



ADMINISTRATIVE

Lesson Organization



REVISED 2/19

OBJECTIVES

- To properly plan and prepare for a lesson
- To organize teaching stations depending on the number of players you have
- To understand the concepts of team teaching
- To use equipment and space effectively
- To group players effectively
- To correct on-ice communication techniques
- To understand how and when to use drills and games

PLANNING AND PREPARATION

Although you have at your disposal a very comprehensive and complete set of lesson plans to guide and assist you with your ice sessions, a certain amount of planning is necessary to ensure a successful lesson. In order that 100% of your ice time is put to good use and your goals and objectives for each lesson are met, the following guidelines are provided:

- Primary and secondary objectives of the lesson must be clear in your mind.
- After determining that the lesson content is appropriate for the skill(s) to be taught, review all the teaching points to ensure your own familiarity with the content.
- Review the lesson with respect to time allotment for each section or sections to be covered.
- Ensure that you have a copy of the lesson for periodical on-ice reference (a clip-board or book is recommended).
- Ensure that the necessary teaching aids are in place.
- Ensure that your teaching assistants are aware of their specific duties as well as the overall lesson content.

Factors relating to skills teaching sessions that will lead to a faster rate of acquisition of motor skills for beginners:

1. Keep explanations very brief.
2. Break skills down into the smallest possible component parts.
3. Keep practice sessions brief.

When planning ice sessions it is important to get off on the “right foot” with your players. Here are a few ideas:

- Arrive well ahead of the scheduled start time so as to be available for coach discussions, to arrange equipment, and to do a safety check.
- Greet your players by name.
- Project a good mood.
- Use idle chatter to create a feeling of ease.
- Conduct a group, close-together activity early in the warm-up phase so as to generate a feeling of togetherness.
- Keep your starting activities fairly consistent so as to set up a routine. Progress from simple, familiar routines to difficult, unknown ones.
- Use good-natured humor as a way of “breaking the ice” and for building up coach/player relationships.
- Look for early signs of improvement in your players’ performance and try to say something positive.

TEACHING STATIONS

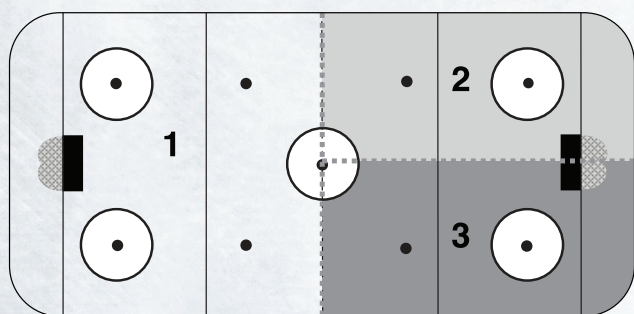
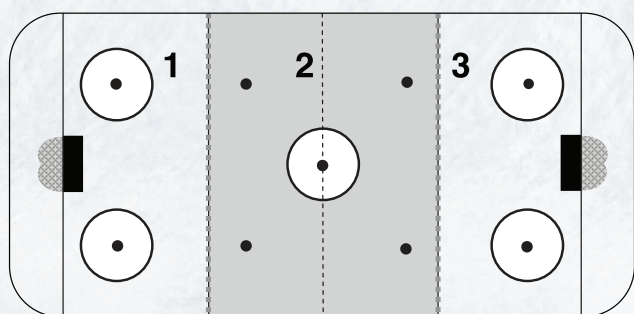
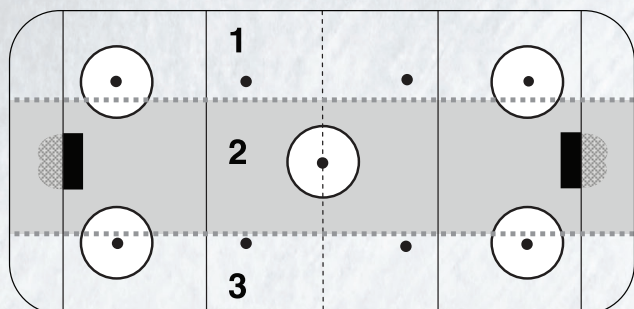
The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller, manageable groups. The number of smaller groups you will be able to use depends upon:

1. the total number of players (try to divide them evenly)
2. the different levels of skill of the players

