



World Para  
Ice Hockey

World Para Ice Hockey  
**Coaching  
Manual**

November 2017



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## Contents

<b>1 Introduction</b> .....	<b>5</b>
Acknowledgements .....	5
<b>2 The role of the coach</b> .....	<b>6</b>
2.1 Coaches as role models.....	6
2.2 Sports programs providing a positive atmosphere .....	9
2.3 Conclusion.....	10
<b>3 Planning and executing an effective practice</b> .....	<b>16</b>
3.1 The process of planning a practice .....	16
3.1.1 The framework.....	17
3.1.2 The content .....	17
3.1.3 Evaluation.....	19
3.2 Tips for running a quality practice.....	19
3.3 Components of functional practice .....	20
3.4 Methods of teaching.....	22
3.5 Conclusion.....	23
<b>4 Age appropriateness</b> .....	<b>24</b>
4.1 Foundation for development – Create passion for the game.....	24
4.2 Fun, Fun, Fun! .....	24
4.3 Know your players.....	25
4.4 Be creative to your approach: Do not get stale, mix it up .....	25
4.5 Practice planning: Percent of time spent in certain areas.....	26
4.6 Breakdown of skills .....	26
4.7 Skill development for hockey: Build a strong foundation .....	27
4.8 Growth and development: The background.....	28
4.8.1 The Participative/Instructional phase (6 to 11 years of age).....	29

4.8.2	The Transitional phase (11 to 15 years of age).....	29
4.8.3	The Participative/Competitive phase (15 years of age and on) .....	29
4.9	General recommendations .....	31
	Conclusion .....	35
<b>5</b>	<b>Teaching skills effectively.....</b>	<b>36</b>
<b>6</b>	<b>Mental preparation .....</b>	<b>37</b>
<b>7</b>	<b>Concepts of team play – Overview.....</b>	<b>38</b>
<b>8</b>	<b>Breakout.....</b>	<b>40</b>
<b>9</b>	<b>Neutral zone play.....</b>	<b>44</b>
<b>10</b>	<b>Offensive play objectives &amp; concepts.....</b>	<b>47</b>
<b>11</b>	<b>Principles of offensive zone entry.....</b>	<b>50</b>
<b>12</b>	<b>Principles of offensive zone play .....</b>	<b>56</b>
12.1	Offensive zone plays – cycling.....	58
12.2	10 Keys to offensive success.....	60
<b>13</b>	<b>Goal scoring .....</b>	<b>61</b>
<b>14</b>	<b>Principles of defensive hockey.....</b>	<b>66</b>
14.1	Concepts .....	66
14.1.1	Time and space .....	66
14.1.2	Support .....	66
14.1.3	Transition.....	66
14.2	Tracking back into the defensive zone .....	67
14.3	Man and support coverage.....	67
14.4	Low zone coverage.....	68
14.5	Keys to defensive movement .....	70
14.6	Some additional key points.....	73
<b>15</b>	<b>Forechecking .....</b>	<b>74</b>
2-1-2	Spread forechecking system .....	74
2 – 1 – 2	Aggressive forechecking system .....	76



<b>16 Face-offs</b> .....	<b>79</b>
16.1 Introduction.....	79
16.2 Face-off strategies .....	80
16.2.1 Defensive zone .....	80
16.2.2 Offensive zone.....	82
16.2.3 Neutral zone.....	83
16.3 Suggested face-off alignments .....	84
<b>17 Penalty killing</b> .....	<b>85</b>
17.1 Rules to follow on penalty killing.....	85
17.2 Four basic principles.....	85
17.3 Offensive zone forechecking objectives .....	86
17.4 Neutral zone objectives.....	87
17.5 Defensive zone objectives .....	87
17.6 Two-man short coverage .....	89
<b>18 Power play</b> .....	<b>90</b>
18.1 Power play principles .....	90
18.2 Power play breakouts.....	92
18.3 Neutral zone .....	94
18.4 Offensive zone .....	95
18.5 Face offs.....	98
<b>19 The effective use of the goaltender in practice</b> .....	<b>99</b>
19.1 Understanding the position .....	99
19.2 Typical practice .....	100
19.3 Solutions.....	102
19.4 Five ideas to improve your goaltender.....	104
<b>20 Utilizing small games in practice</b> .....	<b>107</b>
20.1 Introduction.....	107
20.2 Organizing small games.....	108

20.3 Skill development from small area games.....	111
20.4 Conclusion.....	113
<b>21 Weight training and conditioning workbook.....</b>	<b>114</b>
21.1 Introduction.....	114
21.1.1 General guidelines about training and safety.....	114
21.1.2 Additional training tips.....	114
21.2 Nutrition .....	115
21.2.1 Food for hockey.....	116
21.3 Flexibility .....	125
21.4 Aerobic/Anaerobic training.....	128
21.5 Plyometrics.....	129
21.6 Speed training.....	135
21.7 Weight training and schedule .....	136
21.8 In-season training schedule.....	140
21.9 Off season program.....	150

## 1 Introduction

Welcome to the *Para Ice Hockey Coaching Manual*. This manual has been written for Para ice hockey coaches of all ages and experience. As you read through these pages you should be gleaning information that is meaningful and age/skill level appropriate to your own coaching situation.

Over the past 30 years the authors of this book have coached at all levels of the game from high school to national and Olympic teams. They have attended countless coaching symposiums as both participants and presenters all over North America and Europe. During this time they have had the good fortune to work and learn from some of the finest coaches in the world. This broad spectrum of coaching experiences and relationships is the foundation on which this manual for Para ice hockey has been written.

No coach should ever presume that his way is the “right way” or the “only way” to go about the process of coaching, irrespective of the sport. After all, there are a few absolutes in coaching, and where they exist, multiple methods are often available to arrive at successful outcomes.

Within these pages you will find information that covers a wide spectrum of coaching topics including philosophy; teaching techniques; practice organization; skill development and team tactics.

Here’s hoping you enjoy the read!

### Acknowledgements

The contents of this book are attributable to a lifetime of experiences in the game of hockey and sports in general. All of the people acknowledged contributed in one way or another to some aspect of this book directly or indirectly.

- |   |  |
|---|--|
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## 2 The role of the coach

Sports can be a fun and an engaging way for children and youth to learn some important lessons about life. Studies suggest that participation in sports can be very beneficial, fostering responsible social behaviours, greater academic success, and an appreciation of personal health and fitness. Participating on a team also can give children or youth an important sense of belonging.

The atmosphere set by organizations, parents, and coaches is a major factor in determining whether or not youth will have a positive experience in a sports program. A “win-at-all-costs” atmosphere can be harmful to a developing youth. Few children possess the talent to play competitive sports at the highest level, most will not grow up to be professional athletes. Therefore, coaches must take the perspective that the primary goals of youth sports are to foster the development of general physical competence and to promote physical activity, fun, life skills, sportsmanship, and good health. Coaches or youth sports programs should have clear positive goals about the sports experience, emphasizing fair play and sportsmanship as well as the skills to be taught and the lessons to be learned. With these goals, the “winning at all cost” attitude that leads to a negative atmosphere is held in check, and the learning process is emphasized.

### 2.1 Coaches as role models

Children and youth learn “how to play the game” from their coaches and parents. These adults are important teachers and role models, and the atmosphere they create determines whether a child’s sports experience is negative or positive. Coaches may have goals for the youth different from those of the youth themselves. Regardless of these goals, it is critical for coaches to nurture a child’s ambitions. Coaches must continuously communicate with children to assist them and support their dreams. A coach is one who teaches a team of players or athletes. As a teacher, a coach needs to be aware that what he or she says and does in this role can have an important impact on the youth. It is important that coaches monitor their own behaviour when working in youth sports. Coaches should establish learning goals for their players and for their team. These goals should be about having fun, learning new skills, and developing friendships; they should not be about winning. Coaches can determine if their behaviours are too focused on winning and competition by asking the following questions:



- How do I speak with my players? Do I scream or yell at them often? Or do I talk with them and help them understand their mistakes?
- Do I show respect to officials? Have I ever blamed a loss on an official?
- Do I promote dislike between two teammates to motivate them?
- Do I treat my players differently after a loss than after a win?
- Do I provide team members playing time regardless of how well they do?

The answers to these types of questions will enable coaches to determine if their approach is developmentally appropriate. If coaches find themselves yelling at players, blaming officials for losses, giving preferential treatment to certain players, and/or giving unequal playing time, they may want to re-evaluate their style.

Positive coaches are supportive of their players; that is, they reinforce good skills and encourage youth who make mistakes. To reinforce good skills, coaches should be specific in their praise, not general. For example, a coach who tells a ten-year-old player, “Nice job stickhandling the puck down the ice,” is providing supportive and specific information, as opposed to the coach who simply says, “nice job.” Positive coaches are also instructive; that is, they spend time with players to show them how to correct their mistakes.

## **Characteristics of positive coaching as developed by the National Association for Sport and Physical Education are:**

- Players come first
- Positive coaches see themselves first and foremost as educators. They enjoy the sport and they love teaching
- A positive coach understands the developmental stages of children and youth and uses developmentally appropriate coaching strategies
- Positive coaches develop character as well as skill
- Positive coaches make use of “teachable moments.” These are game situations in which something significant has just happened (e.g. a nasty foul, a false start, or an accidental collision). Coaches who stop the game and ask their players to think about how they could have behaved in that situation are taking advantage of a teachable moment. Using these teachable moments can build positive character traits in athletes such as determination, courage, empathy, and commitment
- Positive coaches foster mastery of skills
- Positive coaches have strong technical knowledge about the sport. They use skill-building drills during practice, reinforce correct skills, and correct mistakes. Positive coaches give technical feedback to youth in an encouraging way. Positive coaches demonstrate technical skills, because children 5 to 12 years old have a difficult time learning through verbal instructions
- Positive coaches foster internal motivation
- Positive coaches encourage players to develop internal motivation, rather than rely on external punishments and rewards. Positive coaches listen closely to their players to tap into their internal motivation
- Positive coaches foster critical self-observation skills
- Positive coaches help a child discover answers to problems by facilitating the child’s problem solving. They ask questions like, “How was that for you?” “How did you feel doing that?” “What did you notice while you were doing that?”
- Positive coaches focus on the learning process
- They focus on skill development rather than on the outcome of winning
- Positive coaches reward skill improvement
- Positive coaches treat their players with respect
- They do not attempt to motivate through fear, intimidation, or shame

- Positive coaches remain positive in good times and bad times. They gain the cooperation of their players through encouragement, and treat them as partners working together to achieve their goals
- Positive coaches honour the game
- Positive coaches love the sport and share their love of the sport with their players
- Positive coaches show respect to their opponents, knowing that a worthy opponent will push them and their team
- Positive coaches understand the important role the officials play and strive to show respect, even when they do not agree with the official decisions
- Positive coaches demonstrate personal integrity and would rather lose than dishonour the game and their players.

## 2.2 Sports programs providing a positive atmosphere

The goal of Para ice hockey programs is to teach youth life's important lessons and to help them develop personal competencies. As coaches, you have an important role to play in influencing sports programs and organizations. Listed below are some important strategies that youth hockey programs and organizations can employ to promote a positive climate.

- Be inclusive so that everyone has a chance to sign up and to play
- Have educational workshops for coaches to increase their knowledge about the development of children
- Provide to players, parents, coaches and officials a clear code of conduct that is enforced. In addition, develop a clear written method for dealing with conflict
- Balance teams so they are more equally matched in terms of skill level
- Involve youth in developing and implementing the youth program. Encourage youth to be a part of the decision-making process, and listen to them carefully
- Finally, programs should be conducted on a youth model rather than an adult/professional model. The main reasons that youth aged five to seventeen play sports are to have FUN and to spend time with their friends. When children play informally, they follow certain roles. First, the sport must be action-filled. Second, everyone must participate regardless of skill level. "Do-overs" are acceptable and keep the less-skilled players engaged. Third, the sport must be exciting. In fact, most of the time, games are organized not to determine a winner but to promote excitement. For example, if scores are being kept, rule modifications are encouraged and often serve to keep the game close and exciting.

### **2.3 Conclusion**

When we are caught up in competition, it is easy to lose sight of the fact that sports are supposed to be a FUN, rewarding, and learning experience for youth. As a coach, keep this in mind when you are providing opportunities for children, so they can get the most from their experience.



## Checklist of coaching effectiveness

Directions: Rate the degree to which each of the listed actions occurred during practices and/or game situations. Use the following 5 point scale where:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

### Coaching role

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The benefits (skill, knowledge, fitness) and costs (time, money, injury, etc.) of participation in hockey were clearly in mind during planning and coaching time. | 1 | 2 | 3 | 4 | 5 |
| 2. My primary purpose for coaching was to maximize the benefits of participation in hockey for all the players.  | 1 | 2 | 3 | 4 | 5 |
| 3. I used the information on benefits of participation and costs of participation to clarify my goals for the season.  | 1 | 2 | 3 | 4 | 5 |

### Organization

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4. I completed a written draft of season goals and objectives to guide the conduct of my practices.   | 1 | 2 | 3 | 4 | 5 |
| 5. I consciously decided which objectives must be emphasized in the pre, early, mid and late season.  | 1 | 2 | 3 | 4 | 5 |
| 6. Objective for developing each practice were drawn from those identified and sequenced from pre to late season, and entered on a season calendar. | 1 | 2 | 3 | 4 | 5 |
| 7. The objectives selected for my season plan were consistent with the age recommendations for our N-G-B-.  | 1 | 2 | 3 | 4 | 5 |
| 8. The amount of practice time allocated to each objective was appropriate.   | 1 | 2 | 3 | 4 | 5 |

### Skills, strategies

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 9. I was sufficiently familiar with the need for each skill included in my practices and clearly communicated its purpose and described how it is to be executed to my players. | 1 | 2 | 3 | 4 | 5 |
| 10. I was able to visualize and recognize the key elements of performance that were present or missing in my players and used them as the basis for my instruction.             | 1 | 2 | 3 | 4 | 5 |
| 11. I was familiar with the common errors of skill execution and used the players' suggestions for coaching to plan my practices.   | 1 | 2 | 3 | 4 | 5 |
| 12. I clearly communicated the key points or key elements to be learned for each objective included in my practices.  | 1 | 2 | 3 | 4 | 5 |
| 13. Practice on an objective was initiated with a brief rationale for why perfecting that skill was important.  | 1 | 2 | 3 | 4 | 5 |
| 14. Instruction on one or more "key elements" of an objective was preceded by an evaluation of player abilities.  | 1 | 2 | 3 | 4 | 5 |
| 15. Instruction did not continue without player attention.  | 1 | 2 | 3 | 4 | 5 |
| 16. Practice on an objective provided each player with many practice trials.  | 1 | 2 | 3 | 4 | 5 |
| 17. Accurate feedback was closely associated with each practice trial and was regularly given.  | 1 | 2 | 3 | 4 | 5 |
| 18. Monitoring player achievement of objectives continued through all practices and games.  | 1 | 2 | 3 | 4 | 5 |
| 19. Performance expectations set for the players were realistic and attainable.   | 1 | 2 | 3 | 4 | 5 |
| 20. I communicated through actions and words that I expected each player to succeed in improving their level of play.   | 1 | 2 | 3 | 4 | 5 |
| 21. My practice would be characterized by others as orderly, safe, business-like and enjoyable.   | 1 | 2 | 3 | 4 | 5 |
| 22. I grouped my players in accordance with their different abilities to practice the objectives and appropriate "key elements" included in the practices.                      | 1 | 2 | 3 | 4 | 5 |
| 23. Practice sessions were organized to maximize the amount of time that players were practicing "key elements" of skill.   | 1 | 2 | 3 | 4 | 5 |
| 24. Objectives were broken down as necessary to allow players to achieve them in several successful small steps   | 1 | 2 | 3 | 4 | 5 |

25. I asked my players questions to determine if they understood the objectives and/or instructions. 1 2 3 4 5
26. Players sensed a feeling of control over their learning which resulted from my emphasis on effort and encouragement. 1 2 3 4 5
27. My practices were pre-planned and included written objectives, time, activities, drills and equipment needs. 1 2 3 4 5
28. I evaluated my practices and incorporated appropriate changes for subsequent practices. 1 2 3 4 5
29. The instructional activities and/or drills I used were selected to provide a setting for achieving one or more objectives. 1 2 3 4 5

### **Motivation**

30. My practices and games resulted in the players achieving many of their goals for participation in hockey. 1 2 3 4 5
31. I taught the players how to realistically define success in hockey. 1 2 3 4 5
32. An expert would agree (upon observing my practices) that I effectively use a positive (vs. negative) coaching approach. 1 2 3 4 5
33. I helped my players set realistic goals. 1 2 3 4 5

### **Communication**

34. There was no conflict between the verbal and non-verbal messages I communicated to my players. 1 2 3 4 5
35. I facilitated communication with the players by being a good listener. 1 2 3 4 5

### **Discipline**

36. Accepted behaviours (and consequences of misbehaviour) were communicated to players at the beginning of the season. 1 2 3 4 5
37. Players were involved in developing (or confirming) team rules. 1 2 3 4 5
38. Enforcement of team rules was consistent for all players throughout the season. 1 2 3 4 5

### **Involvement with parents**

39. Parents of the players were a positive, rather than a negative, influence on player achievement of the season objectives. 1 2 3 4 5

- |   |           |
|---|-----------|
| 40. When asked to help with a specific task, the parents of the players responded positively.   | 1 2 3 4 5 |
| 41. Each parent learned something significant about their child and/or the game of hockey.  | 1 2 3 4 5 |
| 42. I communicated to the parents my purpose for coaching and the responsibilities I have to the team.  | 1 2 3 4 5 |
| 43. I communicated to the parents the responsibilities of parents and players to the team.  | 1 2 3 4 5 |
| 44. Parents were well informed of the purpose of hockey, potential injuries, practice and game schedules, equipment needs and other information necessary to successful play. | 1 2 3 4 5 |

### Conditioning

- |  |           |
|--|-----------|
| 45. The physical conditioning procedures I used were appropriate for the age of the players.   | 1 2 3 4 5 |
| 46. Where appropriate, I conducted practices to improve the aerobic and anaerobic energy production systems of the players.                      | 1 2 3 4 5 |
| 47. Where appropriate, I conducted practices to improve the muscular system fitness of the players.  | 1 2 3 4 5 |
| 48. I routinely used a systematic warm-up prior to practices and games.  | 1 2 3 4 5 |
| 49. I routinely used a systematic cool-down after practices and games.   | 1 2 3 4 5 |
| 50. Where appropriate, the intensity, duration and frequency of my practices overloaded the muscular and energy systems in a progressive manner. | 1 2 3 4 5 |
| 51. My conditioning work appropriately simulated the conditions of practice and play.  | 1 2 3 4 5 |

### Injury prevention

- |   |           |
|---|-----------|
| 52. I followed all recommended procedures designed to prevent injuries associated with the use of improper equipment. | 1 2 3 4 5 |
| 53. I implemented the recommendations for preventing injuries associated with facilities.                             | 1 2 3 4 5 |
| 54. I maintained good control of my players while they were in the arena.   | 1 2 3 4 5 |



55. I did not use contraindicated exercises in the warm-up and cool-down periods. 1 2 3 4 5

**Care of common injuries**

56. I effectively administered first aid as needed. 1 2 3 4 5

57. I established and followed appropriate emergency procedures as they were needed. 1 2 3 4 5

58. I obtained the information necessary to appropriately care for individual players. 1 2 3 4 5

59. I had a well stocked first aid kit at each practice and game including player medical history information. 1 2 3 4 5

60. I have a record of each injury that occurred during the season. 1 2 3 4 5

**Rehabilitation of injuries**

61. I appropriately supervised the rehabilitation of those players who did not need the services of a physician. 1 2 3 4 5

62. None of the players experienced a recurrence of an injury that could be attributed to inappropriate rehabilitation. 1 2 3 4 5

**Prevention of liability events**

63. I completed the six obligations I have as a coach to preclude liability from injuries. 1 2 3 4 5

64. I am knowledgeable about the type and frequency of injuries that commonly occur. 1 2 3 4 5

65. I completed an evaluation of player improvement in the performance areas included in my season plan. 1 2 3 4 5

66. I identified the coaching actions (inactions) that appeared most closely related to unmet player expectations. 1 2 3 4 5

67. I made the changes in coaching action needed to improve my coaching effectiveness. 1 2 3 4 5

Please use the following guidelines to determine your level of proficiency as a youth coach. It is suggested that you rate your effectiveness at least twice during each season.

Total points possible - 335pts.

If you scored:

300 - 335.....Excellent

250 - 299.....Good

201 - 249.....Average

200 or below.....Need Improvement

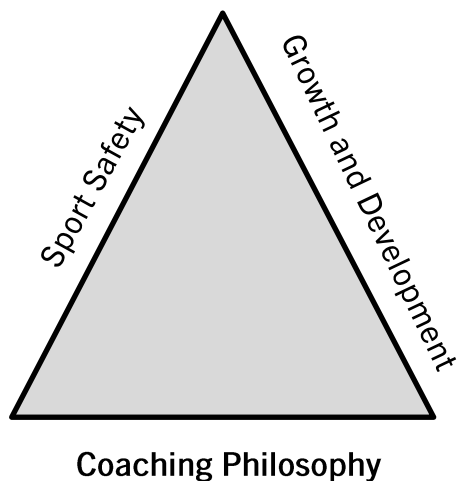
### 3 Planning and executing an effective practice

Planning is an essential part of any successful activity. Coaching is no exception, if you and the participants in your program are to achieve the goals you set together, you need to know where you are headed and what you have to do to get there. Planning is NOT complicated. Rather, it is a simple matter of determining priorities and deciding how and when to act on them. But how should you plan? What are the building blocks of a good practice? The purpose of this lesson is to give you some basic information on what goes into planning an effective practice.

#### 3.1 The process of planning a practice

Planning a practice is a three-stop process:

- Setting the framework of the individual practice
- Deciding on the content of the individual practice
- Evaluating the individual practice



### 3.1.1 The framework

The first step in planning a practice is to establish its framework – to take into account the general factors affecting the practice. In particular, you need to think about the following:

**Your personal coaching philosophy:** What you do as a coach is simply your coaching philosophy in action – it affects every practice you run.

**Growth and development considerations:** People’s physical, intellectual, social, and emotional capacities are always changing, and what you expect of participants in an individual practice **MUST** reflect their current level.

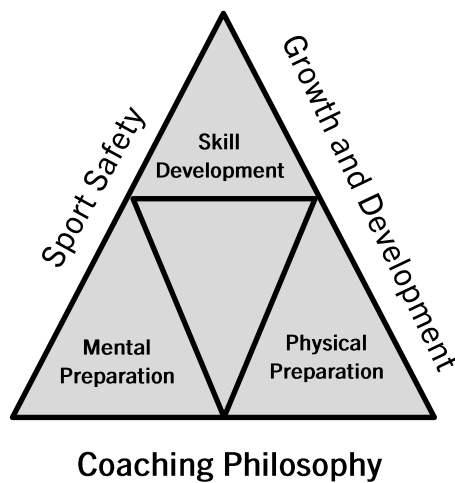
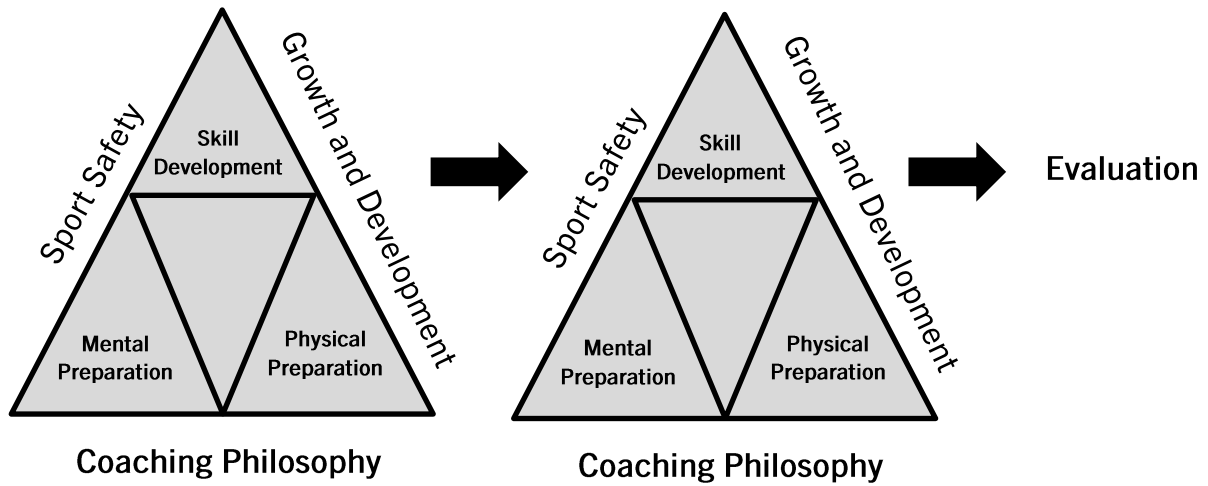
**Sport safety:** Before every practice, you must make sure that the practice environment is safe.

### 3.1.2 The content

The second step in planning a practice is deciding on the content of the individual practice. Such content consists of the following:

- Skill-development activities
  - Skill-development activities are activities that develop technique.
- Physical preparation
  - Physical preparation refers to the physical activities that make up a practice – training the energy systems, working on strength and flexibility, warm-ups and cool-downs.
- Mental preparation
  - Mental preparation refers to the development of certain tactics and strategies.

Closely associated with all these activities is the overall analysis of skills – how you observe and analyze participants’ performance.



Practice Plan + Evaluation = Next Practice Plan



### 3.1.3 Evaluation

The third step in planning a practice is evaluation: Gathering specific information about practices and using this information to plan the next practice. This step is crucial, because it allows you to base practices on what you know about previous practices – and so ensures that you plan sound practices.

“Even if you’re on the right track, you’ll get run-over if you just sit there” - Will Rogers from the book “The Edge”

## 3.2 Tips for running a quality practice

Quality instruction is built on six basic principles:

1. Planning what you want to achieve
2. Effective drills
3. Progressional teaching
4. Observing
5. Motivating your players
6. Success in learning by your players.

All practices should follow these fundamental steps:

- Set specific objectives for practice
- Plan the practice with assistant coaches and discuss with players before going on the ice
- Begin with a proper warm-up, starting with stretching in the dressing room and/or on the ice
- Teach and practice new skills and plays early in the practice before players become tired
- The practice should conclude with fun drills which improve players’ conditioning and skills
- After practice, you should evaluate its effectiveness by getting feedback from players and assistant coaches.

Here are more essential ingredients of a quality practice:

- Make FUN a priority
- Utilize the 100% rule: 100% use of the ice, 100% player participation, 100% effort and 100% coach control
- Keep players active, not passive
- Give clear, concise instructions

- Give positive feedback to team and individuals
- Treat all players equally
- Focus on practicing a few areas well rather than trying to cover many areas
- Arrive at the arena early and insist that players are punctual.

### 3.3 Components of functional practice

- Coaching initiatives
- Practice concepts
- Technical skill concepts - The athlete
- Tactical skill concepts - Team play

#### 1. Coaching initiatives

- Multi-task
- Stretch
- Inspire
- Reward
- FUN

While you should establish objectives for your practice such as skill and fitness development, don't forget the main reason players participate is for enjoyment. FUN can be an element in every component of your practice, including the warm-up, instruction, skill practice and fitness. Just because a game or drill is FUN, does not mean it is unrelated to objectives like skill development. Games can be designed to incorporate fundamental skills such as skating, puck control and checking. Even during FUN drills, always use the 100% rule: 100% use of the ice, 100% player participation, 100% effort and 100% coach control.

#### 2. Practice concepts

- Ice utilization
- Work: Rest ratios
- Duration of drills
- Fundamental skill objectives

Understanding game characteristics:

- Speed
- Tight area game
- East-West vs. North-South

- Puck support vs. Positional play
- Transition
- Loose pucks abound
- Game of possession
- 1 vs. 1 battles

### **3. Technical skill concepts – The athlete**

Pre-requisite hockey skills:

- Physical skills
- Skating/shooting
- Passing/receiving
- Puck-handling

Intellectual skills:

- Decisions with and without the puck
- Awareness
- Recognizing threats/opportunities
- Exploitation

### **4. Tactical skill concepts - Team play**

Capturing game characteristics in practice

Tactical skills – The team:

Concepts of team play:

- Offensive concepts
  - Speed
  - Possession
  - Pursuit
  - Puck Support
- Defensive concepts
  - Coverage
  - Support

Technical skill concepts - The athlete:

Skating:

- Circles (Figure 8's)
- Peanuts (Transition)

Passing/Receiving:

- Support – be an option for puck carrier (passing lanes)
  - Timing
  - Proper support routes
- Resistance/Possession games

Puck-handling:

- Tight areas
- Deception techniques – delay/escapes/dekes/cut-backs/wide dribbles/use of body

Shooting:

- Incorporate scoring attempts

Hockey sense: Intellectual aspect

- Small games
  - Decision training – Teach players to think and execute faster
  - Place conditions on games
  - Recognize threats/opportunities
- Situations: game-like scenarios

### 3.4 Methods of teaching

Fundamental skill drills:

- Emphasis on speed
- Incorporate options
- Situations
- Simulate game-like scenarios
- Add/remove players during drill- awareness & exploitation

Small games:

- Decision training

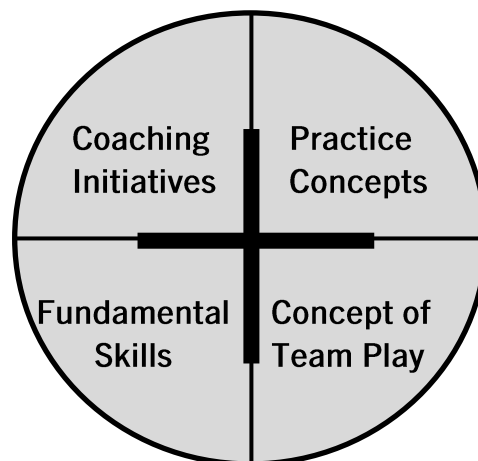
#### Teaching tips:

- Practice doing things correctly
- Stop the drill and correct if execution is improper
- Coaches learn just as much from the players as players learn from the coaches
- Is the drill accomplishing the objective?
- Are the players being challenged?
- Do not be afraid to make adjustments

### 3.5 Conclusion

- The coach is primarily responsible for creating the environment in which our kids participate
- Fundamental skills are the tools players need to master in order to execute team strategy
- Game Specific – “Practice how you play”
- Implement the development model vs. pro sports model of win at all costs.

### Formula for a functional practice



“The most wonderful thing about sports is that it allows us to care passionately about something that really doesn’t matter!” – Winnipeg Free Press

## 4 Age appropriateness

### Introduction

Certain changes occur as people grow and develop, and these changes, also called stages of development, affect every aspect of life and sport. As a coach, you need to know what these various stages are and how they affect performance in sport.

Participants in sport go through several stages of development. Stages of physical development influence the ability to perform skills, and stages of emotional development affect the kind of competition participants are capable of.

It is a good idea to adapt sports to reflect these various stages of development. In particular, it is very important to take participants' physical, emotional, cognitive and social capacities into account when planning activities. Moreover, only by making such adaptations can you help participants progress through sport in the way that best suits them.

### 4.1 Foundation for development – Create passion for the game

1. Build an environment where your players learn to love the game
2. We lose too many players in the early years because of the lack of fun and positive experiences in the initial years of playing hockey
3. Have your players embrace a role model, it doesn't have to be a professional player it may be an older player within their organization
4. Follow this quote and you will win over players' hearts and minds:
  - Flatter me, I may not believe you.
  - Criticize me, and I may not like you.
  - Ignore me, and I may not forgive you.
  - Encourage me, and I will never forget you.

