



HOCKEY CANADA

**Development 1 Part 1:
Coach Workbook — Online Component**

Version 1.2, 2022





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

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.



Coaching Association of Canada
Association canadienne des entraîneurs



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



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INTRODUCTION

YOUR COACH WORKBOOK

Welcome to the online component of your Development 1 training!

This workbook is for you to use during your online clinic. The workbook contains all the tasks your Learning Facilitator will assign during the online component, as well as material that will help you complete those tasks.

The workbook is organized in terms of the 6 modules in the online component:



The workbook presents some or all of the following information for each module:

- **Follow-along:** The text of the slides your Learning Facilitator presents. This helps you follow along at the time and also serves as a reminder of the clinic's content that you can refer to later.
- **Tasks:** The tasks you complete during the clinic. These are in the Follow-along parts of the workbook right where your Learning Facilitator assigns them.
- **More information:** Supplementary information such as examples that will help you complete your tasks.
- **Hockey Canada resources:** Links to Hockey Canada resources on the module's topic.
- **Tools:** Forms and resources such as templates you can use in your own coaching.

HOCKEY CANADA NETWORK APP

The Hockey Canada Network App is a free download.

The banner features a dark red background with white text and graphics. At the top left is the Hockey Canada Network logo. At the top right, the text 'SUBS' and 'FRANCAIS' is visible, with 'DOWNLOAD: IOS / ANDROID' circled in white. The main headline reads '3,050 Teams. 17,900 Coaches. REACHING OVER 100,000 PLAYERS.' Below this, five statistics are listed: '3,250+ ARTICLES', '1,500+ DRILLS', '850+ VIDEOS', '430+ SERIES', and '200+ GAME CLIPS'. The '1,500+ DRILLS' and '100+ PLANS' are circled in white. Two callout boxes provide details: one for drills stating 'Drill videos, diagrams and descriptions help coaches get the most out of practice time' and another for plans stating 'Short- and long-term practice plans designed by some of Canada's best coaches'. At the bottom, there are two award logos: 'SPORTS TECHNOLOGY AWARDS' and 'FINALIST 2017 Best Technology for Managers and Coaches- Performance'.

HOCKEY CANADA NETWORK

SUBS

DOWNLOAD: IOS / ANDROID

FRANCAIS

3,050 Teams. 17,900 Coaches. REACHING OVER 100,000 PLAYERS.

3,250+
ARTICLES

1,500+
DRILLS

850+
VIDEOS

430+
SERIES

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GAME CLIPS

100+
PLANS

Drill videos, diagrams and descriptions help coaches get the most out of practice time

SPORTS TECHNOLOGY AWARDS

FINALIST 2017
Best Technology for Managers and Coaches- Performance

Short- and long-term practice plans designed by some of Canada's best coaches

To find out more, check out <https://www.hockeycanadanetwork.com/>.

MAKE HOCKEY SAFE

MALTREATMENT

In this section:

- [Definition](#)
- [Why maltreatment?](#)
- [Responsibility of team personnel](#)
- [Rules 11.1 and 11.2](#)
- [Rule 11.3 – Spitting](#)
- [Rule 11.4 – Discrimination](#)
- [Rule 11.5 – Physical Harassment of Officials](#)
- [Change the culture](#)
- [Resources](#)

Definition

Maltreatment consists of acts that result in harm or the potential for physical or psychological harm. This includes but is not limited to physical, psychological, or sexual actions.

- Physical
 - Assault or unwanted physical contact
 - Non-contact behaviour, such as denying hydration or nutrition; providing alcohol to a participant under legal age, etc.
- Psychological
 - Verbal assaults or attacks
 - Unwanted physical contact
 - Denying attention or support
- Sexual
 - Unwanted contact of a sexual nature on any part of a person's body
 - Showing sexual videos or images
 - Unwanted conversation or teasing of a sexual nature

Why maltreatment?

- Hockey Canada believes that every person should have positive experiences in hockey.
- Maltreatment in any of its forms undermines the health, well-being, performance, and security of everyone associated with the game of hockey.
- Maltreatment is incompatible with the core values that lie at the heart of Canadian sport.
- It's easy to say that discrimination, harassment, and abuse have no place in our game... but we all play a role in making that a reality.
- We must all expect more from participants, our teammates, and ourselves. No excuses.

Hockey Canada's commitment

- Hockey Canada is committed to contributing to the physical, psychological, social, and spiritual health of individuals of varying abilities, backgrounds, and interests.
- Hockey Canada firmly believes that only when sport environments are safe and inclusive can these values be realized.
- Participants in Hockey Canada's programming should have the reasonable expectation that it will be in an environment that is accessible, inclusive and is free from all forms of maltreatment.

Note: More information on Hockey Canada's commitment to ridding the game of maltreatment can be found in its October 2020 policy on protection from and prevention of maltreatment, bullying, and harassment. The policy defines the

forms of maltreatment and harassment in detail, provides concrete examples of each, and discusses possible sanctions for violations of the policy. The full policy is available at <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Downloads/2020/maltreatment-bullying-harassment-policy-e.pdf>.

Responsibility of team personnel

- Team personnel shall always be responsible for their conduct and that of their players.
- They must endeavour to prevent disorderly conduct before, during or after the game, on or off the ice and any place in the rink.
- Team personnel may be penalized for failure to fulfil their responsibilities.
- All team personnel have a duty to report any form of maltreatment. The obligation to report is an ongoing one and is not satisfied by making an initial report. The obligation includes reporting, on a timely basis, all relevant information of which the participant becomes aware. Participants may have a corresponding duty to report the offending behaviour to law enforcement, depending on the nature of the maltreatment.

Rules 11.1 and 11.2

- For years, Hockey Canada has emphasized the difference between emotion and abuse. The update of the playing rules codifies that difference in Rule 11.1 and Rule 11.2.
- Rule 11.1 – Unsportsmanlike Conduct is about emotion:
 - Unsportsmanlike behaviour occurs when a player, goaltender or team official challenges/disputes the ruling of the official(s).
 - Emotion is a natural expression of passion for the game that **may** cross the line, depending on the situation.
- Rule 11.2 – Disrespectful, Abusive, and Harassing Behaviour is about abuse:
 - This behaviour occurs when a player, goaltender, or team official uses disrespectful language or gestures directed to the Referee or any other individual.
 - *Disrespectful* is defined as actions or words deemed rude, unpleasant, inappropriate, or unprofessional and found to be offensive to others.
 - Abuse is unacceptable behaviour that **must** be penalized each and every time it occurs

How will Rules 11.1 and 11.2 be applied?

These rules are not only for interactions between participants and game officials.

We can and must penalize players and team personnel for comments or behaviours directed at one another that violate these rules.

Rule	Behaviour	Penalty
Rule 11.1	A player or team official challenges or disputes an official's call	Minor penalty
Rule 11.2	A player or team official uses disrespectful or harassing language or behaviour toward an official	Misconduct penalty (player/goaltender) or a Bench Minor penalty (team official)
Rule 11.2	A player or team official directs abusive or harassing language or behaviour toward an official	Misconduct or Game Misconduct penalty

Rule 11.3 – Spitting

- There is no change to the existing playing rule.
- It was previously Rule 9.7 and has been re-categorized as Rule 11.3.
- Spitting must be penalized with a Match penalty.
- Given the current landscape of Covid-19, spitting is a point of focus for the 2021-22 season.

Rule 11.4 – Discrimination

- The primary focus of these changes is related to discriminatory language and actions in hockey.
- Eliminating discrimination from the game is part of officials' responsibility to prevent maltreatment.
- This rule pertains to both:
 - Incidents that are witnessed by an official
 - Incidents that are reported to an official by a participant

- The rule states:
 - Any player, goaltender or team official who engages in verbal taunts, insults or intimidation based on discriminatory grounds shall be assessed a Gross Misconduct penalty. Discriminatory grounds include the following, without limitation:
 - ◆ Race, national or ethnic origin, skin colour or language spoken
 - ◆ Religion, faith or beliefs
 - ◆ Age
 - ◆ Sex, sexual orientation or gender identity / expression
 - ◆ Marital or familial status
 - ◆ Genetic characteristics
 - ◆ Disability
- The basic text is the same as before but the list of grounds has been expanded... the spirit of the rule is that discriminatory language of any type has no place in hockey.
- The rule also specifies how reporting is to occur:
 - The Referee shall report the individual(s) by completing a Game Incident Report, including full details and submitting the Report to the appropriate Member or League delegate.
 - If an incident occurs that was not witnessed by the Officials and is reported to the Referee, the Referee shall report the individual(s) to an appropriate member of each team's bench staff.
 - The Referee shall complete a Game Incident Report, including full details and shall submit the Report to the appropriate Member or League delegate.

Rule 11.5 – Physical Harassment of Officials

- There are no substantive changes to the existing playing rule.
- The previous rule was Rule 9.6.
- The rule states that:
 - Any player, goaltender or team official who, before, during or after a game:
 - (a) threatens the well-being of a Referee, Linesperson or any Off-Ice Official.
 - (b) attempts to strike a Referee, Linesperson, or any Off-Ice Official.
 - (c) deliberately touches, holds, or pushes a Referee, Linesperson or Off-Ice Official; or
 - (d) deliberately strikes, trips or body checks a Referee, Linesperson or Off-Ice Official.
 - shall be assessed a Match penalty

- The rule also specifies how reporting is to occur:
 - The Referee shall report the individual(s) by completing a Game Incident Report including full details and submitting the Report to the appropriate Member or League delegate. Such player, goaltender or team official shall be suspended indefinitely pending investigation by the appropriate governing body.

Change the culture

- We all play a role in changing the culture of the game when it comes to discrimination.
- We must all work with administrators, parents and players to:
 - Support marginalized members of our sport to realize their full potential in a fair and safe environment
 - Help change the hockey culture and make it more inclusive to all Canadians
 - Call out discrimination, because it is the right thing to do.
- No more excuses – It is not part of the game.
- Change the culture!

Resources

- Hockey Canada Playing Rules
 - <https://www.hockeycanada.ca/en-ca/hockey-programs/officiating/downloads>
- Safety Requires Teamwork & Safety for All
 - https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/safety_teamwork_e.pdf
- Respect in Sport
 - <https://www.respectgroupinc.com/respect-in-sport/>
- Safe Sport
 - <https://safesport.coach.ca/>
- Canadian Human Rights Act
 - <https://laws-lois.justice.gc.ca/eng/acts/h-6/>

SAFETY AND RISK MANAGEMENT

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada resources](#)
- [Tools](#)

Follow-along...

Definition

Risk management is the process by which an organization or team identifies, assesses, controls, and minimizes the risk of bodily injury or financial loss arising from its activities.

Why risk management?

Coaches assume both risks and responsibilities when they coach.

Players and parents expect:

- A safe environment
- A fun environment
- Overall due diligence

We meet these expectations by making risk management a priority.

Governments expect due diligence and responsible coaching.

Key terms

Negligence relates to a failure to meet the standards of behaviour that the law expects and refers to behaviour or action that falls below a “reasonable” standard of care.

