

HIGH PERFORMANCE-1



PLANNING, TEACHING AND EVALUATING TECHNIQUES IN COACHING

THE INFLUENCE OF A TEACHER WILL LAST FOR AN ETERNITY, YOU NEVER KNOW WHEN IT STARTS OR STOPS.

(Tuesdays with Morrie)

THE BEST TEACHER I EVER HAD

by Chris Novak

Mrs. Thompson taught 5th grade and like to think of herself as a very good teacher who treated all her students the same – that is, until a frumpy little boy name, Teddy Stoddard, sat slumped in a front row seat one year and change everything.

Mrs. Thompson had watched Teddy the year before and noticed that he didn't play well with the other children, that his clothes were messy, that he constantly needed a bath, and that in fact, Teddy could be very unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

All that changed though when Mrs. Thompson finally got around to reviewing Teddy's school records.

Teddy's first grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has good manners...he is a joy to be around." His second grade teacher wrote, "Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third grade teacher wrote, "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken." Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class."

Mrs. Thompson realized that Teddy was not a problem child at all but a child whose problems had overwhelmed him. She was ashamed of herself for her haste to judge the struggling boy. She felt even worse when her students brought her Christmas presents that year, wrapped in beautiful paper and tied with pretty ribbons, except for Teddy's whose present was clumsily wrapped in the heavy brown paper the he got from a grocery bag.

Opening Teddy's gift, she extracted a rhinestone bracelet with some of the stones missing, and a bottle that was one quarter full of perfume. The other children erupted in laughter but she stifled them with an exclamation of how pretty the bracelet was as she put it on, dabbing some of the perfume on her wrist too. Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my mom used to."

Mrs. Thompson went back to her room, closed the door and cried for an hour. When she composed herself, she vowed to quit teaching reading, and writing, and arithmetic and start teaching children – starting with Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and one of her favorites.

About a year later, Mrs. Thompson walked into her classroom and found a note from Teddy slid under her door. It said that she was still the best teacher he ever had in his whole life. Six years would go by before she got another note from Teddy who wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he ever had in his whole life.

Four more years passed and yet another letter came explaining that after he got his bachelor's degree, he decided to go a little further. The letter said that she was still the best and favorite teacher he ever had but that now his name was a little longer – the letter was signed, Theodore F. Stoddard, MD.

Later that same spring, there was yet another letter from Teddy saying he was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit in the place at the wedding that was usually reserved for the mother of the groom.

Mrs. Thompson arrived at the ceremony wearing the bracelet with several rhinestones missing that Teddy had given her so many years before and the perfume that Teddy remembered his mother wearing on their last Christmas together.

They hugged each other, and Dr. Stoddard whispered, "Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference."

Mrs. Thompson, with tears in her eyes, whispered back, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."



MY MOST OUTSTANDING TEACHER

TEACHER

Name: _____

My Age: _____

Three Reasons Why Outstanding:

1. _____

2. _____

3. _____

MY MOST OUTSTANDING COACH

COACH

Name: _____

My Age: _____

Three Reasons Why Outstanding:

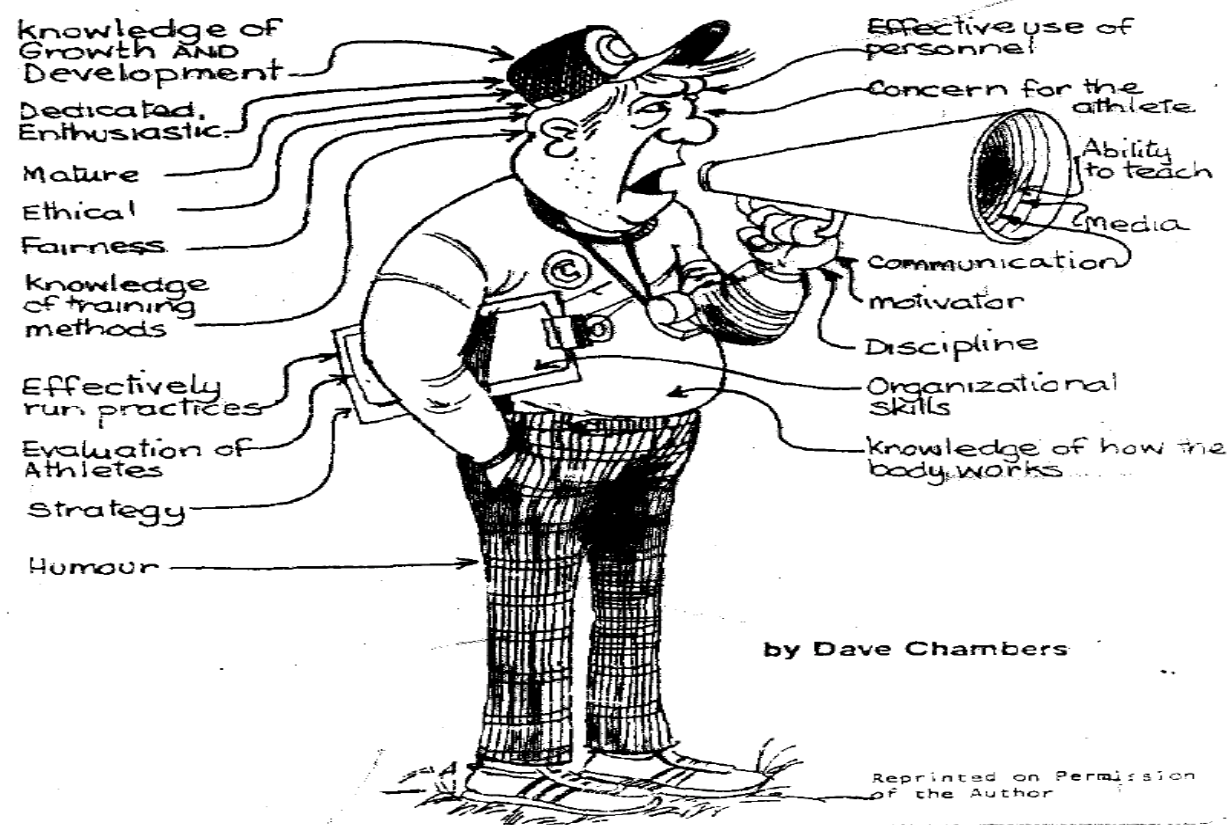
1. _____

2. _____

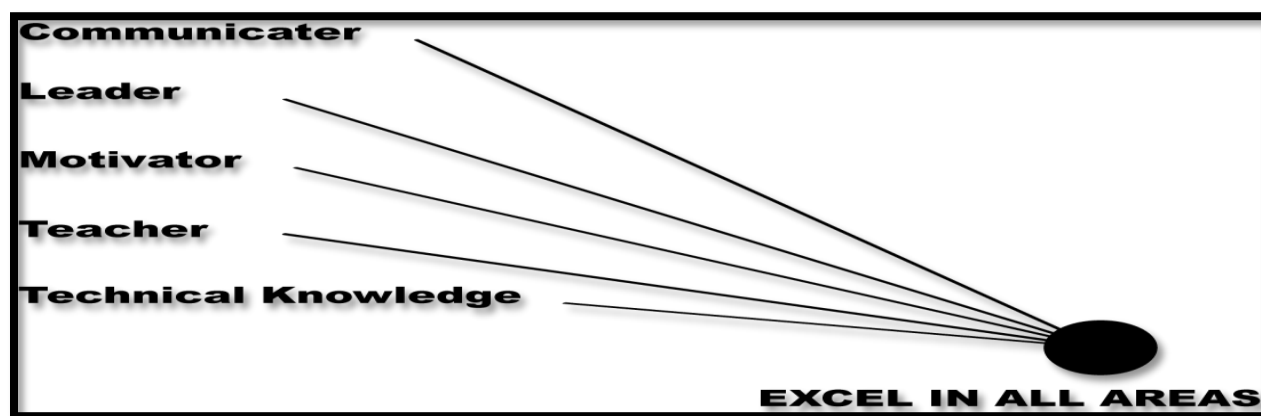
3. _____

CHARACTERISTICS OF SUCCESSFUL COACHES

An Anatomy of a Good Coach



TEACHING CHARACTERISTICS

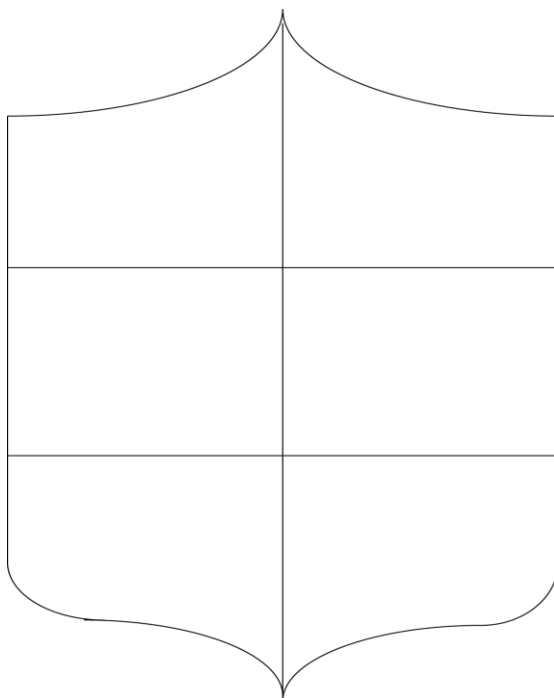


Manning 1989

TEACHING CHARACTERISTICS



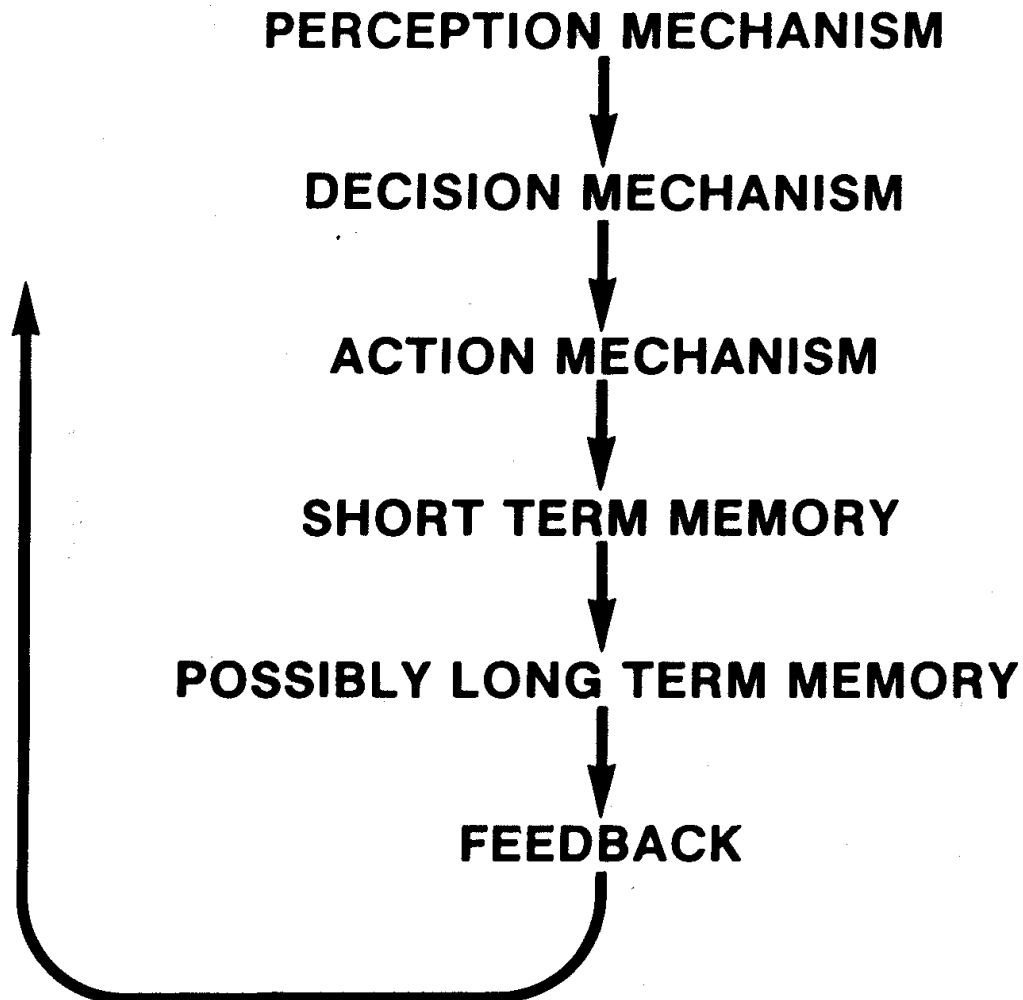
YOUR PERSONAL SHIELD



ANSWERS TO TASKS

1. ARITHMETIC _____
2. GEOMETRY _____
3. KEY INITIATIVES IN THE LAST DECADE
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
4. 3 PICTURES
 - a. _____
 - b. _____
 - c. _____
5. 3 SONGS
 - a. _____
 - b. _____
 - c. _____
6. 3 DANCES
 - a. _____
 - b. _____
 - c. _____

THE LEARNING PROCESS #1



“In Teaching it is the method and not the context that is the message... the drawing out, not the pumping in.”

Ashley Montago

SPECIFICITY

Specificity is the ultimate quality in a perfect practice to develop perceptual motor skills in the game of hockey.

Reaction time is developed through the application of specificity in practice drills.

DRILLS

In preparing drills:

- What is the goal of the drill?
- What competitive situation am I trying to reproduce?
- How do I go about reproducing the situation with the greatest possible accuracy?
- How am I teaching the player to recognize and respond to this situation?
- What techniques am I teaching the player?
- Am I completely confident that the technique is the one best suited to the specific abilities of the player?

