

RFYHA Squirt Coach's Handbook



Association Mission Statement

Provide the opportunity for the youth of River Falls and the surrounding area to participate in an organized hockey program coordinated with the High School programs and other community resources.

On-Ice Mission Statement

To develop our skaters into the best possible hockey and team players during their time in the association and build character through hard work, respect, personal growth and sportsmanship while building a winning tradition.

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Section 1: RYFHA Policies: Pertinent to coaching at RYFHA

- Below are excerpts of the RYFHA Policies. Every coach should familiarize themselves with these policies and hold themselves, their coaches, their players, and their association members accountable to them at all times. The full RYFHA Policy Handbook can be found on our Association’s website at: http://assets.ngin.com/attachments/document/0104/6155/RFYHA_2016-17_Policy_Handbook_rev080616_-_approved.pdf

- **IV. Hockey Policies**

- **Scheduling Guidelines**

River Falls Youth Hockey, as a member of the Minnesota Hockey District 2, must adhere to the Minnesota Hockey District 2 policies/guidelines. Please see below for the maximum number of games / maximum number of tournaments / required off days. Co-Op teams will follow the higher Max games of the associations in the Co-Op.

| <u>Level</u> | <u>Max Games (per Season)</u> | <u>Tournaments (per Season)</u> | <u>Practice Minimum (per Season)</u> | <u>Required Days Off (per week)</u> |
|------------------------------|-------------------------------|---------------------------------|--------------------------------------|-------------------------------------|
| Mites/8U girls/U8Boys: L1/L2 | 4—Cross-Ice | 2-3 | 50 | 4 |
| Mites/8U girls/U8Boys: L3/L4 | 15—Half Ice | 3-4 | 50 | 4 |
| Squirts/10U Boys | 26 | 2 | 52 | 2 |
| U10 Girls | 26 | 2 | 52 | 2 |
| Peewees/12U Boys | 30 | 2-3 | 60 | 2 |
| U12 Girls | 30 | 2-3 | 60 | 2 |
| Bantams/14U Boys | 35 | 3 | 70 | 1 |
| U14 Girls | 35 | 3 | 70 | 1 |

1. Teams will be allowed to participate in 2 scrimmages (defined as not using the clock/scoreboard with coaches on the ice and no referees) prior to December 1 of each hockey season.
 2. Any team not playing in Minnesota Hockey would still be held to the game maximum and practice minimums outlined below specific to their level.
 3. All teams must maintain a minimum of 2 practices to 1 game ratio. The Association goal is a 3 practice to 1 game ratio.
 4. The season will begin in mid-October and end at the state tournaments (mid-March).
 5. Tournament games shall be included in the season maximum number of games. Regional play-off games and the State Tournament are the exception and will not count against the season maximum game limit.
 6. It is expected that all teams participate in our home tournaments.
 7. All practices, games, and tournaments will be scheduled by or through the association ice schedulers.
- **Practices**
 1. A Coach or Safe Sport Certified parent must be present 20 minutes prior to and 10 minutes after all practices in the locker room. Players will not be supervised before or after the timing listed above. Parents should ensure that their skaters do not arrive prior to or leave after the timing listed above.
 2. Additional ice resources, when available, will be leveraged to support practice to game ratio goals.
 3. March practices will be scheduled for transition from level to level. Players remaining in their current level will practice with players joining that level the following year.

- **Try-out Procedures**

1. The ACE Director will select a team of on-ice coaches for each level (Squirt/10U boys, U10 girls, PeeWees/12U boys, U12 girls, Bantam/14U boys, and U14 girls) to conduct the pre-tryout clinics and the tryout sessions. One person will be designated as the “lead” facilitator.
2. The ACE Director will appoint the try-out evaluation team. These individuals will not have any ties to the level in which they are evaluating and will complete a ranking of the players.
3. The tryout process will be as follows:
 - a. Each level will have 3 scheduled formal tryout sessions.
 - b. Every player trying out will be assigned a jersey and number on day one. The player will receive the same jersey and number for all three tryout sessions.
 - c. Tryouts will include skill drills and game situation activities (including scrimmage time).
 - d. The drills will be age appropriate. The on-ice coaches will use drills approved by the ACE Director.
 - e. Players will be evaluated on skating skills puck control, and general game play.
 - f. All tryouts will be closed to spectators. All non-participants shall remain in the lobby.
 - g. Following the final try-out session, the evaluation team will meet to determine the final rankings/rosters.
 - i. A minimum of three days will be left unscheduled to allow for the placement meeting.
 - ii. The team assignments will not be announced until after the placement meeting takes place.

- **Codes of Conduct**

PREAMBLE AND CORE VALUES

The River Falls Youth Hockey Association ascribes to the various codes of conduct of USA Hockey. At the heart of this organization are the core values of USA Hockey.

- SPORTSMANSHIP - Foremost of all values is to learn a sense of fair and equal play. Become humble in victory, gracious in defeat. We will foster friendship with teammates and opponents alike. We will not argue with coaches or official’s decisions
- RESPECT FOR THE INDIVIDUAL - Treat all others as you expect to be treated. Get along with your teammates. Respect your coaches, teammates, parents, opponents, officials, and property.
- INTEGRITY - We seek to foster honesty and fair and equal play beyond mere strict interpretation of the rules and regulations of the game. Learn the rules and play by them.
- PURSUIT OF EXCELLENCE AT THE INDIVIDUAL, TEAM AND ORGANIZATIONAL LEVELS- Each member of the association, whether player, volunteer or staff, should seek to perform each aspect of the game to the highest level of his or her ability.
- ENJOYMENT - It is important for the hockey experience to be fun, satisfying and rewarding for all participants.
- LOYALTY - We aspire to teach loyalty to the ideals and fellow members of the sport of hockey.
- TEAMWORK - We value the strength of learning to work together. The use of teamwork is reinforced and rewarded by success in the hockey experience. Put the needs of the team first and foremost.
- COMMITMENT - Understand the commitment to your teammates, coaches, and yourself. Work hard to improve your skills. Be on time for practices and games.

- **Players Code of Conduct**
 - Play for FUN.
 - Work hard to improve your skills.
 - Be a team player — get along with your teammates.
 - Learn teamwork, sportsmanship and discipline.
 - Be on time for practices and games.
 - Learn the rules and play by them. Always be a good sport.
 - Respect your coach, your teammates, your parents, opponents and officials.
 - Never argue with an official's decision.
- Discipline Issues
 - It is the goal of the RFYHA to provide all participants (players, coaches, and parents) with the highest level of personal productivity. Please remember that as RFYHA players, parents and coaches we are representing our association and community at both home and away events. Always be on your best behavior and leave places better than you found them: respect your opponents, your coaches, the referees, arena staff as well as picking up your trash and refraining from using inappropriate language.
- Discipline Violations
 - In the event of needed discipline, the head coach is the person recognized as having responsibility for the team. The coach (in accordance with the following guidelines) shall discipline violations of team rules. The Head Coach has full discretion to determine what is or is not a violation of the team rules. These rules should be enforced equitably by the coach, without regard for the possible impact on the outcome of any game or the importance of any game or tournament.
 - First Offense: special chores or benching for less than one period (coach is required to notify parent via e-mail with team liaison attached to e-mail)
 - Second Offense: benching for one period (coach is required to notify parent via e-mail with team liaison attached to e-mail)
 - Third Offense: benching for one game (coach is required to notify parent via e-mail with team liaison attached to e-mail)
 - Fourth Offense: refer member to the RFYHA Player Conduct Committee (see Player Conduct Committee below)
- Major or Continued Violations
 - Major or continued violations will result in a meeting between coach, parents, and RFYHA Team Board Liaison to develop a correction plan which corrective plan or action may lead to and include suspension from all RFYHA activities and premises.
- Player Conduct Committee
 - A three-member player conduct committee will be created to review any and all game misconducts, match penalties, gross misconducts, and individual player behavior.
 - Members of this committee will include the head referee, the head of the coaches' committee, and one board officer.
 - The board officer serving as a member of this committee must not have a skater from the same team as the skater whose conduct is in question.
 - The order for board member team conflict exclusion would be president, vice-president, treasurer, and secretary.

- **Coaches Code of Conduct**
 - Winning is a consideration, but not the only one, nor the most important one. Care more about the child than winning the game.
 - Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players.
 - Be generous with your praise when it is deserved; be consistent; be honest; be fair and just; do not criticize players publicly; learn to be a more effective communicator and coach; don't yell at players.
 - Adjust to personal needs and problems of players, be a good listener, never verbally or physically abuse a player or official.
 - Give all players the opportunity to improve their skills, gain confidence and develop self-esteem; teach them the basics.
 - Provide fair and equal playing time for all players at every game and practice.
 - Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey; encourage all your players to be team players.
 - Maintain an open line of communication with your players' parents. Explain the goals and objectives of your association.
 - Be concerned with the overall development of your players. Stress good health habits and clean living.
 - To play the game is great; to love the game is greater.
 - Failure to follow/enforce the player/coach's/parent's code of conduct may result in loss of the ability to coach at RFYHA as determined by recommendations from the ACE, On-Ice Director, and board oversight.
 - The board supports the player's discipline policy and expects all coaches to enforce the policy
- **Coach's Conduct Committee**
 - The ACE, On-Ice Operations Director and VP act as the committee.
 - The following actions will be taken for any team not following the game maximum guidelines.
 - Effective the first game over the limit, the Head Coach will be immediately suspended for the balance of the year.
 - All coaches for that team will serve a one-year suspension effective immediately after their team's last official scheduled game.
 - The following actions will be taken for any coach not following the Discipline Conduct Guide.
 - Effective immediately after investigation by the Coach's Conduct Committee, if found to be true.
 - Violation #1: The Head Coach will be issued a formal warning.
 - Violation #2: The Head Coach and entire staff will be issued a final warning.
 - Violation #3: The Head Coach will be immediately suspended for the balance of the year. In addition, all coaches for that team will serve a one-year suspension effective immediately after their team's last official scheduled game

- **Coach's Handbook**

- All coaches will be given, and required to understand and follow their Level's Coach's Handbook. This handbook will contain the skills foundation required for their specific level, concepts to be taught by level, and suggested practice plans by level.
- Coaches are encouraged to build on the foundational skills once the TEAM has mastered
- the foundation for their level.
- Concepts outside of the skills foundations by level are not supported, will be viewed as a violation of RFYHA policy, and dealt with in a similar nature to not following the Discipline Conduct Guide.

