



CEP Level 2 Manual

A Publication Of The USA Hockey Coaching Education Program



The USA Hockey Coaching Education Program is Presented By



USA Hockey Coaching Education Program

Level 2 Manual

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Preface

Throughout the United States, the sport of ice hockey has grown in interest and participation. With an attempt to meet the coaching education demands of all our volunteer coaches, USA Hockey provides a comprehensive Coaching Education Program. Since 1974 the Coaching Education Program has been evolving on an ongoing basis, and during that time USA Hockey has concluded the following:

1. Quality coaching is the single most important factor in the development of our athletes as well as the sport itself.
2. The experience a player will gain through participation in ice hockey is directly influenced by the coaches' qualifications as well as their coaching education background.
3. The curriculum, materials, and manuals of the coaching education program must be kept simple, practical, age specific, and user friendly.

It is also the intent of USA Hockey that, through a comprehensive but practical educational system, the organization will meet the educational needs of our volunteer coaches.

This manual represents a part of the new direction which will take USA Hockey's coaching program into the 21st century. Although this manual represents something new in the coaching education program, it also contains general coaching effectiveness methods and ice hockey specific material from USA Hockey's first manual *Fundamentals of Coaching Youth Ice Hockey*, which has been updated and revised so that it may be incorporated into this manual. Therefore, gratitude is extended to Dr. Vern Seefeldt, Paul Vogel, Keith Blase, Lou Vairo, Dave Peterson, Ken Johansson, as well as other authors involved in the first Associate Level Manual.

Sincere appreciation is also extended to the many people who contributed to this publication. Also, a special thanks to USA Hockey's Coaching Section, Youth Council, Legal Council and the Curriculum Committee. Finally, I would like to thank Val Belmonte (former Director, Coaching Education Program) for his vision and hard work that he put forth in the Coaching Education Program. Through his direction, USA Hockey's Coaching Education Program became the leader in educating and training coaches in youth sports. Thanks for all of your support!

As you read through the USA Hockey coaching materials, remember, create a fun and positive environment and allow the players to be creative and enjoy our wonderful sport.

Mark Tabrum
Director, Coaching Education Program
USA Hockey, Inc.

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This is USA Hockey

USA Hockey, Inc., is the National Governing Body for the sport of hockey in the United States. Its mission is to promote the growth of hockey in America and provide the best possible experience for all participants by encouraging, developing, advancing and administering the sport.

USA Hockey is the official representative to the United States Olympic Committee and the International Ice Hockey Federation. In this role, USA Hockey is responsible for organizing and training men's and women's teams for international tournaments, including the IIHF World Championships and the Olympic Winter Games. Closer to home, USA Hockey works with the National Hockey League and the National Collegiate Athletic Association on matters of mutual interest.

USA Hockey's primary emphasis is on the support and development of grassroots hockey programs. USA Hockey is divided into 12 geographical districts throughout the United States.

Each district has a registrar to register teams; a referee-in-chief to register officials and organize clinics; a coach-in-chief to administer educational programs for coaches; a risk manager to oversee liability and safety programs; and a skill development program administrator to facilitate learn-to-play programs for youth players and their parents.

For players, USA Hockey annually conducts regional and national championship tournaments in various age classifications; sponsors regional and national player identification and development camps; studies and makes recommendations for protective equipment; distributes Hat Trick, Playmaker and Zero Club Awards; and provides an insurance program that includes excess accident, general liability and catastrophic coverage.

For coaches and officials, USA Hockey conducts clinics and produces training manuals and videos through the Coaching Education Program and the Officiating Education Program. USA Hockey also promotes uniformity in playing rules and the interpretation of those rules.

USA Hockey has not forgotten parents, supplying this vital segment of the hockey family with a "Parent's Introduction To Youth Hockey" brochure, which includes tips on buying equipment, rules of the game and the role of parents in youth sports.

USA Hockey also publishes *USA Hockey Magazine*, the most widely circulated hockey publication in the world, which is sent to the household of every registered member as a benefit of membership. The organization's official website, usahockey.com, also provides up-to-the-minute coverage of news and events.

In December 1994, USA Hockey introduced its official inline hockey program – USA Hockey InLine – to provide structure and support for the growth of the sport across America.

USA Hockey's Coaching Education Program

Purpose Statement

The objective of the Coaching Education Program is to improve the caliber and quality of coaching in amateur hockey. Five levels of achievement have been established to educate and train each coach, from the beginner to the highly skilled expert.

The Coaching Education Program is committed to developing coaches who will be effective instructors and role models through a comprehensive education program at all levels of play. The program emphasizes fundamental skills, conceptual development, sportsmanship and respect for your teammates, opponents, coaches, officials, parents and off-ice officials.

Thirteen District Coaches-in-Chief use coaching education personnel to conduct the first three progressive levels of instructional coaching clinics. The Coaches-in-Chief themselves organize and conduct the more advanced Level 4 clinics, while the Director of the Coaching Education Program conducts the highest Level 5 clinic. All registered Level 1-3 coaches are required to attend a clinic or recertify their status every three years, and Level 4 & 5 coaches require no additional recertification.

Coaching Education Program personnel have developed a full range of instructional materials for coaches to use on the ice, as well as in the classroom. The materials are also used by the Player Development Program and the International Ice Hockey Federation. Materials include clinic manuals, PowerPoint presentations, and training videos.

Coaching Education Required Levels

USA Hockey requires that the following set of coaching education levels must be the minimum criteria for districts and/or affiliates. It must be clearly understood that coaching education requirements must be monitored and enforced by the districts or affiliates. All coaches must have the USA Hockey Coaching Education Program card by January 1 of the current season.

Level Of Play	Coaching Education Program Level
8 & Under (Mite)	Level 1
10 & Under (Squirt)	Level 2 <i>(Prerequisite Level 1)</i>
12 & Under (Pee Wee)	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
14 & Under (Bantam)	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
16 & Under; 18 & Under (Midget)	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
Midgets (Tier I & Tier II National Tournament Bound)	Level 4 <i>(Prerequisite Levels 1, 2 and 3)</i>

Level Of Play	Coaching Education Program Level
High School	Level 3 <i>(Prerequisite Levels 1 and 2)</i>

Level Of Play	Coaching Education Program Level
Junior Tier I and II	Level 4
Junior Tier III (All Levels)	Level 4 <i>(Prerequisite Level 3 required)</i>

Level Of Play	Coaching Education Program Level
Girls/Women 8 & Under	Level 1
Girls/Women 10 & Under	Level 2 <i>(Prerequisite Level 1)</i>
Girls/Women 12 & Under	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
Girls/Women 14 & Under	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
Girls/Women 16 & Under	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
Girls/Women 19 & Under	Level 3 <i>(Prerequisite Levels 1 and 2)</i>
Girls/Women 16/19 & Under (National Tournament Bound)	Level 4 <i>(Prerequisite Levels 1, 2 and 3)</i>

Coach Registration

All ice hockey coaches as well as instructors of USA Hockey programs shall be registered for the current season (before the start of the season) in order to be eligible to coach/instruct in any regular-season activities (practices, clinics, games, tournaments, try-outs, etc.), state, district, regional playoff, national championships or in the USA Hockey Player Development Programs. There will be an annual fee to register the coaches (head and assistants) and instructors. Coaches may register as participants online at usahockey.com or through a local association/member program (refer to Section I Participant Registration). Junior coaches shall register with and through their teams with the junior registrar.

All ice hockey coaches (except for Juniors) shall be listed on the team roster as approved by the appropriate registrar. Junior coaches shall register with and through their teams with the junior registrar. All registered coaches as well as instructors shall receive a USA Hockey membership card and a subscription to USA Hockey Magazine (See Registration, Individual Players/Coaches/Instructors).

Note 1: *All USA Hockey Coaching Education Program Instructors and National Player Development Camp coaches will be exempt from the annual participant registration fee, but must complete the participant registration process.*

Note 2: *The head coach and all assistant coaches of each disabled hockey team must complete the required CEP registration and proper level of certification. Those volunteers or employees who assist with helping disabled hockey teams (i.e. interpreters, pushers, on-ice mentors, etc.) must be properly registered but are not required to attend a CEP clinic and otherwise comply with these rules and regulations.*

All ice hockey coaches and instructors of registered USA Hockey youth/high school, disabled, girls/women's 19 & under and below programs must properly wear an approved ice hockey helmet during all on-ice sessions, including practices, controlled scrimmages and coach and referee clinics (seminars).

Registration, education and other requirements for inline coaches are as provided in the USA Hockey InLine Rules and Regulations.

Level of Play and Coaching Education Program Level Requirements

Education level and coaching prerequisite requirements are noted in the Coaching Education Chart. These requirements must be strictly adhered to.

Evidence of Level

All USA Hockey coaches will possess a USA Hockey Coaching Education Program card with a valid verification sticker. Coaches must have the CEP card in their possession for all USA Hockey games.

It is the responsibility of the local association to identify those coaches who do not meet the certification requirements. All coaches have until December 31 of the current season to attend a USA Hockey coaching clinic(s) to become properly certified at the level of play that they are coaching. During this time, and prior to the start of each game, coaches shall indicate their current coaching certification status on the scoresheet, regardless of their certification level.

Beginning January 1 of the current season, prior to the start of each game, all coaches present, from each team, are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for that game. In addition, all coaches must include their USA Hockey Coaching Education Program (CEP) card number, their CEP level (levels 1-5) and the year their CEP level was attained. The CEP card number, level and year attained shall be printed legibly next to the coach's signature (except for Juniors).

If a coach cannot produce his/her current USA Hockey Coaching Education Program Card prior to the start of the game, it must be noted on the official game scoresheet.

Continuing Education Requirement

All coaches below Level 4 shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through Level 3. After a coach has completed Level 3, the coach shall do one of the following within three years to maintain certification: attend another Level 3 clinic, take a USA Hockey Continuing Education Course (i.e. attend a High Performance Workshop, complete the online Level 3 Recertification program) or attend a Level 4 clinic as per the Coaching Education Program Requirement chart. Once Level 4 is achieved, there is no further requirement for recertification.

If a coach's certification below Level 4 was received more than 3 years from the current season, the card is rendered invalid/expired. Level 1 or 2 coaches must attend a clinic at the next level and Level 3 coaches must choose one of the certification options in order to reactivate their status.

Penalty and Enforcement

All coaches must be certified at the proper CEP level for the level of play in which he/she is coaching beginning January 1 of the current season. It is the responsibility of the District/Affiliate to have a documented policy in place regarding non-compliance. The District/Affiliate will determine what the penalty shall be to the individual coach who fails to produce a current coaching education card with appropriate verification of level. It will be the responsibility of the local association registering the team to enforce the District/Affiliate policy. Non-compliance penalties for Junior coaches will be determined by the Junior Council.

Under-Age Coaches

1. Student Coach

A player age 13 through 17 who is currently properly registered with USA Hockey.

2. Qualifications

- Must attend a training session conducted by the local hockey association.
- Must always be under the supervision of a carded, screened adult coach during all practices, clinics, tryouts and in the locker room.
- May help out at practices, clinics, try-outs only. (May not participate as a player in scrimmages or games when acting as a STUDENT COACH).
- May not act as a head coach or an assistant coach during practices or games.
- May be on the bench during games with an adult. The STUDENT COACH will count as one of the maximum of four Team Officials allowed on the bench.
- Must wear a helmet with full face shield, gloves and skates while on the ice. Must wear helmet during games while on the bench.
- May only work with players at least one full playing age level down (e.g., a Pee Wee age player may act as a STUDENT COACH at the Squirt or Mite level).
- The organization that is using the STUDENT COACH must provide a form indicating on what team he/she is participating as a STUDENT COACH, and, if applicable, what team he/she is properly registered/rostered as a player. A model form is available on the usahockey.com web site.
- Upon reaching the age of 18, the STUDENT COACH must comply with the USA Hockey Screening Program and meet the USA Hockey Coaching Education Program requirements which will qualify him/her to act as an assistant or head coach.

Coaching Ethics Code

All USA Hockey coaches and instructors must abide by the USA Hockey Coaching Ethics Code, and understand that violations may result in full or partial forfeiture of coaching privileges in programs, at sites or events under USA Hockey's governance. The Ethics Code Agreement states that the coach and/or instructor has read and will abide by USA Hockey's Coaching Ethics Code. Ice hockey coaches and instructors need only have to sign this commitment each hockey season. All coaches have an obligation to be familiar with USA Hockey's Coaching Ethics Code, or as it may be amended from time to time. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct (See USA Hockey Coaching Ethics Code Booklet). All registered USA Hockey ice hockey coaches and instructors of USA Hockey programs must sign the Coaching Ethics Code Agreement in order to be eligible to coach or instruct in any regular season activities (practices, clinics, games, tournaments, tryouts, etc.), State, District, Regional, Playoff, National Championships or in the USA Hockey Player Development Program.

Coaches' Code of Conduct

1. Winning is a consideration, but not the only one, nor the most important one. Care more about the child than winning the game. Remember players are involved in hockey for fun and enjoyment.
2. Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players.
3. Be generous with your praise when it is deserved, be consistent, honest, be fair and just, do not criticize players publicly, and study to learn to be a more effective communicator and coach, and don't yell at players.
4. Adjust to personal needs and problems of players, be a good listener, never verbally or physically abuse a player or official, give all players the opportunity to improve their skills, gain confidence and develop self-esteem, teach the basics.
5. Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey, encourage all your players to be team players.
6. Maintain an open line of communication with your players' parents. Explain the goals and objectives of your association.
7. Be concerned with the overall development of your players. Stress good health habits and clean living.

To win the game is great; to play the game is greater; to love the game is the greatest of all.

Parents' Code of Conduct

1. Do not force your children to participate in sports, but support their desires to play their chosen sport.
2. Children are involved in organized sports for their enjoyment. Make it fun.
3. Encourage your child to play by the rules. Remember children learn best by example, so applaud the good plays of both teams.
4. Do not embarrass your child by yelling at players, coaches, or officials. By showing a positive attitude toward the game and all of its participants, your child will benefit.
5. Emphasize skill development and practices and how they benefit your young athlete. Deemphasize games and competition in the lower age groups.
6. Know and study the rules of the game, and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game.

7. Applaud a good effort in victory and in defeat, and reinforce the positive points of the game. Never yell or physically abuse your child after a game or practice, it is destructive. Work toward removing the physical and verbal abuse in youth sport.
8. Recognize the importance of volunteer coaches. They are very important to the development of your child and the sport. Communicate with them and support them.
9. If you enjoy the game, learn all you can about the game, and volunteer!

Players' Code of Conduct

1. Play for FUN!
2. Work to improve your skills.
3. Be a team player—get along with your teammates.
4. Learn teamwork, sportsmanship, and discipline.
5. Be on time for practices and games.
6. Learn the rules, and play by them. Always be a good sport.
7. Respect your coach, your teammates, your parents, opponents, and officials.
8. Never argue with officials' decisions.

Sexual Abuse Policy

It is the policy of USA Hockey that there shall be no sexual abuse of any minor participant involved in any of its Sanctioned Programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Clinics, Regional and National Tournaments or other USA Hockey events by an employee, volunteer, or independent contractor. Sexual abuse of a minor participant occurs when an employee, volunteer or independent contractor touches a minor participant for the purpose of causing the sexual arousal or gratification of either the minor participant or the employee, volunteer or independent contractor. Sexual abuse of a minor participant also occurs when a minor player touches an employee, volunteer or independent contractor for the sexual arousal or sexual gratification of either the minor participant or the employee, volunteer or independent contractor, if the touching occurs at the request or with the consent of the employee, volunteer or independent contractor. Neither consent of the player to the sexual contact, mistake as to the participant's age, nor the fact that the sexual contact did not take place at a hockey function are defenses to a complaint of sexual abuse. Upon proof of violation of this policy, the violator will be permanently banned or suspended from USA Hockey sanctioned programs and/or the programs of its Affiliate Associations.

Screening Policy

It is the policy of USA Hockey that it will not authorize or sanction in its programs that it directly controls any volunteer or employee who has routine access to children (anyone under the age of majority) who refuses to consent to be screened by USA Hockey before he/she is allowed to have routine access to children in USA Hockey's programs. Further, it is the policy of USA Hockey that it will require its affiliates to adopt this policy as a condition of its affiliation with USA Hockey. A person may be disqualified and prohibited from serving as an employee or volunteer of USA Hockey if the person has:

1. Been convicted (including crimes, the record of which has been expunged and pleas of "no contest") of a crime of child abuse, sexual abuse of a minor, physical abuse, causing a child's death, neglect of a child, murder, manslaughter, felony assault, any assault against a minor, kidnapping, arson, criminal sexual conduct, prostitution related crimes or controlled substance crimes;

2. Being adjudged liable for civil penalties or damages involving sexual or physical abuse of children;
3. Being subject to any court order involving any sexual abuse or physical abuse of a minor, including but not limited to domestic order or protection;
4. Had their parental rights terminated;
5. A history with another organization (volunteer, employment, etc.) of complaints of sexual or physical abuse of minors;
6. Resigned, been terminated or been asked to resign from a position, whether paid or unpaid, due to complaint(s) of sexual or physical abuse of minors; or
7. Has a history of other behavior that indicates they may be a danger to children in USA Hockey.

Physical Abuse Policy

It is the policy of USA Hockey that there shall be no physical abuse of any participant involved in any of its Sanctioned Programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Clinics, Regional and National Tournaments or other USA Hockey events by any employee, volunteer or independent contractor. Physical abuse means physical contact with a participant that intentionally causes the participant to sustain bodily harm or personal injury. Physical abuse also includes physical contact with a participant that intentionally creates a threat of immediate bodily harm or personal injury. Physical abuse does not include physical contact that is reasonably designed to coach, teach or demonstrate a hockey skill. Permitted physical conduct may include, but is not necessarily limited to, shooting pucks at a goaltender, demonstrating checking and other hockey skills, and communicating with or directing participants, during the course of a game or practice, by touching them in a non-threatening, non-sexual manner.

Core Values

The following core values of USA Hockey are adopted to guide the Association's members in its planning, programming and play, both now and in the future.

SPORTSMANSHIP: Foremost of all values is to learn a sense of fair play. Become humble in victory, gracious in defeat. We will foster friendship with teammates and opponents alike.

RESPECT FOR THE INDIVIDUAL: Treat all others as you expect to be treated.

INTEGRITY: We work to foster honesty and fair play beyond mere strict interpretation of the rules and regulations of the game.

PURSUIT OF EXCELLENCE AT THE INDIVIDUAL, TEAM, AND ORGANIZATIONAL LEVELS: Each member of the organization, whether player, volunteer or staff, should seek to perform each aspect of the game to the highest level of his or her ability.

ENJOYMENT: It is important for the hockey experience to be fun, satisfying, and rewarding for the participant.

LOYALTY: We aspire to teach loyalty to the ideals and fellow members of the sport of hockey.

TEAMWORK: We value the strength of learning to work together. The use of teamwork is reinforced and rewarded by success in the hockey experience.

Standards of Play and Rules Emphasis

Through the standard of rules enforcement, our game will continue to allow the opportunity for improved skill development and a more positive hockey environment for all participants. The mission of USA Hockey is clear; through this initiative a greater emphasis will be placed on skating, puck possession and the proper use of the body to establish position and a competitive advantage.

The goal of the enforcement standard is to reduce restraining infractions in the game and not to remove legal body checking or body contact. A hard body check or using body contact/position (non-checking classifications) to gain a competitive advantage over the opponent should not be penalized as long as it is performed within the rules.

The principles of this enforcement standard include the following:

- The use of the stick will be limited to only playing the puck.
- The stick will not be allowed to in any way impede a player's progress.
- The use of a free hand/arm will not be allowed to grab or impede a player's progress.
- Players who use their physical skills and/or anticipation and have a positional advantage shall not lose that advantage as a result of illegal acts by the opponent.
- Players will be held accountable for acts of an intimidating or dangerous nature.

Enforcement Standard – These penalties are to be called with very strict enforcement

Hooking

- A player cannot use his/her stick against an opponent's body (puck carrier or non-puck carrier) to gain a positional advantage. Examples include:
 - tugs or pulls on the body, arms or hands of the opponent which allows for the space between the players to diminish
 - placing the stick in front of the opponent's body and locking on – impeding the opponent's progress or causing a loss of balance.
 - stick on the hand/arm that takes away the ability for the opponent to pass or shoot the puck with a normal amount of force

Tripping

- A player cannot use his/her stick on the legs or feet of an opponent in a manner that would cause a loss of balance or for them to trip or fall. Examples include:
 - placing the stick in front of the opponents legs for the purpose of impeding progress, even if on the ice, with no effort to legally play the puck
 - placing the stick between the legs of the opponent (can opener/corkscrew) that causes a loss of balance or impedes the progress of the opponent.

Holding

- A player cannot wrap his/her arms around an opponent or use a free hand to clutch, grab or hold the stick, jersey or body on the opponent in a manner that impedes their progress. Examples include:
 - wrapping one or both arms around the opponent along the boards in a manner that pins them against the boards and prevents them from playing the puck or skating
 - grabbing the opponent's body, stick or sweater with one or both hands
 - using a free arm/hand to restrain or impede the opponent's progress

Interference

- The use of the body ("pick" or "block") to impede the progress of an opponent with no effort to play the puck, maintain normal foot speed or established skating lane. Examples include:
 - intentionally playing the body of an opponent who does not have possession or possession and control of the puck.
 - using the body to establish a "pick" or "block" that prevents an opponent from being able to chase a puck carrier
 - reducing foot speed or changing an established skating lane for the purpose of impeding an opponent from being able to chase a puck carrier
- **Allowed Actions**
 - a player is entitled to the ice he/she occupies as long as they are able to maintain their own foot speed and body position between opponent and puck
 - players are allowed to compete for body position using their strength and balance in front of the goal or along the boards.

Slashing

- The use of the stick will be limited to only playing the puck. Any stick contact, as a result of a slashing motion, to the hands/ arms or body of the opponent will be strictly penalized. In addition, hard slashes to the upper portion of the stick (just below the hands) of an opponent, with no attempt to legally play the puck, shall also be penalized.

Other Infractions

- In addition to the above mentioned enforcement standards, all other infractions, including contact to the head, checking from behind, cross checking, high sticking and roughing (including late avoidable check) shall be penalized to a strict enforcement standard.

Conclusion

All members of USA Hockey share an equal responsibility to ensure the integrity of the game is upheld. The onus to incorporate change is not only on the officials, but also on administrators, coaches, parents and players, as well.

Administrators are expected to hold players, coaches, officials and parents accountable for their actions in an effort to promote a safe and positive environment for all participants.

Coaches are expected to teach proper skills and hold their players accountable for illegal and dangerous actions, regardless as to whether they are properly penalized, or not.

Parents are expected to support the decisions of the officials and support the coaches in teaching the proper skills in a safe and positive environment.

Officials shall enforce a strict penalty standard according to the guidelines that have been established.

Players are expected to compete within the playing rules.

All USA Hockey members must demonstrate awareness and support for the application, spirit and the respect of the rules in order for continued improvement in the game of hockey.

Section 1

**Role of
the Coach**



Chapter 1

Role of the Coach

OBJECTIVES

- To identify the primary roles of youth hockey coaches (head and assistants)
- To understand the benefits that ice hockey offers its participants
- To understand the value of quality coaching and leadership and its effect on the players' experiences
- To have an awareness of the diverse roles involved in coaching
- To maximize the utilization of the assistant coach's skills and talents

USA HOCKEY THANKS YOU

First, if no one has said THANK YOU, let us express to you the thanks from the players, their parents, and your association for volunteering to be a youth hockey coach.

Regardless of your background, your knowledge of hockey, or your ability to teach young people, when you took the title of "COACH" you became the most powerful person on your team. You now have a wonderful opportunity to make the season a very positive experience for your young players and those around them. We hope this chapter will be especially helpful to you in establishing a philosophy about your role as the coach that will ensure a positive experience for you and those you influence during the hockey season. GOOD LUCK.

John Wooden, the great UCLA Basketball Coach, had this to say about coaches:

"We who coach have great influence on the lives of the players we teach and the lives we lead will play an important role in their future. It is essential that we regard this as a sacred trust and set the example that we know is right. We must try to prevent the pressures for winning scores from causing us to swerve from moral principles!

INTRODUCTION

The coach's qualifications, education, and competencies have a direct influence on the experience an athlete will gain through the participation in ice hockey. Strong leadership during practices, games, and special events encourages each athlete to nurture and develop individual strengths physically, psychologically, and socially.

We live in a world of constant change with many challenges and confrontations. The sports world is no exception, and the key person that is in the center is the coach. Consequently, quality coaching is the single most important factor influencing the growth and development of athletes as well as the sport itself.

While it is impossible to provide a completely perfect experience, as a hockey coach it is your responsibility to ensure that the experiences are positive, a good learning environment is provided, and the athlete's self-esteem is built up. To accomplish this, you must know and understand the multi-dimensional roles of a coach.

Benefits of Participation

A player will benefit from an ice hockey program when the coach creates a positive

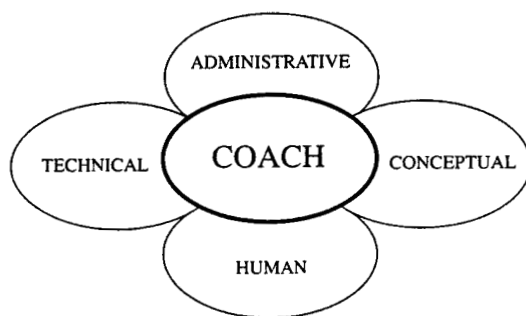
environment and sets appropriate objectives. However, if the coach sets inappropriate goals, this will create a negative environment, and problems may result.

A well educated, caring, youth coach helps players to:

- Develop appropriate skills
- Establish goals
- Develop athleticism
- Develop fitness
- Develop a realistic and positive self-image
- Develop a lifetime pattern of regular physical activity
- Develop respect for rules and fair play
- Develop skills to interact with other people
- Develop sportsmanship
- Develop teamwork
- Develop self-esteem
- Develop age-specific motor movement skills
- Develop the correct concepts of playing ice hockey
- Develop future participation in ice hockey or other sports

To maximize the benefits of ice hockey and improve the quality of coaching, you must understand your multi-dimensional role as a hockey coach and provide quality leadership.

Principle Areas of Coaching



Administrative

This comprises organizing, scheduling arrangements, budgeting, long-range planning, understanding special needs and other managerial activities.

Human

This encompasses the concern for the well-being of your athletes and assisting in the total development of the person.

Technical

An aspect which refers to the components of skill development, training, techniques, and the biomechanical elements of the sport.

Conceptual

The development and teaching of the strategical and tactical elements of the game.

“Those who want to leave an impression for one year should plant corn.

Those who want to leave an impression for ten years should plant a tree.

Those who want to leave an impression for 100 years should educate a human being.”

Chinese Proverb

COACH AS A ROLE MODEL

It seems well accepted that youngsters from the age of 6 to 15 years are especially interested in seeking a “role model”—a person they want to be like. How fortunate that you have that opportunity to be their role model! Incidentally, there are responsibilities that go with the title—the responsibility to be a positive, morally correct example. These young players see and hear everything you do and say, and they do it “because coach does it”—or they say “because coach says it.”

If you, as a coach, can make those things happen that are mentioned in the *Benefits of Participation* section, then you will be successful beyond your dreams. So what can you do to make it happen?

Be a Good Teacher

This is so important that a separate chapter in is devoted to this subject. You become a teacher

- of skills
- of how to select proper equipment
- of the game of hockey
- of the rules
- of discipline
- of hockey skills

Be a Good Counselor

Players are looking to you for guidance. Remember, to them, a coach is all-knowing. In a counseling role:

- athletes come to you with concerns about home, school or the team
- players need special care
- players will turn to you when hurt physically, emotionally, and socially

Be a Good Leader

You, as the coach, are “in charge.” Hopefully, you will lead and establish principles for the operation of your team in a reasonable fashion and can easily be accepted by all. Also in leading

- players look to their coach as being all-knowing or one who knows best
- players look to their coach to establish goals
- coaches must develop leadership abilities in their athletes

Be a Good Friend

Sometimes young children do not know how to be friends, especially with adults, but with a little effort children make good friends. As their friend, young players look for

- someone to share experiences with
- someone to laugh with
- someone to work with
- someone to trust
- someone to turn to
- someone who cares

Be a Good Communicator

As a coach, being able to communicate verbally and visually is important as well as being a good listener

- to players
- to parents
- to the community
- to the organization
- to the volunteers

Be a Sincere and Sensitive Coach

A positive attitude is highly infectious and contagious—once you catch it, it soon spreads to all the people who come in contact with you. Keep a positive attitude

- for sportsmanship
- for expressing a passion for the game of hockey
- for a lifestyle
- for keeping your composure
- for expressing compassion

Be a Good Administrator

Keeping things organized will help everything run smoother. Pay particular attention

- to scheduling
- to planning and developing practices
- to making travel arrangements
- to organizing and planning team meetings

Be a Good Guardian

As a coach you are the guardian

- of the integrity for each individual
- of the integrity for the sport of ice hockey
- of good sportsmanship

HUMANISTIC ASPECTS OF COACHING

The following are a few elements dealing with the humanistic aspect of coaching:

1. Deal with your players on an individual basis. Public ridicule of another human being accomplishes nothing.
2. You have a responsibility to teach all of your players regardless of ability, background, or personality.
3. There is a difference between giving time and giving attention. Attention is giving quality time that shows you care.
4. If your players genuinely feel you care about them as a person, they will play for you and give you their best effort.
5. You as a coach have a greater impact on the lives of athletes than you will ever know. Treat this responsibility with respect.

It is not how much you know, rather how much you care.

GOALS FOR THE COACH

As a coach, it is important to:

1. effectively teach the individual techniques, rules, and concepts of the game in an orderly and enjoyable environment.
2. appropriately challenge the cardiovascular and muscular systems of your players through active practice sessions and games.
3. teach and model desirable personal, social, and psychological skills.

Winning is also an important goal for the coach and participants, but it is one you have little control over because winning is often contingent on outside factors. If you concentrate on the three areas mentioned above and become an effective leader, winning becomes a byproduct.

The degree of success you attain in achieving these goals is determined by the extent to which you make appropriate choices and take correct actions in organizing and administering, teaching, leading, and caring.

Organization and Administration

Effective coaching relies heavily on good organization and administration. Organization involves clearly identifying the goals and objectives that must be attained if you are going to create a beneficial experience (with few detriments) for the participating youth. Steps necessary to organize the season so it can be efficiently administered include:

- Identifying your primary purposes as a coach
- Identifying goals and schedule for the season
- Selecting and implementing the activities in practices and games that lead to achievement of the objectives
- Evaluating the effects of your actions

Protecting and Caring

Coaches may minimize the potential for injury from their minds, but it is important for them to (a) plan for injury prevention, (b) effectively deal with injuries when they occur, (c) meet their legal responsibilities to act prudently, and (d) protect the integrity of the individual athlete.

WHY I COACH: DEVELOPING YOUR PHILOSOPHY

A philosophy is a set of guidelines to govern your actions. They are developed from:

- ideas formed from your experience
- opinions gained from the knowledge you have gathered
- your desires for the future

In developing a successful coaching philosophy, you need to explain the following and search for answers.

- Why do you want to coach?
- Why do children participate in athletics?
- Who are some of the people I want to use as models?
- How can I communicate my philosophy to others?

Why Do I Want To Coach?

Consider the following reasons:

- To contribute to the overall growth of others
- I enjoy the contact with people
- I enjoy the recognition
- I want to be a winner
- I like to see others having a good time
- I like the control factor in coaching
- I enjoy being a teacher
- I want to make a difference
- I want to give something back to the sport

Why Do Children Participate In Athletics?

It is vital for coaches to consider why children want to participate in sports programs. If this is done, there is much less likelihood of there being misunderstandings in the future.

Reasons children participate in athletics:

- Fun
- A feeling of belonging
- A feeling of direction
- Making friends
- Being part of a group
- For the thrill
- To succeed

What Do Parents Expect From A Sports Program?

- Fun
- A safe environment
- Total family involvement
- Children's self esteem built up
- Success for their children
- Fair play

Having considered the kinds of things the athletes, parents, and, of course, you wish to get out of the athletic experience, you must then formulate common goals so that everyone can focus their efforts in the same direction.

In establishing these goals, you should consider the following characteristics:

1. All goals must be measurable.
2. All goals need to be observable.
3. Goals need to be challenging and inspiring.
4. Goals need to be achievable as well as believable.
5. Finally, they should be goals of short term and long term.

To be an effective coach, you need to develop a philosophy and continue to develop it on an on-going basis.

ROLE OF THE ASSISTANT COACH

As the game of hockey continues to become more complex and demanding, the role of the assistant coach is more important than ever.

An effective assistant coach can be a very positive influence on both the players and the coaching staff. However, if the expected duties are not done well, the assistant can have a negative effect on the team and create unnecessary problems on and off the ice.

Here are some suggestions for the entire coaching staff on how to best define the role that the assistant coaches should play throughout the season, as well as to get the most out of their coaching abilities.

Responsibilities of the Assistant Coach

Pre-Season Meeting

The role of an assistant coach should begin in a meeting with the head coach prior to the season. In

this forum, the head coach and assistant coach can discuss such issues as: What the head coach will expect from the assistant over the course of the season; the responsibilities and duties he/she will be charged with, as well as the time commitments that must be made. This meeting should also include a detailed outline of what coaching assignments the assistant will receive in both practices and games.

The head coach should explain his/her hockey and coaching philosophies. It is also an opportune time for the assistant coach to explain what he/she would like to see accomplished or achieved during the season, both as a team and personally.

This time spent by the head coach and assistant sharing ideas and concepts will help lay the groundwork for open communication that should last throughout their relationship together.

Instruction

Without question the most important role the assistant coach will have during the course of a season is as an instructor. Above all else, the assistant must be a good teacher and tactician of ice hockey. The assistant has a duty to improve his/her knowledge whenever possible. This includes attendance at coaching clinics, symposiums, and seminars. These forums teach not just ice hockey-related coaching skills, but also non-sport specific techniques. These are invaluable in teaching today's young athletes.

Loyalty

The assistant must display loyalty to the team, the players, the association, and most importantly to the head coach at all times. It is very rare that the head coach and assistant will agree on all decisions. Disagreement can actually strengthen a coaching staff. However, those disagreements must go no further than their discussions. If an assistant makes public his/her distaste with a particular decision, it can have disastrous results for the team, as well as destroying the coaches' respect and trust for each other. When a decision is made, the assistant coach, regardless of personal feelings, must work hard to see that it succeeds.

Dependability

A head coach must be able to depend on the assistant to perform many duties efficiently and

promptly. The assistant must complete these tasks without the head coach spending valuable time double-checking to see if they have been accomplished. The tasks may not often be glamorous, but they are important to the success of the team, as well as the athletes. The head coach must be able to have complete confidence in the assistant. The assistant must be reliable and dependable at all times.

Player/Assistant Coach Relationship

Rapport with the players can be a crucial role of the assistant coach. First, the assistant spends much of his/her time instructing small groups of players compared to the whole team at once. Therefore, it is important for the assistant to establish good relationships with the players in order to earn their respect and trust.

Suggestions for Coaches

- Head coaches should clearly define the role that the assistant will play throughout the season. This includes responsibilities, duties, and expectations.
- Always remember that the assistant coach's main concern should be to help young athletes get the most from ice hockey. Teaching and instruction are first and foremost.
- The assistant coach is an important factor in a team's success. Accordingly, he/she should always be given the respect and courtesy that has been earned.
- For a self-evaluation of your coaching effectiveness, see *Role of the Coach Chart* at the end of this chapter.

Second, the players will often avoid going to the head coach with their concerns or problems. In this situation, the assistant can be a valuable go-between. If the assistant coach feels it is necessary, he/she can then bring the problem to the attention of the head coach.

SUMMARY

Your primary purpose as a youth hockey coach is to maximize the benefits of participation in hockey while minimizing the detriments. To achieve this, you must organize, teach, model, and evaluate effectively. Your players learn not only from what you teach but from what you consciously or unconsciously do. You are a very significant person in the eyes of your players. They notice if you are organized and fair, a good instructor, know the rules, interested in them or the win/lost record, know how to control your emotions, know how to present yourself, and treat others with respect. The choices you make and the actions you take determine how positive the experience is for them.

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COACH SELF EVALUATION

For the Coach: Using the following chart, evaluate how well you carry out your roles as a leader, teacher and organizer. For each statement, select the word which best describes you. This chart can be used to assess yourself throughout the season.

	Excellent	Good	Need Improvement
As a Leader, I:			
1. Establish Goals	_____	_____	_____
2. Use a democratic coaching style	_____	_____	_____
3. Am a good role model	_____	_____	_____
4. Develop leadership skills in my athletes	_____	_____	_____
5. Have a positive relationship with officials	_____	_____	_____
6. Interact effectively with parents	_____	_____	_____
7. Help athletes maximize their potential	_____	_____	_____
 As a Teacher, I:			
1. Teach the necessary hockey skills	_____	_____	_____
2. Teach the skills using the proper sequence and progressions	_____	_____	_____
3. Teach skills using understandable language	_____	_____	_____
4. Realize athletes differ in their readiness to learn a skill	_____	_____	_____
5. Realize athletes learn skills at different rates	_____	_____	_____
6. Teach more than just hockey skills	_____	_____	_____
 As an Organizer, I:			
1. Plan effective practices	_____	_____	_____
2. Select very good assistant coaches	_____	_____	_____
3. Have parents assist in the program	_____	_____	_____
4. Attend to details	_____	_____	_____
5. Communicate effectively	_____	_____	_____

Section 2

**Preparing
for the Season**



Chapter 2

Establishing a Good Relationship Between Coach and Parents

OBJECTIVES

- To obtain the information and help needed from parents to do a good job
- To identify my responsibility to the parents of the players on my team
- To assist the coach in enlisting the support of parents in team and program activities
- To identify the responsibilities of the players and their parents within this program

INTRODUCTION

Support and assistance from parents can be very helpful. Some parents, however, through lack of awareness, can weaken the effects of your coaching, and thus reduce the benefits hockey can provide to their children.

These negative influences can be minimized if you tell parents:

- What your roles are as the coach
- The purpose and objectives of the ice hockey program
- The responsibilities they and their children have in helping the team run smoothly

Some parents, through lack of awareness, can weaken the effects of your coaching.

The most effective way of communicating the purposes and needs of your program is through an orientation with the parents. It can be used to:

- Teach parents the rules and regulations of ice hockey so they understand the game
- Provide details about the season
- Provide a setting for collecting and distributing important information

At the parents' orientation meeting, you have the opportunity to ask for their assistance and discuss other items that are specific to the team. A meeting for parents is also an excellent way for them to get to know you and each other. A face-to-face meeting and a few short remarks go a long way toward uniting coaches and parents in a cooperative endeavor that benefits the players. Many potential problems can be eliminated by good communication that begins before the first practice.

GETTING PARENTS TO ATTEND AN ORIENTATION MEETING

After you have received your team roster and, if possible before the first practice, you should make arrangements to schedule a parents' orientation meeting. If you do not personally have sufficient space to accommodate the parents, a room in a neighborhood school or community building usually can be scheduled free of charge for an orientation meeting.

Before scheduling the time and date for the meeting, the parents should be asked about the times that they could attend. This information, as well as items of parental concern for an agenda, can be obtained through telephone conversations and

emails with the parents. Once the time and date have been determined, the parents should be notified about this information by telephone or email.

If an email is sent, the agenda for the meeting should be included. If possible, this notification should occur about two weeks before the meeting and should be followed by a courteous telephone reminder on the night before the meeting.

In your communication with the parents, you should stress the importance of the meeting and the need for each family to be represented at the meeting.

ORGANIZING THE PARENTS' ORIENTATION MEETING

If you are well-prepared and organized, conducting a parents' orientation meeting will be an enjoyable and useful event. Before this meeting, you should complete the agenda and write down key points you plan to communicate under each item. Next, assemble the handouts that will be distributed at the meeting. At the very least, the handouts should include an agenda for the parents to follow.

Other suggested handouts and forms for distributing and collecting information include: Information on common ice hockey injuries, medical examination form (if provided by your program), accident insurance form and information (if provided through your program), athletic medical information form, medical release form, description of proper equipment, list of team assistants and responsibilities, season schedule, telephone tree, email addresses and player and parent roster.

CONTENT OF A PARENTS' ORIENTATION MEETING

Parents usually have a number of questions concerning their child's hockey program. With proper preparation and an outlined agenda, you should be able to answer most questions. A sample agenda is provided. This agenda can be supplemented with items you and/or the parents believe to be important.

Sample Agenda

1. Introductions
2. Goals of the team and program
3. Understanding the sport of ice hockey
4. Dangers and risk of injury
5. Emergency procedures
6. Equipment needs
7. Athletes' responsibilities
8. Parents' responsibilities
9. Season schedule
10. Question and answer period
11. Coaches' responsibilities
12. The chain of command within the organization for complaints or any problems involving the team

Each agenda item and its relationship to the hockey program is explained in the following.

Introductions

Parents should be informed about who administers the ice hockey program. They should become acquainted with the coaches and the parents of the other players. As the coach, you should introduce yourself, briefly describing your background, coaching experience, and reasons for coaching.

The parents should also introduce themselves, identify where they live, and perhaps indicate how long their children have been involved in the program. Learning who the other parents are makes it easier to establish working relationships for specific tasks and to initiate sharing of responsibilities (e.g., carpooling and bringing refreshments to games, etc.).

Finally, the purpose of the meeting should be explained to communicate important information about each agenda item. If handouts are available, they should be distributed at this time. We suggest that at least one handout (the agenda) be distributed to provide order to the meeting, a sense of organization on your part, and a place for parents to write notes.

Goals of the Team, the Program and Coaching Philosophy

The goals of the sponsoring organization, as well as your personal goals, should be presented. Parents then will be able to judge whether those goals are compatible with their beliefs regarding what is appropriate for their child. Goals that have been identified by young hockey players as most important are:

- to have fun
- to improve skills and learn new skills
- to be on a team and to make new friends

Most educators, pediatricians, sport psychologists, and parents consider these to be healthy goals that coaches should help young athletes achieve. Parents should be informed of the primary goals of the team and the amount of emphasis that will be placed on achieving these goals.

Parents should be informed of the primary goals and coaching philosophy.

Other areas that should be addressed are your policies on eliminating players, the consequences of missing practices, and recognizing players through awards. You may be asked to answer many questions about how you will function as a coach. Some examples are:

- Will players be allowed to compete if they missed the last practice before a game?
- Will players be excluded from contests or taken off the team if they go on a two-week vacation?
- Will players receive trophies or other material rewards?
- Are the rewards given only to good performers or are they given to all participants?

Please refer to the **Coaches Code of Conduct** in the frontmatter of this manual.

Understanding the Sport of Ice Hockey

Many times spectators boo officials, shout instructions to players, or contradict the coach because they do not know the rules of the game. This is particularly true if the rules of play have been modified for younger age groups. Informing parents about basic rules, skills, and strategies may help those who are unfamiliar with ice hockey and will prevent some of this negative behavior.

The information may be presented in the form of a video, brief explanation, demonstration of techniques, and/or rule interpretations. If you'd rather not use the meeting to cover this information, you could invite parents to attend selected practice sessions where a demonstration and/or explanation of positions, rules, strategies and standard of play will be presented.

Dangers and Risk of Injury

Parents should be told what they can expect in terms of possible injuries their child may incur in ice hockey. Failure to inform parents of potential injuries is the most frequent basis for lawsuits involving coaches and players.

Tell them, for example, that generally the injuries are confined to sprains, bruises, and contusions, but that there is a possibility for broken bones, concussions, and other serious injuries. Let them know if a medical examination is required before their child's participation. If so, what forms or evidence of compliance is acceptable, to whom it must be provided, and when it is due.

Parents should be told what they can expect in terms of possible injuries in youth hockey.

Tell the parents what will be done to prevent injuries and assure them that the playing/ practice area and equipment will be checked to help keep players safe and free from exposure to hazards.

Lastly, the program's policy of accident insurance should be described. Inform parents if the program maintains athletic accident coverage or whether parents are required to provide insurance coverage for injuries that happen during their child's athletic participation.

Emergency Procedures

Have the parents provide you with information and permission necessary for you to function during an emergency. The Athlete's Medical History Form (at the end of this chapter) was designed for these purposes. You should have the parents complete this form and keep it with you at all team functions. This form will provide you with information to guide your actions in an emergency.

Equipment Needs

Explain what equipment the players need and where it can be purchased. Advice on the quality of particular brands and models and an indication of how much parents can expect to pay for specific items is also welcomed by the parents.

If an equipment swap is organized, tell them where and when it will be held. A handout describing proper equipment should be provided. A list and guidelines for the selection of hockey equipment is provided in Chapter 5. This could be reproduced and used as a handout to the parents for properly outfitting their child.

Athletes' Responsibilities

The "Bill of Rights for Young Athletes" (Martens and Seefeldt, 1979) reminds adults that the child's welfare must be placed above all other considerations. This can be found in the frontmatter of this handbook. Children and their parents must realize, however, that along with rights, they must meet certain responsibilities. Young athletes must be responsible for:

- Being on time at practices and games with all of their equipment
- Cooperating with coaches, teammates and officials
- Putting forth the effort to condition their bodies and to learn the basic skills
- Conducting themselves properly and living with the consequences of inappropriate behavior

These responsibilities should be discussed so parents may help reinforce them at home. Please refer to the **Player's Code of Conduct** in the frontmatter of this manual.

Parents' Responsibilities

Parents of young athletes must assume some responsibilities associated with their child's participation on the hockey team. This should be discussed at the parents' orientation meeting. We have identified a number of parental responsibilities. You may wish to cover all or a portion of the following responsibilities in the parents' orientation meeting.

- Parents should learn what their child expects from ice hockey.

- Parents should decide if their child is ready to compete and at what level.
- Parents should help their child understand the meaning of winning and losing.
- Parents are responsible for disciplining their child and ensuring that their child meets specific responsibilities for participating on the hockey team.
- Parents should not interfere with their child's coach and should conduct themselves in a proper manner at games.

Parents should also be sensitive to fulfill the commitment they and their child have made to the team. This often requires that parents displace other important tasks in order to get their child to practice on time, publicly support the coach, encourage players to give their best effort, reward players for desirable efforts, and participate in the social events of the team. Please refer to the **Parent's Code of Conduct** in Section 1 of this manual.

Season Schedule

Fewer telephone calls and emails will be needed later in the season if you prepare and distribute a schedule of events for the season at the orientation meeting. The most efficient way to provide parents with the entire season schedule is with a handout.

The schedule should inform the parents about the length of the season; the dates, sites, and times when practices and games will be held; lengths of practices and games; number of games; number of practices; and other events for the season. Maps and/or instructions about where team events will occur are often helpful.

FOLLOW-UP ON THE PARENTS' ORIENTATION MEETING

After having conducted the parents' orientation meeting, you should contact the families who were unable to attend and briefly inform them about what was discussed. They should be given the handouts that were distributed at the meeting, and you should collect whatever information is needed from them. Once your records are completed, you may compile additional handouts (e.g., telephone tree or email addresses).

Keep the lines of communication open between you and the parents. Use the 24-hour rule: wait 24 hours after the situation to see if its still as bad as it originally seemed.

No matter how many questions you answer at the parents' orientation meeting, it will not solve all of the problems. Thus, it is important to keep the lines of communication open. You should indicate your willingness to discuss any problems that were not discussed at the first meeting. This might be done with a telephone call or at a conference involving the coach and parent, or the coach, parent, and athlete. Immediately before or after a practice is often an appropriate time to discuss major issues with parents. You could even have another meeting for parents midway through the season to provide an update on the team's progress, to discuss any problems, or to listen to parent's comments. By inviting parents to talk with you, they will become a positive rather than negative influence on the players and the team.

SUMMARY

Parents can be an asset to your program, but some parents can have a negative influence on your program. Communicating to parents about how you perceive your role as the coach, the purpose of the hockey program, and the responsibilities that they and their children have to the hockey program can minimize these negative influences. The most effective way to communicate this information is through a parents' orientation meeting. The time and effort you put into developing a well-organized meeting will save you considerably more time and effort throughout the season.

In a parents' orientation meeting, you have the opportunity to explain to parents that they have responsibilities to you and the team, such as deciding if their child is ready to compete, having realistic expectations, disciplining, and not interfering with coaching or playing. Children's responsibilities of promptness, cooperation, commitment, and proper conduct can also be outlined for parents.

In addition, other agenda items can be discussed and information can be gathered at a parents' orientation meeting that may make your job run more smoothly throughout the season. Be sure to discuss such items as danger and risk of injury, equipment needs, emergency procedures,

and the season schedule.

The agenda items outlined in this chapter may not cover all the issues you need to address with the parents of your players. Therefore, you must organize a specific meeting that meets the needs of your team.

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MEDICAL HISTORY FORM
(COMPLETION OF THIS SIDE OF THE FORM IS OPTIONAL)

Name _____ Date: _____

Address: _____ Birthdate: _____

Daytime Phone: _____ Evening Phone: _____

E-Mail: _____

WHO TO CONTACT IN CASE OF AN EMERGENCY?

Name: _____ Relationship: _____

Daytime Phone: _____ Evening Phone: _____

Physician's Name: _____

Daytime Phone: _____ Evening Phone: _____

Hospital of Choice: _____

PLEASE COMPLETE THE FOLLOWING:

If the answer to any of the following questions is or was yes, please describe the problem and its implications for proper first aid treatment on a separate piece of paper.

Have you had (or do you presently have) any of the following?	Circle One	
Head injury (concussion, skull fracture)	Yes	No
Fainting spells	Yes	No
Convulsions/epilepsy	Yes	No
Neck or back injury	Yes	No
Asthma	Yes	No
High blood pressure	Yes	No
Kidney problems	Yes	No
Hernia	Yes	No
Diabetes	Yes	No
Heart murmur	Yes	No
Allergies	Yes	No
Please specify: _____		

Injuries to:	Yes	No
Shoulder	Yes	No
Knee	Yes	No
Ankle	Yes	No
Fingers	Yes	No
Arm	Yes	No
Other: _____		

Impaired vision	Yes	No
Impaired hearing	Yes	No
Other: _____		

Have you had a recent tetanus booster? _____ If so, when? _____

Are you currently taking any medications? _____ What? Why? _____

Has the doctor placed any restrictions on your activity? _____ Explain: _____

Chapter 3

Planning for the Season and Practice

OBJECTIVES

- Discuss why planning for the entire season has significant advantages over day to day planning
- Steps a coach should follow when organizing for the season
- Skills, knowledge, aspects of fitness, and/or personal social skills should be selected as objectives for the season
- Show how the season should be divided to be most effective from a coaching/learning point of view

INTRODUCTION

Planning for the season involves selecting the season's content (objectives that involve skills, rules, strategies, conditioning, and attitudes) and organizing it into a plan from which practices, games, and other events can be efficiently managed. This chapter provides some reasons why planning will be useful to you. It covers the steps you can use to develop a season plan, gives helpful examples of season objectives, and provides useful forms and examples for completing a season plan.

WHY PLAN?

Coaches agree that teaching the skills, rules, and strategies essential to the game of hockey are among their primary responsibilities. Most coaches would also agree that improving the physical condition of the players, promoting enjoyment of the game, sportsmanship, and attempting to avoid physical and psychological injury are also outcomes they wish to achieve. Many coaches fail, however, to recognize the importance of planning to accomplish these goals.

The achievement of goals (business, professional or sports) requires effective planning.

Organized practices are vital to maximizing the benefits of hockey and minimizing potentially negative effects. Disorganized practices often result in a failure to learn appropriate skills, rules, and/or strategies, and often contributes to injuries and the learning of incorrect information or skills. Organizing your season and planning your practices prior to going on the ice can avoid these problems and can result in the following benefits:

- Maximize valuable ice time
- Assure that the season objectives judged most essential will be included at appropriate times during the season
- Match practice activities with your coaching role and season goals
- Reduce the time devoted to planning practices
- Effectively prepare the team for competition
- Facilitate making day-to-day adjustments in practice objectives
- Provide an important deterrent to liability lawsuits

DEVELOPING A SEASON PLAN

Several steps which are directly related to your role as coach can be used to develop a season plan. They involve:

1. Identifying the goals and objectives of the season
2. Sequencing the objectives into those that you wish to achieve in the pre, early, mid, and late season
3. Identifying practice objectives

Identify Your Goals and Objectives for the Season

Your primary role as a youth hockey coach is to maximize the benefits your players obtain through participation in hockey, while at the same time minimizing the costs. This single statement provides the basis for identifying the specific goals and objectives for your coaching effort. You will influence your players either positively or negatively in each of the following four areas:

- Skill (skating, passing, shooting, etc.)
- Knowledge (rules, strategies, training guidelines)
- Physical fitness (muscular and energy systems)
- Attitude (personal/ social feelings about hockey, self and others)

By thinking of these four areas as goals (to develop skills, knowledge, fitness, and appropriate attitudes), you are taking the initial step toward fulfilling your major role of “maximizing the benefits” of participation in hockey. You are also acting to fulfill your secondary role of “minimizing the costs” (psychological and/or physical injury being the major ones) by providing a specified purpose for the season. Although the identification of goals is an important first step, it is the selection of specific objectives within each goal area that provides the direction necessary to organize the season and plan effective practices. Each of the above goal areas include several objectives.

Selection of Skill Objectives

Skills of Hockey (located at the end of this chapter) provides a list of objectives for each goal area. By reviewing the skills of this list you can select the objectives most appropriate for your players. To

help with this task, USA Hockey has recommended appropriate objectives for players at all levels of play. Key elements are the components of an objective that must be learned to achieve mastery of the skill. Key elements are the basis, therefore, of assessing player performance and for focusing our coaching efforts.

Selection of specific objectives within each goal area provides the direction necessary to organize for the season and plan effective practices.

Selection of Knowledge Objectives

Cognitive information such as rules, strategies of team play and information related to physical conditioning may be appropriate for your players to know. When you identify information that you want your players to know, it is important to treat that information as an objective. Rules pertaining to “off sides” and “icing,” how to warm up and cool down, what to eat for a pregame meal and exercises to avoid are all appropriate objectives because they can influence a player’s performance. By identifying these as objectives, it is more likely that they will be taught at an appropriate time during the season and at an appropriate level of understanding.

Attitudes

A primary objective in the season plan should be to have all players feel increasingly better about their ability as the season progresses. This should occur not only in the areas of skill, knowledge, and fitness, but should also include qualities of character such as persistence, self-control, tolerance, respect for authority, encouragement of teammates, concentration on the task, commitment to best efforts, and cooperation. Athletes need guidance (modeling, direction, encouragement, gentle rebuking, etc.) to develop such attributes. When achieved, these qualities contribute to performance in athletics and in life itself. Moreover, unlike the opponent, officials, and/or the “breaks of the game,” these qualities are within the control of individual players. The opportunity for individual control has been strongly linked to motivation and motivation is strongly linked to performance.

Coaches are responsible for developing socially desirable traits like cooperation, persistence, loyalty, and respect for authority.

As coaches, perhaps the most important and lasting contribution we can leave with our players is improved feelings of self-worth and other socially desirable traits of character. By focusing on controllable qualities like “effort” versus uncontrollable “outcomes,” which are often dependent on others (i.e., an official’s call, the ability of another team, or the final score), we have a unique opportunity to make a significant and lasting contribution to the personal character of our athletes.

Contributing to team membership is another worthy objective that coaches should set for every player. Athletes, especially those who engage in team sports such as ice hockey, must learn to suppress the natural tendency to blame others for a loss or even a bad performance. Players must be taught that their role is to play as well as they can and to think, do, and say those things that will help their teammates do the same. The team will only be as good as its weakest link and often an otherwise excellent team only performs at a mediocre level due to the dissension created by “put downs” making excuses or blaming others.

Coaches should reward the effort, rather than the outcome, as they review their team’s accomplishments.

Identify Practice Objectives

As you place objectives into season divisions and adjust the number of weeks assigned to each division, typically you will find that you have chosen to cover more objectives than your available practice time will allow. A good guide in such situations is to devote sufficient time to the instruction and practice of each objective so that the majority of players are able to make significant improvements. Reviewing the amount of practice time spent on objectives included in the play may reveal why many athletes did not substantially improve on some of the skills taught.

Select, teach, and practice objectives that are essential to the game at your level of play.

Merely exposing your team to many skills without sufficient time for them to be learned results in frustration for you and the players. They must sufficiently master the objectives so that they can be used in a game situation. Rather, select, teach, and practice only the objectives that are essential to the game at your level of play. You can always add objectives to your plan as it is implemented, but you cannot recover time wasted on objectives that are not achieved.

Generally, the allotment of time to an objective should be based upon the following instructional needs and should be distributed across several practices. You should allow time

1. to introduce the objective—tell the players what you want them to learn and why it is important,
2. for the players to try the skill and for you to assess their levels of performance,
3. for you to teach the key elements of the skill and for them to practice these elements, and
4. for skill refinement and automation such that the skill can be used in a game situation.

EFFECTIVE PRACTICES

Effective practices are those sessions that meet the needs of the players to carry out the objectives that are listed in the plan for the season. The keys to effective practices are **careful planning** and **sound instruction**. Both ingredients are under the control of the coach. Therefore, each of your practices should:

- be based upon previous planning, seasonal organization, needs of the team, and needs of the players
- list the objectives and key points that will be the focus of instruction for that practice
- show the amount of time allotted to each objective during the practice
- identify the activities (instructional, drill, or scrimmage) that will be used to teach or practice the objectives
- apply the guidelines for effective instruction
- include an evaluation of the strengths and weaknesses of the practice.

PRACTICE TIME NEEDED

The amount of time that players can attend to your instruction depends on their ages and developmental levels. Generally, players aged ten and under cannot effectively tolerate more than one hour of concentrated practice. As age advances and the abilities of players improve the practices, too, can be slightly longer. **The primary problem in youth ice hockey is to use effectively the time that is available.**

Another common problem in youth ice hockey is to define far too many objectives and then teach for exposure rather than mastery. When insufficient time is devoted to important skills, the result is incompetence and frustration. A good rule is to distribute your practice time across several objectives. Then devote sufficient time to each objective so that a meaningful change in the performance of 80 percent of the players has occurred. Devote time in additional practices to the objective until the players are able to transfer the skill into gamelike drills. At that point, they can be expected to transfer the skills of practice into their games.

CHARACTERISTICS OF A GOOD DRILL

The two most important components of your practices are the **development of individual skills** and the translation of these **skills into game-like situations through drills**. Therefore, the drills that you select must be related to your objectives. Too often coaches use drills that are traditional or favorites of the players but that have no relevance to the skills to be learned. Such drills waste valuable time. Drills should be selected or developed according to the following features. Drills should:

- have a meaningful objective
- require a relatively short explanation
- provide an excellent opportunity for players to master the skill or concept
- be easily modified to accommodate skilled and unskilled players
- provide opportunity for skill analysis and feedback to players
- the drill should be challenging and fun

Write your drills on single sheets or cards. After the practice, write your comments about the drill's usefulness directly on the card and file the card for future use. Good drills can be used many times during a season. Share your drills with fellow coaches.

GUIDELINES FOR YOUTH

8-and-Under Through 18-and-Under

1. Team schedules should include at least three practices for every game.
2. The recommended maximum number of games per season is:
 - (A) 20 games for 8-and-Under
 - (B) 25 games for 10-and-Under
 - (C) 35 games for 12-and-Under
 - (D) 40 games for 14-and-Under
 - (E) 45 games for 18-and-Under
3. 8-and-Under and 10-and-Under should play their games at or near their program site. Travel of greater than 10 miles from the program site should be limited to no more than two games per season.
4. Starting times for games should be no later than:
 - (A) 7:00 p.m. for 10-and-Under
 - (B) 8:00 p.m. for 12-and-Under
 - (C) 9:00 p.m. for 14-and-Under
 - (D) 10:00 p.m. for 18-and-UnderAny practice time scheduled before 3:00 p.m. should be set so that the earliest times are reserved for the older age classifications.
5. Scoring records should be de-emphasized at the 8-and-Under, 10-and-Under, and 12-and-Under classifications.
6. Awards should be inexpensive and based on significant achievements. The most gratifying award any player can receive is the joy that comes from skill development that contributes to team success.
7. An opportunity to practice and play under the direction of a good coach is the primary prerequisite to skill development. Players should be given ample opportunities to develop to the limits of their potential, regardless of their abilities.

SUMMARY

Your role as a coach can be most appropriately filled through the leadership and instruction you provide within the context of practices and games. Clearly, those coaches who are most effective in facilitating their players' achievement of appropriate skills, knowledge, fitness, and attitudes are those who have clear objectives that pertain to these achievements. Organization of the season by selecting and then teaching objectives in an appropriate order, and for an appropriate amount of time, is a major step toward helping players acquire the benefits of hockey. This same planning effort is an essential step in reducing some of hockey's unwanted costs.

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SKILLS OF HOCKEY

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
SKILLS						
Skating	Edge control	X	X	X		
	Ready position	X	X	X		
	Forward start	X	X			
	Forward start right/left		X	X		
	Forward stride	X	X	X		
	Control stop	X	X			
	Backward skating	X	X	X		
	Backward stop	X	X			
	Control turn	X	X			
	Forward crossovers	X	X	X		
Puck Control	Lateral (side to side) dribble	X	X			
	Forward to backward dribble	X	X			
	Diagonal dribble	X	X			
	Attacking the triangle	X	X			
	Forehand shift	X		X		
	Backhand shift		X	X		
	Change of pace		X	X	X	
	Slip through			X	X	
	Slip across			X	X	
	Slip around				X	X

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
Puck Control	Fake shot				X	X
	Spin around				X	X
	Puck off boards			X		
	Double shift					X
	Stop and go				X	X
	Grandstand					X
Passing/Receiving	Forehand	X	X	X		
	Backhand	X	X	X		
	Snap			X	X	X
	Flip		X	X	X	X
	Receiving (stick)	X	X	X		
	Receiving (skate)		X	X	X	
	Receiving (hand)			X	X	X
Shooting	Wrist	X	X	X	X	X
	Backhand	X	X	X	X	X
	Snap			X	X	X
	Flip			X	X	X
	Slap			X	X	X
Checking	Poke check	X	X	X		
	Hook check	X	X	X		
	Lift the stick check	X	X	X		
	Covering		X	X	X	X
	Shoulder check				X	X
	Hip check				X	X
Goal Keeping	Basic stance	X	X			
	Parallel shuffle	X	X	X		
	Lateral T-guide	X	X	X		
	Forward and backward moves	X	X	X		
	Stick saves	X	X			
	Body saves	X	X			
	Glove saves	X	X	X		
	Leg saves		X	X		
	Skate saves		X	X	X	
	Stacking pads		X	X	X	
	"V" drop		X	X	X	
	Playing angles			X	X	X
	Rebounds		X	X	X	
Situations			X	X	X	
Team Play	Position offense	X	X			
	Offense in the defensive zone	X	X	X	X	X
	Offense in the neutral zone			X	X	X
	Offense in the offensive zone		X	X	X	X
	2-1-2 Power play		X	X	X	X
	Faceoffs	X	X	X	X	X
	Territorial defense	X	X	X		
	One-man forechecking	X	X	X		
	Two-man forechecking			X	X	X
	Backchecking (neutral zone)		X	X	X	X
	Basic defensive coverage	X	X			
	Center on point coverage			X	X	X
	Wing on point coverage			X	X	X
	Man short situations		X	X	X	X

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
KNOWLEDGE						
Rules	Face-offs		X	X	X	
	Offsides	X	X	X		
	Icing	X	X	X		
	Checking			X	X	X
Common Infractions	Unsportsmanlike conduct	X	X			
	Boarding		X	X		
	Charging		X	X		
	Cross checking	X	X			
	Elbowing		X	X		
	Kneeing			X	X	
	Falling on puck		X	X		
	High sticking	X	X			
	Holding	X	X			
	Hooking		X	X		
	Interference		X	X		
Tripping	X	X				
Penalties	Minor	X	X			
	Major	X	X			
	Match		X	X		
	Penalty Shot		X	X		
Nutrition	Pregame meal				X	X
Conditioning	Warm-up	X	X			
	Cool-down	X	X			
	Stretching	X	X			
	Light calisthenics		X	X		
	Overload				X	X
	Adaptation				X	X
	Progression				X	X
FITNESS						
Muscular Strength/Power	Neck					X
	Shoulders/Back					X
	Shoulders/Chest					X
	Upper Arm					X
	Forearm					X
	Chest					X
	Abdomen					X
	Upper leg					X
Muscular Endurance	Lower leg					X
	Neck					X
	Shoulders/Back					X
	Shoulders/Chest					X
	Upper Arm					X
	Forearm					X
	Chest					X
	Abdomen					X
Upper leg					X	
Lower leg					X	

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
Muscular Flexibility	Hamstrings/Back	X	X	X	X	X
	Hip	X	X	X	X	X
	Arm/Shoulder	X	X	X	X	X
	Lower Leg	X	X	X	X	X
Energy Production	Aerobic				X	X
	Anaerobic					X
ATTITUDES						
Personal	Self worth	X	X	X	X	X
	Self control	X	X	X	X	X
	Coping with success/failure	X	X	X	X	X
	Best efforts	X	X	X	X	X
	Persistence	X	X	X	X	X
	Tolerance	X	X	X	X	X
	Concentration	X	X	X	X	X
	Avoiding excuses	X	X	X	X	X
Social	Cooperation	X	X	X	X	X
	Respect for others	X	X	X	X	X
	Encouraging others	X	X	X	X	X
	Respect for authority	X	X	X	X	X
	Team membership	X	X	X	X	X
	Suppression of "blaming"	X	X	X	X	X
	Suppression of "put downs"	X	X	X	X	X

Chapter 4

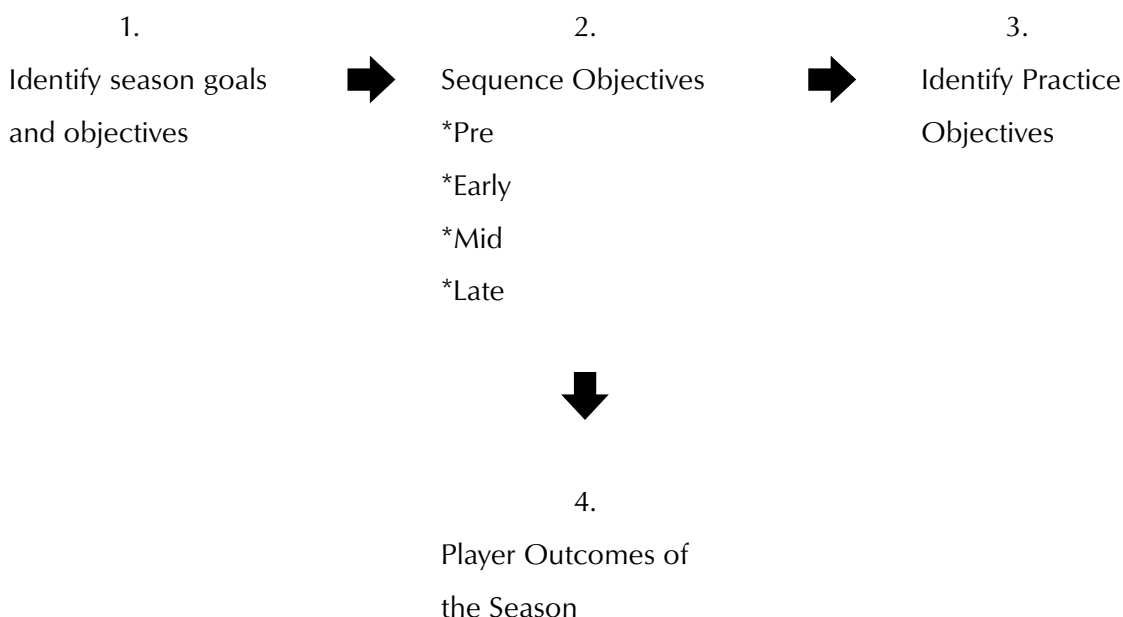
Developing a Season Plan

OBJECTIVES

- **Develop a season plan**
- **Identify the steps in season planning**
- **Develop short- and long-range goals**
- **Dividing your season into sections**

The organized coach realizes the importance of planning beyond the daily practice plan. To be effective and to ensure that both short- and long-range goals are accomplished, one must map out an overall season plan with a complete schedule that includes practices, competitions and training for the entire season.

