

COACHING & SKILL DEVELOPMENT MANUAL

Revised 2025

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THE HOCKEY ORGANIZATION

Our Hockey Organization

Our organizational goal is to provide a fun hockey experience for players and their families. A positive environment where the players develop their hockey skills, have fun, and develop life skills like teamwork, hard work, and respect. We want to be a "Best in Class" sports organization where we care about the kids, teach skills, and run our teams in a way that ensure a positive experience for those involved. We embrace the principles of the Positive Coaching Alliance as a cornerstone of our culture as we believe in the **ELM TREE OF MASTERY: Effort, Learning, Mistakes are OK.** We also believe in **Honoring the game – Respect for ROOTS – Rules, Opponents, Officials, Teammates, Self.**

WHAT DO WE STAND FOR?

We have fun and are focused on the right things – fun, respect, long-term skill development, teamwork, hard work, and accountability

- every player wants to play for
- focuses on Skill Development as THE GOAL, Winning is an OUTCOME
- does not believe in a "win at all costs" philosophy
- works harder and outskates other teams
- teams play as a team
- plays clean and respectful hockey
- is about FUN and not about pressure
- is about relationships and families
- demands a high standard of behavior and play from RUSH coaches, players & parents
- develops the best goalies
- develops the best Coaches who provide a hockey experience that is fun, respectful, and full of skill development

OUR PHILOSOPHY & APPROACH TO SKILL DEVELOPMENT

We believe 100% in the USA Hockey American Development Model (ADM). We also support Hockey Canada's Canadian Development Model. These approaches are rooted in the best scientific studies of player development. We want to provide the best environment to ensure to maximize Long Term Athlete Development whether you are a Metro player, Travel player, or a player who is headed to Juniors, College, or the Pros.

We also believe that the best way to maximize skill development is to provide an optimum practice environment where we maximize ice minutes for every play, TEACH skills, and focus on skill development as a GOAL and winning as an outcome. We will not sacrifice skill development to win games.

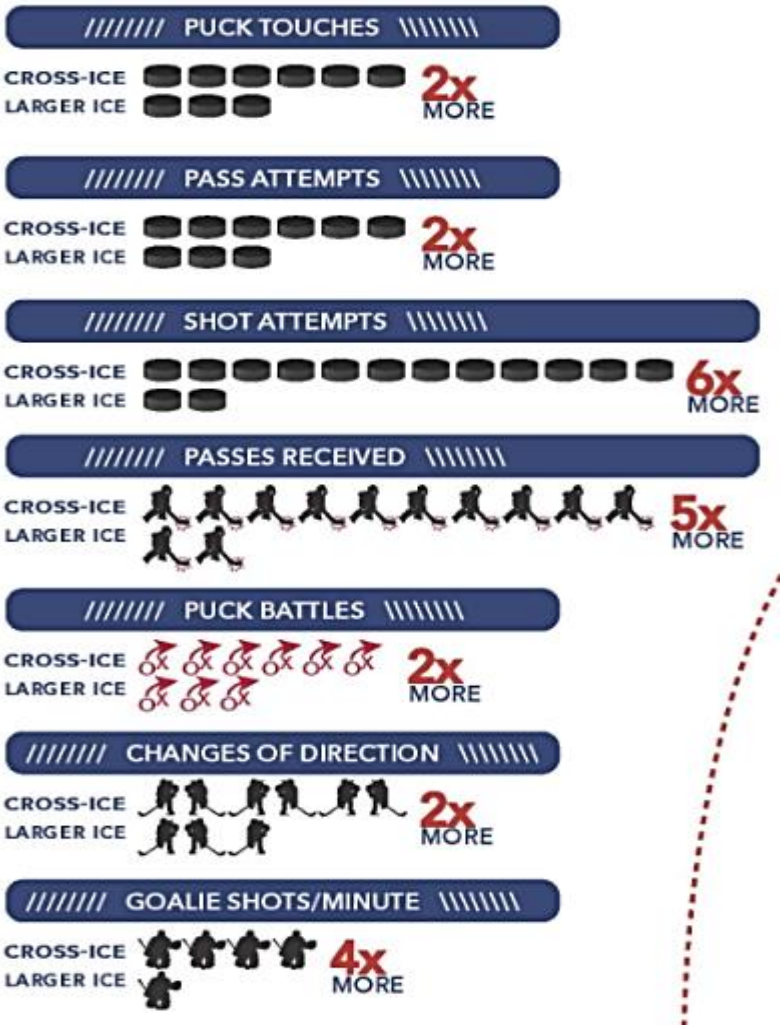
What is Skill Development?

Develop the RIGHT skills at the RIGHT time at the RIGHT pace for all players

USA Hockey's Long Term Athlete Development Model (LTAD) and Hockey Canada's Long Term Player Development Model (LTPD) both rely on scientific evidence of player development. This approach has been adopted by every USA Olympic sport. For Example, there is no point to having a 6 year old lift weights because their body is not ready to accept the activity. Their muscles will not grow because of weight lifting at 6 years old. This same philosophy applies to hockey – we need to teach the right skills at the right time at the right pace for the age and gender of the players.

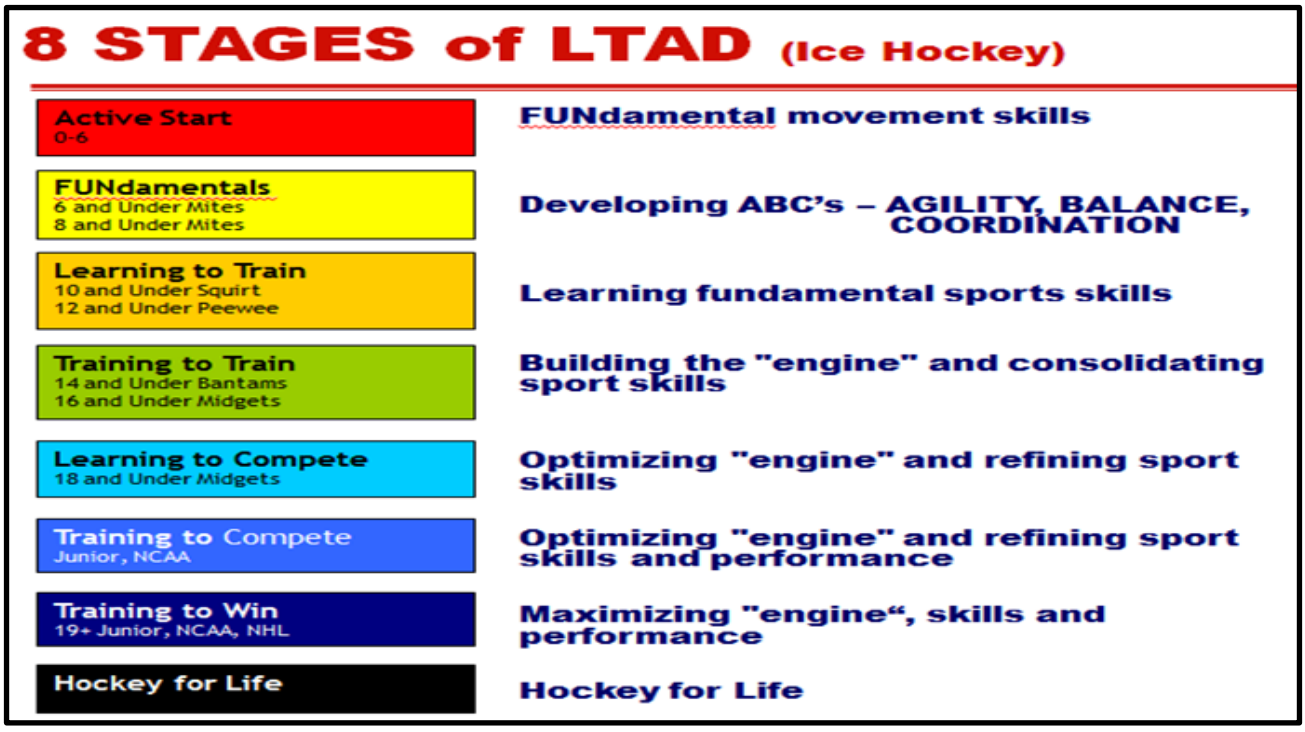
Our Skill Development philosophy embraces Long Term Athlete Development and we will not compromise skill development for winning, playing full-ice games at too young of an age, or pushing players to levels of hockey they are not ready for. Our Skill Development believes that Station-based practices, small area games, cross-ice games, and principles that maximize skill development are the cornerstones of our program. When the fact that the top players in the NHL have the puck on their sticks 68 seconds in a 60-minute game, we need to maximize ice minutes and touches/repetitions. The results of cross-ice 8U Hockey are applied to EVERY age group. Older ages play small area games, work on skill development throughout their hockey development, and our coaches believe that our GOAL is Skill Development and Winning is an OUTCOME.

8U Hockey Study – these results apply to EVERY age group, and we maximize touches and ice minutes to maximize skill development.



Long Term Athlete Development

Embraced by both USA Hockey and Hockey Canada as the best way to develop players.



AGE-APPROPRIATE DEVELOPMENT

	6U	8U	10U	12U	14U	16U/18U
ADM Stage	FUNdamentals	FUNdamentals	Learn To Train	Learn To Train	Learn To Train	Learn to Compete
On-Ice Practices per Season	34-40	34-40	75-80	80-90	120-130	200
Practice Length	50-60	60-60	60	60+	80	80
Practice Format	Shared Ice – stations	Shared ice – stations	Shared Ice (2-3 teams)	Shared Ice (2-3 teams)	Shared & Full-Ice	Shared & Full-Ice
Practice Skills Split (Skills - Hockey -Sense-Systems)	85-15-0	85-15-0	75-15-10	65-25-10	50-35-15	16U: 50-30-20 18U: 50-25-25
Weekly Off-Ice	1	1	2	2	2	2
Team Format	7-12 skaters per team, no full-time goalies	7-12 skaters per team, no full-time goalies	10-12 skaters & 1 goalie	12 skaters & 2 goalies	16 skaters & 2 goalies	16-18 skaters & 2 goalies
Games	16-20	16-30	30-35	35-40	40-50	50-60
Game Format	Cross-Ice, no scores kept	Cross-Ice, no scores kept	Half-ice and Full-Ice	Full-Ice	Full-Ice	Full-Ice
Practice to Game Ratio	3:1	3:1	3:1	3:1	3:1	3:1
Other	House only, blue pucks, 24x36 nets, play multiple sports	House only, blue pucks, 36x48 nets, play multiple sports	House & Travel, 36x48 and full-size nets, play multiple sports	House and Travel, play multiple sports	House & Travel, start to specialize in 1-2 sports	House & Travel, 1 sport focus

6U & 8U LTAD & Age-Appropriate Development Details

Active Start- Ages 0-6 (6U Mini-Mites, Learn to Skate, Hockey U)

Starting at infancy, parents must provide opportunities for children to be physically active every day in a safe, fun environment. Physical activity through play is an essential part of a child's development. Design activities that help children to feel competent and comfortable participating in a variety of fun challenging sports and activities. The Long-Term Athlete Development (LTAD) window of opportunity for this stage is the initiation of movement skills, running, jumping, kicking, throwing, catching, swimming, sliding etc.

USA Hockey's key focus for this stage:

- Help ensure our participants gain physical literacy
- Develop a passion for hockey in all children
- Encourage daily physical activity
- Provide the opportunity to explore a new surface (ice) and mode of locomotion (skating) Develop on-ice balance, coordination, and agility
- Introduce basic skating movement skills through a Learn To Skate Program (preferably without sticks)

FUNdamentals - Ages 6-8 females, Ages 6-9 males

The objective of the FUNdamentals stage is to refine fundamental movement skills and begin to acquire basic sports skills. This is the time when a foundation is laid for future acquisition of more advanced skills. This is the stage where children learn physical literacy; the interrelationship between movement skills and sport skills.

- Develop a passion for hockey in all our children (keep kids & families in the game)
- Encourage participation in a variety of complimentary sports to help our children maximize their ability to reach their genetic potential in hockey
- Develop on-ice balance, coordination, agility, and speed
- Introduce basic puck control skills
- First window of LTAD for speed development at ages 6-8 for girls, ages 7-9 for boys (agility, quickness, change of direction).
- Develop speed, power and endurance using activity-based games and small area hockey games – cross ice games
- Include strength training using the child's own body weight as well as medicine ball and Swiss ball exercises

Implementing ADM at 6U & 8U

The key principles for 6U/8U are to focus on fun, engagement, active practices, and age-appropriate training which includes station-based practices to teach skills and concepts. This is where the "Hockey for Life" seed is planted, and fun should not be underestimated. If it is not consistently fun at this age, the novelty of the sport will wear off and players may eventually quit. House teams maybe be formed but standings and scores are not kept. 8U Player Development programs may be offered that include skill development sessions and 8U Player Development teams. These programs and teams must be open to all players via open registration with no tryouts.

6U	**24x36 nets**	**Cross-Ice Games**	**Blue pucks**	**House only + Jamborees**
8U	**36x48 nets**	**Cross-Ice Games**	**Blue pucks**	**House only + Jamborees**
10U	**36x48 & 48x72 nets**	**Half-Ice and Full-Ice Games**	**Black Pucks**	**Travel Hockey starts**
12U & older	**48x72 nets**	**Full-Ice Games**	**Black Pucks**	**Travel Hockey Available**

- **Practice to Game Ratio** - strive to attain a 3:1 Practice to Game ratio – ideally a rotation of 3 practices and 1 game. Each practice is 50-60 minutes in length. The use of small area games can be an effective way to increase skills and provide additional learning through playing the game. Where a 3:1 ratio is not possible, use a maximum of 16-20 Game Days and the balance of ice for 50-60 practice hours for a 1.5 or 2:1 ratio.
- **Game Format** – 6U games are played 4v4 in the cross-ice format with no goalies. Associations may also want to experiment with the ¼-ice format that has been used in some Affiliates. 8U games are played 4v4 in cross-ice format with players rotating through the goalie position.
- **Goaltending** - 6U uses no goalies except if players want to try the position. The goaltending focus at 8U is to have goalie equipment available to try the position and eventually convert to full-time goalies. However, all goalies should play out and not play goalie full-time at this age. Players should rotate playing the position on a regular basis – try goalie with quick change gear.
- **Equipment** - Requirements for 6U: 24 x 36 nets, blue pucks, cross-ice games. Requirements for 8U: 36x48 nets, blue pucks, cross-ice games.
- **Skill Levels** - The use of Advanced, Intermediate, Beginner levels are encouraged to have players play with players of similar skill. 8U teams may be formed for play in House leagues. No standings are kept. Team rosters should be 9-12 players.
- **8U Development** - Associations may offer an open-registration "8U Development" program that may include additional skill development sessions and the formation of teams that would play other Association's 8U Development teams. No tryouts are allowed for these teams except to separate players into Beginner and Intermediate/Advanced groups of teams. If only 1 team is formed, all skill level players are allowed to play on these teams. These players are not "selected" as an All-Star or Select team – it is an open registration for all players who wish to participate.
- **Jamborees** - 8U scramble cross-ice or team Jamborees may be held by any Association at any time – in partnership with CAHA or separately. These Jamborees must be open to all players or teams in CAHA, use 36 x 48 nets and blue pucks, rotate goalies and no winners/losers or scorekeeping. We encourage the use of Student Referees to help with referee development. Teams may only attend Jamborees that are scramble, cross-ice, use 36 x 48 nets, and use blue pucks.

Age Group	Level	Practices (2:1 to 3:1 Ratio)	Game Days	Off-Ice	Game Format	Geography
6U	**House only**	50-60	16-20	1 per week	Cross-Ice or ¼ ice	May participate in Scramble Jamborees within CAHA
8U	**House only**	50-60	16-20	1 per week	Cross-Ice	May participate in Scramble Jamborees within CAHA
8U Player Development	**Open Signups**	60-75	20-25	1 per week	Cross-Ice	8U Scramble Jamborees in CAHA. Team Jamborees w/travel permit

10U & 12U LTAD & Age-Appropriate Development Details

Learn to Train - Ages 8-11 females, Ages 9-12 males

The Learn to Train and Train to Train stages are the most important stages in athletic preparation. During these stages we make or break an athlete. The objective of the Learn to Train stage is to refine overall sport skills and develop sports specific skills. This is the period of accelerated learning of coordination and fine motor control and is the critical stage for the acquisition of hockey skills. At this stage participants are developmentally ready to acquire the sports skills that are the cornerstones of all athletic development. **In late specialization sports such as ice hockey, early specialization can be detrimental to later stages of skill development** and refinement of the fundamental sports skills. Participants should develop a solid base in a variety of sports in each of the physical literacy environments (e.g. swimming, athletics, gymnastics & skiing/ skating).

COACHING FOCUS

- Continue to develop physical literacy
- Continue to participate in 3 complimentary sports
- Participants at this stage should learn solid basic skills in skating and puck control
- There is no need at this stage to specialize at a specific skater position, however goalies may begin to focus on their position
- Introduce a general fitness framework.
- Develop strength - using exercises that incorporate the player's own body weight, as well as medicine balls and Swiss balls
- Continue to develop endurance through small area games and relays and develop flexibility through exercises
- Speed can be developed by using activities that focus on agility, quickness and change of direction – short duration, less than 5 seconds

Early in the stage, 10U, introduce general fitness framework	**Later in stage, 12U, same as 1-7 plus the following:**
1. Warm-up 2. Rhythm and coordination run both on and off the ice 3. Spatial awareness (jump distance with several changes in direction) 4. Rest and recovery (fuel breaks, meals, sleep) 5. Reaction time and agility 6. Focus on skill and execution 7. Cool down with short stretch and muscle rebalance – important because of rapid growth of bones and soft tissues	1. More speed work 2. Explosive strength in upper and low body through jumping and gymnastic maneuvers 3. Develop general lower body and core stability 4. More stretching at the end of training 5. Monitor the volume, intensity, quality and duration of training

PSYCHOLOGICAL DEVELOPMENT

This is the sampling stage; provide opportunities for the participant to try activities that focus on fun, pleasure, and socialization

- Encourage goal setting that is process orientated - Long-term goals (dream ahead) and Short-term goals based on skill development and not competitive results
- Team Spirit; learn how to relate to different groups of peers
- Important psychological skills to develop are the ability to concentrate, visualize, make a deliberate effort and enjoy the feeling of effort, take responsibility, and associate joy with effort and competition.
- Success: the ability to take risk and accept failure as a normal occurrence of sport development
- Begin to introduce mental preparation

At this stage it is important to create an environment where participants want to play ice hockey. Practices must be varied, interesting and fun so they will want to continue. It is important to build interest in our sport, self-confidence, and an enjoyment of performing.

Implementing ADM at 10U

Key principles at 10U are to follow age-appropriate concepts and skills so players enjoy the experience and develop both as hockey players and young kids. The focus is on fun, engagement, active practices, age-appropriate training, and basic hockey knowledge. To increase retention and the value to families, we look to achieve 3:1 practice to game ratios, increase local play, and reduce travel.

- **Practice to Game Ratio** - we encourage the use of 3:1 practice to game ratio. For a full season, the target is 75-80 practices (50-60 minutes in length) and 20-25 game days at this age group. This does not include 10U scramble or team Jamborees. At the House level, we want to appeal to those players who are content with 1 practice and 1 game per week but we also want to increase the focus on skill development versus games. Therefore a 2:1 practice to game ratio is attainable if practices are increased and number of games is decreased. To achieve this, we recommend 3 teams on ice in practices.
- **Supplemental Skill Development** - We encourage House Associations to offer supplemental skill development programs for those players who wish to improve their skills to move into Select or Travel hockey.
- **Teams Rosters** - Team rosters of 11-12 skaters plus goalies. Goalies play out as player when not in goal.
- **Game Format** - we recommend 25% of all 10U House games in the 4v4 or 5v5 half-ice format.
- **Game Days** - recommended maximum game day count is 20-25 days for all ages and levels at 10U. Time spent in practices should be optimized at this age group.
- **Jamborees** – we encourage Associations to participate in 10U Jamborees.

Level	Practices (2:1 to desired 3:1 Ratio)	RECOMMENDED GAME DAYS	Off-Ice	GAME FORMAT –RECOMMEND 25-50% OF ALL GAMES ARE HALF-ICE	Recommended Geography
House	50-60	20-25 game days	2 per week	Recommend 25% of games must be Half-Ice	Local
House Select/B	50-60	20-25 game days	2 per week	Recommend 25% of games must be Half-Ice	Recommend no traveling outside of CAHA
A	75-80	20-25 game days	2 per week	Recommended participation in Half-Ice games	Recommend no more than 1-2 trips traveling outside of CAHA
AA	75-80	20-25 game days	2 per week	Recommended participation in Half-Ice games	Recommend no more than 3 trips traveling outside of CAHA

Implementing ADM at 12U

Key principles at 12U are to follow age-appropriate concepts and skills so players enjoy the experience and develop both as hockey players and young kids. The focus is on fun, engagement, active practices, age-appropriate training, skill development, and body contact. To increase retention and the value to families, we look to achieve 3:1 practice to game ratios, increase local play, and reduce travel.

- **Practice to Game Ratio** - USAH encourages the use of 3:1 practice to game ratio. For a full season, the target is 60-90 practices (1 hour in length) depending on the level and 30-35 game days for all levels at this age group. At the House level, we want to appeal to those players who are content with 1 practice and 1 game per week but we also want to increase the focus on skill development versus games. Therefore a 2:1 practice to game ratio is attainable if practices are increased and number of games is decreased. To achieve this, we recommend 3 teams on ice in practices.
- **Game Days** - recommended maximum game day count is 30-35 days for all ages and levels at 12U. Time spent in practices should be optimized at this age group.

Level	Practices (2:1 minimum to desired 3:1 Ratio)	RECOMMENDED GAME DAYS	Weekly Off-Ice	Recommended Geography
House	60-70	30-35 Game Days	2	House only
House Select/B	60-70	30-35 Game Days	2	Recommend no traveling outside of CAHA per season.
A	80-90	30-35 Game Days	2	Recommend no more than 1-2 trips traveling outside of CAHA per season.
AA	80-90	30-35 Game Days	2	Recommend no more than 3 trips traveling outside of CAHA per season.
AAA	80-90	30-35 Game Days	2	No limitations but encouraged to minimize travel and lost school days

14U & 16U LTAD & Age-Appropriate Development Details

Train to Train - Ages 11-15 female, Ages 12-16 male

The objective of the Train to Train stage is to further develop sports specific skills, begin to introduce competition, and start to emphasize support training to continue development of speed, strength and stamina while maintaining flexibility. This is a window of accelerated adaptation to aerobic, speed and strength training, and for maximum improvement in skill development. As well, good training habits are developed during this stage. Technical and fitness training programs should be individualized. While formal competition is included, the focus remains on learning the basics through training, with competition being of secondary importance. Training volume will increase as the athlete progress through the stage. Towards the end of this stage, athletes will likely begin to specialize in ice hockey. However, it is still recommended to participate in at least 1 complimentary sport.

USA Hockey's key focus for this stage: - Building the physical engine – endurance, speed and core strength

- Develop strong technical skills
- Begin to become more specialized in hockey late in this stage
- Monitor flexibility and emphasize flexibility training given the rapid growth of bones, tendons, ligaments, and muscles
- Monitor general endurance throughout the stage

The Learn to Train and Train to Train stages are the most important stages of athlete preparation. During these stages we make or break an athlete!

PHYSICAL DEVELOPMENT

Continue participation in complementary sports for Skill, Speed, Endurance, Lifestyle. Introduce Specific Fitness Framework. Early in stage, off-ice training focuses on the following:

- Introduce free weights
- Injury prevention exercises (high reps, low intensity, focus on execution)
- Core and stabilizer strength
- Explosive arm and leg power
- Maximize speed development
- Introduction to physical testing and functional assessments two times a year
- Maximum strength (females and early developing males)
- Strength endurance
- Power/speed endurance
- Build a level of fitness that allows the athlete to maintain high-volume, high-quality training

- On-ice and off-ice training to develop endurance
- Maximize stamina/aerobic capacity window of trainability for recovery, regeneration, and training capacity
- Monitor training for high volume, low intensity sessions Throughout the stage:
- Provide variation in off-ice and on-ice activities to avoid over-use injuries
- Emphasize flexibility and stretching exercises to manage the effect of rapid growth
- With rapid growth and changes in body proportions, athletes may need to re-learn some skills that were previously refined (adolescent maintenance)

PSYCHOLOGICAL DEVELOPMENT

Provide training and competition opportunities that focus performance on a preferred position (Forward, Defense, Goalie). Mental skills learned in the previous stage of athlete development should continue to be practiced and incorporated into all types of training and competitive situation. The athlete should:

- Take personal responsibility for training, preparation, performance, and recovery
- Bring consistent effort to training and competitions
- Become involved with coaches in decision making (e.g., goals, position specific development, training plan)
- Identify "what works" in the ideal performance state
- Be coachable – accept constructive criticism and work with other coaches or athletes
- Continue basic mental skills development:
- coping strategies, goal setting, imagery, self-awareness
- Be introduced to the idea of self-reflection after training or competitions
- Have a training diary
- Athletes in this stage are ready to learn how to focus. They can understand that what they feel and think affects their performance and learn how to develop control over these feelings and thoughts.
- Effective goal setting becomes more important in this stage and is related to outcomes, process and performance
- Introduce athletes to breathing and relaxation skills
- Teach athletes how to communicate effectively with coaches and how to ask for Feedback

16U & 18U LTAD & Age-Appropriate Development Details

Learn to Compete - Ages 15-18 female, Ages 16-18 male

The objective of the Learn to Compete stage is to prepare athletes for the competitive environment, continue to refine technical skills, ancillary skills and develop physical attributes. This is the time to optimize fitness preparation and skills and to begin to specialize in ice hockey. Training should be individualized to the athlete's particular needs in skill development, mental preparation, fitness, and recovery. During this stage, training volume will increase, as does training intensity. Competitions and tournaments become more important, and the focus shifts to performance. Athletes learn to prepare for competition and learn to handle competitive pressures in any situation. This is the time to consolidate individual strengths and rectify weaknesses.

KEY FOCUS AREAS

- Refine technical skills
- Gain confidence in a variety of competitive situations
- Good decision-making skills
- Make appropriate and measurable improvements in endurance, speed and strength

PHYSICAL DEVELOPMENT

- Optimize endurance, strength, and speed training.
- The athlete must have sufficient levels of fitness to withstand the demands of training and competition without sustaining injuries or burnout.
- Develop individualized programs for fitness and recovery
- Ensure progressive overload in training

PSYCHOLOGICAL DEVELOPMENT

- The athlete should have well-developed mental preparation skills, and should continue to refine these skills
- Competition becomes more important, and athletes must learn to perform on demand
- Training and practice in mental preparation will help the athlete cope with the stresses associated with training, tournaments and selection, and will contribute to their overall development as competitive athletes.
- Athletes should have input in setting training goals and priorities and should be included in the decision-making process.
- Athletes are capable of self-coaching and should be encouraged to think for themselves, rather than relying solely on coach feedback

Implementing ADM in 14U & 16U & 18U

Key principles at 14U/16U/18U are to follow age-appropriate concepts and skills so players enjoy the experience and develop both as hockey players and young kids. In 14U, the focus is on fun and engagement, practice activity and structure, age-appropriate training, skill development, and body contact/body checking. At 16U/18U we add team play, training, and learning to compete as additional focus areas. To increase retention and the value to families, we look to achieve 3:1 practice to game ratios, increase local play, and reduce travel.

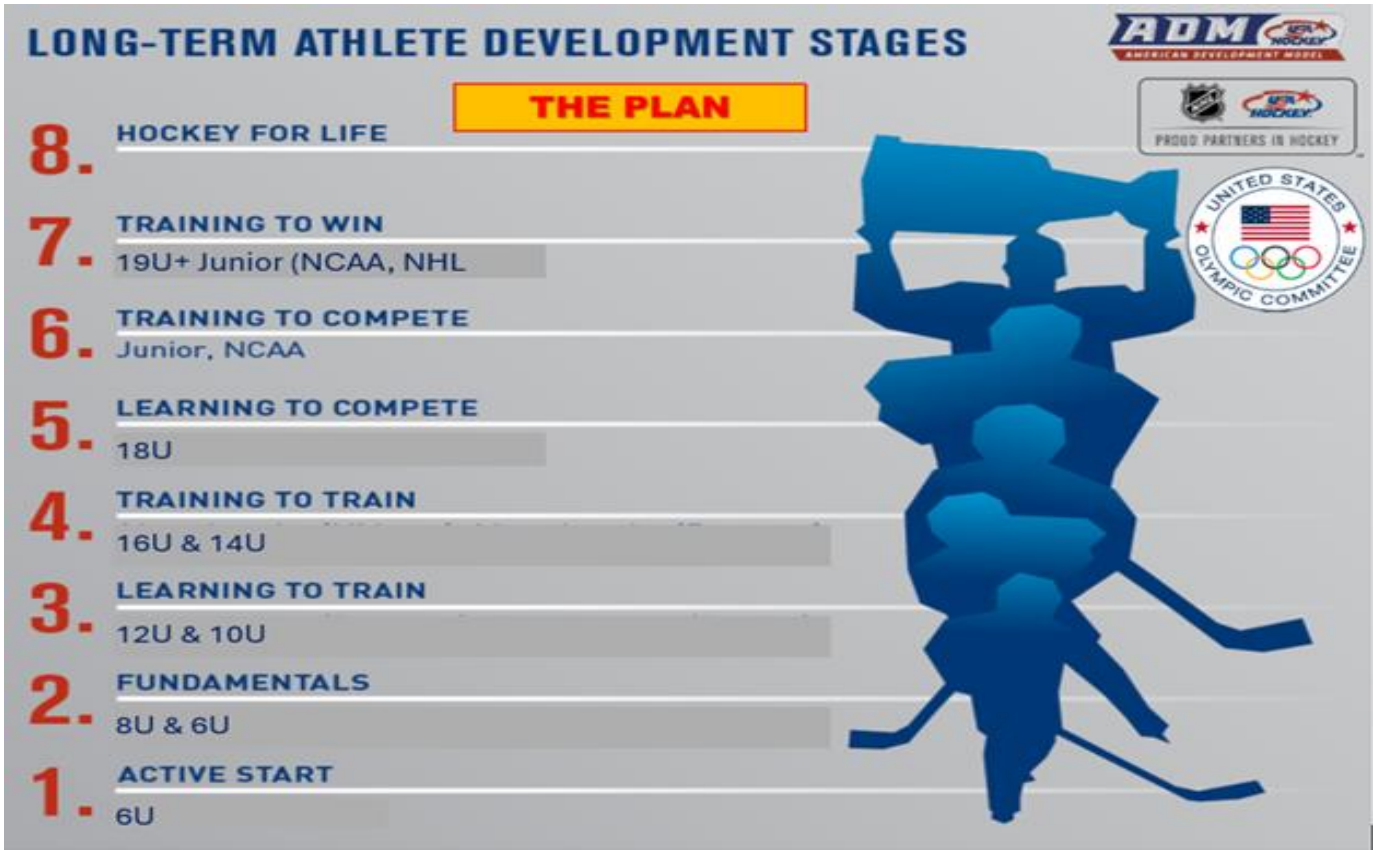
- **Practice to Game Ratio** - USAH encourages the use of 3:1 practice to game ratio. For a full season, the target is 80-130 practices (1 hour in length) depending on the level and 40-45 games for 14U and 50-60 games for 16U/18U. At the House level, we want to appeal to those players who are content with 1 practice and 1 game per week but we also want to increase the focus on skill development versus games. Any movement towards a 2:1 practice to game ratio is desired – more practices and fewer games. Recommended games per season are 40-50 for 14U and 50-60 for 16U & 18U.

Age Group	Level	Practices (2:1 min desired 3:1 Ratio)	RECOMMENDED GAMES	Weekly Off-Ice	Recommended Geography
14U	**House**	**80-100**	**40-50 games**	**2**	**House only**
	House Select/B	**80-100**	**40-50 games**	**2**	**No limitations but encouraged to minimize travel and lost school days**
	A/AA/AAA	**120-130**	**40-50 games**	**2**	**No limitations but encouraged to minimize travel and lost school days**
16U/18U	**House**	**80-100**	**50-60 games**	**2**	**House only**
	House Select/B	**80-100**	**50-60 games**	**2**	**No limitations but encouraged to minimize travel and lost school days**
	A/AA/AAA	**120-130**	**50-60 games**	**2**	**No limitations but encouraged to minimize travel and lost school days**

Hockey For Life - Enter at any Age

The objective is to enjoy life long physical activity in hockey through participation and recreation.