A coach’s conduct is negligent when all four of the following conditions occur:

- 1 A duty of care exists (such as that which exists between a coach and a participant)
- 2 That duty imposes a standard of care that is not met by the coach
- 3 A participant, or other person, experiences harm
- 4 The failure to meet the standard can be shown to have caused or substantially contributed to the harm.

Standard of care is the level of attention and care a person should reasonably provide to another person under the circumstances. The law does not expect a coach to be perfect in their behavior, only that the coach be reasonable and act as other reasonable coaches would act in the same circumstances.

To determine what the standard of care is in any given circumstance involves looking to four sources:

- **Written standards** – these are government regulations, equipment standards, rules for a particular sport or facility, rules and policies from a sport governing body, coaching standards and codes of conduct, and other internal risk management policies and procedures.
- **Unwritten standards** – these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.

- **Case law** – these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- **Common sense** – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person’s knowledge and experience. Trusting one’s common sense is a good practice.

Due diligence is the care that a reasonable person exercises to avoid harm to other persons or their property. As a coach, you owe due diligence to all other stakeholders in the game, including parents, players, and the organization itself.

Liability refers to the responsibility for consequences of negligent conduct.

Responsibility may lie with the coach who was negligent, or with another person or entity entirely.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured participant may be partially responsible for his or her injuries and thus may share liability with the negligent coach. And a sport organization may be vicariously liable for the negligent actions of its coach, whether he or she is an employee or a volunteer.

Identifying risks

Risk management for Hockey Canada and for you as a coach means 1) reviewing your team activities to identify and understand the risks being generated and 2) determining ways to minimize them:

- What can go wrong?
- How likely is it to go wrong, and what are the consequences if it does go wrong?
- How you can stop the situation from going wrong or reduce the consequences if it does go wrong?

The common ingredient in all team activities is common sense.

Steps in risk management

Hockey will always have a certain level of risk, but how we manage and control risk can help reduce the impact of risks in the hockey environment.

There are 5 steps to follow to manage risks effectively in the hockey environment:

- Step 1: Identify the activities your team will be participating in both at the rink and away from the rink (on-ice and off-ice).
- Step 2: Identify the risks connected with each activity (e.g., game, dressing room, arena parking lot, travel).
- Step 3: Assess the relative significance of all on-ice and off-ice risks. What risks do we as a team need to control?

- Step 4: Eliminate or minimize identified risks.
- Step 5: Provide protection, including insurance, against unavoidable risks.

Risk areas in hockey

There are many risk areas in the hockey environment and they can be grouped into four broad categories:

- 1 **Facilities.** This includes the dressing room, ice surface, hotels, meeting rooms, and other venues where sport and activity occur.
- 2 **Equipment.** This can include the on-ice and off-ice equipment used by athletes, players' equipment, and equipment used by the team coaches.
- 3 **Program.** Physical risks are an inherent part of hockey; some are desirable and thus reasonable, and others are not.
- 4 **People.** This is the human element, and it includes participants, staff, volunteers, directors, and spectators, all of whom can be unpredictable in their behavior and can make mistakes in carrying out their duties.

Your personal risk management plan

- Obtain your own insurance 1) if you are paid for your coaching services and your employer's liability insurance policy doesn't cover you or 2) if you are a volunteer coach. **You are insured as long as you are registered by your member, not by a private league.**
- Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.
- Monitor your participants' fitness and skill levels, emphasizing strong skill development, and teach new skills in a progressive fashion suitable to their age and skills.
- Never leave young participants unsupervised.
- Working with your team Safety Person or Trainer, keep adequate first aid supplies on hand; ideally you, as well as your Safety Person or Trainer, would be trained in first aid.
- Develop an Emergency Action Plan for the facility or site where you regularly hold practices or competitions.
- Carry with you, at all times, emergency contact numbers and participants' medical profiles.
- Inspect facilities and equipment before every practice and competition; take steps to ensure deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.
- Trust your common sense and intuition!
- Actively pursue your own training, professional development, and coaching certification.

Related resources

- Learn about the warning signs for Sudden Arrhythmia Death Syndromes: <https://www.sads.ca/resources/information-for-coaches-educators/>

Team Safety Person or Trainer

Hockey Canada requires that all teams have a Safety Person or Trainer who has completed the Hockey Canada Safety Program (HTCP in Ontario). It is also recommended this person be certified in first aid and CPR as part of their overall knowledge base.

The Safety Person or Trainer plays a leadership role in the implementation of risk management.

Having a Safety Person or Trainer means that you have a person with a proactive, preventive approach to safety who is also prepared to react if accidents, injuries, or medical emergencies occur.

The Safety Person or Trainer has many responsibilities on the team including:

- Managing risk with your team
- Checking player equipment regularly
- Promoting proper stretching and conditioning
- Recognizing life-threatening injuries
- Recognizing injuries requiring removal from action
- Referring players to a medical professional when required
- Coordinating the safe return to play
- Promoting healthy lifestyles
- Facilitating communication with players, parents, and coaches
- Acting as a Safety Person for both teams and injured game officials when necessary
- Assisting the coach in creating an Emergency Action Plan for your team

Emergency Action Plan

- An Emergency Action Plan (EAP) is a plan for responding to emergency situations. It is designed by the coach with their Safety Person or Trainer.
- The idea behind the plan is that it will help the coach, the Safety Person or Trainer, and other volunteers to respond in a professional and clear-headed way if an emergency occurs.
- An EAP must be in place before your first session with your team.
- An EAP must be prepared for a facility (arena or off-ice training site) where your team practises or plays games. Remember every facility is different!
- Don't forget to include an Emergency Action Plan for any road trips, including the hotel and bus.

Key personnel

The Charge Person – Generally your Safety Person or Trainer will take the role of the Charge Person. The Charge Person’s broad responsibilities include:

- Initially taking control and assessing the situation
- Evaluating the injury and situation
- Initiating the EAP with a predetermined signal to your Call Person If an ambulance or medical care is required.

The Call Person – Ideally, the Call Person is at all games and practices but has no bench responsibilities. The Call Person is responsible for...

- Making the telephone call when emergency help is required
- Knowing the location of all emergency telephones or pay phones in the facility being used
- Having a list of all emergency telephone numbers in the city or town in which your team is playing and knowing if 911 is available in the area
- Knowing the best route to the arena facility and ice surface your team is using

The Control Person - The Control Person is responsible for retrieving the automated external defibrillator (AED) or first aid kit if asked to do so, as well as for controlling the crowd and other participants to ensure that the EAP is executed effectively. The Control Person is also responsible for

- Seeking out highly trained medical personnel in the arena facility if an injury is serious and cannot wait for emergency assistance to arrive
- Ensuring that the quickest and best route to the ice surface is clear and accessible for the ambulance
- Meeting the ambulance at the arena entrance and directing its crew to the injured person

Concussions

- Concussions are brain injuries caused by the brain moving inside the skull.
- The movement changes how brain cells function, leading to symptoms that can be physical (headaches, dizziness), cognitive (problems remembering or concentrating), or emotional (feeling depressed).
- A concussion can result from any impact to the head, face, or neck or from a blow to the body that causes the head to jolt suddenly.
- Children are more sensitive than adults to the effects of a concussion and need a longer recovery period before returning to activity.
- It is important for coaches to become familiar with responsible prevention of, recognition of, and response to concussions.
- Follow your organization’s and Hockey Canada’s steps for removal from play and return to play.
- Review the [Hockey Canada Concussion Card](#) (see page 29) with your Safety Person or Trainer.

- Check out the information on concussions listed on page 25.

Hockey Canada's policy on concussions

Anyone with a concussion or suspected concussion must stop all activity immediately and be referred to a physician as soon as possible. Coaches, the Safety Person or Trainer, and parents/guardians are not to pressure the player to **return to play until the player has completed the six-step return-to-play strategy and is medically cleared by a physician.**

For the full policy, see <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/hockey-canada-concussion-policy-e.pdf>.

Task #1

Follow these 2 steps:

- 1 Read the selection below:

Scenario	<p>You are coaching a U18 team and the team will be travelling by bus from your home facility to a tournament outside your province for three days. Most of the parents have decided not to attend the event because of the cost, but 4 sets of parents have agreed to attend as chaperones.</p> <p>At the hotel, there will be two players per room. The chaperones' hotel rooms (4 sets of parents) will be spread out among the players' rooms to allow them to help supervise the team. Coaches' hotel rooms will also be among players' rooms. All meals will be eaten as a team, and there is a meeting room at the hotel for team meetings when required.</p>
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- 2 Then use the table below to answer these questions on risk management:
 - Identify 5 things that could go wrong.
 - For each of the 5,
 - ◆ Indicate the chances it could go wrong.
 - ◆ Describe 2 or 3 actions you can take to stop it from going wrong or minimize the consequences if it does go wrong.

What could go wrong?	What are the chances?			What actions could stop it from going wrong or minimize the consequences if it does go wrong?	
	Low	Medium	High	Before leaving...	At the hotel...
#1					
#2					
#3					
#4					
#5					

Hockey Canada resources

Concussions

Concussion Recognition Tool 5: <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/2017-clean-concussion-tool-5.jpg>

Facts and prevention: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/facts-and-prevention>

Hockey Canada Concussion Toolbox: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/concussion-toolbox>

Hockey Canada policy: <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/hockey-canada-concussion-policy-e.pdf>

Links and downloads: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/links-and-downloads>

Emergency Action Plan

Coach's role: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/essentials/emergency-action-plans/coaches-managers>

EAP template: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/eap_organization_form_e.pdf

Facility checklist: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/arena_safety_checklist_e.pdf

Injury report forms: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/essentials/downloads>

Hazing

Hockey Canada statement regarding Regulation A.15 (hazing): <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Downloads/2020/2020-21-safety-hazing-bulletin-e.pdf>

Insurance

An information guide to Hockey Canada's risk management and national insurance programs: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/safety_teamwork_e.pdf

Q and A about Hockey Canada's insurance program: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/insurance_q_and_a_e.pdf

Safety Person

Responsibilities: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/safety_persons_responsibilities_e.pdf

Tools

- [Emergency Action Plan](#)
- [Hockey Canada Concussion Card](#)

Emergency Action Plan



SAFETY REQUIRES TEAMWORK AN EMERGENCY ACTION PLAN FOR HOCKEY



The coach, manager and safety person should initiate a meeting at the beginning of the season to ensure they have the volunteers required for their Emergency Action Plan.

Equipment Locations

Please locate and identify area on map:

Legend

Phone P
Exits E
First aid... FA
AED. AED



Arena Information

Arena/Facility Name: _____

Address: _____

Telephone Number: _____

Emergency Telephone Numbers

Emergency: _____

Ambulance: _____

Fire Dept: _____

Hospital: _____

Police: _____

General: _____

Roles

Safety Person / Charge Person

- Initially takes control of the situation.
- Instructs player to lay still and bystanders, such as other players, not to move player.
- Do not move the athlete.
- Assess injury status of player, decide if an ambulance/medical care is required.
- If the injury is serious and warrants immediate attention that you are not qualified to provide, make your pre-determined signal to your call person, control person and your pre-determined first aid/medical person.

Call Person

- Makes call when emergency assistance required (tests their cell phone in the facility to ensure it will work).
- Know location of alternate phones in the facility being played in. Have change or a phone card if necessary.
- Ideally at all games and practices and not involved on the bench.
- Has a list of emergency phone numbers in the area of the facility.
- Has a diagram displaying specific directions and best route to the arena facility.

