



National Coaching Certification Program

Development 1 COACH WORKBOOK



National
Coaching
Certification
Program

Be Concussion SMART!

Servez-vous de votre tête!



Download the **NEW CONCUSSION AWARENESS APP!**
Téléchargez la **NOUVELLE APP DE SENSIBILISATION
AUX COMMOTIONS!**



HockeyCanada.ca/Apps

Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online.

Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section
- and so much more!



Coaching
Association
of Canada



National
Coaching
Certification
Program

OUTLINE

1.	Introduction	3
2.	Coach Profile	4
3.	Purpose of the Workbook	5
4.	Classroom Session #1	6
	4b. Ethical Coaching	8
	4c. Team Building Meeting	16
	4d. Drill Design, Progressions and Practice Planning	18
	• Drill Design	18
	• Drill Progressions	20
	• Practice Plan	22
	• Safety	24
	• Athletic Skills of the Game	26
	• Seasonal Planning	27
5.	Arena Session #1	
	5a. Evaluate Practice	33
	5b. Analyze Skill	34
6.	Classroom Session #2	
	6a. Link Individual Skills and Tactics	35
	6b. Team Tactics	38
	6c. Goaltending	40
	6d. Transition	42
	6e. Design a Practice	43
7.	Arena Session #2	
	7a. Practice Delivery	51
8.	Summary	50

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations and the Coaching Association of Canada.

Partners in Coach Education



The programs of this organization are funded in part by Sport Canada.

© This document is copyrighted by the Coaching Association of Canada (2013) and its licensors. All rights reserved.
Printed in Canada
Item #55359

1. INTRODUCTION

The priority for the new Development Stream program is to design and implement the Four (4) Phase Learning Cycle within the coach clinics. All human learning can be thought of as having the following four (4) components:

1. Preparation (the arousal of interest)
2. Presentation (the initial encounter of new knowledge or skill)
3. Practice (the integration of the new knowledge or skill)
4. Performance (the application of the new knowledge and skill to real world situations)

Unless all four components are present in one form or another, no real learning occurs.

The new Development Stream program will apply **Activity-Based Learning** to ensure that the four phase learning cycle is incorporated into all future clinics. Activity -Based Learning (ABL) means getting physically active while you learn, using as many senses as possible, and getting your whole body/mind involved in the learning process.

Activity-Based Learning has proven over and over again that people often learn more from well-chosen activities and experiences than they do from sitting in front of a presenter, a manual, a TV, or a computer.

2. COACH PROFILE

This exercise asks you to describe the setting in which you coach as well as information about you and your coaching experience. This information will provide a basis for completing this Pre – Task and will help the Pre – Task Facilitator provide you with feedback before the clinic.

CLINIC LOCATION: _____ DATE: _____

FACILITATOR(S): _____

FACILITATOR'S PHONE: _____

FACILITATOR'S E-MAIL: _____

YOUR NAME: _____

ADDRESS: _____

(Street) (City/Town)

(Province) _____ (Postal Code) _____

PHONE: Home _____ Work _____

E-MAIL: _____

COACHING POSITION: ☐ Head Coach ☐ Assistant Coach ☐ Manager ☐ Other _____

TEAM INFORMATION:

Location _____ Team Name _____

League _____ Age of Participants _____

Category of Competition: ☐ Male Hockey ☐ Female Hockey

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Initiation | <input type="checkbox"/> Novice |
| <input type="checkbox"/> Atom | <input type="checkbox"/> Pee Wee |
| <input type="checkbox"/> Bantam | <input type="checkbox"/> Midget |
| <input type="checkbox"/> Juvenile | <input type="checkbox"/> Junior |
| <input type="checkbox"/> Senior | <input type="checkbox"/> Professional |

Level of Competition:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Recreational | <input type="checkbox"/> Competitive |
| <input type="checkbox"/> High Performance | <input type="checkbox"/> Other _____ |

Number of games in week _____

Number of practices in a week _____

Previous Coach Clinics and Year _____

3. PURPOSE OF THE WORKBOOK

The workbook is intended for you the coach to utilize during the clinic. It is also intended to assist Hockey Canada and its member branches to evaluate coaches abilities to:

- Develop communication opportunities with parents and players
- Design and conduct drills and practices
- Teach skills and tactics

Coaches are strongly encouraged to complete as much of the workbook as possible over the course of the clinic. Portions of the workbook can only be completed after the clinic in your club team setting. These portions will need to be completed and re-submitted for evaluation.

This workbook is laid out and numbered in the same format as your Coach Reference manual for ease of reference.

4. Classroom Sessions

4b. Read the situation below, called To Play or Not to Play.

Jamie is the head coach of the local Bantam team. Recently, she has noticed that one of the athletes seems to suffer from a knee injury. She brings the situation up with the parents of this 13-year old athlete, whom she knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The coach speaks with the athlete who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The athlete has a lot of talent and his discussed among the best players in the region

The athlete's parents are both members of the organization's Board of Directors and they are responsible for hiring and assessing coaches. Club policy dictates that it is the coach who ultimately decides whether or not an athlete will take part in a competition. Another policy dictates that an injured athlete cannot compete, and that a written confirmation declaring that the athlete is fit to return to competition must be obtained from a medical doctor.

Since her last discussion with the athlete and the parents, the coach has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. She has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These verifications confirm the signs she had observed in the athlete.

One hour before the beginning of the competition, the parents talk to the coach. They repeat what their family doctor has said, and guarantee that, first thing tomorrow morning, she will have the required letter confirming that the child is fit to compete. The athlete mentions that the pain has increased since last time, but that he is ready to compete if the parents and the coach give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection. The parents leave the coach, and walk towards the stands.

On the basis of the facts presented, reflect individually on what you would do in the situation To Play or Not to Play. What actions would you take? Why did you make this decision? Write your responses in the space below. In this situation, the decision I would make or the action I would take would be.....

I would make this decision or take this action because.....

Discuss the case and your answer with two or three other coaches. Do you agree with the positions of other coaches regarding the nature of the issues in the situation, or are there fundamental differences in opinion among you?

Review the information in the table below. Identify the factors that influenced your decision, and highlight others that might be relevant but that you didn't consider. Think about how these factors might come into play in the decision-making around To Play or Not to Play.

FACTORS THAT MAY INFLUENCE YOUR DECISION

INTERNAL INFLUENCES		
PREVIOUS EXPERIENCES	PERSONAL VALUES	PERSONAL CIRCUMSTANCES
Past experiences with a similar issue	Family education	Employment
Results, positive or negative, of previous decisions in a similar situation	Academic training	Level of action
	Religion and beliefs	Ambitions and plans
	Age and maturity level	Reputation
	Factors linked to ethnicity or culture	Relations with others
EXTERNAL INFLUENCES		
ECONOMIC AND POLITICAL ASPECTS	SERIOUSNESS OF SITUATION	ORGANIZATIONAL, INSTITUTIONAL, AND SOCIAL ASPECTS
Economic or financial impact of decision	Urgency of decision	Relations and links with:
Potential political or human rights impact of situation	Individuals directly affected	Official bodies
	Number of individuals directly affected	Individuals
		Communities
		Relevant standards or social conventions
Other Factors (If any)		

THE ETHICAL DECISION-MAKING PROCESS

Let's look again at To Play or Not to Play, but this time let's use an ethical decision-making process.

The ethical decision-making process used in this workshop has six distinct steps, and it depends heavily on the NCCP Code of Ethics. The Code provides a set of guiding principles that coaches can draw on in their decision-making. The Code is reproduced in the Reference Material for this workshop.

The six steps in the process are:

1. Establish the facts in a situation
2. Decide whether the situation involves legal or ethical issues
3. Identify your options
4. Evaluate your options
5. Choose the best option
6. Implement your decision

Looking Again at To Play or Not to Play

Recall To Play or Not to Play and the decision you made about it. Working with 2 or 3 other coaches, identify the facts in the situation, and record them in Column 1 of Worksheet 1, on the next page. If necessary, refer to the section of the Reference Material called Step 1 – Establish the Facts in the Situation.

DECIDE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES (STEP 2)

Are the Issues Legal or Ethical?

Read the section called Step 2 – Determine Whether the Situation Involves Legal or Ethical Issues, in the Reference Material, especially the examples of situations that have legal implications. Listen as the Learning Facilitator describes a situation that may involve legal or ethical issues, and then take 5 minutes or so to discuss the situation with two or three other coaches.

Does the situation have legal implications? () YES () NO

What are the reasons for your answer?

Identify the Ethical Issues

The NCCP Code of Ethics is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (coaching responsibility, for example, or integrity in relations with others).

Answer the questions in the table below regarding actions and behaviours that might occur. These questions are based on the NCCP Code of Ethics, and they will help you identify possible ethical issues.

