

Chapter 1 – Philosophy of Coaching

PYRAMIDAL DEFINITIONS OF TERMS

STRATEGY

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

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

TEAM PLAY SYSTEM

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

TEAM TACTIC

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

INDIVIDUAL TACTIC

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

TECHNICAL SKILLS

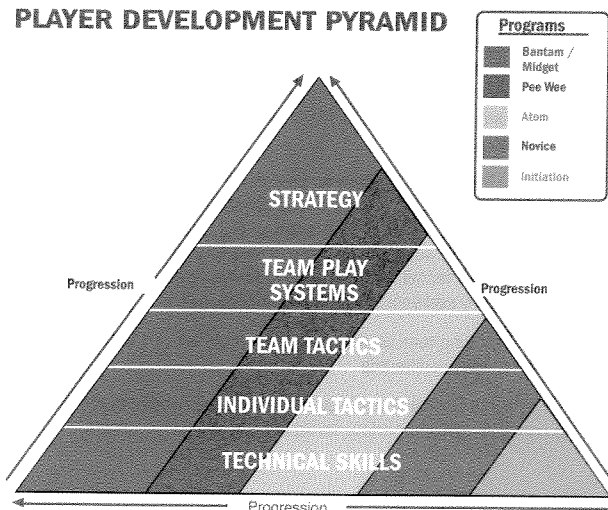
The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

PLAYER DEVELOPMENT

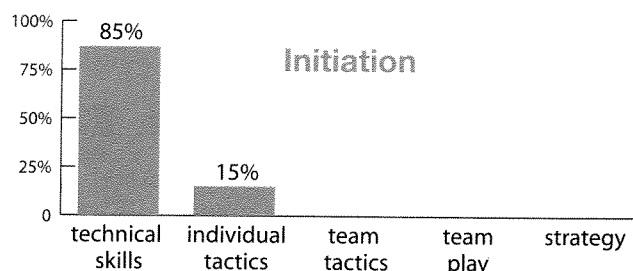
DEAR COACH:

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

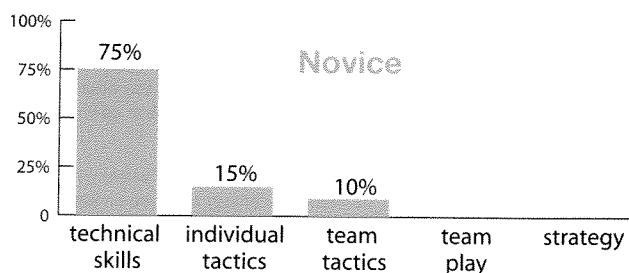
PLAYER DEVELOPMENT PYRAMID



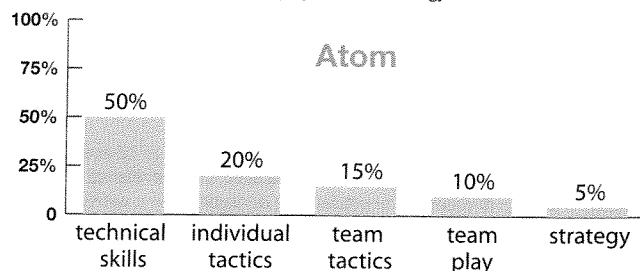
6. The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics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



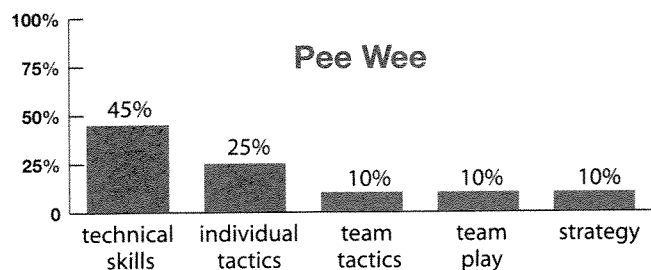
7. The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



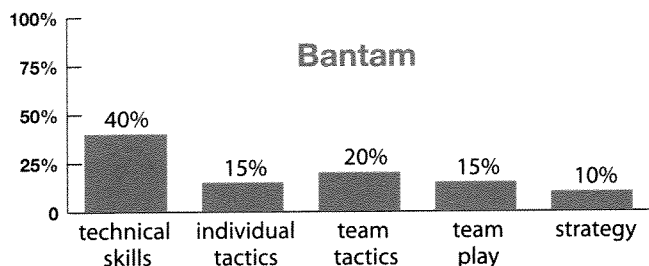
8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