WOODEN'S EIGHT LAWS OF LEARNING

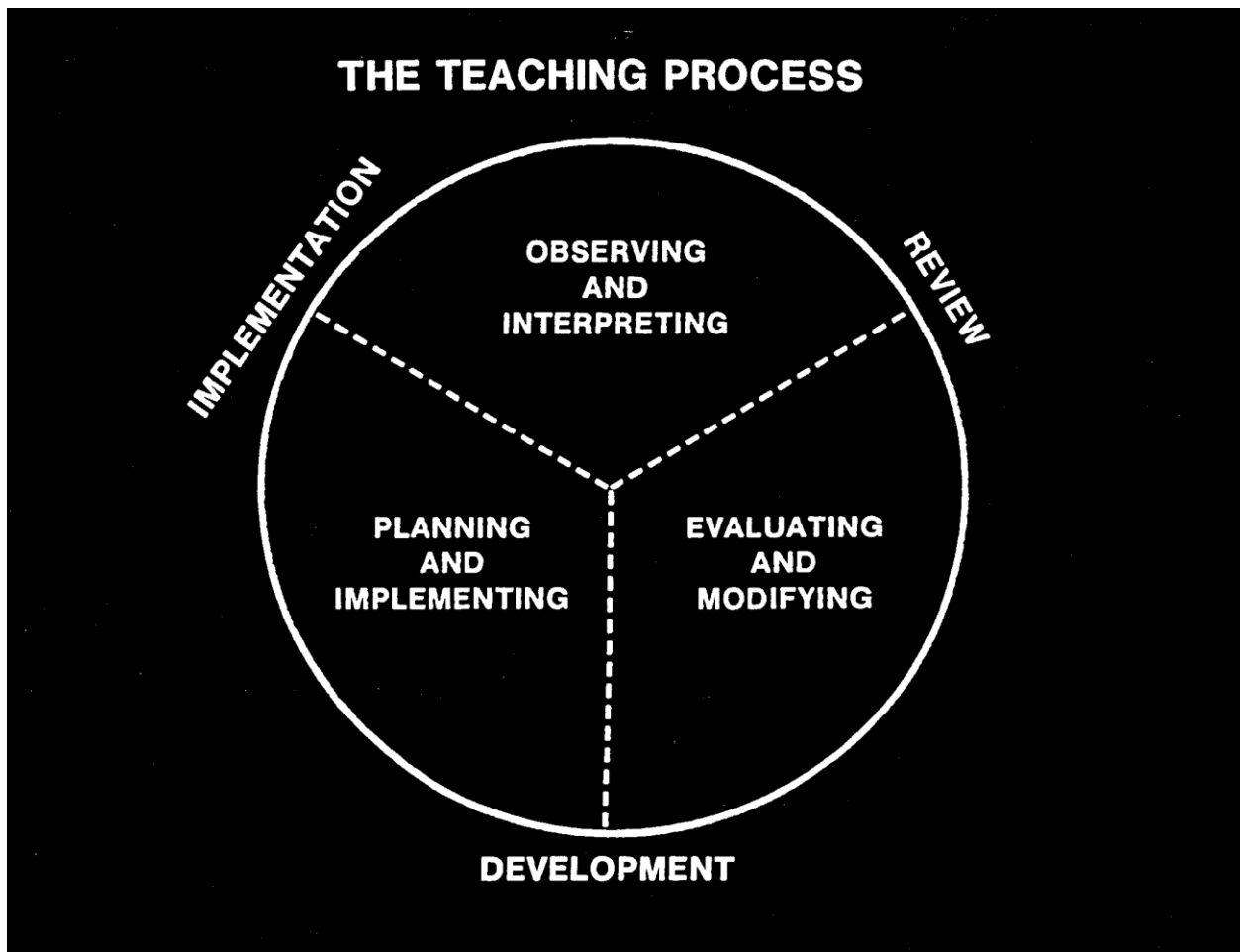
1. Explanation
2. Demonstration
3. Imitation
4. Repetition
5. Repetition
6. Repetition
7. Repetition
8. Repetition

“It is the supreme art of inspired teaching that awakens the joy of learning.”

Albert Einstein

Practice does not make perfect, perfect practice makes perfect.”

Nate St. Pierre



Evaluation

EVALUATION is to determine a coaching staff's ability to achieve the practice objectives. This is measured in the performance of the players in both practices and games.

SUCCESS BY THE PARTICIPANT!

MOTOR LEARNING PRINCIPLES APPLIED

TO SKILL ANALYSIS AND COACHING IN HOCKEY.

By Ronald G. Marteniuk

Introduction

Hockey is a perceptual-motor skill and isn't, as some people think, just a motor skill. Perceptual- motor skills involve highly mental processes with only the end result (i.e. the actual physical movement) being motor in nature. To understand hockey skills, then, a coach must come to know what mental processes contribute to these skills. In this way, if the processes are understood, the coach will be able to analyze skills to a greater degree and thus facilitate his coaching ability.

In many respects hockey skills are similar to those skills that involve the ability to think, solve problems and reason. In other words the success of a hockey player is determined by the efficiency of his brain to make quick and accurate decisions. These brain processes are called central mechanisms and are responsible for a large part of the success or failure of a hockey player as he attempts to perform or learn a skill.

The “Central Mechanisms” of Hockey Skills

The performance and learning of all hockey skills are dependent on four central mechanisms: perception, decision, action, memory

The function of the perceptual-mechanism is to take information from the environment or from the feedback a player receives while executing a skill, and organize and classify it so that accurate perceptions about the state of the environment or the accuracy of the execution of a skill results. Once the perceptual mechanism has identified the information, the decision mechanism must then, in light of what the hockey player wants to do, select a course or plan of action that will fulfill his objective. In other words he must select a sequence of actions that will exactly match the demands of the movement. Once a plan of action has been chosen, the action or effector mechanism must organize the proper movements within the brain and send them down to the muscles so movement will occur. The main responsibility of the effector mechanism is to sequence the motor acts and send them to the muscles with the correct temporal organization (i.e. timing ability) so that there is smoothness in executing the movement.

All three of these processes depend to a great extent on memory which is a place in the brain where a hockey player stores information about perceptions, decisions and actions so that they can be used again in the future. There are two types of memory that are important in hockey. Whenever a player makes a perception, decision, or action the results of these processes are stored in a very unstable short-term memory where forgetting occurs very rapidly especially within the first few minutes after the information is stored.

Information in short-term memory, if it is to be permanently remembered, must be passed to long-term memory. The long-term memory of an event is a function of mental and physical practice. Those conditions of practice that influence the passage of information from short-term memory to long-term memory will be discussed at length later.

Feedback in Hockey

For efficient and accurate execution and learning of hockey skills an athlete must be able to receive feedback about his performance. Feedback is received by the perceptual mechanism and then is either utilized in the control of ongoing movement (e.g. controlling a slap shot) or it may be retained in memory so that the next time he attempts the skill he can use the feedback to modify and control the movement in a more efficient manner. Basically, there are two types of feedback. Knowledge of performance, the first type of feedback, is information a player receives about the execution of his movement. Usually this information arises from the players proprioceptive system which is the sensory system concerned with the “feel” of the movement (i.e. information from the muscles, joints, and balance receptors). The other type of feedback, knowledge of results, is feedback a player receives about the outcome of his movement, For example, did his shot go where he aimed.

Both knowledge of performance and results are necessary for learning to occur, they are not the same in that a movement can be executed as planned, but because it was inappropriate, not achieve the desired result. Or, the movement might not have been executed as planned but it still might achieve the right outcome.

While a hockey player is capable of receiving and interpreting these types of feedback by himself, many times he will also need feedback from a coach. When a coach gives feedback about the execution of a skill or its outcome, is it termed augmented knowledge of performance or results, respectively. More will be said about feedback later.

