



HOCKEY CANADA

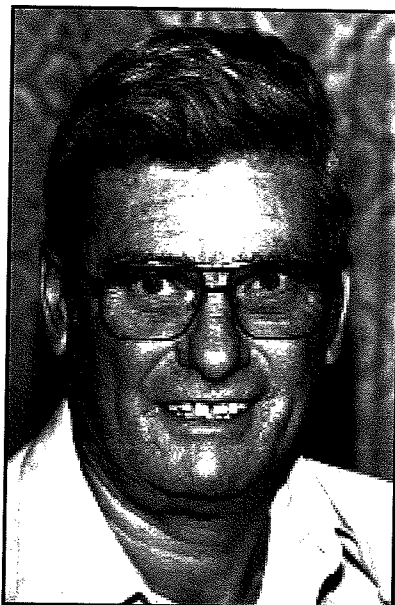
SEASONAL PRACTICE PLAN



HALF ICE

SKILLS DEVELOPMENT PROGRAM

== HOCKEY CANADA SKILLS DEVELOPMENT PROGRAM ==



A TRIBUTE TO MR. GORDON JUCKES

The Hockey Canada Skills Development Program proudly recognizes his outstanding contribution to the development of amateur hockey in Canada. Mr. Juckes was Hockey Canada's first full time Executive Director. His tenure began in 1960 and concluded in 1977. Before this, Gordon served as president for the Amateur Hockey Association in his native province of Saskatchewan. During his tenure as Executive Director of Hockey Canada, Mr. Juckes played an instrumental role in such initiatives as making helmets mandatory,

improving playing rules, improving officiating, and establishing the amateur draft. Furthermore, Mr. Juckes saw the creation of the National Coaches Certification Program during his time as Executive Director. On September 12, 1979, Mr. Juckes was inducted into the N.H.L. Hockey Hall of Fame for his contribution to hockey development. Hockey Canada Life Member, Don Johnson, once referred to Gordon as "the finest and most knowledgeable hockey man who ever lived."

Mr. Juckes passed away in 1995.

TABLE OF CONTENTS

Foreword	2
Endorsement Statement	2
Acknowledgements	3
Understanding the Skills Pyramid	4
Glossary of Terms	6
Teaching Tips.....	8
Skill Learning.....	8
Coach's Checklist	9
By The Numbers	9
The Half Ice Practice Chef.....	10
Half Ice Philosophy	10
Best Practices	11
Half Ice Setups	12
Converting Full Ice Drills To Half Ice	13
Safety Tips for Practice	15
Fair Play Codes	16

Lesson Plans (16)

- Technical Skills (6)
- Individual Tactics / Team Play (6)
- Small Area Games / Competitive drills (4)

Additional Resources:

- Hockey Canada and Branch Contacts
- Recommended Readings
- Recommended Videos
- Blank Lesson Plan Form



FOREWORD

Children learn best when expectations are explained, demonstrated, and practiced in a positive atmosphere, especially when there is a logical progression of skills suited to their skill level and needs. This seasonal plan of practice drills developed by Hockey Canada provides a sound curriculum for coaches to follow. It may be applied as presented or simply used as a guideline by the more experienced coach.

Review this material carefully and you will find it very useful in assuring that your players successfully develop over the course of a hockey season.

Enjoy the coaching experience and be proud of your contribution to Canada's great game.

ENDORSEMENT STATEMENT

The sport of hockey has long been an institution in Canada and the continued provision of qualified, competent coaches is crucial to the ongoing success of the game. After all, it is the players who benefit from quality coaching, and therefore, any hockey series that will allow coaches to do a better job is of great merit.

It is for these reasons that we are proud to support the creation of this valuable resource.

From Hockey Canada's:

Female Council

Minor Council

Hockey Development Council

Athlete Development Committee

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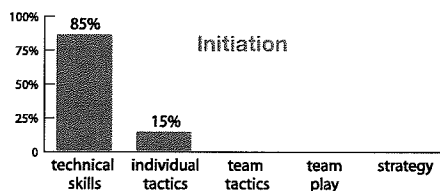
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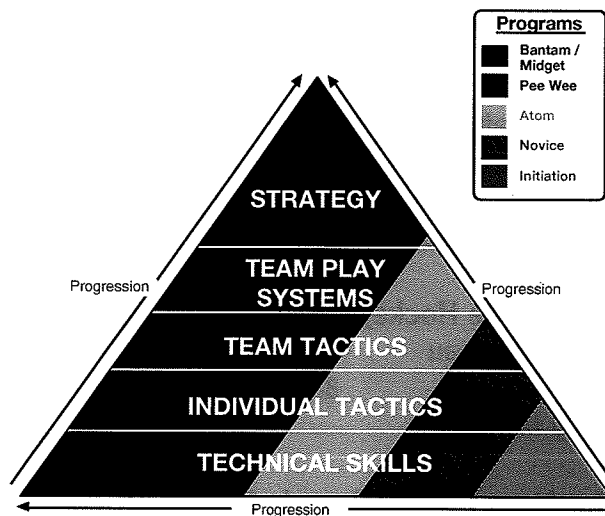
PLAYER DEVELOPMENT

Dear Coach:

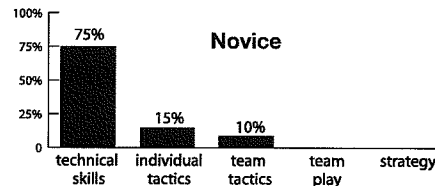
1. Hockey Canada Player Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of each player's success.
2. As the pyramid is climbed, a greater emphasis is placed on individual tactics; adding the dimension of "hockey sense" to skill development. Once a player has developed the skills of skating and puck handling then the individual tactic of puck control can be learned. The player now understands the "why" of each tactic, i.e. the read and react skills are being developed.
3. Moving up the pyramid, players perform drills that will develop team tactics and systems. The bantam and midget levels of hockey emphasize team performance practices. But even at this program level, time spent on team tactics and team play should not exceed 50-60% of the practice. The coach, through practice, must continue to develop the fundamental skills and individual tactics of each player which lead into team tactics and systems of team play.
4. Strategy is the peak of the pyramid. It sets the style of play that will combat the opposition. The coach determines the strategy based upon their own philosophy, the age of the players, and the skill level of the team. As players age and competitive levels increase, game strategies become more complex.
5. The age and skill level of the team defines the seasonal plan. The Hockey Canada Skills Development Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.
6. The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends player development be built on practicing technical skills 85% and individual tactics 15%.



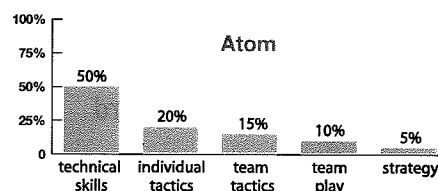
Player Development Pyramid



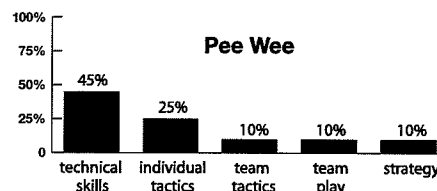
7. The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



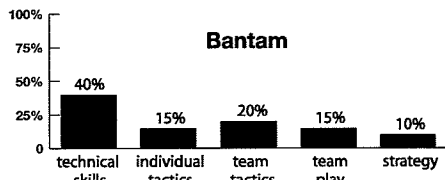
8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



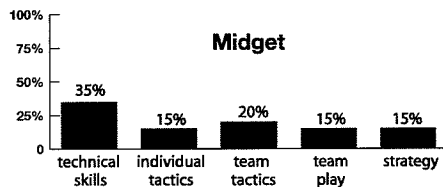
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



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



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



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

Good luck Coach, have a great season!

Hockey Canada

PYRAMIDAL DEFINITIONS OF TERMS

STRATEGY

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

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

TEAM PLAY SYSTEM

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

TEAM TACTIC

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

INDIVIDUAL TACTIC

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

TECHNICAL SKILLS

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



GLOSSARY OF TERMS

1, 2, 3 ATTACK PRINCIPLE

(TRIANGULATION): An offensive attack which creates width and depth using triangle formations that provides the puck carrier with two passing options.

ANGLING: The ability to force an opponent to go in the direction you want. This would normally be towards the boards or to the outside of you.

BACKMAN PASS: A pass back, in the direction of your own goal in order to maintain puck control.

BALANCED DEFENCE: Balanced implies depth and width in defensive alignments to counteract triangulation and balance. It requires that defensive players read the offensive pressure and adjust their positions to provide coverage in the area of the puck as well as other areas where the puck may be moved.

BANK PASS: To avoid a defender, the puck carrier passes the puck off the boards (to a teammate or him/herself).

BODY CHECKING: A player's attempt at gaining the advantage on the opponent with the use of the body. Checking results when two opposing players collide while skating opposite directions or when positioning and angling allow the checker to use the force of the body to gain advantage.

BODY CONTACT: Incidental contact of two opposing players in the pursuit of the puck or position on the ice in the same direction. Body contact occurs as a result of movement by the offensive player.

BODY FAKES: The player feints with the head and / or shoulders in one direction, then goes in the other direction.

BOX THE HIPS: A technique used in the pinning technique to control the opponent's hips along the boards. Pressure is placed on both hips to eliminate movement so that the player may be sealed to the boards.

BUMP & ROLL: A technique used by a player who is about to be checked in order to roll off the pressure of the checker and maintain possession of the puck.

CLOSE COVERAGE: Defensive hockey term wherein the defensive player plays close or tight to an offensive player.

CLOSING THE GAP: A retreating defender adjusts speed and skating pattern so the distance between the defender and the puck carrier is lessened in order to get the puck carrier within poke checking range.

COMMIT: The degree of puck control by the offensive player will determine whether the defender pressures the player (commits) or stalls (contains).

CONCENTRATION OF ATTACK: Any action or movement in a confined area which creates an offensive numerical advantage.

CONTACT CONFIDENCE: A player's ability to play physical while maintaining safety in the play.

CONTAIN / STALL: The defensive team will attempt to force an opponent to stop or slow down the speed of an attack to provide time to set up better defensive coverage. This can be accomplished by pressuring the puck carrier or deflecting the attack to the outside lanes.

CONTROL SKATING: A method of skating used by a defensive player to ensure proper body positioning while maintaining a defensive side on the opponent.

CROSS & DROP: The puck carrier moves laterally to change skating lanes and drops / leaves puck for partner also moving laterally to pick up puck and fill lane left by original puck carrier.

