Welcome to

USA Hockey's
Coaching Education Program

Level 3 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 3 Clinic Agenda

• Registration
• Welcome/Introductions
• Intro to USA Hockey CEP
  – Philosophy & Mission
  – Values
  – Educational Guidelines
• Role of the Coach
• Sports Psychology
• Risk Management
• Growth and Development
• Offensive Tactics
• Defensive Tactics
• 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
  
  – Sports Medicine
  
  – Psycho-social sports science
  
  – Bio-physical sports science
  
  – Pedagogy [teaching methods]
  
  – Technical skills
  
  – Tactical development
Coaching Education Levels

Level 1 Skill Development
Grassroots Introduction

Level 2 Associate
Fundamentals of Coaching Youth Hockey

Level 3 Intermediate
Coaching Effectiveness

Level 4 Advance
Insightful Look at the Game for Coaches

Level 5 Master
Complete Examination of the Game
## CEP Levels

<table>
<thead>
<tr>
<th>Level of Play</th>
<th>CEP Level</th>
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<tr>
<td>8-and-Under (Mite)</td>
<td>Level 1</td>
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<tr>
<td>10-and-Under (Squirt)</td>
<td>Level 2 (Prerequisite Level 1)</td>
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<tr>
<td>12-and-Under (Pee Wee)</td>
<td>Level 3 (Prerequisite Levels 1 and 2)</td>
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<td>14-and-Under (Bantam)</td>
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<td>16-and-Under (Midget)</td>
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<td>17-and-Under (Midget)</td>
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<tr>
<td>Midget (Tiers I and II National Tournament Bound)</td>
<td>Level 4 (Prerequisite Levels 1, 2 and 3)</td>
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<th>Level of Play</th>
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<tr>
<td>Junior A &amp; B</td>
<td>Level 4 (Per individual league guidelines)</td>
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<table>
<thead>
<tr>
<th>Level of Play</th>
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<td>Girls/Women 10-and-Under</td>
<td>Level 1</td>
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<tr>
<td>Girls/Women 12-and-Under</td>
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<td>Girls/Women 14-and-Under</td>
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<td>Girls/Women 16-and-Under</td>
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<tr>
<td>Girls/Women 19-and-Under</td>
<td>Level 3 (Prerequisite Levels 1 and 2)</td>
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**NOTE:**
- LEVEL 1 — Infant
- LEVEL 2 — Associate
- LEVEL 3 — Intermediate
- LEVEL 4 — Advanced
- LEVEL 5 — Master

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### Specialized Workshops

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

**Suggested Topics:**
- Power Skating
- Pass 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
Player Selection and Evaluation

Section 1
Chapter 1
Player Selection and Evaluation

• Objectives

  – To develop different evaluations methods
  – To design outline for tryout sessions
  – Assign responsibilities for player evaluations
  – Develop a plan for releasing a player
Develop a Player Selection Plan

• Player Evaluations
  – Consider how many players will attend the tryout
    • Anticipate the competitive level “AAA” “AA” “A” “B”
  – How much ice time is available
    • Length of time; multiple sessions
  – How many players do you intend to keep
    • You have a responsibility to play the players you choose

– Criteria for Evaluation
  • Individual technical skills
  • Team skills
  • Mental qualities
  • Physical qualities
  • Individual characteristics
Develop a Player Selection Plan

– Design and Plan the Tryout Session
  • Specific skill drills and skill testing
  • Competitive drills
  • Scrimmage or exhibition games

– Communicating the Tryout Session
  • Inform players and parents of tryout details

– Ensure Necessary Resources are Available
  • Sufficient number of on-ice coaches and impartial evaluators

– Prepare the Players
  • Describe the player qualities you are looking for
  • Explain drills to be run and their purpose
  • Communicate your objectives and timeline
Conducting the Tryout Session

- Foundation for Playing the Game
  - Fundamental skills
  - Technical
    - Skating, stickhandling, passing / receiving, shooting, checking
  - Tactical
    - Individual and small group tactics: 1 on 1, 2 on 1
  - Team tactics
    - Offensive, defensive, transition, special team
  - Intangible
    - Wins loose puck battles, skates to open ice, creates chances

- Believing that an athlete will develop to their fullest potential solely by playing the game is no longer adequate
  - A player must demonstrate fundamental skills
Conducting the Tryout Session

- Components of Formal Assessment

  - Measurement
    - *Qualitative* requires a subjective scale – such as hockey sense
    - *Quantitative* requires objective data – such as timed skating

  - The value of such information depends on the selection of an appropriate test or measurement

  - Evaluation judgments should be made upon past experience, knowledge of the sport and the coach’s and player’s overall body of work
Ice Hockey Performance Assessment

• Three factors must be considered for each measurement
  
  – Validity
    • The test measures what it is supposed to measure
      – e.g. skating speed versus skating endurance
  
  – Reliability
    • The test yields similar results over several occasions
      – Under similar conditions, players show consistency
  
  – Objectivity
    • The test yields similar results when given by different coaches
      – Under similar conditions, consistent scores are recorded
Releasing Players

• Communication Plan for Releasing Players
  – Avoid public announcement
    • Minimize embarrassment in front of others
  – Speak with players individually
    • Explain their particular weakness and point out some strengths
    • Be honest and straightforward; young athletes will listen
    • Meet in public area but remain inconspicuous
  – Invite questions from the player
    • Create opportunities for constructive feedback to guide improvement
  – Direct the player to another team
    • Young athletes want the opportunity to play
  – Leave on a positive note
Model for Effective Instruction

Section 1
Chapter 2
Effective Instruction

• Objectives

  – Develop a model for proper instruction

  – Understand how to effectively communicate

  – Recognize the different levels of learning
Model for Instruction

• Your Approach Should Be Easy and Effective
  – Get the attention of the players
  – Communicate precisely what needs to be learned
  – Provide for practice and feedback
  – Evaluate results and take appropriate action
Model for Instruction

• Step 1 Gain Attention and Establish Credibility
  – Discuss the need for competent performance of a drill
    • Explain that mastery of the drill is important to team play
    • The key elements of its execution is achievable
  – Explain why skill is important
    • Relate the skill to some aspect of the game or to a successful team
  – Establish in the minds of the players that they need instruction
    • Describe the new skill and allow players to practice
    • Observe performance for strengths and weaknesses
    • Regroup and report your assessment to them
Model for Instruction

• Step 2 Communicate Precisely What Needs to be Learned
  – Create the teaching and the learning conditions
    • Let players know their status on certain skills [strength & weakness]
    • Use key elements as the basis for your assessment
  – Individuals learn most efficiently when focused on one task
    • Communicate the one key element of the skill on which to concentrate
    • Use various techniques to communicate
      – Verbal explanation
      – Player or coach demonstration
Model for Instruction

• Step 3 Provide for Practice and Feedback
  – Organize and conduct practices to maximize opportunities
    • Increase repetitions and the time on task within a drill
  – Specific, immediate and positive feedback
    • Encourage players with praise for what they did correctly
    • Identify areas and actions in which they can improve
      – An encouraging “try again” produces results
  – Repetition and feedback are essential to effective coaching
    • Improve a player’s mental understanding of the skill to perform
    • Imperative that coaching staff know the key elements of a skill
Model for Instruction

• Step 4 Evaluate Results and Take Appropriate Action

  – Evaluate player performance on a continuing basis
    • Are the players achieving the skills in practice and games?
    • Do your coaching methods permit skill acquisition?
    • Can skills be performed with greater efficiency or speed?

