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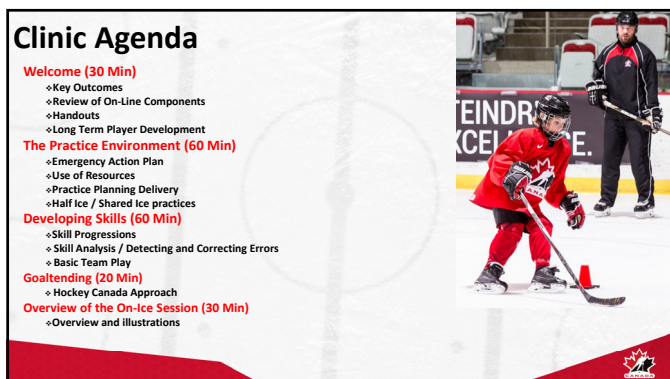
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## Clinic Outcomes

- ❖ To enhance the theory taken in the On-line Hockey University course with practical learning experiences in the classroom and on ice
- ❖ To enhance the use of resources available to coaches
- ❖ To provide practical coaching tools for immediate implementation.



Coaches are expected to provide a safe environment, to communicate in a positive way, to teach fundamental skills and tactics, to teach the rules, to give direction during games, to help young people become fit and to help young people develop character.

It is the coach's responsibility to create an environment that is a positive experience for all.

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## Instructors / Coaches

### U7 / U9 Coaching Pathway

- Hockey University – On-line Module
- Coach 1 – Intro to Coach in class and on ice clinic
- RIS – Activity Leader – On-line module



### Continuing Education Opportunities

- NCCP Instructional Stream
- Skating Clinic
- Skills Clinic
- Small Area Games Clinic

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## Hockey University

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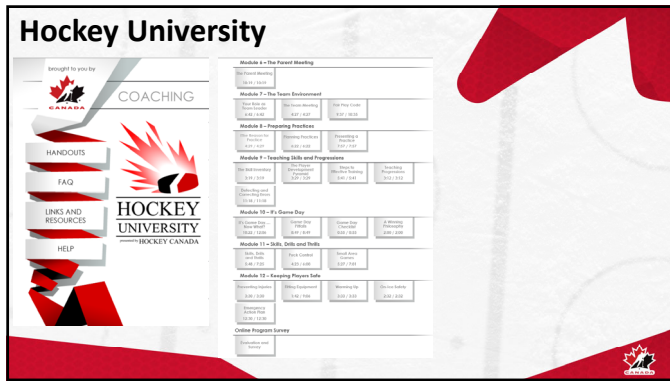
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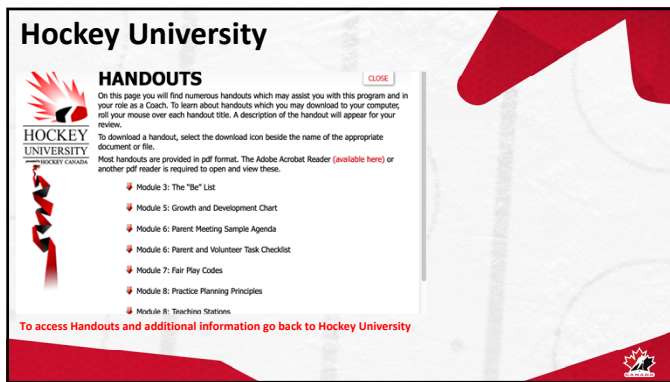
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## What is Long Term Player Development?

The Hockey Canada Long Term Player Development model (LTPD) is a framework to maximize a player's potential and long term involvement in sport over the course of his/her life.

This potential can be maximized by:

- ❖ Focus on supporting the complete player not just the athlete training and competition.
- ❖ Introduce athletic skills in a systematic and timely way
- ❖ Recommend other sports, cross training methods to get away from hockey and avoid burn out
- ❖ Remove the focus of winning at all levels and age

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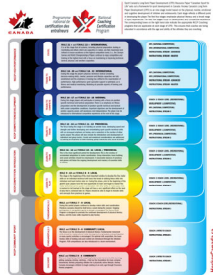
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## What is Long Term Player Development?



- ❖ Ensures an early focus on physical literacy - upon which excellence can be built,
- ❖ Ensures that optimal training, competition, and recovery programs are provided throughout the athlete's career
- ❖ Provides an optimal competition structure for the various stages of athlete development.

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## What is Long Term Player Development?