- Enjoy the sport and learn the basic skills of the game
- Participate for the FUN of the game
- Experience the benefits of being part of a team, making friends while playing the coolest game on earth
- Kids should have the opportunity to move into the competitive track, if in time, they decide to.
- Make the transition from competitive to recreational hockey
- Enter sports related careers such as coaching, officiating, sports administration
- Give back to the sport through volunteering
- Keep active through participation in hockey
- Continue training to maintain endurance, strength, and flexibility
- Re-adjust to less competitive environment
- Involvement for fun, fitness, and challenge
- Maintain ongoing active participation in sport 30 minutes per day or 60 minutes three times per week as recommended by guidelines for physical activity
- No injuries
- More focus on development of hockey for others (volunteer, coach, official, administrator)
- Ensure new participants receive instruction about the benefits of regular physical activity, proper warm-up, cool down, safety, nutrition, and hydration
- Pursue family and personal goals
- Continue education about our sport
- Continue involvement as volunteer, coach, official, administrator
- Re-set goals, apply the skills and lessons developed through sport into life (leadership, problem solving, critical thinking)



USAH/CAHA GUIDELINES & RECOMMENDATIONS FOR ALL AGE GROUPS

The key principles for all age groups are to align with USA Hockey's ADM best practices for practice to game ratios, maximizing skill development, increasing value to families, and playing more games locally while minimizing overall travel costs. For House programs, most programs are currently at a 1:1 practice to game ratio so any movement towards a 3:1 practice to game ratio will increase overall skill development. Recommended guidelines for practice to game ratios, maximum games/game days, and geographic boundaries are designed to increase retention, improve family value, and increase skill development. These are USAH ADM Best Practices and are communicated in the form of Guidelines and

ADM GUIDELINES & RECOMMENDATIONS FOR SEASON STRUCTURES BY AGE GROUP/LEVEL - EFFECTIVE 2020-21 SEASON

AGE GROUP	TARGET # PRACTICES (50-60 mins)	TEAM SIZE (includes goalies)	OFF-ICE PER WEEK	GAMES	GAME FORMAT	TARGET PRACTICE TO GAME RATIO	RECOMMENDED MAXIMUM TRIPS OUTSIDE OF CAHA
6U/8U							
6U	50-60	10-12	1	16-20 GAMES	5v5 Cross-Ice	3:1	0 - House only
8U	50-60	10-12	1	16-20 GAMES	4v4 Cross-Ice	3:1	0 - House only
8U Development	60-75	10-12	1	20-30 GAMES	4v4 Cross (best), 5v5 Half-Ice	3:1	0
10U							
10U House/ House Select	50-60	11-14	2	30-35 GAMES	Minimum of 25% of all games in Half-Ice Format	3:1	0
10U B Travel	50-60	11-14	2	30-35 GAMES	1 Half-Ice Tournament per season or 4 half-ice games	3:1	1
10UA Travel	75-80	11-14	2	30-35 GAMES	1 Half-Ice Tournament per season or 4 half-ice games	3:1	2
10UAA Travel	75-80	11-14	2	30-35 GAMES	1 Half-Ice Tournament per season or 4 half-ice games	3:1	3
12U							
12U House	60-70	12-14	2	35-40 GAMES	Full-Ice	2:1	0
12U B/Select	60-70	12-14	2	35-40 GAMES	Full-Ice	2:1	1
12A Travel	80-90	12-14	2	35-40 GAMES	Full-Ice	3:1	2
12AA/AAA Travel	80-90	12-14	2	35-40 GAMES	Full-Ice	3:1	No limit
12U Girls Travel	80-90	12-14	2	35-40 GAMES	Full-Ice	3:1	No limit
14U							
14U House	80-100	14-16	2	40-50 GAMES	Full-Ice	3:1	0
14UB/Select	80-100	14-16	2	40-50 GAMES	Full-Ice	3:1	No limit
14A/AA/AAA Travel	120-130	14-16	2	40-50 GAMES	Full-Ice	3:1	No limit
14U Girls Travel	120-130	14-16	2	40-50 GAMES	Full-Ice	3:1	No limit
16U/18U							
16/18 House	80-100	16-20	2	50-60 GAMES	Full-Ice	3:1	0
16/18 B/Select	80-100	16-20	2	50-60 GAMES	Full-Ice	3:1	No limit
16/18 A/AA/AAA Travel	120-130	16-20	2	50-60 GAMES	Full-Ice	3:1	No limit
19U Girls Travel	120-130	16-20	2	50-60 GAMES	Full-Ice	3:1	No limit

COACHING

COACHING TO BE THE BEST

What makes us "world class" and professional?

COACHES ARE THE KEY TO ACHIEVING THIS GOAL

Research has shown that only 5% of children who play for a properly trained coach quit the next season, while 26% drop out after playing for inadequately trained coaches.

WE BELIEVE IN RESPECT, TEAMWORK, HARD WORK, and ACCOUNTABILITY

We conduct ourselves with respect, dignity, class, and discipline. We focus on the team versus the individual at every opportunity, we work hard on our coaching skills, and we hold ourselves and everyone around us accountable to high standards.

ROLE MODEL BEHAVIORS - We role model behaviors that we want to teach our players

- Respectful behavior to each other, other teams, referees, coaches, rink personnel
- Be on time
- No tobacco, energy drinks, or drugs EVER
- No alcohol 4 hours before a game, practice, or team activity
- Clean up locker rooms before leaving
- Positive Body Language
- Adhere to USA Hockey locker room supervision policy
- Strict Social Media Policy – no phones in the locker rooms
- We use age-appropriate language
- No racial slurs, put downs, abusive language, or bullying
- Appropriate music on locker rooms
- Hold ourselves and players accountable
- Dress the part as a RUSH coach – Rush jacket, black pants, Rush hats only

HOW WE PREPARE - We are prepared for every practice, game, and team activity

- We have a season plan
- We come to every practice with a written plan
- We involve and maximize the effectiveness of our Assistant Coaches by giving them the plan ahead of time, helping them understand their role, and utilizing their skills effectively
- We coach as a TEAM
- We continually look to improve our coaching skills and recognize that no one knows it all – we want to get better every year and use the most up-to-date hockey knowledge

HOW WE PRACTICE – We practice like we play

- We have a plan
- Organized and fast-paced
- We teach versus just run drills
- Practice like we play – competitive, high pace, teamwork

HOW WE COACH – We coach EVERY player for the long-term

- We pick 'em, we play 'em
- Skill development is the goal, winning is an outcome
- We give every player the opportunity to succeed
- We focus on the long term and develop ALL our players to their individual potential

Double-Goal Coach – Coaching for Winning & Life Lessons

Coaching Model: Goals are to "Strive to Win" and "Teach Life Lessons"

Tools for teaching life lessons

- Focus on your WHY
- Seize Teachable Moments
- Ask: "How can this apply outside of sports?"

Key Principle of Double-Goal Coaching: Filling Emotional Tanks

*E-tank toolkit: **OPTIMIZING BEHAVIOR***

- Reinforce or Ignore Behavior
- Calmness Consequences Consistency
- Purposeful Fun Activities

*E-tank toolkit: **STRIVE FOR 5:1***

- Buddy System
- Positive Charting
- Winners' Circle

Key Principle of Double-Goal Coaching: Mastery Teaching

Help athletes focus on Effort, Learning, and processing Mistakes as part of learning ("The ELM Tree of Mastery")

*Mastery toolkit: **NURTURE A GROWTH MINDSET***

- Reward Unsuccessful Effort
- Control the Controllables
- Mistake Ritual

Key Principle of Double-Goal Coaching: Honor the Game

Respect the ROOTS (Rules, Opponents, Officials, Teammates, Self)

*Honoring the game toolkit: **RESPECT THE ROOTS***

- Model & Teach Honoring the Game
- Self-Control Routine
- Narrated Modeling

*Honoring the game toolkit - **HELP PARENTS HONOR THE GAME***

- Parent Meeting
- Appoint "Culture Keeper"
- Nip Problems in the Bud

ACTIONS TO TAKE

1. Teach Life Lessons – be intentional
2. Nurture a growth mindset – build resilience
3. Foster Positivity – there is no downside
4. Model & Teach – Respect the ROOTS

Our Youth Hockey Coaches will:

Follow USA Hockey's Coach 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. Remember, players are involved in hockey for fun and enjoyment.
- 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 and 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 players the basics.
- 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

Support USA Hockey's Parent's Code of Conduct and help parents follow it

- Do not force your children to participate in sports but support their desires to play their chosen sports. Children are involved in organized sports for their enjoyment. Make it fun.
- Encourage your child to play by the rules. Remember, children learn best by example, so applaud the good plays of both teams.
- Do not embarrass your child by yelling at players, coaches, or officials. By showing a positive attitude toward the game and all its participants, your child will benefit.
- Emphasize skill development and practices and how they benefit your young athlete. De-emphasize games and competition in the lower age groups.
- Know and study the rules of the game and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game.
- Applaud a good effort in both victory and defeat and enforce the positive points of the game. Never yell or physically abuse your child after a game or practice – it is destructive. Work toward removing the physical and verbal abuse in youth sports.
- Recognize the importance of volunteer coaches. They are important to the development of your child and the sport.
- Communicate with them and support them.
- If you enjoy the game, learn all you can about hockey – and volunteer.

Support USA Hockey's Player's Code of Conduct and help players follow it

- 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.
- 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.

Support USA Hockey's Spectator's Code of Conduct and help them follow it

- Display good sportsmanship. Always respect players, coaches, and officials.
- Act appropriately; do not taunt or disturb other fans; enjoy the game together.
- Cheer good plays of all participants; avoid booing opponents.
- Cheer in a positive manner and encourage fair play; profanity and objectionable cheers or gestures are offensive.
- Help provide a safe and fun environment; throwing any items on the ice surface can cause injury to players and officials.
- Do not lean over or pound on the glass; the glass surrounding the ice surface is part of the playing area.
- Support the referees and coaches by trusting their judgment and integrity.
- Responsible for your own safety – be alerted to prevent accidents from flying pucks and other avoidable situations.
- Respect locker rooms as private areas for players, coaches, and officials.
- Be supportive after the game – win or lose. Recognize good effort, teamwork, and sportsmanship.

HEAD COACH TIPS FOR SUCCESS

YOUR PHILOSOPHY

- What is your developmental philosophy – season is a process, focus on skills and teamwork
- What is your philosophy about winning – goal or outcome? If you focus on the process, the winning will take care of itself
- Where does fun come in? If the kids are having a good time, feel safe in the locker room, win a few games, and get better it will be a successful season. Do they all have such a positive experience that play again next year?

ROLE MODEL

- You are THE leader
- Act the part – dress the part, take charge, have a plan, listen, make decisions with input from others but you need to decide
- Personal conduct needs to be above reproach and how you interact with parents is very important
- No drinking within 4 hours of a game, practice, or time with the team. Don't party with the parents

SET THE TONE WITH THE PARENTS

- Emphasize teamwork for the parents – they get along and kids will get along. Mandatory family activities, socials, events. Do not let a few parents stray from the rest.
- Put them to work – manager, community service, coaching, stats, scorekeepers, Fitness person. If they are busy and feel part of the team, they are less likely to be critical
- YOU run the show – get input but don't let them sway you from your mission
- LONG TERM developmental focus – weekly email updates recapping game weekends and where you are in your development plan
- Ice time – how much, everyone the same? Development vs winning?

SET THE TONE WITH THE KIDS

- Hard Work, Respect, Teamwork – good citizens
- Team Building Activities – the silly things seem to work best
- Show that you care about each one of them – get to know them, use a pre-season questionnaire, and then refer back to it with each player, make sure they feel like they are important to the team's success
- Be at off-ice to see who is working hard and who isn't. This is a great place to see what they are like in a team environment where they need to focus and work hard.

ASSISTANT COACHES & MANAGER – they work for you, not the other way around

- Develop a Goalie Coach
- Assign Assistants for Forwards and D
- Support and communicate your expectations to USPC to maximize team fitness
- Manager – very important. Need to trust them and they need to put in the work. Give them your expectations and guidelines and check in with them frequently

MORE HEAD COACH TIPS FOR SUCCESS

SCHEDULING

- Games – 35-50 depending on age group and level. 12-14 CHL games, 16 tournament games, 10 exhibitions, CHL playoffs. Look to do exhibitions in the early months of the season, then do tournaments and CHL games in middle and end of season
- Tournaments – do 4 – not every family wants to "travel" to tournaments. Use the home tournaments and you will rarely see the same team twice. Check school schedules (February President's Day is typically NOT a holiday for some schools)
- Exhibitions – front load as many as you can so that you can see what you have. Start the weekend after Labor Day weekend. Fire, ECE, Jr Hurricanes, Phoenix,
- Conditioning Program – summer and during the season. Focus should be on aerobic, agility/speed, core/leg strength

SEASON PLANNING & PRACTICE PLANS

- Start with defensive zone and move out to NZ and OZ. 70% of practices should be on offensive skills
- Goalie Development – set time aside for the goalies (10-15 minute station in NZ)
- Have one planned ahead of time – your style but make sure to involve Assts – get them to TEACH the skills you want – not just run drills
- 75% skills (skating, passing, shooting, stickhandling, positional) and 25% tactics/strategy – depending on the team's skills and ability to execute concepts. Hockey Sense is key – situational decision-making
- Don't get too fancy – name the drills, use 5-8 familiar ones, small games are key, find ways to increase intensity and compete level
- Review with assistants – what's working, what's not, make notes during games

GAME MANAGEMENT

- Coaching Assignments – one for D, one for Fs, you run the bench and make game decisions – override the plan
- You make all decisions on who plays, sits, etc – Assts can make recommendations but they ask you – you need to know why so you can explain to the parent later
- Keys to the game – D, Fs, overall – have your assistants go over tactics with Fs, D, G before your Head Coach Pre-Game Talk.
- Short speeches and only YOU – DO NOT LET parents, managers, or other people into your locker room. Pre-Game and Post-Game talks by Head Coach only. Focus on effort, motivation, and keys to the game. Tactics handled by position coaches.
- Focus on effort and executing what you have learned the previous few weeks
- What is the best way to use video – in games? Practice? Both?
- Stats – use these for your own use if you feel they add value. As the players get older, you may decide to share with team so players can see where they stand. Some to track might include Plus/Minus, Turnovers, Face-offs, Shots, Shot location for goalie
- Player of the Game – how do you handle this? Do you have this? You can have the coaches or captains pick, player who was POG before can pick. Try to have 2-3 per game and reinforce the values and skills you are looking for – Fastest player, hustle, teamwork, did the little things to make us successful, etc.

ASSISTANT COACH TIPS FOR SUCCESS

Role Model Behaviors – practice what you preach. Behave in a respectful manner toward players, other coaches, parents, referees, etc. **Every action you take goes noticed by players and parents and has a positive or negative impact on your season.**

- **Know your role** – you are an Assistant Coach and are an important part of the RUSH leadership team. You should be supporting our vision and the Head Coach's approach and plan for the season. You are not there to be the Head Coach – even if you have been one before or think you should be one. Make sure the Head Coach identifies your role – whether it be a position coach or what your role is in practices.
- **TEACH the skills** – it's one thing to run drills, it's another to teach skills. We need to correct in practice so that players do things the right way.
- **Provide input and guidance to Head Coach** – you see things from a unique perspective. Provide that perspective to the Head Coach to improve practices, provide player insights, provide your ideas for new ways of doing things.
- **Work as a team** – you won't always get what you want and the Head Coach has the final say. Once things are discussed and decided, it is your role to execute the Head Coach's plan and not gripe to parents or players.
- **Develop Coaching Skills** – learn new techniques, ways of doing things, concepts, ideas. You should be in "continuous improvement" mode so you get better and better as an Assistant. Whether you desire to be a Head Coach or not, you want to be the BEST coach you can be.

TEAM MANAGER RESPONSIBILITIES

The Team Manager is an essential part of the team. Picking the right manager and providing solid direction and communication is essential.

- Maintain all paperwork, scoresheets, and team rosters at all times
- Work with the Head Coach to build a "TEAM" environment for both players and families. Examples include:
- Mandatory Team Meals that include players and families
- Staying at same hotel when traveling
- Putting together events that encourage team-building – paintball, miniature golf, meals between games, etc.
- Make all hotel arrangements when traveling. This should include requiring that the hotel is reasonably priced ($80-100/night), safe, has free breakfast, has rooms with 2 beds and pull-out couch, provides a meeting room for team meal or meeting, and offers a free room for Head Coach with the reservation.
- Recommended hotels include Hyatt Place, Comfort Suites, Hampton Inn, Marriott Courtyards.
- Arranging for Team Meals that adhere to good Nutrition & Hydration Guidelines – Olive Garden, Carabbas, Subway, etc – lean meat, pasta, salads. NO soda, energy drink, sweet tea. Bottles of water are recommended.
- Communicate all activities, team events, games, practices to the team.
- Be the voice of the team to the Head Coach. Managers are often approached with concerns and issues by the parents. Communicate these in an unbiased way to the Head Coach for their knowledge and action, if any.
- If desired, the Head Coach can ask the Team Manager to schedule games with other organizations.

PARENT MEETING AGENDA SAMPLE

Welcome & Introductions
- The coach's background as an athlete, coach, parent, etc.
- Get to know the parents
  - Learn about their experience with ice hockey and/or other sports
  - Share best, worst, or funniest personal moments in sport
- Inform parents of any necessary training (e.g. SafeSport) and available resources (e.g. ADM)

Coaching Philosophy
- Team values
- Honoring the game- show respect to all players, coaches, officials and parents
- Player expectations

Team policies
- Playing time
- Travel policies
- Locker room policy
- Player and spectator codes of conduct

Goals and Hopes
- Love for the game
- Improve knowledge of the game
- Ask parents about their goals and hopes for their child
- Set the stage for players to reach their long-term athletic potential

Logistics
- Schedules
- Contact information
  - Who to contact if a conflict arises
- Necessary equipment

Volunteers
- Ask for volunteers, if necessary
  - Scorekeeper
  - Locker room attendants
  - Manage any team sites or apps

Key Questions for you, the Coach

Coaching Philosophy

What are your Team Values?

What are your expectations for your players?

Team policies

What is your policy for Playing Time?

What is your Locker Room Policy?

What are key aspects of your Player/Spectactor Codes of Conduct?

Volunteers

What are some key roles for you to engage your volunteers?

COACHING RESOURCES

www.usahockey.com
www.usahockeygoaltending.com
www.thecoachessite.com
www.positivecoach.org
www.weisstechhockey.com
www.hockeyshare.com
www.m2hockey.com
www.hockeycanada.ca
www.icehockeysystems.com
www.prodigy-hockey.com
www.jes-hockey.com
www.hockeycentre.org
www.omha.net
www.hockeycoachingabcs.com
www.ricktraugott.com
www.coachnielsen.wordpress.com

OUR TEAMS

We conduct ourselves with respect, with professionalism, and with discipline

- **Holding ourselves and players accountable**
  - Respectful behavior
  - Be on time
  - Attend all practices, games, events unless excused by the coach
  - No tobacco, energy drinks, alcohol, or drugs at any time
  - Clean up locker rooms before leaving
  - Positive Body Language
  - Adhere to USA Hockey locker room supervision policy
  - Strict Social Media Policy – no cellphones in the locker rooms, appropriate social media use only
  - Appropriate Language
  - No racial, gender, ethnic, or any kind of slur or name calling
  - No bullying
  - Appropriate music on locker rooms

- **How we practice**
  - We have a plan
  - Organized and fast-paced
  - Failure is learning – we encourage it
  - Practice like we play

- **How we dress at the rink** – warmups and attire for coaches and players at the rink. Hats worn in proper direction – not sideways or backwards.

- **Game Day Attire**
  - Coaches - Black pants, collared shirt, warmups
  - Players – younger players may wear warmups and sneakers, Older players wear dress shirt and tie with jacket, black pants, and dress shoes. No hats on game days. Pre-Game Warmups – must wear warmups and/or shorts/tops. On ice – clear tape only on socks, black and white tape only on sticks , white/gray/silver laces only always.

EXAMPLE FITNESS PROGRAM

EXPECTATION – complete the Fitness Program 3-4 days a week – 2x a week will be done before Tuesday and Thursday practices. You need to find 1-2 additional times a week to do the program. You may substitute exercises from the list.

Estimated Time: 30 mins

Warm-up - ¼ Mile Run

Set 1:
Mountain climbers 60s Cardio/Core
Sitting Crunches 60s Core/Abdomen
One Leg Squats 30s Left Legs
30s Right
Push-ups 60s Upper Body
50 yd Sprints 5 times - sprint 50 yds, jog back to start line

Set 2:
Chair Dips 60s Arms
Box Jumps (15") 60s Legs/Cardio
Standing Core Twist 60s Core/Abdomen
Crab Kick 60s Cardio/Core
50 yd Sprints 5 time - sprint 50 yds, jog back to start line

Set 3:
Tennis Ball Squeeze 30s Left Arms
30s Right
Plank Moguls 60s Cardio/Core
Lunge Squats 60s Legs
Burpees 60s Cardio/Core

Warm-down – ¼ mile run

Stretching – firm steady pressure, no bouncing
1. Knees straight, touch toes hamstrings, calves, glutes
2. Cross feet, knees straight, touch toes hamstrings, glutes, hip flexors
3. A-Frame – feet wide apart, reach through legs groin
4. Sitting, feet sole-to-sole, bend over feet groin
5. Sitting, legs extended together, lean over knees legs, back
6. Standing, on one leg, grab other toe from behind quads
7. Twists back, abdomen
8. Rotate arms forward, backward shoulders, arms

WORKOUT LOG:
Record Day, start time, & time it took to complete workout (not including stretching)

Hockey Nutrition

From The Book "Game Winning Nutrition" By: Rita Wyczynski and Cathy Williamson

PRE-GAME	**Drink Water, Meal 3 hours (pasta/chicken, Subway) before and/or lighter snack closer to game time**
DURING THE GAME	**Minimum 16oz bottle of Water**
POST-GAME	**Chocolate Milk, Gatorade, Water, Protein Bar, Banana**

Think of hockey players as high-performance automobiles and food as the fuel that drives their performance. Far too often, players run out of gas during a game after having lunch at a fast-food restaurant or forgetting to eat breakfast. You can be the most skilled player in the world, but if you aren't putting the right fuel into your tank, you won't have the energy to compete at the highest level. For players perform their best day in and day out, they need to take in premium fuel. Here are 3 game-winning nutrition tips for hockey players:

1) Pre-Game Tip = Prepare

Players should never step on the ice feeling hungry. You need to time your pre-game meal so that most of the food is out of the stomach and broken down by the body by the time you hit the ice. If the game is 3 hours away, you can have a larger meal that is 75%carbohydrates (ie. rice, pasta, vegetables, fruit etc.) and 25% protein (i.e.. chicken, eggs, beans etc.). The closer you get to game time, the smaller and "lighter" the meal should be, meaning that you want to have less fat and protein and a focus more on carbohydrates. If you have an early morning practice or game, at least grab a piece of fruit or granola bar so that you have some fuel in the tank before you hit the ice. The key is to make sure that you have fuel in the tank, and it is of the highest quality possible. Also, drink water prior to the game or practice – hydrate BEFORE you think you need it.

2) In-Game Tip = Hydrate

Proper hydration is the most important nutritional strategy any player can use. If you are thirsty, it is too late! The thirst sensation kicks in after you have lost 1 to 2 liters of water. This means that you are already dehydrated, and your performance can be decreased by 15 to 20%. The solution? Always carry a water bottle with you and sip from it all day long - not just when you are at the rink. Drink Water before the game/practice and Sports Drinks or Chocolate Milk AFTER the practice.

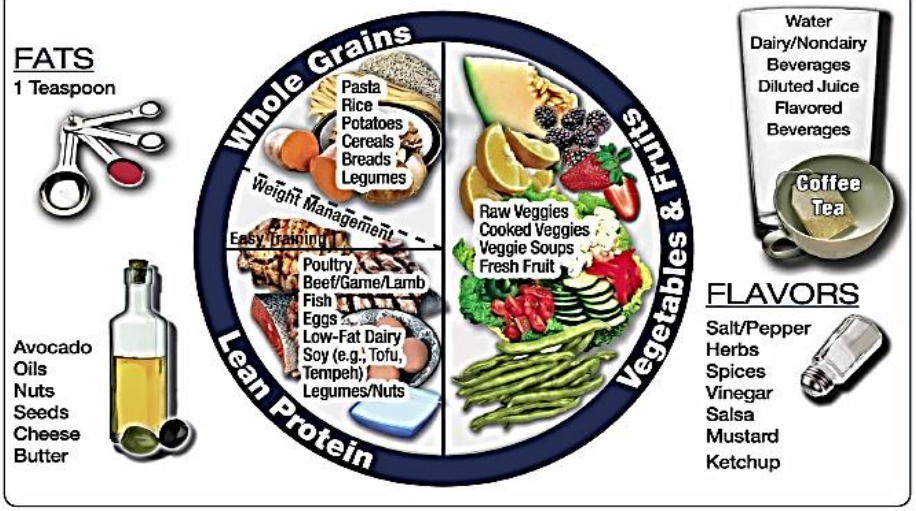
A Note about Sports Drinks: It is suggested that sports drinks with electrolytes should be consumed when athletes are participating in an intense activity lasting more than 60 minutes. Therefore, for most young hockey players, sports drinks are not necessary. On the other hand, a highly competitive hockey player, who is bantam age or older, may benefit from these specialty drinks for "recovery purposes" because they are so convenient and can be purchased anywhere. Instead of having sports drinks BEFORE a practice or game, Have these drinks during a tough practice or immediately after a tough game instead of beforehand since their high sugar content may lead to a sugar "crash". **NO ENERGY DRINKS EVER!**

3) Post-Game = Recover

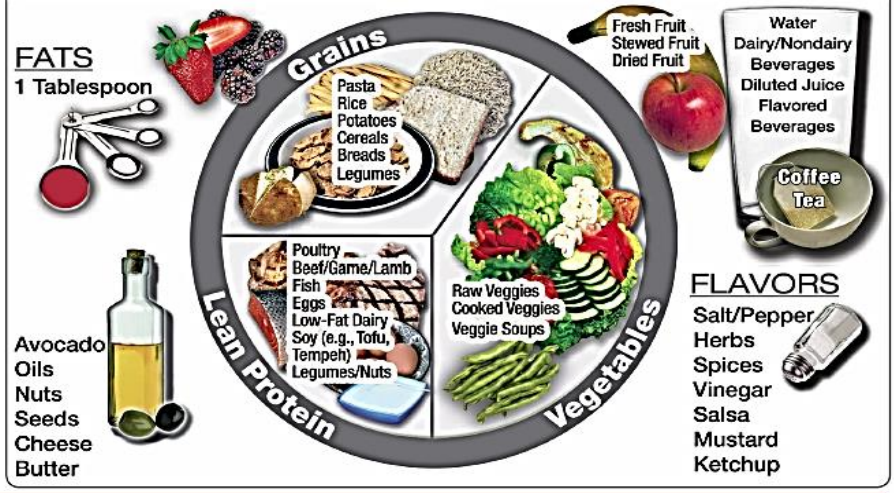
Immediately after playing, they have a 30-minute window where their body is at a heightened state to recover and they need to start rehydrating and refueling. One of the best recovery drinks is 1% chocolate milk. It has the simple sugars needed to start replenishing energy stores and the protein needed to start repairing tired muscles. By drinking chocolate milk (as well as lots of water), players will be well on their way to recovering from their on-ice session and getting ready for the next one. A protein bar or granola bar is also important to replace lost nutrients and energy. Premium hockey performance requires proper training, great coaching, and the right equipment. But for athletes to perform their best day in and day out, they need to make sure that they are taking in the best fuel possible through their nutrition.

ATHLETE'S PLATE

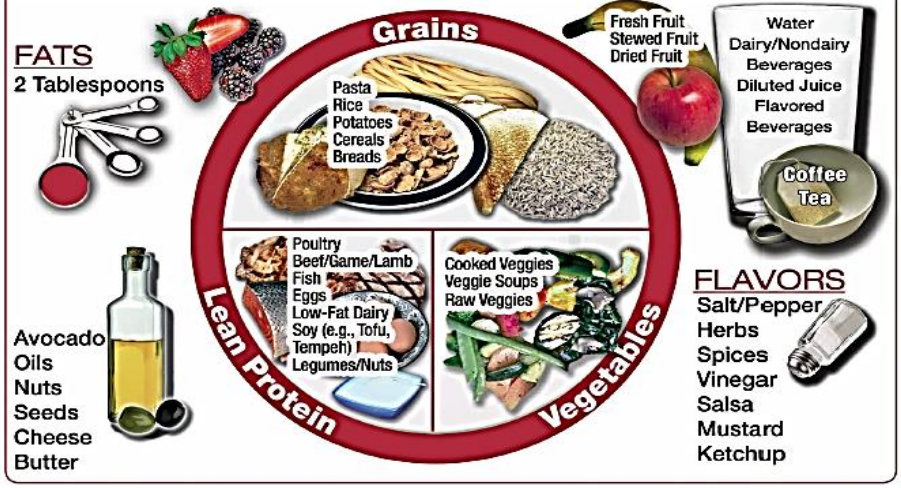
EASY TRAINING / WEIGHT MANAGEMENT:



MODERATE TRAINING:



HARD TRAINING / RACE DAY:



The Athlete's Plates are a collaboration between the United States Olympic Committee Sport Dietitians and the University of Colorado (UCCS) Sport Nutrition Graduate Program.

The Athlete's Plates are tools for you to better adjust your eatng to the physical demands of your sport!

EASY An easy day may contain just an easy workout or tapering without the need to load up for competition with energy and nutrients. Easy day meals may also apply to athletes trying to lose weight and athletes in sports requiring less energy (calories) due to the nature of their sport.

MODERATE A moderate day may be one where you train twice but focus on technical skill in one workout and on endurance or strength in the other. The moderate day should be your baseline from where you adjust your plate down (easy) or up (hard/race).

HARD A hard day contains at least 2 workouts that are relatively hard or competition. If your competition requires extra fuel from carbohydrates, use this plate to load up in the days before, throughout, and after the event day.

PLAYER SAFETY - CONCUSSION PROTOCOL & EDUCATION

Concussion Management Program

The standard of care for current medical practice and the law in most states requires that any athlete with a *suspected* **Sports Related Concussion** (**SRC**) is ***immediately removed from play***.

- A Sports Related Concussion is a traumatic brain injury- ***there is no such thing as a minor brain injury.***
- A player does not have to be "*knocked-out*" to have a SRC- ***less than 10% of players actually lose consciousness***.
- A SRC can result from a blow to head, neck ***or body***.
- SRCs often occur to players who don't have or just released the puck, from open-ice hits, unanticipated hits and illegal collisions.
- The **youth** hockey player's brain is ***more susceptible*** to SRC.
- In addition, the SRC in a young athlete may be *harder* to diagnosis, takes *longer* to recover, is *more likely* to have a recurrence, which can be associated with serious long-term effects.
- The strongest predictor of slower recovery from a concussion is the severity of a person's **initial symptoms** *in the first day or 2* after the injury.
- Treatment is individualized and it is impossible to predict when the athlete will be allowed to return to play- ***there is no standard timetable***.

Symptoms

• Severe throbbing headache • Dizziness or loss of coordination • Ringing in the ears (tinnitus) • Blurred or double vision • Unequal pupil size	• No pupil reaction to light • Nausea and/or vomiting • Slurred speech • Convulsions or tremors • Difficulty in being aroused	• Sleepiness or grogginess • Clear fluid running from the nose and/or ears • Numbness or paralysis (partial or complete)

- The player should not be allowed to return to play in the current game or practice.
- The player should not be left alone; and regular monitoring for deterioration is essential.
- The player should be medically evaluated after the injury.
- Return to play must follow a medically supervised stepwise process.
- A player should never return to play when symptomatic. "When in doubt, sit them out!"

Concussion Protocol

The goal is to identify if there may be a problem, take the player off the bench, and seek professional medical treatment. We are NOT to treat the player.