  – Effective instruction is the foundation of successful coaching
    • Requires systematic instruction
    • Realistic expectations
    • Proper player grouping and order
    • Maximizing time on task and skill repetition
    • Monitoring and feedback
Evaluation of Coaching Effectiveness

Section 1
Chapter 3
Coaching Effectiveness

• Objectives
  – Identify ways to evaluate your coaching results
  – Learn to evaluate your effectiveness as a coach
  – Learn to use self-evaluation to become a better coach
Coaching Effectiveness

• Evaluating Results
  – Coaching Activity
    • Recognize the need for evaluating coaching effectiveness is a prerequisite to making needed improvements
      – Frequent evaluations with appropriate changes in coaching action result in more rapid improvements in coaching skills
  • Evaluate player outcome
    – The degree to which your coaching activities were effective is revealed in the degree to which your players achieved objectives
  • Using the results
    – Interpret unmet expectations or under-performance
      » Consider that your expectations are unrealistic
      » When results do not meet expectations, the solution is often found in your coaching activities
Coaching Effectiveness

• Evaluating Coaching Activity

  – See the Evaluation Tools and Coaches Checklists found in Section 1, Chapter 3

  – Refer to pages 21 to 29 for example checklists / forms
Sports Psychology

Mental Preparation for Peak Performance

Section 2
Chapter 4
Mental Preparation for Peak Performance

• Objectives

  – Identify a player’s peak level of performance

  – Identify skills and other attributes of peak performance

  – Develop strategies for achieving peak performance
Model for Peak Performance

- Concentration
- Focus
- Preparation

- Personality traits
- Confidence

- Competition stress and anxiety
- Training time demands
- Confidence

Foundational Skills & Attributes
Model for Peak Performance

• Strategies
  – Psychological make-up of the athlete
    • Motivational disposition, confidence
    • Goals orientation – process or results driven
    • Personality traits that facilitate, not inhibit, peak performance
  – Peak performance strategies
    • Performance goal setting
    • Commitment to achieving excellence
    • Imagery and preparation routines
  – Coping with adversity
    • Resolve stress through meaningful involvement in sport
    • Preparation for the unexpected using simulation
    • Social support - learn to focus on solutions not on emotions
    • Mental toughness is not an individual task
Developing Self-Esteem

• Objectives

  – Recognize stages of growth which influence self-esteem

  – Identify the processes and techniques to assist players in their development of high levels of self-esteem
There is Nothing Wrong in Believing

**Self-Image**

How one perceives oneself

**Self-Esteem**

How one feels about oneself

One day, I’ll be in that game!
Developing Self-Esteem

• Primary Processes
  – Social Acceptance
  – Social Reinforcement
  – Social Comparison
Developing Self-Esteem

– Social Acceptance
  • Show a genuine interest in each player individually
    – Greet and speak with each player with each encounter
    – Ask them for input; value their contribution
    – Listen attentively and be willing to assist players with problems

– Social Reinforcement
  • Feedback that a player receives from coaches / other players
    – Positive Reinforcement
      » Praise indicating approval of what an athlete is doing
    – Negative Reinforcement
      » Criticism which indicates disapproval of what the athlete is doing
  – Positive reinforcement versus negative reinforcement
    » Influenced by comments, tone of voice, sincerity, body language, gestures
Develop Self-Esteem

– Social Comparison

  • Self-evaluation by comparing themselves with others
    – Players sense how are doing in physical, social and mental abilities

– Body Image

  • Younger athletes may appear gangly and uncoordinated
  • Issues of appearance between early and late maturers
Motivating Your Players

Section 2
Chapter 6
Motivating Your Players

• Objectives

– Understand motivational techniques

– Defining and understanding the meaning of “success”

– Recognize methods to handle stress
Athlete’s Motivation

• Motivational Techniques
  – Coaches should use techniques that are based on the reasons athletes have for joining the team
    • Get to know your athletes as individuals in order to determine why they participate in ice hockey
  – Help athletes improve their skills and learn new skills
    • Skill improvement is one reason for joining a hockey team
    • Practice sessions should focus on skill improvement
    • Provide regular opportunities for players to achieve success
  – Practices and games should be enjoyable
    • Having a chance to display their skills during a contest in an excellent motivator
    • Allow players to be with their friends and make new friends
Athlete’s Motivation

• Motivational Techniques

  – Help players understand the meaning of “success”
    • Keep winning in perspective
      – Winning is not always success; losing is not always failure
    • Success in hockey also means making personal improvements and striving to do one’s best
      – Encourage maximum effort during practices and games
      – Reward that effort and provide constructive feedback
      – Help players set important, but realistic goals to attain

  – Your approach to coaching is the most important factor that influence player motivation
Athlete’s Motivation

• Motivational Techniques
  – Use the Positive Approach to coaching
    • Reward players for demonstrating desired behavior
    – Reward effort and correct technique, not just results
  – Be constructive and supportive while making corrections
    – Constant criticism, sarcasm and yelling often frustrate players
  – Have realistic expectations
    – Help players set goals that are reasonable, but challenging
    – Equating success or failure with winning or losing results in mixed messages to the athlete
      » Athletes need to compare current and past performances to determine whether they are successful
Athlete’s Motivation

• Motivational Techniques

  – Goal setting for the athlete
    • Success should be possible for every player on the team
      – As a coach, you must provide these opportunities
    • Practice goals should be more challenging
    • Goals during competition should be realistic
    • Goals should be flexible
    • Set individual goals over team goals
      – Team goals are beyond the control of the players
      – Encourage selfless play over selfishness
Athlete’s Motivation

• Motivational Techniques
  – Dealing with competitive stress
    • Getting “psyched-up” is usually not a problem with young athletes
      – Instead the problem may be them getting “psyched-out”
    • Reduce their fear of failure
      – Encourage them to do their best
      – Correct mistakes in a positive manner
        » Start with a compliment in some aspect of their performance
        » Explain the mistake and offer ways to correct it
        » End with an encouraging “Keep working at it. You’ll get it!”
  • Avoid setting unrealistic or unachievable goals
  • Positive approach to coaching
  • Eliminate the “Pep Talk” that overemphasizes the game and outcome
Player Training Log

Section 2
Chapter 7
Training Log

• Objectives
  – Understand the importance of keeping a training log
  – Recognize the contents kept in a player’s training log
  – Provide an example of a player’s training log

• Refer to pages 51 to 54 for example Player Training Log and Season Review Log
Training Log

• Coaching Considerations
  – A log enables a coach to observe the peaks and valleys in a player’s performance
  – A log allows a coach to record the results of competition
  – A log assists the coach to track trends and changes in players’ performances and development needs
Risk Management

Section 3
Chapter 8
Heads Up Hockey

• Objectives

– Introduce the *Heads Up Hockey* Program

– Provide coaches with information regarding severe head, neck and spinal cord injuries
Heads Up Hockey

• Coaching Considerations
  
  – Your instruction and actions can have a big influence on the safety of every player on the ice

  – Understand the benefits of high-quality equipment
    • Realize their limitations
      – No equipment can prevent a serious spinal cord injury without other training and instruction

  – Head injuries are preventable
    • Though a contact sport, injuries should not be part of the game
Spinal Cord Injuries

- The natural “heads up” position gives the neck maximum flexibility to receive a hit

- When the neck is flexed [down], an impact can result in serious spinal injury
Concussions

• Definition

  – 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, this is an injury that arises from a blow to the head
    • Symptoms can range from mild dizziness to “seeing stars” to severe headaches and nausea to unconsciousness
Concussions

• Coaching Implications

  – Concussion head injuries require your immediate attention
    • Even mild concussions may be hard to recognize. Players may show only momentary confusion…
      – See Chapter 9 for information on care of head injuries
    • Concussions, even a mild one, may significantly increase the chance of getting a second concussion and may endanger the player’s awareness and safety on the ice
Playing *Heads Up* Hockey

