

Te Rapa

Mowers & Chainsaws



FlickSticks



Year 7/8

Coaching Resource

First 2 weeks – Station 1

Passing



Activity: Hitting and pushing

Focus: Technique and accuracy

Process: After a quick lesson on correct technique and a quick practice against the fence, move straight into a competition. Place **target cone goal** on the base line (colour coded). Each player has 3 balls and hits at their own target goal. They keep their own score. Do this 4 times to get a score out of 12.

Activity: Receiving

Focus: Good body position and good control of the ball

Process: After a quick lesson on correct technique, get them into **pairs 10m apart**. Get them to push to each other. After a couple of minutes, get them to count how many passes they get in 1 minute. Do this twice and acknowledge any increase in the number of passes.

Game: Play **Passing gates**

Game: Play **Target Man**

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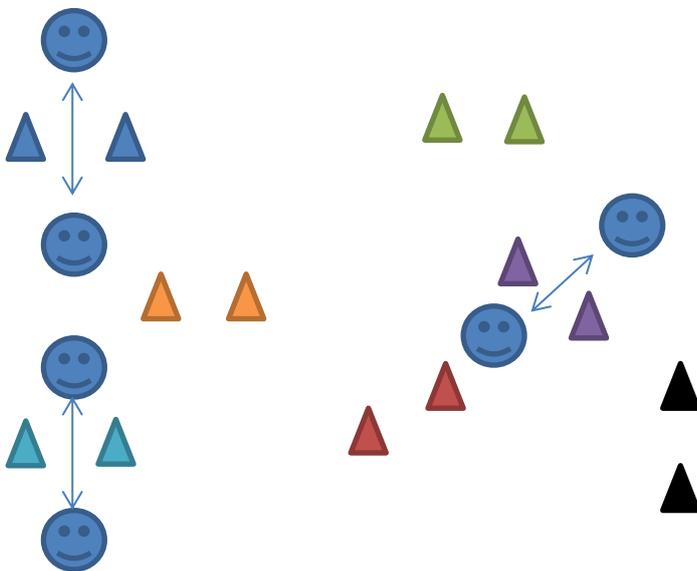
Passing Gates



- Set up an area

containing a number of "gates".

- See how many "gates" players can pass through within one minute.
- Passes must go through a gate to be successful.
- Each successful gate is worth one point.
- Players can't do the same gate twice in a row and must try to get all gates.
- Play a couple of rounds each time encouraging pairs to beat their previous score.



Coaching Points:

- Ensure players use correct technique when passing.
- Encourage players to communicate and use vision to find free space and avoid other players.

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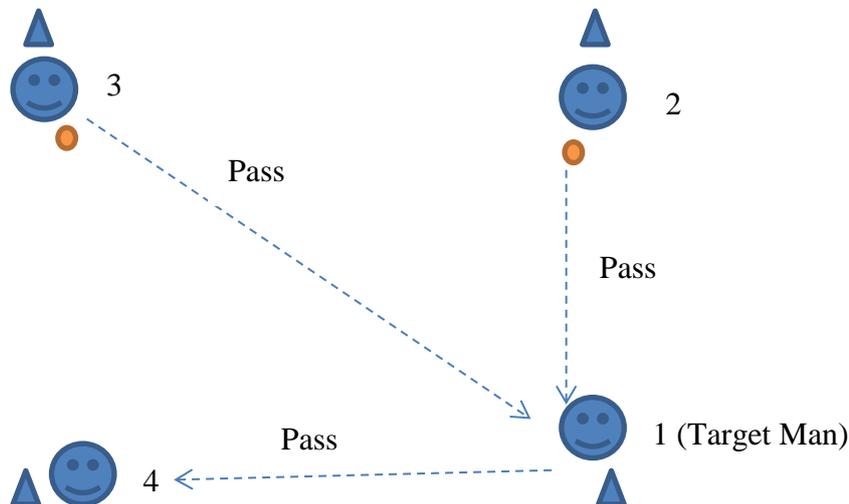
Target Man



- Set up 5 – 10 m

squares with cones

- Divide players into groups of 4
- Player 1 is designated as “target man”.
- Players 2 and 3 start with a ball each. Player 4 starts off as the “free man”
- Player 2 passes the ball to player 1 (target man). Player 1 then passes the ball to player 4 (free man)
- Player 1 remains the target man but now player 2 is the “free man”
- Now player 3 passes the ball to the target man and then the target man passes the ball on to the “free man”
- First target man to make 15 passes wins. Swap target man and go again.



Coaching Points:

- Encourage players to use vision and look before they pass.
- Good footwork by the target man is essential
- Encourage players to call for the ball.

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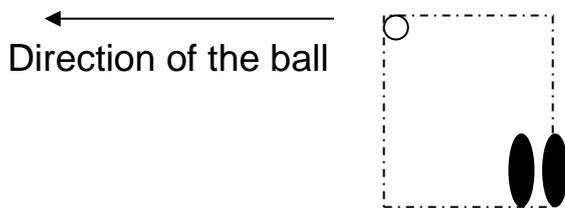
Hitting Notes



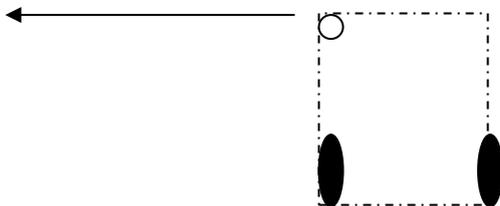
Standard Hit

With a standard hit both hands come together at or near the top of the stick. Young players should start by having their hands a couple of inches below the top of the stick so they have more control of the hook of their stick. They should have a low and strong hockey position. The stick should transition as low as possible from the backswing to the follow through. This is not a golf stroke!

A common method of teaching the correct position for hitting is “the hitting square”.



The ball starts in the opposite corner of the square to the feet. As the player swings they step with their left foot and land it at the front of the square, in line with the ball. This is known as hitting the ball off of the front foot.



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First 2 weeks – Station 2

Ball Carrying



Activity:

Open, closed and Indian dribble

- Focus:** Body and ball position for effective dribbling – foot movement essential
- Drill:** Use a **training ladder**. Focus on good balance and fast foot movement. After the initial couple of passes which you will set, ask the players to make up their own combinations for everyone to try.
- Process:** After a quick lesson on correct technique (forehand only) and a quick practice in their own space, move straight into some **relays**. After a couple of these relays, demonstrate the Indian dribble. Let them practice and get into some more relays.
- Game:** Play **Dribble gates**
- Game:** Play **Pursuit game**.

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Dribble Gates



- Set up an area

containing a number of “gates”.

- See how many “gates” players can dribble through within one minute. Play a couple of rounds each time encouraging players to beat their previous score.
- All gates must be dribbled through. The same gate may not be dribbled through more than once in a row.

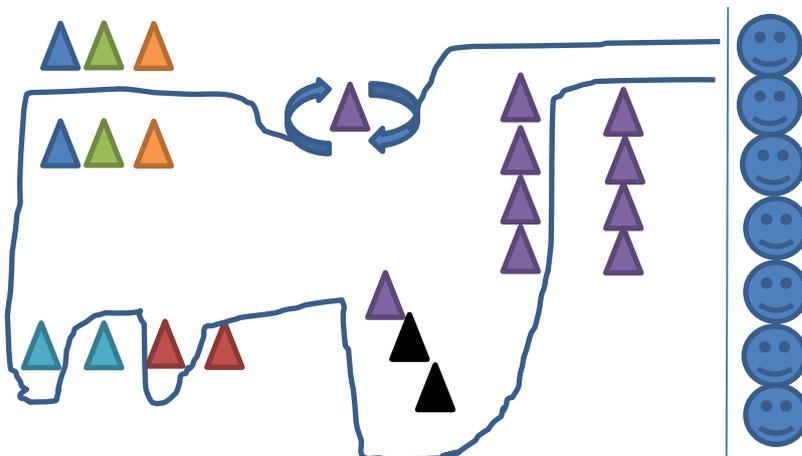


Coaching Points:

- Encourage players to identify and move into areas of space.
- Encourage players to use “vision” while they are dribbling to avoid other players and to look for areas of space and free gates.

Extension:

- Instead of setting up gates, set up a number of obstacles that players must traverse to score a point. i.e. 360°'s around a cone, dodging (dragging) past cones, changing speed or direction through an area.



