Key to the diagrams

- X: Attacking Player
- ▲: Defending Player
- ▲: Cone or Marker
- ▲: Marker Flags
- X: Attacking Player with Ball
  (Also illustrated as A)
- ▲: Pass or Path of Ball
- ▲: Path of Player Moving with Ball
- ▲: Path of Player without the Ball
- ▲: Shot at Goal
- ▲: Point of Tackle
- ▲: Position of Stick
- GK: Goalkeeper
- U: Umpire

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Message From the England Hockey Association

The EHA are dedicated to the development of hockey in schools, and as such are delighted to be involved in a project aimed at supporting the efforts of teachers in preparing students for public examinations in physical education.

By its very nature the module can only provide the broadest guidelines, but, where relevant, reference is made to more extensive materials.

It is important to note that the approach to teaching hockey adopted by the association is contextual, i.e., with the game as the focal point. The emphasis is placed on understanding the importance of applying techniques and skills within the game and not acquiring them as ends in themselves.

Introduction to the Module

Module Objectives:

Students will be able:
- to demonstrate the ability to apply the techniques and skills relevant to their level or performance within the context of the game.
- to show an understanding of, and ability to play and officiate within the rules of the game (hockey).
- to be aware of the structure and function of sport nationally and internationally.
- to understand and apply the theoretical knowledge which underpins the game.

Method:

Teachers should:
- create a learning environment to assist the students to understand hockey by adopting a “games based” approach.
- introduce the techniques and skills as they are required to improve game performance.
- create an atmosphere which is enjoyable, stimulating and challenging.
The beginning stage of learning Hockey is the exploratory phase, where the player is attempting to learn the correct sequence of movements of all the basic skills e.g. dribbling, passing, dodging. A number of errors may be made and players will need feedback to recognise and correct these errors.

During the intermediate stage the basic skills will be performed more consistently, timing and anticipation will improve, although skills may break down under pressure in a game situation.

At the advanced stage all basic skills are automatic and a player will concentrate on more advanced and detailed aspects of the skills and tactics required in the game e.g. taking penalty corners.

<table>
<thead>
<tr>
<th>Name of Module</th>
<th>Hockey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>Control of ball, running with ball, dribble, dodge, pass, receive, create and convert opportunities (page 6)</td>
</tr>
<tr>
<td>Game-play Skills</td>
<td>Attack: Control of ball, dribbling, dodging, passing, receiving, creating and converting goal scoring opportunities.</td>
</tr>
<tr>
<td></td>
<td>Defence: Marking, delaying, channelling or closing down opponents; intercept, tackling and preventing or delaying shooting opportunities or effective goalkeeping (pages 8-27).</td>
</tr>
<tr>
<td>Tactical Skills</td>
<td>In Attack: Possession, speed, support, penetration, organisation, width and mobility (page 28 onwards).</td>
</tr>
<tr>
<td></td>
<td>In Defence: Depth, delay, balance, concentration, organisation, security and speed.</td>
</tr>
<tr>
<td></td>
<td>Systems of play: Free hits, penalty corners, restarts and set piece play, hit in from side line.</td>
</tr>
<tr>
<td>Training Skills</td>
<td>Endurance, strength, flexibility, speed, mental preparation (page 33).</td>
</tr>
</tbody>
</table>
UNIT 1
Introduction to Hockey

Hockey, so called because of the hook of the stick with which it is played, is of considerable antiquity and like many other sports can trace its origins to early civilizations.

Hockey today is a truly international sport, having Olympic recognition. It is a game which is played in over 80 countries involving all the continents of the world.

Modern hockey, played on artificial turf pitches, is a fast, exciting invasion game requiring high levels of skill, tactical awareness and mental and physical fitness. As such it is ideally suited for the physical education curriculum. It can be played indoors or outdoors and is played equally well by both sexes. The development of Mini Hockey means that players can start the basic skills at a very early age.

Providing common-sense rules are observed, hockey is a very safe sport and the basic skills and drills may be practised with minimum supervision either individually or in small groups.

The recent successes of hockey are a direct result of a well organised development structure which allows staff and students to move into and progress in playing, coaching, umpiring and officiating through a series of tests and awards.

While it is essential that students are proficient in the basic techniques and skills necessary to play the game it is vital that all teaching takes place in such a way that links between skills and the game are reinforced. Therefore, teaching in context i.e. in such a way that a player not only knows what he/she is expected to do, but understands why he/she is doing it, is the recommended method.

Understanding Hockey

To aid understanding hockey may be sub-divided into the following five units:

1. Phases of the Game
Expressed very simply these are:
• Attacking
• Defending

2. Styles of Play
Each phase demands an individual style of play, for example:
• Attacking phase – fluid, expansive and creative
• Defending phase – disciplined, organised and secure

3. Principles of Play
The two phases also dictate the principles of play:

<table>
<thead>
<tr>
<th>Attack</th>
<th>Defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>possession</td>
<td>depth</td>
</tr>
<tr>
<td>speed</td>
<td>delay</td>
</tr>
<tr>
<td>support</td>
<td>balance</td>
</tr>
<tr>
<td>penetration</td>
<td>concentration</td>
</tr>
<tr>
<td>organisation</td>
<td>organisation</td>
</tr>
<tr>
<td>width and mobility</td>
<td>security and speed</td>
</tr>
</tbody>
</table>
4. Zonal Priorities

In terms of where on the field to apply the above there are optimum areas:

- **Attacking Zone**
  - Speed, penetration, creativity

- **Build Up or Consolidation Zone**
  - Possession, control, deception, construction

- **Defending Zone**
  - Discipline, safety, organisation, speed

To perform effectively in the full game players must have an understanding of the objectives, style and principles of play required of them during the different phases of the game and in different areas of the pitch.

5. The Skills of the Game

Most importantly, effective team play is dependent upon individual players applying the appropriate techniques and skills in the game situation. These may be summarized as:

**In Attack**
- Control of and composure on the ball
- Ability to run with the ball
- Ability to dribble and dodge
- Ability to pass
- Ability to receive a pass
- Ability to create and convert goal-scoring opportunities

**In Defence**
- Ability to mark
- Ability to delay, channel and close down opponents
- Ability to intercept and tackle
- Ability to prevent and deny shooting/goalscoring opportunities
- Effective goalkeeping

Successful hockey is a blend of the above performed in a cohesive manner by a team working as a unit.
UNIT 2
Techniques and Skills

In a work of this size the objective is not to provide comprehensive coverage of every facet of the game, but to provide the essential guidance for teaching the game to GCSE level or equivalent.

For those requiring greater detail, further information may be found in the recommended reading at the end of the book.

The approach adopted in this book is not of working on individual skills and techniques in isolation, but of presenting them in such a way that they link into meaningful units within the context of the game. As with all skill teaching, the work should be adapted to suit the age and stage of the learner.

In the game of hockey there are three basic factors which underpin the skills of the game:

The Grip
Footwork
Vision

The Grip
Mastery of the grip (see Figure 2.1) is an important element in the acquisition of the skills of the game, and it should be introduced early in the learning process:

• hold the stick with the left hand at the top
• the thumb and forefinger form a V down the back. This should ensure that the hitting (flat) surface faces the ground
• the right hand is a third to half way down the shaft
• the left hand controls the rotational movement of the stick
• the right hand provides support and additional control

N.B. It is vital that when held in both the open and reverse stick positions the grip must feel COMFORTABLE.

Footwork
Efficient footwork will increase a player’s control and mobility, and will enable him/her to create time and space when under pressure.

Vision
An overview of what is happening on the pitch is essential when in control of the ball. Vision and ball position are closely linked:

• ball in front and slightly to the right with the upper body inclined forwards = GOOD VISION
• ball too close to the feet with the body over the ball = REDUCED VISION

N.B. In close control clear vision and maximum awareness are key factors.

Attacking Play
Notes for Guidance
In the early stages of learning wherever possible players should have a ball each. All techniques and skills should be developed logically, increasing in both difficulty and pressure to simulate the game situation. However, developments must always be introduced gradually and with care, and only when the students are ready to move on.

There are three key aspects to attacking play:

Control of the ball
tight control
running with the ball
dribble and dodge
feint or dodge

Passing the ball
the Hit
the Push
the Reverse Stick Push
the Slap
the Flick

Receiving the ball
stationary
on the move
open stick
reverse stick

Figure 2.1
Control of the Ball

Control and composure are essential when attempting to retain possession of the ball in the game.

Control of the Ball 1 – Developing Close Control

Objective: to develop control of stick and ball, linked to agility, balance and awareness.

Developmental Stages

Using a specified area, for example 23m area of the pitch (see Figure 2.2) develop the skill in the following stages:

1. Students move freely in the area propelling and stopping the ball in a controlled manner.
2. As above, but after stopping the ball move it backwards or sideways before accelerating forwards again.
3. As above, but after pulling ball sideways or backwards lift it forwards gently over an imaginary barrier (e.g. opponent’s stick) trap it on the ground with the stick before accelerating forward into space.
4. Reduce space and time. For example, use half the 23m area, or alternatively the area within the shooting circle.
5. Introduce the opposition and competition.

Repeat Tasks 1, 2 and 3 but this time allow each player to tackle or dispossess the others around him/her.

Teacher Checklist

While the students are working it is important for the teacher to observe, analyse, correct, reinforce and provide the feedback necessary for learning.