- Coaching Considerations
  - Incorporate Heads Up Hockey into team practices
  - Heads Up – tell your players what it means
  - Include skill progressions in your practice drills
    - See Chapter 8 in your Level 3 Coaches Manual
  - Checking from behind and reckless play
    - Refer to USA Hockey publications
      - Introduction to Body Contact
      - Advanced Body Contact
Care and Rehabilitation of Common Ice Hockey Injuries

Section 3
Chapter 9
Common Injuries

- Objectives

  - Understand the type and frequency of common ice hockey injuries
  
  - Identify common treatment of such injuries
  
  - Outline rehabilitation tips
Common Injuries

- Back / Neck Injury
- Blisters & Skate Bite
- Bruise
- Dental
- Dislocation
- Fracture
- Head Injury with or without LOC [Loss of Consciousness]
- Lacerations
- Loss of Wind
- Nose Bleed
- Sprain
- Strain

- See pages 67 to 72 for description of injury, symptoms, care and return to action requirements

- Refer to pages 75 to 80 for Medical History Form, Injury Reporting Forms and Player Injury Records
Rehabilitation

• General Considerations
  – Criteria for re-entry into competition will differ for each player.
  – Guidelines include:
    • Absence of pain or discomfort
    • Full range of motion at site of injury
    • Normal size and power [strength throughout range of motion]
    • Normal speed and agility
    • Normal levels of fitness

• The chance of an injury recurring is greatly increased if a player returns to action too soon
  – Main goal of rehabilitation is to re-establish range of motion, strength, power and muscular endurance to the injured area
Growth and Fitness Development

Section 4
Chapter 10
Growth & Development

- Physical
- Mental
- Social
- Emotional
Growth and Development

• Physical Development
  – Characteristics
    • Height
    • Weight
    • Strength
    • Endurance
    • Flexibility
  – Coaching Implications
    • Skeletal development
    • Muscular development
    • Motor skills [CNS]
    • Cardiovascular system development
Growth and Development

• Mental Development

  – Characteristics
    • Memory
    • Perception
    • Thinking
    • Language
    • Understanding

  – Coaching Implications
    • Intelligence
    • Cognitive learning of the game
    • Cognitive learning on one’s own performance
Growth and Development

• Social Development
  - Characteristics
    - Interaction with others
    - Relationships with teammates
    - Relationships with parents/coaches
    - Respectful toward rules
    - Understands roles on the team
  
  - Coaching Implications
    - Focus on performance & ability than on “trying to beat the opponent”
    - By style and bias, coaches become an important role model
    - Handle individuality and conflicting non-hockey activity
    - Competition for social time
    - Acknowledge choices that may be made
Growth and Development

- Emotional Development
  - Characteristics
    - Feelings
    - Attitudes
    - Expression and control
    - Anxiety
    - Displayed behavior

- Coaching Implications
  - Self image can be easily threatened
  - Acknowledge contributions as each having significance
  - Show genuine care for your players
  - Be realistic in your expectations
Growth and Development

• Four Stages of Development for Athletes
  
  – Pre-adolescence [Mite, Squirt, Pee-Wee]
    • Ages 12 and under

  – Early adolescence [Pee-Wee, Bantam]
    • Ages 14 and under

  – Middle adolescence [Bantam, Midget]
    • Ages 16 and under

  – Late adolescence [Midget, Junior]
    • Ages 20 and under
Four Stages of Development

• Coaching Considerations
  – Pre-adolescence
    – Mite, Squirt, Pee-Wee
  • Females tend to outpace males in maturity
  • Significant physical changes in body structure
  • Character development
  • Perceptual learning and motor skills
Four Stages of Development

• Coaching Considerations
  – Early adolescence
    – Pee-Wee, Bantam
    • Rapid growth spurt which occurs earlier for some
    • Players develop ability to reason and think in logical manner
    • Mood changes and emotional outbursts are not uncommon
Four Stages of Development

• Coaching Considerations
  – Middle adolescence
    – Bantam, Midget
  • Athletes become aware of their capabilities and limitations
  • Era when athletes wish to experience new events in life
  • Verbal and non-verbal behaviors of coaches have significant effect on the values and attitudes the players will acquire
Four Stages of Development

• Coaching Considerations
  – Late adolescence
    – Midget, Junior
  • Athletes following specific training program will show increases in strength and endurance
  • The late adolescent identifies with a value system to live by
  • Player’s personality is established with strong sense of independence
Developmental Differences

• Areas of development are interrelated
  – Different rates of development occur in each area for each player
  – There may be differences between and within players in their levels of physical, mental, social, and emotional development

• Make the athletes feel accepted!
Developmental Differences

- Each athlete is unique
  - Each athlete grows and matures at a different rate than his or her teammates
  - Develop / follow guidelines to meet the players’ needs during the four developmental periods
Dry Land Training

Section 4
Chapter 11
Chapter 12 for Goaltenders
Dry Land Training

- Provide and understand dry land training benefits
- Provide a variety of dry land training activities
- Outline the value that dry land training has on developing hockey skills
Cycles of Training

• Basic Cycles of Training
  – Off Season
  – Pre-Season
  – Active Season

• Coaching Implications by Age Level
  – 12 and under
  – 13 to 15 years of age

• Encourage participation in sports other than hockey
  – To be a good hockey player, one must be a good athlete
Activities

• Stretching
• Indoor and Outdoor Games
• Agility and Obstacle Courses
• Imitation of on-ice hockey skills

  – Drills progress from intermediate [U12] to advanced [U15] activities
Strength & Conditioning

Section 4
Chapter 13
Strength and Conditioning Program

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

• Development of Total Athleticism
  – Agility
  – Balance
  – Coordination
  – Core stability
  – Endurance
  – Flexibility
  – Power
  – Reaction / Reflexes
  – Speed
  – Strength

• Refer to pages 142 to 166 for exercises specific to hockey

• Periodization for Ice Hockey
  – Strength
  – Power
  – Speed
  – Plyometrics
  – Metabolic training [aerobic and anaerobic]
  – Flexibility

• Refer to chart on page 138 for example Periodization Table

• Refer to pages 157 to 162 for sample schedules
Developing Fitness

• Three Important Fitness Components
  – Endurance
  – Strength
  – Power

• Higher levels of fitness reduce the chance of injury
• Fitness promotes quicker recovery
• Athleticism is enhanced

• The ABC’s
  – Agility
  – Balance
  – Coordination
Endurance

• Aerobic endurance
  – Cardiovascular efficiency
  – Muscular conditioning
  – Permits rapid recovery between intense periods of activity

• Aerobic activities include:
  – Distance running
  – Distance skating
  – Bicycling
  – Slide-stride boards
  – Swimming

• Anaerobic endurance
  – High intensity
  – Short duration

  • A player’s ability to repeat skills without exhaustion

  • Anaerobic activities include:
    – Skating intervals
Strength

• Strength is the ability to produce force
  – Specific muscles used in hockey
  – Upper body and core strength
    • Two ways to increase strength
      – Increase the size of existing muscles
      – Use the existing muscles more effectively
Strength Activities

• Younger than 9 years old
  – Off Ice
    • Focus on ABC’s
    – Agility
    – Balance
    – Coordination
    • Do quick feet drills
    • Flexibility drills
  – On ice
    • Skating and puck control drills
    – Motor skills
    – Hand & eye coordination
    • Fun and games

