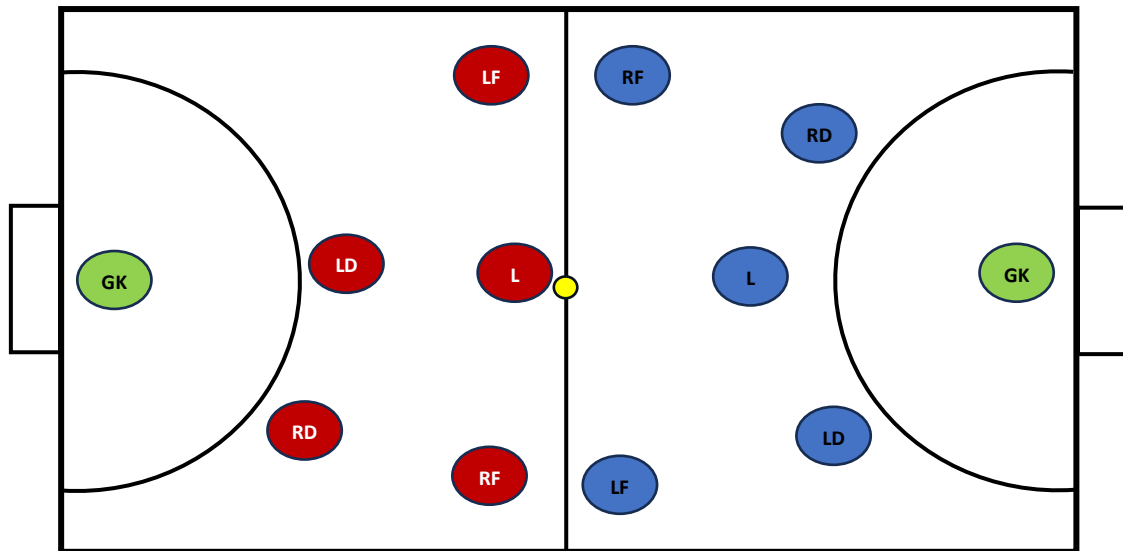
Goal Keeper	GK
Right Defender	RD
Left Defender	LD
Link	L
Right Forward	RF
Left Forward	LF

Ideally attack from the right and score from centre or left. With the smaller goal in indoor hockey the keeper can play a major role in defence and set the situation for transfer to attack. One approach that can be used with younger/newer Players is the Lazy S formation. It has the advantage of being simple to position Players on the court and gives the options of running the ball, forward pass, square pass. Basic layout is shown below.



Starting Positions

Show below is a simple diagram with the yellow dot being the ball and Red team is starting. All opposition Players have to be three metres. The central Player has the option to pass to any of her/his field Players or do a self-free hit.



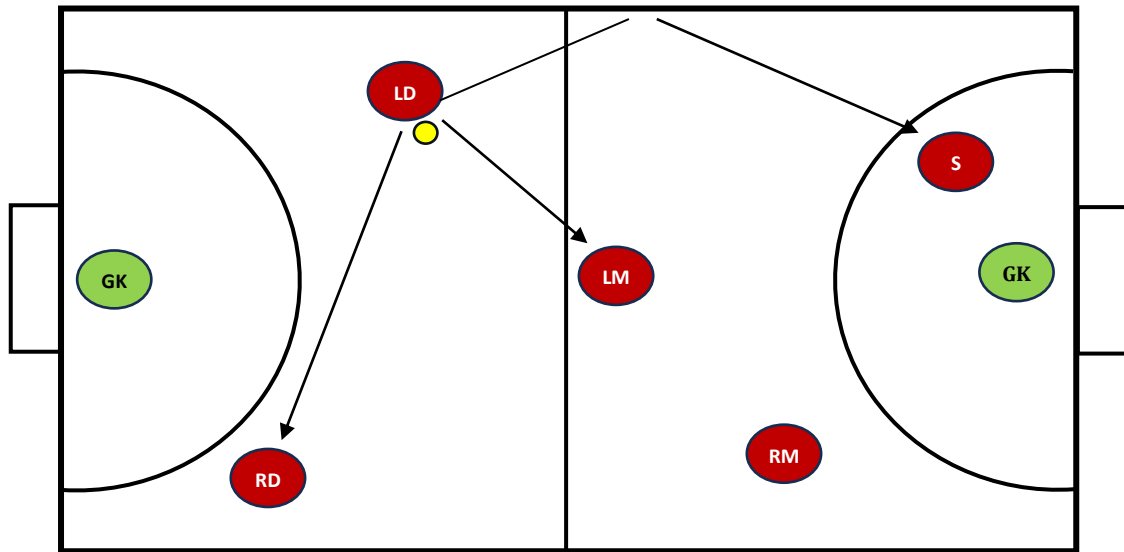
General Offensive

The following shows that the Player needs to be thinking about what to do before the ball arrives. The field Player (and to a lesser extent the GK) needs to be thinking ahead (still concentrate on trapping the ball etc.) but what they is going to do or where they want to place the ball.

