National Coaching Certification Program

HOCKEY CANADA

Coach 1 – Intro to Coach:
Coach Workbook — In-class Component

Version 1.0, 2022

CANADA

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.

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

Canada

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YOUR COACH WORKBOOK

HOW TO USE YOUR COACH WORKBOOK

This workbook is for you to use during the in-class component of your Coach 1 – Intro to Coach training. The workbook contains all the tasks your Learning Facilitator will assign during the in-class component, as well as material that will help you complete those tasks.

The workbook is organized in terms of the 12 modules in the in-class component:

Hockey University online course, 1 module	• 1 Hockey University online course
Introduction, 3 modules	• 2 Long-term player development • 3 Importance of sport • 4 The U7/U9 programs
The Canadian Player Pathway, 1 module	• 5 The U7/U9 Player Pathway
Considerations when planning a practice, 3 modules	• 6 Age-appropriate training • 7 Planning a practice • 8 FUNdamentals
Game play, 2 modules	• 9 What is game play? • 10 Why use game play?
Developing skills, 2 modules	• 11 Teaching and developing skills • 12 Skill evaluation

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.

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HOCKEY UNIVERSITY ONLINE COURSE

HOCKEY UNIVERSITY ONLINE COURSE

In this section:

- Follow-along
  - Task #1

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My notes…

Follow-along

Task #1

As a group, discuss any questions you have after taking the Hockey University online course.

INTRODUCTION

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LONG-TERM PLAYER DEVELOPMENT

In this section:

- Follow-along

Follow-along

What is long-term player development?

- It is the planned, systematic, and progressive development of individual players
- Hockey Canada's Long Term Player Development (LTPD) model is a framework to maximize players' potential and keep them involved in hockey throughout their lives

Hockey Canada's Long Term Player Development model

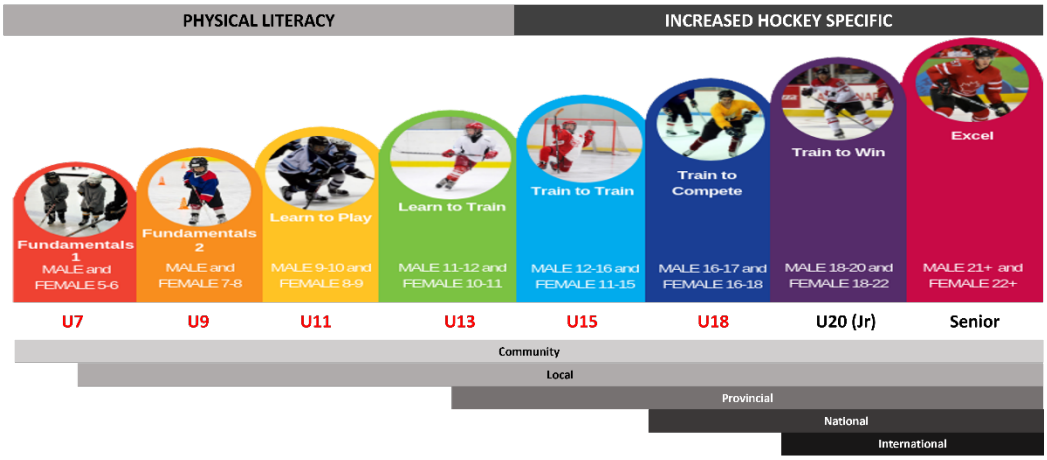
NCCP/Sport for Life	Hockey Canada
NCCP Competition – Introduction	
Sport for Life Learn to Train MALE 11 - 12 and FEMALE 10 - 11 LOCAL/PROVINCIAL This is the most significant period for development. This is the window of accelerated adaptation to motor coordination. Group interaction, team building and social activities should be emphasized. A reasonable balance of practices and games will foster the ongoing development and mastery of essential skills in hockey.	■ Hockey Canada Coach 2 Coach Level (Recreational) ■ Hockey Canada Development 1 (Competitive) ■ Instructional Stream 2
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.	
NCCP Community Sport	
Sport for Life Discovery MALE and FEMALE 0—4 COMMUNITY This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching…) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.	■ Hockey Canada Coach 1 Intro to Coach ■ Instructional Stream 1

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My notes…

NCCP/Sport for Life	Hockey Canada
Sport for Life Fundamentals 1 MALE and FEMALE 5 - 6 COMMUNITY/LOCAL The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.	
Sport for Life Fundamentals 2 MALE and FEMALE 7 - 8 LOCAL During this period players continue to develop motor skills and coordination. Practices sessions should be held twice a week during the season. Ongoing participation in compatible sports is strongly encouraged. The Novice Skills Program is designed to promote the continued development of physical literacy, fitness, and the basic skills required to play hockey.	▪ Hockey Canada Coach 2 Coach Level (Recreational) ▪ Instructional Stream 1

LTPD and age categories in hockey



My notes…

Why focus on LTPD?