### 4.2 Fun, Fun, Fun!

1. Do not worry about the end result; focus on the steps to achieving the ultimate goal which should be to make your players better
2. In order to achieve the ultimate goal your players need to enjoy what they are doing. Let them have fun
3. Many of the most enjoyable drills or games used in practice also look the worst from the stands, stay committed to the goal. You will see very positive results if you stay true
4. Keep the players busy, try to stay away from too much standing in lines and watching one or two players doing a drill. Get as many players as you can involved at the same time



5. Smiles and laughter go a long way to developing not only good players, but also good people
6. As the coach, it is important that you come to the rink with a smile and a large dose of enthusiasm.

#### **4.3 Know your players**

1. At the younger levels you may have a wide variety of skill levels as well as different abilities to grasp what you are trying to teach. Do not have players gather around a coaching board at the younger levels and try to keep it simple yet exciting to keep their attention.
2. Try to keep it simple and be patient with the group's ability, give them enough time to experience it and learn from themselves and each other.
3. Try not to spend a great deal of time explaining a drill or technique. The more time the players have experiencing it, the better they will become. With the younger players, get down low and speak to their level, look them in the eyes and allow them to see your face when you are speaking.
4. Remember, you will have all various types of learners, do not be afraid to have one of your better players demonstrate or ask an older role model to come to your practices if you are not accomplished at a particular skill. It is great for the players to have a "rabbit" to chase.

Do not allow the fact that you may not be able to perform a skill detour you from teaching it to your players.

#### **4.4 Be creative to your approach: Do not get stale, mix it up**

1. The biggest mistake most coaches make is not trying something different. By doing the same drills practice after practice you will not only stunt the growth of players you will also lose many of them. Be creative, get the players involved especially at the older levels, ask them for input on what they would like to work on or have them come up with some new drills or games.
2. The big challenge is to keep your players attention. By changing up the practices and showing them different drills and games you will force your players to become better thinkers as well as keeping their interest and excitement levels high.

#### 4.5 Practice planning: Percent of time spent in certain areas

As you can see by the attached practice plan outline, I am a big proponent of cross-ice or small area games. I would suggest that you use the outline for your practice plans and by doing so you will see a dramatic difference in the development and enjoyment of your players. By following this plan you will allow your players to have fun along with giving them some responsibility in their development. Cross-ice games are a great way to teach skills and many other components of being a good hockey player while having fun doing it.

#### 4.6 Breakdown of skills

##### Ages 5-9

- Build a strong passion for the game
- Solid foundation of all the skating skills
- Solid foundation of all the passing and stick handling skills
- Some basic shooting skills, wrist shot and backhand
- Good grasp of play without the puck (support)
- Do not be concerned with specific positions
- Do not have permanent goalies if possible.

##### Ages 10-12

- Continue working on skating, passing and stick handling
- Teach proper technique of all shots
- Continue working on play without the puck
- Do positional skill practices that are specific to all positions
- Start to get more serious with the goaltenders
- Introduce checking skills, angling and proper body positioning.

##### Ages 12-15

- Continue to work on the big three: Skating, passing and stick handling
- Continue to work on play without the puck (support)
- Continue specific positional skill work
- Teach how to check and how to take a check properly
- Be aware to the goaltenders needs and skill development.

Practice plan outline				
Age	5-9	10-12	13-15	Your team
Skill drills	50%	50%	40%	
Flow drills	0%	10%	10%	
Cross ice teaching games	50%	30%	30%	
Game like drills (1V1, 2V1, etc.)	0%	5%	10%	
Full ice game	0%	5%	5%	
Special teams	0%	0%	0%	
Systems	0%	0%	0%	
Special drills for goaltenders	0%	0%	0%	
Where are you with your team?				

#### 4.7 Skill development for hockey: Build a strong foundation

1. At the younger levels it is important to build a strong foundation of the basic skills. Strong skaters will always have much more success in hockey, so it is important to teach players how to skate properly.
2. The following is a good progression for teaching a skill:
  - Show or explain to the players the proper technique
  - Have them do it in a drill
  - Set-up a game to reinforce it and have some fun while improving their skill level. Put rules on the game that will force the players to use the skill in a competitive game like setting.
3. Skating is most important with the other skills being passing, stick handling, shooting, play off the puck (support). Angling and body positioning for the middle ages is very important for the transition to the checking game.

4. Set expectations and goals that force your players to do things the right way and to get them to work as hard as they can. Reward hard work and proper technique with fun activities and games.

#### 4.8 Growth and development: The background

In growth and development, it helps to be familiar with certain terms and findings. Basic terms are defined, and basic findings are presented in the following sections.

**Chronological age** - age measured in calendar years

**Cognitive development** - the development of the ability to interpret and process information

**Development** - an increase in skill and complexity of function that occurs as part of progress toward maturity

**Developmental age** - age measured in terms of the capacity to perform specific tasks

**Emotional development** - the development of self-concept

**Growth** - an increase in physical size of the whole or any of its parts, dimensions, or tissues that occurs as part of progress toward maturity

**Maturation** - the emergence and attainment of maturity of body structures, behavioural characteristics, and intellectual capacity

**Participative/Competitive phase** - the time period, from about 15 years of age on, during which individuals progress into the adult world of sport. The full skill is performed, and competition is more frequent and challenging than in earlier phases.

**Participative/Instructional phase** - the time periods, from approximately 6 to 11 years of age, during which individuals participate in various sports and activities and learn to interact with their peers.

**Physical development** - the growth and development of the body's muscles, bones, and energy systems.

**Skeletal age** - a measure of the physical maturity of the skeleton determined by the degree of ossification of the bone structure. Skeletal age is normally assessed by an X-ray of the hand and wrist.

**Social development** - the development of relationships with peer groups and the adult world

**Transitional phase** - the time period, from about 11 to 15 years of age, during which individuals make the transition from the world of the child to that of the adult. During this period,

individuals undergo major physical, social, cognitive, and emotional changes that affect all aspects of life, including participation in sport.

As they mature, participants go through three developmental phases: the participative/instructional phase, the transitional phase and the participative/competitive phase. There are also individual differences, differences between the growth patterns of males and females, and differences between chronological and developmental age.

#### **4.8.1 The Participative/Instructional phase (6 to 11 years of age)**

During this phase, participants:

- Acquire the physical, cognitive, and social skills necessary for proficiency in games
- Start to understand the idea, function and arbitrary nature of rules in games
- Improve their perceptual motor skills, such as hand-eye coordination
- Learn to interact with peers
- Start formulating a self-concept
- Develop a system of conscience, morality and value judgments.

#### **4.8.2 The Transitional phase (11 to 15 years of age)**

During this phase, participants:

- Develop the social, cognitive, language and motor skills necessary for individual and group participation
- Adapt to the physical and physiological changes affecting their body
- Establish senses of independence and identification
- Acquire the moral concepts, values, and attitudes that make it possible to relate meaningfully to society
- Participate in competitive sport. Note, however, that intense competition is not recommended until the latter part of this age group.

#### **4.8.3 The Participative/Competitive phase (15 years of age and on)**

During the participative/competitive phase, participants:

- Reach full skeletal maturity and their final height
- Improve their communication and social skills
- Become more independent.

### Individual differences

There is wide variation in the rate at which children grow - as the differences in height and weight of children of the same age show. Moreover, as children grow toward adolescence, the differences among individuals increase.

### Differences between the growth patterns of males and females

The growth patterns of males and females are similar during infancy and childhood, but quite different during adolescence. For example, females under 12 are slightly shorter than males of the same age, but females 12 to 14 are slightly taller than males of the same age. A similar pattern holds for weight – there is no discernible difference between the weight of males and females during childhood, but females 11 to 15 often weigh more than males of the same age, and male 15 to 18 usually weigh more than females of the same age.

### Differences between chronological and developmental age

A young person’s developmental age can differ significantly from his or her chronological age - by as much as two years in either direction. For instance, a child 10 years old in calendar years could be anywhere from 8 to 12 in developmental age. The following chart gives some examples of differences between chronological and developmental age.

Chronological Versus Developmental age		
Chronological age	Developmental age (Range)	
	Girls	Boys
5	3.6 years - 6.5 years	
8	6.5 years - 9.3 years	6.1 years - 9.7
10	7.9 years - 12 years	8 years - 11.9

#### **4.9 General recommendations**

The following chart presents:

1. General recommendations on skills, strategies, tactics, modifications of games and activities, and degree of competition for those in the participative/instructional phase
2. Recommendations for the transitional phase
3. Recommendations for the participative/competitive phase.

It is important to use the information in these three charts in your day-to-day coaching. In using these charts, take into account the individual participant's growth and development characteristics. Knowing and applying this information is one of the best things you can do to help participants develop optimally in both sport and life.



## General recommendations for coaches of participants 6 - 11 years of age (Participative/Instructional phase)

Skills	Strategy/Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none"> <li>▪ Present skills that are               <ul style="list-style-type: none"> <li>- simple, not complex</li> <li>- large muscle motor skills, not fine muscle motor skills</li> <li>- not harmful to the growing body</li> </ul> </li> <li>▪ Present activities conducive to aerobic fitness</li> <li>▪ Practice flexibility skills</li> <li>▪ Emphasize development of body awareness and movement patterns</li> <li>▪ Teach relaxation techniques</li> <li>▪ Emphasize the development of               <ul style="list-style-type: none"> <li>- confidence</li> <li>- self-esteem</li> <li>- peer interaction and cooperation</li> </ul> </li> <li>▪ Emphasize               <ul style="list-style-type: none"> <li>- having fun</li> <li>- putting winning and losing into perspective</li> <li>- making 100% effort</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement simple strategies that encourage participants to take part in the activity and practice their skills</li> <li>▪ Emphasize learning skills, not learning strategy and tactics               <ul style="list-style-type: none"> <li>- winning is not a critical factor</li> </ul> </li> <li>▪ Use soft background music - it presents a positive environment for participants learning new skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play simple, modified versions of the activity (e.g. mini games)</li> <li>▪ Use modified scaled-down equipment</li> <li>▪ Base success on multiple incentives, not just the win/loss column</li> <li>▪ Avoid specialization in position or event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balance the degree of competition</li> <li>▪ Use low-key competition</li> <li>▪ Do not promote out-of-town competition, league standings and playoffs</li> <li>▪ Allow girls and boys to compete together</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop lifelong skills outside sport (e.g. music, outdoor skills)</li> <li>▪ Participate in lifetime sports (e.g. skiing, curling)</li> <li>▪ Participate in other sports that compliment the activity of the sport</li> <li>▪ Develop healthy diet habits</li> </ul>

### During this phase participants:

- Acquire the physical, cognitive, and social skills necessary for proficiency in games
- Start to understand the idea, function and arbitrary nature of rules in games
- Improve their perceptual motor skills, such as hand-eye coordination
- Learn to interact with peers
- Start formulating a self-concept
- Develop a system of conscience, morality and value

## General recommendations for coaches of participants 11 - 15 years of age (Transitional phase)

Skills	Strategy/Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none"> <li>▪ Teach more intricate, refined skills</li> <li>▪ Present activities conducive to aerobic fitness (in early stages of this phase)</li> <li>▪ Train both aerobic and anaerobic systems in the later stages of this phase</li> <li>▪ Teach only submaximal strength training</li> <li>▪ Practice flexibility skills</li> <li>▪ Continue to teach and practice relaxation techniques</li> <li>▪ Practice coping strategies</li> <li>▪ Develop precompetitive and competitive strategy sheets</li> <li>▪ Practice concentration techniques</li> <li>▪ Continue to build the participant's               <ul style="list-style-type: none"> <li>- confidence</li> <li>- self-esteem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce more intricate strategies and tactics</li> <li>▪ Emphasize that winning is still not a critical factor</li> <li>▪ Introduce individual and group goal setting</li> <li>▪ Use multiple incentives to motivate participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a modified or scaled-down version of the activity in the early stages of this phase, the full game or activity toward the end of this phase</li> <li>▪ Do not promote specialization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommend well-structured competitive situations</li> <li>▪ Use tournament competition and exhibition games</li> <li>▪ Use league standings and playoffs only in the late stages of this phase</li> <li>▪ Separate girls and boys in competition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop lifelong skills outside sport</li> <li>▪ Continue to participate in lifetime sports and sports that compliment the main sport(s)</li> <li>▪ Continue to develop healthy diet habits</li> </ul>
<p><b>During this phase participants:</b></p> <ul style="list-style-type: none"> <li>▪ Develop the social, cognitive, language and motor skills necessary for individual and group participation.</li> <li>▪ Adapt to the physical and physiological changes affecting their body.</li> <li>▪ Establish senses of independence and identification.</li> <li>▪ Acquire the moral concepts, values and attitudes that make it possible to relate meaningfully to society.</li> <li>▪ Participate in competitive sport. Note, however, that intense competition is not recommended until the latter part of this age group.</li> </ul>				

**General recommendations for coaches of participants 15 years of age on (Participative/Competitive phase)**

Skills	Strategy/Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none"> <li>▪ Teach and refine all skills of the sport</li> <li>▪ Train both the aerobic and anaerobic systems</li> <li>▪ Follow a strength training program</li> <li>▪ Practice flexibility skills</li> <li>▪ Foster athlete self-dependence and responsibility</li> <li>▪ Continue to teach and practice relaxation techniques</li> <li>▪ Practice and refine coping strategies</li> <li>▪ Continue to develop and refine precompetitive and competitive strategies</li> <li>▪ Practice and refine concentration abilities</li> <li>▪ Continue to build the participant's               <ul style="list-style-type: none"> <li>- confidence</li> <li>- self-esteem</li> </ul> </li> <li>▪ Continue to emphasize 100% effort</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach and refine all the strategies and tactics of the sport</li> <li>▪ Stress winning as a major goal</li> <li>▪ Continue to use individual and group goal setting</li> <li>▪ Use multiple incentives to motivate participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play the full game or activity rather than a modified version</li> <li>▪ Emphasize specialization of position or event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in demanding, high level competition</li> <li>▪ Use league standings and playoffs where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop lifelong skills outside sport</li> <li>▪ Continue to participate in lifetime sports and sports that compliment the main sport(s)</li> <li>▪ Continue to develop healthy diet habits</li> </ul>

**During this phase participants:**

- Reach full skeletal maturity and their final height.
- Improve their communication and social skills.
- Become more independent.

## Conclusion

The skills, strategies, tactics, games and activities you plan for participants must reflect their developmental age; otherwise, they may leave sport and never benefit fully from it. The need to adapt activities, skills, tactics, etc. to the capacities of the individual participant cannot be overstated.

## 5 Teaching skills effectively

The overall process of analyzing skills has three distinct steps:

- Finding out how participants actually perform physical skills
- Determining how participants could perform these skills
- Using this knowledge to detect and correct errors in performance and so help participants improve their skills.

Observing skills has two stages: a pre-observation stage and an observation stage.

The pre-observation stage has four steps:

- Identifying the purpose of the skill
- Breaking the skill into phases
- Identifying the key elements of each phase
- Developing an observation plan / selecting appropriate drills.

In the observation stage, you carry out the separate steps that make up your observation plan.

### The teaching process

Our objective in working with youth hockey players is to expose them to effective methods of skill development. The outcome of that objective is measured by how much the skill level of our players improves. In order to attain significant outcomes for our efforts, coaches must use effective teaching principles; several of which are listed below:

Learning begins where the learner is, and not where the coach might hope him to be.

- Too much detail only confuses, use the K.I.S.S. (keep it simple stupid) method
- Learning is individual. People learn at different rates and in different ways. Personalize as much of your instruction as you can
- Repetition consolidates learning, provided the skill is repeated correctly. Correction needs to be individual, short and positive
- Drills are great for skill development, but by themselves do not ensure learning. Any exercise must be understood and meaningful to the learner
- Players tend to practice skill strengths. Coaches must be sure to drill on weaknesses and be positive with their correction and reinforce the attempt to improve often
- The battery of drills a coach uses must include “game situation type” drills. In that way, the skill becomes meaningful within the context of the game itself.

## 6 Mental preparation

We constantly hear about “attitude” and its importance to our success. Attitude is actually a skill! It can be learned and must be practiced. Your attitude will determine your success in achieving your goals.

Since attitude is a skill and can be practiced, the most natural place to begin is in preparing for practice. You must learn to go to practice with specific objectives and goals to accomplish, and take a great attitude with you. Practice having a great attitude before you get to practice, and while you are there. By practicing having a great attitude before and during practices and then applying it in games, you will achieve beyond your expectations. You will find that your achievements will become easier and more rewarding if you possess a great attitude.

To be a great competitor, you must be willing to risk yourself and give 100% effort. To achieve your potential you must be willing to risk the giving of yourself.

### Team performance goals

- Effort
- Dedication; Desire; Determination
- Become ambidextrous
- Speed
- Support
- Unselfish
- Support your teammates

### Questions to ask yourself after each performance

1. Did I give 100% effort regardless of the outcome, or number of challenges faced?
2. Did I remain positive and constructive with myself and others throughout the contest?
3. Did I project the image of a champion?
4. Did I attempt to explain away my performance by offering excuses?

## 7 Concepts of team play – Overview

### Defensive play tendencies

- Calculated risk taking
- Pressure - aggressive utilizing our speed
- 2 – 1 – 2 forecheck
- Man v man support
- Defensive side
- Hit & pin
- Active sticks
- Shot blocking
- Late man awareness
- Quick transition
- Pride in the little things!

### Offensive play tendencies

- Speed & movement
- Puck possession
- Quick puck movement
- Puck support – close & strong
- Creativity
- 5 Man attacks with active D
- Picks & screens
- Rotations in offensive zone
- Quick transition
- Purposeful “stretch” pass
- Shot mentality / crash the net
- Pride in the little things!

### Offensive attacks

- Creative entries – puck control
- Attack creating 2 v 1
- 5 Man attacks with active D
- Possession and patience
- Delays; turnbacks & late man
- Dump with a purpose - cross ice dumps v rims
- Transition – quick ups; penetrating passes



### **Offensive zone play**

- Change point of attack
- Challenge 1 v 1 – spin-offs; turnbacks
- Active D – interchange with D and F
- Cycles – low and high
- Back door plays
- Picks & screens
- Walks & wraps

### **Face off plays**

- Block
- Creative
- Develop shot mentality
- Arrogant & aggressive

### **Individual play**

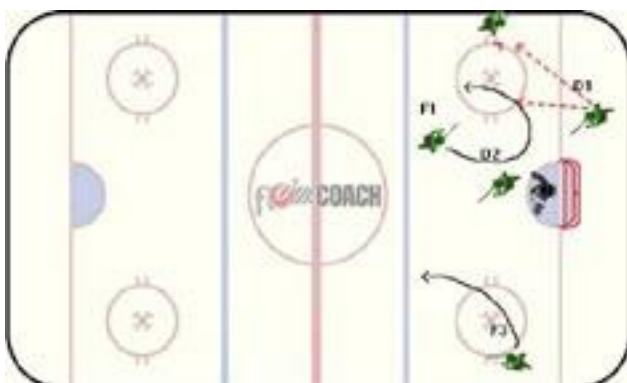
- Challenge 1 v 1 on the offensive
- Win the 1 v 1 battles and races for loose pucks
- Evasive moves – spins; turnbacks
- Walkouts & walk across
- Goaltending

## 8 Breakout

Upon possession of the puck in the defensive zone, the defenseman (or player who gains possession) must immediately know what options are available. The next step is to move the puck quickly – a quick pass, a wheel, a reverse – any quick breakout option that is available. In order for this to happen effectively, teammates must make themselves available. In order for this to happen everyone must be on the same page.

- Everyone must come back into the defensive zone hard and fast to discourage the opposition from establishing their forecheck (read the pressure)
- Wings must come back quickly and deep into the zone (hash marks). Center supports to the strong side or puck side
- Turn the puck up quickly and generate speed
- Short, direct, & accurate passes
- Timing is critical – players coming back deep should all come together and provide support for each other
- Players without the puck must skate with a purpose – become an option more than once. When skating “off the puck” intimidate and distract the opponent with speed. Spread defenders out – be a threat by being an option
- May employ a concept of movement between strong side wing and center.

Options:



### Breakout - Defense turn & go

Objectives:

- D1 must retrieve the puck quickly and turn up ice & GO - head man the puck when appropriate
- D2 has net front coverage then provides outlet joins the rush
- Forwards track back hard to support and fill all lanes
- F1 provides low center support
- F2 reads forecheck pressure and provides pass support
- F3 reads support and provides middle lane or weak side support



**Breakout – Quick up: Defense to wing or center: Skate**

Objective:

- Defenseman retrieves loose puck and makes quick outlet pass to strong side wing or center in support



**Breakout D -W - Give & Go**

Objectives:

- Defenseman passes to wing posted on strong side
- Wing returns pass to defenseman who skates puck up ice looking for options to make play prior to entering offensive zone
- Players implement offensive attack zone options



**Breakout - Post Wing - Basic 1-2-3**

Objectives:

- Utilizing various breakout options with the wing posted to go D to W
- D to D reverse wing
- D to center
- Add attack zone options



**Breakout - D to D Reverse. Defense to defense; counter or reverse**

Objectives:

- Defenseman skates pluck behind net - makes a board pass back against pressure to the other defenseman
- The defenseman has the option to skate; pass to the wing; pass to the center



**Breakout - D to D throw over**

Objectives:

- D to D pass - Direct or off the boards
- Pass to wing or center



**Breakout - Hard rim**

Objectives:

- F2 stays high on weak side - battles hard to get puck out via chip or redirect
- F1 supports looking for short pass or chip
- F3 comes across to support



### Breakout with Center/Wing curl

#### Objectives:

- Maintain movement and speed.

Center curls to strong side low and wing on strong side curls high across the middle. The weak side forward curls towards the middle. Forwards must maintain good “passing angles” at all times.

#### Key Elements

- Head on a swivel
- Good passes
- Maintain good passing angles



### Breakout - Strong side wing “fly”

#### Objectives:

- Beat aggressive pressure in offensive zone.

The center curls in deep towards the strong side boards through the face-off circle. The strong side wing goes up the boards and out of the zone cutting towards the middle of the ice between the blue line and center red line. The defenseman makes either the short or long pass - to stretch the defense.

#### Key Elements

- Accurate passes
- Make yourself available for a pass
- Good passing angles

## 9 Neutral zone play

The free movement system abandons the traditional conservative element of neutral zone play. The forwards are always skating looking for or to create openings. Puck control is essential for this system. Its purpose is to achieve penetration of the zone yet control the puck until an opening is found and then the skating forwards attack it. This, system is aggressive in a sense that the constant motion permits quick movement toward the offensive zone.

This offensive system involves two major components.

### 1. Offense - movement through the neutral zone on the attack

Our objective will be to:

Generate a more effective attack via teamwork (short, quick passes) and players moving to openings by interchanging positions through the center zone. This will make it easier to create situations ending in penetration of the offensive zone.

**Short, quick passes are the key.** Do not dump the puck. Regarding interchanging positions - in any given situation the puck carrier is normally moving towards either wing. That wing should either cut in front of the puck carrier (if he has 2 strides on him) or behind him. The puck carrier has the option of making the pass or using his teammate as a screen (pick), a diversion or a drop pass.

Key points:

- It is a system that calls for constant motion from the forwards
- Puck control is vital
- The forwards are always moving, creating and looking for openings
- The development of the technical skills -skating, passing, and stick-handling are crucial for this system to be successful.

**2. Regroups & Transition** - re-grouping in the neutral zone while maintaining control of the puck. Transition is an important aspect of offensive hockey. A transition game consists of both a quick counterattack and the composure to be patient when it is necessary to create time and space. Transition is created by players coming back hard to the puck. Once the puck is turned over on offense, there must be a commitment from all to come back hard as a unit of five, force a turnover and create an opportunity to go back on offense. Take advantage of what the opponent gives you – do not force plays. If the opposition has their defensemen standing up,

chip the puck behind them and skate into it. If the defensemen sag off the blue line, attack the space in front of them.

Our objectives will be to:

To enable the offensive unit to maintain possession of the puck in the neutral zone when unable to penetrate the offensive zone or when regaining possession.

Key points:

- Come back hard and become an option immediately
- Support the puck carrier
- Look for a quick counter
- Puck control is vital - the objective is to control the puck until the forwards are able to create an opening into the offensive zone
- Our defenseman must quarterback the play - moving and handling the puck - defense to defense -while the forwards circle back and swing through the zone. The puck must be moved quickly to the forwards with short passes ~ to start the counter-attack. Do not give up possession of the puck foolishly - make sure of your pass. Continue re-grouping until control and penetration can take place successfully
- Defensemen must activate and get involved in the attack.



#### Quick up - Neutral zone attack

Objectives:

- If penetrating seam pass is not there, D1 will look for secondary receivers (F1 or F2) who provide close support
- D1 to F1 - D1 to F2
- F1 & F2 look to redirect to F3

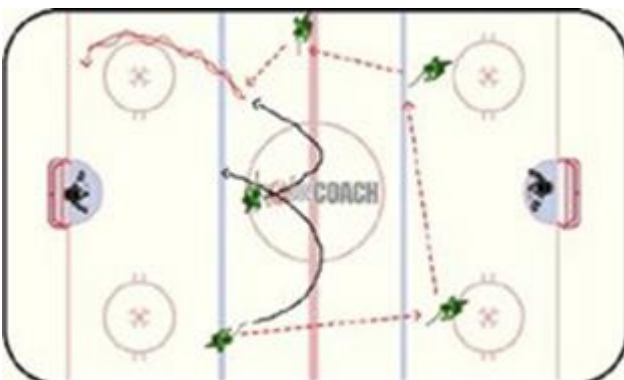




### Regroup - Puck control

#### Objectives:

- If seam pass or quick up option are not available D1 maintains possession and looks for puck control options
- D2 staggers and provides diagonal support
- Forwards fill all 3 lanes
- F3 provides support on boards
- F2 supports across the middle or stretches up and in



### Neutral zone regroup

#### Objectives:

- Move the puck D to D
- The strong side wing posts at the boards and we transition just as we breakout
- The center reads the movement of the puck and supports
- The wings read the movement of the puck and post up on the strong side



### Neutral zone transition - Seam pass

#### Objectives:

- Quick up penetrating seam pass to F3
- Forces opposition to make decisions
- Disrupts alignments
- F3 (weak side forward) reads situation and jumps into a hole for pass - either direct or indirect

## 10 Offensive play objectives & concepts

### Objectives

1. Score – do not just create opportunities or shots
2. Puck possession – get it; keep it and make a play

### Concepts

1. Numerical superiority
  - Whatever it takes to always outnumber the opponent for the puck
  - Possession is critical - gain puck possession as quickly as possible
  - Puck protection - you between puck and opponent
  - Take away the walls
  - Shrink the defenders space
2. Movement with purpose
  - Quick puck movement
  - Player movement
  - As a player with the puck, depend on all four of your teammates to become options for you - your teammates should not have to depend on you getting them the puck
  - The puck has eyes - see the game through the eyes of the puck
3. Change the point of attack
  - Move the puck from one side to the other, or from the top to the bottom - changing the point of attack with quick puck movement can spread out the defenders and can also create isolated 2 vs 1 or 3 vs 2 situations
  - Move the puck in an 'I' - across, down, up, back across
4. Balance positioning
  - The player with the puck should be supported by his/her teammates on both sides of the puck
  - Support your teammate by setting screens and picks - any time you do not have the puck you should still be an asset to your teammates by helping to create options and space
  - Balanced positioning and then player movement
    - Creates passing and shooting options by opening up seams
    - Encourages net front screening, rebound recovery, loose puck recovery

- Provides for the threat of a shot, drive, or pass
5. Take advantage of the removal of the red line
    - Stretch man stretches with purpose - open up ice and be an option
    - Take advantage of quick ups on opposition line changes - headman passes by goaltender or defenseman to forward
    - Take what is given – do not force passes - short possession passes lead to penetrating passes
  6. Defenseman activation
    - Defensemen must get up with the play and get involved offensively - activating the defensemen will create odd numbered rushes and late man attacks
    - Defensemen must be an option in the offensive zone
      - Jump into the play at the right time to be a scoring threat
      - Create confusion in the offensive zone by exchanging positions with a teammate
      - Provide an option on a cycle play be either coming down the outside to receive the puck (high roller) or by setting a screen or pick (high roller fake/decoy)
  7. Crash the net/funnel
    - Take the puck to the net - walk seams, look for jams, be assertive
    - Defensemen must be scoring threats - look to shoot and ensure the puck gets through - hit the middle of the net and avoid shooting long side
    - Create net front traffic - focus on attacking the net with or without the puck - outnumber the defenders at the net
    - Jump on loose pucks - bury the rebounds
  8. Offensive mentality
    - Score off of the rush - do not think set up. Take advantage of a scoring opportunity created off of an outnumbered rush situation
    - Expect the puck / want the puck - be prepared for a pass every time; look to receive the puck and allow your team mate to have confidence that you will be open
    - Be assertive - take the initiative; be aggressive on puck
    - Be creative - this creativity is built off of sound fundamentals
    - Out work the opposition in every area of the ice
    - Win every 1 on 1 battle starting immediately from the face off
    - Communication. Communicating is a sign of confidence
    - Anticipation is key - think ahead

- Play with patience but be intense as well - look for 'windows of opportunities' do not force plays
- Be careful not to over pass or over handle - look to score
- Deception is vital - freeze your opponent; look off a pass

## 11 Principles of offensive zone entry

Use offensive creativity when attacking the blue line. Encourage your players to take advantage of their imagination, their patience, and their skill level. Think attack - create two on ones, establish the middle lane drive, crash the net, have a shot mentality. Emphasize the importance of the defensemen activating as part of the attack. Get to the net - pucks to the net, get players to the net, stop at the net.

- Attack the blue line together and with speed  
Attempt to enter the zone wide with close, quick puck support.
  - Chip the puck - control the walls - win the battles along the boards
  - Always outnumber the opponent on the entry – create two on ones
  - Take the puck to the net and look to score off the rush
  - Puck must go deep - less chance of a turnover and the defenders have a more difficult time knowing where all the players are
  - Look to change sides quickly to confuse the opposition
  - Dump in with the purpose of getting the puck back -hard rims/diagonals/soft chips - placement of the puck is critical
  - Rims and dump-ins are based on the philosophy of giving the puck up to get it back
  - Keep the puck away from the goaltender

### The principle of triangulation

As a team our emphasis will be on moving the puck quickly to the open man. We want to attack the zone in the basic 1-2-3 alignment.

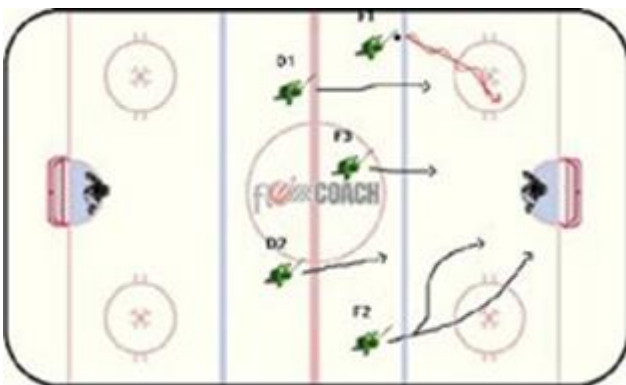
First man is the puck carrier - he should attempt to carry the puck wide spreading out the defense and hoping to create a two on one. Penetration of the zone with possession of the puck is the key.

The second man should read the play and either provide close puck support or break aggressively to the net and the area known as the short slot. He must be alert for a) pass across b) shot and deflection c) shot and rebound.

The third man should read the reaction of the second man and position himself in such a way that he can provide close support in the area of the “high” slot after trailing the play into the zone (if the second man stays high in the zone then the third man must attack the net). Be alert for a) drop pass b) pass back c) picking up the first man out of the zone on the backcheck and d) forechecking responsibilities to cut off breakout attempts. We must never have three men caught in deep.