The sections below work through an attacking example and may be a bit hard to follow. The principles are that indoor is a very fluid game and that all Players need to be expecting the ball to come their way. The general objective is to move the ball either by running, passing to Players or passing for a lead into vacant space in a controlled manner but as quickly as possible.

The objective is to transition as quickly as possible from defence to attack. This does not mean wildly passing hoping to find a Player up front. In the diagram below a free hit/Ball over the back line is being taken. The ball carrier needs to be working out as they get the ball, what the best option may be. It will be based on their own strengths and where the opposition place themselves. In this example the Left Defender has options to:

- Move forward with the ball to make an opposition Player/s commit
- Off the boards to the striker (they lead across)
- Forward diagonal to left mid field who has lead across
- Back pass to right defender.

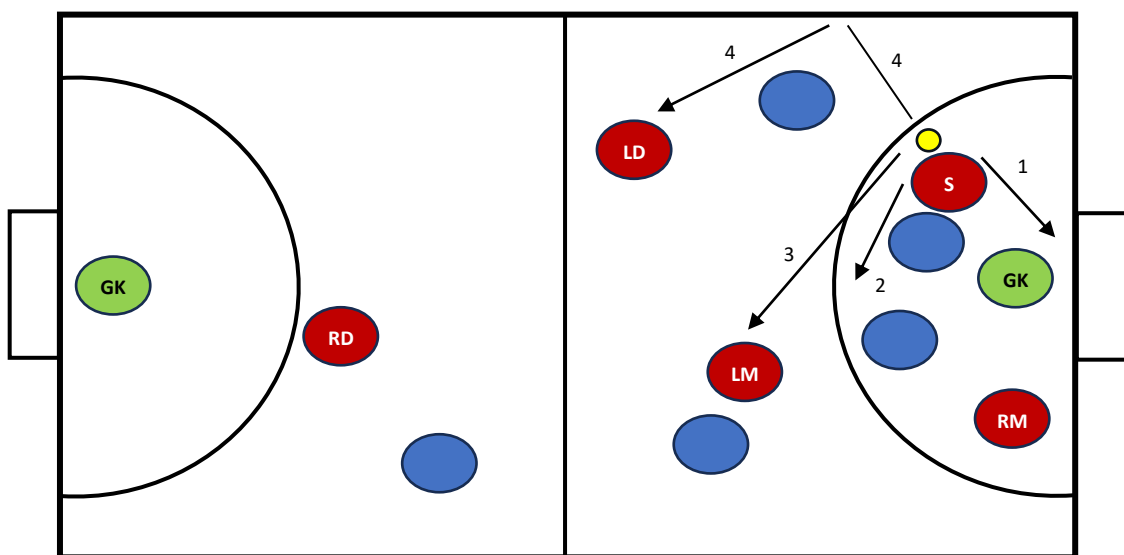


Free Hit Example 1

Will now go through some of the possible scenarios based on the various passes. The scenarios to be covered are:

- Striker receives the ball from off the board pass.
- Left Midfield (LM) receives the ball from a direct pass or lets it go through to RM.
- Right Defender (RD) receives the ball from a direct pass.
- Left Defender (LD) takes a self-free hit.