Control Person

- Pre-determine the location of the AED and other emergency equipment in the facility.
- Retrieving the AED and/or first aid kit and bringing to the injured player if requested.
- Seek highly-trained medical personnel in the facility if requested by the Charge Person.
- Ensure teammates, other participants and spectators are not in the way of the charge person.
- Advise opponents, on-ice officials, arena staff and parents of the steps being taken.
- Ensure the quickest and best route for the ambulance crew to the ice surface is clear and accessible.
- Meet the ambulance on its arrival and direct EMS to the injured player.

IMPORTANT REMINDERS

The game official continues to assume the role of being in charge of the overall environment.

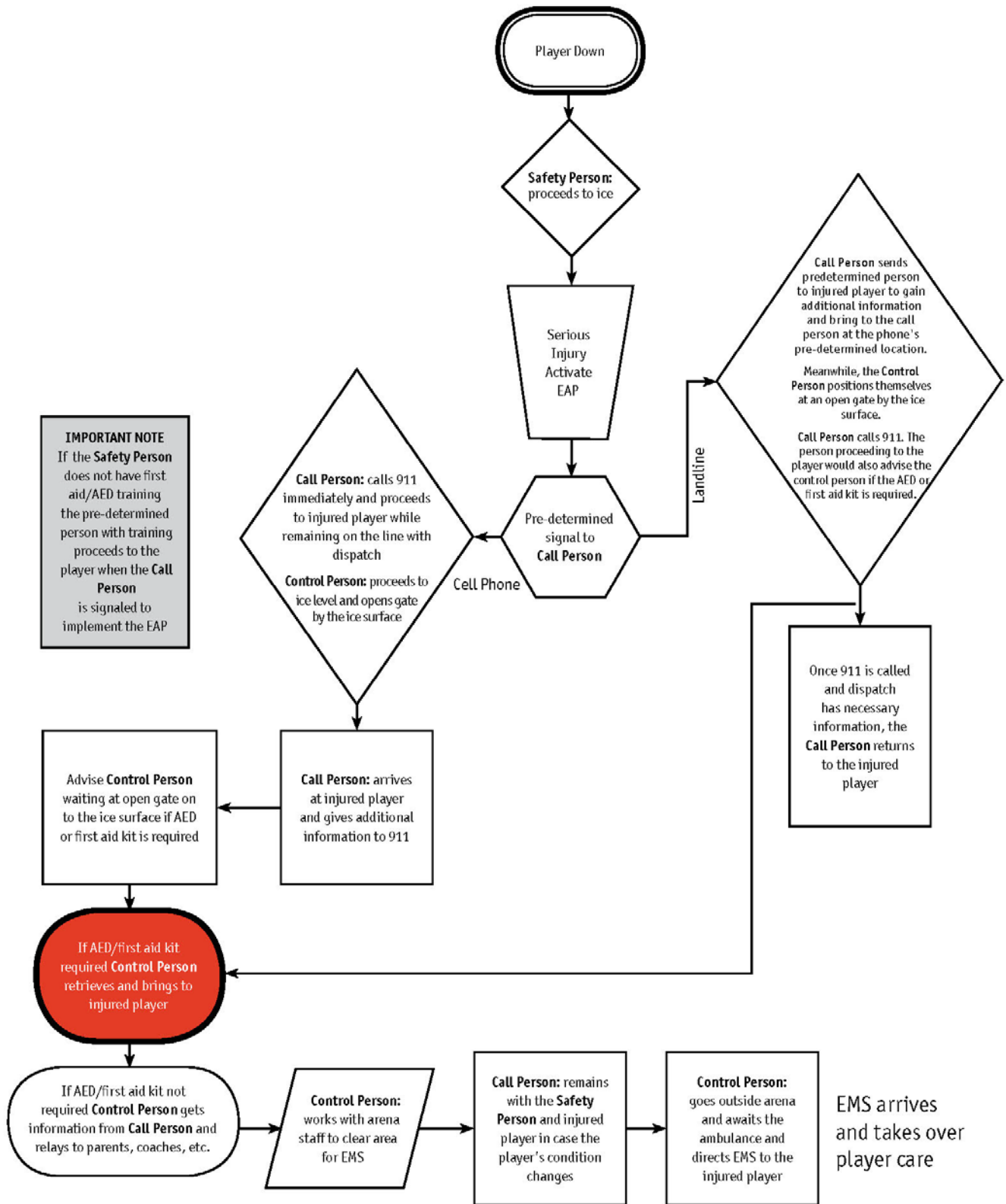
It is important for officials to note that if the safety person makes the signal for assistance that there may be a number of pre-determined people who will respond and will require access to the ice.

Once the ambulance is called, the officials should send both teams to their dressing rooms.

See flow chart on reverse



Emergency Action Plan Flow Chart



Hockey Canada Concussion Card

CONCUSSION EDUCATION AND AWARENESS PROGRAM

Concussion in Sport

All players who are suspected of having a concussion must be seen by a physician as soon as possible. A concussion is a brain injury.

A concussion most often occurs without loss of consciousness. However, a concussion may involve loss of consciousness.

How Concussions Happen

Any impact to the head, face or neck or a blow to the body which causes a sudden jolting of the head and results in the brain moving inside the skull may cause a concussion.

Common Symptoms and Signs of a Concussion

Symptoms and signs may have a delayed onset (may be worse later that day or even the next morning), so players should continue to be observed even after the initial symptoms and signs have returned to normal.

*A player may show any one or more of these symptoms or signs.

Symptoms

- Headache
- Dizziness
- Feeling dazed
- Seeing stars
- Sensitivity to light
- Ringing in ears
- Tiredness
- Nausea, vomiting
- Irritability
- Confusion, disorientation

Signs

- Poor balance or coordination
- Slow or slurred speech
- Poor concentration
- Delayed responses to questions
- Vacant stare
- Decreased playing ability
- Unusual emotions, personality change, and inappropriate behaviour
- Sleep disturbance

For a complete list of symptoms and signs, visit parachute.ca

RED FLAGS – If any of the following are observed or complaints reported following an injury, the player should be removed from play safely and immediately and your Emergency Action Plan initiated. Immediate assessment by a physician is required.

- Neck pain or tenderness
- Severe or increasing headache
- Deteriorating conscious state
- Double vision
- Seizure or convulsion
- Vomiting
- Loss of consciousness
- Increasingly restless, agitated or combative
- Weakness or tingling/burning in arms or legs

Concussion – Key Steps

- Recognize and remove the player from the current game or practice.
- Do not leave the player alone, monitor symptoms and signs.
- Do not administer medication.
- Inform the coach, parent or guardian about the injury.
- The player should be evaluated by a medical doctor as soon as possible.
- The player must not return to play in that game or practice, and must follow the 6-step return to play strategy and receive medical clearance by a physician.

6-Step Return to Play

The return to play strategy is gradual, and begins after a doctor has given the player clearance to return to activity. If any symptoms/signs return during this process, the player must be re-evaluated by a physician. No return to play if any symptoms or signs persist. Remember, symptoms may return later that day or the next, not necessarily when exercising!

IMPORTANT – CONSULT WITH THE TREATING PHYSICIAN ON RETURN TO LEARN PROTOCOLS. PLAYERS SHOULD HAVE THE ABILITY TO RETURN TO SCHOOL FULL TIME PRIOR TO PROCEEDING THROUGH STEPS 5 AND 6 OF THE RETURN TO PLAY STRATEGY.

IMPORTANT – FOLLOWING A CONCUSSION AND PRIOR TO STEP 1 A BRIEF PERIOD OF PHYSICAL AND MENTAL REST IS RECOMMENDED.

- STEP 1** Light activities of daily living which do not aggravate symptoms or make symptoms worse. Once tolerating step 1 without symptoms and signs, proceed to step 2 as directed by your physician.
- STEP 2** Light aerobic exercise, such as walking or stationary cycling. Monitor for symptoms and signs. No resistance training or weight lifting.
- STEP 3** Sport specific activities and training (e.g. skating).
- STEP 4** Drills without body contact. May add light resistance training and progress to heavier weights.
The time needed to progress from non-contact to contact exercise will vary with the severity of the concussion and the player. **Go to step 5 after medical clearance** (reassessment and written note).
- STEP 5** Begin drills with body contact.
- STEP 6** Game play. (The earliest a concussed athlete should return to play is one week.)

Note: Players should proceed through the return to play steps only when they do not experience symptoms or signs and the physician has given clearance. Each step should be a minimum of one day (but could last longer depending on the player and the situation). If symptoms or signs return, the player should return to step 2 and be re-evaluated by a physician.

IMPORTANT – Young players will require a more conservative treatment. Return to play guidelines should be guided by the treating physician.

Prevention Tips

Players

- Make sure your helmet fits snugly and that the strap is fastened
- Get a custom fitted mouthguard
- Respect other players
- No hits to the head
- No hits from behind
- Strong skill development

Coach/Trainer/Safety Person/Referee

- Eliminate all checks to the head
- Eliminate all hits from behind
- Recognize symptoms and signs of concussion
- Inform and educate players about the risks of concussion



Education Tips
HOCKEY CANADA CONCUSSION RESOURCES
hockeycanada.ca/concussion

PARACHUTE CANADA
parachute.ca

Revised July 2020. Item #55711

SOCIAL MEDIA

In this section:

- [Follow-along](#)

Follow-along...

Coaches: Best practices

- Be proactive
 - Educate players and team staff
- Set guidelines
 - Make team decisions, get player input and ideas (creates buy-in and accountability)
- Look for red flags
 - Do you sense friction? When are phones a distraction?
- Create a safe space
 - Establish open dialog and an environment where players feel safe and comfortable sharing concerns

Coaches: Team policy Considerations when creating your policy...

- WHO: Who does your policy apply to? Define any differences between players and staff.
- WHAT: Encourage the entire team to define what is included (“the rules”).
- WHERE: What spaces are sensitive? Where should social media be off-limits?
- WHEN: Have a plan for when something negative occurs. What are the consequences?
- WHY: Be clear and specific about the purpose and expectations of the team and association.

Remember: Know where you are – tournaments or events may have their own rules.