CROSS (WEAVE): Two offensive players exchange positions to accomplish isolation and force a decision by a defender.

CYCLING: An offensive team tactic whereby two or more players (usually forwards) rotate the puck in the quiet zones to maintain puck possession.

DEFENSIVE SIDE: The checker always tries to maintain a position which keeps his / her body between the opponent / puck and their own net.

DRIVE DELAY: An offensive individual tactic whereby the puck carrier gains possession of the blueline and turns away from the defender to save time and space while looking for support.

DROP PASS: The puck carrier leaves the puck for a crossing or trailing teammate to pick up, either for an immediate shot or to carry into scoring position. The drop should occur directly in front of the defender.

FLIP SHOT: A shot utilized mainly in close to the goaltender to get the puck up high quickly.

FORCE OUTSIDE: Any action by the defender to force the play to the outside away from the middle lane and prime scoring area.

FRONT FOOT STOP: Essentially the same as the two-foot parallel stop, except that all the weight is on the outside leg (inside edge) and the inside leg is held above the ice, ready to initiate a new stride.

GAP CONTROL: Refers to the distance maintained between the offensive and defensive players (ie. tight gap - very little distance between players; loose gap - significant distance between players).

GIVE AND GO: An offensive tactic; pass and aggressively skate to become an option for the player just passed to.

HEADMAN THE PUCK (LEAD PASS): Passing to a player ahead of the puck carrier who is in a better offensive position.

HEAD ON A SWIVEL: A technique utilized to observe and to read the entire ice surface, by quickly rotating the head and glancing over both shoulders.

INDIVIDUAL SKILLS: The individual who develops quick feet, acceleration with the puck, drive skating, sculling, crossing over to cut in, and cutting to the net, will contribute to a team's ability to execute effective puck control.

INSIDE OUT: Refers to defensive positioning where the defensive players keeps the offensive player to the outside.

LANE: A specific section of ice identified as a lane of attack or a lane of defence.

LESSO: A technique used to wrap the opponent after a checker has angled him / her by steering into no ice situation along the boards and the pin technique is used to contain the check.

LATERAL FEED: An offensive tactic whereby the puck carrier maintains possession after a cross to make a lateral pass.

LIFT CHECK: A stick check used while checking the puck from behind the opponent. The checker attempts to lift the opponents stick on the shaft near the blade enough to sweep the puck and gain possession.



MAN TO MAN COVERAGE: Each offensive player is responsible for an identified defensive player.

MID LANE: An imaginary lane on the ice that extends from end to end and is the centre of the three equal divisions running down the middle of the length of the ice.

NET DRIVE: Offensive tactic whereby the puck carrier drives to the net wide around the defender while shielding the puck with the body and cuts in towards the net.

NUMERICAL ADVANTAGE: Good support can contribute to the pressure applied on the defence by creating numerical advantage and outnumbering the defenders in a confined space.

ONE TIMING THE PUCK: An advanced skill whereby a player shoots off the pass without first stopping the puck.

OPEN PIVOT: A pivot where a player is skating backwards, opens the hips by stepping sideways and begins skating forward all in one motion in the direction the player just came from.

OVERPLAY: A defensive player intentionally lays tighter on a man than normally in order to take away time and space from the offensive player.

PASS & FOLLOW: The puck carrier passes to a team mate, then crosses behind the player changing lanes to follow the pass.

PASSING FAKES: A move in which the puck carrier pretends to make a forehand / backhand pass to deceive a defender, then continues to carry the puck.

PIN TECHNIQUE: Used along the boards after a check has been made to control the movement of an offensive player by steering the player parallel to the boards, driving one knee between their knees, pressuring up by the power leg, and boxing the hips with pressure.

POKE CHECK: A stick check used while facing the opponent and allowing the opponent inside the range to reach them with the stick. Top hand elbow is tucked in and extended straight to the exposed stick and puck of the opponent.

PRESS CHECK: A stick check used to stop movement of the opponent's stick by placing stick pressure over top of the opponent's stick shaft and blade.

PRESSURE - OFFENSIVE: Quick player and / or puck movement which causes the defence to react more quickly than he/she may be capable of doing.

PRESSURE - DEFENSIVE: Just as offensive speed creates pressure, defensive speed creates pressure but on the offensive players. This results in reducing the time and space available to the attacker.

PUCK PROTECTION: Any action or movement that keeps the puck away from the defender through the use of one's body. For example, driving to the net and placing your body between the defender and the puck.

QUIET ZONES: Space in the corners and behind the net in the offensive zone, which is generally uncovered. These areas can be used when under pressure to maintain puck control using the "cycling" tactic.

REVERSE PIVOT: A pivot where a player is skating forward, turns the skates as if to stop, and continues the arc until skating backwards.

RIDING YOUR CHECK: Defensive hockey term wherein the defensive player stays with an offensive player in order to prevent offensive play. For example; the defensive player rides or sustains the check on a player who passes the puck, so that this individual cannot get open for a return or give and go.

SAGGING: Defenders away from the puck, adjusting their position to support defenders playing the puck carrier.

SAUCER PASS: A pass that is lifted in the air to avoid interception and lands flat on the ice.

SCOOTING: A repetition of T-Pushes one after another to help generate speed of the player.

SKATING FAKES: A method of skating at different speeds or skating laterally via crossovers to deceive a defender.