Option 1 Striker receives the ball as a result of an off the board pass



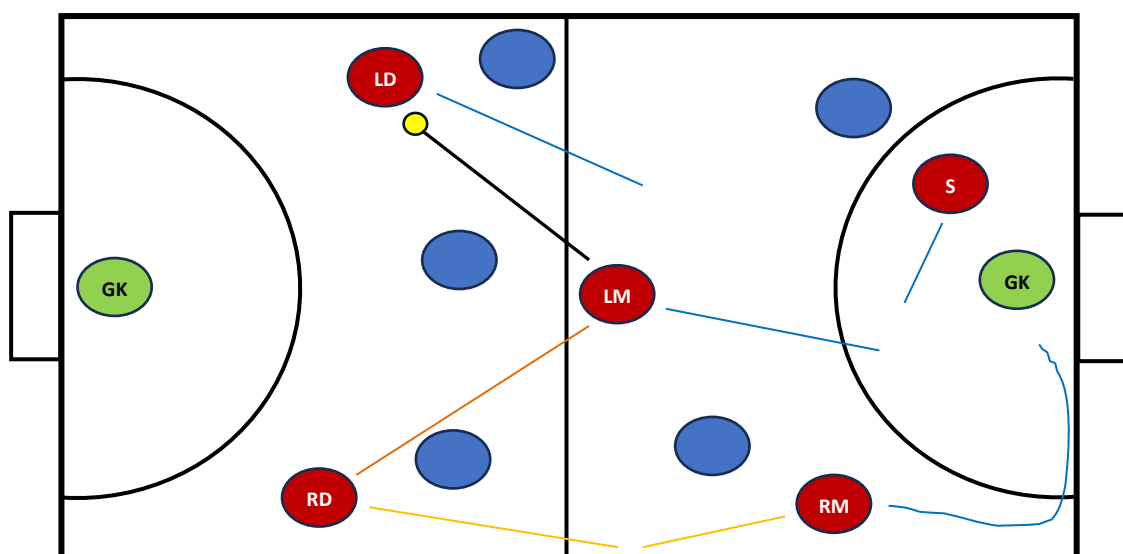
The Striker has four options that they can undertake. Depending on skills and their team members they can:

1. Turn to left and either shot or drag the defence to the back line looking for a pass back to LM or RM.
2. Do a weighted pass (pushed hard enough to go past the defender) for LM to either shoot or pass off to RM.
3. Straight back to LM who then has an option of either moving forward for a direct shot or to see where the Striker and LM lead to. Other possible options are that the LD or RD move up to the attack. If RD moves up and becomes the ball carrier then the LD drops back to cover the opposition forward/line.
4. Board back pass to LD. This then allows the Striker to reposition to the left corner to receive another board pass and then look for LM or RM or to work for a corner.

The nature of the play is that the ball carrier has to have options other than just running the ball. Any defender can move up to the attack. The Striker can do cross over leads or mid fielders can effect play as required. Note, that as Player passes through (i.e. LD past the LM), then the passed Player (LM) drops back to cover the area vacated by the other playing moving forward.

Option 2 LM receives the ball

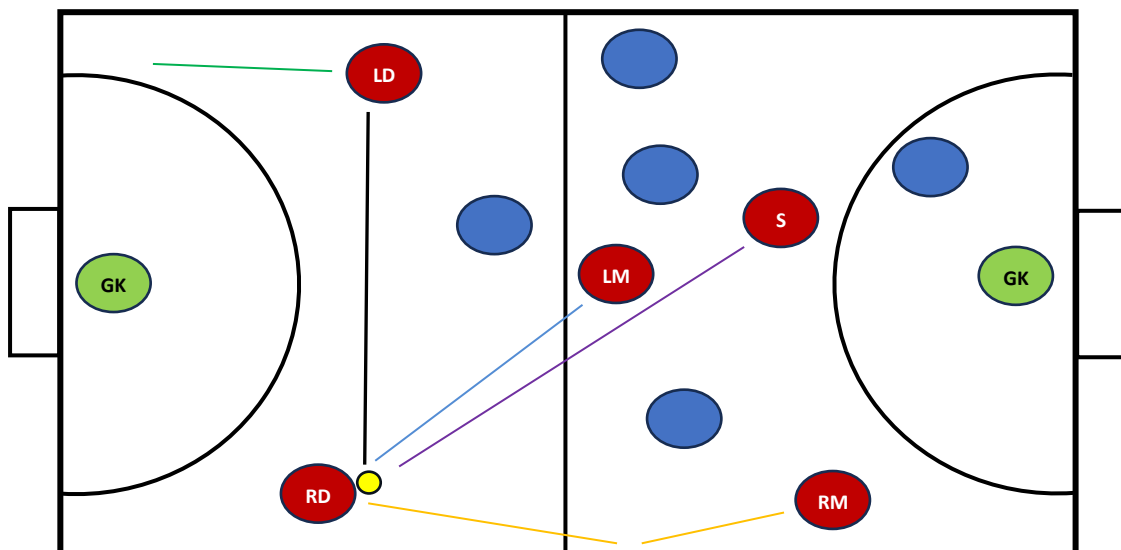
In this scenario the Left Mid fielder has received the ball (black line). They have the options to pass back to RD who can then rapidly pass the ball off the sides to RM (possible movements are the light blue). Wait for the LD to move through and a short pass, run the ball towards the circle and depending on the defenders, either shoot or lay off to Striker on left or RM on the right. With LM moving to receive the ball, they have cut out two defenders. If RD receives the back pass and moves the ball on quickly to RM it has the potential for the attackers to outnumber the defenders. This should lead to increased probability of scoring.



