Hockey Canada / National Coaching Certification Program:

Development 1

2019 - 2020

Development 1
Day 2 Review

A coach must never forget that they are leaders and not merely a person with authority.

– John Wooden

DAY 2

<table>
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<tr>
<th>PLANNING TO TEACH</th>
<th>SEASON</th>
<th>DRILL DESIGN AND PROGRESSIONS</th>
<th>PRACTICE DESIGN</th>
<th>ON-ICE PREP</th>
<th>TOTAL FACILITATION TIME</th>
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<tbody>
<tr>
<td>Seasonal Planning</td>
<td>90 Min</td>
<td>120 Min.</td>
<td>60 Min</td>
<td>30 Min</td>
<td>6.5 Hours</td>
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<tr>
<td>ACTION ITEMS</td>
<td>Safety</td>
<td>30 Min.</td>
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TEACHING TO PLAY

Arena Session / Practice Evaluation / Debrief

150 Minutes

TOTAL FACILITATION TIME

6.5 Hours

PLANNING TO TEACH

• Seasonal Planning
• Drill Design and Progressions
• Practice Design
• On-Ice Prep
Seasonal Planning
Learning Objectives

• To learn how to develop a seasonal plan that reflects the coaches philosophy and the team culture
• To understand how a seasonal plan will assist the coach with planning more effective practices.

Seasonal Planning

• What is a seasonal plan?
  • Describes the coaching culture
  • Prepares team values, vision and goals
  • Checklist of skills, tactics and team play

Seasonal Planning

What are key components of a seasonal plan?

  Technical skills
  Tactics
  Team Systems/Play
  Meetings
  # of games
  # of practice
  Team Goals
  School Priorities
  Coach Education
What are the three phases of a seasonal plan?

- Pre-Competition
  - Selection camp, training camp

- Competition
  - Regular season schedule, tournaments and playoffs

- Transition
  - Tapers and season end

How do we organize a seasonal plan for ongoing evaluation?

Seasonal Planning Task #1

- Review the seasonal plan in the Workbook
Seasonal Planning Task #2

Either
• Re-design the yearly plan in the workbook or
• Develop your own plan

Wrap-up

• Ideas for various age groups in various yearly plan categories

Drill Design and Progressions

Learning Objectives

• To learn and understand the 4-step process to design and conduct a drill.
• To design objectives for the goaltender and skaters in all drills.
• To understand the purpose of designing drill progressions.
• To understand the progressions within the hockey development pyramid.
Design a Drill — 4 Step Process

1. Select the skill or tactic to be learned and know its purpose
2. Select 3 or 4 teaching points to explain
3. Select the demonstration
4. Plan for feedback during the drill

Drill Design: Example

Team Tactic
Task #1

- Step #1: Select an individual skill to be learned and know its purpose
- Step #2: Select 3 or 4 teaching points to explain
- Step #3: Select the demonstration
- Step #4: Plan for feedback during the drill

To be shared with group

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Task #2

- Step #1: Select an individual tactic to be learned and know its purpose
- Step #2: Select 3 or 4 teaching points to explain
- Step #3: Select the demonstration
- Step #4: Plan for feedback during the drill

To be shared with group

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Progressions

- Introduction
  - Teaching the skill in a controlled environment
- Development
  - Reviewing, refining and practicing the skill to develop proficiency
- Application
  - Specificity that simulates game like scenarios
Progressions: Individual Skill
Introduction

- SKATING – TRANSITION: HEELS FIRST
  - Players focus on heels first transition from forward to backward

- SKATING – TRANSITION: TOES FIRST
  - Players focus on toes first transition from forwards to backwards

- SKATING – TRANSITION: RIDE INSIDE EDGE
  - Players focus on transition which allows an aggressive gap but also the possibility of containing

Progressions: Development

- SKATING – TRANSITION SEQUENCE

Progressions: Application

- SKATING – NEUTRAL ZONE AGILITY
Progressions: Application

- SKATING – HALF WALL 1 on 1

Progressions: Team Tactic - Introduction

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

DEFENCEMEN DRILL

Progressions: Team Tactic - Introduction

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

FORWARD DRILL 1
Progressions: Team Tactic - Introduction

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

### FORWARD DRILL 2

![Image](image1)

Progressions: Team Tactic - Development

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

### TEAM DRILL 1

![Image](image2)

Progressions: Team Tactic - Development

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

### TEAM DRILL 2

![Image](image3)
Progressions: Team Tactic - Application

- DEFENCE TO OFFENCE – TRANSITION/REGROUP AND 2 ON 1 ATTACKS

TEAM DRILL 3 –
2 on 1 NZ Regroup

Individual Tactic Task #3

- Design a 3-drill progression to introduce, develop and apply An individual tactic

Practice Design

Learning Objective

- For coaches to be able to effectively design a practice by incorporating the ideas from Classroom Sessions #1 and #2.
Objectives
- Current
- Seasonal Plan
- Based on Schedule
- Based on Individual and / or Team Performance

Use of Staff
- Instruct
- Demonstrate
- Correct
- Detect
- Praise
- Motivate

Ice Utilization
- Safety
- Specificity
- Goaltender Instruction
- Goals of Coaching Staff
- Repetition

Pace
- Timing
- Work – Rest Ratio
- Volume of Work
- Energizer
- Cool Down

Skill Development
- Identify Skills
- Execution Points
- Teaching Points
- Repetitions
- Progressions

Goaltenders
- Skills
- Incorporate in every drill
Practice Design

Use of equipment
- Safety
- Drill Design
- Visual Cues
- Whistle

Teaching and Safety
- Instructional Content
- Review
- Polish / Mastery
- Methodology
- Feedback

Fun
- Small Area Games
- Competition Drills
- Low Organized Games

Task #1
- In groups, design a team’s next practice with a drill progression that includes, progression of individual skills, individual tactics, and a small area game that lead up to the assigned tactic.

Task #2
- In your assigned groups prepare to deliver a three drill progression that you will execute on ice to the larger group.
  - Use previously designed 3 step progression drills
  - Decide on coach responsibilities, ETC.
**ACTION ITEMS**

- Safety (EAP)

**Safety**

**Learning Objective**

- To focus on safety and the role the coach plays in prevention, response and liability.

RM 9: 104-114

**Minimizing the Chance of Injury in Hockey**

- Are we proactive?
- What are the risks?
- What should we do?
Player Medical Information Sheet

- One for each player

Task 1 - Coach Liability

- What is your liability as a coach?

EAP

- Emergency Action Planning
DEVELOPMENT 1

END OF DAY 2