Section 2: Parent Meeting Agenda: All the tools you need for your first parent's meeting.

- **Parent Meeting Agenda**
 - Welcome and Introductions.
 - High school coach.
 - Schedule found on RFYHA calendar.
 - What we do to build relationship between RFYHA and HS hockey.
 - Codes of conduct.
 - Letter to the Parents.
 - Parent Pledge.
 - Team rules.
 - New RFYHA discipline policy.
 - Board liaison.
 - Introduce them.
 - Explain their purpose/role.
 - ACE coordinator role.
 - Coach support.
 - RFYHA Player Development Pathway and the ADM.
 - Skills and skating are the primary focus.
 - Zach Parise has a skating coach.
 - # of games is a maximum...not a goal.
 - Coach training.
 - USA Hockey certifications.
 - RFYHA Coaches Meetings.
 - Team coaches.
 - Introduce coaching staff.
 - Coach's philosophy.
 - Review schedule.
 - Team Manager.

- **Team Rules**

- Team Goals

- 1. HAVE FUN!!
- 2. Learn and develop skills
- 3. Learn and develop team play concepts
- 4. Show excellent sportsmanship on and off the ice
- 5. Support coaches, parents and other teammates

- Team rules

- Family, school and church are more important than hockey. They come first. If you must miss a practice or a game, contact a coach in advance. It is recommended that the **skater** should make the call not the parent, it teaches discipline.
- Please remember that as RYHA players, parents and coaches we are representing our association and community at both home and away events. Always be on your best behavior and leave places better than you found them: respect your opponents, your coaches, the referees, arena staff as well as picking up your trash and refraining from using inappropriate language.
- Attendance
 - Excused absences
 - Family matters (Death, etc.)
 - Sickness or injury
 - School work or school performances
 - Church functions
 - Other situations, Coaching staff discretion
 - Unexcused absences
 - First unexcused, warning
 - Second unexcused, sit out 10 minutes
 - Third unexcused, sit out 1 period
 - Fourth unexcused, coach, player, parent talk
- Be ready to go on the ice 5 to 7 minutes before practices and 45 minutes before games.
- Coach will set hotel rules and curfew (including pool curfew) based on away game schedule.
- Locker Room: No one allowed in or around the player's locker rooms (other than players and coaches) 20 minutes before and 10 minutes after a game. All players are responsible for locker room clean up after every event.

- **Letter to Parents**

LETTER TO PARENTS

Please accept this letter in the spirit intended. We do not know how to raise your child, but we have learned a few guidelines over the years that can help towards a good player-coach-parent relationship.

- The parent's role should be one of support and not criticism. Each of our players will have bad practices and bad games at times. They usually know when this occurs and do not need you to remind them.
- When your child cannot attend a game or practice, we should be told or called in advance. Please have your child make the call.
- Parents do not belong on the player's bench or in the locker room unless there is an apparent injury.
- Parents need to act in an appropriate manner while representing RFYHA.
- Please support all coaching philosophies. Do not "coach" against the coaches. This will confuse your skater (e.g. stand in front of net or give incentives for goals).
- (Squirts)Your child will play multiple positions as a Squirt. One of the goals of Squirt is leaving with an awareness of how to play all positions.
- If your child is unhappy for any reason, please talk to us about it. We want your child to be happy and perhaps can solve the problem before it gets out of hand. If we don't know there is a problem, we can't fix it.
- If you are unhappy with a decision made by one of the coaches, please make an attempt to follow the "wait a day rule" and call the next day. Many situations become less volatile after a twenty-four-hour cool down period.
- Ice-time or how much a child plays in a given game is up to the coaches, not the parents. It is impossible to give everyone equal time in every game, but our coaches will do their best to make it fair and equal.
- Try to keep this activity in perspective. It is supposed to be a fun game for the KIDS!
- If your child has a medical condition, we should know about it. We will keep a log in the first aid kit of each skater's special medical needs (Inhaler, etc.). Please provide this information to your teams' coaches and manager.
- Each family will need to participate in game activity during MAHA conference play (penalty box, clock and score). We share this responsibility with the other team.

- **Parent's Pledge**

RFYHA Parents Pledge

- ***Please read, initial each item, and complete/sign the bottom portion***
- ***Return this form to your team manager***

1. I PLEDGE TO GET MY CHILD TO PRACTICE AND GAMES ON TIME. I will do my best to be on time when dropping off and picking up my child from all games and practices. This shows respect for the coach, and it tells my child that he or she is my top priority.

Initials _____ Initials _____

2. I PLEDGE TO USE POSITIVE ENCOURAGEMENT TO BUILD MY CHILD'S SELF-CONFIDENCE because athletes do their best when their "self-confidence" is high. I understand that less than 1% of youth sports participants receive college scholarships and that the top three reasons kids play sports are 1) to have fun, 2) to make new friends, and 3) to learn new skills. I understand that the game is for the players, and I will keep sports in the proper perspective.

Initials _____ Initials _____

3. I PLEDGE TO REINFORCE THE "T.E.A.M." CONCEPT WITH MY CHILD (T for Treat others with respect, E for Effort, A for maintain a positive Attitude, M for learn from Mistakes). Winners are people who make maximum effort, continue to learn and improve, and do not let mistakes, or fear of making mistakes, stop them. I understand that mistakes are an inevitable part of any game and that people learn from their mistakes. I understand that children are born with different abilities and that the true measure is not how my child compares to others, but how he/she is doing in comparison to his/her best self.

Initials _____ Initials _____

4. I PLEDGE TO "RESPECT THE GAME." I understand the importance of setting a good example for my child. No matter what others may do, I will show respect for all involved in the game including coaches, players, opponents, opposing fans, and officials. I understand that officials make mistakes. If the official makes a "bad" call against my team, I will Respect the Game and be silent!

Initials _____ Initials _____

5. I PLEDGE TO REFRAIN FROM YELLING OUT INSTRUCTIONS TO MY CHILD. I understand that this is the coaches' job. I understand that games are chaotic times for children trying to deal with fast-paced action and respond to opponents, teammates, and coaches. I will limit my comments during the game to encouraging my child and other players for both teams.

Initials _____ Initials _____

6. I PLEDGE TO REFRAIN FROM MAKING NEGATIVE COMMENTS about my child's coach in my child's presence. I understand that this plants a negative seed in my child's head that can negatively influence my child's motivation and overall experience.

Initials _____ Initials _____

I will honor the River Falls Youth Hockey Association Parent Pledge in my words and actions.

Print Child's Name: _____

Parent's Signature: _____

Parent's Signature: _____

Game Day Expectations

Coach Game Day Expectations

WINNING IS A RESULT OF WHAT WE ACCOMPLISH IN PRACTICE--NOT A GOAL ON GAME DAY.

- Practice/s leading up to game day
 - Do not lose sight of RFYHA & USA Hockey practice guidelines
 - Working on skills and skating is always the main priority
 - Squirts: 60-minute practice = 45 min on skills, 10 on concepts, 5 on systems
 - Pee Wees: 60-minute practice = 40 min on skills, 15 on concepts, 5 on systems
 - Bantams: 60-minute practice = 30 min on skills; 20 on concepts, 10 on systems
- Game Day
 - Preparation for games (before, during, after)
 - Outline game-day responsibilities
 - Coaches roles / duties
 - Locker Room / Bench Management
 - Arrival time
 - Jobs at the rink (roster, water bottles, locker room location)
 - Locker room policies pre/post-game
 - End of game guidelines
 - Head Coach
 - Assign roles for Assistant Coaches
 - Know your players
 - Know the game situations and the rules
 - Line rotations
 - Tone on the bench
 - Do not yell instructions to players on the ice
 - Let them play, react and enjoy the game
 - Discuss what happened on the bench with them between shifts
 - Do not swear in front of the kids
 - Do not yell at the referees
 - ALL COACHES: Be professional, act & dress appropriately. No tobacco or alcohol use
 - Bench Management
 - Arena layout; Bench Configuration; Lines of Communication between coaches; Offense, Defense, Goalie; Line changes
 - Post-game speech
- Practice/s after game day
 - Do not lose sight of RFYHA & USA Hockey practice guidelines

Player Game Day Expectations

- Be at rink 45 minutes prior to game (in locker room)
- Begin warm ups as team. (10 minutes)
 - Push-ups
 - High knees
 - Walking lunges
 - Karaoke
 - Sprints
 - Backwards shuffle with low knee-bend
 - Stationary side to side...one foot to the other foot
 - Jumping jacks
- Stick handle with golf balls (10 minutes)
 - Goalies should have tennis balls and toss against wall
- Get dressed (15 minutes)
- Chalk Talk (5 minutes)
 - Having FUN!
 - Reinforce PASSING, puck control, reduce turnovers
 - Effort and Team work
- Post-game Speech (No parents in locker room)
 - Short and sweet
 - Focus on positives, did we have fun?
 - Discuss number of good passes and reducing turnovers
 - Did we give 100% effort?
 - Did we show good sportsmanship? (win or lose)

Having a pre-game warm is a great way to build team unity and a helps prevent injury as well as help with development of our players. All league games and tournaments may start 15 minutes early. Please make sure we are ready!