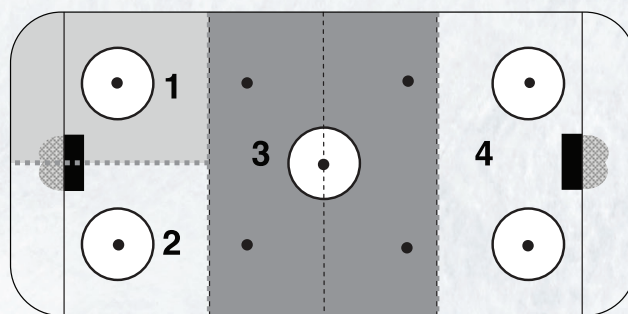
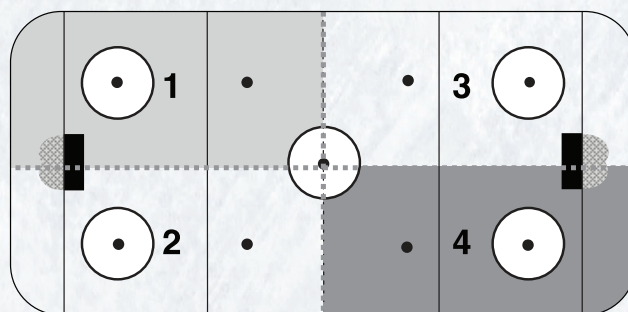
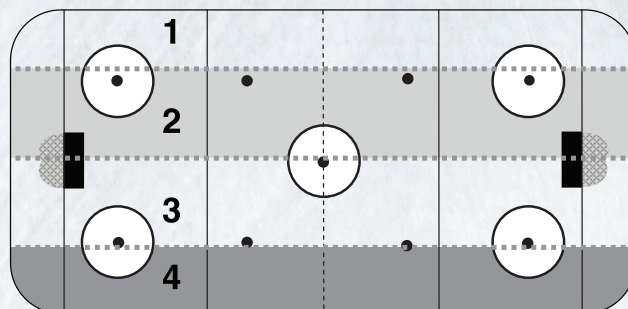
3. the number of assistant coaches you have working with you
4. the number of different skills or components of each skill you intend to teach
5. the amount of ice available for your use

The following diagrams are suggestions for dividing the ice into suitable areas for skills instruction, depending upon the number of groups you have.

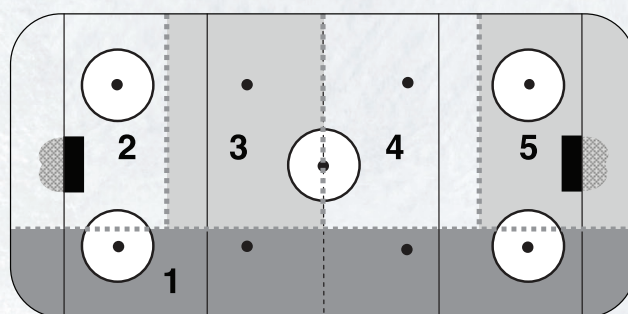
3 GROUPS



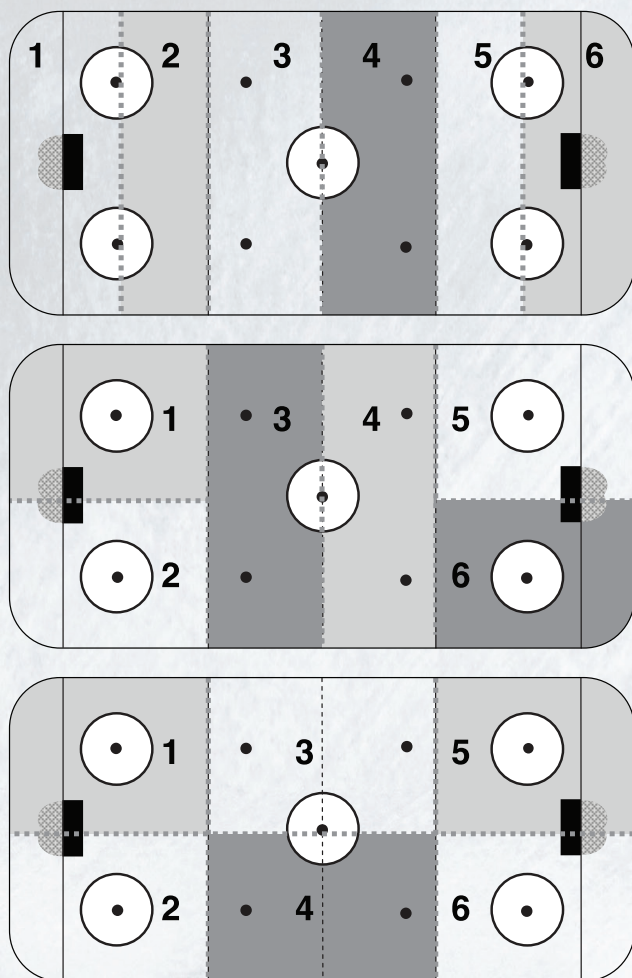
4 GROUPS



5 GROUPS



6 GROUPS



Once groups have been formed and the teaching stations established, there are a number of basic rules that should be observed:

1. Players should face away from distractions i.e. spectators, other groups.
2. Coaches must be visible to all players.
3. Coaches should try to maintain eye contact with players.
4. Try to keep players stationary (kneeling in front of the coaches).
5. Deal with a minimum number of teaching points (maximum of 2-3 at a time).
6. Formations must allow for a quick and smooth transition to the drill.
7. Ensure that prearranged signals for movement from one station to the next are known by all players and coaches.

TEAM TEACHING

To ensure a smoothly operating and efficient ice session that involves a number of different stations, a team teaching approach is essential. This requires the designation of a head coach and a number of assistant coaches to make up the team. Teamwork is a necessity if the concept is to work properly.

The following guidelines are recommended for assistant or group coaches:

1. Listen to the head coach to ensure understanding. If you are not certain of your responsibilities, ask!
2. Assist with the set-up/organization of any total group drills and be prepared to move quickly into your group activity.
3. Provide individual instruction through error correction.
4. Keep players well spaced and spread out to ensure that drills are being performed correctly and that there is sufficient room to view possible errors.

Things for the coach to avoid:

1. Skating around aimlessly.
2. Shooting pucks.
3. Passing pucks with another coach.
4. Talking to players or other assistants while the head coach is talking or demonstrating.

The head coach is the one “in charge” of the ice session and has the responsibility of ensuring a smoothly conducted practice. One of his/her prime tasks is to help the assistant coaches carry out their duties. The head coach should:

1. provide and organize the necessary equipment for your group as required in the lesson.
2. assist in error detection and correction for teaching individuals in your group for short periods.
3. briefly take over your group for clarification of a drill or to reinforce teaching points.
4. be responsible for the timely and efficient conduct of the lessons by the various coaches.

ORGANIZATION OF EQUIPMENT AND SPACE

Two of the coach's most important resources are equipment and teaching aids. Without these, lessons are much less effective, as usually without variety and often become dull and boring. Performance of some skills, particularly at the basic level for beginners, is virtually impossible to perform without equipment and the necessary teaching aids.

The list is virtually limitless, but you should not be without the following:

- pylons
- chairs
- pucks
- tennis balls
- sticks
- whistle(s)
- clipboard(s)

Also nice to have:

- dry erase board (with rink markings)
- magnetic board
- street hockey nets
- rink dividers for reduced-size ice use

GROUPING OF PLAYERS

At the beginning of the year, one of your first tasks as a coach, particularly if you are the head coach, will be to divide the group into more manageable, smaller groups. This will normally take place during and after the first ice session, once you have had the opportunity to view the players' abilities, etc. Adjustment to initial grouping may be necessary as sessions progress.

There are a number of factors to consider in grouping your players:

1. the number of assistants you have
2. the amount of ice available
3. the age range of the players
4. the level of ability of the players

Ideally, the coach-to-pupil ratio should be kept as low as possible (1:1 is perfect but unrealistic). A good ratio is 1:4 or 1:5; the maximum should be 1:8 or 1:10 for effective control and instruction.

Coaches must also guard against "bombarding" a player with feedback and corrections. Avoid having more than one coach giving help to the same player.

DRILLS AND GAMES

Using a variety of skill drills and fun games and/or relays will go a long way toward making your ice sessions educational and fun. Use these types of activities to break up difficult drills or skills, to relieve boredom, to add variety, and to finish off a session on a high note.

Your lesson plans contain a wide variety of drills and games such as:

- British Bulldog
- red light, green light
- scatterball
- freeze tag
- pond hockey
- cops and robbers
- exchange game
- relays
- rope skipping
- soccer

SUMMARY

1. Adherence to the principles of preparation and planning will ensure that a good lesson is presented.
2. Effective use of the ice will result if carefully thought-out teaching stations are used.
3. Use of team teaching techniques will maximize use of ice and coaches.
4. Sufficient and appropriate equipment is a necessity for a good ice session.
5. Grouping of players according to age, ability, space, and resources is a decision to be made by the head coach
6. Use of games and fun activities is a necessary part of every lesson.

LEARN MORE

Click on the following link(s) for more information on the topics covered in this chapter. (*Internet access is required*).

www.usahockey.com/practiceplans