# Long Term Athlete Development Plan

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INTRODUCTION

Long-term Player Development is the Hockey Specific response to Sport Canada's Long-term Athlete Development model. Please go to www.canadiansportforlife.ca for more information.

Before you begin…

LTPD SUMMARY

• Is a philosophy and a vehicle for change.
• Is athlete-centred from a child’s first involvement in sport to the transition to lifelong physical activity or other sport related activities.
• Integrates the needs of athletes with a disability into the design and delivery of sport programs.
• Provides a framework for reviewing current practices, developing new initiatives, and standardizing programs.
• Establishes a clear development pathway from playground to podium and on to being active for life.
• Identifies the shortcomings in Canada’s sport system and provides guidelines for problem solving.
• Provides guidelines for planning for optimal performance for all stages of athlete development.
• Provides key partners with a coordinated structure and plan for change.
• Identifies and engages key stakeholders in delivering change.
• Provides an aligned and integrated model for delivering systems including
  • Long-term athlete development — technical, physical, tactical, and behavioral.
  • Long-term coaching development.
• Sport and physical activity programs and services in NSO’s, PSO’s, recreational organizations, clubs, and schools.
IMPACT OF LTAD

On Parents
- Few adults who were physically inactive as children become active as adults. Inactive adults tend to produce inactive children and the reverse is also true. Encouraging children to enjoy moving and promoting confidence in movement skills at an early age helps to ensure later participation in physical activity.

LTAD will
- Provide a framework for parents to understand physical literacy and its implications on a healthy lifestyle through lifelong physical activity and on competitive sport involvement for all Canadians, including those with a disability.
- Facilitate the understanding of physical, mental, cognitive, and emotional development.
- Facilitate the understanding of special requirements such as proper hydration, nutrition, and recovery for the growing child.
- Enable parents to help children to choose a pathway in physical activity and sport.

On Coaching
- To be successful, an athlete development model such as LTAD requires highly skilled, certified coaches who understand the stages of athlete development and the various interventions that should be made.

LTAD will
- Have a significant impact on the coaching education curriculum.
- Have a significant impact on sport specific coaching education by NSOs.
- Identify a need for part-time and full-time coaches who will specialize in coaching developmental athletes.

On Clubs and Community Sport and Recreation
- Canada’s sport clubs and community centres provide broad opportunities for participation and are essential to the successful implementation of LTAD from playground to podium.

LTAD will
- Identify the need for programs to deliver LTAD.
- Inform and educate staff and parents about the benefits of LTAD.
- Align programs with schools, clubs, and community sports.
- Rationalize the competition system at the national and provincial levels and in clubs, community sport, and recreational activities.
LTPD STANDARDS

Five key areas have been established as “LTPD STANDARDS”.

These 5 key elements are essential in order to properly move forward with the implementation of LTPD. **Without these 5 key elements, the principles of LTPD will not be met.**

<table>
<thead>
<tr>
<th>#1 Standard</th>
<th>#2 Standard</th>
<th>#3 Standard</th>
<th>#4 Standard</th>
<th>#5 Standard</th>
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<tbody>
<tr>
<td>Communicate the Hockey Canada LTPD plan and documentation to all League executives, Minor Hockey Association executives, parents, and coaches. <strong>Ex:</strong> Ensure that league executives are providing MHA’s, parents and coaches with the LTPD documentation.</td>
<td>LTPD communication plan and implementation strategy for all members of the league and / or association. <strong>Ex:</strong> Plan how you will communicate and implement LTPD to your members and associations.</td>
<td>Coach education – Leagues / Minor Hockey Associations must provide continuing education opportunities for their coaches and players. <strong>Ex:</strong> Provide your coaches and players with the opportunity to improve themselves using specialty clinics and skills camps as a resource and continuing education.</td>
<td>Minor Hockey Associations / Leagues must review the seasonal structure of games and playoffs and make adjustments to provide optimal development opportunities. <strong>Ex:</strong> Measures must be put in place to ensure each age division seasonal structure falls in line with optimal development strategy.</td>
<td>Establishment of a Minor Hockey Association LTPD work / review group to ensure the minor hockey programming is on course. <strong>Ex:</strong> Involve 2-3 volunteers to provide an assessment of the minor hockey programming to ensure that LTPD is being executed properly.</td>
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What is Long Term Player Development?

Specific to Hockey

Sport Canada’s Long-Term Player Development (LTPD) Resource Paper “Canadian Sport for Life” sets out a framework for sport development in Canada. Hockey Canada’s Long Term Player Development (LTPD) is an eight-stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first three stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence.

Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.

PHYSICAL LITERACY, HOCKEY SPECIFIC BASICS & BROAD RANGE OF SPORT ACTIVITIES

Discovery – Male and Female 0-4 COMMUNITY

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching…) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.

Fundamentals 1– Male and Female 5-6 COMMUNITY/LOCAL

The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.

Fundamentals 2– Male and Female 7-8 LOCAL

During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.
Learn To Play – Male 9-10, Female 8-9 LOCAL/PROVINCIAL
This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity to learn and begin to master fine motor skills that can be used in combination with other skills. In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on. Players should be able to begin to transfer skills and concepts from practices to games.

Learn To Train – Male 11-12, Female 10-11 LOCAL/PROVINCIAL
This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.

INCREATING HOCKEY SPECIFIC

Train To Train – Male 12-16, Female 11-15 PROVINCIAL
The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.

Train To Compete – Male 16-17, Female 16-18 NATIONAL
During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is an emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

Train To Win – Male 18-20, Female 18-22 INTERNATIONAL
During this stage the player’s physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness and medical monitoring. Modeling all possible aspects of training and performance.

Excel – Male 21+, Female 22+ INTERNATIONAL
It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships). Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical, and ancillary capacities.
9 Stages in Long-Term Player Development

The minor hockey player in Canada needs to experience a wide variety of learning activities that correspond to his or her level of abilities and capacities. Hockey Canada’s Long Term Player Development model has 9 stages. This could also be referred to as the Hockey Player pathway or progression. The following diagram outlines this progression in generic terms.
What we need to do to improve as a sport

- Focus on supporting the complete player not just the player training and competition.
- Recommend other sports, cross training methods to get away from hockey and avoid burn out
- Remove the focus of winning at all levels and age
- Remove geographic differences and develop a common directional, leadership and player development framework – consistent in the philosophy of player development
- Introduce athletic skills in a systematic and timely way

The ultimate vision for hockey in Canada:

*We will be the leading hockey organization in the world; recognized and revered for providing exemplary programs, achieving performance excellence, upholding the tradition of the game and shaping productive Canadians*

**Mission 10/10,000**

Research has concluded that is takes a minimum of 10 years and 10,000 hours of deliberate training for a talented player to reach elite levels (Starkes and Ericsson, 2003).

This means before the 10 year or 10,000 hour rule comes into play:
- A player must have developed the fundamental skills
- Be physically literate

For a player and coach this translates into slightly more than 3 hours of training or competition daily for 10 years.

But where do youngsters develop the skills of the game?
- Evidence would suggest that the number of games played by youngsters in Canada slows the development of players.
**FUNdamentals**

- **FUNdamental** movements and skills should be introduced through fun and games.
- **FUNdamental** sports skills should follow and include basic overall sports skills.

So what is Physical Literacy?
- The following schematic highlights how to become physically literate as a player.

**HOW DO I BECOME PHYSICALLY LITERATE?**

- **Move with:**
  - Confidence
  - Poise
  - Efficiency

- **A well established sense of physical self:**
  - Self esteem
  - Confidence
  - Motivation

- **Be able to:**
  - Read
  - Anticipate
  - Respond

![Image of a player development framework](image-url)
Additionally, Fundamental Movement Skills must be developed within each of the following environments.

Examples are shown for each area.

- **GROUND**
  - Run
  - Send and Receive –Ball
    - Soccer, Basketball (dribbling)

- **WATER**
  - Swim
  - Send and Receive –Ball
    - Waterpolo

- **AIR**
  - Jump
  - Send and Receive –Ball
    - Baseball, Frisbee, Football

- **ICE**
  - Skate
  - Send and Receive –Puck
    - Hockey

**Agility, Balance & Coordination**
PHYSICAL LITERACY should be developed before the onset of the adolescent growth spurt. Below are images of the FUNdamental movement skills.
Now take a basic puck battle in hockey as seen in this picture below:

In this shot neither of the players would be able to execute this simple puck battle if they did not have the simple **FUNdamental** skills of agility, balance, coordination, skating or puck handling. Ultimately, if a hockey player cannot perform simple fundamental movement skills they will also be unable to perform basic hockey skills.

Below are **FUn**damental skills required to perform in game situations

Skating

Puck Control
Hockey is a late specialization Sport
It Takes Players a lot of Years to be Great

Early Specialization
- Figure skating
- Diving
- Gymnastics

Age 10-15
These sports require very complex skills that are learned before maturation since they cannot be fully mastered if taught after maturation.

