



# **HOCKEY CANADA**

**Development 1  
Coach Workbook**

**Version 1.0, 2019**





# PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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### **The Collection, Use, and Disclosure of Personal Information**

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at [www.coach.ca](http://www.coach.ca). By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact [coach@coach.ca](mailto:coach@coach.ca).

## INTRODUCTION

The priority for the new Development Stream program is to design and implement the **Four (4) Phase Learning Cycle** within the coach clinics. All human learning can be thought of as having the following four (4) components:

- Preparation (the arousal of interest)
- Presentation ( the initial encounter of new knowledge or skill)
- Practice (the integration of the new knowledge or skill)
- Performance (the application of the new knowledge and skill to real world situations)

Unless all four components are present in one form or another, no real learning occurs.

The new Development Stream program will apply **Activity-Based Learning** to ensure that the four phase learning cycle is incorporated into all future clinics. Activity –Based Learning (ABL) means getting physically active while you learn, using as many senses as possible, and getting your whole body/mind involved in the learning process.

Activity-Based Learning has proven over and over again that people often learn more from well-chosen activities and experiences than they do from sitting in front of a presenter, a manual, a TV, or a computer.

## COACH PROFILE

This exercise asks you to describe the setting in which you coach as well as information about you and your coaching experience.

**Clinic Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

Facilitator's Phone: \_\_\_\_\_

Facilitator's E-mail: \_\_\_\_\_

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(Street) (City/Town)

(Province) \_\_\_\_\_ (Postal Code) \_\_\_\_\_

Phone: Home \_\_\_\_\_ Work \_\_\_\_\_

E-mail: \_\_\_\_\_

Coaching Position:    Head Coach                          Assistant Coach                          Manager  
Other: \_\_\_\_\_

### Team Information:

Location \_\_\_\_\_ Team Name \_\_\_\_\_

League \_\_\_\_\_ Age of Participants \_\_\_\_\_

Category of Competition:	Male Hockey	Female Hockey
Initiation	Novice	
Atom	Pee Wee	
Bantam	Midget	
Juvenile	Junior	
Senior	Professional	

Level of Competition: Recreational    Competitive    High Performance    Other

Number of games in week \_\_\_\_\_

Number of practices in a week \_\_\_\_\_

Previous Coach Clinics and Year \_\_\_\_\_

## PURPOSE OF THE WORKBOOK

The workbook is intended for you the coach to utilize during the clinic.

Coaches are strongly encouraged to complete as much of the workbook as possible over the course of the clinic. Portions of the workbook can only be completed after the clinic in your club team setting.

For ease of reference, this workbook is organized in much the same way as your *Reference Manual*.

**Note:** In addition to Hockey Canada's requirements, you must successfully complete the MED Competition – Introduction online evaluation to become certified with the Coaching Association of Canada. You can access this online evaluation at [www.coach.ca](http://www.coach.ca) > My Locker > eLearning.

## CLASSROOM SESSIONS

### Communication Action Plan:



<b>Players:</b>
Ex. One on One Interviews, Team Builders
<b>Staff:</b>
<b>Parents:</b>
<b>Minor Hockey Association or Club:</b>
<b>Officials:</b>



**Team-Building Event:**



<b>Activity</b>
<b>Purpose</b>
<b>Logistics for the event</b>
<b>Organizing the Participants</b>
<b>Running the event</b>
<b>Follow-up activity</b>

## Make Ethical Decisions

### Scenario:

**Read the situation below, called *To Play or Not to Play*.**

Jamie is the head coach of the local Bantam team. Recently, she has noticed that one of the athletes seems to suffer from a knee injury. She brings the situation up with the parents of this 13-year old athlete, whom she knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The coach speaks with the athlete who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The athlete has a lot of talent and his discussed among the best players in the region

The athlete’s parents are both members of the organization’s Board of Directors and they are responsible for hiring and assessing coaches. Club policy dictates that it is the coach who ultimately decides whether or not an athlete will take part in a competition. Another policy dictates that an injured athlete cannot compete, and that a written confirmation declaring that the athlete is fit to return to competition must be obtained from a medical doctor.

Since her last discussion with the athlete and the parents, the coach has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. She has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These verifications confirm the signs she had observed in the athlete.

One hour before the beginning of the competition, the parents talk to the coach. They repeat what their family doctor has said, and guarantee that, first thing tomorrow morning, she will have the required letter confirming that the child is fit to compete. The athlete mentions that the pain has increased since last time, but that he is ready to compete if the parents and the coach give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection. The parents leave the coach, and walk towards the stands.



Review the information in the table below. Identify the factors that influenced your decision, and highlight others that might be relevant but that you didn't consider. Think about how these factors might come into play in the decision-making around *To Play or Not to Play*.

**Factors that May Influence Your Decision**

<b>Internal Influences</b>		
<b>Previous Experiences</b>	<b>Personal Values</b>	<b>Personal Circumstances</b>
<ul style="list-style-type: none"> <li>■ Past experiences with a similar issue</li> <li>■ Results, positive or negative, of previous decisions in a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Family education</li> <li>■ Academic training</li> <li>■ Religion and beliefs</li> <li>■ Age and maturity level</li> <li>■ Factors linked to ethnicity or culture</li> </ul>	<ul style="list-style-type: none"> <li>■ Employment</li> <li>■ Level of action</li> <li>■ Ambitions and plans</li> <li>■ Reputation</li> <li>■ Relations with others</li> </ul>
<b>External Influences</b>		
<b>Economic and Political Aspects</b>	<b>Seriousness of Situation</b>	<b>Organizational, Institutional, and Social Aspects</b>
<ul style="list-style-type: none"> <li>■ Economic or financial impact of decision</li> <li>■ Potential political or human rights impact of situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Urgency of decision</li> <li>■ Individuals directly affected</li> <li>■ Number of individuals directly affected</li> </ul>	<ul style="list-style-type: none"> <li>■ Relations and links with:</li> <li>■ Official bodies</li> <li>■ Individuals</li> <li>■ Communities</li> <li>■ Relevant standards or social conventions</li> </ul>
<b>Other Factors (If any)</b>		

## **The Ethical Decision-making Process**

Let's look again at *To Play or Not to Play*, but this time let's use an ethical decision-making process.

The ethical decision-making process used in this workshop has six distinct steps, and it depends heavily on the *NCCP Code of Ethics*. The Code provides a set of guiding principles that coaches can draw on in their decision-making. The Code is reproduced in the *Reference Material* for this workshop.

### **The six steps in the process are:**

- Establish the facts in a situation
- Decide whether the situation involves legal or ethical issues
- Identify your options
- Evaluate your options
- Choose the best option
- Implement your decision

### ***Looking Again at To Play or Not to Play***

- Recall *To Play or Not to Play* and the decision you made about it. Working with 2 or 3 other coaches, identify the facts in the situation, and record them in Column 1 of *Worksheet 1*, on the next page. If necessary, refer to the section of the *Reference Manual* called *Step 1 — Establish the Facts in the Situation*.