• 9 to 12 year old players
  – Off Ice
    • Use only body weight
    • Push-ups
    • Sit ups
    • Squat thrusts/jumps
    • Heavy weight training may impair growth
  – On ice
    • Skating resistance drills
    • Face-off resistance drills
    • Stick struggles
    • Small games
Strength Activities

13 to 16 year old players

- Off Ice
  - Low weight resistance
  - Higher repetitions
  - Training circuit
  - Circuits alternate between upper and lower body activities
  - 10-12 reps at one set, at each station

- On ice
  - Interval resistance drills
  - Quick feet agility drills
  - Quick feet speed drills
  - Small games

General Guidelines

- Strength Training
  - Progress from light loads
  - Use a spotter for safety
  - Alternate between upper and lower body exercises
  - Strength train only three days per week
Power Training

• **Plyometrics [speed and agility]**
  – Series of footwork drills to improve your balance, agility, endurance and vertical jump. You'll gain exceptional body awareness and the ability to move quickly and explosively in any direction

• **Strength Training**
  – Involves the use of weight lifting with specialized equipment to improve your power base in key areas often neglected by traditional weight training, such as the core strength, lower abdominals and hip girdle
  – Very young athletes may use strength-building techniques that don't involve weights.

• **Resistance Training**
  – Attached to your arms and/or legs, training cords increase resistance when you're running, skating, kicking, hitting or throwing and are used differently for each sport.
  – Training cords enable athletes to strengthen while performing the skill at velocities used in actual athletic competition
Power Training

- Plyometrics
- SAQ [Speed-Agility-Quickness]
- Strength Training
- Resistance Training
Strength Exercises Typical To Hockey

1. Push-up position + a circle
2. Skating jumps
3. Abdomen exercise with a medicine ball
4. Touching side lines while legs in skating angle
5. Mid-body exercise
6. Jumping with weights
7. Stick-handling exercise
8. Fakes: move forward and back, drop to one knee, do somersault
9. Wrist exercise (2 x 5 kg)
10. Jump up from deep squat position (30 – 40 kg)
11. Mid-body exercise with a medicine ball
12. A figure 8 with a 20 kg weight. Note: Assume the skating position and keep the back straight
13. Push-ups by raising straight legs alternately
14. Abdomen exercise with a medicine ball
15. Shifting the body weight
16. Raise the legs alternately
17. Skating jumps in one place
18. Lean forward, move with medicine ball
19. Jumps over a hurdle
20. Boxing
21. Jumps over a bench with support by hands
22. Back exercise with a medicine ball
23. Skipping rope
24. Abdomen exercise
25. Lean forward, and jump; pushing off with both or alternate legs
26. Arm extension behind the back (20 kg weight)
27. Forward steps or side steps (approx. 40 kg)
Offensive Tactics
Developing Individual Play

Section 5
Chapter 14
Positional Play

- Objectives

  - Identify potential responsibilities of offensive players
  - Describe offensive sides of positional play
  - Understand the importance of positional skill development
Positional Play

• Characteristics of a Forward
  – Solid in fundamental skills
  – Ability to “read and react” to situations
  – Understands the game in all zones
  – Patient and confident
  – Creative
  – Strong on his/ her skates
  – Aggressive around the net
Positional Play Guidelines

• Points of Emphasis for Forwards
  – Offensive and Defense
  – One-on-One
  – Two-on-One
  – Two-on-two
  – Three-on-one
  – Three-on-two

• Areas of Responsibility
  • Offense is that phase of the game when you have puck possession
  • Strong side is the section of the rink where you have possession and potentially outnumber your opponents
Positional Play Guidelines

- Offensive Responsibilities
  - Center
    - Breakout zone
    - Neutral zone
    - Attack zone

- Offensive Responsibilities
  - Wing
    - Breakout zone
    - Neutral zone
    - Attack zone
Developing Individual Offensive Skills

• Individual Offensive Tactics

  – Individual tactic is an action by one player using one skill or a combination of technical skills to create or gain an advantage over the opponent

  • Individual offensive tactics are the first step in the teaching progression toward team tactics and principles

  • Teaching individual tactics allows a player to express more creativity, which could result in a more exciting style of hockey
# Developing Individual Offensive Skills

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Developing Individual Offensive Skills

• Playing in the Scoring Area
  – Screen
    • Blocking the view of the goaltender
    • Position in line with shooter
    • Strength & determination
      – Holding ground
    • Good stick control
    • Expect physical play
Developing Individual Offensive Skills

- Playing in the Scoring Area
  - Tip-ins and Redirect
    - Tip while moving through slot
    - Tip from screening position
      - Face and stay square to shooter
      - Tip low shots up high
      - Tip high shots down
Developing Individual Offensive Skills

• Playing in the Scoring Area

  – Rebounds
    • Anticipation, strong on skates
    • Follow trajectory of shot
    • Concentrate with stick on ice

  – Shooting in stride
    • Shoot while feet are moving
    • Quick release with or without screen
    • Follow puck to the net
Developing Individual Offensive Skills

• Play Behind The Net
  – Walk-outs
    • Walk-out on forehand
    • Strong pivot by shooter
    • Jam near-side or shoot far-side
      – Enhanced by screening teammate
    • Expect loose puck rebounds
    • Expect physical play around net
Developing Individual Offensive Skills

- Play Behind The Net
  - Evasive Moves
    - Requires quick feet agility
    - Puck protection
    - Draws defensive player away from the front of net
    - Creates loose puck rebounds
    - Expect physical play around net
Developing Individual Offensive Skills

- Play at the Blue Line
  - Pinching
    - Defenseman moves down along boards to control a loose puck or check opponent not yet in control of loose puck
    - Pinching player must be determined to get the puck or the contain the player
    - Always check for defensive support from high man
    - Early decisions and aggressive play yield better chances

- Play from the Blue Line
  - Attacking the Net
    - Involve all 5 players in the attack
    - Players away from puck must anticipate a shot
    - Eager, aggressive net drive results in more scoring chances
  - Shooting from Blue Line
    - Keep outside shots low on ice [think deflections and rebounds]
    - Shots must be directed to net
    - Avoid pucks in pads
Developing Individual Offensive Skills

- Neutral Zone
  - Screening
    - Blocking an opponent to allow puck carrier more space to move

- Stretching
  - Strong side skating toward the opponent’s defense
  - Moving to Open Ice
  - Be aware of all open space and be prepared to move for chances
  - Using the Middle Lane
    - Strength in the middle lane gives the puck carrier more options
    - Options exist for passing or skating wide around defense
    - Net drive to the net forces defensive pair to converge
Developing Individual Offensive Skills

• Neutral Zone
  – Half-Zone Rule
    • One defensive player should be prepared to join the attack from
      offensive side to outnumber opponents

  – Defense Regroup
    • Solid puck handling and passing creates additional time and
      space to regroup and attack
    • Players without the puck must use speed to break to “open
      space” and become a threat
Developing Individual Offensive Skills

- **Attack Zone**
  - Escapes
    - Protect the puck and use tight turns to escape an attacker rather than dump the puck

- **Offense Behind the Net**
  - Stopping behind the net creates time for players to find open ice
  - Skate out on forehand for strong pass
  - Fake a move against forechecker to create passing lane
Developing Individual Offensive Skills

- Defensive Zone
  - Puck Wrap Around the Boards
    - Stopping and protecting the puck with skates
    - Chip puck past pinching defender
    - Make direct or indirect pass and move up ice
  - Stretching, Screening and Moving to Open Ice
    - Similar tactics as in neutral zone but only when your team is in complete control and possession of the puck
Offensive Tactics
Developing Team Play

