

Game sense and at what age to start developing it. (Drill Book)

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Games sense

Ice hockey is one of the fastest team sports in the world. To be able to play ice hockey the player needs a good core skills (e.g. stickhandling, skating and shooting), motor and cognitive skills (reading and understanding movements of opponents and teammates). A well rounded player has good qualities in all of the skills mentioned, but what makes the best player stick out from the rest? Is it motor skills where he is faster and stronger than others? Is it core skills with his stickhandling and shooting? Or is it cognitive skills where he can read and understand the plays around him better than anyone else? The answer to these questions is game sense, if a player reads the game better it will help him improve his game. Best example would be Wayne Gretzky. Wayne Gretzky or “The Great One” is considered to be the best Ice hockey player to have played the game. Gretzky at his best was not the biggest or the strongest (183 cm/84 kg) so what made him so special, why is he considered to be the greatest mind in history of ice hockey?

What made Gretzky special was his anticipation, he would visualize what would happen and predict where his teammates would be and give a no look pass without a doubt. Schwartz quotes Gretzky saying that “My eyes and my mind have to do most of the work.” (Schwartz)

What is games sense?

Essence of game sense is to understand the game and make the right decision without a thought or doubt, e.g. to know where to pass or when to shoot, in the least amount of time. Players that have good game sense get out of tackles, sticky situation with the puck and without being aware of it.

”The athlete performs the skill automatically in a more dynamic environment without having to focus on execution because mixed skills is practiced in a game play” (Kaya, A. 2014)

Developing game sense is all about high quality training that puts the player into a situation that will challenge him physically and mentally. The player needs to be put into a game like situation over and over again, that helps him feel at ease with game scenarios

that are similar to his training. Coaches need to guide the player to the right direction and not tell him what to do.

Why do we need to train game sense?

Players that lack understanding of the game will always be behind players that understand game sense. Training game sense will help players become better in most aspects of the game and increase the likelihood of scoring, making an assist or simply making less mistakes.

Learn by playing

Game sense is the ability to make the best decision available, it's to read and react to patterns (offence and defensive), to anticipate the movement of the opponent, teammates or the puck. All of this is done during a competition or training session. What differentiates the best from the rest is a set of core skills (shooting, skating, stickhandling etc.) and making more accurate decisions faster than the rest (Holden 2012).

Early specialization vs. multiple sport participation

An early specialization has its pros and cons. Training a single sport from an early age will help the child/player to focus only on it and create player like Wayne Gretzky, Tiger Woods and Lionel Messi. But focusing on one sport can also have its drawbacks like over training, limited skill sets and movement patterns for example.

In music, chess and other activities it is recommended to have at least trained 10,000 hours in your career to become an international success. This view has been taken up by sports around the world as this is the golden ticket to success, by doing so it pushes parents and organizations to specialize early so their child/player can have a reasonable shot at clocking in the hours needed. (Malina 2010. pp 366)

Specializing early, in sports can limit a range of movements and skills that may affect participation in other physical activities. Limiting a child to one sport can also reduce the opportunities to socialize and develop psychologically. Sports are a great area to grow social skills but spending too much time training can lead to isolation. Burnouts and overuse injuries are known to develop with excessive training, a common factor in early specialization. Baker states that dropout rate is higher for players that participate in early

specialization and the main reason for high dropout rates is a lack of enjoyment. (Baker 2003, pp 88)

Some experts believe that children's development models in sports need to be diversified early on, with game like (play-like) training with low amount emphasis on skill development and competition. That comes from results that elite athletes have tried on a wide range of different sports during childhood but decide to specialize in one sport in their adolescence. A study by Baker about expert decision makers from team sports (basketball, netball and field hockey) indicated that participating in other sports or activities during childhood would transfer and help them in their main sport later on. Baker suggests that transferring of learning and the effects of crossover training in two sports has to have similar elements so the transformation of skill will flow fluently over to the main or secondary sport. Transferable elements that can be shared are for e.g. throwing a handball and an overhand serve in tennis (movement). Ice hockey and floor ball share the need to read the actions of their opponents to be successful (Cognitive decision making). Basketball and netball share similar rules that can be transferable (similarities between sports). Baker states that benefits from multiple sport participation (transferring of learning) are most effective during early stages of participation. The better trained the athlete becomes, the smaller the improvements become from participating in multiple sports. (Baker 2003, pp 89-90)

Background of a good decision maker

Playing a sport without a structured training can help enhance creativity, sometimes structured training can put restrains on a player's creativity. Coaches should want to limit their structure/restrains to allow fluency of a player but there is a fine line between having no or limited structure during training. Without any structure players can feel lost during training sessions.

Being active and participating in different sports can be beneficial to the player.

Participating in different sports before the age of 12-14 years has shown to be a good step to develop game sense. Different sports will bring more creativity to a player and also help him to read different plays during games.

Coming from a smaller community preferable from the country side or training a smaller sport with fewer participants, players will have opportunities to train more frequent and be more evolved in the sport when there are fewer participants. Players are more likely to play and train above their age and get a bigger challenge playing against physically stronger and faster players. More training will help you become a better player and players will have more time to train core skills at the same time tactic (game sense). Players involvement can increase when its in a small community or sport, players are more likely to stay in the sport longer and feel as they are part of family (club). Early specialization can hinder the creative thinking that a player could develop if he trains in different sports. (Farrow 2012)

Optimal age to start teaching game sense

Coaches will try to start teaching game sense and tactics from ages below ten. But when are children develop enough to start teaching them to think, understand the situation, learn from their mistake and remember how to get out from a particular situation?

Neuroscience research has shown that the biggest development in creativity is reached during childhood and that numbers of synapses get weaker with age, making creativity difficult to develop later on (Memmert 2010, pp 93).

Leading scholar in the field of cognitive thinking was Jean Piaget, he was the first psychologist to systematically study cognitive development. (McLeod, S. A. 2009.)

Piaget theory did not focus on learning or specific behavior like other psychologist had but on development of infants, children and teens. Piaget stages are a blueprint for normal intellectual development from infancy to adulthood. His theory splits into four stages:

- Sensory motor. In infancy (birth through ages 18-24 months) the child will be busy just learning how to control motion and sorting through sensory information, all of its thinking capacity will be focused on balance and touch. Babies have no concept of time or engage in rational thought.
- Preoperational. Toddlers, 18-24 months through early childhood until the age of 7 years, they are acquiring motor skills during this stage, and the ability to consider

multiple aspects of a situation begins to develop. At this stage, the child is still unable to think logically and perceive the world through childish thinking and animism (make-believe friend and believing that dead object might have a soul or be alive).