**Worksheet 1**

Column 1: The Facts of the Situation	Column 2: Ethical Issues	Column 3: Options and Their Possible Consequences
<p>The situation has legal implications: YES ( ) NO ( )</p> <p>If yes, what do you do?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Well-being, health or safety of people, short or long term</li> <li><input type="checkbox"/> Safety at competition site</li> <li><input type="checkbox"/> Emergency preparedness</li> <li><input type="checkbox"/> Unnecessary level of risk</li> <li><input type="checkbox"/> Appropriate use of authority in best interests of athletes</li> <li><input type="checkbox"/> Self esteem of athletes</li> <li><input type="checkbox"/> Conflict of interest</li> <li><input type="checkbox"/> Competency, level of training or scope of practice of coaches or persons in authority</li> <li><input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word</li> <li><input type="checkbox"/> Privacy or confidentiality</li> <li><input type="checkbox"/> Harassment</li> <li><input type="checkbox"/> Equity and equality</li> <li><input type="checkbox"/> Respect and dignity</li> <li><input type="checkbox"/> Observance of established principles, team rules or organizational policies and procedures</li> <li><input type="checkbox"/> Observance of rules and regulations in sport</li> <li><input type="checkbox"/> Fair play</li> <li><input type="checkbox"/> Maintaining dignity and self control</li> <li><input type="checkbox"/> Respect for officials and their decisions</li> </ul>	<p><b>Option 1: Do nothing</b> <b>Possible consequences</b></p> <p><b>Option 2:</b> _____ <b>Possible consequences</b></p> <p><b>Option 3:</b> _____ <b>Possible consequences</b></p> <p><b>Option 4:</b> _____ <b>Possible consequences</b></p> <p><b>Option 5</b> _____ <b>Possible consequences</b></p>

## ***Decide Whether the Situation Involves Legal or Ethical Issues (Step 2)***

### **Are the Issues Legal or Ethical?**

- Read the section called *Step 2 – Determine Whether the Situation Involves Legal or Ethical Issues*, in the *Reference Material*, especially the examples of situations that have legal implications. Listen as the Learning Facilitator describes a situation that may involve legal or ethical issues, and then take 5 minutes or so to discuss the situation with two or three other coaches.
  - Does the situation have legal implications? YES ( ) NO ( )
  - What are the reasons for your answer?

### **Identify the Ethical Issues**

The *NCCP Code of Ethics* is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (coaching responsibility, for example, or integrity in relations with others).

- Answer the questions in the table below regarding actions and behaviours that might occur. These questions are based on the *NCCP Code of Ethics*, and they will help you identify possible ethical issues.

**Key Questions to Ask when Identifying Ethical Issues in Sport**

Is there a potential issue with...	Is this question relevant in this situation? (YES or NO)	Why is this question relevant?
Health and safety of athletes now or in future?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Competition site safety?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Emergency preparedness?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Unnecessary risk to athletes?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Authority being exercised or the best interests of the athletes being considered?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Self-esteem of participants?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Conflict of interest?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Competency, qualification, certification, or scope of practice?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Loyalty, keeping of commitments, or keeping of one's word?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Privacy or confidentiality?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Harassment?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Equity and equality of treatment of individuals?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Level of respect and dignity shown to individuals?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Breaking of an organization's rules or policies?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Violation of the rules and regulations of sport?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Fair play?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Dignity and self-control in personal behaviour?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Respect shown for officials and their decisions?	YES <input type="checkbox"/> NO <input type="checkbox"/>	



- Discuss the questions that seemed important to you with other coaches, and explain why you found them important.
  
  
  
  
  
  
  
  
  
  
- Are there questions not listed in the table that could help identify ethical issues? If there are, list them below.
  
  
  
  
  
  
  
  
  
  
- Now read the entries in Column 2 of *Worksheet 1* and put a checkmark beside the statements that are relevant to *To Play or Not to Play*.

### **Identify Your Options and Possible Consequences (Step 3)**

This step of the decision-making process involves identifying your options for decision or action. You do this by asking yourself some questions from the *Reference Manual*.

- Refer to the section *Step 3 — Identify Your Options and Possible Consequences* in the *Reference Material*. Answer the questions on the options for decision or action for the coach in *To Play or Not to Play*.

- In this situation, the coach could:

- Discuss the options available to the coach in *To Play or Not to Play* with other group members, and record them in the third column of *Worksheet 1*
- For each option, identify possible consequences and record them in Column 3 of *Worksheet 1*. Note that the consequences may be positive or negative — pros and cons.

### **Evaluate Your Options (Step 4)**

- Use the table on the next page to determine the extent to which each of the options you identified in *Worksheet 1* upholds NCCP standards of behavior.
  - Consider Option 1.
  - Read the first statement in the first row of the column *A coach is expected to*.
  - Ask yourself whether Option 1 upholds this standard of behavior. If it does, put a checkmark in the Option 1 column; if it doesn't, leave the Option 1 column empty.
  - Repeat this for each statement in the *A coach is expected to* column for Option 1.
  - Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in *Worksheet 1* (Options 2, 3, 4, and 5 as appropriate).
  - Total the number of checkmarks associated with each option.

Principles	A coach is expected to: (Expected Standards of Behavior)					
		1	2	3	4	5
Physical safety and health of participants/ athletes	Ensure training or competition sites are safe at all times					
	Be prepared to act appropriately in case of emergency					
	Avoid placing athletes in situations presenting unnecessary risk or beyond their level					
	Strive to maintain the present and future health and well-being of athletes					
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes					
	Foster self-esteem among athletes					
	Avoid deriving personal advantage for a situation or decision					
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action					
	Honour commitments, word given, and agreed objectives					
	Maintain confidentiality and privacy of personal information, and use it appropriately					
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties					
	Abstain from all behavior's considered to be harassment or inappropriate relations with an athlete					
	Always ensure decisions are taken equitably					
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age					
	Preserve the dignity of each person in interacting with others					
	Respect the principles, rules, and policies in force					
Honouring sport	Strictly observe and ensure observance of all regulations					
	Aim to compete fairly					
	Maintain dignity in all circumstances and exercise self-control					
	Respect officials and accept their decisions without questioning their integrity					
<b>Number of behavioural standards consistent with Options 1 through 5</b>						

## **Choose the Best Option (Step 5)**

### **Reviewing Your Scoring**

- Refer to your scoring for your options in the previous chart. What option has the highest score? Record that option below.

### **Checking Your Decision**

- Read the section on *Moral Dilemmas* in the *Reference Manual*. Is there an ethical dilemma in this case? What if any values and ethical principles are competing? Discuss your views with other coaches. Clearly state any dilemma you identify, and write your answer below.

- Does the option with the highest marks preserve the principle of DO NO HARM? In other words, does it maintain participants' physical, emotional, and psychological safety?

YES ( ) NO ( )

- Would you make the same decision in all similar cases?

YES ( ) NO ( )

**Note:** If you answer YES to the questions above, you can be confident that the option you have chosen is the best one under the circumstances.

- State your decision in terms of the *NCCP Code of Ethics*.
  - My decision in the case of *To Play or Not to Play* is to:

- This is consistent with maintaining this core principle from the NCCP Code of Ethics:

- My choice is also consistent with the expectation that a coach should:
  - Share your decision with another coach, saying why you feel the choice you made is the best course of action under the circumstances. Answer any questions the other coach has.
  - Think about the decision you made and your explanations for your decision. How does the decision you recorded compare with the one you made more spontaneously earlier? Which aspects are the same? Which are different?

### ***Implement Your Decision (Step 6)***

Once you've made the best decision possible, you need to think carefully about how to put it into action. This section will help you carry out an action plan to solve an ethical problem while still showing respect for the people involved.

- Identify who needs to know. Consider carefully who needs to know about or be involved in the implementation of the action plan.
  