Some additional key points:

- Use your teammates to your advantage.
- Play the game when you do not have the puck, i.e. Position yourself for passes, shots on goal, picks and potential situations.
- Learn your responsibilities and discipline yourself to fulfil them.
- Never throw the puck away – move it with a purpose; pass to teammate, skate it, shoot it or “eat it”.
- Understand the rotation or position and triangle concept.



#### Attack zone options - Wide drive

Objectives:

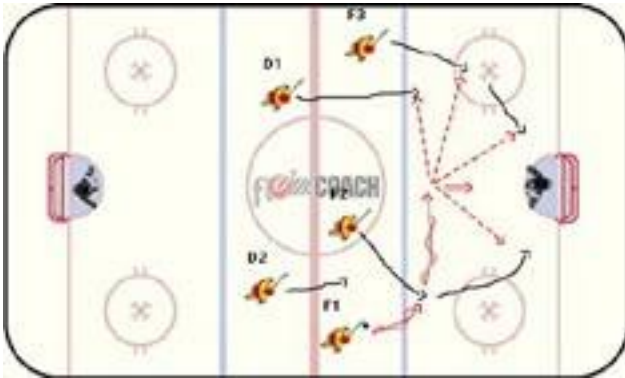
- F1 enters the zone with the puck - 1st option is to get the puck to the net
- F2 enters wide, either staying wide or cutting to the middle and driving to the net
- F3 is in the middle lane and stays high to become shooting option
- D1 or D2 activates



#### Attack zone options - Middle entry

Objectives:

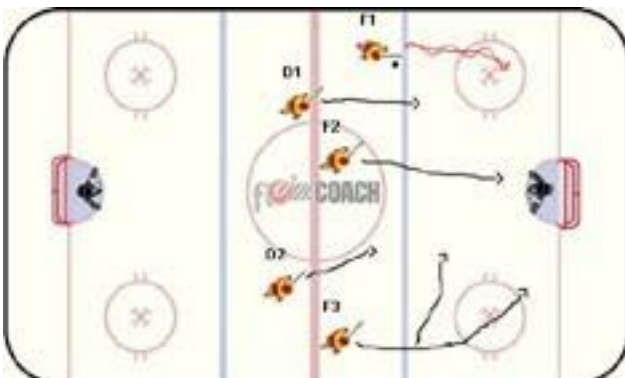
- F1 enters the zone with speed and drives opposing D back off blue line
- F2 stops just inside the blue line and receives pass from F1. F1 then drives the net
- F2 has options:
  - Shoot
  - Pass to F3
  - Pass to F1



### Attack zone options - Criss cross

#### Objectives:

- The puck carrier F1 looks for open ice in front of or behind the opposing defenseman
- If open ice is in front of the defenseman F1 cuts across the front of the defenseman and F2 comes over to support F1 on the cross
- F1 either keeps the puck or drops to F2 crossing behind
- If F1 keeps the puck he has a number of options available



### Attack zone option - Middle drive

#### Objectives:

- Strong net drive to allow F3 (3rd man high) to be a shooting option. Also encourages 4th man to join late
- F1 enters the zone wide with puck.
- F2 is the middle drive man and goes hard to the net!
- F3 enters wide and becomes either the high man and a shooting option or drives the net wide
- D1 or D2 activates and joins the attack





### Attack zone - Off wing trailer

#### Objectives:

- First forward enters zone wide and deep
- Second forward drives the middle lane to the net
- Third forward enters wide and cuts to middle in high slot. Puck carrier has several options:
  - Pass to third forward in high slot - he can pass /shoot
  - Pass to second forward driving net



### Attack zone - Back pass

#### Objectives:

- First forward enters zone wide - makes back pass to third forward in support. Second forward drives the net
- Third forward now has several options:
  - Return the pass
  - Pass to second forward driving the net
  - Shoot



### Attack zone options - Wide entry deep delay

#### Objectives:

- F1 enters the zone wide with the puck and drives hard and deep into corner. If the opposing D takes away the net drive, then F1 does an “escape” and turns back in a deep delay looking for passing options
- F2 drives the middle lane to the net
- F3 cuts





### Attack zone options - Wide entry with high delay

#### Objectives:

- F1 enters the zone with the puck and drives wide
- If opposing D takes away the net drive
- F1 uses an “escape” or turn to the boards – looking for passing options
- F2 drives the middle lane
- F3 cuts in to the high slot to become an option
- F1 can shoot



### Defenseman activation - Coming late

#### Objectives:

- D1 activates into the attack and is a late passing option
- D2 also can activate into the attack, driving the wide side to the net
- D1 & D2 must read the play to determine who is activating



### Defenseman activation - Overlap

#### Objectives:

- D2 jumps into the attack and joins the rush by filling the wide lane and becoming a passing option (overlap) on the attack



### Attack zone options - Hard around

#### Objectives:

- F1 dumps puck in HARD around boards
- F2 goes to the puck looking to make contact
- F3 supports F2 looking for loose puck
- F1 supports high or low, depending on puck possession
- D2 can support on the strong side with D1 supporting in the middle

## 12 Principles of offensive zone play

The triangular system of offensive zone play is used when a team has possession of the puck, in the offensive zone. The objective is to create a 3 on 2 situation and / or 2 on 1 situation thus enabling us to get the puck to the net by beating the defenders with passing and movement. Puck control is essential in this system. Passing and movement while passing are important technical skills. The triangles are designed to draw the defensemen away from the net into areas they do not normally play. These areas, i.e. behind the net and into the slot, if occupied by a defenseman, give the forwards easier access to the net.

A key objective/principle is to get the puck to the net from all areas in the offensive zone. Every offensive situation should focus on getting the puck to the net. Look for second opportunities, crash the net, win the net front battles, pay the price to score. Be creative - read and react to what is given.

- Keep in mind how important puck possession is - go and get the puck - outnumber the opponent everywhere on the ice
- Players must be hungry to score - all goals count, not just the pretty ones
- Crash the net with a vengeance
- Provide close support
- Pick/screen, move with purpose - attempt to always influence, distract, interfere with the opponent by being a passing option or by creating space
- Active puck movement and active player movement
- Movement of puck away from pressure
- When the puck comes to you move with it - avoid standing still
- Cycle with purpose - change sides, use the back of the net - look to get the puck to the net.
- Stretch out the zone - go from bottom to top, top to bottom and then across the blue line or behind the net
- Defensemen stay high near blue line - use as much of the offensive zone as possible
- Defensemen must jump with puck - create indecision on part of defenders
- Defensemen should not be in a hurry to leave the blue line. Avoid drifting or creeping in - when it is the right time to jump in, go with a purpose
- Shooting mentality - points must be threats to score
- Forwards must be threats to score through their positioning and through their willingness to go to the net
- Forward should avoid being too low to the end boards and look to cheat up towards goal line so jam is an option
- Short, one touch passes

- Present your forehand and activate your stick - be prepared to score
- Play with intensity and poise
- Pay the price - intangibles



#### Offensive zone play - Change the point of attack from high to low

##### Objectives:

- Move the puck from high (D2) to low (F1) to behind the net
- Change the point of attack by passing from side to side behind the net
- After F1 moves the puck to F2 he jumps to the front of the net



#### Offensive zone play - Change the point of attack low to high

##### Objectives:

- Move the puck from low (F1) to high (D2) and then across the blue line.
- Change the point of attack by passing the puck across the blue line from side to side
- After F1 moves the puck to D2 he jumps to the front of the net

## 12.1 Offensive zone plays – cycling

In the offensive zone, take the puck to the net.

From a cycle, the puck carrier (F1) must have a shot focus. The net front man (F2) must be anticipating a reverse pass low while the third forward (F3) supports high.

- F2 & F3 must look to support the puck carrier by either getting open or looking to screen, pick or block. This will open up space in the offensive zone and allow us to challenge the seams.
- Take advantage of our strength below the goal line and behind the net. If nothing is there, (automatic low plays behind the net) - change the point of attack to spread out their defensive zone coverage. If below the goal line with the puck, look to walk out or wrap around. Our defensemen must actively create confusion and provide misdirection in the attack.



### Offensive zone play - Cycle low reverse

Objectives:

- F1 walks up the wall with F3 supporting high and F2 in front of the net
- F2 reads F1, releases to accept a low reverse pass from F1 while F3 goes hard to the net and F1 assumes high support
- D2 is a wide option, either staying high or jumping into an opening



### Offensive zone play - Cycling up the wall

Objectives:

- F1 walks up the wall looking to pass to F3 or challenge the seam to the net
- F2 is battling in front of the net or looking to get open to become an option
- D2 is a wide option, either staying high or jumping into an opening



### Offensive zone play - Cycle reverse

#### Objectives:

- F1 walks up the wall, with F3 sliding down outside, looking for a reverse pass from F1.
- F2 either slides up to become an option; slides to the back of the net; or remains in front of the net creating screens; deflecting shots or looking for rebounds.

## 12.2 10 Keys to offensive success

1. Play with confidence and trust
2. Get the puck. Win the face-offs, come up with loose pucks. Who wants it more? Gain possession and keep the puck - when you have it, do something with it.
3. Support. Always be available for the puck, want the puck - be an option more than once, assume every pass is coming to you. Activate yourself and activate your stick.
4. Quick movement. Move the puck quickly. Take what is given – do not force long passes - short direct or indirect passes are most effective - short possession passes lead to penetrating passes.
5. Attack the blue line with speed. Speed intimidates - do not let the blue line be an obstacle.
6. Crash the net. Funnel to the net - spray the goalie - create net front traffic.
7. Shot mentality - shoot to score. Every shot is a potential scoring opportunity. Generate point shots (do not under estimate the value of point shots) - get the puck through and create second opportunities.
8. Be creative. Involve all five on offence - activate the defensemen (right time, right situation) cycle with a purpose - change the point of attack.
9. Intangibles. Communication, courage, sacrifice, short shifts, discipline, and battle level - pay the price all over the ice.
10. 110% Effort

## 13 Goal scoring

### 1. Shoot the puck!

- "...100% of shots not taken will not score!"
- "Smart" selfishness
- National Hockey League statistics ...Scorers shoot more!

### 2. Be determined to score!

- Focus / Commitment to score
- "Pay the price"
- Win the battle ...Go into traffic to score!

### 3. Think shot when attacking!

- Look for opportunity to shoot
- Create opportunity to shoot
- Set-up shot
- Make one good, decisive move, then shoot

### 4. Hit the net!

- Be accurate: Shoot on target

### 5. Get puck on net: Get puck to net!

- Finesse solution versus power solution: i.e. Wrist shot vs. slap shot
- Traffic goal area
- Create distraction - Create multiple focus or split focus in goal area for goaltender / other defenders
- Score "bad ugly" goals
- Create rebounds

### 6. Shot, screen, tip / redirection, rebound

### 7. Shooting ideas for improving chances to score!

- Limit visual cues and predictability for goaltender
- Use quick shot release ...snap; one-timer; wrist; short slap shot
- Use element of surprise - Unexpected timing for shot release
- Shoot off the pass - Be ready for one - timer
- Become skilled in a variety of shots ...Wrist; snap; slap; backhand; flip
- Use deception ...Triple-threat stick position with puck control
- Shoot off deke ...one decisive fake, then shoot



- Use second - action shot ...Shoot for self - rebound: Rebound shot
- Shoot for ricochet off player's or goaltender's stick, skates, body
- Shoot using screen(s) to block or limit goaltender's vision and reaction/movement time
- Use "What the puck sees!"
- Use fake shot: Shot ..."Deceptive use of hands"

#### **Use shooting distance idea for shooter's advantage... "Top of circles"**

- Dave Dryden study on goaltender reaction/movement time versus shot velocity/ distance from goal

#### **Use deke or shot vs. goaltender on breakaway or break in situation**

- Study opposing goaltender ...For example: tendencies; amount of challenge; use of stick; speed of movement
- Use deking distance idea for shooter's advantage
- Use speed for shooter's advantage
- Protect the puck vs. defender
- Use deception or patience ...Who makes the first move?
- Position stick and puck to limit goaltender visual cues
- Use angle approach or straight - on approach
- A second man should follow up breakaway for rebound

#### **Force lateral movement of goaltender**

- Why?: "3 holes" in goaltender movement pattern laterally
- Use speed across
- Freeze the goaltender ...Change shooting position and angle
- Use speed behind net for wrap around play

#### **Take advantage of goaltender styles/tendencies/habits**

- Study opposing goaltender
- Create advantage versus, for example: "Butterfly-Style" goaltender, "Scrambler-Style", "Hybrid-Style", "Stand-Up Style"
- Understand the "Percentage Choices" goaltenders use to compensate for their disadvantage
- Use shooter's visual cues
- Telescope to reduce shooter's advantage
- Give an "opening", then take it away
- Use specific percentage choices versus, for example:

- Screen shot
- Wrap - around play
- Lateral pass

**Play percentage in selected offensive situations - Be ready, anticipate, time your move**

- Stay in scoring position
- Face the puck
- Keep stick on or near ice
- Follow your shot
- Move laterally versus goaltender
- Use speed for drive; cut to net; cut across to mid-lane; deep drive behind goal; walk or wrap - around when attacking net
- Move; adjust; establish timing and position into shot opportunity
- Quickly change shooting angle and/or point of attack for shot
- Look for shot-pass opportunity for tips / redirections
- Force choices by goaltender and defender by movement
- Move to create screened shots past opponent or teammate
- Use deception: fakes / feints / dekes
- Use black tape on stick blade

## 8. Screening goaltender

- Know and use strategy vs. goaltender styles, tendencies, habits
- Use timing - Be a moving screen
- Use anchoring ... "Paying the price" ... Win battle as fixed screen
- Create a full body screen position
- Set screen close-in or further out, depending upon result sought
- Be ready for tip or redirection of puck:
- Be ready for rebound
- Stop puck - move to shoot (after shot-pass from shooter)
- Stop puck - pass to another player (after shot-pass from shooter)

## 9. Tip: Redirection

- Use strategy vs. different goaltender styles, tendencies, habits
- Use timing
- Be ready
- Position according to your strategy
- Use your stick as a target for the shooter
- Use tip or redirection of puck from close-in or further out
- Adjust stick blade angle depending upon result you wish
- Use your sleds for redirection or pass
- Establish a strong stick: protect your stick from defender
- Be able to tip / redirect puck on or near ice or in the air

## 10. Rebounds

- Focus on puck always
- Be ready
- Use anticipation
- Use strategy
- Use timing
- Position according to where you think the rebound will be
- "Angle in -angle out" off shots
- Position for short / close rebounds: long rebounds  
(result of goaltender styles and tendencies and of type of goaltender pads)
- Be able to use quick release shot or change shot angle by quick move
- Establish a strong stick
- Win your battles: "pay the price"
- Be determined: persevere

- Use your athleticism: use of stick (batting puck in, aerial contact); use of sledges

### **11. Scorers vs. Non-Scorers: Why the difference? Scorers have:**

- Focus - concentration - determination to find a way to score
- Confidence and will to take risk and shoot
- Commitment to and focus on scoring goals
- Vision - good spatial awareness - hockey sense
- Puck is a magnet: scorers have eyes and interest only for the puck
- Technique - tactics to score developed by their love to repeatedly practice shooting. Scorers love to fire the puck and score!
- The “killer instinct”

### **12. Scoring in modern game demands cooperative team tactics to compliment individual technique and tactics**

### **13. Some final thoughts for scoring goals**

- Be willing to make decisions.
- Do not fall victim to the ready -aim -aim -aim syndrome.

“You must be willing to fire.” - T. Boone Pickens

“I’ve missed more than nine thousand shots in my career. I’ve lost almost three hundred games. Twenty-six times, I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life, and that is why I succeed.” - Michael Jordan

## 14 Principles of defensive hockey

No team will be effective without a “conscience” for playing without the puck. A hockey player touches the puck for only 30 seconds a game. This means the things he does the rest of the time make the difference between shinny and hockey.

“Sound defense is predicated upon protecting the middle of the ice” – Mike Sullivan, Head Coach - Boston Bruins

### 14.1 Concepts

#### 14.1.1 Time and space

Good defensive hockey reduces the time and space the opposition has to execute. This pressure results in turnovers allowing a team to possess the puck. Like any other object game, possession is very important. Defense and offense are both important. The ability to-make the transition from one to the other efficiently is a key factor in the modern game.

#### 14.1.2 Support

Hockey can be broken down into two basic numerical situations: 1 v 1 and 2 v 1. Support involves creating numerical superiority whenever possible in the area of the puck. This must be achieved intelligently. Never create numerical superiority away from the dots or the prime scoring area in the defensive zone unless certain that those areas are covered by other teammate thus creating a second layer of support.

#### 14.1.3 Transition

Hockey is somewhat unique in that there are constant and countless changes of puck possession. Stay mindful of the fact that the team which more rapidly adjusts to changes of possession usually has the most success.

Player Qualities:

- 1) Unselfish; determined and tough
- 2) Agile and quick skater

3) Awareness – “swivel headed” – “seeing through”

4) Recognition - awareness and anticipation - reads and reacts - knows when to force and when to contain

Objectives of sound defensive hockey:

1.) Reduce the time and space for the opponent

2) Maintain numerical superiority in the area of the puck

3) To force the offense to poor ice position

4) Minimize the quality scoring opportunities – deflect the attack - keep it to the outside

5) To regain possession of the puck

## 14.2 Tracking back into the defensive zone

NOTE: Based upon the arrival time back into the defensive zone off the rush.

- All 3 forwards track back through the middle of the ice. (“Funneling” back through the middle)
- 1st F back assumes low coverage responsibility
- 2nd F back stops in the high slot to protect the scoring area
- 3rd F back stops on the strong side (puck side), assuming the high coverage on the strong side
- If the center is not the 1st F back – He/She assumes the proper coverage until the center deems it appropriate to call a switch and assume the low coverage – It is ALWAYS the center who calls the switch to avoid any miscommunication
- Defensemen – close gap – D1 pressures puck-carrier – D2 protects the middle and takes drive to net

## 14.3 Man and support coverage

“Support” and “Man coverage” occur in the defensive zone. In the checking zone, (hit or contain) the opponent is “MAN” responsibility. In the areas away from the puck, “Support” coverage occurs.

- Man coverage & support – Everyone on the ice has a “Primary” coverage responsibility and a “Secondary” support responsibility.
  - Primary coverage
    - 2 D men and the low forward (preferably C) are responsible for opposing team forwards
    - 2 High forwards responsible for the opposing team defensemen
  - Support responsibility – Players away from the puck have a responsibility to collapse towards the slot area to support the coverage on the puck carrier, helping to protect the scoring area.
    - Body position – Position your body so you can see your “Primary” coverage and the puck at all times
    - Defensive side positioning – Inside positioning between your “Primary” coverage, the puck, and your own net
    - “Spacing” – relationship to your “Primary” coverage such that you can arrive to your “Primary” coverage at the same time the puck would if a pass was made to him/her
    - 1 Hand on the stick – Active stick on the ice discouraging passing lanes

#### 14.4 Low zone coverage

Closest low player to puck attacks puck (a D man or the low F).

##### 1. Rules of thumb for attacking the puck carrier

- “Defensive side positioning” – Inside positioning between your own net and the puck.
- 1 Hand on stick until player arrives to the puck carrier and is ready to battle
- Take an angle on the puck in order to influence the direction of the puck carrier- Go as FAST as you can while maintaining CONTROL of your body
- Close on the puck carrier and create puck separation from player - Stick contact on the puck and body contact on the body - “Stick on Puck, Body on Body”

##### 2. Rules of thumb for low support players

- Body position – Position your body so you can see your primary coverage and the puck at all times

- “Defensive side positioning” between your “primary” coverage and the puck.
  - Allows for support player to collapse & help if coverage on puck gets beat.
  - Allows for support player to collect loose puck if coverage on puck is successful and separation from puck is created.
- Proper “spacing”
- 1 Hand on stick – Active stick on the ice discouraging passing lanes

### 3. Rules of thumb for D man in front

- Start off of the back post – identify “primary” coverage
- Maintain “defensive side positioning”
- Body position
- 1 Hand on stick – Active stick on the ice discouraging passing lanes
- Proper “spacing”
  - ½ Way rule - if “primary” coverage is in high slot, play ½ way between your “primary” coverage and the net (if player is on one-time side, you might have to cheat out a little higher).

### 4. Rules of thumb for strong side high coverage

- Body position – Be in a position to see your “primary” coverage and the puck at all times.
- Defensive side positioning – off the boards with bum cheeks facing the middle of the ice
- Proper “spacing”
- 1 hand on stick – Active stick on the ice discouraging passing lanes

### 5. Rules of thumb for weak side high coverage.

- Body position – Be in a position to see your “primary” coverage and the puck at all times
- Defensive side positioning
- Proper “spacing” – Does not have to be as tight because “primary” coverage is furthest away from the puck
  - Can help with high slot coverage if opposing teams F3 plays high in the slot
- 1 hand on stick – Active stick on the ice discouraging passing lanes



### 14.5 Keys to defensive movement

- Maintain quick feet and move in straight lines
- Stop and start - Do not circle



Slot coverage



Net front coverage



Point coverage



### Defensive zone coverage

#### Objectives:

- D1 – 1st defenseman – “D” closest to the puck attacks - approach quick -pressure - stay on defensive side of opponent. Two methods:
  1. Angle to goalie: if out-sized and ice space larger
  2. Head on: if bigger and ice space smaller
- D2 – 2nd defenseman - play off far post with skates up ice – “head on swivel”.
- F1 – 1st forward supports D1 - Avoid getting too tight and getting caught.
- F2 – forward on the puck side (strong side) covers strong side point from the inside and eliminates pass along boards from down low. The attacking D cannot sneak in behind you.
- F3 – weak side forward - sagging into deep slot - degree of sag is critical to DZ coverage. If a team is exceptional down low, sag to the post nearest the puck and as low as the hash marks.



### Defensive zone coverage

#### Objectives:

- D1 - Finishes check and retreats to back post.
- D2 - Checks for D1 returning to net and then D2 attacks man in the corner.
- F1 - Moves to support “down low”.
- F2 - Moves to “weak side” coverage in high slot.
- F3 - Moves from weak side to strong side “boards” point coverage.

### Playing the puck-carrier behind the net

Objectives:

1. Force player to backhand side.
  2. Low forward sag to low box position.
  3. High forwards to low mid-slot area.
- Support where outnumbered.



### Defensive zone coverage – Box +1

Objectives:

- Down low coverage

The biggest change in this coverage is that the wings play low (giving up the points) and sag into the middle of the ice. Center still provides support down low and is positioned to eliminate the “walk out” or “wrap around” play.



### Defensive zone coverage – Box +1

Objectives:

- Down low coverage rotation

The biggest change here becomes the ability for F1 and F3 to “read & react” to the situations that arise and to “switch off” coverage responsibilities.

#### 14.6 Some additional key points

- Know the defensive system and discipline yourself to adhere to team play.
- Play when you do not have the puck, i.e. cover your man, look for an opponent who is open in your zone, get the loose pucks, and generally work hard at all times.
- Take pride in your defensive game and work to perfect it.
- Play the man always. Never commit, or stick check without still being able to recover and take the man out.
- The closest man to the puck or puck carrier must always attack without hesitation.
- Rotation of players and positions must be understood to allow players to cover up for each other, and to allow for instant reaction to loose pucks, and free puck carriers.
- Where possible, use constant pressure on the man with the puck. Do not give him time to shoot or make a play, force him.
- Attack in twos, with the first man taking out the puck carrier, and the second man coming from 15 feet away to pick-up the loose puck.

## 15 Forechecking

### 2-1-2 Spread forechecking system

This system is positionally balanced and emphasizes the interchanging of positions, which means the players must know the responsibilities of each position. It stresses skating and quickness and the ability to play the man.

It is a free flowing system with constant motion and it emphasizes attacking the opposition at all times and in all areas.



A. Basic alignment - Two forwards (either the wings or first two forwards) are deep. The third forward (usually the center) plays in the high slot area. The two defensemen play wide on the blue line. The movement of the players permits a great deal of freedom. The entire zone is covered, with two players always in position to pressure the puck.



B. The objective is to keep constant pressure on the opposition. The two forecheckers (LW & RW) are aggressive at all times. The third forward (center) backs up the two forecheckers and can become a backchecker or cover for either defenseman, who may pinch along the boards to cover the opposition's wings or the puck.

The third forward is also responsible for the middle of the ice and must keep the opposition's center in check.

C. Constant pressure often forces the opposition to use the boards or to dump the puck to a vacant area. If the puck is shot along the boards, the defenseman normally pinches in and the center moves back to cover the blue line. The defenseman's job is to keep the puck deep in the zone. If the puck gets by the defenseman, the center is in position to play defense. (The center has the option of pinching in front of the defenseman if the opposition wing is deep – the center and the two defensemen must communicate to prevent both from pinching at the same time and getting trapped).



Center back up defense



Center pinches in

D. If the RW gains control of the puck, the center is in the high slot and can move in deeper or to either side of the slot. The LW can move in deep behind the goal line or to the net. The RD can move to the top of the face-off circle.



Transition to offense

### 2 – 1 – 2 Aggressive forechecking system

This system stresses positional play with explicit roles for each player. The objective is to force the offensive team to the boards so that the forechecking unit is then able to apply pressure using the boards as a boundary. Physical play along the boards is important.

Two forwards, the puck side Wing and the center, have aggressive forechecking roles. The role of the off-side Wing is to backcheck or to move in and forecheck when the play shifts to his side.

The defensemen's roles are aggressive. The puck side defenseman can pinch along the boards. The other defenseman is responsible for the high slot.



A. Basic alignment – The puck side wing (LW) and the center play deep in the zone. The off-side wing (RW) remains high, close to the top of the circle. The LD plays close to the boards. The RD plays farther to the left than normal.



B. The center (or LW if he is the first player back into the zone) forces the play towards the boards. The LW positions himself to assist the center. The LD can pinch in along the boards when the puck or play is there.



C. The RD's role is to protect the middle – when the RD moves in the RW must move back to cover.





D. The RW is in a position to move quickly to the slot or the net when possession is gained.



E. When the puck is moved away from the pressure to the opposite corner, The RW moves in to forecheck and the center moves across the ice to help. The LW moves back high to the top of the circle. The defensemen (LD or RD) shift their position across the blue line.



## 16 Face-offs

### 16.1 Introduction

A face-off involves gaining possession of the puck in order to create scoring chances and/ or eliminate a scoring chance for the opposition. Puck control is the name of the game.

The face-off man must take charge on the face-offs and act as the team “quarterback”. He should pay close attention to the opposition center’s habits and also those of the game officials - always look out for an edge. The face-off man must know the team’s face-off coverage and the team’s strategies in all the zones and situations.

#### Key points preceding a face-off

1. All the players on the ice should “read” the opponent’s alignment so as to:
  - A) defensively - be aware of the offensive threats and plan how to counteract them
  - B) offensively - be aware of the defensive weaknesses and how to take advantage of them
2. The face-off player should not hurry into the circle. He should make sure that everyone else is set and in position.
3. The face-off player should be aware of the official’s habits (how does he set you?) And method of dropping the puck. He should also note the opposing face-off man’s tendencies, strengths and weaknesses.
4. In some key situations near the end of a period or end of the game, two face-off men should be on the ice for the team just in case one player should be waved out of the face-off circle.
5. Have a plan - where do you want the puck to go??
6. Be positive - have a positive, determined feeling about each face-off:
7. Communicate!!

#### Face-off cues

There are a number of things the face-off man can do to better prepare himself for winning the draw. Some cues to note are:

- Read how the opposing team sets up
- Read the position of the opposing face-off player
- Read the position of the opponents stick (where does he want the puck to go?)

- Read the position of the linesman in relation to your stick and in relation to the direction you want to go with the puck
- Focus your eyes on the puck in the linesman's hand
- Focus on the dot, the puck and the opponent's stick
- Limit movement to the face-off dot and keep the stick on the ice - keep your muscles relaxed, but ready to move quickly and with power
- Read the open areas created by the opponent's face-off set-up

## 16.2 Face-off strategies

### 16.2.1 Defensive zone

1. The face-off man must “read” the opponent's offensive alignment and know where the opposition would like to get the puck. Play to your strength - draw the puck away from our net. If the opponent wins the draw, then our center immediately ties up (covers) their center. If we win the face-off, our center moves to open ice as potential pass receiver.
2. Defensive players must always assume the loss of the draw and react quickly to cover their defensive responsibilities as soon as the puck is dropped.
3. Do not screen or block the goalie's view of the puck.
4. Cover an offensive opponent on the board side of the circle.
5. Defensive players (wings and defensemen) must be alert to try to avoid screening and blocking tactics by the opposition and get to their coverage as quickly as possible.
6. If waved out of the circle, the face-off man must know the defensive responsibilities of the player replacing him.
7. Defensemen on the inside of the circle (middle of ice) should control the net area and “box” out the opposition in this area.
8. Defensemen pick up/ retrieve any pucks drawn behind (low) or to the board side of the circle you should be ready to pick up any loose pucks in the circle.
9. Create a break-out situation.

A

B



### Defensive zone face-offs

As shown in diagram

- A - Slot shooter
- B - Wing covers slot

A

B



### Defensive zone face-offs

As shown in diagram

- A - Regular
- B - Two men in front

A

B

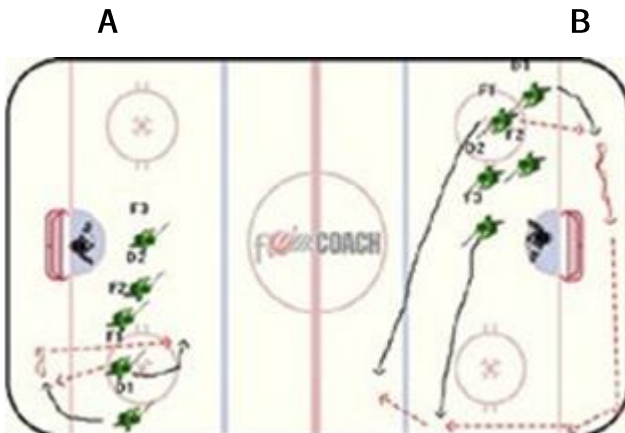


### Face-off in defensive zone

– Breakout plays

As shown in diagram

- A - Board defenseman
- B - Two defensemen in front



**Face-off in defensive zone  
– Breakout plays**

As shown in diagram

- A - Defense to center quick up
- B - Rim and chip out

### 16.2.2 Offensive zone

1. All offensive players should be set in position to:

- Take advantage of strong points-shooting, screening, blocking, etc. And strengths of their face-off man
- Take advantage of the opponent's weaknesses and face-off alignment

2. Vary your offensive zone face-off alignment - try to be unpredictable in this zone

3. All the offensive players should be aware of the type of manoeuvre the face-off man is attempting where he wants to get the puck

4. Sometimes it may be effective to have a winger take the draw if he has an advantage on a particular area of the offensive zone (special circumstance)

5. Forward s must be proficient and discreet about screening and blocking the opponent's forwards who are trying to get out to our point positions. Give yourself some room to manoeuvre.

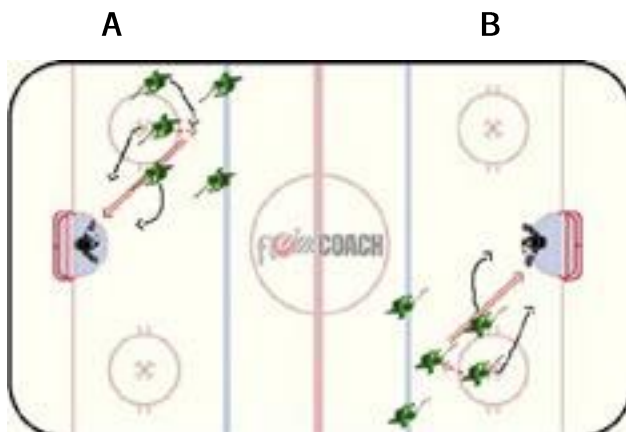
6. Always be properly aligned to shoot quickly (quick release of the puck)

7. After screening, a player should be prepared to find a loose puck or to dig the puck out of the circle on a "stalemate" draw

8. After winning the draw, the face-off player should get himself into a good rebounding, tipping or screening position near the goal.