Key Questions to Ask when Identifying Ethical Issues in Sport

Is there a potential issue with...	Is this question relevant in this situation?	Why is this question relevant?
Health and safety of athletes now or in future?	YES NO	
Competition site safety?	YES NO	
Emergency preparedness?	YES NO	
Unnecessary risk to athletes?	YES NO	
Authority being exercised or the best interests of the athletes being considered?	YES NO	
Self-esteem of participants?	YES NO	
Conflict of interest?	YES NO	
Competency, qualification, certification, or scope of practice?	YES NO	
Loyalty, keeping of commitments, or keeping of one's word?	YES NO	
Privacy or confidentiality?	YES NO	
Harassment?	YES NO	
Equity and equality of treatment of individuals?	YES NO	
Level of respect and dignity shown to individuals?	YES NO	
Breaking of an organization's rules or policies?	YES NO	
Violation of the rules and regulations of sport?	YES NO	
Fair play?	YES NO	
Dignity and self-control in personal behaviour?	YES NO	
Respect shown for officials and their decisions?	YES NO	

Discuss the questions that seemed important to you with other coaches, and explain why you found them important.

Are there questions not listed in the table that could help identify ethical issues? If there are, list them below.

Now read the entries in Column 2 of Worksheet 1, and put a checkmark beside the statements that are relevant to To Play or Not to Play.

IDENTIFY YOUR OPTIONS AND POSSIBLE CONSEQUENCES (STEP 3)

This step of the decision-making process involves identifying your options for decision or action. You do this by asking yourself some questions from the Reference Material.

Refer to the section Step 3 – Identify Your Options and Possible Consequences in the Reference Material. Answer the questions on the options for decision or action for the coach in To Play or Not to Play.

In this situation, the coach could:

Discuss the options available to the coach in To Play or Not to Play with other group members, and record them in the third column of Worksheet 1

For each option, identify possible consequences and record them in Column 3 of Worksheet 1. Note that the consequences may be positive or negative – pros and cons.

EVALUATE YOUR OPTIONS (STEP 4)

Use the table on the next page to determine the extent to which each of the options you identified in Worksheet 1 upholds NCCP standards of behaviour.

- ☐ Consider Option 1.
- ☐ Read the first statement in the first row of the column A coach is expected to.
- ☐ Ask yourself whether Option 1 upholds this standard of behaviour. If it does, put a checkmark in the Option 1 column; if it doesn't, leave the Option 1 column empty.
- ☐ Repeat this for each statement in the A coach is expected to column for Option 1.
- ☐ Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in Worksheet 1 (Options 2, 3, 4, and 5 as appropriate).
- ☐ Total the number of checkmarks associated with each option.

PRINCIPLES	A COACH IS EXPECTED TO: (expected standards of behaviour)	1	2	3	4	5
Physical safety and health of participants/ athletes	Ensure training or competition sites are safe at all times					
	Be prepared to act appropriately in case of emergency					
	Avoid placing athletes in situations presenting unnecessary risk or beyond their level					
	Strive to maintain the present and future health and well-being of athletes					
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes					
	Foster self-esteem among athletes					
	Avoid deriving personal advantage for a situation or decision					
	Know one’s limitations in terms of knowledge and skills when making decisions, giving instructions or taking action					
	Honour commitments, word given, and agreed objectives					
	Maintain confidentiality and privacy of personal information, and use it appropriately					
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties					
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete					
	Always ensure decisions are taken equitably					
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age					
	Preserve the dignity of each person in interacting with others					
	Respect the principles, rules, and policies in force					
Honouring sport	Strictly observe and ensure observance of all regulations					
	Aim to compete fairly					
	Maintain dignity in all circumstances and exercise self-control					
	Respect officials and accept their decisions without questioning their integrity					
Number of behavioural standards consistent with Options 1 through 5						

CHOOSE THE BEST OPTION (STEP 5)

Reviewing Your Scoring

Refer to your scoring for your options in the previous chart. What option has the highest score? Record that option below.

Checking Your Decision

Read the section on Moral Dilemmas in the Reference Material. Is there an ethical dilemma in this case? What if any values and ethical principles are competing? Discuss your views with other coaches. Clearly state any dilemma you identify, and write your answer below.

Does the option with the highest marks preserve the principle of DO NO HARM? In other words, does it maintain participants' physical, emotional, and psychological safety?

☐ YES ☐ NO

Would you make the same decision in all similar cases?

☐ YES ☐ NO

Note: If you answer YES to the questions above, you can be confident that the option you have chosen is the best one under the circumstances.

State your decision in terms of the NCCP Code of Ethics.

My decision in the case of To Play or Not to Play is to:

This is consistent with maintaining this core principle from the NCCP Code of Ethics:

My choice is also consistent with the expectation that a coach should:

Share your decision with another coach, saying why you feel the choice you made is the best course of action under the circumstances. Answer any questions the other coach has.

Think about the decision you made and your explanations for your decision. How does the decision you recorded compare with the one you made more spontaneously earlier? Which aspects are the same? Which are different?

IMPLEMENT YOUR DECISION (STEP 6)

Once you've made the best decision possible, you need to think carefully about how to put it into action. This section will help you carry out an action plan to solve an ethical problem while still showing respect for the people involved.

Identify who needs to know. Consider carefully who needs to know about or be involved in the implementation of the action plan.

Think about what may happen. Consider the likely outcomes of your decision, and write down how you will manage any consequences.

Write down what you will do if your first plan of action doesn't work. Consider who to contact and what level of authority you should now involve in this situation.

4c. TEAMBUILDING MEETING (yes workbook task to complete)

Introduction: A hockey team is made up of coaches, parents and players. The latest research has shown that a coach will have a more enjoyable season by including the parents and players in his/her circle of communication.

Purpose of the Meeting: To emphasize the need for players, parents and coaches to be a part of the team and to develop a process for trust and open communication within the team.

Step 1. Plan a one hour meeting with your coaches, parents and players in a room with 6 tables and 40 chairs. Bring approximately 40 pens and 50 copies of the Teambuilding Work Sheet for the participants. A flipchart stand with paper and markers is recommended but not mandatory.

Step 2. Arrive 20 minutes early to the meeting site and set up 6 tables (apart from each other) with 6 chairs around each table. Designate 3 tables for parents and 3 tables for players. Assistant Coaches should sit with the parents.

Step 3. Start the meeting by spending 5 minutes discussing the purpose of the meeting and handout the pens and the Teambuilding Worksheets.

Step 4. Allow 10 minutes for each coach, parent and player (on their own) to fill in the Teambuilding Worksheet. Coach should walk around to provide assistance where needed.

Step 5. Handout one new Teambuilding Worksheet to each of the 6 tables and ask each group to designate a recorder. The recorder will also be the spokesperson for the group. Allow 15 minutes for each table to discuss each others comments and have the recorder summarize their group comments onto the new work sheet.

Step 6. This is the most important step. The coach has 30 minutes to use his/her coaching and facilitation skills to diplomatically and openly discuss and combine each of the 6 group summaries into 1 final Team Worksheet summary. The use of a flipchart stand with paper and markers is optional. Although each table has a designated spokesperson, other parents and players are encouraged to speak. The final summary will be the guide that each coach, parent and player will follow for the remainder of the season.

Step 7. Following the meeting, the coach will summarize the Teambuilding Worksheet and include his/her own ideas. A copy of the final Team Worksheet summary should be presented to each coach, parent and player at the following team practice or game.

Note to the Coach: Most expectations and values are within one's control. Winning is an expectation that is not within one's control. A team should focus on expectations and values that are controllable. Allow winning to be a potential outcome from that focus

Teambuilding Worksheet for Coaches, Parents and Players.

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

1. What do I expect from being involved with this team?

Examples: Have fun & make friends / Develop new life skills / Develop new hockey skills / Build a team effort / Have respect for rules, opponents, officials & each other / Learn to win and lose / Win the championship / Maintain good marks in school.

2. What values are important in order to accomplish the above.

Examples: Respect, honesty, cooperation, discipline, pride, trust, fairness, family, caring, perseverance, punctuality, commitment, appreciation, integrity, patience, optimism.

Which answers from #1 and #2 above are within my control? Which are not?

Note: A team should focus on expectations and values that are within their control. Allow the items that are not controllable to be a potential outcome of that focus.

