



# Hockey Canada Skills Development Program

Midget Program Practice Plan





### **A TRIBUTE TO MR. GORDON JUCKES**

The Hockey Canada Development Program proudly recognizes his outstanding contribution to the development of amateur hockey in Canada. Mr. Jukes was Hockey Canada's first full time Executive Director. His tenure began in 1960 and concluded in 1977. Before this, Gordon served as president for the Amateur Hockey Association in his native province of Saskatchewan. During his tenure as Executive Director of Hockey Canada, Mr. Jukes played an instrumental role in such initiatives as making helmets mandatory, improving playing rules, improving officiating, and establishing the amateur draft.

Furthermore, Mr. Jukes saw the creation of the National Coaches Certification Program during his time as Executive Director. On September 12, 1979, Mr. Jukes was inducted into the Hockey Hall of Fame for his contribution to hockey development.

Hockey Canada Life Member, Don Johnson, once referred to Gordon as "the finest and most knowledgeable hockey man who ever lived."

Mr. Jukes passed away in 1995.

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## FOREWORD

Children learn best when expectations are explained, demonstrated, and practiced in a positive atmosphere, especially when there is a logical progression of skills suited to their skill level and needs. This seasonal plan of practice drills developed by Hockey Canada provides a sound curriculum for coaches to follow. It may be applied as presented or simply used as a guideline by the more experienced coach. Review

this material carefully and you will find it very useful in assuring that your players successfully develop over the course of a hockey season.

Enjoy the coaching experience and be proud of your contribution to Canada's great game.

## ENDORSEMENT STATEMENT

The sport of hockey has long been an institution in Canada and the continued provision of qualified, competent coaches is crucial to the ongoing success of the game. After all, it is the players who benefit from quality coaching, and therefore, any hockey series that will allow coaches to do a better job is of great merit.

It is for these reasons that we are proud to support the creation of this valuable resource.

### From Hockey Canada's:

- Female Council
- Minor Council
- Hockey Development Council
- Athlete Development Committee

## ACKNOWLEDGEMENTS

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Hockey Canada also acknowledges Calgary Hockey Development for their contributions to the development of this resource material.

# Chapter 1 – Philosophy of Coaching

## PYRAMIDAL DEFINITIONS OF TERMS

### STRATEGY

The selection of team play systems in order to impose upon the opposition, the style of play and tactics which will build on the coach's, team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses.

For example: when opponent's defensive players have weak puck handling skills, the strategy might be to shoot the puck in and use a 2-1-2 aggressive forechecking system.

### TEAM PLAY SYSTEM

A pattern of play in which the movement of all players is integrated in a coordinated fashion in order to accomplish an offensive or defensive objective (e.g. 2-1-2 forechecking system).

### TEAM TACTIC

A collective action of two or more players using technical skills and / or individual tactics in order to create an advantage or take away the advantage of an opponent (e.g. 3 vs.2).

### INDIVIDUAL TACTIC

Action by one player using one or a combination of technical skills in order to create an advantage or to take away the advantage of an opponent. A tactic may be classified as offensive or defensive (e.g. 1-on-1 offensive fake and driving to the net).

### TECHNICAL SKILLS

The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

## PLAYER DEVELOPMENT

### DEAR COACH:

- Hockey Canada Player Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of each player's success.
- As the pyramid is climbed, a greater emphasis is placed on individual tactics; adding the dimension of "hockey sense" to skill development. Once a player has developed the skills of skating and puck handling then the individual tactic of puck control can be learned. The player now understands the "why" of each tactic, i.e. the read and react skills that are being developed.
- Moving up the pyramid, players perform drills that will develop team tactics and systems. The bantam and midget levels of hockey emphasize team performance practices. But even at this program level, time spent on team tactics and team play should not exceed 50-60% of the practice. The coach, through practice must continue to develop the fundamental skills and individual tactics of each player which lead into team tactics and systems of team play.
- Strategy is the peak of the pyramid. It sets the style of play that will combat the opposition. The coach determines the strategy based upon their own philosophy, the age of the players, and the skill level of the team. As players age and competitive levels increase, game strategies become more complex.
- The age and skill level of the team defines the seasonal plan. The Hockey Canada Skills Development Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.

### PLAYER DEVELOPMENT PYRAMID



- The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics 15%.



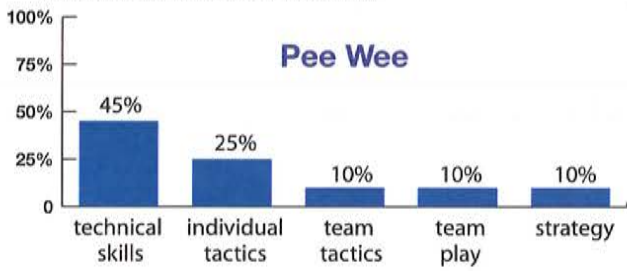
- The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



- The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



10. The Bantam program recommends 40% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 10% strategy.



11. The Midget program recommends 35% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 15% strategy.



12. The practice drills in each seasonal plan are designed to provide the coach with a progression of drills to achieve the specific goals of each program as defined by the Player Development Pyramid.

13. Hockey Canada believes a coach must emphasize fundamental skill development during practices. It is the responsibility of each coach to teach these fundamental skills to each player.

14. The seasonal plan for each level in the Hockey Canada Skills Development Program is divided into four phases. This approach provides the coach with an opportunity to evaluate players as per expected outcomes based on the practices and games played to date. Players will develop at an unequal pace. Therefore, it is quite conceivable that individual assessments will be more beneficial. This approach will ensure that each player will receive attention and a direction for future development.