  
  
  
  
  
  
  
  
  
- Think about what may happen. Consider the likely outcomes of your decision, and write down how you will manage any consequences.

- Write down what you will do if your first plan of action doesn't work. Consider who to contact and what level of authority you should now involve in this situation.

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## Athletic Abilities

Physical Ability	This means the ability to...	Actions or situations in hockey that require this ability	Importance in Hockey
Speed	Perform quick movements or cover a given distance in the shortest possible time ( <i>e.g., all-out efforts lasting up to 8 seconds</i> )		( ) Low ( ) Moderate ( ) High
Speed-endurance	Sustain efforts at near maximum speed for as long as possible ( <i>e.g., very intense efforts lasting between 10 and 60 seconds</i> )		( ) Low ( ) Moderate ( ) High
Aerobic stamina	Sustain a dynamic effort over an extended period of time ( <i>e.g., efforts lasting several minutes, or even hours</i> )		( ) Low ( ) Moderate ( ) High
Maximum strength	The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of its length		( ) Low ( ) Moderate ( ) High
Speed-strength	Perform a muscle contraction or overcome a resistance as fast as possible ( <i>normally very brief efforts of 1 – 2 seconds or so</i> )		( ) Low ( ) Moderate ( ) High
Strength-endurance	Perform repeated muscle contractions at intensities below maximum strength ( <i>15 – 30 repetitions or more</i> )		( ) Low ( ) Moderate ( ) High
Flexibility	Perform movements of large amplitude at a joint, without sustaining an injury		( ) Low ( ) Moderate ( ) High
Motor Abilities	This means the ability to...	Actions or situations in hockey that require this ability	Importance in hockey
Coordination	Perform movements in the correct order and at the right time		( ) Low ( ) Moderate ( ) High
Balance	Achieve and maintain stability, or keep control of the body during the execution of movements		( ) Low ( ) Moderate ( ) High

Tactical Abilities	This means the ability to...	Actions or situations in hockey that require this ability	Importance in hockey
Decision-making	Analyze a situation and produce a correct response, i.e. one that gives a competitive advantage and/or increases the probability of a good performance		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

### Who are my Players?

Gender:     \_\_\_ All male     \_\_\_ All female  
               \_\_\_ Male and female

Indicate how many of your athletes are in each stage:

Young children: 3-5 yrs     ( )     Puberty, stage 1: 12-15 yrs     ( )  
 Children: 6-7 yrs     ( )     Puberty, stage 2: 15-18 yrs     ( )  
 Children: 8-9 yrs     ( )     Young adult: 19-22 yrs     ( )  
 Pre-puberty: 10-11 yrs     ( )     Adult: 22 yrs or more     ( )

Average weight:     \_\_\_ kg     range: from \_\_\_ kg     to \_\_\_ kg

Average height:     \_\_\_ cm     range: from \_\_\_ cm     to \_\_\_ cm

Average number of years of training and competition in this sport (including this year):

\_\_\_\_\_ years



**MY TEAM**

<b>Physical Ability</b>	<b>This means the ability to...</b>	<b>Actions or situations in hockey that require this ability</b>	<b>Importance in Hockey</b>
Speed	Perform quick movements or cover a given distance in the shortest possible time ( <i>e.g., all-out efforts lasting up to 8 seconds</i> )		( ) Low ( ) Moderate ( ) High
Speed-endurance	Sustain efforts at near maximum speed for as long as possible ( <i>e.g., very intense efforts lasting between 10 and 60 seconds</i> )		( ) Low ( ) Moderate ( ) High
Aerobic stamina	Sustain a dynamic effort over an extended period of time ( <i>e.g., efforts lasting several minutes, or even hours</i> )		( ) Low ( ) Moderate ( ) High
Maximum strength	The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of its length		( ) Low ( ) Moderate ( ) High
Speed-strength	Perform a muscle contraction or overcome a resistance as fast as possible ( <i>normally very brief efforts of 1 – 2 seconds or so</i> )		( ) Low ( ) Moderate ( ) High
Strength-endurance	Perform repeated muscle contractions at intensities below maximum strength ( <i>15 – 30 repetitions or more</i> )		( ) Low ( ) Moderate ( ) High
Flexibility	Perform movements of large amplitude at a joint, without sustaining an injury		( ) Low ( ) Moderate ( ) High
<b>Motor Abilities</b>	<b>This means the ability to...</b>	<b>Actions or situations in hockey that require this ability</b>	<b>Importance in hockey</b>
Coordination	Perform movements in the correct order and at the right time		( ) Low ( ) Moderate ( ) High
Balance	Achieve and maintain stability, or keep control of the body during the execution of movements		( ) Low ( ) Moderate ( ) High

<b>Tactical Abilities</b>	<b>This means the ability to...</b>	<b>Actions or situations in hockey that require this ability</b>	<b>Importance in hockey</b>
Decision-making	Analyze a situation and produce a correct response, i.e. one that gives a competitive advantage and/or increases the probability of a good performance		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

## Analyze Core Technical Skills

	1 = Poor	2 = Below Average	3 = Average	4 = Above Average	5 = Outstanding
<b>Skating</b>	Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace.				
<i>Comments</i>	1	2	3	4	5
<b>Passing</b>	Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing.				
<i>Comments</i>	1	2	3	4	5
<b>Puckhandling</b>	Head ups, smooth and quiet, good hands, protection, in small spaces, in traffic.				
<i>Comments</i>	1	2	3	4	5
<b>Shooting</b>	Power, accuracy, quick release, can shoot in motion, goal scorer, rebounder, variety of shots.				
<i>Comments</i>	1	2	3	4	5
<b>Checking Skills</b>	Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks.				
<i>Comments</i>	1	2	3	4	5
<b>Thinking Skills</b>	Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined.				
<i>Comments</i>	1	2	3	4	5
<b>1 vs 1 Offensive</b>	Deception, change of pace, creativity, determination, going to the net.				
<i>Comments</i>	1	2	3	4	5
<b>1 vs 1 Defensive</b>	Gap control, angling, finishing checks, positioning, play at offensive blue line, play at defensive blue line, front of the net, in small spaces.				
<i>Comments</i>	1	2	3	4	5
<b>Face-Offs</b>	Win-lose draw, ability to tie up, takes charge, breaks through picks, know responsibilities.				
<i>Comments</i>	1	2	3	4	5

## Link Technical Skills and Individual Tactics

Individual Tactics	
Individual Offensive Tactics	Individual Defensive Tactics
<p><b>Attacking 1 on 1</b></p> <ul style="list-style-type: none"> <li>■ Skating fakes and Skating agility</li> <li>■ Body fakes</li> <li>■ Shooting and Passing Fakes</li> <li>■ Puck Protection</li> <li>■ Stick Handling</li> <li>■ Driving to the Net</li> </ul> <p><b>Skating a Defender 1 on 1</b></p> <ul style="list-style-type: none"> <li>■ Turn up/ Delays</li> <li>■ Driving to the Net</li> <li>■ Walkouts</li> </ul> <p><b>Screening Without the Puck</b></p> <ul style="list-style-type: none"> <li>■ Roles of the non-puck carrier                             <ul style="list-style-type: none"> <li>◆ Availability</li> <li>◆ Close support</li> <li>◆ Screening</li> <li>◆ Clearing an area</li> <li>◆ Decoying</li> </ul> </li> </ul>	<p><b>Defending 1 on 1</b></p> <ul style="list-style-type: none"> <li>■ Positioning</li> <li>■ Closing the gap</li> <li>■ Body contact</li> <li>■ Stall</li> </ul> <p><b>Defending an Opponent in the Defensive Corner</b></p> <ul style="list-style-type: none"> <li>■ Positioning</li> <li>■ Closing the gap</li> <li>■ Body contact</li> <li>■ Contain</li> </ul> <p><b>Defending Along the boards</b></p> <ul style="list-style-type: none"> <li>■ Pinning</li> </ul> <p><b>Backchecking</b></p> <ul style="list-style-type: none"> <li>■ Tracking</li> <li>■ Backside pressure</li> </ul>

- Select an Individual Tactic: \_\_\_\_\_
- Define the Tactic - what is it, when is it used in a game, why is it used?
  