Late Specialization
- Hockey
- Soccer
- Basketball
- Football
- Baseball
- Volleyball

PHYSICAL LITERACY
If physical literacy is acquired before maturation, players can select a late specialization sport when they are between the ages of 12 and 15 and have the potential to rise to international stardom in that sport.

Early involvement in the FUNdamentals stage is essential in late specialization sports.
Late Specialization – Hockey

Specializing before the age of 10 in late specialization sports like hockey can be detrimental to your child:

- One-sided, sport-specific preparation.
- Lack of ABC’s, the basic movement and sports skills.
- Overuse injuries.
- Early burnout
- Early retirement from training and competition.

**NO PHYSICAL LITERACY**

**DON’T**

- Identify your child to a specific position in hockey (defense, offense or goaltender)
- Focus solely on hockey
- Encourage your child to play hockey all year round
CHAPTER 2

Planning and Implementation

To implement LTPD, the following actions need to be completed:

- Develop a general Canadian LTAD to enhance the understanding and acceptance of LTAD to help change the culture of Canadian sport.
- Implement sport-specific LTAD models in each sport. Where appropriate, include LTAD for athletes with a disability.
- Review coach education in each sport and overall, based on LTAD factors and objectives.
- Review competition structures and schedules in each sport and overall, based on LTAD factors and goals.
- Promote the development by all sports of the full range of motor and sport skills at the FUNdamentals and Learning to Train stages.
- Develop information on the Active Start and FUNdamentals stages for use across all sports in all communities.
- Incorporate FUNdamental activities into sport-specific sessions for younger children, especially during warm-up and fun activities.
- Promote greater co-operation between sport organizations, coaches, and teachers in the scheduling of sessions and competitions.
- Formulate a cross-sport declaration on the implementation of LTAD that is supported by multisport and sport-specific organizations.
The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to observable step-by-step changes in quantity and measurable changes in body size such as height, weight, and fat percentage. Maturation refers to qualitative system changes, both structural and functional, in the body’s progress toward maturity such as the change of cartilage to bone in the skeleton.

Development refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.”

Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

Long term player development requires the identification of early, average, and late maturers in order to help to design appropriate training and competition programs in relation to optimal trainability and readiness. The beginning of the growth spurt and the peak of the growth spurt are very significant in LTPD applications to training and competition design. Specific disabilities may dramatically change the timing and sequence of childhood and adolescent

Training age refers to the age where players begin planned, regular, serious involvement in training. The tempo of a child’s growth has significant implications for athletic training because children who mature at an early age have a major advantage during the Training to Train stage compared to average or late maturers. However, after all players have gone through their growth spurt, it is often later maturers who have greater potential to become top players provided they experience quality coaching throughout that period.
The goal of a practice in hockey is to improve. This improvement could be in diverse areas such as the speed of skating for a player in a breakaway, the skill needed to perform an accurate wrist shot, or the strength of a player trying to get puck control behind the goal. Trainability makes the link between the drills and activities completed during practice the improvements in performances in areas such as skills, stamina, speed, strength and suppleness that are needed to be successful during games.

Trainability varies between different players. For example, a drill during a practice that has the goal of improving skating speed will increase the speed of some of the players but not all of them. The ones who do not respond as well may, in a few more speed drills, catch up in speed or even surpass the faster learning and improving players.

Naturally, this is problematic for coaches as they have to now decide how to address these differences between players. The coaches can move at the pace set by the ‘fast trainers’ and have the slow trainers become bored during practice.

The differences in trainability are due to a number of factors. Genetics, developmental age (age with respect to Growth Spurt), diet and types of activities all change the trainability of an individual.
Genetics plays one of the biggest roles. Just like genetics tells our bodies how tall we will grow and how long it will take to get there, it also tells our bodies about how to respond to exercise. Some of the most obvious examples can be seen in the weight room. Some people can do very little work and put on a great amount of muscle mass. Others have to work much longer and harder to get the same amount of improvement. It is important to remember that the slower responding player may actually get to the same strength level as the faster responding player. It may just take longer. A different set of genes dictate maximum level (for example, max bench press strength). This principle applies to skill, stamina, speed and suppleness as well.

