

# MITRON nexGen

## SPECIALIZED COACHING CLINIC

### MODULE 8

#### - HIGH TEMPO FLOW DRILL DESIGN -



TECHNICAL



TACTICAL



PHYSICAL



MENTAL



MITRON NEXGEN® COACH/PLAYER DEVELOPMENT SYSTEM

mitron

## **Mitron High Performance - nexGen® Coach/Player Development System**

### **COACH CLINIC MODULE 8 High Tempo / High Flow Drill Design**

First Edition

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<b>TEMPLATE REVIEW</b>	<b>PURPOSE OF THE MITRON PRACTICE TEMPLATE</b>
<ul style="list-style-type: none"> <li>• Warm – up                             <ul style="list-style-type: none"> <li>• <b>Lapping</b></li> </ul> </li> <li>• Individual Tactics                             <ul style="list-style-type: none"> <li>• <b>Lapping then return to drill</b></li> </ul> </li> <li>• Group Tactical                             <ul style="list-style-type: none"> <li>• <b>Lapping then return to drill</b></li> </ul> </li> <li>• Team Play                             <ul style="list-style-type: none"> <li>• <b>Lapping then return to drill</b></li> </ul> </li> <li>• Skating and Corning                             <ul style="list-style-type: none"> <li>• <b>Lapping and cool down</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>CHAOS;</b></li> <li>• <b>FATIGUE, and</b></li> <li>• <b>UNPREDICTABILITY</b></li> </ul> <p>- as well as -</p> <ul style="list-style-type: none"> <li>• <b>APPLY FORECHECKING PRESSURE</b></li> <li>• <b>STIMULATE PRIMARY TO SECONDARY FUNCTION REACTION</b></li> </ul>
<p>• 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.</p>	
<p>• 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 <b>DEVELOPMENT</b>.</p>	
<p>• 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.</p>	
<p>• High speed laps, as a form of high intensity exercise, functions as a stimulant causing an increase in the production of neurotransmitters, or chemicals, through a series of glands known as the limbic system, such as epinephrine, norepinephrine, serotonin, and various endorphins.</p>	

<b>COACHING PERFORMANCE STANDARDS</b>	
<b><u>KNOWLEDGE BASED</u></b>	<b><u>SKILL BASED</u></b>
<p><b><u>Coaching Development</u></b></p> <ul style="list-style-type: none"> <li>• Teaching/Coaching Skills</li> <li>• Practice Planning Skills</li> <li>• Problem Solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Each coach should be able to, as realistically as possible, periodize the <i>technical, tactical, physical, and mental</i> skills required at each development level.</li> </ul>
<p><b><u>Team Development</u></b></p> <ul style="list-style-type: none"> <li>• Defensive Systems</li> <li>• Offensive Systems</li> <li>• Specialty Teams</li> <li>• Group Tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Each coach should be well versed in the design and execution of high tempo flow practices.</li> </ul>
<p><b><u>Player Development</u></b></p> <ul style="list-style-type: none"> <li>• Skating</li> <li>• Puckhandling</li> <li>• Passing &amp; Receiving</li> <li>• Checking</li> <li>• Shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Each coach should be able to design and utilize drills that contain high flow with accurate game specificity.</li> </ul>

## 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!**

## 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 two, or less, during the execution of drills, and you should design skating

## HIGH TEMPO FLOW DRILLS

### The Lifeblood of the Hockey Practice

To improve, players need to practice. But how they practice is as important as how many times they practice. Drills should be challenging and rewarding, and they should always produce game-like responses. Drills should be executed at a very fast tempo and should contain a lot of flow movement.

## 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.

## TYPE OF NEUROTRANSMITTERS FOUND IN THE LIMBIC SYSTEM

In the centre of the brain is a group of glands known as the limbic system. All the nerve impulses from throughout the body must pass through this system. A hockey player's mental and physical ability to perform is heavily based on the amount of neurotransmitters in the limbic system. This "chemistry" will effect the transmission of thoughts and accuracy of actions, and therefore, will ultimately affect the player's athletic performance.

- Epinephrine
- Norepinephrine

- Serotonin
- Endorphins

## INSERTING HIGH TEMPO LAPS WITHIN A PRACTICE COMPONENT

Once the drill has been explained and demonstrated by the coaching staff, the players quickly place themselves in their appropriate lines within the various locations around the periphery of the rink. On the coach's signal, they begin to execute the drill and continue to perform within this drill for about three to four minutes.

