

# Abbotsford Minor Hockey Coach Manual

2023-24



# Abbotsford Minor Hockey

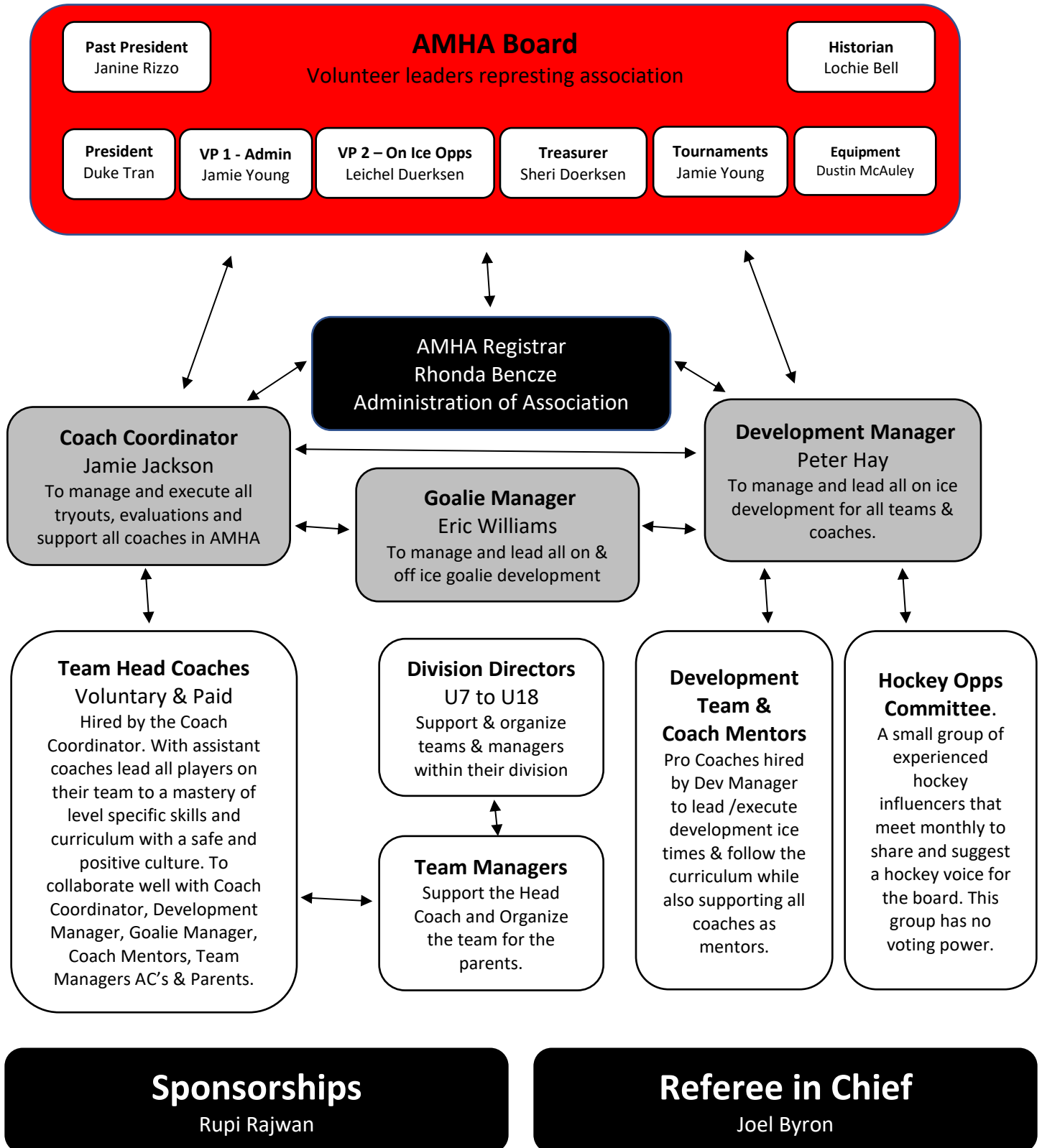
## Index



1. Index
2. Organizational Structure
3. Contacts
4. Philosophy
5. Player Prototype
6. U7 & U9 Map
7. Discipline process
8. Parent Communication & Meeting
9. Player Communication During Games
10. Captains & Assistants
11. Leadership Group Outline
12. Win in locker room by Jon Gordon
13. Coach Subscriptions & Resources
14. Goaltending Development
15. Coach Mentorship Program
16. Season Plan Outline
17. Practice Planning Links
18. Coaches Site Hot Links
19. Team Building Ideas
20. Team Building Ideas
21. Team Building Ideas
22. Pre-Game Warm Ups
23. Dryland Training
24. Player Meetings & Communication
25. Video Analysis
26. Mental Health & Sports Psych
27. Character & Life Skills
28. Non-Negotiables & Expectations
29. Bench Management
30. Advancing Players To Next Level
31. Rink Diagram Details
32. Team Tactics and Structure (A to PP)

# Abbotsford Minor Hockey

## Organizational Structure



# Abbotsford Minor Hockey



## Contacts

### Volunteer Board of Directors:

President	Duke Tran	<a href="mailto:president@abbotsfordminorhockey.ca">president@abbotsfordminorhockey.ca</a>
1st VP - Off-Ice Operations	Jamie Young	<a href="mailto:vp1@abbotsfordminorhockey.ca">vp1@abbotsfordminorhockey.ca</a>
2nd VP - On-Ice Operations	Leichel Duerksen	<a href="mailto:vp2@abbotsfordminorhockey.ca">vp2@abbotsfordminorhockey.ca</a>
Secretary/Treasurer	Sheri Blair	<a href="mailto:treasurer@abbotsfordminorhockey.ca">treasurer@abbotsfordminorhockey.ca</a>
Director, Tournaments	Jamie Young	<a href="mailto:tournaments@abbotsfordminorhockey.ca">tournaments@abbotsfordminorhockey.ca</a>
Director, U 7	Aissa Blanchard	<a href="mailto:U7@abbotsfordminorhockey.ca">U7@abbotsfordminorhockey.ca</a>
Director, U 9	Alesha Campbell	<a href="mailto:U9@abbotsfordminorhockey.ca">U9@abbotsfordminorhockey.ca</a>
Director, U11	Craig Carlson	<a href="mailto:U11@abbotsfordminorhockey.ca">U11@abbotsfordminorhockey.ca</a>
Director, U13	Natalie Stiev	<a href="mailto:U13@abbotsfordminorhockey.ca">U13@abbotsfordminorhockey.ca</a>
Director, U15	Rocky Olfert	<a href="mailto:U15@abbotsfordminorhockey.ca">U15@abbotsfordminorhockey.ca</a>
Director, U18 & 21	Chris Joyce	<a href="mailto:U18-21@abbotsfordminorhockey.ca">U18-21@abbotsfordminorhockey.ca</a>
Director, Historian	Lochie Bell	<a href="mailto:historian@abbotsfordminorhockey.ca">historian@abbotsfordminorhockey.ca</a>
Past President	Janine Rizzo	<a href="mailto:pastpresident@abbotsfordminorhockey.ca">pastpresident@abbotsfordminorhockey.ca</a>

### Appointed Positions:

Equipment Manager	Dustin McAuley	<a href="mailto:Equipment@abbotsfordminorhockey.ca">Equipment@abbotsfordminorhockey.ca</a>
Referee In Chief	Joel Byron	<a href="mailto:ric@abbotsfordminorhockey.ca">ric@abbotsfordminorhockey.ca</a>
Coordinator, U9		<a href="mailto:U8-9coordinator@abbotsfordminorhockey.ca">U8-9coordinator@abbotsfordminorhockey.ca</a>
Coordinator, U11		<a href="mailto:U11coordinator@abbotsfordminorhockey.ca">U11coordinator@abbotsfordminorhockey.ca</a>
Coordinator, U13		<a href="mailto:U13coordinator@abbotsfordminorhockey.ca">U13coordinator@abbotsfordminorhockey.ca</a>
Coordinator, U15		<a href="mailto:U15coordinator@abbotsfordminorhockey.ca">U15coordinator@abbotsfordminorhockey.ca</a>
Coordinator, U18 & 21		<a href="mailto:U18-21coordinator@abbotsfordminorhockey.ca">U18-21coordinator@abbotsfordminorhockey.ca</a>
Coordinator, Sponsorship	Rupi Rajwan	<a href="mailto:sponsorship@abbotsfordminorhockey.ca">sponsorship@abbotsfordminorhockey.ca</a>
Risk Manager		<a href="mailto:risk@abbotsfordminorhockey.ca">risk@abbotsfordminorhockey.ca</a>
Social Media	Michelle Mitchell	<a href="mailto:social@abbotsfordminorhockey.ca">social@abbotsfordminorhockey.ca</a>

### Staff:

Administrator/Registrar	Rhonda Bencze	<a href="mailto:amha@abbotsfordminorhockey.ca">amha@abbotsfordminorhockey.ca</a>
Manager, On Ice Development	Peter Hay	<a href="mailto:development@abbotsfordminorhockey.ca">development@abbotsfordminorhockey.ca</a>
Coordinator, Coaches	Jamie Jackson	<a href="mailto:coaches@abbotsfordminorhockey.ca">coaches@abbotsfordminorhockey.ca</a>
Goalie Manager	Eric Williams	<a href="mailto:ewgoaltending@gmail.com">ewgoaltending@gmail.com</a>

# Abbotsford Minor Hockey

## Philosophy



### AMHA Mission Statement:

To promote, govern and improve organized minor hockey with the Abbotsford area. As an organization we will encourage and foster a general community spirit, maintain and increase an interest in the game of hockey and oversee the playing interest of teams and players. We will provide a safe, fun and fair environment to all.

All players should be given the opportunity to play in all situations. It should be obvious to all coaches that players are not going to develop or get better by sitting on the bench. It is the coaches' responsibility to provide all players with a positive sports experience. Players who are given an opportunity and genuine encouragement; often surprise their coaches, teammates and selves with their improved play. All players deserve this chance unless their actions demonstrate otherwise.



To learn more about AMHA and to view the AMHA Handbook for resources on running your team click below

[\*\*COACH, MANAGER, TREASURER HANDBOOK\*\*](#)

# Abbotsford Minor Hockey



## Player Prototype

What we need to incorporate & FOCUS on in everything we do...

### Skating

- \*Fast
- \*Explosive
- \*Edge Control

### Competitive

- \*1 on 1 Battles
- \*Relentless
- \*Will to win

### Making Plays

- \*Game Sense
- \*Skill Execution
- \*O/D w & wo Puck

### Character & Life Skills

#### 10 THINGS THAT REQUIRE **ZERO TALENT**

1. Being On Time
2. Making An Effort
3. Being High Energy
4. Having A Positive Attitude
5. Being Passionate
6. Using Good Body Language
7. Being Coachable
8. Doing A Little Extra
9. Being Prepared
10. Having A Strong Work Ethic

## How it could look at each age.

### U7

- High repetition of basic puck skills
- Heavy focus on skating races, competing for a puck
- Skating hard to the coach on whistle & going on 1 knee to listen with eye contact.

### U9

- Prizes for winners
- Lots of small area games
- Don't let them do a skill wrong. Must correct on the spot.

### U11

- Mastering age level skating & puck skills with proper technique.
- Introduce position specific skills
- Force decisions into drills. Make them think and decide the best play.
- Basic video review program and off-ice fun competitive program.

### U13

- Master position specific drills
- Mastery of execution of decision making and thinking to make plays.
- Heavy compete with physical play and checking
- Regular video review and focused dryland program

### U15/18

- Limit time and space with all skating and skills with body contact.
- Push to win during all compete drills and battles
- Mastery of Skating, Compete, & Making Plays
- Full video review program with weight lifting and hockey specific training.

# Abbotsford Minor Hockey



## U7 & U9 Map

To develop all players by grouping similar levels together for more fun and engagement while challenging the more advanced and focusing on the basics for the entry level players. Ultimately, we see players in 3 groups.

- 1- Exceeding for their age in all skills. (Advanced skaters)
- 2- Meeting most skills for their age (Average skaters)
- 3- New to hockey (Beginner skaters)

PCAHA has now made all U7 and U9 age groups balanced into teams called **Development** or **Proficient**. These teams will be balanced to play against other associations in the same groupings. (example: AMHA U9 Proficient Team 1, U9 AMHA Proficient Team 2, U9 AMHA Development Team 1, AMHA U9 Development Team 2) Proficient and Development play in different leagues against other associations. This is the same for U7 and U9.

- U7 – Consists of both 5 and 6-year-old players
- U9 – Consists of both 7 and 8-year-old players

**Development Group:** This would be for the players who are in group 2 and 3. The group would be based on helping the new players to hockey and the weaker skaters of group 2 to help them develop the basics so they can become a stronger skaters and skilled players so they can enjoy the game more and transition into the Proficient group.

**Proficient Group:** This would be for the players who are the stronger skaters in group 2 and the advanced players in group 1 who need to be pushed and challenged to develop at a higher level and competitive pace. These players are preparing to transition into U11 Rep.

**Assessment & Grouping:** AMHA will hold ice times in September to professionally assess all players in U7 and U9 to properly group them into the appropriate **Development** or **Proficient** teams. Players will stay with those teams for the season. Player movement from Development to Proficient will be on a case by case situation and only recommended by the development professionals.

**Goaltending:** AMHA will rely on the Goalie Manager to assess each level's goaltending situation and place goalies on the appropriate teams. At U7 we recommend all players rotate through as the goalie to give everyone an experience on each team. At U9 we recommend that position focused goalies participate as players to grow their athleticism but begin to participate more as the main goalie of each team. These goalies would also be invited to the Tuesday goalie only sessions for extra goalie development.

**U11:** 8-year-old players that are the top of their teams in the **proficient** group will be **invited** to participate in the U11 Rec Elite development sessions. Also, the most advanced 8-year-old players on the proficient teams may tryout for U11 Rep. These players must be in the 'A' grouping after the intra-squad games to be allowed to stay in U11 A1 or A2 for the season. Rep fees will need to be paid in full.



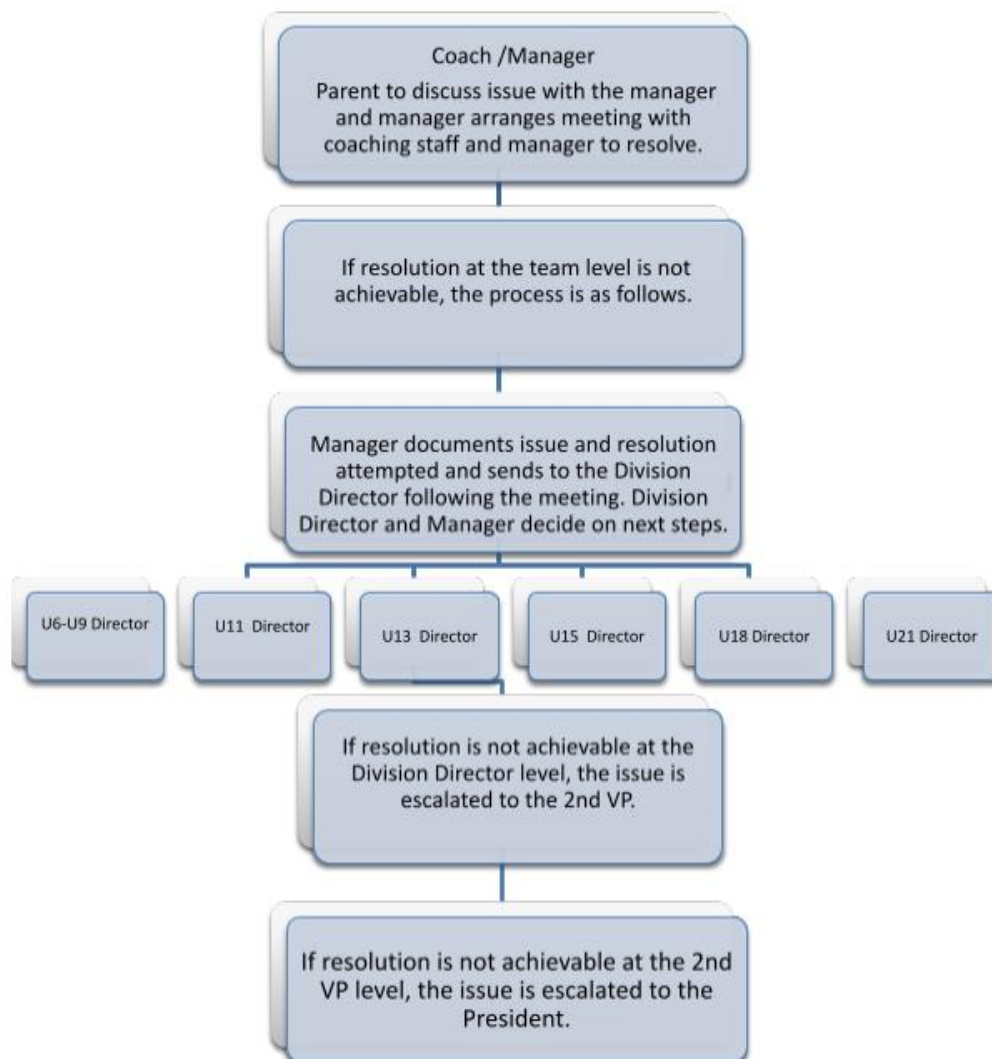
# Abbotsford Minor Hockey

## Discipline Process



**DISPUTE RESOLUTION** The purpose of this guideline is to provide a positive and productive forum for parents/guardians to express a grievance. AMHA Policy 13 Dispute Resolution should be consulted for a thorough procedure to follow for both formal and informal dispute resolution protocols. Individuals wishing to meet with a coach to discuss a grievance must follow the below guidelines. If a coach is required to discipline a player the following steps are required. Discipline must be documented, progressive in nature, and the division director must be notified.

1. AMHA strictly enforces a 24 hour "cooling off" period. Individuals in violation of this may be brought before the Disciplinary Committee and may face suspension or expulsion from AMHA.
2. Parents/guardians will not approach team officials immediately after an issue to air a grievance. To prevent further escalation and poor communication, parents and team officials must observe a 24 hour "cooling off" period.
3. Contact the team manager to arrange a meeting to discuss your grievance.
4. If satisfactory resolution of the grievance is not reached at this level, it is to be referred to the Divisional Director.





# Abbotsford Minor Hockey

## Parent Communication & Meeting



As a Head Coach in AMHA you must make the parent meeting at the beginning of the year one of the most important sessions of the season. This is your first chance to make a strong first impression on your parent group. You are much more likely to get buy in from kids if their parents believe in you and trust your going to give their child a great year. You should be prepared and clearly outline your season plan, expectations, routines, tournaments, team builders, development plan, dryland, mental health, video analysis, while also introducing staff and asking for parent volunteers to delegate roles to. This coach manual gives you resources in all these areas. Below is a PDF of a power point used at a U15 A1 Parent Meeting as an example of what it could look like. This should be age specific depending on the level you coach.

## Parent Meeting Example



# Abbotsford Minor Hockey

## Player Communication During Game



Numerous factors must be addressed by the coach in the area of bench management.

### These factors include:

- player's bench gate(s): position-specific (F, D) and which is which (closest to defensive zone – D, closest to attacking zone – F, switch each period); system of coming in/going out and whether to use the gate or go over the boards.
- recognizing when the D has the "long" change (1 or 2 periods per game) and making necessary adjustments. When D has the long change, the fresh D should always take the side opposite of the bench regardless if they normally play that side as this will give the tired D man a shorter distance to change when the opportunity comes.
- rules when needing to change on the "fly": dumping the puck to the bench side of the ice to prevent a quick-up breakout and attack by the opponent; all 5 skaters not changing at the same time – possibly leave 1 forward to maintain checking pressure or have the 1st forward on establishing position in the far lane as opposed to chasing the puck, have the D change 1 at a time and establish a system of switching sides so that the change is always a short one; have a "quick-up" play for when the opponent changes on the fly – particularly if the goaltender is a good passer.
- Feedback (error correction) to individuals vs. criticism – ask the players what they did wrong as opposed to tell them.
- How to respond when players ask questions
- Use of a coach rink board at the bench to assist explanations
- Dealing with unnecessary penalties (discipline), lack of effort, extended shift times (45 second shift time rule)
- Player interaction (particularly if criticizing others)
- Restricting players' ice time is the most effective "hammer" that the coach has at his/her disposal, but it must be used wisely and as a last alternative after all others have been exhausted.
- Game adjustments are also numerous and include:
  - delayed penalties (for/against, goalie to the bench – rule for which player goes on the ice) a signal from goalie to players on the ice when opponent's penalty is close to being over
  - pulling the goalie for an extra attacker (when, signal to the goalie to come to the bench, which player goes on the ice and tactics to take advantage of this extra player)
  - player coming out of the penalty box (signal from the bench on whether to stay on the ice or come to the players' bench, if coming to the bench does the player come right away regardless of the situation or when it's appropriate if staying on the ice what position does the player assume – have a rule when play is in the defensive zone that the player assumes the low support forward role and communicates that to his/her teammates)
- reactions to calls by the officials (a "bad" call, merits of arguing with the officials to make a statement or take a stand, a "good" call, emotional control – role model)
- the use of and reference to a coaching game card (quick and easy reminders for line-ups, game plan, space to make notes for between periods discussion and player/team/game evaluations, 4/4 line-up, specialty teams' line-ups, 6/5 and 5/6 face-off plays – who takes the draw, other personnel, strategy)
- Technical/tactical adjustments (face-offs, possible line match-ups- particularly if home team, time-out). Note: with the new "quick" face-off rules in place at several levels of play, face-off plays and line matching is much more difficult, if not virtually impossible, and distracting to the point where its recommendation is questionable.

While on the bench the coach has to focus on what possibilities exist, be aware of the present situation and be ready (anticipate) for what's next – limit surprises as possible. All bench personnel must send a consistent message to the players and offer, for the most part, positive encouragement. The motto should be to "let the players play" – coaches cannot expect perfection from the players and must allow for the inevitable mistakes that will occur. The coaching challenge is to teach or educate through positive correction vs. negative criticism. Coaches should strive to have a positive bench with few, if any, moments of panic. Encourage a high tempo, intense, short shift type of game – players enjoy playing this style much more so than any other. Keep them on their toes through how they are utilized in-game situations – as a coach don't become too predictable or get into a rut without realizing it.

# Abbotsford Minor Hockey

## Captains and Assistants Selection



Each AMHA team can decide whether you want to designate Captains and Assistants for the entire season, or if they prefer to rotate them throughout the season. Coaches need to identify what they feel makes a great leadership group and ensure this is shared with the team as a part of the team's mission/vision and goals/objectives for the season. Having a strong leadership group in the dressing room will help to ensure team cohesiveness throughout the season.

**Discussion on Captain's Roles with the team. Below are ideas for what is expected of the team and or of the Captains.**

- What kinds of roles do you feel you as captains should take on?
- What kinds of specific roles can each of you fill?
- Is there anything that you require from the coaches that will help you fulfill this role? Please visualize and role-play what you might do in these situations
- Be positive, show pride – celebrate the little things – good body language
- Help to discourage cliques – make an effort to interact with everyone or deal with individuals that are demonstrating this behaviour early.... if things don't change talk to coaches.
- Ensure that team does the little respectful things (push chairs in, polite to staff, encourage cleanliness of dressing room, etc.) (All by example or reminders)
- Lighten the mood (all)
- Get tough when need to with team (all)
- Talk one on one with all players (usually to console, motivate, encourage) (All – dependent on existing relationships?)
- Address team between periods or in meetings on non-game times (All)
- Vocal or by example (Everyone, depending on the situation)
- Redirect them if things aren't going well or if Thunderbolt happens (All)
- Drive home coaches' messages – must buy in to and be a supporter of the coaching staff (with parents also) (All)
- Liaison with coaches bringing players feelings to them (All) and act as a conduit to bring coaches' messages back

### **Discussion on Coaches' Expectations**

- Be present and engaged
- Be with the team
- Display positive team and personal values – always
- Classy – represent your community in a positive light
- Do whatever it takes.... regardless of the role given to you
- Buy in.... trust in the coach's decisions and demonstrate your commitment to the team
- Truly believe that we can reach our goals
- Show respect for everyone
- Maintain your composure always
- Body language – never show frustration
- Exude confidence
- Never quit

# Abbotsford Minor Hockey

## Leadership Group



### Goal:

1. To create a strong group of leaders who are excited, positive and willing to buy in to the team's goals and beliefs.
2. Consistently look for ways to model and transfer those goals and beliefs to the rest of the team.

### The Role of a Hawks Leader

- \* Leaders work with the coaches closely and communicate throughout the year with both their coaches and teammates about what is best for the team.
- \* Leaders are a middle ground for communication between players and coaches working to respectfully communicate to both sides to support the team.
- \* Leaders take responsibility for encouraging all members of the team to "buy in" to the team goals and beliefs. This includes modelling what a Hawk looks like on and off the ice.
- \* Leaders serve, selflessly looking out for the well being of every member of the Hawk family no matter what the circumstance. They serve their teammates and look for ways to engage with their teammates below the surface, making everyone feel welcome and caring for them as friends and "brothers". They look for ways to encourage...catching their teammates "doing things right" and celebrate the victories, whether big or small.
- \* Leaders own the room and take responsibility for a positive atmosphere. They keep an eye out for poor attitudes, and energy vampires that might hurt team unity. They address these respectfully with a goal of creating an even better team culture.

### Leaders area always asking themselves these two questions.

- 1.) What does the team need today to be it's best?
- 2.) What can I do to make this happen?

### Team Leaders Non-Negotiables

- 1- Have fun, work hard, enjoy journey. Find passion for the game.
- 2- Respect everyone around you
- 3- Team First- everyone puts team goals ahead of individual selfish desires.
- 4- Come prepared to do your job/role with everything you have
- 5- Build good habits every day on and off Ice
- 6- Positive daily attitude verbal and body language even when you don't feel like it.
- 7- Go above and beyond daily and take advantage of opportunity you have in front of you
- 8- Treat everything as a privilege and not your right and give thanks to everyone for every success
- 9- Learn from mistakes rather than look for excuses.
- 10- Serve others and be a model citizen. Give back to the world and be a difference maker in society.
- 11- Focus on what you can control and don't worry about anything else out of your control. Process vs Outcome. One game/practice at a time.

# “You Win in the Locker Room” by Jon Gordon



## Team Culture & Creed.

Lead by the coaching staff and leadership group, the team will come up with their team statement of who they are, team goals of what they want to achieve, and team creed of the non-negotiables of the day to day expectations, including accountability, rewards and consequences.

## Contagious

To be prepared daily to be the most positive and encouraging guy in the room and on the ice. Get loud, make it fun, and be excited for everything even when there is nothing to be excited for. Be aware of energy vampires and report them immediately before they destroy the team. They will have a choice to buy in or leave the team. No team can succeed with energy vampires killing the culture.

## Consistent

Be known as being the same to any player anytime. You create a culture by being consistent in your emotions, beliefs, work ethic, preparation, practice habits, off ice attitude, character. Be the same daily and expect nothing less than perfect. When it's not done right correct it, call a player out, encourage them to do things the right way.

## Communicate

As a leader you are the middle man between coaches and players. You need to be very clear and respectful as you communicate for the players and coaches. This must be a constant and consistent communication where you are always looking out for what's best for the team daily. When things are going well tell the coaches why and how to keep going. When things are tough tell the coaches and work together to fix it ASAP before it gets worse. Leaders need to be brave and courageous and be ready to hold a players only meeting, post game serious chat, a get together or a simple meeting to make sure everyone is buying in to the teams goals and beliefs.

## Connect

Leaders find ways to connect with teammates on another level beyond the hockey team. Find out about what a player loves, hates and what makes a player happy or sad. Maybe a player has a tough situation going on such as a sick family member or someone who passed away. These are the deeper relationships that build family. It's not the quick text or common hockey lingo, it's the love and care you show towards each other. This connects the team into an unbreakable bond. As a leader look for opportunities to connect on a deeper level. Go for booster juice, hang out with a younger player and ask questions that are intentional to dig deep. Try your best to stay away from tech at times and be human.

## Commitment

It's not about you. As a leader it's about the team. You must become selfless and look out and serve others. This can be lonely at times as you always look out for others and nobody looks out for you but that's the job of a leader. Leaders don't want any credit. Leaders get satisfaction out of seeing others succeed. Actions speak louder than words. Leaders MODEL how it's done and don't just talk about it. Best leaders are known as someone who would run into a burning house for their teammate.

## Care

When people are cared for they are willing to do anything for that person. When the team knows that their leaders truly care and show that through ACTION they are willing to buy in. If they see leaders who could care less they will begin to care less. Leaders go beyond what is expected. Leaders care more than they should even when the person they are caring for might not even deserve it. We live in a busy world so it's very important you carve time out to show you care about your teammates. Treat people even better than you would want to be treated.

## Character and Attitude

As a leader you must never have a bad day only bad moments. It's easy to have a bad attitude when times are tough or your feelings/emotions are down but as a leader you must fight this every single day because even when you think nobody is watching there is always someone's eyes on you. A leader is always seen as positive and always looking at the bright side and never entertaining negativity or gossip. A leader must display this daily to his team showing strong character to the group. Leave a legacy which means become known as someone who is honest, hardworking, never gives up, always trying to help others ect. What would someone say at your funeral? What do you want to be known as?

# Abbotsford Minor Hockey



## Coach Subscriptions & Resources

[AMHA Development Website > https://www.abbotsfordminorhockey.ca/development/](https://www.abbotsfordminorhockey.ca/development/)

AMHA Subscribes every head coach to the Coaches Site. This is based on a search engine that will find anything you're looking for as a coach. There are amazing resources from practice drills to team culture and building leaders. Assistants can use their head coaches log in.



[Enter Coaches Site Website](#)

AMHA Subscribes to host an AMHA Portal of many resources and drills that are all 3D and have movement so you can easily see the drill and use the drill for your own practice. Each coach will need to get the App on their phone and then will have FREE access to the AMHA Portal filled with many great drill resources including our 12 week development lessons.



[Enter Hockey Coach Vision Website](#)

AMHA highly recommends using the Hockey Canada resource for age specific practice plans and assessments. This will help direct you as a coach on what skills to cover within your year and give you drills to support these age specific practices and development sessions.



[Enter Hockey Canada Dev Website](#)



# Abbotsford Minor Hockey

## Goaltending Development



AMHA believes coaches should have intentional focus on their goalies in everything they do. As a coach plans for their team they should also plan for the goalies on and off the ice. This is one of the most important positions in hockey and we need to develop them. We have lots of resources for practice plans and goalie guides. AMHA also hired a goalie manager to overlook all teams and run all development. If you need support reach out to our goalie manager Eric



### Goaltending Downloads

- [Goaltending Pathway | Complete Guide \(pdf\)](#)
- [Beginner Practice Plan \(pdf\)](#)
- [Intermediate Practice Plan \(pdf\)](#)
- [Advanced Practice Plan \(pdf\)](#)
- [Goaltending Skill Evaluation \(xls\)](#)
- [Practice Plan 01](#)
- [Practice Plan 02](#)
- [Practice Plan 03](#)
- [Practice Plan 04](#)
- [Practice Plan 05](#)

**AMHA Goalie Manager – Eric Williams**

C: (604) 319-8192

[ewgoaltending@gmail.com](mailto:ewgoaltending@gmail.com)

# Abbotsford Minor Hockey

## Coach Mentorship Program



**Program Objective:** To intentionally support AMHA coaches with discussions, meetings, and resources. Mentors will be setting up time to talk to every Head Coach from U7 to U15. Mentors are here to help, communicate, share, and collaborate together.

- ★ U7 Mentor - **Travis Veldhoen**
- ★ U9 Mentor - **Peter Hay**
- ★ U11 Mentor - **Jamie Jackson**
- ★ U13 Mentor - **Mike Gerrits**
- ★ U15 Mentor - **Mike Nolan**
- ★ All Goalies - **Eric Williams**

### Program Support Check Boxes

- Registered to online resources Coach Vision & Coaches Site. How to use these resources.
- Parent meeting plan to discuss season, expectations, processes ect.
- Season plan outlining the year into weeks/months/skills/tactics/off-ice/team building.
- Team meetings, player meetings, goal setting, mental prep, guest speakers.
- Lesson plan template and how to create a practice with the end goal in mind. Habit building.
- Practice routines and expectations. Keeping the players moving, learning and having fun.
- Teaching. Say it, show it, model it, do it, correct it, do it right, add to it, test it in competition.
- Safety plan in case of emergency at a game/practice/team session.
- Dryland plan. How to utilize off ice training into season plan at every age.
- Staff plan. How do you plan to use your assistant coaches, managers, parent volunteers?
- Goalie development. How do you develop your goalies every ice time / game?
- Team Structure / Positioning. How and when do you plan to teach team play?
- Video Analysis. Using video to show players and the team video to help teach.
- Game preparation routines and process. Feedback and learning. Identifying next practice.
- Coach strengths and weaknesses. How can you grow? How can AMHA support you?

