

IIHF COACH DEVELOPMENT PROGRAM

LEVEL I



TEACHING/LEARNING



3. TEACHING TECHNIQUES

3. Teaching Techniques

This chapter will present some important aspects of teaching as they are used in coaching. Applying these ideas will help make your coaching efforts more effective and more rewarding.

Upon completion of this chapter, you will be better prepared to:

- *identify and understand the four main links required to teach skills,*
- *identify the factors that influence learning,*
- *plan explanations and demonstrations of skills,*
- *realize the importance of planning how your athletes will practice the skills,*
- *provide feedback during practise.*

3.1 Factors That Influence Learning

For effective teaching, a coach must recognize the differences between athletes and their ability to learn skills. Specifically, the coach must pay close attention to the following dimensions of the players:

- Age and physical make-up
- Skill level
- Interest level

Age and Physical Make-Up

The age and physical attributes of players are important considerations when examining learning capabilities. For example, snap shots require a great deal of arm strength in order to be executed properly. Before puberty, most young athletes do not have the strength in their arms to correctly perform this shot. Obviously then, a coach who tries to teach snap shots to eight year-olds is not making good use of the time available.

Skill Level

The skill level of the players dictates those components of the game which are beneficial to introduce. For example, it would not be worthwhile to attempt to teach the concept of a 2-1-2 forechecking system to a group of eight and nine year-olds. Unless they are unusually skilled, most athletes in this age group will require training in basic skills; for example, balance, skating, and puck handling. To introduce skills beyond the athletes' physical and mental capabilities will primarily frustrate most players, while robbing them of the basic skill education which is vital to the development of young hockey players.

Interest Level

The interest level of the player is also a very important factor that affects learning skills. If an individual likes hockey very much and wants to participate, hard work and learning should naturally follow. However, if the player is there because the athlete's parents think it is important for their child to be a hockey player, the young athlete may show little enthusiasm. An athlete's reasons for participating in hockey will influence that athlete's interest in hockey and thus affect the coach's approach to the athlete.

In attempting to adhere to the aforementioned principles, the following points may act as a checklist in your pursuit of teaching excellence:

- **Teach only what a player can handle**

If a skill is too difficult, a player will become discouraged and learning will suffer. However, if a skill is too simple, the player will soon become bored. It is your responsibility as a coach to determine your players capabilities and create challenging yet attainable goals.

- **Teach new things early in a practice**

Young athletes learn best when they are fresh and alert. In teaching new skills at the beginning of a practice, the elements of fatigue and distraction are removed.

- **Work from simple to complex**

It is important to build a solid base before progressing on to new skill areas. In so doing, skill acquisition is simplified while athletes experience a sense of accomplishment as opposed to frustration. For example, first teach stopping without the puck, then with the puck.

- **Correct major errors at once**

Although you cannot expect an athlete to immediately execute a skill perfectly, you should not allow a player to practice major mistakes. Correct errors as soon as they occur to prevent players from developing poor habits which are difficult to rectify.

- **Repeat drills for short periods of time over many practices**

Correct repetition of a skill is essential for learning; however, you must guard against boredom by using a variety of short drills.

- **When practising skills players already possess, drills should be in game-like conditions**

Practising previously learned skills in game-like conditions is the best method to create carry-over skills into games. If practice of simulated game conditions does not take place, players will become frustrated when confronted with the increased dimensions of game conditions.

- **Praise good performance**

Positive reinforcement for a job well done enhances further learning.

3.2 Coaching as Teaching

Coaching is a form of teaching. In hockey, teaching is what the coach does to assist players in acquiring knowledge, physical skills, techniques, and attitudes.

There are four main links in the chain of effective teaching:

- 1st Link: Select a basic skill to be learned** – identify what you want the athletes to learn.
- 2nd Link: Plan the explanation and demonstration** – determine what to say, how to say it and how to show it.
- 3rd Link: Plan how the athletes will practice the skill.**
- 4th Link: Provide feedback during practice** – make constructive corrections and help the athletes maintain realistic goals.