15. Based on player assessment, the coach should plan for the next phase. Practices can be adjusted to emphasize specific drills as outlined in the Hockey Canada Skills Development Program provides these guidelines for you.

16. The Hockey Canada Skills Development Program has been developed for you, the Canadian coach. Now remove the appropriate practice plan from the manual, place it into the protective sleeve through "sleeve" that has been provided, and head off to the rink with confidence and enthusiasm.

Good luck Coach, have a great season!

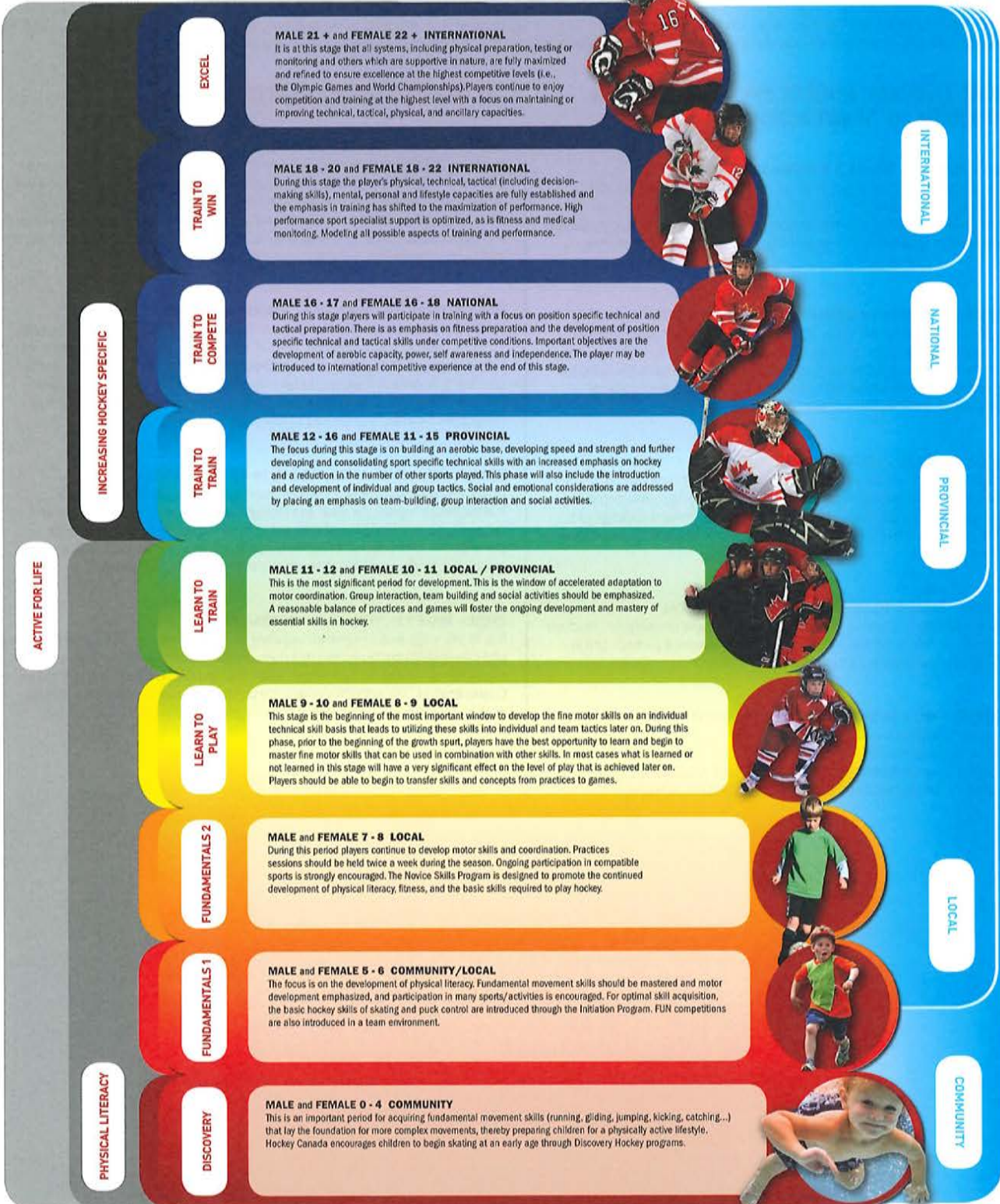
Hockey Canada

# LONG TERM PLAYER DEVELOPMENT MODEL



# HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE

Sport Canada's Long-Term Player Development (LTPD) Resource Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Hockey Canada's Long Term Player Development (LTPD) is a nine stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first four stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence. Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.



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## HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE

Sport Canada's Long-Term Athlete Development (LTAD) Resource Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Hockey Canada's Long Term Player Development (LTPD) is an eight-stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first three stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence. Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.

### PHYSICAL LITERACY, HOCKEY SPECIFIC BASICS & BROAD RANGE OF SPORT ACTIVITIES

#### DISCOVERY – MALE AND FEMALE 0-4 COMMUNITY

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.

#### FUNDAMENTALS 1– MALE AND FEMALE 5-6 COMMUNITY/LOCAL

The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.

#### FUNDAMENTALS 2– MALE AND FEMALE 7-8 LOCAL

During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.

#### LEARN TO PLAY – MALE 9-10, FEMALE 8-9 PROVINCIAL/ LOCAL

During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged.