If we do…	If we don't…
■ Training and competition are properly balanced; as a result, players develop in accordance with growth and development guidelines and learn good training habits	■ Players over-compete & under train; this interferes with players' development, and players develop bad habits as a result
■ Players have good movement skills, proper fitness, and good skill development	■ Players have poor movement skills, lack proper fitness, and have poor skill development
■ Preparation focuses on fun and long-term development	■ Preparation focuses on short-term outcomes
■ Players participate in a variety of sports (multi-sport athletes)	■ Early specialization is demanded
■ Players have FUN	■ Players don't have fun.

How do we know our focus on LTPD is working?

- Players enjoy coming to the rink every day
- Players' skills improve
- Players develop and continue to the next level

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IMPORTANCE OF SPORT

In this section:

- Follow-along

Follow-along

Sport has value for youth…

- Helps players develop
  - The core skills required for a healthy and successful life
  - A strong work ethic, enthusiasm for collaboration, and the ability to persevere
- Makes it more likely players develop a positive self-image and experience overall improvements in their health and well-being
- Is associated with better academic outcomes

But girls' drop-out rates are a concern…

- 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

So how can we keep girls in the game?

- Use gender-neutral language
- Don't say "you play/skate/shoot/etc., like a girl" — it's offensive and has no place in sport
- Focus on girls' athletic competence and accomplishments — don't use men's sports to measure the success or skill of women and girls
- Profile members of Canada's National Women's Team
- Provide structured social time before, during, or after practices
- Invite women leaders in your community to speak to your team
- Invite women in players' lives, such as but not limited to their mom, aunt, or coach from another sport, to volunteer in an active coaching role
- Encourage young women, especially current or former players, to think about coaching

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THE U7/U9 PROGRAMS

In this section:

- Follow-along

Follow-along

Introduction

- The U7 program is the foundation of Hockey in Canada!

What are the U7/U9 programs?

- Comprehensive programs for the development of young children as hockey players
- Progressive, learn-to-play programs with four phases of instruction and clear objectives:
  - To learn the basic skills required to play hockey
  - To develop an understanding of basic teamwork through participation in a variety of activities and game situations
  - To create and refine basic motor patterns
  - To develop self-confidence and to experience personal achievement in a positive team atmosphere
- The programs introduce skating, passing, puck control, and shooting in a progressive manner
- The focus is on skill development and FUN
- Keeping participants and instructors in the game is a MAJOR goal

Motto

- Fun, fitness, and fair play

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THE CANADIAN PLAYER PATHWAY

THE U7/U9 PLAYER PATHWAY

In this section:

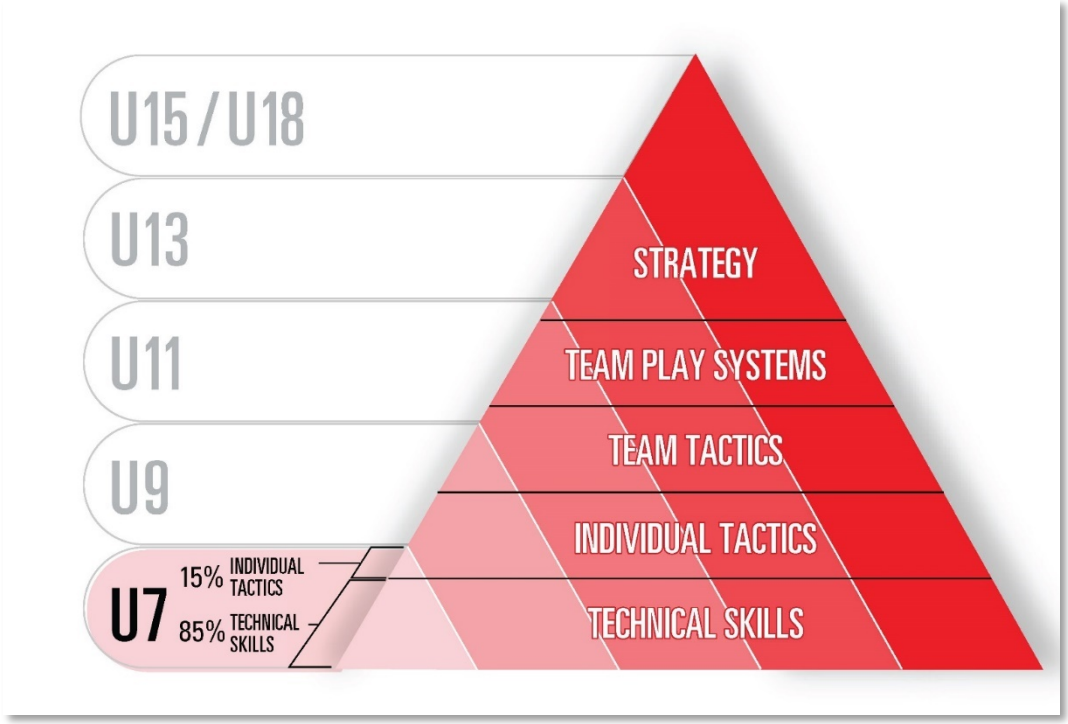
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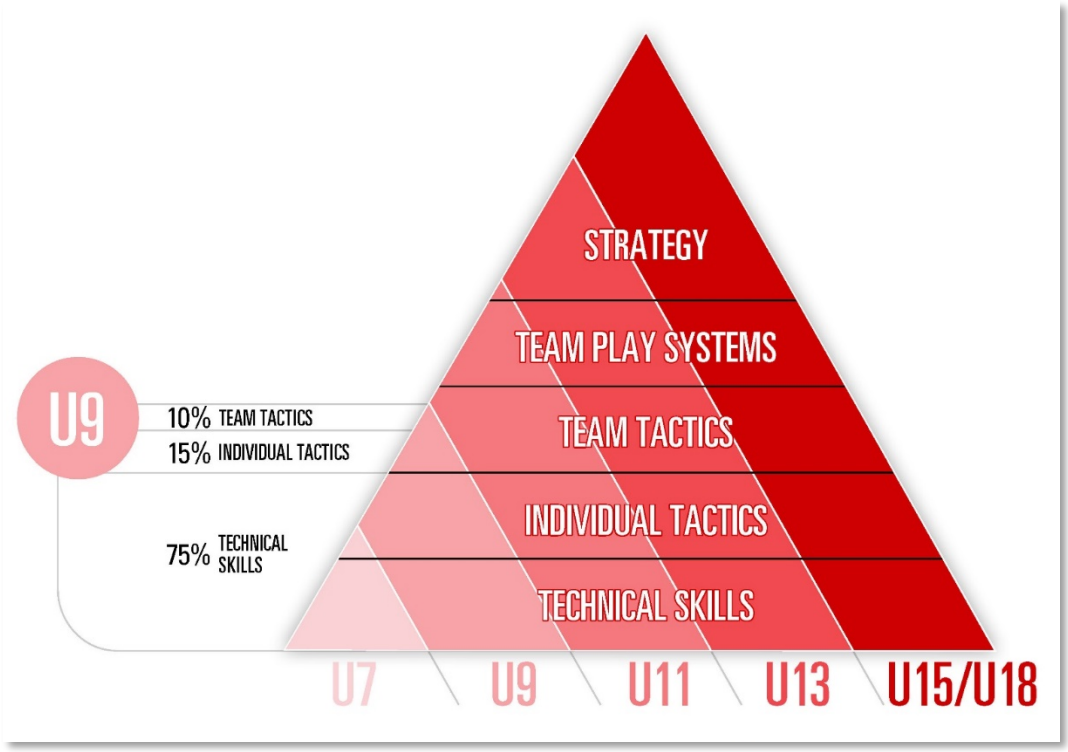
My notes…

Follow-along

U7 and U9 skill development









My notes…



U7 seasonal structure

PHASE	Prep/Evaluation Phase & Development Phase	Regular Season Phase	End-of-Season Phase
DURATION	Up to **12 WEEKS** prior to the start of the Regular Season phase	Up to **14 WEEKS** after the completion of the Development phase	Up to **4 WEEKS** after the conclusion of the Regular Season phase
ICE SET-UP	CROSS-ICE GAMES	CROSS-ICE GAMES	CROSS-ICE GAMES
BALANCE	**40%** OF THE SEASON	**45%** OF THE SEASON	**15%** OF THE SEASON
VOLUME	UP TO **12** WEEKS	UP TO **14** WEEKS	UP TO **4** WEEKS
PRACTICES	**20** PRACTICE SESSIONS	**20** PRACTICE SESSIONS	**5** PRACTICE SESSIONS
GAMES	UP TO **3** GAMES	UP TO **10** GAMES	UP TO **12** GAMES
JAMBOREE/ FESTIVALS	**1** JAMBOREE	**1** JAMBOREE	**1** JAMBOREE

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My notes…

U9 seasonal structure

U9 Seasonal Structure OPTION 1: FULL SEASON OF HALF-ICE PLAY

PHASE	Prep/Evaluation Phase & Development Phase	Regular Season Phase	End-of-Season Phase
DURATION	Up to **12 WEEKS** prior to the start of the Regular Season phase	Up to **16 WEEKS** after the completion of the Development phase	Up to **4 WEEKS** after the conclusion of the Regular Season phase
ICE SET-UP	HALF ICE GAMES	HALF ICE GAMES	HALF ICE GAMES
BALANCE	**40%** OF THE SEASON	**50%** OF THE SEASON	**10%** OF THE SEASON
VOLUME	UP TO **12** WEEKS	UP TO **16** WEEKS	UP TO **4** WEEKS
PRACTICES	**14** PRACTICE SESSIONS	**34** PRACTICE SESSIONS	**7** PRACTICE SESSIONS
GAMES	UP TO **6** GAMES	UP TO **22** GAMES	UP TO **12** GAMES
JAMBOREES	**1** JAMBOREE	**1** JAMBOREE	**1** JAMBOREE