Option 3 RD receives the ball

In this scenario the Right Defender receives the ball. The options are:

1. They can move forward with the ball. Note the LD then slides backward to receive the ball if the defence slides over. The slide lines are shown in green below. The deliver back to LD is NOT shown
2. If the defence is slow sliding, across then deliver a board or direct pass to the RM. (orange lines)
3. Pass to the Left Midfielder (Light Blue Line)
4. Striker leads back and receives the ball close to the circle purple line. (then looking for the Right Midfielder to lead)

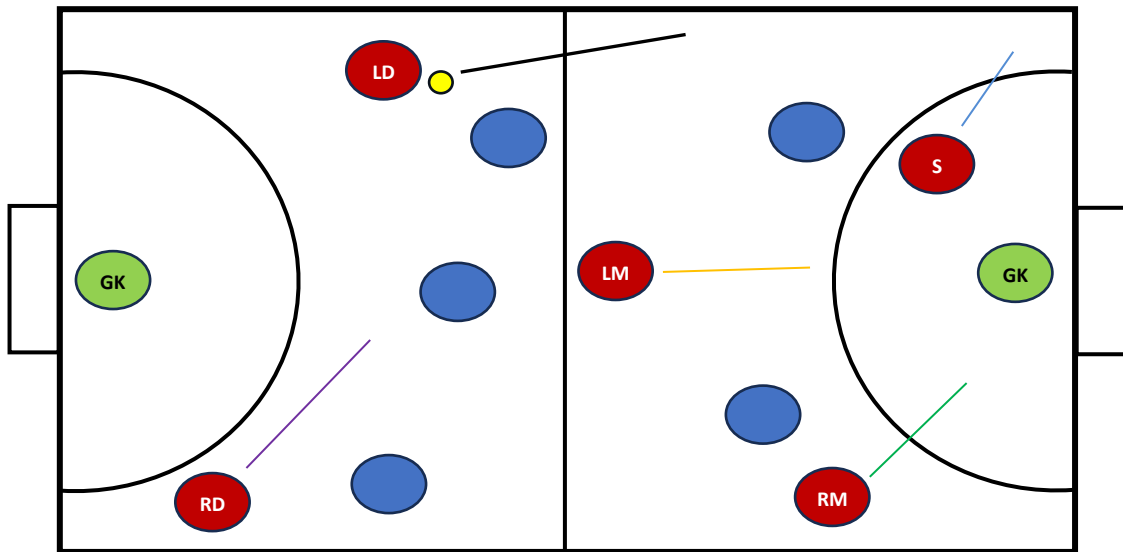


Option 4 LD self runs the ball

In this scenario, the LD does a self-free hit and runs the ball. What happens next is up to the defenders. The striker is leading to the left corner to receive the ball (light blue line). The defender needs to choose to either follow the striker, or cut across and block the runner's ability to side pass, or board pass down to the striker.

The LM is leading to the top of circle to receive a pass (orange line). They then has the option to pass to striker, or RM (light green), or take a shot.

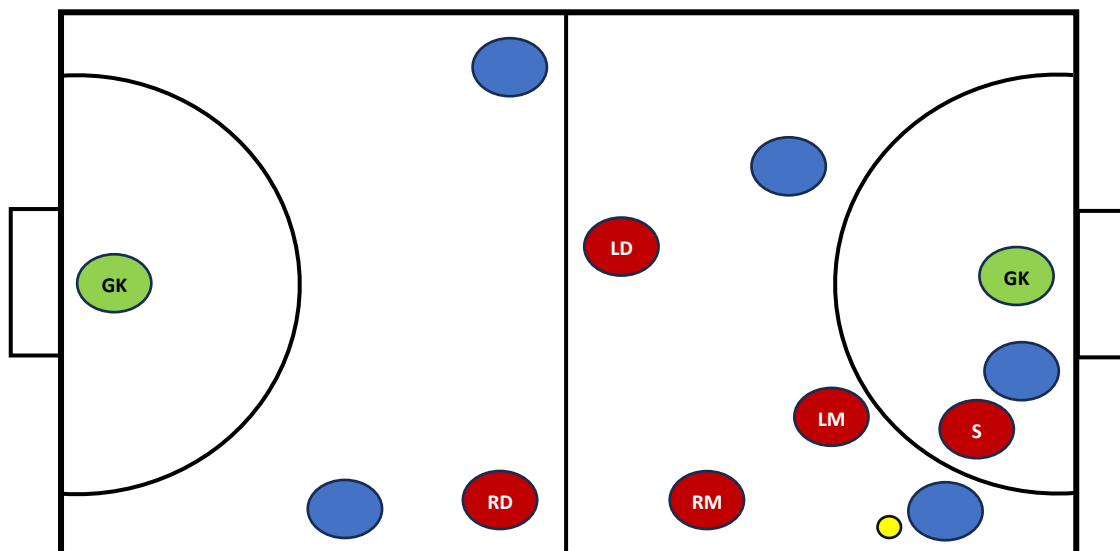
The Right Defender has moved to the centre of the field to cover and ball loss by the runner. The RD can receive a back pass depending on where the defenders have moved to.



