



COACH'S GUIDE

COACHING MINOR HOCKEY: BECOMING BETTER FOR OUR PLAYERS

HOCKEY
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INTRODUCTION

Hockey Québec is proud to present its Coach's Guide to Minor Hockey in Québec. The purpose of this guide is to take hockey coaches through over a hundred tasks and roles in order for them to better accompany and support hockey players in Québec.

This guide is intended for hockey coaches that are members of the federation, whatever their level may be. It seeks to be a complement to the training offered by the federation. The member has access to an array of references that can help him plan and organize the hockey season, as well as supervise and encourage his players' training.

By going through the various sections of this guide, coaches will gain knowledge and be able to access content that will allow their team to live out a positive and rewarding experience, as much on the ice as off of it.

This guide is designed to be a toolkit for coaches and can be used in its entirety or in part depending on the context of the minor hockey association and the competencies and knowledge of the resource persons.

(Note: The masculine gender is used as a neutral gender with the sole intent of simplifying the text.)

Happy reading!





CHAPTER

PLANNING A SEASON

1. SELECTION OF COACHES

In the majority of minor hockey associations, teams are managed by parents. The nomination of the latter therefore becomes more restricted depending on whether their child is selected to be in the team or not. As a result, the selection process varies greatly from one association to another, as well as from one level to another. Nevertheless, here are some general tips:

a. Preparing for the interview

Whether you're participating in a formal interview or a meeting with your association, as a coach, you must be prepared. You should take a few minutes to prepare yourself to discuss the following topics:

- i. Your motivations for becoming a coach;
- ii. Your plan for the training camp;
- iii. Your plan for the season;
- iv. Your objectives for the team;
- v. Your knowledge of the players (strengths and areas for improvement).

b. Type of interview

- i. Personal questions or questions related to hockey;
- ii. Video analysis;
- iii. Simulation.

c. Selection of assistants

Just like a team, the coaches should form a cohesive whole. It is therefore essential to know as much as you can about your potential assistant coaches before making the final selection. A good assistant should complement you while also being able to challenge you. He should also share the same vision as you.

d. Coach training

Any participant (of at least 16 years of age) working for a team as a head coach or assistant coach must follow one or more training sessions in accordance with his division/class and his role within the team. All the information relating to training is available at <http://www.hockey.qc.ca/fr/formations.html>. Here are additional details regarding the various training sessions:

- i. Respect and Sports (activity leader segment)
This online training is mandatory for all participants working in any capacity with youths.
- ii. Hockey University
 - 1. Coach
This online module is intended for all coaches that want to work with single-letter levels.
 - 2. Health and safety
Each team of coaches must select one member of their staff to follow this online training course. This person will thereby be designated as responsible for any health intervention that involves players.
- iii. Initiation
This training is mandatory for all head coaches of pre-novice and novice divisions.
- iv. Recreation
The recreation training is intended for all divisions within Atom to single-letter. It is mandatory for all head coaches and is recommended for assistant coaches.
- v. Introduction to competition
This training course is intended for all double-letter divisions and the majority of grade levels. It is mandatory for all head coaches and one assistant coach.



2. ROLES OF PARTICIPANTS

Managing a team and its members is a big responsibility, as are all the tasks that need to be undertaken in order to support players through practices and games. This responsibility lessens when we are able to gather other participants to help the team and allocate tasks optimally.

a. Head coach

The head coach is the orchestra conductor. His main role is to make the best decisions for his team. He must direct other participants so that they all move forward together in a cohesive way. One of the greatest qualities a head coach can master is keeping his cool, no matter the situation. Here are his main tasks:

- i. Prepare practices and share them with the team of coaches;
- ii. Establish the team rules and apply them;
- iii. Direct the team's game (game plan);
- iv. During games, observe the other team and make realistic and necessary adjustments in order to follow the game plan;
- v. Make offensive player changes;
- vi. Consult assistant coaches during games to get their advice;
- vii. Sign and confirm the line-up card before turning it in to the scorekeeper (3-copy sheet or tag).

b. Assistant coach(es)

The assistant coach/coaches is/are responsible for backing up and providing information to the head coach during practices and games. The division of tasks can involve 1, 2 or 3 assistant coaches. Normally, in a team of 3 coaches, one assistant coach will be assigned to the more offensive tasks and another to the more defensive tasks. Here are the main tasks to divide up:

- i. Provide feedback to players during practices;
- ii. Redirect players during games according to the game plan;
- iii. Make defensive player changes;
- iv. Communicate any information that can influence the game plan to the head coach;
- v. Take notes during games in order to gather statistics meant to help the team make adjustments (more or less, shots, face-off, turnaround, etc.);
- vi. One of the team's coaches will be responsible for handling situations in which a player injures himself, and for applying the Emergency Action Plan if need be.

c. Goaltender coach

It is essential, at any level, for one of the coaches to pay special attention to the position of goaltender. Even if you are not an expert on the position, spending some time observing your player, giving him objectives, and following up with him will allow him to develop skills on par with the other players throughout the season.

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- i. Develop technical exercises for the position according to the player's strengths and areas for improvement. These exercises should involve more moving on the ice than hitting the puck;
 - ii. Suggest team exercises to the coach to allow goaltenders to practice specific skills;
 - iii. Analyze the performance of the goaltender during games in order to provide feedback.
- d. Support staff
- The presence of this category of participants occurs at higher hockey levels. Even so, their roles and tasks should not be under-estimated, as their contribution to the successful completion of practices and games is extremely important.
- i. Equipment supervisor

The contribution of this participant involves managing the team's material items and equipment. His role is to provide the team with access to quality equipment and offer the players whatever is necessary for them to successfully practice hockey.

 1. Prepare the use of the team's equipment (water bottles, pucks, sticks, etc.);
 2. Make sure each player has a pair of socks and a jersey;
 3. Make sure the players' equipment is in optimal shape (equipment repair, skate sharpening, etc.);
 4. Prepare for any eventuality during hockey activities (equipment breakage or adjustment);
 5. See to the state and reparation of the team's equipment (tool chest and set of tools).
 - ii. Sport therapist

The presence of a participant specialized in sports treatment will quickly become necessary. It isn't the frequency of use that matters, but rather the quality of support that the therapist can provide to teams during his interventions. The decisions undertaken by this participant regarding the reinsertion of a player in the game cannot be disputed and take into account the player's health.

 1. Prepare an overview of the health status of each player at the beginning of the season;
 2. Be present before the games to meet the needs of the players and make sure they are in the best shape to perform optimally;
 3. Be on the lookout for situations that could lead to an intervention during hockey events;
 4. Intervene in case of injury;
 5. Follow up with the player and his family in order to direct them toward the specialist that is best suited to treat the condition;
 6. Be the resource person for the coach regarding the use of players.

e. Team manager

The team manager mainly has an administrative role within the team and is responsible for transmitting information between the association, the coaches, and the parents. He is in charge of various tasks, of which here are just a few:

- i. Responsible for the team registration form (T-112), making sure documents comply with requirements, that tournament permits are valid, and that players' medical records are filled out properly;
 1. The team form (T-112) is available through the association;
 2. Each player and each coach must sign the documents;
 3. In case of a change within the team, you must submit a new form (T-112);
 4. You must submit your form (T-112) with a tournament permit for each event.
- ii. Sign up, pay, and follow up with the tournament organization;
- iii. Manage the team's budget for participation in tournaments, including team activities on and off the ice;
 1. Please note that the participation of two people is essential here;
 2. Present financial status to parents throughout the year.
- iv. Prepare and conduct parent meetings;
- v. Maintain a positive environment within the team (for example, complaint management);
- vi. Keep the team's game sheets to sign up for tournaments.

f. Technical advisor

The technical advisor is a person from the association that supervises the optimal development of coaches and players. His role is to accompany coaches in running a season, as well as to make sure they follow the players' long-term development sheets and progress guide so that the team may keep moving forward efficiently. Here is a summary of the required tasks:

- i. Supervise coaches through training on and off the ice;
- ii. Accompany coaches on the ice and advise them on planning, execution, and progression of practices;
- iii. Make sure that the association's vision and mission are integrated within the players' development.

g. Division director

In contrast to the technical advisor, the division director is responsible for the administration of all teams under his direction. He acts as a bridge between the teams and the association. Here is an overview of his tasks:

- i. Selection of coaches;
- ii. Supervision of teams during their creation;
- iii. Providing coaches with the necessary tools for their team to operate smoothly;
- iv. Standardisation of the association's regulations across teams.

3. COACH'S RESPONSIBILITIES AND LEADERSHIP

a. Individual management

Being a volunteer coach means being responsible for a group of players and supervising them in a healthy, pleasant, and safe manner.

The title of coach itself won't make you a leader; rather it's your attitude and the way you manage your team that will set you apart. Effective leadership involves several essential elements:

- i. You should get to know the players, show interest in them and their lives. This approach will allow you to prevent various types of problematic situations from happening;
- ii. Being in charge, your role is to act and intervene (and sometimes show more firmness) in order to maintain an equitable climate between players;
- iii. You must surround yourself with the right people and have various participants participate efficiently within the team. Their opinion is just as important as yours, but you still have the final word;
 1. Have players participate in their own development. By fostering their own ideas, you will better be able to understand them, and the players will be even more likely to accept your plan;
 2. One of the coach's roles is creating team cohesion. You must therefore take time to organize activities that will allow this chemistry to develop;
 3. You should become a role model for your players and adopt the same behaviors you expect from them.

b. Team management

Effective group management is based on actions and methods that are in line with your developmental vision. Here are several situations that you will have to manage and that will necessitate your intervention:

- i. On the ice
 1. The head coach or an assistant coach must be the first and last one on the ice;
 2. Do not let a player attempt a shot if the goaltender is not paying attention or is not prepared to receive it;
 3. Pushing and shoving while waiting in line should not be tolerated;
 4. Set up a communication system (voice, signs or whistle) with the players to minimize wasting time between exercises;
 5. Meetings should be conducted calmly without any hustle and bustle;
 6. Players should quickly get into position to start the exercises;
 7. Avoid leaving free pucks around, as the players will tend to play with them.

ii. Locker room

1. Music in the locker room is part of the hockey mentality. Should players be allowed to play loud music?;
2. The use of cell phones should be prohibited in the locker room. What should you do about a player that wants to listen to music using earphones? There is no good answer, you should however remain consistent with the values and regulations of the team;
3. No player should jump around or act out in the locker room;
4. Avoid throwing balls of tape or snow;
5. No one should circulate wearing skates while others are barefoot.

iii. Tournament

1. Do you want the team to stand together or for each family to be able to act independently? The use of a hybrid timetable is recommended in order to better manage your team while giving the families some room at the table.

iv. Beware of traps

1. Avoid training your players in the same way you were trained. Generations and techniques evolve over time. Experience will allow you to come up with your own opinion on the best way to coach your players.



4. TRAINING CAMP STEPS

Training camps are often a stressful experience for players. Since each player is studied and evaluated during this period, we must, as coaches, make sure that this process is clear and allows each player to show what he's capable of.

a. Camp preparation

i. Needs assessment

While communicating with your association, you will be able to acquaint yourself with the training camp rules. As a coach, during the preparation of your camp, you may pre-emptively establish your needs in terms of hours on and off the ice. Here are some leads worth exploring:

1. On-ice test;
2. Off-ice test;
3. On-ice shape-up training session;
4. Off-ice training;
5. On-ice agility session;
6. Game simulation.

By determining your evaluation requirements, it will be easier for you to organize your camp and its parameters.

ii. Schedule

Since ice optimization is essential, once the needs are identified you will need to collaborate with your association to establish an efficient timetable. Most associations have set times for each camp before the first cuts are made. To optimize the time during which players make their way to the arena, you can combine off-ice practices with a session in the rink, if installations permit.

Rest days shouldn't be underestimated, even if the players are just getting in from summer break.

iii. Camp logistics

The organization of the timetable represents a big chunk of your preparation, but you shouldn't forget all the other elements that are involved in the training camp:

1. Group rotation;
2. Jerseys or numbers to identify players;
3. Training equipment;
4. Locker room management if more than one practice in the day;
5. Coaches for the camp;
6. Evaluators.

iv. Communicating logistical arrangements to parents

In collaboration with your association, you must provide the camp's logistical arrangements to parents at least three (3) weeks before the start of activities:

1. Schedule;
2. Presentation of coaches;
3. Selection criteria;
4. Planning for athletes participating in a summer sport;
5. Planning in case of a player's absence.

v. Players' welcome

During the first day of camp, coaches should be the first to arrive to the arena. As in any other activity, the first impression is of utmost importance. It is essential to welcome each player upon their arrival using some necessary formalities to ensure everything runs smoothly throughout the rest of the day.

vi. Camp operations

Nowadays, it isn't uncommon to see players that train for hockey twelve (12) months per year. This factor must be considered in the evaluation process. It is important to give all players the opportunity to find their marks on their skates before beginning the evaluations. To do so, you should plan a shape-up phase before beginning the evaluation process.

vii. Presentation of coaches and participants

Before even putting on their skates, players should know what to expect, which is why a short meeting is necessary. It will give you the opportunity to briefly present the participants (roles and tasks), the stated values, and your expectations as a coach.

viii. Presentation of evaluation process

No matter the age or skill level, it is important for each player to know what's coming up (some players will need to be cut at the end of the process). Creating and respecting a transparent process simplifies the evaluators' and the association's task when the time comes to discuss things with the parents following the final selection.

1. Number of evaluation hours;
2. Observation/evaluation points;
 - Technical/tactical
 - Attitude
3. Absence management (summer sports);
4. Players coming in from a higher class.

b. Player evaluation

An evaluation is not an exact science. Certain players stand out more during training camps than during the season. It is therefore important to implement a clear process and integrate the appropriate tools to facilitate the evaluation. These actions will directly decrease the risk of error during the final selection.

i. Evaluation logistics

1. There is no perfect evaluation method, and each association operates in its own way. Evaluators can be internal or external. Each model has its advantages and disadvantages: cost, accountability, proximity with players, family information, and influence of friends are all factors to keep in mind before selecting a player.

It is therefore important to solicit the advice of several different individuals before compiling the results and coming up with a ranking that's as accurate as possible;

2. The evaluation should rely on technical, tactical and situational elements. By using various types of exercises for the evaluation, the evaluators will get a better global idea of the players' skills;
3. The evaluation should only start after the players have skated more than three (3) hours. It should also take into account individual capacities during exercises as much as during games;
4. It is important for evaluators to take qualitative as well as quantitative notes on each player. The nominal evaluation grids are always hard to standardize, as a 7/10 ranking from one evaluator can be very different from another evaluator's perspective. That's why the evaluation grid should involve a limited number of criteria (ex: skating skills, puck skills, behavior and attitude, and evaluation during a game) as well as few evaluation levels (ex: exceeds expectations, average ability, below expectations). Once this evaluation is completed and complemented with comments, the compilation can be undertaken;
5. The compilation of evaluations can be done by a person that won't be implicated in the teams (parent or coach). The division director is a resource person for this process. The more evaluators, the more data will need to be entered; however the risk of error in the ranking will be lower.

ii. Final ranking

The final ranking is the result of several hours of evaluation by various participants. You must therefore respect the process established before the start of camp. Once the final ranking is confirmed, only the division director will be able to remove a player (for example, in the case of absenteeism or sickness).

iii. Team selection

Team selections should always be completed in the presence of coaches and under the supervision of the division director. Various approaches can be involved in the construction process of a team:

1. Selecting all the best skaters: taking into account the position of a player at certain levels isn't useful. The focus of the selection process should remain on the strongest elements;
 2. Making a selection using reverse rotation (1-2-3-3-2-1): this method makes the selection process fairer;
 3. Establishing sections in the selection list: by making lists of ten (10) players, for example, the teams will need to select all of the players from this list before having access to the next section. This method minimizes the selection of friends.
- iv. Tools to facilitate the evaluation
- Certain elements can facilitate the camp experience and evaluation process:
1. The use of numbered jerseys during the entire duration of the camp (the players keep the same jersey throughout);
 2. Providing evaluators with a list of colors and numbers, without the names, to avoid favoritism;
 3. Providing a legend for the evaluation grid to evaluators;
 4. Several compilation formats are available. Using Excel is one option for compiling your list and will make this task easier. The final list should not be consulted by anyone other than the members of the association and the coaches at the end of the process. Each evaluator should provide his evaluation on a few different occasions to lessen the risk of error in a player's evaluation.



c. Making selections and cuts

It's never easy to announce cuts, and discussions will always be longer with those who don't make the team. The important thing is to be aware of the selection criteria beforehand so that a player isn't held up pointlessly.

i. Rules

The selection rules are different for each coach, but they should reflect the values and identity you want to instill within your team.

ii. Announcement logistics

Preparing for cuts is just as important as the preparation of the training camp. Whether you've planned out one or several cuts, make sure to use the same discipline with each and every player out of respect for them. Here are some leads to ensure a positive experience:

1. Make the cuts in person. Avoid simply posting a list of the players who are cut;
2. Physically position yourself at the same level as the player. Avoid standing while the player is sitting down;
3. Preferably, you should find an isolated area between the locker room and the exit to hold the conversation;
4. Make sure there are always at least two (2) participants present (the coach and the person that has supervised the team's formation or player selection). Make sure there aren't too many people involved so that the player doesn't feel intimidated;
5. Make sure the players come see you only once they've finished removing their protective gear. You should avoid a player going back into the locker room to announce the decision to the others;
6. Establish rules in advance and do not accept any meetings with parents the day of the cuts.

iii. How to make cuts

Cutting players is never easy. The important thing is to announce your decision in a direct and honest way. Here is a fair way of proceeding:

1. Welcome the player;
2. Thank him for making it to the camp;
3. Briefly summarize his strengths and areas for improvement without comparing him to any other player;
4. Announce your decision. Try to formulate your announcement as positively as possible (ex: "you won't be part of the team this year");
5. A player who's cut will mostly have stopped listening at this point, you should therefore avoid long speeches.

5. MANAGEMENT OF PLAYER'S ENVIRONMENT

a. Communication

Communication has become an essential tool for effectively coaching young hockey players. A harmonious relationship between the organisations' various participants paves the way to a pleasant environment in which all participants work together in the best interest of the players.

In this section, we will present several basic principles for effective communication, as well as traps to avoid.

i. With parents

Parent management is a key element to the success of your season. Parents want to be informed of what's going on with their children. Those who work in an athletic field often lose their confidence and motivation to work with young people because of the abusive behavior of poorly managed parents.

Such management starts with establishing parameters at the start of the season, recalibrating during the season, and setting up periodical meeting in order to provide information to the parents:

1. Parent meetings (see point 2) are a good way of establishing parameters with all parents and establishing a collective agreement;
2. This is a privileged moment to learn a bit more about the parents and identify what kind of group you have on your hands;
3. During this meeting, you will have the chance to make some of the parents participate while instilling a climate of respect. The role of the manager can be to act as a relay point between parents and coaches;
4. During these meetings, in addition to team-related items, it is important to remind the parents of their main roles:
 - Emotional support
Victory and defeat are both part of the learning process. The parent must make sure that their child understands the sport and the values that can be transmitted through it. Sports ethics and fair play are two (2) notions that underline athletic development;
 - Financial support
A sporting activity constitutes an expense for any family. In order to help the child progress and develop, the parent must make sure the equipment used is safe and well-adapted to the purpose it serves;
 - Support the developmental process
In order for the child to develop his skills on a long-term basis within his discipline, the parent must make sure to foster his love and passion for the sport. The child must learn that perseverance and engagement within a team aren't always easy, but that this approach is encouraged by his family.

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5. The challenge lies in making everyone happy and keeping everyone on the same page regarding the children's development. When a parent comes to meet with you, you must focus on the following:
 - Listening attentively and being open to opinions that differ from your own;
 - Creating a relationship of trust between you and the parent. Once this link is established, a discussion can be initiated to find solutions to the problem;
 - Identifying doubts and problems;
 - Respecting everyone's ideas;
 - Reflecting on things to avoid reacting impulsively.
 6. You should also avoid certain traps that could prevent healthy communication with parents:
 - Avoid discussions during/after a game or practice. Adopt the "24 hour wait" strategy to reduce the emotional intensity involved in the situation;
 - Meet with parents outside of team activities;
 - Make sure you can count on a neutral person being present during the meeting (assistant coach or association representative) that will act as a moderator;
 - Summarize the situation before the discussion and prepare concrete elements to support your decision (team regulation, discussion with the player, etc.).
- ii. Team communication

Nowadays, family schedules are very packed. The use of technology is a fast and efficient way to connect with all members. The use of a private team page on social media lets you send out general messages and adjust parameters throughout the season.
 - iii. Available tools

Several tools are available to ensure parents respect the framework and adopt appropriate behaviors.

 1. [Case management guide for minor hockey](#)
 2. [Parent meeting](#)
 3. [Parents' code of ethics](#)
 - iv. Between coaches

Communication between coaches is essential to the success of a hockey season. Each coach must know his role and contribute to the team on the basis of his knowledge and experience. Each team of coaches is unique, and this uniqueness is made up of an array of talents and skills that come together to offer the players a complete package.



The head coach is the orchestra conductor of a team. By analogy, if the team of coaches were only made up of string instruments, the orchestra's sound would be one-note and without diversity. The same is true of a sports team. The head coach must therefore surround himself with the best people so that the team can progress forward. All of the responsibilities detailed in this guide are too great to be assigned to one sole person, which is why it is ideal to delegate certain tasks by taking into account each participant's strengths.