1st Link: Select A Basic Skill To Be Learned

Basic skills are not always easy to learn. In hockey, skating is the basic skill, but this skill is complex and difficult to learn. Passing or shooting the puck are actually easier skills to learn, but skating is the more basic skill.

There are a number of hockey skills that may be practised by one player; for example, skating, shooting, or puck handling. However, to practise passing and receiving the puck, like many other skills in hockey, requires two or more players.

The coach needs to develop a general list of basic skills, beginning with the most basic and including the key components of each skill. For example, the basic skill of skating can be divided into four components: a) starting, b) striding, c) turning, and d) stopping.

For the Coach

You are asked to write a hockey coach’s manual. What skills would you emphasize in the columns below?:

- List the four or five most important basic hockey skills.
- Identify the order in which you think the skills should be taught. That is, what skill should be taught first, second, and so on to the last skill.
- Identify how the skills could be learned – alone or with others.

Most Important Basic Skills	Order Taught (e.g. 1st, 2nd)	How Learned		
		Alone	In Pairs	Three+

Compare your list with that of another hockey coach. Discuss the differences. It is important to realize that it is not necessary to agree on everything. You will likely agree on the most important basic skills but may disagree on the order in which the skills are taught. When you are coaching you will have a lot of freedom to teach skills in the order you think is most appropriate. However, it is important that your list is similar to that recommended by a good manual and also that it makes sense to you personally.

2nd Link: Plan the Explanation and Demonstration

This is the planning you do to organize what you want to teach. From your list of basic skills, select one and follow this second link in the teaching chain planning how to explain and demonstrate the skill.

This link contains seven steps:

- ***Step 1*** *Select a skill and write down why it is important.*

Name the skill and explain briefly and simply what the name means, how the skill is used in hockey, and where and when it is used. Keep the explanation simple and brief. Total time for the explanation and demonstration should be no more than three minutes.

- ***Step 2*** *Select four or five main teaching points to emphasize.*

Each teaching point may be made up of two or three closely related ideas. If your participants are young, inexperienced, or have special learning problems, then select only one or two teaching points and keep the points as simple as possible.

Select short, descriptive, key words or phrases to highlight the teaching points during the demonstration. Rehearse the demonstration and use the key words until you know them well. Don't overload the learner by giving too many key words at the same time.

- ***Step 3*** *Decide if an aid would help.*

An aid is a chart, diagram, picture, film, or videotape. Do not use an aid unless you feel sure it will add something important to the demonstration. Good aids are most useful if they are posted on a wall or bulletin board so athletes can refer to them after the skill has been taught. Posting aids will help the players recall details of the demonstration. If an aid is to be used, rehearse with it until you feel comfortable.

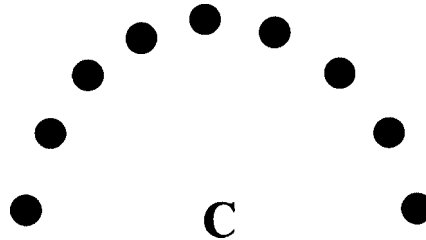
- ***Step 4*** *Select an effective formation.*

Consider the number of players present and decide what formation to put them in, where all will be able to see and hear clearly.

There are a number of formations that can be used effectively. The formations are designed so that every player can see the demonstration, plus hear any instructions. Three formations which are often used are:

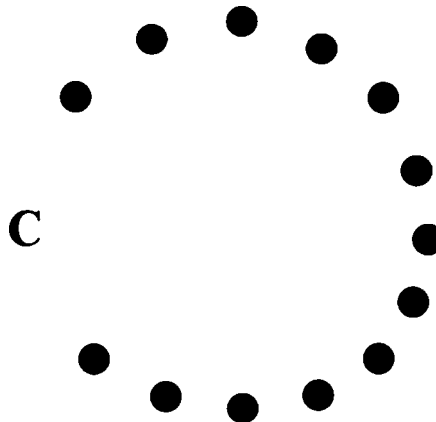
Semi Circle

- allows closeness while preventing crowding
- provides a clear field of vision for all athletes and the coach
- creates a good stage for demonstrations and explanations



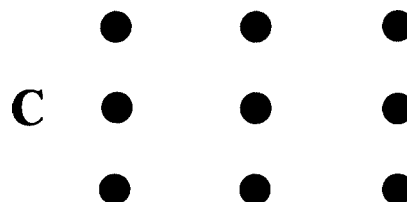
Full Circle

- good format when dealing with large groups as it provides a clear field of vision for everyone
- it is important that the coach stand at the perimeter of the circle to ensure that the coach's back is not turned to any of the players



Squad Formation

- good for setting up drills that use the full length of the ice



Whether you use these three formations or one of your own, ensure that all of your players are able to see each skill demonstration.