Players: Best practices

- Good photo and well-written bio
- Correct spelling and grammar
- Value in the visual (incorporate photo and video)
- Balance of personal and professional life
- Balance of original and curated content
- Engage with fans, stakeholders, sponsors, team, and teammates
- Stay positive and respectful

Players: Risk vs. reward

Risk	Reward
✘ Tarnish reputation	✔ Grow fanbase
✘ Embarrass yourself (+ team, league, country, sponsor, family)	✔ Build professional network
✘ Cause friction/distraction within your team	✔ Attract sponsorships
✘ Be fined, charged	✔ Promote causes
✘ Get suspended, expelled	✔ Amplify team/league initiatives
✘ Lose sponsorship, scholarship	✔ Engage with fans
✘ Not be recruited, drafted, selected for a team	✔ Have a voice

Players: Social media 101

Do	Don't
✔ Clean up your accounts	✘ Disclose personal info about yourself or others
✔ Adjust your settings (privacy, passwords)	✘ Post when angry, upset, tired, or intoxicated
✔ Log out and lock phone	✘ Engage in controversial, heated discussions (feed the trolls)
✔ If your account gets hacked: report it, let people know	✘ Make offensive or discriminatory remarks
✔ Be aware of and abide by team/tournament rules	✘ Post content with references to drugs, alcohol, money
✔ Create an online presence that is an authentic reflection of who you are	✘ Mention companies/brands that conflict with sponsors
	✘ Engage in cyberbullying

PREPARING TO PLAN

SEASONAL PLANNING: INTRODUCTION

In this section:

- [Follow-along](#)
- [Hockey Canada coaching downloads](#)

Follow-along

Long Term Player Development model

NCCP/Sport for Life	Hockey Canada
<i>NCCP Competition – Development</i>	
<p>Sport for Life Train to Compete MALE 16 - 17 and FEMALE 16 - 18 NATIONAL During this stage players will participate in training with a focus on position specific technical and tactical preparation. There is as emphasis on fitness preparation and the development of position specific technical and tactical skills under competitive conditions. Important objectives are the development of aerobic capacity, power, self awareness and independence. The player may be introduced to international competitive experience at the end of this stage.</p>	<ul style="list-style-type: none"> ■ Hockey Canada Coach 2 Coach Level (Recreational) ■ Hockey Canada Development 1 (Competitive) ■ HP1 (national competition) ■ Instructional Stream 3
<p>Sport for Life Train to Train MALE 12 - 16 and FEMALE 11 - 15 PROVINCIAL The focus during this stage is on building an aerobic base, developing speed and strength and further developing and consolidating sport specific technical skills with an increased emphasis on hockey and a reduction in the number of other sports played. This phase will also include the introduction and development of individual and group tactics. Social and emotional considerations are addressed by placing an emphasis on team-building, group interaction and social activities.</p>	<ul style="list-style-type: none"> ■ Hockey Canada Coach 2 Coach Level (Recreational) ■ Hockey Canada Development 1 (Competitive) ■ HP1 (provincial competition) ■ Instructional Stream 2
<i>NCCP Competition – Introduction</i>	
<p>Sport for Life Learn to Train MALE 11 - 12 and FEMALE 10 - 11 LOCAL / PROVINCIAL This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.</p>	<ul style="list-style-type: none"> ■ Hockey Canada Coach 2 Coach Level (Recreational) ■ Hockey Canada Development 1 (Competitive) ■ Instructional Stream 2
<p>Sport for Life Learn to Play MALE 9 - 10 and FEMALE 8 - 9 LOCAL This stage is the beginning of the most important window to develop the fine motor skills on an individual technical skill basis that leads to utilizing these skills into individual and team tactics later on. During this phase, prior to the beginning of the growth spurt, players have the best opportunity to learn and begin to master fine motor skills that can be used in combination with other skills. In most cases what is learned or not learned in this stage will have a very significant effect on the level of play that is achieved later on. Players should be able to begin to transfer skills and concepts from practices to games.</p>	

What is a seasonal plan?

- A plan of all team activities, events, and development
- In hockey, the 'seasonal plan' is really a series of plans rather than a single plan. For example, we make decisions about scouting and recruiting, player evaluation, training, technical and tactical play, fitness, and so on. Collectively, these map out our intentions for training and for competition.

What are the benefits of planning?

- Where are we now?
- Where do we want to be?
- How are we going to get there?
- Provides focus and direction
- Provides structure but must stay flexible

Periods and phases

- What are the three periods of a seasonal plan?
- What are the phases within each period?

There are 3 periods in a seasonal plan...	And phases within the periods...
Preparation	<ul style="list-style-type: none">■ Tryout■ Development
Competition	<ul style="list-style-type: none">■ Regular season■ Playoff
Transition	<ul style="list-style-type: none">■ The transition period usually isn't divided into smaller units like phases. Generally, the transition period occurs after the last competition of the season. It's a time for physical, mental, emotional, and social recuperation.■ In Development 1, we are not focusing on the transition period, which turns a seasonal plan into a Yearly Training Plan.

What are key components of a seasonal plan?

- # of practices
- # of games
- Technical/Tactical
- Physical prep
- Mental prep
- Team development

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)¹ for these resources on seasonal planning:

- Long Term Player Development model
- Seasonal planning: Additional resources

¹ <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>

PILLARS OF PERFORMANCE

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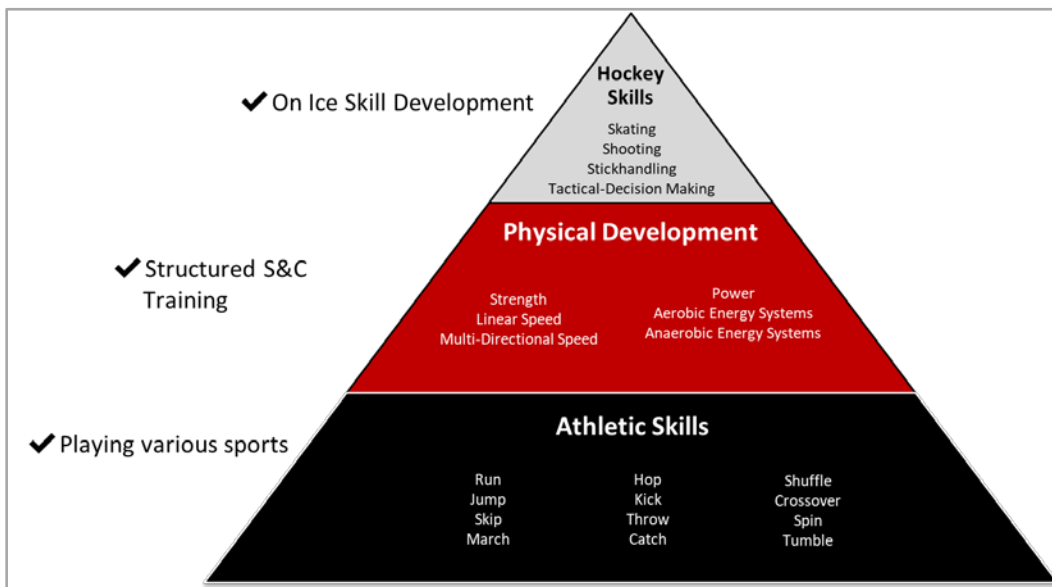
- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada coaching downloads](#)

Follow-along

Team and athlete success

- Physical
 - Physical literacy
 - General physical abilities
 - Conditioning & athlete robustness
- Technical
 - Individual hockey skills
 - Skating, passing, shooting, etc.
- Tactical
 - Team systems
 - Game-day player & team execution
 - Player tactical development & decision-making
- MENTAL
 - Player mental well-being
 - Team & player confidence
 - Leadership development

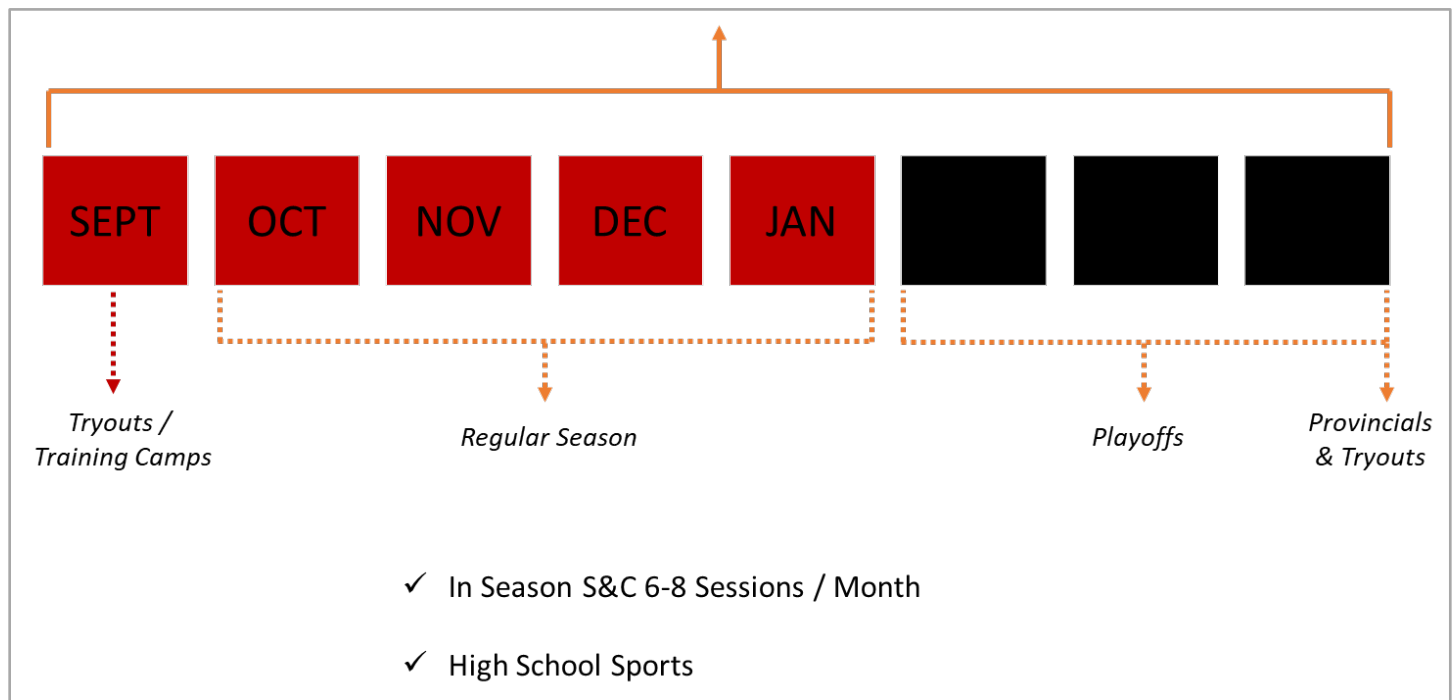
Hockey development pyramid



Physical pillar

Anthropometrics	Speed	Strength	Power	Energy systems
<ul style="list-style-type: none"> ■ Height ■ Weight ■ Muscle mass ■ Body composition 	<ul style="list-style-type: none"> ■ Skating speed <ul style="list-style-type: none"> ◆ Acceleration ◆ Change of direction ◆ Top speed 	<ul style="list-style-type: none"> ■ Lower body <ul style="list-style-type: none"> ◆ Bilateral ◆ Unilateral ■ Upper body <ul style="list-style-type: none"> ◆ Pushing & pulling ◆ Bilateral ◆ Unilateral 	<ul style="list-style-type: none"> ■ Lower body <ul style="list-style-type: none"> ◆ Bilateral ◆ Unilateral ■ Upper body <ul style="list-style-type: none"> ◆ Pushing & pulling ◆ Bilateral ◆ Unilateral 	<ul style="list-style-type: none"> ■ Aerobic <ul style="list-style-type: none"> ◆ Low intensity ■ Recovery system ■ Anaerobic <ul style="list-style-type: none"> ◆ High intensity ◆ BIG outputs

Yearly Training Plan



Warm-up goals

- Increase tissue temperature
- Mobilize joints and soft tissues for positions needed
- Prime nervous system for movements and speeds of activity
- Mentally prepare for session, practice, game, etc.
- Build team cohesiveness

