



# CEP Level 3 Manual

*A Publication Of The USA Hockey Coaching Education Program*



ROLE OF THE COACH  
AMERICAN DEVELOPMENT MODEL  
TEAM PLAY  
GOALTENDING  
OFF-ICE TRAINING  
APPENDICES

The USA Hockey Coaching Education Program is Presented By  Liberty Mutual.  
INSURANCE

# USA Hockey Coaching Education Program

## Level 3 Manual

Mark Tabrum  
Director, Coaching Education Program



Copyright © 2014 USA Hockey

ALL RIGHTS RESERVED

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of USA Hockey, 1775 Bob Johnson Drive, Colorado Springs, CO 80906.

Cover: Dana Ausec

Edited: Mark Tabrum, Mike MacMillan, Ty Newberry, Dan Brennan and Joe Doyle

# Contents

## INTRODUCTION

Preface .....	iv
Acknowledgements.....	iv
This is USA Hockey .....	v
USA Hockey Coaching Education Program .....	vi

## Section 1 – ROLE OF THE COACH ..... 1

Chapter 1 Mental Preparation for Peak Performance .....	2
Chapter 2 Motivating Your Players .....	9

## Section 2 – AMERICAN DEVELOPMENT MODEL..... 14

Chapter 3 American Development Model .....	15
Chapter 4 Growth and Development.....	35

## Section 3 – TEAM PLAY ..... 41

Chapter 5 Offensive Concepts .....	42
Chapter 6 Offensive Faceoffs.....	74
Chapter 7 Defensive Team Play .....	78
Chapter 8 Defensive Faceoffs .....	83

## Section 4 – GOALTENDING..... 87

Chapter 9 Goaltending .....	88
-----------------------------	----

## Section 5 – OFF-ICE TRAINING..... 90

Chapter 10 Strength & Conditioning Program .....	91
--	----

## Section 6 – APPENDICES ..... 112

Appendix 1 Forms .....	113
Appendix 2 References.....	123

# Preface

Throughout the United States, the sport of ice hockey has grown in interest and participation. With an attempt to meet the coaching education demands of all our volunteer coaches, USA Hockey provides a comprehensive Coaching Education Program. Since 1974 the Coaching Education Program has been evolving on an ongoing basis, and during that time USA Hockey has concluded the following:

1. Quality coaching is the single most important factor in the development of our athletes as well as the sport itself.
2. The experience a player will gain through participation in ice hockey is directly influenced by the coaches' qualifications as well as their coaching education background.
3. The curriculum, materials, and manuals of the coaching education program must be kept simple, practical, age specific, and user friendly.

## Acknowledgements

We wish to thank the following individuals for their assistance and contributions in the preparation of this manual. All of your efforts added immeasurably to the final product, and your passion and dedication to the sport of ice hockey is deeply appreciated.

Dr. Alan Ashare  
Ken Asplund  
Bill Beaney  
Val Belmonte  
Al Bloomer  
Dan Brennan  
Larry Bruyere  
Blase Burkhart  
Bill Corbo, Jr.  
Matt Cunningham  
Steve Dagdigian  
Paul Davern  
Nick DeMarco  
John DiNorcia  
Joe Doyle  
Dave Durkin  
Dick Emahiser  
Dan Esdale  
Joe Exter

Ernie Ferrari  
Tim Gerrish  
Bob Gillen  
Alan Godfrey  
Sam Greenblatt  
Dave Hoff  
Ken Johannson  
Christian Koelling  
Mike Lichtenberger  
Mike MacMillan  
Joe Mallen  
Dr. B. Pat Maloy  
Jeff Marten  
Bob McCaig  
Ed McGonagle  
Bob McMann  
John Mickler  
Ty Newberry  
Bob O'Connor

Glenn Olson  
Doug Palazzari  
Dave Peterson  
Alison Raines  
Ray Scherer  
Dr. Vern Seefeldt  
Ron Skibin  
Jim Smith  
Jack Stoskopf  
Kevin Sullivan  
Bill Switaj  
Mark Tabrum  
David Temkin  
Rick Trupp  
Matt Walsh  
Jack Witt  
Doug Woog

# This is USA Hockey

USA Hockey provides the foundation for the sport of ice hockey in America; helps young people become leaders, even Olympic heroes; and connects the game at every level while promoting a lifelong love of the sport.

USA Hockey's primary emphasis is on the support and development of grassroots hockey programs. In January 2009, the organization launched the American Development Model, which - for the first time ever - provides associations nationwide with a blueprint for optimal athlete development. Always a leader in safety, USA Hockey furthered the enhancement of those efforts by advancing the USA Hockey SafeSport Program in June 2012.

While youth hockey is a main focus, USA Hockey also has vibrant junior and adult hockey programs that provide opportunities for players of all ability levels. The organization also supports a growing disabled hockey program.

Beyond serving those who play the game at the amateur level, USA Hockey has certification programs for coaches and officials to ensure education standards are met that coincide with the level of play. In September 2011, USA Hockey became the first youth sports organization in the U.S. to offer its coaches online, age-specific coaching education modules. Furthermore, a large focus is put on parent education with equipment needs, rules of the game and parental roles in youth sports among common topics.

Members of the organization are entitled to many benefits, including a subscription to *USA Hockey Magazine*, the most widely circulated hockey publication in the world; excess accident, general liability and catastrophic insurance coverage; access to USAHockey.com; and opportunities to participate in USA Hockey National Championships, as well as player development camps.

As the National Governing Body for the sport of ice hockey in the United States, USA Hockey is the official representative to the United States Olympic Committee and the International Ice Hockey Federation. In this role, USA Hockey is responsible for organizing and training men's and women's teams for international tournaments, including the IIHF World Championships and the Olympic and Paralympic Winter Games. Closer to home, USA Hockey works closely with the National Hockey League and the National Collegiate Athletic Association on matters of mutual interest.

USA Hockey is divided into 12 geographical districts throughout the United States. Each district has a registrar to register teams; a referee-in-chief to register officials and organize clinics; a coach-in-chief to administer education programs for coaches; a risk manager to oversee liability and safety programs; and a skill development program administrator to facilitate learn-to-play programs for youth players and their parents.

# USA Hockey Coaching Education Program

## COACH REGISTRATION

All ice hockey coaches as well as instructors of USA Hockey programs shall be registered for the current season (before the start of the season) in order to be eligible to coach/instruct in any regular-season activities (practices, clinics, games, tournaments, tryouts, etc.); state, district or regional playoffs; national championships; or in the USA Hockey Player Development Programs. There will be an annual fee to register the coaches (head and assistants) and instructors. Coaches who also play on a USA Hockey registered team are required to pay this registration fee only once per year. Coaches may register as participants online at USAHockey.com or through a local association/member program (refer to Section I Participant Registration). Junior coaches shall register with and through their teams with the junior registrar.

**Note 1:** All USA Hockey Coaching Education Program Instructors and National Player Development Camp coaches will be exempt from the annual participant registration fee, but must complete the participant registration process.

**Note 2:** The head coach of each disabled hockey team must complete the required CEP registration (including attending a Level 1 clinic) and complete the online disabled hockey module(s). Assistant coaches and student coaches of each disabled hockey team must register as a coach with USA Hockey, and are strongly encouraged, but not required, to attend a Level 1 coaching clinic and take the online disabled module(s). Those volunteers or employees who assist with helping disabled hockey teams (i.e. interpreters, pushers, on-ice mentors, etc.) must be properly registered with

USA Hockey as volunteers, but are not required to attend a CEP clinic and otherwise comply with these rules and regulations.

All ice hockey coaches and instructors of registered USA Hockey Youth 18 & Under and below, high school, girls'/women's 19 & under and below, and disabled programs must properly wear an approved ice hockey helmet during all on-ice sessions, including practices, controlled scrimmages and all Coaching Education Program clinics and/or workshops.

## COACHING EDUCATION PROGRAM REQUIREMENTS

### Required Coaching Education Program Levels for Ice Hockey

USA Hockey requires that all affiliates and/or districts shall establish the following requirements without modifications for all coaches (head and assistant).

All coaches must have the required certification level by January 1 of the current season.

- All coaches must enter USA Hockey's Coaching Education Program at Level 1, and must continue their education with a coaching clinic each year until, at a minimum, they achieve Level 3, except that coaches of **ONLY** 8U or younger players may remain at Level 1 or other certification level, even if expired, until such time as they are coaching any older age level of play. A coach may attend only one certification clinic per year (not including age-specific requirements). Coaches who do not coach in continuous years must re-

enter the program at the next level when they resume coaching responsibilities. Once Level 3 is achieved, periodic renewal [as outlined in Paragraph (c) below] is required for coaches who have not achieved Level 4. Coaches of national tournament bound teams (Tier I 14U, 16U and 18/19U and Tier II 16U and 18/19U) must complete Level 4 in their fourth season of coaching or first season of eligibility regardless of expiration date. Coaches who attain Level 4 certification are not required to attend any further certification clinics but must adhere to the age-specific requirement as outlined in Paragraph (b) below.

- In addition to the training in Paragraph (a) above, coaches must also complete age-specific training components specific to the level of play they are coaching, if they have not already taken that component. This requirement applies to all coaches at all levels, 1 through 5. Coaches may complete more than one age-specific component in any given season.
- Coaching certification at Level 3 is valid for two (2) seasons, as indicated by the expiration date on the Level 3 sticker.
  - A coach whose Level 3 is due to expire must take the online Level 3 Track 1 Recertification curriculum or they may move up to Level 4. Level 3 Track 1

Recertification is valid for two (2) seasons.

- A coach whose Level 3 Track 1 recertification is due to expire must take the online Level 3 Track 2 Recertification curriculum or move up to Level 4. Level 3 Track 2 Recertification is valid for two (2) seasons.
- Coaches whose Level 3 Track 2 Recertification is due to expire must attend a Level 4 clinic prior to the expiration of their Level 3 Recertification.
- Coaches must complete the online recertification program in order to recertify their Level 3 certifications. Attending a clinic or workshop is no longer valid for recertifying any certification level.
- **Grandfather Clause**  
For coaches who enrolled in the Coaching Education Program prior to May 1, 2011, their entry into the above program will be at their current certification level. Level 1 and 2 coaches must adhere to Paragraphs (a) and (b) above, effective May 1, 2011. Current Level 3 coaches must adhere to Paragraph (b) and (c) above; effective with the season their Level 3 expires. Any previous Level 3 certifications in excess of one will count toward the maximum of two Level 3 recertifications.

This chart outlines the progression for a new coach. Coaches with pre-existing certifications will enter the new program at their current certification level and must adhere to Paragraphs 1 (a) and (b) above.

YEARS OF COACHING	CERTIFICATION REQUIREMENTS
Year 1 (ex: 2011-12)	Level 1 clinic + age-specific component
Year 2 (ex: 2012-13)	Level 2 clinic + age-specific component if not previously taken for current age level
Year 3 (ex: 2013-14)	Level 3 clinic (expires Dec. 31, 2015) + age-specific component if not previously taken for current age level
Year 4 (ex: 2014-15)	No Level certification required (for non-national tournament bound teams) but can attend a Level 4 clinic + age-specific component if not previously taken for current age level. Coaches of Tier I and Tier II



	(national tournament bound) 14U, 16U and 18/19U teams must complete Level 4 in their fourth season of coaching.
Year 5 (ex: 2015-16)	Complete the online Level 3 Track 1 Recertification (expires Dec. 31, 2017), or attend a Level 4 clinic + age-specific component if not previously taken for current age level
Year 6 (ex: 2016-17)	No Level certification required but can attend a Level 4 clinic + age-specific component if not previously taken for current age level
Year 7 (ex: 2017-18)	Complete the online Level 3 Track 2 Recertification (expires Dec. 31, 2019), or attend a Level 4 clinic + age-specific component if not previously taken for current age level
Year 8 (ex: 2018-19)	No Level certification required but can attend a Level 4 clinic + age-specific component if not previously taken for current age level
Year 9 (ex: 2019-20)	Must attend a Level 4 clinic + age-specific component if not previously taken for current age level
Year 10 and beyond	No Level recertification required but must complete age-specific component if not previously taken for current age level. Coaches are highly encouraged to attend a continuing education course every two years.

### Evidence of Level

All USA Hockey coaches will possess a USA Hockey Coaching Education Program card with valid certification stickers, or printout from the USA Hockey online certification list.

It is the responsibility of the local association to identify those coaches who do not meet the certification requirements. All coaches have until December 31 of the current season to attend a USA Hockey coaching clinic and complete the online playing level component to become properly certified.

Prior to the start of all games throughout the season all coaches are required to indicate their current certification status on the scoresheet, regardless of their certification level. All coaches (except for juniors) must legibly print their USA Hockey Coaching Education Program (CEP) card number, their CEP level (levels 1-5), their online playing level component and the year their CEP level was attained. If a coach cannot produce his/her current

USA Hockey Coaching Education Program card prior to the start of the game, it must be noted on the official game scoresheet.

Beginning January 1 of the current season, prior to the start of each game, all coaches present are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for that game.

### Penalty and Enforcement

All coaches must have current certification and online component verification beginning January 1 of the current playing season. Any coach not in possession of these requirements will be ineligible to coach for the remainder of the season. Districts and/or affiliates are required to uphold this penalty. It will be the responsibility of the local association registering the team to enforce the national policy.

Non-compliance penalties for junior coaches will be determined by the Junior Council.

## UNDER-AGE COACHES

### Student Coach

A player age 13 through 17 who is currently properly registered with USA Hockey may serve as a Student Coach.

### Qualifications

- Must attend a training session conducted by the local hockey association or audit a Level 1 clinic (not required to pay nor will they receive certification credit).
- Must always be under the supervision of a carded, screened adult coach during all practices, clinics, tryouts and in the locker room.
- May help out at practices, clinics, tryouts only. (May not participate as a player in scrimmages or games when acting as a student coach).
- May not act as a head coach or an assistant coach during practices or games.
- May be on the bench during games with an adult. The student coach will count as one of the maximum of four Team Officials allowed on the bench.
- Must wear a helmet with full face shield, gloves and skates while on the ice. Must wear helmet during games while on the bench.
- May only work with players at least one full playing age level below the student coach (e.g., a Bantam age player may act as a student coach at the Pee Wee, Squirt or Mite level).
- The organization that is using the student coach must provide a form indicating on the team on which he/she is participating as a student coach, and, if applicable, what team he/she is properly registered/rostered as a player. A model form is available on USAHockey.com.
- Upon reaching the age of 18, the student coach must comply with the USA Hockey Screening Program and meet the USA Hockey Coaching Education Program requirements which will qualify him/her to act as an assistant or head coach.

## Section 1

# Role of the Coach



# Chapter 1

## Mental Preparation for Peak Performance

### OBJECTIVES

- To identify a player's peak performance
- To identify skills and attributes
- To describe strategies for peak performance

### INTRODUCTION

This chapter is designed to examine psychological strategies for mentally preparing athletes for peak performance. To accomplish this objective, a pyramid model of peak performance is presented and discussed. Components of the model include foundational or psychological make-up and performer personality factors, psychology of peak performance strategies and coping with adversity strategies. Within each component of the model a variety of mental preparation skills and strategies are examined. It is argued that for athletes to consistently achieve peak performance, psychological skills and strategies within each of the three components must be developed and continually refined.

### MENTAL PREPARATION FOR PEAK PERFORMANCE

"I had a lot of rituals in terms of getting dressed. At the building I had a lot of rituals about how I got dressed or the route I would take to the arena or the ice ... I follow an order ... I think the order is what's important at a very stressful time or at a competitive time." – national champion figure skater.

"I felt ready, I felt prepared ... My approach was basically win or take me off on a shield. I was either going to win the match or they were going to carry me off. So I was very positive. I wasn't going to hold back at all." – Seoul Olympic wrestler.

"Acknowledging that you were nervous. Using your nervous energy in a positive way. That was totally effective. To acknowledge it first of all. Instead of saying, "No, I'm fine," and then going up and totally freaking out, you just say, "I think I'm o.k. I'm just really anxious to get out there and use it. Don't let it just totally screw you up." Everybody gets nervous. It's just who handles nerves the best." – national champion figure skater.

"I was focusing on his style, what he liked to do, the pace of his wrestling, what side he leads on, what he likes to do as far as inside position ... So I was focusing on what I could do. For me, it was picking up the pace on him, staying inside, trying to push him harder than he wanted to be pushed but, at the same time, I wanted to be fairly under control and conservative – national champion figure skater.

Quotes from elite athletes like these clearly demonstrate the varied ways athletes mentally prepare for peak performance. Moreover, because

the salience of mental preparation for athletes and coaches is a topic that interests sports psychologists, in the last 10 years considerable gains have been made in our knowledge on the topic.

### A Unifying Model of Peak Performance

A good way to understand mental preparation for peak performance is to consider a general framework for organizing how mental skills are involved in achieving athletic excellence. One such framework appears in Figure 1-1. This framework was developed by Gould and Damarjian and considers three important sets of psychological factors that interact to produce peak performance in an athlete the psychological foundation or make-up/personality of the individual involved, the psychology of peak performance strategies and coping with adversity strategies.

At the base of the pyramid of success is the psychological foundation or make-up/personality of the individual. While our understanding of the role of personality in sports is far from complete and the identification of the personality profile of the superior athlete has not been identified, a number of personality characteristics have been shown to influence the quest for athletic excellence. For example, an individual's goal orientations, trait self-confidence and trait anxiety are examples of important factors to consider. Other factors that

might be important for future researchers to consider might be meaningfulness, hardiness and optimism.

The left side of the pyramid consists of peak performance strategies, which sport psychologists have spent considerable time identifying as necessary for peak performance. Examples include such things as concentration, a focus on performance goals, the use of specific mental preparation routines and strategies. While the use of such skills will not ensure success, their use "sets the table for success" by creating a psychological climate that increases the probability of exhibiting a good performance. Hence, when designing mental skills training programs, decisions should be made to teach and develop the specific peak performance strategies most relevant to the sport and athlete involved.

A common mistake made in mental skills training is to focus sole attention on peak performance strategies. This is problematic because athletes must also learn to deal with adversity. For example, Gould, Jackson and Finch (1993) found that national champion figure skaters experienced more stress after winning their national titles than prior to achieving it. Stress resulted from such factors as their own and others' performance expectations, time demands, the media, injuries and general life

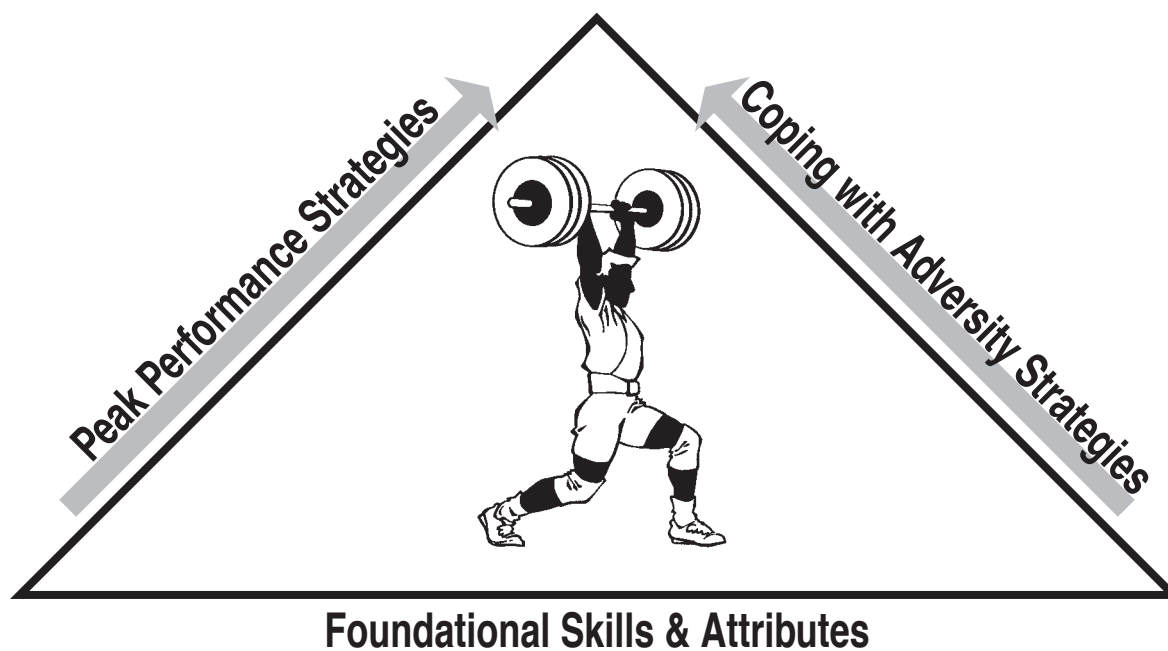


Figure 1-1. Model for peak performance.

concerns. Therefore, to achieve and maintain athletic excellence, athletes not only need psychology of peak performance skills, but also psychological coping strategies that can be used to effectively help them cope with adversity. Such psychological skills might involve stress management techniques, thought stopping or social support mechanisms.

It is highly recommended that this psychological pyramid model of peak performance be considered when considering mental preparation for peak performance. Consider the personality and psychological make-up of the athletes that the program is aimed at, and if components of the program should be focused on developing or enhancing specific personal characteristics or orientations deemed important. In addition, identify the most important psychology of peak performance skills to be taught and what strategies will be most useful in coping with adversity. Mental skills training programs that address psychological factors at the base and on the two sides of this pyramid have the greatest probability of helping athletes consistently enhance performance and achieve success.

The remainder of this chapter will examine applied strategies used to mentally prepare athletes for peak performance. In so doing, these specific strategies will be discussed within the three elements of this model. This has the advantage of fitting specific strategies within a broader, more holistic perspective.

### **The Psychological Make-Up/ Personality of the Athlete**

This element of the peak performance model is extremely important, but the most difficult to work with. This results from the fact that it is very difficult to change one's personality and motivational dispositions once they are established. However, this is one reason those interested in elite performance should be interested in and informed of the youth sport research. Children's sport research has identified the important role perceived competence plays in motivation and achievement (Weiss & Chaumeton, 1992); how positive coaching practices facilitate the development of positive self-esteem, reduce trait anxiety and lower dropout rates (Barnett et al., 1992; Smith & Smoll, 1995; Smith, Smoll & Barnett, 1995); how one's goal orientations

influence achievement behavior (Duda, 1993); and what makes sports stressful for young athletes and how levels of stress can be reduced.

While it is much easier to develop positive psychological attributes through effective coaching practices when performers are young, this does not imply that nothing can be done in this area by seasoned adult competitors. When asked to consult with elite performers who are experiencing performance difficulties, highly respected North American mental training consultant Ken Ravizza, for example, spends considerable time having them discuss why they participate in their sport and what meaning it has for them. It is his opinion that athletes perform much better when they are not questioning the reasons for their involvement and its meaningfulness. In a similar vein, Terry Orlick (1986) begins his mental training efforts by having athletes consider their long-term goals for sport participation, including a discussion of their dreams and overall aspirations. Finally, it must be recognized that meaningfulness differs greatly across athletes. Some may have their lives in total order with clear sport and non-sport goals and objectives. Others, like former diving great Greg Louganis, may have (had) a life out of sports that is totally chaotic (Louganis & Marcus, 1995). For these individuals, however, sport serves as a refuge or safe haven from their troubled outside world. And still others may be in a process of transition, during which the once clear sport and life objectives and goals are being questioned as they face retirement from sports (Danish, Petitpas & Hale, 1995; Murphy, 1995).

Lastly, seasoned athletes may change or learn to more effectively deal with their motivational orientations and personality characteristics. For instance, an elite athlete who is very outcome-oriented and focuses primary attention on winning may learn that thinking about the outcome of competition close to or during performance often interferes with achieving his or her objective. Hence, he or she learns not to focus on winning before or during the competition. It is only effective to do so at other times. Similarly, it has been recently found that perfectionism is associated with sport burnout in elite junior tennis players (Gould, Udry, Tuffey & Loehr, in press). But, many of the most effective world class athletes are perfectionistic in their orientations. However, they have learned to

deal with their perfectionistic tendencies in a positive manner, allowing these tendencies to facilitate, as opposed to inhibit, their development.

### Peak Performance Strategies

Both research and the experience of sport psychologists have taught a great deal about the psychological strategies needed to consistently produce outstanding performances. While it is beyond the scope of this review to discuss all of the work in this area, six strategies that are particularly important will be examined.

One reason outstanding performances occur is because top athletes set goals (Burton, 1992). We have learned, however, that not all goals are equal in terms of assisting individuals in achieving peak performances. Goals must be specific as opposed to general, difficult but realistic, and arranged in a ladder or staircase progression of short-term goals leading to more long-range goals. They should also be frequently evaluated, and, if needed, modified. Finally, it is most important that a systematic approach to goal setting be taken and that the athlete be intimately involved in the goal setting process.

While setting and working towards goal achievement is important, goals alone are not enough. Athletes must make a commitment to achieving excellence. In their extensive study of Olympic athletes, for example, Orlick and Partington (1988) found that those who performed up to, or exceeded their personal bests in Olympic competitions were totally committed to achieving excellence. Similarly, in their study of Seoul Olympic wrestlers, Gould, Eklund and Jackson (1992) found that a commitment to excellence was a prerequisite to outstanding performance. It is very important to recognize that this commitment to excellence does not occur just on game days or in competitions, but at practices as well. In fact, many applied sports psychologists now contend that setting goals, mentally preparing and making a commitment in practices is as or more critical than at competitions for achieving consistent athletic success.

Research in the last decade has emphasized the importance of focusing on performance as opposed to outcome goals during competition (Buront, 1992; Duda, 1993; Gould, 1983; Orlick & Partington, 1988). In particular, performance goals are self-referenced performance objectives such as

improving one's time in a 100-meter swim or making a certain percentage of foul shots in basketball, while outcome goals focus on other-based objectives like winning or placing higher than a particular opponent. The logic behind this recommendation is that performance goals are more flexible and in one's control, as they are not dependent on another competitor, while outcome goals are less flexible and dependent on another's performance. Because of this, outcome goals often create anxiety and interrupt psychological functioning (Burton, 1992).

An excellent example of focusing on performance goals in competition was given by Olympic gold medal skier Tommy Moe. When asked by the media prior to this gold-medal performance whether he was thinking about winning (an outcome goal), Moe indicated that he certainly wanted to win, but had found in the past that when he thoughts about winning while racing, he tightened up and did not perform well. He skis at his best when he focuses on "letting his outside ski run" and keeping his "hands out in front" of himself - clear performance goals.

The above is not to imply that elite performers do not hold outcome goals. Most have these types of goals and find them very salient (Hardy, Jones, & Gould, in press). However, in the heat of competition they do not focus on these outcome goals – only on what they can control: their performance objectives.

An excellent way elite athletes prepare for peak performance is by employing imagery (Gould & Damarjian, in press; Orlick, 1986; Vealey and Walters, 1993). They see and especially feel themselves being successful. Moreover, they employ imagery in a number of ways: for error correction, to mentally prepare, to see themselves achieving goals, and facilitating recovery from injury. It is no wonder that Orlick and Partington (1988) found imagery to be a key variable separating the more and less successful performers.

One reason top performers achieve athletic excellence on a consistent basis is that they have developed mental and physical preparation routines and adhere to these in the face of adversity and failure (Boutcher, 1990; Cohn, 1990). Gould et al. (1992) found, for instance, that more successful Olympic wrestlers had better developed mental preparation routines than their less successful

counterparts. Hence, they utilize systematic ways of physically and mentally readying themselves.

Finally, it has been consistently shown that more successful competitors are more confident than their less successful counterparts (McAuley, 1992; Williams & Krane, 1993). Moreover, these individuals develop confidence via all four of Bandura's (1984) sources of efficacy [performance accomplishments, vicarious experience, persuasion and physiological status interpretation and control] with performance accomplishments being the most important source of information. Elite athlete confidence comes from employing the previously mentioned psychology of peak performance strategies on a regular basis.

### **Coping with Adversity Strategies**

An athlete can have good foundational skills (motivational orientations, perspective on the meaningfulness of involvement, etc.) and strong peak performance strategies and still fail to achieve consistent success. The reason for this is that they have not developed skills for coping with adversity. And no matter how successful athletes have been in the past, they will be faced with adversity. In the study of U.S. national champion figure skaters, for instance, it was found that the vast majority of these athletes experienced more stress after, as opposed to prior to, winning their championship. Stress resulted from such things as increased self and other performance expectations, media attention and travel demands (Gould, Jackson & Finch, 1993). Moreover, the longer an elite athlete's career lasts, the more likely he or she will sustain a major injury. For instance, most members of the U.S. ski team have sustained at least one major season-ending injury and, in so doing, had to cope with the stress of the injury and the challenge of physically recovering from it. It is imperative that the successful performer develop coping strategies for dealing with adversity.