Remember, the acoustics in arenas can cause problems. If you must address your players when they are spread over the entire ice surface there are a number of effective methods of doing this:

- Stand in a corner of the ice surface facing your players and address them as a whole group.
- Address half of the group at one end then repeat your explanation at the other end.
- Explain to a group at one end of the rink while an assistant explains to a group at the other end.
- Stand at centre ice with your back against the boards and address each end of the rink separately.

Avoid teaching complex skills from these positions. At all times, speak loudly and clearly but avoid unnecessary shouting.

Observers at practices have a tendency to distract players. To overcome this, have your players face you with their backs to any possible distractions.

- **Step 5** *Decide on what view or views athletes should see.*

Mentally check out the best angle for viewing the demonstration. Plan to repeat the demonstration as many times as necessary rotating 90 degrees or 180 degrees each time to ensure that all athletes see it from the best angle.

Remember, total time for the demonstration and explanation should be no more than three minutes from beginning to end (60 to 70 seconds is usually long enough). If it goes longer, it will have been repeated too often or too much detail will have been given.

Remember:

- avoid boredom and confusion
- be brief
- be seen by all ... heard by all.

- **Step 6** *Decide on who demonstrates.*

Having decided what is to be done, decide on who should demonstrate. Being asked to demonstrate may be rewarding. Many members of the team should be called on to perform demonstrations.

Coaches often demonstrate a skill themselves. However, if an explanation must accompany the demonstration, select an assistant coach or a player to perform the skill. Demonstration by you often means turning your back to your players thereby creating a poor line of communication. By having someone else perform the demonstration, the players enjoy the benefit of observing the skill and hearing a clear explanation of it.

In the case of simple demonstrations, use a member of the team – it does not have to be a top performer. Most group members identify with average performers and learn best from them. Beginners do not remember fine details to start with and they sometimes find the best performers discouraging to watch.

Some players do not like to get up in front of their teammates to demonstrate. A coach should respect these individuals' feelings by asking them before the practice if they would mind taking part in the demonstration.

- **Step 7** *Call for questions to conclude.*

To make sure that athletes understand, ask if they have any questions. Answer those which are related closely to the skill, but politely refer questions that are not to the point to a later time to avoid getting sidetracked.

All questions should be answered with respect, even if they have been covered during the demonstrations. If athletes are shy in the beginning, pose questions yourself and answer them yourself.

Novice athletes have difficulty doing a skill if they don't know exactly what it is supposed to look like. Check to see that what you describe is what they picture in their minds when they are trying to do it.

A Word of Encouragement

At first, following these steps will take a lot of time. But if you use them frequently you will soon be able to go through them with only the briefest of notes.

Experienced coaches recall details of a demonstration and how to present it simply by recalling the name of the skill.

A sample plan for explaining and demonstrating skills is provided below for you to review. This plan applies the seven steps just explained to teaching the sweep pass in hockey.

A Sample Plan For A Hockey Skill Demonstration

Step 1 *Select a skill: the sweep pass.*

As hockey is a game of swift movement and precision, the sweep pass is one of the most efficient and effective methods of moving the puck.

Step 2 *Select main teaching points to emphasize.*

The explanation is for a left handed player performing a forehand pass to the player's right:

- while skating forward and dribbling the puck, the player spots an opening with which to improve the team's advantage,
- the player draws the puck slightly to the left of the midline of the body while keeping his/her eyes on the target,
- when the passing lane is open, the player sweeps the puck towards the target without slapping the puck or snapping the wrists,
- the player follows through towards the target with the stick remaining low to the ice.

