

MITRON nexGen

SPECIALIZED COACHING CLINIC

MODULE 1

- THE MITRON PREMISE - CURRICULUM BASED HOCKEY DEVELOPMENT



TECHNICAL



TACTICAL



PHYSICAL



MENTAL



MITRON NEXGEN® COACH/PLAYER DEVELOPMENT SYSTEM

mitron

Mitron High Performance - nexGen® Coach/Player Development System

COACH CLINIC MODULE 1

The Mitron Premise - Curriculum Based Hockey Development

First Edition

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IDEAS ARE TOOLS

There are many ideas available in your **Mitron Hockey Development Curriculum Set**. Don't believe any of them. Instead, think of them as tools.

When you pick up a hammer, for example, you do so with a purpose - to drive a nail. If you are using a new hammer, you might notice its shape, its weight, and its balance. However, you would probably not spend much time trying to figure whether or not the hammer is "right." You use it, and if it works, you use it again. If it doesn't work, you get a different hammer.

This is not the attitude most people adopt when they encounter new ideas. The first thing most people do with ideas is measure them against old ideas. If the new idea conflicts with the old, the new one is likely to be rejected. They say, "Oh, I don't believe that" or, "That's no good."

Interestingly, while people may have plenty of room in their lives for hammers of different shapes and weights, they tend to limit their capacity for ideas. Because they often identify ideas with who they are, a new idea, at some level, is a threat to their very being - unlike a new hammer, which is simply a new hammer.

As human beings, we have a built-in desire to be right. Our ideas, we think, always represent ourselves, and when ideas become us, they quickly assume a new importance in our lives. We put them up on the mantle. We hang them up on our walls. We wear them on our t-shirts and display them on our car bumpers. We join associations with other people who share the ideas. We make up some rituals about these ideas, compose songs about them, and write stories about them. We declare ourselves dedicated to these ideas, and sometimes we become willing to give our lives for them. There is nothing "wrong" with that for some ideas.

Your **Mitron Hockey Development Curriculum Set** doesn't contain those kinds of ideas. The ideas found in these manuals are hammers. If you encounter one you don't think is "right," remember that these ideas are for using, not believing. These manuals are not about being right. They are a collection of ideas and examples; you can choose the ones that work for you. When you encounter an idea that seems foreign or a bit crazy to you, suspend your judgment, give the idea a practical test, and evaluate the results. If the idea works, use it.

If the idea doesn't work for you, and **you are satisfied you gave it a fair chance**, then discard it.

Adapted from **Becoming a Master Student** by David B. Ellis
Published by College Survival, Inc.
Post office Box 8306
Rapid City, SD 57709

CURRICULUM BASED HOCKEY EDUCATION PROGRAM

Mitron has created easy to use core curriculums from Novice through Midget to organize development in the areas of technical, tactical, physical, and mental preparation. Each curriculum set provides the appropriate concentration and sequence of skill development for each player level, thereby preparing players for the next phase of development. These curriculums also contain advanced teaching methodologies that produce high tempo and high flow within practices, increase repetition and provide accurate game specificity. Each Mitron Hockey Development Curriculum Set includes one of the following:

Hockey Development Manual

These manuals consist of core curriculums, which contain an inventory of skills that are needed for various age levels associated with the sport of hockey. Each core curriculum is divided into development phases (Tyke/Novice/Atom/Peewee/Bantam/Midget), which have very specific training objectives. Each manual is consecutive; therefore, it prepares the players technically, tactically, physically and psychologically for the next phase of development.

Hockey Practice & Drill Manual

These manuals provide the on-ice drills needed to put the theory into practice. Using Mitron's High Tempo Flow Drill System, coaches can create high tempo flow practices using drills that approximate or exceed game speed and conditions. Each manual covers Warm-Up, Team Play, Group Tactical Skills, Individual Tactical Skills, and Skating & Cornering Skills.

Hockey Training Diary

The perfect solution for the coach with limited time and resources to plan out what to teach and when to teach it - for every practice! These unique training diaries provide a schedule of consecutive practice plans that combine the recommended core curriculum and on-ice drills for each practice throughout the season. This is accomplished by "periodizing" the core curriculum, which factors in the appropriate concentration and sequence of skill development into weekly practice plans for the entire season.

Half-Ice Drill Manual

These manuals contains 30 high tempo flow half-ice drills that provide additional drills if any practices are limited to half-ice.

User's Tutorial

The User's Tutorial is a detailed guide that teaches the coach how to use, modify and periodize the curriculum and design high tempo flow practices.



COACHING PERFORMANCE STANDARDS

KNOWLEDGE BASED PERFORMANCE STANDARDS

Each coach should be well versed in the development requirements pertaining to *coaching development, team play development, and individual player development.*

<u>Coaching Development</u>	<u>Team Development</u>	<u>Player Development</u>
Teaching/Coaching Skills	Defensive Systems	Skating
Practice Planning Skills	Offensive Systems	Puckhandling
Problem Solving Skills	Specialty Teams	Passing & Receiving
	Group Tactics	Checking
		Shooting

SKILL BASED PERFORMANCE STANDARDS

Each coach should be well versed in the technical, tactical, physical, and mental preparation skills they are required to teach at each development level (Novice/Atom/Peewee/Bantam/Midget).

Each coach should be able to, as realistically as possible, periodize the *technical, tactical, physical, and mental* skills required at each development level.

Each coach should be well versed in the design and execution of high tempo flow practices.

Each coach should be able to design and utilize drills that contain high flow with accurate game specificity.

