Overview: Timeline – Agenda Day 1

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Coaching Skills</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Preparing to Plan</td>
<td>50 minutes</td>
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<tr>
<td>Preparing to Plan (Technical Skills, Individual Tactics, Team Tactics and Transition)</td>
<td>100 minutes</td>
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<tr>
<td>Action Items</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Total Facilitation Time</td>
<td>7 hours 55 minutes</td>
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</tbody>
</table>

Overview: Outcomes and Criteria

- Provide Support to Athletes in Training
  - Ensure that the PRACTICE environment is safe
  - Run an appropriately structured and organized practice
  - Make interventions that promote learning
- Plan a Practice
  - Identify appropriate tactics for the practice
  - Identify appropriate activities for each part of practice
  - Design and implement an emergency action plan
- Analyze Performance
  - Detect individual skill performance
  - Correct individual skill performance
  - Detect individual tactical performance
  - Correct individual tactical performance
- Make Ethical Decisions
  - Apply an ethical decision-making process
Overview: Hockey Canada Coaching Streams

NATIONAL COACH CERTIFICATION PROGRAM / HOCKEY CANADA COACH AND INSTRUCTIONAL STREAMS

Coaching Skills

Introduction to Clinic

- Distribution of clinic agenda
- Organization into groups based on ages coached
- Introduction of Learning Facilitators

Coaching Skills

- Communications
- Team Building
- Make Ethical Decisions
Development 1 Program

Communications

Learning Objective

• To define communication as related to hockey, to review strategies for effective communication and active listening and to develop communication action plans

Coach Strengths

Manning’s Strengths of GREAT Coaches

1 Communication Skills
2 Leadership Skills
3 Teaching Skills
4 Motivational Skills
5 Technical Knowledge

Effective Communication

• Effective communication is vital for successful coaching. It may be the most important set of coaching skills.
Principles of Effective Communication

- Enthusiastic
- Positive
- Consistent
- Demanding but considerate
- Treat your child like others

- Active Listener
- Effective Feedback
- Explain Contributions
- Treat Players as Individuals

Power Killers
- We can’t
- If
- Doubt
- Try
- We don’t think
- We don’t have the time
- Maybe
- I’m afraid of
- I don’t believe
- It’s impossible

Power Energizers
- We can
- We will
- Expect the best
- Commit
- We know
- We will make the time
- Positively
- I am confident
- I do believe
- All things are possible

Communication: Task #1

Communication best practices for When, Where and How?
- Staff
- Players
- Parents
- Officials
- Opposition Coaches
- Arena Attendants
Best Practices

1. Open honest
2. Polite Professional
3. Safe Environment, non-aggressive
4. Transparent
5. Timely
6. Positive Outcomes

Concerns in the Game

• Social Media – not knowing/following MHA, HC policies
• Coaches talking the game – standing, screaming, directing, over-coaching
• No visual cues – lack of whiteboard
• Talking to players in DR without sitting – back turned, no eye contact, abuse of power
• Body language – arms flailing, negative gestures, profane gestures
• Communicating with officials during play – yelling, disrespect
• Profanity – Obvious! Zero tolerance!
• Post game comments – replaying game, highlighting mistakes, demoralizing
• Not thanking officials and opposing coaches
• Inappropriately addressing players – put downs
  • Bench Honour: Coaches don’t talk/yell at/challenge the other team’s players

Best Practices for Practice

• Appropriate use of whistle
• Use of whiteboard
• Posting/sharing the practice plan
• Reinforce safety
• Effective group organization (at board, in rink)
• Pre-practice coach meeting
• Pre-icing players before practice
• Proper placement of coaches for feedback/safety
• Post practice evaluation/debrief (players/coaches)
• Use of technology, Drill Hub, Hockey Canada Network APP, Etc.
**Development 1 Program**

### Action Plan

Action Plan – your plan for implementing and using effective communication

What will go in your plan?