Section 3: RFYHA Terminology: It is important that we speak the same language from Mites to High School. This will ensure that we are not re-training concepts, or having to explain situational play in different ways with each successive level and/or coaching group.

| <u>Term</u> | <u>Zone</u> | <u>Definition</u> |
|--------------------------|---|--|
| Active Stick | Primarily Defensive Zone | Primarily a defensive tactic performed by keeping the blade of the stick on the ice and adjusting its position to deny passing lanes. |
| Angling | All Zones | Skating at an angle to intercept a puck carrier and to force the puck carrier in the direction and space the defender wants them to go. |
| Area Pass | All Zones | Passing the puck to an area where the team member is not occupying but is in the process of skating to. |
| Backdoor | Offensive & Defensive Zones | Weak side position next to but slightly in front and to the side of the net. |
| Back Checking | All Zones | Process of skating to support your team back into the defensive zone with the intent of neutralizing the opponent's ability to shoot or maintain possession of the puck. Skate; do not reach with your stick! |
| Box | Defensive Zone | Basic Penalty Kill formation with 2 defensive players low and 2 forwards high. Use active sticks and force the attackers to the boards. |
| Break Out | Defensive Zone | Process of getting the puck out of the defensive zone while transitioning to offense and maintaining puck possession. |
| Bump Pass | Defensive Zone | An indirect pass from one defenseman to the other behind the net that bounces off the boards to the other defenseman's stick. |
| Bunching | All Zones | 3 or more skaters all chasing or attacking the puck or occupying the same space. Spread out! |
| D1, D2 | All Zones | D1 is playing or ready to play the puck. D2 is supporting D1 for a pass or in front of the net tying up an opponent. |
| Dead Squirrel | All Zones | Make a Play! It's better to make a mistake than being indecisive. Squirrels that can't make up their minds end up as road kill. |
| Dead Zones | Offensive & Defensive Zones | Areas in the corners and behind the net where the probability of scoring is none however can be used to maintain puck possession. |
| Defender | All Zones | Skater without position of the puck. |
| Defense | All Zones | Team that is not in clear possession of the puck. |
| Defensemen | All Zones | Skaters closest to the blue line in the offensive zone. Should play inside the blue line to keep the puck in the zone. Skaters closest to the goalie in the defensive zone. Should |
| Defensive Side | Defensive Zone | Establishing a position between your opponent and your net. |
| Defensive Zone | Defensive Zone | Zone in which your goalie is located. |
| Driving the Net | Offensive Zone | With or without the puck, skating as hard to the net as possible during the attack. Stop at the net—do not skate by! |
| Drop Pass | Primary Offensive Zone | In a two on one, the skater with the puck leaves the pass for the supporting offensive skater while drawing the defensive player with them. |
| F1, F2, F3 | Offensive Zone | F1 is the first forward to the puck, F2 supports F1, and F3 remains high or in the slot to receive a pass or rebound. |
| Fire | Defensive Zone Transition to Neutral Zone | When a team dumps into your defensive zone and makes a change, the first player back to the puck should look and if open, "fire" a long hard pass to a team mate positioned on the opponent's side of the red line opposite of the opponent's bench. |
| First to the Puck | All Zones | Wildcats will always get to the puck first. Be aggressive and attack! |
| Flip Pass | All Zones | Passing the puck through the air over an opponent or their stick. The ideal pass lands flat on the ice. |
| Force Outside | Defensive Zone | Angle the attacker away from the center of the ice to the boards. |
| Fore Check | Offensive Zone | Applying pressure in the offensive zone with the intent of regaining possession of the puck. |

| | | |
|---------------------------|--|--|
| Gap | Neutral Zone to Defensive Zone | The space between the defenseman and an attacking forward. Close the gap to attack the puck as you back into the defensive zone. |
| Get Open | All Zones | Present a target, give the passer room to give you the puck, and don't bunch in a group. |
| Give & Go | All Zones | Process of giving a pass and immediately receiving it back. |
| Head on a Swivel | All Zones | Your head should constantly be moving around to read the play. |
| Headman Pass | All Zones | Passing the puck to the player in a better offensive position. |
| Hand Check | All Zones | Legally impeding a defender by blocking their progress and getting into their hands. Can also be defined as "rubbing" or moving parallel to your opponent to impede his movement. |
| Indirect Pass | All Zones | Passing the puck off of the boards or around to another skater. |
| Inside the Dots | Defensive Zone | Establishing a position inside of the face off dots to play inside out. |
| Man Up | Primary Defensive Zone Secondary Neutral Zone | Identify a player on the other team to cover and stay with that skater to prevent an offensive opportunity. |
| Numbers | All Zones | On Defense, always outnumber the opposition by 1. On Offense, provide support to the puck carrier to provide a 2 on 1. |
| Neutral Zone | Neutral Zone | Area between the blue lines. Control of the neutral zone dictates control of the game. |
| Offense | All Zones | Team that is in possession of the puck. |
| Offensive Zone | Offensive Zone | Zone in which you are trying to attempt to score. |
| One Touch | All Zones | Shoot or pass the puck immediately off the pass without stopping the stick...similar to swinging a bat at a baseball pitch. |
| Passing Lane | All Zones | Any open route between the player controlling the puck and another offensive skater. |
| Player or Puck | All Zones | Defensive tactic. Either take out the skater or the puck or both. |
| Poke Check | All Zones | Using your stick to poke the puck out of a skater's possession while skating backwards. Normally performed by Defensemen. |
| Possession | All Zones | Controlling the puck and not allowing the opposition to take control. |
| Pressure | Defensive Zone | Defensive speed creates pressure on the offensive players. This results in reducing time and space available to the attackers. |
| Pressure | Offensive Zone | Quick player and puck movement which overtakes the ability of the defenders to gain possession. |
| Puck Protection | All Zones | Any action or movement that keeps the puck away from the defender through use of one's body. |
| Rebound | Offensive & Defensive Zones | A puck that is shot and comes off the goalie. Driving to the net and getting rebounds score goals! |
| Screen | Offensive Zone | Positioning yourself in the goalkeeper's line of vision so they cannot see the puck. |
| Slot | Offensive & Defensive Zones | Area from the top of the circles to the net between the face off dots for quality scoring opportunities. |
| Support | All Zones | Players away from the puck make themselves available as a passing option on offense. On Defense, being the second skater when battling for the puck...should not be in the play but close to get the loose puck and transition to offense. |
| Three Hard Strides | All Zones | Take three hard strides when changing direction or standing still. |
| Transition | All Zones | Moving from offense to defense and vice versa. |
| Through The Puck | All Zones | Skating through the puck means not stopping or slowing down as you attempt to gain control of a loose puck or are attacking an offensive player. |
| Weak Side | Offensive & Defensive Zones | The side of the ice opposite to where the puck is being controlled. |

GOALTENDER TERMINOLOGY

| | |
|-------------------------|---|
| Skating | How you get in the proper position. Goalies should be the best skaters on the team. |
| Crease Awareness | Knowing where you are in relation to the puck and the goal. |
| Blocking | Methods to stop the shot. |
| Angles | The positioning that covers the most net between you and the puck. |
| Shuffle | Lateral movement with your feet. |
| T-Glide | Movement where the lead foot is perpendicular to the trailing push foot. |
| C-Cut | Skate making a c-shape in the ice. |
| Butterfly | Position on your knees with your legs in a V position. |
| Square | Position to the shooter where your body is aligned with the shooter. |
| Five Hole | Space between the goalie's legs. |
| V-Slide | Lateral motion going from standing to the butterfly position. |
| Paddle | Thick part of the stick above the blade. |
| Screen | Skater(s) blocking the goalie from seeing the puck. |
| Goalie Ready | Athletic ready position with your glove out and prepared to block a shot. |
| Glove Save | Save with your glove hand. |
| Blocker Save | Save with your blocker hand. |
| Stick Save | Save with your stick. |
| Rebound | Condition where a first save is made and the puck is not controlled offering another chance to score. |
| Depth | Distance between the goal and the shooter. |
| Follow the Shot | Tracking the puck with your eyes. |
| Recover | Getting back into position for the next shot once a save has been made. |

Section 4: RFYHA Player Development Pathway: High level outline of Priorities and Goals from Squirts to Bantams [RFYHA Player Development Pathway \(click to open\)](#)

Squirt Coaching

Long Term Development Stage: 75% Individual Skills (hockey skills and activities); 15% Hockey Sense (teaching concepts through small area games); 10% Systems (team play training).

Squirt Coaching Priorities

- Allow the players to have fun and want to return next season
- Enhance and refine skill techniques in skating, puck control, puck movement, and shooting
- Prepare players to advance to the next level (Squirt B to A; Squirt to Peewee)
- Increased understanding and appreciation of a full ice game (teamwork, position play, specialty, situations)

Level Goals

- Player Development: Develop habits of successful team character, value for puck possession (puck protection and winning battles to puck without throwing it away), players learning all positions with goalies skating out when not in net, basic defensive player and offensive player skills.
- Skating Development/Individual Skill Development: Emphasis on edge work (linear forward/backward skating uses inside edge; turning and changing directions uses outside edge)
- Player Concept/Team Play Development: Basic Defensive Zone, Neutral Zone and Offensive Zone
- Body Contact/Body Checking: Introduction to body contact through stick checking, proper skating skills, defensive and offensive side positioning, covering lanes, strong and weak side positioning, angling-steering-driving and Gap control
- Off-Ice Development: Introduction to off-ice development that might include stick handling, shooting, chalk talk or speed & strength

Peewee Coaching

Long Term Development Stage: 65% Individual Skills (hockey skills and activities); 25% Hockey Sense (teaching concepts through small area games); 10% Systems (team play training)

Peewee Coaching Priorities

- Provide “game-like” conditions in practice as often as possible
- Teach shooters to finish the drills by following the shot to the net
- Backchecking, backchecking, backchecking (2-way hockey players)
- Body contact - develop body contact skills that lead to puck possession

Level Goals:

- Player Development: defensemen, scorer’s and body contact
- Skating Development/Individual Skill Development: emphasis on skating speed - forward and backward; backwards skating with emphasis on rip C starts with backwards cross-unders and reach; transition from forward to backward to forwards, and forward crossovers and push-unders
- Shooting: ability to shoot wrist shots and backhanders, shoot off of inside skate
- Scoring: crashing net, reading goalie, puck support around net

- Player Concepts/Team Play Development: develop strong forehand and backhand passes while maintaining the head up: understand importance of tape to tape passes; be able to control the passes, one touch passing; emphasis on creating passing options and utilizing support players effectively
- Body Contact/Body Checking: Become experts on difference between body contact and body checking for puck possession. *Focus is on body contact.*
- Off-Ice Development: Regular off-ice develop that includes stick handling, shooting, chalk-talk and speed & strength (limited to body weight maneuvers)

Bantam Coaching

Long Term Development Stage: 50% Individual skills (hockey skills and activities); 35% Hockey Sense (teaching concepts through small area games); 15% Systems (team play training).