SPOTTING THE PUCK: Placing the puck in a pre-determined area of the ice for the purpose of starting or maintaining the flow of the drill.

STEERING: To shadow the offensive player to force them into an area where the checker may eliminate time and space in order to angle the opponent to be checked.

STRETCH SKATING: Skating aggressively ahead or away from the puck at an appropriate time to spread out the defence.

STRONG SIDE: The side of the ice where the puck is being controlled.

SUPPORT - DEFENSIVE: Players away from the puck are actively positioning themselves in a manner which restricts attacking options.

SUPPORT - OFFENSIVE: Players away from the puck are actively making themselves available as a passing option.

SWEEP CHECK: A stick check used to check the puck from an opponent using a sweeping action by the checking player.

SWITCHING: Exchange of defensive responsibilities between two defensive players.

TOE DRAG: A move in which the puck and stick are extended to the side or front where the blade of the stick is turned downward to allow the toe of the blade to drag the puck back closer to the body.

T-PUSH: A starting position where both legs are flexed slightly. The driving leg is positioned at a 90° angle to the desired direction of travel, thus creating the "T" position. The start is initiated by a thrust of the driving leg (inside edge).

TRACKING: The individual skill of pursuing the puck utilizing the shortest possible distance.

TRANSITION: The ability of a team to quickly move from offence to defense or defense to offence.

TURN UPS: Faking a turn in one direction and then rapidly making a tight turn (preferably toward the near boards) with the puck in the opposite direction and accelerating as the turn is completed.

V-START: A method for starting from a standstill in which the feet make a "V" with the heels together for 3-4 quick initial strides.

V-STOP: A method of stopping when skating backwards in which the legs straighten, the toes point out and pressure is placed on the inside edges of the skates to stop.

WALKOUTS: The puck carrier (behind the goal line or along the boards) fakes a pass to force the defender to adjust one's position and then accelerates through the open lane to a potential scoring position.

WEAK SIDE (BACKSIDE): The side of the ice opposite to where the puck is being controlled.

WIDEMAN PASS: To use width of the ice to change the point of attack.

TEACHING TIPS

Here are a few simple tips to help you effectively use half ice.

- Use skating drills that emphasize quickness.
- Use puck control drills that emphasize handling the puck in a confined area.
- Use passing drills that require quick, short passes
- Use drills that help players to read and react quickly.
- Rotate stations quickly to keep intensity up.
- Utilize stations to work on technical skills.
- Use fun / competitive games to mimick real game situations.
- Have coaches stay at the stations and rotate the players.
- Talk to your ice coordinator to try and get teams of the same age and similar skill on the ice together.
- Communicate with the other teams' coaches to determine how you want to split the ice.

SKILL LEARNING

Here is a good teaching sequence to follow:

1. Explain the skill

- Name the skill and describe it
- Tell why it's important and when it's used

Highlight the key teaching points (key words or phrases used in instructing and giving feedback to your players)

2. Show how it is done

- Demonstrate
- State key points again

3. Give time to practice

- Get players to practice the skill right away
- Get everyone involved

4. Tell them how they're doing

- Move around to each player
- Give individual feedback
- Get assistants to help

PREPARING FOR A HALF ICE PRACTICE

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

- Plan to keep everyone active. Use small groups when doing drills so players don't have to wait long for their turn. (Stations)
- To save time, consider introducing your drills on a chalk or rink board in the dressing room before going on the ice.
- Warm-up stretches and cool-down activities can be done in the dressing room to maximize the use of ice time.
- Have the coaches stay at the same station so they become efficient at teaching and demonstrating the skills to be done at that station.



COACH'S CHECKLIST

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

THE NUMBERS

A PRACTICE BY THE NUMBERS

statistics supplied by: Calgary Hockey Development

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

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

A GAME BY THE NUMBERS

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

THE HALF ICE PRACTICE CHEF

Courtesy of Calgary Hockey Development

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

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

HALF ICE / SHARED ICE PHILOSOPHY

HALF-ICE PRACTICES

The most common complaint heard in discussions concerning minor hockey is "there just isn't enough ice time". This complaint is voiced by administrators, coaches, parents and players alike. It seems, however, that when we compare the number of ice facilities that we have in Canada versus other traditional hockey playing nations it is apparent that this complaint is not necessarily valid. Our challenge is that we have large numbers of users, including those who either are not hockey players or are not under the jurisdiction of the minor hockey association. Obviously we need to become much more innovative in our approach to the whole subject of ice utilization.

The Open Ice Summit discussed several issues that have direct relevance to the subject of practice planning including skill development, practice to game ratio, creativity and thinking skills. In order to not risk opportunities to play the game for our youth, the challenge is to come up with alternatives to the usual practice: game structure that a majority of our minor hockey associations operate with. In order to develop skill our players need to practice more often. In order to do this, can each practice be shorter and still be effective? What can we do off the ice to compliment on-ice activities, including skill development, in order to make the on-ice practice more efficient? Can our coaches learn to be more organized and prepared as well as plan better in order to improve practices? What can we do to change the connotation that practice is boring and a necessary evil? Can practice be less structured and still effective? Can half-ice practices have a positive impact or are they a waste? What about shared or combined practices? The answers to these questions are definitely positive, the next step involves implementation. This module on practice planning will supply a number of answers to the implementation process. The advantages of small aside modified games are several:

- FUN !
- promotes skill development; each player is given ample opportunity to skate, shoot, pass, handle the puck, check etc.
- rule modifications can be made depending on what the coach wants to teach, including individual skills and tactics
- players are forced into situations that build read-react abilities (hockey sense)



• puts players into situations that they cannot handle and creates a real “need to know” mentality amongst them (I need to get better at that, how can I ...). Skill and tactical drills that address deficiencies then become an easy sell – they have relevance for the players and they buy in.