It is not possible to provide all the observation points which are relevant to this work, but staff should develop an observation checklist which should cover the key areas. For example:

- the grip
- the use of the correct side of the stick
- the relationship between stick and ball
- the use of the feet
- the relationship between feet and body position
- the relationship between the body and the stick
- timing
- awareness and vision
- use of space
- relationship with the opposition
- relationship with other team members

In the context of this work the above will be used as general guidelines for staff to apply when observing and assessing performance.

For more specific teaching points reference should be made to various texts listed at the end of the book.

Control of the Ball 2 – Running with the Ball

The modern game demands that good hockey players are also good athletes who are able to run efficiently and well.

As with other techniques this requires practice and should include running backwards, sideways and forwards and vary from jogging through striding to sprinting.

Running with the ball encompasses a number of techniques and requires the player to carry or propel the ball with the stick but without any exaggerated or complex movement of stick and ball.

Running with the Ball

Objective: to develop the ability to run at speed with the ball under control, and to scan in order to select the next move or option.

Basic Technique

- hold the body as near upright as possible
- hold the stick with the left hand at the top and right hand a third of the way down the shaft
- stick and ball out in front and slightly to the right of the body
- good balanced footwork
- scan ahead to read the pattern of play

Players must learn to recognize when they should pass and when they should run with the ball. Both skills require close control.

Developmental Stages

Using an area as described in Figure 2.3

Figure 2.2

4. Reduce space and time. For example, use half the 23m area, or alternatively the area within the shooting circle.
5. Introduce the opposition and competition.

Repeat Tasks 1, 2 and 3 but this time allow each player to tackle or dispossess the others around him/her.

Figure 2.3

1. Run forward at speed from line A to line B keeping the ball under tight control and trying to look at the line ahead as often as possible.
2. Repeat Task 1 but this time the player with the ball is required to look for and indicate (vocally) where his/her partner’s stick is being held. As shown in Figure 2.4

N.B. Initially the player with the ball should be required to spot no more than three signs over a 23m distance.

3. Run forward in a curving pathway using the open stick only to control and manoeuvre the ball. (See Figure 2.5)

4. Introduce cones to create pressure of time and space. (See Figure 2.6)

Table: Teacher Checklist

<table>
<thead>
<tr>
<th>Stick</th>
<th>grip, control, correct face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body</td>
<td>correct posture, appropriate use of footwork</td>
</tr>
<tr>
<td>Ball</td>
<td>relationship to body and stick, while running at speed</td>
</tr>
<tr>
<td>Vision</td>
<td>ability to look up and scan playing area</td>
</tr>
<tr>
<td>Reactions</td>
<td>speed of response to signal</td>
</tr>
</tbody>
</table>
Control of the Ball 3 – Dribbling and Dodging

Dribbling is a logical extension of controlling and running with the ball. A player should dribble to:

• draw and beat a defender to create an extra player
• draw a defender out of position and release a colleague into that space
• penetrate the opposing defence
• create a better position to make a pass, shot or escape the attention of an opponent
• get himself/herself and his/her team out of difficult and dangerous situations in defence

The Indian Dribble

This is the basis of all stick work, and mastery allows the player to develop more complex skills.

Technique

• the ball is tapped or dragged from left to right
• the hands and wrists roll
• the left hand controls twisting and rotation
• the right hand generates the pulling and pushing action and provides control and stability

Young players should learn this skill while stationary, and once this is mastered move on to walking, jogging and running at speed. (See Figure 2.7)

Figure 2.7
Dribbling and Dodging

Objective: To develop the player’s ability to move the ball smoothly and continuously from open to reverse stick and back with control and speed.

Developmental Stages

1. Stand with feet shoulder-width apart
   Start with ball in front of the right foot
   Pull the ball across to the left foot
   Stop it with the reverse stick
   Pull it back to the right foot. (See Figure 2.8)

2. Move forward – walking, jogging then running – moving the ball left and right within the line of the shoulders.

3. Move forward – walking, jogging, running – pulling the ball left and right but wide of the line of the feet and shoulders. This activity can be performed with marker cones laid out. (See Figure 2.9)

4. Using a barrier of cones as in Figure 2.10a, move forward using the Indian dribble. At the barrier drag the ball wide to the left before dribbling forward again. Repeat to the right as in Figure 2.10b. The above may be developed by:
   • increasing the number of cones
   • varying the placing of cones
   • replacing cones with passive defenders
   • replacing passive with active defenders

It is important that the drag of the ball is outside the body line, and the player has to reach for the ball on both sides of the body before dribbling forward again.
Teacher Checklist

Stage 1
- Grip: check use of left hand
  - is the right hand providing support?
- Ball: are stick and ball in close contact?
  - is it drawn equal distance to left and right?
- Stick: check the use of the full face of the stick

Stage 2
- as above, but check ball always under control

Stage 3
- Ball: is it moved consistently wide of the feet?
  - is control maintained?
  - is momentum maintained by having the ball in the correct position?
  - does the position of the ball enhance overall vision?
- Body: is the movement equally smooth and controlled on both sides of the body?

Stage 4
- Rhythm and timing: does the side step and transference of weight coincide with the drag left?
  - is the rhythm and control of the basic dribble maintained on the wide drag?
  - is the speed of the forward movement maintained after the wide drag left?
- Footwork: is the correct foot used to help the player change direction?
- Stickwork: is the drag at right angles to the path of travel?
  - is the wide drag left performed at the right distance away from the barrier?

N.B. There is a further variation of the dribble, viz. the Reverse Side Dribble. In this only, the LEFT hand is used to control the stick and the ball is pushed ahead intermittently. (See Figure 2.11)
N.B. The essential elements are:
• control, composure and confidence
• commitment and deception (feint, dummy or dodge)
• rapid change of direction and speed
• timing of movements
• good balance
• knowing what's ahead (scanning)
• sound dribbling skills.
• transference of weight

Although a considerable amount of time should be devoted to acquiring the techniques and skills required for beating an opponent in one-to-one situations it must be stressed that “the best way to beat an opponent is by passing the ball around or past that person”.

All progressions must be monitored and adjusted as necessary to achieve the desired outcome: a well balanced, skillful team.

Passing the Ball
Passing is often described as the “building block of team play”, and many coaches agree that “if you can’t pass you can’t play.”

A pass involves two players – the passer and the receiver. It also includes a number of other elements which influence and affect the outcome. The most important element is for the passer and receiver to be in harmony. It is therefore imperative for players to learn to pass and receive the ball early in their playing careers so that they can recognize and exploit the options open to them in the game.

There is an ABC of passing:
A – the player must be AWARE of the positioning of his/her team mates and opponents
B – the player must be BALANCED
C – the player must have CONTROL of the ball.

Additionally, knowing:
WHEN to pass or WHEN to hold = READING THE GAME

There are five major passes used in the modern game:
• the Hit
• the Push Pass
• the Reverse Stick Pass
• the Slap
• the Flick
### The Six Basic Passes

<table>
<thead>
<tr>
<th>Pass</th>
<th>Grip</th>
<th>Footwork</th>
<th>Action</th>
<th>Where to use</th>
</tr>
</thead>
</table>
| Hit    | Both hands together at the top of the stick | Player steps into action on the left foot | Left leg and shoulder point into the shot. Body upright, knees slightly flexed. Sweeping action of stick around the body, hips to come through. | To make long passes  
Shooting at goal  
Free hits  
Corners  
Hit-ins |
| Push   | Hands apart                   | As above                    | As above but body crouched and knees bent                             | As above but mainly to make short, accurate passes |
| Reverse Push | Hands slightly apart. Toe of the stick turned down | Body weight transferred from left to right foot | The ball is released close to the right foot | Played square or behind square over short distances |
| Flick  | Hands apart                   | As for hit or push          | Sweeping action Transfer weight into the shot from right to left foot | To play long powerful penetrating passes and quick shots at goal |
| Slap   | Hands apart                   | As for hit or push          | As above. Knees bent at start of action                               | To pass over an opponent’s stick or prone goalkeeper  
Penalty strokes  
A longer distance flick is used to get behind defence, or to get out of deep defence |

### The Hit

The hit is used for passing the ball quickly over long distance, for shooting at goal and when taking free hits, corners or hit-ins from the side line.

The grip used for hitting is different from that used for pushing, slapping or flicking. It is the only time when both hands are brought together at the top of the stick. (See Figure 2.14)

*Note how the player steps into the stroke with his left leg and shoulder pointing in the direction of the hit.*

*Figure 2.14  Grip for the hit*
The Push
This is the most commonly used pass, which while it lacks speed, is effective in terms of accuracy. (See Figure 2.15)
The grip for the push – see Figure 2.1 on page 7.

The Reverse Push
Most effective when passing from left to right over a short distance, and frequently played square or behind square. (See Figure 2.16)

The Slap
Similar to and used almost as often as the push. The techniques involved are similar, but while the push is most effective over short distances the slap can be used to make long, powerful, penetrative passes. (See Figure 2.17)

Note how the ball is released close to the right foot and that the power for the pass is generated by the right hand. The grip for the reverse stick push clearly shows the position of the hands on the stick.

Note the distance of the stick from the ball at the start of the movement and, once again, how power is added to the pass by transferring the body weight from the right to the left leg.
The Flick

This can also be seen as an extension of the push. It is used to lift the ball into the air, either as a long overhead pass or a short pass – or shot at goal over an opponent’s stick or prone goalkeeper.

The grip and body position is similar to those used for the push, although the ball is often positioned well in front of the left foot. (See Figure 2.18)

Bending of the knees at the start of the action, and then straightening them helps give the ball lift.