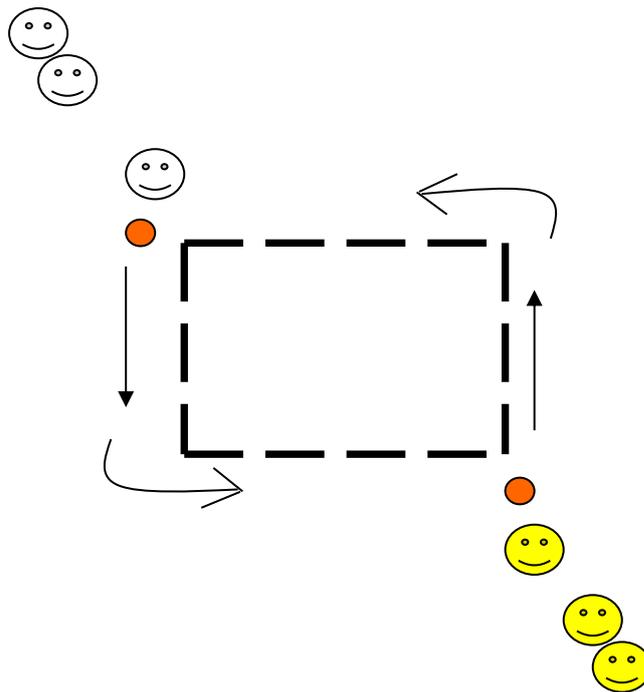
Pursuit Game – Greyhound Race



square).

- Two teams of 3 (per

- Each team stands on opposite corners of the square. The first player in each team has a ball.
- When the coach says go, the first player in each team dribbles around the outside of the square in an anti-clockwise direction. Other team members must stand back from the square to allow the other team's player to dribble past.
- Once the ball carrier gets back to their team they give the ball to their next team member and they start dribbling. This relay continues until one team overtakes the other team. Start the game again. Keep score.
- One variation is to go in a clockwise direction requiring turning on the reverse stick side.
- Another variation is to dribble 3 sides of the square and then make a pass along the 4th side to their next team member.
- The size of the track can be varies to make a large track for faster players.



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First 2 weeks – Station 3

Tackling



Activity:

Dispossessing the opposition

and gaining control of the ball

Focus: A non-swinging stick and staying in the tackle

Process: After a quick demonstration, get them to work on:

1. footwork with no stick
2. footwork with their stick

NOTE: When teaching the jab tackle, teach them to show their stick to the opposition on their front foot to slow the momentum. They should keep the flat face of the stick facing the ball rather than having the flat face pointing to the sky. They should then step back into a low 2 handed flat stick forehand tackle. Get them to set up to the left of the line of the player to keep them on the forehand.

Activity: Marking

Focus: Relative positioning

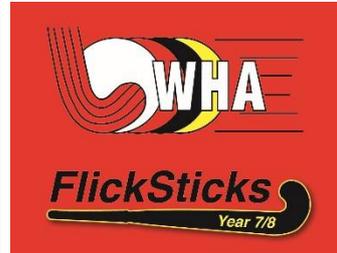
Process: Explain and demonstrate the relationship between themselves, their marker, where the ball is, and the goal. Set up **1 v 1 tackle boxes**

Game: Play **Numbers game (Dog n Bone)** as soon as possible.

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Tackle Box



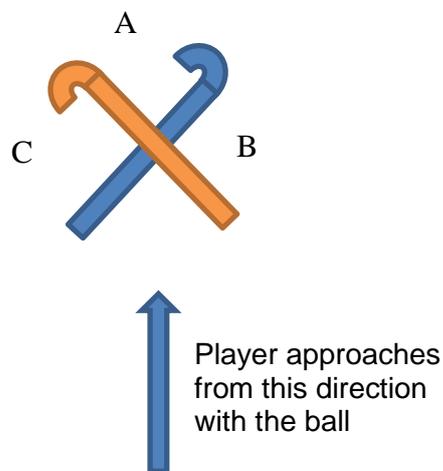
Firstly
explain
relative

positioning by using 2 sticks and

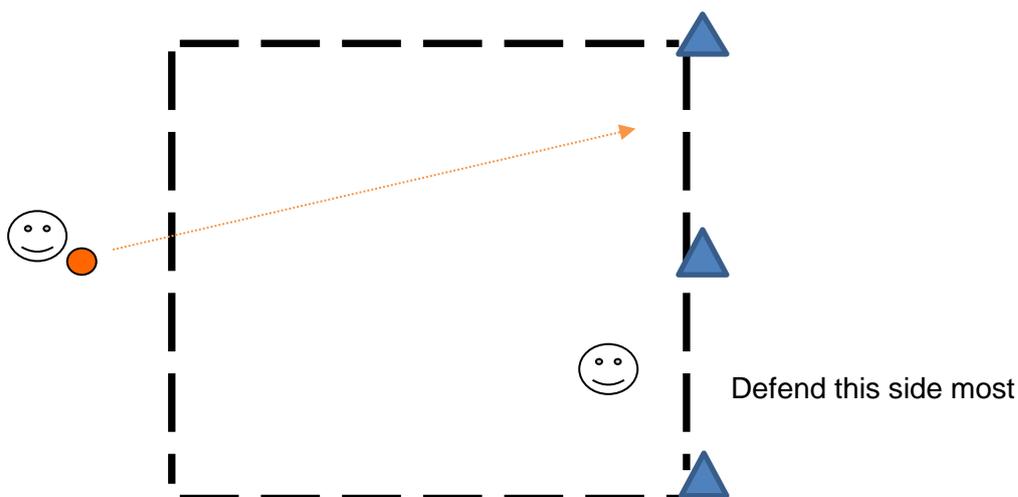
demonstrating the “tackling quadrant”.

- If the defender stands in position A, the attacker has the option of running to the left or the right of the defender.
- If the defender stands in position B and has his stick positioned like the orange stick, the attacker can only go down the defenders right hand side.
- If the defender stands in position C and has his stick positioned like the blue stick, the attacker can only go down the defenders left hand side.

This puts the defender in control of the attacker.



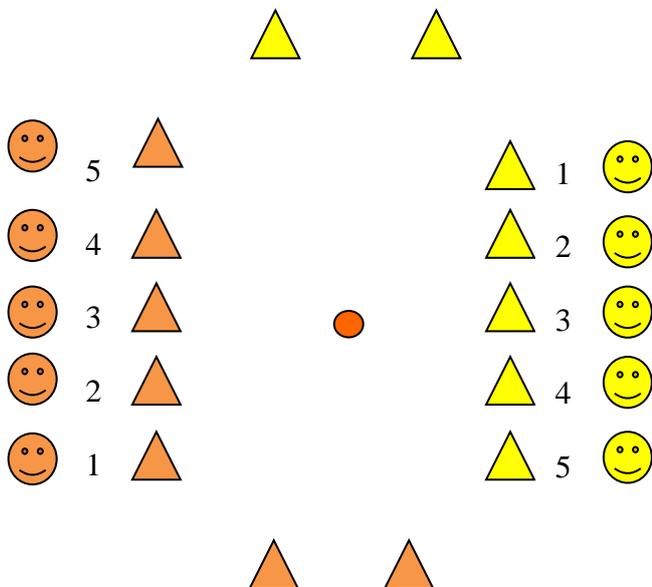
Next, set up a 5m tackle box with an extra cone on the exit side. Tell the defender in secret which side of the exit line you want them to defend the most. The defender should then position themselves so they force the attacker to the opposite side of the tackle box. Attacker get no point if tackled, 1 point if they get through the box in on the side that defender is not protecting heavily, and 5 points if the get through the heavily protected side.



Dog and Bone (numbers game)



- Two teams of five.
- Each team stands on sideline of 10 meter wide coned field.
- Each player is numbered 1 to 5 (diagonally opposite for each team)
- A cone goal is set up at each end of the 25 meter long field
- A ball is placed in the middle of the field.
- The coach will call out a number and that person from each team will run through the goal to their left (the opposition's goal) and then run to the ball. The first person to the ball will attempt to score in their own goal while the other person tries to dispossess them and score at the other end.
- Variation is to call two numbers and set up a two on two (might need wider field.)
- Keep a count of goals scored.



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First 2 weeks – Station 4

Tactical



Activity:

Small Games

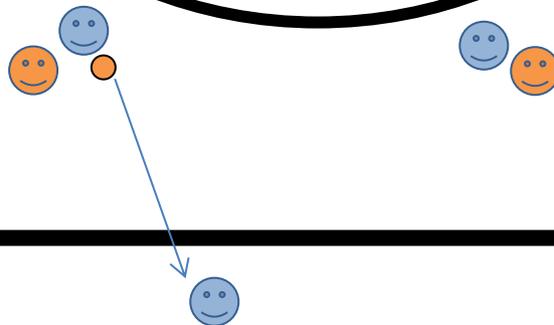
Focus: Using space

Process: Set up a **3 v 2** with two attackers being marked from the start. Third attacker gets a ball passed back to them from one of their two marked teammates for the game to begin. Goal is a point for the attackers; ball to side-line or over the 22m line is a point for the defenders.