1. ***Download the PAR Concussions App for all Coaches and any identified parent or coach who can be summoned quickly to give Concussion Test to player who you suspect might be injured***
2. ***Take the player OFF THE BENCH and into the Locker Room to calm them and administer the concussion test by using the dry erase marker on the laminated questionnaire.***
3. ***If there is ANY symptom, sit the player out and call for parent or rink management to get EMT or other medical help. Notify Coach on the bench.***

DO NOT TREAT THE PLAYER IN ANY WAY

4. ***Communicate with parent/guardian that you suspect a concussion and ask to have the player evaluated by their doctor. You can require that they see the doctor before allowing them to play.***
5. ***If they have been diagnosed with a concussion by a doctor, submit paperwork to the Hockey Director. The player will not be allowed to return to any activity until cleared in writing by the doctor and the Hockey Director.***

PRACTICE PLANNING & MODERN COACHING CONCEPTS

Season & Practice Planning

A good season plan consists of the key character traits you want to emphasize for the season, your season skill development themes, a plan based on the number of practices and games, the key drills you want to use, how your team is structured (coaches, parent responsibilities), and your goals.

Do you have a plan for this season?

Whether you coach a house league or competitive team, planning is an important part of your role as a coach. Designing a yearly plan at the start of the season allows you to organize games, practices, training and socials, and establish and monitor long and short-term goals.

- Start by organizing pre-season meetings with players, parents and support staff.
- Gain an understanding of each group's expectations for the season and seek their input regarding issues like tournament and practice schedules. It is especially important to consider what your players want out of the season when you establish team goals.

Here are some suggestions:

- Establish long and short-term goals around major events like playoffs and tournaments: depending on the age and skill level of your players, you can establish goals such as skill development, wins and losses, goals for and against and penalty minutes.
- Divide your plan into three sections: pre-season, in-season and post-season.
- Depending on the age and skill level of your players, establish training goals, including physical, mental and tactical preparation and technical development.
- The planning process never ends: be flexible and make appropriate adjustments throughout the season, giving players the chance to evaluate their own performance and development.
- Ensure that fun and fair play are always part of your plan.
- Use your plan to motivate and evaluate your team and provide players with specific feedback on their progress.

A yearly plan prepares and organizes you for the season, which enhances the hockey experience for all involved.

EXAMPLE OF A SEASON PLAN

"No ONE player can win a game, no TEAM can win without each player."

FUN comes from Respect, Preparation, Hard Work, Teamwork, Accountability.
Toughness is how we pull it all together – teach the kids to be tough enough to do the right things and work hard to be accountable to themselves and to the team.

GOALS

Every player has a fun experience & plays again next year, we get better every week, win CHL championship

TEAMWORK

- Support each other as coaches, parents and expect players to do it
- Team Activities – We are a family and a team of parents & coaches - community service, mandatory team meals, family get togethers.
- Accept their roles – every player has value and will have a role – it can change but it will be defined
- Make each other better – challenge each other in practice
- Game Day Dress Code – Players (white shirt, ties, khakis, checkers jackets), Coaches (black pants, Checkers jacket)

RESPECT

- Classy behavior On and Off the ice
- Social Media
- Treat each other with respect – representing yourself, your family, your organization, your coaches

HARD WORK

- Practice is a tryout for games – work your hardest – no excuses
- Commitment to Off-Ice conditioning before and during the season
- Hustle every shift

TOUGHNESS

- The season is a process – look at the long-term. 1-2 year process
- Determination – work through the low points and don't be satisfied with the high points
- Concentration – FOCUS in practice and games
- Grit – be physical, take the puck, it's yours

ACCOUNTABILITY

- Leave NO doubt
- Call each other out – expect the best from yourself and your teammates – help each other get better
- Its Up to YOU – not your coaches – YOU
- Consequences for good and bad behavior

SEASON THEMES – Battles, Hockey IQ/Decision-Making, Sticks on Ice

- Battles – puck possession, puck protection, pursuit, physical
- Hockey IQ/Decision-Making – make good decisions with the puck, ice awareness, puck support
- Sticks on Ice – Keep your stick on the ice at all times – offensively and defensively

HALF ICE FOCUS

• **Sticks on Ice and in lanes – ALWAYS** • **Battles – corners, net front, board play** • **Offensive Zone entry and options** • **Behind the net play** • **Net Front Play** • **Quick Shooting** • **One-Timers**	• **Board play – puck possession** • **Hockey IQ: Red-Yellow-Green >> Safety-Pass-Skate** • **Give & Go** • **Tips/Screens** • **Shot Blocking** • **Offensive Moves** • **Skating – edges, stride**	• **Shooting in Shooting Zone** • **Rebound Net Drive** • **Backdoor one-timers** • **Passing to spot – read & react** • **Point Shots** • **Face-Offs & Plays** • **Escapes** • **Positional Play (D, F)**

FULL ICE

Montreal 1-1 **3-0, 3-1, 3-2 NET DRIVE** **Forecheck Drill** **Dot Drill and passing drills**	**Perpetual Passing Drill** **PP Breakout** **Long Pass/Quick Up Play** **D jumping into the play – aggressive offense from D**

SYSTEMS

Defensive Zone Coverage, PK/PP, Forecheck

PRACTICE BREAKDOWN

• **75% OFFENSIVE FOCUS** • **50% Skills, 25% Small Games, 25% Tactics** • **10 mins Battles** • **10 mins small games** • **10 mins Dzone, Ozone Plays, Faceoffs and Faceoff Plays**	• **10 mins Special Teams (for those on PP/PK) & Skills** • **10 mins skills – passing, skating, shooting** • **10 mins Goalie-specific time & individual game skills – faceoffs, point shots, offensive moves, shot blocking, etc**

SEASON STRUCTURE

Captains – let it play out – options will be one "C" and 2-3 "A" or 3-4 "A"

Missing Practice – practice is tryout for games. If you miss practices, you won't be playing much in the games. Must let coach know if you are going to miss.

Season Playbook – we will use this for a baseline of systems and skill development. The players will get a 3-ring binder that they will need to update with handouts from video review, etc.

Games/Tournaments – 35-40 total games

Friday Night Battles – Battle Camp every Friday night on the Puddle 715-815pm. Battles, physical play, grit

Saturday Morning Off-Ice Conditioning – every Saturday that makes sense 9-11am.

Video – need 2-3 parents to do video for games – some for all the game, some to isolate players.

Stats – game sheets will give us goals, assists, points, goalie GA, PP %, PK %. Need parents for plus/minus, shots, goalie save %, and hits. Turnovers?

COACHING RESPONSIBILITIES

Off-Ice Coaches – Goalie Coach – Forward Coach –	Defensive Coach - Stats – Video –

PRACTICE PLANNING

- **HAVE A PLAN** – a written plan is essential and distributing this to your Assistants a day before practice will ensure that they are prepared. Emphasize skill development, hockey sense, and compete level in each practice via skill stations – races, battles, small games
- Emphasize **TEACHING** versus drill execution – correct their technical mistakes. Need extra coaches to do this!
- **USE YOUR ASSISTANTS** – let them teach, communicate the plan to them ahead of time, give them a role besides collecting pucks. Communicate to them their role – Offensive focus, D focus, Goalie coach, skating, etc.
- **ICE UTILIZATION – MAXIMIZE ICE USAGE (MINUTES PER PLAYER) AND TOUCHES** – we need to maximize ice minutes and touches. This means shared ice, small stations, 3-4 stations going on at once so there are only 4-6 players per station for maximum teaching opportunities and repetitions.
- **STATIONS-STATIONS-STATIONS** – Run the station but make sure to teach the skills – not just do the drill. DO IT RIGHT. Stations should have several skills they are working on but 1 focus. A passing station might also have skating around cones to work on edges, a quick start, a shot at the end. But the focus is on the passing portion of the drill. HIGH tempo – practice like you want them to play.
- **COMPETITION** – make sure to have the element of competition in your drills.
- **GOALIE DEVELOPMENT** - Goalie Station at each practice – goalie coach 1-1 with each goalie for 10 minutes per practice. Use goalie protractor and pegs (age appropriate) for all goalie drills and small games.
- **SKILLS/TACTICS/SYSTEMS** – Focus on skill development and introduce systems at the appropriate time. Focus on the development of players NOT winning games.
- **FOCUS 70-80% OF TIME ON OFFENSIVE SIDE OF THE PUCK**
- **15-25% OF TIME IN SMALL AREA GAMES** – hockey sense
- **SKATING** - Skating station at each practice – minimum of 10 minutes per player for skating-specific skill development.
- **TEMPO** - 1-2 hard laps when switching drills to keep up tempo
- **REVIEW** practice afterwards with Assistants to see what went well, what didn't. Ask the players what drills they like to get their input.

MITES		
SKILLS	hockey skills and activities	85%
SENSE	small area games and awareness training	15%
SYSTEMS	team play training	0%
SQUIRTS		
SKILLS	hockey skills and habit training	75%
SENSE	hockey concepts and awareness training	15%
SYSTEMS	team play training	10%
PEEWEE		
SKILLS	hockey skills and habit training	65%
SENSE	hockey concepts and awareness training	25%
SYSTEMS	team play training	10%
BANTAM		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	35%
SYSTEMS	team play training	15%
16U MIDGET		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	30%
SYSTEMS	team play training	20%
18U MIDGET		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	25%
SYSTEMS	team play training	25%

GOOD PRACTICE HABITS FOR PLAYERS

- **GET WARMED UP BEFORE YOU HIT THE ICE**
- **HUSTLE EVERYWHERE AND WORK HARD – THE MORE YOU PUT INTO IT, THE BETTER YOU WILL GET!**
- **KEEP YOUR STICK ON THE ICE.**
- **ALWAYS FACE THE PUCK – USE YOUR TRANSITIONS SOYOU DON'T TURN YOUR BACK TO THE PUCK**
- **DRIVE FOR REBOUNDS – ALWAYS!**
- **POSITION YOURSELF ON THE DEFENSIVE SIDE OF THE PUCK DURING BATTLES.**
- **YELL TO YOUR TEAMMATE TO PASS YOU THE PUCK IN EVERY DRILL – COMMUNICATE ON THE ICE.**
- **WHEN WAITING IN LINE, STICKHANDLE WITH HEAD UP WHILE WATCHING THE DRILL.**
- **IT IS JUST AS IMPORTANT TO PLAY HARD WITHOUT THE PUCK AS IT IS WITH THE PUCK. 99% OF THE TIME YOU WILL NOT HAVE THE PUCK!**

PRACTICE PLANNING

HOW DO WE PREPARE OUR PLAYERS FOR GAME NOW AND IN THE FUTURE?

- A positive & fun experience
- Age-Appropriate Framework
- Personal and Physical Development
- Healthy balance between winning and development

Do you have the 5 Elements of Good Practice?

- ✓ ***Game-Like - tight spaces, chaos, reaction, looks like a game, no cones, add defenders (players)***
- ✓ ***Lots of decision-making (random not blocked drills)***
- ✓ ***Many repetitions without repetitiveness (ex: passing from different angles not standing in one place)***
- ✓ ***Challenging & Fun (age and skill appropriate)***
- ✓ ***Embrace Chaos (learning is messy and our game is chaotic)***



PRACTICE PLANNING

STEP 1: START WITH INTENTIONAL PRACTICE DESIGN

- **Start** with the end in mind
- **Identify** the game problem
- **Analyze** the underlying issues
- **Design** practice activities to address the underlying issues through constraints and letting the environment be the teacher

STEP 2: SELECT THE DRILLS/ACTIVITIES WITH A PURPOSE

Intentional Design Example:

Picking the right type of drill

Make sure not to get to far ahead of the process. Jumping from Unopposed practice to a macro game is too challenging

Example: Breakout Skills | **Skill Acquisition**

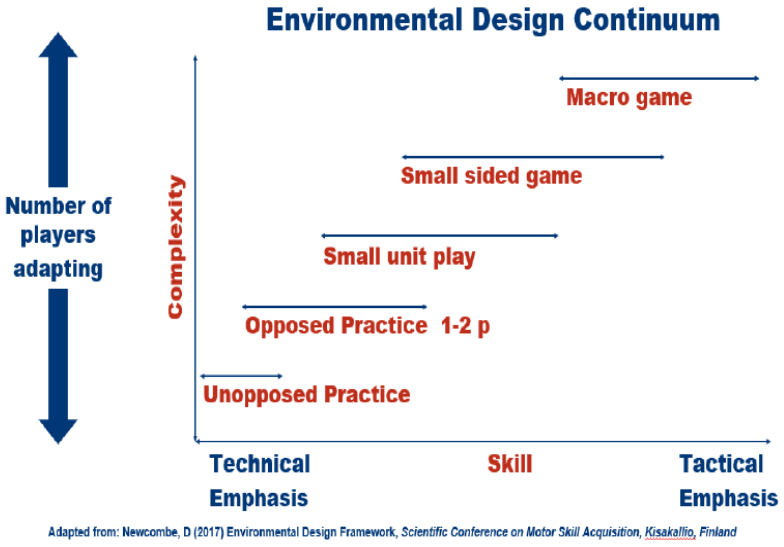
Unopposed Practice - teach players skills needed for breakout - transition skating to open up for a pass, puck retrieval, puck support with stick on the ice.

Opposed Practice - F1 to F2 passing drill with 1 forechecker

Small Unit Play -F1 to F2 to F3 passing drill with 1-2 forecheckers

Small Sided Game - small game with constraint of bringing puck behind net when gaining possession

Macro Game



Adapted from: Newcombe, D (2017) Environmental Design Framework, *Scientific Conference on Motor Skill Acquisition, Kisakallio, Finland*

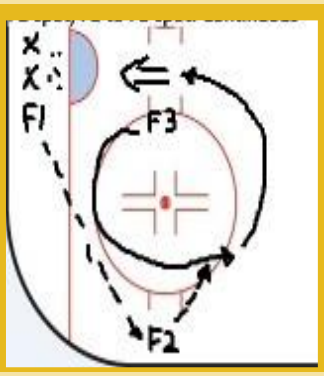
What type of drill you pick depends on the desired outcome

- Unopposed practice drills are best for technical skill acquisition (ie edgework)
- Increasing complexity results in greater skill acquisition - drill with opposition (ie edgework while evading opponent in a drill)
- Moving up to small unit play (ie 2v2 in tight spaces) increases skill acquisition
- Next level is small game (ie 3v3 in small game focus on evasion and puck protection)
- The game is final step

STEP 3: USE RANDOM vs BLOCKED DRILLS TO CREATE GAME SITUATIONS WHERE DECISIONS ARE REQUIRED

Random vs Blocked Drill Example

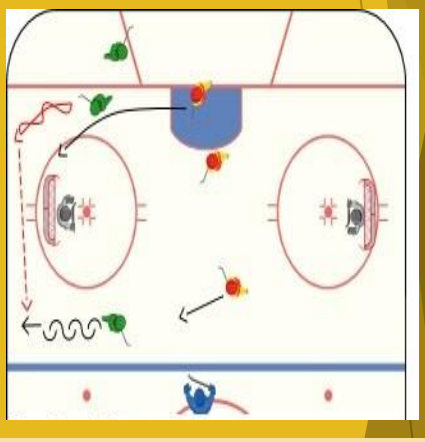
Blocked - follow a pre-described pattern, narrow range of focus (don't need to scan the environment), repetitive, very little decision -making



Support/Breakout drill - F1 starts with puck and passes to F2 who passes to F3 curling and then shooting

>Pre-subscribed pattern
>No pressure or unpredictability
>F1 starts with puck
>No decisions to be made
>Some skill (passing, shooting) and demonstrating a breakout pattern
>Minimal Game likeness

Random - unpredictable, scan environment for cues, decisions are needed, follow a pre-described pattern, can be repetitive but without repetitiveness



Support/Breakout drill (small game) - 3v3 and players must bring puck behind their own net after gaining possession

>Randomness of a game
>players pressure each other like a game
>Simulates breakout situations player brings puck behind net and other 2 must support the puck by being available for a breakout pass
>Lots of decisions and the game (environment) teaches the players
>Competitive, fun, challenging

The Coaching Paradox
BLOCKED vs RANDOM DRILLS

***Blocked** drills are repetitive, have pre-determined paths and outcomes, very little decision making and a narrow focus of awareness (meaning they don't have to scan and read the environment).*

***Random** drills mean not doing the same thing twice - an unpredictable environment for kids where they are not aware of the solution or decision that needs to be made before they perform the technique.*

STEP 4: USE CONSTRAINTS TO CREATE A LEARNING ENVIRONMENT THAT IS LIKE THE GAME

Ask yourself:

WHAT DOES THE DRILL/ACTIVITY ASK OF THE PLAYER?

> You can't adapt to an *environment* that you don't inhabit.
>
> – Keith Davids

Designing Practices that have game situations means better skill acquisition & game results. Use constraints to improve the learning

Manipulate the Environment **with constraints to put players in situations that they learn from – the environment provides the cues that encourages hockey decisions. Use these Constraints:**

- **Boundaries – size and shape of playing surface**
- **Scoring – shape, size and orientation of goals**
- **Players – number and allocation**
- **Start position of players**
- **Start position of puck**
- **Point scoring system**
- **Additional rules and regulations**

- **Avoid separating perception and action**
- **Decisions to act should come from the triggers in the environment and cues in the environment, not the rules themselves**

Using Modified Spaces (bigger, smaller, different shape) is one effective constraint:

Design Constraints: Benefits of Modified Spaces

Benefits of Modified Spaces

- Engages and keeps players active
- Better coach/player ratio
- Good coaches are more involved
- Better use of ice time = more development time
- Increased Competitive Contact

Questions to Ask Yourself

How does the *format* of your activity match the *concept* you are teaching?

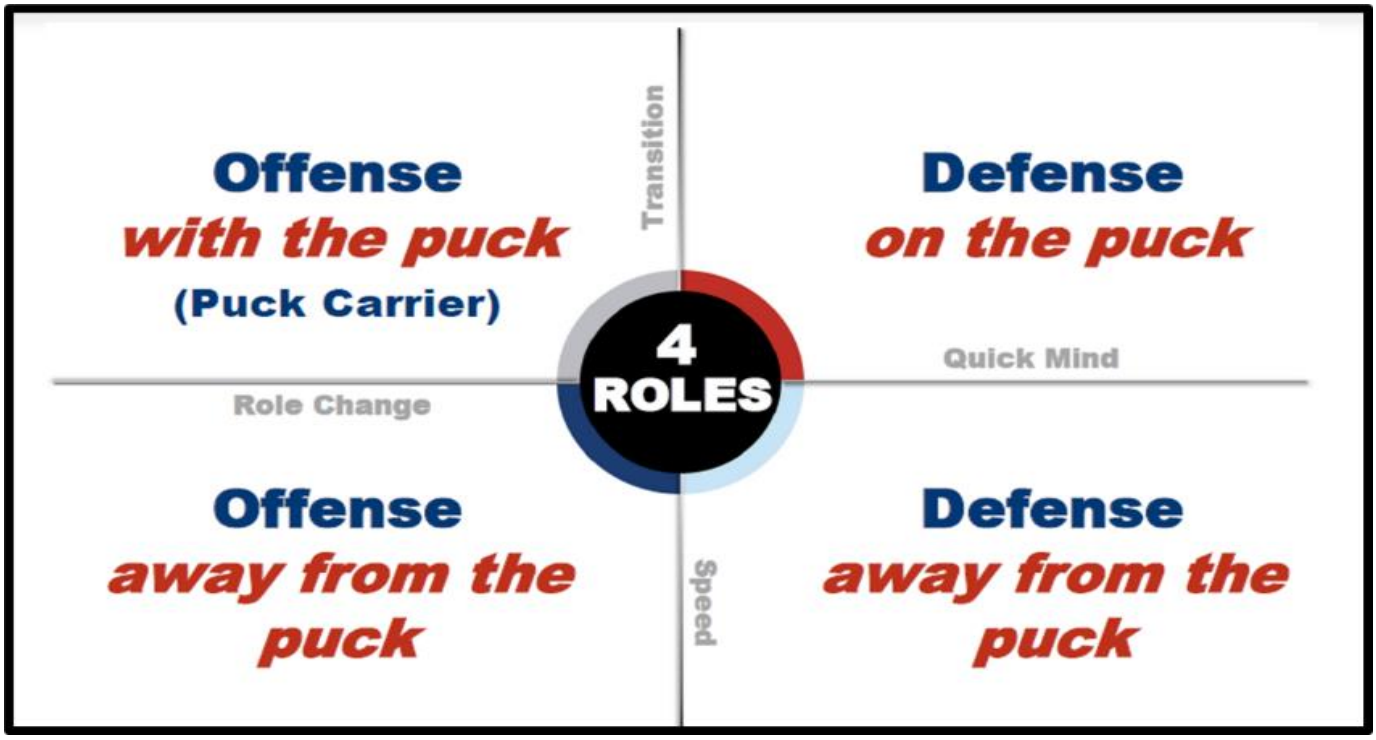
How do you *adjust* the format of your area to better serve your *teaching objective*?

How do you *adjust* the format of the activity to better suit *the area* in which you are teaching?

MODERN COACHING CONCEPTS

Today's Game & The 4 Roles in Hockey

- Speed, Transition, Hockey Sense, Quick Decisions, Interchangeable Roles & Positions
- Positioning is where you are in relation to other players and the puck. How quickly players and teams transition from one to the other (quick mind & speed & hockey sense) determines success



What concepts are important in all *Four Roles?*

- Decision Making
- Communication
- Proper Positioning
- Manipulating Time & Space
- Pressure/Containment

SOME OF THE CONCEPTS (C) & HABITS (H) NECESSARY FOR EACH ROLE

OFFENSE WITH THE PUCK (PUCK CARRIER)	OFFENSE AWAY FROM THE PUCK	DEFENSE AT THE PUCK	DEFENSE AWAY FROM THE PUCK
C – Attack open space	C – Find open space	C – Work to win the puck back	C – Support and outnumber
C – Maintain puck possession	C – Puck support	C – Take away time and space	C – Awareness of opposition
H – Scan ice/ Awareness	H – Pivot to open up towards the puck	H – Angling	H – Head on a swivel
H – Under- handle the puck	H – Adjust stick blade to present target	H – Stick on puck	H – Stick in passing lanes

GOALIE DEVELOPMENT

GOALIE DEVELOPMENT

USA HOCKEY GOALTENDING



Goaltending Development Tips For Coaches

Because Every Coach is a Goalie Coach!



Practice Design

Make every drill a 'goalie drill' by including...

1. **Time To Get Set Before Shot & To Control Rebound**: to do it well in games, give goalies enough shot pacing in practice to work on it.
2. **Decision Making**: Design drills so that goalies have to make challenging, game-like decisions. E.g., instead of knowing each shot will come from same spot, add possibility of wraparound/pass/etc.
3. **Quality Over Quantity**: For goalies, 'more pucks' is not necessarily more development. Emphasize intentional practice & strong habits.
4. **Constant Involvement**: E.g., dump in? Have goalie set/play puck.



Game Management

Age-appropriate guidelines from USA Hockey

8U – With quick-change gear, kids can rotate in & out of net multiple times/game. Make a few saves, then go score! Use intermediate nets.

10U – Split halfway of each period. Alternate starts.

12U – Each goalie plays full period "shift" then rotates. Alternate starts.

14U – Split games at halfway point. Alternate "starter" & "closer".

15U+ – Regular season: ditto 14U. Tournaments: alternate full games.



10+ Minutes Per Practice

For goalie-specific training

Assign an assistant to lead 10+ minutes of goalie-specific training at beginning of each practice. This way, goalies learn techniques to practice that day and warm up in a controlled environment. Examples:

- **Goalie-Specific Skating & Edge Work**: E.g., "goalie letter drills". Avoid overly repetitive drills that simply do not resemble the game, like shuffles/butterfly pushes back & forth along entire goal line.
- **Pre-Shot Movement**: incorporate pre-shot movements to practice edge work in game scenarios & emphasize getting set quickly.
- **Puck Tracking**: Emphasize seeing puck all the way in+out (rebound)



Learn More

Constantly developing together

1. **Questions?**: Contact the USA Hockey Goaltending Development Coordinator in your area. See list: https://bit.ly/32hVFyS
2. **Drills & Basics**: find more at usahockeygoaltending.com
3. **Goaltending Module**: take the self-paced goaltending module available from the USA Hockey Coaching Education Program.
4. **Goaltending Certification**: Take the Goaltending Bronze, Silver & Gold track clinics at usahockey.com/goaltendingcoachdevelopment

COACHING GOALIES IN PRACTICE

- Assign an Assistant Coach as your dedicated goalie coach – if they don't know goaltending, they can learn and teach the basics. They can work with the goalie when they are idle and during drills.
- Set up a goalie station every practice and draw a crease for all drills with marker so goalie positions themselves with "Toes Out" of the crease line
- Goalies should participate in all skating and passing drills
- Space out the shooters - make sure your players don't pepper the goalie – minimize rapid fire drills
- Let goalies recover between shots and in between drills – when exhausted, they use poor technique & your team will think they can score at will
- Let your players know when a drill is for the goalies and not for them and when it is – communicate
- Use Game situation drills
- Do dump ins to goalies to make them play the puck and make a pass when you are doing breakout drills
- Practice and game warm up drills should be designed for the goalie (and with their input)
- Make shooting drills as game like as possible. Provide traffic, rebound opportunities, shooters under pressure with options, and competition.

USA HOCKEY: Five Ideas to improve your Goaltender

1. Skating - "Skating is the key. Goalies must be able to move in all directions, as quickly as possible, to react/recover and make an abrupt, balanced transition from on move to another, while staying in their stance ready to make a save." Mitch Korn

- The single most important skill for playing goal.
- Work on your goalie's skating every day.
- Your goalie must move while maintaining a good "ready position", minimizing any holes.
- Concentrate on quality repetitions to create proper muscle memory.

2. Positioning - "When I am on my game, I only need to move an inch in either direction to make a save. If you see me making spectacular saves, I am struggling with my game." Bernie Parent

- A well-positioned goalie has the most likely chance to be hit by a shot.
- You want your goalie to be centered, square, and out on the angle.
- You must be constantly aware of your goalies positioning during games and practices.

3. Make your Practices "Goalie Friendly" - "Skill as it pertains to basketball, is the knowledge and the ability to quickly and properly to execute the fundamentals. They must be done quickly and precisely at the right time. You must learn in practice to react properly, almost instinctively." John Wooden

- A proper warm-up is important.
- Make shooting drills as game like as possible. Provide traffic, rebound opportunities, shooters under pressure with options, and competition.
- Your whole team will benefit from practicing in this manner.

4. Help your Goalie evaluate his Performance - "Experience is a cruel teacher, it gives you the test first and the lesson after."

- Goals against offers great lessons, take advantage of them
- Have the goalie keep a journal and note "good & bad" after every practice and game
- Track dangerous rebounds per game, where goals are scored (from what point on the ice and where in the net), how goals are scored, GAA, and Save %.

5. Develop a Work Ethic off the ice, in practice, and during games

- coaches allow their goalies to be lazy.
- Demand consistency in terms of effort.
- Your goalie must be the team leader in setting the work standards for the team.
- By competing hard for every shot, your goalie challenges his teammates to be better every day.

GOALIE EQUIPMENT

COMMON EQUIPMENT MISTAKES

- Buying equipment and not following age/sizing guidelines
- Skates aren't sharpened frequently (every 2 weeks)
- Leg pads too big, catch glove too big
- Lack of protection in "the middle." Three crucial pieces of equipment protect the middle - knee guards under the leg pads, a goalie jock, and good chest/arm protector.
- Stick paddle too tall or size of stick is wrong for the goalie
- Leg pads too tight. Pads designed to be worn loosely around the legs. Start with the pads really loose on young goalies - hard to wear them too loose. If toe lace is properly attached, the pad will not twist on their leg too much.



SIZING GOALIE EQUIPMENT

Follow the manufacturer's guidelines for sizing
Youth – 3-6 yrs, Junior – 7-12 yrs,
Intermediate – 12-14 yrs, Senior – 13+

SKATES

1 to 1-1/2 sizes smaller than your shoe size. Goalie Skates MUST be sharpened every 2 weeks.

LEG PADS

Goalie leg pads come in sizes ranging from 19 to 38 inches

- To determine your proper size, measure your leg from your ankle to the top of your kneecap. Then measure from the middle of your kneecap to halfway up your thigh.
- Add these two numbers for your goalie leg pad size
- If you are between sizes, choose the larger size for additional protection. Some goalies prefer their pads an inch or two shorter for increased maneuverability

GLOVE & BLOCKER

Use the age/size recommendation above. The size of the glove and blocker should be comfortable for the size of the player so that they are not too big or too heavy.

STICK

It is important to remember that each manufacturer has a little different way of measuring the stick paddle, so you need to try them out. The length of your goalie stick must be correct for your size since it is very difficult to control an oversized or undersized stick.

- A younger player (3-6) should generally use a Youth stick. A player 7-12, should use a Junior stick, Intermediate player 12-14 years should generally use an Intermediate stick, and an Adult-sized player (13+ & above) should use a Senior stick. Hold stick with trigger finger out.
- Biggest issue is the size of the Paddle – it is measured differently with every company. It's not where they stand, it's where they make the save. Have them go down – if paddle is too long, the 6 hole will open up – pushes arm up and away from body. Cut the stick to ensure they can handle it effectively and tape the end with enough tape that they can hang onto it making a poke check

COACHING A PROPER STANCE

Purpose of a Proper Stance

Maximize net coverage and ability to move while maintaining balance.

Benefits of a Proper Stance

- Allows goaltender to be balanced and under control.
- Proper balance limits excessive and/or wasted movement.
- Leads to more efficient movement and save selection.

Body Position



- Feet – Little more than shoulder's width apart, slight ankle bend with weight slightly on inside edges of the balls of feet.
- Skates – Parallel to each other.
- Knees – Push knees forward creating a slight bend which applies pressure to the balls of the feet. (Similar to a golf stance or batting stance.)
- Chest – Up so shooter can see the logo of the jersey. (Allows balance to be slightly forward. Increases net coverage. Helps tracking high shots.)
- Shoulders - Parallel to each other and level to maintain proper chest position.
- Gloves - should be out in front of the body creating good balance. They should also be placed just outside the width of the goaltender's chest with elbows slightly outside of the body creating no double coverage
- Stick – 8 to 12 inches in front of skates resting on a slight angle allowing for proper cushion on shots at stick and coverage of five hole. Never hold stick perpendicular to the ice.

Tendencies

- Goaltenders have feet too wide. This limits movement and save selection.
- Goaltenders have feet too narrow. This limits power in movement, lessens lower net coverage, and decreases balance.
- Poor glove positioning leads to wasted movement & poor puck control.
- Chest bent over creates poor balance and trouble tracking high shots



Butterfly Technique

- Stick blade should be flat on ice
- Glove and blocker should be high and out front
- Upper body should be sitting high (thighs straight, not sitting on ice)
- Knees should be closed tightly while the goal pads are flared out covering the low part of the net

4 DECISIONS A GOALIE MUST MAKE

1. Where to stand? (angles/positioning)
2. What save do I make? (save selection/read & react)
3. What do I do with the puck? (rebound control and containment)
4. How do I recover? (2nd save/leg choice/stay down or get up).