- Concrete operational. Ages 7 to 12 years, children begin to understand logical or rational thought but only in relation to things they can see or touch (visual and tactile aids). At that age they are better at considering feelings of others and seeing their point of view.
- Formal operational. From the age of 12 years and through adulthood, the individual begins to develop abstract reasoning skills, can think logically and rationally, without having to depend on aids such as visual or tactile. Complex abstract thought is now possible. (LearningRX)

Tools to develop game sense

IntelliGym

IntelliGym is a computer based hockey sense, cognitive, training tool. What you need is a computer connected to the internet and normal keyboard and mouse. Players spend up to 30 minutes, once to twice a week on the program for 5-8 weeks. Results on the ice should be visible after working that short time on the program, according to ACE (Applied Cognitive Engineering) owner of IntelliGym. (USA Hockey)

IntelliGym individualizes the software to the person playing it by detecting strengths, weaknesses and progress in player's game, through the software. The software tries to encourage the player to improve with positive reinforcement and simulates a surface not unlike the ice rink. (ACE)

USA Hockey has been using IntelliGym from 2009 for its National Team Development Program (NTDP). NTDP player's improvements on the ice can reach up to 40 % (goals, assists, giveaways, wins etc.) with short usage of IntelliGym in Ice hockey.

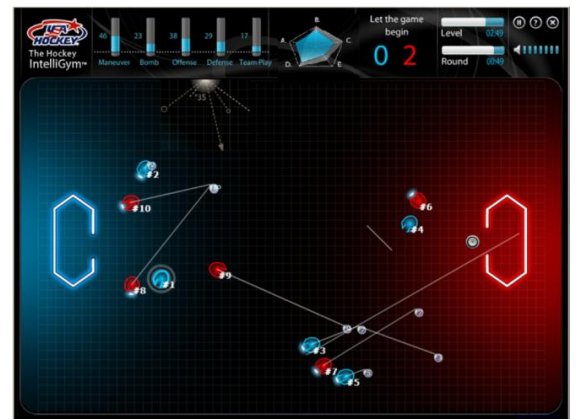


Image 1. ACE IntelliGym in action.

Video based training

Video based training is a valuable tool, studies have shown that it can enhance players performance (Farrow & Abernethy 2002; Schweizer, Plessner, Kahlert & Brand 2011). Trainer can use video in different ways: stop a video and ask the player to predict what will happen next or what would he/she do in that situation. Players can then do similar situations over and over to improve their anticipation and decision. Trainer can also control the environment by telling the player how much is left of the game time or telling them that they are in a cup finale to change the pressure on the player (Spittle, Kremer & McNeil 2010. pp 38).

Study on football referees has shown that video based training will help developing decision making. The improvements are small, referee made one-fourth fewer mistakes after the study then before it. Considering the amount of decisions that a referee (or a player) has to make over a season, even a small improvement will improve the statistics of a right call for a referee. (Schweizer, Plessner, Kahlert & Brand 2011, pp 438-439)

What drills to teach?

Tell me, and I will forget! Show me, and I will remember! Involve me, and I will understand! Confucius, Chinese philosopher (Hakim & Brooks 2005. pp 5).

Brian McCormick runs basketball clinics where he allows player to create a solution rather than telling them what to do. He believes that a coach should not tell his player where to go, what to do or how to play but rather create the right drill to emphasize what he wants from the players. To do that he needs to challenge his players by creating drills or game scenarios that allow the player to find the right play/right decision with comments on execution. McCormick thinks that some coaches set up plays because it is easier to play after guidelines then it is to develop players to act on the best play available. His clinics often look terrible according to McCormick but that is because players are not fully developed. Player will be terrible in the beginning that is foreshadowing for skilled-unconscious level. (McCormick 2010).

Damian Farrow talks about in his lecture, “the game is about making decisions”, that training in a game like scenarios and a drill without offence or defense is not likely to

happen during a game. Without a defense or offensive elements you are executing a drill with a player, without making a decision so the process of training to develop is turned to simple give and go and no game sense is trained (Farrow 2012, min: 25:00).

During training you can influence each drill with rules, minimizing space, time, numbers of participants and whether the player is passive or aggressive.

CONSTRAINT	EXAMPLE	ACTION ENCOURAGED	LEARNED OUTCOME
Rules	3sec rule	Must move puck quickly	Faster team responses
	No voice	Visual scanning	Awareness
Field Markings	No behind goals	Direct attack	Moving puck directly through traffic
	Hourglass shape	Use of width and then angling back to mid-rink	Using width to clear defence & commence attack
Team Numbers	2 Att v 3 Def in back half	Promote 2v1 counter attack	Better connection with loose teammate
Level of Defence	Full-Active-Passive	Execution under relative time stress	

Table 1. Tools to use when designing training (Farrow 2012).

Restricting players with rules you force them unconsciously/consciously to follow the aim of the drill. It's up to the trainer if he feels that restricting the players is negative or positive with certain rules he can enforce it or take it out of his drill.

Drills recommended for 7-11 years old

From 7 to 12 years old, children begin to understand logical or rational thought but only in relation to things they can see or touch (visual and tactile aids). At that age they are better at considering feelings of others and seeing their point of view.

Playing smaller surface (1/3 of the ice surface) is important to maximize the touches of the puck and limit the amount of time each player has by taking the space away with more players. Playing cross ice with four players on each team is a good drill to develop game sense.

Skill is the main job of the coach training this age group but including game sense in the drills and small area games without players knowing that they are training it is a smart way of training. Games like 3on3 with two passes before they can score or simple 1on1 in a corner can help.

Players in this age group will learn a lot by watching others but allowing them to try what they just saw will improve them greatly.

Drills

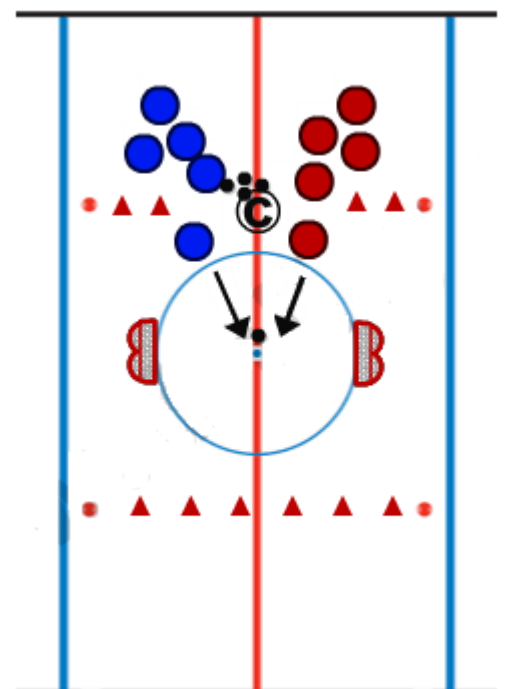
Here are drills that are suggested for this age group.