A More Detailed Analysis of the Perceptual, Decision, Effector and Memory Mechanism of Hockey

A. The Perceptual Mechanism

The most critical aspect of the role that perception plays in hockey concerns the development of selective attention. Selective attention determines what an athlete attends to and the efficiency with which he can anticipate or predict what will happen. Experienced hockey players know what to attend to because of their rich past experience. They can also predict what their opponents will do because they have no idea what to attend to or expect and as a result he is “bombarded” with information and he will more than likely attend to the wrong things. As a result his perceptions of what is actually happening will be wrong and he will do the wrong thing. A coach can help a young hockey player to perceive the correct thing by teaching for perception. That is, young hockey players can be taught, through appropriate drills, to become efficient in attending to the correct perceptual cues in hockey.

A coach should be concerned with developing three kinds of perceptual ability in his hockey players:

- a) The ability to “read” the most important cues in a game so that the player knows what to do.
- b) The ability to predict the future actions of the players’ teammates and opponents.
- c) The ability to correctly attend to feedback, both knowledge and performance.

Selective attention is best taught by the coach during practice, explaining to his players what cues he wants them to attend to and then planning a drill that allows his players to practice attending to them. The drill should be as “game-like” as possible so that there will be a positive transfer of perceptual abilities from practice to the game.

B. The Decision Mechanism

After a hockey player perceives what is happening he must then translate the perception into an appropriate movement that will result in him doing the right thing. Thus, he must make a decision about what to do. The ability of a hockey player to make decisions is measured by his reaction time, which for

good hockey players is about two tenths of a second. Decision or reaction time can be thought of as involving a matchup between what is happening in a game and what the correct action is to that situation. If the correspondence between game situations and the appropriate movements are not well learned this means that the hockey player's reaction time will be very long and as a result he will be slow and not be successful.

The decision ability involved in hockey can be taught by coaches. Some considerations that are involved in teaching decision ability are:

- a) Making drills as "game like" as possible so that decisions that a hockey player makes in practice are the same as those required during a game.
- b) A coach should explain to his hockey players what the relationships are between specific situations and their appropriate actions.
- c) The coach should get his players to watch highly successful hockey players and study what these athletes do in specific situations.
- d) A coach should tell his players to mentally practice the relationship between events and actions.

C. The Effector Mechanism

Once the hockey player has perceived the pertinent environmental cues (the perceptual mechanism) and decided upon a course of action (the decision mechanism) he must now organize and initiate his movement. To do this effectively the hockey player must have a clear and complete idea of what is involved in the execution of the skill. Thus, it is important that during practice the coach give very explicit instructions and demonstrations about the structure of the skill (i.e. its component parts) as well as what the correct sequence is for executing the component parts. To do this, the coach should teach the skill according to its hierarchical and sequential organization. This will help the hockey player get a clear picture of what is required and thus facilitate the learning of the skill.

For young hockey players the coach must simplify the explanation of the skill so that only those component parts that are absolutely necessary for executing the skill are described. However, after the young hockey player becomes relatively skillful the coach can then present a more complex picture of the skill.

When presenting a new skill, a coach should always present it in terms of what the hockey player already is capable of doing. According to theory, all skill learning for hockey players past the age of six years is nothing but a reorganization of already existing components under a new hierarchical structure. Thus the coach should always present new skills by showing how the components of the skill are related to things that the performer has done in the past.

D. Memory

It was mentioned previously that learning a hockey skill involves an athlete storing information about the skill into memory so that it can be recalled when needed. Before information can get into permanent long-term memory it must first go into short-term memory. Since this memory is very unstable and information in it is forgotten very quickly, a coach must be aware of what facilitates the passage of information from this memory to long-term memory.

Characteristics of Short-Term Memory

- a) The number of points or instructions that can be remembered is usually less than seven. For young children it is even less. Thus when teaching something new, a hockey coach should keep the

number of things to be remembered to a bare minimum. When the first few points about a new skill are practiced. The coach can then add more detail.

- b) Within 60 seconds after presentation of new material a lot of information in short-term memory is lost if the hockey player is not allowed to either mentally or physically practice it. Thus the coach must get his athletes either thinking about the skill or performing it almost immediately after it is described if the material is to be remembered and passed on to long-term memory.
- c) Interference with other activities is a major source of forgetting in short-term memory. A coach, when presenting a new skill, should make sure that only that skill is practiced for a considerable period of time before going on to other activities. Otherwise interference will occur and the new skill will be forgotten.
- d) Descriptions of skills are better remembered if they are based on descriptive phrases or are based on principles of action (i.e. biomechanical principles).

Use of Feedback in Coaching Hockey

As mentioned previously a hockey player, to learn a new skill, needs both knowledge of results and performance if he is to efficiently learn the skill. Many athletes are incapable of correctly perceiving feedback about their performance and thus the coach should always offer augmented feedback, both about knowledge of performance and results.

A coach can help the hockey player attend to the correct feedback by providing the athlete with a learning set for feedback before he attempts the skill in practice. That is, if a coach knows an athlete is doing wrong, he should tell the athlete to attend to the previously incorrect parts of his performance while he is executing the skill. This learning set will make the athlete more aware of his feedback and will help him correct his errors.

Augmented knowledge of results and performance are best given a few seconds after the hockey player has attempted a skill. If the coach waits a few seconds, this allows the athlete to think about the skill he has just performed and as a result he will have it established in short-term memory. Then, when the coach tells him what he did wrong he can remember his incorrect performance and relate it to how it should be done.

On the other hand, correcting an athlete several minutes after an error is made is usually bad practice. Because of short-term memory, the athlete has probably forgotten a good deal of his performance and as a result the coach's comment may not seem to be relevant.

An Analysis of Hockey Errors in Terms of Their Underlying Processes

The above description of the central mechanisms that lead to successful hockey performance sheds some light on why athletes sometimes perform poorly. While a breakdown in skilled performance always results in an adequate or incorrect movement, it does not follow that there is a deficiency in the physical execution of the skill (i.e. the effector mechanism). The coach should now realize that poor performance can be a result of at least four things:

- a) A hockey player may fail to perceive a situation correctly or fail to attend to the right cues in the game.
- b) A player may perceive the situation correctly but he may decide on an incorrect course of action.
- c) A hockey player may perceive a situation correctly and select the appropriate course of action but he may execute (the effector mechanism) the skill improperly.

- d) And finally, hockey performance, especially in the young, can break down because a performer has forgotten how to perform the skill

The above analysis can lead a coach to asking relatively detailed questions on why a breakdown in a skill has occurred or why it has not developed as it should over a number of practice sessions. This stresses the importance of a coach being familiar with the underlying processes of hockey skills so that detailed analysis of activities can take place which, when communicated to the athlete and incorporated into well designed drills, should lead to facilitation of performance and learning.

PERFECT PRACTICE = PERFECT PERFORMANCE

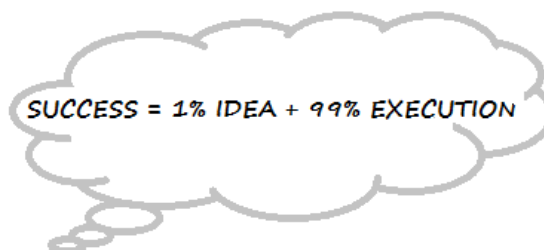
Team:			Dates:			Macrocycle:			
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Ma.-Jun

Objectives:

- | | |
|-------------------------|----------------|
| 1. Skill Development | 6. Goaltending |
| 2. Tactical Development | 7. Logistics |
| 3. Team Play | 8. |
| 4. Physical Preparation | 9. |
| 5. Mental Preparation | 10. |

Perfect Practice = Perfect Performance

Date	Macro #	Objectives
1.		6.
2.		7.
3.		8.
4.		9.
5.		10.