THE 3 "Hs"

Coaches can help goalies with a simple way to think about the position. If a goalie's head/eyes are tracking the puck, the body will follow. If the body follows, the hands must then be in the proper position. Moving their body requires activating their hips/core. So the coach can work with the goalie to ensure that their movements are correct as they follow/track the puck

HEAD

Moving head and eyes to ALWAYS follow the puck

HANDS

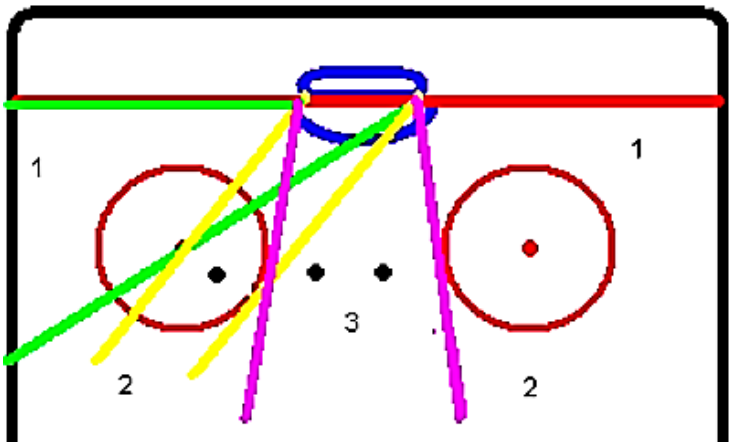
Hands follow the head and fill the space of the net and move with the head - much like a steering wheel where the hands follow the head/eyes

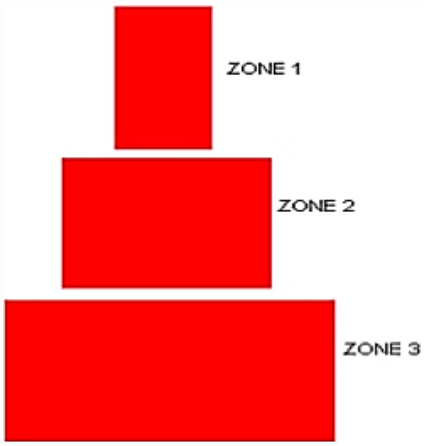
HIPS

Activate the core so you connect your upper body to your lower body and push with power and accuracy

ANGLES

When viewing the angle of the shooter, the goaltender attempts to keep the center of the body on a direct line between the net and the center of the puck in front of them. A puck may go under or around limbs, but it won't go through the torso. The chart below shows how much net is open given the angle of the shooter (where they are shooting from on the ice). The goalie wants to ensure that their position and depth is correct to minimize the amount of net that is open.

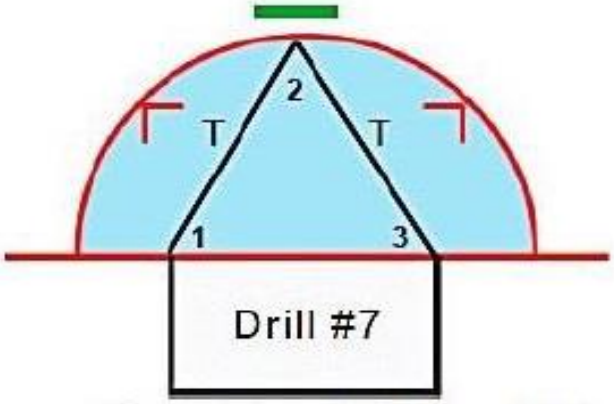




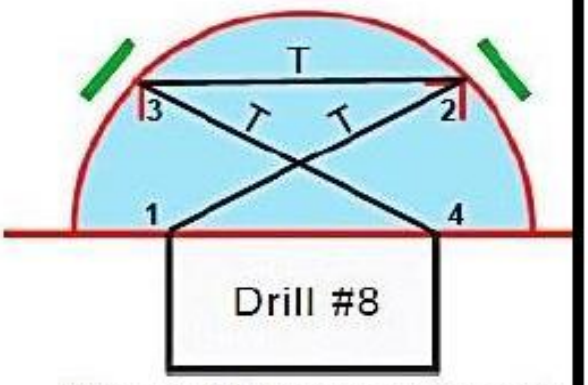
SKATING DRILLS

1.

Movement Path — Variation — Set (Stance or Butterfly)
T= T-Push BFS=Butterfly Slide SH=Side Shuffle

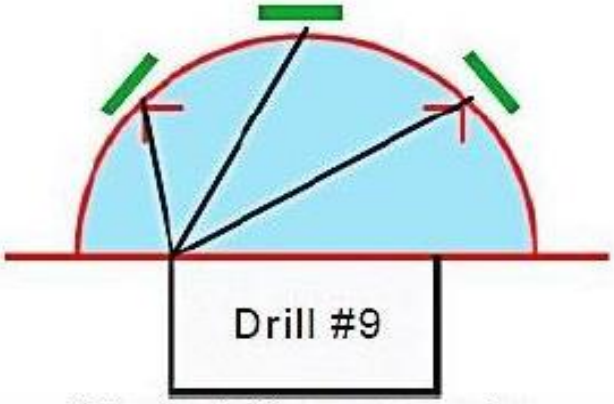


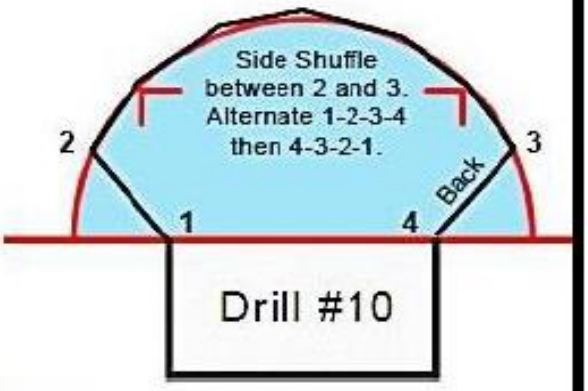
Alternate from 1-2-3 then 3-2-1



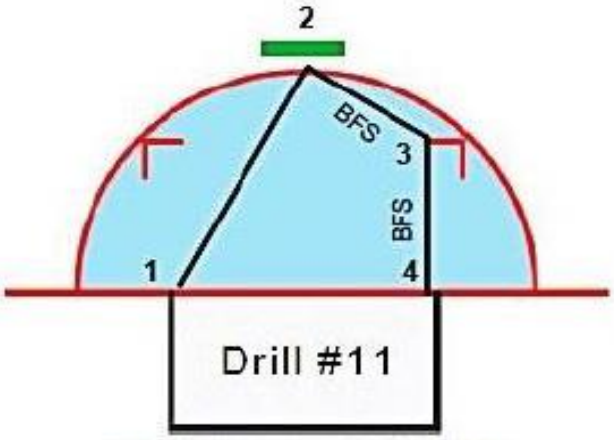
Also start from opposite post

In 7-8-9 G can set at green line to butterfly for backside up push drill. Make sure G pivots. In drills, makes sure G sets at post with good C-cuts moving forwards and backwards

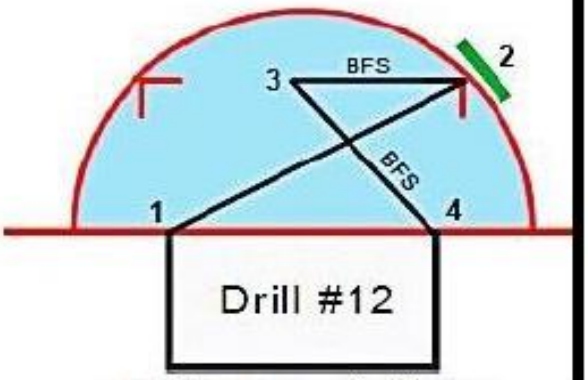




Go forward and back between post to green lines.
Tpush, Shuffle, or Butterfly Slide back to post according to distance and ability. Alternate Opposite side.



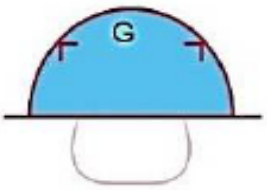
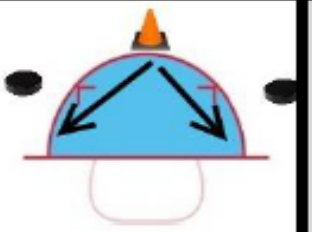
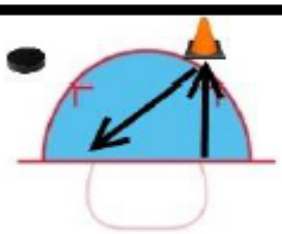
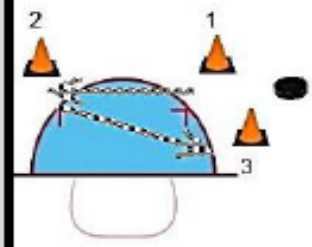
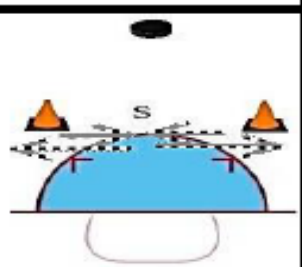
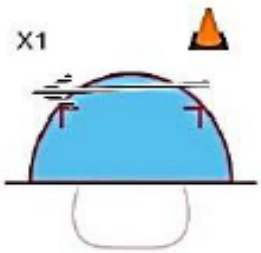
Alternate Opposite Side



Alternate Opposite Side

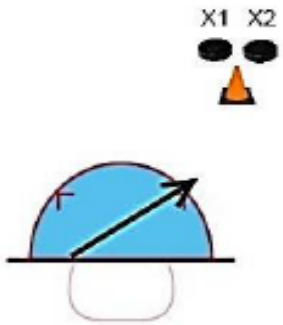
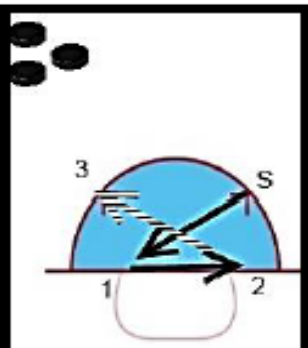
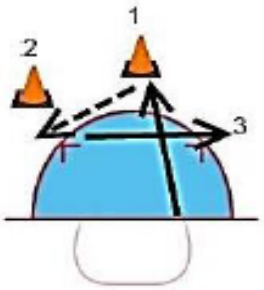
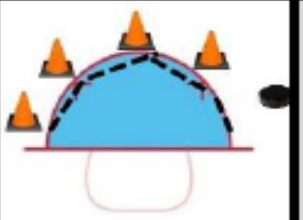
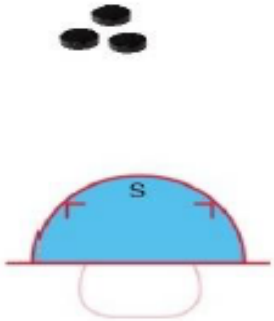
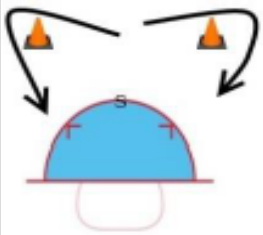
BUTTERFLY DRILLS

Shuffle
T-Push
Butterfly Shuffle
Butterfly Slide
Backward Skate

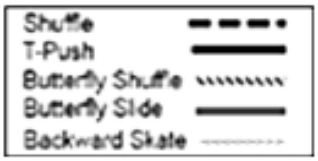
	G starts in stance at top of crease. All shots on glove side and then blocker. Alternate		Shooter throws bouncing pucks at G and they work to control and cover pucks with glove
	G starts on one of the pucks, t-pushes across and shooter will shot high across the G's body. G tracks puck into glove or blocker		G starts on cone and does a quick t-push to the puck and then shooter takes a high shot short side
	Shooter comes out of the corner through high slot and shoots high glove or blocker depending on which side they come from		G t-pushes off post to cone, rotates body and t-pushes to far post for glove or blocker save. Also us butterfly slide when completing drill
	G starts on near post. T-push out to cone, butterfly slide to far post, square to puck		G starts on cone 1 in butterfly, slides to cone 3 then to cone 2 for a shot, takes strong edge work to do this drill
	G starts in the middle, butterfly slide out to cone, quickly butterfly slide back to middle for shot		Butterfly slide drill. G squares up to cone and uses butterfly slide to make save. Immediately recover back to cone.

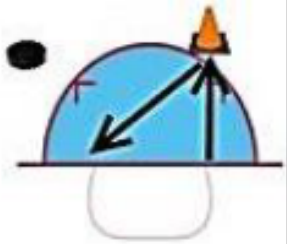
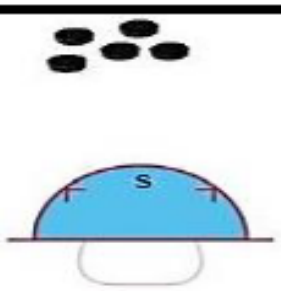
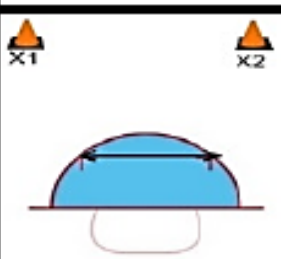
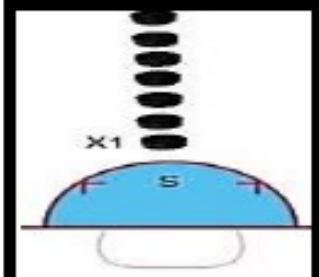
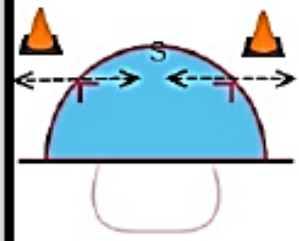
BUTTERFLY DRILLS

Shuffle
T-Push
Butterfly Shuffle
Butterfly Slide
Backward Skate

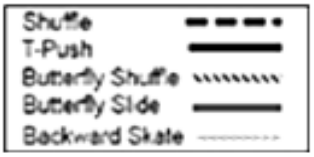
	G starts on the post, T-pushes to the top of the crease. Shooter takes 2 shots, 1 low blocker & 1 low glove. G goes into butterfly & stays down reacting to both shots		G starts on the cone and t-pushes across top of crease. When set, the shooter takes a low shot. G focuses on staying square to shot and controlling rebound while using butterfly save.
	G T-pushes to cone 1, shuffle to cone 2, t-push across crease, set up and make a butterfly save		G starts on cone 1, shuffles around the world pausing when square to each cone. Pass cone 4, set up on puck &make butterfly save
	G starts in butterfly position with no stick & shooter alternates sides while G directs pucks to the corners with pads. Same drill can be done with G starting in upright stance		G starts high on corner of crease. T-push down to the far post, shuffle post to post & do butterfly slide out to top of crease. Start with T-push & end up in square butterfly
	G t-pushes out to cone, makes butterfly save, rotates, recovers, and t-pushes to X2. Do from both sides		G starts in middle of crease, shooter takes puck and goes in either direction and shoots when around cone

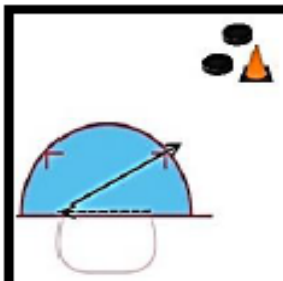
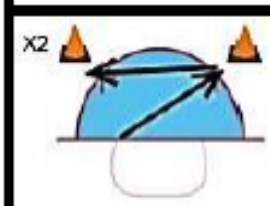
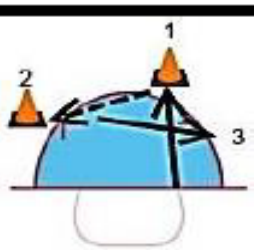
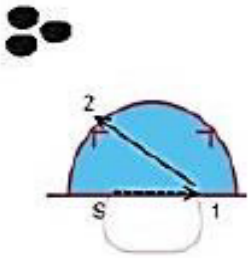
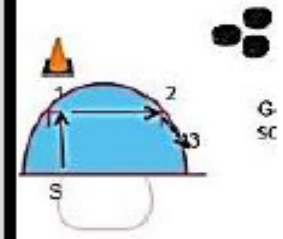
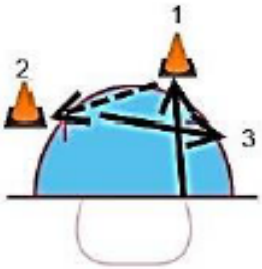
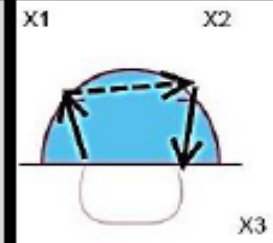
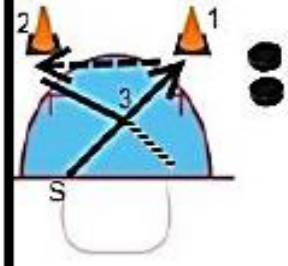
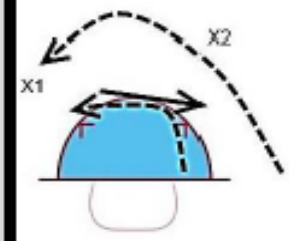
GLOVE & BLOCKER & STICK SAVES



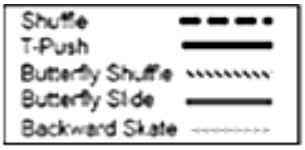
	G starts in stance at top of crease, all shots on glove side and then blocker. Alternate		G starts on one of pucks, t-push across and shooter shoots high across body. G tracks puck into glove or blocker
	Shooter comes out of corner and shoots high glove or blocker depending on which side the come from		G t-pushes off post to cone, rotates body and t-pushes to far post for glove or blocker save. Also use butterfly slide.
	G starts on cone and does quick t-push to puck and shooter takes high shot short side.		Shooter throws bouncing pucks at goalie who works to control and cover pucks with glove
	G starts in stance at top of crease. Shooter alternates low shots for stick saves. G directs to corners		G t-push from X1 to X2. X1 & X2 shoot on ice far side for stick save. Can also use butterfly
	Shooter starts on puck closest to G and shoots all pucks low glove side. Repeat shots low stick side		G shuffles post to post, t-push to top of crease, set and gets 2 shots – low glove and low blocker. G controls to corner

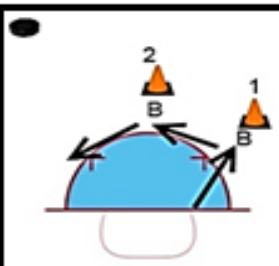
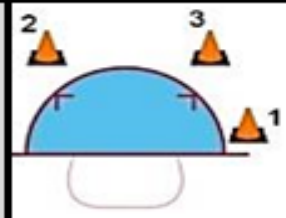
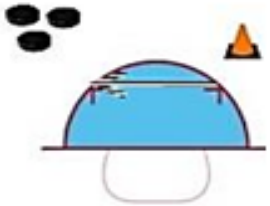
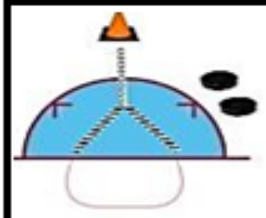
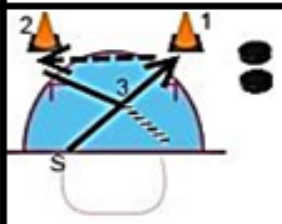
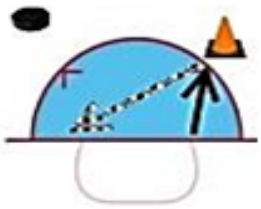
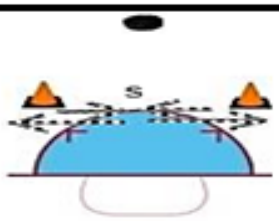
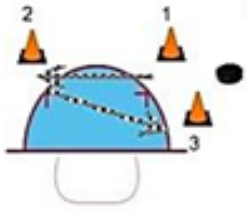
T-PUSH DRILLS



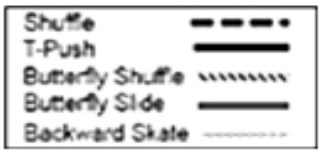
	G shuffles post to post, t-pushes to top of crease, gets set. 1 shot low glove side and 1 shot low blocker. Control to corner		G starts on post, t-push to top of crease, makes stick save and immediately recovers down to other post. Can also do butterfly stick save at top.
	G t-push to cone, makes butterfly save, rotates, recovers, t-push to X2. Do from both sides		G t-push to cone, shuffles across crease, quick transition to backdoor for shot. Both sides.
	G shuffles post to post, T-push out to shot		G T-pushes out to cone, pauses, T-pushes across crease and squares up to shooter to make save
	G t-pushes to cone, shuffles across crease, quick transition to backdoor for shot. Both sides		G starts at post, t-push out to X1 for shot, shuffles to X2, then recovers to post and plays X3 whether shooter wraps puck around or comes out front
	G t-push to cone, shuffles to cone 2, opens up hips to a t-push and drops into a butterfly slide to make save on back door play		Shooter walks out of corner, G follows with light shuffle, shot taken at X1 then quickly X2

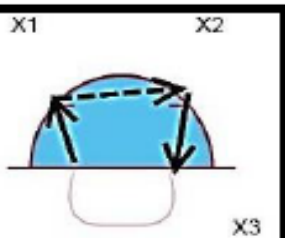
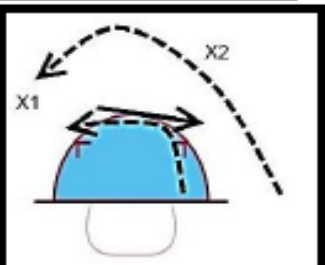
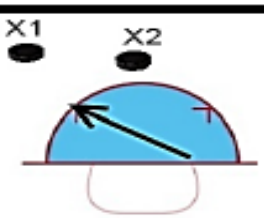
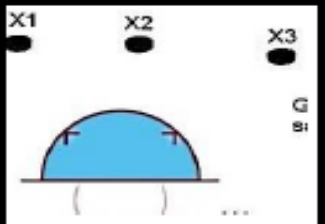
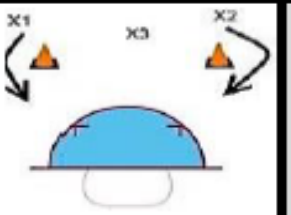
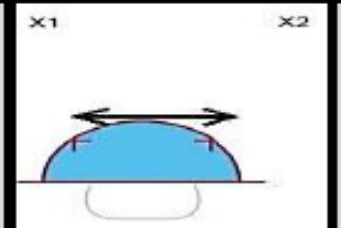
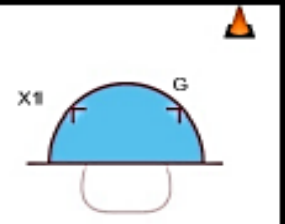
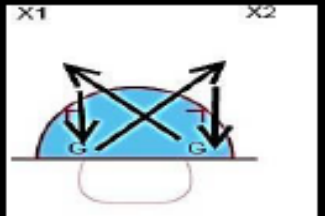
RECOVERY & BUTTERFLY SLIDE



	G t-push off far post to cone, butterfly at cone, rotates, plants right foot and t-pushes to far side for shot that is taken when G set.		G t-push to cone 1 and does full butterfly, recovers quickly, t-push to cone 2, does another butterfly with quick recovery and squares up to shooter for shot
	G starts in crease on stomach, shooter taps stick and G gets up in stance to make save.		G starts in butterfly on cone 1, recovers to cone 2, drop to butterfly, recover to cone 3 for shot
	G starts on butt and recovers to his stance for shot		G starts on cone and butterfly slides to puck. Recovers and gets back to cone, start right back into butterfly slide
	G starts on cone, games backward momentum and butterfly slides to respective post		G t-pushes to cone, shuffles to cone 2, opens up hips to a t-push and drops into butterfly slide to make back door save.
	G starts on near post, t-push to cone, butterfly slide to far post, square to puck		G starts in the middle, butterfly slide out to cone, quickly butterfly slide back to middle for shot
	G starts on cone 1 in butterfly, slides to cone to then to cone 3 for shot. Work on edgework		

GAME SITUATIONS

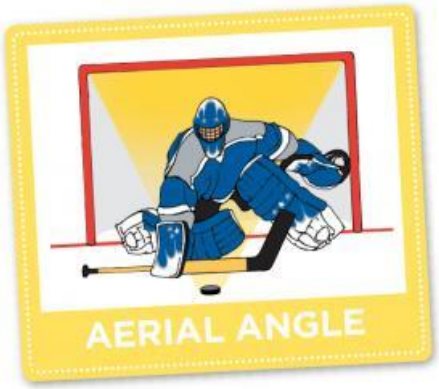


	G in middle of crease, shooter takes puck and goes either direction, shoots after going around cone		Shooter walks out of corner, G follows with tight shuffle & shot taken at X1 and then quickly at X2
	G starts on far post and t-push out for shot from X1 and then shot from X2		G starts on near post and t-push out to X1, make a save, square up and make save on rest of pucks
	G pushes off post, shuffles across top of crease and t-push back to backdoor for save		G starts on post, shooter taps stick and G comes out to make save. Do for 3 pucks – G always goes back to post
	G starts on cone and t-pushes across for quick save		Breakaways, goalie challenge, match shooters speed, be patient!
	2 shooters. G needs to stay square to shot and control rebounds		2 players – pass-pass-shot. G follows play and squares to shot. Control rebounds
	G gets square to cone, shooter says GO and G tries to get to backdoor for save		G starts on far post, t-push to top of crease for shot, goes to near post then out to the next shot from X2

Goalie Terms That Really Count

By Mitch Korn for USA Hockey Magazine

There is a very precise language that goalies and goalie coaches use. The list below should help parents, coaches and goalies understand the terms that intertwine to make a successful goalie.



AERIAL ANGLE: Simply it is the path of the puck from the ice to the crossbar. When considering the best position and save selection, this is crucial for a goaltender.

BACK DOOR: The area "behind the goalie" when challenging. The goalie must learn to balance the size of the "back door" vs. the size of the "front door" through "reading the situation."

BUTTERFLY: An overused term. It is when a goalie drops allowing both pads to extend out to the side and with the 5-hole closed (or almost closed). The majority of the lower portion of the net is covered, and the goalie's holes are shut down. Just because a goalie drops to his/her knees, does not mean they are butterfly goalies.

CHALLENGING: In general, it is the goalies attempt to "cut the angle" by playing at the top of the blue crease (or above) to limit the amount of net seen by the shooter.

CUSHIONING: The ability to deaden a puck off the body, stick or pad to prevent rebounds.

CUTTING DOWN THE ANGLE: The overall use of challenging, front door, back door, being square to the puck and reading the situation so the goalie can maximize his or her position. The three steps are (1) being out…(2) being square…(3) being set (stationary if possible).

EQUIPMENT CONFIDENCE: The mental state of a goalie that allows him/her to know that the equipment will not let him/her down. For example, the armpads protect the goalie well on high shots and the goal pads are not "overpowered" by the puck when closing the five-hole.

FALLING OFF THE PUCK: When a goalie makes a save selection and the majority of his/her body moves away from the puck side.

FIVE-HOLE: The area between the goalie's legs or under the goalie (during a save selection). Goalies must learn to close this space better.

FLOW: On rushes and dekes, a goalie must have some backward motion or flow. This flow provides rhythm and momentum and eliminates being caught flat-footed. Too much or too quick flow forces the goalie too deep into the crease.

FOCUS: Simply, it's seeing the puck well. Too often goalies do not watch the puck to the body and beyond. Goalies often "look past" the puck, and do not follow it. When the puck "looks like a beach ball" rather than a "golf ball," the goalie has the most success.

FRONT DOOR: When a goalie challenges a shooter, that shooter is considered the "front door." The goalie must learn to balance the trade off between "front door" and "back door" through reading the situation.

HALF BUTTERFLY: Probably the most used save. A half butterfly is the extension of one pad, while the other pad firmly supports the body. This should be able to be accomplished while stationary, moving forward, backward, laterally, from a shuffle, and while turning to remain square using the "Y" theory.

HUGGING THE POST: The goalie's position when the puck is behind the goal line. The goalie must be ready for a wraparound or quick centering pass.

NUMBER 1 GOALIE: The go-to guy. True No. 1 goalies challenge themselves; they do not need competition from another. In “big” games they get “bigger.” They give the teama chance tow in and thrive on “making a difference.”

PADDLE DOWN: This move properly considers “aerial angle” to be used on some wraparounds, in tight plays around the net, etc. Often overused, this is effective when the goalie has defensive pressure and is close enough to smother the shooter.

PADDLE HEIGHT: The height of the “fat” part of the goalie stick. The maximumis 26 inches. Many young goalies use paddles which are too long and thus negatively affect their stance and stick use, and often opens the “sixhole” when making a save selection.

PLANTING THE BACKFOOT: If moving to the left (for example), when the right foot pushes the goalie in that direction, yet stays stationary, forcing the goalie to open up, and ultimately end up on his/her rear end.

READING THE SITUATION: The goalie’s ability to recognize what’s happening and make two important decisions: where to be positioned and what save selection to make.

SAVE SELECTION: The goalie’s proper save choice in a given situation.

SHUFFLE: The goalie’s skating motion when he/she moves side to side without turning the skates (T-push). This move is used to consistently stay “square” to the puck. Too often, goalies use shuffles that are too large, thus opening up the five-hole or creating trouble in making transition. Smaller shuffles are better.



SITUATION: Playing goal is not playing a series of shots, but rather “playing situations.” Situations may, or may not, end in a shot. A situation is made up of where all players are, and the puck. It is not just the puck or the shooter. It is the situation that the goalie “reads.”

SIX-HOLE: The space created between the stick arm and body when the stick paddle is too large or when the goalie “rolls” the stick arm shoulder in a half butterfly.

SPECTATOR: When a goalie, while “reading the play” watches rather than moves with the puck on a pass or shot.

SQUARE TO THE PUCK: The ability to stay lined up with the puck and the middle of the net. The goalie, by rotating shoulders and shuffling, remains square to the puck. This is critical for success.

TELESCOPE: The goalies’ skating motion moving in and out of the crease. The motion must be brisk and explosive while always in the stance position.

T-PUSH: The goalie’s skating motion used laterally to get across the net or back to the post. The momentum is created by putting the feet into a T with the back foot pushing hard. This is also the initial motion of a two-pad slide move.

TRANSITION: The ability to “change” from one move to another. It may be to “change” quickly left to right, or telescope to shuffle or shuffle to half butterfly. The quicker the better.

WORK ETHIC: There is no substitute for hardwork. A goalie should practice as he/she plays.

Y-THEORY: Themost efficient use of telescoping, staying square and using the proper save selections. When done properly, the goalie’ smotion resembles a “Y” – out, back and diagonal toward the post.

SKILL DEVELOPMENT & TEACHING SKILLS

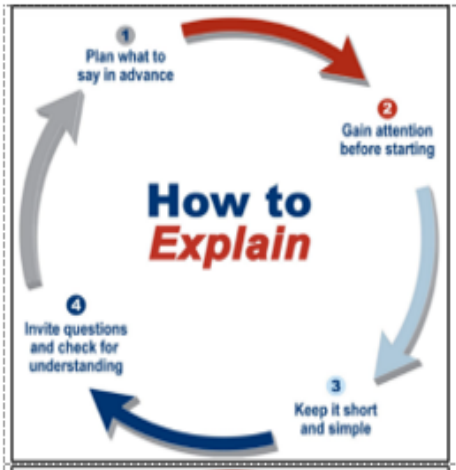
YOUR COACHING SKILLS

START WITH A PLAN
Explain, Demonstrate, Observe, Analyze & Decide

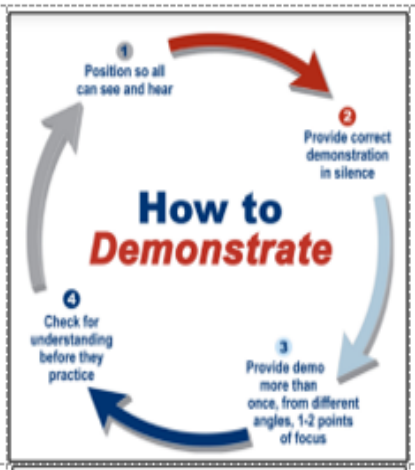


Your Coaching Skills - Communicate Effectively So Players Learn What You are Teaching

Start with a PLAN & ensure the environment/practice safe



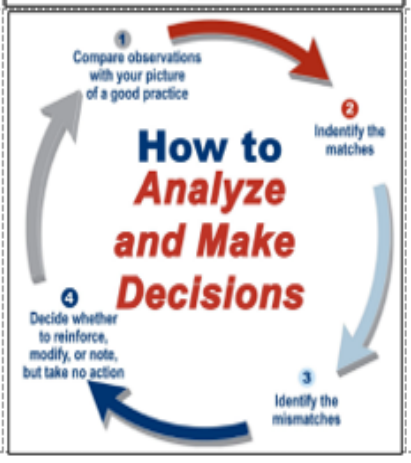
1.Explain
Plan what to say, get their attention, keep it short & simple, verify they understand by asking them about what you just said



2.Demonstrate
Position yourself so they can see, demonstrate IN SILENCE, provide demo a few times, check for understanding



3. Observe
Look at whole, break down to part you are teaching, different angles and several repetitions



4. Analyze & Decide
Identify if it matches what you are looking for or if there are mismatches and decide to reinforce, modify, or note for later

TEACHING SKILLS & CONCEPTS AT THE RIGHT AGE

We need to make sure that we don't get too far ahead of the appropriate age so that a player can learn certain skills & concepts/systems. Below is a way to think about when to introduce certain skills and systems into your practices.

