

HOCKEY Practices



**For the
YOUNGER
PLAYERS**

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Author

Hello,

I appreciate that you read here and thank you for buying the book!

Before we go into the hockey training and the hockey drills, which build up the hockey practice itself, you may be wondering who I am who put together the book.

My name is Jukka Aro and I have been a coaching in hockey at various levels for over 25 years from hockey school to men's teams, coach in the regional team, various Select teams, coach for school hockey in 7th to 9th grade, high school and also as skills coach for different ages.

I am a trained national level hockey coach and have also studied at the Coach Academy. During the days I work with operational development, leadership and team development.

I have a wife and three children, all of whom play hockey and are of the age: Hockey school to Hockey High School.

The book you hold in your hand physically, via your mobile or tablet is number 6 in English.

The previous titles are:

- Hockey leadership and coaching, from theory to practice
- Multidimensional hockey drills and training
- Match-like Hockey Drills
- Hockey at home - hockey drills to do at home

- Swedish Hockey Drills for Kids

All books are available as physical books or eBooks and can be purchased via Hockeycoach.se or in an online bookstore.

Hockey practices for younger players

Hockey practices for younger players

Hockey training for the younger ones is a book with ready-made hockey training for the younger players up to about 12 years old, but is also suitable as an insert for the older ones or when you want to return to basics for a while. It is difficult to set a more exact age, when the level of competence and development plays such a big role.

All drills and exercises have been carried out practically on the ice in the format they are drawn in the book.

The content of the book can be used in several different ways, you can use hockey practices as it is, jump between practices, combine the first part of one practice with the end of another or pick a hockey drill here and there and put together your own practice.

Towards the end of the book, you will also find some theme practices that can be put in from time to time or used for a period, (skating, passing, 1 on 1, shooting and stick handling theme practices) before jumping back to the other practices again, which is more of a mix of different elements, but with a strong emphasis on skating with and without puck.

It is often good to repeat the same exercise 2-3 times before jumping to the next. Then the players have time to learn the exercises. You reduce the time, to show the exercise and can instead focus on feedback on the execution and action.

If you use the same practice 2-3 times before switching to the next, you have $63 \times 2 = 126$ ready and planned practices, or $63 \times 3 = 189$ planned hockey practices.

This gives you a little peace of mind as a trainer, even if you do not use the training from the book every time.

However, you know that you always have a ready to use hockey training, which is tested and well thought out when you need it, e.g. to that Wednesday training at 16:00 or Monday 17:00, which can be just as difficult to catch up on well prepared, straight from work!

There are descriptions for all drills, but no times for how long you should run an exercise, you can control and decide that as needed.

I have used the following guidelines when I train the younger ones.

Training duration 50-80 minutes.

10-15 minutes skating skills.

20-25 minutes station training.

5-10 minutes skating (relay, games, etc.)

10-15 minutes small area match in three zones.

**"Individually skilled skaters and
creative
players with team spirit"**

Use the ice time with quality. Create opportunities for development and creativity. Good skaters have time to be creative and find solutions during the matches. "Creative mistakes" can be repaired with good skating...

Adapting the hockey drills

Adapting the hockey drills

Within a group, there can often be a big difference in what level the players are at in the development ladder.

How do you do this so that everyone has a good opportunity to develop?

A possible solution is to try to level the groups, colors or “fives”, then you as a leader will also find it easier to meet your players where they are in their development right now.

How can this be linked more practically to the exercises out on the ice?

If you have about the same level of players coming to a station, you can with some of the groups start by running the exercise without a stick (if it is just skating for the youngest ones), bring the stick for a while and test once with the puck before changing stations, because precisely these players need to develop skating and balance.

The next group may be the one who is further ahead in the development in terms of skating and balance and instead needs to develop and take the next step in puck handling and may therefore start directly with the puck and instead try to do the exercise backwards a few times before changing stations.

The same exercise with different degrees of difficulty depending on the level of development of the players.

Sure, this can be sensitive in some parent groups, but if you are clear in communication and purpose, that everyone

should be developed and developed from where they are right now.

It's like school, if you do not know the letters, you can not jump to the exercise where you have to read a sentence, you need to take some steps before that, but you will get there with practice.

Or swimming, you can not jump into the deep pool or take part in a swimming competition until you have learned to swim at least +25 meters.

If you have difficulty with balance and skating, it does not help to start transporting the puck and go backwards, one or more building blocks are missing, to be able to build on this "layer" in the foundation and development as a hockey player.

The same applies to the second group, they need to be challenged with the next step (skating with the puck), to continue to develop.

If you instead have a mixed competence of the group, which comes to the station, it will be more difficult to handle the situation and the development of the players, if one is to go without a stick to just focus on skating and another is to skate with the puck and some parts backwards, then they start to get awkward for you as a leader and even the players wonder, why do not I get to practice that way? This can still be handled with communication and clear why reasoning, but it becomes much more difficult and time consuming.

It's easier when everyone at the station makes the drill the same way, but how you do it can vary between the groups on the ice, as I described earlier.

Just for the sake of clarity, level adjustment in training has no connection to exclude someone, “making a push for elite” or selection, etc. This should only ensure that everyone should have the opportunity to develop, from the point on the development map they are on right now.

One way to secure the players are on the same level when it comes to skating, is to make them follow you around the ice and when you pass stations you will use during the practice, you take the first five (or last five), continue past next station and drop of five more players until all players are at a station ready to practice, and all on the same level when it comes to at least skating.

If I try to summarize some variants of how you can think in the exercises, then you can perform the more technique-oriented exercises with different "levels of difficulty" by running them:

- Without stick forward
- With stick without puck forward
- With stick and puck forward
- Without stick backwards
- With stick without puck backwards
- With stick and puck backwards

In other exercises, you can, for example, add an extra pass, a chasing, defending or rebound taking player. Or eliminate passing or passes from the exercise to do the opposite.

Some of the exercises are not drawn with a shot in the end on goal (pure technique training), but it is easy to add, so you end the exercise with a shot if you would like, even shots in a small goal are fun for the younger ones.

The skating technique drills are drawn from the short line to blue, but can of course be run in all directions and places on the rink.

You can also expand or shrink the surface of the exercise.
Smaller area equals, more activity and more match-like!

Training equipment on ice

Training equipment on ice

Feel free to also use different equipment in the training, which of course fulfills a function in the exercise, stick shafts (hockey sticks that are broke) you will find usually plenty in the ice rinks, perfect to jump over, make a long cross turn at, go around a lap, protect the puck (keep the puck far apart at the stick shaft), do a long pull to the side, etc.

Two pucks under the shaft at each end, gives the opportunity to make a pull under or forces a higher more challenging jump. All of these elements provide an extra challenge and at the same time reduce the time to perform the next element (match-like) without having "real" opponents.

Some stick shafts or cones at the waiting line almost automatically create a drive to step over the shaft, make a fake around it or dribble around the cone, perfect extra training, which usually comes spontaneously, a small risk is that the players become so focused on this that they forget that run when it's their turn again. A stick shaft can also be at the start of the exercise, which the player "dribbles" immediately when he starts or jumps over, to enter the drill focused, with speed and match-like.



Protect the puck at the stick shaft (works great up in the ages as well)



Skating skill training of inner and outer edge around and over the stick at a station or while you wait for your turn.