A first step in preparing to cope with adversity is to learn to expect the unexpected. From the study of 1988 Olympic wrestlers (Gould, Eklund & Jackson, 1992), for instance, it was learned that more (versus less successful) competitors were positive in their orientation, but did not expect things to run perfectly and actually anticipated unexpected circumstances such as bad calls from officials, transportation hassles and delays in the event. By doing so, these athletes were better able to cope

with such events when they actually arose. Their less successful counterparts, had experienced the same unexpected circumstances in international competition in the past, but did not expect them to occur in "their" Olympics. They became frustrated and distraught when they did so.

Given the above, it is effective to prepare elite athletes for major competitions by holding team discussions during which potential unexpected events and sources of stress are identified prior to a competition along with ways to cope with them if they arose. For example, in helping elite figure skaters mentally prepare for the U.S. senior nationals (especially for their first time), parents and loved ones can unintentionally interfere with a skater's mental preparation (e.g., the skater needs to be alone the night before the competition but the parents insist on taking him or her out to dinner). To remedy this state of affairs, skaters are instructed to inform their parents of their mental preparation needs prior to the competition and actually plan family reunions and get together. In a similar vein, discussions were held with the U.S. freestyle ski team prior to the 1994 Olympic Winter Games in Lillehammer, Norway, during which securing tickets for significant others and increased security (soldiers with machine guns) were identified as potential stress sources. To cope with the first stressor, the athletes on the team organized a ticket exchange system among themselves so that those athletes needing tickets could obtain unused ones from other team members. Nothing could be done to change the second potential stressor, but by recognizing that such feelings would occur, the athletes felt better prepared to deal with them.

Lastly, great coaches like the former University of North Carolina basketball coach Dean Smith prepared their teams for the unexpected through game simulations. For example, Coach Smith ended every practice with a referee on the court and the clock running with his team in varying circumstances (down by two and on defense, up by three with the ball). By doing so, over the course of the season his teams became accustomed to dealing with a variety of late game pressure situations and developed tactical and mental strategies for dealing with them. Hence, they practiced unexpected situations and how to effectively cope with them.

It is effective to have athletes and teams develop and practice what are labeled "psychological fire



drills.” For example, the importance of having and adhering to a routinized mental and physical preparation routine was previously discussed. However, during an athlete’s career, things out of his or her control will sometimes prevent the initiation of optimal mental preparation. For example, a mechanical problem will cause the team bus to arrive at the venue late, a power outage will delay or interrupt an event or inclement weather will cause the event to be delayed. Just as school children practice fire drills in the event that a fire occurs at their school, athletes are taught to have emergency mental preparation plans. For instance, a short plan to use if they are rushed and do not have the ideal time available to ready themselves, or a “stretch” plan to employ if there is a delay in the competition and they must maintain their focus for an indefinite time. Having these emergency mental preparation plans and practicing them from time to time gives the athlete the confidence to deal with unexpected circumstances.

Although no casual relationship has been identified, recent research (Gould, Eklund & Jackson, 1992; Finch, 1994) has suggested that it is extremely important that athletes have their coping strategies so well learned that they become automated. For instance, in the study of mental preparation in Olympic wrestlers, there were no differences between medal versus non-medal winning competitors in terms of the types of coping strategies they used (Gould et al., 1992). However, the medal winning wrestlers were found to have their coping strategies so well learned that they were able to employ them without hesitation. This suggests that coaches and sport psychology consultants not only teach athletes appropriate coping skills, but structure practice situations in such a way that these skills become so well learned that they can be employed without hesitation.

One of the most powerful coping skills available to individuals today is social support (Cohen & Willis, 1985; Hardy & Crace, 1991). It is not surprising that social support is an essential skill that athletes striving for peak performance develop. This may come in the form of tangible social support in which material assistance and expertise is provided; emotional social support in which individuals are available to listen and provide emotional comfort; and informational social support in which others acknowledge one’s efforts as well as confirm opinions and when appropriate challenge thinking

(Hardy & Crace, 1991). The old myth that mental toughness involves having an athlete do everything on his or her own needs to be replaced. Athletes must be open to, and learn to, seek social support.

Finally, when employing coping strategies, athletes must learn when to focus on the problem and when to focus on their emotional reactions to it. In the coping literature, this is called the “goodness of fit” hypothesis and is based on Lazarus and Folkman’s (1984) notion that two classes of coping behaviors exist: problem-focused coping and emotion-focused coping. Problem-focused coping strategies are those that deal directly with the source or cause of stress an individual experiences. For example, an athlete who is stressed because of not having enough time to train may reprioritize his or her activities and learn better time management skills and, in so doing, lower the amount of stress experienced. In contrast, emotion-focused coping does not involve changing the source of stress, rather one’s emotional reaction to it. Hence, an athlete who is nervous because she is awaiting the finals in her competition may use progressive relaxation to lower the stress that she is experiencing.

The key contention of the “goodness of fit” notion is that, at times, it is realistic to change the stress source (e.g., asking parents who unknowingly place pressure on a young competitor not to talk with him or her until after a competition) while, at other times, changing the stress source is not feasible (e.g., canceling a competition because an opposing team is particularly talented). Problem-focused coping efforts are thought to be most effective when something can be done to modify the stressor. However, when the stressor cannot be modified, it is more productive to focus on dealing with the emotions resulting from the stressor.

The key practical implication arising from the “goodness of fit” notion is that when an athlete is experiencing undesirable stress levels, coaches, athletes and sport psychology consultants should analyze the situation and determine whether it would be more useful to focus on problem- or emotion-focused coping strategies. By doing so, their stress management efforts will be more efficient and productive.

### USE OF PLAYER TRAINING LOG

Any elite athlete will tell you that keeping a training log is an absolute must if you want to make the most

of your training. Detailed record keeping helps you remember what you did during a certain day, week or month and allows the player and coach to make judgements on what training method works best.

Nearly all of the advantages of keeping a training log stem from regular comparisons the coach and athlete are able to make.

A log enables you to chart the peaks and valleys in the player's performance. You may think that you'll never forget a particular practice or game, but can you remember the exact practice or workout the day or week before that prepared you for a particular game, tournament or series?

A training log is also a great place to record the results of competition. By jotting down this information, you can see trends in your performance.

Players' recovery from an injury can be documented in their log books and can be used as a reference for future injuries. Regular record keeping will show what type of treatment and rehabilitation was used for a particular injury.

### TRAINING LOG COMPONENTS

Here are some suggestions for training log components:

- hours of sleep
- type of appetite
- daily resting pulse rate
- how you feel
- practice goals (individual)
- practice goals (team)
- skills to work on

- mental goals for practice
- mental goals for games
- goals for games (team)
- goals for games (individual)
- pre-Practice attitude
- pregame attitude
- post-practice comments
- postgame comments
- self talk
- injury record
- rehabilitation record
- life skill goals
- life skill accomplishments
- academic goals
- academic achievements
- game results

### SUMMARY

If an athlete is going to consistently achieve peak performances, a variety of mental preparation skills must be developed. This presentation has tried to organize key mental preparation skills into a pyramid model of peak performance. All three components of the model must be developed and continually refined. However, it is critical to recognize that no standardized set of mental preparation skills exist, and even with the most generic skills, considerable individual differences and variation in strategy use is evident. Hence, while those choosing to use the model to guide practice will find the general strategies and guidelines useful, it is critical that an awareness and appreciation of individual differences be recognized and mental preparation programs modified accordingly. By doing so, the model will be most effective in guiding practice.

# Chapter 2

## Motivating Your Players

### OBJECTIVES

- To understand motivational techniques
- To understand the meaning of success
- To learn how to deal with stress

### HOW TO HELP MOTIVATE YOUR PLAYERS

Athletes are most highly motivated when they obtain what they seek from their participation in sport. Therefore, motivational techniques should be selected that are based upon the reasons athletes have for joining the team (provided that their motives are healthy for the individual and the team). The following strategies may help you improve your players' motivation.

---

*Know your athletes...  
Why are they participating?*

---

Young athletes differ in their personalities, needs, and objectives for playing hockey. You must, therefore, get to know your athletes as individuals in order to determine why they participate. One way to accomplish this is through a team meeting at the start of the season. Ask your players why they are participating and what their personal objectives are for the season. Continue this dialogue before, during and after practices, special events or whenever you have a chance to talk one-on-one with your players.

### Help Athletes Improve Their Skills and Learn New Skills

Skill improvement is one reason for joining a hockey team. Therefore, practice sessions should focus on skill development, with regular opportunities for players to measure their progress. In addition, you can help athletes set performance goals that are appropriate for them. For example, when young players are first learning to pass, tell them that if they can pass the puck so that a teammate can receive it without moving his or her stick, they have been successful. More advanced players should be encouraged to pass without altering their speed or direction so that their teammate can receive the puck and continue a developing play without hesitations. As players improve, they can increase the number of times they pass successfully. In this way, your players can measure their improvement in performance more objectively than by considering only the game outcome.

### Practices and Games Should Be Enjoyable

As indicated by various studies, young athletes want to have fun. This means they want to play, not sit on the bench or stand in long lines waiting for their turns at a drill. One of the best ways to ensure that practices are enjoyable is to use short, snappy drills

that involve a large number of players. You can also keep your players' interest by incorporating new drills. Your players may even be able to invent useful drills of their own.

---

***Having a chance to display their skills during a contest is an excellent motivator.***

---

In games, too, all players can be involved, even if they're sitting on the bench. Team members can be watching the individuals who are playing similar positions in order to learn from their good techniques or their mistakes. They can also watch for strategies used by the other team. Most importantly, however, they should all have a chance to play in every game. Knowing they will have a chance to display their skills during the course of the contest is a primary source of motivation prior to and after the experience. Players who sit on the bench, unable to test their skills in a game, are not having fun.

---

***Allow players to be with their friends and make new friends.***

---

Many athletes view their hockey participation as a chance to be with their friends while doing something they enjoy. Allowing them to have fun with their friends does not mean your practices have to be disrupted. You can encourage opportunities for them to develop their friendships by initiating social activities, such as a mid-season pizza party, that would take place outside of practice. This will require more time on your part, but you will also get to know your players better and may find these activities very rewarding.

### **Help Players Understand the Meaning of Success**

Children learn at an early age to equate winning with success and losing with failure. If athletes win a game, they feel good or worthy. If they lose, they feel incompetent or unworthy. This attitude toward winning can be very discouraging to players, unless they are always winning (an impossibility for at least 50% of the participants). One of your most important roles, therefore, is to help your players keep winning in perspective. One way to accomplish this is to help your players understand that winning a game is not always under their control. For example, after losing a game, you may tell your team, "We ran the offense well today, but

their goalie played very well, so we didn't get as many goals as we expected."

Your players also need to know that, although striving to win is an important objective in hockey, being successful in hockey also means making personal improvements and striving to do one's best. This attitude can be developed by:

- encouraging maximum effort during practices and games
- rewarding that effort
- helping your players set important but realistic goals that they can attain and thus be successful

In helping your players understand the meaning of success, it is important not to punish them when they fail, particularly if they gave a maximum effort.

---

***Your coaching approach is the most important factor that influences player motivation.***

---

### **Use the Positive Approach to Coaching**

Probably the most important factor that influences your players' motivation is the approach you take in coaching. There are many different styles or approaches used by coaches, but most fall into two categories: the negative approach and the positive approach. The negative approach is the most visible model of coaching because it is prominent (like bad news in the newspaper) through the media, in professional, college and even high school sports. This approach is one in which the coach focuses on performance errors and uses fear, intimidation, and/or anger to motivate players. The negative approach doesn't work very well with young athletes. Constant criticism, sarcasm, and yelling often frustrates young athletes, deteriorates their self-confidence, and decreases their motivation because they are just developing their skills and have fragile self-concepts.

The positive approach, in contrast, is one in which the coach focuses on the correct aspects of performance and uses plenty of encouragement and praise for the tasks that players perform correctly. When skill errors occur, a coach who uses the positive approach corrects mistakes with constructive criticism. A positive, supportive approach is essential when coaching young athletes if high levels of motivation are to be maintained.

Key principles for implementing a positive approach to coaching are listed and explained in the following paragraphs.

### **Be Liberal with Rewards and Encouragement**

The most effective way to influence positive behavior and increase motivation is through the frequent use of encouraging statements and rewards. The single most important difference between coaches whom young athletes respect most and those they respect least is the frequency with which coaches reward them for desirable behaviors. The most important rewards you can give are free. They include a pat on the back, a smile, clapping, verbal praise or a friendly nod. The more a coach uses encouraging statements and rewards, the more motivated the players will be.

### **Give Rewards and Encouragement Sincerely**

For rewards to be beneficial, they must be given sincerely. This does not mean that you shouldn't give players positive feedback about their performance when they make mistakes. You can point out their errors and, at the same time, praise them for the plays they performed well. It is important to be positive, but also realistic.

### **Reward Effort and Correct Technique, Not Just Results**

It is easy to praise a player who just scored a goal, but it is less natural to praise a player who tried hard but missed the shot. Sometimes, too, we forget to reward correct technique when it does not result in positive outcomes. It is important, however, to reward players' efforts and the use of correct technique if you want this behavior to continue.

### **Have Realistic Expectations**

Base your rewards and encouragement on realistic expectations. Encouraging your Pee Wees, Squirrels, or Mites to strive to elite-level standards will probably make them feel as though they have failed when they can't reach the goals they think you've set for them. It is much easier for you to give honest rewards when you have realistic expectations about your players' abilities.

### **HELP PLAYERS SET GOALS**

Young athletes learn from parents and coaches that success is equated with winning and failure is

equated with losing. Adopting this view of success and failure confuses the players. Let's take, for example, the cases of Charlie and Paul, members of the winning and losing teams, respectively. Charlie played three minutes in the final period, spending two of those minutes in the penalty box. Because he was a member of the winning team, however, his performance is perceived as a part of the success. On the other hand, although Paul masterfully used the skill he had been practicing and scored his first goal of the season, he is forced to conclude that he is a failure because he was on the losing team. As adults, we recognize the inaccuracy of these perceptions, but our actions at the end of a contest may tell our players that a winning score is what really matters.

---

*Equating success or failure with winning or losing results in mixed messages to the athlete.*

---

Athletes need a way to compare current and past performances to determine whether they are successful. This can be accomplished through goal setting. By using an individualized goal-setting strategy, each athlete can regain control over his or her own success or failure. In addition to removing the mixed messages, remind the players that there are some factors that can determine the outcome of a game that are out of a player's control. For example, the person your athlete is defending may be playing the best game of his or her career. Although your athlete is playing very well, there is just no stopping the opposing player. Or, injury or illness of one player may force another player to play an unfamiliar position. Or, the ice may be much faster or slower than your players are used to playing on and all of their passes are slightly off the mark. These examples highlight the need to establish personal improvement goals consistent with the objective of winning, but not entirely dependent on its achievement, to maintain player motivation. Several guidelines for goal setting that can markedly help performance are listed and explained in the following paragraphs.

### **Success Should Be Possible for Everyone**

When implementing a goal-setting program, each athlete must experience some success; in other words, each player should perform at a level that demands a best effort for the existing conditions.

Help each athlete realize that effort equals success by focusing rewards on such efforts.

### **Practice Goals Should Be More Challenging and Goals During Competition More Realistic**

When you set up drills to work on passing or shooting, help your players set goals for practice that will challenge them to exceed a previous effort. For example, when practicing slap shots, you may ask your best shooter to make seven out of 10 shots in practice, while another player may be challenged with four out of 10. You cannot expect the same level of performance in a game because neither you nor the player control all the factors. Therefore, you may set two or three out of 10 shots in a game as a realistic goal for your best players and one out of 10 shots for your other players. With this approach, motivation at practice is increased and players have a realistic chance of experiencing self-worth in a game.

### **Goals Should Be Flexible**

If goal-setting is to be effective, goals must be evaluated frequently and adjusted depending on the athlete's success ratio. If an athlete is achieving the set goal, increase the goal to provide for greater challenge and motivation. If the goal is too difficult and the athlete is feeling frustration or failure, the goal should be lowered rather than having the athlete continue to experience failure.

## **DEALING WITH COMPETITIVE STRESS**

Some coaches believe the best way to motivate a team for competition is to get them "psyched-up" before the game. With young athletes, however, getting "psyched-up" is not usually the problem; rather, the problem for them is getting "psyched-out."

Competitive stress in young players can originate from many sources: the player, teammates, the coach, and/or the parents. When hockey players are asked what might cause them to worry, the five most frequent answers given are: improving their performances, participating in championship games, falling for a "sucker move," performing up to their levels of ability and what their coaches would think or say. Thus, young hockey players are most likely to be worried about performance failure. This worry about failure may increase players' anxieties,

which, in turn, may cause poor performance and eventually decrease motivation.

A good way to help your players avoid the effects of competitive stress is to reduce their fear of failure. This can be achieved by encouraging them to enjoy the game and do their best. When your players lose or make a mistake, don't express displeasure; rather correct their mistakes in a positive way by using the following steps:

1. Start with a compliment. Find some aspect of the performance that was correct.
2. Then tell the player what was wrong and how to correct it.
3. End with another positive statement such as, "Keep working at it. You'll get it."

This approach allows players to keep practicing their skills without the fear of making a mistake. The following guidelines may be helpful in preventing competitive stress:

1. Don't set unrealistic goals.
2. Use the positive approach when correcting mistakes.
3. Eliminate the type of "pep talks" that communicate overemphasis on the game and the outcome.

## **SUMMARY**

Children play hockey because they want to have fun, be with friends, improve their skills and be successful. Children who drop out of hockey typically do so because one or more of their goals was not met. You can maximize your players' desire to participate and help prevent them from dropping out by getting to know them as individuals. Learn why they are participating, focus on skill development in practice sessions and make sure the practices are enjoyable. Allow time for friendships to develop by creating a cordial environment both on and off the ice. Help players understand the meaning of success and have them set realistic goals.

Using a positive approach to coaching is the most effective way to improve players' performances. Positive coaching will also make playing and coaching more enjoyable. Be sure to reward effort and correct techniques in addition to the results that meet your expectations.

Having realistic expectations of players' performances will provide more opportunities to give rewards. However, when players make mistakes, use the positive approach to correcting errors. The positive approach involves using a

compliment, correcting the error and then finishing with another positive statement. Using a positive approach and helping players reach their goals are effective ways to motivate your players toward maximum performance.

## Section 2

# American Development Model





# Chapter 3

## American Development Model

### OBJECTIVE

- To understand USA Hockey’s American Development Model

### INTRODUCTION

The American Development Model is a nationwide initiative that provides local associations across the country with a blueprint for optimal athlete development that focuses on age-appropriate training utilizing long-term athlete development principles.

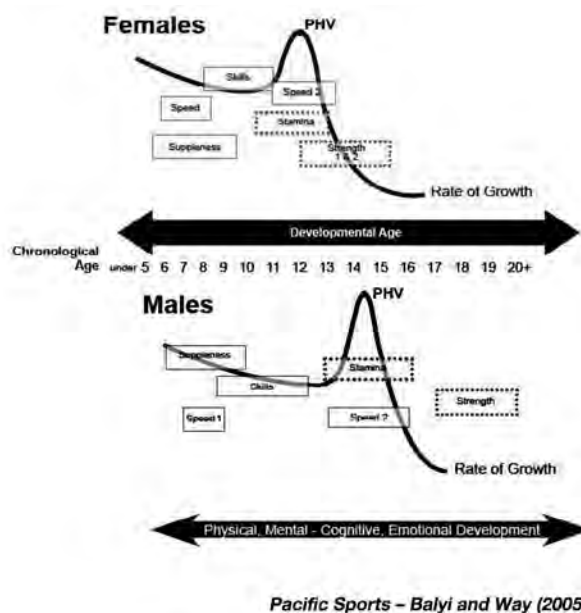
Recommendations have come from experts in ice hockey, child development, physical education and cognitive and emotional development. The ADM is about designing, implementing and committing to continual improvement of a world leading, age-appropriate training and competition model for kids. The ADM is about raising the bar for our players, coaches and administrators. We want our young players exposed to world class coaching at every level!

**A complete overview of the American Development Model can be found at the end of this chapter.**

### WINDOWS OF OPTIMAL TRAINABILITY

Diagram 3-1 illustrates windows of optimal trainability for male and female athletes. These critical windows provide accelerated adaptation to

training. If a window is skipped or missed, the young athlete’s chance to reach his or her full potential are decreased. Keep in mind that all systems are always trainable, yet with smaller degrees of adaptation to training over time. These critical periods vary among individuals, as each child is unique in his or her genetic makeup.



**Diagram 3-1.** Windows of optimal trainability.

The five trainable physical capacities and windows of optimal trainability are:

- **Stamina (Endurance):** The optimal window of trainability occurs at the onset of peak height velocity (PHV). This is more commonly known as the adolescent growth spurt. Aerobic capacity training is recommended before athletes reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.
- **Strength:** The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12-to-18 months after PHV.
- **Speed:** For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.
- **Skill:** The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.
- **Suppleness (Flexibility):** The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.

## STAGE BREAKDOWNS

There are six key phases of growth and development in relation to physical activity.

Although there will be significant differences between individuals, all young people follow the same patterns of growth and development. The stage breakdowns that follow will provide an overview of each developmental stage. This includes (but is not limited to) vital information related to physical development, psychological development, USA Hockey's key focus, stage components, LTAD window of opportunity, training and competitive environment, coaching considerations and technical development.

The Level 1 manual will focus on the two introductory stages of long term athlete development: Active Start and FUNdamentals. The

Level 2 manual focuses on the Learn to Train phase of development. This phase is for players between the ages of 8 and 12. The Level 3 manual features the Train to Train, Learn to Compete, Train to Compete and Hockey for Life stages. As a coach, it will help you to be familiar with all phases of development. This will provide a base of knowledge as to where these athletes are coming from and where they are headed in relation to overall athletic development. For detailed information on the other stages of development, please visit [admkids.com](http://admkids.com).

## TRAIN TO TRAIN

**Ages 11-15 females • Ages 12-16 males**

The objective of the Train to Train stage is to further develop sports specific skills, begin to introduce competition and start to emphasize support training to continue development of speed, strength and stamina while maintaining flexibility.

### General Description of the Learn to Train Stage

This is a window of accelerated adaptation to aerobic, speed and strength training, and for maximum improvement in skill development. As well, good training habits are developed during this stage. Technical and fitness training programs should be individualized. While formal competition is included, the focus remains on learning the basics through training, with competition being of secondary importance. Training volume will increase as the athletes progress through the stage. Towards the end of this stage, athletes will likely begin to specialize in ice hockey. However, it is still recommended to participate in at least one complimentary sport.

### USA Hockey's Key Focus for This Stage

Building the physical engine – endurance, speed and core strength:

- Develop strong technical skills.
- Begin to become more specialized in hockey late in this stage.

### Programs

USA Hockey's member clubs can offer Tier 1 and Tier 2 competitive teams as well as Hockey for Life programs that meet each individual's ability and commitment levels in both the 14 & Under (Bantam) and 16 & Under (Midget) classifications. At 14, 15, 16 and 17, USA Hockey also runs National Player Development Camps for both boys and girls. This is

also the stage at which USA Hockey has its National Team Development Program, a high performance program.

At the age of 16, players first have the opportunity to make a youth-level U.S. National Team (U17), either through the National Player Development Camp or the NTDP.

### Monitoring

Note that both aerobic and strength trainability are dependent on the maturation levels of the athlete. For this reason, the timing of training emphasis differs depending on whether athletes are early, average, or late maturers. Monitoring for PHV is crucial, as almost all participants will move through their major growth spurts during this stage.

- Consider growth spurt in programming. A decrease in coordination may be expected during this stage. Measure for PHV every three months.
- Monitor flexibility and emphasize flexibility training given the rapid growth of bones, tendons, ligaments and muscles.
- Monitor general endurance throughout the stage.

### Coach and Instructor Recommendations

Coaches must progress through the Coaching Education Program in accordance with the new rules effective with the 2011-12 season, and complete the online age-specific module(s) that corresponds to the age-level of play they are coaching. Additional CEP training and continuing education is encouraged for coaches working within USA Hockey's high performance program or any other coach who wishes to improve his or her craft.

### LTAD Window of Opportunity

The Learn to Train and Train to Train stages are the most important stages of athlete preparation. During these stages we make or break an athlete!

- Increased strength is optimized for girls one to two months after the peak of PHV.
- Increased strength is optimized for boys 12-18 months after the peak of PHV.
- The endurance window is between 11 and 15 years of age.
- The second speed window for boys is between 13 and 16 years old and, for girls, is between 11 and 13 years old.

### Components of the Hockey Train to Train Stage Physical Development

Proper and regular monitoring of physiological adaptation to training is essential. Continue monthly monitoring for PHV. The average age for girls reaching PHV is 12 and for boys is 14. PHV is the reference point to begin a strength training program.

Continue participation in complementary sports for:

- skill
- speed
- endurance
- lifestyle

Introduce a specific fitness framework. Early in the stage, off-ice training focuses on the following:

- introduction of free weights
- injury prevention exercises (high reps, low intensity, focus on execution)
- core and stabilizer strength
- explosive arm and leg power
- maximized speed development
- introduction to physical testing and functional assessments two times a year

Further in stage:

- maximum strength (females and early developing males).
- strength endurance.
- power/speed endurance.
- build a level of fitness that allows the athlete to maintain high volume, high quality training.
- on-ice and off-ice training to develop endurance.
- maximize stamina/aerobic capacity window of trainability for recovery, regeneration and training capacity.
- monitor training for high volume, low intensity sessions.

Throughout the stage:

- Provide variation in off-ice and on-ice activities to avoid over-use injuries.
- Emphasize flexibility and stretching exercises to manage the effect of rapid growth.
- With rapid growth and changes in body proportions, athletes may need to re-learn some skills that were previously refined (adolescent maintenance).

## Psychological Development

Provide training and competition opportunities that focus performance on a preferred position (forward, defense or goalie). Mental skills learned in the previous stage of athlete development should continue to be practiced and incorporated into all types of training and competitive situations.

The athlete should:

- take personal responsibility for training, preparation, performance and recovery
- bring consistent effort to training and competitions
- become involved with coaches in decision-making (e.g. goals, position specific development, training plan)
- identify “what works” in the ideal performance state
- be coachable – accept constructive criticism and work with other coaches or athletes

Continue basic mental skills development:

- Develop coping strategies, goal setting, imagery and self-awareness.
- Be introduced to the idea of self-reflection after training or competitions.
- Have a training diary.
- Athletes in this stage are ready to learn how to focus. They can understand that what they feel and think affects their performance, and learn how to develop control over these feelings and thoughts.
- Effective goal setting becomes more important in this stage and is related to outcomes, process and performance.
- Introduce athletes to breathing and relaxation skills.
- Teach athletes how to communicate effectively with coaches and how to ask for feedback.

## Training and Competitive Environment

### 14 & Under (Bantam) and 16 & Under (Midget) Standard Track

- **Training/Competition Ratio:** 60% training, 10% competition specific training, and 30% competition
- **Training Volume:** Play 3 to 4 times per week, with hockey session lengths of 60 to 80 minutes at the 14 & Under (Bantam) and 16 & Under (Midget) levels. Training

volume can be reduced for the Hockey for Life category based on the commitment level of the players involved.

- **Training Year:** 4 weeks per month, 7-8 months per year – single or double periodization calendar will aid structuring and help maintain player interest
- **Team Composition:** Team composition should include a roster of 16 skaters and 2 goaltenders (10 forwards, 6 defenseman, 2 goalies).
- **Team Structure:** Teams in these age groups can group players of like ability without restrictions. Teams can be registered at the Tier I, Tier II or Hockey for Life level.
- **Competition Format:** Game formats may vary to fit within the allotted ice time.
- **Overall Activity Ratios:** 40% hockey, 30% fitness, 30% other sports
- **Complimentary Sports:** Athletes are encouraged to participate in 1-2 complimentary sports.

### 14 & Under (Bantam) Standard Track

### 16 & Under (Midget) Standard Track

- 105 total ice touches per year
- 3-4 times per week for 60-80 minutes
- 7-8 month season
- 80-85 practices and 35-40 games
- 16 skaters and two goalies per team

## High Performance Track

- **Training/Competition Ratio:** 60% training, 10% competition specific training (exhibitions/scrimmages) and 30% competition.
- **Training Volume:** Play 4 to 5 times per week, with hockey session lengths of 60 to 80 minutes at the 14 & Under (Bantam) and 16 & Under (Midget) levels. Begin strength training two times per week to coincide with PHV. Use speed training 2-3 times per week.
- **Training Year:** 4 weeks per month, 9 months per year – double periodization calendar will aid structuring and help maintain player interest
- **Team Composition:** Team composition should include a roster of 16 skaters and two goaltenders (10 forwards, six defenseman, two goalies).