SKILL AREA	8U	10U	12U	14U	16U & 18U	Comments
Skating	X	X	X	X	X	#1 Focus
Puck Control	X	X	X	X	X	Focus on Passing, Receiving & Underhandling. Stickhandling with a purpose
Scoring	X	X	X	X	X	75% time spent on offensive skills
F1-F2-F3 Puck Support	X	X	X	X	X	MOST Important Concept
Attack Triangle	X	X	X	X	X	
Defensive Zone Positioning		X	X	X	X	Introduce basics at 10U
Offensive Zone Entry		X	X	X	X	Introduce basics at 10U
Power Play			X	X	X	All players learn concept at 12U and specialize at 16U/18U
Penalty Kill			X	X	X	All players learn concept at 12U and specialize at 16U/18U
Neutral Zone Play				X	X	Advanced Concept

PLAYER EQUIPMENT

Teaching Skills starts with the right sized equipment

SKATES



Purchase skates that will fit your child **today**, with no more than 1/2" allowed for growth. Skate sizing DOES NOT equal shoe sizes. A typical hockey skate is 1 to 1.5 sizes SMALLER than the shoe size. If you are a 8 shoe, you will most likely be a 6.5-7 size skate. Seek adequate protection in the ankle, toe and instep areas. Improperly fitted skates will hamper your child's ability to skate. If you push your toes to the end of the toe cap, you should be able to put no more than a finger into the skate behind the heel. Some players will put on their skates before they put on their shin pads and pants. Laces that come with typical skates are too long. Purchase a new set of laces that fit your skate. Laces should NOT be tied around the ankle. If the laces are too long, tuck them under your shin guard after tying them and then buy a new pair that fits properly. Waxed laces are good for all ages as they hold the skate tight.

SKATE TIGHTENING

Youth players need to have tight skates, use all their eyelets, and put their shin pads OVER their skate tongues. This will result in more ankle support and the skate is an extension of the leg versus wearing a slipper. Make sure ALL of your players do this, so you maximize their skating skill improvement. Skates need to provide ankle support so that the skate/ankle does not bend when going around a corner and using their edges. There should be a straight line down the leg from the shin through the skate blade when you view the player from the front or behind.

HELMET & FACEMASK

Must be of design and construction approved by the Hockey Equipment Certification Council (HECC). Must be sized at the time of purchase to fit properly. The chin strap must always be fastened. The helmet should fit snugly, and the chin strap should be tightened so it does not allow the helmet to fly off. The facemask is typically secured to the chin by straps – these should be snug and the chin cup in the cage should be snug on the chin. The facemask must be of a design and construction approved by HECC. There is an expiration date on all helmets, and this must be followed. Earpieces must remain attachments of any kind can be worn on the helmet in games.

MOUTHGUARD

Required for players in the 12 & Under (youth) and 8 & Under (girls) through Junior age classifications. USA Hockey encourages players of all ages and ability levels to use a mouthguard. There are versions available for children, adults, and those with braces.

UNDERGARMENTS

In the south, shorts and a Dri-Fit t-shirt or UnderArmor-type shirt work well. Also cotton, hockey-specific, or Kevlar protective socks.

ATHLETIC SHORTS/CUP

Essential protective equipment that should include Velcro for holding up socks. Hockey-specific Boys and Girls versions available.

SHIN PADS

Check for proper length so they protect the knee and shin completely. It is best to put the skate on first and then put on the shin guard so it goes over the skate tongue. This will provide more protection and support.

SOCKS

Hockey socks attach to the shorts via Velcro and go over the shin guards. Clear tape can be used to hold the shin guards in place.

PANTS

Held in proper position by belt in the pants or suspenders. Pants provide protection for the lower spine, hips and thighs. Pads should come down to the knee. Girls and Boys versions are available.

SHOULDER PADS

Adjust to fit the individual at the time of purchase. The cap should fit on top of the shoulder and the arm extension should fit above the elbow. Boys and Girls versions available.

ELBOW PADS

Properly fitted so they do not slide, and the elbow should fit in the cap.

JERSEY

Make sure the jersey is the proper size so that movement is not hampered.

NECK GUARD

Protects the neck. Recommended but not required.

GLOVES

Check for proper fit with good finger and hand mobility.

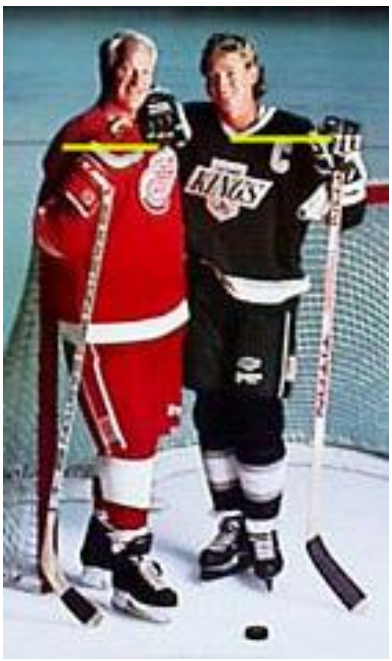
THE HOCKEY STICK

THE HOCKEY STICK is one of the most important aspects of hockey skill development. A stick that is too long or too short will hamper knee/ankle bend, shooting, receiving passes, stickhandling, stride, and overall skating. This is especially true for young players under the age of 12 that are developing their habits and skills. Older players can start to experiment with longer sticks as their skills develop but as a general rule, players should have their sticks cut to the appropriate length (chest to Adam's apple – NOT chin to nose), taped correctly so they can hold the stick in the palm of their hand, and with the right curve for their skill level.

STICK LENGTH

The length of the stick should extend from the ice to the top of the player's chest to their Adam's Apple. Too many players play with long sticks and this causes the player to lose knee bend, pushes the top hand to the side so shooting and stickhandling are compromised, and doesn't allow for top hand whip on a shot. If the stick is too long, skating, stickhandling, and shooting skills are diminished. As the player gets to a higher skills level and age (typically 16-18 years old) they may lengthen the stick for more stick flex when shooting. This is appropriate at the time that the player is grown and has a higher skill level. This is an area that is often overlooked by youth hockey coaches because the "prevailing wisdom" is that stick length should be between chin and nose when the player has their skates on. Parents are also reluctant to cut a $200 stick "too short". This is similar to having Mites play full ice and use black pucks. Youth players must learn how to control the puck by stickhandling. A player rarely outgrows their stick before it needs to be replaced. A long stick:

- Pushes the top hand to the side of the body towards the hip so the player cannot get both hands in front of their body to stickhandle.
- Pushes the players upright disrupting proper knee bend and interfering with proper skating technique.
- Changes the lie of the stick so the stick blade is not completely on the ice.





More details - www.cuthockeysticks.com

Hall of Famers Gordie Howe, Wayne Gretzky, and Mike Modano are just a few that cut their sticks to the top of their chest or below.

SIZE & CURVE – Junior, Intermediate, Senior?

Players should use a stick that is appropriate for their age. Until they start to grow in puberty, a Junior size/50 Flex stick is ideal. If they are bigger and stronger than average or are a 14U age, they may be able to move into an Intermediate size stick. 15U and above players depending on their size and strength may be able to move into a Senior stick. A 75-85 Flex is typical for a 15U-18U unless they are above average size and strength. The curve should be a moderate simple curve without too much heel-toe curve.

LEFT or RIGHT?

The top hand should be the most dominant hand as this hand does all the work in stickhandling and puck control. So typically if you are right-handed, you would you're your right hand on the top of the stick and therefore have a LEFT stick. This is why 60% of players in Canada are left-handed shots.

TAPING STICKS

Tape should not be wrapped around the butt end like a goalie stick. The player MUST be able to hold the end of the stick in the PALM of their hand – with 3 or 4 fingers grasping the stick. Rounding/sanding off the end helps to avoid wear and tear on the gloves. You know that you have the right grip if the glove starts wearing a hole in the palm. Excellent link to taping the hockey stick:

https://www.purehockey.com/c/how-to-tape-a-stick?gclid=CjwKCAjw2ZXMBRB2EiwA2HVD-CNyWLF8KcPAYDT8cJtlw1CVhE1wTaLwTR7JqluIFsIrSmdE8jsSfxoCVMsQAvD_BwE

HOLDING THE STICK

Players should hold the stick in the palm of their hand with 3 or 4 fingers grasping the stick at the end. Very little of the stick should be sticking out from the end of their fist.



Correct: Hand at top of the stick.

Fingers completely wrapped around hockey stick.



Incorrect: Not at end of the stick.

Thumb and pointer finger in wrong positions.

TEACHING SKILLS

The Charlotte Rush Junior Coaches and several other hockey skill coaches have provided input into the key points that we need to be teaching our players in each skill area. What do we look for? How do we get the players to do it the right way? How do we correct them? We want players to execute skills in the most efficient, proven, and effective way. We also want to be of the "same voice" so that any player will hear the same thing at every age and level in terms of skills development. For systems, this is something that each individual coach can decide what to implement. For example, we recommend a certain timetable on introducing a power play depending on the age and skill level of the players. But we do not recommend what type of power play – this is up to the individual coach to decide based on their preference and team skillset.

SKATING

Skating is THE MOST IMPORTANT skill to develop in hockey. As much time you can spend on developing skating skills, the better your players will develop as most skills are best when the player has a high level of skating skill.

HOCKEY READY POSITION

The hockey ready position is the basic starting position for any hockey player. The key components include:

- Ankles/Knees bent – focus on the ankles more than the knees because when the ankles bend, the knees follow
- Chest up and head up
- Hands extended past the hips and in front of the body
- Knee is aligned with the end of the skate
- Feet are straight or slightly angled out





STARTS & STOPS

- Weight on balls of your feet
- One hand on the stick
- 3 strides on toes
- Pump arms like a sprinter with top hand keeping stick on the ice

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

FORWARD V-START

Description:
Begin from a ready position with the feet close together under the body (1)

Knees and ankles are bent with head and shoulders up

Player starts by turning and pointing toes out wide (2)

Player leans and steps forward with one skate, then pushes off explosively with the flat to toe portion of that skate blade (3)

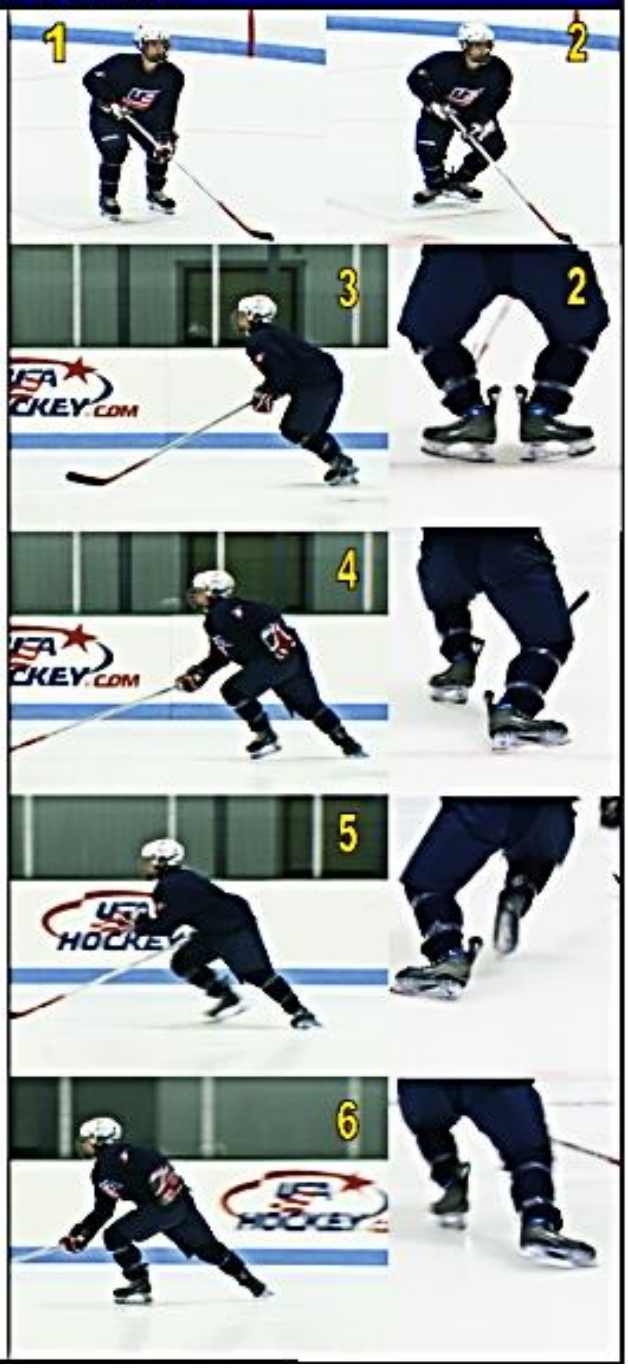
This initiates a forward running motion for the player

The player begins with a short explosive step, leaning into the direction of travel (4)

As momentum is increased, the steps elongate (5)

After a short distance, enough momentum has been gained to begin full skating strides (6)

Keys: knee bend, toe and blade position, short explosive steps to gain speed



HOCKEY STOP

- Lead with the Stick
- Follow Stick (in 1 hand)
- Weight transfers from middle/back foot to ball of foot, weigh on inside edge
- Bend Knees

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

HOCKEY STOP

Description:

Hockey Stop – Inside & outside edges

Begin from a forward skating stride (1)

Plant feet and glide in a ready position

Keep your head and chest up

With knee and ankles bent, initiate the stop by brining the inside shoulder back, and leaning back opposite to the direction of travel (2)

Turn hips

Reduce weight on the front skate while turning the foot 90˚ to direction of travel

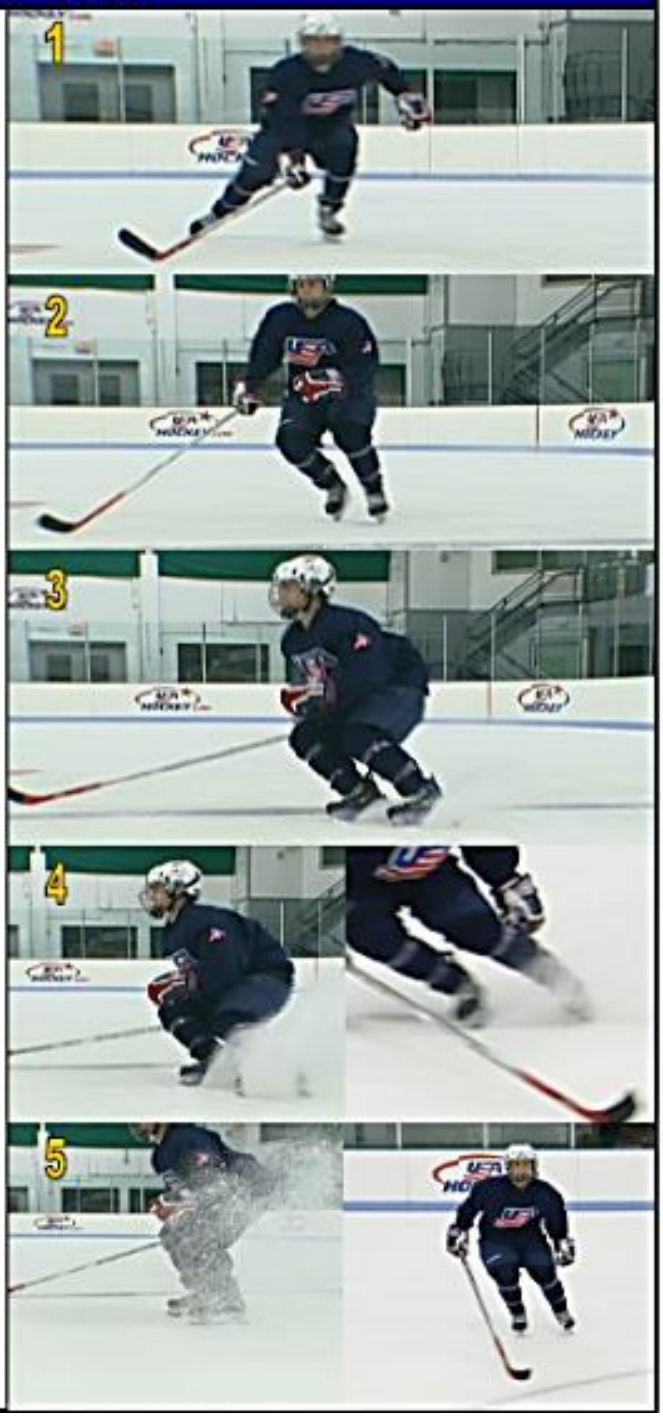
Once the front foot has turned, reapply weight to the skates inside edge

At the same time, reduce weight on back leg, turn back the skate 90˚, with the feet close together, apply pressure to back skate's outside edge (3)

The player completes stop on inside edge of front skate and outside edge of rear skate (4)

Knee bend is crucial to absorbing the forward energy and applying pressure to stop

Return to a ready position as the stop is completed (5)



BACKWARD STOP

- Plant feet and glide in ready position
- Head & Chest up
- Knees bent
- Lean forward and turn toes out and heels under body
- Drive off one foot to begin forward motion

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

BACKWARD STOP

Description:

Begin from a backward skating stride (1)

Plant feet and glide in a ready position with knees and ankles bent (2)

Keep your head and chest up

Lean forward and turn the toes of both skates out (3)

Use the middle of the blade to toe of the skate's inside edges to stop

Knee bend is crucial to absorbing the backward energy and applying pressure to stop

Bring your heels back under the body (4)

Drive off one foot to begin forward motion (5)



FORWARD STRIDE

- Arms up and forward with palms up
- Head & Chest up
- ONE HAND ON THE STICK
- Side Motion with push – to outside, not to the back
- Recover under body with NO kick – smooth recovery
- Ankle bend – pressure on tongue of skate

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

FORWARD STRIDE

Description:
Begin from a ready position with the feet close together under the body and the knees bent with head and shoulders up (1)

With weight on the left leg, turn the right skate blade slightly to the side and push off with the right leg

The force of the push should be directly to the athletes side (2)

Extend the leg completely with the knee, following through the toe – complete planter flexion with the foot (3)

Keep the hips level and the glide leg knee bent

After full extension, pick up the right skate and, with a controlled movement, return it to its' start position under the body for balance, stability and a longer stride (4)

During this recovery phase, keep the toe of the skate blade close to the ice (5)

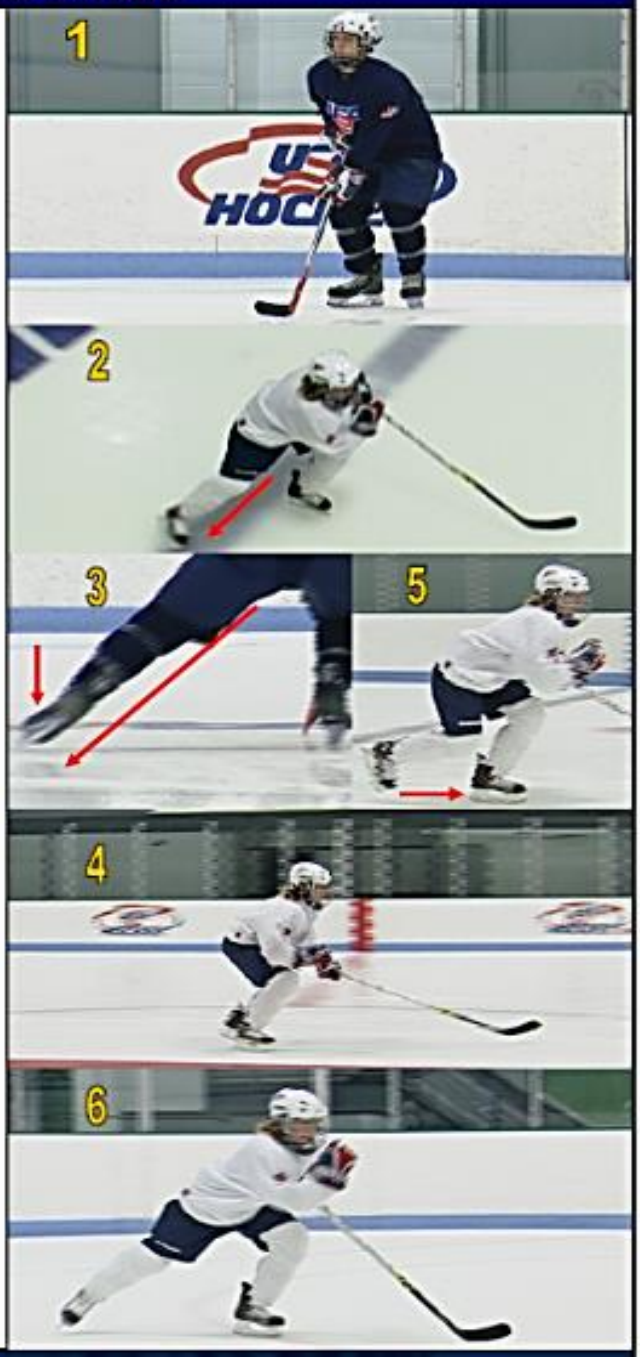
When right leg returns to the start position, transfer weight to right leg and push with left leg

Alternate legs down the ice

Arm movement must also be coordinated within the skating stride as the right skate pushes, the right arm is brought back (6)

When the right skate is recovering, the right arm is brought forward

Keys: level hips, bent knee, full extension and low recovery, front-to-back arm movement



BACKWARDS SKATING STRIDE

- Begin in ready position
- Knees/ankles bent with shoulders square and head up and butt down
- Stick in 1 hand
- Turn hips and foot and make C-cut with lead skate
- Push to outside in C pattern
- Keep glide leg under body
- Return leg under body and repeat with other leg

NOTE: Backwards cross-overs used ONLY for starting backwards (3 strides). Backwards crossovers while skating backwards cause instability and falling while crossing legs

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

BACKWARDS SKATING STRIDE

Description:

Begin from a ready position with the feet close together under the body

Keep your knees bent with head and shoulders up

With weight on the left leg, turn heel of right skate out and push out with the right skates' inside edge (1)

Begin on the flat part of the blade and finish full extension using the toe of the blade (2)

Keep the glide leg (left) knee bent and hips level

After a powerful complete extension point the heel of the right skate back in and return to the start position (3)

Keep your head and chest up with butt down

Stick is in one hand, blade is down and under control

On the return of right skate back under the body transfer weight to the right leg and then begin the c cut push on the left leg (4)

Repeat the drill alternating legs down the ice

Keys: level hips, bent knee on glide leg and full extension on the c cuts (5)



EDGES & TIGHT TURNS

- 2 feet on the ice
- Stick leads the turn
- Outside Leg straightens and leads and hip opens up, Inside leg bends more
- Legs Shoulder Width apart and Shoulders square and head up
- Plant feet and glide in ready position

COACHING EDUCATION PROGRAM (CEP)
SKATING SKILLS & TECHNIQUES

TIGHT TURN

Description:

Begin from a forward skating stride (1)

Plant feet and glide in a ready position

Head and chest up

With knees and ankles bent and shoulders level bring the inside shoulder back – this opens the hips and facilitates the turn (2)

Straighten the outside leg and shift onto the skate's inside edge (3)

Bend the inside knee and ankle even more and shift into the skate's outside edge (4)

When the player reaches the point to exit the turn, push/drive under the body with the inside skate's outside edge (5)

Cross over with the outside skate and push off with the inside edge (6)

Recover with the inside skate and begin forward striding

Keep stick blade on the ice and in front of body – lead with the stick through the turns as this helps facilitate the shoulder and hip rotation – DO NOT CROSS HANDS

Keys: follow stick, good knee bend, hips and shoulders level



CROSS-OVERS



- Knees bent 90 degrees in typical hockey stance
- Keep head up and turn in the direction using your hips.
- Lead with stick in one hand and turn hips toward the turn.
- Edges (Angulation): Skates, knees and hips press into curve or circle. Angle of engaged skate blade to the ice at speed and on sharp curves is 45 degrees.
- Upper body: Shoulders are held level to the ice, and even slightly counter-leaned (inside shoulder higher than outside shoulder). Upper body does not tilt (lean) into the circle. Shoulders are held still – they do not swing or move around while performing crossovers.
- Skates are always in the same place in relationship to the hips – they skate under the outside hip – therefore weight is always balanced over the outside skate. Weight does not shift forward/back or side to side.
- Push first, change feet second – must always push before stepping onto new skates
- Weight transfer from pushing skate to gliding skate (and vice-versa) takes place at midpoint of the push, not sooner.
- Skates stay within one inch of the ice at all times.
- Pushes are outward/inward, not forward/backward.

TRANSITION SKATING

- The skate blade that is on the ice is ALWAYS pointing in the direction you want to go.
- Point one foot down the ice
- Lift the other and turn it around nearly backwards and plant it
- Lift and rotate the other foot and rotate it around so now both are planted on the ice and you should now be facing in the opposite direction

Forwards to Backwards Transition

With the forward to backward transition there are three simple steps. Remember to always pivot towards the play.

- Weight is first placed on one leg
- Glide momentarily on that skate while lifting other leg and rotate it going heel to heel
- Place weight on my other leg and rotate right leg around so both feet are facing backwards



Backwards to forward Transition

The backwards to forwards transition is a little easier and it follows a similar system of transferring weight.

- While skating backwards transfer your weight to your left leg (right leg if you are rotating the other way)
- Take the weight off your right leg and rotate it around (open up the hips) in almost be in a heel to heel position
- Now plant your weight on the right foot and bring your left leg around so you are now going forwards.



STICKHANDLING

- Minimize Stickhandling – stickhandle in traffic
- Square to the puck with head up in hockey position
- Hands away from the body so you can move the top of the stick across your body and not hit your hip
- Loose bottom hand while top hand does the work
- Should be no sound when you stickhandle
- Focus on UNDERHANDLING – the more stickhandles you do, the higher the probability of a mistake and losing the puck. Stickhandle IN TRAFFIC and to GO AROUND DEFENDERS not to move with the puck when unchallenged.

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
PUCKHANDLING SKILLS & TECHNIQUES

BASIC PUCKHANDLING

Description:

The hockey ready position is used as the basic stance for puck control - good knee and ankle bend allow the player greater range of mobility and stability when engaged in body contact

The head and chest are up to help with good body posture (balance) and to enable the athlete to better survey the playing situation (1)

Begin with feet shoulder width apart

Top hand should have a very firm grip on the stick and should be held with a hammer grip - the V between the thumb and forefinger should be on the top side of the shaft (2)

The palm of the lower hand should hold against the side of the stick shaft, while the bottom should rest on the fingers (3)

The bottom hand generally holds onto the stick within a range approximately shoulder width and has a varying grip (4)

The bottom hand should be loose enough to slide up and down the stick shaft as necessary (5)

The loose bottom hand will allow the top hand to push the hands closer together to expand the players reach - variable grip tension is a key to developing excellent puck control skills (6)

The arms should be loose and free to range around the body (7)

Most puckhandling is done with the wrists and not wide movement of the arms and due to the top hands firm grip on the stick, the top hand's wrist is predominate in controlling the puck

As the puck is moved from one side of the stick blade to the other, the wrists are moved to cup the blade over the puck - this cupping action is done on both the forehand and backhand sides of the blade to settle and control the puck (8)

Players use split vision (peripheral vision) to watch the puck as well as survey the ice at the same time



PASSING & RECEIVING

PASSING	RECEIVING
• Bottom Hand Tight • Face the Receiver • Push Top Hand OUT when making the pass • Follow through pointing at the receiver	• Receive on front toe • Catch and Stop so you have stick in a passing position immediately • Keep head up to look around before receiving pass to see options

BACKHAND PASS is opposite of forehand. ALWAYS GET PASS TO FOREHAND QUICKLY!

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
PASSING/RECEIVING SKILLS & TECHNIQUES

FOREHAND PASS

Description:
The player starts with skates parallel to the intended target to allow for cross body passes

Hands should be held on the stick in the same position as when stick handling (1)

Passer begins by pulling the puck back behind the rear skate with the puck on the heel of the blade (2)

The puck is then pushed towards the receiver with a low sweeping motion (3)

Through the sweeping action, the bottom hand pushes the stick while the top hand slightly pulls (4)

When the puck is swept towards the intended receiver it should spin down the stick blade and depart the blade from the toe – the imparted spin help, the puck stay flat

The stick blade should follow through toward the target, low to the ice, pointing toward the target by turning the wrist over (5)

The toe of the passing stick blade should following through toward the middle of the receivers stick blade

Use weight transfer from back leg to front leg as the puck is swept

The receiver presents a full target with the stick blade on the ice and 90 degrees to the intended path of the puck – always present as much of a target as possible to the passer with the stick blade (6)

The receiver reduces grip tension in the bottom hand and cushions the puck with a short catch using the hands and wrists (7)

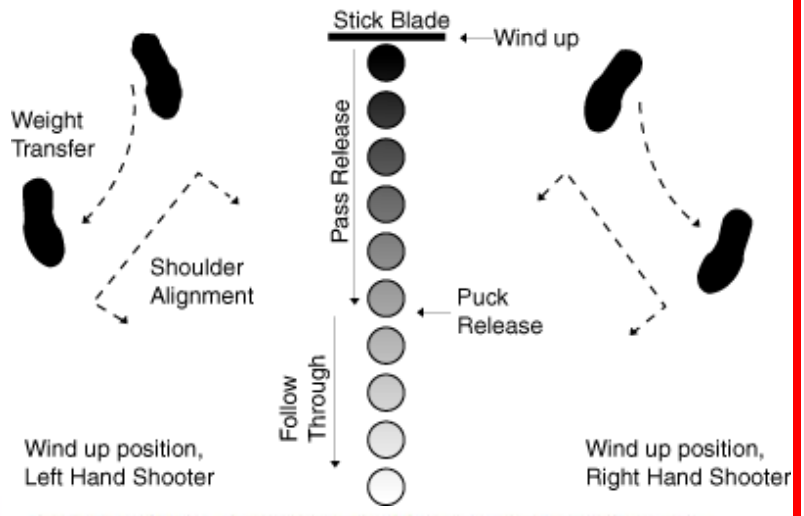


SCORING/SHOOTING

THE QUICKER THE SHOT THE BETTER!

WRIST SHOT

- Start in Hockey Position
- Always be in position to be ready for shot – feet, head
- Head up looking at your target
- Start with puck on heel of stick and stick near the back foot
- Weight on back foot
- Grip stick tightly and as stick is moving forward, transfer weight from back to front foot
- Roll wrists over and point the stick at your target
- Follow through moving towards your shot
- ADVANCED – shoot while moving your feet and ALWAYS drive to the net as you follow your shot.



