



CEP Level 3 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 3 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

Player Selection and Evaluation

OBJECTIVES

- Developing different evaluation methods
- Designing outline for tryout sessions
- Assigning evaluators responsibilities for player evaluation
- Developing a plan for releasing

Initial Consideration in Developing a Player Selection Plan

In most youth hockey situations, coaches are faced with the task of choosing from a large pool of players to fill a limited number of positions on a team. Coaches are usually expected to complete this task in a relatively short period of time. Therefore, it is very important for the coach to be organized in advance with a plan for the player selection process. To properly develop this plan, the coach must take into consideration a number of significant factors. The answers to the following questions will assist the coach in designing the most effective player selection plan.

How Many Players will Attend the Team Tryouts?

Ideally, there should be some form of pre-registration so that the coach can be given a complete list of players in advance of the first tryout session. This may not always be possible and, thus, a coach may have to be prepared to make some last minute adjustments for the initial session. Having a reasonable estimate of how many players will attend will greatly assist the coach in deciding how to use the available ice time. For example, it may be unrealistic to plan for a 30 minute scrimmage if

there are only 22 players. On the other hand, a number greater than 50 may require splitting into two separate groups for the first few sessions.

How Much Ice Time is Available?

The amount of ice time available for the try outs is another important consideration. Knowing how much time you have to get down to the final team will affect not only the content of the individual tryout sessions but also the timeline for the release of players. The norm in youth hockey is a relatively brief tryout period with about five to eight hours of ice time. Thus, the coach must plan the tryout sessions to be as efficient as possible.

How Many Players Do You Plan to Keep?

Obviously you must determine in advance the desired make-up of your team. Do you plan to keep 12 or 17 players on a team? Nevertheless, in youth hockey you must consider how many players you can effectively use in games to ensure they receive sufficient opportunity to play. Very little benefit will be gained by marginal players who see limited ice time. **You have a responsibility to play the players you choose.**

In addition to the absolute number, the coach must also consider what special qualities to look for in players. For example, it may be desirable to have at least a few players with the versatility to play both forward and defense positions.

Criteria for Evaluation

In order to select the best players from a talent pool, it is necessary to establish criteria on which to make comparisons among players. Thus, the first step in player evaluation is to determine what variables to measure. What qualities are you looking for in your players? Are some of these more important than others? The answers to these questions will depend to a great extent on the age category as well as the competitive level of your team.

The following is a list of some of the player qualities which might be evaluated during the tryout period:

- **Individual Skills**
 - skating
 - passing
 - pass receiving
 - shooting
 - puck control
 - checking

- **Team Skills**
 - offensive ability
 - defensive ability
 - ability to play with others

- **Mental Qualities**
 - hockey sense
 - reading and reacting
 - concentration

- **Physical Qualities**
 - strength
 - endurance
 - balance
 - agility
 - coordination
 - power
 - quickness

- **Individual Characteristics**

- self-control
- coachability
- patience
- desire
- attitude

What About Goaltenders?

As you might expect, the characteristics which should be evaluated for goaltenders will differ significantly from those for players at other positions. In addition to individual skills, such as skating, puck handling and passing, goaltenders must be evaluated on their ability to stop the puck, using the stick, gloves, pads and body. Physical and mental characteristics should also be evaluated.

Evaluating

Once you have determined what to evaluate, the next step is to organize your tryout sessions in such a way that the players can be assessed on the identified variables. This assessment may be carried out using the following methods:

Specific Skill Drills

Individual skills such as skating and passing can be evaluated using combination skill drills. Initially these drills may be very artificial with little or no resistance, however, there should be an attempt made to simulate game conditions in a progressive manner.

Skill Testing

A number of skill tests are now available, particularly for skating speed and agility. These can be used by coaches as a means of comparing players. As a cautionary note, however, it must be remembered these tests are typically far removed from actual game situations. In addition, they can use up a great deal of ice time, particularly for a large group of players.

Competitive Drills

Paired races and other drills which pit two players against one another in a confined space with a specific objective (i.e., beat your partner to the loose puck) are excellent methods of evaluating individual skills as well as mental and physical abilities.

Although competitive evaluation drills can be used throughout the tryouts (and during the season as practice drills), they are particularly useful in the latter stages of the tryouts when the coach wishes to create specific pairings to compare players being considered for final positions on the team.

Scrimmage

Naturally, the best way of evaluating a player's ability to play the game is to evaluate the individual under game conditions. Such conditions can be easily simulated in scrimmages. Scrimmages can be effectively used throughout the tryout period, beginning with the first session. You can evaluate most of the previously listed player characteristics during these scrimmages.

Here are a few additional considerations related to the use of scrimmages and exhibition games in your evaluation of players:

- change line combinations and defense pairings in order to observe players under different situations.
- use exhibition games to help you make decisions about borderline or marginal players.
- unless skill deficiencies are extremely obvious, you should not release a player prior to seeing that individual under game conditions (i.e., scrimmage and/or exhibition game).

An important task for any coach, then, is to plan the tryout sessions in such a way as to make the most efficient use of the available player assessment methods.

Designing the Tryout Sessions

A constructive way to approach a tryout is to see it as a way of placing athletes on teams where they will benefit the most, not as a dead-end experience where players are cut away from hockey.

The tryout is a good opportunity to get some pre season skill observations which can tell both you and the athlete where work may be needed. It should be as well thought out and organized as other parts of your program.

Planning for the First Tryout Session

Proper planning will eliminate a lot of potential problems at the first tryout session. Therefore, the coach should ensure that the administrative details are taken care of in advance. In many situations, the youth hockey association will assume responsibility for some of these tasks but the coach should be aware of them in any case. The following are some guidelines related to the first tryout session.

Inform Parents/Players of Tryout Details in Advance

Parents and players should be advised, well in advance, about the requirements for the tryouts. This is particularly important at the younger age levels where parents may not be aware of the need, for example, of full and proper protective equipment. In addition to informing them about the association's policies regarding such aspects as protective equipment, medical examinations and age classifications, they should also be provided with a complete schedule of sessions and other pertinent information regarding the conduct of the tryouts. Where feasible, this information should be provided at a parent meeting in order to permit parents to ask any additional questions. This meeting format will also provide you with an opportunity to outline your player selection process.

Ensure that Necessary Resources are Available

To be able to plan the content of the sessions, it is necessary to know what resources will be available. You should have sufficient pucks (at least one for every player), pylons, and scrimmage vests. It is also desirable to have water bottles, particularly if the sessions are intense or longer than 50 minutes in duration. A first aid kit should also be available for all sessions, along with a qualified first aid person or trainer.

Obtain Required Support

You must anticipate your needs in terms of human support to ensure that the required assistance is available to handle any last minute details. For example, it may be necessary to have someone available to handle late registration and collection of registration fees. Support might also be required to assign identification jersey numbers to players. As already mentioned, a trainer or first

aid person should also be available. By assigning these responsibilities to others, you will be able to concentrate on the more immediate tasks of coordinating and conducting the sessions. A coach should also have a minimum of two other individuals to assist with the on-ice sessions. A large number of assistants may be required depending on the number of players in attendance.

Arrive at the Rink Early

Although proper planning should eliminate most problems, it is advisable to arrive at the rink well in advance of the actual starting time. This will provide you with ample time to check that everything is in place and to answer any questions from parents, players or your support staff. Since most of the administrative tasks have been assigned to others, you should also have time to review the tryout plan with your assistants and make any last minute adjustments.

Prepare the Players

Prior to going on the ice, you should outline the tryout process to the players. This session should include the following information:

- what player qualities you are looking for.
- explanation of the drills to be run and their purposes.
- objectives of scrimmage sessions.
- target timeline for team selection.

In addition, you should stress the importance of stretching and a proper warm-up. The players should be led through a series of stretching exercises in the dressing room or corridor and on the ice. The first few ice sessions should include a good 15-20 minutes warm-up period to ensure that players are physically ready to go through the evaluation drills and scrimmages without risking injury.

Assigning Responsibilities for Player Evaluation

The third step in the player evaluation process is the recruitment of other personnel to assist in the assessment of players.

On-Ice Assistants

You should have two or more on-ice assistants to help conduct the tryout sessions. These individuals can assist in player evaluation for specific positions (forwards, defensemen, goaltenders), by carrying out evaluation drills with small groups of players. In drills involving a larger number, they can also focus on specific individuals.

Impartial Observers

Another means of obtaining player assessment information is to use “expert” observers in the stands who are assigned the task of rating players on specific criteria. In addition to providing you with a second opinion on borderline players, observers can also be used to record more detailed player assessment information for later analysis.

Does a certain player win consistently against all other players? Where you have three relatively equal players, is there one who comes out on top of most match-ups with the other two? If possible, try to get a rating of every player at the end of each session.

Coaching Staff

In the end, final decisions for player selection rest with you the coach. In some cases you may be familiar with a number of players, having observed them in previous seasons. Such prior information, combined with player assessments from observers and on-ice assistants, is invaluable. However, it is also essential that you create opportunities for yourself during try outs to screen and evaluate all players as effectively as possible.

Although it is probably more efficient to assess players from the stands since this usually affords a wider view of the various drills and scrimmages, you should also spend some time on the ice in order to get closer to the action and observe some of the more subtle aspects (i.e., emotional characteristics, passing and receiving skills, soft hands in handling the puck and the ability to understand instructions). As a general guideline, however, you should spend considerably more time observing from the stands during the player selection period.

Releasing Players

Once decisions have been made regarding the release or cutting of players during the tryout period, you must have a plan for informing these players. Although the details of this plan will vary from coach to coach, and will depend to some extent on the age level of the players, the following guidelines should be adhered to as much as possible.

Avoid Public Announcements

Do not post a list of player cuts or read the names of players to be released, in front of the rest of the team. Instead, whenever possible, you should try to take individual players aside briefly towards the end of the session and ask them to meet privately with you afterwards.

Speak with the Player Individually

Talk to each player individually and briefly explain the player's weaknesses as well as pointing out some strengths. Be honest and straightforward.

Invite Questions from the Player

Provide the player with an opportunity to ask further questions about the evaluation. In addition to helping you select the team, a major objective of the evaluation process should be to provide the player with constructive feedback to guide improvement.

Direct the Player to Another Team

If your association has teams at other levels of competition, ensure that released players are provided with a schedule of their tryouts. Ideally, the coach of this team should also be at the arena in order to personally meet the players. Where no such tiering system exists, you should make the player aware of whatever options do exist (i.e., recreational league, school league).

Leave on a Positive Note

Thank the player for participating in the team tryouts and encourage the individual to continue working to improve in areas of weaknesses.

GOALTENDER PLAYER EVALUATION

Name: _____ Team: _____ League: _____

Date of Birth: _____ Stick: _____ Catch: _____ Ht: _____ Wt: _____

<u>Overview</u>	<u>Poor</u>	<u>Fair</u>	<u>Average</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
Mobility	0	1	2	3	4	5
Positional Play	0	1	2	3	4	5
Skills	0	1	2	3	4	5
Reaction	0	1	2	3	4	5
Rebound Control	0	1	2	3	4	5
Competitiveness	0	1	2	3	4	5
Character	0	1	2	3	4	5

Comments: _____

<u>Category</u>	<u>N.R.</u>	<u>Poor</u>	<u>Fair</u>	<u>Avg.</u>	<u>Good</u>	<u>V.G.</u>	<u>Exc.</u>
Mobility							
• Balance/agility	NR	0	1	2	3	4	5
• Challenge/retreat	NR	0	1	2	3	4	5
• Lateral movement	NR	0	1	2	3	4	5
• Timing	NR	0	1	2	3	4	5

Comments: _____

Positional Play

• Alignment	NR	0	1	2	3	4	5
• Body	NR	0	1	2	3	4	5
• Horizontal angle	NR	0	1	2	3	4	5
• Vertical angle	NR	0	1	2	3	4	5

Comments: _____

Skills

• Feet/pads	NR	0	1	2	3	4	5
• Glove/blocker	NR	0	1	2	3	4	5
• Stick/blocking	NR	0	1	2	3	4	5
• Stick/moving	NR	0	1	2	3	4	5

Comments: _____

Reaction

• Anticipation	NR	0	1	2	3	4	5
• Quickness	NR	0	1	2	3	4	5
• Recovery	NR	0	1	2	3	4	5
• Reflexes	NR	0	1	2	3	4	5

Comments: _____

Rebound Control

• Controlling	NR	0	1	2	3	4	5
• Covering	NR	0	1	2	3	4	5
• Cushioning	NR	0	1	2	3	4	5
• Placement	NR	0	1	2	3	4	5

Comments: _____

Competitiveness

• Communication	NR	0	1	2	3	4	5
• Crease movement	NR	0	1	2	3	4	5
• Work ethic	NR	0	1	2	3	4	5

Comments: _____

Character

• Consistency	NR	0	1	2	3	4	5
• Discipline	NR	0	1	2	3	4	5
• Leadership	NR	0	1	2	3	4	5

Comments: _____

PLAYER EVALUATION

Name: _____ Team: _____ League: _____

Date of Birth: _____ Position: _____ Shot: _____ Ht: _____ Wt: _____

Player

<u>Overview</u>	<u>Poor</u>	<u>Fair</u>	<u>Average</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
Skating	0	1	2	3	4	5
Hands	0	1	2	3	4	5
Shooting	0	1	2	3	4	5
Sense	0	1	2	3	4	5
Competitiveness	0	1	2	3	4	5
Toughness	0	1	2	3	4	5
Character	0	1	2	3	4	5

Comments: _____

<u>Category</u>	<u>N.R.</u>	<u>Poor</u>	<u>Fair</u>	<u>Avg.</u>	<u>Good</u>	<u>V.G.</u>	<u>Exc.</u>
Skating							
• Balance	NR	0	1	2	3	4	5
• Mobility	NR	0	1	2	3	4	5
• Quickness	NR	0	1	2	3	4	5
• Speed	NR	0	1	2	3	4	5

Comments: _____

Hands

• Puckhandling	NR	0	1	2	3	4	5
• Passing	NR	0	1	2	3	4	5
• Receiving	NR	0	1	2	3	4	5

Comments: _____

Shooting

• Accuracy	NR	0	1	2	3	4	5
• Release	NR	0	1	2	3	4	5
• Scoring	NR	0	1	2	3	4	5
• Velocity	NR	0	1	2	3	4	5

Comments: _____

Sense

• Anticipation/instinct	NR	0	1	2	3	4	5
• Defensive awareness	NR	0	1	2	3	4	5
• Offensive awareness	NR	0	1	2	3	4	5

Comments: _____

Competitiveness

• Communication	NR	0	1	2	3	4	5
• Intensity	NR	0	1	2	3	4	5
• Work ethic	NR	0	1	2	3	4	5

Comments: _____

Toughness

• Aggressiveness	NR	0	1	2	3	4	5
• Grit	NR	0	1	2	3	4	5
• Nastiness	NR	0	1	2	3	4	5

Comments: _____

Character

• Consistency	NR	0	1	2	3	4	5
• Discipline	NR	0	1	2	3	4	5
• Leadership	NR	0	1	2	3	4	5

Comments: _____

Chapter 2

A Model for Effective Instruction

OBJECTIVES

- Develop a model for proper instruction
- Understand how to effectively communicate
- Understand the different levels of learning

A MODEL FOR INSTRUCTION

Although there are many ways to instruct young hockey players, **the following approach has proven to be both easy to use and effective in teaching and/or refining skills.**

1. **Get the attention of the players.**
2. **Communicate precisely what needs to be learned.**
3. **Provide for practice and feedback.**
4. **Evaluate results and take appropriate action.**

STEP 1: Establish Attention and Content Credibility

The attention of the players must be directed at the coach before instruction can occur. Be sure to arrange the players so that each one can see your actions and hear your instructions. Choose where you stand in relation to the players so that you specifically avoid competing with other distractions in the background. Often it is good strategy to have the players on one knee as you introduce a skill.

Immediately establish the precedent that when you speak, important information is being

communicated. Point out that the team cannot maximize its practice opportunity when several people are talking at the same time.

As you begin your comments, **establish the need for competence of the skill (why this skill is important) by relating it to some phase of successful team and/or individual play.** An excellent way to gain your players' attention and motivate players to want to learn the skill is to mention how a local, regional or national level player or team has mastered the skill and has used it to great advantage. The objective of your comments is to **establish the idea that mastery of this skill is very important to individual and team play and that the key elements of its execution are achievable.**

Establish and maintain the precedent that when you speak, important useful information is being communicated.

The next and perhaps even more important task is to clearly establish in the minds of the players that they need instruction on this skill. This can be accomplished with the following steps:

1. **Briefly describe the new skill and then let them try it several times in a quick paced drill setting.**
2. **Carefully observe their performance and identify their strengths and weaknesses. (Use the key elements of the skill as a basis for your observations).**
3. **Call them back together and report your observations.**

This approach will allow you to point out weaknesses in performance on one or more key elements that were common to many, if not all, of the players. **Using this approach will enhance your credibility and motivate the players to listen to and follow your instruction.** Also, your subsequent teaching can be specifically matched to the needs (weaknesses) you observed. Of course, if in your observation of the players' abilities you determine that they have already achieved the desired skill level, then you should shift your focus to another skill. This could involve moving on to the next phase of your practice plan.

Individuals learn most effectively by focusing their practice attempts on one clearly understood element of skill performance

When your players are at two or three different levels of ability, you may want to establish two or three instructional groups. This can be accomplished using the following three divisions:

- Early learning:** (focus on learning the key elements of the skill)
- Intermediate Learning:** (focus on coordination of all key elements)
- Later Learning:** (automatic use of the skill in game-like conditions)

STEP 2: Communicate Precisely What Needs to be Learned

When you and your players know their status on a given skill (strengths and weaknesses of their performance), conditions are well established for both teaching and learning. **Because individuals learn most efficiently when they focus on one aspect of a skill at a time, it is important to communicate precisely the one key element of the skill on which you want the individual, pair, group**

or team to concentrate. Demonstrate the key element visually (and explain it verbally) so that all players know exactly what they are trying to achieve.

STEP 3: Provide for Practice and Feedback

Organize your practice time and select your drills or practice activity to provide players with:

1. **As many repetitions (trials) as possible within the allotted time for instruction. Minimize standing in lines.**
2. **Specific, immediate and positive feedback on what they did correctly and then on what they can do to improve. Follow this with some encouragement to continue the learning effort.**

Repetitions and feedback are essential to effective coaching. You can expect a direct relationship between the gains in player performance and the degree to which you find ways to maximize these two dimensions of instruction. John Wooden, famed UCLA basketball coach, was found to provide over 2,000 acts of teaching during 30 total hours of practice, of which 75 percent pertained directly to skill instruction. This converts to more than one incidence of feedback for every minute of coaching activity!

Repeated trials and specific feedback on what was right, followed by what can be improved, with an encouraging "try again," produces results

Feedback can be dramatically increased by using volunteers and/or players as instructional aids. Where instruction is focused on one key element of performance and the important aspects of performing the skill have been effectively communicated to the players, they are often as good (and sometimes better) at seeing discrepancies in a partner's performance as some adults. Working in pairs or small groups can thus be very effective in increasing both the number of trials and the amount of feedback that individuals get within a given amount of practice time. Also, by providing feedback, players are improving their mental understanding of how the skill should be performed.

STEP 4: Evaluate Results and Take Appropriate Action

Evaluation of player performance must occur on a continuing basis during practices and in the games. This is the only valid means to answer the question, “Are the players achieving the skills?” If they are, you have two appropriate actions to take

- 1. First, enjoy it. You are making an important contribution to your players.**
- 2. Second, consider how you can be even more efficient. Are there ways that you can get the same results in less time? Can even higher gains in skill be achieved within the same time allotment?**

If the players are not achieving the instructional objectives, it is important to ask, “why?” **Although it is possible that you have a cluster of players who are slower learners, this is seldom the case.** First, assume that you are using inappropriate instructional techniques or that you simply did not provide enough instructional time. A good approach to answering the “why” question is to go back through the instructional factors related to effective planning, teaching, communicating, discipline and/or conditioning and determine which of the guidelines or steps was missed and/or inappropriately implemented. Then alter your subsequent practices accordingly. Continuous trial, error and revisions will usually result in improved coaching effectiveness, which then translates into increased achievement by the players. **In instances where you cannot determine what to alter, seek help from a fellow coach whose team is consistently strong in the skill(s) that are causing you difficulty.** This is an excellent way to obtain some good ideas for alterations in your approach.

SUMMARY

Effective instruction is the foundation of successful coaching. It requires practices which

include a clear communication of what is to be learned, a continuous evaluation of player performance on the objectives included in the practices, a systematic method of instruction, and the use of guidelines for instruction which have been associated with player achievement.

Systematic instruction includes: 1) establishing attention and content credibility; 2) precise communication of what needs to be learned; 3) providing many practice trials and plenty of feedback; 4) evaluation of player achievement. **Use of the guidelines for effective instruction (realistic expectations, structured instruction, order, grouping, maximizing time, success, monitoring and providing a sense of control) will maximize the results of instruction.** Systematic instruction based upon these guidelines of effective instruction, incorporated into effective practice plans, will result in player achievement of the essentials of the game.

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Chapter 3

Evaluation of Coaching Effectiveness

OBJECTIVES

- Identify ways to evaluate your coaching
- Learn to evaluate your effectiveness
- Learn to use self-evaluation to help yourself become better coach

Introduction

All coaches should evaluate the results of their coaching activity. **Evaluation allows the coach to determine the effects of coaching and, when necessary, alter coaching practices to obtain better results.** The results of an end-of-the-season evaluation can be used to improve coaching effectiveness for the next season. Evaluation(s) during the mid-season and at the end of the season, can result in making important changes in coaching action for the remainder of the season, plus the following season. Generally, **more frequent evaluations, followed by appropriate changes in coaching actions results in more rapid improvements in coaching competence.**

Evaluation can be defined as making a judgment of merit. Evaluative judgments can be formal or informal, based upon many or no facts, and accurate or inaccurate. In order to make accurate decisions, it is helpful to follow several evaluation guidelines. **The guidelines suggested in this chapter are easy to implement and useful in determining coaching effectiveness.** They can be used to evaluate the entire season, a portion of the season, a practice or even part of a practice. The guidelines provide a flexible and systematic way for

you to improve your coaching actions that will help you obtain better results.

Evaluation of the results of our coaching actions is a prerequisite to making needed improvements

Evaluating Player Outcomes

Making an evaluative judgment requires comparing the results and actions of coaching with an acceptable set of standards. Two sets of standards are appropriate. The first is based upon player outcomes (skills, knowledge, and attitudes) and the second on coaching actions (organization, implementation, and evaluation).

The first, and most important information you can obtain to determine **the degree to which your coaching activities were effective is revealed in the degree to which your players achieved the objectives set for the season.** Your evaluation should include all the players on the team and all of the season's objectives.

Even if every player mastered every skill, knowledge or attitude you taught, there is still room for coaching improvement

For example, all of your players may have improved in one or more of the skills included in one of the performance areas of the form, but you may feel that several of those players did not achieve enough to receive a “yes”. A “no”, however, may also seem to be an inappropriate entry. To resolve this difficulty, it is important for you to **consider the amount of player achievement in each performance area that you are willing to accept as evidence of effective coaching.** Achievement of a significant and important improvement (or refinement and/or maintenance of a pre-existing highly refined ability) on at least 80% of the objectives included in your season plan is a common standard for making this determination. Extending that standard to obtain an evaluation of the entire team, requires 80% of the players achieving 80% of the objectives.

Initially, you should **evaluate your effectiveness in facilitating player competence using the form described above.** Self evaluation is usually the most important source of information for improving coaching actions. Although it is an important input for making changes, some changes that are apparent to others are often missed in a self evaluation. There are several ways that you can obtain additional insight. This will require identifying a person who is familiar with your coaching actions, the progress of your players, and whose judgment you respect. This person(s) could be an assistant coach, parent, official, league supervisor, other coach or a local hockey expert. One or more players could also rate the status and improvement of an individual player or the team relative to other players in the league. The results of this type of evaluation can be very helpful to you because it identifies player strength and weaknesses, as perceived by others.

For evaluating a player or the team, relative to other players in the league, use the form entitled, “Player Performance Relative to Others”. For example, **when rating individual players, a simple check mark can be entered in the appropriate column for each performance area. When rating the entire team, the number of players judged to**

be in each column can be entered. The actual number or a percentage could be used.

Rating of player performance at the end of the season is not very useful without knowing player performance levels at the beginning of the season. It is the change in the performance levels of the players that provides insight as to how effective your coaching actions have been. The best way to determine change in a player’s performance, therefore, is to obtain a rating prior to the period of time that coaching occurred and another rating subsequent to the coaching.

Two or more ratings may be difficult to obtain, however, because of the time involved and the busy schedules of your evaluators. A good alternative is to have the evaluator(s) record changes in player performance they have observed using a double entry system. For example, when using the second instrument, if three of your players were perceived to be in the top 10 percent of their peers at the beginning of the evaluation period, and four were elevated to that performance level by the end of the evaluative period, the appropriate ratings would be B3 and E4. The Player Performance Relative To Others form is found at the end of this chapter.

Using the Results

It would be nice to look at your evaluation of player performance and the evaluation(s) of their performance by others and see only “yes” or top 10% ratings. Such a set of responses, however, would not be very helpful for improving your coaching effectiveness. This kind of rating pattern would probably signal the use of a relaxed set of standards. **Every coach misses the mark of coaching perfection in one or more of the four listed goal areas and/or with one or more of the players on the team. It is these failures that are most useful in revealing what principles of coaching effectiveness are not being met.** It is important, therefore, to use evaluative standards for your self-ratings (or for the ratings of others) that result in no more than 80% of the responses being “yes” on your evaluation of player performance or in the top 20% when compared with others. This does not mean that you are unable to attain high levels of coaching effectiveness. Rather, it provides a means to determine areas where your effectiveness is relatively strong or weak.

Checklist of Effective Coaching Actions

The real benefits of evaluating player achievement on the objectives of the season in each of the performance areas listed comes with evaluating the reasons why, “no” or “few” top 25% responses are recorded for your players. It is the answer(s) to the “why”? question that reveals the changes you can make to improve your coaching effectiveness. **To help you determine the reasons why you were not effective in certain player performance areas, a “Checklist of Effective Coaching Actions” was developed.** The checklist provides a guide for you to use when considering some of the characteristics associated with effective coaching. For example, if Johnny made insufficient progress in his puck control skills, you could review the checklist to determine which coaching actions you could change in order to get players like Johnny to be more successful with puck control. As you identify coaching actions that may have detracted from player performance, check the chapter reference and read the information included in that portion of the manual. Based on the information contained in that chapter, alter your subsequent coaching actions accordingly. The Checklist For Effective Coaching Actions is found on page 43.

Interpreting Unmet Expectations

The previous suggestions provide a positive way to improve your coaching ability. There are, however, ways to interpret a lack of improved performance. One often-used excuse is to blame lack of performance on lack of interest. Although it is commonly done, there is seldom justification for claiming this excuse. **Effective youth hockey coaches significantly alter player skill, knowledge, fitness and attitudes regularly, and even with below average talent, rarely finish in the lower division of their league.** The most helpful approach you can use to improve your coaching effectiveness is to **assume that when results do not meet expectations, the solution to the problem will be found in your coaching actions.** This may prove to be the wrong reason, but you must be **absolutely sure that you have considered all possibilities for**

self-improvement prior to accepting other reasons for unmet expectations.

You must also evaluate the performance standards that you expect your players to attain. If you determine that poor player performance cannot be attributed to ineffective coaching actions, **it is possible that the level of expectation you hold for your players is unrealistic.** Remember, motivation is enhanced when players are achieving performance expectations that are self imposed or communicated by the coach. If these expectations are too high, they can have a negative effect on achievement. **There are many valid reasons why the vast majority of Mites will not perform as well as Squirts or Bantams.** Although it is appropriate to hold high expectations for your players, they must also be realistic. **A combination of high expectations that are divided into achievable and sequential performance steps is the creative alternative that is most likely to yield appropriate and effective standards of performance.**

The allotment of insufficient time to the practice of the season’s objectives can result in poor player achievement, even when performance expectations and coaching actions are appropriate. Players must have sufficient time to attempt a task, make errors, obtain feedback, refine their attempt, and habituate abilities before it is reasonable to expect these abilities to be used within the context of a game. Attempting to cover too many skills within a limited amount of practice time is a major cause of delayed achievement. Even when the quality of coaching is excellent in all other areas, player performance expectations may not be met simply because the amount of coaching and practice time was too short.

Taking Appropriate Actions

The reason for conducting an evaluation of your coaching effectiveness is to learn what you can do to improve your contribution to your players. Coaches would all like to receive excellent ratings in all categories, but no one attains that status. **We all can find ways to improve our effectiveness.** It may be in-season or practice planning, implementation of plans, knowledge of the game, or even in our ability to evaluate ourselves. Regardless of our level of expertise, by systematically relating high and low levels of player

achievement to our coaching actions, we can find ways to be more effective and/or efficient coaches.

**What changes can you make
to improve your effectiveness?**

Merely identifying what changes can lead to improvements, is a waste of time if those changes are not acted upon. As you discover answers to the following questions, revise your coaching actions accordingly and then re-evaluate the results. You may be surprised at how effective you can become.

- **Are your expectations of player performance appropriate?**
- **Are your coaching actions effective?**

- **What changes can you implement to increase your effectiveness?**

SUMMARY

By evaluating player outcomes on the objectives of the season, you can estimate the effectiveness of your coaching actions. Limited achievement by some players in some performance areas usually signals the need for change in some of your coaching actions. Use of the “Checklist of Effective Coaching Actions” may reveal what changes are needed and where in the manual you can find information that can help you make the appropriate change. By taking action on the changes identified, you can take giant steps toward becoming a more effective coach.

Checklist of Effective Coaching Actions

Introduction

The following checklist can serve two useful purposes. First, it can be used to review coaching actions that are related to player achievement of desired outcomes. Secondly, it can be used as an aid to identify the reason(s) why a player (s) did not achieve one or more of the expected outcomes.

Use of the Checklist as an Overview of Desirable Coaching Actions

Using the checklist as an overview of appropriate coaching actions is an excellent way to acquaint yourself with the content of this coaching manual. Items on the checklist that are familiar to you can be ignored or briefly reviewed. Those with which you are not familiar will require study if they are to help you make decisions that improve your coaching effectiveness. To use the checklist in this way, ignore the columns provided for rating the degree to which you have used the stated or implied coaching action(s). Instead, use the chapter reference information to guide your reading.

Use of the Checklist to Improve Coaching Actions

Subsequent to completing your evaluation of player outcomes as suggested earlier in this chapter, **the checklist can be used as an aid to identifying, “why” one or more player(s) did not meet a performance expectation.** To use the checklist in this way, go through the instrument and read the questions in each content category (i.e., Organization, Effective Instruction, etc.) and ask yourself the question, “Could my coaching action (and/or inaction) have contributed to the undesirable result obtained? Answer the question by responding with a “yes” or “no”. If you wish to rate the degree to which your actions (inactions) were consistent with the guidelines implied by the item, use the rating scale. Items which result in “no” or “low” ratings indicate where you are in discord with effective coaching actions. As you go through the checklist, seek to identify your coaching deficiencies. This process of seeking answers to specific concerns is an excellent way to obtain the coaching information most important to you.

CHECKLIST

Directions: Rate the degree to which each of the listed actions occurred during practices and/or game situations. Use a simple (yes), (no), or the following 5 point scale where: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

ITEM	EVALUATION				
	(NO)				(YES)
Coaching Role					
1. The benefits (skill, knowledge, fitness and costs (time, money, injury, etc.) of participation in hockey were clearly in mind during planning and coaching time.	1	2	3	4	5
2. My primary purpose for coaching was to maximize the benefits of participation in hockey for all the players.	1	2	3	4	5
3. I used the information on benefits of participation and costs of participation to clarify my goals for the season.	1	2	3	4	5
Organization					
4. I completed a written draft of season goals and objectives to guide the conduct of my practices.	1	2	3	4	5
5. I consciously decided which objectives must be emphasized in the pre, early, mid and late season.	1	2	3	4	5
6. Objectives for developing each practice were drawn from those identified and sequenced from pre to late season, and entered on a season calendar.	1	2	3	4	5
7. The objectives selected for my season plan were consistent with the USA Hockey age recommendations.	1	2	3	4	5
8. The amount of practice time allocated to each objective was appropriate.	1	2	3	4	5
Hockey Skills, Strategies					
9. I was sufficiently familiar with the need for each skill included in my practices and clearly communicated its purpose and described how it is to be executed to my players	1	2	3	4	5
10. I was able to visualize and recognize the key elements of performance that were present or missing in my players and used them as the basis for my instruction.	1	2	3	4	5
11. I was familiar with the common errors of skill execution and used the players' suggestions for coaching to plan my practices.	1	2	3	4	5
12. I clearly communicated the key points or key elements to be learned for each objective included in my practices.	1	2	3	4	5
13. Practice on an objective was initiated with a brief rationale for why perfecting that skill was important.	1	2	3	4	5
14. Instruction on one or more "key elements" of an objective was preceded by an evaluation of player abilities.	1	2	3	4	5

ITEM**EVALUATION****(NO)****(YES)**

15. Instruction did not continue without player attention.	1	2	3	4	5
16. Practice on an objective provided each player with many practice trials.	1	2	3	4	5
17. Accurate feedback was closely associated with each practice trial and was regularly given.	1	2	3	4	5
18. Monitoring player achievement of objectives continued through all practices and games.	1	2	3	4	5
19. Performance expectations set for the players were realistic and attainable.	1	2	3	4	5
20. I communicated through actions and words that I expected each player to succeed in improving their level of play.	1	2	3	4	5
21. My practices would be characterized by others as orderly, safe, businesslike and enjoyable.	1	2	3	4	5
22. I grouped my players in accordance with their different abilities to practice the objectives and appropriate “key elements” included in the practices.	1	2	3	4	5
23. Practice sessions were organized to maximize the amount of time that players were practicing “key elements” of skill.	1	2	3	4	5
24. Objectives were broken down as necessary to allow players to achieve them in several successful small steps.	1	2	3	4	5
25. I asked my players questions to determine if they understood the objectives and/or instruction.	1	2	3	4	5
26. Players sensed a feeling of control over their learning which resulted from my emphasis on effort and encouragement.	1	2	3	4	5
27. My practices were pre-planned and included written objectives, time, activities, drills and equipment needs.	1	2	3	4	5
28. I evaluated my practices and incorporated appropriate changes for subsequent practices.	1	2	3	4	5
29. The instructional activities and/or drills I used were selected to provide a setting for achieving one or more objectives.	1	2	3	4	5

Motivation

30. My practices and games resulted in the players achieving many of their goals for participation in hockey.	1	2	3	4	5
31. I taught the players how to realistically define success in hockey.	1	2	3	4	5
32. An expert would agree (upon observing my practices) that I effectively use a positive (vs. negative) coaching approach.	1	2	3	4	5
33. I helped my players set realistic goals.	1	2	3	4	5

ITEM	EVALUATION				
	(NO)		(YES)		
Communication					
34. There was no conflict between the verbal and non-verbal messages I communicated to my players.	1	2	3	4	5
35. I facilitated communication with the players by being a good listener.	1	2	3	4	5
Discipline					
36. Accepted behaviors (and consequences of misbehavior) were communicated to players at the beginning of the season.	1	2	3	4	5
37. Players were involved in developing (or confirming) team rules.	1	2	3	4	5
38. Enforcement of team rules was consistent for all players throughout the season.	1	2	3	4	5
Involvement with Parents					
39. Parents of the players were a positive, rather than a negative, influence on player achievement of the season objectives.	1	2	3	4	5
40. When asked to help with a specific task, the parents of the players responded positively.	1	2	3	4	5
41. Each parent learned something significant about their child and/or the game of hockey.	1	2	3	4	5
42. I communicated to the parents my purpose for coaching and the responsibilities I have to the team.	1	2	3	4	5
43. I communicated to the parents the responsibilities of parents and players to the team.	1	2	3	4	5
44. Parents were well informed of the purpose of hockey, potential injuries, practice and game schedules, equipment needs and other information necessary to successful play.	1	2	3	4	5
Conditioning					
45. The physical conditioning procedures I used were appropriate for the age of the players.	1	2	3	4	5
46. Where appropriate, I conducted practices to improve the aerobic and anaerobic energy production systems of the players.	1	2	3	4	5
47. Where appropriate, I conducted practices to improve the muscular system fitness of the players.	1	2	3	4	5
48. I routinely used a systematic warm-up prior to practices and games.	1	2	3	4	5
49. I routinely used a systematic cool-down after practices and games.	1	2	3	4	5
50. Where appropriate, the intensity, duration and frequency of my practices overloaded the muscular and energy systems in a progressive manner.	1	2	3	4	5
51. My conditioning work appropriately simulated the conditions of practice and play.	1	2	3	4	5

ITEM	EVALUATION				
	(NO)		(YES)		
Injury Prevention					
52. I followed all recommended procedures designed to prevent injuries associated with the use of improper equipment.	1	2	3	4	5
53. I implemented the recommendations for preventing injuries associated with facilities.	1	2	3	4	5
54. I maintained good control of my players while they were in the arena.	1	2	3	4	5
55. I did not use contraindicated exercises in the warm-up and cool-down periods.	1	2	3	4	5
Care of Common Injuries					
56. I effectively administered first aid as needed.	1	2	3	4	5
57. I established and followed appropriate emergency procedures as they were needed.	1	2	3	4	5
58. I obtained the information necessary to appropriately care for individual players.	1	2	3	4	5
59. I had a well stocked first aid kit at each practice and game including player medical history information.	1	2	3	4	5
60. I have a record of each injury that occurred during the season.					
Rehabilitation of Injuries					
61. I appropriately supervised the rehabilitation of those players who did not need the services of a physician.	1	2	3	4	5
62. None of the players experienced a recurrence of an injury that could be attributed to inappropriate rehabilitation.	1	2	3	4	5
Prevention of Liability Events					
63. I completed the six obligations I have as a coach to preclude liability from hockey injuries.	1	2	3	4	5
64. I am knowledgeable about the type and frequency of hockey injuries that commonly occur.	1	2	3	4	5
Evaluation					
65. I completed an evaluation of player improvement in the performance areas included in my season plan.	1	2	3	4	5
66. I identified the coaching actions (inactions) that appeared most closely related to unmet player expectations.	1	2	3	4	5
67. I made the changes in coaching action needed to improve my coaching effectiveness.	1	2	3	4	5

COACHES' EVALUATION OF PLAYER OUTCOMES

Date _____

EVALUATIVE QUESTION:		Did significant, positive results occur on the objectives included in the performance areas listed below?												
PERFORMANCE AREA	Player Name												Yes responses (%)	
	SKILLS													
Skating														
Puck Control														
Passing/Receiving														
Shooting														
Checking														
Goalkeeping														
Team Play														
KNOWLEDGE														
Rules														
Common Infractions														
Penalties														
Nutrition														
Conditioning														
FITNESS														
Energy Systems														
Muscular Systems														
ATTITUDES														
Personal														
Social														
Yes Responses (%)														
<p>EVALUATIVE RESPONSES:</p> <p>Record your assessment of player outcomes in each performance area by answering the evaluative questions with a YES or NO response.</p>														

RECOMMENDATIONS FOR IMPROVEMENT

Record your assessment of player outcomes in each performance area by answering the evaluative questions with a YES or NO response.

- (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) _____

PLAYER PERFORMANCE RELATIVE TO OTHERS

Evaluator: _____ Player/Team: _____ Date(s) _____

EVALUATIVE QUESTION: In comparison with other players in this league, how does this player (or the players on this team) perform in the Performance areas listed below?

PERFORMANCE AREA	Player/Team Performance Levels													
	Top						Mid		Bottom					
	10%		20%		30%		40%		30%		20%		10%	
	B	E	B	E	B	E	B	E	B	E	B	E	B	E
SKILLS														
Skating														
Puck Control														
Passing/Receiving														
Shooting														
Checking														
Goalkeeping														
Team Play														
KNOWLEDGE														
Rules														
Common Infractions														
Penalties														
Nutrition														
Conditioning														
FITNESS														
Energy Systems														
Muscular Systems														
ATTITUDES														
Personal														
Social														
TOTAL RESPONSES														

EVALUATIVE RESPONSES:

Individual Players: For each performance area indicate (by placing a check in the appropriate column) the beginning (B) and ending (E) performance level of the player.

Team Evaluation: Estimate the number of players in each performance area who began (B) and ended (E) their performance in each of the performance level columns. For example, if three players began in the top 10% and four ended in the top 10%, enter a 3 in the B column and a 4 in the E column.

RECOMMENDATIONS FOR IMPROVEMENT

Record your assessment of player outcomes in each performance area by answering the evaluative questions with a YES or NO response.

- (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) _____

Section 2

**Sport
Psychology**



Chapter 4

Mental Preparation for Peak Performance

OBJECTIVES

- Identify a player's peak performance
- Identify skills and attributes
- Describe strategies for peak performance

Introduction

This chapter is designed to examine psychological strategies for mentally preparing athletes for peak performance. To accomplish this objective, a pyramid model of peak performance is presented and discussed. Components of the model include: (1) foundational or psychological make-up and performer personality factors; (2) psychology of peak performance strategies; and (3) coping with adversity strategies. Within each component of the model a variety of mental preparation skills and strategies are examined. It is argued that for athletes to consistently achieve peak performance, psychological skills and strategies within each of the three components must be developed and continually refined.

Mental Preparation for Peak Performance

"I had a lot of rituals in terms of getting dressed. At the building I had a lot of rituals about how I got dressed or the route I would take to the arena or the ice ... I follow an order ... I think the order is what's important at a very stressful time or at a competitive time." [National Champion figure skater (Gould, Finch & Jackson, 1993, page 459)].

"I felt ready, I felt prepared ... My approach was basically win or take me off on a shield. I was either going to win the match or they were going to carry me off. So I was very positive. I wasn't going to hold back at all." [Seoul Olympic wrestler (Gould, Eklund, & Jackson, 1992, page 368)].

"Acknowledging that you were nervous. Using your nervous energy in a positive way. That was totally effective. To acknowledge it first of all. Instead of saying, "no I'm fine," and then going up and totally freaking out, you just say, "I think I'm o.k. I'm just really anxious to get out there and use it. Don't let it just totally screw you up." Everybody gets nervous. It's just who handles nerves the best." [National Champion figure skater, (Gould et al., 1993, page 459)].

"I was focusing on his style, what he liked to do, the pace of his wrestling, what side he leads on, what he likes to do as far as inside position ... So I was focusing on what I could do, for me it was picking up the pace on him, staying inside, trying to push him harder than he wanted to be pushed, but at the same time I wanted to be fairly under control and conservative ... [National Champion figure skater, Gould et al., 1992, page 369].

Quotes from elite athletes like these clearly demonstrate the varied ways athletes mentally prepare for peak performance. Moreover, because the salience of mental preparation for athletes and coaches is a topic that interests sports psychologists, in the last ten years considerable gains have been made in our knowledge on the topic.

A Unifying Model of Peak Performance

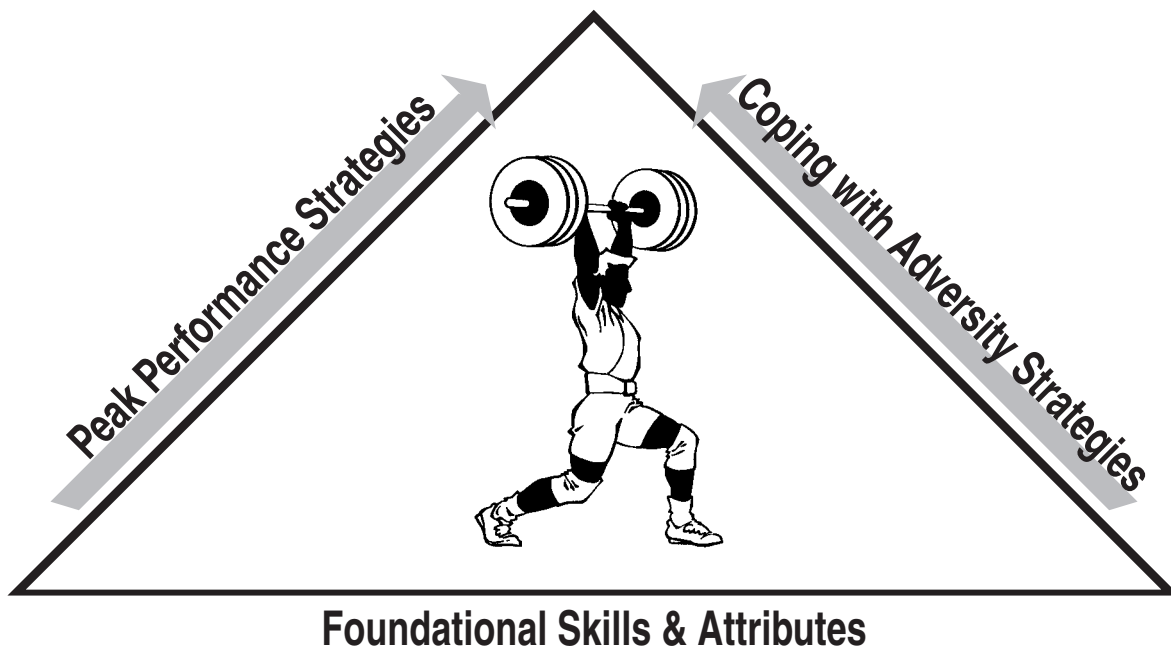
A good way to understand mental preparation for peak performance is to consider a general framework for organizing how mental skills are involved in achieving athletic excellence. One such framework appears in Figure 1. This framework was developed by Gould and Damarjian and considers three important sets of psychological factors that interact to produce peak performance in an athlete. These include: the psychological foundation or make-up/personality of the individual involved; psychology of peak performance strategies; and coping with adversity strategies.

At the base of the pyramid of success is the psychological foundation or make-up/personality of the individual. While our understanding of the role of personality in sports is far from complete and the identification of the personality profile of the superior athlete has not been identified (Vealey, 1992), a number of personality characteristics have

been shown to influence the quest for athletic excellence. For example, an individual's goal orientations, trait self-confidence and trait anxiety are examples of important factors to consider. Other factors that might be important for future researchers to consider would be meaningfulness, hardiness and optimism.

The left side of the pyramid consists of peak performance strategies, which sport psychologists have spent considerable time identifying as necessary for peak performance. Examples include such things as concentration, a focus on performance goals, the use of specific mental preparation routines and strategies. While the use of such skills will not ensure success, their use "sets the table for success" by creating a psychological climate that increases the probability of exhibiting a good performance. Hence, when designing mental skills training programs, decisions should be made to teach and develop the specific peak performance strategies most relevant to the sport and athlete involved.

A common mistake made in mental skills training is to focus sole attention on peak performance strategies. This is problematic because athletes must also learn to deal with adversity. For example, Gould, Jackson and Finch (1993) found that National Champion figure skaters experienced more stress after winning their national titles than



prior to achieving it. Stress resulted from such factors as their own and others' performance expectations, time demands, the media, injuries and general life concerns. Therefore, to achieve and maintain athletic excellence, athletes not only need psychology of peak performance skills, but also psychological coping strategies which can be used to effectively help them cope with adversity. Such psychological skills might involve stress management techniques, thought stopping or social support mechanisms.

It is highly recommended that this psychological pyramid model of peak performance be considered when considering mental preparation for peak performance. Consider the personality and psychological make-up of the athletes that the program is aimed at, and if components of the program should be focused on developing or enhancing specific personal characteristics or orientations deemed important. In addition, identify the most important psychology of peak performance skills to be taught and what strategies will be most useful in coping with adversity. Mental skills training programs which address psychological factors at the base and on the two sides of this pyramid have the greatest probability of helping athletes consistently enhance performance and achieve success.

The remainder of this chapter will examine applied strategies used to mentally prepare athletes for peak performance. In so doing these specific strategies will be discussed within the three elements of this model. This has the advantage of fitting specific strategies within a broader more holistic perspective.

The Psychological Make-Up/Personality of the Athlete

This element of the peak performance model is extremely important, but the most difficult to work with. This results from the fact that it is very difficult to change one's personality and motivational dispositions once they are established. However, this is one reason those interested in elite performance should be interested and informed of the youth sport research. Children's sport research has identified the important role perceived competence plays in motivation and achievement (Weiss & Chaumeton, 1992), how positive coaching practices facilitate the development of positive self-

esteem, reduce trait anxiety and lower dropout rates (Barnett et al., 1992; Smith & Smoll, 1995; Smith, Smoll & Barnett, 1995), how one's goal orientations influence achievement behavior (Duda, 1993) and what makes sports stressful for young athletes and how levels of stress can be reduced.

While it is much easier to develop positive psychological attributes through effective coaching practices when performers are young, this does not imply that nothing can be done in this area by seasoned adult competitors. When asked to consult with elite performers who are experiencing performance difficulties, highly respected North American mental training consultant Ken Ravizza, for example, spends considerable time having them discuss why they participate in their sport and what meaning it has for them. It is his opinion that athletes perform much better when they are not questioning the reasons for their involvement and it's meaningfulness. In a similar vein, Terry Orlick (1986) begins his mental training efforts by having athletes consider their long-term goals for sport participation, including a discussion of their dreams and overall aspirations. Finally, it must be recognized that meaningfulness differs greatly across athletes. Some may have their lives in total order with clear sport and non-sport goals and objectives. Others, like former diving great Greg Louganis, may have (had) a life out of sports which is totally chaotic (Louganis & Marcus, 1995). For these individuals, however, sport serves as a refuge or safe haven from their troubled outside world. And still others may be in a process of transition, where the once clear sport and life objectives and goals are being questioned as they face retirement from sports (Danish, Petitpas & Hale, 1995; Murphy, 1995).

Lastly, seasoned athletes may change or learn to more effectively deal with their motivational orientations and personality characteristics. For instance, an elite athlete who is very outcome-oriented and focuses primary attention on winning may learn that thinking about the outcome of competition close to, or during performance often interferes with achieving his objective. Hence, he or she learns not to focus on winning, before or during the competition. It is only effective to do so at other times. Similarly, it has been recently found that perfectionism is associated with sport burnout in elite junior tennis players (Gould, Udry, Tuffey &

Loehr, in press). However, many of the most effective world class athletes are perfectionistic in their orientations. However, they have learned to deal with their perfectionistic tendencies in a positive manner, allowing these tendencies to facilitate, as opposed to inhibit their development.

Peak Performance Strategies

Both research and the experience of sport psychologists have taught a great deal about the psychological strategies needed to consistently produce outstanding performances. While it is beyond the scope of this review to dismiss all of the work in this area, six strategies that are particularly important will be examined.

One reason outstanding performances occur is because top athletes set **goals** (Burton, 1992). We have learned, however, that not all goals are equal in terms of assisting individuals in achieving peak performances. Goals must be specific as opposed to general, difficult but realistic, and arranged in a ladder or staircase progression of short-term goals leading to more long range goals. They should also be frequently evaluated, and, if needed, modified. Finally, it is most important that a systematic approach to goal setting be taken and that the athlete be intimately involved in the goal setting process.

While setting and working towards goal achievement is important, goals alone are not enough. Athletes must make a **commitment to achieving excellence**. In their extensive study of Olympic athletes, for example, Orlick and Partington (1988) found that those who performed up to, or exceeded their personal bests in Olympic competitions were totally committed to achieving excellence. Similarly, in their study of Seoul Olympic wrestlers, Gould, Eklund and Jackson (1992) found that a commitment to excellence was a prerequisite to outstanding performance. It is very important to recognize that this commitment to excellence does not occur just on game days or in competitions, but at practices as well. In fact, many applied sports psychologists now contend that setting goals, mentally preparing and making a commitment in practices, is, as or more critical than at competitions for achieving consistent athletic success.

Research in the last decade has emphasized the importance of focusing on performance as opposed

to outcome goals during competition (Buront, 1992; Duda, 1993; Gould, 1983; Orlick & Partington, 1988). In particular, **performance goals** are self-referenced performance objectives such as improving one's time in a 100 meter swim or making a certain percentage of foul shots in basketball, while outcome goals focus on other-based objectives like winning or placing higher than a particular opponent. The logic behind this recommendation is that performance goals are more flexible and in one's control, as they are not dependent on another competitor while outcome goals are less flexible and dependent on another's performance. Because of this, outcome goals often create anxiety and interrupt psychological functioning (Burton, 1992).

An excellent example of focusing on performance goals in competition was given by Olympic gold medal skier Tommy Moe. When asked by the media prior to this gold medal performance whether he was thinking about winning (an outcome goal), Moe indicated that he certainly wanted to win, but had found in the past that when he thinks about winning while racing, he tightens up and does not perform well. He skis at his best when he focuses on "letting his outside ski, run" and keeping his "hands out in front" of himself - clear performance goals.

The above is not to imply that elite performers do not hold outcome goals. Most have these types of goals and find them very salient (Hardy, Jones, & Gould, in press). However, in the heat of competition they do not focus on these outcome goals - only on what they can control; their performance objectives.

An excellent way elite athletes prepare for peak performance is by employing **imagery** (Gould & Damarjian, in press a; Orlick, 1986; Vealey and Walters, 1993). They see and especially feel themselves being successful. Moreover, they employ imagery in a number of ways: for error correction, to mentally prepare, to see themselves achieving goals, and facilitating recovery from injury. It is no wonder that Orlick and Partington (1988) found imagery to be a key variable separating the more and less successful performers.

One reason top performers achieve athletic excellence on a consistent basis is that they have developed mental and physical preparation routines and adhere to these in the face of adversity and

failure (Boutcher, 1990; Cohn, 1990). Gould et al. (1992) found, for instance, that more successful Olympic wrestlers had better developed **mental preparation routines** than their less successful counterparts. Hence, they utilize systematic ways of physically and mentally readying themselves.

Finally, it has been consistently shown that more successful competitors are more confident than their less successful counterparts (McAuley, 1992; Williams & Krane, 1993). Moreover, these individuals develop **confidence** via all four of Bandura's (1984) sources of efficacy [performance accomplishments, vicarious experience, persuasion and physiological status interpretation and control] with performance accomplishments being the most important source of information. Elite athlete confidence comes from employing the previous mentioned psychology of peak performance strategies on a regular basis.

Coping with Adversity Strategies

An athlete can have good foundational skills (motivational orientations, perspective on the meaningfulness of involvement) and strong peak performance strategies and still fail to achieve consistent success. The reason for this is that they have not developed skills for coping with adversity. And no matter how successful athletes have been in the past, they will be faced with adversity. In the study of U.S. national champion figure skaters, for instance, it was found that the vast majority of these athletes experienced more stress after, as opposed to prior to, winning their championship. Stress resulted from such things as increased self and other performance expectations, media attention, and travel demands (Gould, Jackson & Finch, 1993). Moreover, the longer an elite athlete's career the more likely he or she will sustain a major injury. For instance, most members of the U.S. Ski Team have sustained at least one major season-ending injury and in so doing had to cope with the stress of the injury and the challenge of physically recovering from it. It is imperative that the successful performer develop coping strategies for dealing with adversity.

A first step in preparing to cope with adversity is to learn to expect the unexpected. From the study of 1988 Olympic wrestlers (Gould, Eklund & Jackson, 1992) for instance, it was learned that more (versus less successful) competitors were positive in their orientation, but did not expect things to run perfectly and actually anticipated unexpected

circumstances such as bad calls from officials, transportation hassles and delays in the event. By doing so, these athletes were better able to cope with such events when they actually arose. Their less successful counterparts, had experienced the same unexpected circumstances in international competition in the past, but did not expect them to occur in "their" Olympics. They became frustrated and distraught when they did so.

Given the above, it is effective to prepare elite athletes for major competitions by holding team discussions where potential unexpected events and sources of stress were identified prior to a competition and ways to cope with them if they arose. For example, in helping elite figure skaters mentally prepare for the U.S. senior nationals (especially their first time), parents and loved ones can unintentionally interfere with a skater's mental preparation (e.g., the skater needs to be alone the night before the competition but the parents insist on taking him or her out to dinner). To remedy this state of affairs, skaters are instructed to inform their parents of their mental preparation needs prior to the competition and actually plan family reunions and get together. In a similar vein, discussions were held with the U.S. freestyle ski team prior to the Lillhammer Games, where securing tickets for significant others and increased security (soldiers with machine guns) were identified as potential stress sources. To cope with the first stressor, the athletes on the team organized a ticket exchange system among themselves so those athletes needing tickets could obtain unused ones from other team members. Nothing could be done to change the second potential stressor, but by recognizing that such feelings would occur, the athletes felt better prepared to deal with them.

Lastly, great coaches like the former University of North Carolina Chapel Hills' basketball coach, Dean Smith, prepared their teams for the unexpected through game simulations. For example, Coach Smith ended every practice with a referee on the court and the clock running with his team in varying circumstances (down by 2 and on defense, up by 3 with the ball). By doing so, over the course of the season his teams become accustomed to dealing with a variety of late game pressure situations and tactical and mental strategies for dealing with them. Hence, they practiced unexpected situations and how to effectively cope with them.

It is effective to have athletes and teams develop and practice what are labeled “psychological fire drills.” For example, the importance of having and adhering to a routinized mental and physical preparation routine was previously discussed. However, during an athlete’s career, things out of his or her control will sometimes prevent the initiation of optimal mental preparation. For example, a mechanical problem will cause the team bus to arrive at the venue late, a power outage will delay or interrupt an event or inclement weather will cause the event to be delayed. Just as school children practice fire drills in the event a fire occurs at their school, athletes are taught to have emergency mental preparation plans. For instance, a short plan to use if they are rushed and do not have the ideal time available to ready themselves, or a “stretch” plan to employ if there is a delay in the competition and must maintain their focus for an indefinite time. Having these emergency mental preparation plans and practicing them from time to time gives the athlete confidence to deal with unexpected circumstances.

Although no casual relationship has been identified, recent research (Gould, Eklund & Jackson, 1992; Finch, 1994) has suggested that it is extremely important that athletes have their coping strategies so well learned that they become automated. For instance, in the study of mental preparation in Olympic wrestlers, there were no differences between medal versus non-medal winning competitors in terms of the types of coping strategies they used (Gould et al., 1992). However, the medal winning wrestlers were found to have their coping strategies so well learned that they were able to employ them without hesitation. This suggests that coaches and sport psychology consultants not only teach athletes appropriate coping skills, but structure practice situations in such a way that these skills become so well learned that they can be employed with hesitation.

One of the most powerful coping skills available to individuals today is social support (Cohen & Willis, 1985; Hardy & Crace, 1991). It is not surprising that social support is an essential skill that athletes striving for peak performance develop. This may come in the form of tangible social support where material assistance and expertise is provided, emotional social support where individuals are available to listen and provide emotional comfort,

informational social support where others acknowledge one’s efforts as well as confirm opinions and when appropriate challenge thinking (Hardy & Crace, 1991). The old myth that mental toughness involves having an athlete do everything on his or her own needs to be disputed and replaced. Athletes must be open to, and learn to seek social support.

Finally, when employing coping strategies, athletes must learn when to focus on the problem and when to focus on their emotional reaction to it. In the coping literature this is called the “goodness of fit” hypothesis and is based on Lazarus and Folkman’s (1984) notion that two classes of coping behaviors exist; problem-focused coping and emotion-focused coping. Problem-focused coping strategies are those which deal directly with the source or cause of stress an individual experiences. For example, an athlete who is stressed because of not having enough time to train may reprioritize his or her activities and learn better time management skills and in so doing, lower the amount of stress experienced. In contrast, emotion-focused coping does not involve changing the source of stress but one’s emotional reaction to it. Hence, an athlete who is nervous because she is awaiting the finals in her competition may use progressive relaxation to lower the stress she is experiencing.

The key contention of the “goodness of fit” notion is that at times it is realistic to change the stress source (e.g., asking parents who unknowingly place pressure on a young competitor not to talk with him or her until after a competition) while at other times, changing the stress source is not feasible (e.g., canceling a competition because an opposing team is particularly talented). Problem-focused coping efforts are thought to be most effective when something can be done to modify the stressor. However, when the stressor cannot be modified, it is more productive to focus on dealing with the emotions resulting from the stressor.

The key practical implication arising from the “goodness of fit” notion is that when an athlete is experiencing undesirable stress levels, coaches, athletes and sport psychology consultants should analyze the situation and determine whether it would be more useful to focus on problem or emotion-focused coping strategies. By doing so, their stress management efforts will be more efficient and productive.

SUMMARY

If an athlete is going to consistently achieve peak performances a variety of mental preparation skills must be developed. This presentation has tried to organize key mental preparation skills into a pyramid model of peak performance. All three components of the model must be developed and continually refined. However, it is critical to recognize that no standardized set of mental preparation skills exist, and although the most generic skills, considerable individual differences and variation in strategy use is evident. Hence, while those choosing to use the model to guide practice will find the general strategies and guidelines useful, it is critical that an awareness and appreciation of individual differences be recognized and mental preparation programs modified accordingly. By doing so, the model will be most effective in guiding practice.

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Chapter 5

Building Self-Esteem

OBJECTIVES

- Identify the primary processes which influence the development of an athlete's self-esteem including social acceptance, social reinforcement and social comparison
- Develop techniques through the use of these processes to assist players in the development of high levels of self-esteem

An athlete's personality can be defined as the sum total of those attributes that make the individual unique. Self-image and self-esteem are two important components of each athlete's personality.

Self-Image: How one perceives or views oneself

Self-Esteem: How one feels about oneself

The key difference between the above two components of a player's personality is that self-esteem brings into play self-evaluation or self-appraisal.

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

- identify the primary processes which influence the development of an athlete's self-esteem;
 - social acceptance,
 - social reinforcement,
 - social comparison,
- develop techniques through the use of these processes to assist players in the development of high levels of self-esteem.

CHARACTERISTICS OF SELF-ESTEEM

- A high level of self-esteem is characterized by positive feelings about oneself.
- Self-esteem is learned. It is acquired through personal experiences and feedback from important people (e.g., parents, peers, and coaches) in one's life.
- Self-esteem can be changed.
- Self-esteem is extremely important as it affects one's motivation, learning, performance, personal relationship, and life satisfaction.

HOW DOES SELF-ESTEEM DEVELOP?

Young hockey players receive feedback through constant interaction with their physical and social environment which provides them with information about what they are capable of doing and how others view them. The individuals in an athlete's life who are most important in shaping a player's self-esteem are parents, teachers, coaches, and peers.

The three main processes which influence the development of one's self-esteem are social acceptance, social reinforcement, and social comparison.

SOCIAL ACCEPTANCE

Social acceptance is the extent to which other people make athletes feel they are accepted as important persons.

Coaches can make athletes feel accepted by:

- showing a genuine interest in how they are getting along in situations outside of hockey (e.g., at school, work, or home).
- warmly greet the players each time that you see them.
- talking with each athlete individually at every practice and game.
- joking with them (but do not be a clown to them).
- asking their advice in certain areas (e.g., warm-ups).
- listening attentively to what the athletes have to say.
- being willing to help the players solve personal problems.

As a coach, you can do a lot to assist athletes in the development and acceptance of high levels of self-esteem by demonstrating a genuine interest in each athlete as a person and a hockey player.

FOR THE COACH

You have an athlete who has a low level of self-esteem. What can you specifically say and do to show acceptance of this athlete as a hockey player and a person?

SOCIAL REINFORCEMENT

Social reinforcement refers to the positive or negative feedback that an athlete receives from other people.

- Feedback consists of the information which individuals transmit to an athlete by what they say and do.
- Young athletes are constantly seeking information about how well they are doing. Their coach's, peers, and parent's comments and gestures are important sources of such information.
- Positive reinforcement (praise or encouragement) will usually help the development of a positive self-esteem, whereas constant criticism or lack of interest in players will have a negative effect on the development of their self-esteem.
- Remember, praise is the highest form of motivation.

As a coach, try to use a lot of positive reinforcement to help players build high levels of self-esteem.

POSITIVE REINFORCEMENT

Positive reinforcement consists of any form of praise or encouragement which indicates approval of what an athlete is doing.

- Praise should be provided for good effort as well as good performance.
- Praise should be specific rather than general.
- Following a mistake in a game, a coach should show patience and explain to the player exactly what the error was and how to correct the error. Play the individual on the next shift to show your confidence in the athlete.
- Encouragement should be provided when athletes are working on new skills, especially after mistakes or setbacks.
- Use gestures such as a pat on the back, a smile, a wink, a nod of the head, or a thumbs-up sign to indicate approval.

- Encourage teammates to give one another positive feedback.
- Provide constructive feedback which will help the player improve performance.
- Do not use too much positive reinforcement or it will lose its effect. Make sure your positive feedback is sincere and meaningful.
- Set goals for each player which are specific, measurable, and attainable.
- Make sure that players feel that they have important roles on the team. Define the role for each athlete in a specific manner.

NEGATIVE REINFORCEMENT

Negative reinforcement consists of any type of criticism or punishment which indicates disapproval of what an athlete is doing.

- If you must use criticism, make sure it is directed at a specific, undesirable action that you want to eliminate. It should not be interpreted by an athlete as a comment on their worthiness as a person.
- Negative comments should always be accompanied by specific corrective information.

For example:

Never just say "Don't do that." Instead, you should:

- explain to the players what they have done correctly.
- explain to the players precisely what they have done wrong.
- offer clear, corrective advice which shows them how to carry out the desired behavior.
- offer encouragement.

As another example:

If the centre on a line is a right-hand shot and has a tendency to use a forehand pass (rather than a backhand pass) to the right winger, you should not just say "Don't use a forehand pass, use a backhand pass." Rather, you should explain that:

- by turning to the forehand to pass to your right winger, you are taking too long to execute the pass and are telegraphing your

intentions, thereby giving the opposing player time to intercept the pass.

- by using a backhand pass, you will be able to execute the pass more quickly and thus increase the chances of success.
- players at all levels make this basic mistake and must practice their skill.

Remember, following a mistake, offer corrective feedback and encouragement.

FOR THE COACH

You have a hockey player who is a weak skater. How can you use positive reinforcement to help the player develop positive self-esteem and perhaps improve the athlete's skating skills?

Select one of the skills you teach your players. Identify a common error that occurs when athletes perform this skill. Would you use positive or negative reinforcement to correct the error? What feedback would you give to the players?

Skill: _____

Common error: _____

Use of positive or negative reinforcement:

Feedback given: _____

SOCIAL COMPARISON

Social comparison is the process by which athletes constantly compare themselves with others in order to conduct self-evaluations.

- Athletes discover through social comparison how well they are doing in the areas of physical, social, and mental abilities.
- Through their hockey experiences, players get answers to the following questions:
 - How good a player am I?
 - How good are my skills in, for example, skating, passing, shooting, and stick handling?
 - How strong am I?
 - How well-liked am I by my teammates?
 - How smart a player am I?

As a coach, you should be aware that players are constantly comparing themselves to their teammates, peers, and significant others.

The rating which players give themselves is an important determinant of their self-esteem.

For athletes with a low level of self-esteem, the coach should make a strong effort to point out positive events in the physical, social, or mental areas. Examples may include:

- “You’re a good team player.”
- “You’re very unselfish.”
- “You showed a lot of hustle.”
- “You showed a lot of discipline by not retaliating.”
- “That was a smart play.”

You should also explain to players their specific and overall roles within the team. For example, if specific players have good defensive skills, the coach should emphasize the importance of their contribution to the team which otherwise may go unnoticed. Defensive skills, such as blocking shots, freezing the puck when a change is needed, or taking face-offs, are necessary for the overall success of the team.

FOR THE COACH

Think of your three least skilled players. Name one important role they each play in making a worthwhile contribution to the team. How do you

reinforce these players for their positive contributions to the team?

BODY IMAGE

Players perceptions of their body and their satisfaction or dissatisfaction with their physical make-up are also important factors influencing the development of their self-esteem.

- Young athletes who have experienced a growth spurt may be gangly and uncoordinated and have a poor body image.
- Likewise, young athletes who are very late maturers may have a poor body image because of their small size.
- In both cases, poor body image may lead to low levels of self-esteem.
- A coach who recognizes a player who seems to have a poor body image due to being an early or late maturer should show patience with the athlete. The coach should also explain that many players pass through this growth pattern and eventually they all grow out of it. The coach should try to help the low self-esteem athletes realize the positive attributes they possess (e.g., hard worker, disciplines, unselfish, and honest).

Chapter 6

Motivating Your Players

OBJECTIVES

- Understand motivational techniques
- Understand the meaning of success
- Learn how to deal with stress

HOW TO HELP MOTIVATE YOUR PLAYERS

Athletes are most highly motivated when they obtain what they seek from their participation in sport. Therefore, **motivational techniques should be selected that are based upon the reasons athletes have for joining the team** (provided that their motives are healthy for the individual and the team). The following strategies may help you improve your players' motivation.

Know your Athletes

Why are they participating?

Young athletes differ in their personalities, needs, and objectives for playing hockey. You must, therefore, **get to know your athletes as individuals in order to determine why they participate**. One way to accomplish this is through a team meeting at the start of the season. Ask your players why they are participating and what their personal objectives are for the season. Continue this dialogue before, during and after practices, special events or

whenever you have a chance to talk one-on-one with your players.

Help Athletes Improve Their Skills and Learn New Skills

Skill improvement is one reason for joining a hockey team. Therefore, practice sessions should focus on skill development, with regular opportunities for players to measure their progress. In addition, you can help athletes set performance goals that are appropriate for them. For example, when young players are first learning to pass, tell them that if they can pass the puck so that a teammate can receive it without moving his/her stick, they have been successful. More advanced players should be encouraged to pass without altering their speed or direction so that their teammate can receive the puck and continue a developing play without hesitations. As players improve, they can increase the number of times they pass successfully. In this way, your players can measure their improvement in performance more objectively than by considering only the game outcome.

Practices and Games Should be Enjoyable

As indicated by various studies, **young athletes want to have fun. This means they want to play, not sit on the bench or stand in long lines waiting for their turn at a drill.** One of the best ways to ensure that practices are enjoyable is to use short, snappy drills that involve a large number of players. You can also keep your players' interest by incorporating new drills. Your players may even be able to invent useful drills of their own.

Having a chance to display their skills during a contest is an excellent motivator

In games, too, all players can be involved, even if they're sitting on the bench. Team members can be watching the individuals who are playing similar positions in order to learn from their good techniques or their mistakes. They can also watch for strategies used by the other team. Most importantly, however, they should all have a chance to play in every game. Knowing they will have a chance to display their skills during the course of the contest is a primary source of motivation prior to and after the experience. Players who sit on the bench, unable to test their skills in a game, are not having fun.

Allow Players to be with their Friends and Make New Friends

Many athletes view their hockey participation as a chance to be with their friends while doing something they enjoy. Allowing them to have fun with their friends does not mean your practices have to be disrupted. You can encourage opportunities for them to develop their friendships by initiating social activities such as a mid-season pizza party which would take place outside of practice. This will require more time on your part, but you will also get to know your players better and may find these activities very rewarding.

Help Players Understand the Meaning of Success

Children learn at an early age to equate winning with success and losing with failure. If athletes win a game, they feel good or worthy. If they lose, they feel incompetent or unworthy. This attitude toward winning can be very discouraging to players, unless

they are always winning (an impossibility for at least 50% of the participants). **One of your most important roles, therefore, is to help your players keep winning in perspective.** One way to accomplish this is to help your players understand that winning a game is not always under their control. For example, after losing a game, you may tell your team, "We ran the offense well today, but their goalie played very well, so we didn't get as many goals as we expected."

Your players also need to know that, although striving to win is an important objective in hockey, **being successful in hockey also means making personal improvement and striving to do one's best.** This attitude can be developed by:

- **Encouraging maximum effort during practices and games.**
- **Rewarding that effort.**
- **Helping your players set important but realistic goals that they can attain and thus be successful.**

In helping your players understand the meaning of success, it is important not to punish them when they fail, particularly if they gave a maximum effort.

Your coaching approach is the most important factor that influences player motivation

Use the Positive Approach to Coaching

Probably **the most important factor that influences your players' motivation is the approach you take in coaching.** There are many different styles or approaches used by coaches, but most fall into two categories: the negative approach and the positive approach. The negative approach is the most visible model of coaching because it is prominent (like bad news in the newspaper) through the media, in professional, college and even high school sports. This approach is one where the coach focuses on performance errors and uses fear, intimidation, and/or anger to motivate players. **The negative approach doesn't work very well with young athletes.** Constant criticism, sarcasm, and yelling often frustrates young athletes, deteriorates their self-confidence, and decreases their motivation because they are just developing their skills and have fragile self-concepts.

The positive approach, in contrast, is one where the coach focuses on the correct aspects of performance and uses plenty of encouragement and praise for the tasks that players perform correctly. When skill errors occur, a coach who uses the positive approach corrects mistakes with constructive criticism. **A positive, supportive approach is essential when coaching young athletes if high levels of motivation are to be maintained.**

Key principles for implementing a positive approach to coaching are listed and explained in the following paragraphs.

- **Be liberal with rewards and encouragement**

The most effective way to influence positive behavior and increase motivation is through the frequent use of encouraging statements and rewards. **The single most important difference between coaches whom young athletes respect most and those they respect least is the frequency with which coaches reward them for desirable behaviors.** The most important rewards you can give are free. They include a pat on the back, a smile, clapping, verbal praise or a friendly nod. The more a coach uses encouraging statements and rewards, the more motivated the players will be.

- **Give rewards and encouragement sincerely**

For rewards to be beneficial, they must be given sincerely. This does not mean that you shouldn't give them positive feedback about their performance when they made mistakes. You can point out their errors and at the same time praise them for the plays they performed well. It is important to be positive, but also realistic.

- **Reward effort and correct technique, not just results**

It's easy to praise a player who just scored a goal, but it's less natural to praise a player who tried hard but missed the shot. Sometimes, too, we forget to reward correct technique when it does not result in positive outcomes. It is important, however, to reward players' efforts and the use of correct technique if you want this behavior to continue.

- **Have realistic expectations**

Base your rewards and encouragement on realistic expectations. Encouraging your Pee Wees, Squirrels, or Mites to strive to elite-level standards will probably make them feel as though they have failed

when they can't reach the goals they think you've set for them. It is much easier for you to give honest rewards when you have realistic expectations about your players' abilities.

Help Players Set Goals

Young athletes learn from parents and coaches that success is equated with winning and failure is equated with losing. Adopting this view of success and failure confuses the players. Let's take, for example, the cases of Charlie and Paul, members of the winning and losing teams, respectively. Charlie played three minutes in the final period, spending two of those minutes in the penalty box. Because he was a member of the winning team, however, his performance is perceived as a part of the success. On the other hand, although Paul masterfully used the skill he had been practicing and scored his first goal of the season, he is forced to conclude that he is a failure because he was on the losing team. As adults, we recognize the inaccuracy of these perceptions, but our actions at the end of a contest may tell our players that a winning score is what really matters.

Equating success or failure with winning or losing results in mixed messages to the athlete

Athletes need a way to compare current and past performances to determine whether they are successful. This can be accomplished through goal setting. By using an individualized goal-setting strategy, each athlete can regain control over his/her own success or failure. In addition to removing the mixed messages, remind the players that there are some factors which can determine the outcome of a game that are out of a player's control. For example, the person your athlete is defending may be playing the best game of his/her career. Although your athlete is playing very well, there is just no stopping the opposing player. Or, injury or illness of one player may force another player to play an unfamiliar position. Or, the ice may be much faster or slower than your players are used to playing on and all their passes are slightly off the mark. These examples highlight the need to establish personal improvement goals consistent with the objective of winning, but not entirely dependent on its achievement, to maintain player motivation. **Several guidelines for goal setting that can markedly help**

performance are listed and explained in the following paragraphs.

- **Success should be possible for everyone on the team**

When implementing a goal-setting program, each athlete must experience some success; in other words, each player should perform at a level that demands a **best effort** for the existing conditions. Help each athlete realize that effort equals success by focusing rewards on such efforts.

- **Practice goals should be more challenging and goals during competition more realistic**

When you set up drills to work on passing or shooting, help your players set goals for practice that will challenge them to exceed a previous effort. For example, when practicing slap shots, you may ask your best shooter to make seven out of 10 shots in practice, while another player may be challenged with four out of 10. You cannot expect the same level of performance in a game because neither you nor the player control all the factors. Therefore, you may set two or three out of 10 shots in a game as a realistic goal for your best and one out of 10 shots for your other players. With this approach, motivation at practice is increased and players have a realistic chance of experiencing self-worth in a game.

- **Goals should be flexible**

If goal-setting is to be effective, goals must be evaluated frequently and adjusted depending on the athlete's success ratio. If an athlete is achieving the set goal, increase the goal to provide for greater challenge and motivation. If the goal is too difficult and the athlete is feeling frustration or failure, the goal should be lowered rather than having the athlete continue to experience failure.

- **Set individual goals rather than team goals**

In general, team goals should not be made. This is because team goals are not under anyone's control and they are often unrealistic. It is too difficult to assess accurately how a team will progress through a season. Will your team improve faster than other teams, at the same pace or be a late-comer? If you set as a goal winning a certain number of games (i.e., 15 out of 20 games), and the team loses their first six games, you cannot achieve the goal even by winning the remaining 14 games. This will only cause greater discouragement among

team members. Work on individual improvement through goal-setting and let the team's improvement reflect the individual's improvement.

Goal-setting can be very effective in improving a player's performance, confidence and self-worth. To be effective, however, you must know your players well enough to know when they are setting goals that are challenging, controllable and realistic. In addition, goals must be adjusted to ensure feelings of self-worth. Team goals should generally be avoided.

Dealing with Competitive Stress

Some coaches believe the best way to motivate a team for competition is to get them "psyched-up" before the game. **With young athletes, however, getting "psyched-up" is not usually the problem; rather, the problem for them is getting "psyched-out."**

Competitive stress in young players can originate from many sources - the player, teammates, the coach, and/or the parents. When hockey players are asked what might cause them to worry, the five most frequent answers given were: improving their performance, participating in championship games, falling for a "sucker move," performing up to their level of ability and what their coach would think or say. Thus, young hockey players are most likely to be worried about performance failure. This worry about failure may increase players' anxieties, which, in turn, may cause poor performance and eventually decrease motivation.

A good way to help your players avoid the effects of competitive stress is to reduce their fear of failure. This can be achieved by encouraging them to enjoy the game and do their best. When your players lose or make a mistake, don't express displeasure; rather correct their mistakes in a positive way by using the following steps.

1. **Start with a compliment. Find some aspect of the performance that was correct.**
2. **Then tell the player what was wrong and how to correct it.**
3. **End with another positive statement such as, "Keep working at it. You'll get it."**

This approach allows players to keep practicing their skills without the fear of making a mistake. **The following guidelines may be helpful in preventing competitive stress.**

1. **Don't set unrealistic goals.**
2. **Use the positive approach when correcting mistakes.**
3. **Eliminate the type of "pep talks" that communicate overemphasis on the game and the outcome.**

SUMMARY

Children play hockey because they want to have fun, be with friends, improve their skills and be successful. Children who drop out of hockey typically do so because one or more of their goals was not met. You can maximize your players' desire to participate and help prevent them from dropping out by getting to know them as individuals. Learn why they are participating; focus on skill development in practice sessions and make sure the practices are enjoyable. Allow time for friendships to develop by creating a cordial environment both on and off the ice. Help players understand the meaning of success and have them set realistic goals.

Using a positive approach to coaching is the most effective way to improve players' performance. Positive coaching will also make playing and coaching more enjoyable. Be sure to reward effort and correct techniques, in addition to the results that meet your expectations.

Having realistic expectations of players' performance will provide more opportunities to give rewards. However, when players make mistakes, use the positive approach to correcting errors. **The positive approach involves using a compliment, correcting the error and then finishing with another positive statement.** Using a positive approach and helping players reach their goals are effective ways to motivate your players toward maximum performance.

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Chapter 7

Player Training Log

OBJECTIVES

- Identify the importance of keeping a training log
- Outline what should be kept in a player's log
- Provide an example of a log book

INTRODUCTION

Any elite athlete will tell you that keeping a training log is an absolute must if you want to make the most of your training. Detailed record keeping helps you remember what you did during a certain day, week or month allows the player and coach to make judgements on what training method works best.

Nearly all the advantages of keeping a training log stem from regular comparisons the coach and athlete are able to make.

A log enables you to chart the peaks and valleys in the player's performance. You may think you'll never forget a particular practice or game, but can you remember the exact practice or workout the day or week before, that prepared you for a particular game, tournament or series?

A training log is also a great place to record the results of competition. By jotting down this information, you can see trends in your performance.

Players' recovery from an injury can be documented in their log books and can be used as a reference for future injuries. Regular record keeping will show what type of treatment and rehabilitation was used for a particular injury.

TRAINING LOG COMPONENTS

Here are some suggestions for training log components

- Hours of sleep
- Type of appetite
- Daily resting pulse rate
- How you feel
- Practice goals (individual)
- Practice goals (team)
- Skills to work on
- Mental goals for practice
- Mental goals for games
- Goals for games (team)
- Goals for games (individual)
- Pre-Practice attitude
- Pre-Game attitude
- Post-Practice comments
- Post-Game comments
- Self talk
- Injury record
- Rehabilitation record
- Life skill goals
- Life skill accomplishments
- Academic goals
- Academic achievements
- Game results

SAMPLE LOG SHEETS

Here are some samples of a log book page.

TRAINING LOG BOOK A

Date: _____

Resting Pulse: _____

Hours Sleep: _____

Muscles Feel: good hurt sore

Appetite: good poor

WORKING ON TODAY

Skills: _____

New Skills: _____

Practice Goals: _____

PRE-PRACTICE ATTITUDE

How motivated are you?

1

2

3

4

5

Don't want to practice

Average motivation

Can't wait to get training

Mental Goals for Practice:

1. _____

2. _____

POST PRACTICE COMMENTS

Energy Level: How much energy did you have?

1

2

3

4

5

VERY LOW

VERY HIGH

Why? _____

Performance: Did you accomplish your specific practice goals?