- **Team Structure:** Teams in these age groups are made up of players of like ability without restrictions.
- **Competition Format:** 14 & Under (Bantams) and 16 & Under (Midgets) with two hours of ice time play 17-minute stop-time period games with one ice resurface after the second period. 16 & Under (Midget) with 2.5 hours of ice time play 20-minute stop-time period games with one ice resurface after the first period and a second ice resurface after the second period.
- **Overall Activity Ratios:** 45% hockey, 35% fitness, 20% other sports
- **Complimentary Sports:** Athletes are encouraged to participate in at least one complimentary sport

#### 14 & Under (Bantam) High Performance

#### 16 & Under (Midget) High Performance

- 160 total ice touches per year
- 4-5 times per week
- 9 month season
- 120 practices and 40-50 games
- 16 skaters and two goalies per team

### Coaching Considerations

- Coaches should still spend a significant amount of time refining technical skills, but the emphasis will gradually change to increase both the difficulty and intensity.
- Use both high volume/lower intensity training and high intensity/low volume training.
- Include more skill execution in tactical situations. Skills must be used in combination with decision-making.
- Tactics and strategy must be appropriate for the age, but the volume of information presented at this stage will increase with age.
- Coaches should plan training loads with consideration to the athletes competition, rest and recovery.
- Attention to individual growth patterns of players must be considered during this stage and the coach must be able to take advantage of the relative training windows.

### Technical Development

- Continue to refine skating skills.
- Introduce position specific skills:
  - forwards
  - defensemen
  - goalies
- Continue to develop deceptive skills.

### Tactical Skills

- playing the off-wing or off-side defenseman positions
- offensive support concepts
- defensive support concepts
- Introduce basic team systems of defensive zone coverage and an aggressive forecheck.
- Introduce active read-and-react penalty killing.
- Introduce power-play concepts without specific individual positions. Encourage interchangeability.
- Emphasize transition play – offense to defense and defense to offense.
- Emphasize quality playing habits.
- At the 16 & Under (Midget) level, begin to introduce adaptations to various overall team strategies.

On-ice time should be spent on 70% offensive skills, tactics, and concepts; and 30% defensive skills, tactics, and concepts.

### Ancillary Skills

- Athletes in this stage should be responsible for doing a proper warm-up and cool down as part of practice.
- They should also be developing a competition warm-up procedure.
- Athletes should be aware of the importance of proper nutrition and hydration for competition days.

### Lifestyle

Optimize training and education in:

- cultural and lifestyle habits
- smoke- and tobacco-free environment
- alcohol-free environment
- drug-free sport
- wearing proper safety equipment
- care and maintenance of equipment
- proper nutrition, hydration and recovery

- self-management
- taking responsibility for actions
- respect for others
- the Code of Conduct for USA Hockey

## LEARN TO COMPETE

*Ages 15-18 females • Ages 16-18 males*

The objective of the Learn to Compete stage is to prepare athletes for the competitive environment; continue to refine technical skills and ancillary skills; and develop the physical attributes.

### General Description of the Learn to Compete Stage

All of the objectives of the Train to Train stage must be achieved before the objectives of Learn to Compete can begin. This is the time to optimize fitness preparation and skills and to begin to specialize in ice hockey. Training should be individualized to the athlete's particular needs in skill development, mental preparation, fitness and recovery. During this stage, training volume will increase, as does training intensity. Competitions and tournaments become more important and the focus shifts to performance. Athletes learn to prepare for competition and learn to handle competitive pressures in any situation. The training season is longer and event specific. This is the time to consolidate individual strengths and rectify weaknesses.

### USA Hockey's Key Focus for this Stage

- refine technical skills
- gain confidence in a variety of competitive situations
- good decision-making skills
- make appropriate and measurable improvements in endurance, speed and strength

### Programs

USA Hockey's member clubs can offer Tier I and Tier II competitive teams as well as Hockey for Life programs that meet each individual's ability and commitment at the 18 & Under (Midget) classification. At 16 and 17, USA Hockey runs National Player Development Camps for both boys and girls. USA Hockey also has its high performance program – the NTDP – at this level.

At the ages of 16 and 17, players have the opportunity to make a youth level U.S. national under-17 or under-18 team, either through the National Player Development Camp or through the NTDP. The U18 age level is the initial age at which the International Ice Hockey Federation holds an official world championship event.

### Monitoring

- Monitor development of endurance, strength and speed.
- Monitor fitness – endurance, core strength, flexibility.

### LTAD Window of Opportunity

- speed window #2 for boys early in stage
- strength window for boys is 12-18 months after PHV

### Coach and Instructor Recommendations

Coaches must progress through the Coaching Education Program in accordance with the new rules effective with the 2011-12 season, and complete the online age-specific module(s) that corresponds to the age-level of play they are coaching. Additional CEP training and continuing education is encouraged for coaches working within USA Hockey's high performance program or any other coach who wishes to improve his or her craft.

### Components of the Hockey

#### Learn to Compete Stage

#### Physical Development

Optimize endurance, strength and speed training:

- The athlete must have sufficient levels of fitness to withstand the demands of training and competition without sustaining injuries or burnout.
- Develop individualized programs for fitness and recovery.
- Ensure progressive load in training.

#### Psychological Development

- The athlete should have well-developed mental preparation skills, and should continue to refine these skills.
- Competition becomes more important and athletes must learn to perform on demand.
- Training and practice in mental preparation will help the athlete cope with the stresses associated with training, tournaments and

selection, and will contribute to their overall development as competitive athletes.

- Athletes should have input in setting training goals and priorities, and should be included in decision-making process.
- Athletes are capable of self-coaching and should be encouraged to think for themselves rather than relying solely on coach feedback.

### Training and Competitive Environment Standard Track

- **Training/Competition Ratio:** 50% training, 15% competition specific training, and 35% competition
- **Training Volume:** Play 3 to 4 times per week, with hockey session lengths of 60 to 90 minutes at the 18 & Under (Midget) level. Training volume can be reduced for the Hockey for Life category based on the commitment level of the players involved. Use fitness training three times per week.
- **Training Year:** 4 weeks per month, 7 months per year – single or double periodization calendar will aid structuring and help maintain player interest
- **Team Composition:** Team composition should include a roster of 18 skaters and 2 goaltenders (12 forwards, 6 defensemen and 2 goalies).
- **Team Structure:** Teams in these age groups can group players of like ability without restrictions. Teams can be registered at the Tier I, Tier II or Hockey for Life level.
- **Competition Format:** Game formats may vary to fit within the allotted ice time.
- **Overall Activity Ratios:** 50% hockey, 40% fitness, 10% other sports
- **Complimentary Sports:** Athletes are encouraged to participate in one complimentary sport

### 18 & Under (Midget) Tier II Standard Track

- 115 total ice touches per year
- 3-4 times per week for 60-80 minutes
- 7-8 month season
- 80-85 practices and 40-50 games
- 18 skaters and two goalies per team

### High Performance Track

- **Training/Competition Ratio:** 50% training, 10% competition specific training, and 40% competition
- **Training Volume:** Play 5 to 6 times per week, with hockey session lengths of 60 to 90 minutes at the 18 & Under Midget level. Use 4 to 6 fitness sessions per week, accounting for the strength development phase.
- **Training Year:** 4 weeks per month, 9-10 month per year – double periodization calendar will aid structuring and help maintain player interest
- **Team Composition:** Team composition should include a roster of 18 skaters and 2 goaltenders (12 forwards, 6 defensemen and 2 goalies).
- **Team Structure:** Teams in these age groups are made up of players of like ability without restrictions.
- **Competition Format:** 18 & Under (Midget) with 2.5 hours of ice time should play 20-minute stop-time period games with one ice resurface after the first period and a second ice resurface after the second period. 18 & Under (Midget) with two hours of ice time should play 18-minute stop-time period games with one ice resurface after the first period and a second ice resurface after the second period.
- **Overall Activity Ratios:** 60% hockey, 40% fitness
- **Complimentary Sports:** Athletes are encouraged to participate in outside sporting recreation

### 18 & Under (Midget) High Performance

- 200+ total ice touches per year
- 5-6 times per week
- 10 month season
- 140-150 practices and 50-60 games
- 18 skaters and two goalies per team

### Coaching Consideration

- Coaches must plan with regard to training volume and intensity, taking into consideration competition and rest and recovery.
- Preparation must be detailed and well communicated.

- Learn to compete within a team structure, placing team before yourself.
- Intensity of training is high.
- On- and off-ice decision-making skills are of high priority during this stage.
- Team play and accountability to the team must always be enforced.
- Players must be able to transfer the decisions made in practice to competition.
- Emphasize on speed of execution.
- Emphasize on off-ice training.

### Technical Development

- Refine skills at a high speed.
- Execution of skills must be detailed and performed in tactical situations.

### Tactical Skills

- speed of transition from offense to defense and defense to offense
- speed of decision-making skills

### Ancillary Skills

- Ensure that key support systems (fitness monitoring, recovery and regeneration, psychology, nutrition and health needs) are in place and integrated with the training program.
- Stress regular, year-round aerobic and strength training.
- Athletes should refine and individualize their own ancillary capacities.

### Lifestyle

- Refine the skills listed in the Train to Train stage.
- The athlete assumes increasing responsibility for managing his or her competitive and training schedules, deadlines, registrations etc.
- The athlete assumes responsibility for his or her own behavior as representative of USA Hockey, his or her club, state and country.

## TRAIN TO COMPETE

### *Ages 19-21 females • Ages 19-23 males*

The objective of the Train to Compete stage is to transfer from the training environment to a competitive environment. Athletes must consolidate technical skills and maintain ancillary skills and

underlying physical capacities. The competitive performance should be predictable and appropriate.

### General Description of the Learn to Compete Stage

During the Train to Compete stage, training volume remains high while intensity increases with the importance of competitions. The training is usually 10 months of the year and is event-specific. Athletes will usually be required to move away from home for training and competition environments that fit this level of athlete development. The training is individualized to the athlete's particular needs in skill development, mental preparation, fitness and recovery. Athletes need to continue to consolidate individual strengths and rectify weaknesses.

### USA Hockey's Key Focus for this Stage

- competing well in a variety of conditions
- understand their own role in critical thinking and decision-making both in and out of sport settings
- manage lifestyle to meet training and competition commitments

### Programs

USA Hockey has 20 & Under Junior classification programs at several levels, with the USHL being the top level league classified as Tier I. USA Hockey recognizes NCAA Division 1 college hockey as the pinnacle of the amateur player developmental process in the United States.

### Monitoring

You must conduct regular medical monitoring:

- Monitor for fatigue and under-recovery.
- Monitor to maximize individual performance potential.

### LTAD Window of Opportunity

In this stage, both male and female athletes will have reached physical maturity. Individual capacities can continue to be developed, but there is not an enhanced window of optimal trainability.



## Components of the Hockey

### Learn to Compete Stage

#### Physical Development

Maturation is completed during this stage:

- Ensure that all muscle groups and body alignments are well-balanced, complemented with optimal flexibility ranges.
- All physiological systems are fully trainable.
- Use periodized training programs to develop:
  - stabilization of the upper and lower body as well as core
  - maximum strength
  - anaerobic endurance
  - speed strength

#### Psychological Development

- The athlete in this stage takes full responsibility for his or her training and competitive performance.
- Work with coaches is more collaborative, as the athlete is capable of self-analyzing and correcting and refining skills.
- Goal-setting is important to give direction and purpose to the training program.

### Training and Competitive Environment

#### High Performance Track

- **Training/Competition Ratio:** 40% training, 30% competition specific training, and 30% competition
- **Training Volume:** Play 5 to 6 times per week, with hockey session lengths of 60 to 120 minutes at the 20 & Under Junior level. Use 4 to 6 fitness training sessions per week.
- **Training Year:** 4 weeks per month, 10-11 months per year – double periodization calendar will aid structuring and help maintain player interest
- **Team Composition:** Team composition will include a roster of 20 skaters and 2 goaltenders.
- **Team Structure:** Teams in these age groups are made up of players of like ability without restrictions.
- **Competition Format:** 20 & Under Junior teams play 20-minute stop-time period games with one ice resurface after the first

period and a second ice resurface after the second period.

- **Overall Activity Ratios:** 60% hockey, 40% fitness
- **Complimentary Sports:** Athletes are encouraged to participate in outside sporting recreation.

#### Tactical Skills

- Competitive events and tournaments should be selected carefully, with a specific purpose and performance objective in mind.
- Athletes must apply critical reasoning skills to maximize performance in competition.
- Model high-level competitions in training and develop competitive abilities under a range of simulated training conditions.
- Continue to focus on long-term, not short-term success.

#### Ancillary Skills

Ensure that all programs for fitness, recovery, technical skill development and psychological preparation are individualized to focus on the specific needs of the athlete.

#### Lifestyle

- The athlete must learn to balance the demands of training, competition, school, employment, family and social life.
- The athlete makes a full commitment to specialization in ice hockey.
- As more travel is required, the athlete must learn to travel with a team, adapt to new environments and make choices for meals, hydration, rest and recovery that promote sound training and meeting competition performance goals.

### HOCKEY FOR LIFE

#### *Enter at any Age*

The objective is to enjoy life-long physical activity in hockey through participation and recreation.

In this stage, child participants are encouraged to:

- enjoy the sport and have the opportunity to learn the basic skills of the game
- participate for the FUN of the game

- experience the benefits of being part of a team, making friends while playing the coolest game on earth
- kids should have the opportunity to move into the competitive track if, in time, they decide to.

In this stage, adult participants are encouraged to:

- make the transition from competitive to recreational hockey
- participate in age group competitions such as 30+, 40+, and 50+ tournaments
- enter sports-related careers such as coaching, officiating and sports administration
- give back to the sport through volunteering

A positive experience through sport is the key to retaining athletes after they leave the competitive stream.

USA Hockey offers recreational programs for all ages and ability levels:

- youth recreational leagues at all levels up to 18 & Under (Midgets)
- adult leagues
- adult recreational tournaments
- adult national championships
- pond hockey tournaments and alternative playing opportunities
- adult skills clinics

### **Components of the Hockey for Life Stage**

#### **Physical Development**

- Keep active through participation in hockey.
- Continue training to maintain endurance, strength and flexibility.

#### **Psychological Development**

- readjust to less competitive environment
- relaxation
- involvement for fun, fitness and challenge

#### **Training and Competitive Environment**

- Maintain ongoing active participation in sport 30 minutes per day or 60 minutes three times per week as recommended by guidelines for physical activity.
- Enter tournaments that are of an appropriate skill level.

- maintain opportunities to continue skill development.

#### **Equipment and Facilities**

- Equipment should be properly fitted and matched to the athletes' ability levels, goals and to provide adequate safety.

#### **Technical Development**

- retain skills or develop new skills
- no injuries
- still having fun

#### **Tactical Skills**

- continued involvement at the recreational level in hockey and other sports
- more focus on development of hockey for others (volunteer, coach, official, administrator)

#### **Ancillary Skills**

- Ensure new participants receive instruction about the benefits of regular physical activity, proper warm-up, cool down, safety, nutrition and hydration.

#### **Lifestyle**

- pursue family and personal goals
- continue education about our sport
- continue involvement as a volunteer, coach, official or administrator
- reset goals – apply the skills and lessons developed through sport into life (leadership, problem solving, critical thinking)

### **TRAINING STRUCTURE FOR TEACHING THE 3 S'S**

There are three broad areas of training in a hockey player's development. One of the constant challenges facing you, the coach, is how to get the most out of your players with the precious, and often limited, ice time you have for training. The following training structure will give you some recommended guidelines related to these three areas of training.

#### **SKILLS – Hockey Skills & Habits Training**

This begins as basic fundamental skills and progresses to include a more complex combination

of skills as the players get older or more proficient. Habits include things like facing the puck, stopping at the net, etc.

- skating
- puck control
- shooting
- passing
- body contact/body checking

**SENSE – Hockey Concepts and Awareness Training**

Offensive and defensive awareness with and without the puck is key. This includes the ability to read the level of pressure by an opponent and make correct decisions according to the play (read and react). Concepts involve development of all of the key hockey concepts that are used by all players. This would include but is not limited to:

- moving to open space
- offensive- and defensive-side body position
- offensive support and defensive support
- puck pressure and containment

Small area games with a distinct purpose are the best way to develop these mental skills in our game.

**SYSTEMS – Team Play Training**

Development in this area provides for positional play within the team’s designated structure. This would include but is not limited to forechecking patterns and defensive zone coverage structure.

Diagram 3-2 is a an age-specific chart outlining the percentage of time devoted to each area of training.

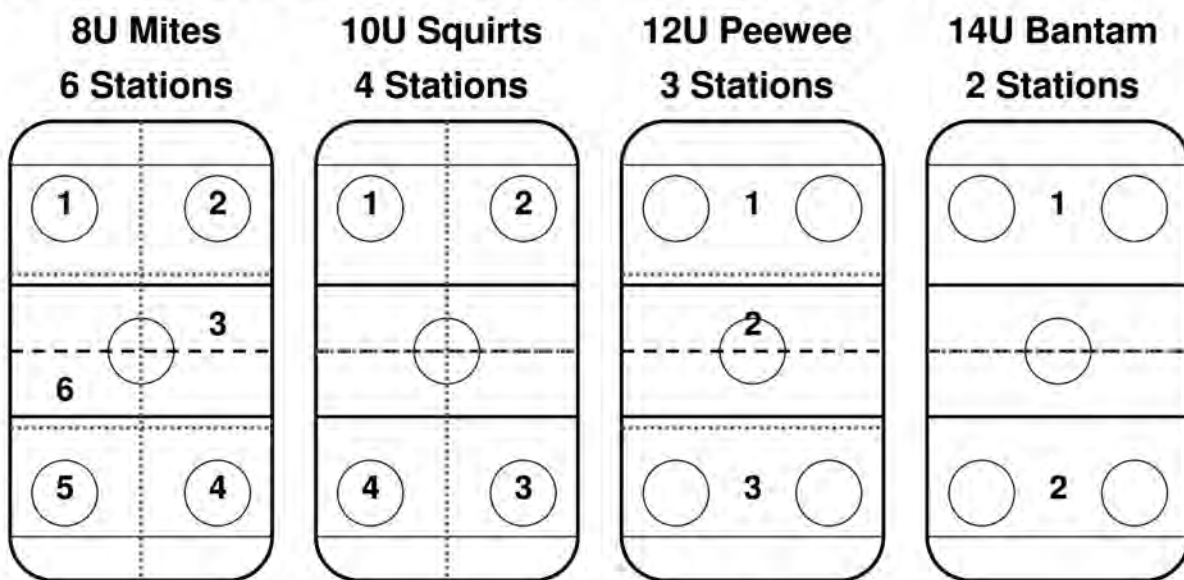
**PRACTICE PROGRESSION  
ICE UTILIZATION**

Diagram 3-3 shows some of the recommended methods for dividing the ice into stations. Station work will help your players get more puck touches and the necessary repetitions to continually develop and refine basic skills. Ice time is your most valuable resource as a coach and skill-based practices featuring small area games and a variety of stations will help you run efficient practices with a high energy level.

<b>MITES</b>		
SKILLS	hockey skills and activities	85%
SENSE	small area games and awareness training	15%
SYSTEMS	team play training	0%
<hr/>		
<b>SQUIRTS</b>		
SKILLS	hockey skills and habit training	75%
SENSE	hockey concepts and awareness training	15%
SYSTEMS	team play training	10%
<hr/>		
<b>PEEWEE</b>		
SKILLS	hockey skills and habit training	65%
SENSE	hockey concepts and awareness training	25%
SYSTEMS	team play training	10%
<hr/>		
<b>BANTAM</b>		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	35%
SYSTEMS	team play training	15%
<hr/>		
<b>16U MIDGET</b>		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	30%
SYSTEMS	team play training	20%
<hr/>		
<b>18U MIDGET</b>		
SKILLS	hockey skills and habit training	50%
SENSE	hockey concepts and awareness training	25%
SYSTEMS	team play training	25%

**Diagram 3-2.** Age-specific chart detailing percentage of time devoted to each are of training.

# Practice Progression – Ice Utilization



**Older age groups can incorporate stations breakdowns from younger groups**

Diagram 3-3. Recommended ice utilization.

# REVIEW: *American Development Model*

## A PLAN FOR LONG-TERM ATHLETE DEVELOPMENT

The ADM was endorsed by the USA Hockey Board of Directors at its 2009 Winter Meeting and has also been endorsed by the National Hockey League. The ADM furthers our growth and development efforts as it will provide our member associations, for the first time ever, an optimal development blueprint for youth players that will lead to a better experience for our current players and also help attract new players to our sport.

---

*It's hard to put into words the excitement and buzz that has been and will continue to be generated by this new initiative. It will take time for local associations around the country to educate their constituents on the merits of adopting the American Development Model, but there's no doubt that the principles of the program are right for kids."*

— Ron DeGregorio, USA Hockey President

---

As Americans, we are a competitive people and our country places a tremendous importance on winning. In some cases it is to our detriment, but there can be no doubt that our society rewards and cherishes excellence. In ice hockey, we have grown from our seat at the kids' table to one with the grown-ups. As a hockey nation we are now competitive at every event that we enter. Yet for Americans, second best has never been good enough. Our enrollment numbers are the second most among all hockey-playing nations and yet we have not grown into our full potential.

The developmental system in the U.S. has evolved over time. Our current structure is not one that was planned; it is one that evolved into a multi-faceted organization with many different avenues. While diversity is one of our great attributes as a nation, a clear pathway to excellence has never been defined by USA Hockey. Over a decade ago, to address some of the issues within our system, USA Hockey took a bold step with the creation of the National Team Development Program (NTDP). The NTDP has raised the bar on elite player development within the United States. Ten years ago one rarely heard the word "development" within the hockey

community, but now it is the buzz word. The NTDP has played an important role as we have grown into a challenger at each event. However, as Americans we are not content with second place and it is now time to move from challenger to champion.

Change is the only path that will move us towards our goal. As the old saying goes, "If you always do what you have always done, then you will always get what you have always got."

## Rationale Behind the American Development Model

USA Hockey started with a review of research that has taken place in child and athletic development around the globe. Elite performance studies from multiple sport bodies, governments as well as other endeavors such as music and the arts were evaluated. Through the review of current research, it was quickly concluded that to truly address player development, a completely new way of looking at USA Hockey's structure must be undertaken. Critical development begins at a very early age. As children mature, they each progress during the same developmental stages through the growth and maturation process. Along this path, certain aspects of these stages must be addressed at the appropriate time intervals. Without developing skills and certain physical and mental attributes at the proper time, the long-term prospects of becoming a truly elite athlete are diminished.

Research has shown that we cannot just focus on a few older players; an encompassing strategy must be followed. As we evaluated the current research, variations of Istvan Balyi's long-term athlete development (LTAD) principles are being employed around the globe by more than 100 government health ministries and sport National Governing Bodies. Within hockey, there is no doubt that countries like Sweden, Finland and the Czech Republic produce high-end NHL players. Their numbers are especially impressive when one considers the populations and player numbers from those countries. In each of those countries, long-term athlete development principles are at the core of their development model.

# REVIEW: American Development Model

Long-term athlete development is a generic, conceptual framework for athlete development in sport that can be used as a basis on which to ‘re-align,’ or make more consistent, existing systems and structures. It has been developed by Istvan Balyi, an internationally recognized coach educator, and is based upon a consensus of evidenced research about how young people develop sporting ability, linking more closely the coaching and development of players to their physical and psychological growth.

The ADM is a long-term athlete development plan for the sport of ice hockey. It takes into consideration the guiding LTAD principles that are widely accepted around the globe. Consistent with LTAD, the ADM:

1. integrates training, competition and recovery programming with relation to biological development and maturation
2. offers equal opportunity for recreation and competition
3. is participant/athlete centered; coach driven; and parents, officials, administration, sport medicine & sport science supported

It should be recognized that much of LTAD is nothing new. The majority of the research on which it is based is widely accepted, and has been used to underpin physical education teaching for many years. The difference that LTAD brings is a ‘packaging’ of this theory for mass understanding and a mechanism for applying the theory to better integrate whole sports development systems (i.e. coaching, training, playing, competition, etc). It is also important that our USA Hockey membership understand that it is not just our hockey people that endorse a LTAD plan, but that sports science and development experts from around the globe endorse this model and are adopting this methodology for their own sports.

All young people follow the same pattern of growth and development, although there are significant differences between individuals in the timing and magnitude of these changes. In relation to physical activity, there are seven key phases of growth and development. The relevant ‘stage’ of the LTAD hockey model for each phase of growth and development is described below.

## LONG-TERM ATHLETE DEVELOPMENT HOCKEY MODEL

PHASE	STAGE	AGE
Early Childhood	Active Start	Male 0-6 years Female 0-6 years
Late Childhood	FUNDamentals	Male 6-9 years Female 6-8 years
Adolescence Early Puberty	Learn to Train	Male 9-12 years Female 8-11 years
Adolescence Late Puberty	Train to Train	Male 12-16 years Female 11-15 years
Early Adulthood	Learn to Compete	Male 16-18 years Female 15-18 years
Early Adulthood	Train to Compete	Male 19-23 years Female 18-21 years
Adulthood	Train to Win	Male 19+ years Female 18+ years

*Chart adopted from Canadian Sports Centers (2006)*

### LTAD Foundation of Research, Principles and Tools

Long-term athlete development has at its foundation 10 different elements of sport science and child development research. When considering the structure of any athlete development program, these elements must also be considered.

#### 10 Year – 10,000 Hour Rule

It takes years of organized practice to become an expert performer. Research shows this is true of developing any skill, such as learning to play an instrument or playing sport. This is sometimes referred to as the ‘10 year – 10,000-hour rule’ relating to the need to practice for three hours a day for 10 years. Many researchers believe this is just a minimum. The bottom line is that it takes an enormous amount of work and time to become an elite athlete. This is done through a diverse sports movement and sports skills background. Once this foundation is laid, it takes years of deliberate practice to develop an elite performer at the highest level.

A significant number of players that play in the NHL were never drafted. This means that, at 18 and 19 years of age, nobody was even willing to take a late-round chance on their potential to make it. Hockey is not an early specialization sport and our programs

# REVIEW: American Development Model

must include a long-term developmental pathway that provides opportunities for our elite players into their early 20s. This is why USA Hockey endorses the college hockey path, as it provides the widest range of developmental opportunity over time. Many players don't reach their potential until their early to mid-20s.

## FUNDamentals

All sports begin with basic fundamental movement and core sports skills. The ABCs of movement include agility, balance, coordination and speed, while core sports skills include running, jumping, skating and throwing. It has been shown that children who have a strong, broad-based foundation in the fundamental movements and sports skills from a variety of sports increase their potential for future success in sports. Whether this is confidence to lead a healthy and active life in sport or to become an elite athlete, this strong foundation in the fundamentals will help children reach their full potential. Without this foundation, children may never reach their genetic capacity.

## Specialization

Sports are classified as either early or late specialization sports. An example of an early specialization sport is women's gymnastics in which, due to growth, girls are potentially retiring from their sport at 14, 15 or 16 years of age. As with other contact/collision sports, ice hockey is classified as a late specialization sport. Hockey players don't reach their full potential until after full growth maturity. Specialization at an early age limits children from acquiring a broad spectrum of athletic movements and skills that may limit or put a cap on their overall athletic potential. When players specialize too early they can create imbalances in musculature, increase the potential for burn out and limit their athletic potential by not developing a broad base of athletic movement skills.

---

*“Young athletes who participate in a variety of sports have fewer injuries and play sports longer than those who specialize before puberty. Well-rounded, multi-sport athletes have the highest potential to achieve.”*  
— *Journal of American Academy of Pediatrics*

---

## AAP Guidelines:

- Encourage athletes to strive to have at least one to two days off per week from competitive athletics, sports specific training and competitive practice (scrimmage) to allow them to recover both physically and psychologically.
- Encourage the athlete to take at least two to three months away from a specific sport during the year.

## Windows of Optimal Trainability

There are identifiable stages during a child's physical and psychological development that offer optimum opportunities to develop particular attributes, such as basic movement skills (agility, balance, coordination and speed), basic sports skills (running, jumping, throwing, skating and striking) and physical capacities (flexibility, endurance, and strength). Missing these optimum opportunities has been shown to significantly affect a child's ability to reach his or her full potential.