MITRON DEVELOPMENT PREMISE

- The **PERFORMANCE** of an athlete in competition is directly proportional to the athlete's performance in practice!
- The **SUCCESS** of an athlete in competition is directly proportional to the actual specificity of the practice to the competition!
- The **OUTCOME** of specificity of training in practice is the ability to produce an **INTUITIVE HOCKEY VISION!**

INTUITIVE HOCKEY VISION

- The ability to read and understand the schematic flow of a hockey game.
- It's knowing:
 - √ **where to be**
 - √ **where to go**
 - √ **when to get there, and**
 - √ **what to do when you get there!**

TEMPLATE INTRODUCTION:

Hi-Tempo/Hi-Flow Drill sequences, interspersed with Rapid Lapping, Fatigue and Development Circuits

- Warm – up
 - **Lapping**
- Individual Tactics
 - **Lapping then return to drill**
- Group Tactical
 - **Lapping then return to drill**
- Team Play
 - **Lapping then return to drill**
- Skating and Corning
 - **Lapping and cool down**

PURPOSE OF THE MITRON PRACTICE TEMPLATE:

• Is to simulate game conditions and feedback for optimal learning through high repetition of specific elements of the sport of hockey by introducing:

- **CHAOS;**
- **FATIGUE, and**
- **UNPREDICTABILITY**

as well as

- **APPLY FORECHECKING PRESSURE**
- **STIMULATE PRIMARY TO SECONDARY FUNCTION REACTION**

• Executing hockey drills (whether they be hi-tempo/flow Mitron Drills or two dimensional standard drills) under conditions which occur frequently in game situations in order to procure the correct or appropriate response from the player.

• The appropriate response is to have a player that is able to react to the unpredictable events occurring throughout the game in a manner that demonstrates the players full understanding of options to execute the correct tactic and thus having achieved effective **DEVELOPMENT.**

THE OLD VERSUS THE NEW

STANDARD/TRADITIONAL PRACTICE TEMPLATE

A typical practice usually contains the following practice components: a warm-up, an amount of time allocated to the development of technical skills, the practicing of various offensive and defensive systems, and finally, high intensity skating sprints devoted to increasing physical fitness, followed by a cool-down and recovery period.

<u>COMPONENT</u>	<u>DESCRIPTION</u>
Warm-Up	To stretch ligaments and muscle tissues and to raise general body temperature
Technical Preparation	To develop the skills of skating, checking, shooting, passing and receiving, etc...
Tactical Preparation	To learn breakouts, forechecking systems, power plays, penalty killing, etc...
Physical Preparation	To develop muscular endurance, power, energy systems, etc...
Cool-Down	To recover from intense training prior to going off the ice

This type of practice design does not allow for consistent "**intensity**" throughout each practice component except for physical preparation which is situated near the end of the practice. The intensity is very important because without intense players, it is difficult to compete successfully. If we want players to perform all offensive and defensive skills at top speed, every shift for an entire game, then players must practice specifically in that manner!

PURPOSE OF HIGH TEMPO FLOW PRACTICES

High tempo practices allow players to execute offensive and defensive skills at game speed and develop a more specific hockey conditioning effect. If practices are intense and players are expected to perform with intensity at practice, the chances of intense performances during games are increased.

HIGH TEMPO FLOW PRACTICES

[1] Allow players to approximate or exceed game speed and game conditions.

[2] Allow players to achieve a conditioning effect that leads to hockey specific endurance training.

To create high tempo in a practice, Mitron recommends the use of full-ice and half-ice "laps" throughout and immediately after each practice component. You should also keep the work to rest ratio at one to three or less, during the execution of drills, and you should design skating patterns that allow for a minimum of one offensive and defensive transition.

TO CREATE HIGH TEMPO

- [1] Use full-ice and half-ice laps throughout and immediately after each practice component.
- [2] Keep the work to rest ratio at 1:3 or less during the execution of the drill.
- [3] Design skating patterns that allow for a minimum of one offensive and defensive transition.

Full-ice and half-ice laps are inserted within a practice component at various intervals to increase physical exertion, which in turn, helps to change and adjust the chemical balance of the mind and body of the players during the practice. Remember to respect the anaerobic thresholds of each player.

INSERTING HIGH TEMPO LAPS WITHIN A PRACTICE COMPONENT

<u>Time</u>	<u>Component</u>	<u>Description</u>
10 min.	Group Tactics	Perform 2 on 1 drill for 4 minutes Perform high tempo laps for 20 seconds Return to drill for an additional 4 minutes Perform high tempo laps for 20 seconds
3 min.	Rest and Recovery	Active rest and allow players to drink water

Players simply move from a drill sequence to a lapping sequence every three or four minutes, within each practice component, as they progress through their practice.

This training method allows players to experience more game speed and better game conditions while attempting to execute the various skills and skating patterns within each drill.

High speed laps, as a form of high intensity exercise, functions as a stimulant causing an increase in the production of neurotransmitters, or chemicals, in the body, such as epinephrine, norepinephrine, serotonin, and various endorphins.

These natural mood-altering drugs are part of every human nervous system and they play a major role in increasing positive physical and mental energy to enhance performance.

COMPONENTS USED IN A TECHNICAL PRACTICE

- [1] Warm-Up
- [2] Individual Tactical Preparation
- [3] Skating & Cornering
- [4] High Tempo Lapping
- [5] Cool Down

COMPONENTS USED IN A TACTICAL PRACTICE

- [1] Warm-Up
- [2] Team Play Preparation
- [3] Group Tactical Preparation
- [4] Skating & Cornering
- [5] High Tempo Lapping
- [6] Cool Down

COMPONENTS USED IN A TECHNICAL/TACTICAL PRACTICE

- [1] Warm-Up
- [2] Group Tactical Preparation
- [3] Individual Tactical Preparation
- [4] Skating & Cornering
- [5] High Tempo Lapping
- [6] Cool Down