Research has concluded that it takes a minimum of **10 years** and **10,000 hours** of deliberate training for a talented player to reach elite levels. **This does not mean sport specific – it refers to the fact that it takes a long time to get to elite levels in sport, but that every athlete has the potential**



This means before the 10 year or 10,000 hour rule comes into play:

- 1) A player must have developed the fundamental skills
- 2) Be physically literate

**For a player and coach this translates into slightly more than 3 hours of training or competition daily for 10 years.**  
(Multi-sport / Multi-activity)

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## What is Long Term Player Development?

### Drawbacks in our Development System

- ❖ Over-competing & under training
- ❖ Fundamental movement skills and sport skills are not taught properly.
- ❖ Preparation geared to short-term outcomes
- ❖ Knowledgeable coaches at the elite levels
- ❖ Competition system interferes with athlete development
- ❖ Early specialization is demanded



There is a need to better educate parents on the hockey development of their child. It is okay for parents to want their kids to get to the highest levels but they need to know the best way to go about it.

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## What is Long Term Player Development?

### Consequences - What are the results of these drawbacks?

- ❖ Poor movement abilities.
- ❖ Lack of proper fitness.
- ❖ Poor skill development.
- ❖ Bad habits developed from over-competition focused on winning.
- ❖ Undeveloped and unrefined skills due to under-training.
- ❖ Children not having fun as they play adult-based programs.

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## What is Long Term Player Development?

The 2 most important aspects of Minor Hockey Association development are:  
 1) Consistency in the coaching philosophy  
 2) Consistency in what the coaches are teaching.



A Minor Hockey Association's success from a coaching / player standpoint will be based on 3 main aspects:

- 1) Enjoyment of players coming to the rink everyday
- 2) Improvement of players' skills
- 3) Developing of players to play at the next level

"Don't be a player's last Coach"

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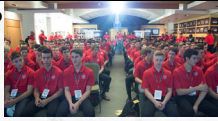
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## What is Long Term Player Development?

Keep as many kids as possible  
playing at as high a level as possible  
For as long as possible



By implementing a **standardized technical curriculum and methodology for instruction**, your association is building a foundation for athletes to enjoy the game of hockey and reach their potential.

While it should be the goal of each team to be successful, the player development process should be at the forefront of each team and this **development component must not be compromised.**

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## Importance of Sport for Girls

- ❖ Hockey helps girls develop the core skills required for a healthy and successful life.
- ❖ Girls who play sports are also more likely to develop a positive self-image and experience overall improvements in their health and well-being.
- ❖ Girls involved in sports see better academic outcomes than those who are not, and 94% of women who hold C-suite positions participated in sports in their youth.
- ❖ A strong work ethic, an appetite for collaboration and the ability to maintain perseverance are all results of participation in sports.



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## Importance of Sport for Girls

**BY AGE 14, GIRLS DROP OUT OF SPORT  
AT TWICE THE RATE OF BOYS**

- ❖ Not having fun is a top-four reason that girls leave sports.
- ❖ The top three factors that make sports fun for girls are positive team dynamics, trying hard and positive coaching.
- ❖ Positive team dynamics are about girls feeling a sense of acceptance and belonging, which results in them trying hard and performing well.
- ❖ Positive coaching is achieved when players are treated with respect, the team is encouraged and coaches joke around and participate in practice activities.



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## Importance of Sport for Girls

### TIPS FOR KEEPING GIRLS IN THE GAME

- ❖ Use gender-neutral phrases such as player-to-player or individual defence, instead of man-to-man defence.
- ❖ Refrain from “you play/skate/shoot/etc. like a girl” as a derogatory remark – suggesting all women’s and girls’ skills are inferior. The successes of athletes and coaches have many Canadians aspiring to perform *like a girl*.
- ❖ Focus on athletic competence and accomplishments. Use unbiased adjectives and adverbs to describe athletes (e.g. athletic, skilled, powerful, focused, committed) rather than using descriptors that emphasize their femininity, sexuality or other stereotypical labels (e.g. tomboy, pretty, nice).



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## Importance of Sport for Girls

### TIPS FOR KEEPING GIRLS IN THE GAME

- ❖ Refrain from using men’s sports as a yardstick to measure the success or skill of women and girls. Value women’s sports for their exciting and competitive nature, and highlight the successes of Canada’s National Women’s Team.
- ❖ Make an effort to profile different members of Canada’s National Women’s Team throughout the season, focusing on their skills, achievements and contributions.
- ❖ Close personal relationships with teammates are often a key reason that girls come to practice. Provide structured social time before, during or after practices bi-weekly through incorporating ice-breakers, fun games or discussions so players can connect and share their experiences.