U9 Seasonal Structure OPTION 2: TRANSITION TO FULL-ICE PLAY

PHASE	Prep/Evaluation Phase & Development Phase	Regular Season Phase	End-of-Season Phase
DURATION	Up to **12 WEEKS** prior to the start of the Regular Season phase	Up to **14 WEEKS** after the completion of the Development phase	Up to **6 WEEKS** after the conclusion of the Regular Season phase
ICE SET-UP	HALF-ICE GAMES	HALF-ICE GAMES	**MAY PROGRESS TO FULL-ICE**
BALANCE	**45%** OF THE SEASON	**45%** OF THE SEASON	**10%** OF THE SEASON
VOLUME	UP TO **12** WEEKS	UP TO **14** WEEKS	UP TO **6** WEEKS
PRACTICES	**14** PRACTICE SESSIONS	**34** PRACTICE SESSIONS	**7** PRACTICE SESSIONS
GAMES	UP TO **6** GAMES	UP TO **22** GAMES	UP TO **12** GAMES
JAMBOREE/ TOURNAMENTS	**1** JAMBOREE	**1** JAMBOREE/TOURNAMENT	**1** JAMBOREE/TOURNAMENT



U7 skills matrix

Balance & Agility	Edge Control	Starting & Stopping	Forward Skating & Striding	Backward Skating	Turning & Crossovers
Basic stance	Inside edge glide	T-start	C-cuts left foot/right foot	C-cuts left foot/right foot	Glide turns
Getting up from the ice	Figure 8's– forward–inside & outside edge	Front v-start	C-cuts alternating	C-cuts alternating	Tight turns
Balance on one foot	Figure 8's– backward–inside & outside edge	Crossover start	T-push	Gliding on two skates backward	C-cuts–around circle–outside foot– forward & backward
Jumping on two feet/one foot	Slalom	Backward c-cut start	Forward striding	Gliding on one skate backward	Crossovers– forward & backward
Gliding on two skates		One o'clock – eleven o'clock			Backward one-foot stop & t-start
Gliding on one skate–forward & backward		Outside leg stop			Pivots– backward to forward & forward to backward
Lateral crossovers– step and plant/continuous		Two-foot parallel stop			Pivots– open & reverse
		One-leg backward stop			
		Two-leg backward stop			

Stationary Puck Control	Moving Puck Control	Stationary Passing & Receiving	Moving Passing & Receiving	Shooting
Stance	Narrow	Stationary forehand pass	Moving forehand pass	Forehand– sweep shot
Narrow	Wide	Stationary bankhand pass	Moving bankhand pass	Forehand– wrist shot
Wide	Open ice carry– forehand & backhand	Stationary bank pass		Backhand– sweep shot
Side–front–side	Weaving with puck			Forehand– flip shot
Toe drag–front & side	Toe drag–front & side			

Individual Offensive Tactics	Individual Defensive Tactics
Body fakes	Angling
Stick fakes	

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My notes…

U9 skills matrix



Balance & Agility	Edge Control	Starting & Stopping	Forward Skating & Striding	Backward Skating	Turning & Crossovers
Basic stance	Figure 8's– forward–inside & outside edge	Front v-start	C-cuts left foot/right foot/alternating	C-cuts left foot/right foot	Glide turns/tight turns
Balance on one foot	Figure 8's– backward–inside & outside edge	Crossover start	Crossunders	Gliding on two skates backward	C-cuts–around circle–outside foot– forward & backward
Gliding on two skates	Heel to heel (Mohawk)	Backward c-cut start	T-push	Gliding on one skate backward	Crossovers– forward & backward
Gliding on one skate–forward & backward	One-leg weaving–forward/backward	One o'clock – eleven o'clock	Forward striding	Backward striding 1 crossover/reach	Pivots– backward to forward & forward to backward
Lateral crossovers		Outside leg stop			Pivots– open & reverse
		Two-foot parallel stop			
		One-leg backward stop			
		Two-leg backward stop			

Stationary Puck Control	Moving Puck Control	Stationary Passing & Receiving	Moving Passing & Receiving	Shooting	Individual Offensive Tactics
Stance	Narrow/Wide	Stationary forehand pass	Moving forehand pass	Forehand– wrist shot	Body fakes
Narrow/Wide	Open ice carry– forehand & backhand	Stationary backhand pass	Moving backhand pass	Backhand– sweep shot	Stick fakes
Side–front–side	Weaving with puck	Stationary bank pass	Pass & follow	Forehand/backhand shots in motion	Dekes
Toe drag–front & side	Toe drag–front & side			Forehand– flip shot	Moves in combination
Attack the triangle	Attack the triangle			Backhand– flip shot	Net drives