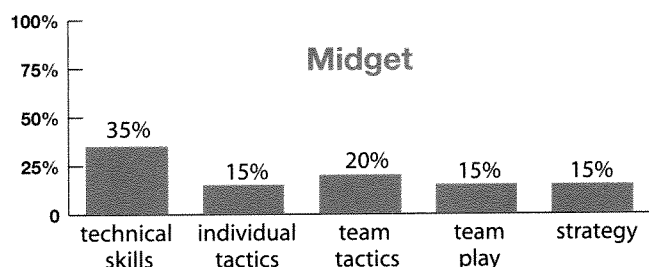
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



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



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



12. The practice drills in each seasonal plan are designed to provide the coach with a progression of drills to achieve the specific goals of each program as defined by the Player Development Pyramid.
13. Hockey Canada believes a coach must emphasize fundamental skill development during practices. It is the responsibility of each coach to teach these fundamental skills to each player.
14. The seasonal plan for each level in the Hockey Canada Skills Development Program is divided into four phases. This approach provides the coach with an opportunity to evaluate players as per expected outcomes based on the practices and games played to date. Players will develop at an unequal pace. Therefore, it is quite conceivable that individual assessments will be more beneficial. This approach will ensure that each player will receive attention and a direction for future development.
15. Based on player assessment, the coach should plan for the next phase. Practices can be adjusted to emphasize specific drills as outlined in the Hockey Canada Skills Development Program provides these guidelines for you.
16. The Hockey Canada Skills Development Program has been developed for you, the Canadian coach. Now remove the appropriate practice plan from the manual, place it into the protective see through "sleeve" that has been provided, and head off to the rink with confidence and enthusiasm.

Good luck Coach, have a great season!

Hockey Canada

LONG-TERM ATHLETE DEVELOPMENT

WHAT IS LONG-TERM ATHLETE DEVELOPMENT?

LTAD is based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage in the long-term athlete development model reflects a different point in athlete development. The long-term athlete development model is representative of the different stages in the development and growth of young athletes into adulthood. The model is broken down into seven highly effective stages.

The first of the seven stages in the model is called "Active Start" where girls and boys from birth until the age of six focus their energy and time on fun daily activities. This includes basic movements and skills such as running, jumping, kicking, catching and throwing. In this stage of the model, children should also be interacting with other young children and building on their interpersonal skills which can be carried to adulthood.

The second stage of the model is called the "FUNdamentals" stage where males ages 6 to 9 and females ages 6 to 8 focus on fun and participation with a concentration on more extensive developmental skills such as agility, balance, coordination and speed as well as running, jumping, wheeling and throwing. It is also at this stage that ethics may be introduced to the sport or activity. Natural abilities may also begin to surface during this stage of participation.

The next step is the "Learning to Train" stage where males ages 9 to 12 and females 8 to 11 begin to develop their sport skills and competencies often referred to as athleticism. This stage is important for establishing development in a variety of sports before moving onto a specialization. This stage also integrates mental, cognitive, and emotional development of the athlete.

The "Training to Train" stage usually includes males ages 12 to 16 and females ages 11 to 15. The focus of this stage is on physical development or "building the engine" and on strengthening sport-specific skills. Serious athletes start to train six to nine times a week if they wish to be prepared for the next stage of the model that focuses on highly competitive athletics.

"Training to Compete" is the fifth stage and includes males ages 16 to 23 and females ages 15 to 21 who are now engaged in more physical and technical conditioning along with a more advanced mental capacity and sense of concentration. Tactical, technical and fitness training for these athletes will increase from 9 to 12 times a week.