SNAP SHOT

Same form as wrist shot but the player snaps their wrists right before they release the puck
Point your stick to the place you want to shoot the puck

USA HOCKEY

COACHING EDUCATION PROGRAM (CEP)
SHOOTING SKILLS & TECHNIQUES

WRIST SHOT

Description:
The wrist shot begins from a ready type position with the knees and ankles bent, head and chest up (1)

The body should be turned at about a 45 degree angle to the target with weight on the back foot

Lower the bottom hand slightly on the stick shaft and firm up grip

The puck is on the cupped stick blade near the heel of the blade and the stick and puck should start near or behind the back foot (2)

Sweep the puck forward and shift weight to the front leg (3)

Use a quick push/pull action with the arms and quickly turn the wrists over while shooting (4)

Rotate or twist the upper body towards the target, shoulders should finish square to the target (5)

The puck should move from the heel to the toe of the blade as the puck is released

Rotate the front foot towards the target

Follow through low, rolling the wrists over and pointing at the intended target to shoot low (6)

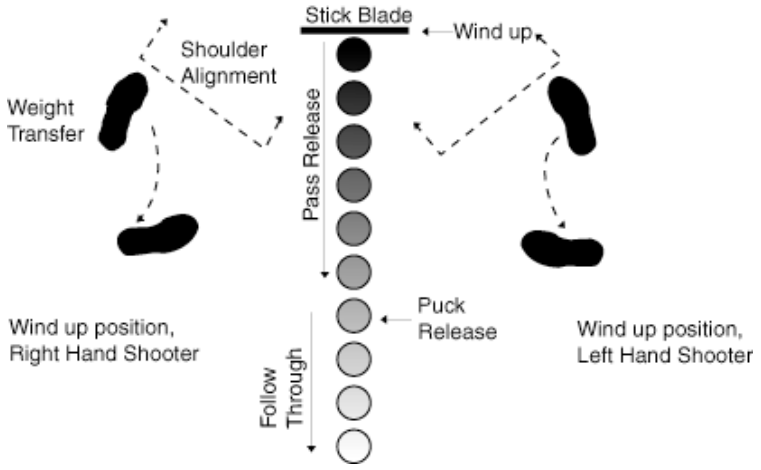
To shoot high, reduce the roll of the wrists to keep the blade face more open and follow through high pointing at the target



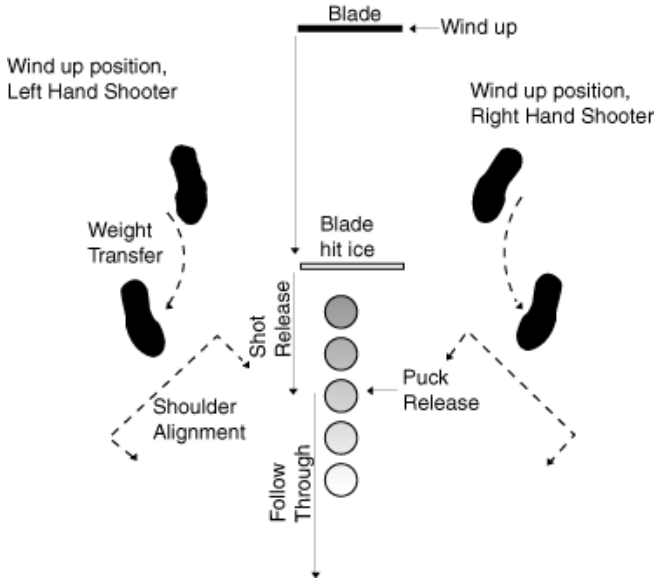


BACKHAND SHOT

Your body weight should be on the leg closest to the puck. With your head up looking at your target, move your arms across your body shifting your weight to your front leg (dip your front shoulder down and lean on the stick). You really have to roll your wrists as the shot is released and point the toe of the stick to the target. Follow through until your palm is pointing up. The higher the follow though, the higher the puck will rise.



SLAP SHOT



- With your eye on your target, draw your stick back between your waist and your shoulder height.
- In this wind up (slingshot) position, your weight should be on your back leg. Drive your stick down stepping and leaning into the shot transferring your weight forward onto your stick through your lower hand.
- Your stick should strike the shooting surface 2 to 3 inches before the puck. The contact with the puck should be made in the middle of the blade or a bit off centered toward the heel. The bending and whipping return of the shaft and the forward motion of the downswing is what creates the powerful force.
- As the puck rises off the shooting surface, snap your wrists.
- Continue with a low follow through pointing at the target and resume a balanced position with your weight fully transferred on your front leg.

TIPS & DEFLECTIONS

- Face the Shooter with your stick on the ice
- Angle your stick blade towards the net
- The less your stick is angled, the higher the deflection
- Getting your stick on the puck in any way will create chaos for the goalie



PUCK PROTECTION

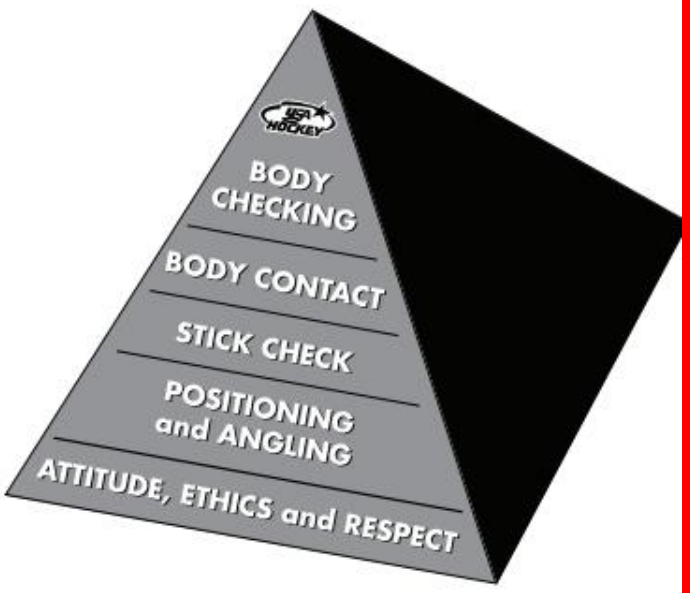
Your ability to protect the puck and maintain possession is critical to your team's success. Skating is THE most important skill as it relates to possessing the puck – NOT stickhandling



- When protecting the puck, you must maintain a strong base and keep in a "hockey ready position"
- Hands must be away from the body and more often than not, you are moving your body versus stickhandling the puck to protect the puck from the other player
- Deep knee bend with your butt out and elbows away from the body
- Head is up and you "feel" the other player and move your hips and butt towards them to keep them away from getting in front of you and to the puck
- Skating technique is very important as you will need to rotate your body in a circle as you protect the puck. Use your edges to quickly turn away from the defender.
- Lean into the player with your elbows out, shoulder down, knees out, and sometimes using your lower hand to ward off the other player's stick.

CHECKING, BODY CONTACT & BODY CHECKING

The purpose of Checking in youth hockey is to separate the opponent from the puck and gain possession. This is true for stick checks, angling, body contact and body checking. The purpose is not to intimidate, grind out or "make 'em pay a price." And it is certainly not to hurt anyone. This means that the right way also is the controlled way. The main goal for any good coach is to take good care of their players. Since the game requires the participation of another team, the coach also becomes responsible for the welfare of the opposing players. No victory can ever justify the injury of any single player on either team. True success is never at someone else's expense.



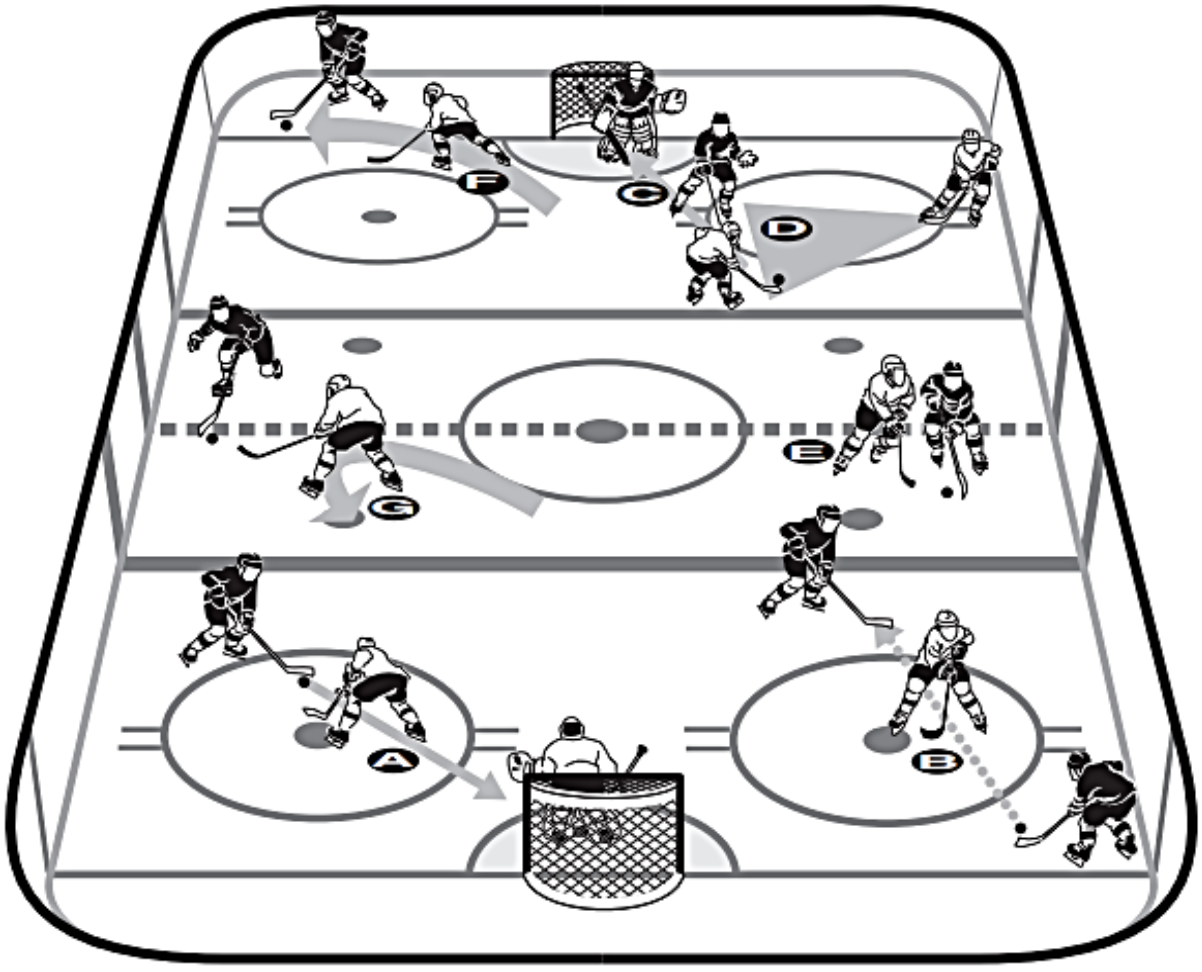
To teach Checking, we start with the right Attitude and an understanding of the rules. We then move into Positioning & Angling, Stick Checks, Body Contact, and finally at the 14U age group, Body Checking.

POSITIONING

- Always stay on the defensive side of the puck. When battling for the puck, make sure you are on the defensive side of the puck.
- Always stay between your net and the other player – this applies to any player but especially defenders as they are defending in their zone.
- Gap Control – Defensemen and Forecheckers use this concept to maintain the appropriate space between themselves and the puck carrier.

A.	Defensive Side	Between the opponent and your net
B.	Passing Lane	Between two opponents
C.	Shooting Lane	Between the puck and the net
D.	Defensive Triangle	Defensive side of the puck and the passing lane in front
E.	Offensive Side	Between the opponent and the offensive net
	Neutral Weak Side	Side-by-side with the opponent on your backhand side
	Neutral Strong Side	Side-by-side with the opponent on your forehand side
F.	Steering	Approaching on an angle to make the opponent move
	Driving	Forcing the opponent in one direction
G.	Closing the gap flat	Reducing the distance between you and the opponent
	Closing the gap tight	Same as "G" but in a tight area

When teaching checking, emphasize how to control skating to establish position to approach the opponent from an angle that minimizes time and space for the opponent.



STICK CHECKS

Sticks in Passing Lanes – it is always important to have your stick ON THE ICE at all times. This is especially important when you are trying to get in the passing lane of an opponent with the puck. The most common stick checks are below.

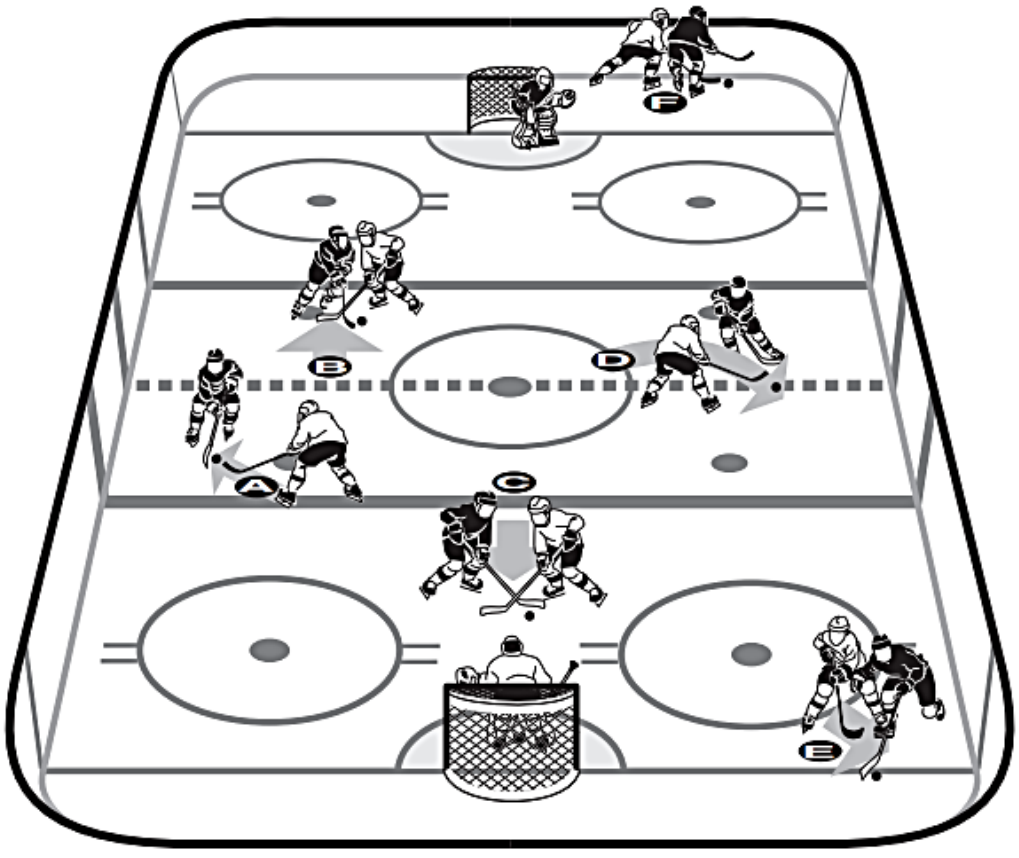
Poke Check – Player keeps their stick "cocked" in a way that they can extend the stick in a surprise poke check. Keep stick blade up and make sure to stay in hockey position. Do not reach so far that your momentum carries your body past the other player. Always maintain your position between the puck and your own net so if you miss the poke check, you are still in the right position.

Lift the Stick – this is a timing play and you want to get in position to lift the player's stick just before the puck arrives. Be careful not to hold the stick up too long or get your stick in the midsection of the player which results in a Hooking penalty.

Stick checks are the most common checks in hockey. Choosing the right check for the right situation is only an option for the players who master them all. This section will help you with the following stick checking techniques:

A.	Poke	Hold the stick in one hand and project the blade of the stick toward the puck
B.	Lift	Use your stick to lift the opponent's stick
C.	Press	Lock the opponent's stick down by pressing your stick over it
D.	Sweep	Sweep your stick in a circular motion towards the puck
E.	Tap	Tap your stick on the opponent's stick
F.	Pry	Use your stick to pry the opponent away from the boards

Step 2 teaches how to effectively use the stick for poke checking, sweep checking, lifting or locking the opponent's stick.



COMPETITIVE CONTACT

ANGLING IS THE MOST IMPORTANT COMPETITIVE CONTACT SKILL

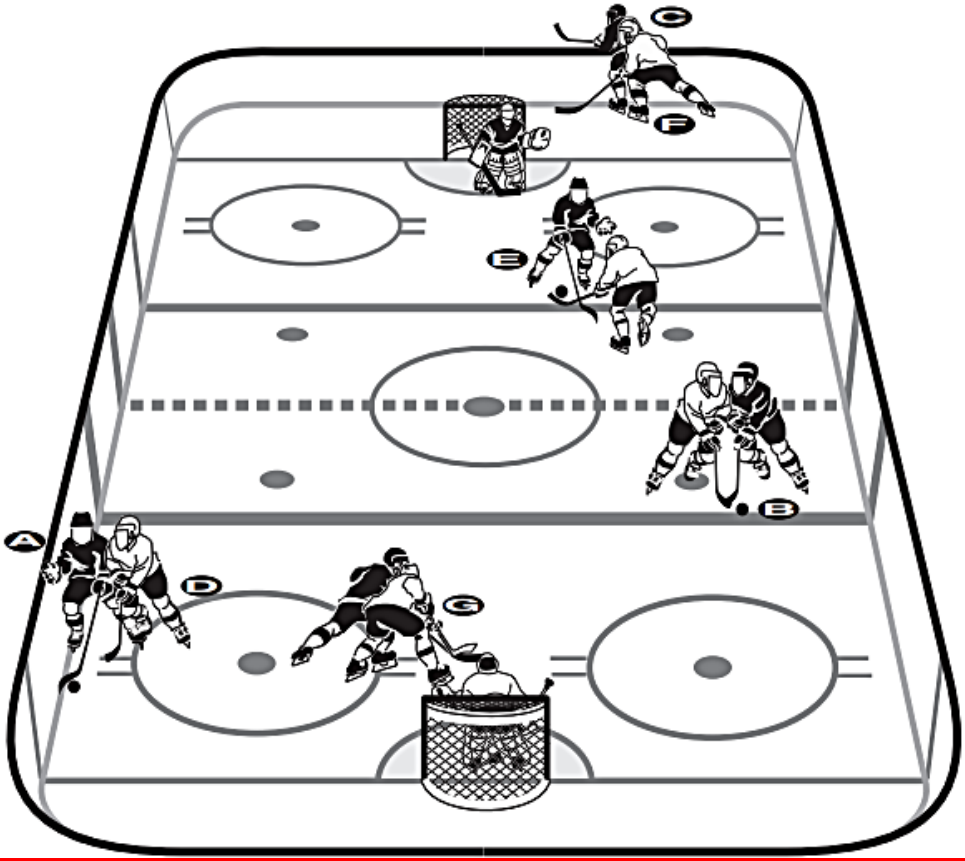
When angling a player off the puck, a player must judge the path of the puck carrier and go to where their stick is going. Once there, the player must keep their feet moving, time the body contact to ride the player off the puck while in good hockey position and get your head and shoulders in front of the opponent's head and shoulders. Lean into the player while driving off the outside skate. Use stick to lift opponent's stick and gain possession of the puck.



With 12 players and two or three officials on the ice, there is very little room. Players are certain to run into each other. Body contact is natural to the game. Players who learn how to use the body to control the opponent, and how to protect themselves and the puck, will have a decisive advantage. In this section we will focus on the following skills:

A.	Receiving by the Boards	Stay tight to the boards and use the arms to brace yourself
B.	Receiving Open Ice	Contact with the hip and shoulder, and unload the closest foot
C.	Receiving from Behind	Get your stick and hands up against the glass
D.	Rubbing Out	Cut off the opponent's line of travel as you are moving parallel
E.	Screen Out	Hold your ground to prevent the opponent from continuing
F.	Pinning	Control the opponent against the boards
G.	Box Out	Move the opponent away from an area

Step 3 is to use the body to block the opponent's path or take away his skating lanes. The correct stance and effective use of leg strength are important parts of these techniques.



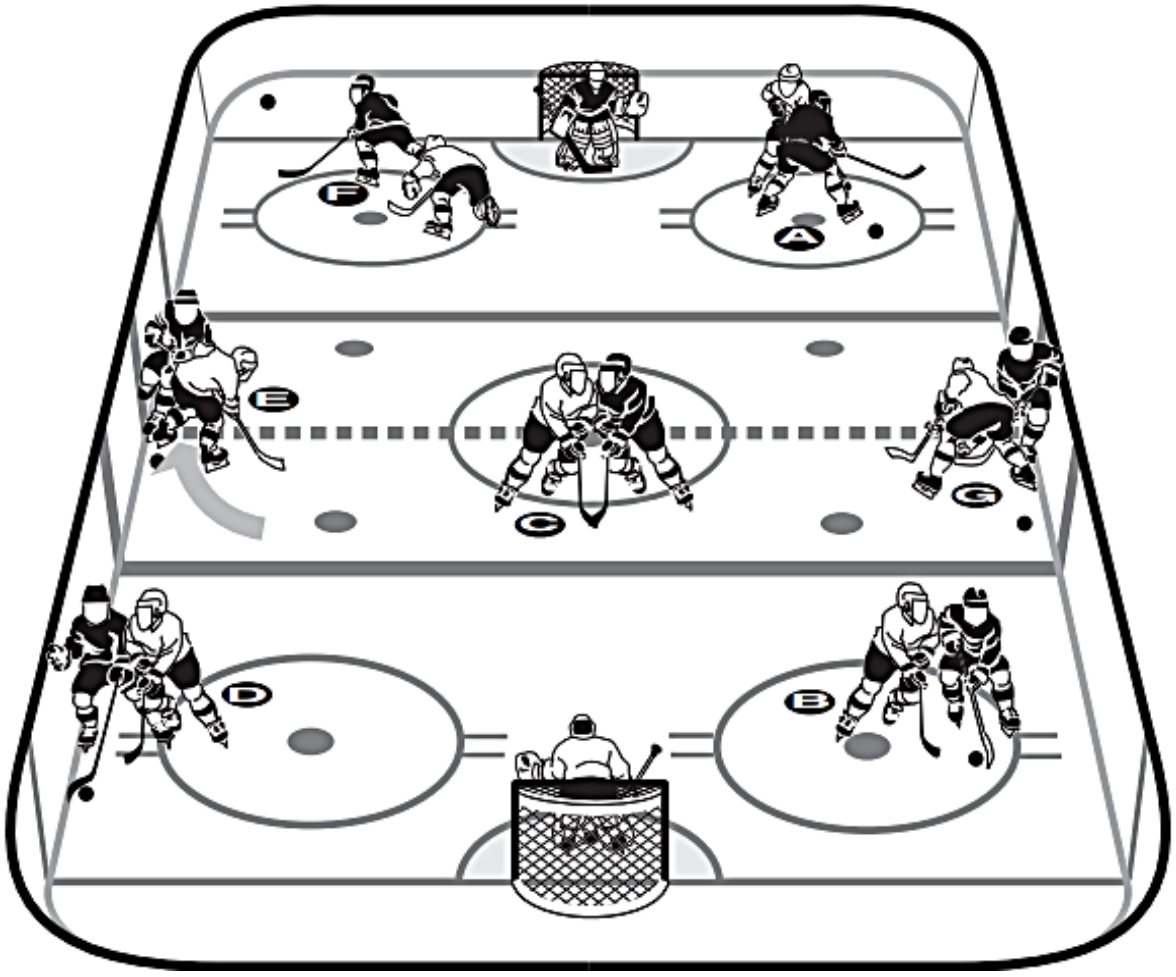
BODY CHECKING

Ages 14U and Above

Body checking is the most aggressive technique used to separate the opponent from the puck. Different techniques of body checking apply to different situations. In this section we will focus on the following skills:

A.	Front Check	Lean forward and connect with the top of the shoulder
B.	Side Check	Extend the outside knee and connect with shoulder and hip
C.	Side Check Open Ice	Unload the weight of the closest skate
D.	Side Check Along Boards	Aim to control the opponent's arms
E.	Hip Check Pinching	Turn sideways and connect with shoulder and hip
F.	The Danger Zone	Receiver checks both shoulders and checker only contains
G.	Hip Check	Maintain a solid tripod position

Step 4 is the actual body check. This step includes teaching techniques to give and receive a body check safely and within the rules.



BODY CHECKING THE RIGHT WAY



USA HOCKEY MAGAZINE article - Checking is one of the most demanding skills in hockey, and also one of the most overlooked by players, coaches and fans. It is probably the least glamorous of all skills, but one of the most important when it comes to defensive team play. Checking is a skill designed to aid in the recovery and possession of the puck. It should not be used to intimidate or injure an opponent.

Tip #1 – Angling

To carry out the proper checks along the boards, you must learn to force the puck carrier towards the boards. The key is to steer the puck carrier in the direction you want by angling him or her into the boards under a controlled speed.

- Keep yourself stick-to-stick and body-to-body with the puck carrier.
- Continue to skate when close to the puck carrier — don't glide into the check.
- Concentrate on the puck carrier, not the puck.
- Aim to hit a point on the boards in front of the puck carrier.
- Keep your body low and your legs spread for balance.



Tip #2 – Body Checks

There are three major types of body checks: shoulder check, hip check and checking along the boards. The shoulder check is the most common. It is normally used by a defenseman when taking out an onrushing forward.

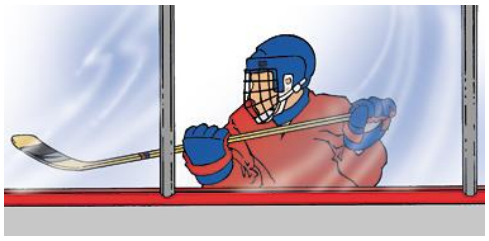
- Concentrate on the chest of the attacker since it is the most difficult part of the body to shift quickly.
- Keep your feet shoulder-width apart.
- Bend your knees and keep the weight on the inside edges of the blades.
- Use your legs to drive your shoulder into the opponent's chest. Keep your head up and your stick down at all times.

Tip #3 – Protecting Yourself

Players must learn to protect themselves, especially along the boards. When going into the corner, use some fakes with your body, stick or skates to avoid being a stationary target. Keep your skates parallel to the boards rather than pointing toward the boards. As soon as you pick up the puck, move out of the area quickly. If you can't avoid being checked, position yourself to accept the blow. If you are checked from the side, keep your head up, get a good stable position, feet apart, knees bent, body in a low position, forearms and hands on the boards.

Tip #4 – Get Ready

USA Hockey strongly discourages checking from behind, but if it should happen while you're facing the boards, get your stick and gloves up to spread out the area of impact.
Use your arms as shock absorbers



OTHER TIPS

- **Touch puck/Stick on puck – when checking, your goal is to get the puck and to avoid a penalty you must make a play on the puck before checking your opponent. Lead with stick and get your stick on the puck. This will ensure that you or a teammate gets possession.**
- **Tense your body and transfer your energy towards the other player in a controlled way to separate the player from the puck. Do not do this in an uncontrolled way as this results in the possibility that you overplay the puck and do not maintain your position between the puck and your net.**

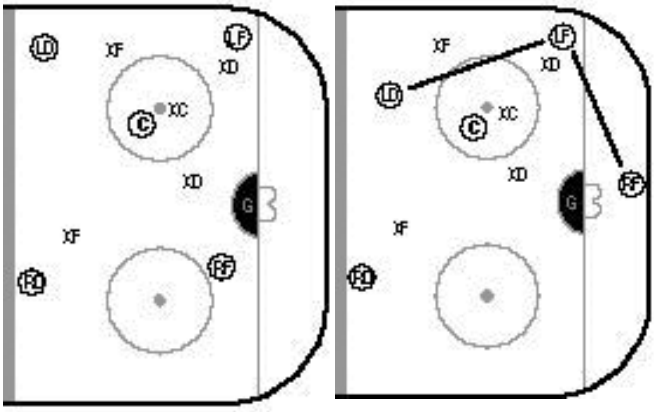
TEAM CONCEPTS & TACTICS

TEACHING TEAM CONCEPTS & TACTICS

F1-F2-F3 PUCK SUPPORT

Puck Support is THE #1 concept that we need to teach young players. Everything in today's hockey is based on puck support – how we support the puck in 4 basic situations:

- **ON OFFENSE WITH PUCK**
- **ON OFFENSE WITHOUT PUCK**
- **ON DEFENSE DEFENDING PUCK**
- **ON DEFENSE DEFENDING PLAYER WITHOUT PUCK**



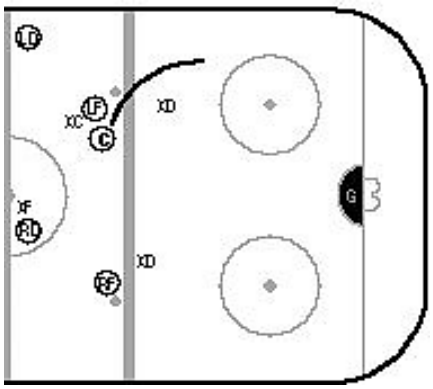
Puck Support is providing pass options for your teammate that has the puck by skating into open areas on the ice. The puck carrier must be supported on all sides (ie. front, back, left and right) at all time s. This rule has the support players (non-carriers) making themselves available as valid passing options both in front and back of the puck carrier. This means that the support player should be open and reasonably close to the puck carrier. F1-F2-F3. This is also true defensively when trying to gain possession of the puck – supporting the forechecker for example. In EVERY situation on the ice whether you have the puck or are trying to get it, there is a F1-F2-F3 puck support situation. F1 being closest player to the puck or the puck carrier. F2 is closest to F1 and provides support to F1. F3 is closest to F2 and provides support to F2.

For a Pass

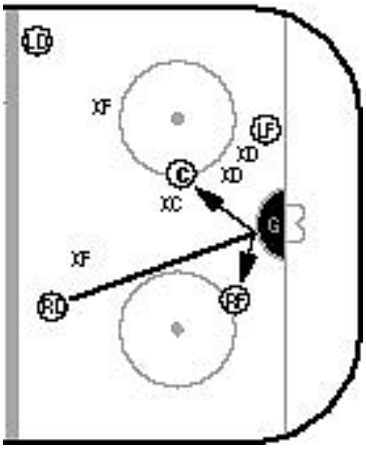
When one of your teammates has the puck, it is generally the responsibility of at least one defenseman and one forward, as supporting players, to get open for a pass. Supporting players should maneuver themselves into an open position to create options for the puck carrier

Clear the Way

The second method for players to support the puck carrier is to create space so that the puck carrier has room to skate with the puck. This method involves the support players spreading out and away from the puckcarrier, creating time and space for that player. If an opponent is close to the puck carrier, a supporting teammate can cross in the path of a defender (employing a legal screen or pick).



Support the Shot



Supporting the puck carrier can turn into supporting a shot, if the puck carrier decides to shoot. When in the offensive zone, support players have to be prepared for a shot (and a rebound) at any time. Two important factors are **positioning** and **quickness.** Proper positioning for a shot means getting into a location near the slot for a screen, deflection or rebound. If a defenseman is shooting (as shown in Figure 4), then the three forwards can position themselves to get a rebound, whether it comes out to the center or off to one of the forwards.

Efficient puck support requires both a team and individual mentality.

- **Team** - requires a collective effort to move the puck into the offensive zone and create a scoring opportunity.
- **Individual Players** - requires each support player to provide options to the puck carrier.

PUCK SUPPORT EXAMPLES

DEFENSIVE ZONE POSITIONING – movement when other team has the puck, transitioning to supporting other players in their zones as they shift to cover the puck carrier
DEFENSIVE ZONE TRANSITION TO BREAKOUT – supporting the teammate who gained possession by providing passing outlets
BREAKOUTS – multiple passing options, D must move with puck to create lanes.
REGROUPS – regroup into the zone to give passing options
TRANSITION ATTACK – gain possession and support player darts to location to get pass. Most goals scored within 6 seconds of a turnover – Attack!
TRIANGLE ATTACK, TAKE THE PUCK WIDE – create space and passing options.
FORECHECKING – F1-F2-F3

EFFECTIVE SUPPORT PLAYERS

Ability to get open for a pass and the ability to create space for the puck carrier. When a tea mmate has the puck, there should be two support players (typically one defenseman and one forward) looking to get open for a pass.

Must "read & react - learn to anticipate the puck carrier's intentions, read the defensive pressure, and adjust your positioning with respect to that of the puck carrier. The ability to read and react by anticipating quickly and making adjustments is of paramount importance because it requires a unified effort (ie. movement of all players) to generate a great scoring chance.

Must be in top shape – you have to move constantly and have quickness even in the 3rd period.

HOCKEY IQ – WHAT TO DO WITH THE PUCK

Why We Practice Puck Support and Passing the Puck

From USA Hockey

The game of hockey is a game of transition. Transition is the switch made by a team and its players from offense to defense to offense to defense and so forth as the puck changes possession between two opposing teams during the course of a hockey game. Unlike football, where a player can specialize as an offensive player or defensive player, hockey requires that players acquire offensive and defensive skills and tactics and that they learn to switch from one set of these skills and tactics to the other in a split second as the puck is lost to the opposing team, or retrieved from the opposing team. Quick transition is the attempt to take advantage of the opposition's team vulnerability immediately after turning over the puck.

Most goals are scored within five seconds of an opposition turnover.

When retrieving a puck, a player has four options:

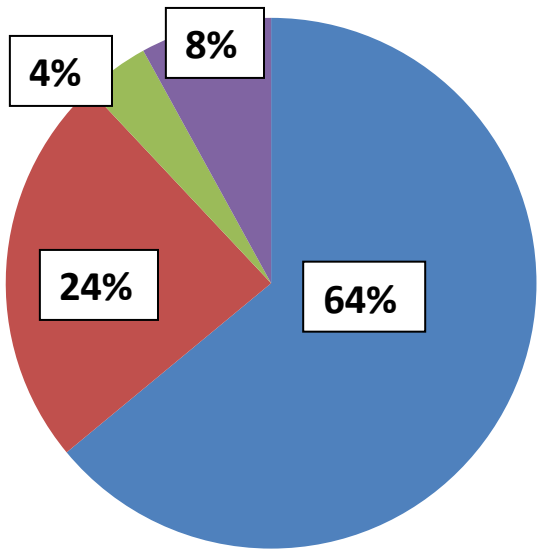
1. He can pass or move the puck. This means passing to a teammate or moving the puck by clearing it out of the defensive zone or dumping it into the offensive zone.
2. He can keep the puck himself, by skating it through open ice, or protecting it from opposition checking pressure.
3. He can make 1-1 moves to try to beat the nearest defender.
4. He can shoot if the puck is in scoring position.