Individual Defensive Tactics	Team Play
Angling	Basic positioning–all players should play all positions
Basic 1-on-1	
Escape moves	
Puck retrievals	

Example: The first three months in a U7 seasonal structure

SEPTEMBER

-Technical Skills - Introduce

Skating
- Agility
- Balance
- Coordination

Puck Control
- Stationary & Moving

Fun Games

OCTOBER

-Technical Skills – Introduce / Develop

Skating
- Agility
- Balance
- Coordination

Puck Control
- Stationary & Moving

Fun Games

NOVEMBER

-Technical Skills – Introduce / Develop

Skating
- Agility
- Quickness
- Speed

Puck Control
- Moving
- Dekes

Passing
- Stationary

Fun Games

SEPTEMBER / OCTOBER

-Ideally there are no tryouts or evaluations to begin, all players should be doing " Hockey School ".
-Players can be grouped by skill
-Multiple Skills Stations being to maximize time on ice

Example: The first three months in a U9 seasonal structure

SEPTEMBER	OCTOBER	NOVEMBER
-Technical Skills - Introduce	**-Technical Skills - Develop**	**-Technical Skills - Develop**
Skating - Agility - Balance - Coordination	Skating - Agility - Balance - Coordination	Skating - Agility - Quickness - Speed
Puck Control -Stationary & Moving	Puck Control - Stationary & Moving	Puck Control - Moving - Dekes
Passing --Stationary	Passing -Stationary	Passing - Moving
Fun Games	Fun Games	Fun Games

SEPTEMBER / OCTOBER

-No tryouts prior to or during the first week of school – must have 4 Development skates prior to formal tryouts commencing
-Players can be grouped by skill
-Multiple Stations

Supporting the Canadian Player Pathway…

- Hockey University – Online module
- Coach 1 – Intro to Coach — in-class and on-ice components
- Respect in Sport – Activity Leader – Online module

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CONSIDERATIONS WHEN PLANNING A PRACTICE

AGE-APPROPRIATE TRAINING

In this section:

- Follow-along

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My notes…

Follow-along

What do we mean when we say "age-appropriate training"?

- We mean that our practices and game play are appropriate for the age, size, and skill level of the participant

Why do we focus on age-appropriate training?

- Because it increases the chances that players will succeed in hockey, enjoy the game more, and stay involved in the sport

How do we get there?

- By scaling EVERYTHING
- By making it FUN

And in other sports…

- Basketball, baseball, and soccer are just three of the sports other than hockey that feature age-appropriate training

PLANNING A PRACTICE

In this section:

- Follow-along
  - Task #1
  - Task #2
  - Task #3
  - Task #4

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My notes…

Follow-along

Task #1

Discuss what considerations go into planning a practice.

Planning



Set goals

- Easy to understand
- Clear
- Age-appropriate

Task #2

Task #2

Group task: Each coaching staff works as a team. List several ways you can be prepared for a practice.

Be prepared

- To meet the goals of the practice and to maximize ice time:
  - Make sure the practice's content lines up with the skill(s) you plan to teach
  - Review the key teaching points
  - Review the time allotted for each station or activity
  - Ensure you have a copy of the practice plan for on-ice reference
  - Make sure the teaching aids you need are in place
  - Ensure all coaches are aware of their duties and the practice plan
- Know your role and your responsibilities
- Help set up/organize total-group drills
- Be ready to move quickly into your group's activities
- Provide individual instruction through error detection and correction
- Keep players organized
- Stay active, engaged, and on-task throughout the practice

Drills

Best-case scenario	Worst-case scenario
■ High reps, gamelike ◆ Players are moving ◆ Players are engaged ◆ Drills mimic the game ◆ Small-area games are used	■ Low reps, not gamelike ◆ Players are standing in lines ◆ Players aren't engaged, aren't learning ◆ Blocked drills, boring ◆ Small-area games aren't used

