
Welcome to

USA Hockey's

Coaching Education Program

Level 2 Clinic



Welcome

- Introductions of Coaching Education Staff
- Survey of coaching experience here today
- Expectations for the day & schedule
 - What this clinic will provide you
 - What this clinic will not provide you



Level 2 Clinic Agenda

- Registration
- Welcome/Introductions
- Intro to USA Hockey CEP
 - Philosophy
 - Mission
 - Values
 - Educational Guidelines
- Role of the Coach
- Preparing for the Season
- Risk Management
- Skill Development
- Goaltending



Clinic Goals

- Specific Coaching Objectives and Behavioral Goals
 - Knowledge and skills to organize practices and game
 - Recognizing age-specific methods of instruction and coaching
 - Coaching that is consistent with the USA Hockey CEP Mission, Goals, Objectives, Standards and Values
 - Protect the young athletes and other participants in youth ice hockey



Coaching Education Program

- Purpose Statement
 - Educating coaches in pursuit of excellence in ice hockey
- Mission Statement
 - ...committed to developing coaches who will be effective instructors and role models through a comprehensive education program at all levels
 - ...emphasis on teaching the fundamental skills, conceptual development, sportsmanship, and respect for the dignity of the individual athlete



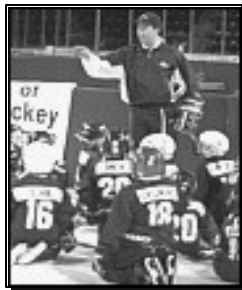
Coaching Education Program

- Value Statement
 - ...embrace values to establish the moral and ethical priorities that serve to guide the Coaching Program
 - Character
 - Commitment
 - Enjoyment
 - Integrity
 - Knowledge
 - Leadership
 - Sportsmanship
 - Vision



This is USA HOCKEY

- National Governing Body
- Representative to the US Olympic Committee
- 11 Districts throughout the USA
- Sponsors of Regional and National Championships
- Coach and Officials Education Programs
- Player Development Opportunities
- Parent Awareness & Other Publications
- Information Clearinghouse for Local Associations



Components of Coaching Education

- Coaching Education
 - Competencies for Coaches Development
 - Sports Medicine
 - Safety, risk and legal consideration
 - Psycho-social sports science
 - Bio-physical sports science
 - Pedagogy [teaching methods]
 - Technical skills
 - Tactical development



Coaching Education Levels



CEP Levels

LEVEL OF PLAY	CEP LEVEL
8-and-Under (Mite)	Level 1
10-and-Under (Squirt)	Level 2 (Prerequisite Level 1)
12-and-Under (Pee Wee)	Level 3 (Prerequisite Levels 1 and 2)
14-and-Under (Bantam)	Level 3 (Prerequisite Levels 1 and 2)
16-and-Under (Midget)	Level 3 (Prerequisite Levels 1 and 2)
17-and-Under (Midget)	Level 3 (Prerequisite Levels 1 and 2)
Midget (Tiers I and II National Tournament Bound)	Level 4 (Prerequisite Levels 1, 2 and 3)


LEVEL OF PLAY	CEP LEVEL
High School	Level 3 (Prerequisite Levels 1 and 2)

LEVEL OF PLAY	CEP LEVEL
Junior C	Level 3 (Prerequisite Levels 1 and 2)
Junior A & B	Level 4 (Per individual league guidelines)

LEVEL OF PLAY	CEP LEVEL
Girls/Women 10-and-Under	Level 1
Girls/Women 12-and-Under	Level 2 (Prerequisite Level 1)
Girls/Women 14-and-Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 16-and-Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 19-and-Under	Level 3 (Prerequisite Levels 1 and 2)

NOTE

LEVEL 1 — Initiation; LEVEL 2 — Associate; LEVEL 3 — Intermediate; LEVEL 4 — Advanced; LEVEL 5 — Master



SPECIALIZED WORKSHOPS

Specialized Workshops are offered to further enhance coaching skills and techniques relative to a variety of topics. Coaches who need re-certification at a designated level or are interested in expanding their knowledge may choose from a variety of topics.

Suggested Topics:

- Power Skating
- Puck Handling
- Shooting
- Body Play/Contact
- Goaltending
- Defensemen
- Forwards
- Dryland Training & Conditioning

These workshops are scheduled according to the demand from coaches who wish to attend certain topic workshops. If interested in finding out more about hosting workshops, contact your local USA Hockey District Coach-in-Chief.



Role of the Coach

Section 1

Chapter 1



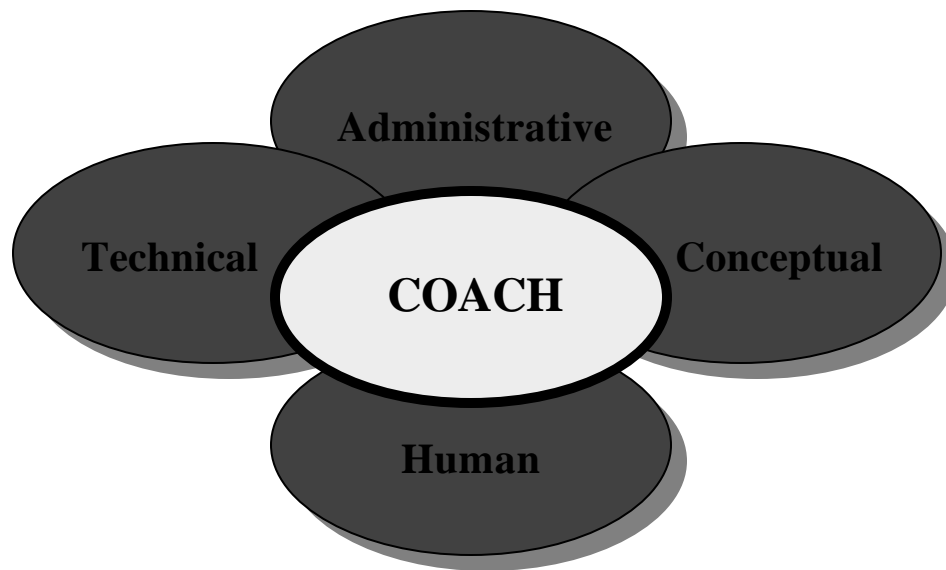
Role of the Coach

- Objectives
 - Establishing the role and responsibilities of a coach
 - To understand the benefits that ice hockey provides its participants
 - To understand the value of quality coaching and leadership
 - To have an awareness of the diverse roles involved
 - To maximize the utilization of the assistants and their skills



Role of the Coach

- Principle Areas of Coaching



- The Coach as a Role Model

- Be a good teacher
- Be a good counselor
- Be a good leader
- Be a good friend
- Be a good communicator
- Be sincere and sensitive
- Be a good administrator
- Be a good guardian

Role of the Coach

- Administrative
 - Plan and organize, budget, schedule and arrange
- Humanistic
 - Concern for the well-being of players; assist in the total development of the person
- Technical
 - Know the components of skill development, training and instruction, and techniques
- Conceptual
 - Development and teaching of the strategic and tactical elements of the game
- Consider your own:
 - Preparation
 - Presentation
 - Bias
 - Perspectives
 - Experiences
- Who is your role model for coaching?