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### Team Building

**Learning Objective**

- To emphasize the need for players and coaches to be a part of the team and to develop a process for trust and open communication within the team.

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### Team Building

- TEAM BUILDING: the action or process of causing a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation.
Team Building

- It is important to instill the concept of team in hockey players at a young age.
- It will pave the way for success in hockey, and in adulthood.
- Team building is an all-season responsibility. It evolves as the season unfolds. It can occur formally (meetings, video sessions, off ice workouts, tournaments etc.), or informally (pre game warm ups, birthday recognition, player led drills on ice etc.).

Team Building – Planning and Executing:

- STEP 1 – Purpose
  - Aims and outcomes of the team building event are clear
- STEP 2 – Logistics
  - Identify a budget, location, date, times, etc.
- STEP 3 – Organizing the participants
  - Roles and Responsibilities of the coaches and participants
- STEP 4 – Executing the team builder
  - Explain the team builder, run the activity, de-brief the activity, agree on an Action Plan
- STEP 5 – Follow up
  - Schedule follow-up meetings

Task #1

- In groups, develop age and stage-of-development-appropriate team building activities using the 5 steps of Planning and Executing a Team Builder that you could use with your team this year.

Class Facilitator to assign time of year for your group:
- Beginning of the Season
- Middle of the Season
- End of the Season
- Special Meetings
Development 1 Program

Make Ethical Decisions

Learning Objective

• To provide the coaches with the opportunity to understand and apply the ethical decision-making framework.

Note: In addition to Hockey Canada’s requirements, coaches must successfully complete the Make Ethical Decisions online evaluation to become certified with the Coaching Association of Canada. Coaches can access this online evaluation at www.coach.ca > My Locker > eLearning.

MED Tasks #1-3

1. Set the scene (scenario)
2. Review the steps in the Make Ethical Decisions (MED) process
3. Work through the scenario again, and record the facts

MED Tasks #4-6

4. Discuss the facts in the scenario
5. Review the ethical issues in the scenario
6. Discuss potential options and consequences
**Development 1 Program**

**MED Tasks #7-9**
7. Choose the best option
8. Discuss the best option
9. Complete the implementation steps

**The Steps in the MED Process**
- Establish the facts in a situation
- Decide whether the situation involves legal or ethical issues
- Identify your options
- Evaluate your options
- Choose the best option
- Implement your decision

**Preparing to Plan**
- Developing Athletic Abilities / Performance Factors
- Technical Skills
- Individual Skills and Team Tactics
- Goaltending Introduction
Development 1 Program

Developing Athletic Abilities / Performance Factors

Learning Objective

• For coaches to develop a clear understanding of what athletic abilities are the most important to train for the game of hockey and at what age and stage is this training appropriate for players.

Athletic Abilities Task #1

• Rate the importance of each athletic ability in hockey

Athletic Abilities Task #2 - 3

• Task 2 - Modify the ratings as necessary
• Task 3 - Gather information on players’ age, stage and developmental category based on physical maturity and other developmental markers.
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Long Term Player Development

- NCCP HIGH PERFORMANCE
  - Excel
  - Train To Win
- NCCP COMPETITION DEVELOPMENT
  - Train To Compete
  - Train To Train
- NCCP COMPETITION INTRODUCTION
  - Learn To Train
  - Learn To Play
- NCCP COMMUNITY SPORT
  - Fundamentals 2
  - Fundamentals 1
  - Discovery

Athletic Abilities Task #4

- What to train given the age & stage (LTPD) and physical development of their athletes

Technical Skills

Learning Objective

- To understand the technical skills of the game of hockey and how they link with tactics of the game.
- To give the coaches the experience of reviewing and refining a skill inventory.
Hockey Development Pyramid

Player Development Pyramid

Hockey’s Skill Inventory

- 5 categories of technical skills:
  - Skating
  - Puck Control
  - Passing / Receiving
  - Shooting
  - Checking

- Skill inventories in the workbook
- Progression in individual skill inventories