Viking cup 1on1

Viking cup is played 1 on 1 in the neutral zone, players have to aim for the net and if they miss the net the puck is out and the game is over. Players that score will win the round and can leave the zone to go back in line. If the first pair of players is not scoring other pairs will be added to the zone every 20-30 seconds.

Aim: Puck possession, drive towards the net and good release to the net. Small area so the players have less time to think, react and execute.

Key points: Battle, puck protection and drive.



Learning outcome of the Drill: Using a smaller surface will force the players to battle and react faster than they are used to. Players also learn to drive to the net with a focus of scoring.

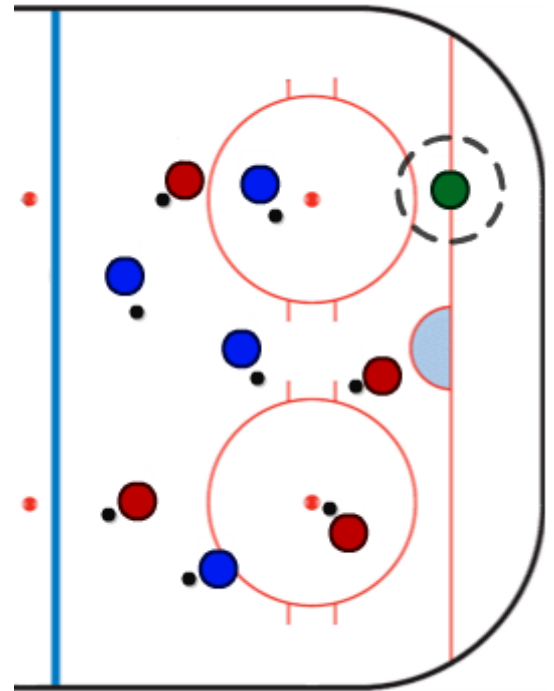
Zone King

All players except one start the game with pucks, the player without a puck should try to steal a puck from another player and shot it out from the zone until all players have no pucks. All players without a puck must help to steal pucks from other players. Last player with a puck will be the Zone King.

Aim: Head up and protect the puck. Skate with the puck and move away from the players that don't have a puck.

Key points: Skate, head up, protect the puck.

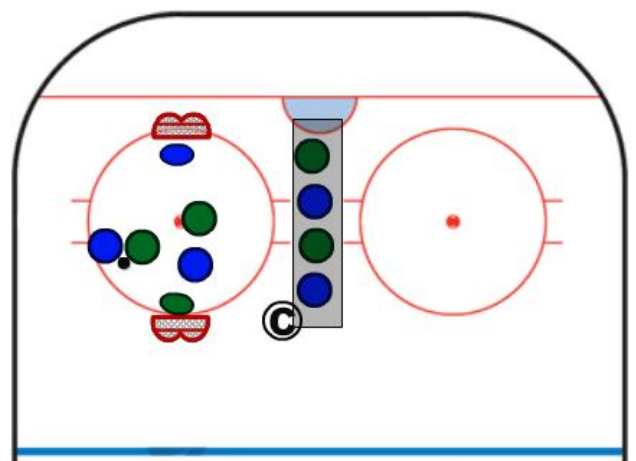
Learning outcome of the Drill: Players have to be aware of their surroundings, where opponents are coming from and how many they are. Player needs to protect the puck and have his head on a swivel.



2 on 2 no pass

Players can't pass the puck they must carry the puck and shoot it.

Aim: Player can't pass the puck so he needs to carry it at different tempos and direction changes. Protecting the puck from the opponent and driving it to the net to release a shot. Teammate follows through with a rebound, he needs to time it and be in the right position.



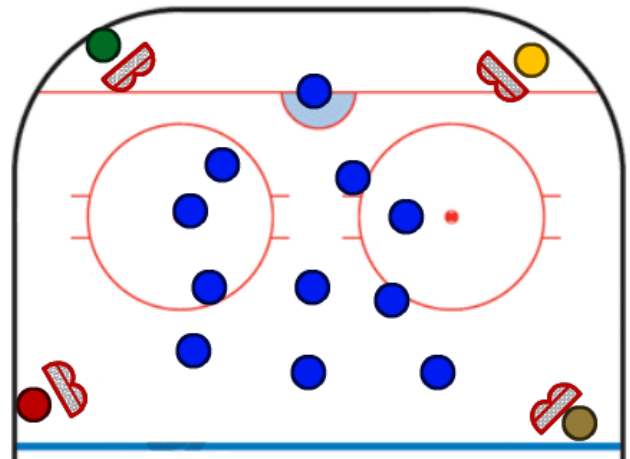
Key points: Puck control, puck protection, timing, positioning, shoots and rebounds.

Learning outcomes of the Drill: Player learns to drive to the net to score or make a rebound changes for their teammate. Also timing and positioning for fellow teammates, when to attack the net and where the rebound will go.

Troll game

No pucks in this game, players go to the middle and have to evade the trolls (players behind the nets). Trolls need to gather up as many players as possible in their goals.

Aim: Evading other player by having you head up. Players need to have fast transition from gliding to full speed skating to not be caught.



Key points: Gliding to 100% speed in no time at all, head up, fun.

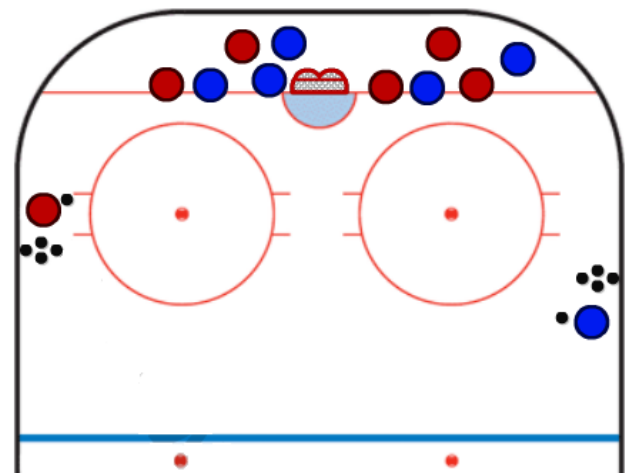
Learning outcomes of the Drill: Players will unconsciously learn to evade an opponent and also how transition from gliding to full speed.

Shoot them up

Two players on each side have all the pucks and must shoot the puck into other players skate blades to tag them while the skate past.

Aim: Player be aware of their surroundings and be agile and fast to react. Hard pass or shoot that player need to keep down.