To signal the start of the lapping sequence, the coach blows two short bursts with his whistle while the players are executing the drill. The players quickly locate the coach to find out in which direction they must skate. The coach simply points in a particular direction and the players begin to skate around the outside of the face-off dots and complete as many laps as possible in the allotted time.

When the time has elapsed, the coach again blows two short bursts with the whistle. All players quickly return to their original lines and immediately begin to execute the drill again. After performing the drill for another three or four minutes, the players execute another series of high tempo laps in the opposite direction.

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

## PRACTICE DRILLS

- Should Be Challenging and Rewarding
- Should Produce Game-Like Responses
- Should Increase Tempo of Player Movement
- Should Increase Flow of Player Movement

High tempo will allow players to achieve a conditioning effect that leads to specific endurance training and you won't have to run any special conditioning drills at the end of practice.

## HIGH TEMPO WITHIN DRILLS

- Should Achieve High Level of Conditioning
- Should Achieve Hockey Specific Endurance

High flow of player movement is very important because it produces game-like responses, ensures maximum participation, and creates a higher quality and quantity of repetitions for effective player skill development.

## HIGH FLOW WITHIN DRILLS

- Produces Game-Like Responses
- Ensures Maximum Participation
- Creates High Quality of Repetitions
- Creates High Quantity of Repetitions

## CREATING HIGH FLOW

To create high flow movement in a practice, Mitron recommends four key strategies that will allow players to practice exactly what they will face during actual game competition.

[1] Have 3 or more players Involved in the execution of the drill.

The first high flow strategy is to have three or more players involved in the execution of the drill. Having at least three players participating in a drill will create enough traffic and skating patterns to ensure players apply basic offensive and defensive concepts constantly. This helps to increase the level of player confidence in game situations.

[2] Include 3 or more passing patterns within the execution of the drill.

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The second high flow strategy is to include three or more passing patterns within the execution of a drill. A lot of passing will increase the amount of repetitions and will allow for the simulation of many different passing situations that occur throughout a game. The passing patterns should also allow players to practice passing and receiving skills while skating forward and backwards and should teach pass receivers to support the puck carrier and create the optimum passing angle.

[3] Design skating patterns that create space, time, width and depth.

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The third high flow strategy is to design skating patterns that create space, time, width and depth. This is achieved by having players skate a variety of patterns that will increase their acceleration and speed as well as move them around the ice surface to void an area or fill a vacated area.

[4] Start groups simultaneously or slightly staggered from both sides or both ends.

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The fourth and final high flow strategy is to start the groups simultaneously or slightly staggered from both sides or both ends. The way in which players are allowed to start the drill will determine the work to rest ratio and the flow of movement within the drill.

Simultaneous and quick staggered starts will increase the number of players moving within a drill sequence and will force players to keep their head up and "read and react" to the flow of interference "chaos" caused by players traveling in the opposite direction.

This flow movement makes it more difficult to check players and creates more offensive opportunities. It also allows the execution of more tactical strategies such as increasing pressure by "overloading" an area in order to have more offensive or defensive players in that specific area on the ice. Flow movement will improve the chances of your players reacting correctly and executing properly during a game.

Drills must be very challenging and rewarding whereby both effort and concentration are required on the part of all players. How players perform in game situations is directly related to how and what they have been practicing. Game day is an opportunity to see the results of your teaching.

## PRACTICAL APPLICATION

### **Drill Concept and Design**

Coaches should form into groups to conceive and design a drill that has all of the above High Tempo/Flow concepts.

The objective is to design and draw a drill that can be used at practice to solve specific problems or teach a specific technical or tactical skill. Some ideas for this exercise are as follows:

#### ***Drills should have:***

- a central theme (purpose)
- teaching techniques (skate backward towards pucks - pick up loose puck blind)
- reverse flows (offensive to defensive transition)
- forward and backward skating (work on pivots, balance and agility)
- create time, space width and depth (set up lines at opposite boards, use blueline and hash marks)
- create situations to force passing angles
- create situations to cause staggered starts to force chaos
- create situations for stress goaltenders (line cross in front of goal - screen or, two quick shots - rebound)
- draw drills in different colour to enhance visual cues
- design drill to be age specific, etc, etc...