1

2

3

4

5

Met No Goals

Met 50% of Goals

Met 100% of Goals

SELF-TALK

What were you saying to yourself before practice? _____

What were you saying to yourself during practice? _____

Name at least one positive accomplishment from today's practice: _____

Notes: _____

SEASON REVIEW

LOG BOOK B

The Best:

1. Game _____
2. Practice _____
3. Attitude _____
4. Grades _____

Need Improvement

1. In my Game _____
2. In my Practicing _____
3. In my Attitude _____
4. In School _____
5. Mental Preparation _____

WEEKLY
LOG BOOK C

Week: _____

What's on the Schedule:

- Practices _____
- Game _____
- School _____
- Other Activities _____

School:

- Homework _____
- Special Assignments _____
- Tests _____
- Goals this week _____
- What did I learn _____

Game Recap

- Performance Great Good Average Poor
- Goals Met Yes No
- Pre-Game Attitude Great Good Average Poor
- Post-Game Attitude Great Good Average Poor
- Did You Have Fun? Yes No

Section 3

Risk Management



Chapter 8

Heads Up Hockey

OBJECTIVES

- Introduce the overall “Heads Up Hockey” program
- Provide coaches with information regarding severe head and spinal injuries

INTRODUCTION

You know what it takes to help your team score goals, play solid defense and have fun: knowledge, skating, passing, shooting and stick handling skills, each player’s commitment and motivation, good teamwork and lots of practice.

But we’re sure that’s not all you care about. **Your instructions and actions can have a big influence on the safety of every player on the ice** – especially when it comes to preventing potentially serious injuries. Unfortunately, the information and help you need for this part of your job aren’t widely available.

That’s where “*Heads Up Hockey*” comes in. In this program, USA Hockey has developed and assembled the information, advice and techniques to help you reduce the risk of head injuries.

“*Heads Up Hockey*” starts with medical information and specific actions you can take to prevent head injuries. But there’s a lot more to it.

USA Hockey is a firm believer in the benefits of high-quality protective hockey equipment for its players. **But no equipment can prevent a serious spinal injury without other training and instruction.** And unfortunately, some players get an

“invulnerable” feeling from wearing today’s high-tech protective equipment, resulting in more reckless play.

By following the “*Heads Up Hockey*” techniques in this chapter, you will be developing new awareness and playing skills in each of your players. When you tell your kids “Heads Up!” you’ll be telling them not just to play safe, but to focus. And player focus means ... BETTER HOCKEY!

Much of the material in this chapter is directed toward age levels where body checking is permitted. But the basic principles apply to all age levels of hockey.

When you get your team playing “*Heads Up Hockey*”, you’re helping your players, helping your team and helping the whole game of hockey, by making the sport even more appealing at a time of growing popularity.

Let’s play HEADS UP HOCKEY!

HEAD INJURIES ARE PREVENTABLE

Hockey is a contact sport, but like any other contact sport, it has its share of sudden jolts. Players routinely make contact with other players, goal

posts, boards, pucks, sticks and with the ice itself. It's all part of the game. But injuries - **especially potentially serious head injuries - are not part of the game.**

You can raise your player's awareness of spinal injuries and concussions by learning more about how injuries happen, by passing this information along to your players and by practicing specific prevention and playing techniques detailed in this chapter.

Let's start by learning more about how these injuries happen.

How Spinal Injuries Happen In Hockey

The upper cervical spinal column has a natural curve, which lends flexibility to the head and neck when the neck is held in a normal, "Heads Up" position. (See illustration A)

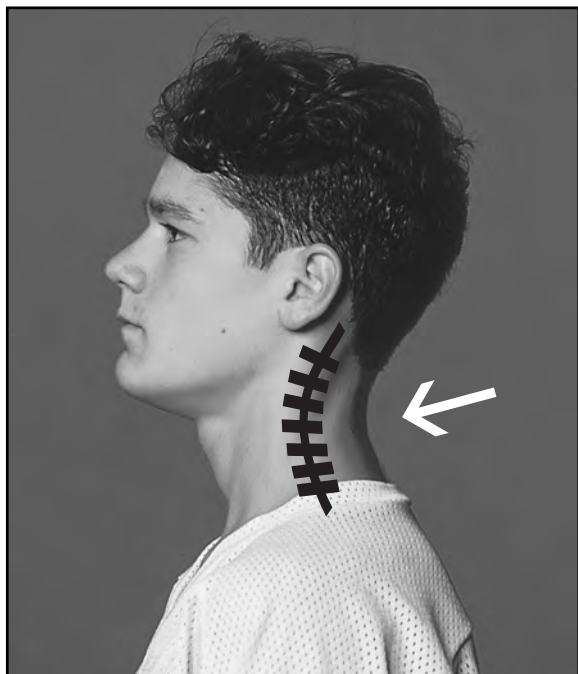


Illustration A. The natural "Heads Up" position, which gives your neck the maximum flexibility to take a hit.

However, when the head is flexed (chin toward the chest), this normal curve is removed, and the cervical spine becomes straight, as illustration B demonstrates.



Illustration B. When the neck is flexed (head down), an impact can result in serious spinal injury.

In this "head down position," if a player hits the boards or a goal post head on, the head stops suddenly, but the body's movement continues, compressing the spine. This force can produce a shock greater than the neck's discs and muscles can cushion, resulting in a fracture or break of one or more of the vertebrae. And if one breaks, it can cause compression of the spinal cord, resulting in paralysis below the level of the fracture.

According to research done among a wide range of hockey players, almost all on-ice cervical spine injuries have been due to the head being slightly flexed (head down) while making head-on contact with the boards or goal post.

A player doesn't have to be going at full speed for this to happen — it can occur at walking speed.

**So that's the basis for Rule One of "Heads Up Hockey":
Heads Up – Don't Duck!**

How Concussions Happen In Hockey

There are differences of opinion on the definition of a concussion, and on how to judge its severity.

But one working definition is: “a clinical syndrome characterized by immediate and transient post-traumatic impairment of neural functions, such as the alteration of consciousness, disturbance of vision, equilibrium, etc., due to brain stem involvement.”

Simply put, it’s an injury that arises from a blow to the head, usually when the head is moving. Symptoms of a concussion range from mild dizziness to “seeing stars” to severe headaches and nausea to unconsciousness.

In hockey, concussions are not the most common form of injury, but they require your attention for two important reasons.

1. Concussions, especially mild ones, may be hard to recognize. Players may show only momentary confusion from being “dinged” or “having their bell rung”.
2. A concussion, even a mild one, may significantly increase the chances of getting a second concussion, and may endanger the player’s awareness and safety on the ice.

No head impact injury can truly be regarded as minor. Each incident requires your prompt evaluation and attention.

What Can You Do?

The risk of head injuries at all levels of hockey can be reduced through your participation in “*Heads Up Hockey*”.

1. Play Heads Up Hockey
 - Know the basics of injury prevention and pass them along to your players.
 - Practice the team on-ice safety exercises in this chapter.
 - Promote fair play and clean checking on your team, and insist on it from your opponents.
2. Check your players’ equipment before, during, and after each practice session or game, and teach them to inspect it as well.

3. Keep your team in good shape through the flexibility and strengthening exercises in this chapter.
4. Know what to look for and how to respond when a player gets hurt by using the information in this chapter.

PLAYING HEADS UP HOCKEY

Incorporating “*Heads Up Hockey*” Into Team Practices

In this section, you’ll find specific ways to improve the safety and quality of your team’s play. Here are some ways to incorporate this material into your practice routine.

- Show the “*Heads Up Hockey*” Challenge videotape at the beginning of each session. Invite parents and team managers to see it.
- Plan on 15 minutes of “*Heads Up Hockey*” at every other practice session.
- At each of these “*Heads Up Hockey*” sessions:
 - 5 minute (max) pre-session talk with Q & A
 - 10 minute on-ice drill
- Five “*Heads Up Hockey*” sessions total

Heads Up – Tell Them What It Means

When we hear the phrase “Heads Up”, we hear “be alert” and “be careful”. Good advice for hockey players! But in “*Heads Up Hockey*”, it has a literal meaning too.

At your first practice session, start by asking your players what they think “Heads Up” means, and help them translate it into hockey terms. You might get answers like:

- know where the puck is
- know where your teammates are
- know where your opponents are
- know where you’re skating to
- be ready to receive a pass or take a shot
- know where your “man” is
- look for open ice

Next, you can refer to the idea of “Heads Up” as playing safe hockey. Ask players what else the phrase means to them.

Depending on their age level, players might say:

- skating to avoid other players
- avoiding goal posts while driving to the net
- keeping your stick down
- not losing control on the ice
- controlling your temper
- knowing when you're about to get hit or be checked
- preparing for impact along the boards

Now it's time to tell them Rule One of "Heads Up Hockey": in hockey, "Heads Up" literally means exactly what it says: "Keep your head up on the ice, especially when it looks like you're going to take a hit."

Tell players that this is the single most important thing to know and to do to prevent head injuries and tell them that you're going to be looking for it from now on. Explain that most people duck when they see a hit coming, but doing so puts them in danger.

DRILL #1

Heads Up – Say it Loud

During your first on-ice "Heads Up Hockey" session, you don't need any specific drills or plays to reinforce what you've told your team. Just watch their play, and shout "Heads Up" from time to time throughout the session. Use it to remind players to keep alert, to point out unsafe situations and to encourage skaters to keep their heads up, whether they're skating or sliding after a fall.

ANGLING IN

Skating into the boards at an angle means better puck control and less risk of injury.

When the puck goes into a corner, everybody wants to dig it out and dig it out fast. But what's the best way to get it out? And what's the safest way? Skating in on an angle is the best and the safest way.

- Skating in on an angle affords players a **better approach angle** to the puck, and by giving the body a safe position to accept an impact with

the boards, it allows players to **keep skating** and gain control of the puck.

- When players skate into the corners at an angle, the risk of hitting the boards with their helmets first is greatly reduced. A leg, side or arm will absorb most of the impact.

Start this "Heads Up Hockey" discussion by inviting players to imagine a puck moving through a corner when they're close to the nearest end zone face-off dot. How should they go after the puck and why?

Now ask players to imagine the same puck moving the same way, but with an opponent behind them. Should there be any difference in the approach? Why?

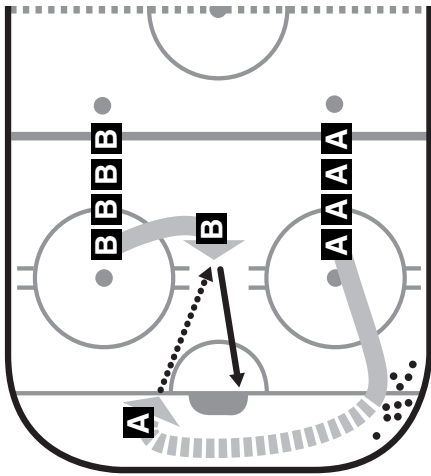
After getting answers from several players, explain the advantages of skating to the puck on an angle, rather than head-on into the boards.

When demonstrating "angling in" be sure to cover these points:

- Go in **on an angle**.
- Keep a **low center of gravity**.
- Knees **bent, back straight and head up**.
- Absorb the shock over the **widest, possible part** of your body.
- Keep your **feet parallel to the boards**.
- Forearms – hands – legs **ready**.
- **Lean into** the impact.
- **Never** hit the boards or glass with the **tip of your shoulder** – it can cause an injury.
- Check over your shoulder to see **where your opponent is**.

Drill #2

1. Set up two lines of four players (A and B) behind the face-off dots and a pile of pucks (P) in the left corner.
2. On the whistle, the first player on the left face-off spot (A) angles into the corner, picks up a puck, skates behind the net and makes a pass to (B), who has moved from the face-off spot to the slot area.
3. Player (B) takes a shot on goal and joins the (A) line. Player (A) goes to the (B) line.



Variations

- Halfway through the drill, move the pucks to the right corner so that players learn to pick up a puck and pass off both the forehand and backhand.
- A coach can stand to the side of the (A) line and slide a puck into the corner one at a time.
- For age levels with body checking, add a line of chasers who try to catch the puck carrier and angle him or her into the boards.

HITTING THE BOARDS

Good ways and bad ways to have a close encounter with a goal post, the boards or another player.

It's going to happen: you play hockey, you're going to skate into things. But how players skate into the boards, the goal post or another player is important for their safety as well as their ability to stay in the play.

Here are two simple rules:

- Don't duck
- Hit the boards with anything but your head first

In section 1, you told players why they shouldn't duck their head on impact - here's an opportunity to reinforce it.

Start discussion by asking players what they should hit the boards with first when they know an impact is coming.

They might answer:

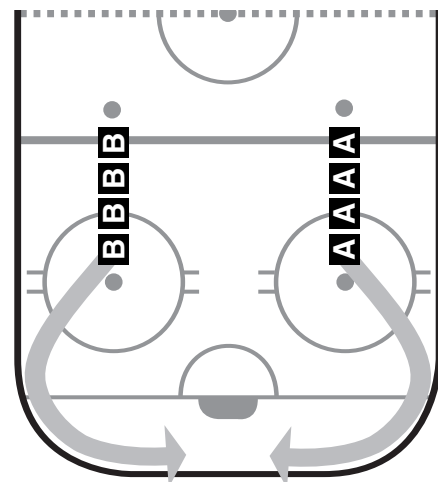
- an arm
- their back
- a skate
- a leg
- their side
- their stick

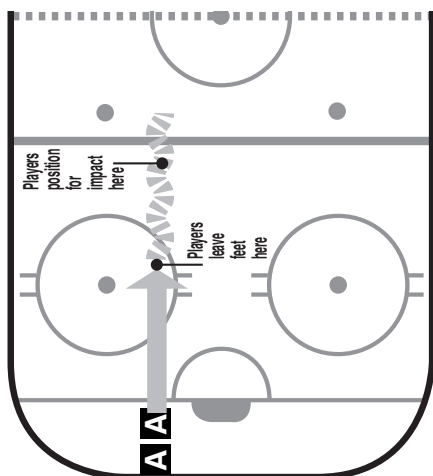
All of these, of course, are right answers. Players probably won't say "your head" as a possible answer, and you should congratulate the players for that.

Conclude your discussion by demonstrating the best way to cushion an impact with the boards: with both hands on the stick if possible, and with their arms out creating a three-part "shock absorber". Players should try to absorb the impact over as much of their body as possible.

Drill #3

1. Set up two lines of players (A and B) at the face-off dots.
2. On the whistle, a player from each line skates at an angle toward the corner boards. The players should make contact with the boards and glass with their extended arms, forearms, side of body and legs but with no head contact at all.
3. Players should alternate between lines (A) and (B). The speed at which the players hit the boards must be managed, depending on the skill level of the players. Proper head, arms and body position must be stressed.





Variation

From the goal line, players skate full speed toward the blue line. At the top of the face-off circles, they should leave their feet and slide on their side, back or stomach. Have them imagine the blue line as an impact with the boards.

Players should pretend to slide into the end boards, using arms, knees, legs and skates to absorb the impact. Proper heads-up position must be stressed.

TAKING A CHECK

What players should do when they see it coming.

Since USA Hockey-sanctioned games do not include checking at some levels, this session might not be appropriate for all teams. But if you are coaching a younger team, you might still find the information useful as “body-contact” techniques, especially for less skilled skaters.

Preparing for a body check takes split-second timing. But how a player prepares for a check determines whether he or she will keep or lose the puck, or how quickly he or she will be back in the play. Quick reflexes and smart moves when a check is coming also lessen the chance of a head injury.

By this time, players will have some familiarity with the basics of “Heads Up Hockey”. So you might just ask them to see how many of these four basic safety techniques for taking a check they can come up with.

Heads Up – Don’t Duck. It’s just as important in taking a check as in any other impact.

Keep your head out of it. The more players can avoid impact with their heads, the more likely they are to come through safe and in control. They should take the impact with anything else first.

Know where your opponents are. As players become more experienced, and as they start thinking more about strategy and less about skating, their peripheral vision and overall awareness should start to improve. When they know where their opponents are, they’ll be less likely to get checked without any warning.

Skate through the check. Although it may seem safer to slow down or stop if a hit is about to happen, your players’ balance and momentum will be much better if they keep their legs moving and concentrate on skating right through the impact. They’ll not only avoid head injury, they’ll have a better chance of maintaining their balance and staying in the play.

And if they get in a situation where they can’t skate through a check, players should keep their arms up, knees bent and, of course, their head up.

Be sure to cover these points:

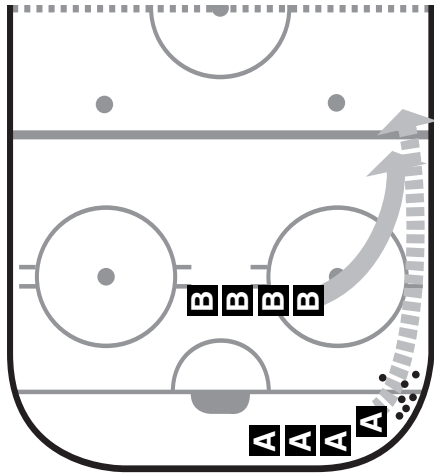
- skates parallel to the boards
- move out of the area quickly
- keep your feet moving
- arms/legs as shock absorbers
- feet apart, knees bent, low center of gravity
- no shoulder contact on the boards, if possible

Drill #4

Use this exercise to reinforce proper ways of giving and taking a check.

1. Set up a line of puck carriers (A) in the corner behind the goal line and one line of checkers (B) at the face-off dot.
2. The puck carrier (A) moves up to the boards and skates through the check of the (B) player.
3. For the puck carriers, stress heads-up position, keeping the legs moving and the stick down.

4. For the checkers, stress contact with the shoulders, not the head, elbows, knees, stick or feet.
5. In this drill, players should alternate from puck carrier lines (A) to checking lines (B).



For best use of your ice time, set up the same drill in the other corner, too.

GIVING A CHECK

Separating the puck from your opponent, not separating your opponent from consciousness.

As with the previous session, this material may be less appropriate for younger age levels where checking is not allowed, but the information is still valuable.

Hockey rules are specific about a legal body check: it's when 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."

The point is, checks and body contact are not about intimidation and not about inflicting pain and injury. They're just one part of the game, along with skating, shooting, passing, and puck handling.

In preparing your team for this "Heads Up Hockey" session, start them thinking by discussing the checking they see in NHL games on TV. Do they find it exciting? (Definitely). Do they wish they could give a check like that themselves? (Probably).

Now invite them to imagine themselves on the receiving end of some of those spectacular NHL

checks. Could they take it? Remind your players that the checks they see on TV are given and taken by world-class athletes in top form, who have the experience and control to play physical hockey at that level.

As a coach, the caliber and sportsmanship of your team's play is in your hands. We hope you'll promote safe, legal checking for your players. We also hope you'll insist on clean, legal checking from opposing teams, too. It's another way of keeping your team safe without suffering any competitive disadvantages.

Checking from Behind

It's illegal. And it's extremely dangerous. Even a light hit from behind could inflict a severe head or neck injury.

Be sure to tell your players that no matter how intense the game becomes, they must not hit another player from behind, ever. And, of course, checking from behind exposes your team to the possibility of a major penalty.

A Word About Reckless Play: DUMB!

In the heat of the game, players can occasionally get so psyched up they forget everything they've learned, and get into a play they have no chance of finishing safely.

Some players drive to the net so fast they just can't stop, making a dangerous collision practically a sure thing.

You know this is bad hockey and that it is dangerous hockey. The sad truth is, many hockey injuries are "self inflicted" by players skating way past their limits and "going for it" at all costs.

Be sure to tell your team that reckless play like this does nobody any good. It rarely results in a goal or a good play, and often ends up as a penalty, an injury or both.

PROTECTIVE HOCKEY EQUIPMENT

The Superman Syndrome

Avoid the “Superman Syndrome” on the ice, and get the best use out of today’s protective equipment.

As good as it is, there isn’t any protective equipment that can keep a player from getting a serious spinal injury in a head-on collision with his head down.

But protective equipment can prevent or reduce concussions, as well as facial, mouth and other injuries, so we’ve included guidelines for the proper care and maintenance of protective equipment.

Look! Up in the sky! It’s a bird! It’s a plane...

We spoke of reckless play as being “dumb hockey,” and it is. One factor leading to reckless play may actually be the “can’t get hurt” feeling some players get as a result of wearing protective equipment.

So it’s worth your while to tell your players that the purpose of their protective equipment is to protect them from sticks, pucks, skates, and other objects, not to allow them to skate recklessly.

Maintaining Protective Equipment

Helmet

- Make sure all helmets are HECC-certified.
- Fit should be snug on top, back and sides of the head.
- All padding and manufacturer’s hardware should be in place.
- No cracks! Throw out a cracked helmet immediately; it’s not only ineffective, it’s dangerous.
- Neck strap should be working and comfortable.

Facial Protection

- HECC-certified only.
- If it’s a plastic shield, no cracks or scratches.
- If it’s a wire cage, no bars bent or missing, and wire coating must be intact.
- Chin cup should be in place, and chin should sit comfortably in it.

- All straps and snaps should be in place and working.

Mouth Guard

- Follow manufacturer’s instructions for proper fit.
- Make sure breathing is not inhibited when in place.

GETTING YOUR TEAM IN SHAPE

Head and Neck Exercises

You know the value of regular exercise and general fitness to your players. In addition, a strong neck can actually help prevent head injuries. We hope you’ll include these neck exercises in your team’s loosening up and strengthening routine, as a valuable addition to their “*Heads Up Hockey*” program.

Players should complete this full routine five times a week.

Flexibility Exercises

As a warm up exercise and to obtain full mobility, isotonic exercises are repeated five times each in a sitting or standing position. Shoulders are down and back in the starting position. Keep them there.

1. Drop your head sideways and hold it for a slow count of six. Push against the tension, but not too hard.
2. Now drop it to the other side for a slow six count.
3. Turn your head to one side for a slow count of six, pushing against the tension.
4. Now reverse it and push to the other side. That’s one rep of this exercise. Repeat it four more times.

Strengthening Exercises

Strengthening exercises are repeated five times each in a sitting position. They may be done individually or with a partner of similar size and strength who resists the movements.

1. Hands together behind your head. Press against your hands for a slow count of six.

2. Now keep pushing with your head, but ease your hand's resistance to tilt your head back slowly.
3. One arm up, hand over your ear. Try to turn your head to one side, but resist with your hand. Hold for six.
4. Now the same on the other side, for a slow count of six.
5. Now try to drop your head sideways, but resist for a slow count of six.
6. Change sides, press and hold for a slow six again.
7. Both arms in front, head in your hands. Push with your head and resist with your hands for a slow count of six.
8. Same position, but let your head move forward against your hands, slowly. Now repeat this whole exercise four more times.

WHAT TO DO IF A PLAYER GETS HURT

You're a coach, not a doctor. But sometimes you need to make a medical decision on the spot.

One of those situations is deciding whether or not to take a player out of a game after he or she has had a head impact. In the case of a concussion, your judgment is important, because even a mild concussion can have serious consequences.

Identifying and Dealing with a Spinal Injury

In the case of a potential spinal injury, your immediate care and attention can make a big difference in the player's well-being until medical care arrives.

If you think a player may have sustained a spinal injury, your immediate role is to get help and keep the player calm and immobile. After a spinal impact, look for these symptoms:

- pain in the area of the injury
- buzzing or tingling in the arms and/or legs
- loss of movement in the arms or legs
- radiating pain in the arms or legs

After calling for immediate medical help, give care as follows:

- Ensure adequate airway and breathing.

- Observe the ABC's: airway, breathing and circulation.
- Reassure the player.
- Do not allow the player to move. Instruct the player not to move, and immobilize him or her to prevent any motion.
- Keep the player warm.

Identifying and Dealing with a Concussion

We've adapted the following guidelines from the Colorado Medical Society Sports Medicine Committee, developed in 1991. These are not intended to be used as medical diagnoses.

They can help you judge the presence or absence of a concussion, and if present, its severity, as well as letting you know how to deal with appropriately.

Grade 1 Concussion

- Confusion without amnesia
- No loss of consciousness

This is the most common form of concussion in contact sports, commonly called a "ding" or "having your bell rung."

Guideline for return to play: Remove the player from activity. Examine him or her immediately and every five minutes thereafter for the development of amnesia or post-concussion symptoms both at rest and with exertion. Let the player return to play if neither amnesia nor concussion appear for at least twenty minutes.

Grade 2 Concussion

- Confusion with amnesia
- No loss of consciousness

Guideline for return to play: Remove the player for the remainder of the game or practice, and seek medical help. Examine him or her frequently for signs of developing symptoms. Re-examine the next day. Let the player return to practice only after one full week without symptoms.

Grade 3 Concussion

- Loss of consciousness

Guideline for return to play: Seek medical help immediately for transport from rink by ambulance

(with cervical spine immobilization if indicated) to the nearest hospital for medical evaluation. With medical approval, the player may return to practice only after one full week without symptoms.

Sideline evaluations for concussion

Use these guidelines to help decide whether a player may have sustained a Grade 1 concussion:

Orientation: Ask the player the time, place, the players, and the situation of the injury.

Concentration: Ask the player to tell you the months of the year backwards.

Memory:

1. Ask the player the names of the last two teams you played.
2. Ask the details of the game or practice in progress: strategies, moves, plays, etc.
3. Ask the player to recall three words and three objects immediately, and then the same three words and objects five minutes later.

SUMMARY

You can obtain a full multimedia kit including all elements of the *“Heads Up Hockey”* program by contacting USA Hockey directly at 719-576-8724, by logging on to our Web site – www.usahockey.com, or e-mail us at usah@usahockey.org.

Chapter 9

Care and Rehabilitation of Common Ice Hockey Injuries

OBJECTIVES

- Understand common ice hockey injuries
- Identify common treatment of common injuries
- Outline rehabilitation tips

COMMON INJURIES

The following section lists **fourteen injuries that may occur in ice hockey**. The information about each injury provides (1) definition, (2) common symptoms, (3) immediate on-ice treatment and (4) guidelines for returning to action.

1. back or neck injury
2. blisters
3. bruise
4. dental injury
5. dislocation
6. fracture
7. head injury - conscious
8. head injury - unconscious
9. lacerations
10. loss of wind
11. nose bleed
12. skate bite
13. sprain
14. strain

1. BACK OR NECK INJURY

Definition

- any injury to the back or neck area which causes the player to become immobile or unconscious

Symptoms

- pain and tenderness over the spine
- numbness
- weakness or heaviness in limbs
- tingling feeling in extremities

Care

- make sure player is breathing
- call for medical assistance

Return to Action

- dependent upon severity of the injury, a bruise may mean no practice for 2-3 days; a fracture may mean the player could never play again
- permission of a physician

2. **BLISTERS**

Definition

- localized collection of fluid in the outer portion of the skin

Symptoms

- redness
- inflammation
- oozing of fluid
- discomfort

Care

- clean the site with disinfectant
- use a sterile needle and puncture the blister at the edge; force the fluid out
- put disinfectant on the area
- cover the area with a band-aid
- alter the cause of the problem when possible (i.e., proper size and/or shape of the skates)

Return to Action

- immediately, unless pain is severe

3. **BRUISE**

Definition

- a bruising of the skin caused by a direct blow

Symptoms

- tenderness around the injury
- swelling
- localized pain

Care

- Rest, Ice, Compression and Elevation (R.I.C.E.) for first 3 days
- contrast treatments for days 4-8
- restricted activity, protective padding

Return to Action

- when there is complete absence of pain and full range of motion

4. **DENTAL INJURY**

Definition

- any injury to mouth or teeth

Symptoms

- pain
- bleeding
- loss of tooth (partial or total)

Care

- clear the airway where necessary
- stop the bleeding with direct pressure, (make sure excess blood does not clog airway)
- save any teeth that were knocked free; store them in moist, sterile cloth. They may be reinserted in some cases.
- transport to hospital

Return to Action

- when pain is gone - usually within 2-3 days
- permission of a dentist

5. **DISLOCATION**

Definition

- loss of normal anatomical alignment

Symptoms

- complaints of joint slipping in and out (subluxation)
- joint out of line
- pain at the joint

Care

- mild
 - treat as a sprain (R.I.C.E.)
 - obtain medical care
- severe
 - immobilize before moving
 - needs to be treated by a physician
 - obtain medical care (do not attempt to put joint back into place)
 - R.I.C.E.

Return to Action

- subluxation: go by pain level, range of motion and strength; if no pain, has full range of motion and strength returned to 95% of same joint on opposite side of body, player may return to action
- severe: surgery may be necessary, six weeks is usually the minimum recovery time; full range of motion must be present, full strength must be present; doctor's permission is required to resume practice

6. FRACTURE

Definition

- a crack or complete break in a bone. A simple fracture is a broken bone, but with unbroken skin. A compound fracture is a broken bone and broken skin.

Symptoms

- pain at fracture site
- tenderness, swelling
- deformity or unnatural position
- loss of function in injured area
- open wound, bleeding (compound)
- a simple fracture may not be evident immediately. If localized pain persists, obtain medical assistance

Return to Action

- full range of motion is present
- strength must be returned to pre-injury levels throughout the entire range of motion of adjoining joints
- permission of a physician

7. HEAD INJURY - CONSCIOUS

Definition

- any injury which causes the player to be unable to respond in a coherent fashion to known facts (names, date, etc.)

Symptoms

- dizziness
- pupils unequal in size and/or non-responsive to light and dark
- disoriented
- unsure of name, date, or activity
- unsteady movement of eyeballs when trying to follow a finger moving in front of eyes
- same symptoms as noted for back or neck injury may be present

Care

- if above symptoms are present, player may be moved carefully when dizziness disappears. Players with head injuries should be removed from further practice or competition that day and should be carefully observed.
- obtain medical assistance

Return to Action

- permission of a physician

8. HEAD INJURY – UNCONSCIOUS

Definition

- any injury in which the player is unable to respond to external stimuli by verbal or visual means

Symptoms

- player is unconscious
- cuts or bruises to head area

Care

- **any time a player is unconscious, assume an injury to the spinal cord or brain**
- remove the mouthpiece and clear the airway if necessary
- do not move the player
- call for medical assistance
- do not remove the helmet

Return to Action

- permission of a physician

9. LACERATIONS

Definition

- a tearing or cutting of the skin

Symptoms

- bleeding
- swelling

Care

- direct pressure to the wound for four to five minutes will usually stop bleeding
- clean the wound with disinfectant
- R.I.C.E.
- if stitches are required, send to a doctor within twenty-four hours.

Return to Action

- as soon as pain is gone, if the wound can be protected from further injury

10. LOSS OF WIND

Definition

- a forceful blow to mid-abdomen area which causes inability to breathe

Symptoms

- rapid, shallow breathing
- gasping for breath

Care

- make sure no other injuries exist
- place player on back
- get player to relax and breathe slowly

Return to Action

- after five minutes of rest to regain composure and breathing has returned to normal rate

11. NOSE BLEED

Definition

- bleeding from the nose

Symptoms

- bleeding
- swelling
- pain
- deformity of nose

Care

- calm the athlete down
- get athlete into a sitting position
- pinch the nostrils together with fingers while the victim breathes through the mouth
- if bleeding cannot be controlled, call for medical assistance

Return to Action

- minor nosebleed - when bleeding has stopped for several minutes
- serious nosebleed - no more competition that day; doctor's permission if a fracture has occurred.

12. SKATE BITE

Definition

- pain where the skate laces are tied

Symptoms

- localized pain
- small, swollen area

Care

- lace skates down one eyelet
- put foam rubber under tongue where laces are tied
- rest if pain continues

Return to Action

- immediately

13. SPRAIN

Definition

- a stretching or a partial or complete tear of the ligaments surrounding a joint

Symptoms

- pain at the joint
- pain aggravated by motion at the joint
- tenderness and swelling
- looseness at the joint

Care

- immobilize at time of injury if pain is severe; use hockey stick as a splint
- R.I.C.E.
- see physician
- extended rest
- surgery

Return to Action

- pain and swelling are gone
- full range of motion reestablished
- strength and stability within 95% of the non-injured limb throughout range of motion
- light formal activity with no favoring of the injury
- moderate to full intensity formal activity with no favoring of the injury
- return to formal practice and competition

14. STRAIN

Definition

- stretching or tearing of the muscle or tendons which attach the muscle to the bone. Commonly referred to as a “muscle pull”

Symptoms

- localized pain brought on by stretching or contracting the muscle in question
- unequal strength between limbs

Care

- R.I.C.E. for the first 3 days
- stretching to point of discomfort; no pain; start as soon as player is able
- contrast treatment for days 4-8

Return to Action

- check flexibility - can players stretch as far as they could pre-injury?
- check strength between limbs; do both sides of the body appear equally strong?
- can athlete perform basic hockey tasks (i.e., skating, passing, shooting) without favoring the injury?
- mild strain - 1 to 2 days
- moderate - 4 to 6 days
- severe - 1 to 2 weeks or more

Maintaining Appropriate Records

The immediate care you provide to an injured player is important to limit the extent of the injury and set the stage for appropriate rehabilitation and thus a quick recovery. It is not sufficient, however, to terminate your care with these two areas. Two additional brief but valuable tasks should be completed. The first of these is to **complete a personal injury report form** and the second is to **log the injury on your summary of season injuries**.

Personal Injury Report 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.

Summary of Season Injuries

A Summary of Season Injuries, lists each type of injury, with a space for you to record when that type of injury occurred. At the end of the season you should **total the incidences of each injury to see if there is a trend to the kind of injuries your team has suffered.** If a trend exists, evaluate your training methods in all areas of practices and games. Try to alter drills or circumstances that may be causing injuries. Perhaps your practice routine ignores or overemphasizes some area of stretching or conditioning. Decide on a course of action that may be implemented for next season and note the appropriate changes you wish to make on your season or practice plans.

REHABILITATION

Decisions about the rehabilitation of injuries and re-entry into competition must be made according to a flexible set of guidelines; not hard and fast rules. Every individual on your team and each injury is unique. Therefore, rehabilitation techniques and re-entry criteria will differ for each injured player.

General Procedures

Most minor injuries suffered by your players will not be treated by a physician. Therefore, you, the player, and the player's parents will determine when the player returns to action. Players, coaches and parents realize that missing practices will reduce the player's ability to help the team and that the loss of practice time will reduce the opportunity to perfect the skills of the game. **Pressure is often exerted on the coach to play injured players before they are fully recovered. However, chances of an injury recurring are greatly increased if a player returns too soon. The following five criteria should be met, in order, before allowing an injured player back into full competition. They are:**

1. **absence of pain.**
2. **full range of motion at the injured area.**
3. **normal size and power (strength throughout the range of motion) at the injured area.**
4. **normal speed and agility.**
5. **normal level of fitness.**

If a physician is not overseeing an injured player's rehabilitation, the task of rehabilitation will probably fall upon the coach. **Stretching activities, calisthenics and weight training exercises form the basis of a rehabilitation program.** Start with simple stretches. Presence of pain during movement is the key to determining if the activity is too stressful. The onset of pain means too much is being attempted too soon. When players can handle the stretching, then calisthenics and weight training can be added to the program.

Absence of Pain

Most injuries are accompanied by pain, although the pain is not always evident immediately when the injury occurs. Usually, the pain disappears quickly if the injury is a bruise, a strain or a minor sprain. For more serious injuries such as dislocations, tears, or fractures, the pain may remain for days or weeks. When the pain is gone, the player can start the stretching portion of a rehabilitation program. **The main goal of a rehabilitation program is to re-establish range of motion, strength, power and muscular endurance at the point of injury.** As long as players remain free of pain, they should proceed with their program. If pain reoccurs they should eliminate pain-producing movements until they are pain-free again.

The chance of an injury recurring is greatly increased if a player returns to action too soon

Full Range of Motion

Injuries generally reduce the range of motion around a joint. The more severe the injury, the greater the reduction in range of motion, particularly when the injured area has been immobilized. **As soon as they are able, injured players should start moving the injured area in a progressively normal way.** For example, if the player has strained a groin muscle, a fairly common injury early in the season, he/she should stretch the muscle as much as possible without causing pain. Initially, the movement may be slight if the injury was severe, but with stretching, the full range of motion will eventually return. **When the player can move the injured joint through its normal range, strengthening exercises should begin.**

Strength and Size

After a body part has been immobilized (cast, splint wrap or disuse), muscles become smaller and weaker than they were prior to the injury. Just because a cast is removed and the injuries have “healed” does not mean that players are ready to practice or play at full speed. Loss of muscle mass means a loss of strength. Letting the player resume a normal practice schedule before strength has returned to pre-injury levels could lead to re-injury. Strengthening the injured area should be done very conservatively. If weights are used, start with light weights and perform the exercise through the entire range of motion. If the exercise causes pain, then lighter weights should be used. Your goal is to **have the players regain full strength through the entire range of motion before allowing them to return to competition.** To determine when full strength and size has been regained, compare the injured area to the non-injured area on the opposite side of the body. When both areas are of equal size and strength then the players may progress to the next phase of recovery.

Normal Speed and Agility

If the lower parts of the body were injured, skating drills which incorporate progressively more intense changes of speed, and/or direction, stopping and accelerating will provide a good indication of the player’s recovery. If the upper part of the body was injured, passing and shooting drills should be attempted also. In your observation of injured players, **try to detect any favoring of the injury or inability to smoothly perform a skill at increasing intensities. When players can move at pre-injury speed and agility, they are almost ready to play.**

The main goal of a rehabilitation program is to re-establish range of motion, strength, power and muscular endurance to the injured area

Level of Fitness

Every extended layoff reduces the level of muscular fitness. While recovering, the player may be able to exercise other body parts without affecting the injured area. Someone with a sprained ankle may not be able to skate, but may be able to

swim. Someone with a broken wrist may be able to jog or ride a bike. Encourage this type of activity, because it helps to maintain portions of their pre-injury levels of fitness. Players who have missed long periods of time due to an injury, should practice for several days after meeting the previous criteria, before being allowed to play in a game. Their cardiovascular system and the endurance of the injured musculature need time to adjust to the demands of the game. **The longer the layoff, the more conditioning work they will need.**

SUMMARY

This chapter was an attempt 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 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 ice hockey. Therefore, you must prepare yourself to deal with whatever happens in a calm, responsible manner.

When the pain is gone, and the range of motion, strength, agility and conditioning are back to normal, your player is ready to resume play. The entire process may take two days for a bruise to 12 weeks or more for a fracture. In either case, if you have followed the general guidelines of this chapter, you know you have acted in the best long-term interest of the player. Participation is important, but only if the participation is achieved with a healthy body. Resist the pressure and the temptation to rush players into a game before they are ready. Your patience will be rewarded in terms of the long term health and performance of your players.

MEDICAL HISTORY FORM

(COMPLETION OF THIS SIDE OF THE FORM IS OPTIONAL)

Name: _____ Date: _____

Address: _____ Birthdate: _____

Daytime Phone: _____ Evening Phone: _____

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:

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: _____

Signed: _____ Date: _____

(Athlete)

Signed: _____ Date: _____

(Parent)

SAMPLE 3 X 5 CARD

MEDICAL INFORMATION

Player's Name _____

Address _____

Parent's Name _____

Telephone: _____

Home

Work

Alternate

In an emergency, if parents cannot be contacted, notify:

Name _____

Phone(s): _____

Work

Home

Doctor's Name _____

Telephone(s): _____

Day

Evening

Past Injuries _____

Restrictions/Allergies _____

Hospital Preference _____

SUMMARY OF SEASON INJURIES

INJURY TYPE	FIRST 4 WEEKS	MIDDLE WEEKS	LAST 4 WEEKS	TOTAL
1. Back or Neck Injury				
2. Blisters				
3. Bruise				
4. Dental Injury				
5. Dislocation				
6. Fracture				
7. Head Injury – Conscious				
8. Head Injury – Unconscious				
9. Lacerations				
10. Loss of Wind				
11. Nose Bleed				
12. Skate Bite				
13. Sprain				
14. Strain				
15.				
16.				
17.				

Do you see a trend?	YES	NO
Steps to take to reduce injuries next season:		
(1) _____		
(2) _____		
(3) _____		
(continued on reverse side)		

SUMMARY OF SEASON INJURIES (cont.)

(4)	_____
(5)	_____
(6)	_____
(7)	_____
(8)	_____
(9)	_____
(10)	_____
(11)	_____
(12)	_____
(13)	_____
(14)	_____
(15)	_____
(16)	_____
(17)	_____
(18)	_____
(19)	_____
(20)	_____

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																																				
1.																																				
2.																																				
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KEY NOTE: If a player is at practice/game and has no sickness or injury, leave box blank.

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



INJURY REPORTING FORM



One form must be completed for each "injury" is defined as: Any ice hockey or in-line 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) _____

TYPE OF INJURY

Contusion Fracture
 Laceration Dislocation
 Strain Concussion
 Sprain
 Other _____

BODY PART AFFECTED
 (Check the affected areas and indicate left or right side)

Head/Scalp Chest
 Face/Nose Abdomen
 Eye(s) Back/Spine
 Mouth/Teeth Buttocks
 Neck/Ear Groin
 Shoulder Hip
 Arm/Elbow Leg/Knee
 Wrist Ankle
 Hand/Finger Foot/Toe

INJURED'S CATEGORY

Player Coach
 Referee Manager
 Volunteer Spectator
 Other _____

INTENT TO INJURE?
 (according to injured player)

YES NO

PENALTY CALLED?

YES NO

NEW INJURY?

YES NO

HOW INJURY OCCURRED

Contact with boards
 Contact with goal/net
 Body contact with another person
 Caused by a body check
 Incidental to playing puck/ball
 Struck by a stick
 Contact with skate
 Contact with floor
 Struck by puck/ball
 No apparent contact
 Other _____

LOCATION (X on floor where injury occurred)

Please indicate the injured player's defending goal

Brief description of injury (what happened) _____

What action was taken for injury? _____

Name of Person Treating _____ Phone _____

Section 4

**Growth and Fitness
Development**



Chapter 10

Growth and Development

OBJECTIVES

- Describe and understand the four main areas of development
- Recognize that there are differences in the levels of physical, mental, social and emotional development between and within players
- Identify the key characteristics of the four growth and development stages of athletes
- Develop guidelines to meet the players' needs during the four developmental stages.

INTRODUCTION

Having a positive and effective relationship with your players is necessary to ensure that they receive the most from their hockey participation. Understanding your players' levels of physical, mental, social, and emotional development, then designing guidelines to meet your athletes' developmental needs, will help to establish a satisfying relationship with your players.

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

- describe and understand the four main areas of development;
 - physical,
 - mental,
 - social,
 - emotional,
- recognize that there are differences in the levels of physical, mental, social and emotional development between and within players,
- identify the key characteristics of the four growth and development states of athletes;
 - pre-adolescence,
 - early adolescence,

- middle adolescence,
- late adolescence,

- develop guidelines to meet the players' needs during the four developmental stages.

AREAS OF DEVELOPMENT

To understand the growth and development of a young hockey player it is helpful to understand the four main areas of development:

- **Physical:** height, strength, and weight
- **Mental:** thinking and understanding
- **Social:** interacting with others
- **Emotional:** feelings and attitudes

As is illustrated in Figure 1, the overall development of each player is influenced by a constant interaction between the four areas of development.

What is physical development?

Physical development describes the changes which take place in the physiological makeup of an individual. Physical development is measured by such factors as height, weight, body build, strength, endurance, flexibility, rate of physical maturation,

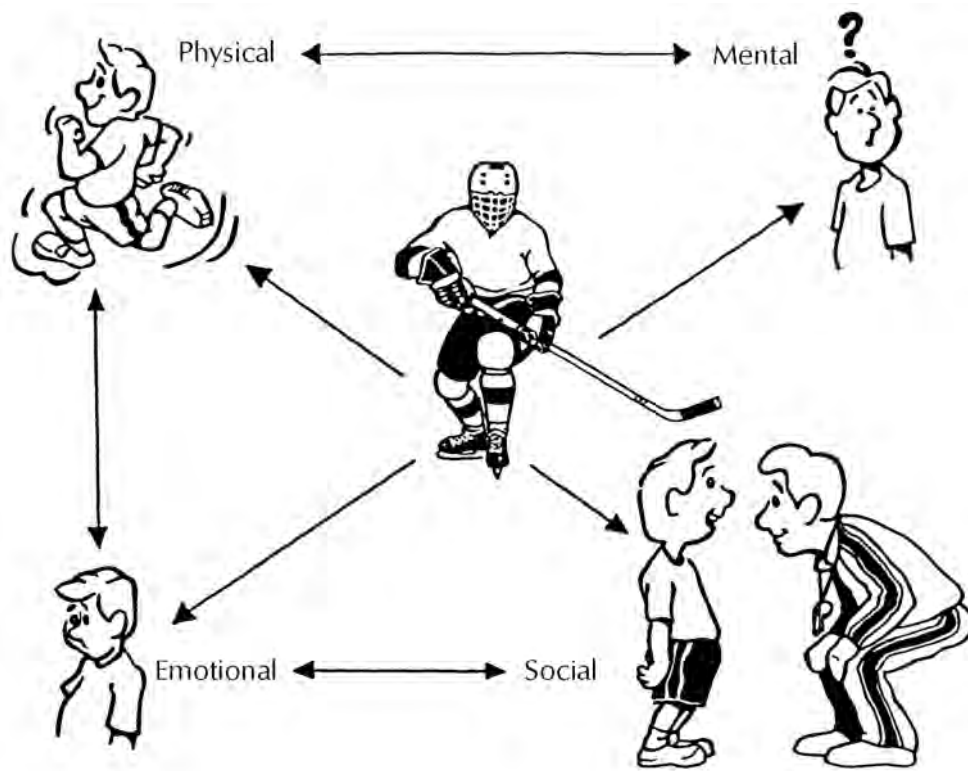


Figure 1: Schematic illustration of the interaction between the four main areas of Development.

motor skill coordination (eye-hand, eye-foot), physical health, and body composition.

What is mental development?

Mental development consists of memory, perception, language, information processing, and thought processing which influence decision-making and the understanding of the rules of play and team concepts.

What is social development?

Social development refers to the ability to interact effectively and get along with others. Appropriate social behavior consists of being able to get along with teammates, coaches, parents, as well as showing respect for team and league rules. In a team sport such as hockey, athletes must understand their roles on the team.

What is emotional development?

Emotional development is part of a person’s personality development. It refers to the ability to express and control one’s emotions. For example, before a big game it is important for players to control their level of anxiety or nervousness. Also, in frustrating situations, such as after an unintentional penalty or rough play by the opposition, it is

important for players to keep their cool and display disciplined behavior.

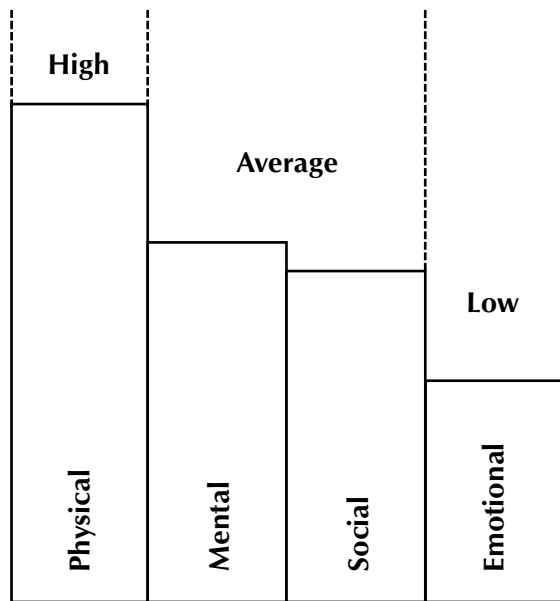
DIFFERENCES IN DEVELOPMENT

It is important to remember that even though the four main areas of development are highly interrelated, there may be different rates of development in each of these areas for each player.

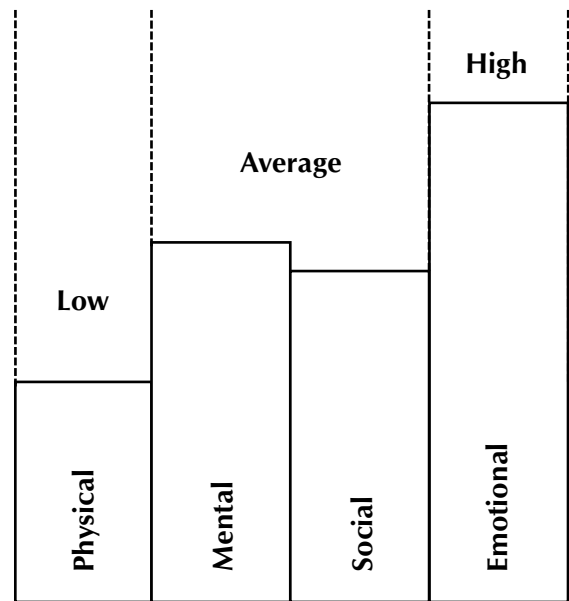
As a result:

- There may be substantial difference **between** athletes in terms of the levels of their physical, mental, social, and emotional development.
- There may be differences **within** athletes in terms of the levels of their physical, mental, social, and emotional development.
- It may be useful for coaches to create developmental profiles for each player.

Each athlete is unique, therefore, each grows and matures at a different rate. The following two examples will highlight differences between and within players in terms of their stages of development in each area.



Example 1: Player A (Male)



Example 2: Player B (Female)

For this player, we can see that his level of physical development is more advanced than his levels of mental, social, and emotional development. The behavioral implications of this developmental profile may be the following:

- This athlete will be bigger and stronger than most of his teammates and he may possess excellent hockey skills.
- Due to the lag in the level of mental development, this athlete may tend to play as an individual without regard for the team strategy which the coach is trying to implement.
- Teammates may begin to reject this player because he is a “puck hog.” He may become a “loner” and his social development may suffer as a result.
- The lack of emotional maturity may cause this player to become easily frustrated when things do not go well. He may exhibit emotional outbursts, such as temper tantrums or arguments with teammates or coaches. During early adolescence, these tantrums may result from frustration and are typical of low emotional maturity.

For this player, we can see that her level of physical development is not as far advanced as her levels of mental, social, and emotional development. The behavioral implications of such a developmental profile may be the following:

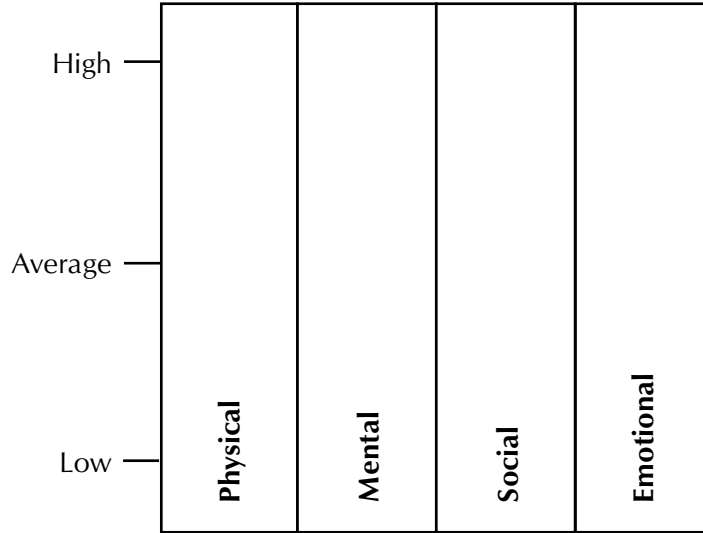
- This player will be smaller and physically weaker than many of her teammates. However, she may possess excellent timing and coordination.
- This athlete’s level of mental or intellectual development will enable her to grasp quickly the concepts of her team’s offensive and defensive strategies.
- The level of social development may lead to this player being very popular with her teammates.
- This athlete’s advanced level of emotional maturity will help her to control her emotions and thereby allow her to refrain from undesirable actions such as taking unnecessary retaliation penalties.

FOR THE COACH

Think of one of your players. What is this athlete's level of development in the physical, mental, social, and emotional areas as compared to the other athletes on your team? What are the behavioral implications of the developmental profile you presented for your player?

Player: _____

Level of Development:



Behavioral Implications:

STAGES OF GROWTH AND DEVELOPMENT

The growth and development stages of athletes can be grouped into four categories:

- Pre-Adolescence (up to 11 years)
- Early Adolescence (11 - 13 years)
- Middle Adolescence (14 - 16 years)
- Late Adolescence (17 - 19 years)

By identifying and understanding the main characteristics of each of these developmental stages, you will be better able to meet the needs of your athletes.

PRE-ADOLESCENCE (UP TO 11 YEARS)

Key Features

- This period differs slightly between males and females as females tend to mature more quickly than males, thus reaching adolescence at an earlier age.
- Significant changes occur in body structure, perceptual motor learning skills, and character development.
- As pre-adolescence is the most formative period, coaches should pay special attention to the needs of the athletes in this category.

EARLY ADOLESCENCE (11–13 YEARS)

Key Features

- There is a rapid growth spurt which occurs earlier for females than for males (see Figure 2).

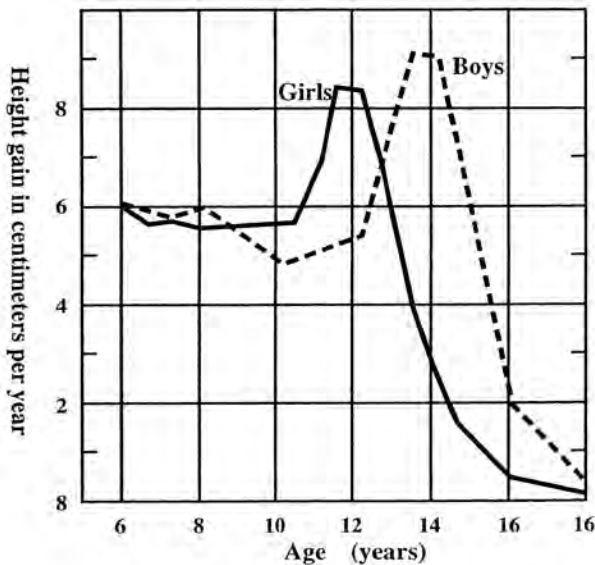


Figure 2: Velocity or Rate of Physical Growth (Rate of growth refers to increments in height from year to year). From Tanner, J.M. *Growth at Adolescence*. Oxford: Blackwell Scientific Publications, 1962).

- The growth spurt may have a negative effect of the athlete's motor development, leading to awkwardness and a loss of fine motor skill coordination.
- The early adolescent may experience difficulties in learning new skills which require timing and coordination. For example, the player may have difficulty in giving a soft accurate pass, receiving a pass, or executing a snap pass.

- A rapid growth spurt may cause a lack of upper leg strength (quadriceps). This may negatively affect the skating stride if the player is unable to carry one's weight on the front leg in a flexed bent-knee position. To compensate for this, a player may skate in an upright position and exhibit a skating stride characterized by a high "heel kick" instead of a full leg extension.



Figure 3: Flexed Bent Knee Position

- Due to the rapid growth spurt, early adolescents become more aware of their physique through self-appraisal and appraisal received from others, they develop body images which in turn influence their self-images.
- Athletes develop the ability to reason and think in a logical manner. However, their attention is focused on the present with little thought of the future and long-term goals.
- Mood fluctuations and emotional outbursts in short duration, are typical behaviors of early adolescents. Thus, tears may be seen after losing an important game. However, shortly after leaving the arena the athletes may be seen laughing and enjoying themselves, having apparently forgotten all about the loss.
- Frustration may be seen if the player has difficulty learning a new skill which teammates already have acquired (e.g., use of an outside edge for stopping). Fear of failure creates anxiety which the inability to perform a skill that others are performing causes frustration.

COACHING IMPLICATIONS

Empathize with your athletes. Put yourself in their place and view events from the players' point of view.

- Remember that your actions and comments have a significant influence on the psychosocial development of these young athletes.
 - Use positive reinforcement and demonstrate appropriate behavior (e.g., good sportsmanship).
 - Do not “fly off the handle” if a player displays an inappropriate behavior out of frustration. Try to understand that the athlete is passing through a stage of rapid physical and psychological development. Certain outbursts due to frustration should be expected.
 - Provide clear and meaningful explanations of your decisions as early adolescents are developing the ability to reason and may question certain requests.
 - Goal-setting should be limited primarily to short-term goals (e.g., learning to stop or to turn).
 - Players in the early adolescent period will respond well if they are given some responsibility and the opportunity to participate in goal-setting.
- Players pass through a period of self-analysis which may lead to self criticism and self-doubt. As a result, many 14, 15 and 16 year olds drop out of hockey.
 - This period is difficult for young athletes as the heightened awareness of the gap between “who they are” (real selves) and “who they would like to be” (ideal selves) may cause feelings of frustration and failure.
 - Middle adolescence is also marked by the desire to experience new events life (e.g., drugs, alcohol, cars, other sports, choosing close friends, and establishing meaningful relationships).
 - Conflicts with authority figures, (e.g., coaches, referees, and parents) may occur during this period.
 - Actions and comments of coaches, parents, and significant others can have a major influence on the types of attitudes, values, and dispositions athletes acquire with respect to these individuals and sport in general.

MIDDLE ADOLESCENCE (14–16 YEARS)

Key Features

- The rate of physical growth is much less dramatic than in early adolescence.
- Body systems are beginning to mature and the athletes are acquiring greater strength, endurance, and coordination.
- Thought process is more sophisticated. The middle adolescent is able to think in both an abstract and an analytical manner.
- Middle adolescents become more willing to understand and even accept another individual's point of view.
- Athletes become more aware of their physical potential and limitations.

COACHING IMPLICATIONS

Since middle adolescents are passing through a period of self-analysis, you can be helpful by attentively listening to each player's concerns.

- Regular informal conversations with athletes should be used to help identify realistic future goals and the means to attain them. In so doing, athletes become more aware of their “real” selves. This avoids problems which can arise due to an “ideal” self conceptualization.
- Be aware of the social influences on your athletes (e.g., drugs, and alcohol).
- Provide players with more detailed explanations and rationales when teaching skills, tactics, and systems.

LATE ADOLESCENCE (17–19 YEARS)

Key Features

- Except for the late maturers, there is limited physical growth.

- Strength and endurance will increase significantly for athletes who follow intensive training programs.
- The late adolescent spends a lot of time establishing a value system with norms, values, and beliefs that they intend to live by.
- The athlete's personality is now quite firmly developed and strong feeling of independence exist.
- In the players' attempts to fulfill their needs for independence, certain confrontations may occur with significant others (e.g., parents, coaches, and teachers).

COACHING IMPLICATIONS

- Recognize the importance of your athletes' needs for independence and personal responsibility.
- As some athletes become heavily involved in weight training programs to increase their strength, you should remind them of the importance of flexibility exercises. Also, reinforce the need for a thorough nutritional plan.
- Ask players to run part of the practice sessions, participate in establishing team policies, and, in general, experience various types of independent and responsible activities.
- Ensure that all players understand the significant roles they play on the team.
- For late adolescents you can become a respected counselor who assists the athletes in establishing their value systems.
- Work together with your players to develop challenging goals which can be achieved through highly specialized training programs.

FOR THE COACH

In what growth and development stage are your present athletes in? List what you consider to be the three most important characteristics of their development. Design specific guidelines to meet the needs of your players.

State of development:

Three most important characteristics:

Specific guideline:

SUMMARY

The goal is to establish an effective coach-athlete relationship and to maximize satisfaction for each player. To do so, coaches must take into consideration the level of each athlete's physical, mental, social, and emotional development. Always remember these four important points:

- Each athlete is unique and, therefore, each will mature at a different rate.
- For each athlete, the four areas of development will mature at different rates.
- Each player is an adolescent first and an athlete second.
- Design guidelines to meet the developmental needs of your players.

Chapter 11

Dry Land Training

OBJECTIVES

- Provide an understanding of dry land training
- Provide a variety of dry land training activities
- Outline the value that dry land training has on the development of hockey skills

INTRODUCTION

There are three basic cycles of training: off-season, pre-season, and active season. Let's look at the two basic age groups and their age characteristics.

9-12 Years of Age

- Large muscles
- Organic systemic development
- Purposeful thinking

13-15 Years of Age

- Age of sexual development
- Jumping ability increases
- Body grows larger
- Growth of major muscle groups
- Development of major muscle groups
- Joints become stronger and firmer
- Functional disharmony
- Techniques not stable
- Improvement of braking reactions
- Abstract thinking
- Ability to analyze

For these age groups, we should emphasize the development of agility, speed and cooperation. When one thinks of dry land training, the first thought which usually enters the mind is hard work, running for miles and general drudgery. This should not be the case at all, especially with the younger age groups. Coaches have the responsibility of providing a program that will not only enhance the physical development of a young player, but also creates a healthy environment rich in fun activities. **Most of our youngsters participate in sports other than hockey. This is healthy and should be encouraged. To be a good hockey player, one must be a good athlete.**

Not all players will want to participate in a dry land training program, especially during the off-season. This program is for those who wish to participate. The equipment you will need for a reasonably successful program is usually available in your home town.

- Basketballs
- Baseballs
- Hockey Sticks
- Jump Ropes

- Medicine Balls
- Rubber Suspenders
- Soccer Balls
- Tennis Balls

We all know what the qualities are of agility and speed. How about the quality of cooperation? Hockey is a game of cooperation and this quality can be developed through various off-ice training exercises. This is an important quality in the development of youth hockey players. We have some fine players who are agile, fast and strong, but who refuse to cooperate with their teammates. Teamwork should be developed through team games and partner drills in off-ice training. When players are exposed to this type of training at a young age, they soon become accustomed to it. If presented properly, they will enjoy it and continue in team sports. If a player dislikes it, he/she should not be forced to continue. We want the players to enjoy the programs.

Off-Season Dry Land Training

(June, July and August)

12-and-Under (Pee Wee):

1 x per week

45 minutes

14-and-Under (Bantam)

1 x per week

60 minutes

16/18-and-Under (Midget):

1 x per week

60 minutes

Pre-Season Dry Land Training

(September until start of season)

12-and-Under (Pee Wee):

2 x per week

45 minutes each

14-and-Under (Bantam)

2 x per week

60 minutes each

16/18-and-Under (Midget):

2 x per week

60 minutes each

Active Season Dry Land Training

(During Season)

12-and-Under (Pee Wee):

1 x per week

45 minutes

14-and-Under (Bantam)

1 x per week

60 minutes

16/18-and-Under (Midget):

1 x per week

60 minutes

Exercises can be done in grassy outdoor areas in the evening or in a local gym. Provide water for your players while avoiding direct hot/humid periods of the day or evening.

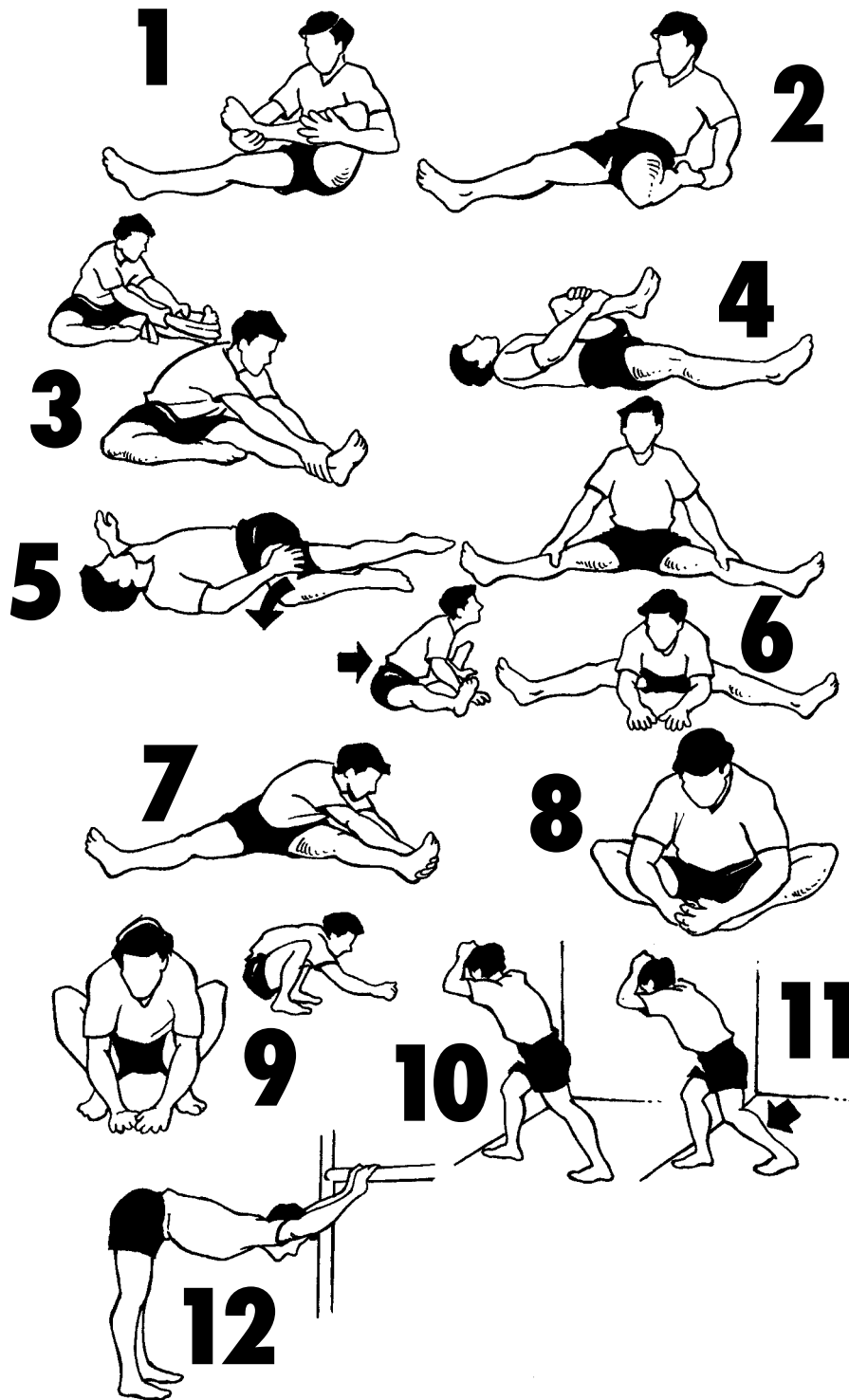
STRETCHING

How to Stretch

Stretching should be done slowly with no bouncing or jerky movements. Move to where you feel a slight, easy stretch. Hold this feeling of a slight stretch for 15-30 seconds, then slowly increase the stretch as you feel yourself relax. Hold this development stretch for another 15-30 seconds. Do not strain or hold a stretch that is drastic or painful. Stretch the muscles slowly and with control. The key is to be relaxed. Don't worry about flexibility. Stretch relaxed, and limberness will increase.

The Series of Stretches Takes Approximately 10 Minutes

1. Pull one leg to your chest with both hands. Hold as easy stretch. Stretch the legs as one unit. This stretches the upper hamstrings, gluteus maximus and gluteus minimus. If you need more stability in this stretch, lean back against something. Hold stretch for 20 seconds.
2. Sit up and place the leg that you have been stretching behind you in the hurdles stretch position. Slowly lean back to stretch your quadriceps further. Hold a relaxed stretch for 50 seconds.
3. Straighten your bent leg and bring the sole of your other foot to rest next to the inside, upper part of your straightened leg. Lean slightly forward and stretch the hamstring of the leg that is straightened out in front of you. Find an easy stretch and relax. Hold for 30 seconds. If necessary, use a towel to help



stretch. *Repeat stretches 1,2 and 3 with the other leg.

4. Next, while lying on your back, bend one knee and pull it toward your chest. For this stretch keep the back of your head on the mat, if possible, but don't strain. Hold the stretch for 30 seconds, each side.

5. From the previous stretch position, with your opposite hand pull your bent leg up and over your other leg as shown on Page 3. Make sure that both of your shoulders are on the floor. Turn your head to look toward the hand of the arm that is straight. With your other hand on your thigh (resting just above the knee),

control the stretch in your lower back and butt muscles by pulling your leg down toward the floor. Repeat the stretch to your other side. Hold the stretch for 30 seconds, each side.

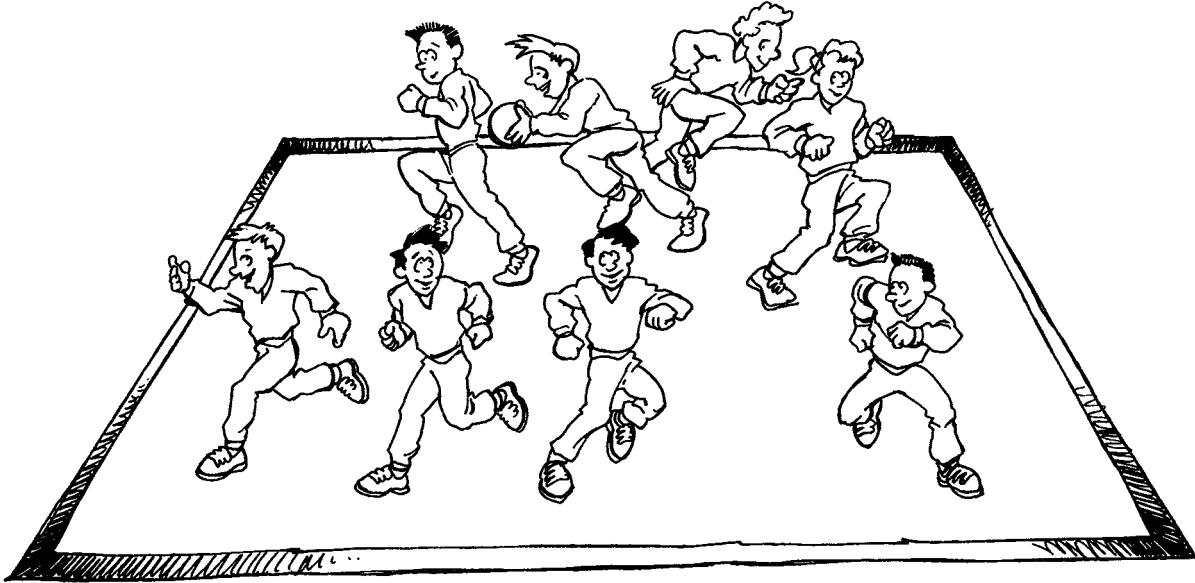
6. In a sitting position, open your legs as far as comfortably possible. With legs straight and feet upright and relaxed at the ankles, slowly lean forward at the hips until you feel a good, even stretch on the inside of the upper legs. Keep your back straight. This is a difficult way to stretch for many people. The muscles need time and regularity with stretching to loosen up, so have patience. Hold stretch for 30 seconds.
7. To stretch your left hamstring and the right side of your back, slowly bend forward from the hips toward the foot of your left leg. Keep your head forward and back straight. Hold for 30 seconds to each side.
8. Put the soles of your feet together. With your hands around your feet, pull yourself forward to stretch your groin and back. Keep your elbows on the inside of your legs to give you stability in the stretch. Do not bounce. Hold stretch for 30 seconds.
9. With your feet shoulder-width apart and pointed out to about a 15 degree angle, squat down keeping your heels on the ground. If you have trouble staying in this position, hold onto something for support. This is a great stretch for your ankles, achilles tendons, groin and low back. Hold stretch for 30 seconds.
10. To stretch your calf, stand an arms-length from a solid support and lean on it with your forearms, your head resting on your hands. Bend one leg and place your foot on the ground in front of you leaving the other leg straight, behind you. Slowly move your hips forward until you feel a stretch in the calf of your straight leg. Be sure to keep the heel of the foot of the straight leg on the ground and your toes pointed straight ahead. Hold an easy stretch for 30 seconds. Do not bounce. Stretch both legs.
11. To stretch the soleus and achilles tendon, slightly bend the back knee, keeping the foot flat. This gives you a lower stretch which is also good for maintaining or regaining ankle flexibility. Hold for 15 seconds each leg.
12. A stretch for the arms, shoulder, and back. Hold onto something that is about shoulder height. With your hands shoulder-width apart on this support, relax, keeping your arms straight, your chest moving downward and your feet under your hips. Hold this stretch for 30 seconds.

INTERMEDIATE OFF-SEASON DRY LAND TRAINING ACTIVITIES

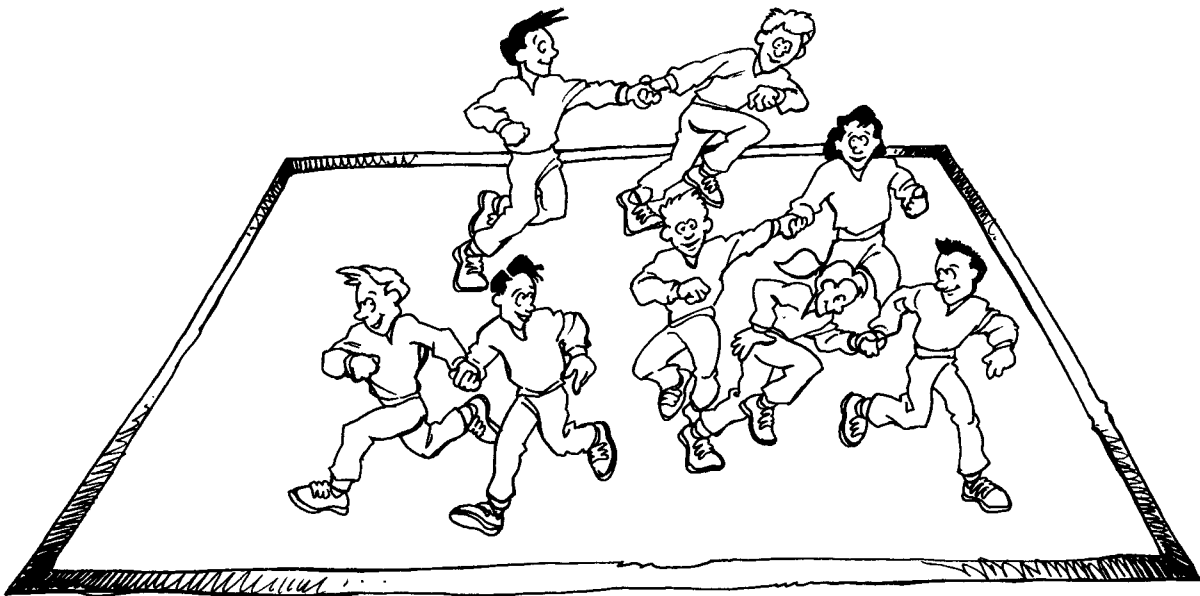
1. Tag within a specified area.

Variations:

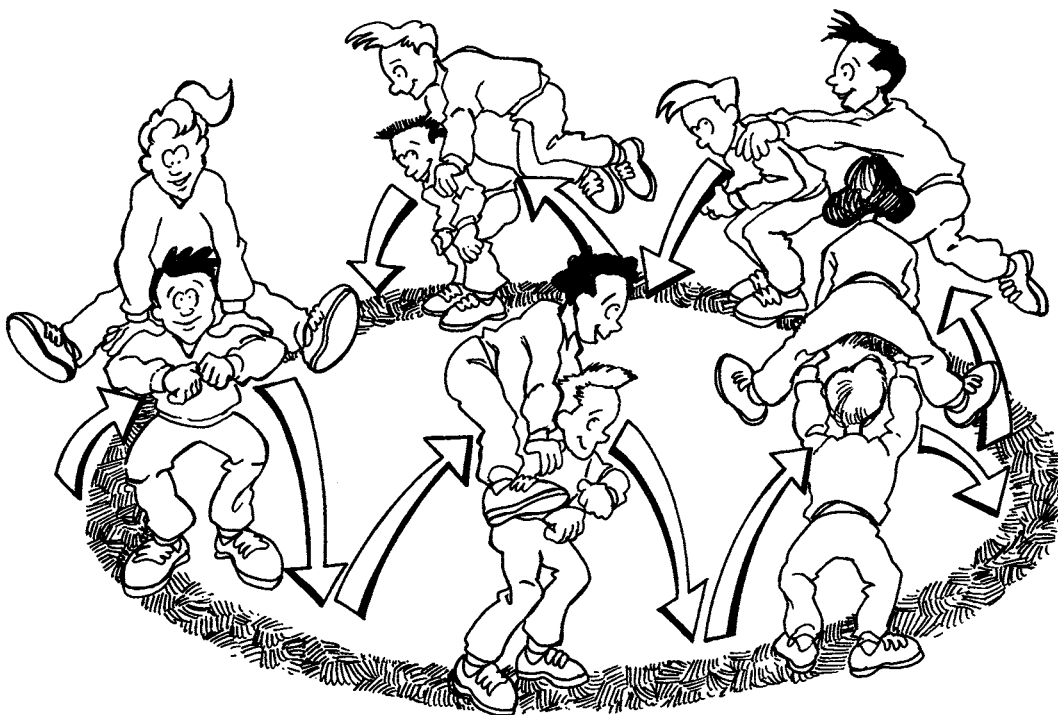
- a. Tag with a medicine ball or basketball.



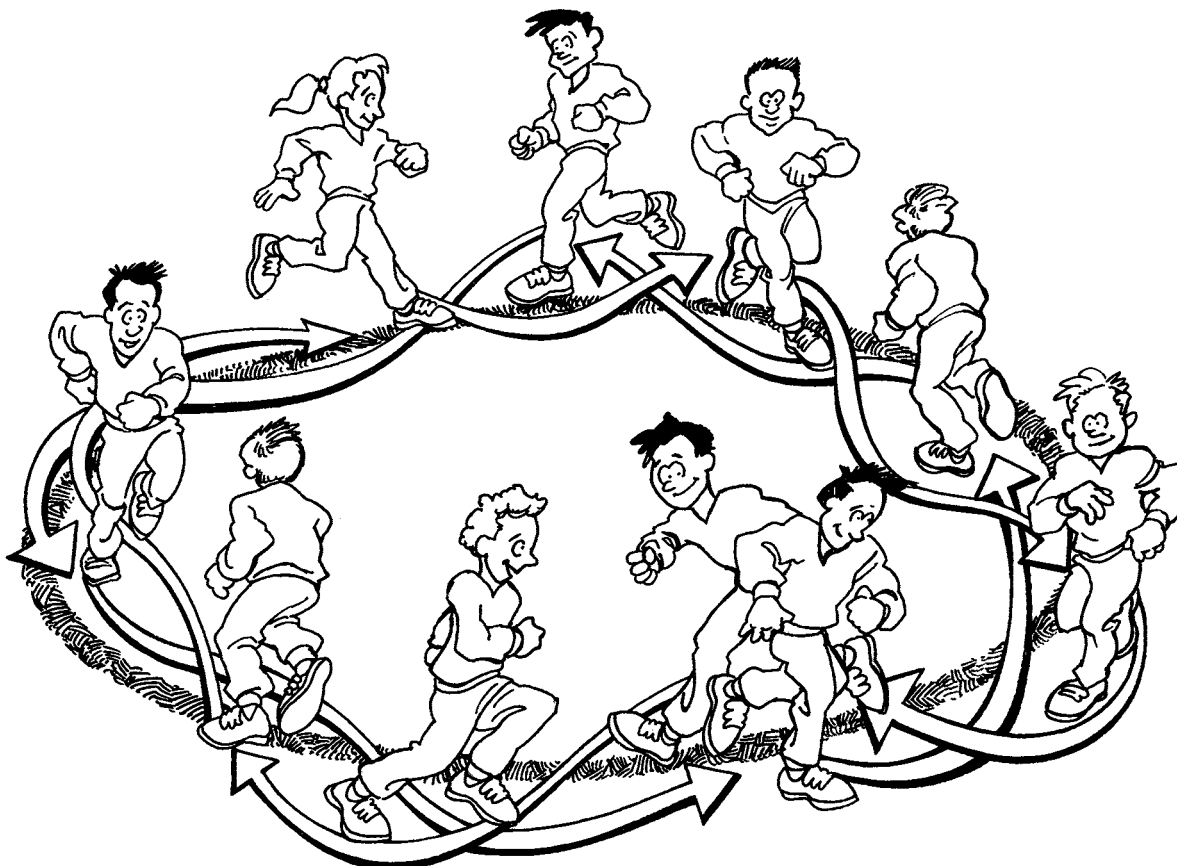
- b. Tag with partners, everyone pairs off holding hands.



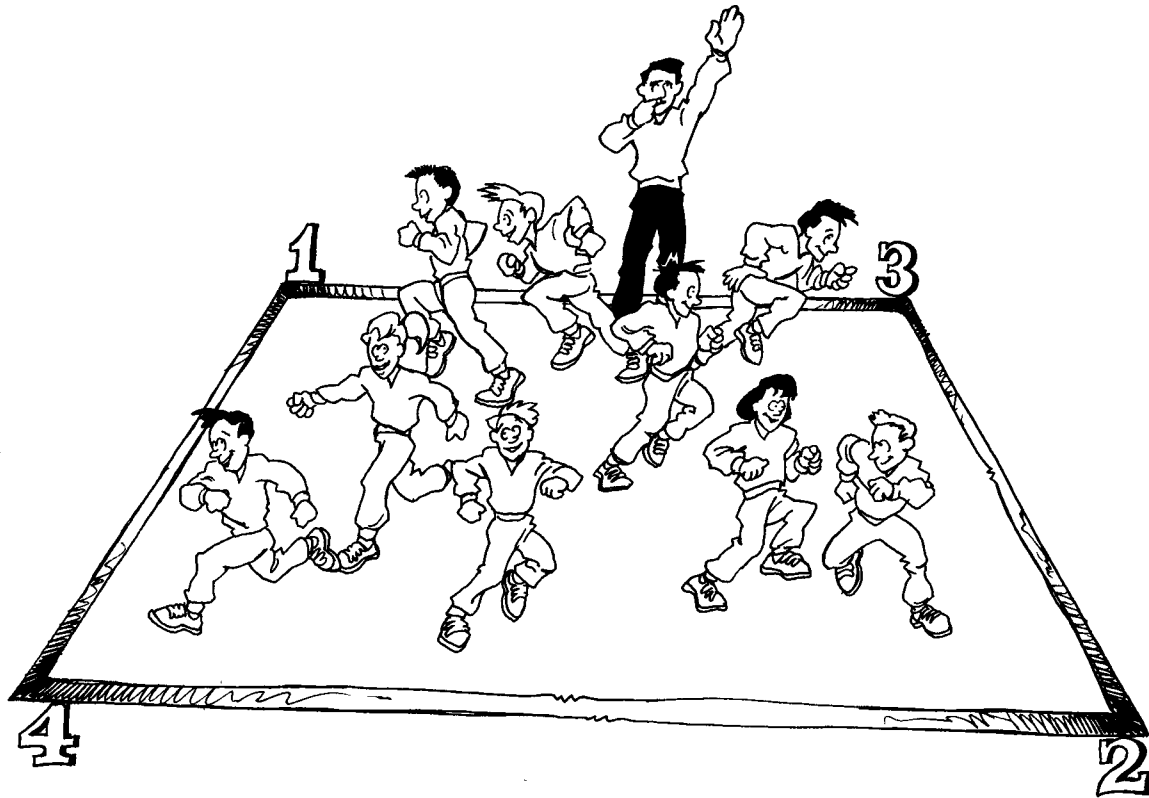
2. Leap frog in a circle.