Receiving the Ball

In any team game in which passing is involved it is essential for players to be able to receive and gain the instant control of the ball which will create extra time.

Receiving

- the stick face used will depend upon:
  - where the ball is received
  - what action is to follow
- on receiving the ball a player may:
  - stop the ball dead
  - bring the ball under control to pass, dribble, or shoot
- a player may receive the ball while:
  - stationary
  - on the move
Receiving with an upright stick (see Figure 2.20) or a flat stick (see Figure 2.21). In both instances note that the grip is similar. The ball is received in line with, or close to, the right foot, and the stick face is angled towards the ground in order to trap the ball.

Figure 2.20

Using an upright stick to receive the ball on the reverse stick side.

Figure 2.21

Receiving with an upright stick (see Figure 2.21). In both instances note that the grip is similar. The ball is received in line with, or close to, the right foot, and the stick face is angled towards the ground in order to trap the ball.

Figure 2.22

Using an upright to receive the ball on the reverse stick side.

Figure 2.23

Using a flat reverse stick to receive the ball. Whether receiving with an upright or flat stick you will notice that the grip on the stick is similar. The ball is received in line with, or close to, the left foot, and the stick face is angled towards the ground in order to trap the ball.
Integrated Team Skills

Acquisition of the above skills is vital for effective performance in the game. However, in teaching the fundamentals of hockey, emphasis should be placed on developing these skills in an integrated way. This involves teaching not only how the skill should be performed but when, where and why it should be used and how it can be linked with other moves and skills.

The presentation of the skills of the game by this method is vital for the development of the students' understanding and appreciation of the full game.

Where possible, the skills should be practised in game-like situations with the degree of difficulty being gradually increased until practice is at match pace.

To do this the teacher will need to:

• reduce the time in which the skill is performed.
• reduce or increase the space in which the skill is performed
• introduce and increase the number of opponents

This is illustrated in Figure 2.24 below.

An example of how to shift from isolated to integrated is shown below.

Figure 2.25 illustrates the traditional Isolated practice

![Figure 2.25](image)

An example of how this might be developed in an integrated way is illustrated below. (See Figure 2.26)

![Figure 2.26](image)

The above illustrates a triangular formation where the ball is passed, received and passed on again as it might be in the game.

Developmental Stages

1. Using Figure 2.27 as the basic formation develop the skill as follows:

• A passes to B who receives and control the ball
• B controls ball on the open stick side
• passes to player C who repeats the exercise

Work first clockwise and then anti-clockwise

2. The following variations can change the nature of the practice significantly requiring the players to perform different skills but still in an integrated fashion.

Moving the ball clockwise players can be asked to:

• receive the ball using reverse stick only
• pass with the open stick
• receive on the open stick side and pass using the reverse stick

3. Change the distance between players

• suggest using the hit, slap or flick pass
• vary the methods of receiving and controlling the ball

4. Time stress can be added

• use two balls or
• play one touch to control and a second to move it on

5. Opposition stress can be imposed

• introduce a passive opponent
• introduce a semi-active opponent who can intercept passes but not tackle the players in the grid

The above illustrates a triangular formation where the ball is passed, received and passed on again as it might be in the game.

<table>
<thead>
<tr>
<th>Stressors</th>
<th>Time</th>
<th>Space</th>
<th>Opponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single ball practice</td>
<td>Increase distance between players</td>
<td>Passive opposition</td>
<td></td>
</tr>
<tr>
<td>Multiple ball practice</td>
<td>Reduce grid size</td>
<td>Semi-passive opposition</td>
<td></td>
</tr>
<tr>
<td>Increase ball speed</td>
<td>Increase no. of obstacles</td>
<td>Active opposition</td>
<td></td>
</tr>
<tr>
<td>Reduce no. of touches</td>
<td>Vary grids and obstacles</td>
<td>Conditioned/small team game</td>
<td></td>
</tr>
<tr>
<td>Increase no. of repetitions</td>
<td></td>
<td>Full game</td>
<td></td>
</tr>
</tbody>
</table>
Further Progressions

Sequences related to attacking play

The practice can be developed to make it more game like with:

1. Player B receives from A on the right
   Controls the ball before passing to C

The above can simulate:
- inside right receiving a pass from a right half and passing to the right wing
- inside left receiving from a centre half and passing to the centre forward
- a centre half receiving from a right back and passing to the inside right.

2. The sequence can be repeated with the following variations:
   - Player C moving to receive the pass from B

Further Developments

Players A and C pass and receive the ball moving into a variety of positions. Player B can receive and give the ball to left or right. B has to collect the ball, keep it under control, and give the next player an effective pass.

Definition – An effective pass is one which allows the receiver to do something useful with his/her first touch.

Teaching Points

Integrated practice requires each player to have a turn at the focal point in the practice (position B in the sequence) e.g. player B has ten turns and then changes places with player C. After ten turns player C changes with player A and so on.

Remember it is the player at the focal point who is receiving the intensive practice.

The ideal is six to twelve balls for each group but if only one or two balls are available, insist that the ball is returned to the player at point A to start each sequence correctly.

Once players get used to the requirements of these integrated practices they will assist and make positive contributions to the observation and correction process within each task.

The teacher can vary the distance between A, B and C depending on:
- the ability of the players
- speed of progress
- the technique required (e.g. passing – using push, hit, flick, etc. or receiving – using open or reverse stick)

Further Developments

3. The sequence is now repeated with Player B being required to move to the open or reverse stick side of the opponent/obstacle and then passing to C

• Introduce obstacles/opposition
  - Introduce an opponent and repeat with opponent who is passive, but slowly becomes more active
  - Use variations in which players A, B and C move separately and/or together to create game-like situations

Further Progressions: Sequences related to attacking play

The practice can be developed to make it more game like with:

- Player A moving before the ball is passed to B, who then passes to C
- Player B moving to receive the ball from A, and then passing to C
- All players moving before and as the ball is passed from A to B and then to C
Shooting and Goalscoring

All players enjoy scoring goals. The skill of goal scoring is like any other. It is a combination of physical skill and speed of decision making.

Objectives

- to develop an effective shooting technique
- to develop an understanding of how to create and convert goalscoring opportunities

Good strikers not only know how to shoot but also when and where to shoot.

Remember

- a player not in the best scoring position should lay off the ball to a better placed team mate
- all shots at goal should be on target
- if saved, rebounds can lead to secondary strike opportunities
- follow up shots on goal

Goalscoring opportunities do not always occur in ideal positions and teachers should stress the importance of:

- concentration
- sound technical ability
- taking advantage of half-chances
- chasing “lost causes”
- getting on the end of crosses
- picking up deflections
- collecting passes that arrive at different heights and angles
- making a shot on goal in the minimum of time and space

Top goalscorers have the desire, determination, courage and commitment to have a go.

Developmental Stages

1. Work as illustrated in Figure 2.28.
   - the player must collect a ball two metres from the top of the circle
   - dribble it through gate one at the top of the circle and shoot
   - on completing the first shot return to the starting gate
   - collect another ball, dribble to gate two and repeat the skill
   - continue until a shot is made from gate six
   - Repeat sequence as required using a hit, push, slap or flick.

2. Work as in Figure 2.29.
   - A feeds the ball to B who collects it just outside the circle opposite gate one
   - B dribbles into the circle through gate one and shoots
   - after shooting, B returns outside the circle opposite gate two
   - A passes again to B who collects the ball moves through gate two and shoots
   - B continues until all gates have been negotiated

3. Add the condition of “two touch” on player B
   - first touch to receive and manoeuvre
   - second touch to score

4. Introduce targets in the goal (See Figure 2.30). Cones placed one metre from the goal posts to form targets for the striker to shoot at.

5. Introduce a goalkeeper who either stays on the line or advances, depending on the condition imposed. (See Figure 2.31)
Teacher Checklist
As before, but additionally check:
- the quality of the feeder’s pass – does it assist the receiver?
- can the receiver (B) gain possession and control from any angle?
- does B look before shooting?
- does the striker check the goalkeeper’s movements prior to shooting?
- does the player react to the goalkeeper’s action?

Defence Play
Attackers and defenders have different objectives within the game:

**Attackers** – keep possession as long as possible

**Defenders** – prevent this happening and regain possession in order to initiate an attack

The three vital skills used in defensive play are:
- intercepting
- tackling
- marking

The main purposes for which these three are used are:
- intercepting badly-timed and misdirected passes
- attempting to dispossess an attacking player who is still in possession of the ball
- to exert maximum pressure on the attackers

Intercepting

**Requires:**
- accurate reading of the game
- anticipation of opponents’ moves
- accurate and tenacious marking

**Advantages:**
- intercepting does away with the need to tackle
- intercepting can result in clean, good quality possession
- provides a launch pad for quick effective counter-attacks

**Failed interception requires:**
- speedy repositioning in order to:
  - channel
  - shadow
  - close down the attacker to dispossess with a tackle

**Tackling**

**Key Objective:**
- regain possession of the ball

N.B. It may sometimes be necessary for a tackle to be used to put the ball out of play in order to allow the defending team to reorganise.