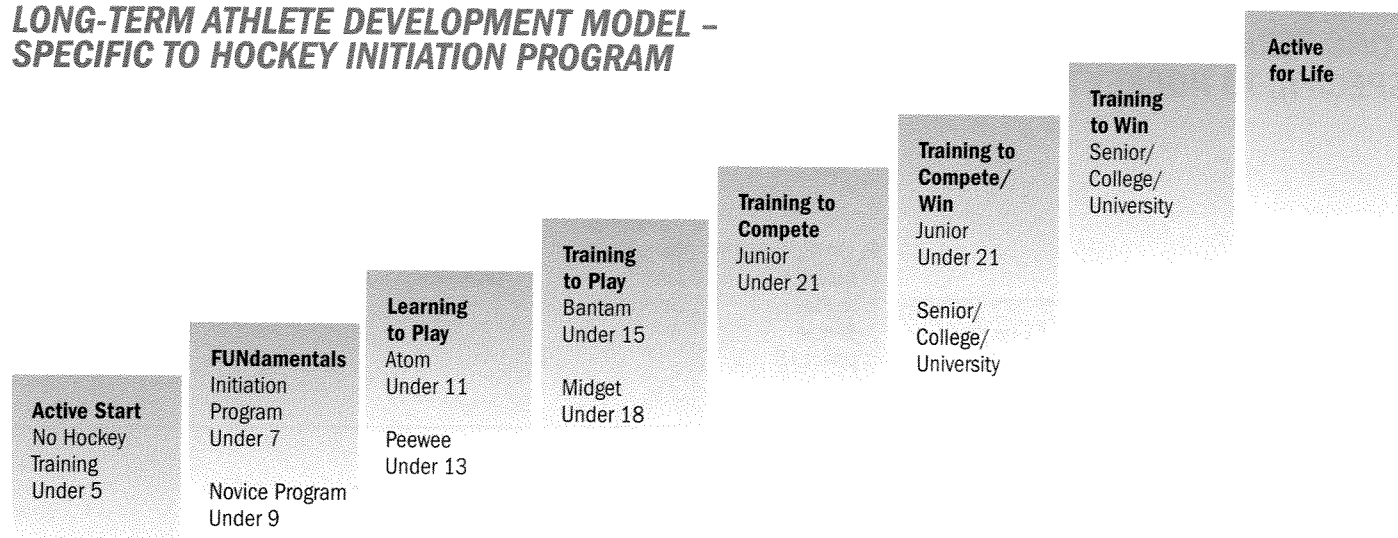
When athletes finally arrive at the "Training to Win" stage, the focus is on performance development – "Maximizing the Engine." Physical, technical, tactical (including decision making skills), mental, and personal and lifestyle capacities are fully established. Athletes are now competing at higher levels and often performing on the international stage. These athletes are now training 9 to 15 times per week in order to achieve their specific goals as athletes.

The final stage in the LTAD model is "Active for Life." Sport serves as an important activity that promotes good mental, emotional and physical health. Adults may choose a routine that consists of 30 to 60 minutes of high to low impact fitness activities in their daily routine adulthood in order to sustain an active and healthy lifestyle. At this point in the model, adult athletes are considered physically literate and participants in healthy competitive and recreational activities.

For more information on long-term athlete development please visit the Sport Canada website at www.pch.gc.ca/sportcanada

The LATD model presented in the IP and Novice manuals are specific to the sport of hockey and its competencies and various levels of competitions.

LONG-TERM ATHLETE DEVELOPMENT MODEL – SPECIFIC TO HOCKEY INITIATION PROGRAM



INITIATION PROGRAM

Length of Season:

28-32 weeks:

- 3-4 weeks: Practice and Skill Development Season
- 20-24 weeks: Practice and Game Play Season
- 4 weeks: Tournament/Game Season

Frequency per Week:

1-2 times

Number of Games per Season:

20-30 modified, 0-10 full ice

INITIATION PROGRAM

General Objective:

Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist mostly in modified forms, with limited number of formalized games.