Role of the Coach

- The Humanistic Role is the Most Important Role
 - Deals with players on an individual basis; protect their dignity
 - Responsibly teaches players regardless of ability or background
 - Recognizes difference between giving time and giving attention
 - Athletes give their best effort if you feel you genuinely care
 - You as a coach have a greater impact on the lives of athletes than they you may realize

Role of the Coach

- Goals for the Coach
 - To effectively teach techniques, rules and concepts of the game in a safe, enjoyable environment
 - To challenge the cardiovascular and muscular systems through active practice sessions and games
 - To teach and model desirable personal, social and psychological skills of the players

Role of the Coach

- Goals for the Coach
 - Winning is an important goal but is contingent on many factors outside of your control
 - Winning becomes a by-product of effective skills development, proper leadership and overall development of the athletes
 - Organization and Administration
 - Clearly identify your goals and objectives for a beneficial experience
 - Know your purpose as a coach
 - Evaluate your effectiveness of your actions as a coach
 - Protecting and Caring
 - Create an environment for self-improvement
 - Protect the safety and welfare of each athlete



Goals for a Coach

- Developing your coaching philosophy
 - A set of guidelines which govern your actions
 - Developed through your own experiences
 - Built from the knowledge you have gained
 - Evolved from opinions from others
 - Your vision for the future
 - In developing a successful coaching philosophy, you might consider the following:
 - Why do you want to coach?
 - Why do children participate in sports?
 - Who are your role models?
 - How can you effectively communicate your philosophy to others?

Goals for a Coach

- Why do you coach?
 - See players improve...
 - Personal recognition...
 - Give something back...
 - Control...
 - Winning...
 - Helping others...
 - Own child is playing...
- Why do children participate?
 - Fun...
 - Feeling of belonging...
 - Feeling of direction / purpose...
 - Making friends...
 - Being part of a group...
 - For the thrill of the game...
 - To be successful...



Goals for a Coach

- Consider what parents expect from a sports program:
 - Fun in a safe environment
 - Total family involvement
 - Child's self esteem built up
 - Opportunities for success for their child
 - Fair play



Goals for a Coach

- Common characteristics of goals to satisfy the interests of the coach, the players and their parents:
 - Goals are measurable
 - Goals are observable
 - Goals are challenging / inspiring
 - Goals are achievable / believable
 - Goals are short-term & long-term

Role of an Assistant Coach

- Responsibilities of an Assistant Coach
 - Pre-Season Meeting
 - Setting expectations with the Head Coach
 - Defining duties and responsibilities
 - Coaching assignments decided
 - Instruction
 - Be a good teach and tactician of the game
 - Loyalty
 - Display loyalty to the team, the players and their parents, the coaching staff and the association.
 - Dependability
 - Efficiency and reliably
 - Player / Assistant Coach Relationship
 - Build rapport to establish trust and mutual respect

Suggestions for Coaches

- Clearly define the role of the head coach and assistants
 - Include responsibilities, duties and expectations
- Assistant Coaches as instructors
 - Help young athletes get the most from their experiences
- Assistant Coaches as important factor in team's success
 - Give them respect and courtesy that has been earned
- Complete self-evaluation of your coaching effectiveness
 - As a leader, a teacher, an organizer



Preparing for the Season

Section 2

Chapter 2



Establishing Good Relationships

- Objectives
 - Establishing a good relationship between coach and parents
 - To obtain information and help needed from parents
 - To communicate your responsibilities to the parents
 - To assist the coaches in enlisting support of parents
 - To identify the responsibilities of the players / parents

Parent Relationships

- Parent Involvement
 - Organize and schedule an orientation meeting with parents
 - Content of the orientation meeting should include:
 - Goals for the team and the program
 - Understanding the sport of ice hockey
 - Risks of injury
 - Emergency procedures
 - Equipment issues
 - Athletes' responsibilities
 - Parents' responsibilities
 - Season schedule
 - Question and answer period



Preparing for the Season

- Points of Discussion for Orientation Meeting
 - Introduce coaching staff, parents, other support personnel
 - Goals of the team and your coaching philosophy
 - Player objectives [fun, skills, friends]
 - Team policies and consequences
 - Understanding the rules of ice hockey
 - Code of Conduct for coaches, players and parents
 - Emergency Procedures
 - Risk of injuries
 - Responsibilities
 - Athletes
 - Parents



Planning for the Season and Practice Planning

Section 2 Chapter 3



Season Planning

- Objectives
 - Identify significant advantages of season-long planning
 - Learn methods to organize your season and practice plans
 - Establish meaningful goals [skills, knowledge, fitness, attitude]

Season Planning

- Developing a Season Plan
 - Identify goals and objectives for the season
 - Skill
 - Knowledge
 - Physical fitness
 - Attitude
 - Skills Objectives
 - Selection of specific objectives provides direction in practice plans
 - Knowledge / Fitness Objectives
 - Rules, strategies, training guidelines appropriate for age and skill
 - Attitude
 - Players feel better about development; display desirable traits



Practice Planning

- Setting Practice Objectives
 - Allot sufficient time for the skills essential at your level of play
 - Introduce the new skill objective
 - Explain why it is important and how it relates to the game
 - Practice the skill and assess their levels of performance
 - Teach key elements and allow them to practice
 - Skill refinement and automation for game situations



Effective Practices

- Practice Planning for Sound Instruction
 - Based on season plan, needs of team and needs of individual
 - Focus on the Key Points for instruction for that practice
 - Show allotted time and list method of instruction
 - Evaluate strengths and improvements needed of the practice
 - Practice Time
 - Effective use of time available
 - Devote sufficient time to skills objectives
 - Effect performance improvements in 80% of your players
 - » Allow additional time in additional practices for all players

Effective Practices

- Characteristics of a Good Drill
 - Development of individual skills
 - Translation of skills into game situations through drills
- Selecting Drills
 - See pages 22 – 26 for skills of hockey and performance areas
 - Skills relevant to objectives
 - Easily explained and demonstrated
 - Provides opportunity for players to master
 - Permits skill analysis and feedback to players

Preparing for the Season

- Summary
 - Provide the leadership and instruction in practices and games
 - Target the achievement of appropriate skills and knowledge
 - Organize the season by selecting and teaching objectives in order
 - Recognize time and cost considerations



Developing A Season Plan

Section 2

Chapter 4



Developing a Season Plan

- Objectives
 - Develop a season plan
 - Identify steps in organizing a season plan
 - Develop short- and long-range goals
 - Create segments throughout season
 - Set milestones for pre-, early-, mid-, and late-season from coaching and player development point of view

Season Planning Steps

- Decide on What Objectives Should be Achieved
 - Pre-season
 - Involve skill, knowledge, attitudes that are achieved independently
 - Early Season
 - Include skill progression and other abilities as prerequisites
 - Mid- and Late Season
 - Focus on skill combinations and tactical / conceptual development of team play
- Training and skill development objectives should overlap into good transitions.

