

GLASGOW SCHOOL OF SPORT: DEVELOPMENT PLAN FOR THE YOUNG HOCKEY PLAYER					
Background	Chronological Age	10	14	18	18+
	School Year	Primary Programme	S1-----S2-----S3-----S4-----S5-----S6-----		Tertiary Education
	Training Age		1-----2-----3-----4-----5-----6-----		7 +
	Developmental Stage	Pre - Puberty	Pre - Puberty Puberty	Post - Puberty	High Performance
	Gender		mixed	single sex	Single Sex
Developmental Characteristics and Implications	Training Stage	FOUNDATION FUNDamentals	BASIC Training to Train	SPECIALISATION Training to Compete	PERFECTION Training to Win
	Emotional	Positive reinforcement through exercises where success is guaranteed. Variety of practical situations for development. Emphasis on participation and fun in simple games.	Open lines of communication are essential, as is a strong and fair direction and leadership from the coach. Develop players ability to show appreciation and understand one another. Involve players in co-educational activities.	Create opportunities for responsibility and leadership and encourage independent decision-making. Positively reinforce performance. Encourage understanding and interaction between sexes.	Use of goal-setting in conjunction with the coaches leadership and input is required to give definite direction and purpose to the programme. A balance and social life.
	Physical	Basic skill in gross movements. Short duration anaerobic activities to be planned. Endurance through games. Use of body weight and slow progression of bounding and medicine ball. Emphasise co-ordination and kinesthetic sense.	Monitor and individualise training during growth spurt and avoid anxiety causing situations. All skills can be mastered and CNS activities should be developed as speed, agility, balance and co-ordination are fully trainable. Post-puberty may require re-learning of skills to account for new body characteristics. More structured aerobic training required and only short duration anaerobic activities are recommended.	Aerobic and anaerobic systems can be trained for maximum output. Strength and neuromuscular training should be optimised, as should aerobic training in girls.	Fully developed and trainable. Employ advanced training and monitoring techniques.
	Cognitive	Short attention span and action orientated. Fun and well planned sessions - coach as leader. Repeat activities and provide good demonstrations. Encourage experimentation and creativity.	Appropriate decision-making and learning environment based on the skill level of the individual. Use of a variety of feedback and measurements of success is necessary.	Critical thinking is developing and so decision making through technical and tactical practice should be developed. Skill refinement should be strived towards.	Involve players in planning and decision-making processes. Winning becomes the major objective.
Hockey Specific	Technical Content	Introduction of Basic Skills and Techniques	Development of basic skills through variety of training mediums. Completion of hockey test battery. Introduction to GK, PC's and indoor hockey.	Individualised programmes of skill development focusing on stabilisation of basic and advanced skills in pressure situations. Position and player specific planning.	Continued focus on individualised programmes. The execution of skills under increasing pressure.
	Tactical Content	Multi - lateral Games and mini hockey 3:3 and 4:4	Simplified games leading to 6:6 and then 8:8 outdoor and 5:5 indoor hockey. Development of attacking and defensive principles in both zonal and man for man styles.	Development of 8:8 hockey, leading to 11:11 and 6:6 indoor hockey. Involvement of all tactical elements of the game.	Game development. Systems and styles of play and individual roles within.
Planning Considerations	Periodisation	None	Single (to peak with end of league and U13 competitions: May - June)	Double (to peak for Interdistrict and end of season for club / national competition climax)	Multiple
	Microcycle Details	Introductory	Developmental-----Shock-----Stabilising	Competitive	
	Sessions (hours) per week	1 after-school (1.5 hours)	7-8 ----- 8 + 9 + ----- 9-18		18 +
	hockey specific	1 extra-curricular	4 ----- 6	7 - 9	
	conditioning	curricular PE	2 + 1 multi activity ----- 2	3	4 -5 (2-3 training + 1-2 games)
	club	1 session per week	1 game ----- 2 (1 game + 1 training)	3 (1 game + 1-2 training)	
	General / Specific Ratio	75 % general / 25% hockey specific	60% general / 40% hockey specific	40% general / 60% hockey specific	20% general/80% specific
	Testing		monthly anthropometric assessment and monitoring.		
frequency	through sport interactive	4 times per year sports specific			
objective	identify talent	monitor and evaluate progress across a range of physiological assessments. Incorporate implications into subsequent training			
content	battery of tests	20&40m sprint; vertical jump; grip strength; VO2 max + 6 x 40m from S3. VO: max only tested after puberty, speed tested only after 14 years.			