SEASONAL PLAN

THREE PHASES

PRE-COMPETITION[S] = SELECTION CAMP

TRAINING CAMP

COMPETITION[S] = SCHEDULE

TOURNAMENTS

PLAYOFFS

TRANSITION[S] = TAPERS & SEASON OVER

•



SEASONAL PLAN STRUCTURE

STAGE	MACRO	ACTIVITY
PRE-COMPETITIVE AUG./SEPT.	(MACRO 1)	RECRUITING/ TRAINING CAMP
COMPETITIVE 1 OCT./NOV/DEC	(MACRO 2/3/4/5/6)	SEASON BEGINS/ TOURNAMENTS
BREAK	(MACRO 7/8)	TAPER /XMAS TOURNAMENT
COMPETITIVE 2 JAN./FEB./MAR.	(MACRO 9/10/11/12)	SEASON RESUMES PLAYOFFS
TRANSITION APRIL/MAY/JUNE/JULY	(MACRO 13)	ACTIVE REST / TRY- OUTS



PERIODIZATION

BUILD YOUR SEASONAL PLAN ON EVALUATION
BLOCKS

SCHEDULE = 36 GAMES= 6 BLOCKS OF 6 GAMES

TOURNAMENTS= 4 = 4 BLOCKS OF 1
TOURNAMENT

PLAYOFFS= ? ROUNDS= 1 BLOCK PER ROUND

EVALUATE! EVALUATE! EVALUATE!



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SEASONAL PLAN STRUCTURE

PRE – COMPETITIVE PHASE

COMPETITIVE 2 PHASE

COMPETITIVE 1 PHASE

MACRO 9 – 6 GAMES (25-30)

MACRO 1 – 6 GAMES (1-6)

MACRO 10 – TOURNAMENT 4

MACRO 2 – 6 GAMES (7-12)

MACRO 11 – 6 GAMES (31-36)

MACRO 3 – TOURNAMENT 1

MACRO 12 – PLAYOFFS

MACRO 4 – 6 GAMES (13-18)

TRANSITION PHASE

MACRO 5 – TOURNAMENT 2

MACRO 6 – 6 GAMES (19-24)

MACRO 7 – TAPER

MACRO 8 – TOURNAMENT 3



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SEASONAL PLANNING

CHECKLIST OF SKILLS, TACTICS, TEAM PLAY

- SKATING – Forward, Lateral, Backward, Pivots, Turns, Agility, Acceleration, Stopping, Edges
- SHOOTING – Wrist, Snap, Slap, Backhand, Flip
- PUCK CONTROL – Dribble, Receiving – board, Receiving – open ice,
- PASSING – Short, Long, One-timer, Saucer, Flip, Chip
- CHECKING – Stick Check, Poke Check, Take out check
- Body check



SKILLS DEVELOPMENT ALL LEVELS

SKATING

- ACCELERATION/QUICK FEET
- SPEED
- MOBILITY/ AGILITY
- CROSSOVERS/POWER
- PIVOTS/TRANSITION
- ACCELERATION OUT OF TURNS
- CONTROLLED SKATING
- CHANGE OF PACE

PUCKHANDLING

- HEAD UP
- GOOD HANDS
- QUICKNESS / DECEPTION
- PROTECTS PUCK
- PUCKHANDLING / SMALL AREAS
- PUCKHANDLING IN TRAFFIC
- WILLING TO GO IN TRAFFIC
- MAKES GOOD DECISIONS WITH PUCK



SKILL DEVELOPMENT ALL LEVELS

PASSING

- ACCUACY
- **HARD /FLAT**
- UNSELFISH/MAKES PLAYS
- SAUCER PASSES
- 1 TOUCH
- BACKHAND PASSES
- GOOD FLAT PASS

RECEIVING

- RECEIVING FOREHAND
- RECEIVING BACKHAND
- PRESENTS GOOD TARGET
- LOOKS TO BE AN OPTION
- OTION MORE THAN ONCE
- TIMING/AVAILABILITY
- PICKS UP BAD PASSES



1

SKILL DEVELOPMENT ALL LEVELS

SHOOTING

- POWER
- ACCURACY
- QUICK RELEASE
- SHOOT IN STRIDE/IN MOTION
- GOAL SCORER
- REBOUNDER
- DEFLECTER
- VARIETY OF SHOTS

CHECKING

- CONCEPT OF ANGLING & STEERING
- GOOD BODY POSITION
- BALANCE AND CONTROL
- DEFENSIVE SIDE POSITIONING
- AGGRESSIVE CHECKER
- STRENGTH / POWER
- TAKES CHECKS
- COMPETES/WINS 1 ON 1 BATTLES



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SEASONAL PLANNING

OFFENSIVE INDIVIDUAL TACTICS

ATTACKING ONE ON ONE

- Skating fakes – change of pace, outside in, inside out
- Body fakes
- Shooting fakes
- Look away
- Drive to the net
- Walk out
- Rebound possession
- Shaking a defender
- Turn up
- Delaying
- Turn away pivot
- Quick stop
- Protecting the puck
- Screening – offensive zone
- Face-offs



SEASONAL PLANNING

DEFENSIVE INDIVIDUAL TACTICS

DEFENDING ONE ON ONE (OPEN ICE)

- Body position
- Stick position
- Head eye position
- Closing gap
- Body contact
- Pinning

DEFENDING ONE ON ONE (CORNER)

- Body position
- Stick position
- Closing the gap
- Body contact

BACKCHECKING

- Positioning
- Head on a swivel
- Backside pressure
- Pursuit



SEASONAL PLANNING

OFFENSIVE TEAM TACTICS

TWO ON ONE ATTACKS

- Give and go
- Give and follow
- Cross
- Pass to open space

OPEN ICE TACTICS

- Head man
- Wide man
- Back man
- Stretch skating
- Mid lane support

ATTACKING TACTICS

- 1/2/3 attack
- Quiet zone
- Wide rim
- Cross dump
- Chip dump
- Fourth man in the attack

POWER PLAY

- 5 on 4
- 5 on 3
- 4 on 3
- 6 on 4
- 6 on 3



SEASONAL PLANNING

DEFENSIVE TEAM TACTICS

DEFENDING TWO ON TWO

- Switching
- Man to man coverage

DEFENDING TWO ON ONE

- Mid-ice zone
- Inside blue line
- Prime scoring area

DEFENDING ONE ON TWO

- Overplay
- Support
- Defending against the second wave

- Sagging
- Backside coverage

FORCHECKING

- Pressure
- Contain
- Safety
- Trap

PENALTY KILLING

- 4 on 5
- 3 on 5
- 3 on 4



TEAM EVALUATION STATISTICS

BANTAM-JUNIOR

- Points – 1 to 3
- Goals For
- Goals Against
- Power Play % to two decimals
- Penalty Kill % to two decimals
- Shots For
- Shots Against
- Shot Scoring % to two decimals
- Penalty Minutes
- 4 Minute Head Shot Pens.
- Goals Against Average
- Take-away in OZ
- Take-away in NZ
- Blocked Shots DZ
- Hits
- Turn Overs in DZ
- Turn Overs in NZ
- Scoring Chances For
 - Rush
 - OZP
 - FO
 - PP
- Scoring Chances Against
 - Rush
 - OZP
 - FO
 - PP
- Face-offs Win / Loss % to two decimals
- Goals by Defense