SEASON PLANNING STEPS



Sequence the Season's Objectives

After you have selected the objectives most important to your players, you should divide these objectives into categories that you will attempt to achieve in the pre, early, mid and late season. If pre-season activity is possible, it can save you valuable practice time. Many of the objectives pertaining to knowledge of the rules, strategies of team or individual play and some of those involving conditioning can be all or partially achieved before formal practice begins.

The early season should be devoted to teaching, re-teaching and practicing the season's objectives. The mid-season continues with a heavy focus on teaching, but should also devote a lot of time to executing and refining skills within game-like drills or controlled scrimmages. The late season should focus on the maintenance and refinement of early and mid-season skills, and refining team offensive and defensive play. Figure 1 provides an example of the worksheet that can be used to sequence the season's objectives.

SEASON PLAN WORKSHEET					
Goals & Performance Areas	Objectives	Season Division			
	(1) _____	PRE	EARLY	MID	LATE
_____	(2) _____				
_____	(3) _____				
_____	(4) _____				
_____	(5) _____				
_____	(6) _____				
_____	(7) _____				
_____	(8) _____				
_____	(9) _____				
_____	(10) _____				
_____	(11) _____				
_____	(12) _____				
_____	(13) _____				
_____	(14) _____				
_____	(15) _____				
_____	(16) _____				
_____	(17) _____				
_____	(18) _____				
_____	(19) _____				
_____	(20) _____				
_____	(21) _____				
_____	(22) _____				
_____	(23) _____				
_____	(24) _____				
_____	(25) _____				
_____	(26) _____				
_____	(27) _____				
_____	(28) _____				
_____	(29) _____				
_____	(30) _____				

Figure 1. Example Season Plan Worksheet

Deciding what objectives should be achieved in pre, early, middle and late season is the basis for all subsequent planning

PRE-SEASON

Objectives should be placed in the pre-season when they involve skills, knowledge or attitudes that can be achieved independently, (all or in part) by the player in a safe and efficient manner. This could include learning the basic rules, infractions, penalties, strategies, obtaining appropriate equipment, and developing strength and aerobic fitness.

EARLY SEASON

Objectives should be placed in the early season if they contain abilities that are prerequisite to attaining other identified objectives. For example, players must be able to skate before they can be expected to skate and stickhandle, or skate, stickhandle, and shoot. This attention to the sequence of skills is particularly important for the inexperienced player, who should spend more time on learning skills.

MID- AND LATE SEASON

Generally, you should focus on individual skills in the early season, skill combinations in the mid-season and combinations of both, within systems of play in the latter portion of the season. There are no hard and fast divisions among these three phases of the season (in fact, they should blend or overlap into good transitions). However, you should have them clearly in mind as you view the entire season in terms of what you wish to accomplish and the time in which it must be done.

IDENTIFY PRACTICE OBJECTIVES

As you place objectives into season divisions and adjust the number of weeks assigned to each division, typically you will find that you have chosen to cover more objectives than your available practice time will allow. A good guide in such situations is to **devote sufficient time to the**

instruction and practice of each objective so that the majority of players are able to make significant improvements. Reviewing the amount of practice time spent on objectives included in the plan may reveal why many athletes did not substantially improve on some of the skills “taught.”

Select, teach and practice objectives that are essential to the game at your level of play

Merely exposing your team to many skills without sufficient time for them to be learned results in frustration for both you and the players. The players must sufficiently master the objectives so that they can be used in a game situation. Rather, **select, teach and practice only the objectives that are essential to the game at your level of play.** You can always add objectives to your plan as it is implemented, but you cannot recover time wasted on objectives that are not achieved.

Generally, the **allotment of time to an objective should be based upon the following instructional needs and should be distributed across several practices. You should allow time:**

- 1. to introduce the objective – tell the players what you want them to learn and why it is important.**
- 2. for the players to try the skill and for you to assess their levels of performance.**
- 3. to teach the key elements of the skill and for the players to practice these elements.**
- 4. for skill refinement and automation so that the skill can be used in a game situation.**

PLACE THE OBJECTIVES ON A SEASON CALENDAR

Integrating the results of your planning decisions into a season calendar will give you a master plan of everything you need to effectively manage your coaching activities. The season calendar will convert your plans to practice outlines. It is the guide from which specific practice plans can be developed. Items that should be included on the calendar are listed in Figure 2.

Season calendar entries

- | | |
|----------------------------|------------------------|
| 1. Registration | 6. Practice objectives |
| 2. Team rosters | 7. Parent orientation |
| 3. Equipment distribution | 8. Tournament dates |
| 4. Game days and times | 9. Recognition banquet |
| 5. Practice days and times | 10. Special events |

Figure 2. Items to include on a season calendar

The most important part of developing a season calendar is the decision you make about what objective to teach and how much practice time you devote to each objective on a practice-by-practice basis. Using your season plan worksheet, select three to six objectives, listed in the early season division, that you wish to work on during your first practice and enter them in the space labeled practice #1 on your season calendar. This process should be repeated for your second, third and subsequent practices through the early, mid and late season divisions. **A season calendar worksheet you can reproduce is included on the last page of this chapter.**

The two most important decisions in planning the season are deciding what objectives to teach and how much time you should spend teaching them.

You will spend less time in planning your season if you use the approach suggested here than if the task is done practice-by-practice throughout the season. The recommended process will also help

you verify which skills you believe are most important as you run out of available practice time and are forced to either omit objectives from your plan or find ways to achieve them outside of the normal practice time.

In addition to the good feeling and confidence that comes with completing a season calendar, you will have developed the base necessary to systematically change your plans as unexpected events develop. More importantly, you will know before the mid to late portions of the season whether or not your initial practices allocated too much time to some objectives in the early season which left insufficient time for equally important objectives later on. A completed plan that has been implemented and refined is also an invaluable resource for next year's coaching assignment or for new coaches coming into the program.

SUMMARY

Your role as a coach can be most appropriately filled through the leadership and instruction you provide within the context of practices and games. Clearly, **those coaches who are most effective in facilitating their players' achievement of appropriate skills, knowledge, fitness and attitudes are those who have clear objectives that pertain to these achievements.** Organization of the season by selecting and then teaching objectives in an appropriate order, and for an appropriate amount of time, is a major step toward helping players enjoy the benefits of hockey. This same planning effort is an essential step in reducing some of hockey's unwanted costs.

MONTH _____

SEASON PLANNING CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Chapter 5

Coach's Sample Forms for Planning and Recordkeeping

OBJECTIVES

- Provide coaches with a means to plan practices
- Provide coaches with a means to record their season notes and information
- Provide a means for coaches to increase their effectiveness

INTRODUCTION

This chapter contains samples of forms to be used by coaches for their recording of important information, planning their practices, recording medical information on their players, and evaluating all aspects of their coaching.

Included in this chapter are:

- Calendar Planning Sheet
- Telephone Check List
- Game Schedule and Record
- Team Goals
- Attendance Sheet
- Player Skill Performance Sheet
- Practice Preparation Forms
- New Drill Forms

CALENDAR PLANNING SHEET

YEAR _____

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
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25						
26						
27						
28						
29						
30						
31						

CALENDAR PLANNING SHEET

YEAR _____

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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31						

ATTENDANCE/INJURY REPORT

Coach: _____

Month: _____ Year: 20__

DAY OF MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	COMMENTS					
P=practice G=game																																					
ROSTER																																					
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KEY NOTE: If a player is at practice/game and has no sickness or injury, leave box blank.

I Injured	N New injury happened during practice/game	T Tardy to practice/game
E Excused — sick or ill	R Re-injury to same body part	— Other _____
U Unexcused — did not practice/play; discipline or skipped	G Gone from team — quit or removed from team	— Other _____
L Limited practice/play due to previous injury (no contact)	X Missed practice/game from a non-hockey injury	— Other _____

PRACTICE PLAN

Day _____ **Date** ___/___/___

Today's Objectives:

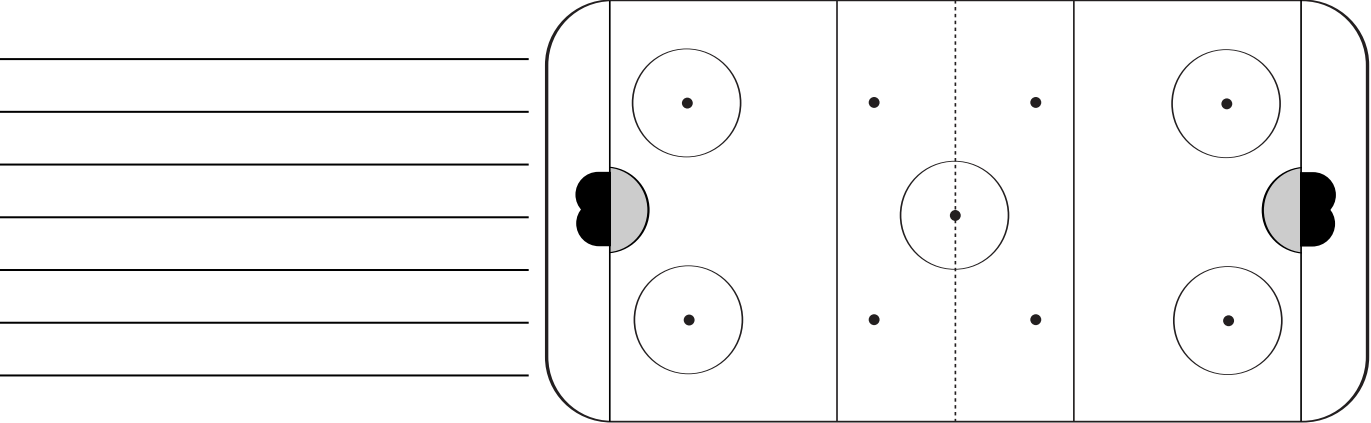
Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
___ Skating	___ 1 on 1	Defensive Concepts	Goaltender Drills	
___ Puck Control	___ 2 on 0	___ Offensive Zone	___ _____	___ Full Rink Games
___ Pass/Receive	___ 2 on 1	___ Defensive Zone	___ _____	___ Zone Games
___ Shooting	___ 2 on 2	___ Neutral Zone	___ _____	___ Restricted Area Games
___ Body Contact	___ 3 on 0		___ _____	
___ Body Position	___ 3 on 1	Offensive Concepts	Other	
___ Stick Checking	___ 3 on 2	___ Offensive Zone	___ _____	
___ Agility Work	___ 3 on 3	___ Defensive Zone	___ _____	
	___ 5 on 5	___ Neutral Zone	___ _____	

Time	Activity/Drill Notes	Key Points
5 min.	1. WARM UP	
5 min.	2.	
5 min.	3.	
5 min.	4.	
5 min.	5.	
5 min.	6.	
5 min.	7.	
5 min.	8.	
5 min.	9.	
5 min.	10. COOL DOWN	

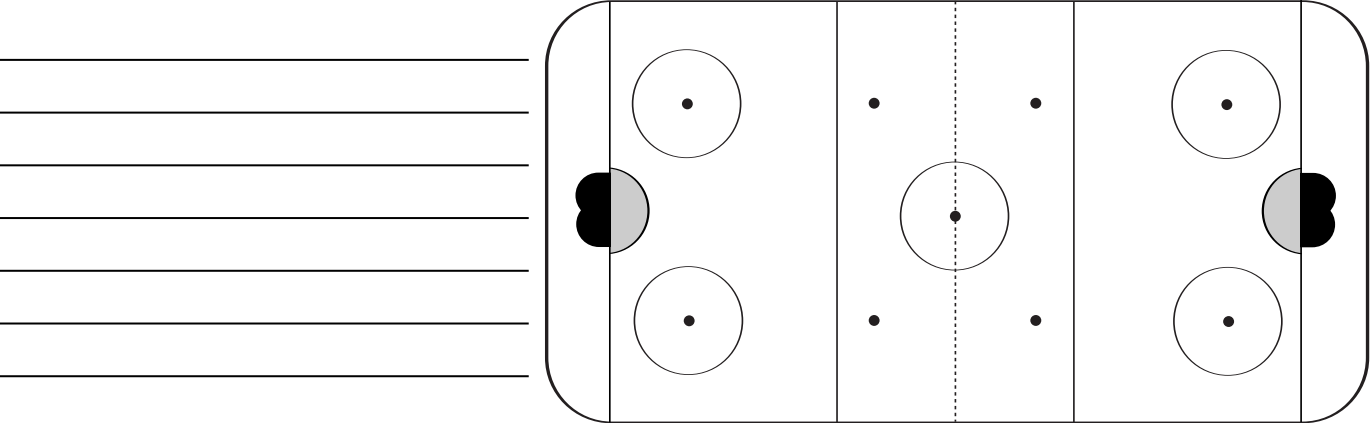
Evaluation/Comments	Equipment

DRILL FORM

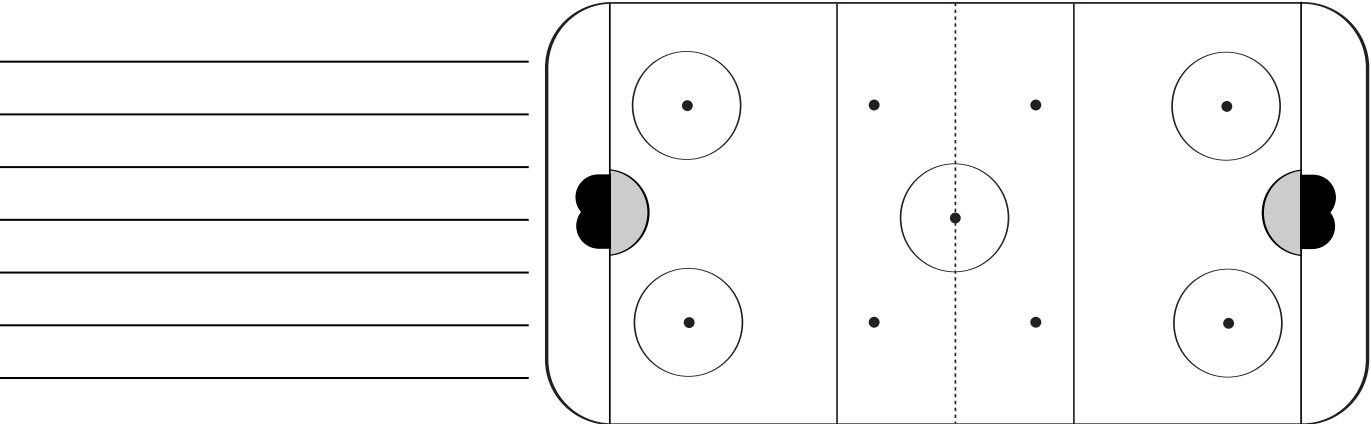
DRILL NAME _____



DRILL NAME _____



DRILL NAME _____



Chapter 6

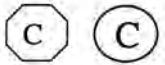








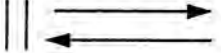
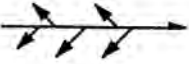
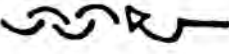

Example Practice Plans

OBJECTIVES

- To show structure to youth ice hockey coaches in practice planning
- Show the steps to follow when organizing and designing a practice
- To show how a practice should be divided to achieve the best positive learning situation

INTRODUCTION

This chapter contains twelve (12) pre-planned practice sessions which show the planning, recording, and drill selection on all aspects of a coach’s task for designing and developing practice sessions.

	COACH		SHOOTING
	PLAYER		PASSING
	PUCK		SIDEWAY MOVEMENT
	CONE		DEIKING
	FORWARD SKATE		STARTING & STOPPING
	FORWARD STROKE		FORWARD TO BACKWARD
	BACKWARD SKATE		

PRACTICE PLAN

Day Saturday Date 10/13/07

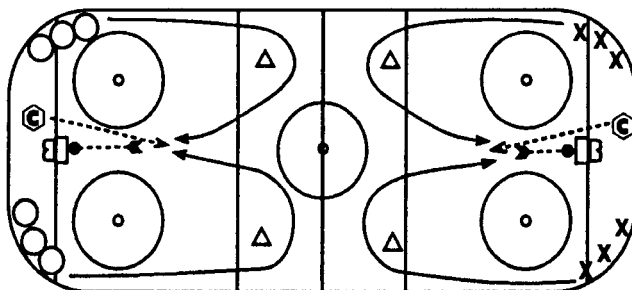
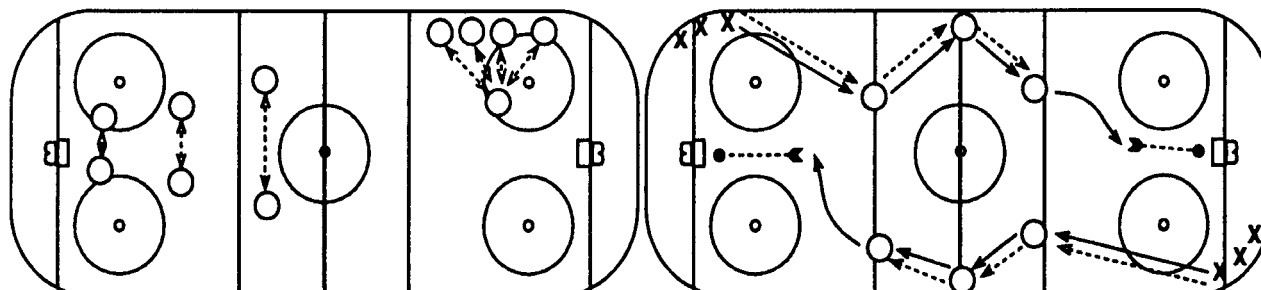
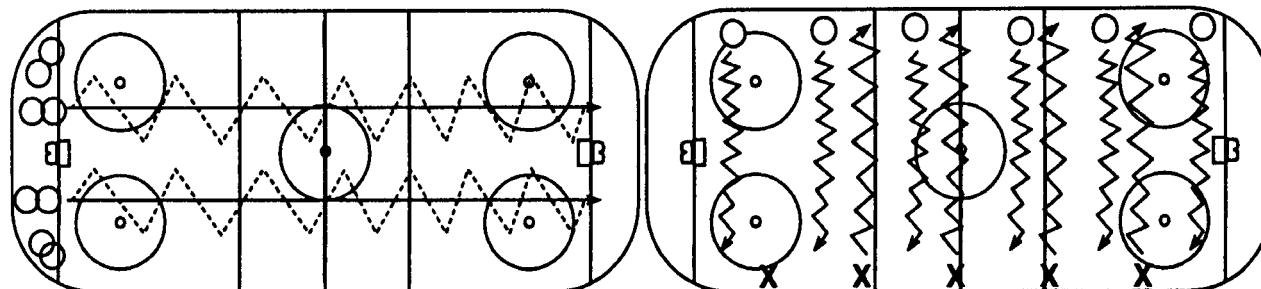
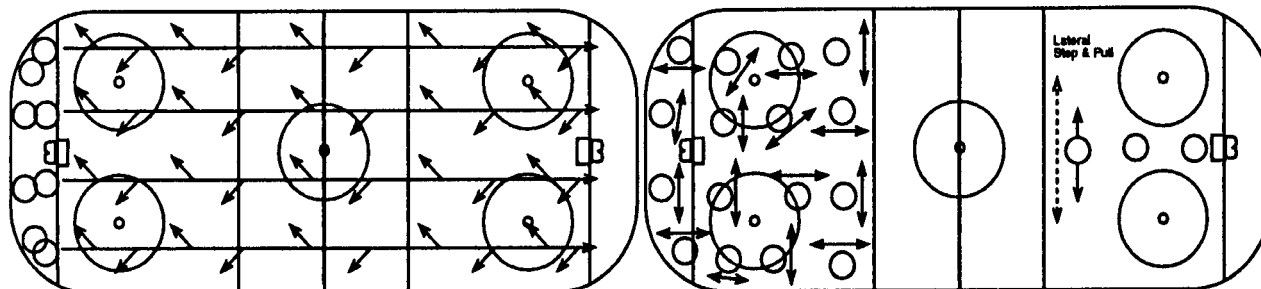
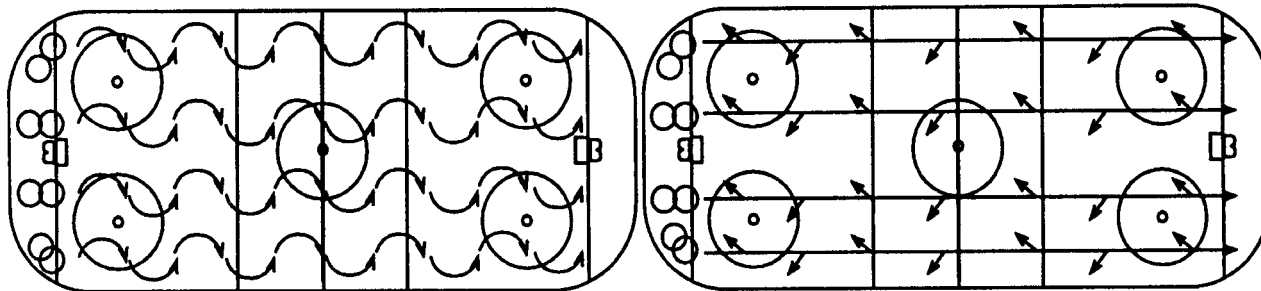
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <i>Competition 1 on 1</i>	
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes	Key Points
5 min.	1. WARM UP - Moving Stretches (Legs, Back, Shoulders, Waist, Wrist)	
5 min.	2. Big "C"	Inside Edge - Power Stance
5 min.	3. "Push-Touch" Power Strokes	Full Extension & Recovery
5 min.	4. "10" Power Strokes - Length of Ice	Long Strokes - Recovery under hip
5 min.	5. Stationary Stickhandling - Short & Wide, Front to Back, Diagonal, Lateral Step & "Pull"	
5 min.	6. "Pull" Puck Wide in Stride - _ speed - Very Wide Pulls	
5 min.	7. 2 Direction Puckhandling - Over & Back	
5 min.	8. A) Stationary Buddy Passing - 3 ft. - 10 ft. - 20 ft. B) Pepper Pass	
5 min.	9. Zig-Zag (3 Section) Pass & Move	
5 min.	10. COOL DOWN - 1 on 1 Puck Competition - Control Around Cone	

Evaluation/Comments	Equipment

Practice Plan No. 1



PRACTICE PLAN

Day Saturday Date 10/20/07

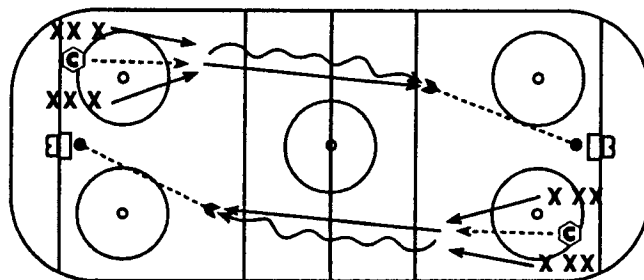
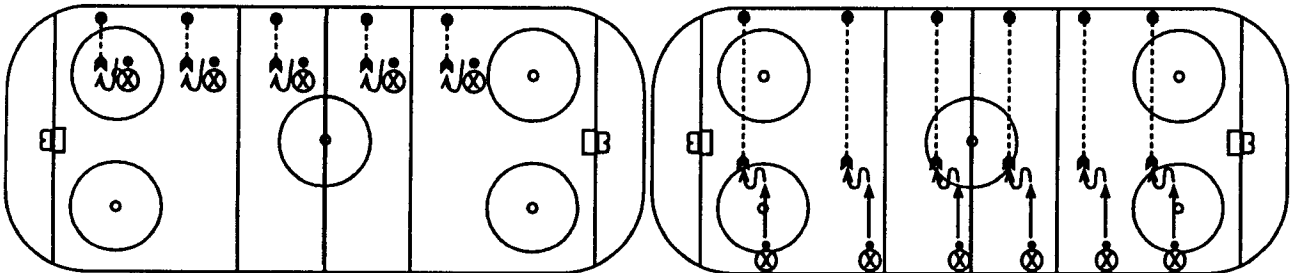
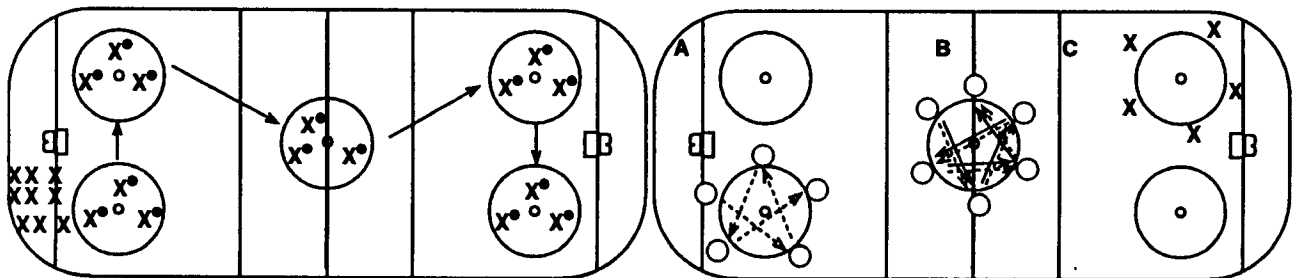
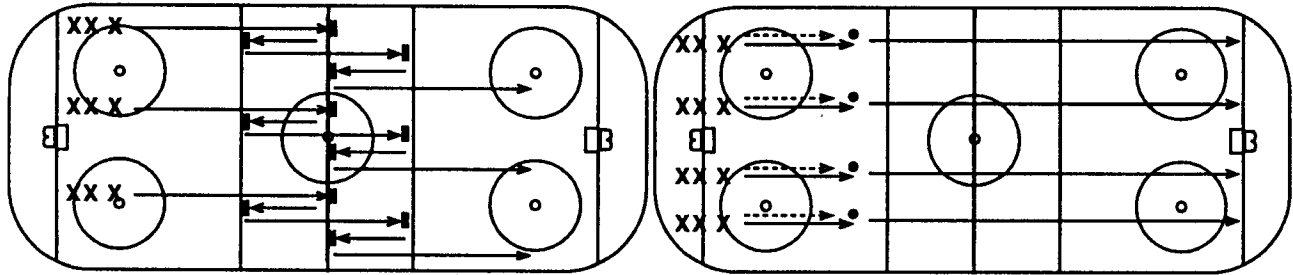
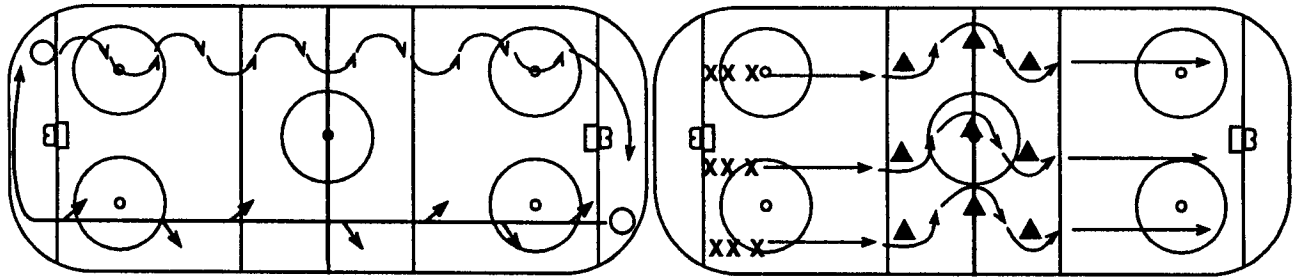
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
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<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <u>Scrimmage 3 on 3</u>	
<input type="checkbox"/> Agility Work	<input checked="" type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input checked="" type="checkbox"/> <u>Competition 1 on 1</u>	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes	Key Points
5 min.	1. WARM UP - Moving Warm Up - Big "C" Power Strokes	
5 min.	2. 3 Cone Triangle - Race	Inside Edges
5 min.	3. One Foot Power Stop with "L" Start	Knee well bent when stopping
5 min.	4. One Hand Puck Acceleration - Stay low, arm straight with stick extended out in front of body	
5 min.	5. 3 Player "JAM" the circles - one hand puck acceleration going between circles	
10 min.	6. Circle Passes A) Stationary Pass to 2nd player to your right B) Pass-Follow your Pass-same as A) but need 6 players	
5 min.	7. Stationary wrist shot on boards - "Pull" puck back to side then "sweep" puck forward hard	
5 min.	8. Moving - "Pull" to side and wrist shot-continue in and shoot a 2nd shot high off boards	
5 min.	9. 1 on 1 puck chase and shoot	
5 min.	10. COOL DOWN - 3 on 3 - width of ice - 4 nets, 2 games at once	

Evaluation/Comments	Equipment

Practice Plan No. 2



PRACTICE PLAN

Day Saturday Date 10/27/07

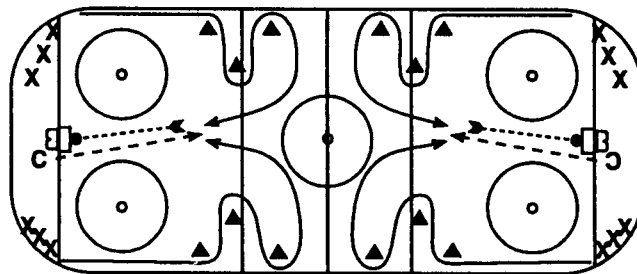
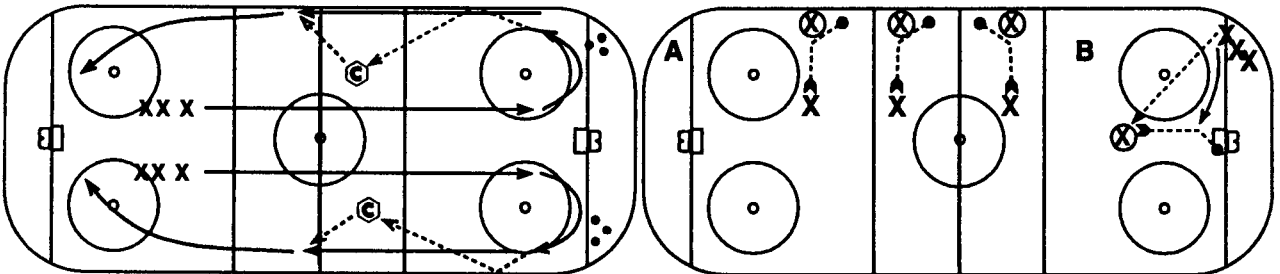
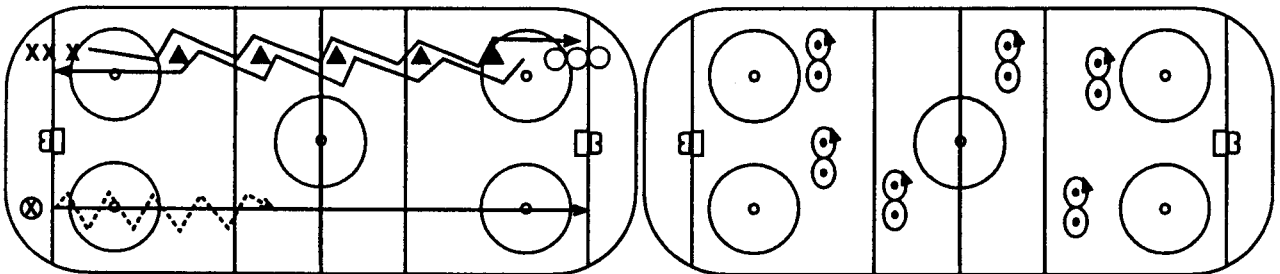
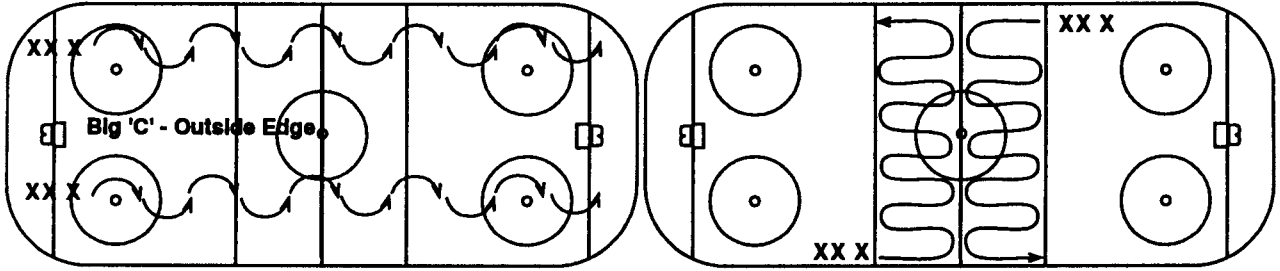
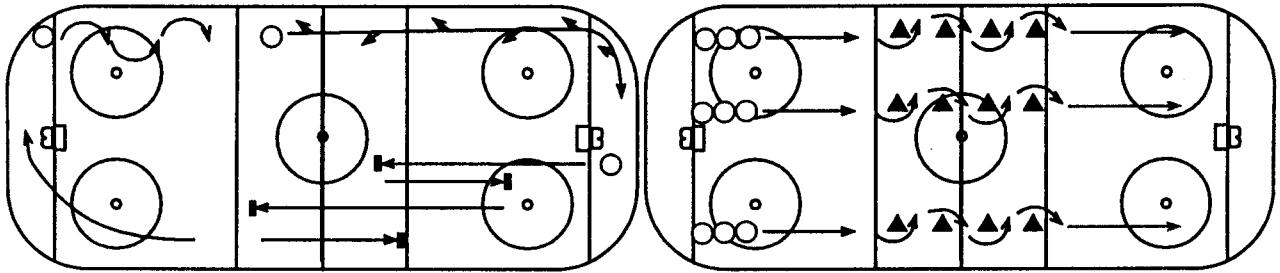
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input checked="" type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <u>Competition 1 on 1</u>	
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Moving Warm-Up - Big "C" Power Strokes - Stops and Starts on whistle
5 min.	2. 4 Cone Inside Edge Rhythm Skate - 2 hands on stick - stick on blade of ice; "Steering Wheel" Around Cone
5 min.	3. Big "C" - Outside Edge crossover
5 min.	4. Zig Zag Control Turns - Red to Blue Lines
4 min.	5. "Wide Pulls" in stride to one hand puck acceleration
5 min.	6. "Pulls" Two Directions on cones - at same time
5 min.	7. Control Turns - Fig. 8 on Hockey Gloves - Gloves 2 stick lengths apart
5 min.	8. 2 on 0 short passes - shoot - board pass to coach
5 min.	9. A) Deflection on Boards B) Then at Net
5 min.	10. COOL DOWN - 1 on 1 Puck Race - Control Turn Around 3 cone triangle

Evaluation/Comments	Equipment

Practice Plan No. 3



PRACTICE PLAN

Day Saturday Date 11/3/07

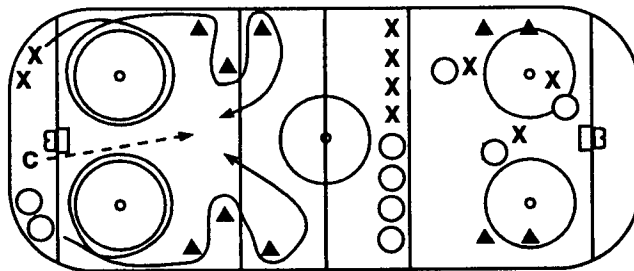
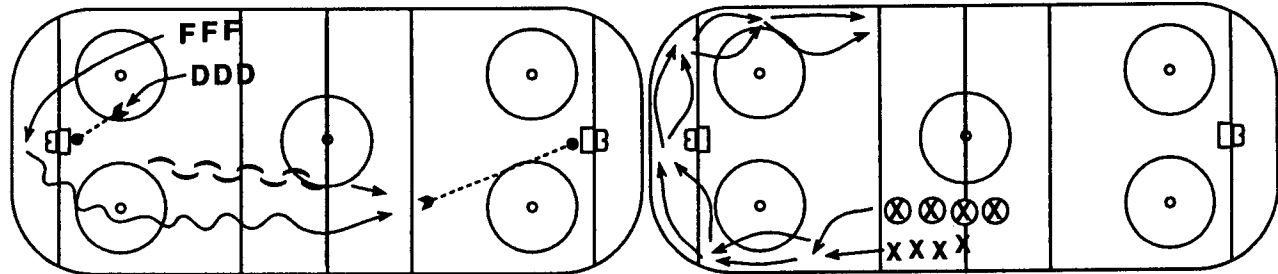
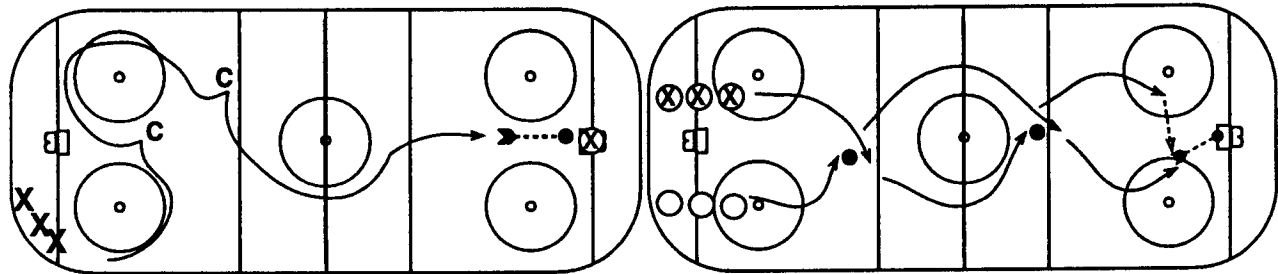
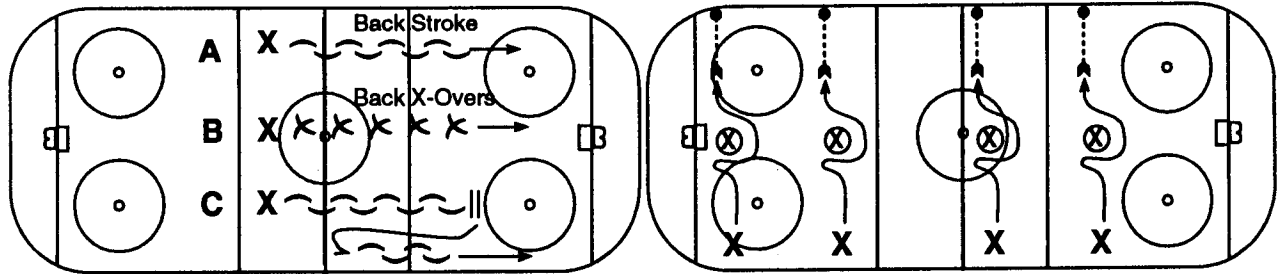
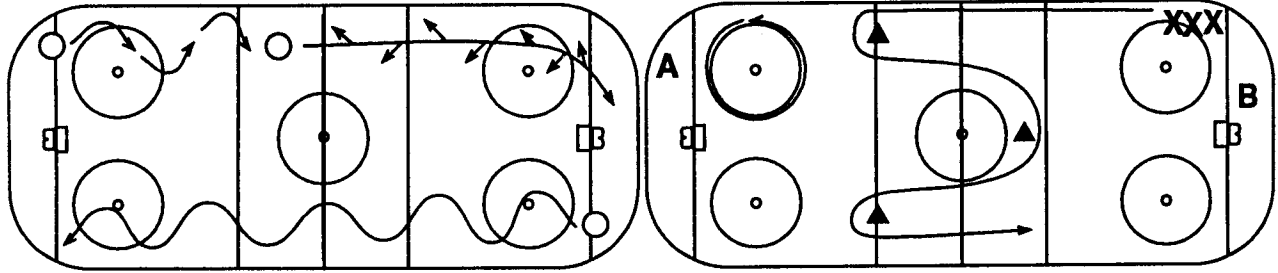
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input checked="" type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <u>Scrimmage 3 on 3</u>	
<input type="checkbox"/> Agility Work	<input checked="" type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input checked="" type="checkbox"/> <u>Competition 1 on 1</u>	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Aggressive Edges - Power Strokes, Big "C", Zig-Zag control turns
5 min.	2. Forward crossovers A) On Circles B) 3 Cone "M"
10 min.	3. Backward Strokes A) "C" start full speed to Blue lines B) Back crossovers to backward stroke C) Same as (B) add one foot stop to forward
5 min.	4. 1 on 1 with stationary partner - "Fake-Pull - 3 quick crossovers" Option - shoot at boards after 3 crossovers
5 min.	5. Russian Circles - "Fake and Pull" on coaches - shoot then go screen and deflect in front of net
5 min.	6. 2 on 0 "Drop Pass" at both blue lines - shoot
5 min.	7. 1 on 1 - Forward behind net - defense shoots
5 min.	8. "Take out" - check weave - "angle" stick under stick - hip in front of opponents gloves
5 min.	9. 1 on 1 competition
5 min.	10. COOL DOWN - 3 on 3 - width of ice - 30 second shifts

Evaluation/Comments	Equipment

Practice Plan No. 4



PRACTICE PLAN

Day Saturday **Date** 11/10/07

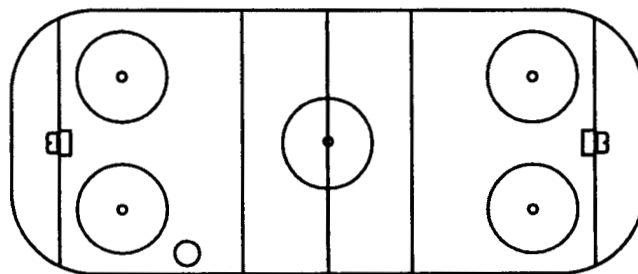
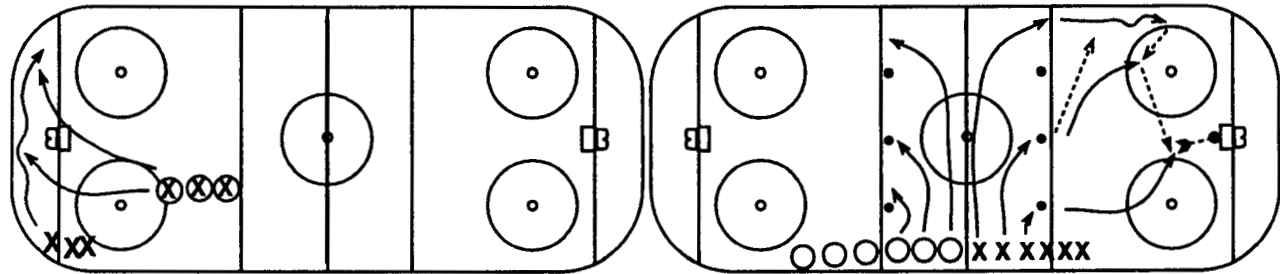
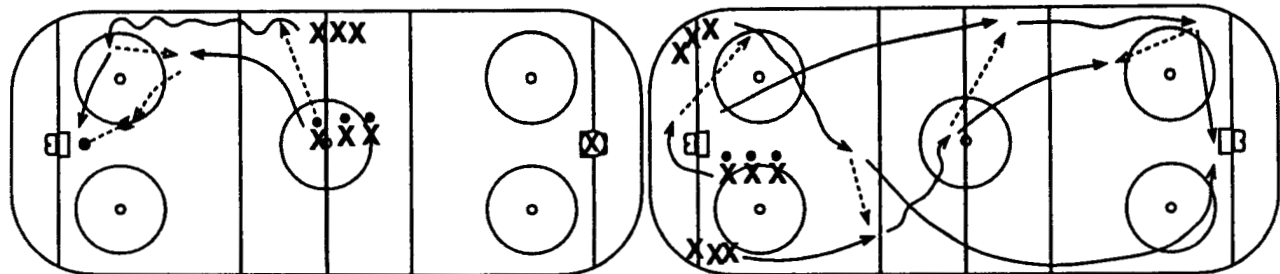
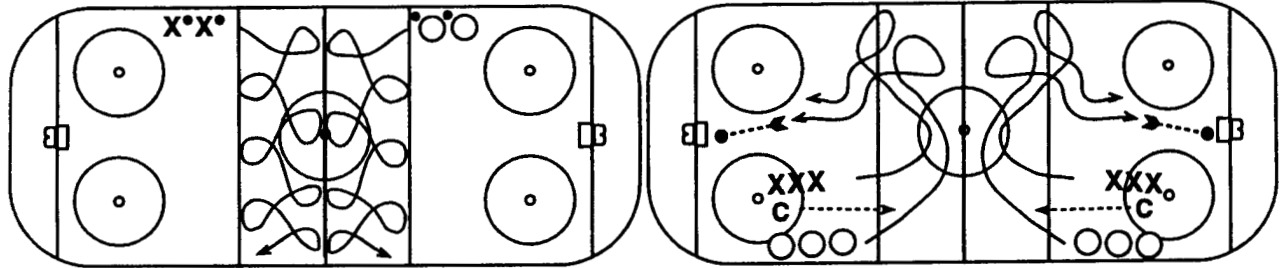
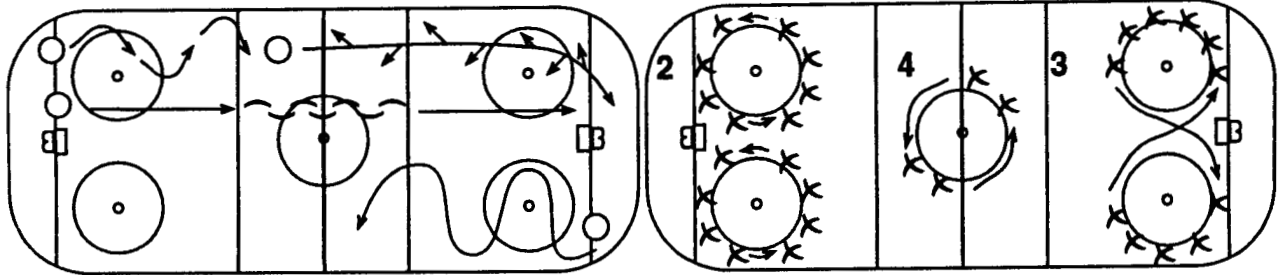
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input checked="" type="checkbox"/> 2 on 0	<input checked="" type="checkbox"/> Offensive Zone	___ _____	___ Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	___ 2 on 1	___ Defensive Zone	___ _____	<input checked="" type="checkbox"/> Zone Games
___ Shooting	___ 2 on 2	___ Neutral Zone	___ _____	___ Restricted Area Games
<input checked="" type="checkbox"/> Body Contact	<input checked="" type="checkbox"/> 3 on 0		___ _____	
___ Body Position	___ 3 on 1	Offensive Concepts	Other	
___ Stick Checking	___ 3 on 2	<input checked="" type="checkbox"/> Offensive Zone	___ _____	
___ Agility Work	___ 3 on 3	___ Defensive Zone	___ _____	
	___ 5 on 5	___ Neutral Zone	___ _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Aggressive Edges - Big "C" Outside Edge - Zig Zag crossovers - backward between blue lines - Power strokes
5 min.	2. Backward crossunders on circle
5 min.	3. Backward/forward figure 8 on 2 circles
5 min.	4. Forward/backward on circles
5 min.	5. Zig-Zag lines "escapes" w/pucks
5 min.	6. 1 on 1 Puck Protection - Use control turns to protect puck - try and get into a good shooting area and shoot
5 min.	7. 2 on 0 "Trailer" play
5 min.	8. 3 on 0 "Weave" - Enter offensive zone with all 3 lanes filled
5 min.	9. "Angling" - Forecheck 1 - before or after net
5 min.	10. COOL DOWN - 3 on 0 Relay race - 3 pucks. All 3 players must touch puck before 1st shot. After goal all 3 must skate over blue line before re-entering zone with 2nd puck - repeat for 3rd puck - first group to score all 3 pucks wins

Evaluation/Comments	Equipment

Practice Plan No. 5



PRACTICE PLAN

Day Saturday Date 11/17/07

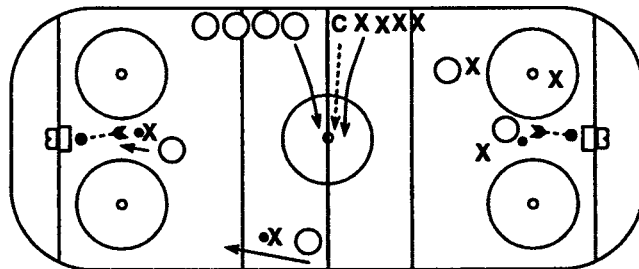
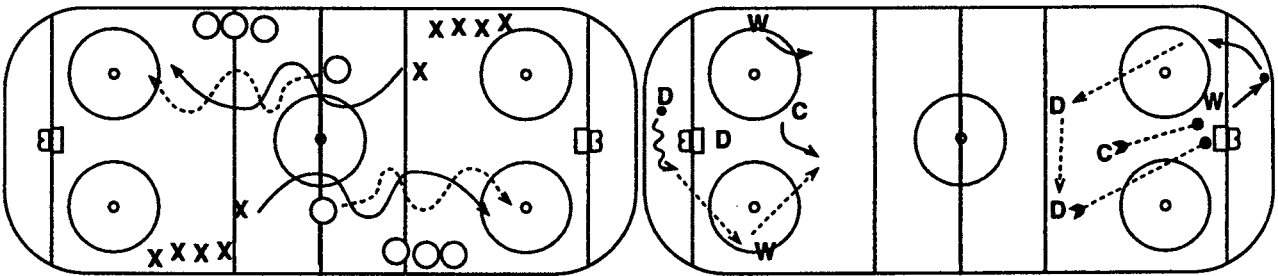
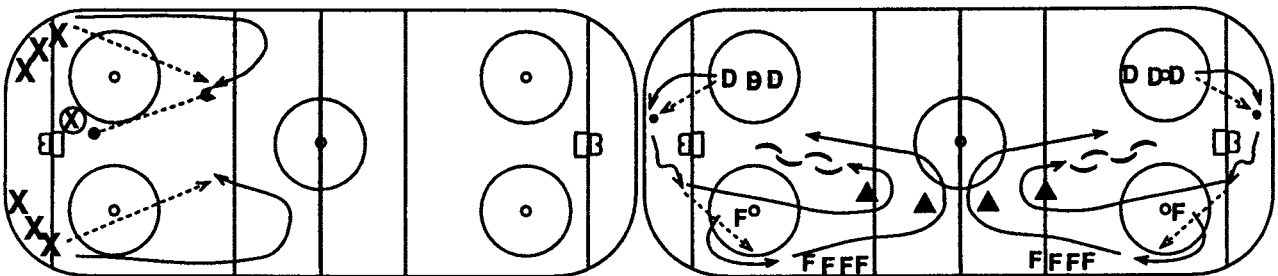
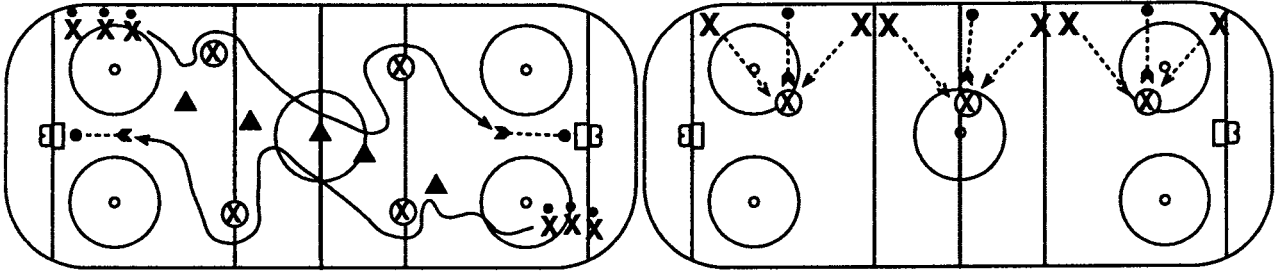
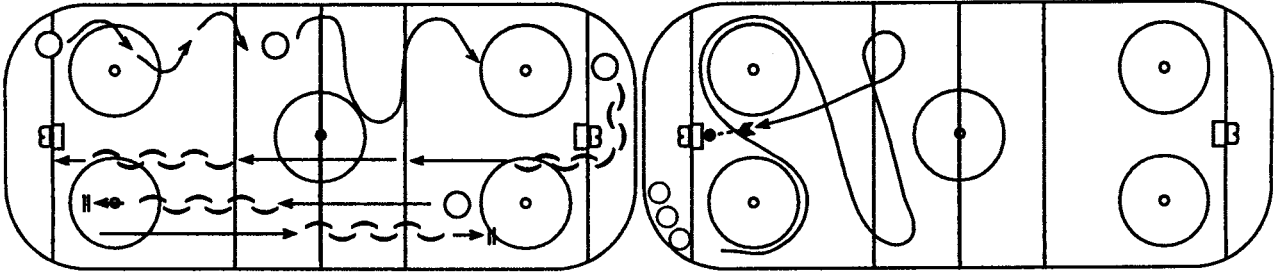
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input checked="" type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input checked="" type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <u>Competition 1 on 1</u>	
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input checked="" type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Aggressive Edges - Big "C" Outside Edge crossover Zig-Zag, Accelerate between blue lines backward on Ends, Backward-stop-forward 6 strides than backwards again
5 min.	2. Aggressive Skating w/puck
5 min.	3. "Beat" the checkers that have no sticks and shoot
5 min.	4. 3 Player stationary shoot off pass
5 min.	5. "Flyer" Pass-receive-shoot-after shooting, screen/deflect
5 min.	6. Half-Ice Defense B.O. Pass - Up Around Cones - 1 on 1
5 min.	7. 1 on 1 "Block Out" - Don't allow opponent to get to puck in slot - skate backwards weaving back and forth
5 min.	8. 5 on 0 Breakout to offensive attack and point shot
5 min.	9. 1 on 1 Full Ice "War" - 2 or 3 groups out at a time - no goalies in net - Goalies on 1 on 1 against each other
5 min.	10. COOL DOWN

Evaluation/Comments	Equipment

Practice Plan No. 6



PRACTICE PLAN

Day Saturday Date 11/24/07

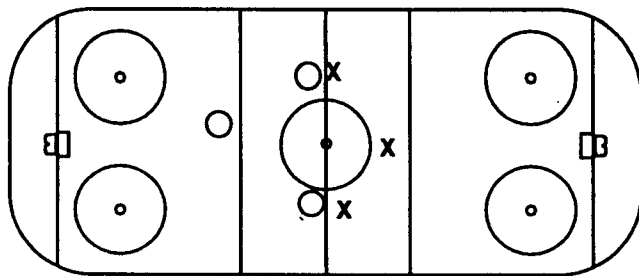
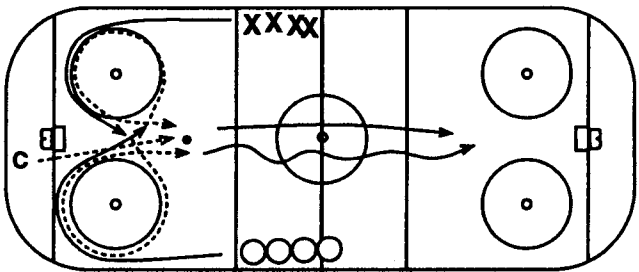
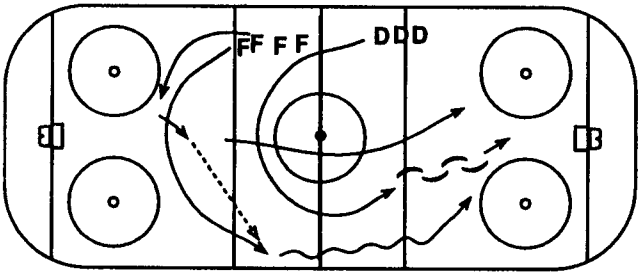
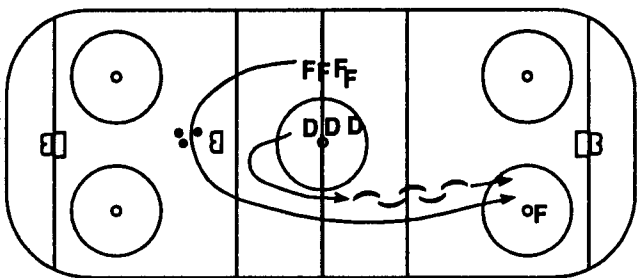
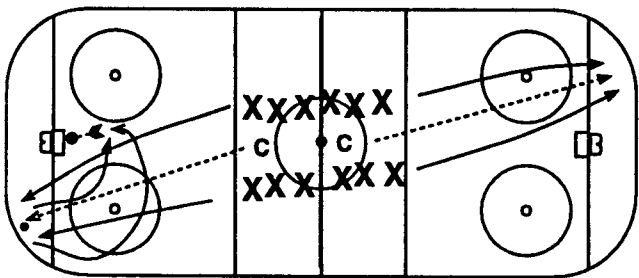
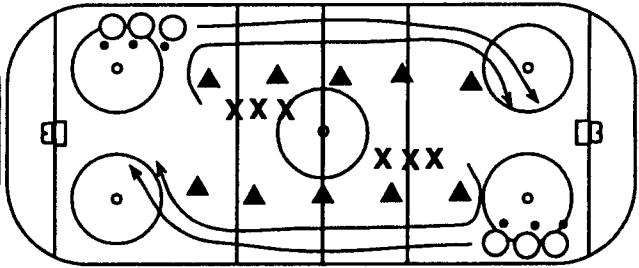
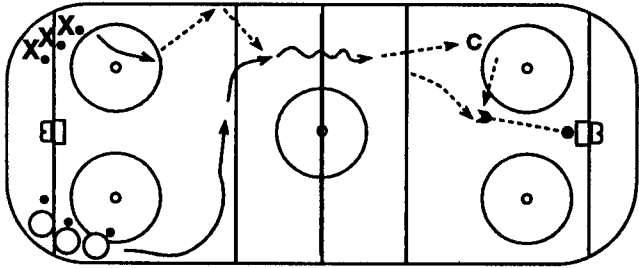
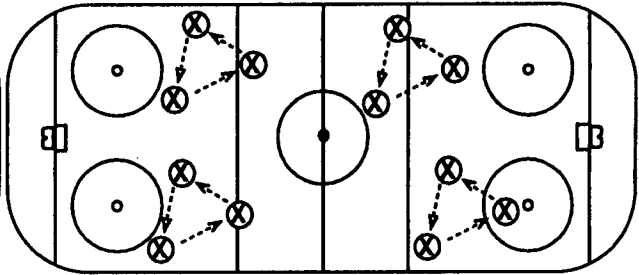
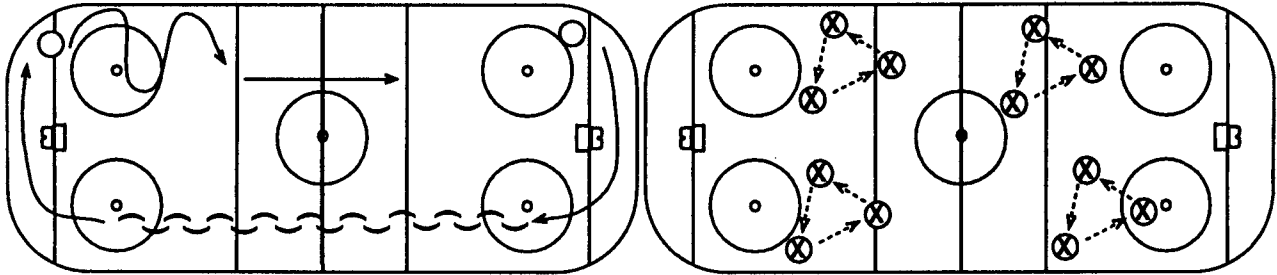
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input checked="" type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input checked="" type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <i>Scrimmage 3 on 3</i>	
<input type="checkbox"/> Agility Work	<input checked="" type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input checked="" type="checkbox"/> <i>Competition 1 on 1</i>	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP with pucks - zig-zag crossovers - forward acceleration between blue lines - backward stickhandling between top of circles and forward on ends
5 min.	2. 3 Player "Triangle" passing
5 min.	3. 1 on 1 "Board Pass" to "Give & Go" with coach and shoot alternate sides
7 min.	4. 1 on 1 backcheck - lane responsibility
5 min.	5. 1 on 1 "War" in the zone - dump puck into corner, both players go into corner and battle for the puck either score or prevent partner from scoring
7 min.	6. 1 on 1 - 2/3's ice - forward swings behind net for puck - defense skates forward to blue line
7 min.	7. 2 on 1-2/3's ice - 1st forward swings to far side boards - 2nd forward gets puck - defense skates forward around circle to backwards
5 min.	8. Circle criss-cross 1 on 1 competition for puck
10 min.	9. 3 on 3 full ice - 30 second shifts
5 min.	10. COOL DOWN

Evaluation/Comments	Equipment

Practice Plan No. 7



PRACTICE PLAN

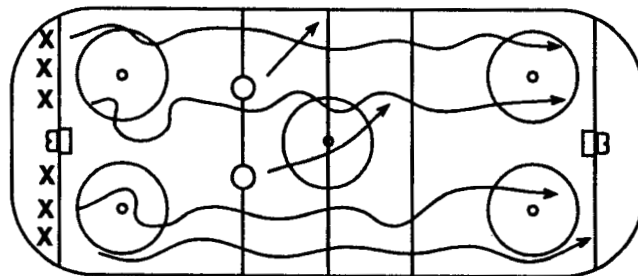
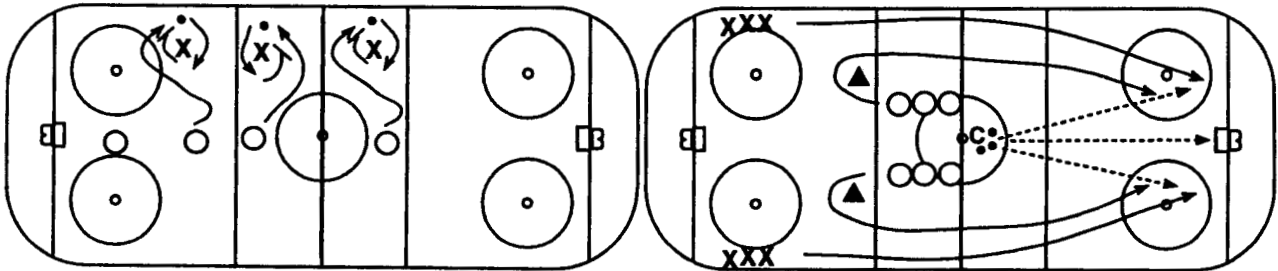
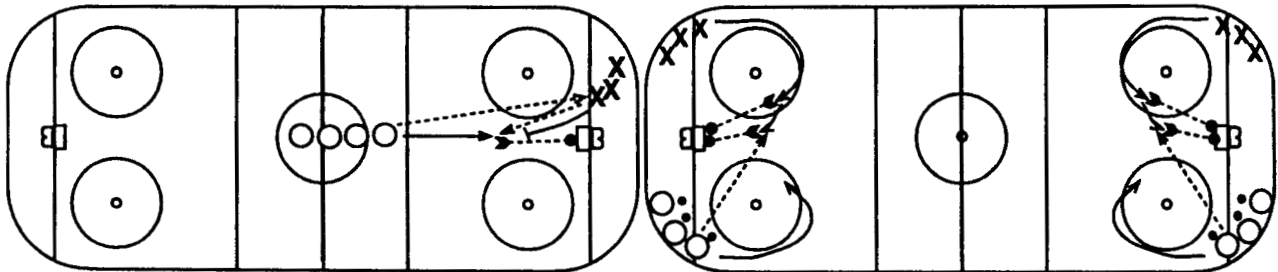
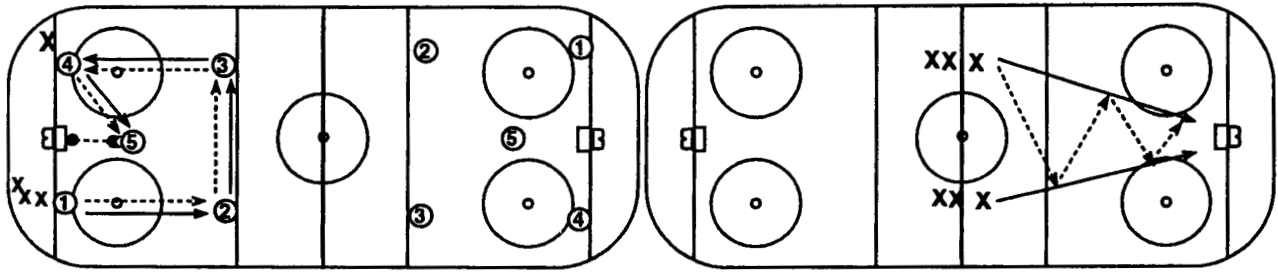
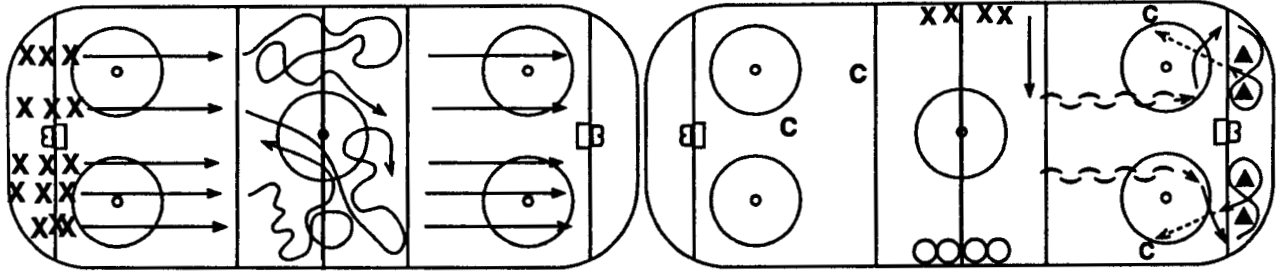
Day Saturday Date 12/1/07

Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
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<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	<input checked="" type="checkbox"/> Full Rink Games
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
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<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input type="checkbox"/> _____	
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - 5 lines A) "Hot Dog" Skate in Neutral B) "Showoff" puckhandling skills in Neutral C) One Puck 5 on 0 Passing in Neutral
5 min.	2. Over & Back - Retrieve puck - control turn - escape - pass to coach
5 min.	3. "5 Station Pass" - Follow pass - Note! Start of Power Play and offensive triangle
5 min.	4. 2 on 0 "Funnel" Pass and Shoot - Try to make 3 passes before shooting
5 min.	5. 1 on 1 "Give & Go" pressure shot
5 min.	6. Top of Circle Shoot - Continue in for pass and 2nd shot
5 min.	7. 1 on 1 "Block Out" opponent from puck - defender start by facing puck - turn around on whistle control opponent's stick with your stick - keep body between puck and opponent
5 min.	8. 2 on 2 Backchecking - Backcheckers do "J" crossover - start around cones - keep opponent to outside
5 min.	9. Pom-Pom-Pull Away
5 min.	10. COOL DOWN

Practice Plan No. 8



PRACTICE PLAN

Day Saturday Date 12/8/07

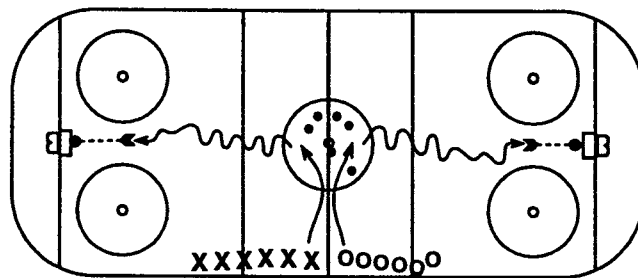
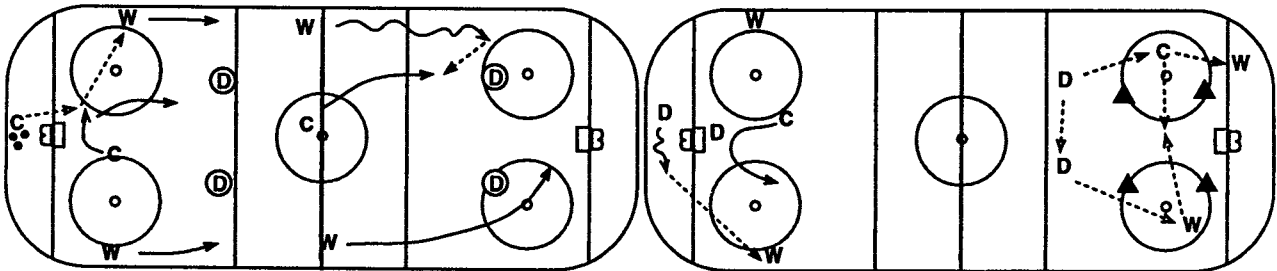
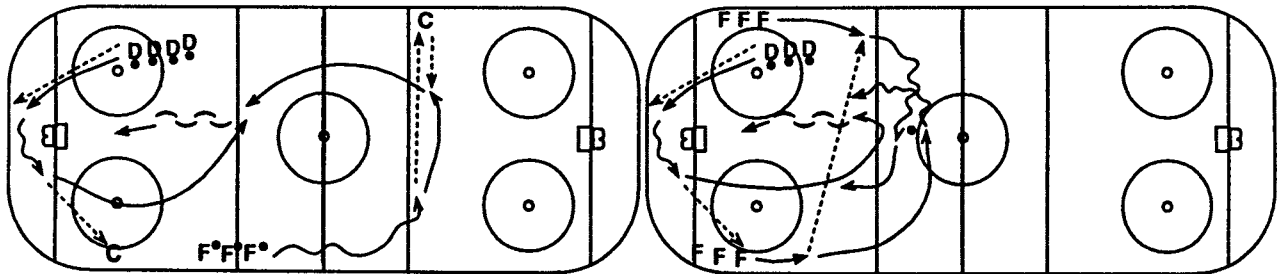
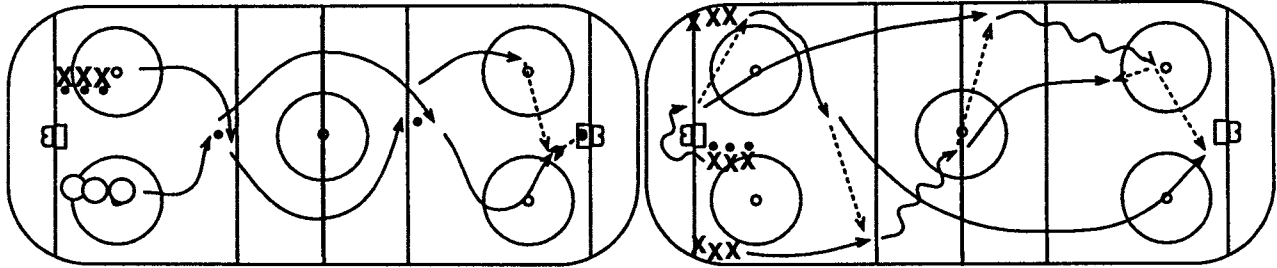
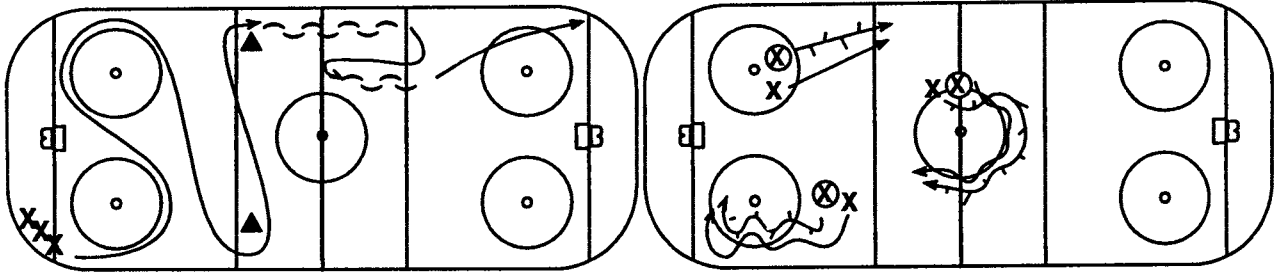
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goaltender Drills	
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<input checked="" type="checkbox"/> Pass/Receive	<input checked="" type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input type="checkbox"/> Body Contact	<input checked="" type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input checked="" type="checkbox"/> 3 on 2	<input type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <i>Power Play</i>	
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Power Strokes, Control Turns, Backward-Stop-Forward
5 min.	2. Multi-Skill Ability Course - Forward crossovers, Control Turns, Escapes, Forward/Backward Zig-Zag Step Outs, "Mohawk" forward step out
5 min.	3. 1 on 1 (No Sticks) partner keep away - use skates to control and protect puck
6 min.	4. 2 on 0 "Double" Drop Pass at each blue line
6 min.	5. 3 on 0 "Weave" - Enter offensive zone with "Trailer" Play
6 min.	6. 1 on 1 - 2/3's ice - defense b.o. pass to coach - forward does "Give & Go" pass with coach on far blue line
6 min.	7. 2 on 1-1/2 ice - defense b.o. pass to forward - pass to other forward - forwards criss-cross "Drop Pass" re-enter zone 2 on 1
7 min.	8. 3 on 2 - Coach b.o. Pass - 3 on 2 "Trailer" Play
14 min.	9. Power Play - Basic b.o. Plays - set up into "Overload" - use 4 cones for penalty killers - 3 passes and shoot after shoot must pass puck to point and start again - 1 minute to score
5 min.	10. COOL DOWN - "Team" Show Down - Players stay out till they score

Evaluation/Comments	Equipment

Practice Plan No. 9



PRACTICE PLAN

Day Saturday Date 12/15/07

Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
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<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
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<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Flexibility/Ability A) Alternate knee touches to ice B) Slide on knee 360 degree spin at blue lines C) Squat glide: between blue lines D) 2 leg rolls between blue lines
6 min.	2. Competition "Aggressive Edge" Course - 1st 3 cones inside edge - 2nd 3 cones, forward crossovers 3rd 3 cones, control turns
6 min.	3. Competition with puck - circle crossovers - 3 control turns and shoot, 15 to 20 seconds to score keep track of how many goals for each team
6 min.	4. Competition Relay - "Zig-Zag" pass and go - 1st team to get all players through the zig-zag course and shoot on net wins. Use a stopwatch to see how fast they did it - take 1 second off the time for each goal scored.
6 min.	5. Competition 1 on 1 - "Forward/Backward Zig-Zag on 3 cones" - then race for puck and shoot
6 min.	6. Competition Relay - see how many goals can be scored in 3 minutes - 5 station pass - follow your pass and shoot
6 min.	7. Competition 1 on 1 - "Step Forward/Backward" at each of the 4 cones - then race for puck and shoot
6 min.	8. "J" start crossovers - compete for puck - 3 quick crossovers around one cone and accelerate for puck
6 min.	9. Ice Nerf Soccer - width of ice - no sticks - kick a nerf soccer ball
	10. COOL DOWN

Evaluation/Comments	Equipment

PRACTICE PLAN

Day Saturday Date 12/22/07

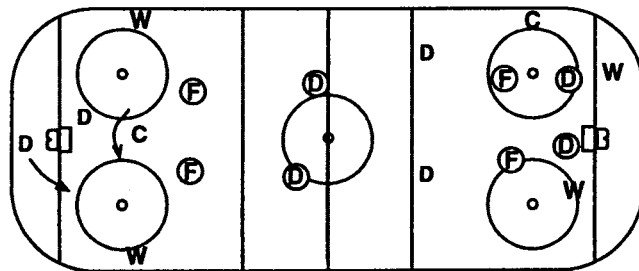
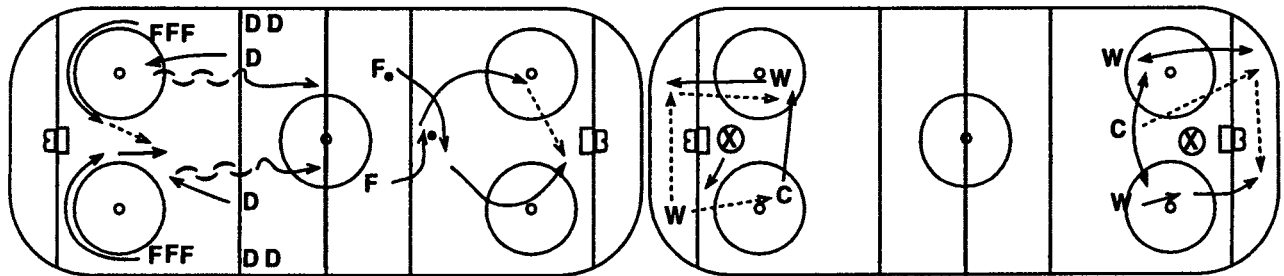
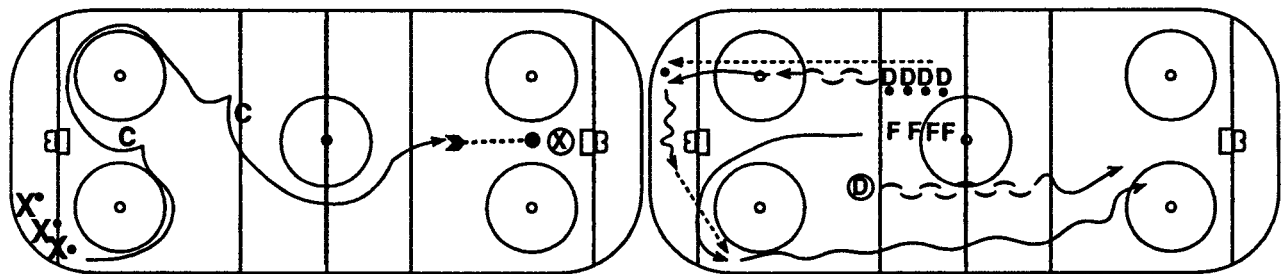
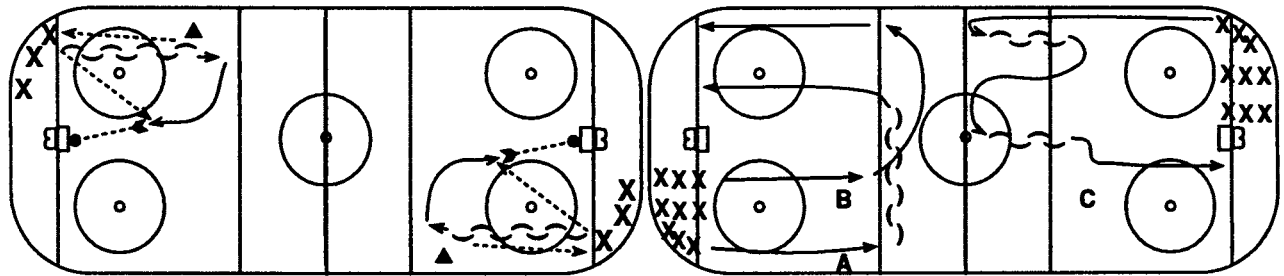
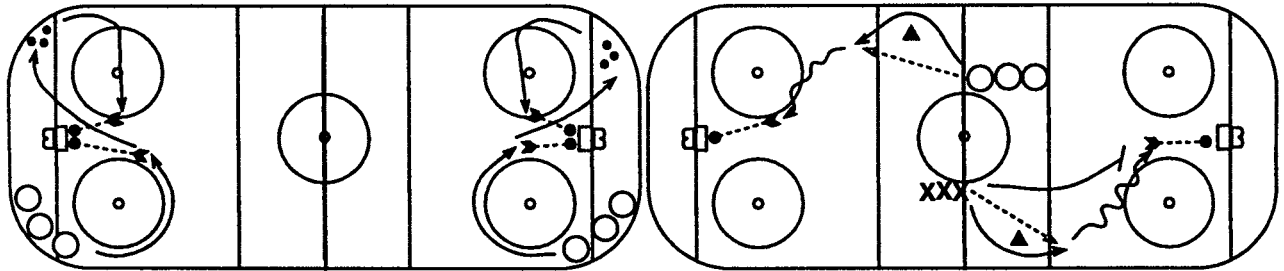
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
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<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
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<input type="checkbox"/> Agility Work	<input type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input checked="" type="checkbox"/> <u>Penalty Kill</u>	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input checked="" type="checkbox"/> <u>Short Work-quickness</u>	

Time	Activity/Drill Notes
5 min.	1. WARM UP - 5 lines A) "Hot Dog" Skating in neutral B) "Show Off" puckhandling skills in neutral C) One puck - 5 on 0 in neutral
5 min.	2. Forehand shot at top of circle - Backhand shot across "Hash Marks"
5 min.	3. Skate around Dot - Receive Pass - Accelerate into middle and shoot - Passer becomes checkere
5 min.	4. Stickhandle backwards to cone - pass back to next player in line - step out forward into middle receive pass and shoot
5 min.	5. 3 Line Speed and Agility Skating A) Forward accelerate and forward crossovers B) Forward acceleration - backward crossovers - forward accel. C) Forward/Backward zig-zag in neutral zone
5 min.	6. 1 on 1 - Defense B.O. Pass to wing - Forward must hustle down to bottom of circle and then go to the boards
5 min.	7. 2 on 2 - Forwards cross at far blue line and drop pass - forwards begin by skating around bottom of circle and pick up a puck
5 min.	8. 3 on 1 - Below Top of Circle - Defense start on knees in front of net - forwards start at top of circle dump puck into corner - set up offensive triangle and try to score - defense prevents score
5 min.	9. Power Play vs. Penalty Kill Challenge - Power Play has one minute to score - Penalty Kill 2-2 Forecheck "Box" defensive zone
	10. COOL DOWN

Evaluation/Comments	Equipment

Practice Plan No. 11



PRACTICE PLAN

Day Saturday Date 12/29/07

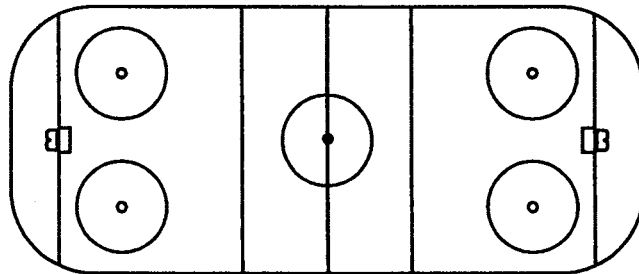
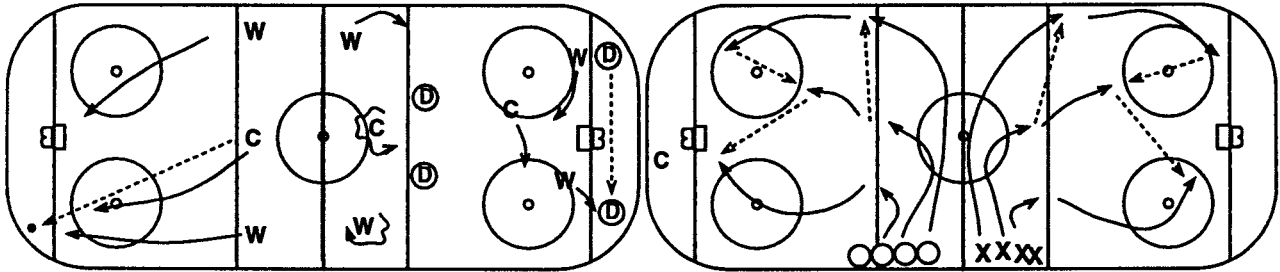
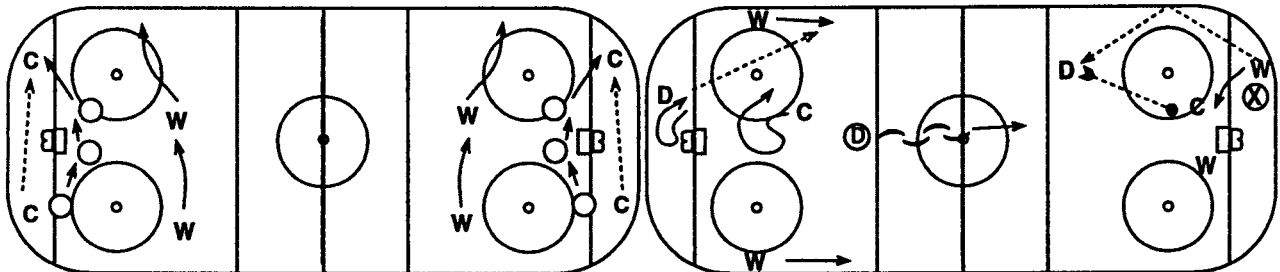
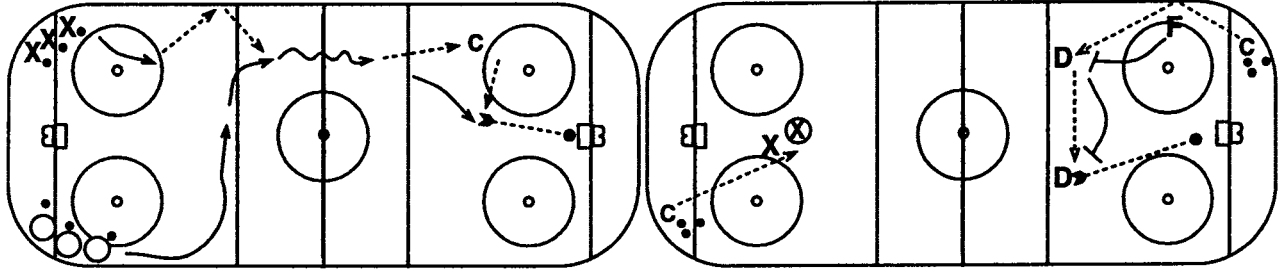
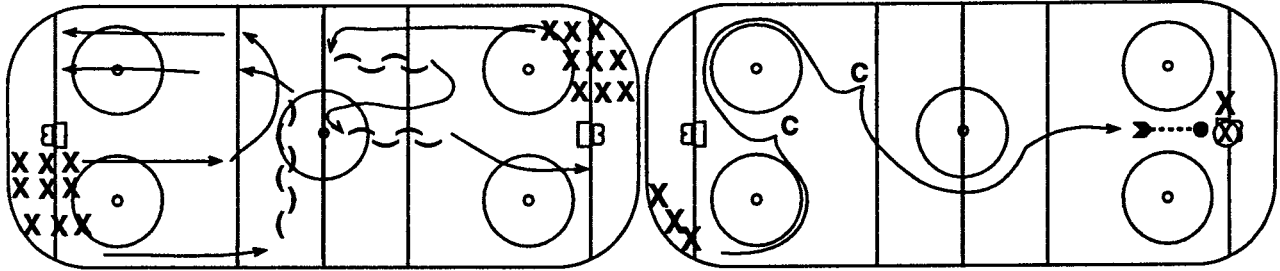
Today's Objectives: *To learn, practice and reinforce these skills.*

Skill Work	Team Play	Concepts	Specialty Work	Small Games/Fun
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<input type="checkbox"/> Pass/Receive	<input checked="" type="checkbox"/> 2 on 1	<input checked="" type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Zone Games
<input checked="" type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	<input type="checkbox"/> Restricted Area Games
<input checked="" type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		<input type="checkbox"/> _____	
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other	
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	<input checked="" type="checkbox"/> Offensive Zone	<input checked="" type="checkbox"/> <u>Scrimmage 3 on 3</u>	
<input type="checkbox"/> Agility Work	<input checked="" type="checkbox"/> 3 on 3	<input type="checkbox"/> Defensive Zone	<input type="checkbox"/> _____	
	<input type="checkbox"/> 5 on 5	<input type="checkbox"/> Neutral Zone	<input type="checkbox"/> _____	

Time	Activity/Drill Notes
5 min.	1. WARM UP - Aggressive skating with puck and shoot - crossovers, control turns, escape
5 min.	2. 4 Line - Receive Pass - Accelerate - Shoot just over blue line - then go screen/deflect
5 min.	3. 1 on 1 "Partner War" - keep puck away from partner, staying in a small area
5 min.	4. 2 on 2 in the zone - F1 a forechecker then screen/deflect - F2 receives B.O. pass - then passes to D4 and then pressures D4 - D3 goes get puck - makes pass to wing then covers net (F1)
5 min.	5. 2 on 1 - forwards criss cross and drop pass - 2/3's ice
5 min.	6. 1 on 1 - Open Ice - "Angling" - Puckcarrier tries and gets to red line - checker forces puck-carrier into boards
5 min.	7. Breakout w/1 and 2 forecheckers to 3 on 1 - go deep into defensive zone - set up offensive triangle - pass behind net
5 min.	8. 2-1-2 Forecheck - backcheck - defensive coverage - when coach blows whistle once move to other side of rink - when coach blows 3 short quick blast go to backcheck set up into defensive coverage
	9.
5 min.	10. COOL DOWN - 3 on 3 full ice - 30 second shifts

Evaluation/Comments	Equipment

Practice Plan No. 12



Chapter 7

Skill Drills

OBJECTIVES

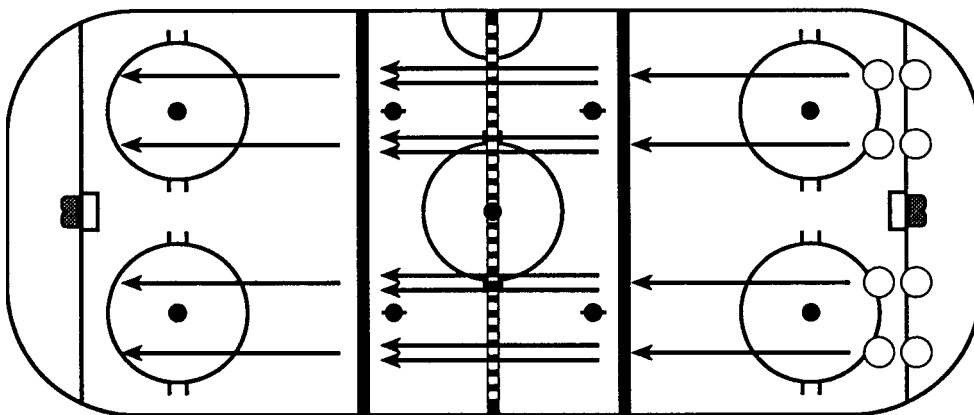
- To give some examples of age specific skill drills
- To show skill drills in a suggested progression
- To stimulate the minds of youth ice hockey coaches so they will design new and challenging drills

INTRODUCTION

This chapter includes skill drills which are presented in a suggested progression. They progress from stationary, to moving, to simple, and to the complex.

DRILLS

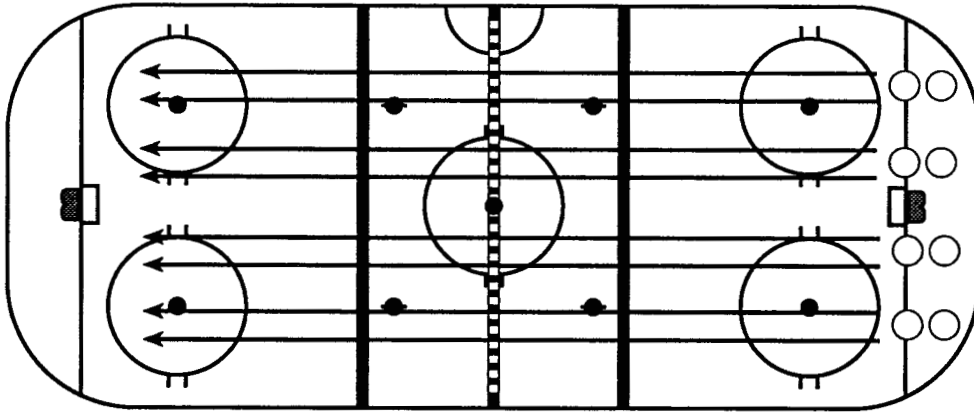
Ready Position



Glide in Ready Position

1. Skate to the near blue line.
2. Glide on two skates to the far blue line in the ready position.
3. Then finish the drill at the goal line.
4. Stress two hands on the stick, and have the players keep the stick in front of their body, with knees bent

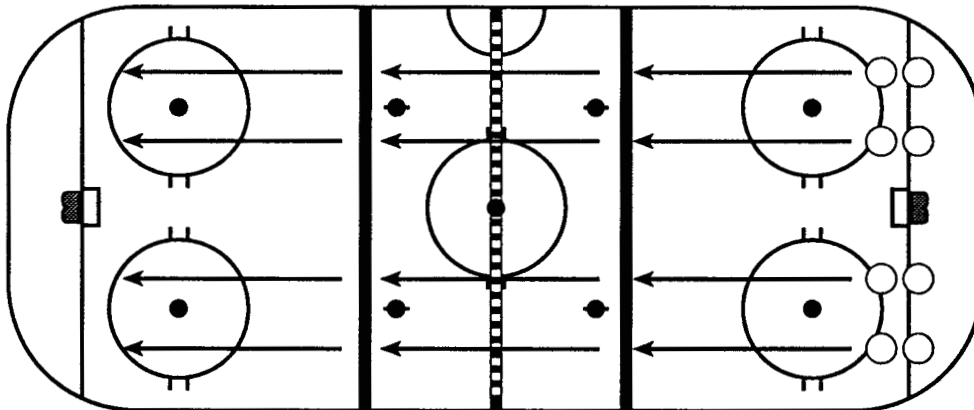
Stick and Weight Shift



Railroad Tracks

1. Form four lines.
2. First do stationary railroad weight shift moves, then go down the ice.
3. Skate forward for a while then glide with both skates on the ice.
4. While gliding, shift the weight and stick, alternating between right and left leg.
5. Keep head and chest up.

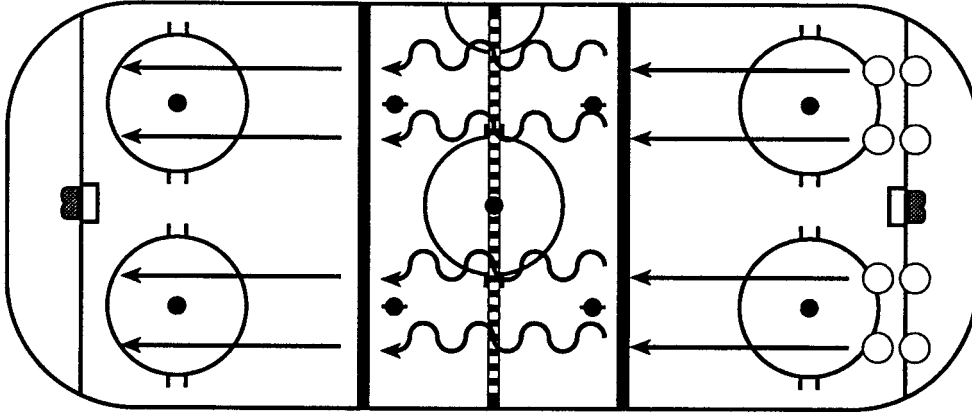
Balance



One Foot Glide

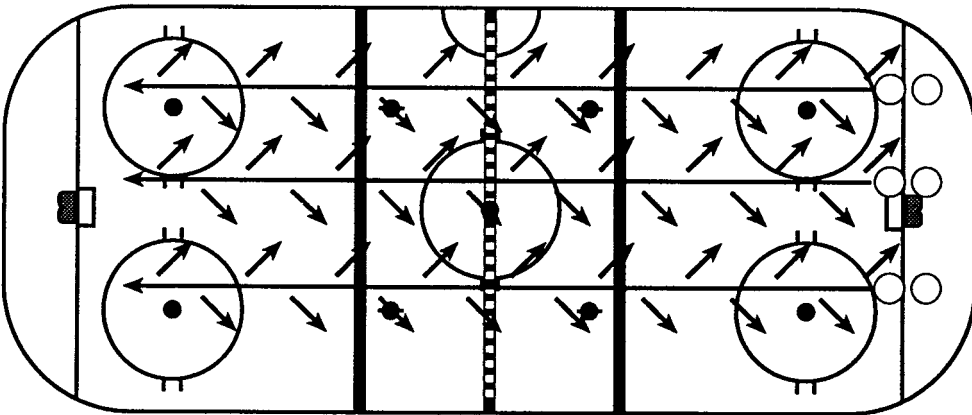
1. Skate hard to the near blue line.
2. Glide on one foot to the far blue line.
3. Emphasize the knees bent.
4. The group can also come back from the other direction.

One Foot Glide Weave



1. Skate hard to the near blue line.
2. Glide on one skate weaving side to side.
3. Players will start to feel their edges.
4. Keep knees well bent.
5. Alternate glide on different skates.

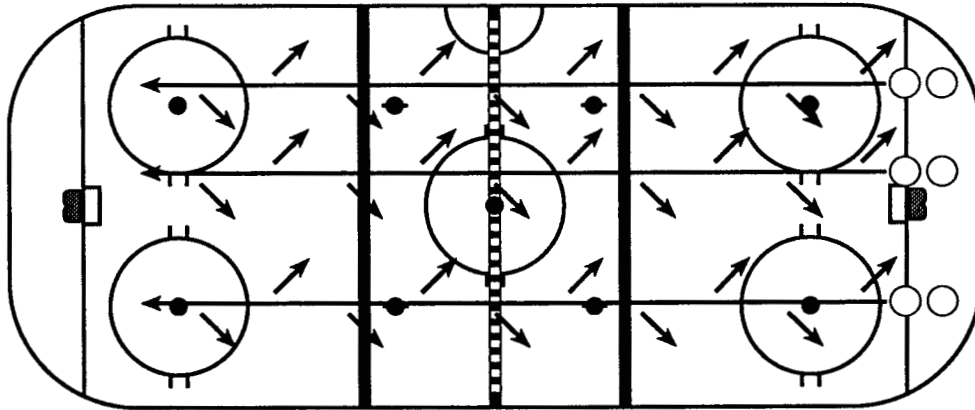
Forward Stride



Push-Touch-Coast

1. Form three lines at one end of the rink.
2. Have players get into their ready position.
3. Players push off with right skate to full extension.
4. Recover with right skate and touch it to the left skate.
5. Then coast in ready position.
6. Then do the same sequence with left skates, continue alternating skates.

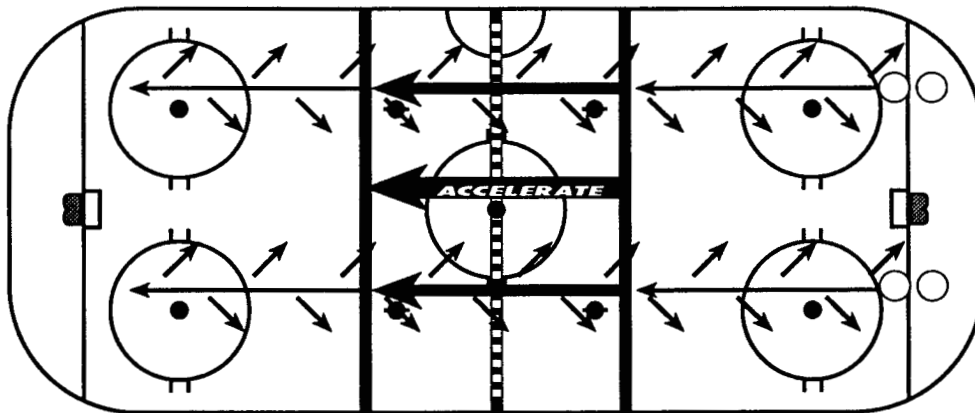
Power Strokes



10 Strokes

1. Line Players up at one end of the rink.
2. Have them skate all the way to the other end of the rink only using 10 power strokes.
3. All strokes must have full extension, and players in their power stance.
4. Have the players concentrate on good weight shifts.

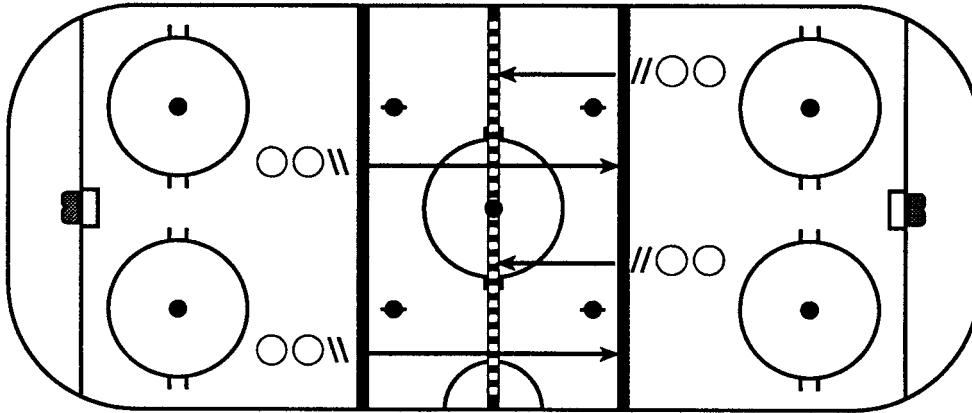
Acceleration Strokes



Power Strokes to Acceleration

1. Line players up at one end of the rink.
2. Using a power stroke, skate to the near blue line.
3. Quickly accelerate between the blue lines.
4. Then power stroke to the goal line to complete the drill.
5. Stress full recovery with each stride.

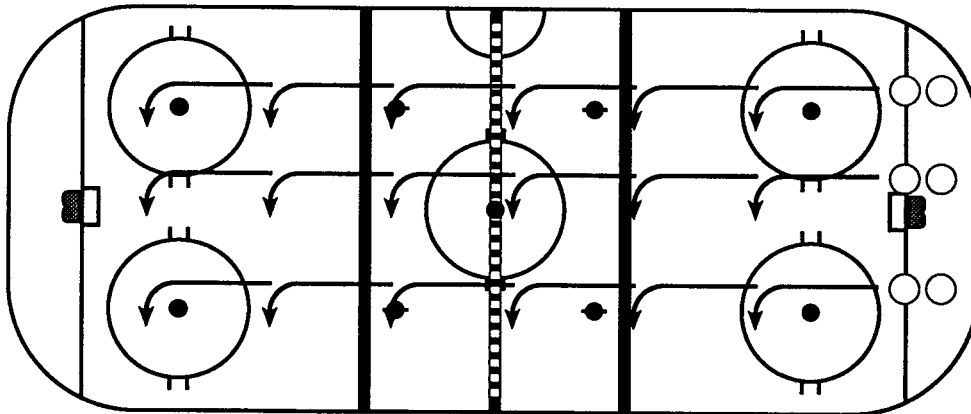
Fast Starts and Quick Acceleration



Blue Line to Red Line/Blue Line to Blue Line

1. Have players in two lines at each blue line, facing each other.
2. One group will only be skating to the red line, then moving over to the other group.
3. The other line will be skating to the far blue line, then joining the other group.
4. At the whistle, the first player in each line starts and then quickly accelerates to their respective lines.
5. Stress explosive starts, quick recovery and full extension.

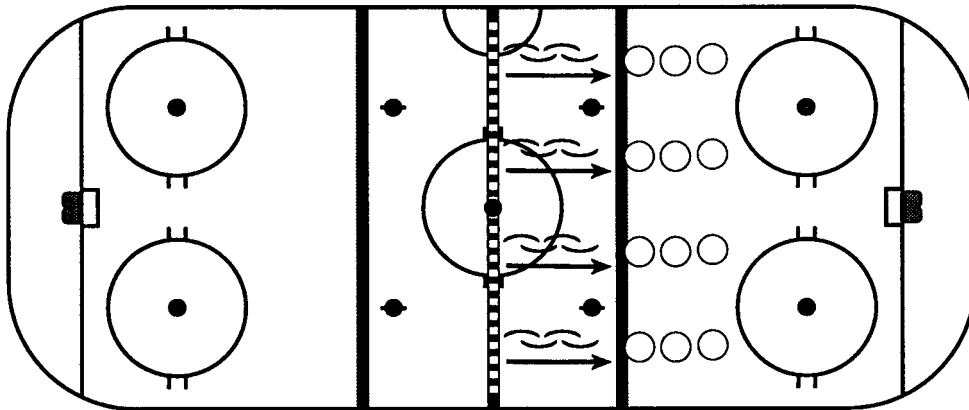
Forward Stop



Snap Forward Stop to the Ready Position

1. Form three lines.
2. The objective is to stop in the ready position.
3. Skate forward and stop every time the whistle blows, always stop facing the same direction.
4. When stopping, "snap" the hips quickly to one side.
5. Push down on the inside edges of both skates.
6. Stress knee bend, chest and head up, skates shoulder width apart.
7. Use the "L" start when starting every time.

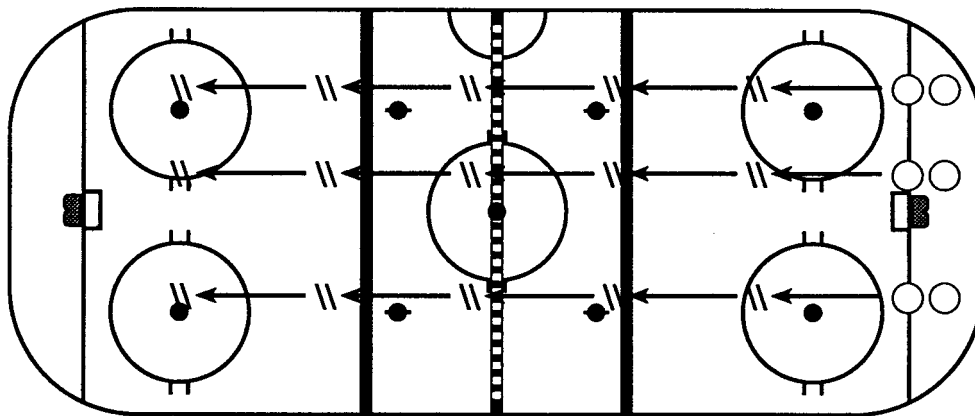
Backward Stop



Red Line Backward Stop

1. Form four lines at a blue line.
2. First skater in each line sprints to the red line skating backwards.
3. When the skaters stop at the red line, they sprint back forward to the blue line.
4. Can do this drill also blue line to blue line.

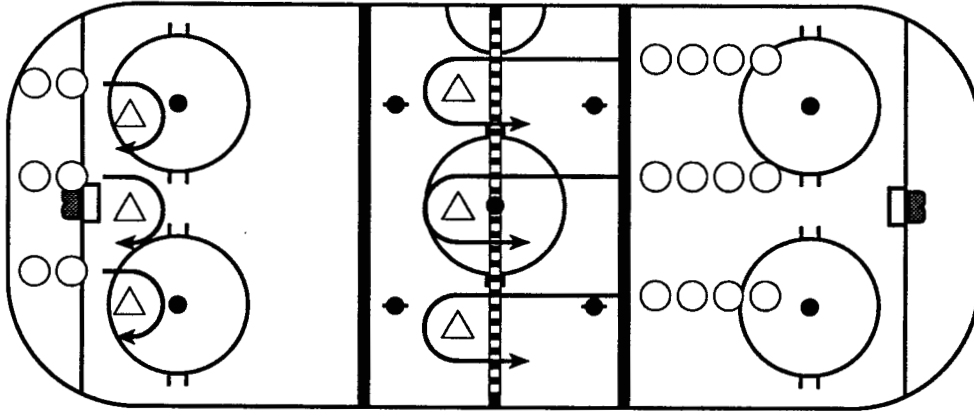
One Foot Stops and "L" Starts



Whistle Stops and Starts

1. Form three lines at one end of the rink.
2. Stop and start on the whistle.
3. Always stop facing the same direction.
4. Always stop on one skate, alternating skates with each stop.
5. Use the "L" start to begin skating again.

Edge Control



One Cone Edge Control

Inside Edge:

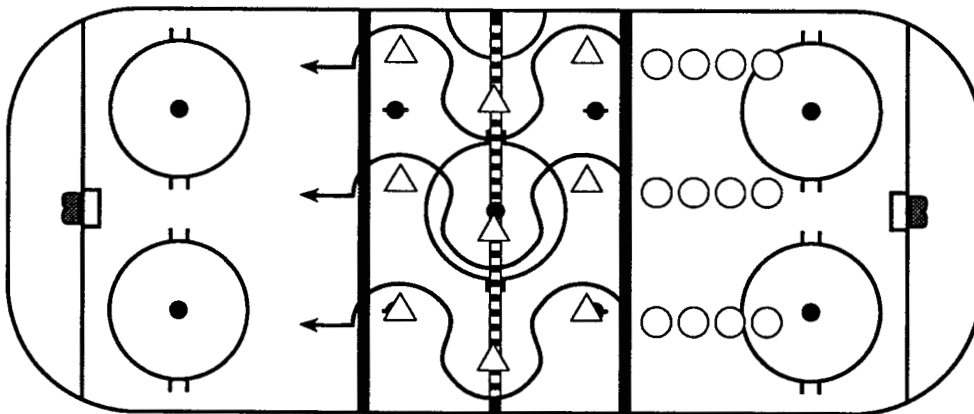
1. Players skate up to the cone, pick up the left skate and turn around the cone on the right inside edge.
2. Keep the right knee well bent, with two hands on the stick.

Outside Edge:

1. Players skate up to the cone, pick up the right skate and turn around the cone on the left outside edge.
2. Keep the left knee well bent, with two hands on the stick.

Can start the drill with the cone five feet from the players, then can move the cone gradually to thirty feet away.

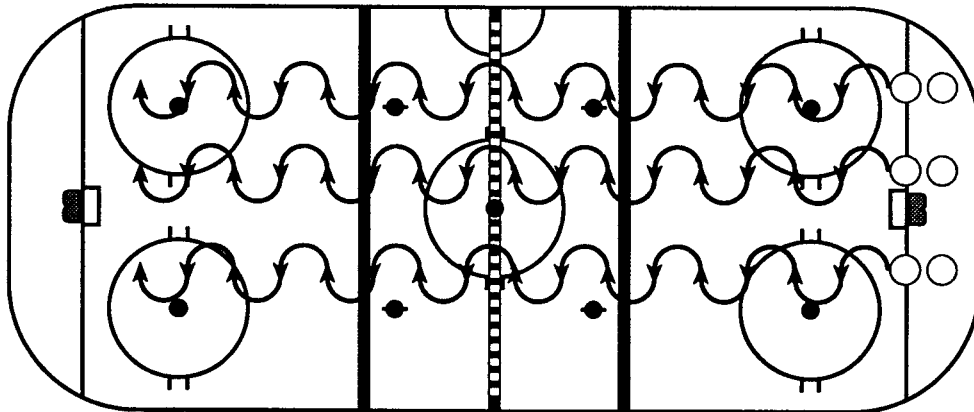
Edge Control



3 Cone Inside and Outside Edges

1. Form three lines.
2. Put three cones in a triangle about 15 feet apart.
3. Players skate up to the cone and alternate inside/outside edges of the right/left skates at the cones.
4. Stress-glide leg knee bent, two hands on the stick.

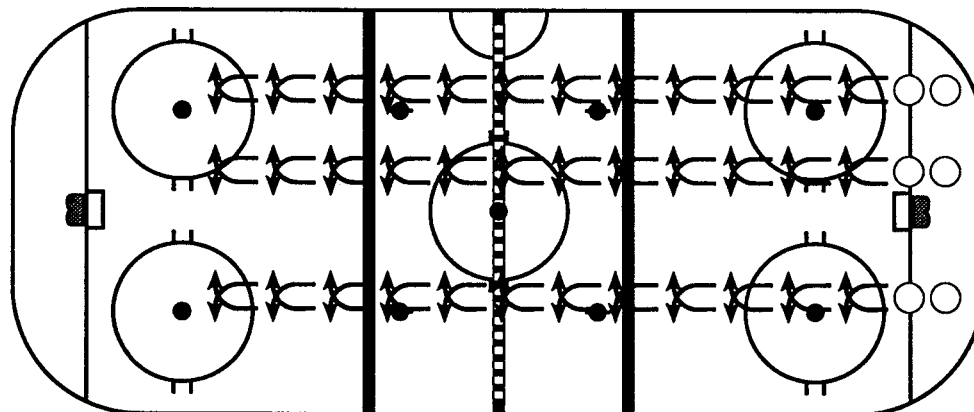
Edge Control



Big C-Inside Edges

1. Form three to five lines at one end of rink.
2. Start out by making a 1/2 circle with the inside edge of their right skate.
3. Then make a 1/2 circle with the inside edge of the left skate.
4. Continue down the ice alternating right and left inside edges.
5. Push the inside edges hard into the ice by having the knees well bent.

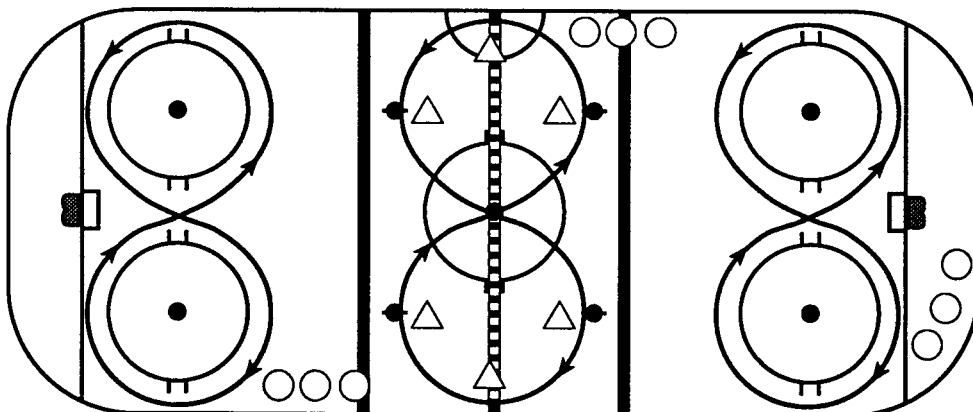
Edge Control



Exaggerated Forward Crossovers

1. Form three lines.
2. Do constant forward crossovers straight down the ice to the other end.
3. Over exaggerate the crossovers, with a rhythm.
4. Emphasize knees bent.
5. Stay down in the power stance position.

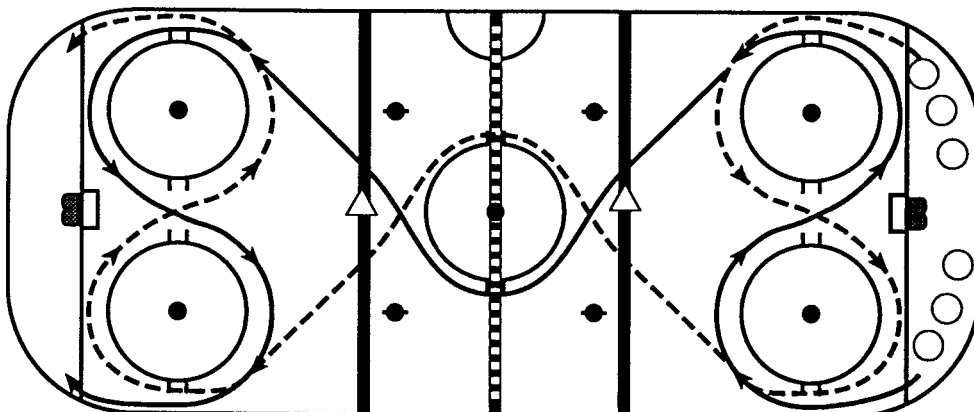
Forward Crossovers



3 Zones-Figure 8's

1. Have groups of players line up in each zone.
2. Allow 2-3 players at a time to go, doing figure 8 patterns.
3. Players must go full speed.
4. Keep shoulders level.

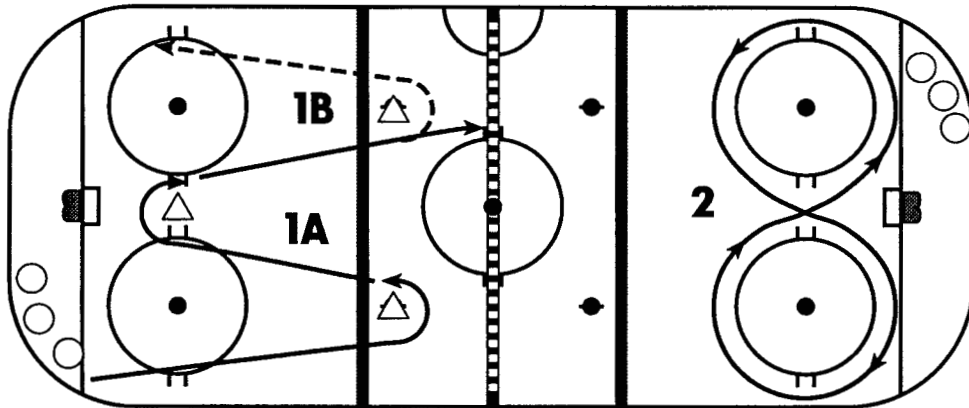
Forward Crossovers



Russian Circles

1. Form two lines, one in each corner on the same side of the rink.
2. At the whistle, the first player in each line go at the same time.
3. They skate their pattern at full speed always moving their feet.
4. The next players go when the player in front of him/her reach the blue line.
5. Remind all players to keep their head and chest up.

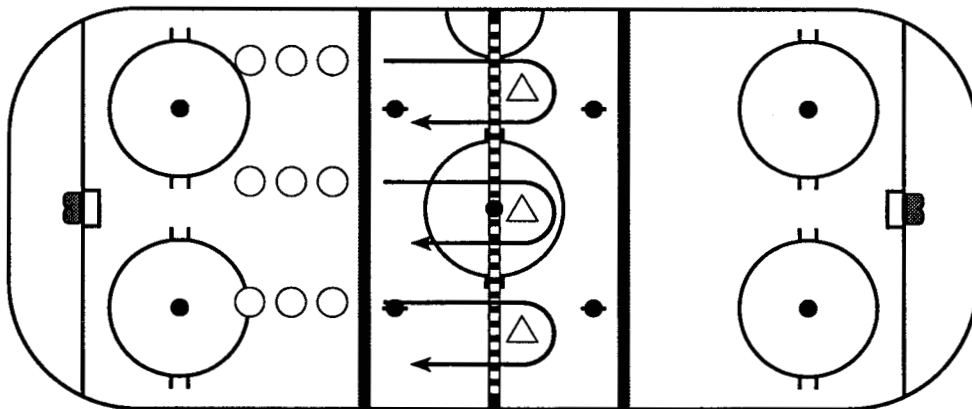
Forward Crossovers



2 Zone Agility Skating

1. Two drills running simultaneously.
2. Figure 8 at one end, 3 cone drill at the other.
3. 3 cone forward crossovers, weave in and out of the pattern as quickly as possible.
4. Figure 8, three players go at a time, skate a figure 8 around the circles for 20-30 seconds.

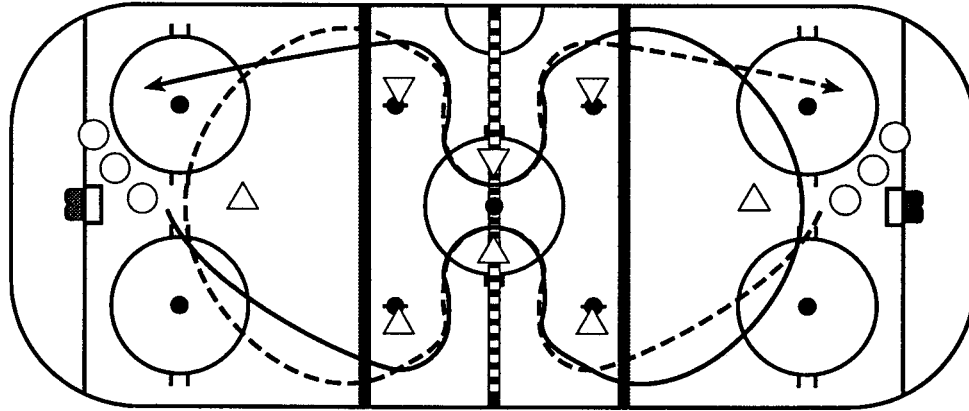
Hockey Turn



Hockey Turn-One Cone

1. Have players turn left first.
2. Place left skate near cone and bend leg.
3. Throw the right skate out to the side, full extension.
4. Keep upper body straight.
5. Tell player to stay down coming out of turn and accelerate.

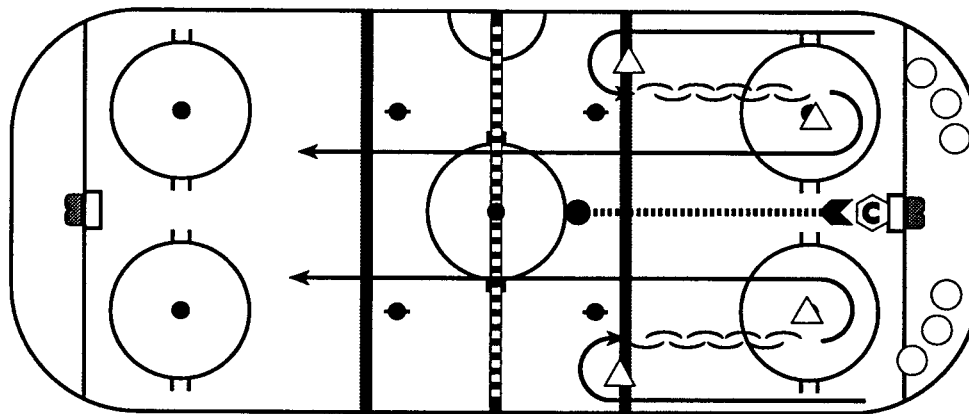
Aggressive Skating



Peanut Drill-Two Groups

1. Form one line, one at each goal line.
2. One group will go at a time.
3. Skate up to each cone using a crossover or a control turn.
4. Players try to go as fast as they can around the course pattern.

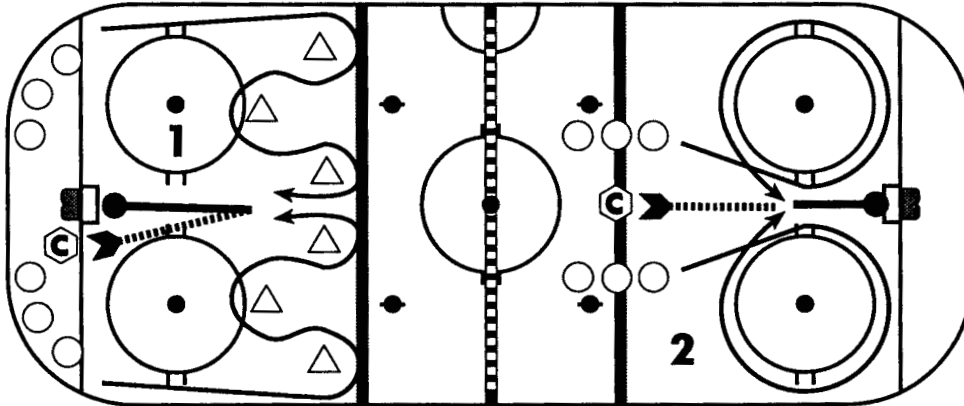
Agility



Forward/Backward Step Out Race

1. Form two lines, one in each corner, on the same side of the ice.
2. At the whistle, the first player in each line begins the drill.
3. Sprint forward around the first cone.
4. Backward to the face-off dot.
5. Step out and skate forward, and sprint down the other end of the ice.
6. A coach can add a puck to the race, passing a puck down the middle of the rink, players racing for it, to score at the other end.

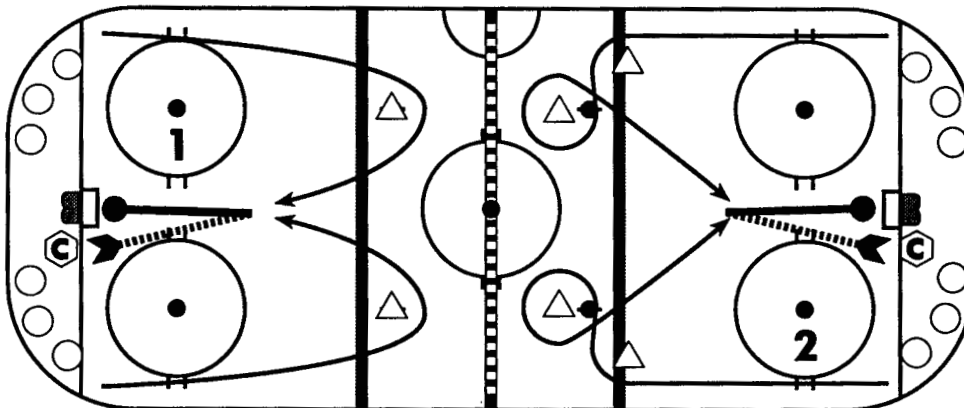
Competitive Agility



2 Zone Puck Chase

1. Two drills running simultaneously.
2. Circle Race and Shoot: Form two lines at the blue line, first player in each line, races around the face-off circle to gain control of the puck, first player to the puck tries to score.
3. 3 Cone Weave: Form two lines in each corner, first player in each line races in and out of the three cones to gain control of the loose puck, first player to the puck tries to score.

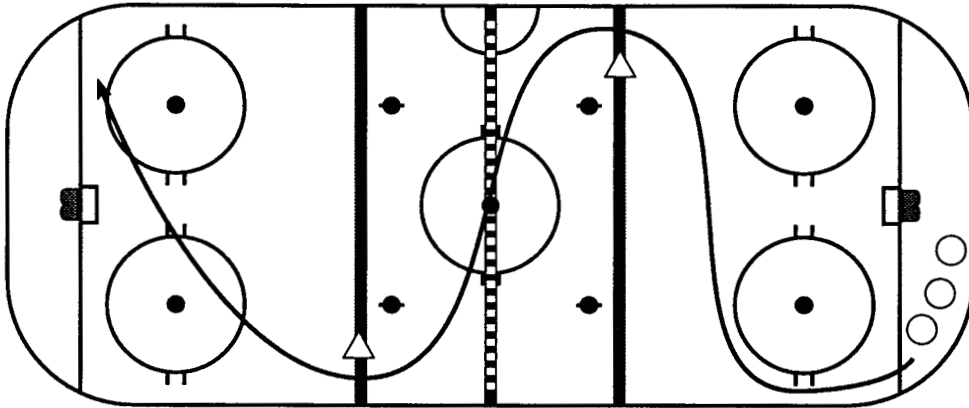
Competitive Agility



2 Zone Puck Pursuit

1. 2 puck pursuit drills at each end.
2. 1 cone turn in: two lines in each corner, first skater in each line races around their cone, drives to the net, takes control of a puck that the coach will place between the two face-off circles, player who gets control of the puck tries to score.
3. 2 cone turn in: two lines in each corner, first skater in each line races to their two cones and weaves in and out as quick as they can, both players drive to the net and try to control the puck the coach has passed between the two face-off circles, player who gets control of the puck tries to score.

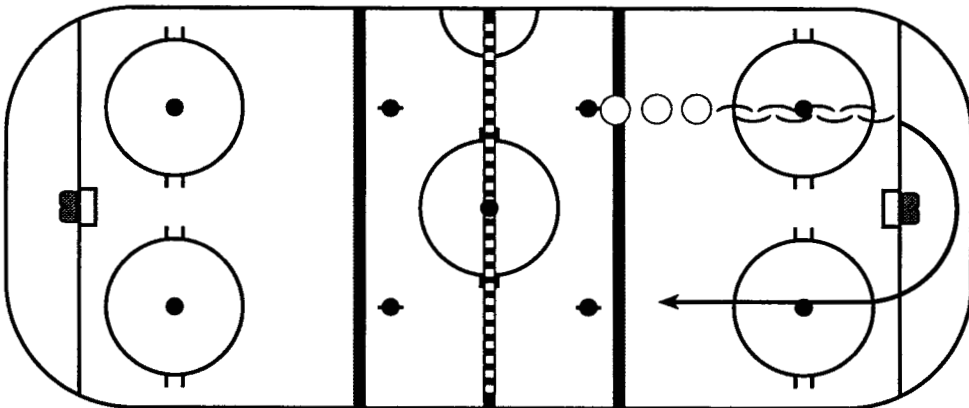
Sprint Interval Work



Sprinting the Lines

1. Form one line in one corner of the rink.
2. At the whistle, one player skates the pattern as fast as he/she can.
3. Players will end up in the opposite corner.
4. The next player leaves when the skater in front reaches the blue line.
5. Do not start the drill back until all players receive a one minute rest interval.

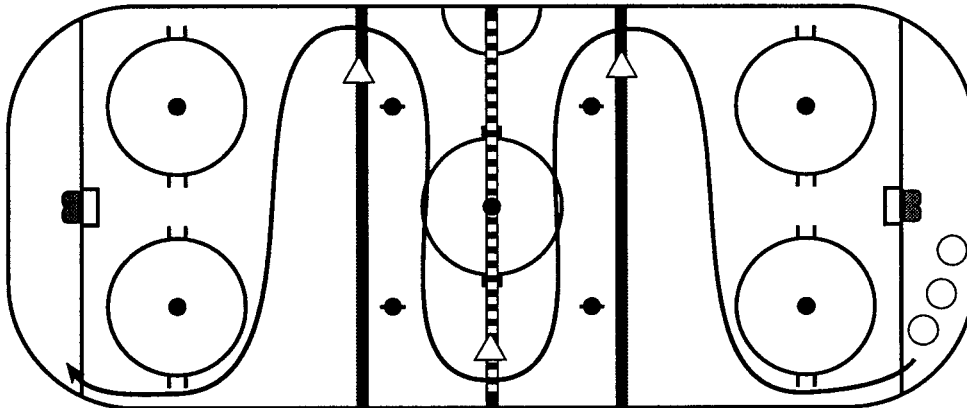
Sprint Interval Work



Step Out Sprint Interval

1. Form one line at the top of the face-off circle.
2. First player starts off backwards hard to the goal line.
3. Steps out and skates forward hard around the net sprinting to the near blue line.
4. Remind players to accelerate around the net.
5. The next player goes when the skater in front reaches the goal line.
6. Each player must have one minute rest interval before the next sprint.

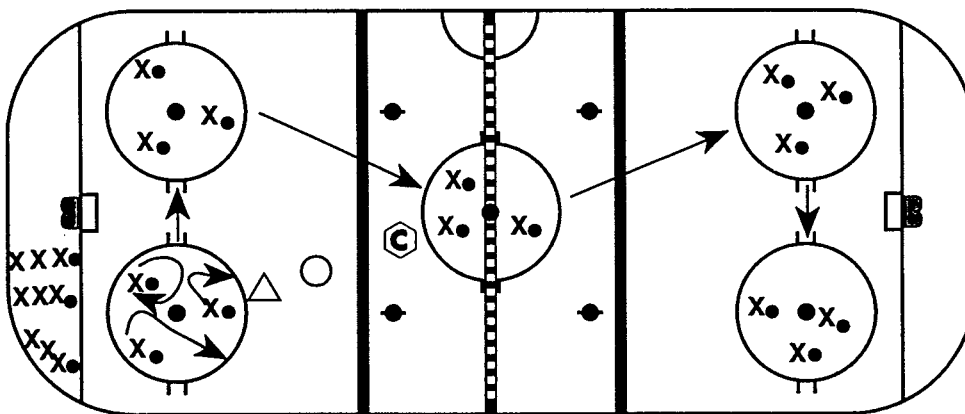
Agility Sprint Interval Work



The "M" Drill

1. All players line up in one corner.
2. At the whistle, the first player takes off and sprints through the course of three cones, and finishes at the opposite end.
3. The next skater goes when the player in front of him/her reaches the first cone.
4. Do not do the next set of the drill until a one minute rest interval has occurred.
5. Remind players to keep knees bent and feet moving.

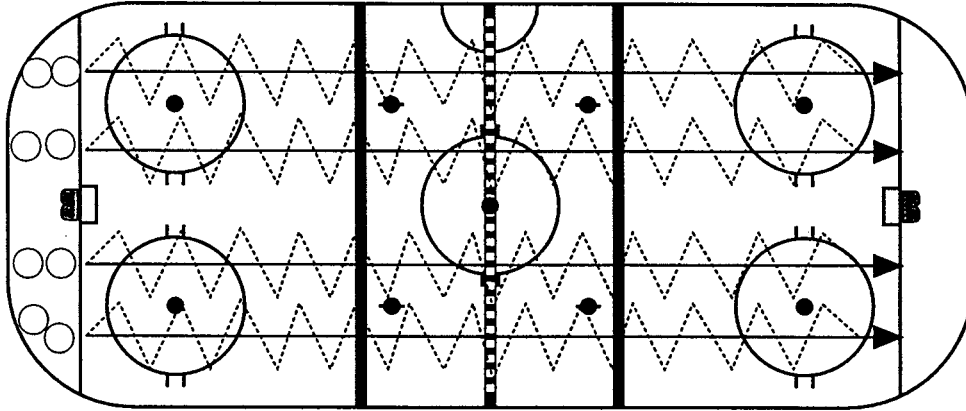
Puck Control



Jam the Circle

1. Put all player in three lines.
2. First player in each line goes to a designated circle.
3. One player with the puck stickhandles around the circle avoiding the other two players.
4. On the whistle, the first group of three players moves to the next circle and another group of three players moves into the first circle.
5. At each whistle, the groups advance to another circle.