		Schools and Clubs	GLASGOW SCHOOL OF SPORT		Clubs, Area and Scottish Institute of Sport

Adapted from Balyi, 2000

HOCKEY PROGRAMME: S1 - S6 GENERAL OVERVIEW						
CONTENT	S1	S2	S3	S4	S5	S6
HOCKEY	AIMS AND OBJECTIVES: To develop the technical, tactical and decision making capabilities of each player. This will be achieved primarily through an individualised approach where the needs of each individual are catered for. Opportunities for holistic development through a variety of conditioned and full game situations will also be provided, although the approach primarily involves small group and individualised work. Footwork, scanning and consistent execution of the basic skills under pressure are a central focus throughout.					
	AIM To understand and practice simplified hockey games and develop the associated skills.		AIM To develop an understanding of the 'why' and 'what' of the skills in a holistic approach aimed where possible at development through the game as a dynamic whole. Create competitive learning situations in which the individual needs are developed.		AIM Improve understanding and decision-making abilities in order to prepare the individual for the full game.	
	INTRODUCTION		DEVELOPMENT		STABILISATION	
	KEY TECHNICAL OBJECTIVES To develop the ability to perform the core skills associated with ball carrying, passing, receiving, tackling and shooting. All players should develop a wide range of techniques and develop the ability to apply these in small game situations. Opportunities to experience the specialist techniques involved in GK will also be provided.		KEY TECHNICAL OBJECTIVES Continued development of the core skills and focus on the ability to apply these under pressure. Introduction to specialist skills and advanced techniques. Development of leading, positioning, marking and channelling. Emphasis on scanning and footwork throughout technical applications.		KEY TECHNICAL OBJECTIVES Progression of the full repertoire of techniques and skills, aiming to improve their consistency and quality of application in pressure situations. Introduction to advanced 'luxury' techniques in conjunction with an emphasis on where and when they might be applied.	
	KEY TACTICAL OBJECTIVES Players will develop the ability to work co-operatively in conditioned and simplified game situations. The concepts of space, width and depth in both attack and defence will be explored and an understanding of how these impact on team performance will be developed.		KEY TACTICAL OBJECTIVES To encourage decision-making and problem solving in small game situations. Focus on 2 v 1, 3 v 2 and overload situations and solutions for both attack and defence in these. Introduce a variety of systems of play and roles and responsibilities of players within these.		KEY TACTICAL OBJECTIVES Consolidation of the key concepts already examined and their application in the game. Particular focus on set pieces and the principles and systems of play.	
KEY GAME OBJECTIVES Improve the ability of players to apply the basic skills in game situations. Develop knowledge and recognition of 2 v 1 and similar cameo situations. To play 6:6 games and develop this into 8:8 half pitch games.		KEY GAME OBJECTIVES Develop understanding of the principles of play in both attack and defence. Focus on 8:8 games leading into the full game.		KEY GAME OBJECTIVES Position and situation specific training designed to meet the challenges offered by both 11:11 outdoor hockey and indoor hockey.		
STRENGTH AND CONDITIONING	AIM To develop co-ordination and speed agility and aerobic foundation for multi-lateral formation.		AIM To develop co-ordination, balance, mobility, speed, resistance, flexibility and strength.		AIM To build on the solid foundations already attained through performance level individualised training programmes.	
	Basic athletic training - running and turning technique. Throwing, jumping and landing technique. Agility and co-ordination development through variety of games and other stimuli. Physiological development through fun activities.		Athletic development - sprinting technique, turning speed and agility both with and without hockey stick. Improve acceleration and deceleration abilities. Improved co-ordination and footwork through ladder and running drills. Introduction to low level hopping and bounding.		SPEED, AGILITY, STRENGTH AND POWER Through technique, assisted and resisted sprint work and sports loading for functional strength (for acceleration, execution time or velocity in a given motor skill). Neural, muscular and metabolic adaptations must all be considered.	
	Core stability and balance through swiss ball and body strength work.		Core stability and balance - continued development through swiss ball work.		BALANCE AND CO-ORDINATION Through footwork and sprint drills, swiss ball work, advanced motor skills training for re-orientation.	
	Basic gymnastic training. Development of body and spatial awareness. Improve flexibility, agility and balance. Strength and power development through fun gymnastic activities.		CNS training and stimulation. Speed development through overspeed training. Development of Olympic lifting techniques, emphasising speed of execution and maintaining light loading.		ENDURANCE Development of aerobic and anaerobic endurance capabilities through a varied and individualised programme.	