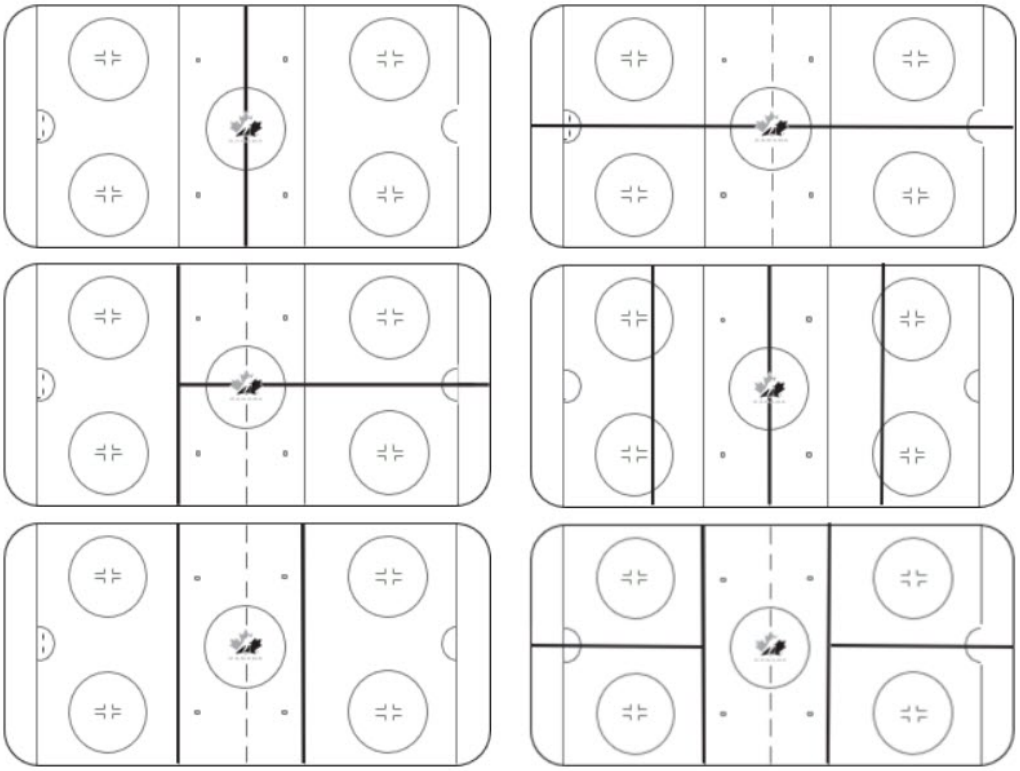
Teaching stations

- Teaching stations are a great way to teach the basic skills of hockey
- The number of stations you can set up depends on:
  - How many players there are in your practice
  - How different their skills levels are
  - How many assistant coaches are working with you
  - How many different skills you intend to teach
  - How much ice is available for your use

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My notes…

Some examples of how to set up teaching stations



Equipment and teaching aids

- They can make your lessons more interesting and effective, and they add variety
- Proper equipment and teaching aids can make it easier for beginners to perform certain skills

Task #3

Group discussion: List some equipment and teaching aids your practices could benefit from.

Grouping of players

- Start of the season:
  - Grouping normally takes place during and after the first ice session, once you've had a chance to view players' abilities
  - You may need to adjust your initial groupings
- During the season:
  - Each practice session?
  - Weekly?

My notes…

Task #4

Group discussion: List 4 considerations for grouping players.

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FUNDAMENTALS

In this section:

- Follow-along

Follow-along

FUNdamentals

- This consideration is all about the FUNdamentals stage of players' long-term development:
  - Skill drills and fun games
  - Small-area games (SAGs)

Skill drills and fun games

- Use a variety of skill drills and fun games or relays to make your ice sessions educational and fun

Small-area games (SAGs)

- Decrease the space!
- Increase the pace!

What are SAGs?

- Competitive hockey drills done in a smaller than normal playing area
- Cross ice, neutral zone, corners — depending on what coaches are trying to teach
- Usually fewer players participating but with a higher and consistent intensity; lots of puck touches.
- Designed to simulate possible gamelike situations that players can experience and learn from

SAGs: The purpose

- Gamelike conditions
- Quick first step
- Stops and starts
- Awareness and reacting to pressure

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GAME PLAY

My notes…

WHAT IS GAME PLAY?

In this section:

- Follow-along

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My notes…

Follow-along

What is game play?



- *Game play* is how hockey games are set up and played: the size of the ice surface, the number of players, the length of the game, etc.
- In U7 game play, for example, games are played *cross-ice* — **across the width** of the ice surface, with several games or practices going on at the same time
- In U9 game play, games are played on *half-ice* —the ice surface is usually divided at the centre line to form two areas — or full ice, depending on how old players are and where they are in the season:
  - Seven-year-olds play on half-ice all year
  - Eight-year-olds may transition to full ice in January



Hockey Canada's game play models

- Hockey Canada has developed game play models for the first years of hockey
- Each model is designed to get as many players as possible into every game
  - That way, players have more fun, develop better skills in the long run, and are more likely to stay in the game.
- In this clinic, we focus on the U7 and U9 Player Pathways
  - The Canadian Player Pathway documents provide detailed information on how games are played for each pathway — playing surface, game flow, rules, etc. >

My notes…

WHY USE GAME PLAY?