Practice Objectives

- Devote Sufficient Time
 - Select, teach and practice objectives that are essential to the game at your level of play
 - Allotment of time based on instructional needs
 - Allow time:
 - To introduce the learning objective by telling players what you want them to learn and why it is important
 - For the players to try the skill
 - For the coaches to assess levels of performance
 - To teach the key elements of the skill and give players the opportunity to practice these elements
 - For skill refinement and automation so that the skill can be used in a game situation
 - Coaches can be most effective in player achievements through appropriate objectives and a clearly defined season plan

Coach's Sample Forms for Planning and Recordkeeping

Section 2

Chapter 5



Planning and Recordkeeping

- Objectives
 - Provide coaches with a means to plan practices
 - Provide coaches with a method to record information
 - Provide a process for coaches to increase their effectiveness
- Refer to Pages 34 through 44 for sample forms and templates to record season notes and information



Example Practice Plans

Section 2 Chapter 6



Practice Planning

- Objectives
 - Provide structure in youth hockey practice planning
 - Identify steps in organizing and designing a practice
 - Create practice segments to achieve best learning situation
- Refer to pages 46 to 69 for sample practice plans
- Refer to CD/DVD for Practice Plan Manuals
 - Also at USA Hockey web site:
http://www.usahockey.com/coaching/cep_materials/main/cep_materials/cep_materials/



Effective Practice Plans

- Checklist
 - Develop a practice schedule
 - Use team objectives to identify desired learning
 - Develop daily practice plan worksheet
 - Work through age-appropriate skill progressions
 - Organize activities and select drills
 - Include technical skills, tactical play, team play as appropriate
 - Include fun and games, be creative
 - Evaluate each daily practice
 - Make modifications as needed

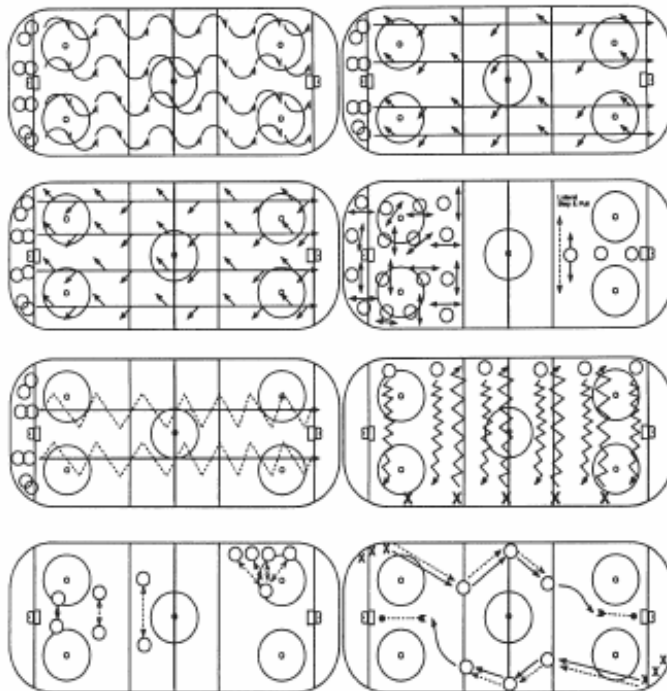


Effective Practice Plans

- Teaching Progressions using Key Elements:
 - Show skill in its entirety
 - Break down skill into smaller learning components
 - Move players through each component slowly
 - Give players positive feedback
 - Have players put all of the components together and execute the skills in their entirety

Effective Practice Plans

- Sample Practice Plans
 - Start on Page 46
 - Organized
 - Clearly diagrammed



PRACTICE PLAN

Day <u>Saturday</u>		Date <u>10/14/05</u>	
Today's Objectives: <u>To learn, practice and reinforce these skills.</u>			
Skill Work	Team Play	Concepts	Specialty Work
<input checked="" type="checkbox"/> Skating	<input checked="" type="checkbox"/> 1 on 1	Defensive Concepts	Goalkeeper Drills
<input checked="" type="checkbox"/> Puck Control	<input type="checkbox"/> 2 on 0	Offensive Zone	
<input checked="" type="checkbox"/> Pass/Receive	<input type="checkbox"/> 2 on 1	Defensive Zone	
<input type="checkbox"/> Shooting	<input type="checkbox"/> 2 on 2	Neutral Zone	
<input type="checkbox"/> Body Contact	<input type="checkbox"/> 3 on 0		
<input type="checkbox"/> Body Position	<input type="checkbox"/> 3 on 1	Offensive Concepts	Other
<input type="checkbox"/> Stick Checking	<input type="checkbox"/> 3 on 2	Offensive Zone	<input checked="" type="checkbox"/> Competition <u>3 on 3</u>
<input type="checkbox"/> Agility Work	<input type="checkbox"/> 5 on 5	Defensive Zone	
		Neutral Zone	

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

Skill Drills

Section 2

Chapter 7



Skill Drills

- Objectives
 - Know age-specific limitations
 - Follow skill progressions
 - Be creative and challenging



Skill Drills

- Provide maximum repetition and time on task
 - Be creative in design and use of available ice to keep interest
 - Achieve a high-tempo
 - Drills are age-appropriate
 - Players sufficiently skilled to perform drills
 - Players strong enough for physical demands of drills
 - Drills have a very low risk factor

Skill Drills

- Technical Skills

- Skating
 - Balance and agility
 - Speed and acceleration
- Puck Control
- Passing
- Body Contact and Checking
- Goaltending

- Refer to pages 71 to 98 for example skill drills

- Tactical Skills

- Skating to open ice
 - Time and space
 - Width and depth
- Puck control in 1 on 1 situation
- Direct and indirect passing
- Body Play
- Goalie as 6th defender

- Coaching implications for developing technical skills

Game Day Preparation & Bench Management Protocol

Section 2 Chapter 8



Game Day

- Objectives
 - Provide the coaches with an idea of what it takes to prepare
 - Describe the use of performance statistics
 - Outline game-day responsibilities
 - Establish protocol for bench management

Game Statistics

- Importance of Statistics in Preparation
 - Reveals tendencies of your team and your opponents
 - Confirms your thoughts about their strengths and weakness
 - Provides feed back to coaches and players
- Refer to pages 101 to 111 for example data sheets

Locker Room / Bench Management

- Locker Room
 - Reporting to the arena
 - Assignments once at the rink
 - Locker room policies
 - End of game
- Bench Management
 - Arena layout
 - Utilizing Assistant Coaches
 - Bench Configuration
 - Lines of Communication
 - Offense, Defense, Goalie
 - Line changes
 - Head Coaching
 - Know your personnel
 - Know the game situations
 - Line rotations
 - Tone on the bench

Risk Management

Section 3

Chapter 9



Legal Liability

- Objectives
 - Outline the responsibilities of a youth hockey coach
 - To understand your obligations as a coach
 - Learn how to meet the expectations of coaches
- Refer to pages 124 to 125 for required forms