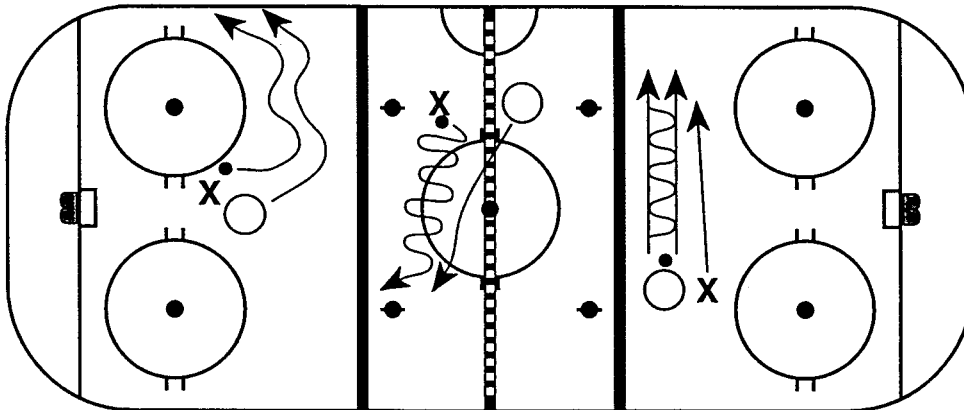
Puck Control



Pull Puck Wide

1. Players line up in four lines at one end of the rink.
2. On the whistle, the first player in each line skates down to the other end of the rink, "pulling" the puck as wide as possible on each stride.
3. Have the players do it at half speed.
4. Stress "wide pulls" and "quick hands."

Puck Control



Keep Away

1. Players pair up, and go to different areas on the ice.
2. One player protects the puck by doing control turns, while the partner tries to take the puck away.
3. After 20 seconds, the players reverse roles.

Puck Control

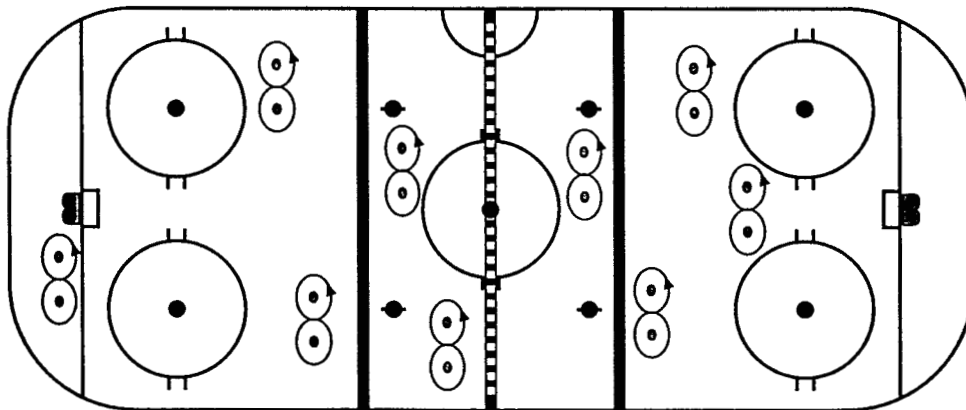
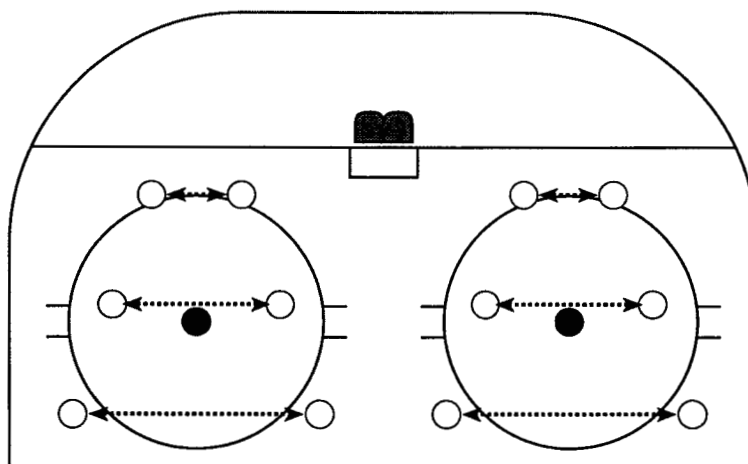


Figure 8 Control Turn Around Gloves

1. Put gloves on the ice, four feet apart.
2. Do control turns around gloves with puck.
3. Skate in a figure 8.
4. Keep puck under control.

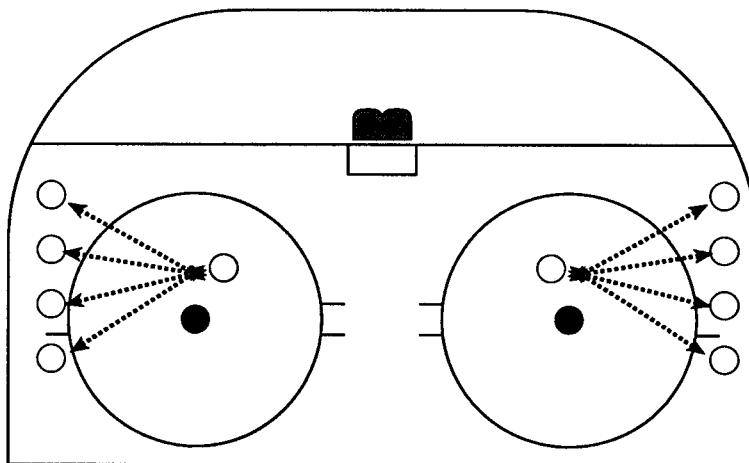
Passing and Receiving



Stationary Partner Passing

1. Have players pair up and stand 3 feet apart.
2. Players pass the puck back and forth, standing 3 feet apart, then 10 feet apart, then 20 feet apart.
3. Basic skill commands:
 - a. Passing - "Look - Slide - Guide - Point"
 - b. Reception - "Cup and Give"
4. Stress very slow technique at first.
5. Use forehand and backhand passes.

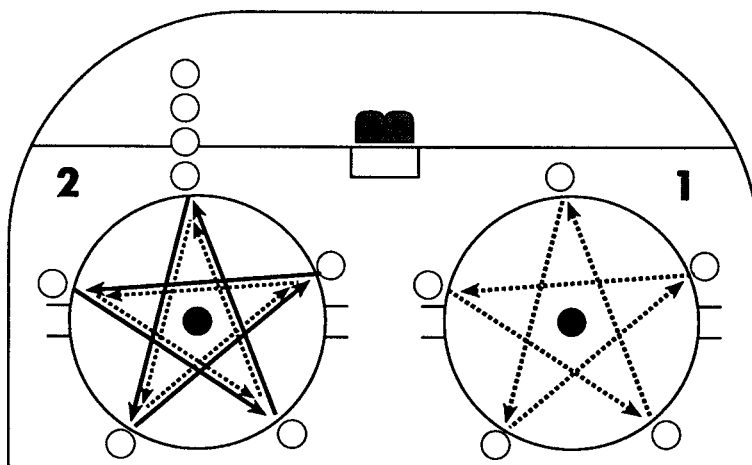
Passing and Receiving



“Pepper” Passing in Groups

1. Put players into groups of five with one puck.
2. Have one player move out and face the other four.
3. Pass to all players in the line twice, then the next player in line moves out and does the same thing.
4. Stress “sliding and gliding” the puck rather than slapping the puck.

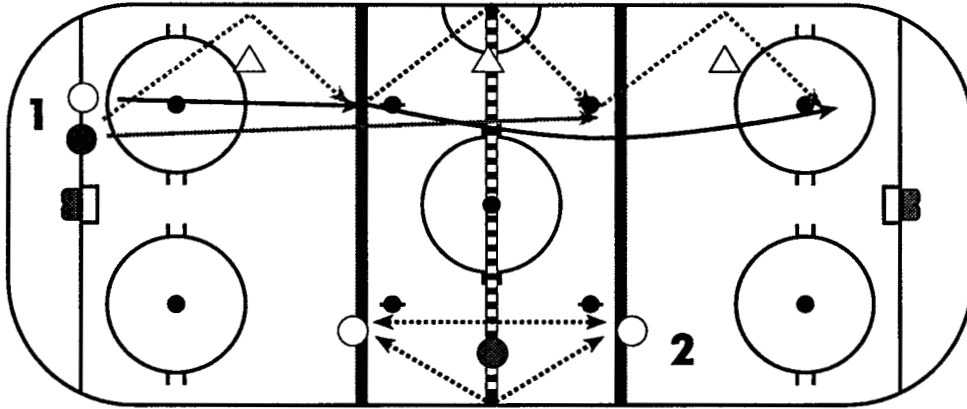
Passing and Receiving



Circle Passing Drills - Movement or Stationary

1. Place five players around the face-off circles.
2. Each player passes to the second player to their right. Pass hard and accurately.
3. You can add movement to the same drill.
4. After passing, the passer follows his/her pass to that position which they have passed to.

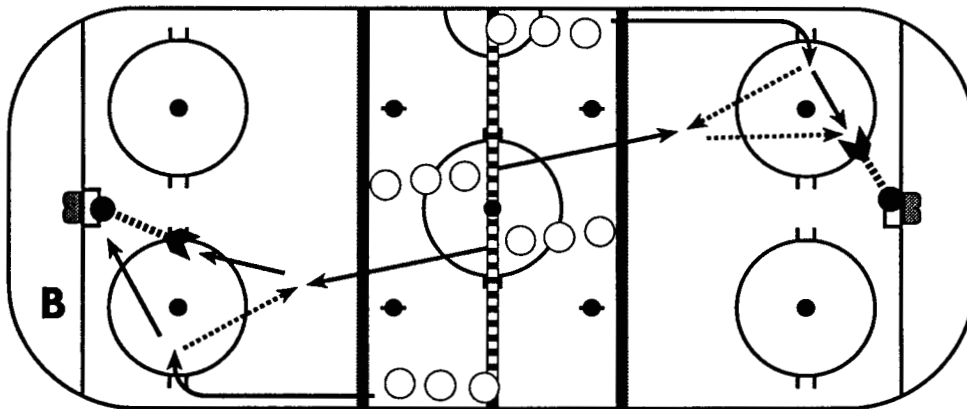
Passing and Receiving



2 Area Passing Drills

1. 3 Cone Bounce Pass Drill: Players line up at the goal line, skate down the ice, bouncing the puck off the boards to himself/herself at each cone, skater stays at the far end of the rink when they complete the course.
2. Keep Away: Three players between the blue lines, one skater starts in the middle, the other two keep the puck away from the skater, playing keep away.

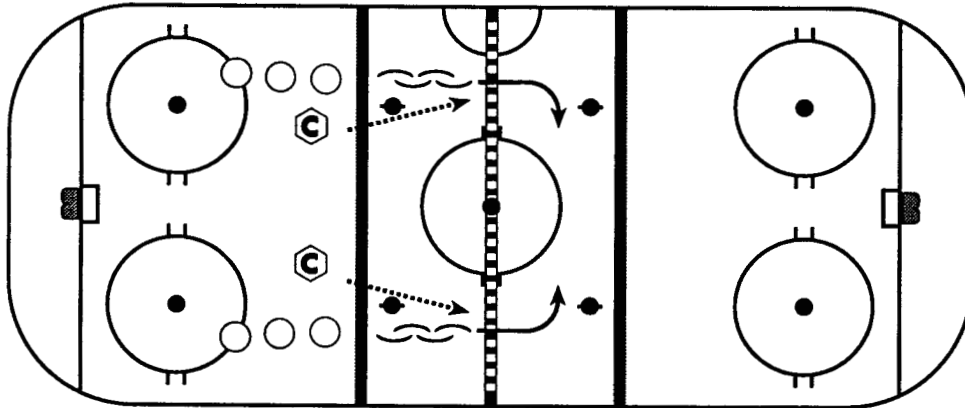
Passing and Receiving



2 on 0 Trailer - From Center Ice

1. Form four lines in center ice, two lines to go in different directions.
2. Player along the boards skates the puck deep into the zone, along the boards, below the hash marks.
3. The trailer stays high to support the puck carrier.
4. The puck carrier passes to the trailer, and continues to drive to the net.
5. The trailer receiving the puck has two options:
 - a. Shoot, or
 - b. Return pass to his/her partner, then move in for a rebound.

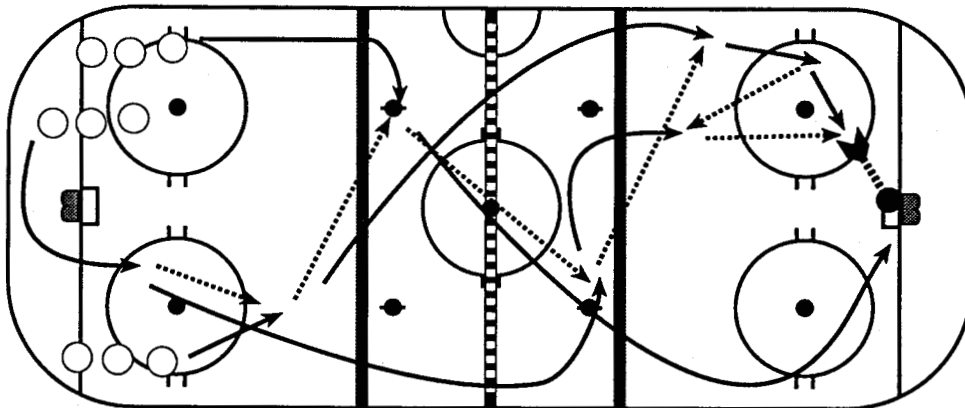
Passing and Receiving



Receive with Glove or Skate

1. Form two lines at the blue line.
2. First player in line skates backward to the center line.
3. Coach either passes the puck in the player's skates or up into his/her glove.
4. Player must control the pass, then make a return pass to the coach.

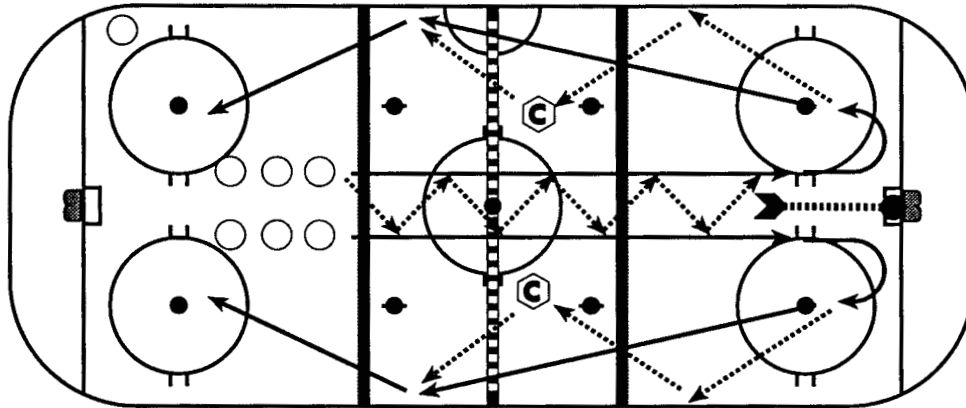
Passing and Receiving



3 on 0 Weave

1. Form three lines at one end of the rink, the middle line will start out with the puck.
2. The first three players in each line will go down the ice 3 on 0, the center starts the drill by skating with the puck behind the net, and passing to the right wing.
3. After the pass is made, the player passing the puck skates behind the player he/she passes to, and fills into their lane.
4. This pattern continues all the way down to the other end of the ice completing 3 to 4 passes.
5. Ending with a shot.

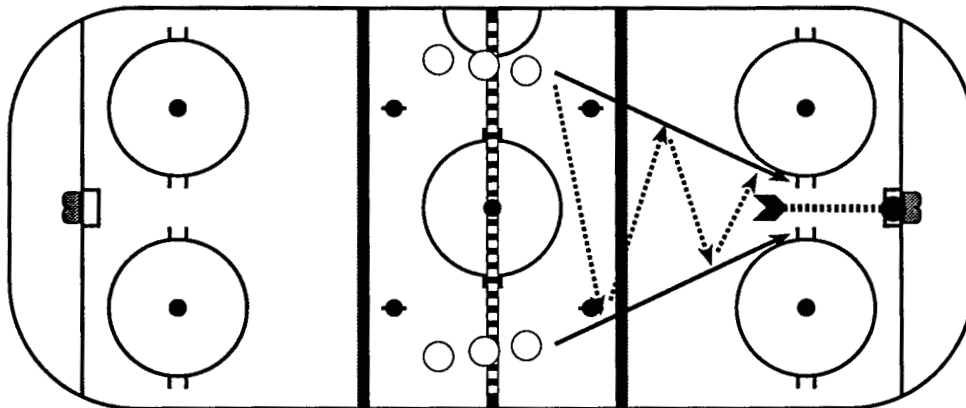
Passing and Receiving



2 on 0 Wide and Close

1. Form two lines at one blue line, 10 to 15 feet apart.
2. The first players in each line skate half speed down the middle of the ice passing the puck between them as quickly as possible.
3. When they get to the tops of the circle, they can shoot.
4. The players turn back up ice and receive a return pass from a coach along the boards. The players return to the end of the line to continue the drill.

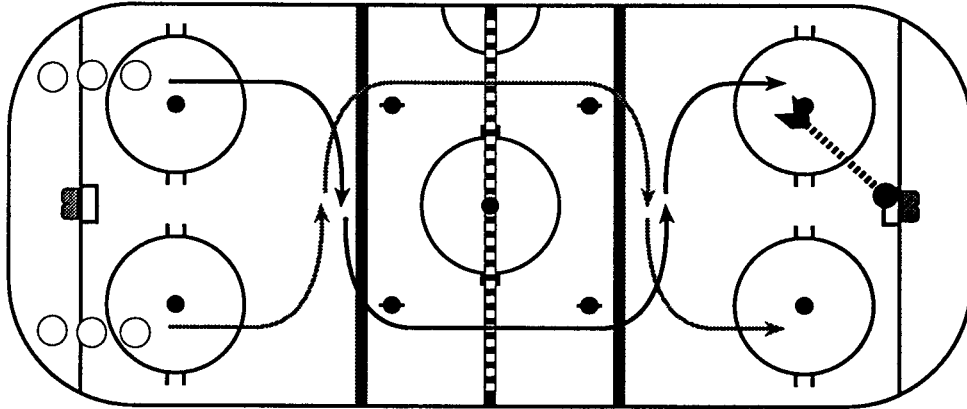
Passing and Receiving



2 on 0 Funnel

1. Form two lines on either side of the red line.
2. First players in each line skate on an angle toward the goal, passing the puck quickly between them.
3. Players can shoot when they reach the top of the circle.

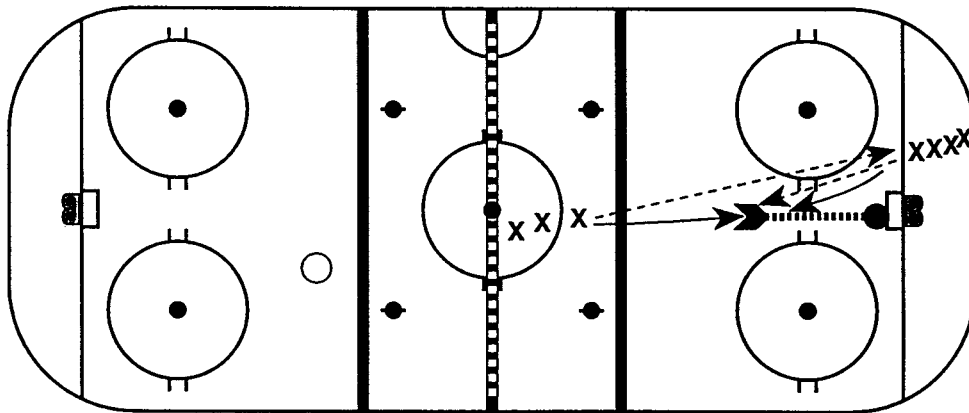
Passing and Receiving



2 on 0 Drop Pass

1. Form two lines in the corners of the rink,.
2. Pucks being in the left line.
3. The player with the puck starts the crossing pattern, and his/her partner crosses behind the puck carrier.
4. Puck carrier drop passes to the receiver.
5. They continue down the ice executing the drill, making two passes before entering the zone. Shot is then taken, other player moves in for the rebound.

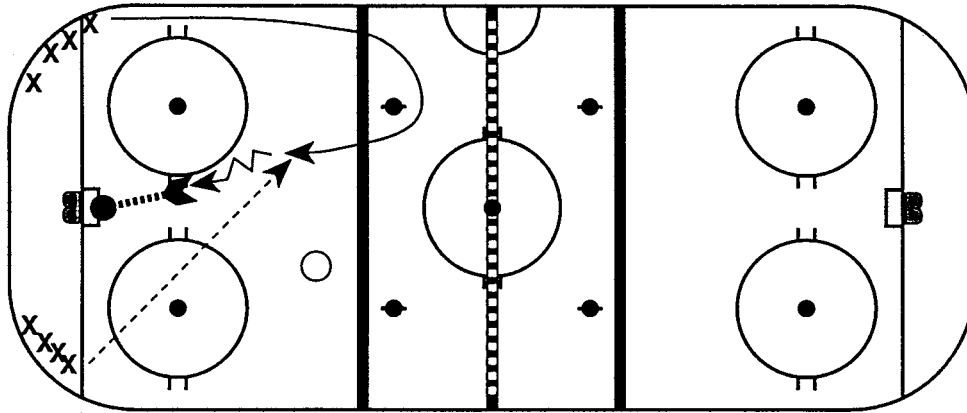
Shooting



Give and Go

1. One line at the blue line, the other behind the goal line, pucks at the blue line.
2. First player at the blue line passes the puck to the first player at the goal line then skates toward the net.
3. The player skating toward the net gets a return pass from the player behind the goal line and takes a shot on net.

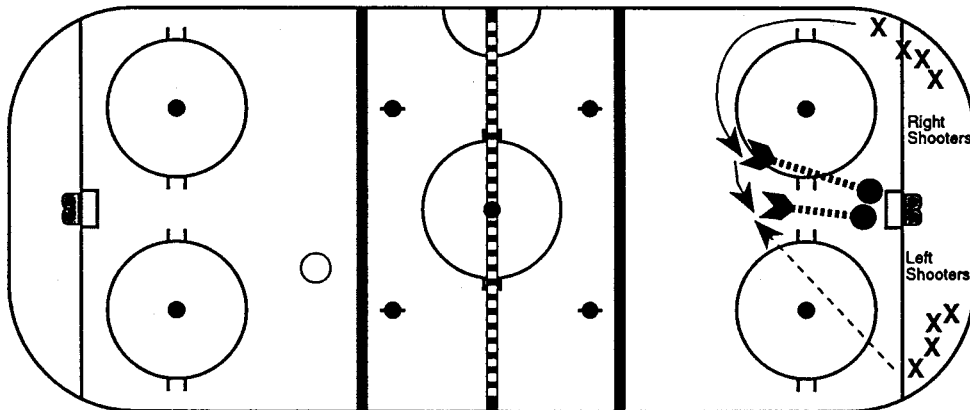
Shooting



“Flyer” Pass-Receive-Shoot

1. Players line up in both corners on the same end of the rink, pucks on both sides.
2. First player in one line, skates around the top of the near circle, receives a pass from the first player in the other line, then takes a shot.
3. Alternate the drill from the other side after the shot has been taken.

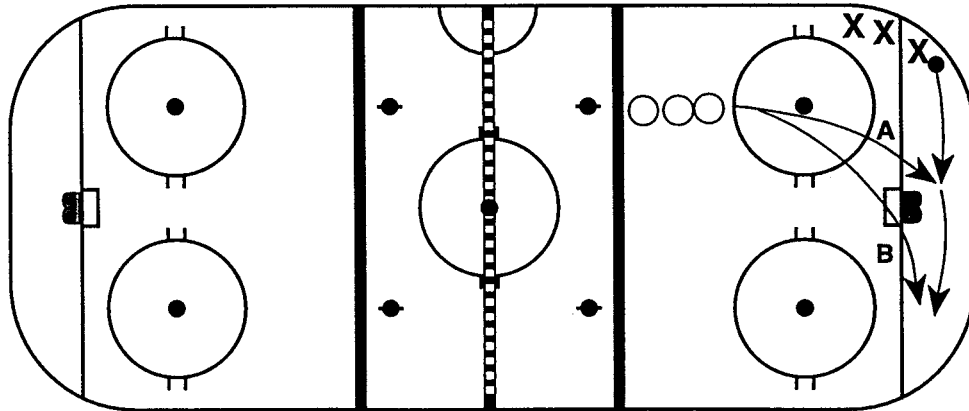
Shooting



Top of the Circle Shooting

1. Have players in two corners of the rink on the same side, pucks in both lines.
2. On the whistle, the first player in one line skates around the top of the near circle with a puck and takes a shot on net.
3. The first person in the other line passes a puck to the player who just took a shot. The first shooter then takes another shot on net, then moves to the end of the opposite line.
4. After the player passes the puck, he/she then skates around the top of the near circle, receives a pass and takes a shot. The drill then continues, alternating sides.

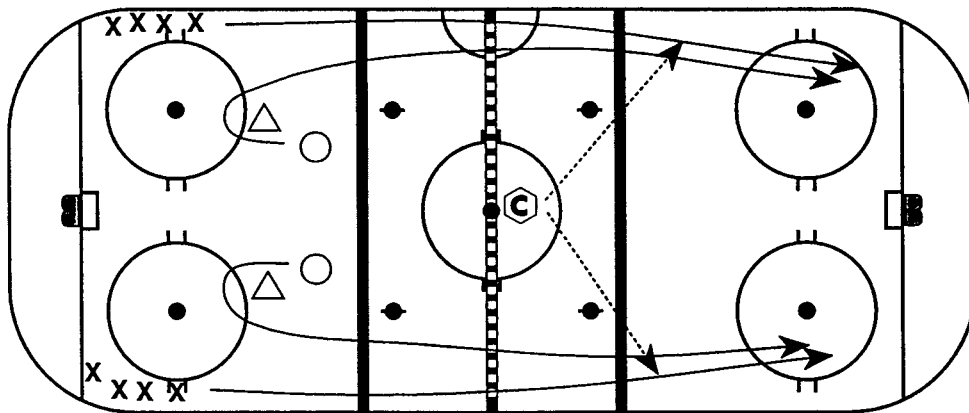
Body Play



Angling on Strong Side

1. Forecheckers start at the top of the circles, puck carriers are in the corner.
2. On the whistle, the puck carrier skates hard behind the net and out the weak side.
3. Forechecker tries to play the puck carrier before he/she goes behind the net (A). Or cuts him/her off on the other side of the net (B).

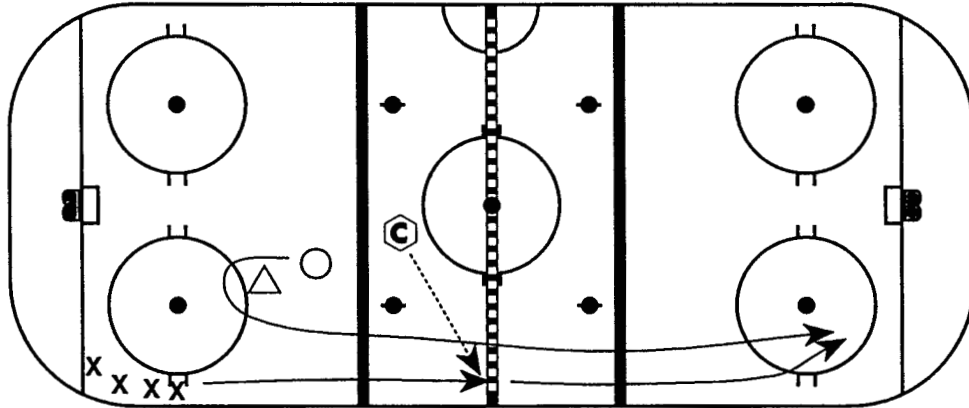
Body Play



Backchecking Zone

1. Potential puck carriers line up on both sides of the rink starting at the hash marks.
2. Backcheckers line up at the blue line facing the cones.
3. On the whistle:
 - a. Potential puck carriers skate down the boards waiting to receive a pass from the coach.
 - b. Backcheckers cut around the cone and pick up their check.
4. Backcheckers must keep their check to the outside and block passing lanes.

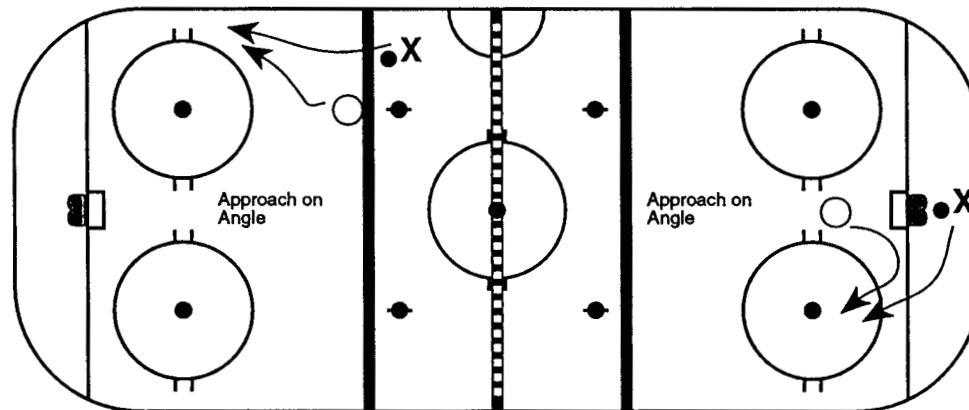
Body Play



Backchecking Opponent Away From Puck (1 on 1)

1. Line up puck carriers along the boards starting at the hash marks.
2. The backcheckers will be at the blue line behind the cone.
3. On the whistle, the puck carrier skates forward to receive a pass from the coach.
4. The backchecker cuts around the cone, picks up his/her check and tries to block a passing lane while keeping his man to the outside.

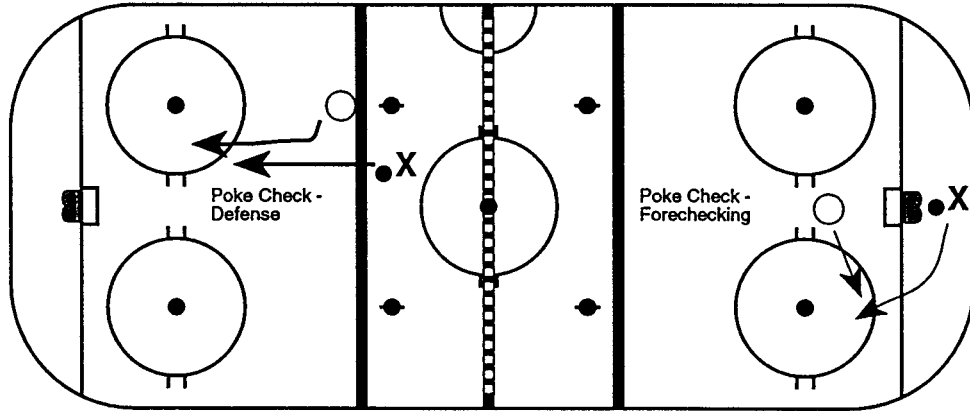
Checking



Lift the Stick Check

1. Divide your team up into two stations.
2. The checker should approach the puck carrier from an angle and must get his/her stick under the opponent's stick and then lift.
3. The checker must make sure he/she has control of their body and control body position of their opponent before the stick is lifted.
4. Make sure the checker keeps skating during the execution of the skill.

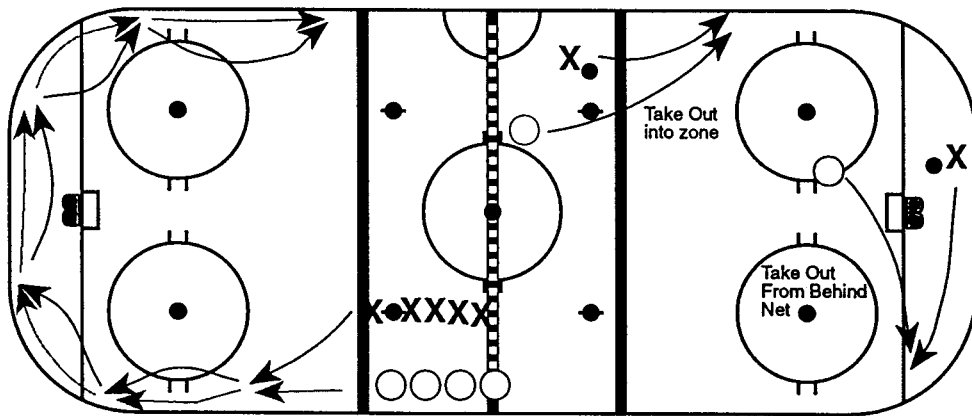
Checking



Poke Checking

1. Divide the group up into two poke checking drills at either side of the rink with puck carrier and poke checkers.
2. The puck carrier should carry the puck in a confined area, allowing the poke checker to practice the skill.
3. Key elements to remember: stick arm is held close to the body, quickly extend the arm and stick toward the puck without lunging, defender must maintain good body position in front of the puck carrier.

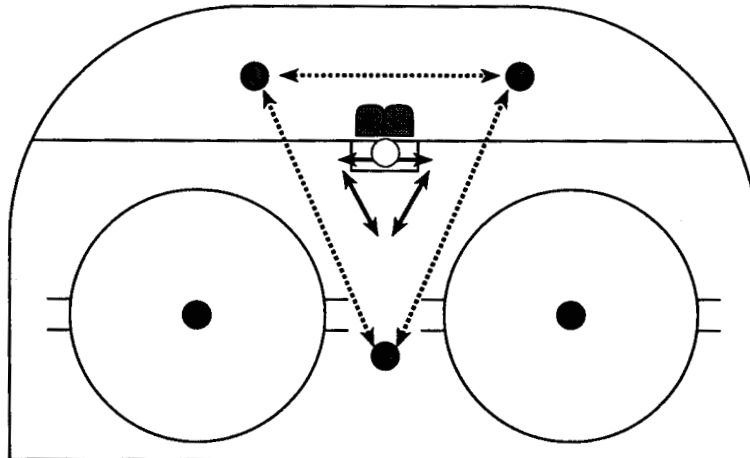
Checking



Take Outs

1. Divide the team up into three checking stations. Players will be rotated from station to station on the coach's signal.
2. Checker should move at the puck carrier at an angle.
3. Checker should accelerate to stay slightly in front of the puck carrier.
4. Checker must maintain control of their body and stick at all times.

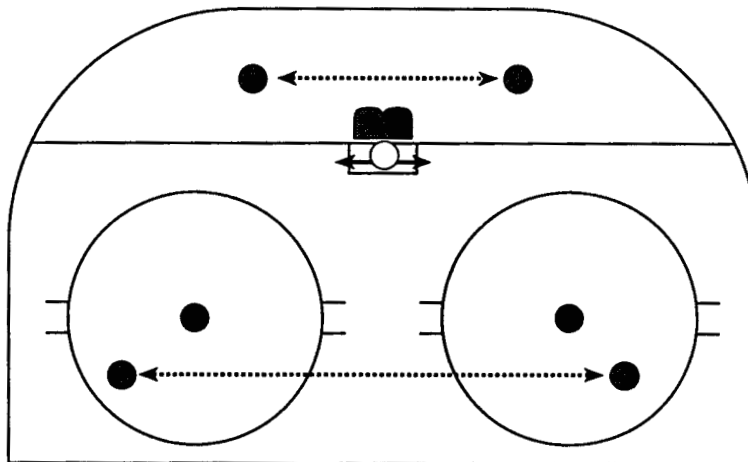
Goalkeeping



Triangle Drill

1. Two players are at the sides of the net behind the goal line.
2. One player is in front.
3. Puck is being passed and the goalkeeper changes position accordingly.
4. The player in front can shoot occasionally.

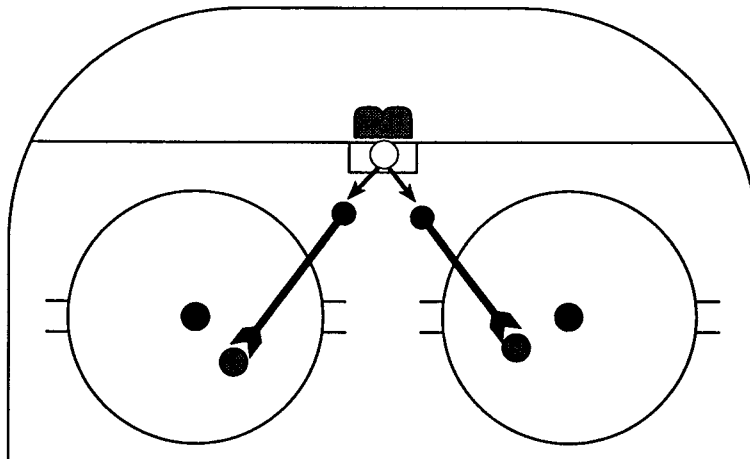
Goalkeeping



Stance and Movement

1. Two players pass the puck to one another in front of the net while the goalkeeper moves laterally along with the puck.
2. Passing is also done behind the net with another group of players. They pass straight or off the boards while the goalkeeper moves between the posts.
3. One group of players pass at a time.

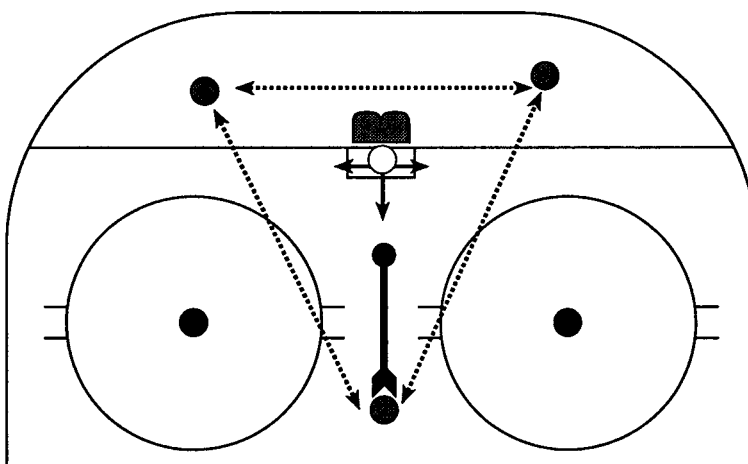
Goalkeeping



“V” Drill with Shooters

1. Two shooters placed off each post, face-off dot high with six pucks each.
2. One shooter shoots at a time.
3. Shooters should make sure goalkeeper is set to react to the shot.
4. Goalkeeper concentrates on one shooter at a time and should be fundamentally correct in his/her moving.

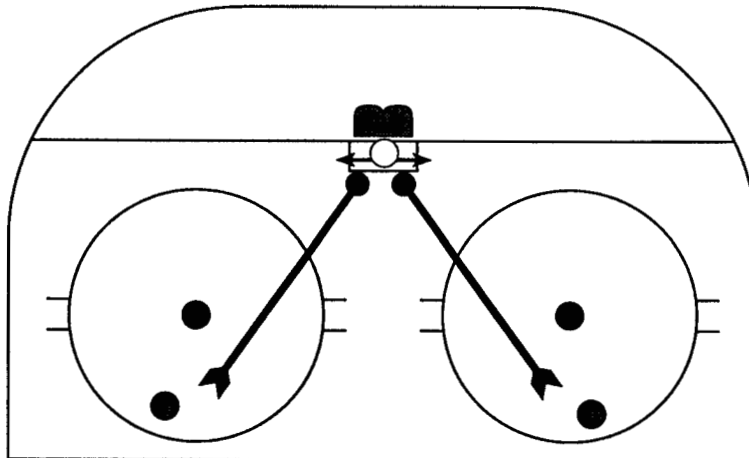
Goalkeeping



Slot Shot

1. Two players on the side of the net behind the goal line.
2. One player in the high slot.
3. The three players pass the puck around, and the goalkeeper moves with the puck.
4. The slot players occasionally can take a shot on the net.

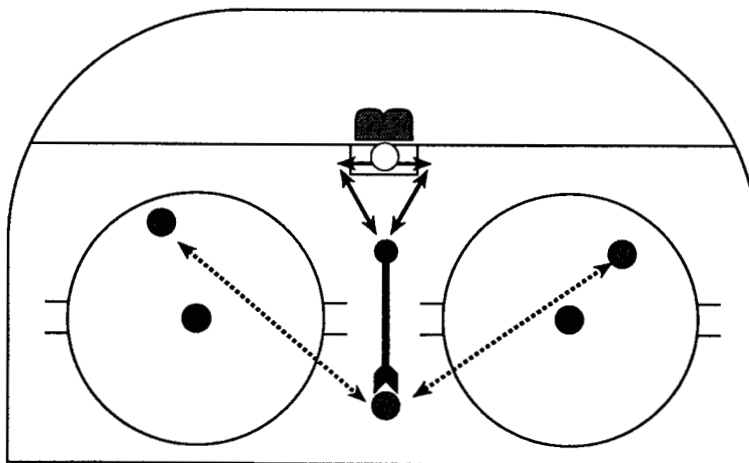
Goalkeeping



Special Spot Drill

1. Six pucks are placed in a line, halfway between the face-off dot and the inner edge of the circle on both sides of the net.
2. One shooter is placed in each circle.
3. The shooter to the goalie's right shoots first, as soon as he/she shoots, the shooter on the left shoots, etc. One shot at a time per side.
4. The goalie should be given time to make the first save before the second shot is made.

Goalkeeping



Semi Circle

1. Two players are placed at either side of the net at the bottom of the face-off circles.
2. One player is high in the slot.
3. Players pass the puck around with the slot player taking the occasional shot.

Chapter 8

Game Day Preparation: Locker Room and Bench Management

OBJECTIVES

- Provide coaches with an idea of what it takes to prepare
- Provide coaches with game statistical sheets
- Provide an outline of game day responsibilities

INTRODUCTION

The second most important preparation task of a coach is game preparation. Your preparation or lack of it can set up for a win or loss. This part of coaching is your “bread and butter,” so no stones should be left unturned. A coach should prepare his team for what will be expected during a game, so there are no surprises for the players and coaches. Proper preparation will enable the coaches and players to focus on the task at hand.

Preparation will vary with a coach depending upon:

- age group he/she is coaching
- level of play he/she is coaching (pro, college, jr., high school, etc.)
- resources available
- man power
- is the job full time; part time; amateur; paid; volunteer
- time available to prepare

Having your team and individual players well prepared will:

- give your players confidence
- send a message to your team that you, as a coach, are well prepared

STATISTICS PLAY AN IMPORTANT ROLE IN PREPARATION

The use of statistics is very helpful for you in your game preparation:

- shows the tendencies of your opponent
- reaffirms your thoughts on your opponent’s strengths and weaknesses (team and individuals)
- gives necessary feedback to coaches
- gives necessary feedback to players
- gives valuable information to coaches during the game
 - to modify strategy
 - shift time of players
 - line matching /combinations
 - scoring chances
 - specialty teams

Also, remember to keep statistics in perspective when talking to your players about their own statistics.

Facts to Consider

- Ice time logged
- Their experience
- Their role on the team

GAME DAY PREPARATION

Considerations

1. Home game or away game
2. Two game series; with the same team
3. Two game series; with two different teams
4. Single game
5. Number of games in number of nights
6. Distance traveled/mode of transportation
7. Day of the week
8. Time in the season
9. Type of game: exhibition, conference, play-off
10. Size of rink/type of building

Information Needed to Gather

1. Opponent's scouting report: team breakdown, key players' tendencies
2. Opponent's tendency tape
3. Statistics on opponent
4. Opponent's last game information
5. Line up/specialty teams
6. Opponent's tendencies when they pull their goaltender
7. How do they change lines: fly, after goal, after penalty, after power play, etc.
8. Tendencies during the first and last two minutes of a period

Game Plan

1. Style
2. How team will start the game
3. Line rotations: match, units, short bench, 3/2, etc.
4. Tempo
5. Putting right players on the ice, at the right time, in the right situation

6. Bench game plan
 - who's up
 - who's next
 - who's up after power play
 - who's up after penalty kill
 - who's on the checking line
7. What to do when
 - they pull their goalie
 - who goes out when we pull our goalie
 - when do we pull our goalie
 - last 5 minutes: down by 1 goal; 2 goals
 - last 5 minutes: up by 1 goal; 2 goals

Game Day Outline

Time

Agenda

coaches preparation meeting
team breakfast
pre-game skate
individual meetings
coaches detail meeting
pre-game meal
team meeting
depart for arena
team stretch
pre-game warm up
game time
post game meal
depart for home/motel

Examples of Information and Stat Sheets

The following pages are some forms for coaches and players to use to assist them in their preparation for competition.

USA HOCKEY SCOUTING REPORT

DATE / /

GAME

ENTER OPPONENT NAME			STRENGTHS
LW	C	RW	<div style="background-color: black; color: white; text-align: center; padding: 5px; margin-bottom: 5px;">WEAKNESSES</div> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-bottom: 5px;">TENDENCIES</div> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-bottom: 5px;">GOALTENDING</div>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
LD	RD	13 th FWD	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
		GOAL	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	
NOTES:			

OFFENSIVE ZONE & FORECHECK	DEFENSIVE ZONE & BREAKOUT

NEUTRAL ZONE OFFENSE & DEFENSE	

HOCKEY TRAVEL ITINERARY SAMPLE
Colorado Springs, Colorado
February 14-16, 2008

Hotel: _____

Thursday, February 14

3:00 p.m.	Practice at Ice Arena
4:00 p.m.	Load bus at Practice Arena
4:15 p.m.	Depart for Colorado Springs
10:15 p.m.	Arrive in Colorado Springs
10:30 p.m.	Team Stretch and hotel check-in

Friday, February 15

8:30 a.m.	Wake-Up call
9:00 a.m.	Team Breakfast
9:30 a.m.	Depart for Ice Arena
10:15 a.m.	Practice (meeting to follow)
2:30 p.m.	Pre-Game Meal
5:30 p.m.	Depart for Ice Arena
7:30 p.m.	Game
10:00 p.m.	Post-Game meal
12:00 p.m.	Lights Out

Saturday, February 16

9:00 a.m.	Wake-Up call
9:30 a.m.	Team Breakfast
2:00 p.m.	Team Meeting
2:30 p.m.	Pre-Game Meal
4:30 p.m.	Check-Out of Hotel - Depart for Game
7:30 p.m.	Game
10:30 p.m.	Depart for Home
2:00 a.m.	Arrive Practice Ice Arena at Home

MENTAL PREPARATION FOR TOURNAMENT

Mental Attitude for Week

- Project a strong air of confidence
- A week of intensity and total focus
- Determined to get better
- Focus on performance

Action

1. “Can” and “Will” must become a part of our vocabulary
2. High-energy enthusiasm at the rink and on the ice at practice
3. Review practice objective
 - 70% completed pass
 - 60% shots on goal
 - no unforced give-aways in scrimmage

Game Objectives

1. More grade A attempts than opposition
2. Win 60% of all face-offs
3. Greater power-play % and penalty killing % than opposition
4. Less than 40 second average shift time
5. Zero direct retaliation penalties
6. Did not go off-sides more than 1 time in even or superior offensive situations
7. No face-off goals against
8. Finish plus or even in first and last minutes of each period
9. No majors, misconducts or unsportsmanlike penalties
10. Played the body and finished checks effectively

Percentage of objectives met:

GAME LINEUPS

Home Team	Visiting Team
Forwards (Player's name and number)	Forwards (Player's name and number)
() <u> </u> LW () <u> </u> C () <u> </u> RW	() <u> </u> LW () <u> </u> C () <u> </u> RW
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
() <u> </u> LW () <u> </u> C () <u> </u> RW	() <u> </u> LW () <u> </u> C () <u> </u> RW
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
() <u> </u> LW () <u> </u> C () <u> </u> RW	() <u> </u> LW () <u> </u> C () <u> </u> RW
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
Defenseemen (Player's name and number)	Defenseemen (Player's name and number)
() <u> </u> LD () <u> </u> RD	() <u> </u> LD () <u> </u> RD
<u> </u> <u> </u>	<u> </u> <u> </u>
() <u> </u> LD () <u> </u> RD	() <u> </u> LD () <u> </u> RD
<u> </u> <u> </u>	<u> </u> <u> </u>
() <u> </u> LD () <u> </u> RD	() <u> </u> LD () <u> </u> RD
<u> </u> <u> </u>	<u> </u> <u> </u>
Extras (Player's name and number)	
() ()	() ()
<u> </u> <u> </u>	<u> </u> <u> </u>
Opposition Power Play (Player's name and number)	
() <u> </u> LW () <u> </u> C () <u> </u> RW () <u> </u> LD () <u> </u> RD	
<u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	
Home Power Play (Player's name and number)	
() <u> </u> LW () <u> </u> C () <u> </u> RW () <u> </u> LD () <u> </u> RD	
<u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	
Opposition Penalty Killing (Player's name and number)	
() <u> </u> C () <u> </u> W () <u> </u> LD () <u> </u> RD	
<u> </u> <u> </u> <u> </u> <u> </u>	
Home Penalty Killing (Player's name and number)	
() <u> </u> C () <u> </u> W () <u> </u> LD () <u> </u> RD	
<u> </u> <u> </u> <u> </u> <u> </u>	
Home injured players _____	
Visitors injured players _____	

CONTROLLED FACE-OFFS

Players' Names		First Period				
		Def.	Neut.	Off.	Total	Remarks
1.	Won					
	Lost					
2.	Won					
	Lost					
3.	Won					
	Lost					
4.	Won					
	Lost					
Team Total	Won					
	Lost					

Players' Names		Second Period				
		Def.	Neut.	Off.	Total	Remarks
1.	Won					
	Lost					
2.	Won					
	Lost					
3.	Won					
	Lost					
4.	Won					
	Lost					
Team Total	Won					
	Lost					

Players' Names		Third Period				
		Def.	Neut.	Off.	Total	Remarks
1.	Won					
	Lost					
2.	Won					
	Lost					
3.	Won					
	Lost					
4.	Won					
	Lost					
Team Total	Won					
	Lost					

GIVEAWAYS — OUR END

Date _____ vs. _____ at _____							
No.	Players	Bad Pass	Bad Clearing	Stick Handling	Out-Fought	Missed Pass	TOTALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
	TOTALS						

INSTRUCTIONS FOR SHOOTING CHART

1. Name of each player in left hand column.
2. Every shot by each player during drills and scrimmages is marked in appropriate column.
3. At end of practice, total shots for each player is placed next to his name in the left hand column.
4. Shooting % is the total number of shots on net divided by the total number of shots attempted. Example:

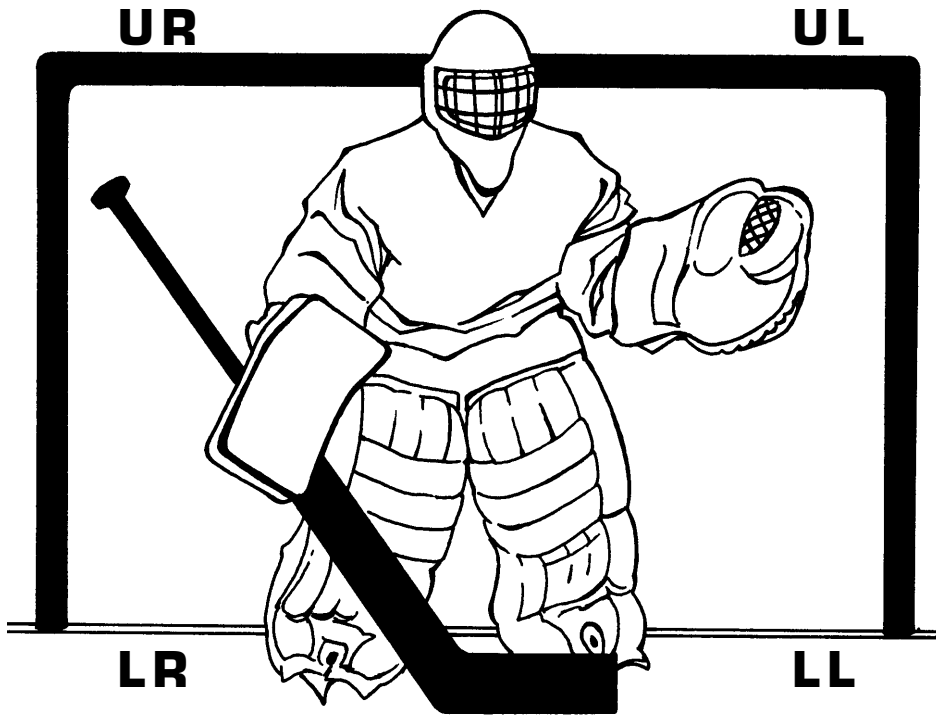
Misses	4
Blocked	1
Saved	8
Goals	2
<hr/>	
Total Shots	15

$$\begin{aligned}\text{Shooting \%} &= (\text{goals} + \text{saved}) \div \text{total shots} \\ &= (2 + 8) \div 15 \\ &= 10 \div 15 \\ &= .6667 \\ &= 67\%\end{aligned}$$

5. Scoring % is the total number of goals divided by the total number of shots attempted. Example:

$$\begin{aligned}\text{Scoring \%} &= \text{goals} \div \text{total shots} \\ &= 2 \div 15 \\ &= .1333 \\ &= 13\%\end{aligned}$$

PRACTICE GOALTENDER CHART



Date _____

Goaltender _____

Lower Left _____

Lower Right _____

Upper Left _____

Upper Right _____

Drill GPSG

Shots:

Scrimmage GPSG

Total for Day

Shots:

Comments:

-
- an X is placed wherever a goal is scored during drills; an ⊗ when a goal is scored during scrimmages.
 - to determine goals per shot on goal (GPSG):
 $\text{shots} \div \text{goals} = 35 \div 4 = 8.75$ which is 1 goal for every 8.75 shots

LOCKER ROOM MANAGEMENT

When to Report to the Rink

1. Staff
2. Players
3. Trainer/equipment manager

Responsibilities and Assigned Areas at Rink

1. Head coach
2. Assistant coaches
3. Equipment manager
4. Trainer
5. Players playing tonight
6. Players not playing tonight
7. Locker room cubicle assignments for players
8. Trainer location
9. Equipment/skate sharpener

Locker Room Policy

1. Who is allowed in locker room before, during, and after the game
2. Talking/no talking
3. Trainer roles
4. Individual players reinforcement
5. Team discussion
6. Assistants make individual adjustments
7. Head coach makes team adjustments
8. Need quiet time
9. If the team needs a stern talking to:
 - speak to the team in a direct tone of voice
 - leave the team alone
 - go back in the locker room and be positive

End of Game

1. Cool down
2. Be positive
3. Looking ahead to next challenge
4. Support personnel role

BENCH MANAGEMENT

A. Consideration:

1. Arena Layout

- a. size of rink
- b. size of zones
- c. location of benches
- d. location of penalty box
- e. arena entrances/exits
- f. location of scoreboard
- g. location of press box/video location/electrical outlets
- h. type of lighting in arena
- i. normal temperature of rink

2. Utilization of Assistant Coaches

- a. bench/press box; one in each area for the whole game
- b. define their roles
- c. assistant on the bench makes: individual small corrections; answers players questions; keeps coach informed regarding pertinent information
- d. assistant in press box watches individual players; opponents; system; affirms preparation details
- e. head coach gives pats; watches ice at all times; unit changes; specialty team changes

3. Bench Configuration

- a. 2 tier bench
- b. one level bench/open front/no behind
- c. one level bench/open front and back
- d. two gates/one gate
- e. neutral zone gates
- f. two zone gates
- g. glass in back/no glass
- h. area size
- i. zone sizes

4. Operation of Bench During Game

- a. most important element - lines of communication
- b. support personnel and their responsibilities (conference limitations)
 - trainer
 - equipment manager
 - stick boys
 - gate operators
- c. on ice/hop over
off ice/through gates
- d. defense/forwards sides

- e. move toward middle
- f. penalty over change/position of player
- g. pull the goaltender play
- h. special plays
- i. change lines: regular; goals for; against
- j. stall time/player; goalie

B. Head Coaching - Game Time

1. define personnel roles
2. keep lines of communication open
3. your system on the bench:
 - no notes
 - index cards
 - plastic plan sheets
 - tape recorder
 - steno pads
 - preparation notes
 - line ups
 - specialty team
 - notes
 - between period remarks
4. players must know all personnel's roles, and the system and lines of communications
5. tone of the bench
 - players sit or stand
 - getting ready for the next shift
 - keep the confusion down
 - tone of the head coach
6. atmosphere - you as the head coach are trying to set
7. rotation of the line:
 - do you get the last change
 - who plays best on the road
 - who plays best at home
 - matching/not to match
 - units of five
8. late in the game:
 - short bench
 - down a goal
 - up a goal
 - goalie pulled
 - time outs

Section 3

Risk Management



Chapter 9

Legal Liability

OBJECTIVES

- Outlining the responsibilities of a youth hockey coach
- Knowing your obligation as a coach
- Knowing how to meet the expectation of coaches

Basis for Liability

The main reason coaches are sometimes sued is because they act in a “negligent” manner. Negligence is another word for conduct that is not reasonable. In determining whether a coach acts in a negligent manner (or whether the coach’s conduct is unreasonable), the law will compare the actions of the coach to those of other coaches in the same situation.

Negligence is a civil matter, not a criminal matter. Coaches should act in an alert manner, be aware of the surrounding circumstances, and always use caution when dealing with players, referees and spectators.

The primary responsibility of a coach is to minimize the risk of injury to all participants of the game.

In minimizing the risk of injury, coaches have certain responsibilities with respect to the following areas:

- the responsibility of properly supervising players either at practice or during a game.

- the responsibility of properly training and instructing players as to all facets of the game.
- the responsibility of ensuring that the players are wearing safe and proper equipment.
- the responsibility of providing competent and responsible assistant coaches and personnel.
- the responsibility of warning players and parents of dangers which they may not be aware.
- the responsibility of providing proper medical attention for injured players.
- the responsibility of prohibiting injured players from participating in practice as well as games.
- the responsibility of placing players of a similar competitive level against one another.

These are the most common responsibilities required of coaches which can be found in the Bill of Rights for Young Athletes enacted by USA Hockey. When coaches fail to meet these responsibilities, players usually end up injured.

Coaches' Responsibility to Supervise Their Players

One of the primary responsibilities of a coach is to provide proper supervision. In general, coaches must provide the degree of supervision necessary for the age, experience and skill of those supervised. When coaches fail to properly supervise their players, they may be held responsible for any resulting injuries.

For example, in one instance, one of the players on a golf team was killed as a result of being struck in the head by the errant swing of another player. The court found that the coach was liable for the death of the golfer because he failed to provide proper supervision. At the time of the accident, the coach was concentrating solely on one golfer and not paying any attention to the other golfers. The court held that if the coach was providing proper supervision, the accident would not have occurred.

In another case, a wrestler was injured during practice by another wrestler when the wrestler applied a hold taught by their coach. The court found that the coach failed to provide proper supervision because he was supervising two matches at the same time. The court stated that he should have been supervising only one match at a time in order to minimize the risk of unnecessary injury to the wrestlers.

These cases point out that all ice hockey coaches should maintain proper supervision over their players at all times. This includes when the players are on the ice or when they are in the locker room. The easiest way to alleviate any problems in these situations, is simply to pay attention and watch what is going on. Discourage players from engaging in horseplay and do not let them engage in risky activity which is likely to get someone injured.

In addition, when coaches are absent from practices or games, the coach is responsible for providing competent and responsible assistant coaches that can provide proper supervision.

Coaches' Responsibility to Properly Train and Instruct Their Players

Coaches must instruct their players on the skills necessary to compete.

In this regard, it is imperative for coaches to teach players the rules of the game and to ensure that the players are physically fit to compete. Coaches have been held responsible in many instances for failing to provide the injured athlete with adequate training or instruction which would have prevented the injury.

One example where several coaches were found not to provide an athlete with proper training and instruction was when a football player sustained severe neck and back injuries resulting from an improper tackle made on an opposing player. The player sued several of the coaches claiming that they failed to properly instruct him on how to tackle. In this instance, the player was originally a track star and was recruited to play football because of his outstanding speed. The player, prior to injuring himself, had participated in only one practice on tackling. The head coach and the interior line coach were eventually found liable for 6.5 million dollars because they had not properly instructed the player on how to tackle. This case is just one alarming example of why coaches should properly instruct their players on all facets of the game.

In another instance, a wrestler was injured by another wrestler as a result of a hold taught by the coach. The injured wrestler sued the coach for not providing proper training and instruction. The coach was found liable because he failed to teach his wrestlers a defense to that particular hold.

If a coach provides proper training and instruction, however, the coach will not be held responsible for a player's injuries. For example, in another football case, a football player incurred severe neck and back injuries after tackling another player head-on. In this instance, the coach was not responsible for the player's injury because he had demonstrated that he provided all of his players with proper instruction as to all aspects of the sport. In this case, the coach implemented a program where all football players:

- **had to undergo a complete physical and be certified physically fit to play.**
- **were enrolled through an extensive training program which included calisthenics, weight training and conditioning, instruction as to the fundamentals of the game and instruction on the use of protective equipment.**

This example demonstrates that coaches will not be responsible for a player's injuries if they provide proper training and instruction.

In ice hockey, it is critical that coaches instruct players on all aspects of the game in order to facilitate the safety of all players. One example of such instruction would be to advise players not to check from behind, especially within five feet from the boards, because it can cause severe injury to other players. Coaches should always take the time to teach the fundamentals and rules of the game.

Finally, you should teach players how to protect themselves from injury. This should be particularly important to coaches of lower level players such as Mites, Squirts and Pee Wees. In these instances, coaches should be sure to explain to the players how to properly take a check, how to properly give a check, as well as explain the dangers of the game such as high sticking, boarding, hitting from behind and cross-checking.

Coaches' Responsibility to Ensure that Players are Wearing the Proper Equipment

In the most common situations, coaches are not responsible for providing equipment for their players. However, there are instances when a coach will provide equipment such as when a player's equipment fails during a game. In addition, there may be instances when coaches are responsible for ordering certain equipment for the team. In these instances, coaches should be sure to provide safe and suitable equipment.

In one instance, a prep school hockey coach was sued after a player was injured as a result of being struck in the head with a hockey puck. The coach ordered helmets that were comprised of three separate pieces which allowed enough room for a puck to squeeze between the pieces and strike the player in the head. The coach was found liable for not providing his players with the proper equipment. The court found that based upon the

coach's experience, the coach should have known that there was a more safely designed helmet available and provided the safer helmets to his/her players.

As a suggestion to coaches, it is always a good idea to routinely check that the players are using the proper equipment. It might be best to circulate a form for the players' parents to fill out at the beginning of the season, where they can check off the various pieces of equipment that have been provided to the player.

Moreover, the coach must prohibit a player from competing if the coach knows that the player is not properly equipped (for example, a player going out on the ice with a bicycle helmet instead of a hockey helmet). It might be wise for coaches to have a pre-season meeting with the players and their parents to outline the equipment necessary for the players.

Finally, a coach should be aware of the safest and newest equipment available.

Coaches' Responsibility to Provide Responsible Assistant Coaches and Other Personnel

Coaches have the responsibility to ensure that assistants or team managers are responsible individuals, have knowledge of the game, and are persons who will act as the coach would act.

Coaches' Responsibility to Provide Immediate and Proper Medical Care

Coaches are responsible for providing necessary and proper medical assistance for injured players. Coaches, however, should not provide any assistance that could make the injury worse.

For example, in one case, a high school coach was held responsible for injuries to a wrestler because he moved the wrestler after he suffered a severe knee injury, thereby making the injury worse. The coach was also held responsible because he failed to contact the appropriate medical authorities or the wrestler's parents after the injury had occurred.

Particularly in cases where a player is injured while on the ice, it is absolutely critical that coaches take the time to investigate and evaluate the player's condition. If it appears that the injury is more than the player merely "getting the wind knocked out of

him,” the coach must obtain immediate medical assistance. If the coach fails to obtain proper medical assistance, the coach will be held responsible.

For example, in one instance, a football coach was held liable for the death of a football player who died from heat stroke because he failed to obtain prompt medical attention which would have probably saved the player’s life.

Coaches’ Responsibility to Prevent Injured Players from Competing

Under no circumstances are coaches to allow injured players to play if there is a chance that the player can aggravate his/her injury. It is always difficult to keep an injured player from playing when he/she is a very good player and is asking to participate despite the injury. However, courts have routinely found that coaches are responsible for keeping an injured player from playing.

For example, in one case, a basketball coach was held responsible for making the player’s injuries worse because the coach permitted the injured player to play although he was aware that the player had facial injuries and was ordered by his doctor not to participate in any type of athletic activity.

Therefore, take notice when a player is shaking his hand, grabbing his ankle, or moving his arm in a circular motion which would suggest a possible shoulder injury. Coaches should never wait for a visibly injured player to tell them that he/she is physically injured.

Coaches’ Responsibility to Place Players in Competitive Settings

In some cases, coaches have been held responsible for allowing players to play in a “mismatched” situation, such as a player from the Junior level playing against a player from the Pee Wee level.

A recent incident occurring in Brick, New Jersey, emphasized that coaches should always be aware of the competition on the ice. In this case, the injury occurred during a skills clinic where the player, who was 15 years old was hurt by a slap shot taken by a player who was 19 years old. The ice rink was later held responsible for the player’s injury because they permitted a “mismatched” situation.

Had this been either a practice or a game situation, it is probable that the coach would be held responsible for allowing one of his/her players to play in a “mismatched” situation.

Vicarious Liability

In certain cases, coaches should be aware that they may be responsible for the actions of their players and assistants under a legal theory known as “vicarious liability.” This theory essentially means that coaches may be responsible for the irresponsible actions of others under their control such as the coach’s players or assistants.

One example of when a coach may be “vicariously liable” for the actions of others is where a coach specifically instructs his/her players to cause intentional injury to other players. For example, should a hockey coach tell another player to intentionally board, cross check, high stick or hit another player from behind, the coach will be responsible for the actions of his/her player and for the injuries caused to the other player.

Therefore, coaches should always encourage fair and responsible play and discourage acts that can cause injury to others.

Coaches’ Defenses

It is important to discuss some of the defenses available to coaches when others are trying to hold the coach responsible for a player’s injuries. These defenses are mentioned not to relieve coaches of their responsibilities but to effect greater safety for the players.

The defenses available to coaches are:

1. Assumption of Risk
2. Comparative Negligence
3. Volunteer Statuses
4. Consent/Exculpatory Agreements/Waiver/Release
5. Sovereign Immunity

1. Assumption of Risk

Assumption of Risk is a legal doctrine which holds that players choosing to play in spite of the incidental risks associated with the game cannot blame others if they are injured.

For example, a goalie stands in front of slap shots ranging from 50 to 100 mph. The goalie knows that he/she may be injured as a result of getting hit with the puck, but continues to play in spite of that risk. If the goalie is injured as a result of the slap shot, provided the coach fulfilled all of the aforementioned responsibilities, the goalie cannot hold anyone responsible for his/her injuries.

There are two general rules regarding assumption of risk, particularly for USA Hockey coaches. First, a player can only assume the risk for those risks that the player can understand. In this regard, the player will be compared to other players of the same experience and age. Second, for a player to assume the risk, the risk must be one of which the player is aware.