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## Importance of Sport for Girls

### TIPS FOR KEEPING GIRLS IN THE GAME

- ❖ Invite a local female leader in your community to speak to your team. Speaker options are not limited to hockey players or coaches but can include a local business leader, a strong community volunteer, an athlete from a different sport, etc.
- ❖ Host a Bring a Friend/Try Hockey event. Encourage each of your players to introduce one of their friends to hockey. Hockey Canada’s Esso Fun Day program provides funding to local hockey associations to offer an opportunity for girls to try hockey for free. More information can be found at [hockeycanada.ca/essofundays](https://hockeycanada.ca/essofundays).



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## Importance of Sport for Girls

### GIRLS IN HOCKEY NEED WOMEN IN HOCKEY

- ❖ Women in coaching encourage girls to start and stay with hockey so they gain an advantage on and off the ice throughout life.
- ❖ Women in coaching encourage girls to be brave and have an opinion, and the result is a generation of girls that are unstoppable and know it.
- ❖ Invite moms of players on your team to volunteer in an active coaching role. The We Are Coaches program provides free, women-only coaching clinics. Find more information at [hockeycanada.ca/wearecoaches](https://hockeycanada.ca/wearecoaches).
- ❖ Invite young women, especially current or former players, to think about coaching. Inviting an older team in your LHA or your local university team to take turns volunteering during practices will provide your players with incredible role models and a vision of the future playing opportunities they have.

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## Seasonal Structure

**IDEAL HOCKEY SEASON:** Refers to an optimal seasonal structure – this is a guideline and is subject to a range of minor differences regarding suggested numbers.

**PREP/TRYOUT PHASE:** Refers to the period of time prior to the season starting – typically when prep camps and/or tryouts are held.

**DEVELOPMENT PHASE:** Refers to the period of time following tryouts or evaluation prior to the regular season starting.

**REGULAR SEASON PHASE:** Refers to the period of time from first regular season game to the start of playoffs or Provincial / Branch Championships.

**PLAYOFF PHASE:** Refers to the period of time from the end of the regular season through to the end of Playoffs.

**OFF SEASON:** Refers to the period of time from the end of the playoff season to the start of the next Prep or Tryout season.

### Sample Seasonal Structure for U13

Each age group has its own specific structure

U13: AGE 11-12		U13: AGE 11-12	
COMMUNITY (recreational)	DEVELOPMENTAL (competitive)	COMMUNITY (recreational)	DEVELOPMENTAL (competitive)
DEVELOPMENT PHASE	DEVELOPMENT PHASE	DEVELOPMENT PHASE	DEVELOPMENT PHASE
REGULAR SEASON PHASE	REGULAR SEASON PHASE	REGULAR SEASON PHASE	REGULAR SEASON PHASE
PLAYOFF PHASE	PLAYOFF PHASE	PLAYOFF PHASE	PLAYOFF PHASE
TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35
TOTAL GAMES: 25-30	TOTAL GAMES: 25-30	TOTAL GAMES: 25-30	TOTAL GAMES: 25-30

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## Seasonal Structure

**IDEAL HOCKEY SEASON:** Refers to an optimal seasonal structure – this is a guideline and is subject to a range of minor differences regarding suggested numbers.

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**OFF SEASON:** Refers to the period of time from the end of the playoff season to the start of the next Prep or Tryout season.

U13: AGE 9-10		U13: AGE 11-12	
COMMUNITY (recreational)	DEVELOPMENTAL (competitive)	COMMUNITY (recreational)	DEVELOPMENTAL (competitive)
DEVELOPMENT PHASE	DEVELOPMENT PHASE	DEVELOPMENT PHASE	DEVELOPMENT PHASE
REGULAR SEASON PHASE	REGULAR SEASON PHASE	REGULAR SEASON PHASE	REGULAR SEASON PHASE
PLAYOFF PHASE	PLAYOFF PHASE	PLAYOFF PHASE	PLAYOFF PHASE
TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35	TOTAL PRACTICES: 30-35
TOTAL GAMES: 25-30	TOTAL GAMES: 25-30	TOTAL GAMES: 25-30	TOTAL GAMES: 25-30

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## Seasonal Structure



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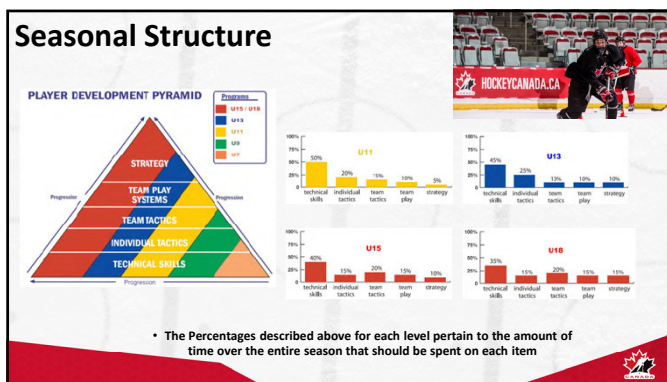
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## Seasonal Structure