Bantam Coaching Priorities

- Develop defensemen as top priority
- Establish team discipline in executing a system of play
- Provide “game-like” conditions in drills as often as possible
- Teach shooters to finish the drills by following the shot to the net
- Backchecking, backchecking, backchecking (2-way hockey players)
- Short Shifts (45 seconds to 1 min)
- Body contact - teach proper body checking that leads to puck possession
- Reinforce player communication on the ice

Level Goals:

- Player Development: mentality for creating scoring opportunities, offensive and defensive skills for defensemen
- Skating Development/Individual Skill Development: quickness, speed, agility training; development of power and enhanced change of direction
- Stick Handling/Puck Control – ability to control the puck in traffic and open ice for puck possession
- Puck Movement – headman the puck
- Shooting – wrist, snap and slap shots
- Player Concepts/Team Play Development: zone entry, neutral zone regrouping, forechecking, defensive zone coverage, face-offs, special teams
- Body Contact/Body Checking – body checking safety and skill that leads to puck possession.
- Off-Ice Development: Regular off-ice develop that includes stick handling, shooting, chalk-talk and speed & strength (body weight and weighted maneuvers)

Key Association Phrases

“Driving the Net”

“First to the Puck”

“Headman the Puck”

“Through the Puck”

“Three hard Strides”

Section 5: RFYHA Skill Competency by Level: What each of our skaters should be proficient at by the end of each level of play.

| | Squirts | Peewees | Bantam |
|--------------------------------|--|---|---|
| | ~Golden Age of Skill Development ~Intro to full ice games ~Intro to off-ice training ~Goalies skate out | ~Golden Age of Skill Development ~Emphasis on Body Contact ~1-2 Off-Ice training per week ~Increased game play ~Committed goalies | ~Optimal Window for Speed & Endurance Development ~Team Discipline in executing a system of play ~2-3 Off-Ice training sessions ~Emphasis on Body Checking |
| Skating | | | |
| | Ready position | Ready position | Ready position |
| | edge control | edge control | edge control |
| | Forward Start | Forward Start | Forward Start |
| | Forward Stride | Forward Stride | Forward Stride |
| | 2 Foot Stop | 2 Foot Stop | 2 Foot Stop |
| | 1 Foot Snowplow | 1 Foot Snowplow | 1 Foot Snowplow |
| | Controlled Turn | Controlled Turn | Controlled Turn |
| | Forward Crossover | Forward Crossover | Forward Crossover |
| | Backward Skating | Backward Skating | Backward Skating |
| | Backward Stop | Backward Stop | Backward Stop |
| | ABCs of Skating | ABCs of Skating | ABCs of Skating |
| | 1 Foot Stop | 1 Foot Stop | 1 Foot Stop |
| | Backward Crossover | Backward Crossover | Backward Crossover |
| | Mohawk Turn | Mohawk Turn | Mohawk Turn |
| | | lateral skating | lateral skating |
| | | backwards cross-under start | backwards cross-under start |
| | | backward two-skate stop | backward two-skate stop |
| | | backward power stop (one skate) | backward power stop (one skate) |
| | | | quickness |
| | | | speed |
| | | | agility |
| | | | power |
| | | | change of direction |
| | | | balance (use of edges) |
| Passing & Receiving | | | |
| | forehand pass | forehand pass | forehand pass |
| | backhand pass | backhand pass | backhand pass |
| | receiving a pass properly with stick | receiving a pass properly with stick | receiving a pass properly with stick |
| | saucer pass (forehand and backhand) | saucer pass (forehand and backhand) | saucer pass (forehand and backhand) |
| | receiving a pass properly with skate | receiving a pass properly with skate | receiving a pass properly with skate |
| | indirect pass | indirect pass | indirect pass |
| | | receiving a pass properly with the hand | receiving a pass properly with the hand |
| | | surround the puck | surround the puck |
| | | one-touch passes | one-touch passes |
| | | area passes | area passes |
| | | | crisp passes |

| | Squirts | Peewees | Bantam |
|---|--|---|---|
| | ~Golden Age of Skill Development ~Intro to full ice games ~Intro to off-ice training ~Goalies skate out | ~Golden Age of Skill Development ~Emphasis on Body Contact ~1-2 Off-Ice training per week ~Increased game play ~Committed goalies | ~Optimal Window for Speed & Endurance Development ~Team Discipline in executing a system of play ~2-3 Off-Ice training sessions ~Emphasis on Body Checking |
| Puck Control | | | |
| | Lateral side to side SH | Lateral side to side SH | Lateral side to side SH |
| | front to back SH | front to back SH | front to back SH |
| | diagonal SH | diagonal SH | diagonal SH |
| | attacking the triangle | attacking the triangle | attacking the triangle |
| | puck protection | puck protection | puck protection |
| | change of pace | change of pace | change of pace |
| | toe drag | toe drag | toe drag |
| | give and take | give and take | give and take |
| | accelerating with the puck (1-hand carry) | accelerating with the puck (1-hand carry) | accelerating with the puck (1-hand carry) |
| | | change of direction | change of direction |
| | | backward puck control | backward puck control |
| | | fakes & deception while SH | fakes & deception while SH |
| | | puck off boards | puck off boards |
| | | | fake shot |
| | | | stop & go |
| | | | spin around |
| Shooting | | | |
| | wrist shot | wrist shot | wrist shot |
| | backhand | backhand | backhand |
| | flip shot | flip shot | flip shot |
| | screen shot | screen shot | screen shot |
| | deflection | deflection | deflection |
| | off rebound | off rebound | off rebound |
| | | snap shot | snap shot |
| | | slap shot | slap shot |
| | | fake shots | fake shots |
| | | one-timers | one-timers |
| | | | stick position in scoring areas |
| | | | shots in close (pull puck in & get it up) |
| Body Contact & Body Checking | | | |
| | stick on puck | stick on puck | stick on puck |
| | lift the stick check | lift the stick check | lift the stick check |
| | poke check | poke check | poke check |
| | stick check | stick check | stick check |
| | covering the puck | covering the puck | covering the puck |
| | Understanding of Offensive and Defensive sides of the play | Understanding of Offensive and Defensive sides of the play | Understanding of Offensive and Defensive sides of the play |
| | strong and weak side of a play | strong and weak side of a play | strong and weak side of a play |
| | gap control concept | gap control concept | gap control concept |
| | body positioning & angling | body positioning & angling | body positioning & angling |

| | Squirts | Peewees | Bantam |
|---|--|---|---|
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| Body Contact & Body Checking Continued | | | |
| | | receiving by the boards | receiving by the boards |
| | | receiving in open ice | receiving in open ice |
| | | receiving from behind | receiving from behind |
| | | rubbing out | rubbing out |
| | | screening out | screening out |
| | | pinning out | pinning out |
| | | box out | box out |
| | | | concept: Balance & generating power |
| | | | concept: The Respect Zone |
| | | | concept: taking and applying check |
| | | | front check |
| | | | side check |
| | | | side check in open ice |
| | | | side check along boards |
| | | | hip check pinching |
| | | | the danger zone |
| | | | hip check |
| Team Play | | | |
| Offense | 2 on 2 situations | 2 on 2 situations | 2 on 2 situations |
| | 1 on 1 situations | 1 on 1 situations | 1 on 1 situations |
| | triangle offense | triangle offense | triangle offense |
| | | team play in each zone | team play in each zone |
| | | face-offs | face-offs |
| | | zone entry | zone entry |
| | | power-play | power-play |
| | | | principles: pressure, transition, support |
| | | | cycling |
| | | | |
| Defense | gap control | gap control | gap control |
| | protect center of the ice | protect center of the ice | protect center of the ice |
| | stick on puck | stick on puck | stick on puck |
| | back checking | back checking | back checking |
| | body position: man-you-net | body position: man-you-net | body position: man-you-net |
| | basic defensive coverage | basic defensive coverage | basic defensive coverage |
| | | defending the middle of ice | defending the middle of ice |
| | | 1on1 & even-numbered situations | 1on1 & even-numbered situations |
| | | 2on1 & odd-numbered situations | 2on1 & odd-numbered situations |
| | | forechecking | forechecking |
| | | man-short concepts | man-short concepts |
| | | shot blocking | shot blocking |
| | | | principles: pressure, transition, support |
| | | | defensive play in each zone |
| | | | boxing out & fronting an opponent |

Section 6: RFYHA Squirts Level Development

Squirt: Long Term Development Stage

- Speed: constant stopping, starting, changing direction, and puck races in small areas
- Suppleness and Flexibility: perform a variety of activities and exercises through a full range of motion
- Skill Acquisition and Development: Science has shown this is the prime age for skaters to acquire and develop sport skills, therefore it's known as the Golden Age of Skill Development
- (hockey skills and activities 75%; hockey sense 15%; systems; 10%).

Squirt Coaching Priorities:

- Allow the players to have fun and want to return next season
- Enhance and refine skill techniques in skating, puck control, puck movement, and shooting
- Prepare players to advance to the next level (Squirt B to A; Squirt to Peewee)
- Increased understanding and appreciation of a full ice game (teamwork, position play, specialty, situations)

Level Goals:

- Player Development: Develop habits of successful team character, value for puck possession (puck protection and winning battles to puck without throwing it away), players learning all positions with goalies skating out when not in net, basic defensive player and offensive player skills.
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Player Development:

Character

- Have respect for teammates, coaches, opponents, officials and parents
- Demonstrate an ability to balance school and outside activities
- Be on time for games and practices
- Understand only they can "Just say No" to drugs and other harmful substances
- Understand and take responsibilities for their performance at games, practices and school
- Not be influenced by the negative behavior or actions of teammates

Value for Puck Possession

- Puck Possession is a mental skill of developing habits that keep opponents away from the puck
- Winning races to the puck (win races, win battles, win games)
- Understand stickhandling, passing and shooting possesses the puck
- Individual puck possession requires stickhandling and shooting skills; team puck possessions requires passing skills and team play

Skating Development/Individual Skill Development

Skating

- Edge control, inside and outside
- Ready position
- Forward start right/left
- Forward stride
- One-foot stop
- Backward skating
- Forward/Backwards crossovers
- Mohawk
- Lateral skating

Puck Handling/Puck Control

- Proper Placement of Hands (finesse hand on top, bottom hand is power hand)
- Eyes looking up
- Forehand shift
- Backhand shift
- Puck off the boards
- Puck protection
- Give and take (go)
- Backward puck control
- Open ice carry

Passing and Receiving

Coaching Points: stick on ice, strong stick presence when giving and receiving passes, present a target, head up; passing and receiving is foundation to team play

- Headman the puck
- Calling for pass
- Forehand
- Backhand
- Receiving with the stick
- One-touch pass
- Area pass
- Breakout

Shooting

Coaching Points: Shoot off the inside foot; head up and look at target, follow-through with shot, follow shot to net

- Wrist
- Backhand
- Intro Snapshot
- Rebounding
- Screen and Tip

Player Concept/Team Play Development

Defensive Player Concepts

- Gap control
- Clearing the opponents from in front of our net
- Proper technique for playing 1 on 1, 2 on 1, 3 on 1, 2 on 2, 3 on 2

Offensive Player Concepts

- Puck possession skills
- Making breakout pass
- Headman the puck
- Support player responsibilities in 2 on 1, 3 on 1, 2 on 2, 3 on 2
- Becoming an effective goal scorer:
 - Be first to the puck
 - Shoot the puck!
 - Crash the net
 - If goalie is out, deke. If goalie is back in net, shoot.
 - Always follow your shot to the net – look for a rebound – no “fly by”!
 - Accuracy is more important than a hard shot

Team Concepts/Team Play

Offense Concepts/Team Play

- Offense in the defensive zone
 - Breakout: Breakout the puck
 - Transition: Support players transition quickly in breaking out and creating momentum in leaving the zone
- Offense in the neutral zone
 - Utilize weak side options
 - Basic regrouping
- Offense in the offensive zone
 - First offensive player is taking the body; with stick-on-puck
 - 2-1-2 forecheck
- Power play systems
 - Breakout
 - Offensive zone set up
- Face-offs
 - Proper setup of the face off man
 - Proper positioning and coverage responsibilities of all other players
 - Set plays
- Entering the zone
 - Puck carrier goes wide, second person goes to net and third person creates triangle as a trailer.