Beyond the team's framework, communication between coaches of all different levels and from other organizations is also beneficial. Nowadays, hockey-specific tactics and teaching strategies are broken down and accessible on the web. If you want to develop your skills as a coach, you should be able to share your knowledge and methods with other coaches.

v. With the minor hockey association

As a coach operating within an association, you represent the latter during practices and games. Your association is there to support you in your role and make sure you properly represent the values and the mission of the organization's players as a whole. In addition to providing you with support, your minor hockey association establishes certain operating parameters:

1. Briefing coaches on the association rules, steps, and organization of a season;
2. Mobilizing participants around the teams in order to facilitate engagement with the association;
3. Coordinating the access to different regional and provincial platforms;
4. Acting as a facilitator during coach questioning;
5. Acting as a watchman, as elected by parent representatives.

b. Parent meetings

Organize at least two (2) meetings of a more formal nature, one before the beginning of the season and one mid-season, as well as a third more casual meeting to conclude the season. Also plan meetings or emails for more specific situations relating to individual cases. Emails and social media can be used as an option to communicate a message and issue reminders to all relevant individuals.

i. Parent convocation

Send a message ahead of time through email or via a different medium used by the team to make sure everyone gets the season's preliminary information. This convocation must outline the details of the first meeting (at least one week ahead of time) and the program that will be discussed. Use this first communication to send parents the medical form for their child and a questionnaire in which they will be able to formulate their objectives and expectations for the season.

ii. Example of a pre-season program

1. Guiding the season

- Presentation of coaches
- Discussion of the questionnaires and orientation of the association
- Our philosophy, values, and vision for the team

2. Running the season

- Frequency and type of training
- Number of games
- Team rules and sanctions
- Management of absences and vacations
- Selection of tournaments

3. Organization

- Selection of a manager
- Communication with the team
- Financing tournaments

4. Questions

iii. Example of a mid-season program

1. Discussion of objectives from the beginning of the season
2. Team operations
3. Organization of tournaments and series
4. Questions

iv. Example of an end-of-season program

1. Analysis of the season
2. End-of-season activities

c. Player meeting

The notion of team development relies on individualizing training in order for the group as a whole to move forward. For a player to progress throughout the season, you must take the time to explain and present your expectations, understand the player's outlook, and adjust during the season. During these meetings, an objective should be established (tactical/technical-tactical comprehension, team cohesion, analysis of a game, team identity construction, etc.) and you should organize the meeting around this objective. The most important thing is for your message to remain concise and specific in these meetings.

i. Within the team

Team meeting moments are frequent, but are they effective? A team meeting must allow you to reach an objective related to the development of the team. Here are some options:

1. Define each person's roles and responsibilities
2. Mentally prepare the team
3. Set objectives
4. Pre-game meeting (game plan, strategy review)
5. Correct or summarize game plan
6. Video session

ii. Within a sub-group

Sometimes the message we want to get across is only relevant to a small group of players. To avoid feeding players too much information, a sub-group meeting can prove useful. Here are some proposals:

1. Per position
2. Per line
3. Per unit (numerical advantage/disadvantage)

iii. Individually

Players need to understand and be implicated in the development of their team. That's why it's important to take the time to meet with them individually on a few occasions during the season. These special communication opportunities with players must be kept brief and focused on the task at hand. Also keep in mind that you shouldn't meet with a player alone. Here are several different examples of meetings:

1. Creating a relationship with the player (listening, establishing the player's environment)
2. Watching the successful plays (video)
3. Identifying elements to work on (setting objectives)
4. Rectifying behaviors that fall outside team parameters

d. Team rules

No matter the level, team rules are necessary to successfully manage a team. These rules are set up to make sure players know the limits within which they must operate. They must include some elements that are adapted to the age and level of the players. Whether these rules are presented in the form of a list, a code, or a contract with the player, they must be understood by players and their parents, and must include sanctions in case they are broken. Here are some ideas:

i. Team operations

You must be able to identify behaviors you wish to see in the team environment.

1. Give their best (accept that mistakes happen);
2. Stay focused and attentive to the completion of tasks (intensity);
3. Respect participants and teammates;
4. Accept their role (play different positions).

ii. Training routine and games

Pre-game preparation is necessary at all levels. Moments shared as a team are essential to the cohesion of players before practices and games. The time at which players are expected to show up before events depends on your routine. You must have enough time to do it all, while avoiding wasting time.

1. Lateness

Once you've set up the team rules, some players might try to test your limits by arriving late. If you accept these instances of tardiness, you send out a message that punctuality doesn't matter. If one player does it, then any other player is allowed to as well. The intensification of sanctions is therefore essential when rules get broken.

2. Absences

You must determine, depending on your level, what you will do with absent players. What happens if a player only comes to games but doesn't show up to practice sessions? Be it on a recreational or competitive level, practices are just as, if not more, important than games. Attendance is therefore a critical factor.

iii. Team environment

The environment in which players coexist will in many ways define the image your team projects. Depending on the level, you will have to factor in some of these elements:

1. Clothing

Without necessarily requiring a high standard of formality, you could ask that certain clothes not be worn before or after games (for example, baseball hats, jeans, etc.)

2. Cell phone/tablet

The daily use of electronic devices has become a reality for players of all levels. How should players use their devices before, during, and after practices, games, and team meetings? Many teams use a box at the entrance of their locker room to deposit players' personal devices. Music therefore becomes a question of team management rather than a personal one.

3. Social media

The use of social media is a reality with which we must work. However, players must understand what is acceptable and what isn't. Learning how to use this technology contributes to developing the players' accountability.

4. Alcohol/drugs/tobacco

Our main roles as sports participants are to implement preventative measures and support players. Every level involves challenges, and alcohol, drug, and tobacco consumption challenges will eventually factor in and need to be dealt with.

iv. Playing time allocated to players during games

This will probably be the topic that will elicit the most reactions during each season, no matter the level. Each player deserves the opportunity to have as much playing time as any other player. Each team necessarily has a strongest and weakest member; however, hockey being a team sport, the contribution of all players is essential during a game. Putting players through all types of situations during practices and games is how they will progress. These rules do not change during tournaments. The development of players is more important than a victory. Here are some rules to follow:

1. Each player should play all positions (right and left);
2. Each player should play in the special units;
3. Each player should start/end a game.

v. Sanctions

We should be neither too permissive nor too strict with players. Team parameters are life rules that apply to all. To get your message across, you should therefore go step by step. However, if a situation merits a bigger sanction, players and parents should know that you can skip steps depending on the severity of the fault. The important thing is to be fair towards all parties and inform players and parents of possible sanctions. Here are some examples of escalation:

1. Warning to the player and his parents;
2. Sanction during practice (laps around the rink, push-ups, etc.);
3. Reduction of playing time (sitting on the bench for a period);
4. Meeting with parents;
5. Suspension for one game, but sitting on the players' bench;
6. Suspension from hockey activities for a period of time;
7. Meeting with the division director or the association.

6. PLANNING A SEASON

A team gets built progressively during the season by going through various steps. As a coach, your role is to direct and oversee the development of your team so that it progresses according to your objectives and values. Here are some elements to share with your players:

- ▶ Organization's mandate

Having been selected as a coach by your organization, you've also committed to representing it and its values. Each coach has the responsibility of managing a team, but also doing everything in his power to develop its members not only as hockey players but also as citizens.

- ▶ Values

Your values as a coach should help you determine the team values. These are rules of action that must be respected by the entire team and will set standards to follow for the group. These values should be at the core of your coaching philosophy.

- ▶ Philosophy

Your philosophy is a system of ideas based on coaching principles that seeks to establish the foundations of your team's values.

- a. Season plan

All teams, no matter their level, should have a season plan. This plan should take into account your team's planned events in order to get a better overview of your season. This overview will allow you to plan and organize your season in different phases and establish objectives for each phase.

Here is an example of a season plan in six phases:

- i. Preseason

Period during which players and coaches start playing hockey again. The training camp should be a shape-up opportunity and a time to evaluate the players. Keep in mind that players often play a summer sport and must finish their season. The experience they acquire in that sport is also profitable for hockey. Be accommodating.

Once the team is selected, each division should take into account the long-term development of the player to establish its technical-tactical strategy. The start of the season will always be more technical than tactical.

The objective of this period is to establish foundations in order to build your team, determine each member's strengths and areas for development, and learn to get to know your players better.

- ii. Start of the season and first tournament

A hockey season is a long process, and as the saying goes, nothing is gained by running if you do not start on time. Each level will have its developmental stage. If you want your players to work well as a team, their technical abilities must be well developed.



The objectives of this phase are to learn to respect instructions and apply the content of the practices to the games. The first tournament will allow you to see your team in a more competitive setting.

iii. Second tournament

Now that you've gotten to know your team better, you can set the objectives you want to achieve in the third phase of the season. For example, setting a quantitative goal of shots attempted per game or working on the intensity of the effort by asking players to tell you how they evaluate their performance after every game or practice using preestablished criteria.

iv. Third tournament and/or holiday season

This phase is often one of the most difficult as a coach. Players look forward to this time of the year, your team is more tired than at the beginning of the season, and it's exam season at school. As a coach, your expectations can't remain the same as they are during the other phases of the season. You must establish objectives that motivate your players but that also take into account their reality. Learning retention should be a focus.

v. Series and championship preparation

At this phase in the season, you should know your players and team well. Your strategies should be adapted to them and should matter more than technical considerations during practices. To prepare yourself for series and championships, you must be able to reduce the volume of practices while increasing the intensity of the sessions. This method will allow you to reduce risk of injury and stimulate players as the end of the season draws closer.

vi. Regional and provincial championships

This phase doesn't apply to all, but it's a test for a coach. If you've worked hard all year long, your players will be able to apply their knowledge and meet the requirements expected of them. You will have a chance to win these games as a solidified team. It is still essential to have all the players play in this situation.

vii. Break

Often the most underestimated phase, a break from sports is essential for the physical and mental development of players. It is the ideal moment to heal injuries, try new sports, or simply take a break from sports and spend time with family.



PLAYER PROGRESSION

1. TYPES OF PLAYERS (LTPD)

The development of each child is different, but each one needs to go through very specific developmental stages in order to grow. Development is the “interrelation between growth and maturation in time. The concept of development also applies to the child’s social, emotional, intellectual, and motor skills.” Here are different types of development per division:

- a. Pre-novice¹ (initiation to basic skills)
 - i. Emphasize the concept of fun;
 - ii. Use the game to develop basic skills (skating and handling the puck);
 - iii. Introduce young players to basic elements (agility, coordination, balance, speed);
 - iv. Develop physical abilities (running, jumping, throwing, catching, skating);
 - v. Teach players how to work within a group.
- b. Beginner (initiation to basic skills)
 - i. Continue to develop motor skills;
 - ii. Introduce basic hockey movements (turning, stopping, pivoting);
 - iii. Develop puck handling abilities (dribbling, passing, shooting);
 - iv. Introduce the notion of respecting others, cooperation, and complicity with teammates;
 - v. Highlight the value of efforts and perseverance;
 - vi. Introduce decision-making notions (4 main roles).
- c. Atom (basic training in hockey)
 - i. Start the critical period of accelerated coordination learning;
 - ii. Apply what was learned during game practices;
 - iii. Introduce physical conditioning (activation);
 - iv. Introduce goal setting (emphasize the process, not the result);
 - v. Show young players how to have fun and feel proud of pushing themselves;
 - vi. Initiate game analysis using the 4 roles and decision-making.

¹ [https://www.publicationsports.com/ressources/files/509/Fiches_completes_du_developpement_du_joueur_\(FR_et_ENG\).pdf?t=1534959858](https://www.publicationsports.com/ressources/files/509/Fiches_completes_du_developpement_du_joueur_(FR_et_ENG).pdf?t=1534959858)

d. Pee-wee (basic training in hockey)

- i. Consolidate basic motor and physical skills;
- ii. Develop team tactics;
- iii. Introduce the development of mental skills;
- iv. Develop competitive spirit;
- v. Learn to control emotions and block out negative thoughts;
- vi. Develop game analysis skills using the 4 roles and decision-making.

e. Bantam (systematic training)

- i. Period of rapid rise in growth;
- ii. Perfect technical variants;
- iii. Come up with action plans to improve players' skills (short- and medium-term objectives to instill a sense of responsibility);
- iv. Initiate physical preparation;
- v. Develop decision-making and situational actions one-on-one;
- vi. Introduce and develop basic notions in psychology.

f. Midget (systematic training)

- i. Develop strength and aerobic power;
- ii. Develop and consolidate the tactical aspect;
- iii. Accentuate speed of execution in task succession;
- iv. Introduce a pre-competition and competition plan;
- v. Complete group activities in order to consolidate the team;
- vi. Continue to develop mental and psychological abilities.



2. PHYSICAL NOTIONS

The terms growth and maturation are often used interchangeably. However, they apply to distinct biological activities.

Growth refers to changes that are observable, measurable, and progressive, such as dimensional changes in the body: height, weight, and percentage of adipose tissues.

Maturation refers to structural or functional changes related to the qualitative system that happen when the body progresses in maturity, for example when the skeleton's cartilage turns to bone.

3. PSYCHOLOGICAL NOTIONS

The psychological sphere is very vast, but certain elements require continuous work throughout a player's journey:

- a. The process of setting objectives can be integrated at any moment during a season;
- b. A sense of group belonging is essential;
- c. Satisfaction and fulfillment linked to the player's perception and where he fits in the group. This dynamic must always be taken into account.



4. HOCKEY-SPECIFIC SKILLS

In line with a player's long-term development, each division represents a key phase in which to develop certain hockey-specific skills. This section will give you a summary of the technical-tactical elements (for skaters and goaltenders) you need to initiate, consolidate, and master according to age group:

OBJECTIVE

LEGEND	
	Very high importance
	High importance
	Medium importance
	Low importance

a. Pre-novice

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 85%	
Explore how to move around on a new surface: adapting to the ice.	
Introduce fundamental elements for acquiring essential technical skills at a later stage: forward skating, backward skating, puck handling, passing, shooting.	

TACTICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 15%	
Determine focus areas through collective play.	

PHYSICAL	
Develop fundamental motor skills: agility, coordination, balance, speed.	

PSYCHOLOGICAL	
Create an environment in which the young player can explore different forms of movement while having fun.	
Teach players how to function within a group.	
Introduce mutual respect – teammates and opponents – and demonstrate good sportsmanship.	 
This is already a good age to establish rules of conduct, as simple as they may be.	

b. Novice (initiation to basic skills)

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 75%	
Develop speed, soliciting efforts of 5-6 seconds or less.	
Develop all basic elements relevant to technical moves in forward skating, backward skating, puck handling, passing, and shooting.	
Develop the ability to utilize areas in collective play, as specifically applied to hockey.	
Focus on the quality of execution of technical movements and their efficiency within certain specific game situations.	

INDIVIDUAL TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 15%	
Introduce basic notions related to individual tactical skills: dodging, piercing, dekes, one-on-ones, poke checks, angling, stick checks, etc.	
Introduce notions related to the four main roles in hockey: carrier, non-carrier, chaser and guard.	

TEAM TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 10%	
Explore basic notions of collective play: two-on-ones, breakouts, rushes, fore checking, etc.	

PHYSICAL	
Pursue the development of fundamental motor skills: agility, coordination, balance, speed.	
Encourage young players to practice several sports to better develop their fundamental motor skills, such as jumping, throwing, catching, etc.	
Introduce speed over very short periods (0-5 seconds).	
Introduce flexibility exercises.	

PSYCHOLOGICAL	
Value efforts rather than results. Instill in players the aptitude to apply themselves to reach their goals. Efforts can be observed in the following situations: - Taking the puck or causing loss of control of the puck - Succeeding in defensive withdrawal - Completing the exercise in its entirety - Being the first on the puck - Keep going even if the game is unwinnable, etc.	
Introduce the notion of healthy competition: competition shouldn't be perceived as a threat, but as a challenge for the player to better himself and show what he's capable of achieving.	
Introduce mutual respect – teammates and opponents – and demonstrate good sportsmanship.	

Foster confidence in players by ensuring success in the execution of instructions (success rate 7/10). You must create conditions that will guarantee many small victories for the player.	● ● ●
Teach players how to function within a group. Introduce a group functioning routine: before, during, and after practice. Develop a good listening position, especially during on-ice exercises.	● ● ●
Establish respect around the code of ethics and good behavior established for the team.	● ● ●
The main set of rules is part of the learning process at this age.	● ● ●
Introduce playing rules and basic rules regarding sports ethics.	● ● ●

Novice goaltenders

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 100%	
Develop forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting, forward and backward pace making.	● ● ● ●
Develop a basic stance.	● ● ● ●
Develop standing movement techniques.	● ● ● ●
Develop player's ability to keep his eyes on the puck.	● ● ● ●
Develop stopping techniques on high, mid, and low shots.	● ● ●
Develop techniques for immobilizing the puck.	● ●
Introduce paddle down stopping techniques for short games.	●
Introduce post positioning techniques.	●
Introduce 4-step observation technique behind the net.	●
Introduce basic stance recovery after stopping a shot.	●



c. Atom (basic training in hockey)

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 50%	
Develop forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting.	●●●●●
Develop backward skating techniques.	●●●●●
Develop skating speed over small areas.	●●●●●
Develop wrist and sweep passes.	●●●●●
Develop puck control techniques with an emphasis on dribbles.	●●●●●
Introduce techniques for wrist and sweep passes.	●●●●●

INDIVIDUAL TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 25%	
Develop hockey roles: carrier, non-carrier, chaser and guard.	●●●●●
Develop individual breakaway skills – role of the non-carrier.	●●●●●
Develop puck protection skills.	●●●●●
Develop dekes: skating, body, etc.	●●●●●
Develop player approach – role of the chaser.	●●●●●
Develop individual guarding of non-carrier.	●●●●●

TEAM TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 25%	
Introduce notions of help and support to the carrier.	●●●●●
Introduce defensive zone placement.	●●●●●
Introduce breakouts.	●●●●●
Introduce give-and-go and follow the pass techniques.	●●●●●
Introduce rush phase.	●●●●●
Introduce triangle creation and goal attack phase.	●●●●●
Introduce fore checking game phase.	●●●●●
Introduce two-on-one and three-on-two.	●●●●●
Introduce defensive fallback.	●●●●●
Introduce player positions and responsibilities.	●●●●●



PHYSICAL	
Consolidate the development of fundamental motor skills: agility, coordination, balance, speed.	
Develop skating speed (linear and random): reaction speed over a short period of time (around 5 seconds).	
Pursue and encourage the practice of several sports to better develop an array of possible motor skills. These will serve as a basis for learning technical moves.	
Introduce muscular endurance.	
Introduce certain complementary training habits: activation, hydration, cool-down, nourishment.	

PSYCHOLOGICAL	
Develop notions of healthy competition and satisfaction of surpassing oneself in various observable situations.	
Foster confidence in players by ensuring success in the execution of instructions (success rate 7/10). You must create conditions that will guarantee many small victories for the player.	
Teach players to control negative thoughts by using an approach that involves the following simple steps: - Identify thoughts that hinder performance. - Stop negative thoughts by using key words. For example, speed, fast feet, etc. - Replace them with positive thoughts and positive speech.	 
Develop team spirit.	
Teach players to control their emotions during games.	
Introduce mental training: relaxation, confidence, concentration, and motivation. The player must be able to experience several scenarios in which he will be able to identify these components.	
Teach players to set objectives in order to develop a sense of responsibility within their development. These objectives must focus on the process rather than the results (winning at all costs).	
Teach players to identify the elements they're in control of and the ones they're not: - Controllable: thoughts, actions, speech, emotions. - Not controllable: crowd, results, weather conditions, installations.	
Introduce the possibility of self-evaluation of the player on a mental level – how does the young player feel (happy, moody, anxious, etc.)?	
Teach the players to imagine, create images, and develop a more natural attitude in order to improve confidence, motivation, concentration, relaxation, and even technical abilities. The use of videos can prove useful in this regard.	
Introduce breathing control.	

Atom goaltenders

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 70%	
Consolidate forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting, forward and backward pace making.	●●●●
Consolidate basic stance.	●●●●
Consolidate standing movement techniques.	●●●●
Develop stopping techniques on high, mid, and low shots.	●●●
Develop basic stance recovery after stopping a shot	●●●
Develop post positioning techniques.	●●●
Develop 4-step observation technique behind the net.	●●
Develop paddle down stopping techniques for short games	●●
Introduce efficient control of rebounds.	●●
Introduce rebound follow-up techniques depending on available time.	●●
Introduce skating movement techniques following basic stance.	●●
Introduce skating movement techniques following butterfly position.	●
Introduce shot analysis notions.	●
Introduce puck handling (with players).	●

TACTICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Consolidate elements relative to angle coverage (depth and centered).	●●●●
Prepare reactions in case of fumble situations.	●●●
Develop an adequate level of attention to the progress of the game.	●●
Prepare reactions in case of wraparound situations.	●●
Prepare reactions in case of passing plays from behind the goal lines.	●
Introduce communication elements (both verbal and non-verbal) among players.	●



d. Pee-wee (basic training in hockey)

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 40%	
Consolidate puck handling techniques while skating.	
Consolidate passing techniques: receiving, wrist, sweep (on the spot or mobile).	
Consolidate skating techniques with an emphasis on agility: abrupt turns, crossing, pivoting with and without the puck.	
Consolidate backward skating techniques.	
Develop skating speed (efforts of at least 10 seconds).	
Develop lift passing techniques.	
Develop shooting techniques: sweep, wrist, half-shot, movement shots.	
Introduce reception of passes using rink boards.	

INDIVIDUAL TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Consolidate diversions: skating, body, etc.	
Develop physical contact: approach, stick checking, contact.	
Develop individual breakaway skills.	
Consolidate puck protection and decisions of the carrier (read and react).	
Consolidate carrier's approach in his role as a chaser.	
Develop individual guarding of non-carrier: role of the guard.	
Develop role of chaser one-on-one: distance, body position (defensive role).	
Develop defensive one-on-two strategy (guard).	
Introduce blocking for non-carriers.	
Putting the puck into play (breaker).	
Develop the ability to withstand contact, to protect oneself.	

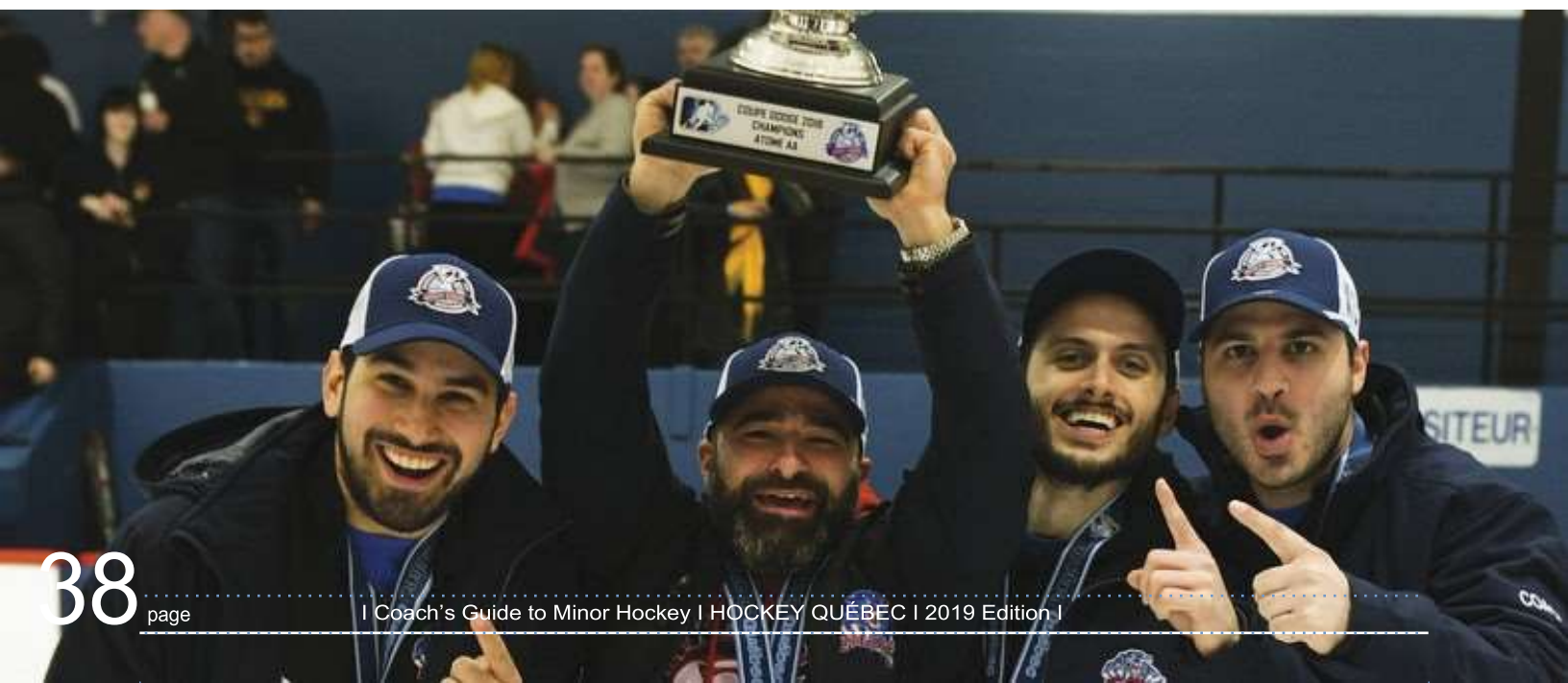
TEAM TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Develop notions of help and support to the carrier.	
Develop give-and-go and follow the pass techniques.	
Develop breakout phase (back and attack relationship).	
Develop attack progression in central zone.	
Develop rush zone phase: 1-2-3 triangle principle.	
Introduce cohesion between the two back zone players: "up, wheel, reverse, over".	
Develop defensive placement and movements in the defensive zone: defensive plays, roles and tasks, zone guarding, man to man, mixed.	
Develop positioning and face-off responsibilities in defensive territory: won and lost.	
Develop numerical situations: 2-on-1 and 2-on-2.	
Develop communication between attack and defense players.	
PHYSICAL	
Consolidate the development of fundamental motor skills: agility, coordination, balance, speed (on-ice and off-ice).	