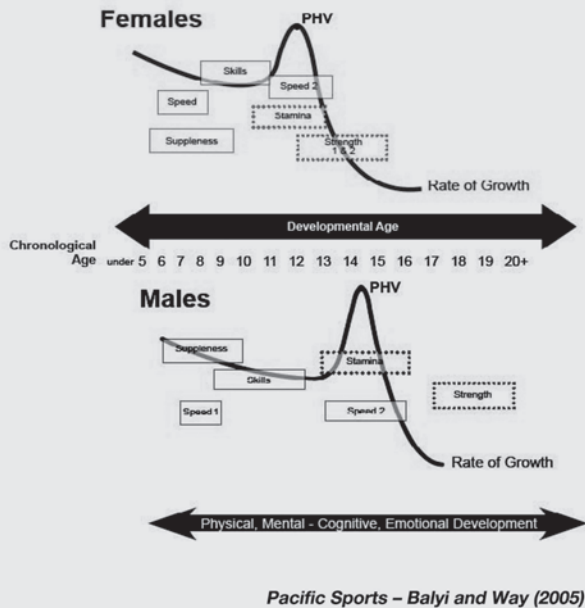
In our current system, training in early years focuses on outcomes (winning) rather than the developmental process (optimal training). As Baly states, “Damage done between ages 6-10 and 10-16 cannot be fully corrected (players/athletes will never reach their genetic potential) and national training or sport centers receiving mediocre athletes, regardless of funding and expertise, cannot recover from the ‘damages’ of earlier training.”

Elite player development and a sound structure at the 12 & Under level for broad-based skill development are not mutually exclusive. What do we currently produce in the U.S.? We have an over abundance of average players and very few truly elite players at the highest levels (NHL), especially when our numbers are taken into consideration. This is due to a lack of the proper focus on training through the appropriate ‘windows of optimal trainability.’

Diagram 3-4 illustrates windows of optimal trainability for male and female athletes. These critical windows provide accelerated adaptation to training and, if skipped or missed, decrease a child's chance to reach his or her full potential. It must be kept in mind that all systems are always trainable, yet with smaller degrees of adaptation to training over time. In our current system, the window of

# REVIEW: American Development Model

opportunity on skills development (9-12) for male players is missed through over-competition and under-training.



**Diagram 3-4.** Windows of optimal trainability.

These critical periods vary between individuals as each child is unique in his or her genetic makeup. While these critical periods follow general stages of human growth and maturation, scientific evidence shows that humans vary considerably in the magnitude and rate of response to different training stimuli at all stages. Some players may show potential for excellence at age 11, while others may not indicate their promise until age 15 or 16. Consequently, a long-term approach to player development is needed to ensure that players who respond slowly to training stimuli are not 'shortchanged' in their development.

The five trainable physical capacities and windows of optimal trainability are:

- **Stamina (Endurance):** The optimal window of trainability occurs at the onset of peak height velocity (PHV). This is more commonly known as the adolescent growth spurt. Aerobic capacity training is recommended before athletes reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.
- **Strength:** The optimal window of trainability for girls is immediately after

PHV or at the onset of the menarche, while for boys it is 12-to-18 months after PHV.

- **Speed:** For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.
- **Skill:** The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.
- **Suppleness (Flexibility):** The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV, due to rapid growth.

Additional capacities have been identified that must also be considered throughout an athlete's development and, in addition to the five physical capacities, make up a holistic approach to training.

- **Structure/Stature:** The height of a person before, during and after maturation can be utilized by a coach or parent. Tracking growth as a guideline for developmental age can allow for planning to take advantage of the critical 'windows of optimal trainability.'
- **Psychology:** Sport is a physical and mental challenge. The ability to maintain high levels of concentration, yet remain relaxed with the confidence to succeed, is a skill essential to long-term performance in sport. This skill also has the potential to transcend sport and affect our everyday lives. To develop the mental toughness for success at the highest levels, training programs are required that address the specific gender and LTAD stage of players. The training programs should include key mental components identified by sport psychologists: concentration, confidence, motivation and handling pressure. As a player progresses through LTAD stages, the mental training aspect will evolve from having fun and respecting opponents; to visualization and self-awareness; to goal setting, relaxation, and positive self-talk. To master the mental challenge of sport, these



# REVIEW: American Development Model

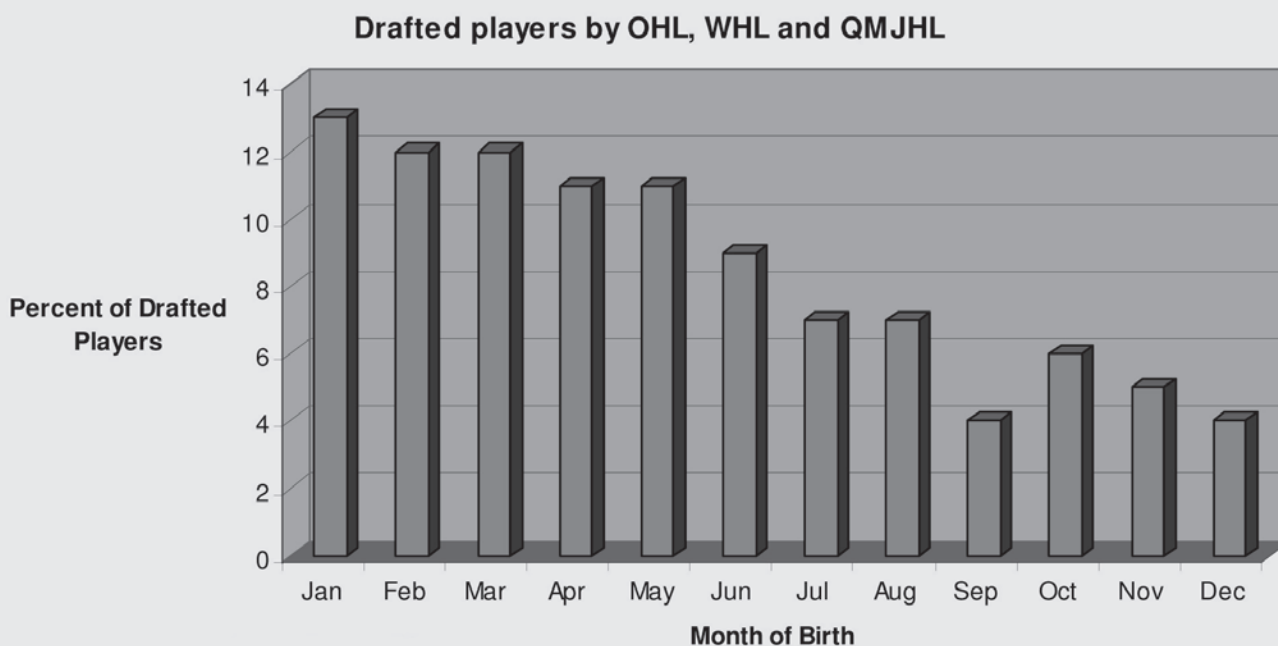
basic skills are then tested in increasingly difficult competitive environments. Ultimately, the planning, implementation and refining of mental strategies for high-level competition will have a large impact on elite performance. Consequently, the mental training program is critical at all stages of LTAD, as dealing with success and failure will determine continuation in the game and physical activity in general.

- **Sustenance:** This category refers to all aspects of replenishing the body for sports and general health. It covers a wide range of topics from nutrition and hydration to rest and recovery. Fatigue, whether it comes from a single practice/competition or builds up over time through a lengthy schedule, can be combated through a proper lifestyle. Whether our children become elite athletes, or we look for better performance in school or just to lead a healthier life, we will all thrive with better education and following a plan that replenishes our physical and mental needs.
- **School:** Sports schedules must consider the demands placed upon children from an academic perspective. Education must be emphasized, and the demands of sport

should complement the academic schedule, not conflict with it. The stress of class work, examinations, boyfriend and girlfriend issues, and school peer groups play a role in the fatigue and stress levels on our athletes. Coaches and parents must monitor these factors to balance the sports schedule to allow for maximum development both on the ice and in the classroom.

## Biological Age vs. Chronological Age

Biological age should be considered through our development and identification process. As an example, one only need look at the number of early month birth dates that make up our Under-17 and Under-18 National Teams. Our current system forces players into a compete-to-win, 'peak by the weekend' system that rewards early maturing players who may not have the ability to be elite performers. Late developing players are excluded and cut, consequently leaving the sport or being segregated to a recreation program that limits their training opportunities. These late developers may have huge long-term potential but are eliminated from our system.



Canadian Sports Centre: *Developing Physical Literacy* (2008)

Diagram 3-5. Drafted players in the Canadian Developmental System.

# REVIEW: American Development Model

Currently, most athletic training and competition programs are based on chronological age. However, athletes of the same age between ages 10 and 16 can be four-to-five years apart developmentally. Thus, chronological age is a poor guide to segregate adolescents for competitions. Because hockey is a contact sport, early maturing players are favored within our youth structure. The late developer is eliminated when he or she may possess better long-term athletic ability.

Looking at Diagram 3-5, it is obvious that in the Canadian developmental system and ours, potential late month birth date players have been excluded from the high-performance track. It is highly unlikely that there are fewer players with long-term athletic potential born in the last quarter of the year than in the first quarter.

**“Training Age”** refers to the age at which athletes begin planned, regular, serious involvement in training. The tempo of a child’s growth has significant implications for athletic training because children who mature at an early age have a major advantage during the Training to Train stage compared to average or late maturers. However, after all athletes have gone through their growth spurt, it is often later maturers who have greater

potential to become top athletes provided that they experience quality coaching throughout that period (see Diagram 3-6).

Not all players have the potential to become elite players. The American Development Model recognizes this by offering two levels of content from the Train to Train stage forward. The high performance content is aimed at those players who have been identified and who choose to attempt to be potential elite performers, while the standard content offers a reduced level of commitment more appropriate to the majority of players who will form the basis of club teams of the future. The split between the levels of content at the early part of the Train to Train stage are relatively small as it is deemed to be such an important stage in developing a broader base of potential elite players. However, the differentiation between hockey and other sports may necessitate the divergence at this stage. It is important to note that research suggests that there can be numerous players who follow the standard track through the Train to Train and into the Train to Compete stages who will have the potential to become elite performers. This is especially true if they have a diverse sports movement background through playing multiple sports during the FUNdamental and Learn to Train stages.

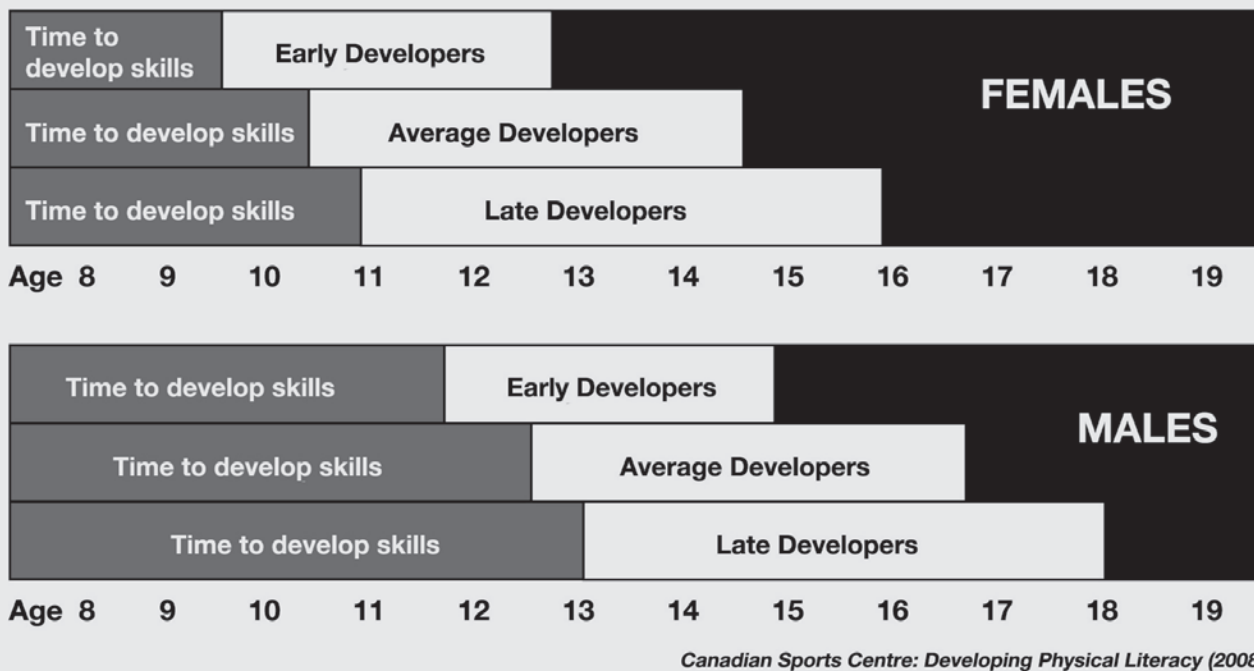


Diagram 3-6. Training age.

# REVIEW: *American Development Model*

## Periodization

Periodization is the practice of segmenting the calendar year into appropriate time intervals for preparation, competition and rest and recovery. Athletes at different stages of their development require different training plans to optimize their development through their growth and maturation. The science behind periodization has been used on the international stage with great success in many, many sports. Unfortunately, sometimes a sport's traditions are placed in front of the athlete's needs when planning a periodization schedule. This has an impact on maximizing the player's development.

## The Great One's Message to Parents: Let Your Kids Have Fun

"In youth hockey, in most cases, it's really important for kids to play other sports, whether it's indoor lacrosse or soccer or baseball. I think what that does is two things. One, each sport helps the other sport. And then I think taking time off in the off-season - that three or four month window really rejuvenates kids so when they come back at the end of August, they're more excited. They think, 'All right, hockey's back, I'm ready to go.'" — Wayne Gretzky.

Gretzky was a multi-sport athlete himself growing up, as he also excelled in baseball and lacrosse, quoted from "Great One's Message to Parents: Let Your Kids Have Fun" (*Globe and Mail*, 9/26/2008 - Eric Duhatschek).

## Training to Competition Ratios

Through a child's growth and maturation, the athletic development model needs change through different stages. The appropriate training-to-competition ratios need to be adhered to in order to maximize a player's time and potential. When a heavy emphasis is placed on competition at an early age, two situations occur. First, ice time is directed toward games, which reduces the amount of quality deliberate practice time. And second, the focus becomes more outcome based (winning) and less process driven (learning the game). There are all kinds of arguments put forth as to why we must allow the imbalance in our training-to-competition ratios to continue, and certainly the one-to-one ratio has its place within the recreational Hockey for Life track. However, for our Tier I, Tier II and high performance players that are part of our elite development path, the correct ratios must be adhered to at the appropriate ages.

## System Alignment

The framework for long-term athlete development is influenced by many factors. We have clubs, schools and ice arena facilities all with varying interests. To maximize a player's development needs, it is important those entities work together and become mutually supportive as each has its part to play in advancing our game. Players will best develop in a system that is clearly defined, logically structured and based upon consistent principles. We need a structure that is athlete centered and looks at the individual player's development.

In a team sport, it is appropriate to look at the collective whole and to provide the direction and lessons that only a team sport can provide. However, we must always consider that each individual is at a different point through the stages of his or her development (early maturer or late maturer, for example). The goal is to define our sports system with a pathway that addresses the needs of each individual and maximizes their development as they progress through our system. The LTAD principles show us that at the earlier ages, both the Hockey for Life group and the ones that end up as high-performance player, should initially be held to the same pathway. Our current sport system mistakenly allows for the separation of the perceived Hockey for Life group and the perceived high-performance group before any reliable determination can possibly be made. To maximize each player's potential, we need the major parties to re-evaluate current practices and base new practices on current legitimate research instead of commonly held beliefs in sports myths and the old "that's the way it has always been done" attitude.

## Physical, Mental, Cognitive and Emotional Development

Training should consider the mental, cognitive and emotional development of the athlete, in addition to the physical, technical and tactical (including decision making skills) components of development.

A major objective of LTAD is a holistic approach. This includes ethics, fair play and character building through the various stages. Programming should be designed to consider the athlete's cognitive ability to address these concepts.

# REVIEW: American Development Model

## Continuous Improvement

Continuous improvement is a key underlying principle of long-term athlete development. This ensures that we are always evaluating our sport and are readily able to respond and implement new sports science innovations and observations. LTAD provides a continuously evolving vehicle for change for all emerging facets of physical education, sport and recreation to ensure systematic and logical delivery of programs to all ages.

## Long-Term Goals for USA Hockey and the ADM

USA Hockey has a core goal to grow the game of ice hockey within the United States. We believe that the ADM will provide a pathway to excellence for those who have the ability, as well as a greater overall hockey experience for all of our players. The LTAD principles on which our model is founded address the core needs of all of our players.

Along with the National Hockey League, USA Hockey has the mutual goal of seeing more American players compete at the highest level of the game.

## LTAD Stages for the American Development Model

See the individual LTAD stages of development for specifics to the American Development Model.

- Active Start
- FUNdamentals
- Learn to Train
- Train to Train
- Learn to Compete
- Train to Compete
- Train to Win
- Hockey for Life

**Special acknowledgement goes to LTAD expert, Istvan Balyi and Canadian Sport For Life. The two have been the principal developers of LTAD.**

## LTAD Expert Group:

1. **Istvan Balyi, M.A.**, Pacific Sport Canadian Sport Centre Vancouver
2. **Charles Cardinal, M.Sc en Activité Physique**, Canadian Sport Centre, Montreal
3. **Colin Higgs, Ph.D.**, Memorial University of Newfoundland
4. **Steve Norris, Ph.D.**, Canadian Sport Centre, Calgary
5. **Richard Way, MBA**, Pacific Sport Canadian Sport Centre Victoria
6. **Mary Bluehardt, Ph.D.**, Memorial University of Newfoundland

## LEARN MORE

Click on the following link(s) for more information on the topics covered in this chapter. (*Internet access is required*).

- [www.admkids.com](http://www.admkids.com)

# Chapter 4

## Growth and Development

### OBJECTIVES

- To describe and understand the four main areas of development
- To recognize that there are differences in the levels of physical, mental, social and emotional development between and within players
- To identify the key characteristics of the four growth and development stages of athletes
- To develop guidelines to meet the players' needs during the four developmental stages

### INTRODUCTION

Having a positive and effective relationship with your players is necessary to ensure that they receive the most from their hockey participation. Understanding your players' levels of physical, mental, social and emotional development, then designing guidelines to meet your athletes' developmental needs, will help to establish a satisfying relationship with your players.

Upon completion of this chapter, you will be better prepared to:

- describe and understand the four main areas of development:
  - physical
  - mental
  - social
  - emotional
- recognize that there are differences in the levels of physical, mental, social and emotional development between and within players
- identify the key characteristics of the four growth and development states of athletes:
  - pre-adolescence
  - early adolescence
  - middle adolescence

– late adolescence

- develop guidelines to meet the players' needs during the four developmental stages

### AREAS OF DEVELOPMENT

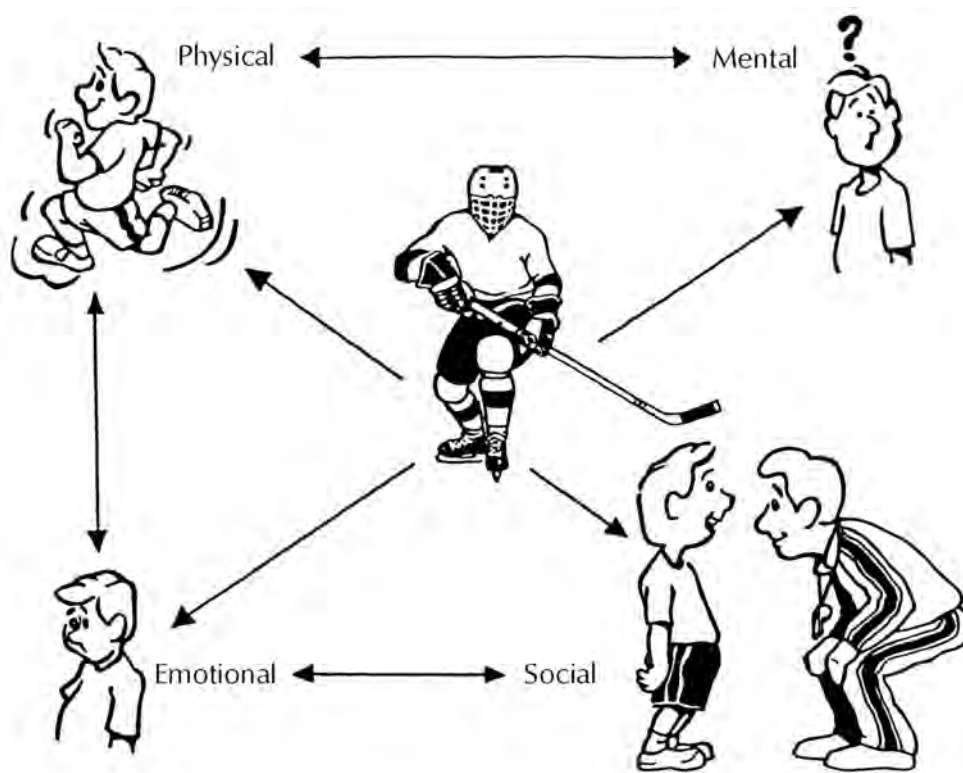
To understand the growth and development of a young hockey player, it is helpful to understand the four main areas of development:

- **Physical:** height, strength, and weight
- **Mental:** thinking and understanding
- **Social:** interacting with others
- **Emotional:** feelings and attitudes

As is illustrated in Figure 4-1, the overall development of each player is influenced by a constant interaction between the four areas of development.

#### What is physical development?

Physical development describes the changes that take place in the physiological makeup of an individual. Physical development is measured by such factors as height, weight, body build, strength, endurance, flexibility, rate of physical maturation,



**Figure 4-1.** Schematic illustration of the interaction between the four main areas of development.

motor skill coordination (eye-hand, eye-foot), physical health and body composition.

### What is Mental Development?

Mental development consists of memory, perception, language, information processing and thought processing, which influence decision-making and the understanding of the rules of play and team concepts.

### What is Social Development?

Social development refers to the ability to interact effectively and get along with others. Appropriate social behavior consists of being able to get along with teammates, coaches and parents, as well as showing respect for team and league rules. In a team sport such as hockey, athletes must understand their roles on the team.

### What is Emotional Development?

Emotional development is part of a person's personality development. It refers to the ability to express and control one's emotions. For example,

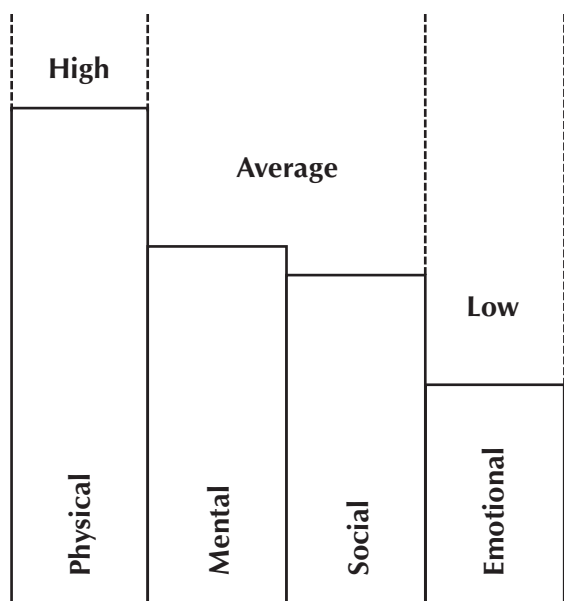
before a big game it is important for players to control their level of anxiety or nervousness. Also, in frustrating situations, such as after an unintentional penalty or rough play by the opposition, it is important for players to keep their cool and display disciplined behavior.

### DIFFERENCES IN DEVELOPMENT

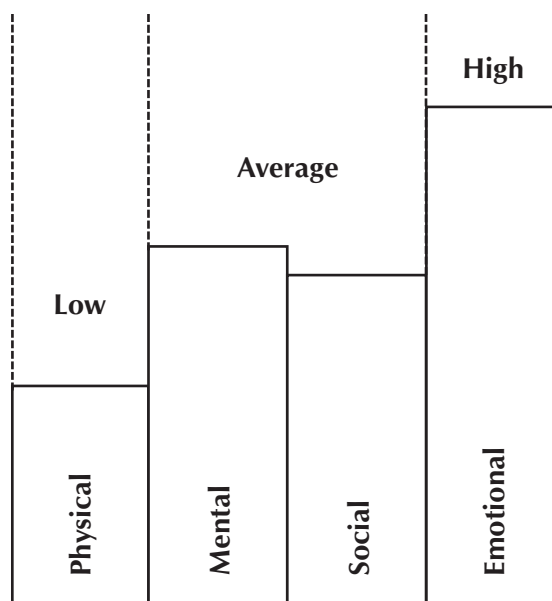
It is important to remember that even though the four main areas of development are highly interrelated, there may be different rates of development in each of these areas for each player.

As a result:

- There may be substantial differences between athletes in terms of the levels of their physical, mental, social and emotional development.
- There may be differences within athletes in terms of the levels of their physical, mental, social and emotional development.
- It may be useful for coaches to create developmental profiles for each player.



**Example 4-1.** *Player A (male).*



**Example 4-2.** *Player B (female).*

Each athlete is unique, therefore, each grows and matures at a different rate. The above two examples highlight differences between and within players in terms of their stages of development in each area.

For Player A, we can see that his level of physical development is more advanced than his levels of mental, social and emotional development. The behavioral implications of this developmental profile may be the following:

- This athlete will be bigger and stronger than most of his teammates and he may possess excellent hockey skills.
- Due to the lag in the level of mental development, this athlete may tend to play as an individual without regard for the team strategy that the coach is trying to implement.
- Teammates may begin to reject this player because he is a “puck hog.” He may become a “loner” and his social development may suffer as a result.
- The lack of emotional maturity may cause this player to become easily frustrated when things do not go well. He may exhibit emotional outbursts, such as temper

tantrums or arguments with teammates or coaches. During early adolescence, these tantrums may result from frustration and are typical of low emotional maturity.

For Player B, we can see that her level of physical development is not as far advanced as her levels of mental, social and emotional development. The behavioral implications of such a developmental profile may be the following:

- This player will be smaller and physically weaker than many of her teammates. However, she may possess excellent timing and coordination.
- This athlete’s level of mental or intellectual development will enable her to grasp quickly the concepts of her team’s offensive and defensive strategies.
- The level of social development may lead to this player being very popular with her teammates.
- This athlete’s advanced level of emotional maturity will help her to control her emotions and thereby allow her to refrain from undesirable actions such as taking unnecessary retaliation penalties.

## STAGES OF GROWTH AND DEVELOPMENT

The growth and development stages of athletes can be grouped into four categories:

- Pre-Adolescence (up to 11 years)
- Early Adolescence (11-13 years)
- Middle Adolescence (14-16 years)
- Late Adolescence (17-19 years)

By identifying and understanding the primary characteristics of each of these developmental stages, you will be better able to meet the needs of your athletes.

### PRE-ADOLESCENCE (UP TO 11 YEARS)

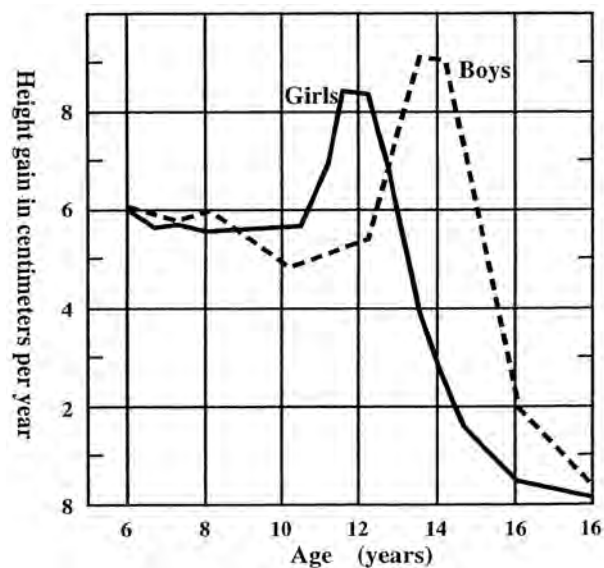
#### Key Features

- This period differs slightly between males and females, as females tend to mature more quickly than males, thus reaching adolescence at an earlier age.
- Significant changes occur in body structure, perceptual motor learning skills and character development.
- As pre-adolescence is the most formative period, coaches should pay special attention to the needs of the athletes in this category.