Section 5
Chapters 15 - 19
Developing Offensive Team Play

• Objectives

  – Identify skills required for successful team play

  – Understand the sequence for introducing team play

  – Recognize effective team play formations for youth hockey
Developing Offensive Team Play

• Coaching Considerations
  – Teaching progressions
  – Small group tactics

• Series of small group actions by two or more players
• Combination of technical skills and individual tactics to create or gain an advantage over an opponent
Developing Offensive Team Play

• Team [Small Group] Offensive Tactics

– Team Offensive Tactics are based on governing principles of:
  • Pressure
  • Puck Control
  • Support
  • Transition
Developing Offensive Team Play

- Team [Small Group] Offensive Tactics
  - Pressure
    - Quick play or movement that forces a defender to react, which creates time and space for the attack
  - Pressure is accomplished by
    - Speed …a quickness to attack that will limit the reaction time of the defender or force a defensive error
    - Concentration …outnumbering your opponents in small areas which creates an offensive numerical advantage [e.g. 2 on 1, 3 on 2]
Developing Offensive Team Play

• Team [Small Group] Offensive Tactics

  – Puck Control
    • The offensive success is more likely if you can maintain puck possession and create scoring opportunities

  • Puck Control is accomplished by
    – Puck Protection …any action that keeps the puck away from the defender through use of the body
    – Individual Skills …skating with balance and agility, speed and acceleration, puck handling and passing/receiving
Developing Offensive Team Play

- Team [Small Group] Offensive Tactics
  - Support
    - Players away from the puck must be involved as a passing option
    - Players must “read” the checking intentions of the opponent and anticipate movement of the puck carrier
  - Support is accomplished by
    - Triangulation …using concepts of width and depth
    - Mid Lane …strength in the middle lane creates more options for initiating an attack and generating scoring chances
    - Numerical Advantage …outnumbering defenders
    - Movement …players away from the puck must be active
Developing Offensive Team Play

• Team [Small Group] Offensive Tactics
  
  – Transition
    • Ability to revert to offense after a turnover and vice versa

  • Transition is accomplished by
    – Counter attacking … using a fast break [pressure] or with
      puck control after a puck turnover
Developing Offensive Team Play

- Give ‘n Go to break-out of DZ
  - Puck carrier attempts to force the defender to commit by threatening a break-out play
  - Teammate moves to a position to support puck carrier and open up a passing lane by using triangulation
Developing Offensive Team Play

- **Offensive Team Tactics**
  - Give ‘n Go to isolate D in a 2-1
    - Puck carrier attempts to force the defender to commit by threatening to attack the net
    - Teammate moves into a position to support the pass
    - The original puck carrier accelerates to the net for a return pass
Developing Offensive Team Play

- Offensive Team Tactics
  - Give and Follow
    - Puck carrier attempts to force the defender to adjust position by attacking straight on
    - Teammate creates an open passing lane and receives pass
    - Puck carrier moves in the direction of the pass receiver to a position to receive a return pass [e.g., back pass or drop pass]
Developing Offensive Team Play

• Offensive Team Tactics

  – Crossing Patterns
    • Involves an exchange of position by two players who try to isolate a defender or force a defensive error
    • Skaters attempt to force defender to adjust position by moving laterally
    • Puck carrier protects the puck to delay the defensive decision
    • Teammate creates threat by driving net
    • Puck carrier establishes an outside position and forces defender to commit
    • Teammates use width and depth to isolate the defensive player
Developing Offensive Team Play

- Offensive Team Tactics
  - Passing to Open Space
    - Pass to an open space is difficult for the defender to block
    - Offensive players must read the position of defenders
    - Player away from puck moves with speed into open space behind the defender
    - Puck carrier moves puck to open space
    - A soft pass and indirect passes are effective
    - Passing lanes into open space are difficult to block
Developing Offensive Team Play

- Offensive Team Tactics
  - Open Ice Tactics
    - Passing tactics can be used to maintain puck possession, and apply the offensive principles, including:
      - A quick attack by using a headman pass to a teammate either higher in the same zone or in an advanced zone
      - This forces the defender to adjust their position by changing the point of attack and creates time and space offensively
Developing Offensive Team Play

• Offensive Team Tactics

  – Open Ice Tactics
    • Passing tactics can be used to maintain puck possession, and apply the offensive principles, including:
      – Wide pass can be used where the defenders are overloaded
      – Moving the puck across the width of the ice creates a new point of attack
      – Maneuver can be used in the Offensive Zone or Neutral Zone
Developing Team Offensive Play

- Offensive Team Tactics
  - Attacking Tactics
    - 1-2-3 Principle of Attack combines the offensive principles of puck control, pressure, triangulation and balance
      - Driving the net and force one defender to commit
      - Pressure the net to create a passing option or to draw defender deeper
      - Trailer is behind the puck carrier to establish depth to the attack
Developing Team Offensive Play

• Offensive Team Tactics
  – Quiet Zones
  • Move puck to areas which are non-threatening
  • Dump or reverse play into an area behind the net or into the corners
  • Second attacker reads defense and moves into these areas
  • Support moves into shooting lane for scoring chance
  • The third attacker becomes a scoring threat with width and depth
Offensive Plays

• 1 on 1

• 2 on 1

• 2 on 2

• 3 on 2

• Other situations
  – Power Play
  – Pulling the goaltender

• Refer to the Level 3 Coaches Manual, Section 5 for examples
  – Defensive Zone
    • Break out
  – Neutral Zone
    • Set up attack
  – Offensive Zone
    • Penetrate scoring area
  – Offensive Concepts
    • Cycling [Chap. 16]
    • Face-Offs [Chap. 17]
    • Puck Control [Chap. 18]
    • Shooting [Chap. 19]
Defensive Tactics
Developing Individual Play

Section 6
Chapter 20
Positional Play

- Objectives
  - Learn the responsibilities of the defensive players
  - Describe the defensive side of positional play
  - Outline the importance of individual defensive skills
Positional Play Guidelines

- Characteristics of Defense
  - Strong skater
  - Excellent lateral movement
  - Upper body strength
  - Patient and confident
  - Keen “hockey sense”
  - Handles puck well
  - Passes accurately
  - Good shooting technique
Positional Play Guidelines

• Points of Emphasis for Defense
  – Offensive and Defense
  – One-on-two
  – Two-on-One
  – Two-on-two
  – Three-on-one
  – Three-on-Two

• Areas of Responsibility
  – Offense is that phase of the game when you have puck possession
  – Strong side is the section of the rink where you have possession and potentially outnumber your opponents
Positional Play Guidelines

- Defensive Responsibilities
  - From Center Lane
    - Through zones into coverage

- Offensive Responsibilities
  - Breakout
    - From coverage through zones
Developing Individual Defensive Skills

• Individual Defensive Tactics

  – The objective of defensive play is to prevent good scoring opportunities by the opponent and to regain puck possession

  • Defensive play, which is dependent on proper execution of technical skills and individual tactics, are designed to take away time and space from the attackers

  • The game can be learned by practicing game-like situations and by adding responsibilities and some flexibility, it is possible to develop sound decision-making skills and select high-percentage solutions to the game
Skill Progressions

- **Individual Technical Skills**
  - Skating
    - Balance and agility
    - Speed and acceleration
  - Positioning
    - Body and stick control
    - Head & eye position
- **Defensive Individual Tactics**
  - Defending # on 1
    - Angling
    - Gap Control
    - Contact
  - Defending Areas
    - Play at net
    - Play out of corner
    - Along the boards
## Developing Individual Defensive Skills

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Developing Individual Defensive Skills