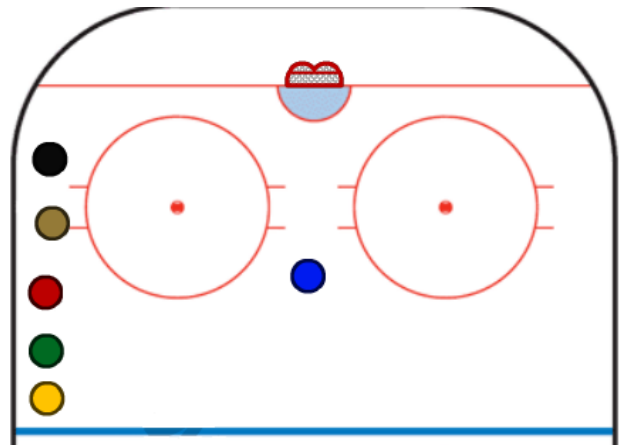
Key points: Being aware, hard pass or shoot, fun.



Learning outcomes of the Drill: Players will learn to keep his shoot or pass down on the ice and needs to repeat that action over and over in this drill.

Catch

One player starts in the middle and when he claps his hands other player skate past him without being caught and need to touch the opposite board to be safe. This drill can be played with pucks, then the players that can cross the zone without losing their pucks to another player are safe.



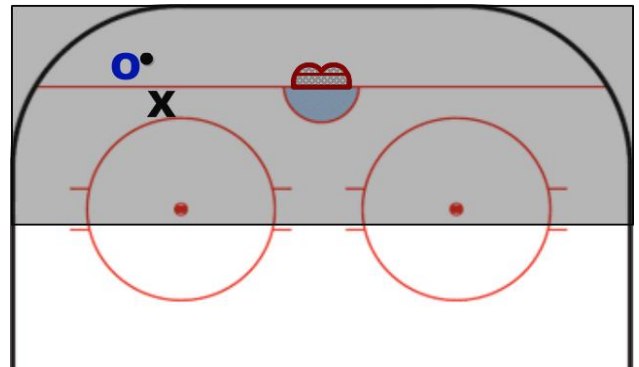
Aim: To get all players active and looking up to see what is coming. Learning to evade players that come straight towards you or from the side or how to catch players that are evading you.

Key points: look up, skate and evade.

Learning outcome of the Drill: Players learn to read other player their trying to catch or evade.

1 on 1

Can be played from any spot on the ice. One offensive player and one defensive, the offensive player's goal is to get past the defenseman and score. The goal for the defenseman is to contain the offensive player and stay between the net and player. Switch up the positions so both player play both position.



Aim: Forwards aim is to beat the defenseman and score. Defenseman's goal is to contain the forward, win the puck away from him and watch the gap.

Key points: Win battles, gap control.

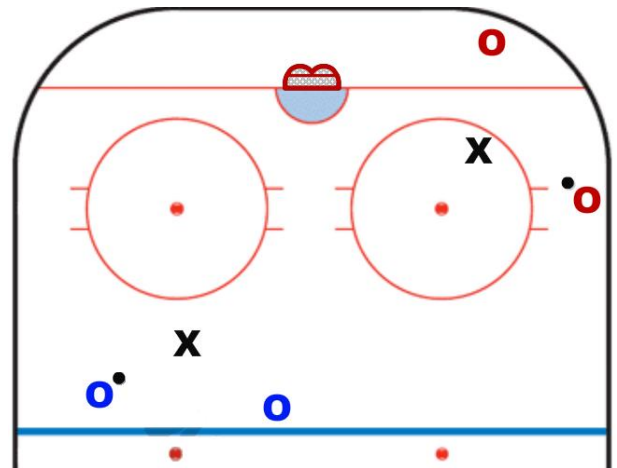
Learning outcome of the Drill: Both players will learn different skills but important is that they learn better what it takes to be a defenseman or a forward and the best way to beat each position.

2 on 1

Two offensive players against one defensive player, can be played from any spot on the ice.

Aim: Offense goal is to create a better goal scoring opportunity and score. Defense goal is to eliminate goal scoring opportunities, limit passing lanes and win the puck.

Key points: Passing, making or taking away scoring opportunities.



Learning outcome of the Drill: Defense learns to position himself between two attackers and not to focus just on one player. Offensive players learn to make space and to draw defensemen in to open up other player around them.

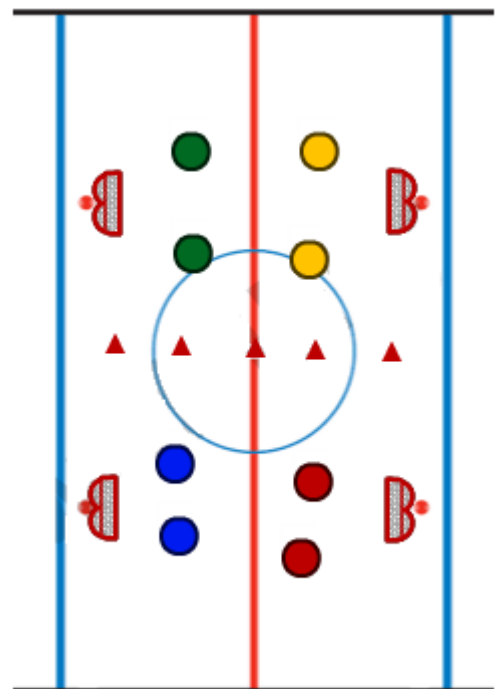
Two touch

Each player of a team is allowed to touch the puck twice, with shooting or passing.

Aim: Is to get the player to move the puck fast or release it to the net for a shoot. Players have short amount of time in this small space so they need to look for a pass or the net before getting the puck on the stick blade.

Key points: fast release, fast movement of the puck and look for the option before receiving the puck.

Learning outcome of the drill: players will realize that they can look for options without the puck and when they will receive the puck they can execute those options right away.



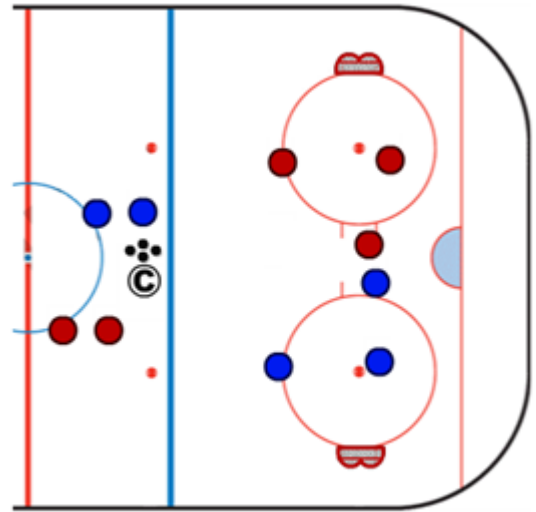
3 on 3 one pass

Teams must make one pass before shooting on the net. They will need to open up wide and make plays.