### EARLY ADOLESCENCE (11–13 YEARS)

#### Key Features

- There is a rapid growth spurt that occurs earlier for females than for males (see Figure 4-2).



**Figure 4-2.** Velocity or rate of physical growth (rate of growth refers to increments in height from year to year). (Tanner, J.M. *Growth at Adolescence*. Oxford: Blackwell Scientific Publications, 1962).

- The growth spurt may have a negative effect of the athlete’s motor development, leading to awkwardness and a loss of fine motor skill coordination.
- The early adolescent may experience difficulties in learning new skills that require timing and coordination. For example, the player may have difficulty in giving a soft accurate pass, receiving a pass, or executing a snap pass.
- A rapid growth spurt may cause a lack of upper leg strength (quadriceps). This may negatively affect the skating stride if the player is unable to carry his or her weight on the front leg in a flexed bent-knee position. To compensate for this, a player may skate in an upright position and exhibit a skating stride characterized by a high “heel kick” instead of a full leg extension.





**Figure 4-3.** *Flexed bent-knee position.*

- Due to the rapid growth spurt, early adolescents become more aware of their physique through self-appraisal and appraisal received from others. They develop body images that in turn influence their self-images.
- Athletes develop the ability to reason and think in a logical manner. However, their attention is focused on the present with little thought of future and long-term goals.
- Mood fluctuations and emotional outbursts in short duration are typical behaviors of early adolescents. Thus, tears may be seen after losing an important game. However, shortly after leaving the arena the athletes may be seen laughing and enjoying themselves, having apparently forgotten all about the loss.
- Frustration may be seen if the player has difficulty learning a new skill which teammates already have acquired (e.g., use of an outside edge for stopping). Fear of failure creates anxiety and the inability to perform a skill that others are performing causes frustration.

### **Coaching Implications**

Empathize with your athletes. Put yourself in their place and view events from the players' points of view.

- Remember that your actions and comments have a significant influence on the psycho-social development of these young athletes.
- Use positive reinforcement and demonstrate appropriate behavior (e.g., good sportsmanship).

- Do not “fly off the handle” if a player displays an inappropriate behavior out of frustration. Try to understand that the athlete is passing through a stage of rapid physical and psychological development. Certain outbursts due to frustration should be expected.
- Provide clear and meaningful explanations of your decisions, as early adolescents are developing the ability to reason and may question certain requests.
- Goal-setting should be limited primarily to short-term goals (e.g., learning to stop or to turn).
- Players in the early adolescent period will respond well if they are given some responsibility and the opportunity to participate in goal-setting.

## **MIDDLE ADOLESCENCE (14–16 YEARS)**

### **Key Features**

- The rate of physical growth is much less dramatic than in early adolescence.
- Body systems are beginning to mature and the athletes are acquiring greater strength, endurance, and coordination.
- A player's thought process is more sophisticated. The middle adolescent is able to think in both an abstract and an analytical manner.
- Middle adolescents become more willing to understand and even accept another individual's point of view.
- Athletes become more aware of their physical potential and limitations.
- Players pass through a period of self-analysis, which may lead to self criticism and self-doubt. As a result, many 14, 15 and 16-year-olds drop out of hockey.
- This period is difficult for young athletes, as the heightened awareness of the gap between “who they are” (real selves) and “who they would like to be” (ideal selves) may cause feelings of frustration and failure.
- Middle adolescence is also marked by the desire to experience new life events (e.g., drugs, alcohol, cars, other sports, choosing close friends, establishing meaningful relationships).

- Conflicts with authority figures, (e.g. coaches, referees, and parents) may occur during this period.
- Actions and comments of coaches, parents and significant others can have a major influence on the types of attitudes, values and dispositions athletes acquire with respect to these individuals and sport in general.

### Coaching Implications

Since middle adolescents are passing through a period of self-analysis, you can be helpful by attentively listening to each player's concerns.

- Regular informal conversations with athletes should be used to help identify realistic future goals and the means to attain them. In so doing, athletes become more aware of their "real" selves. This avoids problems that can arise due to an "ideal" self conceptualization.
- Be aware of the social influences on your athletes (e.g., drugs and alcohol).
- Provide players with more detailed explanations and rationales when teaching skills, tactics and systems.

### LATE ADOLESCENCE (17–19 YEARS)

#### Key Features

- Except for the late maturers, there is limited physical growth.
- Strength and endurance will increase significantly for athletes who follow intensive training programs.
- The late adolescent spends a lot of time establishing a value system with norms, values and beliefs by which they intend to live by.
- The athlete's personality is now quite firmly developed and a strong feeling of independence exists.
- In the players' attempts to fulfill their needs for independence, certain confrontations may occur with significant others (e.g., parents, coaches and teachers).

### Coaching Implications

- Recognize the importance of your athletes' needs for independence and personal responsibility.
- As some athletes become heavily involved in weight training programs to increase their strength, you should remind them of the importance of flexibility exercises. Also, reinforce the need for a thorough nutritional plan.
- Ask players to run part of the practice sessions, participate in establishing team policies and, in general, experience various types of independent and responsible activities.
- Ensure that all players understand the significant roles they play on the team.
- For late adolescents, you can become a respected counselor who assists the athletes in establishing their value systems.
- Work together with your players to develop challenging goals that can be achieved through highly specialized training programs.

### SUMMARY

The goal is to establish an effective coach-athlete relationship and to maximize satisfaction for each player. To do so, coaches must take into consideration the level of each athlete's physical, mental, social and emotional development. Always remember these four important points:

- Each athlete is unique and, therefore, each will mature at a different rate.
- For each athlete, the four areas of development will mature at different rates.
- Each player is an adolescent first and an athlete second.
- Design guidelines to meet the developmental needs of your players.

#### LEARN MORE

Click on the following link(s) for more information on the topics covered in this chapter. (*Internet access is required*).

- [www.admkids.com](http://www.admkids.com)

# Section 3

# Team Play



# Chapter 5

## Offensive Concepts

### OBJECTIVES

- To create options of attacking the blueline
- To provide options of attacking the net
- To provide basic principles of cycling
- To introduce the power play

### INTRODUCTION

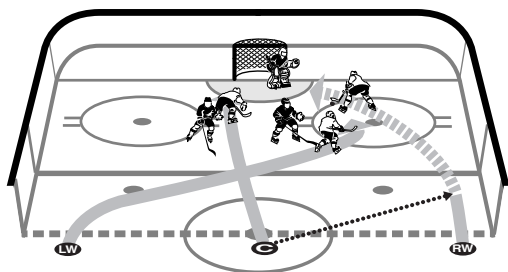
In this chapter, we will identify the key offensive concepts to assist in the development of team and individual offensive play.

### SEEDS OF CREATION

Drills to plan ideas for hockey designs:

#### Offensive Concepts

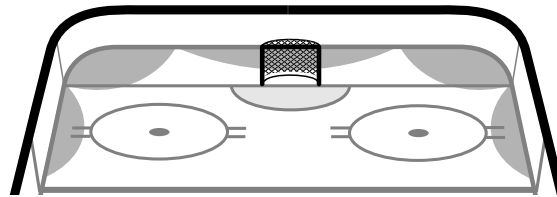
1. Shooting angles: accuracy, quickness, one touch, moving
2. Open ice: one-on-zero, one-on-one, two-on-one, two-on-two, two-on-two splits, speed, shoot, rebound, tip, picks, criss-cross, drop, give-and-go
3. Red line technique with resistance and looking for support



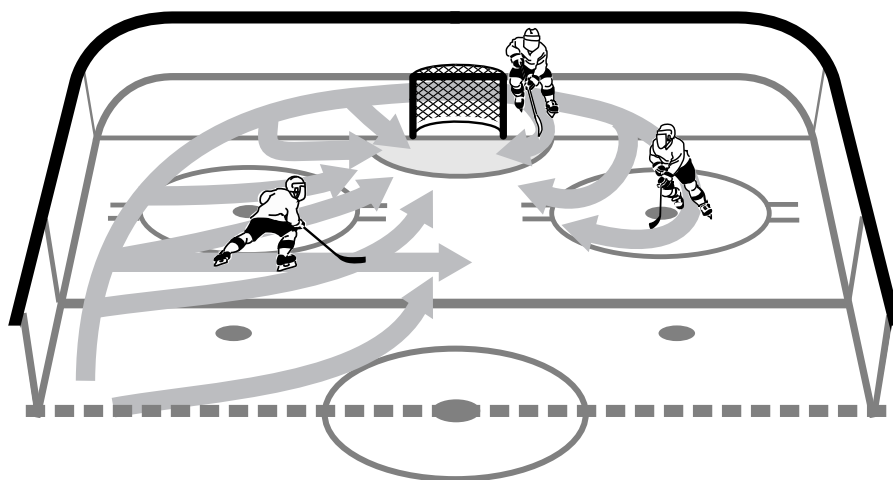
- drive skate
  - center trailer - off wing to post
  - off wing trailer - center through to off post
  - center drops 10 feet, wings move inside to center
  - backpass from outside to top of circle
  - backboard pass to trailer
  - stop-and-go, pass or shoot, fake shot and pass
  - splits
  - Gretzky across
  - escapes high and low
  - corner play - straight give-and-go
  - corner play - straight switch give-and-go
  - ring around, walkout or King of Prussia
  - puck carriers should be taught to skate away from defenders, not right at them
4. Offensive movement with defensive interplay
    - blocking
    - center ice shooting
    - pass out, defenseman shoots
    - pass out, pass across, shoot, tip
    - pass out, pass across, pass back across, shoot, tip

- pass out, pass back three-step laterally, then down to top of circle and shoot off pass
- come around top of circle with hesitation
- Wisconsin Z
- Montreal Picks, pass to off defense

#### 5. Cycling with rotation to the open areas



Some call them the quiet zones. Others call them the dead zones. But, in these zones is where you cycle.

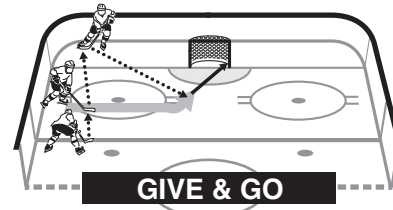
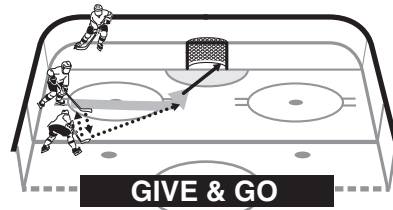
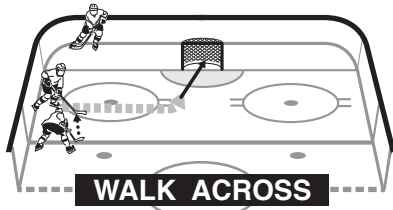
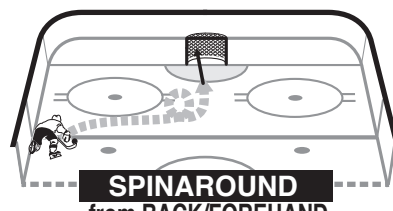
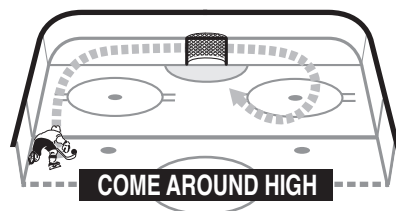
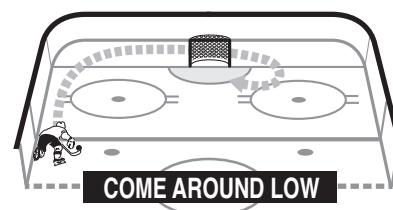
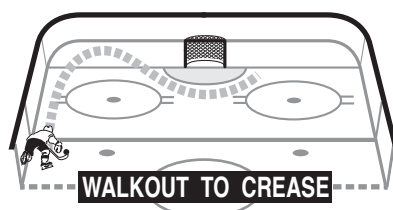
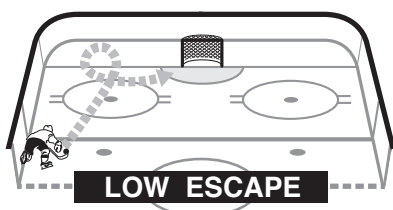
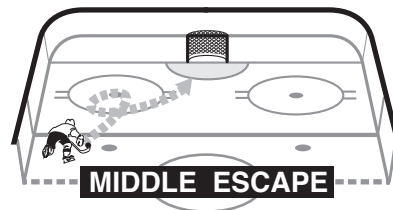
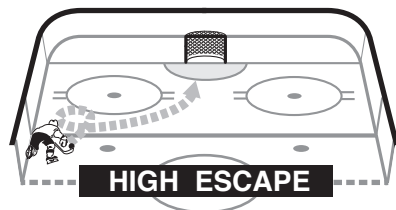
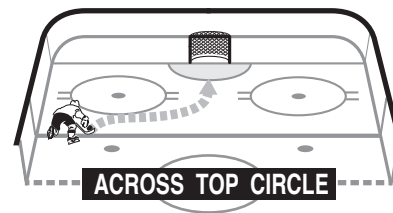
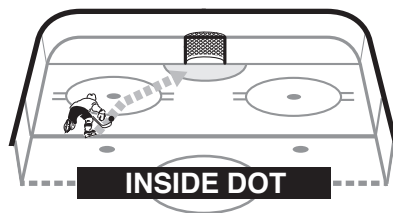
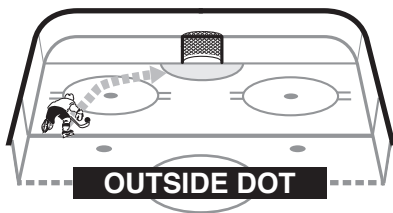


## ANGLES TO THE GOAL

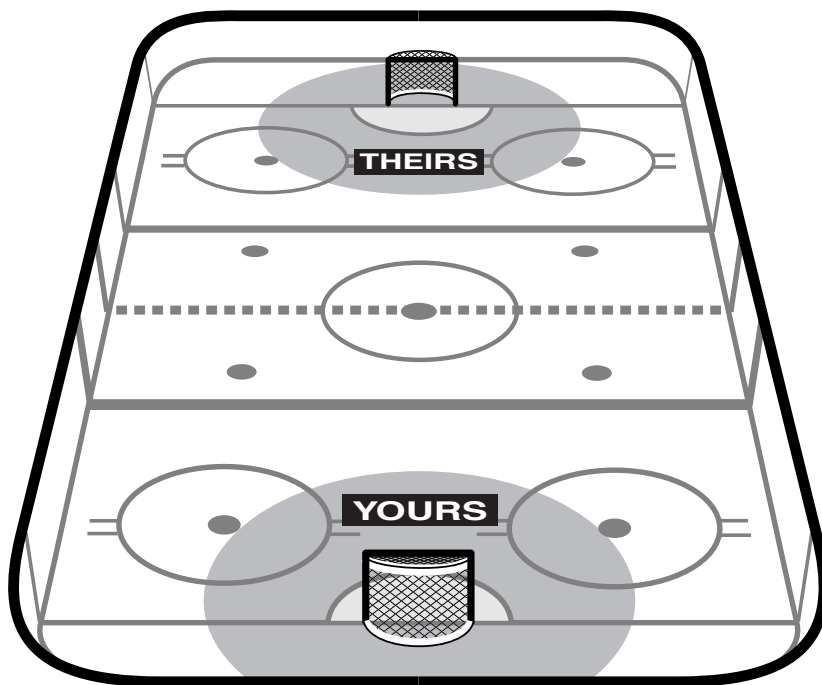
### Shooting Angles – Drive Skate

The number of shots often indicates which team has the intensity. Most teams usually have one or two pure scorers. A pure scorer usually has tunnel vision about going to the net. Get the supporting players thinking more about going to the net by designing shooting drills with different routes to the net and spending more time at shooting. The player who usually gets, and is happy with, five goals in 20 games, will get seven or eight goals.

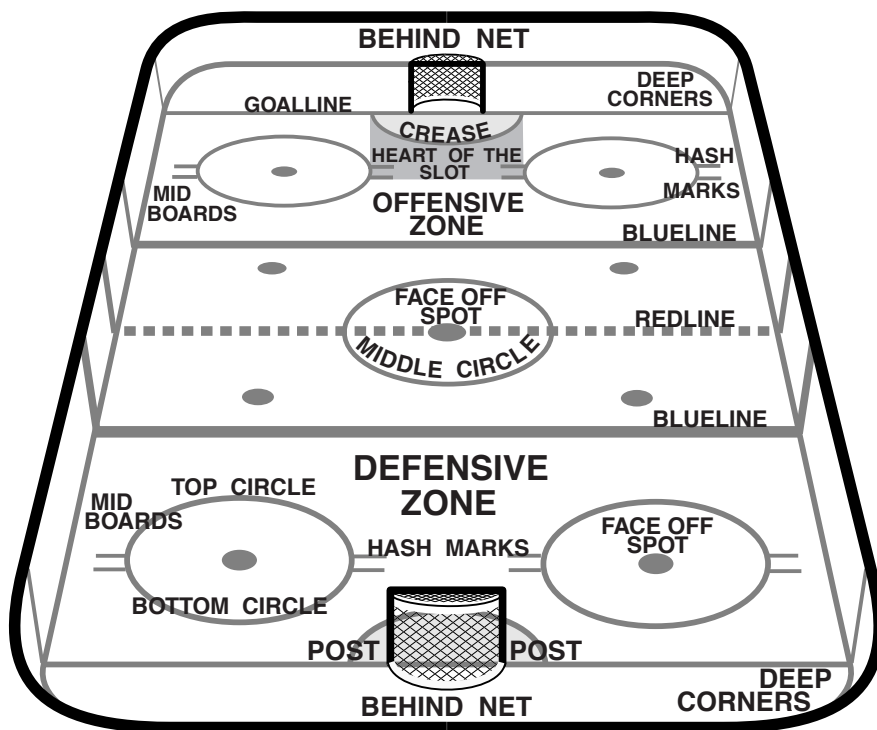
IT IS AMAZING WHAT CAN HAPPEN WHEN YOU PUT THE PUCK ON THE NET!



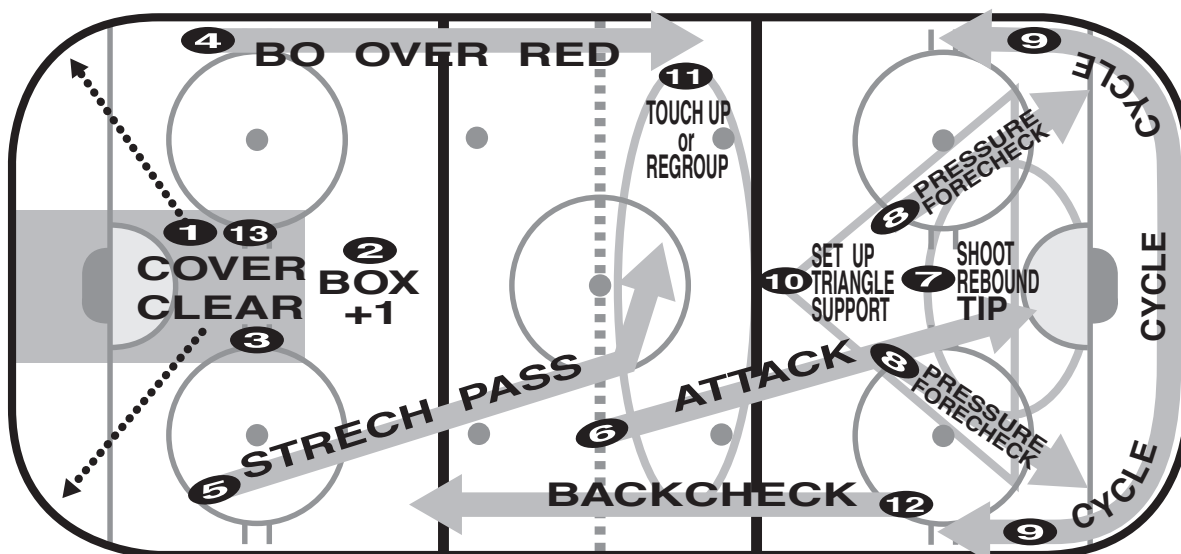
**UNDERSTAND THE RINK!**



**Two most important areas:**  
 in front of your net  
 in front of their net

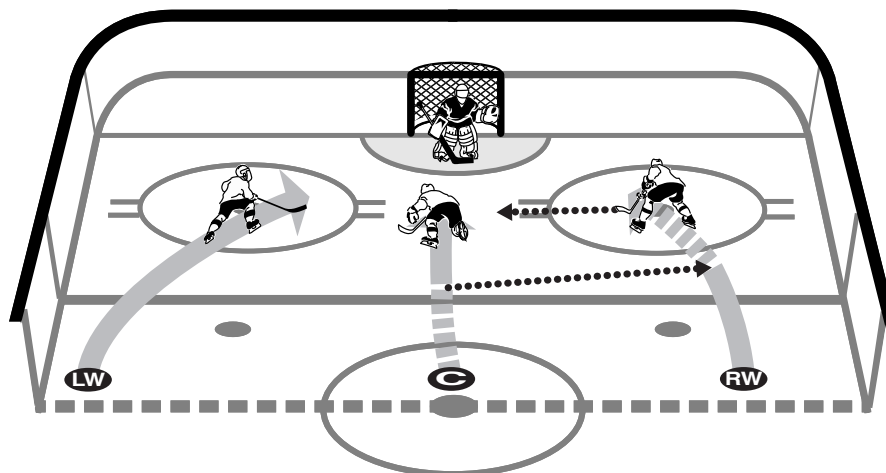


Players must know the rink identity to help their reading and reaction.



- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Cover 8               | 8. Pressure forecheck           |
| 2. Box + One             | 9. Cycle                        |
| 3. Clear 10              | 10. Set up - triangle - support |
| 4. Breakout over Red     | 11. Touch up or regroup         |
| 5. Stretch Pass          | 12. Backcheck                   |
| 6. Attack over Red       | 13. Cover                       |
| 7. Shoot - rebound - tip |                                 |

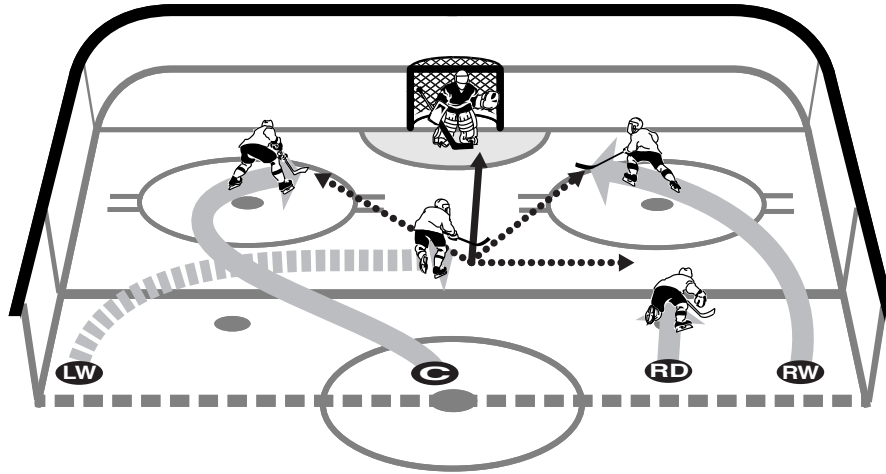
**QUICK PASS - RETURN LATERAL PASS**



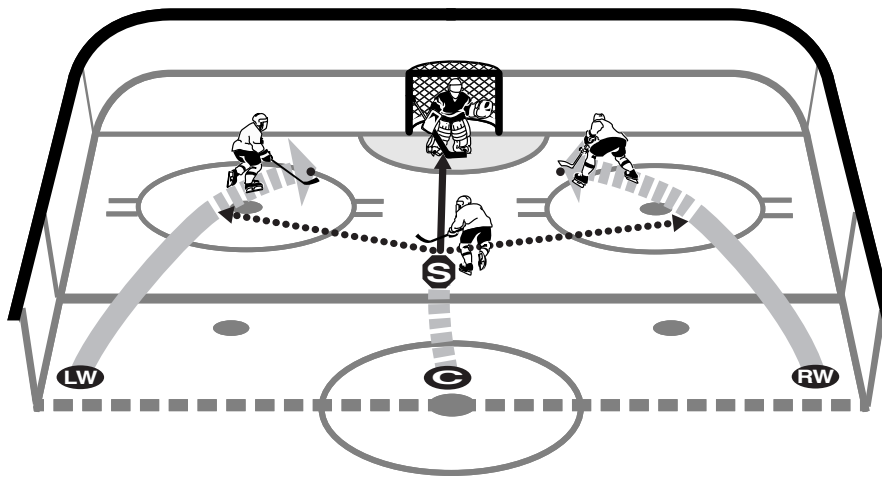
This is very simple, but very effective. The give-and-go can work either with the first pass starting at the wing or the center.



GRETZKY ACROSS

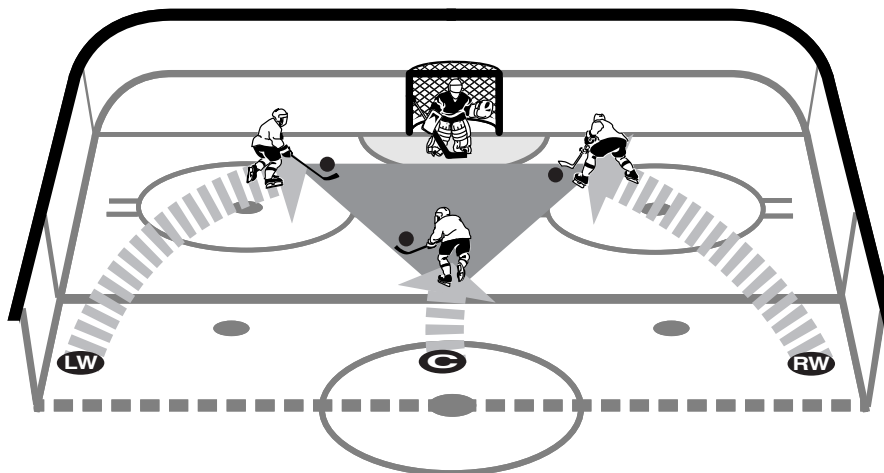


STOP & GO



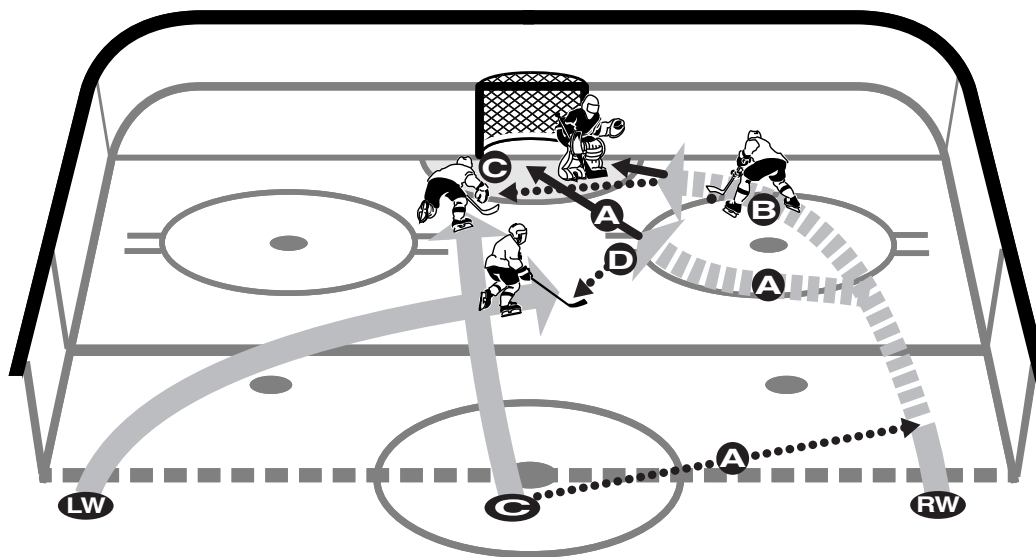
The puck carrier in either situation passes or shoots while the other forwards go for rebound

**GO TO THE NET – KEEP THE TRIANGLE**



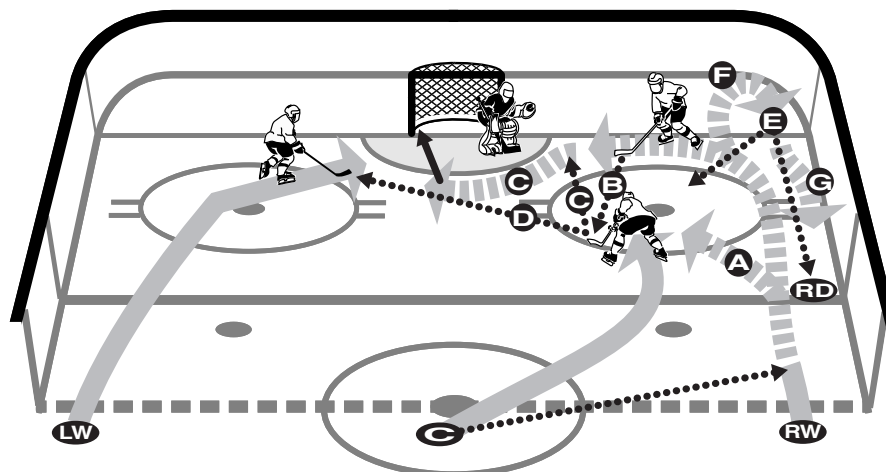
When in doubt, shoot or go to the net.