Defense Concepts/Team Play

Coaching: protect the center of the ice, protect the front of net at all costs, sticks in passing lanes, sometimes the best defense is stopping feet and being in position,

- territorial defense
- one-man fore-checking
- two-man fore-checking
- back checking
- center-on-point defensive strategy
- wing-on-point defensive strategy
- man-short
- one-on-one confrontations
- shot blocking

Body Contact/Body Checking: Emphasis on Stick Checking & Angling

Checking

- Lift the stick check
- Poke check
- Stick check
- Protecting the puck
- Understanding of Offensive and Defensive sides of the play
- Understanding strong and weak side of play
- Angling – steering – driving a player
- Gap control

USA Hockey Body Contact/Body Checking Materials: <http://www.usahockey.com/page/show/893675-checking-materials>

Off-Ice Development

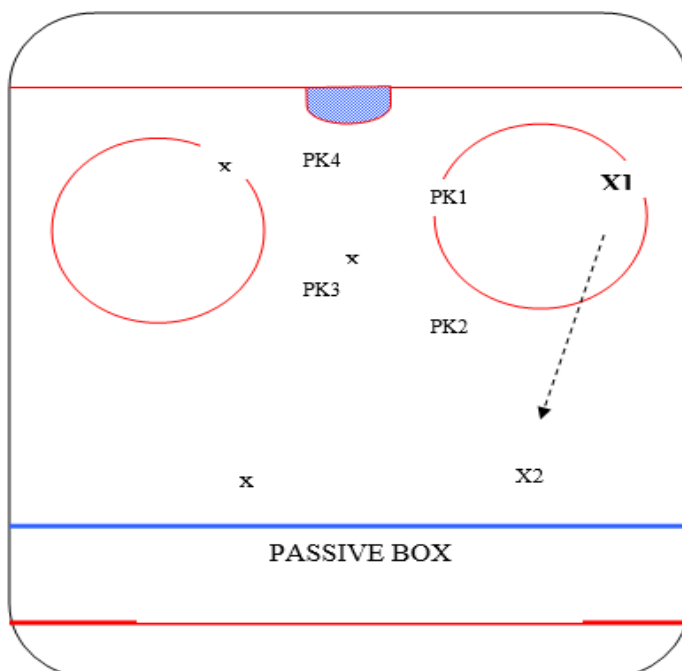
- Duration: 1 off-ice session per week
- Pre-Game Warm-up and stretching Introduction
- Introduction to speed and strength training
- Stickhandling skill development
- Mental toughness

Section 7: RYHA Key Concepts: We will run our Penalty Kill, Face-offs, Power Play, and Fore-check consistently within the boy's organization.

Penalty Kill

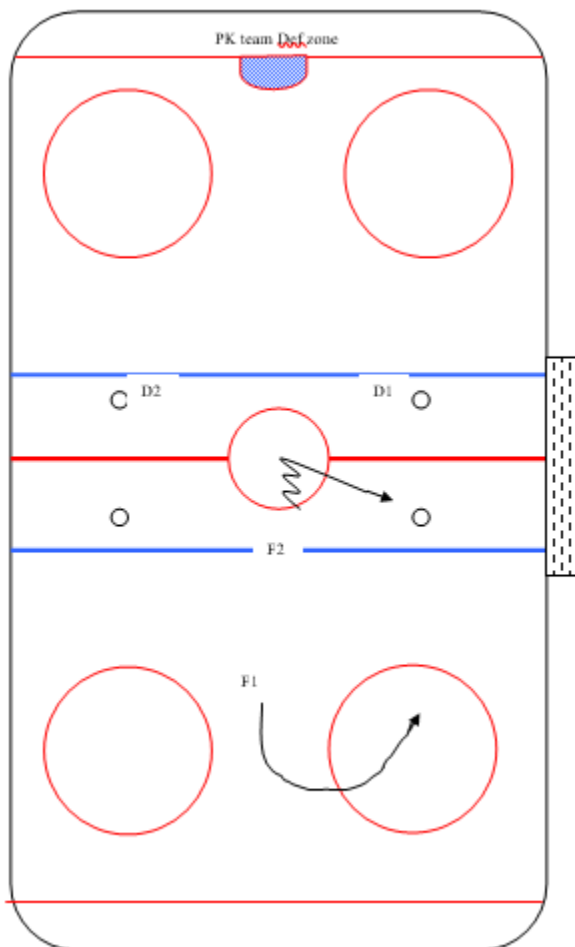
KEYS TO SUCCESS ON PENALTY KILL—PASSIVE BOX

- ◆ Hard work is the key to success always!!!
- ◆ Get into position ASAP
- ◆ When in doubt get in the middle of the rink, between the face off dots, and on the defensive side of the puck
- ◆ Force aggressively whenever they mishandle the puck, make slow or weak passes, or turn away from you
- ◆ Always force in straight lines, after the player you've challenged moves the puck stop and get back to the middle of the rink before he does.
- ◆ DO NOT GET BEAT BACK TO THE MIDDLE
- ◆ Have active sticks in the passing lanes
- ◆ Head on a swivel, always aware of what is happening behind you
- Ice the puck when you have a chance, eat it if you're on your backhand
- Make smart line changes whenever you have a chance
- Always have your feet up ice
- Do not tie up another player, cover your area and when the puck arrives challenge the most dangerous player in your area
- Similar to the sliding triangle in that there should always be 2 PK players Since the Box and 1 power play has dangerous backdoor and weak side options the PK should be less aggressive than the Box to Diamond PK
- Where ever the puck is we have 2 PK players out and 2 players staggered behind them. This staggered look allows us to cover several passing lanes into the prime scoring area by simply being in position
- When puck moves from X1 to X2 PK player #2 and #3 move up while PK players #1 and #4 stagger behind and between them inside the prime scoring area

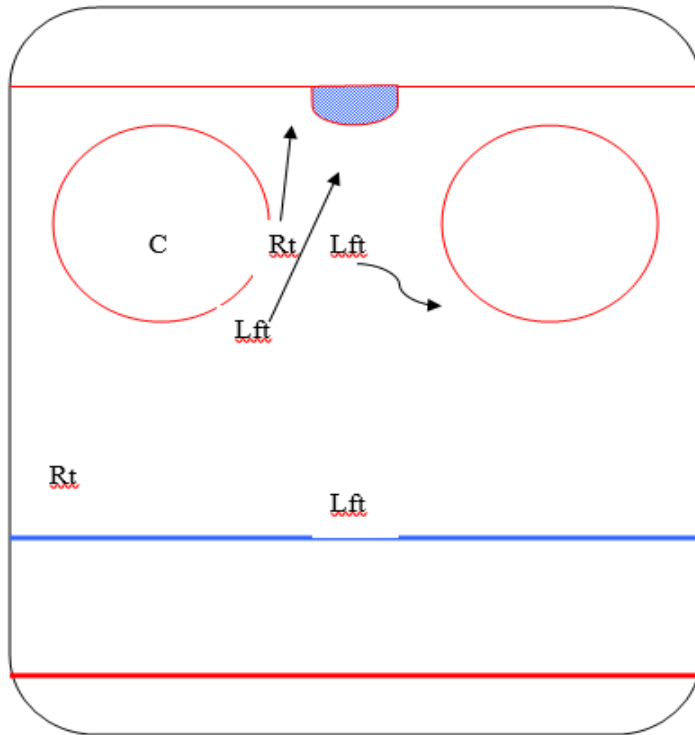


PK "I" Fore check

- The goal of this fore check is to get the power play team to either dump the puck in, ice the puck, or turn it over in the neutral zone before they can do either
- F1 needs to force the PP breakout to come up the side of the rink that has the players' benches on it. This forces a low dump in (below the glass) and increases the opportunity for our goaltender to stop the puck behind his net.
- As F1 angles the puck carrier to the bench side in the neutral zone F2 initially backs off inviting the puck carrier to continue up that side. If F1 is successful angling the puck carrier, then F2 steps up aggressively before the puck carrier crosses the center ice red line.
- As F2 steps up F1 needs to get on the defensive side of the puck and back to the middle of the rink
- As F2 steps up D1 moves over to help F2 retrieve the puck and / or defend the blue line
- As F2 steps up and D1 moves over, D2 needs to get back to the middle of the rink and be aware of the weak side. If the puck is dumped in D2 should be able to get to it and ice it with the help of his goaltender