Aim: Get the puck moving between teammates, they need to communicate with each other.

Key points: communicate, skate and open up to a pass and move the puck.

Learning outcome of the Drill: You will not succeed playing by yourself, players will need their team to play with.



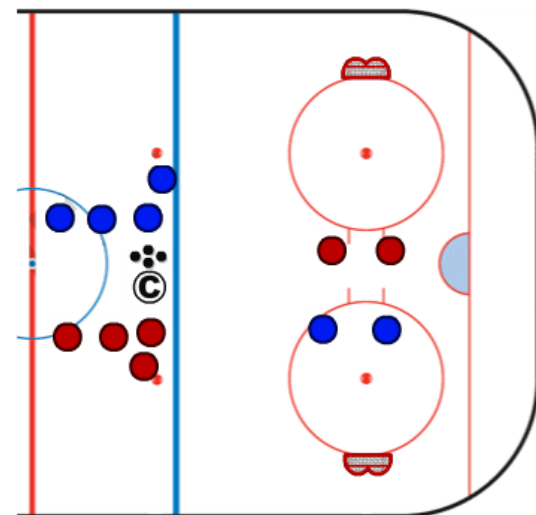
2 on 2 add on

Start out with two teams with an even number of players as the shift goes on the coach can add players to each team or just one team.

Aim: Soon as a player is added he needs to talk to his teammates making them aware of him so he can be involved.

Key points: Talk.

Learning outcome of the Drill: Players can be unaware of a teammate even if he is in his sight of vision, so letting your teammate know that you just came into play and your open for a pass can be crucial for a team.



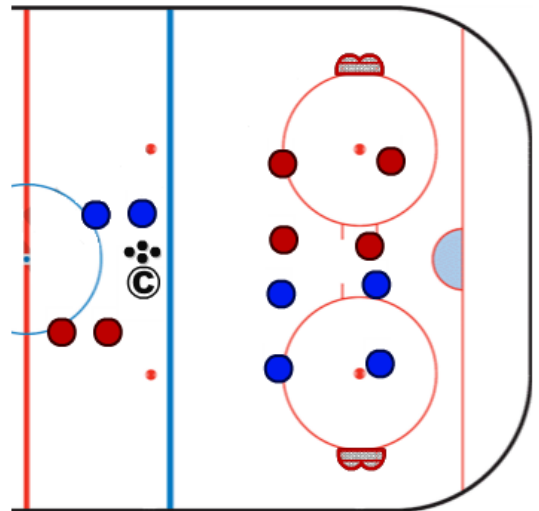
4 on 4 small game

Simple 4 on 4 small area ice hockey.

Aim: more touches for each player and less time and space to move with the puck.

Key points: More touches, less time and less space.

Learning outcome of the Drill: this drill simulates the game in smaller surroundings.



Drills recommended for 12 years and older

From the age of 12 years and through adulthood, the child begins to develop abstract reasoning skills, can think logically and rationally. Complex abstract thought is now possible. Most players around the world at the age of 12 years compete on full sheet of ice but that does not mean that all training has to be on full ice. Coaches can use small area games to maximize the contact to the puck and other players. Focus can now lean more towards game sense and tactics, 12 years old players can now start to use tools and other means to develop his or her game sense.

Drills

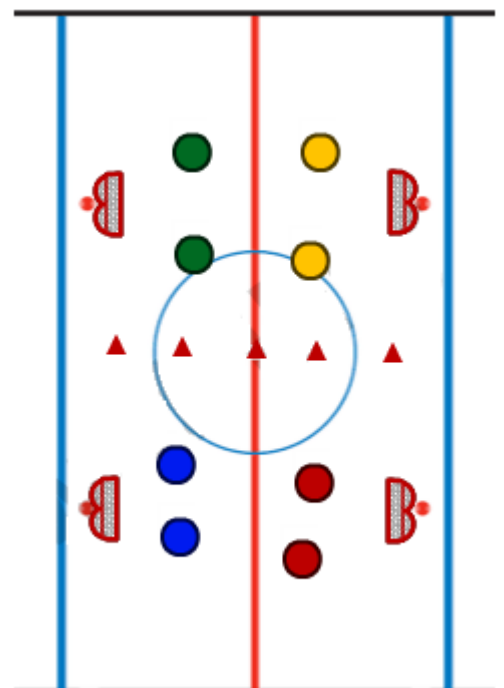
Neutral 2 on 2

Four teams play this game. First team to score wins and stays on its court while the other teams rotate.

Aim: Players will have little time to make plays, shoot and go for the rebound. With no board behind the nets players need to focus the shoot so that the puck does not go out of play.

Key points: Fast attack, fast release on net, rebounds and constant pressure.

Learning outcomes of the Drill: Players focus on the goal and what his teammate is doing. With such a small area the player will repeat the action multiple times and have chances to fix or repeat the mistake that they have done.

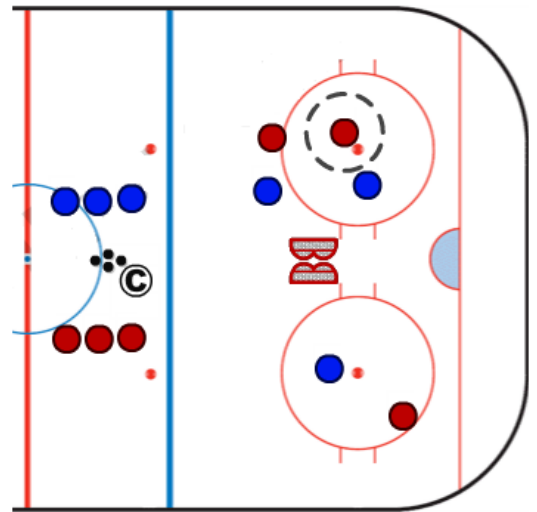


Transition back to back.

Only two players from the blue team and two players from the red team can be on the attacking side, one of each team has to stay behind. Players should change on the fly.

Aim: To change players when the team with the possession of the puck is going from defensive zone to the offensive zone. Back check the offensive team.

Key points: Transition, timing, head on a swivel.



Learning outcomes of the Drill: By not allowing all the players to cross the middle they have to look up and count their teammates. By counting their teammates they will realize the position they have to take.

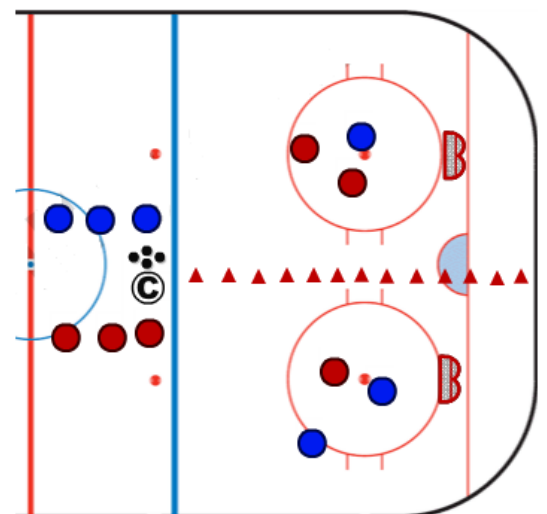
2 on 1 two side

Players can't cross the middle line, they need to win the odd man situation and pass it on to their two attackers on the other side.