Introduce the possibility of self-evaluation of the player on a mental level – how does the young player feel (happy, moody, anxious, etc.)?	
Teach the players to imagine, create images, and develop a more natural attitude in order to improve confidence, motivation, concentration, relaxation, and even technical abilities. The use of videos can prove useful in this regard.	
Introduce breathing control.	

Pee-Wee goaltenders

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 70%	
Maintain forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting, forward and backward pace making.	●●●●
Maintain basic stance.	●●●●
Maintain standing movement techniques.	●●●●
Consolidate stopping techniques on high, mid, and low shots.	●●●●
Consolidate basic stance recovery after stopping a shot.	●●●●
Consolidate post positioning technique.	●●●●
Develop efficient control of rebounds.	●●●●
Develop skating movement techniques following basic stance.	●●●●
Develop skating movement techniques following butterfly position.	●●
Develop rebound follow-up techniques depending on available time.	●●
Develop shot analysis notions.	●●
Introduce puck handling and passing techniques.	●
Introduce the use of poke checks.	●
Introduce one knee down stopping technique.	●
Introduce puck stopping techniques along the boards.	●

TACTICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Maintain elements relative to angle coverage (depth and centered).	●●●●
Consolidate reactions to plays behind the goal line (wraparound and passes).	●●●●
Develop communication elements (both verbal and non-verbal) among players.	●●●●
Consolidate an adequate level of attention to the progress of the game taking into account the three zones.	●●
Introduce notions of screen and deflected shot situations.	●●
Develop information gathering of the carrier and non-carrier from the red line to the net.	●●



e. Bantam (systematic training)

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 35%	
Consolidate skating techniques with an emphasis on acceleration: starting, pace making, strength, “overspeed”, crossing with or without the puck.	
Develop shooting techniques in motion (while skating), with precision regarding restricted space/speed/opposition.	
Develop skating speed over longer intervals (more than 10 seconds).	
Consolidate backward skating techniques with and without the puck.	
Maintain passing techniques: receiving, speed of execution, in motion, backhand.	
Maintain puck control techniques while skating.	
Develop flip pass techniques.	
Develop pass receiving using the boards.	
Develop habits within players regarding picking up rebounds following a shot, even when under pressure.	

INDIVIDUAL TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Develop body check techniques: approach, pressure, distance, body positioning, body check, immobilization.	
Consolidate individual guarding of non-carrier: role of the guard.	
Consolidate individual techniques to get free.	
Maintain deke and puck protection techniques in body check situations: carrier actions.	
Consolidate carrier approach in his role as a chaser.	
Consolidate puck protection and decisions of the carrier (read and react).	
Develop non-carrier’s use of blocks as an aid to carrier.	
Develop role of chaser one-on-one: distance, body position.	
Develop net screening situations on shots, deviations, rebounds.	
Develop face-off technique for chaser.	
Develop ability to handle body checks and protect against them.	

TEAM TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 35%	
Develop rush situations: 2-on-1, 2-on-2, 3-on-2.	
Develop attack progression in central zone (return to centre).	
Develop defensive placement and movements in the defensive zone: defensive plays, roles and tasks, zone guarding, man to man, mixed.	
Consolidate notions of help and support to the carrier.	
Develop give-and-go and follow the pass techniques.	
Develop breakout phase and cohesion between the back-zone players depending on the pressure: "up, wheel, reverse, over".	
Develop forward body check phase: roles and tasks.	
Develop attack phase: use of free areas, help, support, "cycling" movement triangle.	
Develop offensive territory placement.	
Develop tactics in relation with play positions and related responsibilities in the three zones.	
Develop scissor drill.	
Develop play transition: emphasis on counterattack, forward pass to other player.	
Introduce tracking.	
Develop defensive fallback phase.	
Develop positioning during face-off in the three zones: lost and won.	
Develop strategies for special numerical advantage and disadvantage situations in the three zones.	
Develop communication between players in attack and defense.	

PHYSICAL	
At the end of this stage, you should accentuate speed by prolonging the effort up to 15-20 seconds.	
Develop physical preparation by using body weight, medicine balls, and stabilizing balls in order to optimize basic technical abilities.	
Develop endurance and muscular force.	
Develop aerobic endurance. The right time is at the beginning of the growth spurt (rapid/sudden).	
Pursue development of aerobic capacities. At 15 years old, start developing aerobic strength.	
Pursue summer season physical preparation.	
12 to 18 months after the height of the growth spurt (rapid and sudden) is an ideal time to develop muscle strength (with weights).	
Pursue the development of flexibility. Be cautious during the accelerated growth phase.	
Develop certain complementary training habits: activation, hydration, cool-down, nourishment.	
Introduce muscle strength training.	

PSYCHOLOGICAL

Introduce short-, medium- and long-term objectives by asking players to define action plans to instill a sense of responsibility in them regarding their development.	● ● ● ●
Consolidate competitive spirit during practices and games.	● ● ● ●
Consolidate emotional control. On an internal language level: be aware of it, reduce negative speech, increase positive elements.	● ● ● ●
Consolidate self-esteem. Pay special attention during rapid and sudden growth spurts of young players. This process affects self-esteem and perceived competency.	● ● ● ●
Introduce a self evaluation process that includes all elements of performance and objectives.	● ● ●
Develop an individual routine for controlling negative emotions and anxiety.	● ● ● ●
Develop team spirit.	● ● ●
Understand and attempt to analyze the psychological profile of high-level players. Allow the player to situate himself in comparison to other profiles. The player must understand that ice hockey has high requirements in terms of the efforts, consistency, and adversity involved in a contact sport, and that proper preparation is essential to move on to the next steps.	
On a visual level, increase the complexity of images and sensations linked to different experiences. Use them to increase levels of teaching, confidence, relaxation, and concentration.	● ●
Develop individual and team preparation plans (routine) before games and practices. Foster an environment that stimulates performance.	● ●
To improve confidence, introduce ways to rebound and turn disappointments into challenges.	● ●



Develop better breathing control.	 
Develop an open attitude to constructive criticism.	 
Learn to practice progressive muscle relaxation.	 
Introduce the use of a logbook in which the player writes down his observations regarding his performance and his experience during games.	

Bantam goaltenders

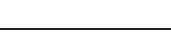
TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 50%	
Consolidate stopping techniques on high, mid, and low shots.	   
Consolidate efficient control of rebounds.	   
Consolidate rebound follow-up techniques depending on available time.	   
Maintain basic goaltender stance.	  
Maintain standing movement techniques.	  
Develop skating movement techniques following basic stance.	  
Develop skating movement techniques following butterfly position.	  
Consolidate shot analysis notions.	  
Consolidate post positioning techniques.	 
Maintain forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting, forward and backward pace making.	 
Develop puck handling and passing techniques.	 
Develop one knee down stopping technique.	 
Develop puck stopping techniques along the boards.	 
Introduce the use of poke checks (standing, butterfly, diving).	

TACTICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 50%	
Maintain elements relative to angle coverage (depth and centered).	  
Consolidate reactions to plays happening behind the net.	  
Consolidate information gathering of the carrier and non-carrier from the red line to the defensive zone.	  
Develop notions of screen and deflected shot situations.	  
Consolidate communication elements (both verbal and non-verbal) among players.	  
Develop reactions to “walk-out” and “walk-in” situations.	 
Maintain an adequate level of attention to the progress of the game in the three zones.	 

f. Midget (systematic training)

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Maintain passing techniques: receiving, speed of execution, backhand.	
Develop skating speed over longer intervals (more than 10 seconds).	
Develop shooting techniques in motion + precision.	
Maintain skating techniques with an emphasis on acceleration: starting, pace making, strength, “overspeed”, crossing with or without the puck.	
Maintain backward skating techniques with and without the puck.	
Maintain puck control techniques in motion (while skating).	
Develop habits within players regarding picking up rebounds following a shot, even when under pressure.	

INDIVIDUAL TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 30%	
Develop one-on-one role of carrier: read and react, space, leverage opponent.	
Develop one-on-one role of chaser: distance, body position.	
Consolidate individual techniques to get free.	
Maintain protection and body check techniques.	
Maintain carrier approach in his role as a chaser.	
Maintain individual guarding of non-carrier: role of the guard.	
Maintain non-carrier’s use of blocks as an aid to carrier and ensure availability at all times.	
Maintain deke and puck protection techniques in body check situations: carrier actions.	
Maintain net screening situations on shots, deviations, rebounds.	
Consolidate ability to handle body checks and protect against them.	

TEAM TACTICS % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 40%	
Develop attack progression in central zone.	
Consolidate tactics depending on play positions (centre, wingers, back zone) and responsibilities related to the three zones.	
Consolidate forward body check phase: roles and tasks.	
Maintain notions of help and support to the carrier.	
Develop defensive placement and movements in the defensive zone: defensive plays, roles and tasks, zone guarding, man to man, mixed.	
Consolidate breakout phase and cohesion between the back-zone players depending on the pressure: “up, wheel, reverse, over”.	
Consolidate rush zone control.	
Consolidate rush zone situations: 2-on-1, 2-on-2, scissor drill.	
Develop attack phase: use of free areas, help, support, “cycling” movement triangle.	
Develop offensive territory placement.	
Consolidate give-and-go and follow the pass techniques.	

Consolidate positioning during face-off in the three zones: lost and won.	
Develop special strategies for numerical advantage and disadvantage situations in the three zones.	
Consolidate defensive fallback phase.	
Maintain scissor drills.	
Develop play transition: emphasis on counterattack, forward pass to other player.	
Develop tracking.	
Maintain communication between players in attack and defense.	

PHYSICAL	
Development of general and specific physical qualities.	
Develop energy sources and muscular qualities on an annual basis (even during regular season).	
Optimize training habits complementary to the main part of the session: warm up, hydration, cool-down, nourishment, etc.	
Pursue development of aerobic endurance and maximal aerobic strength.	
Adjust speed and endurance to the requirements of the competition.	
Pursue summer season physical preparation over a minimum of 12 weeks.	
12 to 18 months after the height of the growth spurt (rapid and sudden) is an ideal time to develop muscle strength.	
Introduce muscle strength training.	
Optimize certain complementary training habits: activation, hydration, cool-down, nourishment.	
Pursue development of flexibility. Be cautious during growth spurt phase.	

PSYCHOLOGICAL	
Pursue development of fundamental psychological qualities.	
Introduce a self evaluation process that includes all elements of performance and objectives.	
Introduce short-, medium- and long-term objectives by asking players to define action plans to instill a sense of responsibility in them regarding their development.	
Consolidate competitive spirit.	
Consolidate emotional control. On an internal language level: be aware of it, reduce negative speech, increase positive elements.	
Develop an individual routine for controlling negative emotions and anxiety.	
Consolidate self-esteem. Pay special attention during rapid and sudden growth spurts of young players. This process affects self-esteem and perceived competency.	

Understand and attempt to analyze the psychological profile of high-level players. Allow the player to situate himself in comparison to other profiles. The player must understand that ice hockey has high requirements in terms of the efforts, consistency, and adversity involved in a contact sport, and that proper preparation is essential to move on to the next steps.	
On a visual level, increase the complexity of images and sensations linked to different experiences. Use them to increase levels of teaching, confidence, relaxation, and concentration.	
Develop individual and team preparation plans (routines) before games and practices. Foster an environment that stimulates performance.	
Develop team spirit.	
To improve confidence, introduce ways to rebound and turn disappointments into challenges.	
Develop better breathing control.	
Develop an open attitude to constructive criticism.	
Learn to practice progressive muscle relaxation.	
Introduce the use of a logbook in which the player writes down his observations regarding his performance and his experience during games.	

Midget goaltender

TECHNICAL % OF SUGGESTED ICE TIME (FOR REFERENCE PURPOSES), 50%	
Maintain stopping techniques on high, mid, and low shots	
Consolidate efficient control of rebounds.	
Consolidate skating movement techniques following basic stance.	
Consolidate skating movement techniques following butterfly position.	
Consolidate rebound follow-up techniques depending on available time.	
Maintain standing movement techniques.	
Consolidate shot analysis notions.	
Consolidate post positioning technique.	
Consolidate puck handling and passing techniques.	
Consolidate one knee down stopping technique.	
Consolidate puck stopping technique along the boards.	
Maintain forward skating techniques with an emphasis on agility: basic stance, turning, stopping, crossing, pivoting, forward and backward pace making.	
Consolidate the use of poke checks (standing, butterfly, diving).	
Maintain basic goaltender stance.	

TACTICAL % OF SUGGESTED ON-ICE TIME (FOR REFERENCE PURPOSES), 50%	
Maintain reactions to plays behind the goal line (tourniquet (wraparound), passes, walk-out, etc.).	
Maintain information gathering of the carrier and non-carrier.	
Consolidate notions of screen and deflected shot situations.	
Maintain communication elements (both verbal and non-verbal) among players.	
Maintain elements relative to angle coverage (depth and centered).	
Maintain an adequate level of attention to the progress of the game.	



5. TECHNICAL-TACTICAL NOTIONS

The challenge for hockey players is not only mastering more than 100 technical moves but also executing them at the right moment using great speed. Skating, puck control, passing and shooting represent the most essential techniques used by players.

It's most notably in the realm of decision-making that players must outdo themselves. Depending on the role they occupy (carrier, non-carrier, chaser and guard), players must be able to make the right decisions. They must process a lot of information before being able to react using the right move.

a. Technical moves

All technical moves, including their key points and commonly made errors, are available on Hockey Quebec's YouTube channel: [click here](#).

i. Player – skating

1. Basic stance;
2. Forward skating;
3. Backward skating;
4. Forward start;
5. Backward start;
6. Side start;
7. Backward crossover start;
8. Crossover;
9. Backward crossover;
10. Sharp turn;
11. Forward to backward turn;
12. Backward to forward turn;
13. 2/4 turn;
14. Abrupt stop;
15. Two-leg backward stop;
16. One-leg backward stop;
17. Forward to backward pivot;
18. Backward to forward pivot.

ii. Player – handling

1. Dribble;
2. Transporting puck with 2 hands on stick;
3. Transporting puck with 1 hand on stick (forehand);
4. Transporting puck with 1 hand on stick (backhand);
5. Reception of pass with stick;
6. Reception of pass with skates;
7. Sweep pass;
8. Backhanded sweep pass;

- 
9. Wrist pass;
 10. Backhanded wrist pass;
 11. Flip pass;
 12. Lobed pass;
 13. Sweep shot;
 14. Backhanded sweep shot;
 15. Wrist shot;
 16. Slap wrist shot;
 17. Slap shot;
 18. Flip shot;
 19. One-time shot.
- iii. Goaltender
1. Basic stance (upright and on the ground);
 2. Balance;
 3. Puck control on low shots;
 4. Puck control on high shots;
 5. “T” movements;
 6. “C” movements;
 7. Getting up on the right leg;
 8. Lateral movements;
 9. Butterfly skating;
 10. Poke checks;
 11. Immobilizing the puck;
 12. Fumble situation;
 13. Following the puck behind the net.

b. Individual tactics

To be considered a tactic, the exercise or move must include several techniques and elements of decision-making. Reading, analyzing, and reacting are especially important. Refer to the section on individual tactics on our website: [click here](#).

- i. Offense
1. Protecting the puck;
 2. Protecting the puck in a restricted area;
 3. Getting the puck out of the corner;
 4. Screen;
 5. Deviation;
 6. Rebound;
 7. Fake-out;
 8. Getting free;
 9. One-on-one;
 10. Putting the puck into play.

ii. Defense

1. Carrier approach;
2. Stick checks;
3. Body checks;
4. Individual guarding;
5. Blocking shots;
6. One-on-one in corners;
7. One-on-one in front of the goal;
8. One-on-two.

c. Collective tactics

Collective tactics apply to the team that is in possession of the puck. A distinction must therefore be made between the team that takes possession of the puck (offensive tactic), no matter the zone, and the team that wants to regain control of the puck (defensive tactic). Refer to the section on collective tactics on our website: [click here](#).

i. Offense

1. Carrier;
2. Non-carrier.

ii. Defense

1. Chaser;
2. Guard.

iii. Other possible tactics

1. Outnumbered attack;
2. Return to centre;
3. Scissor drill;
4. Breakout;
5. Triangle movement;
6. Offensive placement;
7. Rush;
8. Numerical advantage;
9. Angling – carrier support;
10. Area guarding;
11. Defensive fallback;
12. Forechecking;
13. Numerical disadvantage.



ORGANIZING A SEASON

1. USE OF AFFILIATED PLAYERS (AP)

Every team needs to call on an affiliated player at one point or another to replace a player that's regularly absent. You must however take into account some rules so that this addition is done under favorable integration conditions for the player and for your team:

- a. Selection of affiliated players
Usually, affiliated players should be the last players who were cut. Most associations have their own rule regarding the equitable distribution of players in the teams of a same class.
- b. Integration in the team
Any affiliated player that serves as a replacement in your team will feel some stress related to his new status as a player and other players' judgment. In order to reduce the stress associated with the replacement, you must, as a coach, set up favorable conditions for the player's integration. Here are some tips:
 - i. Invite the player to practices, even if you don't put him into play during the week;
 - ii. Welcome the player upon his arrival to the arena and guide him so he feels comfortable;
 - iii. Prepare the jersey, socks, and necessary equipment ahead of time so he won't need to go looking for them;
 - iv. Meet with the player to describe team expectations, routines, and strategies;
 - v. Pair the player with one of the team leaders;
 - vi. Thank the player for his service, regardless of the result of the game.
- c. Procedure for recall
 - i. Refer to the [Administrative Rules](#) (5.6.2) on the Hockey Québec website;
 - 1. There must be an absence for you to call on an affiliated player;
 - 2. A player can use the status of affiliated player only 5 times per season after the date of January 10, excluding tournament, series, and championship games;
 - ii. The player must be registered by the association on the team's T-112;
 - iii. Contact the player's team coach or manager at least 24 hours before you need to use him in order to inform them of the situation;
 - iv. Ask the player if he'd like to be a replacement;
 - v. Each association manages the obligation to provide or not provide a player in an upper class and division.

2. TEAM FINANCING

Different regions and associations use different procedures regarding the use of registration fees and what is included in the registration. You must therefore make sure to connect with your association.

- a. Budget planning
Before starting your fundraising efforts, you must have an idea of what you'll need to finance. Good planning will serve as a guide in your search for the financing you need to operate your team.
- b. How to handle it all
Nowadays, financial institutions refuse to open accounts for sports teams, so it's important to make sure that team funds are managed by more than one person and that everything remains as transparent as possible. Periodical financial statements are essential to the proper management of a team.
- c. Operating budget of the team
Under normal circumstances, the team budget should cover tournament registrations, additional ice rental, as well as team activities. Team funds should roughly cover the following:
 - i. Tournament registrations: plan between \$800 to \$1000 per tournament;
 - ii. Ice rental: plan between \$150 and \$300 per hour;
 - iii. Team transportation;
 - iv. Team activities and gifts to players, depending on your budget.

The easiest way to allocate the team's surplus is for the parents to vote on its use.
- d. Financing activities
There are various ways of collecting funds. However, you must keep in mind that several different teams will also solicit the community for help, so you must aim for a realistic objective for each fundraising effort in order to reduce the financial burden on parents. Here are some fundraising ideas.
 - i. Bagging groceries in stores
 - ii. Corporate selling (chocolate, etc.)
 - iii. Benefit tournament (poker, hockey, golf, etc.)
 - iv. Benefit show
 - v. Random draw or contest
 - vi. Benefit dinner
 - vii. Car wash

- e. Warning regarding legitimate ways to manage team funds

Since the funds are made up of everyone's money, parents have a legitimate claim to know what's going on with their money and how the funds are used. You should always avoid for the management of the money to be handled by one sole person. Before launching multiple fundraising efforts, make sure parents share the same mentality and will be able to commit.

3. SAFETY DURING GAMES AND PRACTICES

The skating rink is a safe environment if used properly. However, certain factors should be monitored in order to maintain this level of security. Here are some elements to keep track of:

- i. Close the doors;
- ii. Keep your gloves on at all times when on the ice (players and coaches);
- iii. Wear a secured helmet at all times (players and coaches);
- iv. During shooting exercises, do not step behind the goals;
- v. Make sure the goaltender is ready before making a shot;
- vi. Make sure players waiting in line aren't in a position to receive shots from their teammates;
- vii. Enforce the use of neck guards and strongly encourage the use of a mouthguard for levels that involve contact.



4. EMERGENCY ACTION PLAN (EAP)

When a player injures himself, the security attendant can intervene once the official has given him the signal. Once the player is examined, the security attendant can decide if the injury is serious or non-serious. He will escort the player off the ice in order to examine him further and return him to the game if possible or, if the injury is serious, set into motion the [EAP](#) procedures.