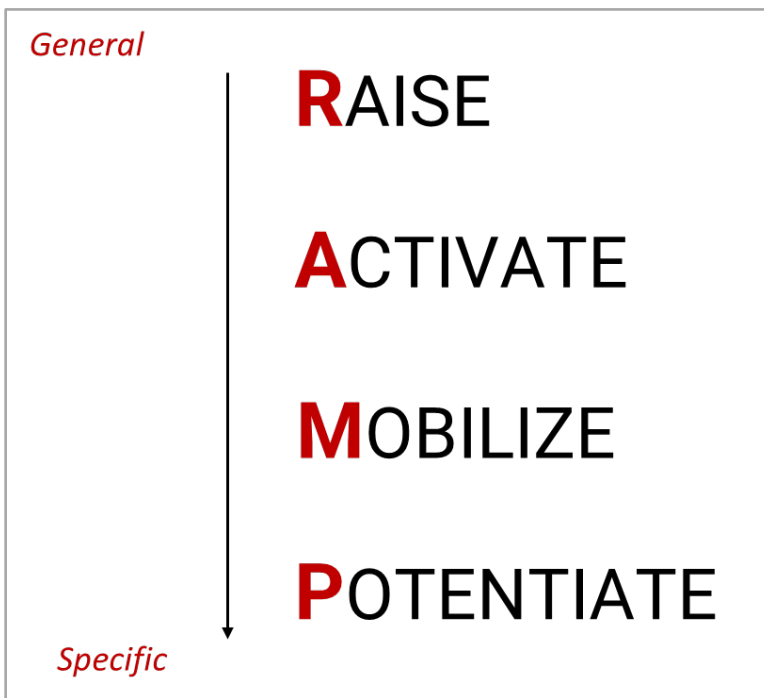
Positive impact of warming-up

- INCREASED strength & power outputs during training
- INCREASED explosiveness and ability to produce force
- INCREASED reaction time
- DECREASED injury risk
- DECREASED time to exhaustion

Warm-up principles

- General to specific
- Intensity should build gradually
- Primed and ready BUT NOT fatigued!

RAMP Warm-up



Raise – 2-3 minutes

- Increase core body temperature
- Break a sweat!
- Full body
- Move in multiple directions
 - Forward
 - Backwards
 - Left
 - Right
 - Up
 - Down
 - Diagonal

Activate and mobilize – 2-3 minutes

- ↑ activation of muscles that get “sleepy”
- ↑ activation of stabilizing muscles needed for proper joint mechanics
- ↑ mobility/stability of joints needed for activity
- Activate
 - Glute activation
 - Torso stability
 - Shoulder mobility & stability
 - Ankle mobility
- Mobilize
 - Full body
 - Multidirectional:
 - ◆ Sagittal plane
 - ◆ Frontal plane
 - ◆ Transverse plane

Potentiate – 2-3 minutes

- **Prime** nervous system
- Match **SPEED** of sport/training type
- Similar **patterns & directions** of sport/training type

Warm-up and training timelines

Timeline	15-minute option	Timeline	30-minute option
60 min	Player arrival, equipment drop, change into training clothes		
50 min	Begin RAMP warm-up		
35 min	End WU, get dressed	35 min	End WU, begin training
		20 min	End training, get dressed
5-10 min	Coach practice overview		
0:00	Practice start		

Simplified coach-led training

15-minute option
Raise
Activate
Mobilize
Potentiate

30-minute option
Raise
Activate
Mobilize
Power
Speed
Strength & torso

Simplified coach-led training

Power	Speed	Strength & torso
<ul style="list-style-type: none"> ■ 1-2 lower body power exercises ■ Multi-directional (vertical / horizontal / lateral) ■ Single leg & double leg ■ 2-3 sets x 4-5 reps 	<ul style="list-style-type: none"> ■ 1-2 speed drills ■ Linear (acceleration & top speed) ■ Change of direction ■ 2-3 sets x 1-2 reps 	<ul style="list-style-type: none"> ■ 2-3 strength exercises ■ 2 torso exercises ■ Lower body & upper body ■ 2-3 sets x 8-12 reps

Cool-down & recovery

Low intensity aerobic	Active mobility	Static stretch
<ul style="list-style-type: none"> ■ ↓ Core body temperature ■ ↓ Heart rate ■ ↑ Full body circulation ■ ↓ Metabolic by-products 	<ul style="list-style-type: none"> ■ ↑ Active ROM while ↑ circulation ■ ↓ Core body temperature & HR 	<ul style="list-style-type: none"> ■ ↑ Tissue length ■ ↓ Sympathetic activity (fight or flight) ■ ↑ Parasympathetic activity (rest & digest)
<ul style="list-style-type: none"> ■ Low intensity → HR 120-140 ■ “Talk test” ■ Full body ■ Low impact ■ Multidirectional 	<ul style="list-style-type: none"> ■ Low intensity → HR 100-120 ■ Full body ■ Multi-joint movements ■ Focus on breathing 	<ul style="list-style-type: none"> ■ Low intensity → HR < 100 ■ Focus on breathing ■ Hip flexors & rec fem ■ Glutes & hamstrings ■ Calves & soleus ■ Pecs & lats

Task #1

As a group, discuss and note considerations influencing performance:

- What are some simple ways to focus on hydration for your team?
- Knowing the age of your athletes, how can you realistically remove some barriers to improve sleep?
- Using the nutritional strategies outlined, can you sketch out the fueling requirements for your team during a tournament-format?

Coach's notes:

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)² for these resources on the pillars of performance:

- Pillars of performance: Additional resources

² <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>

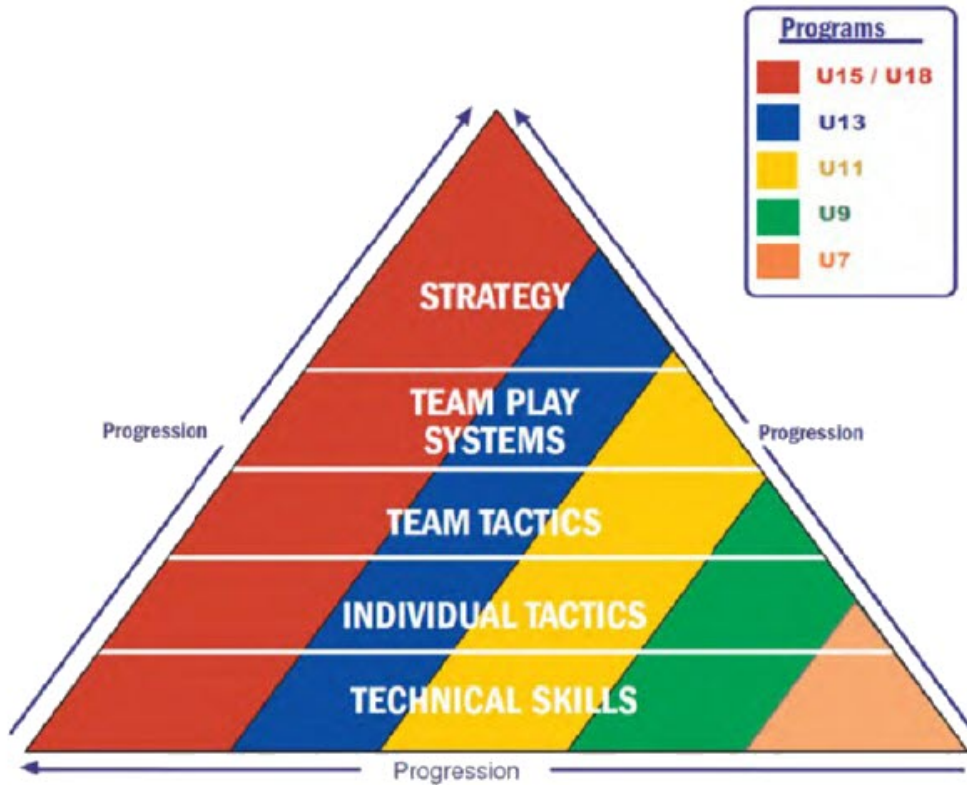
TECHNICAL SKILLS

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada coaching downloads](#)

Follow-along

Hockey development pyramid



- Technical skills are the foundation for all other things to come — individual tactics, team tactics, transition, etc.

Hockey's technical skills

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

Inventory – U13 – Technical skills

	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
Technical skills	<ul style="list-style-type: none"> ■ Balance and agility ■ Edge control ■ Starting and stopping ■ Forward skating and striding ■ Backward skating ■ Turning and crossovers 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Forehand - wrist shot ■ Backhand - shot ■ Forehand/backhand shots in motion ■ Forehand - flip shot ■ Backhand - flip shot ■ Tips/Deflections ■ Snap/Slap shot 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks 	<ul style="list-style-type: none"> ■ Skating ■ Hands ■ Slides ■ Rebound control
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Body fakes/shot fakes ■ Stick fakes/fake pass ■ Dekes ■ Moves in combination ■ Net drives ■ Change of pace ■ Puck protection ■ Control skating ■ Saving ice 		<ul style="list-style-type: none"> ■ Angling ■ Basic 1 on 1's ■ Gap control ■ Escape moves ■ Puck retrievals ■ Tracking 		<ul style="list-style-type: none"> ■ Basic positioning – D Zone ■ Basic breakouts ■ Regroups ■ Entries ■ Forechecks 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Goal-setting ■ Positive self-talk 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U13 seasonal plan.

Inventory – U15/18 – Technical skills

	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
Technical skills	<ul style="list-style-type: none"> ■ Agility/Balance ■ Edge control ■ Forward skating ■ Backward skating ■ Turning ■ Crossovers ■ Transition and pivots ■ Quickness 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Small-area skills ■ Agility ■ Puck protection ■ Creativity 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Puck support 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ 1-timers ■ Quick release ■ Shooting fakes ■ Changing puck angle ■ Shooting off pass ■ Forehand to backhand/Backhand to forehand ■ Shooting for sticks 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks ■ Body contact ■ Body checking 	<ul style="list-style-type: none"> ■ Balance and agility ■ Moving skills ■ Positioning ■ Save selection ■ Basic puck control ■ Advanced skating ■ Eye skills ■ Advanced hands ■ Advanced puck handling ■ 10 scoring situations ■ Defensive team play ■ Offensive team play ■ Hockey sense
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Attacking 1 on 1 ■ Shaking a defender 1 on 1 ■ Screening without the puck 		<ul style="list-style-type: none"> ■ Defending 1 on 1 ■ Defending in the corner ■ Defending along the boards ■ Backchecking 		<ul style="list-style-type: none"> ■ Offensive: Entries, offensive zone play ■ Defensive: Defensive zone coverage, breakouts ■ Special team: PP breakouts, PP setup, PK forecheck, PK in the DZ ■ Forechecking: Offensive zone, neutral zone ■ Transition/Regroups: Neutral zone play ■ Face-offs: Techniques, OZ/DZ face-offs 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Imagery ■ Goal-setting ■ Positive self-talk ■ Relaxation 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U15/18 seasonal plan.

Skill analysis

As a group, watch the video on stick handling that the Learning Facilitator plays and identify the skills being worked on in the clip.