Key Words

- skating forward
- midline, eyes on target
- passing lane open, sweeps, without slapping
- low follow through to target

Step 3. Decide on teaching aids.

Step 4. Select formation for demonstration.

Step 5. Decide on views for athletes.

Step 6. Decide on demonstrators.

Step 7. Call for questions.

3rd Link: Plan How The Athletes will Practice the Skill

The next link in the teaching chain is organizing a group of players to practise a skill. This link is covered in Section 6, Practice Organization – Point 6.3 of this manual.

Preparing your practice to accommodate the specific needs of your athletes is very important. Select both individual and team skills which you feel need improvement. Organize your practice around the selected skills remembering the points previously mentioned in this chapter under the heading **Factors That Influence Learning**. Practices should be well-organized with specific goals stated, but flexibility is necessary in order to accommodate slow or fast learning.

Drills should be educational yet fun. If handled with imagination, a one-hour practice can focus on one or two skills without boring your athletes. Fresh ideas help maintain a positive teaching and learning environment.

Note: Please refer to Section 6, Practice Organization.

4th Link: Provide Feedback During Practice

Feedback during learning involves providing information to the athletes about their efforts to learn. It serves three important functions in learning:

- to guide improvement,
- to measure progress,
- to provide either reward or punishment.

- **Provide Feedback to Guide Improvement**

Learning skills can be very confusing. There are many aspects to think about as is clear in the sweep pass example we have used.

First, the athlete needs to know what skills are being performed correctly to know what parts of the skill are under control. This is not a matter of being nice to the athlete by being positive. This is based strictly on sound principles of skill learning.

For example, if there are five or six questions in the mind of an athlete learning the sweep pass in hockey, it would help the athlete a great deal if feedback following practice answered two or three of the questions. For the remaining questions, through the player's own thinking and with help from teammates or the coach, he may be able to say: "Yes, I can draw the puck just past my midline while skating forward and keep my eye on the target while waiting for an open passing lane. By sweeping the puck and following through towards the target with my stick low to the ice I should perform an accurate pass."

If athletes are not clear on what parts of the skill are being done correctly they may change some aspects of the skill for the worse as they try to correct other parts of the skill.

- **Use Feedback as a Measure of Progress**

If an athlete knows that the list of questions about how to do a skill is getting shorter, it will be easy for the player to recognize improvement.

Further evidence of an improved skill level can be measured. If a player can pass the puck accurately and hit a small target eight out of ten times, and if this was not possible before, the athlete has a tangible evidence of improvement.

Often an athlete will recognize increased skill by a new feeling of naturalness and smooth action that replaces stiff, unnatural action ("it feels much better now!"), and this is further important evidence of improved skill quality.

- **Use Feedback as Reward or Punishment**

Knowledge of improvement rewards us, so does approval, recognition, or words of encouragement from people important to us; family members, friends, and coaches in particular. "Well done!" "Yes, excellent." "Good work." "I'm proud of you!"

Punishment is the opposite of reward. It is sometimes useful in stopping dangerous or undesirable behaviour and replacing it with learning desirable, acceptable behaviour. Physical punishment is never acceptable, nor is extra, strenuous, physical work an advisable form of punishment.

If you work players hard to get them into shape to play, it is not advisable to risk confusing such necessary work with punishment in the minds of those you coach. For example, if a player is misbehaving, send the athlete off the ice. To have players do extra skating should not be used for punishment. Skating is an important element of hockey and should not be associated with punishment.

Discuss why certain actions are dangerous or undesirable and present what is a better way to behave. On rare occasions when some form of punishment is necessary, you may decide not to allow the athlete to do something which the athlete really enjoys doing and explain why.

For the Coach

Feedback During Skill Practice

Use the hockey skill for which you planned on explanation and demonstration, and draw up a list of the three different types of feedback you might provide players with after they have practised the skill. Discuss your example with another coach to check on your understanding of feedback.

Skill: _____

- Feedback to guide improvement: What are some aspects of the skill that the athlete might be doing correctly which you can point out?

- Feedback as a measure of progress: What are some ways that evidence of improvement can be provided?