Game: Set up a grid with a **goal in each corner**. Teams have two goals each (in opposite corners). Stop the game often to show the players where the space is and how to move the opposition around to exploit this space. May need to have 3 teams so that one is resting at all times. Concepts such as zonal and man to man marking can be introduced. Depth and width need to be emphasised with leading to get ahead of the game should be encouraged.

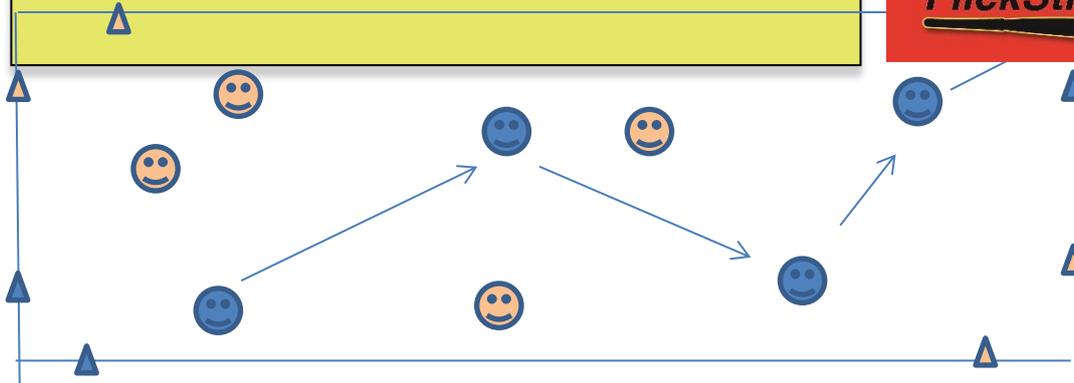
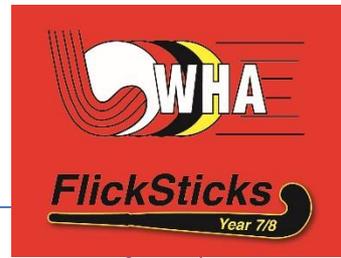
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Small Games (3 v 2)



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Corner Goal Hockey



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Second 2 weeks – Station 1

Ball Carrying and Passing



Activity: Progressive drill followed by a game.

Focus: Ball carrying with

pace and purpose – pass selection – mobile receive

Process: During the first 2 weeks of the programme players will have been through ball carrying and passing in two separate stations. They have done them in isolation and at a basic skill level. This station is designed to bring these two skills together and apply them in a game like situation. The critical decision they must make is when to run (and in which direction) and when to pass (what type of pass and to whom).

Drill: **Baseline Play.**
This drill can be duplicated 3 times so we can attack all 3 goal circles in the ½ field space. You will have 3 goal keepers. Start the drill by only doing the first 2 passes. Once they are happy with that, introduce the arcing run and the 3rd pass with an active defender.

Game: For the second half of your 45 minute session play a **standard game** of ½ field hockey with 3 equal teams. The team that is off the field should be working with their coach to identify when a pass should be made and when the ball should be carried.

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Baseline Play

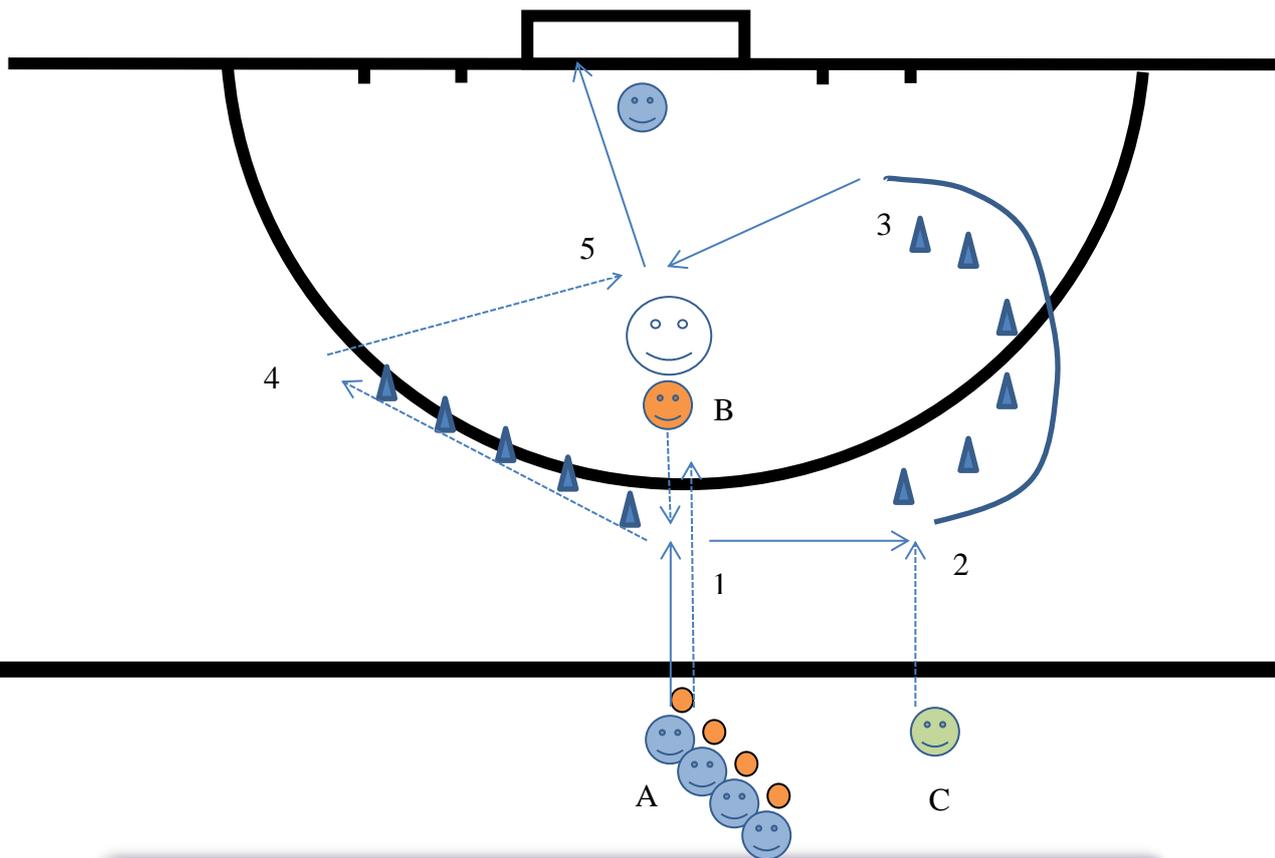


Start the drill without the cones and just

concentrate on the first phase. Player B starts in the circle with the coach acting as a passive defender. As B leads out of the circle player A passes them the ball at position 1. At the same time player C leads towards the circle. Player B receives the ball and immediately passes to player C who carries the ball to the top of the circle and shoots. Coaching points are around timing the runs and passes, and player A receiving in a position that makes the next pass easier.

Once they have got this phase sorted, introduce the cones. This time the coach is a slightly more active defender. Once player A has made the pass they move to the top of the circle to provide another pass option. Player B passes to player C and leads away to position 4 and then back into the circle to position 5. Player C receives the ball and immediately turns away and arcs around towards the baseline and enters the base of the circle. At point 3 he passes to player B who should be around the p spot. Player B has the shot past the goal keeper.

Once drill is complete, A goes to C, C goes to B and B joins the queue at A



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Second 2 weeks – Station 2

Advanced Skills



Activity:

Progressive drill followed by a game.

Focus: Sampling new skills with a view to showing them off in a game

Process: Set up a drill where you add an element each time you introduce a new skill.