**OFF-WING TRAILER – CENTER TO THE NET – KEEP THE TRIANGLE**



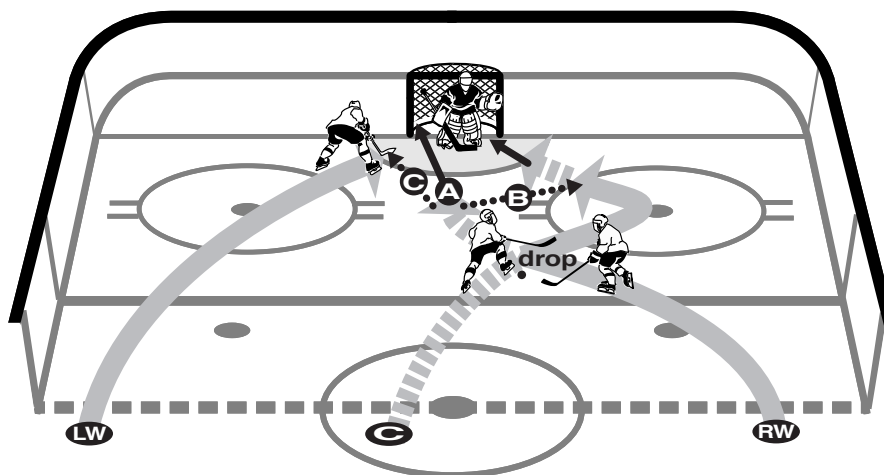
- A. The center passes to the right wing. The center then drives through the middle of the ice to the far post of the goal, while the right wing drives inside of the faceoff circle for a scoring chance.
- B. The right wing drives outside of the faceoff spot and cuts in for a scoring chance.
- C. The right wing drives the circle and passes to the center on the far post.
- D. The right wing drives the circle and passes back to the off-wing, cutting to slot.

## CENTER TRAILER – OFF-WING TO THE NET (with most common options)



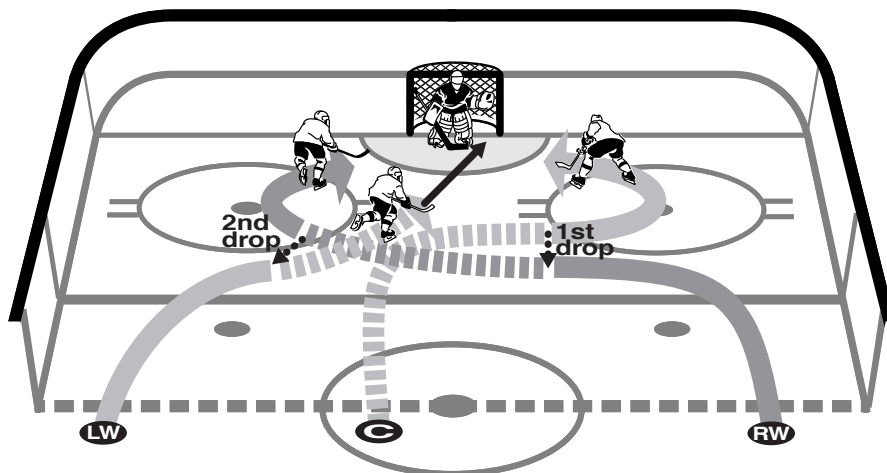
- A. The center passes to the right wing, who attacks to the top of the circle. The center and the left wing go to the net for a rebound.
- B. The center passes to the right wing, who drive skates to the bottom of the circle and passes back to the center trailer.
- C. The center passes to the wing, who drive skates to the bottom of the circle and cuts in to the goal for a scoring chance.
- D. The center trailer passes to the off-wing, who shoots or passes to the other wing.
- E. The wing makes an escape, then passes back to the center or up the boards to a defenseman.
- F. The wing make an escape and walks out to the goal for a scoring chance.
- G. The wing escapes and cycles up the boards, while the center comes down the boards. The center and wing perform a give-and-go and the center shoots while the wing rebounds.

## OUTSIDE-IN DROP – KEEP THE TRIANGLE



- A. The center drop passes to the wing, and the wing shoots with the other forwards going to the net.
- B. The wing with the puck gives a pass back to the center, who cuts across the faceoff circle on a good angle for a scoring chance.
- C. The wing with the puck passes to the off-wing.

## DOUBLE DROP – KEEP THE TRIANGLE

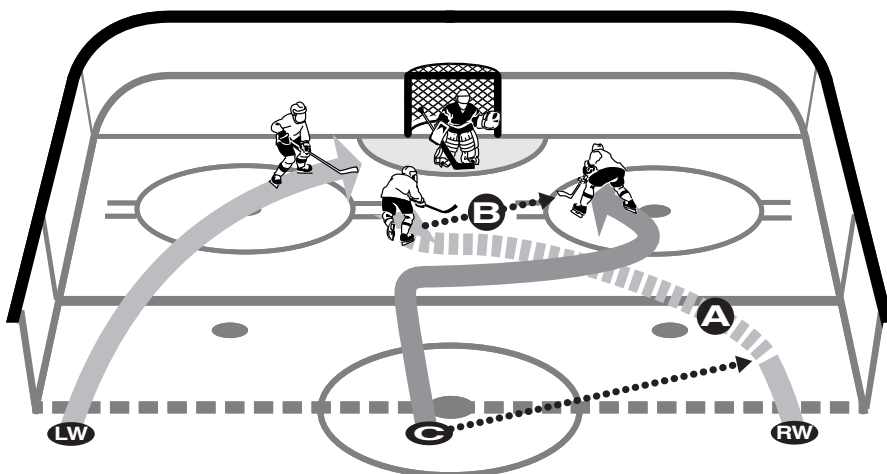


- A. The center drop passes to the right wing. The right wing takes center, then swings in front of the left wing and makes a second drop pass.

On all drop passes, all of the other forwards slow up when he or she sees the puck carrier skating into his or her lane in front of him or her.

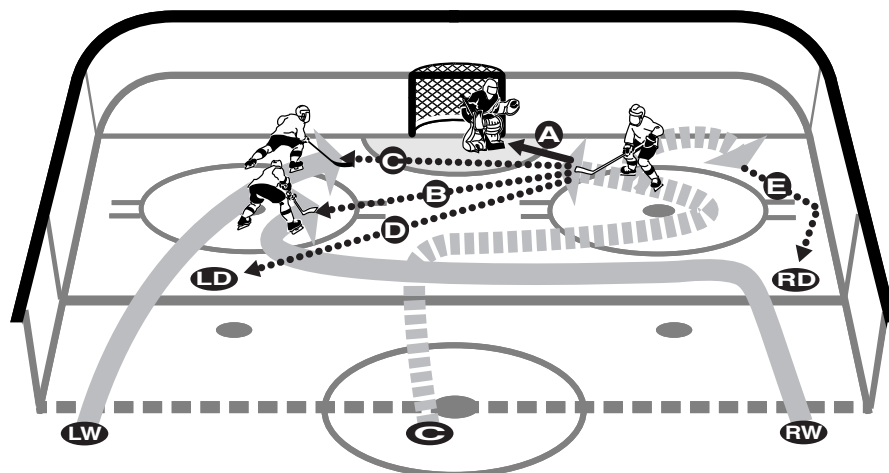
The puck carrier goes first.

## INSIDE-OUTSIDE CRISS CROSS WITH LATERAL PASS



- A. The center passes to the right wing. The right wing cuts into the middle and the center crosses behind the puck carrier to right side.
- B. The right wing, who has become center, passes to the center, who has become the right wing.

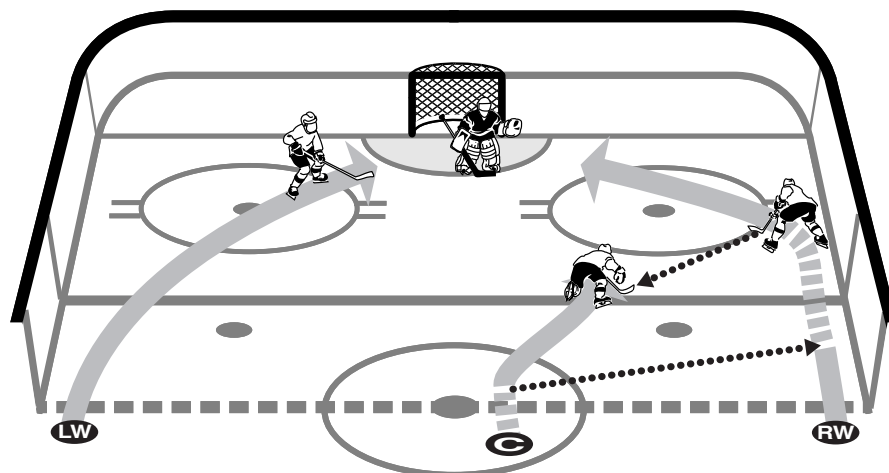
## OUTSIDE-INSIDE CRISS CROSS WITH LATERAL PASS



The center carries the puck into the right side. The right wing crosses behind the center into the middle, while the left wing skates from the left side to the far goal post. The center, who is the puck carrier, has these options:

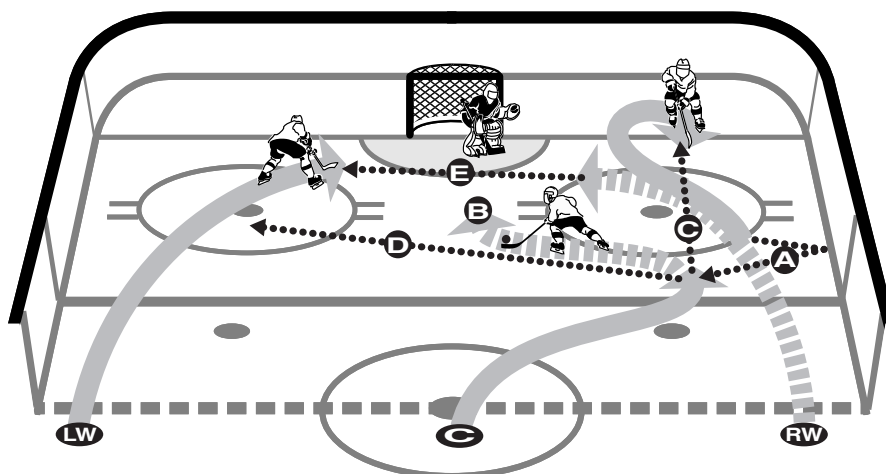
- A. Shoot.
- B. Pass to the right wing, who has crossed to the top of the left circle.
- C. Pass across the goal crease to the left wing.
- D. Pass out to the left defense.
- E. Execute an escape pass up the boards to the right defense.

## DIAGONAL BACK PASS – TOP CIRCLE



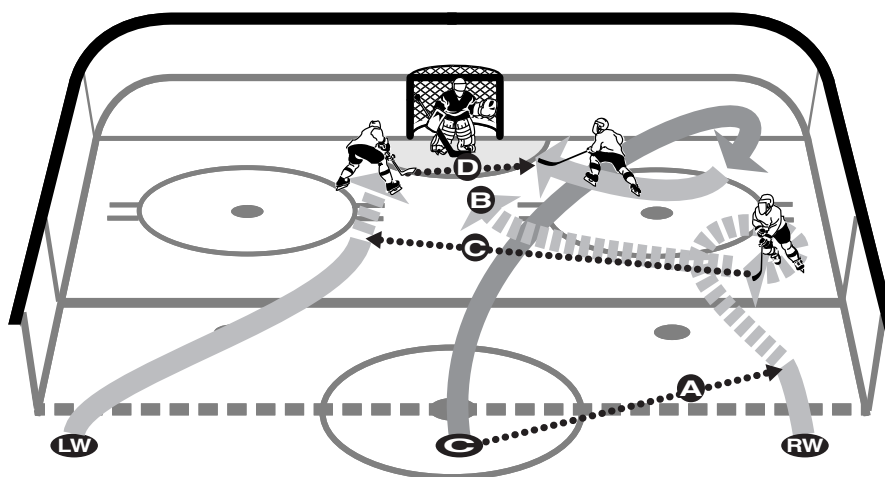
This is another quick series of passes, but it is done at the top and outside of the circle with a back diagonal (not lateral) pass if a defenseman meets the puck carrier at the top of the circle.

## BOARD PASS



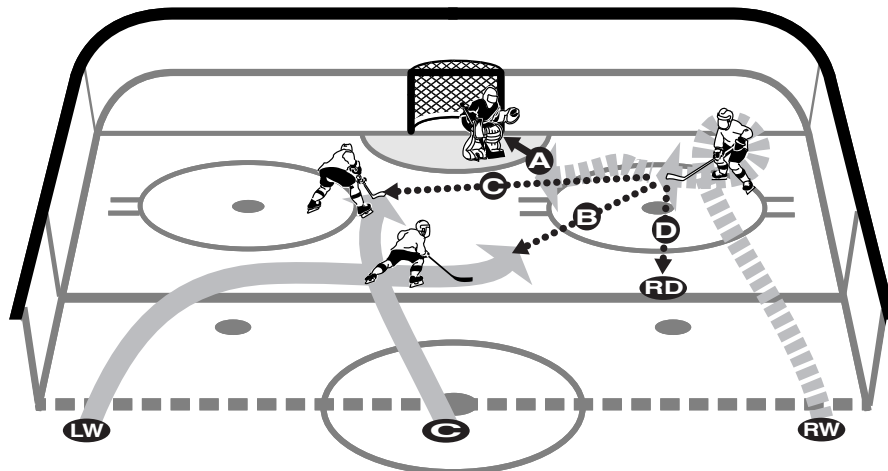
- The right wing drive skates from the board at the top of the circle, then back board passes to the trailing center.
- The center receives the board pass, then cuts in for a shot at the top of the circle.
- The center receives the board pass, then passes back to the right wing who, after making the board pass, skated to the bottom of the circle and executed an escape to be a receiver.
- The center receives the board pass and passes across to the off-wing.
- The right wing drive skates and goal mouth passes to the left wing.

## HIGH ESCAPE



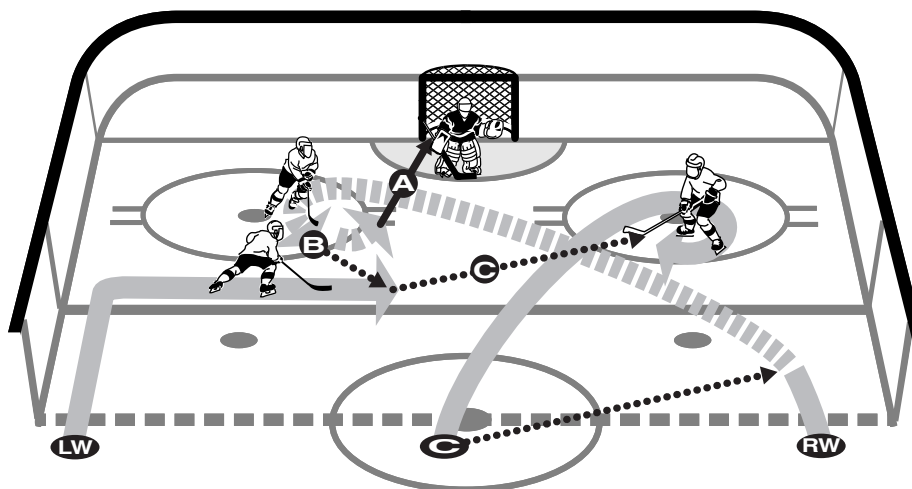
- The center passes to the right wing. The right wing drive skates to the top of the circle and executes an escape.
- The right wing cuts in and shoots.
- The right wing passes across to the left wing.
- The left wing shoots or passes to the center, who executes an escape in the low right corner.

## LOW ESCAPE



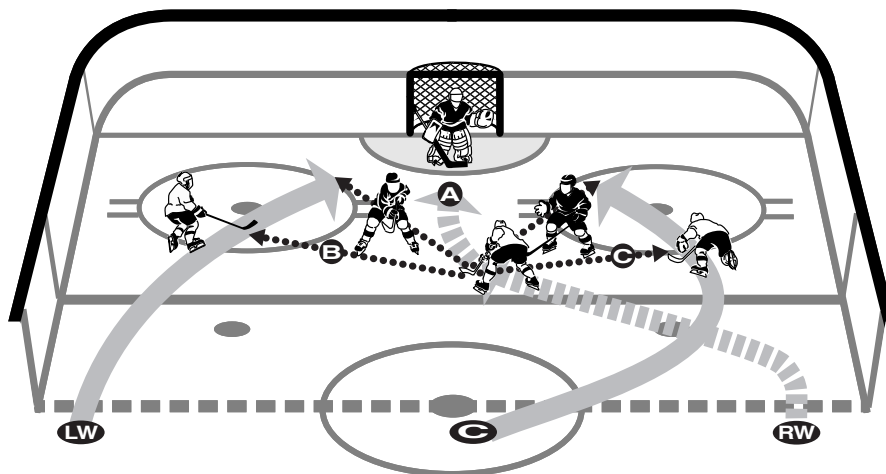
- The right wing drive skates to the bottom of the circle, executes an escape, then cuts in for a shot.
- Pass to the off-wing (left wing) crossing into the high slot.
- Pass to the center driving to the off post of the net.
- Pass to a defenseman.

## DOUBLE ESCAPE



- The center passes to the right wing. The right wing skates across to the far circle, makes an escape and shoots while the others go to net.
- The wing makes an escape and passes to the left wing trailer or defense, who shoots. Others drive to the net.
- The wing trailer passes to the center (who made a double escape) who can do a pass-return-pass with the wing trailer, pass across to the other escaper or go to the net.

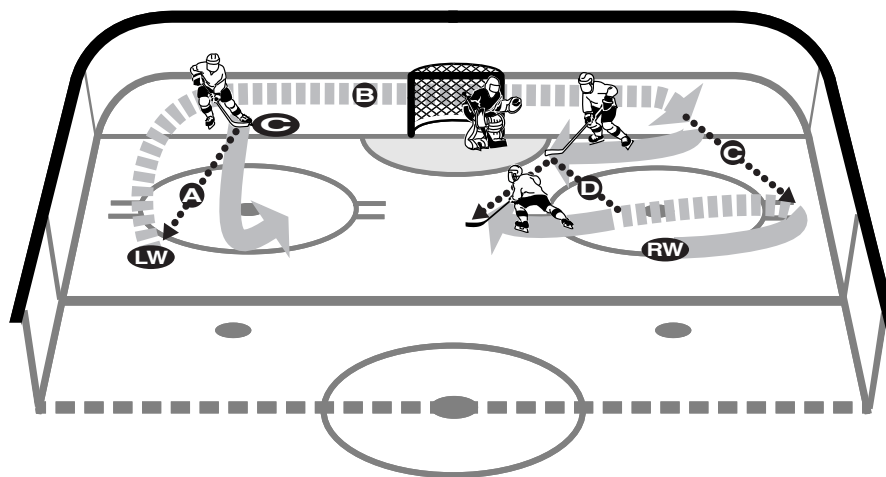
## SPLIT THE DEFENSE



An offensive finesse that can be used if the defensemen are side-by-side at the blue line or 10 feet inside the blue line. The puck carrier skates directly at the off defenseman:

- A. The right wing cuts through the defensemen by splitting them.
- B. Pass outside or inside to the left wing.
- C. Pass inside or outside to the center, who crossed behind and drove to the right alley.

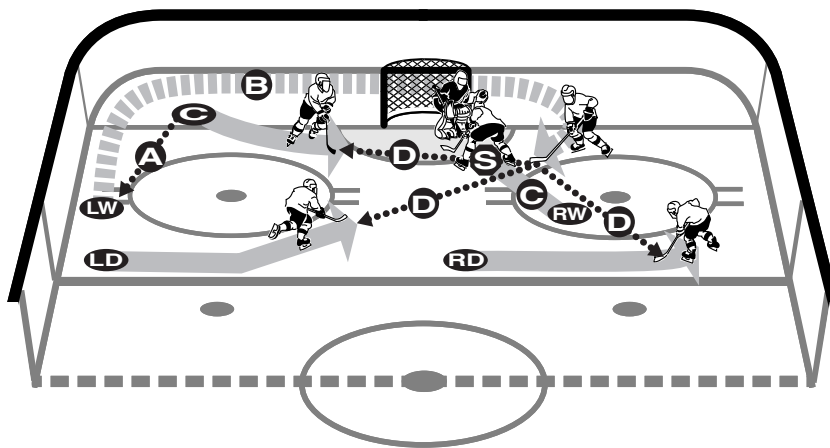
## KING OF PRUSSIA



- A. The center passes up to the left wing, then curls up and around the faceoff dot.
- B. The left wing receives the pass and skates down behind the goal to the right corner.
- C. The left wing passes up to the right wing at the midboard, then moves to the net along the goal line. The right wing takes the pass at the boards and walks out.
- D. The right and left wings work a give-and-go, with the right wing having the option to shoot or pass.

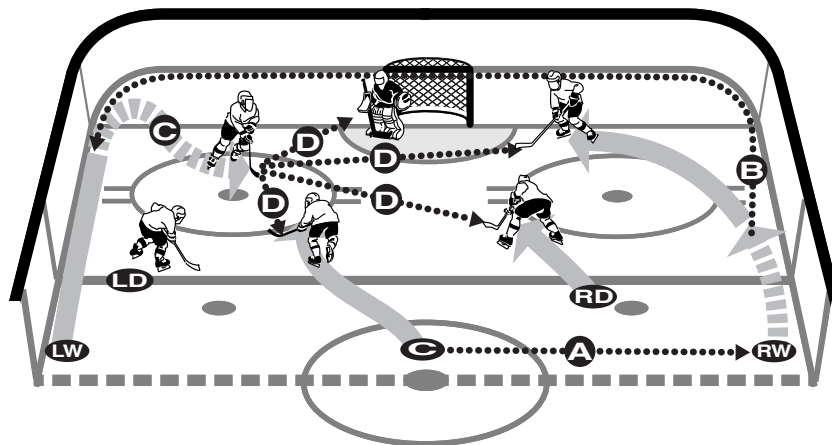


## MONTREAL PICKS



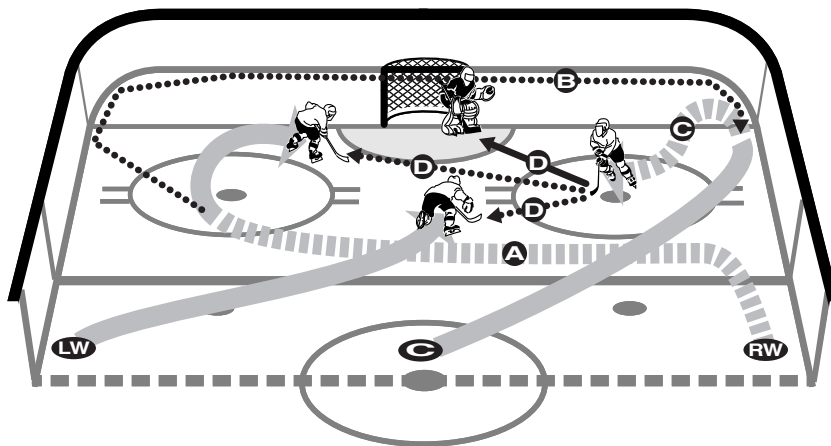
- A. The center has the puck and passes up to the left wing.
- B. The left wing carries the puck down around the net, then walks out from behind the net.
- C. The right wing screens the defenseman and the goalie.
- D. The left wing has the options of: passing to the nearside defenseman, off-side defenseman, center, or taking the puck to the net himself or herself.

## RING AROUND



- A. The center passes to the right wing.
- B. The right wing drive skates to the top of the the circle, then rings the puck around boards
- C. The left wing drive skates, picks up the puck deep in the corner and walks out.
- D. The options are to shoot, pass to the center, across to the defense or pass to the right wing.

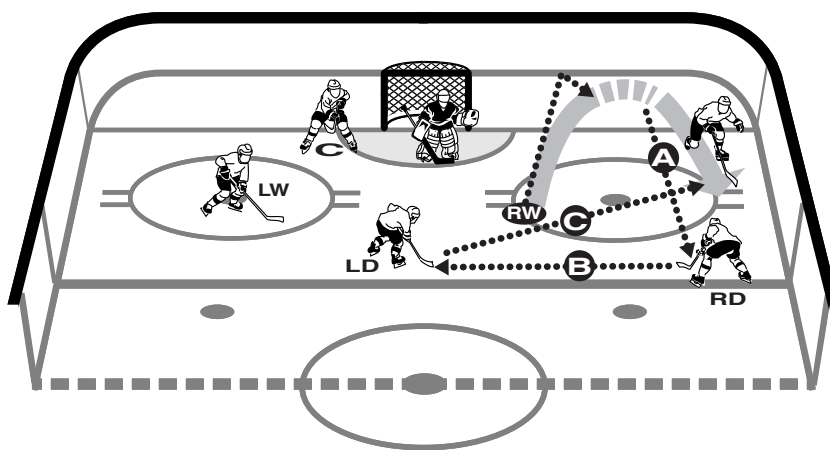
## RING AROUND



- A. The right wing skates across the zone at the top of the circles.
- B. The center, having gone to the right alley, picks up the puck.
- C. From deep in the corner, the center walks out.
- D. The options include taking a shot, passing to the left wing moving into the slot area or passing to the right wing who has moved to the backdoor goal post.

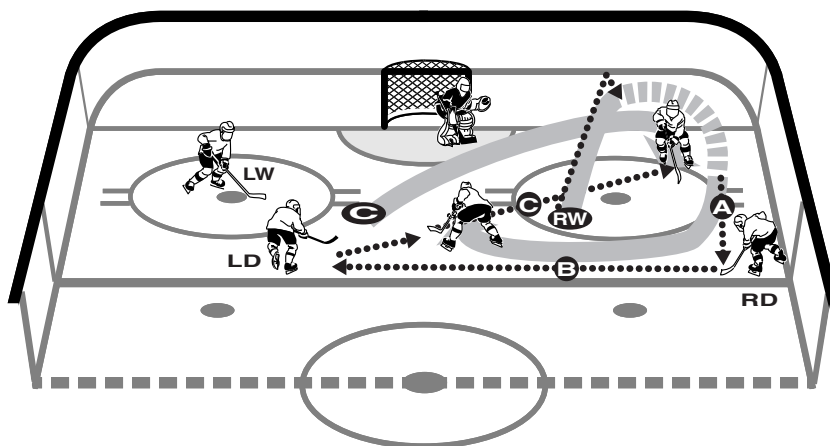
*Move the puck after the ring around – three passes then shoot.*

## LOW - WISCONSIN - "Z"



- A. The right wing shoots the puck, retrieves the puck and passes it out from the deep corner to the right defenseman, then skates up the boards.
- B. The right defense passes across to the left defense.
- C. The left defense passes to the right wing coming up the boards.
- D. The right wing can shoot or pass to the center or left wing.

## MID-BOARD WISCONSIN – “Z”



- A. The right wing shoots the puck, retrieves the puck and passes it out just below the circle to the right defense.
- B. The right defense passes across to left defense, who sends a short pass to the right wing who has skated up the boards and around the top of the circle.
- C. The right wing can then shoot, pass to the left wing or pass to the center.