9. Defensemen should line up so that they are in a good position to receive the draw if it doesn't go to the "slot" man. Be ready to shoot low and hard on net!

10. On the loss of the puck, the team should immediately go into the forechecking mode. Recover the puck quickly.



#### Face-offs in offensive zone

As shown in diagram

- A – Wing comes off the wall
- B – Man in slot

### 16.2.3 Neutral zone

1. Try to control all neutral zone face-offs-no let down in center zone.
2. Battle to protect your own blue line -wings hold up/ screen the opposing wingers.
3. Defensemen should be in position to back up and support their forwards on neutral zone face-offs. Initiate the play.
4. Vary the wingers' positions in order to create offensive attack pressure. Find the seams and open man.
5. Face-off man controls the opposing center first and then looks for the puck.
6. Take advantage of a quick transition from the neutral zone face-off. Attack immediately!  
"Execution is critical to winning face-offs!"



#### Face-offs in neutral zone/wing exchange

As shown in diagram



**Face-offs in neutral zone**  
– Standard D to D  
As shown in diagram

### 16.3 Suggested face-off alignments

A

B



**Special situation: Goalie pulled**

1. Offense

A - Crash the net

B - Defense to Defense



**Special situation: Goalie pulled**

2. Defense



## 17 Penalty killing

Specialty teams are great equalizers within a hockey game. Efficient penalty killing strategies and techniques will negate the effectiveness of your opponent's power play and will provide your team with a positive impact on its confidence level. Penalty killing is both physically and strategically demanding and requires a concerted, intense effort!

### 17.1 Rules to follow on penalty killing

1. Keep the puck on the outside, disrupt, deflect and delay the opposition's attack
2. Protect the middle corridor (middle of the ice)--challenge in the neutral zone, pressure early (limit space and time)
3. Take away cross-ice passes, shrink the passing lanes
4. Short shifts -work hard, change and get fresh player out on the ice
5. Quick, active sticks -fill passing lanes with sticks and bodies-force turnovers!!
6. Players must be patient and under control until the right moment -pressure on the pass
7. Be aggressive, but smart intelligent angling, over-skating or sweeping by is unacceptable!
8. Never lose a 1 on 1 battle or race - show tenacity!!!
9. Face-offs - win and battle through - cover your men in the defensive zone
10. If you read an offensive opportunity -"go for it!"
11. Get the puck out of the defensive zone quickly and effectively--on the glass, through seams, breakouts, etc.
12. Force shots from low percentage positions (poor angles)
13. Give the goaltender a good view of the puck and control rebounds
14. Create turnovers (pressure), gain control and maintain control as long as possible-puck possession

### 17.2 Four basic principles

#### 1. Pressure

- Pressure the puck and cover opponents in dangerous positions
- Read the play
- Work together as a unit - communicate!
- Aggressive forechecking and backchecking, coverage and pressure on the puck (take away time and space)
- Pressure key players (big shooter, "star") - play through body



## 2. Contain

- Disrupt, delay or stall the power play team's attack
- Have active sticks and inside-out body position
- Force low percentage chances (perimeter shots)
- Provide good positional advantages for teammates

## 3. Support

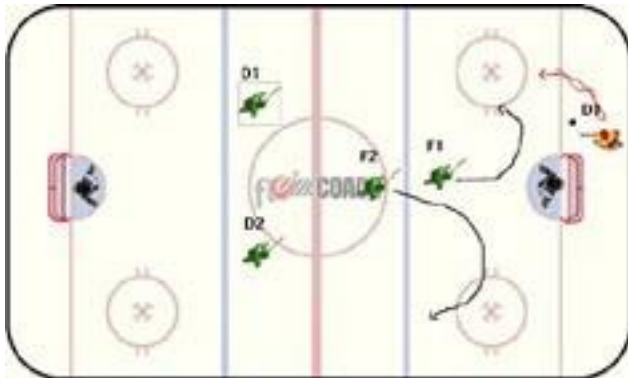
- Defensive support (back each other up)
- Move as a unit

## 4. Transition

- Retrieve the puck--control it
- Slot coverage is crucial
- Clear the puck (shoot out, carry out) -break the puck out of the defensive zone

### 17.3 Offensive zone forechecking objectives

- Use pressuring, disruptive forechecking tactics
- Good tough defensive positioning (support)
- Take smart controlled angles to force the puck carrier wide - keep yourself in the play
- Use good angling and stick positions to take away passing options
- Pressure from the defensive side -protect inside the dots on the ice (middle corridor) - avoid opponents' picks screens
- Learn to get out of these situations, use your quickness
- Get back hard if beaten by the by a pass through the middle
- Freeze and/ or control pucks from face-offs
- Avoid chasing opponent behind his net unless you have 100% chance of getting him -if you get a loose puck or opportunity to go on the attack --- take it!



#### Penalty killing forecheck – Active tandem

Objectives:

- F1 steers the puck carrier.
- F2 picks up opposite wide side forward to eliminate passing option.
- D1 & D2 pick up middle lanes



#### Penalty killing forecheck – 1-3 Neutral zone attack

Objectives:

- F1 steers the puck carrier.
- F2 cuts off offensive forward looking for outlet pass.
- D1 & D2 fill the middle and wide lanes respectively

### 17.4 Neutral zone objectives

- Avoid being outnumbered at the defensive blue line, forwards must backcheck
- Keep a tight gap, even up the numbers
- Be ready to support the defense on overloads
- Maintain defensive side positioning
- Head on a swivel-be aware of opposing players away from the puck
- Communicate!!!
- Use the blue line as line of defense (force off-side, poor passes, etc.)
- Try to jam up the passing lanes-anticipate

### 17.5 Defensive zone objectives

- Keep pressuring the puck in order to keep it to the outside
- The box has to stay tight if there is good puck control by the opposition
- Avoid getting “tied up” by an opponent

- Take away passing lanes by keeping an active stick
- Try to prevent the easy set-up
- Tough defense in front of our net - box out - cover bodies!!!
- Cover rebounds - clear from slot area immediately
- Get to dump-ins/ rims quickly -win the races for the puck
- Try to clear the puck on the forehand side -use the glass or seams
- Talk with one another!!
- Know coverage and face-off responsibilities
- Goaltender covers stuffs and low slot passing lanes
- Don't let the point man get to the middle of the ice for a shot
- On point shots, come back quickly after the puck goes through, get rebounds, help down low
- Be aware of backside threat - defense comes down in slot area on weak side
- Goalie may freeze puck for face-off (extreme pressure, get a change, etc.)
- Player coming out of box know responsibilities (call "even")



#### Penalty killing defensive zone – Basic box

##### Objectives:

- Divide the defensive zone into 4 areas of responsibility as shown



#### Penalty killing defensive zone – Active pressure low

##### Objectives:

- Pressure the puck carrier as indicated

## 17.6 Two-man short coverage

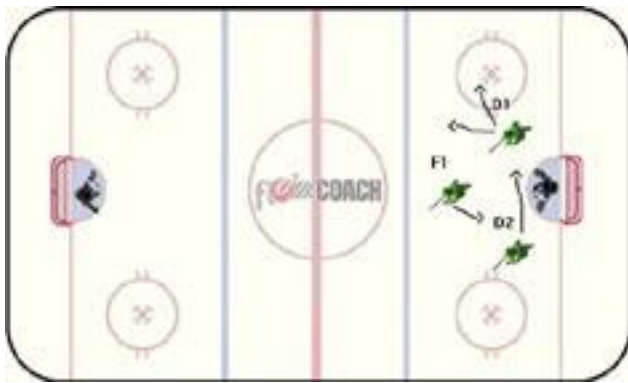
- Forecheck – contain - wedge or active wedge
- Neutral zone-avoid outnumbering on defensive zone entries
- Defensive zone -some form of triangle pattern (regular, rotating, or inverted triangle)
- “Energy, enthusiasm and pride = good penalty killing!”



### Penalty killing – 3 on 5 basic triangle

Objectives:

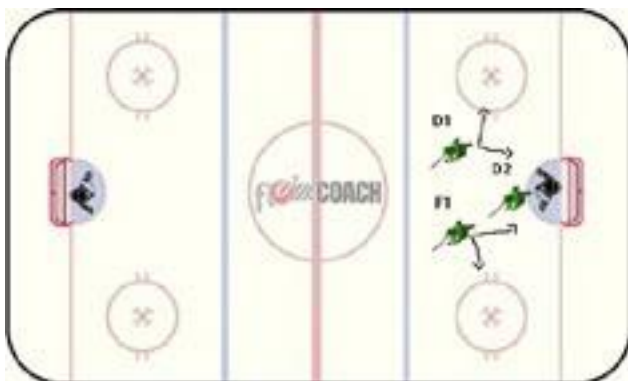
- Basic passive triangle as shown



### Penalty killing – Basic triangle rotation

Objectives:

- As shown in the diagram



### Penalty killing – 3 on 5 inverted triangle rotation

Objectives:

- As shown in diagram
  - Weak side forward sags are needed

## 18 Power play

### 18.1 Power play principles

#### 1. Create numerical superiority:

- Outnumber the opponent for the puck, win all the battles for the puck
- Outnumber the opponent in small areas of the ice
- Possession is critical- two checker on the puck, gain possession quickly & maintain possession
- Protect the puck -keep the puck away from the opponent
- Attack with speed, apply pressure on the opposition

#### 2. Movement with a purpose:

- Quick and hard puck movements with strong support
- Player movement -use good timing to move to open ice -get open
- Deceptive passing skills (eg. Look-away, one-touch, redirect, fake pass, etc.)
- Move the puck away from pressure
- Come up ice as a unit/ group
- Short passes = high percentage pass play, rink wide passes only when 100% sure
- Have balance and support -spread the defense, utilize your outlets (2-3 options)
- Find the open player
- Head-up -gather information and react
- Influence, distract or legally interfere (pick, screen) by setting up as a passing option
- Do not try to pass through opposing players
- Anticipate and move with a purpose (think two passes ahead)
- Eliminate one-on-one hockey -let the puck do the work -help support each other
- Make decisions at the red line on entries (eg. Dump, carry, chip, cross, etc.)
- Eye contact with the puck at all times
- Timing is critical element in moving the puck

#### 3. Change the point of attack:

- Move the puck from one side to the other
- Spread the defense out with quick puck movements, look for defensive breakdowns - create isolated
- 2-on-1 and 3~on-2 situations

- Move the puck in an I -with support on both sides of the puck carrier, break the box

#### 4. Balanced positioning:

- Support the puck carrier on both sides (give him 2-3 passing options)
- Set picks and screens to assist the puck carrier in order to gain space/ time and create other options
- Create width and depth in the play -"triangulation"
- Create passing and shooting options by opening up seams and passing lanes
- Assume a position that creates the threat of a shot, pass or a drive to the net
- Be patient... Make smart plays
- Recover loose pucks
- Play defensively if the opponent recovers the puck

#### 5. Crash the net:

- Take the puck to the net -walk-outs, jams, screens, deflections, rebounds
- Play tough in front of the opposition net - pay the price
- Shoot from the prime scoring area (slot)
- Defensemen must be scoring threats - shoot low and toward the net- avoid sharp angle shots
- Jump on loose pucks -bury the rebounds
- Create a lot of traffic in front of their net

#### 6. Power play mentality:

- Score off the rush - go to the net if the opportunity is there
- Expect the puck (puck and spatial awareness)
- Shot mentality when near the goal - get the puck on net
- Outwork the opposition for the entire power play (and game) in every area of the ice -try to score every time on the power play -should always be a threat
- Communicate with teammates (verbal and nonverbal means)
- Be assertive - take charge, be aggressive on the puck
- Be creative - creativity within the structure and system of the team
- Anticipate - think ahead - look for "windows of opportunity"
- Use deception to freeze your opponent or to get them out of position
- Face-offs are critical for puck possession on power plays - win them!!!
- Influence the goalie with movement and traffic near the net

## 18.2 Power play breakouts

- Come up ice with speed
- Attack up ice as a group unit
- Maintain balance and support (fill lanes/ width and depth)
- Read the forechecking pressure
- Timing is critical - face the puck, become a passing option more than once

### 1. Against four players back forechecking system (stack)

- Attack as unit
- Utilize speed from behind to create gaps at the blue line
- Isolate defenders - create 2-on-1's
- Make lateral rather vertical passes
- Generate speed at the red line
- Be prepared for red line dump or “chip and run” at the offensive blue line - utilize the stretching forward to cut through the seams for a break-in



#### Power play breakout – Quick up

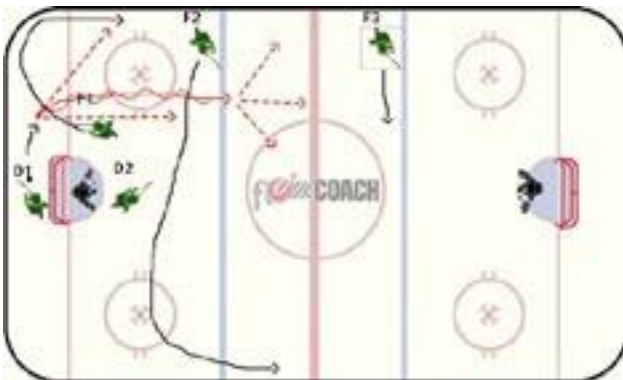
##### Objectives

- D1 gains control of puck and quickly looks up ice
- F1 supports in the middle lane
- F2 supports on the strong side
- F3 delays at the far blue line on the strong side – can come across the blue line
- D2 fills the weak side lane
- Options are: D1 passes



## 2. Against neutral zone trap forecheck

- Utilize speed from behind on first forechecker
- Puckcarrier freezes first forechecker with speed and then makes lateral! Back pass to support
- Entries require outnumbering the opposition -chip the puck ahead -don't try to carry through the trap when outnumbered or in a tight space
- Off-side pressure on the side of the dump



### Power play breakout – Controlled

#### Objectives

- F1 swings deep into either corner
- F2 delays at near blue line on strong side and swings to opposite side of ice
- F3 delays at far strong side blue line and comes across the blue line as the initial pass is made in the defensive zone
- Options are: D1 pass

## 3. Aggressive! Pressure forecheck

- Get back in the zone quickly
- Use reverses to evade pressure (spread the opponents out)
- Free defenseman/ forward has to be prepared to block out/ screen (legally) then roll to open ice
- Utilize quick vertical passes to trap the forecheckers
- Spread or balanced breakout
- Attack with speed -maintain high tempo in the attack
- Create chances to score off the rush (outnumber the opposition -attack the net!)





### Breakout – D to D reverse

#### Objectives

- Defenseman skates pluck behind net - makes a board pass back against pressure to the other defenseman
- The Defenseman has the option to skate; pass to the wing; pass to the center



### Breakout – D to D throw over

#### Objectives

- D to D pass - Direct or off the boards
- Pass to wing or center

## 18.3 Neutral zone

### 1. Entries

- Carry puck into offensive zone with speed -- get it down low deep
- Attack through the middle (more options)
- Short passing with close support into then offensive zone
- Dump (when you have to) into the offensive zone with a purpose - overload corner puck is in
- Keep the dumps and rims away from the goaltender
- Always support the puck carrier
- Use picks and screens (blocking tactics) to allow puck carrier to enter the offensive zone
- Criss-crossing! Change of lanes - cut against the flow
- Be flexible and unpredictable
- Second wave - pass to late player coming up from behind to the line with speed
- Outnumber the opposition on entry

## 2. Regroups (when puck comes out offensive zone to neutral zone)

- Quick-counters (if everybody gets out of zone quickly, attack again with speed)
- Get the puck to the defensemen going back to own blue line to organize the regroup - forwards need movement in the center zone (don't stand still waiting for the puck)
- Attack with speed
- Fill the lanes, support the puck carrier

### 18.4 Offensive zone

#### 1. Against Aggressive Box - Quick movement and "quick" support

- One-touch passes
- Outnumber the opposition
- Open up seams and passing lanes for penetration to the net
- Move the puck away from pressure
  - Change side and point of attack
  - Get opposition running around chasing puck
  - Head-up-pass to open player
  - Communicate -verbal and nonverbal
  - Be proactive, take charge (need a quarterback on the ice)
- Tape-to-tape passes -direct (try to keep the puck off the boards)
- Take what the defense offers---stretch the zone - low ---high, left ---right -try to penetrate the box
  - Crash the net
  - Walk-outs & jams
  - Give & go's
  - Picks and roll
  - Cycling! Scissors
  - Weak side/ backdoor options
  - Slot options
  - Weak side point man - backdoor option - behind the net play
  - One -timers

## 2. Against passive box

- Attack the box with player movement
- Isolate and attack 2-on-1
- Use point shots - shoot to score
  - Snap shot
  - Wrist shot
  - Step-ins (carry to middle of ice and shoot)
  - "Ten foot rule" - (do not shoot if defender is ten feet in front of you, pass or puck around him)
  - Screens, tips rebounds - traffic in front of goalie



### Power play offensive zone – basic overload set up

#### Objectives

- See diagram



### Power play offensive zone – overload behind the net curl

#### Objectives

- F2 starts with the puck on the half wall and moves it to either D1 or F1
- D1 can walk to the middle and shoot or pass
- F1 can carry the puck behind the net and walk out either passing or shooting. If he passes he then "jams" the front of the net



**Power play offensive zone –  
overload give and go options**

- F2 starts on half wall with puck  
- can move the puck to D1 or F1
- F1 takes the puck on a give & go with F2
- F2 can continue the give & go with F1 or F3

A

B



**Power play offensive zone –  
overload options – pick and roll**

**Objectives**

**A. Low**

- F2 starts with puck on the half wall
- F1 screens the defender and allows F2 to rotate low and behind
- F2 has several passing options

**B. High**

- F2 starts with puck on the half wall and passes to F1
- F2 screens defensive player and allows F1 to rotate behind and high
- F1 has several options for passes or shot



**Power play offensive zone –  
overload point shot**

**Objectives**

- A. Step in
  - F2 starts with the puck on the half wall - passes the puck to D1 who steps to the middle of the ice and shoots
  
- B. Walk in
  - F2 starts with puck on the half wall and moves the puck to F1
  - F1 walks to net while F2 breaks to net
  - D2 walks in from the weak side
  - F1 passes to D2

**18.5 Face offs**

- Face-offs are decisive for a successful power play
- Win the battles -control the puck
- Wingers must be ready to jump on the loose pucks
- Be aware of the defensive team's plan to get the puck down the ice
- Use four players up in the offensive zone, especially on the 5-on-3 power play situation
- In neutral zone and offensive zone, a defenseman may move up to create an overload
- Forward block out -use the point men -spread the box
- Battle and high intensity off the drop of the puck sets the tone
- Centerman should set up and special face-off alignment in the neutral and offensive zone to take advantage of the extra man
- Lost face-offs are demoralizing to the power play team (it takes 25 -35 sec. To get the puck back in the offensive zone)

Success on the power play depends on: "Effort - execution - skill" Score!

## 19 The effective use of the goaltender in practice

As coaches you will make a connection between what goalies do in a game, how they play and how they practice. The first thing you've got to understand is what the goaltender does at a game before you can decide how to use him at practice. In a game, the goaltender spends very little time making saves. If he plays for an hour and makes 25 saves, he will have spent roughly 25 seconds in the act of making saves. What he does most of the time is prepare for making those saves. He spends a lot of time watching and thinking.

### 19.1 Understanding the position

#### 1. Time spent making saves vs. preparing for saves

Do not confuse the thinking part of the goalie's game with being too deliberate. Because certainly in a game the goaltender has to be very spontaneous and we all know goalies who think so much that they are a second behind what they should be doing. But goalies should spend a lot of time looking at the play, analyzing what might happen, so when the time comes to make that save we're making it easier, we're in the right place.

#### 2. Finding the puck

A goalkeeper spends a lot of time just trying to find the puck. Bobbing and weaving, looking around, trying to see where the puck is and dealing with the opponent's options.

#### 3. Dealing with opponents' options

Use a computer as an analogy. The goalie looking at the guy with the puck and he's logged in all the guy's options. As the play changes- and the play changes every time the guy moves or your teammates move towards him-the options change. Sometimes they are eliminated, sometimes new options come in, but his mind is working like that.

#### 4. Playing off teammates

A goalie plays off teammates a lot- what they do, how they position themselves, what they might do next. And not only where they are, but who they are-which teammates and what their capabilities are. And I think that's universal. This is true at any level.

## 5. Following one puck for a long time

Goalies spend a lot of time following one puck—just the ability to stay with that puck while it’s being moved around, after it comes off the body, knowing where the puck is. It’s a very basic skill. Like the guy that’s down and out and somehow, like he has eyes in the back of his head, spins around and makes it look like a spectacular save. A lot of those aren’t as spectacular as you think because if a goalie is in a certain position where he can’t see the puck and he knows there’s an empty net behind him, then he immediately realizes that the one area of risk is over there. So he’s just going to spin around and fill that space and somebody shoots it into his arm. How in the world did he see that puck? Well, he didn’t see it. Just by process of elimination, if it wasn’t there, it must be here.

## 6. Making decisions

We’ve all seen goaltenders who are great athletes physically - in great shape. They can do a lot of physical things. But you put them in a situation where they have to think and they are constantly making the wrong decision. A great deal of what we’re doing is thinking and then executing and after a goal is scored you might ask, did he get beat because he didn’t execute properly or because he made the wrong decision?

## 7. Two ways of teaching goalies

- Gather information, make decisions, execute.

The goalie is constantly gathering information that’s nothing more than looking, seeing, assessing. And when we say making decisions, you’re really making half-decisions. The game isn’t that finite. But as you analyze what’s out there you’ll say to yourself, “If he goes this way, I’m going to do this.” Or “if this guy breaks I’m going to throw up two pads.” This takes about a second. You scan everything and assessing these options and you’re making all these half-decisions and then you execute when they make the first move.

- Before, during, after the “save”.

The other way we sometimes describe it is to break down the goalie’s task by isolating before the shot, during or at the point of the shot, and what happens after the shot.

## 19.2 Typical practice

### 1. Saves, saves, saves...or nothing



In a typical practice, the goalie's chore is reduced to making saves. He gets 200 shots in a typical practice. And the message the goalie gets sometimes is what you give him at practice. If you say it's goalie time and what follows is just this self-defense period where it's nothing but shots, then the message is all you have to do is react well. And they don't get the time in those rapid-fire shooting drills to work on their positioning, their stance and to prepare for those shots. It's been said that we teach our goalies with the Guilt and Volume Method. It's where you feel guilty that you haven't done anything with your goalie, so you tell everybody to get a puck and for the next 20 minutes you just shoot on him.

## 2. Shooters and the goalie

What you'll also see in practice is that there is nothing between the people with the puck and the goalie. As we mentioned, just finding the puck in a game is a chore. And yet at practice, the abundance of the drills make it very easy for the goaltender to see the puck. And there are no options. Usually in practice you describe the drill. It may require a number of passes, but eventually the shot comes from this guy and even the dumbest goalie is going to realize he doesn't have to anticipate the passes, because he knows who is going to finally shoot. So of course you take away the major part of the goalkeeper's work. In the game, he doesn't know who is going to shoot and that indecision changes the whole process.

## 3. No options

The ability to stay with one puck for a long time during the game is the opposite of staying with many pucks for a short time during practice. Of course, you don't want to do slow drills. You have to keep a pace, doing high tempo drills, etc. You cannot mould your practice to just the goalkeeper. But keep in mind that the price of that is the goalie doesn't get a chance to set up between those pucks. He has no incentive to follow the puck after he stops it. He just wants to stop it and move to the next one, then the next one. And goalies can get very sloppy playing that way. Because in the game it is the opposite. In the game it's just one puck and you have to find it and know where it is all the time and stay with it after the shot.

## 4. Many pucks, each for a short time

We mentioned making decisions. A lot of times the whole practice is reactive for the goaltender. Something happens, the goalie reacts. And that eliminates those times where a goalie can purposely make the first move, feign a move, or force them with the puck to do something. So they've got to have the chance to work on their decision making and their ability to work under pressure.



#### 5. No decisions; reactions only

In the typical practice, your goaltenders are just not involved when you're talking about team things like penalty killing, power play, breakout, face offs. The goalie is the player in the best position to see. If you have certain rules about where guys are supposed to be. They can make some noise and move people around. A lot of coaches feel that's not goalie stuff. Let them just stay there and stop the puck. They don't need to know all that other stuff. But they can do a lot for the team if you start treating them like hockey player's and not just as goalies.

#### 6. Not included in certain discussions (treated as a goalie, not a hockey player)

We've all heard that you've got to be crazy to be a goalie, and it's great joking material. But it goes beyond joking when you talk to people involved in youth hockey programs and they can't get kids to come out for goalie. It's not very attractive when they start hearing these jokes. Words can hurt individually, and they can also hurt your program, because all of the sudden we've made it very unattractive for them to be there. It seems like they are not included in certain things. And some goalies live up to the reputation-they exclude themselves from the group. In a sense, then, your practice is a reverse of what happens in a game. In a game there is a lot of preparation, indecision, a lot going on in your mind, and then the explosion comes. You watch, you observe, you analyze, you explode. In practice, there is a lot of exploding, physical reaction, and no time to think, no drills that allow you to do that.

### 19.3 Solutions

#### 1. Understand the position

If you as coaches understand the reality of the position a little better, you can drop in some of the drills that make it a little more realistic. You can do drills where there is a deliberate screen, an exaggerated screen, where the whole purpose of that drill is to get them to locate the puck. And get them to do it low. Some kids are standing up high, trying to look over people. An example of a realistic warm-up drill is for players to come out of each corner, they do a give and go, skate to the far blue line and shoot. That's your warm-up, outside, long shot, from an angle. After the guy shoots, instead of sending him to the other corner, tell him to go to the far post and stand there as a rebounder for the next shooter. Because if you don't, the goalie starts the day just kicking shots where ever he wants. He doesn't have to worry about a rebound. So just tell the players, take your shot, go to the far post, if you get a quick rebound then bang it home. But if you do not, go right back in line. You want to create a presence that the goaltender now has to think about what he's doing there. He will now want to control the first shot a little bit better.

You're giving him an incentive to play that simple drill in a way that is more realistic and it's not a disruptive change to what you may already be doing.

## 2. Treat the goalie as another player

If you have meetings, if you use handouts, if you stop a practice to talk about team systems to team concepts, make sure he's listening and he's part of it. And the goalie's part is not just going to the net and stopping it and shooting it the length of the ice, but you need to let the goaltender know, if you're coaching older players, if you have an idea of what power play system the opponent is using, let the goaltender know that before the game. What are the tendencies of the other team? A goalie will want to know these things. On a lot of power plays the goalie can be very helpful if he's aggressive with the stick or in the crease, so he's not giving up that post-to-post goal mouth pass. What does the other team like to do on face-offs? Does the center tie somebody up and somebody comes in off the boards and picks up the puck? The goalie needs to know these things. You've got to treat them just like the other players on the team.

## 3. Allow for one real drill daily

It makes sense to take ten minutes at the start of every practice or at some point where you want to do things with the rest of your team, where the goalie will know it will be there every day, it's his time. If it's a Monday practice, give them something to work on with their feet. Tuesday they've got to work on something with their gloves. Whatever- feet, gloves, stick, pads. Break things down in four areas. They can do shadow drills, they can pass the puck to each other-but let them know they have a time that is theirs. If you get a goaltender who talks about not being a practice goalie-and you hear that all the time-you've got to make the connection to the kid about what he does at practice and how the rest of the team benefits. Some goalies feel that they can do something less at practice, because they will play better in games. They've got to make the connection that if it's easy to score on them in practice, they're not pushing their teammates to work on their skills to score. Then they get in a game, after beating the goalie at will in practice, and they have trouble putting the puck in the net. They can't figure it out, because everything seems to work okay at practice. It's because the goalie is not working at practice. And if the goalie pushes at practice, it pushes the rest of the team and that shows in the game. It is important that coaches incorporate at least 1 "real" drill for the goalie in each practice.

#### 4. Goalie days are more than just shots

Another thing to consider is to create a “goalie day” where the focus is on meeting the goalies needs in that particular practice.

5. Set up 10 minute goalie time for them to work alone (with schedule set by days: feet, hands, stick, pads...)

#### 6. Pre-game warm-up

The traditional warm-up is to have everybody come in and shoot a puck on the goalie. I don't know why, but it's universally accepted that that's a good warm-up. In a three- to five-minute warm-up, don't just have everybody shoot a puck on the goalie. What good does it do for the guy who gets the two or three shots? And what good is it for the goalie when some of them miss the net, some of them go right into him, and some he may have to move and stretch and touch the puck?

If you've got a short warm-up, skate them a little bit, send them to the goal, have one kid with the pucks, slide pucks. Or maybe two kids, have one guy in deep, have one slide it and have them go up and down. Some goalies are worried about looking bad at warm-ups so they cut the angle down so they don't get beat, which is not the purpose of the warm-up. Tell the goalie to stay back on the goal line so he has to move, and then maybe gradually start to move out and work on that. But when you get in the game, the first shift, he's looking, he's down, he's up, he's poking, diving. Nothing that he did in warm-up prepares him for that. So don't do a warm-up, because everybody is doing it that way, particularly with the goaltender.

### 19.4 Five ideas to improve your goaltender

Why five ideas?

- Hockey goalies are the single most important position in all of team sports.
- Many coaches are uncomfortable working with their goalies.
- We have all been to clinics and listened to great discussions regarding the technical aspects of goaltending, hopefully this discussion will give you some concrete practical applications.

## 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 one 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 goalies 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. Being able to do them is not enough. They must be done quickly. And being able to do them quickly isn’t enough either. 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 often offer great lessons, take advantage of them.
- Develop measurable standards or goals for each game.
- Encourage an honest dialogue to get your goalie thinking about and questioning his thought process.

- Analyze situations that arose in the game, what did the goalie see, what if anything might he have done differently?

#### 5. Develop a work ethic

“How does a goalie go about gaining confidence? There is only one way. And that is from working hard; hard enough to realize you are giving maximum effort and can’t be expected to give more. If you cheat on yourself, if you are giving less than your best, you know it. And with this knowledge, it is very difficult to feel confident. There are no short cuts. No magic.” Joe Bertagna

- Goaltenders work ethic is often overlooked, many times 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.

## 20 Utilizing small games in practice

### 20.1 Introduction

How can a player develop both skills and team play (concepts) in one or two practices a week? How can we create an environment that will encourage learning, creativity, enthusiasm and a sense of caring? These are two of the most difficult questions facing coaches throughout the world. There is no easy answer.

Here are some basic principles to follow:

- Hockey should be fun for all.
- Hockey is a simple game, don't make it difficult.
- Create high expectations and demand proper execution and technique.
- Understand that players have to make the decisions on the ice. Allow them to fail and learn the game is still the greatest teacher.
- Allow natural competition to increase practice intensity, "Game Speed".
- Develop a progression of activities that will enhance both skills and understanding of the game.
- The game is offensive support v. defensive support.
- Break the game down by the zones-offense, defense and transition. Concentrate on one area each practice, a "Major Theme".
- Successful coaches have the ability to reduce the game into its simplest components and recreate game situations.
- Off ice activities should include both physical and mental training.