Individual Skills

- All Levels
  - Balance and Agility
  - Edge Control
  - Starting and Stopping
  - Forward Skating and Striding
  - Backward Skating
  - Turning and Crossovers
  - Stationary Puck Control
  - Moving Puck Control
  - Stationary Passing and Receiving
  - Moving Passing and Receiving
  - Shooting and Scoring
  - Checking

- Atom vs Peewee
  - Atom - Moving Puck Control
    - Narrow / Wide
    - Open ice carry – Forehand & Backhand
    - Weaving with puck
    - Toe Drag – Front & side
    - Attack the triangle

  - Peewee - Moving Puck Control
    - Narrow / Wide
    - Open ice carry – Forehand & Backhand
    - Weaving with puck
    - Toe Drag – Front & side
    - Attack the Triangle
    - Quick hands
    - Range of Motion
Skills Analysis Task #1

- Review the Skills Analysis Task in the Coach Evaluation guide
- Work through the Analyzing Core Technical Skills table
Individual Tactics, Team Tactics and Transition

Individual Tactics

Learning Objective

- What is an Individual Tactic?
- To understand various individual offensive and defensive tactics and the individual skills required to complete these tactics.

Individual Offensive Tactics

<table>
<thead>
<tr>
<th>Individual Offensive Tactics</th>
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</thead>
<tbody>
<tr>
<td>Slashing a Defend 1 on 1</td>
</tr>
<tr>
<td>Skating fakes and Skating agility</td>
</tr>
<tr>
<td>Body fakes</td>
</tr>
<tr>
<td>Shooting and Passing Fakes</td>
</tr>
<tr>
<td>Puck Protection</td>
</tr>
<tr>
<td>Stick Handling</td>
</tr>
<tr>
<td>Driving to the Net</td>
</tr>
<tr>
<td>Shaking a Defend 1 on 1</td>
</tr>
<tr>
<td>Turn up/ Delays</td>
</tr>
<tr>
<td>Driving to the Net</td>
</tr>
<tr>
<td>Walloots</td>
</tr>
</tbody>
</table>

Screening without the Puck

- Roles of the non-puck carrier
- Availability
- Close support
- Screening
- Clearing an area
- Decoying
Individual Defensive Tactics

Defending 1 on 1
- Positioning
- Closing the gap
- Body contact
- Stall

Defending an Opponent in the Defensive Corner
- Positioning
- Closing the gap
- Body contact
- Contain

Defending along the boards
- Pinning
- Backchecking
- Pinning
- Backside pressure

Individual Tactics Task #1

- Define an assigned individual tactic and explain the individual skills it requires

Team Tactics

Learning Objective

- To understand various Offensive and Defensive team tactics and the individual skills and individual tactics it requires.
Development 1 Program

Principles of Play

Offensive Play
• Pressure
• Puck control
• Support
• Transition

Defensive Play
• Pressure
• Stall/ Contain
• Support
• Transition

Team Tactics

Team Tactics

Entries
• Middle Drive
• Wide Origin
• Wide Entry – high delay
Offensive Zone
• Cycle – up the wall,
• Near side passes,
• Back of the net play
• Turn up/ Delays

Defensive Zone Coverage
• Basic
• Rotation
• Shut vs Overload
Breakouts
• Wheel (no pressure, pressure),
• Quick up no pressure – Long pass

Complete list available on page 69 of the Reference Materials.

Team Tactic - Example
Team Tactic Task #1

- Define an assigned Team tactic and explain the individual skills and individual tactics it requires

Transition

Learning Objective

- Understanding what Transition is.
- To introduce more “game like thinking drills” into our practices.

Transition Progression
Development 1 Program

Transition Progression

Transition Tasks #1 - 2

- Task 1 - Analyze drills
- Task 2 - Describe a transition drill’s key teaching points and execution points

Transition Task #3

- Describe how to incorporate thinking into practices
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Incorporating Goaltending Into Practice

Learning Objective

• To learn how to integrate the goaltender in all practice drills.
• Communication with your goaltenders

Introduction

• Incorporate your goalies into each drill. Give them an individual skill or team concept to focus on (Goalie Purpose)
• Your goalie will improve doing team drills, but if you make time for one drill (10 minutes) per practice, you will be able to give them the attention they deserve.