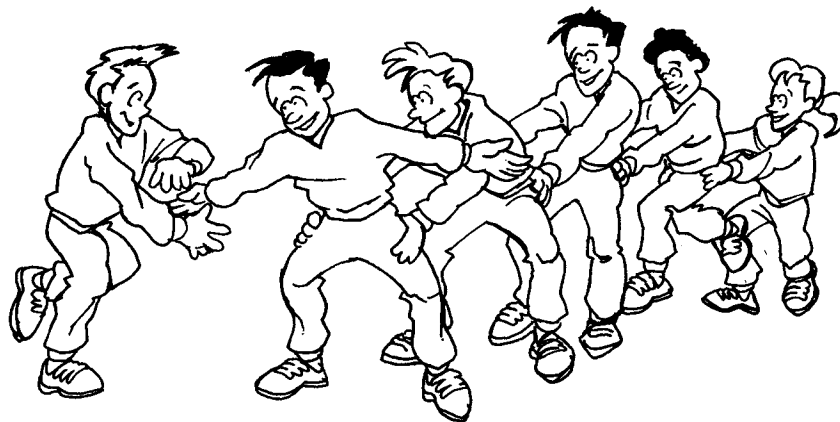
3. Running a circle from two directions. Players should avoid each other as they run.



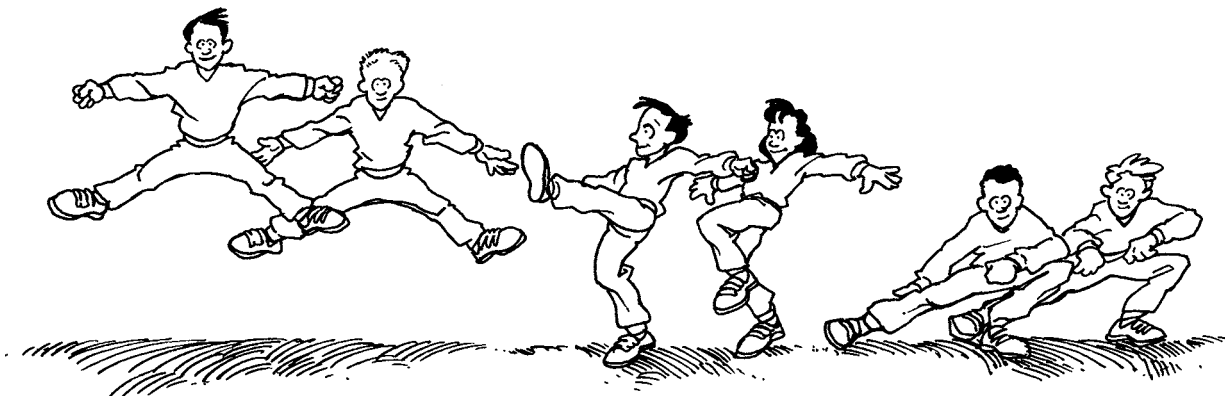
- All players in a specified area running in different directions. The players are numbered one through four. Each corner of the specified area is numbered. When the coach gives the signal, all players race to their corner.



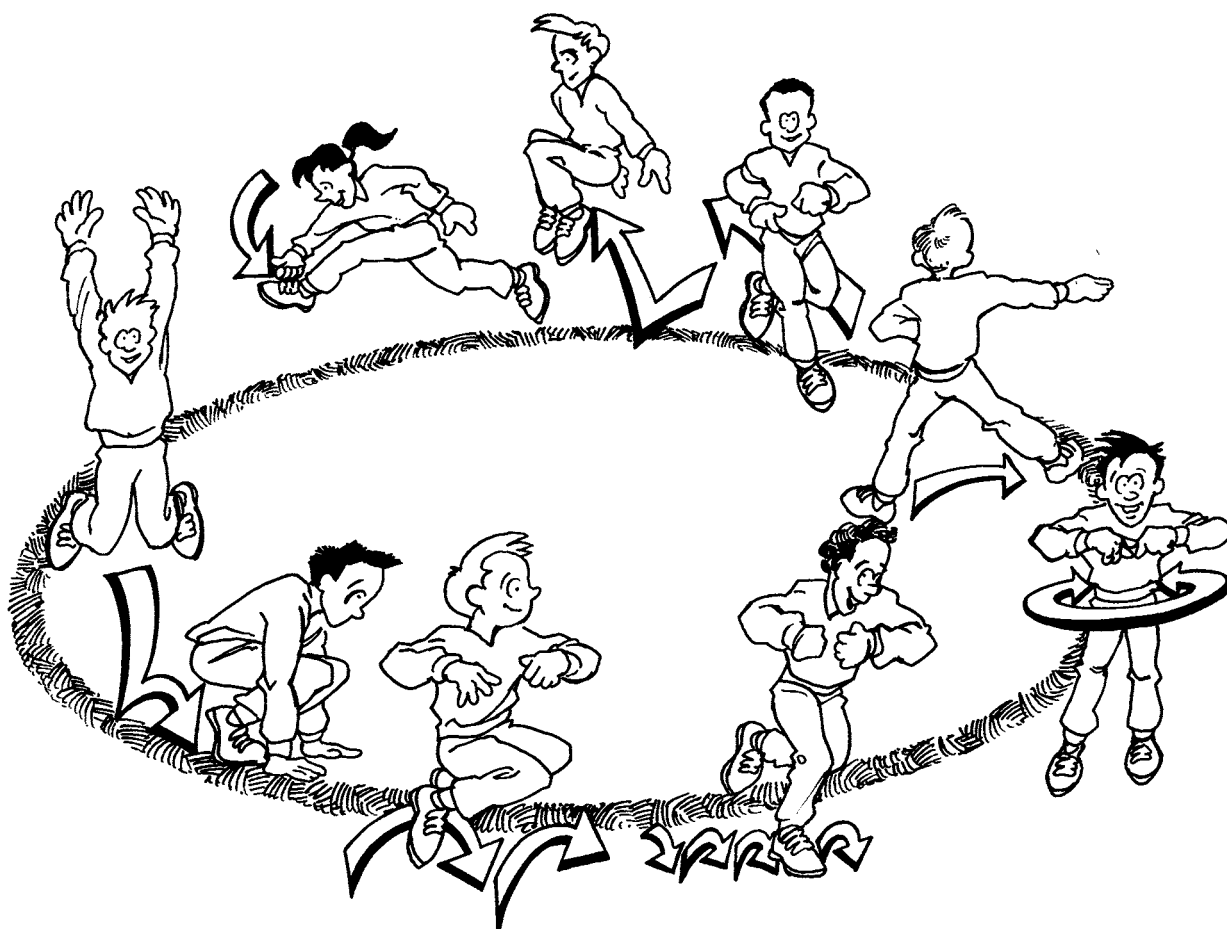
- Players form a line of approximately five players. The first player in line uses his arms to block the player who attempts to tag the last player in line. All players in the line place their hand on the hips of the player in front of them and they must hold on.



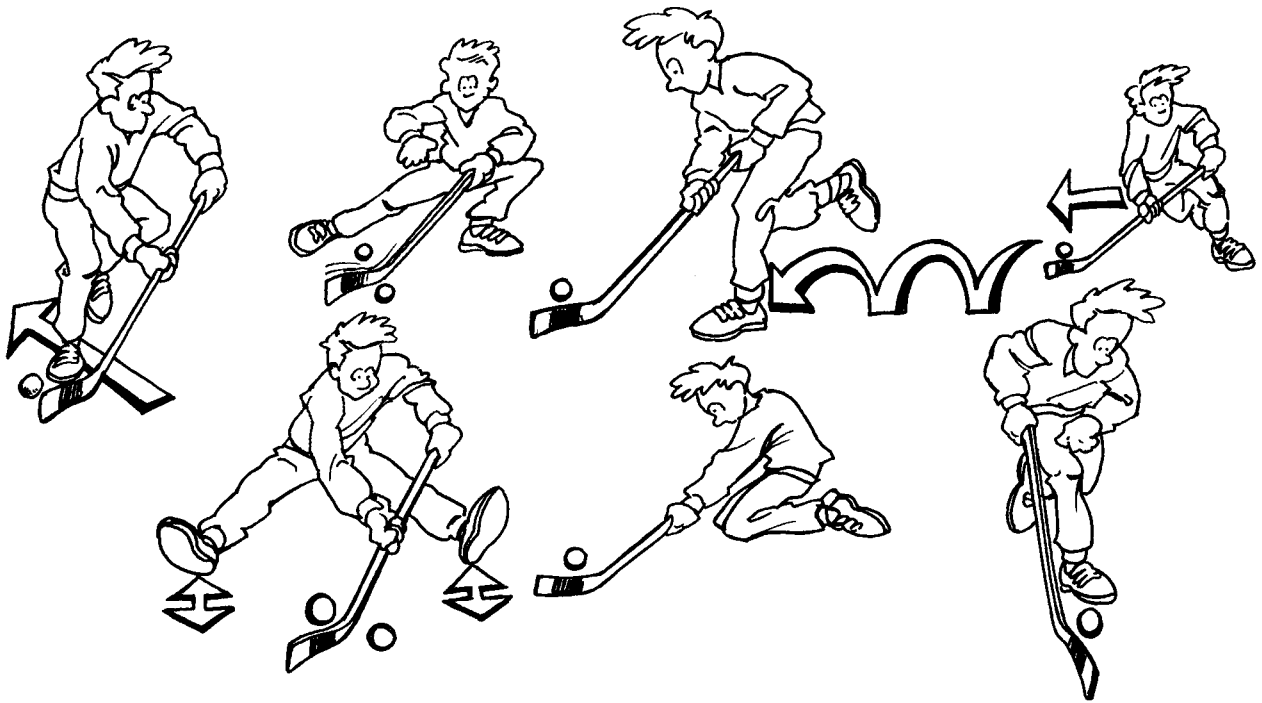
6. Follow the leader - pair off. One player follows the other, imitating his/her partner's moves. Stress agility and acrobatics.



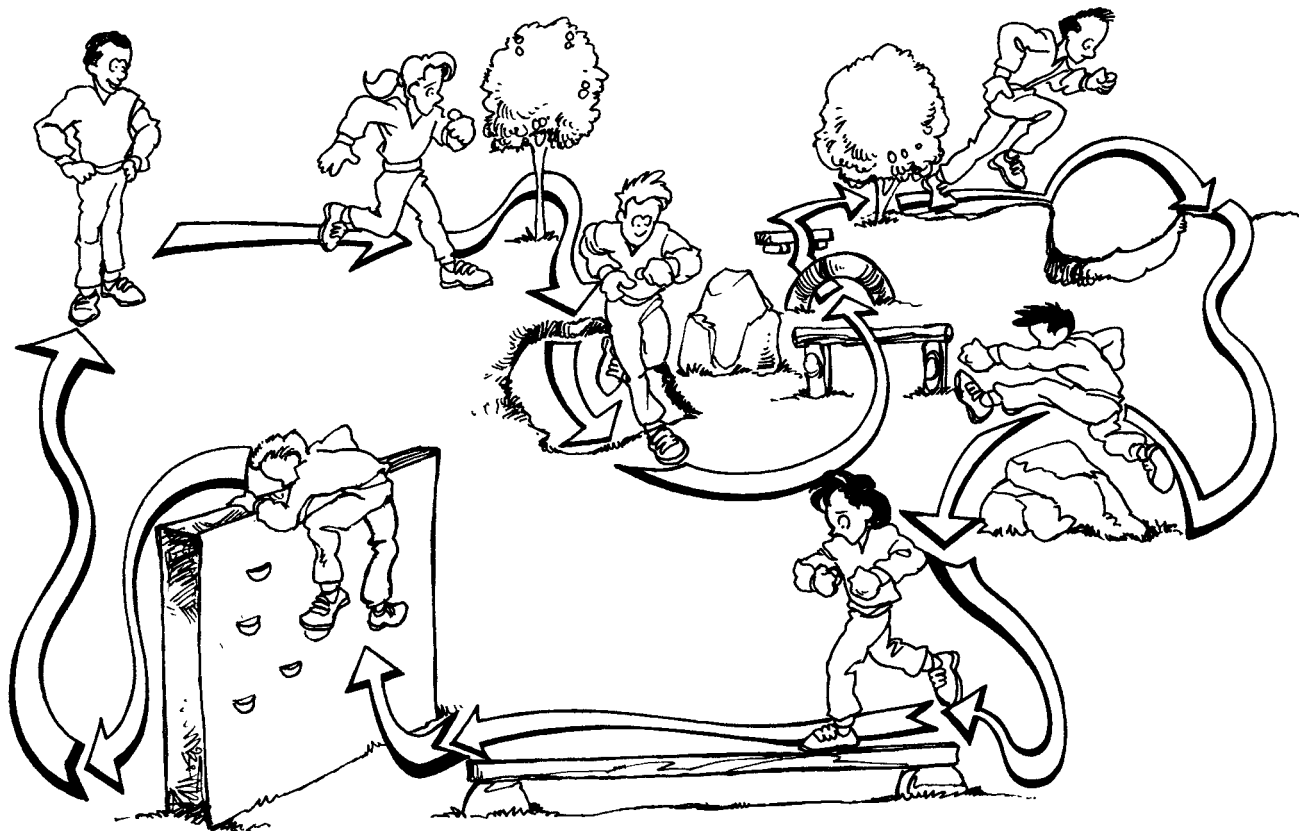
7. Running the perimeter of the circle, players execute the following moves: hopping on one leg, hopping on two legs, turning different ways, exaggerated cross-overs, backward running, side hops, high knees, high heels, touching the opposite foot with their hand. Use your imagination.



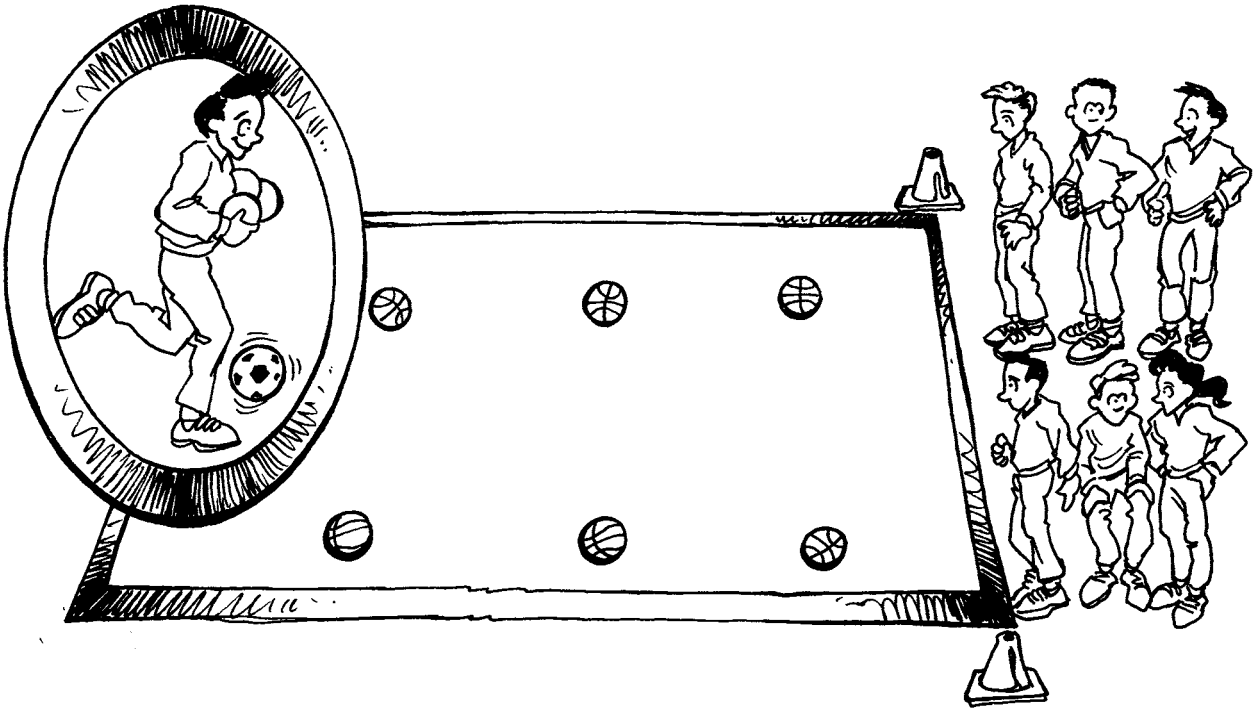
8. Stickhandling with a ball (i.e. baseball, tennis ball, golf ball), from all positions, on the knees, on one or both legs while hopping, sitting with feet raised off the ground. Forward, backward and lateral moves. Use one or more balls.



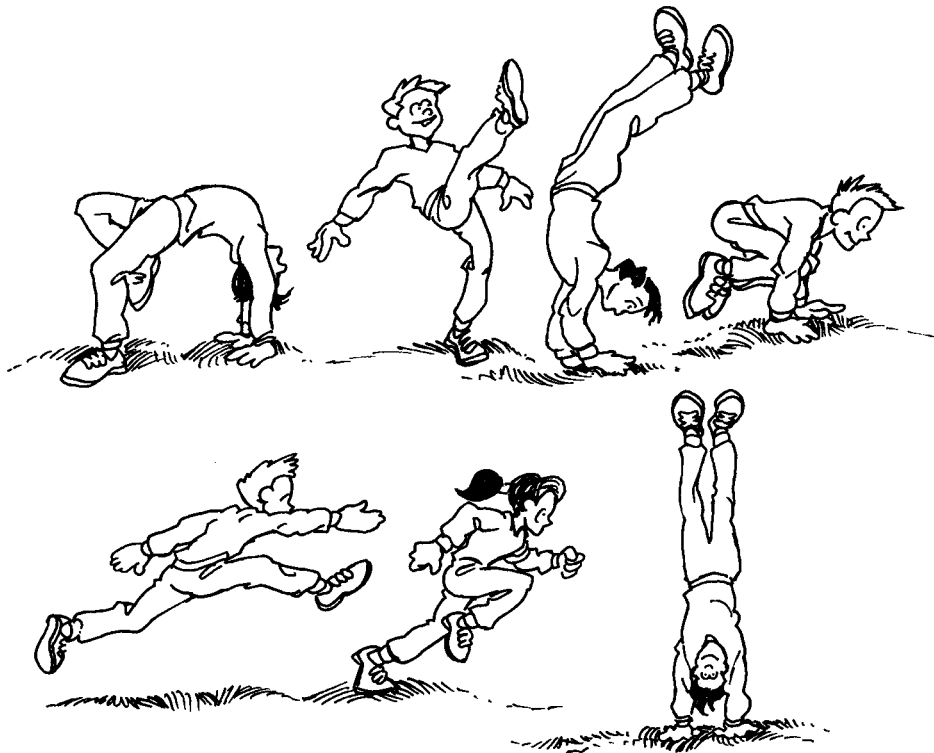
9. Running through obstacle course.



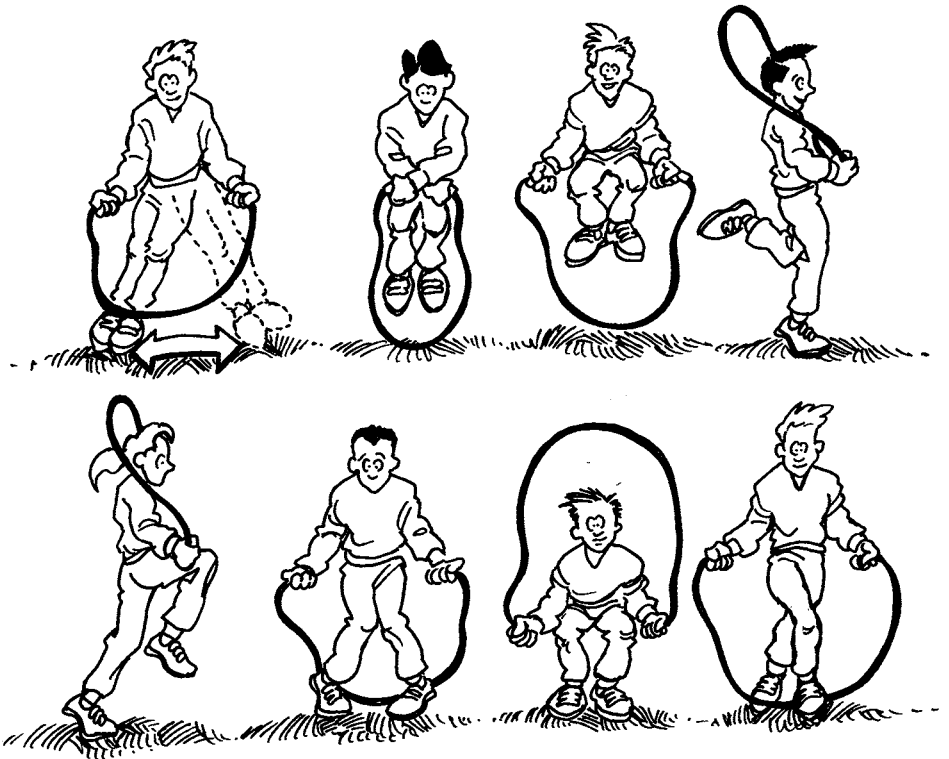
10. First player in each line takes off on the signal. He/she must retrieve all balls, returning to the starting line after picking up each ball, or retrieve all the balls at once. When accomplished, the next player goes and has to put all the balls back in the same manner in which they were picked up. Variations: include handling a soccer ball with feet at the same time. Use your imagination.



11. Acrobatics - tumbling, hand stands, walking on hands and broken field running using all types of quick and explosive movements.



12. Jump rope - all types of jumping rope, forward, backward, etc.



13. Soccer and basketball together. Dribble and play soccer at the same time.



14. Stickhandle with a ball (i.e. baseball, tennis ball, golf ball) and play soccer at the same time.



15. All kinds of games - soccer, basketball, dry land hockey, etc. There are numerous examples, use your imagination and make sure your players enjoy these activities. Utilize different exercises in each practice session. Make it fun. Remember, for 12-and-Under (Pee Wee), no weights, other than a light medicine ball. Agility and dexterity are to be developed.

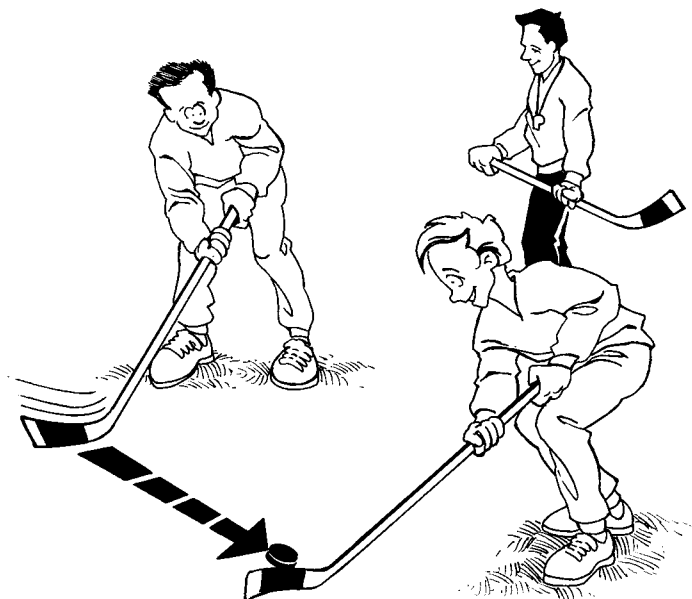


INTERMEDIATE PRE-SEASON DRY LAND TRAINING ACTIVITIES

The imitation of on-ice hockey skills.

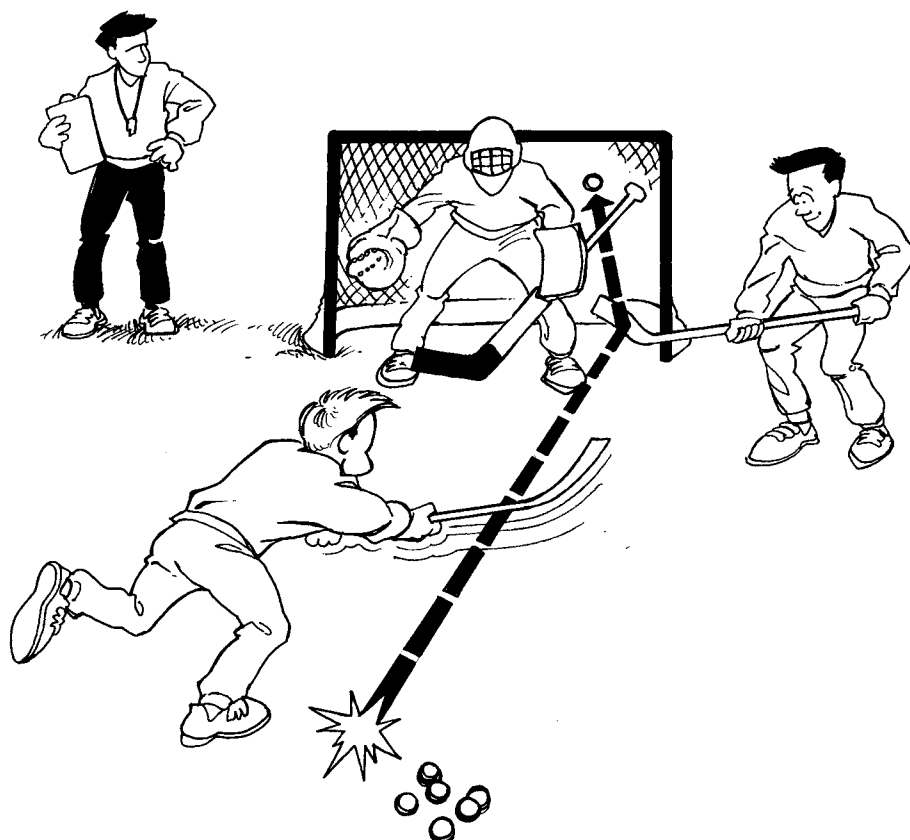
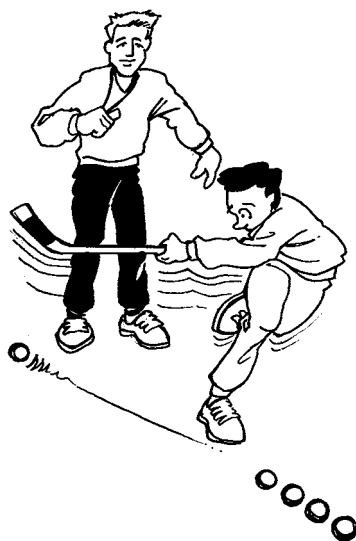
- skating
- puckhandling
- shooting
- passing

The coach should review the basic skills necessary to be a good hockey player. As an example: for skating, use your associate level manual and go over each aspect of skating. You can do this on dry land. The players will learn the basic stance, and the principles involved. When you do go on the ice, your players will already understand the basic principles. Explain and demonstrate puckhandling, passing, receiving and shooting. You can work on all of these aspects and more. Your goaltenders should receive separate instruction.



INTERMEDIATE ACTIVE SEASON DRY LAND TRAINING ACTIVITIES

The improvement of skills can be accomplished using off-ice areas such as gyms, or any outdoor playing field (i.e. tennis courts, basketball courts, football field, etc.). This also allows for work on team skills, emphasizing cooperation among players. Basketball, soccer, and floor hockey, emphasize cooperative team play. Create challenges for your players. Play basketball on one leg, always hopping. Play in a semi-squatting position. Play hockey emphasizing passing. Again, use your imagination and encourage your players to use theirs.



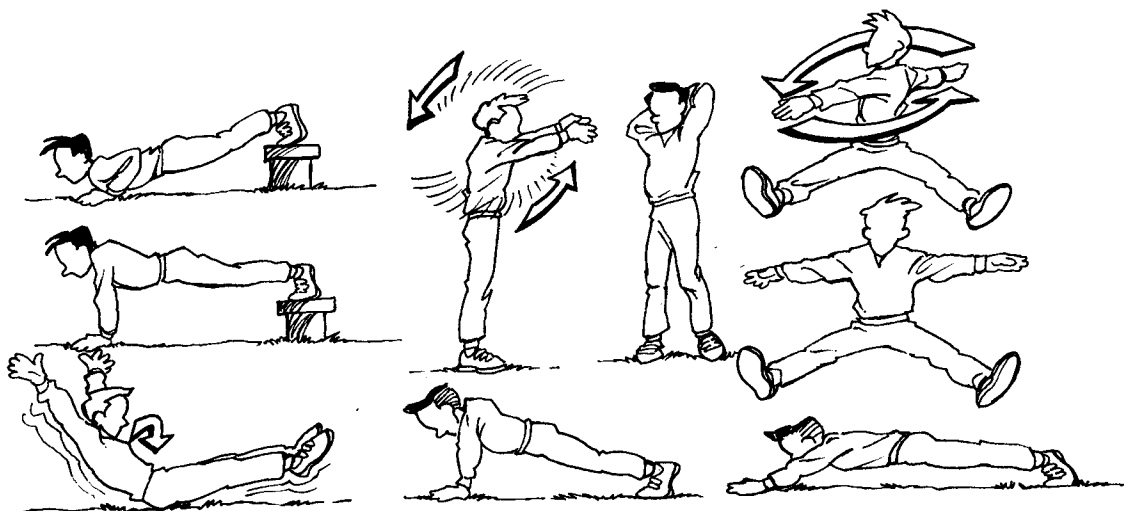


ADVANCED OFF-SEASON DRY LAND TRAINING PROGRAM

For players 13-15 years of age, the emphasis should be on developing speed. When you plan your program, use exercises which enhance speed, but also incorporate agility and player cooperation.

Begin and end each session with stretching exercises.

1. Basic calisthenics - pushups, sit-ups, toe touches, etc.

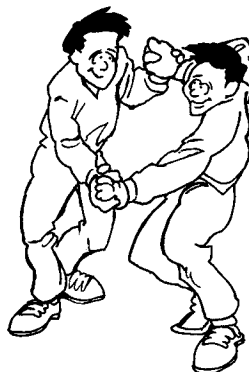


2. Partner exercises

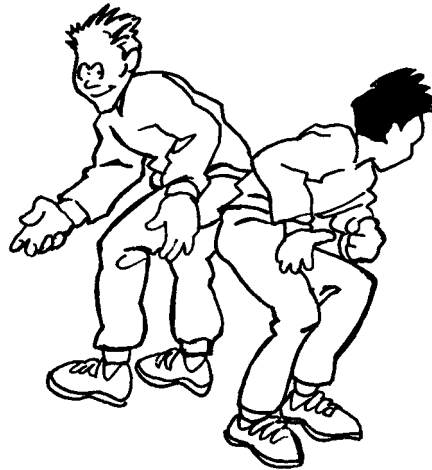
- a. Players face each other with a stick on the floor between them. On the whistle each player attempts to pull the other over the stick. Play best of five.



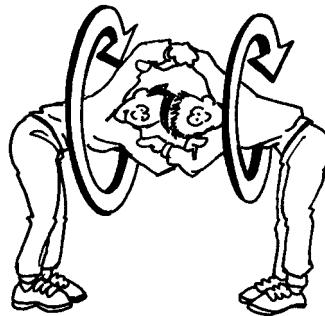
- b. Same thing, except now the players lock hands and attempt to push the other player off his footing. Play best of five.



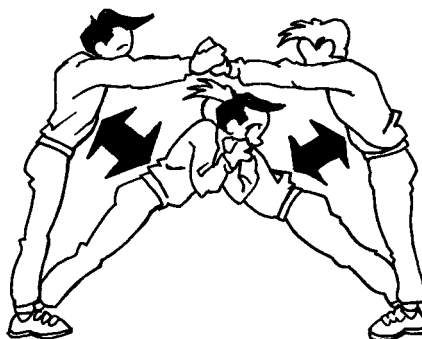
- c. Players line up back-to-back. On the whistle, try to bump the other player off his footing using their buttocks.



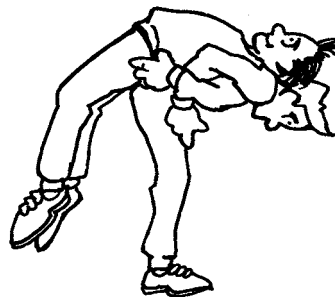
- d. Face-to-face resistance.



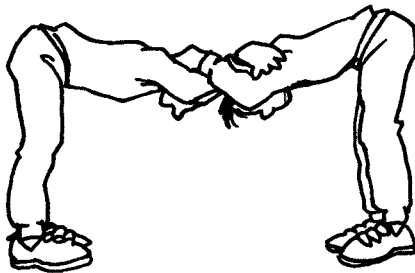
- e. Face-to-face - up and down resistance.



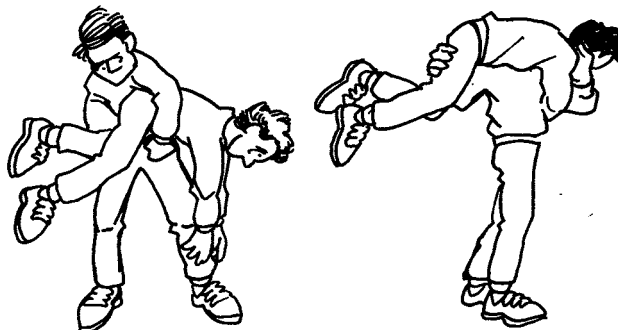
- f. Back-to-back - lift partner and hold.



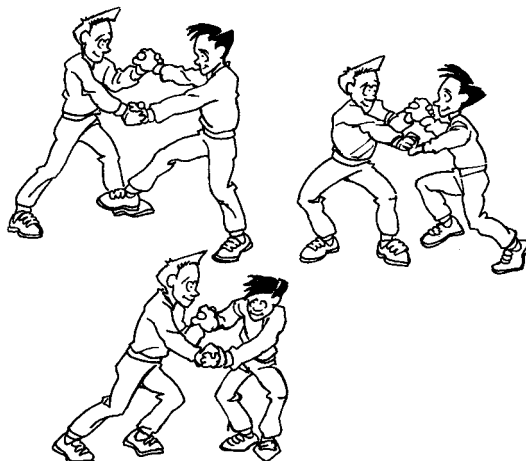
g. Face-to-face - heads down legs stretch



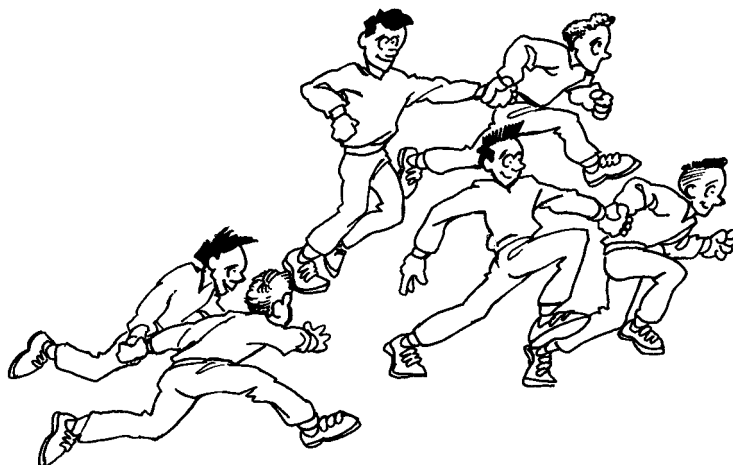
h. Carry partner.



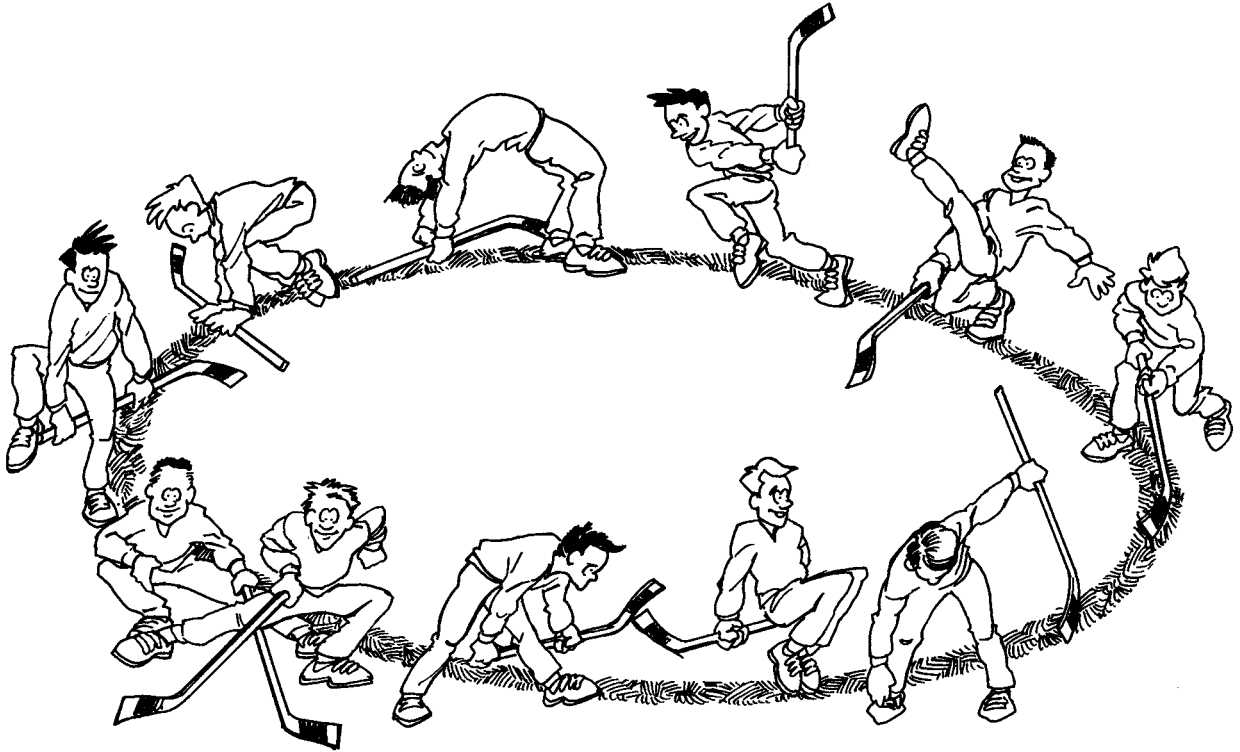
i. Step on partners feet - hold hands.



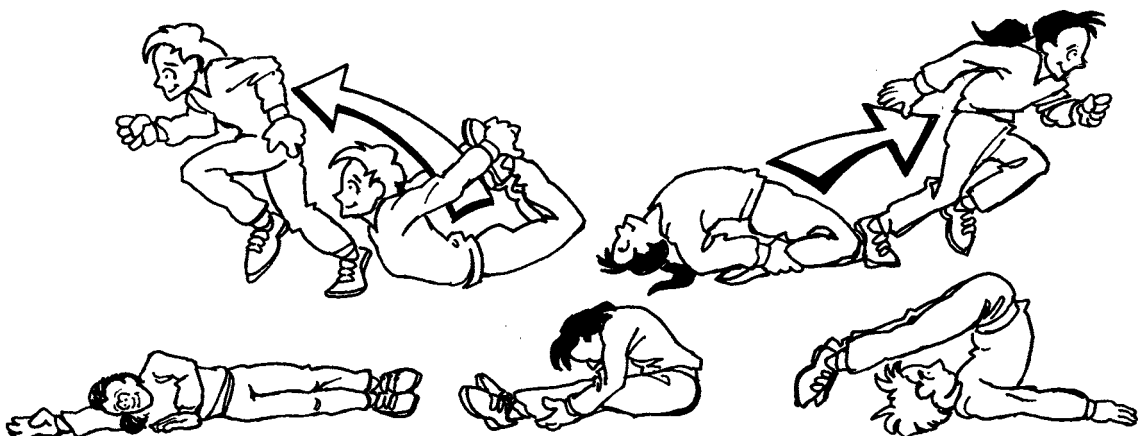
j. Agility running in small groups.



3. With sticks, jog in a large circle. Players imitate all types of moves with their sticks: two-handed stickhandling; stretching out low and one-handed sweep wide; hopping over their sticks, moving their sticks in and out of their bodies, between their legs, behind their back, etc.



4. Games that emphasize explosive speed. Sprints (relays) starting from different positions. Sitting, lying on their belly, lying on their backs, etc.



5. Diversified team games.



6. Circuit training - Set up a large circle with various stations. Place players at each station. After each station is completed move counter-clockwise to the next station. Players work at full intensity for 15 seconds and rest for 30 seconds before they begin at the next station.

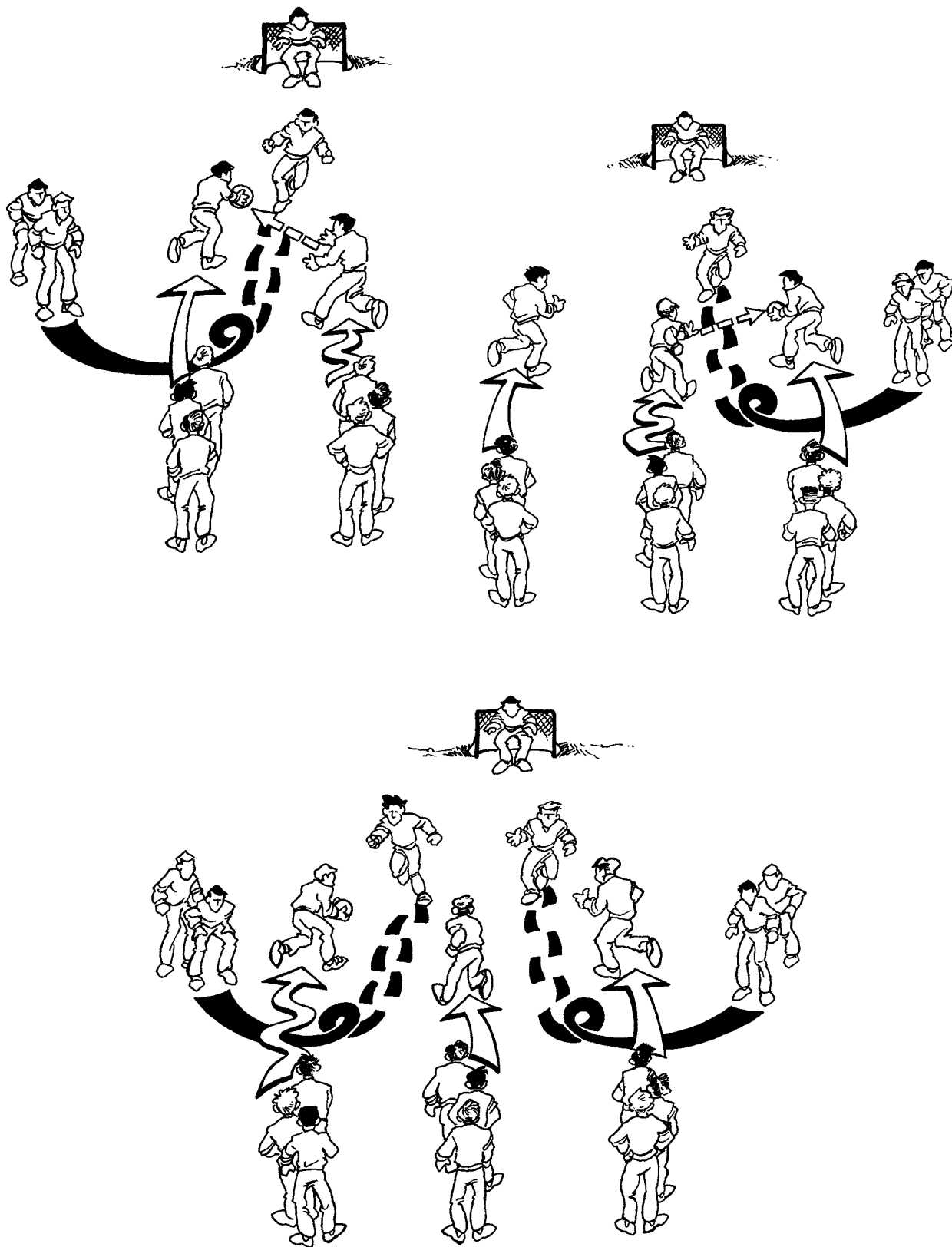


1. Jumping over a bench sideways
2. Acrobatics - tumbling
3. Hockey and soccer
4. Medicine ball - all types of moves
5. Suspenders - stickhandling
6. Hop off a chair - hop three times
7. Sprints - different directions
8. Jump rope
9. Basketball dribbling/soccer with a tennis ball at the same time
10. Broken field running - sprint

7. Hockey Team Skills

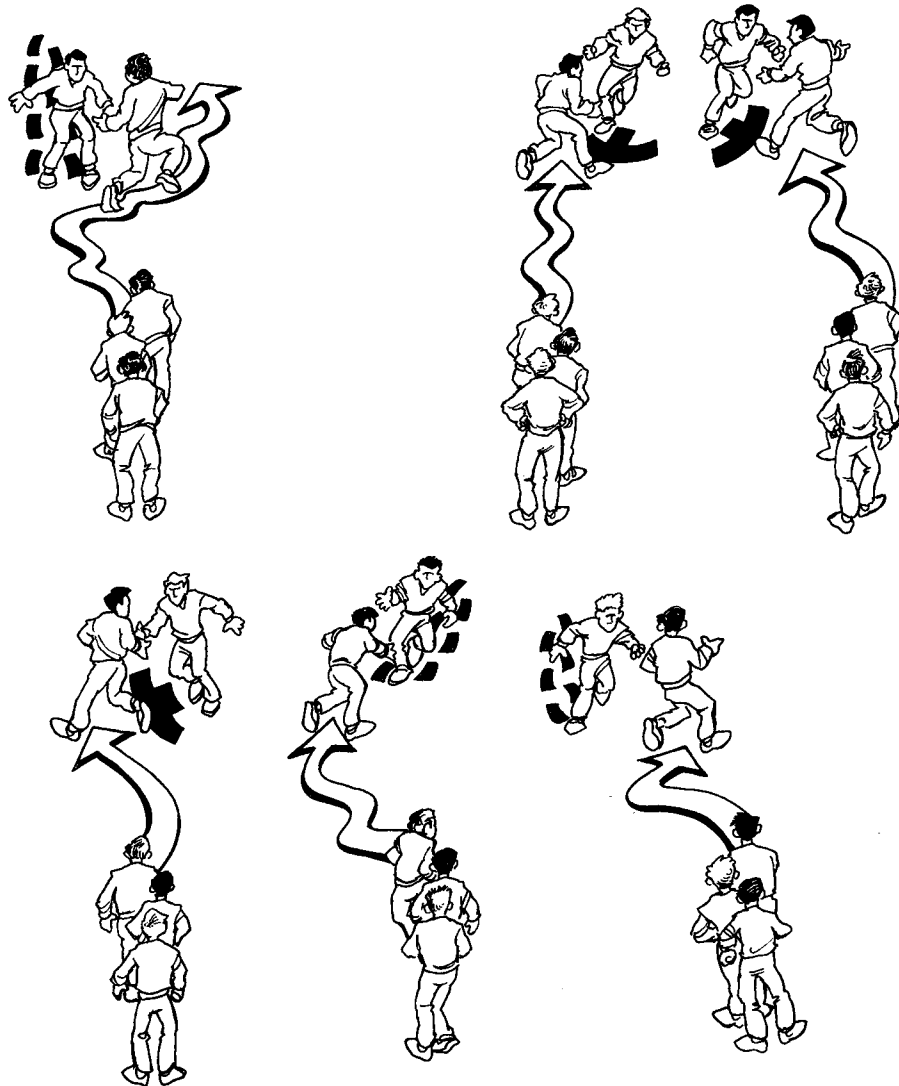
a. With basketball

- 2 on 1
- 3 on 1
- 3 on 2



b. Checking drills

- 1 on 1
- 2 on 2
- 3 on 3

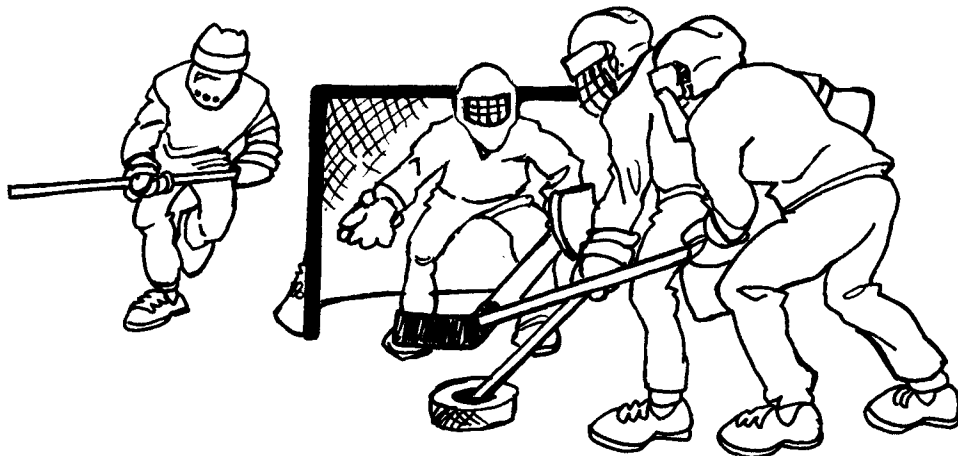


8. Imitation of hockey skills (all done at high speed)

- a. skating
- b. puckhandling
- c. shooting
- d. passing and receiving

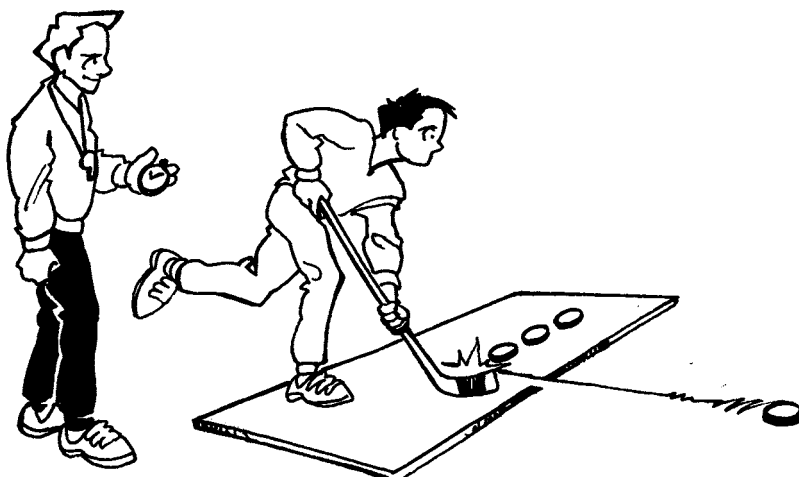
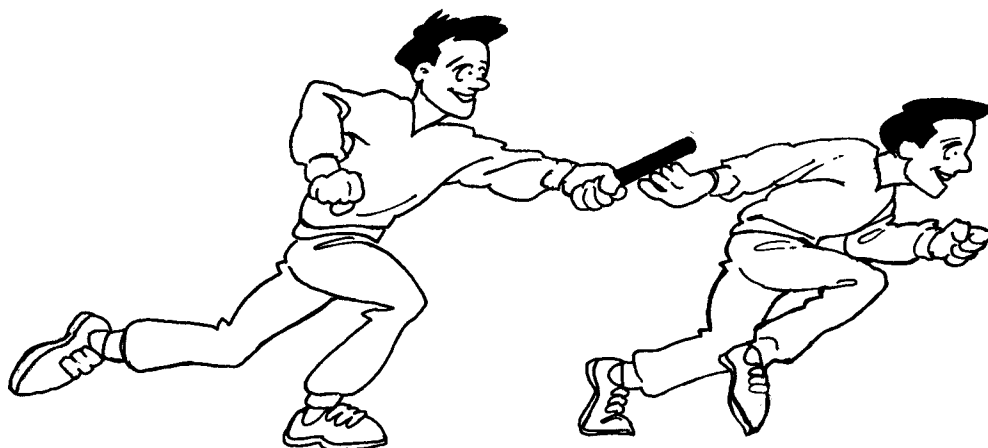
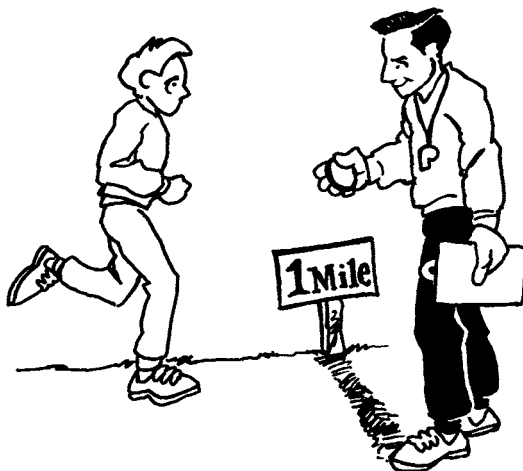


9. Play team games at high speed such as basketball, soccer or floor hockey. These games can be played with hockey rules and hockey formations.



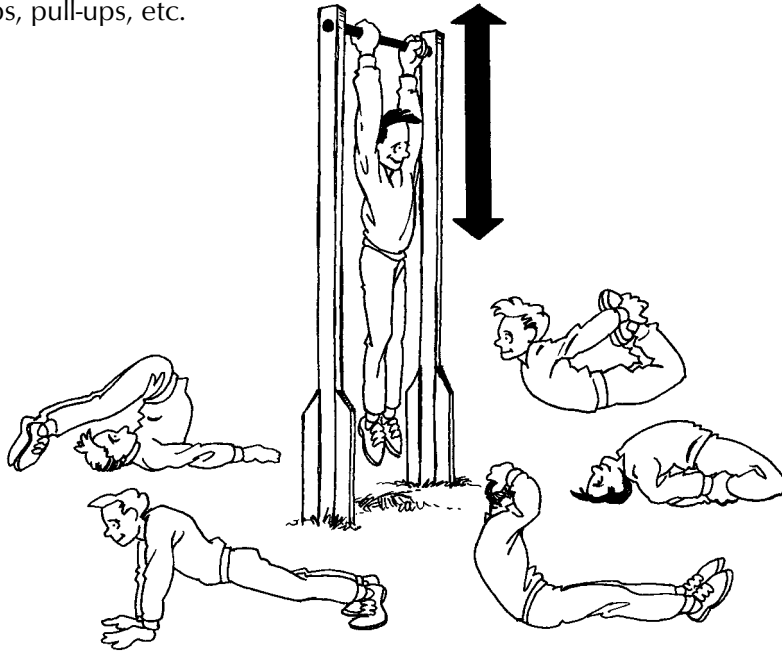
ADVANCED PRE-SEASON DRY LAND TRAINING ACTIVITIES

1. Short runs - one mile
2. Sprints - relay races, etc.
3. Individual skills - shooting, etc. After players have mastered the skill correctly, create difficulties for them (i.e., shoot quickly, shoot with another player interfering with them, shoot off balance).

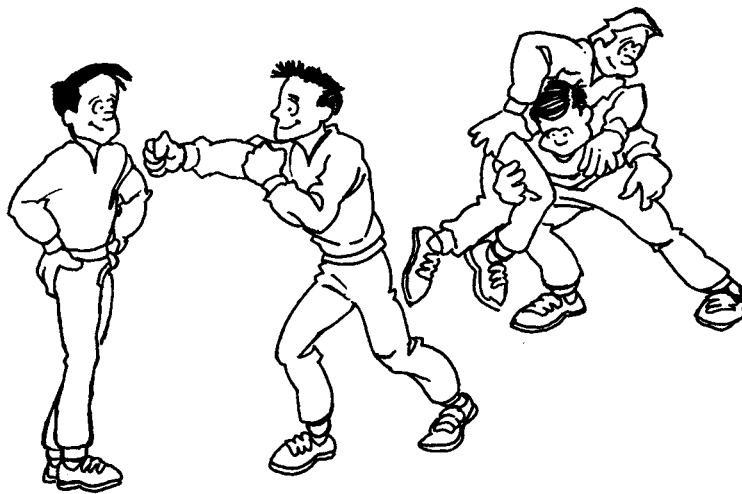


ADVANCED ACTIVE SEASON DRY LAND TRAINING ACTIVITIES

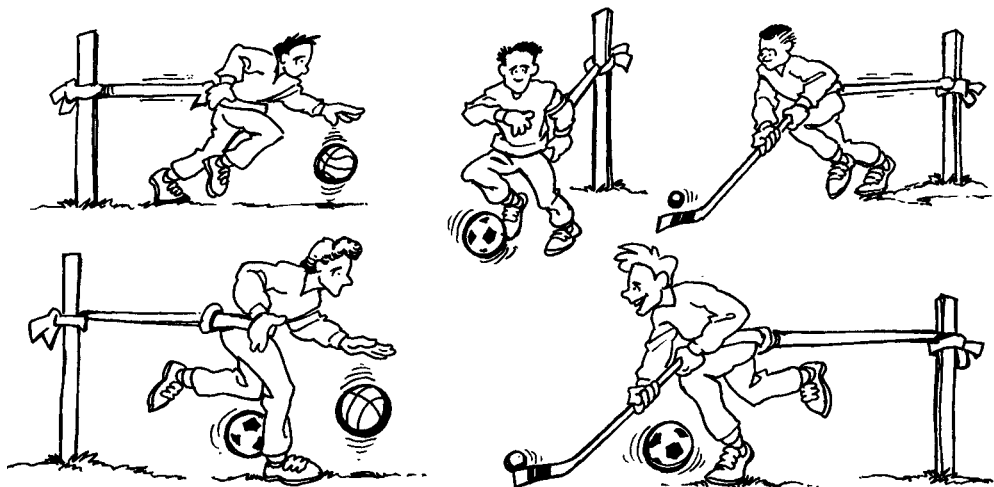
1. Calisthenics - push-ups, sit-ups, pull-ups, etc.



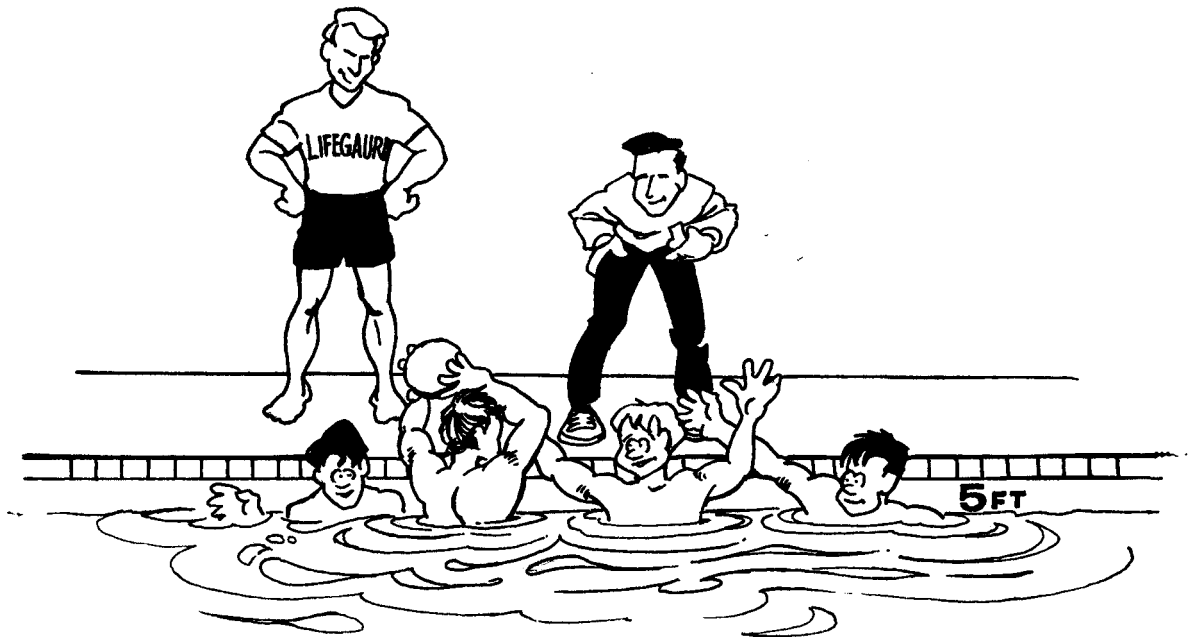
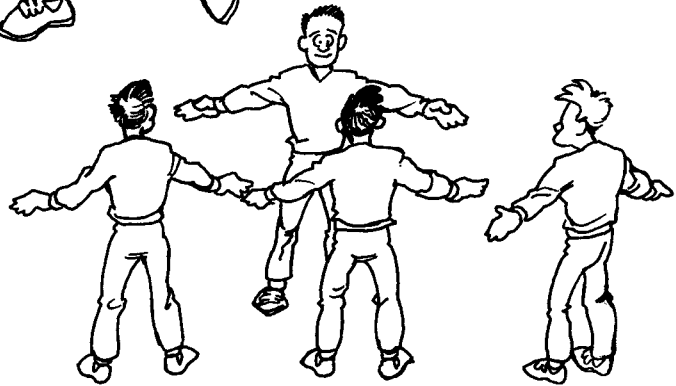
2. Shadow boxing, wrestling.



3. Suspender drills



4. Fun games like tag, “Simon Says” and if available, water hockey. Use a local pool and have a lifeguard there. The coach supervises and you play hockey in the water. It’s fun, a change of pace, and good for endurance and team cooperation.



These are just a few ideas. Use your imagination and always create a fun atmosphere and an interesting schedule of exercises. Use different means each week to accomplish the same goals.

Chapter 12

Dry Land Training for Goaltenders

OBJECTIVES

- Provide dry land activities for goaltenders
- Provide off-ice games for goaltenders
- Give a variety of activities for all levels of goaltenders

INTRODUCTION

Goalkeepers can improve their game tremendously with off-ice training. Almost every move can be imitated off the ice that is utilized on the ice. Equipment for a successful off-ice training program for goalkeepers is inexpensive and almost always available.

The most important qualities needed for a goalkeeper are courage and dedication. Given the natural physical makeup necessary to be a goalkeeper, one can learn to play the position well.

Goalkeepers can work alone, with a friend, teammate or family member. It is preferable to work with another goalkeeper, especially a teammate. The goalkeeper can work in a basement, gym, schoolyard, backyard, and/or play area.

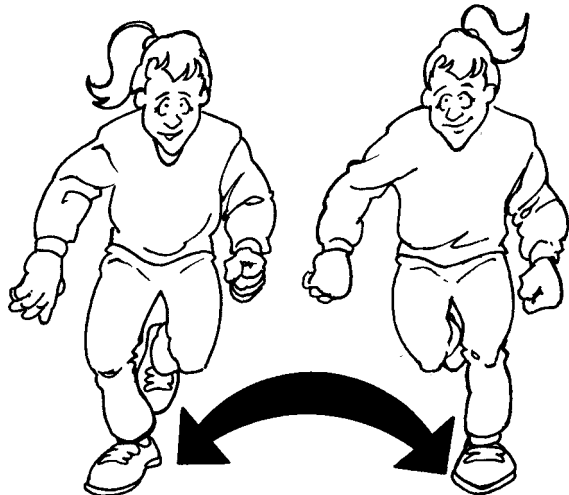
Equipment needed for a complex program are: jump rope, tennis balls, medicine balls, soccer ball, volleyball, goal (hand-made), goalie equipment and tennis racquet. Again, use your imagination. Be creative and devise your own program based on the principles of goalkeeping. Here are some of the

exercises a goalkeeper can utilize to improve his/her game. It is important that all exercises be done in the basic stance of the goalkeeper. The following exercises should be done without goalkeeper equipment.

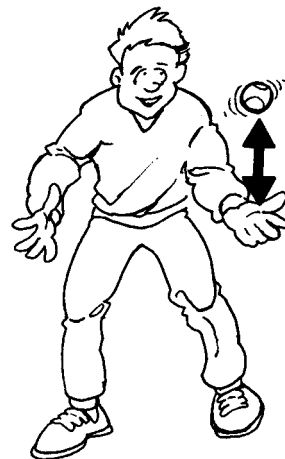
1. Stretching
2. Light jog in a small area



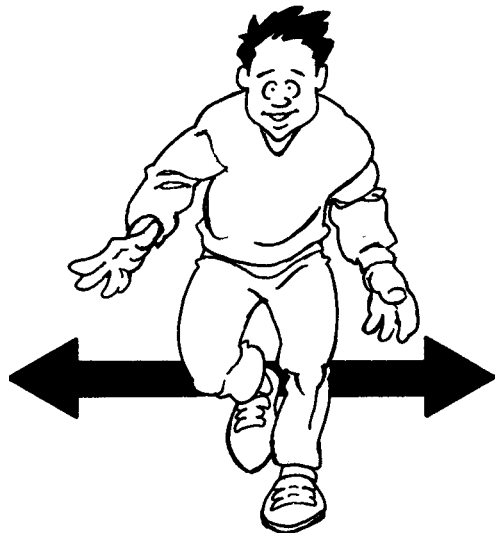
3. Alternating hops, right and left leg.



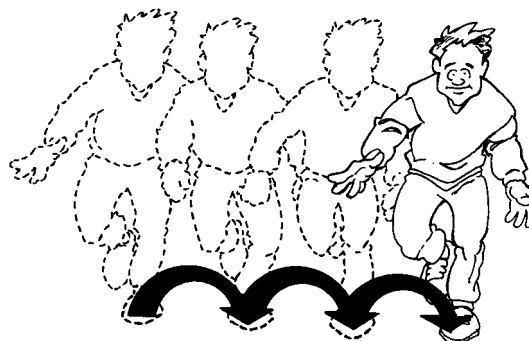
5. From the basic stance - walk with feet wide apart, bouncing a tennis ball in the catching hand. Variations: bounce two tennis balls or juggle three tennis balls.



4. Lateral jog both left and right



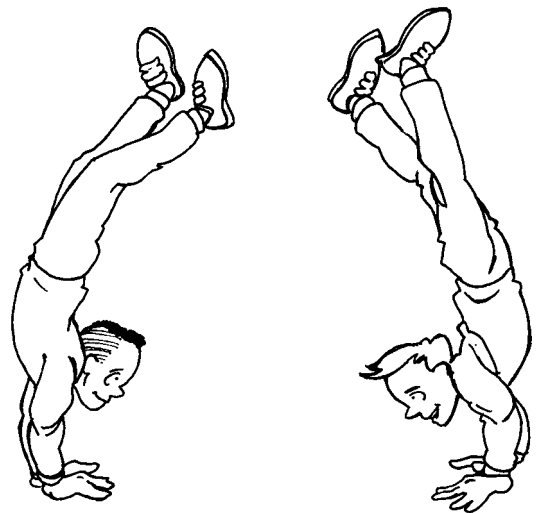
6. Lateral hopping from basic stance - three hops on the left foot and three on the right foot.



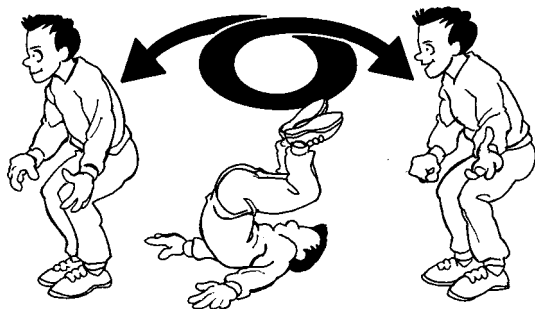
7. Jump rope - on both feet, then on one foot.
Good for hand-eye coordination.



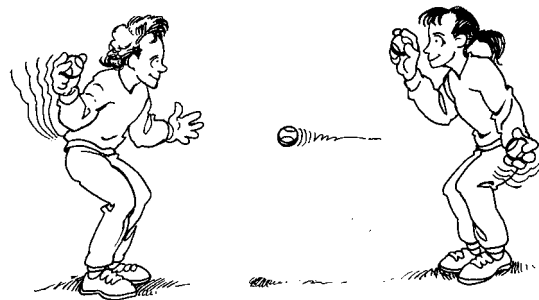
9. Mirror drill - with a partner, take turns. One partner (always in basic stance) makes a move and the other imitates as quickly as possible. Use all types of moves, tumbles, etc.



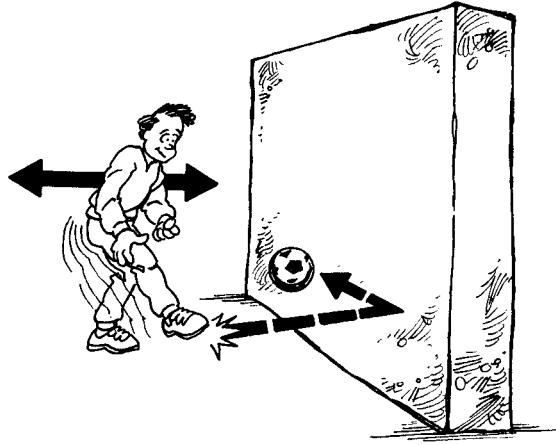
8. Tumbling - forward and backward, always beginning and ending in the basic stance.



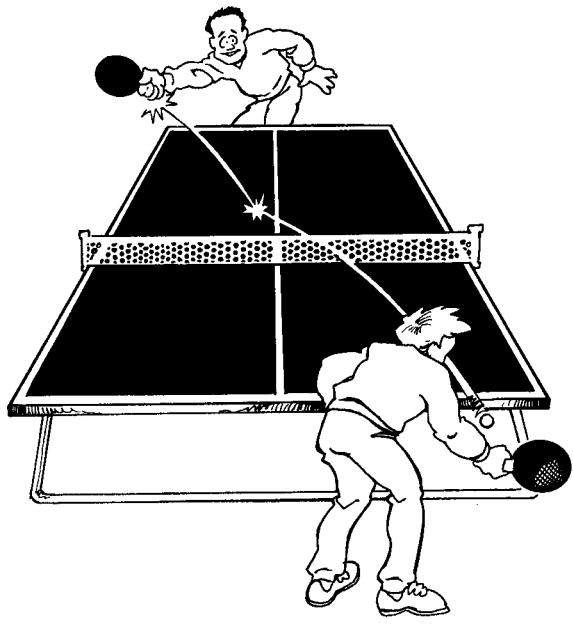
10. Face partner and toss tennis balls back and forth to each other. Use the catching hand. Add balls to increase difficulty.



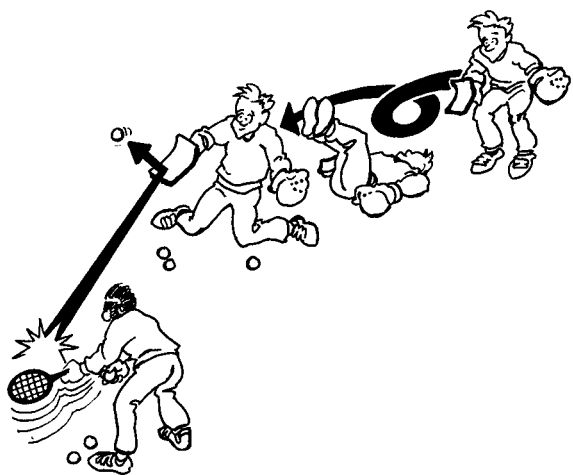
11. Play soccer against a wall, using a soccer ball or tennis ball. Practice foot-eye coordination, moving forward and backward in the basic stance.



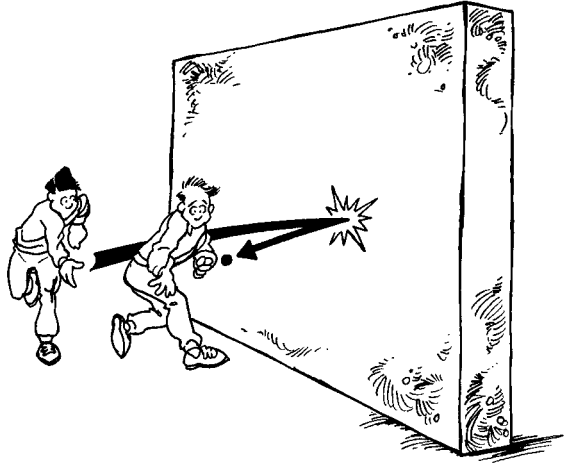
13. Table tennis.



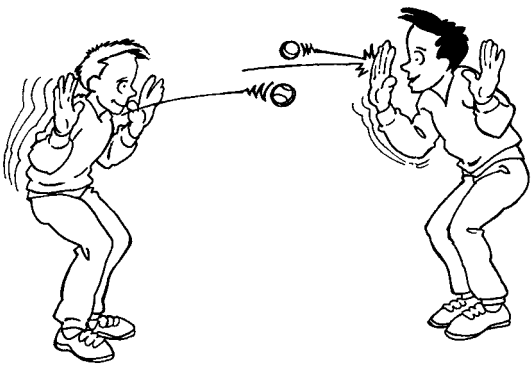
12. From the basic stance using the blocking glove and catching glove, jog forward and roll over (somersault), come up in butterfly position and partner should rapidly hit tennis balls at goalkeeper. Use tennis racquet.



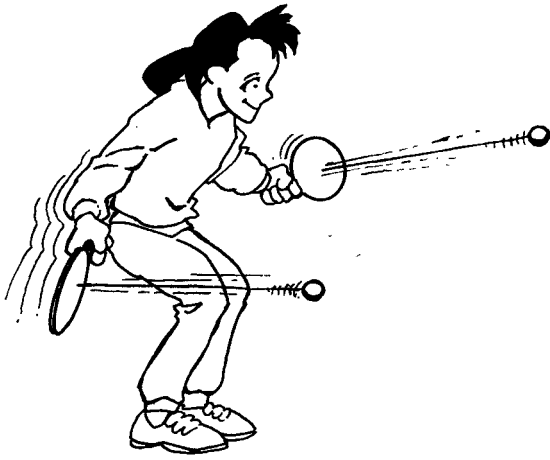
14. Handball.



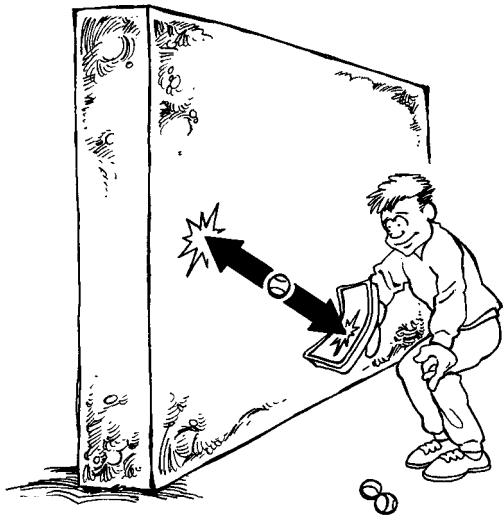
15. Face partner - keep one or two tennis balls in play by slapping them back and forth to each other.



16. Use a wooden paddle with a rubber ball attached to paddle by rubberband. Keep ball in play. Use two paddles using both hands.



17. Using the back of your blocker glove, keep the tennis ball in play against a wall.



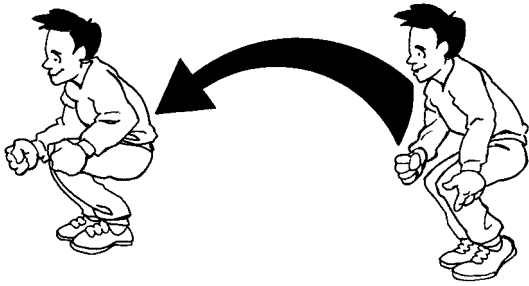
18. With a group of players on their knees and facing the middle, drop a tennis ball in the middle and everyone tries to grab it. Similar to a face-off.



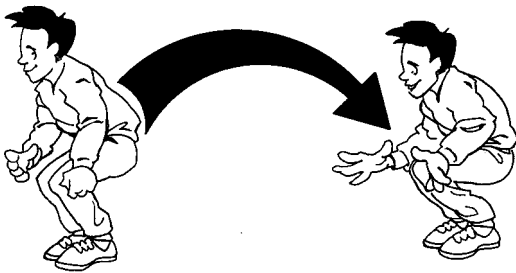
19. Goalie bouncing tennis ball from a crouched position, throws one leg straight out to the side and then the other leg straight out to the side. (Head should be forward and ball should be bounced as quickly as possible from one hand to the other).



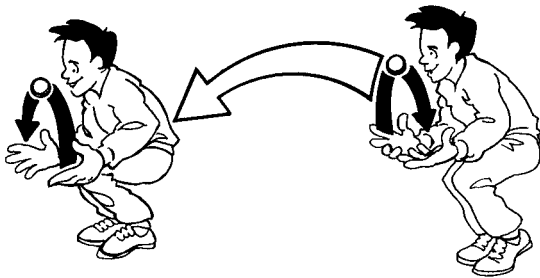
20. Kangaroo jumps from squat position forward (remain in the squat position throughout the exercise).



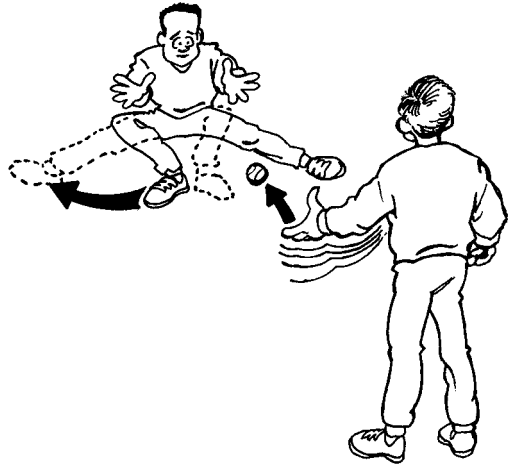
21. Same exercise backward.



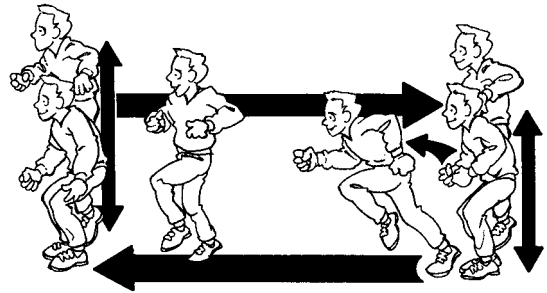
22. Same exercise forward while tossing a tennis ball from one hand to the other.



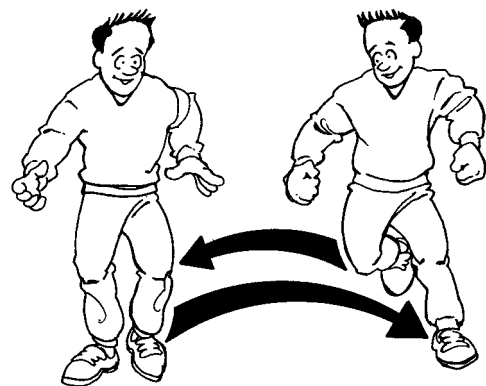
23. From a crouch position throw one leg to the side, then the other while a partner, standing in front, throws a tennis ball. Try to catch each thrown ball.



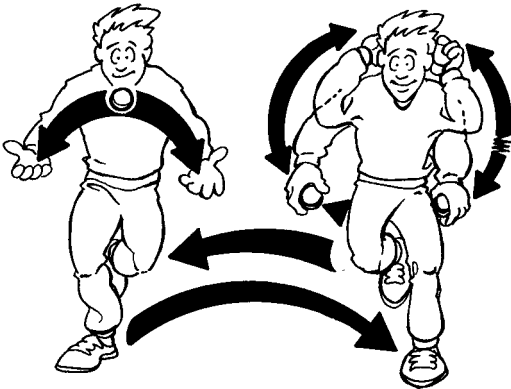
24. From a standing position, jump straight up as high as you can. As soon as you land, take off on a short sprint. Then jump and run backward as fast as you can for a short sprint.



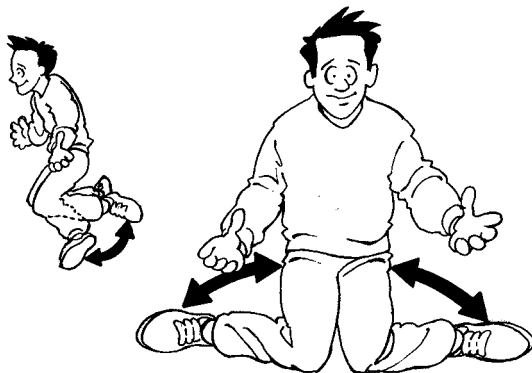
25. From an upright position, jump as far to the right as possible, landing on one leg. From that leg jump to the left as far as possible and repeat.



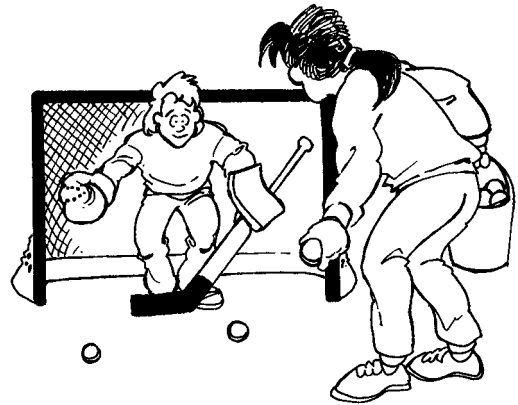
26. Same exercise as #25, add moving tennis ball around the body and over the shoulders. In general, handle it in all positions as well as tossing it back and forth from hand-to-hand.