**The bottom line is: "Let the game be the teacher."**

If we expect our players to be creative then we, as coaches must be creative. We ask our players to 'Read and React', but what do we do to enhance that ability? Do we create an environment that encourages good decision-makers and intelligent hockey players? Perhaps most importantly, are we reducing or increasing the enjoyment that each player gets out of the sport? The answers to these questions will tell you where you fit in as a coach. Small games are not meant to take the place of skill-specific drills. We are really fortunate to be able to have access to a number of different drills from all over the world. We try to use these drills to compliment or complete the practice session. These games help the players understand how correct technique is useful in the game situation, and certainly gives more meaning as to why we run certain types of drills. More importantly, the desire to 'play the game' for a player is greater than the desire to

'learn the drill,' and the intensity of participation increases. Learning does occur in the modified game, however, because when players are in the right place at the right time, they meet with success. The game, and the exercise derived from it, is why people play sports.

### **Why use small games?**

The reasons are many. Players like the idea of competition and the challenge it brings. Games keep more players moving than the traditional drills that bring a lot of waiting in line during precious practice time. Players learn best when moving and confronting different situations. With the use of games we can challenge each player to participate at his own level and also stimulate the growth of the multi-level players on each team. It creates a practice intensity that is only matched during actual contests. Lastly, your players will develop game strategies, make better decisions and have greater enthusiasm for practices.

## **20.2 Organizing small games**

The games can be very simple with few players with an emphasis on one or two specifics, and can grow to more complex including the entire team. However, what is consistent most games is that technique and skill intertwine to help players improve all aspects of their game. It is important to understand that the game itself is the most important teacher. Allow for failure. The challenge for the coach will be to decide what role to take, how much will you control the game, will you keep score, do you stop play to illustrate a point or reinforce concepts. These are important questions that help shape your coaching style.

What is the purpose of the game? Decide what the theme of the game is and stay on task. (Be sure the players know what your goals are and why you have modified the game. This should help players understand the game and lay more within the framework you've established.) Hopefully, this will improve the skill performed.

Examples of conditions you can put on a game to achieve specific results include:

- Increase or decrease the area of play
- Put restrictions on touches or time with the puck
- Increase number of pucks
- Increase the number and relocate the goals
- Confine players to specific areas to create numerical situations and transition opportunities
- Specific types of passes
- Use support players outside area of play



There are several other conditions that you can put into a game to create the desired result. The only limit to the number of games is the coach's creativity. Lastly, try to keep in mind the Russian training philosophy that is applicable to all continuous actions sports. A player should train in a small area, for a short duration at high tempo. This will help to bring about the desired skill development. As Coaches, we often have a tendency to over coach players up to the age of 13 and maybe under coach players through the college age. Hockey is learned by moving. "The players are the ones that need to learn to play the game, learn to be in the right place at the right time. When we have the players practice skills in game-like situations over all parts of the ice they will gain the ability to read and react in creative ways." (Paraphrased from Finish Coach Juhani Wahlsten)

### **Using small games in practice**

In setting up practice we break the session into four separate areas:

- Warm-up – Emphasize a movement and skill including goaltending
- Cooperation on combination training (1v 0, 2 v 0)
- Small games or game situations
- Cool down – usually very short

Our general goal for practice is for each player to come away having been challenged to be a better individual and team player and excited about the next practice. We try to create a bank of drills that the players know and understand so that they can run efficiently and without complications. This is a time when you want the players to meet with success, gain confidence and sort out any problems. Usually 1/3 to 1/2 of the practice time, we try to re-create specific game conditions and have them happen as often as possible in a short period of time. In placing our players in positions, we try to get them doing what they do best, most often. We can get specific to our needs by conditioning the game to our area of concern. In setting these games up, we must decide what role we will take. Do you watch and let the players grow on their own, do you constantly stop play to point out specifics, or are you the ever-present cheerleader? Decide your approach before the game begins or you get caught up in watching. But about all, you have to be a student of the game, and its players.



**Examples of a game include:**

- Full ice with two or more nets
- Cross ice with two or three games, or in any other formation you choose

**Special conditions for the game might be:**

- Play with more pucks – increase the amount of activity and game situations (no slap shots or body checking).  
    Use two or more pucks. Use any number of players, keep score, have goalies put pucks into play.
- Two nets at each end or three or four. Allow players to score on any net or restrict with nets to defend and attack.

**Special conditions for an aspect of the game include:**

- Players are confined to a specific area of the ice – this allows you to set up numerical situations and create transition opportunities.
- Require some or all players to touch the puck before a shot - movement, support and quick thinking.
- Restrict touches – one or two touch games.
- Create support players – that can't be pressured and play on offense all the time.
- Restrict passes – pass only to the closest player, backhand passes only, no give and go passes, etc.
- Don't allow dump-ins – creates use of offensive picks or screening.
- Place conditions on how a goal must be scored – plays must start from behind the net, from the corner, or only the defenseman can score. Coaches want players who are problem solvers, a situation, which occurs repeatedly in games but not in a structured drill.
- Practice games played to conclusion with consequences will build confidence, which, among other things, will help build 'gamers' and transition great practice players to 'gamers'.
- Put players in situations that they will find in games and help them solve them with guidance from the coach.
- Games for practices are easy and less time consuming to prepare that day. Looking at the game to determine the problems to solve, then create a practice game (must assume some level of competency from the coach). Teach coaches to look for the games within the games: 1v1, 2v1, 3v2. Small practice games give a coach the ability to create effective practice in the reality of today's environment of increased pressure on ice time and multiple teams

practicing simultaneously. Skills, critical thinking and the understanding of game concepts will transfer effectively from small practice games to full ice competitive games.

### **Practice key components**

- Make the need for players to improve skills relevant by putting them in game situations that require particular skills.
- Allow players to learn skill in short time blocks then put them back into modified games that provide for success with proper execution.
- There are many exercises for training, but common to all training is that exercises are done at game tempo.
- Shooting, passing, skating – everything done at the highest speed. Change exercise when speed gets slower. Mix heavy exercise with lighter types.
- Training should develop initiative, play understanding, tactics, speed and the ability to score goals. Fitness and strength are by products.
- Most exercises are done with partners and/or rivals.
- Players should have choices, must learn to make decisions. Quick thought to action (high speed).
- Emphasize play without the puck – players must free themselves to be a support (ability to initiate).
- Opportunities to score should be many and intensified for all players. “If two teams have equal fitness and technique, the same strength and tactics, the team with the greatest joy of playing will win.” All training must be fun!

Individual skills for hockey players are so numerous that to try and “track” each one would create a hockey “school” atmosphere that would demoralize the players. Instead of trying to cover every skill, this short list of emphasized skills (with modified games) will put players into situations that will need a solution. Together over the season, you find one. You have a hockey instructional outline to refer to. Use it when you see specific players in need of help.

### **20.3 Skill development from small area games**

#### **Skating:**

- Quick Starts
- Crossovers
- Backwards
- Pivoting

- Strong on skates (balance)
- Moves to free yourself from defender

Shooting:

- Forehand
- Backhand
- Quick Release
- Tip-in

Puck handling:

- Protection of puck
- Straight ahead carry
- Wide dribble (encourage creativity)
- Escape move
- Use of feet
- Attacking triangle
- Delay moves

Passing:

- Sweep Sauer
- Receiving
- Back Diagonal
- Indirect passing
- Recognizing hand of teammate

Checking: (when old enough, 13+)

- Giving and receiving of check
- Stick strength
- Use of stick as tool of checking
- Concept of angling and speed
- Board play
- Net front play
- The Games

The components of a practice game include:

- Two teams of one or more
- A consequence
- It must be played to a conclusion

### **Educational foundation of practice games**

Practice games are universal in appeal from Mites through NCAA Champions. The lengths of games are determined by the players' ability and motivation to keep working. The most effective teachers relate to students' curiosity. To make learning exciting, permanent and challenging one must relinquish control and allow natural learning to occur. When a person asks a question, it is best to give them a way to find the answer, don't simply provide an answer. Using small games to teach the game allows the integration of the educational principles above in a unique way, unavailable in traditional, predictable drills.

### **20.4 Conclusion**

A coach can take the practice games in this book and apply them to teams by using his/her principles of play (through applying conditions to games) to meet his/her goals. Build from simple to more complex games; modify based on a coach's principle of play to accomplish specific goals.

## 21 Weight training and conditioning workbook

### 21.1 Introduction

A Para ice hockey summer weight training and conditioning program will concentrate on developing strength, quickness and aerobic/ anaerobic base. All of these areas require a considerable commitment of time for training and that time must be made available if you are to train as an elite athlete. The program is constructed utilizing the following essential tools:

- Nutrition
- Flexibility
- Plyometrics
- Speed training
- Aerobic/ anaerobic training
- Weight training

It is with these tools that we hope to address performance enhancement and injury prevention.

#### 21.1.1 General guidelines about training and safety

In your training program use common sense and follow these few safety tips:

1. Check the equipment you are using before performing each exercise.
2. Good lifting technique is one of the most important ways of preventing injuries and achieving the desired result.
3. Wear light, appropriate clothing.
4. Drink plenty of water before, during and after exercise.
5. Warm up and stretch before you go for it.
6. Use a spotter for all heavy weight training, and work with a “partner” if possible.

#### 21.1.2 Additional training tips

1. Integrate dryland stickhandling and shooting into your training to maintain hockey specific skills.
2. If you have the opportunity to work out on your sledge, take it.
3. Rowing, upper body cycling, swimming utilize many of the same muscle groups used in Para ice hockey. So add them to your list of activities.
4. A UBE (upper body ergometer) is an effective toll to increase aerobic power and to reduce your body fat.

5. If you lose a few workouts due to illness or injury, do not start back where you left off go back a week in the program and gradually catch up by following the training guidelines for that phase.
6. This program is a guide with options for you to choose. Be sure to work on your weaknesses as well as those things you do well.

## 21.2 Nutrition

“You work hard to be an elite athlete - do not blow it at the dinner table.”

Nutrition is an area in athletics which contributes to physical fitness and reduces your susceptibility to injuries. While many myths and misconceptions have caused athletic nutrition to become a seemingly complicated and complex area, it is important to remember that athletic nutrition is simple and vital to athletic performance.

Basic strategy: eat a balanced diet, high in carbohydrate, low in fat and adequate fluid intake

Para ice hockey is a physically demanding game. And food provides the energy to play.

How should Para ice hockey players eat? What kinds of foods lead to their best performance? Do all players require the same caloric intake? Read on and you will find out.

### How well do most athletes eat at home?

Research shows that only a small percentage of athletes eat an ideal mixed diet. This can seriously affect your play on the ice. Common nutritional errors are:

- Not enough carbohydrates consumed.
- Foods too high in saturated (animal) fats and too low in unsaturated (vegetable) ones.
- Too little whole grain cereals and breads, and fresh fruits and vegetables.
- Not enough milk, cheese and other dairy products.
- Deficiencies in vitamins a, b-complex, c, e and in minerals (iron, calcium, zinc).
- Too many “empty” calories, e.g. soft drinks, candy, pastries, chips, etc.
- Inadequate water and fluid intake.
- Breakfast skipped or minimal. (Many health professional believe that is the most important meal of the day and the only one to show important increase in athletic performance that day).

Remember, each of you have different levels of function, the caloric intake has to be adjusted to this, but keep your diet balanced.

### 21.2.1 Food for hockey

There are six major classes of food whose functions are important to physical activity and thus to hockey.

	Function	Storage
<b>Carbohydrates</b>	Primary source of muscle energy during anaerobic exercise; also used in aerobic activity.	Stored in muscles and liver in limited amounts; excess stored as fat.
<b>Fats</b>	Principal fuel source for aerobic exercise.	Unlimited storage of excess fats, carbohydrates and proteins.
<b>Proteins</b>	Mainly used for growth and repair of body tissue; can be used as fuel particularly if carbohydrates and fats are not available but are a very inefficient source of energy.	Cannot be stored as proteins; excess stored as fat and/or excreted.
<b>Vitamins</b>	Essential for production of energy from carbohydrates, fats and proteins, and development of healthy tissue; not a fuel source.	Water-soluble vitamins (B&C) - limited storage Fat-soluble vitamins (A,D,E,K) - stored and can be toxic in large doses.
<b>Minerals</b>	Assist in changing fuel into energy; also maintain healthy tissues and regulate body fluids; not a fuel source.	Most common deficiency is iron which is essential to transportation of oxygen in the body; minerals can be toxic in large doses.
<b>Water</b>	Essential to all tissues for normal function and most processes carried on in the body such as digestion, excretion, maintenance of body temperature and energy production.	Constant replacement required during exercise; 100-150 ml every 15 minutes during exercise.

**Nutritional breakdown of calories consumed by hockey players should be:**

<b>Carbohydrates:</b>	55% - 70%
<b>Fats:</b>	15% - 25% (only 10% should be saturated)
<b>Proteins:</b>	10% - 15%
<b>Vitamins and minerals:</b>	Minimum daily requirements will be obtained by eating a balanced diet; no supplements are required except perhaps iron.
<b>Water</b>	Drink at least 6 to 8 glasses per day; essential to consume water before, during and after exercise.

**Healthy eating and cooking tips**

- Eat sensible portions at meals.
- Do not eat fried foods.
- Trim excess fat from all foods.
- Remove skin from poultry.
- Try to avoid sauces and gravies.
- When eating salads, go easy on the dressing.
- Substitute tomato, lettuce, mustard, relish and ketchup for cheese, bacon and sauces.
- Use non-stick cooking utensils.
- Bake, broil, poach, barbecue, roast - to cook meats, poultry and fish.
- Steam, boil, bake - to cook vegetables.

Eating a diet high in carbohydrates is critical to a hockey player's performance but just as important is consuming them in balanced meals. Sometimes this is tough to do.

**Basic food nutrients – what do they do?**

The national strength and conditioning association summarizes their function like this:

Carbohydrates are the fuel that muscles use for quick, intense sport, for the first 15 minutes or so of any exercise, and to keep an athlete from "hitting the wall" during endurance events. For top performance an athlete must have good stores of carbohydrate (glycogen) in his or her muscles and liver.

Fats start to be used as the major fuel after an athlete has exercised for 15-20 minutes.

Proteins are not used as fuel by the body until carbohydrate stores are gone. It is not an easy fuel to break down and use. Daily most athletes consume two to three times more protein than their bodies can use or need; the excess is converted to body fat.



## **Caloric and nutritional requirements for elite hockey players**

The caloric needs of hockey players are generally higher than for non-active people depending on such factors as their weight, height, age, sex, metabolic rate and the type of intensity, frequency and duration of the sport. Training and competition may double or even triple a player's energy needs.

- The National Strength and Conditioning Association states that for sports participation and growth, elite athletes may need to consume 3,000 to 6,000 calories per day. (In comparison, an average adult eats approximately 1,800 to 2,400 calories per day).

## **Carbohydrates: a hockey player's main energy source**

You now know that carbohydrates are the single most important nutrient for athletic performance, giving the body its energy. Although stored in the body, amounts are limited.

Once depleted, players cannot exercise intensely and may experience fatigue. It may also affect their training causing athletes to "plateau" or to go "stale".

Therefore, up to 70 percent of an elite player's diet should be carbohydrates. And it is important to replenish them on a frequent basis. Here is how:

Suggestions for high energy (high carbohydrate) meals:

### **Breakfast**

- Fresh, dried or stewed fruit: in fruit cocktails, compotes or platters
- Non-sugared, dense cereals (not flaked or puffed): muesli, granola, oat bran, raisin bran, wheat chex, shreddies, granenuts - hot or cold, cooked and/or served with skim or low-fat milk and topped with fruit, nuts, sunflower seeds, wheat germ, etc.
- Low-fat plain or fruit yogurt
- Low-fat cottage cheese
- Whole grain pancakes, waffles, French toast - topped with fresh fruit or yogurt
- Whole-grain bread/toast (e.g. raisin, date-nut), rolls, buns, muffins (including English muffins) or bagels – plain or with a low-fat spread, peanut butter, honey or jam/jelly
- Egg dishes (unlimited egg white, 3 to 4 yolks per week) - not fried

### **Lunch and dinner**

- Broth-based soups
- Tomato soup made with water or low-fat milk
- Salads using washed or peeled fruit and vegetables
- Low-fat cottage cheese or regular cheese
- Lean meat, fish, poultry (skin removed) - boiled, roasted, baked, poached
- Cold meats: turkey, chicken, lean beef, lean ham
- Vegetables: peas (chick or black-eyed), beans (kidney, baked, refried) starchy vegetables (potatoes) - steamed, boiled, baked
- Rice - plain, steamed, boiled
- Pasta - any kind (noodles, spaghetti, macaroni, lasagne) plain, with cheese, vegetable sauce or in a salad
- Whole-grain bread, rolls, buns, bagels, muffins, tortillas, corn bread, crackers, pita bread plain or with low-fat spread, honey, peanut butter, or jam/jelly
- Rice cakes
- Desserts; low-fat yogurt, custards, pudding, ice milk, date squares, date-nut bread, muffins, plain low-fat cookies (fig bars, graham wafers, digestives, arrowroots) banana bread cheese: edam, brie, camembert
- Fresh fruit; grapes, bananas, pineapples, figs, dates, avocados, apples, kiwis
- Dried fruit: raisins, dates, apricots, pears
- Note: watery fruits (e.g. citrus) generally contain less calories and carbohydrates than other fruits

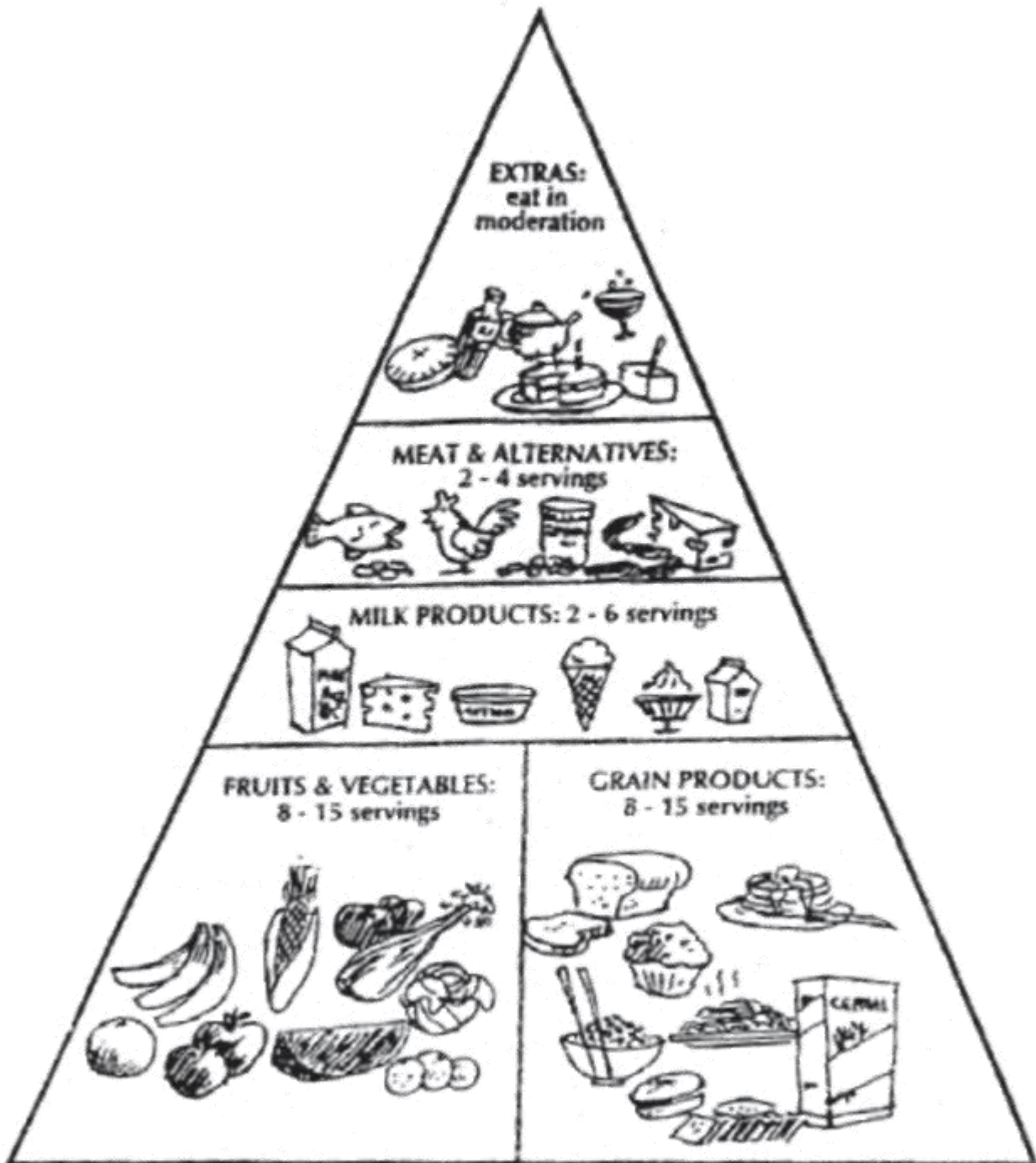
### **Beverages – all meals**

- Water - lots of it; bottled if water source is suspect
- Skim or low-fat milk - add powdered milk, malt power, ovaltine, Nestle's, carnation instant breakfast or other flavouring
- Hot chocolate - made with low-fat milk
- Fruit or vegetable juices: cranberry, grape, apple, pineapple, apricot, orange juice (decrease water content), tomato, V-8
- Blender drinks: milkshakes, eggnogs, fruit frappes and smoothies
- Sports drinks
- Calorie free, caffeine-free soft drinks - limited quantities
- Tea (with lemon) or coffee black or with small amounts of sugar and/or low-fat creamer/milk as necessary - very limited quantities
- No alcohol.

## Snacks

- Soft pretzels (microwave); plain or hot air popcorn (microwave) - low-fat, low sodium
- Low-fat crackers and cheese; melba toast; bread sticks
- Cold plain baked potato or dipped in low-fat cottage cheese
- Rice tossed with raisins and cinnamon
- Cereal with raisins and nuts - dry or with low-fat milk
- Low-fat plain or fruit yogurt
- Fresh or water-packed fruit
- Milk pudding; custard
- Shredded carrots with raisins and non-fat salad dressing on whole wheat bread
- Hard-boiled eggs
- Dried fruit: raisins, apricots, pears, etc.
- Vegetable sticks
- Plain cookies: arrowroots, fig bars, digestives, graham wafers
- Oatmeal - raisin cookies; date squares; banana bread
- Energy bars
- Sunflower seeds, nuts and trail mix

What should hockey players eat?



### Four basic food groups

Eat a variety of foods from each group every day.

Food Group	Servings per day	Nutrients	Food sources
<b>Meat and alternatives</b>	2-4	fats, proteins, vitamins A, B1, B2, niacin, B12, iron, fiber	lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs (moderate use of egg yolks), legumes (dried peas, beans, lentils), seeds, nuts
<b>Milk products</b>	2-6	fats, proteins, vitamins A, B2, niacin, folacin, B12, D, calcium	low-fat or fat-free milk & cheeses, cottage cheese, yogurt, sherbert, ice milk, fruit shakes & other foods made from milk
<b>Grain products</b>	8-15	carbohydrates, proteins, vitamins B1, B2, niacin, folacin, iron, fiber	whole grain & enriched cereals & breads, pasta (spaghetti, noodles, macaroni, etc.), pancakes, steamed or boiled rice, crackers, bagels, muffins
<b>Fruits and vegetables</b>	8-15	carbohydrates, vitamins A, B1, C, folacin, iron, fiber, trace minerals	fruits & vegetables - fresh, dried, frozen, canned & in juices (no sugar added)
<b>Extras</b>	moderation		foods high in fat, simple sugars, salt or alcohol and low in nutrients

## What counts as a serving?

### Meat & alternatives

- 60ml (4 tbsp.) peanut butter
- 60g (2 oz.) luncheon meat slice
- 60g (2 oz.) hard cheese
- 60-90g (2-3 oz.) cooked lean meat, poultry, fish or liver 200g (7 oz.), tofu
- 2 sausages or wieners
- 2 eggs
- 8 slices of bacon
- 125ml (1/2 Cup) cottage cheese; nuts; seeds
- 250ml (1 Cup) cooked dried beans, peas or lentils

### Milk products

- 45g (1 oz.) cheese
- 2 slices processed cheese
- 175ml (3/4 Cup) yogurt (plain or fruit)
- 250ml (1 Cup) milk: soup made with milk; pudding or custard made with milk
- 350ml (1 1/2 Cups) ice cream
- 375ml (1 1/2 Cups) milkshake
- 500ml (2 Cups) cottage cheese

### Grain products

- 1/2 Hamburger or hog dog bun, English muffin, bagel or pita bread
- 1 slice bread
- 1 small roll, biscuit or muffin
- 1 tortilla
- 1 medium pancake or waffle
- 4 to 6 crackers
- 30g (1 oz.) cone
- 125ml (1/2 Cup) cooked cereal
- 125-175ml (1/2-3/4 Cup) cooked rice; any pasta (plain)
- 175ml (3/4 Cup) cold ready-to-eat unsweetened or pre-sweetened breakfast cereal
- 375ml (1 1/2 Cups) plain popcorn

### Fruits & vegetables

- Half grapefruit
- 1 whole medium-size fruit or vegetable  
(apple, banana, peach, orange, carrot, celery stalk, tomato, cob of corn, potato)
- 1 melon wedge
- 2 small fruits, (plums, apricots)
- 50ml dried fruit
- 125ml (1/2 Cup) fruit or vegetable juice (fresh, frozen, canned)
- 125ml (1/2 Cup) raw or cooked, canned or frozen fruits or vegetables  
(berries, grapes, broccoli, cabbage, leafy greens, French fries)
- 125ml (1/2 Cup) mixed salad
- 175ml (3/4 Cup) tomato sauce

### Extras - What are they?

Extras are foods high in fat, sugar, salt or alcohol and low in nutrients. They add variety to our diet and can also help us meet high energy demands when needed. Consume them in moderation and make sure you eat the appropriate number of servings from each food group before you add in the extras.

Examples:

<b>Meat and alternatives</b>	Gravy, bouillon, lard
<b>Milk products</b>	Butter, cream, whipped cream, sour cream, cream cheese
<b>Grain products</b>	Cakes, cookies, croissants, buns, donuts, buttered popcorn
<b>Fruit and vegetables</b>	Fruit drinks and pies, gelatin desserts, jam, ketchup, relishes, olives, pickles, potato or corn chips
<b>Others</b>	Oil/mayonnaise dressing, cooking oil, shortening, margarine, sauces, honey, syrup, soft drinks, candy, tea, coffee, beer, wine, spirits

### Conclusion

Eating properly is one way elite athletes help their maximum effort every practice and every game.

Hopefully, this chapter will give you enough information to make the necessary changes.

## 21.3 Flexibility

### Introduction

In developing yourself into an “elite athlete” flexibility is an area that should not be neglected. The lack of flexibility is a leading factor in the cause of injuries. It can also affect performance by not allowing proper movement patterns. Greater flexibility provides for a greater range of motion at each joint, and therefore a greater movement pattern for the complete activity. This greater movement pattern decreases the risk of overuse injuries, and acute muscle injury. A high degree of flexibility contributes to increased acceleration and agility, thus making you operate with more mechanical efficiency. Slow stretching also offers the benefit of reducing, and sometimes eliminating the onset of delayed muscle soreness caused by strenuous physical activity.

### Principles of flexibility training

The following principles will provide improvements in flexibility:

1. Stretch to a point of mild tension.
2. Hold that position and concentrate on relaxing any area that feels tight.
3. Hold the relaxed position for at least 6 seconds.
4. Repeat the stretch two more times.

### Summary

During your training, develop a stretching routine both before and after activity. These activities include conditioning, skating, lifting and hockey practice. It is important to couple muscle stretching exercises with muscle contacting activities to retain elasticity.





**Drop hip stretch:** From a front lying position, press shoulders as high off the floor as possible while relaxing the trunk to keep the hips on the floor. Hold.



**Gluteal stretch:** Sit with one leg extended and the other crossed over it at the knee, with the foot placed on the floor beside and parallel to the knee. Press the raised knee toward the opposite shoulder. Hold. Repeat for the other leg.



**Shoulder stretches:** Wrap one arm around front of neck as the other arm presses at the elbow. Hold. Reach overhead and down the back as the other arm presses down at the elbow. Hold. Place hand on wall at shoulder height, then turn body away from hand. Hold.



3 times  
5 seconds each

3 times  
5 seconds each

## 21.4 Aerobic/Anaerobic training

### Introduction

The game of Para ice hockey demands the rapid utilization of oxygen and the subsequent release of large amounts of energy in short time intervals and frequent intervals with brief recovery periods. These demands have to be met in part by the oxygen delivery system of the body, either during the intense activity or during the recovery period.

It is important during the off season to develop and improve your aerobic and anaerobic base. The following training formats will assist you in meeting those demands during international competition. A particular training segment from below will be placed into your overall training schedule. Refer to your weekly schedule for further instructions.

Note: Do your aerobic/ anaerobic workouts before your weight training on the days they are scheduled together.

Aerobic/anaerobic training should be performed on wheelchair, rowing machine, or UBE.

<b>Aerobic 1</b> 60 revolutions(revs)/minute 24 minutes	<b>Aerobic 2</b> 70 revs/min 22 minutes	<b>Aerobic 3</b> 80 revs/min 20 minutes
<b>Aerobic 4</b> 90 revs/min 18 minutes	<b>Aerobic 5</b> 70 revs/min 30 minutes	<b>Aerobic 6</b> 10min at 70 revs 100 revs, 60 seconds 3 sets
<b>Aerobic 7</b> 10min at 70 revs/min 110 revs for 25 seconds 4 sets	<b>Aerobic 8</b> 70 revs/min 35min	<b>Anaerobic 9</b> 10min at 70 revs 120 revs, 7 seconds 6 sets 120 revs, 11 seconds 6 sets
<b>Anaerobic 10</b> 6min at 70 revs/min 115 revs for 12sec, 8 sets 110 revs for 25sec, 5 sets	<b>Anaerobic 11</b> 6min at 70 revs/min 120 revs for 6sec, 6 sets 120 revs for 10 sec, 6sets 120 revs for 12sec, 4 sets	

## 21.5 Plyometrics

### Introduction

Plyometrics are most often referred to as jump training. What they really are, are a series of overloaded thrust movements which require a cocking phase. Plyometrics are utilized to functionally bridge the gap between maximum strength and explosive power.

Plyometrics utilize the elastic reflex of the muscles. These exercises have the ability to stretch muscle groups rapidly to increase muscle tension followed by a subsequent rapid, forceful muscle contraction. It is a slingshot effect. The faster the muscle is forced to lengthen, the greater the tension it exerts.

### Basic principles and guidelines of the plyometrics program

1. Those of you that have been with the team have already been introduced to some of the techniques in this program.
2. This program should be done no more than two days a week, and there should be a minimum of one day off between each plyometric session.
3. It is very important to maintain proper technique at all times.
4. You will need a hard wall to perform some of the medicine ball exercises.
5. Select any five plyometric drills. It is recommended to choose 3 medium intensity and 2 low intensity drills.

### Use your imagination

You should use your imagination to create a new plyometric movement which closely simulates an explosive movement on your sled.