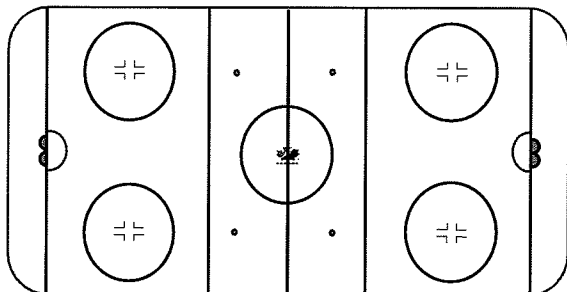
REDUCE THE SPACE, INCREASE THE PACE

BEST PRACTICES

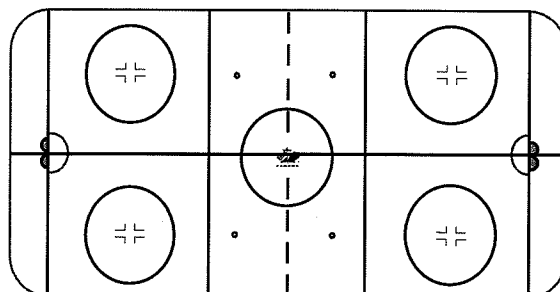
1. Practice two teams together. Treat the players as one big group as in a hockey school, with 30+ kids and 6 – 8 coaches the ice time can be run very efficiently.
2. Invite another team to your full ice practice and vice versa, that way you get more ice time, but no extra cost. Realistically, professional teams run practices with 23 – 25 players everyday, and they are a lot bigger and take up more room than minor hockey players.
3. Practice together for half the practice and then utilize half ice after that. It is a great way to get full ice skating drills in if you need.
4. Ice – Max. This system works by having one team come on the ice by themselves for half an hour having full ice. Then a second team comes on the ice for the second half an hour, thus sharing the ice for the second half hour. Then the first team leaves after the half hour of shared, giving the second team full ice for their second half hour. This enables two teams to utilize 1.5 hours instead of the traditional 2 hours, which over the course of a day or evening, more ice is available.
5. Go watch Midget AAA, Junior or Pro teams warm up before a game. The two full teams on the ice are basically doing two half ice practices. You will see lots of good drills and get some good ideas.

HALF ICE / SHARED ICE SET UPS

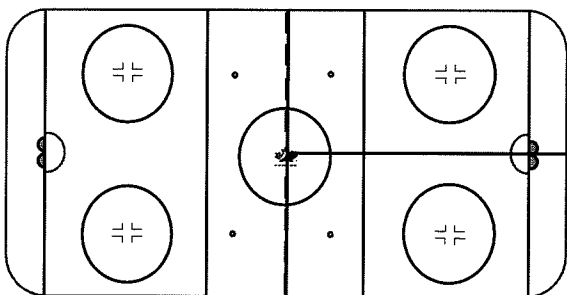
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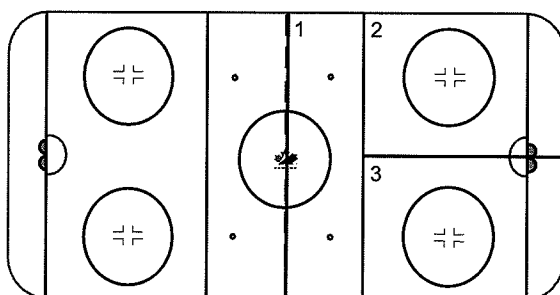
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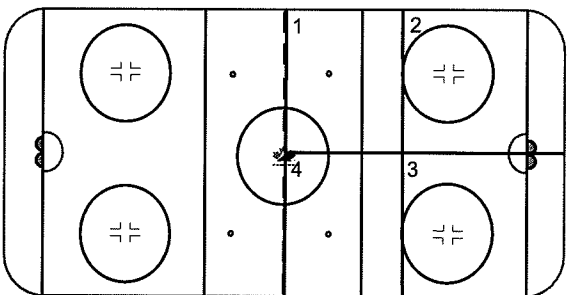
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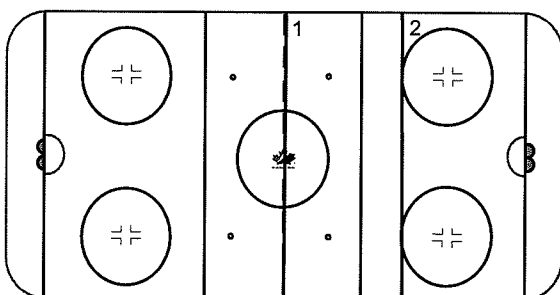
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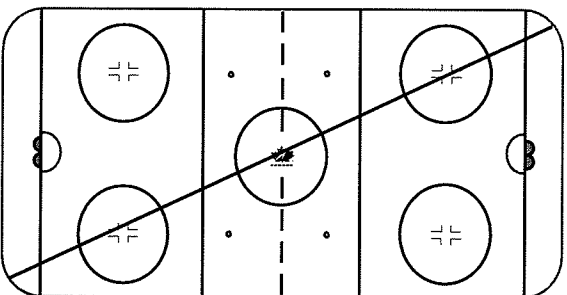
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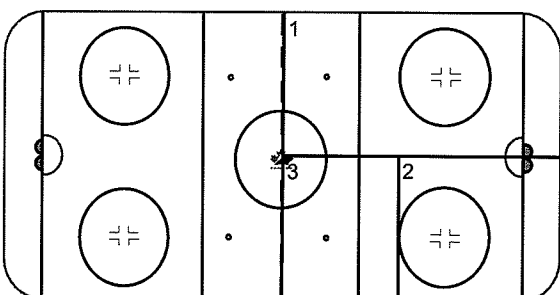
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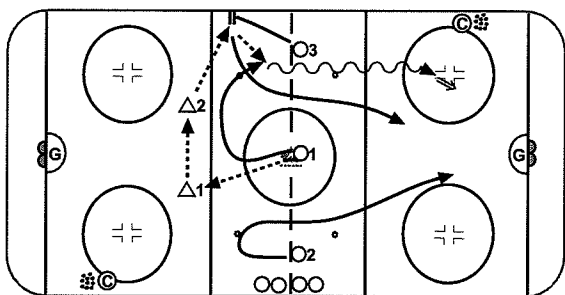
HOW TO CONVERT FULL ICE TO HALF ICE