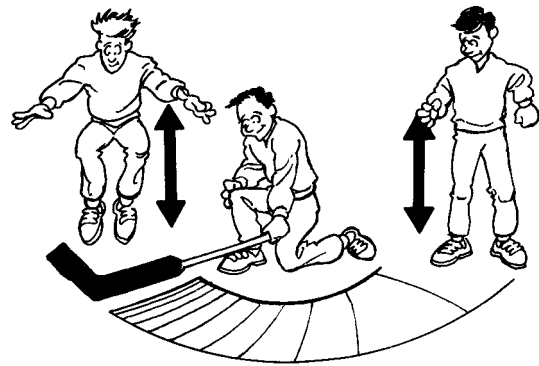
27. Get in the butterfly position, knees together and on the ground with legs flat on the floor and extended as far as possible to the side. From this position you should move around from a semi-squat position, legs out and in but always return to the butterfly position. This stretches the muscles so that this becomes a natural and easy move for the goalkeeper. NOTE: inside of feet should be flat to the floor.



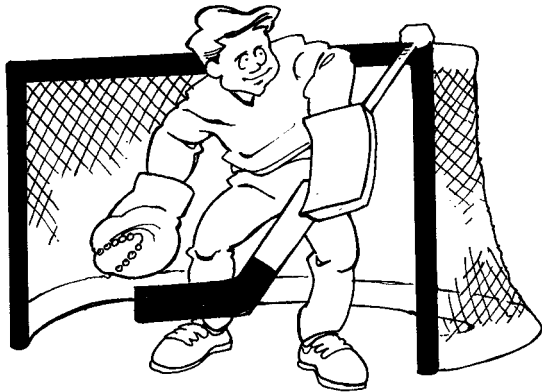
28. Partner with tennis balls moves in close to the net and places ball in front of goalkeeper at various positions on floor as quickly as possible. Goalie must react and clear balls with his stick.



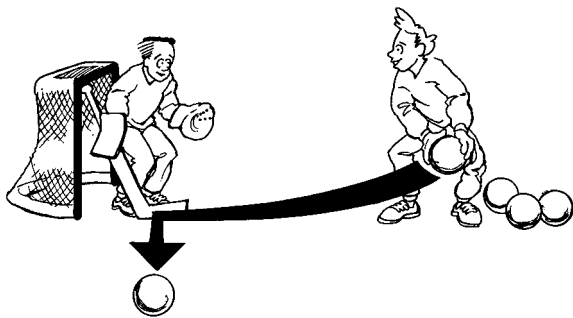
29. Partner stands between two goalkeepers and keeping the goalie stick on the ground, swings it in a circle that the goalkeepers have to react by jumping over the stick. You can swing faster and faster so they are forced to jump quicker.



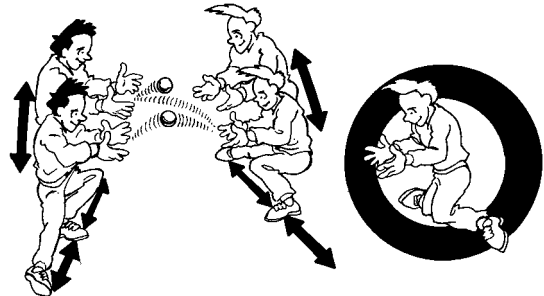
30. Goalkeeper with stick in his hand exercises by clearing shots with his stick on the left hand side starting with an imaginary shot on the ice and moving up to head level. This is moving the stick from the front of the pads out and then going higher and higher back and forth as quickly as possible. The same thing should be done on the opposite side.



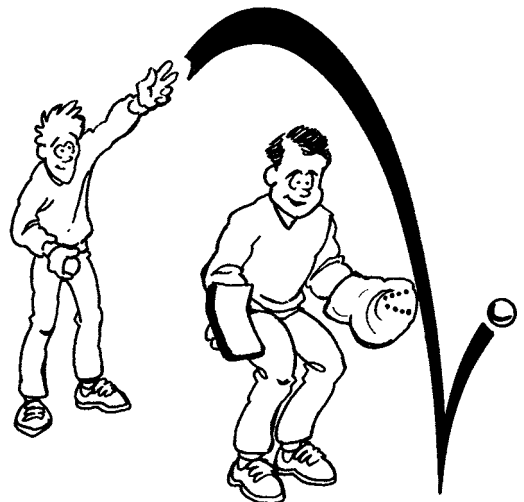
31. Using a team handball or volleyball, the partner rolls the ball at the goalkeeper who has to stop the ball with the stick and then clear it to the side. You can increase the speed of the rolls as goalie becomes more proficient.



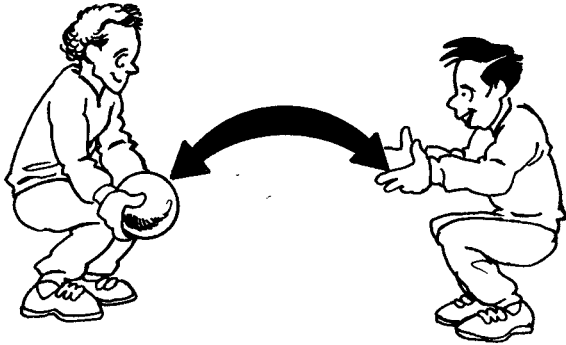
32. Two goalkeepers squat facing one another and using two tennis balls, throw back and forth. Goalkeepers should move from the squat position to one leg out; then the other leg out; to the butterfly position; to standing up; to the crouch.



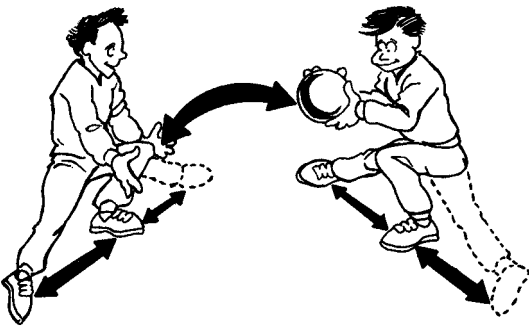
33. Goalkeeper without stick but with goalie gloves. The partner standing behind the goalkeeper, both facing the same way, drops the ball over the goalie's shoulder or head. Goalie has to react to the bounce, grab the ball and clear to the side. (Goalie's eyes should remain forward).



34. Using a medicine ball, two players will squat facing each other five feet apart. Throw medicine ball back and forth from a squat position.



35. Throw medicine ball back and forth from a squat position while throwing one leg out to the side, then the other.



For the following exercises, the goalie should have his/her stick and glove and the partner should have tennis balls and racquet. All moves by the goalkeeper should be practiced with gloves and stick on the ground.

Shadow Drill

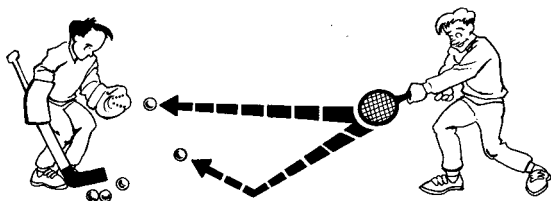
1. Goalie moves in response to partner's hand or racquet movement. Moves should be done as quickly as possible by both the partner and the goalie.



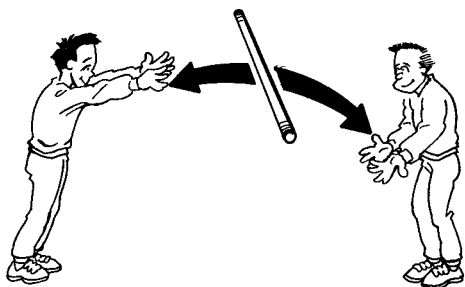
2. Move closer to the goalie and using the handle of your tennis racquet as a pointer, put the handle as quickly as possible on the ground and have the goalie react with his stick. The idea is for him to make contact with the handle while you're trying to move the handle as quickly as possible.



3. Partner moves about 15 feet from the goaltender and hits tennis balls at the goalie. Start out at medium speed, trying to get the ball up around the hands so the goalkeeper can react to both sides with his hands. You can hit them straight at the goalkeeper or with a bounce in front.



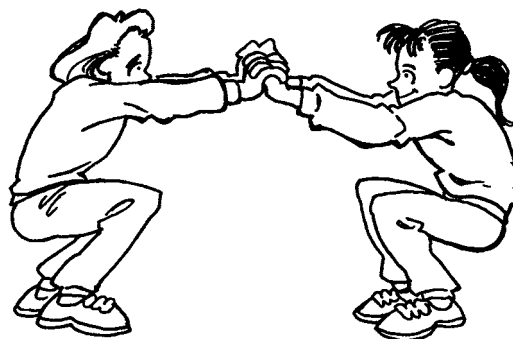
4. Two goalkeepers facing one another throw the bar back and forth underhand and overhand.



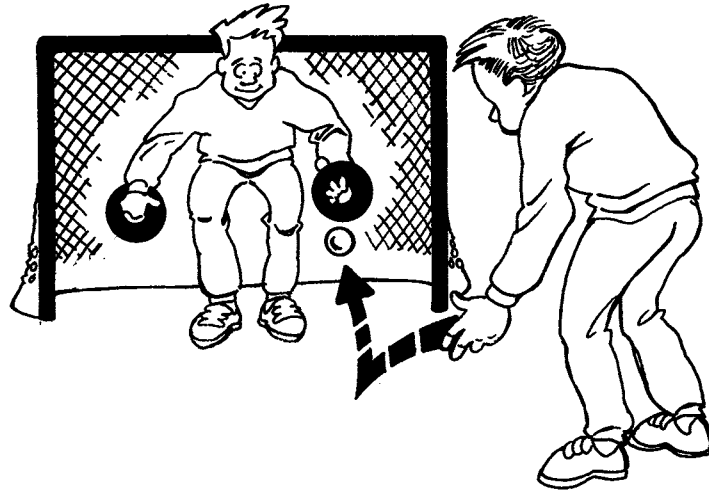
5. Using the fireman's carry, one goalie carries another goalie on his shoulders using relatively long strides across the floor, forward and backward. Naturally, the length of stride will be reduced when moving backward.



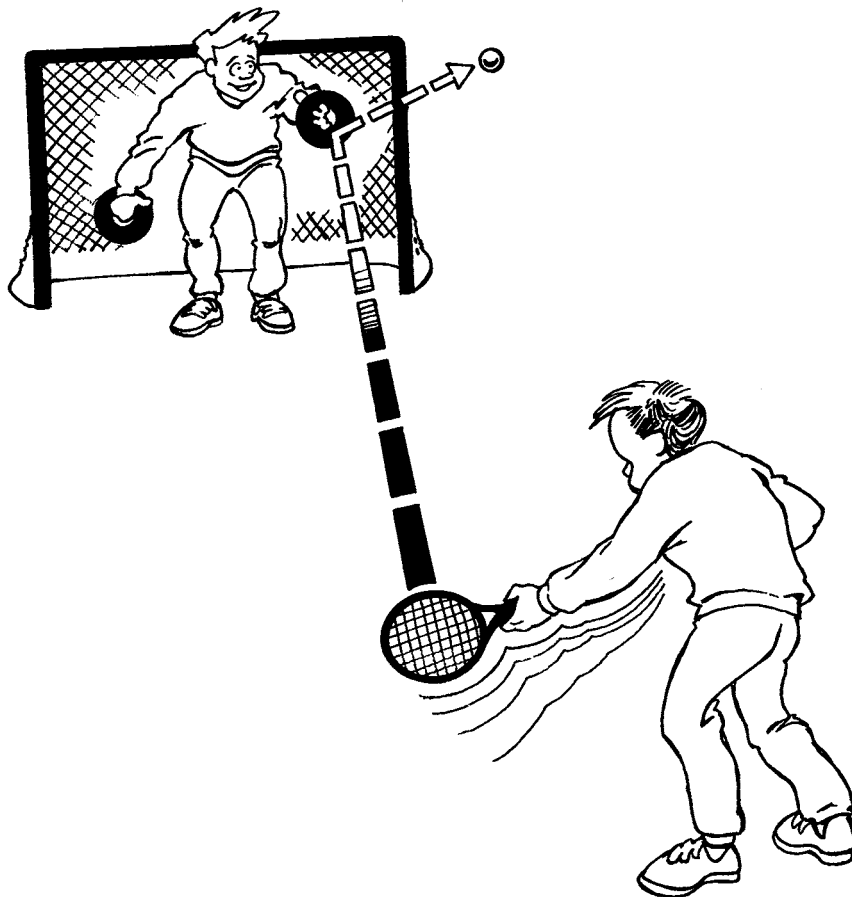
6. Goalies face one another putting hands forward and wrestling to push the other goalie from his/her stance. This can be done in a squat position, in a crouch position and standing up. (Hands on shoulder, also hands in hands).



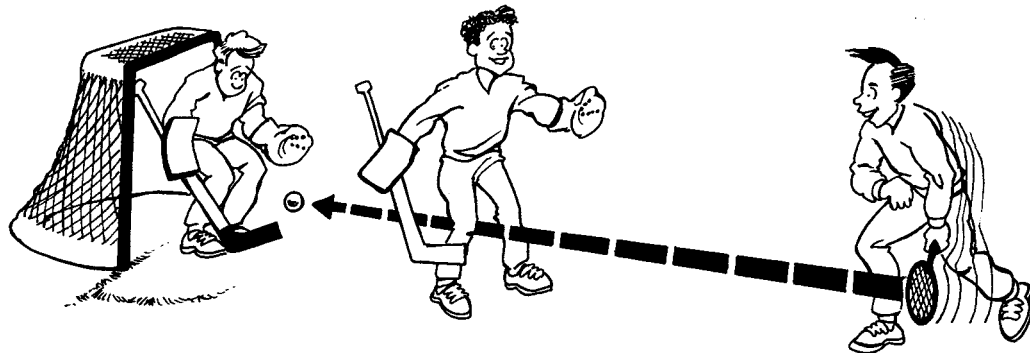
7. Partner standing in front of the goalkeeper will bounce a tennis ball at the goalie. The goalie with 10lb. weights on each hand, will try to deflect the ball from the net. Use circular weights so goalie can put his fingers in both and put the back of the stick hand and the front of the catching hand facing out.



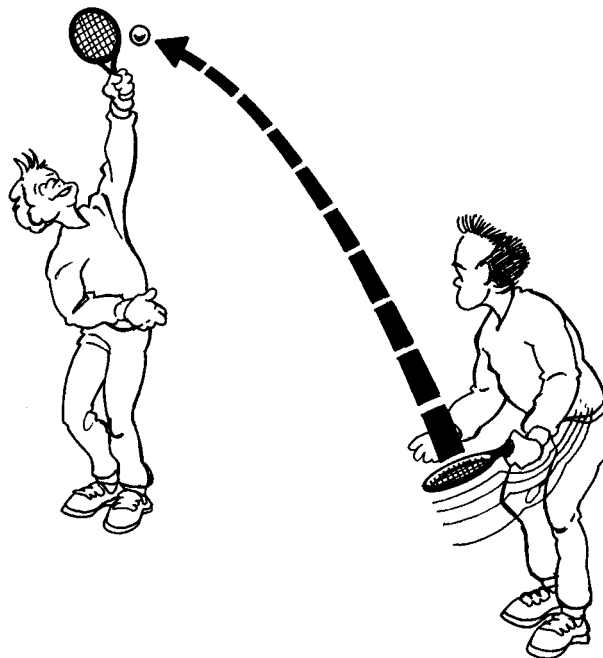
8. Move backward and with the use of a tennis racquet, drive the ball harder and have goalkeeper react with weights in hand.



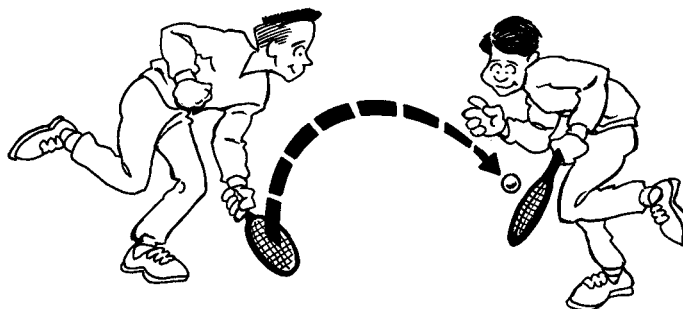
9. With stick and glove, put one goalie in the net, crouch position, and have the other goalie stand five to six feet in front to act as a screen. Partner then stands 10 to 15 feet out and bounces ball through the screen or drives it straight by the screen and goalie will react.



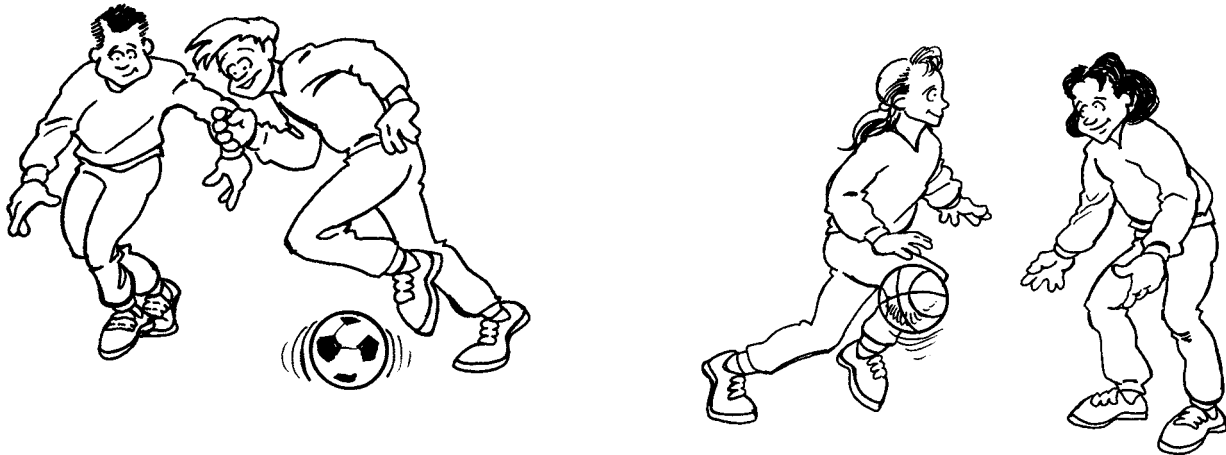
10. Have goalkeepers stand six feet apart with tennis racquets and hit tennis balls back and forth in the air.



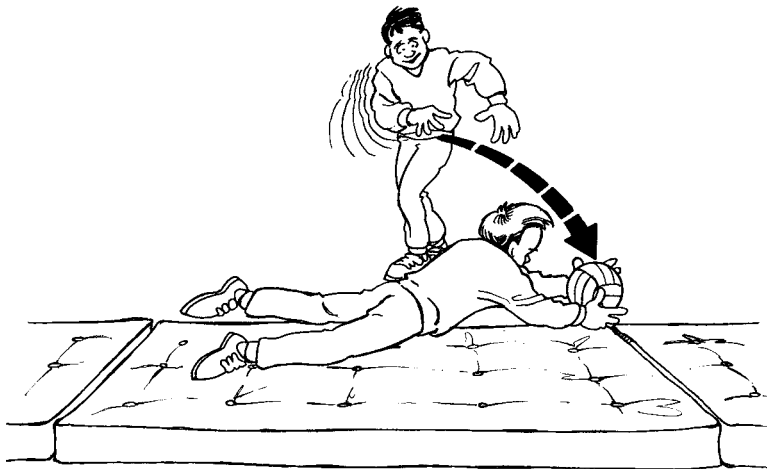
11. Same as above on one foot, then on the other.



12. Using a volleyball or team handball have goalies play one-on-one basketball or one-on-one soccer.

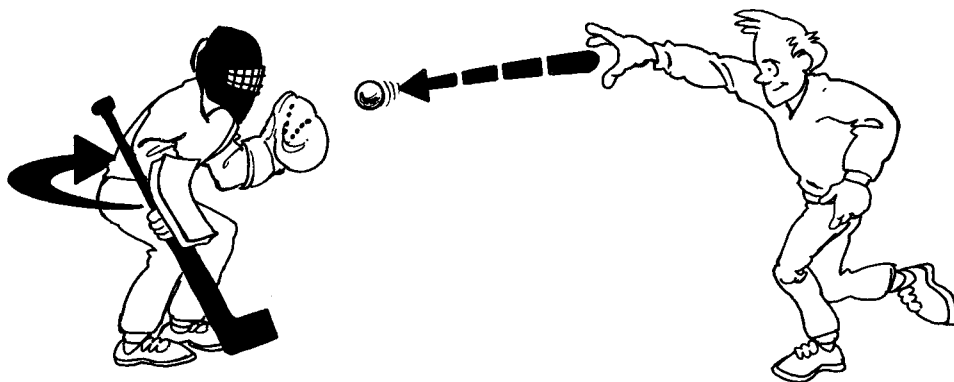


13. Using a mat or soft turf, one partner throws a volleyball or team handball to either side of the goalie and has him/her leave his/her feet to catch the ball.

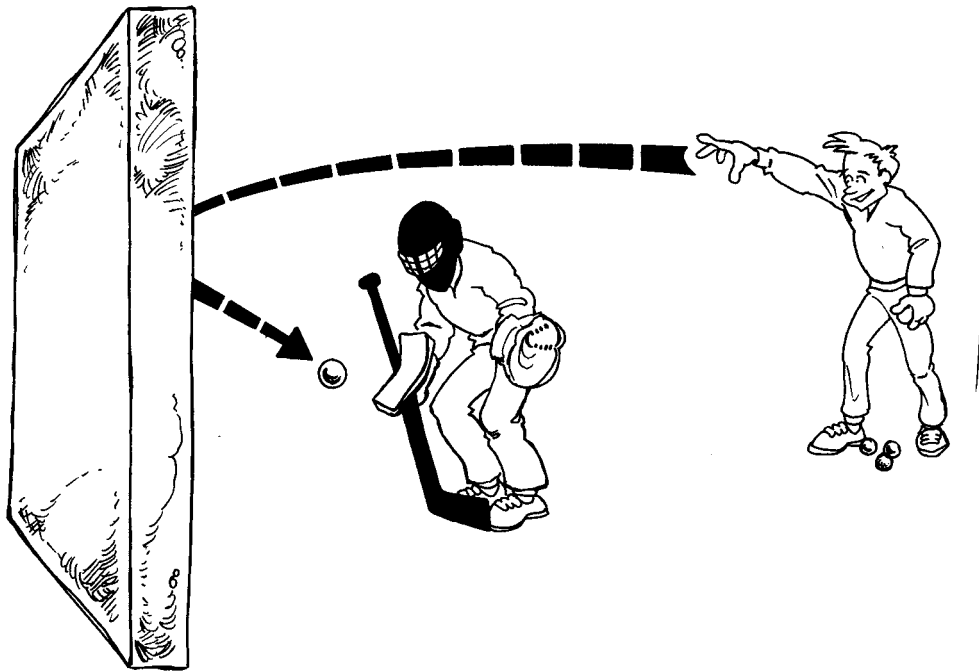


With full equipment - sticks, gloves and mask

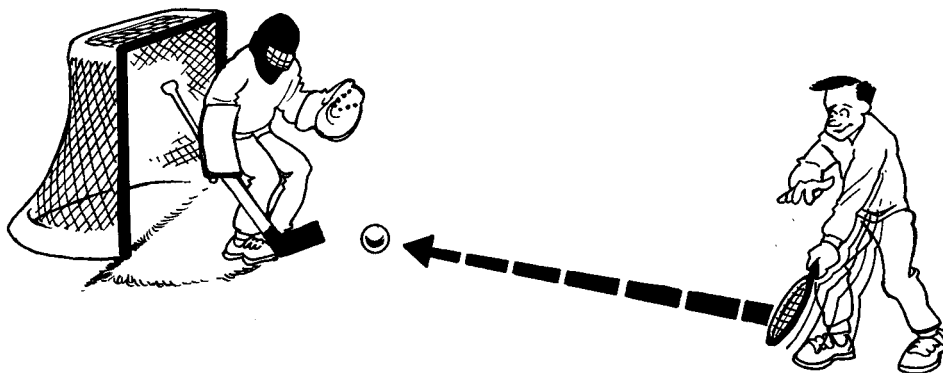
1. Goalie turns on command and deflects, catches or blocks tennis ball.



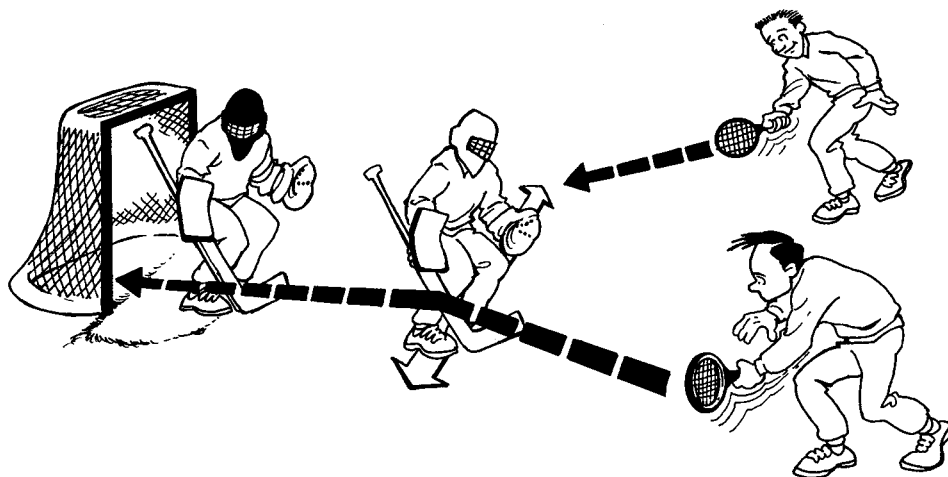
2. Goalie faces wall from 10 feet out with back to partner. Partner throws tennis ball off the wall, goalie reacts.



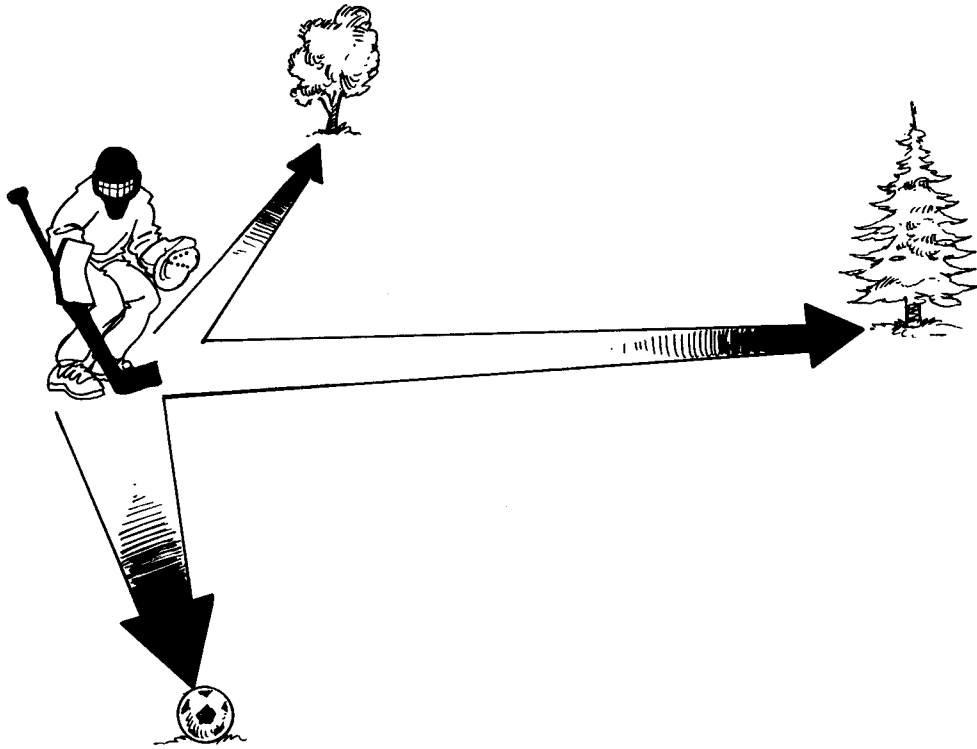
3. Angle shots - goalie is in goal. Partner fires tennis balls from various angles. Goalie moves and adjusts to angle.



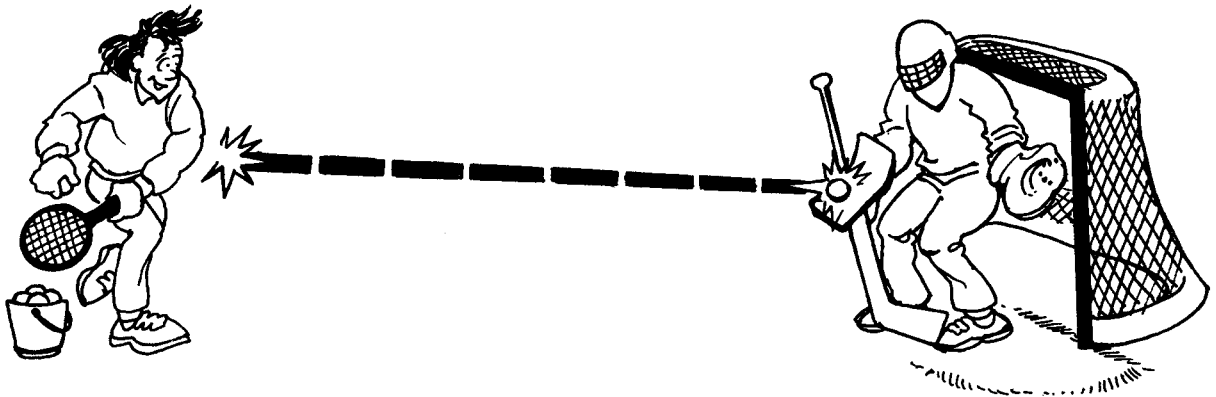
4. Screen shots and deflections.



5. Adjusting eye focus to objects.



6. Correct use of gloves. Partner fires the tennis balls, one at a time, easy at first. It is important that the goalkeeper use correct technique.



There are hundreds of exercises one can utilize. These are just a few. Use your imagination. Goalkeepers should also be included with the rest of the squad in their dry land training program.

Chapter 13

Strength and Conditioning Program

OBJECTIVES

- Understand the importance of athleticism
- Determine what activities can enhance performance
- Provide guidelines for a safe conditioning environment

INTRODUCTION

The purpose of this strength and conditioning chapter is to introduce a wide variety of fundamental exercises and drills that athletes and coaches can implement in all phases of their training. The game of hockey presents the athlete with great demands in muscular endurance, power, overall strength, core strength, flexibility, and especially hockey specific strength. While attaining higher levels of the previously mentioned, your overall goals should include:

1. Develop a high level of athleticism
2. Performance enhancement
3. Prevention of injury

ATHLETICISM

All athletes should be striving for the development of total athleticism through participation in a variety of sports no matter what age. The game of hockey requires great reflexes, balance, flexibility, lateral movement, acceleration, deceleration, and powerful movements, etc. All of these skills can be further developed through other sports to promote a high level of athleticism. Many of today's top players have not developed to their highest level of athleticism. It is never too late or too

early to develop a strong athletic base. A great way to improve your weaknesses is to participate, mainly during the off season in recreational sports or summer leagues. Younger players should be encouraged to engage in many sports. Some examples of recreational or competitive activities which are specific to a hockey players' needs are: baseball, basketball, lacrosse, racquetball, soccer, street hockey and tennis. Through these sports, the many attributes of **athleticism** are touched upon:

- **agility**
- **balance**
- **coordination**
- **core stability**
- **endurance**
- **flexibility**
- **power**
- **reaction/reflexes**
- **speed**
- **strength**

PERFORMANCE ENHANCEMENT

Performance enhancement is the ultimate goal of strength and conditioning. The formula for one to develop to the next level and maintain that high

level of performance is **Strength + Speed + Power + Conditioning (Aerobic and Anaerobic) + Athleticism + Nutrition + Recovery.**

The following questions and answers touch upon the basics of conditioning for hockey.

Q1. Should hockey players be concerned with both the Aerobic and Anaerobic energy systems?

A1. Anaerobic. This is a question that brings up much discussion and debate. Some coaches are still spending late spring and early summer running laps around a track. Others are spending the majority of time performing sprint training. Is there an effective means of training the major energy systems required in this highly complex game?

The main focus should be on the predominant energy system being used. Means of conditioning that system should be as specific as possible. While a hockey player should be concerned with both of the energy systems, it should be known that the bulk of conditioning should be Anaerobic.

A good Aerobic (w/oxygen) base should be developed in order to aid in the recovery of the damage done by the anaerobic systems. However, this base can be built up through a high volume of anaerobic training with the occasional aerobic bout. **Interval training** is an excellent way of targeting both the systems. Monitoring the **work to rest** intervals will determine what system will be working the most. A highly developed Anaerobic System (w/out oxygen) will assist the hockey players in their shifts using the off time as a rest interval. Means of improving the Anaerobic system include: wind sprints, slide board sprints, racquetball, inline skating, intervals, and tempo runs. Concentrate on interval work (800's, 400's, 200's), slide boards, and different forms of tempos on football/soccer fields.

Q2. Does a hockey player need to work on Muscular Power more than Muscular Endurance?

A2. Yes. The definition of **Power: $P = \text{Force} \times \text{Velocity}$** . Performance is usually determined by the amount of power he/she can produce. Remember that a powerful skater is better than a strong skater. A high **force** initiated on the ice at a high **velocity** will produce a significant amount of skating **power**. **Muscular Endurance** is the ability to exert a sub-maximal force over a prolonged period of time. A hockey player needs a base such as performing leg circuits in the early off-season to endure what lies before him/her. The endurance level will also increase as Anaerobic conditioning increases. The training program for these components do vary. Muscular endurance can be attained by performing circuit and/or interval training. However, the path (Aerobic/Anaerobic) of training, will impact the whole career. **Power and Strength should be the focus through weight training, plyometrics, and sprints.**

Q3. To stretch or not to stretch?

A3. Stretch!!! It is not a hard question to answer. Flexibility is defined as the ability to move a joint or a group of muscles through a specific range of motion without causing injury. Poor flexibility will impact speed, agility, power output, and recovery time negatively. Being flexible will also reduce the chance of injury to joints and muscles as well.

There are many different basic stretching techniques that can be implemented; Static stretches, PNF, Dynamic, Mobility, Ballistics. The areas to stress are:

1. Adductors
2. Abductors
3. Hamstrings
4. Core (Low back/Abdominals)
5. Shoulders
6. Internal/External Hip Rotators

Stretching should be done after an easy warm-up. A consistent stretching program will increase flexibility and reduce the chance of an injury. If time is not allowed for a

proper stretching routine to take place, the focus should be placed on a continuous warm-up. This includes large total body movements that takes the body through a wide variety of hockey specific motions. Stretching should be done before, during and after weight training, practice, games, sprints and plyometrics. Be sure to avoid over-stretching which may lead to hyper-mobility of some joints (i.e., shoulders).

Q4. Is Core Strength and Stability important to a hockey player?

A4. Major Importance! Core Strength is a key element that many youth players and coaches neglect. The Core (low back, abdominals, hips, and obliques) obviously links the lower body to the upper body. But more importantly, a strong core allows a hockey player to transfer the power generated by the lower body to the upper body, absorb and generate impact and skate efficiently. When skating, the core/trunk area is in a constant state of isometric contraction which allows the skater to better control his/her movements. There are many different factors and motions that contribute to having a strong and stable core area. This area should be trained in a fashion such that is multi-dimensional and multi-plane. Always train all of the muscles to avoid imbalances.

1. **Flexion**
2. **Extension**
3. **Lateral flexion**
4. **Hyperextension**
5. **Rotation**
6. **Diagonal rotation**
7. **Stabilization (isometrics)**

All of these motions must be targeted in order to prepare for the onslaught of checks (given and taken), shots on goal, falls, changes of direction, etc. Take caution when training the core and remember that we are trying to prevent injuries, not have them occur.

Q5. How does it all fit together?

A5. It all fits together in a well organized format known as Periodization. Periodization is a changing and/or manipulating of the training stimulus over the course of a year. Load, intensity, tempo, recovery, mode of exercise, and focus on conditioning are structured to fit the proper time of the year. The factors that determine the cycles or phases are usually the competitions. However, in hockey, competitions span over a long period of time. The following page charts the periodization over a year for hockey.

PERIODIZATION FOR HOCKEY

	STRENGTH	POWER	SPEED/PLYOS/ COORDINATION	METABOLIC TRAINING	FLEXIBILITY TRAINING
OFFSEASON Hypertrophy Active Rest - 3 weeks	High foundation of general, max and absolute strength	Moderate to low levels of power training	Low levels of speed and coordination training	Low-aerobic and anaerobic threshold	High
OFF SEASON Hypertrophy	High foundation of general, max, absolute and endurance training	Low levels of power training	Moderate levels of speed, coordination, plyos and agility training	Low Aerobic, Low Moderate Anaerobic	High
PRE-SEASON	Moderate-relative, endurance and specific strength training	Moderate to high levels of power training	Moderate levels of speed, coordination, agility and plyometric training	Low Aerobic, Moderate anaerobic threshold, max V02 and lactic threshold	High
PRE-SEASON Basic strength to Strength and Power	High level of specific strength	High level of power training	High levels of speed, coordination, agility and plyometric training	Moderate to high levels of Anaerobic	Moderate training to maintenance
IN-SEASON Strength and Power to Peak	Maintain strength training and core lifts	Moderate to high levels of power training - complex and Olympic style lifts	High levels of speed, coordination, agility and plyometric training	High Anaerobic	Maintenance
IN-SEASON PLAYOFFS Peak	Maintain - concentrate on specific strength training (core and Olympic style lifts)	Maintain high levels of power training	Maintain levels of speed, coordination, agility and plyometric training	Maintain anaerobic intervals, primarily on ice	Maintenance

PREVENTION OF INJURY

Whether you are dry land training, on the field/court, or in the weight room, the ever present risk for injury is always looming. Hockey, at any level, has some amount of contact (body to body, body to ice, body to boards, body to puck, stick to puck). It is our goal through the proper training programs to prepare the body's joints, muscles, and bones to withstand the various positions a hockey player might engage during the game. In order to do this, the training must be multi-directional, functional to their needs, and performed through a safe and effective range of motion with adequate flexibility.

It is intended that all these exercises and drills are to be monitored by a Strength and Conditioning Specialist to ensure safety and proper form. As with all age levels, correct technique must be stressed and the proper form has to be mastered before going on to any weight bearing exercise. Impatience with body weight and/or minimal resistance exercises at any age may lead to injury.

Although preventing an injury is not guaranteed, by performing a proper plyometric, agility, flexibility, and strength training program, the chances are decreased.

STRENGTH AND CONDITIONING GUIDELINES

Body Weight and Free Weight Exercises

- A. **Perfect form** is a must, there are no excuses for performing an exercise or lifting weight without perfect form. Do not sacrifice for heavy weights. It typically leads to injury.
- B. Perform in a **slow and controlled** manner (except Olympic lifts).

- C. **Body alignment** (knee tracking, lordotic curve, head neutral, weight distribution).
- D. **Avoid rounding** the lower back.
- E. **Ask questions** if you do not know how, if you don't something will usually go wrong.
- F. **Progressive Overload** - start with a wide variety of body weight exercises. Then progress to light weights, do not rush. A 2.5 pound increase per week over a year results in a total increase of 130 pounds.
- G. **Closed Chain vs. Open Chain exercises** - Hockey is played, for the most part, on one leg. Strength training should be as sport specific as possible. Closed Chain exercises are those which are more functional towards the game involving more than one joint at a time. Having one foot or two feet in contact with the ground or apparatus is classified as a Closed Chain exercise. Open Chain exercises usually involve only one joint or muscle group. These types of exercises are typically used at the earlier stages of rehab and are not as functional to a healthy athlete. Remember that the body is the ultimate free weight.
- H. **Overhead pressing movements** are to be done with the knees bent, hips pushed back, and head forward in order to reduce the strain on the lower back.
- I. In any type of **squat motion** the knees must remain over the ankles as the hips move down and back so that the thigh bone is parallel to the floor/ice.
- J. Once the body weight exercises have been mastered, vary the tempo by controlling the eccentric (lowering) and concentric (raising) speeds.

EXERCISE SELECTION (ALL LEVELS)

LOWER BODY	UPPER BODY	OTHER / PREHAB
<p>Squats / 1 Leg / Other</p> <p>a. Double Leg Squatting</p> <ul style="list-style-type: none"> - Front (should precede back) - Back <p>b. Single Leg</p> <ul style="list-style-type: none"> - 1 Leg Bench Squat - 1 Leg Squat - Step Ups - <ul style="list-style-type: none"> * Regular * Lateral * Lateral Crossover - Lateral Squat / Rocker - Lunges <ul style="list-style-type: none"> * Straight Lunge * Lateral * Angle <p>c. Other</p> <ul style="list-style-type: none"> - 4 Way Hip - Flexion - Extension - Abduction - Adduction - Glute Ham Raises - Hyperextensions <ul style="list-style-type: none"> * w/ twist * w/o twist * 1 Leg (more advanced) * 1 Leg w/ twist - Reverse Hyperextensions <ul style="list-style-type: none"> * unloaded * loaded (machine, SB, MB, PR) - RDL/SLDL 	<p>Pressing / Pulling</p> <p>a. Pressing</p> <ul style="list-style-type: none"> - Push Ups <ul style="list-style-type: none"> * regular * modified * on 1 or 2 MB's * hands on box * loaded * narrow vs. wide - Dips/Bench Dips <ul style="list-style-type: none"> * loaded - Bench Press <ul style="list-style-type: none"> * flat * incline * dumbbells * narrow vs. wide vs. neutral grip * on physioball * tempos * negatives - Overhead <ul style="list-style-type: none"> * DB Military * Standing Military <p>b. Pulling</p> <ul style="list-style-type: none"> * Chin Ups * Pull Ups * Towel Grip, V Grip, Neutral Grip * Inverted Row <ul style="list-style-type: none"> (close, wide, under, over, towel) * DB Row * Barbell Row * Upright Row * Shrugs 	<p>a. Auxiliary</p> <ul style="list-style-type: none"> - Shoulder FLB - DB Hammer Curls - Reverse Curls - Wrist Rollers - Lying DB Extensions - Hyperextension - Calves - Speed Trax (Hockey specific machine) <p>b. Prehab</p> <ul style="list-style-type: none"> - Shoulder <ul style="list-style-type: none"> * Internal Rotation * External Rotation * Ab/Adduction * FLB Prehab * Slideboard - Lower Body <ul style="list-style-type: none"> * One Legged Squats * Balance Work * MVP Shuttle * Plyos * Bands

OLYMPIC LIFTING

Olympic lifts are total body, multi-joint, explosive lifts which require the highest rate of force development. The development of explosive power is key in all sports from Badminton to Hockey. Recall the definition of Power: $P = \text{Force} \times \text{Velocity}$. Within the definition, the two components are force and velocity. A **greater velocity** at which the nervous system fires in order to inflict a high amount of force on an object (body, barbell, floor) will result in increased power output. **Increased power output** leads to better athletic performance.

If Olympic lifting is a new concept for an athlete or coach there are a few guidelines to follow:

1. Perfect Form! If lifting technique is not mastered, injury can occur, the lift will be inefficient and the maximum amount of force may not be developed.
2. Start with a broom stick, hockey stick, or aluma-lite bar.
3. Do not rush the process, it takes time to perfect the technique.
4. Make sure to have a qualified instructor to help you on your technique.
5. Everything is done from the Power Position.

Power Position

- a. head is in a neutral position, eyes straight ahead
- b. chest is out and shoulders are squeezed together
- c. arms are long and relaxed, rotate elbows outward
- d. torso is rigid, contract abdominal muscles
- e. back is flat to arched (lordotic curve, lower back)
- f. knees are slightly bent with the hips propped back
- g. hands and/or bar are slightly above knees
- h. shoulders should be in line with the bar
- i. weight should be distributed over the heels to the middle of foot, avoid being on the toes or balls of feet
- j. lower leg should be perpendicular to the floor to avoid forward flexion of the knees over the toes

Olympic Lifts - variation and progressions

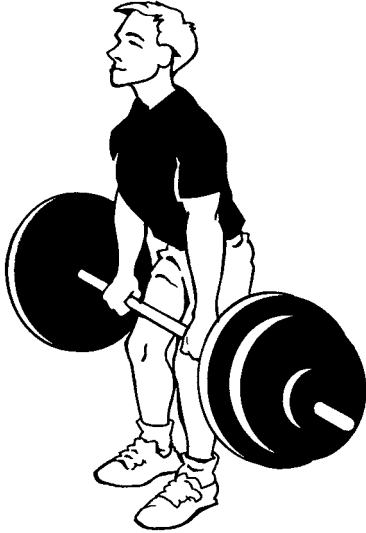
Power Shrug	Push Jerk	Hang Snatch/ Over Head Squat
High Pull	Push Press	DB Snatch
Hang Clean	Split Jerk	DB Clean
Power Clean	Over Head Squat	DB Alternate Puch Jerk
Hang Snatch	HC or PC/Front Squat	DB Clean/Front Squat
Power Snatch	HC or PC/Jerk	HC/FS/Jerk

All Olympic lifts should be performed in a range of 1-6 repetitions and 2-4 sets. They should also be performed at the beginning of a program following proper warm-up, abs, and plyometrics.

HANG CLEAN PROGRESSION

Starting Position

- Keep an athletic position
- Chest out
- Lower back straight
- Shoulders over bar
- Head up
- Bar just above knees



Catch Position

- Drop under bar by rotating around & under bar
- Hyperextend wrists as elbows move under bar
- Move feet to a squat position & land flat footed
- Rack bar across front of shoulders
- Lower back and chest position rigid
- Drop as low as necessary to handle load
- Head up
- Elbows parallel to floor
- Lower back straight



Pull Position

- In jumping action, extend knees, hips and ankles
- Keep the shoulders over the bar as long as possible
- Once bar clears hip, pull with elbows out
- Keep bar as close as possible to body on pull



CORE STABILITY EXERCISES (ABDOMEN, LOW BACK, HIPS)

Abdominal and core work should be done before any heavy lifting to aid as a warm up and make sure it gets done. It won't get done at home! The goal, whether it is more muscular endurance or strength, will decide the reps, sets, and intensities.

Total control of the torso is necessary to get the most benefit out of these exercises. A slow and controlled motion is required on all except the Medicine Ball twists and throws.

The Abdominals

1. Flexion (inc. lateral flexion)
 - a. Crunches
 - regular
 - reverse
 - w/plate
 - alternate hand toe
 - b. Others
 - V ups
 - leg throw downs
 - c. Lateral Flexion
 - side stack crunch on medicine ball
 - overhead medicine ball lateral flexion
 - off bench obliques w/o twist
2. Rotation
 - a. Lateral
 - Russian twist
 - lying trunk twist
 - medicine ball twists/throws

- b. Diagonal
 - alternate v twist
 - bicycles
 - off bench obliques w/twist
 - medicine ball twists/throws
(standing/sitting)

The Lower Back

1. Hyperextension/Extension
 - a. Supermans
 - b. Bird dogs
 - c. Back extensions
 - with twist
 - weighted
2. Physioball Programs
 - a. Hips
 - b. Pelvic Thrusts
 - a. With the medicine ball
 - b. Thrust and hold
2. Medicine Ball work
3. Hip Extension off Medicine Ball

Other

1. Physioball/Swissball Stabilization Programs

MEDICINE BALL TORSO EXERCISES

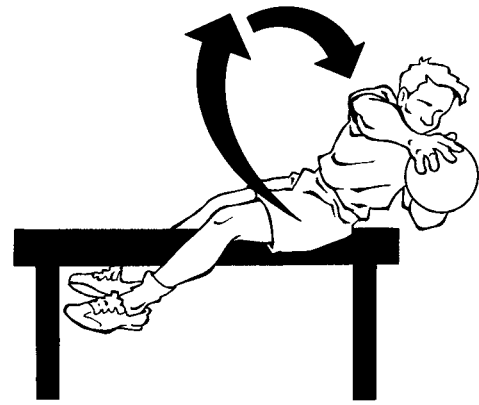
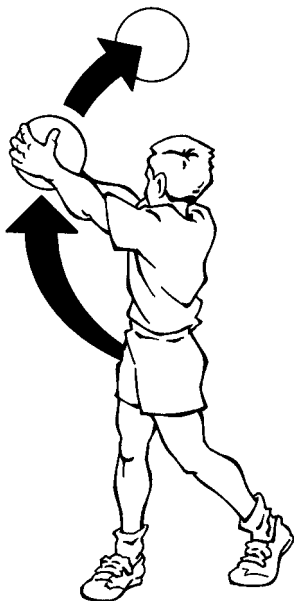
Hammer Throw

Starting Position: Straddle stand position with ball held waist high off of the hip and back to a partner.

Movement Description: Swing the ball from off the hip and throw over the opposite shoulder to a partner or against a wall.

Rhythm/Speed: Fast and explosive

Weight of Ball: 2 kg for beginner.
5 kg for advanced.



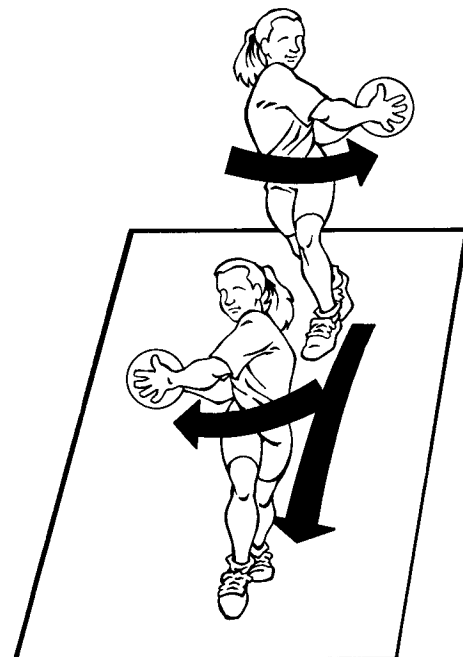
Russian Twist - Walking

Starting Position: Stride stand position with the ball extended out from the chest.

Movement Description: Walk forward and swing the ball to the side of the front leg, alternating the ball with each step.

Rhythm/Speed: Moderate

Weight of Ball: 3 kg for beginner.
5 kg for advanced.



Russian Twist - Seated

Starting Position: Straddle sit position with knees bent and the body inclined back at 45 degrees, hold the ball extended from the chest, feet hooked under a bench.

Movement Description: Keep the legs and hips stationary and the arms extended, twist the torso around to the right and then to the left; pause one count in front of the body to begin each repetition.

Rhythm/Speed: Moderate

Weight of Ball: 2 kg for beginner.
5 kg for advanced.

Rocky Full Twist

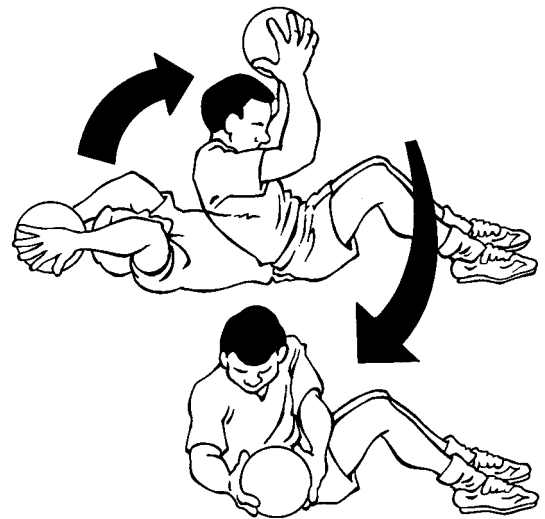
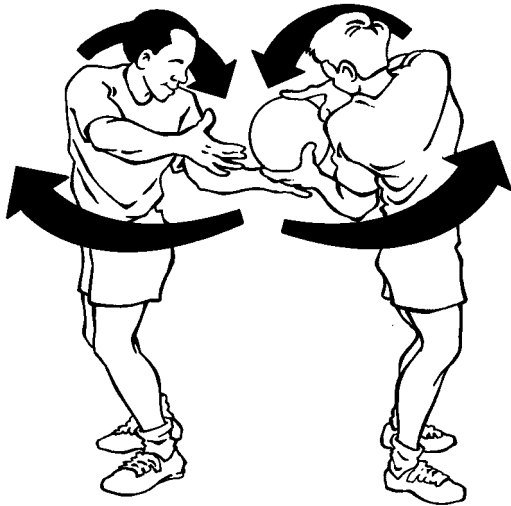
Starting Position: Straddle stand position. Back to the partner, an arm's length away with the ball extended out from the chest.

Movement Description: Keeping feet and hips stationary, twist the torso and pass the ball to the partner who twists the opposite direction. The pass is executed right to right and left to left.

Rhythm/Speed: Moderate to fast.

Weight of Ball: 3 kg for beginner.
5 kg for advanced.

Variations: (a) kneeling; (b) seated.



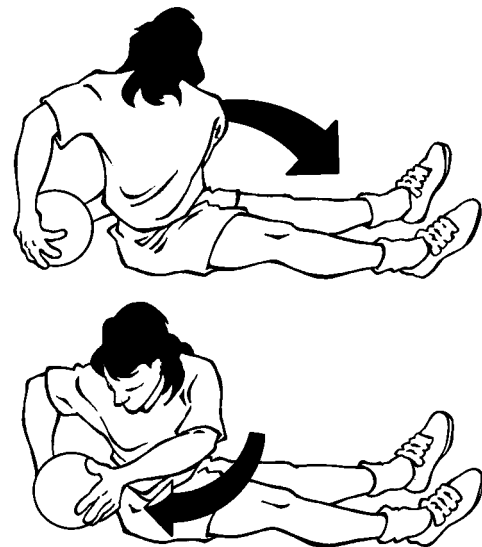
Seated Solo Twist

Starting Position: Straddle sit position with the ball on the ground behind the back.

Movement Description: Reach back, grasp the ball and pass it around to the starting position. Repeat in same direction until the desired number of reps is achieved. Repeat the exercise turning the opposite direction.

Rhythm/Speed: Fast.

Weight of Ball; 3 kg for beginner.
5 kg for advanced.



Medicine Ball Sit Up and Twist

Starting Position: Straddle sit position with knees bent at 45 degrees and ball extended overhead.

Movement Description: Sit back to the ground. Maintain the ball in the extended overhead position. Sit up and twist, touching the ball to the right. Return to starting position and repeat to the left.

Rhythm/Speed: Moderate to fast.

Weight of Ball: 2 kg for beginner.
5 kg for advanced.

Standing Side to Side Passes

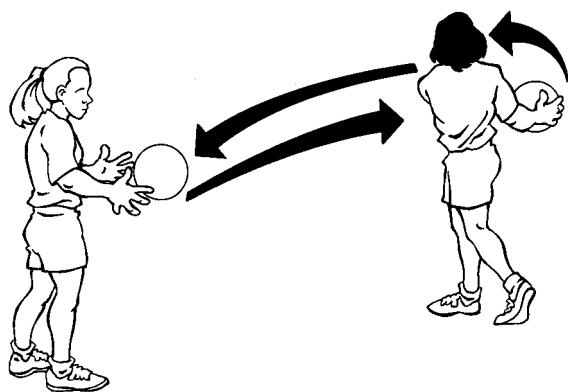
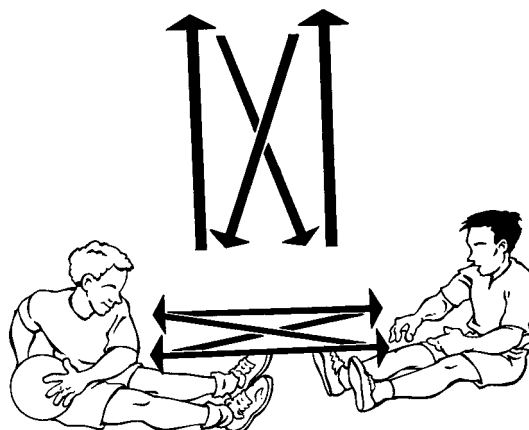
Starting Position: Straddle stand position with the ball held waist high off the hip.

Movement Description: Pass the ball to the outside of the partner's opposite hip forcing the partner to twist to that side upon catching the ball. Throw back to the same side from which the throw originated.

Rhythm/Speed: Controlled.

Weight of Ball: 3 kg for beginner.
5 kg for advanced.

Variations: (a) kneeling;
(b) against a wall without a partner.



Partner Straddle Sit Passes

Starting Position: Straddle sit position facing partner sitting in the same position. Ball held at the side just off the hip.

Movement Description: Partner A passes ball down the side to partner B. Partner B passes the ball diagonally across to partner A's opposite side. Partner A then passes to B down this side and B returns ball diagonally to A at starting point. Repeat for the desired number of repetitions and switch the pattern so that each partner is doing the opposite action.

Rhythm/Speed: Moderate, emphasizing stretch upon catching the ball.

Weight of Ball: 3 kg for beginner.
5 kg for advanced.

TRUNK ROTATION AND TWISTING

Rocky Half Twist

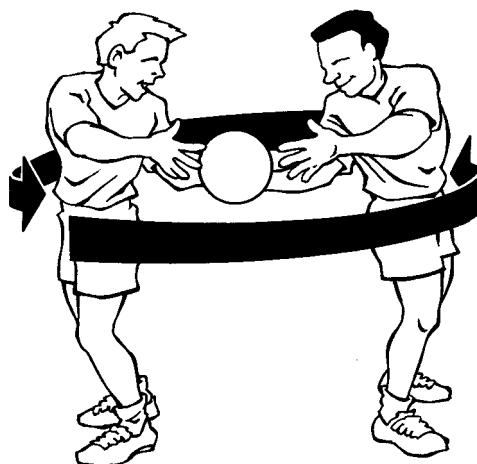
Starting Position: Straddle stand position. Back to the partner, an arm's length away with the ball held extended out from the chest.

Movement Description: Keeping the feet and hips stationary, twist the torso and pass the ball to the partner who twists in the same direction. The pass is executed right to left and left to right.

Rhythm/Speed: Moderate to fast.

Weight of Ball: 3 kg for beginner.
5 kg for advanced.

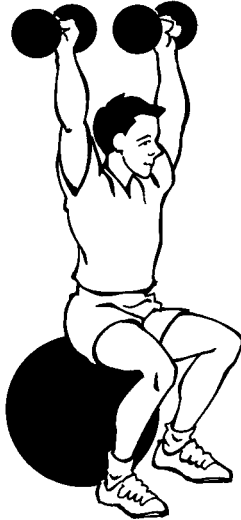
Variations: (a) kneeling; (b) seated



PHYSIO/SWISS BALL EXERCISES

Swiss Ball - Dumbbell - Military

- sit tall
- press dumb bell overhead



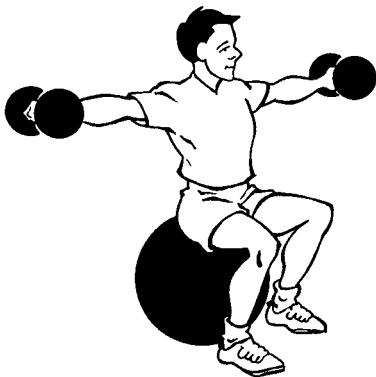
Swiss Ball - Prone External Rotation

- stabilize shoulders and externally rotate (top and side view)
- lie face down with ball on chest - arms flexed at 90 degrees



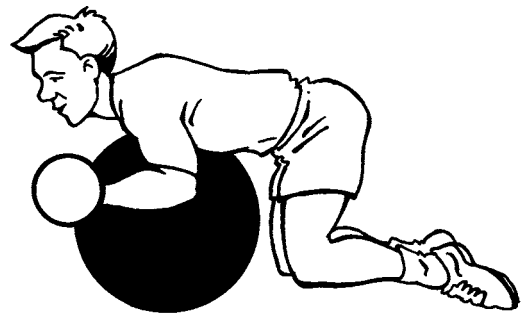
Swiss Ball - Dumbbell lateral - Raise

- sitting on ball, stay tight
- raise both arms up and down



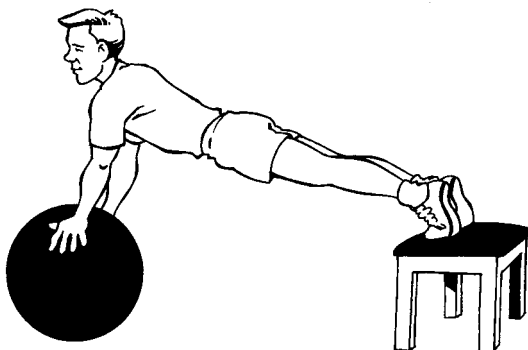
Supine Low Crawler - 2 balls

- roll lateral to one side and opposite side goes into shoulder flexion
- hold position and alternate shoulder presses



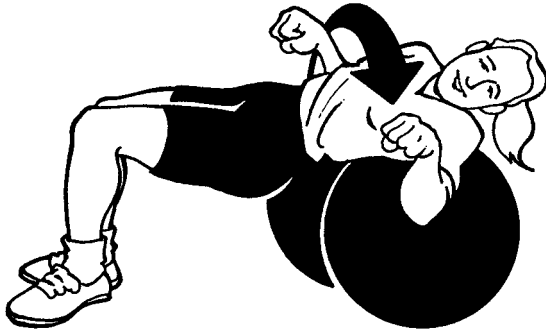
Swiss Ball - Push Up

- feet on bench, perform push up
- hands on ball



Swiss Ball - Ab Crunch

- keep low back in contact with ball and crunch up
- weight on upper chest



Prone Ball Roll

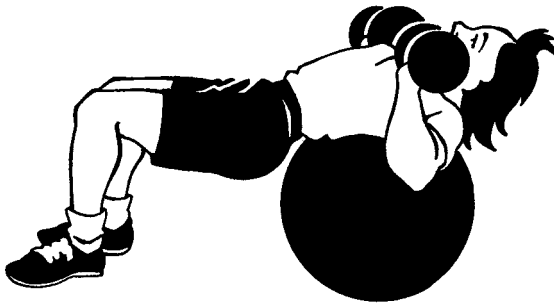
- keep legs straight
- roll to one side and back (left or right)
- keep form
- ADVANCED - cross crunch with counter kick - roll to side until ball gets close to armpit, then cross crunch - bring leg up on angle toward elbow

Prone Hip & Leg Extension (reverse hyper)

- roll out on to ball; find balance point with hands on floor; raise upper body and lower body together; hold three seconds and lower; drape body over ball and repeat
- to make this more difficult, take weight off hands, but leave in contact with floor
- ADVANCED - roll forward to hands and position elbows on floor, hold position for 10 seconds, slowly come down

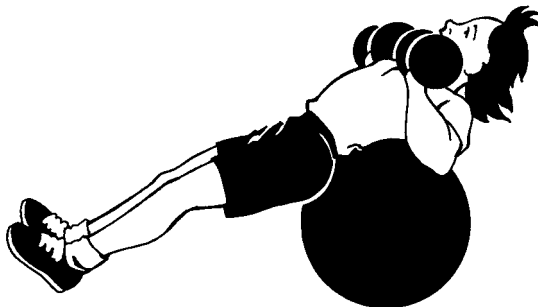
Swiss Ball - Dumbbell Bench Press

- keep hips up
- ball on upper shoulders



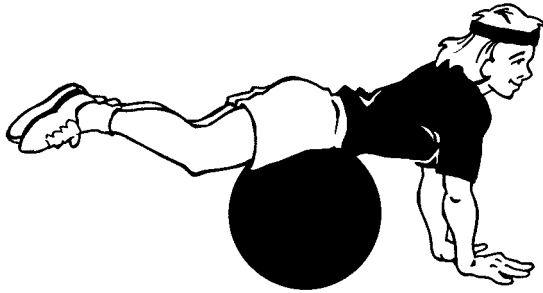
Swiss Ball - Incline Dumbbell Press

- hips down around ball
- press dumbbell up and back



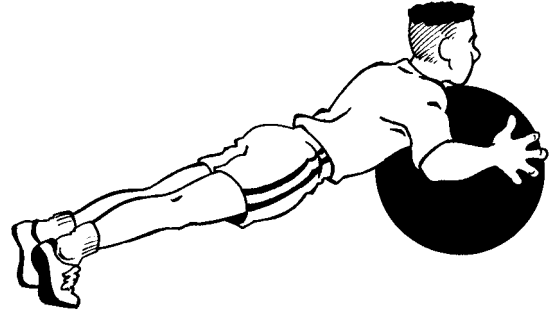
Prone Forward Ball Roll

- kneel in front of ball, forearm resting on top and roll forward
- do not arch body, stay tight and don't let belly drop
- as you get better, stand with hands closer to you so as you roll the ball gets farther away, increasing load on abs
- **ADVANCED** - start on your toes in push up style position



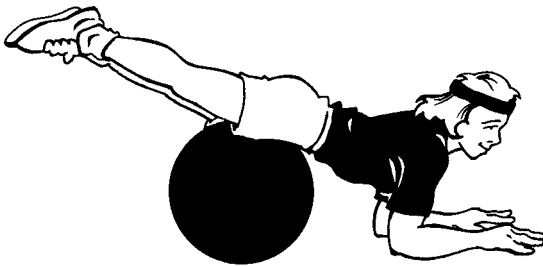
Supine Hip Extension

- lie on ball until head and shoulder rest on ball
- hamstrings, glutes and hips
- raise hips up, hold for three and lower
- if you roll forward (knees over toes) you emphasize quadriceps not hamstrings, therefore keep lower leg straight
- focus on tightening glutes - even it out
- **ADVANCED** - 1 leg at a time, arms out



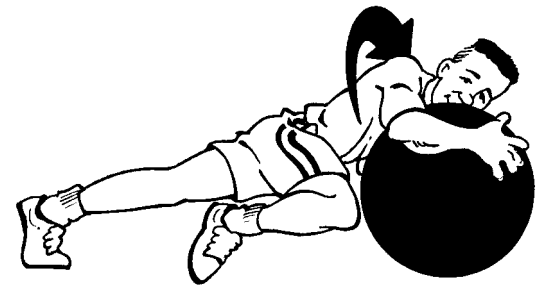
Swiss Ball - Lower Ab Tuck

- lower abs
- don't roll back so far back that you increase lumbar curve
- you should feel no pressure in spine
- **ADVANCED** - 1 leg at a time



Supine Lateral Roll

- hams, glutes, abdominals, back, shoulder girdle
- head and shoulders on ball, arms spread
- start by rolling side to side (6-10 inches)
- **ADVANCED** - go farther
- keep pelvis up - do not let it drop down



PLYOMETRICS AND AGILITIES

PLYOMETRICS

Plyometrics is the movement/activity that **bridges the gap between strength and speed** by utilizing the Myotatic Stretch Reflex. This reflex is called upon when the muscles are loaded in an eccentric contraction (muscle lengthening) and then immediately followed by a concentric contraction (muscle shortening). By performing Plyometrics, the hips, knees, and ankles are worked. It is imperative that a strong base strength is developed before a program is started. Exercises include jumps, hops, bounds, leaps, skips, throws, and pushes. When performing these exercises, the goal is to train the nervous system to react explosively with maximal force production. Teaching muscles how to absorb shock also aids in injury prevention.

- A. All plyometric and agility drills should be supervised.
- B. Drills should be done for quality, not quantity (minimal foot/skate contacts, maximum intensity and quality of movement).
- C. Athletes should be able to squat 1.5 times their body weight before engaging in an intense plyometric program.
- D. Low level, double leg exercises must precede any higher level single leg movements.
- E. As strength level increases, plyometric intensities should increase.
- F. Do not perform to fatigue, allow for complete recovery time.
- G. Maintain core stability and perfect posture during exercises.
- H. When dry land training, be sure to wear the proper foot wear and have a shock absorbing surface.
- I. Movements should be as sport specific as possible.
- J. Plyometrics for the same body part should not be performed on consecutive days.
- K. Always perform a proper warm up and flexibility program.

There is a long list of plyometrics that an athlete can perform. The following are basic and very productive as long as they are performed correctly. Know your limitations and the stage of training that you are at.

Low Level

1. **Jump Rope** - use different variations and patterns to get the most out of this exercise. Start double legged and proceed to single leg variations.
2. **Squat Jumps** - same as a regular squat but now we are leaving the ground, with perfect form, performing the jumps continuously.
3. **Tuck Jumps** - standing with feet together, jump up bringing knees to chest, variations include heels to butt, include 90, 180, 270 degree turns, performed continuously.
4. **Box Jumps** - start with a low box 18" proceed to a higher one 24" - 36", jump onto the box making sure the landing is soft and quiet, try not to bottom out.
5. **Skipping** - a basic fundamental movement that involves coordination and explosiveness, involves jumping from one foot to the other.

Medium/High Intensity

1. **Explosive Step Ups** - start with one foot on the box and drive up as high as possible, switching feet in air. Use variations such as alternating lateral step ups.
2. **Ice Skaters** - lateral hops from one leg to the other, use different variations such as stick and hold, continuous, two bounces and go.
3. **Lateral & Forward Cone/Hurdle Hops** - set up cones/hurdles, start with two feet moving, hopping forward, switch to one foot landings as you progress. Change to lateral direction on two feet, changing direction, alternating one foot or two feet.
4. **Broad Jumps** - jumping on two feet for distance, use variations such as stick and hold, continuous.
5. **Hurdle/Barrier Hops** - try jumping for height off of two feet, landing soft and holding or more advanced should try continuous hops.
6. **Lunge Jumps/Slip Squat Jumps** - out of a lunge position, try to get as vertical as possible.

AGILITIES

Agilities are drills that emphasize the ability to rapidly and efficiently change direction while controlling the body's center of gravity.

- A. Should be as sport specific as possible.
- B. Quality, not quantity, they should not be conditioning drills.

- C. Combine agility training with balance, reflexes, anticipation and hand-eye coordination.
 - D. Should be monitored by coach or other instructor.
 - E. Begin with proper warm up and flexibility program.
1. Agility Ladder drills - work on foot quickness, changes of directions, body awareness and control. Serves as a great warm up. Use a variation of slides, twists, skips, crossover steps, and shuffle. Let the imagination adjust the movements to as sport specific as possible.
 2. W Drill - 5 cones are set up in the shape of a "W", vary the spacing between cones. Start facing down the line (looking at all cones).

Move by shuffling, sliding, sprinting, backpedaling, and/or any other movement desired. Control the body's center of gravity as each cone is reached and then change direction to the next cone.

3. Pro Agility/"NFL Shuttle" - use 3 cones, tape, lines on a field/ice spaced five yards apart. Start on middle line/cone/tape. On command/own action, sprint to either side, touch the line, change direction, sprint ten yards back to the other side, touch, change direction, and cross the middle line again. Sprint, shuffle, or backpedal. Try to improve your time on each rep.
4. Jump Rope/Dot Drill - also a great agility workout, adding different foot work and combinations. Great for the improvement of coordination.

PLYOMETRIC EXERCISES

Double Leg Hops

Equipment: None

Start: Stand with feet shoulder-width apart.

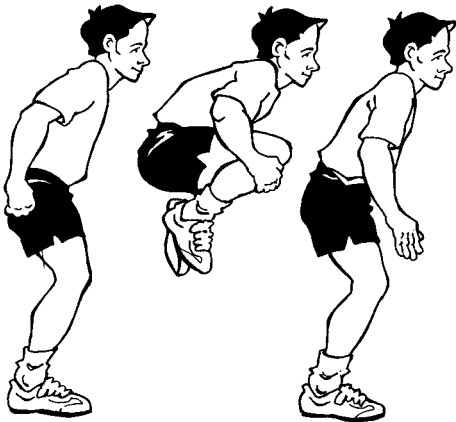
Action: Squat down and jump as far forward as possible. Immediately upon touching down, jump forward again. Use quick double arm swings and keep landings short. Do in multiples of three to five jumps.

Tuck Jump with Knees Up

Equipment: None

Start: Stand with feet shoulder-width apart and the body in a vertical position; do not bend at the hips.

Action: Jump up, bringing the knees up to the chest and grasping the knees with the hands before the feet return to the floor. Land in a standing vertical position, without any forward bend. Repeat the jump immediately.

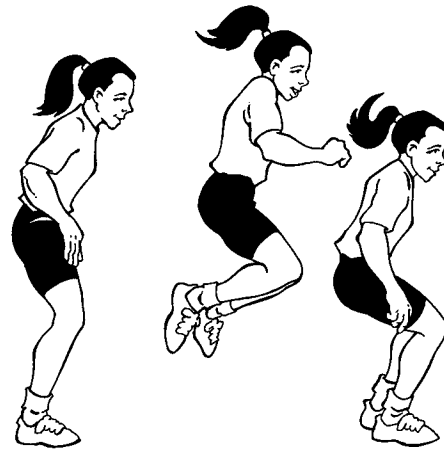


Tuck Jump with Heel Kick

Equipment: None

Start: Stand with feet shoulder-width apart and the body in a straight vertical position with arms by your sides.

Action: Keeping the knees pointed down (still in line with the body), jump and kick the buttocks with the heels. Repeat the jump immediately. This is a quick-stepping action from the knees and lower legs. Swing the arms up as you jump.

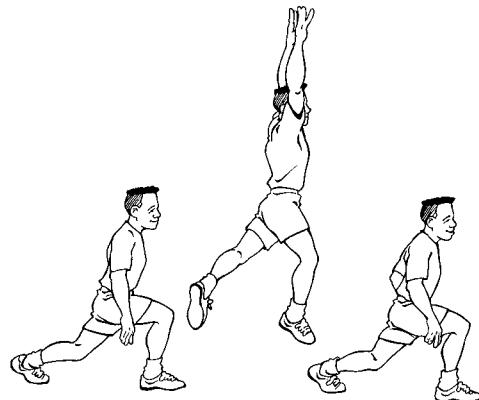


Split Squat Jump

Equipment: None

Start: Spread the feet far apart, front to back, and bend the front leg 90 degrees at the hip and 90 degrees at the knee.

Action: Jump up, using arms to help lift, hold the split-squat position. Land in the same position and immediately repeat the jump.

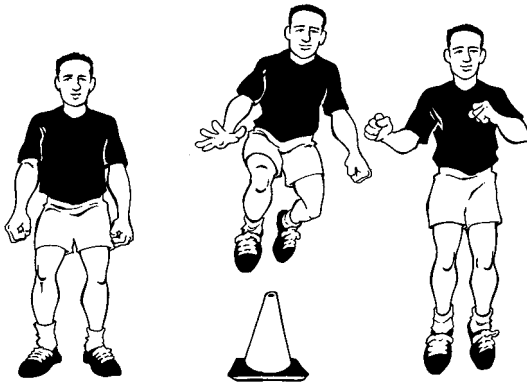


Lateral Jump Over Barrier

Equipment: One cone or hurdle.

Start: Stand alongside the object to be cleared.

Action: Jumping vertically but pushing sideways off the ground, bring the knees up to jump sideways over the barrier.

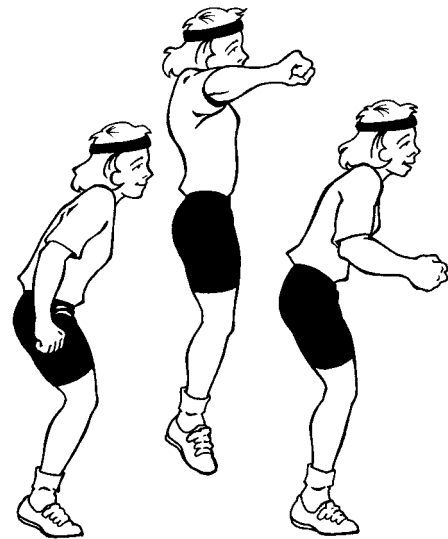


Two-Foot Ankle Hop

Equipment: None

Start: Stand with feet shoulder-width apart and the body in a vertical position.

Action: Using only the ankles for momentum, hop continuously in one place. Extend the ankles to their maximum range on each vertical hop.

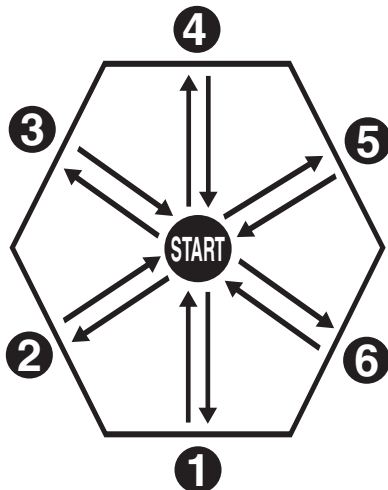


Hexagon Drill

Equipment: A hexagon of tape on the floor with sides about 24 inches long.

Start: Stand in the center of the hexagon with feet shoulder-width apart.

Action: Jump across one side of the hexagon and back to center then proceed around each side of the hexagon. This may be done for a specific number of complete trips around the hexagon or for total time.

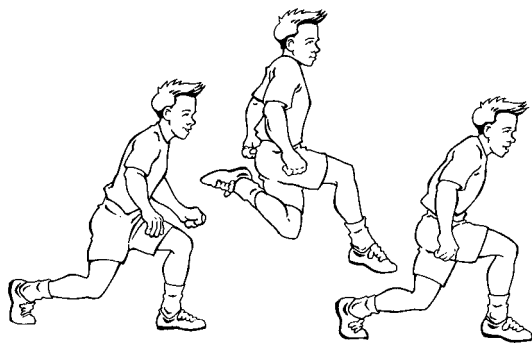


Split Squat with Cycle

Equipment: None

Start: Standing upright, spread the feet far apart, front to back, and bend the front leg 90 degrees at the hip and 90 degrees at the knee.

Action: Jumping up, switch leg positions - the front leg kicks to the back position and the back leg bends up and comes through to the front. While bringing the back leg through, try to flex the knee so that it comes close to the buttock. Land in the split-squat position and jump again immediately.

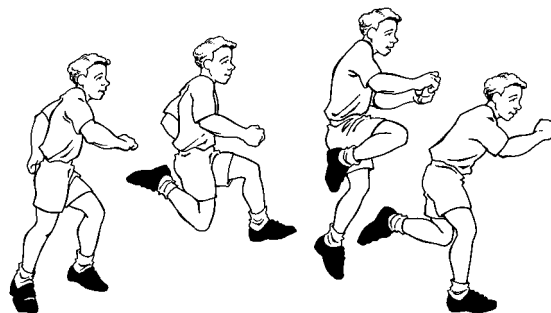


Single Leg Hops

Equipment: None

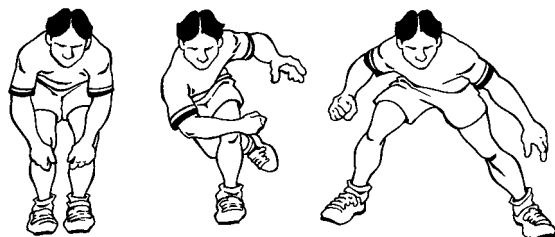
Start: Stand on one leg.

Action: Push off with the leg you are standing on and jump forward, landing on the same leg. Your opposite leg should swing to increase momentum. Once you land, take off again, your feet should move as if you were on a hot plate. The movement is very similar to running on one leg - Perform sets on both legs.



Lateral Bounds

Perform skating motion between two marks on ground, one yard apart. Work on lateral movement. Swing leg should come behind planted leg.



AGILITY LADDER EXAMPLES

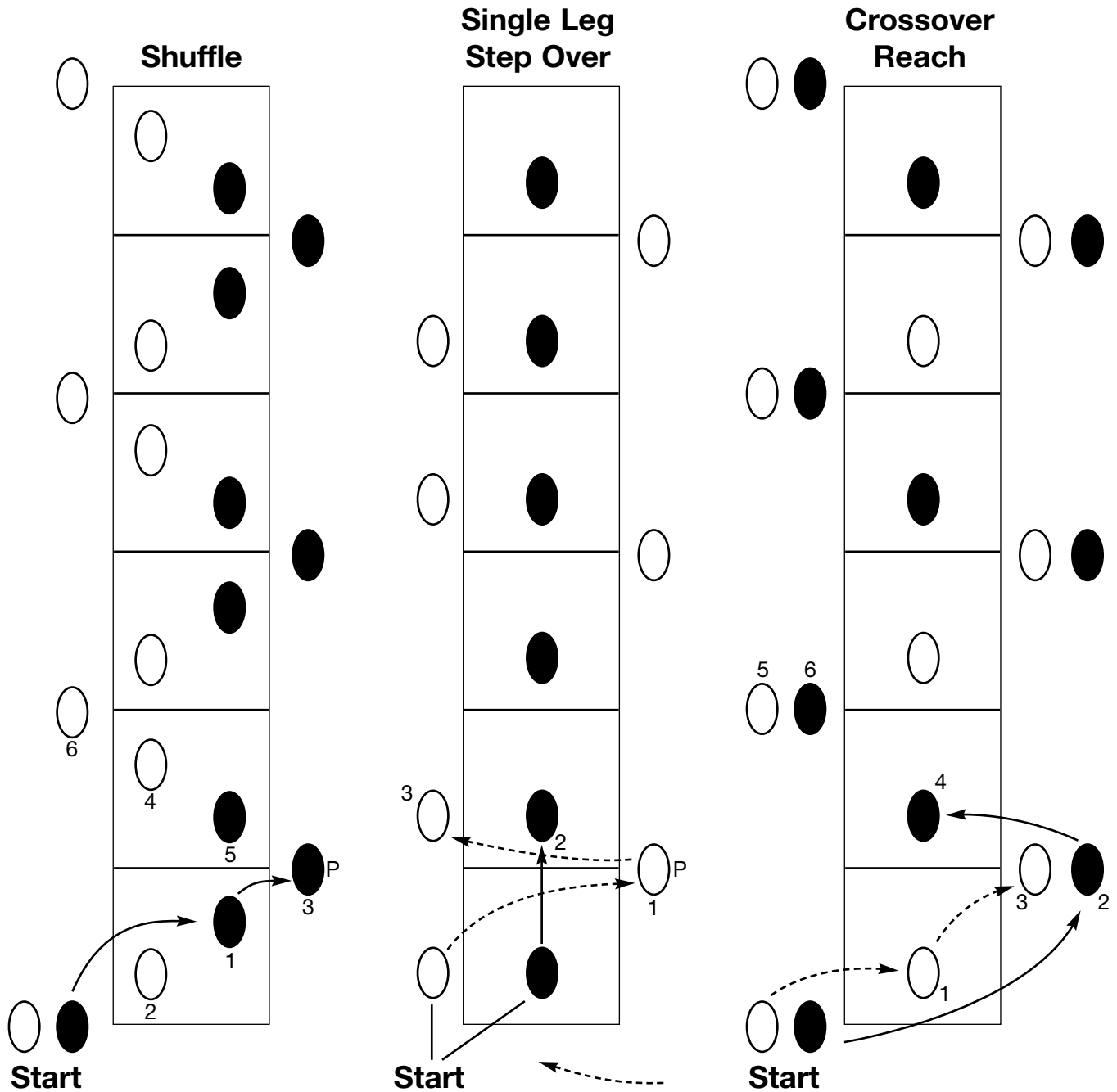
● = RIGHT FOOT

○ = LEFT FOOT

P = PLANT ON SINGLE LEG

--- = LEFT FOOT MOVEMENT

— = RIGHT FOOT MOVEMENT



SPEED/SPRINTS/CONDITIONING

1. Speed Training

- the only way to get fast is to run fast
- however, there are many other ways of improving your speed and efficiency of movement

Means of Speed Training

1. run sprints really fast!!!!
2. over speed training (down hill sprints, cords, more advanced techniques)
3. resistive runs (uphill, cords, tire pulls, partner resistive)
4. slide board

Starts

1. **Leaf Falls** (straight, 90 degree, laterally)
 - start standing, torso erect, hands down along side
 - lean forward as far as possible
 - first step should be short and powerful
 - think about driving the ground down and back
 - try to avoid reaching with first step
 - finish by sprinting 10 yards
 - 90 degree - start same way, bend at the hips 90 degrees

2. Ball Drops

Work on reaction and first step explosion, also great for hand-eye coordination. Partner stands approximately 10 feet away. Hold a tennis ball at shoulder height and then drop it. On the action of the hand releasing, sprint as fast as possible and try to catch it before it bounces twice.