#### LEARN TO TRAIN – MALE 11-12, FEMALE 10-11 PROVINCIAL/ LOCAL

This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.

### INCREASING HOCKEY SPECIFIC

#### TRAIN TO TRAIN – MALE 12-16, FEMALE 11-15 PROVINCIAL

The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.

#### TRAIN TO COMPETE – MALE 16-17, FEMALE 16-18 NATIONAL

During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is an emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.

#### TRAIN TO WIN – MALE 18-20, FEMALE 18-22 INTERNATIONAL

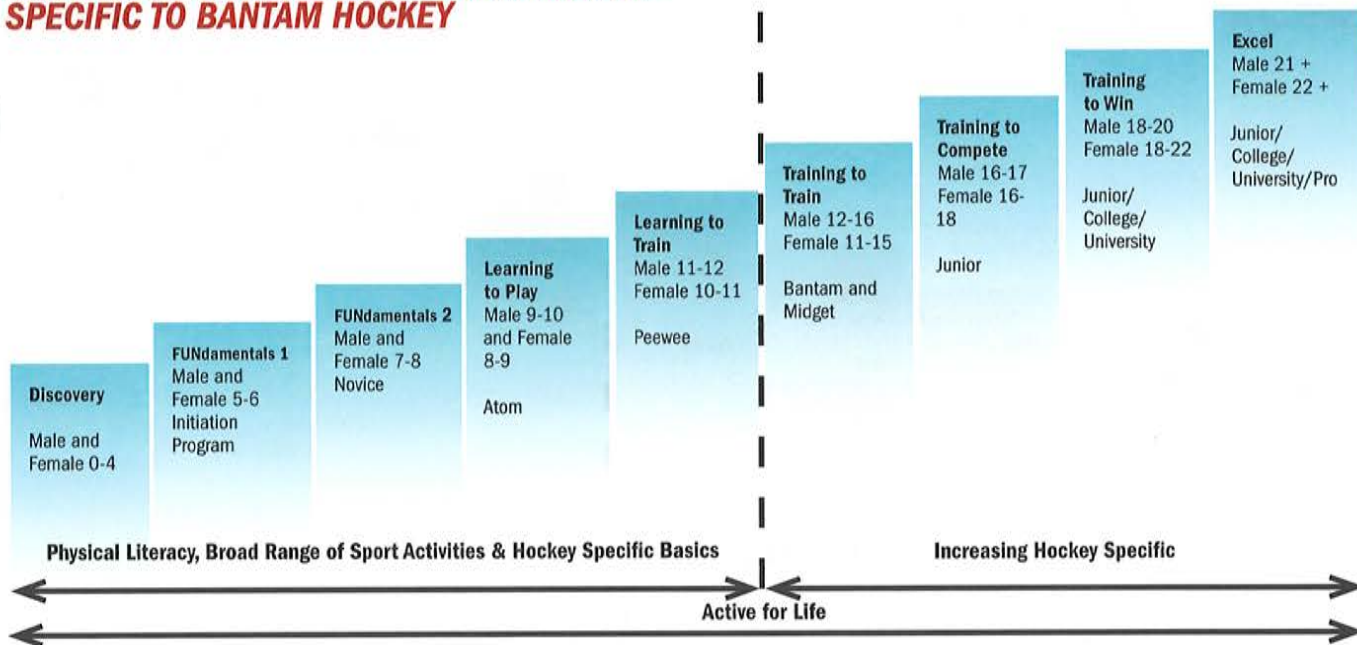
During this stage the player's physical, technical, tactical (including decision-making skills), mental, personal and lifestyle capacities are fully established and the emphasis in training has shifted to the maximization of performance. High performance sport specialist support is optimized, as is fitness and medical monitoring. Modeling all possible aspects of training and performance.

#### EXCEL – MALE 21+, FEMALE 22+ INTERNATIONAL

It is at this stage that all systems, including physical preparation, testing or monitoring and others which are supportive in nature, are fully maximized and refined to ensure excellence at the highest competitive levels (i.e., the Olympic Games and World Championships). Players continue to enjoy competition and training at the highest level with a focus on maintaining or improving technical, tactical, physical, and ancillary capacities.



## LONG-TERM PLAYER DEVELOPMENT MODEL – SPECIFIC TO BANTAM HOCKEY



### BANTAM PROGRAM

**Length of Season:**  
28-34 weeks:

- 4 weeks: Practice and Skill Development Season
- 20 weeks: Practice and Game Play Season
- 2 weeks: Playoff Season
- 3 tournaments: 12 games