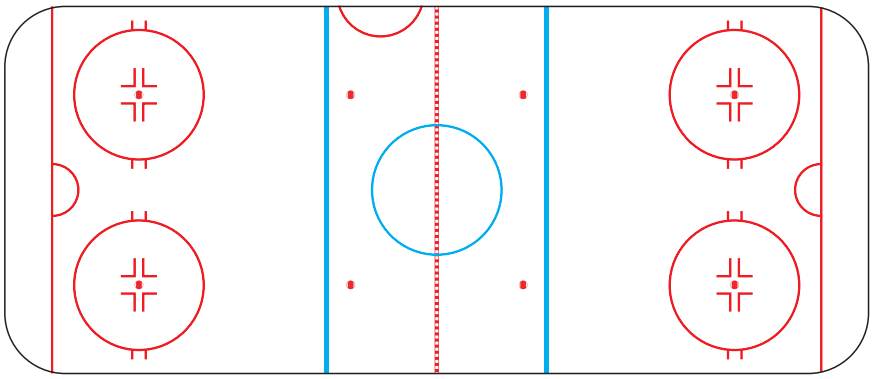
3. What rules and consequences will help us to focus on the above expectations and values? Example:

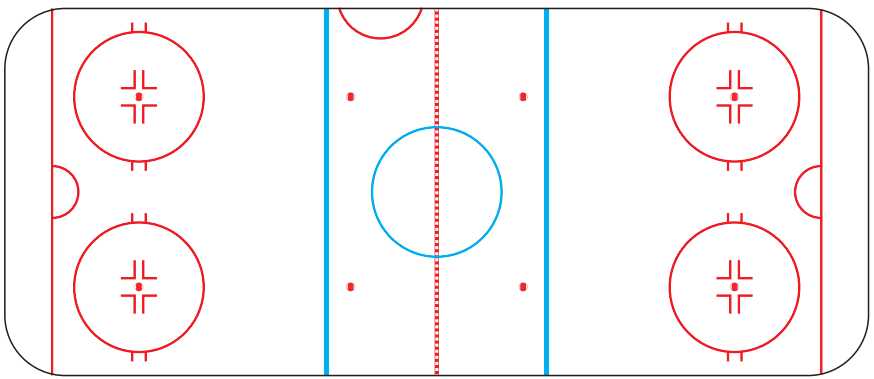
Rule - Players must never retaliate at opposing players (take active vs reactive penalties)

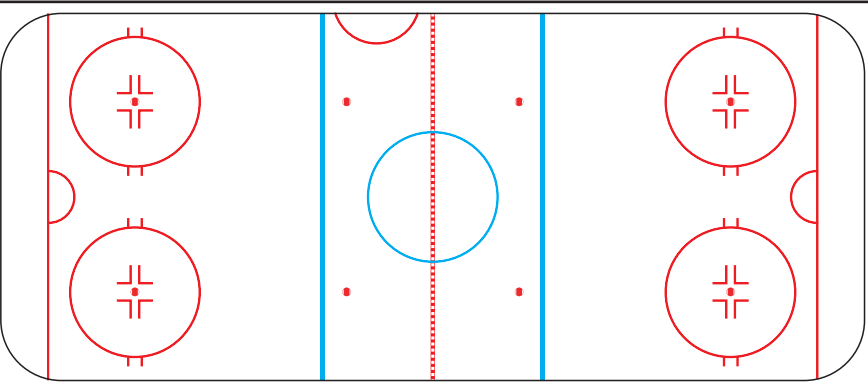
Consequence: Miss one period.

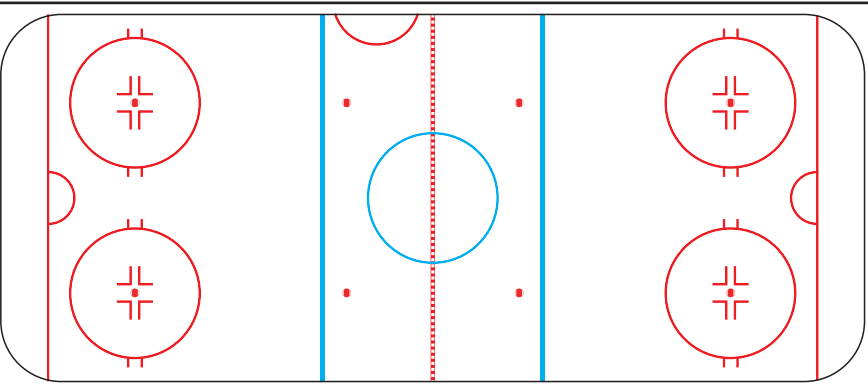
4. What main issues (if any) need to be resolved soon?

4d. Designing a Drill, Building Drill Progressions and Planning a Practice

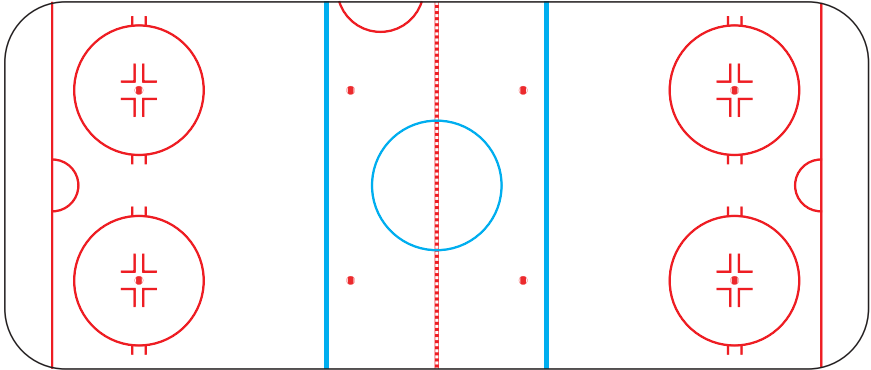
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

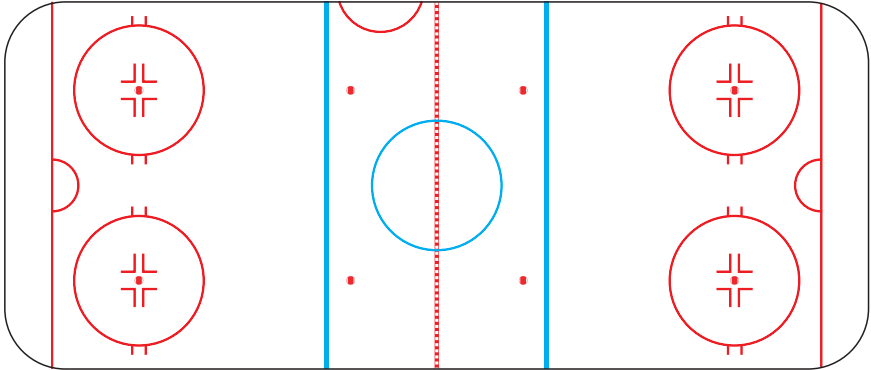
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

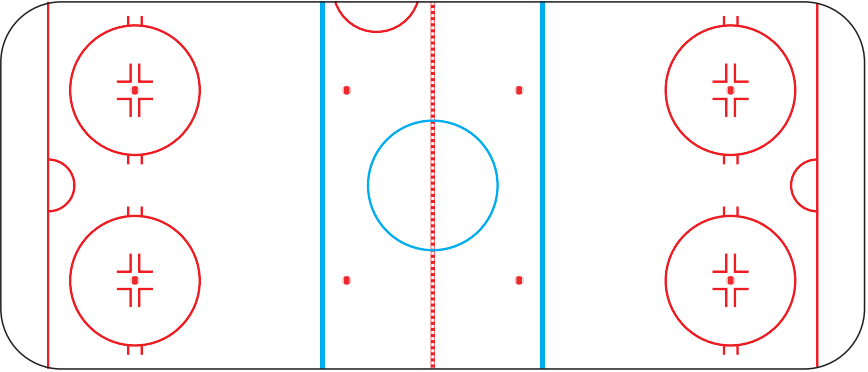
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

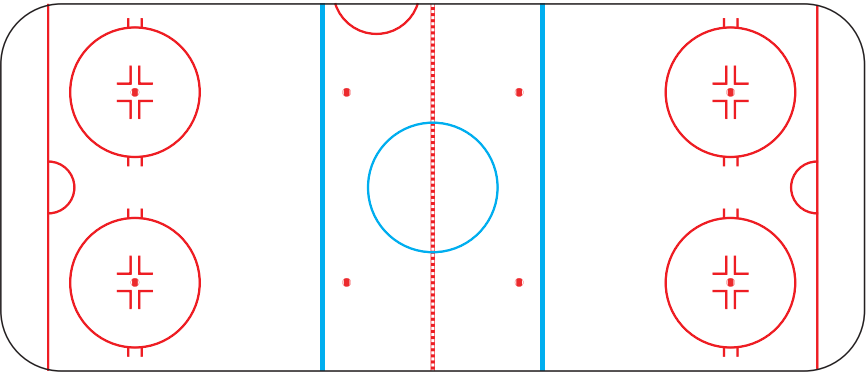
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

3 Drill Progression based on Initial Drill

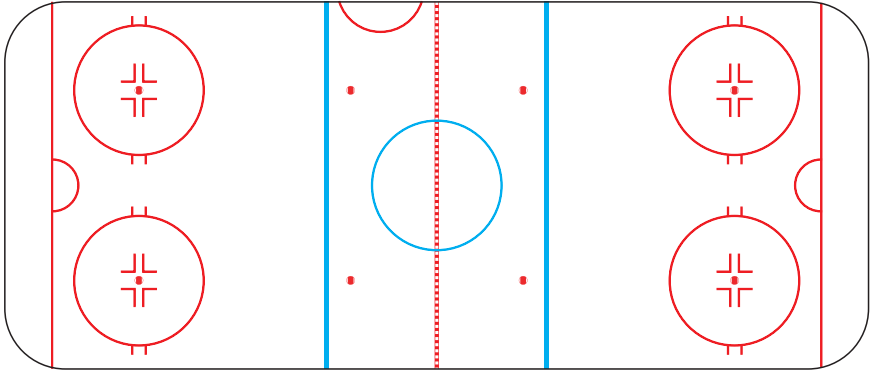
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