In an NHL Game study, USA Hockey discovered that:

Option 1 - passing or moving the puck was done **64%** of the time
Option 2 - keeping the puck was done **24%** of the time.
Option 3 - making 1-1 moves was done **4%** of the time.
Option 4 - shooting was done **8%** of the time.

There is conclusive evidence that the best offensive results are obtained by moving the puck quickly.

Puck Decisions Per Game
USA Hockey Study of NHL Players



SO WHAT DOES THIS MEAN FOR COACHING?

As players develop skills, there is a tendency for them to want to hold on to the puck despite the evidence that passing is the best way to play the game. This is usually due to the fact that they are developing their passing skill, learning to play with their head up to see their support, and the belief that passing is the best option most of the time. To help young players, **we can emphasize 3 options based on the amount of pressure they face from the opposition.**

PROTECT THE PUCK

HIGH pressure means you protect the puck and make the safe play. Once you have protected the puck from the opponent, there may be other options that open up – like passing the puck.

PASS THE PUCK

MEDIUM pressure and you have an F2 support passing option – pass the puck

SKATE THE PUCK

MEDIUM OR LOW PRESSURE BUT no F2 passing option

SCORING FOUNDATION

WHAT TYPE OF SHOT SCORES THE MOST GOALS?

https://thecoachessite.com/2016/11/08/brennan-sonne-goals/

Brennan Sonne is an Assistant Coach with the Everett Silvertips of the WHL. Brennan and the Everett Silvertips coaching staff analyzed 503 goals from the 2014 NHL playoffs and 228 goals from the Silvertips 2015/2016 season. What they discovered was that shot selection and shot location made a big difference in terms of a puck crossing the goal line.

- Wrist/Snap Shot
- 1 Time Shot
- Slap Shot
- Backhand Shot
- Tip/Deflection
- Deke
- Pass (goes off defender and in their net)

To find out the answer and which shots produce the most offense (1 is far and away more affective) watch the excerpt from Brennan's presentation using the link above. And keep in mind that it took over three weeks for the Everett Silvertips coaching staff to analyze all the video required to come up with this data. Their goal was to ensure they were teaching their players the right skills and habits to score goals in the NHL. According to Brennan, the result is that it has altered the way they run practice and how they work with their players 1 on 1.

NHL – study of 503 Goals



WHL Everett Silvertips - study of 228 goals



SO WHAT DOES THIS MEAN FOR COACHING?

When teaching your players skills, the most effective skills to teach to score goals are as follows. These 3 skills account for 86% of all goals:

- **1 time shots or quick shots – Averaged 43% of all goals**
- **Wrist Shot – Averaged 33% of all goals**
- **Tips – Averaged 10% of all goals**

SCORING FOUNDATION

WHAT TYPE OF TACTIC SCORES THE MOST GOALS?

32% of the goals were scored by players going to the net and deflecting the puck past the goaltender or scoring on a rebound.

22% of goals were scored by players shooting quickly before the goaltender could get set for the shot.

18% of goals were scored by players beating the goaltender with a good shot in open ice with time against a goaltender prepared for the shot.

13% of the goals were scored by a player who simply threw the puck to the front of the net hoping for a lucky bounce.

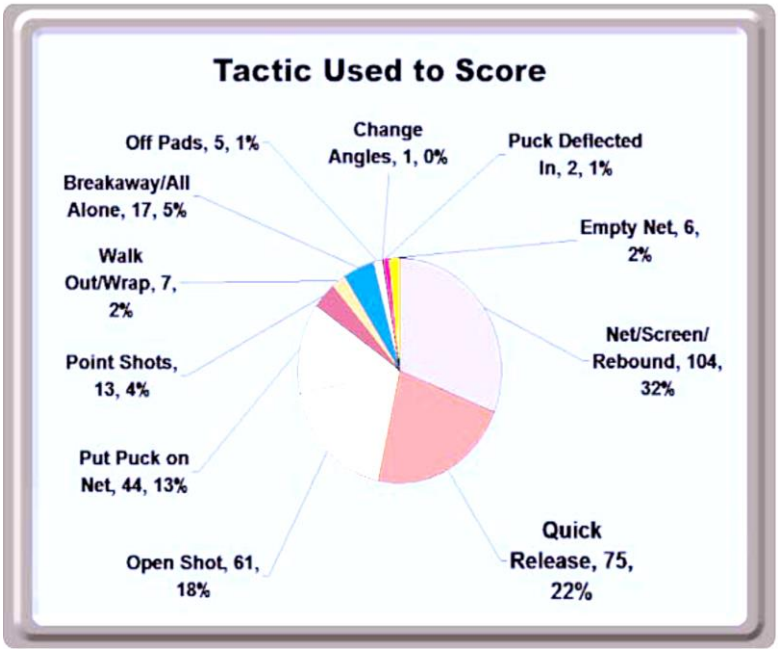
5% of the goals were scored on breakaways.
4% from good point shots.
6% of walk out situations, and the rest of the goals were scored by using a variety of other tactics.

85% of goals were scored on quick shots, going to the net for rebounds, and throwing the puck to the net!

SO WHAT DOES THIS MEAN FOR COACHING?

When teaching your players skills, the most effective skills to teach to score goals are as follows. These 3 skills account for 85% of all goals:

- **Shoot the puck quickly**
- **Drive the net for rebounds**
- **Get the puck to the net in any way possible**
- **Tips**



One of the most effective ways to score is to shoot the puck quickly. There are four things that a player must do to shoot the puck quickly:

- An offensive player away from the puck must get into the open scoring areas of the offensive zone so they can receive a pass and try to score.
- To release a puck quickly the shooter must position their feet in such a way as to align their upper body toward both the passer and the net.
- To release a shot quickly the shooter must have their stick ready to shoot one time shots.
- A player must develop the skill to not handle the puck before getting their shot off quickly.

SCORING FOUNDATION

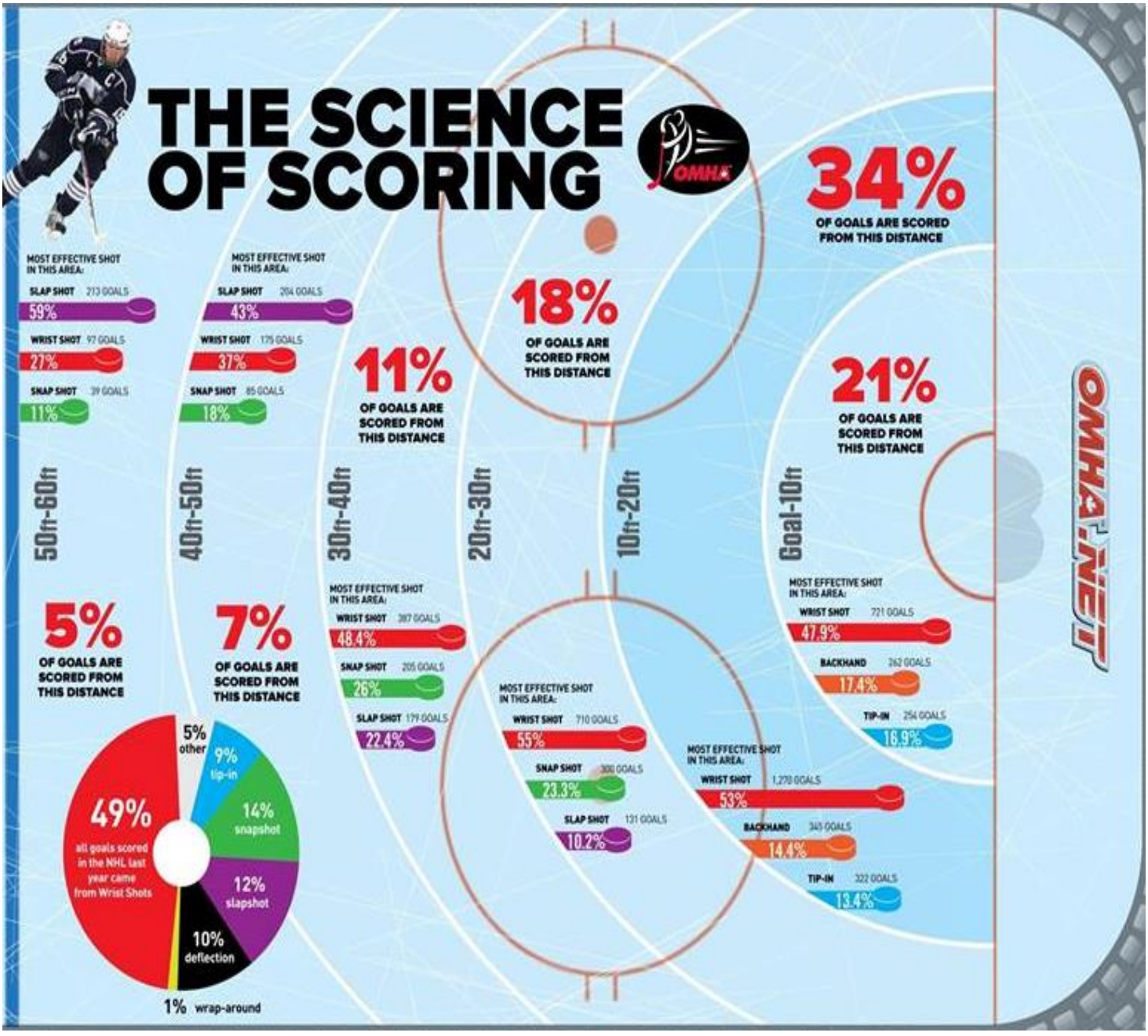
WHERE SHOULD YOU SHOOT FROM TO SCORE THE MOST GOALS?

A study was conducted ion the OMHA as to where on the ice most goals are scored from. Here are the results:

- 21% from within 10 feet
- 34% from 10-20 feet
- 18% from 20-30 feet
- 11% from 30-40 feet
- 16% outside of 40 feet

84% of all goals scored from within 40 feet

55% of all goals scored from within 20 feet (below the faceoff dots)



HOW TO SCORE MORE GOALS - LOCATION

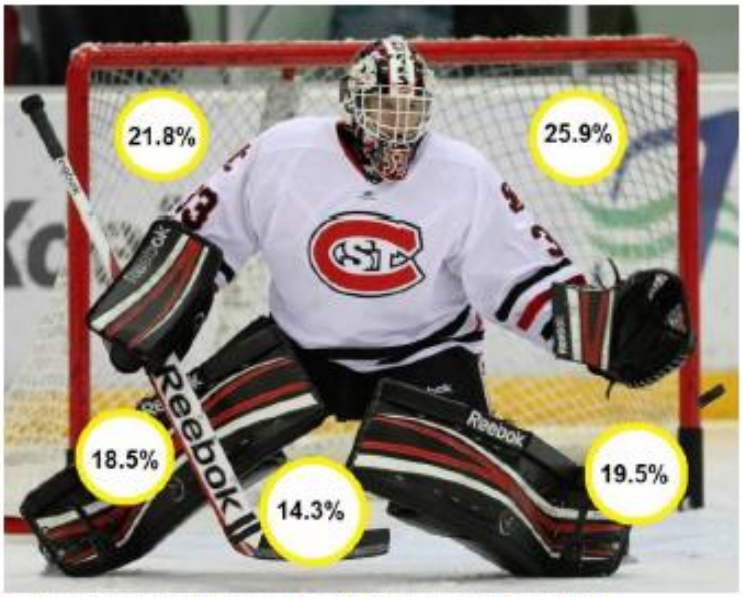
HOW GOALS ARE SCORED IN THE NHL

32% of the goals were scored by players going to the net and deflecting the puck past the goaltender or scoring on a rebound.
22% of goals were scored by shooting quickly before goalie gets set.
18% of goals were scored by players beating the goaltender with a good shot in open ice with time against a goaltender set for the shot.
13% of the goals were scored by throwing the puck to the net.
5% scored on breakaways.
4% from good point shots.
2% from walk out situations.
4% goals were scored by using a variety of other tactics.

67% of goals were scored on quick shots, going to the net for rebounds, and throwing the puck to the net!

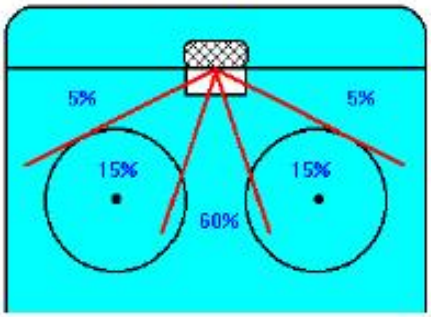
WHERE IN THE NET GOALS ARE SCORED IN THE NHL

52.3% scored in bottom half of net
47.7% scored in top half of net
21.8% scored high on blocker side
18.5% low on blocker side
25.9% high on glove side
19.5% low on glove side
14.3% five hole



WHERE ON THE ICE GOALS ARE SCORED FROM IN THE NHL

- 60% of goals scored from 10-25 feet out in the slot
- 30% of goals on slight angle from the middle (from the circles)
- Remaining 10% are breakaways, bad angles below dots, behind the net





TO SCORE MORE GOALS:

- Get pucks to the net
- Shoot from the middle part of the ice
- Shoot low (corners & 5 hole) and high (over shoulders)

HOW TO SCORE MORE GOALS

"PUCK EYES"

https://www.youtube.com/watch?v=4Mg4-9l6MYQ

PUCK EYES – there are two sets of eyes looking at the net when shooting. The first is the net that your eyes see. The second is what the puck sees. This is the area that you need to train your brain to shoot for – what the puck sees.

- The closer you get to the net the more pronounced this effect becomes
- If you can see some net on your shooting side you KNOW the puck can see even more
- If it looks like there is a lot of mesh on the side opposite of your shooting side it is because the goalie is playing the puck, chances are you can't hit the mesh unless you change the angle or shoot backhand
- When you get in really close to the net the top of the net might look open, but the goalies pads, glove, or blocker may be in your way

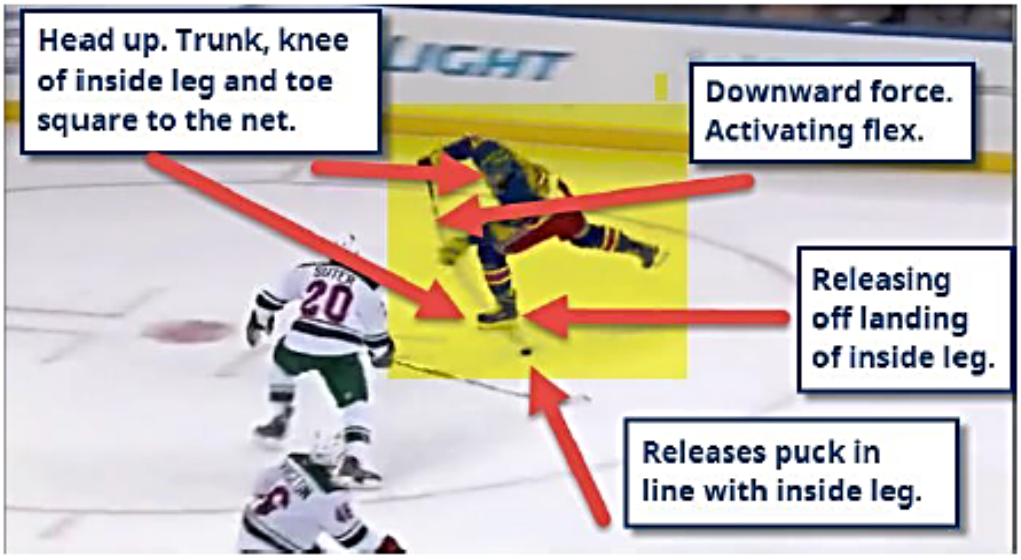
WHAT YOUR EYES SEE AND WHAT THE PUCK SEES FROM A RIGHTHANDED SHOT FROM A DISTANCE (left picture) AND FROM UP CLOSE (right)



CONCLUSION: In these situations, as a right handed shot, you should use your "puck eyes" and shoot to the glove side where the puck "sees" more space. For the situation up close, you would shoot above the pads and not shoot at the area over the blocker which is what your eyes see.

SHOOTING IN STRIDE OFF FRONT FOOT

The most important technique to perfect in shooting is shooting while in stride with your feet moving



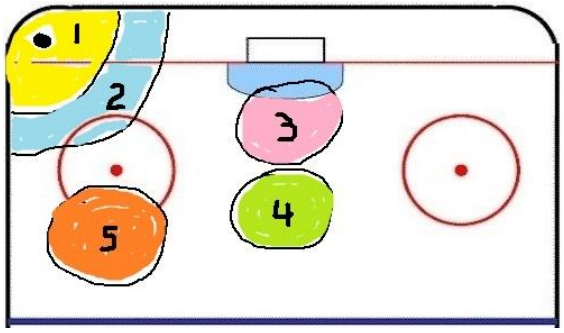
DEFENSIVE ZONE COVERAGE



Keep the other team to the outside and away from the prime scoring area – YOUR HOUSE!

http://www.youtube.com/watch? v=730IDuYb-Gw&feature=youtu.be

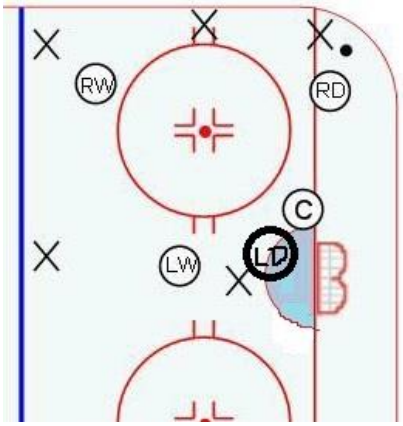
http://weisstechhockey.com/blog/sagging-zone



<u>STEP 1</u> - When we transition to D as the puck is either carried into the zone or is retrieved by opposing player
D1 – first D in the zone takes the puck carrier (Zone 1).
D2 – 2nd D in the zone covers the front of the net (Zone 3).
F1 – the first F back into our zone supports D1 covering Zone 2.
F2 – the 2nd forward back into the zone covers Zone 4 - the slot.
F3 – the 3rd forward back into the zone covers Zone 5 - the puck-side point.

<u>STEP 2</u> - When the puck is controlled in our zone by the opposing team

"5 ON A SIDE" with all players on 1 side of the ice from front post to puck



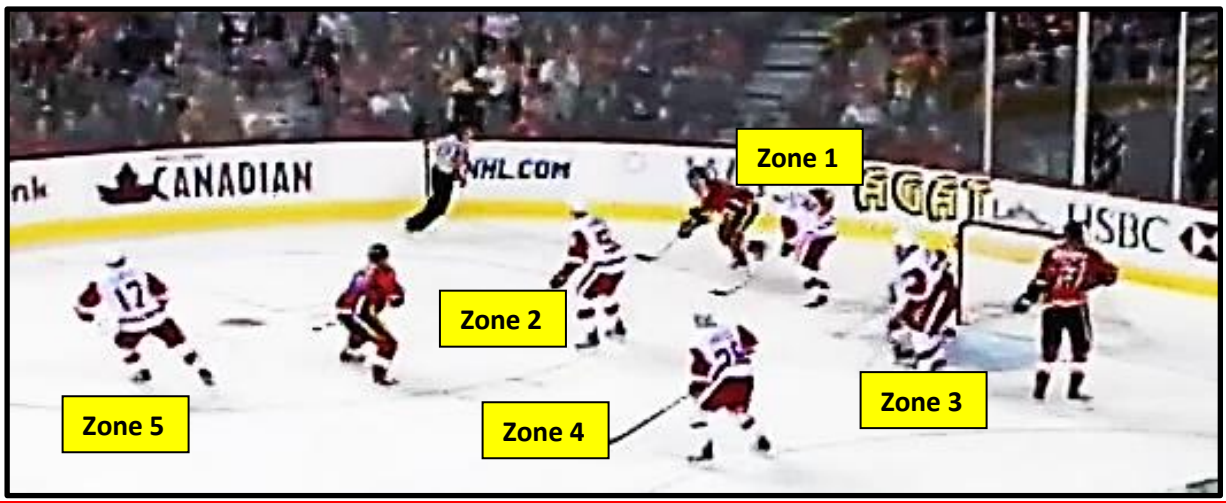
<u>ZONE 1 - D1 (Puck Side Defenseman) PRESSURES THE PUCK</u>
- Must attack puck carrier &"Hit and Pin" &beat man to front of the net
- Should try to force pass and finish check

<u>ZONE 2 – F1 (often the Center) – SUPPORTS D1</u>
- Position of support for D1 and take puck when D1 makes pin
- Be aware of opposing forwards on puck side boards
- If D1 is out-manned (2 on 1) must come in and provide support

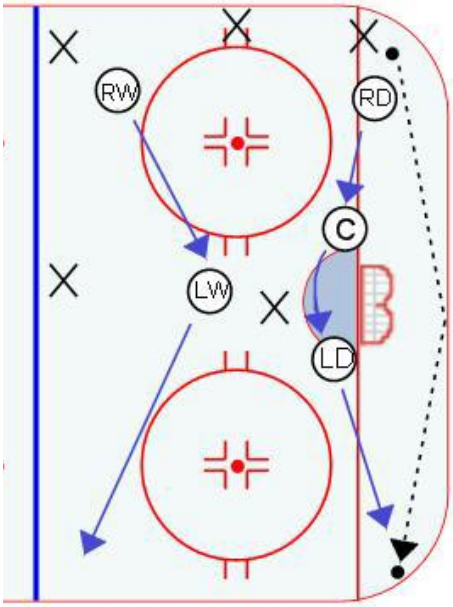
<u>ZONE 3 - D2 (Weak Side Defenseman) – COVERS IN FRONT OF NET</u>
- Position off front post and cover front of net down low

<u>ZONE 4 – F2/Winger (Weak Side) – SUPPORTS D2 IN SLOT</u>
- In slot off front post and support D2 by picking up any loose men in front of the net in mid to high slot
- Be aware of the pass around boards to weak side D (anticipate and beat the opposing D to the boards)
- Cover slot and weakside opposing defenseman

<u>ZONE 5 – F3/Winger (Strong Side) – COVERS OPPOSING D ON STRONG/PUCK SIDE</u>
- Position at top of circle and aligned with dot
- Can drop down to dot if playing versus better teams
- Cover puck side opposing defenseman and must be aware of **both** opposing defensemen



STEP 3 - Defensive Zone Shifts for Defensive Zone "Sagging" Coverage



- Each player must react to puck with speed, and with a purpose
- We must always hold our Defensive Zone coverage positions until the man we are supporting doesn't complete his assignment (**Don't** try to do everyone else's job – we must have confidence in our teammates' abilities to fulfill their responsibilities – "one-man" defensive systems **don't** work)
- Positions in Defensive Zone coverage are approximate; we must react to specific game conditions
- Our objective in Defensive Zone coverage: Always 1 vs. 1, or better, 2 vs. 1

Key Points:

Protect the Dots *– protect the prime scoring area which is inside the faceoff dots.*

Head on a Swivel *– look around at all times to track opponents and the puck Knees Bent with stick on ice – ready position.*

Active Stick *– use stick aggressively to poke puck, cut off passing lanes, block shots*

Trust your teammates to do their jobs *- mistrust leads to breakdowns. Trust allows you to do more by doing less! Do your own job and not everyone else's.*

Communicate *– talk to each other on the ice!*

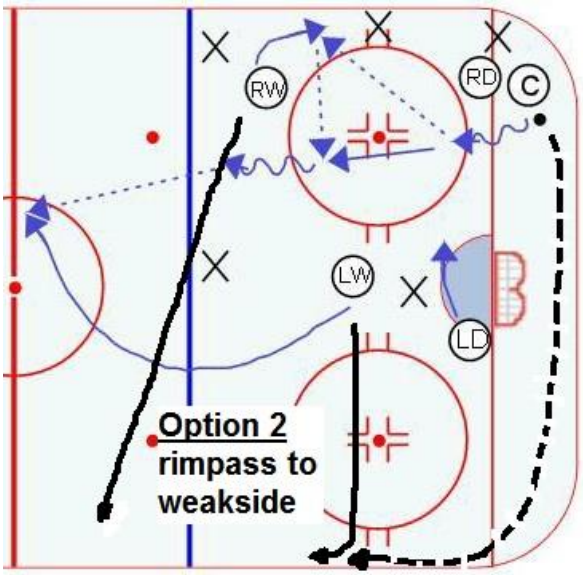
Transition from "Sagging" Zone Coverage to Breakout

See video explanations here: http://weisstechhockey.com/blog/transition

The transition that should happen from Defensive Zone Coverage to Breakout Position is fluid and players must "read & react" to determine which breakout suits the situation best.

- **D1** makes pin, helps to dig puck out with skates
- **F1/Center** reacts to pin, jumps in to pick up loose puck, looks for outlet pass to strong side winger, or carries it
- **F3/Strong side winger** reacts to center gaining control of puck, and hustles to the boards for a possible BOARDSIDE breakout
- **F2/Weak-side winger** reads the progression of the breakout and prepares to become the "Breakaway Man"
- **D2** in front of net

Note: Weak side winger **cannot** leave the zone too early. This could cause us to become out-manned should we turn over the puck before a successful breakout has occurred.



Example of Transition from Zone Coverage to a breakout on the weakside boards via rimpass

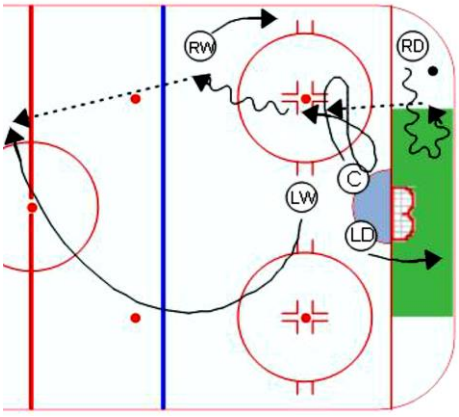
EXPLOSIVE BREAKOUTS

- **Breakout QUICKLY and EXPLOSIVELY! Quick D decisions & first pass - forwards support and read play! Read and move to the side where the puck is going to be in position for D>W>C or D>C play.**
- **Decisions based on RED-YELLOW-GREEN & PROTECT-PASS-SKATE formula**
- **When there is a strong forecheck, breakout to the side opposite of where the puck comes into the zone – avoid the forecheck – by using D to D pass or by skating to the safe zone behind the net or to the other side.**
- **D controls the breakout by skating to the right spot and then making an effective first pass.**
- **Communicate on the ice (especially D to D).**
- **Look before you pass.**
- **Always move your feet – boardside forwards moving feet while getting breakout pass.**
- **Centers and Wingers MUST read the play and react.**
- **Tape-to-tape passes.**

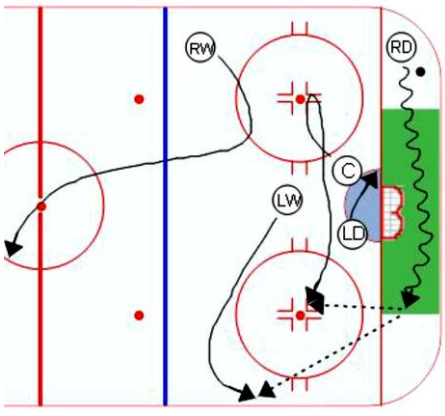
DEFENSEMEN

- **SAFETY - PASS - SKATE in the RED ZONE - Read the play and quickly MOVE the puck up the ice when possible – EXPLOSIVE breakout!**
- **If necessary, move puck (skate or pass) to side away from forecheck (usually comes on side the puck comes into the zone).**
- **Weakside D should drop down behind net so D1 can go D to D**
- **Make strong first pass.**
- **Follow play aggressively to get into the offense.**
- **Don't be afraid to use the glass or ice the puck if there is heavy pressure and no passing options.**

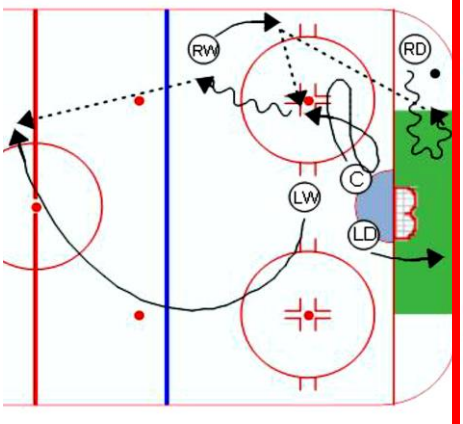
BREAKOUT OPTIONS



Option 1 – D>W>C

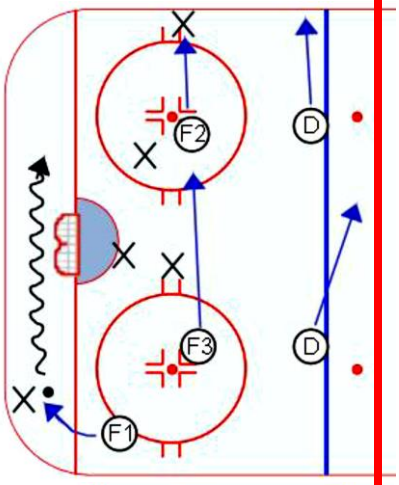


Option 2 – D>C & Skate



Option 3 – D to D to Wing to Center or Center and out

1-2-2 FORECHECK



See video explanation here: http://weisstechhockey.com/blog/1-2-2

F1 angles the puck carrier to one side

- Puts just enough pressure on opposing puck carrier that he has to move the puck
- His objective isn't to pin puck carrier down low but to force a pass

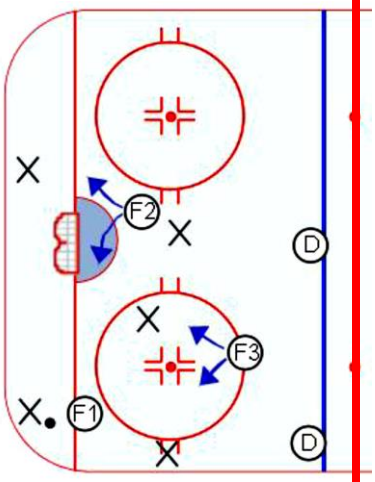
F2 & F3 set up above the face-off dots on either side to read the play

- Pick up opposing wingers and take away outlet passes
- Eliminate opposing team's breakout options

- They cannot go into the corner for the puck as this will cause forecheck to fail

Defensemen

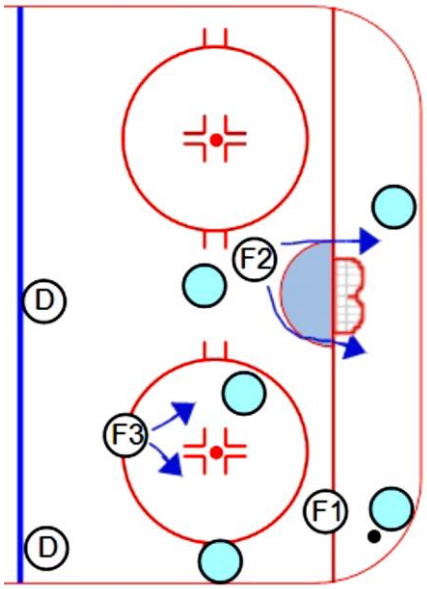
- "Seal" off the boards in case the puck squirts up ice – NO PINCHING
- Support each other



Note: This forecheck baits the other team into thinking they have options, and then takes those options away quickly. It functions like a trap, except it forces the turnover in the offensive zone.