- Feedback to provide reward or punishment: What can you say to reward the athlete? If punishment is necessary, what would you do?

Teaching Assessment Scale For Coaches

The following assessment is intended to rate how you are doing in the teaching element of your coaching. To assess your abilities, as soon as possible after a practice in which you conducted a demonstration of a new skill, rate yourself. Better still, have another coach familiar with the material included in this chapter, rate you while the practice is going on. The rating results can be discussed with you and then used as a guide for improvement. You can guide your own improvement, but it is invaluable to have a second opinion to see yourself as others see you.

Some items listed below will not apply to every practice. These may be marked NA (for not applicable) in the column at the right. Each rating should reflect, in general, how you taught during the practice. You may wish to add a line for comments for any item.

In the column at the right indicate the most appropriate rating for each item as follows:

- 5 – very well done at all times
- 4 – quite well done all or most of the time
- 3 – Okay but still room for improvement
- 2 – weak but shows signs of promise
- 1 – very weak or badly done all the time
- NA – not applicable for this practise

A. Explanation and Demonstration	Rating
A1. Was the skill taught in a way suitable for this group of athletes?	_____
A2. Were the reasons for teaching the skill simply and clearly explained?	_____
A3. If an aid was used, did it improve the presentation of the skill?	_____
A4. Were the important teaching points given?	_____
A5. Did the formation allow all to see and hear while avoiding distraction?	_____
A6. Was the demonstration repeated enough times so the actions were clearly observed by all?	_____
A7. Were questions answered reasonably well?	_____
 B. Practice of Skills	 Rating
B1. Was the change from demonstration to practise handled without delay or confusion?	_____
B2. Did the planning for practice account for the following:	
• the number of players?	_____
• the area available?	_____
• equipment available?	_____
• the physical dangers or safety hazards?	_____
B3. Were groups of athletes arranged so that players with similar experience, size, aggressiveness, were practising together?	_____
B4. During the early stages of practice, did the coach first give attention to the pattern of activity (e.g., spacing, direction of movement, distances covered) and, if necessary, correct it before correcting skills?	_____
B5. If unforeseen safety problems developed, were they dealt with effectively?	_____
B6. Was there maximum activity most of the time with resting for constructive purposes, such as catching one's breath, safety, or listening?	_____

- B7. Were most instructions readily understood? _____
- B8. Were athletes required to pay attention? _____
- B9. Were key phrases from the teaching points used during practise? _____
- B10. Was the voice clear and well projected? _____
- B11. Was a reasonable amount of time spent moving around and carefully observing what the players were doing? _____

C. Constructive Correction

Rating

- C1. When the group was stopped for feedback, was full attention acquired before proceeding? _____
- C2. Were correct aspects of skills pointed out and rewarded before errors were pointed out? _____
- C3. Was good effort, hustle, concentration, or other evidence of good attitudes pointed out and rewarded? _____
- C4. Were errors pointed out in a firm, matter-of-fact manner, but not in a punishing way? _____
- C5. Were the most important errors pointed out first and less important ones later? _____

Review the scoring. Notice those areas where you scored well. Choose one or two areas as your own personal goals for improvement.

Immediately following practice and while it is still fresh in your mind, you may wish to use the mini-scale below to provide you with a quick overview of your teaching skills. You can then use this scale as a guide when completing the preceding more detailed assessment. For each skill, select the word which best reflects how you feel about your teaching.

Skill	Very Good	Good	OK	Needs Work
• Shows enthusiasm	_____	_____	_____	_____
• Uses proper voice level	_____	_____	_____	_____
• Maintains eye contact	_____	_____	_____	_____
• Demonstrates effectively	_____	_____	_____	_____
• Uses appropriate language	_____	_____	_____	_____
• Uses short, descriptive key words	_____	_____	_____	_____
• Calls for questions	_____	_____	_____	_____
• Provides effective feedback	_____	_____	_____	_____

SUMMARY

- Factors that influence learning.
- Good teaching skills are necessary to becoming an effective coach.
- There are four links in teaching skills:
 - select a basic skill to be learned,
 - plan the explanation and demonstration,
 - plan how the athletes will practise the skill,
 - provide feedback during practise.
- Age and physical make-up, skill level, and interest level of athletes influence the learning of skills.