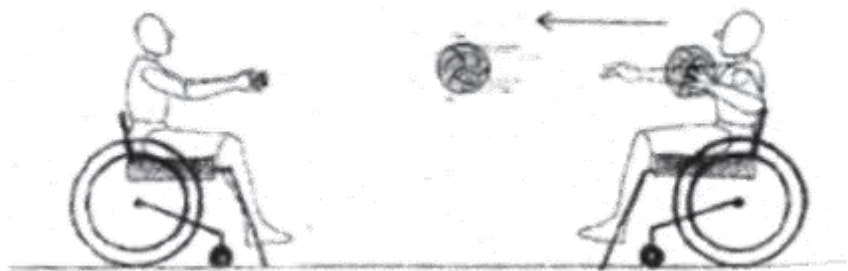
### Plyometric drills

#### Exercises

1. Seated Circles.....low intensity
2. Lateral Bend.....low intensity
3. Medicine Ball Chest Pass.....low intensity
4. Medicine Ball Twist Toss/Heavy Ball.....medium intensity
5. Medicine Ball Sit Up Throw.....medium intensity

6. Dumbbell Arm Swing.....medium intensity
7. Medicine Ball Granny Toss/Heavy.....medium intensity
8. Diagonal Throws.....medium intensity
9. Hip Snap Throws.....medium intensity
10. Medicine Ball Overhead Pass.....medium intensity

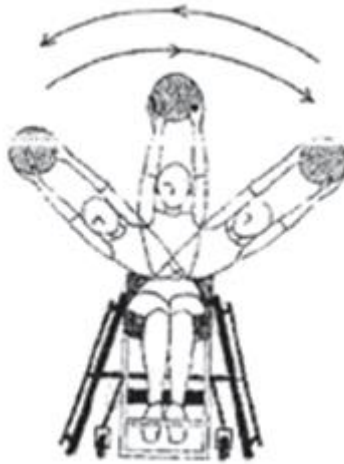
### Exercises for wheelchair athletes



**Chest pass:** You and your partner sit facing each other at a distance of six to ten feet. Hold the ball in front of your chest with your elbows out to the sides. Press the ball off your chest and pass it to your partner so that he or she can catch it at chest level. Move closer if the ball cannot be caught at chest level and keep the motion fluid.



**Overhead throw:** Hold the ball behind your head with arms extended. Throw the ball forcefully up and over your head to your partner. Your upper body should not fall forward as you throw the ball.



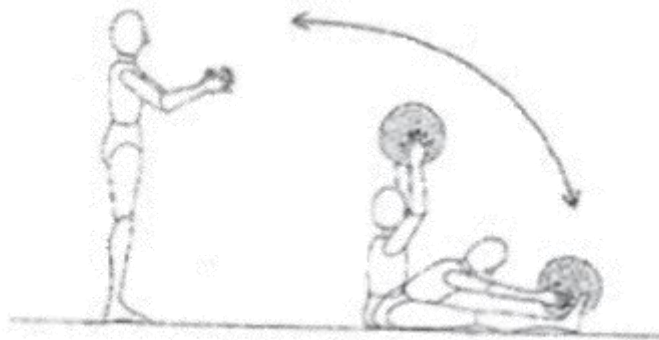
**Lateral bend:** Hold the ball above your head at full arm extension. Bend your upper body at the waist from side to side while keeping the ball above your head. Do not allow your upper body to bend forward as each side bend is made.



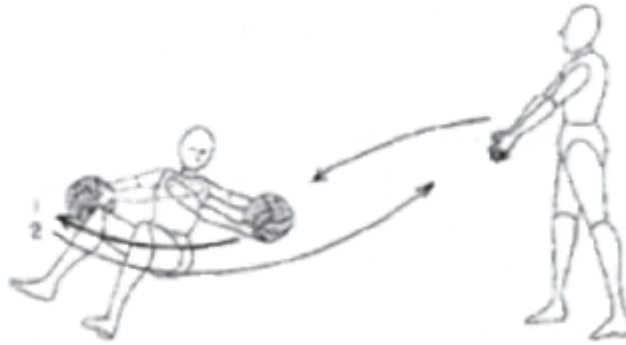
**Seated circles:** Hold the ball at full arm extension above and as far behind your head as is comfortable. Move the ball in as large of circles as possible above your head while keeping your back against the chair. Do not allow your upper body to rock forward or sideways.



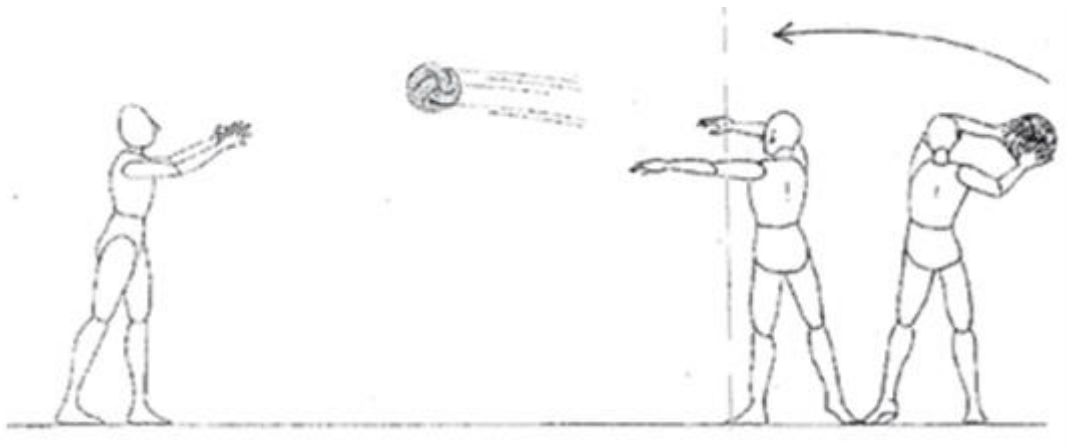
**Sit-up toss variation:** Sit on the floor, knees bent, and arms in front of your chest ready to catch a toss from your partner standing approximately ten feet away. As you catch the ball slowly lower your trunk to the floor. Do not let the ball knock you to the floor. Return the ball to your partner by reversing the motion and tossing the ball as your trunk rises. Volleyball, gymnastics, track & field.



**Seated backward toss - Granny toss:** Sit holding the ball outstretched over your straight legs while your partner stands behind you approximately ten feet away facing in the same direction. Raise your upper body, arms, and ball as a unit and toss the ball up and back over your head to your partner while keeping your arms extended.

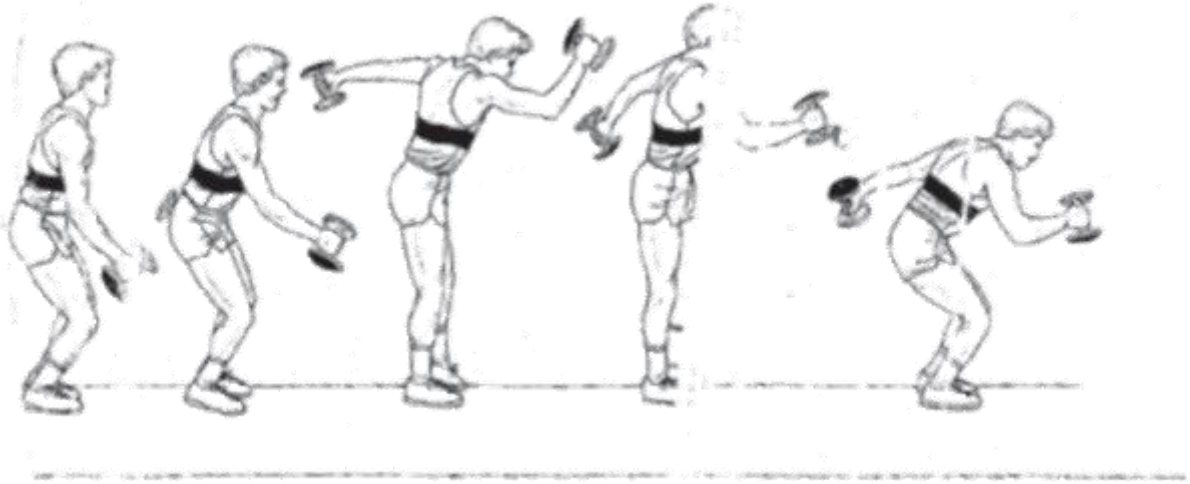


**Lateral toss - Twist toss:** Sit with your knees bent, feet apart and back at a 45 degree angle to the floor, and hold the ball with arms extended. Your partner should stand to the side and behind you. Rotate your arms and trunk from side- to-side and then toss the ball to your partner. A modified version of this exercise is obtained by adding more rotations of your trunk before tossing the ball. Tennis, baseball, track & track.



**Diagonal throw:** Stand facing the side relative to your partner's position with your foot closest to your partner pointed at him. Starting with the ball at shoulder level, throw it over your head to your partner while keeping your arms extended and allowing your upper body to rotate. Tennis, track & field, baseball.





**Dumbbell arm swings**

## 21.6 Speed training

Sledge acceleration can be improved through high intensity speed training on quick hand and arm movement.

### Speed training guidelines

1. Select any of the following speed drills. It is recommended to choose any three (3) drills
2. The work segment of the interval should be 10-45 seconds with 30-60 seconds to recover (Work to rest ratio: 1:3 to 1:5)
3. Do two sets of ten repetitions of three different speed drills
4. Concentrate on super fast arm movement
5. Note: on days you are scheduled to weight and speed train, do your speed work first

### Drills

1. **Rapid chest pass**
  - Select a basketball, or other ball with enough bounce to rapid fire. Position three feet from wall and rapidly chest pass against wall.
2. **Rapid fire hip snap**
  - Select a similar ball to previous drill. Position three feet from wall, facing straight at wall, rapidly snap ball offside of hip. Switch hips for each set.
3. **Rapid overhead pass**
  - Select a ball. Position three feet from wall and rapidly fire overhead passes.
4. **Crossover dribble**
  - With a basketball, dribble in front, crossing over from hand to hand.
5. **Tennis Wall Juggle**
  - Select two tennis balls. Position three to four feet from wall, alternating arms, toss balls against wall.  
Same ball to same hand at first, then alternate as progress.

## **21.7 Weight training and schedule**

### **Strength and conditioning**

As the sport of sled hockey becomes more and more competitive on the world stage, strength and conditioning are going to play a greater and greater role in a game's outcome. It is essential that you be ready to meet the challenge. Athletes must work on strength and functions in multiple planes to further develop skills in cutting and turning.

### **Schedule**

The off-season program will begin in June and is 12 weeks in duration.

### **Training variation and load**

Training variations involve the systematically manipulating the variables of:

- Training frequency
- Exercises selected
- Number of reps per set
- Number of sets
- Variation of training load

We will use a three-days-a-week workout program in weight training where heavy, light and medium heavy weight training loads are varied within the week.

### **Workout planning**

There is an overall workout monthly calendar which consists of:

- Weight training
- Speed training
- Plyometrics
- Aerobic / anaerobic program

Weekly workouts to be completed every day and sent to the national office at the end of every four week phase. "Repetition maximums" (RM) chart to be used for purposes of estimating the weights you can safely handle for a given number of repetitions for each exercise. Note that this chart is intended only as a rough guide, so do not hesitate to make any necessary adjustments.

### **Methods for determining training loads**

1. Refer to the training load determination chart and locate your predicted 1RM value which is located in the far left 1RM column. (1RM value is the maximum amount of weight you can use on a particular exercise to achieve only 1 rep).
2. Identify the desired training percentage column.
3. Follow the percentage column down until it parallels the location of your predicted 1RM value.
4. That number where these two points converge is your training load.

### **Work quality**

The name of the game is quality not quantity of effort. You will get your best results by maximizing your efforts with respect to the daily objective within the prescribed amount of work.

### **Warm-ups**

Two progressive (less than 8 reps) warm up sets will dramatically improve work quality if they are not subject to failure and adequate recovery is allowed for:

- Warm-up #1: light @ 1/3 - of intended training load.
- Warm-up #2: intermediate at 2/3 - 3/4 of intended training load.

Use warm-up sets as a technique drill.

### **Recovery**

Between sets: although you will catch your breath within 1-2 minutes after each set, optimal training quality and progress is achieved by taking 3 minutes for local muscle recovery and by spending this time stretching (while your muscles are still warmed and flushed).

## Training load determination

1RM	Training load percentages							
	50%	60%	70%	75%	80%	85%	90%	95%
1. 30	15	18	21	23	24	26	27	29
2. 40	20	24	28	30	32	34	36	38
3. 50	25	30	35	38	40	43	45	48
4. 60	30	36	42	45	48	51	54	57
5. 70	35	42	49	52	56	60	63	67
6. 80	40	48	56	60	64	68	72	76
7. 90	45	54	63	68	72	77	81	86
8. 100	50	60	70	75	80	85	90	95
9. 110	55	66	77	83	88	94	99	105
10. 120	60	72	84	90	96	102	108	114
11. 130	65	78	91	98	104	111	117	124
12. 140	70	84	98	105	112	119	125	133
13. 150	75	90	105	113	120	128	135	143
14. 160	80	96	112	120	128	136	144	152
15. 170	85	102	119	128	136	145	153	162
16. 180	90	108	126	135	144	153	162	171
17. 190	95	114	133	143	152	162	171	181
18. 200	100	120	140	150	160	170	180	190
19. 210	105	126	147	158	168	179	189	200
20. 220	110	132	154	165	176	187	198	209
21. 230	115	138	161	173	184	196	207	219
22. 240	120	144	168	180	192	204	216	228
23. 250	125	150	175	188	200	213	225	238
24. 260	130	156	182	195	208	221	234	247
25. 270	135	162	189	203	216	230	243	257
26. 280	140	168	196	210	224	238	252	266

27. 290	145	174	203	218	232	247	261	276
28. 300	150	180	210	225	240	255	270	285
29. 310	155	186	217	233	248	264	279	295
30. 320	160	192	224	240	256	272	288	304
31. 330	165	198	231	248	264	281	297	314
32. 340	170	204	238	255	272	289	306	323
33. 350	175	210	245	263	280	298	316	333
34. 360	180	216	252	278	288	306	324	342
35. 370	185	222	259	280	296	315	333	352
36. 380	190	228	266	285	304	323	342	361
37. 390	195	234	273	293	312	332	351	371
38. 400	200	240	280	300	320	340	360	380

### Send in workout charts and self test

Every four weeks your athletes may be asked to mail in their workout chart and a self test. Workout charts and self test may be analyzed to evaluate their improvement.

## **21.8 In-season training schedule**

Send in workout charts and self test.

Every three weeks your athletes may be asked to mail in their workout chart and a self test. Workout charts and self test may be analyzed to evaluate their improvement.

### **Strength and conditioning**

The purpose of an in-season strength and conditioning program is to develop and maintain proper muscle balance. It is essential to condition not only the muscles that are not used as much in the sport, but also to condition those muscles used in full function. Balanced muscle strength and function is essential to injury prevention and performance.

### **Schedule**

The in-season program of (year) will begin on (date) and is 24 weeks in duration.

### **Training variation and load**

Training variations involve the systematically manipulating the variables of:

- Training frequency
- Exercises selected
- Number of reps per set
- Number of sets
- Variation of training load

We will use a three-days-a-week workout program in weight training where heavy, light and medium heavy weight training loads are varied within the week.

### **Workout planning**

There is an overall workout monthly calendar which consists of:

- Weight training
- Speed training
- Plyometrics
- Aerobic/ anaerobic program

Weekly workouts to be completed every day and sent to the Scott Abbey at the end of every three week phase.

### **Work quality**

The name of the game is quality of effort not quantity. You will get your best results by maximizing your efforts with respect to the daily objective within the prescribed amount of work.

### **Warm ups**

Athletes should begin each workout with a five to ten minute upper body cycle warm-up at low to medium intensity.

### **Recovery**

Between sets: Although you will catch your breath within 1-2 minutes after each set, optimal training quality and progress is achieved by taking 3 minutes for local muscle recovery and by spending this time stretching (while your muscles are still warmed and flushed).

### **Training stage schedule**

Stage 1: October 18 - November 5

Stage 2: November 8 - November 26

Stage 3: November 29 - December 17

Stage 4: December 20 - January 7

Stage 5: January 10 - January 28

Stage 6: January 31 - February 18

Stage 7: February 21 - March 11

Stage 8: March 14 - April 1

This program is designed to cycle three days a week, one day between sessions. This is an in-season program and should be approached as such.



## Stage one

### Transition strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Bench press, bar
  - Lateral pull downs
  - Military press, seated
  - Row pulls, tubing or pulley
  - Lateral raise to 90deg. thumb down
- Core exercise
  - Medicine ball lateral toss, 10kg
  - Sit ups
  - Medicine ball toss overhead, 10kg
  - Triceps dips (reverse push up, hands on bench)
  - Medicine ball chest pass, 10kg

Time: Each exercise is done for the prescribed amount of time, or repetitions.

- Day 1 and 3
  - 3 sets of 8reps
  - 1min rest
  - Once around circuit
- Day 2
  - 30sec work, 80% weight of day 1
  - 30sec rest
  - Once around circuit

Upper body ergometer: 20 minutes - 30 second sprint/ 30 second light work cycle.

## Stage two

### Transition strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Dumbbell press alternating
  - Pull ups
  - Military press unilateral/alt
  - Cleans
  - Triceps dips
- Core exercise
  - Medicine ball Russian twist
  - Sit ups on dyna disc/wobble board
  - Medicine ball toss overhead
  - Medicine ball, underhand diagonal toss for height
  - Seated 1 arm lateral pull, 30sec

Time: Each exercise is done for the prescribed amount of time.

- Day 1 and 3 (75% max)
  - 1 sets of 10reps work
  - 30sec rest
  - Once around circuit
- Day 2 (60% max)
  - 30sec work
  - 30sec rest
  - Two times around circuit

Upper body ergometer: 30 minutes / rolling hill program/ medium level

### Stage three

#### Strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Chest press, ex.ball position, bar
  - Seated low pull, disc
  - Incline dumbbell press
  - Dumbbell arm pumps, 10lb
  - Lateral pull downs to front, disc
- Core exercise
  - Russian twist, disc
  - Back extensions, floor, cobra flies
  - Medicine ball, underhand for height
  - Lateral ball roll
  - Sit up with overhead medicine ball throw

Time: Each exercise is done for the prescribed amount of time.

- Day 1 and 3 (70% max)
  - 2 sets of 8-10reps
  - 30sec rest
- Day 2 (60% max)
  - 30sec work
  - 30sec rest
  - Three times around circuit

Upper body ergometer: Steady pace, maintain 75 reps/minute, 20 minutes

## Stage four

### Strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Ball push up, hands on 45cm ball, thighs bench
  - Seated low pulls, unilateral low to high
  - Military Dbell press, Sup.grip/Dyna disc seat
  - Upright row
  - Alternating bicep curls
- Core exercise
  - Russian twist/bench
  - Seated dead lift, 10# medicine ball
  - Incline sit up w/medicine ball
  - Horizontal med. ball rotation, shoulder height
  - Lateral trunk flexion, med. ball back of neck

Time: Each exercise is done for the prescribed amount of time.

- Day 1 and 3 (70% max)
  - 30sec work
  - 30sec rest
  - Once around circuit
- Day 2 (60% max)
  - 45sec work
  - 30sec rest
  - Once around circuit

Upper body ergometer: 20 minutes, medium intensity, 40 sec. sprint, 40 sec. slow pace

## Stage five

### Strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Push up, hands on ball, knees on bench
  - Pull ups, hands together
  - Inclines, lean on 2x4, dumbbells
  - Pullovers, shoulder on ther.ball
  - Hand walk, forward, butt off ground
- Core exercise
  - Russian twist/sit on dyna disc
  - Prone cobra, stomach on 45cm ball
  - Incline sit up w/med. ball, seated on disc
  - Seated horizontal rotation, seated on disc

Time: Each exercise is done for the prescribed amount of time.

- Day 1 and 3 (80% max)
  - 1 sets, 5-8reps work
  - 30sec rest
- Day 2 (60% max)
  - 30 seconds work
  - 30 seconds rest
  - Two times around circuit

Upper body ergometer: 30 minutes, rolling hills, medium intensity

## Stage six

### Strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Push up, hands on ball, hips bench
  - One arm low rows, sit on disc
  - Inclines, ball, dumbbell
  - Rhomboid fly, ball
  - 1 arm snatch
- Core exercise
  - Russian twist/hips bench, shoulder – ther.ball
  - Back ext., lay prone on thin bench, weight 20#
  - Incline sit up/ball throw
  - Med.ball dead lift seated on disc
  - Seated on thin bench, hip to opposite shoulder thrusts with 10# ball

Time: Each exercise is done for the prescribed amount of time.

- Day 1 and 3 (70% max)
  - 30 seconds work
  - 30 seconds rest
  - Two times around circuit
- Day 2 (60% max)
  - 45 seconds work
  - 30 seconds rest
  - Two times around circuit

Upper body ergometer: 20 minute steady pace 70 rpm, light work

## Stage seven

### Strength phase

The following is a circuit, and is designed to do in timed intervals. The program is designed to move from upper-body exercise, to core exercise, and so on.

- Upper body exercise
  - Chest press, dumbbell, unilateral, shoulders on ball
  - Chin ups, 1 arm, 4-5 each arm
  - Incline press, lean 2x4 sit on disc
  - Lateral pulls, sit disc (no leg pad or strap)
  - Side sit, pull low cable in from side
- Core exercise
  - Underhand toss over head, 10# ball, disc
  - Crunch, sit on dyna. disc
  - Incline sit up w/ball/ball throw diagonally
  - Supermans, pelvis on disc
  - Lateral bend, sit on disc, 10# ball
- Day 1 and 3 (80% max)
  - 2 sets of 4-6reps
  - 2 minutes max between sets
- Day 2 (60% max)
  - 45 seconds work
  - 45 seconds rest
  - One time around circuit

Upper body ergometer: 20 minutes, 45 sec sprint, 30 sec coast, med. intensity

## Stage eight

### Strength phase

The following is a circuit, and is designed to do in intervals. The program is designed to move from upper-body exercise, to core exercise and so on.

- Upper body exercise
  - Chest press, unilateral, shoulders on ball
  - Pull ups, wide grip, lateral pull 1 arm at time
  - Triceps pull, high pulley, sit disc
  - High pulls, sit on disc
  - Hand walk lateral, butt off floor
- Core exercise
  - Russian twist/shoulder ball, butt bench, 25# plate
  - Ab. Crunch, 25# plate
  - Incline sit up w/med. ball swing shoulder to opposite hip
  - Seated medicine ball on neck deadlift, sit on disc
  - Lateral bend, 10# med ball held above head
- Day 1 and 3 (70% max)
  - 2 sets of 8-10reps work
- Day 2 (60% max)
  - 30 seconds work
  - 30 seconds rest
  - Two times around circuit

Upper body ergometer: 10 minutes light



## 21.9 Off season program

### Strength phase

- Upper body exercise
  - Chest press, shoulders on ball, alternating
  - Pull ups, forward grip, lateral pull
  - Triceps pull, high pulley, sit disc
  - Dips
  - Hand walk lateral, butt off floor
  - Shoulder press
- Core exercise
  - Russian twist/shoulder ball, butt bench, 25# plate
  - Ab. Crunch, 25# plate
  - Incline sit up w/med. ball swing shoulder to opposite hip
  - Seated medicine ball on neck deadlift, sit on disc
  - Lateral trunk flexion, 10# med ball held above head

June \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weight training	Aerobic 1	Weight training	Aerobic 1	Weight training	Aerobic 1

July \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weight training Speed training	Aerobic 2	Weight training	Aerobic 2 Speed training	Weight training	Aerobic 2
	Weight training	Aerobic 3	Weight training Speed training	Aerobic 3	Weight training	Aerobic 3
	Weight training	Aerobic 4	Weight training Plyometrics	Aerobic 4	Weight training	TEST
	Weight training Speed training	Aerobic 5	Weight training	Aerobic 5	Weight training Plyometrics	Aerobic 5

August \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weight training Plyometrics	Aerobic 5	Weight training	Aerobic 5	Weight training Plyometrics	Aerobic 5
	Weight training Speed training	Aerobic 6	Weight training Plyometrics	Aerobic 6	Weight training Speed training	Aerobic 6
	Weight training Plyometrics	Aerobic 7	Weight training	Aerobic 7	Weight training Plyometrics	TEST
	Weight training	Aerobic 8	Weight training Plyometrics	Aerobic 8	Weight training Speed training	Aerobic 8
	Weight training	Anaerobic 9				

September \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Weight training Plyometrics	Anaerobic 9	Weight training Plyometrics	Anaerobic 9
	Weight training Speed training	Anaerobic 10	Weight training Speed training	Anaerobic 10	Weight training	Anaerobic 10
	Weight training	Anaerobic 11	Weight training Plyometrics	Anaerobic 11	Weight training	TEST

### Para ice hockey strength training log

Name \_\_\_\_\_

Exercise	Week #1																
			Monday 70%					Wednesday 60%					Friday 65%				
	1 RM	Set	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Chest press		lbs															
		reps															
Russian twist		lbs															
		reps															
Lat. pull/pull up		lbs															
		reps															
Abdominal crunch		lbs															
		reps															
Triceps pull		lbs															
		reps															
Incline sit up, medicine ball		lbs															
		reps															
Dips		lbs															
		reps															
Seated deadlift		lbs															
		reps															
Hand walk		lbs															
		reps															
Lateral trunk flexion		lbs															
		reps															
Shoulder press		lbs															
		reps															



**Para ice hockey strength test record**

Name \_\_\_\_\_

TEST 1

TEST 2

TEST 3

Date:

Date:

Date:

Dumbbell chest press: 50lb db for reps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Seated low row: 120lb for reps, no foot anchor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Upright rows: 30lb db for reps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lat. pull down: 80lb for reps, no anchor on thighs

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plyometrics – speed**

**Aerobic/anaerobic**

**Programs chart**

Name: \_\_\_\_\_ For weeks: \_\_\_\_\_

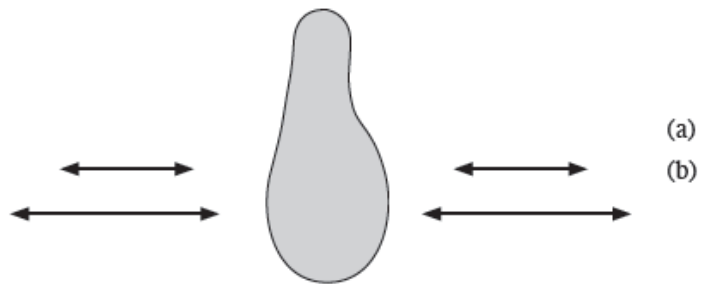
Date	Program	Drill(s)/run(s)	Times or sets/ reps	Resting heart rate	Exercise heart rate



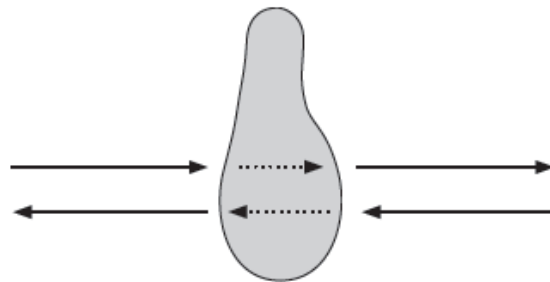
Para ice hockey off ice training tips

**A. Stickhandling With A Ball**

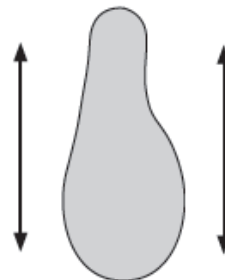
1. Side-to-Side  
Alternate left and right hand  
(a) narrow quick dribbling  
(b) wide dribbling – expand reach



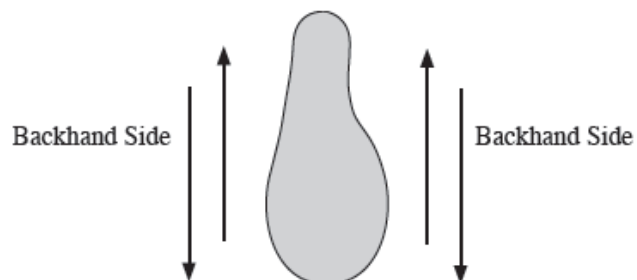
2. Side-to-Side under Sled  
Practice narrow and wide dribbles



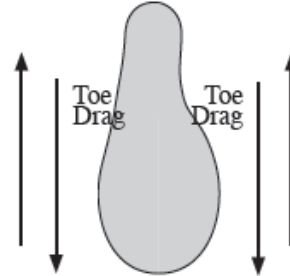
3. Forward-Backward Dribble  
Expand reach!  
Alternate left and right hand



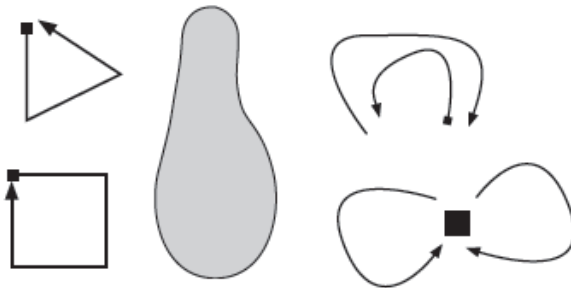
4. Give and Take on  
Backhand side of stick.  
Draw back quickly.



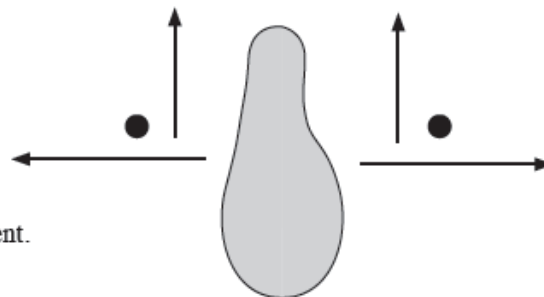
5. Toe Drag  
Give puck and drag back with toe of stick.



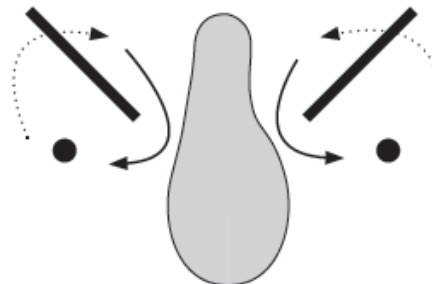
6. Curling the ball in:  
Tight circles;  
Figure-eights;  
Square;  
Triangle;  
Practice with both hands.



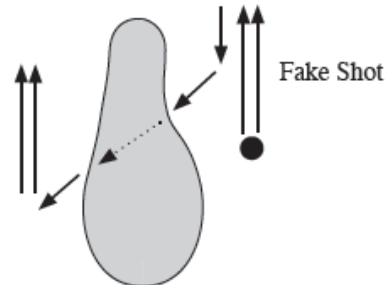
7. Stick Fake  
Bring the stick over the puck/ball  
Do not touch the puck-  
Move the stick just above the ball.  
Fake a shot, pass or quick stick faking movement.



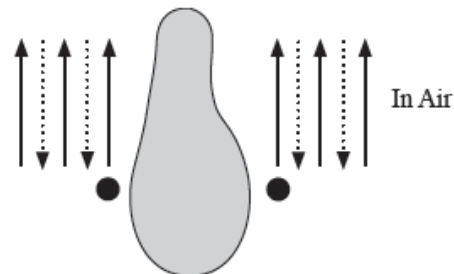
8. Lift the ball over a low obstacle  
(stick, piece of wood, etc.)  
Collect the ball and repeat.  
Both right and left hand.  
Develop soft hands and feel for ball.



9. Fake shot - Exaggerate shot - Pull ball back and under sled to other side to protect the ball. Practice on both sides.

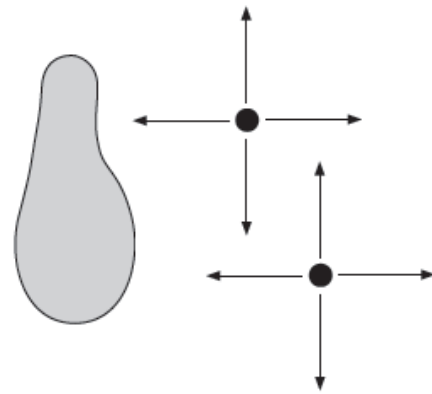


10. Juggle ball in air repeatedly- use only your stick. Change sides. See how long you can keep it in the air without hitting the ground.