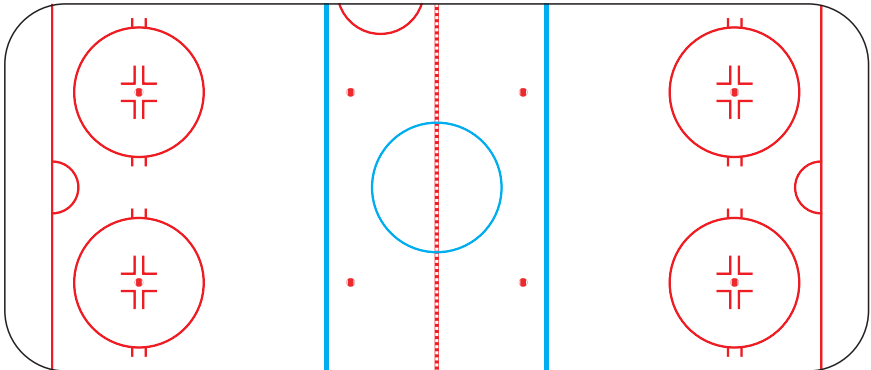
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

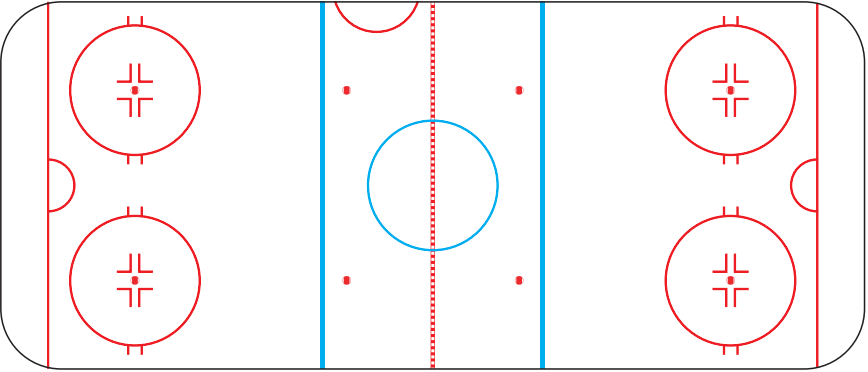
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

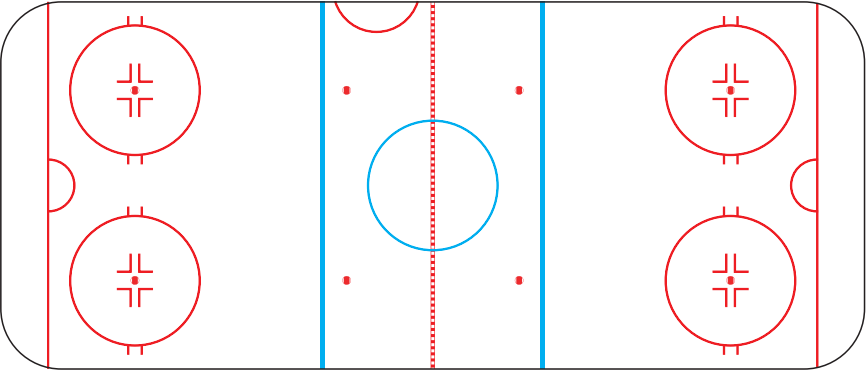
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Practice Plan Based on Initial Drill

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

4d. EMERGENCY ACTION PLAN (yes workbook task to complete)

An Emergency Action Plan (EAP) is a plan designed by the coach to assist him or her in responding to emergency situations. The idea behind the plan is that it will help the coach, and other volunteers, to respond in a professional and clear-headed way if an emergency occurred.

An EAP must be in place prior to your first session with your team.

An EAP should be prepared for a facility (arena or off-ice training site) where your team practices or plays games.

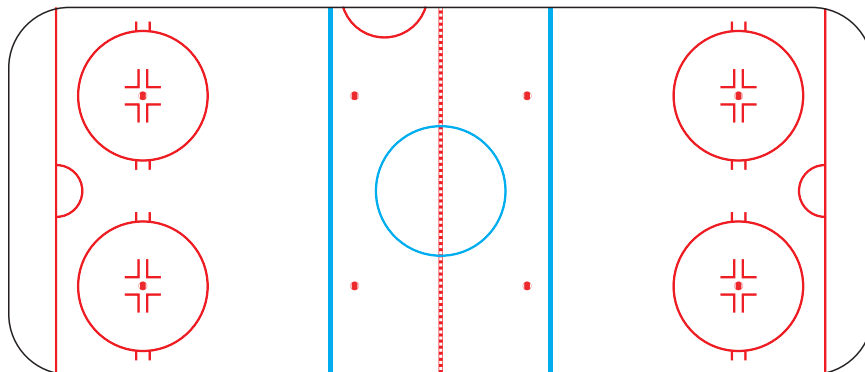
At a minimum your EAP should include the following items:

1. Designation in advance of whom is in charge in the event of an emergency.
2. Have a cell phone with you that is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have the correct change in the case that you may need to use the pay phone.
3. Have emergency telephone numbers with you:
 - Facility manager, fire, police, ambulance, public safety
 - For athletes - parents, guardians, next of kin, family doctor
4. Have on hand a medical profile form for each athlete, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Have a first aid kit accessible and properly stocked at all times. All coaches are strongly encouraged to pursue first aid training
6. Designate in advance a "Call person"
(the person who makes contact with medical authorities and otherwise assists the person in charge)
7. Be sure that your call person can give emergency vehicles precise instructions to reach the facility that you are at.

AN EMERGENCY ACTION PLAN FOR HOCKEY

Equipment Locations

Please locate and identify areas on map. (i.e., first aid room, route for ambulance crew, telephone)



Emergency Telephone Numbers

Emergency _____ Ambulance _____
 Fire Dept. _____ Hospital _____
 Police _____ General _____

1. Person in Charge

- Most qualified person available with training in first aid and emergency control
- Familiarize yourself with arena emergency equipment
- Take control of an emergency situation until a medical authority arrives
- Assess injury status of player

Name: _____

2. Call Person

- Location of emergency telephone
- List of emergency telephone numbers
- Directions to arena
- Best route in and out of arena for ambulance crew

Name: _____

3. Control Person

- Ensure proper room to work for person in charge and ambulance crew
- Discuss emergency action plan with:
 Arena staff
 Officials
 Opponents
- Ensure that the route for the ambulance crew is clear and available
- Seek highly trained medical personnel (i.e., MD, nurse) if requested by person in charge

Name: _____

PHYSICAL ABILITY	THIS MEANS THE ABILITY TO...	ACTIONS OR SITUATIONS IN HOCKEY THAT REQUIRE THIS ABILITY	IMPORTANCE IN HOCKEY
Speed	Perform quick movements or cover a given distance in the shortest possible time (e.g., all-out efforts lasting up to 8 seconds)		() Low () Moderate () High
Speed-endurance	Sustain efforts at near maximum speed for as long as possible (e.g., very intense efforts lasting between 10 and 60 seconds)		() Low () Moderate () High
Aerobic stamina	Sustain a dynamic effort over an extended period of time (e.g., efforts lasting several minutes, or even hours)		() Low () Moderate () High
Maximum strength	The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of its length		() Low () Moderate () High
Speed-strength	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1 – 2 seconds or so)		() Low () Moderate () High
Strength-endurance	Perform repeated muscle contractions at intensities below maximum strength (15 – 30 repetitions or more)		() Low () Moderate () High
Flexibility	Perform movements of large amplitude at a joint, without sustaining an injury		() Low () Moderate () High
MOTOR ABILITIES	THIS MEANS THE ABILITY TO...	ACTIONS OR SITUATIONS IN HOCKEY THAT REQUIRE THIS ABILITY	IMPORTANCE IN HOCKEY
Coordination	Perform movements in the correct order and at the right time		() Low () Moderate () High
Balance	Achieve and maintain stability, or keep control of the body during the execution of movements		() Low () Moderate () High
TACTICAL ABILITIES	THIS MEANS THE ABILITY TO...	ACTIONS OR SITUATIONS IN HOCKEY THAT REQUIRE THIS ABILITY	IMPORTANCE IN HOCKEY
Decision-making	Analyze a situation and produce a correct response, i.e. one that gives a competitive advantage and/or increases the probability of a good performance		() Low () Moderate () High

Who are my Players?

Gender: ☐ All male ☐ All Female
☐ Male and female

Indicate how many of your athletes are in each stage:

Young children: 3-5 yrs ()	Puberty, stage 1: 12-15 yrs ()
Children: 6-7 yrs ()	Puberty, stage 2: 15-18 yrs ()
Children: 8-9 yrs ()	Young adult: 19-22 yrs ()
Pre-puberty: 10-11 yrs ()	Adult: 22 yrs or more ()

Average weight: _____ kg range: from _____ kg to _____ kg

Average height: _____ cm range: from _____ cm to _____ cm

Average number of years of training and competition in this sport (including this year): _____ years

4d. RE-DESIGN SEASONAL PLAN (yes workbook task to complete)

Introduction: The recipe for a yearly plan is the main course that a coach will serve to his guests of players and parents. The attached yearly plan will be made even better when you add in your own coaching ingredients.