TEAM EVALUATION STATISTICS MIDGET TEAM

- Points 1 to 3
- Goals For
- Goals Against
- Power Play - %
- Penalty Kill - %
- Shots For - #
- Shots Against - #
- Scoring %
- Penalty Minutes - #
- Goals Against Average - #
- Hits - #
- Turnovers DZ
- Turnovers NZ
- Takeaways OZ
- Takeaways NZ
- Scoring Ch. For R / OZP / FO / PP
- Scoring Ch. Against R / OZP / FO / PP
- Face-offs - W/L %
- Goals by Defense - #
- 4 Minute Head Shots

[illegible]

TEAM EXCEL PROGRAM

[illegible]

See Excel Cheat Sheet



EXCEL CHEAT SHEET

PART 1: DATA ENTRY

SECTION 1.1: ADDING A GAME

1. Go to the row labelled **Total**.
2. Right-click the row number.
3. Click **Insert**.

SUBSECTION 1.1.1: GAME TYPE

1. Click **Column A** of your row.
2. Click the arrow/upside-down triangle. Select your **Game Type** (Regular Season, etc.)

SUBSECTION 1.1.2: GAME DATE

1. Click **Column B** of your row.
2. Type game dates as YYYY-MM-DD

SECTION 1.2: EDITING A GAME

1. Click the cell you want to change.
2. Press the **Delete** button on your keyboard.
3. Re-type your data.

SECTION 1.3: DELETING A GAME

1. Click the row you want to delete.
2. Right-click the row number.
3. Click **Delete**.

SECTION 1.4: UNDOING MISTAKES

1. Press **Ctrl+Z**. To do this, hold the **Ctrl** button on your keyboard. While holding Ctrl, press **Z** on your keyboard.

PART 2: FILTERING AND SORTING DATA

SECTION 2.1: FILTERING

1. Go to the column you want to sort. Click the arrow/upside-down triangle.

SUBSECTION 2.1.1: DISPLAY EVERYTHING

1. Make sure **Select All** has a checkmark. If it does not, click the box until a checkmark appears.

SUBSECTION 2.1.2: ONLY SELECT ONE CATEGORY

1. Click **Select All** to remove all checkmarks.
2. Check the category you want. You can even check more than one category.

SUBSECTION 2.1.3: CHOOSE BETWEEN TWO DATES OR TWO VALUES

1. Choose **Filters** (e.g. Number Filters, Date Filters)
2. Choose **Between**. You can also select **Before**, **After**, etc.

SECTION 2.2: SORTING

1. After clicking the filter button, click **Highest to Lowest** or **Lowest to Highest**.

PART 3: COPYING AND PASTING DATA TO A NEW SHEET

1. Highlight the data you want to copy.
2. Right-click. Click **Copy**.
3. Near the bottom of the screen, click the sheet that says **For Printing**.
4. Click a blank cell.
5. Right-click. Under **Paste Special**, select **Values** (has “123” on it).

PART 4: PRINTING A SHEET

1. Highlight the data you want to print.
2. Press **Ctrl+P**. To do this, hold the **Ctrl** button on your keyboard. While holding **Ctrl**, press **P** on your keyboard.
3. Choose the first box under **Settings**. Select **Print Selection**.
4. Choose the box at the bottom. Select **Fit Sheet on One Page**.

PART 5: CHANGING BLOCK SIZE

1. In the **Data Entry** sheet, click on cell **B1**.
2. Click the arrow/upside-down triangle.
3. Choose your desired block size.

PART 6: MAKING GRAPHS

SECTION 6.1: CREATE A LINE GRAPH

1. Highlight the Game Dates you want.
2. To choose a category to graph, hold **Ctrl**. Highlight the category column.
3. Near the top of the screen, click the **Insert** tab.
4. Under “Charts”, choose a **2-D Line** chart.

SECTION 6.2: MOVE GRAPH TO NEW SHEET

1. Right-click in a blank space next to the chart title.
2. Click **Move Chart**.
3. Select **New Sheet**.
4. Press **OK**.

INDIVIDUAL PLAYER EVALUATION STATISTICS BANTAM-JUNIOR

- Goals - Even / PP / PK
- Assists
- Points
- + / -
- Penalty Minutes
- Shots For
- Shooting %
- Goals Against Average
- Goalie Save % to three decimals
- Hits
- Take Away OZ
- Take Away NZ
- Turn Overs NZ
- Turn Overs DZ
- Face-offs W/L
- Blocked Shots DZ
- 4 Minute Head Shot Pens
- Unsportsmanlike Pens



PLAYER INDIVIDUAL STATISTICS MIDGET TEAM

- Goals – E / PP / PK
- Assists
- Points
- + / -
- Penalty Minutes
- Shots For
- Hits
- Blocked Shots DZ
- Turnovers DZ
- Turnovers NZ
- 4 Minute Head Shot Pens
- Turnovers – NZ
- Face-offs W/L
- Goalie Goals Against Average
- Goalie Save %

[illegible]

PLAYER EVALUATION STATISTICS JUNIOR & UNIVERSITY

TEAM STATS SAME AS MIDGET

INDIVIDUAL STATISTICS

- Goals +
- Assists +
- Shots +
- Steals +
- Turnovers –
- Block shots +
- Hits +
- Positive Offensive Impact +
- Negative Offensive Impact –
- Positive Defensive Impact +
- Negative Defensive Impact –
- Penalties taken –
- Penalties drawn +
- Scoring opportunities for +
- Scoring opportunities against –
- Total +/- score for the game
- Face offs – W / L % (l & r side)
- Goalie Goals Against Avg.
- Goalie Save %
- Time Played – minutes



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STATISTIC DEFINITIONS FOR INDIVIDUAL PLAY

- **Goals & Assists** – game sheet
- **Shots** – only shots on goal, not attempts
- **Steals** – strip the puck from opponent & gain possession
- **Turnovers** – giving away the puck in the d-zone or end-zone
- **Block shots** – only in the d-zone
- **Hits** – a bump along the boards disrupting the player and anything above
- **Penalties drawn** – when a play leads to a penalty
- **Scoring chances** – a 2-on-1, a shot, a screen, a deflection in the house
- **Positive offensive impact** – great pass, zone entry, a positive deke
- **Negative offensive impact** – going offside, making a move at the blue line, a botched pass
- **Positive defensive impact** – negate rushes, tough play to get the puck out of d-zone
- **Negative defensive impact** – lose puck battles, out of position, bad coverage



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ABCs IN PRACTICE PLANNING

- A. INTRODUCTION – *instruction / demonstration / repetition / observation / correction / repetition / direction / repetition*
- B. REVIEW – *improving / challenging / repetition / supporting / repetition / specificity / repetition / praising / repetition*
- C. POLISHING – *observation / specificity / repetition / motivation / specificity / success*



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“EXECUTION”



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PRACTICE COACHING NEEDS

- AC's Prepared Mentally
- AC's the Hard Workers-Running Drills, Teaching and Motivating
- HC Being an Observer and Evaluator of Skills, Tactics & Systems- ' execution
- More Teaching & Correction when Drills Fail in Execution Improvement