**Frequency per Week:**  
4-5 times

**Number of Games per Season:**  
50-55

### BANTAM PROGRAM

**General Objective:**

Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

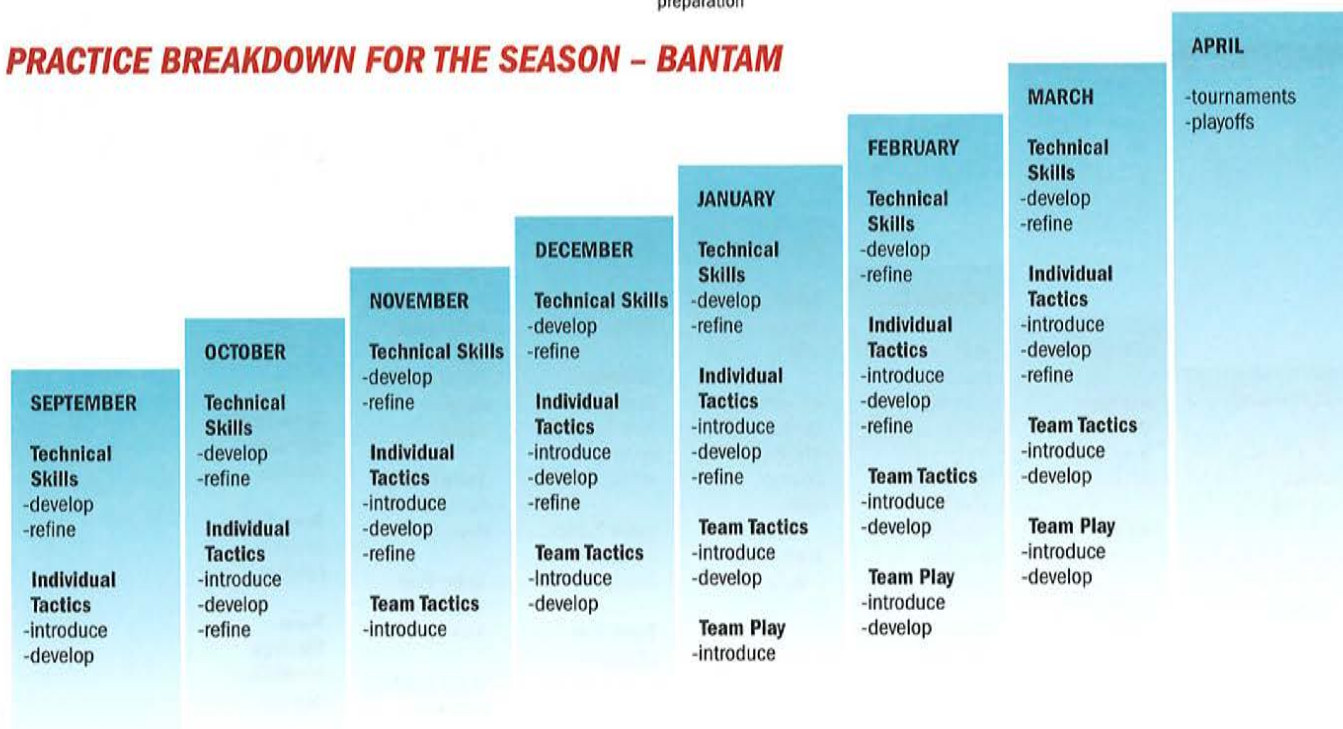
Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

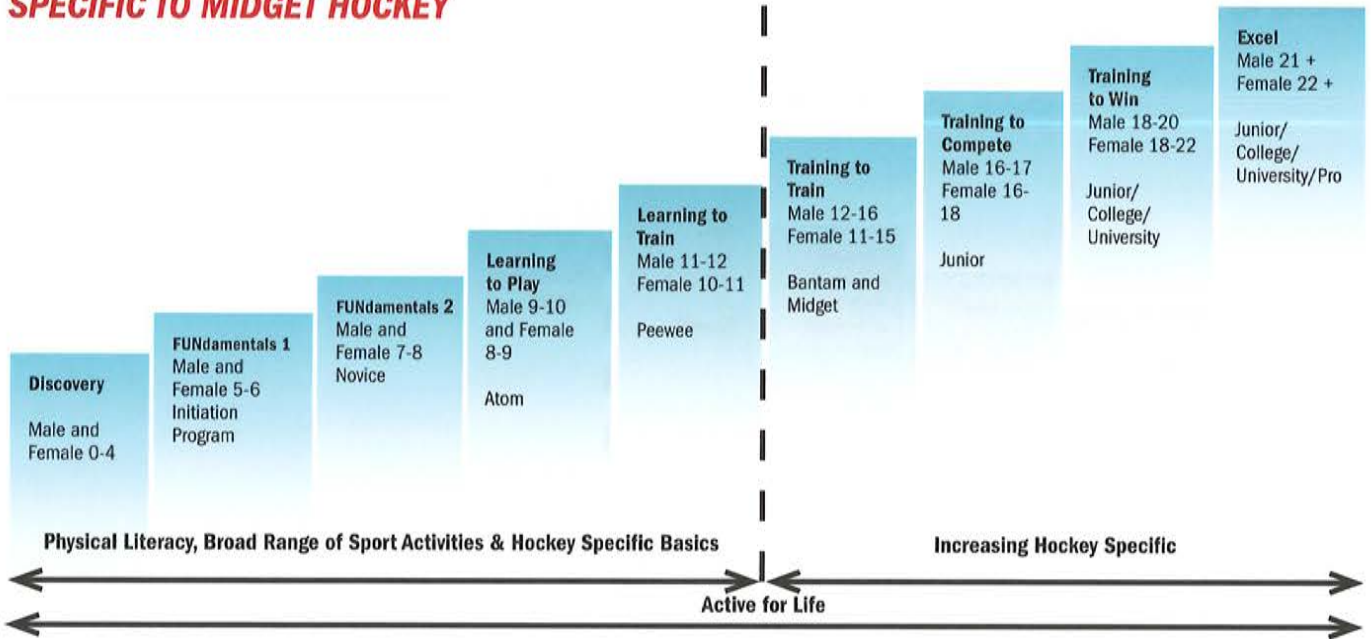
Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

## PRACTICE BREAKDOWN FOR THE SEASON – BANTAM



# LONG-TERM PLAYER DEVELOPMENT MODEL – SPECIFIC TO MIDGET HOCKEY



## MIDGET PROGRAM

### Length of Season:

28-32 weeks minimum:

- > 4 weeks: Practice and Skill Development Season
- > 20 weeks: Practice and Game Play Season
- > 2 weeks: Playoff Season
- > 3 tournaments: 12 games

### Frequency per Week:

4-5 times

### Number of Games per Season:

55-60

## MIDGET PROGRAM

### General Objective:

Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up, hydration, cool down, nutrition, etc.