Step 1.

Review the Yearly Plan Recipe

Step 2.

OPTION 1 : (In red) Add or delete your own coaching ingredients to the filled in Yearly Plan Recipe. OR OPTION 2: Create your own Yearly Plan Recipe on the blank sheets.

Step 3.

Serve the new recipe

SEPTEMBER /OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH / APRIL	
MEETINGS		MEETINGS		MEETINGS		MEETINGS		MEETINGS		MEETINGS	
Teambuilding Workshop with Coaches, Parents and Players Parent Social Coach Planning Meeting to build Yearly Plan, Team Pictures, Finance		Player Rap Session Nutrition Information to Parents and Players		Team Evaluation Workshop with Coaches, Parents and Players Christmas Party Coach Planning Meeting to update Yearly Plan		Player Rap Session		Player Rap Session after Bowling		Coach Evaluation from Parents Year End Party Coach Meeting to update Yearly Plan for next season	
SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES	
		Tests		Exams							
# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES	
6 Exhibition Games 8 Regular Season Games		8 Regular Season Games		5 Regular Season Games 6 Tournament Games		8 Regular Season Games		8 Regular Season Games		Playoffs	
TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS	
Win 50 % of games Arrive early for all games and practices Have the lowest goals against for October Keep shots against U30											
DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING	
Optional											
COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION	
Attend Coach Clinics View GOALS 1 Video Review NIKE Skills Manual		View GOALS 2 Video View Deking Video View Checking Video		tbd		tbd		tbd		tbd	

COACH DEVELOPMENT PROGRAM COACH CLINIC WORKBOOK

SEPTEMBER / OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH / APRIL	
MEETINGS		MEETINGS		MEETINGS		MEETINGS		MEETINGS		MEETINGS	
SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES		SCHOOL PRIORITIES	
# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES		# OF GAMES	
TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS		TEAM GOALS	
DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING		DRYLAND TRAINING	
COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION		COACH EDUCATION	

SEPTEMBER / OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH / APRIL	
INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS	
Skating – acceleration, timing, fwd / bwd striding Puck Control – passing, shooting Checking – angling Goaltending – movement, paddle down, drill closure Evaluate player skills		Skating – fwd / bwd crossovers, balance, agility Puck Control – puck protection, shoot in stride Checking – angling, stick checks Goaltending – puck handling, drill closure		Skating – power, agility with a puck, PK skating Puck Control – 1 t, passing, puck receiving skills, chip Checking – contact confidence Goaltending – puck handling, drill closure		Skating – balance, agility, quick feet, PP skating Puck Control – passing, shooting, puck protection Checking – defensive side body position, angling Goaltending – movement, paddle down, drill closure		Skating – net drive Puck Control – 1 t, passing shooting, short-quick pass Checking – contact confidence Goaltending – puck handling, drill closure		Skating – Puck Control – multiple pass options Checking – Goaltending – movement, drill closure	
INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS	
Offensive – net drive, support, scoring Defensive – defensive side body position, angling Evaluate player tactics Games – small area		Offensive – deking, support, scoring, transition skating Defensive – closing the gap, pinning, 1on1, angling Games –		Offensive – net drive, delay, scoring, face offs, attack options Defensive – forecheck angling, backside pursuit, closing the gap Games –		Offensive – transition skating, escapes, scoring Defensive – closing the gap, pinning, 1 on 1, overlay 1 on 2, backcheck Games –		Offensive – net drive, delay, scoring, face offs, attack options Defensive – closing the gap, pinning, 1 on 1, defending 2 on 1 / 3 on 1 Games – 1on1 below g.line		Offensive – net drive, delay, scoring, faceoffs, attack options Defensive – closing the gap, pinning Games –	
TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS	
Offensive – timing passing, 2 on 0 drive/ delay Defensive – NZ support Games – your choice		Offensive – 2 on 1 drive/ delay, 2 on 0 cycle, NZ transition, Defensive – 2 on 1 drive/delay, 2 on 1 cycle, transition Games – your choice		Offensive – transition, counter attack, 1,2,3 attack give and go, 2 on 2 regroup Defensive – positional skills, 2 on 2 low zone, 3 on 3 low zone play Games – cross ice 3 on 3		Offensive – NZ transition, breakout timing Defensive – NZ forecheck, 2 on 2 low zone, 3 on 3 low zone play Games cross ice 2 on 1		Offensive – speed 2 on 1 offensive gap control, give and go, cross, delay Defensive – NZ transition defensive gap control, even/ odd man coverage Games – cross ice 3 on 2		Offensive – speed 2on1 offensive gap control, give and go, cross, delay Defensive – NZ transition, defensive Games – cross ice 3on2	
TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS	
Offensive – 2 & 3 man breakout (whole-part-whole) Defensive – def. zone coverage (whole-part-wh.)		Offensive – 2 & 3 man power play set up Defensive – penalty kill set up, DFZ coverage		Offensive – 2 & 3 man power play, breakout Defensive – penalty killing DFZ coverage		Offensive – breakout, power play Defensive – DFZ coverage, PK rotation		Offensive – breakout, face off coverage, PP Defensive – DFZ coverage, face off coverage, PK		Offensive – breakout, face off coverage, PP Defensive – DFZ coverage, face off, PK	

COACH DEVELOPMENT PROGRAM COACH CLINIC WORKBOOK

SEPTEMBER / OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH / APRIL	
INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS		INDIVIDUAL SKILLS	
INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS		INDIVIDUAL TACTICS	
TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS		TEAM TACTICS	
TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS		TEAM SYSTEMS	

5a. EVALUATE PRACTICE

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

Other Notes:

COACH DEVELOPMENT PROGRAM COACH CLINIC WORKBOOK

	1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding				
SKATING	Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace.				
	1	2	3	4	5
Comments					
PASSING	Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing.				
	1	2	3	4	5
Comments					
PUCKHANDLING	Head ups, smooth and quiet, good hands, protection, in small spaces, in traffic.				
	1	2	3	4	5
Comments					
SHOOTING	Power, accuracy, quick release, can shoot in motion, goal scorer, rebounder, variety of shots.				
	1	2	3	4	5
Comments					
CHECKING SKILLS	Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks.				
	1	2	3	4	5
Comments					
THINKING SKILLS	Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined.				
	1	2	3	4	5
Comments					
1 VS 1 OFFENSIVE	Deception, change of pace, creativity, determination, going to the net.				
	1	2	3	4	5
Comments					
1 VS 1 DEFENSIVE	Gap control, angling, finishing checks, positioning, play at offensive blue line, play at defensive blue line, front of the net, in small spaces.				
	1	2	3	4	5
Comments					
FACE-OFFS	Win-lose draw, ability to tie up, takes charge, breaks through picks, know responsibilities.				
	1	2	3	4	5
Comments					

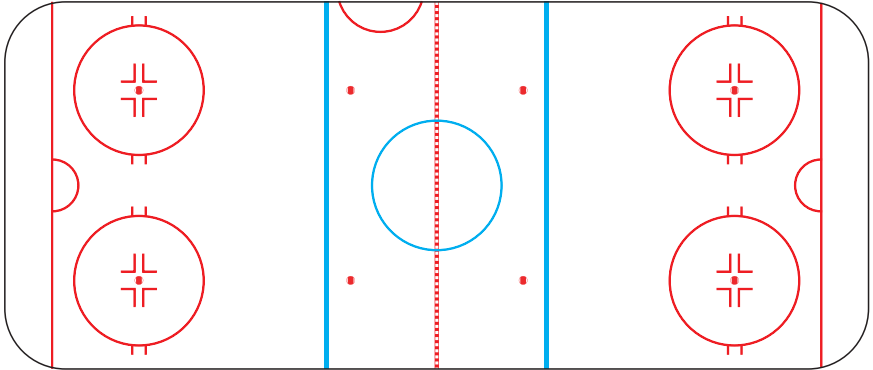
6a. LINK INDIVIDUAL SKILLS AND TACTICS

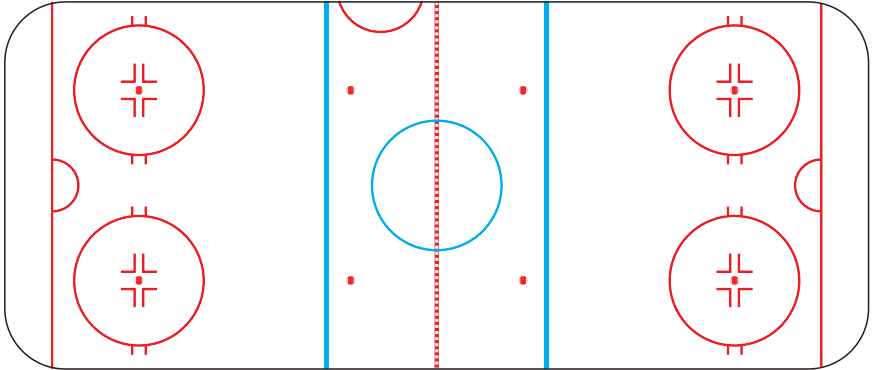
INDIVIDUAL TACTICS	
INDIVIDUAL OFFENSIVE TACTICS	INDIVIDUAL DEFENSIVE TACTICS
ATTACKING 1 ON 1 <ul style="list-style-type: none"> • Skating fakes and Skating agility • Body fakes • Shooting and Passing Fakes • Puck Protection • Stick Handling • Driving to the Net SKATING A DEFENDER 1 ON 1 <ul style="list-style-type: none"> • Turn up/ Delays • Driving to the Net • Walkouts SCREENING WITHOUT THE PUCK Roles of the non-puck carrier <ul style="list-style-type: none"> • Availability • Close support • Screening • Clearing an area • Decoying 	DEFENDING 1 ON 1 <ul style="list-style-type: none"> • Positioning • Closing the gap • Body contact • Stall DEFENDING AN OPPONENT IN THE DEFENSIVE CORNER <ul style="list-style-type: none"> • Positioning • Closing the gap • Body contact • Contain DEFENDING ALONG THE BOARDS <ul style="list-style-type: none"> • Pinning BACKCHECKING