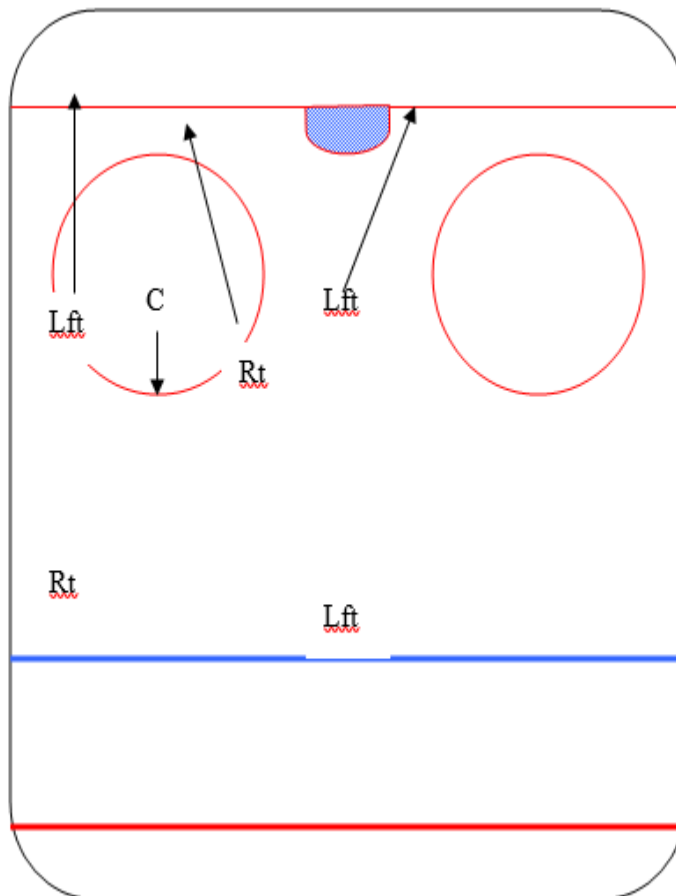


Face-Offs



LAST SECONDS—QUICK SHOT

- ◆ CENTER CAN SHOOT OFF OF THE DRAW OR DRAW IT BACK TO FORWARD OR DEFENSE
- ◆ LOOKING FOR A QUICK SHOT FROM FORWARD OR DEFENSE
- ◆ INSIDE FOR GO DIRECTLY TO NET FRONT
- ◆ OUTSIDE FOR OPEN UP FOR SHOT OFF OF PASS OR GO TO NET
- ◆ FORWARD ON TOP OF CIRCLE HELP GET PUCK TO THE NET OR GO TO THE NET
- ◆ RIGHT DEFENSE CAN CHEAT UP TOWARD NET DEPENDING ON PUCK
- ◆ LEFT DEFENSE HELP GET PUCK TO THE NET



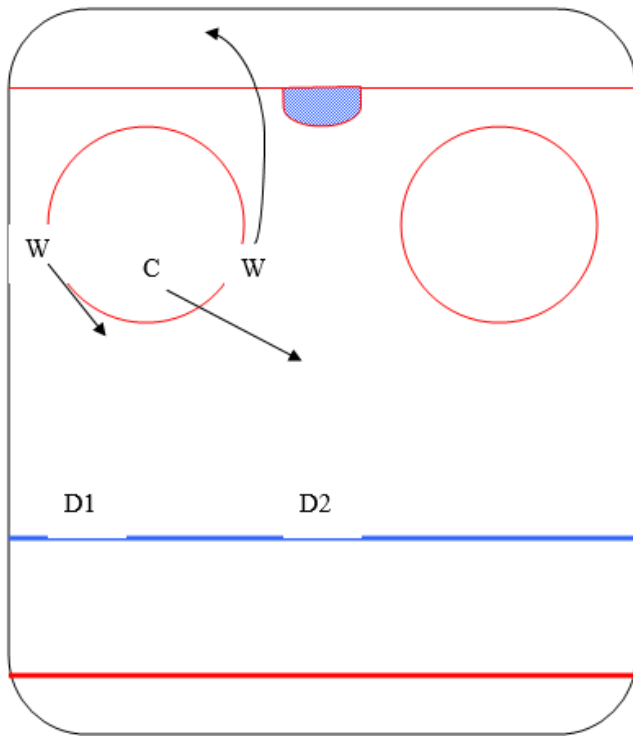
EXTRA MAN—LOOKING FOR POSSESSION

OPTION 1:

- ◆ CENTER TRIES TO WIN TOWARD BOARDS
- ◆ LEFT SIDE FORWARDS AND DEF HELP GAIN POSSESSION
- ◆ INSIDE FORWARD CAN RELEASE BELOW GOAL LINE AS AN OUTLET

OPTION 2:

- ◆ CENTER PUSHES PUCK TO THE CORNER, THEN BECOMES F3
- ◆ ALL OTHER FORWARDS PURSUE THE PUCK
 - INSIDE FORWARD GO TO OPPOSITE CORNER AS AN OUTLET IF NEEDED



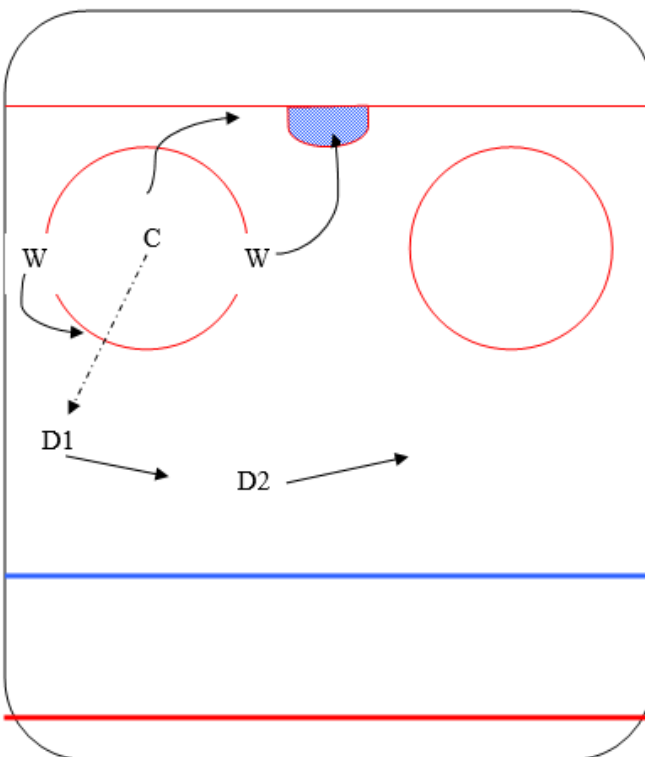
O ZONE—Loss

SHOULD TRANSITION TO 1-2-2 FORE-CHECK

CENTER BECOME F3 OR F2

SLOT WING PRESSURE THE PUCK - F1

- ◆ BOARD SIDE WING BECOME F2 OR F3

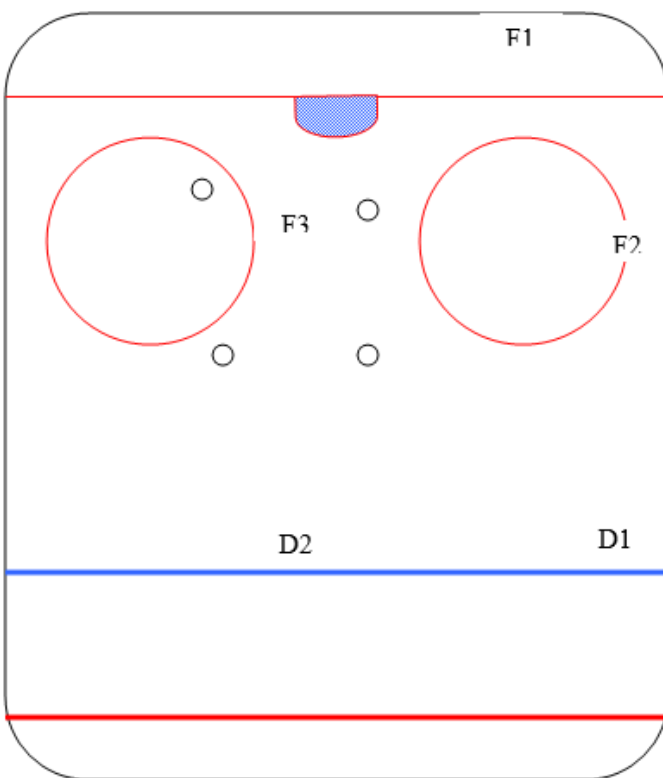


O ZONE—WIN BACK TO D1

CENTER DELAY THEN MOVE TO NEAR SIDE POST

- ◆ IF D DUMPS TO CORNER C CAN RETRIEVE OR PRESSURE THE PUCK
- SLOT WING MOVE TO NET FOR SCREEN, TIP OR REBOUND
- ◆ CAN ALSO ASSIST C IF PUCK IS DUMPED LOW
- ◆ BOARD SIDE WING SUPPORT PUCK OUT HIGH AROUND TOP OF CIRCLE
- ◆ IF PUCK IS SHOT OR DUMPED BECOME F3 IN FORE CHECK
- ◆ D1 SHOOT QUICKLY - SHOTS FROM THE POINT MUST GET THROUGH
- ◆ IF NO SHOT IS AVAILABLE MOVE TO MIDDLE OF THE RINK
- CAN PASS TO D2 OR BOARD SIDE WING

Power-Play



KEYS TO SUCCESS

- ◆ Hard work is the key to success always!!! Get into position ASAP
- ◆ Move the puck tape to tape with firm passes, NO BOARDS PASSESS OR BACKHAND PASSES
- ◆ Do not put yourself in 1 on 1 situations; pass the puck and move your feet
- ◆ Support each other. Puck carrier should always have at least two options.
- ◆ Always outnumber the PK players on the puck 2-1, 3-2...
- ◆ Be creative, but be smart.