From time to time coaches will find themselves in a situation where they have prepared for a full ice practice but find themselves with only a half ice option. Converting a drill from full ice to half ice is a simple task provided that the coach ensures that:

- The objective of the drill is being maintained
- The work to rest ratio (the amount of time the players are active) remains consistent so that the drill maintains the same physical stress
- The key teaching points can be re-enforced by the coach based on the objectives of the drill

Depending upon the above 3 bullets a coach should select which half-ice set-up (as outlined in section 6) is most appropriate for teaching the skills. In certain situations a coach may not have an option on which set-up to use.

The following example is a drill taken from the Peewee skills manual.

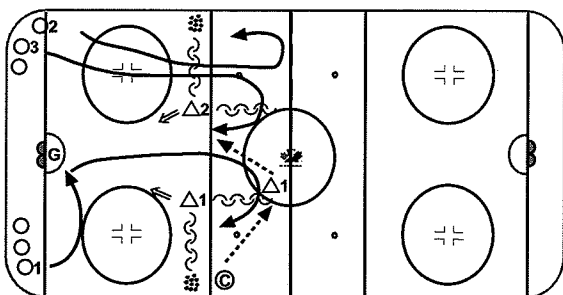


- On coach's whistle, O1 passes to Δ1, Δ1 passes to Δ2 at the far blue line
- O1, O2, O3 regroup with Δ1 and Δ2
- O3 anchors for Δ2, while O1 supports O3 closely and O2 supports through the middle lane
- O1, O2 and O3 attack 3 on 0
- Coach spots the puck and O1, O2, O3 attack Δ1 and Δ2 3 on 2.

Summary of Drill Objectives:

- Close support of the puck
- Timing to support and present an available target for the pass
- Attack with speed
- Attack options off 3 on 0 and adding defensive resistance with 2nd repetition

Taking these objectives as the basis of drill design the following half ice option has been devised.





Half Ice at the Red Line

Δ1 drags and shoots – O1 moves from the corner for a tip or deflection. Δ2 drags and shoots – O2 and O3 move from the corner for a tip or deflection. Coach spots a puck in the neutral zone and defensemen move to retrieve the puck and the 3 forwards regroup to attack 3 on 0 off a pass from the Δ. If the goalie makes the save he plays the puck to the neutral zone and the 3 forwards retrieve the puck and regroup to attack the original 2 defensemen 3 on 2. If the save is not made by the goalie the coach spots an additional puck to the neutral zone. Play the 3 on 2 until the defensemen clear the puck or a goal is scored.

SAFETY TIPS FOR PRACTICE

PLAYING AREA

Before each ice session, game or practice, carefully check the playing area to ensure that:

- There is no debris, dangerous ruts, bumps or bare spots on the ice surface.
- There are no protrusions from the boards, glass or screen.
- Supporting struts for glass or upright posts for fencing are padded.
- There is no garbage on the floor of the players' bench area that may become stuck on the blades of players' skates (e.g. tape) or other matter that may damage skate blades.
- The entire arena lighting system is turned on and functioning; always practice in lighting conditions similar to those which exist for games.
- All gates are securely and properly closed.
- The arena management staff has been monitoring air quality in the arena for dangerous gases.
- Educate your players about the dangers of checking from behind; players should NEVER check, bump or shove an opponent from behind, especially one who is in the danger zone, the 3-4 metres in front of the boards.
- Teach your players to always be aware on the ice, especially when in the danger zone; players should always keep moving when in the danger zone, and never stand still in this area. If ever checked from behind, players should extend their arms to cushion the impact.
- Ensure that players are wearing proper full protective equipment, including CSA approved helmets, face masks and, where applicable, throat protectors, for all games and practices. Players who are required to wear face masks and throat protectors during competition must wear them during practices.
- Prepare players for practices and games with proper stretching and warm-up routines, and encourage players to stretch following on-ice sessions.
- Never allow players to go onto the ice until the ice resurfacing machine is completely off the ice surface and its gates are securely closed.