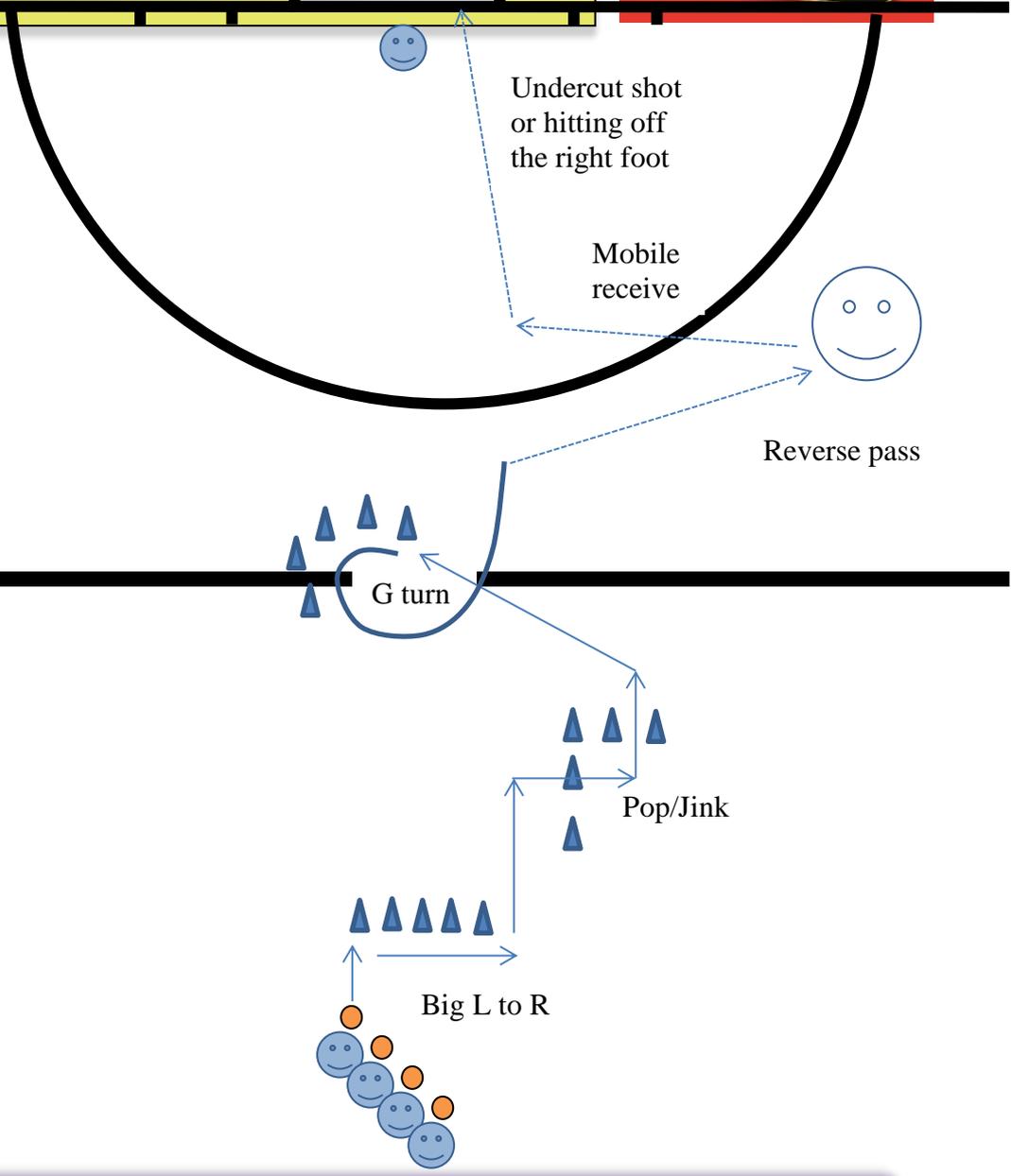
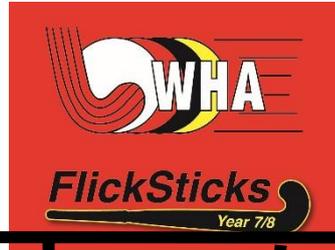
- G turn
- Poping and Jinking
- Big L to R drags (ball position and propping of the left foot)
- Hitting off of the right foot
- Undercutting a shot at goal
- Reverse pass
- Mobile receive (coach may need to push the pass to get it accurate)
- Stroke taking

Drill: **Advanced Skills Drill.** This drill can be duplicated 3 times so we can attack all 3 goal circles in the ½ field space. You will have 3 goal keepers. Bring whole group together to explain and demonstrate the skill. Send them back to their 3 sub-groups and get them to do that skill and then have a shot on goal. Bring them back and do the next skill. Send them back and add the new skill to the last skill with a final shot.

Game: For the second half of your 45 minute session play a **standard game** of ½ field hockey with 3 equal teams. The team that is off the field should be working with their coach to identify when it would be appropriate to use any of the skills that they have just learnt.

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Advance Skills Drill



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Second 2 weeks – Station 3

Goal Scoring



Activity:
Drill
followed
by a
standard
game

Focus: Creating space, deflecting and quick shooting

Process: Start by identifying the best places to shoot from (not baseline)
Next explain that standing still in these prime areas is not an option because you will get marked. Now get them to pair up as an attacker and defender. Start them on the P spot and get the attacker to **lead away and then cut back** to the P spot leaving their defender behind. You pass them the ball and they score a goal.

Next work on **deflecting**. Get players to stand on the edge of the circle near the baseline. Get them to run in towards the P spot. You stand at the top of the circle and hit the ball into them to deflect into the goal. Once they have mastered the lead from your right, get them to do it from the left.

Drill: **3 v 2**. This drill can be duplicated 3 times so we can attack all 3 goal circles in the ½ field space. You will have 3 goal keepers. You can increase this to a 4 v 3 once they have worked out where to run in the 3 v 2.

Game: For the second half of your 45 minute session play a **standard game** of ½ field hockey with 3 equal teams. The team that is off the field should be working with their coach to identify when it would be appropriate to lead away to create space and when players should be getting to the post for deflections.

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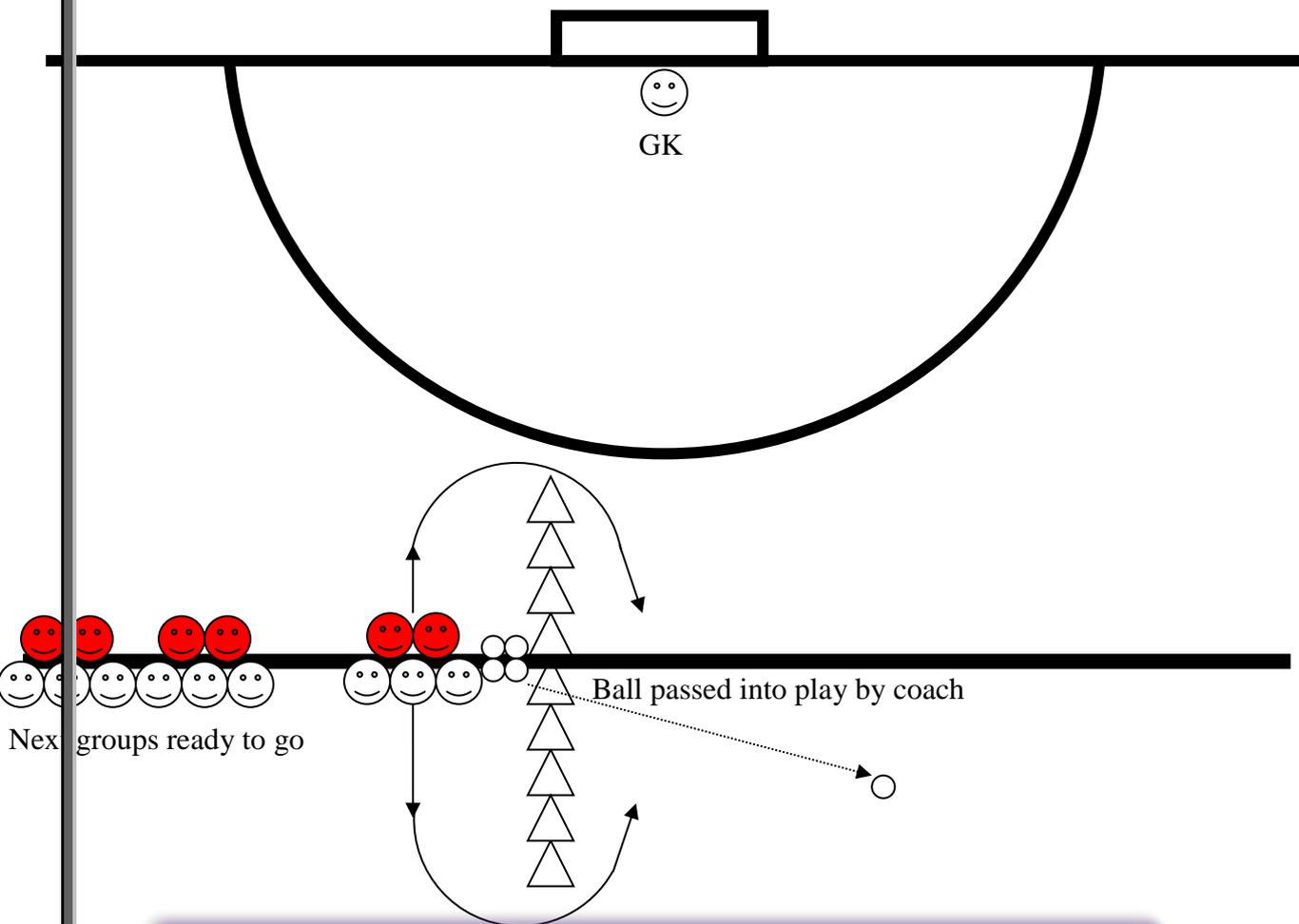
Goal Scoring Drill



3 v 2

Coach has balls on 25m line. When

he throws a ball into play the 2 defenders run around the goal end of the line of cones and the 3 attackers run around the other end. They then play on the right hand side of the cones and can only enter the right hand side of the circle. Once in the circle they can use the whole circle.