- What are the technical skills required to perform the tactic?

## Link Technical Skills and Team Tactics

<b>Team Tactics</b>	
<b>Offensive Team Tactics</b>	<b>Defensive Team Tactics</b>
<p><b>Entries</b></p> <ul style="list-style-type: none"> <li>■ Middle Drive</li> <li>■ Wide Drive</li> <li>■ Wide Entry – high delay</li> </ul> <p><b>Offensive Zone</b></p> <ul style="list-style-type: none"> <li>■ Cycle – up the wall,</li> <li>■ Near side passes,</li> <li>■ Back of the net play</li> <li>■ Turn up/ Delays</li> </ul>	<p><b>Defensive Zone Coverage</b></p> <ul style="list-style-type: none"> <li>■ Basic</li> <li>■ Rotation</li> <li>■ Shad vs Overload</li> </ul> <p><b>Breakouts</b></p> <ul style="list-style-type: none"> <li>■ Wheel (no pressure, pressure), Quick up no pressure – Long pass</li> </ul>
<b>Special Team Tactics</b>	<b>Forechecking Team Tactics</b>
<p><b>Power Play Breakouts</b></p> <ul style="list-style-type: none"> <li>■ 4 Blues</li> <li>■ 5 swing deep</li> <li>■ Stretch</li> </ul> <p><b>Power Play Offensive Zone Setup</b></p> <ul style="list-style-type: none"> <li>■ High Umbrella</li> <li>■ 1-2-2 overload</li> <li>■ 1-3-1</li> <li>■ PP 5 vs 4</li> <li>■ PP 5 vs 3</li> </ul> <p><b>Penalty Kills Forechecks</b></p> <ul style="list-style-type: none"> <li>■ Pressure</li> <li>■ Double swing</li> <li>■ Neutral zone</li> </ul> <p><b>Penalty Killing in the Defensive Zone</b></p> <ul style="list-style-type: none"> <li>■ Aggressive box</li> <li>■ 3 man vs Umbrella</li> <li>■ 3 man vs overload</li> </ul>	<p><b>Offensive Zone 1-2-2</b></p> <ul style="list-style-type: none"> <li>■ Contact</li> <li>■ Early pass</li> <li>■ D Carry</li> </ul> <p><b>Neutral Zone Forecheck</b></p> <ul style="list-style-type: none"> <li>■ 1-2-2 Press</li> <li>■ 1-2-2 Early pass</li> <li>■ 1-2-2 D carry</li> </ul> <p><b>Offensive 2-1-2</b></p> <ul style="list-style-type: none"> <li>■ Contact</li> <li>■ D to D pass</li> <li>■ Reverse</li> </ul> <p><b>Neutral Zone 2-1-2</b></p> <ul style="list-style-type: none"> <li>■ Contact</li> <li>■ Pass</li> <li>■ D Carry</li> </ul>
<b>Transition / Regroups Team Tactics</b>	<b>Faceoff Team Tactics</b>
<p><b>Neutral Zone Play</b></p> <ul style="list-style-type: none"> <li>■ Support</li> <li>■ Tap back</li> <li>■ Reverse</li> </ul>	<p><b>Faceoff Technique</b></p> <ul style="list-style-type: none"> <li>■ Quick draw</li> <li>■ Hit stick</li> <li>■ Forward</li> <li>■ Body Block / use Contact</li> </ul> <p><b>Defensive/Offensive Zone Face-offs</b></p> <ul style="list-style-type: none"> <li>■ Loss, Win</li> </ul>



## Transition

See *Reference Manual* page 70 for Transition Drills.

In the average 60 minutes game, a team has approximately 200 opportunities to attack on offence. An offensive attack starts when the team (player) has good possession of the puck. The attack ends when the team loses possession of the puck. The average result of the 200 attacks are that a team will:

- Score approximately 5 times
- Shoot on goal approximately 50 times
- Have a stoppage of play approximately 35 times
- Lose possession of the puck approximately 150 times

Conversely, a team will have approximately 200 opportunities to play defense. The defense starts to play when the opposing team has possession of the puck. The average result of the 200 defensive opportunities are that:

- The opposition scores approximately 5 times
- Your goalkeeper will have approximately 50 shots
- Have a stoppage of play approximately 35 times
- Your team will gain possession of the puck approximately 150 times

### **This emphasizes that:**

- If you want to play good offence you must first play good defense since your team will gain possession of the puck approximately 150 times.
- If you want to play good defense you must be ready during offensive play to start the defensive play 150 times.

In summary, players must have the ability to think both defensively and offensively in cooperation with other players on the team.

## Goaltending

- Identify components from a practice that benefit your goaltender

Component	Explanation



## Re-design Seasonal Plan

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**Introduction:** The recipe for a Seasonal plan is the main course that a coach will serve to his or her guests of players and parents. The attached Seasonal Plan will be made even better when you add in your own coaching ingredients.

- **Step 1.** Review the Seasonal Plan Recipe
- **Step 2.** OPTION 1: Add or delete your own coaching ingredients to the filled-in Seasonal Plan Recipe. **OR** OPTION 2: Create your own Seasonal Plan Recipe on the blank sheets.
- **Step 3.** Serve the new recipe