**Practice feedback:**

**Game feedback:**

# Abbotsford Minor Hockey



## 7 Month Season Plan

### September

- Team is built and staff are in place
- Meet as staff/manager to plan the season
- Register for tournaments
- Team Building - Getting to know each other and have fun
- Parent Meeting - Lay out the year plan and your expectations
- Schedule practices, games, dryland weekly Team Snap

### October

- Master team concepts - All players know their position in all 3 zones.
- Heavy D-Zone focus (Breakouts, Coverage, position specific skills)
- Focus on Skating, Compete, Making Plays & Goaltending.
- Start balancing and tiering games.
- Plan a dryland / off ice program age appropriate.
- Plan to use video to teach players.
- Meet with every player to get to know them.
- Announce your leadership group. (C and A's)

### November

- Mid Season Team Builder
- Tournament preferably away with hotels.
- Heavy Focus on Offensive Zone (Forchecks, Entries, OZone play)
- Focus on Skating, Compete, Making Plays & Goaltending.

### December

- Serve a cause as a team in the community
- Christmas Tournament
- Heavy Focus on Neutral Zone (Support, Transition, Attack, Speed)
- Focus on Skating, Compete, Making Plays & Goaltending.
- Mid Season evaluation report for each player.

### January

- Team Building to get the team back on track after the break.
- Continue to develop skills and game play with increased competitiveness and battle

### February

- Playoffs begin
- Development Ends

### March

- Season Ends
- Year end player exit meetings to discuss the year.
- Year End Final Team Party

# Abbotsford Minor Hockey

## Practice Planning



[Hockey Canada website with all these links](#)

### Timbits U7 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U7 Skill Evaluation \(xls\)](#)
- [Timbits U7 Player Pathway \(pdf\) - Abridged Version](#)
- [Timbits U7 Player Pathway \(pdf\) - Full Version](#)

### U9 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U9 Skill Evaluation \(xls\)](#)
- [U9 Player Pathway \(pdf\) - Abridged Version](#)
- [U9 Player Pathway \(pdf\) - Full Version](#)

### U11 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U11 Skill Evaluation \(xls\)](#)
- [U11 Player Pathway \(pdf\) - Abridged Version](#)
- [U11 Player Pathway \(pdf\) - Full Version](#)

### U13 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U13 Skill Evaluation \(xls\)](#)
- [U13 Player Pathway \(pdf\) - Abridged Version](#)
- [U13 Player Pathway \(pdf\) - Full Version](#)

### U15 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U15 Skill Evaluation \(xls\)](#)
- [U15 Player Pathway \(pdf\) - Abridged Version](#)
- [U15 Player Pathway \(pdf\) - Full Version](#)

### U18 Downloads

- [Core Skills \(pdf\)](#)
- [Practice Plan \(pdf\)](#)
- [U18 Skill Evaluation \(xls\)](#)

### Goaltending Downloads

- [Goaltending Pathway | Complete Guide \(pdf\)](#)
- [Beginner Practice Plan \(pdf\)](#)
- [Intermediate Practice Plan \(pdf\)](#)
- [Advanced Practice Plan \(pdf\)](#)
- [Goaltending Skill Evaluation \(xls\)](#)
- [Practice Plan 01](#)
- [Practice Plan 02](#)
- [Practice Plan 03](#)
- [Practice Plan 04](#)
- [Practice Plan 05](#)

### Positions & Skills | Skills Downloads

- [Skating \(pdf\)](#)
- [Puck Control / Stick Handling \(pdf\)](#)
- [Shooting and Scoring \(pdf\)](#)
- [Small Area Games, Skill Stations \(pdf\)](#)
- [Developing Skilled Defencemen \(pdf\)](#)
- [Off-Ice Training \(pdf\)](#)



# Abbotsford Minor Hockey

## Coaches Site Hot Links



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

All coaches should use The Coaches Site for resources while learning and growing as a coach. Get professional advice and information from the best in the game in regards to skills, drills, culture, tactics, team bonding, power play, penalty kill, faceoffs, and much more right at your fingertips. See more youth specific resources below.

### Initiation Skills Series

[U9/U7 Skill Curriculum and Drills](#)

#### INITIATION SKILLS SERIES

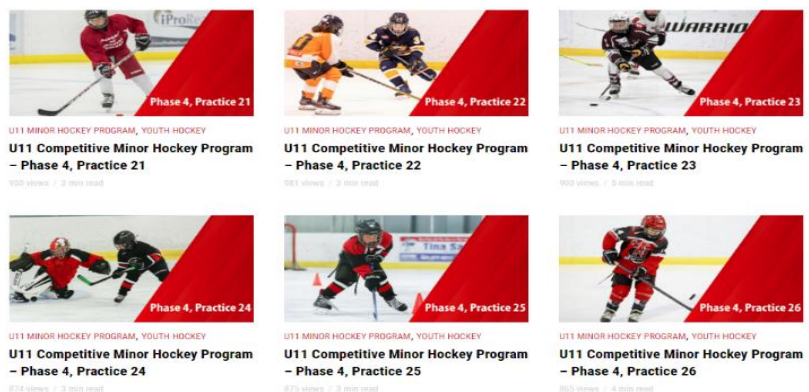


### U11 Competitive

This curriculum is designed to be a 20-week guiding document for a competitive U11 program during a hockey season. The drills provide an overview of skills as well as basic tactics that are required to play at the U11 level. The focus is on skill development and encouraging the players to learn the game through physical exploration and small area games. The overall goal of the program is to provide a coaching staff the tools necessary to effectively train a team over the course of a season.

[U11 Competitive Curriculum](#)

#### PHASE 4 - COMPETITION/ACTIVE REST



### Youth Hockey All Levels

Being part of a hockey youth hockey team teaches responsibility, teamwork and respect; players develop concentration, strategy and decision-making skills. This page is for youth hockey coaches and features initiation information, player development strategies, team management information and the Initiation Skills Series.

[Youth Hockey Resources](#)

# Abbotsford Minor Hockey

## Team Building



### 1. Name/Sport Game

Players sit in a circle facing into the middle. A ball or ... is passed randomly to each person. As he/she receives the ball they give their name and a sport they like that starts with the same letter as their name. (Carol-curling).

### 2. Limited Senses

*Equipment Required* – Blind folds for all participants, hockey socks work well.

Create a large clear space with adequate safety precautions. For safety reasons, make sure a number of support people are around. Next give players a number and tell them to keep their number to themselves. Each participant puts on a blindfold. The goal is for the players to arrange themselves in numeric order. Example 1, 2, 5, 8, 13, 15, 19, 27, 89. The participants are not allowed to speak.

Frustration will occur when players use various methods to communicate such as, foot stomping, clapping, tapping, etc. After a length of time some players may give up. If you tell the group that numbers are missing, they may come together quickly. A variation is to have them order themselves by birthdate.

### 3. Tell a Story

Divide into groups of three. Give the groups about 10 minutes to develop a story line. Each participant tells one section of the story. After each story is told all participants discuss the moral/meaning of the story. Once that is completed the story tellers will reveal what they determined was the moral. Move onto the next group and repeat.

### 4. Snowball Fight

Everyone writes one interesting thing about themselves on a piece of paper (without their name). Crumple up the pieces of paper and throw them around the room 3 or 4 times. Pick up a "snowball" and open it. The goal is to find the person who belongs to the paper. You **must** introduce yourself before asking if the paper belongs to them. At the end, once everyone has been found, players introduce each other to the rest of the team.

### 5. How well do you know your teammates?

This can be used as an initial ice breaker, or at anytime during a season/competition to help teammates to get to know each other. It also can be good to help players to learn a bit about their coaches, trainers, etc.



Each player must give 2 facts about themselves, one true and one false. They cannot be obvious (I play hockey, etc.). The facilitator (coach, team leader, etc) will read out the facts about the player. The team is lined up, and can be blindfolded (so they don't look around to see what everyone else thinks). If you think the fact is true step forward, false step backwards. The leader then tells the group if it was true or false. The game can continue through all the facts, and you can keep track of points to appoint winners at the end, or just play for the fun to learn about your teammates. You can also set it up as more of a jeopardy style game.

#### **6. Who Am I?**

Create enough characters for each person participating. Tape on a character to the back of each individual, they then need to go around the room and ask yes/no questions until they figure out who they are.

Example of characters: Hannah Montana, Wayne Gretzky, Britney Spears, The Road Runner, Sidney Crosby, Will Smith, Stephen Harper, Barack Obama, Terry Fox, Hayley Wickenheiser, Cassie Campbell, etc.

#### **7. 3man human statue**

(The players will split into groups of 3 and have 3 rounds alternating where one player will be a muse another will be a statue and the last will try to get the muse using only voice commands to replicate the statue. Make sure the players are in a straight line with the muse in the middle facing away from the statue)

#### **8. Memory game**

using (family, hobbies, foods, etc.) (20 players will form a circle and will tell the group one thing personal about themselves, then taking turns 1 player will attempt to repeat that one thing about each player until he gets one wrong. Once a player gets one wrong then it will be the next player's turn starting at the beginning continue until a player has gotten all 19 players right in order or all 19 players have gone.

#### **9. Predicament and solution**

Each player to create a story involving a predicament and a solution. The solution has nothing to do with their predicament. 1 at a time, have each player present their predicament and then have someone else give their solution (one that they had made up initially). \*Some weird solutions and a lot of fun.

#### **10. Materials- crumpled up paper, basket/box**

Player #1 has their back to the box and throws the “snowballs” over their shoulder into the box. Player #2 is the eyes and communicator for the thrower. How many are successful in the # of throws taken

#### **11. Human Treasure Hunt**

Find someone who matches the information you provide and write their name on the lines provided. You can only use each name once. Try and fill each line with one of your teammates’ names. Things such as travelled the furthest away, Has a horse, speaks 4 languages. etc

#### **12. Stick Balance**

Players formed groups of 5. They were given the task of balancing a hockey stick on the index fingers of their right and left hand. Players were placed on both sides of the stick in alternating locations and then had to lower the hockey stick to the floor and then return to the “up” position without dropping the hockey stick. Goal – get the smaller group to work together and develop communication skills.

#### **13.. Name/Fact Game**

Description: Players were asked to introduce themselves to the team and highlight one interesting fact about them. The next player would start by repeating the name and interesting fact highlighted of the player before him. The next player would have to state the name of the two players that were introduced before them along with the interesting fact about each player.

Purpose: For the players to learn the names of all players on the team. Adding the additional personal fact makes sure that all players are paying attention because there is accountability when they need to repeat the order. The interesting facts are usually very humorous and allow the tension to be broken and create laughter.

#### **14. 720 Walking Tag:**

This is one of the great original icebreakers for large groups. Have the group form a circle. Naturally, the larger the group the larger the circle. In the center demonstrate with a volunteer how to play the game. One person is “it”. The other is trying hard, but not too hard, to avoid being tagged but the “it”. The “it” must first spin around twice before walking, not running, after her partner. The partner can only walk, not run, away to avoid becoming “it”. Once he is tagged he becomes “it” and must do a 720 (two complete spins) before walking off in hot pursuit of his partner. The object of the game is not to be “it” when time is called, usually after one minute of play. After demonstrating the game have the participant’s partner with the person next to them. Let them decide who will start the game as the “it”. The more people there are playing the game the more confusion and mayhem and consequently the laughs everyone has chasing each other. Be sure to define the boundaries and keep reminding people to walk – not run.

# Abbotsford Minor Hockey



## Pre-Game Warm Ups

Pre-Game Off-Ice Warmups are an important part of any team's success. Teams should have the players arrive at least 45-60 minutes prior to the start of their game. 45 minutes before the start time for the game the team should warm up as a team for 15 minutes. This provides the players with an opportunity to work on a little bit of conditioning as well as provides more time for team bonding. Stretching off-ice also helps to reduce the chance of injury and it also helps to get players focused.

Below is a warmup that will take approximately 8-10 minutes for the team to complete if they take a rest-to-work ratio of 1:1.

1. Ankle Hops- 20 Reps
2. A March- 20 Secs
3. A Skips- 20 Secs
4. Butt Kicks- 20 Secs
5. Arm Swings- Cross and Front- 20 Reps
6. Arm Swings Forwards- 20 Reps
7. Arm Swings Front- Bent Over- 20 Reps
8. Reverse Lung to High Knee- 20 Reps
9. Lateral Squat- 8 Reps Each Side
10. Over Head Squat- 8 Reps
11. Hip Circles- 8 reps per side
12. Hip Swings Side- 8 Reps per each side
13. Hip Swings Front- 8 Reps per each leg
14. Inch Worm to Push Up- 20 reps
15. High Knees- 20 secs

[Click Here](#) to watch a Gary Roberts Video that shows you the exercises being done.

After the off-ice warm-up players should be given 15 minutes to dress, and then the coaches should address the team 15 minutes prior to the game time.

# Abbotsford Minor Hockey



## Dryland Training

Dryland / Off-ice training is an important part of hockey training, it will help the athlete perform better on ice, prevent injury and help them understand their bodies better. As the athletes get older, the importance of dryland increases. Exercises will vary depending on age, level and commitment. Below are some examples of workouts and suggestions for coaches working with athletes at the various ages and levels.

**U9** – Games, focus on having fun, moving, and teamwork.

An example workout might consist of a warm-up, “Simon Says” game (include exercises such as jumping jacks, push-ups, burpees and crunch’s), Handball and a stretch.

Equipment could include cones and balls.

Recommended frequency: 1-2x per season with the purpose of team building and providing something different with on-ice benefit.

**U11** – Introduction of exercises that focus on balance, mobility, core and speed.

An example workout might consist of a warm-up, station workout (team divided equally into each station) with exercises such as sprints, hockey jumps, planks, balancing exercise and lunges. Finish with a game that keeps everyone moving such as British Bulldog or Tag. Stretch.

Equipment could include agility ladder, plyobox’s, hurdles, bands and parachutes.

[Youth In-Season Hockey Workout To Dominate This Season! 🏒 - YouTube](#)

Recommended frequency: Monthly.

**U13** – Introduction to exercises that focus on power and strength.

Equipment could include medicine balls, TRX, slam balls, battle rope, sled and kettlebells.

An example workout might consist of a warm-up, station workout with exercises such as Ball Slams, Battle Rope, KB Swings, Sled Push and Pull-Ups. Finish with a game that is a bit more advanced and involves more power movements such as Dr Dodgeball or Basketball. Stretch.

[Circuit - Gary Roberts High Performance Training - YouTube](#)

Recommended frequency: 1-2x per month.

**U15** – Introduction to exercises that use Cables, Dumbbells and Barbells to generate strength, power and speed.

An example workout might consist of a warm-up, station workout with exercises such as Power Pulls, Weighted Squats/Lunges and Farmer Walks. Finish with a cardio component such as a Scottish Mile, 1 mile run, stairs or suicides. Stretch.

Equipment could include free weights (Barbells and Dumbbells).

[Complete Strength Workout for Hockey Players - YouTube](#)

Recommended frequency: 1-2x per week.

**U18** – Workouts become periodized and focus on athletes’ individual needs.

Any equipment can be used (with proper instruction) at this level.

An example workout might consist of a warm-up, weight training circuit with exercises such as Power Cleans, Bench Press, Deadlifts, and Push-Press. Monitored cardio component (time, speed and distance). Stretch

[🏒 Hockey Workout for Shot Power 🏒 - YouTube](#)

Recommended frequency: 1-3x per week.

Off-Ice training is an important component in an athlete’s development in the sport, and as an athlete age increases and improves in the sport, the need for monitored training becomes more important.

For more information on team training or individual training feel free to contact me at [Darryl\\_buhler@yahoo.com](mailto:Darryl_buhler@yahoo.com).

# Abbotsford Minor Hockey

## Player Meeting & Communication



### Connect with each player as a person.

- Use meal and snack times as opportunities to connect.
- Schedule Ice Breakers and team building activities.
- PARTICIPATE in team activities; let them see your human side. Literally *connect*.
- High fives, pats on the back, fist pound.
- Be mindful of body language; it speaks as loudly as your words, whether you're aware of it or not.
- Eye contact is a powerful connective tool.
- Your tone is as important as the words you choose. Welcome players arriving.
- Ask them how they see themselves as players.
- Ask them what their expectations of themselves are.
- Ask them how you can get the most out of them.
- Connect regularly with your leadership group.
  - They can be a valuable resource in messaging.
  - This can send a message of partnership and collaboration.
  - They are a valuable 'pulse' on the team as a whole.
- Take note of how you feel about each player.
- This will enhance your awareness of tone, body language, and the way you're responding to each player.
  - If you find you don't like or feel connected to a player, take extra time to get to know them and at least understand them better. This will also positively impact *how* they respond to *you*.
  - Separate human side and performance side.
  - Business like and focused in the hockey bubble can be balanced well by genuine and personal in between times.
  - This will make it harder for them to personalize 'charged' exchanges and feedback.
- Keep asking the question, "What do they need from me right now?"
  - If they are feeling fearful and overwhelmed, they need something very different from when they're being lazy, complacent, or selfish. Read the need.
- Foster the embracing of roles.
  - Be explicit about what the team needs from each of them; reward it when you see it.
- Acknowledge role-related efforts privately AND publicly.
- Use video to reinforce role and system adherence. Make a big deal out of it; it is a big deal.
- Take the player's perspective. He wants to know what you want and what's in it for him.
  - Have kids changed or has their environment intensified? (regular kids, extraordinary pressure)
  - Link your reaction back to their behavior. "When you do that, I have to respond this way."
  - Model the behaviors you want from them. The way you dress, how you carry yourself, punctuality, professionalism, diet, and recovery; they're watching all of it. Your example will impact the importance that **they** are willing to place on it.
- Expect and Embrace Adversity.

# Abbotsford Minor Hockey



## Video Analysis

AMHA Highly recommends that coaches use video to visually show players clips from their last game to enhance learning and development. Players are visual learners so this makes video a powerful tool. There are lots of ways to achieve this right from your phone, I pad or computer. AMHA A1 and A2 teams with paid coaches will be expected to use InStat that is a powerful tool that already has clips cut and stats to support your coaching and player development.



# InStat

## InStat Video Information Sheet

### How to video the game

- Teams may use a phone, tablet, or video camera.
- Make sure your device has at least 12-15 GB available storage for the video.
- You must video at **60 frames per second (fps)**. Anything less won't work.
- You can sacrifice video quality for 60 fps. For example, you don't have to video at 4k, it could be 1080p or even 720p if that makes the size of the file work.
- The video should be done by period. Three different video files.

### How to submit the game to InStat

- Upload the video file to a google drive account or equivalent.
- Make sure you do not choose any compression options.
- Email the following to [colleges@instatsport.com](mailto:colleges@instatsport.com) and [datahockey@instatsport.com](mailto:datahockey@instatsport.com):
  - Google drive (or equivalent) link to the videos
  - a copy of the electronic game sheet



# Abbotsford Minor Hockey

## Mental Health & Sports Psych



AMHA strongly believes that coaches are much more than just a hockey coach. As a coach you have the ability to make connections and have major influence to each player. Players lives aren't perfect and they all need mental coaching just as much as physical coaching. We ask that all AMHA coaches intentionally include discussions, teachings and participate in mental health activities and awareness. The website Buddy Check is full of resources and videos and ideas to incorporate this into your season. Buddy check also helps you as a coach on how to deal with the mental health side of your players. We recommend finding a local Sport Psych specialist to come into your team to help if possible and age appropriate.



[buddycheckforjesse.com](http://buddycheckforjesse.com)

# Abbotsford Minor Hockey

## Character & Life Skills



These 10 things should be “Intentionally” taught and held accountable in everything throughout the year.

## **10 THINGS THAT REQUIRE** **ZERO TALENT**

**Being On Time**

**Making An Effort**

**Being High Energy**

**Having A Positive Attitude**

**Being Passionate**

**Using Good Body Language**

**Being Coachable**

**Doing A Little Extra**

**Being Prepared**

**Having A Strong Work Ethic**

# Abbotsford Minor Hockey

## Non-Negotiables & Expectations



This document is a commitment to myself, my teammates and the AMHA organization, to everyday buy in to what it means to be an Abbotsford Hawk.

**As an Abbotsford Hawks I will . . .**

### **In Game:**

- Arrive at every event on time. Being late without communication is unacceptable.
- I will wear only Hawks clothing and apparel in our rink, dressing room and on the road.
- Do warm with my teammates. Individual warm up times will be allotted after team warm up.
- Always exit the locker room as a team.
- Do on ice warm up hard and with focus.
- Know all team systems and execute them properly.
- Always support my teammates no matter what the circumstances are.
- Always have good body language/attitude on the bench.
- Leave my phone and any distractions out of the dressing room as I give time to my teammates.
- Take part in all team traditions. (Win song. Hard Hat).
- Never take bad penalties. Too many penalties will result in accountability.
- Take short shifts, long shifts hurt the team.
- Always give my best and work hard every shift.

### **In Practice:**

- Take pride in the little things (Hit net, good passes, stop on pucks)
- Bring good communication and energy to every ice time.
- NEVER shoot pucks after the whistle in practice.
- Look at the coach in the eyes when he is talking to me.
- Work my hardest in every drill.
- Do HARD laps when asked.
- As a goalie, put my pegs in my net immediately when I get on the ice.
- Have my suitable practice jersey and socks for each practice.
- Fill water bottles for each practice.
  
- Respect facility and staff and other user groups

I \_\_\_\_\_ sign this document stating that I will follow and obey this list of non-negotiables. If not followed, I acknowledge that I will be held accountable by the staff of the Abbotsford Hawks Team.

Parent Signature \_\_\_\_\_ Player Signature \_\_\_\_\_

"Today I come, to give my best, leaving my selfish desires at the door for the good of the team."

# Abbotsford Minor Hockey

## Bench Management



The age and ability levels of the players involved dictate to a great degree the bench philosophy of the coach. Factors to be considered when developing a personal bench coaching philosophy may include the seasonal plan and where this particular game fits, the timing of the game (only one this week vs. three games in three days), practice evaluation (effort, attendance), recent results (including vs. this particular opponent), travel, discipline (unnecessary penalties, extended shift lengths). Some of these factors are dynamic and may change during the game and require active coaching decisions. As part of their game preparation, the coaching staff should go through all possible scenarios, discuss alternatives and make some preliminary decisions but always considering the effects of their decisions.

### **Bench Personnel**

The Head Coach is ultimately in charge of running the team and may decide to propose that not all coaches go on the bench for every game. This will ultimately vary depending on the age group and division of the team.

The number of non-playing personnel on the bench, who they are and what their specific roles are must be clearly understood by all involved. This should be discussed and outlined in a coach meeting at the start of the season, and these details should be shared with the parent group. The obvious areas of concern are clutter and confusion.

Factors for consideration:

- a system for quickly dealing with equipment problems and broken sticks
- Injured players (who deals with them? who goes on the ice if necessary?)
- Emergency procedures? who communicates to the coach about the status of injured players? EAP
- Support staff job descriptions (who is responsible for what – avoids duplication, hesitation and misunderstanding- Goalie Coach, D Men Coach, and Forwards Coach)
- Who runs the bench doors? Monitors shift times? Takes stats? Communicates to players on the ice (ie. delayed penalty situation)? Has license to talk to the players on the bench, to officials and opponents. The Head Coach needs to clearly define this in the pre-season meeting.

# Abbotsford Minor Hockey



## Player Advancement

AMHA believes coaches should be working with the next level teams to give their players opportunities to gain experience at the higher levels. This includes coaches supporting player movement and calling players up. Coaches should communicate and have a plan on this process so players can practice and affiliate with teams. Rec > A3 > A2 > A1 > Zone/Academies.

### BC Hockey Map...



U7 to U18



U15 to U18



U17 to U20



U15 to U18



16 to 20



16 to 20



19 & Older

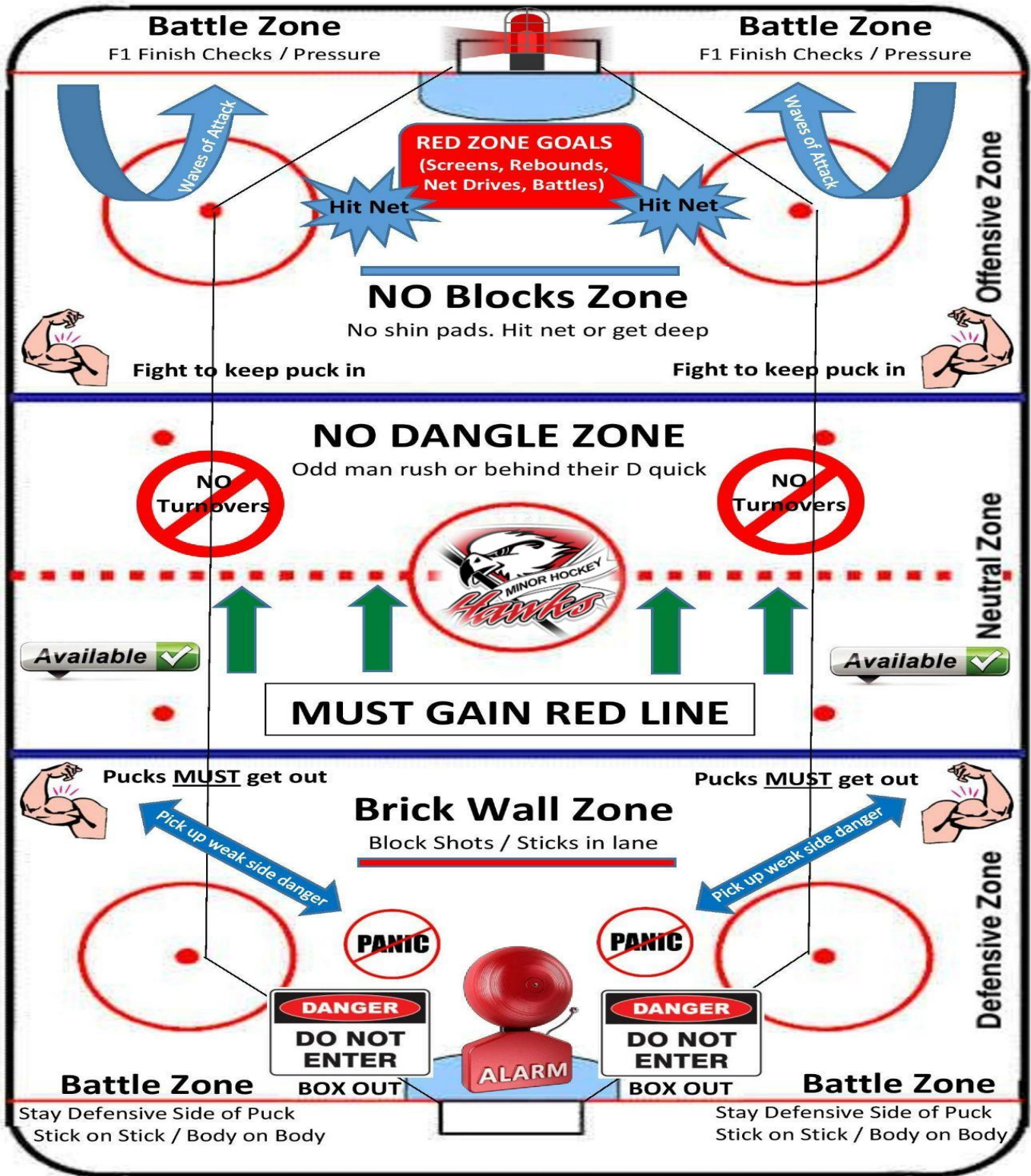


18 to 25



# Abbotsford Minor Hockey

## Little Things Win Rings





# Abbotsford Minor Hockey

## Team Tactics & Structure



- A. Defensive Zone
- B. Checking Pressure
- C. D Zone Coverage
- D. D Zone Coverage- Box Plus 1
- E. D Zone Face-Off Win
- F. BVHS Faceoff Loss
- G. D Zone Back Door Sleeper Play
- H. Neutral Zone – Regroups, Counterattacks
- I. BV Neutral Zone Forecheck
- J. Neutral Zone Regroups
- K. Quick Up
- L. D-to-D Stretch
- M. Hinge Play
- N. Centre Stretch
- O. Chip Behind Pressure
- P. Defence Supporting Mid Ice
- Q. Motion Regroups
- R. Strong Side and Weak Side Regroups with Motion
- S. Quick Up
- T. Hinge Play
- U. Stretch Pass
- V. Offensive Zone – Attacks
- W. Forechecking- 2-1-2
- X. Aggressive 1-2-2 Forecheck
- Y. Forechecking- 2-1-2 Outside Pressure
- Z. 2-1-2 Forecheck- Inside Out Pressure
- AA. Zone Entries- Dumping the Puck With a Purpose
- BB. Zone Entries- Puck Possession
- CC. Cycling the Puck
- DD. Offensive Zone Face-Off Plays
- EE. Special Teams
- FF. Power Play 1-3-1
- GG. Power Play- Modified Overload
- HH. Overload Plays Off Half Wall
- II. Power Play Breakout- High Guy Stretch
- JJ. Penalty Kill- Box Formation
- KK. Penalty Kill- Diamond Formation
- LL. Penalty Killing
- MM. Penalty Killing- Diamond
- NN. PK Double Sweep Forecheck
- OO. PK-1-3-1 Formation
- PP. PK T Formation

## Defensive Zone - Breakouts

- Tactics involved – puck retrieval, dealing with checking pressure (escapes) and initiation (first pass) – usually D’s but F’s should also practice these tactics; hold-up fore-checkers (keep feet moving, establish body position, referee tolerance); W’s making plays on the wall (chips vs. pressure, rim reception, relay passing, forehand vs. backhand reception on the off-wing); C timing (cue phrase – “mirror the flow of the puck 1 stride behind”; how? Skate slower, wider, deeper - this is called “saving ice”, use dots as landmarks, eye contact).
- Review of basic options – puck retriever to take an “early peek” (shoulder check) to establish direction and intensity of checking pressure – assistance from offside D in this process (makes the call) – must face up ice (eyes); possible fake well before arriving at the puck; head up and feet moving!