2. Comparative Negligence

The second major defense is a legal theory known as “comparative negligence.” This theory provides that coaches are responsible only for their percentage of fault. For example, if a player injures himself/herself as a result of horseplay with another player, the coach may be held 60% responsible because he/she failed to provide proper supervision, and the injured player 40% responsible for goofing around to begin with. In this case, if there is a verdict of \$100.00, the coach would be responsible for \$60.00.

In some states, such as New Jersey and Pennsylvania, if it is found that the player was more responsible than the coach, (i.e., the player was 60% responsible and the coach 40% responsible), the player can not be compensated at all for his/her injuries.

3. Volunteer Statutes

Finally, in some states such as New Jersey and Pennsylvania, there are such things known as “volunteer statutes.” Essentially, such statutes provide coaches with “immunity” (the inability to be successfully sued,) provided that the coach has satisfied various requirements.

For example, in New Jersey, coaches who are not paid for their services (such as most club league hockey coaches) cannot be held responsible for injuries to a hockey player unless:

1. The coach’s conduct is extremely unreasonable (known as “gross negligence”). An example of this situation would be to allow a hockey player to play in a game without any equipment.
2. The coach failed to participate in a safety/training skills program which covers injury prevention, first aid, and general coaching concepts. The USA Hockey Coaches’ Clinics is an example of such a clinic.
3. The coach permits an event or practice without supervision such as a “captain’s” practice.
4. The coach’s services are provided as part of the school’s athletic program such as high school coaches.
5. The player is injured as a result of the coach’s negligent operation of a motor vehicle (i.e., when the accident is the coach’s fault). This situation may arise when coaches give their players a ride to practice or game.

As most people are aware, attendance at USA Hockey clinics satisfies the main criteria for providing the coach with the required safety and training skills program.

In 1989, a New Jersey court interpreted New Jersey’s volunteer statute and found that coaches must attend these safety and training skills programs to qualify under the statute. In the New Jersey case, a little league catcher who was struck in the eye by a baseball during a pre-game warm-up while he was not wearing his mask, sued the coach for allowing him to play without his mask. The coach claimed immunity under New Jersey’s volunteer statute. The court held that the statute did not apply because the coach failed to attend a safety/training skills program as required by the statute and that he was responsible for the player’s injuries. The court stated that the coach was still responsible for attending such a program despite the fact that the league did not offer such a program.

Even if the coach is paid, the coach will still be liable if he commits acts of gross negligence (i.e., extremely unreasonable conduct) or if a player is injured as a result of a motor vehicle accident that is the coach’s fault.

4. Waivers, Releases, Exculpatory Agreement and Consent

In some cases, coaches may be able to take advantage of waivers and releases signed by the parents of the players. If the player has attained the age of majority, which is 18 years old, it may not be necessary to have the player's parents sign the release. Essentially, a "waiver" is a document which more or less gives up the right of the player signing the document to sue another person for any injuries he/she may incur. Similarly, a "release" is a document which releases that person from any possible responsibility.

The problem with these documents is that courts will frequently not honor them. The main reason is because people rarely negotiate the terms of these documents and usually a waiver and release is presented to a player who must sign or not play. In such cases, the courts have held that because the player has no choice, these types of agreements are not valid.

Coaches also should refrain from having minor players sign any waivers or releases because they will probably not be valid. For example, in one case, a minor was injured during an ice hockey clinic and later sued the New York City Ice Hockey League. In this case, the court found that the sponsors of the league had inadequately supervised the player while he was engaged in various drills. The court held the league responsible despite the fact that a release was signed by the player's parents. The court stated that the release was not binding upon the player because he was a minor.

Additionally, coaches should be wary of presenting waivers and releases to parents because frequently players' parents will be offended because the waivers and releases appear to attempt to relieve the coach of his/her responsibilities.

Sovereign Immunity

Not much needs to be addressed regarding the defense of "sovereign immunity" as this defense will probably not apply to most coaches who attend USA Hockey clinics. Sovereign immunity is a legal doctrine which applies when a public or governmental institution (i.e., a public high school) is

involved. In those cases, suing the government is a tough job. The government may not be sued like any other ordinary person. Public school coaches can avail themselves of this defense because they are considered government employees.

SUMMARY

The legal responsibilities which coaches have for the welfare of their teams include the teaching of skills, values, and knowledge that will allow young athletes to safely participate in practices and games. Coaches are also accountable for the supervision of their teams during pre-game, intermission and post-game activities that are commonly associated with athletic competition. Specific information about skill progressions, conditioning and first aid is essential, but the judgment required in the application of this information to the hockey programs is a much more important prerequisite to successful coaching than certificates or diplomas.

The responsibilities of the coach have been divided into five categories: the need for **proper instruction**; liability in **failure to warn of potential injuries**; the need for athletes to acknowledge the **assumption of risk**; consequences of failure to **provide proper equipment and facilities**; and the determination of **causation for injuries and requisites in the proper care and treatment of injuries**.

Medical insurance is an essential form of protection for players and coaches. Due to the unpredictable nature of hockey injuries, coaches should also be financially protected by some form of liability insurance. Conditions of coverage and restrictions are specific to each policy; therefore, coaches should be informed about their current protection and the duration of its coverage.

Knowledge of a coach's legal responsibilities can serve two useful purposes. The most important of these is that such information provides a potent stimulus to discharge one's duties in a diligent manner, ever mindful that carelessness provokes situations which could induce injuries. The second purpose is that if coaches have used every possible precaution to prevent injuries, they are in a good position to defend themselves against litigation.

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USA HOCKEY

CONSENT TO TREAT

This is to certify that on this date, I _____, as parent or guardian of _____ (athlete participant), or for myself as an adult participant, give my consent to USA Hockey and its medical representative to obtain medical care from any licensed physician, hospital, or clinic for the above mentioned participant, for any injury that could arise from participation in USA Hockey sanctioned events.

If said participant is covered by any insurance company, please complete the following:

Name of Insurance Company: _____

Address: _____

Policy Number: _____

Signed: _____

(parent/guardian or adult participant)

Relationship to Athlete: _____

Home Address: _____

Phone: (_____) _____ Date: _____

Excess accident insurance up to \$25,000, subject to deductibles, exclusions and certain limitations, is provided to all USA Hockey registered team participants. For further details visit www.usahockey.com or call USA Hockey at 719-576-USAH.



Waiver of Liability, Release Assumption of Risk & Indemnity Agreement

It is the purpose of this agreement to exempt, waive and relieve releasees from liability for personal injury, property damage, and wrongful death, including if caused by negligence, including the negligence, if any, of releasees. "Releasees" include USA Hockey, Inc., its affiliate associations, local associations, member teams, event hosts, other participants, coaches, officials, sponsors, advertisers, and each of them, their officers, directors, agents and employees.

For and in consideration of the undersigned participant's registration with USA Hockey, Inc., its affiliates, local associations and member teams (all referred to together as USAH) and being allowed to participate in USAH events and member team activities, participant (and the parent(s) or legal guardian(s) of participant, if applicable) waive, release and relinquish any and all claims for liability and cause(s) of action, including for personal injury, property damage or wrongful death occurring to participant, arising out of participation in USAH events, member team activities, the sport of ice hockey, and/or activities incidental thereto, whenever or however they occur and for such period said activities may continue, and by this agreement any such claims, rights, and causes of action that participant (and participant's parent(s) or legal guardian(s), if applicable) may have are hereby waived, released and relinquished, and participant (and parent(s)/guardian(s), if applicable) does(do) so on behalf of my/our and participant's heirs, executors, administrators and assigns.

Participant (and participant's parent(s)/guardian(s), if applicable) acknowledge, understand and assume all risks relating to ice hockey and any member team activities, and understand that ice hockey and member team activities involve risks to participant's person including bodily injury, partial or total disability, paralysis and death, and damages which may arise therefrom and that I/we have full knowledge of said risks. These risks and dangers may be caused by the negligence of the participant or the negligence of others, including the "releasees" identified below. These risks and dangers include, but are not limited to, those arising from participating with bigger, faster and stronger participants, and these risks and dangers will increase if participant participates in ice hockey and member team activities in an age group above that which participant would normally participate in. I/We further acknowledge that there may be risks and dangers not known to us or not reasonably foreseeable at this time. Participant (and participant's parent(s)/guardian(s), if applicable) acknowledge, understand and agree that all of the risks and dangers described throughout this agreement, including those caused by the negligence of participant and/or others, are included within the waiver, release and relinquishment described in the preceding paragraph. I/We agree to abide by and be bound under the rules of USA Hockey, including the By-Laws of the corporation and the arbitration clause provisions, as currently published. Copies are available to USA Hockey members upon written request.

Participant (and participant's parent(s)/guardian(s), if applicable) acknowledge, understand and assume the risks, if any, arising from the conditions and use of ice hockey rinks and related premises and acknowledge and understand that included within the scope of this waiver and release is any cause of action (including any cause of action based on negligence) arising from the performance, or failure to perform, maintenance, inspection, supervision or control of said areas and for the failure to warn of dangerous conditions existing at said rinks, for negligent selection of certain releasees, or negligent supervision or instruction by releasees.

If the law in any controlling jurisdiction renders any part of this agreement unenforceable, the remainder of this agreement shall nevertheless remain enforceable to the full extent, if any, allowed by controlling law. This agreement affects your legal rights, and you may wish to consult an attorney concerning this agreement.

Participant (and participant's parent(s)/guardian(s), if applicable) agree if any claim for participant's personal injury or wrongful death is commenced against releasees, he/she shall defend, indemnify and save harmless releasees from any and all claims or causes of action by whomever or wherever made or presented for participant's personal injuries, property damage or wrongful death.

Participant (and participant's parent(s)/guardian(s), if applicable) acknowledge that they have been provided and have read the above paragraphs and have not relied upon any representations of releasees, that they are fully advised of the potential dangers of ice hockey and understand these waivers and releases are necessary to allow amateur ice hockey to exist in its present form. Significant exclusions may apply to USA Hockey's insurance policies, which could affect any coverage. For example, there is no liability coverage for claims of one player against another player. Read your brochure carefully and, if you have any questions, contact USA Hockey or a District Risk Manager.

_____ Age _____ Date Signed _____
PARTICIPANT SIGNATURE

PARTICIPANT NAME (PRINT)

_____ Date Signed _____
PARENT OR GUARDIAN SIGNATURE
(if Participant is 17 years of age or younger)

This form to be retained by local program.



There's a reason the human head is sometimes called a melon.

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Chapter 10

Developing a Risk Management Program

OBJECTIVES

- What risk management is and why it is relevant to coaches
- The three parts of developing a risk management program for coaches
- The legal qualifications or competencies that coaches should have
- How the “reasonable expectations of players’ parents” are related to risk management
- The management practices that will help coaches achieve their risk management objectives
- The three steps coaches should take to implement their risk management program

INTRODUCTION

Coaching to the Reasonable Expectations of Your Players’ Parents

Assume that a prospective volunteer coach is interviewing for a position with a youth hockey organization. The candidate is asked to, “identify the one quality you have which distinguishes you as the best candidate for this coaching position.” If you were the prospective coach, what would your answer be?

For the inexperienced candidate, the likely answer is going to focus on past playing experience. After all, isn’t that the primary qualification of many volunteer coaches? It is not uncommon for youth coaches to assume that past playing experience is a sufficient qualification. Probably many youth sports organizations have agreed.

There is, however, a growing realization of a coaching crisis in youth sports. It is a crisis created by the failure of youth sports organizations to select coaches with better qualifications. And, it is a crisis which has been sustained by many well-intentioned coaches who did not realize that coaching is, first and foremost, effective teaching. For example, one research report estimates that more than 70% of

American youth are turned off to competitive sports by age 13. The primary reasons are the kids are tired of getting yelled at by coaches; and, they are given attention only if they display exceptional skills. In other words, coaching appears to be ineffective in motivating youngsters to participate.

Motivating participation is a teaching function and should be a hiring qualification. Returning to the interview question, what quality would best distinguish a coaching candidate? It could easily be the candidate who proposes to “coach to the reasonable expectations of my kids’ parents!” Traditionally, teachers have been held to standards established by communities of parents. Youth sport coaches, as teachers, should be measured by the same standards. **The youth sports coach who understands that the requirements of the job will be measured by the reasonable expectations of his players’ parents knows he or she must be an effective teacher.**

Coaches, in any sport, owe certain legal obligations to their players. The goal of risk management programs is to identify those legal obligations for coaches, then translate them into coaching conduct or behavior. The following are considered the minimum requirements for a standard of care.

EFFECTIVE TEACHING

Legal Obligation: Coaches are supposed to be teachers first and foremost.

Coaching Behavior: Enroll in certification and continuing coaching education programs; and, start your own reading education program in coaching and communication skills.

EFFECTIVE SUPERVISION

Legal Obligation: Coaches are responsible for team supervision wherever and whenever the team meets.

Coaching Behavior: Hire competent assistants; and, establish a plan of supervision for all team practices, meetings, games, and other events.

EFFECTIVE REACTION TO MEDICAL EMERGENCIES

Legal Obligation: Coaches are supposed to know medical emergencies when they see them; and, to know how to respond quickly and responsibly.

Coaching Behavior: Take a certification course in emergency medical procedures, or at least first aid; and, establish a plan for prompt reaction to medical emergencies.

PROVIDING SAFE EQUIPMENT

Legal Obligation: Coaches are supposed to know how to buy, fit, and maintain safe sports equipment.

Coaching Behavior: Establish equipment fitting, distribution, and maintenance plans in accordance with all manufacturer warranties, guidelines, and directions; take continuing education programs regarding equipment; and, maintain records on equipment inspection and reconditioning.

PROVIDING SAFE FACILITIES

Legal Obligation: Coaches are supposed to know when field or surface conditions pose a danger to players.

Coaching Behavior: Take continuing education programs regarding facility operations; establish a plan for regular inspections of field or surface inspections, including quick repair of defects or problems.

PROVIDING SAFE TRANSPORTATION

Legal Obligation: Coaches are supposed to know how players are being transported to away games or events, and with whom the players will be traveling.

Coaching Behavior: Use the league and parents to help establish transportation plans which should include approved drivers, vehicles, and stops; and, establish a team code of travel conduct.

PROVIDING DUE PROCESS

Legal Obligation: Coaches have to establish fair rules and policies, and explain their reasons for suspending a player from the team.

Coaching Behavior: Use the league and parents to establish rules and policies regarding team conduct; provide written copies of rules and policies to players and their parents; never suspend a player without giving the player and his parents the chance to explain their conduct.

PROVIDING COMPETENT ASSISTANTS

Legal Obligation: Coaches are supposed to hire or assign assistant coaches who are as competent as the head coach.

Coaching Behavior: Start a training program just for the assistant coaches; plan and organize the staff with continuing education and training as a requirement; and, require references from all assistants.

DEVELOPING A RISK MANAGEMENT PROGRAM

Coaching can be very frustrating when it involves being constantly second-guessed. For that reason alone many coaches might prefer an evaluation standard based solely on their effort or time spent coaching. When dealing with volunteers, it seems more fair to be evaluated on one's willingness to work with kids. The problem is that risk management cannot be successful if it measures effort alone. A successful risk management program has to evaluate coaching performance as "effective teaching."

Volunteer coaches who accept the teaching role also accept the role of a parent. And, thereby, they assume the standards of effective teaching.

Parents have the right to assume the coach has the ability to teach the sport or activity; to teach it safely, and, to teach it with the participation of their child in mind. Obviously, it is expected that the experience will be fun. Those are the desired characteristics of an effective coaching risk management program.

Some risk management programs have been developed simply by identifying the legal competencies expected of coaches. The premise is that when a coach practices those legal competencies it results in an effective risk management program.

The problem is that merely identifying coaching competencies does not mean a coach knows how to practice or utilize them. Using “effective teaching according to the reasonable expectations of players’ parents” as the risk management mission, we will develop the coaches’ risk management program in three steps. First, we will identify the legal competencies required of coaches. Second, we will integrate those competencies into a management program. Third, we will offer three suggestions how to implement the management program into an effective coaching risk management plan.

THE LEGAL COMPETENCIES EXPECTED OF COACHES

Legal experts have identified as many as twelve, and as few as five, legal competencies expected of coaches at any level of participation. All agree that the foundation of coaching competency is effective teaching. This program suggests that coaches consider eight additional competencies:

- Effective supervision
- Effective reaction to medical emergencies
- Providing safe equipment
- Providing safe facilities
- Safe transportation
- Matching players according to size, skill, and maturity
- Providing “Due Process”
- Providing competent assistants

Effective Teaching or Instruction

This competency has been extensively reviewed in the first section of the chapter. It is important that coaches realize this competency is

inclusive. That means many of the competencies we will discuss naturally flow from effective teaching. In other words, the effective teacher knows that instruction means a great deal more than teaching plays or conducting drills. The youth sports coach has to learn that this competency demands a great deal of sensitivity, compassion, and patience; and, some specific non-instructional abilities.

Effective Supervision

Effective teaching includes the supervision of players. Effective coaching supervision has two primary components: *when* to supervise and *how* to supervise.

When to Supervise

Supervision is not strictly limited to the ice or to practice time. Supervision may be required when parents are late to pick up kids after practice. It may be required when kids are being transported under coach’s direction to a game or practice. Or, it may be required during a team picnic off the playing area. Any team function where players are required to attend must be supervised. Coaches need to also be prepared, however, to supervise those functions where attendance is optional, or even where the team just happened to be present without parental supervision. The coach is expected to know that greater supervision may be needed before and after practice, as well as when players are coming to or leaving practice. In hockey, one of the more obvious supervision problems occurs when players fail to leave the ice before the Zamboni starts cleaning the ice.

Based on our risk management mission, the risk-conscious coach will not wonder if there is a responsibility to supervise in a particular instance. Rather, he or she will act according to whether, “It is reasonable for my players’ parents to expect that I will supervise in this instance.”

How to Supervise

There are three elements to “how to” supervise players. The first is to have a sufficient number of assistants to supervise. If the program provides assistant coaches, then this may not be a major problem unless the coaching staff’s attention is solely directed to the area of activity. The greatest need for supervision usually occurs with players not

directly involved with the activity, or who are away from the center of activity. Parents expect there will be sufficient help to supervise their youngsters during any phase of the activity.

The second element is location. **This means that the staff is located on and around the playing area where they can see, and readily react to, any situations requiring supervision.** As noted before, supervision is not limited to the playing area. Location and accessibility of supervisors includes locker rooms, showers and toilets, or other areas where team members are likely to congregate.

The final element is competence. One of the coaching competencies we will discuss is providing competent personnel. **It is reasonable for parents to expect that coaching assistants or aides are as well-qualified as the coach.** It is not unreasonable for parents to expect their children to be supervised by a competent staff.

The failure to reasonably supervise is the primary allegation in most personal injury lawsuits filed against coaches and sports administrators. Our society has a deep-seeded belief that player injuries would not occur if proper supervision is provided. That surely is the attitude of many parents whether their children's injury was activity-related or caused by some risk other than hockey.

Effective Reaction to Medical Emergency

Ideally, coaches should be certified in emergency medical treatment, or at least in first aid. Most injuries occur during practice, and safety experts have come to realize that qualified medical personnel are usually not available during the periods of greatest risk. **Several states now require that coaches have some minimal certification in emergency medical procedures.** Youth sports organizations and coaches should check for any local and state requirements regarding availability of medical personnel.

Parents expect that the coaching staff can recognize a medical emergency when it occurs. They also expect the coach to have a plan which can be immediately implemented to deal with the emergency.

There should be a plan for notifying emergency care providers; for providing emergency medical transportation promptly; and, for notifying a player's parents and family physician as soon as possible. Clearly, a coach would be well-advised to have

signed medical consent forms as well as appropriate addresses and phone numbers available at all times. USA Hockey's risk management recommends the use of cellular phones be considered.

Providing Safe Equipment

Teaching a sport or activity means that the teacher knows how to use the tools of the trade. There are a number of factors that coaches have to consider with equipment.

First, if the coach is directly involved in the purchase or approval of equipment, or has agreed to exclusively utilize a certain manufacturer's equipment, then the coach may have assumed the same legal responsibility as the manufacturer. This is referred to as products liability. It means that liability can attach to the coach for any equipment which is defectively designed or manufactured. That is why USA Hockey works closely with HECC on certifying equipment.

In most instances, however, providing safe equipment means the coach should make sure that it fits each player correctly; that equipment is worn during activity; and, that the coach knows how to properly re-condition and store equipment. **Plainly, it is expected that coaches will instruct their players on the proper means of equipment care and will watch for the misuse or abuse of equipment.**

A good coaching practice is to thoroughly read manufacturer instructions and guidelines. A coach can usually rely on those directions for maintenance or repair problems. Local youth leagues or associations can usually identify trade associations and journals which will provide up-to-date information regarding equipment use for their coaches.

Providing Safe Facilities

Providing safe facilities is similar to the safe equipment competency. It is based on a coach's ability to recognize dangerous playing surfaces and conditions. **Players should not be subjected to the risk of injury from improperly maintained ice, from unsafe glass and dasher boards, or even from poor air quality.** A coach should have a knowledge of maintenance and repair processes. For example, coaches should learn about common problems with ice surfaces, protective barriers, and refrigerants.

Coaches are expected to recognize when there is a need for facility repair. It means that the coach will not allow play until the condition or defect is repaired. Some years ago during the first period of a college hockey game, a pane of glass on top of a dasher board shattered. When replacement glass could not immediately be installed, the game was permitted to continue until the end of the period. The threat of injury to the spectators and the players was obvious. **The potential liability for any injury extended from the referees to the coaches who should have known better than to allow the game to continue.**

Transportation

Generally, there is not an obligation to provide transportation. Often, however, coaches find themselves planning or organizing their team's transportation. In those cases, coaches may assume the obligation to plan a safe means of transportation. While the type and condition of the transportation vehicle is important, the more critical consideration for the coach is knowing and approving who will drive team members. The major liability problem here is insurance coverage for the team. In many states, players who travel with friends or other team members by private arrangements may not be covered for personal injury due to the strict limitations of guest driving statutes. It is a good idea to have an organizational plan or policy which specifies who is permitted to drive the team; or, if available, which vehicles are to be used. Parental input should be included in any policy regarding transportation. Finally, it is important that the automobile insurance policies of the parents, coaches, and the youth sports organization be reviewed to determine where liability and medical coverage will be provided.

Matching Players According to Size, Skill, and Maturity

This competency has been addressed in the first part of the chapter, but it bears repetition. Good teaching requires coaches to advise their players of the risks of injury common to hockey. Implicit in that instruction is the condition that coaches will not match inexperienced players against experienced players in drills where the experienced players will have an advantage due to their experience. The

same prohibition is true for size and weight as well. **Basically, this coaching competency recognizes that safe contact drills and exercises are an important part of effective teaching.** It also recognizes that parents reasonably expect their inexperienced child will not face undue risks while learning hockey.

Due Process

This is not easily accepted by many coaches as a competency. To a great extent, coaching has adopted the military style of command and leadership as the basis for its management method. In other words, providing reasons or explanations for coaching instructions are characteristic of the profession. Of course, *due process* is also perceived as a legal tactic encompassing attorneys and second-guessing.

In fact, due process is an effective teaching method. It does not interfere with the decision-making process, but it provides a level-headed approach to enforcement of rules and procedures. It does not mandate a forum where players will be represented by a lawyer. Simply stated, due process merely means that before a player is to be suspended for a game or from the team, the coach will explain what rule was violated and give the player the opportunity to explain his or her conduct. Due process requires that team rules have a legitimate instructional or supervisory purpose; and, that the coach will enforce the rules fairly and consistently. Due process does not hinder a coach's right to discipline, or to require adherence to team rules. **Due process merely means that a coach will be fair with the establishment and enforcement of team rules which is another reasonable parental expectation.**

Competent Personnel

Parents have the right to expect that assistant coaches or aides are competent. If teaching and supervision will be shared by more than just the head coach, then coaching competency requires that assistants be as competent as the head coach.

This obligates coaches to do three things. First, to recruit and select competent assistants; second, to plan a good training program for assistants which emphasizes the goals and objectives of the instructional program; and, finally, to perform a

competency evaluation of assistants. It is common knowledge that getting good assistants can be a difficult chore. However, it is an easier task than facing legal liability for failing to provide capable personnel. Coaches are urged to check the references on all assistants, and to plan and implement comprehensive training programs. USA Hockey provides coaching education programs for interested coaching staffs.

THE “MANAGEMENT” PROGRAM FOR COACHING RISK MANAGEMENT

The basic functions of organizational management are planning, organizing, staffing, leading, and evaluating. They are important to the risk management because they help establish a competency program for the types of legal risks we identified.

Effective management, like effective teaching, begins with goals and objectives. The processes of planning, organizing, staffing, leading, and evaluating depend on established goals and objectives. They are enhancing kids’ physical skills, teaching kids how to learn, and establishing good social behavior. **It is important to remember that winning was not identified as a primary coaching goal.** Unfortunately, in this day and age, winning rather than losing is often mistaken as the primary goal of sport. However, just as the business organization risks its health by concentrating only on short-term profits, youth sports risks its credibility if it cannot see beyond winning.

The three goals specified (physical, mental, and social) are valuable because they not only serve as a foundation for sport, but they represent what most parents expect from their children’s participation in sport. Parents expect youth sport to instill confidence, teach sportsmanship, develop physical skill, and provide fun. The three goals of sport do just that.

Planning

As noted, effective teaching requires planning. Using the three goals as a basis, a coach should plan how he or she is going to achieve those goals. A good teacher utilizes a lesson plan and a syllabus for achieving teaching goals. The effective coach should have a lesson plan which charts a path for

players to achieve team and personal goals. A prudent coach will have plans for supervision, plans for reacting to medical emergencies, and plans for transportation issues. Planning is a critical function in the competent personnel competency, and the planning process can be utilized as a valuable tool for training assistant coaches. From a parental point of view, most would expect that the coach has established goals or guidelines for the team and for their children.

Organization

Most organizations realize that establishing goals and objectives has little effect if the structure of the organization is not designed to meet them. Since the goals we have identified in the first part of the chapter are generally recognized in sport, you will not find many diverse organizational structures in youth sports. Many organizations have structured themselves along the traditional lines of the military command structure. A means of insuring that your team’s organizational structure is effective is to examine how well you communicate the goals and objectives. For example, how well a coach has planned can be gauged from the feedback of players and parents. Organizational effectiveness can be gauged from team and parental feedback regarding communication within the team structure.

Staffing

This again refers to the competent personnel issue. Since physical, mental, and social goals of sport serve as the basis for your planning and organization, they also determine who you should select. Will a candidate who sees winning as the primary goal of sport be a person who is likely to fit within the team organization? We already realize that planning and organization issues have to match the goals which have been established. From a staffing point of view, a coach is much better off accepting assistants who share the same goals and objectives.

Leading

This management function looks at leadership from two sides. First, why do people in an organization follow a leader? Second, how does a leader motivate people to perform with their best

effort. There is no trick to understanding how this function works. When parents recognize that the coach can help their children achieve goals which the parents believe are important, they will support the program. When players see that their participation is more important to the coach than merely winning or losing, they will follow the program. Finally, when a coach, like the effective teacher, can show how those goals help the players become better, they will be motivated to perform better. Again, the emphasis is on the goals and objectives. A coaching manner may be charismatic, or it may be relatively passive. **Whatever manner or method is used to coach a team, adherence to goals and objectives will be the mark of the good leader.**

Evaluating

This management function is really called controlling, however, that term does not best describe the function. The purpose of controlling is to evaluate or measure how successful an organization has been in accomplishing its goals and objectives. Some coaches will measure success based on winning and losing percentages. Other coaches, like effective teachers, will measure success on the basis of retention. That is, did most of the kids retain an interest in the sport and return to play the next season. **In risk management, the measure of success is the safety of the program.**

Again, this function is based on the physical, mental, and social goals of sport. From a risk management perspective, when an evaluation indicates that these goals have been largely met, then it is a good and safe indication that the coaching risk management program has been effective. By the same token, you cannot assume a coaching risk management program has been effective, if winning is the only measure of success.

IMPLEMENTING THE COACHING RISK MANAGEMENT PROGRAM

Implementing is the most difficult part of any management program. Many people who consider themselves “idea people” lack the ability to execute their plans. Experience persistently reminds us that ideas have little value if there is no capability to implement them.

We know that risk management starts with risk identification. Risk identification, however, has little

effect in a risk management program if the program itself is not properly implemented. In coaching, however, all coaches have to be risk managers. They cannot leave that function to others. That means that all coaches must have the ability to implement risk management goals and objectives.

There are three essential elements for the successful implementation of a risk management program: communication, working through people, and accepting change.

Communication

Like most of us, coaches probably would not admit they don't communicate well. As a matter of fact, many coaches exaggerate their oral communication skills. Since coaches rarely have their writing critiqued, many might also assume their writing skills are satisfactory. The reason for these false assumptions is that people believe that effective communication is in the message itself. In other words, if what is spoken or written is good, then the communication is good.

We now know, of course, that the key to effective communication in any organization is not the message, but the receiver. If the message is not received and understood by the receiver, the communication has been ineffective. Coaching communication is compounded by the different ages, backgrounds, and experiences of other coaches and players. Therefore, it takes a very strong and understanding effort by a coach to be an effective communicator. The first step is to learn how to listen.

Be an Emotional Listener

The first lesson for the coach who wants to improve his or her organizational communication skills is to become a more effective listener. According to organizational management experts, there are two types of listening: rational listening and emotional listening. Most of us are rational listeners. That means that we tend to evaluate or judge what others have said to us. It is exemplified by our responses which either agree or disagree with what the speaker said. The rational listener judges others' communication, and is not prepared to change his mind or behavior as a result of what the speaker said. Emotional listening, on the other hand, means that you view things strictly from the speaker's point of view. It means that you can be

influenced to change your mind or behavior. For the coach, it means the coach puts himself or herself in the shoes of the speaker, whether assistant coach or player. This is a tough characteristic to learn because most of us are more interested in communication as it affects us, not how it affects the speaker.

Effective Teaching Requires Emotional Listening

The effective teacher knows that children see and understand things in different ways than adults. The teacher who is an emotional listener views things from the child's perspective. It is that ability which enables the effective teacher to communicate with children. The first step in effective communication for the coach is not speaking or sending a message; rather it is learning how to listen.

Teamwork: The Ability to Work Through People

Another organizational concept which has proved successful is teamwork. Teamwork, of course, is recognized as a critical element of success in sports. It is a quality upon which many coaches evaluate their team's performance. Also, it is a personal characteristic that coaches look for in their players. Unfortunately, it is not always clear that coaches understand how to build teamwork, or how to participate as a team member.

Effective Teamwork Requires Commitment to Training

A goal of teamwork is to make your members as good as they can be, and to help them develop a feeling of satisfaction in what they do. Often, that goal depends on a leader's commitment to training. Today's effective organizations emphasize continuous training for their members, as well as cross-training to help members develop new skills and specialties.

Training is not merely something one learns to start a job, or a sport. It is a way of working; it never ends. It is a commitment which requires a willingness to train, retrain, and then train some more. Do the training practices of organizations have a place in youth sports? If organizations know that teamwork based on a commitment to training creates job satisfaction, it's safe to assume that

player satisfaction and retention will result from the same commitment to training. Can coaches become committed to that concept? It is difficult to gauge. For example, coaches often respond to losses in the following ways: "We did not execute" or, "We need to work harder" or, "We weren't ready to play." The blame is placed on the failure of the players rather than the coach. It would be novel to hear a coach say, "I did a lousy job of calling plays" or, "My game plan was bad" or, "I choked and lost the game for us."

Successful organizations know failures in team performance usually reflect problems at the top, not the bottom. Likewise, the coaching commitment to training would require that coach to reflect on team performance from the top first. The training ethic is intended to make assistant coaches more competent, help players continuously improve, and thereby create a sense of team satisfaction. If the training program is not doing that, the coach needs to first evaluate his or her performance. As noted, however, the popular excuse is that poor team performance is a result of player failure, not coaching failure.

Effective Teamwork Requires Emotional Listening

Working through people, like communication, requires emotional listening. Teamwork and the training ethic are based on the willingness to listen. Effective training requires input and feedback from the participants. A coach, therefore, must be an emotional listener to recognize whether or not the training is working. If the coach does not actively listen, it means the coach is making his or her own assumptions about the team. That is how the blame game starts.

The basis of teamwork is the capability to influence others, adapt to others, and be influenced by others. It is easy to see that emotional listening is its foundation.

The Ability to Accept Change

Many coaches model their coaching style on their own experiences. In management, it is an axiom that we manage as we were managed. In sport, many coaches coach as they were coached. There is nothing wrong with adopting some of your past experiences in sport. After all, the principal objectives (mental, physical, and social) are

time-honored values. However, the effective teacher realizes that teaching those values requires change and adaptation. The ability to change does not mean that you sacrifice values, it means you learn how to teach them more effectively than before.

Unfortunately, it is not easy to change even when team performance may be at stake. If your coaching experience is rooted in rational listening, as opposed to emotional listening, and team direction has always been simply left to the determination of the coach, then change will be difficult. Coaches, however, should consider that they utilize change all the time. For example, any time a coach makes a defensive or offensive adjustment, that is an organizational change because it affects how other coaches and players perceive their roles. Any special preparations for a specific opponent are changes. While many coaches may fear to change how they coach, they are, nevertheless, engaged in change and its effects every day.

The effective teacher seeks change. He or she is constantly searching for new methods and approaches to teaching. The effective teacher knows that “effective” is not a stationary concept. Effectiveness requires constant evaluation. Similarly, the coach must be able to adapt his or her methods in order to remain effective. And, the coach must be able to recognize that the role of sports has changed just as the players’ abilities have.

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Chapter 11

Prevention of Common Ice Hockey Injuries

OBJECTIVES

- To explain the important role that equipment plays in injury prevention
- To show how we can make facilities safer for ice hockey
- Explain the effect warm-ups, cool downs, and conditioning have on preventing injuries
- Explain to coaches how they can keep their players safe during drills
- Introduce coaches to injury prevention techniques that can be implemented over the course of a season

INTRODUCTION

Hockey is a contact sport, although the contact in ice hockey has a different purpose than the contact in football and lacrosse. There will be collisions between individual players, players and sticks, players and the boards, or players and goal posts at all ages, in spite of the prohibition of body checking at the 10 and under age group. In addition, the slippery ice surface is also conducive to injuries. Another source of injury is the puck. However, injuries do not have to be part of the game. As youth coaches and administrators, we must do everything possible to provide players the opportunity to compete in an environment that is healthy and safe. We cannot eliminate all injuries and all contact from ice hockey without significantly altering the game. However, by examining the techniques for preventing injuries and the use of protective equipment, and by developing a plan to follow in case an injury occurs, we can decrease the number of injuries that occur and the severity of the injury.

As a youth ice hockey coach, you are responsible for doing everything reasonable to provide participants the opportunity to compete in an environment that is healthy and safe.

INJURY PREVENTION TECHNIQUES

Classification of Sports

Contact/Collision Sports

Boxing	Martial Arts
Field Hockey	Rodeo
Football	Rugby
Ice Hockey	Soccer
Boys' Lacrosse	Wrestling

Limited Contact/Impact Sports

Baseball	Racquetball
Basketball	Softball
Bicycling	Figure Skating
Cheerleading	Roller Skating
Diving	Field Events
Equestrian	Gymnastics
Squash	Girls' Lacrosse
Volleyball	Downhill Skiing
Water Skiing	Cross Country Skiing

Noncontact Sports

Strenuous	
Running	Shot Put
Swimming	Discus
Rowing	Javelin
Tennis	Dancing
Weight Lifting	

Classification of Sports (Continued)

Moderately Strenuous

Badminton	Table Tennis
Curling	Hiking

Nonstrenuous

Golf	Riflery
Archery	

Source: *Pediatrics* 81 (1988): 737. American Academy of Pediatrics.

Eliminating Injuries In Ice Hockey

There are four approaches to eliminating injuries in ice hockey:

1. proper coaching techniques
2. wearing protective equipment
3. playing by the rules
4. awareness by players, coaches, and parents of the possible injuries in ice hockey.

Coaches serve as the first line of defense in eliminating injuries in ice hockey. Coaches who emphasize proper warm-up and stretching exercises and cooling down exercises will help to eliminate many muscle pulls and tendon injuries. Similarly, coaches who emphasize skill development will help players to avoid situations that lead to injuries. Players should be taught the types of body contact (body checking) that are legal, as well as how to perform proper body checking. But, possibly more important, players should also be trained how to protect themselves when they take a body check to minimize any injury that may occur.

Protective equipment is very important, and two of the most important pieces of protective equipment are the helmet and the full face shield. Blinding injuries have been eliminated, and the incidence of trauma to the head and face have been greatly reduced. Standards for helmets, face masks, and skate blades written by ASTM (American Society for Testing Materials) and other standards organizations have been accepted by HECC (Hockey Equipment Certification Council). USA Hockey (and the high school federation and the NCAA) has accepted some of these standards and recommends (and in some cases requires) that certified equipment be worn.

Playing rules are evaluated every two years in

USA Hockey. Changes in playing rules may sometimes be dictated by the occurrence rate of specific injuries. An example of this is the increased penalties levied for hitting from behind, and the relationship of this type of penalty with the increased incidence of cervical spine fracture (about one-third of the players with paralyzing cervical [neck] spine fracture had been hit from behind).

Players and parents must be aware of what possible injuries can occur, and how the players themselves can lessen the occurrence of these type of injuries. Coaches, players, and parents should take time out before the season starts to watch the videotape on the dangerous practice of hitting from behind and what the player can do to avoid or decrease the occurrence of injuries. This should be emphasized before the season starts as well as several times during the season at team meetings.

SEVERE INJURIES AND ILLNESSES

Neck Fractures and Lacerations

Fractures or broken bones are always a serious injury. It takes time for bones to mend. However, broken bones involving the spine can cause permanent damage such as paralysis. The neck bones (cervical vertebrae) are especially susceptible to injury, and there is no piece of equipment that will protect the player from this type of injury. This injury, which did not appear in hockey in any great numbers until the early 1980s, is very similar to the “spearing” injury in football, where a player puts his head down and essentially uses his head to tackle or block another player. It is somewhat different in ice hockey in that the player is not trying to tackle or attack another player but is trying to protect himself from a collision with the boards or goalposts. Players must be instructed to protect themselves in an eminent collision with something other than their own head. Helmets will not protect players from cervical spine fracture. Players going into the boards should try to get an arm up to take the brunt of the collision. If they can’t get an arm up, then they should extend their head (keep their head UP, rather than ducking or flexing their neck). It has been shown that one of the major mechanisms for neck fractures in football and ice hockey is when the neck is flexed (chin to the chest) causing the normal neck curve to be straightened out and allowing the full brunt of the collision to be absorbed by the cervical

vertebrae resulting in a fracture. This is called axially loading, and fractures can occur with surprisingly little force (as little as a few miles per hour). In this case, teaching players the proper way to protect themselves is NOT to be equated with “an ounce of prevention is worth a pound of cure.” In this case it should be “an ounce of prevention is worth a TON of cure.” Broken bones can mend, but it is almost an impossible task to repair broken nerves and severed spinal cords.

It is important for players, parents, and coaches to understand that protective equipment will not protect the player from all injuries.

Neck guards (wrap around neck protectors) will only protect against skate blade lacerations of the neck, and will NOT protect against neck fractures or a blow to the neck from a puck, a stick, or a goalpost. At the time of the writing of this chapter, neck guards were not mandatory for any group in USA Hockey, the high school federation, or the NCAA. Some youth leagues in the United States, and the Canadian Hockey Association have made neck guards mandatory. Neck guards are NOT a substitute for the goalkeeper’s hanging throat protectors that some leagues recommend or require.

Asthma

Asthma is a lung disorder that is characterized by difficulty breathing. This difficulty is caused by constriction or narrowing of the bronchial or breathing tubes. An acute attack of difficulty breathing can be triggered by a number of things including certain pollens or allergens (such as might trigger hay fever), lung infections, cold air, and just plain exercise. Most cases of exercise-induced asthma begin in childhood.

There are a number of medications that are available to enable children and adults to participate in competitive sports. Asthma itself is no reason to avoid sports. The vast majority of asthmatics show no deterioration of lung function even as a result of repeated attacks. If the player with asthma takes medication to prevent attacks during and sometimes before exercise, his/her capacity to exercise should be as great as the player without asthma. The International Olympic Committee has sanctioned several anti-asthma drugs for competition, including terbutaline sulfate and cromolyn sodium. The nebulizer (or spray) to dilate

the bronchial tubes (which include the following: albuterol sulfate, pirbuterol acetate, isotharine mesylate, terbutaline sulfate, and metaproterenol sulfate). These medications are available with a doctor’s prescription and can be used on the bench (if the parents and player’s doctor agrees). If the player needs to use the medication more than two or three times during a game or practice, he may need to be seen by his doctor. However, there should not be any danger in using the medication as prescribed by the player’s doctor.

Medication is essential to the asthmatic, but it has been demonstrated that physical training can dramatically improve the asthmatic’s ability to resist attacks. Through a graduated exercise program, asthmatics can increase their heart-lung endurance considerably. Hockey, because of its short duration of high speed exercise for 30 to 120 seconds and a work ratio of one to three or four, is actually better suited for asthmatics compared to soccer and basketball which requires high speed exercise for longer times.

Facilities

Inspection of a rink for safety hazards is the responsibility of the adults in charge. For practice, the coach is responsible. For games, both the officials and coaches are responsible. Therefore, you or your assistant coach must inspect the facilities before permitting your players to participate in practices or games. Whoever is responsible for inspecting the facilities should arrive approximately 10 minutes before the players to carry out the inspection.

If a safety hazard is present, it must be avoided by rescheduling, restricting the activity or removing the hazard, and informing the facility manager.

There are a few hazards associated with ice rinks. These are: ice conditions, boards, plexiglass, goal posts, gates, improper lighting, and bad air quality due to ice resurfacing machine’s exhaust fumes. Safety hazards that are not easily rectified must be reported to the league program administrators, and rink managers. If corrections are not made quickly, you should resubmit your concerns in writing.

Some of the things that coaches should be concerned about include:

- doors at the bench areas that do not fit flush with the boards, thereby leaving sharp edges exposed
- loose doors that may pop open when hit
- ruts or holes in the ice
- exposed edges on the goal cage
- uneven ice level at the sideboards
- proper testing for toxic gas fumes, specifically carbon monoxide (co)

Management of Practices and Games

Every physical activity that occurs during practices and games has some potential to result in an injury. Fortunately, in ice hockey, most practice and game activities have only a rare chance in resulting in an injury. Injuries that do occur are the result of interactions between the situation in which the activity occurs and the physical status of the player. In addition to having an influence over the equipment and facilities in reducing the risk of injuries, you have a major influence over the physical activities of your players during practices and games. There are several steps you can take to properly manage the physical activities that occur at practices and games to reduce the rate and severity of the injuries. These steps include the following.

1. Teaching Safety to Players

Whenever appropriate, inform your players about the potential risks of injury associated with performing certain ice hockey activities, and methods for avoiding injury. For example, hitting from behind is not only a penalty, but it can be extremely dangerous especially when the players are close to the boards. By informing your players of this danger and establishing a team rule that does not permit hitting from behind, you will reduce the risk of injury to all players.

The key to teaching safety to your players is to prudently interject safety tips in your instruction whenever appropriate.

2. Warming Up

A warm-up at the beginning of your team's practices and before games provides several important benefits. These benefits are:

- increases the breathing rate, heart rate, and muscle temperature to exercise levels;
- reduces the risks of muscle pulls and strains;
- increases the shock-absorbing capabilities of the joints; and
- prepares players mentally for practices and games.

Warm-up exercises which include alternating stretching and motion exercises should start in the dressing room (or any available space around the rink) and will provide several benefits. Before going on the ice, ten minutes of stretching and light calisthenics followed by a skating warm-up of five to seven minutes should be performed.

Stretching should be done slowly (up to 30 seconds for each muscle group stretched) and to mild tension (DON'T OVERSTRETCH). The purpose of stretching is to minimize the risk of muscle strains and tendon pulls as well as to prepare the joints for greater shock absorption. Visualization exercises can be done during stretching to enable the players to better prepare for games and for skills drills.

Calisthenics, such as jumping jacks or jogging in place, will increase the heart rate and breathing rate, as well as increase the blood flow to the muscles. Skating will also produce the same increase in heart and breathing rates.

Warm-ups should be done before skill-oriented drills.

3. Cool Down

Muscles tend to tighten up during periods of inactivity following hard work. To minimize this muscle stiffness that usually follows a workout and the soreness that may become evident the following day, players should take time to adequately cool down at the end of practice. A gradual reduction of activity (the reversal of the warm-up procedure) facilitates the dissipation of waste products (such as lactic acid) associated with muscular activity. Letting the body cool off gradually will help to decrease muscle pain and to enable players to function better at high levels during the next practice.

4. Teaching Appropriate Techniques

The instructions you provide during practices on how to execute the skills of ice hockey have an influence on the risks of injuries to your players as

well as their opponents. Teach your players the proper ways to perform ice hockey techniques, and avoid any temptation to teach how to intentionally foul opponents. Keep in mind that:

First, an improper technique often results in a greater chance of injury to the performer than the correct execution. Acceptable techniques in sports usually evolve with safety as a concern.

Second, techniques involving intentional penalties should never be taught or condoned. Coaches who promote an atmosphere in which intentional violent acts are acceptable must be eliminated from all youth ice hockey programs. You should promote fair and safe play in practices and games with strict enforcement of the rules to encourage skill as the primary factor in determining the outcome of the game.

5. Selecting Proper Drills

Drills that you select or design for your practices and the ways in which they are carried out have an influence on the risk of injuries for your players. Drills should be selected and designed with safety as a primary feature. Before implementing a new drill into your practice, several safety questions should be considered.

- Is the drill appropriate for the level of maturation of the players?
- Are the players sufficiently skilled to execute the drill properly?
- Are the players sufficiently strong enough to handle the physical demands of the drill?
- Are other, less risky drills available to achieve the same results?
- Can the drill be modified to make it less risky and yet achieve the desired result?

6. Burn-Out

Coaches must be aware that players who engage in intense, frequent practices and games may need time off as the season wears on. It is possible to overtrain, and predispose to, rather than prevent, injuries. Injuries caused by overtraining have grown to represent an increased portion of reported sports injuries. Some telltale signs of overtraining and burn-out include:



Figure 5-1. How fatigue is linked to an increased potential for injuries and burn-out.

- sloppy execution of skills
- loss of enthusiasm
- depression
- higher incidence of injury
- longer time to recover from injury

Antidotes to overtraining and burn-out include time off from practice, shorter practices, alternating intense practices with lighter workouts, or any combination of these suggestions. Burn-out is not usually a problem when players are practicing two or three times a week, unless they are also: a) playing two or more games per week, b) playing on more than one ice hockey team, or c) playing on a different sport team during the same season.

• Avoiding Contraindicated Exercises

Over the past several years, researchers and physicians have identified a list of exercises that are commonly used by coaches but are potentially harmful to the body. These are called contraindicated exercises. This information has been slow in reaching coaches and their players. Table 5-1 contains a list of these exercises and how contraindicated exercises can be modified to eliminate their undesirable characteristics. Also included in Table 5-1 are substitute hockey exercises that accomplish the same purpose in a safer manner.

Exercises	Muscles and Joints Affected	Problems	Adaptations	Hockey Exercises
Toe touches	Hamstrings, lower back, knee	Puts excessive strain on lower back and overextends the knee joint	Seated straight-leg stretch	High road-low road
Straight leg sit-ups	Abdominals, lower back	Puts excessive strain on lower back throughout the exercise; strengthens muscles that contribute to pelvic tilt, thus promoting back problems	Abdominal curls: bent legs, arms across chest; curl 2/3 of the way up slowly	Bent leg sit-ups with the ball
Straight leg lifts	Abdominals, lower back	Same as straight leg sit-ups	Bent leg abdominal curls	
Deep squats	Quadriceps	Opens knee and stretches ligaments	Squat only until thigh is parallel to ground	Jumping over the ball
Hurdler's stretch	Hamstring (straight leg); knee joint (bent leg)	Stretches the ligaments of the bent knee	V-sit with legs spread 90° and both legs straight, or leave one leg straight and place the bottom of the foot of the bent leg up on the straight leg (next to knee)	High road-low road
Standing one-leg quad stretch	Quadriceps, knee of bent leg	Stretches the ligaments of the bent knee	Hold leg with opposite hand and extend the hip joint	

Table 5-1. Contraindicated exercises.

POTENTIAL SAFETY HAZARDS

Hydration-Water Intake

All athletes, including young athletes, lose water during practices and games. While water loss through sweating and exhaled air is greater in warm weather sports, water loss is also a major factor in cold weather sports such as ice hockey. Water loss or dehydration can develop into a life threatening situation. Many young athletes and coaches don't realize that thirst can be a very late indicator of dehydration, and many new coaches don't realize that drinking water during practices and games will NOT detract from the player's performance, and actually can improve it.

- Water must always be readily available during practices and games.
- Water can be taken freely without worry.

- Cold water is more rapidly ingested than warm water. Special electrolyte drinks (such as Gatorade) are not necessary. Plain water provides the same benefits for a lot less money.
- Sports medical experts do not recommend salt tablets before or during a game or practice.
- Players should drink a glass of water (two or three good swallows) every 15 minutes.
- Ideally, each player should have his own water bottle so that there would be less risk of spreading communicable diseases.

Drug Abuse

The statistics on drug abuse among children are frightening. Alcohol-related auto accidents are the leading cause of death among teens. One in ten teens is dependent on drugs or alcohol. One in ten male adolescents has used steroids.

One of the major solutions to the problem is to

meet it head on. Coaches of young athletes have a unique opportunity to educate their players and parents about drug abuse. Drug abuse is dangerous and undesirable.

- Youth athletics can help in many ways to conquer the problem of drug abuse.
- Sports keep children busy.
- Sports can give the player a feeling of self worth.
- Sports can give the player a feeling of identification with a team.
- But drug abuse must also be discussed with coaches, players, and parents.
- Talk about alcohol and other drug abuse.
- Open a dialogue with the players about drugs and alcohol. Get the players to use peer pressure on teammates to refrain from taking alcohol and drugs.
- Enforce all training rules and school regulations pertaining to drugs and alcohol.

Blood-Borne Pathogens in Athletics

The growing worldwide epidemic of AIDS has heightened concern from sport governing bodies about the risks of transmission of bloodborne pathogens between competing athletes and those closely associated with athletic competition. HIV (Human Immunodeficiency Virus—AIDS) and HBV (Hepatitis B Virus) have been found to be the most prevalent and lethal of infectious blood-borne agents. Transmissions of these agents have only been documented by sexual, percutaneous and perinatal exposure. However, there have been reports of cutaneous and mucosal transmission. There have been no studies to date evaluating the risk of transmission between athletes. Review of studies of health care workers and individuals who lived with infected patients have identified that there is a 0.29% per exposure risk of seroconversion for percutaneous contact. Other routes are even at lower risk for seroconversion.

Very specific tests exist for identification of HIV and HBV. Testing for blood-borne pathogen infection should be administered to individuals thought to be exposed to infected people. Some sports are at higher risk because of the chance that blood will be exposed during competition. Although sports in general are a low risk activity for transmission, prevention guidelines are addressed for sports at greater risk and all activities where blood may be exposed. Post-exposure prophylaxis is

recommended for individuals who have direct blood contact from others thought to be infected. The experimental medication AZT is used in HIV exposed patients. HBV exposed patients should be treated with either Hepatitis B Immune Globulin and/or Hepatitis B Vaccine. Recommendations for follow-up testing and care are discussed.

Transmission of blood-borne pathogens between competing athletes is a rare and unusual event. No documented cases exist of such transmission.

Specific Precautions for Sport

Precautions can be undertaken during or prior to athletic competition to reduce the risk of HIV and HBV transmission which include:

1. Voluntary testing for HIV and HBV is made available to all athletes in the greatest and moderate risk sports. Other athletes perceived to be at risk should also have testing available to them.
2. Educational information including activities that place individuals at high risk because of lifestyle, geographic location, or a specific sport should be made available to participants and those deemed at risk associated with the athlete/athletic event (i.e., manager, coaches).
3. Gloves should be worn when contact with blood or other body fluids is anticipated. Gloves should also be worn for touching mucous membranes or non-intact skin (e.g., abrasion, dermatitis) of all athletes and for handling items or surfaces soiled with blood or body fluids. Gloves should be changed after contact with each athlete.
4. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood and other body fluids. Hands should also be washed after gloves are removed. Athletes should shower immediately after competition.
5. Surfaces contaminated with blood or body fluid should be cleaned with a solution known to inactivate the virus after each match or more often as needed.
6. To minimize contact, emergency mouth-to-mouth resuscitation bags or other ventilation devices should be available for use in emergencies.
7. Soiled linen, towels, uniforms, etc. should be tagged and washed in hot water with a

detergent that is known to inactivate HIV and HBV. When possible, disposable towels should be used and proper disposal procedures employed for soiled materials.

8. All athletes in greatest risk sports should be required to wear mouth pieces, and it should be strongly recommended for athletes competing in moderate risk sports.
9. Spittoons or similar receptacles where bloody sputum or saliva may be spit should contain a solution known to inactivate the virus.
10. Matches should be interrupted when an athlete has a wound where a large amount of exposed blood is present, to allow the blood flow to be stopped, the area cleaned and the athletes cleaned.
11. Athletes who have an open lesion, wound, dermatitis, etc. should cover them with a dressing that will prevent contamination from other sources.
12. Where possible, athletes and officials in the greatest risk sports, should wear protective eyewear to reduce the possibility of blood or bloody body fluids entering the eyes.
13. Review athletes' medical history to make sure that all routine vaccinations including tetanus and MMR (Measles, Mumps, Rubella) are up to date.

Disinfection of Surfaces and Equipment

During practice and competition, surfaces and equipment become contaminated with blood and other body fluids. Because potentially dangerous microorganisms can survive on these contaminated surfaces for various periods of time, it is necessary to apply disinfection procedures to interrupt cross-infection.

Solution of 5/25 percent sodium hypochlorite (household bleach) at a 1:10 dilution is recommended, but not required as the agent of choice for cleaning hard surfaces after all spills of blood or body fluids. These solutions should be prepared fresh, not older than 24 hours. It is not recommended to use sodium hypochlorite solutions on carpets or rugs, however, sanitary absorbent cleansers may be used on these items. Agents labeled as "hospital disinfectants" are also acceptable cleaning agents and will eliminate HIV and HBV. HIV and HBV are not resistant to many commonly used agents. Common agents that

eradicate HIV and HBV include, but are not limited to: Lysol, hydrogen peroxide, betadine, glutaraldehyde, isopropyl alcohol, and Np-40 detergent. Chemical germicides registered with the Environmental Protection Agency (EPA) as sterilants are recommended for high-level disinfection.

The mechanics of scrubbing are much more important in eliminating organisms than the selected cleansing agent. The end result of scrubbing and rinsing should be the thorough removal of all contaminated materials.

The following simple precautions set forth the necessary elements for handling spills of blood or other body fluids:

1. Wear rubber medical gloves;
2. Contain the spill in the smallest area possible by absorbing the spill with paper towels;
3. If the spill is on a hard surface, decontaminate with a 5.25 percent (1:10 dilution) of hypochlorite bleach or comparable solution;
4. Re-clean area with fresh towels;
5. If the spill is on a rug or carpet, use a sanitary absorbent agent according to directions;
6. Place all soiled waste in a moisture resistant bag;
7. Wash hands;
8. Trash and waste contaminated with blood or bloody body fluids should be regarded as potentially infectious and treated as biohazardous material;
9. Soiled linens and uniforms should be handled as little as possible to prevent microbial contamination of the air and persons handling the linen and uniforms. All soiled material should be bagged where it was used, double bagged if there is a chance of leakage, and transported to the laundry. If hot water is used, the soiled articles should be washed with detergent in water at least 71 degrees Celsius (160 degrees Fahrenheit) for 25 minutes. If low temperature \leq 70 degrees Celsius laundry cycles are used, solutions known to inactivate the virus should be used.

Frostbite

Definition

Superficial frostbite involves localized freezing of the skin and the superficial tissues below it. The nose, ears, toes, and fingers are especially prone to superficially but advances to deep tissues such as muscles and tendons.

FOR FROSTBITE

DO NOT...

- ...rub or massage frostbitten areas.
- ...apply ice to frostbitten areas.
- ...allow frostbitten tissue to refreeze.

Cause

Exposure of body parts to cold, causing tissues to freeze and blood vessels to constrict.

Symptoms

Painful, itchy, burning, or tingling areas that may become numb as the frostbite worsens. These symptoms may recur when the affected areas are rewarmed.

Signs

First-degree frostbite—red or flushed skin that may turn white or gray. Second-degree frostbite—firm, white, and waxy skin. Blisters and purple tint to skin may appear when the area is rewarmed. Third-degree frostbite—blisters, bluish skin. The area feels very cold and stiff.

First Aid

Move the athlete to a warm area. Remove wet and cold clothing.

First and Second Degree Frostbite

Rewarm frostbitten areas by soaking them in clean, warm water (100 to 150 degrees). Call the athlete's parents or guardian to take the athlete to a physician.

Third Degree Frostbite

Monitor the ABCs and cover the frostbitten areas with sterile gauze.

Playing Status

The athlete cannot return to activity until he or she is released by a physician.

Prevention of Frostbite

1. Do not touch bare metal with bare skin; cover all metal with cloth, tape, leather, or similar material.
2. Keep wiggling cold toes; as long as you can move them, you have not frozen your toes.
3. Beware of any localized skin numbness and protect from further exposure.
4. Consider the air temperature, wind speed, and precipitation at the time of cold exposure. Consult a wind chill factor chart and determine a safe exposure time for training or competition.
5. Utilize information about weather conditions to select the proper layers of clothing. The inner layer ought to consist of a non-wettable fiber that transports sweat away from the skin surface. The outer layer should be windproof and water-proof, yet allow sweat to evaporate. When immobilized, or during low intensity exercise, a middle layer of clothing may be necessary for insulation. During high intensity exercise, the outer layer (or head covering) may be loosened or removed for brief periods, to prevent excessive heat storage. It is important to keep clothing dry. Tight fitting clothing or shoes reduce blood flow to skin and increase the potential for peripheral cold injury.
6. Consider differences in metabolic heat production, especially during team competition. The varsity squad may produce large amounts of internal heat, while reserve units may suffer from hypothermia because they are inactive. Avoid situations in which athletes stand outdoors in wet clothing or footwear. Provide shelter from the wind and precipitation, whenever possible.
7. Supply athletes with liquids to avoid dehydration, just as you would in a hot environment.

EQUIPMENT

Guidelines for Selection and Fitting

1. Helmet and Face Mask: Obtain a helmet and mask that provides full facial protection which fits snugly on the head. All helmets and masks must be HECC certified.

2. Shoulder Pads: The cap of the pad should cover the shoulder. Straps under the arms should attach securely. The front flap should come down far enough to cover the collarbone.

3. Elbow Pads: The straps should remain tight, providing a snug fit over the elbow. Some pads have adjustable straps, some have only elastic straps. When straps become loose, the pad may slip off of the elbow, leaving it unprotected. There should be no space between shoulder pads, elbow pads, and the hockey gloves.

4. Shin Pads: The knee is a primary area of concern for protection. The pad should cover the knee when the leg is straight and when it is bent. Pads should bend just below knee in order to conform to the bent leg.

5. Ankle Guard: Ankle guards are considered optional equipment. They are recommended, however, particularly for defensemen for puck protection. The protective part of the guard should cover the top five eyelets on the front of the skate and the inside and outside ankle bones.

6. Gloves: Gloves range in price from inexpensive to very expensive. They should have ample room for the fingers and thumb and must not be too snug in the wrist area. Be sure the cuff comes up far enough to adequately cover the wrist.

7. Stick: Sticks come in different lies. The most common lie is a five or six for skaters and a 12 to 13 for goalies. Lie refers to the angle between the blade of the stick and the shaft. The smaller the angle, the higher the lie. When choosing a stick, the entire bottom portion of the blade should be on the ice when the player assumes a ready position. If just the heel of the stick is touching, try a lower lie. If just the toe is touching, try a higher lie.

Stick length can be determined by placing the front, bottom edge of the stick on the ice between the skates. The top of the shaft should touch the player's face between the chin and the tip of the nose. It should touch closer to the nose if the player is wearing shoes, not skates.

8. Pants: Pants are usually six sizes larger than the normal waist size. The top padded portion of the pants should cover the hips, lower ribs, and kidneys. The legs should be an inch or two above the knees, overlapping with the top of the knee pads. The area above the knee is often hit by the puck, therefore, make sure there is no gap between the pants and knee pads. If a gap exists, loosen the suspenders and lower the pants or obtain others that fit appropriately.

9. Skates: Skates are the hockey player's most important piece of equipment. Without properly-fitted skates, the young hockey player is at a tremendous disadvantage. Skates should not be bought several sizes too large so a player may "grow into them." Oversize skates will retard the skating development of the youngster. Skates should be slightly smaller (approximately one-half size) than the normal shoe size. They should fit snugly with just one pair of socks. Push the toes all the way to the front of the boot. At the heel area there should only be enough room for a pencil to fit between the heel and the back of the boot. When properly laced, players should not be able to lift their heels and their toes should be able to move. Rapidly growing youngsters may outgrow more than one pair of skates in a season. Look for good buys on used skates, but make sure they fit properly.

10. Jock (Athletic Support): Fitted according to waist size. It should fit snugly but not so tight as to be uncomfortable. The protective cups come in men's and boys' sizes as well as women's and girls' sizes.

11. Sports Bra: Any girls, should wear a sports bra when participating in vigorous activity. Sized by chest width and cup size as with a regular bra.

12. Female Shoulder Pads: For female players, a combination shoulder and chest protector combines shoulder pads with extra protection in the breast area.

13. Mouthguard: Use of an internal mouthguard reduces the risk of a brain concussion (from a blow to the jaw) and minimizes chances of chipping teeth should the lower jaw be struck.

Goalkeeper's Equipment

14. Goalkeeper's Pads: Are designed for blocking shots, and protecting the front and side of the goalkeepers legs. A properly fitted set of goalkeeper pads extend from the toe of the skate to about 4" above the knee. The large vertical roll is always on the outside of each leg. Goalkeeper's pads should always be left standing, so as to prevent flattening of the padding and "molding" as the pads dry out. The straps should be checked regularly for cuts or cracking, and replaced as needed. Any cuts in the leather of the pads should be repaired immediately.

15. Goalkeeper's Knee Pads: Can afford additional protection when the goalkeeper is in such a position that the goalie pads do not cover the knee area.

16. Goalkeeper's Athletic Support: Goalkeepers should wear the specially designed cup because of the extra padding and protection it provides.

17. Goalkeeper's Pants: Have several additional protective pieces, and the padding is heavier than in the regular pants. The inner section which protects the kidney, tail bone, groin, and waist area also is fitted with heavier weight padding and protection.

18. Belly Pad: Designed to protect the collar bone and the entire chest and abdominal areas. Ensure the pants are loose enough around the waist to allow the belly pad to tuck into the pants comfortably.

19. Goalkeeper's Shoulder and Arm Pads: Designed to protect the shoulder and the arms right to the wrists. Many goalkeepers adjust or add padding to their arms and the front of their shoulders to suit their individual preferences. Pads which are too small, not reaching the cuff of the glove, leave the forearm open to injury.

20. Catching Glove (Trapper): Has a heavily padded protective cuff, which should overlap the protection of the arm pad.

21. Blocker: Composed of a large protective fiber back pad which should not be warped thus exposing the fingers. The glove should be pliable for easy gripping of the stick.

22. Throat Protection: Is vitally important for the goalkeeper. Three types of throat protection are predominantly used—hanging shield (attached to bottom of the face mask), hinge shield (attached to the helmet), collar (worn around the neck). While the collar does offer greater protection from accidental skate cuts to the throat area, it does not provide as much protection from impact by the puck (shots) or stick, as do the hinge or hanging shields.

Care of Hockey Equipment

1. Helmet: Tighten all screws, wash the interior with soap and a damp cloth before the season starts and several times during the season.

2. Mouthguard: Keep your mouthguard in its own case and rinse it thoroughly before and after each use.

3. Shoulder Pads: Check the straps for wear. Make sure the shoulder caps are securely attached.

4. Elbow Pads: Check the straps for wear and/or elastic fatigue.

5. Shin Pads: Check the knee area for cracks. Make sure padding is not ripped or torn.

6. Gloves: Oil the leather, especially the palms. If the palms are worn, make sure the fingers cannot come out through the palm area. New palms may be necessary.

Other Maintenance Tips

- After a game or practice, the equipment should be immediately hung up to dry. Leather should not be placed over any source of direct heat as forced drying will cause cracking.
- After every game or practice wipe off the skate blades and holders until they are completely dry (to prevent rust).
- Leave skates unlaced, with the tongues pulled down so that air can circulate inside and evaporate moisture. With most plastic skates the "liners" are removable, and should be taken out to dry.
- Check your blades for sharpness—a sharp skate will plane a fine white shaving off your thumbnail; nicks—sometimes a nick in the blade can be removed with a small wet stone; bends—a bent or loose blade can often be detected by the squeaking noise it will make when gliding to a stop. Most skate sharpeners have a device for straightening blades.
- Make regular checks after each use to see that the rivets which attach the blade holders to the boot of your skates are secure.
- All equipment should be visually inspected at regular intervals. In most cases, a shoemaker can repair fabric tears or do patch stitching. In the case of cracked padding or plastic, a replacement part can usually be purchased.

ENFORCE THE RULES

Strict Enforcement of the Rules

Olympic hockey, college hockey, junior hockey, high school hockey, and youth hockey are all played according to different but similar playing rules which emphasize finesse rather than force. Protective equipment, such as helmets, are mandatory at all of the aforementioned levels of

hockey. Full face masks are mandatory at all of the aforementioned except Olympic and junior hockey. Professional hockey has undergone a philosophical change since 1988, with the emphasis on speed and finesse, but fighting and physical aggressiveness continues to be part of the professional game.

At the amateur level, we want to emphasize skill development, strategy, conditioning, and fair play rather than size, physical aggressiveness, or violence. It is important that coaches and officials work to strictly enforce the playing rules at all levels of hockey. The Zero Tolerance Program, implemented by USA Hockey in 1992, has helped to develop better understanding between players, coaches, officials, and parents. Coaches, officials, and league administrators should meet periodically during the season to review player behavior. Suggestions as to how to do a better job in controlling overaggressive play should be considered and discussed. Coaches, officials, parents, and players must remember that hockey is a game that involves contact, NOT violence. Strict enforcement of the playing rules will reduce injuries to players.