- a. Person in charge of the situation
 - i. Person on the scene that is the most qualified in first aid and emergency situation control;
 - ii. Becomes familiar with the arena's emergency equipment;
 - iii. Takes control of the emergency situation until the arrival of medical authorities;
 - iv. Evaluates the player's injury.
- b. Person in charge of calling
 - i. Knows the location of the emergency phone;
 - ii. Has the list of emergency phone numbers;
 - iii. Has the instructions for getting to the arena;
 - iv. Knows the best routes to come to and leave the arena for ambulance staff;
 - v. Can communicate with the person in charge of the situation and the control person.
- c. Control person
 - i. Makes sure that an appropriate room is available for the person in charge of the situation and the ambulance staff;
 - ii. Discusses an emergency plan of action with:
 - 1. Arena employees
 - 2. Officials
 - 3. The opposing team
 - iii. Makes sure the path the ambulance staff needs to take is free from obstacles;
 - iv. Finds highly qualified medical personnel (for example, a doctor, a nurse) to aid the injured player if the person in charge of the situation requests it;
 - v. Discusses the injury and player's status with the parents.



LEARNING AND TEACHING

1. TEACHING PRINCIPLES

Teaching a sport to a group of young people can seem difficult and complex, but a coach can create conditions to facilitate such management and make his teachings more efficient. Our objective isn't to provide an educational course, but to present the winning conditions in which young players will be able to efficiently pursue their development within the group. Young players spend two thirds of their time on average being active: you must therefore be aware of what to do during a practice to make it as efficient as possible.

a. Knowing the content

A basic exercise that's explained well matters a lot more for the development of young players than an incredible exercise that is poorly explained and not assimilated. You must, as a coach, fully understand what you're explaining for your teaching to be more efficient. Therefore, when introducing an exercise, it should be related to your session objective and you should know its contents well. Player development is a logical sequence of technical-tactical skill insertions that promote learning. Mastering a skill is essential to development: each learning element must be initiated/acquired, consolidated and, finally, mastered, before you can say that the ability is fully developed.

b. Motor engagement

i. Preparation

Since a coach controls 95% of players' motor engagement time, it is his responsibility to know the contents of his training, adequately prepare his material, and make sure other coaches know what they have to do in order to complete an efficient session.

ii. Explanations

The time a young player can spend listening to explanations is very limited. That's why demonstrations and direct explanations addressed to players must be short and concise. When explaining things directly, make sure you have everyone's eyes on you and that you use an appropriate tone of voice. When using the board, avoid turning your back to your players, hiding the figures, and presenting illegible writing. Using a demonstration will usually help consolidate the explanation. An exercise should always be simple at first, and its difficulty raised as time goes on.

iii. Organization

Here, we are referring not only to the way the coaches organize the placement of equipment, but also the organization of players. To reduce your players' wait time, you must make sure you have enough participants (that are familiar with the session plan) to delegate tasks to during transitions. Players must be aware of the exercise objectives after these have been explained to them. You must eliminate any wasted time during which players can chat or skate slowly to their position.

iv. Quality of engagement

Just because young players are moving doesn't mean that their motor engagement is necessarily of great quality. When creating exercises, you must take into account one or two primary key points to develop, and then focus the teachings and feedback on those points.

v. Cognitive engagement¹

Beyond physical and motor engagement during a training session, the cognitive aspect (knowledge and reflection) must also be part of your preparation. How can a player executing a skill apply it to a game if you haven't made him think about how to use this skill? Beyond technical considerations, you have to make your players think about or make decisions when they're executing a move. This cognitive engagement will also make waiting players focus on what they'll need to do when their turn comes.

vi. Waiting

Your exercises could be the best in the world, but if players spend more time waiting around than executing them, you will miss your target. During your preparation, you must make sure you have enough stations or workshops to properly stimulate all players' motor engagement. The optimal use of the ice relies on the efficient planning of exercises so that each player can benefit from quality teaching and appropriate training volume.

c. Efficient communication

Communication is at the core of all team relations. Efficiently transmitting information is essential to reduce time wastage and frustrations linked to the execution of tasks by players. Here are some tips to facilitate communication:

- i. If you are explaining things on the board, make sure that all players can see the board, have their eyes on you, and are listening to what you're saying. All too often, players are distracted by what's happening on the other side of the glass and won't listen to you;
- ii. If players are on their knees listening to you, you reduce the risk of them losing balance or of them bumping into each other and distracting the rest of the group;

¹Academic Learning Time in Physical Education, Brunelle, Tousignant et Spallanzani, 1985.

- 
- iii. Set up clear rules during explanation sessions: listen, watch, think, and then ask questions;
 - iv. Gather players during explanation sessions. All too often, coaches yell things at players on the ice and what's being said isn't clearly heard. It is recommended to speak facing the boards. The sound will echo on the boards which will allow players to hear you better;
 - v. If you are giving explanations while another group is occupying the other side of the rink, make sure the players have their back to those other players;
 - vi. With younger players, get down on your knees to get on their physical level;
 - vii. Create a code with your players. You can use your voice, a gesture, or even a whistle (without overdoing it). A whistle can become an interesting communication tool if it's used correctly (for example, 2 whistle blows = everyone gathers in the centre of the ice, 3 whistle blows = stop).
- d. Use of support material
- There are several types of tools that can help coaches more easily communicate messages to players. Here are some of them:
- i. Whiteboard
The whiteboard is very useful for establishing visual representations of players on the ice. However, its use should match the players' experience: they do not all have the same ability to cognitively assimilate what they see on the board.
 - ii. Whistle
While the whistle is very often used by coaches, you should make sure the rink doesn't become a whistle concert. Often, the use of the whistle can be reduced when coaches voice things out loud or when players use codes (for example, waiting for the player to reach the blue line before moving).
 - iii. Ice marker
There are several types of bingo-style pens that are washable with water and can be used on the ice to communicate reminders to players. They are especially useful with younger teams.
 - iv. Electronic tablet
Technology is omnipresent nowadays. Why not use it in your teachings? In your preparation, you could use an exercise with a Web demonstration to illustrate what you'd like players to recreate on the ice.

e. Learning progression

Learning progression is a way of making sure that all players go through different steps in order to familiarize themselves with a skill and put it into practice. The ultimate goal is for this ability to be used successfully at the right time during a game. The player has to master every step before he can move on to the next phase. Here we suggest the use of Gentile's Taxonomy.²

Environmental Context	Action Function			
	Body Stability		Body Transport	
	No Manipulation	Manipulation	No Manipulation	Manipulation
Stationary, no variability	1A	1B	1C	1D
Stationary, variability	2A	2B	2C	2D
Motion, no variability	3A	3B	3C	3D
Motion, variability	4A	4B	4C	4D

This tool associates the use of actions related to a skill and the environmental context. On one hand, we can observe if the body is stable or in motion and if an object is manipulated or not. On the other hand, this tool evaluates whether the player's environment is in motion or not, and if there's decision-making on the player's end that increases the exercise's threshold of difficulty.

Therefore, in order to increase the difficulty of an exercise, coaches can diversify certain variables to complicate the realization of an exercise or the analysis of the environment. This action will incite players to use the skill in a thoughtful way more susceptible to be applied to games, during which they will find themselves in similar situations.

The same principle applies to the implementation of a system in hockey. You must be able to break down a system in order to train your players sequentially. This evolution will involve technical skill exercises, individual tactics, collective tactics, and finally, could be used as part of a collective system.

² Gentily Taxonomy, Overdorf, Jamison and Wood, 2009.

2. TEACHING PLAN

Learning levels

Learning is accomplished on three levels. Practices must be planned to adapt to the developmental degree of the learning process. The three levels are defined as follows:

a. Knowledge

This refers to the acquisition of knowledge, information, and theories. Learning at this level can be achieved through advice, one-way communication, or any other similar approach. Knowledge shouldn't be confused with knowledge application.

b. Know-how

This refers to the development of skills and the capacity to apply knowledge. Learning at this level requires adaptation and practice. Being able to convert intentions and knowledge into concrete results requires learning in an action-oriented context: you may use role-playing games, practical exercises, feedback, videos, etc.

c. Soft skills

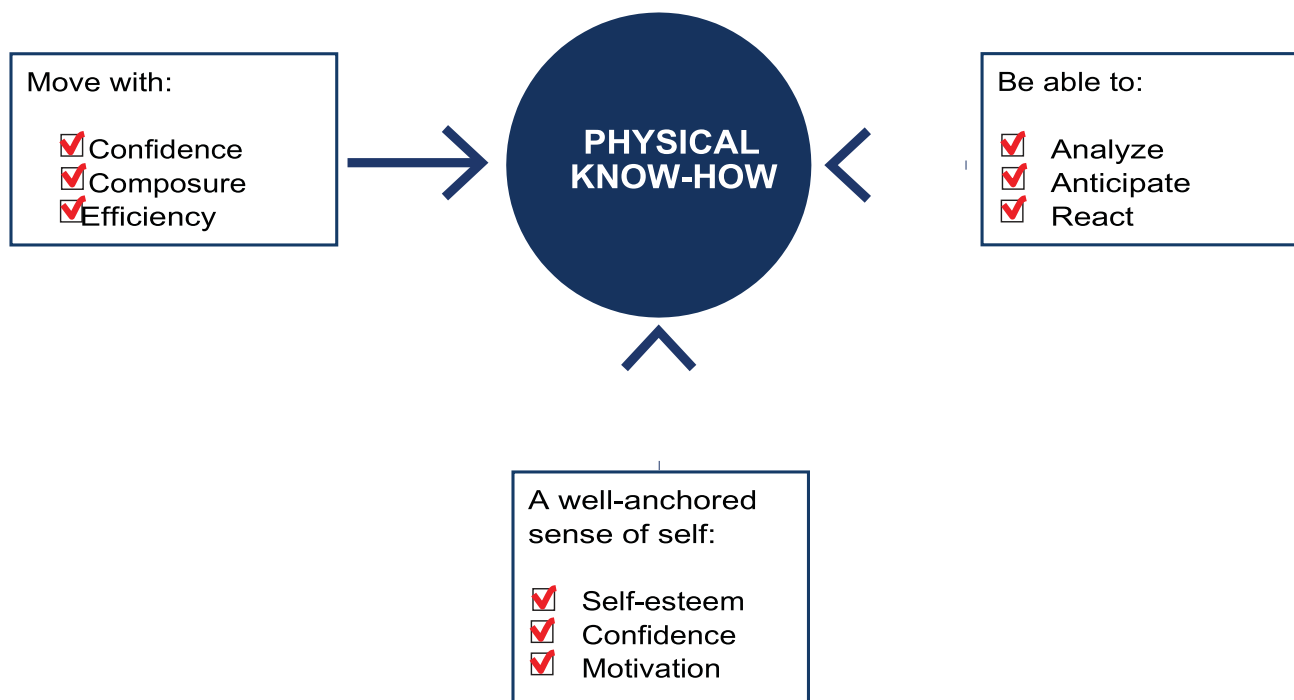
This refers to the collection of attitudes and behaviors that reflect our opinions, beliefs, perceptions, and values. At this level of learning, you have to deal with the participants' perceptions, experiences, and values. A learning process that provokes a change in attitude is much harder to accomplish.





e. Physical know-how

For a player to progress adequately, he must acquire physical know-how (literacy). Basic physical know-how involves the combination of fundamental motor skills and specific motor skills. Here is an example:



**NEVER FORGET THAT HOCKEY IS A
LATE SPECIALIZATION SPORT**

3. SETTING OBJECTIVES

Setting objectives in the realm of sports is a recurring duty, the completion of which requires helping players with their objectives. In order to support them, you must come up with solid objectives. To do so, we will refer to the S.M.A.R.T. goals:³

- a. Specific to the task at hand;
- b. Measurable in quantity or quality;
- c. Achievable, since they represent a challenge;
- d. Realistic in terms of the motivation needed to complete the goal;
- e. Temporally defined.

Once you define the objectives, you will be able to focus on certain specific aspects with your team:

► **Specific behavior to apply**

This refers to the process and the method through which success is attained. You must ask players to become aware of the way in which they execute a move and their reactions when faced with certain situations. Once this behavior is acquired, it will be easier for the player to acknowledge more important objectives.

► **Athletic performance**

By focusing on the process, you can avoid developing a defeatist attitude. If each player has a goal to complete in one area of the game, it will be easier to make the group accept a greater objective. For example, if you want to reach the goal of 25 shots per game and you have a team of 12 players, asking each player to take 2 shots per game will make it easier for them to visualize the collective objective, and each player will be involved in the action.

► **Result**

This is the only type of objective that takes into account the result rather than the process that leads up to it. By using this type of objective, each player will individualize his training in order to accomplish the goal.

Finally, in order to positively impact your whole season and achieve success, you must set short-, medium-, and long-term goals. Since these are all interrelated, it will be easier for you to reach certain steps with your team.

- i. Annual – What is your vision for a successful season? Focus your objectives on the process that will allow you to achieve this vision.
- ii. Monthly – What are the qualitative and quantitative elements to take into account in order to reach your annual objectives?
- iii. Weekly – What is the goal to reach in each weekly performance to help you reach your monthly objectives?
- iv. Daily – Each session (on and off the ice) must involve objectives or key points that will contribute to the completion of your weekly objectives.

³ George T. Doran, "There's a S.M.A.R.T. way to write management's goals and objectives", Management Review, vol. 70, no 11, 1981, p. 35–36

4. TYPES OF TEACHING

Each coach has his own style and approach for teaching players. There are, however, conditions and methods you should set up in order to encourage your hockey players' learning progress as much as possible. Here are a few:

a. Favorable learning conditions

- i. Set up an environment adapted to learning (minimize noise);
- ii. Be clear and concise in your comments;
- iii. Retain the players' attention;
- iv. Practice what you preach;
- v. Establish clear operating rules;
- vi. Foster a pleasant work atmosphere;
- vii. Do not accept outbursts, react immediately when faced with disrespectful or deviant behavior;
- viii. Adjust practices to the players' situation (ex: exam period or late-night training).

b. Teaching methods

By using different teaching methods, coaches can more easily relate information since each method will develop a different reflex within players:

- i. Lecture – The coach offers purely theoretical content. This method is very seldom used in hockey, except for introducing new material. Using this method, players will quickly lose their concentration, but the coach will be able to communicate more content.
- ii. Demonstration – Often, the content you want to teach is vague to the players, whether it's presented on the board, through video, or simply explained verbally. The use of a demonstration will prove to be a better guide for players. Make sure to execute exactly what you're asking of the players.
- iii. Practice – In sports, the only real way of acquiring, developing, and executing a skill is to repeat it on many different occasions in order to create a motor pattern. By correctly executing a repeated move, this move becomes acquired and the player can then focus on non-technical matters.
- iv. Interrogation – Instead of providing the player with answers, ask open questions so that the player finds the answers himself. This method applies to practices just as much as games and can help the player develop faster decision-making skills.
- v. Guided discovery – This method aims to control the environment in which you set players up. By forcing a direction or decision-making, the player won't be able to go the easy route and will have to find different solutions to accomplish the learning objectives.

5. ADAPTIVE TEACHING (learning interference)

Nowadays, young people are overloaded with information and stimuli. The skating rink must become an escape that will allow them to let go within a structured and fun environment. Practices must take into account new generations and their specificities. Our teachings must be adapted to each age group and the gender of players; however, we are currently confronted with more and more knowledge surrounding different types of learning interferences (ASD, ADHD), whether they are diagnosed or not.

Each person being different, we should adapt our teaching strategies to each situation. Many players have difficulties paying attention, and expressions of those difficulties can come from anyone. For a player that's diagnosed, the amount of distractions can vary and become a potential problem.

Anxiety and stress are omnipresent starting from a very young age, and managing these factors can become a challenge for any coach. As the stress increases, the symptoms can intensify, and the player will struggle using control and listening strategies since his attention will be focused on the stimuli surrounding the group. Faced with stress, the brain can turn to three behaviors:

- a. Flee
Similar to an animal that hears a noise in the woods, the young player will be wary when faced with an unknown situation. His behaviors will involve continuous movements (shaking, fidgeting, pacing) and his body will command him to flee.
- b. Freeze
Most of the time, this behavior is reflected through quitting or feeling discouraged. However, if the player is present at the arena, it means that, at his core, he wants to be there.
- c. Fight
This behavior manifests more as verbal or physical defensive aggression that makes the player act out in angry behaviors that go beyond his will.

Here are some strategies to help you reduce the impact of your team members' reactions and develop teachings that are adapted to each player:

- a. Stress management strategies
All stress-related behaviors have the physical consequence of increasing the cardiac rhythm. Stress management therefore becomes a prime action strategy when faced with a stressful situation. There are strategies to use to manage personal reactions and focus on one's self rather than the situation. Square breathing, relaxation, and visualisation are available techniques that can help at this stage.

b. General strategies

Even before a potential situation occurs, the coach must be prepared to intervene. To do so, he must successfully solidify a link with the player, talk to his parents to get to know their strategies, and even take the time to read the player's medical form in order to better understand the individual. The coach must also be aware that each young player is different and that, when the body is occupied, the attention will sharpen. In an athletic context, a young player who is unable to concentrate at the board with one knee on the ground could be asked to stand behind the group and lightly glide on his skates, without bothering the group.

c. Communication strategies

It is always best to formulate short and precise instructions, but beyond this strategy, a coach must be able to incorporate different learning methods (visual, auditory, kinesthetic) and validate the players' comprehension of the teachings following the explanation or demonstration.

d. Motivational strategies

In order to keep players motivated, it is possible to get them to participate more or entrust them with tasks that will have a positive impact on them and their behavior.

e. Attention retention strategies

As a coach, you must use certain strategies to retain and maintain the attention of players, such as limiting distractions (visual and auditory), choosing an appropriate location (facing the boards for example), dividing tasks, or using the senses as teaching tools.

f. Tips and tricks

- i. Talk to parents in order to understand their intervention strategies;
- ii. Give these young players more attention within the group in order to better understand them;
- iii. Establish a reassuring framework or routine.



6. INTERPERSONAL RELATIONSHIPS

The relationship that exists between a player and his coach is unique and plays a crucial role in the success of an individual within a team.⁴ While he shouldn't befriend players, the coach can still develop healthy relationships with them. This bidirectional relationship will be built differently with each player and will be influenced by each person's emotions, thoughts, and behaviors. According to studies⁵, there are three approaches to use in order to establish good relationships with players:

a. Behavioral approach

Teaching behaviors (intervention as a teacher) are at the core of the relationship, but you must also consider that the player wants to be involved in decisions, that the coach must make sure his interventions with the player are positive ones, and that the coach's leadership will be challenged.

b. Affectivity approach

This refers to a model in which the relationship comes from both parties and develops over the time spent working on a common project. This approach is defined by mentorship as a way of transmitting knowledge from one person to another.

c. Interpersonal factors approach

In this third approach is included the implication of parents as a motivating factor for the player. This type of approach highlights the fact that a player supported by both the coach and his parents has increased motivation and more confidence in his performance.

A good relationship between the coach and his players will have a direct impact on the confidence, respect, engagement, and cooperation levels they exhibit. This long-term impact within the team will bring about cohesion and leadership on an individual and collective level.

There is always a boundary to establish in relationships between players and coaches. You should therefore make sure not to cross any lines (by age group):

- i. A coach isn't a friend. Despite the feeling of proximity you may have with players, you should avoid any sort of invitation that isn't team-specific;
- ii. Avoid any reprehensible behavior toward players;
- iii. Avoid finding yourself in the presence of minors that consume illegal substances, even if their parents are present;
- iv. As is the case in relationships with parents, it is often best to let things simmer down rather than reacting too quickly;
- v. Your relationship won't be the same with each player; however, make sure to include every single one of them even if the individual relationships are different;
- vi. Avoid using inappropriate monikers and nicknames.

⁴ <https://notyss.com/savoirsport/fiche.jsp?idFiche=438> Jowett, Cockrill. 2003

⁵ https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/6106/Gadoury_Sophie_2011_memoire.pdf?sequence=2&isAllowed=y Sophie Gaboury 2011

RUNNING A SEASON

Research has shown that at least 10 years and 10,000 hours of deliberate practice are needed for a talented athlete to reach the elite stage.⁶ This means that a player must have developed the required fundamental skills and physical literacy before the 10/10,000 rule comes into play. Practices are similar to the process of studying for an exam. They are therefore essential to a player's development, even more so than the games themselves.

1. PLANNING THE PRACTICE

Creating a practice session is not something that should be taken lightly. The target goal, the choice of exercises, the time dedicated to each element, and team-specific adjustments are all criteria to be taken into consideration when developing a practice plan. It is impossible to cover everything in a practice and useless to only cover one thing (without progress) during the season. Here are some elements that can contribute to the success of your practices.

a. Link with the planning

As we have seen previously, the practice is a part of a planned whole. Regardless of your level, your basic plan should include certain phases of development. Practices should be linked to said plan.

- i. Take inspiration from your planning, what is your general practice objective?
- ii. Does your plan require adjustments based on the last games or practices?
- iii. Select the exercises that fit your reality (time, space, attendance). The less time you waste on explaining an exercise, the more practice time the players will get. The speed and intensity of exercises must vary based on the success criteria (e.g. it is acceptable to work on pass reception in breakout situations with a focus on the technical points rather than on the team play)
 1. Technical exercises
Regardless of your level of involvement, you should devote at least 50% of the exercises to techniques (skating, handling, shooting or passing). The technical portion of the exercises does not have to revolve around simple and boring repetitions.