Option A					
September/October	November	December	January	February	March/April
<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Teambuilding Workshop with Coaches, Parents and Players</li> <li>■ Parent Social</li> <li>■ Coach Planning Meeting to build Yearly Plan</li> <li>■ Team Pictures</li> <li>■ Finance</li> </ul>	<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Player Rap Session</li> <li>■ Nutrition Information to Parents and Players</li> </ul>	<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Team Evaluation Workshop with Coaches, Parents and Players</li> <li>■ Christmas Party</li> <li>■ Coach Planning Meeting to update Yearly Plan</li> </ul>	<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Player Rap Session</li> </ul>	<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Player Rap Session after Bowling</li> </ul>	<b>Meetings</b> <ul style="list-style-type: none"> <li>■ Coach Evaluation from Parents</li> <li>■ Year End Party</li> <li>■ Coach Meeting to update Yearly Plan for next season</li> </ul>
<b>School Priorities</b>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>■ Tests</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>■ Exams</li> </ul>	<b>School Priorities</b>	<b>School Priorities</b>	<b>School Priorities</b>
<b># of Games</b> <ul style="list-style-type: none"> <li>■ 6 Exhibition Games</li> <li>■ 8 Regular Season Games</li> </ul>	<b># of Games</b> <ul style="list-style-type: none"> <li>■ 8 Regular Season Games</li> </ul>	<b># of Games</b> <ul style="list-style-type: none"> <li>■ 5 Regular Season Games</li> <li>■ 6 Tournament Games</li> </ul>	<b># of Games</b> <ul style="list-style-type: none"> <li>■ 8 Regular Season Games</li> </ul>	<b># of Games</b> <ul style="list-style-type: none"> <li>■ 8 Regular Season Games</li> </ul>	<b># of Games</b> <ul style="list-style-type: none"> <li>■ Playoffs</li> </ul>
<b>Team Goals</b> <ul style="list-style-type: none"> <li>■ Win 50 % of games</li> <li>■ Arrive early for all games and practices</li> </ul>	<b>Team Goals</b> <ul style="list-style-type: none"> <li>■ Have the lowest goals against for October</li> <li>■ Keep shots against U30</li> </ul>	<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>
<b>Dryland Training</b> <ul style="list-style-type: none"> <li>■ Optional</li> </ul>	<b>Dryland Training</b>	<b>Dryland Training</b>	<b>Dryland Training</b>	<b>Dryland Training</b>	
<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ Attend Coach Clinics</li> <li>■ Review HNC APP – Goal Scoring</li> <li>■ Review HOCKEY CANADA Skills Man.</li> </ul>	<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ Review HNC APP – Goal Scoring</li> <li>■ View Deking Video</li> <li>■ View Checking Video</li> </ul>	<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ TBD</li> </ul>	<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ TBD</li> </ul>	<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ TBD</li> </ul>	<b>Coach Education</b> <ul style="list-style-type: none"> <li>■ TBD</li> </ul>
<b>12 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>
<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ Skating – acceleration, timing, fwd / bwd striding</li> <li>■ Puck Control – passing, shooting</li> <li>■ Checking – angling</li> <li>■ Goaltending – movement, paddle down, drill closure</li> <li>■ Evaluate player skills</li> </ul>	<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ Skating – fwd / bwd crossovers, balance, agility</li> <li>■ Puck Control – puck protection, shoot in stride</li> <li>■ Checking – angling, stick checks</li> <li>■ Goaltending – puck handling, drill closure</li> </ul>	<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ Skating – power, agility with a puck, PK skating</li> <li>■ Puck Control – 1 touch passing, puck receiving skills, chip</li> <li>■ Checking – contact confidence</li> <li>■ Goaltending – puck handling, drill closure</li> </ul>	<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ Skating – balance, agility, quick feet, PP skating</li> <li>■ Puck Control – passing, shooting, puck protection</li> <li>■ Checking – defensive side body position, angling</li> <li>■ Goaltending – movement, paddle down, drill closure</li> </ul>	<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ Skating – net drive</li> <li>■ Puck Control – 1 touch passing, shooting, short-quick pass</li> <li>■ Checking – contact confidence</li> <li>■ Goaltending – puck handling, drill closure</li> </ul>	<b>Core Technical Skills</b> <ul style="list-style-type: none"> <li>■ All skating skills</li> <li>■ Puck Control – multiple pass options</li> <li>■ All checking skills</li> <li>■ Goaltending – movement, drill closure</li> </ul>

Option A					
September/October	November	December	January	February	March/April
<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – net drive, support, scoring</li> <li>■ Defensive – defensive side body position, angling</li> <li>■ Evaluate player tactics</li> <li>■ Small-area games</li> </ul>	<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – deking, support, scoring, transition skating</li> <li>■ Defensive – closing the gap, pinning, 1on1, angling</li> <li>■ Small-area games</li> </ul>	<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – net drive, delay, scoring, face offs, attack options</li> <li>■ Defensive – forecheck angling, backside pursuit, closing the gap</li> <li>■ Small-area games</li> </ul>	<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – transition skating, escapes, scoring</li> <li>■ Defensive – closing the gap, pinning, 1 on 1, overplay 1 on 2, backcheck</li> <li>■ Small-area games</li> </ul>	<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – net drive, delay, scoring, face offs, attack options</li> <li>■ Defensive – closing the gap, pinning, 1 on 1, defending 2 on 1 / 3 on 1</li> <li>■ Games – 1on1 below goal line</li> </ul>	<p><b>Individual Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – net drive, delay, scoring, faceoffs, attack options</li> <li>■ Defensive – closing the gap, pinning</li> <li>■ Small-area games</li> </ul>
<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – timing passing, 2 on 0 drive/ delay</li> <li>■ Defensive – NZ support</li> <li>■ Games – your choice</li> </ul>	<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – 2 on 1 drive/ delay, 2 on 0 cycle, NZ transition</li> <li>■ Defensive – 2 on 1 drive/delay, 2 on 1 cycle, transition</li> <li>■ Games – your choice</li> </ul>	<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – transition, counter attack, 1,2,3 attack</li> <li>■ Give and go, 2 on 2 regroup</li> <li>■ Defensive – positional skills, 2 on 2 low zone, 3 on 3 low zone play</li> <li>■ Games – cross ice 3 on 3</li> </ul>	<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – NZ transition, breakout timing</li> <li>■ Defensive – NZ forecheck, 2 on 2 low zone, 3 on 3 low zone play</li> <li>■ Games cross ice 2 on 1</li> </ul>	<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – speed 2 on 1</li> <li>■ Offensive gap control, give and go, cross, delay</li> <li>■ Defensive – NZ transition</li> <li>■ Defensive gap control, even/odd man coverage</li> <li>■ Games – cross ice 3 on 2</li> </ul>	<p><b>Team Tactics</b></p> <ul style="list-style-type: none"> <li>■ Offensive – speed 2on1</li> <li>■ Offensive gap control, give and go, cross, delay</li> <li>■ Defensive – NZ transition, defensive</li> <li>■ Games – cross ice 3on2</li> </ul>
<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – 2 &amp; 3 man breakout (whole-part-whole)</li> <li>■ Defensive – def. zone coverage (whole-part-wh.)</li> </ul>	<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – 2 &amp; 3 man power play set up</li> <li>■ Defensive – penalty kill set up, DFZ coverage</li> </ul>	<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – 2 &amp; 3 man power play, breakout</li> <li>■ Defensive – penalty killing DFZ coverage</li> </ul>	<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – breakout, power play</li> <li>■ Defensive – DFZ coverage, PK rotation</li> </ul>	<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – breakout, face off coverage, PP</li> <li>■ Defensive – DFZ coverage, face off coverage, PK</li> </ul>	<p><b>Team Systems</b></p> <ul style="list-style-type: none"> <li>■ Offensive – breakout, face off coverage, PP</li> <li>■ Defensive – DFZ coverage, face off, PK</li> </ul>

<b>Option B</b>					
<b>September/October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March/April</b>
<b>Meetings</b>	<b>Meetings</b>	<b>Meetings</b>	<b>Meetings</b>	<b>Meetings</b>	<b>Meetings</b>
<b>School Priorities</b>	<b>School Priorities</b>	<b>School Priorities</b>	<b>School Priorities</b>	<b>School Priorities</b>	<b>School Priorities</b>
<b># of Games</b>	<b># of Games</b>	<b># of Games</b>	<b># of Games</b>	<b># of Games</b>	<b># of Games</b>
<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>	<b>Team Goals</b>
<b>Dryland Training</b>	<b>Dryland Training</b>	<b>Dryland Training</b>	<b>Dryland Training</b>	<b>Dryland Training</b>	
<b>Coach Education</b>	<b>Coach Education</b>	<b>Coach Education</b>	<b>Coach Education</b>	<b>Coach Education</b>	<b>Coach Education</b>