Aim: Win the odd man battle and play the puck to their teammates fast.

Key points: Battle, fast pass and keep head up.

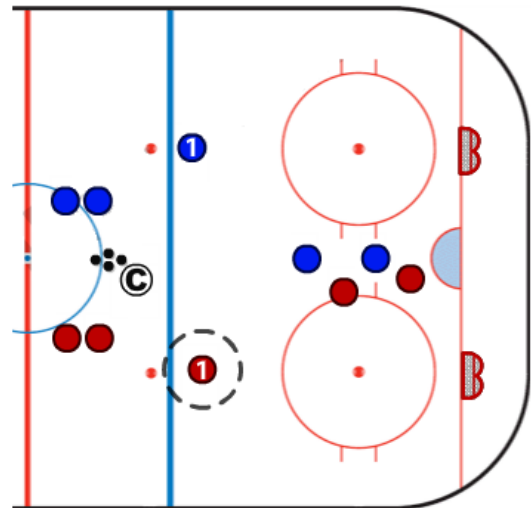
Learning outcomes of the Drill: Players are not always in a position to skate with the puck so they will need to pass it. This drill forces them to do that and to realize that other players will sometimes be in a better position than themselves.



Must shoot

Players need to pass the puck up to players (1) at the blue line. Player 1 has to shoot as soon as he receives the puck. When the other team gets the puck they need to pass it to their player 1.

Aim: Give and go, soon as the pass has been passed player needs to get to the net to take the rebound, screen or battle for it in front of the net. Defensive players should not try to chase the puck but follow the loose player that is going to the net.



Key points: Rebounds, screen, follow the loose player and fast release from the blue line.

Learning outcomes of the Drill: after a player passes the puck it is useful to drive to the net or open up in a different position so the opponents have to chase the players. If a player passes the puck and stands still the opponent has an easy time covering him.

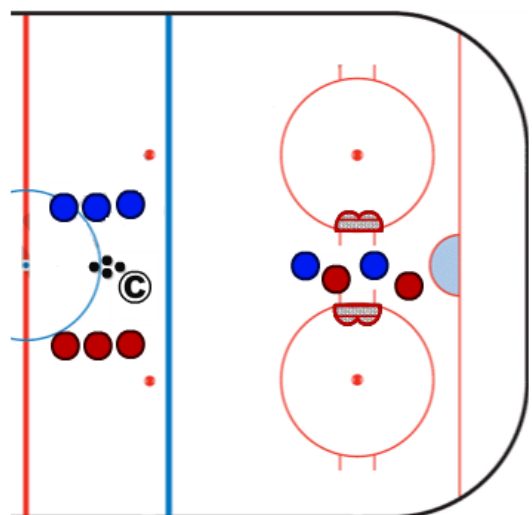
No space

Put the nets real close and minimize the space to 3-4 meters. Coaches can add players to this drill, the more players the less space.

Aim: Shoot and take the rebound. There's no time or space to do anything so players need quick release and execution.

Key points: Quick release and execution.

Learning outcome of the Drill: When players are located in front of the net they will not have a lot of time to execute their shoot, rebound or pass in a game. players will learn to execute quickly in front of the net.

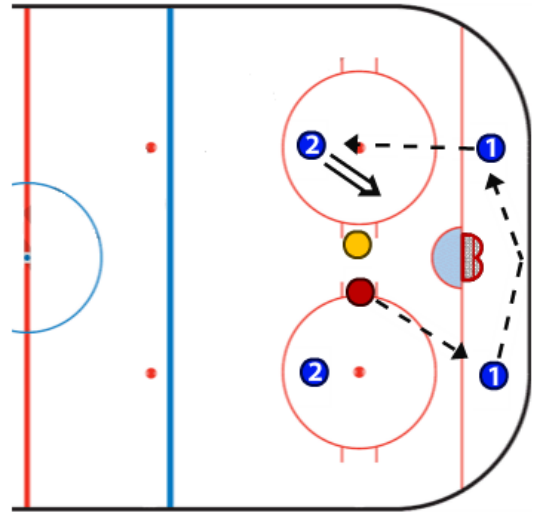


Give and follow

One on one in front of the net. Player must pass to player marked 1 and player 1 passes to player 2 who takes a shot. Players that were one on one change with players marked 1 and 1 changes with player marked 2.

Aim: Follow the movement of the puck and screen or deflect it in after the shot.

Key points: Screen, deflect and follow the puck.



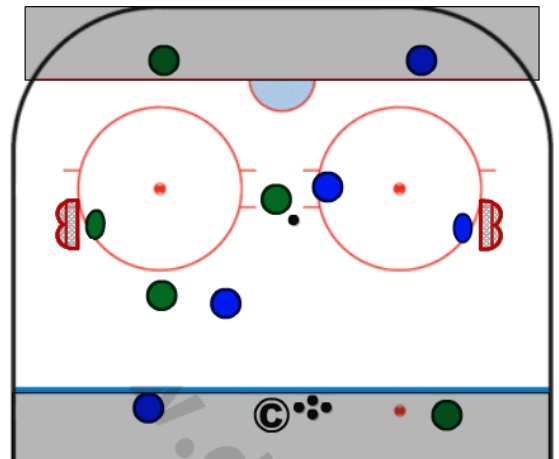
Learning outcome of the Drill: Player needs to turn his chest to the puck the whole time so he will know where the shoot or rebound will come. If the player turns his back to the play he will not be able to deflect it or know when or where the shoot will come from.

Passing walls

2 on 2 with four passing walls, passing walls are the players in the gray zone. Players can use them or not.

Aim: Give and go, by using the passing walls you will be able to triangle the pass or pass and skate to receive the puck up the ice.

Key points: Give and go.



Learning outcomes of the Drill: Players are not always in a position to skate with the puck so they will need to pass it. This drill forces them to do that and to realize that other players will sometimes be in a better position than themselves.