### Checking Pressure

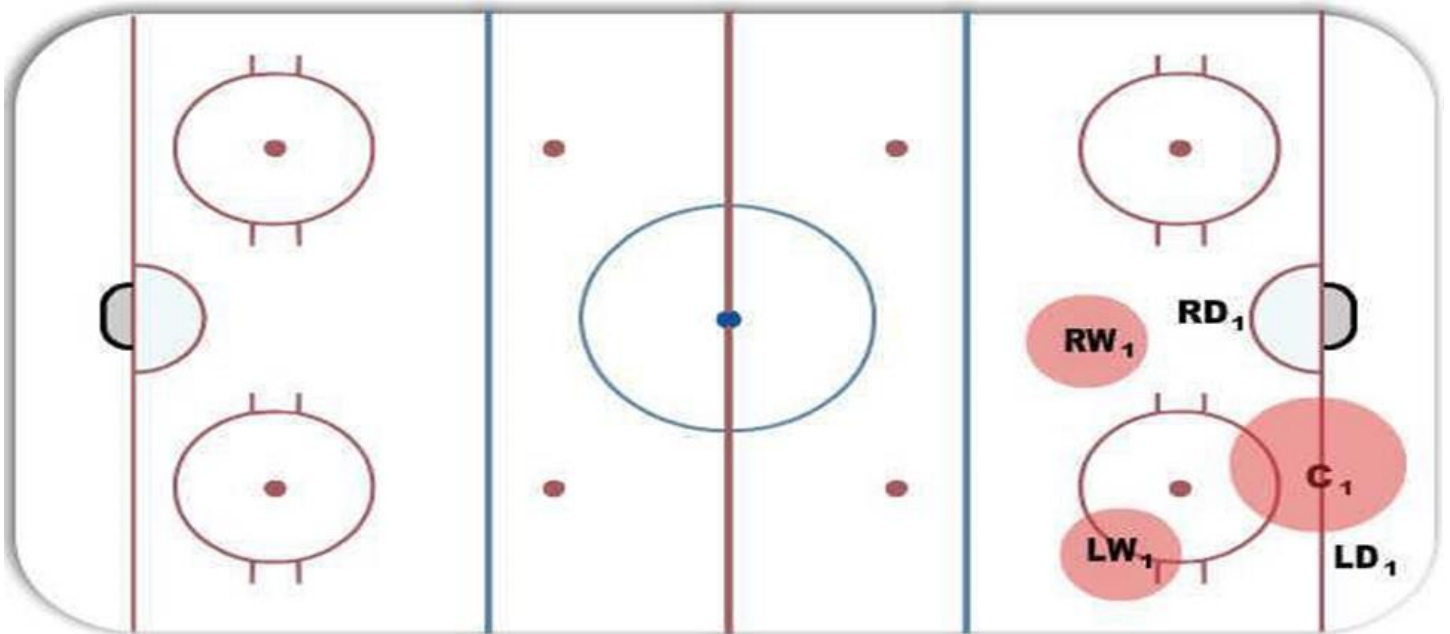
Appropriate breakout call option:

Pressure overload from outside

<b>Inside</b>	<b>Up</b>
<b>Outside</b>	<b>Wheel</b>
<b>Straight On</b>	<b>Over</b>
<b>Pressure Overload from Outside</b>	<b>Reverse</b>

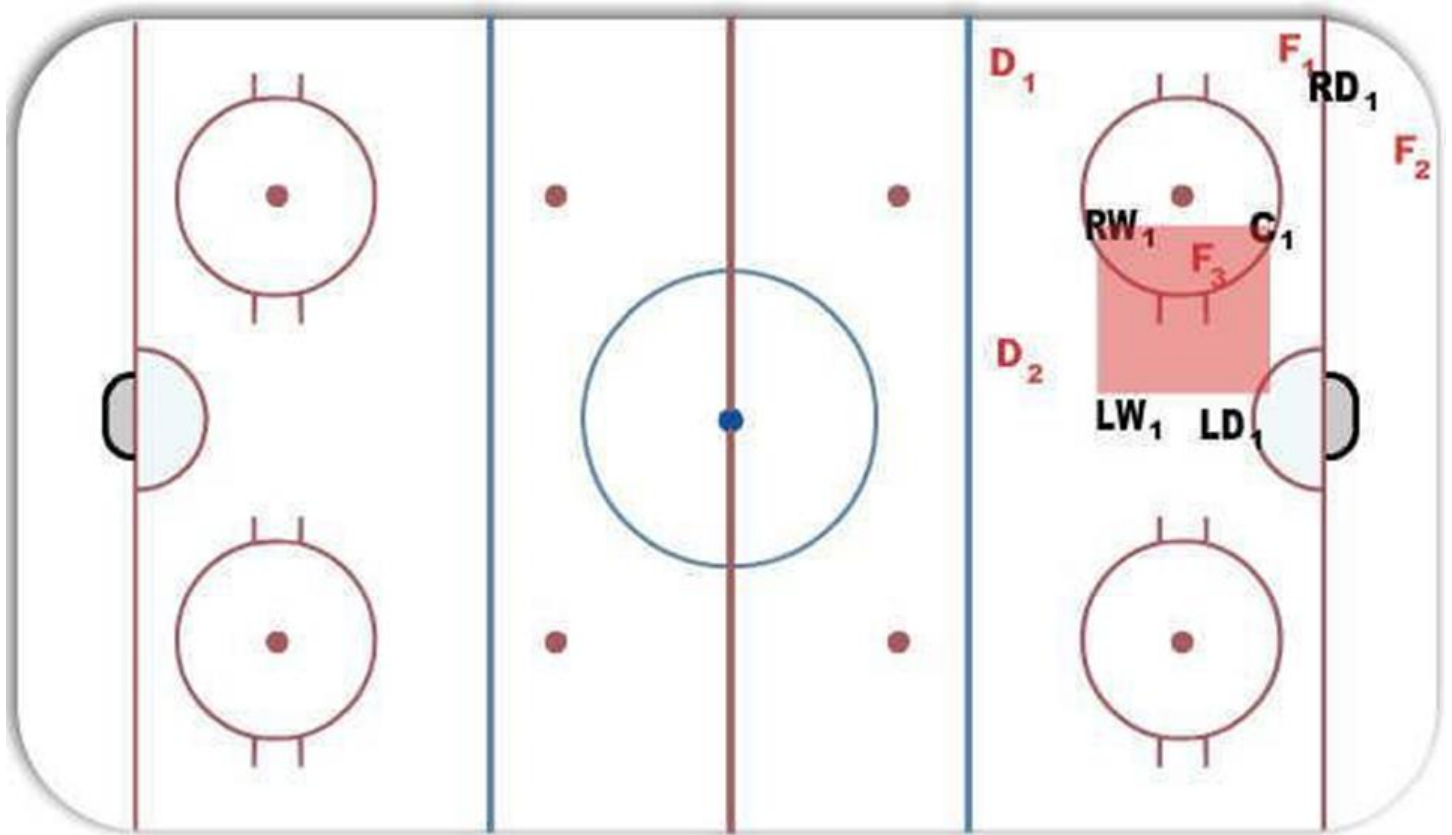
- F’s provide board and middle options. Direct passes if possible. Relay passes to diagonal F support – these can be indirect (chips) if under checking pressure.
  - Advanced options – usually involved misdirection (longer reverses, W reverses) or rims to deal with more intense checking pressure, turnbacks, stop/go.
  - Transition breakout (from DZC positions) – “out the other side” to avoid congestion
  - Control breakouts vs. 1-2-2 forecheck (trap) – turn up and go (do not set up behind the net unless forced to), beat the trap with speed, if forced to set up – use an “up –back – over” puck movement approach, keep the puck out of the middle – chip it down the wall to support skating on to it
  - Activate the D – either the initial passer or when executing a controlled breakout – the offside D.
  - Goaltenders must learn to retrieve shoot-ins (particularly rims) and either set or pass the puck –
- 3 options: set (optimal position), pass in 1 direction or the other (move it, reverse)–D communication. Goaltenders must also develop the ability to pass the puck directly up to teammates – “quick-up” plays can be very effective, particularly when the opponent is changing on the fly (especially on PP, no red line).
- Drill rules (prevents laziness and poor execution)
  - tag-up (any of 3 F’s dump)
  - 1 D force dump and holdup, other D quickly retrieves (no cheating)
  - quality dumps
  - W’s return to the defensive zone through the dots – use a reverse pivot to maintain speed and eye contact with the puck carrier allows for improved DZC recovery if the puck is turned over as well as diagonal support.

## D Zone Coverage



The centers playing low means man-on-man coverage down low in the defensive zone. Every player has a responsibility but there are also some key objectives as a group. 1. Try to keep offensive players to the perimeter when they have possession of the puck. 2. As players finish check they should make sure they beat players off the boards towards the net. 3. All players must stay disciplined and do their job, don't run around trying to do someone else's job. 4. Players should have active sticks and use them to take away passing lanes and create turnovers. Strong Side Wing - This player has to eliminate their strong side defence from the play by taking away the pass up the wall. It is key for them to keep their heels to the net so they can keep an eye on the puck and their weak side defence. Weak Side Wing - The weak side wing should provide extra help in the slot area. There should always be one defence in front of the net, but just in case, the weak side wing should be low enough in the slot area to help out. Center - The center needs to work with the defence down low. Once they have an opposing player, they should stay on the defensive side of them. Strong Side Defence - This player should also maintain good defensive positioning against the other team's F1 or F2. If the puck rotates to the other side of the ice, then they will go to the front of the net and allow the weak side defence to go challenge the opponents. Weak Side Defence - The weak side defence's priority is in front of the net, making sure that F3 does not have much space. If the opposing team comes out of the corner with the puck then this player can provide an extra layer of defence before the scoring area. Their heel should always be facing the net so they can keep track of F3 at all times.

## D Zone Coverage- Box Plus 1



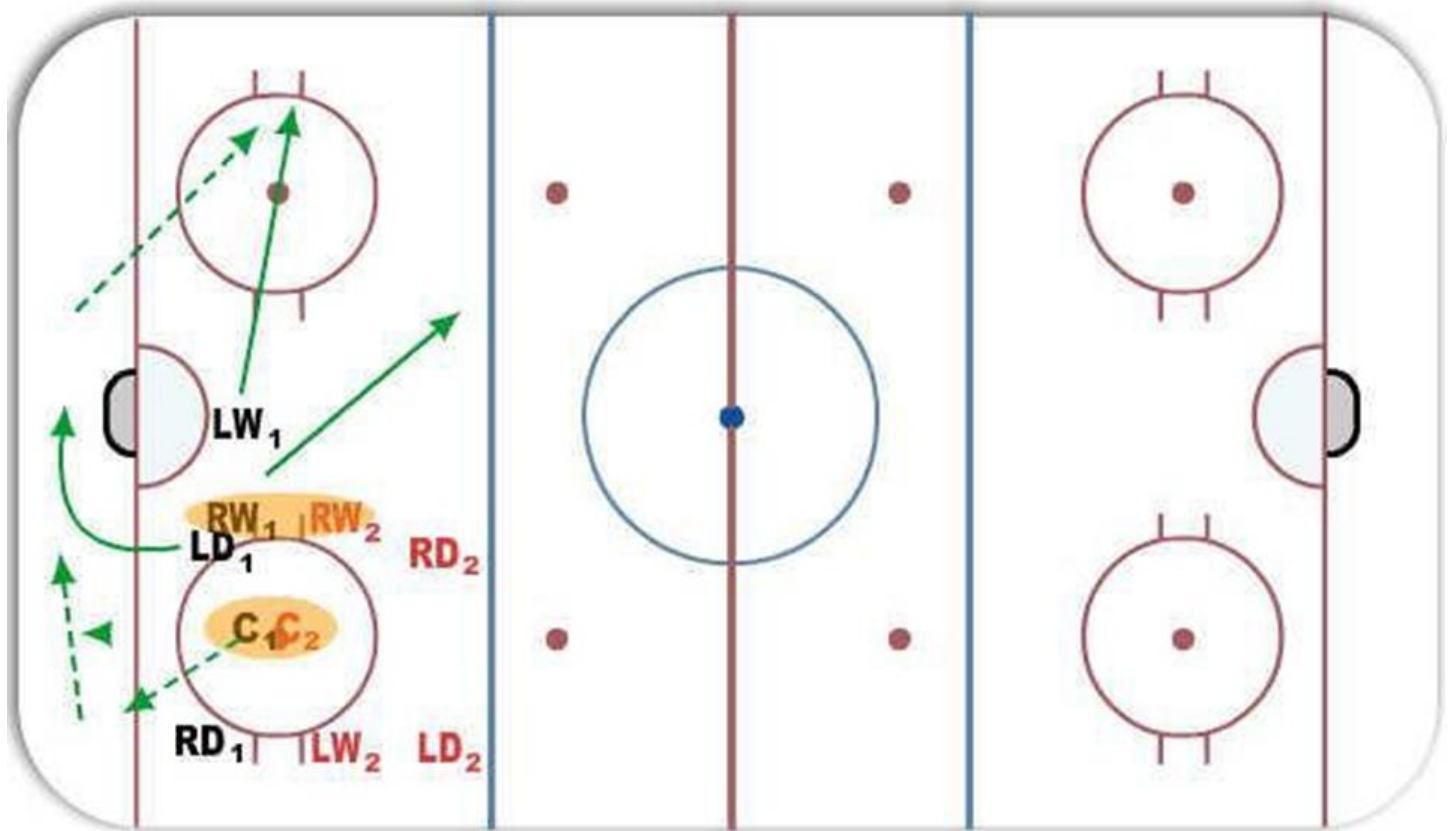
Start in the formation of a Box +1. RD is in the corner trying to turn over the puck possession. If the puck squirts behind the net, LD then chases the puck, with C sliding into LD's position, and RD taking the weakside goal position that C left.

If the puck then continues to travel along the boards on the left side, the LW will pressure/force the puck with C sliding into his position.

Another option is if the puck heads along the right-wing boards out of the RD's possession, RW will force the opposing defencemen with C sliding into his position, and RD assuming the post position.

The Box +1 is a great way to introduce structured defensive zone positioning, without a lot of risks. It is a passive system, which means it's very forgiving if a player makes a mistake (since you always have 4 players in front of the net!).

## D Zone Face-Off Win

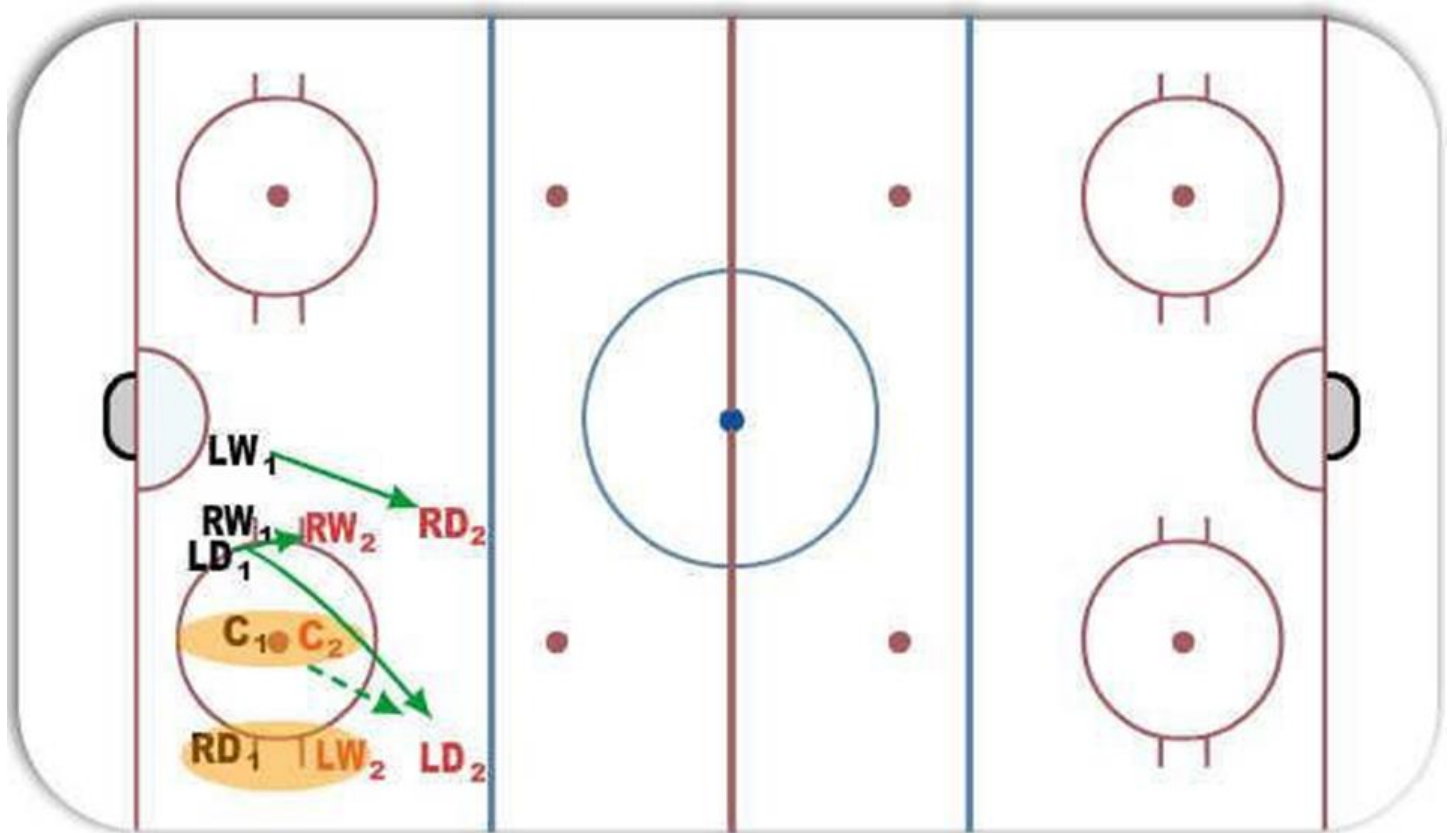


For U13-U18 the D Men can switch sides on D Zone Face Offs so that they can make the pass quicker and more easily to the Winger on the wall. This can be a coach's decision based on players' skill sets.

The Centre should always win the puck back to the strong side corner. The Centre then ties up the other teams Centre. The Centre will then read and react to where the puck is once he/she is done tying up for 3-4 seconds.

The RD will pick up the puck and pass it to the LD who supports behind the net. The RD can also wheel depending on the situation and where pressure is coming from. The RW will tie up the other teams RW giving the BV left-winger time to get to the wall. The RW then supports the middle lane. The LW will either carry the puck out of the zone and then make a play accordingly or they will go tape to tape with the RW or may bank the puck off the boards (chip) around the RD for the RW who will support.

## BVHS Faceoff Loss



The RD will tie up the LW.

Centre will tie up the other centre. The Centre should never go to the point to block a shot. LD will tie up the RD in front of the net.

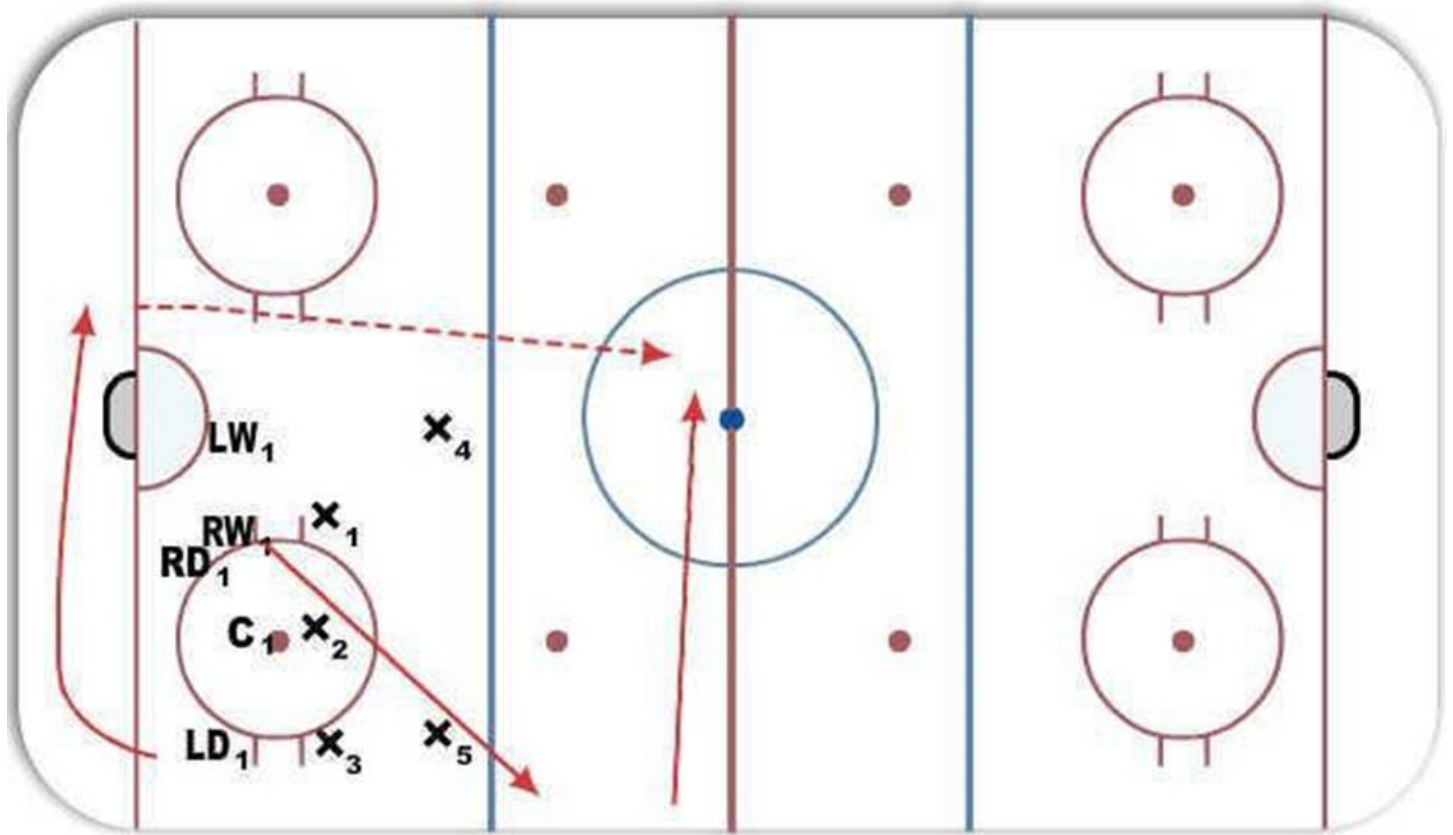
RW will go through the circle taking away the LD shooting lane. The RW can also pick up loose pucks etc depending on where they end up off the draw.

LW goes to the RD- But does not go higher than two feet past the tops line unless the RD has the puck and is about to take a shot on the net.

In the NHL, the majority of the goals that happen after a Defensive Zone faceoff take place within 11 seconds of the faceoff taking place. It is critical that the players know their roles in the Defensive zone and act quickly, otherwise, the puck will end up in the back of your net.

## D Zone Back Door Sleeper Play

Centre wins drawback to the corner and Left-handed D Man picks up the puck and goes around the net. D needs to ensure that the puck clears the blue line otherwise it will be a turnover at his or her blue line. RW goes hard to D Gate and a new forward leaves from the forwards' gate and goes hard to the red line. The D-man makes a stretch pass to the new player off the bench for a breakaway pass.



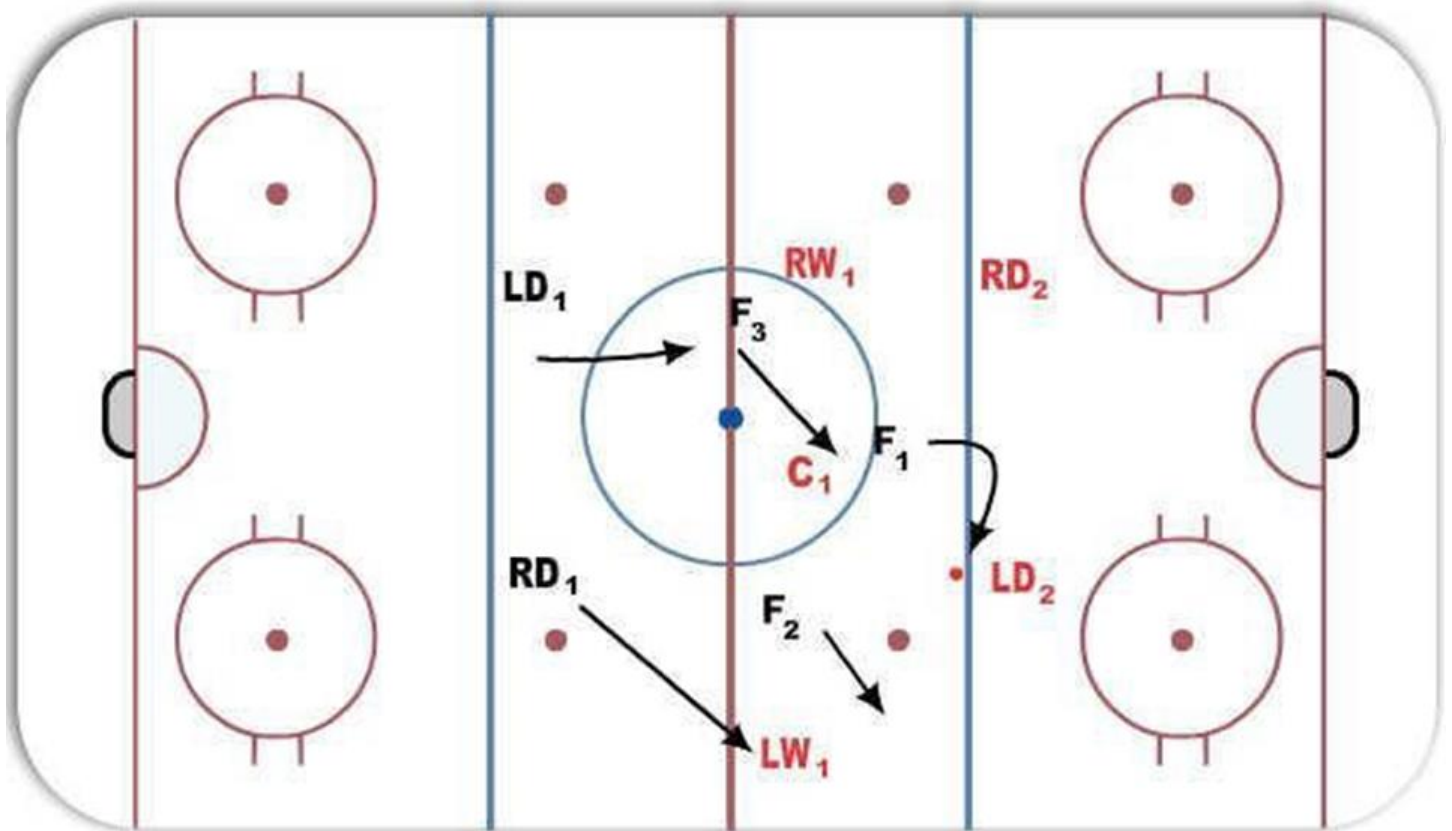


## Neutral Zone – Regroups, Counterattacks

- Avoid turnovers at the respective bluelines.
- If an offensive attack is stalled at the opponent's blueline or if the puck carrier is isolated, consider maintaining puck possession by regrouping the attack in the NZ and trying a second time. This tactic can also be useful when waiting for teammates caught in the opponent's end or during a line change on the fly.
- After an opponent's NZ turnover, the offensive team should look to execute a quick counterattack.
- In either case, the F's should come back hard to the puck (create separation from the opponent's D – provides additional time and space). The puck side winger should "post up" or be an "anchor" on the wall as a low outlet while the other 2 F's provide middle and offside options. If the puck is passed to the wall – diagonal support, relay passes, chips etc. as per the breakout should be in place.
- Offside D should provide staggered support to the puck D.
- D's should follow the attack quickly up ice – close the gap while on offence.

**Teams that can counter will speed on the regroup have a better success of scoring goals. In the NHL the majority of goals scored on a neutral zone turnover happen within 8 seconds of the turnover taking place.**

## BV Neutral Zone Forecheck



There are several things a team can do to regroup in the neutral zone. This diagram breakdown a basic neutral zone forecheck. Players at all levels should learn the tactics involved in the neutral zone break-out. The most important aspect of playing defence in all zones is D Side Pressure.

F1- Will go inside out towards LD who has control of the puck. If LD makes a D - D pass he will be off to the races on a breakaway. The LD will usually make a play up the strong side wall; unless he is smart and makes a play to the centre who might be open in the middle lane depending on how F3 plays the forecheck.

F2 will react and take away the passing lane to the LW. F2 will either take the pass away or he will take the D Side on the LW who will have received the pass from the LD.

F3 will take away the middle of the ice and get D Side positioning on the other team's centre who is in the middle lane. F3 needs to ensure that they take away the middle of the ice as an option for the LD who has the puck.

The BV RD will move towards the wall and will be in a good gap and good support position for the puck if it comes free.

The BV LD will then support in the middle of the ice, keeping an eye on the RW from the other team. The RW may try and fill in the middle lane if he is a smart player, but most players will stay out wide and eliminate themselves from being an option

## Neutral Zone Regroups

For the following regroupings, the strong side forward supports the boards while the backside forward stretches. The center supports both sides either low or high (figure 2.11b). The sequence of options for the defencemen in the neutral zone depends on how the opponents forecheck. Do they forecheck with two forwards in a 2-1-2 system or with one forward in a 1-2-2 or 1-3-1 setup? If they forecheck with one forward, does he take away the D-to-D, or does he take away the flat pass to the wide forward? Teams that take away the D-to-D pass eliminate the hinge play, while teams that take away the cross-ice pass give up the hinge play. These are important reads that help the defencemen choose which of the following options to use.

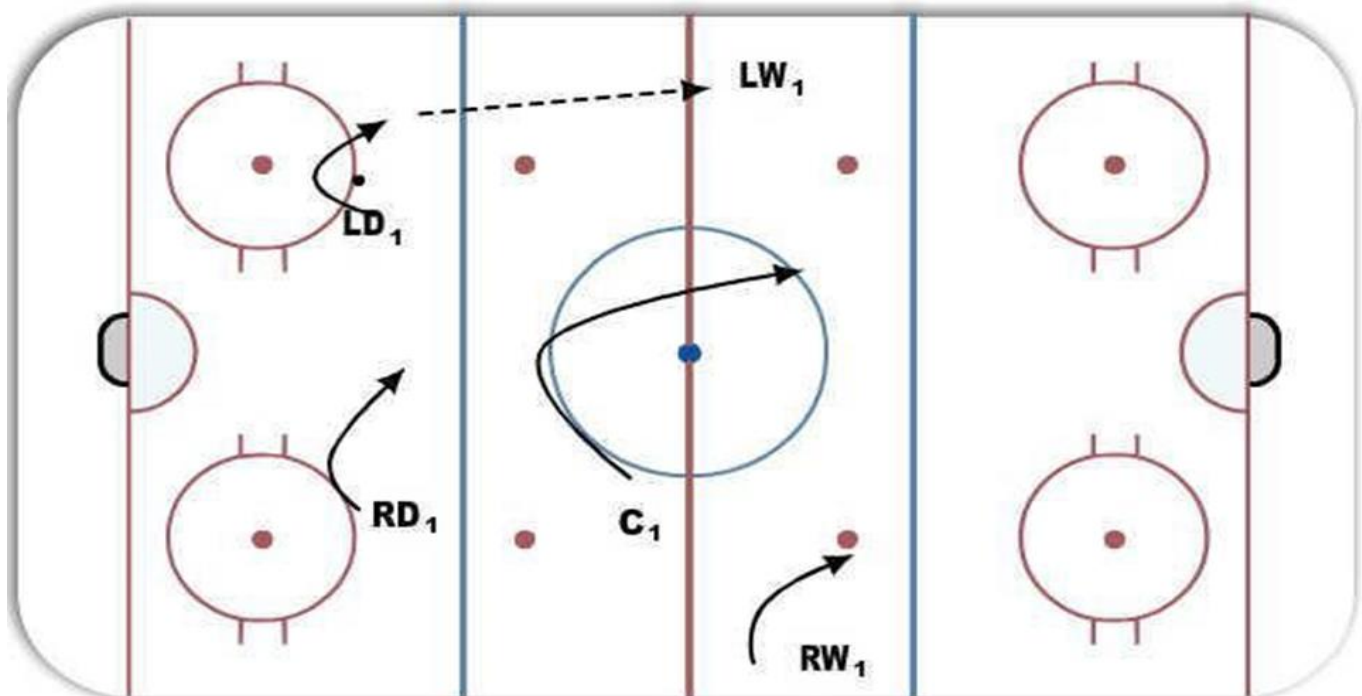
### Quick Up

In this situation, LD<sub>1</sub> gets the puck just inside the blue line and turns it up quickly by passing to LW or C

This should be the first option for all teams because speed in transition usually results in odd-man rushes, plus the quick-up play doesn't give the opposition time to set up a trap.

Centre supports the middle lane and becomes an option for the LW.

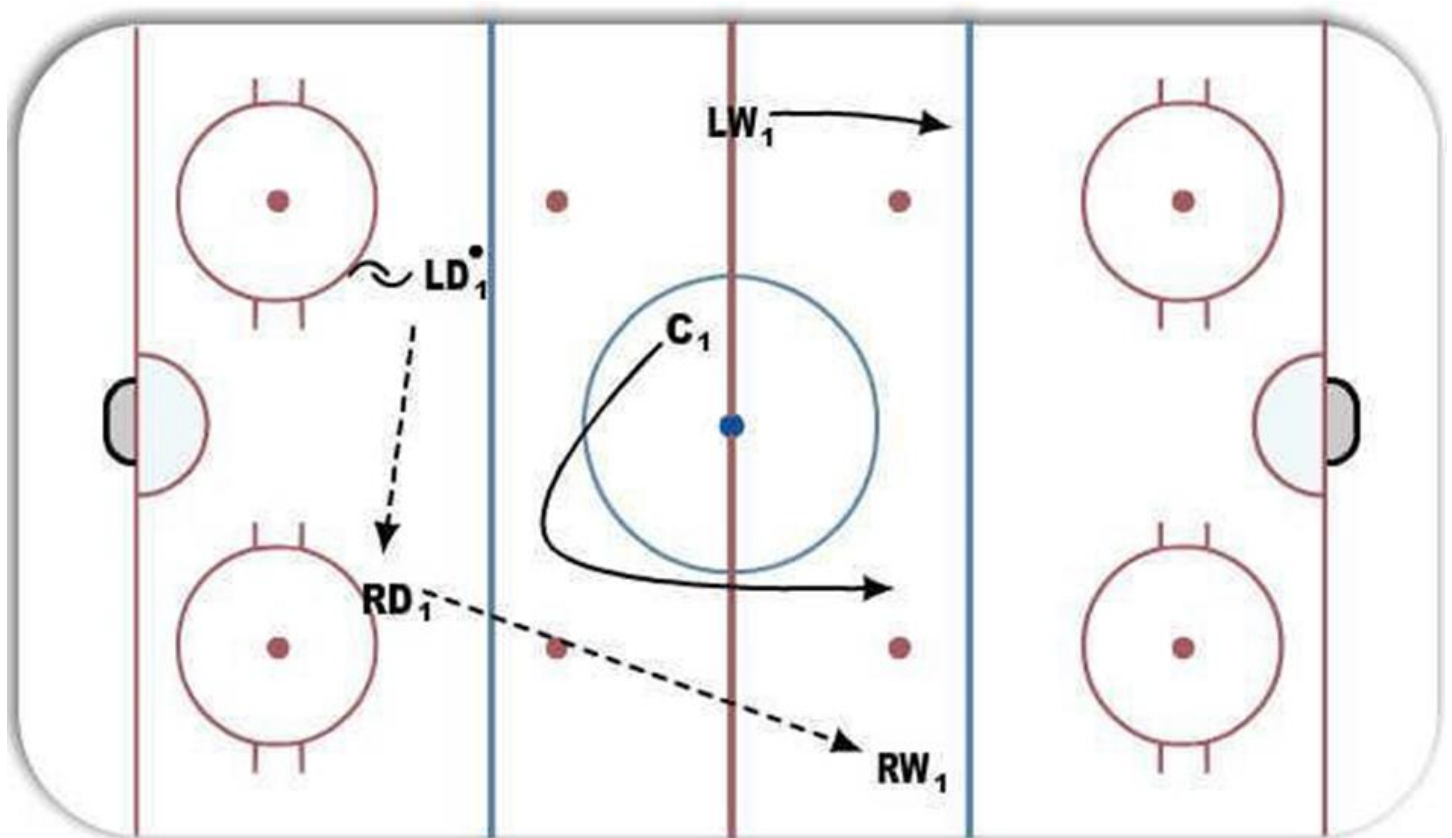
RW stretches on the wide side and then supports across the ice when the pass is made.



## D-to-D Stretch

When LD gets the puck and the strong-side options are taken away, then he should immediately pass the puck to his partner.