Blue defenders will be running backward, especially if the first tackler cannot get to a position to block down the line and reduce the potential of a pass to the LM. RD is involved as they needs to move position for a subsequent phase if required.

Attacking Press

The blue defender is now pressed into the right hand attack pocket. They still has an exit with a board shot or running back towards the goal. The red attackers are with two stick distances of each other. The red defender (RD) has moved across to cover the board pass. The LD has moved to cover the pass if missed by RM and LM. Shown below



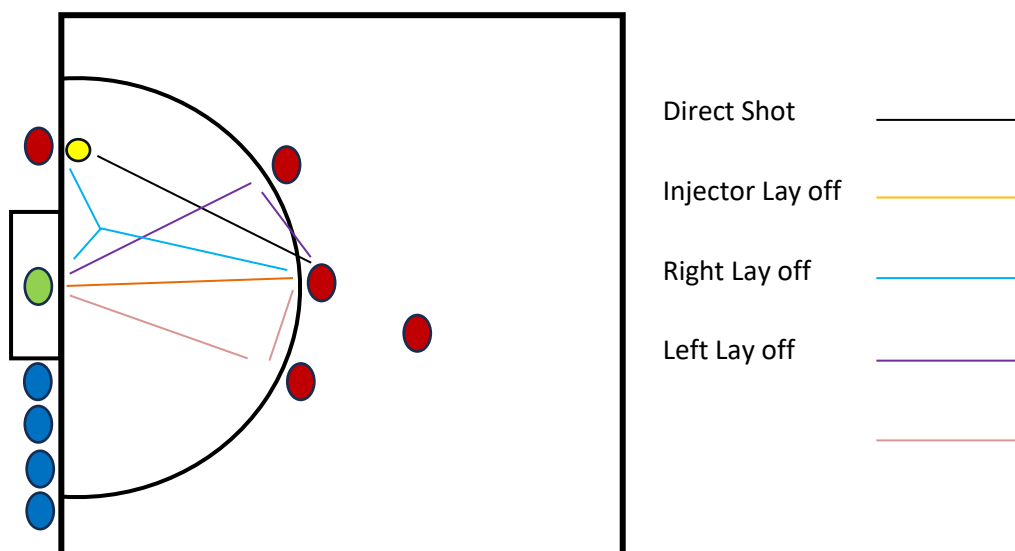
Penalty Corners (Offensive)

It is recommended that the ball be injected from the right side if the trapper and shooter are the same Player. Conversely if a stick trap is being used with a second person doing the shot then use left side injection. When injected from the right, the ball traps normally result in a ball suited for the shot (coming in on the fore stick side).

Points on corners for younger Players.

1. It is considered dangerous play when a defender is hit above the socks and is closer than 3 metres. Must be prepared to receive outside the circle and lay off or push for an attacker going towards the net. Attacker needs to have the stick down early for a deflection.
2. For the ball to be raised it must be a shot on goal. If the ball is played in the air by an attacker after launch, a breach has occurred. Examples, playing the ball as it comes off the keeper (still in the air) or deflecting a raised shot into the goal. Ball must be brought to ground after being touched by a defender.
3. Same as field hockey the ball must fully go outside the circle (trapped on the line is NOT outside). Due to the smaller net a good option is to aim wide of the net (flat ball not raised) looking for the injector or a runner (normally right as this is often easier for newer Players). The person injecting comes across for the layoff.
4. If the opposition chooses NOT to have a Player on the half way, then they still need a backup/cover defender but have three (3) Players on top of the circle.

Below is a typical setup with the ball being injected from the right hand side. The receiver is located aligned almost with the injection side goal post. The ball is trapped outside and the options are direct shot (normally flicked if possible low and to the keeper's glove side)



From this basic setup the team can vary by not taking the shot but passing the ball back to the centre of the circle or the injector. In the layoff situations, the ball can be delivered from outside the circle quickly to prevent the defenders from sliding across to cover.