SUMMARY

This chapter has focused on three areas in which you can exert an influence to reduce the potential number and severity of injuries in hockey. The first area involves your insistence that your players wear appropriate protective equipment. Avoiding safety hazards associated with the ice rinks is the second area. Management of practices and games is the third area. Proper management includes teaching your players safety, appropriate ice hockey techniques, and proper drills; and running practices with warming up, conditioning, and cooling down exercises; but exclude known contraindicated exercises. Safety and injury prevention should be a primary factor to consider in whatever plans you make for your youth ice hockey team. You will be more than compensated for the extra time and effort required to implement the suggestions found in this chapter by the comfort of knowing that you have done as much as you can to assure that your players will have a safe season.

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Chapter 12

Care of Common Ice Hockey Injuries

OBJECTIVES

- Assist coaches in identifying and providing first aid for the different medical conditions commonly associated with ice hockey
- Identify items in a well-stocked first aid kit
- Identify procedures you should follow when an injury occurs
- Identify information you should have about your players in case they become injured

INTRODUCTION

Chris has the puck and one defenseman to beat. A fake leaves the defenseman out of the play. Only the goalkeeper is left. As Chris skates toward the goal, the goalkeeper begins to leave the goal area and approach the play. Chris momentarily loses control of the puck and everyone is uncertain as to who will get to play the puck first. Both Chris and the goalkeeper skate full speed toward the puck and each other. They arrive simultaneously, both out of control. There is a violent collision, and Chris lies motionless on the ice. The referee, sensing the likelihood of injury, immediately signals Chris' coach onto the ice to tend to the downed player.

Watching from the bench, the first, and normal, reaction of a coach is to be frightened by the possible outcome of this violent collision. The sinking feeling in the stomach and the "Oh, no" message sent out by the brain when Chris went down have been felt by most coaches at some point in their careers.

If this, or some similar situation confronted you, what would you do? Are you prepared to act appropriately? As coach of a youth ice hockey team, it is your obligation to be able to deal with such an emergency. Before your first practice, you should:

- obtain medical information on your players
- establish emergency procedures
- prepare to provide first aid

You must not rely on the likelihood that a serious injury will not occur to the players on your team as an excuse for not being prepared to handle an emergency situation.

MEDICAL INFORMATION

The completed Athlete Medical History Form should be in your possession whenever your players are under your supervision. Hopefully, the need to use this information will never arise. But, if an injury does occur, the information on this form will help you and qualified medical personnel respond quickly to an emergency.

EMERGENCY PROCEDURES

As the coach of an injured player, you are responsible for the actions taken until the player is placed in the care of competent medical personnel, parents, or guardians. Parents and players expect you to know how to proceed. The following sequential steps should be taken in an emergency:

1. Take charge of the situation.
2. Determine the nature of the injury.
3. Start emergency procedures if necessary.
4. Transfer care to a medical professional.

Step 1: Take Charge

Establish immediate control over the situation by having your assistant coach take charge of all uninjured players. If you do not have an assistant coach, send the players to a designated area within range of your voice and vision until the injury situation is resolved. This simple action establishes control, clears the area of potentially harmful distractions, and facilitates a quick response to emergency situations.

Step 2: Determine the Nature of the Injury

Upon reaching an injured player, you should perform a visual analysis of the situation. Is the player breathing? . . . conscious? . . . bleeding? Ask the player questions to find out what happened and where the pain is located. This information will help you determine whether the injury is serious and requires emergency measures or whether it is an injury that can be properly cared for without emergency procedures.

Step 3: Provide Emergency Care

Most emergency situations can be appropriately handled if you remember the ABC's of emergency care, as advocated by the American Red Cross.¹

A = Airway

B = Breathing

C = Circulation

Remembering the ABC's will remind you of how to proceed in a life-threatening situation.

It is beyond the scope of this chapter to provide the complete information necessary to handle all emergencies. To familiarize you with what is involved and to encourage you to obtain appropriate first aid and CPR (cardiopulmonary resuscitation) instruction, the ABC's and bleeding are briefly outlined. More complete information on artificial respiration is available through your local chapter of the American Red Cross.

The ABC's

• Open the Airway

Always check the airway to make sure it is free of any items that may impede breathing. In ice hockey, the mouth guard can obstruct the airway and should be removed immediately. The primary method advocated for opening the airway is the jaw thrust or chin lift method. The American Red Cross and American Heart Association provides materials and training for developing this skill.

• Restore Breathing

Once the airway is open, check to see if the player is breathing. Is the chest moving up and down? Are there sounds of breathing? Can you feel exhaled air at the mouth or nostrils? If breathing is not taking place, begin artificial respiration. The procedures taught by the American Red Cross and American Heart Association are the standards to follow when attempting to restore breathing.

• Restore Circulation

If the heart has stopped beating, circulation should be restored via CPR. Cardiopulmonary resuscitation is a valuable skill to learn and maintain because you are coaching a sport in which the temporary interruption of cardiopulmonary function could occur. The techniques of CPR are beyond the scope of this manual. **You are encouraged to attend one of the many American Red Cross or American Heart Association CPR courses that are regularly offered in nearly every local community that sponsors youth hockey.** Call your local American Red Cross or your local hospital for more information.

Bleeding

Extensive bleeding should be controlled by applying direct pressure over the wound for 10 to 20 minutes without checking the wound. A sterile pad is preferred, but in an emergency, use whatever is available: a towel, a shirt, your hand, etc. The use of a tourniquet is ill-advised and should only be employed when one accepts the fact that its use may be trading the loss of a limb to save a life.

Step 4: Transfer Care to a Medical Professional

The usual culmination of providing emergency care is transferring that care to trained medical professionals (a physician and/or emergency medical technician, an EMT) and transporting the player to a medical facility. This action presumes knowledge of how this should be done.

We recommend that a call for assistance be made immediately upon determination that the injury is life-threatening. This should be completed by an assistant during the time that appropriate care is being administered to the player. To complete this important task, the location of a phone must be known, correct change must be available, and the telephone number must be readily available. If you have the completed Medical History Form in your possession, you are prepared to act.

It is recommended that you contact parents as soon as possible. The information on the Medical History Form is useful to direct EMT's or others to the family's preferred physicians or hospitals. The Medical History Form must accompany the injured player to aid the medical professionals in their diagnosis for treatment of the problem(s).

Rehearsing emergency care procedures can be invaluable.

Immediate treatment of life-threatening injuries is extremely important. Being trained in basic first-aid and emergency procedures is invaluable and will give you more confidence when dealing with any type of injury. Each coach must develop his/her own emergency plan.

PROVIDE FIRST AID

If the player is seriously injured, have your assistant coach, a parent, or a responsible player take the coins and the list of emergency telephone numbers from the first aid kit and call an ambulance. You should stay with the injured player until help arrives.

Aids for Proper Care

If the injury is less serious and does not require assistance from trained medical personnel, you may be able to move the player from the ice to the bench

area and begin appropriate care. Two important aids to properly care for an injured player include a first aid kit and ice.

• First Aid Kit

A well-stocked first aid kit does not have to be large, but it should contain the basic items that may be needed for appropriate care. The checklist below provides a guide for including commonly used supplies. You may wish to add and subtract from the kit on the basis of your experience and/or local policies or guidelines.

A good rule of thumb for coaches is, "If you can't treat the problems by using the supplies in a well-stocked first aid kit, then it is too big a problem for you to handle." You should be able to handle bruises, small cuts, strains, and sprains. When fractures, dislocations, back, or neck injuries occur, call for professional medical assistance.

First Aid Kit Checklist

- _____ plastic tape - 2 rolls
- _____ sterile gauze pads - 4 pads
- _____ sling - 1
- _____ Band-aids, assorted sizes - 20
- _____ foam rubber/moleskin
- _____ disinfectant
- _____ zip lock plastic bags for ice - 4
- _____ coins for pay telephone
- _____ emergency care phone numbers
- _____ list of emergency phone numbers
- _____ scissors
- _____ safety pins
- _____ surgical gloves
- _____ player's Medical History Forms
- _____ chemical ice packs
- _____ list of first aid kit contents

• Ice

Having access to ice is easy in an ice rink. Ice is very important to proper immediate care of many minor injuries and should, therefore, be readily available.

Care of Minor Injuries

- **R.I.C.E.**

Unless you are also a physician, you should not attempt to care for anything except minor injuries (e.g., bruises, bumps, sprains). Many minor injuries can be cared for by using the R.I.C.E. formula.

R.I.C.E. Formula

The R.I.C.E. formula for care of minor injuries involves the following steps:

R = REST: put the injured area at rest.

I = ICE: apply ice to the injured area.

C = COMPRESSION: wrap an elastic bandage around the injured area and the ice bag to hold the bag in place. The bandage should not be so tight as to cut off blood flow to the injured area.

E = ELEVATION: let gravity drain the excess fluid.

When following the R.I.C.E. formula, ice should be kept on the injured area for 15 minutes and taken off for 20 minutes. Repeat this procedure three to four times. Icing should continue three times per day for the first 72 hours following the injury. After three days, extended care is necessary if the injury has not healed. At this time, options for care include:

- stretching and strengthening exercises
- contrast treatments
- visiting a doctor for further diagnosis

- **Contrast Treatments**

If the injured area is much less swollen after 72 hours, but the pain is subsiding, contrast treatments will help. Use the following procedure:

1. Place the injured area in an ice bath or cover with an ice bag for one minute.
2. After using the ice, place the injured area in warm water (100-110 degrees) for three minutes.
3. Continue this rotation for five to seven applications of ice and four to six applications of heat.
4. Always end with the ice treatment.

Contrast treatments should be followed for the next three to five days. If swelling or pain still persists after several days of contrast treatments, the player should be sent to a physician for further tests.

MAINTAINING APPROPRIATE RECORDS

The immediate care you provide to an injured player is important to limit the extent of the injury and to set the stage for appropriate rehabilitation. However, immediate care is not the end of prudent action when an injury occurs. One brief but valuable task should be completed. That is to complete a USA Hockey Injury Survey Form (located at the end of this chapter).

USA Hockey Injury Survey Form

It is important for you to maintain a record of the injuries that occur to your players. This information may be helpful to guide delayed care or medical treatment and may be very important if any legal problems develop in connection with the injury. It includes a standard form that will help guide the recording of pertinent information relative to each injury. These records should be kept for several years following an injury. You should check on legal requirements in your state to determine how long these records should be kept.

SUMMARY

This chapter attempts to acquaint you with various injuries associated with hockey and how you should be prepared to deal with these injuries. If you have prepared your first aid kit, brought along the medical records, and familiarized yourself with the different types of injuries, you should be able to handle whatever situation arises. Follow the steps that are outlined for you, and remember—you are not a doctor. If you are in doubt about how to proceed, use the coins in your first aid kit and call for professional medical help. Do not make decisions about treatments if you are not qualified to make them.

Remember, react quickly and with confidence. Most injuries will be minor and the injured players will need only a little reassurance before they can be moved to the bench area. Injuries will always occur in hockey. Therefore, you must prepare yourself to deal with whatever happens in a calm, responsible manner.

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ATTENDANCE/INJURY REPORT

Coach: _____

Month: _____

Year: 20____

DAY OF MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	COMMENTS					
P=practice G=game																																					
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2.																																					
3.																																					
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KEY NOTE: If a player is at practice/game and has no sickness or injury, leave box blank.

I Injured	N New injury happened during practice/game	T Tardy to practice/game
E Excused — sick or ill	R Re-injury to same body part	Other _____
U Unexcused — did not practice/play; discipline or skipped	G Gone from team — quit or removed from team	Other _____
L Limited practice/play due to previous injury (no contact)	X Missed practice/game from a non-hockey injury	Other _____



INJURY REPORTING FORM



One form must be completed for each "injury" is defined as: Any ice hockey or inline hockey related ailment, occurring on the rink or player's bench that kept (or would have kept) a player out of practice or competition for 24 hours, or required medical attention (Trainer, Nurse or Doctor) and all concussions, lacerations (cuts), dental, eye and nerve injuries.

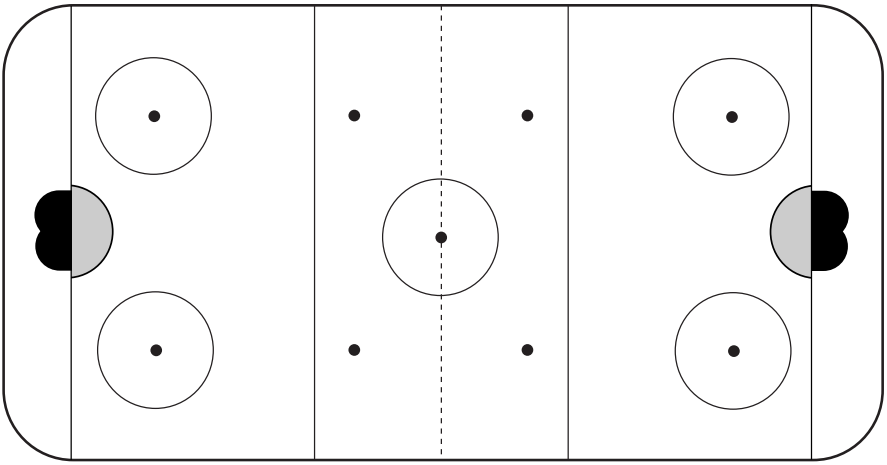
Name _____ Date of Injury ____-____-____ Trainer/MD Name _____

Street Address _____

City _____ State _____ Zip Code _____

Position played at time of injury (W, C, D, G) _____ Game Opponent (team) _____

Time of injury (Warm-ups, 1, 2, 3, OT, After) _____ Game frequency (1st, 2nd, 3rd, etc. game of event) _____

<p>TYPE OF INJURY</p> <p><input type="checkbox"/> Contusion <input type="checkbox"/> Fracture</p> <p><input type="checkbox"/> Laceration <input type="checkbox"/> Dislocation</p> <p><input type="checkbox"/> Strain <input type="checkbox"/> Concussion</p> <p><input type="checkbox"/> Sprain</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>	<p>BODY PART AFFECTED (Check the affected areas and indicate left or right side)</p> <p><input type="checkbox"/> Head/Scalp <input type="checkbox"/> Chest</p> <p><input type="checkbox"/> Face/Nose <input type="checkbox"/> Abdomen</p> <p><input type="checkbox"/> Eye(s) <input type="checkbox"/> Back/Spine</p> <p><input type="checkbox"/> Mouth/Teeth <input type="checkbox"/> Buttocks</p> <p><input type="checkbox"/> Neck/Ear <input type="checkbox"/> Groin</p> <p><input type="checkbox"/> Shoulder <input type="checkbox"/> Hip</p> <p><input type="checkbox"/> Arm/Elbow <input type="checkbox"/> Leg/Knee</p> <p><input type="checkbox"/> Wrist <input type="checkbox"/> Ankle</p> <p><input type="checkbox"/> Hand/Finger <input type="checkbox"/> Foot/Toe</p>	<p>INJURED'S CATEGORY</p> <p><input type="checkbox"/> Player <input type="checkbox"/> Coach</p> <p><input type="checkbox"/> Referee <input type="checkbox"/> Manager</p> <p><input type="checkbox"/> Volunteer <input type="checkbox"/> Spectator</p> <p><input type="checkbox"/> Other _____</p> <p>INTENT TO INJURE? (according to injured player)</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>PENALTY CALLED?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>NEW INJURY?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>HOW INJURY OCCURRED</p> <p><input type="checkbox"/> Contact with boards</p> <p><input type="checkbox"/> Contact with goal/net</p> <p><input type="checkbox"/> Body contact with another person</p> <p> <input type="checkbox"/> Caused by a body check</p> <p> <input type="checkbox"/> Incidental to playing puck/ball</p> <p><input type="checkbox"/> Struck by a stick</p> <p><input type="checkbox"/> Contact with skate</p> <p><input type="checkbox"/> Contact with floor</p> <p><input type="checkbox"/> Struck by puck/ball</p> <p><input type="checkbox"/> No apparent contact</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>	<p>LOCATION (X on floor where injury occurred)</p>  <p>Please indicate the injured player's defending goal</p>	

Brief description of injury (what happened) _____

What action was taken for injury? _____

Name of Person Treating _____ Phone _____

INSURANCE & PLAYER INFORMATION

Name: _____ Date of Birth: ____/____/____ Phone: _____
Address: _____ City: _____ State: _____ Email: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ____/____/____ Phone: _____
Address: _____ City: _____ State: _____ Email: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ____/____/____ Phone: _____
Address: _____ City: _____ State: _____ Email: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ____/____/____ Phone: _____
Address: _____ City: _____ State: _____ Email: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ____/____/____ Phone: _____
Address: _____ City: _____ State: _____ Email: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Section 4

Skill Development



Chapter 13

Growth and Development: Modifying Your Practice by Age

OBJECTIVES

- To provide coaches with an understanding of basic ice hockey and motor movement skills that are age specific
- To provide coaches with a plan to design their practices and drills to be age specific
- To point out to coaches that players must have the opportunity to progress according to their own physical, mental, and social rates of development

INTRODUCTION

The fundamental idea of development in the younger age groups is to emphasize the basic skills of skating, passing, stickhandling, shooting, goaltending, etc., as well as to improve motor movement skills, and promote the fun of playing ice hockey.

Learning a variety of systems and tactics should be limited. If complicated systems and tactics are introduced too early in a player's development, it may cause frustration and stress along with these negative effects:

- not developing skills properly
- stifling creativity
- not developing proper technique
- not giving the player the opportunity to fully understand the game
- not enhancing long-range player development
- not developing the total athlete

Understanding age-adjusted practices and drills will enable the coach to systematically develop a player's skill progression and evaluate exactly where that player is in terms of his/her ability level. Age-adjusted practices and drills will also help the

coach determine when to introduce new skills and game-like drills into practice.

The primary goals of youth ice hockey coaches should be aimed at developing the players comprehensively (physically, mentally, socially, and emotionally), and to give them an environment in which to build self-esteem as well as a love for the game.

Coaches must be able to recognize players' ability levels in order to make good sound judgements about practice planning, teaching, and drill designing. By learning the main elements of age-adjusted practices and continually evaluating the athlete's progress, the coach can determine whether the child is mature enough for new skills and concepts of the game. (See Figure 7-1 *Age Grouping in Skill Development*, Figure 7-2 *Athletic Performance*, and Figure 7-3 *Skill Dynamics*.)

AGE-ADJUSTED PRACTICES

With a well-adapted practice plan and properly selected drills, players have the best opportunity to improve. Once a coach understands and appreciates age-adjusted practice components, she/he will be able to determine if her/his teaching

is adjusted correctly according to the difference in the physiological development of the players.

The following is a list of the most common traits of youth development for ages ten and under.

Child's Development (6-10 years of age)

- Relatively small height, weight, and strength growth
- Little capacity to stretch muscles
- Motor combinations start to become automated
- Movements flow very easily
- Learning is best achieved by seeing the right execution and later imitating
- Have difficulty comprehending complex and multi-task skills
- Strong feelings for fairness and fair play
- Willingly practices but has very little patience
- Contact with friends and the coach leads to positive results in practice and acceptance in a group

Aim of Practice

Developing fundamental practice techniques in:

- Skating (forward, backward, crossovers, crossunders, turns, starts and stops)
- Puck control
- Pass and receiving
- Shooting (wrist, backhand, flip)
- Stick checking
- Small games and creative play
- Understanding positional play
- One-on-one situations at the basic stages
- Fun drills
- Emphasis on coordination training

MOTOR DEVELOPMENT

Ages 6-10 Years

Physical Development

Physical growth (i.e., development of strength, endurance, running speed, coordination, and balance abilities) occurs continuously.

Motor Movements

The part of motor movement which becomes combination movement ability is developed quickly in the 6-12 year olds. Those movements enable catching and hitting a ball, being able to avoid obstacles, kick a ball, shoot a puck, etc.

Levels of Ability 6-8 Year Olds

Drills should focus on balance and motor movement. Motor movement skills include hopping, running, jumping, throwing, catching, rolling, and hitting.

Suitable Drills: (To help the athlete understand how the body functions)

- **Coordination Drills:** alternating hand-foot, hand-eye, foot-hand, foot-eye rhythms
- **Balance Drills:** different types of balancing, jumps, hops, skipping, etc.
- **Motor Movement Combinations:** obstacle course (steeple chase), shipwreck, somersaults, combination movements, etc.
- **Eye-Hand (Foot) Motor Drills:** throwing-catching, juggling of balloon with different body parts (hands, feet, knees, elbows), and dribbling drills with hands and feet

Level of Ability 9-10 Year Olds

Motor movement combinations include running, throwing, and catching.

Suitable Drills:

- **Eye-Body Motor Movement Combinations:** high jump and running long jumps, relays of different types, reaction games, apparatus drills (obstacle course, balance training)
- **Eye-Hand (Foot) Motor Movement Combinations:** throwing, running, skipping, hopping, passing and shooting

COMPONENTS OF AGE-ADJUSTED PRACTICES

Motor

Children's body movements vary. Sometimes it is simple and relaxed, and occasionally the child makes unnecessary movements. The development improves by using effective coordination between eye, hand, and quickness in the motor movements.

Psychologically/Socially

Children can often develop their own games and take on new challenges. They are at the stage when they need a variety of activities to keep their interest in practices.

Objectives in Training

Fundamentally, one who has learned "to discover his/her body" finds it easier to learn new technical elements. For example, it is hardly profitable to devote time to teach an eight-year-old to skate on the outside edge when crossing over if he/she hasn't experienced the feeling of gliding on the outside edge. Also, teaching the correct positioning of the feet, push-off, etc. is ineffective when the youth's physical development is insufficient. This is not to say that it is wrong to teach the correct positioning of the feet in skating at this age, however, the coach should devote an equal amount of time working with the players on coordination, balance, and experiences of space.

Shooting the puck reasonably well requires strength and timing often not developed in 8-10 year old players. So teach technique, but do not be discouraged by results.

Eye-Body Coordination

Children of this age have difficulty orienting themselves in "space" situations, distinguishing right and left. This is noticed in faceoff formation when there is no circle. Some players have great difficulty remembering their previous positioning.

Players may also have difficulty "looking" around the rink and, therefore, have trouble understanding how they should position themselves. As their skills mature, coaches should teach them elementary concepts.

Aims of Practice

Small games, fun drills, creative free time, and skill development should dominate practice sessions and be cross-ice in nature. Lighter pucks and smaller nets may be used to make meaningful instruction of the technical elements easier, which are very important elements in development at this age. Fun should be a major component of every practice session.

Other elements in practice should include:

- instruction and a great deal of practice for the basic fundamental skills
- introduction to small games in restricted areas
- instruction and numerous drills in puck control, passing/receiving, and movement
- general physical drills which promote coordination and balance

Suggestions for Coaches

- Drills should suit the age of the players
- Always teach and perform progressively
- Challenge athletes continually even after they master skills
- Develop the WHOLE athlete (body and mind)
- Always remember practice should be FUN

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Seefeldt, V. (Ed.) (1986). *Physical Activity and Well Being*. Reston, VA: AAHPERD.

Singer, R.N. (1975). *Motor Learning and Human Performance*. New York: Macmillan Publishing Company, Inc.

Trimble, R.T. (1981). *Childhood—Basic Stuff Series II*. Reston, VA: AAHPERD.

AGE GROUPING IN SKILL DEVELOPMENT

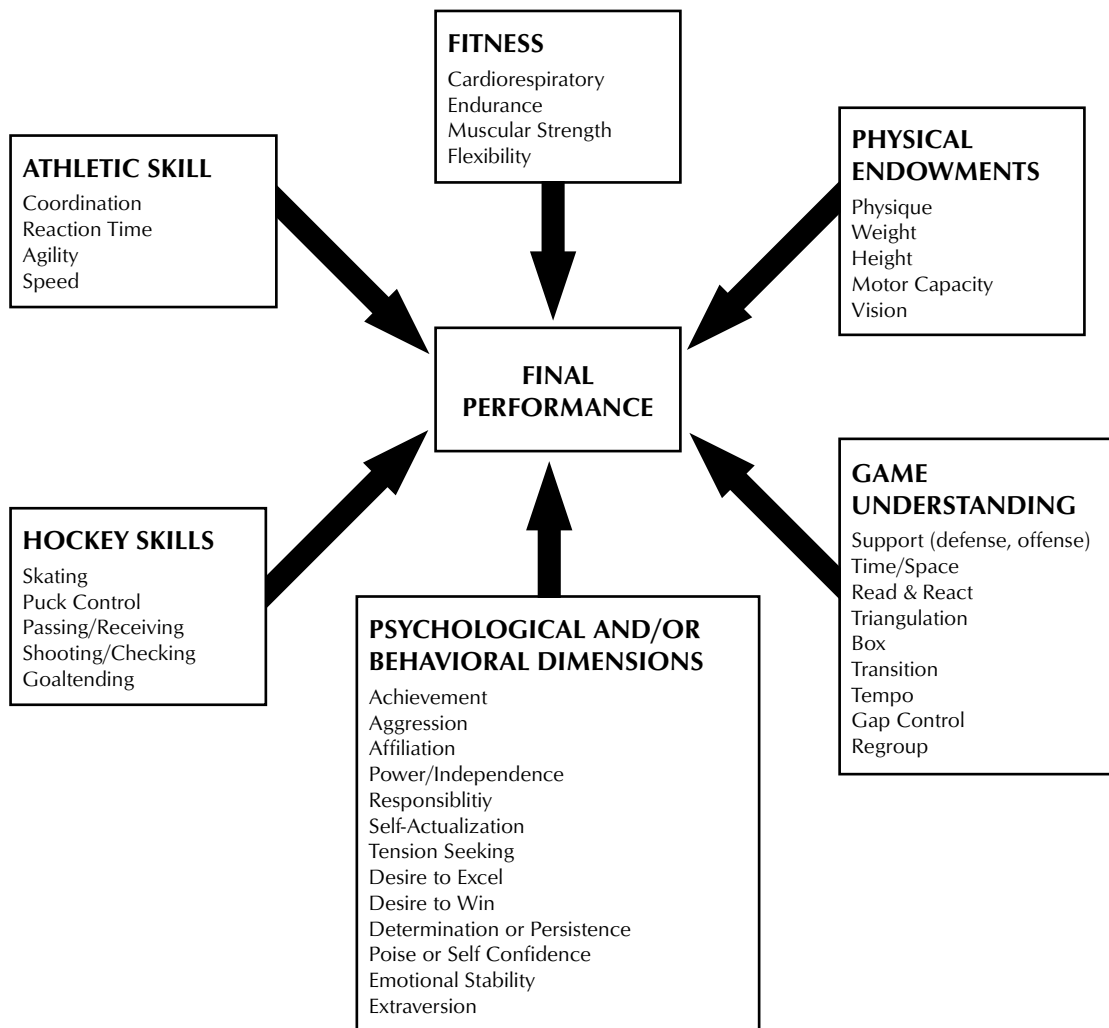
RECREATIONAL/ COMPETITIVE	ELITE	Highest level national program which draws potential world class athletes from across the country, and prepares them to represent the United States in international competition. Skilled, very skilled, exceptionally skilled.
	SELECT	A high-level regional, state and district program which draws the best players. Semi-skilled, skilled, very skilled.
COMPETITIVE		A level for higher skilled players within local associations who have the desire and ability for a competitive experience. Beginners, semi-skilled, skilled.
		A level that provides a competitive environment of play. Beginners, semi-skilled, skilled.
RECREATIONAL		Provide opportunities to play for enjoyment, fitness, relaxation and fellowship. Skill development and team concept are stressed. Beginners, semi-skilled, skilled.

The key to the successful progress of a hockey player's skill development lies in three areas:

1. A solid establishment of the hockey skills during the early stages of development.
2. Constant refinement and expansion of hockey skills throughout the player's playing years.
3. A compelling desire to continue to improve.

PLAYER'S AGE																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Phase for learning the skills of hockey. Practice/Game Ratio 2 to 1					Phase for learning and increasing the speed in execution while constantly improving the skills in hockey. Practice/Game Ratio 3 to 1					Phase for "Being all you can be." Enhancing skills in the areas of: Strength Uncomfortable Speed Power Acceleration Agility Constantly Expand Skills Constantly Refine Skills Practice/Game Ratio Recreational – 1 to 1 Developmental – 3 to 1						
<p>NOTE: A person may begin hockey at any age, but these are the most common pathways to skill improvement. Every level of hockey has a difference in the skill standards within the group. The standards of skill increase at each escalating level defined by these terms:</p> <ul style="list-style-type: none"> • semi-skilled • skilled • very skilled <p>A player's choice of hockey level will depend on their level of skill and motivation.</p>																

ATHLETIC PERFORMANCE



Athletic Performance Mainly Dependent on Four Major Groups or Factors

- A. The specific type and level of physical fitness mandatory for that sport.
- B. The acquisition of the specific skill required for excellence in a specific sport.
- C. The natural ability, capacity and physical endowment an individual receives via genetic inheritance.
- D. The general psychological make-up of the person in terms of his/her personality, motivational and emotional strengths.

These factors and their performances resulting from an interaction of them are also definitely influenced by the general environment in which the person lives and the specific conditions under which the situation is occurring.

This applies to all levels of performance, from novice through skilled.

Coach must be aware of individual differences in each player. When all factors are at optimal level, then performance will be optimal.

Regardless of how much ability, skill or fitness a player possesses for a sport, the success or quality of his/her performance will in the final analysis, probably depend on his/her particular psychological make-up, personality structure, motivation and emotional control he/she possesses.

SKILL DYNAMICS

CHILD

*Awaken Interest
Have Fun
Learn Basic Skills*

6-10 YEARS OF AGE

Develop the whole person

1. mentally, physically, socially
2. begin teaching players to become their own coach.

New movements

Introduction to new skills

Love of hockey – Love feeling good

Primary Skills:

1. Ready Position – weight shift, edge balance, push down, push out, rhythm, push-touch, coast, almost touch, stationary slide board movement

Introduce Hockey Skills:

1. Skating – forward, forward stops, forward control turns, forward crossovers, backward C - cut swizzles, backward stops, backward crossovers, mohawk forward to backward, mohawk backward to forward using heel to heel stepouts
2. Puckhandling – eyes up, wrist roll, short long combinations of puck movement, yoyo, fake to backhand then pull to forehand, advanced slip thru, slip around, slip across, sit-show - stick, small games
3. Passing – pass with slide, guide, spin from heel to toe, point stick toe on follow thru, forehand, backhand
4. Shooting – shoot-side-guide-spin puck from heel to tode, and point stick toe on follow thru, forehand, backhand; shoot-side-guide-spin puck from heel to toe, shift weight, roll wrist, point toe of stick, wrist, backhand shot
5. Small games width of rink
6. Races
7. Competition skill drills
8. Development – competition first, winning second

LEVEL 1

EARLY PRE-PUBERTY

*Versatility
Proper Technique*

10-12 YEARS OF AGE

Develop the whole person

1. mentally, physically, socially
2. begin teaching players to become their own coach.

Refinement – better execution

Fun – define fun

Love of hockey

Elevate speed skills

Enjoyment is fun with a purpose

Read – React:

1. Skate – posture, weight shift, balance, edge control, smooth stride forward and backward, good push-unders on control turns, forward and backward crossovers, two foot stop, one foot stop forward and backward
2. Puckhandling – eyes up, review and refine
3. Stickhandling – fake shot forward, escapes, protect the puck, review learned moves
4. Shooting – eyes up
5. Passing – eyes up
6. Flip pass, board pass, drop pass, surround the puck to forehand
7. Teach offense first
8. Showdown on goalie
9. 1/1 concept
10. 1/2 concept
11. 2/2 concept
12. 3/2 concept
13. Introduce support
14. Teach plays – trailer, trailer-off wing, drop pass, back pass, give and go pass, pass-return pass
15. Triangle concept
16. Breakout concept
17. Attack concept
18. Back check concept
19. Stick check
20. Rub-out
21. Box defense
22. Development is first, competition is second
23. Game understanding
24. Ice time is a great coach
25. Competition skill drills
26. Small games, races, teach offensive skills, offense is spontaneous creation, defense is coordinated discipline and had work
27. Time alone working by yourself developing skills is the incubator of great skills

LEVEL 2

LATE PRE-PUBERTY

*Preparation for Increased Training
Increased Training*

12-14 YEARS OF AGE

Develop the whole person

1. mentally, physically, socially
2. begin teaching players to become their own coach.

Enjoyment – fun with a purpose

Working with a new body – fine tune new abilities by learning new skills

Quality execution

Quality repetition

Faster execution with quality

Love of game

Love of finesse

Primary Skills:

The Right Way is always the right way. Repetition the right way is skill development. Complacency is the enemy of development.

1. Aggressive skating with edges, puckhandling, refine giving and taking pass, snap shoot, slap shoot, checking better, faster, stronger, teach checking as a skill.
2. Team play review
3. Team support tactics
4. Expand offensive plays
5. Build a house in the offensive zone
6. Cycle
7. Cycling in man advantages
8. Regrouping
9. Forechecking Systems – conservative, aggressive
10. Box Defense
11. Learn to read and react
12. A player must work by him/herself:
 - a. watch hockey games, analyze plays
 - b. watch the best player on the ice
 - c. improve your skating by open skating
 - d. shoot pucks at target
 - e. use inline skates, ball and stick in driveway for improved eye-hand coordination
13. Game understanding
14. Ice time is a great coach
15. Teach athleticism – play other sports

LEVEL 3

Chapter 14

Effective Teaching

OBJECTIVES

- What the coach must know in order to be an effective teacher
- What guidelines the coach should follow when teaching young athletes
- The characteristics of a good practice
- To identify qualities of a “good” drill
- What the coach must know in order to conduct safe practices and games
- To identify the seven components of risk management that are required of all youth ice hockey coaches

INTRODUCTION

The modern day youth ice hockey coach is called on to fill many roles, but none is more important than that of being a good teacher. In fact, if the coach is not a good teacher, all of the other roles will be diminished, too. The coach’s effectiveness as a counselor, substitute parent, role model, friend, and mentor is increased if the coach is a good teacher.

Good teaching is the foundation for successful coaching.

EFFECTIVE TEACHING GUIDELINES

There are many ways in which you, as a coach, can impart information to young athletes. There are also many styles or methods that have been shown to be effective. Despite the variety of styles that coaches use, certain rules or guidelines are common to all good instruction.

To be an effective teacher a coach must:

- Clearly communicate what is to be learned
- Be able to evaluate the athletes’ abilities
- Use a coaching style that fits the needs of young athletes

- Be consistent and systematic in teaching young athletes
- Be able to alter lesson plans and game strategies on the basis of how effectively objectives are being met.

In the following section each of these guidelines will be discussed in more detail.

Communicate Clearly

The results that a coach expects young ice hockey players to obtain can be placed into three categories:

Physical: pertaining to the skills of skating, passing, checking, puck control, shooting and possession, as well as the physical conditioning that permits players to do these tasks without undue fatigue.

Mental: relating to the concepts, rules and responsibilities of the young athlete as a team member.

Social: referring to the personal characteristics of players, such as loyalty to a common cause, supporting team members, respecting opponents, official and spectators, listening to the coach’s

instructions, and conducting oneself as a responsible citizen.

You, as a coach, are responsible for identifying precisely what is to be learned by the athletes within each of the previously identified categories. Players will not learn desirable skills, values, and attitudes simply by exposure or by having adults wish that certain fundamental laws of good citizenship will be acquired. Learning requires instruction, practice and progression under realistic situations, corrective action and then more practice. This cycle must be repeated until the desired outcome is attained.

Coaches must be certain that their definitions of what is to be learned are pertinent to the developmental levels of their athletes. Hence, some young players may be advanced with regard to social skills and be delayed regarding their physical skills. Others may be advanced or delayed in all aspects of the agenda that a coach wishes to teach during the season. For this reason, clearly stated objectives by you as the coach are essential prior to the time when you initiate any instruction. Failure to define your objectives will lead to confusion during your instruction.

Evaluation of Athletes' Abilities

The coach must be able to assess the abilities of **all** youth players **prior to** determining the instructional objectives for the year. The accurate assessment of player's abilities determines a coach's instructional strategies, as well as the expectations and goals that can be set for the season.

Assessment must include each player's status in the areas of physical, mental, and social skills. For example, a player with excellent physical skills, but who has a bad attitude, could cause major disruptions on the team if the coach does not address the deficiencies in the player's social skills. Conversely, players who have excellent social and mental skills will not be able to realize their potential as team members if they are unable to translate these abilities because of underdeveloped physical skills.

The assessment of players' abilities is essential to a good beginning in the ice hockey season, but assessment by the coach must also occur practice-by-practice, throughout the season. In fact, accurate assessment of players' needs is one of the

most essential components of good teaching. All good bench coaches have the ability to assess a situation and then take corrective action during the teachable moment when instruction has the greatest chance of being effective. Refer to Chapter 7 *Growth and Development* in Handbook I and Chapter 1 *Observing, Analyzing, and Demonstrating* in Handbook II.

Assessing Needs and Taking Corrective Action

Physical Skills

Coaches can learn much about their players' physical skills by observing them in drills and scrimmages. The assessment of physical skills depends on:

- knowing the correct way to perform a skill
- knowing the sequence of actions that result in the correct performance of the skill
- being able to detect your players' correct and incorrect actions
- being able to tell your players how to correct their faulty performance

Once again, the judgment of the coach is the key to improving your athlete's performance. If you are inexperienced in the analysis of skills you should obtain the outstanding videotapes on skill development that are available through USA Hockey. Demonstration of the essential physical skills in slow-motion will assist you in observing the essential components when the skill is performed at its normal speed. The explanations provided by the videotape's commentator can also be used as you instruct your players.

There is no substitute for experience when you attempt to identify errors and correct the physical techniques of your players. However, inexperienced coaches have learned that the process of observing and correcting mistakes can be enhanced by the following guidelines:

- choose a vantage point so that you can see the entire skill being performed.
- observe the entire skill before dissecting it into its parts; then have the player attempt to correct only the one part or segment that is most important to success. When this segment has been corrected, then proceed to the next most important segment.

- have the player practice the essential component until the correct motor pattern has been achieved.
- be ready to encourage the player while the new pattern is being learned; remember that the speed and total coordination with which the old pattern was performed will be reduced while the player is learning the adjustments.

Assessing Mental Needs

Young ice hockey players will learn the rules and concepts of ice hockey most effectively by having you, the coach, anticipate what is to occur during games and then ensuring that you construct identical situations in your practices. The “sixth sense” that some young players possess comes from having been in similar situations before, then recognizing the options available to them and choosing the correct course of action under the circumstances. Only if young players have experienced an identical situation in previous games and practices can you expect them to make the correct decision. Therefore, your teaching in practices must be based on the situations that you expect them to encounter in games. How they resolve these dilemmas will be directly related to their understanding of similar situations in practice and games.

Assessing Social Needs

The interaction among your players will provide you with an indication of their social needs. Often, the most skillful players are also the most popular. Their social needs are likely to be met by the recognition that they receive from teammates, parents, and fans because of their playing abilities. The coach must ensure that the recognition for skillful play must not overshadow the need to acquire the social skills of good citizenship. Too often skillful players are treated as though the rules of the team and society do not apply to them, only to find that they are societal misfits when their sports skills no longer shield them from the application of equal treatment.

Coaches should be particularly alert to the special problems of social development that are often present in immature players whose skill level is consistently below the average of his/her team and age level group. These underdeveloped players face

the constant challenge of being unable to compete on an equal basis in the drills, and perhaps equally as important, they are frequently excluded from the comradeship that develops within a team.

Coaches need to get to know their players and their backgrounds. Children come to practices and games with all kinds of “baggage” from outside ice hockey. A coach must be sensitive to the feelings and emotional status of her/his players based on what is going on outside of hockey.

The coach is the essential promoter of social development within a team and is the one who must recognize the contributions of the immature, underdeveloped players by praising their successes and placing them in situations where they are likely to succeed. When players recognize that the coach values the contributions of all team members, then the leaders of the team are also more likely to accept those whose contributions to team goals are not consistently evident.

GUIDELINES TO GOOD TEACHING

Although there are many ways to instruct young ice hockey players, the inexperienced coach will find the following sequence easy to use and effective in teaching and refining skills. **As you begin your instruction, it is best to remember that young players learn best by participating.** They do not learn well by sitting and listening to coaches lecture about topics that too often seem abstract, but which adults think are concrete. **A good rule is, “When I speak, I want you to stop what you’re doing and listen.”** Do not violate your own rule by continuing to talk when players are not paying attention.

Prior to your instruction:

- make sure you are prepared to teach and have a lesson plan for practice
- be sure you have the attention of all players
- use clear and simple language to communicate precisely what you want them to learn; do this in one-minute or less, preferably with a physical demonstration of the skill
- have players practice the skill while you observe them and provide feedback
- have players come back to a group setting and discuss the adjustments that are needed for improvement
- place the players into groups by ability; continue to practice and provide feedback

- repeat the last two steps as frequently as needed until the desired level of competence is achieved.

The following ten steps to good teaching have been shown to be effective in a variety of settings, including the teaching of young athletes.

1. Be Realistic About Your Players' Abilities

Players will respond to realistic and challenging expectations. Conversely, expectations that are beyond their achievement will decrease the motivation of even the most skillful players. Set short term goals on an individual basis and adjust them when they are achieved. Players tend to achieve according to their coaches' expectations if the expectations are realistic.

As a coach you should expect to significantly improve the skills, knowledge of rules and strategies and attitudes of each of your players during the course of the season. Make a commitment to help each of the players realize these goals.

2. Structure Your Instruction

Your players' progress will be directly linked to how clearly you communicate and teach toward your intended outcomes. This means that every practice must have well-defined objectives and a systematic plan of instruction. The critical steps to a structured lesson are:

- select the essential skills, rules, and concepts from the many options available
- clearly identify elements of acceptable performance for each skill you include in practice
- organize and conduct your practices to maximize the opportunity your players have to acquire the skill(s) by using the effective teaching techniques contained in this chapter
- players must experience success to improve

3. Establish an Orderly Environment

The achievement of objectives by coaches is directly related to the learning that takes place in a safe, orderly, and business-like environment, with clear expectations of what is to be accomplished at each practice. Players must be held accountable for being on time and coming to the practice ready to learn. Young players do not learn effectively in long, boring practices that involve drills that do not relate to their understanding of the game. Keep your

practices organized, personalized, and pertinent to the needs of your team.

4. Maintain Consistent Discipline

You will find that keeping control of your team is much easier than regaining control once problems with misbehavior have disrupted your authority. Thus, your role is much easier if you can prevent the types of misbehavior that arise when coaches do not anticipate and avoid problems with discipline.

Preventing Misbehavior

Although threats and lectures may prevent misbehavior in the short-term, they create a hostile and negative atmosphere and, typically, their effectiveness is short-lived. Moreover, this type of relationship between a coach and team members does not promote learning the game of hockey nor does it motivate the players to accept the coach's instructions.

Sound discipline involves two steps that must be in place before misbehavior occurs. They are:

1. Defining how players are to behave and identifying misbehavior that will not be tolerated.
2. Identifying the consequences for individuals who do not behave according to the rules.

Children want clearly defined limits and structure for how they should behave. This can be accomplished without showing anger, lecturing the players, or threatening them. As the coach, it is your responsibility to have a systematic plan for maintaining discipline before your season gets underway. Coaches who have taken the time to establish rules of conduct will be in a position to react in a reasonable and fair manner when children misbehave.

Defining Team Rules

The first step in developing a plan to maintain discipline is to identify what you consider to be desirable and undesirable conduct by your players. This list can then be used to establish relevant team rules. A list of potential items to consider when identifying team rules is included in Table 4-1.

Enforcement of Rules

Not only are rules needed to maintain discipline, but enforcement of those rules must be

Table 4-1. Items to consider when defining rules for your team.

Examples of Desirable and Undesirable Conduct in Hockey	
Desirable Conduct	Undesirable Conduct
Attending to your instructions	Talking while you are trying to give instructions
Full concentration on drills	Inattentive behavior during drills
Treating opponents with respect	Fighting with opponents/teammates or using abusive language
Giving positive encouragement to teammates	Making negative comments about teammates
Avoiding penalties	Intentionally fouling during the game
Being prompt to practices and games	Being late or absent from practices and games
Helping to pick up equipment after practices	Leaving equipment out for others to pick up
Bringing all your equipment to practices	Forgetting to bring a part of your equipment or uniform to games and practices
Respect for coaches, teammates, opponents, and referee	Disruptive behavior

carried out so that reoccurrences are prevented. Rules are enforced through rewards and penalties. Players are rewarded when they abide by the rules and penalized when they break the rules. The next step, therefore, in developing a plan to maintain discipline is to determine the rewards and penalties for each rule. Your players should be asked for suggestions at this point because they will receive the benefits or consequences of the decisions. **When determining rewards and penalties for rules, the most effective approach is to use rewards that are meaningful to your players and appropriate to the situation.** Withdrawal of rewards should be used for misconduct. A list of potential rewards and penalties that can be used in hockey is cited in Table 4-2.

The best way to motivate players to behave in an acceptable manner is to reward them for good behavior.

Remember that penalties are only effective when they are meaningful to the players. Typically, the types of penalties that are used for rule violations are ineffective because they are not important to the players. Generally, they do not leave room for positive interactions between you and your players. Examples of ineffective penalties include showing anger, embarrassing players by lecturing them in the presence of team members or adults, shouting at players, or assigning a physical activity (skating laps, extra pushups). Assigning a physical activity for certain misbehavior may develop a negative attitude toward that activity. Avoid using physical activity as a form of punishment; the benefits of hockey, such as learning

skills and gaining cardiovascular fitness, are gained through activity.

Children should not associate activity with punishment.

Although threats, lectures and/or yelling may deter misbehavior in the short term, but the negative atmosphere that results reduces long term coaching effectiveness. A more positive approach to handling misbehavior is to prevent it by establishing, with player input, clear team rules. Use fair and consistent enforcement of the rules, primarily through rewarding correct behavior, rather than penalizing unacceptable behavior.

5. Group Your Players According to Ability

Your ice hockey team will most likely have players at various levels of ability. For effective learning the players must sometimes be divided into smaller groups. The critical consideration for grouping players effectively is to have them practicing at a level that is needed to advance their playing ability.

The general guidelines to effectively group players are:

- when a new skill, rule, or strategy is being taught that all your athletes need to know, use a single group instructional setting
- as you identify differences in ability, seek to place players of similar ability in smaller groups
- when a skill, rule, or strategy is being practiced where individual athletes are at several levels of ability (initial, intermediate, or later learning

Table 4-2. Example of rewards and penalties.

Examples of Rewards and Penalties That Can Be Used in Hockey	
Rewards	Penalties
Being a starter	Being taken out of a game
Playing a desired position	Not being allowed to start
Leading an exercise or activity	Sitting in the penalty box for part of practice
Praise from you	1. until ready to respond correctly
Decals	2. a specific number of minutes
Medals	3. rest of practice
	Dismissed for
	1. next practice
	2. next week
	3. rest of season

levels), establish learning stations that focus on specific outcomes to meet these needs.

Organize the groups so that there is a systematic order in which players take turns. Each group must know precisely what is to be learned. Supervise each group by rotating and spending short periods of time with each. Avoid the temptation of spending all of the instructional time with one group. If any group is favored during small group instruction, it should be those players who are the least skillful because they are also the ones who are least able to diagnose and correct their own errors.

6. Maximize Your Players' On-Task Time

Progress in skill development is directly related to the amount of time that players spend practicing these skills in game-like situations. Practices provide the opportunity to attempt a specific skill repeatedly under guided instruction. Coaches should anticipate game situations and then conduct their practices to simulate game situations, while still being able to adjust the environment to meet the developmental levels of the various athletes. **Practices are the most effective learning environment for perfecting physical and mental skills.** In order to ensure that practices are conducted wisely you should consider the following time-saving techniques.

- Reduce the number of athletes who are waiting in line by using small groups in your drills.
- Provide sufficient equipment so that players do not have to wait for their turn to use it.
- Schedule your drills so that one leads into the next without major set-up time.

- Clearly outline and/or diagram each portion of practice and communicate as much of that information as possible before going on the ice.
- Complete as many pre- and post-warmup/ cool down activities off the ice as possible.
- Recruit aides (parents and older players) to help you with instructional stations under your supervision.

7. Maximize the Players' Success Rate

Successfully achieving a desired outcome and the motivation to continue to refine the desired outcome are highly related. Therefore, coaches must structure their practices so that players are successful in lessons to be learned. This relationship between **attempts** and **successes** mandates that coaches structure their practices so that players will succeed on a high proportion of their early attempts. The following hints have been used by successful youth ice hockey coaches:

- reduce each skill, rule, or strategy into achievable sub-skills and focus instruction on those sub-skills
- provide feedback to the student such that, on most occasions, something that they did is rewarded, followed by specific instructions about what needs more work, ending with an encouraging, "Try again."

8. Monitor the Players' Progress

Players learn most effectively during practices that are accompanied by meaningful feedback. In youth hockey, the meaningful feedback is most frequently provided by the coach or assistant coaches. The old cliché "Practice makes perfect" is only true if athletes are practicing appropriate skills

in the correct manner. If left to their own agendas, young players may practice inappropriate skills or they may practice pertinent skills inappropriately. As their coach, you must be sure that the practices are conducted with the correct balance of feedback and independent learning.

9. Ask Questions of the Players

Young players generally enjoy their relationships with their coaches. Asking them questions is an ideal way to build the coach/athlete relationship. Questions should be designed to provide insight into: Why the player is involved in ice hockey? Who are the significant persons in his/her life? What are his/her goals for the season? What parts of the game are personally satisfying or depressing? Coaches who know their players are most likely to be able to meet their needs by placing the players into situations that will enhance their self-esteem.

10. Promote a Sense of Control

Coaches must be in control of their teams, but control is not a one-way street. Players, too, must feel that they have some control over their own destiny when they attend practices and games. They must feel that they will be rewarded for hard work, that their goals will be considered, and that their role on the hockey team is valued and essential to the welfare of the team. As a coach you can promote a sense of control by:

- organizing your instruction to result in many successful experiences (i.e., opportunities to provide positive feedback).
- teaching your players that everyone learns various hockey skills at different rates. Teaching young players to use effort and their own continuous progress as their primary guide. They should avoid comparing their skill level with that of other players.
- encouraging individual players to put forth their best effort. Reward such effort with a comment, pat on the back, thumbs up sign, or other means which will communicate your approval.
- involving them in the selection of drills or activities, when appropriate

PROTECTING THE SAFETY OF PLAYERS

In addition to providing effective instruction, the coach has the responsibility of ensuring that all practices and games are conducted in a safe environment. Therefore, the coach's primary responsibility can be summed up in this statement: **Teach for improved competence and safety every day.**

For over a decade courts, lawyers, and professional associations have been establishing the legal responsibilities of the youth sports coach. These responsibilities include providing adequate supervision, a safe environment, proper instruction, adequate and proper planning, adequate evaluation for injury or incapacity, appropriate emergency procedures and first aid training, adequate and proper equipment, appropriate warnings, and adequate matching of players and competitors. These duties are to be met by the coach while he/she is involved in any supervisory situation related to his/her coaching responsibilities.

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Chapter 15

Skill Performance: Observing, Analyzing and Demonstrating

OBJECTIVES

- To instruct coaches on how to observe players and analyze their skill performance
- To help coaches develop an observation plan to offer practical feedback to athletes
- To assist coaches in developing skill progressions

INTRODUCTION

In this chapter, you will be introduced to a procedure for observing performance, and interpreting those observations. You will be taught how to give practical feedback to the players and will be given a process of progressively teaching skills.

OBSERVATION

One of the most important roles of a coach is that of an observer. The ability to plan and coordinate practices alone is only one element of a good coach. A coach must be able to observe performances, evaluate them, and give practical feedback so the player's skills can develop and improve.

Observations occur in many different settings and in many different ways. It may occur during competition, at practice, during off-ice activities, during team-related activities or during individual-related activities. Whichever the setting of observation, it is very important the coach understands the process.

In trying to improve skill technique, coaches must not observe performances like a spectator,

giving feedback such as: "bad shot," "bad pass," or "great save." This kind of feedback is negative and does not give the player sufficient information to analyze and act upon.

Another error youth ice hockey coaches make in analyzing skill techniques is that they only make a symptomatic analysis. That is merely pointing out a fault without discussing the reason for it.

Coaches should have a well thought out plan to help them analyze the skills of their players and the knowledge to understand what causes poor performance, and be able to act upon this information.

There are three main stages to observing performance. They are:

1. The planning stage.
2. The observation stage.
3. The analysis stage.

Planning

In this stage, the coach must break down the skill being observed into parts. It will be easier to focus on particular phases of a skill to be analyzed.

Once a skill has been broken into parts, the coach can identify the key components of each

phase that affects the final outcome. The parts must be observable and the coach must be able to think of them in terms of the skills' mechanical movements.

At this stage, the coach must know what to look for and where to look. The good coach will develop a plan for observing skill execution which will assist in making a sound observation.

This plan must include the coach deciding what phase of the skills to focus in on, the key elements to be observed, and the best possible position from which to view the skill to get the best information.

Observation

The following are some tips which should aid you in observing:

- View the athlete performing the skill from various angles so you see different things.
- It is useful to get a general idea of the entire skill by making a few broad observations before breaking down the skill.
- Be patient with your observation as well as your player. Do not correct just on the first observation. Watch a number of executions to be sure a problem really exists.
- A useful technique is to describe to yourself what you see.
- Video is a useful tool in helping the coach break down a skill.

Analysis

Once the coach has observed the athlete's performance(s), the information that is gathered through correlating observable movements with the outcome of the performance must be analyzed. From this, a coach will be able to identify the strengths and weaknesses of the player's performance and give simple as well as practical feedback to the player.

DEMONSTRATION AND PRACTICE

To improve in the area of skill development, as well as the conceptual aspect of hockey, athletes need to know what to do and how to do it. The aim of proper demonstration and practice is to produce a model for the required element to be perfected. Athletes need to form the proper mental image of what is to be performed which will guide them through the subsequent actions.

Before practice, it is not only important to plan what is to be taught, but also to plan the demonstration to be given and the main points to be made.

It is important to demonstrate all components of practice, skills, and concepts to insure the proper results.

The following is a breakdown on how to teach a skill, drill, or concept in a progressive manner.

1. When teaching a complicated skill, show the player the skill in its entirety.
2. Break the skill down into teaching and learning components.
3. Allow the player to move slowly through each component which will enable him/her to learn, comprehend and master each movement.
4. Once all of the components of the task are taught, have the player execute the skill in its entirety. Allow them to move slowly at first, to gain confidence, and to ensure proper technique. Then you can gradually accelerate the rate of execution.
5. Once the skill is mastered, encourage execution at top speed.
6. Create fun game-like drills which will allow the player to practice and use the skill they have just been taught.
7. The final phase is to create game situations with resistance where the player needs to execute the new skill under pressure (i.e. reduced time or space).

SUMMARY

Feedback to the athletes is very important so they may develop their skills. In teaching it is an interaction between the coach and the athlete, and the following elements are important to remember:

1. You as a coach must understand the process of learning.
2. To be an effective coach you must be an effective observer.
3. It is important to know all of the components of a skill and be able to analyze them when an athlete is performing.
4. Being able to demonstrate or teach an athlete how to perform a particular skill or movement.
5. Be able to analyze and evaluate performance and provide simple and practical feedback to the athlete.

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Chapter 16

Skating

OBJECTIVES

- Identify the important characteristics of executing each of the skating skills used in ice hockey
- Introduce skating skills in correct sequence
- Identify key elements of each skating skill
- Identify common errors young ice hockey players make when executing each of the skills of skating
- Learn to effectively use unique drills and activities in teaching specific skating skills

INTRODUCTION

Ice hockey is a fast moving, physically demanding sport. The success or failure of a player is dependent on the ability to properly execute the skating skills included in this chapter.

Skating is the primary skill of ice hockey. The better a person can skate, the better that person will play the game.

In this chapter, we will build onto and refine the basic skating movements that were taught in the Skill Development Program. Greater skating efficiency and more confidence will be gained by the players as they enter into competitive levels.

The Skill Development Program exposes your players to skating through on-ice skill development and fun games. The following is a list of skills which the players are exposed to in the Skill Development Program:

1. Proper fit of skates
2. Edges
3. Ready position
4. Balance
5. Agility
6. The T-push
7. Gliding on 2 skates
8. Gliding on 1 skate
9. Edge control
10. Scooting
11. Glide turns
12. One o'clock stop
13. Eleven o'clock stop
14. Striding forward
15. Moving sideways
16. Backward stance
17. Backward walking
18. Backward C-cuts
19. Backward V-stop
20. Backwards striding
21. Agility and balance
22. 2-foot inside edges stop
23. Forward crossover pump
24. Front 1 foot inside edge stop
25. Reversing direction
26. Backward 1 foot stop/T-push
27. Backward push and glide
28. Backward gliding on 1 foot
29. Pivot backward to forwards
30. Pivot forward to backwards
31. Tight turns
32. 1 foot back outside edge stop

In this chapter, we will refine the existing skills from the Skill Development Level.

Good skating begins with good instruction. A good instructor should know technique and be able to break down each skill into parts.

TEACHING SKATING

1. The right way of skating is always the right way, no matter whether the skater grows from 5 feet to 6 feet or gains from 75 pounds to 175 pounds. Kids like to take short-cuts in their growing years.
2. Practice does not make perfect, only perfect practice does. You play the way you practice. If you practice poorly, the skill will not be learned properly.
3. Many skaters do not fulfill their destiny to become good skaters because of complacency.
4. *“We are what we repeatedly do. Excellence, then, is not an act but a habit.”* Aristotle
5. *“The best teacher is repetition, day after day, throughout the season. It must be recognition and instant reaction.”* John Wooden, *They Call Me Coach*
6. After developing a skill competency, you must do the skill with quality execution—fast, faster, then the fastest you can do it.
7. Speed is the test of great competency. Speed will disintegrate an inefficient skill.
8. If the skill is being done inefficiently, re-teach, re-demonstrate, use a different learning drill, or have a different instructor teach until the skill is executed properly.

SKATING SKILLS

READY POSITION

Good skating starts from the READY position. Go to any practice or skating session and take a quick look around. In a glance, you will be able to pick out the good skaters. Skaters look like skaters, hockey players look like hockey players. They all have one thing in common—good posture.

Key Elements

- **Skates are shoulder width apart**
- **Weight is on the inside edges of the skates**
- **Knees are pushed out as far as possible over the toes**
- **Back is straight; and the head, eyes, and chest are up**
- **Shoulders are level and aligned over the knees**
- **The hands are close together on the stick about 8 inches apart**
- **“Let the ice carry the stick.” The stick is on the ice in front of the body**
- **The stick moves to the bent, balancing knee when moving, so the stick moves in “Ready Position” with the body**

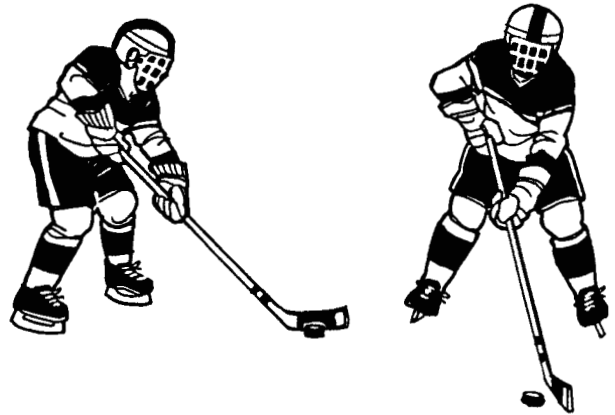


Figure 2-1. The ready position.

Common Errors

- Positioning the skates more than shoulder width apart (this limits the ability to move quickly)
- Too much bend at the waist (this straightens the knees and reduces stability)
- Positioning the skates less than shoulder width apart (this reduces stability and limits the ability to move quickly)

The “Ready Position” is the first ingredient of a great skater.

The closer a skater is to the ice the more power, balance, and agility the skater will have. **The deeply bent knees are key factors.**

To move out of the “Stationary Ready Position” into a “Moving Ready Position,” the player must shift all his or her weight onto an edge, balance, pushdown/pushout to a full extension with the other leg, and then recover. Most inefficiencies are caused by a poor “Ready Position” or improper weight shift.

If an inefficient skating style is practiced and not corrected, it will become engraved in that

player's individual skating style. It will take a willing student many hours, many repetitions, and a patient coach to change.

Suggestions for Teaching

Refer to USA Hockey's *Skills and Drills for the Complete Player and Coach DVD-Rom* for specific skating drills. You can view drills designed specifically for the age range you are coaching and print instructions to take to practice. The DVD-Rom features actual game footage that demonstrates the drills.

Suggestions for Coaching

You should be able to press down on the outstretched hands of your players in a ready position, and they should be able to hold much of your weight. A good position will allow them to hold your weight and be able to skate and push you backwards. In a poor position, players will fall forward.

EDGE CONTROL

As illustrated in Figure 2-2, each side of the blade has an edge. The edges on the outside of the blade closest to the little toe are called outside edges, and those on the inside of the blade closest to the big toe are called inside edges. All of the skills of skating are controlled by using these edges in a precise way that results from familiarity and practice. **The ankles control the edges, therefore, every player must develop skill in using ankle positioning in both stationary and moving situations.**

Key Elements

- The ankles control the edges
- Knee of glide leg is bent
- Weight is on the correct edge (inside or outside)
- Distribution of weight from the ball of the foot back to just in front of the heel



Figure 2-2. Inside and outside edges.

Common Errors

- Failure to roll the ankle
- Transfer the weight and glide on the edge
- Insufficient knee bend

Suggestions for Coaching

Drills are an excellent tool for becoming familiar with both the inside and outside edges. Generally players should progress from stationary to moving and from inside to outside edges as they practice their edge control.

FORWARD STRIDE

The forward stride begins with a thrust off the inside edge of the skate. **A full leg extension is necessary to obtain full power.** The length of the stride is determined by the amount of knee bend in the gliding leg.

At full extension, there should be an outward snap of the ankle which brings the blade off the ice to begin the recover phase. The head and eyes should be directed forward and the shoulders should be level. At full extension, the back is in a straight line with the extended leg.

To help speed recovery, the skates must be kept low (next to the ice). As one skate returns to the gliding position with the knee bent, the opposite leg is initiating the thrust off the inside edge.

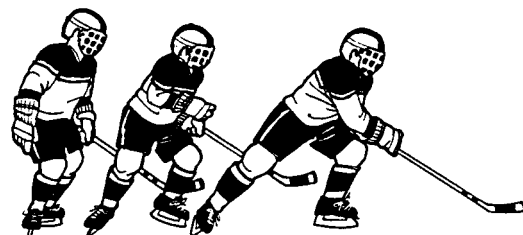


Figure 2-3. The forward stride.

Key Elements

- For power, push down on inside edge and out to the side to full extension
- To help speed recovery, the skate must be kept low and recover back under the hip with emphasis on full recovery
- The knee is kept bent and weight over the glide foot
- Keep a straight alignment of the trunk and thrust leg



Figure 2-4. The forward stride sequence (thrust, glide, recovery).

Common Errors

- Failing to place weight onto the glide leg
- Not bending the knees sufficiently (this results in a short skating stride, i.e., Short Stroker)
- Thrusting backward off the toe instead of outward to the side (Walker)
- A high kick on the recovery phase of the stride (High Kicker)
- Straightening the glide leg after each stride (the skater must replace one bent gliding knee with another, i.e., The Bobber)

Suggestions for Coaching

You should begin the teaching process with stationary exercises that will enhance technique and then progress to drills that may be done at 1/2 to 3/4 speed. Remember, it is the quality of the technique that is most important to the ultimate success of your players.

FORWARD START

The forward start begins from the ready position. It is most commonly used when already facing straight ahead. Turn the toes of the skate out at approximately a 45-degree angle and the heels in. Thrust off the inside edge of one skate and strive to attain maximum extension with the leg. The knee of the thrusting leg must be bent with the body weight on that leg. This enables you to have more power available for thrust.



Figure 2-5. The forward start.

As you thrust forward, your upper body or trunk will be in a straight line with your extended leg. The knee of the glide leg is bent out over the toe. **There should be no bending at the waist.**



Figure 2-6. The thrusting leg extension.

The thrusting leg should be extended fully and returned quickly to its original position; then continue by thrusting off the inside edge of the opposite skate, once again striving for full extension.



Figure 2-7. Rapid leg recovery.

Rapid leg recovery is vital to fast starts. Remember that each rapid, running stride should take you further than the preceding one. Spring forward; be careful not to move in an upward direction; your height off the ice should be minimal. The first several strides tend to appear short because there is minimal glide. Long gliding strides minimize power and thrust. **Quick starts result from strong thrust, full extension, and rapid leg recovery.**

Key Elements

- Start on one skate with inside edge
- Rotate chest and hips in intended direction of travel
- Place skates in a heel-to-heel position
- Thrust off the inside edge of the back skate while stepping forward with the front skate
- Full extension of the thrusting leg
- Rapid, low leg recovery is essential

Common Errors

- Failing to turn the toes out at a 45-degree angle
- Failing to bend the knee of the thrusting leg
- Failing to transfer weight to the glide leg

FORWARD START

Right/Left

In order to properly execute the forward start to the right, the skater must rotate the chest and hips to the right placing the skates in a heel-to-heel position and then thrusting off the inside edge of the left skate while pointing the right skate in your intended direction. The thrusting leg should be extended fully.

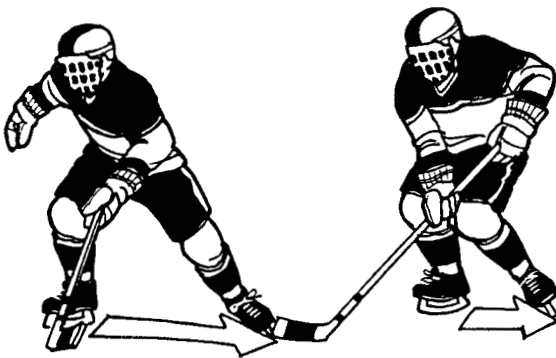


Figure 2-8. The forward start right.



Figure 2-9. Execute the forward start to the right.

As in the forward start, the ankles are turned in with the weight on the inside edges.

For a forward start to the left, reverse the process. Rotate the chest and hips to the left bringing the skates to a heel-to-heel position pointing the left skate in your intended direction and thrusting off the inside edge of the right skate, extending the leg fully.

Once again, the key to proper execution is full extension and rapid leg recovery.

Key Elements

- Rotate chest and hips in your intended direction
- Place your skates in a heel-to-heel position
- Thrust off the inside edge of the back skate while pointing the front skate in your intended direction
- The thrusting leg should be fully extended

Common Errors

- Failure to rotate chest and hips properly
- Failing to point the front skate in your intended direction
- Not extending the thrusting leg fully

THE CONTROL STOP

Stop in Ready Position

The primary objective of the control stop is to come to a complete stop in the ready position. This allows free and easy movement in any direction without a transfer of weight or change in the basic body position.



Figure 2-10. The control stop.

When stopping, both skates are on the inside edges—the front or lead skate pushing against the inside edge and the back or trailing skate pulling with the inside edge. Set the edges of both skates at the same time.

An effective way to teach this technique is to break it into three phases.

Phase 1

In two separate movements, pushing against the inside edge of the lead skate and pulling with the inside edge of the trailing skate.

Phase 2

In a single movement, both legs are shuffled simultaneously using the inside edges of both skates in the same manner as in Phase 1.