All players must be able to execute all types of tackle

There are three main tackles:
- jab tackle
- open stick tackle
- reverse stick tackle

The main points to remember when tackling are:
- watch the ball and not the stick or body of the player in possession
- time the tackle correctly – don’t dive-in.
- recognize when to tackle
- know which tackle to use
- channel the attacking player onto his/her reverse-stick side

**Important factors in tackling**
- good balanced footwork
- sharp reflexes
- tenacity

**The Jab Tackle**

**Technique:**
- the left foot leads the action
- the right foot provides the pivotal support required to change direction if the first attempt fails

**Standing still:**
- the stick is used as a barrier (block tackle)

**On the move:**
- the stick is more upright but is still held firm
- it is important for the defenders to position themselves goalside and to the right of the attacker before attempting the tackle.

**The Open-Stick (block) Tackle**

The defender adopts a strong, well-balanced position as he/she makes his tackle on the attacker.
The Reverse-Stick Tackle

The rules of hockey forbid contact with an opponent’s body or stick when making a tackle so it is essential for the defender to get into a position which allows the tackle to be made level with or in front of his/her own body. (See Figure 2.34)

Technique:
- the relationship between defender and attacker means that this tackle is usually made one handed, although occasionally it may be possible to use two hands
- the further away from the body that the tackle is made, the flatter the stick must be to the ground
- tackles with flat sticks are more effective when playing on artificial surfaces or indoors

Practices for Defending

Developmental Stages

1. Using the layout described in Figure 2.35
A attempts to dribble over the line defended by B.
B must move to defend the line by tackling and dispossessing A.

2. Use both open and reverse-stick tackles. (See Figure 2.36)

3. A must receive and control a pass from C, and attack the line defended by player B on:
   - open-stick side only. (See Figure 2.37a)
   - reverse-stick side only. (See Figure 2.37b)

4. To simulate different game situations alternating position of defender (player B) in relation to A. (See Figs 2.38a and 2.38b)

Teacher Checklist
- does player B watch the ball?
- is the head of the stick kept near to the ground?
- is the face of the stick inclined to trap and hold the ball?
- does the player align body and stick correctly to make the tackle?
- does player B get control of the ball or merely knock it away?
- is the stick held firmly in the hands?
- does the stick present a firm barrier to resist the speed of the attacker?
- is the timing of the tackle accurate?
- is the tackle made level with or in front of body?
Marking

Marking forms the basis for all defensive play. The primary aims of marking are:

- to discourage passes to a particular player
- if a pass is made, to intercept it
- to force an error by distracting the player on the ball
- to tackle the player if possession is gained
- to maintain contact with opponents and ball
- to maintain a position on a line between their opponent and their own goal

The Three Main Methods of Marking

- man-to-man marking
- zonal marking
- a combination of both

Man-to-Man Marking

The basic concept is that when the opposition have the ball each player from the defending team marks an assigned opponent.

Technique:

Defending players must:

- keep near to their opponent
- make it as difficult as possible for their opponents to receive a pass
- keep between their opponents and the goal
- adopt a position where they can see the opponent and the ball

Zonal Marking

Technique:

- the defending players form a zone as soon as possession is lost
- this is formed goal side of the ball
- each defender takes responsibility for any opponent who comes into their zone of defence
- the zone concentrates and tightens marking in the area of greatest danger
- ensure that cover is provided around the zone should the ball be switched from one zone to another

N.B. When this happens defenders must adjust and concentrate their attention on the new area of activity.

Combination Marking Systems

The most effective marking systems are ones which utilize a combination of zonal and man-to-man systems.

This style relies on tight man-to-man marking of all opposition players immediately around the ball with the cover defence employing zonal marking.

Goalkeeping

The goalkeeper’s role in the team is to protect the goal and keep it safe.

Technique:

- all actions should start from a position of balanced readiness. (See Figure 2.39)
- low shots directed straight at the goalkeeper should be stopped with the pads. (See Figure 2.40)
- keeping the legs together will present a wider barrier
- by bending the knees slightly the impact of the shot should be absorbed
- the rebound, once controlled, should then be cleared by using the stick or by kicking
- the ball should be pushed or kicked towards the side lines, never back to the middle of the circle
The Save Clear Method (See Figure 2.41)

In this method the ball is kicked with right or left foot to drive it to safety.

**Technique:**
- the head should be over the ball
- the kick is made with the body weight being propelled through the ball
- the ball should be kicked along the ground

N.B. To avoid a penalty try to ensure that the ball is kept low

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Saving With the Hands

This occurs mainly when the ball is in the air.
- the hand is used to cushion and control the shot
- the ball must not be held
- as the ball falls to the ground it must be cleared in a controlled fashion using stick or pads

**Diving Saves**
- made to left or right as in soccer goalkeeping
- the appropriate hand is brought over and across to play the ball. (See Figure 2.42)
- Attention should be paid to the use of the stick in goalkeeping. Further details of goalkeeping technique may be found in the texts cited at the end of the book

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Diving Saves

Goalkeepers are encouraged to stay on their feet as much as possible. Coaching goalkeepers in diving techniques should only be undertaken following appropriate training. Further details on goalkeeping techniques may be found in the information cited at the end of this book.
Goalkeeping Equipment (See Figure 2.43)

Perhaps the greatest changes and advances in recent years have been applied to goalkeeping equipment. Today’s game requires the goalkeeper to wear a large range of protective equipment:

- ice hockey style helmet and strong visor
- throat protector
- chest pad
- shoulder pads
- elbow pads
- gloves
- abdominal protector
- genital protector or box
- padded shorts and thigh protectors
- lightweight leg guards
- knee pads
- lightweight kickers
- boots or other suitable footwear

Restarts and Set Piece Play

Every game of hockey contains a large number of stoppages. Restarts and set plays are an essential and integral part of the game and, as such should be understood, rehearsed and perfected in order to get maximum advantage from them.

The most common situations from which restarts and set plays occur are:

- free-hits
- hit-ins from the side-line.
- corners
- penalty corners

Free Hits In order to get the most advantage from a free hit, the team in possession should attempt to:

- take it as quickly as possible
- put into effect well-rehearsed, effective free-hit routines

The objective underlying every free-hit situation should be understood by every team member. They are:

- don’t speculate, calculate – especially in defensive zones
- get the ball going forward near or into the danger areas in and around the opposition circle
- keep possession

Hit-Ins from the Side Line

The same principles and objectives apply to these situations.

Corners

Opportunities to take long corners quickly are rare and as such the defending team will have time to reorganize themselves. Figure 2.44 illustrates the crucial areas to try and exploit.
When defending against a corner it is important to position players in areas that prevent the opposition from exploiting the danger areas.

Figure 2.45 (a)

The defending players must also be prepared to counter any variations, such as the 'short' pass, that the attacking team might try to use.

Figure 2.45 (b)

Penalty Corners
This aspect of hockey is unique in that the rules of the game place restrictions on both the attacking and defending sides. These must be taken into consideration when executing attacking moves or defending against them.

1. Attacking at penalty corners
Attacking at penalty corners is a matter of good team-work, involving individual brilliance and collective effort. In preparing to be successful at penalty corners it is important to consider the options available:

a) The first option is to have a direct shot on goal
b) If this is not possible, it may be necessary to move the ball into another area of the circle from which a shot may be made
c) The attacking team always have the advantage at penalty corners as the defending team can only try to anticipate what is going to happen, making it difficult to take account of every possibility

To retain this advantage, the attacking team should have at their disposal a series of set-piece variations to employ according to the situation. The more simple and direct these are the more likely they are to succeed.

Figure 2.46
2. Defending penalty corners

Only four players and the goalkeeper are allowed to defend the penalty corner. No such limitation is placed on the numbers that the attacking team can employ. The problem that the defence must therefore solve is how to deploy five players to cover all the options available to the attack.

In general the following patterns form the basis of most defending at penalty corners:

a) Player A runs out to put the striker of the penalty corner under pressure. In so doing his/her aim is to:
   1) hurry the striker into his/her shot and possibly a mistake and/or to charge down the shot.
   2) take a line that allows him/her to play the ball with the open stick, while covering any possibility of passes to his/her left.
   3) be prepared to slow down if it is obvious they are not going to get to the shot or if the ball is passed to another striker.
   4) be prepared to assist the other members of the defence in repelling subsequent phases of the attack.

b) Player B runs to the right of player A and slightly behind. It is his/her job to:
   1) cover and intercept any passes to attackers in and around the area to the front and side of him/her.
   2) take the additional responsibility of dealing with rebounds and other secondary phases of defence, whether off the goalkeeper or any other player.

c) Players C and D each have responsibility for the areas on either side of the goalkeeper and near to the goal posts.

d) The goalkeeper usually takes up a position covering the middle parts of the goal but in advance of players C and D. This position may be two, three or even as much as seven yards off the goal-line.

e) Occasionally player D is deployed in a position alongside and to the left of the goalkeeper from where he/she will be expected to cover any passes into an area to the left of and behind player A.

Rebounds or deflections off and around the goalkeeper’s left will also be his/her responsibility.

f) Some goalkeepers come as far as possible off their goal-lines in order to narrow the angle of the shot and exert pressure on the striker. Two things need to be borne in mind. Firstly, the closer to the shot the goalkeeper is, the less time he/she has to react to the shot. Secondly, the further off the goal line they are, the more vulnerable the goal is to shots from wide positions.

As with corners, the keeper is the key defender and must at all times be allowed a clear sight of the ball. He/she alone is equipped to deal effectively and safely with direct shots at goal.