4. SKILL ANALYSIS

4. Skills Analysis

As a coach, you have the responsibility of telling your athletes whether or not they are using proper technique in their skills. You should also be able to tell them the specific corrections which will improve their skills.

Upon completion of this chapter, you will be better prepared to:

- *analyze sport skills using two principles of movement,*
 - *use all the body joints that can be used in a movement,*
 - *use all the body joints that are in the movement in the proper order,*
- *communicate corrections in performance that violate the principles by,*
 - *adjusting preliminary movements to ensure that all joints necessary to execute the skill are used,*
 - *breaking down movements into parts to teach proper sequence and timing.*

Sharpening your abilities in skill analysis and specific feedback will assist in making you a better coach. It will also enable you to conduct meaningful practices by selecting accurate and specific drills.

There are a total of six principles of movement. Two principles are covered in Level I and four additional principles are explained in Level II. These six principles apply to all sport skills.

4.1 Skill Analysis: What is it?

All the principles of movement are based on how forces are made by or act on the athlete's body. These forces produce movements of a certain speed, acceleration, or momentum and these properties of an athlete's movements, in turn, determine the quality of the skill.

A coach is a judge of skill. To be a good judge of sport skill, the coach must be able to:

- separate the strong parts of technique from the weak parts
- focus on the important parts of technique and not be distracted by the parts that are not as important
- find a way to correct technique
- break complex skills down into simpler parts
- put the whole technique back together

Experts in biomechanics have designed ways to assist you in developing your abilities to analyse and correct skill performances. These experts are sport scientists who have applied some of the basic ideas of physics to the analysis of sport skills and have come up with one primary message:

“There are a few principles of movement that explain how all sport skills are executed, whether on the land, in the water, or in the air.”

These principles are true for all sports. They explain how the parts of the body

should be used when your athletes perform their skills. If you can understand and apply these few principles, you can become a skill analyst in hockey.

The two principles to be covered in this level are:

Principle #1: Use All The Joints That Can Be Used (summation of joint forces)

Principle #2: Use Each Joint In Order (continuity of joint forces)

Both of these principles apply specifically to power skills such as skating and shooting, where the athlete is trying to create as much force as possible.

4.2 Principle #1: Use All The Joints That Can Be Used

Forces from each joint must be combined to produce a maximum effect. When all the joints that can be used are used, a step towards maximum performance has been taken. When available joints are not used they act as a hindrance. They substantially decrease the possibility of a maximum effort.

The important thing to remember is every joint that is part of the movement must be used to get the most speed, power, or acceleration out of each action.

Here are some examples that will help you to understand Principle #1:

HOCKEY SKILL	FAULT	VIOLATION OF PRINCIPLE #1: USE OF ALL POSSIBLE JOINTS
Forward Skating	Extending only the hip and knee joints	Not extending ankle at end of stride
Backward Skating	Swinging hips from side to side	Not bending at the hips and knees; therefore, not extending from them
Shooting – Sweep Shot	Shooting with wrist only	Not using arms and shoulders in follow through