Phase 3

Practice this technique by taking one stride in either direction and stopping on both inside edges.

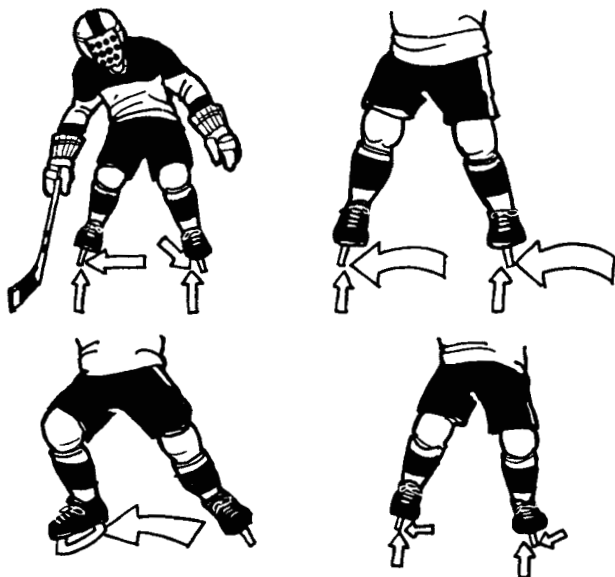


Figure 2-11. Breakdown of the control stop.

Key Elements

- Stop on inside edge, both skates
FRONT (Lead) Skate, pushing down on inside edge
BACK (Trailing) Skate, pulling with inside edge
- Bend the knees
- Skates shoulder width for stability
- The majority of weight on front foot

Common Errors

- Stopping with skates too far apart, allows for stability but very little mobility
- Stopping with skates too close together, allows for mobility but little stability

TWO-SKATE “POWER” STOP

Change Direction Stop

Hockey is a game which often demands quick stops and sudden changes in direction. The two-skate power stop is often used to accomplish this.

In order to properly execute this maneuver, the player must turn his body 90 degrees to his line of travel by rotating his shoulders and hips.



Figure 2-12. Front view.

The knees must be flexed with a slight body lean backwards, with weight on the inside edge of the lead skate and the outside edge of the trailing skate. Your skates should be shoulder width apart.

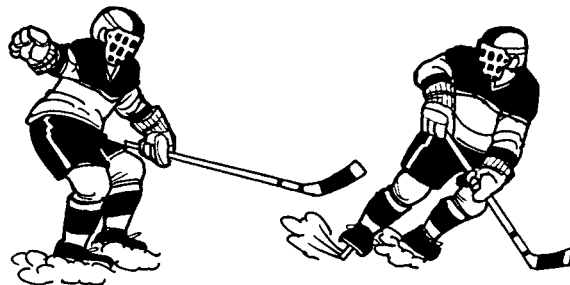


Figure 2-13. Side view.

From the stop you should be prepared to move quickly in the opposite direction by utilizing the crossover start.

Players should practice this stop to both the right and left.



Figure 2-14. Forward one-foot stop.

Key Elements

- **Stop on right skate**
- **Rotate hips to left**
- **Knee of right leg bent**
- **Plant inside edge of right skate firmly in ice**
- **Pick up left skate and go “heel-to-heel” at right angle, to right skate.**

Common Errors

- Insufficient knee bend
- Skates either too close together or too far apart

CONTROL TURNS

The primary objective of this maneuver is to change direction quickly by executing a tight turn.

Learning this turn may require assistance from the coach by supporting the ankles of a tentative skater. This will help him gain confidence in his edges.

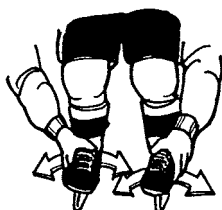


Figure 2-15. Angle movement.

The control turn requires the skater to use the outside edge of one skate and the inside edge of the other at the same time. The skater must learn to transfer weight to the outside edge of the lead skate and thrust off the inside edge of the trailing skate. Thrust with the entire length of the blade.

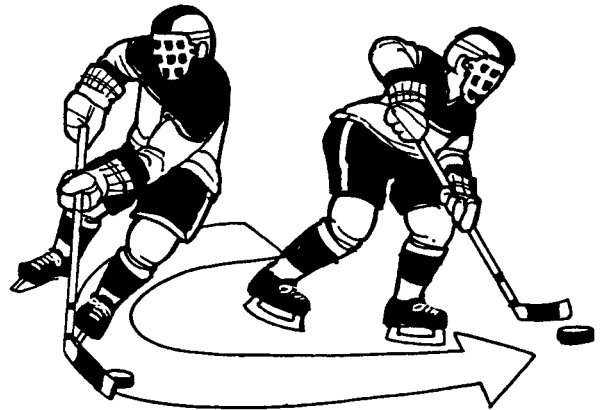


Figure 2-16. Control turn thrust.

The skates are shoulder-width apart and the knee of the lead skate is bent out over the toe with the weight transferred to the outside edge. Thrust out with the inside edge of the opposite (trailing) skate and extend the leg fully. The stronger both edges cut into the ice the tighter and quicker the turn will be. The hips should rotate in the direction of the turn with the shoulders level and the back straight.



Figure 2-17. The control turn.

Key Elements

- **Change direction quickly, by doing a tight turn**
- **Skates at least shoulder width apart side**
- **Lead skate, transfer weight to the out edge**

- Knee of lead skate bent over skate
- Trailing skate, thrust out with inside edge
- Rotate hips in direction of turn
- Upper body is erect, no leaning in direction of turn
- Do crossunder push of lead skate behind trail skate, coming out of turn to accelerate

Common Errors

- Weight back on the heels of the skates
- Bending forward at the waist
- Failure to keep the shoulders level

FORWARD CROSSOVER

The forward crossover is a two-step maneuver. First a crossover with the front leg is done with the inside edge. The second step is the back leg pushes under with the outside edge.



Figure 2-18. Forward crossover.

This thrust should be out to the side rather than back and to full extension. Cross the left leg under and behind the right leg rolling the ankle under and pushing to full extension.

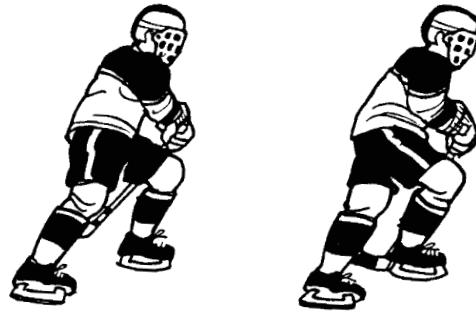


Figure 2-19. Crossover extension.

Once again the thrust should be against the entire length of the outside edge of the blade. Be careful to push the blade through rather than back.

Immediately after thrusting to full extension with the left leg, return the left skate back to its original position parallel to the right skate. Keep the left skate close to the ice as it returns.

Less skilled players may need to walk through the crossing steps to build confidence and feel in both inside and outside edges.

Key Elements

- Stress the importance of the skate driving underneath (crossunder)
- Outside skate, push off inside edge, then pick up skate and cross knee-over-knee with inside skate
- Inside skate, push under with outside edge as outside skate crosses over
- Knee of gliding leg is bent

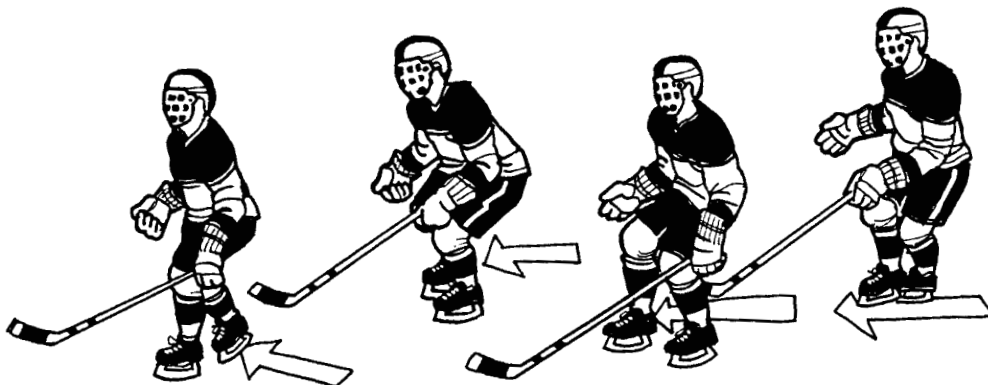


Figure 2-20. Forward crossover sequence.

Common Errors

- Failure to roll the ankle and thrust off the entire length of the outside edge
- Insufficient bend in the knee of the glide leg
- Leaning into the turn by dipping the inside shoulder

CROSSOVER START

The crossover start is one of the most commonly used hockey starts. It is often used following a two-foot hockey stop in order to change directions quickly. As an example let us begin by examining a crossover start to the left.

Upon completion of the two-foot power stop, the player is turned sideways. Therefore, turning forward to use a forward start is unnecessary.

The player begins by shifting his weight to the outside edge of his front skate, thus leaning forward in his intended direction. Thrust off the inside edge of the back skate, crossing it in front of the front skate. Roll the ankle of the front skate under and drive off the outside edge extending the leg to full extension.



Figure 2-21. Crossover start.

The body weight must be projected low to the ice and forward. As is the case in the forward start, the object is to use powerful, rapid strides to build speed quickly.



Figure 2-22. Crossover start sequence from a two-foot "power" stop.

1. You are positioned so that your front foot (left) is perpendicular to your intended line of travel.
2. Weight is transferred to the outside edge of the front skate. The front leg must thrust sideways under your body from its outside edge to full extension. This is done as the back leg (right) drives over the front foot.
3. Drive your body weight and back (right) knee as far forward as possible for maximum lateral movement. Always strive for distance, not height.
4. One crossover step is sufficient. Then, before pushing off with your right leg, pivot your hips to face forward and use the powerful sprinting steps of the forward stride, thrusting off the inside edges.
5. Simply reverse the procedure to go the opposite direction.

Key Elements

- **Lean and transfer your weight forward**
- **Drive the front leg underneath and thrust off the back leg**
- **Keep the body low and extend the thrusting leg fully**
- **Keep head up and shoulders level for balance and stability**
- **Practice to both the left and right**

Common Errors

- Failure to transfer your weight forward
- Not driving the back leg over the front foot
- Not rolling the ankle of the front skate underneath and thrusting to full extension

BACKWARD STRIDE

The ability to skate backwards with speed and mobility is an attribute which is important for all players to possess, not just defensemen. As in the forward stride, it is important to emphasize

power which is achieved by effectively using your edges, legs, and body weight.

From a stationary (ready) position, push and extend one leg while bending the knee of the opposite leg. The thrusting skate must be centered under your body. The weight is transferred to the leg of the bent knee (glide leg).

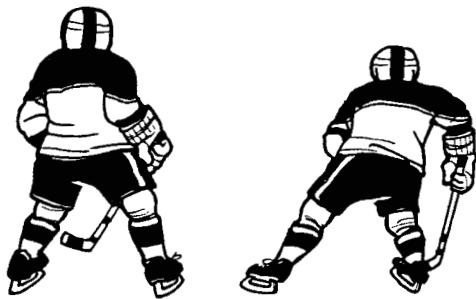


Figure 2-23. (a) Backward ready position. (b) Weight transfer.

Point the heel of the thrusting skate out and the toe in, push off the inside edge of that skate. Try to make a half-circle (“C”) as you dig in and push with the inside edge of the extending leg. Cut the “C” with the front half of the blade of the thrusting skate. The final thrust should come from the toe of the blade.

Extend the push leg to its maximum, then return it to its original position, by pivoting the heel inward. When the return is complete, your skates should be side-by-side and parallel to one another. The opposite leg, which has been gliding straight backward, now becomes the pushing leg and thrusts out in a semi-circular maneuver (“C”). Keep skates on the ice, head up and stationary, hip square

and facing straight ahead, and arm movement to a minimum.

Key Elements

- **Ready position:**
 - Take bottom hand off stick
 - Skates shoulder width apart
 - Lower buttocks, head and shoulders erect
- Thrust off the inside edge with the one skate in a heel out, toe in arc
- A full extension of the thrust leg
- Bent knee of the glide foot
- Recover thrust skate to under hip

Common Errors

- Wiggling too much from the hips (this limits the thrust power of your legs)
- Bending forward too much at the waist throws the weight forward (body off-balance), reduces the knee bend and limits thrust
- Skates too close together limits stability
- Skates too far apart causes a loss in maneuverability and power

BACKWARD STOP

This stop is used to stop quickly and efficiently when skating backward. It leaves the player in a position to move easily in any direction.

From the ready position, fan the toes of both feet outward. This turns the heels to the inside. Dig in with the inside edges of both skates by exerting pressure on the balls of your feet, and lean forward slightly.

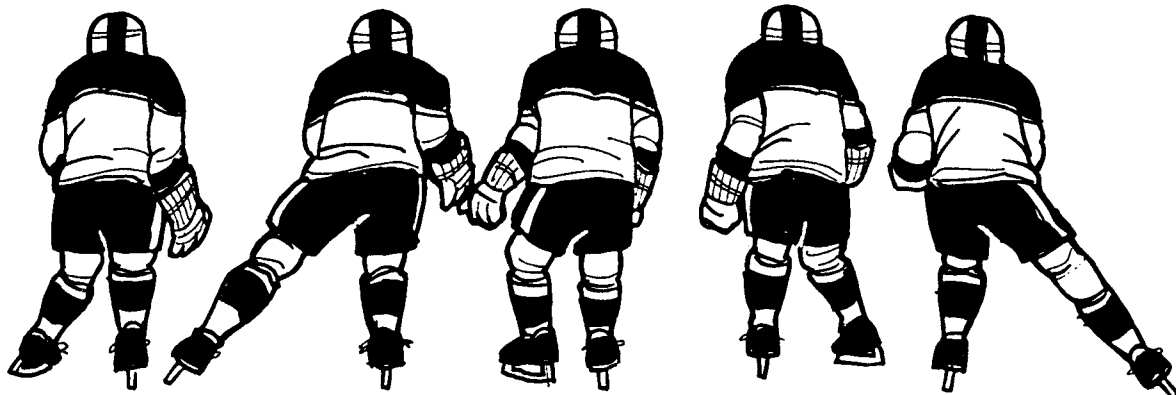


Figure 2-24. Backward skating sequence.

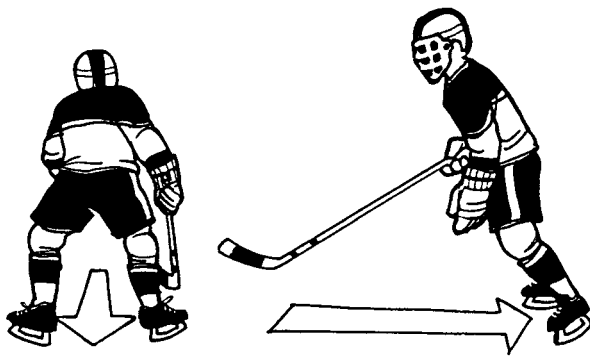


Figure 2-25. Backward stop.

Key Elements

- Both knees bent
- Toes out, heels in
- Weight on inside edges
- Slight forward body lean
- Hips, chest, shoulders facing straight ahead

Common Errors

- Inadequate knee bend
- Not turning the toes out and the heels in
- Placing insufficient weight on the inside edges
- Leaning the body too far forward
- Rotation of the hips, chest or shoulders

BACKWARD CROSSOVER

For illustrative purposes, we will begin by traveling backwards in a clockwise direction.

The initial thrust must come from the inside edge of the outside (right) skate. This is accomplished by pivoting your right heel outward and the toe inward and pushing off the inside edge to full extension. This thrust is identical to the “C” movement used in the backward skating stride.

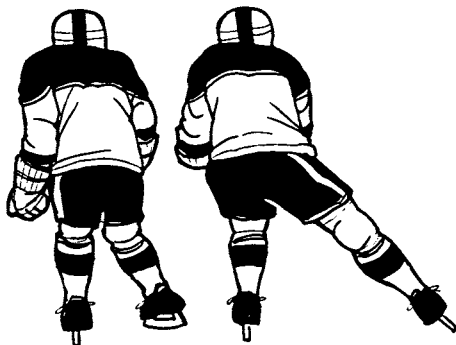


Figure 2-26. Backward crossover.

As you thrust with the right skate, weight must be transferred onto the left leg. **The knee of the left leg is bent out over the toe and the skate is gliding backward.**



Figure 2-27. Backward crossover sequence.

Bring the heel of the right skate across in front of the toe of the left skate and roll the ankle of the left skate underneath thrusting off the outside edge to full extension. You must be careful to utilize the entire length of the outside edge.

To complete the crossover, reach back to the inside with the left skate.

To crossover in a counter-clockwise direction, simply mirror the procedure.

Key Elements

- Good knee bend
- Shoulders level
- Strong thrust from both the inside and outside edges

Common Errors

- Excessive leaning which places your weight forward on your toes and puts you out of balance
- Too much bend at the waist reduces your knee bend
- Excessive swinging of arms from side to side

BACKWARD POWER START

The fastest way to go backwards is to execute a series of backward crossovers.

Backward crossovers are very practical to a defenseman when he begins backing out of the offensive zone. He must accelerate quickly yet avoid turning his back on the play.

Rotate your hips and lower body 90 degrees or one-quarter turn to the right. Thrust off the inside edge of your right skate to full extension.

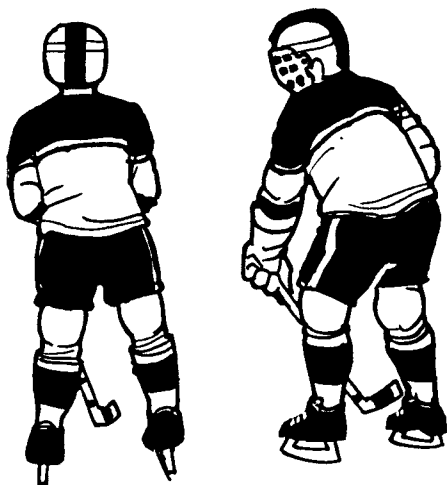


Figure 2-28. Backward beginning thrust.

Cross your left skate under and behind your right skate, thrusting off the outside edge to full extension.



Figure 2-29. Thrusting off outside edge.

Return the left skate to its original position.



Figure 2-30. Return to original position.

Players should practice their backward power start to both the left and the right. Many players will find that they get more power from this start than the straight backward start. However, in a game you

may find one to be more advantageous than the other, depending upon the situation.

For example, a backward power start immediately commits you to moving to one side or the other, thus opening a hole for the opponent to break through. Also, backward starts do not build up speed as quickly as the forward or lateral (side) start which may mean that in certain situations, when the opposing forward is approaching the defender rapidly, that it might be more useful to utilize a front start and then turn around backward.

Key Elements

- Rotate hips and lower body 90 degrees
- Thrust off inside edge to full extension
- Properly executed crossover

Common Errors

- Improper body rotation
- Not thrusting off the inside edge to full extension

BACKWARD ONE-FOOT STOP

The backward one-foot stop is similar to the backward stop discussed previously except that only one foot is utilized to execute the stop.

For illustrative purposes, we will discuss this stop to the left. While gliding straight backwards, rotate the hips about one-quarter turn to the left which turns your left toe outward and the heel inward.

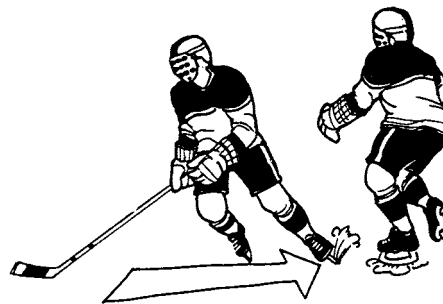


Figure 2-31. Backward one-foot stop.

The knee of the stopping leg (left) must be bent out over the toe with the inside edge of the left skate firmly planted against the ice. Utilize the ball of the foot to exert pressure into the ice.

This maneuver is most frequently used in non-contact situations where you have a predetermined knowledge of your next move. This stop leaves you in an excellent position for a quick forward start because the stopping foot is already in the lateral start position, with weight on the stopping leg and your skates in a heel-to-heel position. All that must be done is to thrust off the inside edge of the back (or stopping) leg, pointing the toe of the front skate in your intended direction.



Figure 2-32. Backward right one-foot stop (back view).

Key Elements

- Hip rotation one-quarter turn
- Knee bent on the stopping leg
- Inside edge of the stopping leg firmly planted

Common Errors

- Hip rotation more than one-quarter turn
- Knee of the stopping leg straightens
- Skates too far apart

FORWARD-TO-BACKWARD TURN

The forward-to-backward turn is most commonly used by defensemen, but a necessary skill for all players to master.

Begin by gliding forward on your left skate. Your right skate has just completed its thrust and is off the ice behind your body. Rotate the hips and chest to the right (or in the direction of your turn) placing the weight directly over the left skate.

Continue the turn by turning the right skate 180 degrees, so the toe is facing opposite the intended line of travel. Your skates are thus in heel-to-heel position.

Complete the turn by continuing to rotate your hips and chest a complete 180 degrees to face your back fully backward. Now place your right skate on the ice and continue skating backwards. You have completed the turn. It also can be done the other way.

Key Elements

- Rotate the hips and chest 180 degrees
- Turn the thrusting skate 180 degrees so the toe is facing the opposite direction of the intended line of travel

Common Errors

- Over or under rotating the hips and chest
- Having your skates too far apart

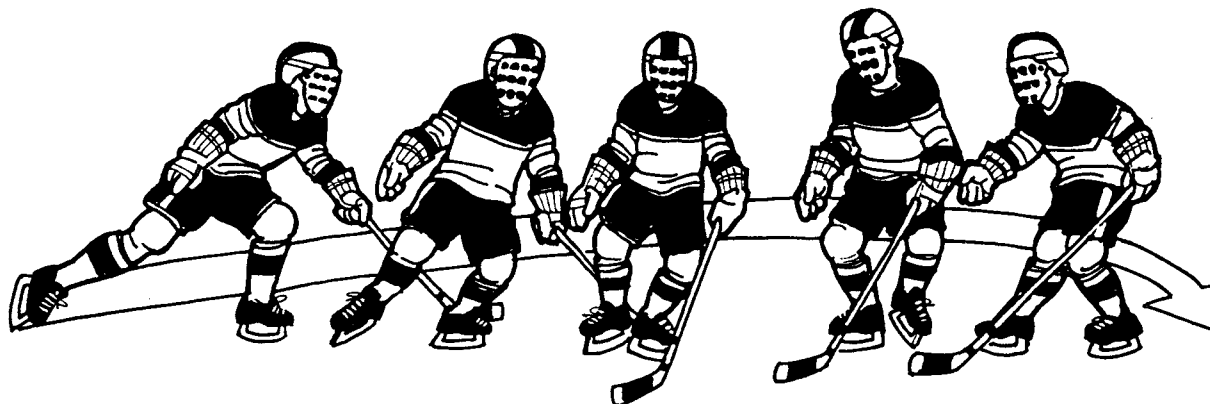


Figure 2-33. Forward-to-backward turn sequence.

BACKWARD-TO-FORWARD STEP OUT TURN

During a game, players frequently turn from backward-to-forward. This is particularly true when defensemen turn from backward-to-forward to cut off an opponent along the boards.

The player is gliding backward in the ready position and wants to turn to his right.

The player begins by rotating his/her hips, shoulders, and chest in the direction of his turn with knees bent. This places the weight on the inside edge of the glide leg.

The free skate is turned 180 degrees so the toe is facing forward in the intended line of travel parallel to the glide skate.

As you step onto your right skate, thrust off the inside edge of your left skate and extend the leg fully to accelerate out of the backward-to-forward turn.

Key Elements

- Rotate the hips, shoulders, and chest 180 degrees
- Turn the thrusting skate 180 degrees so the toe is facing forward in the intended line of travel
- Bend knees

Common Errors

- Over or under rotating the hips, shoulders, and chest
- Having your skates too far apart
- Knees not bent

BACKWARD-TO-FORWARD TURN

This maneuver is very similar to the backward-to-forward step out turn, but this turn also incorporates a backward crossunder.

Begin the turn with the player gliding backward in the ready position. Start rotating the hips and chest and do a backward crossunder thrusting your left skate behind and under the right, thrusting off the outside edge.

Return the left skate close to its original position, except turn it to point forward with the toe facing the intended line of travel. Your skates are now in a heel-to-heel position with weight on the glide leg.

Continue rotating the hips and chest 180 degrees to face fully forward. Thrust off the inside edge of the right skate to full extension and step out with the left skate in the direction of the turn.

Key Elements

- Rotate the hips and chest 180 degrees
- Crossunder
- Thrust off the glide leg

Common Errors

- Lack of knee bend on the glide leg
- Having skates too close or too far apart
- Poor weight distribution

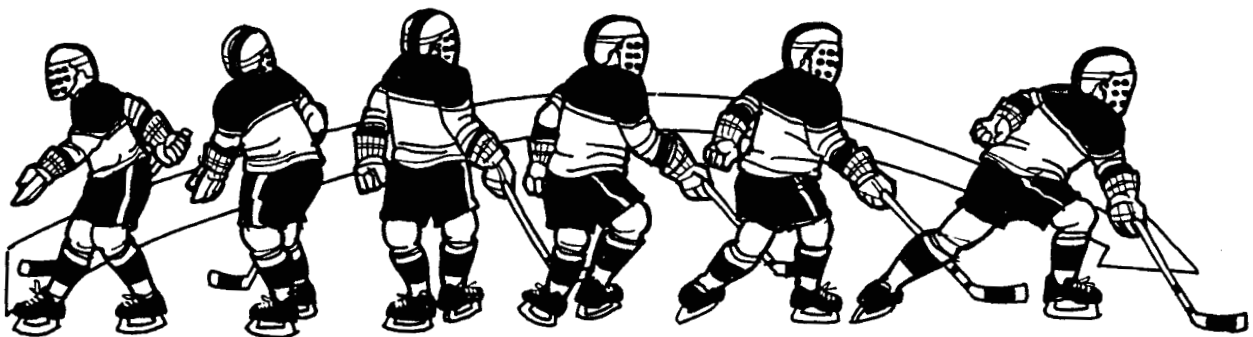


Figure 2-34. Backward-to-forward step out turn sequence.



Figure 2-35. Backward-to-forward turn sequence.

Chapter 17

Puck Control

OBJECTIVES

- To help coaches understand the various puck control skills used in ice hockey
- To introduce the skills and teach them in sequence
- To explain the key elements in all of the skills

INTRODUCTION

Until players learn to control the puck, their abilities to shoot and pass and receive the puck are severely limited.

There are different stages of developing the skills of puck control. These skills are built gradually at the Skill Development Program Level where the foundation is established. Youth ice hockey coaches must continue to pay special attention to the development of this and other fundamental skills during the early years of a player's growth and development.

FUNDAMENTALS OF PUCK CONTROL

To be a good puckhandler, it is essential that the player understands the importance of stick selection, stick length, grip, and basic stance.

Length of Stick

When standing on skates, the stick should be no longer than just under the chin and no shorter than the top of the shoulders. This is illustrated in Figure 3-1.



Figure 3-1. Proper length of stick.

Size of Shaft

It is very important that the fingers can grip around the shaft of the stick. Too many players start using an adult stick too early and have a difficult

time controlling the stick. Pee Wee and younger players should use a junior shaft stick or have the shaft shaved down for a comfortable fit to their hand. This is illustrated in Figure 3-2.

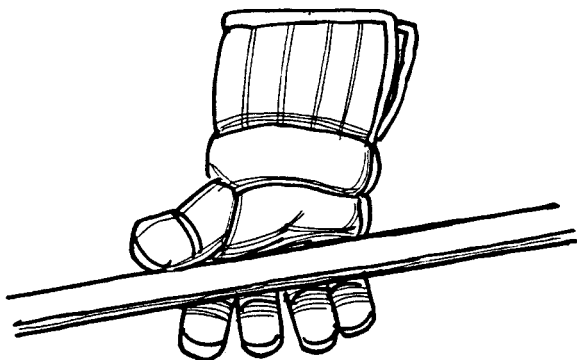


Figure 3-2. Determining the size of the shaft.

Blade of Stick

The length of the blade must be small enough for the youth player to control the puck without having to fight the length and weight of the stick blade. This is illustrated in Figure 3-3.

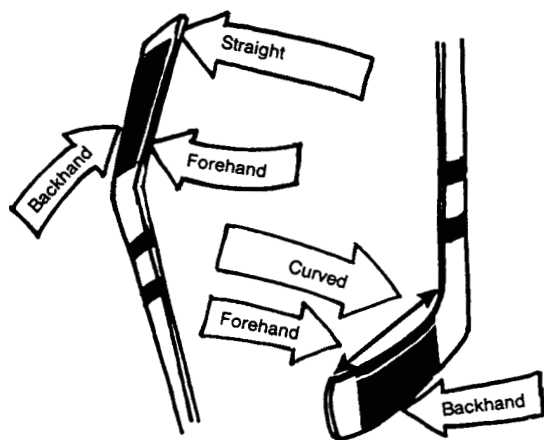


Figure 3-3. Blade of the stick.

Lie of Stick

Skating style of a youth ice hockey player determines the lie of the stick. If a youth player is erect from the waist up, it requires a higher number lie. If the youth player is more bent over at the waist, it requires a lower number lie. This is illustrated in Figure 3-4.



Figure 3-4. Lie of the stick.

Grip of Stick

One of the most important components of puck control is the positioning of the hands on the stick. The hands should be a “glove length” apart on the stick (6-12 inches). The grip is correct if the player can look down at the stick and see a “V” formed by the thumb and forefinger of each hand on the top side of the shaft. This is illustrated in Figure 3-5.



Figure 3-5. Proper grip.

Basic Stance

Players must hold the stick in front of the body. The elbows and arms should move freely as the puck is moved back and forth in front of the body. Knees are bent, with head, chest, and eyes up (ready position). This is illustrated in Figure 3-6.



Figure 3-6. Basic puck control stance (ready position).

FUNDAMENTAL SKILLS FOR STICKHANDLING

Wrist Roll and Cupping The Puck

Every time the player moves the puck from side to side, it is essential to roll the wrist. It is this rolling of the wrists that will enable the blade of the stick to cup the puck which results in increased puck control. This is illustrated in Figure 3-7.

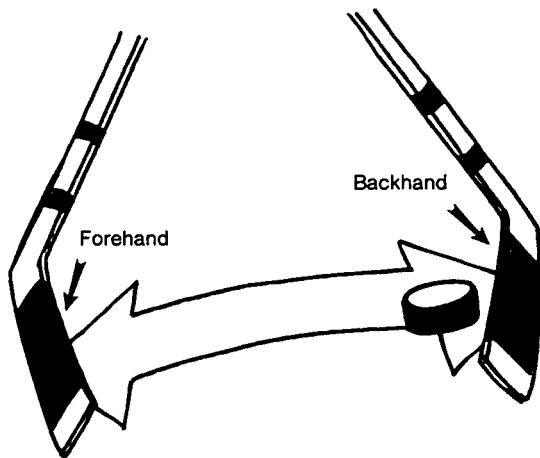


Figure 3-7. Cupping the puck.

Split Vision

Split or peripheral vision refers to the ability to see the puck on the stick without looking directly at it. The player's eyes are up "reading" the play and

what options are available. Indirectly the player sees the puck out of the bottom of the eyes. This is illustrated in Figure 3-8.

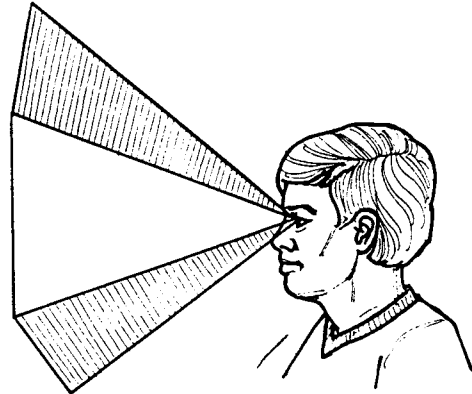


Figure 3-8. Split vision.

Basic Stickhandling

Basic stickhandling is passing and receiving to oneself. Have the player concentrate on sliding the puck (don't slap the puck); rolling the wrist and cupping the blade over the puck will result in the ability to control the puck better. The position of the puck on the stick is in the middle part of the blade. Have the players develop a "feel" for the puck by stickhandling 12 to 18 inches. This is illustrated in Figure 3-9.

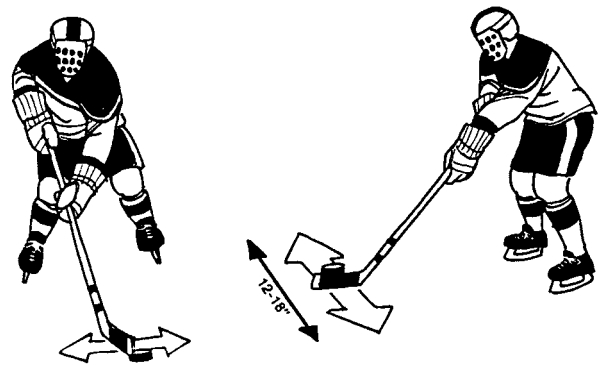


Figure 3-9. Basic stickhandling.

Drills For The Basic Skills Of Stickhandling

Grip, wrist roll, cupping puck, dribbling.

- Players spread out in front of coach with gloves off.

- Players will demonstrate the proper grip.
- Players will move hands side to side while rolling the wrists.
- Players will move the puck side to side (12 to 18").

Split vision — Count the coach’s fingers.

- Players spread out in front of coach.
- Players do basic dribble movement with head and eyes up.
- Players call out the number of fingers the coach is holding up.

BASIC STICKHANDLING MOVEMENTS

LATERAL STICKHANDLING

This is the most important stickhandling movement a player will develop. Begin work on the lateral movement (side to side) in a stationary position. Work on moving the puck as far to each side as possible. The following key elements must be mastered.

Key Elements

- **Grip - 6 to 12 inches apart**
- **Grip the stick with the fingers, not the palms**
- **Cup the puck with the blade by rolling the wrists**
- **Keep the arms out in front of body to get a full range of extension**

Common Errors

- Slapping the puck, rather than sweeping the puck
- Not having the “V” on top of the stick between the thumb and first finger
- Arms held close to body
- Hands too far apart on stick
- Not rolling wrists when trying to cup the puck
- Top hand on the hip, not in front of your body

FORWARD-TO-BACKWARD STICKHANDLING

The forward-to-backward stickhandling move is particularly useful while skating toward a defensive player who is moving toward you. It can be used when setting up a fake shot and when pulling the puck to the side to take a sweep/wrist shot. The forward-to-backward move is difficult to learn while moving. Start your players in a stationary position and then gradually refine the skill at increasing speed. Stress that the puck must be moved forward on the skating line and brought backwards on the skating line.

Key Elements

- **Puck motion is at the side of the body**
- **Puck motion stays parallel to the skate line**
- **Roll the wrists, cupping the puck with the blade of the stick**



Figure 3-10. (a) Lateral stickhandling. (b) Lateral stickhandling to full extension.

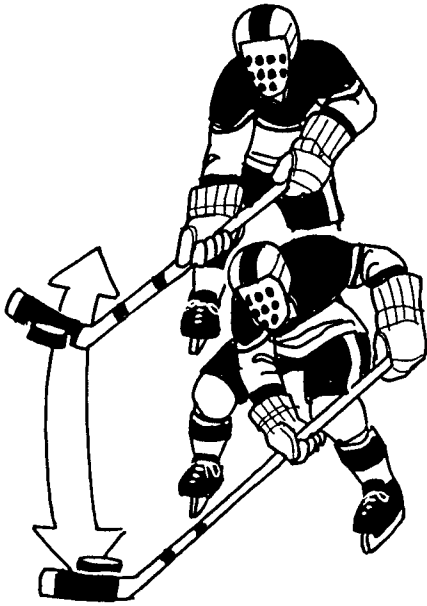


Figure 3-11. Forward-to-backward stickhandling.

Common Errors

- Puck motion in front rather than side of the body
- Puck drawn back into skates (kick the back to the stick)

DIAGONAL STICKHANDLING

The diagonal stickhandling move is especially effective when combined with the lateral or forward-to-backward moves. Have your players place the puck to side of their body (as if about to shoot a forehand shot) and then bring the puck diagonally across to the opposite side of the body and as far forward as the player can reach. This move is very useful when in too close to an

opponent's stick, and you must pull the puck back diagonally across the front of the stick.

Key Elements

- Move the puck as far forward and then backward as possible on a diagonal
- Keep hands close together
- Roll the wrists to cup the puck with the blade

Common Errors

- Failing to cup the puck with the blade
- Head down, looking at puck
- Slapping the puck
- Not moving puck fast enough on the diagonal

BEGINNING MANEUVERS ONE VS. ONE SITUATIONS

The concept of "one versus" situations (especially 1 vs. 1) is the most important ability for young players to master. Considerable opportunity should be given for players to practice one versus one situations.

Players should know when to stickhandle to beat an opponent and when to pass to beat an opponent. Generally a player should attempt to stickhandle around a player when there is no teammate in position for a pass.

Always observe the defender's speed, direction, whether or not the defender is sweeping the stick, looking down at the puck, off balance, or lunging with stick at the puck. Teach players after making a stickhandling move to quickly accelerate around the defender.

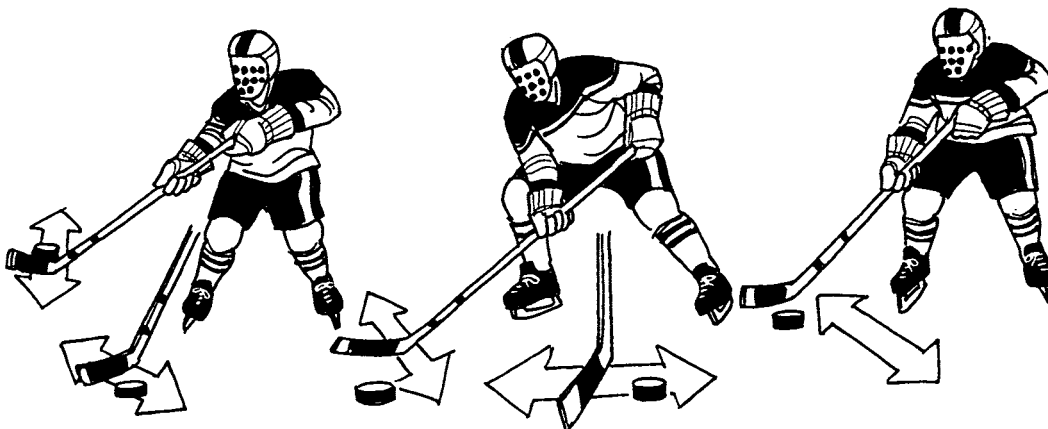


Figure 3-12. Diagonal stickhandling.

BACKHAND FAKE — “PULL” TO FOREHAND

The forehand “pull” is one of the most important moves to teach your players when trying a stickhandle move around a defender. It is very important that players learn the key words of “fake-pull-accelerate.” The forehand pull allows the player to move around the defender on their forehand side which gives them the opportunity to pass or shoot immediately.

“Fake” — Teach the players to set up the move with a slight move to the backhand side (and/or head and shoulders fake to the backhand side). This move should be strong enough to get the defender to react.

“Pull” — As the defender reacts to the fake, move the puck quickly across the body (if in close to stick, “pull” puck slightly back diagonally to clear stick) to full extension on forehand side and thrust off of the “backhand side” leg. At the same time, slide laterally with body (this puts player’s body between defender and puck).

“Accelerate” — Upon completion of pull, accelerate with three quick forward crossovers to get around and behind defender.



Figure 3-13. Backhand fake — pull to forehand.

Key Elements

- Fake — move puck out front, on backhand side diagonal, also use head and shoulder fake
- Puck must be “pulled” quickly across front of body to “full” forehand extension
- Use the body as much as possible to protect puck
- Use speed upon completion of “pull” to get around and behind defender
- Keep head up
- Key Words: “Fake-lateral Slide and Pull-Accelerate”

Common Errors

- Slowing down when approaching the defender
- Not using the body to shield the puck from the defender
- Not “pulling” the puck across the front of body quickly enough
- Not “pulling” to full forehand extension
- Not accelerating after the lateral slide and pull

FOREHAND FAKE — BACKHAND “PULL”

The backhand “pull” must be developed to compliment the skill development in the forehand “pull.” The disadvantage of the backhand pull is that the player is going around the defender with the puck on their backhand. When going around an opponent, the majority of the time the player will go to their backhand side.

The same key phrase is used as in the forehand “pull.” The only difference is that the “fake” is made to the backhand side.

Key Elements

- Fake — move puck out front on forehand side diagonal. Also use a head/shoulder fake
- Puck must be “pulled” quickly across front of body to “full” backhand extension
- Use the body as much as possible to protect body
- Use speed upon completion of “pull” to get around and behind defender
- Keep head up
- Key Words: “Fake-Lateral Slide and Pull-Accelerate”

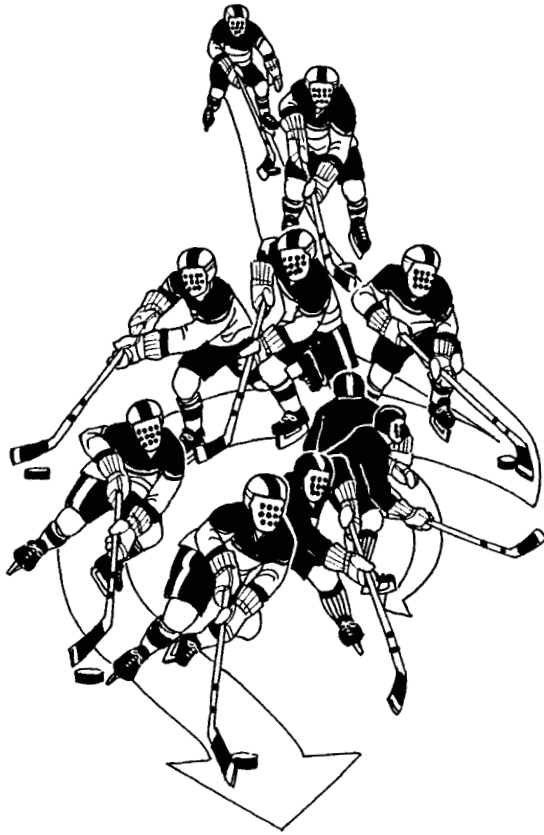


Figure 3-14. Forehand fake — backhand pull.

Common Errors

- Slowing down when approaching the defender
- Not using the body to shield the puck from the defender
- Not “pulling” the puck across the front of body quick enough
- Not “pulling” the puck to full backhand extension
- Not accelerating after the lateral slide and pull

SPECIAL SKILLS IN PUCK CONTROL

ACCELERATING IN OPEN ICE

Controlling the puck while accelerating in open ice is another skill that needs to be developed. By dropping the lower hand off the stick and using only one hand (the top hand), players will skate with more speed and freedom.

Key Elements

- Drop lower hand off stick
- By using only the top hand, players can skate with more speed
- Bent at knees

- Extend arm and tilt blade back pushing puck well out in front of body
- When puck starts to roll off blade of stick, rotate wrist so blade turns over the other way

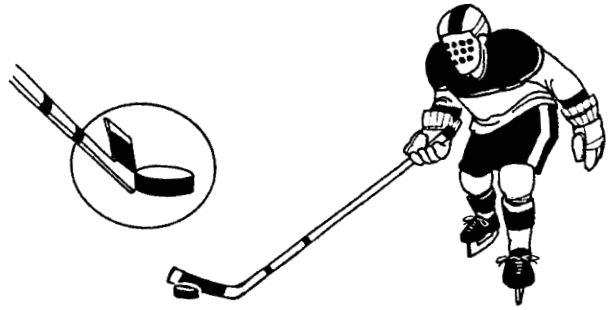


Figure 3-15. Accelerating in open ice.

Common Errors

- Keeping puck too close to body
- Not holding the very end of stick with one hand
- Keeping the blade of stick too upright

“SHIELDING” THE PUCK

The technique of shielding the puck teaches the player to keep the puck away from the defender and place his body between the puck and the opposing player.

In order to accomplish this, a player must utilize the skill of “expansion of reach” with the skill of control turn. This should be taught both to forehand and backhand sides.

One arm may also be utilized to help ward off the defender. On the forehand side the top hand would be used, while on the backhand side the bottom hand would be used.

Key Elements

- Pull puck to side of body away from defender (full expansion reach)
- Place body between defender and puck, use “control turn” technique to protect puck
- The blade of stick is cupped over puck
- Take one hand off stick if needed to ward off defender’s stick

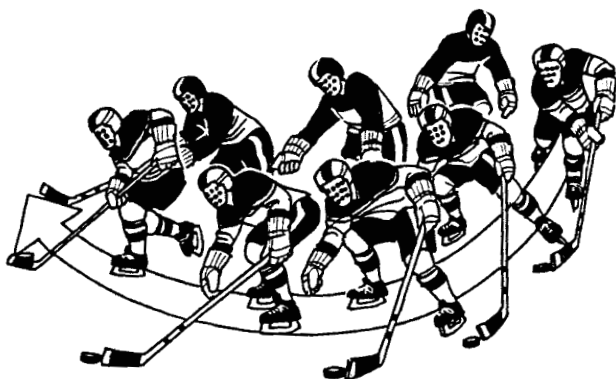


Figure 3-16. Shielding the puck.

Common Errors

- Puck between carrier and defender
- Stick blade not cupped over puck
- Player standing too erect

OVERCOMING RESISTANCE

The puck carrier must learn to overcome resistance by accelerating in front of defender. By doing this, you take the “angle” away from the checker. This puts the defender behind you and prevents the defender from playing your body.

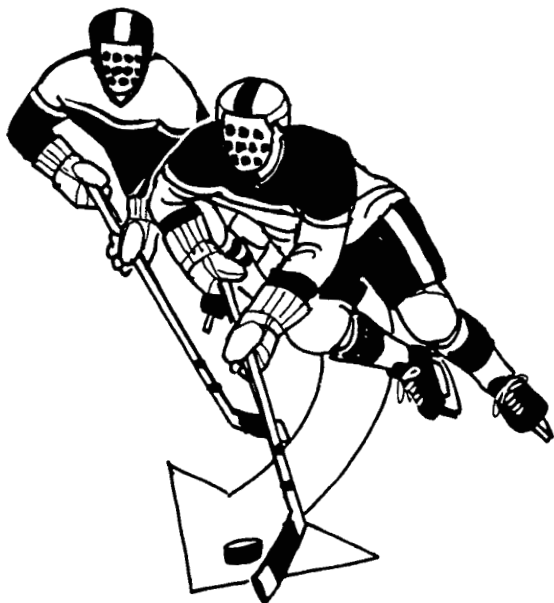


Figure 3-17. Overcoming resistance.

Key Elements

- Accelerate when checker has the “angle” by doing forward crossovers to get in front – prevents stick/body checks
- Continue to skate once in front of checker

Common Errors

- Puck carrier glides once in front of checker
- Puck carrier doesn’t get right in front of checker

SKATE CONTROL

Skate control is an important part of puck control. A player must develop a great deal of balance and agility to use their skates for puck control. Some skills with skates that should be developed are:

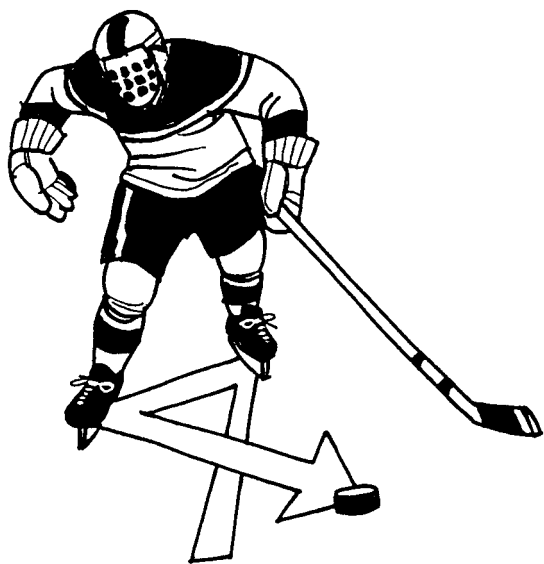
1. Skate forward and pass up a loose puck with a skate and kick up to stick
2. Drop the puck back into skates and kick back up to stick
3. Foot drag – control the puck by kicking it out from behind the other blade
4. Controlling the puck along the boards with the skates when being pressured

Key Elements

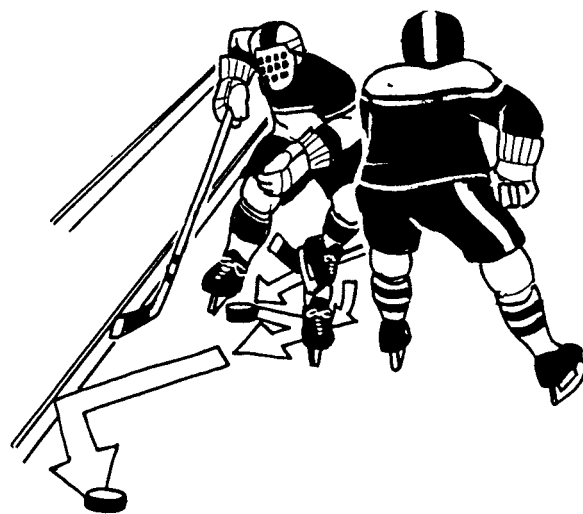
- Must balance and shift weight to one skate
- The skate contacting puck is turned with toe out and heel in
- Has “cushioned” the puck with skate blade in stickhandling. Key Word – “Control”

Common Errors

- Not shifting weight and balance to one skate
- “Kicking” puck instead of controlling puck



a



b

Figure 3-18a & b. Skate control skills.

Chapter 18

Passing and Receiving

OBJECTIVES

- To educate coaches to the passing and receiving skills necessary for players ten years old and under
- To outline teaching progression for coaches
- Identify the key elements of each skill
- Identify common mistakes young players make while learning these skills

INTRODUCTION

Although skating and puck control rank higher than passing and receiving on the hockey skills “emphasis scale,” it is important to devote considerable time to instruction in the fundamentals of passing and receiving.

The skill of passing and receiving extends puck control from an individual to a team skill.

Two important sets of skills are necessary — the delivery of the puck and the reception of it. Both are equally important.

The material covered in this chapter describes the skills that must be mastered to pass and receive effectively. The skills are presented in the suggested teaching progression for young players.

FOREHAND PASSING

The forehand pass begins with the player in a solid, ready position. His eyes must be up and looking at his intended target. The blade of the stick must cup or “cradle” the puck. Start the passing

action for the forehand pass from behind the back foot (Figure 4-1). The blade should be kept on the ice. **Encourage the player to sweep rather than slap the puck.** The desired result is a sweep and follow-through toward the intended target with the blade of the stick kept low to the ice.



Figure 4-1. Forehand passing action.

The puck should begin near the heel of the stick and roll down the blade as the stick is swept forward. The resultant spin on the puck is necessary to keep it flat on the ice.

The accuracy of the pass is controlled by the follow-through. The player should end the pass with the toe of his stick pointing at the intended target.

Look-Slide-Guide Point

Key Elements

- The head is up with the eyes focused on the target
- The blade of the stick should “cup” the puck
- A sweeping (not slapping) action
- Puck moves from the heel to the toe of the blade
- Follow-through low and pointing toward the intended target

Common Errors

- Passer is looking at the puck, not the target
- The puck starts at the toe of the stick, not the heel
- The passer slaps the puck
- Shortened or no follow-through

BACKHAND PASSING

The backhand pass is similar to the forehand pass and the key elements listed above are the same. It is, however, a bit more difficult. The backhand pass involves looking at the target, using a sweeping action of the stick across the body to propel the puck, and a deliberate follow-through towards the target. If the intended target is in front of the passer, he must follow-through by turning the wrists out, pointing the heel of the stick at the target. Figure 4-2 illustrates the beginning, middle, and ending phases of this pass. The puck begins on the backhand side. The hands are away from the body and the blade is cupped over the puck. Note that the shoulders are rotated toward the puck. The shoulders returning to a normal position, plus a pulling action of the lower hand provide the sweeping action of the stick.



Figure 4-2. Backhand passing action.

Suggestions for Coaching

Generally your coaching on passing should progress from stationary to moving targets and from slow to faster speeds. Emphasize that the pass must lead moving targets. Passing the puck softly to a target zone ahead of the receiver is a good passing technique.

FLIP PASSING

The last pass that should be taught is the flip pass. This pass will prove to be most useful in a situation where some part of an opponent (stick, leg, etc.) is between the puck carrier and the target (see Figure 4-3).

The pass begins the same way as a forehand or backhand pass adding a quick forward and upward motion of the wrists that causes the stick blade to raise quickly off the ice. This motion in turn also raises the puck quickly from the ice. It is important that the player attempts to spin the puck off the blade so that it will remain flat in the air and as it lands on the ice. Pucks that wobble through the air and do not land flat will prove to be very difficult for teammates to receive.

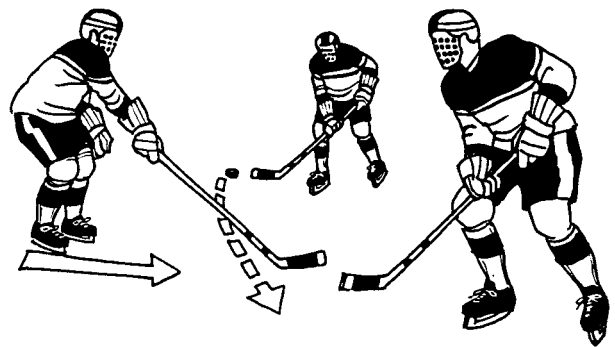


Figure 4-3. The flip pass.

Key Elements

- A quick, forceful, forward and upward motion of the blade
- Puck motion from the heel of the blade to the toe at release

Common Errors

- Inability to move the bottom of the stick blade in a quick forward and upward motion
- Failure to impart spin on the puck to keep it flat

Suggestions for Coaching

Coaches and players need to be especially patient in developing good passing techniques. **Coordinating the speed of the passer, the receiver, and the puck (in addition to the opposing players) is a difficult skill and often requires many hours of practice to master.**

PASS RECEIVING

Being able to receive a pass is equally as important as being able to make one. There are 3 keys to successfully receiving a pass:

- Right Angle
- Give
- Cup

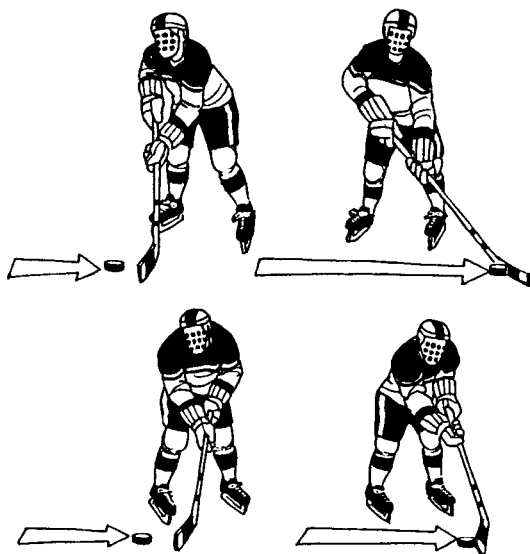


Figure 4-4. Forehand and backhand puck reception techniques.

The receiver must learn to move the blade of the stick out toward the puck in preparation for receiving the pass. Just prior to (or at the point) of contact, move the blade in the same direction as the pass to allow the puck to gently come in contact with the stick blade.

When a pass comes to either the backhand or forehand side, the reception techniques are basically the same (see Figure 4-4). The player should keep his head up, watch the puck, and keep the stick on the ice. As the puck reaches the stick blade, the blade should be at a right angle to the line of the pass, cupped, and allowed to give by relaxing the wrists. This “giving with the puck” promotes control by allowing the momentum of the puck to be gradually absorbed.

Key Elements

- **The angle between the blade and the line of the pass should be 90 degrees**
- **The blade must “give” to maintain puck control**
- **The blade should be cupped over the puck as it glides along the ice**

Common Errors

- The stick blade is not held perpendicular to the direction of the incoming puck
- The blade of the stick is left open (top of blade angled away from the puck’s direction), allowing the puck to bounce over the stick blade
- Wrists are held stiff, causing the puck to rebound off the blade
- Failure to cup the puck

Suggestions for Coaching

In many instances, passes are ahead, or behind, the intended player. This takes a special effort to gain control of the puck. Here are some suggestions for how to solve this common problem.

When the pass is too far ahead, the player should extend the stick by dropping the lower hand and reaching out to the puck (see Figure 4-5).

When a pass comes behind the player (see Figure 4-6), the skate must be used to gain control.



Figure 4-5. Stopping a puck passed ahead of the intended target area.

The skate closest to the oncoming pass should be placed flat on the ice and angled so that the puck will deflect from the skate blade to the stick blade. An individual who has become skilled at receiving a pass with his skate will prove to be a tremendous asset in keeping many plays alive.

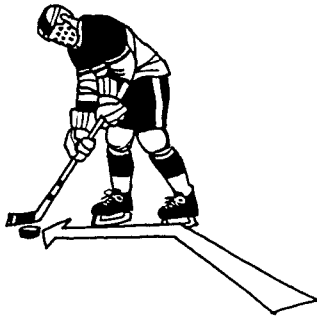


Figure 4-6. Controlling a puck passed behind a player.

Receiving passes in the air involves knocking the pass to the ice with the stick or the hand (see Figure 4-7). In general, encourage using the stick to try and knock down passes below the knee and the bottom hand on passes above the knee. Be sure that the players do not close their hand and catch the pass.

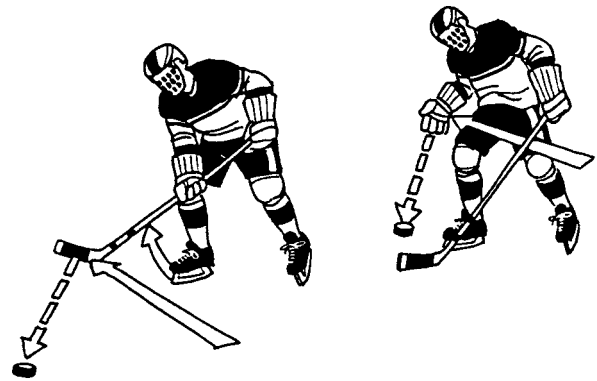


Figure 4-7. Controlling passes in the air.

Chapter 19

Shooting

OBJECTIVES

- To identify the shooting skills used by young players in ice hockey
- To outline for the coaches the progression for introducing shooting skills
- To identify the key elements of all the components of shooting
- To identify common mistakes young players make while learning these skills

INTRODUCTION

Shooting is the most practiced of all fundamentals. The ability to shoot has become very important in the game of ice hockey. The purpose of shooting the puck is to score a goal. This leads to the single most important factor to stress: **Be sure that the shot is on the net!** There are several components associated with becoming an effective shooter:

- **HEAD UP:** Players will have a better chance of hitting a spot on the net when they are looking at it.
- **FORM:** Players must execute the shots using the key elements of correct technique if they are to develop the speed, consistency, and accuracy necessary to be an effective shooter.
- **ACCURACY:** If the shot is not on the net, there is virtually no chance of scoring. Developing accuracy takes a great deal of concentration and practice by the player.
- **QUICKNESS:** Time spent handling the puck provides the opposing players with the time needed to position themselves for strong defense. When the situation dictates, players must be able to shoot the puck quickly.

- **VARIETY:** Shooting situations within the game vary greatly. The skillful player must, therefore, have a variety of shots that match the opportunities that develop. The amount of time a player has, the location, and defensive player positioning require that different shots (or variations of the same shot) be used.

There are 3 types of shots that will be discussed in this chapter. They are:

1. Wrist Shot
2. Backhand Shot
3. Flip Shot

Shooting, more than the other fundamentals, depends upon strength which is related to a player's physical maturity. Therefore, coaches of younger players are likely to find that because of their age they are unable to generate the speed and power desired to perform some shots such as the snap or slap shots. As players grow, develop and train for strength and power, their shooting will become more forceful.

For younger players, however, emphasis should be placed on the development of correct technique, particularly of the forehand and backhand wrist shots.

Without this attribute even the shooting ability of the strong, powerful player will be limited.

FOREHAND WRIST (SWEEP) SHOT

The wrist shot is often referred to as the “sweep” shot. It’s attributes include speed and accuracy. Be sure that your players have mastered this shot before moving on to other types of shots.

As the name implies, this shot involves sweeping the puck toward the target. Power is supplied by the arms, wrists, and through proper weight transfer, the legs. The hands are held approximately 12 to 15 inches apart. The puck should be positioned at the side of the body, behind the back foot, with the weight evenly distributed on both skates. The shot is initiated by a transfer of the body weight to the skate closest to the target (front skate). The proper sequence is illustrated in Figure 5-1.

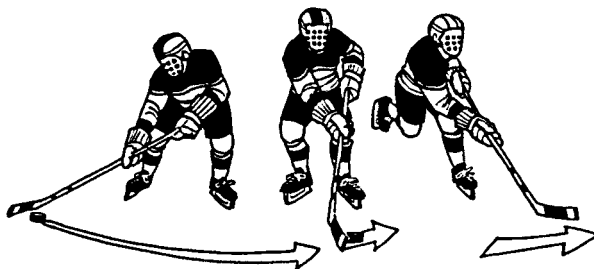


Figure 5-1. Execution of the wrist shot.

As weight is transferred, the arms and hands complete the forward motion of the stick toward the target while dragging or sweeping the puck on the blade of the stick. The puck should be positioned at about the middle of the blade and travel to the toe as the shot is completed. The correct arm action includes the top arm/hand pulling back toward the body while the lower arm/wrist sweeps forward.

To accomplish this push-pull (wrist-sweeping) action, the player must exert maximal effort with the hands and arms. Weight may be best utilized in the shooting action by driving off the rear foot and following through to the front foot. The follow-through of the stick usually will dictate the height and accuracy of the shot (low follow-through, low shot; high follow-through, high shot). The toe of the stick blade should be pointing at the target at the conclusion of the follow-through. See Figure 5-2.

Review of Figure 5-1 shows that the top portion of the stick moves very little, while the blade has moved a great deal. It is the speed of the blade that creates the puck speed.



Figure 5-2. Follow-through of the wrist shot.

Weight transfer is important for another reason besides initiating the movement. As the weight moves toward the target, the force application to the stick through the lower hand causes a bending of the shaft. The release of this bend adds further speed to the stick blade, which results in greater puck speed.

Key Elements

- **Hands held approximately 12 to 15 inches apart**
- **Shot begins with the puck at the side of the body and behind the back foot**
- **Blade of the stick cupped over the puck**
- **Weight transfer to the front skate**
- **The follow-through will dictate the height and accuracy of the shot**
- **Puck movement from the middle to the toe of the blade**

Common Errors

- Insufficient weight transfer results in weaker shots and causes players to fall away from instead of moving toward the target
- Poor wrist action results in slow movement of the stick blade, thus little force is transferred to the puck
- Top arm and hand are held too close to the body thus limiting movement
- Poor follow-through results in shots missing intended target

Suggestions for Coaching

1. Have your players practice the sweeping movement, in a stationary position ensuring that the weight is transferred and the stick blade is moved quickly through the range of motion.
2. Use drills that allow the player to take at least 5 to 10 consecutive shots. Figure 5-3 shows two arrangements that work well for player practice.
3. The wrist shot involves a considerable amount of arm/wrist strength. Older players should be encouraged to improve their strength both off and on the ice. Younger players should concentrate on perfecting the technique for the shot. Shooting is easily practiced off-ice as well.
4. For young players, the technique of the shot may be better developed by using lighter pucks which are properly suited to their strength. The success this generates may go a long way to develop confidence through the satisfaction gained by shooting a crisp and accurate wrist shot.
5. Coaches should introduce shooting drills progressively, starting with stationary shooting, to shooting while moving, to situational drills simulating game conditions.

BACKHAND SHOT

The backhand shot is one of the most difficult shots to perform. **Like the wrist shot, an important objective is to generate speed of the stick blade.** As illustrated in Figure 5-4, the backhand shot is initiated with the puck on the backhand side of the stick and the blade cupped over the puck. The puck should begin between the heel and the middle of the blade. The wrist of the bottom hand is flexed while the upper arm is close to, instead of away from, the body. The shot begins with a weight transfer toward the target. The bottom hand pulls the stick and the puck (simultaneously) forward toward the target, in a sweeping movement. The bottom wrist snaps from a flexed to an extended position. The top hand follows the bottom hand (rather than opposing as in the wrist shot) and the top wrist snaps from extended to flexed position. This causes the top arm and elbow to move away from the body. Once again, the height of the follow-through will determine the height and accuracy of the shot. At the conclusion of the shot, the toe of the blade should be pointing at the target. **Like the wrist shot, you should stress form and accuracy with your players before working on speed.**

Key Elements

- **Hands.** held approximately 12 to 15 inches apart
- **Shot begins with the puck at the side of the body and behind the back foot**

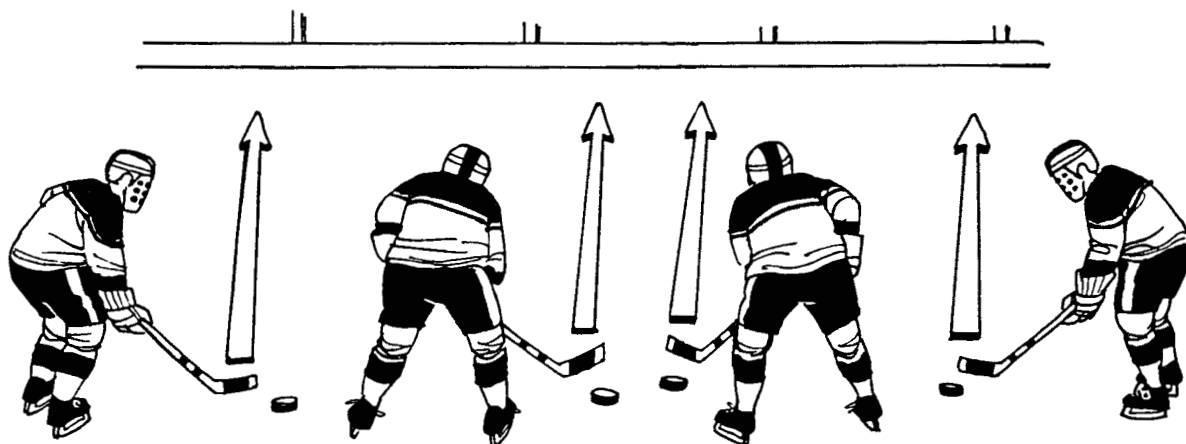


Figure 5-3. Practice arrangements for working on shooting.