## PRACTICE BREAKDOWN FOR THE SEASON – MIDGET



# Chapter 2 – Art of Coaching

## TRAINING TO TRAIN

### Training to Train To-Do List for Branches

- Develop guidelines in which the seasonal plan for the Bantam age group is followed by Minor Hockey Associations
- Develop a promotion and education plan for the implementation of the proposed seasonal structure.
- Provide coaches with the educational opportunities and resources to give them the best tools possible.
- Develop playoff and Branch / Provincial championship structures that meet LTPD guidelines
- Develop Branch POE programs that are development focused, progressive in nature and consistent in delivery and content.

### Training to Train To-Do List for Associations

- Provide enhanced skill development opportunities for players
- Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings
- Structure competition based on the differences in development and abilities
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide mentoring pathway within organization.

### Training to Train To-Do List for Coaches

- The intensity is increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution)
- The training session preparing the team for a competition must mirror the game requirements

- Begin to work with players on the mental skills of goal setting, visualization, focus
- Look for High Performance coach education programs to continue to develop your coaching skills
- Continue to focus on the fundamental technical skills and the tactical application of these skills
- The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.

### Training to Train To-Do List for Players

- Learn to go to the limit of your performance capabilities if you wish to improve
- Begin to focus on 2-3 sports but continue to be active
- Physical preparation becomes important and a focus on training is key – develop good habits
- Inventory your strengths and weaknesses; what hockey skills do you need to work on to take you game to the next level?
- Parents educate themselves on what types of training should be done at this age or the development age of their kids for educated enrolment in supplementary programs.

## TEACHING TIPS

### COMMUNICATING WITH YOUR PLAYERS

Ongoing communication with your players will be easier if you have taken the time at the beginning of the season to talk about goals, outline your approach, and answer questions.

Here are a few simple tips to help you communicate effectively with your players during practices and games:

- Arrange players in a semi-circle in front of you.
- Position them so there are no distractions behind you.
- Scan your group as you talk. Make eye contact with all players.
- Ask questions to make sure players have understood you and know what is expected of them.
- Give your players an opportunity to speak.
- Listen to what they say and how they say it.
- Speak to them using words they understand (keep it simple).
- Bend down, kneel or crouch so you can talk to them at their level.
- Speak to every player at every session.

### GIVING FEEDBACK

Providing feedback for your players is critical in developing skills. Always remember these three points:

- Give the “good” picture. Demonstrate what you want, not what the player is doing incorrectly.
- Be positive. Acknowledge what is being done well, then point out what should be worked on.
- Be specific. Demonstrate exactly what it is you want done.
- Don't forget your goaltender(s), they require equal feedback.

### TROUBLE SHOOTING

Challenge	Solution
Forgot your pucks:	• 3 on 3 tourney
Scheduling conflict:	• Team building • Road hockey • Share the ice
Missing players:	• Station work • Restrict playing area • Individual skills
Forgot practice plan:	• Play some fun games • Individual skills work

Challenge	Solution
Challenging players:	• Help that ones that want help • Use that player more (demonstrations, ask him/her questions)
Challenging parents:	• Team meeting at start of year • Layout team goals and objectives • Have parents agree to and contribute to attaining these goals • Refer to these goals and objectives if problems arise • Delegate tasks to the parent(s) in question

## SKILL LEARNING

Here is a good teaching sequence to follow:

1. Explain the skill
  - Name the skill and describe it
  - Tell them why it is important and when it is used. Highlight the key teaching points (key words or phrases used in instructing and giving feedback to your players)
2. Show them how it is done
  - Demonstrate
  - State the key points again
3. Give them time to practice
  - Get players to practice the skill right away
  - Get everyone involved
4. Let them know how they are doing
  - Move around to each player
  - Give individual feedback
  - Get assistants to help

## PREPARING FOR PRACTICE

Practice time is precious, so you'll want to make the most of it. Here are some tips for planning and running your practices:

- Plan to keep everyone active. Use small groups when doing drills so players don't have to wait long for their turn.
- To save time, consider introducing your drills on a chalk or rink board in the dressing room before going on the ice.
- Warm-up stretches and cool-down activities can be done in the dressing room to maximize the use of ice time.
- Treat all players equally and emphasize positive feedback. Try to talk to every player individually at every practice.

## COACH'S CHECKLIST

- Did you set goals and objectives for the practice?
- Do your drills have specific purposes and meet the goals of the practice?
- Are your drills suitable to the age and skill level of your players?
- Does your practice have a general progression from Individual skills to team play?
- Are your drills applicable to the skills used in games?
- Do you teach new skills and drills early in the practice?
- Do your drills challenge the skill level of the players?
- Do you keep all players active including the goaltenders?
- Do you give clear and concise instructions?
- Do you have the attention of your athletes when you speak to them?
- Do you explain and demonstrate skills and drills clearly?
- Do you inform your assistant coaches and use them effectively?
- Did you keep them active in all drills?
- Did you use the entire ice surface available to you? (Full or half ice)
- Do you observe, evaluate and give feedback throughout the practice?
- Do you keep the drills effective, competitive, active and challenging?
- Are you positive and upbeat?
- Do you greet the players by their first name before practice?
- Do you include a fun drill in each practice?
- Do you stop drills when general error or lack of effort is apparent?
- Do you do your conditioning drill at or near the end of practice?
- Do you speak to players as a group at the end of practice to discuss the practice, upcoming games or general information?
- Do you allow time for players to work on/practice specific skills individually?
- Do you communicate individually with each of your players throughout practice?
- Do you emphasize fun?