### CYCLING

1. Creative, fun, entertaining, rink rat hockey
2. Can be taught to semi-skilled or skilled
  - Squirts and up
3. Must have good control of edges both inside and outside
4. Quality execution for their level of:
  - crossovers
  - push-unders
  - control turns
  - escapes
  - mohawks
  - handling puck with eyes up
5. Have conceptual thinking:
  - triangle
  - box or square
  - house
  - umbrella (upside down house)

### RULES OF CYCLING

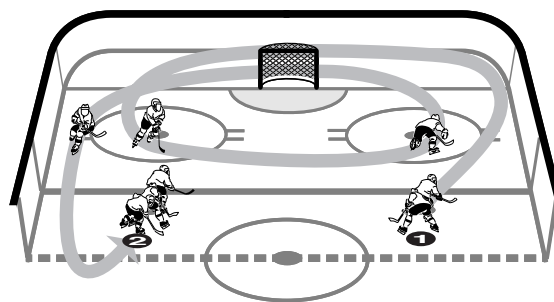
- Use cycling to create openings, shots, rebounds and tips.
- Create time and space.
- Do not get hypnotized by the flow - take the opening when it presents itself.
- Camouflage your tactics.

- Players must be disciplined and go to the net on every chance which you create.
- Keep the triangle.
- Keep your skates moving in a tuck posture. Protect yourself against boards.
- Only two players are below the faceoff dot.
- Bump passes must be angled off the boards to reach the deep corner or ring passes to go behind the net.
- Forwards must read the flow.
- Develop time and space, create openings and go hard to the net.
- The third player is always high.

### Options (see following diagrams)

- Curl Shoot
- Double Curl
- Walkout
- Reverse
- Reverse Ring
- Hi - Low
- Wrap Around
- Drop-Rap
- Wisconsin Z
- Trailer
- Ring Around
- Picks

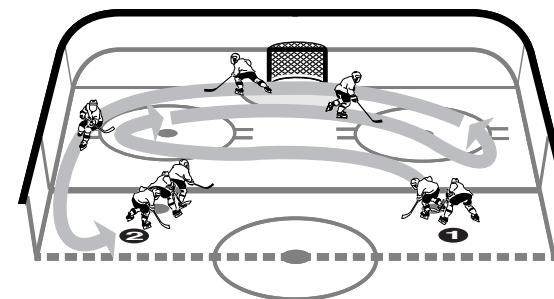
- King of Prussia
- Behind Net
- Pass Out Up Pipe
- Passouts
- Board Passes
- Swedish Yo Yo (A) (B)
- 5-on-0
- 5-on-2
- 5-on-3
- 5-on-4
- 6-on-5



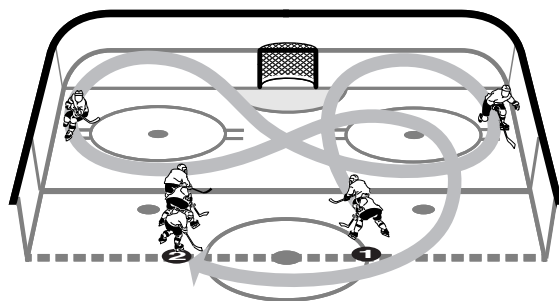
Behind Net - Loop de Loop

**BASIC SKATING USED BEFORE YOU GET INTO CYCLING**

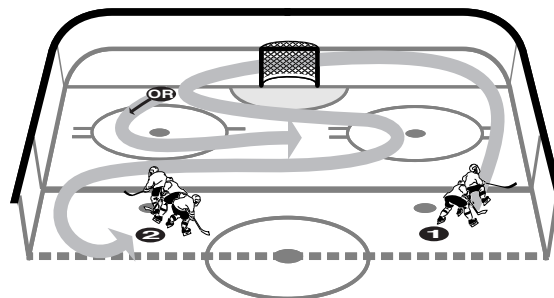
Skate the Cycle - Without the Puck  
Attack Angles Behind the Net



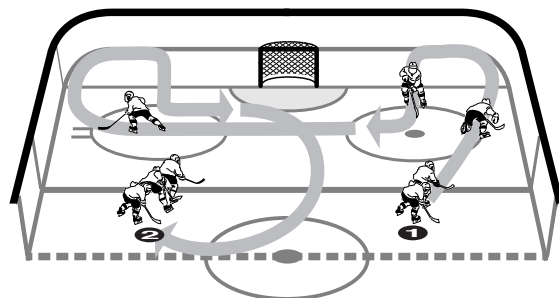
Forecheck Angle Skate



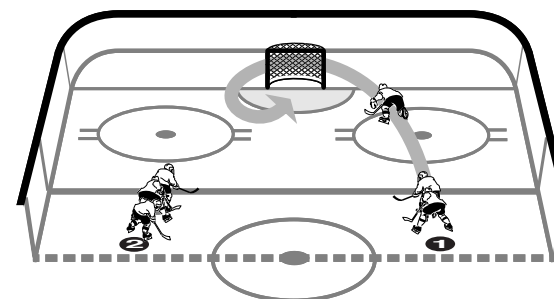
Curl the Circles - Right then Left



Come Around at Bottom of Circle or at Spot



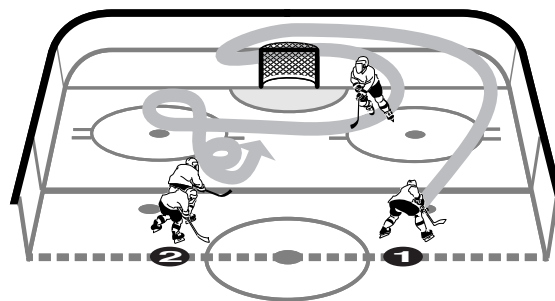
Walkouts



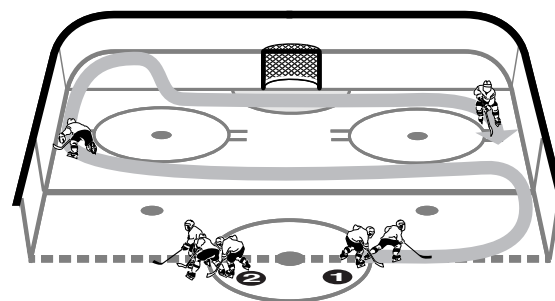
Wrap Around



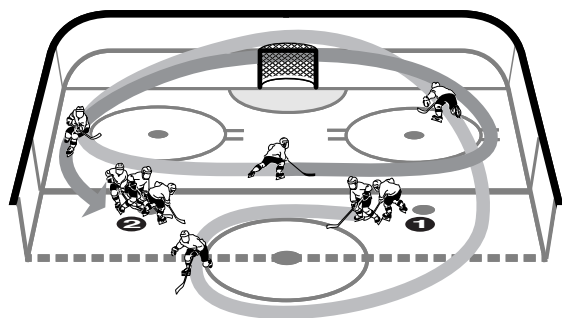
Mohawk Right Angle Skate



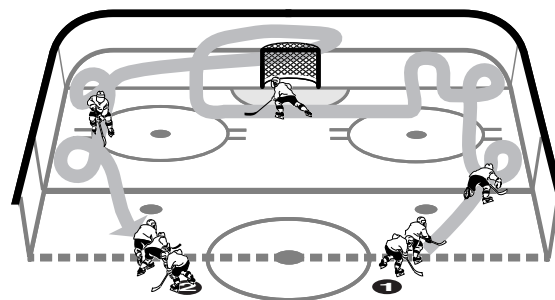
Counters Behind Net with Escapes - Spin-o-Rama



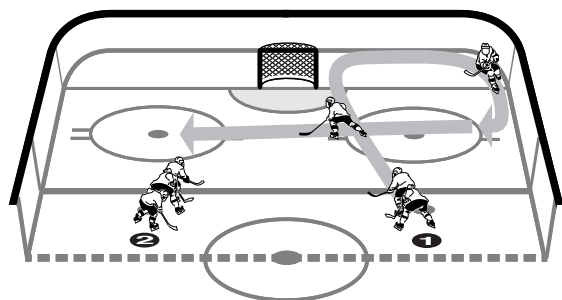
Mid-Board Lateral Come Across - Walkout



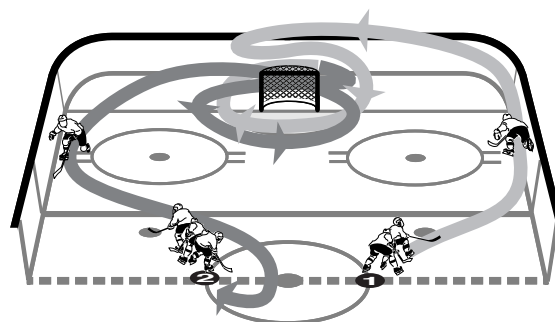
High Come Around



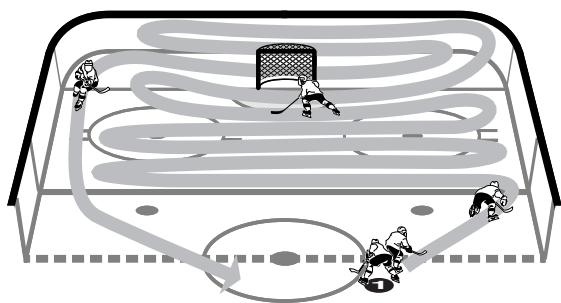
Hi Escape - Low Escape - Walkout - Counter - Low Escape - High Escape



Curl Mid-Board - Lateral Come Across



Behind Net Counters - Loop De Loop



Maze

## WHY TEACH CYCLING OPTIONS

1. Fun
2. Creativity
3. Develop supportive interaction
4. Flow
5. Expand hockey initiatives
6. Double your offensive options by having as many behind the net options as in front of the net
7. Power play concepts in six-on-six situations
8. Refine power play situations by trying options in six-on-six hockey
9. Teach players to use the seventh player (boards)

## SEEDS FOR CREATIVENESS – IDEAS THAT BLOSSOM TO GREAT HOCKEY

### Teaching Cycling

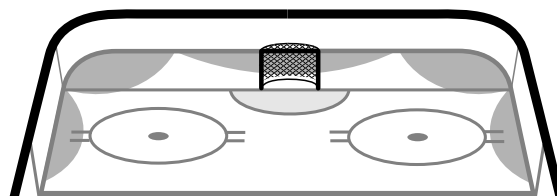
1. Most options start with a bump.
2. Pass off the boards at the hash marks and at the top of the circle at a good angle.
3. One player skates the circles.
4. Two players skate the circles.
5. Two players skate the cycling options.

### Cycling with Rotation to the Open Areas

1. Open areas
2. Development of flow cycling with the top of the circle bump
3. Development of flow cycling with a corner bump
4. Cycle, one bump and pass or shoot
5. Cycle, one bump, then three passes using defense
6. Cycle using the Wisconsin Z pattern
7. Cycle, one bump, drop pass to the mid-board, and switch
8. Cycle, one bump with walkout to the rim of the circle

9. Cycle, one bump with pass behind the net and a double walkout
10. Cycle, one bump with a reverse pass behind the net and a walkout
11. High bump, then low bump
12. Cycle, one bump, pass to the defense, defense walks, passes back, and then everyone goes to the umbrella
13. Cycle, one bump, carry and then drop behind the net
14. Low come around, high come around
15. King of Prussia
16. Implementation: do a drill 2-4 times for five days then add 3-on-2, 3-on-3, 5-on-5 drills in half rink with the defense having sticks turned over and the offense going until they score.

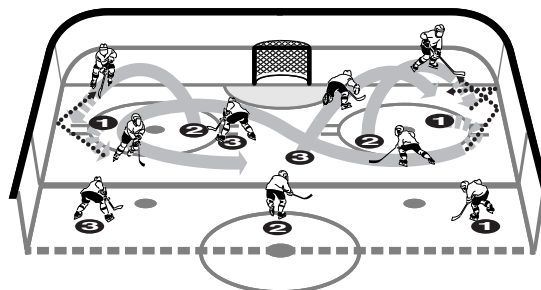
### CYCLING #1



### Notes/Comments

Open areas, sometimes called “Dead Zones,” are spaces in which coverage is light. The defenders must move to these areas to cover. When this happens, the offense has separated the defense and can confuse defenders with movement.

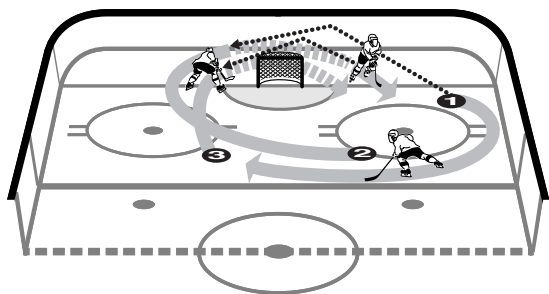
### CYCLING #2



### Notes/Comments

A fundamental movement of cycling with a line of three skaters. Skate the circle so that each player bumps and receives the bump pass on the left circle and the right circle. Do the two circle rotation once, then do it twice so that it will be a four circle skate.

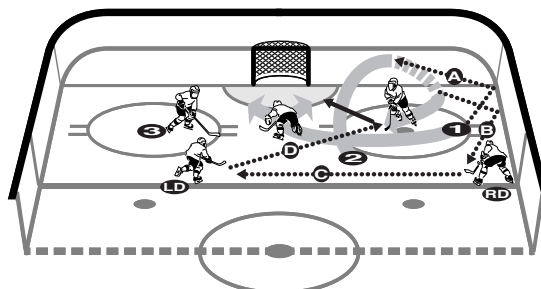
**CYCLING #3**



**Notes/Comments**

Practice the same drill, but bump the puck low in the corner, so that the puck stops behind the net. All three players separately skate the cycle, then bump the puck back behind the net. Skate both circles to complete the drill.

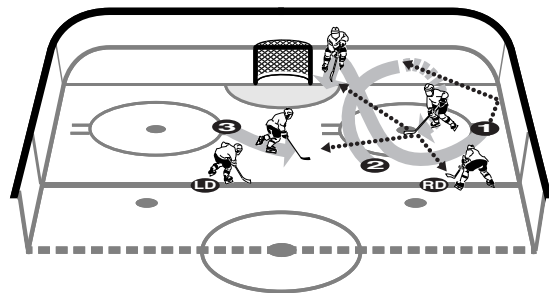
**CYCLING #6**



**Notes/Comments**

Cycling using the Wisconsin Z pattern. After one bump, the second player through picks up the puck and passes to the defense. The defense passes across to the lateral defense, who passes back to the second player through who shoots or passes. The second player passes low in the corner.

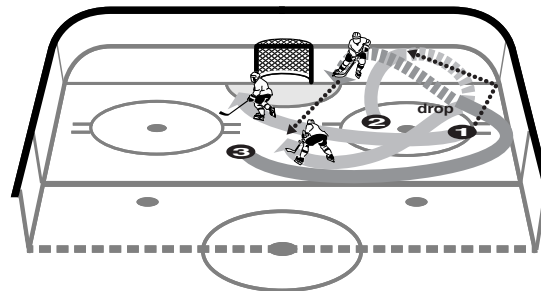
**CYCLING #4**



**Notes/Comments**

Cycle with one bump. The second player picks the up puck, carries it out to the top of the circle and passes back to the first player, third player or the defense. Cycle with one bump and pass to your linemates or shoot.

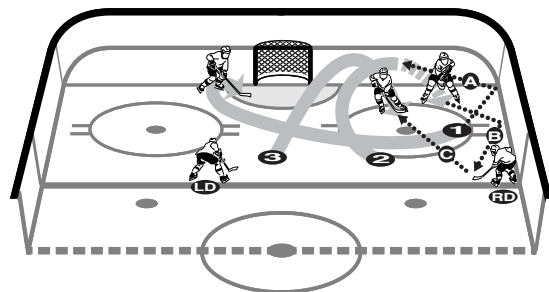
**CYCLING #7**



**Notes/Comments**

Cycle with one bump by the first player who goes to the off-post. The second player picks up the puck and drops a pass to the third player coming down. The third player goes deep and passes out.

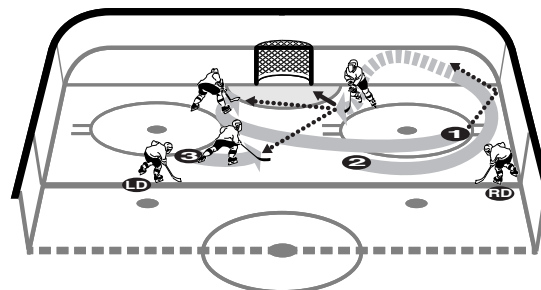
**CYCLING #5**



**Notes/Comments**

Cycle with one bump then make three passes using your defense. The first player bumps, then the second player picks up the bump and passes to the defense. The defenseman passes to the third player, who passes to the first player, second player, defense or shoots.

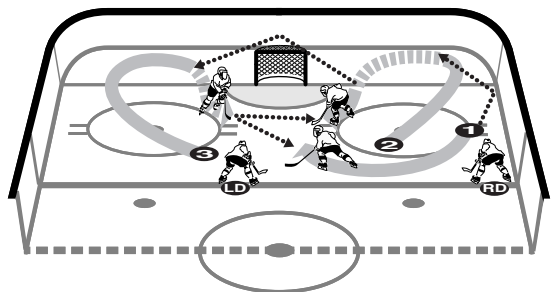
**CYCLING #8**



**Notes/Comments**

Cycle with one bump with a walkout to the rim. The first player bumps and goes to the weak side post. The second player picks up the bump, goes deep behind the goalie and walks out to the rim of the circle and shoots or passes.

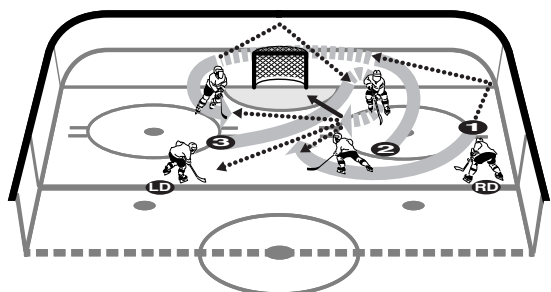
**CYCLING #9**



**Notes/Comments**

One bump with a pass and a double walkout. The first player bumps, then loops high. The second player picks up the bump, walks out and passes behind the net. The third player picks up the pass behind the net and walks out.

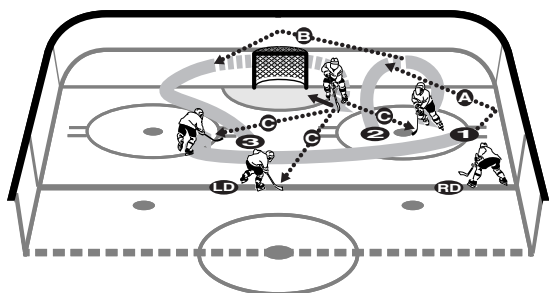
**CYCLING #10**



**Notes/Comments**

One bump with a reverse pass behind the net and a walkout. The cycling first player bumps, then stays high. The second player picks up the puck, goes behind the net, then makes a reverse pass off the boards. The third player picks up the reverse pass, walks out and passes or shoots.

**CYCLING #11**

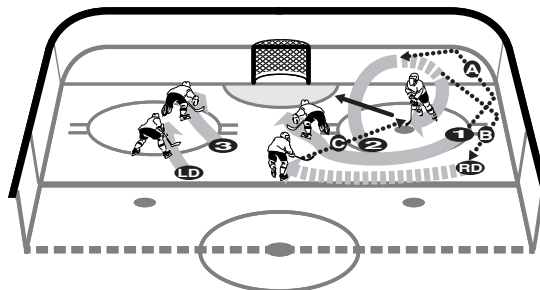


**Notes/Comments**

High bump, then a low bump. The first player bumps and stays high and goes across. The second

player picks up the bump and then bumps low and comes around the circle. The third player circles the net and passes or shoots.

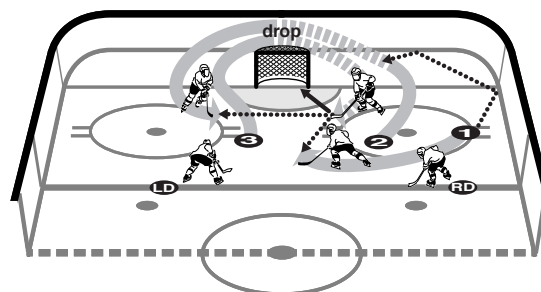
**CYCLING #12**



**Notes/Comments**

One bump pass to the defense. The defense walks and passes back to the passer. Everyone goes to the umbrella. The first player bumps, then goes to the net. The second player picks up the bump and passes to the defense. The defense walks the blue line and passes back to the second player, who shoots or passes. The third player goes to the net.

**CYCLING #13 - DROP PASS BEHIND NET**

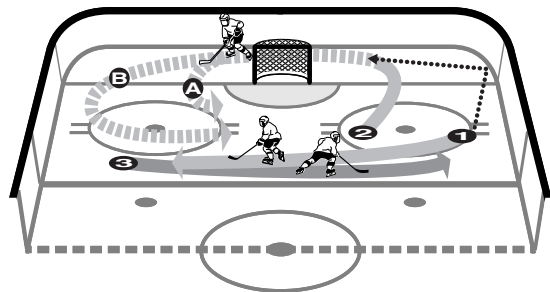


**Notes/Comments**

Cycle with one bump, carry and drop behind the net. The first player bumps and stays high. The second player picks up the puck and carries it behind the net and drop passes. The third player circles the net, picks up the drop pass, walks out and shoots or passes.



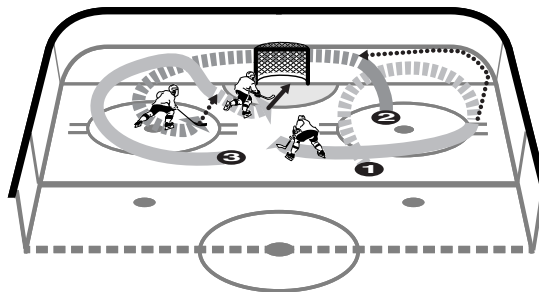
**CYCLING #14 - HIGH/LOW COME AROUNDS**



**Notes/Comments**

Low Come Around, High Come Around. The first player bumps, then stays high and switches sides with the third player. The second player moves in, picks up the puck, carries it behind the net and walks out low or high around the circle.

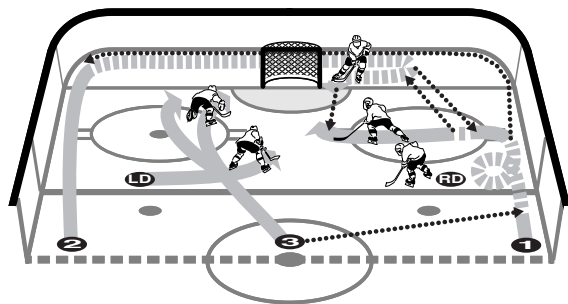
**COME AROUND WITH TRAILER**



**Notes/Comments**

The first player curls around the circle, bump passes and stays high. The second player moves in, picks up the puck, comes around the net and to the faceoff spot. The trailer passes to the third player, who has curled down around the goal line next to the goal post.

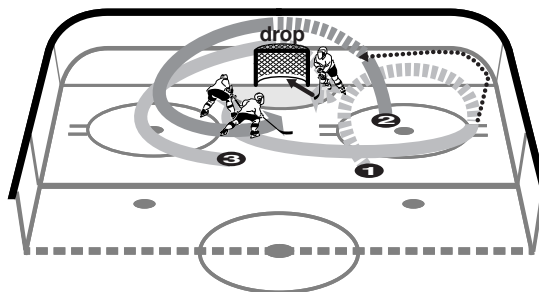
**CYCLING #15 - KING OF PRUSSIA**



**Notes/Comments**

King of Prussia. Commonly this situation arises from a dump or ring-around pass. We will use an outside escape and ring the puck. The third player passes to the wing. The wing drives to the top of the circle, performs an outside escape and passes around boards. The weakside wing receives the puck, goes behind the net, passes to the first player, gets a return pass, skates to the post and passes up the pipe alley.

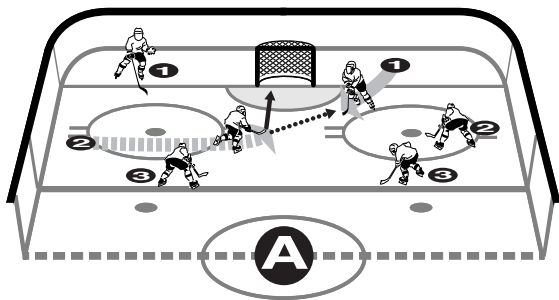
**DROP PASS BEHIND NET**



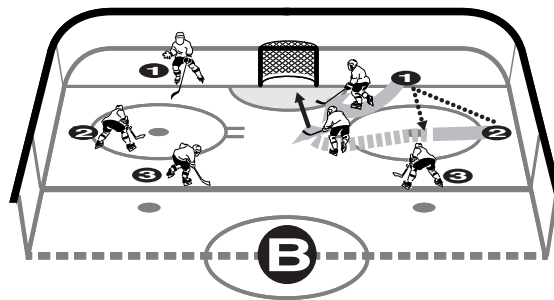
**Notes/Comments**

The first player curls around the circle, bump passes and goes to the far post. The second player moves in, picks up the puck, skates behind the net, drop passes and curls into the slot. The third player skates behind the net, picks up the drop pass and tries a wraparound.

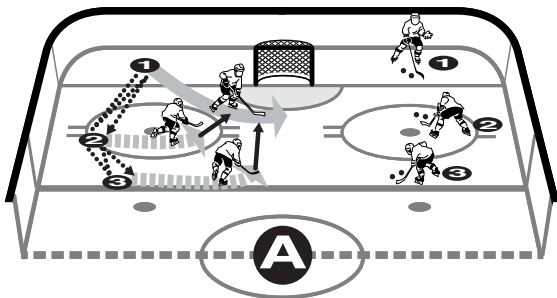
### DRILLS FOR CYCLING



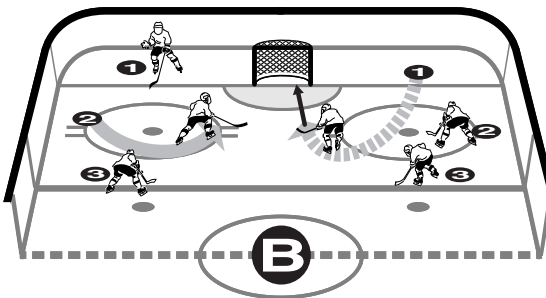
#1 supports #2 - walk across - shoot or pass



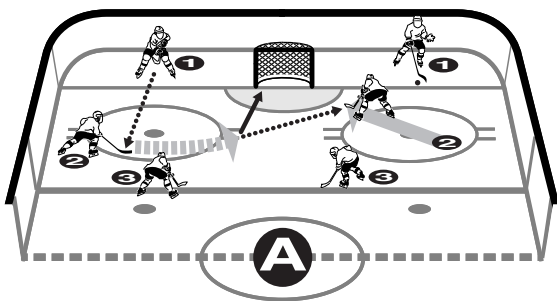
Down, up, shoot - rebound



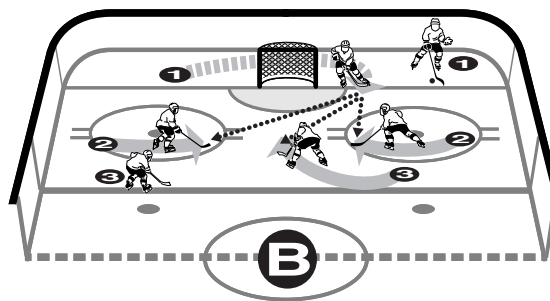
(1) & (2) up-down-up-walkout-shoot-screen-tip & (3) up-down-up-walkout-screen-tip-support (2)



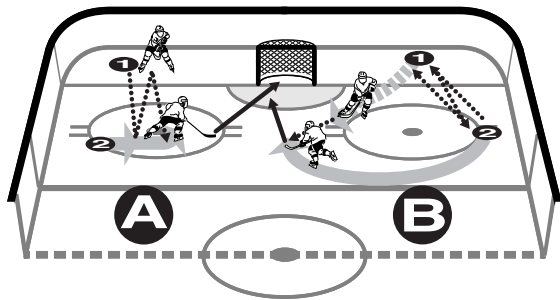
#2 supports #1 (1) walkout with support (2)



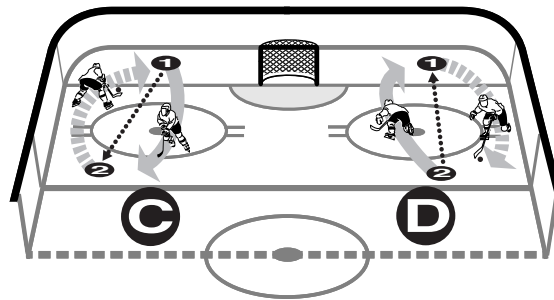
Up-walk across-pass-shoot



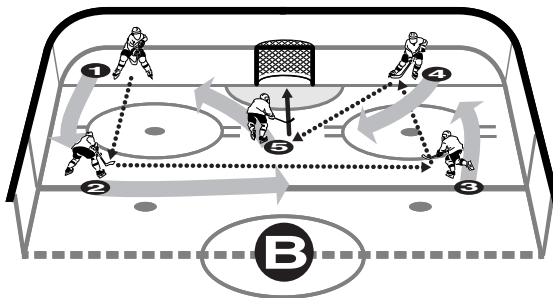
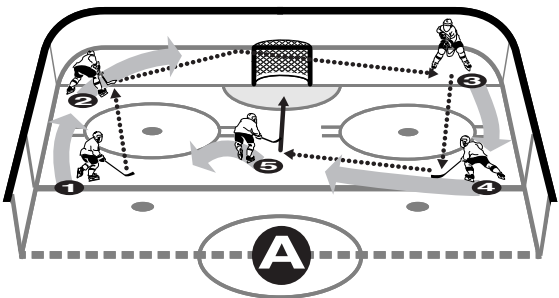
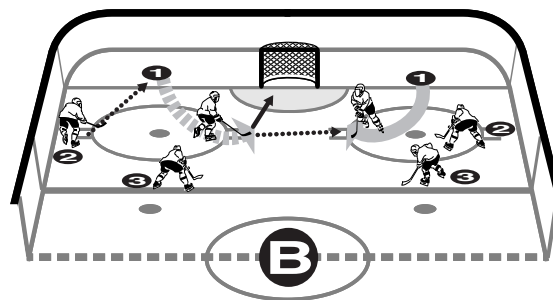
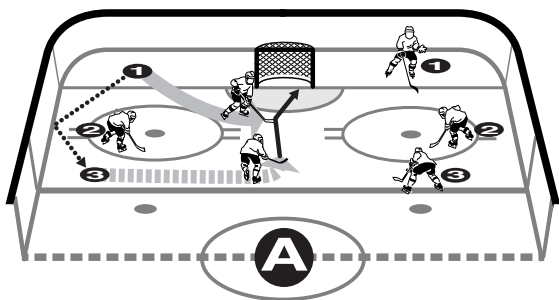
Come around-pass out to 2-3-2.