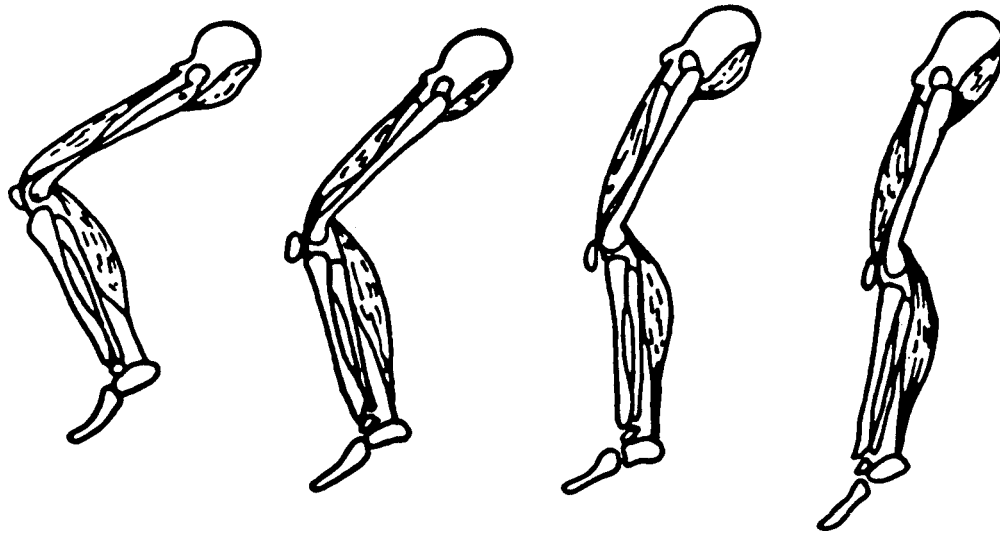
For the Coach

What are some common errors in performing other hockey skills that are caused, at least in part, by a violation of Principle #1:

4.3 Principle #2: Use Every Joint In Order

When several joints are used in performing a skill, their sequence and timing are important. This principle tells us when the joints should be used.

Joints which have large muscles and are in the centre of the body should be used before joints that have small muscles and are found at the extremities of the arms and legs. Thus, movement should begin with the large muscle groups and progressively move out through to the smaller muscles – from big to small. The resulting motion should be fast and continuous producing a movement in perfect sequence without any breaks in the flow.



(A)
Hip Rotation
to Flatten

(B)
Knee Starts
Flattens

(C)
Knee
Rotation

(D)
Ankle

Figure 1: Joint Sequence in Skating

Here is an example of how this principle works.

HOCKEY SKILL	FAULT	VIOLATION OF PRINCIPLE #2: USE EVERY JOINT IN ORDER
Skating: backward to forward pivot	Rotating hips before opening shoulders in desired direction	Shoulders open in the direction of the turn and followed by the movement of the hips, knee, and ankle.

For the Coach

What are other examples of errors in performing hockey skills that are caused by a violation of Principle #2:

When watching athletes perform skills, you should ask yourself two questions:

- Did they use all the joints they should have used?
- Did they use the joints in the right order, without gaps or breaks in the movement?

Use the chart below to help you answer these questions.

Skill Analysis Checklist				
SKILL	PRINCIPLE		PRINCIPLE	
	#1	#1	#2	#2
JOINT	If should be used	If actually used	Order that should be used	Order actually used
Shoulder				
Elbow				
Wrist				
Hip				
Knee				
Ankle				
Others _____ _____ _____				
	Questions: What joints SHOULD they use? What joints DID they use?		Questions: In what order SHOULD the joints be used? In what order WERE the joints used?	

You are on your way to becoming an effective skill analyst if you understand the two principles of movement:

- use all the joints that can be used,
- use every joint in order.

4.4 Correction Methods

If your athletes violate any of the first two principles of movement, how do you correct the error?

There are two main correction methods:

- check for preliminary movements
- teach Whole - Part - Whole

Check for Preliminary Movements

Have you ever noticed that before you jump up, you have to crouch down? ... Before you throw a ball forward, you have to bring your arm back? Most preliminary movements are opposite to the pay-off movements that follow. Muscles are arranged in opposite pairs – so preliminary movements help stretch the muscles that do the pay-off movements. In the pay-off movements the stretched muscles contract. If your athletes are not using every joint that they should, you can tell them what preliminary movement is missing.

Coach Sam Skatewell has his team doing skating drills. One of his athletes keeps falling behind the others. Sam has noticed that his athlete is standing too erect and skating stiff-legged. He takes his athlete aside and explains that he is not using his hips, knees, and ankles (violation of Principle # 1: use all the joints that can be used). Coach Skatewell shows him how to bend at the hips, knees, and ankles (preliminary movements) before pushing off with those joints (pay-off movements).

Thus, to correct a violation of the “use all the joints that can be used” principle, you adjust preliminary movements so that the missing pay-off movements must be executed. Remember, the preliminary movements are opposite to the pay-off movements.