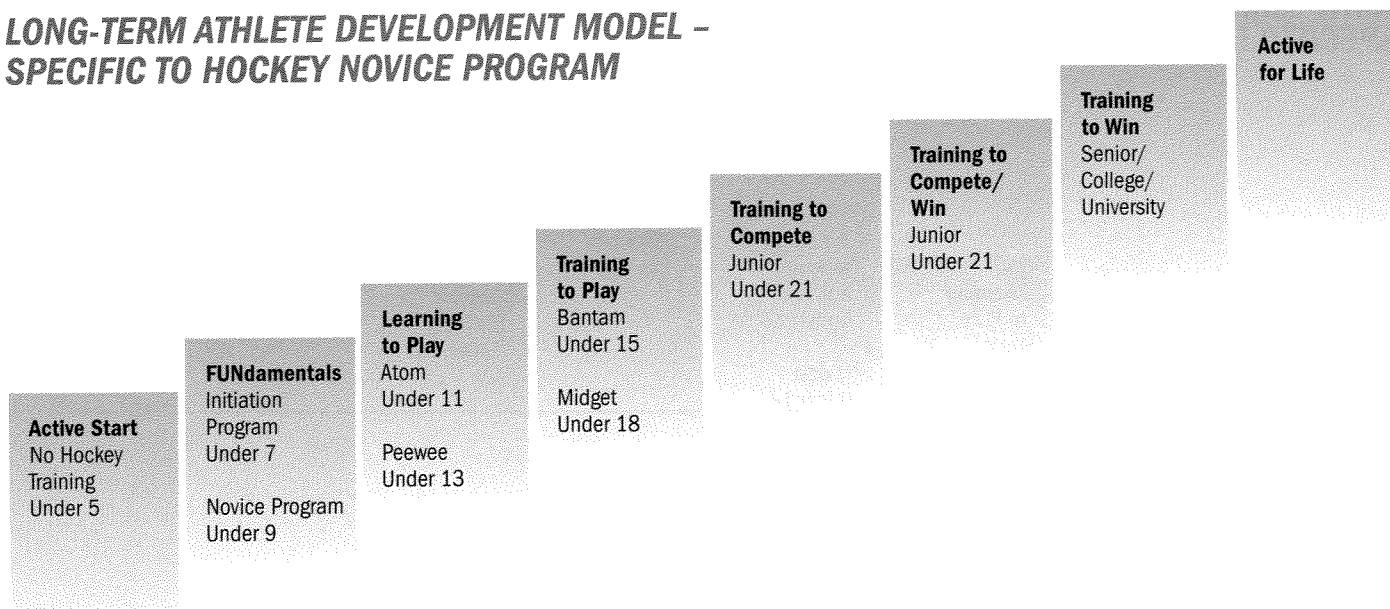
Preseason Training:

Other sports to further develop the ABC's (Agility, Balance and Coordination).

PRACTICE BREAKDOWN FOR THE SEASON – INITIATION



LONG-TERM ATHLETE DEVELOPMENT MODEL – SPECIFIC TO HOCKEY NOVICE PROGRAM



NOVICE PROGRAM

Length of Season:

28-32 weeks:

- > 3-4 weeks: Practice and Skill Development Season
- > 20-24 weeks: Practice and Game Play Season
- > 3-4 weeks: Tournament Season

Frequency per Week:

2-3 times

Number of Games per Season:

15-20 modified, 20-30 full ice

NOVICE PROGRAM

General Objective:

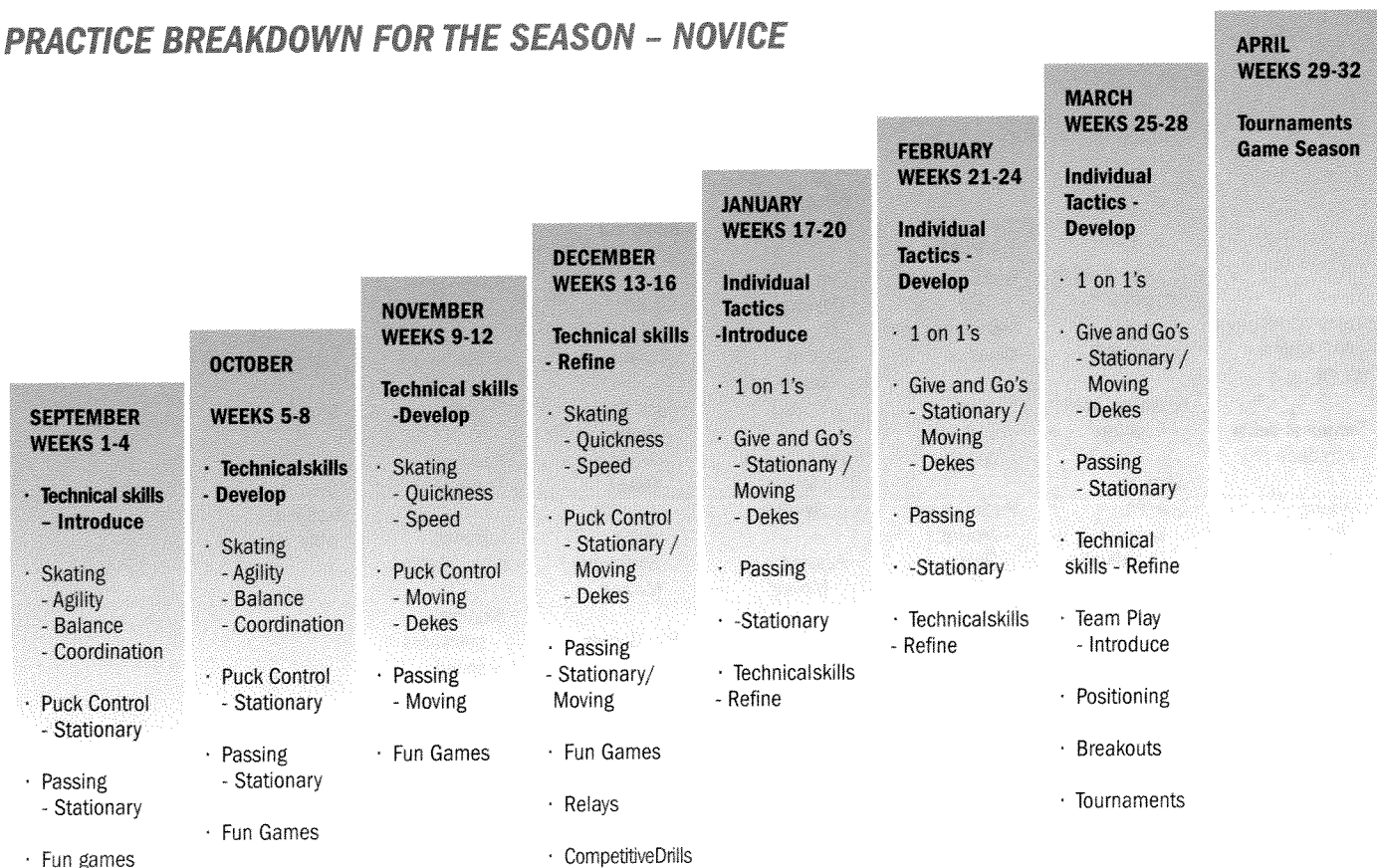
Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist primarily in a modified form – formalized games introduced late in season.