POWER PLAY

Squirts: Focus on the following Power Play Concepts:

- Puck Possession: Work hard to possess the puck immediately and at all times!
- Fore-check: Out-number opponents on puck
- Team Play: Tape to tap passes; no board or backhand passes
- Philosophy of Play: Work on taking advantage of odd man situations; especially 2 on 1s

PeeWees: Overload

- F1 and F2 attempt give 'n goes
- If F2 gets pass he can attack, pass to F3 or D2
- Don't force a pass
- Fill in for each other: for example, F1 moves to hash marks as F2 breaks to net, do not force a pass to F2

Bantams: work on versions of the overload to High & Low Umbrella

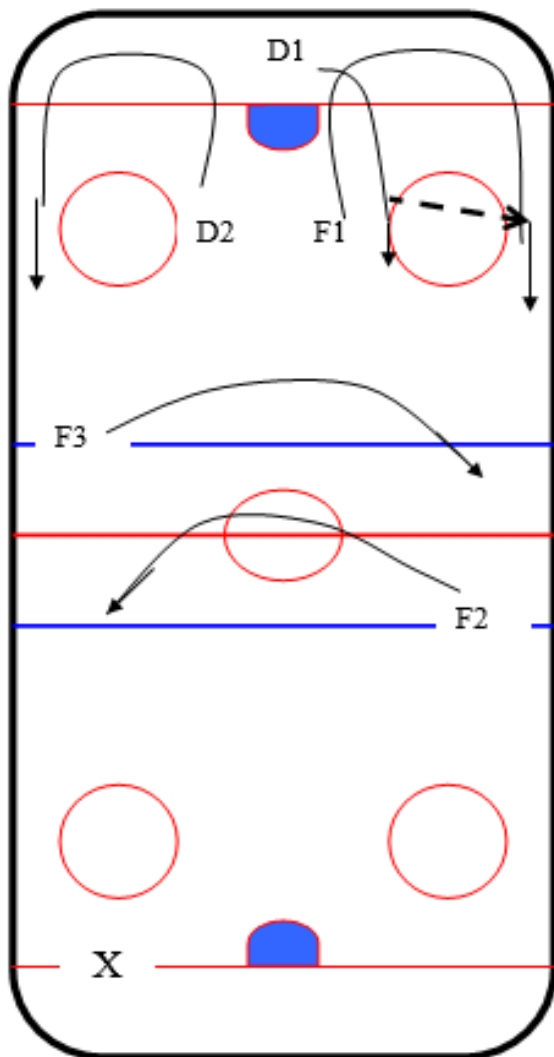
High Umbrella

- F2 can move puck to D1 if/when he is open
- When in the high umbrella F1 and F3 should go to the net for tips or rebounds
- D1 carries to the middle, F2 and D2 move to the tops of the circles
- F3 should move over, this allows F1 to find open ice by going behind the net and then to the front

1 – 3 – 1 Power Play

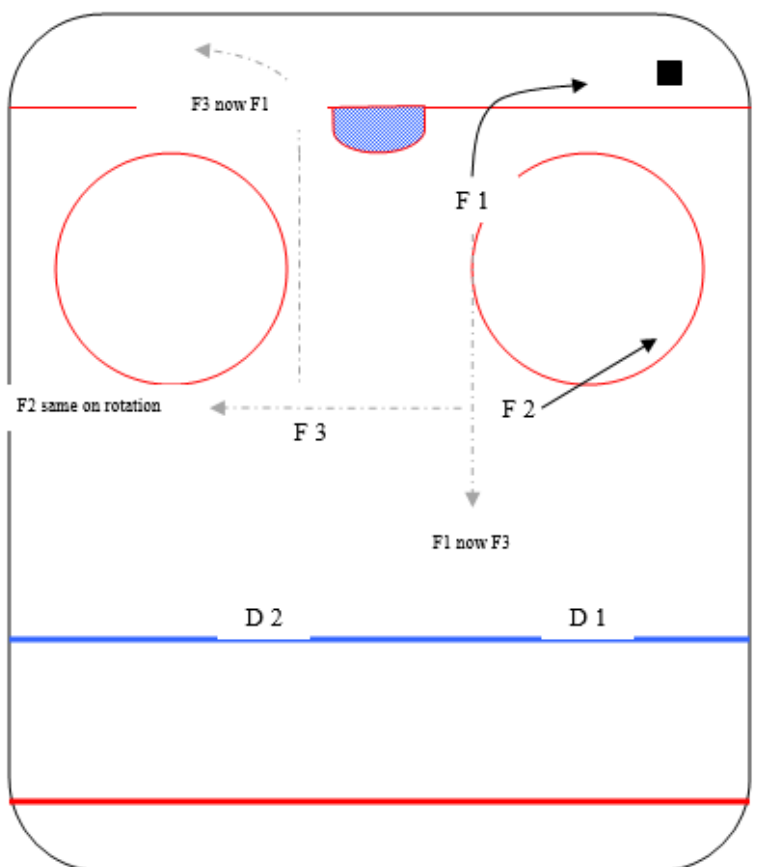
- Same as Umbrella Power Play with the following changes
- F1 moves to the front of the net - should screen the goaltender
- F3 moves towards hash marks in slot, always be available to receive a pass from F1, D1 or D2
- F1 and D2 have the freedom to move in closer to the net, one of them, not both

Power Play Breakout



- D1 has puck behind the net
- F1 and D2 swing at the same time
- D1 carries puck out from behind the net after D2 and F1 cross the goal line slightly ahead of D1
- D1 passes to F1 or D2 when he is pressured by a PK player
- F3 and F2 start their swing as F1 and D2 cross the goal line moving up ice
- D1 follows his pass staying behind F1 or D2 & near the center of the rink.
- F1's options if he is pressured early are back to D1 or up to F3
- If pressured in the neutral zone F1 or D2 should dump the puck hard around as he is crossing the center ice red line AND follow the path of the puck
- The puck and F2 should cross the offensive blue line at the same time
- F2 should get to the puck on the side boards or in the corner
- F3 crosses the offensive blue line and takes his spot in front of the net
- D2 is the strong side D in the PP set up
- D1 is the last D out of the D zone and the weak side D in the PP set up
- F1, F2, F3 and D2 should get into position in the offensive zone ASAP
- **If D1 is pressured behind the net D2 and F1 need to come back along the sideboards so D1 can have an easy pass to relieve that pressure. The swing of D2 and F1 becomes a stop and start on the goal line and F2 and F3 still start their swing as D2 and F1 start coming back up ice.**

Fore-Check



1-2-2 Fore-check

F 1: FORCE PUCK CARRIER AND/OR PUCK INSIDE OUT, AWAY FROM THE MIDDLE. TAKE AWAY THE D TO D PASS FIRST, THEN FORCE UP THE BOARDS. YOU ARE THE ONLY PLAYER THAT CAN FORCE BELOW THE HASH MARKS.

F 2: WAITS FOR THE RESULTS OF F 1 IN THE DOT LINE. IF THE PASS COMES UP THE BOARDS BE IN A POSITION TO FORCE THE PUCK BACK DOWN. PLAY THE BODY, TAKE THAT MAN OUT OF THE PLAY, CONTAIN HIM. DO NOT GET TOO CLOSE TO THEIR FORWARD ON THE BOARDS, LEAVE THE ILLUSION THAT HE IS OPEN.

F 3: BE IN POSITION TO TAKE AWAY ANY CROSS-ICE PASS OPTION. ALSO, BE READY TO SUPPORT THE DEFENSEMAN IF ONE OF THEM STEPS UP.

D 1: ASSISTS F 2 IN FORCING THE OPPOSING FORWARD ON THE BOARDS. HOLD THE BLUE LINE AS LONG AS POSSIBLE, ONLY PINCH WHEN YOUR PARTNER AND F 3 ARE IN A POSITION TO SUPPORT YOU. WHEN YOU PINCH YOU MUST EITHER PLAY THE BODY OR GET THE PUCK.

D 2: ALWAYS IN A POSITION TO SUPPORT YOUR PARTNER. ALSO RESPONSIBLE FOR THE WEAK SIDE, DO NOT LET ANYONE GET BEHIND YOU.

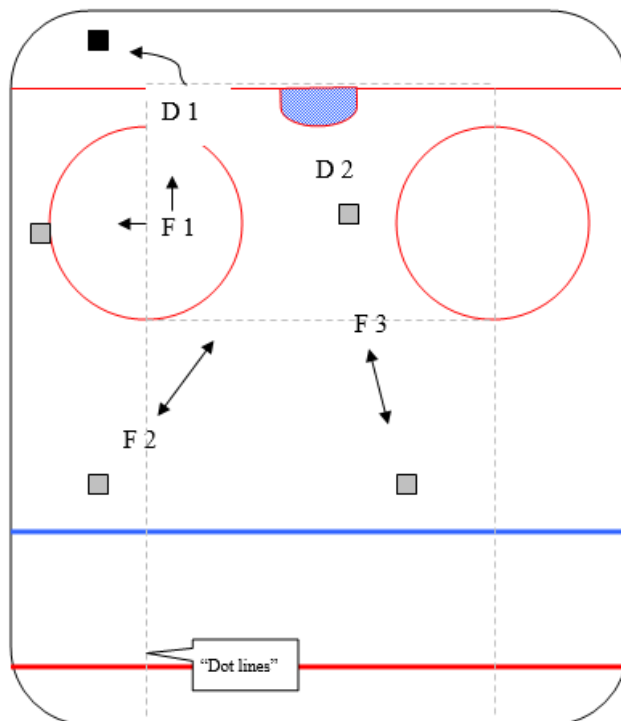
ROTATION: (LIGHT COLORED LINES IN DIAGRAM)

WHEN THEY REVERSE OR GO D TO D ON THEIR BREAKOUT

- ◆ F 1 QUICKLY MOVES BACK OUT AND DEFENDS THE WEAK SIDE AS F 3
- ◆ F 3 BECOMES F 1 MOVING QUICKLY THROUGH THE SLOT & PRESSURES THE PUCK
- ◆ F 2 ASSUMES THE SAME ROLE - WHEN THE PUCK COMES UP THE SIDE BOARDS HE CAN ATTACK THE PUCK CARRIER
- ◆ D 1 AND D 2 SWITCH ROLES

IN THE NEUTRAL ZONE, OR WHEN WE ARE LEADING LATE, WE PLAY CONSERVATIVELY, NO ONE CHANGES ROLES

Man on Man Defensive Zone Coverage



KEYS TO SUCCESS

- ◆ KEYS TO SUCCESS
 - ◆ A GOAL PREVENTED IS MORE IMPORTANT THAN A GOAL SCORED
 - ◆ NEVER GET OUTWORKED
 - ◆ ALWAYS MAINTAIN DEFENSIVE SIDE POSITION ON YOUR OPPONENT AND NEVER GET BEAT BACK TO THE NET
 - ◆ FINISH YOUR CHECKS WHENEVER POSSIBLE; CONTAIN, DON'T LOOK FOR BIG HIT
 - ◆ NEVER GET CAUGHT STANDING STILL...DEAD SQUIRREL
 - ◆ HEAD ON A SWIVEL; IF YOU'RE NOT COVERING SOMEONE, SOMEONE IS OPEN
 - ◆ ALWAYS KEEP YOUR STICK ON THE ICE IN PASSING OR SHOOTING LANES
 - ◆ COMMUNICATE WITH YOUR TEAMMATES
 - ◆ KNOW EVERYONE RESPONSIBILITIES
 - ◆ ALWAYS HAVE YOUR FEET UP ICE WHEN COVERING IN THE SLOT, INSIDE THE DOT LINES