2-1-2 FORECHECK

This is a more aggressive forecheck system



See video explanations here: http://weisstechhockey.com/2-1-2

F1 (First forward in)

- Plays puck carrier
- Takes an "inside-out" angle, forcing puck carrier to turn back toward puck side boards
- Pins opposing player against boards and waits for F2 to come in and pick up puck – keeps player tied up without getting an interference penalty

F2 (Second forward in)

- Goes to far side post to cut off "D to D" pass
- Supports F1 once pin is made

F3 (Third forward in)

- Mirrors the puck off the top of the circles
- Attacks opposing winger or center if opposing defenseman tries to make a
- pass to either of them
- Takes away middle lane – forcing opposing team to break out using outside lanes

Defense

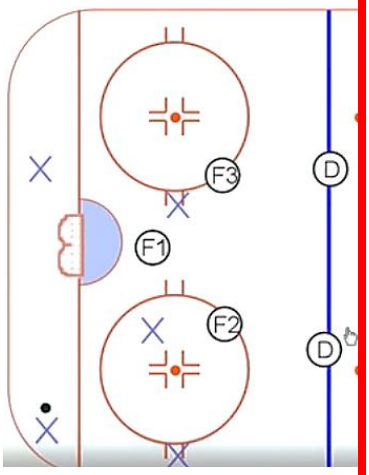
- Maintain blue line
- Only pinch on the weak side (F3 takes care of the strong side pinch)

Note: Use goal posts as guides for forecheck angles.

1-2-2 NEUTRAL ZONE FORECHECK

NOTE – ONLY USED WHEN OTHER TEAM BREAKS OUT WITHOUT OPPOSITION (DUMP IN, LINE CHANGE) AND PLAYERS ENTER ZONE IN A 1-2-2 FORMATION

See video explanation here: https://www.youtube.com/watch?v=mRCRukh27o8



F1 Steps into the low slot and stops

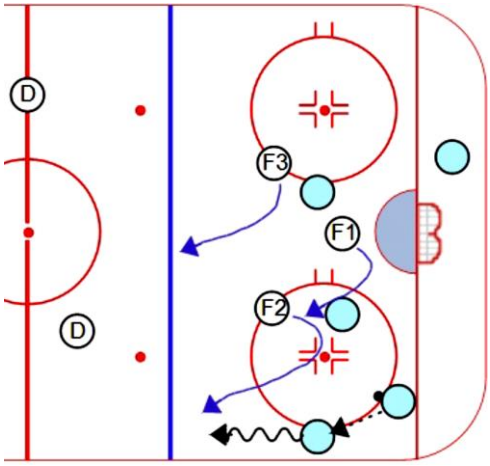
- As the opposing puck carrier commits to a side, he begins to angle
- Main focus is to take away the low, middle lane

F2 steps into the middle of the ice, near the top of the circle, slightly wider than F1, clogging up any middle breakout option

- Waits for breakout pass to be made, then begins to angle the opposing Winger
- Swings low, and angles from behind to make it more difficult for the forward to pass back to his defenseman
- If the breakout goes to the other side, he angles toward the middle, taking away the high, middle passing lane

F3 (same responsibilities as F2, but on the other side)

- Steps into the middle, near the top of the circle, slightly wider than F1, clogging up any middle breakout option
- Waits for initial breakout pass to be made, then begins to angle the opposing wing
- Swings low, and angles from behind to make it more difficult for the forward to pass back to his defenseman
- If the breakout goes to the other side, he angles toward the middle, taking away the high, middle passing lane



D1 (Strong side defenseman)

- Hangs out in the neutral zone, waiting for the turnover
- Picks up any loose pucks as they come
- Ready to execute a quick regroup for an offensive transition

D2 (Weak side defenseman)

- Staggered back at about a 45º angle from D1
- Picks up any loose pucks as they come
- Ready to execute a quick regroup for an offensive transition

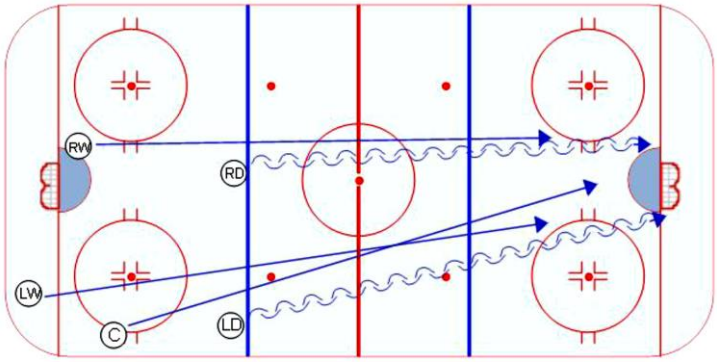
BACKCHECKING

See video explanation here: http://weisstechhockey.com/blog/backchecking

Forwards

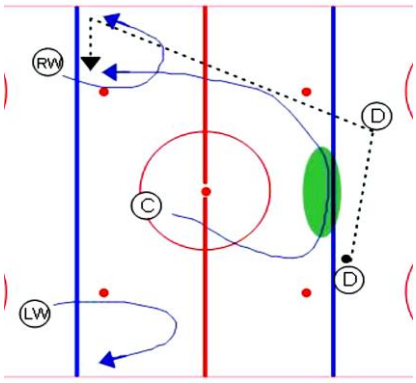
- Skate as fast as they can straight back to the posts
- Pick up any loose opposing players on the way back to posts
- Stay with their players all the way back to the net!
- Forwards shouldn't leave their men until Defensive Zone Coverage is established

NOTE: All players return back into the Zone in their F1-F2-F3/D1-D2 defensive assignments and then branch off into regular d-zone coverage once the initial threat is contained



NEUTRAL ZONE REGROUPS

"Post-up" Regroup



See video explanation here: http://weisstechhockey.com/blog/post-up-regroup

Note: A regroup is used if the puck gets chipped out of the offensive zone or if the opposing team turns over the puck in the neutral zone.

D1 (Defenseman with the puck)

- Drag skates the puck to the middle – this helps to analyze the play and to see where teammates are and how the opposing team has set up
- If pressured can do a "D to D" pass
- If passes to D2, must provide back-side support after pass is made –done by backing up to the point behind D2 (still on own side) at a 45° angle
- Looks to hit either the Centerman or Strong-side Winger

D2 (Defenseman without the puck)

- Provides back-side support for D1 (behind at a 45° angle)
- Can also make the outlet pass if D1 passes the puck over
- Must read situation and communicate with D1

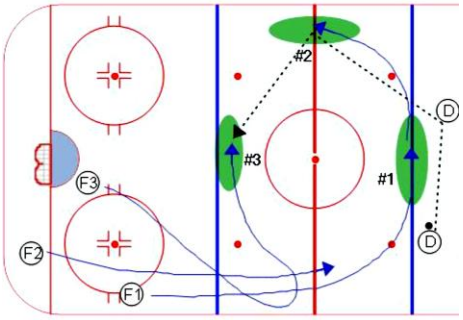
Wingers

- Clear the zone, then post up along the boards near the blue line – never take eyes off the puck
- Strong side winger may get the regroup pass from the Defenseman

Center

- "Shadows" puck, once a direction has been established, swings low to present as a passing option
- If he doesn't receive the puck, he continues up ice to support strong-side winger

Swing Regroup



See video explanation here: http://weisstechhockey.com/blog/swing-regroup

D1 (Defenseman with the puck)

- Drag skates the puck to the middle – this helps to analyze the play and to see where their teammates are and how the opposing team has set up
- If pressured can do a "D to D" pass
- If passes to D2, must provide back-side support after pass is made –this is done by backing up to the point behind D2 (still on own side) at a 45° angle
- Looks to hit either F1, F2, or F3 in one of the 3 Receiving Zones

D2 (Defenseman without the puck)

- Provides back-side support for D1 (behind him at a 45° angle)
- Can also make the outlet pass if D1 passes the puck over
- Must read situation and communicate with D1

F1 (First forward out of the offensive zone)

- Swings wide and presents himself as a passing option at Receiving Zone #1
- If he doesn't receive pass at Receiving Zone #1, he continues and makes himself available at Receiving Zone #2, then Receiving Zone #3 if necessary
- Must be ready to receive pass when D1 or D2 is ready to pass. They control the play

F2 (Second forward out of the offensive zone)

- Swings wide along the same path as F1, but about a full-line's distance behind him
- Presents as a passing option at Receiving Zones #1, #2, and #3
- If he receives pass at Receiving Zone #1, he should turn up the middle since F1 has swung wide
- Look to headman the puck to F1 or F3

F3 (Third forward out of the offensive zone)

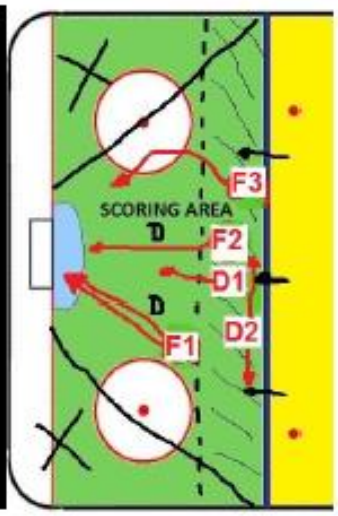
- Takes back ice and times the play so can swing through Receiving Zone #3 when F1 or F2 are ready to pass
- If puck doesn't come to them, they must read the play – or can circle back
- and swing through again, turn and straddle the blue line coming back the other way, or take back ice and wait to attack when the other forwards are ready to enter the zone
- Does not stop and wait on the boards!

OFFENSIVE ZONE ATTACK

Offensive zone attack strategy: get the puck over the blue line as quickly as possible and get a low shot on net. This is done using zone entry, shooting in the scoring area, and driving to the net for a rebound. F1 shooting from anywhere in the scoring area is essential while F2 & F3 drive to the net and D1 creates a 2nd wave of attack.

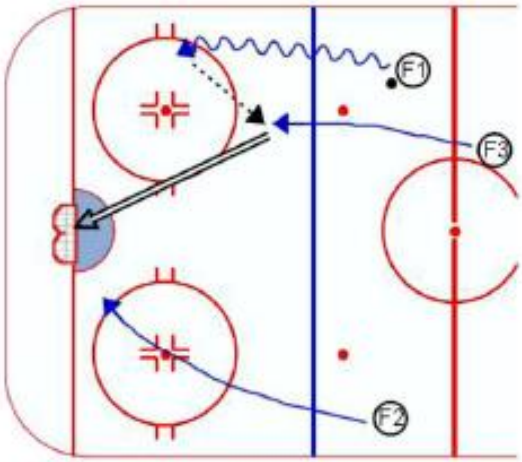
Responsibilities:

F1 – Attack the blue line with speed and take the puck wide
F2 – Drive the mid-lane with stick on ice and stop at net
F3 – Same as F2 but look for curl to slot option
D1 – Jump up and enter the high slot as a 2nd wave of attack
D2 – Mirror the puck on the blue line but no further

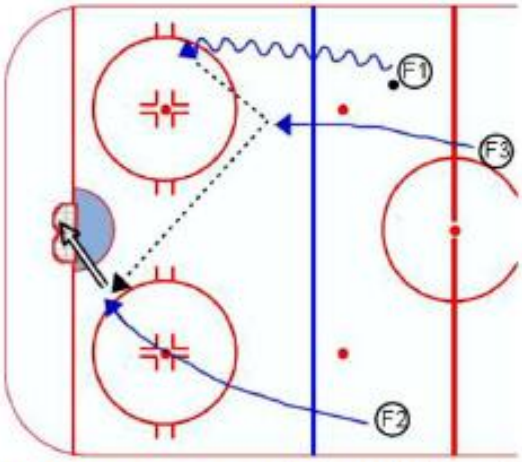


OFFENSIVE ZONE ENTRY

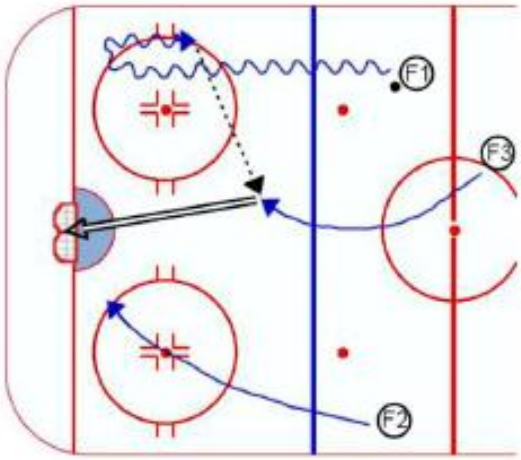
OPTION 1: *F1 takes puck wide, pass to trailing F3 as F2 drives net*



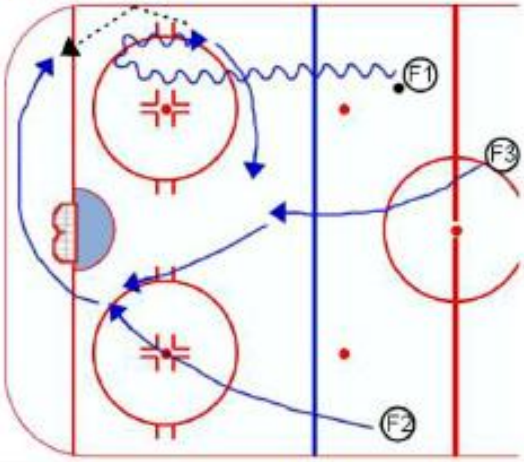
OPTION 2: *F1 takes puck wide, pass to F3 trailer who passes to F2 driving to far post*



OPTION 3: *F1 takes puck wide & curls, pass to F3 trailer while F2 drives net*

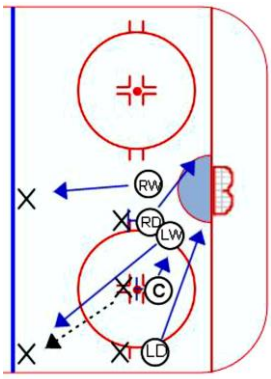


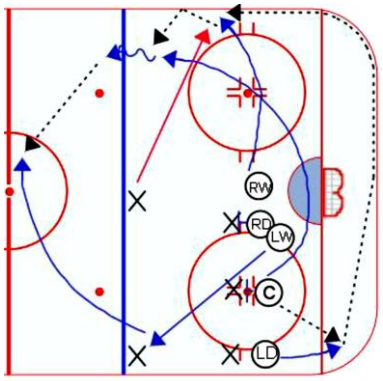
OPTION 4: *F1 goes wide & curls & cycles to F2 who went around the net. Pass to F3 trailer*



FACE-OFFS

DEFENSIVE ZONE (MOST IMPORTANT)

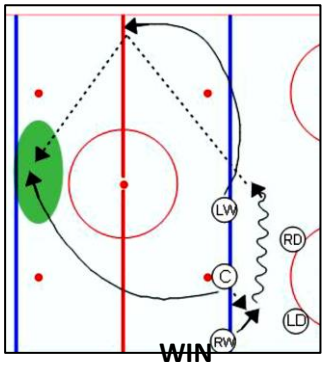




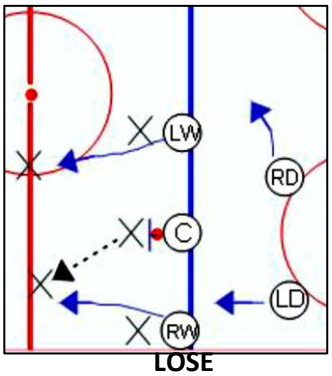
ASSUME YOU WILL LOSE THE FACE-OFF SO YOUR FIRST STEP IS IN THAT DIRECTION

- Defensemen are on the circle
- Wings are both on the inside of the circle with weakside wing cutting across circle to help win face-off and covering point man nearest the boards.
- Strongside wing goes out to cover D on their side, if face-off is won, they get to boards in position for a breakout on the weakside.
- Center must make sure everyone is in the proper position and must tie up their center.
- If lose face-off or if breakout fails, get into defensive zone coverage

NEUTRAL ZONE FACE-OFFS



WIN

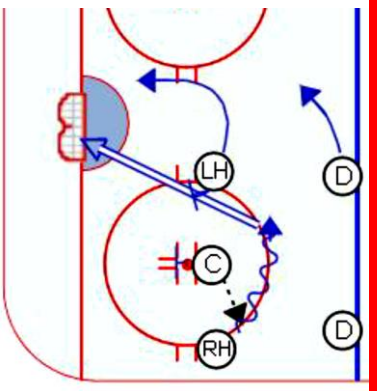


LOSE

- Center quarterbacks the play before puck is dropped
- Wings help with face-off and get puck back to the D
- Weakside wing swings to boards and D makes pass to wing while center cuts to the middle of the ice to receive pass from wing.
- If lose face-off, go into forecheck system.

OFFENSIVE ZONE FACE-OFF PLAYS

PLAY 1 - "RED"

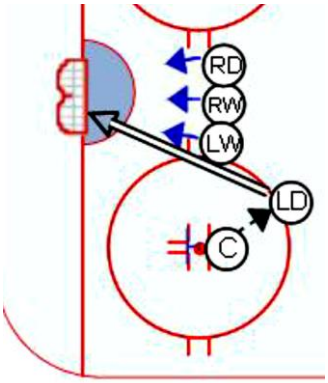


- Board-side winger is set up on forehand – usually best for forehand winger with the best shot.
- Center wins face-off and blocks out opposing center
- Board-side winger cuts behind center to get puck and make quick shot on net
- Opposite winger cuts to backdoor for rebound or pass

PLAY 2 - "D-DAY"

- Both wingers and one Defenseman create a "picket fence" on hash marks in front of the net.
- One designated shooter is near the edge of face-off circle – on his forehand.
- Center calls the play and gets players set up

PLAY 3 – "SHOOT"



- Use when center is on their forehand and the opposing center is passive
- Center calls the play and shoots on net
- Strongside wing drives to net for rebound

PENALTY KILL

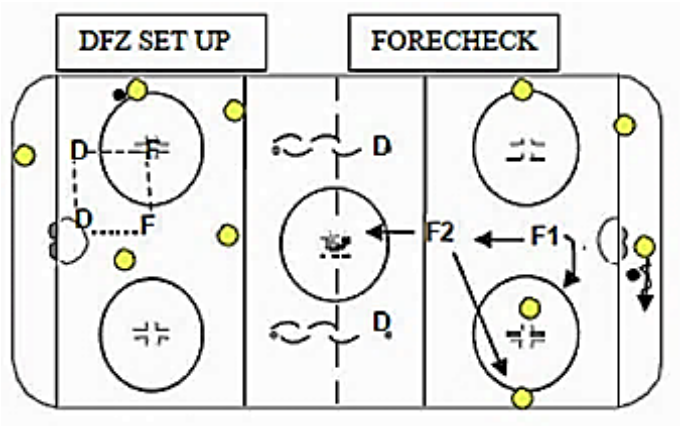
One of the main skills players must learn in order to be effective penalty killers is how to read the difference between attack and contain defense. The penalty killer must attack aggressively if the opposing player doesn't have clean control of the puck AND play contain defense when they have control the puck.

- Force the other team to the outside in NZ and Ozone - keep outside the dots and not up the middle.
- We own any loose puck – nearest player ATTACKS the puck carrier if they bobble or mishandle the puck.
- Use your forehand to ice the puck.
- Head on a swivel, sticks on the ice, active sticks in lanes, block shots.
- Use stops & starts, always face the puck, no turns

4v5 PK

FORECHECK

- F1 is the head of the forecheck and pushes the breakout to one side
- F2 reads the play and takes away the cross-ice pass
- D – Defensemen play inside the dots to take away the middle of the ice



RESPONSIBILITIES IN THE BOX

F1 (strong side)
- Maintains top corner of box
- Plays "contain" defense against opposing D
- Collapses to slot if shot gets through

F2 (weak side)
- Maintains top corner of box
- Plays "contain" defense against opposing D
- Collapses to slot if shot gets through
- Watches for back-door man

D1 (strong side)
- Maintains low corner of box
- Plays "contain" defense against opposing forwards
- Collapses to slot if shot gets through

D2 (weak side)
- Maintains low corner of box
- Plays "contain" defense against opposing forwards
- Collapses to slot if shot gets through
- Watches for back-door man

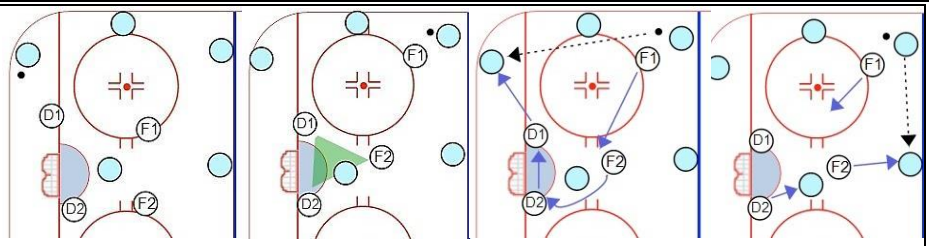
5v4 Transition from Box to Wedge + 1

Objective is to eliminate any shots from the slot and to challenge the D putting a shot on net

F1 (strong side) challenges Defenseman on his side who has the puck

F2 (weak side) drops down into the slot

D1 & D2 – Box up on the posts

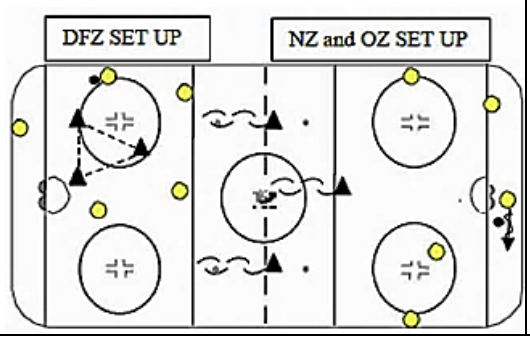


BOX **WEDGE + 1** **SAG** **WEDGE + 1**

3v5 PK

FORECHECK

- F1 passive forecheck pushing puck to one side
- F1, D1, D2 form a triangle from the NZ to DZ



PK RESPONSIBILITIES

- Maintain disciplined triangle at all times
- Do not chase the puck unless you can get it
- Sticks on ice, stops & starts, always face puck
- Block passing lanes with sticks on ice
- Block shooting lanes with bodies



POWER PLAY

PRINCIPLES

• Get shots on net • No more than 2 offensive passes and then shot • Shots from the point must be on net • 2 players on every loose puck • We get every rebound	• Minimize passes when bringing the puck from our end into the offensive zone • Right hand shots on left side and Left hand shots on right side to maximize one-timers • Use creativity to switch positions to gain time and space

POWER PLAY SET-UP: BOX PLUS ONE

THE OBJECTIVE IS SCORE GOALS VIA GOOD SHOT ON NET - BASIC SCORING OPTIONS

- Get puck to D for point shot with F1 screening the goalie and the other 2 forwards driving for rebounds
- Triangle passes from forwards to D to center forward F1 to get defenders out of position
- Pass to F3 for shot from slot with F1 & F2 crashing net
- F2 & F3 bring puck up boards and swing along circle for shot

F1 (Slot F)

- "Battles" in front of the net
- Must be able to take a beating – literally. The other team will try everything to
- move him out from the front of the net
- R/L must cause havoc in front of the net
- Is ready for any rebounds to come loose
- Screens the goalie
- OWNS THE REBOUNDS!

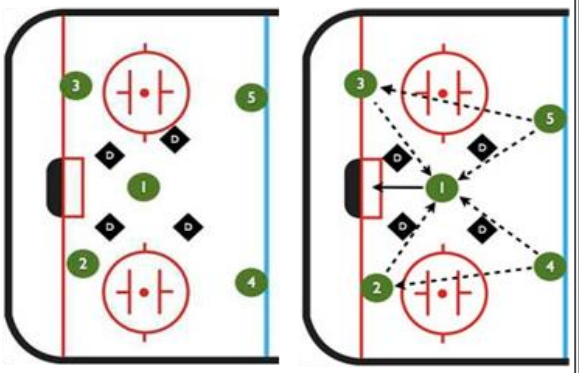
F2 & F3

- Sets up on the boards to goal line
- Works puck around, executing whatever option presents itself
- Looks to exploit "seam" for shot
- Drives net for rebounds
- Looks for one-timer opportunity as puck moves to other side of the ice
- Looks for backdoor opportunities

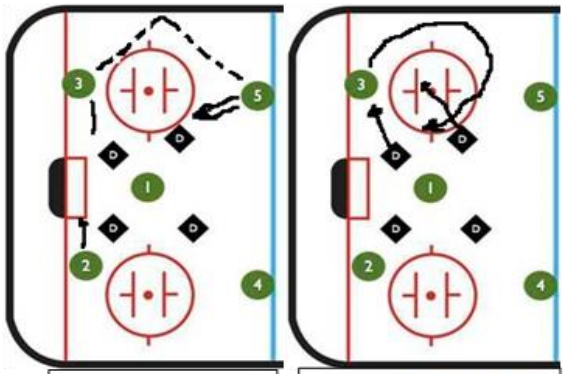
D1 & D2

- Sets up on the point
- Moves puck down low or to slot to get defenders out of position
- Top priority is to get a shot through to the net
- Switches positions with other D or with down low F as situation requires

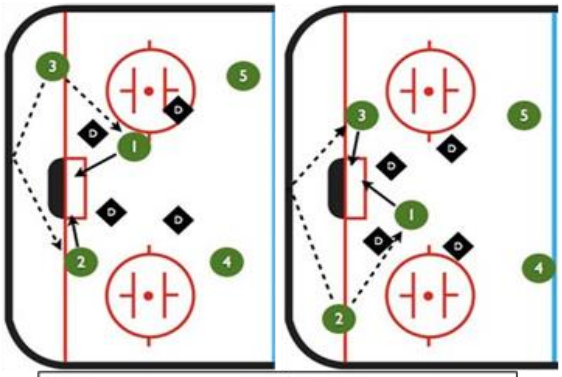
Looks for D to D pass to get shots on net



BASIC SETUP | PUCK MOVEMENT



POINT SHOT W/REBOUND | F2 or F3 SWING AROUND CIRCLE



PASS TO F1 FOR SHOT (2 options)

POWERPLAY BREAKOUT

Principles

- Get the puck into the offensive zone with as few passes as possible (1-3)
- Strongest skater can bring the puck all the way
- Spread out the defense by using F2 and F3 on the far blue and red lines. They cross as puck comes up to confuse the defending team
- Use the boards and outside lanes to get the puck into the offensive zone – penalty killers will try to keep you outside the dots – we can use this to our advantage in the breakout

Basic Breakout setup is:

D1 – gets puck behind the net
D2 – curls to boards for breakout pass
F1 – first forward back swings to opposite boards for breakout pass
F2 – second forward back stays at blue line and then comes across when puck is coming out of the zone
F3 – same as F2 but starts on far blue line

Power Play Breakout OPTION 1

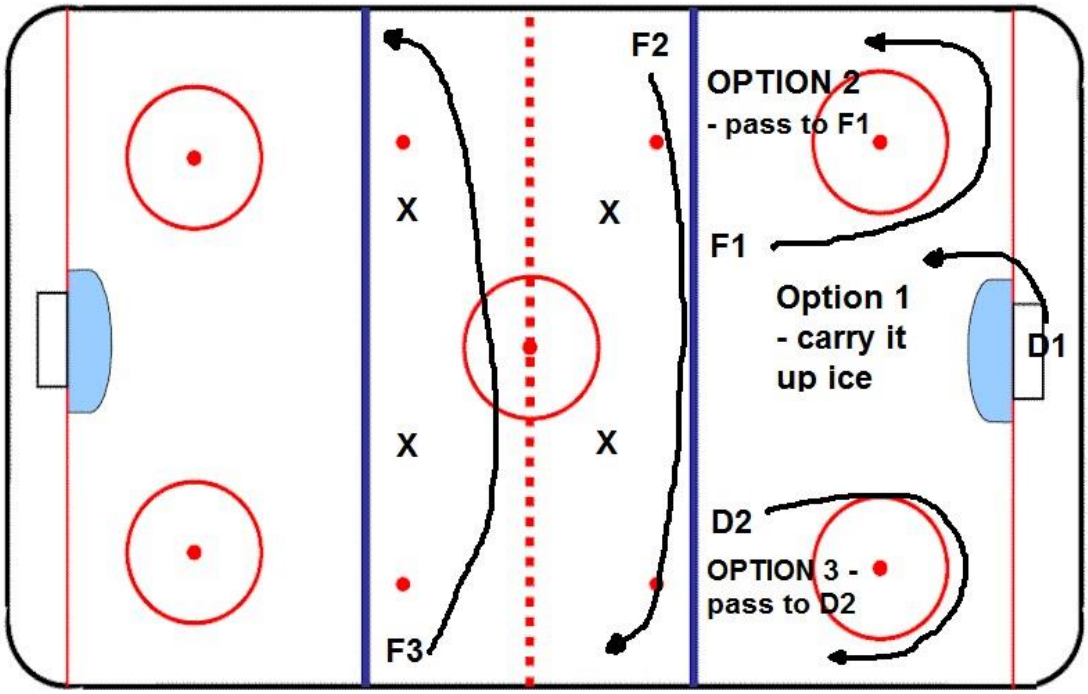
D1 carries the puck up the ice into the Offensive Zone.

Power Play Breakout 2 & 3

D1 sets up behind the net with the puck.

Options:

- Pass to D2 or F1 breaking out who then carry it out of the zone, pass back to D1 or pass up to F2 or F3 to gain the zone.

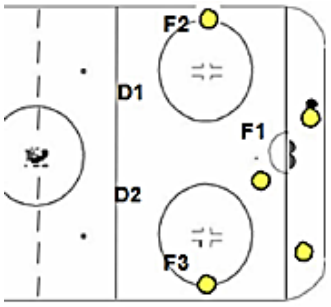


GAME SITUATIONS

PLAYING WITH A LEAD

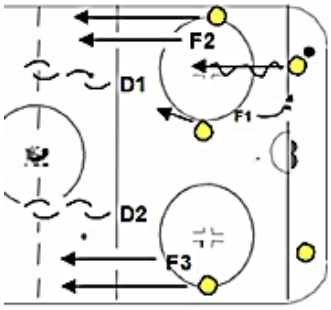
3 SIMPLE RULES WHEN PROTECTING A LEAD WITH 5 MINUTES OR LESS REMAINING

- Get the puck over the red line and dump the puck in so that the puck is placed in the corners behind the goal line.
- NO cross ice passes anywhere – all passes up ice and are NO breakout passes. In the DZone all pucks get cleared immediately with the puck always going up ice.
- Short shifts – 30-40 seconds – work hard and get off when puck is deep in their zone.



1-2-2 Passive Forecheck Responsibilities

- F1 puts pressure on the puck carrier while all players remain in front of the puck
- F1 – skates inside out using quick feet to angle player with puck to side boards. Force D to skate the puck up ice
- F2 & F3 – stay on your respective wingers taking away passing options.
- D1 & D2 – retreat to neutral zone or hold blue line with puck turned over. Always play inside the dots.



COMING FROM BEHIND – The "Press"

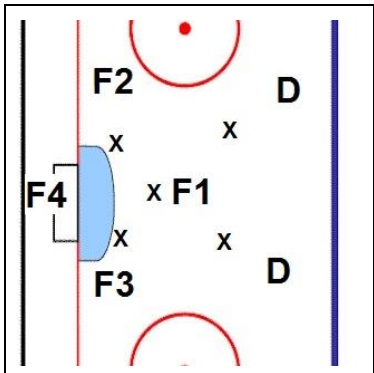
When we are behind in a game or need a momentum change, the coach will call for the **"PRESS".** The Press is a 4-1 Forechecking system formed off of dumping the puck hard from the NZ into the offensive zone. 4 players will swarm to the puck and get possession from a turnover.



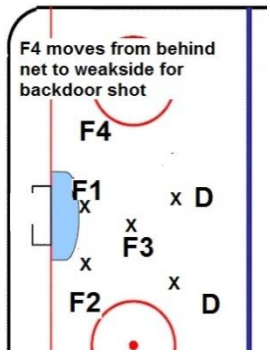
- F1, F2, F3 pursue the puck with F1 taking the body
- D1 mirrors puck along the line that cuts across the faceoff dots
- D2 mirrors the puck on the offensive blue line
- All pucks to the net with F1, F2, F3, and D2 driving to the net

PULLING THE GOALIE – 6v5

When pulling the goalie, we will use our PP breakout and get the puck into the offensive zone. If the puck must be dumped in, we use the PRESS to obtain possession with F4 joining the other 3 Fs to gain possession. After gaining possession, we use our PP setup and add F4 behind the net. F4 gets loose pucks, feeds the other forwards and D, and comes in front to get rebounds. When the puck moves to one side of the ice, F4 sets up at the weakside faceoff circle for a one-timer.



6v5 Setup



F4 movement