- Note that this is not just stick handling — it’s heel-to-heel skating, head up, edge control/work, etc.

Skill analysis

- As a group, watch the game clip that the Learning Facilitator plays and identify the skills players are using in the clip.

Task #1

Watch the video the Learning Facilitator shows, and then complete the table below, using the [Analyze Technical Skills Tool](#) on the next page as a guide:

- For both players, write down all the technical skills you see them using.
- For both players, identify one error, and suggest one (or more) corrective measures.

This player...	Used these skills...	Made this error...	I suggest this corrective measure(s)
#1			
#2			

Analyze technical skills tool

For this skill...	Look for...
Skating	<input type="checkbox"/> Acceleration <input type="checkbox"/> Speed <input type="checkbox"/> Mobility <input type="checkbox"/> Agility <input type="checkbox"/> Balance <input type="checkbox"/> Stride <input type="checkbox"/> Crossovers <input type="checkbox"/> Pivots <input type="checkbox"/> Acceleration out of turns <input type="checkbox"/> Quick feet <input type="checkbox"/> Controlled skating <input type="checkbox"/> Change of pace.
Puck control	<input type="checkbox"/> Head up <input type="checkbox"/> Smooth and quiet <input type="checkbox"/> Good hands <input type="checkbox"/> Protection <input type="checkbox"/> In small spaces <input type="checkbox"/> In traffic
Passing/Receiving	<input type="checkbox"/> Passing <input type="checkbox"/> Receiving <input type="checkbox"/> Passing choices <input type="checkbox"/> On backhand <input type="checkbox"/> Unselfish with the puck <input type="checkbox"/> Presents a good target <input type="checkbox"/> Receives and retains with control <input type="checkbox"/> Touch passing
Shooting	<input type="checkbox"/> Power <input type="checkbox"/> Accuracy <input type="checkbox"/> Quick release <input type="checkbox"/> Can shoot in motion <input type="checkbox"/> Goal scorer <input type="checkbox"/> Rebounder <input type="checkbox"/> Variety of shots
Checking	<input type="checkbox"/> Concept of angling <input type="checkbox"/> Good body position with balance and control <input type="checkbox"/> Defensive side position <input type="checkbox"/> Aggressive checker <input type="checkbox"/> Strength <input type="checkbox"/> Taking checks

Note: This tool is available on the [Hockey Canada coaching downloads](#) page.

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)³ for these resources on technical skills:

- Technical skills: Additional resources

³ <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>

INDIVIDUAL TACTICS

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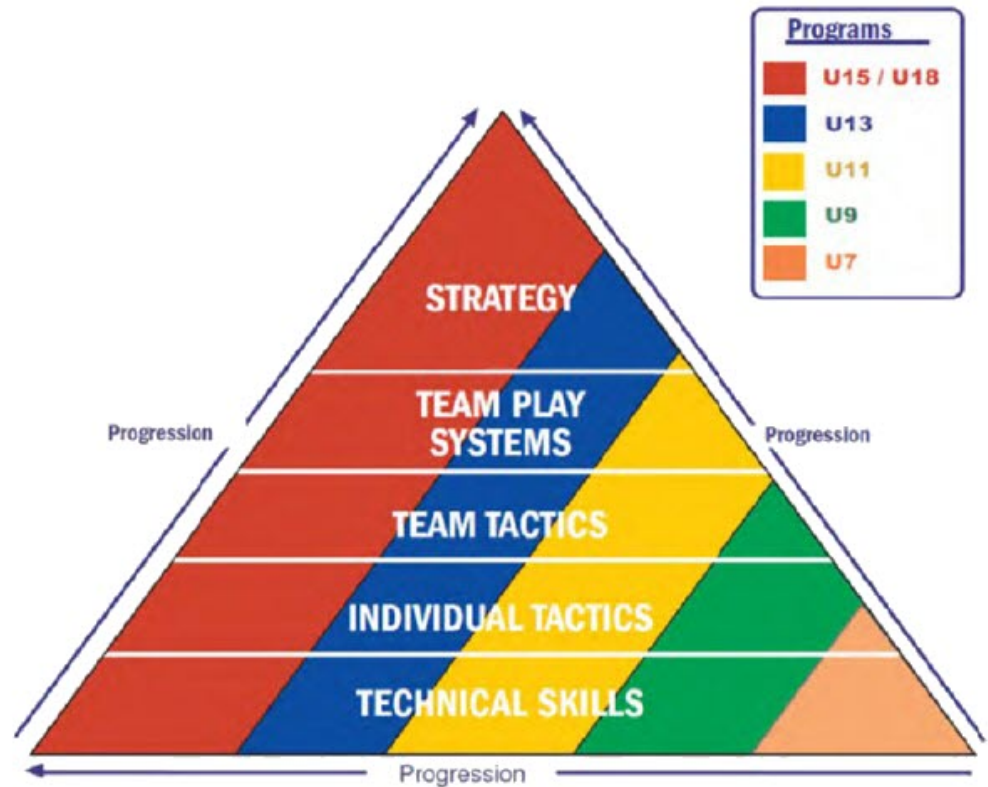
- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada coaching downloads](#)

Follow-along

What is an individual tactic?

- An action that combines 2 or more individual skills to gain an offensive or defensive advantage

Hockey development pyramid



Individual tactics – U13

- Individual tactics are defined as offensive when either the player or the team has the puck, as defensive when neither the player nor the team has the puck
- See the inventories for U13 and U15/18 on the next two pages for the individual tactics appropriate for these age groups

Inventory – U13 – Tactical skills

Technical skills	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
	<ul style="list-style-type: none"> ■ Balance and agility ■ Edge control ■ Starting and stopping ■ Forward skating and striding ■ Backward skating ■ Turning and crossovers 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Forehand - wrist shot ■ Backhand - shot ■ Forehand/backhand shots in motion ■ Forehand - flip shot ■ Backhand - flip shot ■ Tips/Deflections ■ Snap/Slap shot 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks 	<ul style="list-style-type: none"> ■ Skating ■ Hands ■ Slides ■ Rebound control
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Body fakes/shot fakes ■ Stick fakes/fake pass ■ Dekes ■ Moves in combination ■ Net drives ■ Change of pace ■ Puck protection ■ Control skating ■ Saving ice 		<ul style="list-style-type: none"> ■ Angling ■ Basic 1 on 1's ■ Gap control ■ Escape moves ■ Puck retrievals ■ Tracking 		<ul style="list-style-type: none"> ■ Basic positioning – D Zone ■ Basic breakouts ■ Regroups ■ Entries ■ Forechecks 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Goal-setting ■ Positive self-talk 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U13 seasonal plan.

Inventory – U15/18 – Tactical skills

	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
Technical skills	<ul style="list-style-type: none"> ■ Agility/Balance ■ Edge control ■ Forward skating ■ Backward skating ■ Turning ■ Crossovers ■ Transition and pivots ■ Quickness 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Small-area skills ■ Agility ■ Puck protection ■ Creativity 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Puck support 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ 1-timers ■ Quick release ■ Shooting fakes ■ Changing puck angle ■ Shooting off pass ■ Forehand to backhand/Backhand to forehand ■ Shooting for sticks 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks ■ Body contact ■ Body checking 	<ul style="list-style-type: none"> ■ Balance and agility ■ Moving skills ■ Positioning ■ Save selection ■ Basic puck control ■ Advanced skating ■ Eye skills ■ Advanced hands ■ Advanced puck handling ■ 10 scoring situations ■ Defensive team play ■ Offensive team play ■ Hockey sense
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Attacking 1 on 1 ■ Shaking a defender 1 on 1 ■ Screening without the puck 		<ul style="list-style-type: none"> ■ Defending 1 on 1 ■ Defending in the corner ■ Defending along the boards ■ Backchecking 		<ul style="list-style-type: none"> ■ Offensive: Entries, offensive zone play ■ Defensive: Defensive zone coverage, breakouts ■ Special team: PP breakouts, PP setup, PK forecheck, PK in the DZ ■ Forechecking: Offensive zone, neutral zone ■ Transition/Regroups: Neutral zone play ■ Face-offs: Techniques, OZ/DZ face-offs 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Imagery ■ Goal-setting ■ Positive self-talk ■ Relaxation 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U15/18 seasonal plan.

Individual tactics – Game application

- Watch the video to see how players combine techniques in games to create skills and ultimately individual tactics

Task #1

As a group, watch the video your Learning Facilitator shows, and then use the space below to note the following:

- The individual offensive or defensive tactic your group decided to work with: _____
- The definition of the tactic — what is it, when is it used in a game, why is it used?

- The individual skills required to perform the tactic

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)⁴ for resources on individual tactics.

⁴ <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>

TEAM TACTICS

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada coaching downloads](#)

Follow-along

What is a team tactic?

- An action by 2 or 3 players that combines two or more individual tactics to gain an offensive or defensive advantage

Team tactics – U13

- See the inventories for U13 and U15/18 on the next two pages for the team tactics appropriate for these age groups

Inventory – U13 – Team tactics

Technical skills	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
	<ul style="list-style-type: none"> ■ Balance and agility ■ Edge control ■ Starting and stopping ■ Forward skating and striding ■ Backward skating ■ Turning and crossovers 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Stationary ■ Moving 	<ul style="list-style-type: none"> ■ Forehand - wrist shot ■ Backhand - shot ■ Forehand/backhand shots in motion ■ Forehand - flip shot ■ Backhand - flip shot ■ Tips/Deflections ■ Snap/Slap shot 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks 	<ul style="list-style-type: none"> ■ Skating ■ Hands ■ Slides ■ Rebound control
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Body fakes/shot fakes ■ Stick fakes/fake pass ■ Dekes ■ Moves in combination ■ Net drives ■ Change of pace ■ Puck protection ■ Control skating ■ Saving ice 		<ul style="list-style-type: none"> ■ Angling ■ Basic 1 on 1's ■ Gap control ■ Escape moves ■ Puck retrievals ■ Tracking 		<ul style="list-style-type: none"> ■ Basic positioning – D Zone ■ Basic breakouts ■ Regroups ■ Entries ■ Forechecks 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Goal-setting ■ Positive self-talk 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U13 seasonal plan.