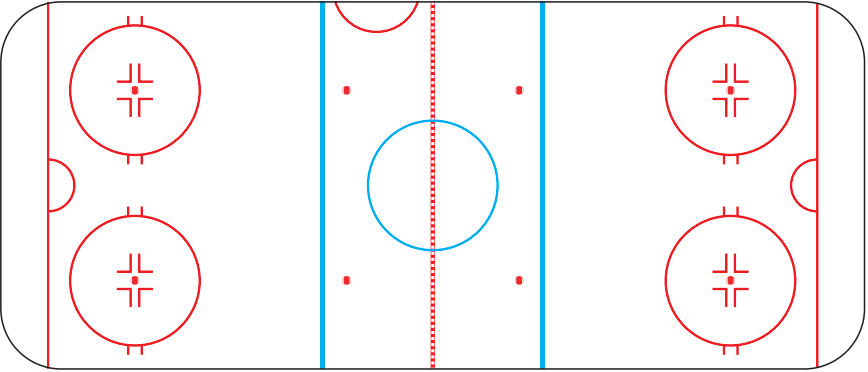
Select an Individual Tactic: _____

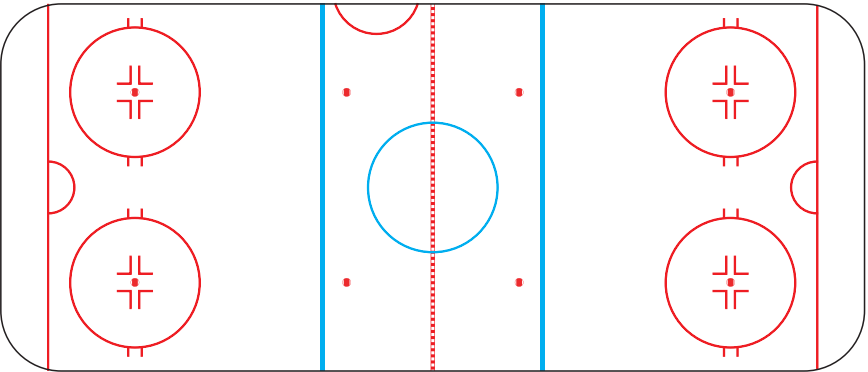
Define the Tactic - what is it, when is it used in a game, why is it used?

What are the technical skills required to perform the tactic?

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

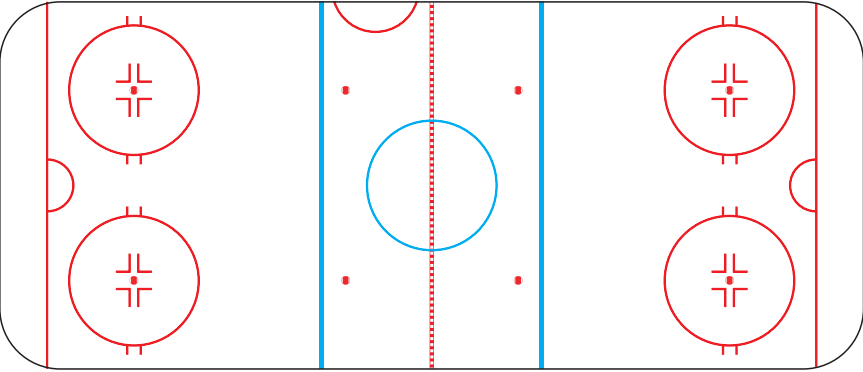
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

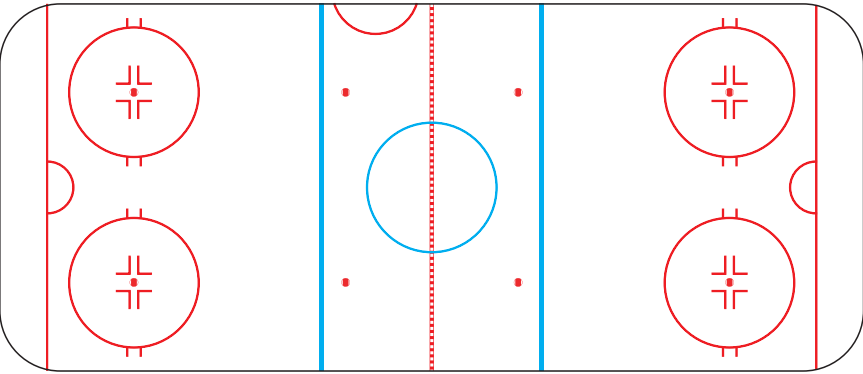
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

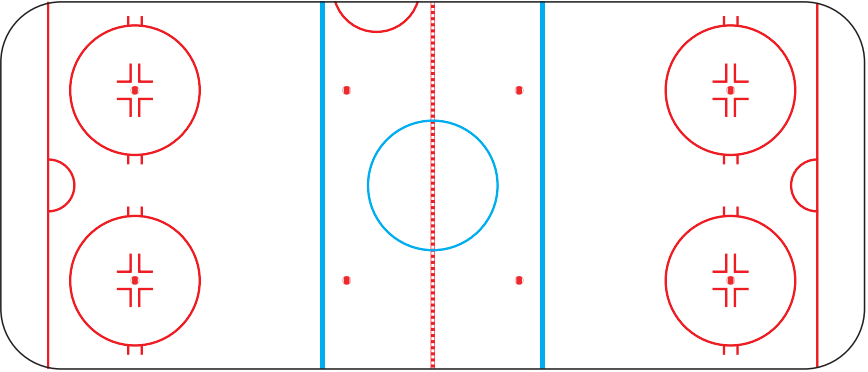
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

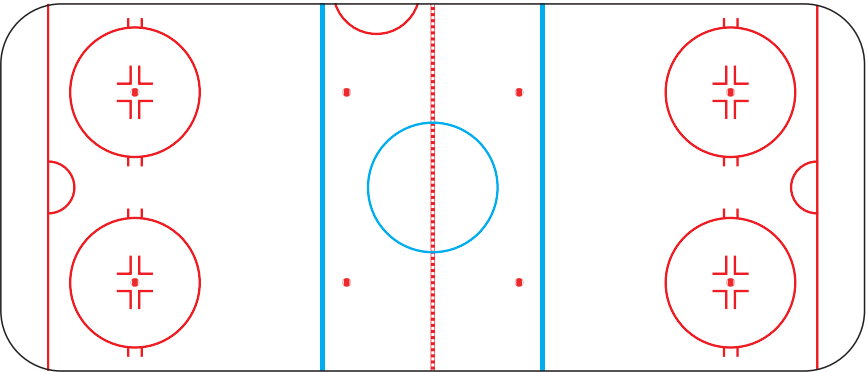
6b. 2 PLAYER or GROUP TACTICS (yes workbook task to complete)

In order to complete your workbook you will need to complete 3 drills that link individual skills and individual tactics to the concept of Group tactics and how you will make this link. An example will be provided for you in class and you must complete two additional drills

Drill Name: Drill Description	
Key Teaching Points	Key Execution Points

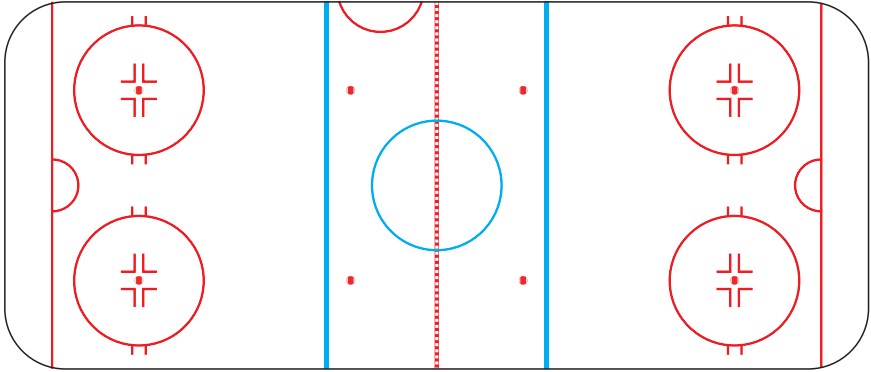
Drill Name: Drill Description	
Key Teaching Points	Key Execution Points