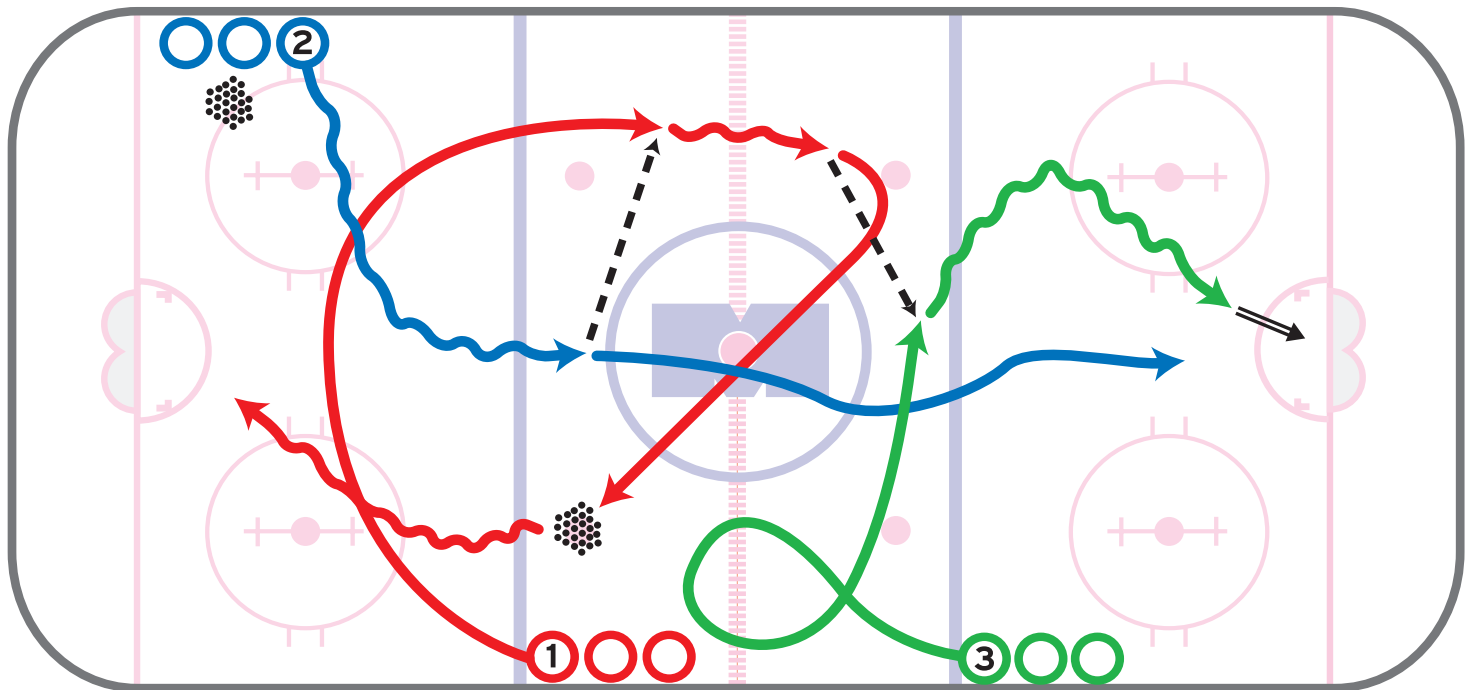




**IDENTIFYING DRILL ELEMENTS IN DRILL DESIGN**

**FORWARDS AND DEFENSE**

- |  |                                      |
|--|--------------------------------------|
| 1. Three players per drill                   | 9. Passing and receiving             |
| 2. Two to three passes                       | 10. Create time and space            |
| 3. Practice theme - 1 on 0 / 2 on 0          | 11. Blueline penetration             |
| 4. Create width and depth                    | 12. Picking up loose pucks           |
| 5. Offensive to Defensive transition         | 13. Shooting funnel                  |
| 6. Stretch pass                              | 14. Create Passing angle             |
| 7. Regroup                                   | 15. Play without puck - puck support |
| 8. Turns and acceleration with and w/o pucks | 16. Crisscross and weave             |



**GOALTENDERS**

- |                |                    |
|----------------|--------------------|
| 1. Shuffling   | 4. Rebound         |
| 2. Telescoping | 5. Playing angles  |
| 3. Screen shot | 6. 1 on 0 / 2 on 0 |

**IDENTIFY OTHER TIPS:**