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Attacking and Defending Principles



Attacking and defending

principles for intermediate players

Below is a list of principles that players at intermediate school should be able to understand and at least attempt in a game situation. The ones that are highlighted are the ones applicable to Y7/8 payers. The ones above the highlight should have been mastered at Y5/6 and the ones below should be learnt in Y9/10. However our better Y7/8 players should be able to move on to the areas below the highlights now.

Attacking Principles

- When do you attack?
- Use the whole field
- Get available for ball carrier
- Roles not positions
- Attack the top of the circle
- Zones of the field
- Help side ball side roles
- Take free hits quickly (auto pass) *
- Changing the point of attack *
- Set plays off free hits
- Basic rotations
- Attack the circle as early as possible
- How and when to go back and around
- Set plays to get the ball out of defence

Leading

- Give ball carrier support
- Give and Go
- Change of direction **
- Change of pace **
- Body feint
- Getting behind your marker
- Creating space with a lead
- Basic leading patterns

Defensive Principles

- When do you defend?
- Safety first
- Defend Narrow
- Slow the ball/play down
- Pressure the ball
- Zones of the field (include an understanding of the "HOTLINE") ***
- Pointing the defence
- Roles not positions
- Help side ball side ***
- Covering/ depth ***
- React quickly to turn overs
- Try to avoid the point of attack switching
- Setting up a basic press

Marking

- Always mark a player when the other team has the ball – man to man
- Goal side marking
- Different ways of marking (front, side, goal side)
- Physical presence
- Basic zonal defence
- Setting up a screen
- Understanding when to zonal mark and when to man to man

Activity: Explanation and demonstration of principle then apply in the game.

Focus: Focus on one or two aspects at a time. I have astrixed the ones I think are import and grouped them (by number of *) to make it easier to deliver.

Process: Get the players to walk it through first. Then play the game and identify when it needs to happen. If other principles come up during the game, stop the game and congratulate the players and explain the principle they have demonstrated and why it is important to the game.

Game: Play a **standard game** of ½ field hockey with 3 equal teams. The team that is off the field should be working with their coach to identify when the principle they are focusing on was, or should have been applied..

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Third 2 weeks – Station 1

Creating two on ones



Focus:

the ball to work hard to provide a passing option for the ball carrier and for the player with the ball to commit a defender.

Focus is getting the players off

Activity: Start by talking about and demonstrating how a 2v1 can be controlled by one defender if the two attackers just run side by side with the ball carrier not committing the defender. Now demonstrate how the attacker should commit the defender to allow the other attacker some time and space. The final step is to get the attacker without the ball to get a bit higher and for the ball carrier to carry the ball laterally. This will make the defender move and become confused about where the second attacker is and when and where the ball will be passed.

Game: Play "Piggy in the middle"

Game: Play the "X v X" game

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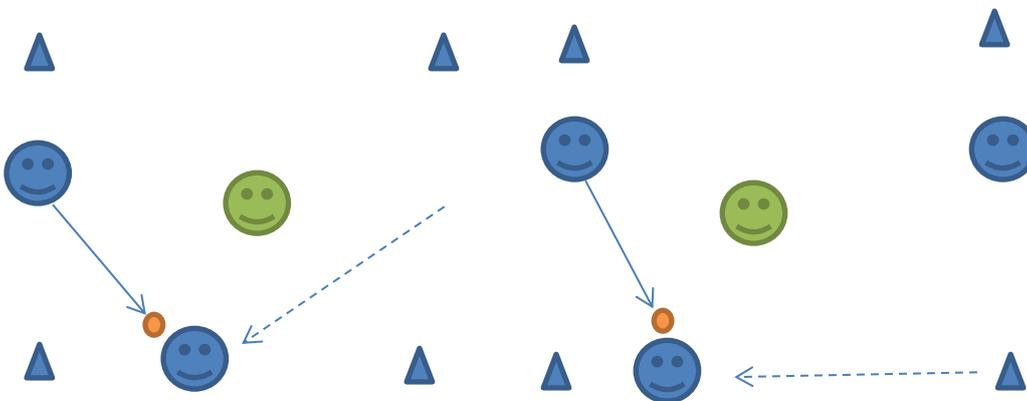
Piggy in the middle



- Set up a square (not to

large 3 – 4m)

- Divide players into groups of 3 – 4.
- One player is nominated as “piggy” and must stay inside the square and try to intercept the ball. No tackling. Must stay 1 stick length away from ball carrier
- The other 1 – 2 players try to pass between each other while keeping the ball away from “piggy”.
- Players may move around the perimeter of the square to identify a space where they are free (open) for a pass.
- If a pass is intercepted the player making the pass swaps positions with the player in the middle and becomes “piggy”. Pass must be made within 5 seconds.

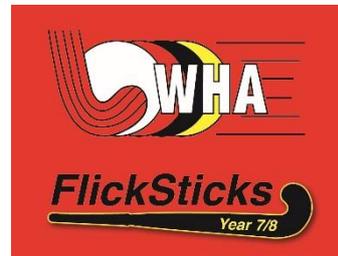


Coaching Points:

- Encourage players to use vision and look before they pass.
- Players need to make quick accurate passes that are outside of the reach of the “piggy”.
- Players looking to receive a pass need to move into space that is not in line with the “piggy” and should be encouraged to call when they are in space.

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X v X game



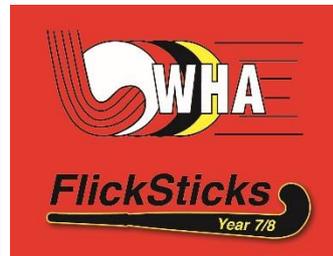
- Defender starts with the ball and passes to the attacker.
- Attacker dribbles in and tries to score a goal while the defender tries to tackle him.
- If the defender gets the ball off of the attacker they can score a point by getting the ball through the cone goal on the sideline.
- The 1 v 1 continues until a goal is scored or the ball goes out of the 22 area.
- Once one of these situations occurs, the second attacker and defender start in the same manner. The original attacker and defender stay in play so we now have a 2 v 2.
- Once the 2 v 2 is complete, another attacker and defender start and we now have a 3 v 3.
- If you don't have a goal keeper, the point for a goal is only given if the ball hits the net, not the backboard.



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Third 2 weeks – Station 2

Width and Depth



Focus:

Focus on moving the ball wide and not being afraid to go backwards to find space and allow an easy transfer from side to side.

- Activity:** The key to being able to move the ball wide is to receive the ball in a good position to enable them to get their feet around to make the pass out to the side. Pre-scanning is also important so that they know what options are open to them before they get the ball. This allows them to get good body, stick and feet position for the next pass. Talk about an open receive and how to move their feet to get to the new passing position
- Game:** Play “Pass and move” (once they get it, add the variation) In the variation you can say that if the receiving player has not made it to the cone, and the ball carriers pass hits the vacant cone, they get a point.
- Game:** Play the “Forbidden Zone” game

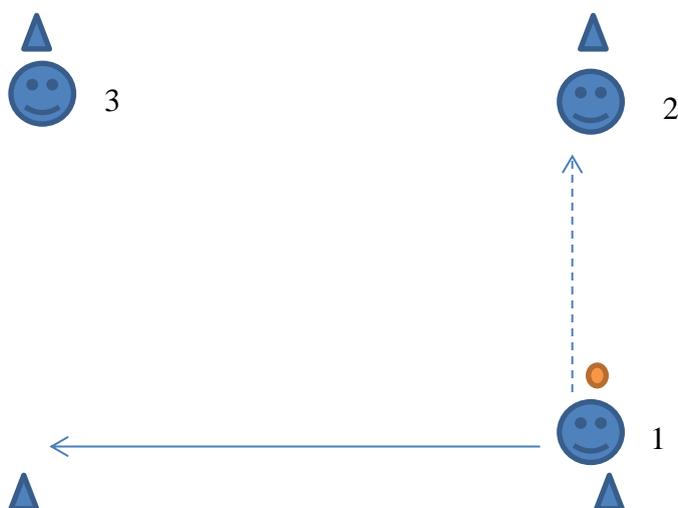
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Pass and Move



- Set up 5 – 10 m squares with cones

- Divide players into groups of 3
- Player 1 starts with the ball and makes a straight pass to Player 2.
- Once the pass is made, player 1 runs square to the vacant cone.
- Player 2 then passes the ball to player 3 and then runs to the cone vacated by player one.
- So the ball is passed anti clockwise and the players move clockwise



- Variation: Instead of the pass going in one direction around the square, let the ball carrier decide which way to go. They can continue the way they are going or they can pass back to the player they just received from. The player who has just passed the ball will therefore need to hold until the ball carrier has made the pass (either back to them or to the other player). They will quickly need to get to the other corner of the square so that the new ball carrier has a straight and square option.