Once the pass is made, LD1 should sink back to mid-ice to protect his partner in case of a turnover and also to provide an option for RD. RD passes up to RW, who is in a stretch position by the far blue line, or to C in mid-ice. Once the pass is made the LW moves to support and reacts to what the RW does with the puck. The RW can give it to the Centre coming through the middle, carry the puck into the zone, or do hard rim to the LW coming in on the wall of the weak side.

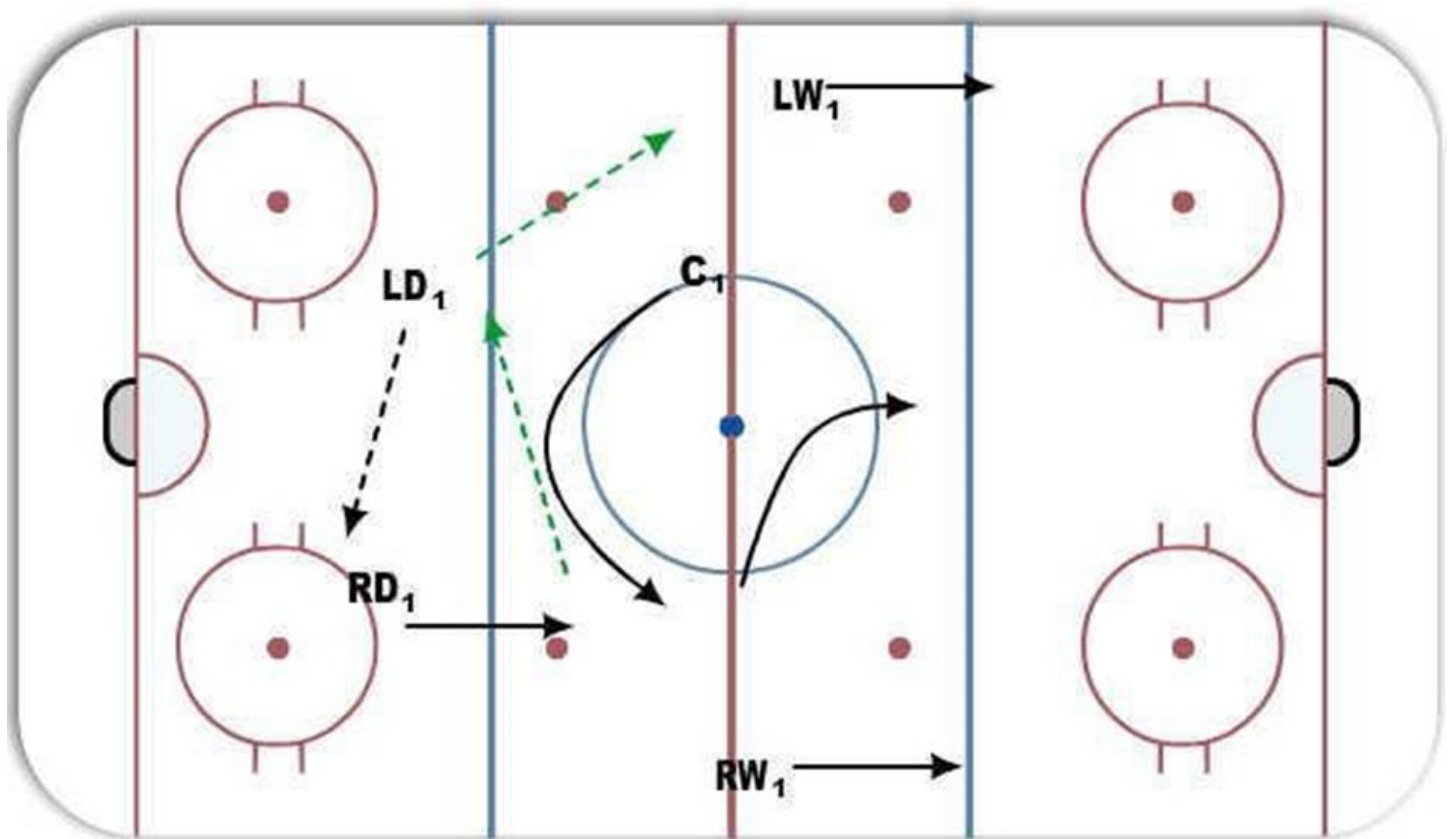


# Hinge Play

LD passes to RD and then slides back to mid-ice to support his partner. RD moves up ice and looks to make a pass.

With no option available, he passes back to LD, who is behind and in mid-ice. LD then moves the puck quickly to LW as the primary option or to c.

Initially, when LD moves the puck to RD, he has the option to drop back deeper and perform a skating hinge- this is where the supporting defenceman moves back in behind the play and prepares to jump into the hinge pass with speed, catching the opponent off guard. Using the skating hinge also gives this defenceman room to accelerate, time to read the play, and the ability to draw in a checker and move the puck to the best option.



## Centre Stretch

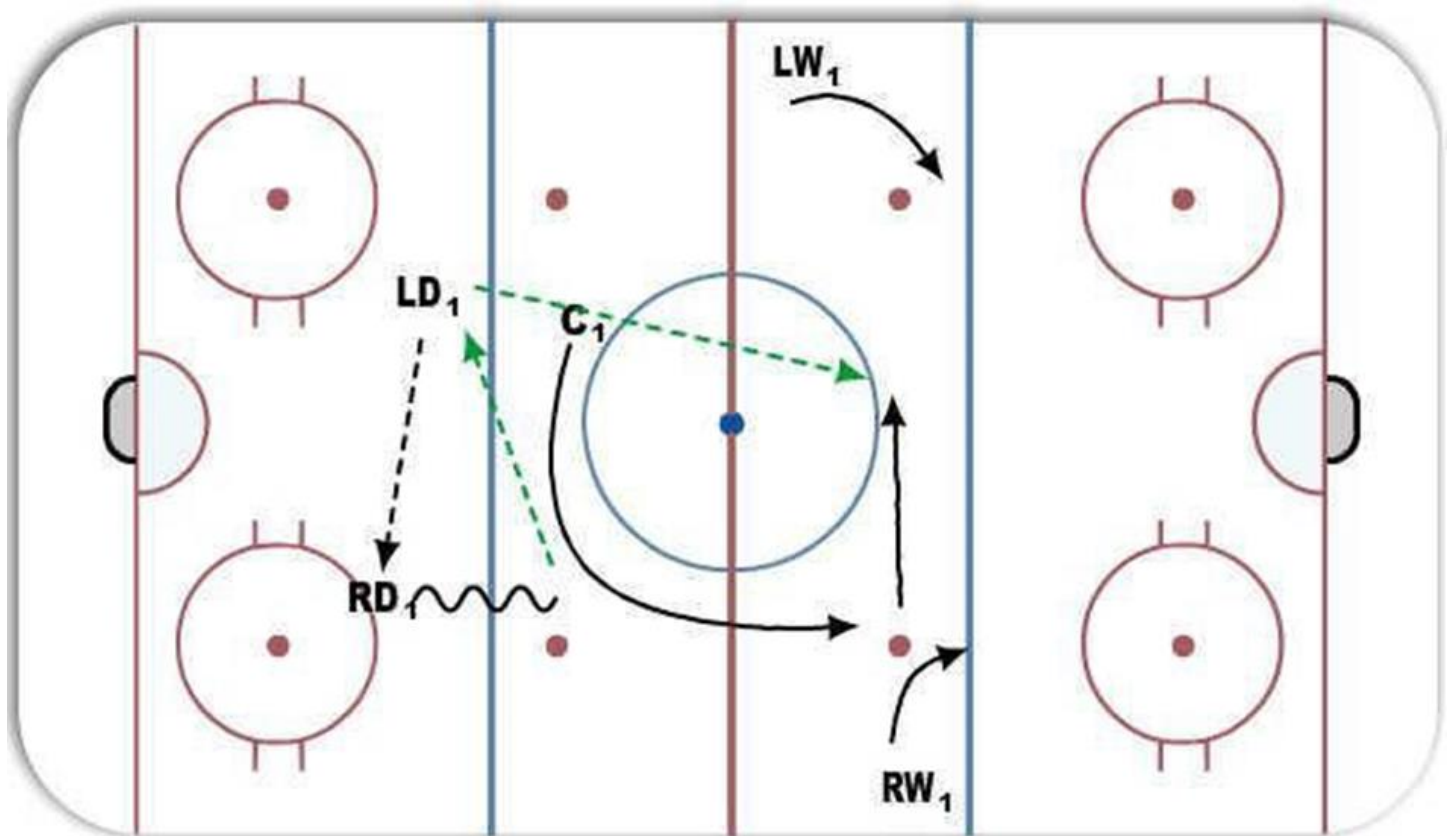
When a LD-to-RD pass is made in the neutral zone, C should support low, but once the puck is passed back to LD, C should have the option of returning low or moving into the high mid-ice stretch

area for a potential breakaway pass.

If teams check center on center in the neutral zone, this is an effective way to lose your check and split

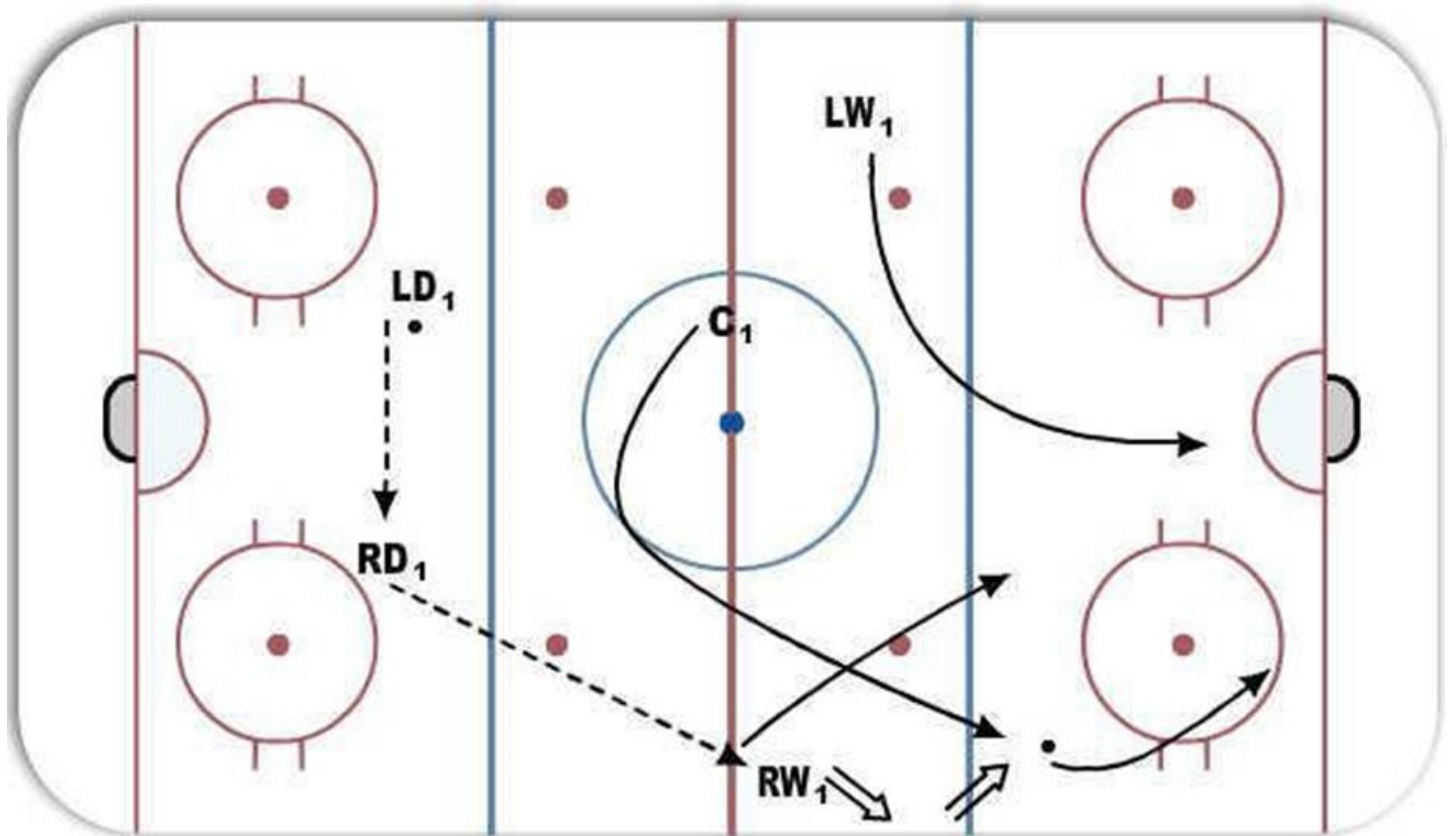
the opponent's defence.

This is a high-risk play so players need to be sure they can make the play happen.



## Chip Behind Pressure

Because most teams use tight-checking systems, there isn't a lot of room in the neutral zone. When a pass is made to a teammate in this area, the receiver must have quick and close support. If the pass receiver is confronted, he will now have the option of chipping the puck into the space behind the checker. The support player can anticipate this and get to the puck first. This is very effective if the pass is confronted by the opposing defenceman stepping up to make a hit. In most cases, the center should be the player who is ready to support the chip.



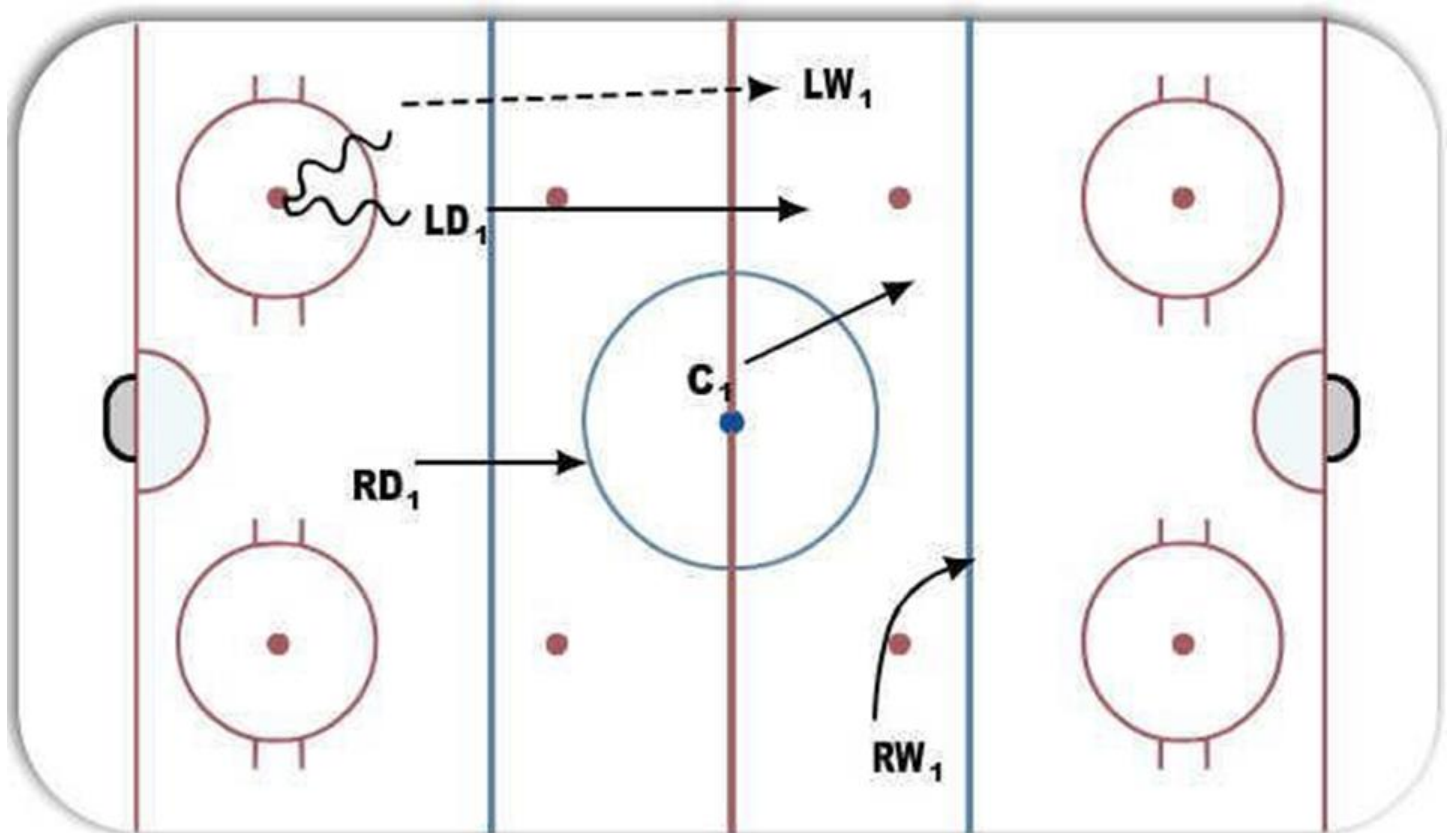


## Defence Supporting Mid Ice

When a pass is made by a defenceman to a forward in the neutral zone, the passing D should be ready to move up through mid-ice and support the attack.

As the partner of LD, RD must remain in a strong center-ice position behind the attack. LD must again read the quality of puck possession to determine how far to move up and how quickly.

Attacking with pressure is an important aspect of the game in today's hockey so the D Men should be encouraged to join the rush and help attack with a four-player rush.



## Motion Regroups

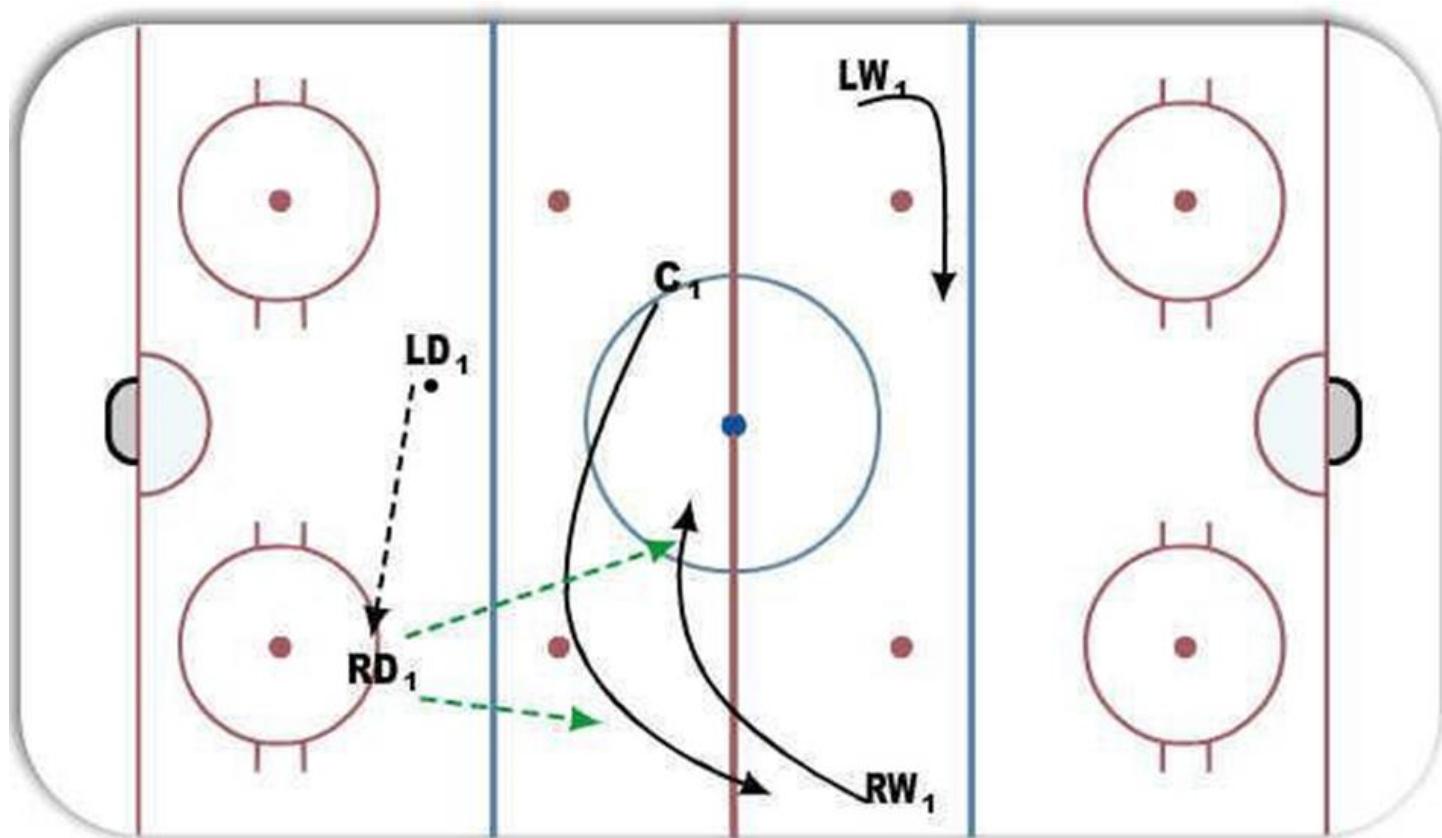
The difference with motion regroup is that the center now has the ability to exchange positions with the wingers. Once again, the sequence of options for defencemen in the neutral zone depends on how the opponents forecheck. The advantage of using motion regroup is that the players have more speed when getting the pass and often catch the opposition flat-footed. The disadvantage is that the positioning of the forwards is not as predictable and as a result, the defencemen can't always anticipate where they will be. At times the forwards are so focused on moving and building up speed that they lose eye contact with the passer. The forwards must remember to keep their eyes on the puck. With motion regroup, the center always changes lanes with one of the wingers, and then that winger moves into center ice. If the player in the middle moves to support a pass and it is not made, an exchange occurs with the winger on that side the player in the center may also swing away to build up speed on the wide side.

# Strong Side and Weak Side Regroups with Motion

## Strong Side

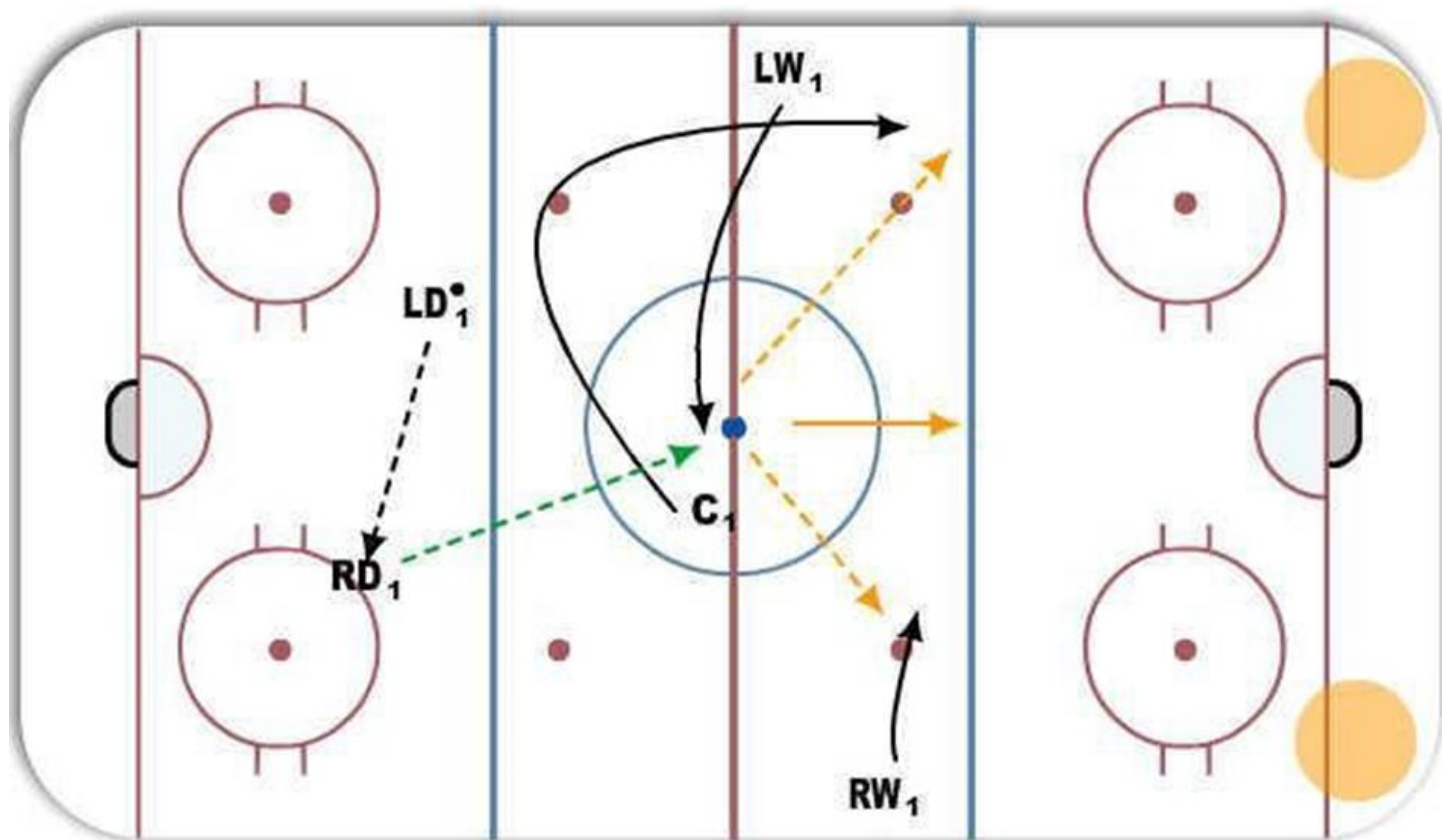
With motion regroupings, if teams check center on center in the neutral zone, having the center move into an outside lane often results in coverage confusion.

The Centre moves towards the strong side wall and changes places with the winger. The Winger supports the middle of the ice. The D Man can move the puck either the C or the Winger on the strong side of the ice.



## Weak Side

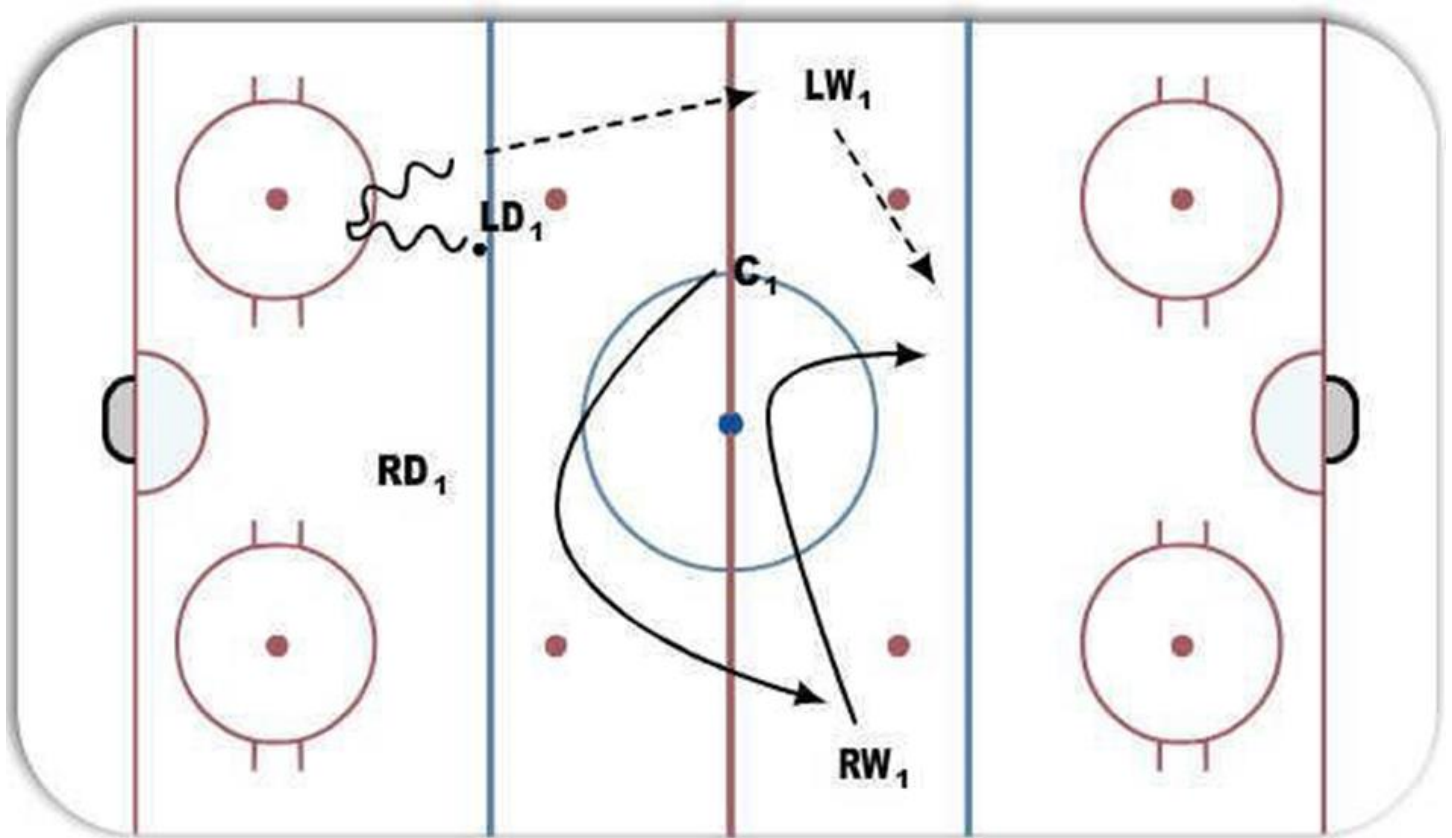
The Centre supports the opposite direction of the puck to the weak side of the ice and changes places with the winger on the wall. The D Man gives the puck to the Winger in the middle of the ice. The winger (LW in the diagram) then can move the puck to the C or RW on the walls, carry the puck into the zone, or dump it into the quiet areas outlined in the orange circles. Timing is crucial for this to work out.



## Quick Up

In this situation, LD gets the puck just inside the blue line and turns it up quickly by passing to LW. The LW then moves the puck to the RW who has filled the middle lane as the Centre fills the weak outside lane.

The exchange between the center and RW must be made quickly in order to provide immediate support for LD.



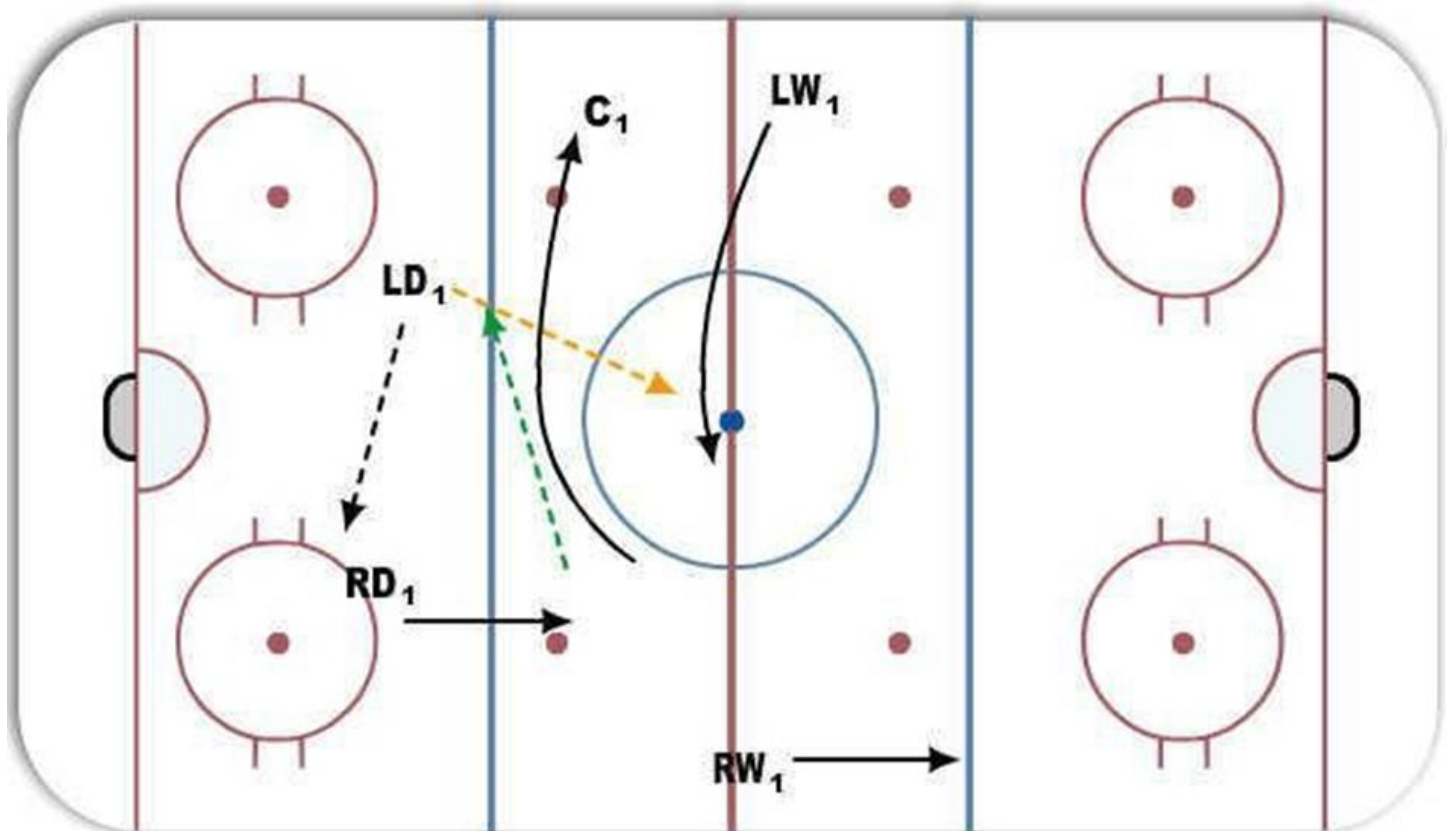
# Hinge Play

LD passes to RD and then slides back to mid-ice to support his partner. RD moves up ice and looks to make a pass.