At all times during practices:

- Ensure at least one coach is on the ice to supervise the players and that the coaching staff control all activities.
- Ensure that all drills are appropriate for the age and skill level of the players and utilize proper teaching progressions, especially while teaching difficult skills like body checking and backward skating.
- Ensure players play within the rules and that team rules are developed and consistently applied for a more effective and efficient practice.
- Ensure frequent rest periods are scheduled to allow players to drink from their own water bottles; remember, tired, dehydrated players are not alert or attentive and are more susceptible to injury.
- Ensure all drills are organized with safety of the players of prime concern, i.e. players should be positioned at least 10 metres from the net during shooting drills; backward skating drills must be done in an organized method to avoid collisions.

OFF-ICE SAFETY

- Ensure that clear dressing room rules are established to prevent horseplay and other careless behaviour which could lead to injuries, and that the dressing room is well lit and the floor is kept free of tape or other debris. Players should never walk around the dressing room wearing skates while other players are still getting dressed.
- Ensure that the hallways leading to the playing area are well lit and that there is no debris, ruts or bumps on the floor. Ideally, there should be a rubber mat or other nonslip surface to lead participants from the dressing room area to the ice surface.
- Ensure that players are supervised at all times, including in the dressing room and while proceeding to the ice surface.

FAIR PLAY CODE

... FOR PLAYERS

- I will play hockey because I want to, not just because others or coaches want me to.
- I will play by the rules of hockey, and in the spirit of the game.
- I will respect my opponents.
- I will control my temper – fighting and mouthing off can spoil the activity for everyone.
- I will do my best to be a true team player.
- I will remember that winning isn't everything that having fun, improving skills, making friends and doing my best are also important.
- I will acknowledge all good plays / performances – those of my team and of my opponents.
- I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

FAIR PLAY CODE

... FOR COACHES

- I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations.
- I will teach my players to play fairly and to respect the rules, officials and opponents.
- I will ensure that all players get equal instruction, support and playing time.
- I will not ridicule or yell at my players for making mistakes or for performing poorly.
- I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the players' ages and abilities.
- I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.
- I will work in cooperation with officials for the benefit of the game.