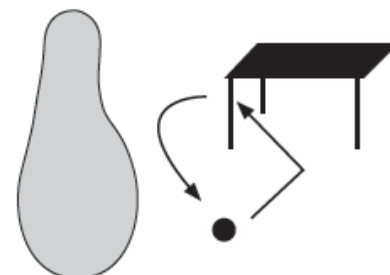
- \*Alternate Drill  
Knock the ball out of the air to the ground.

11. Dribble two wooden balls at same time. Develop soft hands and a feel for the ball.



12. Dribble ball under legs of a chair or stool.

- \*Try closing your eyes or looking away from the ball when dribbling.



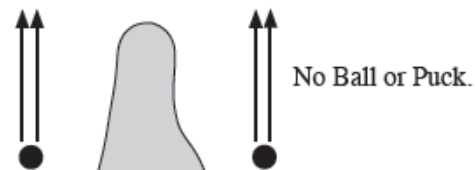
## B. Shooting With Puck Or Street Hockey Ball/Puck

### 1. Practice shooting without a ball or puck

Develop fast hands and quick snapping motion. Work on - compact - explosive release.

Practice shooting from different positions:

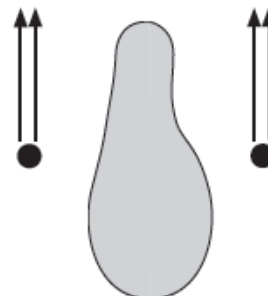
- close to sled
- away from sled
- out in front
- from in back
- on forehand side
- on backhand side
- sled at angle/askew
- facing other direction



Wall or Net

### 2. Shoot heavy pucks and regular pucks

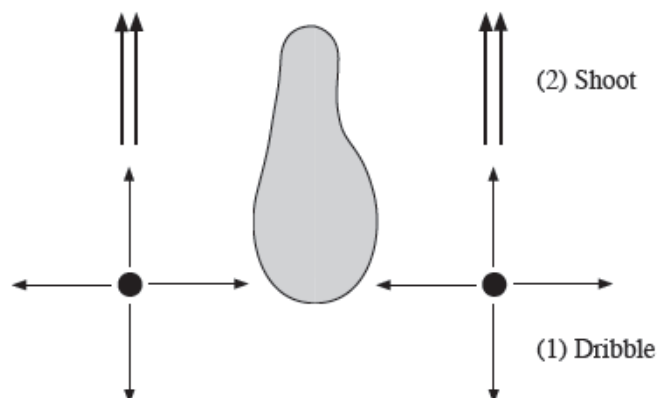
- shoot 25 heavy + 25 regular pucks
- 150 - 200 shots per workout
- shoot at target from different angles



Wall or Net

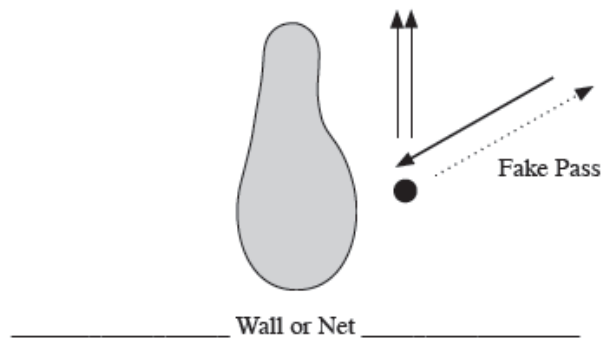
### 3. Quick release of shot

Dribble street hockey ball/puck and then shoot quickly in middle of dribble.



4. Look off/fake pass + shot

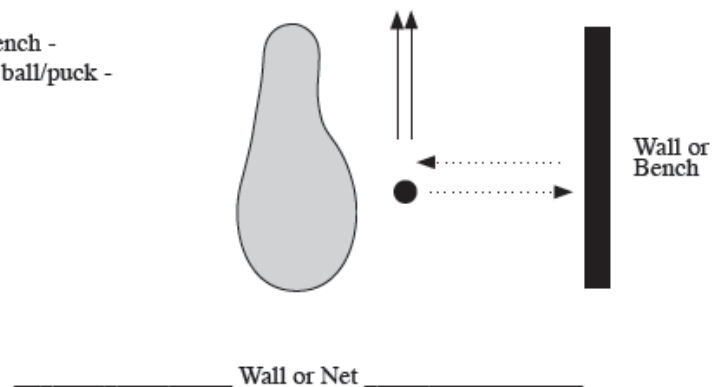
Look off to right/left, fake a pass and bring ball/puck back and shoot quickly.



5. One - Timers

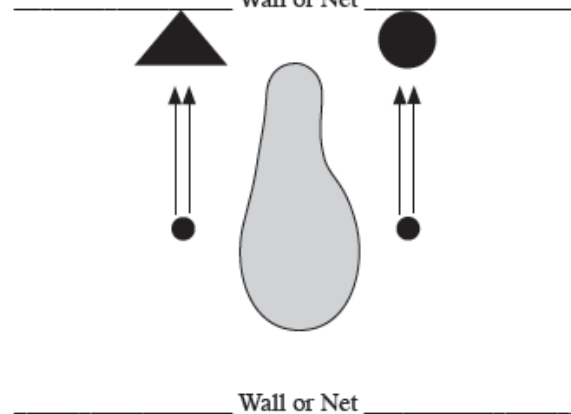
Bounce street hockey ball/puck off wall or bench -  
\* shoot ball/puck on rebound. Don't stop the ball/puck -  
shoot directly.  
Practice on both sides.

\* Alternate - Use tennis/whiffle ball -  
bounce ball off wall and try to hit the ball  
while it is in the air on rebound.  
Very good hand-eye coordination drill.  
Practice with both hands.



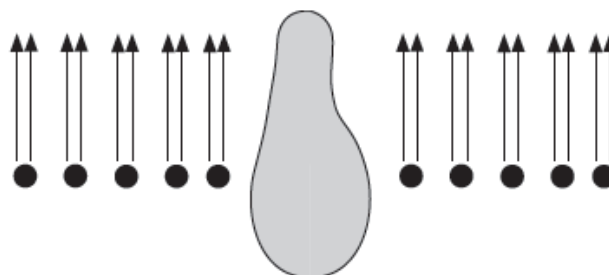
6. Shoot at targets

Use tires, plastic bottles, metal plates,  
shooter tutor, etc. as targets.  
Move the targets to various positions  
(high, low, left, right).  
Put your shot where you want it to go.



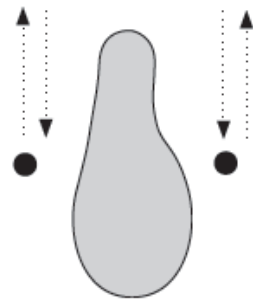
7. Rapid Fire

Shoot five pucks on each side in succession  
as fast as possible at a target or net.  
5 on right side + 5 on left side.

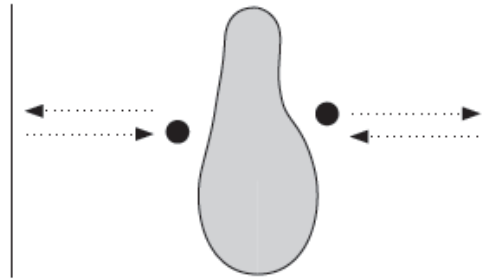


### C. Passing And Receiving With Street Hockey Ball/Puck Or Stuffed Whiffle Ball

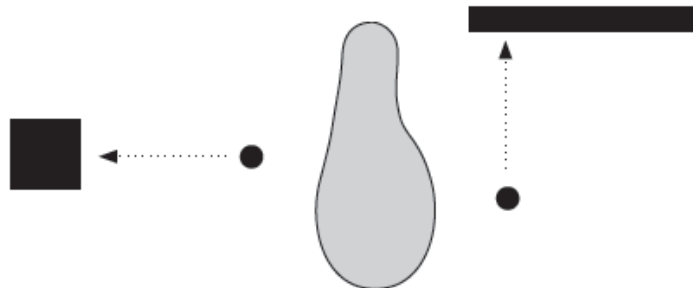
1. Pass forward/ahead to wall and receive the ball with soft hands on the rebound.



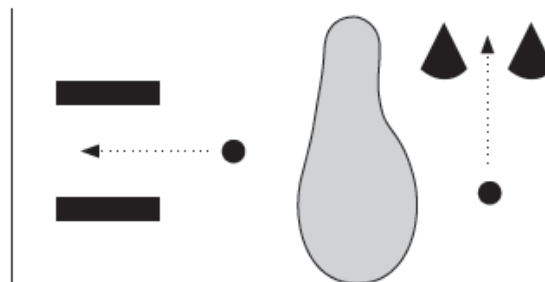
2. Passing and receiving to the side  
Practice passing on both sides of the stick blade.



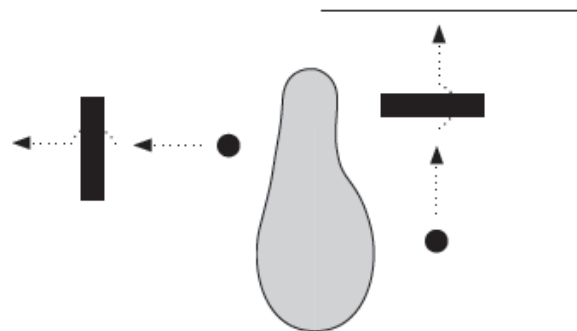
3. Passing to targets  
Pass ahead or to the side to targets - block of wood, box or bench on its side.  
Try to extend the distance to the target with practice.



4. Pass between two obstacles  
Practice passing accuracy by passing the ball/puck between two obstacles (cones, chairs, wooden blocks, etc.)  
Gradually increase the passing distance.

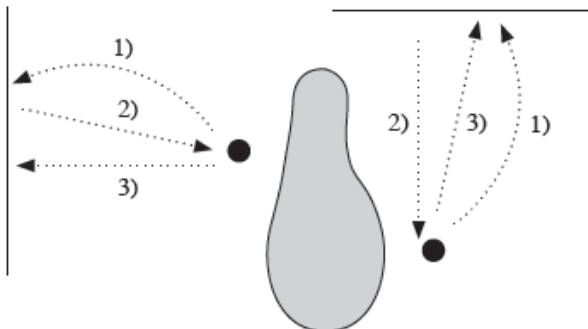


5. Pass over an obstacle - 'saucer' pass  
Set-up a strip of wood or metal pipe and pass the ball/puck over the obstacle to a target (receiver).  
Practice passing ahead and to the side.



6. Use hand/glove to knock down high or bouncing ball/puck

- 1) Bounce ball off wall (shoot it high)
- 2) Knock ball down with hands/glove to ground
- 3) Pass ball to wall/target (regular pass)



Use your own imagination and add to these drills to better develop your hockey skills.

## D. Strength Training For The Wrists And Forearms

1. Wrist Rolls
2. Wrist Curls
3. Reverse Wrist Curls
4. Hammer/Dumbbell Rotation
5. Use a light weight or a bungee cord on a stick  
Shooting motion while in sled.

## Para ice hockey drills

### Warm up

#### Five puck goalie skate



#### Objective

- Control skating in the crease, centering on puck

Place five pucks in an arc just outside the crease. Goalie skates in the arc stopping and centering on each puck, using a controlled shuffle skate, for about 20 seconds. On coaches' whistle the goalie now skates from one puck to the other, using a t-glide. The coach decides which puck the goalie moves to always changing the goalies course, always stopping to be centered and square on the puck.

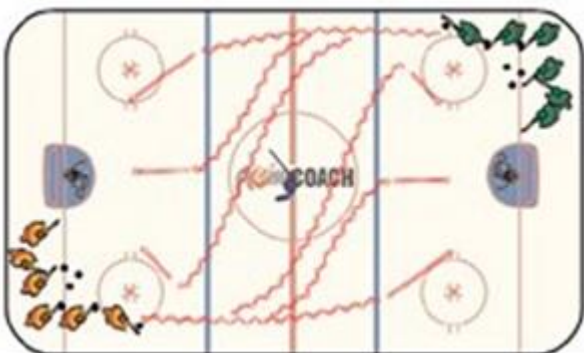
#### Key Elements

- Shuffle Skate
- T-glide
- Body Control
- Transition Skating

#### Variations

- At the end of 20 seconds the goalie starts at one post and comes out to poke check the pucks one at a time returning to the post each time until all but one puck remains on the final puck the goalie must cover the puck for whistle.

#### Wave shooting warm up



#### Objective

- Goalie warm up shots from different angles

Players in diagonal corners with pucks. On coaches whistle three players leave from each corner. The first player skates up boards and takes a long angle shot. The second player skates up the boards and at center ice cuts to the middle and takes a long shot from the middle. The third player skates up boards at center cuts across ice and takes shot from far angle.

#### Key Elements

- Long Warm up Shots
- Changing Angles
- High Volume of Shots

#### Goalie

- Good drill for getting the feel of the puck and rink awareness in terms of angles.



### Variation outside shot (C skate shooting warm up)



#### Objective

- Warm up shot from middle angle

Pucks and players in all four corners. x1 leaves line and skates around the face-off circle as shown at the top of the circle he receives pass from the next in line and then circles back the other way into center ice. He then comes down the middle taking a warm up shot on the goalie.

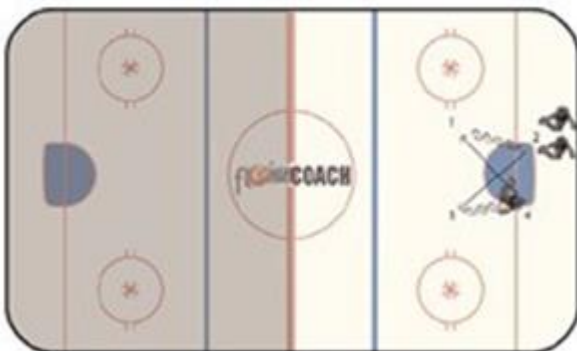
#### Key Elements

- Skaters turning on to both sides
- Creating proper passing angle
- Controlled shots from middle
- Encourage shots off a move

#### Goalie

- Follow player through center ice, get feel for the puck and mid ice positioning

### X skating drill



#### Objective

- Goalie skating fundamentals

Start on one post T-Glide out to far opposite side of the crease to get set. Then shuffle back to the near post. Continue to do the same on the opposite side.

#### Key Elements

- Transition Skating
- Body Control
- T-glide
- Set and square body to the puck
- Conditioning

### Warm up – skate and stickhandle



#### Objective

- Get ready for practice

Each player has a puck and skates half speed around the ice in the same direction. On the coach's whistle, players stickhandle in any direction at full speed until second whistle blows. On second whistle players resume skating at half speed in the same direction. REPEAT

#### Key Elements

- Head Up
- Full Speed
- Soft Hands

#### Variations

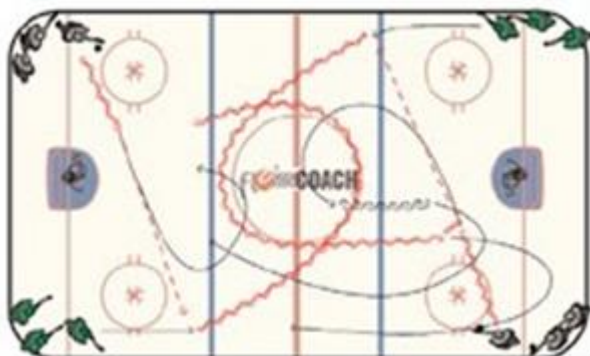
- Skate counter-clockwise instead of clockwise

#### Goalie

- The goalie should try not to fall down while everyone else skates

### Fundamental skills and individual tactics

#### 2 on 2 read the rush



#### Objective

- Reading the rush

2 lines of forwards in diagonal corners of rink and 2 lines of defensemen in the opposite diagonal corners of the rink. On whistle, one end starts by the defenseman skating towards middle of ice and passing to forward skating up boards. Forward skates around center circle and comes back against defenseman 1 on 1. On next whistle, other end begins same sequence. At same time, the defenseman who just played the 1 on 1 tries to join the rush and make a play with forward from the opposite end. The original forward has to backcheck. The drill is continuous with whistles starting the alternate end.

#### Key Elements

- Defensive Awareness
- Communication
- Offensive Awareness
- Reading the Rush
- Gap Control

#### Goalie

- Situational awareness; communicate with the defenseman

## Passing 1



### Objective

- Passing and puck support with proper positioning

Players are positioned on opposite diagonal blue-lines with one player positioned at the opposite face-off circle in each end. On the whistle the players at the blue line start with a puck, skating toward the player positioned at the faceoff dot and passes it to that player and supports the pass to receive the pass back. Skating up thru the neutral zone with the puck, passing the puck to the last player in the line of where he started. The player now receives the puck back and finishes with an angle shot on goal.

### Key Elements

- Passing/Receiving
- Skating
- Puck Support
- Shooting/Scoring
- Goalie Warm up

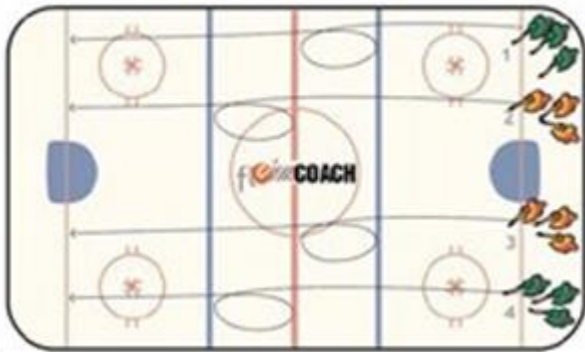
### Variations

- The player at the beginning can start backwards, receiving a pass from the next player in line, pivoting to begin the same sequence.

### Goalie

- Follow player through center ice, get feel for the puck and mid ice positioning; adjusting his angles based on the players skating movement for an angle shot.

### Czech skating



#### Objective

- Edge control drill maintain speed around circle

Four equally divided lines of players all at one end of the ice behind the goal line. On the whistle the first player in each line starts and skates to the neutral zone area. Lines one and three execute their circles before the red line, and lines two and four do so after. Maintaining good balance and edge control while maintaining their speed through the turn and accelerating out of the turn all the way to the tops of the circle at the other end.

#### Key Elements

- Skating
- Edge Control
- Circle with speed , both ways
- Acceleration out of a turn
- Can be used as conditioning drill

#### Variations

- Add pucks, or perform backwards, or stagger players and turn it into a shooting drill for the goalie, can also be used as a race

#### Goalie

- Participate with the players working on skating

### Tight turns puck protection



#### Objective

- Puck protection in a tight area

Anywhere on the ice along the boards, place two cones 20 - 30 feet apart. One line of players with pucks positioned outside one of the cones. One player at a time with a puck skates figure 8's around (outside to inside) the two cones using edges and accelerate through the turns using your body to protect the puck. Two figure 8's

#### Key Elements

- Tight turns, edge control
- Protecting the puck
- Quick feet, explosiveness
- Crossovers
- Puck-handling

#### Variations

- Start by skating inside the cones (inside to outside). Coach can add pressure to the player

#### Goalie

- Not applicable, work with coach on fundamentals.

### 2 on 0 competition 1



#### Objective

- 2 on 0 relay races, score quick

Place both nets at one end of the rink. Divide the players into two equal teams and group is positioned in the opposite corners of the ice. On the whistle, the first two players from each side start with one puck and pass the puck 2 on 0, down the length of the ice to score on the net directly in front of them. Play the 2 on 0 until a goal is scored. After the goal is scored, both players race back to the goal line, once both players cross the goal line, the next two players begin the same sequence for this relay race. A winner is determined after the last group scores and cross the goal line.

#### Key Elements

- Skating
- Passing/ Receiving
- Shooting/Scoring
- Competitive Fun Drill

#### Goalie

- Make save and clear the puck quick. Can't freeze the puck, game like situation, must be focused on puck carrier, yet be prepared with a response to a quick pass to open man. Rebound control.

### Pepper passing



#### Objective

- Passing and receiving

Players line up around the ice in groups of 5 or 6 as illustrated. Player 0 faces the X's and passes the puck to each player up and down the line. Switch X with 0 periodically.

#### Key Elements

- Head up
- Eye contact with passer
- Quick hands
- Hands in front of body

#### Variations

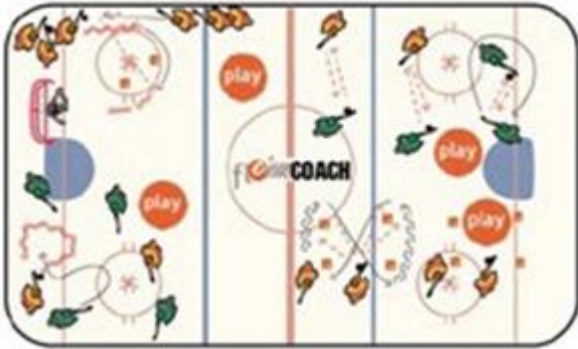
- Use different types of passes. Use multiple pucks.

#### Goalie

- Coaches work with goalies



## 4 skill stations 2



### Objective

- Passing and receiving

Divide the rink up into 4 stations and divide the players evenly. Station 1 consists of cycling with a high roll misdirect to create a scoring chance utilizing the space behind the puck carrier. Station 2 consists of puck control in a 1 on 1 situation in a tight area to teach the players to use your body to shield the puck using good positioning, balance and strength. Station 3 is a to develop good passing and receiving fundamentals with proper weight transfer for hard flat and controlled passes tape to tape. Station 4 is an excellent skating agility drill that focuses on transition skating with proper pivots from forward to backward and backward to forward while maintaining control and passing of the puck while in motion.

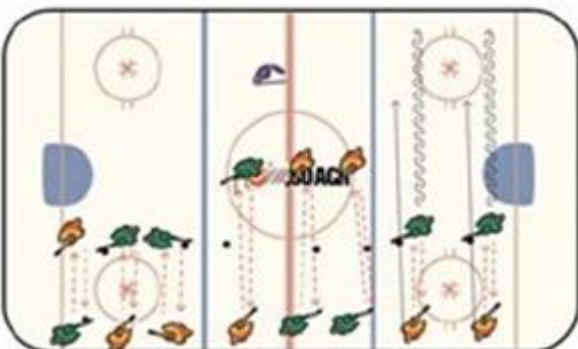
### Key Elements

- Passing/Receiving
- Skating Agility
- Puck protection
- Utilizing misdirection/Cycling

### Goalie

- Goalies will be needed in the station one drill and the other goalie can be working on the five puck goalie skate or the X skating drill and switch half way through the drill.

## Stationary passing progression



This is a progression drill that starts with the players getting a partner and line up facing each other the full length of the ice with a puck. The players start close to one another to develop good passing and receiving fundamentals with proper weight transfer and follow through for hard flat and controlled passes tape to tape. As the players get more comfortable and their execution is good start to have them get a little farther apart. Then finally add movement with a skill move to make it more difficult as they progress.

### Objective

- Concentrate on good weight transfer, tape to tape passes

### Key Elements

- Passing/Receiving
- Skating Agility
- Puck protection
- Utilizing misdirection/Cycling

### Goalie

- Goalies will be needed in the station one drill and the other goalie can be working on the five puck goalie skate or the X skating drill and switch half way through the drill.

### 2 on 0 passing



### Objective

- To pass and receive the pass with Good weight transfer while skating

On the whistle, the first two players from each opposite diagonal side start with one puck. The players pass the puck 2 on 0 the length of the ice trying to get in as many good tape to tape passes that they can get in the full length of the ice. Working on getting good weight transfer and follow through for hard flat and controlled passes tape to tape while skating with good posture with head up and chest out. The next two players start when the two players in front of them get to the first blue line.

### Key Elements

- Passing/Receiving
- Skating
- Weight transfer
- Puck behind back foot
- Head chest up stick on the ice for a good target

### Variations

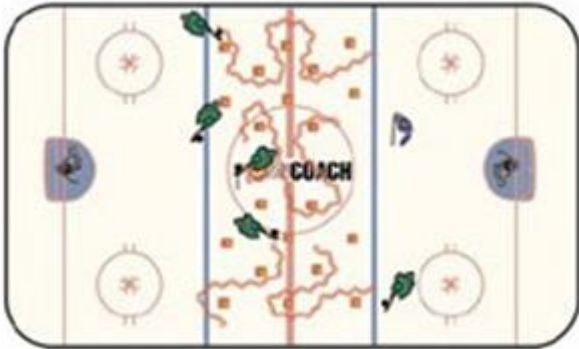
- Work on both your forehand and backhand passes. Also you can have one player skate backward and one forward passing the puck together down the ice.

### Goalie

- Goalies can participate in this drill or you can have them warmed up from shots from the other coaches



### Tight area puck handling



#### Objective

- Puck control skills

Pick a zone / area on the ice and knock down cones and scatter them. Have players stickhandle through area avoiding cones.

#### Key Elements

- Head up
- Stick in front of body
- Soft hands
- Keep feet moving

#### Variations

- Use pucks / or blocks of wood instead of cones. Players go individually or in multiples of 2 or 3. Use multiple zones / areas. Add a passing component. Finish with shot on goal.

#### Goalie

- Goalies in the nets

### Multi tasking 3 on 3



#### Objective

- Develop skills and fundamentals/ hockey sense

Nets are placed along the boards in the end zone. 8 cones are placed evenly; 4 at the goal line and 4 at the top of the circles. 3 on 3 drill; after making a pass the player must skate to the nearest cone and perform a skill element; in this case it is a tight turn around the cone before the player makes himself/herself available again as a pass receiver.

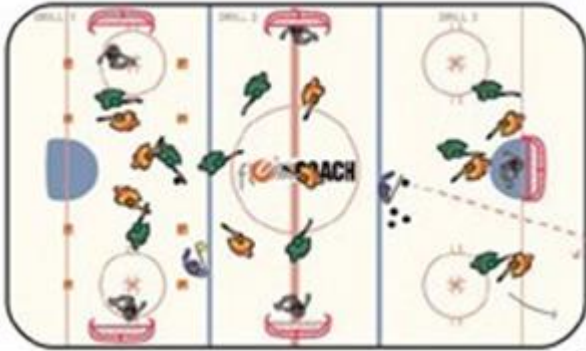
#### Key Elements

- Passing/Receiving
- Develop Skill Element
- Creating Scoring Chances
- Creativity
- Give and Go Passing

#### Goalie

- Read the rush, game like situation, puck carrier is under pressure.

## Ice utilization 6



### Objective

- Utilize the ice surface efficiently and effectively

**Drill 1:** Nets are placed along the boards in the end zone. 8 cones are placed evenly; 4 at the goal line and 4 at the top of the circles. 3 on 3 drill; after making a pass the player must skate to the nearest cone and perform a skill element; in this case it is a tight turn around the cone before the player makes himself again an available pass receiver.

**Drill 2:** Players divided into 2 teams. Positioned outside the blue line. Start with 3 players from each team in the zone with 2 nets positioned at the side boards. The coach standing just outside the blue line with tennis balls. The coach throws in a ball and the players play a regular 3 on 3 game.

**Drill 3:** Divide players equally into two groups along the blue line. 3 on 3 attack the same net. The players must exchange the puck with the coach on a change of possession. If the puck comes out of the zone or a goal is scored quickly, the coach can add another puck. Shifts should last 30 seconds.

### Key Elements

- Create scoring chances in small area
- Read and react to what's available
- Proper Positioning for good puck support
- Use of your body to create space for your teammates
- Strong on your stick

### Goalie

- Read the rush, game like situation, puck carrier is under pressure.

### 2 Passes – Pass through cones



#### Objective

- Getting open to support the puck

Place 4 cones on the goal line resembling goals, as shown in the diagram. No net on this drill. 6 players, 3 on 3; contained from the top of the circles or the blue line down. The players are to make at least 2 passes and then pass thru the cones for a point. On any change of possession, 2 passes must be made before passing thru the cones.

#### Key Elements

- Passing/Receiving
- Puck support
- Creativity
- Give and go passing

#### Variations

- This drill can be 4 on 4 or 5 on 5 to add more players.

#### Goalie

- No goalie needed for this drill. Can be working in the neutral zone with the other coaches.

### Tight area horseshoe



#### Objective

- Fundamental skill drill

2 lines on opposite sides. First player in each line carries puck in and around cones. On the whistle, they leave their pucks, explode out of the area and around the horseshoe-receive pass from coach-shot on goal.

#### Key Elements

- Puck position – out in front
- Quick feet
- Explosion
- Crossovers/crossunders
- Quick release on shot

#### Goalie

- In the nets for shots

### 1 on 1 out of the box



#### Objective

- Proper angling separate man from puck

Forwards positioned at one end of the rink behind the goal line, defenseman at the face off hash marks In front of the net at the same end. On the whistle the forward skates full speed down the ice 1 on 1 on the defenseman that starts backward and can't turn until the red line with a proper pivot.

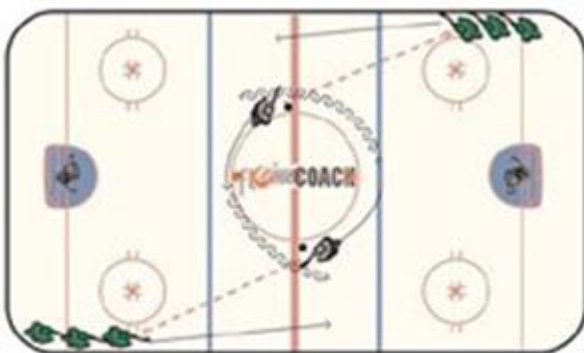
#### Key Elements

- Proper angling
- Separation technique
- Body contact
- Puck handling
- Skating

#### Goalie

- Game like situation, play the 1 on 1 situation, flight through screen, rebound control

### 1 on 1 circle drill



#### Objective

- Good pivots, skating speed, proper angling

Forwards at opposite corners, defenseman in the middle of the ice positioned at the red line on the outside of the face off circle. On the whistle both defenseman pass the puck to forwards they are facing, then skate the other direction around the cone pivot and take the other forward 1 on 1 down the other side of the rink.

#### Key Elements

- Pivots ,Forward to Backward
- Skating speed
- Separation Technique
- Puck handling
- Proper angling

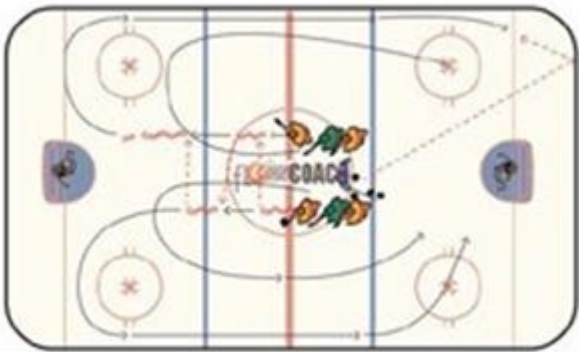
#### Variations

- Add cones in between face off circles, on second whistle defense regap up ice, forwards continue around cone 1 on 1 down the other side against the regaping defenseman

#### Goalie

- Game like situation, play the 1 on 1 situation, fight through screen to see the puck, rebound control

### Backcheck 2 on 2



#### Objective

- Defensive awareness, backchecking

Two lines of players at the red line facing the same direction, pucks at one of the lines and also at the opposite blue line with the coach. The first two players in each line start by passing the puck two on 0 down the ice toward the goal for a shot on net, both players turn to the boards skating down to the other end. The next two players in line follow the first two players to just inside the blue line then pick up the first players on a backcheck down the ice. As the first two players enter the zone the coach throws the puck into one of the corners for the first two players to retrieve the puck and try to score vs. the two backchecking players two on two in the zone.

#### Key Elements

- Skating
- Defensive Positioning
- Compete, Battle 2 on 2
- Skating Speed, Angling
- Protecting the puck

#### Variations

- If a goal is scored quickly the coach can add a second puck

#### Goalie

- 2 on 0 at one end and game like situation 2 on 2 at the other end. Switch goalies half way through the drill.

### 3 group 1 on 1



#### Objective

- Create scoring chances 1 on 1

3 pairs of players play 1 on 1 in the end zone with two nets positioned at the side boards. 3, 1 on 1 games at the same time if a goal is scored, two new players join in to continue the drill.