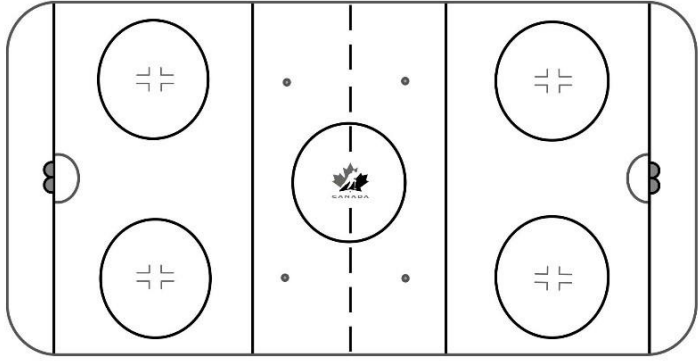
<b>Option B</b>					
<b>September/October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March/April</b>
<b>12 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>	<b>8 Practices</b>
<b>Core Technical Skills</b>	<b>Core Technical Skills</b>	<b>Core Technical Skills</b>	<b>Core Technical Skills</b>	<b>Core Technical Skills</b>	<b>Core Technical Skills</b>
<b>Individual Tactics</b>	<b>Individual Tactics</b>	<b>Individual Tactics</b>	<b>Individual Tactics</b>	<b>Individual Tactics</b>	<b>Individual Tactics</b>
<b>Team Tactics</b>	<b>Team Tactics</b>	<b>Team Tactics</b>	<b>Team Tactics</b>	<b>Team Tactics</b>	<b>Team Tactics</b>
<b>Team Systems</b>	<b>Team Systems</b>	<b>Team Systems</b>	<b>Team Systems</b>	<b>Team Systems</b>	<b>Team Systems</b>

## Drill Design and Progression

STEP 1 - SKILL BEING TAUGHT: \_\_\_\_\_

STEP 2 – KEY TEACHING POINTS: \_\_\_\_\_

STEP 3 – SELECT THE DEMONSTRATION:

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

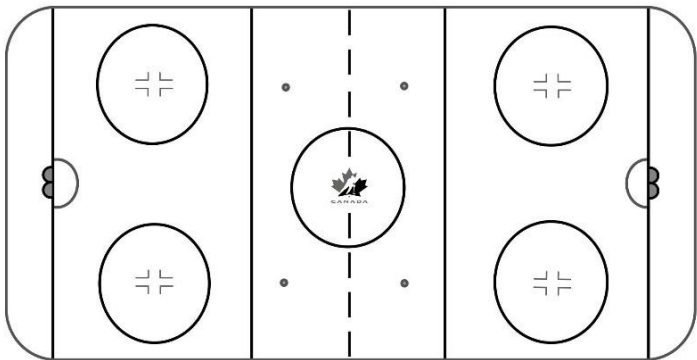
STEP 4:

- A. What type of feedback would you expect to give on the skill just explained?
  
- B. Where would you position yourself to provide the feedback?

STEP 1 – INDIVIDUAL TACTIC BEING TAUGHT: \_\_\_\_\_

STEP 2 – KEY TEACHING POINTS: \_\_\_\_\_

STEP 3 – SELECT THE DEMONSTRATION:

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

STEP 4:

A. What type of feedback would you expect to give on the Individual Tactic just explained?

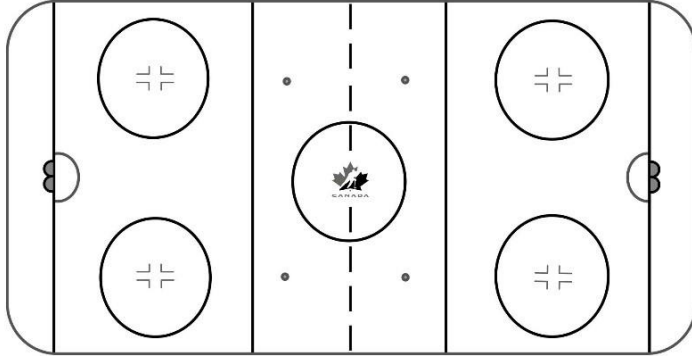
B. Where would you position yourself to provide the feedback?

**3-Drill Progression based on Initial Drill**

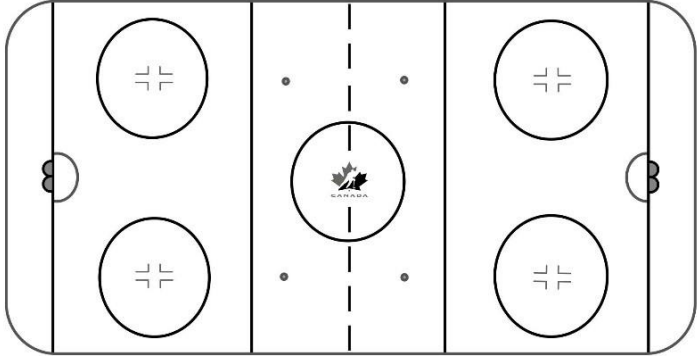
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<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

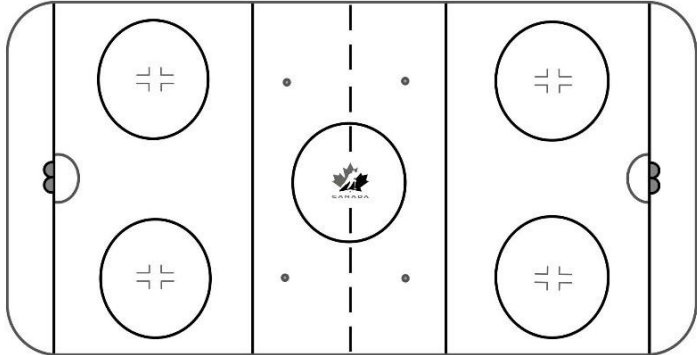
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<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

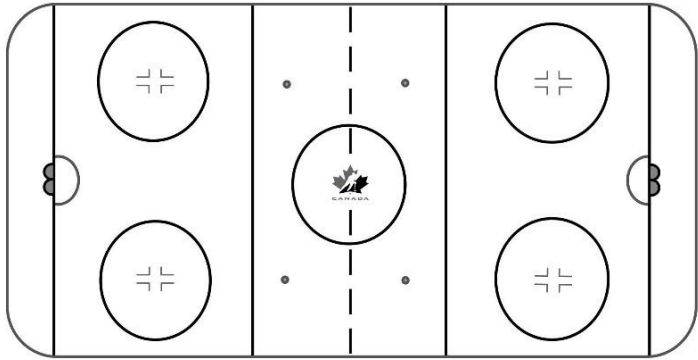


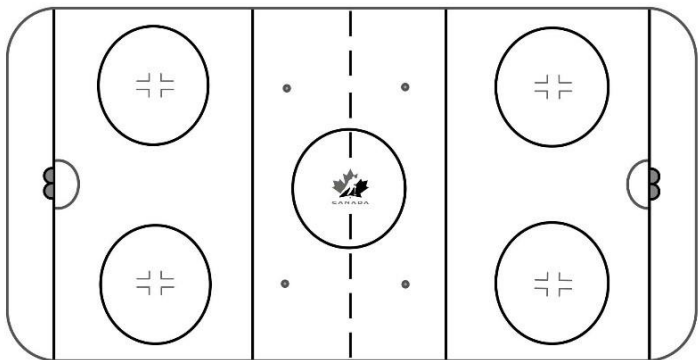
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<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