Coaching Points:

- Encourage players to use vision and look before they pass.
- Players need to move quickly to new position so they are ready to receive the next pass.

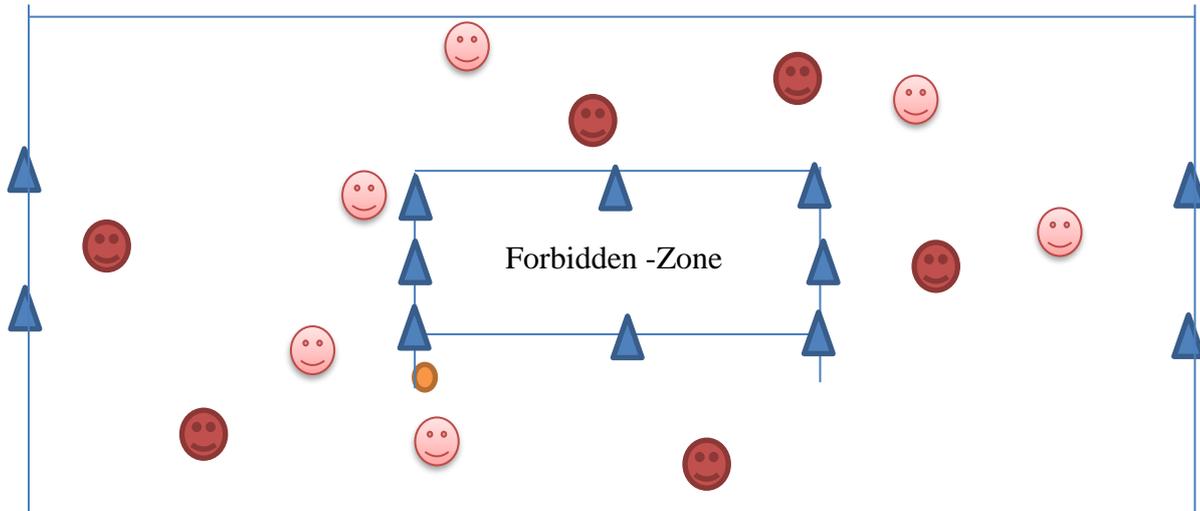
Te Rapa Mowers & Chains Forbidden Zone



- Set up a normal game of hockey

on ½ field.

- Create a forbidden zone with cones.
- The ball or the player may travel through this zone but no player is allowed to carry the ball or receive the ball in this zone.



Coaching Points:

- Encourage players to pass the ball through the forbidden zone to change the point of attack.
- Players need to move into space on the opposite side of the forbidden zone to make themselves available.

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Third 2 weeks – Station 3

Maintaining Possession



Focus:

Focus on protecting the ball by moving the ball and turning

their body until a 100% pass presents itself.

Activity:

Start by demonstrating how to pull the ball back and rotate their body and move their front foot to protect the ball. This is also a good time to emphasize that they cannot back into a player. Demonstrate this by using a line on the turf. They can also use a “roll out” or a “G turn” to protect the ball. Demonstrate these skills. Next get them to pair up and have one player try to retain possession (without running away) while the other tries to touch the ball with their stick. They are not allowed to tackle, just touch the ball.

Game:

Play “no goal hockey” (3v3 in 10m square) slightly larger square for more players

Game:

Play normal ¼ field hockey

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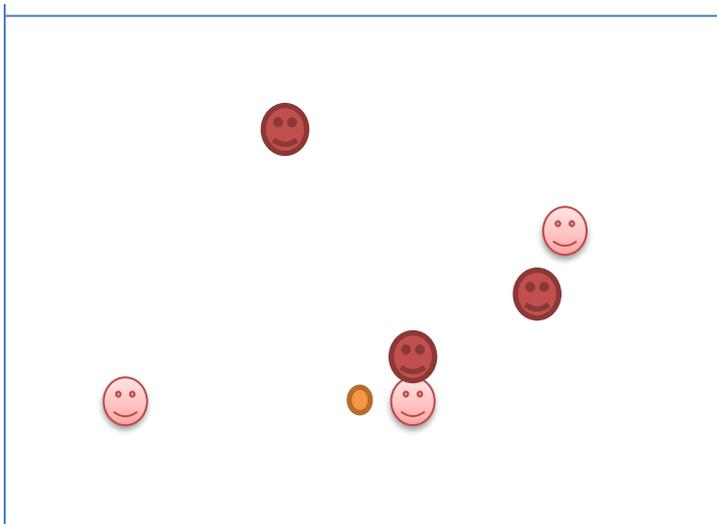
No goal Hockey



Set up a field of around 10m square (for

3 players). As the name suggests there are no goals and no specific direction. The object of the game is to maintain possession and see how many passes can be made with your team mates. 3 v 3 is the optimum number for more experienced players because they cannot stop moving. At 6 v 6 there are really too many players on the field to make it effective.

4 v 4 should be on a 15m field and 5 v 5 on a 20m field



Coaching Points:

- Players need to move sharply to get away from their marker.
- Players need to protect the ball by moving their body and stick.
- Passes need to put weighted passes into space for players to lead on to or:
- Passes need to be firm and accurate to a player "posting up" (moving towards the ball carrier)

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Third 2 weeks – Station 4

Screening



Focus:

Focus on getting players to understand where the dangerous passes that need to be cut off are and that as the opposition move the ball around, the screen must move too.

Activity: Start by identifying which passes are the most dangerous. Introduce the concept of the hot line (the line from the ball to the goal). Explain the area known as the “castle” which needs to be heavily protected. Also remind them that the area close to the side-line is a safest part of the field to let the opposition take the ball (they can’t score from the side-line!!!).

Set up a 16 yard hit and get them to screen it off. You now pass the ball square to a player in your team near the side-line and get them to reposition the screen. Explain why you had to make that pass because their screen was so good. Explain that setting a screen like that forced you to pass the ball to the side-line. This is what a screen is supposed to do.

Now move to any part of the field and get them to set a screen. Make the square or back pass like before and get them to reset in real time. The hotline and castle should be constant factor for them to consider.

Game: Play “hockey volleyball”.
Start playing with the whole baseline being the scoring zone. Once they get the game, create scoring zones. First could be the middle 2/3rd of the baseline then the left or right 2/3rd of the baseline. This will make the defenders think about their hotline and forcing the ball carrying team into a position that makes a pass that misses the scoring zone the only option.

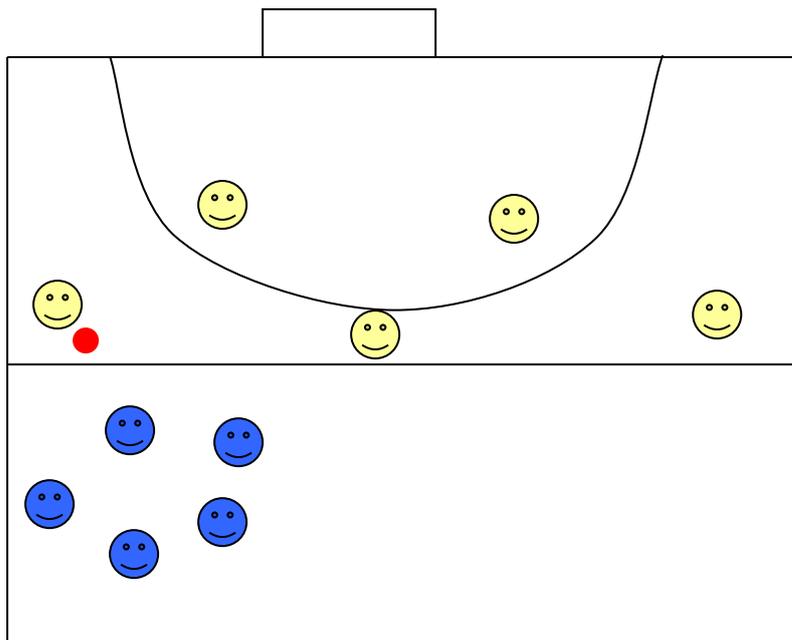
Game: Play normal ¼ field hockey

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Hockey Volleyball



- Two teams of four or five on a half field.
- One team starts with ball in one quarter of the field. The other team is in the other quarter. Teams must stay in their own half. Players can move anywhere in their half.
- The objective of the team in possession is to push the ball across the baseline of the opposition's side of the field. The objective of the non-possession team is to set and move the screen to prevent this happening
- The team in possession can make up to four passes before they must push the ball towards the opposition's baseline.
- The point of this game is to get the ball transferring quickly to create holes in the screen. To make it more difficult defending or attacking players can be removed to create 4v5, 3v5, 5v4, 5v3.