- Defending Along the Boards
  - Containment
    - Pressure checking
    - Limit time and space
    - Approach from angle
    - Physically impede progress
  - Pinning
    - Strong body contact
    - Strong inside skate edge
      - Use legs and hip to pin
    - Tie up stick
    - Take away stick & hands

Stick on stick
Developing Individual Defensive Skills

- Neutral Zone
  - Backchecking
    - Positioning
    - Head on a swivel
    - Follow intentions with eyes
    - Use stick to hold lane
    - Back pressure opponent

- Tight Gap
  - Play close to attacker
  - Adjust for speed and skill
  - Limit time and space
  - Stall the attack
Developing Individual Defensive Skills

- Defensive Zone
  - Play In Front of the Net
    - Protect passing lanes
    - Head on swivel
    - Strong stance
    - Avoid loose puck scrambles
    - Get “big” on blocked shots
      - When & where to block

  - Behind the Net
    - Be patient
    - Protect goal line
    - Force out on backhand
Gap Control

Section 6
Chapter 21
Gap Control

• Objectives

  – Understand the concept of gap control

  – Identify the effects of gap control offensively and defensively
Gap Control

• Definition

– Gap control is the relationship of space between an offensive opponent and a defensive opponent

  • *Tight gap* is where players are within a stick length of each other

  • *Loose gap* is where players are beyond a stick length of each other
Gap Control

• Key Defensive Principles
  – Read and react
    • Players know what to do
  – Defensive side positioning
    • Position, protection, strength
  – Angling
    • Influencing opponents’ attack
  – Gap Control
    • Limit time and space
  – Communication
    • Good teams talk
Understanding Defensive Gap Control

• Team [Small Group] Defensive Tactics
  
  – These Defensive Tactics are based on governing principles of:
    • Pressure
    • Stall/Contain
    • Support
    • Transition

  – The objective of defensive play is to prevent good scoring opportunities and regain possession of the puck
Understanding Defensive Gap Control

- Team [Small Group] Defensive Tactics
  - Pressure
    - Defensive speed creates pressure but on the offensive players
    - This limits the time and space available for their attack
  
  - Pressure is accomplished by
    - Speed … a quickness to defend that limits offensive options
    - Pursuit … immediately with correct angle to limit options
    - Concentration … restrict space available in the area of the puck
    - Commit … degree of puck control; determines whether the defender commits to the attacker or stalls/contains
Understanding Defensive Gap Control

• Team [Small Group] Defensive Tactics
  
  – Stall/Contain
    • Stop or slow down the attack to provide time to set up defensive coverage; apply pressure or steer attack to the outside lanes

  • Stall/Contain is accomplished by
    – Hold Ice …defense can control attack with good positioning
      » Defensive side …stay between the puck carrier and net
      » Force outside …steer the attack to the outside lanes away from the middle and scoring areas
Understanding Defensive Gap Control

• Team [Small Group] Defensive Tactics
  
  – Support
    • Teammates must be active away from the puck
    • Positioned in passing lanes to reduce pass options

  • Support is accomplished by
    – Player on player coverage
    – Zone Coverage …where a player is assigned to cover a zone
    – Active Away From Puck …players are aware of opponents without the puck and act to limit their playmaking options
    – Take-away Option …any tactic that restricts play options
    – Balance Defense …balance requires width and depth to defend against triangulation and the ability to adjust positions
Understanding Defensive Gap Control

• Team [Small Group] Defensive Tactics
  
  – Transition
    • Ability to revert to defense after a turnover and vice versa

  • Transition is accomplished by
    – Counter Defense …the team quickly uses defensive tactics whenever they lose possession of the puck
Body Contact and Checking

Section 6
Chapter 22
Body Contact and Checking

- Objectives

  - Describe the principles of body checking
  - Design a safe practice environment
  - Identify the types of body checks
  - Differentiate between safe body contact and at-risk checking
Body Contact and Checking

- As in all other aspects of the game of hockey, the effective players will possess the basic skills and understanding of when and how to use checking

  - The *technical* aspects of a skill refers to the ability to perform specific skills such as executing a poke check, body block or check

  - The *tactical* aspects of a skill refers to the ability to “read” a situation and determine which skill to use and/or which reaction would be most appropriate
Body Contact and Checking

• Defensive Situations

  – The closest player to the opponent should aggressively *pursue* the puck carrier

  – A player near the puck carrier should *support* the attacking teammate
    • Support means to be in a position to move to help the attacker if he is successful or to provide defensive coverage if he is not successful

  • A player away from the puck positions himself so that he can defend an opponent not directly involved in the play
Skills for Body Contact and Checking

- Body Play Skills
  - Skating
  - Angling
  - Stick Checks
  - Contact Confidence
  - Body Blocks
  - Body Checks

- Teach a progression of body play skills
  - Allows players to enjoy the game
  - Creates a safer competitive activity
Body Contact and Checking

• Common Skill Components for Body Play

  – Skating Ability
    • Speed & Quickness – in any directions; changes in direction
    • Balance & Agility – remain in *ready position* to execute various types of play.
    • Strength – strong legs, aggressive edges to dig in
    • Strength versus size

  – Anticipation
    • Read – what the opponent is going to do
    • React – decision to use an appropriate body play technique
    • Preparation – know your opponents tendencies ahead of time
    • Observing – scouting your opponent from the bench during game
Body Contact and Checking

• Common Skill Components of Body Play
  
  – Positional Play
    • Knowledge of angles – forcing the opponent to go in a certain way
  
  – Split Vision
    • Head on a swivel
    • Up ice; down ice
    • Side-to-side
    • Avoid tunnel vision
Body Contact and Checking

- Common Skill Components of Body Play
  - Body Position
    - Being in Ready Position
    - Resist opponents counter to body play
    - Understand the position of body when delivering a body check

- Puck Protection
  - The ability to protect the puck from someone trying to take it away from the puck carrier…Puck protection is the “offensive side of angling”
  - The object of puck protection is to maintain control of the puck
Stick Checks

• Poke Check
  – To knock the puck away from the opponent using the stick

• Teaching Points
  – Be able to poke check while skating backwards
  – Curve of stick should be up with the palm of the hand facing down
  – Keep knees bent, keep elbow tucked in close to side
  – Drive puck back towards neutral zone
  – Checker is watching the player, not the puck

• Common Errors
  • Stopping when attempting a poke check
  • Not stopping to retrieving the puck after a poke check
  • Lunging when attempting the poke check
Stick Checks

• Stick Press
  – To prevent the opponent from gaining control of the puck
  – To prevent the puck carrier from making a pass or taking a shot

• Teaching Points
  – Press the stick downward over your opponents stick
  – Use the back muscles and shoulders to gain leverage

• Common Errors
  • Reaching with the arms
  • Failure to move into the opponent with the body
Stick Checks

- **Stick Lift**
  - To regain possession of the puck from the puck carrier

  - **Teaching Points**
    - Lift the puck carrier’s stick in the shaft by the heel of the blade
    - Keep a low center of gravity and use the legs to lift the stick

  - **Common Errors**
    - Timing is off and the opponent protects the puck by turning
    - Player fails to move into the opponent after the initial stick lift

- **Sweep [Hook] Check**
  - To sweep the puck away when approaching from behind
    - Often results in tripping penalty when not properly executed
Contact Confidence

• Body Protection When Checked *Into* The Boards
  – Protect the body when thrown facing into the boards

• Teaching Points
  – If possible, get skates parallel to the boards before contact is made
  – Distribute the force of the hit over as wide an area as possible
  – Put stick and gloves up on glass and spread out the force of impact

• Common Errors
  – Not getting stick and gloves up and not spreading out
  – Not moving skates parallel to the boards
  – Not keeping a lower center of gravity
Contact Confidence