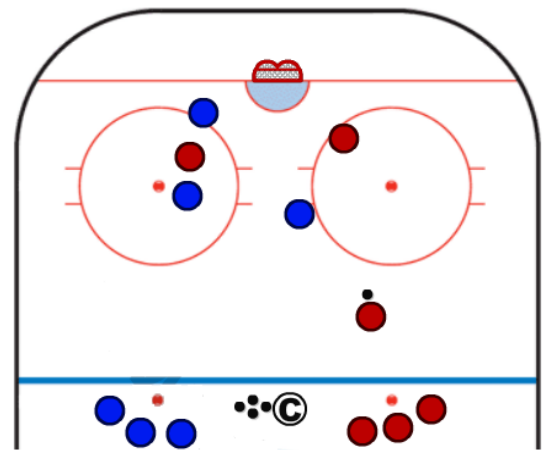
Bakobako

3 on 3 or 4 on 4 in one zone, players must pass once after retrieving the puck from the opponent. If a team scores they will start with the puck on the blue line (make it take it), if one team shoots, passes or loses it out from the zone the other team starts with the puck on the blue line.

Aim: Open up spaces for your teammates and crash the net after shoots. Players must watch out that you need only one to cover the puck carrier, if two player start to cover one player there is one open that is not being covered.

Key points: Give and go, shoot, 1 on 1 and stick up in front of the net.

Learning outcome of the Drill: Trust your teammates cover your man or zone and allow them to screw up or win their battles.



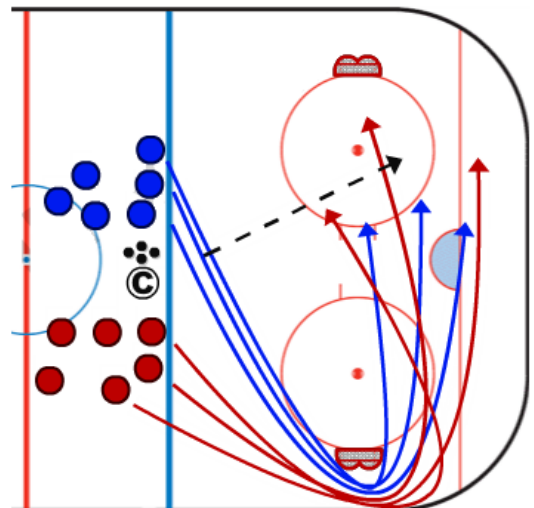
3 on 3 back check

Players skate behind one goal and chase the puck. Offensive team is closer to the net so they can be the first team to the puck.

Aim: Skate to be first to the puck. Look for the open opponents.

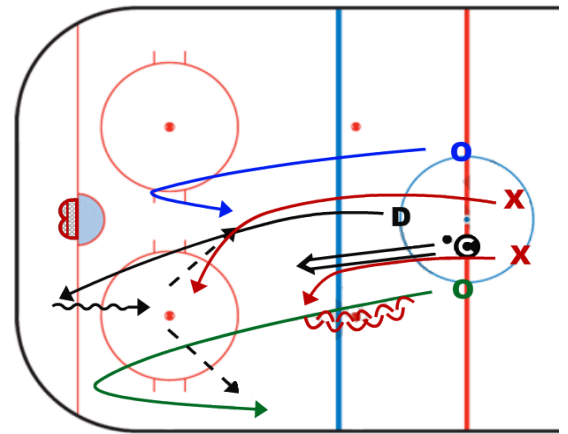
Key points: Skate and open opponents.

Learning outcome of the Drill: Players need to look for the open opponent so the puck carrier or the soon to be puck carrier can't pass it to him.



3 on 2 with pressure

Coach dumps the puck into the corner where one player picks up the puck and passes it to either the player in the middle or at the boards. While all this is happening one opponent pressures the puck carrier and the other opponent plays passive defense. The drill is played all the way down to the other end 3 on 2.



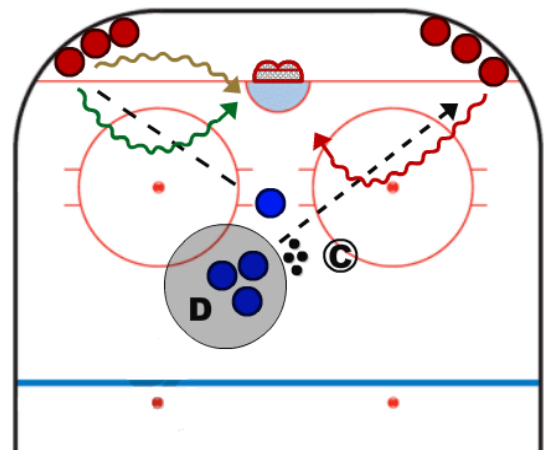
Aim: Players need to work their way out from the pressure of the opponent, from defense to offence.

Key points: Pressure, skate with the puck, look up and pass.

Learning outcome of the Drill: Players learn how to handle pressure in an organized fashion. They will learn not to throw the puck away and simply skate with it and pass when the opportunity presents itself.

1on1 into 2on1

Defenseman plays the puck into the corner where offence 1 plays against the defenseman. After 10-15 seconds, if they are still battling the coach whistles and a new puck is passed to offence players 2. The drill becomes 2 on 1.



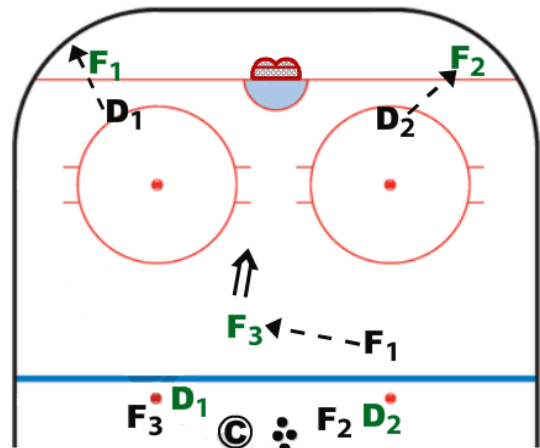
Aim: Defenseman positions himself between goal and the offensive player.

Key points: Positioning, battle and shoot.

Learning outcome of the Drill: Defenseman will position himself better and forwards will learn that playing with a partner is easier than playing alone.

1 on 1 into 2 on 2 into 5 on 5

D1 takes a slow shoot to the board so that F1 can pick it up and challenge D1 to the net. D2 passes to F2, F2 and F1 are now 2 on 2 against the D's. F1 from the opponent's team will pass a puck to F3 on the blue line and he takes a shoot to the net where F1 and F2 are battling against the D's. After the shoot from F3 6 players will be added and play 5 on 5.



Aim: Individual battles from the corner that goes into the slot (3*3 meter box in front of the net) and develops into to full game like situation in the defensive zone.

Key points: 1 on 1, drive to the net, look up and find a teammate.

Learning outcome of the Drill: Players will have to look for added players and see when and who have been added to the play. Using all the players in the end to create a goal scoring opportunity.