Inventory – U15/18 – Team tactics

	Skating	Puck control	Passing/Receiving	Shooting	Checking	Goaltending
Technical skills	<ul style="list-style-type: none"> ■ Agility/Balance ■ Edge control ■ Forward skating ■ Backward skating ■ Turning ■ Crossovers ■ Transition and pivots ■ Quickness 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Small-area skills ■ Agility ■ Puck protection ■ Creativity 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ Puck support 	<ul style="list-style-type: none"> ■ Stationary ■ Moving ■ 1-timers ■ Quick release ■ Shooting fakes ■ Changing puck angle ■ Shooting off pass ■ Forehand to backhand/Backhand to forehand ■ Shooting for sticks 	<ul style="list-style-type: none"> ■ Skating/Agility ■ Angling/Positioning ■ Stick checks ■ Body contact ■ Body checking 	<ul style="list-style-type: none"> ■ Balance and agility ■ Moving skills ■ Positioning ■ Save selection ■ Basic puck control ■ Advanced skating ■ Eye skills ■ Advanced hands ■ Advanced puck handling ■ 10 scoring situations ■ Defensive team play ■ Offensive team play ■ Hockey sense
Tactical skills	Individual offensive tactics		Individual defensive tactics		Team tactics	
	<ul style="list-style-type: none"> ■ Attacking 1 on 1 ■ Shaking a defender 1 on 1 ■ Screening without the puck 		<ul style="list-style-type: none"> ■ Defending 1 on 1 ■ Defending in the corner ■ Defending along the boards ■ Backchecking 		<ul style="list-style-type: none"> ■ Offensive: Entries, offensive zone play ■ Defensive: Defensive zone coverage, breakouts ■ Special team: PP breakouts, PP setup, PK forecheck, PK in the DZ ■ Forechecking: Offensive zone, neutral zone ■ Transition/Regroups: Neutral zone play ■ Face-offs: Techniques, OZ/DZ face-offs 	
Other	Physical prep		Mental prep		Team development	
	<ul style="list-style-type: none"> ■ Warm-up and cool-down ■ Testing (on-ice and off-ice) ■ Conditioning ■ Nutrition & hydration ■ Recovery 		<ul style="list-style-type: none"> ■ Imagery ■ Goal-setting ■ Positive self-talk ■ Relaxation 		<ul style="list-style-type: none"> ■ Team building ■ Player meetings ■ Parent meetings ■ Admin 	

Note: This inventory is included in the U15/18 seasonal plan.

Team tactics – Game application

- Watch the video to see how players execute tactics in a game

Task #1

As a group, watch the video your Learning Facilitator shows, and then use the space below to note the following:

- The team tactic your group decided to work with:

- The definition of the tactic — what is it, when is it used in a game, why is it used?
- The individual skills and individual tactics required to perform the team tactic.

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)⁵ for resources on team tactics.

⁵ <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>

TRANSITION

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [More information](#)

Follow-along

Principles of play

Offensive play	Defensive play
■ Pressure	■ Pressure
■ Puck control	■ Stall/Contain
■ Support	■ Support
■ Transition	■ Transition

What is transition?

- Movement of a team from offence to defence or defence to offence

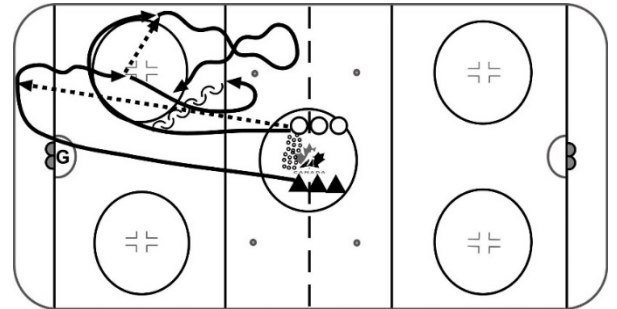
Transition – Example

- Watch the clip to see how a team goes from defence to offence and then from offence to defence

Individual tactics –

Breakout 1 on 1

- Gap drill. Forward dumps pucks and defence retrieves and breaks out the forward
- F up ice and turns back for a 1-1
- D must close gap and play the 1-1
- Coaches need to decide if players will challenge in the neutral zone and “jump” the forward or be passive, pivot, and defend the middle of the ice
- Pressure
- Contain



Key teaching points

- Forwards want to hustle up ice and create some space to attack; use good individual tactics to challenge the defence
- D needs to gap up and decide whether to 1) close the gap and “jump” the forward before they get turned or 2) defend the middle of the ice and pivot and contain; the decision may depend on each situation and on team philosophy

Team transition

- Watch the examples of teams going from offence to defence and then defence to offence in both the offensive and defensive zone

Task #1

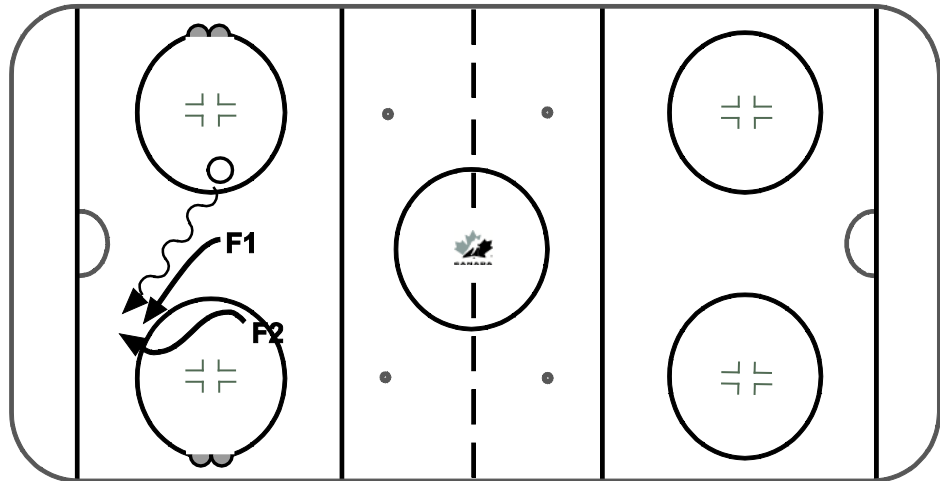
Watch the examples of players transitioning from offence to defence to offence and then discuss how to incorporate the principle of transition into existing drills:

- Don't stop on the whistle. Have D retrieve the puck off a rebound and skate up the ice.
- The play does not stop at the net or on a whistle. Let the D and the forward play it out. There are multiple opportunities to transition from offensive to defensive to offensive, etc.
- At the end of a rush defence, the D have to start the breakout for the next rep.
- At the end of a shooting drill rep, the shooter has to retrieve the puck that the goalie has directed to the corner.
- In a DZone drill (e.g., 2v2 low) when the defenders get possession, they have to break the puck out.
- In a backcheck drill when the play gets broken up, the defenders have to get the puck to the backcheckers, and the attackers now backcheck.

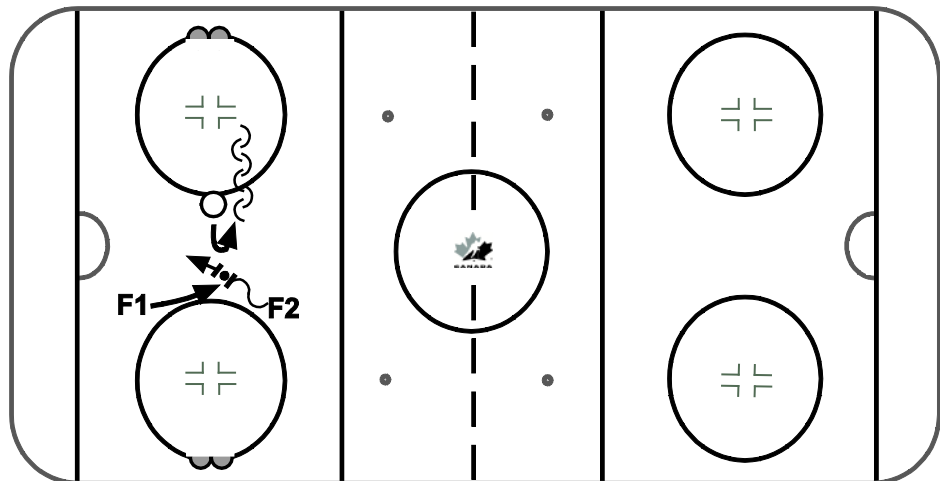
More information

1 on 2 cross ice game

- The idea is for O to carry the puck through the middle of the ice with control
- F1 should be trying to separate O from the puck and/or angling the puck carrier to the boards
- F2 should support and be prepared to jump on a loose puck or separate O from the puck

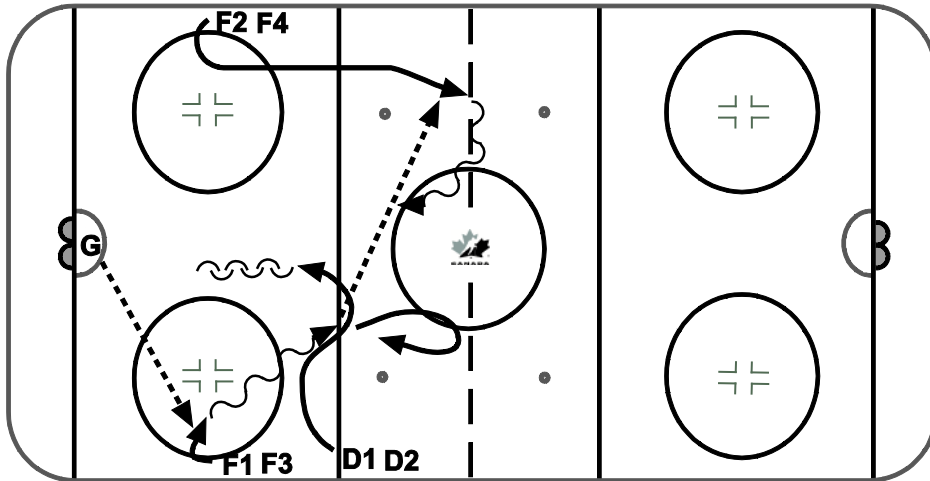


- F2 should carry to the middle of the ice with control, drop to F1 and screen or block O
- F1 must support behind puck carrier
- O should be defending and trying to keep F1 and F2 to the outside

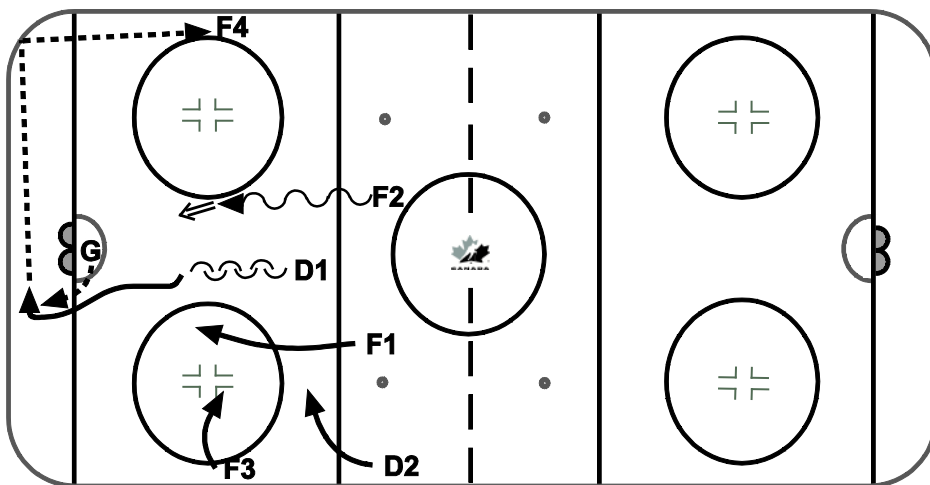


2 vs 1 – One-puck drill (in 1 end)

- Forwards have 2 objectives - to score and forecheck
- Defence has 3 objectives - prevent scoring, gain possession of puck, make breakout pass to next group of F's.
- Goalie starts with the puck and passes to F1. F1 skates to middle and passes to F2. F1 and F2 regroup to attack D1 2 on 1.
- D1 moves, reads and closes the gap to play the 2 on 1