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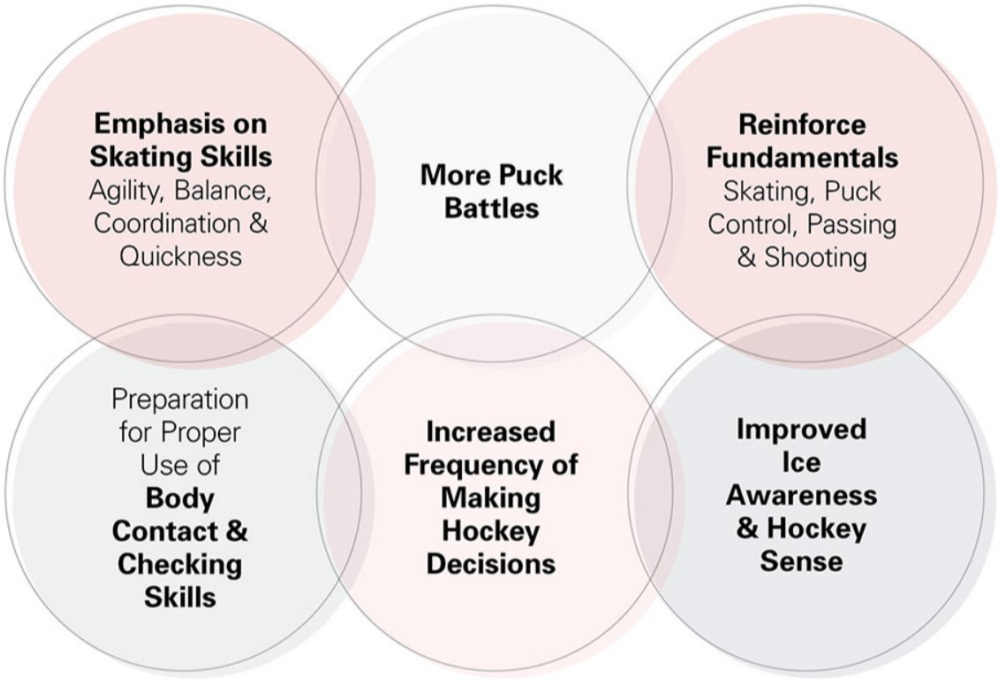
- Follow-along

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My notes…

Follow-along

Benefits



- "Hockey sense" is basically a learned trait based on experience

Benefits…



My notes…

And more benefits…

- Full-ice games - 10 kids on ice – 20 sitting on bench
- Half-ice games - 20 kids on ice – 10 sitting on bench
- Multiple cross-ice games – 0 sitting on bench

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DEVELOPING SKILLS

TEACHING AND DEVELOPING SKILLS

In this section:

- Follow-along

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My notes…

Follow-along…

Overview

- Introduction
  - Learn new techniques, blocked methods, teach and correct, no pressure, non-game like
- Development
  - Expand learned techniques, practise, FIO, pressures added, some game likeness, technique becomes skill
- Application
  - Transfer skills to the game, random drills, task-based not solution-based, full game likeness

Introduction1 Technique

2 Demonstration and explanation

3 Practise

4 F.I.O. – Figure it out

1 Technique

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

2 Demonstration and explanation

- Use instructors or older players to demonstrate the skill so the younger players can do it by **imitating it**
- Explain
- Have players practise, and then provide corrections
- Explain further…
- Have players practise more…

3 Practise

- Practise 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
  - You can't do it to beat an opponent
- Work on the same skills in a variety of drills

Development

5 F.I.O. – Figure it out

4 Figure it out

- If players are attached to the outcome (i.e., worried about making a mistake) they won't fully realize their potential to be creative
- Create or set up the drill, then let players decide the patterns (solution-based vs task based)
- Figure It Out = creativeness and improvisation

Application

- SAGs
- Game play

Application: The how

- Select the skill to be learned and understand its purpose/use
- Choose 1-2 key teaching points for the drill
- Create the demonstration and explanation for the drill
- Practice the skill
- Use the skill

Introduction: An example

- Skating, heel to heel
- Key teaching points:
  - Deep knee bend
  - Stick in front of body
  - Open hips

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SKILL EVALUATION

In this section:

- Follow-along
  - Task #1

Follow-along...

What is skill evaluation?

- Skill evaluation at the U7/U9 level is less about biomechanics and more about determining what players can and can't do!

The process

- Understand the basic elements/movements of the skill
- Observe players and check for the basic elements/movements
- Correct/improve what they can't do
- Document what they can do and can't do

Detecting and correction errors in skills

- Use the key teaching points within the skill inventories to tell you what movements to watch
- Decide how you will observe the actions, how often, and from where
- Identify and correct major errors first
  - Correct by
    - Imitation
    - Whole-Part-Whole

Tools for evaluating skills

- Check out Hockey Canada's coaching downloads[1] for tools you can use to evaluate skills

Task #1

- Watch the video of the glide turn, and discuss the elements and movements of the skill.