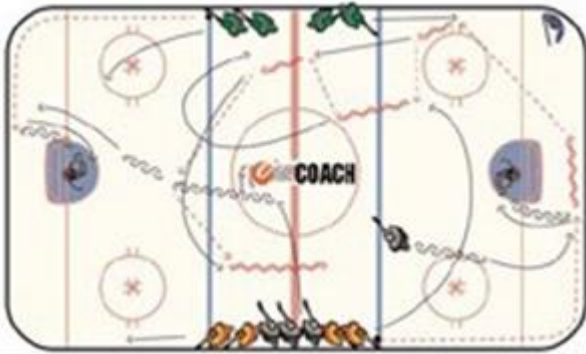
#### Key Elements

- Skating
- Puck handling/Protection
- Body Positioning
- Compete
- Proper angling

#### Goalie

- Develop awareness to various situations. Quickness, agility, balance. Quick reaction to a lot of shots.

### Cunny continuous 2 on 1 regroup



#### Objective

- Create good scoring chances

Forwards and defensemen are positioned in the area between the blue lines. Drill begins with a forward throwing the puck around the boards so that the goalie can trap the puck. One defenseman retrieves the puck from goalie and makes a breakout pass to one of two forwards who has come down from the neutral zone to support. Pass is made from the defenseman to the forward posted on the wall. The other forward comes across to support and both forwards move ahead through the neutral zone making passes. As they cross the red line they make a pass to a 2nd defenseman who has moved to a position at the far blue line. The two forwards then regroup on that defenseman, get the puck back and attack the same end they broke out from against the defenseman who made the first break-out pass. Meanwhile at the other end a new puck has been slid behind the net for the goalie to trap and the defenseman who made the regroup pass for the first two forwards now retrieves the puck and starts to new forwards on a breakout.

#### Key Elements

- Puck Possession/support
- Gap control
- Read the rush
- Positioning with Good Support
- Transition

#### Goalie

- Game like situation 2 on 1, Goalie can make outlet pass to the forward.



### Angle checking open ice



#### Objective

- Proper open ice angling and body position

Place a cone at the bottom of the circle with pucks and a group of players. The other group of players will be positioned at the center ice faceoff circle. Put three cones in an arc, from just outside the blue line to the top of the circle to teach open ice angle approach to the puck carrier. On the whistle the group of players at the bottom of the end zone circle with the pucks try and beat the checker to the redline up the boards. The checker being the players positioned in the neutral zone and the bottom of the center ice faceoff circle. The race is on, the checker tries to get an open ice angle and execute a stick lift or body contact along the boards. The player with the puck tries to beat the checker with speed or break to open ice.

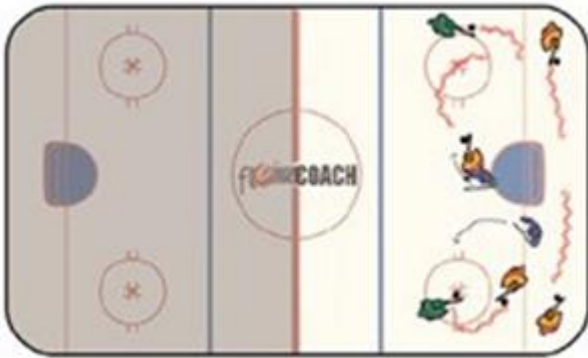
#### Key Elements

- Angling
- Proper Body Positioning
- Separation Technique
- Skating; Different speed changes

#### Goalie

- Follow the whole sequence to include skating and rink awareness in terms of angles.

### Diminishing pucks A



#### Objective

- Tight area puck handling

Place every player with a puck in an area from the top of the circles down. On the whistle the players carry the puck as fast as they can in and out of each other, but within the confined space allotted. The coaches knock the pucks off of the players sticks and out of the designated area. If the player loses the puck outside the playing area, he/she must go steal another puck off of someone else. The drill should last 20-30 seconds and then be repeated. Should be down to a few pucks at the end.

#### Key Elements

- Puck position
- Head up
- Feet moving
- Protect puck

#### Variations

- Change the allotted playing area by closing in the space given to the players.

#### Goalie

- Goalie work at other end. Can also let the goalies knock the puck off of the sticks.

### Skate off puck



#### Objective

- Work on passing and receiving

Establish stations around the ice with players in pairs. X skates in front of 0 and finds open ice. 0 passes to X. X carries back to starting point and 0 now skates pattern for pass.

#### Key Elements

- Skate off the puck
- Receive pass at proper angle
- Eye contact with passer

#### Variations

- Have 3 players participate in each group

#### Goalie

- Working on low shots



### 2 on 1 with a backchecker



#### Objective

- Read the rush, force the puck outside for a poor angle shot

Two groups of forwards at opposite diagonal corners and the defenseman at the same opposite diagonal blue lines. Three forwards start two positioned at the faceoff hash marks with one puck and one as the Backchecker at the bottom of the circle against one defenseman at the top of the circle. On the whistle the two forwards take off and attack the defenseman 2 on 1. The forward at the bottom of the circle is the backchecker and leaves at the same time and tries to catch up communicating with and helping the defenseman.

#### Key Elements

- Skate off the puck
- Receive pass at proper angle
- Eye contact with passer

#### Variations

- Have 3 players participate in each group

#### Goalie

- Working on low shots

### 2 on 1 defense joins the rush



#### Objective

- Activate the weak side defenseman into the attack offensively

The defenseman are positioned at the red line along the boards and the forwards are divided into two groups on the other side of the ice at both blue line along the boards. Coaches are positioned in the corners with pucks. The first two forwards from one line start skating into the zone to receive a puck from the coach to attack the one defenseman 2 on 1. After the shot is taken the player that played defense jumps into the offense heading the other way as one forward comes down into position to join the defenseman the other way while another player from defense line jumps out to take the 2 on 1.

#### Key Elements

- Good gap control
- Positioning between both attackers
- Force puck carrier to the outside
- Skating speed on the attack
- Attack offensive zone. Go to the net

#### Variations

- Can develop into a 3 on 1 or 3 on 2 by adding a forward and /or a defenseman.

#### Goalie

- Read the rush, adjust your angles accordingly and square to the shooter.

### 2 on 2 regroup attack



#### Objective

- 2 on 2 game simulation

Four even groups of forwards positioned at the blue lines, two defenseman starts at one blue line. The Coach starts with a puck in the corner on the whistle two forwards at the same end on the blue-line as the defenseman skate into position on the half boards to receive the outlet pass from the coach. The two forwards attack the defenseman 2 on 2 down the ice; on the second whistle the forwards turn back and pass the puck back to the coach and regroup as the defenseman retake the ice to gap up while the coach passes the puck back to the forwards for a 2 on 2 attack down the ice for a shot on goal.

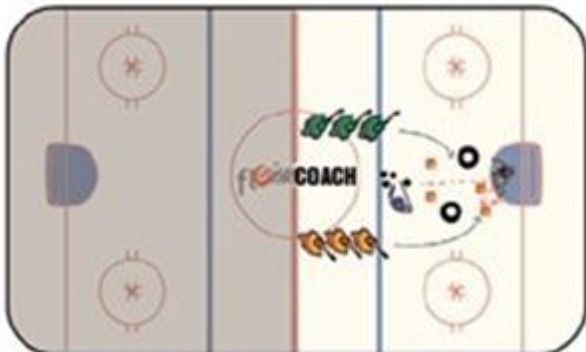
#### Key Elements

- Play as 2 1on 1's
- Gap control/defense on a hinge
- Puck support
- Quick puck movement
- Attack with speed at one defenseman

#### Goalie

- 2 on 2 game like situation. Read the rush and adjust to the situation.

### Rebound shooting obstacles (Traffic)



#### Objective

- Create good scoring chances of rebounds in traffic

Players are divided into two groups positioned inside the blue line in the center of the ice. Coach is between the groups of players with pucks. Coach shoots the puck into the pads of the goalie to create a rebound. The first two players skate in to gain control of the puck, obstacles such as cones & tires are placed in the scoring area located in front of the goal crease. Players play the rebound, controlling the puck for a quick shot or pass for a scoring chance.

#### Key Elements

- Shooting/Scoring
- Foot work
- Create depth in the offensive zone
- Knowledge of what to do with the puck
- Quick decisions/Find seams

#### Variations

- Can add a second puck behind the net for a second scoring opportunity; a pass from behind or a wrap-around.

#### Goalie

- Follow rebound focus on puck but be aware of where open man is, control rebounds.

### 1 on 1 puck protection



#### Objective

- Puck protection, maintaining control of the puck

Place two players in any small area on the ice using a border patrol pad or barrier of some sort; closing off a tight area. The two players are to battle 1 on 1, trying to maintain control of the puck.

#### Key Elements

- Protect the puck/using your body
- Mobility/foot work
- Beat pressure
- Skating
- Maintaining possession

#### Variations

- This also can be played as a two on two

### Board pass



#### Objective

- Indirect board pass

Line players up as indicated - two groups of forwards - one group of defensemen. One cone deep in the corner. The defenseman starts by skating back-wards-the next defenseman dumps the puck into the corner-D1 pivots forward and picks up puck turning around the cone. F1 skates to the “hash marks” and receives pass from D1-F2 loops to the boards and receives an indirect pass off the boards from F1-both forwards continue 2 on 0 down the ice for a shot on goal.

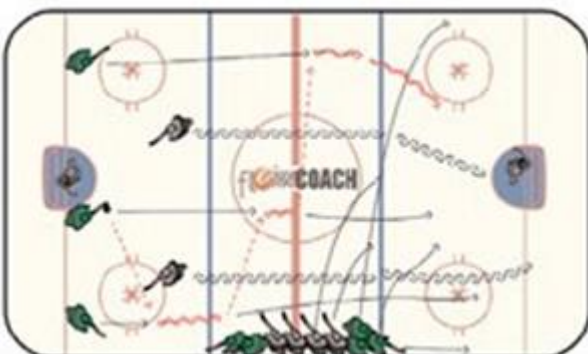
#### Key Elements

- Timing
- Indirect passes off the boards
- Puck Support
- Communication
- Passing/Receiving

#### Goalie

- Adjust your angles based on the passes made, squaring to the puck with the proper depth.

### 3 on 2 continuous

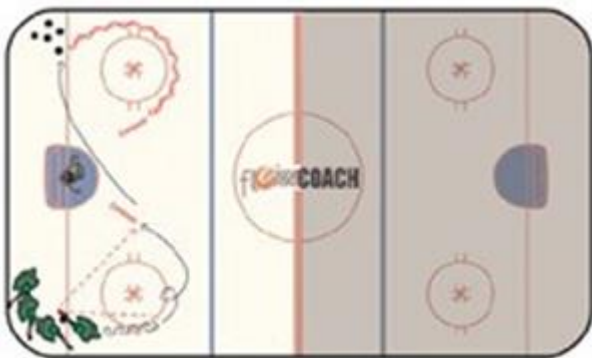


#### Objective

- Transition the puck quickly from defense to offense

Forwards and defense are positioned on one side of the ice between the blue lines along the boards. The drill starts with 3 forwards positioned just above the goal line vs. 2 defenseman positioned just inside the blue line. On the whistle the 3 forwards skate the full length of the ice vs. the 2 defenseman to create a scoring chance. As they pass the attacking blue-line the next 3 forwards and 2 defenseman skate in position, the 3 forwards in a breakout position and the 2 defenseman just inside the blue line. The first 3 forwards and the 2 defenseman play it out for 5-10 sec. until the coach's whistle. On the coach's whistle, the defenseman defending the original 3 on 2 rush tries to gain control of the puck to break out the next 3 forwards that skated in position vs. the next 2 defenseman.

### Silky drill



#### Objective

- Skill and fundamental development

#### Key Elements

- Transition
- Puck support/Quick puck movement
- Use of open space and indirects
- Gap control
- Outlet pass under pressure

#### Goalie

- Game like situation 3 on 2. Goalie can make the outlet pass to the forwards.

Players are divided into 2 groups in opposite corners of the rink. This drill starts with the first player from one group skating backwards out of the corner, exchanging the puck with the next player in line and does a reverse pivot at the top of the circle, receiving the puck back out of the reverse pivot and taking a quick shot on goal; continuing into the opposite corner to pick up a puck and skates around the top of the circle for a second shot on goal. Continuous drill alternating sides.

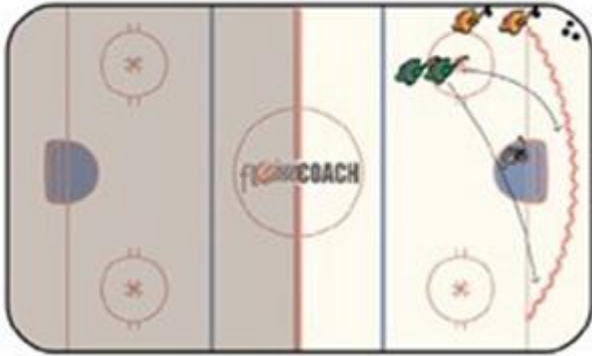
#### Key Elements

- Develop good foot work
- Passing/Receiving
- Give and go passing/puck support
- Shooting/Scoring quick release
- Presentation and timing

#### Goalie

- Adjust your angles based on the passes being made react to quick releases to the

### Angle checking behind net



#### Objective

- Develop checking angles

Two groups of players divided equally. One group of players positioned in the corner with pucks, the other group of players at the top of the circle on the same side of the rink. On the whistle the both players start with the players in the corner carrying the puck behind the net and the players positioned near the top of the circle, force the players behind the net, if within a stick length or in front of the net and angle the puck carrier into the corner either with a stickcheck or a bodycheck.

#### Key Elements

- Angling
- Separation technique
- Body contact
- Skating; Different speed changes

#### Variations

- The forward at the top of the circle can either confront the puck carrier before the net or after the net. A read and react situation.

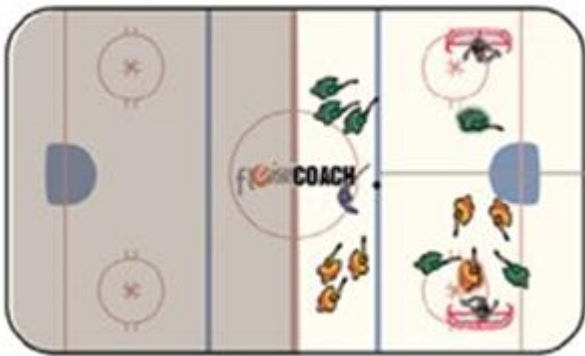
#### Goalie

- Follow the whole sequence to include skating and rink awareness in terms of angles.



## Team tactics

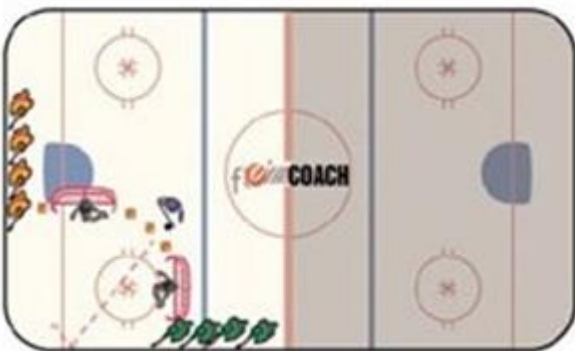
### 3 on 2 small game



#### Objective

- Create good scoring chances, quick transition

### 2 vs 2 tigh area game



#### Objective

- Teach players to make plays under pressure

#### Key Elements

- Transition
- Create odd man rushes/Scoring chances
- Creativity
- Defensive positioning

#### Variations

- This drill can also be a 2 on 2 to create 2 on 1's. One player has to stay on his half of the ice.

The game is played in the corner of the rink. One net at top of circles, one net on inside of circle by the goal line. Both nets face in towards the corner. Teams stand in line next to defending net. On the whistle, first 2 players in each line jump into the playing area and compete. Next whistle, players replaced by next in line.

#### Key Elements

- Puck handling
- Using the boards
- Puck support
- Passing/Receiving
- Shooting

#### Variations

- Instead of just 2 vs. 2, the coach can create odd man situations by changing the amount of players from each team going into the playing area. Examples of scenarios could be; 1 vs.1, 1vs.2, 2 vs.3

#### Goalie

- Goalies in the nets – get lots of action

### 2 on 0 make a hockey play



#### Objective

- Fundamental skill drill

2 lines against side boards in one zone. On whistle, the first player in each line skates around circle, one complete circle. Players then skate out of their circle and head towards net. The coach gives one of the players a pass and 2 players head to net 2 on 0. One pass and finish with a shot on goal.

#### Key Elements

- Skating
- Passing / Receiving
- Shooting
- Passing lanes/Skating proper route

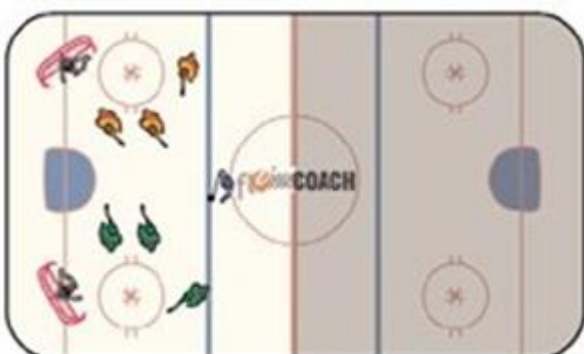
#### Variations

- The players can skate around the circle, pivoting forwards and backwards on the coaches whistle. When the players hear a double whistle, they skate out of their respective circle and execute the 2 on 0.

#### Goalie

- React to the pass. Rebound control

### 2 on 2 support game



#### Objective

- Offensive creativity, 3 on 2 situations

Two nets positioned at the goal line in each corner of one zone. Players divided into two equal groups, positioned at the blue line with the coach in the middle of the ice at the blue line with pucks. One support player per team is positioned on the top of the faceoff circle on their side of the ice. Two players for each team start inside the zone, the coach starts the drill by dumping the puck in off the end boards. The team that gains control of the puck and passes to their support player who then activates and becomes part of the game tries to score on the opposite net a 3 on 2 situation. Once the opposing team gains possession of the puck the support player drops out, and skates to the top of the circle from where he started. Now the team that gained control of the puck has to pass to their support player to activate him into the game to create a 3 on 2 situation at the other end.



#### Key Elements

- Puck handling
- Passing/Receiving
- Proper receiving angle
- Create scoring chances
- Creativity

#### Goalie

- Read rush, game like situation, puck carrier has several options and is under pressure.

### Tight area game



#### Objective

- Teach players to make plays under pressure

The game is played in the corner of the rink, one net at the goal line, and the other net directly across from it, (just above the top of the circle) both nets facing each other. Teams stand in line next to coach. The coach sets up different scenarios example: 1 on 1, 2 on 1, 2 on 2, 3 on 2, 3 on 1. The coach then calls out the different scenario, and the players get in position and the coach dumps the puck in off the boards. The players read and react to the situation and try to score at the opposite net. When a goal is scored or the puck leaves the playing area, the coach can add more pucks to the drill to keep it going. 20-30-seconds

#### Key Elements

- Puckhandling
- Using the boards
- Puck support
- Passing/Receiving
- Shooting/Scoring

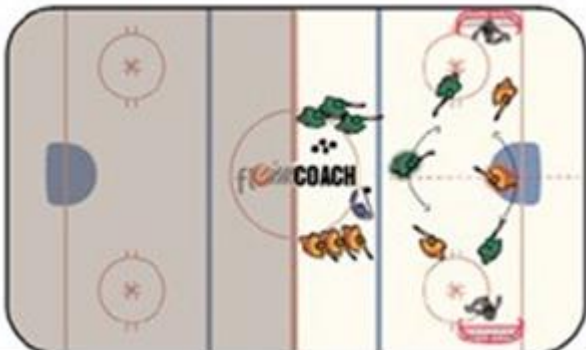
#### Variations

- This drill can be done without goalies and use just cones to force the players to pass the puck through the two cones at each end 2 on 2 to develop good offensive instincts.

#### Goalie

- Read rush, game like situation, puck carrier has several options and is under pressure. Goalies will see a lot of action, quick reaction

### 3 on 3 game rover



#### Objective

- Transition the puck to create scoring Chances with odd man rushes

Players divided into 2 teams. Positioned outside the blue line. Start with 3 players from each team in the zone with 2 nets positioned at the side boards. Both teams have a defender, offender and a rover. The defender stays on the defensive half of the rink. The offender stays on the offensive half of the rink. The rover can go on both halves of the rink.

#### Key Elements

- Skating
- Communication
- Protecting the puck
- Create scoring chances
- Give and go tight area situations

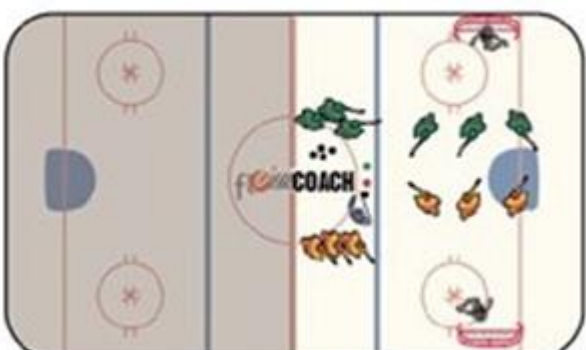
#### Variations

- Can also play this game with one player being the rover going both ways but he can't shoot just has to be a passer.

#### Goalie

- Develop awareness to various situations. Quickness, agility, balance. Quick reaction to a lot of shots.

### 3 on 3 game – Three coloured pucks



#### Objective

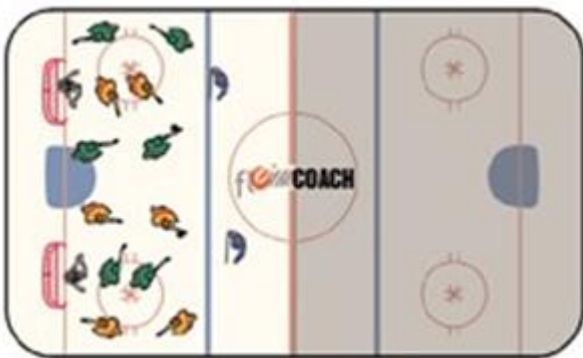
- Small area games, develop hockey sense

Players divided into 2 teams. Positioned outside the blue line. Start with 3 players from each team in the zone with 2 nets positioned at the side boards. Both teams have a defender, offender and a rover. The defender stays on the defensive half of the rink. The offender stays on the offensive half of the rink. The rover can go on both halves of the rink.

#### Key Elements

- Give and go passing
- Awareness to different situations
- Protecting the puck
- Ability to work in tight areas
- Create scoring chances

### 4 on 2 special teams



#### Objective

- Read the play and reacting to what is available quickly

### 3 on 3 two pass (Attack the same net)



#### Objective

- Stressing puck support

#### Goalie

- Develop awareness to various situations. Quickness, agility, balance. Quick reaction to a lot of shots.

Divide the end zone in half, using 2 nets, placed in each half of the ice on the goal line. 4 on 2 in each half of the ice. The 4 players are to work the puck, reading the play to what is available. The other 2 players work on defensive skills; with an “active” stick, taking away passing lanes, forcing the 4 players to move the puck quickly, trying to get the puck away from the 4 players.

#### Key Elements

- Passing/Receiving
- Read and react
- Anticipation
- Heads up
- Positioning with good support/target

Divide players equally into two groups along the blue line. 3 on 3 attack the same net. The players must exchange the puck with the coach on a change of possession. If the puck comes out of the zone or a goal is scored quickly, the coach can add another puck. Shifts should last 30 seconds.

#### Key Elements

- Defensive Awareness
- Offensive Creativity
- Creating Space for a Teammate
- Puck Protection
- Passing/Receiving One-Touch Passes

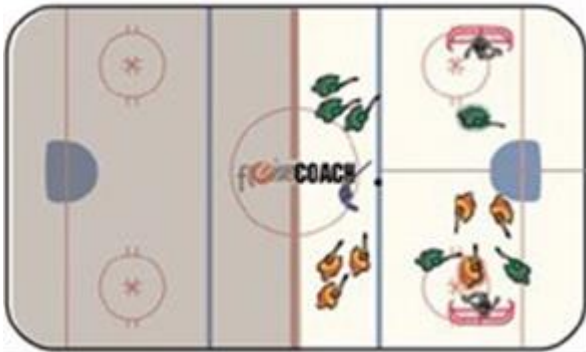
#### Variations

- Use the stationary coach to relieve pressure, when a team has control of the puck.

#### Goalie

- Game like situation, communicate with
- Team mates, read and react to all situations.

### 2 on 2 small game



#### Objective

- Create good scoring chances, quick transition

Position both nets in the end zone along the boards, dividing the ice into half with an imaginary line or with paint on the ice. Three players on each team. A puck is dumped in by the coach, the team that gains possession goes on the offense. One of the defending players cannot cross mid-ice, however, on the change of possession his teammates can use him for a transition break toward the other net. While the opposite team must keep on defender on the other side of mid-ice.

#### Key Elements

- Transition
- Create odd man rushes/scoring chances
- Creativity
- Defensive Positioning
- Competitive

#### Variations

- This drill can also be a 2 on 2 to create 2 on 1's one player has to stay on his half of the ice.

#### Goalie

- Read the rush, low net coverage, transition the puck, rebound control in a game like situation.

### Breakout, regroup, attack 5 on 2



#### Objective

- Team concepts, good puck support

All players on the bench except the group of five breaking out and the two defenseman. Coach dumps the puck in and the unit of 5 retrieves and breaks out attacking the other end 5 on 2, for a shot on goal. On the whistle the coach spots a second puck just inside the far blue line and the unit regroups and attacks again 5 on 2. On the second whistle, the coach spots a third puck in the neutral zone, the unit again regroups with the forwards having to get back on side very quickly, for a quick counterattack, 5 on 2 again. Next unit of 5 begins at the other end.

#### Key Elements

- Passing/Receiving
- Timing
- Proper Receiving Angle
- Regrouping
- Transition

#### Goalie

- Read the rush, puck carrier has several options, can also get involved in starting the breakout.

### 3 on 2 backchecker



#### Objective

- Team concepts, good puck support

Two lines start at the center red line facing opposite directions against 2 defenseman that are positioned at each blue line. Pucks are at the center. Both centers have one puck. On the whistle the designated three forwards attack the 2 defenseman 3 on 2 trying to create a scoring chance until a whistle. On the whistle the 3rd man high in the zone becomes a backchecker against the next 3 forwards at the center red line attacking the opposite 2 defenseman, 3 on 2, the backchecker can make it a 3 on 3. Play it until a whistle and 3rd man high becomes the next backchecker against 5 new players who have come off the bench. This is a continuous drill.

- Create width and depth to attack
- Drive center lane
- 3rd man high as a trailer
- Shooting/scoring
- Game like situation for goalie

#### Variations

- The other 2 forwards can backcheck to the center red line.

#### Goalie

- Game like situations; 3 on 2 and 3 on 3.
- Communicate with your defenseman.

## 2 man cycle obstacles



### Objective

- Offensive creativity with good puck support

Two lines in high slot above the top of the circles. The coach positioned between the two lines with pucks, dumps the puck into the corner. The first player in the near line skates in to retrieve the puck the first player in the other line follows that player into the corner. Player 1 skates up the boards with puck indirects the puck off the boards to the second player and heads to net to receive a return pass from player 2 for a quick shot on net. Player 2 follows the shot up for any rebound to play.

### Key elements

- Puck possession/support
- Offense skill work for forwards
- Creating seams in the attack
- Indirect passes
- Passing angles

### Variations

- A coach can provide pressure on the player who retrieves the puck.
- Coach can restrain player going to the net. Making him fight through the resistance.
- A third player can be added to the cycle, just add another indirect pass.

### Goalie

- Play the quick shot coming off the cycle; control your rebounds.



### 5 on 0 breakout/forecheckers



#### Objective

- Read and react to different scenarios

Five players positioned in the neutral zone, between the redline and the blue line of the end of the break-out. Coach is positioned along the sideboards and the far blue line with 3 forwards of the next line that will breakout. The coach tells the three forecheckers how many will go on the forecheck; 1, 2, or 3. On the whistle the coach dumps the puck in and the five players in the neutral zone go back to break the puck out. The forecheckers apply pressure to the break-out, and can aggressively pursuit the puck from the top of the circles down. Once the five breakout players, break the puck out beyond the top of the circles the forecheckers are completed with the drill; the forecheckers now become the next forwards on the breakout. The five players that broke the puck out continue down the ice 5 on 0 for a shot on goal.

#### Key elements

- Various breakout patterns
- Communication
- Blocking out for defenseman
- Puck support/Positioning

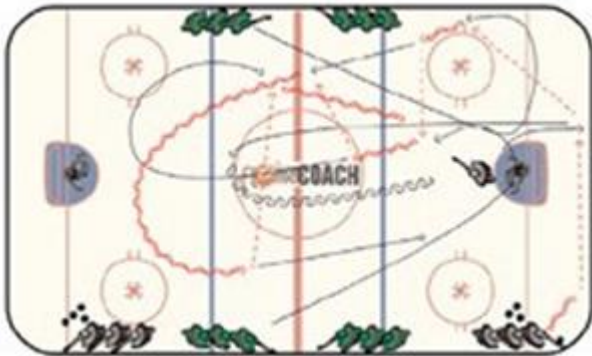
#### Variations

- Can also place a coach in the corners with pucks for additional shots.

#### Goalie

- Communication with the defenseman on the breakouts. Shots on the opposite end. Can also get involved in starting the breakout.

### Breakout backcheck positioning



#### Objective

- Backchecking to proper positioning for quick transition

Forwards are divided into 4 equal groups and positioned at the blue lines along the boards, just inside the zone. The defensemen are positioned in opposite diagonal corners with the puck. The drill starts with 1 defenseman positioned in the corner with the puck and 1 defenseman in front of the net. On the whistle 2 forwards; 1 from each opposite far blue lines backcheck to the front of the net. The defenseman in front of the net releases behind the net to receive a pass from the defenseman in the corner. The forwards get in position on the break-out, from the good backchecking position, and skate 2-on-0 down the ice to the top of the circles exchanging the puck to come back 2-on-1 on the defenseman that broke them out and continued up the ice to close the gap to the far blue line. As soon as the 2-on-1 passes the blue line entering the zone the next 2 forwards in the opposite blue lines start to backcheck to the front of the net in the opposite end.

#### Key elements

- Backcheck to proper position
- Attack with speed/at one defenseman
- Breakout passes
- Puck support/Positioning
- Passing/Receiving

#### Variations

- Can also use the defense to defense to center breakout. Can also use a defenseman at the opposite end to regroup the forwards back.

#### Goalie

- 2 on 1 game like situation, must be focused on puck carrier, yet be prepared with a response to a quick pass to open man. Rebound control, possible tip situation. Communicate with your defenseman.



### Breakout transition



#### Objective

- Breakout concept with proper positioning

Coach is positioned just inside the blue line with pucks. A line of defenseman on one side and a line of forwards on the other side of the coach. The coach dumps the puck into the corner, the 1st defenseman in line skates backwards, pivots to retrieve the puck, making sure to look over his shoulder at least 2 times before arriving at the puck. The 1st forward skates into position along the side board to be a quick outlet for the defenseman. The defenseman then skates to the front of the net and the forwards accelerates up the ice to the neutral zone.

#### Key elements

- Head on a swivel/Aware of the situation
- Puck Support/Quick puck movement
- Get the puck to the pass ready position
- Skating speed with the puck
- Positioning with good support/target

#### Variations

- 2 defenseman can start the drill with 1 forward using a D-to-D pass behind the net, with the defenseman in front of the net, releasing at the proper time and making a good outlet pass to the wing that is posted up at the boards. The defenseman that made the 1st pass skates to the front of the net to protect that area of the ice.

#### Goalie

- Can be in the net and to communicate with the defenseman.



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