Legal Liability

- Basis for Liability

The primary responsibility of a coach is to minimize the risk of injury to all participants of the game through the following:

- Proper supervision of players at practices or games
- Proper training and instruction appropriate for the age level
- Ensure wearing of safe equipment
- Proper placement of players of a similar competitive level against one another
- Competent & responsible assistant coaches and personnel
- Providing proper medical attention to any injured player
- Ensuring a safe playing arena
- Prohibiting injured players from participating in practices or games



Coaches Responsibilities

- Provides the degree of supervision necessary for the age level
 - Off-ice, On-Ice, locker rooms, general rink areas such as bleachers
- Provides proper training and instruction for the age level
 - Teach the rules and appropriate techniques on skill and tactic
- Ensures that players are wearing the proper equipment
 - Proper size and fit; safety certifications [helmets and cages]
- Provides responsible Assistant Coaches and other personnel
 - Knowledgeable and competent; acts as the coach would act
- Provides immediate and proper medical care
 - Arranges for first aid; knows limitations of limited care
- Prevents injured players from competing
 - Recognize non-visible injuries
- Place players in competitive settings
 - Match players in situations on size, skill and level of activity



Vicarious Liability

- Responsible for the actions of others
 - Coach may be responsible for the irresponsible actions of others under his/ her control – including players and assistants
 - Instructing a player toward an intentional act
 - Coaches' defense to claims
 - Assumption of risk
 - Comparative negligence
 - Volunteer statutes
 - Waivers, Releases, Exculpatory Agreements and Consent
 - Sovereign Immunity [International contests]
 - Coaches who understand their responsibilities are likely to be more diligent and mindful for players' safety

Developing a Risk Management Program

Section 3 Chapter 10



Risk Management Program

- Objectives
 - Learn the three parts of a risk management program for coaches
 - Know the legal qualifications and competencies of a coach
 - Understand how “reasonable expectations” of parents relate
 - Learn risk management practices to achieve your objectives

Developing a Risk Management Program

- Effective Teaching
 - Legal Obligation: Coaches are supposed to be teachers
 - Coaching Behavior: Enroll in CEP Clinics; self-improvement skills
- Effective Supervision
 - Legal Obligation: Responsible for team supervision whenever together
 - Coaching Behavior: Appoint competent assistants, establish roles
- Reacting to Medical Emergencies
 - Legal Obligation: Recognize medical emergencies; know how to respond
 - Coaching Behavior: Take 1st aid course, establish plan for emergencies
- Providing Safe Equipment
 - Legal Obligation: know how to buy, fit and maintain safe sports equipment
 - Coaching Behavior: Follow manufacturers' instruction for use and care

Developing a Risk Management Program

- Providing Safe Facilities
 - Legal Obligation: Know when playing conditions pose a danger
 - Coaching Behavior: Inspect arena, locker rooms, benches – report defects
- Providing Safe Transportation
 - Legal Obligation: Know how players are being transported and by whom
 - Coaching Behavior: Establish travel plans, approved drivers, conduct
- Providing Due Process
 - Legal Obligation: Establish fair rules and policies, explain reasons
 - Coaching Behavior: Establish process for setting punishment
- Providing Competent Assistants
 - Legal Obligation: Appoint coaches and assistants who are competent
 - Coaching Behavior: Plan & organize training for coaches, require reference and background checks

Reasonable Expectations

- Objectives
 - Learn the three parts of a risk management program for coaches
 - Know the legal qualifications and competencies of a coach
 - Understand how “reasonable expectations” of parents relate
 - Learn risk management practices to achieve your objectives

Prevention of Common Injuries

Section 3 Chapters 11



Preventing Common Injuries

- Objectives
 - To understand the importance of proper equipment
 - To provide for safer playing facilities
 - To understand the impact of a proper warm-up and cool-down
 - To recognize the benefits of athletic conditioning
 - To learn how to design and select proper drills



Eliminating Injuries in Ice Hockey

- Four approaches to eliminating the potential for injury
 - Proper coaching techniques
 - Wearing of appropriate equipment
 - Playing by the rules
 - Awareness by players, coaches and parents of possible harm



Severe Injuries and Illnesses

- Head, Neck and Spinal Cord Injuries
 - *Heads-Up* Campaign
 - *S.T.O.P.* Initiatives
 - Use and limitations of protective equipment
- Lacerations
- Asthma
 - Exercise induced asthma and medications

Playing by the Rules

- Strict Enforcement of the Rules
 - Many levels played according to different but similar playing rules
 - Youth, High School, Juniors, Check and Non-Check
 - Emphasis placed on finesse
 - Youth hockey requires skill development, game knowledge and strategy, player conditioning and fair play
 - Physical aggressiveness and playing by force is discouraged
 - Strength versus size considerations
 - Ice Hockey is a game of contact, not violence
 - Players, coaches, parents, officials all contribute to reducing the risk of injury and impairment



Potential Safety Hazards

- Facilities
 - Check condition of the ice, boards and dasher, Plexiglas® panes, lighting and air quality
- Hydration – Water Intake
 - Readily available and taken freely
- Substance Abuse
 - Drugs and alcohol consumption
- Blood-borne Pathogens in Athletics
 - Use Universal Precautions
- Frostbite

Management of Practices and Games

- Teaching safety to players
- Warming up prior to activities
- Cool down after activities
- Use appropriate techniques
- Selecting proper drills
- Fatigue & Burn out

Fatigue and Injury

- ? *On set of fatigue*
- ? *Skilled performance reduced*
- ? *Difficulty concentrating*
- ? *Reaction time is slow*
- ? *Faulty decision making*
- ? *Injury may result*

Skaters' Equipment

- Guidelines for Selection, Fitting and Use
 - Helmets and Face Mask
 - Shoulder Pads
 - Elbow Pads
 - Shin Pads
 - Gloves
 - Pants
 - Skates
 - Athletic Support and Protective Cup
 - Female Shoulder Pads
 - Sports Bra
 - Mouthguard
- Follow all manufacturers' instructions on proper fitting, use and care.
- Replace / repair worn or outgrown equipment
- Assure proper certifications for head protection



Goalkeepers' Equipment

- Guidelines for Selection, Fitting and Use
 - Leg Pads
 - Knee Pads
 - Athletic Support and Protective Cup
 - Pants
 - Chest / Belly Pads
 - Shoulder and Arm Pads
 - Catcher Glove [Trapper]
 - Blocker
 - Throat Protection
 - Skates
 - Helmet and Face Mask
- Follow all manufacturers' instructions on proper fitting, use and care.
- Replace / repair worn or outgrown equipment
- Assure proper certifications for head protection

Care of Common Ice Hockey Injuries

Section 3 Chapters 12



Care of Common Ice Hockey Injuries

- Objectives
 - To establish the requirements for first aid for common injuries
 - Recognize items for a well-stocked first aid kit
 - Understand procedures to follow in the event of an injury
- You must not rely on the likelihood that a serious injury will not occur as an excuse for not being prepared to handle an emergency situation