[1] https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads

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RESOURCES

Hockey Canada Network app

- https://www.hockeycanadanetwork.com/ — This app gives you access to drills, skills, videos, practice plans, and much more. Every drill in the app includes a drill diagram, a video of the drill being performed, and a skill description with key teaching points. Most drills also have a coach demonstration, and every drill or practice plan can be downloaded for offline viewing without WiFi.

Hockey Canada Drill Hub

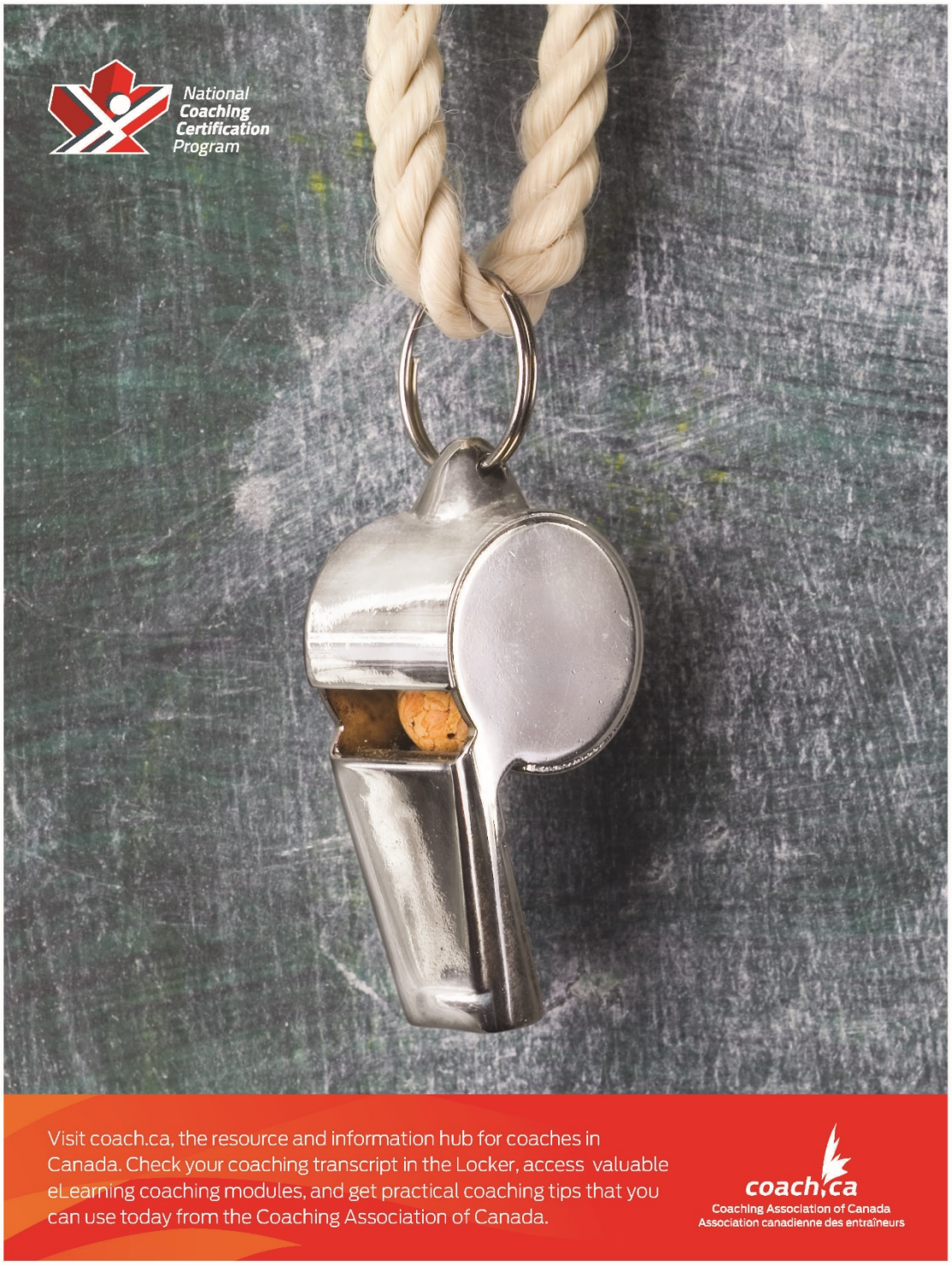
- https://www.hockeycanada.ca/en-ca/hockey-programs/drill-hub — Drill Hub is a free desktop resource where you can view drills and videos and make practice plans. Videos featuring players from Canada's National Women's Team are included, and Timbits U7 and U9 practice plans from the Hockey Canada Skills Manuals have been added to the Practice Plan tab. Timbits U7 and U9 age-specific drills are now available.

Hockey Canada coaching downloads

- Hockey Canada's coaching downloads[2] — This page contains links to additional information on topics covered in this clinic. While you don't need to master this material to become certified, the information is valuable in and of itself, and understanding it will help make you a better coach.

[2] https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads

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