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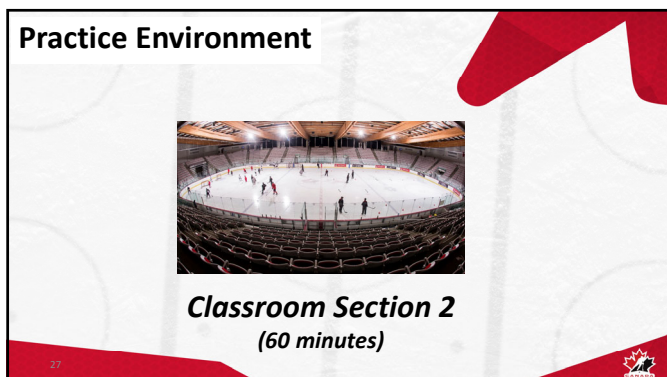
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## Practice Environment



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## Practice Environment



- ❖ Emergency Action Plan
- ❖ Use of Resources
- ❖ Practice Delivery
- ❖ Half Ice / Shared Ice Practice Sessions

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## Emergency Action Plan (EAP)

- Refer to Handout section in Hockey University On-Line module

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## Coaching Resources



[www.hockeycanadanetwork.com](http://www.hockeycanadanetwork.com)

**BY THE NUMBERS**

800 TEAM CANADA YOUTH CLUBS

3,200 ARTICLES

300 PRACTICE PLANS

1,500 DRILLS

900 VIDEOS

**HOCKEY CANADA NETWORK RÉSEAU**

PLAY VIDEO

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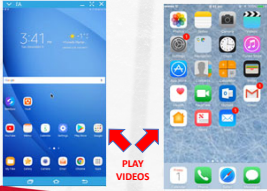
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## Coaching Resources

**SUBSCRIBE** *Getting started is easy...*

Download the app through the App Store or Google Play.



Subscribe in-app or online for immediate access, distribution and savings.  
[www.hockeycanadanetwork.com](http://www.hockeycanadanetwork.com)  
 Purchase Hockey Canada Network access codes online for your team or local minor hockey organization.



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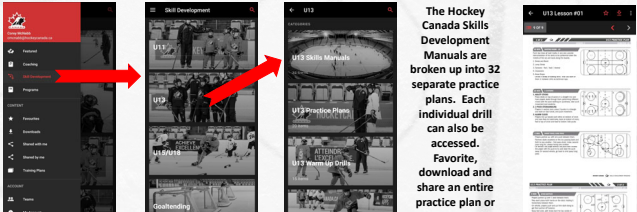
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## Coaching Resources

**Skill Development - Skills Manuals**



The Hockey Canada Skills Development Manuals are broken up into 32 separate practice plans. Each individual drill can also be accessed. Favorite, download and share an entire practice plan or individual drill

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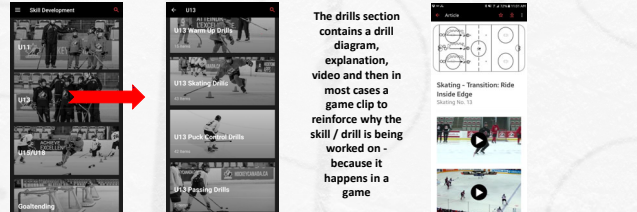
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## Coaching Resources

**Skill Development - Drills / Skills Videos**



The drills section contains a drill diagram, explanation, video and then in most cases a game clip to reinforce why the skill / drill is being worked on - because it happens in a game

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## Coaching Resources

**Drill Hub – Drills / Skills Videos**

The Hockey Canada Drill Hub is a free resource for coaches with over 600 drill and videos.