3. Conditioning

- as sport specific as possible
- vary the modes to avoid boredom but allow enough time for enhancement
- emphasize Anaerobic conditioning
- alter work: rest ratios throughout off, pre and in-season

<u>Mode</u>	<u>Time on/off</u>	<u>Work to Rest</u>	<u>Season</u>
Ex. Slideboards	:30 on 1:30 off	1:3	early OFF
	:30 on 1:00 off	1:2	late OFF
	:30 on :30 off	1:1	PRE-season

Means of Conditioning

1. intervals (can be both aerobic and anaerobic depending on work to rest ratios)
2. slide boards (aerobic as well as anaerobic)
3. tempo runs
4. wind sprint
5. on-ice sprints
6. bike/treadmills

It is important to remember that work to rest ratios will be the determining factor in the systems worked. The intensities along with the volume should also vary when conditioning for the different systems.

OFF SEASON

Sample

Warm-Up / Stretch 10 Min. Abs/Starts/Plyos							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean	:90		x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Front Squat pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Inverted Rows (close)			x8		x8		x8
			x8		x8		x8
					x8		x8
Lunges pair w/	none		x8R/L		x8		x8
			x8R/L		x8		x8
					x8		x8
DB Incline Press			x10		x10		x10
			x10		x10		x10
					x10		x10

Warm-Up / Stretch Abs/Sprints/Shuttles							
Day 2		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Push Jerk	:90		x5		x5		x5
			x5		x5		x5
			x5		x5		x5
1 Leg Bench Squat pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Push Ups		BW	xmax	BW	xmax	BW	xmax
		BW	xmax	BW	xmax	BW	xmax
				BW	xmax	BW	xmax
Back Extensions pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Chin Ups (BW)			max		max		max
			max		max		max
					max		max

Warm-Up / Stretch Agilities/Plyos/Post Conditioning							
Day 3		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
DB Snatch	:60		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
Step Ups pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Bench Dips		BW	x8		x8		x8
		BW	x8		x8		x8
					x8		x8
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
					x8		x8
Pulls Ups (BW)			max		max		max
			max		max		max
					max		max

OFF SEASON
Sample Program

MONDAY	WEDNESDAY	FRIDAY
<p>Warm Up</p> <ol style="list-style-type: none"> Dynamic Mobility Stretch 	<p>Warm Up</p> <ol style="list-style-type: none"> Easy Jog Stretch Agility Ladder 	<p>Warm Up</p> <ol style="list-style-type: none"> Dynamic Mobility Stretch MB Work
<p>Abs/Low Back</p> <ol style="list-style-type: none"> Crunches 3 x 20 Russian Twist 2 x 10 R/L Supermans 3 x 10 	<p>Abs/Low Back</p> <ol style="list-style-type: none"> Flat Foot w/twist 2 x 20 Bicycles 2 x 30 Off Bench Obliques 3 x 10 Bird Dogs 2 x 15 	<p>Abs/Low Back</p> <ol style="list-style-type: none"> Rev. Crunch 2 x 30 Alt V Twist 3 x 10 Hip Thrust 3 x 20 Alt Superman 2 x 10
<p>Starts</p> <ol style="list-style-type: none"> Ball Drops 10 x 5 yds Lean Fall Run 5 x 5 yds 	<p>Sprints</p> <ol style="list-style-type: none"> Chase Sprints 6 x 15 yds Resistive Runs 4 x 15 yds 	<p>Agilities</p> <ol style="list-style-type: none"> W Drill 5x's Pro Agility 3x's
<p>Plyometrics</p> <ol style="list-style-type: none"> Dot Drill Box Jumps 	<p>Conditioning (pre lift)</p> <ol style="list-style-type: none"> 60 yard Shuttle 3x's 	<p>Plyometrics</p> <ol style="list-style-type: none"> Tuck Jumps 2 x 8 Lat. Cone Hops 4 x 4 R/L <p>Conditioning (post lift)</p> <ol style="list-style-type: none"> Slide Boards 15 min

PRE SEASON

Sample

Warm-Up / Stretch 10 Min. Abs/Starts/P							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean	2:00		x4		x4		x4
			x4		x4		x4
			x4		x4		x4
Back Squat pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Row			x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Angle Lunge pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
DB Bench			x8		x8		x8
			x8		x8		x8
			x8		x8		x8

Warm-Up / Stretch Abs/Sprints/Shuttles							
Day 2		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Alt DB Push Jerk	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
1 Leg Squat pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Incline			x8		x8		x8
			x8		x8		x8
			x8		x8		x8
Hypers w/ Twist pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
Chin Ups 5/0/1			x5		x5		x5
			x5		x5		x5
			x5		x5		x5

Warm-Up / Stretch Agilities/Plyos/Tempo Runs							
Day 3		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean/ Front Squat	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
Step Ups pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
Dips 2/0/2			x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
V Grip Pull Up	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8

PRE SEASON
Sample Program

MONDAY	WEDNESDAY	FRIDAY
<p>Warm Up</p> <ol style="list-style-type: none"> Dynamic Mobility Stretch 	<p>Warm Up</p> <ol style="list-style-type: none"> Easy Jog Stretch Speed Ladder 	<p>Warm Up</p> <ol style="list-style-type: none"> Dynamic Mobility Stretch MB Work
<p>Abs/Low Back</p> <ol style="list-style-type: none"> Rev Crunches 3 x 20 OBO w/Twist 2 x 10 R/L Supermans 3 x 10 	<p>Abs/Low Back</p> <ol style="list-style-type: none"> Flat Foot w/twist 2 x 20 Trunk Twist 2 x 10 OBO 3 x 10 Bird Dogs 2 x 15 	<p>Abs/Low Back</p> <ol style="list-style-type: none"> Plate Crunches 2 x 30 Alt V Twist 3 x 10 MB Twist 2 x 10 Alt Superman 2 x 10
<p>Starts</p> <ol style="list-style-type: none"> Ground Starts 5 x 15 yds 90 Deg Lean Fall 5 x 5 yds 	<p>Sprints</p> <ol style="list-style-type: none"> Up & Chase 4 x 20 yds Resistive Shuffles 4 x 15 yds 60 yards 4x's 	<p>Agilities</p> <ol style="list-style-type: none"> Agility Ladder 5x's Wall Drills 3 x :30
<p>Plyometrics</p> <ol style="list-style-type: none"> Box Jumps 3 x 5 SL Lat Cone Hop 3 x 6 <p>** more advanced</p>	<p>Slide Board Sprints</p> <p>8 x :30 on 1:00 off</p>	<p>Plyometrics</p> <ol style="list-style-type: none"> Barrier Hops 3 x 8 Ice Skaters 4 x 5 R/L (balance)
		<p>Conditioning (post lift)</p> <ol style="list-style-type: none"> Tempo Runs 10 x 100 yds

IN SEASON

Sample

Warm-Up / Stretch 10 Min. Abs/Plyos							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean	2:00		x3		x3		x3
Front Squat			x3		x3		x3
Lunges pair w/	none		x6		x6		x6
			x6		x6		x6
Bench (close)			x6		x6		x6
			x6		x6		x6
Hypers	:90		x8		x8		x8
			x8		x8		x8

* Depending on the game schedule, two days may not be possible. Try to fit them in with low volume.

Warm-Up / Stretch Abs/Plyos							
Day 2		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
DB Snatch	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
1 Leg Squat pair w/	:90		x5R/L		x5		x5
			x5		x5		x5
Chin Ups			x8		x8		x8
			x8		x8		x8
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Military	none		x8		x8		x8
			x8		x8		x8

IN SEASON

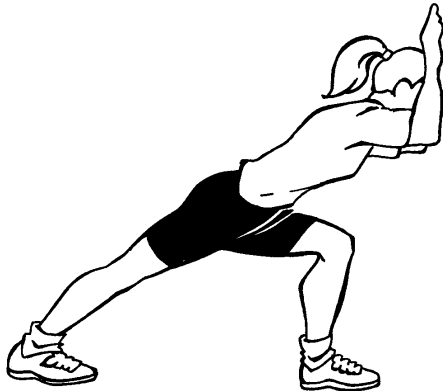
Sample Program

MONDAY	
Warm Up	<ol style="list-style-type: none"> 1. Dynamic Mobility 2. Stretch 3. Dot Drill
Abs/Low Back	<ol style="list-style-type: none"> 1. Rev Crunches 2 x 20 2. Supermans 3 x 10
Plyometrics	<ol style="list-style-type: none"> 1. Box Jumps 3 x 5 2. Jump Rope 3 x :40 sec

THURSDAY	
Warm Up	<ol style="list-style-type: none"> 1. Dynamic Mobility 2. Stretch 3. MB Work
Abs/Low Back	<ol style="list-style-type: none"> 1. Plate Crunches 2 x 30 2. Alt V Twist 3 x 10 3. Supermans 2 x 10
Plyometrics	<ol style="list-style-type: none"> 1. Squat Jumps 3 x 5 2. SL For. Hops 3 x 5 R/L
Conditioning (post lift) Optional	

LOWER BODY STRETCHES

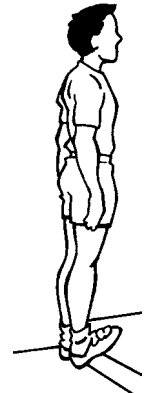
Thigh, Groin, Hamstring, Glutes, & Calves



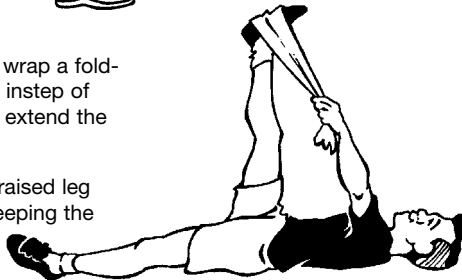
- Standing an arms length from a wall bend one leg forward and lean against the wall without losing the straight line of your head, neck, spine, pelvis, rear leg and ankle.
- Keep your rear foot down and parallel to your hips bend your arms and shift your weight toward the wall.
- Exhale and contract the quadriceps of your rear leg without jamming or locking the knee.

- Stand with the balls of your feet balanced on an edge or step.
- Exhale and lower your heels to the floor.

NOTE If necessary place one hand against a wall for balance and support.



- Lying on your back, wrap a folded towel around the instep of one foot, inhale and extend the leg upward.
- Exhale and pull the raised leg toward your face, keeping the leg straight.
- Also, if you have a bad back, flex the extended leg and slowly lower it to the floor.

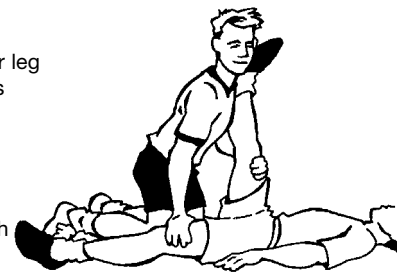


- Lie on your back and raise one leg keeping your hips square.
- Your partner anchors your leg on the ground and grasps your raised leg.
- Exhale as your partner raises your leg upward.

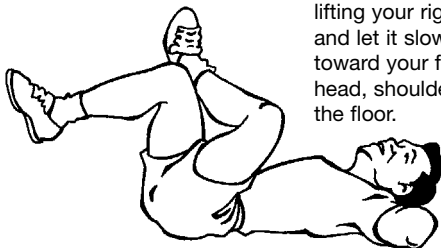
NOTE Remember to keep both legs straight and your hips squared.



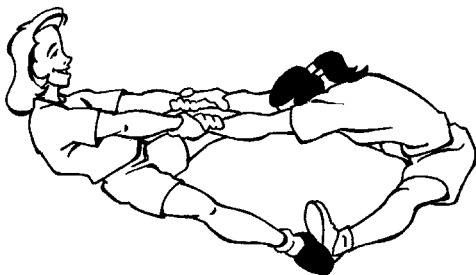
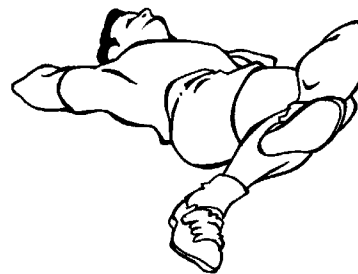
Your partner should avoid grasping the heel because the leverage may result in straining



- Lie on your back with your left leg crossed over your right knee.
- Exhale and flex your right knee, lifting your right foot off the floor, and let it slowly push your left foot toward your face, keeping your head, shoulders, and back flat on the floor.



- Lie on your back, knees flexed and hands interlocked under head.
- Lift your left leg and hook it on your right leg.
- Exhale and use your left leg to force the inside of your right leg the floor, keeping your elbows, head, and shoulders flat on floor.



- Sit on the floor with your legs spread. Your partner assumes the same position with feet braced against yours. Lean forward and grasp each other's wrists.
- Exhale: keeping your legs straight, extend your upper torso and bend forward at the hips as your partner leans backward and pulls on your wrists.

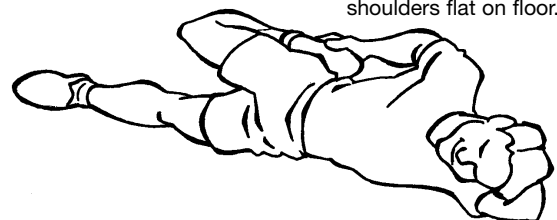
- Lie on your side, flex one knee, and raise your heel toward your buttocks.
- Exhale, grasp your raised ankle, and pull your heel toward your buttocks without overcompressing the knee.

NOTE

To maximize the stretch, make sure the medial sides of your legs touch each other and your pelvis rotates backward (visualize pulling your tailbone between your legs).



Do not arch your lower back or twist your pelvis.



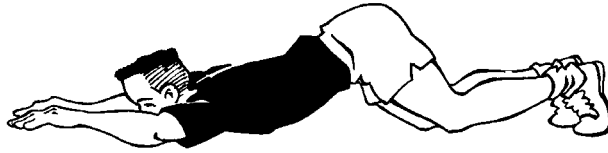
UPPER BODY STRETCHES

Chest, Shoulders, Arms, & Upper Back

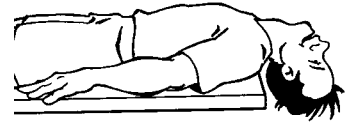
Lateral shoulder



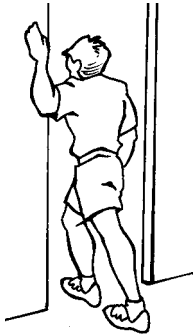
- Kneel on all fours, extend your arms forward, and lower your chest to the floor.
- Exhale, extend your shoulders, and press on the floor with your arms to arch your back.



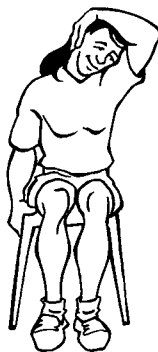
- Lie on your back on a table with your head hanging over the edge.
- Hold the stretch and relax.



Shoulder internal rotators (anterior)



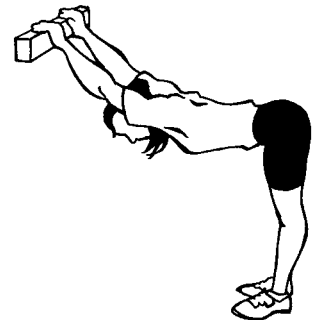
- Sit or stand with one arm flexed behind your back and grasp the elbow from behind with your opposite hand.
- Exhale and pull your elbow across the midline of your back. Grasp your wrist if you are unable to reach your elbow.



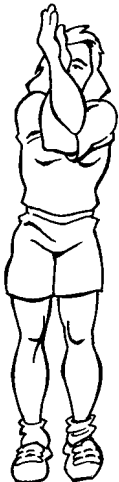
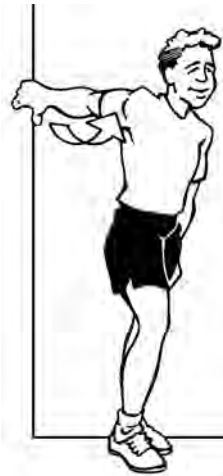
- Sit on a chair with your right hand grasping the lowest part of the chair frame to stabilize your right shoulder.
- Place your left hand on the upper right side of your head.
- Exhale and pull the left side of your head onto your left shoulder.

NOTE The stretch will be dissipated upon release of the chair.

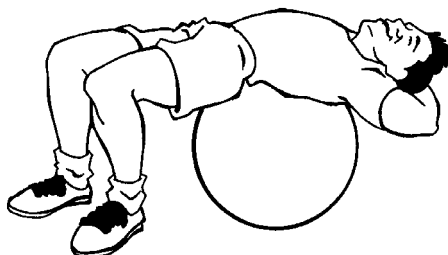
Upper back



- Stand with your back to a door frame.
- Rest one hand against the door frame with your arm internally rotated at the shoulder, your forearm extended, and your hand pronated with your thumb pointing down. Exhale and attempt to roll your biceps so they face upward.

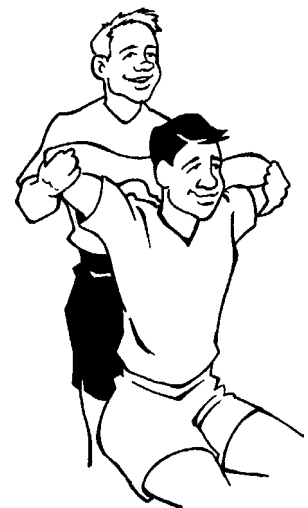


- Sit or stand, flex your right arm, and raise your elbow to chest height.
- Flex and raise your left arm so its elbow can support your right elbow. Intertwine your forearms so your left hand grasps your right wrist.
- Exhale and pull your wrist outward and downward.



- Sit on the floor with a large Swiss ball against your lower back and your hands interlocked behind your head, elbows facing forward.
- Inhale, extend your thighs, raise your buttocks off the floor, roll the ball, and achieve a neutral position. The ball should be under your shoulder blades (scapula), with your lumbar spine flat, your knees flexed at 90 degrees, and your elbows abducted.

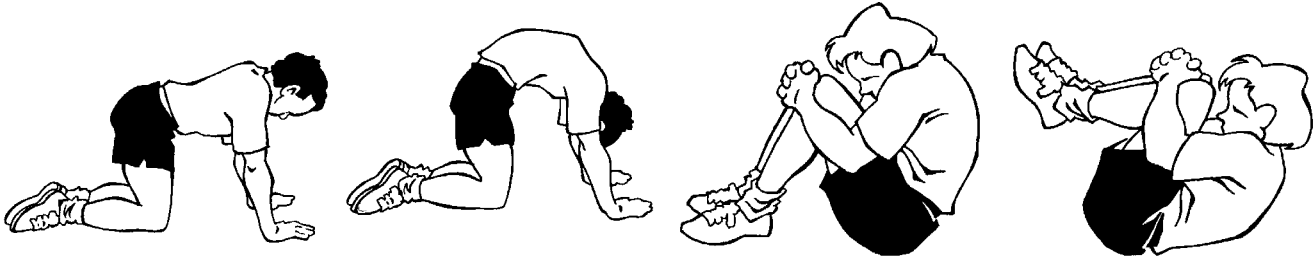
NOTE You should feel the stretch in the upper chest area.



- Sit with both arms flexed and your hands interlocked behind your head.
- Your partner grasps both elbows and pulls them backward toward each other.

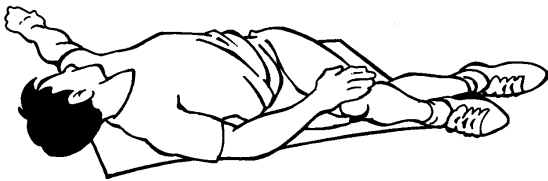
UPPER BODY STRETCHES

Torso (Abdominals & Lower Back)

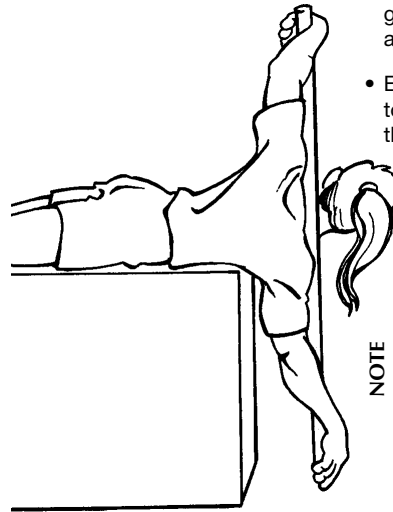


- Kneel on all fours with your toes pointing backward.
- Inhale, contract your abdominals, and round your back.
- Exhale, relax your abdominals, and return to the “flat back” position.

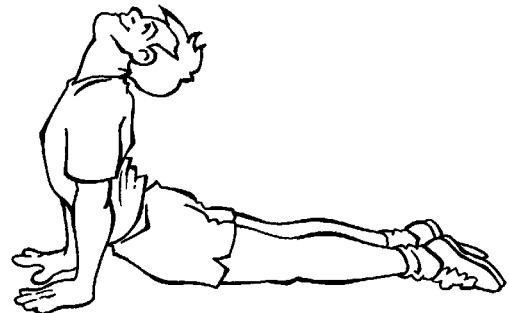
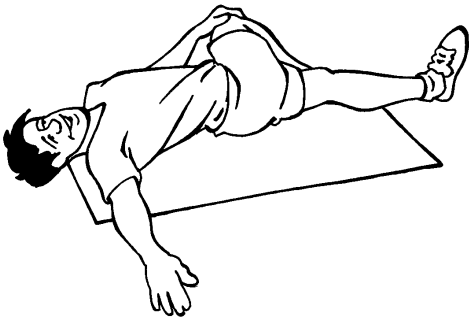
Lower Back Stretch



- Lie face down on a table with your upper torso extended over the edge, grasping a stretching stick that rests across your shoulders.
- Exhale as you slowly twist your upper torso as high as possible and return to the starting position.



NOTE This stretch is great for the motion of shooting the puck



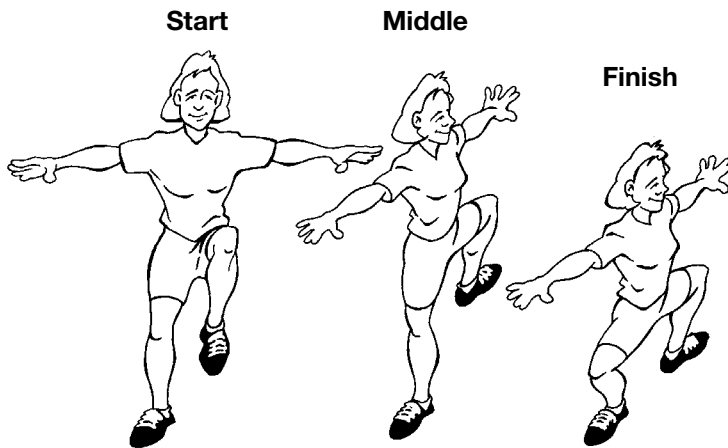
DYNAMIC MOBILITY EXERCISES

Ballet Dancer

Start: Standing with feet shoulder width apart. torso tight. Lift left knee straight up to a parallel position keeping heel tucked under hip.

Middle: Keeping right foot planted, rotate left leg and hip 180 degrees to the left.

Finish: Keeping chest & head up, plant left foot in line with the right foot and squat down. Repeat 10 times each leg.



Lunge & Twist

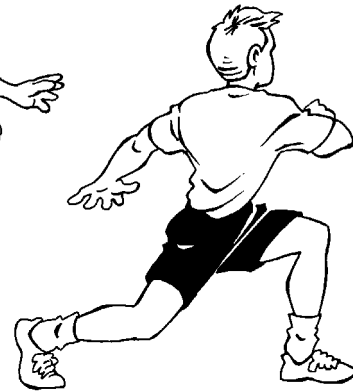
Start: Standing tall, torso erect, lunge forward with left leg. Lunge to a 90 degree bend in left knee making sure that your knee does not go past your ankle.

Finish: End by twisting your torso to the left side. Alternate and repeat.

Start

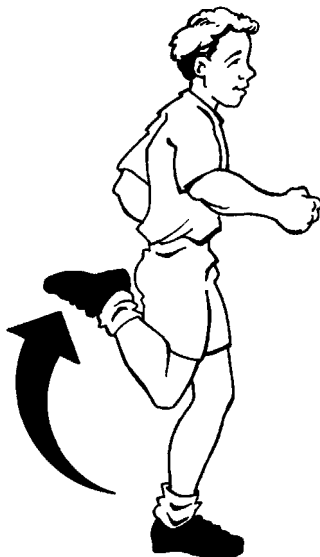


Finish



Butt Kicker

Moving forward try to kick your heels up as high as possible making contact with the butt. Keep Torso tight, ankles dorsi-flexed.



High Knee Pull

Walking forward, keeping torso erect. Head up. Raise knee as high as possible. Grab knee and pull it to your chest. Alternate pulling knees in.



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Section 5

**Offensive
Team Tactics**



Chapter 14

Positional Play

OBJECTIVES

- Describe the potential responsibilities of players
- Describe both offensive side of positional play
- Outline the importance of individual positional skill development

INTRODUCTION

The idea of teaching hockey players positional responsibilities and play is an important, yet difficult part of coaching. It is important to expose players to various offensive and defensive situations and practice them so they become routine. Always leave room for the players to utilize their individual skills and imagination within the framework of the team's philosophy and style of play.

Developing the Forward

Today's swift, wide-open style of hockey makes playing the forward position exciting, and a position where a player receives a lot of attention. However, playing forward has a lot of responsibilities attached to it, and it is a position you need to master. In selecting forwards many coaches select the athlete that can score, skate fast and handle the puck well. However, there is more to the position than skating fast and scoring goals. They not only need to know how to play with the puck, but just as important, play without the puck.

Characteristics of a Forward

- Solid in the fundamental skills
- Ability to read and react to situations
- Understands the game at both ends of the rink
- Patient and confident
- A good two-way player
- Very creative
- Intelligent with the puck
- Strong on his/her skates
- Aggressive instinct around the net

Many coaches neglect drilling their forwards on the skills and principles required to play the position. Drills must be constantly used to develop the abilities needed for today's forward. Before coaches or players begin special drills for forwards, they must understand the responsibilities a forward has on the ice during a game. This understanding avoids a great deal of confusion and indecision on the ice and in the players' minds during a game. It is another part of the systematic approach to the game of hockey.

BASIC GUIDELINES FOR FORWARDS

Offensive Points of Emphasis

- Keep your feet moving when passing or shooting the puck
- Communicate with your teammates
- Win all the races to loose pucks
- Never skate by the net after a shot
- Don't get caught with three players deep in the zone below the puck
- Keep a forward high for offensive as well as defensive purposes
- Understand the concepts of support, transition, pressure and containment
- Ability to cycle and create space

Defensive Points of Emphasis

- Back check by picking up the off-side forward
- Take your players to the net if they stay outside your defenseman
- If the player cuts to the middle in front of the defense, stay in your lane, and back up your defenseman
- If you are the trailing backchecker, pick up the player in the high slot area
- Keep your body between your opponent and your net (defensive posture)

One-on-One Points of Emphasis

- Attack your opponent at angles
- Make your moves in full stride
- Learn to protect the puck
- Use change of pace speeds to elude your defender
- Work hard to gain a path into the prime scoring area
- Do not be predictable, vary your attack

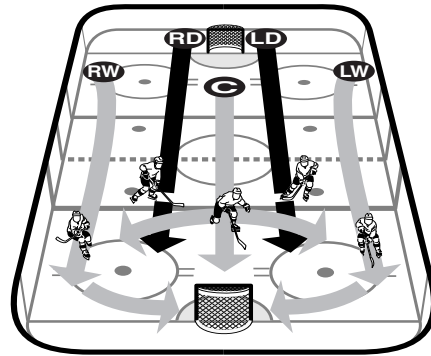
Two-on-One Points of Emphasis

- Cut the ice in half
- Try to pull the defender out of the middle
- Bring the play to the defenseman as quickly as possible
- Use a variety of moves: go wide, freeze the defenseman, criss cross, etc.
- Stagger so the open forward is in support position

Three-on-Two Points of Emphasis

- Attack the offensive blue line with speed
- Get the puck deep into the attacking zone quickly
- Penetration to the net with puck is of utmost importance
- Use a variety of attacks
- Be creative
- Move the puck quickly around the zone
- Isolate your attack on one defenseman, creating a two-on-one situation on one side

AREAS OF RESPONSIBILITY

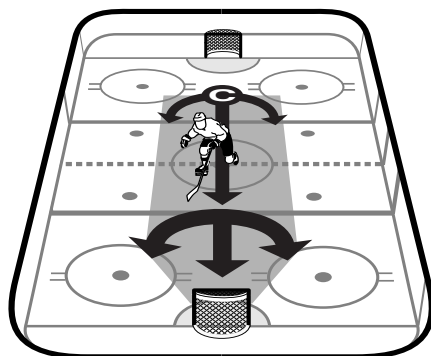


Offense – The phase of the game when a team is in possession of the puck. The aim is to get the puck down the ice in a systematic way and into the opponent's net.

Key Elements

1. Individual Skills
 - Carrying the puck (stickhandling)
 - Passing and receiving
 - Shooting
2. Team Skills
 - Teach an orderly method of moving the puck down the ice into the attacking zone
 - Players must take a great deal of pride in their passing and receiving skills
 - Two quick passes when breaking out
 - Stay wide and move quickly through the neutral zone
 - Set up offensive triangle in attack zone; set up a two-on-one on the defensive player

Center – Offensive Responsibilities



Breakout Zone

1. Center stays between the circle, close to the top of the circle
2. Always angle toward side boards when receiving pass

Neutral Zone

1. Move up ice in the middle zone, between the seams

Attack Zone

1. Playmaker - usually passes to a wing
2. Without Puck
 - Trail the puck carrier at top of circle (or skate hard to front of net)
3. With Puck, Over Blue Line
 - Stop in middle, just before top of circle, and pass to wing or shoot

WING – OFFENSIVE RESPONSIBILITIES

Breakout Zone

1. Strong-side Wing
 - Position yourself against the boards at the hash marks to receive a breakout pass
2. Weak-side Wing
 - Move to top of face-off circle when puck goes to the other side
 - Move out of zone along seam

Neutral Zone

1. Both wings should stay in outside lanes

Attack Zone

1. Puck Carrier
 - Quickly penetrate zone on top of circle
 - Options: go to net and shoot; pass back to trailer (center); pass to weak-side wing in front
2. Weak-Side Wing
 - Stay wide when coming into zone
 - Skate into face-off dot and angle to net

Chapter 15

Team Play

OBJECTIVES

- Describe skills needed for successful team play in hockey
- Outline the sequence to be used in introducing team play
- Present some of the unique formations that are effective in youth hockey

INTRODUCTION

Many good books on hockey have been published recently, and nearly all have excellent suggestions for team offense and defense. Coaches with teams of experienced players who are strong in the fundamentals of hockey should benefit from reviewing one or more of these publications.

This chapter is devoted to some relatively basic offensive patterns and defensive assignments that may be used by teams at all levels. First, a few introductory comments.

Beginning hockey players soon figure out that offensive means getting in scoring position and scoring goals. Defense means stopping the offense and recovering the puck. This simple assessment is sufficient to permit the game to be played. A coach has the opportunity, however, to explain why certain things will happen on the ice and then to **teach the players to create situations rather than just letting them happen.**

The first question a coach must resolve is, “When are we on offense?” The offense-or-defense question centers on control of the puck. Team puck control falls into three categories.

1. We have it – we are on **offense**
2. They have it – we are on **defense**
3. Nobody has it (loose puck). This is the condition that the game is all about. If we win the race to the loose puck, we go on offense. If not, we are on defense. An important principle of play, therefore, is to win most of the races to the puck (the team which wins the races for loose pucks usually wins the game).

From an offensive or defensive standpoint, you should **teach your players that when we are on offense we control the puck; at all other times, we are on defense.** This will put your team into a defensive pattern when you go after loose pucks.

The object of team offense is to control the puck long enough and well enough to get a good shot on goal. Here are some simple offensive patterns for the three zones.

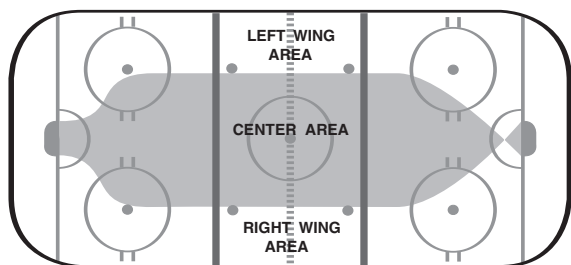
POSITION OFFENSE

When left alone, most young hockey players will fall into the “swarm” system or (non-system) of offense and defense. In this “system” everybody goes where the puck is. If you can get your players

organized just a little, you can achieve greater results.

A basic (or least complex) offensive pattern is “everybody play his position”. This is the first offensive concept that should be taught. In simple terms - spread out! The wingers skate up and down his/her respective side of the rink. This creates territorial division of the ice surface. If your players maintain these lanes or areas and do one more thing - pass the puck to the open man - you will have a reasonably acceptable offensive system. Figure 1 illustrates the areas of play appropriate for forwards and defensemen.

Forwards



Defensemen

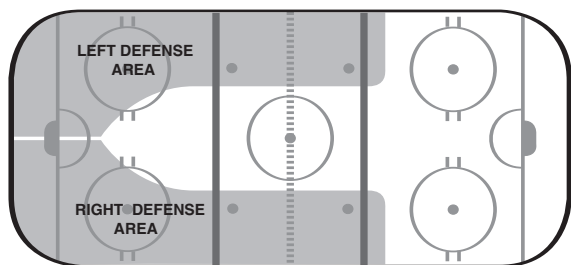


Figure 1. Areas of play in position offense

OFFENSE IN YOUR DEFENSIVE ZONE

Offensive play in the defensive zone is commonly referred to as the breakout play and is considered to be one of the most important aspects of the game. The success or failure of the breakout will determine whether the team plays offense or is forced to return to defense. **The objective of the breakout play is to clear the offensive zone while maintaining possession of the puck.**

The success of your team’s breakout play is dependent upon teamwork. It is very difficult for one player to clear the zone by himself/herself. Consistently effective breakouts must be executed quickly with all the players working together as a unit.

There are several different systems that may be utilized to clear the defensive zone. For starters, have your players master a basic, yet balanced system which allows for the breakout play to be made to either wing or up the middle.

We will start by assuming recovery of the puck by a defenseman. As illustrated in Figure 1a, the wings go quickly to their breakout positions along the boards, inside the hash marks on the face-off circle (never turning their backs to the puck). The center starts in the middle by moving away from the puck side (or strong side) and then skates across (or curls) toward the puck side. The defenseman then has the options illustrated in Figure 1 a-d open to him:

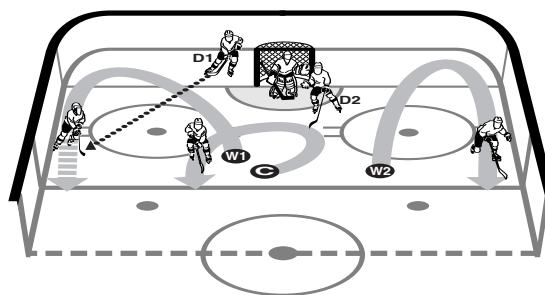


Figure 1a. Breakout pass to the wing

In option 1 (Figure 1a), W1, after receiving the initial pass, can; (a) pass to C, (b) carry the puck, (3) return a back pass to D1.

Passing from W1 to W2 or W1 to D2 is usually risky and therefore should be avoided.

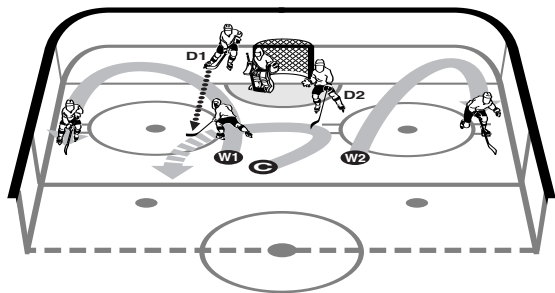


Figure 1b. Breakout pass to the center

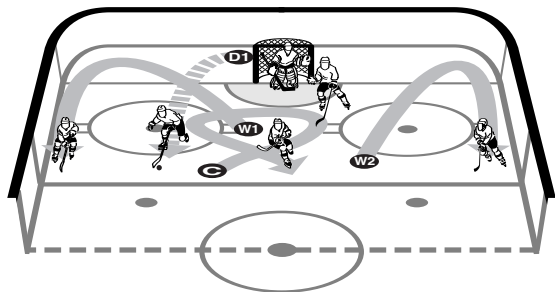


Figure 1c. Defensemen carry the puck up the ice

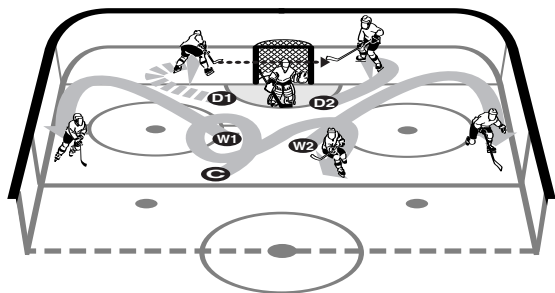


Figure 1d. Breakout pass to the other defensemen

D1 needs to “call” D2 to arrange this option. D2 then has the same options as indicated in a, b, and c above. D1 can also move behind the net and set up the same options on the opposite side.

NOTES: Offensive in the Defensive Zone

- This breakout system has one forward that is always in position to move quickly to defense, should control of the puck be lost
- The system emphasizes high percentage passes (short, direct, and quick)
- The defenseman “quarterbacks” the play
- All three forwards are utilized, although specific roles may change

OFFENSE IN THE NEUTRAL ZONE

The middle (or neutral) zone is not often used for offensive play. It is jammed between “Thank goodness we got it out of our zone” and “How can I get free in front of the net?”

The primary objective of neutral zone offense is to set up the attack and enter the offensive zone with possession of the puck. You should teach simple guidelines which give a sense of direction to the offensive unit while at the same time allowing your players to be creative and innovative. **The most important offensive guideline you can teach your players is to create a two-on-one situation.** The middle zone is the place to initiate strategy. In this zone, players need to learn how to “read” which side lacks backchecking. As this is determined, they should then move to attack the defenseman on that side and move him away from his defensive alley. To initiate this situation, teach your puck carrier to enter the offensive zone near the boards (See Figure 2).

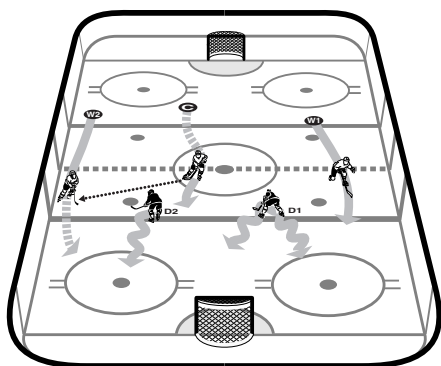


Figure 2. Offense in the neutral zone.

The situation illustrated in Figure 2 is usually referred to as three-on-two. Moving the puck to W2 provides the opportunity to create a two-on-one and forces D1 to make a decision: Does he want to stay one-on-one with W1 or should he move over to help D2 and thus leave that area open? Even if W1 is covered by a backchecking forward, D1 will wonder about leaving the area open. In this case, D1 will have to ask the question, “Can I really trust the backchecker to defend the area alone?”

By isolating defensive players in a two-on-one situation, you put tremendous pressure on them mentally and physically. This creates an opportunity for them, and their teammates to make mental errors and therefore, provide offensive opportunities for your team.

While following the basic premise of entering the offensive zone near the boards, **provide some flexibility by allowing your players to change lanes.** This creates many options. Some of the more common ones are lane changes illustrated in Figure 3.

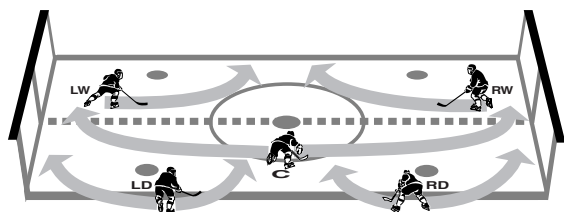


Figure 3. Player lane change options.

Normally the wings stay in their lanes. **However, if a wing moves to another lane, several options exist.** (See Figure 4)

1. The center moves to fill the wing’s lane
2. The defenseman on that side moves to fill the wing’s lane
3. The puck carrier moves the puck to a player filling an outside lane

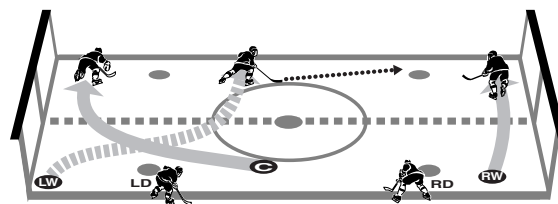


Figure 4. Lane change options when a wing moves to another lane.

When the center is the puck carrier and has one or both wings ahead of the play, the puck should be passed to either wing who stays in his/her lane or moves to the middle lane. Teach the center to react to the wing’s movement. The puck-side defenseman has the option to fill a lane or remain at his position. These options are illustrated in Figure 5.

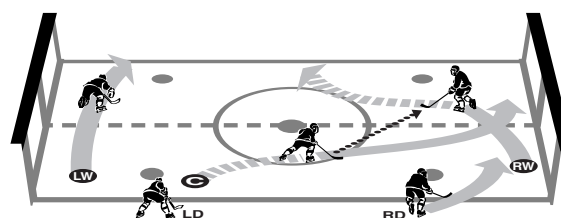


Figure 5. Lane change options when the wings are ahead of the center.

If the center is the puck carrier and the wings are behind the play, the center then has the following options (See Figure 6 a-d).

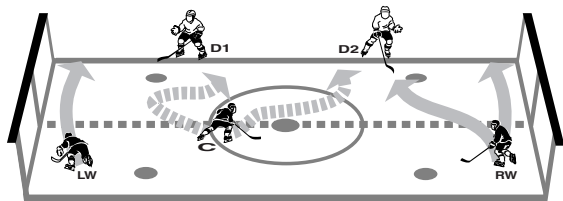


Figure 6a. Hold the puck.

- a. Hold the puck and set up a two-on-one situation against a defenseman (D2). In this situation the wings must break.

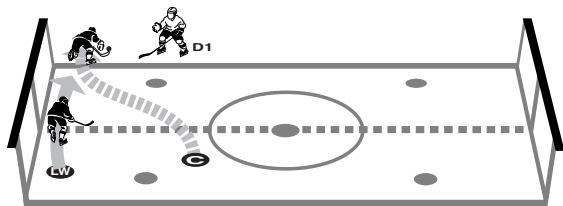


Figure 6b. Swing wide and carry the puck.

- b. Swing wide and carry the puck deep along the boards with the wing (LW) following. This creates a two-on-one situation on a defenseman (D1) in a vertical alignment.

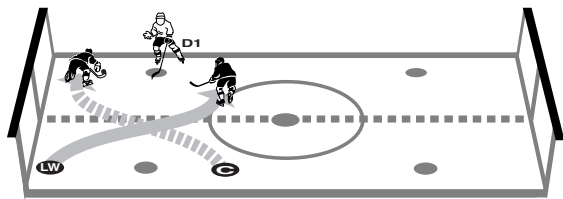


Figure 6c. Cut to the boards.

- c. Cut to the boards. The wing (LW) cuts to the middle creating a two-on-one situation on a defenseman (D1).

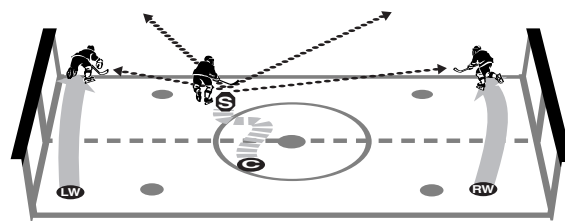


Figure 6d. Wings breaking toward the blue line.

- d. Slows down or stops close to the blue line permitting the wings to break toward the blue line and receive a pass or be in position to gain possession of the puck if it is passed in to the corner.

Defenseman should never keep the puck and force their forwards to stop skating. Their responsibility is to move the puck and keep the play moving toward the offensive zone. The forwards can move up the ice or move to another lane. These options are illustrated in Figure 7.

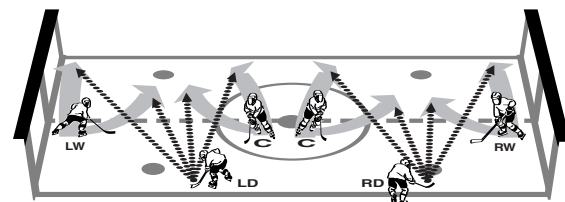


Figure 7. Defensemen options to keep the forwards skating.

Defensemen can also work a give-and-go as illustrated in Figure 8. The defenseman (LD) passes to a wing (LW) and moves up to receive a return pass. They will create a two-on-one situation on the defensemen (D1) for the LD and the Center.

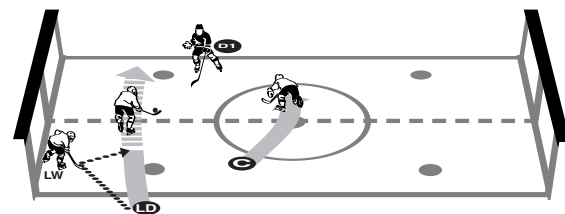


Figure 8. A defenseman initiated give-and-go.

If the forwards are covered but skating, the defenseman (LD) can pass the puck into the corner ("dump the puck") so two forwards (LW and C) can converge on it. This is illustrated in Figure 9.

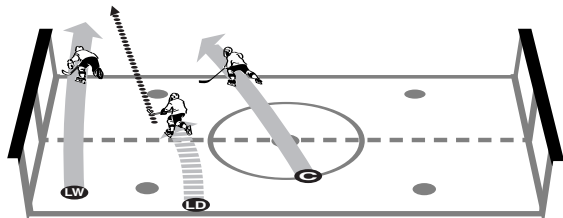


Figure 9. "Dumping" the puck into the corner.

NOTES: Offense in the Neutral Zone

- Control the boards in the neutral zone
- Defensemen are conservative. Their primary responsibility is to move the puck to the forwards. When they move up, it is done to fill a lane
- "Dumping the puck" should be used only as a last resort or as a pre-determined play. Before a puck is "dumped", one forward must be in an advantaged position to get to the puck before the opposing defensemen

OFFENSE IN THE OFFENSIVE ZONE

One way of playing offensive zone hockey is to "dump the puck", chase it, and hope somebody will make a mistake! This approach results in some success; however, to play your heart out on defense to gain control of the puck and then shoot it away (admittedly into the offensive zone) and then try to get it back again doesn't make much sense.

As a last resort, when no one on your team is open, "dumping it in" may be an appropriate alternative. You should try, however, to **teach your players an orderly method of entering the offensive zone.** Select one designed to control the defense.

A coach may build a relatively simple offensive zone system out of very basic moves. Offensive systems are limited only by the imagination of the coach (and players) and by the skill level of the players. (If your players cannot skate from position

A to B without falling down, your obvious choice is to spend time developing skating skills rather than working on offensive systems of play). If, however, your players have acquired significant levels of skill, it is critical that you teach them how to use these skills to the advantage of the team. You can develop an offensive system of play by applying some of the following guidelines.

1. Attempt to create two-on-one situations
2. Enter the offensive zone with the puck near the boards
3. The first player into the zone is the puck carrier
4. The second player into the zone breaks to the net
5. The third player into the zone curls to the high slot
6. Have the wings skate one of the three basic patterns (illustrated in Figure 10)
 - a. belly curve
 - b. break
 - c. inside cut

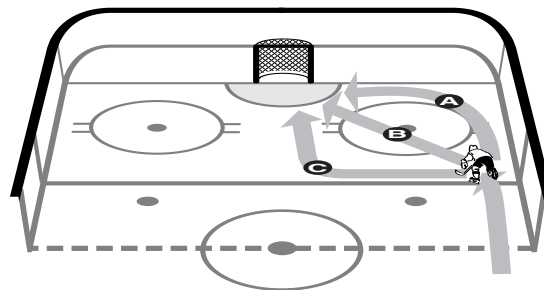


Figure 10. Three basic patterns for the wings.

Try to set up one of the options illustrated in Figure 11 through 14.

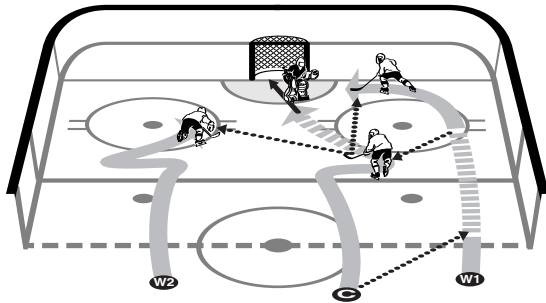


Figure 11. Teaching the back pass option.

BACK PASS

- A. C passes to W1 near the red line
- B. W1 carries the puck wide and beats the defenseman on a belly curve if possible or makes a back pass to C
- C. W1 continues to move through entire pattern
- D. W2 enters zone, hesitates to let W1 and C develop the pattern. When the pass back to C is made, W2 breaks for the net
- E. C, after the pass to W1, skates forward across the blue line, and then cuts behind W1 (about 15 feet back and five feet inside W1)
- F. When C receives the back pass, he/she may pass to W1 or W2 or skate in and shoot

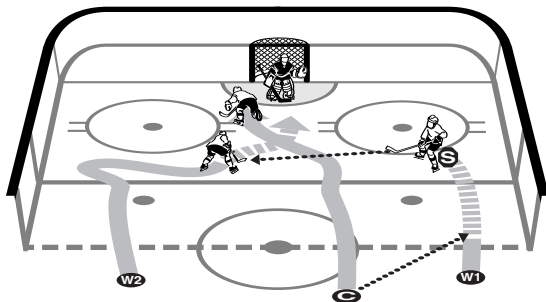


Figure 12. Teaching the wing set option.

WING SET

- A. This option is the same as the back pass option until W1 gets to the top of the face-off circle. At this point W1 stops.
- B. C breaks for the net.
- C. W2 makes an inside cut across the blue line and up the center lane.
- D. W1 passes to W2.
- E. W1 moves behind W2 as a safety measure.

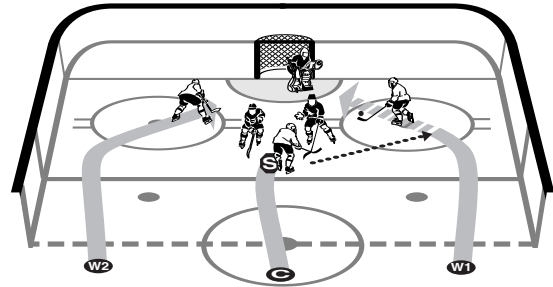


Figure 13. Teaching the center set option.

CENTER SET

- A. When the defensemen cross the blue line, the center carries puck toward **one** defenseman, crosses the blue line and **stops**.
- B. If the defenseman moves toward C, C passes to W1 or W2 (both on break patterns).
- C. If the defenseman moves back, C carries the puck in and shoots.

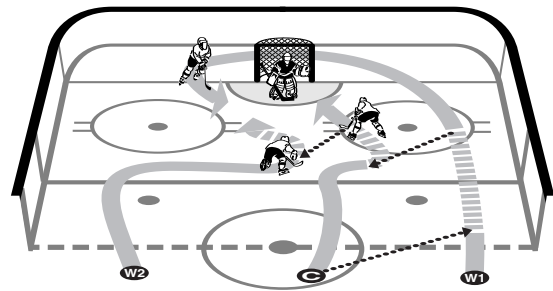


Figure 14. Teaching the double back pass option.

DOUBLE BACK PASS

- A. **This option requires agreement by the forward line that on a specific rush (first time, or every time this shift, etc.) they will play for a double back pass.**
- B. Same as Option 1 (back pass) except W2 moves across the ice and accepts the second back pass from C, and W1 curls behind the net to look for a pass from W2 or a rebound.

Developing a team offense can provide great satisfaction for you and your players. Be sure that you and your players **remember that as long as you give each pattern a best effort, you should not be disturbed by lack of success. If one in 10 works very well, that's good.** As players become more skillful, two or three in 10 may be a good level of success.

NOTES: Offense in the Offensive Zone

- Always place one forward in the high slot. This results in maintaining a good offensive position and a good defensive position for backchecking
- Two forwards attack the net
- The roles of the defensemen are conservative, allowing them the freedom to move into the high slot

POWER PLAY SITUATIONS

There are many different types of power plays which may be utilized. In order for the coach to make a decision regarding the type of power play you wish to use, answer the following questions.

1. What is the size of the rink, the size of the corners, and the distance behind the goal line (10 feet or 15 feet)?
2. What is the general condition of the ice?
3. What players will you use?
 - The next unit?
 - The next line up?
 - A mixed line utilizing particular players?
 - Forward(s) playing defense or regular defensemen?
 - Players on the off-wing?
 - Specific power play unit?

4. Do you want a particular player leading the rush up the ice?
5. Do you want to utilize quick rushes and play for the quick shot?
6. Do you want to set up designed plays?
7. What are the responsibilities of each player?
8. Who is the quarterback?
9. What type of defense is the opposing team utilizing?

You must also consider what you want your players to do in each of the three zones while on the power play. Some of the options include:

1. Defensive Zone
 - Fast breakout
 - Semi-controlled breakout
 - Controlled breakout
2. Neutral Zone
 - Carrying the puck into offensive zone
 - Passing the puck into offensive zone
 - Shooting the puck into offensive zone
 - Various "pick" plays
3. Offensive Zone
 - Designed play
 - Quick shot/rebound

Some of the skills that make a player effective in power play situations include:

1. Passing skills
2. One-touch passing skills
3. Shooting off the pass
4. Ability to read defenses
5. One-on-one puck control skills

GUIDELINES FOR EXECUTING EFFECTIVE POWER PLAYS

1. Maintain possession of the puck
2. Keep the puck moving
3. Penetrate the offensive zone
4. Passes to where teammates will be – not to where they are or have been

2-1-2 POWER PLAY

The 2-1-2 Power Play is a basic play that provides a balanced attack and multiple options. Either a forward or defenseman may quarterback or

direct this play. It may originate deep in the offensive zone, outside at the blue line, or from the boards. **The primary objective is to maneuver the puck to the man in the slot.** Figures 15 through 19 illustrate options of the 2-1-2 Power Play.

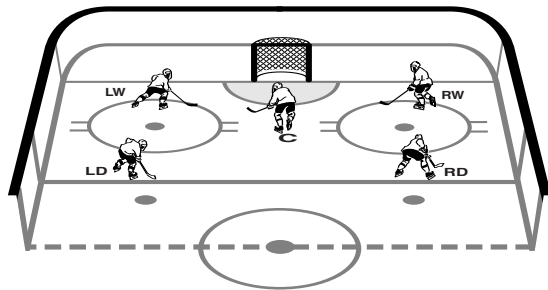


Figure 15. Basic alignment for the 2-1-2 power play.

Two forwards (LW and RW) are deep in the zone, one forward is in the slot. The defensemen play normal positions on the blue line.

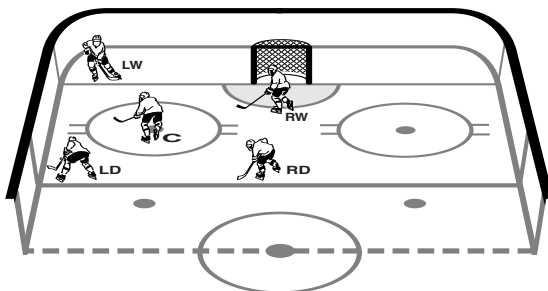


Figure 16. The 2-1-2 with play shifted to the boards.

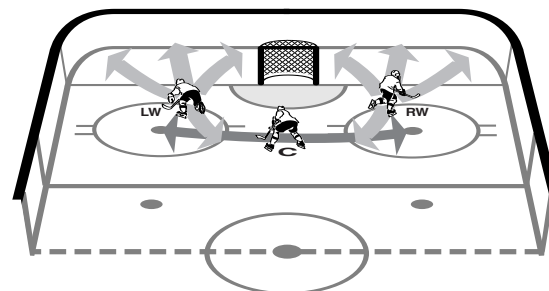


Figure 17. Forward movement in the 2-1-2 power play.

The three forwards have room to move without altering the 2-1-2 alignment. The deep forwards have more freedom to move and redirect the play than does the forward in the slot.

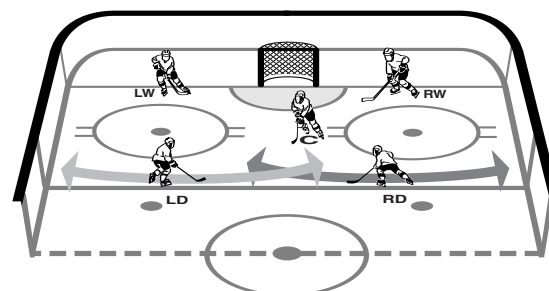


Figure 18. Defensemen movement in the 2-1-2 power play.

The defensemen (LD and RD) can move along the blue line. The forwards should adjust to their movement with a corresponding move in the same direction. The LD and RD can pass between themselves. The two deep forwards (LW and RW) should be taught to skate around to create openings.

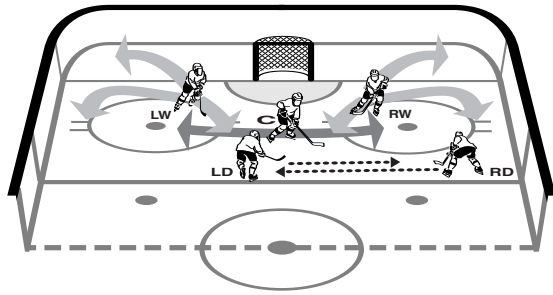


Figure 19. Movement of the forwards in the 2-1-2 power play.

The primary purpose in this power play is to get the puck to the man in the slot. The basic passing patterns involve one defenseman (LD), one deep forward (LW), and the forward in the slot (Center).

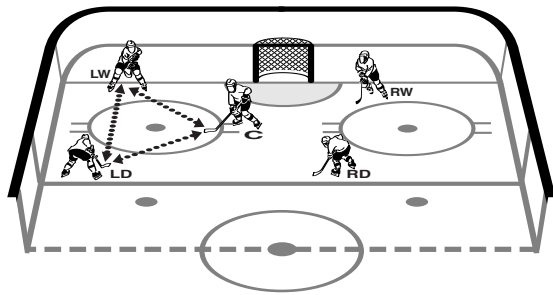


Figure 20. The offensive triangle in the 2-1-2 power play

NOTES: The 2-1-2 Power Play

- Maintain balance in the power play (teach your players to work the puck using the forwards and the defensemen)
- Maintain each of the multiple options illustrated
- Get the puck to the player in the slot who can then take a shot

If it is all that easy, one wonders why scores are not 98-97. The offensive players also have a few problems with which to contend.

- a. Stickhandling skills (lose control of the puck and/or possession)
- b. Passing and receiving skills (complete and/or miss a pass)
- c. Skating skills (lose mobility and/or speed, power or fall down)

If the defense just stood still, the offense would likely win (get a good shot on goal) about 70-80 percent of the time. And, of course, the goalie could stop many of those shots.

Chapter 16

Offensive Concepts with Cycling

by: Bob O'Connor

OBJECTIVES

- Create options of attacking the blueline
- Provide options of attacking the net
- Provide basic principles of cycling

OFFENSIVE CONCEPTS IN DEVELOPING GAME UNDERSTANDING

I recently bought a tee shirt and on it is a picture of a plane with a smile on its nose, flying over a field. There are seven windows in the plane; the pilot and six kids are waving at the people, horses, cows, dogs and cats below. The words on the shirt say: "Art is a place kids travel to where they feel good about themselves." Art is creation of things of beauty."

I've always been a romantic about the game of hockey: "To Win the Game is Great; To Play the Game is Greater; To Love the Game is Greatest of All."

When I watch a hockey game, I observe the seeds of creation: the artists with powerful postures and agile, fluid, explosive strides, handling the puck with eyes up, adroit passing, receiving, shooting; with five other craftsmen reading and reacting and creating a pattern of beauty for a final result, with the puck controller being the quarterback, all others improvising options without paralysis by analysis. Some people believe that great artists in any field are just born. I and many others believe that everyone is born with certain capabilities, some greater or lesser than others, but those capabilities

have to be born into the right environment, discovered, encouraged, supported, disciplined, directed, refined, expanded to reach full capacity. Then, at full capacity these talents become free flowing, spontaneous, innovative and more creative, with infinite possibilities.

You are unique - in all the history of the world there was never anyone else exactly like you; and in all infinity to come there will never be another you.

So, we have "wannabe" hockey players that we have to teach the right posture and balance of edges and how to move on skates. They were not born with skates on so we have to introduce them to the primary skill of the game. In skating there are certain efficient ways of moving and there are inefficient ways of moving. This holds true with all the foundations skills: eyes up puckhandling, eyes up deking, eyes up passing, eyes up receiving, eyes up shooting and blocking.

Once a skill is learned it becomes more difficult to modify or to make changes in the skill. That is why youngsters require excellent instruction initially so that they can learn efficient execution of the basic skills early.

The right way is always the right way forever. Youngsters will try to make adjustments through their maturation, during slow growth or growth spurts, but once quality execution is comprehended and demonstrated, it is the only way. Once a player gets into competition, it is the end of improving skills and they play with what they have.

Many people feel that if a player has the physical skills of skating, puckhandling, passing, receiving, shooting, blocking, the mental part of the game will follow. Not true! The most neglected part of the game is game understanding. It must be learned like all the other skills. What did Wayne Gretzky do better than anyone else? He thought about the game better. "Mental is to physical as four is to one." (Bobby Knight). Good skills will help you make the team, but the ability to think, handle the puck and skate at the same time gets you the ice time.

Thoughts from Dave Peterson, two time USA Olympic Team Coach:

1. "How can a coach facilitate players in learning to understand the game better?
 - a. Clear, verbal feedback.
 - b. Chalktalks, instructional videos.
 - c. Key locations on the rink: deep corner, behind the net, goal line extended, bottom of circle, mid-board, top circle, hash marks, face-off spots, blue-red-blue, middle circle, off wing, strong wing, near post, far post, etc.
 - d. Open team analysis of a game on video.
 - e. Each member of team submit a scouting report of next two opponents.
 - f. Watch video on your own team, watch for scoring chances and name the options.
 - g. Know the vocabulary of the game: clear the slot, win the race, tape to tape passes, put the shot on the net, total focus, total awareness, headman the puck, get it over the red, read the gap, read the open ice, read the traffic, use support, go to

the net, set up triangle, camouflage, box them out (one, two, three, four, five player rotation), C-angle the puck carrier, take the steps, check through your man, velcro, get close stay close, stick on your man, stick on stick, head on swivel, they have to come through you, options, forecheck, backcheck, all the way, give and go, pressure, gap, loose gap, tight gap, stretch breakout, zone coverage, man to man coverage, five man offense, four man offense, create space, forcing pass, move it forward, move it.

2. "Teach understanding of basic concepts: time and space, with or without puck; transition; read and react; support first, second, third, fourth, fifth man; triangularization; box out."
3. "Take common reoccurring situations, constantly rehearse them on the ice and you will improve read and reactivity."
 - a. 1/0, 1/1, 2/0, 2/1, 2/2, 3/0, 3/1, 3/2, 3/3, 4/3, 4/4, 5/3, 5/4, 5/5
 - b. 3/0 red line attack technique options 3/1, 3/2, 3/3, 5/3 offensive movement
 - c. cycling options

Game sense is read and react – read is taking in information, react is processing it quickly and accurately.

Teach players to use ice markings on the ice. When a player is under pressure and eyes are down, ice markings help in decision making. The player should be able to see the blue line, red line, corners, goal line, faceoff spots, top of circle, bottom of circle to know where he/she is on the ice.

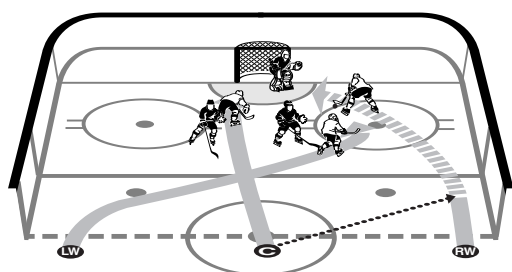
Hockey has certain windows of opportunities when it is most favorable to learn skills and game understanding. These foundation years are from 7-15 years old. If a player is not exposed to or doesn't spend time at these windows, development will be slower.

SEEDS OF CREATION

Drills to plan ideas for hockey designs

OFFENSIVE CONCEPTS

1. Shooting angles: accuracy, quickness, one touch, moving
2. Open ice: 1/G, 1/1D, 2/1D, 2/2D, 2/2D splits, speed, shoot, rebound, tip, picks, criss-cross, drop, give-and-go...
3. Red line technique, with resistance...look for support...



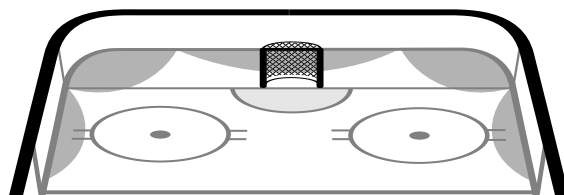
(see diagrams later in chapter)

1. Drive skate
2. Center trailer - off wing to post
3. Off wing trailer - center through to off post
4. Center drop 10 feet wings move inside to center
5. Backpass from outside to top of circle
6. Backboard pass to trailer
7. Stop and go, pass or shoot, fake shot and pass
8. Splits
9. Gretzky across
10. Escapes high and low
11. Corner play - straight give and go
12. Corner play - straight switch give-and-go
13. Ring around, walkout or King of Prussia
14. Puck carriers should be taught to skate away from defenders, not right at them

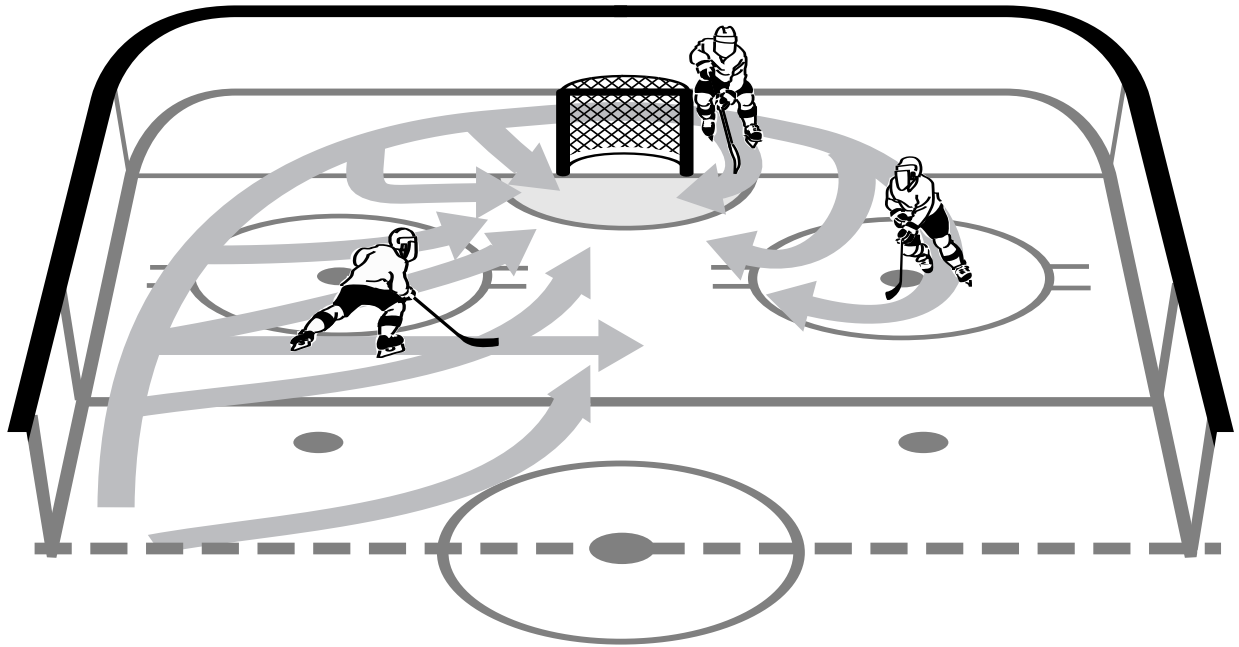
4. Offensive Movement with Defensive Interplay (see diagrams later in chapter)

1. Blocking
2. Center ice shooting
3. Pass out, D shoots
4. Pass out, pass across, shoot, tip
5. Pass out, pass across, pass back across, shoot, tip
6. Pass out, pass back three-step laterally, then down to top of circle, shoot off pass
7. Come around top of circle with hesitation
8. Wisconsin Z
9. Montreal Picks, pass to off defense

5. Cycling with Rotation to the Open Areas



Some call them the quiet zones. Others call them the dead zones. But, in these zones is where you cycle.

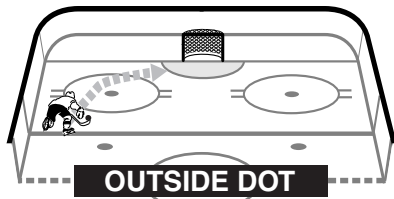


ANGLES TO THE GOAL

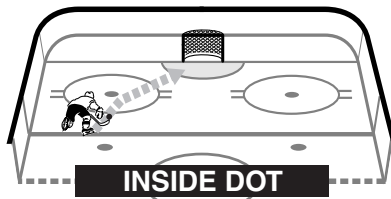
Shooting Angles – Drive Skate

Shooting angles - the number of shots....indicates what team has the intensity... Most teams usually have one or two pure scorers. A pure scorer usually has tunnel vision about going to the net. I feel that if I can get the supporting players thinking more about going to the net, by designing shooting drills with different routes to the net, and more time at shooting, the player who usually gets, and is happy with five goals in 20 games, will get seven or eight goals.

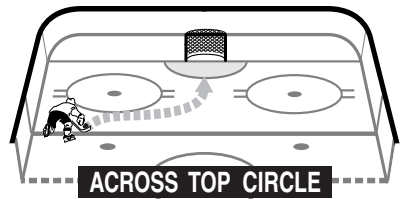
SCORING is making the calls on the goalie ... It is amazing what can happen when you put the puck on the net!



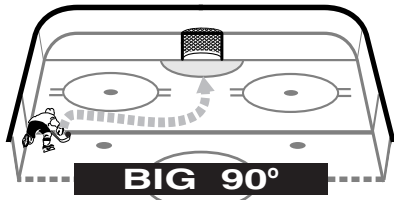
OUTSIDE DOT



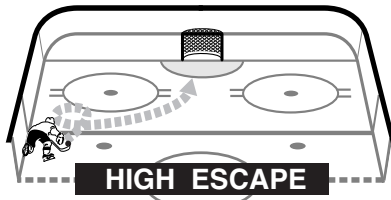
INSIDE DOT



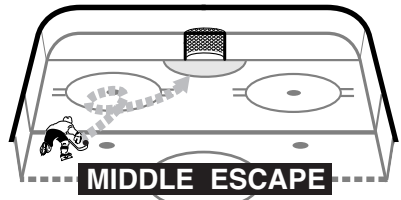
ACROSS TOP CIRCLE



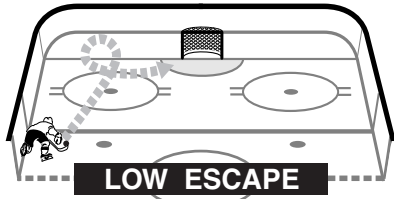
BIG 90°



HIGH ESCAPE



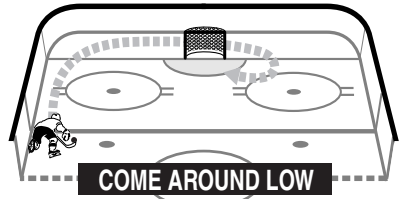
MIDDLE ESCAPE



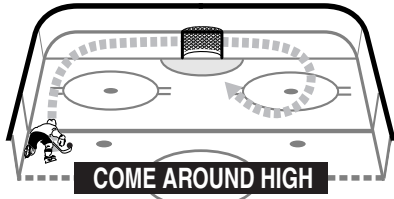
LOW ESCAPE



WALKOUT TO RIM

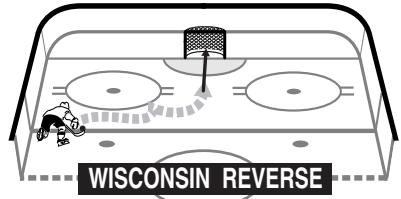


COME AROUND LOW



COME AROUND HIGH

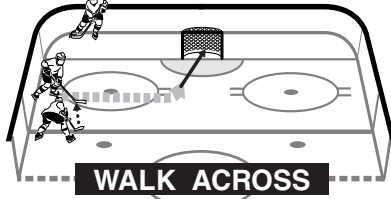
- (A) Far Post
- (B) Near Post
- (C) Five Hole
- (D) Race Across
- (E) Back Door



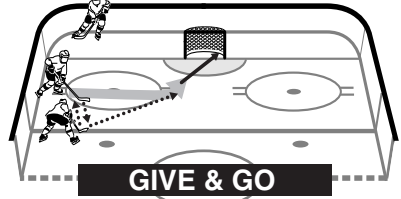
WISCONSIN REVERSE



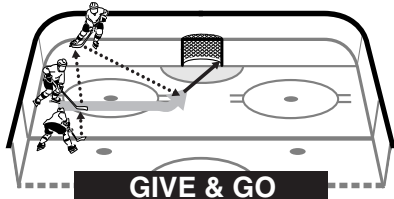
**SPINAROUND
from BACK/FOREHAND**



WALK ACROSS



GIVE & GO

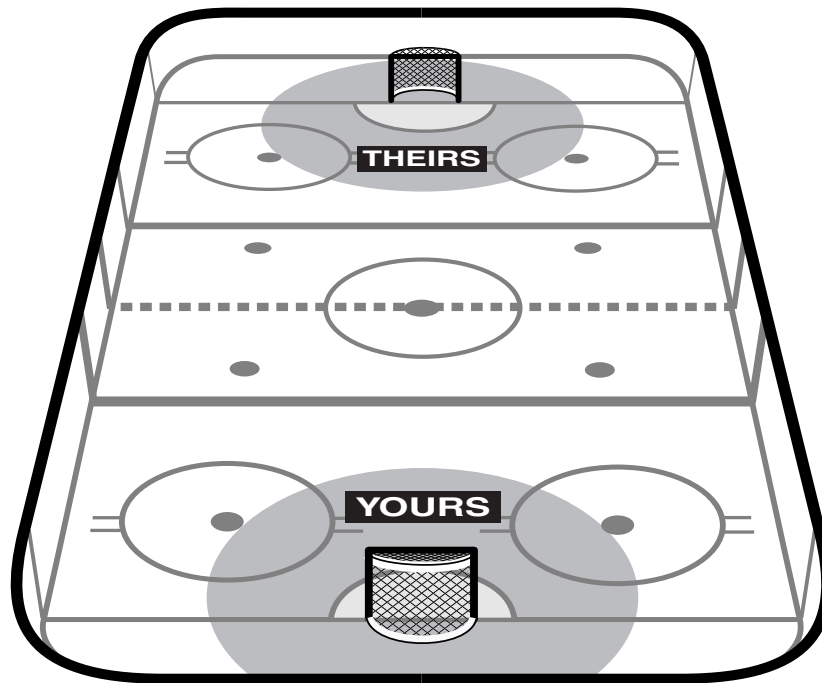


GIVE & GO

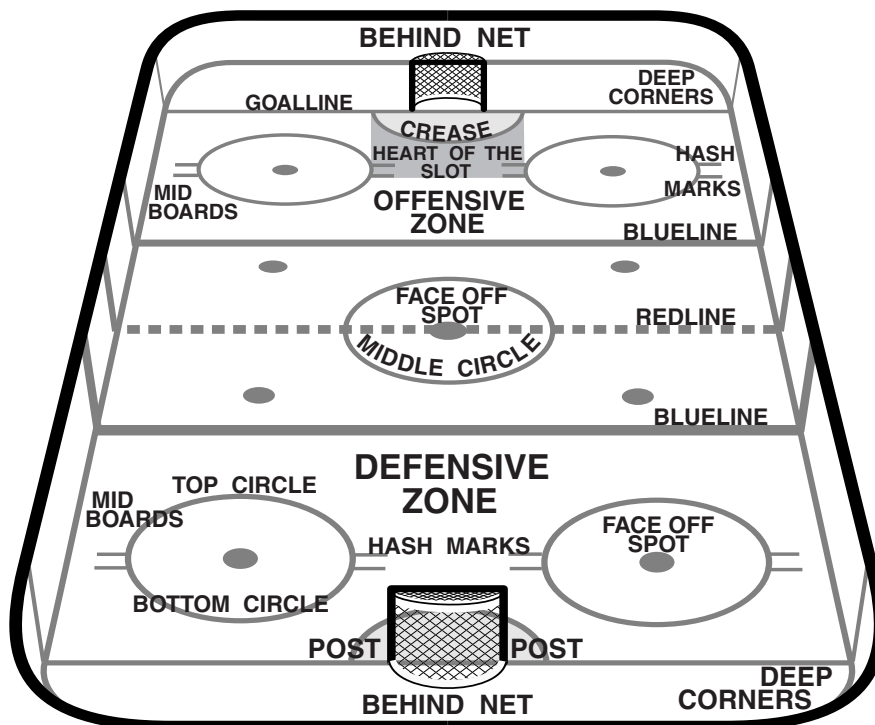


GIVE & GO with WALKOUT

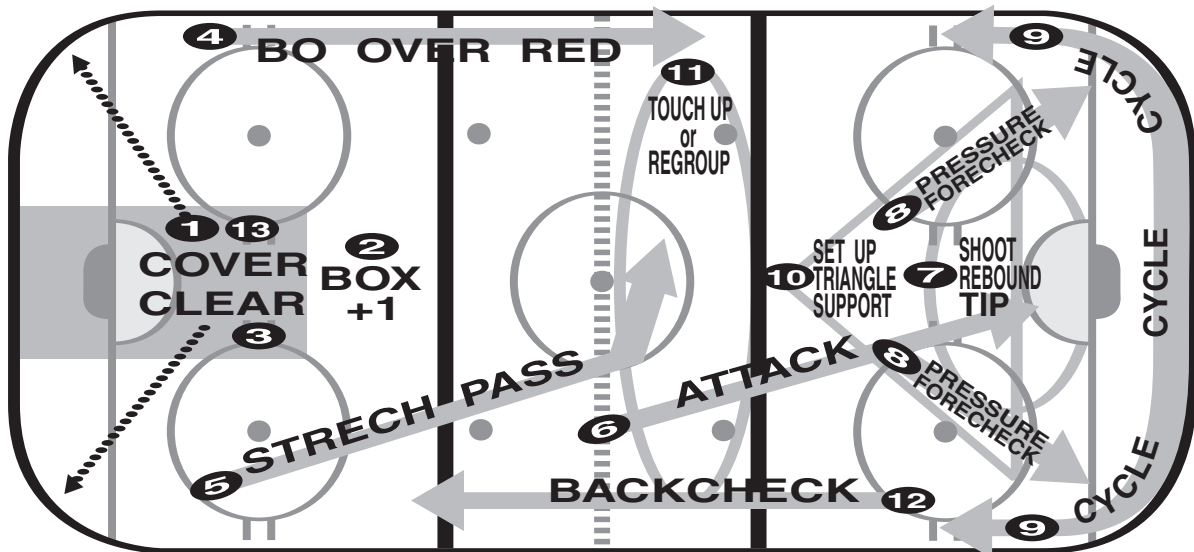
UNDERSTAND THE RINK!



Two most important Areas:
In front of your net.
In front of their net.