The very best goalkeepers today feel confident enough in their equipment and ability to use their entire bodies to smother and save shots at goal (see figure 2.48). This is an advanced skill and should not be attempted by the novice goalkeeper. The importance and value of using correct equipment and coaching, particularly with beginners and young players cannot be overstressed.
UNIT 3
Systems and Formations

The most commonly known and used system is the 5-3-2-1 system which employs five forwards, three half-backs, two full-backs and a goalkeeper. (See Figure 3.1)

System Overview:
- wing forwards and centre-forward have attacking roles but are required to assist in defence
- half-backs mark the opposing wings and centre-forward
- the two attacking inners form a link between the half-backs and forwards to maintain control in the mid-field and set up attacks

Other systems which may be employed are:

4-4-2-1 gives a team effective mid-field control (See Figure 3.2)

System Overview:
- inside-right plays a more attacking role alongside the other three forwards
- inside-left drops back to assist the half-backs
- the two full-backs play as normal

4-2-4-1 combines attacking strength with defensive stability (See Figure 3.3)

- inside-right plays in a forward attacking role
- inside-left drops back to join the centre-half to control play in mid-field
- the two wing-halves drop back to play outside and alongside the full-backs giving a ‘flat’ back four
- these four defenders employ man-to-man marking against four of the opposing forwards with one of the two links dropping back to pick up the fifth forward

4-3-2-1-1 is the simplest and most effective sweeper system (See Figure 3.4)

System Overview:
- the team plays an extra full-back (the sweeper) behind the two full-backs
- this means playing with only four forwards
- the defence plays with the extra player
- the sweeper covering for the full-back on the ball side of the pitch

3-3-3-1-1 The European sweeper system (See Figure 3.5)

System Overview:
- system success depends on the ability and fitness of the three mid-field players who support the three strikers in attack
- they also provide cover and support as required in defence
- the sweeper is free to cover any player or pass that penetrates the defence as well offering the freedom to move forward and provide the extra player in attack.
Principles of Play

All invasion games are played according to basic principles which are in effect based on the principles of war. They are applicable to both the attack and defence phases of play, and below are applied to the sport of hockey.

In Attack

Possession
- when the team has the ball it is vital to retain possession
- the longer possession is retained the more scoring opportunities are created

Width
- creates gaps in the defence
- gives forwards more space to give passes and collect the ball

Support
- when a team has the ball all other players should either be creating space or moving into position to receive the ball

Speed
- successful attacking play is dependent on speed of thought and action

Penetration
Is achieved when the attacking players are able to take on the opposing defenders at speed and get in behind the deep defence by:
- individual dribbling skills
- rapid passing

Mobility
- Attackers who are not in possession of the ball should move in such a way that their opposing defenders have to check continually where they are and make adjustments to their positioning in order not to be beaten

Depth
- Allows the player with the ball to retain possession by passing back, when a forward or square pass is not on

Concentration
- close support of players means that an attacking team forms an umbrella of players behind the ball
- if the ball is lost, the opposition will have great difficulty getting out of the area because of the covering umbrella

In Defence

Depth
- means that the line of defenders should never be in a horizontal line across the pitch
- in defence allow at least one defender to move onto the ball on the open stick side if it is passed forward

Delay
- if a defender cannot gain possession of the ball from a tackle then the next objective should be to delay or slow down the attack
- this ensures that the other defenders have time to recover, get goal side of the ball and reform

Balance
- balance is where every possible attacking move and pass is covered

Concentration
- is used to counter width in attack. The effect of concentration is to prevent the attacking team from creating or expanding space and width in attack
- it also prevents passes reaching players in forward positions, i.e. behind the defence

Safety/Security
- safety and security are always the first priority in deep defence
- safety first and keep all moves simple and effective

Speed
- speed of recovery, thought and action is paramount in defence

Teacher Notes

Learning to play hockey is in some ways the same process as learning a foreign language.

The techniques are the basic vocabulary, while the skills and tactics form the grammatical framework around which the structure of the game is built.

While it is possible to play and enjoy the game with a low level of skill, the higher the level of skill the more interesting, varied and enjoyable the game becomes.

The following lesson plan is suggested as a possible teaching method.

Lesson plan

Warm up

Introducing a skill
Teacher explains and demonstrates skill
Students observe and then carry out practice with minimal movement, more movement, considerable movement –
- Individually
- In twos, threes and fours
- In larger groups
Build up to using in small-sided games, modified to suit ability of players

Where game or skills break down establish:
- Reasons for breakdown – poor technique/skill and lack of understanding
- Explain and teach required technique –
  - Reinforce by isolating skill
  - Practice and practicing as simple drill to groom technique
Return to game
Recap, reinforce, encourage and compliment (constructive criticism)
Warm down
UNIT 4
Umpiring and Officiating in Hockey

Outline of the Rules of Hockey
The official rules of hockey have been devised to control the game at all levels. It is not possible to provide even an outline of the rules in a text of this size and therefore teachers are advised to ensure that they have a copy of the official “Rules of the Game of Hockey”, with guidance for players and umpires and advice to umpires. The Rules Book is available from English Hockey.

Most of the rules of the game show one of three aspects:
• how the game is played – “Conduct of Play”,
• how injury is to be avoided
• how the speed and flow of the game can be maintained

Within these basic rules the following are covered:
• starting play
• how a goal is scored
• restarting play after a score
• penalties for breaking a rule
• preservation of fair play.

For full details please see the “Rules of the Game of Hockey”.

Positioning
Although there are no set rules dealing with positioning, all experienced umpires agree that this is one of the most important considerations in controlling the game.

Umpires must be in such a position to be able to judge each incident as and when it happens.

Positioning at Penalty Corners

Figure 4.1 Penalty corner taken on far side of field

Figure 4.2 Penalty corner taken on near side of field

Figure 4.3 Penalty corner in opposite’s half

Figure 4.4 Penalty stroke position
There shall be two umpires to control the game and to administer the rules. These umpires shall be the sole judges of fair and unfair play during the game.

Each umpire shall be:

1. Primarily responsible for decisions in his/her own half of the field, for the whole of the game without changing ends.

2. Solely responsible for decisions on the hit-in for the full length of his/her nearer side-line.

3. Solely responsible for decisions on the hit-ins from the back-line, penalty corners, penalty strokes and goals in his/her own half and free hits in his/her own circle.

2. Responsible for keeping time for the duration of the game.

3. Responsible for keeping a written record of goals as they are scored.

**Area of Control**

**Code of Signals for Umpires**

Umpires use a number of signals to communicate their decisions to players, coaches, officials and spectators. Keep the signals as simple as possible.

The more important of these are:

- **Free hit and Directional signal**
  Indicate the direction with one arm raised horizontally

- **Hit-out from the back-line**
  Extend both arms sideways

- **Hit-in from side-line**
  Indicate the direction with one arm raised horizontally and point down with the other

- **Corner**
  Point one arm at the corner flag nearest to the point where the ball crossed the back line

- **Penalty Stroke**
  With one arm point to the penalty spot, with the other point straight up in the air

- **Penalty Corner**
  Point both arms horizontally towards the goal

- **Goal Scored**
  Turn and point both arms horizontally towards the centre of the ground

- **Time Stopped**
  Turn to the other umpire, cross both arms at the wrists and extend above head height

**Communication with Player and Other Officials**

- first line of communication is a whistle
- second line of communication is signalling (see Figure 4.6)

Umpires shall blow the whistle to:

- start and end each half of the game
- enforce a penalty
- start and end a penalty stroke
- indicate, when necessary, that the ball has passed wholly outside the field of play
- signal a goal
- re-start the game after a goal has been scored
- suspend the game for any reason and re-start after suspension

**Figure 4.5**

**Figure 4.6**
UNIT 5
Safety in Hockey

Remember
Prevention is better than cure

There are three main causes of injury in hockey:
• poor facilities and equipment
• poor teaching
• poor fitness

Risks can be limited by:
• use of good facilities
• use of the correct equipment
• developing good technique
• getting fit to play hockey

Accidents will happen and in sport the likelihood is greater. Both teachers and students should know how to treat simple injuries, and be aware of the procedures to deal with more serious injuries.

A first-aid kit should always be available.

Teachers
Should only act within the health and safety guidelines laid down by their school or LEA.

Players
For your own safety you should have the following:
• full official uniform, including cold/wet-weather kit
• well-fitting and suitable shoes
• well-fitting and suitable clothing
• tie-ups for socks
• mouth guard
• shin and ankle guards
• knuckle guard/finger protectors

In addition you should:
• tie back hair if it is long
• never wear jewellery of any kind

Pitches
• check playing surface for potentially dangerous objects
• grass pitches must be flat, short grass and firm enough for players to manoeuvre at speed
• shale pitches must be firm with no large stones or potholes. Tape nails must be flush with the surface
• artificial surfaces of all kinds must be treated as prescribed in the manufacturers’ recommendations
• goal posts and cross bars must be in good repair
• netting must be attached and without holes
• backboards should be at right angles to the ground and secure
• there must be no protrusions inside or outside to hold the structure in place
• flags and posts must be made of the correct materials – plastic or wood with no splinters
• side netting must be smooth and at least three metres from the side lines
• seating and stands must be at least two metres from the side lines, and with no protrusions
• goalkeeping equipment must be suitable and safe (see Unit 2)

Safety is important, and small things matter – so take care!
UNIT 6
Physical Conditioning

Physical Conditioning

It is generally accepted that to play hockey well, players need to have a reasonable level of physical fitness. The purpose of this unit is to explain the different types of fitness and their relevance to hockey, to consider the value of fitness testing, and to argue the case that improved fitness benefits the game at all levels.