With no option available, he passes back to LD, who is behind and in mid-ice. LD then moves the puck quickly to LW as the primary option or to c.

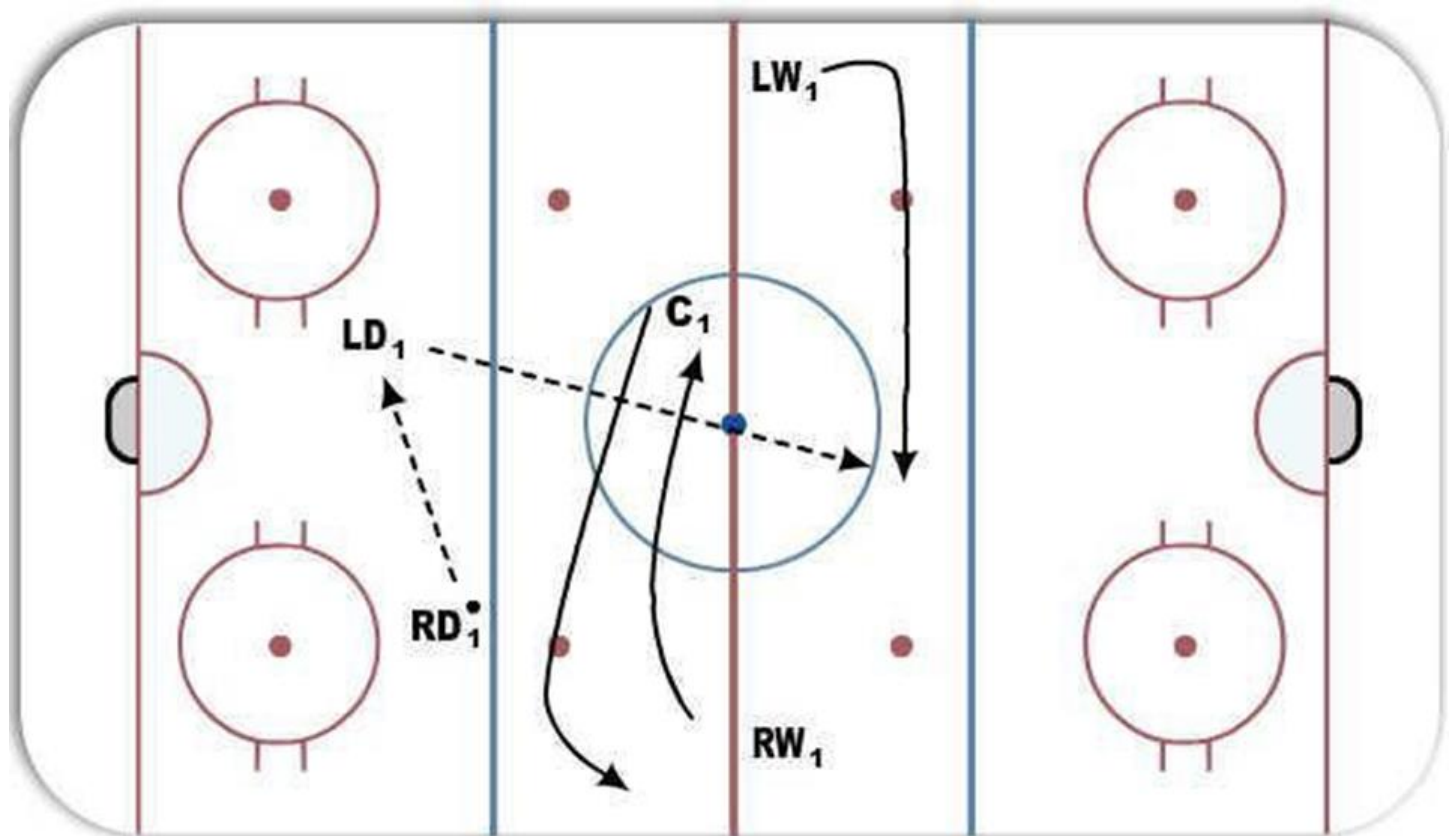
The Centre and Winger need to communicate and swap lanes as the play happens. They need to ensure that they are a passing option for the D Man at all times.

Initially, when LD moves the puck to RD, he has the option to drop back deeper and perform a skating hinge- this is where the supporting defenceman moves back in behind the play and prepares to jump into the hinge pass with speed, catching the opponent off guard. Using the skating hinge also gives this defenceman room to accelerate, time to read the play, and the ability to draw in a checker and move the puck to the best option.



## Stretch Pass

When a RD-to-LD pass is made in the neutral zone, C exchanges with the wing, and now LW has the option of moving out higher in behind the opposing defence. Because the center swings lower, this proves the defence with an alternative safer option if the stretch pass is not there. The RW must time it to hit the open space behind the opposition defence when LD is ready to pass.



## Offensive Zone – Attacks

- It is very important to enter the offensive zone wide and with speed – either via a carry, chip to support or a crossing attack.
- 1-2-3 Principle of Attack review
- allows for width and depth on the attack (triangulation)
- puck carrier must read the defender's positioning to determine where the open space is and react accordingly:
- 1-2-3 Principle of Attack review
- Allows for width and depth on the attack (triangulation)
- The puck carrier must read the defender's positioning to determine where the open space is and react accordingly:
- Behind
- Side
- Cross
- Front
- Drive
- Delay

A willingness and determination to drive the net with the puck is the prerequisite to a successful attack. The puck carrier must be adept at faking (inside/out), keeping the feet moving, protecting the puck and cutting into the middle after beating the defender (prevents defensive recovery and improves shooting angle). This process often encounters physical resistance (body, stick), therefore, courage is also an important attribute. If no threat of a net drive is established in the defender's mind – other attack options are simply removed through overplaying on the part of the defender.

- Attack triangle options: drive (F1) – trail (F2) – drive (F3) or drive (F1) – drive (F2) – trail (F3), which is also referred to as middle drive. This option is preferred as a lateral feed pass is only required to beat 1 defender.
- Trailer pass – backhand if in off-wing position
- “wrist across” if in proper wing position
- Receive must be in “I-up” position (respective stick blades)
- F1 and F2 stop at net-front for rebounds. F3 stops in the high slot – defensive support position (first back-checker, cover pinching D).
- Delay – drive defender as deep as possible, 3 options: attack net (if defender backs off), pass to support (usually F3 or point) or spot puck in the quiet zone (if defender closes).
- At more elite levels of play, defenders eliminate the 1-2-3 attack very well. Attackers must then add a “second wave” to the attack by activating a D. In this situation, both F2 and F3 go to the net without the puck to create open ice for this 4th attack option.



- Important tactics in the offensive zone include walkouts, wraparounds, point shooting, screens/deflections and initiating attacks from behind the net.
- Shoot-ins must be smart (the purpose is to get the puck back) – hard rims, diagonal or soft chips. Puck placement is critical – keep it away from the goalie. Should have a plan to retrieve the puck.
- Crossing attacks – cross and drop, cross and carry, cross and feed. Ensure the skating pattern is “flat” and that drop passes have “no tail”.
  - oF3 positioning (during forecheck, loose puck battles)
  - Mirror the puck – closer to loose pucks, easier position to back check from (can jump outlet pass, easier read for D’s). Avoid DZC via “gray zone” positioning – side slot (Hull).
- Cycling – the initial objective is to maintain puck possession but evolves to creating score chances
  - Turn backs vs. checking pressure, puck protection, playing puck with skates
  - Rotation (cycle up, reverse, screen/pick)
  - D activation (offside, slide, cycle roll, cycle roll fake)
  - Team defence against the cycle has improved to the point where the attack must be spread out – cycle on both sides of the ice. F3 can stay high (defensive emphasis) and the cycle then involves 2 players or F3 can be involved in the rotation (offensive emphasis).
- o4/4 play

**In the NHL a team that scores off the rush while controlling the puck upon entry into the zone does so on average within 7 seconds of entering the zone. The players must know and understand the concepts involved in zone entry while controlling the puck.**

**In the NHL a team that scores off an uncontrolled entry (Dump and chase etc.) does so within 13 seconds.**

**For both controlled and uncontrolled zone entries, players need to understand that they have less than 10 seconds to make a play happen. Statistically speaking if you take more than 13 seconds to set up a play it limits your chance of scoring significantly.**

## Forechecking- 2-1-2

Simple 2-1-2 Offensive Zone strategy. The First 2 forwards entering the zone put pressure on D1

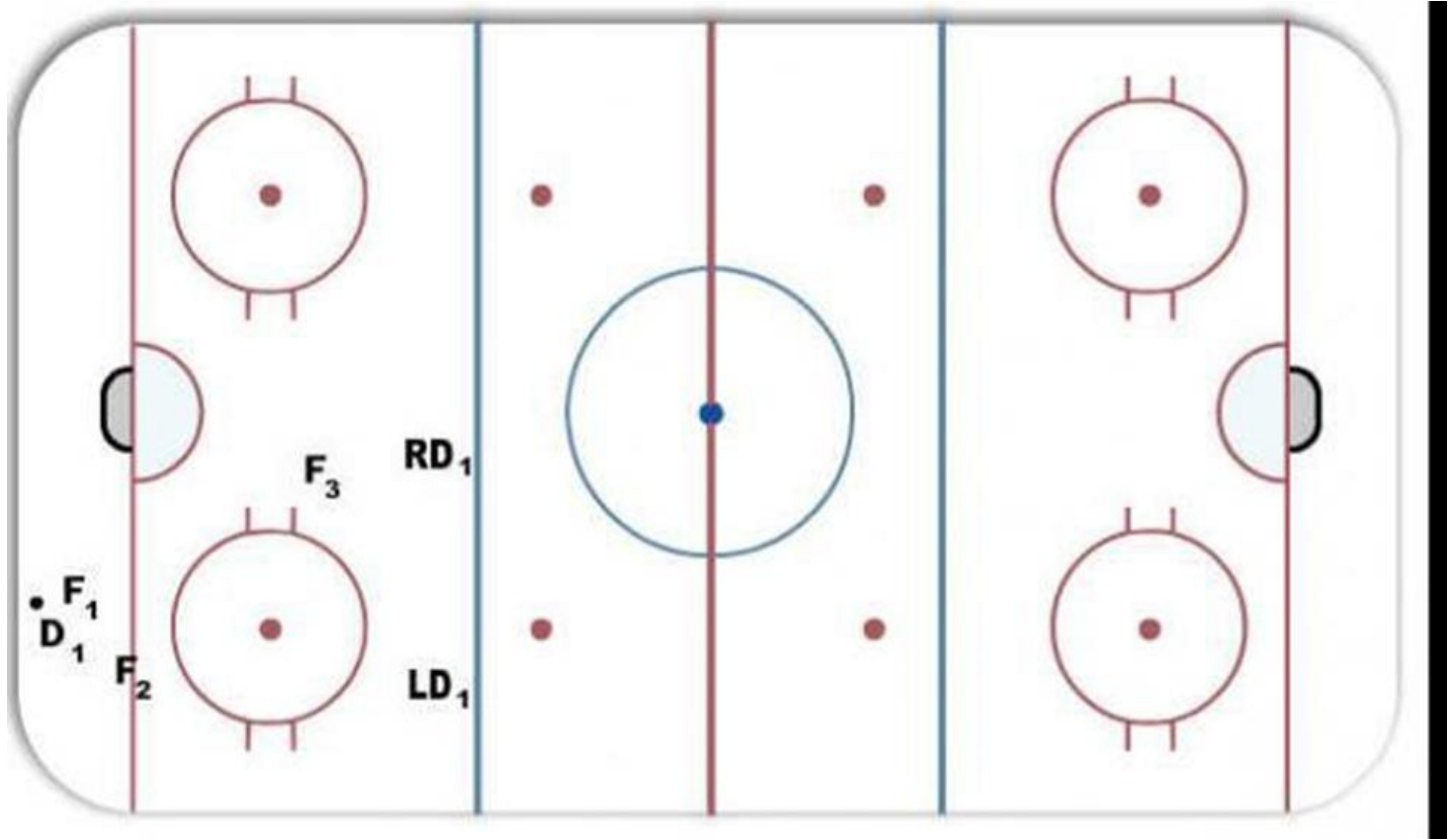
First forward in attacks puck while second forward (F2) supports play and ensures F1 wins the battle or waits for the loose puck

F3 stays high in the zone, roaming around to get in position for the shot

D2 and D3 are inside of Blue Line supporting the play. Notice gap between D2 and D3 is short. Keep Defence in close proximity of each other in the event puck comes back to the point both D are within a short pass of each other.

Notes: F3 is important here, as he/she could be the best threat to score as well as he/she could be the first back checker to support Defence in the event the opposing team gets possession of the puck and initiates a breakout.

Practice F1 and F2 to form a 2-1 situation (give n go) in the corners if there is only one defender.



## Aggressive 1-2-2 Forecheck

LW chases after the player with the puck and forces him out from behind the net. In this example, the opposition player makes a pass to hash marks.

C collapses onto the new puck carrier.

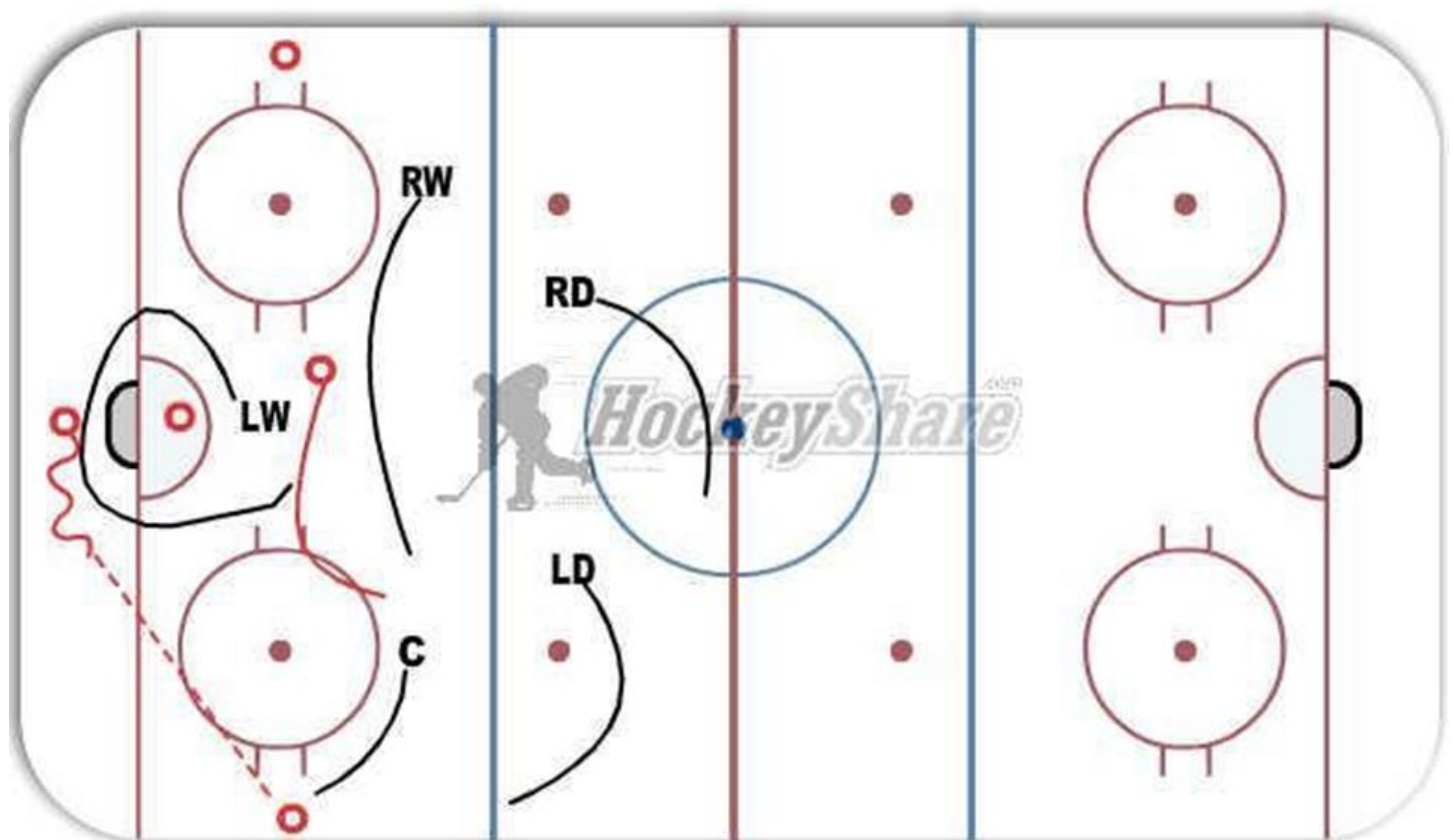
RW slides in towards the middle to cover the outlet pass.

LW stays in middle behind the play to cover the cross-ice pass.

RD slides back to create depth and relief for LD if he gains control of the puck.

Notes: The key is to not give the opposition time to get comfortable with the puck and always be in their faces.

The defender on the weak side has to maintain depth.



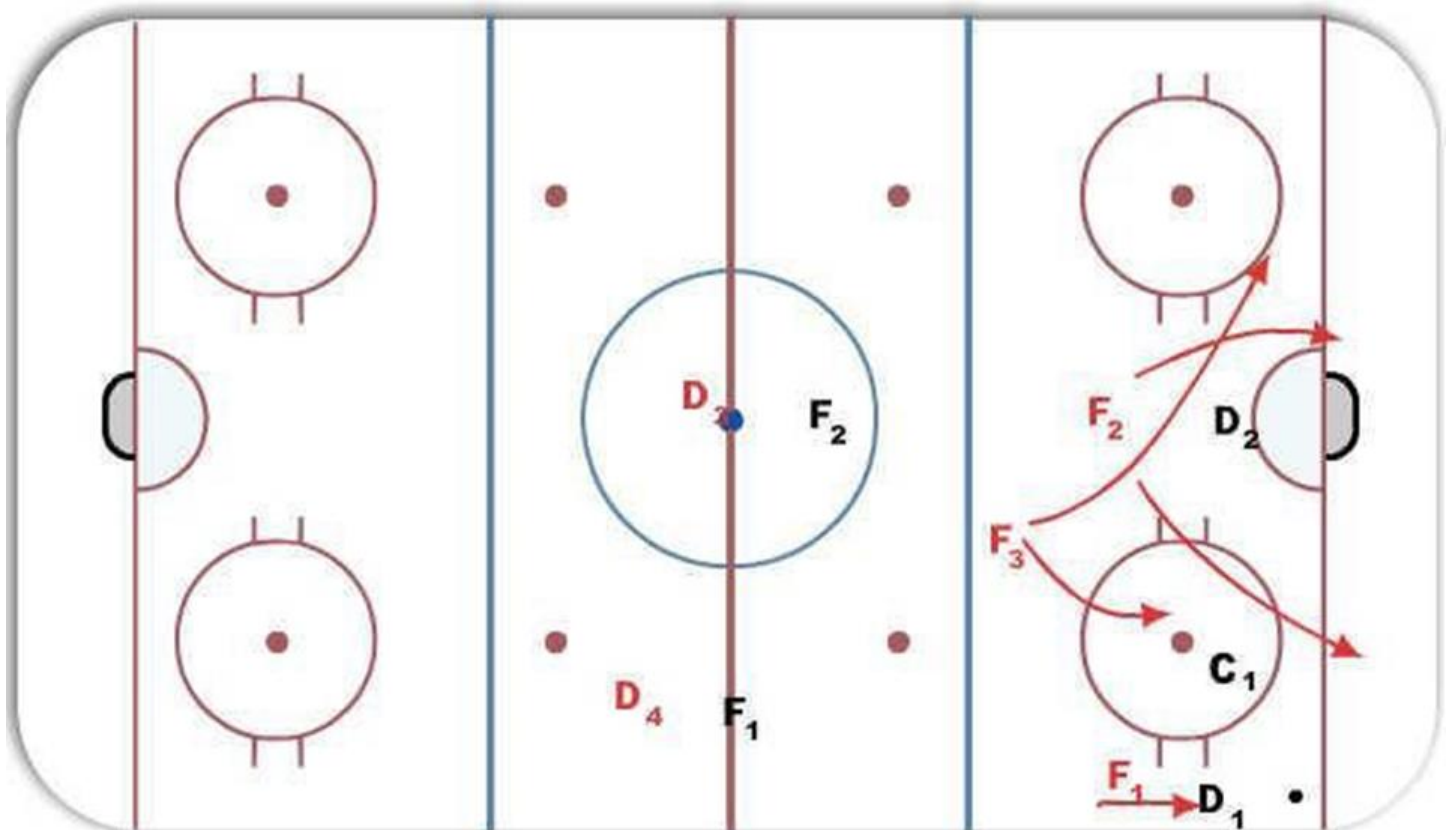
## Forechecking- 2-1-2 Outside Pressure

F1 will forecheck the D Man from the outside forcing the D Man to take the puck and either wheel or go D to D behind his net.

F2 will reach to the play. The D Man goes D-D then he will put pressure on the D Man behind the net. If the D Man wheels, then he will cut the player off on either side of the net depending on his timing and speed.

F3 will support in the high slot and will reach to what the D Man does with the puck. If the D man goes D- D then F3 will shift and become F2 when the puck goes to the weak side of the ice, and F1 who was pressing D1 will then go and support as F3 in the high slot.

When forechecking from the outside- F2 needs to know that the D Man will usually carry the puck around the net to the weak side and or go D - D. This the best way to provide pressure on the opposing team and provides the least amount of risk for giving up odd-man rushes.

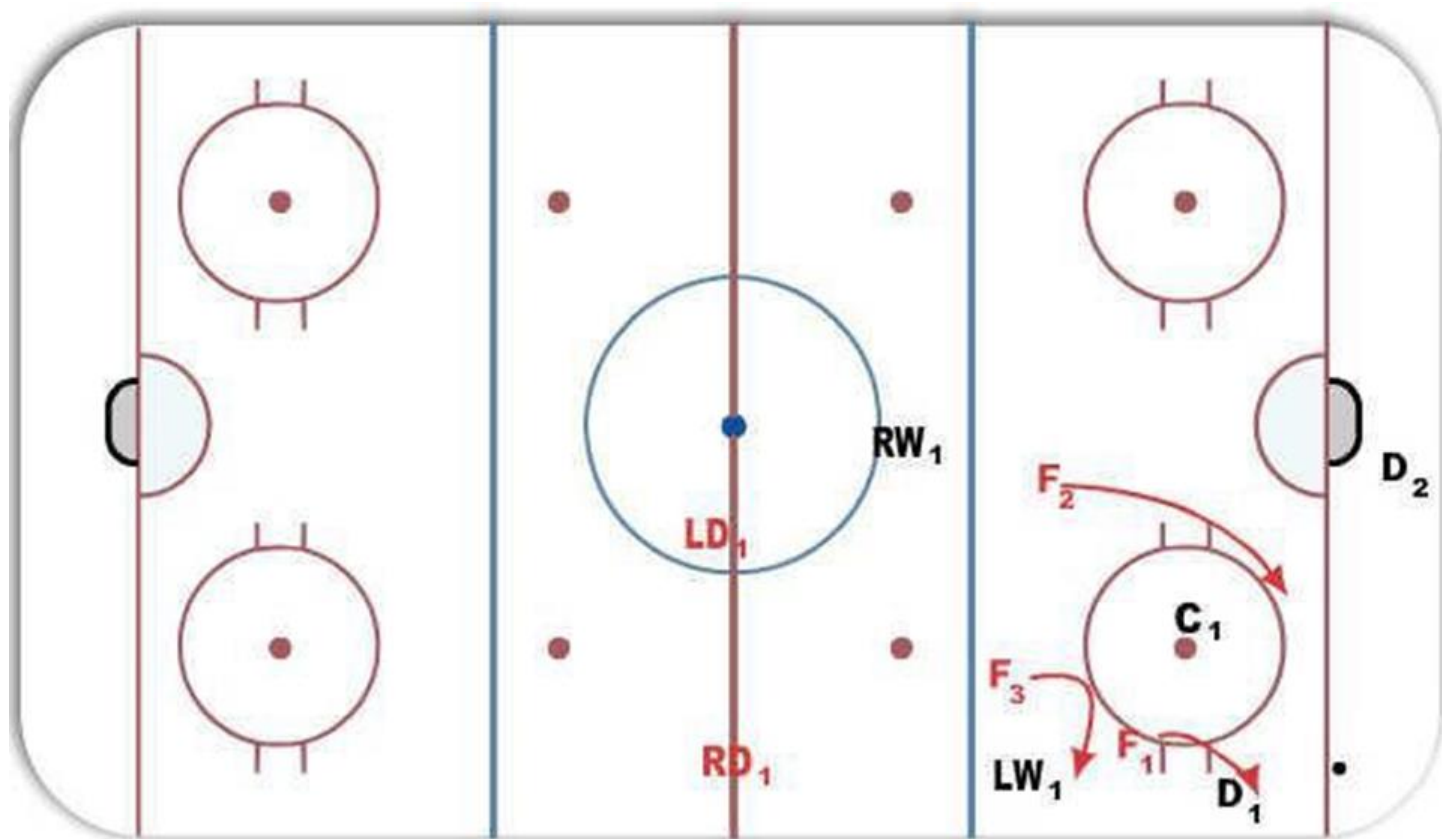


## 2-1-2 Forecheck- Inside Out Pressure

F1 will forecheck D1 from the inside hip, giving the D Man a quick up pass to the LW1 or D-D option depending on the timing of F2. For minor hockey, if a Forechecker can provide inside pressure from the inside of the D Man, it will usually result in a turnover on the high wall as the D Men will make a quick move towards the wall and either pass to the winger on the wall or will just through the puck up the wall because they don't like to be pressured.

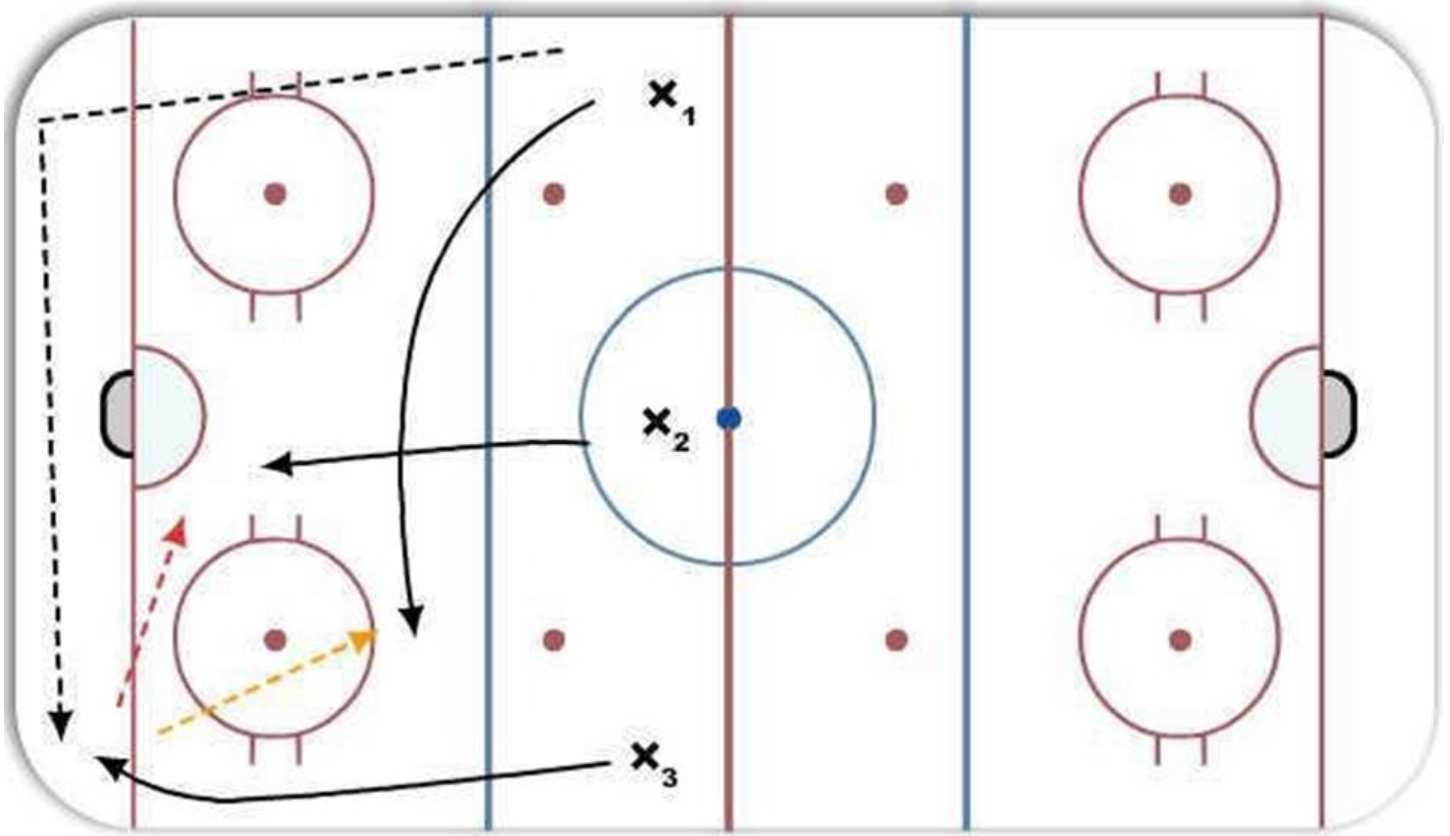
F3 then jumps on the winger resulting in a turnover.

F2 needs to take away the D-D option while ensuring they don't give up too much of the middle of the ice, this eliminates the Centre man as an option for D1.



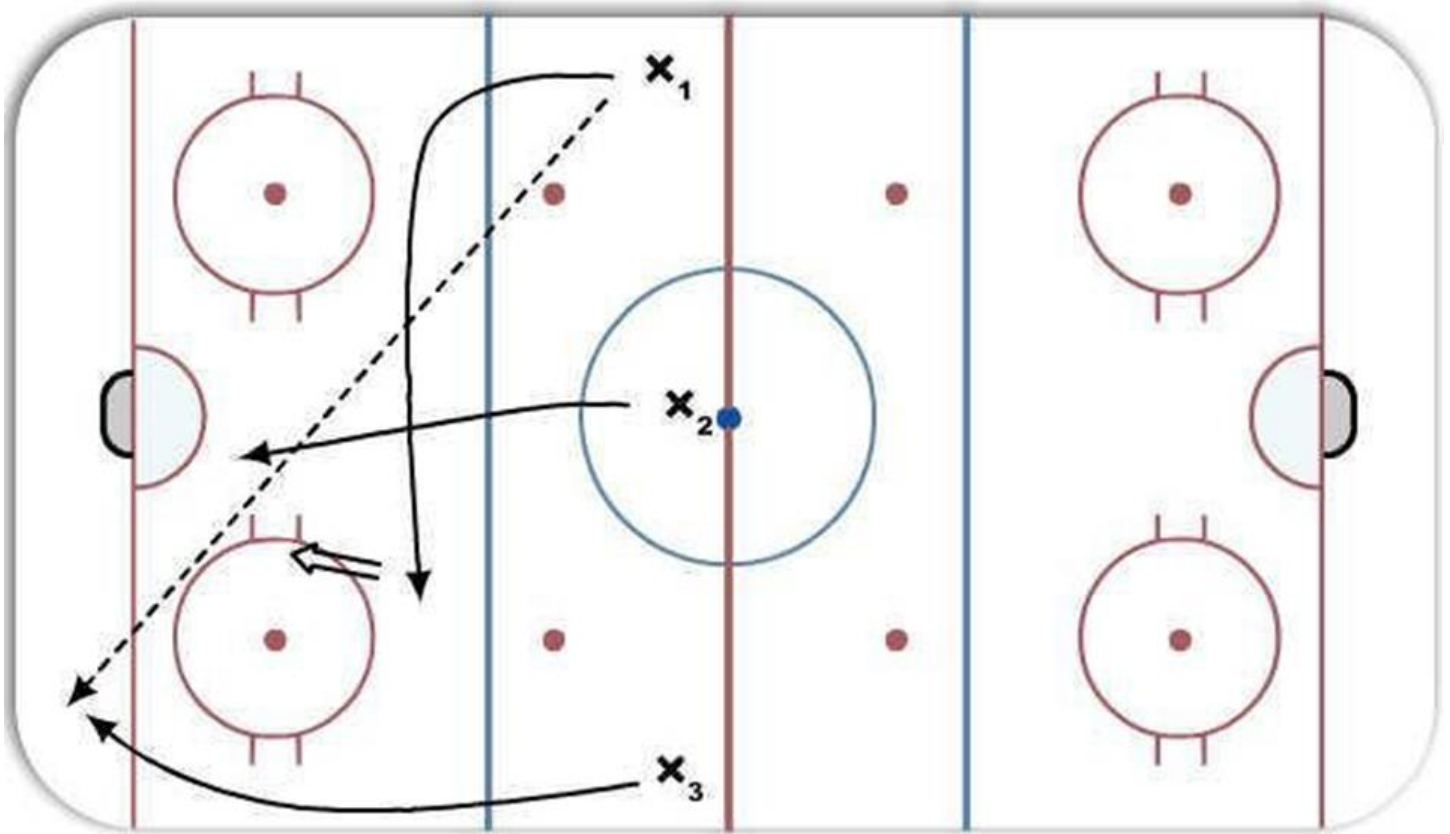
## Zone Entries- Dumping the Puck with a Purpose

Sequence # 1- Hard Rim- The player with the pucks drives the puck hard and X3 drives hard wide and needs go hard and pick up the puck and will react to the play and try to get the puck out front to X2.