Create a free account to create and share practice plans

Practice like Team Canada  
Access a Library of Free Drill Videos & Diagrams

MY PRACTICE PLANS  
Create a Practice Plan

COMPLETE PRACTICE

DEFENSEMEN SPECIFIC DRILLS

FOOT SPEED

INSTRUCTIONAL STREAM - CHECKING SKILLS 1

INSTRUCTIONAL STREAM - DEV'S SKILL 1

INSTRUCTIONAL STREAM - GOALTENDING 1

INSTRUCTIONAL STREAM - SKATING 1

INSTRUCTIONAL STREAM - SKILLS 1

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## Practice Planning / Delivery

List the 7 key components that make up the practice environment

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- ❖ Lesson Organization
- ❖ Planning and Delivery
- ❖ Teaching Stations
- ❖ Teaching Progressions
- ❖ Equipment and Teaching Aids
- ❖ Grouping of Players
- ❖ Drills and Games

Upon completing this section you will be familiar with:

- 1) How to properly plan and prepare for a lesson
- 2) How to organize teaching stations depending on the number of players you have
- 3) The concepts of teaching progressions
- 4) How to use equipment and space effectively
- 5) How to group players effectively
- 6) Correct on-ice communication techniques
- 7) How and when to use drills and games

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## Lesson Organization

**Failing to Plan is Planning to Fail!**

- ❖ Best Case Scenario  
-High Repetition, lots of players active, game like scenario
- ❖ Worst Case Scenario  
-Low Repetition, lots of players standing around, non-game like

Diagram illustrating Lesson Organization:

High Reps

Non Game-Like Simulation

Game Simulation

Low Reps

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## Practice Planning / Delivery

### Practice Principles

- ❖ Give clear and concise instruction
- ❖ Use key teaching aids
- ❖ Create progressions
- ❖ Keep players active
- ❖ Give positive feedback
- ❖ Provide a variety of drills
- ❖ Have a plan and also be flexible

**MAKE SURE THE COACHES AND PLAYERS HAVE FUN!!!**

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## Practice Planning / Delivery

Have a plan - state the goals of the practice including key teaching points

Consider all components to an effective practice:

- ❖ Warm up
- ❖ Skill development
- ❖ Individual and team tactics
- ❖ Skills needed by position
- ❖ Fitness level
- ❖ Fun game
- ❖ Cool down

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## Practice Planning – 4 Links

### 4 Links

**1st LINK:** Warm Ups / Skills – Do early in Practice and for repetition

**2nd LINK:** Forward / Defence / Goaltender Specific Skills - Stations

**3rd LINK:** Individual Tactics – Tie the skills together

**4th LINK:** Team Tactics / Small Area / Competitive Games – Game Like Situations



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**Practice Planning – Warm Ups**

Warm Ups / Skills




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**Practice Planning – Skills Splits**

Forward / Defence /  
Goaltender Specific Skills





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**Practice Planning - Tactics**

Individual Tactics




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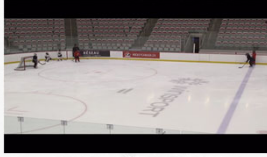
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## Practice Planning - Tactics

### Team Tactics



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## Practice Planning – Game Tactics

### Game Tactics / Competitive Skills & Games



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## Tips for Effective Teaching

- ❖ Teach what the player can handle.
- ❖ Teach new things early in the practice.
- ❖ Use progressions – work from the simple to the complex.
- ❖ Break complex skills down into smaller components
- ❖ Correct major errors at once
- ❖ Repeat drills for short periods at a time, but over many practices.
- ❖ Introduce and develop skills in a controlled environment, apply them in game like situations
- ❖ Praise effort and good performance.

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## Teaching Stations

The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

- 1) The total number of players (try to divide them evenly)
- 2) The different levels of skill of the players
- 3) The number of Assistant Coaches you have working with you
- 4) The number of different skills or components of each skill you intend to teach
- 5) The amount of ice available for your use



PLAY - Video

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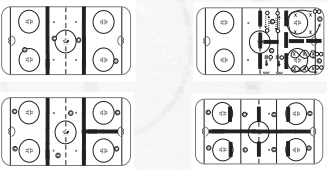
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## Teaching Stations

**Skill Stations:**

- ❖ 3 Stations
- ❖ 4 Stations
- ❖ 5 Stations
- ❖ 8 Stations

**No limitations on how to use the ice!**



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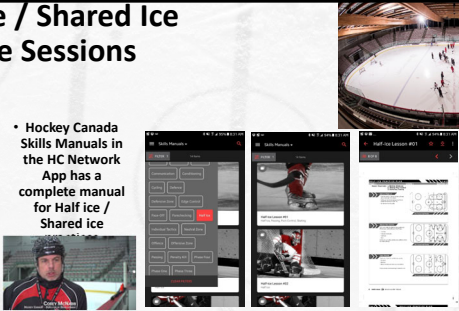
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## Half Ice / Shared Ice Practice Sessions

Hockey Canada Skills Manuals in the HC Network App has a complete manual for Half ice / Shared ice



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## Equipment / Teaching Aids

Two of the instructor's most important resources are equipment and teaching aids

- ❖ Without these, lessons are much less effective, are usually without variety and often become dull and boring.
- ❖ Performance of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

List some of the teaching aids that could be of benefit on the ice

Play Video



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## Grouping of Players

At the beginning of the year, one of your first tasks as a coach, will be to divide the group up into more manageable smaller groups for skill work

- ❖ This will normally take place during the first few ice sessions once you have had the opportunity to view the players' abilities etc.
- ❖ Adjustment to initial grouping may be necessary as the season progresses.