What is fitness?
Fitness is very specific to the sport or activity which a person does. For example, the fitness required to be a 100 metre sprinter is entirely different from that needed to be a marathon runner. Similarly, the fitness required to play hockey is different from that needed to play soccer, tennis or squash. Therefore questions such as “Who are the fittest – hockey players or athletes?” really cannot be answered, as both are fit to do the sport in which they specialise.

Hockey players have to be fit in a variety of different areas:
- good endurance
- good lower and upper body strength
- good flexibility
- good speed

Therefore, any training schedule developed for hockey players must address these areas in a systematic manner, and this includes knowing a player’s level of fitness at any time during the season. This is where the role of fitness testing becomes important.

Fitness testing
By testing the relevant areas of a hockey player’s fitness, it becomes possible to quantify current levels of fitness, and to identify areas requiring special attention. Training programmes can then be made more individualised in order that, whilst developing all aspects of fitness, individual areas of weakness are reduced or eliminated. Repeat testing at a later date can then be used to monitor changes in fitness over a period of time.

Match fitness
Following a prolonged period of training, a hockey player will be better able to:
- cope with his/her fitness programme
- be capable of recording faster times
- do more repetitions of an exercise
- increase his/her ranges of movement about a specific joint or joint complex

While such measures of performance are valid, this improved fitness has to be transferred into a match situation which may be evidenced by the following:

1. Increased work rates
If a player shows an increased level of fitness it is likely that this increased level of work will be most apparent in the latter stages of a game, when high rates of tiredness normally lead to a general slowing down.

2. Better maintenance of skill
An increase in fitness is not just about higher rates of work. With the unfit player, high levels of fatigue will soon lead to a loss of skill and co-ordination. Techniques and skills will start to break down, even when a player is not under pressure from an opponent. Thus the benefits of a high level of fitness can be seen through better maintenance of skill throughout the whole game.

3. Faster recovery rates
A further area in which fitness is of benefit is in improving recovery rates, not only during a game, but also after a game and in training where increased numbers of repetitions will be possible within a given period of time.

It is also generally accepted that a fit player will cope with the demands of a game much better than an unfit player, and be able to walk off the pitch after the final whistle in a much better condition. His/her recovery will then be much quicker, which is an important factor to bear in mind in a tournament play, where a series of matches are invariably required on either a single day, a weekend or over a week period. In these types of competition structures speed of recovery is vital.

Fitness Training
Fitness training can take many forms.
Examples of the types of work which might be done are:
- steady running
- sprinting
- flexibility work
- strength training

In the same way that a coach/teacher hopes to see the skills practised in training appear in a match, so it is hoped that fitness training will result in improved match fitness. It is difficult to imitate exactly the specific demands of a match in fitness training, therefore the ultimate ‘fine tuning’ of match fitness will only come after matches have been played. Don’t expect to see fitter players simply covering more distance during a game – they should also be sustaining their skills and techniques more effectively, and recovering more quickly afterwards.

The advantages of improved fitness relate to all levels of the sport and all surfaces upon which a game is played. Players have to be fit to cope with the speed of a match on an artificial surface, as well as fit enough to cope with a heavier, more-demanding grass pitch.

Finally, as well as increasing the chances of individual and team success, a fitter player is more likely to enjoy the game and this is one of the prime objectives for taking part.
UNIT 7
Mental Preparation

Good sport performance is a combination of:

**Physical Skills**  fitness, timing, balance

**Technical Skills**  passing, receiving, controlling

**Mental Skills**  concentration, visualization, stress control

Mental skills are often only considered in terms of the ability to withstand the pressures of competition. Many top players are often described as being “stress resistant”.

Like all other skills these mental skills can be acquired and, just as players practise their technical skills, so they should be introduced to, and helped with, mental preparation.

**Concentration and Attention**

These are two of the most important skills in mental preparation.

Concentration is the act of focusing attention – of keeping the mind on the here and now.

Attention is said to have two components – breadth and width. These are expressed as:

- Broad and Narrow i.e. focusing on the whole or merely part of the display
- Internal and External i.e. concentrating on inner feelings and sensations, or on what is happening all around.

The combination of these two aspects, which are most often used by an individual, are known as their *attention style*.

The important factor of attention is trying to select and apply that which is most appropriate in any given situation. In order to be able to do this the player must be made aware of both the demands of any situation, and more importantly how to focus in the most appropriate way. Reference to specific literature in the reading list will provide further guidance on this topic.

**Anxiety**

Anxiety is caused by fear or anticipation of an event which the individual perceives as being threatening. This may be a fear of failure, of letting someone down or of letting down the team. There are many causes of anxiety and part of the cure is to recognise the problem and learn to handle it.

For the sportsperson the major problem with anxiety is that it can have very negative effects on performance. The anxious athlete may complain of:

- feeling sick
- having stomach ache
- irregular heart beat
- muscular tension
- headaches
- loss of appetite
- tiredness
- irritability

Any of these may prove a distractor, affecting both training and performance. All players experience anxiety at some time and to some degree. Research using Olympic athletes has shown that while they were anxious prior to their event they were able to harness their anxiety in such a way that it assisted their performance. This can be achieved in several ways:

- **Stress Inoculation**  Just as a medical inoculation exposes the body to the virus which would cause illness, this method of learning to cope involves gradually exposing the player to stressful situations, so they ultimately become immune to the symptoms of stress.

- **Developing a Ritual**  A much repeated activity which the player performs prior to every match. This might be something as simple as always putting on the left sock first or always doing the warm up in a particular order. However simple or apparently meaningless if it helps to focus attention and dissipate anxiety it has a value to the player and should not be dismissed as silly.

N.B. The downside to this is that if the ritual has to be changed for some reason it can have a disrupting effect on performance. This is something which could be discussed as part of a team talk or theory session.

- **Relaxation**  The objective here is to reduce the tension in the muscles and hence reduce the risk of injury and improve the fluidity of movement. There are many different types of relaxation technique which can be found by reference to the literature on the subject.

- **Breath Control**  Fear and tension can cause shallow, jerky breathing, but when relaxed the breathing is deep and rhythmic. The use of breath control to counter the effects of stress is well known, and again reference to examples can be found in the literature.

- **Visualization**  Is one of the most popular forms of stress control adopted in sport. Here the player produces a mental picture of a skill, or of the situation which is causing the stress. By relaxing and playing the picture over and over like an action replay, the player is able to gain greater control of both thoughts and actions.

Just like the techniques and skills of the game, mental skills can be learnt and, as such, they should become an integral part of every player’s training schedule.

Greater detail of this aspect can be found in the texts cited in recommended reading.
Hockey has its roots back in pre-Roman times when historical evidence shows that a rudimentary form of the game was played. A version of the game was banned in England during the reign of Edward III, the ban was to last for 400 years. 

Like so many team sports the roots of the modern game were established in England in the 19th century, although there were few rules at this time. Miroy (1986) reports that hockey was established in several schools (mainly public schools) by the 1830s. The first recorded club was Blackheath (1861). The game became more settled over the next 15 years and, in 1872, the East Surrey club was formed. In 1875 they were responsible for the formulation of the rules of the game. By this time there were seven clubs in the South East and they were the founder members of the Hockey Association.

In January 1886 a meeting was called to establish formally the Hockey Association, and by March of that year the rules had been agreed. The clubs established to this date were only for men. However, women soon tired of watching men play and during the 1880s more and more women started to play using the men’s rules. The first women’s clubs were Molesey, Ealing and Wimbledon and, in 1895, the first formal meeting of the All England Women’s Hockey Association (AEWHA) took place.

The men’s and women’s games played by the same rules in the 1880s, but after that time they separated and did not unite again until the 1980s.