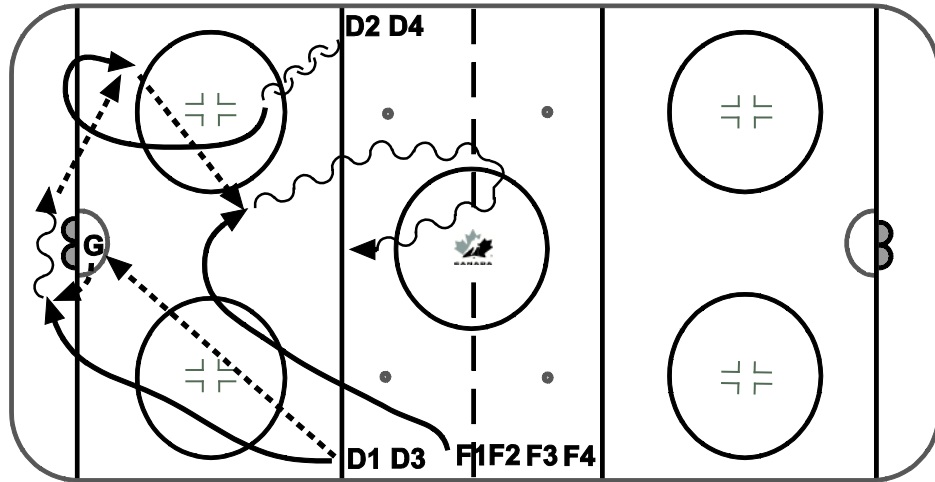


- F1 and F2 try to score or forecheck in order to try to score again. F1 and F2 play 2 on 1 against D1 below the dots. If the puck comes outside the dots O or X can control. D1 must gain possession of puck to pass to X or O, when O or X have control they clear zone and attack on D2. If the D or the goalie can't clear the zone in 20 seconds the coach blows the whistle and X and O start drill over.

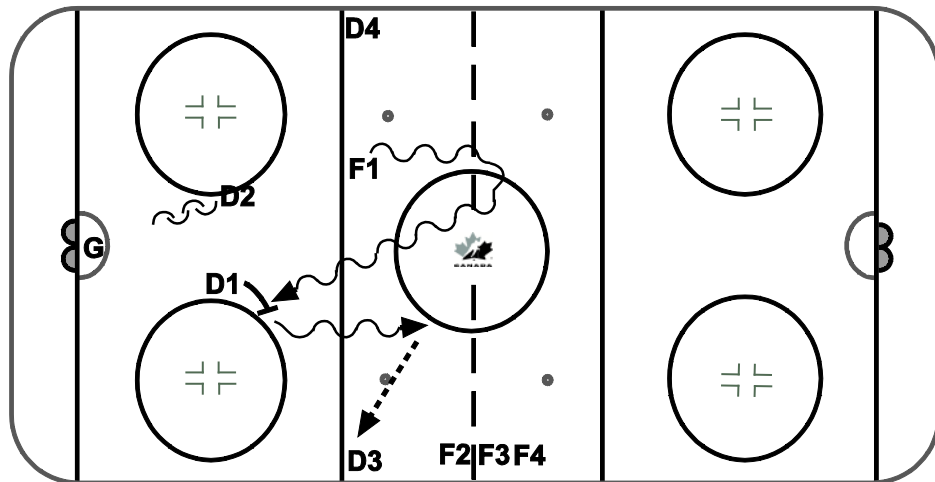


1 vs 2 – Using two nets (in 1 end)

- Forwards have 3 objectives: to score, to control the puck, and to backcheck.
- Defence have 3 objectives: to prevent scoring, to gain possession, and to start the offence by skating with the puck.



- D1 starts this drill by shooting at the goalkeeper or dumping the puck behind the net. The goalkeeper makes the save and passes to D1 or D2 who then passes to F1 (according to your break out system). Then D1 and D2 skate quickly in the neutral zone, pivot and play 1 vs. 2 against F1. F1 starts the drill at the same time as D1. F1 reads the play and skates with timing to open space for the break out pass. After receiving the pass F1 skates through the centre ice and plays 1 vs. 2.



- If F1 scores, then D3 starts the drill over. If D1 or D2 gain possession of the puck, D1 and D2 play 2vs 1 against F1. D1 and D2 try to carry the puck to the middle of the ice through the neutral zone face off dots which act as the second net.

GOALTENDING

In this section:

- [Follow-along](#)
- [Hockey Canada coaching downloads](#)

Follow-along

Introduction

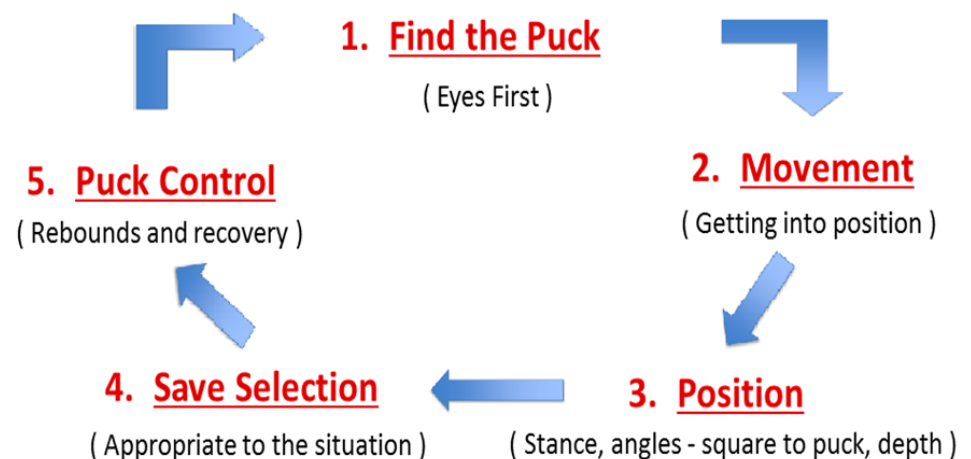
- Incorporate your goalies into each drill. Give them an individual skill or team concept to focus on (goalie purpose).
- Your goalies will improve doing team drills, but if you make time for one drill (10 minutes) per practice, you will be able to give them the attention they deserve.
- There is information on goaltender skills in the [Hockey Canada coaching downloads](#) link, but it won't be discussed in this module — the trend at D1 and HP1 is to access specialized help.
- Goaltending is a critical aspect of team play and requires direct, consistent, and unique coaching skills.
- Just as forwards and defenders get specific coaching for their respective positions, goalies need the same attention and guided skill development.

Pre-save/Save/Post-save

- Goaltending can be broken up into 3 major parts — pre-save, save, and post-save:
 - Pre-save: Maintain strong visual connection to the puck while moving into the shot line.
 - Save: Make the correct save selection/response to the shot.
 - Post-save: Move immediately to the new shot line to best defend the net if a rebound occurs.

The save cycle

- The save cycle consists of 5 key areas of focus for solid goaltending:



- This is how the save cycle and pre-save/save/post-save are related:

Save cycle	Pre-save/Save/Post-save
#1, Find the puck #2, Movement #3, Position	■ Pre-save
#4, Save selection	■ Save
#5, Puck control	■ Post-save

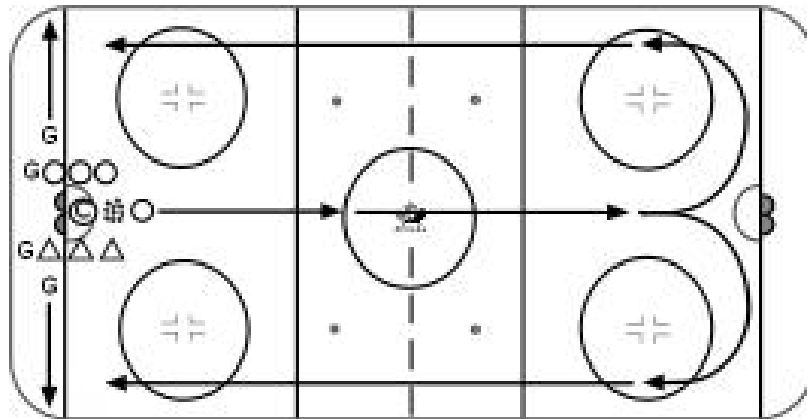
Ten scoring situations

- Hockey Canada’s goaltender advisory group identified 10 scoring situations that goaltenders and coaches need to be aware of.
- The scoring situations are broken down into 10 categories to help the goaltender recognize the situation and select the best way to defend it.
- Goaltenders must be able to read both attacking players’ options and their own teammates’ defending position while processing the situation.
- The 10 scoring situations are:
 - Clear shots
 - Entries
 - Net drives
 - Breakaways
 - Rebounds
 - Low/High
 - East/West
 - Below the goal line
 - Deflections
 - Screens

Practice tips

- Skating: Goaltenders’ priorities should be goalie-specific skating (“C” cuts, T-push, shuffles and pivots); when not doing these, they should join in team skating drills for conditioning.
- Passing: Goaltenders should focus on goalie-specific passing drills when the team is doing passing drills.
- Drills: Explain to goalies the purpose of the drills *for them* and their role in the drills.
- Plan to have 3 or 4 coaches at practice. Whenever your goalies have some idle time, a 3rd or 4th coach can be a great deal of help.
- Space out your shooters.
- Use game-application drills.

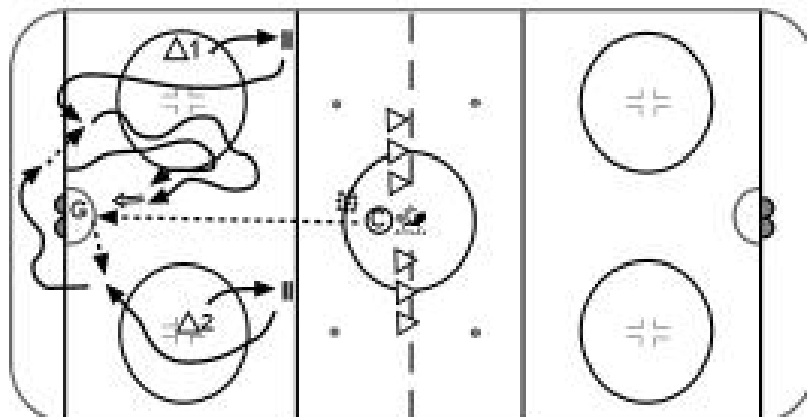
**Team warm-up drill:
Goalie purpose – skating**



**Team warm-up drill:
Goalie purpose – feel the puck**



**Team drill:
Goalie purpose – puck handling**



Communication:

Goaltenders / Goalie Coach

- Communicate who is playing the next game
 - Give your goaltenders a minimum of one practice (if available) to mentally prepare for their next start
- Explain what is expected of them in game situations
 - Be sure that expectations align with individual and team goals
- Give feedback
 - Be open and honest, and try to provide feedback that is quantifiable, e.g., stats
- Set goals
 - Set individual and team goals

The role of the goalie coach

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

Hockey Canada coaching downloads

Check [Hockey Canada's coaching downloads](https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads)⁶ for these resources on goaltending:

- Goaltending: Additional resources

⁶ <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>



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