Some streaming of the players –goal is to have players working with players of like skills to develop confidence and self esteem

PRACTICE BREAKDOWN FOR THE SEASON – NOVICE



Chapter 2 – Art of Coaching

FUNDAMENTALS TO DO LIST

FUNDamentals To Do List for Associations:

- Players develop skills in practices and test those skills in modified games
- Stress skills, focus less on games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young players. Examples of this include junior model sticks, light weight pucks and fun teachings
- Follow Hockey Canada guidelines
- National Coaching Mentorship Program (NCMP) Specialty Clinics on skating, puck control, shooting and scoring, checking, creating offense, creative thinking, goal-tending, special teams, small area games and developing defensemen

FUNDamentals To Do List for Coaches:

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics
- Introduce children to the simple rules and ethics of sports
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation or Novice manual to deliver appropriately structured practices
- Limit technical and tactical information communicated to the players
- Use clear and precise terminology adapted to the children
- Have some knowledge about child growth and development
- Ensure players enjoy the game and want to continue to play in the future

- NCCP training in the Intro Coach Program or the Coach Stream program. These programs are focused on parent meetings, team communication, teaching skills, organizing practices and an introduction to appropriate games for young players
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills

FUNDamentals To Do List for Parents:

- Encourage your child to participate in a wide variety of physical activities
- Strength training should be done solely with the players' own body weight
- Other sports that build on fundamental movement skills applicable to hockey:
 - Gymnastics
 - Run, Jump, Throw programs
 - Soccer
 - Skating programs

FUNDamentals To Do List for Players:

- Develop the basic athletic skills of the game through non-structured activities like skateboarding, biking, skipping, street hockey, in-line skating, catching and throwing games and other modified activities.
- It is not about being the best it is about doing "your" best
- Develop a positive self image through the game
- Learn the basic playing rules of the game.

*See Page on Player Development

TEACHING TIPS

COMMUNICATING WITH YOUR PLAYERS

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

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

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

GIVING FEEDBACK

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

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

TROUBLE SHOOTING

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

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

SKILL LEARNING

Here is a good teaching sequence to follow:

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

PREPARING FOR PRACTICE

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

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

COACH'S CHECKLIST

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

THE NUMBERS

A Practice by the Numbers

Statistics supplied by: Calgary Hockey Development

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

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

A Game by the Numbers

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

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

THE PRACTICE CHEF

Courtesy of Calgary Hockey Development

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

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