The following is a table of some of the more notable events in the history of the game.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1886</td>
<td>HA formed and the rules approved</td>
</tr>
<tr>
<td>1888</td>
<td>Inter-county games officially recognised</td>
</tr>
<tr>
<td>1890</td>
<td>County matches being played. First North South game played</td>
</tr>
<tr>
<td>1891</td>
<td>Surrey and Middlesex HAs formed</td>
</tr>
<tr>
<td>1895</td>
<td>First international England vs Ireland match played at Richmond</td>
</tr>
<tr>
<td>1899</td>
<td>Approximately 130 clubs affiliated to the Association</td>
</tr>
<tr>
<td>1900</td>
<td>Hockey Rules Board set</td>
</tr>
<tr>
<td>1902</td>
<td>‘Hockey’ published weekly</td>
</tr>
<tr>
<td>1906</td>
<td>Midland/North/South/West affiliated</td>
</tr>
<tr>
<td>1907</td>
<td>East affiliated</td>
</tr>
<tr>
<td>1909</td>
<td>Paid clerical assistant approved – limit of £10</td>
</tr>
<tr>
<td>1910</td>
<td>Oxford University and Navy refused permission to conduct cup competitions</td>
</tr>
<tr>
<td>1911</td>
<td>Edward VII, President, died</td>
</tr>
<tr>
<td>1912</td>
<td>‘Hockey’ ceased to be published</td>
</tr>
<tr>
<td>1914</td>
<td>Miss Gaskill took touring team to Australia and NZ</td>
</tr>
<tr>
<td>1915</td>
<td>First form meeting</td>
</tr>
<tr>
<td>1916</td>
<td>First Varsity match</td>
</tr>
<tr>
<td>1918</td>
<td>First International vs Ireland (0-2)</td>
</tr>
<tr>
<td>1921</td>
<td>Miss Gaskill took touring team to USA</td>
</tr>
<tr>
<td>1930</td>
<td>First North vs South game</td>
</tr>
<tr>
<td>1933</td>
<td>52 clubs, North and South founded</td>
</tr>
<tr>
<td>1935</td>
<td>AE agreed not to play for cups</td>
</tr>
<tr>
<td>1939</td>
<td>England first played Wales</td>
</tr>
<tr>
<td>1940</td>
<td>E Thompson – a student at Bedford College – started ‘Hockey Field’</td>
</tr>
<tr>
<td>1941</td>
<td>England first played Scotland</td>
</tr>
<tr>
<td>1942</td>
<td>Divisional Umpire Associations formed</td>
</tr>
<tr>
<td>1946</td>
<td>George V elected Patron</td>
</tr>
<tr>
<td>1947</td>
<td>Scotland beat England</td>
</tr>
<tr>
<td>1948</td>
<td>Association in financial difficulties</td>
</tr>
<tr>
<td>1950</td>
<td>‘Hockey World’ published</td>
</tr>
<tr>
<td>1951</td>
<td>‘Hockey World’ ceased publication</td>
</tr>
<tr>
<td>1952</td>
<td>Jubilee of Association</td>
</tr>
<tr>
<td>1953</td>
<td>Hockey disrupted for five years</td>
</tr>
<tr>
<td>1954</td>
<td>Hockey reformed</td>
</tr>
<tr>
<td>1955</td>
<td>Marjorie Pollard restarted ‘Hockey Field’</td>
</tr>
<tr>
<td>1956</td>
<td>International Hockey Board visited by Women’s International Hockey Rules Board. Agreed rules should move closer together</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 1951 | First match at Wembley  
45,000 spectators |
| 1953 | Full-time paid Secretary and office  
First floodlit game v USA at Arsenal  
2100 clubs and schools affiliated  
1,328 took East CWHA ‘C’ umpire |
| 1955 | Diamond Jubilee  
First match at Wembley  
45,000 spectators |
| 1957 | County Championship started  
Club Championship started. European Championship started  
HA requested permission of FIH to host  
1986 World Cup – Centenary Year  
Boards (IHB and WHRB) met – objective common code of rules  
FIH and IFWHA agreed common board  
Common Rules Book for Men and Women  
Rules Board had first meeting. Mrs D Crisp Chairman  
seven men and seven women |
| 1963 | First county Championship  
End of ‘No trophy’ rule |
| 1964 | First paid secretary – office in 1965  
IHB and WIHRB met – objective common code of rules  
11th IFWHA was first official World Cup |
| 1968 | First floodlit game v USA at Arsenal  
2000 clubs and schools affiliated  
First U23 Home Countries |
| 1973 | Squad system for top players. Official Coach and Manager appointed.  
First U18 XI  
Club Championship started |
| 1975 | Pat Ward took over ‘Hockey Field’  
HM The Queen, Patron, attended Wembley  
Great Britain called up for Olympics in Los Angeles when USSR withdraw and win the Bronze Medal  
The Hockey Association organises the 6th World Cup at Willesden, North London. England win the Silver Medal losing 2-1 to Australia in the final  
Great Britain win the Gold Medal at the Seoul Olympics  
A National Hockey League comprising two divisions of 16 clubs drawn from the six regional leagues is formed, sponsored by Poundstretcher |
| 1981 | 1st European Cup  
1st European Cup for women – England finish in 4th place |
| 1984 | England finish in 4th place at the 7th World Cup  
England win the Gold Medal at the 3rd European Cup in Brussels  
Great Britain win a Bronze Medal at Barcelona Olympics.  
Building work starts on National Hockey Stadium in Milton Keynes  
Discussions continue over possible new association to govern men’s and women’s hockey in England.  
The National Hockey Stadium is opened with matches between England and India (men) and England and France (women).  
The English Hockey Association was formed, from the Hockey Association, the All England Women’s Hockey Association and the England Mixed Hockey Association.  
The AEWHA host the 2nd European Cup at Picketts Lock, North London, and win the Silver Medal losing to Holland on penalty strokes after extra time  
Great Britain finish in 4th place at Seoul Olympics  
A National Hockey League comprising 10 teams is formed, sponsored by Typhoo Tea |
| 1990 | Great Britain win a Bronze Medal at the European Championships held in Paris  
Great Britain win the Gold Medal at the 3rd European Cup in Brussels  
Building work starts on National Hockey Stadium in Milton Keynes  
“Tackling the Future” the national development plan for hockey is produced. |
| 1994 | England finish in 4th place at the 7th World Cup  
Building work starts on National Hockey Stadium in Milton Keynes  
AEWHA Centenary Celebrations. |
| 1995 | England win the Gold Medal at the Seoul Olympics |
| 1996 | England win a Bronze Medal at the Olympic Qualifier.  
Great Britain win a Bronze Medal at the Seoul Olympics |
| 1997 | England win the Gold Medal at the 3rd European Cup in Brussels  
Great Britain win a Bronze Medal at Barcelona Olympics.  
Building work starts on National Hockey Stadium in Milton Keynes  
“Tackling the Future” the national development plan for hockey is produced. |
| 1998 | Commonwealth Games include hockey for the first time, and England win bronze medals in both the men’s and women’s competitions.  
Slough win the domestic treble of women’s competitions – Indoor, League and Cup.  
EHA host the Women’s Hockey Olympic Qualifier. |
| 1999 | English Hockey website www.hockeyonline.co.uk established.  
The AEWHA host the 2nd European Cup at Picketts Lock, North London, and win the Silver Medal losing to Holland on penalty strokes after extra time |
| 2000 | England win the Gold Medal at the 3rd European Cup in Brussels  
Great Britain win a Bronze Medal at Barcelona Olympics.  
Building work starts on National Hockey Stadium in Milton Keynes  
“Tackling the Future” the national development plan for hockey is produced. |
### UNIT 9
 Structure of the Main Competitions in England

<table>
<thead>
<tr>
<th>Organised by</th>
<th>Competition</th>
<th>Participating Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHA</td>
<td>English Hockey League Premier Division, Divisions One &amp; Two</td>
<td>National league for leading men's and women's club teams</td>
</tr>
<tr>
<td>EHA</td>
<td>EHA Cup, Trophy &amp; Vase</td>
<td>National KO competitions for Men's club teams</td>
</tr>
<tr>
<td>EHA</td>
<td>EHA Cup &amp; Plate</td>
<td>National KO competitions for Women's club teams</td>
</tr>
<tr>
<td>EHA</td>
<td>EHA Veterans Cup &amp; Vintage Cup</td>
<td>National KO competitions for Men's club teams with players Over-40 and Over-50</td>
</tr>
<tr>
<td>EHA (and Regions and Counties)</td>
<td>EHA Veterans Championships</td>
<td>For players Over-35, County Rounds, then Regional Rounds and National Finals</td>
</tr>
<tr>
<td>EHA</td>
<td>Regional Tournaments:</td>
<td>For selected regional teams</td>
</tr>
<tr>
<td></td>
<td>• Girls Under-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Girls Under-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Girls Under-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Boys Under-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Boys Under-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Boys Under-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Boys Under-14</td>
<td></td>
</tr>
<tr>
<td>EHA (and Regions and Counties)</td>
<td>Mini-tournament Under-11 and Under-13 boys and girls</td>
<td>For Clubs and Schools, in County Rounds, Regional Rounds and then National Finals</td>
</tr>
<tr>
<td>EHA</td>
<td>County Championships</td>
<td>For selected County Men’s and Women’s teams</td>
</tr>
<tr>
<td>EHA</td>
<td>Indoor Clubs Championships</td>
<td>For Men’s and Women’s club teams</td>
</tr>
<tr>
<td>EHA (and Regions and Counties)</td>
<td>RAF Careers Youth Cup</td>
<td>For Boys Club and School Teams (County rounds, then Regional rounds then National Finals)</td>
</tr>
<tr>
<td></td>
<td>• Under-14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Under-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Under-18</td>
<td></td>
</tr>
<tr>
<td>EHA (and Regions)</td>
<td>Under-16 and Under-18 Indoor Championship</td>
<td>For boys Clubs and Schools (Regional rounds and then National Finals)</td>
</tr>
<tr>
<td>EHA</td>
<td>Under-15 and Under-17 County Championships</td>
<td>For the 7 winners from Boys County Championships in the Regions</td>
</tr>
<tr>
<td>EHA</td>
<td>Under-15 Cup</td>
<td>National KO Cup for Girls Under-15 Club and School Teams</td>
</tr>
<tr>
<td>EHA (and Regions and Counties)</td>
<td>British Aerospace Under-16 and Under-18 School Championships</td>
<td>For Girls School Teams (County rounds, then Regional rounds then National Finals)</td>
</tr>
<tr>
<td></td>
<td>Under-19 Indoor Championships</td>
<td>For Girls Teams from Clubs (Regional rounds then National Finals)</td>
</tr>
<tr>
<td>EHA (and Regions)</td>
<td>Under-16 Schools Championships</td>
<td>For Girls Teams from Schools (Regional rounds then National Finals)</td>
</tr>
<tr>
<td>EHA (and Regions)</td>
<td>Under-19 Clubs Championships</td>
<td>For Girls Teams from Clubs (County rounds, then Regional rounds then National Finals)</td>
</tr>
<tr>
<td>Regions and Counties</td>
<td>Leagues, Cups and other competitions</td>
<td>At various age groups, and for men’s, women’s, boys’ and girls’ teams from Clubs and Schools and all levels.</td>
</tr>
</tbody>
</table>
English Hockey Association
Committee Structure

National Council

Management committee

Regions
- Combined Services
  - East
  - Midland
  - North
  - South
  - West

Constitution & Regulations Committee

Coaching Committee

International Teams Committee

Competitions Committee

Umpiring Committee

International & External Affairs Committee

Youth Development Committee

Technical Committee

Finance Sub-Committee
UNIT 10
Current Issues

Drugs

The sport of hockey openly participates in the testing for drugs. All players at representative levels must agree to be tested if required. Drugs can be very harmful if not properly prescribed and administered. The effects may be long term and permanent. They can also aid performance and thus be cheating. Participants in some sports have died as a result of taking performance-enhancing drugs.