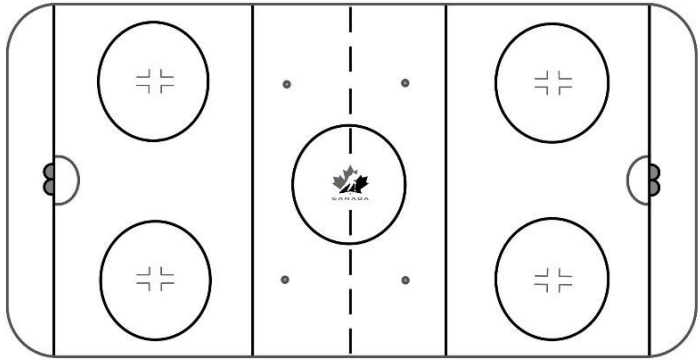
## Design a Practice

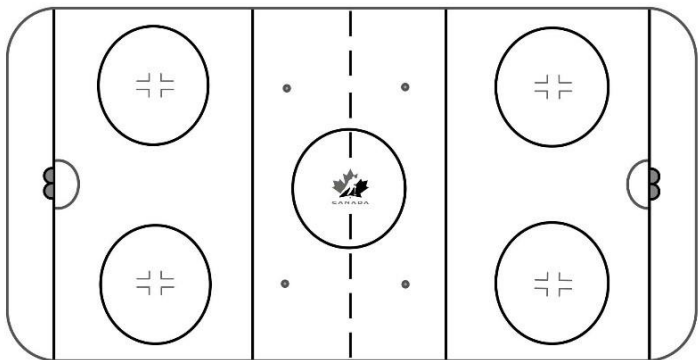
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<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

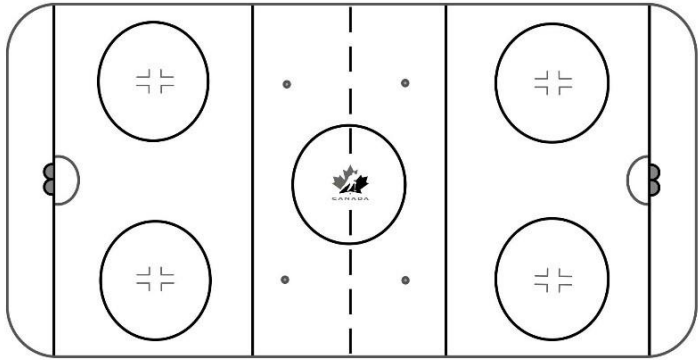
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<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

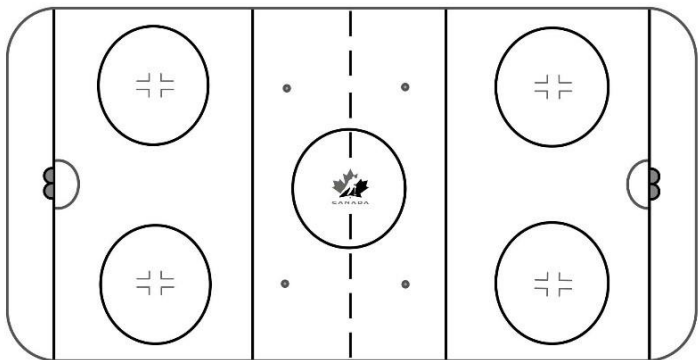
<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

<b>DRILL:</b>	<b>COACH:</b>	<b>TIME:</b>
<b>GOALIE PURPOSE:</b>		<b>WORK/REST RATIO:</b>
<b>DESCRIPTION:</b>		
<b>KEY TEACHING &amp; EXECUTION POINTS:</b>		

### Evaluate Practice With Staff

PRACTICE EVALUATION					
		1 = WEAK	3 = GOOD	5 = VERY GOOD	
CRITERIA	COMMENTS	HC	AC	GC/AC	
PACE					
SKILL DEVELOPMENT					
TACTICAL DEVELOPMENT					
TEAM PLAY DEVELOPMENT					
SPECIFICITY					
EXECUTION					
TEACHING					
WORK ETHIC					
PLAYER COMMUNICATION					
GOALTENDERS					
BELOW 30 NI	30-39 GOOD	40-50 VERY GOOD	TOTAL SCORES		
RECOMMENDATIONS					
NEXT PRACTICE			NEXT GAME		

## Evaluate Practice Self-Assessment

Coach: \_\_\_\_\_ Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

Team/Level: \_\_\_\_\_ Date: \_\_\_\_\_

### Rating Scale:

**3 – Above Expectations, 2 – Met Expectations, 1 – Below Expectations, N/A – Not Applicable**

Pre-Practice Preparation				
<b>Objectives</b> • Have identified specific technical and tactical objectives	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Organization</b> • Pre-ice presentation, prep of assistants • Equipment required	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Outline</b> • Clear, organized, diagrams, warm-up and cool-down, related to objectives	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Components of Yearly Plan</b> • Practice plan fits into yearly plan • Objectives and drill progressions relate to previous practice	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice				
<b>Use of Drills</b> • Full participation • Teach skills and tactics effectively • Use drill progressions from simple to complex	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teaching Techniques</b> • Allowed time for teaching and demo • Demonstrations effective • Effective use of voice and body language	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Error Correction</b> • Immediate and appropriate feedback • Repetition of drills where necessary	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rapport with Players</b> • Positive communicator • Non-threatening, relaxed environment • Evidence of player enjoyment	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Organization</b> • Used full ice when necessary and appropriate • Attention to risk management • Follow practice outline • Use of on-ice assistants – support personnel	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3 Things that went well:</b> _____ _____ _____	<b>3 Things to improve on:</b> _____ _____ _____			

## Emergency Action Plan

An Emergency Action Plan (EAP) is a plan designed by the coach to assist him or her in responding to emergency situations. The idea behind the plan is that it will help the coach, and other volunteers, to respond in a professional and clear-headed way if an emergency occurred.

**An EAP must be in place prior to your first session with your team.**

An EAP should be prepared for a facility (arena or off-ice training site) where your team practices or plays games.

At a minimum your EAP should include the following items:

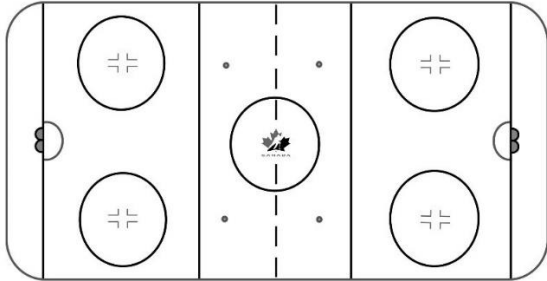
- Designation in advance of whom is in charge in the event of an emergency.
- Have a cell phone with you that is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have the correct change in the case that you may need to use the pay phone.
- Have emergency telephone numbers with you:
  - Facility manager, fire, police, ambulance, public safety
  - For athletes - parents, guardians, next of kin, family doctor
- Have on hand a medical profile form for each athlete, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
- Have a first aid kit accessible and properly stocked always. All coaches are strongly encouraged to pursue first aid training
- Designate in advance a "Call person" (the person who contacts medical authorities and otherwise assists the person in charge)
- Be sure that your call person can give emergency vehicles precise instructions to reach the facility that you are at.