⁶ Starkes & Ericsson, 2003

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2. Tactical exercises
Tactical exercises involve the use of technique in a decision-making situation. Whether it is defensive or offensive, the used tactic incorporates position-specific objectives on the ice.
 3. Exercises in a restricted space
Exercises in restricted spaces should be favored. It is an important moment during which the players put their acquired techniques into practice. This practical application involves the assessment of a situation, its analysis, and the player's reaction, and is similar to a game setting.
 4. Group play
Hockey being a team sport, each session must involve elements of group play. You cannot work on the three zones (offense, neutral, and defense) simultaneously. The worst thing to do would be to change the group play structure after each practice based on the mistakes made. You would witness ups and downs throughout the season without any real progress.
- iv. Establish success criteria, key points, and learning tips for each exercise. These criteria will become your specific objectives.
 - v. Reduce the time wasted by adjusting exercises so that they are progressive and consecutive (e.g. start the 3 exercises at the same level and add components that make the exercise harder). It is important to establish good technical exercises before moving on to tactical exercises or game settings.
 - vi. The timing of exercises is as important as the exercises themselves. If you introduce a new element, make sure to do it when players are not too tired.
 - vii. Plan variations of the exercises in order to keep up a good rhythm.
- b. Exercise planning
- Exercises are not going to determine the success of the practice: what supports your exercise, your teaching, and the understanding of the players is what will have a real impact on their development. Among the elements to plan, you should consider the following:
- i. Explanations
Explanations can be given on the board or at the beginning of the exercise. The important thing is to keep everything short and simple. Many levels of players will require a demonstration to properly understand the information, so skip directly to this step.
 - ii. Demonstration
Demonstrations are very useful for first-time exercises. They must be conducted at a moderate speed and must include all of the components you want your players to practice. Avoid explaining and demonstrating at the same time.

iii. Variations

The planning of variations allows for rapid adaptation if the players quickly achieve the practice success components. You can refer to Gentile's taxonomy (p11).

iv. Progression into exercises

Before introducing tactical elements, ensure that the players correctly perform the technical elements that will be covered in the tactical exercises. This progression is the best way to reduce time wasted because the exercises present similarities that reduce explanation time, allowing for a successful practice.

v. Ice organization

There are different types of exercises that you can use in order to enhance the physical engagement of your players. Optimize practices by incorporating the ice as much as possible, while dividing your team into workshops.

vi. Physical engagement

On average, a player is in control of the puck for 1 minute per game. Practices allow players to fully develop their skills with and without the puck. In order to do so, you should minimize explanations and waiting time, and increase repetition of moves in order to reach your success threshold.

vii. Exercise transitions

Transitions between exercises are often poorly used. The transition moment helps highlight the end of an exercise and the start of another. You can also use this moment to ask the players to complete technical exercises (skating or passing) while you prepare your next step. If the players are busy talking by the water dispenser or in groups, you will not be able to take full advantage of the practice.

c. Use of the ice

Part or all of the ice surface can be used, depending on your needs and practice objectives. By dividing the ice into subsections, the coach will be able to work on different elements (technical or tactical) with his team while maintaining optimal physical engagement.

i. Quarter rink

Dividing your team into workshops will allow you to cover more content and put the newly introduced content into practice. Do not hesitate to get creative in order to use all of the available ice surface.

ii. Half rink

When two teams are present on the ice, we tend to separate the rink using the red line. However, coaches could agree to divide the ice lengthwise.

iii. Full rink

When a team has the whole rink to itself, you must be able to optimize the space by using multiple exercises or by having a large number of active players at the same time.

d. Exercise types

In order to take full advantage of the rink and offer variation in exercise types, here are some exercises that vary in execution:

i. Wave

Multiple players start at the same time; the coach should face the players in order to give them feedback.

ii. Column

The players start one after the other. The departure signals should be visual (e.g. when the player reaches the blue line) rather than auditory (e.g. "GO" from the coach)

iii. Restricted space

This type of exercise is undoubtedly the most underestimated by coaches. It allows players to move in a game-like situation, without limited time to think. Repeating this exercise will improve the players' decision-making skills during games.

iv. Continuous exercises

Better known as "flow drills", continuous exercises allow for a steady rhythm during a practice and for an increase in intensity. For the coach, this type of exercise will be harder to correct. It will be essential for the coach to alternate these exercises with more technical ones.

v. Workshop breakdown

At all levels of the practice, 5-on-5 exercises will be very rare. In order to benefit the players, the practice must be structured to allow for consecutive execution of each step. For example, a group setting or tactic can be viewed as an IKEA piece of furniture. You will need to focus on each part before you can build the final product. In order to do so, you can separate the exercises.

1. Individual

A very technical exercise used to introduce a new skill or used to correct the execution of a skill.

2. Sub-group

Smaller groups allow for better physical engagement and exercises in which oppositions and intra-team correction can be achieved. By trying out different skill combinations to see what works best, the player will be forced to put into practice new abilities or observe the necessary skills in his teammates.

3. Position
Each position should be developed. At all levels, a player should be able to occupy attack and defense positions. Putting players in situations that take them out of their comfort zone promotes versatility. Do not forget that goaltenders also need to practice their technique and that this work should not be limited to intercepting shots.
4. Unit
Unit work brings both combinations and oppositions into practice (offensive vs. defensive or power play vs. shorthanded play). For optimal results, the coach should immerse the players in specific situations and reduce free play.
- e. Operating rules
Players need to know what you expect from them during practices. This is why you should have operating rules. The players need to:
- i. Be focused and ready to work on the task;
 - ii. Adopt safe behaviors;
 - iii. Give it their all on every attempt;
 - iv. Contribute to a pleasant environment.
- f. Share your session
All coaches should be aware of the upcoming practice. It is important to have a communication system in place in order to share said practice.



2. ORGANIZING THE PRACTICE

Being well-organized helps save time, switch players in a way that will be conducive to their development and focus on teamwork objectives. In order to prepare an efficient and structured practice, you must be able to manage the success factors of said practice.

- a. Arrive at the arena ahead of time;
- b. Quickly review the practice plan to answer any questions other coaches might have;
- c. Go to the locker room to present the practice outline to players and thereby reduce transition times;
- d. Know the practice inside and out so that no time is wasted;
- e. Make efficient use of explanations, demonstrations, and feedback;
- f. Give feedback based on your expectations.

3. PRACTICE ROUTINE

In a normal hockey practice setting, we often fear that a routine will settle in. In this case, the routine is linked to boredom, simple repetition, and a lack of initiative. However, when preparing for a game, a routine has certain benefits. Here are some:

- a. Reference point
The players come to the arena around 2-3 times a week. They must be in a “routine” mode similar to their family or school life, where routines and operating rules (e.g. meals, showers, homework, etc.) exist. These life standards allow the players to find their marks and adapt more easily. The situation is similar in hockey. Even though hockey is an activity which must leave a lot of room for creativity and imagination, it is essential to create a stable environment for players to maximize their time in the rink.
- b. Players’ arrival
The first routine to implement is the time of arrival to the practice. Since there is a number of things to prepare before entering the rink, you should make sure that they are properly dealt with. It is customary for a player to arrive 30 minutes prior to practice. The chosen time must be respected and will ensure that all the members of the team benefit from adequate preparation.
- c. Pre-practice routine
A routine in which each player is aware of the expectations must be established:
 - i. Attire;

- 
- ii. Warmup;

Everyone is different, and because of that, the coach must ensure that the selected pre-practice routine is suitable for all members of the team. The warmup is an important part of the practice as it wakes the body up. Various exercises are available:

 - 1. Muscle warmup;
 - 2. Mobilization;
 - 3. Dynamic exercises;
 - 4. Stretches: these exercises shouldn't be done on the ice.
 - iii. Conduct teamwork-oriented tasks (puck, water bottle, board);
 - iv. Welcome everyone and have a debrief of the last playoff or practice;
 - v. Main objectives;
 - vi. Break down exercises that are hard to explain on the ice;
 - vii. Arrive on the ice at the chosen time with the entire team ready;
 - viii. It is possible to determine a time (in minutes) for each step and to adapt, if needed. You should make sure to speak to the team as a whole right before entering the rink. It is a good way to practice your leadership skills and put the activity in the context of the team's development. The players must feel that the coaches have a clear direction. Keep in mind that young people tend to have a shorter attention span.
- d. Post-practice
- Once the practice is over, everyone goes on to live other experiences that are as rewarding. The allotted time is restricted; however, you should take some time to talk to the team in the locker room and end the practice on a good note. After having removed their helmets and jerseys, the players will be able to listen to the following notes:
- i. Encouragements;
 - ii. Practice feedback;
 - iii. Successes;
 - iv. Next team activity;
 - v. Word of goodbye.
- e. Cooldown
- The main purpose of a cooldown is to transition from a state of intense effort to a state of rest. The exercises in this recovery period are very short (3-5 minutes). This period can incorporate the following:
- 1. Mobilization exercise;
 - 2. Dynamic exercises;
 - 3. Stretches.

4. COACH DUTIES

The number of tasks that are performed to support players is considerable. This is true both for practices and games. Coaches should therefore divide said tasks. This section will explore several tasks that must be divided between coaches.

a. Logistics

When preparing a session, make sure to have enough equipment to maximize physical engagement so that the practice's value is of high quality. Consider using numbers in order to reduce confusion between players.

b. Equipment preparation

While equipment preparation is the coach's duty, players must contribute from a very young age as part of their pre-practice routine. A few of these tasks include:

- i. Taking out the equipment from storage and bringing it to the ice;
- ii. Filling out water bottles;
- iii. Handing out numbers;
- iv. Bringing extra sticks to the players' benches

c. Interactions

During a practice session, the coach should take the time to do visual sweeps (take a step back, voluntarily isolate himself for a short period of time and observe players in order to fully evaluate the evolution of the session, the intensity of the players, the number of players in play vs. the number of players waiting, the level of success exhibited by the former, etc.) A few elements that could lead to a change in your methods need to be considered:

- i. If a lot of players are waiting in line rather than performing the exercise, its structure must be reviewed;
- ii. If players find it too hard or too easy to complete the exercises, you should offer them "alternative tasks" of an appropriate level (if too easy = boredom, if too hard = giving up), refer to the Gentile Taxonomy (p11);
- iii. If players are exhibiting deviant or nonchalant behaviors, try to understand the root of the behavior (tiredness, negative attitude, exercise is too demanding, etc.)

d. Key points

When intervening (praise, examples, questions, feedback, etc.), the coach should also mention the success criteria in the form of "key points". The use of these keywords will give the players a clearer view of the task objective (and they won't only see the exercise as pure repetition that does not require any consideration of the quality of their actions). This will also encourage communication between the coach and the players: the use of these keywords will allow players to understand the effectiveness of their action in a real-life situation.

e. Position on the ice

During an exercise, in order to give proper feedback, the coach must choose a strategic position on the rink. Unfortunately, many coaches do not position themselves in a way that allows the players to fully benefit from their perspective. They settle for a position from which they can give the departure signal to players who are waiting for their turn to replace previously displaced cones or distribute pucks, for example. Feedback that is properly communicated is a very useful tool for player development.

f. Example of an explanation given on the board

The following example is of an exercise explained on the board in the presence of 3 coaches. Each coach will have his own responsibilities:

i. Coach in charge of the exercise

1. Quickly gather the players in front of the board while making sure that every player is visible;
2. Speak to the players, explaining the objectives and key points;
3. Draw out the exercise (using international symbols);
4. Ensure that the players have understood the exercise;
5. Explanations shouldn't take more than a minute;
6. Direct the exercise, while taking a step back and performing visual sweeps to maintain control of said exercise.

ii. Coach in charge of the group

1. Assist the head coach in his explanations;
2. Deal with distractions or disorderly players by making eye contact (as a first option);
3. Remove all objects that could bother the group (pucks, cones, etc.);
4. Help the head coach in answering questions;
5. Take charge of part of the exercise, be close to the players in order to give them individual feedback, and remind them of the key points;
6. Move the equipment around, if necessary.

iii. Coach in charge of the equipment

1. Put the required equipment in place;
2. Make sure that there are no safety issues;
3. Assist the coach in charge of the group;
4. Take charge of the other parts of the exercise, be close to the players in order to give them individual feedback, and remind them of the key points;
5. Move the equipment around, if necessary.

5. FEEDBACK

Feedback is one of the best tools to achieve tangible improvement in the players' capacities. It involves giving the player information following the completion of a task, as well as the coach providing an analysis in order to improve a specific objective. For feedback to be effective, it must follow a few basic principles:

- ▶ Be specific with your comments (individual or collective if in a group situation);
 - ▶ Paint a clear picture (e.g. this particular action has this consequence);
 - ▶ Explain your argument and its impact on the wider objective;
 - ▶ Ask questions to understand the player's point of view (e.g. Why did you do it this way? What did you see that lead you to take this action?);
 - ▶ Encourage the player to reflect on the practice and follow up during his next performance. Player feedback can be given in many ways:
- a. **Basic feedback**
Often used in practice, the phrase “well done, but...” has no value when dealing with beginner hockey players. Your comment must be more specific, explaining what was well done. However, when dealing with more experienced players, this phrase can be used to have the player reflect on his performance.
 - b. **Directive feedback**
Again, this type of feedback is better suited for beginners. This type of feedback involves a clear communication of your expectations (e.g. “I’m expecting you to...”). It is mainly used to get rid of undesirable motor patterns.
 - c. **Coaching feedback**
This type of feedback can be used in a game or during practice and makes the player reflect on his actions and the thought process that led to them. By giving hints or asking questions, you will help the player come up with a more efficient solution on his own. Players must have some basic knowledge to benefit from this type of feedback.
 - d. **Action feedback**
The use of technology is as good a tool as any other. Video sessions are suitable for all ages. They can help you capture a specific moment so that the player or team involved has a visual representation of the element you are trying to teach them. To be efficient, videos must be shown shortly after a practice or game. However, this can prove to be more stressful for the coach as he needs to find the relevant segments and analyze them. It is crucial to give feedback to allow for good habits to form and player to evolve.

It is important to understand that mistakes are necessary for improvement. Our role as coaches is to guide players to make good decisions based on the learning situation.

By following these steps, you should be able to provide your players with constructive feedback.

Here are a few examples of things to avoid:

- i. Silence is without a doubt the worst tool for a coach, followed by the classic “good job!”;
- ii. Reacting emotionally in front of a player, be mindful of your gestures;
- iii. Comparing players;
- iv. Reacting to too many things at the same time;
- v. Limiting feedback to the results rather than the process;
- vi. Not asking players for their input;
- vii. Giving individual feedback in front of the whole team.



6. GAME PREPARATION

Considering that each region and each league is different, it is important to read up on the specific rules for your league in order to be aware of their specificities. A coach's role is often seen as being behind the bench. However, it is much more than that. Before going behind the bench, you will have to perform a few tasks:

a. Communication preparation

Social media can be a useful tool when managing a team. By using a private Facebook team page, you can quickly communicate with the parents and provide them with the upcoming game details:

- i. Time and location of the game;
- ii. Arrival time;
- iii. Players' attendance;
- iv. Specific needs.

b. Roster (sheet or tag)

Your roster must be ready at least 30 minutes prior to the game. This roster will contain the first and last names of all the players who will participate in the game and who are present in your team notebook. The captains and assistants will need to wear "C" or "A" identifiers and the affiliated players (if a player is absent and you have removed a name from your usual roster) must have an "AP" identifier. The coaches who will be present behind the bench must be part of your roster. There are two types of rosters that you can hand out:

i. Sheet

You must handwrite your roster and provide copies to the opposing team's scorers.

ii. Tag

When purchasing a tag (Avery style), you must download a template with a margin format that allows you to list all the players and coaches.

c. Necessary equipment

Games require less equipment than practices, but a minimum amount is still needed:

- i. Enough water bottles to avoid back-and-forth trips to the locker room during the game. A lot of organizations require one water bottle per player. You will need to find a way to bring all of them to the bench;
- ii. A lock for the locker room door;
- iii. A small number of pucks. Warmup only lasts a few minutes and you don't want to have to pick up a lot of extra pucks;

- 
- iv. Not all teams have two jersey colors. When the jerseys of the two teams are too similar, the host team must change. You should know where to find extra jerseys;
 - v. The use of a whiteboard could be useful depending on the intervention. It will be used to support the explanations and reminders surrounding practice key points;
 - vi. The first aid kit is required and should be on hand at all times.
- d. Team sheet
- To help with your preparation, you can use a team sheet that players can refer to during their free time prior to game. Both friendly and competitive teams can benefit from developing their own team sheet format and gradually introducing players to team preparation:
- i. Pre-game routine schedule;
 - ii. Lines for the game (duos or trios);
 - iii. Success key points (game plan);
 - iv. Pep talk;
 - v. Information about the opposing team.
- e. Coach's game card
- Hockey is a fast-paced sport in which we can't always remember all the events from a game. The use of game card helps plan interventions and take notes mid-game. This card will have all the necessary information for you to manage your game:
- i. Game details;
 - ii. Possible lines and scenarios;
 - iii. Success key points;
 - iv. A summary of each period;
 - v. Tactical reminders;
 - vi. Notes.



TOTAL		SUPP. OVERTIME 3e PÉRIODE		2 e P É R I O D E	1re PÉRIODE GARD	
MIN	L/S B/G	L/S L/S	B/G B/G	L / S	L/S	B/G No
						B/G

JUGE DE BUT
GOAL JUDGE
JUGE DE BUT
GOAL JUDGE
ANNONCEUR
ANNOUNCER
CHRONOMÉTREUR
TIMEKEEPER
MARQUEUR
SCOREKEEPER

7. PRE-GAME ROUTINE

Just like during a practice, players should know what to expect so they feel comfortable and confident when entering the rink. The pre-game routine could involve some of the following elements:

- a. Coaches' arrival; make sure to be there before the players.
- b. Room preparation.
- c. Player arrival time depends on the level of the game; it can vary from 30 minutes to 2 hours.
- d. Reading the team sheet.
- e. Players get dressed in their athletic gear.
- f. Free time used by players to check their equipment and put tape on their sticks.
- g. Activation

Some players are too calm/not fully awake and will need to increase their activation level. In such a state, their levels of concentration are impaired and their performance diminished. In order to improve their activation levels, players can use different approaches:

- i. Cognitive – positive affirmation: “I can do it”, “I am warming up”, “I feel like a tiger”, “I am attacking”
- ii. Physical (refer to the activation section on page 26).

Some players will need to reduce their activation level. These players are usually young, anxious, and apprehensive of game situations. Constant talking or unprompted laughing/yawning are behaviors that stem from this state of mind. In order to reduce a player's activation level, he can do breathing exercises, relax, stay positive, use relaxation techniques, and remind himself that hockey is ultimately just a game that should first and foremost be fun.

h. Team meeting

There are a variety of scenarios that are dependent on the team's level. Higher levels will allow for more individual or position-specific preparation. However, at the beginning of the meeting, the coaches must ensure that all players are on the same wavelength. Here are some possibilities:

- i. Individual;
- ii. By position;
- iii. By unit;

- 
- iv. Full team (game plan)
Communication prior to the game that reminds the players to:
 - 1. Have a positive attitude;
 - 2. Give it their all;
 - 3. Discuss the process;
 - 4. Use tips on offensive and defensive improvements;
 - 5. Adapt to the opponent/context;
 - 6. Keep in mind success key points;
 - 7. Make in-game adjustments;
 - 8. Consider utilization vs. performance.
 - i. Pre-game speech
Considering that the player is focused on his own preparation, the pre-game speech should be short and dynamic.
 - j. Team cheer
It refers to a special time between players during which they regroup to express themselves and head to the ice with a common goal in mind.
 - k. On-ice warmup
The on-ice warmup should be conducted with a focus on preparing the body for the game. Your warmup should include certain technical elements:
 - i. Skating exercises;
 - ii. Handling exercises;
 - iii. Passing exercises;
 - iv. Shooting exercises.When your warmup is longer than 5 minutes you can add tactical elements:
 - i. Reading and reacting;
 - ii. Breakouts;
 - iii. Attacking the net.Too often coaches use exercises like the “big banana,” but the warmup should be rehearsed during practices and should include technical components relevant to both players and the goaltender. Workshops can prove useful.
 - l. Advice based on age and level
 - i. Initiation
Hockey is well engrained in the culture of Québec; we have a number of competitive circuits to prove it. However, as a coach in the “initiation” section, which is comprised of the pre-novice and novice divisions, you should avoid immersing children in a conventional game setting (full ice & 5 v. 5), where winning is unfortunately overvalued. Learning is a specific phenomenon that responds to precise developmental stages. Neglecting this aspect from a young age will cause important deficiencies that will manifest later in life through reduced individual performance, a disinterest in the activity, and too often a premature drop-out. Maintaining the interest of our clients is achieved through structured learning, responsible coaching, and strategic planning of the athletic activities.

ii. Single-letter class

Despite every coach's ambition to win all his games, you should maintain your recreational objectives and constantly have the following elements in mind:

1. Use a game strategy that allows all players to be valued in a role within the team;
2. Give every player the chance to actively participate in the game by ensuring equitable time on the ice;
3. Use errors as a learning tool and not as an occasion for reprimands;
4. Offer players appropriate challenges over which they have tangible control;
5. Make sure that players enjoy participating in each activity, game, and practice.

iii. Double-letter class

Coaches in the "competition" sector are often demanding of their players on a number of levels (game plans, efforts, discipline, technical mastery, efficiency, etc.) However, following a good performance, it is important for the coach to say to the players "You should be proud of yourselves" instead of "I am proud of you". The difference? Players shouldn't be under the impression that the results are attributable to the coach. By using the phrase "You should be proud of yourselves", they will be able to understand that they are the driving force behind the successful performance.

8. BENCH MANAGEMENT

Bench management can become an agitating factor for a coach. Keep in mind that each player deserves to play as much as any other, and that each player should try out all the positions to become versatile. It is in this aspect of the sport that you will make the most decisions. You must make sure to be prepared so that the players have a positive experience game after game. Here are a few tips to help with your decision-making:

a. Switching players

Hockey players should, in general, stay on the ice for 30 to 45 seconds. If they give a sufficient effort during this time, any decision-making that follows it will be impaired.

Players should be aware of what you expect from them in terms of switches. They should know which sign you'll use to signal a switch. The same goes for the levels in which players do not jump over the boards. They should know what you want from them when they get to the bench. The rules state that a player entering or exiting the ice cannot take part in the game to avoid penalty for having too many players in the rink.

For example, if the puck is far from your bench, you could send in 3 players to replace those lining up at the boards.

Suggest some instructions to make player switches during the 2nd period with the opposite bench and to give clarification on energy management related to lengthy sequences.

b. Use of players

All players deserve to have equal playing time. The best player will have to learn to support his teammates for the team to improve. That's the beauty of hockey: one player alone cannot defeat 6 opposing players. You should use players in a variety of situations:

i. Versatile player

Right-handed on the left, left-handed on the right, the best forward in defense, etc. These are all situations that you will be faced with and that you must expose the players to for their development.

ii. Managing inappropriate behaviors

Players must follow rules and meet expectations of the sport. If a player does not listen to you or keeps repeating mistakes, as a coach you can restrict his playing time. This restriction should be part of the team rules and of a punishment system for the player to understand that the behavior is unacceptable.

iii. Restricting the bench towards the end of the game

Winning is very exciting, but as a coach, process is the key to success. No player should see his playing time restricted because he does not have the same abilities as another. To progress, the player needs to experience stressful game situations such as ends of games. Who knows, he might even be the one to score a critical point at the end of the season.

c. Roles of coaches

Whether you are 2, 3, 4, or 5 coaches behind the bench, each coach must have a role which will inform the way in which the game is perceived. Regarding player support, audience members and door opening personnel do not have a place behind the bench. Depending on the level, coaches will need to observe, analyze, or react to a certain number of elements that will influence the game. These elements can be split up between coaches so that everyone feels involved in the game. Here are a few for beginner coaches:

i. What to look for

Hockey is a very fast-paced sport; even at beginner levels you must:

1. Count 12 players on the ice that will capture your attention through their actions (carrier, non-carrier, chaser, guard or goaltender), their behavior (positive or negative), or their state (tired, intensity, work). Be careful not to focus only on one player but rather focus on the big picture while asking yourself “Can these actions/behaviors/states be corrected right away?” If the answer is yes, you should provide the player feedback when he’s back on the bench or wait until the next practice/time between periods to provide him with notes.
2. Manage the players. Do not become a spectator when coaching: you must be one step ahead. Who will replace whom? Tell the players about the switch. One day, they will be used to it and will be able to name the switch on their own, but you need to show them what to do. The same goes for special circumstances such as a numerical disadvantage or pulling the goalie: who will take his place? The player should be named before the other player gets to the bench.
3. Manage decisions taken by officials you are working with. The officials are part of the game and, like you, will make mistakes. The important thing is not to let emotions get the better of you and to initiate a dialogue with the official at the appropriate moment (time-out) to understand his decision. The only recourse you have is when the decision involves a regulation. If the decision is a matter of interpretation you will have to accept the referee’s decision.