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Final 2 weeks – Station 1

Counter Attack



Focus:

Focus on getting players to understand that:

- When they have the ball they should all be thinking ATTACK
- When they don't have the ball they should all be thinking DEFENCE.

Activity: Start by explaining why it is important for all players to be thinking about attack when we have the ball and vice versa. Explain how quick they need to change their positioning when the ball is turned over.

Give the example of our LH, when the opposition LW has the ball on the opposite sideline at half way. Our LH should be providing cover for our full backs. When our RH tackles their LW and we are now in possession, our LH should get wider and higher so they are available for a pass to change the point of attack. Then if our team loses the ball and it comes up our left side, the LH needs to get close to their RW and do some marking.

Also talk about players staying CONNECTED. There should not be a huge gap between some players and a group bunched together.

Game: Play Switch Game – you will need to stop the game often to talk about positioning.

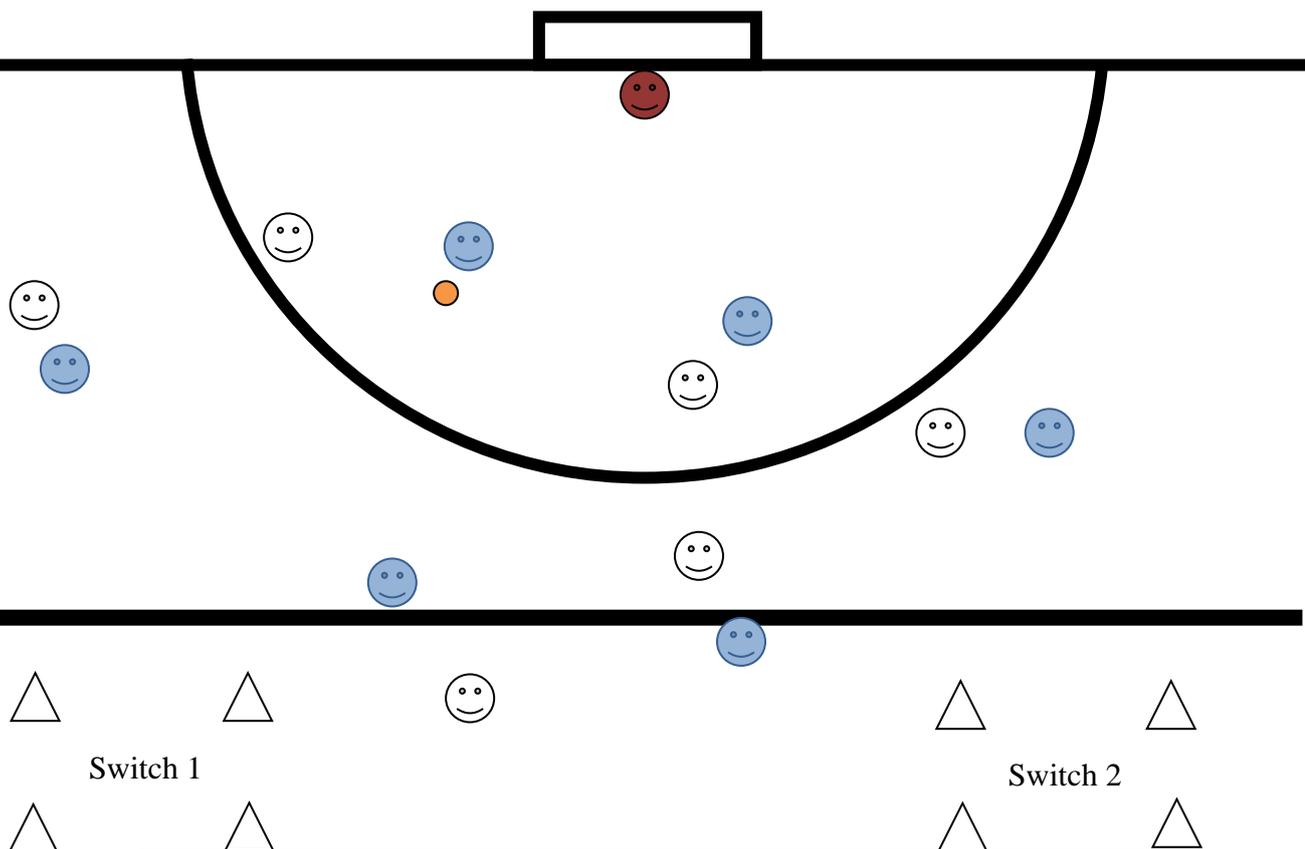
Encourage them to counter attack with pace to create overlaps.

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Switch



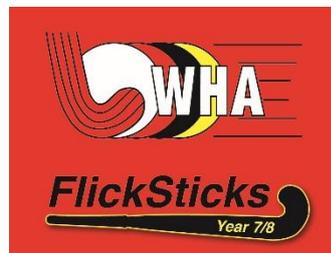
- Divide into 2 teams. One team starts defending the goal, one team starts attacking the goal.
- The attacking team tries to score goals. If they score they get the ball back in one of the switches.
- The defending team defends the goal. They will remain defending until the “trip the switch” and become the attacking team.
- To trip the switch, the defending team must either dribble or pass the ball through the “switch” which is designated by the 4 cones set outside the 22m line. There are 2 switches and either can be used. A pass must be received cleanly by a team mate to activate the switch. Once the switch is tripped, the attacking team immediately becomes the defending team and the defending team becomes the attacking team.
- The GK stays defending the goal all the time.



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Final 2 weeks – Station 2

Marking



Focus:

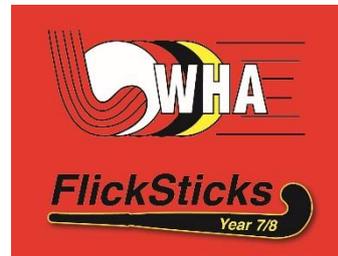
Focus on knowing when to mark in front and when to mark

beside

- Activity:** Start by explaining the difference between marking and tackling. Talk about zonal marking and man to man marking. Go over the relationship between the hotline and where you should be marking.
- Game:** Play X v X – Don't do the 1 v 1. Start with an attacker and defender already in the circle so it begins with a 2 v 2. You can end up with a 4 v 4. Also, vary the position that you start the game from. Try the middle of the field as well as both sides.
- Game:** Play King Ball. This is where zonal marking can be demonstrated
- Game:** Play a normal 6 v 6 ½ field game

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X v X game



- Defender starts with the ball and passes to the attacker.
- Attacker dribbles in and tries to score a goal while the defender tries to tackle him.
- If the defender gets the ball off of the attacker they can score a point by getting the ball through the cone goal on the sideline.
- The 1 v 1 continues until a goal is scored or the ball goes out of the 22 area.
- Once one of these situations occurs, the second attacker and defender start in the same manner with a new ball. The original attacker and defender stay in play so we now have a 2 v 2.
- Once the 2 v 2 is complete, another attacker and defender start and we now have a 3 v 3.
- If you don't have a goal keeper, the point for a goal is only given if the ball hits the net, not the backboard.