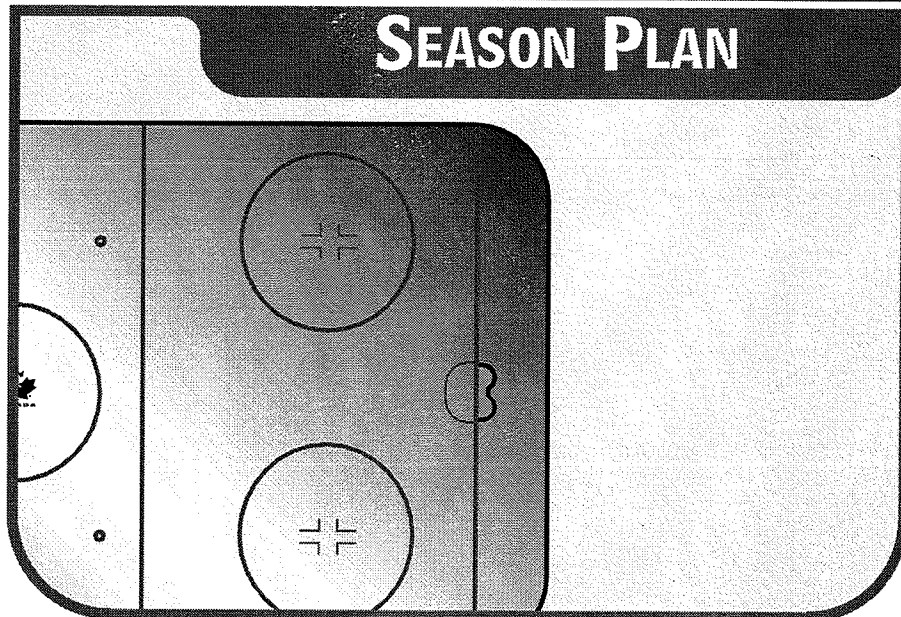
HALF-ICE SESSIONS

PHASE 1

PHASE 2

PHASE 3

HALF-ICE SEASON PLAN

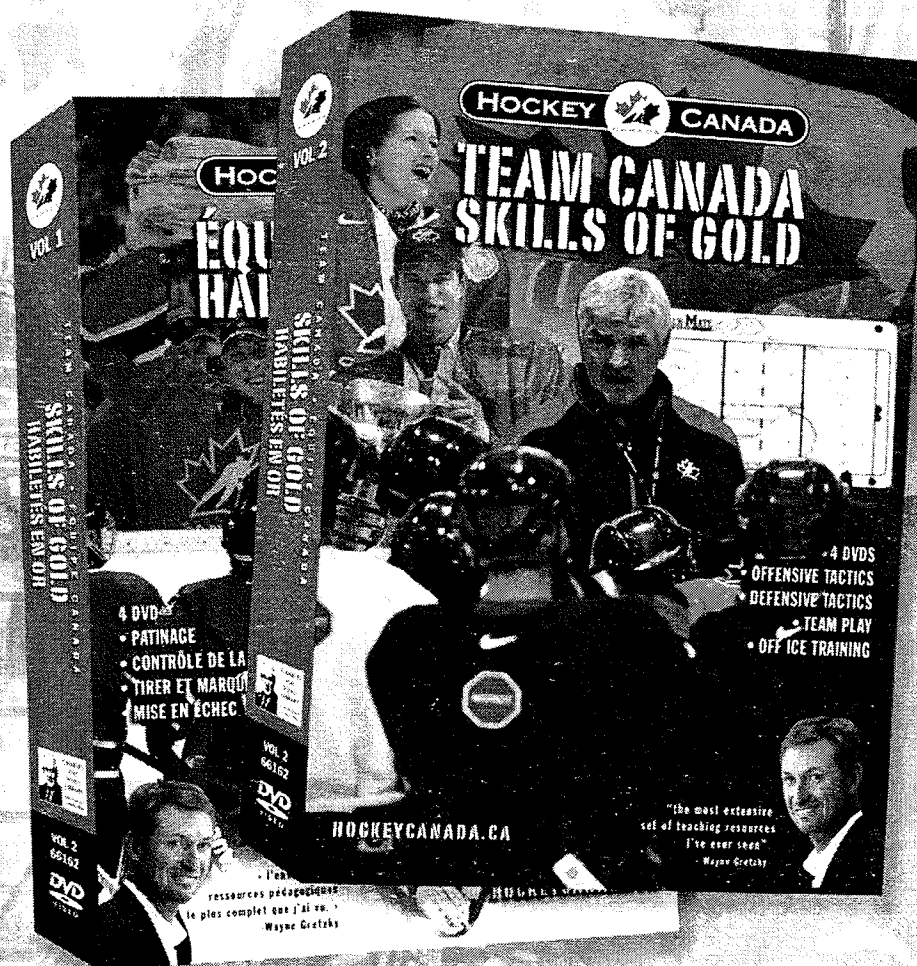


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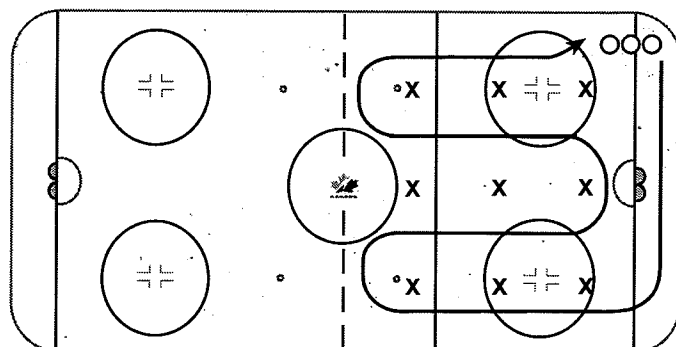
Session Objective(s)

1. Skating Warm-up
2. Moving Puck Control
3. Stationary Passing

10 min

SKATING WARM-UP

- Skate the pattern as shown performing different skating skills each time through.
- Skating can also be done going across the ice towards the side boards each time.
- Can also be done with pucks.



KEY EXECUTION POINTS

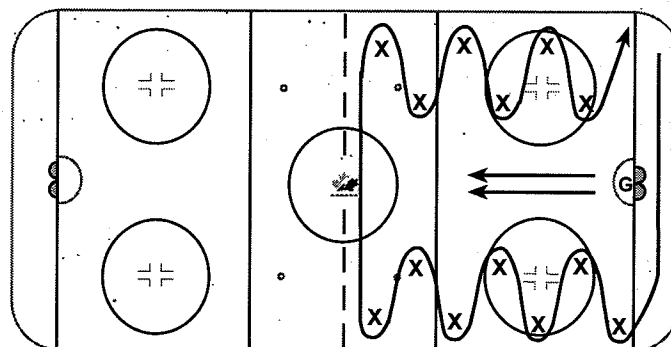
10 min

MOVING PUCK CONTROL

With a puck skate the pattern as shown performing different puck control skills each time through.

- Toe drags.
- Tuck puck inside pylon.
- Tight turns.
- 360's.

Goalies work on skating and movement patterns utilizing the middle of the ice.



KEY EXECUTION POINTS

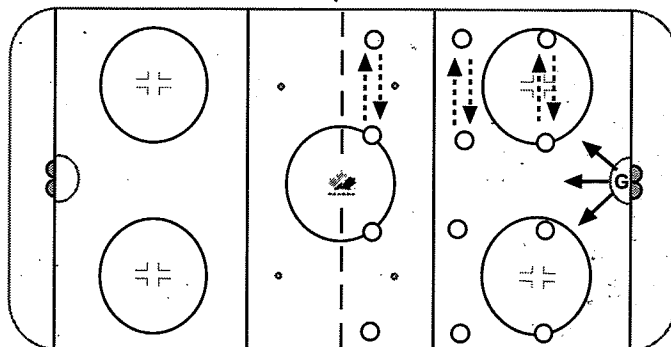
10 min

PAIRS PASSING

Players pair off and work on stationary passing.

- Forehand.
- Backhand.
- Receive forehand and return pass on backhand.

Goalies can also work on passing or movement skills.



KEY EXECUTION POINTS