• Body Protection When Checked Along Boards
  – Protect the body while skating parallel to boards

  • Teaching Points
    – Press forearm and upper thigh [hip area] against boards
    – Avoid hitting the boards with shoulder
    – Keep skates well apart and knees well bent

  – Common Errors
    – Standing upright; with skates together
    – Not having body against boards when contact is made
Contact Confidence

• Body Protection When Checked *Away From* Boards
  – Protect the body when checked into open ice

• Teaching Points
  – Keep skates apart
  – Keep knees bent with a low center of gravity
  – Gain momentum by moving toward checker

• Common Errors
  – Standing upright; with skates together
  – Trying to avoid the check by leaving your skates [jumping out of way]
Body Play

• Body Block
  – To impede the progress of the puck carrier in open ice

• Teaching Points
  – Slow down the puck carrier and steer to the outside
  – Remain focused on the body although the poke check is often used to steer or slow the opponent
  – Use a body check technique once puck carrier is next to boards

• Common Errors
  • Overly aggressive; trying to body check in open ice
  • Raising the hands and elbows to strike the puck carrier
  • Failing to keep feet moving with a low center of gravity
Body Play

• Body Checking
  – To physically knock the puck carrier off the puck

• Teaching Points
  – Checker must be within a stick length or closer
  – Checker must focus on the chest of the puck carrier
  – Checking is done only with the hips & shoulders
  – Checking must be above the opponent’s knees and below his neck

• Common Errors
  • Overly aggressive; trying to body check in open ice
  • Looking at the puck and not the puck carrier
  • Lunging at the puck carrier
  • Failing to keep feet moving through contact with the opponent
Body Checking

• Take-out [Rub-out] Body Check
  – Pinching the opponents into the boards using angling

• Teaching Points
  – Accelerate on an angle in front of puck carrier
  – Use your hips to squeeze out puck carrier’s gloves
  – Stick goes under puck carrier’s stick
  – Cause a separation of the puck from the opponent’s body

• Common Errors
  – Overly aggressive
  – Checker starts to glide when skating even with the opponent
  – Not pinching opponents stick off the puck hard enough
Body Checking

• Pinning Against the Boards
  – To separate and contain the opponent off the puck, especially with play on the boards using knee pin and body press

• Teaching Points
  – Approach from back side of opponent without thrusting
  – Press opponent’s body on the boards with a wide stance
  – Use strong inside edge to brace yourself against opponent
  – Bend knee between opponent’s legs and press toward board

• Common Errors
  – Overly aggressive
  – Skates too close together, knees not bent
Body Checking

• Stick Lasso Technique
  – Using the stick as leverage against the opponent keeping him wedged between you and the boards

• Teaching Points
  – Press against the boards with wide stand and knees bent
  – Checker’s stick surrounds puck carrier’s front side
  – Support opponent’s body up when pressing against the boards
  – Keep free hand on opposite side of opponent’s body

• Common Errors
  – Stick is too far from boards; stance is too narrow
  – Holding opponents too long after pinning
Body Checking

• Shoulder Checks
  – Physically knock the opponent off the puck by using the shoulder

• Teaching Points
  – Be close enough to allow contact within one stride
  – Focus on chest of opponent
  – Keep shoulder lower than opponent’s shoulder for leverage
  – Step forward to drive the shoulder into chest of opponent
  – Use strong inside skate edge for driving opponent
  – Move legs after initial contact is made
  – Place stick between opponent’s leg when delivering the check

• Common Errors
  – Lunging at puck carrier and looking at the puck
  – Extending arms too far; not moving the feet
Situational Checking

• Fore Checking
  – Force the opponents to loose puck possession in defensive zone

• Teaching Points
  – Use angling to force opponents into a small area of the ice
  – Fore check in pairs, communicate “read & react” situations

• Common Errors
  • Skating directly at puck without angling
  • Overplaying opponent which allows skater to cut back
  • Chasing puck carrier behind the net
  • Attempts body check in open ice
  • Beat by opponent’s dekes & fakes
  • Fore checkers attack without support from each other
Situational Checking

• Back Checking
  – Defensively cover an opponent without the puck

• Teaching Points
  – Checker should be positioned between his opponent and puck
  – When in doubt look towards center ice for nearest opponent

• Common Errors
  • Hesitation to identify the open opponent
  • Watches the puck rather than the opponent
  • Leaves the opponent to go after the puck
  • Does not remain with the opponent all the way to the net
  • Releases the opponent too soon to go into breakout position
Situational Checking

• Play In Front Of The Net
  – Check any player in the low slot area, deny rebound chances
  – React to a play originating out of the corner
  – Prevent an opponent from screening your goaltender

• Teaching points
  – Know location of the puck at all times
  – Stay positioned between the net and the opponent
  – Tie up and control the opponent’s stick
  – Be prepared to cut off passing lanes

• Common Errors
  – Watching the puck and losing focus on checking responsibilities
  – Playing the puck and not the opponent
Situational Checking

• Checking At The Point
  – To hurry, deflect or block a shot coming from the point

  • Teaching points
    – Positioning in relation to where the puck is key
    – Be under control when attacking the player with the puck
    – Be prepared to cut off passing and shooting lanes

  • Common Errors
    – Charging to the point with little control
    – Playing too low in the zone allowing room to maneuver
    – Getting “faked out” and allowing the point player to “walk in”
    – Missing the check at the point entirely and leaving the zone
Situational Checking

• Defensive Corners
  – Control the corner by quickly attacking the puck carrier
  – Regain possession of the puck to break out

• Teaching points
  – Stay between your opponent and your net
  – Read control and possession of puck
    » Aggressive or Pressure

• Common Errors
  – Overly aggressive; not under control before checking
  – Does not use angling to steer to one side
  – Does not pin or contain the puck carrier after play
  – Not checking on stick side or not taking away the hands
Situational Checking

• Double Teaming the Puck Carrier
  – To attack the puck carrier to gain possession of the puck

  • Teaching points
  – Communication between partners
  – First player on body, the second player supports puck
  – Second player moves in if a second opponent is sent in

  • Common Errors
  – Both players are overly aggressive;
  – The second player is too slow in reacting and has to attack the puck carrier in open ice
  – Fails to understand checking tactics
Tips for Smart Checking

- Be the best skater you can be
- Keep your head up
- Stay aware and alert
- Approach boards at an angle
- Get your arms up into boards
- Know the Danger Zone
- Never hit from behind
- No contact to head
- Control your stick
- Avoid “buddy” passes
- Communicate
- Respect their safety
Defensive Tactics
Developing Team Play

Section 6
Chapter 23
Developing Defensive Team Play

- Define skills needed for successful defensive play
- Understand the skill progression for team play
- Identify the formation that are effective in youth hockey
Developing Defensive Team Play

- Coaching Considerations
  - Teaching progressions
  - Small group tactics
    - Series of small group actions by two or more players
    - Combination of technical skills and individual tactics to create or gain an advantage over an opponent
Developing Defensive Team Play

• Defensive Team Tactics
  
  – Defending 2 on 2 Cross Play
    • Protect own lane when the attack is a crossing play *above* the circles
    • Communication
Developing Defensive Team Play

- Defensive Team Tactics
  - Defending 2 on 2 Cross Play
    - Defender stays with puck carrier when the attack is a crossing play below the circles
    - Second defender sags to check the second attacker who is moving into the vacant lane
  - Communication
Developing Defensive Team Play

• Defensive Team Tactics

  – Defending 2 on 1 Middle
    • Defender stays between the two attackers
    • Tight gap delays attack
    • Defender maintains same speed as attackers to prevent an opponent moving behind the defender