List 4 things to consider in grouping players

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## Drills and Games

Using a variety of skill drills and fun games and / or relays will go a long way toward making your ice sessions educational and fun.

Use these types of activities to break up difficult drills or skills, to relieve boredom, to add variety and to finish off a session on a high note.

Small Area Games

National U17  
Camp -  
Small Area Games



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## Developing Skills



### Classroom Section 3 (60 minutes)

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## Developing Skills

"Skill Development is only important if you  
plan to do something about it."

- ❖ Skill Progressions
- ❖ Skill Analysis / Detecting and Correcting Errors



COREY MCNABB  
Hockey Canada Director of Development

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## Teaching Progressions – 4 Links

1<sup>st</sup> Link – Select the Skill –  
Heel to Heel

2<sup>nd</sup> Link – The Explanation  
/ Demonstration

3<sup>rd</sup> Link – Practice the Skill

4<sup>th</sup> Link – Advance the Skill



-Give Feedback to Guide  
Improvement

-Use Feedback as a  
Measure of Progress

-Use Feedback as  
Reward, not Punishment

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## Developing Skills

### 5 Key Points to Consider

- 1) Technique
- 2) Practice
- 3) F.I.O.
- 4) Practice with Purpose and Speed
- 5) Game Application

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## Developing Skills

### Technique

- 1) Teach skills not only for technique, but also for results.
- 2) Repetition helps players to become consistent performers.
- 3) Results happen when repetition of proper technique can be mastered so technique can be incorporated into drills and ultimately into games.

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## Developing Skills

U11



U18



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## Developing Skills

### Technique – 5 Components of Stickhandling

- 1) Feet wide apart for stability and balance
- 2) Bottom hand needs to be able to slide for range of motion.
- 3) Move the puck first – then the body for puck protection
- 4) Quick hands and quick feet but also quick hands and slow feet
- 5) Every move needs to have a set up and a pay off



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## Developing Skills

U11



U18



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## Practice Delivery

### THE TRAINING FORMULA

TRAINING = Instruction + Practice + Feedback +  
Repetition + Repetition + Repetition



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## Practice

"Players need to learn at a speed where they can practice, think and create without worrying about making mistakes"

- ❖ Practice at a speed so players can learn
- ❖ Practice needs to be done in progression:
  - if you can't do it standing still
  - you can't do it moving
  - and you can't do it to beat an opponent
- ❖ Work on the same skills in a variety of drills



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## Practice

U11



U18



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## F.I.O. – Figure it Out

- ❖ Figure It Out - means creativeness and improvisation
- ❖ If players are **attached to the outcome ie worried about making a mistake**, they will not fully realize their potential to be creative. They need to let go!
- ❖ Create or set up the drill, then let players decide the patterns



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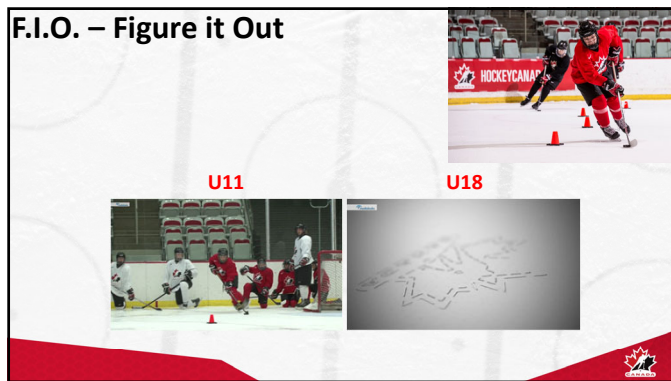
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## F.I.O. – Figure it Out



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## Practice with Purpose & Speed

Once technique has been practiced, it then has to be done with purpose.

Practice with purpose then has to be done at speed – **GAME SPEED**

When stickhandling can be done with purpose and speed it can then be done without thinking. It then happens automatically and deception and creativity can come into play

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## Game Application

- ❖ Once they have technique, once they have practiced, once they have figured it out with purpose and speed - then comes the most important aspect of all!!!
- ❖ We all know great practice players, but the great ones can do it in a game!
- ❖ In order to gain buy in, and keep buy in, the players will eventually need to know how it applies in a game.