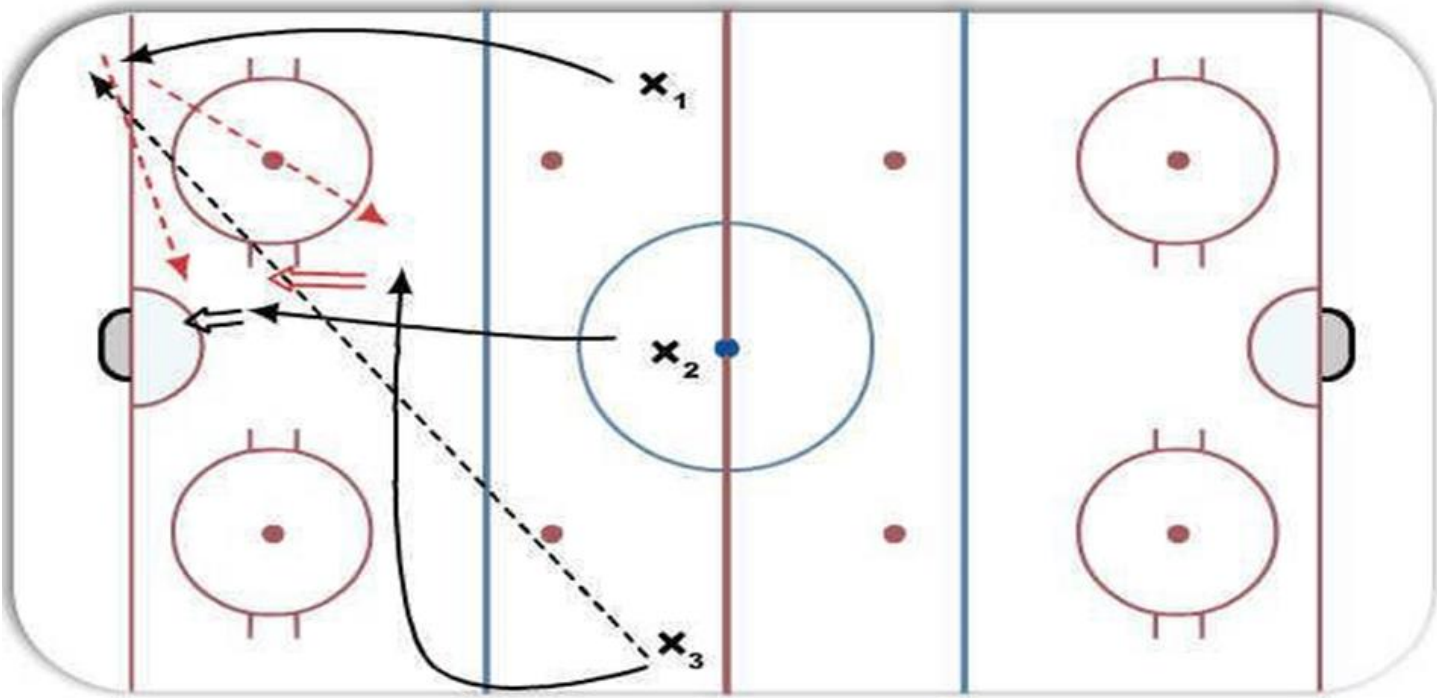




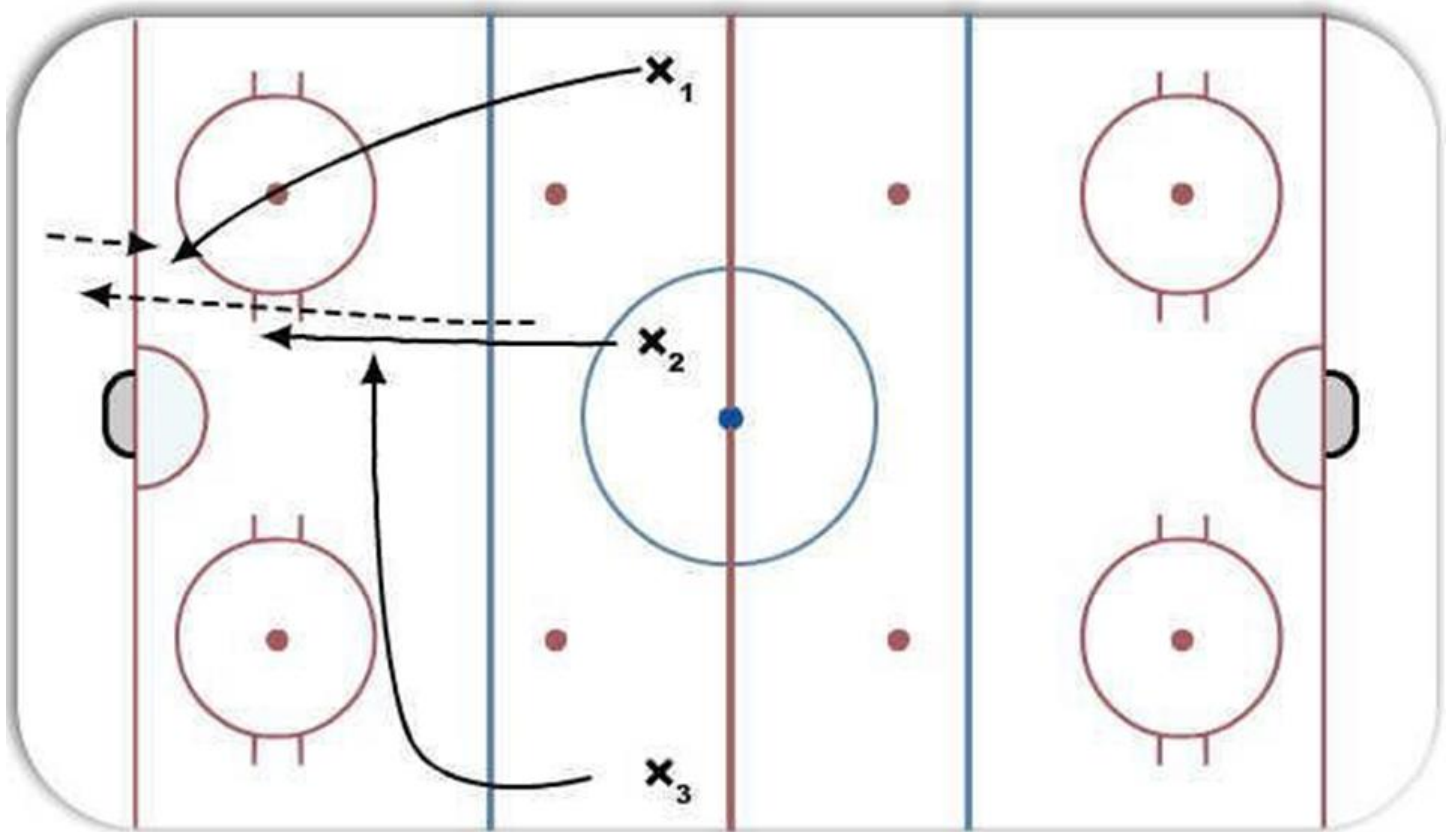
**Sequence # 2-** Cross-Ice Dump- X1 with the puck makes a cross-ice dump to the opposite corner where X3 is driving wide and picks up the puck and makes a play to X2 who drives the strong side post.



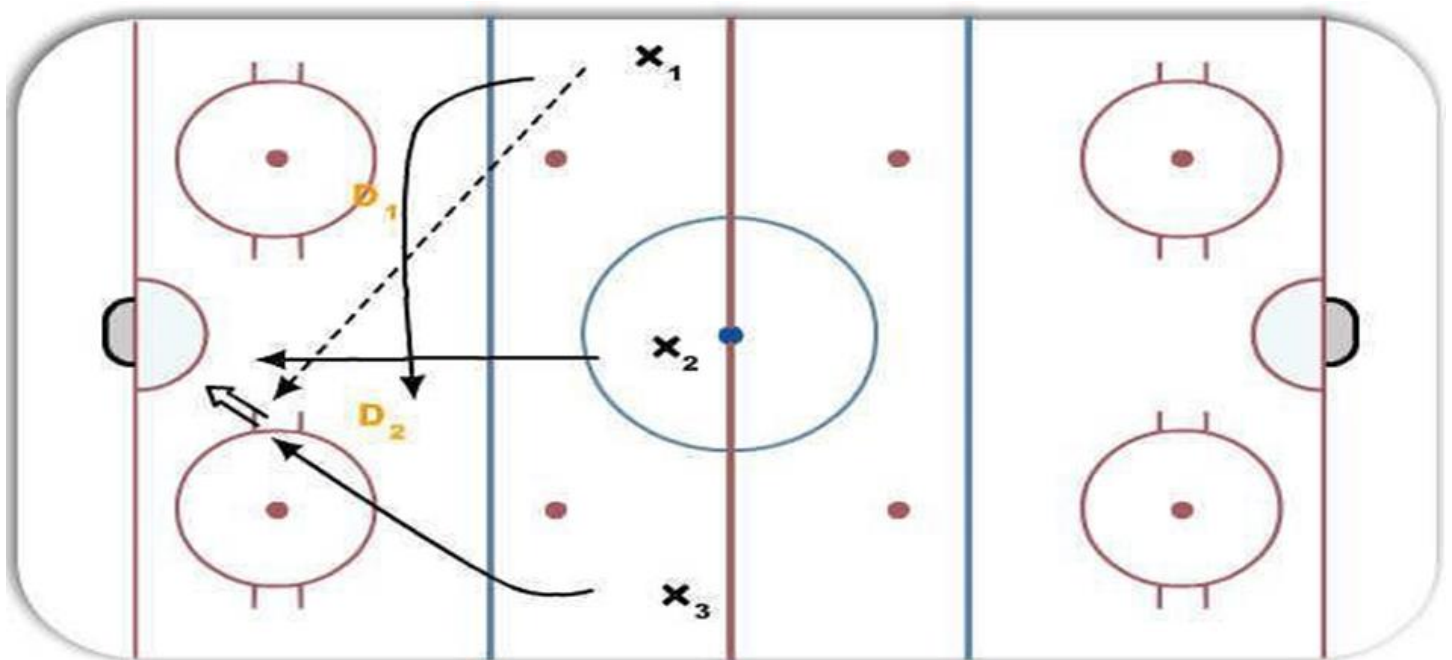
**Sequence # 3-** Cross-Ice Dump- X3 with the puck makes a cross-ice dump to the opposite corner where X1 is driving wide and picks up the puck and makes a play to X2 who drives the strong side post. The Red Passes show the options for who X1 can pass the puck to.



**Sequence # 4-** Net Side Dump- X2 Dumps the puck hard about three feet from the side of the net. X1 and X2 drive hard to be first on the puck for a quick shot on net. X3 saves their ice and time and stays high.



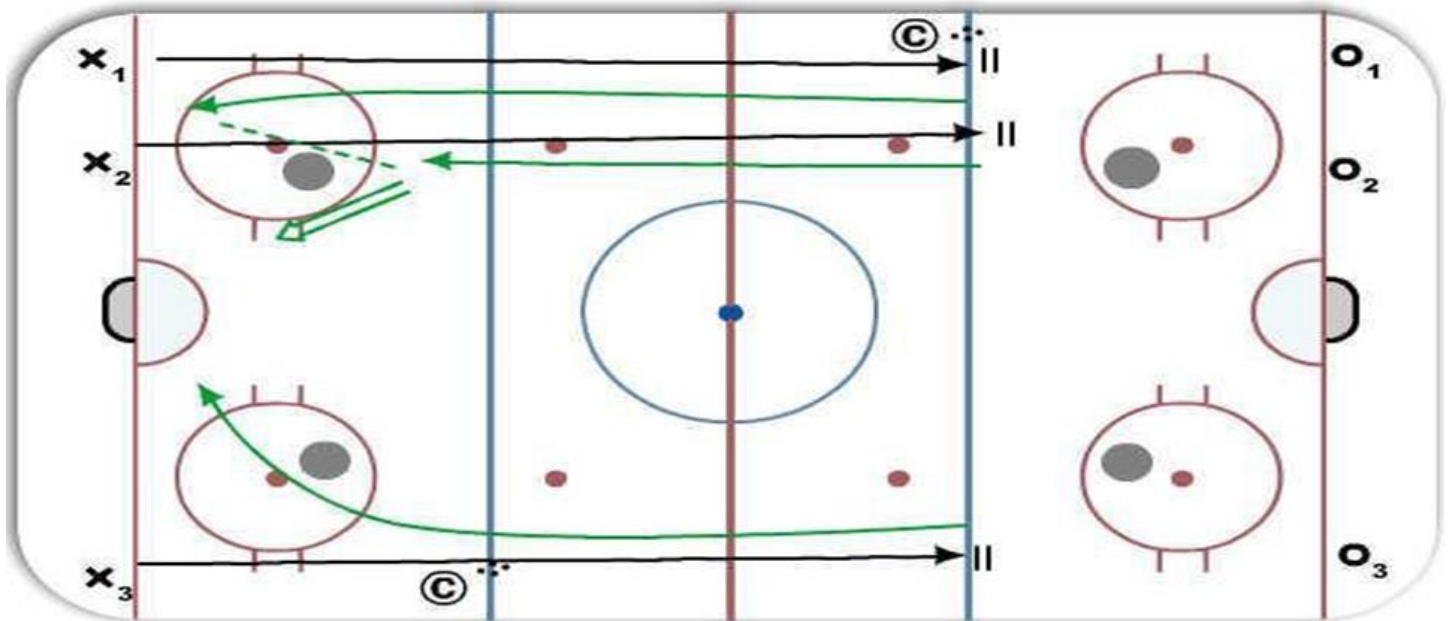
**Sequence # 5-** Soft Dump- X1 does a soft dump behind the D where X3 drives hard to the net and tries to pick up the puck and tries to drive the net.



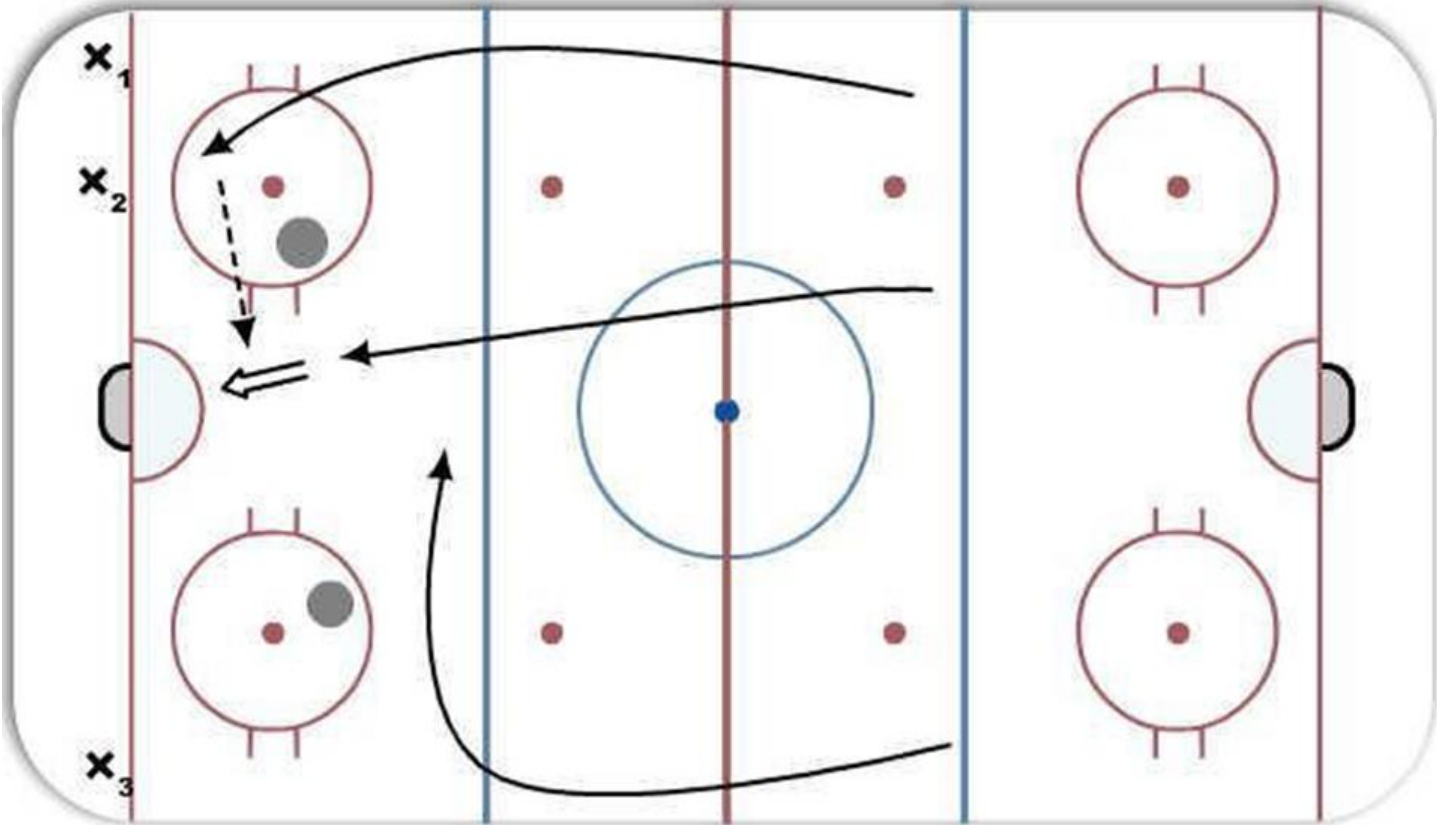
## Zone Entries- Puck Possession

**Sequence # 1- Wide Drives-** X1 Drives wide with the puck. X2 follows the strong side for support. X3 Drives hard to the net and X1 passes to X2. X2 takes a quick shot on the net and X1 and X3 battle out front for the rebound.

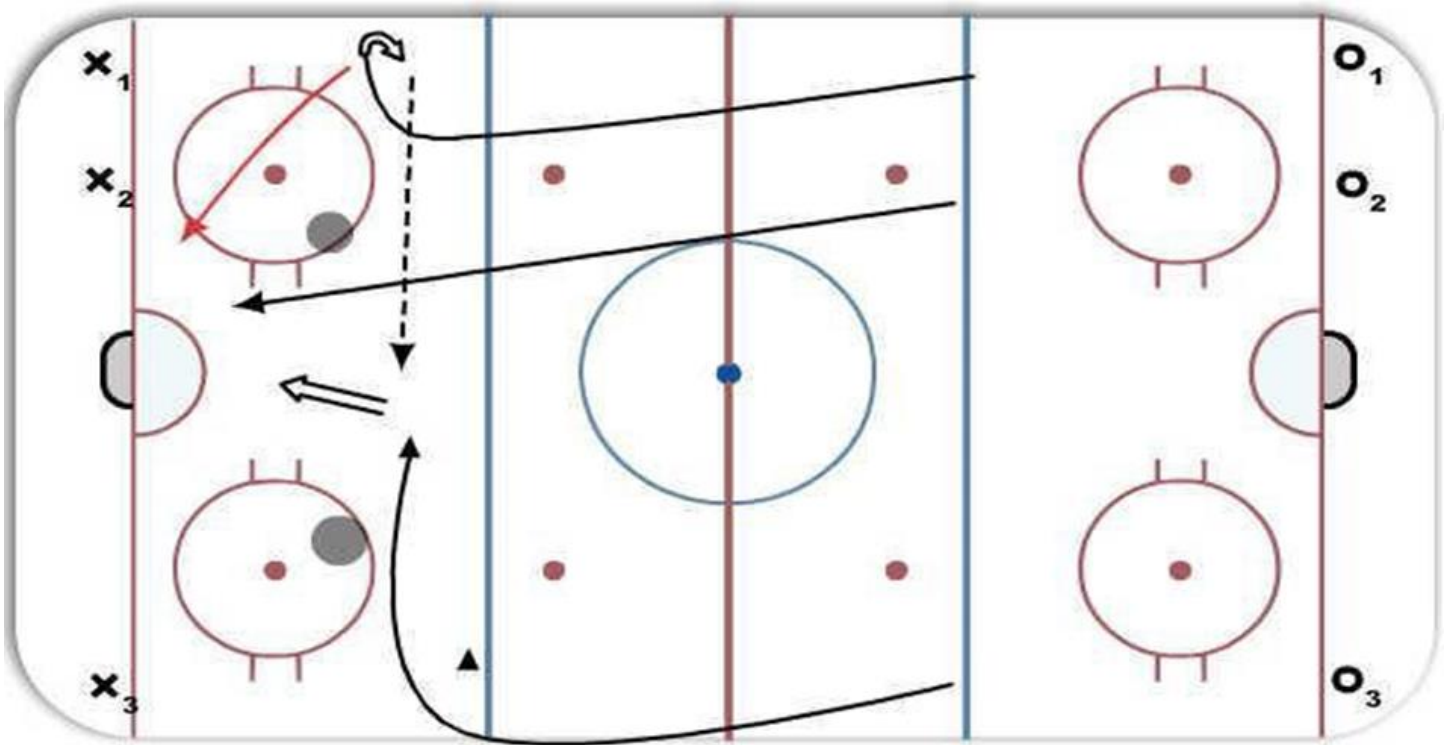
Once the players have this down, they can work on the cross-crease pass to X3.



**Sequence # 2-** Middle Net Drive- X1 drives wide, and X2 drives hard to the net. X3 cuts the blue line and stays high for support. X1 gives the puck to X2 who is driving hard to the net.



**Sequence # 3-** High Delay- X1 does a high delay- hard turn towards the wall and turns back up towards the blue line saving time and ice. X2 drives hard to the net. X3 cuts across the blue line for support and gets the puck from X3. Once X1 passes to X3 they go hard to the net.





## Cycling the Puck

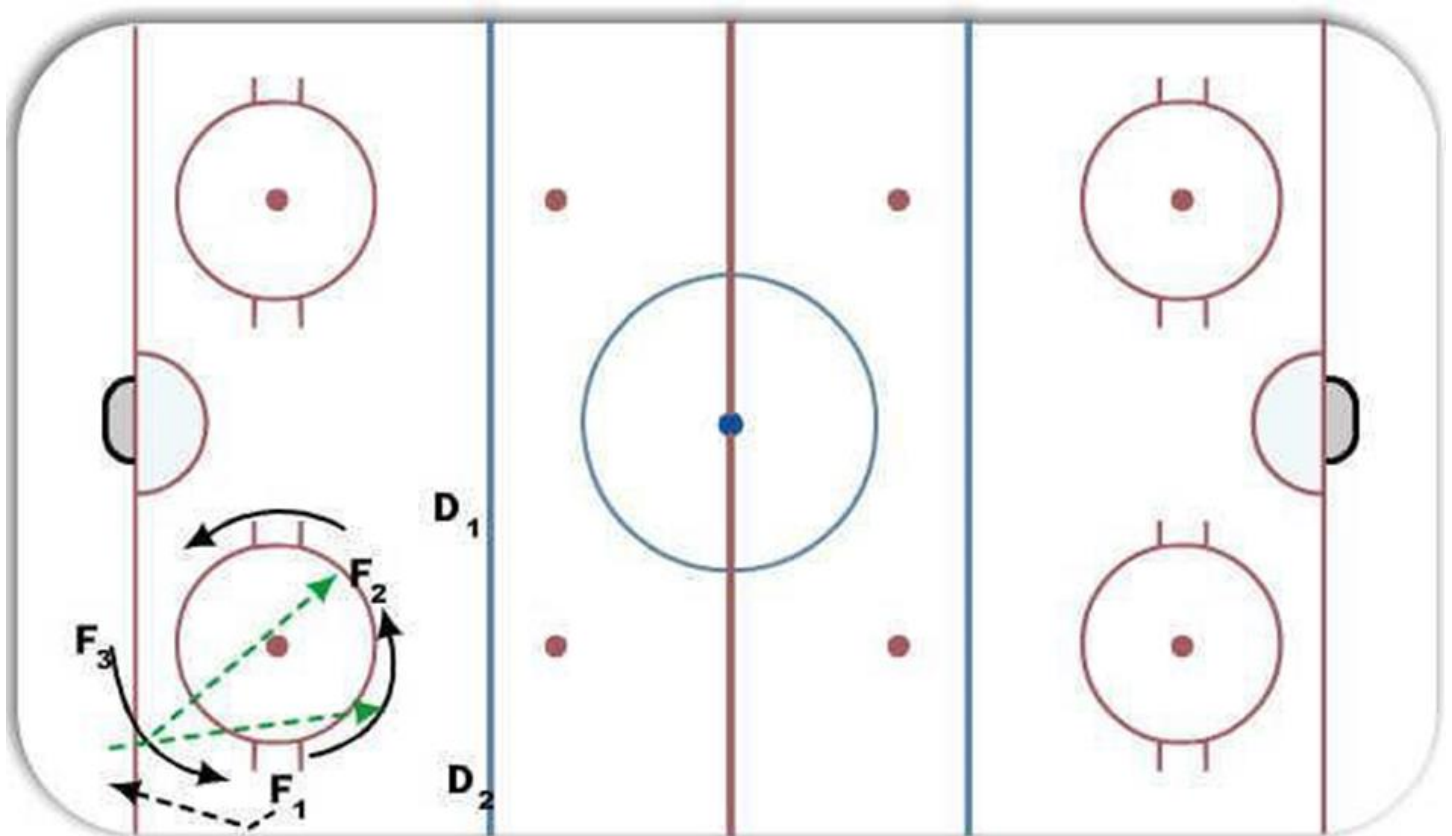
Cycling the puck is a part of the game that needs to be learned and understood by all players. It's not just enough to know how to cycle the puck, you also need to know why you are cycling the puck. Too many players just want to rush to the net and go through or around defensive players instead of using the open ice to create seams and space by cycling

When Cycling the puck, the puck always needs to get cycled towards the boards. If F1 in the diagram is a right-handed shot, then they need to use their backhand when they put the puck towards the wall and ensure it gets placed below the goal line.

At all times the three forwards should always make the shape of a triangle. Once the players see an opportunity for time and space, then the player who picks up the puck off the cycle looks to make a pass to the players positioned where F2 and F3 are outlined above. (Green Arrows).

If F1 is a left-handed shot, then will open up after they cycle, and by doing so they are in a position to receive a pass for a one-timer.

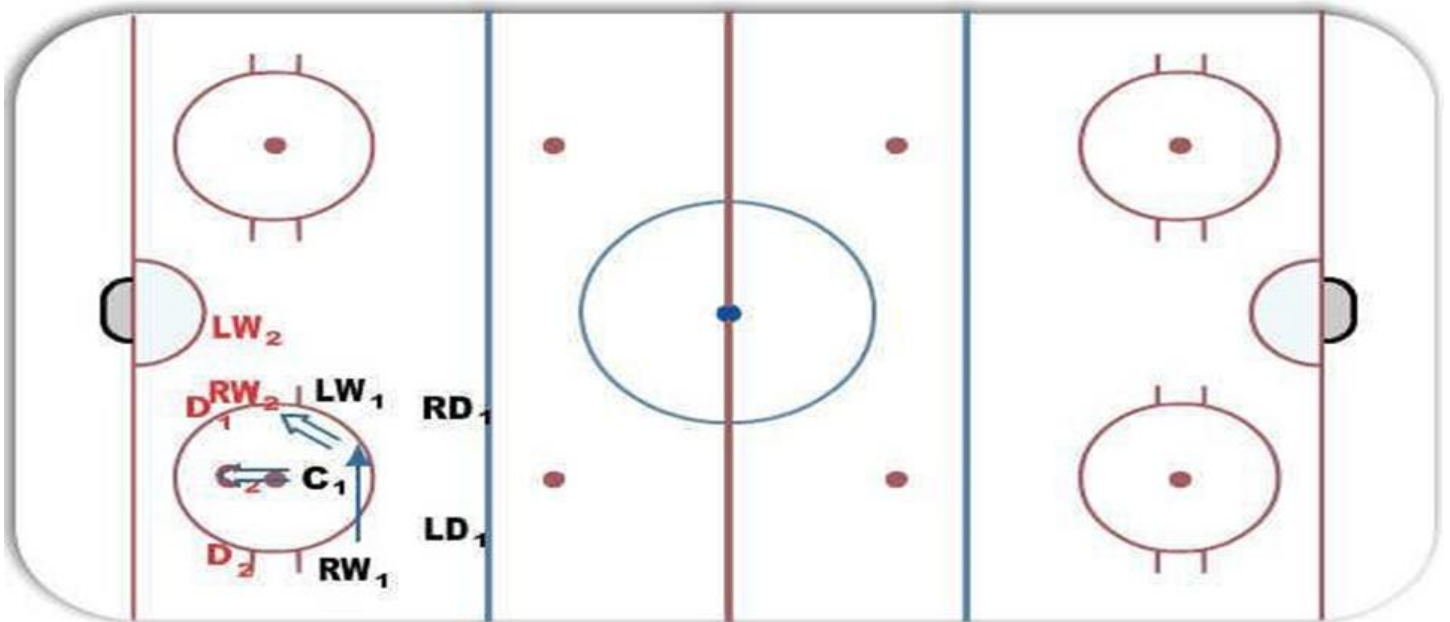
The key to the cycle is speed, communication and getting the puck down low (below the goal line) every time the puck is cycled. If the puck doesn't get low, the D man or centre who is checking the player who is cycling will pick up the puck off the cycle and easily break out of the zone.



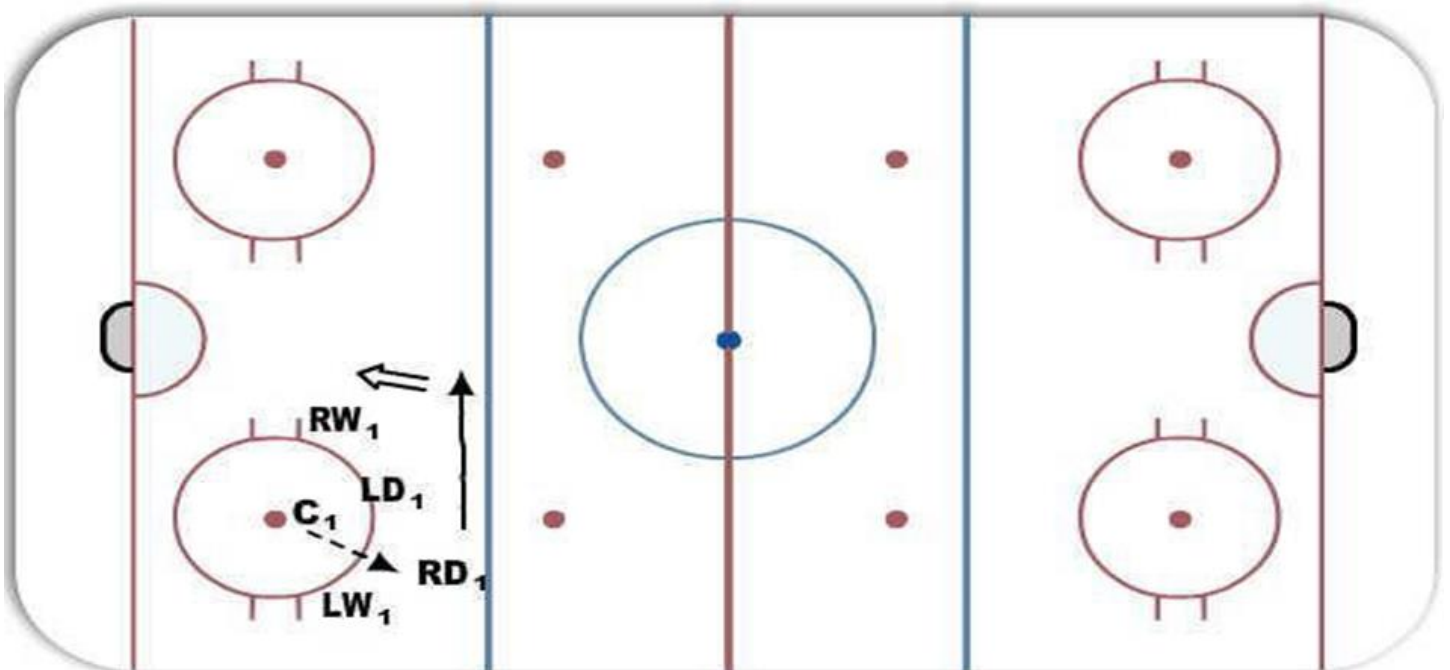
# Offensive Zone Face-Off Plays

In the NHL goals that are scored off a faceoff happen within 11 seconds of the faceoff taking place. Players need to be on the same page and understand what is happening of the draw so that they can make something happen.