- **D 1: FORCING PUCK CARRIER**
 - ALWAYS FORCE OUTSIDE (FROM THE INSIDE TOWARD THE OUTSIDE)
 - MOVE WITHIN A STICK LENGTH GAP AND BLOCK MOST DANGEROUS PASS BEFORE PLAYING THE BODY
 - FINISH YOUR CHECK WHENEVER POSSIBLE. DO NOT COAST IN AN ATTEMPT TO BLOCK A PASS, HIT AND PIN YOUR OPPONENT... AND SKATE THROUGH THE PUCK
 - NEVER GET BEAT YOU BACK TO THE NET
 - ALWAYS MAINTAIN DEFENSIVE SIDE POSITION
 - ALWAYS KNOW WHERE THE PUCK IS AND ALWAYS BE IN POSITION TO PREVENT YOUR MAN FROM GETTING THE PUCK OR A SCORING CHANCE
- **F 1: FIRST BACK-CHECKING FORWARD INTO THE DEFENSIVE ZONE**
 - SUPPORT POSITION, HAVE GOOD DOT LINE SUPPORT. DON'T GET SO CLOSE TO D-1 THAT YOU CAN'T REACT TO YOUR MAN.
 - READY TO REACT TO YOUR MAN IF HE GETS THE PUCK (SEE D-1)
 - READY TO PLAY A 2 ON 1 IF D-1 GETS BEAT IN THE CORNER
- **D 2: COVERING OPPOSING FORWARD IN SLOT, OFFENSIVE TEAMS F3**
 - MAINTAIN DEFENSIVE SIDE POSITION ON YOUR MAN
 - READY TO REACT IF YOUR MAN GETS THE PUCK
 - NEVER CHASE BEHIND THE NET, MAINTAIN DEFENSIVE SIDE POSITION AND GOOD DOT LINE SUPPORT
- **F 2: SECOND FORWARD BACK INTO THE DEFENSIVE ZONE**
 - WITHIN ONE – TWO STICK LENGTH GAP OF STRONG SIDE DEFENSEMAN
 - MAINTAIN DEFENSIVE SIDE POSITION ON YOUR MAN
 - READY TO REACT IF YOUR MAN GETS THE PUCK
- **F 3: LAST FORWARD BACK INTO THE DEFENSIVE ZONE**
 - ULTIMATELY RESPONSIBLE FOR THE WEAK SIDE DEFENSEMAN
 - IN A SUPPORT POSITION IN THE HIGH SLOT
 - MAINTAIN DEFENSIVE SIDE POSITION ON YOUR MAN
 - READY TO REACT IF YOUR MAN GETS THE PUCK
- **BREAKDOWN: IF D-1 GETS BEAT DOWN LOW**
 - F-1 HAS A 2 ON 1 UNTIL D-2 COMES OVER TO SUPPORT
 - D-2 CANNOT COME OVER TO HELP UNTIL F-3 IS IN POSITION TO COVER D-2'S MAN IN THE SLOT
 - D-2 ABSOLUTELY HAS TO COMMUNICATE WITH F-1 AND F-3

Section 8: RFYHA General Practice Plan Outline: Below you will find a general practice plan outline and an actual practice plan for your age level. It is imperative that our coaches are prepared, knowledgeable, passionate and most importantly engaged.

Here is a good planning/teaching sequence to follow:

1. Explain the skill - name the skill and describe it - emphasize why it's important and when it's used. Highlight the key teaching points (words or phrases used in instructing and giving feedback to your players)
2. Show how it is done (demonstrate/explain/practice/correction method) - demonstrate - state key points again
3. Give time to practice - instruct players to practice the skill right away (imitation/self-discovery method) - ensure everyone is involved
4. Tell them how they're doing - move around to each player - provide individual feedback - ask assistants to help

SQUIRTS: 60 MINUTE PRACTICE.

- 5 mins: warm up skate
- 15 mins: skating-all aspects (including goalie specific station at this time)
- 40 mins: stations (vary stations from week to week to include some areas that run the length of the ice)
 - Skills – examples include skating, stick handling and shooting
 - Concepts (small games) – odd man situations, extra man situations, team play, angling....
 - Fun – relay races, small area games, competitions!!

PEEWEEES: 60 MINUTE PRACTICE.

- 5 mins: warm up skate
- 20 mins: skill work/stations (including goalie specific station)
- 15-20 mins: flow/skating
- 15-20 mins: small games - work on concepts within systems
- 5 mins: conditioning

BANTAMS: 60 MINUTE PRACTICE

- 5 mins: warm up skate
- 20 mins: skill work (including goalie specific station)
- 15-20 mins: flow/skating
- 15-20 mins: small games - work on concepts within systems
- 5 mins: conditioning

Section 9: RYHA Squirt Practice Plans and Template: Leverage www.usahockey.com and the coach's corner on our website www.riverfalls.pucksystems.com/page/show/31045-coaches-corner for specific

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SQUIRT Practice Plan

Day _____

Date _____

| <i>Today's Objectives: To learn, practice, and reinforce these skills:</i> | | | | |
|--|-------------------|---------------------------|--------------------------|----------------------------------|
| Skill Work | Team Play | Concepts | Specialty Work | Small Games/Fun |
| ___ Skating | ___ 1 on 1 | Defensive Concepts | Goaltender Drills | ___ Full Rink Games |
| ___ Puck Control | ___ 2 on 0 | ___ Offensive Zone | _____ | |
| ___ Pass/Receive | ___ 2 on 1 | ___ Defensive Zone | - | ___ Zone Game |
| ___ Shooting | ___ 2 on 2 | ___ Neutral Zone | _____ | |
| ___ Body Contact | ___ 3 on 0 | Offensive Concepts | - | |
| ___ Body Position | ___ 3 on 1 | ___ Offensive Zone | _____ | |
| ___ Stick Checking | ___ 3 on 2 | ___ Defensive Zone | Other | ___ Restricted Area Games |
| ___ Agility Work | ___ 3 on 3 | ___ Neutral Zone | _____ | |
| | ___ 5 on 5 | | - | |

| Time | Activity Drill Notes | Key Points |
|-------|--|------------|
| 5 | 1. Warm UP | |
| | ➤ Butterfly, games (red rover, freeze tag...) | |
| 15-20 | 2. skating fundamentals (GOALIE station below hash marks) | |
| | ➤ power stride, edges, cross-overs, transitions, one-foot stops & quick starts | |
| 40-45 | 3. Stations (vary occasionally so some full length of ice work can be done too) | |
| | ➤ (occasional) length of ice: passing, odd-man attack/defend | |
| | ➤ angling and body contact | |
| | ➤ stickhandling, shooting, passing | |
| | ➤ Competition <ul style="list-style-type: none"> ○ relay races (competition). ○ small games to emphasize concepts/team play | |
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Evaluation/Comments

Equipment

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RFYHA Practice Plan Template

Hockey Practice Plan

Da

y _____ Date _____

| Today's Objectives: To learn, practice, and reinforce these skills: | | | | |
|--|------------------|---------------------------|--------------------------|---------------------------|
| Skill Work | Team Play | Concepts | Specialty Work | Small Games/Fun |
| ___ Skating | ___ 1 on 1 | Defensive Concepts | Goaltender Drills | ___ Full Rink Games |
| ___ Puck Control | ___ 2 on 0 | | _____ | |
| ___ Pass/Receive | ___ 2 on 1 | ___ Offensive Zone | - | |
| ___ Shooting | ___ 2 on 2 | ___ Defensive Zone | _____ | |
| ___ Body Contact | ___ 3 on 0 | | - | |
| ___ Body Position | ___ 3 on 1 | ___ Neutral Zone | _____ | ___ Zone Game |
| ___ Stick Checking | ___ 3 on 2 | | - | |
| ___ Agility Work | ___ 3 on 3 | Offensive Concepts | Other | ___ Restricted Area Games |
| | ___ 5 on 5 | ___ Offensive Zone | _____ | |
| | | ___ Defensive Zone | - | |
| | | ___ Neutral Zone | _____ | |
| | | | - | |

Section 10: RFYHA Off-Ice Development: Dryland conditioning and stickhandling training.

Additional training can be found at <http://www.usahockey.com/page/show/893673-age-specific-training>

TEAM CONDITIONING WORKOUT EXAMPLES FOR SQUIRTS

- **2 ROUNDS OF WORKOUTS (4 EXERCISES – 10 SECOND WORK / 20 SECOND REST)**

PUSH UPS
SIT UPS
SKATE JUMPS
SQUAT JUMPS

BACKWARD LUNGES
LUNGE WALK
FLUTTER KICKS
SKATE LUNGES

Stick-handling circuit

- Warm-up:
 - Perform all skills with a partner.
 - One rests while the other works, 30-second rotation.
 - Resting player can help his/her partner retrieve a ball that is mishandled
 - Exaggerate rolling the wrists for these skills
 - Quick touches (3 times): Move the ball in front of you as quickly as you can
 - Quick touches around body (2): quick touches from one side of the body to the other
 - Quick touches (2); reach out in front of you as far as you can and back in to the toes
 - Short, short, wide (2): two quick touches in front of you and then extend the ball out as far as possible to one side, pull it back in and do the same thing in the other direction
 - Quick touches while jogging in place (2)
 - Karaoke's while handling the ball (3) (move laterally crossing feet over then under and back)
 - Bring stick handling ball used in warm-ups to the stations
- Stations
 - Groups of 4 are ideal; 5 stations x 4 per group = 20 players.
 - If there are more than 20 make a 6th group and station for rest
 - 8 minutes per station, rotate on a whistle
 - Leave all equipment at each station
- Cool down
 - Perform all skills with a partner.
 - One rests while the other works, 30-second rotation.
 - Resting player can help his/her partner retrieve a ball that is mishandled

- Expansion of Reach / wide movement
 - Players on each end of pucks so there is less time standing in lines
 - Walk down the middle
 - Extend ball around pucks
 - Release bottom hand when necessary
- Quick Stick
 - Players on each end of pucks so there is less time standing in lines
 - Straddle pucks while walking
 - Stickhandle through as quickly as possible
 - Keep the ball as close to the pucks as possible
- Figure 8's (horizontal and vertical)
 - 2 Players on each set of pucks
 - Move the ball around the pucks in a figure 8 pattern
 - 2nd time through move the ball in the opposite direction so the figure 8 pattern is performed in reverse
 - After performing the pattern once each direction horizontally performs the figure 8 vertically
 - Keep the ball as close to the pucks as possible
- Toe pulls (give, take away, go around)
 - 2 Players on each group of pucks
 - Push the ball out, pull it back and slide it across as quickly as possible
 - Forehand and backhand side