Drugs are divided into different categories:

- **stimulants** (i.e. amphetamines) which increase alertness and reduce fatigue but can affect judgment and become addictive. Side effects include high blood pressure (BP), strokes and insensitivity to injuries.
- **narcotics analgesics** (e.g. morphine, codeine). These painkillers hide the effects of injury which can result in over training, exhaustion and more serious injury and become addictive.
- **anabolic steroids** are probably the best known of the drugs used by sportsmen. They can stunt growth in children, result in masculinisation in women (deeper voice/facial hair/inflammation of breast tissue), shrinking of the testicles in men and fluid retention. Overdoses can cause liver cancer and increased blood pressure. They also cause increased bulk.
- **betablockers** are used to control hypertension and can affect response time in quick reaction sports.
- **diurectics** are used in sports where weight reduction may be required to meet class requirements. It is obvious that if drugs are used to eliminate fluids from the body, dehydration can become a very serious problem.

Many athletes start taking drugs without understanding the consequences of their actions. Others are given pills to take and have no idea what they are taking.

The Sports Councils have produced a great deal of material for participants in order to ensure they know the consequences of taking such drugs. They too co-ordinate and finance the Drug Testing Programme throughout the country.

People with Disabilities

Increasing numbers of people with physical and learning disabilities are participating in sport. This is as a result of a change in society’s attitude towards such people and, as a consequence, the provision of increased opportunities.

The key agency concerned with sport for people with disabilities is the English Federation of Disability Sport.

Sport is truly for all, and those with disabilities should not just spectate – they should have the opportunity to participate.

EHA are providing support for participation in this area with pilot schemes which have been set up to look into ways of offering people with disabilities the opportunity to:

- play and compete
- umpire, administer and officiate
- coach

These pilot schemes will involve various categories of disabled people particularly:

- wheelchair users
- people with learning difficulties
- people with physical disabilities

This aspect of the EHA’s work is seen as being very important, both for the participants and for attracting a new group of people into the game.

The Media

The role of the media in hockey.

More people are involved in sport through the press and broadcasting than in any other way. It follows, therefore, that the media – press, tv and radio, are vital to the well-being and promotion of any sport. Hockey is no exception.

This involvement is vital to everyone involved:

- **The Sponsor** – Sponsors of hockey support a number of competitions and events because of the exposure the company receives through the media. Sponsors will not contribute to sport if they cannot be guaranteed media exposure.
- **The Players** – The exposure that players get through tv and the press can make them into sporting personalities and household names. This can prove to be beneficial in a variety of ways.
- **The Governing Bodies** – The EHA, national, regional and county associations strive to ensure that all events and activities are sufficiently publicised to derive maximum public interest and exposure for the sponsor. This, in turn, will lead to increases in:
  - public awareness
  - participation
  - sponsorship

The importance of the media to hockey should not be underestimated. It should, nevertheless, be remembered that the relationship between the media and sport is a reciprocal one. Sports writers and broadcasters would not exist without sport.

Sponsorship

Definition: “Sponsorship in sport is the support of a sport, sports event, sports organisation or competitor by an outside body or person for the mutual benefit of both parties”.

Sponsorship is vital to hockey. It is sought by the EHA at all levels of the game in an effort to introduce the game to players of all ages, with particular emphasis on young players, to improve performance and achieve excellence.

In their quest to acquire sponsorship, it is important for the National Governing Bodies of Sport to consider whether they should accept sponsorship from products that are regarded by many people to be anti-social and even dangerous e.g. tobacco and alcohol.

Another danger is the dependence of sports on sponsorship for organising events and activities. Sponsorship is not easy to get – it relies upon continued international success to generate good media coverage.

Women in Sport

Hockey is played by both men and women and the EHA is the Governing Body responsible for the game. There are 1,900 girls’ schools and 940 women’s clubs affiliated to the AEWHA. However, it would only be fair to say that it is the men’s game which has gained the lions share of publicity and hence public recognition.

The reasons for this are many, but some of the more obvious are:

1. Newspaper reporting – the space given to the reporting of male matches and issues far outweighs the space given to female events.
2. Social conditioning and expectation – although the rules, regulations and demands of the game are now the same for both men and women, attitudes about the physical differences between men and women still affect sporting involvement and performance at all levels.
There are many contributing factors as to why women have traditionally been unable to participate in sport:

- responsibility for child care
- household chores
- lack of personal transport
- lack of personal money
- low levels of self-confidence

All these problems are being addressed by the EHA and the various sporting organisations and agencies with which it works. For example, creche facilities for young children are often on offer at sports centres and other venues. Courses, for female players and coaches, are run by the EHA.

Whilst women’s participation in sport has increased in recent years, the proportion of women in coaching and other leadership roles has not kept pace with this trend. It is vital that hockey and all other sports encourage the development of more women coaches, officials and administrators because:

- “Sport for All” must include a significant input from women
- women coaches, officials and administrators are needed as role models for young women and girls who are, or might become, involved in sport
- women coaches, officials and administrators are more likely to have empathy with sports, women and understand the particular problems and issues that affect girls’ and women’s involvement.

The AEWHA works with organisations such as the Women’s Sports Foundation (WSF) and National Coaching Foundation (NCF) to address these issues.

UNIT 11
Award Schemes

The Hockey Coaching Award Scheme

The awards of the governing body are constantly under review in order that they will keep pace with change and fulfil the needs and aspirations of the members.

There are four levels of award, further details of which may be obtained from the EHA.

**Level 1** – for those who are interested to introduce the game to young children.

**Level 2** – an award for those who wish to become more involved in coaching the game.

**Level 3** – those who are interested and committed to improving performance of both individuals and teams. An award which offers personal development in the field of coaching.

**Level 4** – those with a deep involvement in the game as player and/or coach/coach educator, and who have kept up with current trends within the game.

Umpiring Awards

There are umpiring awards at many levels, but the ones with most relevance to this pack are:

- the Preliminary Umpiring Award which is taken by many teachers and their students
- Hockey Rules OK! for junior umpires which is specifically for people under 16.

Further details of any of the awards mentioned here may be obtained from English Hockey.

Hockey Stix Awards

The hockey skills awards have been specifically designed to help young hockey players improve their skills and prepare for their future in the game. This is done by isolating and testing the technical and physical ability of players in terms of accuracy and speed, and by providing them with the challenge and motivation to practise and improve. The tests also provide young players with the opportunity to check their progress, by comparing their performance against a table of standard scores.

Where can the tests be done?

Although specifically designed to meet the requirements of modern hockey played on artificial turf the Hockey Stix Awards can be carried out on any surface, indoor or outdoor. The standards have been taken from tests carried out on artificial turf.

Age Groups

The scheme is for boys and girls in the following age groups:

- Under 10
- Under 12
- Under 14
- Under 16
Publications, Resource Material and References

The following have been referred to in the writing of this module and are available from the EHA.

**Rules of the Game of Hockey**
**Rules of the Game of Indoor Hockey**
**Rules of the Game of Mini Hockey**
**Coaching Hockey – Whitaker**
**Umpiring Poster (with colourful cartoon illustrations)**
**Hockey Stix Awards (Six Skills Tests)**
**Hockey Rules OK! (Poster)**
**Preliminary Umpiring Award**

**Video**

*Play Hockey – Slazenger Style*

**Other References**

- Sporting Body, Sporting Mind – J Syer & C Connolly
- The Misuse of Drugs in Sport – Moynihan & Coe
- Doping Control in Sport. Questions and Answers – The Sports Council
- Sport, Power and Culture – John Hargreaves
- Sport for All Women – The Sports Council
- Women and Sport, Sociological Concerns and Issues, Coaching Focus – Margaret Talbot
- Sporting Excellence – David Hemery
- Team Spirit – John Syer

**International Hockey Federation**
1, Avenue des Arts (Box 5)
1040 Bruxelles
Brussels
www.fihockey.org

**European Hockey Federation**
107 Trees Road
Mount Merrion
Co. Dublin
Ireland

**English Hockey Association**
The Stadium
Silbury Boulevard
Milton Keynes MK9 1HA
01908 544644
01908 241106 (fax)
www.hockeyonline.co.uk

**Useful Address and Reading List and References**

**International Hockey Federation**
1, Avenue des Arts (Box 5)
1040 Bruxelles
Brussels
www.fihockey.org

**European Hockey Federation**
107 Trees Road
Mount Merrion
Co. Dublin
Ireland

**English Hockey Association**
The Stadium
Silbury Boulevard
Milton Keynes MK9 1HA
01908 544644
01908 241106 (fax)
www.hockeyonline.co.uk

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- Naomi Jones, Administrator
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  Thornes Park Centre
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