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4. Try not to be bothered by distractions coming from the bleachers. In the course of a regular game, playing with a team of 12, you will have at least 24 spectators that will scream and try to make decisions for you. Stick to your preparation and your game plan. For each decision, 50% of spectators will be happy and 50% won't be. The same principles apply to a parent engaging with their child from the bleachers during the game. During parent meetings, do not forget to mention that when the children are under your responsibility, you are the one responsible for giving them advice and feedback.
 - ii. Feedback

Once you've pinpointed the correct element, you can give feedback to a specific player or the team. Do not forget that positivity and questioning are more valuable than reprimands.
 - iii. Feedback on the game plan and success key points

Give this feedback behind the bench regularly. Do not hesitate to clearly state that what you have seen is exactly what you are looking for in terms of success key points.
 - iv. Action in the event of an injury

When establishing your Emergency Action Plan (EAP), you should have divided up the roles between coaches (or replacements) so that they could intervene in the event of an injury. The person in charge should be close to the door by the players' bench.
 - v. Managing emotions

We have just discussed emotions, but as a coach, you will need to manage the players' and assistants' emotions. Do not hesitate to speak to them in a calm manner, to encourage them regardless of the situation, and to focus on the process (one pass or goal at a time) rather than the result. Refer to the game objectives to do so.

With experience, you will be in a better position to see certain elements you previously hadn't noticed. Here are some points to cover once you've gained more experience.

- i. Roster adjustment (injury)

During the game, some circumstances could lead to a change to your roster (a player's injury for example). These adjustments must take into account the game situation. Your best player shouldn't necessarily have to overcompensate for the injury; rather the one(s) who are playing the best at the time should take the lead. Your adjustment could be done by switching a player from defense to offense or by doubling down on a position (2 centers or 2 wingers for 3 lines).

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- ii. Statistics logging

Depending on your level, logging a certain number of statistics could prove interesting. A coach or a substitute goaltender could be given this task. This data must allow you, as a coach, to have a different outlook on the game. Here are a few examples of game statistics:

 1. Successful passes;
 2. Shootout;
 3. Face-offs won;
 4. Chances of scoring;
 5. Switches times (number of players on the ice).
 - iii. Situational awareness (face-off, special units, scoring)

Again, you must be aware of the game and the coach's abilities depending on his caliber of play. Dispatching players based on a situation should be part of an extensive analysis of your players and team. These situations require for the players to know their roles. Each situation leads to different decisions; by specializing players we increase the likelihood of making good decisions. Here are some situations:

 1. Face-off zone (offensive, neutral or defending);
 2. Face-off laterality (left or right);
 3. Special units (numerical advantage or disadvantage);
 4. Depending on the score (comeback or maintaining the lead).
 - iv. Adapting to the opponent

Different schools of thought conflict here. One wants us to adjust to the opponent's style while the other wants our own style to defeat the opponent's. However, attention needs to be given to some elements to get to know the opponent's style (we are referring here to patterns).

 1. Distribution of players (Who is playing with whom? Do they have a better line than the others?);
 2. Line turnover (Is the coach using a turnover model?);
 3. Game plan (How are they directing the puck?);
 4. Line harmonization (Does the coach want one line to play against one of yours?);
 5. After a goal or a penalty, which line is sent to the ice? (momentum gain).
- d. Pulling the goaltender
- Two situations can lead to the goaltender's removal:
- i. When a penalty is given to the opposing team

The goaltender can leave the net immediately; if the opposing team takes control of the puck, the game stops.

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- ii. Towards the end of the game, when the team is behind on the score
Opinions differ when it comes to pulling the goaltender in this situation. The majority of coaches will pull their goaltender when their team is in full possession of the puck, 30 to 90 seconds away from the end of the game. The reality is that, as your team is exposed to this situation, they will be more confident, and you will be able to pull the goaltender earlier.

These two situations can be practiced in your training course. What signal will you give your goaltender? Who will take his place? What is his role? How are the other players supposed to play in this situation? Each of these questions can be the topic of practice objectives and reminders during game.

- e. Here are some clues in terms of bench management:
 - i. Before providing information to players prior to the game or the beginning of the period, identify the players who will start. This might avoid confusion.
 - ii. You are a coach, not a spectator. Therefore, even if the game is captivating, your responsibility is to stay vigilant and alert as the person in charge of the bench.
 - iii. It is always useful to remind the players of your bench management style (roster change, telling a player that he must skip the next round because of his insubordination). This way, the players will know how you function behind the bench.
 - iv. Comments and feedback must be provided in a specific and not general manner. For example, avoid saying “good play!” Talk about what just happened on the ice (e.g. “you guarded the correct fallback player”, “you stayed in defense”, or “you followed the puck after shooting”). Be precise.
 - v. Be careful with non-verbal language behind the bench. Your body language matters a lot more than you think. For better or for worse.
 - vi. You should control your emotions behind the bench, they shouldn’t control you.
 - vii. After a game, if you believe that you will be too negative, it might be best to avoid the locker room and wait until the next practice to debrief.

9. RESPECT

Respect refers to feelings of consideration felt towards someone because of their social status, merit, or human value.⁷ Respect is one of the most fundamental principles in sports. As it is essential to hockey, it is taught to children from a very young age. You must be aware that a few forms of respect exist:

- a. Respecting differences
In a team, everyone is different physically, mentally, and in terms of ability. Everyone deserves to be given the same chance.
- b. Respecting your organization
Wearing your team jersey is about more than just a color and a logo: it is the collection of team members that you represent (values, mission).
- c. Respecting your time
All participants and players deserve the same kind of respect. You are all working together to achieve the same goal.
- d. Respecting the equipment
In sports, you will experience highs and lows, but the equipment should always be properly treated. This equipment will allow you to benefit from good coaching and quality facilities.
- e. Respecting the officials
An official is also a human being; just like coaches and players, he will make good and bad decisions. He does not deserve to be insulted (what would you do if someone were to insult you?). Communication with officials is essential; you should strive to understand their decisions rather than contradict them.
- f. Respecting your opponent
A game opposes two teams whose values and visions are their own. If a conflict arises between coaches or players, focus on your team: the rink should not turn into a court of law.
- g. Fair play/sportsmanship
Sportsmanship is the expression of our behaviors in relation with our respect for the sport. Among these behaviors are respect (fair play), loyalty, altruism, dignity, accepting defeat in a fair game, etc.
 - i. Fair play – How can you ensure that games follow the principle of fair play?
 - 1. Be sure to know all the rules of the program (extra points if the number of penalty minutes is below the standard).
 - 2. Provide the players with adequate information so that they understand the objectives of fair play and how it works.

⁷ <https://en.wikipedia.org/wiki/Respect>

10. POST-GAME ROUTINE

A game is more than just play time. The coach needs to end his mentoring with a good post-game routine, whether it is after a win or a loss.

a. Post-game speech

A coach should always think about the importance of going to the locker room after a game.

- i. This is not an appropriate time to criticize the players' work or to give a grand speech.
- ii. Avoid going to the locker room immediately after a game if you are upset. However, when you end up going, do not hesitate to comment on the elements of the game you did not like.
- iii. Focus on what is important.
- iv. Regardless of the result of the game, it is important to share your positive observations with the players, as well as the points that need work. Again, be brief and respect the players' privacy. Do not forget that hockey is first and foremost a game!

b. Post-game rewards

It is not always necessary to reward the best player of the game. You can choose to reward the player who worked the hardest, the one who respected his teammates and the rules the most, or the one who had the most fun.

The rewards will become part of your team's identity and will be greatly appreciated by the players. Try to find a link with the type of reward and the name of your team so that the rewards have a meaning to players.

c. Cooldown (see practice section on page 26)

You will usually have 30 minutes to leave the locker room. While this might seem limiting, you still have enough time to go through everything.

d. Leaving the arena

The coach should always be the last one to leave the locker room. Making sure that all players have left and that the locker room is clean rounds up the last tasks of the day.

11. GAME ANALYSIS

Regardless of your level, a summary analysis of the game is essential to assess if you've achieved your game objectives. Take a few minutes after each game to discuss.

At recreational levels, you could:

- a. Check your game sheet.
- b. Talk to the participants about their view of the game (team or player performance). Be careful to distance yourself from the locker room.
- c. Are there certain elements that need to be practiced in training?

At more competitive levels, in addition to the elements mentioned above:

- a. If you have decided to log data, pool it.
- b. If your game was recorded, who will analyze it and what would you like to learn from the game?
- c. How did your team behave (before, during, or after the game)? Did this behavior have an impact on the game?
- d. Ranking players according to their performance could help with your conversation.
- e. It is important to analyze your team performance, but also your opponent's.

Analyzing a game may seem complex, but the important thing is to target elements that are important to your team. As the level increases, so can your expectations and targeted criteria. In order to help you target parameters that will allow you to properly analyze a hockey game, we have highlighted a few studies (professional level). Here are the results of the research:

v. Luc Léger, Université de Montréal (1980)

Number of players on the ice	16
Average length of time on ice	85 seconds
Active time	40 seconds
Highlights	5 to 7 times X 2-4 seconds
Low points	12 - 15 seconds
Downtime	45 seconds

To sum up, a player who plays on average a little more than 20 minutes per game (60-minute game) will realistically be active 16 times for 40 seconds at a time, which translates to 10 minutes of active time per game. You must compare these numbers with the different categories and adapt the data to your level of play.

vi. David Lé Montgomery et al. (2004)

Average length of time on ice - centerman	44.7 seconds
Average length of time on ice - winger	43.1 seconds
Average length of time on ice - defenseman	47.6 seconds
Total playing time per game - centerman	16 minutes and 1 second
Total playing time per game - winger	13 minutes and 47 seconds
Total playing time per game - defenseman	18 minutes and 40 seconds
Time spent back-skating - centerman	4.80%
Time spent back-skating - winger	5.70%
Time spent back-skating - defenseman	19.20%

This study presents the total time in play per position, but also links it to the use of backward skating. With this kind of result, it is necessary to adjust our training in order to have a good ratio of forward to backward skating.

vii. Michael R. Bracko (1998)

Thrust on 2 skates on ice	39% of skating time
Slide recovery on 2 skates	16.2%
Average intensity in stride	10.0%
Racing for the puck or for a space	9.8%
Low-intensity skating	7.8%
High intensity	4.0%

Analyzing the different ways of getting around also allows us to determine which elements should be prioritized during practices.

12. OFF-SEASON USE OF PLAYERS

In addition to season games, teams (depending on the division and class) will have to plan various events during their season: tournaments, series, regional and provincial championships, etc. These require some preparation in order to provide the team with a positive and rewarding experience.

a. Goaltender rotation

Make sure you have a tournament strategy in place at the beginning of the year. If the strategy is clearly explained, you won't have any problems during the competitions.

As with forwards and defenders, the alternating system is always recommended. Be sure to make each goaltender start a tournament.

b. Limiting time on ice

Your bench management shouldn't change just because there's a trophy to be won in the end. If your rules regarding player use change from one season to the next, you must inform the parents before the tournament starts.

c. Winning at all costs

Winning a tournament is a very attractive prospect. However, keep in mind that you are under the players' scrutiny. The respect of values and rules takes precedence over winning. Critical games will allow you to get the best out of the players. Despite the intensity and emotion involved in these games, keep in mind that team spirit must take precedence over individual success.



13. TOURNAMENTS

Every team will play in at least 1 tournament per year. The logistics expected of the young players (and their parents) can seem complex; you should go step by step:

a. Minor Hockey Association rules

Talk to your association about their rules regarding the number of tournaments you can participate in and how to register for them. Some associations reserve seats for their teams in advance, while others leave the choice up to the teams. Always keep in mind that your association's registrar is the contact person to guide you with tournaments.

b. Consult the tournament list

On Hockey Québec's website, you can make a search based on the type or location of the tournament.

c. Tournament type

Each tournament is different, so when you register, inquire in advance about the type (regional, interregional, provincial, national or international) and specific rules of that tournament, which may be different from league to league:

i. How is the tournament organized (schedule of local or external teams, during the week or on the weekend)?

ii. Number of guaranteed games?

iii. How are playoffs organized?

The tournament format may also influence your decision:

i. False double

This is a tournament that usually guarantees 3 games and has eliminations starting from the third game.

ii. Double elimination

Can be used in hockey; tournament in which a team must lose twice to be eliminated.

iii. Round robin

Each team is placed in a branch and will play a predetermined number of games against a designated branch. At the end of the round robin, the teams will be ranked to determine the knockout phase.

iv. Tiebreaker

The rules for tie-breaking are available on the Hockey Québec website (see administrative rules 9.8). These rules are reviewed annually by a provincial committee. If teams reach this stage, some will undoubtedly be unhappy. However, these rules are fair to all teams. Your role as a coach is to know them.

d. Tournament registration

Nowadays, almost every tournament has its own website. You will be able to access the registration form via this site. Don't forget that:

- i. Registration is only completed upon payment;
- ii. Your league rules anticipate situations in which games need to be postponed;
- iii. Tournament prices vary greatly depending on the type of tournament and what is included in the registration (sometimes the cost of admission is included);
- iv. Think about the time of the year during which your tournament takes place (school exams);
- v. If you wish to attend a tournament outside of Quebec, you will have to apply for a travel permit in advance (see administrative rules 9.9.7).

e. Tournament planning

In addition to registration, you will need to plan transportation and accommodation for the families. Tournaments often have agreements with hotels: find out more about them. When you contact the hotels, mention that it is for a group and they will be able to reserve a block of rooms for you. Be sure to:

- i. Communicate quickly with parents to book the block of rooms;
- ii. Pay attention to the minimum number of days required in the reservation;
- iii. Be aware of the room cancellation policy, should you need to use it;
- iv. The use of a room for equipment or gatherings should also be considered. There will be an additional cost to this, but it could prove helpful. With respect to transportation, consider renting a bus to get everyone to the location.

f. Tournament logistics

When a team travels for a tournament, a few elements need to be planned for:

- i. Team objectives
A tournament is always more emotional than a season game, so you will need to think about your philosophy as it approaches. The first tournament of the year will not have the same objectives as the last.
- ii. Team binder (see administrative rules 9.9.9)
The team binder is often part of the team manager's duties, but it should include the following:
 1. Schedule of your season's games;
 2. Official Team Composition Form approved by the Registrar and signed by the entire team (T-112);
 3. Tournament permit;
 4. Last 5 score sheets;
 5. Tournament schedule.

iii. Team schedule

Following the receipt of your schedule from the tournament organizers, you may need to make some arrangements:

1. Notify the school of the absence. Agree on a compromise with the teacher so that you can receive the material ahead of time. Many organizations have a letter they can write to help you out with this;
2. Take a professional leave of absence.

iv. Meals/snacks/water

In the next module (Chapter 7), you will be able to see how meals should be structured and when to have them. Meal management becomes complex when you have a full group to manage. You will have to think about making reservations in advance or be resourceful in preparing your meals at the hotel in a common room.

v. Curfew

While tournaments are exciting, players, coaches, and parents need to understand that you represent your association and that everyone has their eyes on you. Imposing a curfew for players helps them be a little more conscientious of the event and understand that it's not just the game that counts, but all the preparation that goes into it.

vi. Team activity

During an event, it's always nice to get together outside the arena. A team activity strengthens training and bonds with families. Different types of activities can have a positive effect on your team. Make sure that the parents are in favor of an activity and that they support you in organizing and managing it.

vii. Delays

Delays can happen easily in the context of a tournament. Check in occasionally (phone or website) to see how the day is going. This will allow you to react swiftly and inform the families if necessary.

14. SERIES AND CHAMPIONSHIPS

a. Entry rules

Attending league or championship meetings is essential. The coach will be informed of the format, location, operation, and rules of the event. Each of these elements may differ from your league standards.

b. Team binder

It is your responsibility to have a compliant team binder at the beginning of the event. Your team form must contain the names of all players and coaches on your team, including registered players. Coaching qualifications must be valid for the level of your team (see administrative rules 3.2).

c. Provincial championship (Dodge Cup)

i. Hotel room bookings

The rooms are often pre-booked by your region. When you get selected for the tournament, a meeting will be held to give you more information about the specifics of room booking.



COMMUNICATION AND INTERVENTION

When addressing your team, keep in mind that the main challenge is to maintain interest. A coach must keep his group as attentive as possible and limit distractions when speaking. Having said that, here are some important guidelines to consider.

1. VERBAL COMMUNICATION

Using your voice is a skill that can be learned: one of the most common ways is to record and correct yourself. A third party can also help identify your strengths and areas for improvement in order to communicate more efficiently.

a. Appropriate tone

Sometimes coaches push the volume a little too high. This can become aggressive for the players. On the other hand, a tone that is too soft will cause players to lose focus or won't reach the players on the ice. Sound travels differently from one arena to another. It is easier to assess the potential and limits of verbal communication in front of your team.

b. Reasonable pace and flow

A person whose flow is too fast quickly tires his audience. During game preparation, realistic key points are necessary (2 to 3 maximum) and should be limited to essential elements. Remember that without the attention of the participants, good results cannot be achieved.

i. Adequate vocabulary

Sometimes coaches intellectualize their explanations, which can prove to be disastrous. Players will often remain silent rather than voice their lack of understanding. The coach must understand his audience and adjust his vocabulary accordingly.

ii. Humor

Humor is not a must and sometimes does not suit the coach's personality. Many renowned coaches do not use humor in their training. It is important to avoid thinking that humor has to be part of the language you use. However, if your style allows it, a word of advice: don't overdo it. If things get out of hand, bringing the group back will be difficult; changing the rules along the way is not always easy.

c. Talking to the players

A lot of coaches want to do too much. To ensure efficient communication, always stand in front of your players and talk to them directly. Once you are done with the explanations, you will be able to move on to your demonstration. This allows everyone to have a better idea of what you are explaining.

2. NON-VERBAL COMMUNICATION

In a conversation, body language habits are common. Watch out for:

a. Body language

Body language habits are hard to control. A person who tends to use their hands a lot when talking will have difficulty breaking this habit.

b. Moving around

Some experts recommend that you avoid moving around too much. This is relevant during a conference, especially if you have to read a text. As a coach, it is important for you to stand in front of the players at all times and reduce your movements when explaining things.

c. Eyes

If the non-verbal can speak then the eyes must hear. A coach who wants to stay aware of non-verbal conflicts, fatigue, or impatience in his group only has one solution: continually scanning his audience with his eyes. This is a valuable habit to develop in order to assess your group and quickly adapt to the situation.



3. TYPES OF SPEECHES

Each event in your season is different and requires a level of analysis to fully understand what is required of you. Always consider the relevance of going to the locker room. Depending on the situation you will need to take into account the following:

- a. Before the practice
 - i. Greeting;
 - ii. Ask players about their personal lives;
 - iii. Follow up with those who need it;
 - iv. Prepare your team for the practice that will follow;
 - v. Ensure that players are on time.
- b. During the practice
 - i. Lead your training;
 - ii. Manage misconducts;
 - iii. Supervise assistants' interventions;
 - iv. Give general or individual feedback as needed;
 - v. Keep players on their toes and alert.
- c. After the practice
 - i. Direct
 - 1. Briefly review the key points discussed in the practice and make some broad observations
 - 2. Update the team on the next step (schedule)
 - ii. Indirect
 - Use of social media to broadcast information
- d. Before the game
 - i. In preparation of the game, individual or line meeting (goal setting);
 - ii. Team meeting to go over the game plan and expectations;
 - iii. Be concise and precise (never exceed 5-6 minutes)
- e. Behind the bench
 - i. Congratulate and encourage honestly (regardless of the score);
 - ii. Teach and give specific feedback on what has been worked on;
 - iii. Surprise;
 - iv. Set the players straight in case of misconduct or poor attitude;
 - v. Calm the players down.

- f. Between periods
 - i. Encourage the team with the game plan in mind;
 - ii. Realign the team with the game plan;
 - iii. Reasonably modify an aspect of the game
- g. After the game
 - i. Emphasize the process rather than the result;
 - ii. Highlight successes and good attitudes;
 - iii. Quickly circle back to one or two of the expectations;
 - iv. Avoid lengthy speeches;
 - v. Avoid correcting various aspects of the game (wait until the next practice to do so).
- h. Other tools
 - i. Other than face-to-face meetings you'll hold with your players, there are some other tools that will allow you to target and direct player development:
 - 1. Self-evaluation;
 - 2. One-on-one meeting;
 - 3. Printed report.



4. SPEECH TIME

Never wait to congratulate your players. On the other hand, when your speech revolves around improving some aspect of the players' game, you should always think about when to deliver it. Here are some guidelines:

- a. Avoid giving speeches right after a practice or game unless it is to reprimand unacceptable behavior (without ridiculing or belittling a player);
- b. If you're too emotional, allow enough time before you speak (1 day);
- c. Use videos to show the player how it's done. Consider this for repeated action or behavior;
- d. Avoid intervening during the players' routine. This routine is comforting to them;
- e. Make sure that nothing behind you can distract them;
- f. Scan your group with your eyes as you speak. Make eye contact with all the players;
- g. Ask questions to make sure that the players understand you and know what you expect of them;
- h. Give the players the opportunity to express themselves;
- i. Listen to what they have to say and how they say it;
- j. Speak to them in terms they understand (simplicity above all);
- k. Bend, kneel, or crouch down to their level;



5. SUSPENSION FOLLOW-UP

Whether you agree or disagree with an official's decision, you must accept that the coach or player is suspended in the following cases:

- a. Major penalty and gross misconduct (Code B+D)
All major penalties are linked to extreme unsportsmanlike conduct. Suspension is mandatory. The number of games will be specified in the sanction form.
- b. Accumulation sanction (Code C)
If a player or coach receives 2 Game Misconducts in the same game, these will automatically result in a Gross misconduct sanction. This will result in a mandatory suspension.
- c. Game penalty (Code E)
The game penalty automatically results in a suspension.
- d. Disciplinary Committee
Following a game or a repeated offence, the Disciplinary Committee may extend the suspension depending on prior events.
- e. Regardless of the penalty, if it is part of the ones listed above, the player or coach will have to sit out a minimum of 1 game. The number of games will be listed in the sanction form. If you do not receive a sanction form before your next game, you must still mark down your player or coach as suspended. If the suspended player is part of your roster, the game will be lost by default.
- f. Check
When in doubt, we suggest that you always confirm the suspension with your Division Director.