## THE NUMBERS

### A Practice by the Numbers

Statistics supplied by: Calgary Hockey Development

The following facts and figures relate to a 60 minute practice session.

- One individual practice will give a player more skill development than 11 games collectively.
- Each player should have a puck on their stick for 8-12 minutes.
- Each player should have a minimum of 30 shots on goal.
- Players will miss the net over 30% of the time in a minor hockey practice.
- Coaches should try to run 4-5 different drills/games/activities each practice. More is not better; execution of what you do is development.
- No more than 5 minutes should be spent in front of a teaching board each practice.
- If you have 10 players on the ice, strive to keep 4-5 players moving at all times.
- If you have 15 players on the ice, strive to keep 9-10 players moving at all times.
- If you have 20 players on the ice, strive to keep 14-15 players moving at all times.

### A Game by the Numbers

The following statistics were recorded during a 60 minute Pee Wee level hockey game.

- Players will have the puck on their stick for an average of 8 seconds per game.
- Players will take an average of 18 shifts per game.
- 99% of the feedback coaches give players is when they have the puck. Ironically, players only have the puck on their stick for 0.2% of the game.
- Players will take an average of 1 - 2 shots per game.
- 95% of passes made backwards are successful.

## THE PRACTICE CHEF

Courtesy of Calgary Hockey Development

There are **10 Key Ingredients** a coach should mix into each practice. Collectively these lead to enjoyment and learning for both players and coaches.

1. Coaches should have minimum 50 pucks in their bucket.
2. Players must be on time, all the time. Coaches set the standards and lead by example. Parents must be encouraged to buy in.
3. Don't waste ice time stretching. Stretching should be performed in the dressing room prior to the ice time. A good pre-ice stretching routine appears in this manual.
4. The use of stations in practices leads to a dynamic practice. Stations keep participants active enabling them to achieve high levels of repetitions. Have players spend 3-8 minutes per station before switching. 2-3 stations are recommended.
5. Basic skill development (skating, puck control, passing, shooting) should comprise 90% of your practice time. Remember you can work skills in game-like drills. Skill development should not be considered boring.
6. Positive and specific feedback is imperative. Consider the head coach who always stands at centre ice and runs drills. How often during the practice is this coach able to effectively teach? Teaching is done in the trenches (corners, lines).
7. Routines in practice are dangerous. Players will pace themselves and become bored very quickly. Routine practices develop great practice players. Strive to change things up, create an element of surprise, utilize variety, and generate enthusiasm. Players also enjoy time on their own. 2-5 minutes per practice should be sufficient. This enables players to be creative and try new things.
8. "TELL ME AND I'LL FORGET, SHOW ME AND I MIGHT REMEMBER, INVOLVE ME AND I'LL UNDERSTAND"
9. Practice execution by coaches is of principle importance. Great drills that aren't executed properly by coaches are useless. Execution involves using all staff on ice, having pucks spotted in the proper areas, informing players of the whistle sequence (1st whistle begin, 2nd whistle stop, 3rd whistle begins next group) and providing appropriate feedback. To assist in practice execution, name your drills i.e. "killer bees".
10. Relate what you do in practices to games and vice versa. "Players, we are doing this drill because in our last game we were unable to finish around the net". Or "these drills will assist you in keeping your stick and body away from the checker and in effective scoring position".

## SAFETY TIPS FOR PRACTICE

### PLAYING AREA

Before each ice session, game or practice, carefully check the playing area to ensure that:

- There is no debris, dangerous ruts, bumps or bare spots on the ice surface.
- There are no protrusions from the boards, glass or screen.
- Supporting struts for glass or upright posts for fencing are padded.
- There is no garbage on the floor of the players' bench area that may become stuck on the blades of players' skates (e.g. tape) or other matter that may damage skate blades.
- The entire arena lighting system is turned on and functioning; always practice in lighting conditions similar to those which exist for games.
- All gates are securely and properly closed.
- The arena management staff has been monitoring air quality in the arena for dangerous gases.
- Educate your players about the dangers of checking from behind; players should NEVER check, bump or shove an opponent from behind, especially one who is in the danger zone, the 3-4 metres in front of the boards.
- Teach your players to always be aware on the ice, especially when in the danger zone; players should always keep moving when in the danger zone, and never stand still in this area. If ever checked from behind, players should extend their arms to cushion the impact.
- Ensure that players are wearing proper full protective equipment, including CSA approved helmets, face masks and, where applicable, throat protectors, for all games and practices. Players who are required to wear face masks and throat protectors during competition must wear them during practices.
- Prepare players for practices and games with proper stretching and warm-up routines, and encourage players to stretch following on-ice sessions.
- Never allow players to go onto the ice until the ice resurfacing machine is completely off the ice surface and its gates are securely closed.