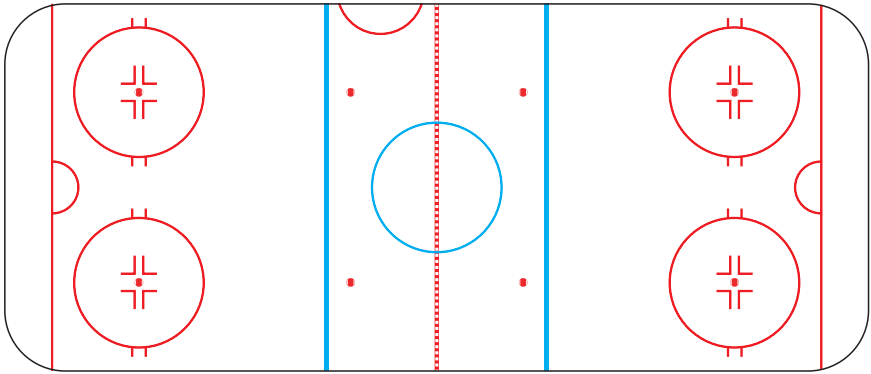
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

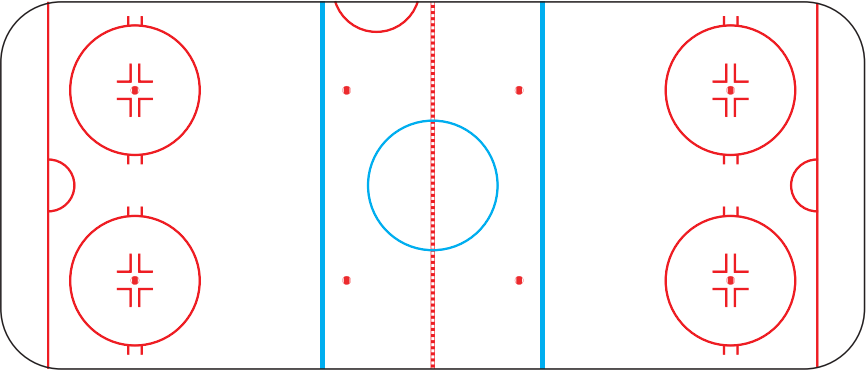
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

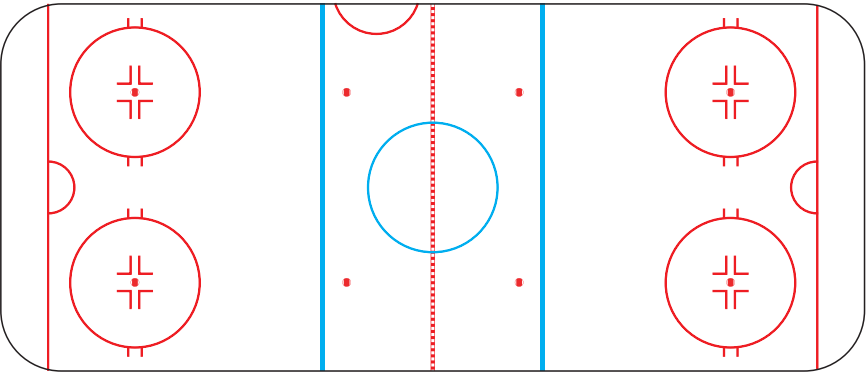
6c. GOALTENDING (yes workbook task to complete)

You are required in this section to design 3 drills to better integrate your goalies into the practice. Each drill should have a clear purpose for the players and the goaltender along with key areas (teaching points) that you will be looking for.

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

6d. TRANSITION

See Reference Manual PP 62 for Transition Drills

In the average 60 minutes game, a team has approximately 200 opportunities to attack on offence. An offensive attack starts when the team (player) has good possession of the puck. The attack ends when the team loses possession of the puck. The average result of the 200 attacks are that a team will:

- Score approximately 5 times
- Shoot on goal approximately 50 times
- Have a stoppage of play approximately 35 times
- Lose possession of the puck approximately 150 times

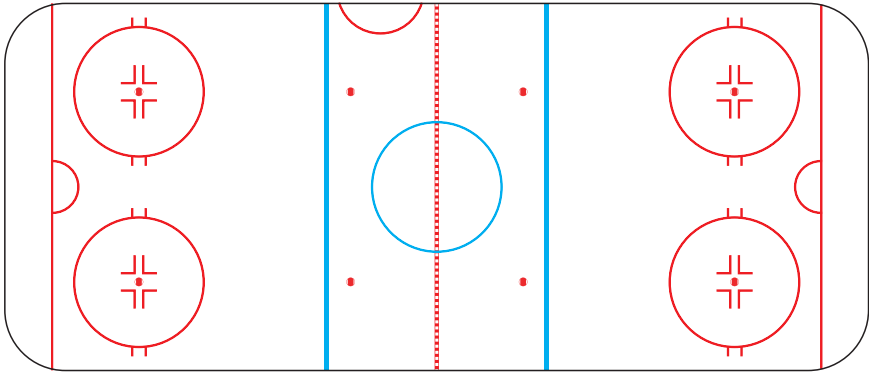
Conversely, a team will have approximately 200 opportunities to play defense. The defense starts to play when the opposing team has possession of the puck. The average result of the 200 defensive opportunities are that:

- The opposition scores approximately 5 times
- Your goalkeeper will have approximately 50 shots
- Have a stoppage of play approximately 35 times
- Your team will gain possession of the puck approximately 150 times

This emphasizes that:

1. If you want to play good offence you must first play good defense since your team will gain possession of the puck approximately 150 times.
2. If you want to play good defense you must be ready during offensive play to start the defensive play 150 times.

In summary, players must have the ability to think both defensively and offensively in cooperation with other players on the team.

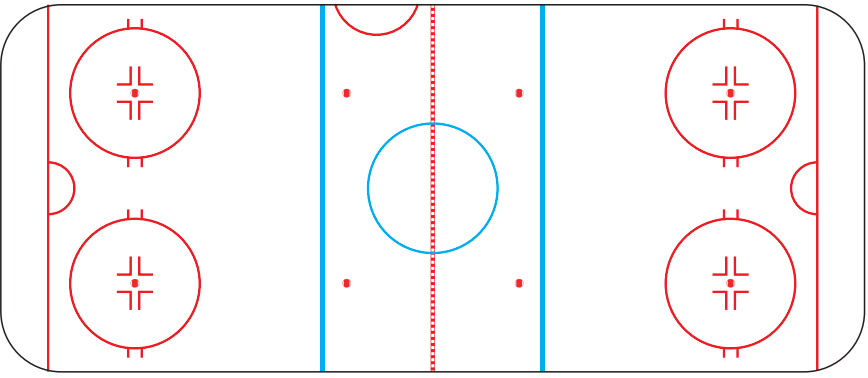
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

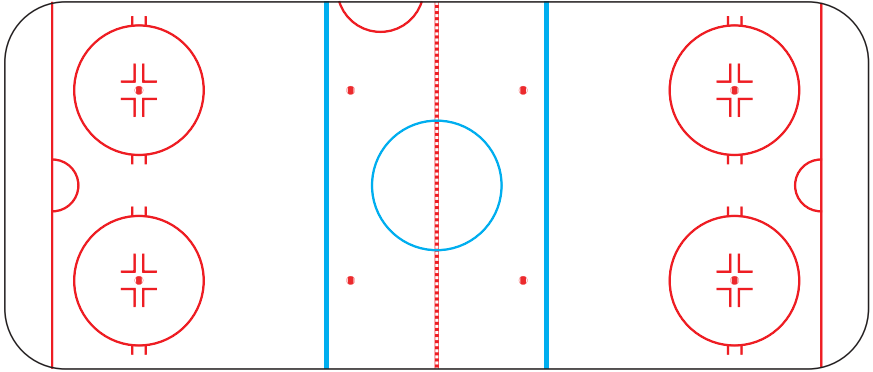
6e. DESIGN A PRACTICE

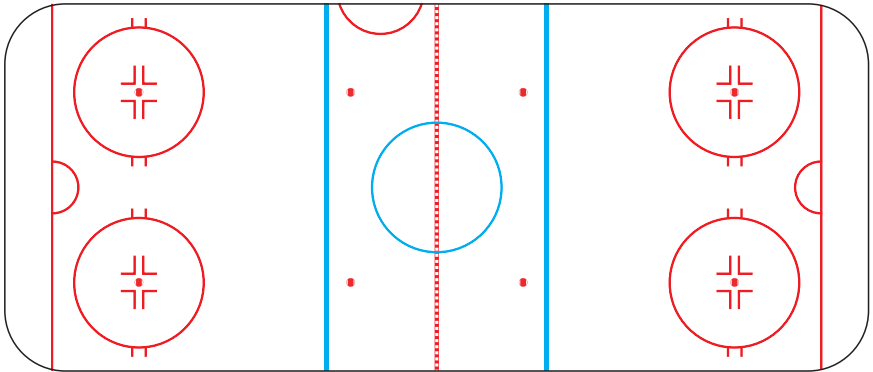
Designing (planning) a practice will determine your success at conducting a practice.