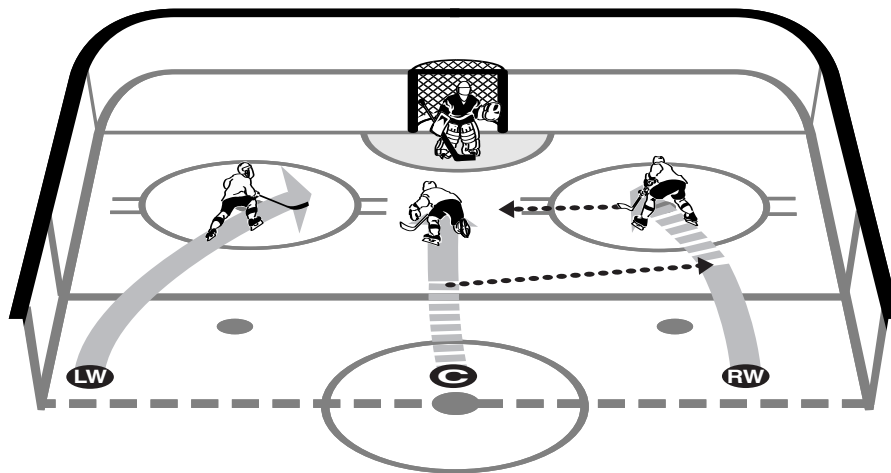


Players must know rink identity to help read and react.



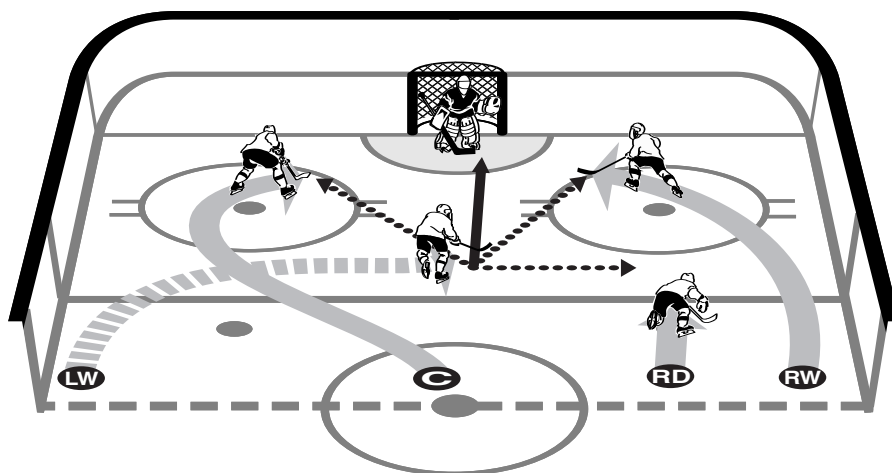
- | | |
|--------------------------|---------------------------------|
| 1. Cover | 8. Pressure forecheck |
| 2. Box + One | 9. Cycle |
| 3. Clear | 10. Set up - triangle - support |
| 4. Breakout Over Red | 11. Touch up or regroup |
| 5. Stretch Pass | 12. Backcheck |
| 6. Attack over Red | 13. Cover |
| 7. Shoot - Rebound - Tip | |

QUICK PASS - RETURN LATERAL PASS

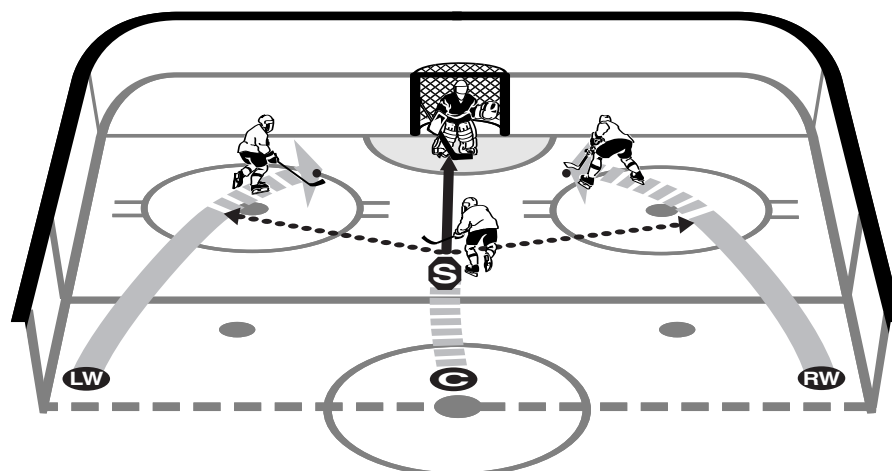


This is very simple, but very effective. It can work either way, with give-and-go with first pass starting at wing or center.

GRETZKY ACROSS



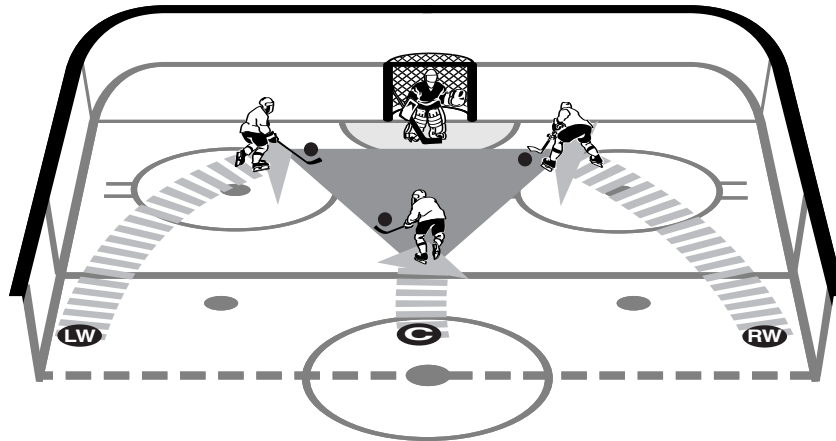
STOP & GO



Puck carrier in either situation, passes or shoots; other forwards go for rebound

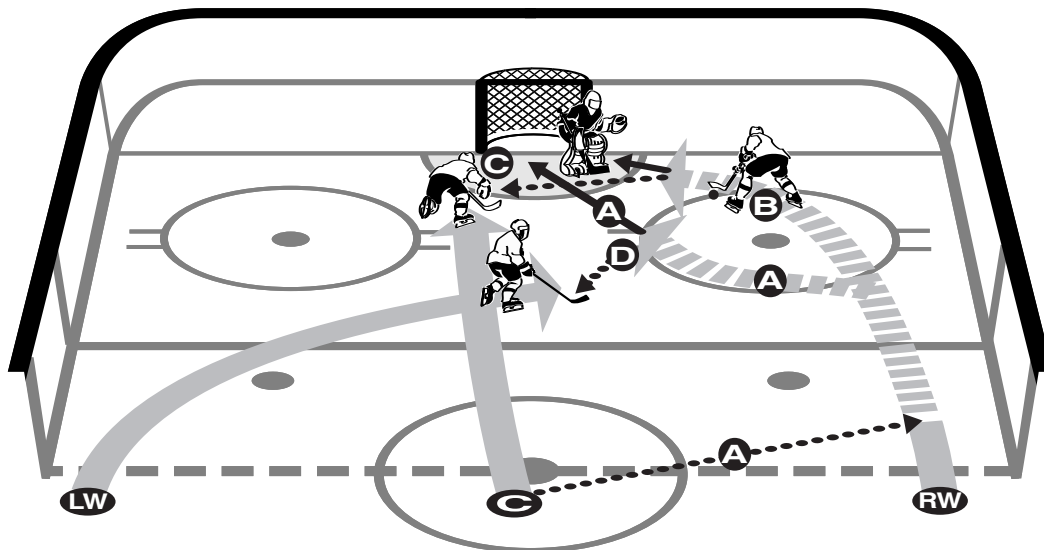


GO TO THE NET – KEEP THE TRIANGLE



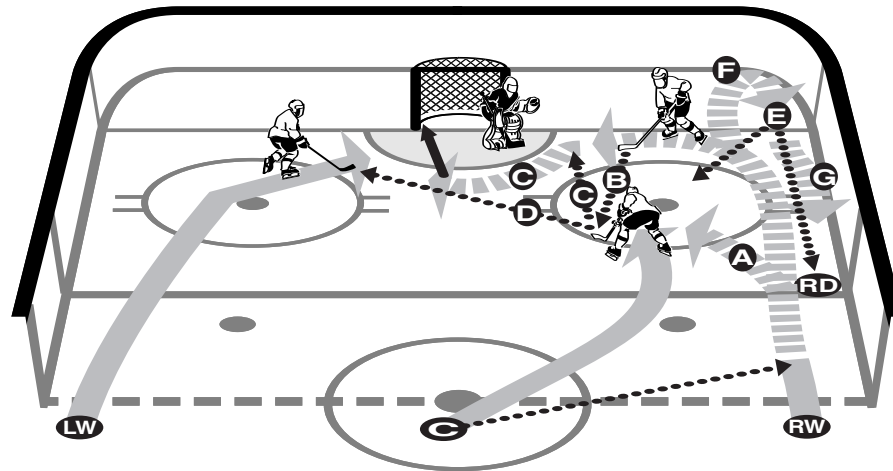
In Doubt, shoot or go to the net – Drive Skate

OFF-WING TRAILER – CENTER TO THE NET – KEEP THE TRIANGLE



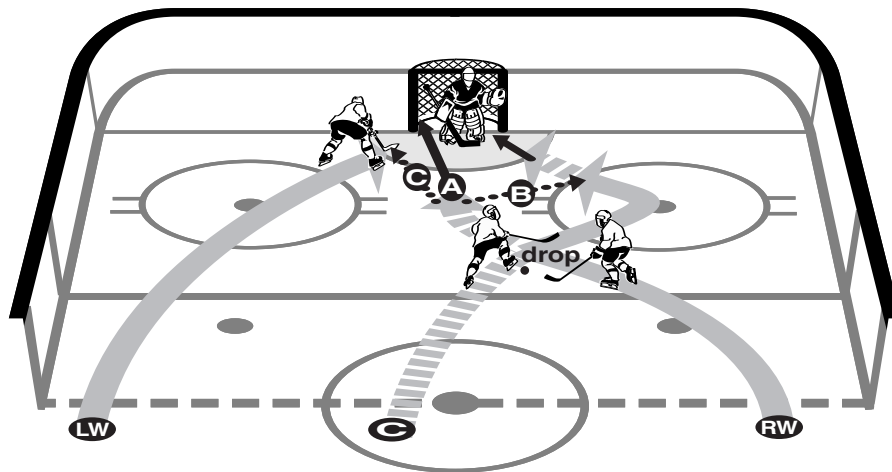
- A. Center passes to right wing - center drives middle of ice to far post of goal, right wing drives inside face off spot for scoring chance
- B. Right wing drives outside face off spot, cuts in for scoring chance
- C. Right wing drives circle, passes to center on far post
- D. Right wing drives circle, passes back to off-wing, cutting to slot

CENTER TRAILER – OFF-WING TO THE NET (with most common options)



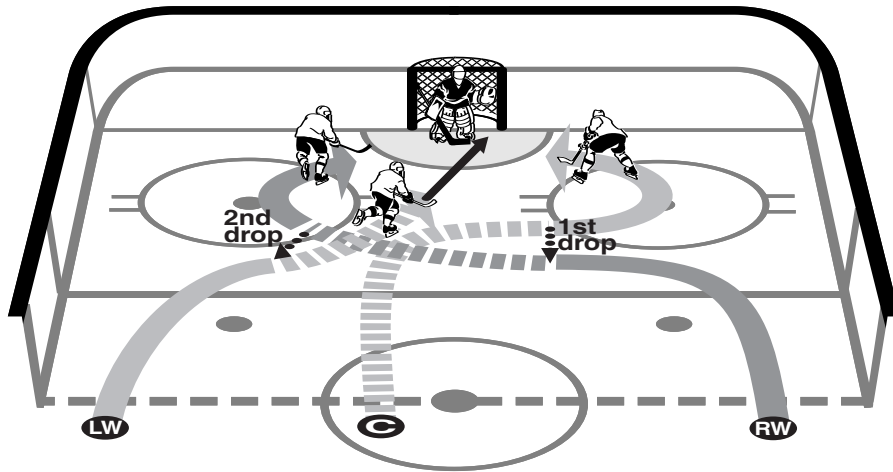
- A. Center passes to right wing, who attacks to top of circle, center and left wing go to net for rebound
- B. Center passes to right wing, who drive skates to bottom of circle, passes back to center trailer
- C. Center passes to wing, who drive skates to bottom of circle and cuts in to goal for scoring chance
- D. Center trailer passes to off-wing, who shoots or passes to other wing
- E. Wing makes escape, passes back to center or up boards to defense
- F. Wing does escape, walks out to goal for scoring chance
- G. Wing escapes, cycles up boards, center comes down boards, center passes down, wing passes up, give and go, center shoots, wing rebounds

OUTSIDE-IN DROP – Keep the Triangle



- A. Center drop passes to wing, wing takes center and shoots with other forwards going to net
- B. Wing with puck gives pass back to center who cuts across face off spot on good angle for scoring chance
- C. Wing with puck passes to off-wing

DOUBLE DROP - Keep the Triangle

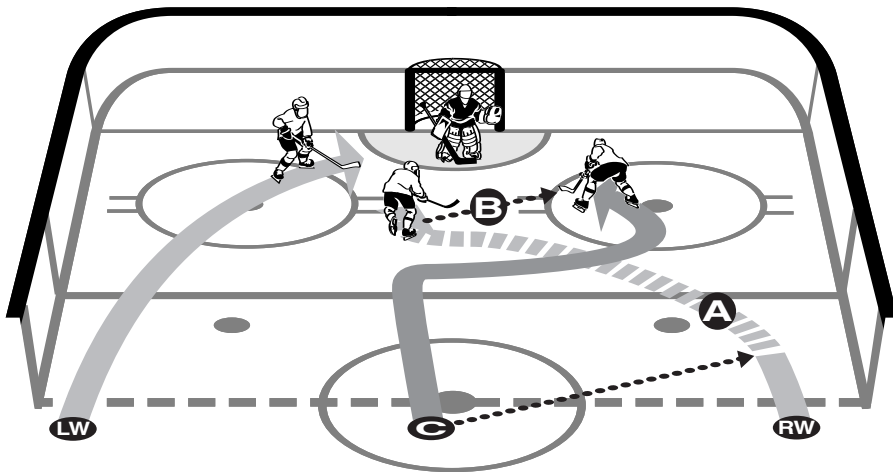


- A. Center drop passes to right wing, right wing takes center, then swings in front of left wing and makes second drop pass

On all drop passes, all other forwards slow up when he/she sees puck carrier skating into his/her lane in front of him/her.

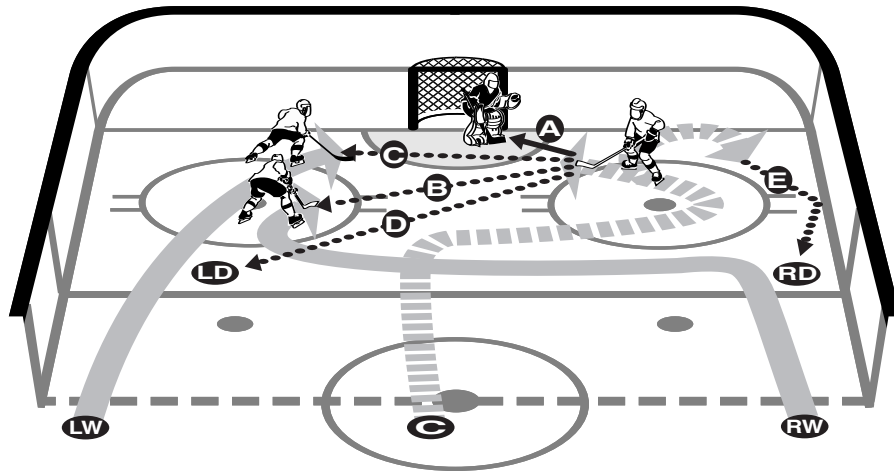
The puck carrier goes first.

INSIDE-OUTSIDE CRISS CROSS WITH LATERAL PASS



- A. Center passes to right wing, right wing cuts into middle and center crosses behind the puck carrier to right side
- B. Right wing, who has become center, passes to center, who has become right wing

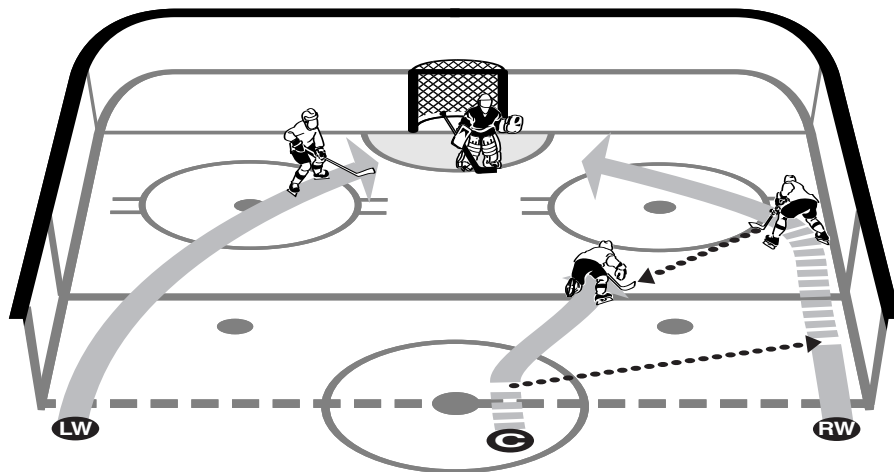
OUTSIDE-INSIDE CRISS CROSS WITH LATERAL PASS



Center carries puck into right side, right wing crosses behind center into the middle, left wing skates from the left side to far goal post. Center who is the puck carrier has these options.

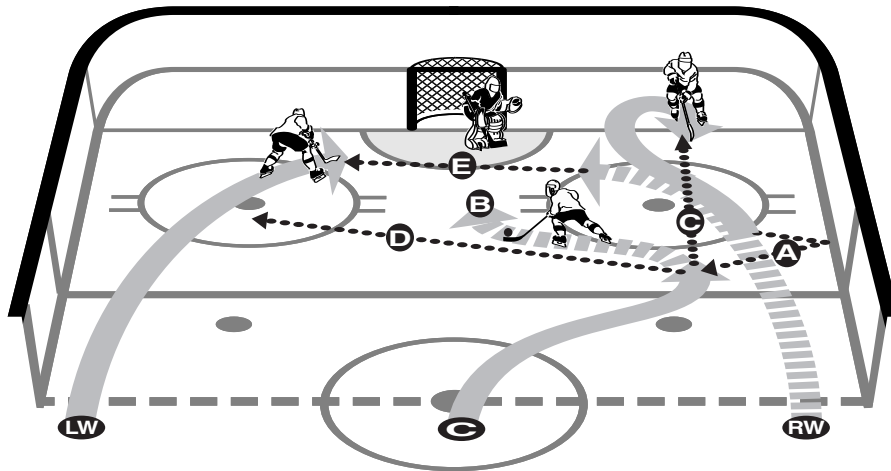
- A. Center shoots
- B. Pass to right wing, who has crossed to top of left circle
- C. Pass across goal crease to left wing
- D. Pass out to left defense
- E. Execute an escape pass up the boards to right defense

DIAGONAL BACK PASS – TOP CIRCLE



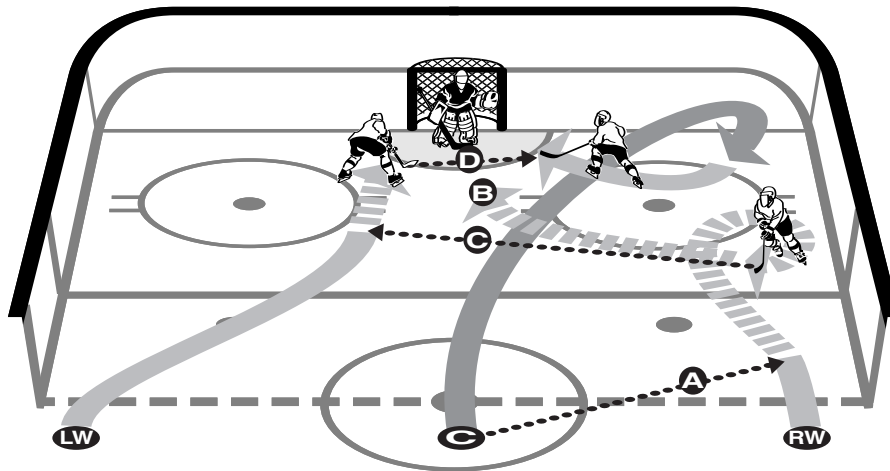
This is another quick series of passes, but it is done at top outside the circle with a back diagonal - not lateral pass - if a defenseman meets the puck carrier at the top of the circle.

BOARD PASS



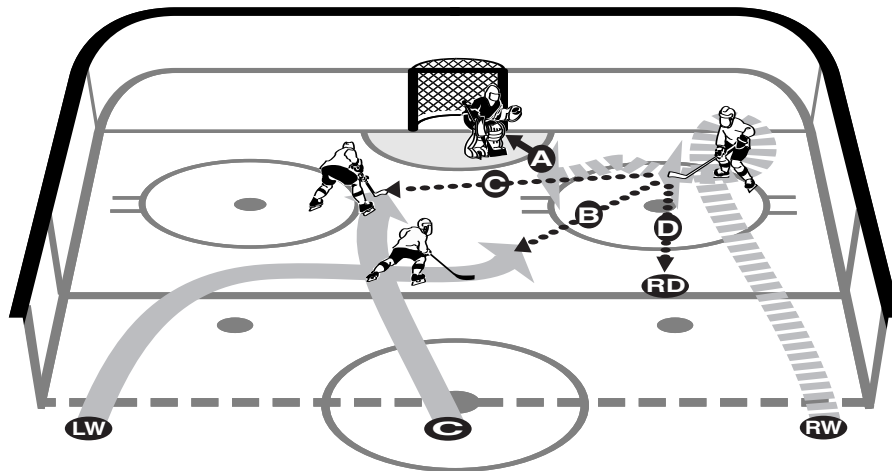
- A. Right wing drive skates at board at top of circle, back board passes to trailing center
- B. Center receives board pass then cuts in for shot at top of circle
- C. Center receives board pass then passes back to right wing, who after making board pass skated to bottom of circle executed an escape to be a receiver
- D. Center receives board pass and passes across to off-wing
- E. Right wing drive skates and goal mouth passes to left wing

HIGH ESCAPE



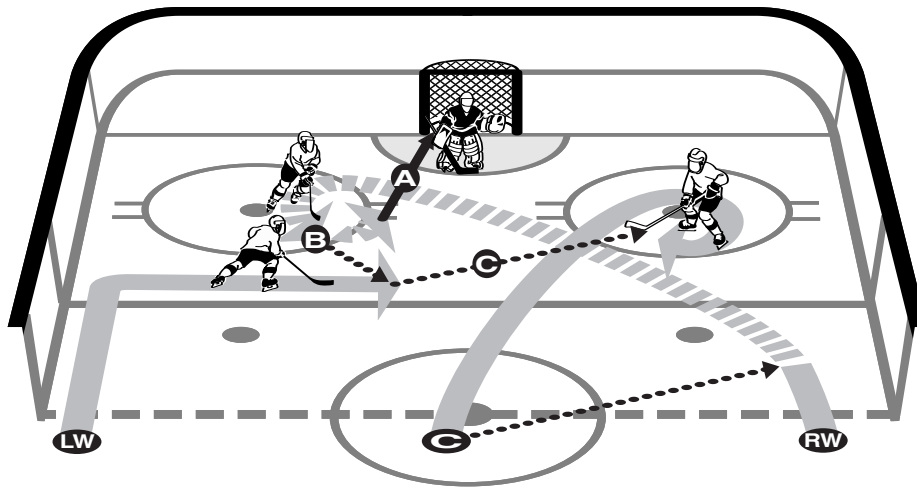
- A. Center passes to right wing, right wing drive skates to top of circle, executes escape
- B. Cuts in and shoots
- C. Passes across to left wing
- D. Left wing shoots or passes to center who executes an escape in low right corner

LOW ESCAPE



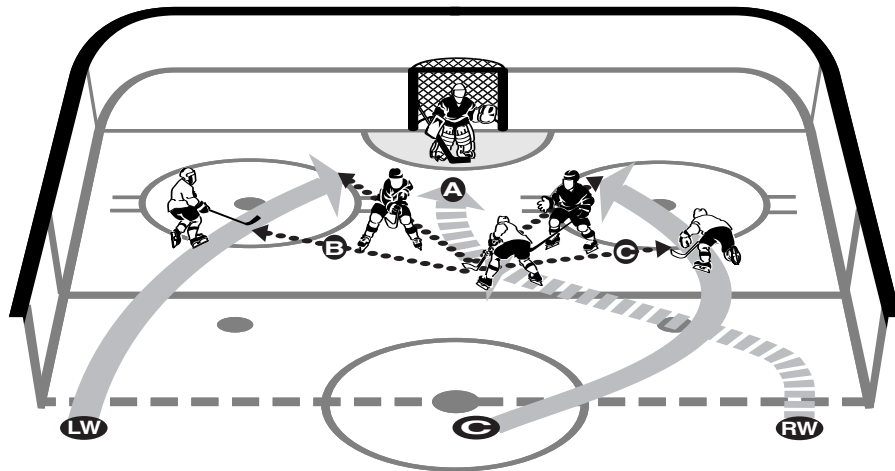
- A. Right wing drive skates to bottom of circle, executes escape, cuts in for shot
- B. Pass to off-wing (left wing) crossing into high slot
- C. Passes to center driving to off post of net
- D. Passes to defense

DOUBLE ESCAPE



- A. Center passes to right wing, right wing skates across to far circle, does escape and shoots, others go to net
- B. Wing does escape, passes to left wing trailer or defenseman who shoots, others to net
- C. Wing trailer passes to center, who did a double escape, who can do a pass-return-pass with wing trailer, pass across to other escaper or go to the net

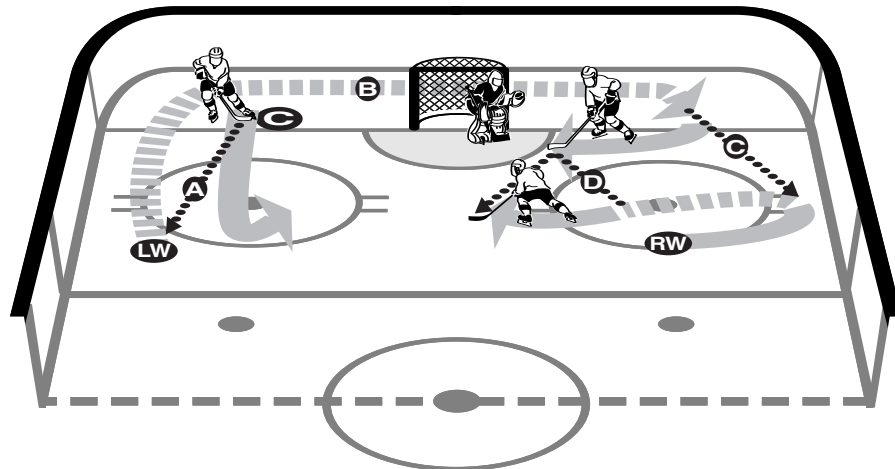
SPLIT THE DEFENSE



An offensive finesse that can be used if the defensemen are side by side at the blueline or 10 feet inside the blueline. Puck carrier skates right at off defenseman:

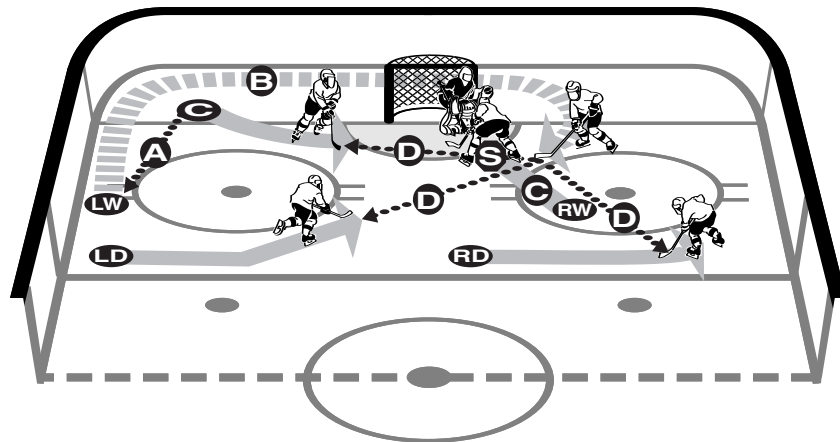
- A. Right wing cuts through the defenseman by splitting them
- B. Pass outside or inside to left wing
- C. Passes inside or outside to center, who crossed behind and drove the right alley

KING OF PRUSSIA



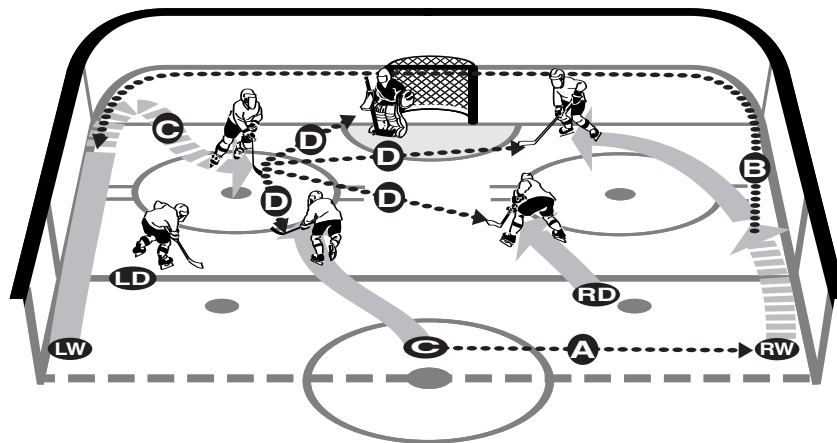
- A. Center passes up to left wing, then curls up around face off dot
- B. Left wing receives pass, skates down and behind goal to right corner
- C. Left wing passes up, to right wing at midboard, then moves to net along goal line. Right wing takes pass at boards and walks out
- D. Right wing and left work a give and go, with rights wing's option to shoot or pass

MONTREAL PICKS



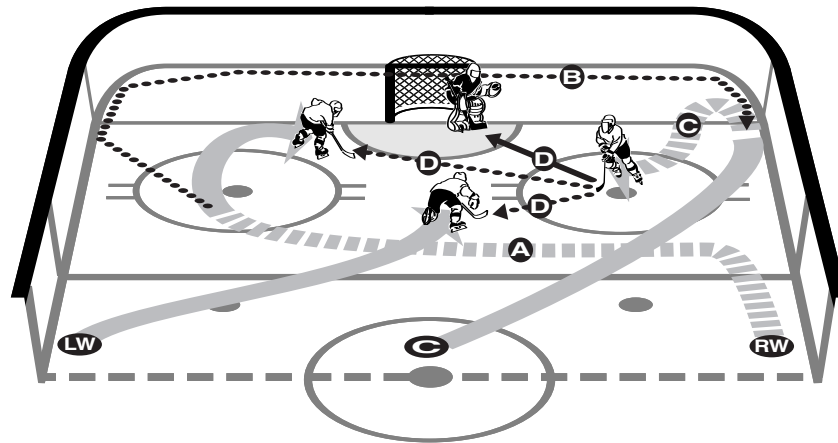
- A. Center has the puck, passes up to left wing
- B. Left wing carries puck down around net, then walks out from behind the net
- C. Right wing screens defenseman and goalie
- D. Left wing has options of: passing to nearside defenseman, offside defenseman, center or take to the net himself

RING AROUND



- A. Center passes to right wing
- B. Right wing drive skates to top of the circle, rings the puck around boards
- C. Left wing drive skates, picks up puck deep in corner and walks out
- D. Options are to shoot, pass to center, across to defense or to right wing

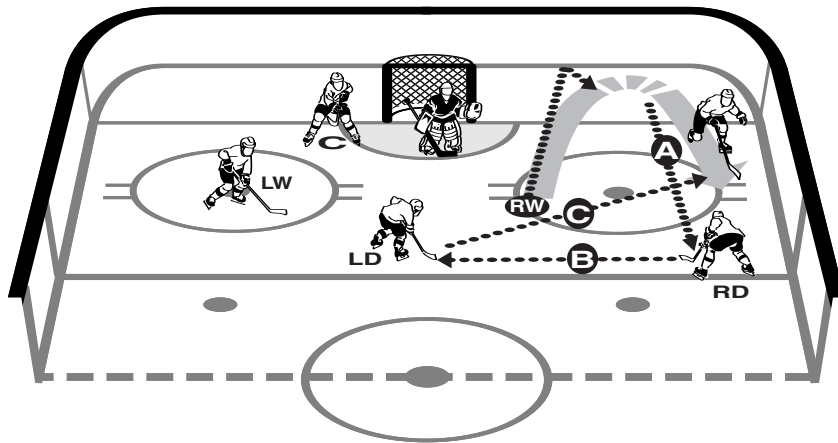
RING AROUND



- A. Right wing skates across zone at top of circles
- B. Center, having gone to right alley, picks up puck
- C. From deep in corner, center walks out
- D. Options include taking a shot, pass to left wing moving into slot area or to right wing who has moved to backdoor goal post

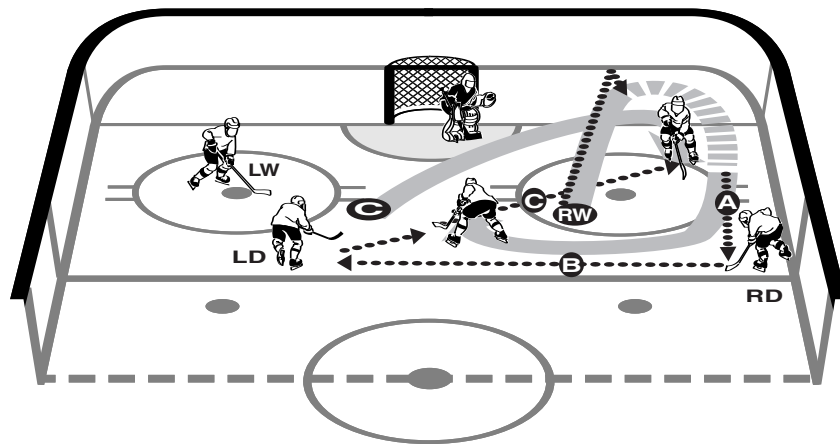
Move the puck after ring around – 3 passes – shoot.

LOW - WISCONSIN - "Z"



- A. Right wing shoots the puck, retrieves puck and passes out from deep corner to right defenseman, the skates up boards
- B. Right defense passes across to left defense
- C. Left defense passes to the right wing coming up the boards
- D. Right wing can shoot or pass to the center or left wing

Mid-Board Wisconsin – “Z”



- A. Right wing shoots the puck, retrieves the puck and passes out just below the circle, to right defense
- B. Right defense passes across to left defense, who sends a short pass to the right wing, who has skated up the boards and around the top of the circle
- C. The right wing can then shoot, pass to the left wing or pass to the center

CYCLING

1. Creative - fun - entertaining - rink rat hockey
2. Can be taught to semi-skilled or skilled Squirts and up
3. Must have good control of edges both inside and outside
4. Quality execution for their level of:
 - crossovers
 - push-unders
 - control turns
 - escapes
 - mohawks
 - handle puck with eyes up
5. Have conceptual thinking:
 - triangle
 - box or square
 - house
 - umbrella (upside down house)

RULES OF CYCLING

- Use cycling to create openings, shots, rebounds and tips
- Create time and space
- Do not get hypnotized by the flow - take the opening when it presents itself
- Camouflage your tactics
- Players must be disciplined - go to the net - on every chance which you create
- Keep the triangle
- Keep skates moving in a tuck posture - protect yourself against boards
- Only two players below the faceoff dot
- Bump pass must be angled off the boards to reach the deep corner or ring to go behind net
- Forwards must read the flow
- Develop time and space, create openings - and go hard to the net
- Third player always high

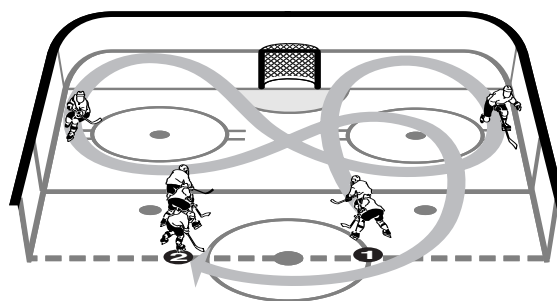
OPTIONS (see following diagrams)

- Curl Shoot
- Double Curl
- Walkout
- Reverse
- Reverse Ring
- Hi - Low
- Wrap Around
- Drop-Rap
- Wisconsin Z
- Trailer

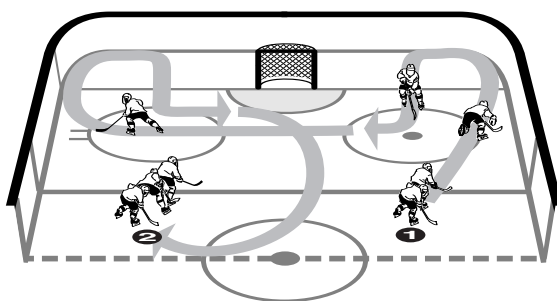
- Ring Around
- Picks
- King of Prussia
- Behind Net
- Pass Out Up Pipe
- Passouts
- Board Passes
- Swedish Yo Yo (A) (B)
- 5/0
- 5/2
- 5/3
- 5/4
- 6/5

BASIC SKATING USED BEFORE YOU GET INTO CYCLING

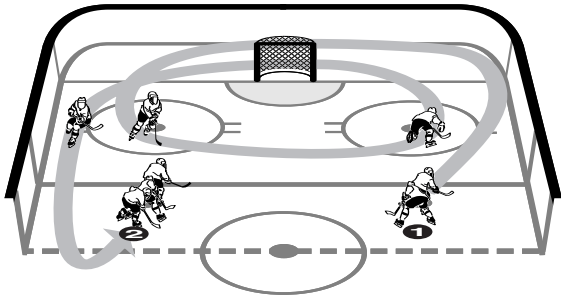
Skate the Cycle - without the puck
Attack Angles Behind the Net



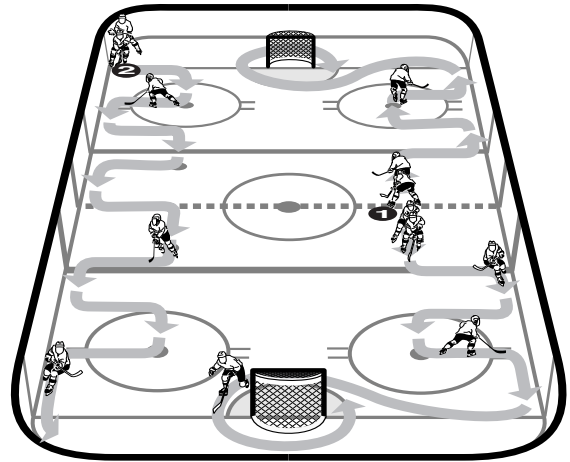
Curl the Circles -Right then left



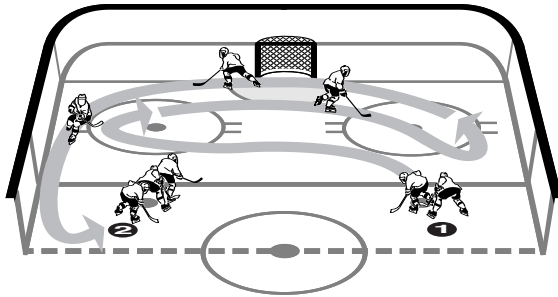
Walkouts



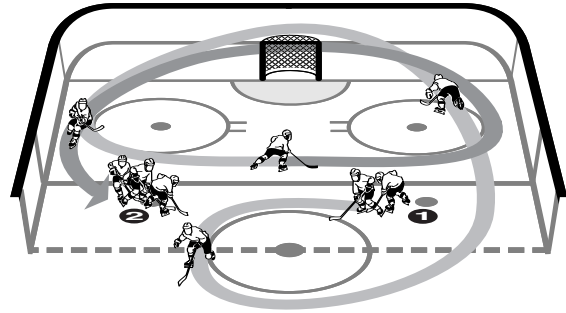
Behind Net - Loop de Loop



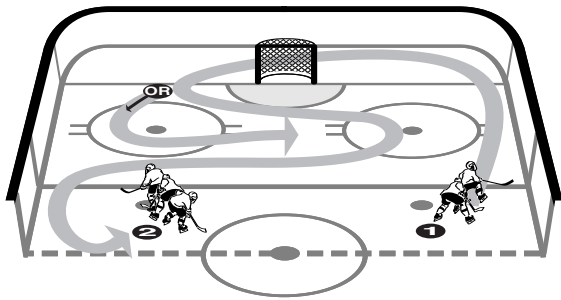
Mohawk Right Angle Skate



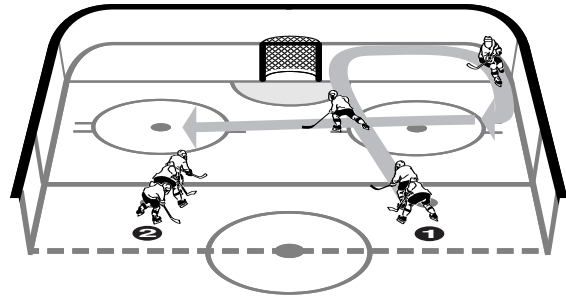
Forecheck Angle Skate



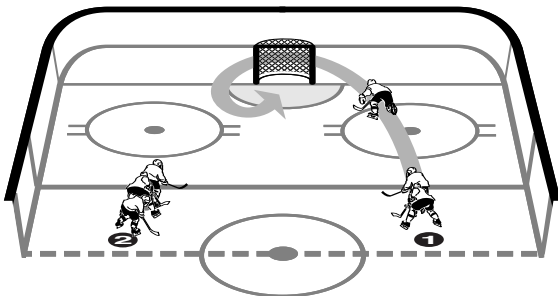
High Come Around



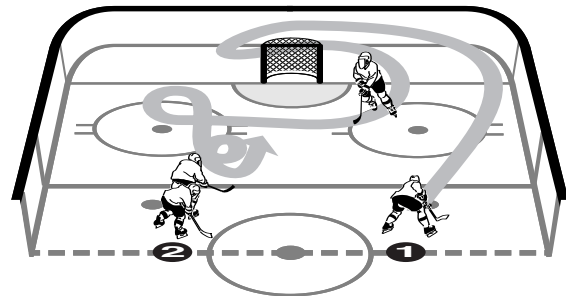
Come Around at Bottom of Circle or at spot



Curl Mid-Board - Lateral Come Across

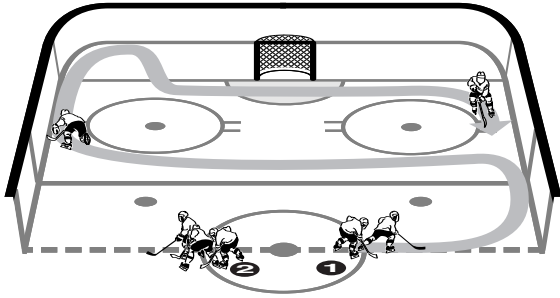


Wrap Around

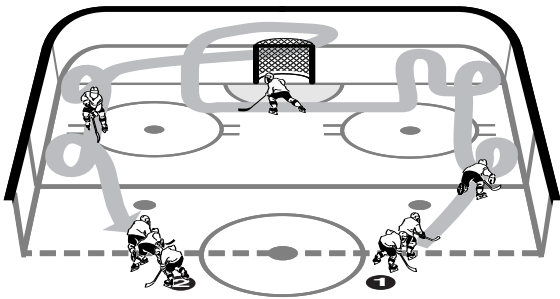


Counters Behind Net with Escapes -

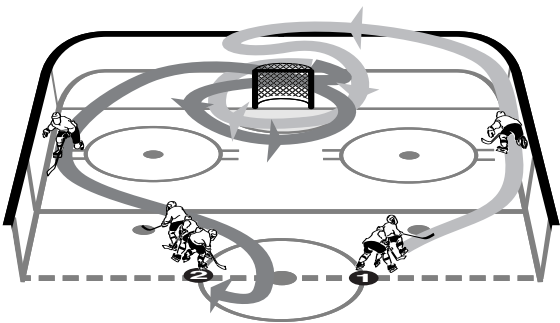
Spin-a-rama



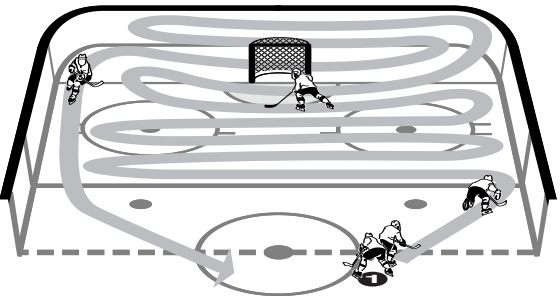
Mid-Board Lateral Come Across - Walkout



Hi Escape - Low Escape - Walkout - Counter - Low Escape - High Escape



Behind Net Counters - Loop De Loop



Maze

WHY TEACH CYCLING OPTIONS

1. Fun
2. Creativity
3. Develop supportive interaction
4. Flow
5. Expand hockey initiatives
6. Double your offensive options by having as many behind the net options as in front of the net
7. Power play concepts in six-on-six situations
8. Refine power play situations by trying options in six-on-six hockey
9. Teach players to use the seventh player (boards)

SEEDS FOR CREATIVENESS – IDEAS THAT BLOSSOM TO GREAT HOCKEY

TEACHING CYCLING

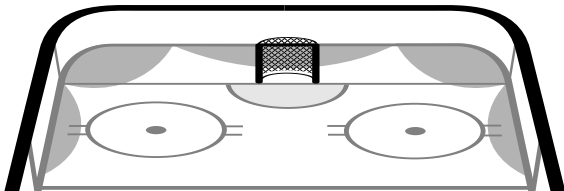
1. Most options start with bump
2. Pass off the boards at hash marks and top of circle at a good angle
3. One player skate the circles
4. Two players skate the circles
5. Two players skate the cycling options

CYCLING WITH ROTATION TO THE OPEN AREAS

1. Open Areas
2. Development of flow cycling top of circle bump
3. Development of flow cycling corner bump
4. Cycle, one bump and pass or shoot
5. Cycle, one bump, three passes using defense
6. Cycle, using the Wisconsin Z pattern
7. Cycle, one bump, drop pass mid-board, and switch
8. Cycle, one bump with walkout to rim of circle
9. Cycle, one bump with pass behind net and double walkout
10. Cycle, one bump with reverse pass behind net and walkout
11. High bump, low bump
12. Cycle, one bump, pass to D, D walks, passes back, everyone goes to the umbrella
13. Cycle, one bump, carry and drop behind the net
14. Low come around, high come around

- 15. King of Prussia
- 16. Implementation: do drill 2-4 times for five days then add three-on-two, three-on-three, five-on-five in half rink with defense having sticks turned over and offense going until they score

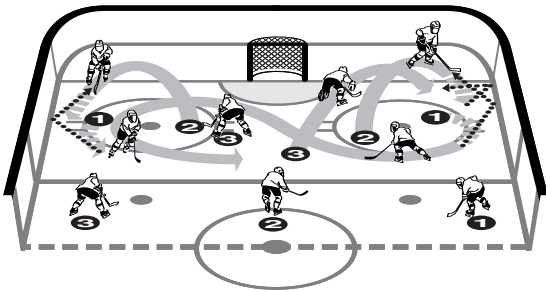
CYCLING #1



Notes/Comments

Open areas sometimes called “Dead Zones” are spaces that coverage is light. The defenders must move to these areas to cover. When this happens, the offense has separated the defense and can confuse defenders with movement.

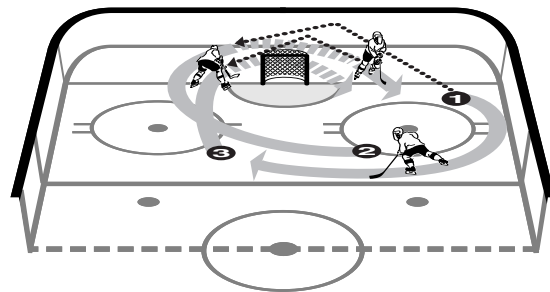
CYCLING #2



Notes/Comments

Fundamental movement of cycling with a line of three skaters, skate the circle, so that each player bumps, receives the bump pass on the left circle and the right circle, do the two circle rotation once, then do it twice so it will be a four circle skate.

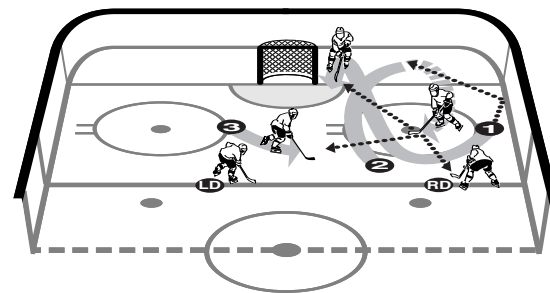
CYCLING #3



Notes/Comments

Practice the same, but bump the puck low in the corner, so the puck stops behind the net. All three separately skate the cycle, then bump puck back behind net, skate both circles to complete the drill.

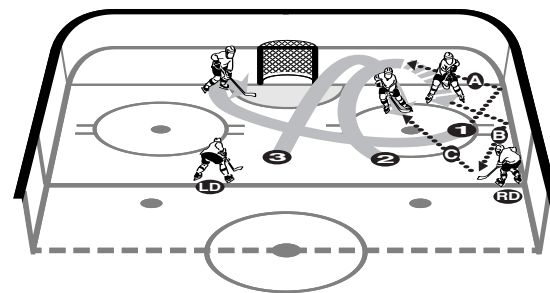
CYCLING #4



Notes/Comments

Cycle one bump. Second player picks up puck, carries out to top of circle and passes back to first player, third player or outlet to defense. Cycle one bump and pass to linemates or shoot.

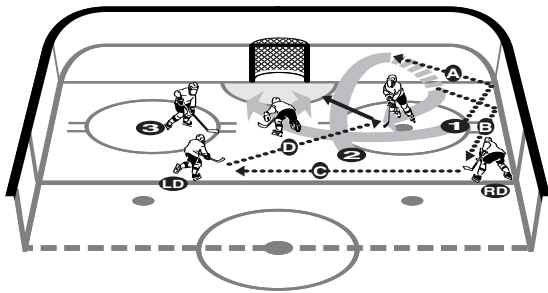
CYCLING #5



Notes/Comments

Cycle one bump - three passes - use defense. First player bumps, second player picks up bump and passes to defense. Defenseman passes to third player through who passes to first player, second player, defense or shoots.

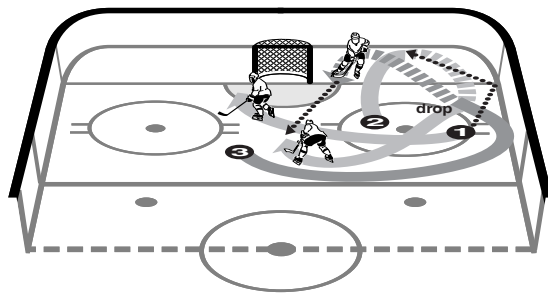
CYCLING #6



Notes/Comments

Cyclizing using the Wisconsin Z pattern - one bump, second player through picks up puck and passes to D. D passes across to lateral D, who passes back to second player through who shoots or passes. Second player passes low in corner.

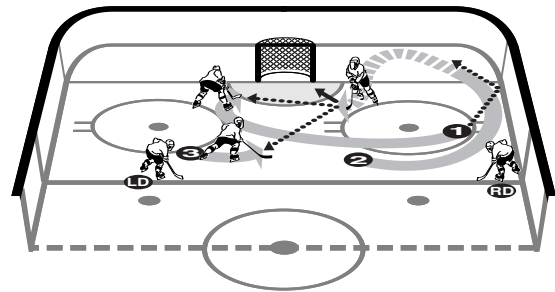
CYCLING #7



Notes/Comments

Cycle one bump by first player who goes to off-post. Second player picks up puck and drops pass to third player coming down. Third player goes deep and passes out.

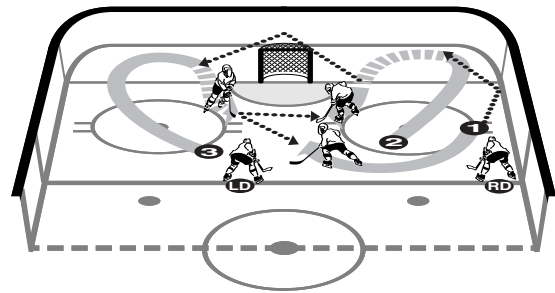
CYCLING #8



Notes/Comments

Cycle one bump with walkout to rim - first player bumps and goes to weak side post. Second player picks up bump then goes deep behind goalie than walks out to rim of circle and shoots or passes.

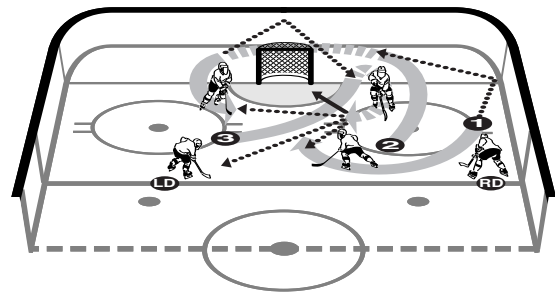
CYCLING #9



Notes/Comments

One bump with pass and double walkout - first player bumps then loops high. Second player picks up bump, walks out and passes behind the net Third player picks up pass behind net and walks out.

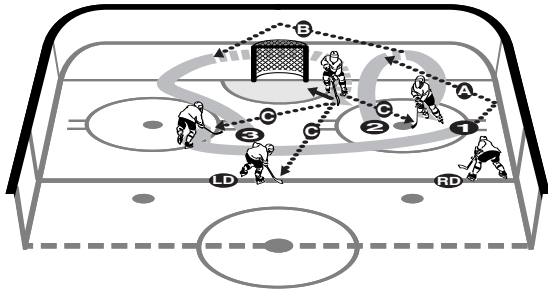
CYCLING #10



Notes/Comments

One bump with reverse pass behind net, and walkout - cycling first player bumps then stays high. Second player picks up puck, goes behind net, then makes reverse pass off boards. Third player picks up reverse pass, walks out, passes or shoots.

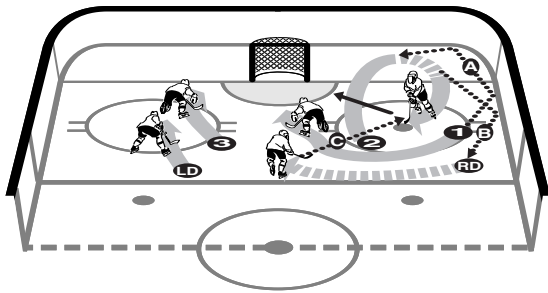
CYCLING #11



Notes/Comments

High Bump ... Low Bump - first player bumps and stays high goes across. Second player picks up bump and then bumps low and comes around circle. Third player circles net and passes or shoots.

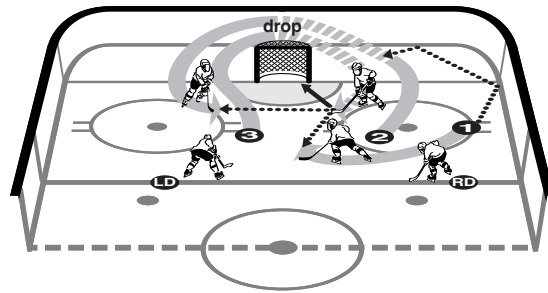
CYCLING #12



Notes/Comments

One bump pass to D. D walks and passes back to passer. Everyone goes to umbrella. First player bumps then goes to net. Second player picks up bump and passes to D. D walks the blue line and passes back to second player who shoots or passes. Third player goes to the net.

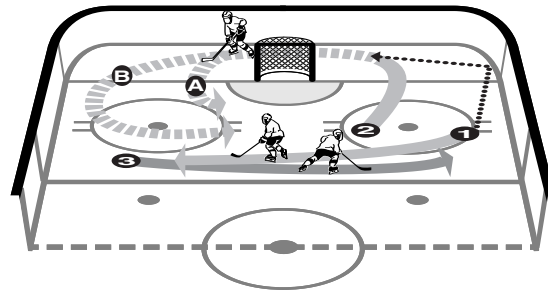
CYCLING #13 - DROP PASS BEHIND NET



Notes/Comments

Cycle one bump ... carry and drop behind net. First player bumps and stays high. Second player picks up puck and carries behind net and drop passes third player circles net, picks up drop pass, walks out and shoots or passes.

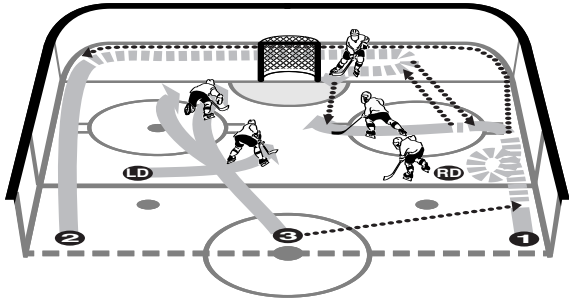
CYCLING #14 - HIGH/LOW COME AROUNDS



Notes/Comments

Low Come Around, High Come Around - first player bumps, stays high and switches sides with third player. Second player moves in, picks up puck, carries behind net and walks out low or high around circle.

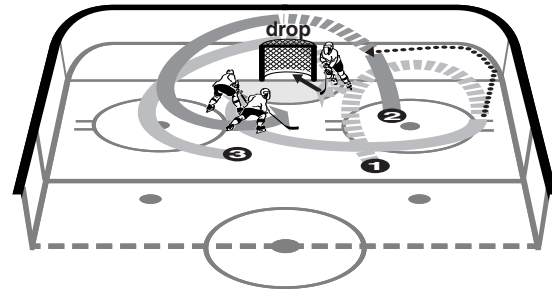
CYCLING #15 - KING OF PRUSSIA



Notes/Comments

King of Prussia - commonly the situation arises from a dump or ring around pass - we will use an outside escape and ring the puck. Third player passes to wing. Wing drives to top of circle, does outside escape and passes around boards. Weakside wing receives puck, goes behind net, passes to first player, gets return pass, skates to post and passes up pipe alley.

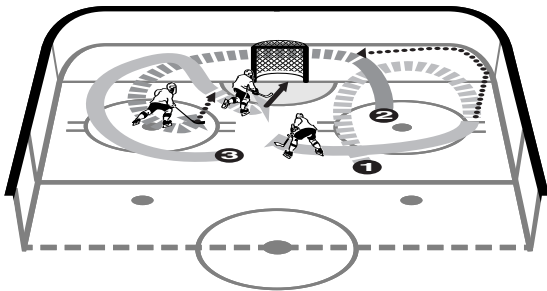
DROP PASS BEHIND NET



Notes/Comments

First player curls circle, bump passes and goes to far post. Second player moves in, picks up puck, skates behind net, drop passes and curls into slot. Third player skates behind net, picks up drop pass and tries a wrap around.

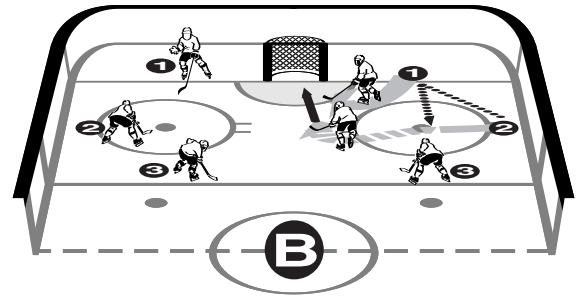
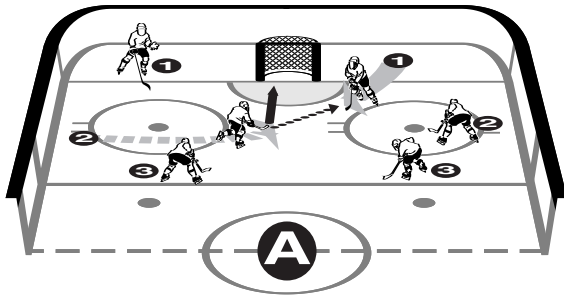
COME AROUND WITH TRAILER



Notes/Comments

First player curls circle, bump passes and stays high. Second player moves in, picks up puck, comes around net and faceoff spot. Trailer passes to third player who has curled down around goal line next to goal post.

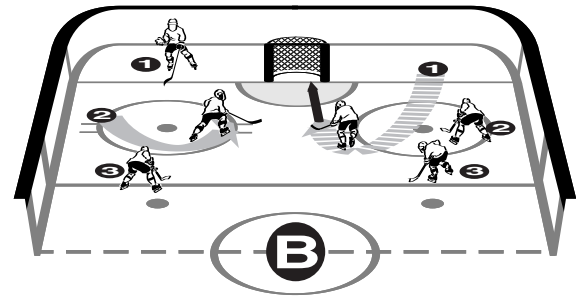
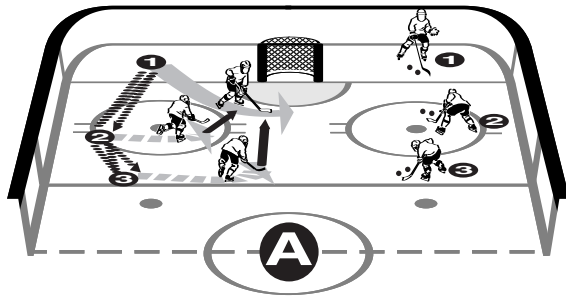
DRILLS FOR CYCLING



A. #1 supports #2 - walk across - shoot or pass

B. Down, up, shoot - rebound

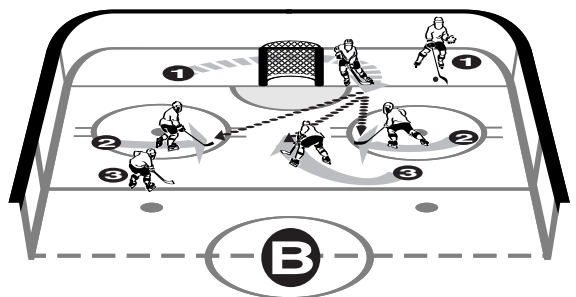
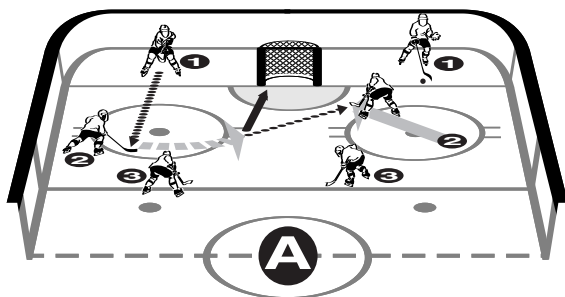
DRILLS FOR CYCLING



A. (1) & (2) up-down-up-walkout-shoot-screen tip & (3) up-down-up-walkout-screen-tip

B. #2 supports #1
(1) Walkout with support (2)

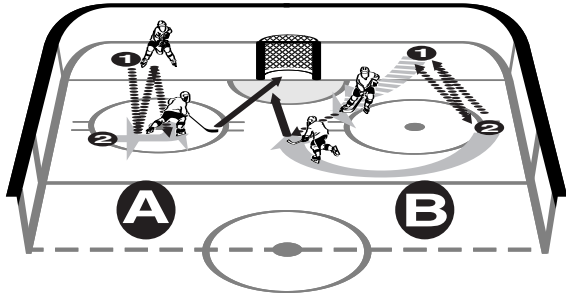
DRILLS FOR CYCLING



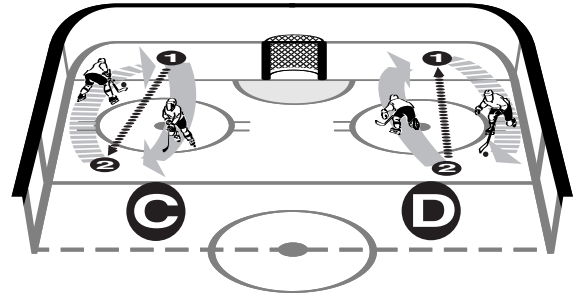
A. Up-walk across-pass-shoot

B. Come around-pass out to 2-3-2.

DRILLS FOR CYCLING

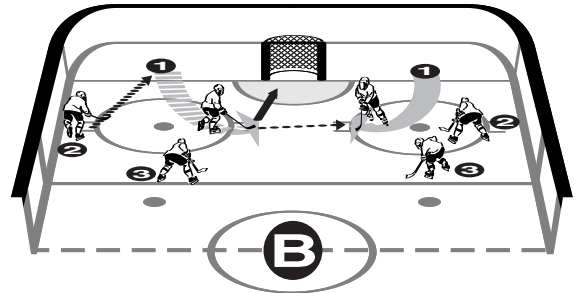
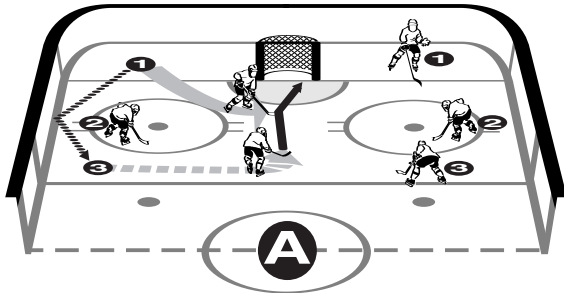


- A. Up-down-up-walk across-shoot
- B. Down-up-down-walkout-pass

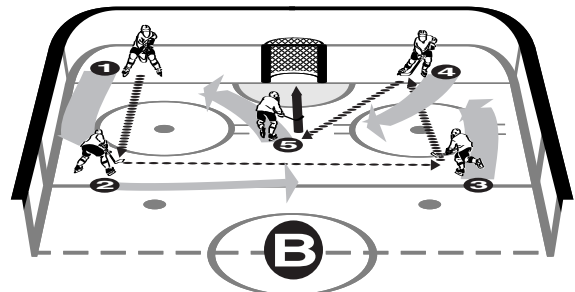
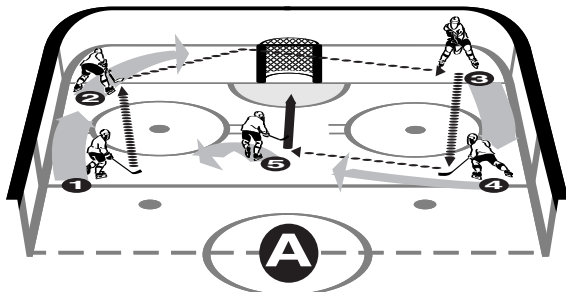


- C. Pass up-carry down-switch
- D. Pass down-carry up-switch

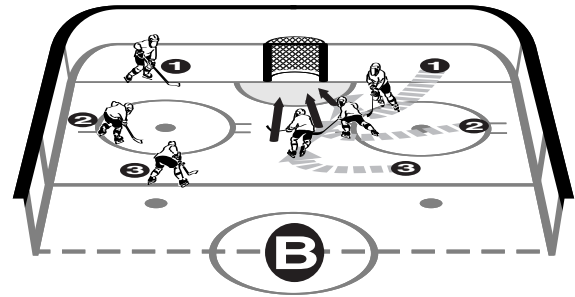
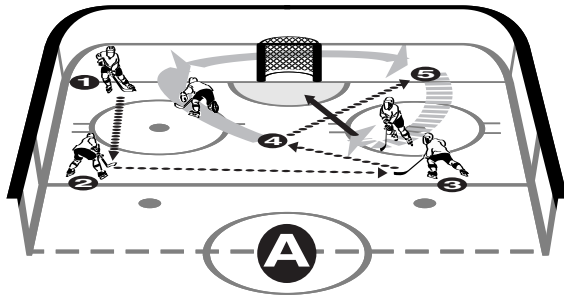
DRILLS FOR CYCLING



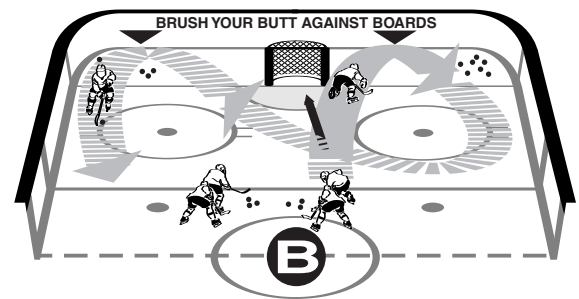
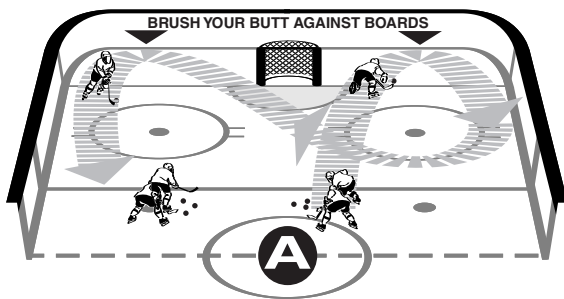
DRILLS FOR CYCLING



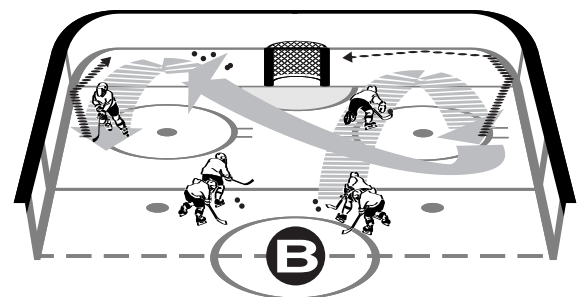
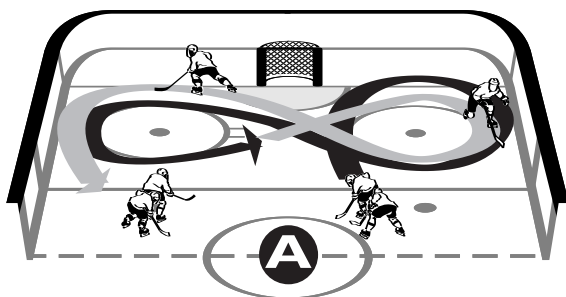
DRILLS FOR CYCLING



DRILLS FOR CYCLING - CARRY PUCK, SHOOTING AND PICK UP PUCK

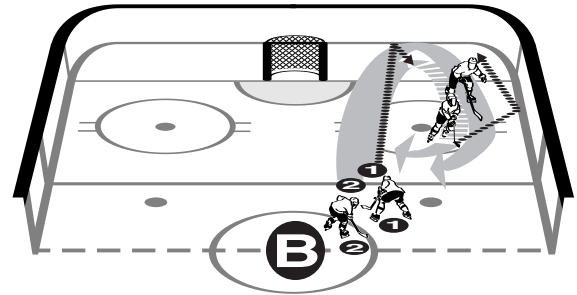
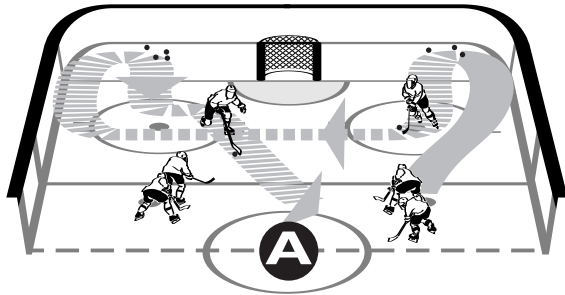


DRILLS FOR CYCLING - BUMP PASS

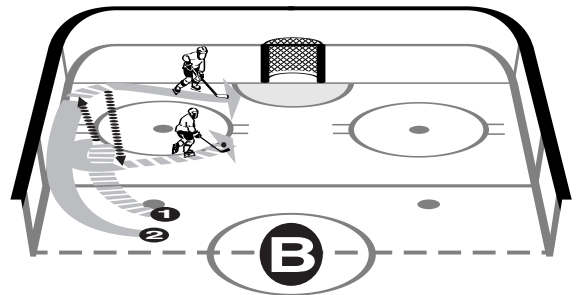
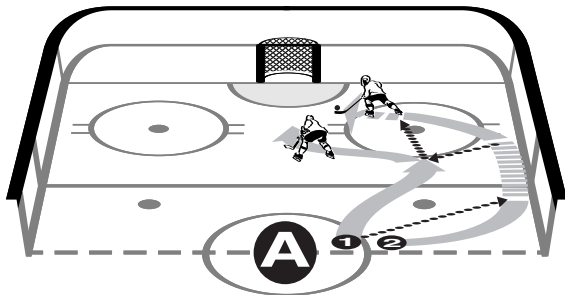


Must have good angle on boards so that puck reaches deep corner or behind goal.

DRILLS FOR CYCLING - WALK OUT - TWO PLAYER BUMP PASS

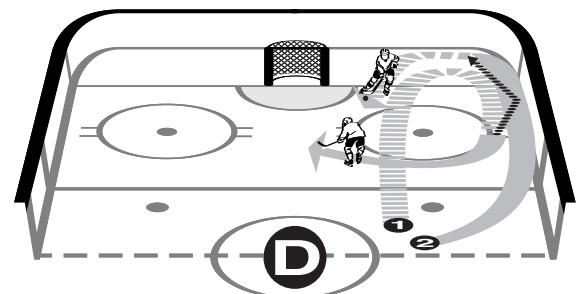
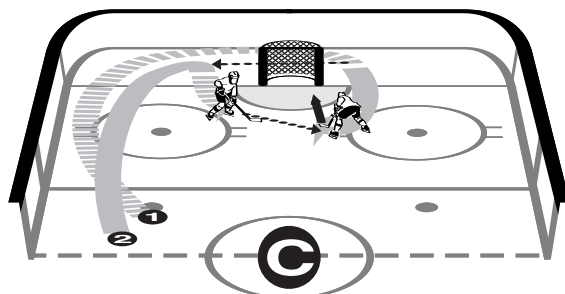


All play options whether frontal attack, lateral attack or cycle behind net should be taught with two players, then add third player.



A. Pass, diagonal back pass with return pass

B. Escape with give and go passes



C. Cycle with reverse behind net pass

D. Cycle with walkout

TEACHING CYCLING

Usually all options start with bump pass

1. One player skate the circles
2. Two players skate the circles
3. Two players skate the cycling options
 - a. bump-pass: skate the circle, shoot or pass or pass-return-pass.
 - b. bum-pass: skate the circle, pass to D, D passes to D then passes diagonally back to forward coming around circle.
 - c. Bump pass with a walkout.
 - d. Bump pass with reverse behind net and walkout.
 - e. Bump pass with bump pass behind net.
 - f. Billy Baker
 - g. Bump pass with come around low.
 - h. Bump pass with come around low - converted to King of Prussia.
 - i. Bump pass with come around high.
 - j. Drop at hash marks.
 - k. Drop behind net.
 - l. Montreal.

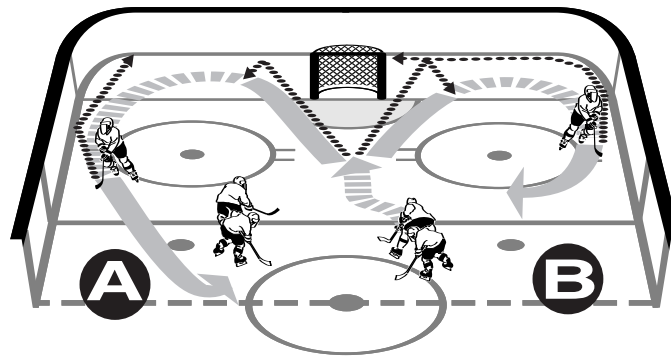
PRACTICE PLAN FOR CYCLING #1

1. Players without pucks skate the circles:
 - a. Cross-overs, control turns, escapes
 - b. Curls, walkouts, behind net counters, behind net come around for rap-around, come around low on circle. Come around mid-circle spot, come around top circle.
2. Same with puck:
 - a. Practice cross-arm bump pass to corner or behind net
 - b. Devils drill with cross-overs, control turns, and escapes at opposite side of horseshoe, stickhandle the course.
 - c. Devils 1/1, 2/2 in the horseshoe.
3. Cycling options with a partner
4. Cycling options with a line
5. Five-on-zero with offensive movement
6. Five-on-five sticks turned over
7. Three-on-three down below the spots - three forwards vs. center and two defensemen

PRACTICE PLAN FOR CYCLING #2

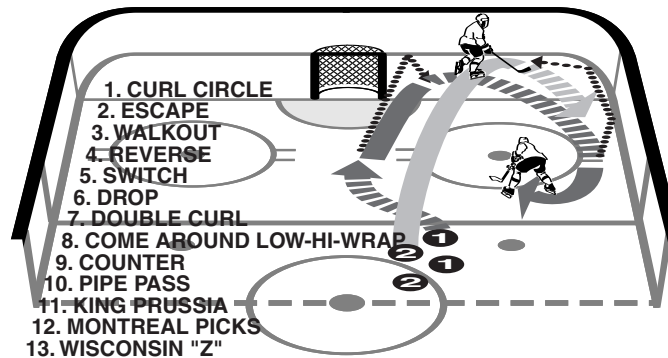
1. Teach offensive movement
 - a. straight give-and-go
2. Teach offensive movement from the goal line extended
3. Teach free flow all three forwards
 - a. cycling from the triangle
 - b. with read and react options
 - c. with third player becoming defensive forward - either top of circle or on defensive side of spot
4. Two player cycle with a defensive forward - depending on forecheck 2-1-2, 2-3
5. Two player cycle with a grinder and a mucker
 - a. fire hose drill
 - b. two-on-one in corner
 - c. two-on-two in corner
 - d. three-on-three in corner
6. Teach "keep it on the wood"

CYCLE DRILLS - SHEET #1



BUMP PASS

- A. To deep corner
- B. Behind net

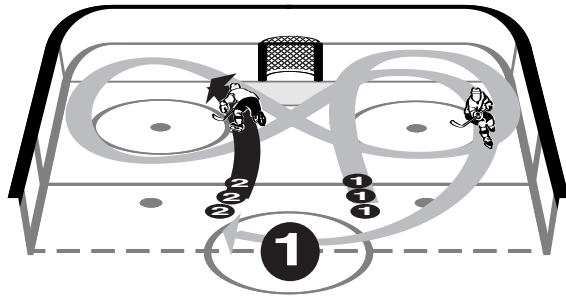


GOOD BUMP

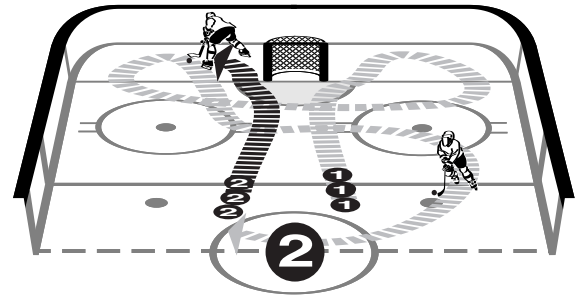
Two players - read and react - use both circles

CYCLE DRILLS SHEETS #2

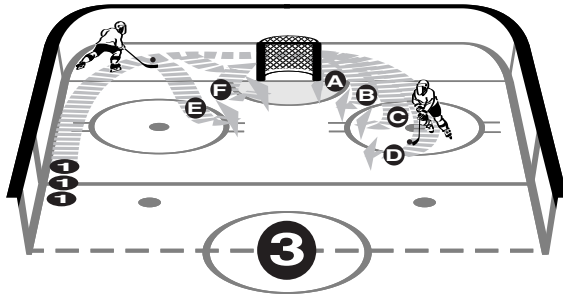
Simple to Complicated with and without pucks



1. Curl the circle

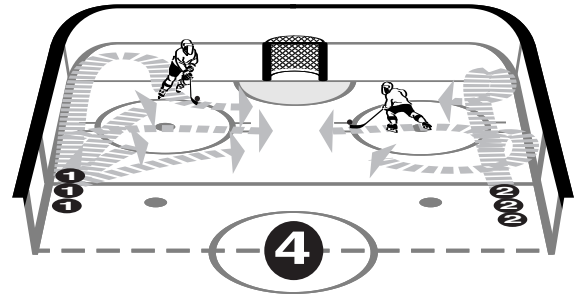


2. Walk out to circle



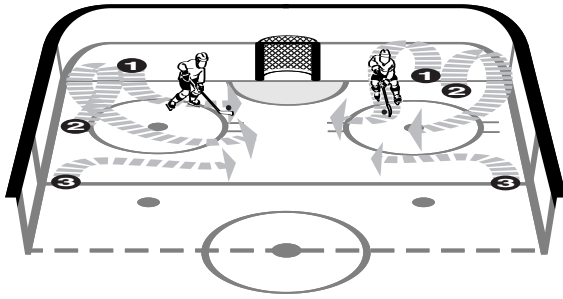
Attacks from Behind Net

3. A. Wrap around
- B. Come around at bottom of circle
- C. Come around at spot
- D. Come around at top of circle
- E. Walk out
- F. Counter

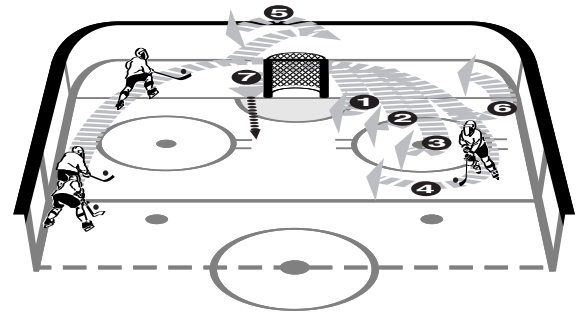


4. Angle Shooting
- A. Escapes
- B. Mohawks

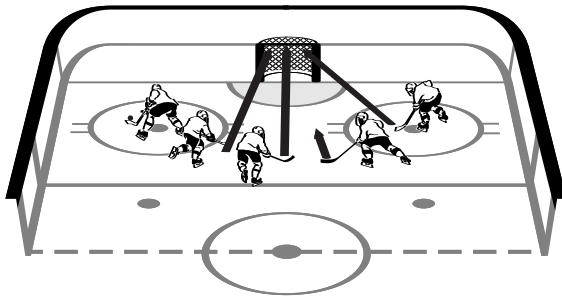
CYCLE DRILL SHEETS #3



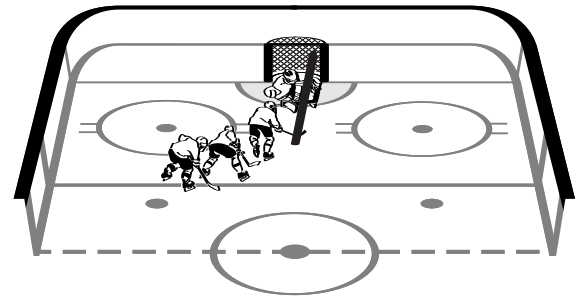
1. Walk out
2. Escape
3. Mohawk



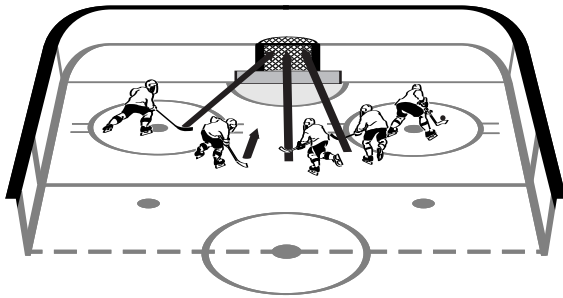
- | | |
|-----------------------|-----------------|
| 1. Wrap | 5. Counter |
| 2. Walk out | 6. Escape |
| 3. Low - come | 7. Pass up pipe |
| 4. High - come around | |



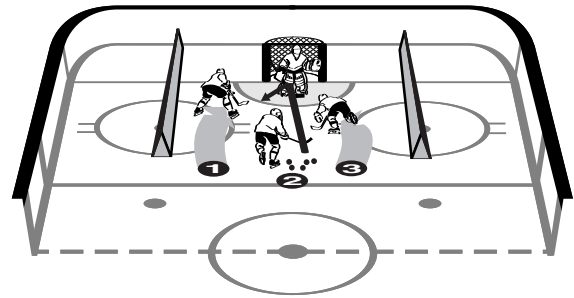
UPPERS - Empty net



Goalie flat across net



Bench-Pull-Back



Three Amigos

“HARD WORK WILL BEAT TALENT THAT IS NOT WILLING TO WORK HARD EVERY TIME.”