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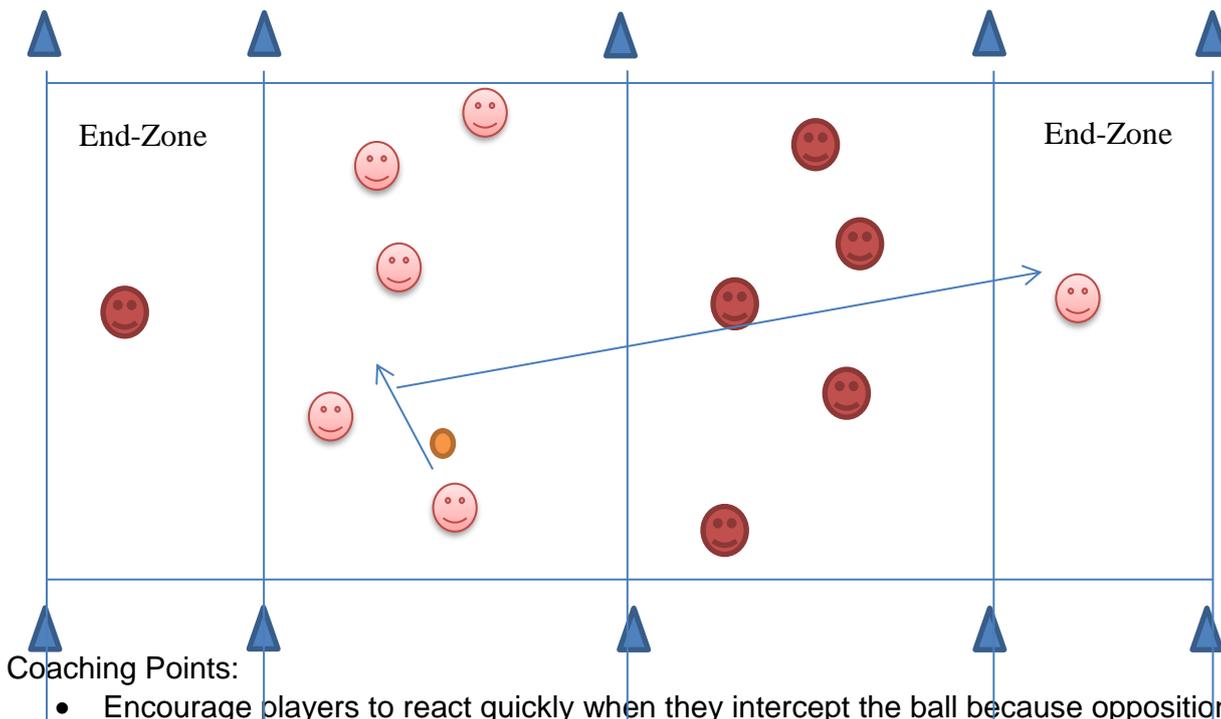
King Ball



- One player from each team

goes into the end-zone behind the opposition team

- The team with the ball tries to pass the ball to their player in the end-zone.
- If the pass is successful that player can join his team mate in the end zone.
- The aim of the game is to be the first team to get all of their players in the end-zone
- The other team can only gain the ball by intercepting the pass.
- No overheads and no hitting allowed.
- Use a wider field to start with then make it thinner as players get more experienced



Coaching Points:

- Encourage players to react quickly when they intercept the ball because opposition will not have time to set their defence.
- Encourage quick lateral movement of the ball to change the point of attack
- Players in the end-zone need to lead into space not stand still.

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Final 2 weeks – Station 3

Using Space



Focus:

Focus on getting players to

pass or carry the ball into space, regardless of direction

Activity: Start by explaining that the more time you have in space, the more likely you are to make a better decision about passing or carrying the ball. Demonstrate this by placing a cone 20m behind 2 players standing close together. You start with the ball 10 m away from them. First run at them with the ball and try to pass to the cone. They should trap it or tackle you. Next carry the ball sideways into space and make the pass. Hopefully the ball will make it to the cone.

Game: Play Overload game.

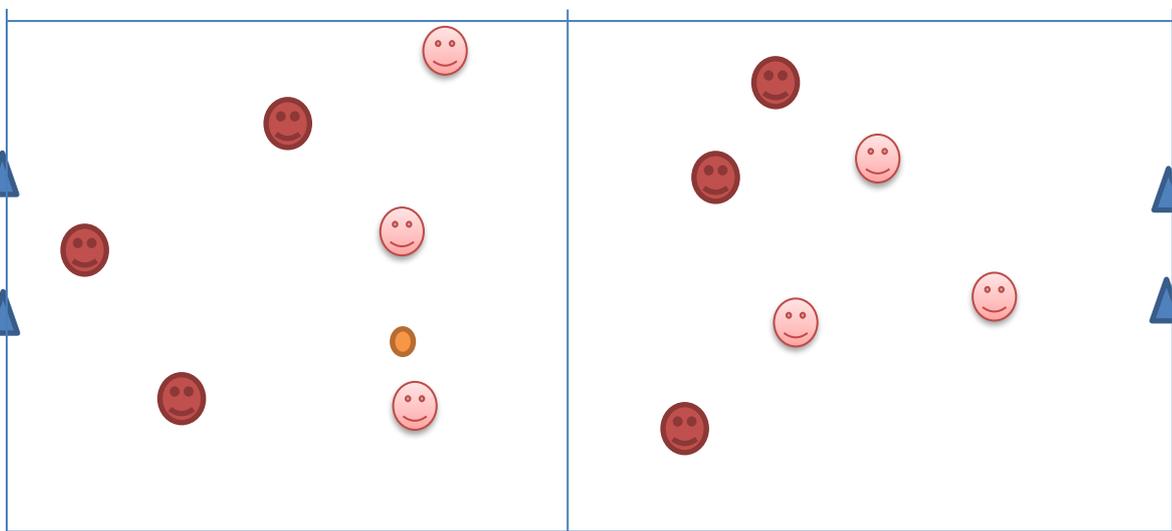
Game: Play Normal ½ field game.

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Overload



- Play 6 v 6 across a ½ turf.
- 3 players from each team are restricted to one half of the field (attacking half) and the other 3 players are restricted to the other half of the field.
- The ball may be passed over the half way line to your other team mates.
- However, if a player dribbles over the half way line they must stay in the other ½ until the next goal is scored (at either end)
- So you can create a 4 v 3 in your attacking zone. But beware, if you turn the ball over and the opposition player dribbles back over the half way line, they will have a 4 v 2. So you had better be sure that you will score before you dribble over the line.



Coaching Points:

- Encourage players dribble into the attacking half if there is a clear opportunity.
- Discourage players from crossing over if there are 2 or 3 opposition players between them and their team mates as they are likely to be dispossessed and create a 4 v 2 situation behind them.

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Final 2 weeks – Station 4

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Attacking and Defensive Principles



Activity:

Explanation and demonstration of principle then apply in the game. This is a repeat of one of the station from the first 4 weeks. It is important

Focus: Focus on one or two aspects at a time. I have astrixed the ones I think are import and grouped them (by number of *) to make it easier to deliver.

Process: Get the players to walk it through first. Then play the game and identify when it needs to happen. If other principles come up during the game, stop the game and congratulate the players and explain the principle they have demonstrated and why it is important to the game.

Game: Play a **standard game** of ½ field hockey with 2 or 3 equal teams of 5 – 7 players. The team that is off the field (if you have 3 teams) should be working with their coach to identify when the principle they are focusing on was, or should have been applied.

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Attacking and Defensive Principles

NOTES



Attacking and defending principles for

intermediate players

Below is a list of principles that players at intermediate school should be able to understand and at least attempt in a game situation. The ones that are highlighted are the ones applicable to Y7/8 payers. The ones above the highlight should have been mastered at Y5/6 and the ones below should be learnt in Y9/10. However our better Y7/8 players should be able to move on to the areas below the highlights now.

Attacking Principles

- When do you attack?
- Use the whole field
- Get available for ball carrier
- Roles not positions
- Attack the top of the circle
- Zones of the field
- Help side ball side roles
- Take free hits quickly (auto pass) *
- Changing the point of attack *
- Set plays off free hits
- Basic rotations
- Attack the circle as early as possible
- How and when to go back and around
- Set plays to get the ball out of defense

Leading

- Give ball carrier support
- Give and Go
- Change of direction **
- Change of pace **
- Body feint
- Getting behind your marker
- Creating space with a lead
- Basic leading patterns

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Defensive Principles

- When do you defend?
- Safety first
- Defend Narrow
- Slow the ball/play down
- Pressure the ball
- Zones of the field (include an understanding of the "HOTLINE") ***
- Pointing the defense
- Roles not positions
- Help side ball side ***
- Covering/ depth ***
- React quickly to turn overs
- Try to avoid the point of attack switching
- Setting up a basic press

Marking

- Always mark a player when the other team has the ball – man to man
- Goal side marking
- Different ways of marking (front, side, goal side)
- Physical presence
- Basic zonal defense
- Setting up a screen
- Understanding when to zonal mark and when to man to man

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