Provide First Aid

- Well-Stocked First Aid Kit
 - Adequate supply
 - Tape, bandages and sterile pads, tools, protective gloves, chemical ice packs, disinfectant, storage bag for ice, etc.
 - Emergency contact numbers
 - Athlete Medical History Forms
 - Written procedures for responding to other than minor injuries



Medical Information

- Medical History
 - Completed Athlete Medical History Form
 - Available to qualified medical personnel if necessary
 - Information is voluntarily given by parents / guardians
 - Treat information as confidential
 - Unless you are also a qualified physician or medical care provider, you should attempt to care only for minor injuries such as bumps and bruises, strains and sprains, minor cuts ,etc.
- Refer to pages 155 to156 for Injury Reporting Forms



Emergency Procedures

- Take Charge of the Situation
 - Clear the area around the injured player, others go to bench
- Determine the Nature of the Injury
 - Visually assess the condition of the injured player
 - Breathing, conscious, bleeding?
- Provide Emergency Care
 - Remember the ABCs as recommended by American Red Cross
 - A - open the airways
 - B - restore breathing
 - C – restore circulation
- Transfer Care to a Medical Professional
 - Establish procedures for calling for assistance



Care for Minor Injuries

- R.I.C.E.
 - Rest...put the injured area at rest
 - Ice...apply ice to the injured area
 - Compression...wrap an elastic bandage around the injured area and the ice bag to hold it in place
 - Elevate...let gravity drain any excess fluids
- Other than minor injuries should be treated professionally

Skill Development

Section 4 Chapter 13



Growth and Development

- Objectives
 - To understand age-specific ice hockey and motor movement skills
 - To provide coaches with a plan to design practices and drills
 - To recognize that players require an opportunity to progress



Growth and Development

- Modifying Your Practice by Age
 - Fundamental development in younger age groups
 - Basic skills of skating, stick handling, passing, shooting, goaltending
 - Improve motor movement skills – balance / agility
 - Skill progression and development in older age groups
 - Advance skills of skating, stickhandling, passing, shooting, goaltending
 - Refine motor movement skills – speed / acceleration
 - Introduce a variety of systems and tactics in game situations and drills



Motor Development

- Age-Adjusted Practices
 - Proper drills provide the best opportunity to improve
 - Adjust practice plans for differences in physiological development
 - Motor Development [Age 6 – 10 Years]
 - Physical development – growth, strength, speed, balance & agility
 - Motor movements – combination movement skills
 - e.g., skating and puck control
 - Levels of Ability
 - Coordination, balance, motor movement, hand-eye-foot combination

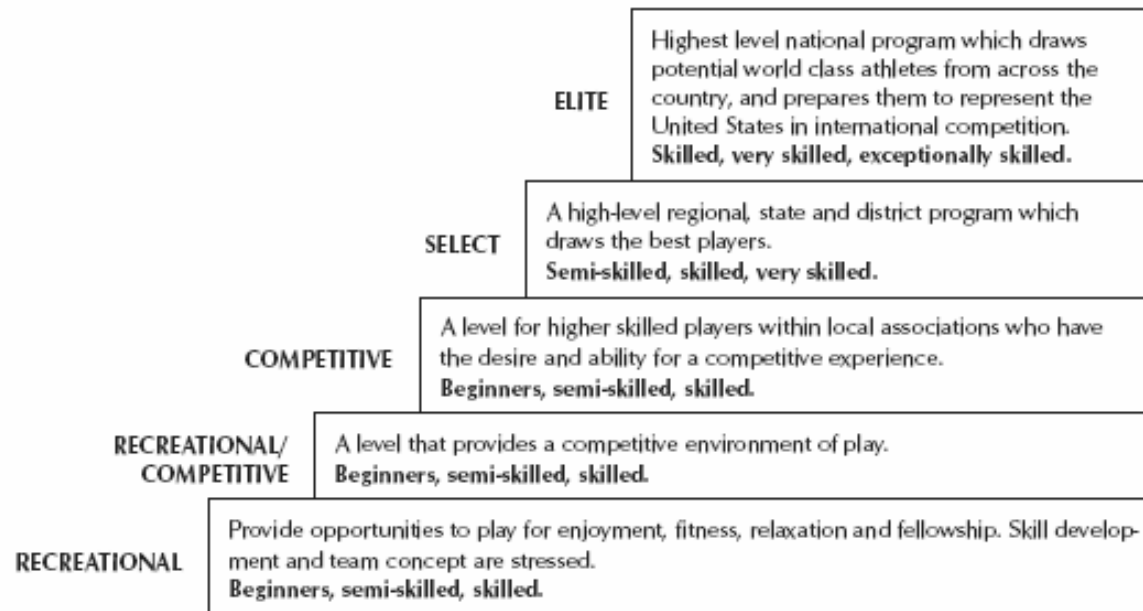


Skill Development

- Components of Age-Adjusted Practices [Age 6 – 10 Years]
 - Motor Movement
 - Improve development through coordination of eye, body, quickness
 - Psychological / Social
 - Younger athletes need variety of activities to keep their interests
 - Objectives in Training
 - Teach age-specific skill progressions to ensure success
 - Aim of practice – small games, fun drills, creative time
 - Eye-Body Coordination
 - Orienting in “space”
 - Physical drills to promote coordination and balance