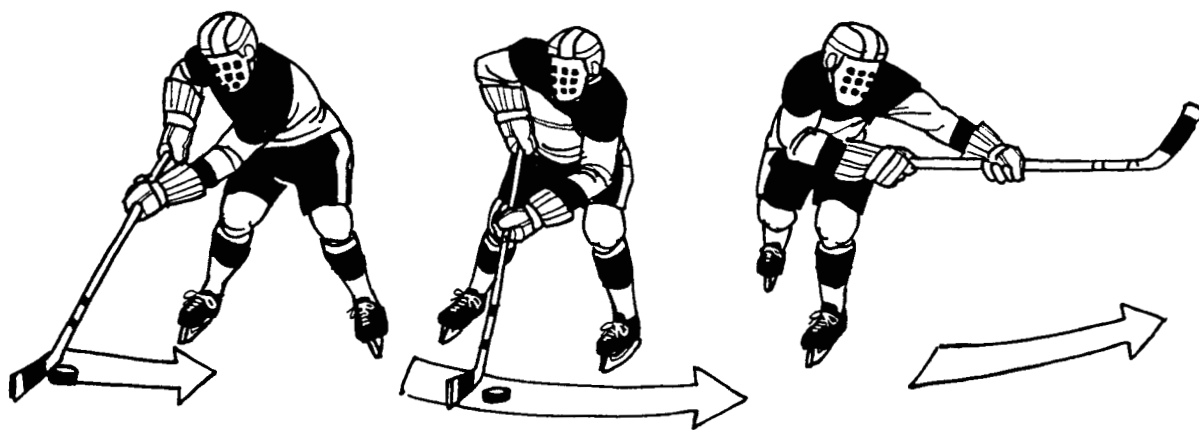


Figure 5-4. Sequence for completing the backhand shot.

- **Blade of the stick cupped over the puck**
- **Weight transfer to the front skate**
- **Puck movement from the middle to the toe of the blade**
- **The follow-through will dictate the height and accuracy of the shot**

Common Errors

- Poor sweeping action
- Improper wrist action
- Follow-through goes toward ceiling instead of toward target

Suggestions for Coaching

1. Have the players practice the sweeping movement, weight transfer, and quick movement of the stick blade in a stationary position.
2. The suggestions for coaching the forehand wrist shot are also useful for teaching your players the backhand.

THE FLIP SHOT

The flip shot is most commonly used when a player is attempting to relieve pressure by clearing the puck from a zone. It is also useful when there is a scramble around the net and the puck must be lifted quickly over an obstacle.

The flip shot is a much neglected, but very effective shot. At all levels, but particularly with young players, the ability to flip the puck can make

the difference between a goal or a shot into the goalkeeper.

When shooting a flip shot, the primary objective is to raise the puck high up off the ice. Very little emphasis should be placed on the velocity of the shot. To execute the flip shot on the forehand, the hands should be in the same position as the wrist shot – approximately 12 to 15 inches apart. The task is to get under the puck and propel it upward. This shot, unlike others, is usually made from in front of the body with the puck on the toe of the stick blade (see Figure 5-5). The shot begins with the wrist of the bottom hand extended and the wrist of the top hand is flexed. A good flip shot requires a sharp, quick wrist snap, and a sharp, exaggerated upward movement of the stick blade. As illustrated in Figure 5-6, the blade of the stick should be opened rather than cupped at the end of the shot.

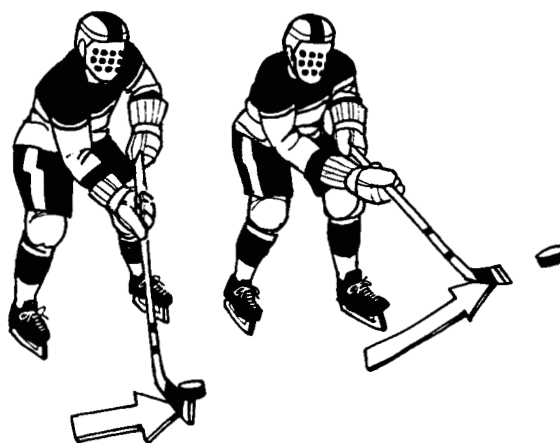


Figure 5-5. Puck position and shooting motion for the flip shot.



Figure 5-6. Cupped, straight, and open stick blade positions.

The backhand flip shot is most often used in scramble situations in an attempt to shoot over a prone goaltender. With the backhand flip shot, it is helpful to draw the puck back slightly. The fundamentals of this shot are the same as those for the backhand sweep shot. The difference occurs at the follow-through. The wrists and blades should extend quickly towards the top of the net.

Key Elements

- **Hands held 12 to 15 inches apart**
- **Initial puck position in front of the body on the forehand flip shot**
- **Quick wrist snap that results in blade rotation from cupped to straight to open position**
- **An exaggerated upward movement of the blade**

Common Errors

- Too much forward movement of the stick blade
- Not enough upward motion of the blade

- Starting the puck near the toe when executing backhand flip shot

Suggestions for Coaching

1. Teach and practice the shooting motion without pucks.
2. Place obstacles in front of the shooter forcing the puck to be lifted into the air, gradually increase the height.
3. Select or develop drills that will force the players to utilize the flip shot.
4. Progress from stationary to movement drills which will simulate game conditions.

SUMMARY

Since putting the puck into the net is the object of the game, shooting skill is very important to your players. Be sure to work with them to improve these skills. **Remember, however, that the end-over-ender that barely gets over the red line counts the same as the shot that rips the back of the net and more importantly, it counts one more than the shot that just misses the corner and punches a hole in the boards!**

Chapter 20

Checking

OBJECTIVES

- To identify the skills involved in the introduction of checking
- To identify key components of each phase of checking
- To identify a sequence to introduce these skills to young or inexperienced players
- To identify common mistakes young hockey players make when learning these skills

INTRODUCTION

Checking is as important to defensive play as stickhandling is to offensive hockey. Implicit in this statement is the realization that the skating ability of your players must be adequate for the level of their competition. Coaches must provide a solid base of skating skills to their players before any checking skills will be useful.

Checking is a component of almost all forms of defensive play. It includes **stick checking, covering, body contact, and body checking.** Body checking will not be included in this chapter as it is currently not a legal part of hockey for players ten years old and under.

Regardless of the type of check a player intends to use, there are several things that must be done in order to be successful.

- The player must consider how many opponents are coming with the attack and where they are before deciding to check.
- The player must attempt to gain proper position in relation to his opponent, thus increasing chances for success.

The important point to stress is that the checker must be able to recognize and evaluate the

opportunities available to the opponent. These opportunities are based upon the positioning of opponents and teammates. **It is the checker's responsibility to limit the opponent's options.** This may include containing the opponent by forcing a bad angle, and/or checking in open ice or along the boards.

ANGLING

The combination of skating skills and checking begins with angling. Angling simply means forcing an opponent to go in the direction that you want. In defensive hockey, this usually means forcing the player towards the boards. This limits the player's options and effectively takes space away from him.

Angling is most utilized when approaching the opponent from the front and occasionally when trying to catch him from behind. It is important not to go directly at the puck carrier in a straight line as this allows two options. Instead, the defensive player must skate parallel to or in an arc towards the opponent. When executed properly, this prevents the puck carrier from cutting back on the defender while continually forcing him/her toward the boards.

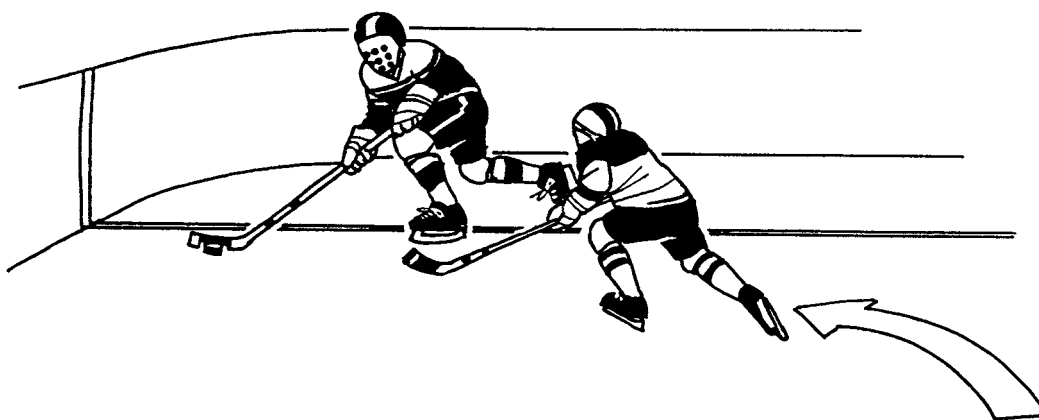


Figure 7-1. Angling.

The checker must remember to gauge his speed upon the opponent's and to keep his stick down in anticipation of making contact with the opponent and trying to take the puck away.

Key Elements

- **Skate parallel to or in an arc towards the opponent**
- **Continually take away the opponent's space and options**
- **Adjust speed to the opponent**
- **Keep your stick on the ice**

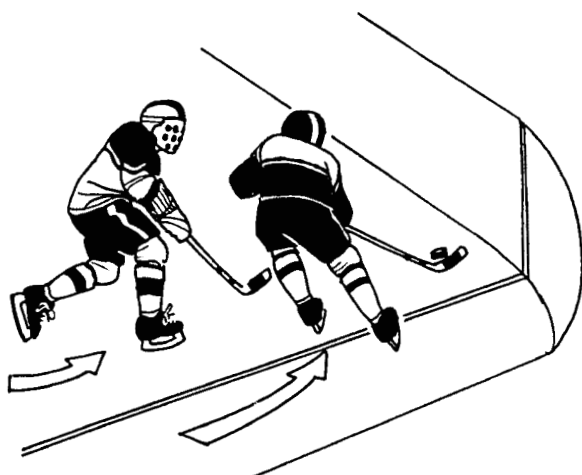


Figure 7-2. Angling and keeping the gap closed.

STICK CHECKING

Stick checking is accomplished by using the stick to separate the puck from an opponent. All of the stick checking tactics should be executed using proper body position and balance. In other words, **if the stick check fails, the player must be in a position to continue to defend the opponent.**

POKE CHECK

The poke check is most often executed by a defender skating backwards against a rushing opponent. The defender should maintain proper balance while skating backwards, and have only the top hand on the stick. The defender must concentrate on the midsection of the opponent and use peripheral vision to see the puck. The stick should be kept back with the arm flexed so as not to let the opponent know the extent of the poke checker's reach. **When the opponent comes into range, the defender quickly extends the stick, knocking the puck off of the attacker's stick. This movement must solely be done with the arm, so that if the puck is missed, the defender is maintaining proper balance and body position.**

The poke check can also be used by a forward skating defender approaching the puck carrier from the front or side. Again, the extension of the arm is used to surprise the opponent, but proper body position and balance must be maintained for continued play if the check misses.

Key Elements

- **Top hand only on stick, held close to side with arm bent**
- **Quick extension of arm and stick when opponent and puck is in range**
- **Defender must maintain proper balance and body position in relation to the opponent**

Common Errors

- The arm holding the stick is fully extended too early
- The defender lunges at the puck, then putting himself off balance, out of position, and unable to complete the skill

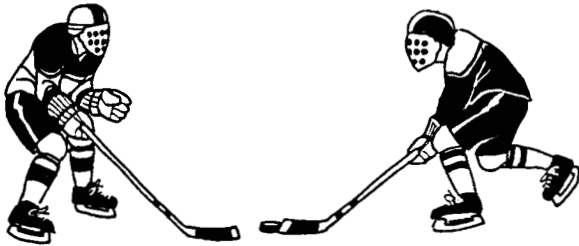


Figure 7-3. Poke check ready position.



Figure 7-4. Execution of the poke check.

HOOK CHECK

The hook check is most often executed from behind the puck carrier. The stick should be held with the top hand only and the shaft should be extended near to the ice with one knee bent. The blade is turned towards the puck and hooks the puck off of the opponent's stick. **The hook check should only be used when there is a great chance of success because if the check misses, the defender is in poor body position to recover quickly.**

Key Elements

- The stick shaft should be extended near or on the ice
- The blade must be turned towards the puck and be flat on the ice

Common Errors

- Committing too early to the bent knee position



Figure 7-5. Hook check.

LIFT THE STICK

Lifting the stick is typically executed when approaching the opponent from behind or from the side. When close enough to the puck carrier, the defender skates in front of or with him and lifts the opponent's stick near the heel, and as quickly as possible, brings his stick down and takes the puck away.

Key Elements

- Approach puck carrier from behind or from the side
- Continue skating with the puck carrier
- Lift the stick quickly and take the puck

Common Errors

Failure of the defensive player to continue skating makes it difficult to gain, good position on the puck carrier



Figure 7-6. Stick lift from behind.



Figure 7-7. Stick lift from an angle.

STICK PRESS

The stick press is executed in close one-on-one battles. It may be used to prevent an opponent from receiving a pass, shooting, or retrieving a loose puck. The player places his stick on top of the lower shaft of the opponent's stick and presses down preventing the opponent's stick from moving. Leverage and relative upper body strength are keys to young players successfully executing the stick press.

Key Elements

- **Used in close one-on-one situations**
- **Place stick over lower part of opponent's stick and press down hard**

Common Errors

- The defender not placing the stick low on the stick shaft of the offensive player
- Not maintaining good body position on the offensive player



Figure 7-8. Stick press.

SWEEP CHECK

The sweep check has similarities to the hook check and the poke check. It is executed from in front of the puck carrier. It can be executed from an upright position with the defender in the same position as if he/she is about to poke check. If the puck carrier is on the side away from the defender's stick, the defender sweeps the blade towards the puck, being careful not to overcommit the body. If the sweep misses, the defender must remain in sound defensive body position.

From a similar position, the defender can lower the stick close to the ice. The sweeping motion moves towards the puck with the curved area where shaft meets blade aiming for the puck. Caution must be used along with this check as the defender is committing her body much more and is susceptible to the puck carrier cutting back on her.

Key Elements

- **Top hand only on the stick**
- **Blade is flat on the ice**
- **Be selective as to when to use the sweep check**
- **Be careful not to overcommit the body**

Common Errors

Committing too early to the bent knee position

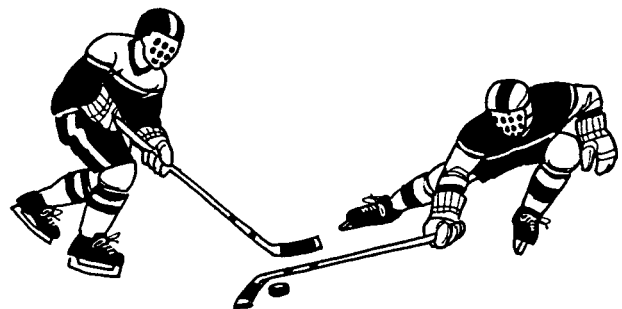


Figure 7-9. Sweep check.

HIT THE STICK

This move is employed when you are even with the puck carrier and skating parallel to her/him. Hit the opponent's stick near the heel to force her/him to lose control of the puck.

Key Elements

- Be parallel with the opponent
- Hit the heel of the stick

COVERING

In general, covering an opponent means maintaining a sound defensive position between the opponent and your own net. The defensive player should try to stay within one stick length of his opponent for effective defensive play.

Key Elements

- Skate with the opponent and stay within one stick length
- Maintain a position between the opponent and your own net

BACKCHECKING THE OPEN MAN

When backchecking an open man, the defender should take an **inside position** and try to remain just ahead of the opponent. This position allows the defender to stay between the opponent and the goal **and** the opponent and the puck. The disadvantage is that the defender will have a difficult time watching both opponent and the puck. Therefore, it is imperative that the defender maintain the one stick length or less relationship to the opponent.

Key Elements

- Take a position inside and slightly ahead of opponent
- Try to split vision between puck and covered player
- Stay within one stick length of opponent

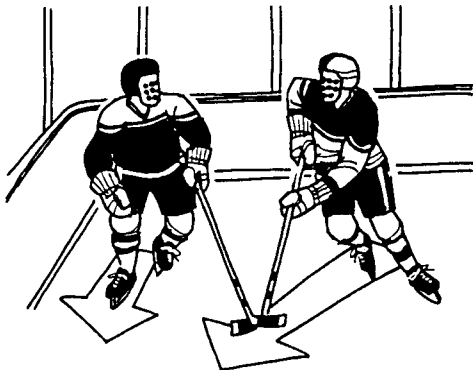


Figure 7-10. Backchecking the open man.



Figure 7-11. Maintaining an inside position.

BACKCHECKING THE PUCK CARRIER

When backchecking against a puck carrier, the defender must concentrate on the puck carrier's body and not on the puck itself. Too much emphasis on the puck will allow the puck carrier to utilize fakes or have enough room to escape the checker. The key element is to angle the opponent towards an area of the ice that will be more advantageous to the defender (most often towards the boards). Players can also fall into the bad habit of approaching the puck carrier and trying to stop him by hooking or slashing instead of continuing to skate and overtake the opponent.

Key Elements

- Watch opponent's body, not the puck
- Angle puck carrier towards the boards



Figure 7-12. Backchecking the puck carrier.



Figure 7-13. Skating a player off the puck.

COVERING IN FRONT OF THE NET

When covering a player in front of the net, the defender must be aware of the positioning of the puck as well as his opponent. It is, therefore, necessary to maintain contact with the opponent using either the body or the stick. As with other defensive situations, the defender should stay between the opponent and the net. Special attention must be paid to the opponent's stick, particularly when the puck is about to arrive. Lifting the stick or the stick press can be utilized to prevent the opponent from controlling or tipping the puck.

It is also important not to overcommit to one player. If a defensive teammate loses his check, the defender in front may have to cover two opponents. Therefore, they cannot get tied up with one person to the extent that they cannot release to a new position if the situation changes.

Key Elements

- Stay between opponent and goal
- Maintain contact with stick or body
- Split vision: know where puck is
- Don't get tied up with one player in case situation changes

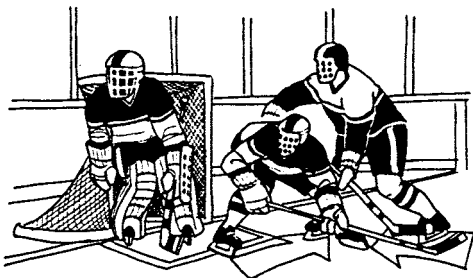


Figure 7-14. Covering in front of the net.

PROTECTING ONESELF FROM BODY CONTACT ALONG THE BOARDS

The best protection against any kind of contact is to maintain a strong skating position with feet shoulder width apart, knees bent and head up. Overall awareness of where opponents are on the ice is a key ingredient as well.

Even at younger levels of hockey, where body checking is not allowed, contact with the boards can happen. Players must learn to protect themselves when playing near the boards. They must always remember to maintain a strong hockey position with knees flexed and feet about shoulder width apart.

If contact with the boards occurs with the player facing them, the player should try to distribute the contact over as large a surface as possible. The stick and forearms can absorb the contact for the upper body. The player should lean in slightly keeping the skates about a foot away from the boards. If the feet get up against the boards, the player can lose balance upon contact.

When contact is going to occur with the boards at the player's side, he should use the upper arm to cushion the blow. They should be careful to avoid absorbing the blow with the point of the shoulder.

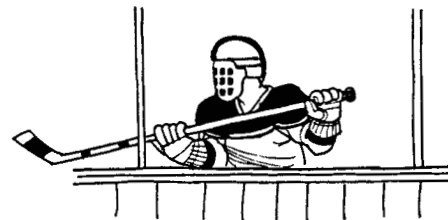


Figure 7-15. Getting the stick and gloves up to absorb the force of any body contact.

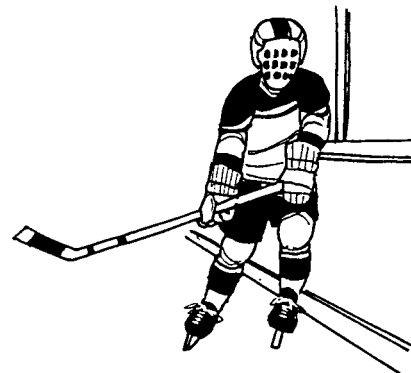


Figure 7-16. Maintain a low center of gravity along the boards.



Figure 7-17. Avoid hitting the boards with your shoulder and head.

SUMMARY

- Checking is an important skill to teach properly to your players
- The main areas of checking are:
 - Skating
 - Angling
 - Stick checking
 - Ready for body contact
 - Protecting yourself
- It is necessary to strictly apply rules pertaining to checking to significantly detour body checking from behind and stick infraction, then promoting safety and enjoyment of the game.

Chapter 21

Basic Concepts of Play

OBJECTIVES

- To introduce the conceptual aspect of ice hockey
- To point out that the game can teach the players
- To help coaches teach the players the game as a whole
- To show coaches how to use small games to teach the players in a progressive manner

INTRODUCTION

The most important part of this chapter is the reason a 10-year-old plays ice hockey—something we, as coaches, sometimes fail to remember or never find out. **A 10-year-old plays hockey because it is fun.** It then becomes our job as coaches, parents, and administrators to make sure that players don't lose sight of this.

For that reason, we wish to take a different approach to the way we work with the players 10 years old and under. Let the game teach the player rather than the coach. We have to trust that we are laying the ground work for the player; trying to give the best possible base to become a good hockey player.

OFFENSE AND DEFENSE

We often talk about practice and the game in terms of offense and defense, as though they are independent parts of the game. We need, instead, to think of offense and defense as a whole or as being the same. We need to teach players 10 years old and under that offense works like defense and vice versa.

If we look at why offense and defense are the same, let's think about what we try to accomplish on offense or on the attack. One player has the puck. That player must decide to pass the puck or carry the puck. Player number two is looking to be available for a pass or to support player number one. The third player is looking to find space to be available for a pass or to create space for the first two players.

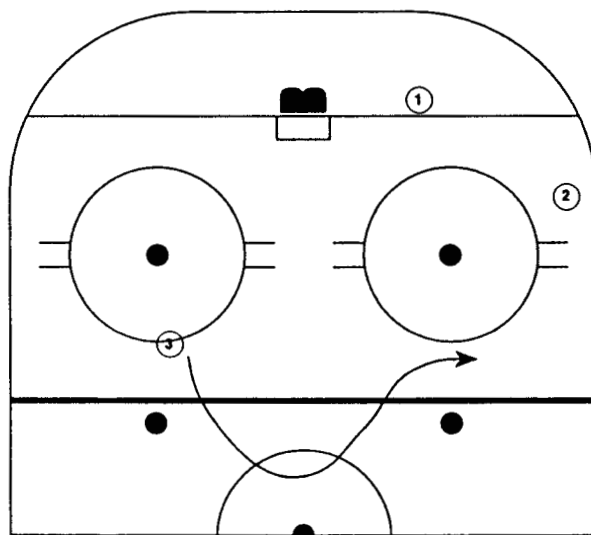


Figure 8-1. 3 on 0 in zone puck and player movement.

If we reverse roles and move to defense, player number one must be concerned with the puck. He must attack or steer the puck to one side, but the focus is the puck, as it is for player number one on offense. Player number two on defense must be concerned with the closest player to the puck who is able to receive a pass. Player number three is looking to cover dangerous areas or players in that area. (Prime scoring area—an area used to create an attack.)

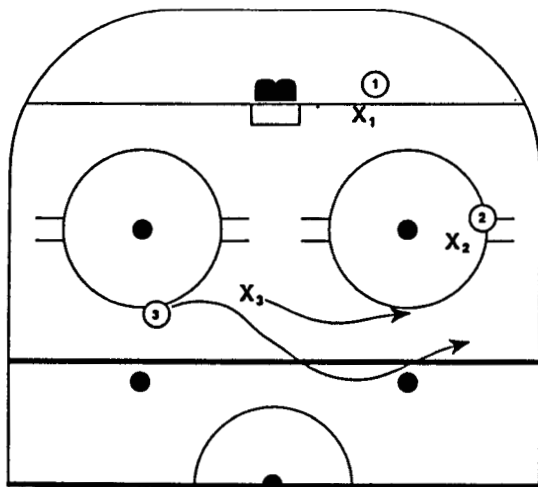


Figure 8-2. 3 on 3 in zone defensive coverage.

If the puck changes teams then the roles reverse. Our goal is to create a method of practice to enable our 10-year-olds to learn what role they must play, how best to accomplish this role, while having fun. We could call this the concept of support.

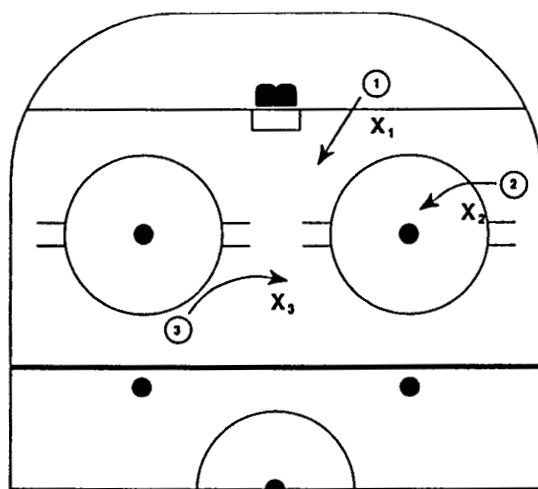


Figure 8-3. 3 on 3 in zone offensive and defensive movement.

SUPPORT

If we try to teach 10-year-olds support using the whole ice surface, we will find some big problems. First, some players skate at a higher level and it will be easy for them. It will be difficult for the poor skater as they will not be able to get to the puck. To make this better for all players, we need to move to a small space. This gives us our method of practice. As we said earlier, we were going to let the game be the teacher.

So the game becomes small-sided games in a small space. An example might be placing the net on the side boards and playing three vs. three. What we can accomplish with these games is more players touching the puck and more changes of team for the puck which results in quicker transitions from offense to defense. This also results in the players seeing more opportunities. But even more important is the fact that more players have the opportunity to score goals. If you are the parent of a 10-year-old or have the opportunity to be around after practice, they can all tell you how many goals they have scored. You only have to look in their eyes to know how much they love to score. If we can allow the game to be fun, then we may see more success at higher levels.

PROGRESSIONS

Let's take a look at the way we may want to build our games in a teaching progression.

If we start by playing two vs. zero within a face-off circle, with no rules, then move to three vs. zero with no rules except to stay inside the circle, we have started to move the players together in a group with no rules.

Next, by playing keep-away two vs. one inside a face-off circle with a pylon at the edge of the circle, we have introduced defense. The goal of the game is to carry the puck and touch the pylon. We can then start our teaching that two players must work together to keep the puck from one player. You may want to add a point system or play that the player who wins the puck moves over to the offensive side. We should talk to the players about the rules of each player. If we think about the roles, we would discover that the role of the first player with the puck is to get the puck to player two or to get free. Player two is trying to find an open space to receive a pass or to draw the defensive player over

to cover him and give player one a chance to be free. The defensive player is, of course, trying to gain the puck, and he will be taking space away.

We have started our 10-year-old thinking about space and support with a simple small game. We could then add or subtract players within the same game.

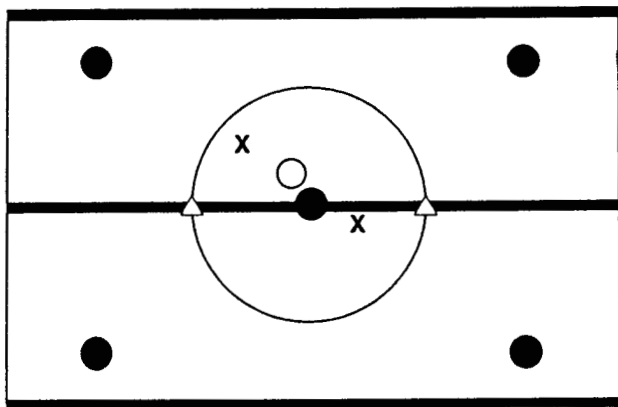


Figure 8-4. 2 on 1 in the face off circle.

We could then play five vs. five keep-away with three pucks. For scoring, the team that has two or more pucks would receive a point.

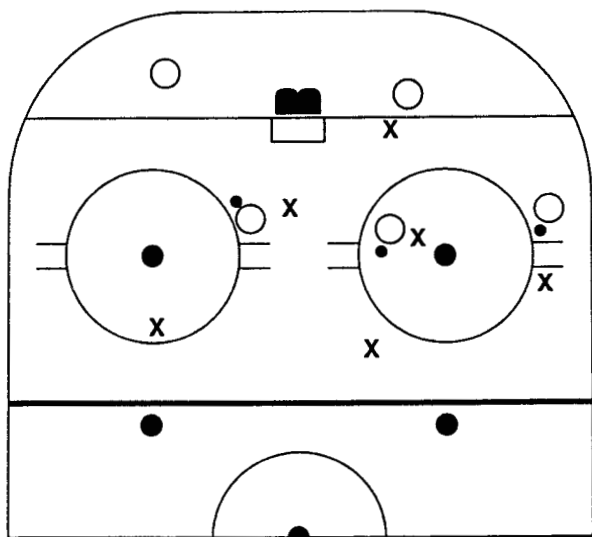


Figure 8-5. 6 vs. 5 in the zone, using three pucks.

Our next game, six against three, arranged in the end zone, places three players on one board and three on the opposite end zone in the middle using four pylons. The object of the game would be

for the three offensive players on one side to pass the puck through the pylons to the three players on the other side. The rules for the defensive players would be:

- two players must always be in the middle or in the rectangle formed by the pylons
- one player may chase the puck
- as the puck changes sides the chaser may come back in the rectangle and replace one player who then chases.

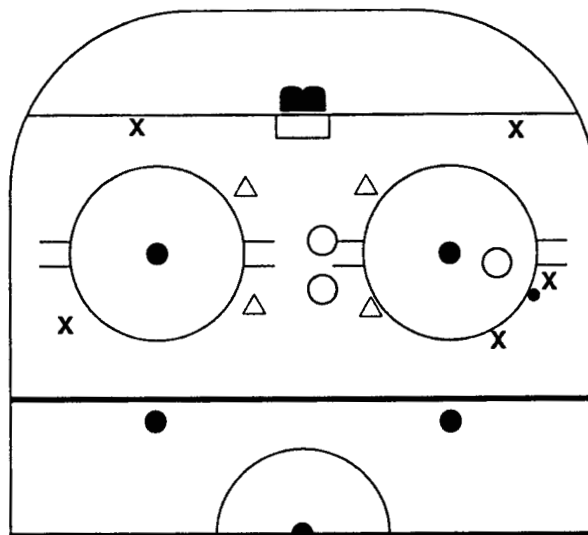


Figure 8-6. 5 vs. 3 in the zone, using one puck and four obstacles.

GAME-LIKE CONDITIONS

We now need to allow players to play with more game-like conditions. We could move the nets to an area close to the boards, perhaps to the corner. We will now play two vs. one with a goal but the area must be small. You can control the game by keeping a puck in play at all times. When a goal is scored or a puck is out of play, put a new puck in play right away. You can add players to make three vs. two or whatever combination you wish. You may wish to make certain players stationary passers only. On the defensive side, try one vs. two and two vs. three to let the defensive players learn who to react to as a group.

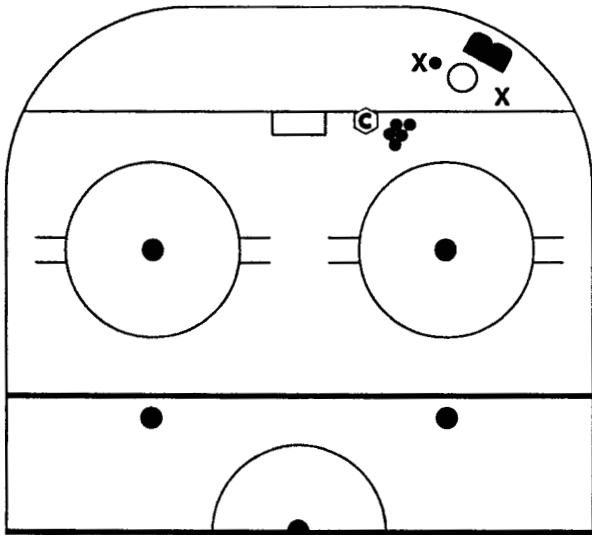


Figure 8-7. 2 on 1 confined to a restricted space (corner).

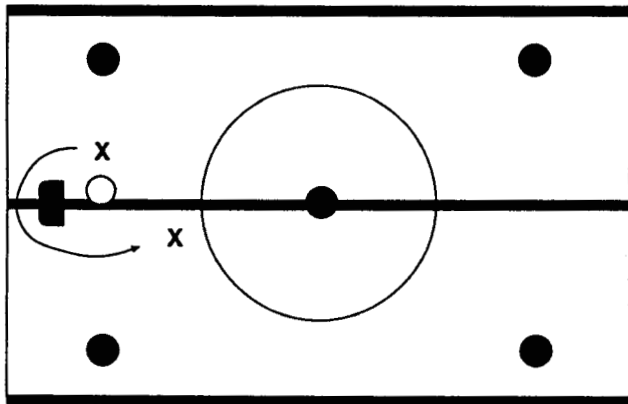


Figure 8-8. 2 on 1 confined to a restricted area (center ice).

If we now consider our play zone from the blue line in, we can start to play games with two nets. For the first game, we will place our nets on the face-off dots facing each other. We will play two vs. two and the players can score on either net. You may wish to get some old fire hoses and run them behind the net to keep the puck in play or you may place players along an imaginary line extending out from the goal to keep the puck in play. You again will be controlling by feeding new pucks in as they go out of play or are scored. Allow play to go for 30 seconds to one minute. You may wish to add players to this game. In all of these games where we use two nets, you may want to have the players touch the puck twice and then they must pass the puck.

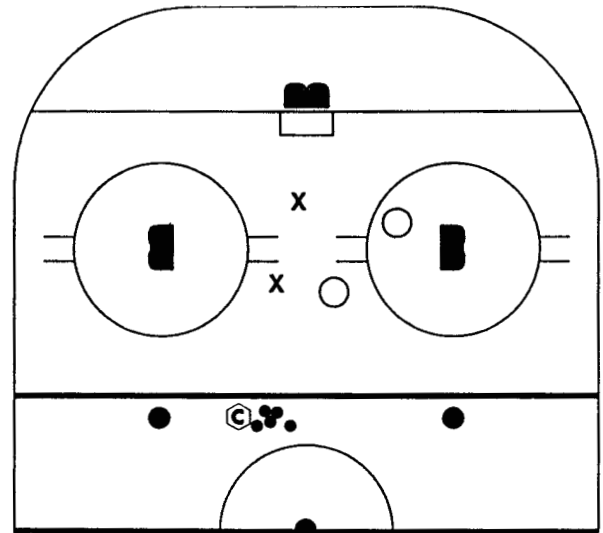


Figure 8-10. 2 on 2 in zone using three nets.

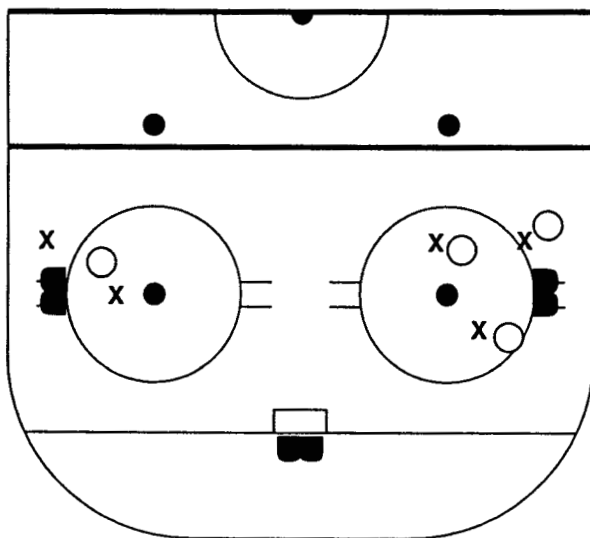


Figure 8-9. 2 on 1 & 3 on 3 in the same zone, each using half a zone.

Next we could move to a game of three vs. three. In this game, you would place one team along the blue line and the other along the goal line extended. We would play a regular game, with one rule change – you may use your teammates on the side lines to pass to, and may want to institute the two-touch rule.

The last game we can look at is three vs. three with the nets back to back. If you place the nets in the middle of any zone with the goal mouth facing the boards, you can then play three vs. three, score on either net, or any other rules you may wish to use. The value of this game lies within the decisions that must be made to play offense or defense, the kinds of passes that must be made, and the fun of scoring.

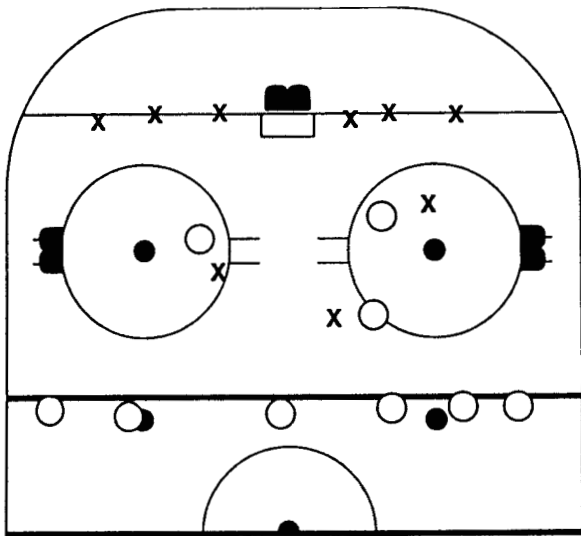


Figure 8-11. 3 on 3 in zone using three nets.

SUMMARY

These are examples of the types of games that can be played. If we look at them closely, we find that we have not placed a lot of rules on the players but have allowed them to learn through playing. This is the real secret to developing players. Place them in situations that allow the player to make the choice to think and develop skills. While developing your games, remember it is important to set goals for your games and to stay close to those goals. In other words, don't change your mind in the middle of the game.

Remember what we suggested are the basic building blocks of team play for an ice hockey player. We have used all of the skills necessary to be a good hockey player. We have placed the player in a position of having to move from offense to defense quickly and to make decisions on how to support each other. At the intermediate level, we will build on this. Remember that these concepts are extremely important and, once mastered, any system of team play can be implemented.

Section 5

Goaltending



Chapter 22

Goaltending

OBJECTIVES

- Identify key elements for goalies at ten years old and under
- Show new technology in teaching goalies
- Identify unique drills or activities that are effective in developing young goalies

INTRODUCTION

At ten years of age, many players look at the equipment and say, “This is the position I want to play.” When they try to play, they soon find the glamour of being goalies has disappeared. For this reason, we recommend giving each player a chance to play goal. You will find quickly who really would like to play this position.

Always remember that the players are young and we should not lock them into one position, but rather give them a chance to experiment and find their favorite.

COORDINATION

There are three key elements for goalies at this age. First is overall body control or coordination; second is basic stance; and third is movement or skating.

We tend to want our athletes to specialize in one sport today, but the simple fact is that a goalie must be an athlete. We must encourage our young goalies to try other sports. We may also want to incorporate what may seem to be some strange methods of training at this age. These methods would include all kinds of jumping exercises (i.e., jumping over the goalie stick and landing on one

foot) using balls on the ice, and even employing tennis rackets or badminton rackets.

At this age, body coordination is more important than any of the more advanced moves a goalie will make. If a goalie is a good athlete at ten years old, he or she will have a chance to become a good goalie over time.

BASIC STANCE

Without a correct basic stance many of the moves required of the goalie become difficult, delayed, or impossible to execute.

The stance is easy to teach yet many young players are missing many of its key elements and, therefore, are handicapped in their ability to move. The key elements of a good stance are illustrated in Figure 6-1 and described below.

Key Elements

- **Feet shoulder width apart, knees bent**
- **Skates parallel**
- **Weight slightly forward**
- **Shoulders and knees aligned over the toes**
- **Hands in front of the body, just outside of each knee**

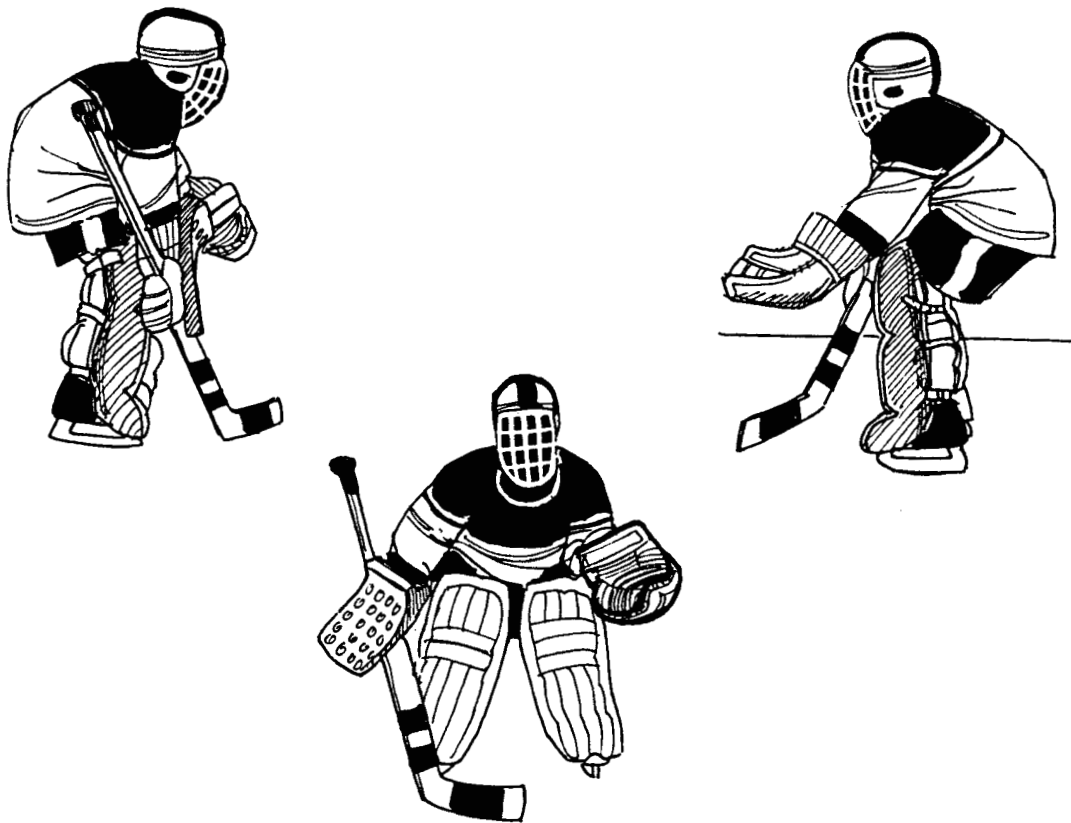


Figure 6-1. Goalkeepers basic stance (front and side view).

- **Catching glove open**
- **Stick blade flat on ice, 4-5 inches ahead of skates**
- **Stick should be held firmly (usually just above the wide portion of the shaft) and under control. The grip will tighten as your goalies make their plays. Figure 6-2 illustrates this.**

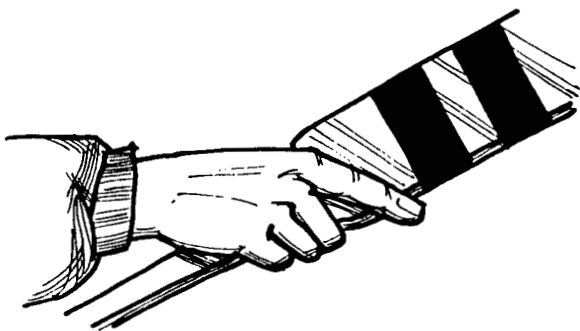


Figure 6-2. Positioning of the hand on the stick.

Common Errors

- Skates are too far apart with knees together
- Bending from waist not knees
- Hands at sides instead of ahead of body
- Catch glove closed, held too high, low, or not filling open net
- Stick blade right up against skates

MOVEMENT

A young goalkeeper should be taught to make two types of sideward movements: (1) short-distance move or parallel shuffle, and (2) a long-distance move or T-glide.

PARALLEL SHUFFLE

The parallel shuffle is used for moving quickly to maintain a position between the net and the puck. It requires taking a series of short steps without turning the foot. This allows the goalie to always face forward. As a young goalkeeper gains experience, the step can be extended into a

sideways glide. Teach your players to always control their weight on the inside edge of the skate without turning the foot. The parallel shuffle is illustrated in Figure 6-3.



Figure 6-3. The parallel shuffle.

Key Elements

- Maintain the basic stance position
- Short lateral steps
- Trailing pad must be brought tight to the lead pad
- Stick moves with the lead skate (blade covering opening between skates)
- Weight remains on the balls of the feet

Common Errors

- Goalie comes up high, “bobbing” out of stance
- Goalie doesn’t bring pads together
- Goalie raises stick blade or fails to cover space between skates

Suggestions for Coaching

Parallel shuffle moves are an extension of learning the basic stance and then maintaining it while moving laterally. Again, work without the shot. Focus on teaching your goalies to move appropriately to position themselves on cue from the location of a moving puck.

LATERAL T-GLIDE

When goalies are required to **move sideways and cover a long distance** (to cover a pass or free moving puck), they should turn their lead toe in the direction they need to go and push off the inside edge of the trailing skate. To stop, the lead skate is turned toward the front, placing weight on the inside edge. The trail foot is then brought quickly into the basic stance position.

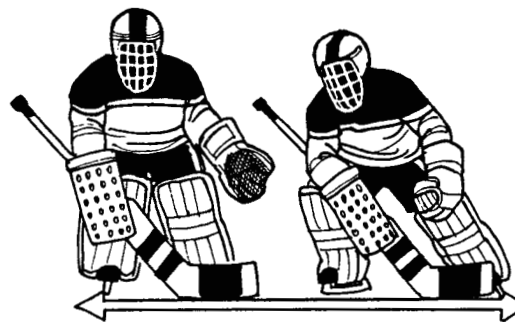


Figure 6-4. Lateral T-Glide.

Key Elements

- Maintain basic stance at start and finish
- Stay low during glide
- Glide on lead skate only
- Stop, utilizing the inside edge of lead skate and inside edge of the trailing skate
- Lead with the stick

Common Errors

- Raising up too high between basic stance positions
- Failing to lead with the stick

Suggestions for Coaching

Again, practice the move without taking the final shot until the key elements are mastered. Test to see if mastery is maintained in combination with parallel, shuffle, forward and backward moves that are made on cue from puck movements simulating game conditions. **Remember, the goalie movements must be learned and mastered individually before you can expect players to use them appropriately in the various situations they must respond to in a game.**

All aspects of skating must be practiced. It can be practiced with or without the goalie pads. We should encourage our young players to attend public skating and get on the ice as much as possible.

MOVING FORWARD AND BACKWARD

To move quickly **forward**, teach your goalies to push off the inside edge of one foot and glide in a basic stance toward the puck. To stop, they should use a “snowplow” (toes pointed in and weight on the inside edges of the skates).

To move quickly **backward** the goalies must push from the inside edge (as in skating backward) of one foot. The further back they need to go, the harder the push. Work very hard to convince your goalies to maintain a basic stance while moving backward. To stop, teach them to place their weight on the inside edges of the skates and “toe out” slightly.

For longer distance moves goalies should skate forward or backward as necessary while staying in as good a basic stance as possible.

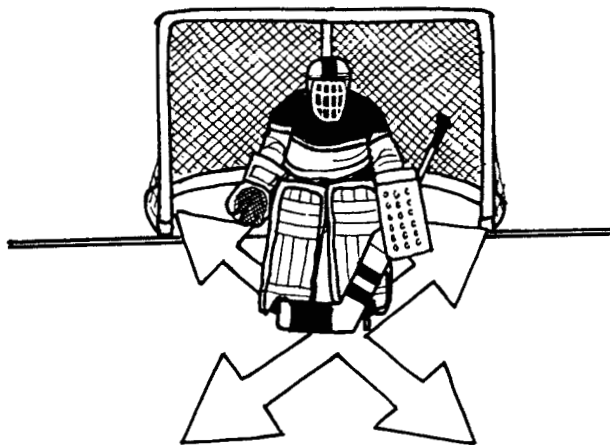


Figure 6-5. Moving forward and backward.

Key Elements

- Maintain a basic stance
- Always face the shooter, using “snow plow” to stop

Common Errors

- Moving the stick from side to side
- Shifting the weight forward and stopping
- Using a hockey stop and turning the side to the puck

Suggestions for Coaching

Add the practice of forward and backward motion to the lateral moves outlined previously. All of these skills should be practiced individually with many trials on cue from moving puck and then in combinations that simulate what happens in a game. When your goalies demonstrate mastery under no shot conditions, move to controlled shooting and then to using all the moves in game situation practices.

Once again, all aspects of skating must be practiced. It can be practiced with or without the goalie pads. We should encourage our young players to attend public skating and get on the ice as much as possible.

METHODS OF TRAINING

A new method of training goalies is with the use of videotape. A ten-year-old player can mimic a favorite pro player often copying very difficult moves to perfection. We should encourage this process as much as possible. With this in mind, you may want to encourage the goalie to have video taken so that he or she may compare their moves to his or her favorite goalie.

As we work with young goalies, it is a good practice to question rather than give answers. You may want to say, “Why do you think this happened,” or, “What if. . . .” This will aid in your development of a mentor relationship with your goalies. Remember that we want this to be an educational process to aid the goalie in how they think about the game.

ATTRIBUTES OF A GOOD GOALIE

1. Must want to play goalie
2. Must have a good attitude
3. Must have good eyesight
4. Must have good agility
5. Must have good coordination
6. Must have good reflexes
7. Must have courage
8. Must have confidence

The best way to judge if your goalie has all of these is to look in the goalie's eyes. If they are beaming and the player is eager to stop the puck-you have a goalie.

SUGGESTED TRAINING ACTIVITIES

- Goalie takes one glove off and holds a tennis ball in opposite hand while skating forward and backward, throw the ball on the ice, and catch it in the hand without the glove. Alternate hands (or take both gloves off), and bounce the ball from one hand to the other. Make sure goalie maintains stance while skating.
- Coach kneels down in front of goalie and throws pucks. The goalie must kick each puck back over the coach's head. This is an excellent drill for balance because it forces the goalie to stand on one skate.
- Have goalie jump over an object or a line and shove a puck that the goalie must save. The line can be beside or in front of the goalie. Goalies may jump on one or two feet. Making the save is not as important as the jump and the landing.
- Play tennis, badminton, soccer, or just play catch with a baseball. We are trying to get the goalies to skate while using their hands and not thinking about their feet.
- Have two goalies stand about three to four feet apart with gloves off and a puck in each hand. Have both goalies throw the puck in the right hand to each other at the same time. Repeat with the left hand. Change this to throwing left to right which would cause a straightacross toss.

Section 6

Appendices



Suggested Readings

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Ice Hockey Terminology

Altercation Any physical interaction between two or more opposing players resulting in a penalty or penalties being assessed.

Angling A skating pattern in which a checker moves toward the puck carrier on an angle which forces the puck carrier to move in the direction the checker intends for carrier to go.

Area Pass Passing the puck to an area where no teammate is presently occupying but a teammate is in the process of skating to that area. This is typically a soft pass.

Attack Triangle Any offensive formation which creates a triangular formation, thus providing the puck carrier with two passing options and enabling the offensive team to create width and depth in their attack.

Backman Pass A pass back, in the direction of your own goal in order to maintain puck control.

Balanced Defense Balance implies depth and width in defensive alignments to counteract triangulation and balance. It requires that defensive players read the offensive pressure and adjust their positions to provide coverage in the area of the puck as well as other areas where the puck may be moved.

Body Checking A legal body check is one in which a player checks an opponent who is in possession of the puck, by using hip or shoulder from the front, diagonally from the front or straight from the side, and does not take more than two steps/strides in executing the check.

Body Contact With the Goalkeeper Physical contact with the goalkeeper has evolved into a tremendous problem in our game. The following points must be addressed by coaches, players, and parents and enforced by the officials:

1. A penalty for interference or roughing shall be assessed for all unnecessary body contact with the goalkeeper, regardless of his location on the ice and regardless of who is in possession of the puck.
2. Any player who is propelling the puck into the goal crease and body checks the goalkeeper before or after releasing the puck shall be assessed a penalty for charging.
3. Any player who makes intentional body contact with a goalkeeper when he is in scoring position to avoid such contact shall be assessed a penalty for charging.

The practice of “going to the net” has quickly turned into the practice of “going to the net and taking out the goalkeeper.” Players must realize that body checking a goalkeeper is much different than body checking a player. It must be emphasized that players are expected to respect the rights and privileges of the goalkeeper. Proper respect for the goalkeeper will allow him to safely perform his function to the team.

Break-Away A condition whereby a player is in control of the puck with no opposition between the player and the opposing goal, with a reasonable scoring opportunity.

Bullet Passing To fire a stick to stick pass as hard as possible. The purpose is to develop better pass receiving skills.

Butt-Ending The condition whereby a player uses the shaft of the stick above the upper hand to jab or attempt to jab an opposing player.

Close Coverage Defensive hockey term wherein the defensive player plays close or tight to an offensive player.

Closing the Gap A retreating defenseman adjusts speed and skating pattern so the distance

between defenseman and the puck carrier is lessened in order to get the puck carrier within poke checking range.

Coach A coach is a person primarily responsible for directing and guiding the play of his team. Along with the manager, he is responsible for the conduct of his team's players before, during, and after a game.

Commit The degree of puck control by the offensive player will determine whether the defender pressures the player (commits) or stalls (contains). Commit is defined as a final action by the defender on a particular play, for example, if the offensive player is in full control the defender must approach under control and separate the attacker from the puck.

Concentration of Attack Any action or movement in a confined area which creates an offensive numerical advantage.

Control Skating Varying your speed and route to the potential pass reception area so that you arrive there with speed at the same moment as the pass.

Creases *Goalkeepers:* Areas marked on the ice in front of each goal designed to protect the goalkeepers from interference by attacking players. *Referees:* Area marked on the ice in front of the penalty timekeeper's seat for use of the referee.

Creation of Time and Space Using, technical skills such as skating, passing, puck control and applying concepts like stretching, support, overlapping, width and depth, etc.

Cross Two offensive players exchange positions to accomplish isolation and force a decision by a defender.

Cross and Drop One player crosses in front of his teammate and leaves the puck so that it lies still for his partner to retrieve.

Cross-Checking When a player, holding his stick with both hands, checks an opponent by using the shaft of the stick with no part of the stick on the ice.

Cycling A balanced rotation of players in the offensive zone to maintain puck control and create offensive options.

Defensive Side Establishing a position between an opponent and the net.

Deflections Re-directing a shot headed toward the net or wide of the net.

Deking Fakes. These might include single fakes, double fakes, fake passes, fake shots, etc.

Delay and Pass A situation where a forward with the puck in the process of attacking the opposing goal delays his thrust toward the net by turning toward the boards and looks to pass to a teammate who is coming late as part of the second wave of the attack.

Delayed Off-Side A situation where an attacking player has preceded the puck across the attacking blue line, but the defending team has gained possession of the puck and is in a position to bring the puck out of their defending zone without any delay or contact with an attacking player.

Directing the Puck The act of intentionally moving or positioning the body, skate, or stick so as to change the course of the puck in a desired direction.

Driving to the Net Either the player with the puck or another player without the puck skates as hard as possible toward the net during attacks. This places great pressure on the opponent's defenders.

Drop Pass The puck carrier leaves the puck for a crossing or trailing teammate to pick up, either for an immediate shot or to carry into a scoring position. The drop should occur directly in front of the defender.

Face-Off The action of an official dropping the puck between the sticks of two opposing players to start play. A face-off begins when the referee indicates its location and the officials take their appropriate positions and ends when the puck has been legally dropped.

Fisticuffs The actual throwing of a punch (closed fist) by a player which makes contact with an opponent.

Force Outside Any action by the defender to force the play to the outside away from the middle lane and prime scoring area.

Game Suspensions(s) When a player, coach, or manager receives a game suspension(s), he

shall not be eligible to participate in the next game(s) that were already on the schedule of that team before the incident occurred.

Gap The space between a defenseman and an attacking forward in a one-on-one situation. Wide gap means the defenseman is giving up space in front. Tight gap means the defenseman is giving up space behind him.

Give and Go An offensive tactic; pass and aggressively skate to an open area to become an option for the player just passed to.

Goalkeeper A goalkeeper is a person designated as such by a team who is permitted special equipment and privileges to prevent the puck from entering the goal.

Good Receiving Angle The optimum receiving angle occurs when the receiver is traveling parallel with the passer. Another good receiving angle occurs when the receiver is coming towards the passer. You should avoid trying to take passes looking over your shoulder. The receiver must provide a visible target.

Head-Butting The physical use of one's head in the course of delivering a body-check (head first) in the chest, head, neck, or back area, or the physical use of the head to strike an opponent.

Head on a Swivel A technique utilized to observe and to read the entire ice surface by quickly rotating the head.

Headman Pass Passing to a man ahead of the puck carrier and in a better offensive position.

HECC The Hockey Equipment Certification Council is an independent organization responsible for the development, evaluation, and testing of performance standards for protective ice hockey equipment. To date, there are standards for face masks, helmets, and skate blades.

Heel of the Stick The point where the shaft of the stick and the bottom of the blade meet.

High Sticking Although some organizations have recently enacted rules penalizing players from carrying the stick above the waist, the Playing Rules Committee favored retention of the shoulder height definition so as not to create a different rule for high sticking the puck as for high sticking an opponent. The Committee

demands a higher awareness level of the "careless" use of the stick around the head of an opponent. Any player who contacts an opponent in the shoulder, neck or head area with the stick while it is carried in a careless or accidental manner shall be assessed a minor penalty. And if injury to an opponent occurs for a stick so carried, the offending player must be assessed the minimum of a major plus misconduct penalty, even if the contact was accidental.

Hooking The action of applying the blade of the stick to any part of an opponent's body or stick and impeding his progress by pulling or tugging motion with the stick.

Indirect Pass A pass off the boards or around the boards.

Individual Skills The individual who develops quick feet, acceleration with the puck, drive skating, sculling, crossing over to cut in, and cutting to the net, will contribute to a team's ability to execute effective puck control.

Injury Potential Penalties Injury potential penalties include butt-ending, checking from behind, head-butting, spearing, board checking, charging, cross checking, elbowing/kneeing, high sticking, holding the face mask, slashing, and roughing. The linesman may report such infractions to the referee, following the next stoppage of play, that have occurred behind the play, and unobserved by the referee.

Lane A passing lane is an open route between the passer and receiver. Also, a specific section of the ice is identified as a lane of attack or a lane of defense.

Last Play Face-Off The location at which the puck was last legally played by a player or goalkeeper immediately prior to a stoppage of play.

Lateral Feed An offensive tactic whereby the puck carrier maintains possession after a cross to make a lateral pass.

Locking On Identifying a person to cover and staying with that person tightly in a one-on-one fashion.

Man Advantage Having a one or two player advantage (power play) because the opposing team has been assessed one or more penalties.

Man Down Having a one or two player disadvantage (short-handed) because your team has been assessed one or more penalties.

Man-to-Man Coverage Each defensive player is responsible for an identified offensive player.

Numerical Advantage Good support can contribute to the pressure applied on the defense by creating numerical advantage and outnumbering the defenders in a confined area.

Off-Ice (Minor) Official Officials appointed to assist in the conduct of the game including the official scorer, game timekeeper, penalty timekeeper, and the two goal judges. The referee has general supervision of the game and full control of all game officials, and in case of any dispute, the referee's decision shall be final.

One Touch Pass Shoot or pass the puck off the pass without stopping the puck. It is like swinging at a baseball pitch. A synonym would be "Bumping the Puck."

Option More Than Once Continually offer offensive support to the puck carrier. Thus, if you don't receive the pass in the first potential pass reception area, visualize another reception area and work to arrive on time.

Overlapping Having one player skate through an area, hopefully clearing out the opposing checkers, then having a second player skate into the recently vacated area. The most common example of this is cycling in the corner of the offensive zone.

Overplay A defensive player intentionally plays tighter on a player than normally in order to take away time and space from the offensive player. Similarly, an offensive player can also overplay a situation or an area in order to take a calculated risk to heighten the pressure on a defensive team.

Pass and Follow A tactical application of passing whereby the player who passes the puck skates behind the receiver of the pass.

Penalty A penalty is a result of an infraction of the rules by a player or team official. It usually involves the removal from the game of the offending player or team official for a specified period of time. In some cases the penalty may

be the awarding of a penalty shot on goal or the actual awarding of a goal.

Picking To interfere with an opposing defender in an effort to create space for a teammate.

Pinning Technique The defensive technique utilized to pin or secure an opponent against the boards.

Player Member of a team physically participating in a game. The goalkeeper is considered a player except where special rules specify otherwise.

Possession and Control of the Puck The last player or goalkeeper to make contact with the puck and who also propels the puck in a desired direction.

Possession of the Puck The last player or goalkeeper to make contact with the puck. This includes a puck that is deflected off a player or any part of his equipment.

Potential Pass Reception Area An area on the ice which a passer and receiver visualize as a possible location for a pass completion.

Pressure (Defense) Defensive speed creates pressure on the offensive players. This results in reducing the time and space available to the attackers.

Pressure (Offense) Quick player and/or puck movement which causes the defense to react more quickly than they may be capable of doing.

Progression Practices When teaching a skill or concept in progression, begin by demonstrating the entire drill. Then slowly have the players execute one component of the drill (allowing them to gain confidence and use proper technique). Gradually, accelerate the players to a higher tempo, more complex component. Once the skills have been mastered, encourage execution of the complete drill at top speed. The final stage of designing a drill in progression is to create game situations (with resistance) where players need to execute the new drill.

Protective Equipment Equipment worn by players for the sole purpose of protection from injury. Recommended equipment should be commercially manufactured.

Puck Control Involves a variety of skills such as basic stickhandling, dekes or fakes, puck protection, etc.

Puck Protection Any action or movement that keeps the puck away from the defender through the use of one's body. For example, driving to the net.

Pulling the Goalie Removing the goalie from the ice in order to gain an extra skater. This is usually done when a delayed penalty is called against the opposing team or when a team is losing late in the game.

Quiet Zones/Dead Zones Space in the corners and behind the net in the offensive zone which is generally uncovered. These can be used when under pressure to maintain puck control.

Rapid Counterattack Starting an attack immediately after the opponent turns the puck over. The opponent is in a vulnerable position for a second or two after the turnover because its team members are thinking offense and are positioned offensively.

Regrouping This usually occurs in the neutral zone. It means that players who are back checking from the offensive zone suddenly find that their team has the puck. For whatever reason they are unable to counterattack rapidly. Thus, they are forced to retreat with the puck while teammates skate predetermined patterns in an effort to generate speed and get open for a pass. In general, it is better to counterattack rapidly than it is to regroup. Regrouping involves time to organize your offense. This means that the defenders have time to organize their defense.

Removal of Time and Space When a team is without the puck, they attempt to limit the time and space the opponent has with which to advance the puck or create a scoring chance. This is done by skating, angling, checking, and the use of concepts like defensive support and proper positioning.

Reverse the Flow A player carries the puck in one direction then throwing it back toward the area he has just skated from.

Riding Your Check The defensive player stays with an offensive player in order to prevent offensive play; for example, the defensive

player rides or sustains the check on a player who passes the puck, so that this individual cannot get open for a return or give and go pass.

Roofing the Puck Getting the puck up into the top part of the net particularly when the goalie is down on the ice.

Sagging Defenders away from the puck, adjusting their position to support defenders playing the puck carrier.

Saucer Pass Passing the puck through the air over an opponent's stick. The ideal saucer pass lands flat on the ice.

Saving Ice When a player reduces his speed, to conserve the ice between himself and the potential pass reception area. By "saving ice" the player keeps some ice in front of him to accelerate through into the pass reception area.

Screening Positioning yourself in the goalkeeper's line of vision, so that he/she cannot see the puck.

Shorthanded Shorthanded means that a team is below the numerical strength of its opponents on the ice. When a goal is scored against a shorthanded team, the minor or bench minor penalty which terminates automatically is the one which causes the team scored against to be "shorthanded." Thus, if an equal number of players from each team is each serving a penalty(s) (minor, bench minor, major, or match only), neither team is shorthanded.

Slashing The action of striking or attempting to strike an opponent with a stick or of swinging a stick at an opponent with no contact being made. Tapping an opponent's stick is not considered slashing.

Slot The area of ice in front of the net from the goal to the top of the face-off circles.

Small Games The playing of small, compact games at one end of the ice. This helps players develop their skills, game strategies, and creativity. These games are excellent ways to maintain high levels of enthusiasm and keep players moving rather than standing in the traditionally long practice drill lines.

- Spearing** The action of poking or attempting to poke an opponent with the tip of the blade of the stick while holding the stick with one or both hands.
- Speed** The quickness to attack that will limit the reaction time of the defender (stress the defense) and force defensive error.
- Speed Training** Working on skill development at high speeds, exceeding the comfort level of players. Players must move their feet as rapidly as possible. The work/rest ratio should be about 1-2. Players must be fully recovered before they attempt another repetition of the drill.
- Spinnerama** An evasion skill where a player skating backwards with the puck executes a reverse pivot. Player pivots from backward to forward skating and executes a quick tight turn to lose checker.
- Stall/Contain** The defensive team will attempt to force an opponent to stop or slow down the speed of an attack to provide time to set up better defensive coverage. This can be accomplished by pressuring the puck carrier or deflecting the attack to the outside lanes.
- Straddling the Line** Stretching one leg across the blue line in an attempt to stay on sides until your teammate carries the puck into the offensive zone.
- Stretching** Sending a player up ice to drive the opposing defenders back in an effort to create space for teammates to use underneath.
- Strong Side** The side of the ice where the puck is being controlled.
- Substitute Goalkeeper** A designated goalkeeper on the official score sheet who is not then participating in the game.
- Support** Players away from the puck make themselves available as a passing option in the attack. Players away from the puck are active by positioning themselves in a manner which provides options.
- Switching** Exchange of defensive responsibilities between two defensive players.
- Taking Back Ice** When a player lengthens the route to the potential pass reception area. By taking a less direct route, he delays from arriving too early and maintains skating speed.
- Team Official** A person responsible in any degree for the operation of a team, such as a team executive, coach, manager, or trainer.
- Temporary Goalkeeper** A player not designated as a goalkeeper on the official score sheet who assumes that position when no designated goalkeeper is able to participate in the game. He is governed by goalkeeper privileges and limitations, and must return as a “player” when a designated goalkeeper becomes available to participate in the game.
- Tight Gap** When players, especially defensemen, play very close to the opposing team’s attackers on rush and neutral zone situations. It means that the space between the attacking players and the defenders is as small as possible.
- Timing** The ability to arrive at the right place at the right time.
- Trail** A teammate supporting the puck carrier from behind.
- Transition** The ability of a team to quickly move from offense to defense and vice versa.
- Triangulation** Any offensive formation which creates offensive triangles, thus providing the puck carrier two passing options and enabling the offensive team to create width and depth in the attack.
- Turn Back** A puck protection tactic where the puck carrier suddenly stops, turns and skates back in the direction he came from, always keeping body between the checker and the puck.
- Weakside** The side of the ice opposite to where the puck is being controlled.
- Wideman Pass/Widewing Pass** To use width of the ice to change the point of attack.
- Zero Tolerance** There can be no relaxation in standards by officials in dealing with verbal abuse directed to them, and in their conduct towards all team personnel. No one element (players, coaches, officials) is exempted for the policy. It is important that each group understands and respects the other two groups, and that without cooperation among all three we have a difficult, if not impossible, task to create an environment which is safe and fun.



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