6. CONFLICT RESOLUTION

A disagreement about a situation experienced by two or more people is at the root of any conflict. These conflicts happen frequently; they are normal, and they occasionally contribute to individual or team growth. The important thing is to not let it fester or assume it will resolve itself.

a. Procedure

There are no miracle solutions to resolving conflict, but here is a procedure¹ you can use to facilitate conflict management:

- i. Take time to calm down;
- ii. Acknowledge that there is a conflict;
- iii. Express a common desire to resolve the conflict;
- iv. Express your view on the conflict;
- v. Identify the facts;
- vi. Define the conflict;
- vii. Develop and assess possible solutions;
- viii. Find a solution and put it in place.

b. Types of conflict

There are many sources of conflict that a coach can deal with. They vary and are not limited to the following:

- i. Player;
- ii. Parent;
- iii. Organization;
- iv. Official;
- v. Other coaches;
- vi. Opponent.

c. Problematic situations

Remember that a change in a player's personal life can affect his performance. Here are some possible examples:

- i. Family conflicts;
- ii. Divorce, family illness or death;
- iii. Problems at school;
- iv. Medicated child;
- v. Problems with teammates;
- vi. Romantic relationships.

¹ <https://harcelement.umontreal.ca/les-conflits/les-etapes-de-resolution-dun-conflit/>

7. CLSP²

One of the duties of a coach is to plan, organize and manage practices. There are several key elements that can enhance the effectiveness of a practice.

There are usually four main aspects that guide the coach in managing his practices: the climate in which the exercises take place, the teaching, a safe environment, and the planning of all activities.

The climate is often linked with, among other things, the enthusiasm of the participants, the discipline demonstrated, the positive commitment of the players, and the pace of the practice. Learning is based on identifying key points in order to improve player performance, feedback from coaches, realistic exercise choices, and support given to the players. Safety is a must and coaches must stay vigilant at all times. Finally, efficient planning ensures that work is done quickly, that time is not wasted, that confusion is avoided, and that space and equipment are used optimally.

This is how the CLSP (C: climate, L: learning, S: safety, P: planning) becomes a core principle of any practice. Applying the CLSP will allow for more productive and stimulating practices for the players.

a. Stimulating climate

- i. The coach is more positive than not;
- ii. The coach is confident and in control;
- iii. The coach doesn't have to shout all the time, he is alert and enthusiastic;
- iv. The coach is present and alert to player performance;
- v. The coach is constantly visually scanning the playing field to spot both good shots and misconduct;
- vi. Discipline and rigor in the exercise is apparent;
- vii. There is room for humor and fun;
- viii. Fun games are planned to put participants in a good mood.

b. Learning

- i. The coach clearly states the targeted skills as well the key points required for a productive practice;
- ii. Players know what to focus on;
- iii. Precise feedback is given;
- iv. If necessary, the coach pauses for comments, reminders, or clarification;
- v. Demonstrations are clear, relevant, and well executed;

² Jean-Francois Mouton



- vi. The exercises are relevant to game situations;
- vii. Goaltenders also have key points and specific skills to work on;
- viii. All the coaches present have roles and tasks during exercises;
- ix. Self-evaluation and questioning also have their place in the learning process;
- x. The coach always gives a conclusion at the end of the exercise with brief comments on the key points and the quality of the players' work.

c. Safety at all times

- i. Safety rules are outlined and must be respected;
- ii. Players on standby are not in the way;
- iii. Safety reminders are constantly given;
- iv. The coach immediately reacts to a safety violation;
- v. Shots are always taken in a safe manner, both for the goaltender and the waiting players;
- vi. The Emergency Action Plan is always ready to be implemented;
- vii. The coach is wary of possible concussions;
- viii. There is no room for unnecessary clashes between players or disregard for the rules;
- ix. The coach remains attentive to the condition of the ice, improperly closed doors, or anything else that could be dangerous;
- x. At the end of the practice, players pick up the pucks without shoving or pushing each other.

d. Efficient planning

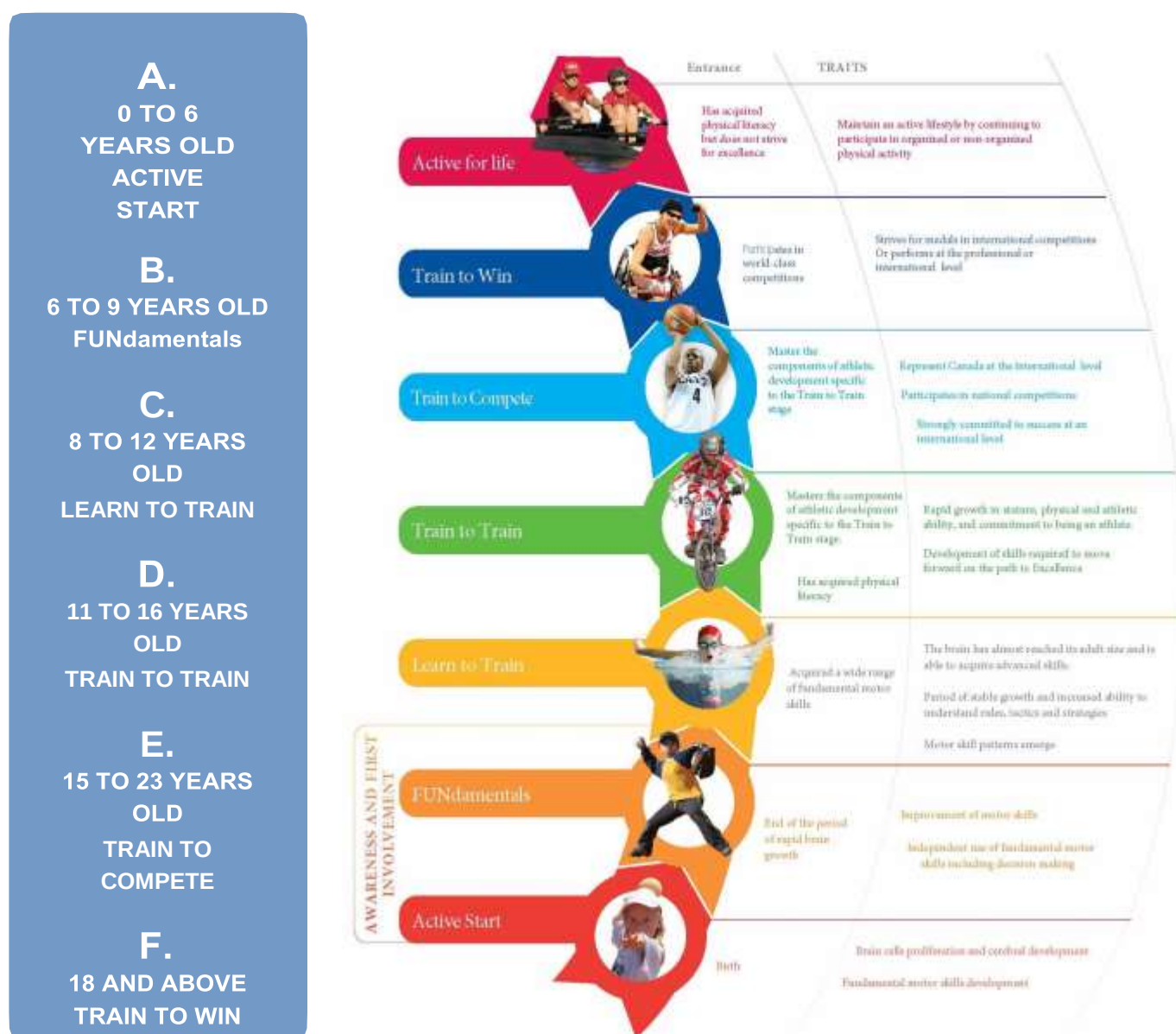
- i. The equipment is complete;
- ii. The start and stop signals are clear and efficient;
- iii. Regrouping is done in an orderly fashion;
- iv. Instructions are short, precise and specific;
- v. Once the instructions have been given, the players move quickly into position and begin the exercise without wasting time;
- vi. Once the exercise is underway, the coach makes sure that the players are performing as instructed and stops the exercise if necessary;
- vii. Refreshment breaks are planned;
- viii. A warmup is scheduled;
- ix. The exercise is finished in a calm and orderly manner.

7 CHAPTER

PLAYER PREPARATION

1. PLAYER DEVELOPMENT STAGES

From birth to adulthood, a person is continuously developing.³ Each stage is associated with specific developmental traits. At each stage, the physical, mental, social, emotional, and cognitive development of the person must be taken into account.⁴



³ https://www.coach.ca/files/CAC_7516A_11_LTAD_English_Brochure_FINAL.pdf

⁴ https://sportforlife-sportpoulavie.ca/docs/2_11_LTAD_2.1_EN_web.pdf



2. LONG-TERM DEVELOPMENT OF THE PLAYER

Over the course of a lifetime, players will be able to develop a set of skills that will help their long-term athletic development. Here are 10 key drivers of long-term development:⁵

- a. Physical literacy: Development of the range of specific and general motor skills.
- b. Specialization: Using several developmental factors and integrating several sports allows for the possibility of eventually specializing in one sport.
- c. Developmental age: Children are not at the same developmental stage, there are many factors that influence their development.
- d. Sensitive periods: Opportunities to optimize the development of a skill. Childhood is an important period for the development of fundamental motor skills. (Donnelly)
- e. Cognitive, mental, and emotional development: Physical development requires mental skills.
- f. Periodization: A planning framework that segments the athlete's time in an ordered manner.
- g. Competition: The development of physical skills takes precedence over competition. Learning to compete involves going through a series of stages.
- h. Excellence takes time: It takes in average of over 10,000 hours of training to master a skill.
- i. System alignment and integration: Each step is part of a developmental process. Each step allows for the development of elements that will help move to the next step.
- j. Continuous improvement – "kaizen": While continuous improvement is essential to the successful development of a person, analysis and realignment are key.

⁵ DLTA 2.0 https://www.publicationsports.com/ressources/files/509/DLTA_2.0530e48f4ab146.pdf

3. PLAYER SPECIALIZATION

Specialization refers to the specific role you think your player can occupy in your team. For example: the player is a defenseman, a first-line player, a natural scorer, etc. At the beginning of the season, forget all of it. Give every player a chance to learn in every possible situation. Put them in situations in which they will have to signal themselves defensively. Give them the chance to score the tying goal. Avoid labeling players in a way that may undermine their potential. Remember that when a commentator states that a player is an expert in something, he is referring to professional players.

Before reaching this level of maturity, a player needs to be faced with as many situations as possible. He will feel that he is contributing to all aspects of the game. He will be proud to be a valued team member.

4. MENTAL TRAINING

The use of the term "mental preparation" refers to a dynamic concept, rather than a fixed result. As part of their long-term evolution, players may achieve high levels of mental preparation. However, they must use their mental skills to adapt to continuously evolving demands, conditions, and pressures.⁶

a. Mental training process

The coach must acknowledge that there are 4 steps to the mental training process.

- i. Education
Basic understanding of the fundamentals and strategies.
- ii. Awareness
To get to know ourselves better by reflecting on our actions when faced with various situations.
- iii. Implementation
Applying knowledge and reflections previously worked on in practice.
- iv. Assessment
Take the time to self-evaluate and cross-reference these results with those of an observer in order to improve.

⁶ Sports for Life Canada, p.4 https://www.publicationsports.com/ressources/files/509/apptitude_mentale_-_DLTJ52f0f286d2ee7.pdf

b. Motivation and interest

The coach must maintain the players' motivation and keep their interest, involvement and desire to grow within the team. To do so, it is important to:

- i. Have sufficient theoretical knowledge of the players' level;
- ii. Manage your own emotions and stay in control.

c. Motivation

The coach must offer ways for the player to develop and maintain his interest while avoiding the pitfalls of demotivation

- i. Develop
 1. Come up with achievable goals;
 2. Share your values and your vision of the sport;
 3. Have a positive approach.
- ii. Maintain
 1. Keep track of progress;
 2. Have players share their personal interests;
 3. Surround yourself with people who share a similar vision.

The coach is responsible for motivating his players when needed. He should be able to notice dips in motivation. The sources of reduced motivation can be numerous:

- i. School (exam, failure, etc.);
- ii. During training (redundant exercise, lack of challenge, excessive waiting);
- iii. During games (bad decision, shortened playing time, lack of understanding of the game plan);
- iv. Social life (hard times).

d. Self-confidence/worth

One of the roles of a coach is to build player confidence by placing the player in a suitable role. In order to make a difference in a player's confidence, the coach can prepare:

i.

A list of actions to promote;

ii.

A list of phrases to avoid that could break or weaken the players' confidence.

e. Managing emotions

Emotions run high in sports. Therefore, you must learn to manage emotions and channel them so that they won't disturb players, neither physically nor mentally. The more players experience situations high in emotion, the easier it will be for them to regain their bearings. It is important to keep in mind the "never too high, never too low" principle.

f. Focus vs. attentiveness

The notions of focus and attentiveness are often used in sports. However, the two are not interchangeable. Focus is a state of mind that allows you to concentrate on information. Attentiveness is the act of channeling your mental and physical resources in a subject or action. The player can therefore be focused without being receptive to external stimuli. As a coach, you must help players be attentive to specific information that will facilitate their decision-making.

g. Managing distractions

The opposite of attention is distraction, which can disturb a player or team. These distractions can be small or large and can have a negative impact on the coach or team. It is important for the coach to learn how to avoid or manage these distractions to reduce their impact on the players.

These distractions can take many forms:

- i. Visual.
- ii. Auditory.
- iii. Behavioral.
- iv. Sensory.

h. Visualization

Visualization is also a tool that can be worked on to reduce the impact of the aforementioned elements on player performance.



5. DIET

Ensuring that a player's diet meets quality and quantity needs will help them stay healthy, perform well and promote better recovery. The specific needs of each player will depend on a number of factors: age, height and weight, physical activity level, etc. Ideally, nutrient intake will correspond to energy expenditure. A nutritionist is the specialist who will be able to assess individual needs more precisely and establish the player's daily diet.

The important thing to focus on is that every meal and drink is an opportunity to maximize nutrient intake.

a. Role of nutrients⁷

Each nutrient contains specific energy and nutritional value

- i. Protein (animal or plant-based)
 - 1. Builds and repairs muscle and tissues.
 - 2. Immune system functions.
- ii. Carbohydrates
 - 1. Number 1 source of energy (simple or complex).
 - 2. Aids in muscular recovery.
- iii. Lipids
 - 1. Second source of energy.
 - 2. Vitamins transport.
 - 3. Body heat and protection.
- iv. Vitamins and minerals
 - 1. Regulate all body systems (nervous, cardiovascular, etc.)
 - 2. Help to keep good structure (bones, skin, etc.)

⁷ Julie Turcotte, Sport nutritionist.

b. Meal Tips

As individual needs vary greatly, specific details on player nutrition will not be detailed here. However, certain rules do apply:

- i. On the day of a practice or game, it is essential to consume carbohydrates and drink plenty of water.
 - ii. The closer you get to a practice or game, the smaller the size of meals and snacks should be and the higher the proportion of carbohydrates should be.
1. If the game or practice is in the morning:
 - Start the day with a large glass of water (prioritize hydration)
 - A light breakfast is imperative. This meal must be easily digested in order to not interfere with the practice or game (toast with fruit, bread and jam, oatmeal with fruit, etc.).
 - Even if a player is not hungry, it is essential to provide the body with energy before training or playing. In this case, the meal can be replaced with a smoothie.
 - After the event, eat a full breakfast.
 2. If the practice or game is in the afternoon:
 - Have a full breakfast.
 - Have a pre-lunch snack.
 - Full lunch after the event.
 3. If the practice or game is in the evening:
 - Eat full meals throughout the day.
 - Have dinner at least three hours before (digestion time).
 - Snack if needed.
 - Do not forget to hydrate.
 4. Recovery

Recovery is essential after playing hockey. Individual needs vary based on age, height and weight. However, here are some suggested intakes:

 - Water (based on lost weight).
 - Carbs (about 30g).
 - Protein (between 5g and 10g).

c. Division-specific dietary suggestions

i. Pre-novice

Categories	Objectives	Evaluation criteria	Importance	Explanation
Food Choice	Identify the different food groups outlined in Canada's Food Guide	The player is able to identify which food group the item belongs to.	1	Since not all kids have the same level of knowledge of Canada's Food Guide, it is important to ensure that all players have the same basic understanding.
When to eat?	Introduce the role of a healthy diet in optimizing energy levels (both in hockey and school)	With some help, the player is able to identify 2 benefits of a healthy diet.	2	It is essential that kids realize the importance of their diet from the very beginning so that they are aware of the learning process to come.
Body Image	Educate players on body differences between people	The player is able to identify three body differences between team members (e.g. eye color, height) and pinpoint one reason for that difference.	4	From a very young age, players are exposed to generalized body image and standards. By explaining to them the sources of body differences, they will understand the concept of body composition better.
Doping Prevention		Will be discussed at the following levels.		
Hydration	Educate players on the importance of hydration	The player will drink water a few times during the physical activity.	3	Body temperature regulation is less efficient before puberty. Proper water intake during exercise is a good way to prevent an increase in body temperature. It is essential to educate young players on the importance of hydration.



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ii. Novice

Categories	Objectives	Evaluation criteria	Importance	Comments
Food Choice	Demonstrate the importance of each food group in a balanced diet	The player is able to describe the role of at least one food group in his health. (e.g. dairy product for bone health)	1	Since most of the players are familiar with Canada’s Food Guide, the bases of sports nutrition will be established in regard to the different food groups.
When to eat?	Explain the basics of digestion	The player is able to identify the role and steps of digestion.	2	In order to understand the concepts of sports nutrition (times, quantities and content) the players need to understand digestion.
	Make the link between good eating habits on a daily basis and performance (at school and in sports)	The player is able to confidently choose the foods that contribute to a healthier lifestyle and better performance (part of their daily diet) and is able to differentiate them from “special occasions”	3	The concept of daily, occasional and exception foods must be introduced at this level as a preparation for the age at which the player will make his own food choices. This way, the child will understand that nutritious foods are part of his daily diet, while foods with low nutritional value are eaten rarely.
Body Image	Educate the players on the different growth rates between people	The player is able to name 2 factors that influence someone’s growth.	5	From a very young age, players are exposed to generalized body image and standards. By explaining to them the sources of body differences, they will understand the concept of body composition better.
	Explain body differences	The player is able to identify different body tissues (muscles, fats, bones) and recognize their general functions.	5	
Doping prevention		Will be discussed at the following levels.		
Hydration	Educate players on the importance of owning a water bottle	The player bring his own water bottle to most games/practices.	4	The first responsibility for the player is to bring his own water bottle to practices and games. This helps reduce disease transmission (flu, cold, etc.)



iii. Atom

Categories	Objectives	Evaluation criteria	Importance	Explanation
Food Choice	Optimize the nutritional value of snacks	The player is able to select three nutritional snacks from various examples.	1	A large proportion of children's energy intake comes from snacks, so it is important to ensure they are nutritious. Promoting foods listed from Canada's Food Guide will help to ensure the nutritional value of snacks.
When to eat?	Educate the players on the importance of breakfast	The player can name two types of breakfasts he can include in his daily diet.	3	Many teenagers decide not to eat breakfast. In order to prevent this situation, it is important to make them aware of the important role of a full breakfast.
	Discuss the digestion process further	The player can identify fast- and slow-absorbing nutrients.	2	At least 2 of the 4 food groups should be included in breakfast. This goal aims to introduce the role of macronutrients so that players can eventually choose a pre-workout snack.
Body Image	Educate players on the importance of a healthy diet for normal body development	The player is able to identify two consequences of an improper diet on body development.	4	From an early age, players are under pressure to achieve an ideal body image. Given that diet culture begins before adolescence, it is important to address the issue of dietary restrictions. The player will be able to make a connection between diet and body composition.
Doping prevention		Will only be discussed at the next levels.		
Hydration	Educate the players on the impact of dehydration on their performance and the situation they're in	The player is able to identify 2 symptoms of dehydration.	5	At this age, the player is entirely responsible for his own hydration. It is important to make them aware of the impact of dehydration and adjust their hydration routine in case of exertion.