	CNS training and stimulation. Mastering of proper Olympic lift techniques. Speed work through fun activities.		Gymnastic development. Continue to improve flexibility and mobility. Post- puberty to work on re-orientation of limbs and body and spatial awareness.		FLEXIBILITY Maintenance and development of general and specific movement ranges through static, dynamic and ballistic stretching and various types of PNF.	
	Motor Skills training. Mastering of basic exercises and movement patterns required for skill acquisition. Hand, foot and stick-eye co-ordination and rhythm and reaction time work.		Resistance training. Appropriate to individual developmental stage - use of body weight, medicine ball and free and olympic weights to develop strength, power and muscular endurance.			
	ACTIVITIES					
Through hockey sessions: Warm-up to include and develop elements such as footwork, agility, co-ordination and speed. Conditioned games play and manipulated practice times / activities specific to S&C outcomes will also be used to develop pertinent areas of physical conditioning.						
In S&C specific sessions: Use of a variety of stimuli, including training through games (not hockey), circuit training, Olympic weight lifting, medicine and body weight exercises, box-er-cise, movement for footwork and co-ordination, resisted training and recovery sessions in the pool, specific running sessions, use of weight and non-weight bearing activities.						
SPORTS PSYCHOLOGY	S1 - Delivered by Stathclyde University as evening classes, to which both parents and pupils attend. Term 1: 1. Athlete Management 2. Fit For Sport Term 2: 3. Nutrition Term 3: 4. Girls in Sport 5. Sport Psychology Term 4: 6. Injury Treatment and Prevention.		S2 / S3 - Ten station 'psychological circuit'. Delivered separately to each year group by Sports Psychologist from Strathclyde University. Thinking About Sport Setting Goals For Success Keeping Chilled- dealing with hassles. Covers Coping Skills and Anger Management. Being Confident Focusing and Coping		Staying Relaxed - Anxiety Management Teams Communication Imagery Evaluating	
	Psychological support delivered on a basis of individual athlete requirements. Techniques already covered are integral to the delivery of the technical element of the hockey programme.					
THEORY	The theory in S1 and S2 is an intrinsic part of the hockey sessions. As such, a wide variety of topics will be covered informally as well as formally on a regular basis. Importance of correct training kit, nutrition and hydration considerations, sleep, correct completion of a training diary and basic anatomy and physiology are among topics regularly discussed and explore. Central to this ongoing theoretical component is the development of a knowledge and understanding of how these effect and influence performance in hockey and their wider implications to long term health and lifestyle.		Term 1: Basic Structure, Bones, Warm-up		Term 1: Junior Sports Leader Award	
			Term 2: Heart + Blood, Cardiovascular, Heart Rates and Zones.		Term 2: Junior Sports Leaders Award	
			Term 3: Muscles + Joints, Strength, Endurance.		Term 3: Hockey Leaders Award	
			Term 4: Teaching Qualities, Nutrition, Flexibility, Designing and delivering a programme.		Term 4: Hockey Leaders Award	
			For those electing to do a 12 period week (i.e. taking 3 Highers)			
For pupils already at the School of Sport. First Aid Certificate. Community Sports Leader Award.						
For pupils who have been at School of Sport since S4. Hockey Level 1 Award. Video Analysis work.						
For S5 entrants into the School. First Aid Certificate. Community Sports Leader Award.						
For S6 entrants into the School. Junior Sports Leader Award. Hockey Leaders Award.						
For those electing to do a 7 period week (ie. Taking 4 Highers).						
For pupils already at the School of Sport. Community Sports Leader Award.						
For S5 entrants into the School of Sport. Junior Sports Leader Award.						
Courses available are JSLA, CSLA, SHU Leaders, SHU Level 1 an First Aid Certificate. Choices dependant on point of entry into school (S1,3 or 5).						
Training Camps	Apply for places on International or Scottish Hockey Summer Training Camps. Scholarship assistance provided by School of Sport.		Develop opportunities for International training, competition and observation experiences in small group and larger squad settings.		Establish links with school and clubs abroad to enable pupils to complete an International school and hockey experience as part of their term. Possible countries - Holland, Germany, Spain.	
Balance	60 % General Development - 40 % Hockey Specific Development			40 % General Development - 60 % Hockey Specific Development		