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## Game Application

Best place to go for game application –  
watch pros, watch games, watch video

Watch goals scored at higher levels and develop drills out  
of what you see.



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## A Coach Must:

- ❖ Understand qualities required by players for skill performance during practices and games.
- ❖ Comprehend how you can improve individual player skills
- ❖ Utilize drills that will improve skills and are integrated into individual and team tactics.



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## Skill Analysis

- ❖ All players and especially young players, need to continuously perfect and advance individual skills and tactics. The results will contribute significantly to individual and team success both in practice and in games.
- ❖ The coach must understand how these skills and tactics are executed for efficient practicing and maximum development of the players.



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## Skill Analysis

- ❖ Skills Analysis based on assessment is less about the biomechanics and more about evaluating strengths and weaknesses of the team, positions and individual players.



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## Skill Analysis

1. Overall assessment of your team
2. Overall assessment of position specific – F / D / G
3. Overall assessment of each individual player



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## Skill Analysis

- ❖ As an example of this: A coach will need to determine the overall strengths and weaknesses from a skill standpoint of the team as well as each of the players.
- ❖ The need to improve the foot speed of defensemen or the deception and creativity of the forwards.



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## Skill Analysis

### Correction Methods

- STEP 1: Break a skill into separate parts
- STEP 2: Separate the good points of technique from the bad
- STEP 3: Find a way to correct the technique



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## Skill Analysis

- ❖ Once you as a coach have determined the areas of skill improvement to be worked on it is necessary to include skill improvement in all practices with efficient drills focused on repetition and specificity.



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## Food For Thought

- Samples of concepts to introduce into drills / practice

### Start Drills With Skills



### Start Drills From FaceOffs



### Loose Puck Retrievals



### Puck Steals



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## Small Area Games



Barry Trotz  
Canadian National Team Coach

**Decrease the Space! Increase the Pace!**

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## What Are Small Area Games?

- ❖ Competitive hockey drills done in a smaller than normal playing area
- ❖ This can be cross ice, neutral zone, corners - depending on what coaches are trying to teach
- ❖ Usually less players participating but with a higher and consistent intensity. Lots of puck touches.
- ❖ Designed to simulate possible game-like situations that players can experience and learn from



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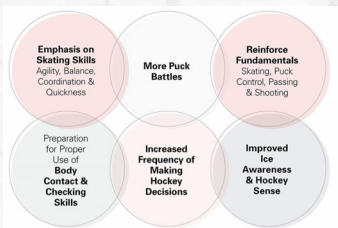
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## Skills in SAG's



**"Hockey sense" is basically a learned trait based on experience.**

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## Basic Team Play

- ❖ Team play at this level is designed to give coaches a basic framework to help in organizing their team
- ❖ As a coach you may want to spend a bit of time at the start of the season to provide your players with some basic concepts on the following:
  - Breakouts
  - Defensive Zone Coverage
  - Forechecking
  - Power Play
  - Penalty Kill

It is important to focus on the individual skills that go with each of these concepts if you want to have success. A reliance on team play will not be a good long term alternative to the development of fundamental skills and individual tactics as these are required for a team to execute team tactics and strategy



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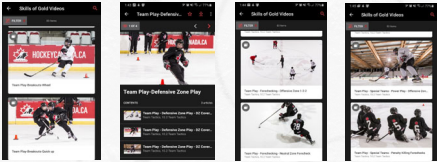
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## Basic Team Play

Team Play Resources

Hockey Canada Network App → Skill Development → Skills of Gold Videos



Also refer to the Hockey Canada U17 Development Guide as part of the Coach 2 Resource package



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## Goaltending



**Classroom Section 4**  
(20 minutes)

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## Goaltending

### Learning Objectives

- ❖ To learn how to integrate the goaltender in all practice drills.
- ❖ Communication with your goaltenders



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## Introduction

- ❖ Incorporate your goalies into each drill. Give them an individual skill or team concept to focus on (Goalie Purpose)
- ❖ Your goalie 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.

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## Hockey Canada's Approach

- ❖ Goaltending is a critical aspect of team play and requires direct & consistent unique coaching skills
- ❖ As forwards and defenders get specific coaching for their respective positions, goalies require the same attention and guided skill development
- ❖ Goaltending can be broken up into **3 MAJOR SECTIONS** found in the Save Cycle

### PRE-SAVE / SAVE / POST-SAVE

- ❖ **PRE-SAVE:** Maintaining strong visual connection to the puck while moving into the shot line.
- ❖ **SAVE:** The correct save selection/response to the shot
- ❖ **POST SAVE RECOVERY:** Immediate movement to the new shot line to best defend the net if a rebound is produced.