General Defence

With indoor hockey, defence is a transitional state before starting offensive again. Sound defence strategies is to play zonal or spot marking defence. Where possible, the defenders need to cover possible ball pass lines and block tackle. With younger Players, especially they need to learn not ALL chase the ball, especially in the defence.

Defenders, (especially the Goal Keepers) need to be aware of where the ball is, and if attackers are moving forward without being covered by defenders.

Tackling and set position are covered in the Individual skills area.

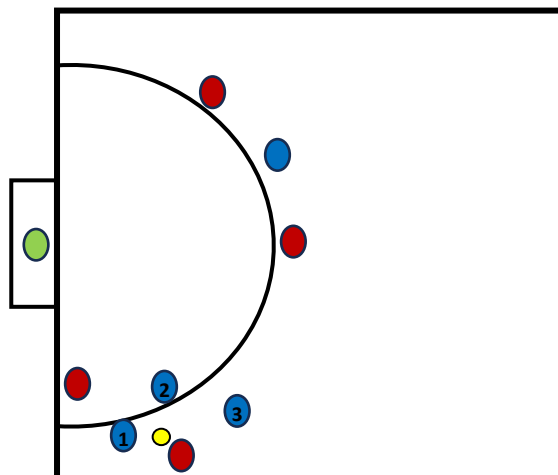
Where possible defenders need to engage attackers outside the circle. At higher levels the conversion rate for penalty corners is very high and many teams will work for the corners.

With the boards being used as part of the passing techniques it is essential that Players position themselves so that they can intercept board passes whenever possible. Remember that only the feet and stick can be on the floor. This limits the reach of Players in many cases.

Defence Press

The term is used when the attacker continues to move forward and is then surrounded by defence. As an attacker, sometimes it is called running into the bag.

The press is normally three Players. In the example below, Red has the ball and Blue has organised a defensive press. The Player positions are not shown, as it could be both defenders and a mid-fielder, two mid fielders and a defender, or even the striker has followed back the ball carrier and is in position 3. (Another Player should then cover the pass to the back defender). Below is not to scale.



The Players in the press need to be able to trap the ball (fore stick or back stick) and their sticks should slightly over lap when in the press. See picture below. The Player closest to the board must be able to trap any ball going down the board or off the board passes. The defence must allow a way out for the attacker to avoid being penalised. The best strategy for the attacker is to avoid getting into the situation by moving away from the "bag" or passing early. It may require a number of square passes between the backs or mid fielders waiting for defence to open or go back and try another option.

Penalty Corners

With defence corners, the Goal keeper needs to be off the line and cover the initial shot. In some cases the goal keeper becomes the first runner. It is highly recommended that all field Players wear masks on penalty corners. There has been a number of cases where the first and second runners have collided with sticks and/or ball. Note, it is a penalty corner to run around the back of the net and possible personal penalty. See Rule 9.15 Players must not intentionally enter the goal their opponents are defending or run behind either goal.

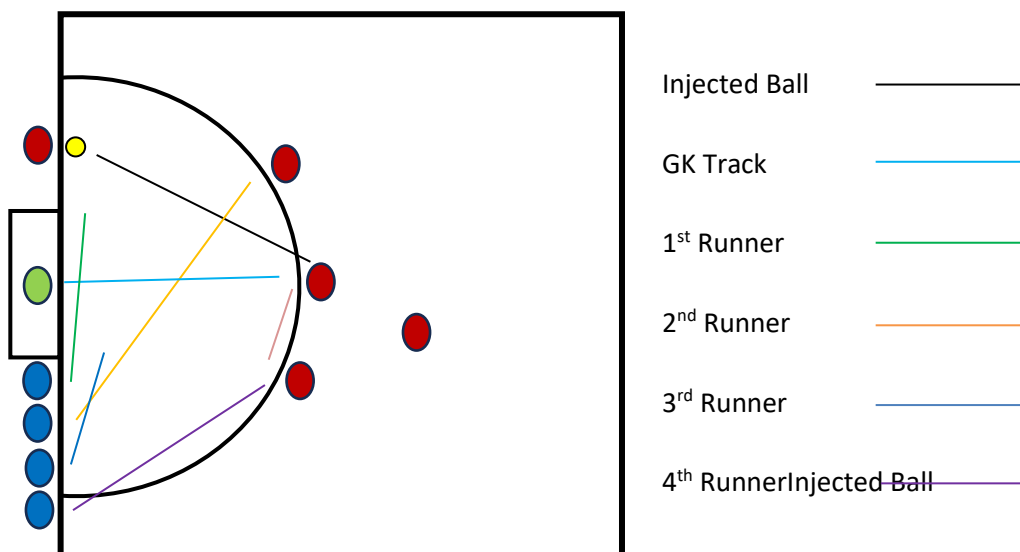
Consistent with the approach of transitioning to attack as quickly as possible, my preference is to leave the striker beyond the half way line and positioned between the attacking circle and half way line. This allows the defenders to pass the ball out to either side and provide an outlet.