### At all times during practices:

- Ensure at least one coach is on the ice to supervise the players and that the coaching staff control all activities.
- Ensure that all drills are appropriate for the age and skill level of the players and utilize proper teaching progressions, especially while teaching difficult skills like body checking and backward skating.
- Ensure players play within the rules and that team rules are developed and consistently applied for a more effective and efficient practice.
- Ensure frequent rest periods are scheduled to allow players to drink from their own water bottles; remember tired, dehydrated players are not alert or attentive and are more susceptible to injury.
- Ensure all drills are organized with the safety of the players as a prime concern, i.e. players should be positioned at least 10 metres from the net during shooting drills; backward skating drills must be done in an organized method to avoid collisions.

### OFF-ICE SAFETY

- Ensure that clear dressing room rules are established to prevent horseplay and other careless behavior which could lead to injuries, and that the dressing room is well lit and the floor is kept free of tape or other debris. Players should never walk around the dressing room wearing skates while other players are still getting dressed.
- Ensure that the hallways leading to the playing area are well lit and that there is no debris, ruts or bumps on the floor. Ideally, there should be a rubber mat or other nonslip surface to lead participants from the dressing room area to the ice surface.
- Ensure that players are supervised at all times, including in the dressing room and while proceeding to the ice surface.

## TEAM BUILDING

Why are some teams cohesive and others not? Why do some seem to be instantly productive while others move slowly toward success? How can you encourage team members to look at themselves, and see the need for a change from individualism to collective effort?

It has become clear to coaches at every level of the game that in order for a team to be successful, they must function well as a unit. The synergy generated by a team all working toward the same end point generates far more power than the sum of all parts of the team.

There are many team building activities and games that will help to bring about cohesiveness within a team culture, but without a well planned set of activities, the team's growth gets left to chance and ultimately so does the team's success.

Take charge of building a positive environment for your team by giving them opportunities to grow as a unit both on and off the ice.

### HEARTBEAT

#### Equipment:

- One coin of some type, one puck, bottle, soft drink can, etc.

#### Objectives:

- Develop team spirit and cohesion
- Relying on team members to achieve a goal.
- Communicate through non-verbal communication

#### Explanation:

- Divide the team into 2-4 equal groups.
- Teams sit facing each other, approx. 3-5 feet apart. Team members will sit side by side, with their arms crossed and holding the hand of the player each side of them. Squeezing the hand will generate a heartbeat signal or an electric impulse.
- A coach sits at one end of the two teams, holding the coin. The coin is "tossed" to reveal heads or tails to the first player of each team. These two players watch the coach.

- All the remaining players look away from the coach and towards the object at the opposite end from the coach.
- If the coach flips tails, the first member of each team does nothing; if the coach flips heads the first member of each team squeezes the hand of the team member directly beside them, initiating the signal to be passed from player to player. If a player's hand is squeezed, the player squeezes the hand of the next player to continue the signal. The last team member grabs the object once they receive the signal.
- Award one point for a win. Deduct one point if a team squeezes when they are not signaled to. (Miscommunication can result when players begin to cheat or when the front player squeeze on the wrong signal)
- The first team to score 10 points wins.

### SPEEDY MEMO

#### Equipment:

- Puck or tennis ball

#### Objectives:

- Communications of thoughts, feelings, and emotions to fellow teammates
- To get to know what teammates are feeling and thinking

#### Explanation:

- Players sit in a circle and face each other.
- Coach starts the memo by saying how he thought the day went, then bounces or tosses the object to someone on the team, while saying their first name.
- The player in possession of the object continues the memo, and so on.
- Coach can decide on topic or how many words can be used (i.e. 7, 5, 3 words/ expectations for the upcoming day, or what they want to learn, etc.)

## HAVE YOU EVER...

### Equipment:

- Puck or tennis ball
- Enough chairs for everyone, except one person

### Objectives:

- Communication of previous backgrounds/interests/experiences

### Explanation:

- All players sit in a chair, which are in a circle facing one another, except for one player.
- The player who is "it" stands in the middle and asks the question, "Have you ever...?" It has to be something they have done, but maybe a few in the group have not.
- The players who have also had that experience must get up and look for a new chair. The player who was in the middle drops the object after the question and looks for an open chair.
- A new player will be left out, and will now become "it". This player picks up the object to begin the next round of the game.

## SHOE RELAY

### Objective:

- Teamwork and FUN

### Explanation:

- Form equal lines of 6-8 players
- Mark an end point 15-20 feet away
- Make sure they all have their shoes tied
- On the start command the first player in each line races to the end and unties their shoes, takes them off and places them in a pile, races back to the line, and next player goes. Continue until everyone has gone.

### Progression:

- Then have the players run to the end and put on their shoes, tie them and run back to the end of the line.
- Have all the shoes untied at the end in a pile. The coach then randomly ties their shoes together, but keeping them within the teams pile. The players race down and untie their shoes, put them on, tie them and race to the end of the line.

## CELEBRITY NAME GAME

### Equipment:

- Pen or felt marker, blank sheets of paper and tape, or post-it notes

### Objectives:

- Players get to know one another

### Explanation:

- Coach comes up with as many celebrity names (hockey players, movie stars, famous politicians, etc.) as there are players on the team.
- Coach then tapes a name on the back of one player. The player goes into the middle of the circle and asks only "yes" or "no" questions to the players forming the circle, to determine the name of the celebrity on their back.