PRACTICE COACHING NEEDS

- Detailed Practice Plan
- Drills Designed with Specific Purpose-Volume of work
- Ice Utilization
- Start Practice with an Energizer Drill
- Shooting Drills with a Focus on Accuracy
- Shooting Drills for Goalie Warm-up or Specific Skill Development/angles, etc.
- Offensive Tactical Drills with no Focus on Finish, or Recovery
- More Feedback on Execution
- Drill Specificity –face-off in OZ practicing power play
- Small Area Games





HOCKEY CANADA

Practice Plan Template



TEAM: _____

PRACTICE OBJECTIVES: _____

TEAM RECORD: W _____ L _____ T _____

DATE: _____ TIME: _____

LINE UP / FORMATION

FORWARDS	DEFENSE	GOALIES
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEGEND	Ⓒ	COACH	→	PUCK CARRYING
	○●	FORWARDS	⇒	SHOOTING
	△▲	DEFENDERS	⋯→	PASS
	G	GOALTENDERS	↘→	DROP PASS
		STOP	↶↷	BACKWARD SKATE
	X	PYLON		LATERAL MOVEMENT
	⦿	PUCKS	⌢	DEFENSIVE PRESSURE

DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		



HOCKEY CANADA

Practice Plan Template



DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

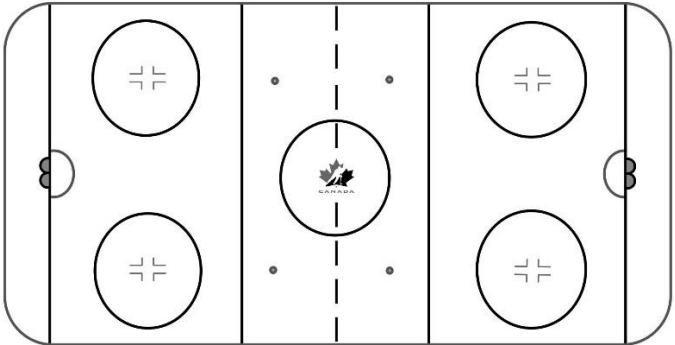
DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

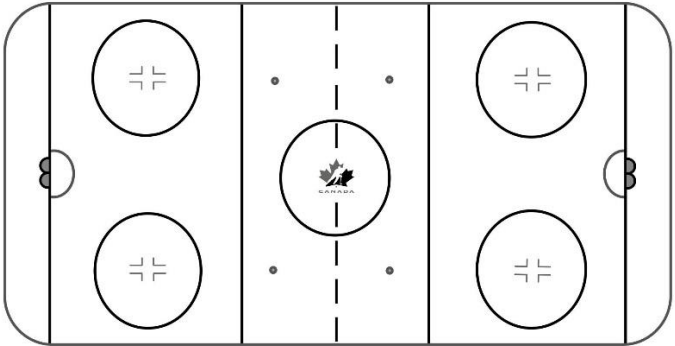


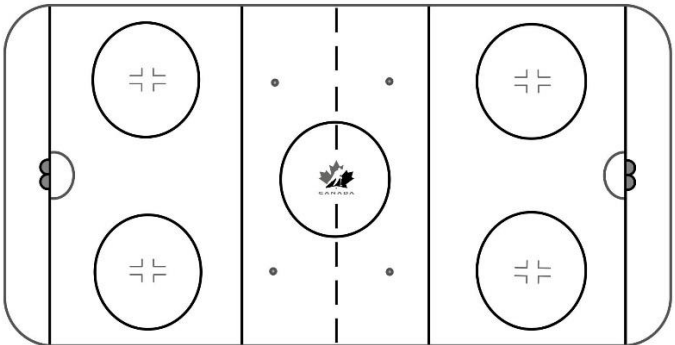
HOCKEY CANADA

Practice Plan Template



DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		

DRILL:	COACH:	TIME:
GOALIE PURPOSE:		WORK/REST RATIO:
DESCRIPTION:		
KEY TEACHING & EXECUTION POINTS:		



HOCKEY CANADA

Practice Plan Template



PRACTICE EVALUATION					
1 = WEAK 3 = GOOD 5 = VERY GOOD					
CRITERIA	COMMENTS	HC	AC	GC/AC	
PACE					
SKILL DEVELOPMENT					
TACTICAL DEVELOPMENT					
TEAM PLAY DEVELOPMENT					
SPECIFICITY					
EXECUTION					
TEACHING					
WORK ETHIC					
PLAYER COMMUNICATION					
GOALTENDERS					
BELOW 30 NI	30-39 GOOD	40-50 VERY GOOD	TOTAL SCORES		
RECOMMENDATIONS					
NEXT PRACTICE		NEXT GAME			

SPECIAL TEAMS

POWER PLAY UNITS

PENALTY KILL UNITS

5/4 (1)

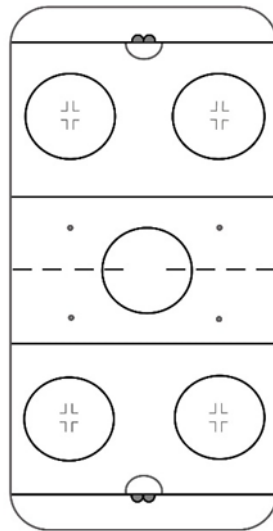
5/4 (2)

5/3 (1)

5/3 (2)

OPPONENT PP 5/4 SET

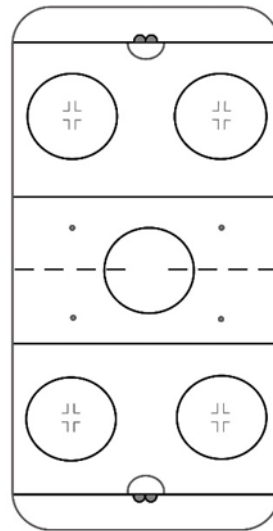
PK 5/4 SET



NOTES:

OPPONENT PP 5/3 SET

PK 5/3 SET



NOTES:

GAME PLAN

Offensive Zone:

Neutral Zone:

Defensive Zone:

GAME CARD



OPPONENT:

ARENA: DATE:

LINE - UP

OPPONENT LINE - UP

GAME OFFICIALS

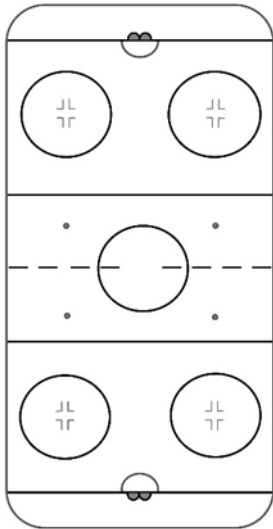
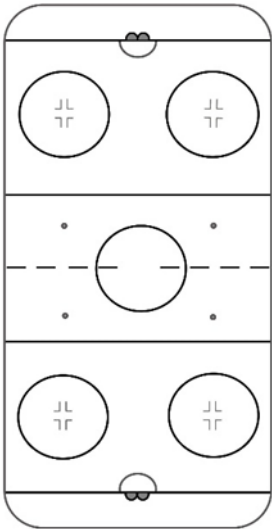
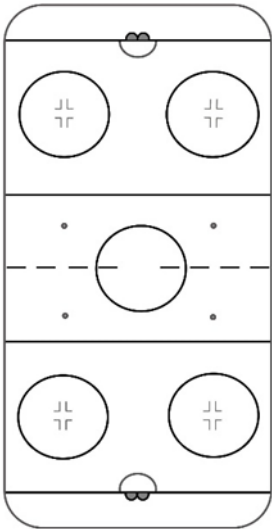
REFEREE 1:

REFEREE 2:

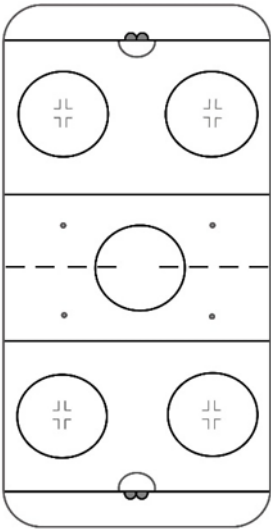
LINESMAN 1:

LINESMAN 2:

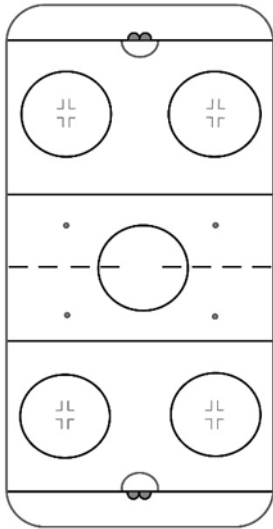
IN GAME INSTRUCTION



IN GAME CHANGES



NOTES:



NOTES:

IN GAME NOTES

PERIOD 1:

PERIOD 2:

PERIOD 3:

GAME EVALUATION	
CRITERIA (1 = Weak, 3 = Good, 5 = Very Good)	
FORCHECK	SHOTS ON NET
DISCIPLINE	DEFENSIVE ZONE
BACKSIDE PRESSURE	LINE CHANGES
POWER PLAY	GOALTENDING
PENALTY KILL	BREAKOUTS
EXECUTION	WORK ETHIC
COMMUNICATION	FACE OFFS
TEACHING	HOLD O BLUE LINE
NET PRESENCE	HITS/TAKEAWAYS

PLUS (+)	MINUS (-)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

SUMMARY OF SCORING CHANCES

DATE: _____

HOME: _____

VISITOR: _____

Scoring Chances For (Totals)

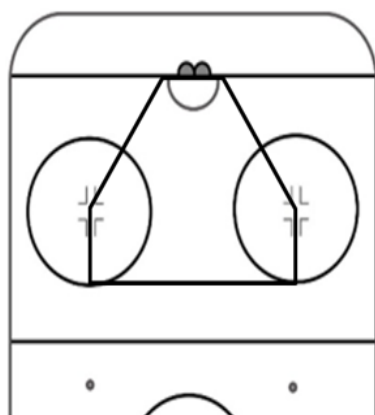
RUSH	FO	PP	OZP	TOT

Scoring Chances Against (Totals)

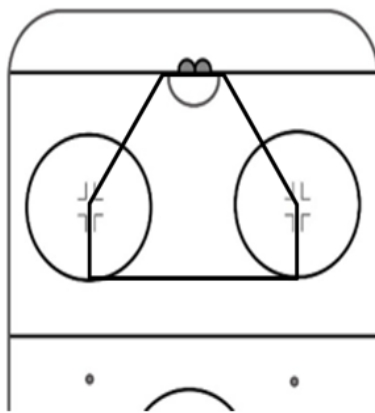
RUSH	FO	PP	OZP	TOT



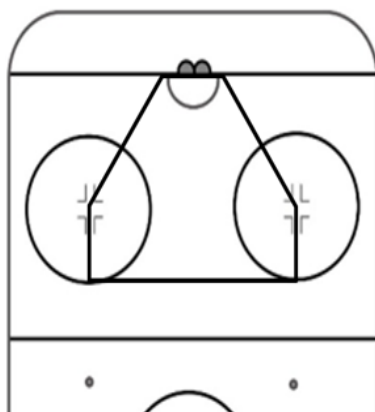
SCORING CHANCES FOR



PERIOD 1					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					

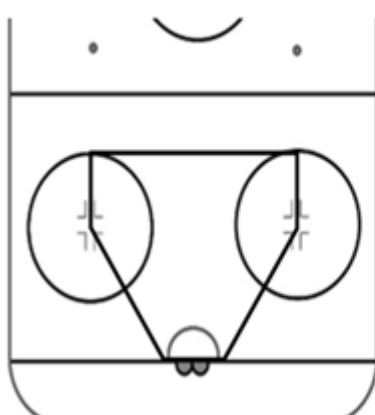


PERIOD 2					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					



PERIOD 3					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					

SCORING CHANCES AGAINST



PERIOD 1					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					



PERIOD 2					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					



PERIOD 3					
SC	RUSH	FO	PP	OZP	
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOT					

FACEOFF TRACKER

SCORE

DATE: _____

HOME:

VISITOR:

W	Win draw, Win puck possession
L	Lose draw, Lose puck possession

EXAMPLE:

#9 vs #15 W L

*****List your player first and circle letters****

LEGEND

[illegible]

WIN TOTAL: _____

LOSS TOTAL: _____

SUMMARY OF SHOTS

DATE: _____

HOME: _____

VISITOR: _____

Shots For (Totals)

1	2	3	OT	TOT

Shots Against (Totals)

1	2	3	OT	TOT



SHOTS FOR

SHOTS AGAINST

PERIOD 1

PERIOD 2

PERIOD 3

SUMMARY OF TEAM PERFORMANCE
(TURNOVERS, HITS, BLOCKS, TAKEAWAYS)

DATE: _____
HOME: _____
VISITOR: _____



PER	TO DZ	TONZ	H/TA	BLOCKS
1				
2				
3				
TOTAL				

RECORD BY NUMBER

PERIOD	TURNOVER D-ZONE	TURNOVER N-ZONE	HITS / TAKEAWAYS	BLOCKS D-ZONE
ONE				
TWO				
THREE				

SHOTS BY PERIOD

SCORE

HOME: _____

VISITOR: _____



PER	HM	VIS	PER	HM	VIS
1			1		
2			2		
3			3		
TOTAL			TOTAL		

[illegible]

Pre-Game Coaching Needs

- Dressing Room Guidelines
- Game Card
- Game Plan
- Mental Prep - Video, Charts, White Board , AC's, etc.
- Positional Mental Prep- assistant coaches
- Stats to be measured – logged for game and player evaluation
- Off –Ice Warm-up - dynamic & supervised
- Motivational Messages
- Starting Line - up
- On-Ice Warm-up



During the Game Coaching Needs

- **Direction ! Correction! Motivation !**
- Coaches or Spectators - up and down.
- **Players Sitting or Standing ?**
- **Players- Recover ! Review ! Refocus !**
- Use of Video , Whiteboard, Eye in the Sky.
- **Stats on the Bench for Adjustments-face-offs /matches.**
- Using Game Card , + - , practice reminders,
- **Talking The Game vs Coaching !**
- Between Period Routines.
- Respect for Officials !
- Respect for Opposition !



Post Game Coaching Needs

- Post Game Routines
- **Remarks-3 Things Liked, 2 Things To Improve**
- **3 Keys to Success -feedback - measureable**
- Player Awards
- Team Cool Down
- **Evaluating Team Performance**
- Evaluating Player Performance
- Communication Goalie Coach
- **Update Team Stats-pp %, pk %,G-S %,G.A.A., f-off %, etc.**
- EVALUATE ---- PLAN ---- PREPARE
- PRACTICE OR PLAY