For the Coach

Select a hockey skill: front start, slap shot, tight turn, two-foot parallel stop, or some other specific skill. Using the chart below, identify the preliminary movements and the pay-off movements for each skill. Explain and demonstrate the appropriate preliminary and pay-off movements.

NAME OF SKILL	PRELIMINARY MOVEMENTS	PAY-OFF MOVEMENTS

Teach Whole - Part - Whole

Since violations of Principle #2 involve either the wrong sequence or timing of the parts of a skill, you have to break the skill down into its parts, practice those parts, and then put the whole skill back together again. This correction technique is called Whole - Part - Whole teaching.

Coach Buggins is having her team work on their two-foot parallel stops. She notices that one of her players is having trouble perfecting this skill because she is not rotating her head, shoulders, and hips prior to rotating her knees and ankles (violation of Principle #2: use every joint in order). Coach Buggins stops her athlete and has her observe a teammate who performs the stop properly. She then breaks down the components of the stop and has her athlete perform each component separately.

Standing still, the athlete rotates one foot inwards and pushes forward. This is called making snow. It emphasizes hip, knee, and ankle rotation, flexion, as well as proper skate edge use (inside edge – lead foot).

This same action is repeated, this time while performing a slow glide. Once the athlete feels comfortable with this “part”, emphasis can be placed on the inward rotation of the head, shoulders, and hips to enhance the stopping action.

Through gradual progression, the athlete is performing a strong one-foot stop. The second foot is now introduced paying careful attention to proper skate edge use (outside edge – follow-up foot).

Again, careful procedure to emphasize proper technique is used. Rushing through the skill in its entirety often confuses the learner and promotes bad habits.

Coach Buggins has to have her player perform this procedure several times before a proper two-foot parallel stopping action is achieved. By fitting the individual parts back together to create the whole, Coach Buggins has successfully taught this stop. She gives her athlete a pat on the back and continues with her practice.

Thus, to correct a violation of the “use every joint in the proper order” principle, you break the skill down into its parts to teach proper sequence and timing. Remember, you use the Whole - Part - Whole teaching method.

For the Coach

Select a hockey skill. Identify the parts of the skill. How would you use Whole - Part - Whole teaching to correct a wrong sequence or improper timing in performing the skill?

Name of Skill: _____

Components of the Skill: _____

SELF TEST

(Answers are on the next the page)

1. To be a good judge of skills a coach should be able to:
 - a. Break complex skills down into simple parts.
 - b. Focus on important parts of technique.
 - c. Correct the less improper technique.
 - d. Memorize and demonstrate every skill in their sport.

2. Feedback given to an athlete in correcting skills is:
 - a. specific
 - b. constructive
 - c. not a personal judgment

3. True or False
 - a. T F Coaches must memorize all the skill techniques for their particular sport.
 - b. T F There are six principles of movement that explain how skills in many different sports are done.
 - c. T F Whole - Part - Whole teaching is used to correct a violation of the “use every joint in order” principle.

4. Match the performance error in Column I to the movement principle in Column II that was violated:

COLUMN I

- _____ a. Player is skating stiff-legged.
- _____ b. Player rotates hips before opening shoulder in a pivot.
- _____ c. Player shoots using wrists only.

COLUMN II

1. Add them up
2. All-in-order

5. Match the correction method in Column I with the movement principle in Column II with which it is related:

COLUMN I

- _____ a. Adjust preliminary movements
- _____ b. Whole - Part - Whole teaching

COLUMN II

1. Add them up
2. All-in-order

SUMMARY

There are two principles of movement that explain how all sport skills are executed, whether on the land, in the water, or in the air.

- Principle # 1: Use all the joints that can be used,
- Principle #2: Use every joint in order.

Two main methods are used to correct skill errors that violate the principles:

- Check for preliminary movements,
- Teach Whole - Part - Whole.

Answers

1. a, c
2. a, b, c
3. a, F; b, T; c, T
4. a, 1; b, 2; c, 1
5. a, 1; b, 2



5. DEVELOPING HOCKEY SENSE

5. Developing Hockey Sense

To be developed