

S.E.E.P.

Six Elements for Effective Practices

Presented by Richard Bercuson

Grassroots: The minor hockey show podcast
Grassrootsminorhockey.com

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Six Elements for Effective Practices

FUN

DECISION-MAKING

GAME-LIKE

COMPETITIVE

CHALLENGING

FITNESS

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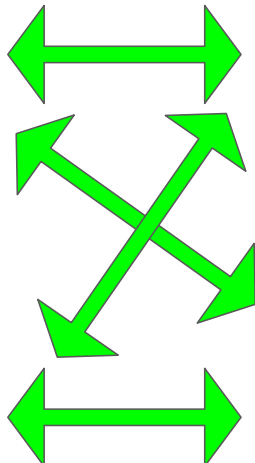
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Hockey's 4 Roles

Role One: The puckcarrier or, for loose puck situations, the offensive player closest to the puck.



Role Three: The checker (defensive player) closest to the puck or puckcarrier.



Role Two: The other offensive players who support the puckcarrier by getting open for a pass, screening, or giving width and depth to the attack.



Role Four: The other defensive players who cover man-to-man or an area of the ice. All maintain the defensive side and deflect (push/force) the attack to the outside.

Netside/Inside!

S.E.E.P.

FUN

SCIENCE AND RESEARCH



...what is fun for girls is the same for boys... Additionally, the findings of this study also provide early evidence that younger players and older players, as well as recreational players and travel players, are more similar to one another than they are different."

*Amanda J. Visek and Heather Mannix, 2019
Toward Understanding Youth Athletes' Fun Priorities:
An Investigation of Sex, Age, and Levels of Play*

SCIENCE AND RESEARCH

"Speed of hand, speed of foot, speed of **mind**. The most important of these is speed of **mind**. Teach it."

- Anatoli Tarasov

*"...exposing young players to greater levels of practice activities involving **active decision making** over time facilitates the transfer of skill acquisition and learning to match play."*

- André Roca & Paul R. Ford (2020): *Decision-making practice during coaching sessions in elite youth football across European countries*

SCIENCE AND RESEARCH

SCANNING

"a body and/ or head movement in which a player's face is actively and temporarily directed away from the ball, with the intention of looking for information that is relevant to perform a subsequent action with the ball."

- Geir Jordet, PhD,
Norwegian School of Sport Sciences

SCIENCE AND RESEARCH

“Small sided games are more effective for learning skill than drills.”

“Providing feedback on every practice attempt limits learning potential as it prevents the learner from searching for solutions.”

Williams, A.M. & Hodges, N.J. (2005). Practice, instruction and skill acquisition: Challenging tradition.

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SCIENCE AND RESEARCH

1v1 (45%) - 2v1 (35%) - 1v2 & 2v2 (10%)

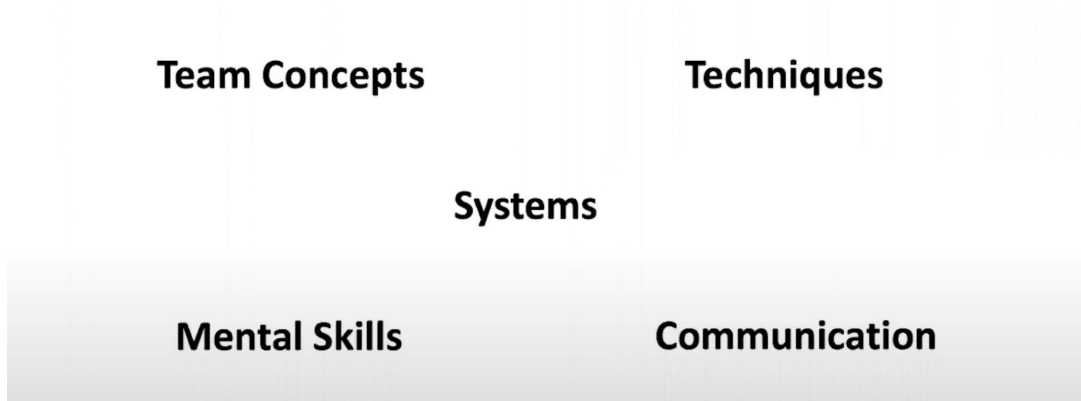
**THEREFORE:
Approx. 80-90% of the game is played in 2s or 3s:**

Then what are the implications for our practices?

Igor Andrejkovič, Comenius University, Bratislava, Slovakia
Relation Of Solving 2 On 2 Game Situation During Matches And Within Training Sessions In Ice-Hockey U18 Category, 2009

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What can be taught using games?



And most importantly, principles!

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For Good “Game” Design:

A master coach gives his or her players continuous challenges...

...setting clear, short-term goals appropriate to the level of the player & the context within the game...

Involve goalies with puck handling, passing, receiving passes (as extra or 6th player)

Coaches: STAY OUT OF THE ACTIVE TRAINING AREA! Be safely outside so you can see & interact when needed (PS: SHUT UP COACHES = ask questions, guide, facilitate, don't tell! Grow player independence!)

Dean Holden, PhD candidate
<https://www.linkedin.com/in/dean-holden>
Whitby Coaching Seminar, 2022

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C.L.A. - The Constraints Led Approach

Constraints can be “boundaries,” rules, limitations, approaches, numbers of players, etc.

IMPORTANT: the use of graduated resistance and variability

In 1v1, what space or area?

What is the attacker/defender permitted to do?

Players -> **F.I.O. (Figure It Out)**

SCIENCE AND RESEARCH

- ***The problem solving approach*** (setting problems for athletes to solve or posing questions) **encourages learners** to take more responsibility for their learning.
- There are **different ways to achieve the same end result** and learners should be encouraged to explore these opportunities
- Performance in practice **should not be seen** as a sole measure of the effectiveness of coaching. The **most appropriate measure is to observe the learner in competition.**
- Practice should be **as variable as possible**

Williams, A.M. & Hodges, N.J. (2005). Practice, instruction and skill acquisition: Challenging tradition.

SCIENCE AND RESEARCH

- *The practice should **mimic the range of variations** experienced during a match.*
- *Providing feedback **on every practice attempt limits learning potential** as it prevents the learner from searching for solutions.*
- *Over **prescriptive coaching may be detrimental to learning.***
- *Coaches should **manipulate the individual, environmental and task constraints...***

Williams, A.M. & Hodges, N.J. (2005). Practice, instruction and skill acquisition: Challenging tradition.

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FITNESS IN hockey vs. FOR hockey

(substitute hockey for football, rink for pitch)

Universal Football Reference

A football action is the **interaction** of a footballer with the football environment. This process consists of three phases: **1) communication, 2) decision-making and 3) executing a decision.**

...Whoever you are, no matter how old you are, wherever you live, however good you can play football, whatever a player does on the pitch is **the same for everyone: communication, decision making and executing decisions, as frequently as possible to play at a higher tempo and for as long as possible...**"

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Raymond Verheijen: fcevolution.com

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Six Elements for Effective Practices

*“If you always do what
you’ve always done,
you’ll always get what
you always got.”*

FUN

DECISION-MAKING

GAME-LIKE

COMPETITIVE

CHALLENGING

FITNESS

Thank you for coaching!

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