In indoor the goal keeper is the only person allowed to run from the net. Discussion needs to occur (quietly) on if the GK is being the first runner or going half way. Keepers need to vary their tactics, as if they go all the way every time the attackers may let the ball go through to the backup or use layoffs to counter the keeper.

All other Players run from the opposite side to the injector (pusher out). As an aid to the Players, their position on the back line determines where they are running too. A common approach is the following:

1. The 1st Player (closest to the post) covers the far post, They are responsible for the tackling/stopping the lay off to the injector (ball played wide of the keeper),
2. 2nd Player is the first runner (If GK is leading) then takes the far layoff Player,
3. 3rd Player covers the closest post,
4. 4th Player takes close lay off person. The striker remains high as previously mentioned.

Masks need to be removed ASAP. You can only keep the mask on after the ball exists the circle (beyond three metres) if you are in the possession of the ball. If the corner finishes (example free hit to defenders) then mask must be removed prior to taking the free hit.



25. Set Plays

Much of what occurs in a hockey game is “Off the stick”. That is while some moves can be easily read, Players are not absolutely sure what their team mates next move will be. The team mate makes a decision on the spot. Set plays are used so that everyone knows exactly what the next move or series of moves will be. This has three advantages:

- The Players can practice and perfect the move.
- While the opposition may be deceived by the move no team mate should be fooled.
- No Player will do something that will make the move fail. For example a set play can be used to create space for another team mate while an off the stick move may see a Player lead into a team mate’s space and drag a defender into that space.

Teams should develop strategies (what they want to do) and tactics (how they are going to achieve the strategy) for times when their team has the ball and times when the opposition has the ball. The most obvious series of set plays used by most teams are Penalty Corner Variations. However set plays can be used all over the ground.

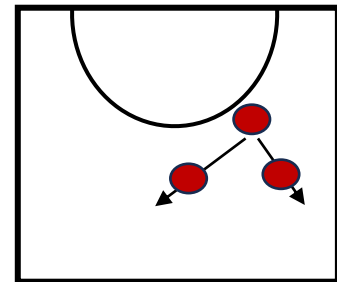
Getting Ball Out Of Defence

Three variations are:

Centre Half and Wing Half on that side of ground make holes for ball to be hit to CF or Wing.

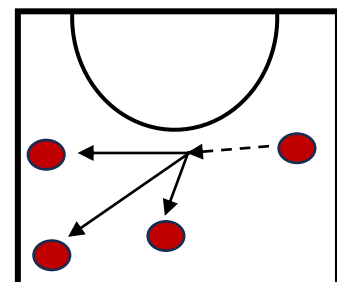
Hit ball to opposite Wing Half. Wing Half must be deep enough to prevent ball from being cut off.

Lay off to other Full Back who runs to the right to pass to opposite Wing Half, Wing or Inner.



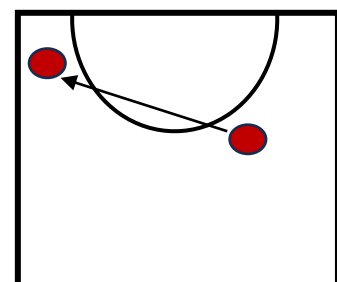
Blocking In Opposition Frees

CF stands up close to free hit. All other forwards form a semi circle with the CF in middle. If opposition try to hit to other side of the ground the Wing on that side must try to cut it off. If they lay off only CF rushes to put pressure on. Rest wait to cut off any pass.



Free Hit Outside Circle

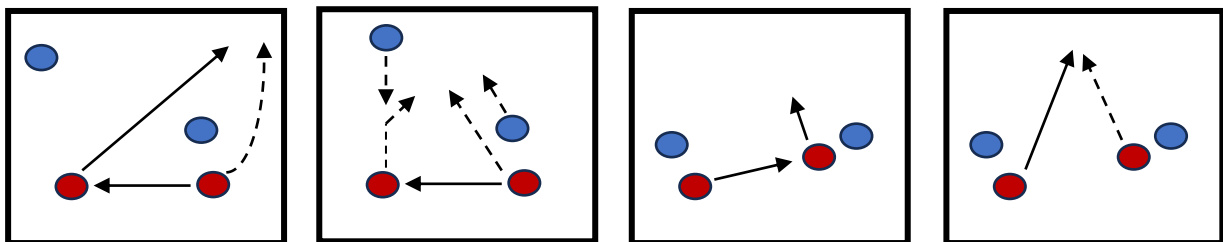
IR positions as if to take free hit. CH yells “Go up I’ll take it”. IR moves away facing the ball and calling “Yes, yes” as though the ball is to be passed there. CH shapes as though to make the pass but as defenders shift to cover it the CH slips the ball through the space created to the LW lead. The RW runs to get on the pads. The IL and CF can move to each side to create a bigger gap for the pass.