**An Emergency Action Plan for Hockey**

**Equipment Locations**

Please locate and identify areas on map. (i.e., first aid room, route for ambulance crew, telephone)



**Emergency Telephone Numbers**

Emergency \_\_\_\_\_ Ambulance \_\_\_\_\_

Fire Dept. \_\_\_\_\_ Hospital \_\_\_\_\_

Police \_\_\_\_\_ General \_\_\_\_\_

**Person in Charge**

- Most qualified person available with training in first aid and emergency control
- Familiarize yourself with arena emergency equipment
- Take control of an emergency situation until a medical authority arrives
- Assess injury status of player

Name: \_\_\_\_\_

**Call Person**

- Location of emergency telephone
- List of emergency telephone numbers
- Directions to arena
- Best route in and out of arena for ambulance crew

Name: \_\_\_\_\_

**Control Person**

- Ensure proper room to work for person in charge and ambulance crew
- Discuss emergency action plan with:
  - Arena staff
  - Officials
  - Opponents
- Ensure that the route for the ambulance crew is clear and available
- Seek highly trained medical personnel (i.e., MD, nurse) if requested by person in charge

Name: \_\_\_\_\_

## ARENA SESSION

### Observation Project

#### Introduction

There is a growing concern among ice hockey educators that, during hockey games, players do not have enough time to possess and control the puck in order to develop their puck control skills (passing, pass receiving, shooting and stick handling skills). This creates a problem within programs that rely on a game based model of development versus a practice (training) based model of development.

There is also a concern with the quality of individual skills of the average North American hockey player when compared to their European counterparts. Historical research has shown that there is an apparent over use of games in North America, when compared to the number of practice sessions. A study by Dr. George Kingston (1971) stated that the average North American minor hockey player handled the puck **less than one minute** in a hockey game. According to Kingston, in Europe there are typically 2 to 5 practices for each game played. By comparison, Kingston states that in Calgary, Alberta, Canada (1976) there were 2 to 3 games played for each practice. Kingston goes on to say that in order to get one hour of quality work in the practicing of the basic skills of puck control, over 160 games would have to be played. This is compared to a one-hour quality puck control practice whereby players have a puck on their stick for most of the practice time.

In a study completed during the 2002 Olympic Winter Games in Salt Lake City, the average results for the 35 men's and 20 women's games were as follows:

■ Puck Possession Time per Game	Men 1:08	Women 1:12
■ Passes Received per game	Men 21	Women 17
■ Passes Attempted per Game	Men 23	Women 20
■ Shots Attempted per Game	Men 4	Women 5
■ Puck Touches per Game	Men 44	Women 49

The puck possession time during any game was limited for the best Olympic hockey players. **What is happening with your minor hockey players?** The purpose of this study is to measure the puck control skills that are utilized and/or repeated during minor hockey games. This research will hopefully 1. encourage coaches, parents, and minor hockey associations to understand the inherent weaknesses of a game based model of development 2. provide information for planning better ice utilization and 3. encourage coaches to conduct more puck control efficient practices.

## **Materials**

You will need approximately 15 pens, 30 data collection sheets per game (1 per observed player per period), parents will need a wristwatch with a stop watch mode. Clipboards or writing pads are optional.

## **Method**

Plan to complete this observation project over 2 games with the help of parents. This observation project requires that 2 parents work together to observe 1 player. Place parents in pairs to observe player A of parent A for the first game. Keep the same pairs of parents to observe player B of parent B the following game. Each pair of parents will consist of an observer and a recorder. Review the following instructions with the parents prior to each of the 2 games.

**The observer** (with a stop watch) is to observe the assigned player throughout the game and dictate the following information to the recorder about that observed player.

- Start time of each shift per the official game clock.
- When the player received a pass of the puck, picked up a loose puck or took control of the puck from an opposing player.
- When the player attempted a pass of the puck, lost the puck, or had the puck taken from him or her
- Time of puck-on-stick possession by the player
- When a shot was attempted and the type of shot attempted (i.e. slap shot, wrist shot, snap shot, other)
- End of shift time per time clock

**The recorder** then enters the dictated information on the Ice Hockey Observation Project Sheet(s) on pages 49 and 50. Each Data Sheet is designed to record the events of the observed player for his or her multiple shifts during one period of play. Each column represents 1 shift. Each box that is divided into 6 smaller squares represents 1 puck possession. Therefore, each Data Collection Sheet has room for 7 shifts and 6 puck possessions per shift. At the end of each period the recorder completes the summary section of the data sheet using the data recorded during that period of play. The summary section consists of:

- The number of shifts the player skated during that period
- The number of times the player touched the puck with his stick
- The number of passes the player received
- The number of passes the player attempted
- The number of times that the player touched the puck but the observer could not time the possession
- The total possession time as recorded for puck touches that could be timed by the observer

- The number of each type of shot attempted

The recorder is to give the data sheets to the coach at the end of the game.

**The coach** will review and use the information to design and conduct a puck control efficient practice.

### Ice Hockey Observation Project Sheet

**Period** \_\_\_\_\_  
**Game:** \_\_\_\_\_ -vs- \_\_\_\_\_  
**Date & Location** \_\_\_\_\_

**Player :** # \_\_\_\_\_ **Name** \_\_\_\_\_

**Team** \_\_\_\_\_

Shift Start							
Shift End							
PT = puck possession time SL = Slap Shot W = Wrist Shot SN = Snap Shot R = Receive a pass	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT
	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O
	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT
	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O
	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT
	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O
	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT
SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	
R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	
SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	
R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	R P PT	
SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	SN W SL O	

**Summary:**

# of Shifts

# of Touches

# of Passes Received

# of Passes Attempted

# of un-timed Touches

Possession Time

# of each type of Shot

S	N	W	SL	O
---	---	---	----	---

**Observer :** \_\_\_\_\_ **Recorder** \_\_\_\_\_

**Ice Hockey Observation Project Sheet**

### Ice Hockey Observation Project Sheet

**Period** \_\_\_\_\_  
**Game:** \_\_\_\_\_ -vs- \_\_\_\_\_  
**Date & Location** \_\_\_\_\_

**Player :** # \_\_\_\_\_ **Name** \_\_\_\_\_

**Team** \_\_\_\_\_

Shift Start Shift End PT = puck possession time SL = Slap Shot W = Wrist Shot SN = Snap Shot R = Receive a pass	Shift Start																									
	Shift End																									
	O = Other type of shot to goal Shot		R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT			
			SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O
			R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT
			SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O
			R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT
SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O			
R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT			
SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O			
R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT			
SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O			
R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT	R	P	PT			
SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O	SN	W	SL	O			

**Summary:**

# of Shifts

# of Touches

# of Passes Received

# of Passes Attempted

# of un-timed Touches

Possession Time

# of each type of Shot  

S	N	W	SL	O
---	---	---	----	---

Observer : \_\_\_\_\_ Recorder \_\_\_\_\_

Ice Hockey Observation Project Sheet

## **SUMMARY NOTES**

# How to be a better coach



© Scott Grant, CAC

**Learn to listen**, especially to the athletes –  
they are excellent teachers.

**Help each athlete develop** all of their capacities:  
physical, mental/emotional, and social.


**Take a stand** against doping and cheating in sport.

**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.


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sport nutrition tips, read coach stories and more!