FOCUS ONLY ON THOSE THINGS YOU CAN CONTROL

Chapter 17

Face-Offs

OBJECTIVES

- Understand the objective of face-offs
- Outline the responsibilities of players during a face-off
- Provide face-offs in various situations

INTRODUCTION

Face-offs involve gaining possession of the puck in order to create scoring chances or eliminate a scoring chance from your opponent.

There are many ways to accomplish these goals by your center winning the face-off, by having your wings and defensemen move in to gain possession during a face-off. All the players reacting positively after losing a face-off so that they have the opportunity to quickly regain possession of the puck.

CRITICAL OBJECTIVES

1. Have your best face-off person take the face-off where ever it may be on the ice.
2. Have your two best face-off people on the ice at all critical times in case one of your best gets thrown out of the face-off circle.
3. Every player on the ice needs to know each of their responsibilities whether you win or lose the face-off.
4. Be aware of scoring chances created from face-offs during a game.
5. Be aware of your opponents scoring chances from face-offs.

IMPROVING FACE-OFFS

If you want to improve your team's face-offs there are three critical components to address:

- focus
- set objectives
- having players value the importance of this part of the game

Ways to improve your teams focus and overall performance are to set face-off objectives. An objective can be to win 60% of all face-offs.

Talk about the importance of face-off play during the course of a game. Reward good execution. Spend time practicing the techniques and tactics of face-offs.

Finally, make face-off success a matter of pride with your team. It can represent partial victory in any game which was won or lost.

ZONE OBJECTIVES

- Defensive Zone: limit the possibility of allowing a scoring chance against your team. You have a chance to start a successful attack.

- Neutral Zone: enhance your opportunity to attack and limit your opponents chance of entering your zone.
- Offensive Zone: create a scoring opportunity and create continuous sustained pressure.

SITUATIONAL OBJECTIVES

- Power Play: The question you need to answer, especially in the offensive zone, do you face-off for possession or do you attempt to score off the face-off?
- Penalty Killing: Most coaches agree that defensive posture must be the first priority in a penalty killing situation. However, when a scoring or offensive opportunity presents itself in a penalty killing situation, remember that power-play units do not tend to think defensively, so seize the moment.

Another area to consider is how to cover a face-off in the defensive zone:

- Identify what opposing player takes the majority of the face-offs
- Does your opponents put a player along the boards, should they be covered?
- Pulled Goalie: This situation is the same which exists in a power play. Should you try to score off the draw or play for possession? If there are only a few seconds remaining, there is no question. You must attempt to score off a set face-off play.

RESPONSIBILITY OF THE PLAYER

TAKING THE FACE-OFF

1. Take charge and be the “quarterback”
2. Know the linesman, how they drop the puck, what they allow around the face-off circle
3. Know the playing rules
4. Know the face-off abilities of your opposing players. Know their strengths, weaknesses, and face-off strategies in all situations
5. Know your team’s strategies in all situations

Face-Off Reads

1. Read how the opposing team sets up
2. Read the techniques of the opposing face-off player
3. Read how the opposing face-off players hold their sticks
4. Read how the linesman conducts a face-off

Key Elements

1. Arrive at the face-off dot:
 - Go to the dot when your teammates are ready
 - Establish position over the face-off dot
 - Physically control the area where the puck will be dropped
 - Be confident
2. Stance:
 - Feet wider than shoulder width, knees bent, good balance over your skates
 - Be in a position to take control, and move quickly
 - Keep your eyes on the linesman’s hand
3. The Face-Off:
 - Use your whole body
 - Keep your arms close to your body
 - Use the power of your legs, shoulder and back
4. Stick Blade:
 - Keep blade slightly off the ice
 - Use an up-and-down motion
 - Do not be too anxious nor tense

NEUTRALIZING YOUR OPPONENT

- Block the motion of the opposing centerman’s stick. This will create a loose puck for you to sweep back with a second swipe
- Move quickly into your opponent, checking his/her stick, then body. The puck can be retrieved by a teammate
- Stick check your opponent’s stick, spin into his/her body, kick the puck back to a teammate

FACE-OFF ALIGNMENTS - OFFENSIVE

1. This alignment allows the center to attempt to win (draw) the puck back to the shooter (defenseman). The wings interfere (holdup) the opponent's players so the shooter can get the shot away. It is preferable to have a left-handed center taking the face-off in the right circle (and vice-versa) because it is easier for him/her to draw the puck to his/her backhand (see Figure 1).

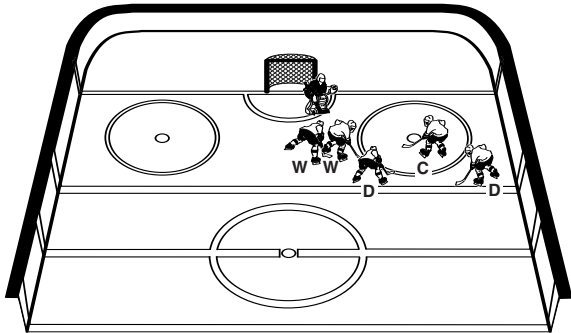


Figure 1

The alignment in Figure 2 is again dependent on the strength of the player taking the face-off. The situation here is to attempt to win the draw to the player on the boards who then passes back to the defenseman for the shot on goal. This alignment may also open up the slot area and force the defending team to place a man on your player along the boards.

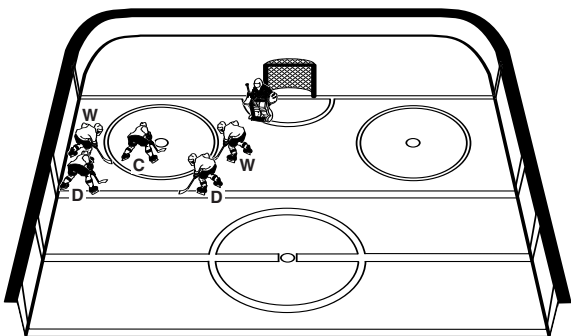


Figure 2

This is the most common alignment for a face-off in the offensive zone (see Figure 3). Here the player attempts to win the face-off back to the shooter in the slot. Again, the player on the circle in front of the net attempts to interfere with the defending player, so the shooter has time to release the shot. There is also a safety value in the presence of the defenseman (a player for a backup shot or puck control in the zone).

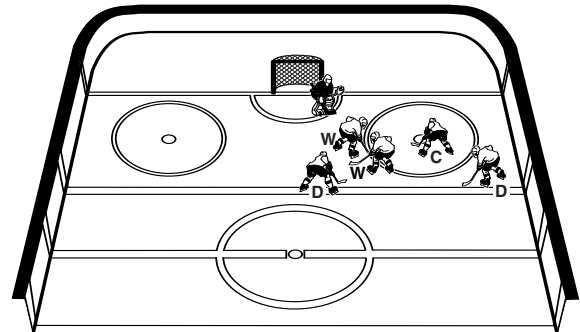


Figure 3

Offensive zone face-off alignment when you have pulled your goaltender becomes very important because you must win the face-off (see Figure 4). In these situations, use your best face-off player and your most experienced players. Attempt to gain possession of the puck on the face-off and work the puck for a good shot on goal.

Figure 4 places a great deal of emphasis in interference of the opposing players once the puck is dropped. The offensive team must tie up the opposing player in order to gain control and take the best possible shot on goal. It is important in all player advantage situations that the shooter attempt to put his/her shot on goal.

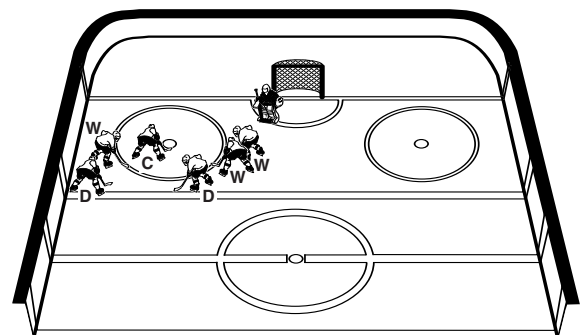


Figure 4

Figure 5 use your strongest possible player positioning to ensure, if the face-off is won, that your team gains a good shot on goal. As in all face-off situations, gaining control of the puck is your primary concern.

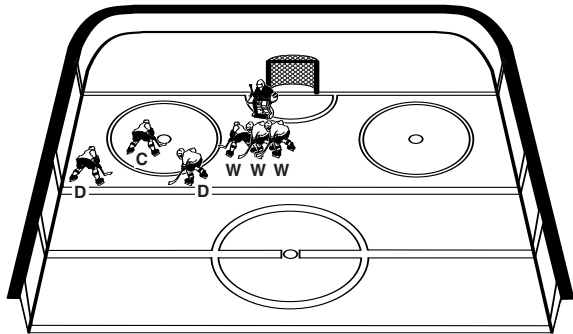


Figure 5

Chapter 18

Puck Control

OBJECTIVES

- Understand intermediate level puck control techniques
- Understand the various game situations for stickhandling techniques

INTRODUCTION

Puck control is one of the most important fundamental skills of ice hockey. Until players learn to control the puck, their ability to shoot and pass will be greatly diminished. This chapter will cover various puck control techniques which will be very useful in game situations.

FOREHAND SHIFT

The forehand shift is one of the most important ways you can teach your players to stickhandle around an opponent. The characteristics of this move are described below and illustrated in Figure 1.

Key Elements

- The puck is shifted to the forehand side
- The arms are fully extended, puck is brought out, slightly back and away from the defender
- Use the body as much as possible to protect the puck
- Keep head up
- Speed is important in this move

Common Errors

- Slowing down when approaching the defender
- Not using the body to shield the puck from the defender



Figure 1. Forehand Shift.

Suggestions for Coaching

- Teach your players to set up the move with a slight move to the backhand (and/or head and shoulders fake to the backhand side). This move should be strong enough to get the defender to react. As the defender reacts, initiate the shift in the other direction.
- As the players advance in skill, allow them to use the lower hand only to hold the stick. This frees the upper hand so that it can be used to ward off the defender.

BACKHAND SHIFT

The backhand shift must be developed to compliment the skill developed in the forehand shift. As your players master both of these skills and can reliably use them at full speed, they can create enormous difficulties for the defensemen. This move is illustrated in Figure 2.

Key Elements

- The puck is shifted to the backhand side
- The arms are extended
- The body screens the puck from the defender
- The head is up

Common Errors

- Keeping the puck too close to the body
- Watching the puck rather than the defender



Figure 2. Backhand Shift.

Suggestions for Coaching

As with the forehand shift, the backhand shift can be set up with a fake to the forehand side. As with many of the other skills of hockey, teach the moves of the backhand shift at slow to moderate speeds before working on them at full speed.

CHANGE OF PACE

In this move, players skate under control at moderate speed. Just as they reach the defender, they accelerate to full speed. Figure 3 shows the sequence of events involved in the change-of-pace move. Puck carriers should approach the defender at moderate speed, then they should accelerate and cut around the defender carrying the puck on his/her forehand side. Note that the puck is kept far away from defenders, and that the puck carriers should use the arm closest to the defender to aid in brushing past them. The combination of timing and fast skating will allow the puck carrier to beat the defender. This maneuver may also be done to the backhand side.

Key Elements

- Distinct acceleration
- Shift the puck to the backhand and/or forehand side
- Shield the puck with the arm closest to the defender

Common Errors

- Accelerating prior to reaching the defender
- Failing to execute the forehand and/or backhand shift
- Leaving the puck too close to the defender

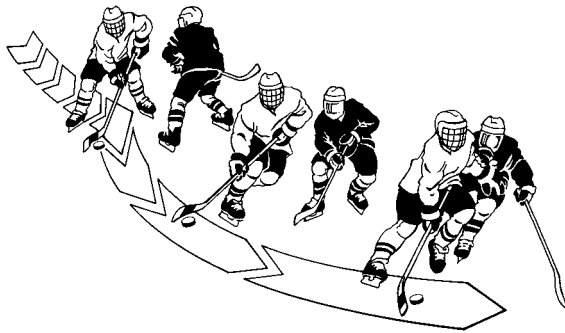


Figure 3. Sequence involved in the change-of-pace move.

This move is especially useful when a defenseman is skating backward slowly and there is room to move on either side.

SLIP THROUGH

In this move, the puck is pushed through the defender's stick and skates or between the skates. This move is illustrated in Figure 4.

Key Elements

- Push the puck forward with the appropriate velocity
- Pull the stick back away from the defender

Common Errors

- Inappropriate timing for pushing the puck through

Suggestions for Coaching

The defender should have slowed down, the head should be down, and a large space should be between legs or between the stick and the skates.



Figure 4. Executing the slip through

SLIP ACROSS

The slip across is another important move to teach your players to help them beat a defender one-on-one. To execute this skill, shift the puck to one side and then slip the puck between the skates and the heel of the stick of the defender. The slip across is illustrated in Figure 5.

Key Elements

- Set this move up by a shift to one side to get the defender to shift weight to that side
- The puck is slipped across between the defender's skates and the heel of the stick
- The player shifts direction and picks up the puck on the other side of the defender

Common Errors

- Failing to get the defender to react to the first shift (fake)
- Slipping the puck too hard and thus losing control of the puck

Suggestions for Coaching

- The slip across differs from the slip through in that the puck travels across the body instead of straight ahead.



Figure 5. Execution of the Slip Across

SLIP AROUND

The slip around should be executed in the following manner. First, fake right, and slip puck around the defender's right side. Pull the stick back and skate around the left side of the defender. Pick up the puck and be ready to jump over the defender's stick. This series of moves is illustrated in Figure 6.



Figure 6. Slip Around

Key Elements

- Make a good fake to commit the defensive player

Common Errors

- Not getting the defensive player to commit before executing the move

Suggestions for Coaching

Players must be encouraged to accelerate quickly as they change direction. The timing on this move is important and therefore, many practice repetitions are often necessary to master this ability. Again, work on developing the move going in both directions.

FAKE SHOT

The fake shot is used to slow down or freeze the defender, allowing the offensive player to advance around him/her easily. It is initiated by shifting the puck to the forehand side and initiating a wrist or slap shot motion. A shoulder drop or lower hand slide is beneficial to create the deception. The puck is then shifted to the forehand or backhand side. This is illustrated in Figure 7.

Key Elements

- An effective fake shot

Common Errors

- Telegraphing that the shot is a fake

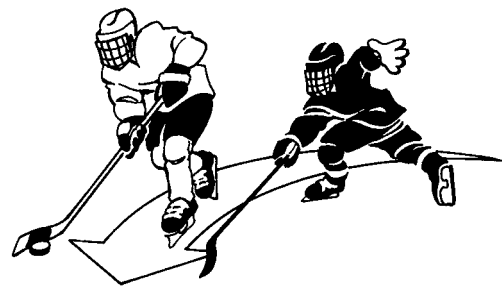


Figure 7. Executing the Fake Shot.

Suggestions for Coaching

This move is especially useful when the defender has slowed down or stopped in his defensive zone.

THE MAGIC WAND

The magic wand is a very deceptive move, and probably has its origins in European hockey. It is called the “magic wand” because the attacking player “waves” his stick **above** the puck, as if to dribble from side to side, never touching it. (Figure 8). This tends to freeze the opponent.

This fake movement of the puck, combined with a head or shoulder fake, often catches the defender leaning or committing to one direction or the other. At this moment, the attacker may play the puck to his forehand or backhand and accelerate around the opposition (Figure 8).

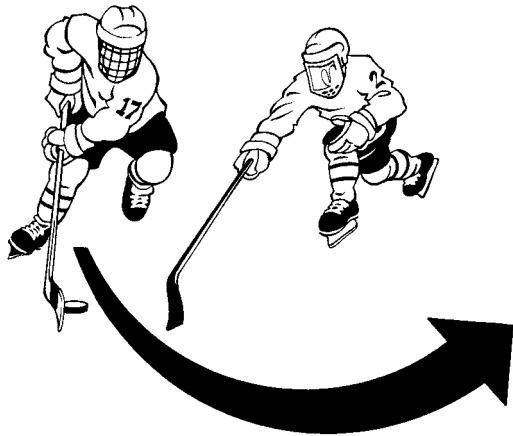
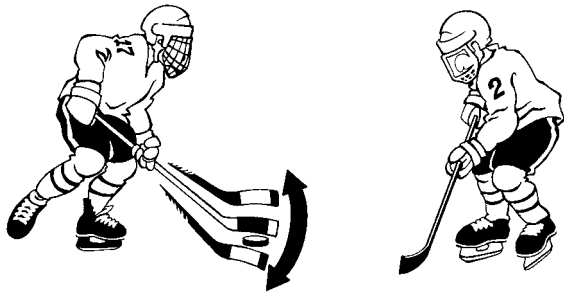


Figure 8. Illustrates the Magic Wand.

Key Elements

- Waving the stick **above the puck** as if to dribble it
- Utilizing a head or shoulder fake to get the defender to commit to one direction
- Accelerating around the defender

Common Errors

- Playing the puck accidentally instead of waving the stick over it
- Not using an adequate fake to force the defender to commit

Suggestions for Coaching

This maneuver may be practiced utilizing some of the same drills previously outlined in this section. Once again, you may want to start against a stationary defender, move to passive resistance and then practice at full speed.

PUCK OFF THE BOARDS

This maneuver involves passing the puck off the boards and going around the defensive player on the opposite side to pick up the puck. It is successful because the defender is often deceived into trying to play the puck. This is illustrated in Figures 9 a and b.



Figure 9a. Puck Off the Boards.

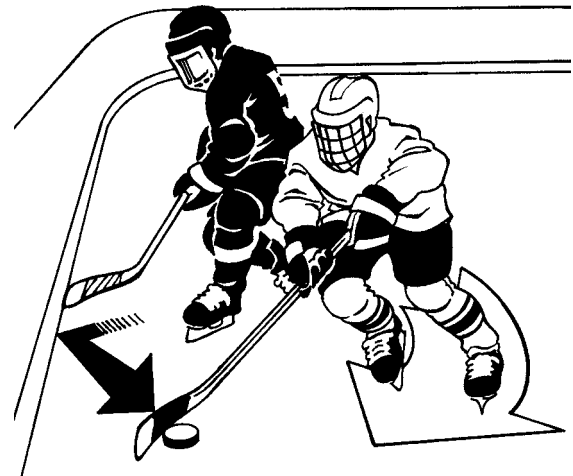


Figure 9b. Puck Off the Boards.

Key Elements

- The puck should be shot off the boards at approximately 45 degrees at only moderate speed. (The puck will come off the boards at the same angle it hits the boards: angle of incidence = angle of reflection).

Common Errors

- Failing to shoot the puck off the boards at the proper angle and speed, thus allowing the defender to intercept the puck

Suggestions for Coaching

This move is used when moving out of your own end and a defender is standing still.

STOP AND GO

As your players approach the defender they should stop and then quickly accelerate again. There must be a distinct hesitation.

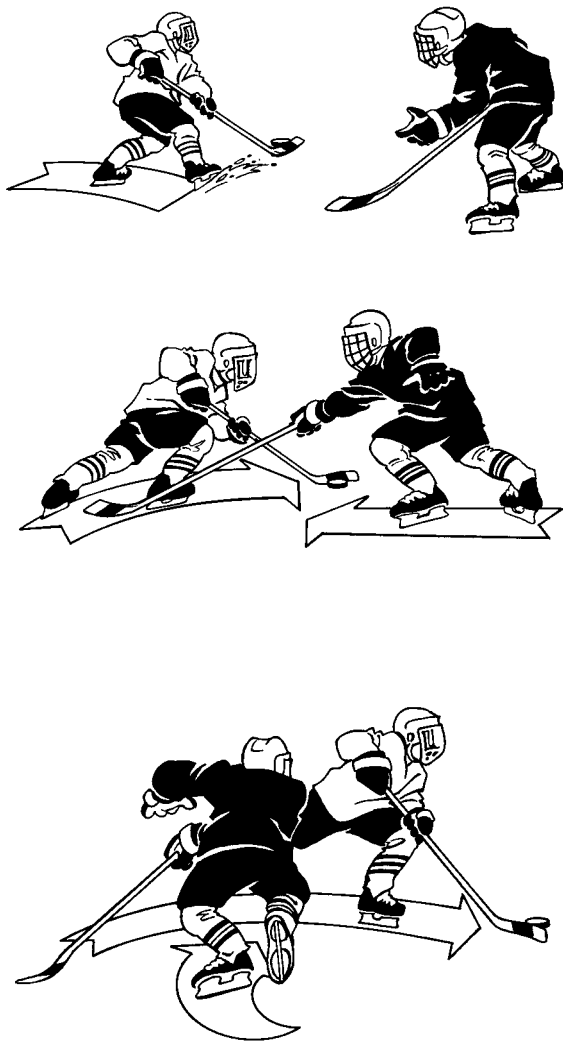


Figure 10. Executing the Stop and Go.

Key Elements

- The ability to accelerate quickly from a virtual standstill

Common Errors

- Stopping too close to the defender
- Not accelerating quickly after hesitating

Suggestions for Coaching

This maneuver will be most effective when utilized against aggressive defenders.

DOUBLE SHIFT

This is an advanced maneuver. Shift the puck to the forehand side, then shift to the backhand side. Pull the puck and then go to the forehand side.



Figure 11. Double Shift.

Key Elements

- Properly controlling the puck by cupping the blade of the stick during the shift from forehand to backhand to forehand

Common Errors

- Trying to complete this maneuver too close to the defender

Suggestions for Coaching

Teach this advanced move by breaking down its components; start from a stationary position and progress to moving.

GRANDSTAND

This is an advanced maneuver. It is executed as follows: Crossover to the right (puck and stick extended to the left). Crossover to the left (puck and stick extended to left). Pull the puck back to the skates deflecting it from the blade of the skate to the blade of the stick. Shift left, and go.



Figure 12. Executing the Grandstand.

Key Elements

- Shifting the puck from left to right using full extension
- Pulling the puck up to the skates and deflecting it to the stick

Common Errors

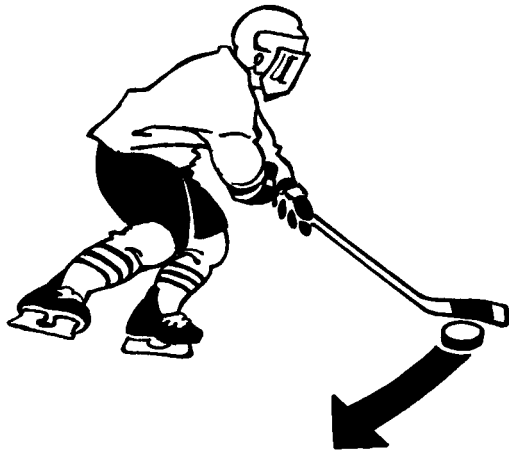
- Slowing down in order to complete the maneuver

Suggestions for Coaching

This move, like all of the others included, should be practiced first against a stationary pylon, then against a stationary defender, then moving at moderate speed. Once these steps are mastered, the maneuvers should be done at full speed.

SKATE CONTROL

Skate control is also an important aspect of stickhandling. It should be developed and practiced with all of the above skills. Some drills that are useful for working on this ability are:



1. Skate forward stickhandling and drop puck into skate and kick out onto the stick



2. Foot drag drill - control the puck by kicking it out from behind the other blade



3. Control the puck along the boards with the skates



Figure 13. Skate Control.

To become proficient at most of these moves, a player must be efficient at executing fakes. Many hours of practicing are necessary to perfect this ability. Opponents quickly learn which players have only one move. Availability of a wide variety of moves that can be employed during a game results in each move being more effective in winning the one-on-one contest.

SPIN AROUND

This maneuver is utilized when driving hard and fast into the offensive zone against an aggressive defenseman who likes to challenge the puck carrier. The puck carrier drives hard toward the defenseman. Just as the defender slows to make contact, the attacker spins away from the check and accelerates.

The spin around may be done to both the backhand and forehand sides as illustrated in Figure 15.

Key Elements

- The player stops quickly, close to the defender
- The puck is kept away from the defender on the forehand or backhand side
- Spin 180 degrees with the puck on the forehand or backhand side of the stick and accelerate quickly forward

Common Errors

- Failing to control the puck while spinning away from the defender
- Not accelerating quickly forward after completing the spin

Suggestions for Coaching

The players must master the art of shielding the puck from the defender with the body

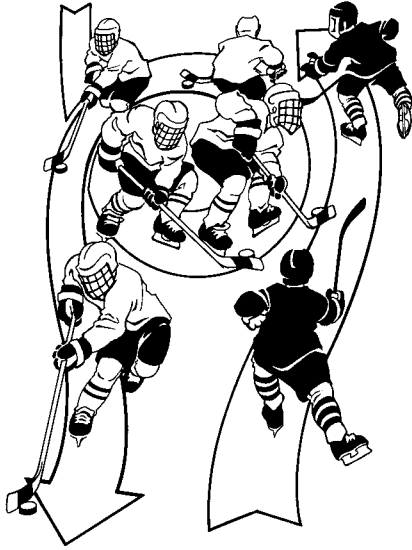


Figure 14. Executing the backhand spin around

SLIP THROUGH AND SPIN

The attacker pulls the puck back between his skates, spins, picks up the puck and goes, utilizing a controlled turn with a crossunder to accelerate away from the defender.

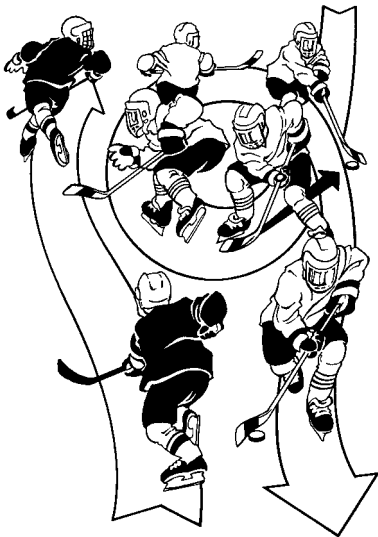


Figure 15. Executing the Slip Through and Spin.

Key Elements

- The attacker must pull the puck back between the skates with the right velocity
- The attacker must spin away from the defender

Common Errors

- Failing to accelerate out of the spin and away from the defender

ESCAPE TO AVOID A CHECK

The attacker executes a 360 degree controlled turn and accelerates away from the defender. He/She places his/her body between the defender and the puck.

This maneuver may be done to (1) continue skating, (2) to pass, or, (3) to shoot, and should be practiced utilizing all three options.



Figure 16. Executing the Escape to Avoid a Check.

Key Elements

- 360-degree controlled turn
- Placing your body between the puck and the defender as a shield

Common Errors

- Turning into the defender instead of away

Suggestions for Coaching

All of these escape maneuvers should be practiced in a stationary position to begin with. As the players begin to gain confidence in each maneuver they should increase speed and then go against passive resistance.

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Blase, K; O'Connor, R (1985) the USA Hockey Puck Control Handbook
Colorado Springs, Colorado - USA Hockey

Chapter 19

Shooting

OBJECTIVES

- Describe various shots
- Describe proper shooting areas of the net
- Describe various ways of attacking the net

SHOOTING

This section should perhaps be entitled “Goal Scoring”, since that is the reason for shooting. For most players (except goalies), scoring a goal has to be the emotional peak of any hockey game. Even the fluke goals make the scorer feel good.

Coaches usually find that they have little trouble getting their players to practice shooting (especially the slap shot), but to get them to practice specific shots or goal-scoring maneuvers often poses some problems. However, solution of these problems will pay big dividends in terms of goals scored.

Consider the following statement by Valeri Kharlamov, the great Russian player, “When one shoots, there are three things needed for a successful shot: precision, power and suddenness.”

The goal scorer needs to bring with him/her certain skills to assure his/her success. Puck control and stickhandling skills are important and work well against goalies and defensemen.

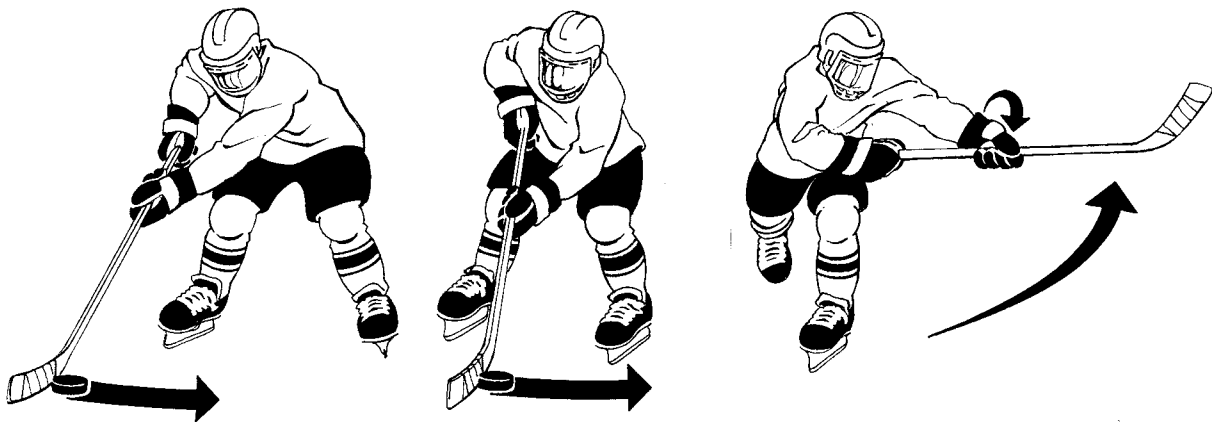
The potential goal scorer’s repertoire should consist of the following types of shots:

- Wrist Shot — forehand and backhand
- Snap Shot
- Flip Shot
- Slap Shot
- Tip-in or Deflection

1a. FOREHAND WRIST (OR SWEEP) SHOT



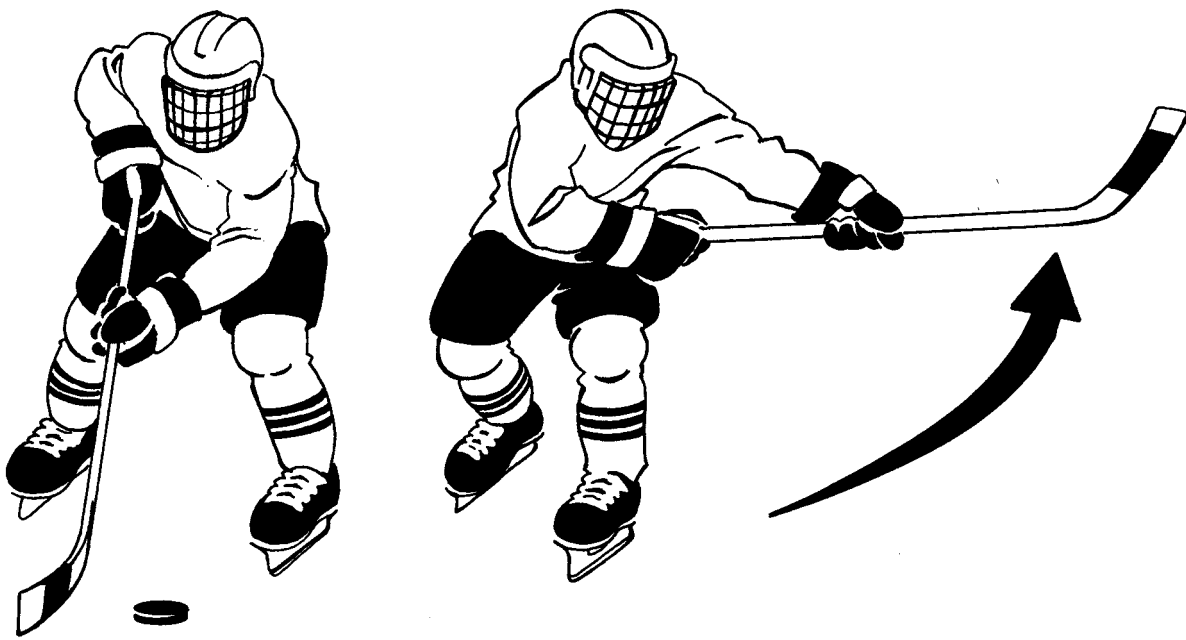
1b. BACKHAND WRIST (OR SWEEP) SHOT



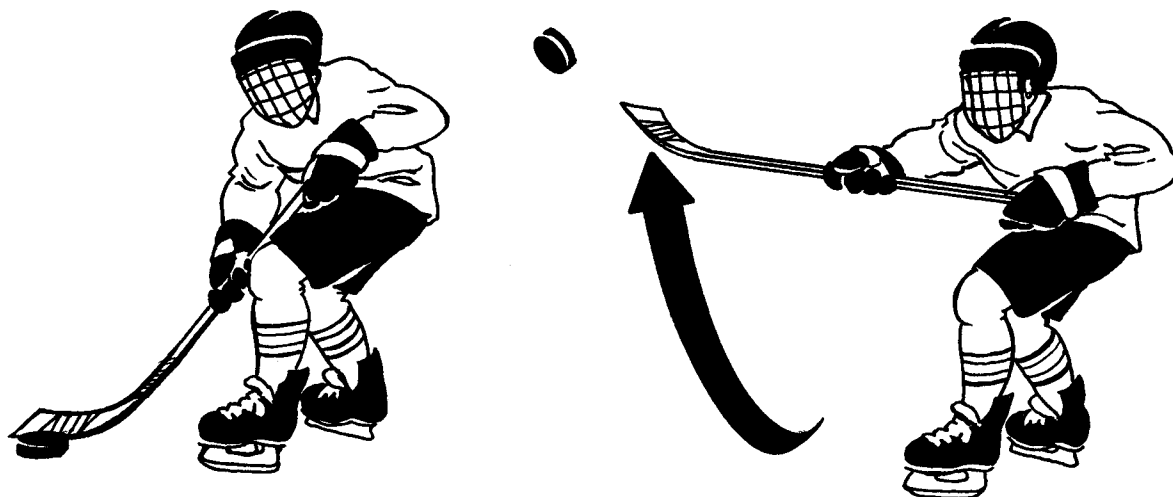
2a. FOREHAND SNAP SHOT



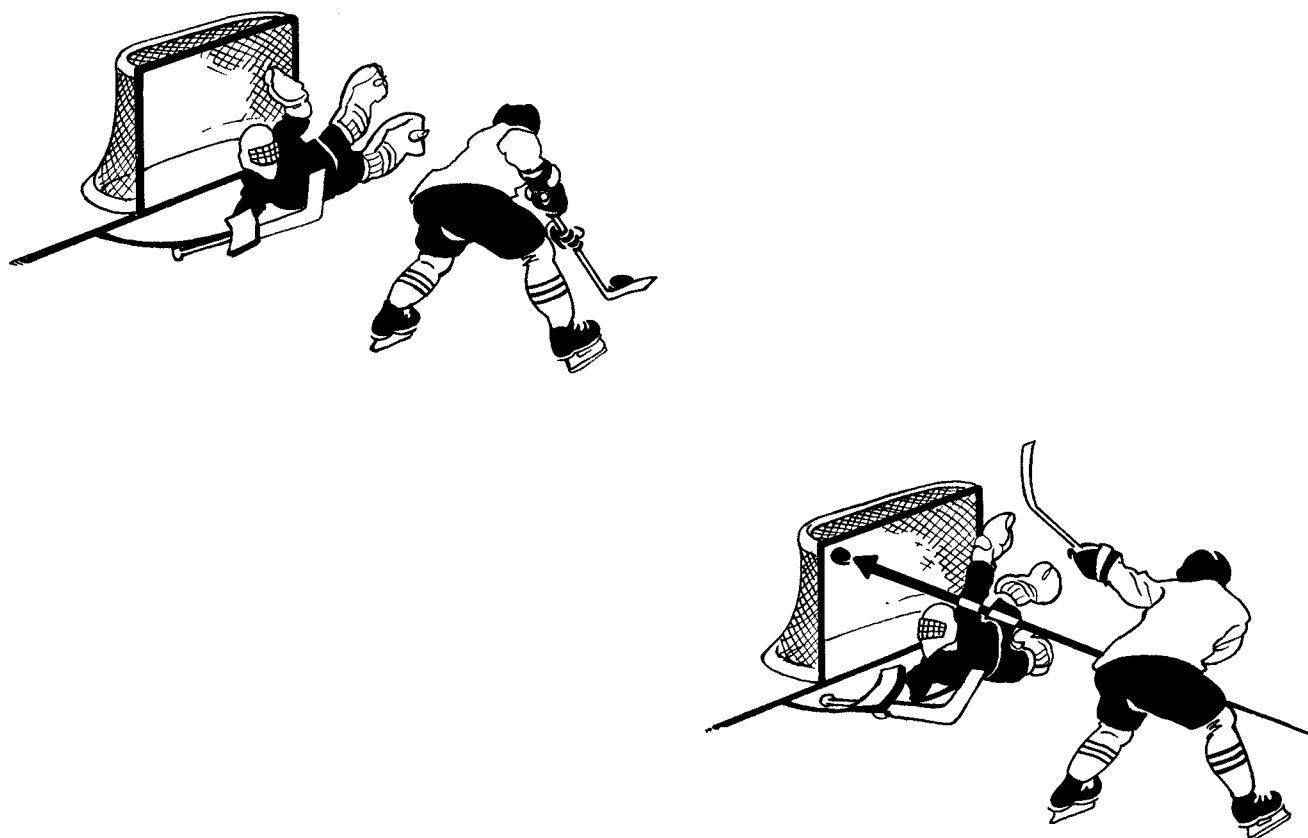
2b. BACKHAND SNAP SHOT



3a. FOREHAND FLIP SHOT



3b. BACKHAND FLIP SHOT



4. SLAP SHOT



5. TIP-IN OR DEFLECTION



KEY ELEMENTS FOR SHOOTING

Wrist Shot

- 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 height of the follow through with the stick will dictate the height of the shot
- Puck movement from heel to the top of the blade

Backhand Wrist Shot

- 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 height of the follow through with the stick will dictate the height of the shot
- Puck movement from the heel to the toe of the blade

Snap Shot (Forehand and Backhand)

- Blade of the stick is brought back slightly behind the puck
- The blade of the stick snapped through the puck towards the target striking the ice just behind the puck
- Push - pull hard wrist action
- Weight transfer in the direction of the shot

Flip Shot (Forehand and Backhand)

- Initial puck position in front of the body
- Quick wrist snap that results in blade rotation from straight to open position
- Exaggerate upward movement of the blade

Slap Shot

- Stick is drawn back and upward
- Weight transfers to the front
- Blade of the stick strikes the ice just behind the puck
- Puck contact in the middle of the blade

SHOOTING ON THE NET

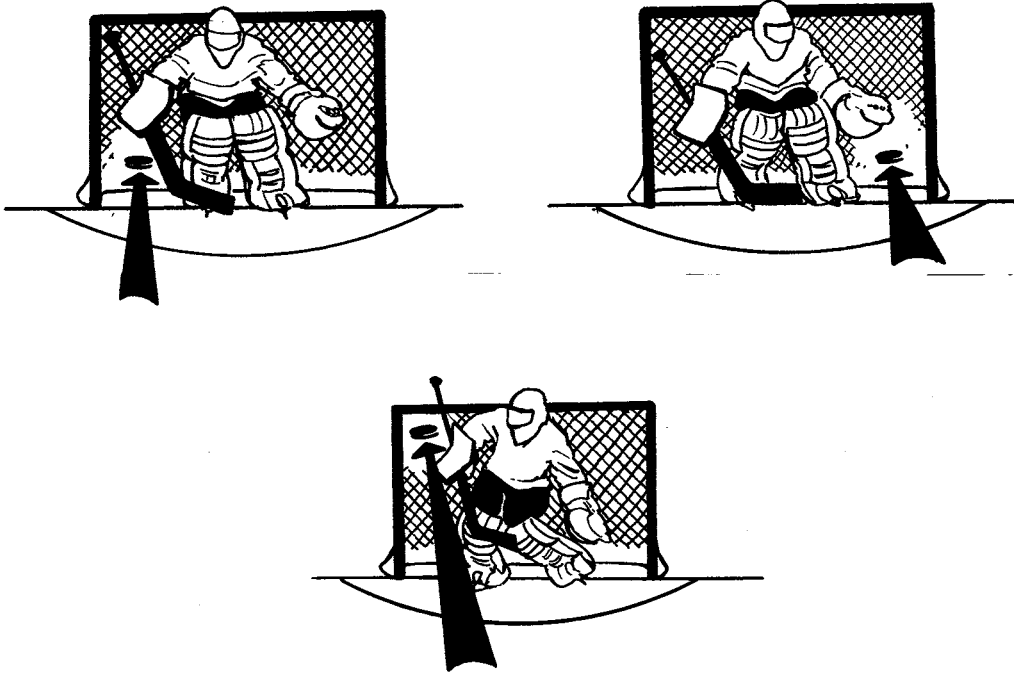
For a moment, let us consider the opponent — the goalie — perhaps the most dedicated to his/her position of all players on the ice. Most goalies consider a goal scored against him/her as a personal violation; they do not give up easily. Goalies have one thing in mind — get as much equipment as possible in front of the shot.

While it is important for a goalie to be quick and able to react to the offensive play (shot or maneuver), most good goalies take away scoring area from the attacker by playing in an appropriate position or playing the angle. It seems logical for the attacker to study where the weakest point of the goalie is and attempt to score through that point.

Understandably the **four corners of the net** are the most difficult points for the goalie to cover. Usually, the low stick side of the goalie is the weakest point.



The next best place to shoot is often debated. Some say low glove side, while others may encourage high stick side. Often the goalie's position does not allow the attacker to choose the low corner, thus the choice becomes low or high on the side to which the goalie allows shooting space.



It is safe to assume that goalies are weaker on the stick side than the glove side, and weaker on the ice than up high. It should also be expected that the catching glove is the most effective weapon for goalies. Finally, most goalies prefer that the attacker make the first move. Let us consider what the attacker needs to do to score a goal.

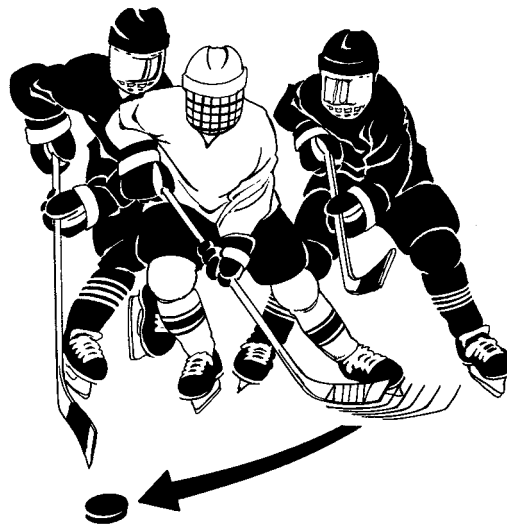
While accuracy and power are important in goal scoring, they are perhaps secondary to the surprise of a quick or sudden shot. Statistics do not record a puck going **through** a pad (although some goalies will swear it had to) but hundreds of pucks go by goalies because “I didn’t think he was going to shoot” or “I never saw it.”

If the attacker can do something to make the goalie move just before the shot, the attacker can have a better opportunity to score. It is important for attackers to understand that the goalie focuses most of his/her attention on the puck, therefore, movement of the puck will cause at least some movement of the goalie’s eyes, and possibly the goalie’s body.

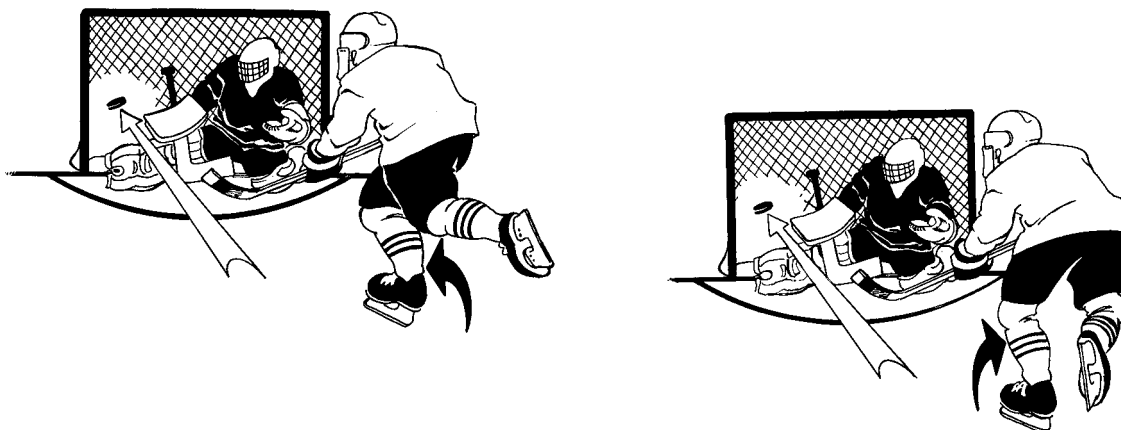
It is also worthwhile to study the goalie, both in warm-up and throughout the game, to see if he/she has obvious weaknesses or plays in such a way as to encourage the attacker to try an unusual shot. An example of this might be a goalie who holds his/her hand extremely low. This might encourage the attacker to shoot a quick high shot to the glove side, a shot that would not normally be the best selection.

Shooting when the goalie does not expect the shot is perhaps the most potent weapon for the attacker. Thus, players must learn to:

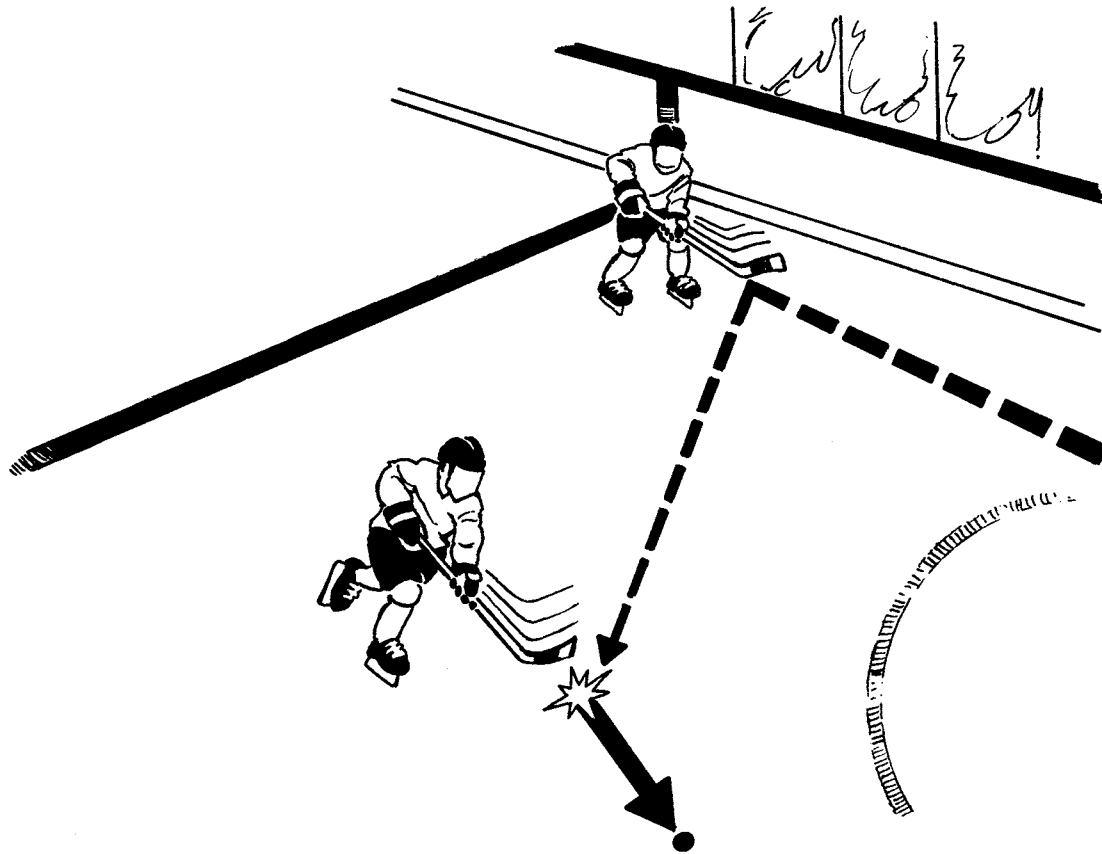
1. Shoot while continuing to elude defenders (in stride)



2. Shoot off either leg



3. Shoot off the pass (receive pass and shoot in one action)



4. Shoot from the middle of a skating or stickhandling maneuver



5. Shoot while being checked or closely defended



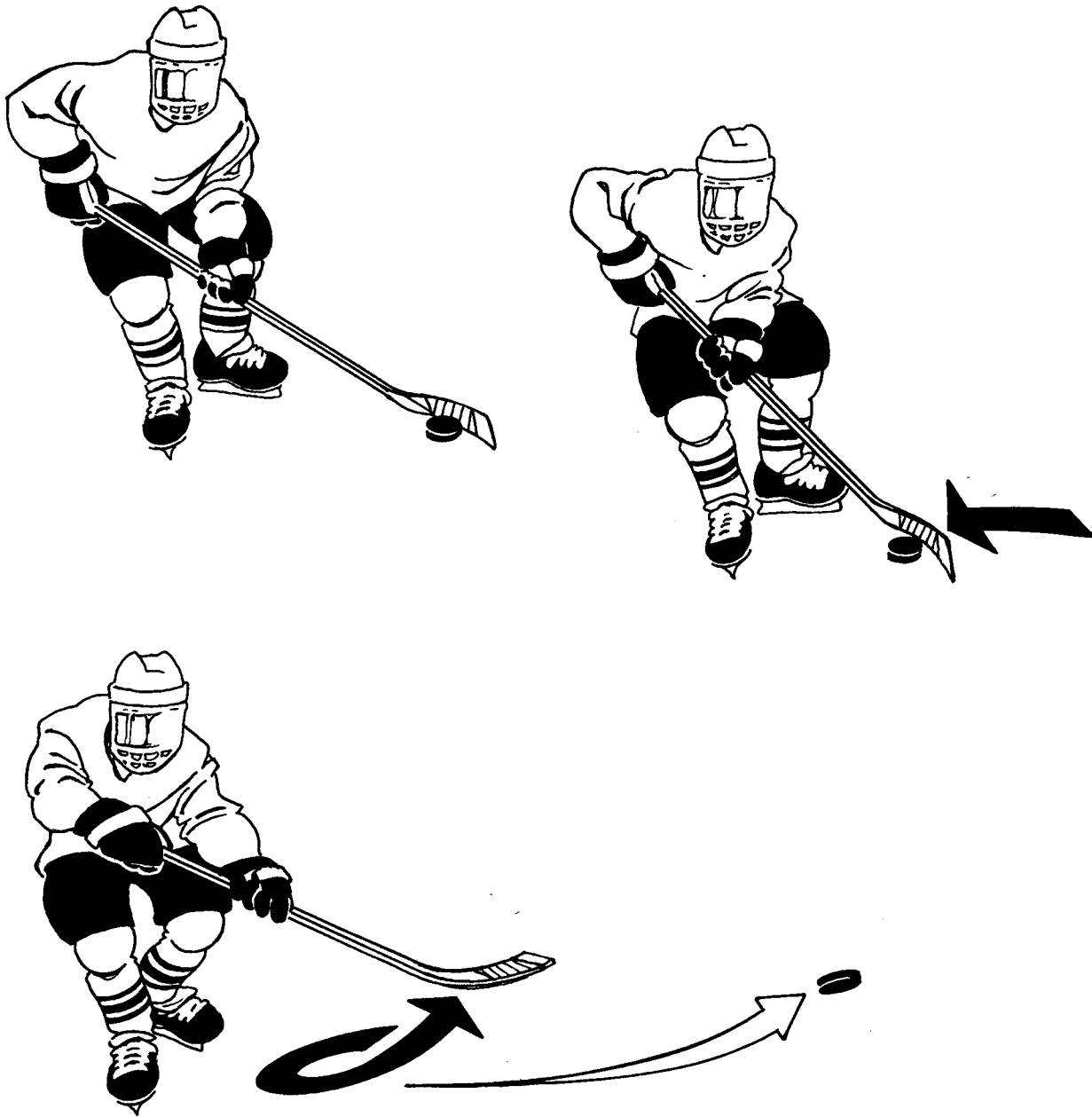
It is equally important that players learn to camouflage their intended actions (i.e. faking a pass, then shooting or faking a shot, then passing).

While the attacker must be prepared to shoot immediately when a good opportunity presents itself, the best shot is from in front of the goal, 12 to 15 feet from the goal line. Thus, faking and other preparatory moves must occur 20 to 25 feet up ice.

In order to get the most power into a shot, a player must use his/her body. This is best accomplished by striding off the foot nearest the puck and onto the foot away from the puck as the shot is made. This is called shooting “in stride.” However, as mentioned above, don’t lose a shooting opportunity simply because you are not in “stride.”

Shooting drills should include obstacles (cones, sticks, other players) to be avoided as the attacker maneuvers for the shot. Shooting drills that require quick reaction to multiple pucks are beneficial for both shooters and goaltenders.

Many players have developed the skill of moving the puck just before shooting thus causing the goalie to move at least his/her eyes. When carrying the puck (A) at the side of the body, draw both hands and the puck sideways toward the body six to eight inches (B) then release the shot (C) with a quick wrist or snap shot.



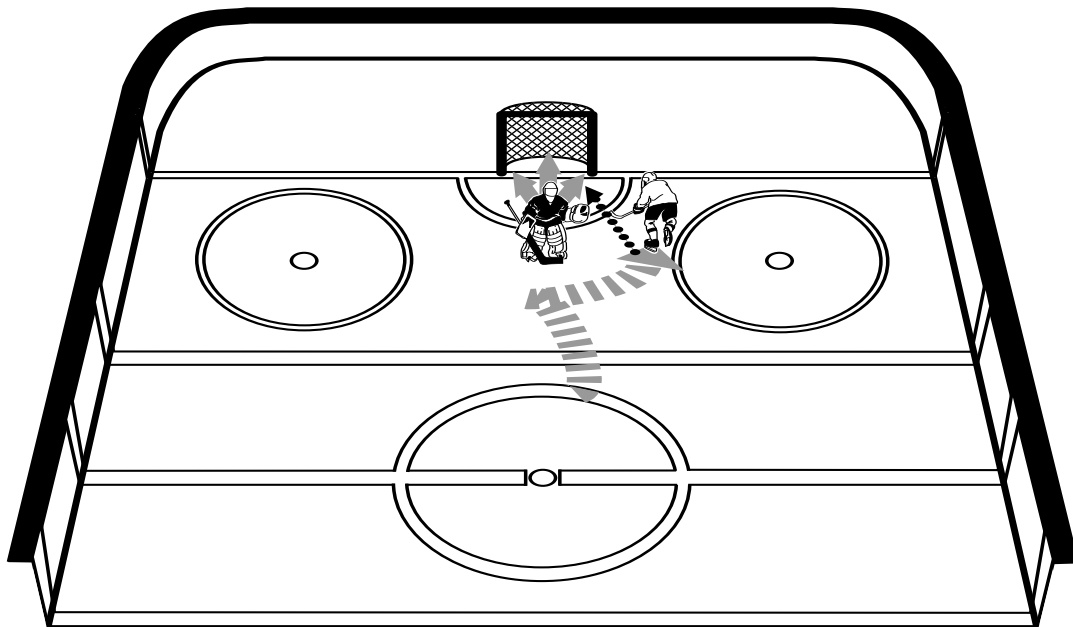
As on a defenseman, a one-on-one attack on the goalie is more successful if the attacker can make the goalie move laterally. **A shot to the side from which the goalie is moving** is a difficult shot to stop.

Should a player shoot or deke? If the opportunity to shoot is good, players should take advantage through a quick shot. Deking provides more opportunities for error by the offensive player as well as decreasing the angles needed to be covered by the goalie. Nonetheless, a properly-executed deception by the attacker can fake out the goalie and produce a beautiful, exciting play.

When a player chooses to deke, the goalie should be some distance out of the goal and should have the shooting angles cut down severely, thus making the chance of a successful shot minimal.

Two things are of great importance to the attacker:

1. Keep cool – don't get excited and rush the play
2. Maintain as much speed as possible while maintaining good control of the puck



Let us consider the attack from three points:

1. Head-on in front of the goal
2. The forehand side
3. The backhand side

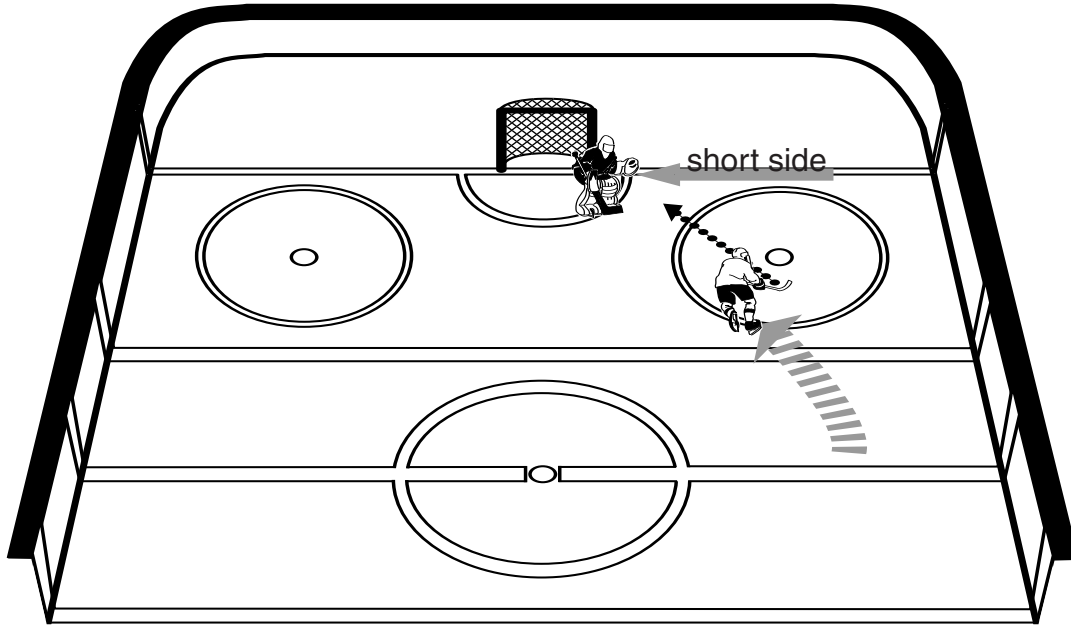
Differing opinions exist about where the attacker should carry the puck when planning to deke the goalie – in front of the body or to the forehand side? Carrying in front, the player can quickly move to either side, but must move the puck to shoot. Carrying on the side, the player is ready to shoot at all times during the attack on the goal, but his/her move is limited to one direction – across his body. Coaches should encourage their players to try both methods, but eventually settle on one style and practice that method.

From Attack On Goal

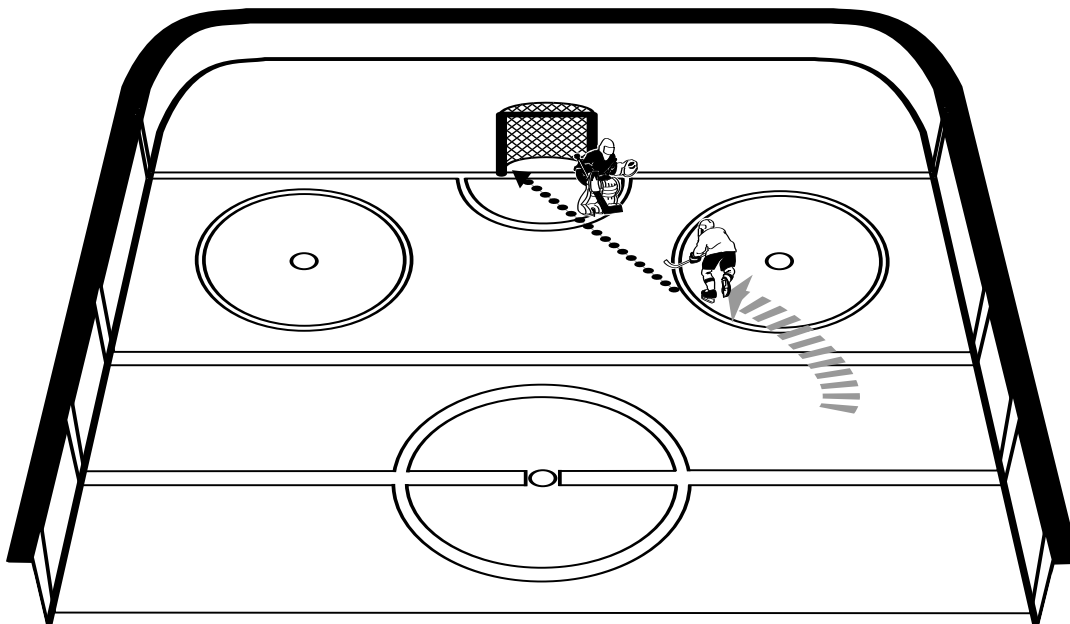
By moving the puck, the attacker should make the goalie adjust his/her position laterally in the goal. Be sure to maintain the speed of the attack. Faking one direction, shifting quickly to the other side and shooting can be effective, but may also give the goaltender the best opportunity to react and stop the shot. Faking and going to the same side, or a double fake, is likely to be a more effective attack. Faking a shot, pulling back then quickly shooting, will often unbalance a goalie and provide an opening for the puck. From the front, the attacker usually makes his move on a diagonal line toward the side of the net. One way a goalie will try to stop this attack is to throw his/her legs back to post (staking his/her pads). In these cases, the sharp rising flip shot is perhaps the most effective. Once again, the importance of slow, deliberate faking and quick movements must not be minimized.

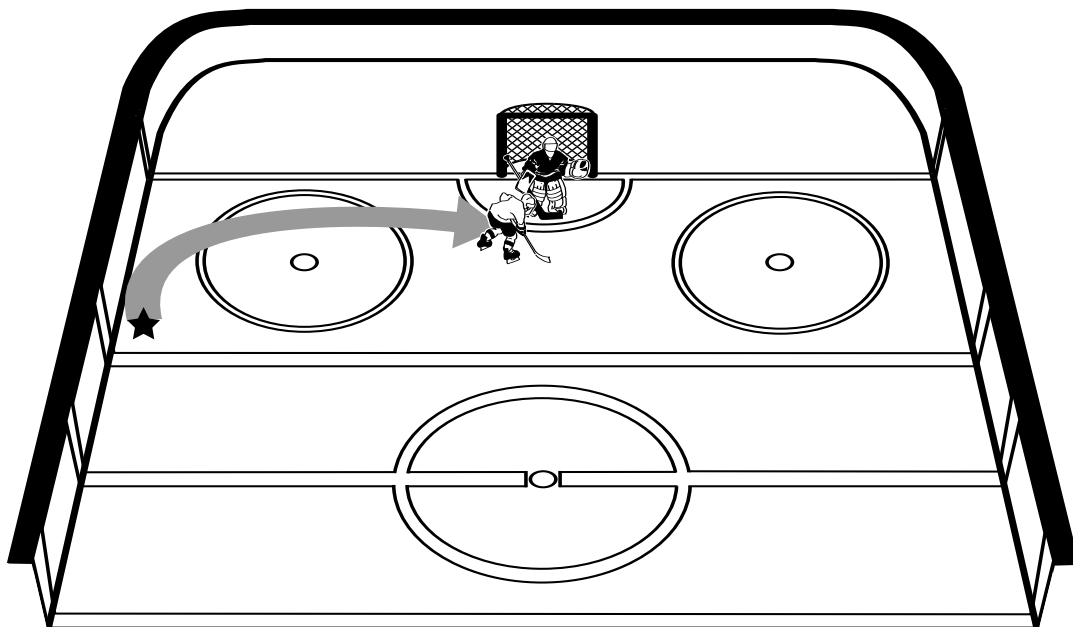
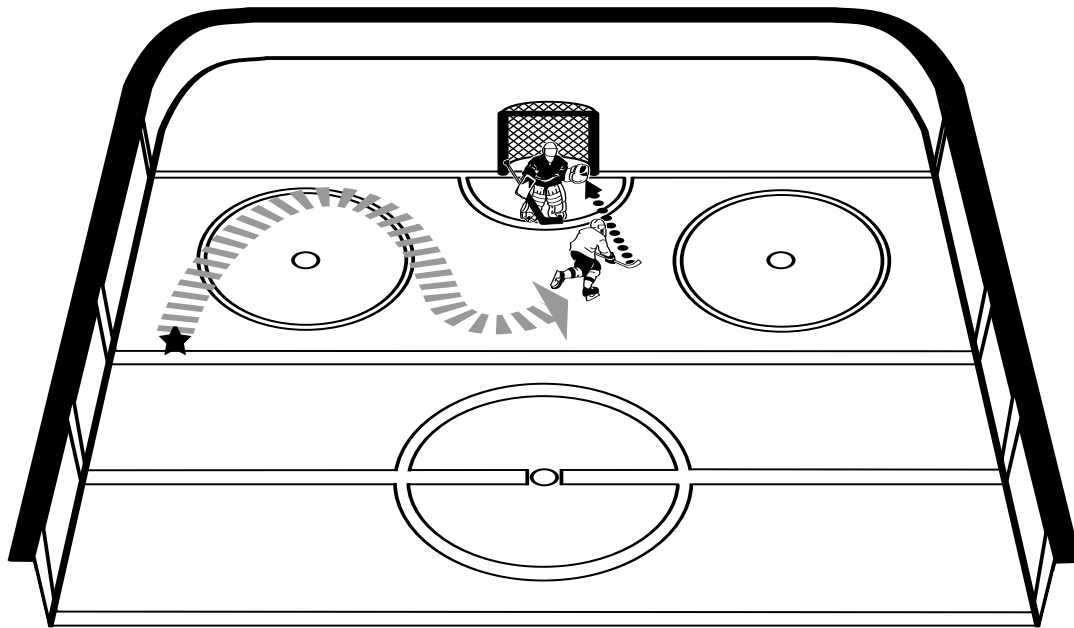
Side Or Angle Approach To Goal

As the attacker comes on the angle, most goalies try to take away the “short side.” In this way only a good shot to the far side of the goal will score. The attacker must try to fake or pull the goalie away from the post to increase the opening to score on the short side. The off-wing is provided a unique opportunity because of the angle from which the shot can be taken. This is demonstrated in the diagram below.



If the goalie holds the near post, the attacker must move in front of the goal to get a good scoring opportunity. It is important to maintain speed and to protect the puck from a poke check by the goalie when cutting across the front of the net. Rather than skating a straight line across the front of the net, the attacker should make a “C” cut, holding the shot as long as possible in an attempt to get the goalie out of position or off-balance.





Many good goal scorers are players who tend to be around the net a lot. If the player is not the puck carrier, moving in front of the net with his/her **stick on the ice** will be a distraction for the goalie and defenders. By keeping the stick on the ice he/she may deflect or tip-in a shot. The time required to put his/her stick on the ice when trying to bat in a rebound may be the time that allows the goalie to get set for the shot or the defender to check the player.

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Hendrickson, G; (1979) The Principles of Modern American Hockey
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Section 6

**Defensive
Team Tactics**



Chapter 20

Positional Play

OBJECTIVES

- Describe the potential responsibilities of defensemen
- Describe the defensive side of positional play
- Outline the importance of individual positional skill development

DEVELOPING DEFENSEMEN

Today's swift, wide-open style of hockey makes playing defense one of the most difficult positions to master on a hockey team. It is a position where a player receives few accolades, but make a mistake and he/she is sure to hear the jeers and sneers. However, defense is the backbone to sound team play because defensemen are responsible for initiating offensive attacks and also thwarting the opposition's assaults on their goal. The days of placing the big, slow, clumsy player back on defense are gone. Today's game requires a unique, intelligent, highly skilled and well-trained player back on the blue line. Many coaches select their best athletes to play defense, because they are the "quarterbacks" of a hockey team.

Defenseman Characteristics

- superb skater - strong and stable on skates
- excellent lateral mobility
- good upper body strength
- patient and confident
- keen hockey mind
- handles the puck well
- passes with pin-point accuracy, short, long and one-touch
- has a quick, hard, low shot

Many coaches neglect drilling their defensemen on the skills required to play their position. Drills must be constantly used to develop the abilities needed for today's defensemen.

Before coaches or players begin special drills for defensemen, they must understand the responsibilities a defenseman has on the ice during a game. This understanding avoids a great deal of confusion and indecision on the ice and in the players' minds during a game. Everybody knows their assignments in any given game situation. It is another part of the systematized approach to the game of hockey.

Methods for Playing Various Situations

- **One-on-One** – Skate backward, one hand on the stick, with elbow cocked next to your hip, blade open to forehand, stick out in front without leaning too far forward (keep balance), face on-rushing forward and watch his/her upper body (chest), not the puck. Let the attacker make the first move. If you over-play him/her to the inside, his/her only option is to go outside off the shooting angle. Keep your body between the attacker and

the net. Play the attacker and not the puck, and keep a good gap, (distance between you and the puck carrier), maintain same speed as forward, force player to backhand, do not cross your feet.

- **One-on-Two** – The first defenseman who can play the forward to his/her backhand side moves on the attacker and forces him/her to the outside, therefore limiting his/her mobility to one side of the ice. The second defenseman moves to back up his/her partner and picks up the loose puck.
- **Two-on-One** – Position yourself between the two forwards and try to force them off the shooting angle. Stay in the middle of the ice to prevent attempted passes. Never let the puck carrier get behind you or cut in on the goal. Keep the puck out of the prime scoring area in front of the net. The defenseman's prime responsibility here is to prevent the pass, force a bad angle shot, let the goalie play the puck.
- **Two-on-Two** – (No backcheckers) - play just like the one-on-one, the defense does not cross if the forwards criss-cross, only player coverage may change. Talk with your partner and know your assignment. Protect the middle of the ice, don't allow the attacking forwards to split you or create a two-on-one situation. Don't back in too far on the goalie. Keep a tight gap, and try to prevent your opponents from gaining the blue line.
- **Three-on-One** – (no backchecker) - stay in the middle of the ice, try to stall or slow down their attack, force a shot from a poor angle. Don't become physically tangled with any of the attackers, avoid picks, interference and checks. Try to position yourself so that the puck carrier will have to pass the puck through you to reach a teammate. Don't back in too far on your goaltender.
- **Three-on-Two** – There can be two ways to play this. (1) Try to force the play at the blue line with a one-on-one situation involving the puck carrier and one defenseman. The other defenseman plays the open attackers (without puck) like a two-on-one, with the player closest to the net receiving the most attention. (2) One defenseman plays the puck carrier forward side establishing a two-on-one situation, forcing the puck carrier to

the outside and a bad shooting angle. The other defenseman plays a one-on-one situation with the off-side attacker. Play a delaying game but threaten any puck carrier coming into the prime scoring area in front of the goal. Do not allow yourself to be drawn out of position.

General Tips

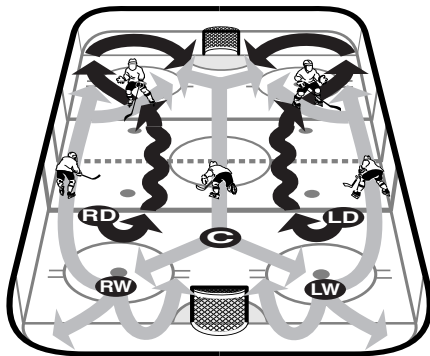
- Remember that the defensemen should be staggered, and they must work together as a pair.
- Always gauge the speed of the attackers coming at you. Your backward speed must be the same as the attacker's speed.
- When stick- or poke-checking never reach out so far that you are off balance — a forward can easily turn you if you have shifted the wrong way.
- Don't body check when you are in a situation where the opposition has a numerical advantage. Check when you have an even or numerical advantage or the player has his/her head down.
- Communicate with and back up your teammates in your zone.
- Blocking shots – (not recommended for younger players) - if you have to block a shot, make sure the attacker is about to shoot— look for the clues, head drops, hand slips down the stick or he/she drops his/her arm and shoulder on his/her shooting side. Do not drop too soon or the attacker will carry the puck around you. Don't commit yourself too early. Another method sometimes used is the sliding block. The player must leave his/her feet and slide the body in front of the puck as close to the shooter as possible. This method is very dangerous and must be perfectly timed. It should only be used by advanced players.

Defensive Zone Tips

- Always try to stay between the puck carrier and the goal.
- Coverage in the corner - move in under control and force your opponents to go in the direction you want them to move - cautiously play their body. Always create a good angle to eliminate the puck carrier's options.

- Coverage in front of the net - block all opposing players out of the prime scoring area, cover their sticks without losing sight of the puck, be prepared to intercept passes, clear rebounds and check opponents attempting to shoot on goal. No one should be left uncovered in this area. Defensemen should stand off the goal posts facing up ice with a full view of the ice surface. They should turn their heads, not their bodies, when looking into the corners and maintain physical contact (use stick or arm, etc.) with the opponent in the slot area. Don't get into a pushing and shoving match in front of the net with an opponent who doesn't have the puck. Keep body position.

Areas of Responsibility



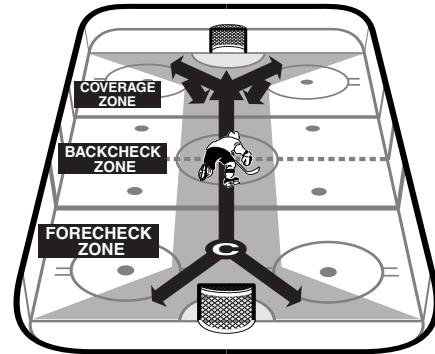
Defense – The phase of the game during which your team is not in possession of the puck. It begins when your team loses possession of the puck and ends when your team regains control of the puck.

Key Elements

1. Individual Skills
 - Checking the puck carrier, angling
 - Intercepting passes or cutting off passing lanes
 - Covering opponent
 - Blocking shots
2. Team Skills
 - Carrying out lane responsibilities in all three zones
 - Pressuring and outnumbering opponent at puck
3. Defense is a Matter of Pride
 - Be proud of maintaining your defensive responsibilities

4. Give 100 percent
 - Effort and energy are a matter of will

DEFENSIVE RESPONSIBILITY



Offensive Zone – Forecheck

1. Defensemen hold the blue line until the puck is between face-off dot and top of circle
2. Middle defenseman plays as free safety, keeping all five of the opponents in front of him/her

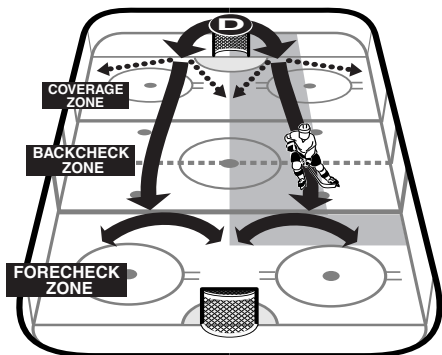
Neutral Zone – Backcheck

1. Each defenseman plays the seam (imaginary line drawn through face-off dots), to the middle of the ice

Defensive Zone – Coverage

1. Force play to outside
2. Strong-side defensemen on puck, block out puck carrier from going to the net
3. Weak-side defensemen cover the front of the net, start on the weak-side post

Offensive Responsibility



Breakout Zone

1. Move puck quickly up ice
2. Puck carrier is between the face-off dots when making breakout pass

Neutral Zone

1. Strong-side defenseman, after making pass, follows up play inside the seams
2. Weak-side defenseman is last player to leave the zone and moves up the middle

Attack Zone

1. Strong-side defenseman moves to top of circle
2. Weak-side defenseman moves to just inside blue line

Chapter 21

Gap Control

OBJECTIVES

- Provide a basic understanding of gap control
- Review the governing principles of hockey
- Describe the effects of gap control offensively and defensively

Gap control involves a high level of skill, intelligent decision making, discipline and the proper mental attitude. Perhaps the most important thing is to have coaches create practice environments which will continually improve the overall skill level, encourage problem solving/decision making and develop the proper mental approach.

This chapter will give a practical overview of suggestions and techniques in teaching “gap control” for forwards and defensemen, as well as address its common components.

It is absolutely essential that a coach gets back to the basics and reviews a few common components influencing gap control.

Definition

Gap control is defined as the spacial relationship between an offensive opponent and a defensive opponent.

Types of Gaps

- Tight Gap: players within a stick length of each other.
- Loose Gap: players more than a stick length apart.

Governing Principles

- Pressure (defensive): defensive speed creating pressure on the offensive player reducing the time, space and force of the attack.
- Pressure (offensive): offensive speed creating pressure on the defensive player creating time, space and force for the attack.
- Stall/Contain (defensive): an attempt to force an opponent to stop or slow down the speed of an attack to provide time to set up better defensive coverage.
- Stall/Contain (offensive): an attempt to to change the speed of the attack to provide time and space to set up better offensive options.
- Support (offensive/defensive): players away from the puck involving themselves as an offensive option to an attack or a defensive deterrent to an attack.
- Transition: the ability of players to move quickly from defense to offense; or offense to defense.

Defensive and Offensive Gap Control

Gap control applies to all players on the ice (offensive and defensive) from one-on-one situations to five-on-five situations. In the past the talk of gap control - closing the gap, etc. has focused too much on the defensive segments of the game, when in reality its influence is equally as important in the offensive segment of hockey.

Objectives

- Control of situation offensively and defensively
- Influence play offensively and defensively
- Reduce time-space-force of an attack
- Create time-space-force of an attack
- Regain puck possession
- Retain puck possession
- Prevent scoring opportunities
- Gain scoring opportunities

Far too often as coaches we become enamored with the overall look of a tactic, overlooking the key skills necessary to execute it. These skills (physical and mental) must not be neglected and must be nurtured at every practice. No player is too old, experienced or skilled to be excluded from the continual development of individual skills which are a vital component of an effective athlete. Additionally, these skills mastered by the athlete will create confidence reflecting in the athlete's overall performance.

Key Components

1. Skating
 - speed
 - quickness
 - agility
 - balance
 - transition
 - acceleration
2. Proper checking techniques
3. Play away from the puck
4. One-on-one confrontation technique
5. Decision making: when? where? how?
6. Proper mental attitude

Coach's Question:

- A. Are you one of those coaches who question the contribution of certain players because they can't execute within the system?**

- B. Are you a coach who knows the value of continually providing time to develop the skills of your players throughout the season so they may meet the skill necessary to achieve total peak performance within a system?**

Small Game Activities/Drills

One of the coach's major responsibilities is to create an environment so the athlete has the opportunity to reach his/her optimum level of peak performance.

In developing the athlete's decision-making skills, the coach needs to put the athlete in as many game situations as possible allowing the athlete an opportunity to come up with solutions.

The coach must make the athlete realize that there is more than one solution to any given situation and that the decision made will be based on many factors such as **ability, confidence, knowledge, game situation, etc.**

An excellent way to develop decision-making skills in a hockey player are small area/game activities which will create an environment challenging players. Players gain a better understanding of pressure, stall/contain, support, transition, and time/space.

Mental Attitude

Energy will be used in this presentation to describe a hockey player's degree of **mental attitude**. Athletes who are somewhat energized will generally perform better and reflect confidence in their overall performance. Peak performance comes when the player has reached his/her optimum level of energy.

Listed below are a few energizing techniques for controlling and increasing a player's mental energy level.

- Positive self-talk
- Positive mental imagery
- Psych-up technique
- Goal setting
- Relaxation technique
- Deep breathing technique
- Task focus technique

Defensively

- Reducing time/space/force of an attack
- Limit the speed and velocity of play
- Prevent penetration to the prime scoring areas
- Isolate game situations and avoid getting outnumbered
- Control
- Be pro-active

Offensively

- Creating time/space/force for your attack
- Control the speed and velocity of the play
- Penetrate the prime scoring areas
- Create outnumbering situations and maximize opportunities
- Control
- Be pro-active

Basic Concepts for Sound Gap Control

- Communication both verbally and visually
- Protect or attack critical areas of the ice
- Create or eliminate offensive and defensive options
- Defensive or offensive side positioning.
- Angling - steering - deflecting
- Control the speed of the attack or creating/controlling multiple speeds for the attack
- Stick on stick - body on body principle
- Effective use of body-stick-boards-and areas of the ice

Tight Gap  Loose Gap

Pressure  Contain

Angle  Direct Penetration

Factors in Decision Making

There are many factors influencing the read on a particular situation and in making a decision for gap control. Creating opportunities and an environment for your players to experiment and master these skills is your challenge as a coach. Below are a few helpful hints and cues which will assist them in their process:

- Defensively look through/beyond the attack
- Offensively look beyond/through your attack
- Know what support you have offensively or defensively
- Who is controlling the puck and what type of control do they have?
- Where is the situation in relationship to the ice surface (ice position): close to the boards; in open ice; what zone; defensive blue line; offensive blue line; prime scoring area?
- Speed and direction of the play
- Total game awareness; score; period; type of game; specialty teams; etc.