Hockey Canada’s Approach

Goaltending is a critical aspect of team play and requires direct & consistent unique coaching skills

As forwards and defenders get specific coaching for their respective positions, goalies require the same attention and guided skill development

Goaltending can be broken up into 3 MAJOR SECTIONS found in the Save Cycle

PRE-SAVE / SAVE / POST-SAVE

• PRE SAVE: Maintaining strong visual connection to the puck while moving into the shot line.
• SAVE: The correct save selection/response to the shot
• POST SAVE RECOVERY: Immediate movement to the new shot line to best defend the net if a rebound is produced.
The Save Cycle is comprised of 5 key areas of focus for solid goaltending:

1. Find the Pack (eyes first)
2. Movement (getting into position)
3. Position (stance, angles - square to puck, depth)
4. Save Selection (appropriate to the situation)
5. Pack Control (rebounds and recovery)

The scoring situations are broken down to 10 categories to help the goaltender recognize the situation and select the best way to defend it.

Ten Scoring Situations:

- Clear Shots: An unobstructed shot where the goaltender sees the puck from the release to the net. Goaltenders’ read is player is shooting and will not advance to net or pass puck.
- Entries: All situations where the puck is carried across the blue line into the zone that result in an attempt at the net.
- Net Drives: An in-zone play where the player has the ability to skate the puck all the way to the net or a better scoring area.
- Breakaways: Player is ahead of all defending players with only the goaltender as the last line of defense.
- Rebounds: Second chance to score off of an original shot or attempt at the net.
- Below the Goal Line
- East / West
- Below the Net Line
- Deflections
- Screens
Ten Scoring Situations

- **Low-High / High-Low**: Puck that is passed out (Low-High) or down (High-Low) that generally stays on the same side of the ice.
- **East-West**: Puck that travels across the middle of the ice either passed or carried and forces the goaltender to move laterally.
- **Below the goal line**: A scoring situation that originates along or below the goal line to either near post or far post (walkouts and wraparounds).
- **Deflections**: A shot where the puck changes direction because of impacting a stick or player prior to reaching the net.
- **Screens**: A situation where one or more players from either team disrupts the goaltender’s vision as the puck travels to the net.

Practice Tips

- **Skating**: Goalies should focus on goalie-specific skating (‘C’ cuts, T-Push, Shuffles and Pivots), when not doing so they should join in team skating drills for conditioning.
- **Passing**: Goalies should focus on goalie-specific passing drills when the team is doing passing drills.
- **Space out your shooters**
- **Communicate to goalies what their roles are for certain drills**
- **Game type situation drills**
- **Try to have 3–4 coaches at practice. Whenever your goalies have some idle time, a 3rd or 4th coach can be a great deal of help.**

Team Warm Up Drill:
Goalie Purpose - Skating
Development 1 Program

Team Warm Up Drill: Goalie Purpose

Team Drill: Goalie Purpose – Puck Handling

Team Drill: Goalie Purpose – Eye Skills
**Communication**

- Communicate who is playing the next game
- What is expected of them in game situations
- Feedback
- Goal setting

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**The Role of the Goalie Coach**

Goalie coaches will be most effective when encouraged to do the following:
- Design and implement drills
- Act as a liaison between the goaltenders and the head coach
- Help goaltenders with mental preparation and routine
- Assess game and practice performance to identify strengths and areas of development
- Use video as an effective coaching tool
- Help the goaltenders deal with pressure and poor performances

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**Goaltending Task #1**

- Identify components from a practice that benefit your goaltender I.E spacing shooters, whistle control, rim situations etc.
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ACTION ITEM

• Hockey Canada Network