## FAIR PLAY CODES

### FAIR PLAY CODE FOR PLAYERS

- I will play hockey because I want to, not just because others or coaches want me to.
- I will play by the rules of hockey, and in the spirit of the game.
- I will respect my opponents.
- I will control my temper – fighting and mouthing off can spoil the activity for everyone.
- I will do my best to be a true team player.
- I will remember that winning isn't everything that having fun, improving skills, making friends and doing my best are also important.
- I will acknowledge all good plays / performances – those of my team and of my opponents.
- I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

### FAIR PLAY CODE FOR COACHES

- I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations
- I will teach my players to play fairly and to respect the rules, officials and opponents.
- I will ensure that all players get equal instruction, support and playing time.
- I will not ridicule or yell at my players for making mistakes or for performing poorly.
- I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the players' ages and abilities.
- I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.
- I will work in cooperation with officials for the benefit of the game.

# Chapter 3 - LESSON PLANS

## CORE SKILLS - BANTAM/MIDGET

OFFENSIVE ZONE	FORECHECKING	SPECIAL TEAMS	FACEOFFS
<input type="checkbox"/> Softe Dump <input type="checkbox"/> Ladder Plays <input type="checkbox"/> Hard Rim	<input type="checkbox"/> NZ 1-2-2 - press <input type="checkbox"/> NZ 2-1-2 - contact	<input type="checkbox"/> Power Play Breakout <input type="checkbox"/> Penalty Killing Forecheck	<input type="checkbox"/> Defensive Zone Win <input type="checkbox"/> Offensive Zone

Indicates the core skills you will need to carry throughout the length of your hockey career.

In order to master these skills, you would need to complete 10 reps each practice, 30 practices in a season for the next 10 years of your life. You would accomplish 3,000 reps in those ten years. Coaches, understand that these figures are hypothetical and demonstrate what it would take in order to master one of these core skills over the course of 10 years.

### TEACHING STATIONS LAYOUT

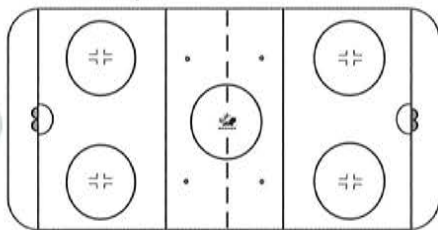
The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

- The total number of players (try to divide them evenly)
- The different levels of skill of the players
- The number of assistant instructors you have working with you
- The number of different skills or components of each skill you intend to teach
- The amount of ice available for your use

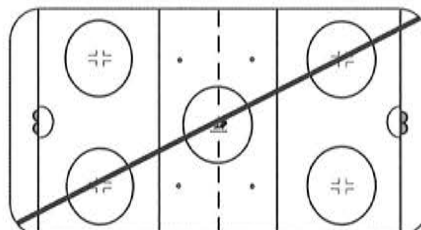
Practice Plans are presented in various formats in the manual.

If you do find yourself practicing with another team at the same time, maximize your lesson and ice time by warming up together, practicing your skills as one group and including a full-ice fun game at the end of your practice.

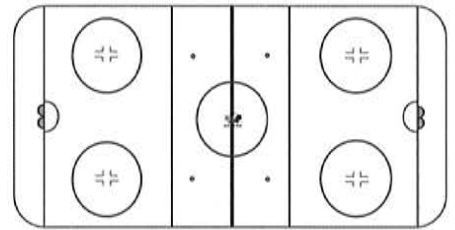
#### Full-Ice Warm-Up



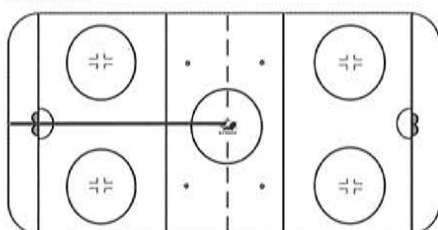
#### 2 Stations



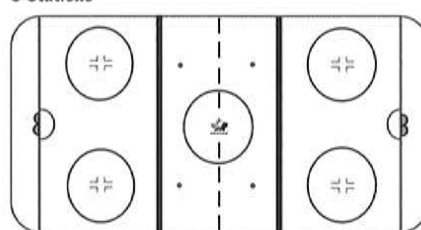
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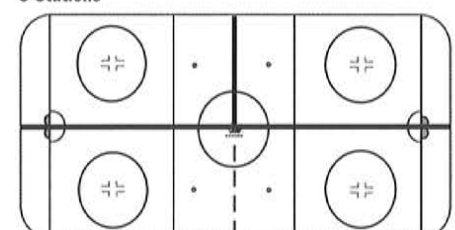
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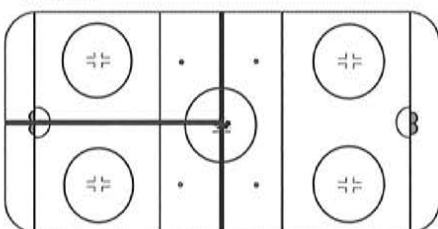
#### 3 Stations



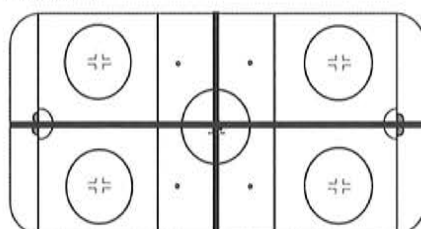
#### 3 Stations



#### 3 Stations



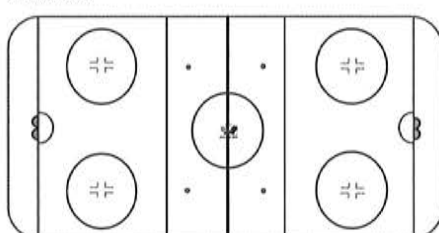
#### 4 Stations



#### 5 Stations



#### 6 Stations



#### 8 Stations