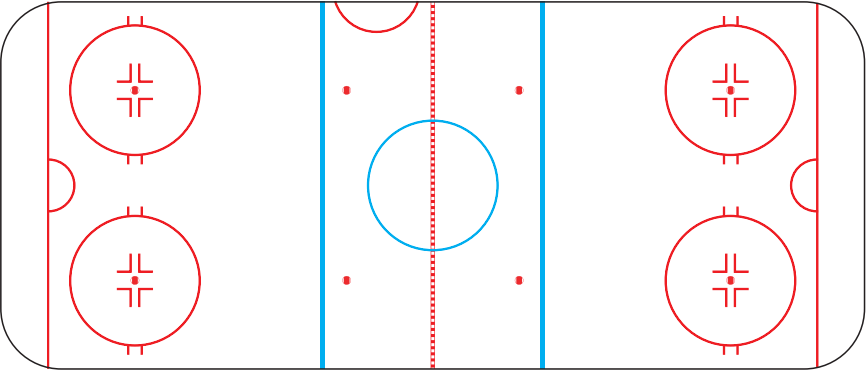
- Step 1:
Review your revised yearly plan and identify your team goals and technical goals for the month that you are designing the practice.
- Step 2:
Identify 2 or 3 key weaknesses from your team’s last game.
- Step 3:
Combine the list from steps 1 and 2 and develop your goals and objectives for your next practice.

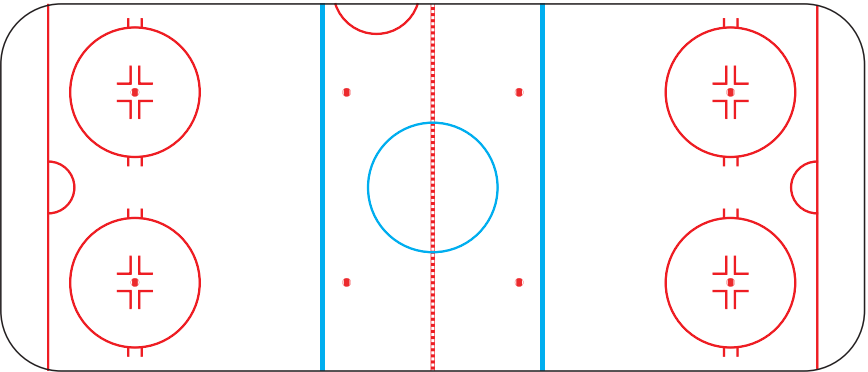
Goals and Objectives for the practice

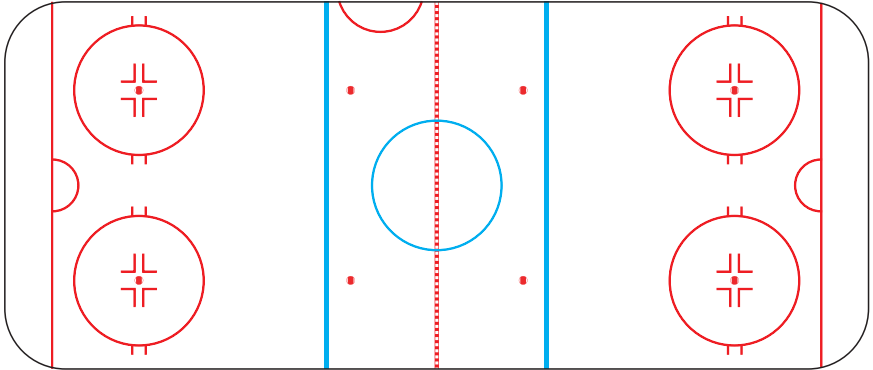
<div>Drill Name:</div> <div>Drill Description</div>	
<div>Key Teaching Points</div>	<div>Key Execution Points</div>

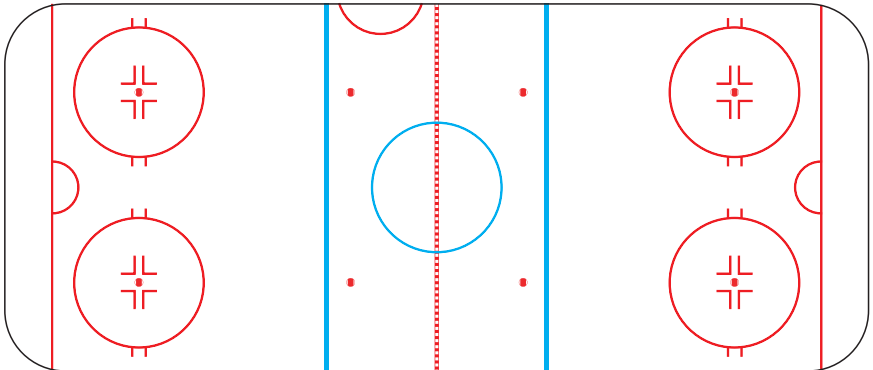
Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

Drill Name:	
Drill Description	
Key Teaching Points	Key Execution Points

ARENA SESSION - 1 task to complete

OBSERVATION PROJECT

Introduction

There is a growing concern among ice hockey educators that, during hockey games, players do not have enough time to possess and control the puck in order to develop their puck control skills (passing, pass receiving, shooting and stick handling skills). This creates a problem within programs that rely on a game based model of development versus a practice (training) based model of development.

There is also a concern with the quality of individual skills of the average North American hockey player when compared to their European counterparts. Historical research has shown that there is an apparent over use of games in North America, when compared to the number of practice sessions. A study by Dr. George Kingston (1971) stated that the average North American minor hockey player handled the puck less than one minute in a hockey game. According to Kingston, in Europe there are typically 2 to 5 practices for each game played. By comparison, Kingston states that in Calgary, Alberta, Canada (1976) there were 2 to 3 games played for each practice. Kingston goes on to say that in order to get one hour of quality work in the practicing of the basic skills of puck control, over 160 games would have to be played. This is compared to a one-hour quality puck control practice whereby players have a puck on their stick for most of the practice time.

In a study completed during the 2002 Olympic Winter Games in Salt Lake City, the average results for the 35 men's and 20 women's games were as follows:

• Puck Possession Time per Game	Men 1:08	Women 1.12
• Passes Received per game	Men 21	Women 17
• Passes Attempted per Game	Men 23	Women 20
• Shots Attempted per Game	Men 4	Women 5
• Puck Touches per Game	Men 44	Women 49

The puck possession time during any game was limited for the best Olympic hockey players. **What is happening with your minor hockey players?** The purpose of this study is to measure the puck control skills that are utilized and/or repeated during minor hockey games. This research will hopefully:

1. encourage coaches, parents, and minor hockey associations to understand the inherent weaknesses of a game based model of development;
2. provide information for planning better ice utilization and;
3. encourage coaches to conduct more puck control efficient practices.

Materials:

You will need approximately 15 pens, 30 data collection sheets per game (1 per observed player per period), parents will need a wristwatch with a stop watch mode. Clipboards or writing pads are optional.

Method:

Plan to complete this observation project over 2 games with the help of parents. This observation project requires that 2 parents work together to observe 1 player. Place parents in pairs to observe player A of parent A for the first game. Keep the same pairs of parents to observe player B of parent B the following game. Each pair of parents will consist of an observer and a recorder. Review the following instructions with the parents prior to each of the 2 games.

The observer (with a stop watch) is to observe the assigned player throughout the game and dictate the following information to the recorder about that observed player.

1. Start time of each shift per the official game clock.
2. When the player received a pass of the puck, picked up a loose puck or took control of the puck from an opposing player.
3. When the player attempted a pass of the puck, lost the puck, or had the puck taken from him or her
4. Time of puck-on-stick possession by the player
5. When a shot was attempted and the type of shot attempted (i.e. slap shot, wrist shot, snap shot, other)
6. End of shift time per time clock

The recorder then enters the dictated information on the Observation Project Data Collection Sheet (See Appendix C). Each Data Sheet is designed to record the events of the observed player for his or her multiple shifts during one period of play. Each column represents 1 shift. Each box that is divided into 6 smaller squares represents 1 puck possession. Therefore, each Data Collection Sheet has room for 7 shifts and 6 puck possessions per shift. At the end of each period the recorder completes the summary section of the data sheet using the data recorded during that period of play. The summary section consists of:

1. The number of shifts the player skated during that period
2. The number of times the player touched the puck with his stick
3. The number of passes the player received
4. The number of passes the player attempted
5. The number of times that the player touched the puck but the observer could not time the possession
6. The total possession time as recorded for puck touches that could be timed by the observer
7. The number of each type of shot attempted

The recorder is to give the data sheets to the coach at the end of the game.

The coach will review and use the information to design and conduct a puck control efficient practice.

PERIOD _____ **GAME** _____ **VS** _____ **DATE & LOCATION** _____

PLAYER: # _____ **NAME** _____

TEAM _____

[illegible]



HockeyCanada.ca