Developmental age also plays a large role in differences between the trainability of different players. One of the keys within the LTPD is to encourage parents and coaches to use developmental age to maximize the trainability of players. For example, skills are best introduced and refined prior to the growth spurt. Delaying this will mean much more work further down the road when the player is attempting to play at higher levels. Trainability is highest during this period in a player’s development. Skills can include things like puck handling, shooting and passing, checking and most importantly skating. In addition, speed, which in this case means how fast a player can move their arms or legs, can also be considered a skill. Speed in terms of, say, skating speed will increase with the growth in size and muscle mass which occurs normally during and following the growth spurt.
The 5 Basic S’s of Training and Performance
Stamina (Endurance), Strength, Speed, Skill, and Suppleness (Flexibility). (Dick, 1985)

**Stamina (Endurance)**
The optimal window of trainability occurs at the onset of PHV. Aerobic capacity training is recommended before players reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.

**Strength**
The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12 to 18 months after PHV.

**Speed**
For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.

**Skill**
The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.

**Suppleness (Flexibility)**
The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.
3 Stages of Training Objectives

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a player’s “readiness” to acquire and develop the skill to a higher level. These stages are introduction, development and consolidation or refinement.

**INTRODUCE:** (acquire, learn)
It involves presenting players a new element in an artificial or easy and constant, stable, predictable conditions.
- Dominant: comprehension and good execution of the task.
- Characteristics: performed well under maximum speed.
- Requirements: require players to be rested and concentrated.

**DEVELOP**
It means to pursue learning in conditions controlled by the coach without opponents or in the presence of and with the cooperation of opponents.
- Dominant: Success rate (resulting from the action), objective: 7 / 10.
- Characteristics: block of repetitions of the directive given by the Coach and isolated from reality of competition where the speed of execution is gradually augmented.
- Requirements: requires rested and concentrated players

**REFINE**
It means to stabilise elements in conditions controlled by the Coach, semi-controlled conditions and random conditions. This requires an opposition by opponents.
- Dominant: decision taken by the player according to the current situation and the level of success.
- Characteristics: Execution at maximum speed.
- Requirements: requires that players be no more than lightly to mildly tired.
CHAPTER 3

Coach Education

1) National Coach Certification Program
2) National Coach Mentorship Program
1) National Coach Certification Program

Hockey Canada’s National Coach Certification Program (NCCP) is a competency-based program. The program enables coaches to build their coaching tools and knowledge of the game, so they can work effectively with their players.

Coaches enter into a ‘stream’ of coaching by taking part in clinics that are relative to the athletes that they are working with.

**Coach Stream**
- work with community and recreational teams, i.e. Novice, Atom

**Developmental Stream**
- work with provincial and regional teams, i.e. Peewee rep, Junior B

**High Performance Stream**
- work with national and international teams, i.e. Midget AAA, university

Within the Hockey Canada structure the Coach Stream and Development Stream are delivered at the provincial level. The High Performance stream is delivered at the National Level.
2) National Coach Mentorship Program

A series of specialty clinics have been developed to offer coaches a practical session on teaching various skills, tactics and systems. This proactive approach will also open the doors of communication and provide a non-threatening environment for coaches to further pursue a mentor.

The NCMP specialty clinics were designed with the following messages in mind:
• Keep them moving – whether it’s a practice, clinic or camp, ice sessions should be designed to engage every participant consistently
• Emphasize the fundamentals – build a foundation that will never crack
• Incorporate a progression of skill development for every participant

The specialty clinic modules include:

1. Skating
2. Puck control
3. Shooting and scoring
4. Checking
5. Creating offense
6. Creative thinking
7. Goaltending
8. Special teams
9. Small-area games
10. Developing defensemen
Specialty Clinic Modules – Resources

National Coach Mentorship Program – Video presentation

1 hour classroom session

Followed by:

1 hour ice session

Specialty Clinics - Sample
CHAPTER 4

SEASONAL STRUCTURE

The following pages describe the various stages of LTPD within the Hockey Canada structure. Everything from age category descriptors, to sample seasonal plans conforming to LTPD can be found.
Discovery Hockey Skills – 0-4 year olds

Objectives

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching…) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through can skate or learn to skate programs and outdoor rinks. Provide your infant or child with opportunities to participate in activities regardless of the weather.

Also, keep in mind the fundamental movement skills that lead to physical literacy while providing your child with daily physical activities.