Should you take an aggressive attitude offensively or defensively regarding your approach to gap control? Based on what system you play, there must be a philosophy or "attitude" established for this component of the game.

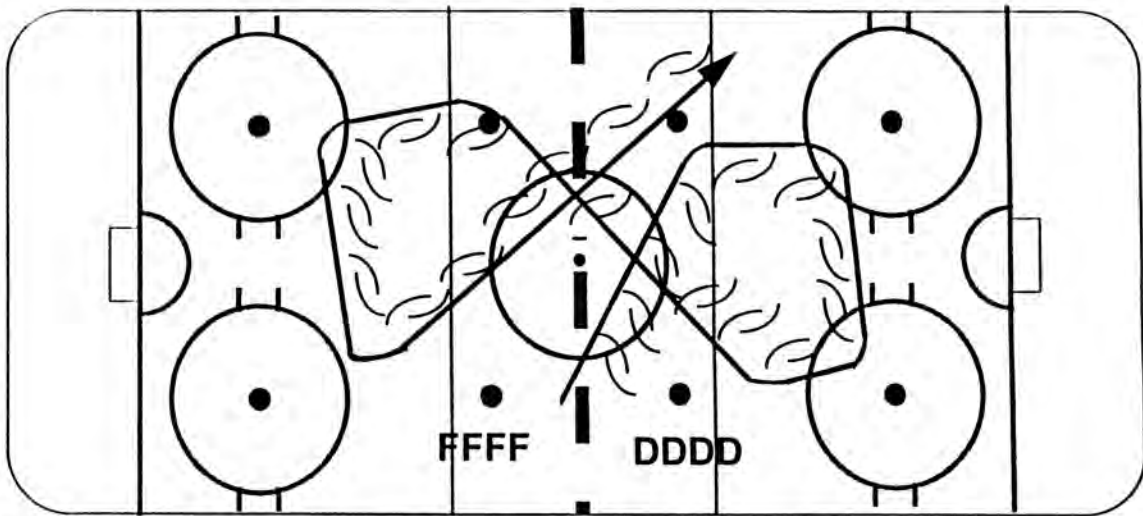
Tight Gap Control Defensive Reads

1. Approaching the backside of a puck carrier
2. When a puck carrier moves across the ice or along your defensive blue line
3. The skating speed of both players and the situation is the same
4. The offensive player has not established solid control of the puck
5. When you numerically outnumber the offensive opponent
6. When you have isolated the situation down to one-on-one
7. When the puck carrier is attempting to penetrate the prime scoring/grade A area
8. The puck carrier is in a "threat" to score position

The following is a review of skill techniques for the players to master regarding the tactical component of game control:

- skating
- open-ice checking
- play away from the puck
- one-on-one confrontation
- angling/steering/deflecting
- body positioning
- body contact
- decision making
- pinching

DRILLS FOR IMPROVING THE SKILLS AND TECHNIQUES OF "GAP CONTROL"

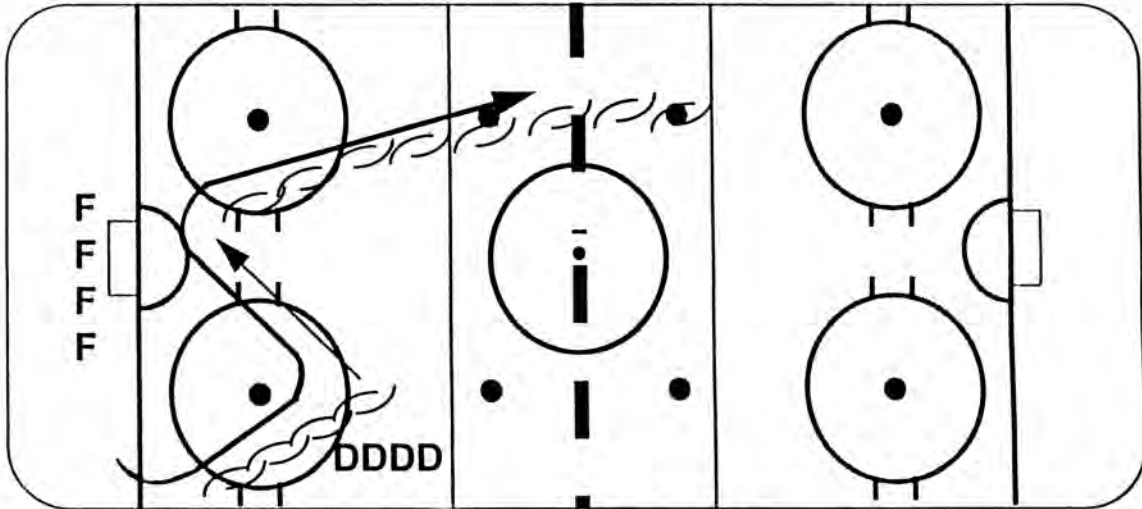


Skating: Pursuit Sprints — D mirrors F

Defenseman skates backward

Forward skates forward

Note: Give the defenseman a head start of about 15 feet

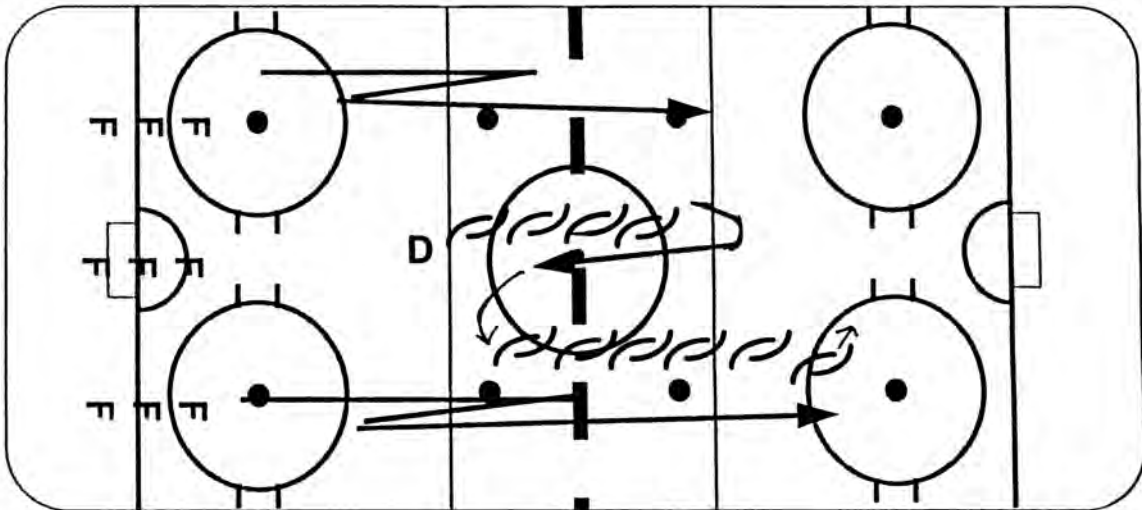


Skating: Pursuit Sprints — D mirrors F

Defenseman skates backward, forward, backward

Mirror forward; keep in front of you

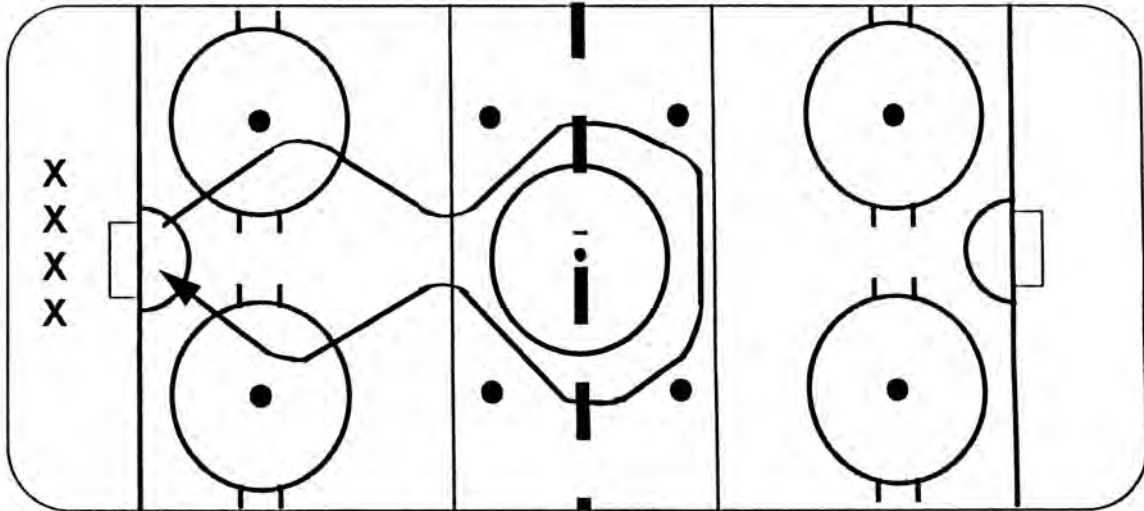
Take away space



Skating: Pursuit Sprints — D mirrors F

Three forwards do stops and starts, all forward

Two defensemen skate backward, forward, then backward

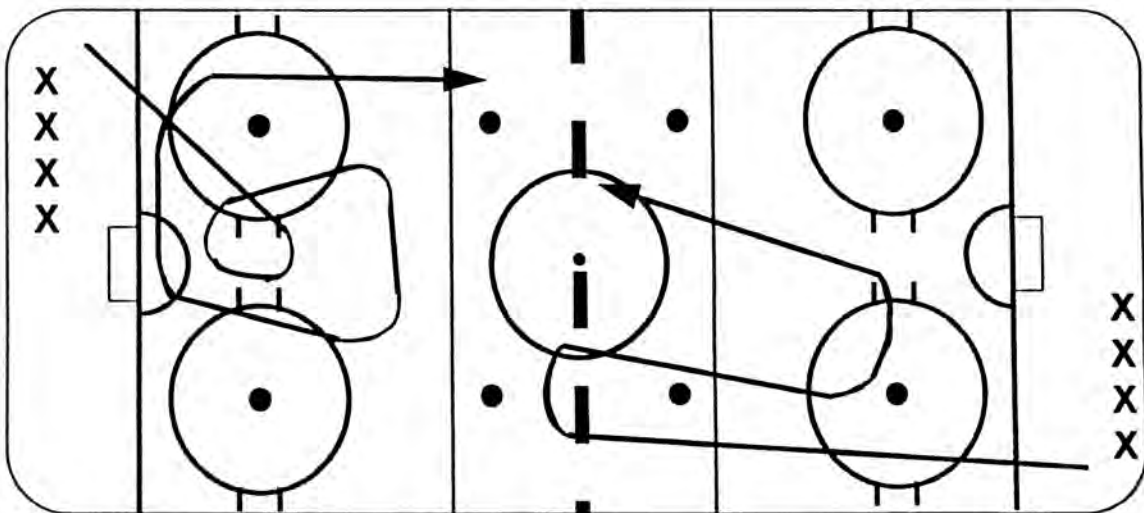


Skating: Cornering

Twice around course

Five at a time

Start every 75 seconds

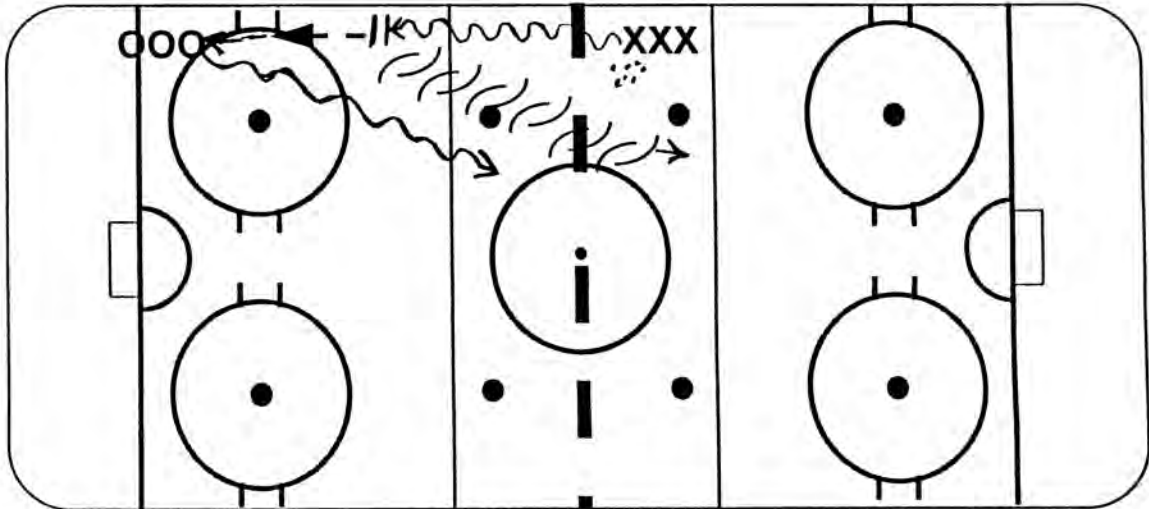


Skating: Cornering

Start every 60-75 seconds

Five at a time

Once through

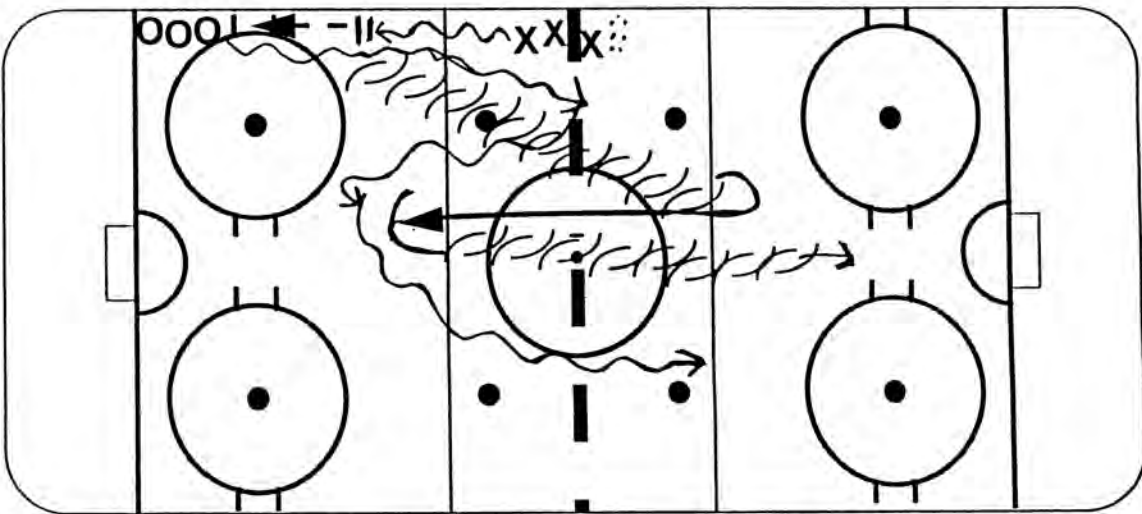


Basic One-on-One Drill For Tight Gap Control

Purpose: Defending One-on-One

X skates to top of face-off circle, passes to O and pivots to backward skating to play one-on-one with tight gap control tactics

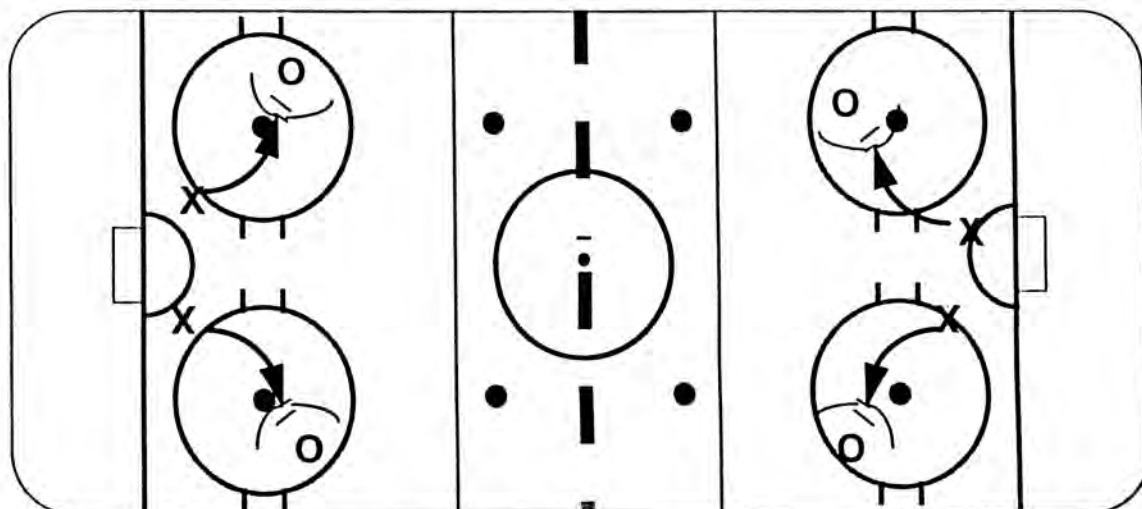
O receives pass and attacks one-on-one using a variety of individual tactics – drive, delay, cross, carry behind



Regroup One-on-One Drill For Tight Gap Control

Purpose: Tight Gap Control

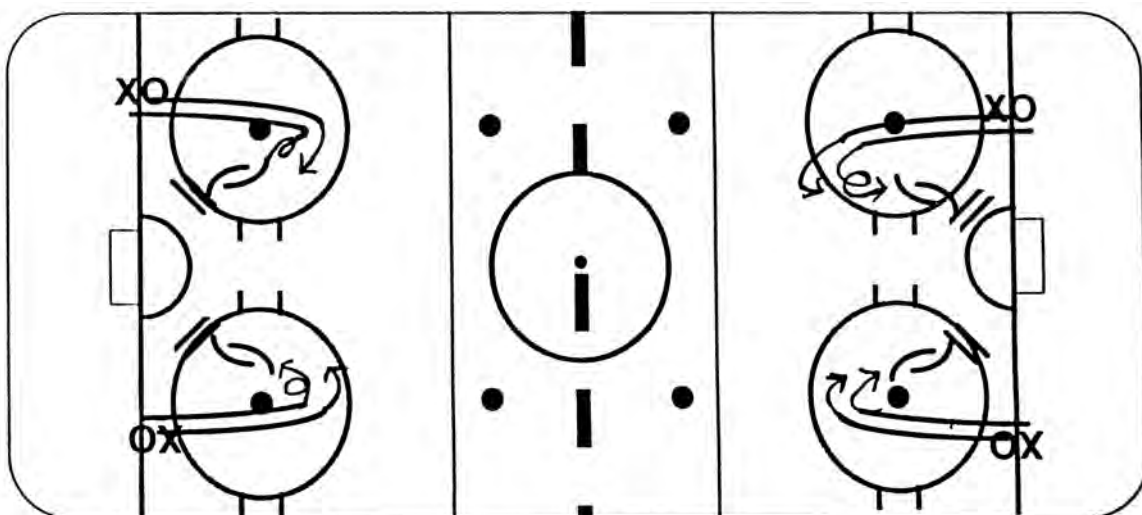
Same idea as basic one-on-one with the addition of one or more regroup to force defensemen to pressure up and play tight gap control versus regroup. O uses a variety of attacking tactics. Coach can blow whistle whenever to control time of regroup and gap control drill can go both directions on the ice.



Circle Drill

Purpose: Angling/Defense Side Positioning

X uses short burst to establish checking angle (inside out) and defensive side positioning. O attempts to get to goal. X and O start simultaneously.



Defensive Side Positioning Drill

Purpose: Defensive Side Positioning

O and X skate forward toward blue line with X in tight gap. O turns and attacks X who maintains defensive side positioning and boxes out O.

Remember what was stated earlier: gap control is a component of the game which in many cases will affect the game outcome. It is the effectiveness of gap control that is often the determining factor.

Gap control can reflect or be used by a team to make an overall statement to its opponent. Your team's success could be measured in direct proportion to how much time you have spent on developing players' skills, mental attitude and tactics such as gap control.

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Chapter 22

Body Checking

OBJECTIVES

- Describe the principles of body checking
- Outline the types of body checks
- Teach the players how to protect themselves when checked

BODY CHECKING

Hockey is a contact sport. It is therefore important for coaches to teach their players to body check properly and within the rules (insist on sticks and elbows down).

Body checking requires concentration, agility and anticipation. The checker must concentrate on the puck carrier, not the puck. The checker must keep both hands on the stick, with the blade on or near the ice, using timing and angling to limit the puck carrier's space. The checker must avoid lunging at the puck carrier, placing his glove in the face of the puck carrier, or making excessive contact with the stick. All of these infractions must be discouraged or they will result in penalties during games.

When being checked, a player should try to cushion the collision with the board or glass with the arms.

It is a good idea to teach your players that when they know they are about to be body checked, they should reach out and place a hand on the player checking them. This often will cushion the blow and sometimes will allow the player to slip off the check.

The player being checked should establish a wide, solid base. They should then lean into the check.

The three types of body checking that you should teach are:

- shoulder check
- hip check
- checking along the boards

While the techniques vary somewhat, there are factors common to all.

1. The appropriate time for checking is before or as the offensive player is releasing a pass or shot.
2. Straight-on checking is difficult. It is better to get an angle or take advantage of a limited area: (i.e., an offensive player trying to go between a defensive player and the boards).
3. The checker's speed must be under control and the knees should be bent.
4. The checker must keep his/her eyes on the target – usually somewhere between the chest and waist.

When teaching body checking, you should emphasize to your players that the purpose of the

body check is to block the progress of the puck carrier by legally getting in their way. Too many players and coaches feel that a body check must knock the opponent down or hard into the boards every time. This type of attitude leads to unnecessary rough play and injuries to either of the players involved in the collision. The individual who learns how to block or angle the puck carrier out of the play will be much more effective.

PRINCIPLES OF BODY CHECKING

1. When intending to check in a one-on-one situation, the velocity of the offensive and defensive players should be the same. This will prevent the attacking player from skating around the defensive player. To play defense, speed in skating backwards is a key requirement.
2. **RHYTHM.** The defensive player should be taught to watch the offensive player, to catch the rhythm and movement of the puck carrier in order to anticipate his/her movement. Defensemen should be taught to watch the chest of the opposing player because it is the most difficult part of the human body to shift quickly. For instance, a player's legs can maneuver quickly around another player, as can the stick. A good head fake can stymie and outmaneuver a player quite easily. It is imperative that the defensive player play the body of the puck carrier – not the puck.
3. **ANTICIPATION OF FAKES.** A player must learn to anticipate the primary and secondary movements in every fake.
4. **ABILITY TO ROTATE.** The defensive player must learn to turn quickly both left and right effectively in order to keep pace. For example, a younger player cannot skate backward as rapidly as a player skating forward. Therefore, in order to defend against a fast forward skater, the defender may have to start in forward motion, pick up speed, and then rotate into the backward position.
5. **SELECTION OF POSITION.** The primary task of the defender is to cut off the main direction of the opposing player to the net by watching the center movement of the player. When against the boards, the defender should angle his/her body a half-turn toward

the boards and use the boards to his/her advantage. A defender may (1) push the player off the puck, (2) separate the puck from the player by employing a hip check, or (3) pin the player along the boards with a solid body check. The most important aspect in selecting a checking position to always make the player move towards the boards by skating at the player from an angle. This cuts off the central ice area.

6. **COMPULSORY LEG WORK.** When the body check is taking place, most players stop using their legs. This is a drawback because it cuts down the speed along with the momentum of the check. A defender should keep his legs moving at all times.
7. **QUICKNESS.** The defender must learn to cut down the puck carrier's reasoning time by attacking suddenly. This comes through timing and instinct. For maximum results, a player must use his/her stick, shoulder and full body when checking.

SHOULDER CHECK

The shoulder check is most typically used by a defenseman when taking out an on-rushing attacker. The defenseman must anticipate where he/she intends to make contact with the attacking player, then time his/her backward skating so that contact is made at the appropriate time. An example of proper shoulder checking technique is illustrated in Figure 1.

The defensive player should attempt to aim his/her shoulder at the offensive player's chest then make contact with the shoulder and side of the body. Skates must be shoulder width apart with the knees bent to provide a strong foundation. Leg power is used to drive the shoulder into the opponent's chest. Players may find it helpful to keep only the top hand on the stick with the free hand up, both for protection and also to push the offensive player. Remember, players are allowed only two steps before hitting the opponent. There is often a tendency to use the elbows in shoulder checking. Do not let your players develop this bad habit.

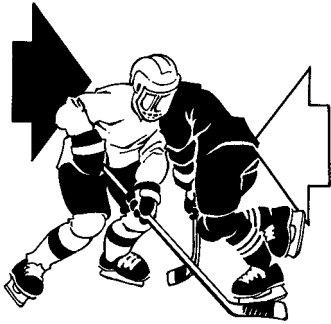


Figure 1. The Shoulder Check.

Key Elements

- Skates shoulder width apart
- Knees bent with the weight on the inside edges of the blade
- Head up at all times
- Shoulder contact with the opponent’s chest
- Stick and elbows down
- Two or less steps before hitting the opponent

Common Errors

- Defender is skating too slow, thus attacker skates around him/her
- Legs are straight, resulting in poor balance and insufficient power to make a good check
- Raising of the arms resulting in elbowing penalties
- Defender is watching the puck, not the player

HIP CHECK

The hip check is somewhat more difficult to execute because the timing required is precise. It is important to have the offensive player committed to a course which he/she will have difficulty changing (See Figure 2a); this provides a good checking angle. The defensive player “lines up” the offensive player in a way similar to executing a shoulder check, but at the last moment the head and shoulders are dropped (bending at the waist) then the hip is turned into the stomach area of the offensive player. The leg closest to the check should remain bent. The hips must rotate into the puck carrier (See Figure 3). This action will result in the defender being positioned under the attacker, forcing him up and over the defender’s hip (See Figure 4). Hip checks may be performed in open ice or along the boards (as indicated in Figures 5 and 6).

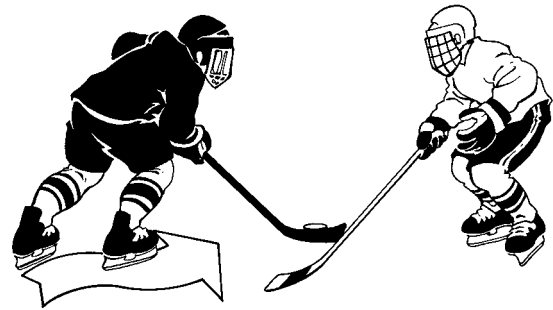


Figure 2a. Forcing the Offensive Player to a specific course.



Figure 2b. Maintaining a good checking angle.



Figure 3. Rotating the Hip.



Figure 4. Completing the Hip Check.

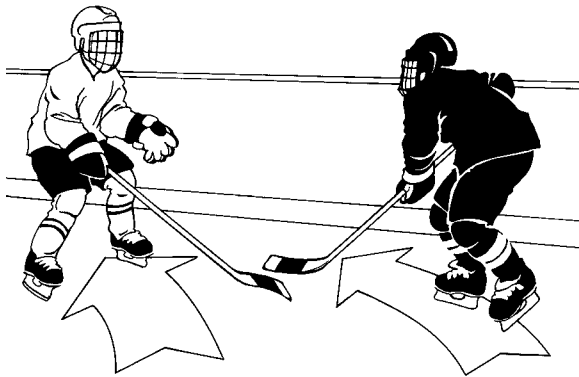


Figure 5. Angling the puck carrier towards the boards.

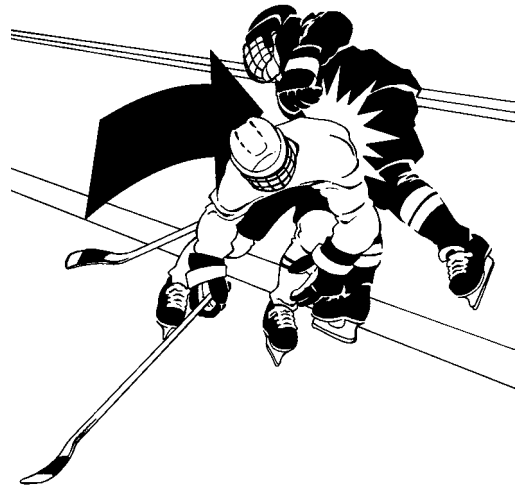


Figure 6. Executing the “Hip Check along the boards”.

Key Elements

- Watch the puck carrier’s chest, not the puck
- Knees bent
- Head and shoulders lowered
- Thrust the hip into the stomach area of the offensive player

Common Errors

- Looking at the puck instead of watching the puck carrier’s body
- Knees are not flexed when initiating the check
- Poor timing (this often allows the attacker to skate by as if there was no defense)

CHECKING ALONG THE BOARDS

The ability to check properly along the boards will enable a team to regain possession of the puck without receiving a penalty. The defender must concentrate on the puck carrier, not the puck, using timing to angle the attacker towards the boards. As he/she approaches the puck carrier from an angle, the checker reduces the amount of space between himself/herself, the puck carrier and the boards. The checker must have two hands on the stick with the blade on or near the ice (See Figure 7). (Coaches must emphasize that the stick must be kept down). The checker should aim to hit a point on the boards in front of the puck carrier. Typically, the defender should not attempt to retrieve the puck himself/herself, as this is usually done by a teammate.

To successfully check an opponent along the boards, the checker must angle the puck carrier into the boards under controlled speed. He/She gives the puck carrier only one option, not two (See Figure 8). He/She forces the puck carrier in the direction he/she wants him/her to go, squeezing the opponent on the boards using his/her arms and body. Push, with your inside arm, down and across your opponents chest then move your body in front of the attacker, blocking his path (See Figure 9). After contact be sure to keep your body low and well-balanced (See Figure 10).

If the puck should become tangled in skates along the boards, you may want to freeze it to gain possession. This often allows your team to reorganize.



Figure 7. The checker must approach the puck carrier with two hands on the stick.



Figure 8. Angling the puck carrier to the boards.



Figure 9. The checker must move his/her body in front of the puck carrier.



Figure 10. Maintain good body balance in completing the check.

Key Elements

- Angling your opponent
- Controlled speed at the point of contact
- Use inside arm to pinch your opponent into the boards
- Keep your body low, legs spread for balance

Common Errors

- Approaching the puck carrier straight on, not angling
- Banging your opponent rather than pinching him into the boards
- Failing to maintain good body balance

PROTECTING YOURSELF ALONG THE BOARDS

Players must learn how to protect themselves around the boards. When being checked, try to distribute the force of the check over as wide a surface as possible. Get your stick and gloves up to spread out the area of impact (See Figure 11). Your arms act like shock absorbers. Place the forearm and upper thigh (hip area) against the boards and keep the feet well apart. Keep knees bent with a low center of gravity (See Figure 12). After impact, recoil by pushing upward and outward with the forearms and inside leg. Never fully extend your arms towards the boards when cushioning a check; serious injury could occur. Avoid hitting the boards with the point of your shoulder (See Figure 13), because you could separate the shoulder. Lift the shoulder and take the blow on the flat of the biceps and shoulder area.

Accept checks when playing the puck along the boards. Keep the head up, get a good stable position, feet apart, knees bent, body in a low position, and forearm and hands on the boards for protection (See Figure 14).

When going into the corner for the puck, try to use some deception (fakes) with your body, stick and skates. When you are in a position to pick up the puck, move the skates quickly so that they are parallel to the boards rather than pointing towards the boards where the opponent may ram you head first into the barrier. Protect the puck with your body, skates and stick and try to move out of the area quickly and with control of the puck.

Players should practice these techniques and use them in game situations.

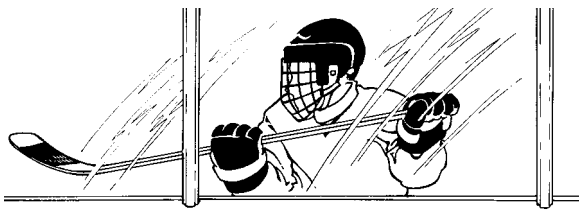


Figure 11. Getting the stick and gloves up to absorb the force of the check



Figure 12. Maintain a low center of gravity



Figure 13. Avoid hitting the boards with the shoulder.



Figure 14. Positioning to avoid injury for check along the boards.

SUMMARY

Practicing checking is a problem because many young players do not like being checked. Proper technique can be taught by having the puck carrier skate a controlled course (along the blue line or between markers) at reduced speed and having the defensive player make contact without making a final, forceful thrust. This will allow players to gain confidence in their ability to check and be checked. Players will tend to speed up the action as they become more comfortable. Eventually, you must have your players check at full speed if they are to successfully master the skills.

Before leaving the subject, let us stress the importance of teaching your players to hit legally and to take a check safely and never, ever hit from behind. Insist that officials in your association call charging, high sticking, and elbowing closely. They should, however, allow good, legal body contact.

REFERENCES

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Chapter 23

Team Play

OBJECTIVES

- Describe skills needed for successful team play in hockey
- Outline the sequence to be used in introducing team play
- Present some of the unique formations that are effective in youth hockey

TEAM DEFENSE

The two words that best describe team defense is **hard work**. Players generally like to play defense but often have a difficult time putting forth the effort necessary to make team defense effective.

If each defensive player does his job, defense should be no worse than one-on-one times five. The three major problems that cause this to break down are (1) somebody does not stay one-on-one (e.g., a forechecker does not backcheck), (2) a highly-skilled offensive player beats a less-skilled defensive player, or (3) the offense has the advantage of knowing where it is going, how it will get there, and when. In each of these cases, the defense adjusts and someone tries to help out (which is a must). But usually doing so makes it possible for the offense to create a desired two-on-one situation.

There are three conditions that the defense must be prepared to control.

1. Even (**one-on-one**) – play the opponent
2. More offensive players than defensive players (two-on-one) – play the puck **Play close to the defensive alley, thus encouraging the offense to get outside to try to get to the**

goal. In this situation, the defensive player should (a) try to gain time so that a teammate can get back to help or (b) give up a poor shot on goal by forcing the shooter to a bad shooting angle. Above all, **don't let the two offensive players get the puck into the slot.**

3. More defensive players than offensive players (**one-on-two**) – this is a good time to body check the offensive player **One defender plays the opponent while the other takes the puck.**

In a competitive game, it would be foolish for the defensive team to think it could stop the offense from getting a shot (or shots) on goal. Normally, the offensive team will get 25-30 shots on goal. By playing well, the defense may limit the offense to fewer than 20 shots, but it is suggested that **a better measure of success is for the defense to work toward forcing the offense to take poorer shots on goal.** Conversely, the offense should try to increase its shots on goal, but more importantly, should try to get better shots.

TERRITORIAL DEFENSE

The simplest of team defenses – (and one that is complimentary to “position” offense) is defensive assignments by territory. Figure 21 illustrates a common assignment to defensive territories.

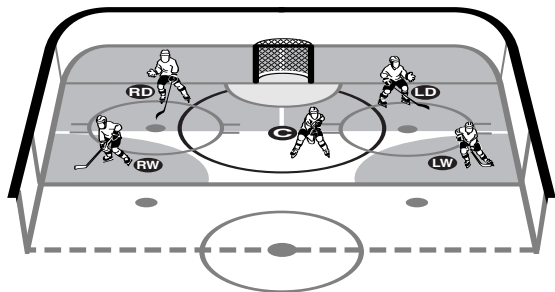


Figure 21. Defensive assignment to territories.

The wings are responsible to backcheck the offensive wings, but once in the defensive zone the wings will usually cover the offensive “point men” (usually the offensive team’s defensemen).

ONE-ON-ONE DEFENSE

In one-on-one situations, teach your players to play the opponent, not the puck. Playing the opponent does not mean draping over him/her like a flag. Rather, it means keeping your body between the offensive player and your goal. Make body contact as necessary. If the defensive player follows this rule (assuming comparable skill levels of players), the defense will win as much as 70-80 percent of the time.

FORECHECKING

The objective of forechecking is to prevent the opposition from clearing their zone and to gain possession of the puck in their defensive zone.

There are many forechecking systems and no one system is the best. All systems can be adjusted to meet specific situations. Every team should have at least one system mastered.

The quality level of your team’s personnel is an important factor in determining which system you

utilize. You may wish to consider a method of designating the player or players who have forechecking assignments. For example, you can forecheck with your center only (i.e., if the center is not able to forecheck, you do not forecheck) You also may decide that the closest player forechecks. This method gives you the potential of later debates about who really was the closest, but it does ensure forechecking.

Regardless of the system or the number of players forechecking, position should be stressed at all times. The forechecker should always “get an angle” on the puck carrier so, at the very least, he/she can confine the offensive player’s movement to one side of the ice. In other words, never forecheck straight at the puck carrier.

ONE-MAN FORECHECKING (1-2-2)

Although this is a conservative system and is easy to teach, when successfully executed it will:

- Prevent three-on-two breakouts
- Control the boards (eliminating the wings as a breakout option)
- Encourage the opposition’s defenseman to carry the puck out of the zone
- Position one forward (usually the offside wing) to assist defensively

The forechecker must pressure the puck carrier, forcing him/her to the side. Wings of the offensive team must be covered. The defenseman (point on the puck side) stays in the zone as long as possible.

The purpose of this forechecking pattern is to make the offensive wings unavailable to bring the puck out of the defensive zone. The forechecker tries to take the puck away, to force the offensive player to carry the puck up the side and into the defenseman at the point, to make a bad pass, or to use his/her defenseman to break out.

A highly skilled forechecker will get the puck occasionally, but the offensive team should be able to beat one forechecker by using the three open players to move the puck out.

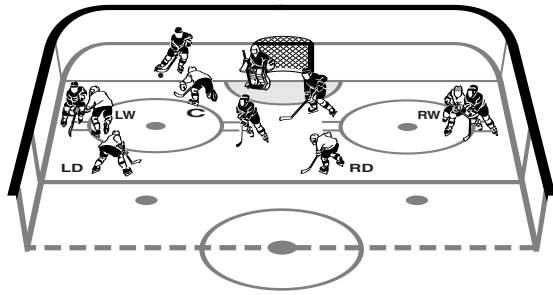


Figure 22. One-man forechecking.

The basic alignment illustrated in Figure 22 uses the center (C) to forecheck the puck carrier. The wings (LW/RW) stay wide so they can check the opposition's wings, and the defensemen (LD/RD) play inside the wings.

NOTES: One-Man Forechecking

- Stress pressuring the puck carrier and covering the areas that the puck is likely to go
- Prevent the opposition from breaking out three-on-two. This is accomplished by keeping both wings back and controlling the boards

TWO-MAN FORECHECKING (1-1-3)

Two-man forechecking is most successful when the puck carrier is in the back of an imaginary line across the top of the face-off circles. This is shown as the shaded area in Figure 23.

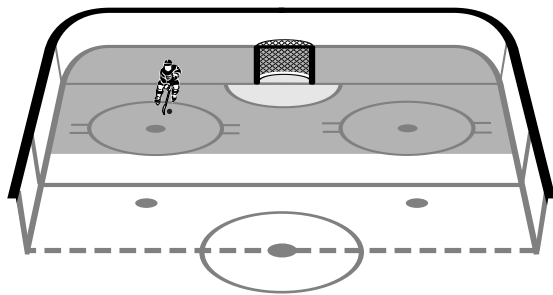


Figure 23. Two-man forechecking.

This forechecking system combines aggressiveness with the conservatism of the 1-2-2 system just discussed. One forward, usually a wing, plays back to prevent a three-on-two breakout. The remaining two forwards have an aggressive

forechecking responsibility and must exert pressure on the puck carrier.

When successful, this system may result in quick counterattacks on goal since the one defensive forward is in a position to move quickly to the slot.

For illustrative purposes (See Figure 24), two forwards, the center and puck-side wing (RW) are assigned forechecking responsibilities. The off-side wing (LW) stays high in the offensive zone. The LW is in a position to move back to become a defenseman or to move to the slot area. The defensemen take normal positions.

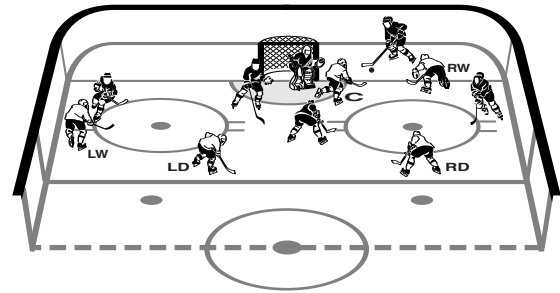


Figure 24. Two-man forechecking positions.

The objective of this configuration is to have the off-side wing (LW) control the far board which pressures the opposition to bring the puck up through the forechecking forwards (C and RW). The first forward (RW) forechecks the puck carrier and the center is in a position to assist the RW or move to the puck if the RW is beaten. The RD is permitted to pinch in toward the boards and the LD is responsible for the middle (see Figure 25).

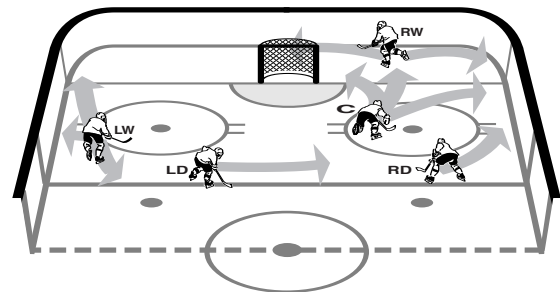


Figure 25. Movements of the forwards.

The forwards will often have to rotate. As indicated in Figure 26, when the play moves from one side to the other, the off-side wing (LW) will become the forechecker and the puck side wing

(RW) assumes the defensive forward's role. The center's role remains constant.

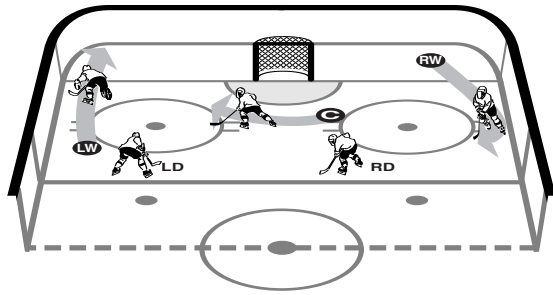


Figure 26. Rotation of the forwards.

A forechecker can get the puck for your team by taking it away from the puck carrier or by forcing a bad pass. Obviously, forechecking will not be successful 100 percent of the time. You should, however, **insist that your forecheckers force the puck carrier to move down the side of the rink.** Do not let them come down the center and pick the side of your defensive zone they wish to attack.

BACKCHECKING – MIDDLE ZONE COVERAGE

It is important that both offensive wings be covered. This forces the puck carrier to face a one-on-one defensive situation. This also does not happen very often, as we discussed in the team offense section.

DEFENSIVE ZONE COVERAGES

Play in the defensive zone is the most critical of the three zones. A mistake here often results in a goal. The primary objective is to prevent a play on net and to regain possession of the puck. **The following principles of defensive play should be understood by your players.**

- Understand the system. Every player must know each other's responsibilities so that when a breakdown occurs, they may adapt and help out
- When checking a player, stay between the player and the goal
- Play the body - legally!
- Accept defensive responsibility as an essential part of the game

There are three basic patterns of coverage which seem to be the most popular for youngsters: basic, center on point and wing on point.

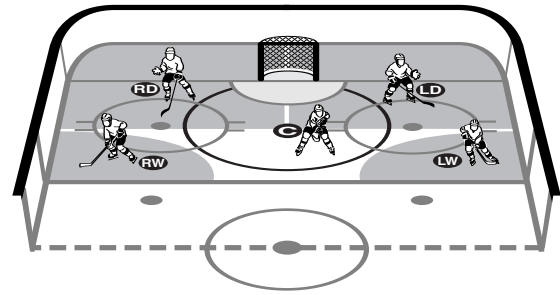


Figure 27. Basic coverage zones within the defensive zone

BASIC DEFENSIVE COVERAGE

As illustrated in Figure 27, **the defensive zone is divided into five zones.** There is some overlapping of the zones. Typically, the wings cover the two points, the Center covers the slot area, and the defensemen cover from the front of the net to the corner.

CENTER ON POINT COVERAGE

In this coverage pattern, the wings are responsible for their offensive wings from the time the forechecking pattern is broken until their team recovers the puck and goes on offense. As illustrated in Figure 28, **the center covers the point on the puck side.** The defensemen on the off-puck side stays near the front of the net, usually covering the offensive center. **The defenseman on the puck side moves to help cover the puck carrier** (usually a wing or the center), but does not "run out" to the point. **The strength of coverage is in having four players to cover three forwards. The weakness is that the center has a difficult time moving from point to point.** It is usually a good defense for younger teams, because the offense cannot pass well enough to take advantage of the open point man or shoot the puck well enough from the point to consistently score.

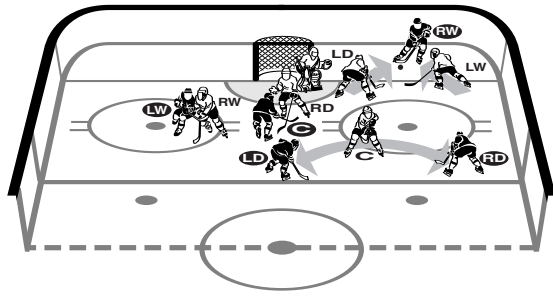


Figure 28. Center on point coverage.

WING ON POINT COVERAGE

In this pattern, **the wings backcheck their offensive wings**. When the offensive wing does not have the puck and/or the defenseman on the weak side can assume responsibility for the offensive wing, the defensive wing leaves the offensive wing and moves to cover the point. As shown in Figure 29, **the defensemen cover the zone in front of and to the side of the net**. The **center moves back in front of the net** to work with the defensemen.

It is important to defend the opposition by covering the entire defensive zone. In a normal situation, **one defensive player should be able to play the man or the puck in his zone**. For example, the opposition has the puck in the corner, the puckside defenseman (RD) would cover that player. The other defenseman (LD) would cover the front of the net. The center covers from the slot to the boards. The wings cover their respective points maintaining a position between the puck and the point.

The strength of this defense is that all five offensive players are covered one-on-one. This system's weakness is that there are mixups that often occur when the defenseman becomes responsible for the wings. A second weakness is that the center, who most often is involved in deep forechecking, is often late in getting back to help in front of the net.

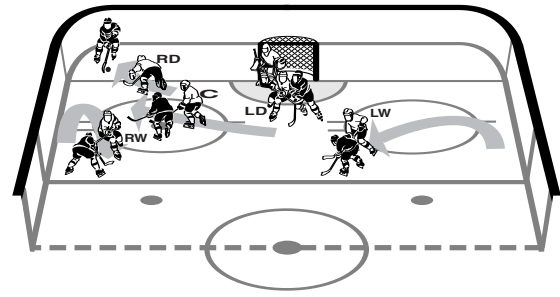


Figure 29. Wing on point coverage.

PENALTY KILL SITUATIONS

The penalties assessed in hockey are more reasonable than in any other sport. The offender is penalized, but the team has an opportunity to prevent damage by working extra hard for a limited amount of time to prevent a goal.

Playing a man short does, however, cause you to change your forechecking strategy. It appears reasonable to apply enough pressure by forechecking to force the direction of play or an inaccurate pass.

It is particularly important to backcheck the wings. This forces the power play unit to use at least one point player to gain a two-on-one advantage against the defense as the offensive zone is entered.

Most teams use a type of zone coverage when playing four against five. This usually is referred to as the "box". In this coverage, one defensive player is positioned on each corner of the box (See Figure 30a). The wing on the off puck side should "collapse" the box somewhat to help out in the slot area (See Figure 30b).

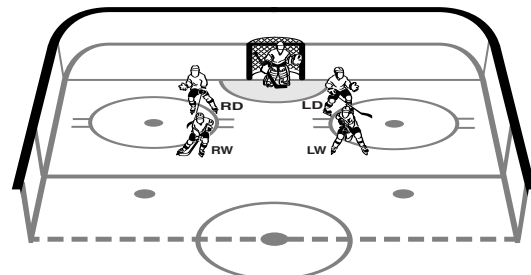


Figure 30a.

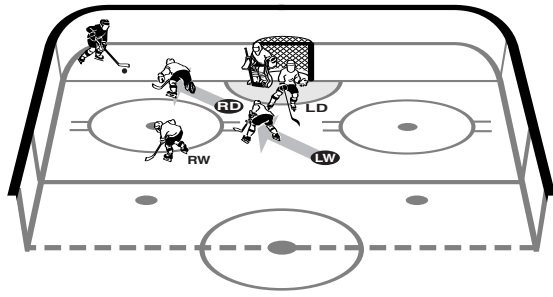


Figure 30b. Collapsing “box” coverage.

It is important for the defense to avoid chasing the puck and to recognize that the objective is not to prevent any shots on goal, but to prevent the shot from the slot, and/or a good scoring opportunity.

When your opponent has a two-player advantage, the usual approach is to put your fastest player out as a forward and have him/her chase the puck. In the defensive zone, the three defenders try to maintain a triangle. One point of the triangle is on the puck and the other points cover the front of the net. (See Figure 31). Be sure the three players you have on the ice are the quickest and most agile available at the time.

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Chapter 24

Face-Offs

OBJECTIVES

- Provide the objective of face-offs
- Outline the responsibilities of players during a face-off
- Provide face-offs in various situations

INTRODUCTION

Face-offs involve gaining possession of the puck in order to create scoring chances or eliminate a scoring chance from your opponent.

There are many ways to accomplish these goals by your center winning the face-off, by having your wings and defensemen move in to gain possession during a face-off. Conversely, all the players reacting positively after losing a face-off so that they have the opportunity to quickly regain possession of the puck.

CRITICAL OBJECTIVES

1. Have your best face-off person take the face-off where ever it may be on the ice.
2. Have your two best face-off people on the ice at all critical times in case one of your best gets thrown out of the face-off circle.
3. Every player on the ice needs to know each of their responsibilities whether you win or lose the face-off.
4. Be aware of scoring chances created from face-offs during a game.
5. Be aware of your opponents scoring chances from face-offs.

IMPROVING FACE-OFFS

If you want to improve your team's face-offs there are three critical components to address:

- focus
- set objectives
- having players value the importance of this part of the game

Ways to improve your teams focus and overall performance are to set face-off objectives. An objective can be to win 60% of all face-offs.

Talk about the importance of face-off play during the course of a game. Reward good execution. Spend time practicing the techniques and tactics of face-offs.

Finally, make face-off success a matter of pride with your team. It can represent partial victory in any game which was won or lost.

ZONE OBJECTIVES

- Defensive Zone: limit the possibility of allowing a scoring chance against your team. You have a chance to start a successful attack.

- Neutral Zone: enhance your opportunity to attack and limit your opponents chance of entering your zone.
- Offensive Zone: create a scoring opportunity and create continuous sustained pressure.

SITUATIONAL OBJECTIVES

- Power Play: The question you need to answer, especially in the offensive zone, do you face-off for possession or do you attempt to score off the face-off?
- Penalty Killing: Most coaches agree that defensive posture must be the first priority in a penalty killing situation. However, when a scoring or offensive opportunity presents itself in a penalty killing situation, remember that power-play units do not tend to think defensively, so seize the moment.

Another area to consider is how to cover a face-off in the defensive zone:

- Identify what opposing player takes the majority of the face-offs
- Does your opponents put a player along the boards, should they be covered?
- Pulled Goalie: This situation is the same which exists in a power play. Should you try to score off the draw or play for possession? If there are only a few seconds remaining, there is no question. You must attempt to score off a set face-off play.

RESPONSIBILITY OF THE PLAYER TAKING THE FACE-OFF

1. Take charge and be the “quarterback”
2. Know the linesman, how they drop the puck, what they allow around the face-off circle
3. Know the playing rules
4. Know the face-off abilities of your opposing players. Know their strengths, weaknesses, and face-off strategies in all situations
5. Know your team’s strategies in all situations

Face-Off Reads

1. Read how the opposing team sets up
2. Read the techniques of the opposing face-off player
3. Read how the opposing face-off players hold their sticks
4. Read how the linesman conducts a face-off

Key Elements

1. Arrive at the face-off dot:
 - Go to the dot when your teammates are ready
 - Establish position over the face-off dot
 - Physically control the area where the puck will be dropped
 - Be confident
2. Stance:
 - Feet wider than shoulder width, knees bent, good balance over your skates
 - Be in a position to take control, and move quickly
 - Keep your eyes on the linesman’s hand
3. The Face-Off:
 - Use your whole body
 - Keep your arms close to your body
 - Use the power of your legs, shoulder and back
4. Stick Blade:
 - Keep blade slightly off the ice
 - Use an up-and-down motion
 - Do not be too anxious nor tense

NEUTRALIZING YOUR OPPONENT

- Block the motion of the opposing centerman’s stick. This will create a loose puck for you to sweep back with a second swipe
- Move quickly into your opponent, checking his/her stick, then body. The puck can be retrieved by a teammate
- Stick check your opponent’s stick, spin into his/her body, kick the puck back to a teammate

FACE-OFF ALIGNMENTS - DEFENSIVE

Figures 6 and 7 are dictated by the alignment of the offensive team. You are attempting to align your players so that they can get to the shooter as quickly as possible. Since the offensive players are trying to tie up your player, the best you can possibly do is neutralize the offensive team and make sure you have a player moving to cover the shooter on the play.

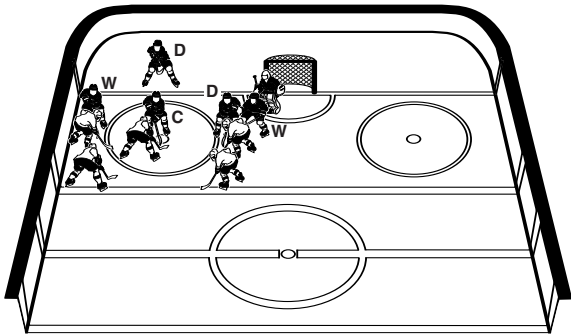


Figure 6

Figure 7 insures one of your players is able to break to the shooter when the puck is dropped.

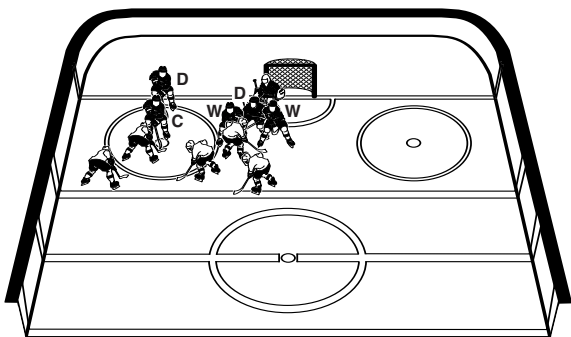


Figure 7

Figure 8 is presented to illustrate defensive positioning when your team has a short-handed defensive zone situation. Again, the player taking the face-off must be your best. You align your players in order to neutralize the opposing team's strength. First and foremost, position your players where it is easiest to get the shooter if your center loses the face-off.

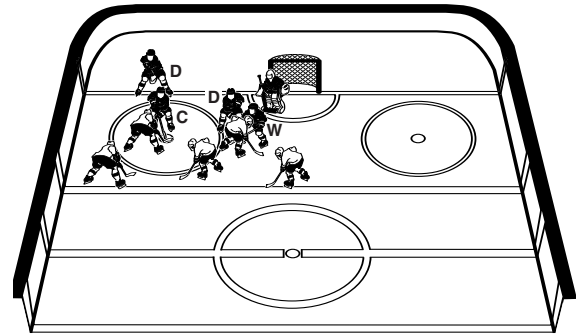


Figure 8

FACE-OFF ALIGNMENTS - NEUTRAL ZONE

Face-off alignment #9 (see Figure 9) in the neutral zone, illustrates the options available to the player taking the center face-off. He/She may go forward by himself/herself or to either wing. He/She also has the option to draw the puck back to either defenseman to gain control.

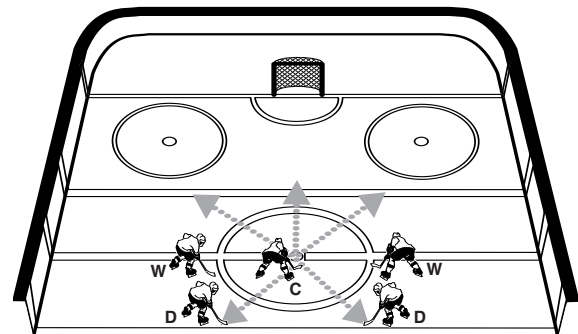


Figure 9

In Figure 10, the face-off player has the option of drawing the puck back for control or going forward to a breaking wing on the far side of the rink.

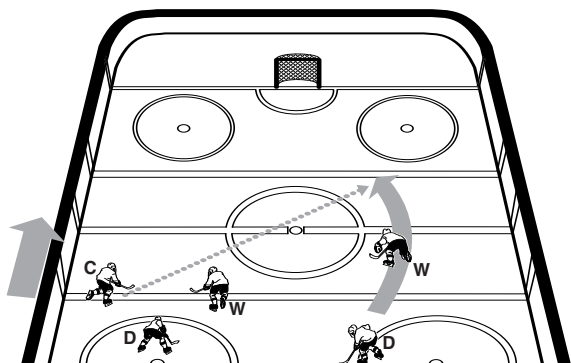


Figure 10

Figure 11 is the basic alignment for a neutral zone face-off. Again, the primary purpose of the face-off is to gain control of the puck to organize an offensive attack on goal.

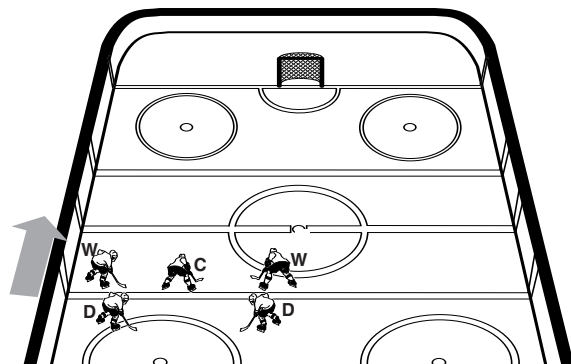


Figure 11

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Section 7

Goaltending



Chapter 25

Goaltending

OBJECTIVES

- Understand how to play angles
- Outline basic save techniques
- Outline basic game situations

INTRODUCTION

It is the hope of USA Hockey that the goaltending section of this manual will become a practical, helpful tool that all coaches will use. Several topics will be covered: playing angles, save techniques and game situations.

PLAYING ANGLES

The single most important skill in stopping the puck is learning to correctly play the angles. Quickness is a great asset, but playing the angle and being in the right position are what enables goalies to consistently make the save.

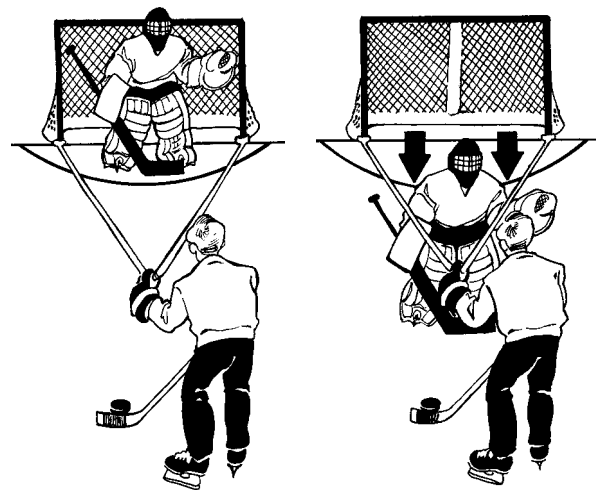


Figure 1. Utilizing ropes to teach angles.

There are three rules to remember about playing the angles.

- Cut down the shooter's vision of the net
- Never give the shooter the short side
- Play the puck, not the shooter's body

Key Elements

- Teach your goalie to visualize a shooting angle or triangle. Take time for this at practice with ropes
- Goalie is out of the net when puck is in front, not when the puck is to the side
- The goalie must be in the middle of the angle or centered on the puck
- Maintain the basic stance and correct positioning

Common Errors

- The goalie is too far back in the net
- Getting caught out of the net and does not time movements
- Giving too much room to one side, often the same side
- Lining up on the shooter instead of the puck
- The goalie is not squared to the puck (particularly when player comes out from the corner)
- Goalie is usually still moving forward when the shot is taken rather than being stationary

Suggestions for Coaching

To explain to your goalie the technique of playing angles, draw two imaginary lines from the puck to the goal posts. The area inside these lines represents the angle. As the goalie moves closer to the puck or as the shooter moves closer to the goalie, the angle is cut down, giving the shooter less of a target at which to aim. Tie a rope to each goal post, this way, your goalkeeper can visually comprehend angles better.

One way to force goalies to work on their angle play (or positioning) is to use a drill that does not allow them to move their arms or legs at the puck. The only thing they can do to stop the puck is to have it hit them (i.e., the only thing they can control is their ability to move out and be in the right place). Make it a contest: two points for a goal, one point when they move an arm or leg at the puck.

CONTROL OF REBOUNDS

The difference between a good goalie and a great goalie is the ability to control rebounds. Most goals are scored on rebounds, tip-ins or screen shots. To control rebounds, the goalie should:

- Cushion the puck (as explained in the section on pad saves)
- Trap the puck on the ice, against his/her body, or in his/her equipment (Figure 2)

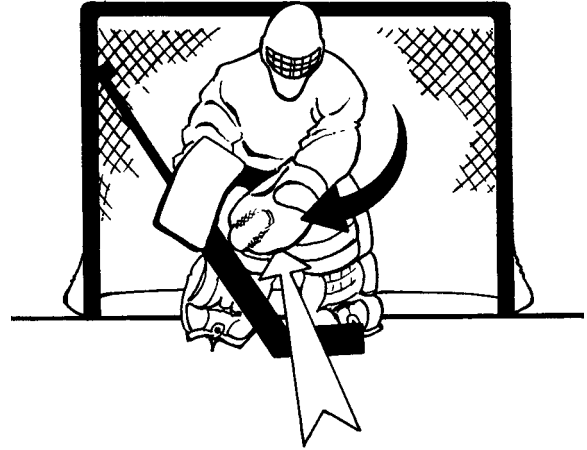


Figure 2.

- “Cushion” the stick to give a soft rebound (Figure 3).

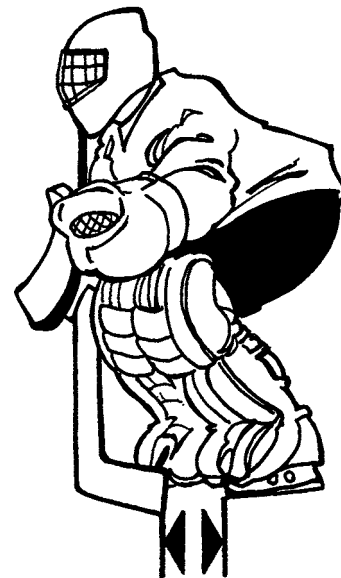


Figure 3.

- Smother each loose puck he/she cannot clear (Figure 4).



Figure 4.

Key Elements

- First locate the puck
- Maintain stick position to help stop shots
- Use the knees as half-way point to regain the basic position
- Recover behind stick into basic stance as fast as possible

Common Errors

- Attempting a recovery before locating the puck
- Turning back to puck
- Failing to position the stick where it can be of use before recovery is complete
- Not recovering to proper stance

Suggestions for Coaching

Insist that in game-like situations during practice your goalies follow through on all aspects of play. Just because it is a practice rather than a game, it is not an acceptable reason to become sloppy in controlling rebounds. There is a lot of truth in the old adage “what you do in practice you will do in a game”. Remember practice does not make perfect. Rather, perfect practice makes perfect.

SAVE TECHNIQUES

There are several commonly used and effective ways of stopping shots which coaches should teach young goaltenders. They include:

STICK SAVES

The stick should be held firmly where the shaft meets the paddle and under control. The grip will tighten as your goalies make their plays. Figure 5 illustrates the positioning of the hand on the stick. The stick is used for stopping the puck (particularly low shots), clearing, poke checking, intercepting passes and passing. Figure 6 illustrates a good example of the poke check.

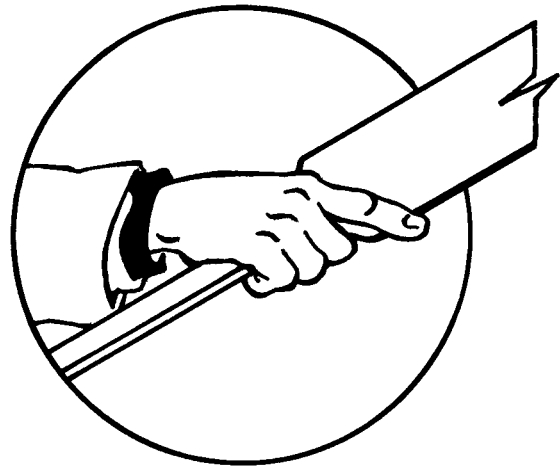


Figure 5. Positioning of the hand on the stick.

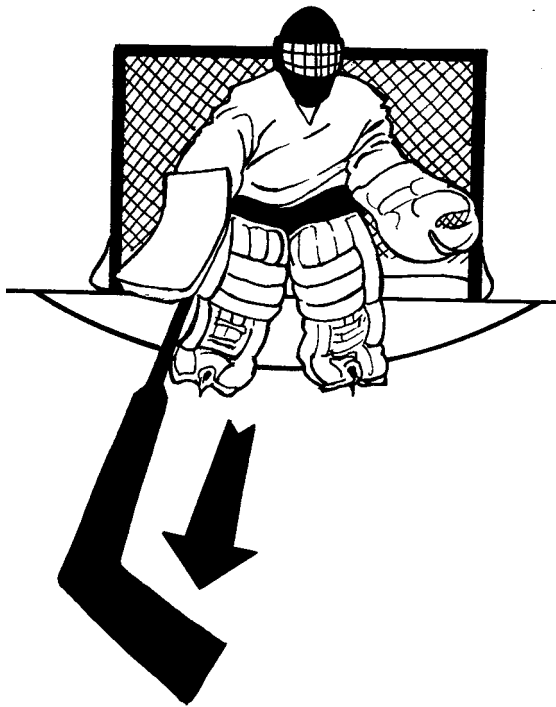


Figure 6. Poke Check.

The goalie should use a stick that is appropriate for their side and skill level. When the stick is lagging behind on moves and/or saves it usually signals that the size is too large and should be downsized.

Key Elements

- Grip position of the stick
- Firm but not clenched grip
- Maintain the cushion between the stick and the skates
- Maintain the basic stance and correct positioning
- Back up the stick with the skate(s)

Common Errors

- Failing to maintain the basic stance position while stationary or moving
- Failing to maintain the cushion between the skates and the stick
- Kicking the stick to deflect a puck
- Dropping to knees behind a stick save resulting in poor positioning for the next shot

Suggestions for Coaching

Be sure your goalies learn to execute the correct technique when executing stick saves on slow moving pucks before expecting them to stop hard shots. Gear your practices to give them success with easier saves and then gradually increase the speed and therefore, the difficulty of the saves.

BODY SAVES

The ultimate objective for goaltenders is to get their body in front of the puck on every shot. Realizing this is not always possible, glove, pad and stick saves are also used. However, if young goalies start with the objective of moving their body in front of every shot, they will find that their other save options will also improve.

Key Elements

- Maintain the basic stance and correct positioning
- Stay between the goal and the puck
- Keep eyes on the puck as long as possible
- Anticipate the shot

Common Errors

- Failure to maintain the basic stance and correct positioning
- Relying on the stick rather than the body
- Weight moving away from the puck

Suggestions for Coaching

Work on technique first. Start slowly and increase the difficulty of the saves as goalies improve. Be sure to cover priorities within saves. First, follow the puck. Second, make the save. Third, cover and control the puck.

GLOVE SAVES

Teach your goalies to keep their wrists firm but flexible when catching the puck (soft hands). Also, they must keep their eyes on the puck. **The majority of shots above the knees on the stick side should be stopped with the blocker. The catching glove should be brought across the body and over the blocker to trap the puck** to prevent a rebound. Figure 7 illustrates this move.



Figure 7. Trapping the puck with the glove and blocker.

Key Elements

- Proper initial position of glove (open, around knee high, ahead of the body and filling open net)
- Shift of body weight toward puck
- Eyes follow puck into glove
- Close the glove
- Off-speed shots should be backed up with the body
- Blocker deflects shots to side

Common Errors

- Poor glove position
- Initiating the save with a closed glove
- Eyes stay with shooter rather than the puck
- No shift of body weight (moving only the glove to the puck)
- Deflecting shots to the front of the net

Suggestions for Coaching

Focus on technique first. Movement and save actions are critical and should be learned first with easy shots, then with difficult shots. Most young goalies can learn proper techniques and develop good habits by stopping thrown, rather than shot pucks in practice. Start here and advance to shot pucks as ability improves.

LEG SAVES

The legs (pads) are used mainly for blocking the angle to the net, low shots directly at the goalie, and low corner shots that are above the stick but too low to catch.

Teach goalies to not kick at a shot directly at them as it may result in a rebound to the front of the net. Instead the pads are also used to cushion shots to fall to the feet and prevent rebounds. To cushion a shot, goalies should raise the hips slightly, thus straightening the knees. It is critical that this straightening occur at the same time the puck is hitting the pad. The straightening allows for redirecting the flight of the puck downward resulting in the cushioning effect (puck falling at feet for easy cover-up). This is illustrated in Figure 8.

When shots are to one side or the other, the goalie's pads are the only weapons they have. In this case, teach your goalies to kick the puck with the leg pad, following through to direct it to the corner or sideboard.

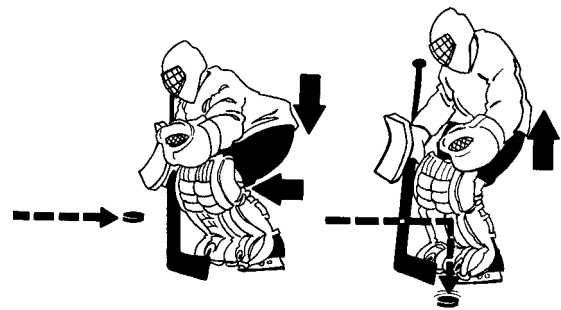


Figure 8. Cushioning a shot to fall to the feet.

Key Elements

- Maintain the basic stance and correct positioning
- Watch the puck all the way to impact
- Deflect the puck to the side when it can not be trapped
- Cushion the puck impact so the puck falls at the feet on direct shots for easy cover-up
- Trap the puck with the glove when possible to prevent rebounds

Common Errors

- Taking eyes off the puck
- Not maintaining the basic stance and correct positioning
- Failing to cushion the shot, which could result in a dangerous rebound
- Deflecting rather than trapping direct shots

Suggestions for Coaching

The goalie must feel that the pads are a part of him/her. There are several ways this can be accomplished. Playing table tennis with the leg pads strapped on gives goalies an opportunity to get used to the weight of the pads while moving from side to side. Also wearing the pads at home while studying, eating, reading, etc., teaches goalies the special feel (weight, size, mobility, adjustments necessary) that is invaluable in making leg saves.

As with the other saves, be sure to provide your goalies with practice on all leg saves. Easy to more difficult shots remain the rule for developing goalie skills.

TWO PAD SAVE OR “STACKING THE PADS”

Stacking the pads is similar to a slide in baseball. To teach your goalies to stack to the right, they must slide to the right, tucking their left foot and leg under the right leg. They should then slide down on the left hip, and as it makes contact with the ice, kick the left foot and leg forward. It is this kicking action that “stacks” the pads, one on top of the other (see Figure 9). Generally, stacking is a desperation move.

Dave Peterson Goaltending Workshop

If you would like to gain more insight on the goaltender position, consider attending a Dave Peterson Goaltending Workshop. This workshop focuses entirely on skills and techniques used to teach and train the goaltender. The presentation features descriptions and video clips that focus on:

- Proper Stance and Movement
- How to Use Goalies in Practice
- Game Situations
- The Season (for the coach)

If you are interested in finding out more about attending a workshop, contact your USA Hockey District Coach-in-Chief.

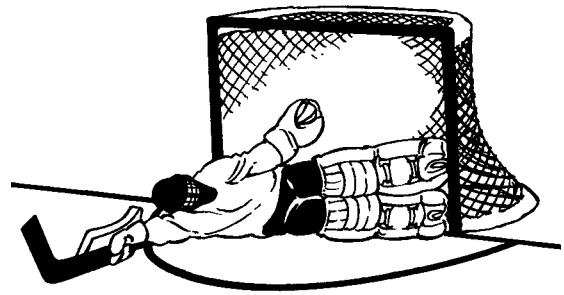


Figure 9. Two pad or stacking the pads.

Key Elements

- Obtain as much height as possible stacking the pads on top of each other
- Use the top arm to increase the height of the “wall”
- Bottom arm flush to ice at armpit, prepared to swing from shoulder to shut off the backdoor pass

Common Errors

- Legs are not evenly stacked. Bottom leg gets caught in a “baseball slide” position
- Top arm falls on one side of pads
- Goalie rests on bottom elbow, creating a wedge for puck to slide under
- Goalie does not swing bottom arm from shoulder, which allows the backdoor pass or a lane for puck carrier to skate in across front of goal

Suggestions for Coaching

This is one of the techniques that your goalies can work on that is not dependent on other players. Have them pair off and help each other develop this skill. They should know the key elements and common errors already and therefore be in a good position to work independently.

“BUTTERFLY” OR “V-DROP”

This save is used against a “deking” forward. Goaltenders should move out in front of the crease and drop to the inside of their knees and lower legs, thus fanning out the feet so that the toes point toward the posts of the goal. This places the pads in a “V” position, completely covering the surface of the ice. The “V-Drop” is illustrated in Figure 10.

The secret of this move is to keep the chest and upper body upright and lined up with the puck. Covering the top part of the net enables the goalie to use his/her gloves and chest to make saves should the shooter flip the puck over the pads.



Figure 10. The “butterfly” or “V-drop” position.

Key Elements

- The pads must be flush to the ice
- The stick must move to the puck side, covering the opening between the pads
- The upper body should remain upright with the glove above the pad under control
- Elbows pinch toward the ribs
- The leg away from the puck must push body to puck side
- Use this save technique only when puck is in close to the net

Common Errors

- Dropping straight down to knees and then extending leg rather than pushing oneself laterally
- Allowing the stick to lag behind, leaving the opening between pads uncovered
- Not getting pads flush to ice, which leaves space for the puck to get through
- Executing the move when the puck is too far out which leaves the top of the net uncovered, dropping too early
- Goalie does not keep catching glove and upper body in a ready position

Suggestions for Coaching

As with stacking the pads, have your goalies work with each other on perfecting the butterfly technique. Be sure they correctly recognize and provide feedback to each other on the key elements of the skill and on describing errors made.

SITUATIONS

The position a goalie takes depends on the movement of the puck carrier. The goalie plays the puck carrier, the puck carrier does not play the goalie.

Positioning with the Puck in a Shooting Situation

Goalies should maintain a position on the crease line in relation to the position of the puck (See Figure 11). The moment the puck is positioned for a shot (or when the shooter takes his eyes off the goalie) goalies should play the existing angle or reposition themselves for a newly developed shooting angle, if a pass occurs.

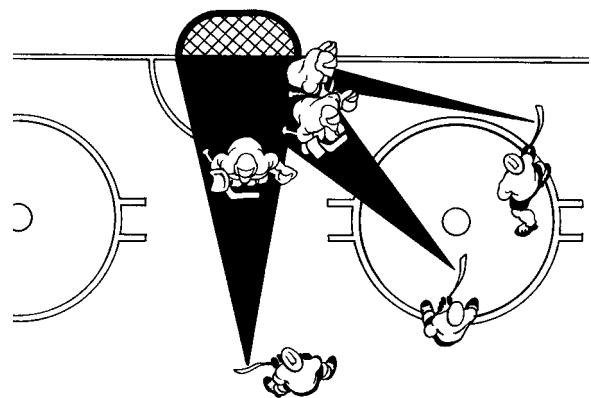


Figure 11. Positioning on the crease line.

Positioning Against a Stickhandling Forward

Again, teach your goalies to take a position on the crease line. **As a puck carrier approaches the goal while stickhandling, the goalie should move back toward the net.** (See Figure 12). Goalies should never move first but must retreat as the puck approaches. They can either stay on their feet, make a half butterfly, full butterfly, stack the pads, or poke check the puck off the puck carrier's stick if they come close enough.

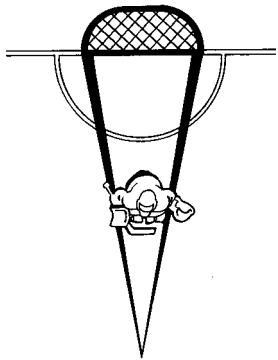


Figure 12. Positioning against a stickhandling forward.

PLAYING A TWO-MAN RUSH

When two opponents are coming in on the goaltender, he/she should stay on his/her feet and **cut down the shooting angle in relation to the position of the puck** (See Figure 13). **Do not try to play both players at once.** The most dangerous player is the puck carrier. This is the player that must be covered. In this situation, when possible, try to freeze the puck.

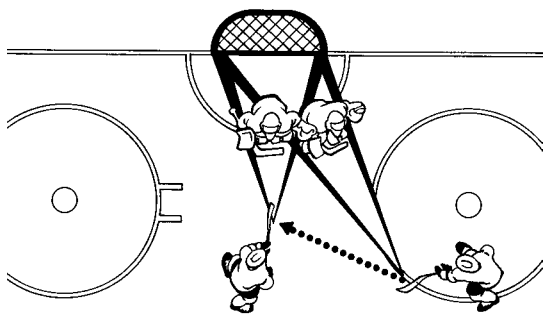


Figure 13. Playing a two man rush.

Positioning When the Puck is On the Side of Net

When the puck is on the side of the net behind the goal line or in the corner of the rink, goalies should play as close as possible to the goal post (See Figure 14). The skate should be pushed against the inside post to prevent a goal from the side. The stick should be placed in front of the feet to permit the goalie to intercept passes. Gloves should be opened toward the puck while the body remains tight to the inside of the post.

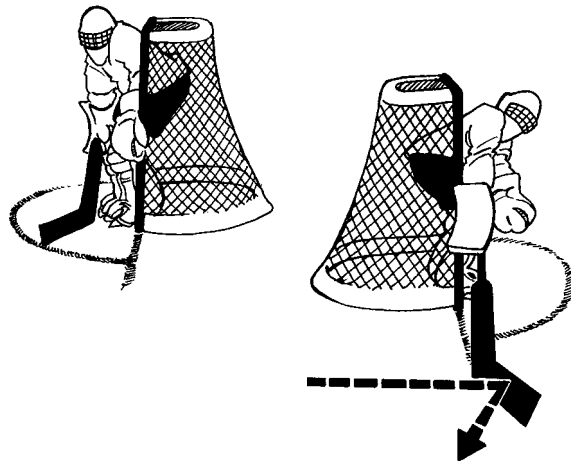


Figure 14.

ACTIVITIES AND DRILLS

Daily drills for goaltenders should include: (1) moving forward, backward and laterally; (2) blocker and catching glove saves; (3) V-drops; (4) stacking the pads; (5) stick saves and poke checking, and (6) skating.

Some of the drills and activities that are useful for practicing these skills are described below.

Agility Exercises

Agility drills should be done at full speed, with signals coming from a whistle or movement of the puck: (1) dropping to the left knee and springing back up; (2) dropping to the right knee and springing back up; (3) dropping to both knees and springing back up; (4) dropping to stomach with stick extended and getting up.

Basic movements and save positions cued on movement of the puck are excellent ways to instill correct goalie skills.

Side-to-Side Drill

Six pucks are placed in a line halfway between the face-off spot and the inner edge of the circle on both sides of the net. One shooter is placed in each circle. The shooter to the goalie's right shoots first, then the shooter on the left shoots, etc. The goalie should be given time to make the first save before the second shot is made. The drill provides a good opportunity to practice recoveries and lateral movement.

Multiple Puck Drill

Ten pucks are lined up directly in front of the net, about 15 feet out. The goalie stands back in the net. (He has to move faster in that position). The shooter then shoots the pucks, one after another in rapid succession.

Semi-Circle Drill

Three or four players position themselves in a semi-circle in front of the net. They pass a puck between them rapidly, occasionally taking a shot at the net. This drill helps goalies follow the puck while on their feet, and the occasional shot keeps them alert and helps them develop quickness from a moving position.

Off-Season Drills

Tennis, racquetball, table tennis, squash, etc., are excellent off-season activities for goaltenders.

Another drill is to place the net 20 feet in front of and facing a wall. The goalie stands in goal facing the wall, using stick and gloves only. The coach stands behind the net and throws rubber balls against the wall from various angles. The goaltender reacts to the balls as they rebound off the wall and toward the net.

SUMMARY

Goaltending is a game within a game, but good goaltending skills can be developed by using the information in this chapter and designing and conducting effective practices. Also insist that your goaltenders learn and apply the following six principles of play:

- Watch the puck
- Don't commit yourself too soon; try to make the shooter commit first
- Cut down the shooting angle
- Stay on your feet in a good basic position with correct positioning
- Get some equipment blockage behind all shots
- Be vocal in the goal

REFERENCES

- Blase, K; Bertagna, J; Peterson, D (1985) *the USA Hockey Coaches Goalkeeping Handbook* Colorado Springs, Colorado - USA Hockey
- Bertagna, J (1976) *Goaltending - A Complete Handbook for Goalies and Coaches* Massachusetts, Cambridge



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