  – Defender plays inside the "dots"
Developing Defensive Team Play

• Defensive Team Tactics

  – Defending 2 on 1 Inside Blue Line
    • Delay attack to gain support from backcheckers
    • Steer attack to outside to a poor shooting angle
    • Stay between puck carrier and net
      AND
    • Stay between puck carrier and second attacker
    • Defender must outwork both attackers on rebounds
Developing Defensive Team Play

- Defensive Team Tactics
  - Defend 2 on 1 Prime Scoring Area
    - Defender maintains a tight gap to prevent the puck carrier from driving the net
    - Defender stays square to the attackers and avoids turning with the puck carrier
Developing Defensive Team Play

- Defensive Team Tactics
  - Defend 2 on 1 Prime Scoring Area
    - Defender must stop quickly to close the gap on the pass receiver
    - Defender is aware of pressure on the net by first attacker
    - Defender attempts to keep a position between the puck carrier and the net AND between the puck carrier and the second attacker
Defensive Play for Face-Offs

Section 6
Chapter 24
Face-Offs

• Objectives

  – Understand the objectives of the face-off in each zone
  – Recognize the responsibilities of players during a face-off
  – Identify various face-off situations
Face-Offs

- Improving Face-Offs
- Zone Objectives
- Situational Objectives
- Responsibilities

- Take charge
- Know strategies
- “Read” alignments
- Neutralize opponents
Goaltending

Section 7
Chapter 25
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

Horizontal angles

Vertical angles
Teaching Goaltending - Shot Situations

• Point-, mid-, and long-shots
  – Optimal position
    • Start at least three feet above the crease [reduces shot angle]
      – Glides backward for momentum if play moves in to the net
      – Absorb the shot for rebound control
    • Stay in proper stance rather than going down
    • Proper position and angle takes away low corners
  – Goalie Plan
    • Redirect puck into corner or to gain control playing it to a teammate
Teaching Goaltending - Shot Situations

• Slot Shots

  – Goalie Position
    • Goalie is anticipating a pass from the low wing side to the slot
    • Goalie will most often move from protecting the near post to protecting the center of the net
    • Remain on your feet while moving quickly to the top of the crease

  – Goalie Plan
    • Take as much of the net away from the shooter
    • Drive toward the shot when it comes off a pass
      – Reduce angle and take away low corners
    • Rebounds will occur
    • Re-establish a ready position quickly after the shot
Teaching Goaltending - Shot Situations

• Break-Away and 2 on 1
  – Goalie Position
    • Start high out of the net
    • Glide backwards and maintain stance
      – Keep gloves up; space legs as in stance
      – Shooter may wait until you over commit in backward glide
      – Goalie position should be at top of crease as shooter is at hash marks
  – Shooter at center of the ice
    – Maintain proper angle – shot is into goalie or shot wide
    – If shooter dekes, goalie stays up as long as possible as shooter fakes
  – Shooter at winger side
    – Goalie follows play from near post to center of net to angle point
  • 2 on 1 strategy is similar
    – Backward motion allows goalie to react to pass
    – Avoid getting caught too far out of the net or too far to one side
Teaching Goaltending - Shot Situations

• 2 on 1 [continued]
  • Goalie plays the puck but is aware of the pass by puck carrier
  • If pass is made out from the net, goalie uses the shuffle to move across the crease
  • If pass is made in toward the net, goalie uses the T-push or two pad stack
    – Goalie wants to drive toward the shot when it comes off a pass to reduce angle and take away low corners

– Goalie Plan
  • Goalie is under pressure
  • Goalies will want to redirect rebounds out of danger
    – Focus on initial shot
    – Down low pressure prevents control to a teammate
Teaching Goaltending - Shot Situations

• Screen Shots
  – Goalie Position
    • Goalie’s quick reaction depends on combination of position and visibility
    • Cover as much net as possible without sacrificing line of site to puck
    • Locate puck and move into a position to reduce angles
    • Stay low toward crease unless shooter is clearly committed
    • High crease position leaves you vulnerable to a pass
    • Use the crouching position to obtain sight of the puck
    • Avoid slot traffic as this restricts motion and lateral mobility

  – Goalie Plan
    • Block a shot and quickly cover up the loose puck
    • If you can not locate the puck, drop to the butterfly at the sound of shot
Teaching Goaltending - Shot Situations

• Deflections
  
  – Goalie Position
    • Goalie should be high in the crease staying close to the player who may deflect the puck

  – Goalie Plan
    • Make the save and stop the play as team is under pressure with a player free to deflect the shot
Teaching Goaltending - Shot Situations

• Play at the side or behind the net

  – Goalie Position
    • Protect the near post with the leg pad and hip
    • Goalie is positioned at a 45 degree angle to the goal line, but facing the front
    • Goalie stick is protecting the passing lane closest to the post

  – Goalie Plan
    • Goalie will have to protect the post and will be unable to gain backward momentum
    • Make the save and stop play, if possible.
Handling Shots

- Screen
- Deflection
- Rebounds
- 2 on 1 Attack
Teaching Goaltending - Team Play

- Controlling rebounds
  - Control & recovery with motion
    - How well the goalie controls the rebound depends on ability to glide backward
    - The puck will be drawn in towards the goalie after the save
  - Practice techniques used to prevent giving up rebounds
    - Begin a smooth and steady backward motion as shot is taken
    - Regain your stance after each shot where you must drop down for a save
      - Good butterfly agility required
      - Shots from side required strong lateral mobility
    - Redirect rebounds from point- and mid-range shots
      - Not all rebounds are straight ahead
      - Recovering from close-in rebounds
Teaching Goaltending - Team Play

• How do goalies fit into team play?
  – Defensively there are six players on your team versus the opponents five
    • Communication with your teammates is essential to a strong defense
    • Prevent offensive possession of the puck to prevent a shot
    • Maximize the goalies capacity to make a save

  – Defensive strategy
    • Provide a clear view of the puck
    • Create reaction time by forcing shots from outside the high percentage scoring area
    • Complete puck play – control rebounds by holding the puck or redirecting it
Teaching Goaltending - Team Play

• How do goalies fit into team play?
  – When defensive system break down
    • Skaters don’t take their checks leaving an offensive player down low
  • Player rotation
    – One player tries to recover for another player’s mistake
  • Defensive player blocking shots
    – Parked somewhere between the shooter and the net,
    – Seldom in shooter’s lane
    – Goalie has obstructed view of the puck

– Communications
  • Between players and goalie
    – Chatter – chatter – chatter - chatter
  • Between goalie and coaches
  • All players, including the goaltender, must know their roles
Goaltending – It’s Up To You!

• Cornerstones of solid goaltending
  
  – Proper stance, angles and motion
    • If you can’t skate well you’ll have a difficult time with proper stance
    • Your net is exposed if you are unaware of your position
    • Motion is critical for shot control and rebound control

  – Drill techniques must involve repetition and high tempo
    • Create drills to establish reaction time and recovery time
    • Repetitive stick and gloves use
    • Repetitive motion to recover to basic stance
    • Goaltending decision in response to game situations
Goaltender Skills Development

• Fundamental Play
  – Apply these basics in all of your drill routines

• Conditioning
  – This involves cardiovascular fitness and muscle strength
    • Aerobic and anaerobic endurance
    • Core strength

• Skill Development
  – Ever-improving skills using the equipment
  – Speed – reaction time to shot
  – Variety – response to game situations
  – Repetition – you know the saying “perfect practice makes perfect”
Qualities of a Good Goaltender

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

- Q & A
Closing Comments and Questions
Congratulations

You have now completed your Level 3 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