Skill Development

AGE GROUPING IN SKILL DEVELOPMENT



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

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

Skill Development

- Common Pathways

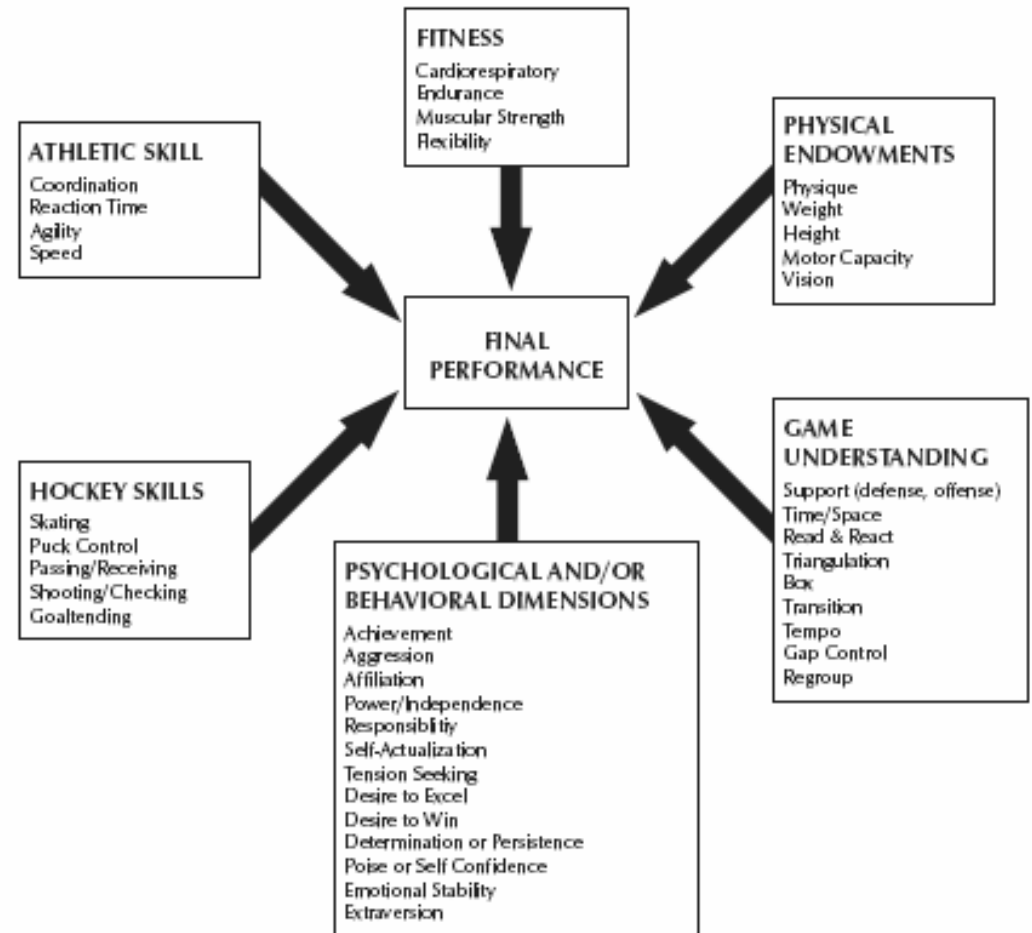
PLAYER'S AGE																		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Phase for learning the skills of hockey. Practice/Game Ratio 2 to 1					Phase for learning and increasing the speed in execution while constantly improving the skills in hockey. Practice/Game Ratio 3 to 1					Phase for "Being all you can be." Enhancing skills in the areas of: Strength Uncomfortable Speed Power Acceleration Agility Constantly Expand Skills Constantly Refine Skills Practice/Game Ratio Recreational - 1 to 1 Developmental - 3 to 1								

Skill Development

- Athletic Performance

- Dependent on:

- Type and level of fitness
- Acquisition of skill
- Natural ability /genetics
- Psychological make-up



Effective Teaching

Section 4 Chapter 14



Effective Teaching Guidelines

- Objectives
 - Develop the coach to be an effective teacher
 - Understand methods for teaching young athletes
 - Identify the qualities of a “good” drill and practice
 - Distinguish safe activities in practices from at-risk performance
 - Recognize the principles of risk management



Effective Teaching Guidelines

- Effective Teaching is the Result of:
 - Clearly communicating what is to be learned or accomplished
 - Evaluating and appraising the players' abilities leading to success
 - Using a coaching / teaching style appropriate for the young athletes
 - Being consistent and systematic in instruction
 - Making proper adjustments to lesson plans based on prior results



Clearly Communicate

- Performance Results for Young Athletes
 - Learning requires instruction, practice and progression under realistic situations, corrective actions and repeat experiences
- Physical
 - Technical skills of skating, puck control, checking, shooting
 - Physical conditioning of the athlete that permits these tasks
- Mental
 - Understanding game concepts, rules and responsibilities
- Social
 - Acquiring personal characteristics

Evaluation of Athletic Abilities

- Assessment of players ability occurs prior to setting learning objectives
 - Evaluate each player's physical, mental and social skills
 - Recognize these characteristics develop at different rates
 - Assess these skills practice-by-practice
 - Apply corrective actions during each teachable moment

Needs Assessment & Corrective Action

- Assessing Physical Skills
 - Know the correct way to perform a skill
 - Know the proper sequence of actions for correct performance
 - Detect correct and incorrect actions and movements
 - Instruct the player how to correct their improper actions

- Techniques
 - Observe the skills performed in their entirety
 - Correct the segments of the skill most important to success
 - » Whole – Part – Whole sequence
 - Repeat the skill performance to achieve correct motor movement
 - » Perform the skills at a speed at which they can be done correctly

Needs Assessment & Corrective Action

- Assessing Mental Needs
 - Anticipate the desired response to expected game conditions
 - Incorporate game situations into practice schemes
 - Correct decisions are result of prior experiences

Needs Assessment & Corrective Action

- Assessing Social Needs
 - Interaction with teammates indicate social needs
 - Skillful player
 - Social needs likely met by recognition they receive from teammates
 - These players tend to be more popular
 - Less than skillful player
 - Skills consistently below other teammates create special problems
 - Players often excluded the comradeship that develops within a team
 - The Coach as promoter of social development
 - Recognize the contributions of the underdeveloped player
 - Publicly praise their successes and value their contributions
 - Place them in situations where they are likely to succeed

Guidelines to Good Teaching

- On Ice Techniques
 - Prepare a lesson plan
 - List learning objectives
 - Demonstrate actions
 - Group players by ability
 - Enthusiasm
 - Appropriate verbal and body language
 - Non-threatening attitude
 - Seek questions from players
 - Promote a sense of control for the athletes
- Use short, descriptive terms
- Allow players to practice
- Provide feedback to individuals and in small groups
- Maximize players' on-task time
- Maximize players' success rate
- Monitor players' progress



Guidelines to Good Teaching

- Young athletes learn best by participating
 - Be realistic about your players' abilities
 - Players will respond to reasonable and challenging expectations
 - Structure the instruction with desired learning objectives
 - Select skills, rules or concepts
 - Identify the actions of acceptable performance
 - Establish an orderly learning environment
 - Players must experience success to improve
 - Maintain consistent discipline
 - Set expectations for behavior and consequences

Guidelines to Good Teaching

- Assuring Good Behavior
 - The best way to motivate players to behave in an acceptable manner is to reward their good behavior
 - Sound discipline
 - Define how players are to behave
 - Define team rules
 - » Identify misbehavior that is not tolerated
 - Enforcement of rules
 - » Identify consequences for individuals who violate the rules

Skill Performance

Observing, Analyzing & Demonstrating

Section 4
Chapter 15



Skill Performance

- Objectives
 - To observe players and analyze their performance
 - Learn how to provide feedback to athletes
 - Develop skill progressions



Skill Performance

- Observing Performance
 - Planning Stage
 - Define the skill and break down the actions into parts to analyze
 - The parts must have observable mechanical movements
 - Observation Stage
 - Use Whole-Part-Whole view
 - Make multiple observations to confirm deficiency exists
 - Analysis Stage
 - Identify strengths and weaknesses of the player's performance
 - Use video to break down a skill



Skill Performance

- Demonstration and Practice
 - Demonstrate the required action or movements
 - Use Whole-Part-Whole method to assure proper sequence
 - Teaching techniques include:
 - Showing the skill in its entirety
 - Breaking the skill down into its teaching and learning components
 - Allowing players to move slowly through each part until mastered
 - Performing the skill at a speed at which it can be executed correctly
 - Once mastered, encourage execution at top speed
 - Creating game-like drills which will allow additional practice of skill
 - Creating game-situations to execute new skill under pressure

