



INTERNATIONAL
ICE HOCKEY
FEDERATION



TEACHING TECHNIQUES



TEACHING TECHNIQUES

LEARNING OBJECTIVES

Coaches will be able to understand:

- ✓ **Skill definitions and the core skills of hockey**
- ✓ **The four links of effective teaching**
- ✓ **Factors that influence learning**
- ✓ **Planning and demonstrations of skills**
- ✓ **Importance of understanding how your athletes will practice skills**
- ✓ **Importance of feedback**





SKILLS DEFINITIONS

Technical Skills - skills of the body

Tactical Skills - skills of the mind

Team Skills - the coordinated skills of the team





Skill Inventory:

A skill inventory is a collection of actions that a player may use in the course of the game.

The skill inventory is based on the 5 categories of core technical skills:

1. Skating
2. Puck Control
3. Passing/Receiving
4. Shooting
5. Checking





Skills can be broken down into components.

For example:

Skating Forward Striding T-Push and Glide
Edges Balance and Agility

One component of skating is forward striding. Forward strides use a T- push and glide. These rely on edge development. Edge development relies on balance and agility.





Using Skills Inventories

Skill Inventories are useful:

- ✓ To determine what skills to teach.
- ✓ To evaluate the skill of our team.
- ✓ To plan the season.
- ✓ To lesson or practice plan.
- ✓ To evaluate our athletes.
- ✓ To report progress.
- ✓ To design drills.





EFFECTIVE TEACHING - 4 LINKS

Link 1 Identify the skill you want to teach

Link 2 Plan the teaching

Link 3 Use effective on ice teaching techniques

Link 4 Provide feedback and correct errors

THE TRAINING FORMULA

TRAINING = Instruction + Practice + Feedback





EFFECTIVE TEACHING - 4 LINKS

LINK 1 - Identifying Skills

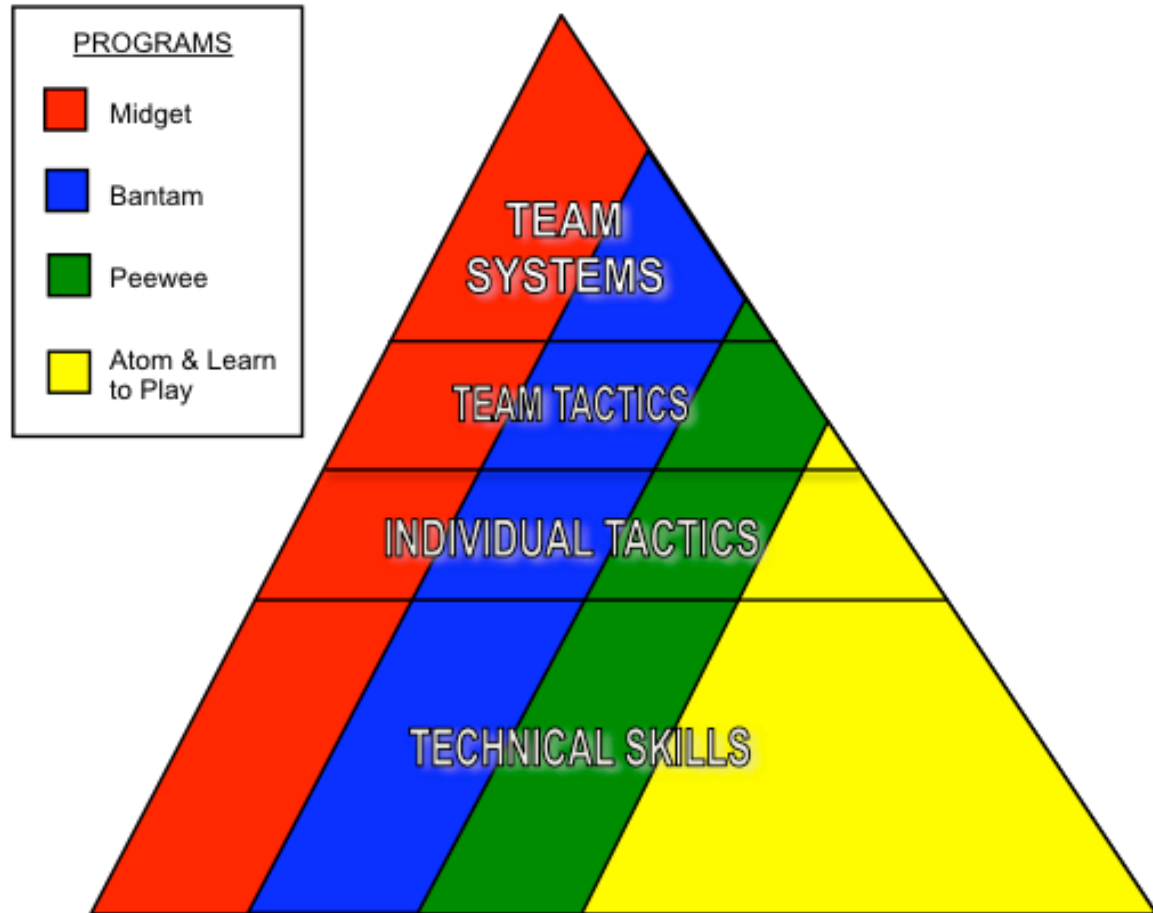
- **Know the core skills**
- **Work with a skills inventory**
- **Use the skills development pyramid as a guide**

What are the core skills?





IHA PLAYER DEVELOPMENT PYRAMID





EFFECTIVE TEACHING - 4 LINKS

Link 2 - **Plan the Explanation and Demonstration**

- **Select a skill and write down the purpose**
- **Select 2 or 3 main teaching points to emphasise**
- **Decide what resources would help**
- **Decide where you will teach or demonstrate**
 - **Where on the ice; group formation; best view for players**
- **Decide on the demonstration**
 - **Who is going to demonstrate**
- **Call for questions to conclude**





EFFECTIVE TEACHING - 4 LINKS

Link 3 - **A Good Teaching Sequence**

- Explain the skill
- Show how it is done
- Give time to practice
- Tell them how they are doing
- Practice more while gradually increasing challenge and pace





EFFECTIVE TEACHING - 4 LINKS

Link 4 - **Feedback**

The Functions of Feedback

- To guide improvement
- To measure progress
- To provide encouragement





GIVING FEEDBACK:

- Give the "good" picture. Demonstrate what you want, not what the player is doing incorrectly.
- Be positive. Acknowledge what is being done well, then point out what should be worked on.
- Be specific. Demonstrate exactly what it is you want done.
- Don't forget your goaltender(s), they require the same kind of feedback.
- Evaluate performance, not people or the outcome.





FACTORS THAT EFFECT TEACHING AND LEARNING

- Age and physical make up (don't confuse chronological and maturational age)
- Skill level
- Interest level and playing motives
- Learning styles
- The amount of input
- Outside influences





TIPS FOR EFFECTIVE TEACHING

- **Teach only what the player can handle**
- **Teach new things early in the practice**
- **Use progressions – work from simple to complex**
- **Break complex skills down into smaller components**
- **Correct major errors at once**
- **Repeat drills for short periods of time but over many practices**





TIPS FOR EFFECTIVE TEACHING

- Introduce and develop skills in a controlled environment, then apply the min game-like situations
- Praise effort and good performance