<table>
<thead>
<tr>
<th>Locomotion</th>
<th>Object</th>
<th>Body</th>
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<tbody>
<tr>
<td>Ground</td>
<td>Run</td>
<td>Send and Receive – Ball</td>
</tr>
<tr>
<td>Water</td>
<td>Swim</td>
<td>Send and Receive – Ball</td>
</tr>
<tr>
<td>Air</td>
<td>Jump</td>
<td>Send and Receive – Frisbee</td>
</tr>
<tr>
<td>Ice</td>
<td>Skate</td>
<td>Send and Receive – Puck</td>
</tr>
</tbody>
</table>
Objectives
The focus is on the development of physical literacy. Fundamental movement skills should be mastered, motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment. Learn all fundamental movement skills and build overall motor skills. Skill development in the FUNdamentals stage should be well-structured, positive, and FUN!

The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds. The ABC’s of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC’s. Ensure that the skills the player acquires during the FUNdamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. Hockey Canada recommends in the early stages of FUNdamentals that players spend 85% of their time on the introduction and development of technical skills.
## Proposed Long Term Player Development (LTPD) Seasonal Chart – Initiation

<table>
<thead>
<tr>
<th>Initiation</th>
<th>Number of Practices</th>
<th>Start date for Practices</th>
<th>Development Season</th>
<th>Start date for Games</th>
<th>Development &amp; regular Season</th>
<th>Playoff Season</th>
<th>Tournaments</th>
<th># of Games total</th>
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<tr>
<td>Ideal</td>
<td>35 - 40</td>
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<td>N / A</td>
<td>2 tournaments</td>
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## Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

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<th>Age</th>
<th>Coach Description</th>
<th>Clinic</th>
<th>Manual Resource</th>
<th>Video Resource</th>
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</thead>
<tbody>
<tr>
<td>Initiation</td>
<td>Intro Coach Specialty Clinics</td>
<td>Certification CEP</td>
<td>Classroom Classroom/On Ice</td>
<td>HC Skills Manual – Initiation Specialty Clinic Drill Package</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Skills of Gold 1-4</td>
</tr>
</tbody>
</table>

## Hockey Canada Development Programs – Initiation

<table>
<thead>
<tr>
<th>Age Division</th>
<th>Player</th>
<th>Coach</th>
<th>On ice curriculum</th>
<th>Off ice curriculum</th>
<th>Dev</th>
<th>Rec</th>
<th>Promo</th>
<th>In Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>-Skills Camps / Jamborees for Players (IP / Nov Curriculum Development)</td>
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<td>X</td>
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<td></td>
<td></td>
<td>-Mentorship for MHA’s / Coaches</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>-Coach component with Skills Camp</td>
</tr>
</tbody>
</table>
## Development Resource Programs – IP

- [IP Manual](#)
- [Off-Ice Manual](#)
- [Skills of Gold](#)
- [Checklist](#)
- [Drill Pack 1](#)
- [Hockey Canada’s Specialty Clinics](#)

### Suggested Specialty Clinic Timelines – Initiation

<table>
<thead>
<tr>
<th>Specialty Clinic</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skating</td>
<td>Sept/Apr</td>
</tr>
<tr>
<td>Puck control</td>
<td>Sept/Apr</td>
</tr>
<tr>
<td>Small area games</td>
<td>Sept/Apr</td>
</tr>
</tbody>
</table>
PRACTICE BREAKDOWN FOR THE SEASON – INITIATION

**INITIATION PROGRAM**

- **Length of Season:**
  - 28-32 weeks:
    - 3-4 weeks: Practice and Skill Development Season
    - 20-24 weeks: Practice and Game Play Season
    - 4 weeks: Tournament/Game Season

- **Frequency per Week:**
  - 1-2 times

- **Number of Games per Season:**
  - 15-20 modified, 0-10 full ice

**Guiding Principles:**
Developing fundamental movement skills, skating, jumping, twisting, turning, manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

- **Preseason Training:**
  - Other sports to further develop the ABC's (Agility, Balance and Coordination).

**APRIL**
- Tournaments

**MARCH**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**FEBRUARY**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**DECEMBER**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**NOVEMBER**
- Technical skills
  - Introduce
  - Develop
- Individual Tactics
  - Introduce
  - Develop

**OCTOBER**
- Technical skills
  - Introduce
  - Develop
- Individual Tactics
  - Introduce
  - Develop

**SEPTEMBER**
- Technical skills
  - Introduce
  - Develop
- Individual Tactics
  - Introduce
  - Develop

**JANUARY**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**FEBRUARY**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**MARCH**
- Technical skills
  - Introduce
  - Develop
  - Refine
- Individual Tactics
  - Introduce
  - Develop

**APRIL**
- Tournaments