Skill Development

Skating
Puck Control
Passing & Receiving
Shooting
Checking
Concepts of Play

Section 4
Chapters 16 - 21



Technical Skill Development

- Skating
 - Know skill progression and key elements to learning
- Puck Control
 - Teach skill in sequence; combine skills with skating
- Passing and Receiving
 - Know skill progression and key elements to learning
- Shooting
 - Type, form, accuracy, quickness, variety, deception
- Checking
 - Body contact and checking; contact in non-check programs
- Basic Concepts of Play
 - Offense, Defense, Support, Progressions, Game-Line Conditions

Basic Goaltending

Section 5 Chapter 22



Teaching Goaltending

- Sound goaltending is achieved when the athlete has skating agility, core and leg strength, command of the use of equipment and understands the four major angles
 - Center line
 - Horizontal angle
 - Vertical angle
 - Short side/net side
- In addition to excellent skating skills, the goaltenders development depends on:
 - Puck Play
 - Proper use of equipment
 - Shot situations
 - Team play



Teaching Goaltending - Puck Play

- Reacting to a shot and responding to the situation
 - Goaltender's position
 - Skating agility
 - Goaltender's plan
 - Knowing the game situation
 - Goaltender's shot reaction
 - Ability to react to a wide variety of shots
 - Down low, screen, tip-ins and deflections, redirects, etc.

Teaching Goaltending - Puck Play

- Reacting to a shot and responding to the situation
 - Goaltender's position
 - Are you in a position to continue play?
 - Where are your teammates? Can they transition to a DZ break-out
 - Where are the opponents? Down low and threatening the crease?
 - Goaltender's plan
 - What are you going to do with the puck once you make the save?
 - Will you stop play by freezing the puck?
 - Will you continue the play by putting the puck into action?

Teaching Goaltending - Puck Play

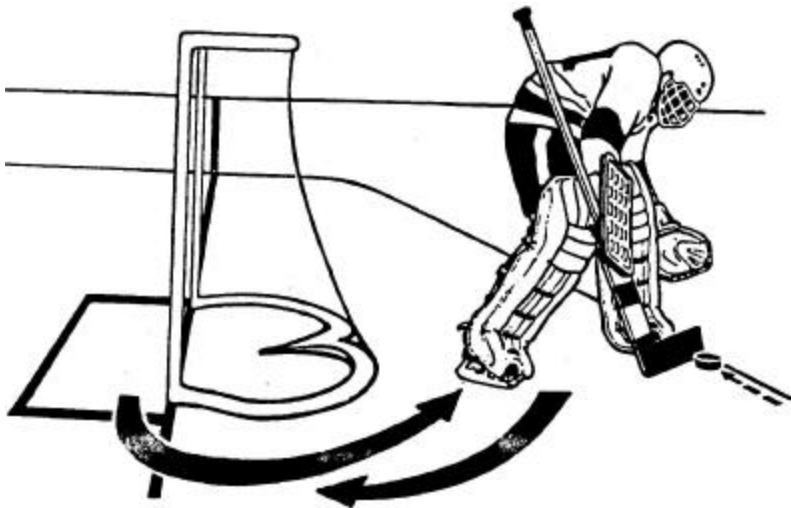
- The Goaltender's Plan
 - The goalie's decision is a team decision.
 - One rule is – If the team is under pressure, the goalie stops play
 - What is pressure?
 - Opposition players are near the net
 - The goalie or a teammate is tired
 - The goalie or teammate has lost his stick
 - The opposition has momentum after several shots & scoring chances

Teaching Goaltending - Puck Play

- The Goaltender's Plan
 - Goalies who want to stop play
 - Catch and hold onto the puck
 - Freeze the puck by covering it up
 - Be aware of delay of game situations
 - Goalies who want to keep the puck in play
 - Deflect the puck with pads or stick to an area away from prime scoring areas
 - Gain control of the puck and pass it to a teammate
 - Deflect or steer the puck to a teammate

Teaching Goaltending - Puck Play

- Puck Control
 - Ability to make and receive a pass
 - Ability to control puck behind the net
 - Using the stick effectively
 - Stick blade is flat on the ice
 - Forehand and backhand agility



Teaching Goaltending - Equipment

- Using the upper body and chest
 - Attention to goalie's position and stance
 - Effective to block medium high shots
 - Goalies must avoid tendency to “jump up” with this shot
 - Follow shot into pads
 - Use natural “pocket” from bending over in basic stance or crouched position
 - » This pocket protects and directs puck enabling control
 - For higher shots, goalie must react by lifting chest higher
 - Do not jump at shots obviously above the net, leave these alone and trail for rebounds

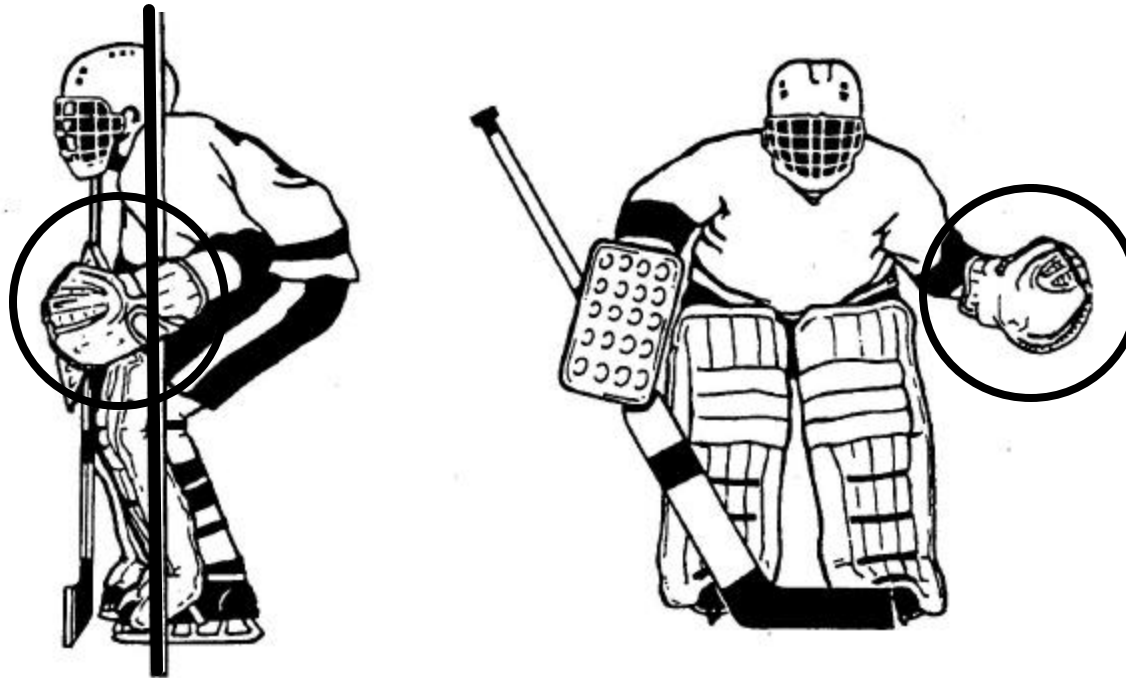
Teaching Goaltending - Equipment

- Proper stance
 - Knees bend slightly with legs open to form inverted V
 - Goalies start high in the crease
 - Allows them to shift backward as puck carrier
 - Technique for medium high shots
 - Goalies stay upright until after a shot is made
 - Drop low to cover/control rebounds
 - Technique for low shots
 - Goalies drop to butterfly and use leg pads
 - Use stick to cover five-hole
 - Leg pads and skates to the side to cover lower corners