Two On Two

Normally when a two on two is performed the first Player passes flat and runs around the back of the first defender for an immediate through pass thus executing a two on one. However this move does not eliminate the second defender.

An alternative is for the first Player to run across the first defender while the second Player runs at the second defender. The defenders shift positions when the flat pass is made and at one stage will be square. At this point in time the second Player shields the ball to the right and either passes flat or through to the first Player. The first pass requires more skill by the receiver to protect it from the first defender while the second pass requires more skill from the passer to make it easy for the receiver to run on to without confronting other opposition Players.



26. Match Checklist for Coaches

What follows is a checklist that Coaches can use to manage their team on game day. Follow through the notes below and make notes on what you find on the day.

First Half

1. Look at Opposition

- a. Outlets. Preferred methods and side. Key Players
- b. Outlet control. Press, drop away, leave certain Players open, man to man marking.
- c. Are they marking man to man any of our Players?
- d. What is their preferred attacking style? Fast/slow build up, which side
- e. Penalty Corners Defence: What positions do they run to? Does the goalie run/stay.
- f. Penalty Corner Attack: Positions and variations.

2. Look at Our Team

- a. How are our outlet controls working? Is any Player not doing what is required? Are we following our match plan? Is it working?
- b. How are individual Players performing? c. Defence and attack as a unit?
- d. What changes need to be made? 20 minutes to go each half. Do we go for broke if behind?
- e. Specific Tactics. Kill the game, attack right or left side, backs to run the ball out or transfer, interchange of forwards.



3. What can be changed?
 - a. Usually certain things stand out.
4. Put together half time report.

Second Half

1. Utilise alternative tactics.
2. Make substitutions.
3. Revisit match checklist as above.

27. 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?”.
- “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 dehydrates.
- 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

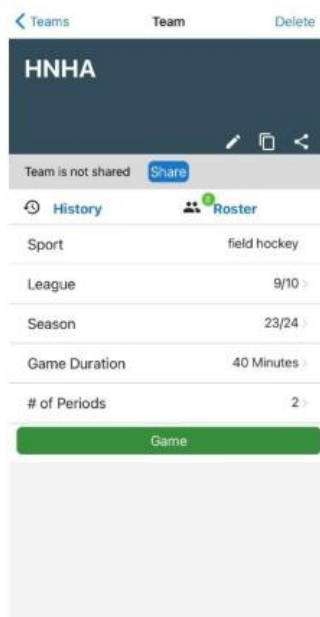
- Give realistic comments on the outcome: “Congratulations”, “Sorry”, “Well done”.
- Give positive comments on the inputs: teamwork, the opponents and the Umpires.
- Make notes: “Hitting a long ball is faster than when somebody runs with the ball; we have to work on that during training.”

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.

28. Game Management

HNHA recommends the use of an app to manage game substitution times. SubTime is a free app that has a field hockey set up that can be modified to suit indoor hockey.





29. Recruitment

Any Coach is only as good as the Players in the team. Therefore it is imperative that there is a recruitment program that attracts “athletes” into the team. The more Players within the Association the better the competition will be.

Recruitment Programs

Bring A Friend Day - A carnival where teams comprise 3 Players and 3 friends who have not played before. Players recruit their own friends.

Letter Box Drops - Suitable pamphlet espousing the virtues of Indoor Hockey to be placed in letter boxes in August inviting children to a free “Come and try hockey day”.

Parent Information Nights - Explain the competition philosophy and policy and broadly outline the rules of the game.

Play With The Stars Day - sufficient “Stars” (Senior Players) for one per 6 kids. Each team has 6 kids and one “Star”. The “Stars” would probably have to be paid to attend but while they are not required to coach their natural desire to win would encourage them to coach the kids as the carnival proceeded. “Stars” could either be allocated to a set team for the day or rotate so that every kid get one game with each “Star”. Rules such as the stars can’t score goals, can’t run more than 10 metres with ball etc could be introduced.