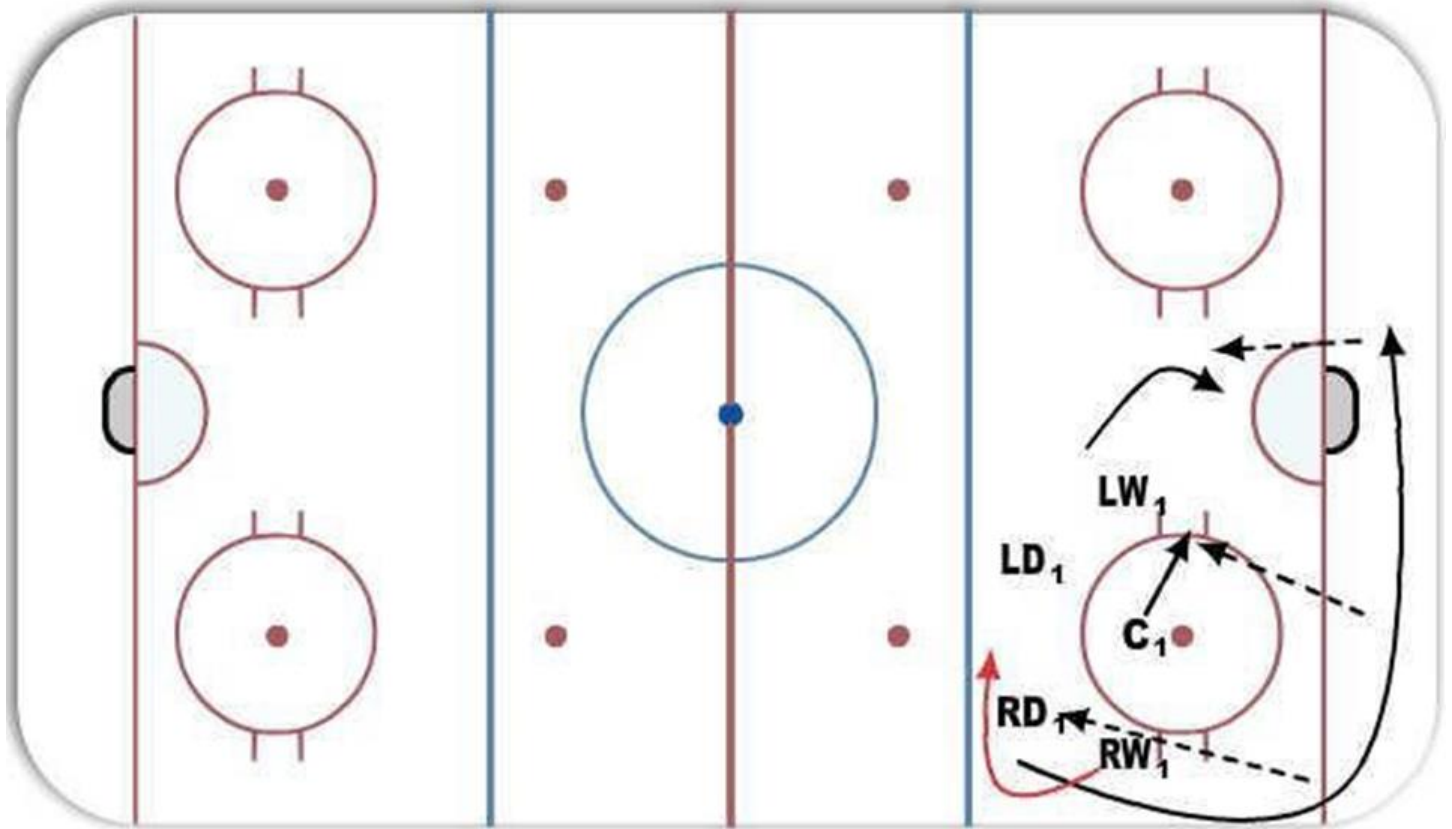
**Diagram # 1-** Winger Drive- Centre pushes through and leaves puck for off winger who cuts across and picks up the puck for a quick shot on net.



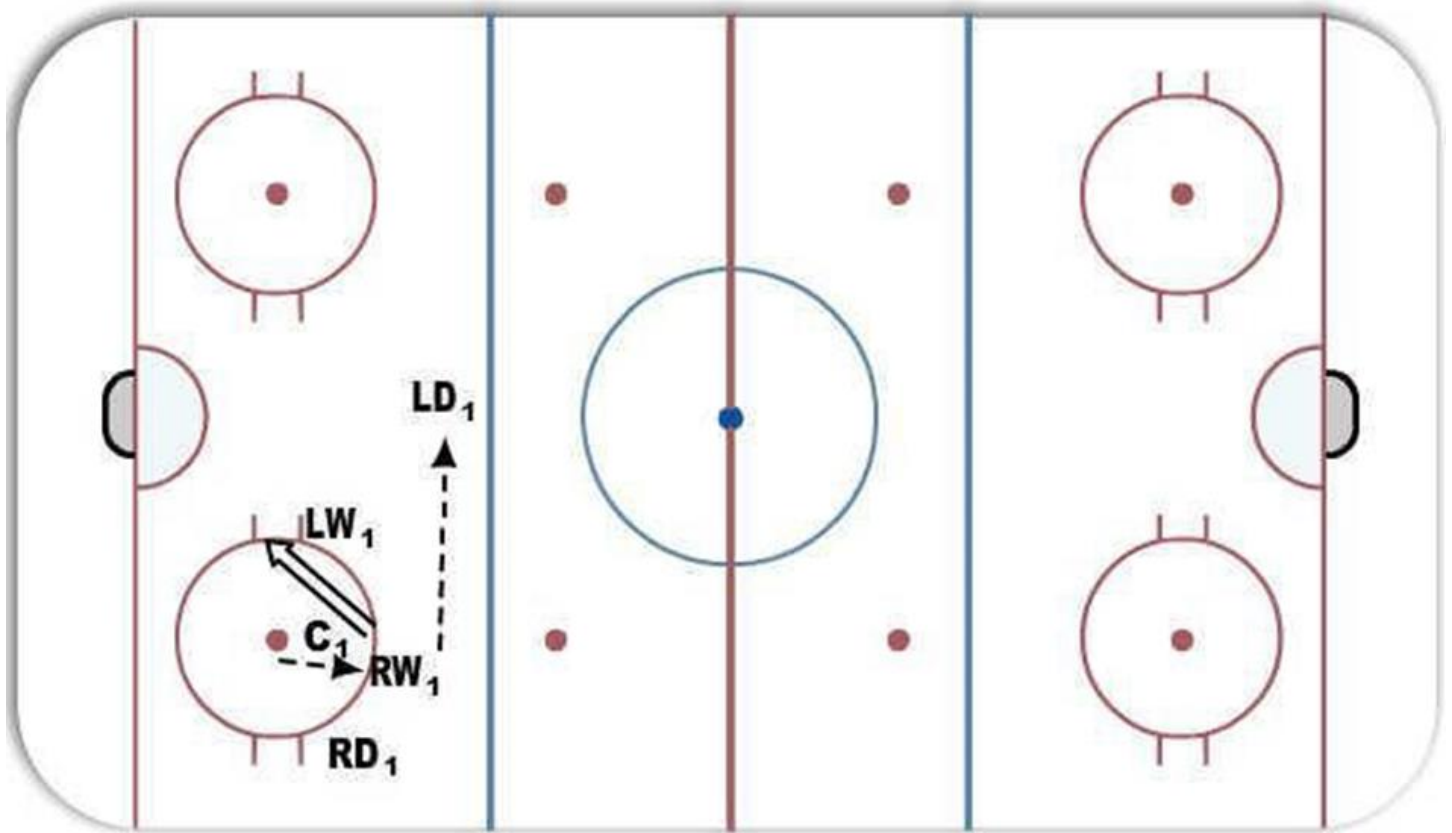
**Diagram # 2-** 4-1 Formation- Centre wins puck back to D who is playing on their opposite side. The D man walks the blue line and takes a quick shot on the net. This will only work if everyone ties up.



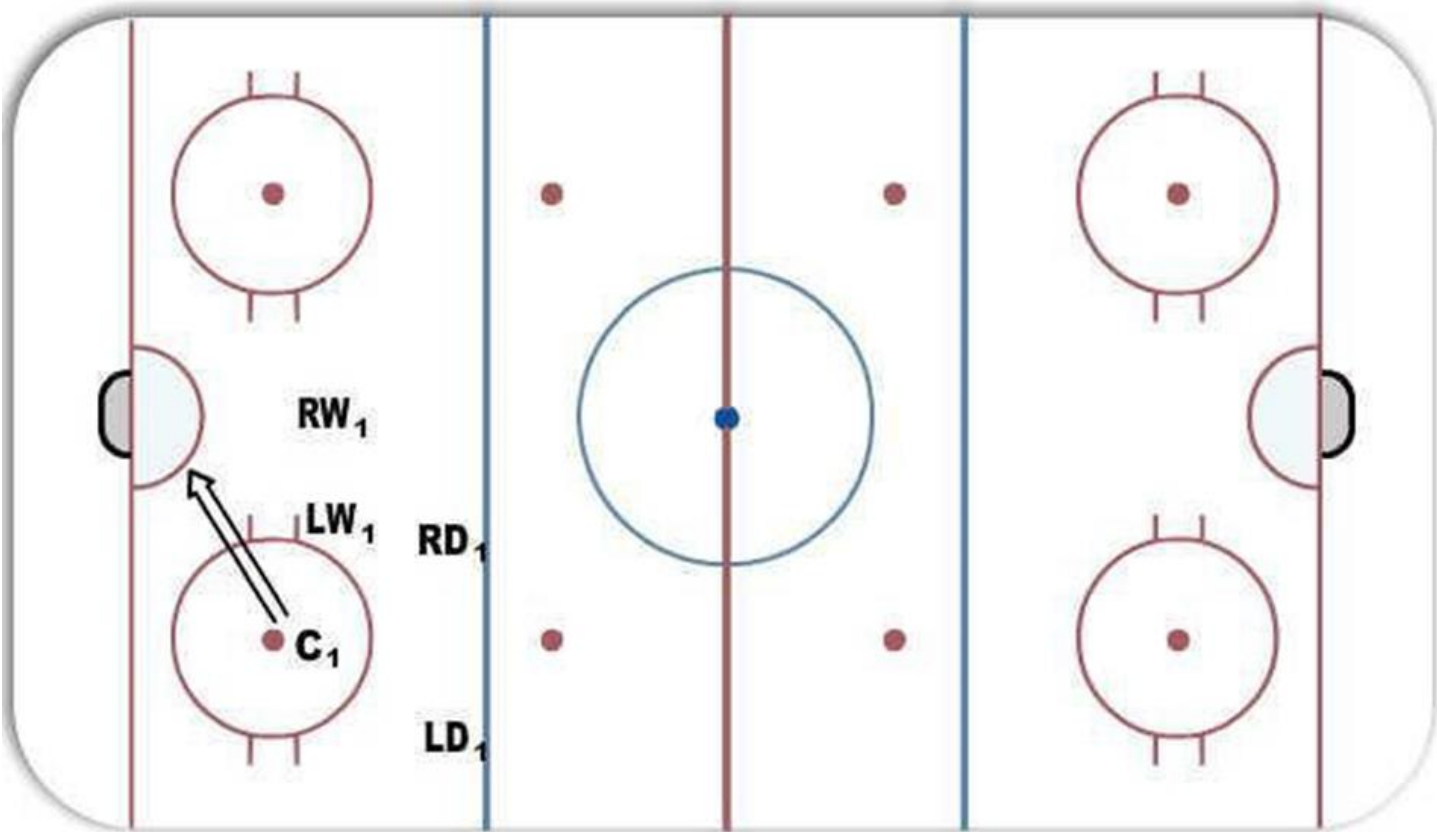
**Diagram # 3-** Centre wins puck back to RD. RD walks down low along boards. RW takes the spot of D and is an option for the puck. The RD continues down low and also has the Centre out front for an option or he can go around the net and look for the LW who is wide open in front of the net.



**Diagram # 4-** Clean Win- D-D. Centre wins puck pack to RD and he can take a quick shot on net or pass to LD for a quick one-timer.



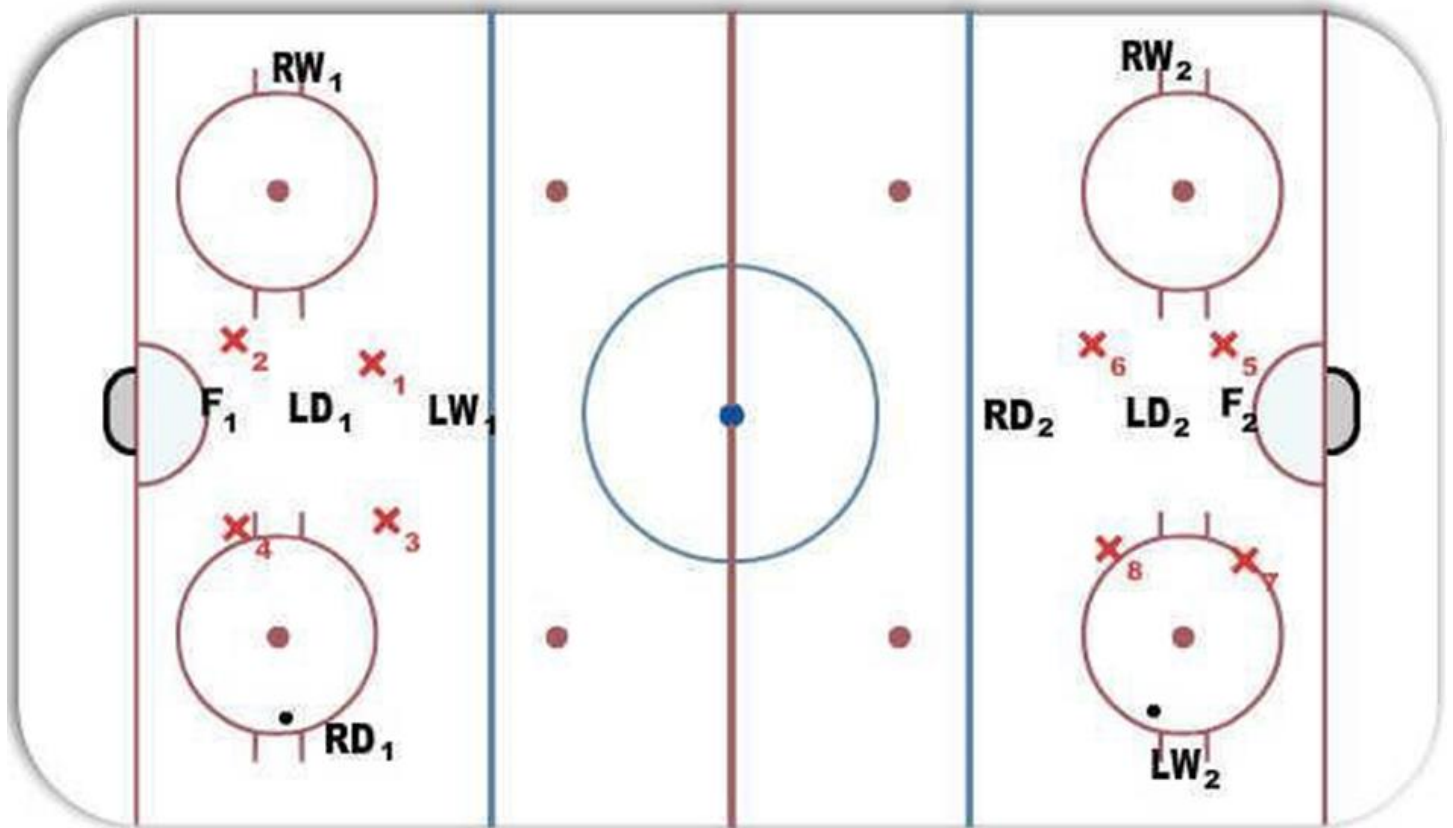
**Diagram # 5-** Centre Shots on Net- Centre shots puck on net and both wingers battle out front for the rebound. Centre needs to be on his or her strong side for this play to work.



# Special Teams

## Power Play 1-3-1

The 1-3-1 PP is the most commonly used PP Setup in the NHL. The team's setup one player on top of the crease, a player on each half wall, one player is always moving between the hash marks and ringette line and a strong puck handling D Man at the Blue Line in the middle of the ice. The puck is moved back forth between the top D Man and the players on the half walls. The players are usually looking for a one-timer. Another play is pulling the defenders to the outside and then giving a pass to the player on the inside who then takes a quick shot on the net. This setup puts lots of traffic in front of the net and leads to lots of goals because the goalie is almost always being screened.

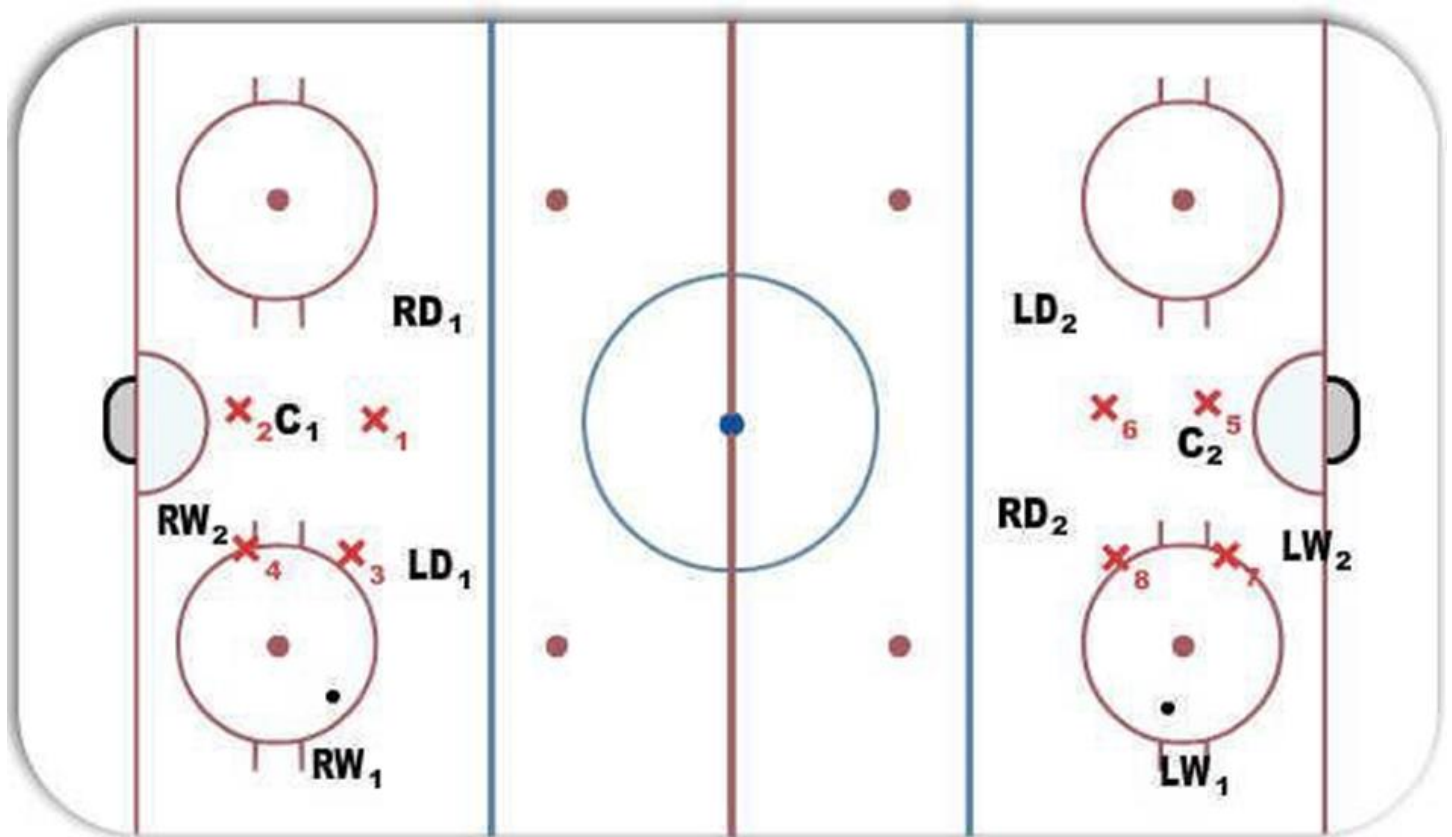




## Power Play- Modified Overload

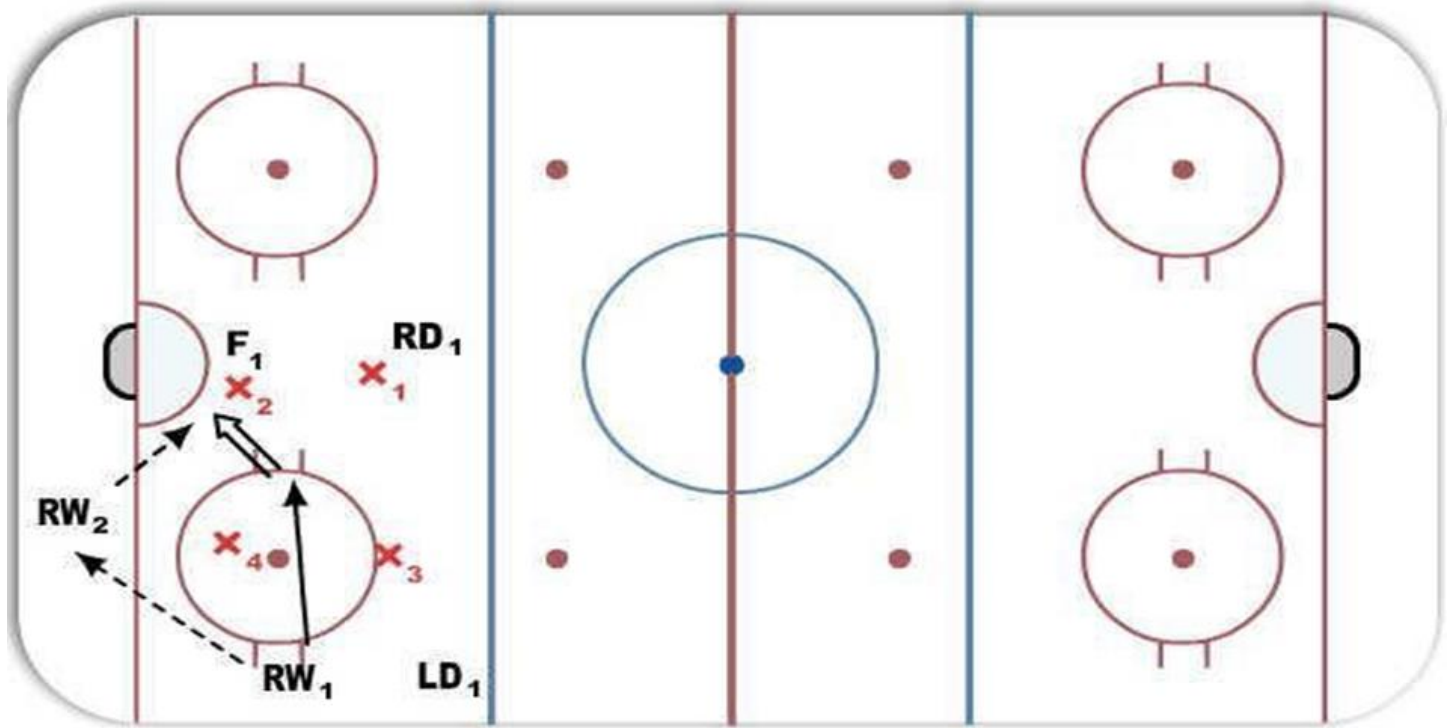
This is a modified overload setup that works itself into an umbrella. The player on the half wall needs to be on their off-wing, and you need the player next to the net on the strong side on their off-wing as well. This is a great setup for the U15 and U18 Age Groups and it is designed to pull the players on the PK out of position. Once a player is pulled out of position options open up for the player to make a play and get the puck to the net.

Players need to be alert and know their options and learn when it's their best opportunity to take one of their options.

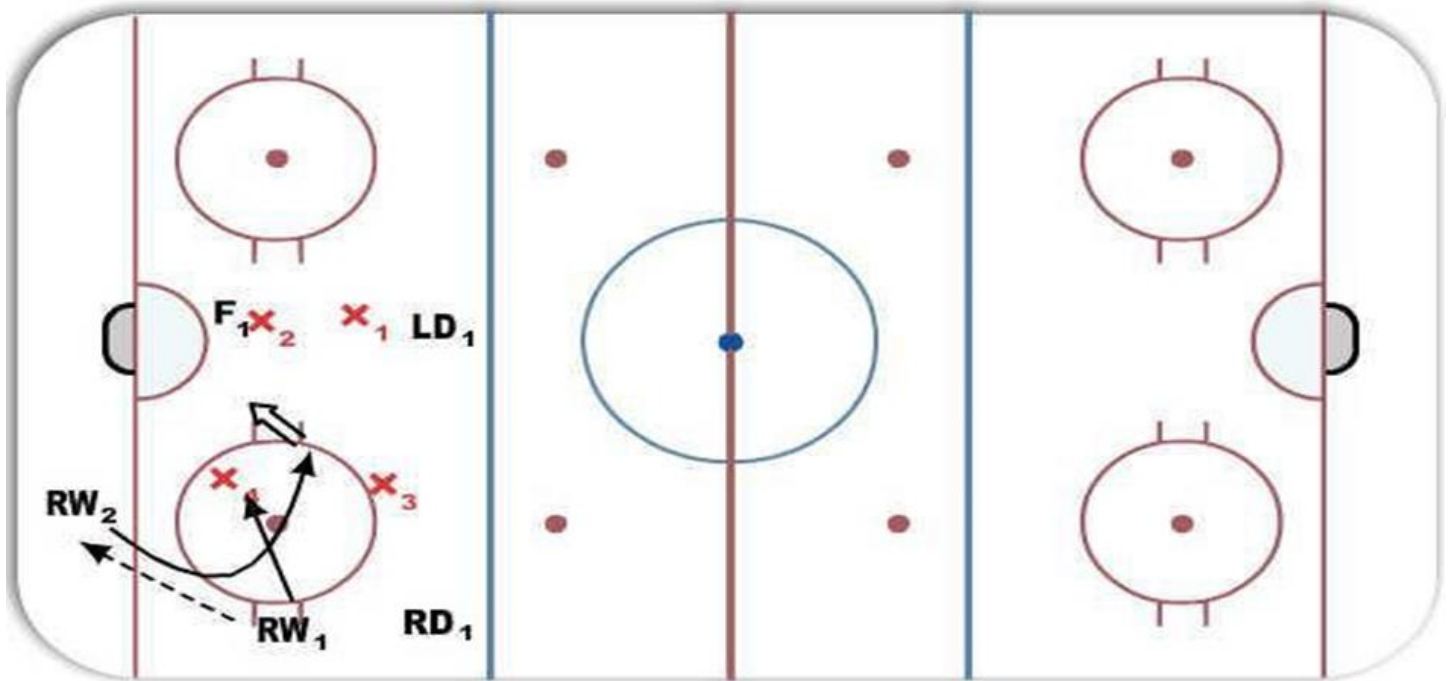


# Overload Plays Off Half Wall

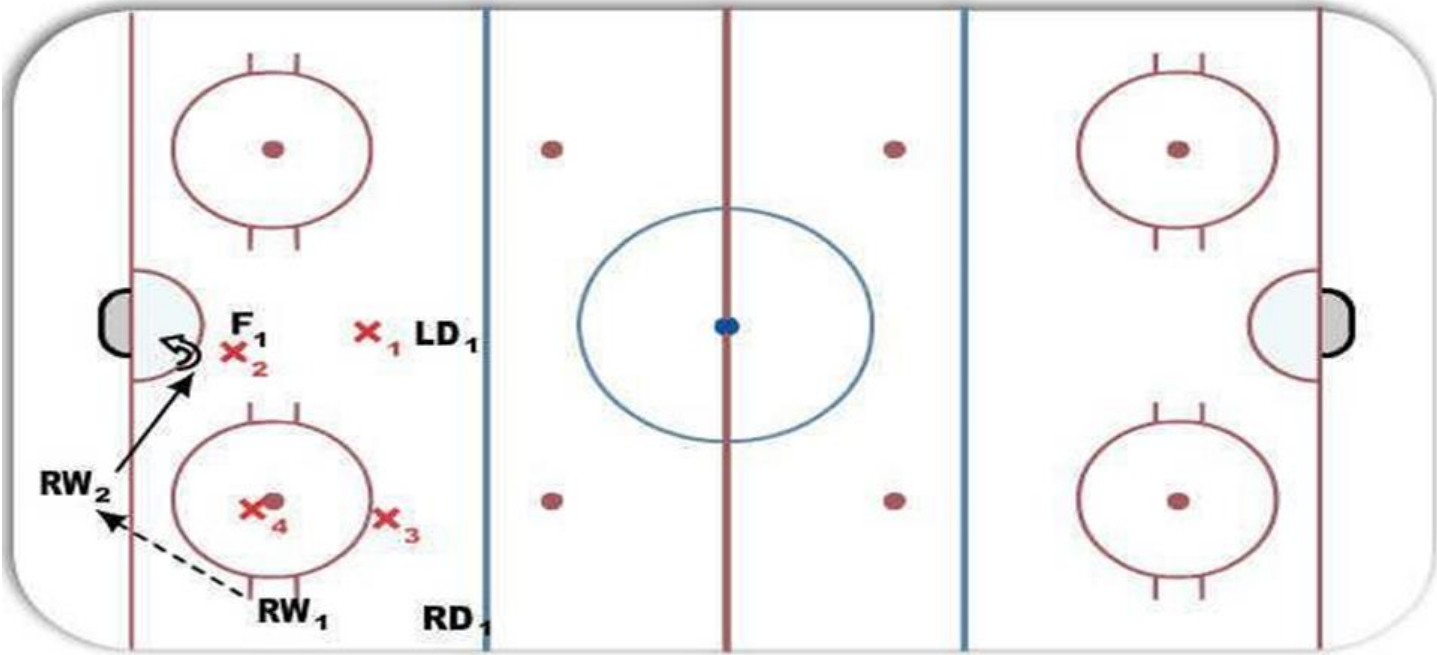
Diagram # 1- Give and Go off half wall. The player on the halfway gives the puck to the player down low and drives to the net in the lane they see open. The player down low moves with the puck and gives it back to the player off the half wall for a quick shot on net.



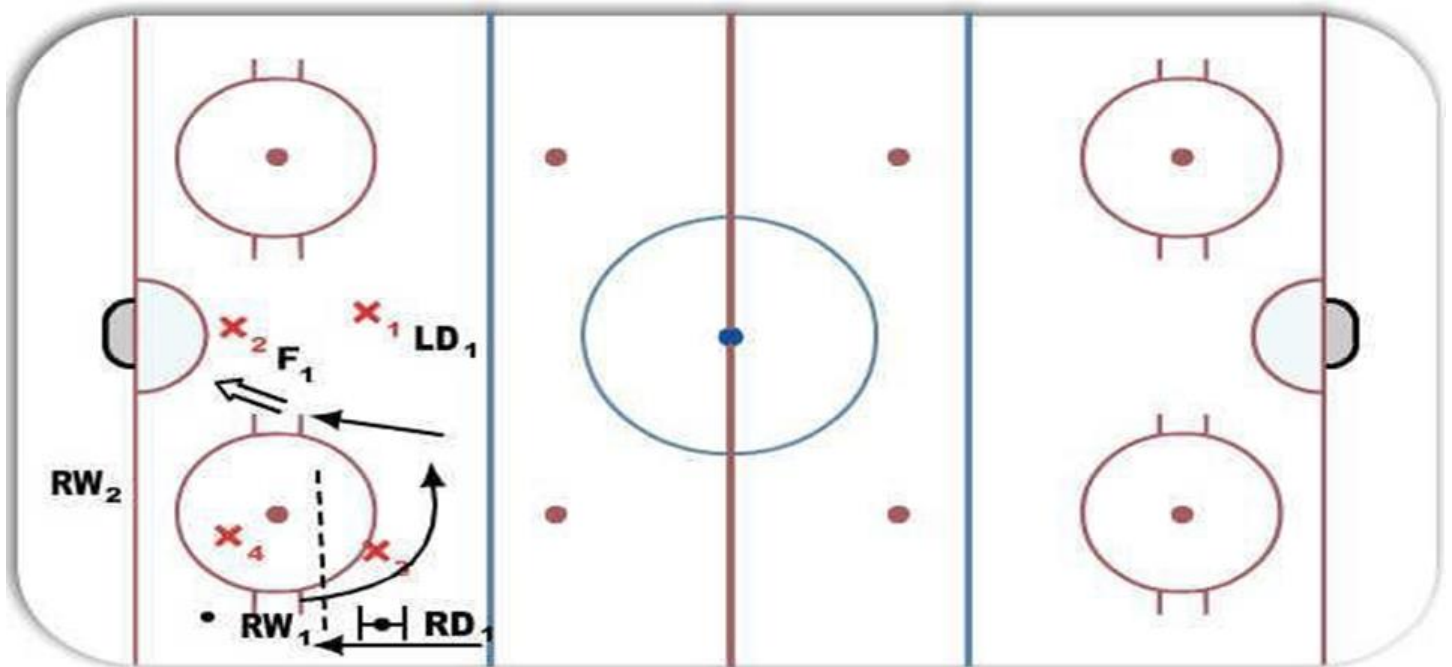
**Diagram # 2-** Half Wall Pick- The player off the half wall passes the puck to the player down low, and then runs a pick on the D Mens inside shoulder while driving to the net. The player down low then steps out and walks out front to take a shot on net. This should create a 3 on 2 out front and the team on the PP should create a scramble out of the front of the net and or score a goal.