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## Hockey Canada's Approach

❖ The Save Cycle is comprised of 5 key areas of focus for solid goaltending:



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## Ten Scoring Situations

❖ The scoring situations are broken down to 10 categories to help the goaltender recognize the situation and select the best way to defend it.

❖ Goaltenders have to be able to read both attacking players options and own team mates 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

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## Ten Scoring Situations

❖ **Clear shots:** An unobstructed shot where the goaltender sees the puck from the release to the net. Goaltenders' read is player is shooting and will not advance to net or pass puck.

❖ **Entries:** All situations where the puck is carried across the blue line into the zone that result in an attempt at the net.

❖ **Net Drives:** An in-zone play where the player has the ability to skate the puck all the way to the net or a better scoring area.

❖ **Breakaways:** Player is ahead of all defending players with only the goaltender as the last line of defence.

❖ **Rebounds:** Second chance to score off of an original shot or attempt at the net.

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## Ten Scoring Situations

- ❖ **Low-High / High-Low:** Puck that is passed out (Low-High) or down (High-Low) that generally stays on the same side of the ice.
- ❖ **East-West:** Puck that travels across the middle of the ice either passed or carried and forces the goaltender to move laterally.
- ❖ **Below the goal line:** A scoring situation that originates along or below the goal line to either near post or far post (walkouts and wraparounds).
- ❖ **Deflections:** A shot where the puck changes direction because of impacting a stick or player prior to reaching the net.
- ❖ **Screens:** A situation where one or more players from either team disrupts the goaltender's vision as the puck travels to the net.

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## Practice Tips

- ❖ **Skating:** Goaltenders priorities should be goalie-specific skating ("C" cuts, T-Push, Shuffles and Pivots), when not doing so 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
- ❖ Space out your shooters
- ❖ Communicate to goalies what their roles are for certain drills
- ❖ Game type situation drills
- ❖ Try to have 3 – 4 coaches at practice. Whenever your goalies have some idle time, a 3rd or 4th coach can be a great deal of help.

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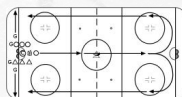
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## Team Warm Up Drill: Goalie Purpose - Skating



### Goaltender Skating Warm Ups

Goalies can skate full ice drills as well, not all goalie skating has to happen in the crease. Goalies need to be good skaters too!

- Goalies can do lanes like the fwrds
- Give them goalie specific skating skills to do
- Also utilize the goal line for goalie specific skating skills

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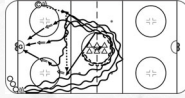
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## Team Warm Up Drill: Goalie Purpose – Feel the Puck



### 5 Shot Warm Up

Can tell shooters to shoot at glove / blocker / shoot for stick etc – purpose is for goaltender to get warmed up & feel the puck

- 5 Shots = 4 from Fwds – 2 from D
- 1<sup>st</sup> shot from right
- 2<sup>nd</sup> shot from middle
- 3<sup>rd</sup> shot from left
- After Fwds Shoot – stay at net for tip or deflection on shot from D – ( Don't screen – let goalie see puck )

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## Team Drill: Goalie Purpose – Puck Handling



### Goalie Set Puck for Retrieval

-Defensemen tag up on the blue line and coach dumps the puck. Defenseman yells "set" and goaltender sets the puck. Goaltender stops puck and listens for defenseman's communication

#### Key Teaching Points

- The key is communication between defensemen and goaltender
- They need to decide what is going to be done with the puck before the defenseman arrives
- "Set" or "Pass" should be options every time the goaltender touches the puck
- If it is "set" goaltender will set the puck for the defensemen to pick up. If "pass" then defensemen will get open and goaltender will pass the puck to them or a forward

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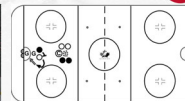
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## Team Drill: Goalie Purpose – Eye Skills



### Seeing the Puck

Can use second goaltender to screen goalie in net and have to work to see / find pucks

- Second goalie acts as a screen for goalie in net
  - Two players line up in front of the net and coach puts the puck on net
  - As soon as the puck bounces in front of the players, players battle for the puck and finish with a shot on net
- Key Teaching Points**
- Quick hands to retrieve the puck and get a shot off
  - Protect the puck, Keep head up
  - Goalies and Players Compete for loose puck

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## Communication: Goaltenders / Goalie Coach

- ❖ Communicate who is playing the next game
- ❖ What is expected of them in game situations
- ❖ Feedback
- ❖ Goal setting



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## 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 of development
- ❖ Use video as an effective coaching tool
- ❖ Help the goaltenders deal with pressure and poor performances



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