5 on 5

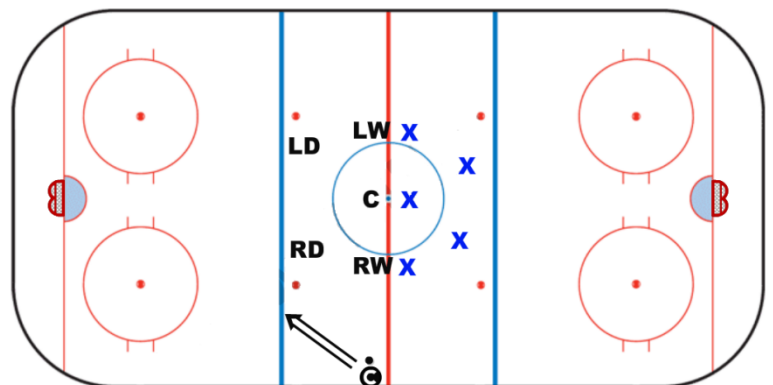
Simulates a real game.

Aim: Play the game.

Key points: 100% intensity, keep it as real as possible.

Learning outcome of the Drill:

Players will learn from the mistakes in training and transfer their new knowledge into the real game.



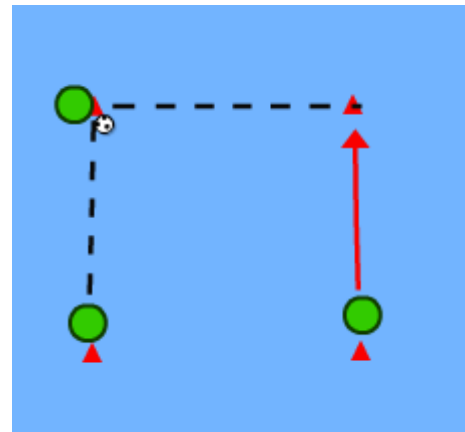
Off-ice Drills

Most of the on-ice drills can be modified into off-ice but here are a few different off-ice drills that coaches can use.

Drills

Passing Lane

Mark a box with four cones and put one player on three of the cones, one vacant. Players can pass in straight lines but not diagonally. The player who has the ball has to have two passing options, one open player must move to a vacant cone to make himself open for a pass. Variant for this drill is to add a defender that tries to intercept passes or just too close of passing lanes.



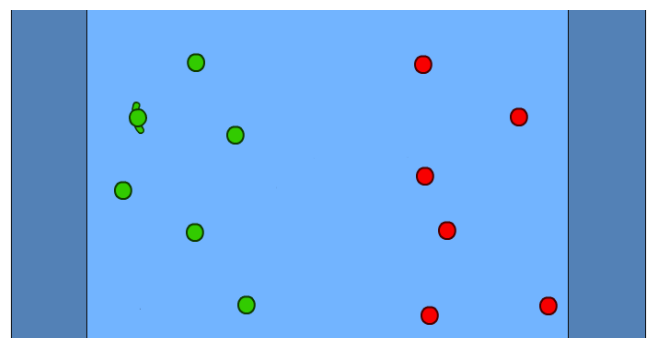
Aim: Look for the pass.

Key points: Look up, pass to open player and don't rush the pass.

Learning outcome of the Drill: Players will learn to keep their head up and look for the right pass.

Name Game

This is a version of a tag game with an imaginary ball, players must call out their teammates name to pass the ball. Soon as a name has been called that player raises his hand to indicate that he is in possession of the ball. Two end zones, two teams and players must run with the imaginary ball



(hand raised) through the zone the ball can't be pass directly into the zone. Two intercept the ball from the other team players must tag the ball carrier.

Aim: Communication between teammates and possession game.

Key points: Be loud, talk, pass the ball and move.

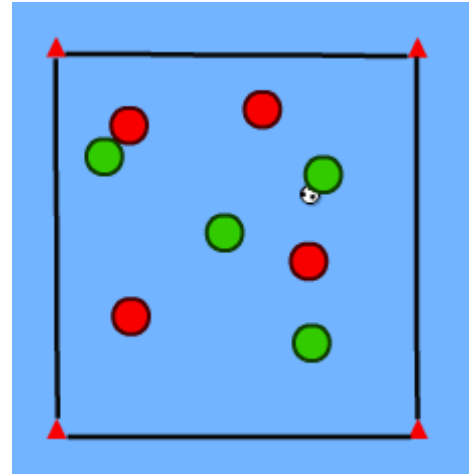
Learning outcome of the Drill: Good game to bring to a new team and excellent to encourage players to talk in their real sport.

Possession Game

Players must play inside the box and pass 5-10 times (depends on coach or level of player) between them self to score a point. Soon as a player has the ball he is not permitted to move with it.

Aim: Learn to keep possession and not to force a pass because they are under pressure.

Key points: Possession, keep calm, look up for the pass and move.

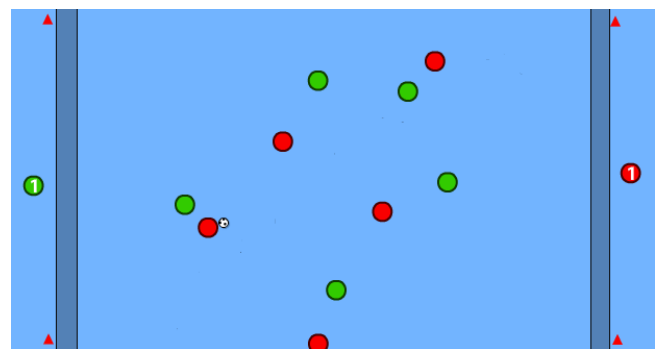


Learning outcome of the Drill: Player will learn to look for an open space to receive the ball and not force the pass even under pressure from an opponent.

Invasion

Players need to pass the ball 5 times before they are allowed to pass to player one.

Player one is only allowed to move in between the cones, one meter in front of player one is a player free zone so the opponent can't touch player one.



Aim: Players need to pass the ball and keep possession of the ball. Look for the right pass to player one and not throwing the ball away.

Key points: Keep calm, find the right passes and keep possession.

Learning outcome of the drill: Players will learn that while their team keeps possession the opponent can't score so it is in their interest to keep possession as long as possible.

2 on 2, two touch passing walls

2 on 2 in the middle and they have 4 passing walls that are allowed to move and can only touch it twice. Get the ball to all 4 passing walls and you get a point, 3 points to win the game. Ball can be played with hands or in feet depending on what the coach decides.

Aim: Players need to look up for their opponents who are they covering and for the passing wall who is open for a pass.

Key points: move around look for open spaces, look up, pass and keep possession.

Learning outcome of the Drill: Player will learn to look for an open space to receive the ball and not force the pass even under pressure from an opponent. Moving with the ball will make the opponent have to chase and then it is easier to find open space.