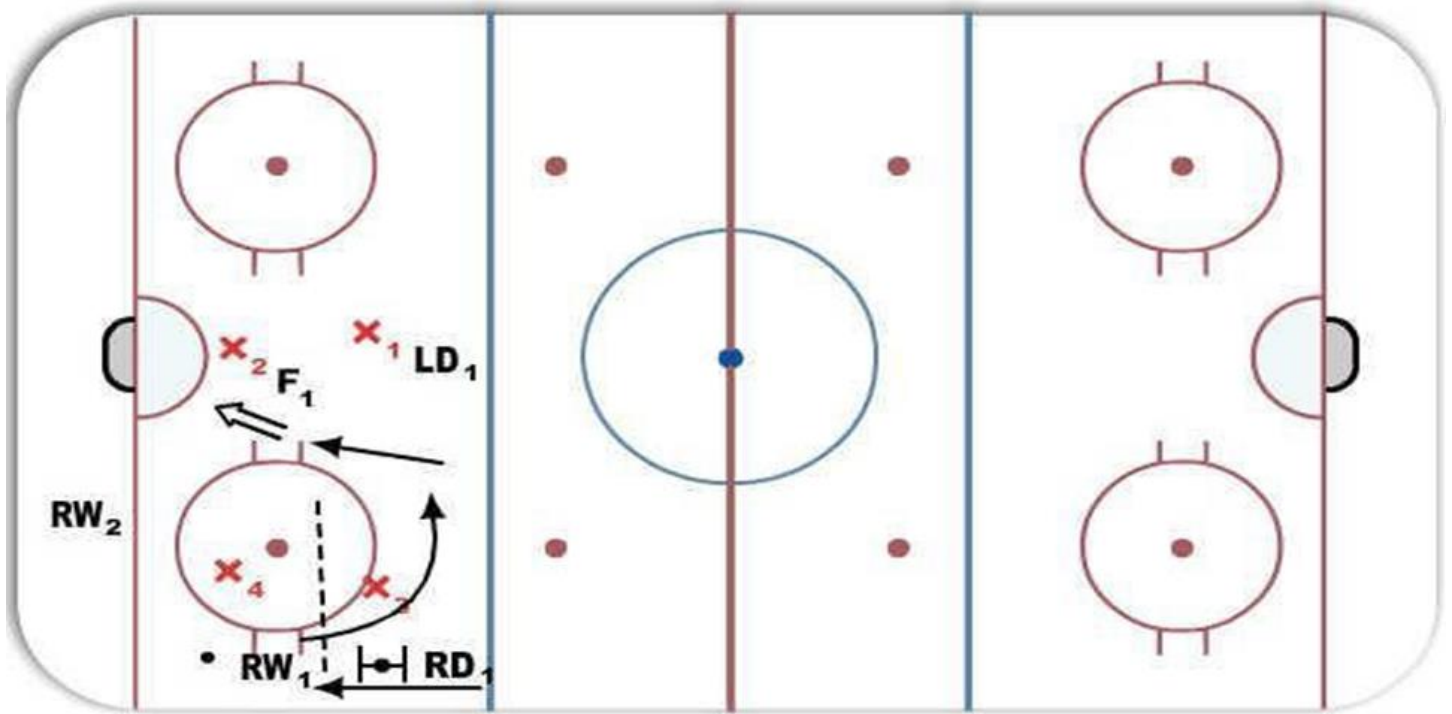
**Diagram # 3- Low Walk Out-** This is done when the Defenders are playing high because the D Man is a threat. The player on the half wall passes the puck to the player down low. The player down low then drives the net hard trying to score short side and or create a scramble out front. The D Man out front moves over to play this player, the pass cross-crease is an option for an easy one-timer into the empty net.



**Diagram # 4- D Man Low Rotation-** The Player on the half wall skates up towards the D Man on the point, the D Man begins to skate down the half wall. The Forward drops the puck for the D Man. If the high PK player stays with the D Man on the wall, RW1 then drives the net through the middle open lane and gets a pass from RD1 off the half wall. RW2 needs to read this play and drive the net for a rebound.

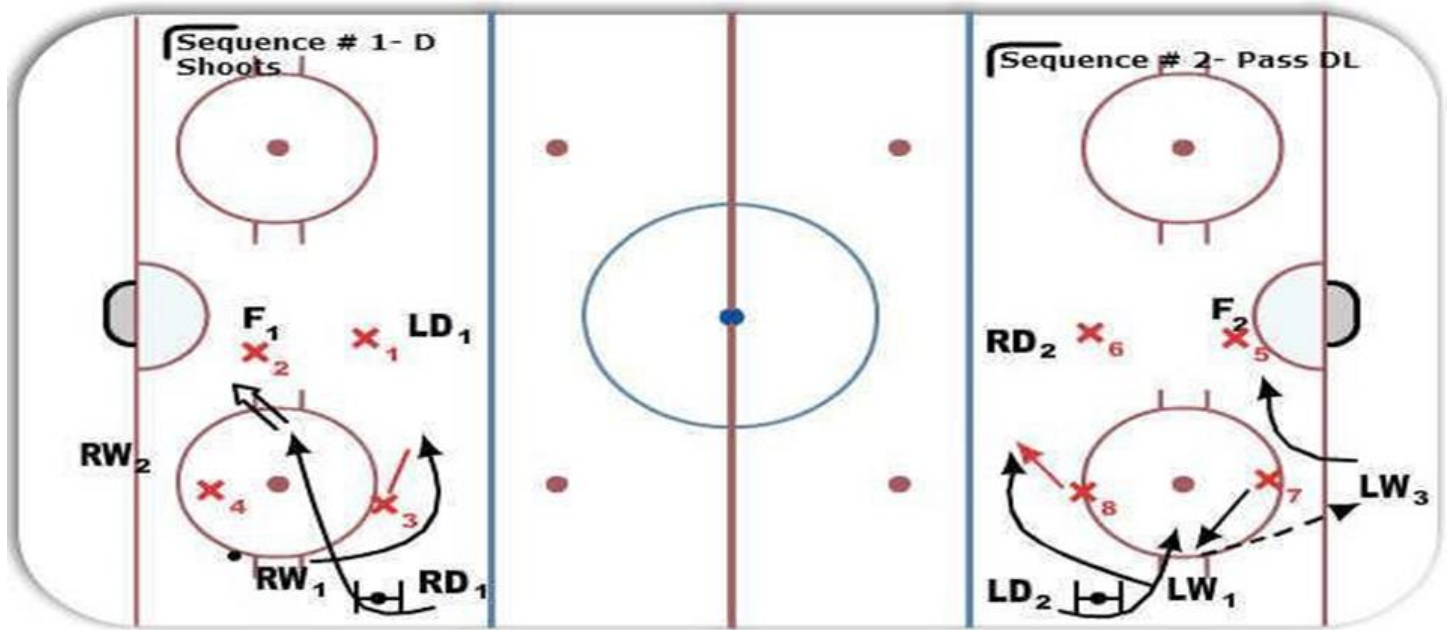


**Diagram # 5-** Sequence # 1- D Man Low Rotation- The Player on the half wall skates up towards the D Man on the point, the D Man begins to skate down the half wall. The Forward drops the puck for the D Man. If the high PK player stays with the RW1 and follows him up high to the blue line, RD1 then cuts into the slot and takes a shot on the net. RW2 needs to read this play and drive the net for a rebound.



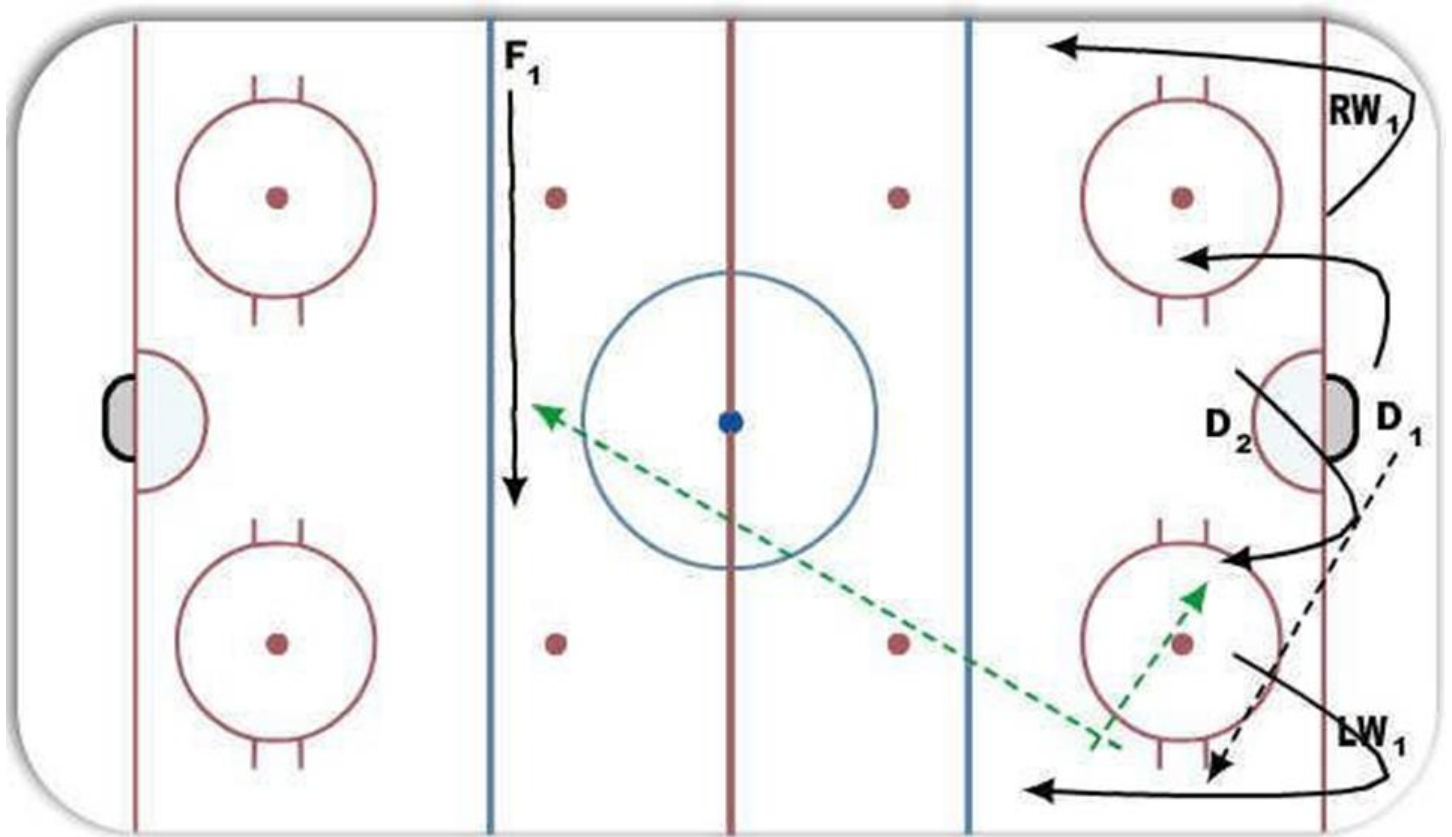


**Diagram # 5- Sequence # 2- D Man Low Rotation-** The Player on the half wall skates up towards the D Man on the point, the D Man begins to skate down the half wall. The Forward drops the puck for the D Man. If the high PK player stays with the LW1 and follows him up high to the blue line, LD1 then cuts into the slot. If X7 steps up to play LD1, then LD1 needs to read this play and move the puck down low to LW3. LW3 then drives the puck short side. LD1 drives the net for loose pucks. F2 will also battle out front for a rebound.



## Power Play Breakout- High Guy Stretch

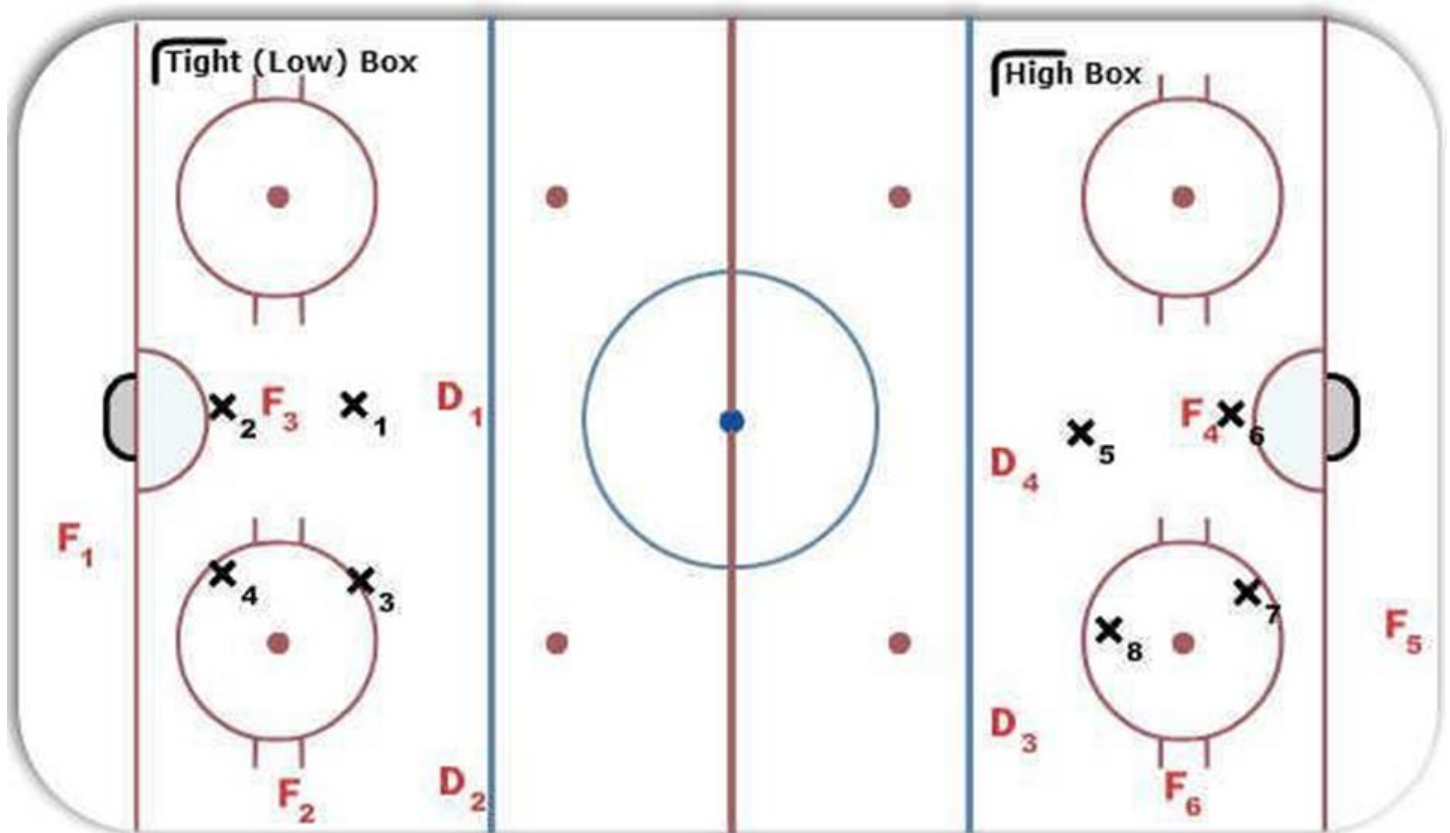
On this breakout, one F will line up on the bench side and will time when they cut across the blue line. The Breakout will begin with the D Man behind the net. The D will base what side they break out depending on what the PK forecheckers are doing. The D will move the puck to one of the forwards who swing up the wall on their forehand. The D Man out front will support the strong side and be in position for a drop pass from the winger along the wall. The forward with the puck will bust up the wall and look for options as they move down the ice. RW1 will need to support up the middle and or up the wall depending on what the PK forecheckers are doing.



## Penalty Kill- Box Formation

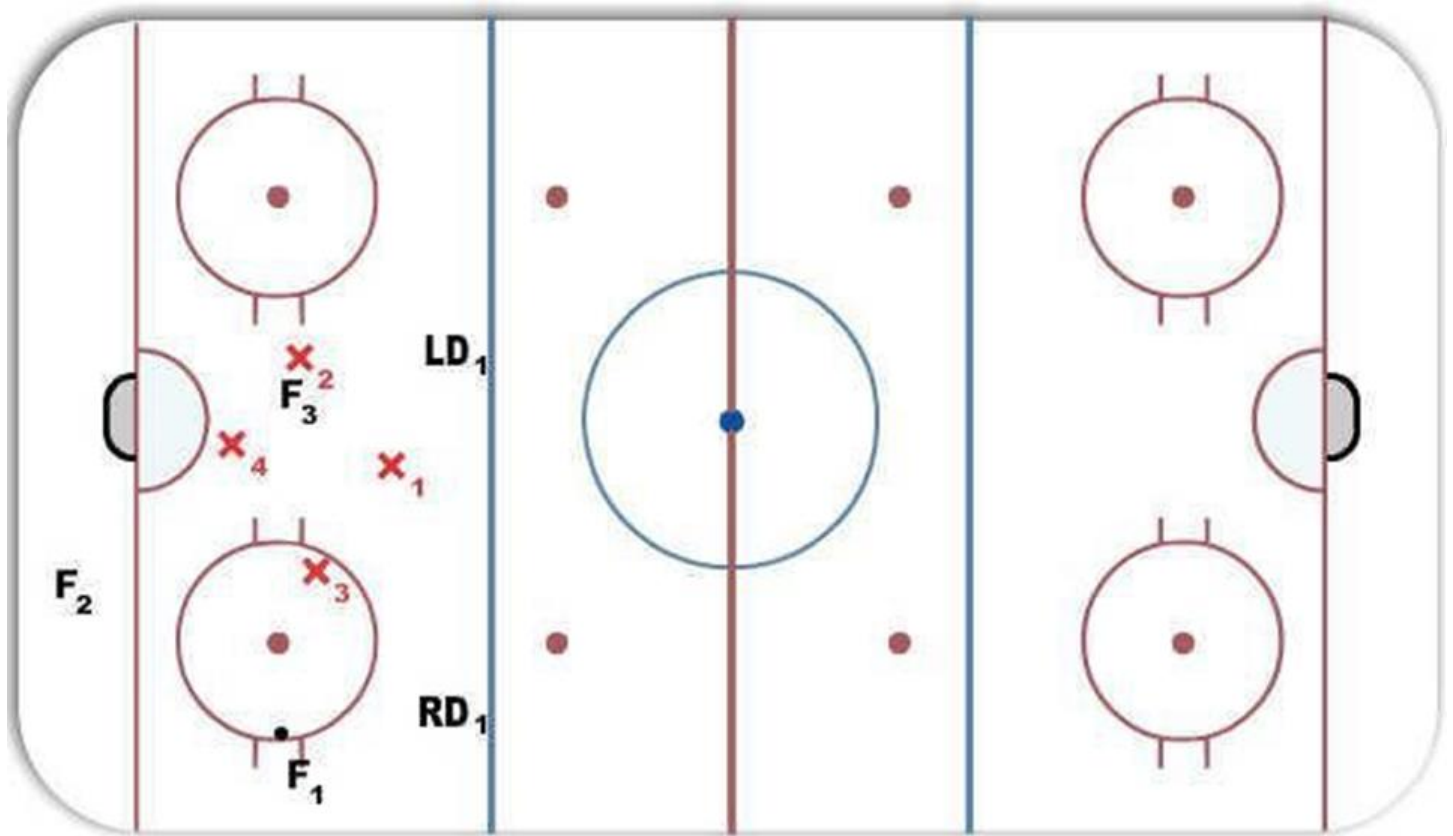
Tight Low Box- Players play a tight confined box and let the players play on the outside and move the puck around the perimeter. Players don't chase the puck. During tight games, the players should play a tight box and play it safe. This is best used when they are wanting to play passive PK.

High Box- Used when players want to use an aggressive PK. As soon as players on the PP fumble the puck, the PK players should pounce on the player and go after the puck. Players play high to eliminate the D Men. This is best used when the PK has strong offensive D Men. This forces the players to keep the puck down low. In games where the PK team is down, as soon as the D gets the puck, one of the high forwards should blow the zone and look to get a breakout.



## Penalty Kill- Diamond Formation

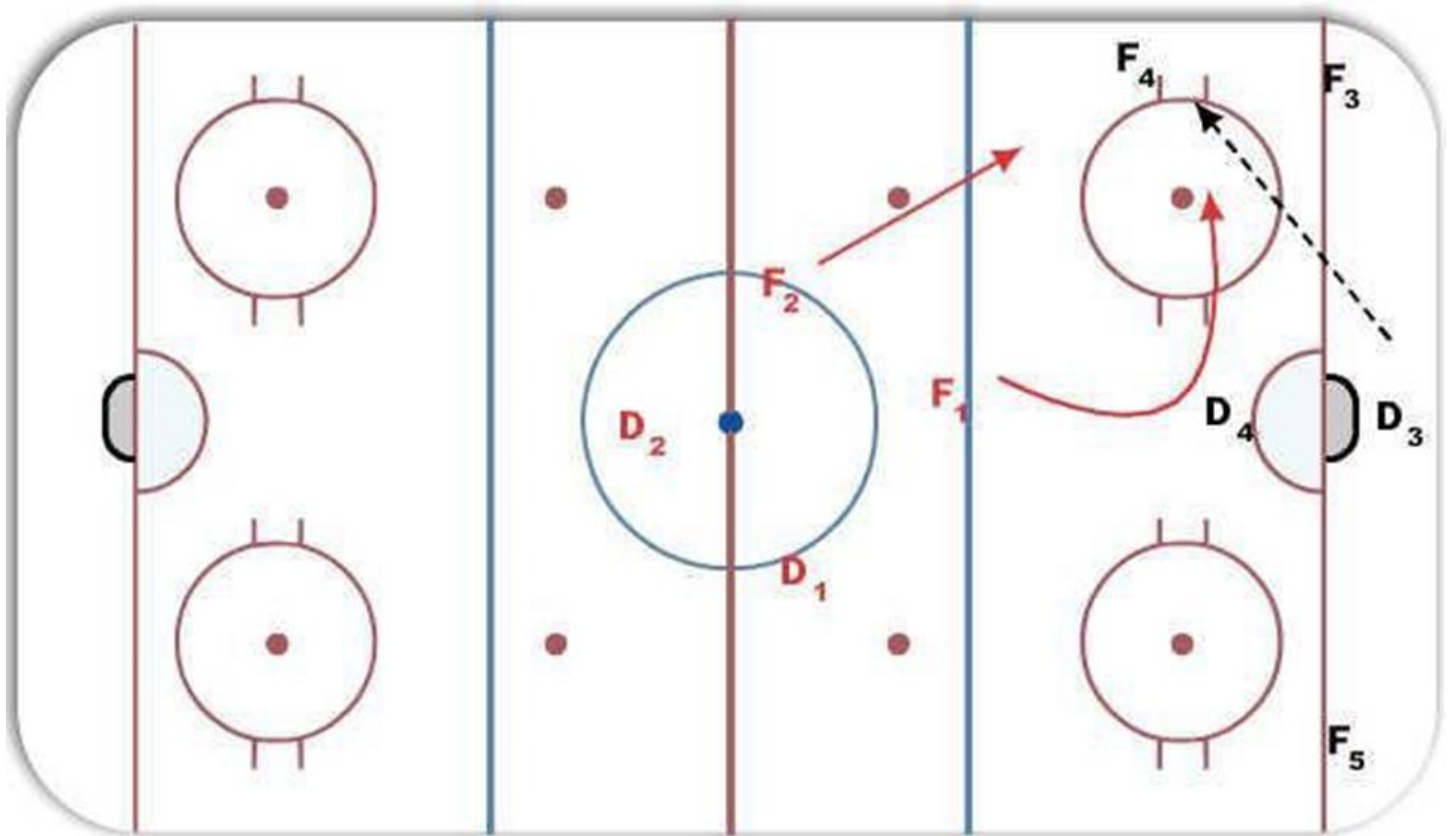
Diamond Formation- The players play a tight diamond formation. This is used best when playing against teams who use an umbrella and or hybrid overload formation on the PP. The players need to be disciplined and ensure they don't run around. The diamond ensures that players are kept to the outside and aren't let into the middle of the ice. If a shot makes it to the net, X4 and X2 need to ensure the pucks are cleared from the house.



## Penalty Killing- Diamond

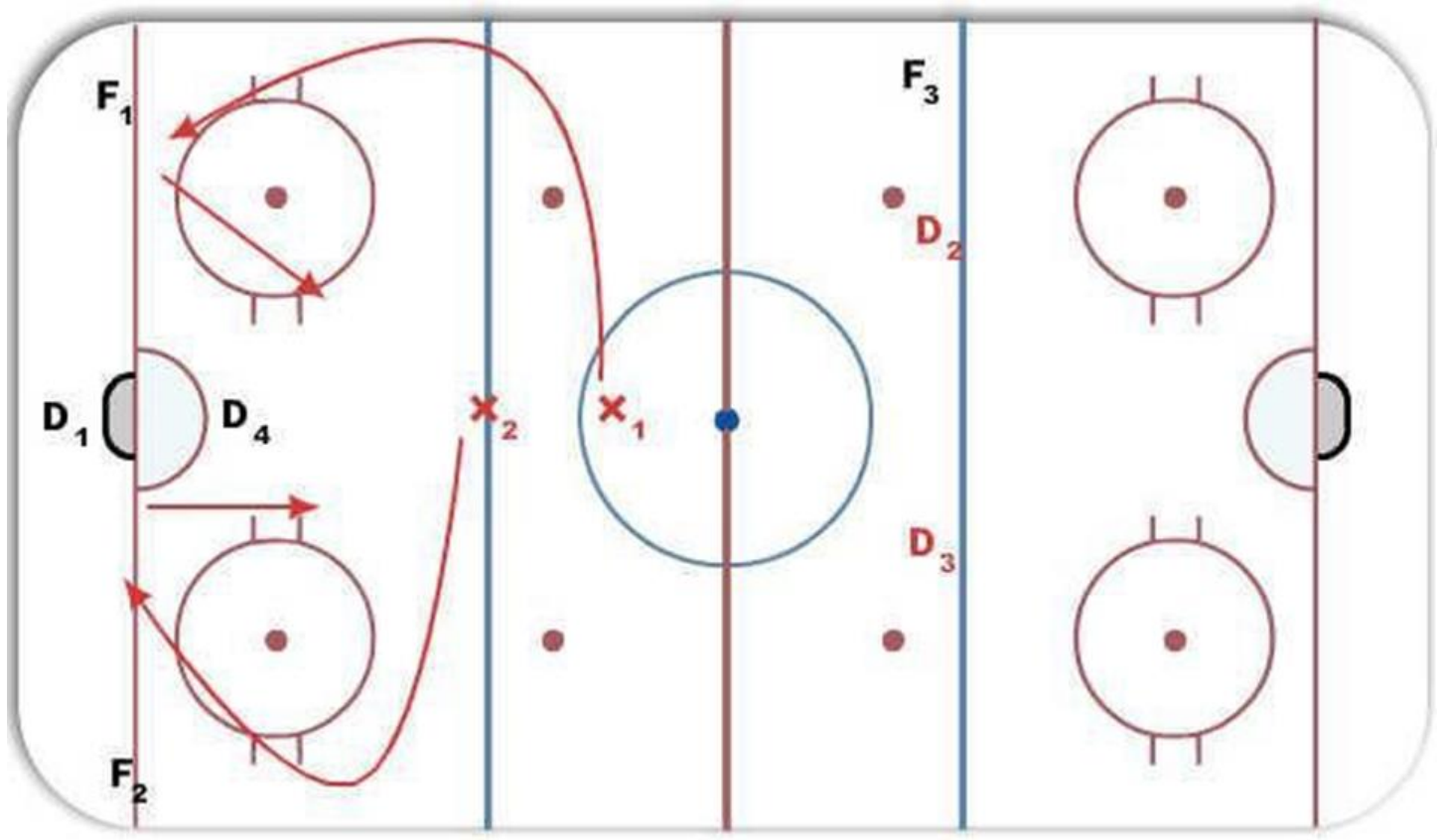
In the Diamond formation, the players will have patience and wait until the D Man moves the puck to a player along the wall to begin the breakout. F1 will take away the middle of the ice and keep the player along the wall. The player's only option will be a chip off the wall and F2 will read this play and step up to

pick up the puck off the chip and send the puck back down the ice. Players will need to play disciplined and have a strong understanding of angles and gap control to make this type of forechecking work.



## PK Double Sweep Forecheck

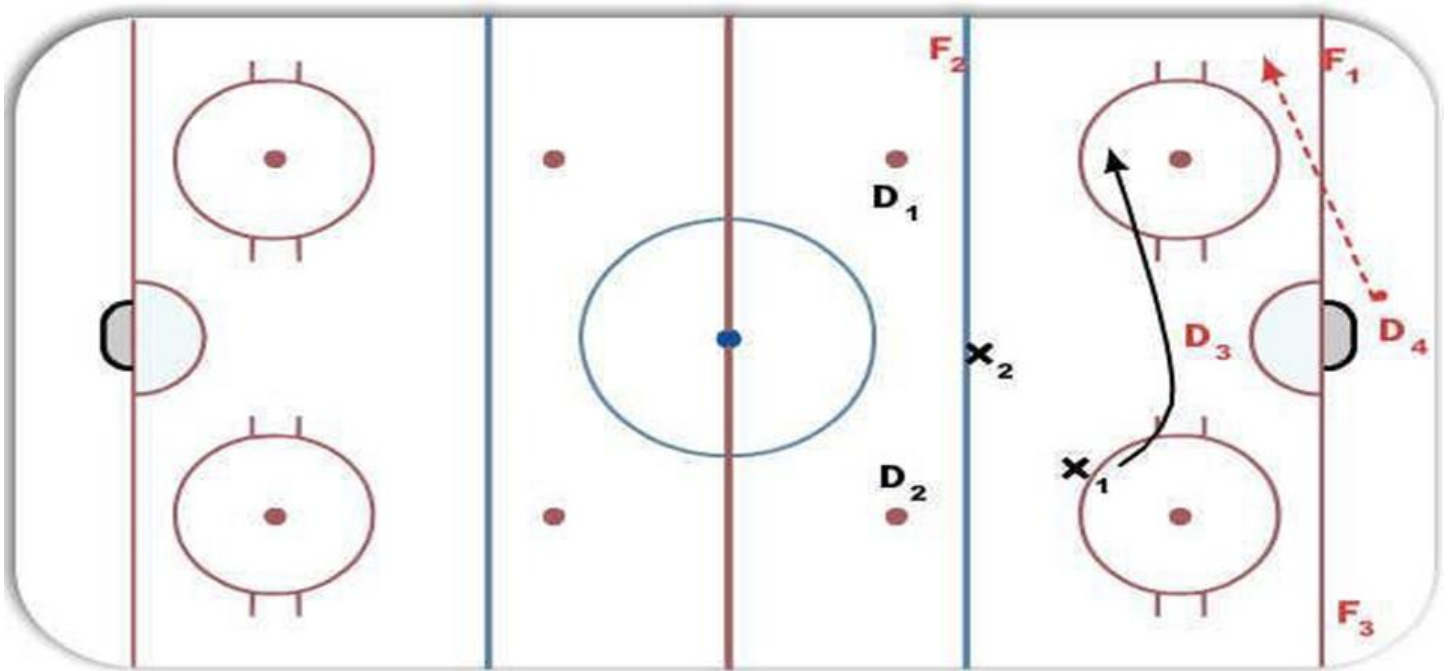
The PK Double Sweep- X2 will force the D Man to move the puck up the wall to F1. X1 will time his move and then come outside in and try to meet F1 along the wall before the blue line. X2 will come back through the middle and take away the middle passing lane. If F1 moves the puck back to D1 then X2 will start the process over. Players need to always come back through the middle. If they stick to the walls, they will open up the middle of the ice and the opposing teams will always attack through the middle of the ice.





## PK-1-3-1 Formation

In this formation X1 will be the forechecker and X2 will take away the middle of the ice while D1 and D2 will take away the walls. X1 is to force the play along the wall and the D and X2 will have to anticipate where the play is going. D and X2 need to keep their feet moving at all times. If they stand still the PP may end up attacking with too much speed and will beat the players to the outside.



## PK T Formation

On the T Forecheck F5 will force the player with the puck along the wall and take away their ice and passing lane to D2. F4 will read the play and take a proper angle to take away the cross-ice pass to F2 across the ice. As soon as F5 or F4 get the puck they will dump the puck and line back up in the T Formation.