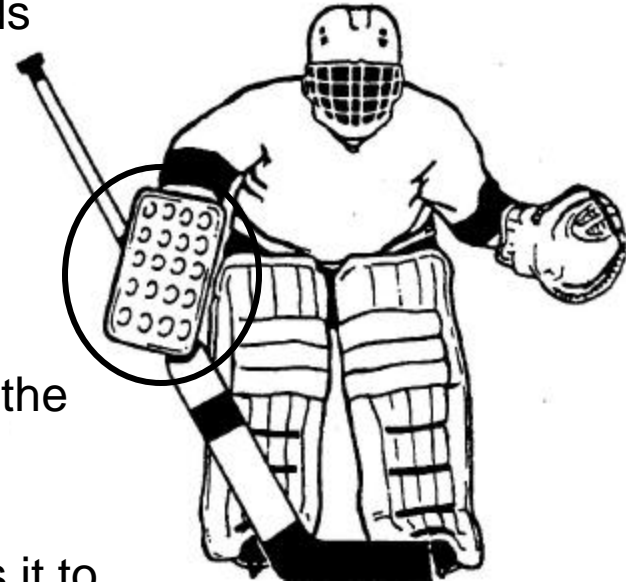
Teaching Goaltending - Equipment

- Catching glove
 - Keep at knee height, but slightly in front of body
 - Watch the puck from the moment it leaves the shooter's stick until it reaches the mitt.....watch the puck go to the mitt
 - Move body toward the path of the puck enabling quick cover ups



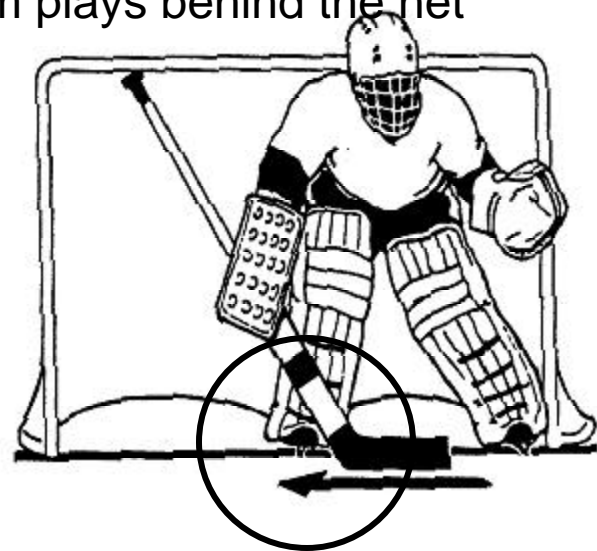
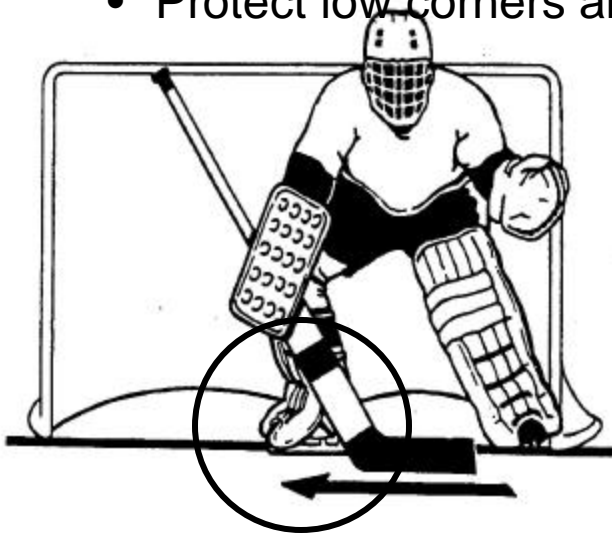
Teaching Goaltending - Equipment

- Blocker
 - Keep at knee height just above the leg pads
 - Slightly in front of body
 - Keep proper stick grip
 - Watch the puck from the moment it leaves the shooter's stick until it reaches to glove
 - Move blocker backward as the puck strikes it to “cushion” the puck and control rebounds and deflections



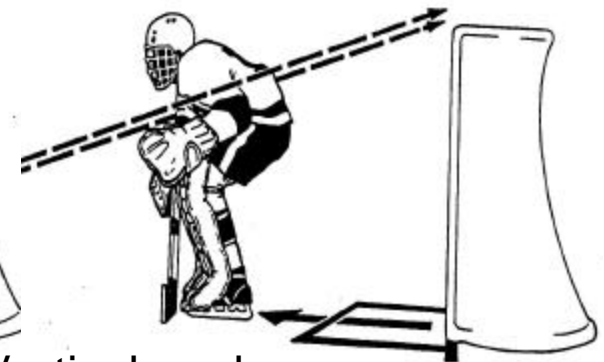
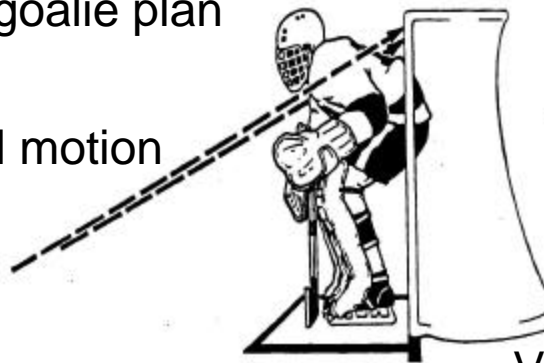
Teaching Goaltending - Equipment

- Skates & skating agility around the net
 - Skill permits movement from post-to-post
 - Use the T-push to move greater distances across goal mouth
 - Use the Shuffle to make lateral adjustments in position and angles
 - Goalie must return to the basic stance
 - Reaction to rebounds
 - Protect low corners and far posts from plays behind the net



Teaching Goaltending - Shot Situations

- Fundamental Considerations
 - Specific shot type and goalie plan
 - Goalie positioning
 - Stance, angles and motion



Vertical angles

Horizontal angles



Qualities of a Good Goaltender

- Must want to play goalie
- Exhibit a good attitude
- Good eyesight
- Good athletic agility
- Courage
- Confidence
- Sense of humor

Closing Comments and Questions



Congratulations

You have now completed your Level 2 Coach's Accreditation

Thank you for taking the time to become a better coach by improving your knowledge of the game and methods to instruct young athletes