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iv. Pee-wee

Categories	Objectives	Evaluation criteria	Importance	Explanation
Food Choice	Identify foods containing carbs, fats and proteins	Among the foods in Canada's Food Guide, the player will be able to identify which ones are a good source of carbohydrates, fat and protein.	1	Since most kids are familiar with Canada's Food Guide, the bases of sport nutrition will be outlined in relation to the different food groups. A transition must be made from their current knowledge of the Guide to the bases of sport nutrition. The link between food groups and their macronutrients content must be made (carbohydrates, fats and proteins).
When to eat?	Strengthen the link between good daily eating habits and performance (at school, in sports)	The player will confidently choose foods that contribute to better health/performance (from "everyday foods") and differentiate it from "special occasion foods" and/or "exception foods").	2	Introduced at a younger level, the concept of daily, special occasion and exception foods must be adopted at this level as the player starts being more responsible when it comes to food choices. This way, the player will understand that nutritious foods are part of their daily diet, while foods with low nutritional value are eaten rarely.
	Explain the role of the recovery snack.	The player will be able to choose a recovery snack from several examples.	3	The player starts taking more responsibilities with respect to his food choices.
Body Image	Explain the components that affect body composition during adolescence	The player will be able to identify at least two components that can affect body image and/or body composition.	2	From a very young age, players are exposed to generalized body image and standards. It is important to ensure they understand the factors that affect their body composition and body image, especially during the changes that occur in adolescence.

iv. Pee-wee (continued)

Catego ries	Objectiv es	Evaluation criteria	Import ance	Explanation
Doping Prevent ion	Make players aware of the omnipresenc e of marketing in the food and sports industry	The player will begin to identify examples of marketing campaigns aimed at athletes (e.g. Gatorade, Redbull) and begin to make critical judgments.	4	In order to prevent the use of supplements, doping awareness from an early age is important for athletes.
Hydrati on	Explain the effect of sports drinks	The player may be able to identify situations in which sports drinks and other alternatives are beneficial.	3	With the physical changes that go with puberty, the appropriate consumption of sports drinks can be beneficial for performance.





v. Bantam

Categ ories	Objectiv es	Evaluation criteria	Import ance	Explanation
Food Choice	Educate the players on the importance of an adequate protein intake (neither above nor below the needs)	The player is able to name two detrimental effects of a poor protein intake (above or below the needs).	3	Young adolescents are often exposed to several food myths. A diet high in protein is one of the most common beliefs among this population.
	Explain the nuance between different types of carbohydrates and their role in a diet	The player will identify simple and complex carbs from a few examples.	3	In order to make better choices, players need to understand the effect of food on their energy levels. Complex carbohydrates are preferred for longer delays while simple carbohydrates are preferred for shorter delays.
When to eat	Give players examples of food to favor depending on the time available before practice	The player will confidently select two appropriate snacks depending on different timelines.	2	The player begins to be more independent regarding the food choices he makes. To optimize energy during exercise, foods high in carbohydrates and moderate in protein and lipids are favored. The recovery snack should be eaten in the 15 to 30 minutes following an exercise and should be high in carbohydrates and protein.
	Demonstrate the importance of the recovery snack	The player is able to identify the best timeframe in which to eat his recovery snack.	2	



v. Bantam (continued)

Categories	Objectives	Evaluation criteria	Importance	Explanation
Body image	Explain the concept of puberty and its effect on body composition	The player will be able to identify a physiological change caused by puberty.	5	Physical changes caused by puberty do not occur at the same time and speed in all teens. It is important to normalize the changes that are noticeable and explain their consequences.
	Make the players aware of the importance of healthy eating in achieving and/or maintaining adequate body composition. Do not focus on weight.	The player will be able to identify two consequences of dieting (both weight loss and weight gain) on body composition.	5	The increase in body fat caused by puberty can lead to dangerous eating behaviors such as excessive caloric restriction, the use of multiple supplements or the development of eating disorders.
Doping prevention	Make players aware of the effects of energy drink consumption	The player will identify two effects of energy drinks on his health and performance.	4	From a young age, as a result of advertising or peer pressure, players are at risk of consuming a variety of products, such as energy drinks. The health risks have been proven and players need to be aware of them.
Hydration	Explain how to calculate current water need and intake	The player will be able to determine the amount of liquids consumed during the exercise and the recommended amount. The player should also be able to find strategies to get to that amount.	1	At this age, the player is entirely responsible for his own hydration. It is therefore important that his hydration level is optimal.

vi. Midget

Categ ories	Objectiv es	Evaluation criteria	Import ance	Explanation
Food choice	Educate players about the factors that affect performance in tournaments	The player will be able to identify the factors that affect his performance and establish strategies to reduce their impact (e.g. stress, outside the house, flexible hours, etc.)	4	Young players are increasingly encouraged to play away games independently. It is important to make them aware of the factors that can have any impact on performance.
	Give players the tools to make good food choices outside their home	Using sample restaurant menus, players will be able to choose the best menu for their needs.	4	As players make more independent food choices outside the house, it is important that they are able to make healthier meal choices. Depending on their level in sports, they will play away games more often and, as a result, eat in restaurants more. They need to be able to make healthy choices.
When to eat?	Optimize the diet according to the time available before the game	Based on several different situations, the player will be able to give an example of food to consume depending on available time.	5	At this level, the player should be able to apply situation-dependent knowledge. Since teens are more independent and often eat without their parents, they need to be able to make good decisions when it comes to food.
	Give players the tools they need to select an ideal recovery snack	From several food examples, the player will be able to select two recovery snacks.	5	

vi. Midget (continued)

Categories	Objectives	Evaluation criteria	Importance	Explanation
Body Image	Explain the process of weight gain or loss	The player will be able to evaluate (positively or negatively) a weight loss or weight gain method.	3	With the changes of puberty, players are often pushed by peers to reach a certain weight. In order to prevent risky behavior, it is important to bring up the subject.
Doping prevention	Make players aware of the presence of supplements	The player will be able to name medical reasons for taking nutritional supplements. He will also be able to name the adverse effects of certain supplements.	2	In order to prevent the use of supplements, doping awareness at an early age is important for athletes. (8) By knowing the purpose of a supplement, teens will be more aware of peer pressure.
	Provide young people with appropriate tools	The player will be able to name available and reliable sources to answer questions about nutritional supplements.	2	It can be difficult to navigate all the products on the market. If the player has specific questions, it is important that he be made aware of the resources available to him (e.g. nutritionist, pharmacist, etc.).
Hydration	Make players aware of factors affecting hydration	The player will be able to list at least three factors that can affect his hydration level.	1	At this age, the player is entirely responsible for his own hydration. It is important to make him aware of the effect of dehydration and what impacts it. (9) Depending on the situation, the player may need to adapt his hydration protocol.

6. HYDRATION

Hydration is a determining factor in performance that has a direct impact on players. Some elements must therefore be taken into account:

- a. 120 minutes before playing, drink 500mL of liquid;
- b. 30 minutes before playing, drink 250mL of water;
- c. While playing, drink water in small doses whenever possible;
- d. After playing, rehydrate according to the weight lost.

In the majority of cases, water intake is sufficient during a game or practice. Sport drinks are not necessary unless the player is playing multiple times in one day.

7. SLEEP

Sleep is a key component in player development. Training is essential for good athletic performance. However, improvement is not possible without rest.

- a. Here are a few tips to favor recovery:

- i. Sleeping needs

Just like any other need, sleep needs vary between individuals, here are some recommendations based on age and length of sleep:

1. 6 to 13 years old: between 9 and 11 hours;
 2. 14 to 17 years old: between 8 and 10 hours.

- ii. Sleep quality

Young people often get enough sleep, but it usually is of poor quality. Here are some habits that will improve sleep quality:

1. Have a sleep routine (same bedtime and wake-up time);
 2. Sleep in a comfortable, dark and cool environment;
 3. Allow for quiet time, 1 to 2 hour(s) before bedtime;
 4. Avoid screens (video games, cell phones or tablets) before bedtime.

- iii. Bedtime

Each person has a different rhythm (circadian rhythm). This rhythm will make someone more or less of a morning person and will influence their performance. Depending on the time of the player's practice (morning, afternoon or evening), his sleeping habits will have to be adjusted.



8. PHYSICAL PREPARATION

A hockey player needs to develop a training routine over time that will include off-ice practice. This practice will have two purposes: to develop physical know-how (physical literacy) and to prevent injuries. From a young age, players must achieve certain goals in order to have the necessary prerequisites to be able to perform on the ice. A distinction must also be made between physical preparation in the summer and during the season. When a coach wishes to prepare a physical preparation component for his players, it is important to take into account certain criteria:⁸

- a. Team profile
 - i. Player's age;
 - ii. Practice experience.
- b. Internal factors
 - i. Calendar and facility availability;
 - ii. Know the athletic level, experience, and capacity of the group;
 - iii. Determine who will be the speaker responsible for this component.
- c. Planning
 - i. Physical preparation must be part of a developmental plan that is linked to on-ice training;
 - ii. Allow players to develop according to their stage of development (see Long Term Player Development, page 27).
- d. External factors
 - i. Enrolment of a player in another sport or winter activity;
 - ii. Family schedules;
 - iii. External consultant budget.

e. Types of practice

i. Individual

Individual physical training must be part of the coach's plan so that it fits into the team planning. By following the LTPD, players will have a better idea of what they can do at different stages of their development.

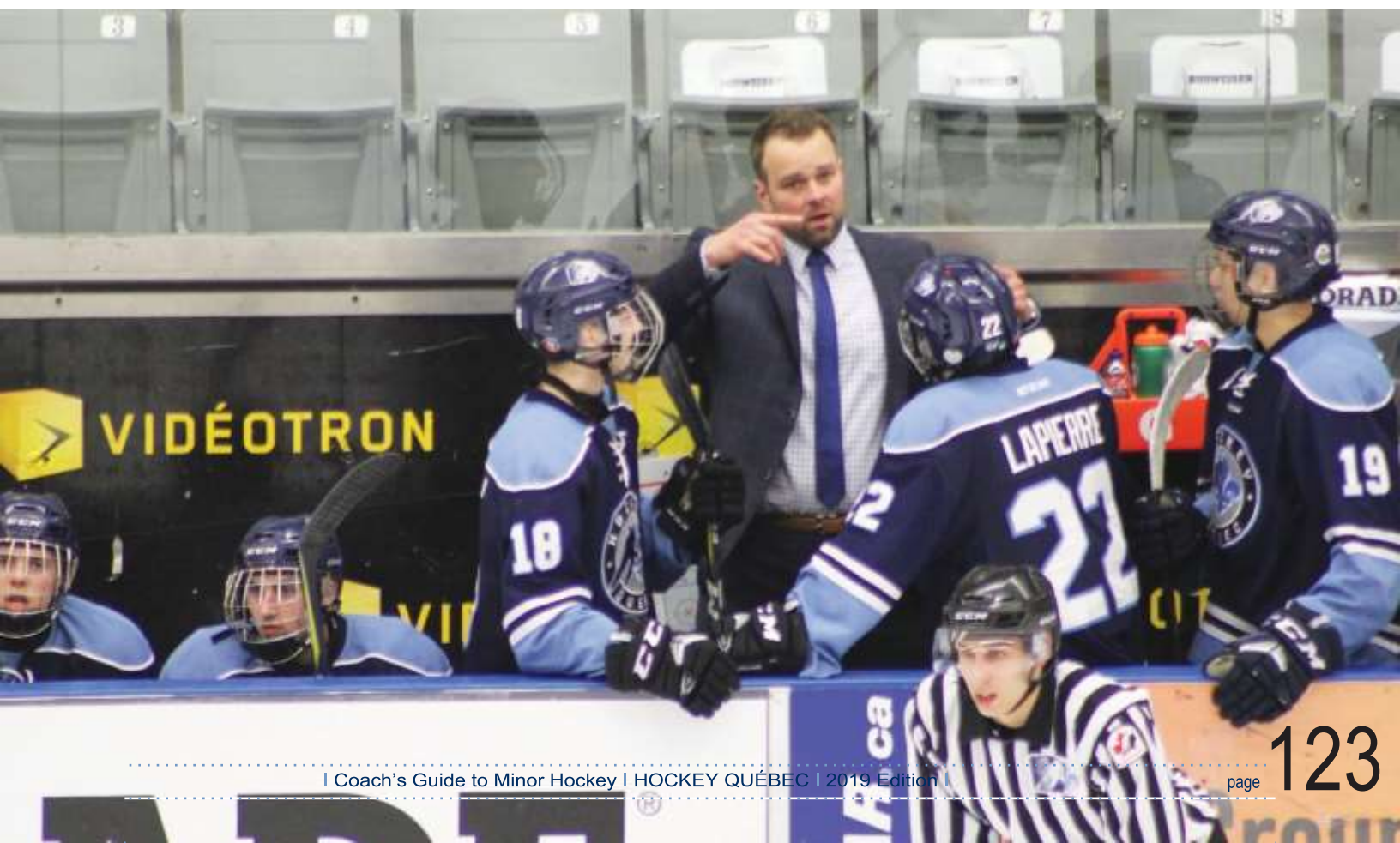
ii. Group

At the group level, players will work on their off-ice training stimulation. This stimulation can be achieved through games and will be a pleasant change from traditional training. Activation before a practice or a game is a good way to stimulate the players.

iii. Physical skills to develop

During practices, it is important to have an objective in mind to improve a physical skill based on the age and experience of the players:

1. Stamina;
2. Strength;
3. Speed;
4. Power;
5. Agility;
6. Flexibility.





9. VIDEOS

The use of technology is in increasing demand. From a young age, players may be exposed to technology that allows them and the team to progress. Videos can be used by the coach to analyze and provide individual or collective corrections. This tool can therefore be used in different ways:

a. Planning

Image collection can be done on a periodic or continuous basis. The main goal is to have time to analyze, make corrections and meet with players. Like in a practice, the video must be part of a plan and its use must be progressive. Even before having access to the video, the coach will have to plan certain elements:

i. Who will be filming?

You will need to find someone to film your activities. A parent with a passion for filming might be your best bet. However, if you are introducing a rotation, you will need to communicate your expectations to each participant in order to get the footage you want.

ii. Expectations

Each coach will have different expectations when reviewing his footage:

1. Wide or close-up shot of a player;
2. Camera angle from the center or behind the net;
3. Team view;
4. View of the opposing team;
5. Game type.

b. Effective

have time to look at the footage, edit the footage you want, meet with the players, and set your goals or corrections based on what you've seen.

ii. Short meeting

Keep in mind that meetings (group or individual) must be short.

iii. General to specific

As in all matters, there is a learning curve for the players. Your plan should therefore be very general. As you introduce this tool to your team, you will be able to follow up on an individual basis;

i. Time
page
The
first
important
thing
when
filming
to

- 
- iv. Efficient feedback
 - 1. Watching themselves play allows the players to have better self-awareness, which makes this tool very effective.
 - 2. When editing a video, keep only what is relevant to your comments (e.g. the clip + 5 seconds before and after).
 - 3. Your comments should refer to your objectives or key points.
 - 4. It is good to point out mistakes, but your meetings should be as positive as possible.
 - c. Pitfalls to avoid
 - i. Coaches tend to show everything they see. Remember that the player has a limited attention span both in terms of time and content. Giving too much information does not guarantee success.
 - ii. Videos are a great tool, but they should be seen in person. Avoid sending footage to players only by email. To be effective, players need your accompanying explanations.
 - iii. Do not target a single player with your comments. Use the clip to express your expectations rather than focus on the mistake.
 - iv. You need to put yourself in the player's shoes when watching a video. The angle of the camera reveals images that the player often cannot see from his position on the ice.
 - v. Don't give the players all the solutions. Let players question themselves and find the right solution when they spot a mistake.
 - d. One-on-one meeting

Use the video to help the player in his development. Take a few minutes with each player a few times a year to go through the following aspects:

 - i. Footage from the last few games;
 - ii. A video from a top league that depicts what you want from him;
 - iii. Focus on one or two elements at a time.
 - e. Group meeting

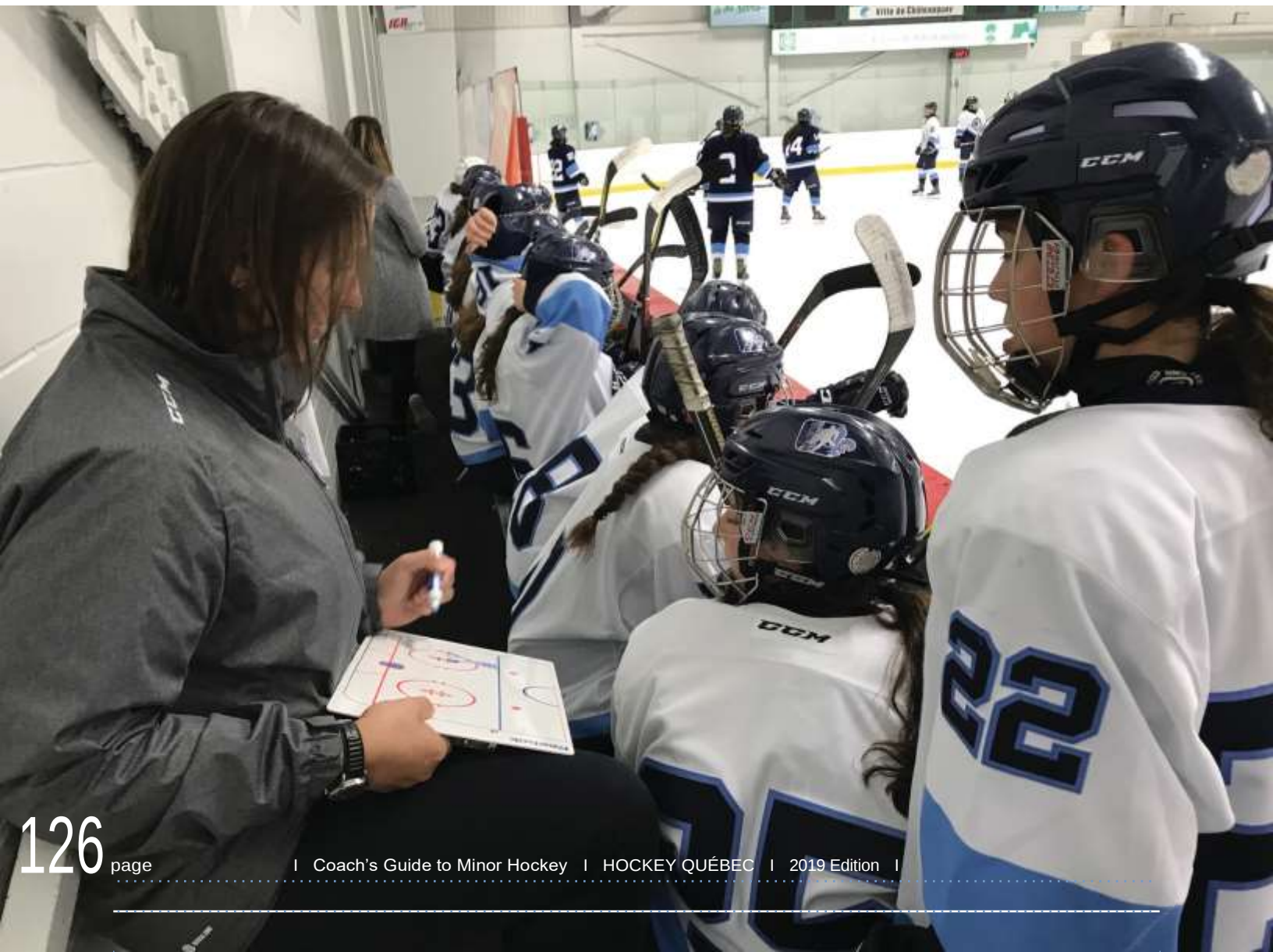
Use video to strengthen learning and efficiency. The selected clips will allow players to see the game differently. The progressive use of videos from a young age will have a positive effect on development.

f. Motivational video

Throughout the year, it is worth keeping the right footage to make a motivational video (Christmas, series, end of year) and for players to see themselves accomplishing great things. You don't need to edit a video professionally to make it work, but you will need time to do it properly.

g. Software

- i. YouTube (motivation)
- ii. Coach's eye (side by side)
- iii. Hudl
- iv. XOS
- v. Steva
- vi. Iceberg



10. USING STATISTICS

Statistics are becoming more and more common in all our leagues. But what is their real value for the coach? As with videos, statistics need to be tracked and analyzed in order to ensure efficient team development. Here are some things to consider if you decide to use them:

a. Who records them?

In order for the results to be pooled and compared, statistics must be recorded by people who will have the same perception of the game. Several people can be helpful: parent, coach, non-playing player, substitute goalie. You must also be cautious with the statistics taken from your league's website. Goals, passes and other statistics could be wrong. Many errors can occur in the transmission of statistics to the different leagues.

b. What to collect?

Not all statistics have the same weight. Every coach has his viewpoint on how to develop his team. You need to know what statistics will be useful to you and what you will do with them once you have them. Here are some examples of statistics that can be collected during a game:

- i. Number of successful passes;
- ii. Shots on goal;
- iii. Blocked shots;
- iv. Face-offs;
- v. Scoring opportunities;
- vi. Successful breakouts;
- vii. Successful rushes;
- viii. Number of penalties.

c. Follow-up with the players

Once collected and analyzed, how will you communicate this data to your players? If you have set team goals, it would be relevant to use statistics as quantitative data to help your team progress. Individual statistics don't have much value for the full team, so be careful how you share or display them.

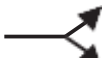
11. RECRUITING

Some levels have to recruit players for the next few years, while the majority of teams will get their pool of players based on their year of birth and place of residence. This does not prevent the coaches from having an idea of the players that will join the following year. Taking the time to go see players from lower levels may help you find registered players or begin to get to know your future players.

HOCKEY GLOSSARY

1. INTERNATIONAL LEGEND FOR HOCKEY

In hockey, like in any other sport, it is important for terms and symbols to be cohesive. For players to fully understand explanations, the coach must use the same drawings as any other coach when giving explanations on the board. Here are those to use in hockey:

	Forward player		Body check
	Defenseman		Deking
	Score near the opponent		Forward skating with the puck
	Guarding the opponent from a distance		Backward skating
			Backward skating and flip
	Coach		Backward skating with the puck
	Puck		Carry the puck, leave it and continue skating
	Cone or obstacle		Pass
	Stick position		Shot
	Forward skating without the puck		Shot and deke
	Pivot		Crossover
	Two-leg forward stop		
	One-leg forward stop		

2. TYPES OF PLAYERS

In addition to their position, players will act or develop according in a more specific way. Here are some of the terms used to define a type of player:

a. Skater⁹

- i. Offensive defenseman
Provides support or attack. Creates openings in the opponent's counterattacks.
- ii. Defensive defenseman
Focuses on defending against the other team. Characterized by his reliability and ability to play well defensively.
- iii. Physical defenseman
Defensive player who tends to use his physical attributes to win individual and team games.
- iv. Power forward
Characterized by good physique and muscular strength that allows him to score goals and play in a physical fashion. Possesses good offensive instincts and is agile and skilled with the puck.
- v. Playmaker
This type of player likes to have the puck and has an ease with passing or allowing teammates to execute a play.
- vi. Versatile forward
This type of player is able to contribute both offensively and defensively (in both directions of the rink). He can excel in all phases of the game.
- vii. Physical forward
An offensive player who uses his body to gain an advantage over the opponent and win the games in which he is involved.

b. Goaltender

- i. Upright
Position in which the goaltender is usually on his skates and blocks the top of the net.
- ii. Butterfly
Technical position in which the goaltender is often kneeling with his feet sticking out.
- iii. Hybrid
This type of goaltender uses both standing and butterfly goaltender techniques.
- iv. Reflex/athletic
This goaltender tends to rely on what he sees and reacts by instinct to immobilize the puck.
- v. Technical
This type of goaltender has practiced his technique a lot and tends to automate his reactions based on what he sees.

⁹ https://en.wikipedia.org/wiki/Ice_hockey



3. HOCKEY VOCABULARY

- a. Push or Chip
Send the puck along the line in front of you or through the barrier.
- b. Roll
Send the puck across the ice from the back of the net.
- c. Over
Send the puck to the other side of the ice through the center of the ice.
- d. Up
Carry the puck towards the neutral zone.
- e. Down
Carry the puck to the bottom of the area.
- f. Wheel
Pass the puck behind the net.
- g. Easy
There is no pressure from the opponent, you have time.
- h. Support or backing
During shorthanded play, one of your teammates needs help.
- i. Loose puck
The puck is lost next to the net.
- j. D side
Imaginary line (where you should be) between the puck and your net.
- k. Drive the net
Go to the net, stick to the ice, because one of your teammates is throwing a pitch.
- l. Back check
Get back into your zone as quickly as possible when your opponent counterattacks.
- m. Screen
Visual obstruction of the goalie and getting into the line of fire.
- n. Rebound
Move to the second post for the backhand shot.
- o. Ice
Shoot the puck to the other side of the rink.
- p. Switch
Switch positions with your teammate.
- q. Forecheck
Applying pressure to the opposing team puck carrier.
- r. F1
Forward who has or is closest to the puck.
- s. F2
Forward who is closest to F1.
- t. F3
Forward who is the furthest from F1.
- u. D1
Defenseman closest to the puck.
- v. D2
Defenseman on the opposite side of the puck.



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