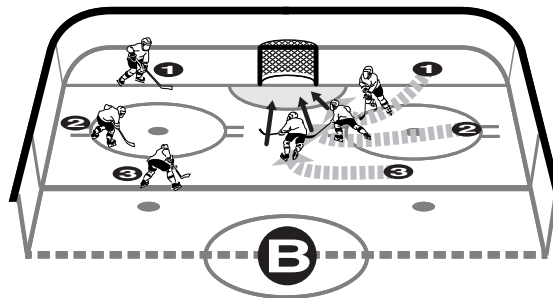
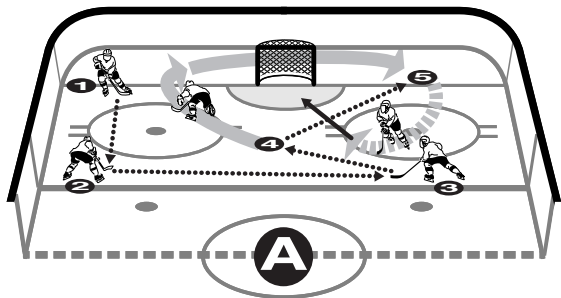


Up-down-up-walk across-shoot (A)  
Down-up-down-walkout-pass (B)

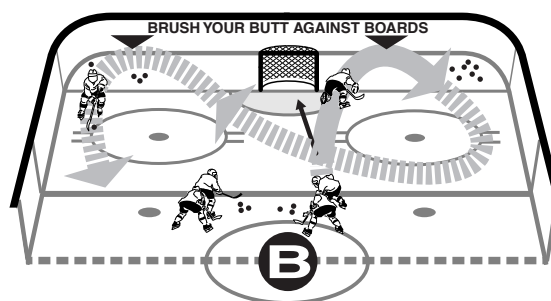
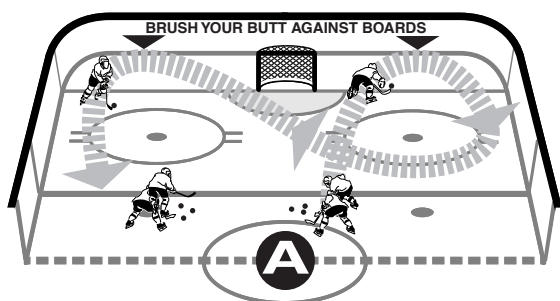


Pass up-carry down-switch (C)  
Pass down-carry up-switch (D)

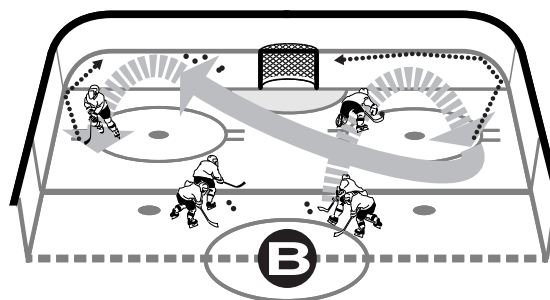
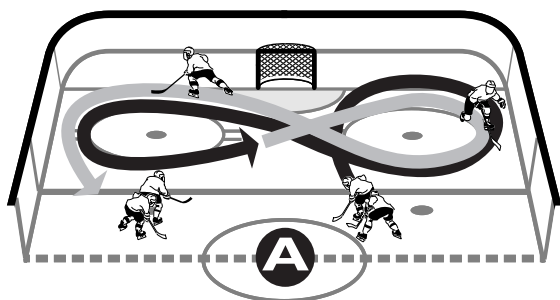




**DRILLS FOR CYCLING - CARRY PUCK, SHOOTING AND PICK UP PUCK**

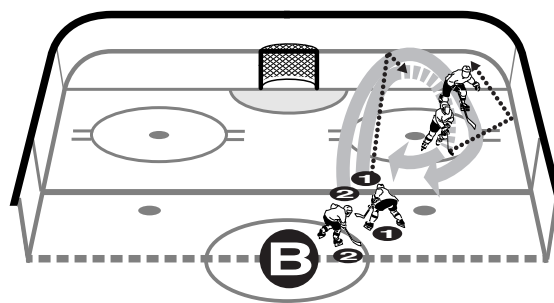
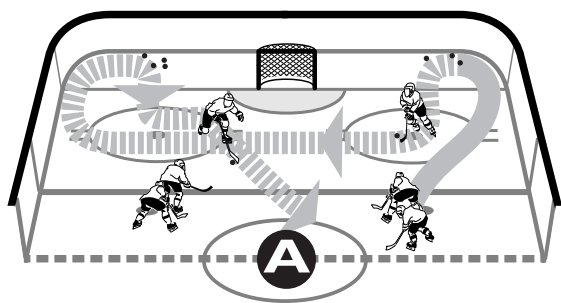


**DRILLS FOR CYCLING - BUMP PASS**

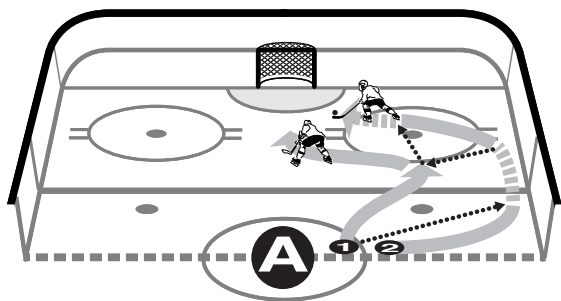


You must have a good angle on boards so that the puck reaches the deep corner or goes behind the goal.

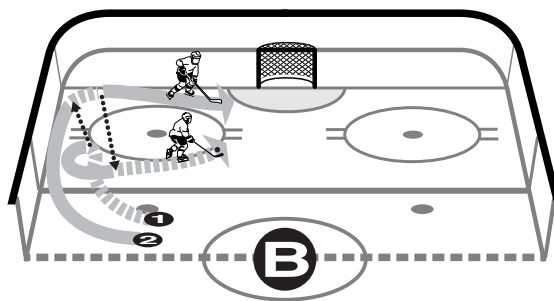
DRILLS FOR CYCLING – WALKOUT – TWO-PLAYER BUMP PASS



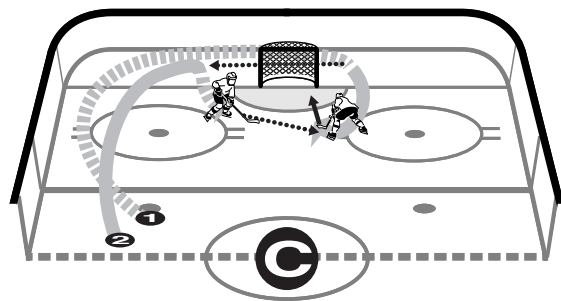
All play options, whether frontal attack, lateral attack or cycling behind net, should be taught with two players. Then add a third player.



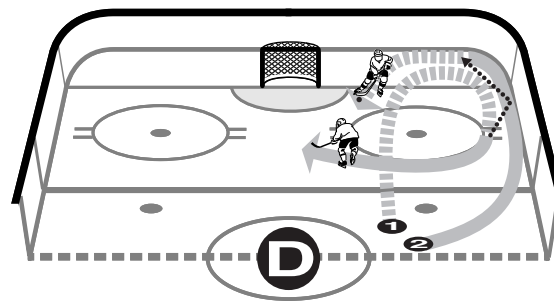
Pass, diagonal back pass with return pass



Escape with give-and-go passes



Cycle with reverse behind net pass



Cycle with walkout

## TEACHING CYCLING

Usually all options start with a bump pass.

1. One player skates the circles.
2. Two players skate the circles.
3. Two players skate the cycling options:
  - a. bump-pass: skate the circle, shoot or pass or pass-return-pass
  - b. bump-pass: skate the circle, pass to defense, defense passes to defense then passes diagonally back to forward coming around circle
  - c. bump pass with a walkout
  - d. bump pass with a reverse behind the net and a walkout
  - e. bump pass with a bump pass behind the net
  - f. Billy Baker
  - g. bump pass with a come around low
  - h. bump pass with a come around low - converted to King of Prussia
  - i. bump pass with a come around high
  - j. drop at the hash marks
  - k. drop behind net
  - l. Montreal

### PRACTICE PLAN FOR CYCLING #1

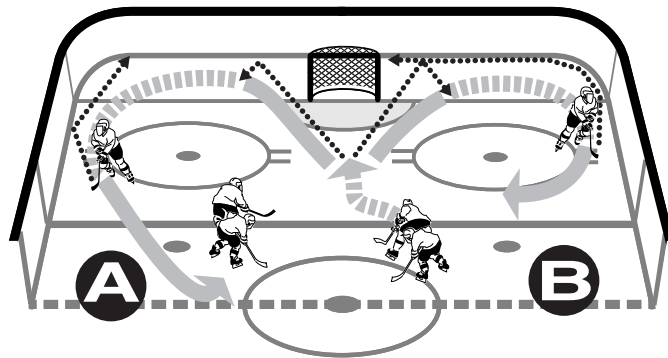
1. Players skate the circles without pucks:
  - a. Crossovers, control turns, escapes
  - b. Curls, walkouts, behind net counters, behind net come around for wraparound, come around low on the circle, come around mid-circle, come around top circle

2. Do the same with the puck:
  - a. Practice cross-arm bump passes to the corner or behind net
  - b. Devil's drill with crossovers, control turns, and escapes at the opposite side of horseshoe, stickhandle the course.
  - c. Devil's 1-on-1, 2-on-2 in the horseshoe
3. Cycling options with a partner
4. Cycling options with a line
5. 5-on-0 with offensive movement
6. 5-on-5 with sticks turned over
7. 3-on-3 down below the dots - three forwards vs. a center and two defensemen

### PRACTICE PLAN FOR CYCLING #2

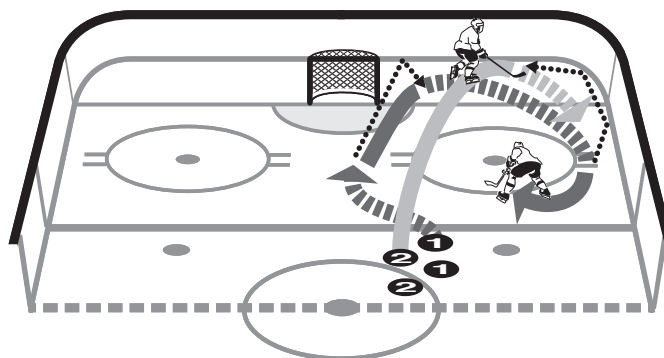
1. Teach offensive movement.
  - a. straight give-and-go
2. Teach offensive movement from the goal line extended.
3. Teach free flow of all three forwards
  - a. cycling from the triangle
  - b. with read and react options
  - c. with a third player becoming a defensive forward - either at the top of the circle or on a defensive side of the dot
4. Two-player cycle with a defensive forward.
5. Two-player cycle with a grinder and a mucker
  - a. fire hose drill
  - b. 2-on-1 in the corner
  - c. 2-on-2 in the corner
  - d. 3-on-3 in the corner
6. Teach players to "keep it on the wood"

CYCLE DRILLS - SHEET #1



**BUMP PASS**

To deep corner (A)  
Behind net (B)

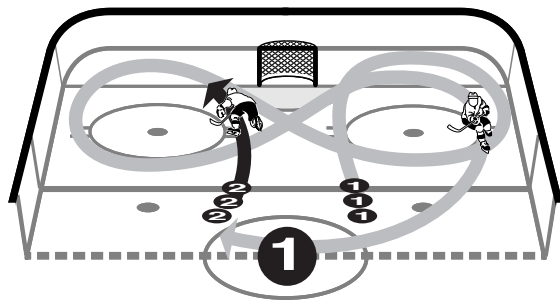


**GOOD BUMP**

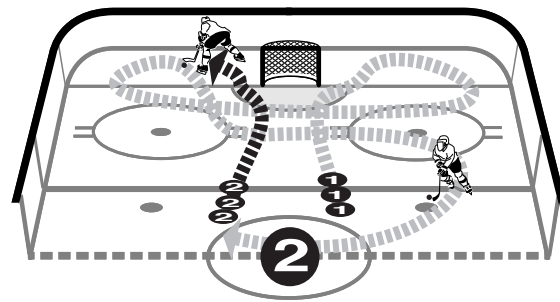
Two players - read and react - use both circles

1. Curl Circle
2. Escape
3. Walkout
4. Reverse
5. Switch
6. Drop
7. Double Curl
8. Come Around Low-Hi-Wrap
9. Counter
10. Pipe Pass
11. King of Prussia
12. Montreal Picks
13. Wisconsin "Z"

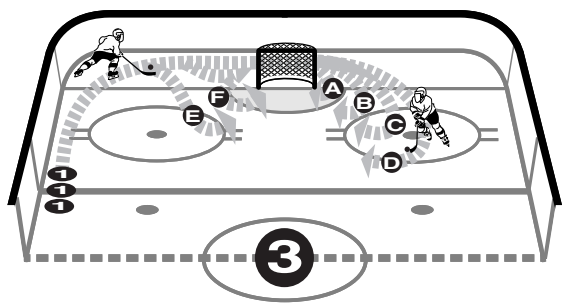
### CYCLE DRILLS SHEETS #2 Simple to Complicated with and without Pucks



Curl the circle 2

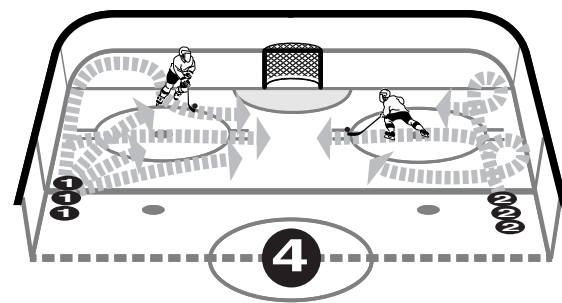


Walk out to circle



#### Attacks from Behind the Net

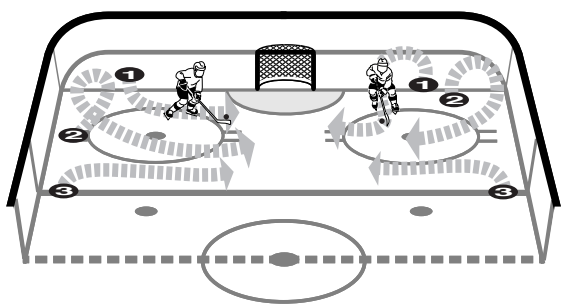
- Wraparound (A)
- Come around at the bottom of the circle (B)
- Come around at the dot (C)
- Come around at the top of the circle (D)
- Walk out (E)
- Counter (F)



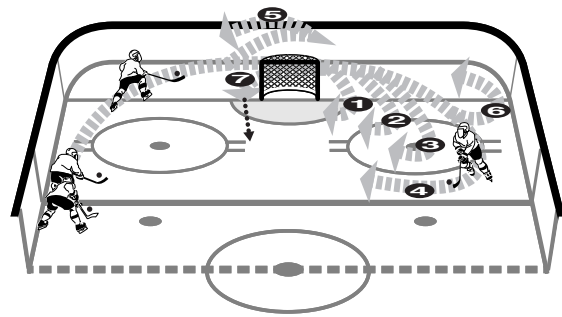
- Angle Shooting
- Escapes (A)
- Mohawks (B)



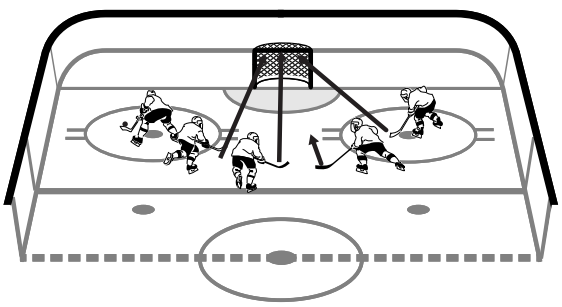
CYCLE DRILL SHEETS #3



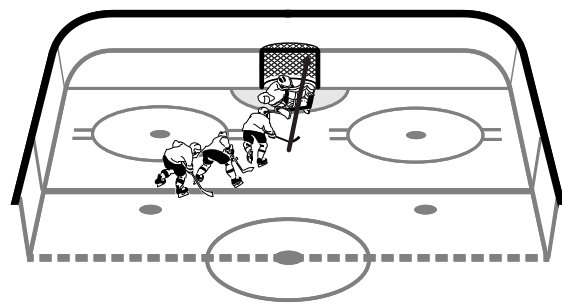
Walk out (1)  
Escape (2)  
Mohawk (3)



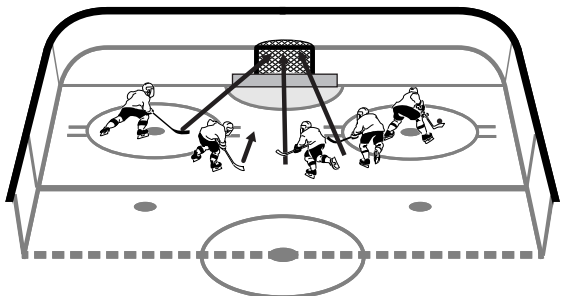
Wrap (1)  
Walk out (2)  
Low-come around (3)  
High-come around (4)  
Counter (5)  
Escape (6)  
Pass up the pipe (7)



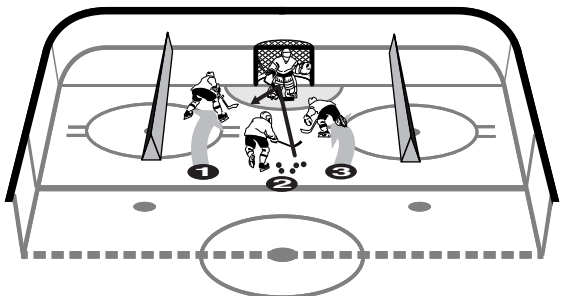
UPPERS - Empty net



Goalie flat across the net



Bench-Pull-Back



Three Amigos

# Power Play

## POWER PLAY SITUATIONS

There are many different types of power plays that may be utilized. In order for the coach to make a decision regarding the type of power play you wish to use, answer the following questions.

1. What is the size of the rink, the size of the corners, and the distance behind the goal line (10 feet or 15 feet)?
2. What is the general condition of the ice?
3. What players will you use?
  - The next unit?
  - The next line up?
  - A mixed line utilizing particular players?
  - Forward(s) playing defense or regular defenseman?
  - Players on the off-wing?
  - A specific power play unit?
4. Do you want a particular player leading the rush up the ice?
5. Do you want to utilize quick rushes and play for the quick shot?
6. Do you want to set up designed plays?
7. What are the responsibilities of each player?
8. Who is the quarterback?
9. What type of defense is the opposing team utilizing?

You must also consider what you want your players to do in each of the three zones while on the power play. Some of the options include:

1. Defensive Zone
  - fast breakout
  - semi-controlled breakout
  - controlled breakout
2. Neutral Zone
  - carrying the puck into the offensive zone
  - passing the puck into the offensive zone
  - shooting the puck into the offensive zone
  - various “pick” plays
3. Offensive Zone
  - designed play
  - quick shot/rebound

Some of the skills that make a player effective in power-play situations include:

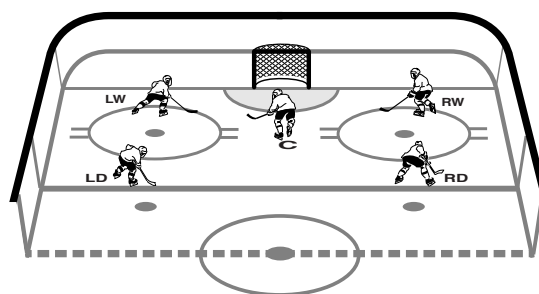
1. Passing skills
2. One-touch passing skills
3. Shooting off the pass
4. The ability to read defenses
5. One-on-one puck control skills

## GUIDELINES FOR EXECUTING EFFECTIVE POWER PLAYS

1. Maintain possession of the puck.
2. Keep the puck moving.
3. Penetrate the offensive zone.
4. Pass to where teammates will be, not to where they are or have been.

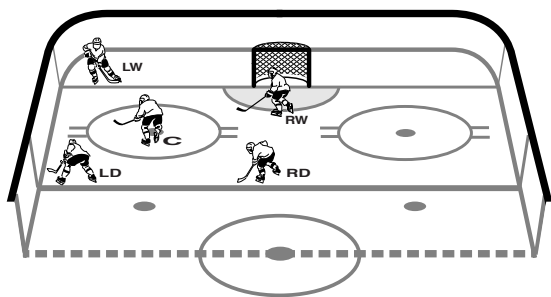
## 2-1-2 POWER PLAY

The 2-1-2 power play is a basic play that provides a balanced attack and multiple options. Either a forward or defenseman may quarterback or direct this play. It may originate deep in the offensive zone, outside at the blue line, or from the boards. The primary objective is to maneuver the puck to the man in the slot. Figures 17-22 through 17-26 illustrate options of the 2-1-2 power play.

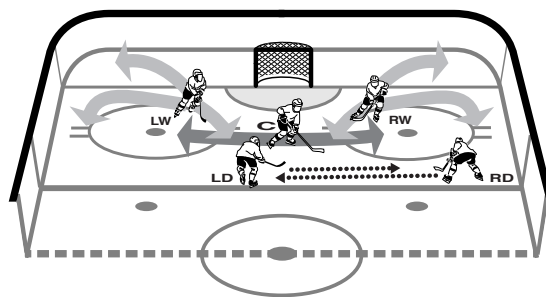


**Figure 5-1.** Basic alignment for the 2-1-2 power play.

Two forwards (LW and RW) are deep in the zone, and one forward is in the slot. The defensemen play normal positions on the blue line.

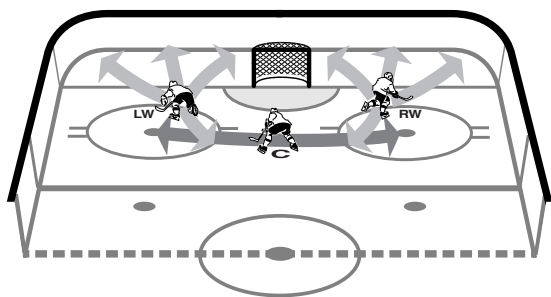


**Figure 5-2.** The 2-1-2 with play shifted to the boards.



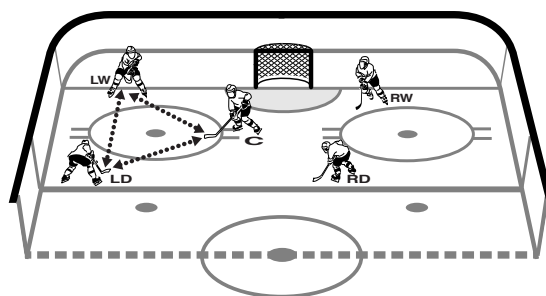
**Figure 5-5.** Movement of the forwards in the 2-1-2 power play.

The primary purpose in this power play is to get the puck to the man in the slot. The basic passing patterns involve one defenseman (LD), one deep forward (LW), and the forward in the slot (Center).



**Figure 5-3.** Forward movement in the 2-1-2 power play.

The three forwards have room to move without altering the 2-1-2 alignment. The deep forwards have more freedom to move and redirect the play than does the forward in the slot.



**Figure 5-6.** The offensive triangle in the 2-1-2 power play

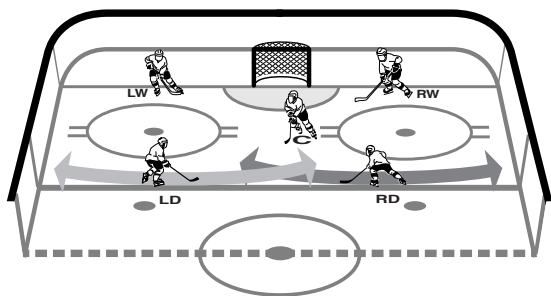
**NOTES: The 2-1-2 Power Play**

- Maintain balance in the power play. Teach your players to work the puck using the forwards and the defensemen.
- Maintain each of the multiple options illustrated.
- Get the puck to the player in the slot who can then take a shot.

If it is all that easy, one wonders why scores are not 98-97. The offensive players also have a few problems with which to contend.

- stickhandling skills (lose control of the puck and possession)
- passing and receiving skills (complete and/or miss a pass)
- skating skills (lose mobility, speed, and/or power or fall down)

If the defense just stood still, the offense would likely win (get a good shot on goal) about 70-80 percent of the time. And, of course, the goalie could stop many of those shots.



**Figure 5-4.** Defensemen movement in the 2-1-2 power play.

The defensemen (LD and RD) can move along the blue line. The forwards should adjust to their movement with a corresponding move in the same direction. The LD and RD can pass between themselves. The two deep forwards (LW and RW) should be taught to skate around to create openings.

# Chapter 6

## Offensive Faceoffs

### OBJECTIVES

- To understand the objective of faceoffs
- To outline the responsibilities of players during a faceoff
- To provide faceoffs in various situations

### INTRODUCTION

Faceoffs involve gaining possession of the puck in order to create scoring chances or eliminate a scoring chance from your opponent.

There are many ways to accomplish these goals by your center winning the faceoff and by having your wings and defensemen move in to gain possession during a faceoff. All of the players reacting positively after losing a faceoff will allow them to have the opportunity to quickly regain possession of the puck.

### CRITICAL OBJECTIVES

1. Have your best faceoff person take the faceoff wherever it may be on the ice.
2. Have your two best faceoff people on the ice at all critical times in case one of your best gets thrown out of the faceoff circle.
3. Every player on the ice needs to know each of their responsibilities whether you win or lose the faceoff.
4. Be aware of scoring chances created from faceoffs during a game.
5. Be aware of your opponents' scoring chances from faceoffs.

### IMPROVING FACEOFFS

If you want to improve your team's faceoffs, there are three critical components to address:

- focusing
- setting objectives
- valuing the importance of this part of the game

Ways to improve your team's focus and overall performance are to set faceoff objectives. An objective can be to win 60% of all faceoffs.

Talk about the importance of faceoff play during the course of a game. Reward good execution. Spend time practicing the techniques and tactics of faceoffs.

Finally, make faceoff success a matter of pride with your team. It can represent partial victory in any game that was won or lost.

### ZONE OBJECTIVES

- **Defensive Zone:** Limit the possibility of allowing a scoring chance against your team. You have a chance to start a successful attack.

- **Neutral Zone:** Enhance your opportunity to attack and limit your opponent's chance of entering your zone.
- **Offensive Zone:** Create a scoring opportunity and create continuous sustained pressure.

## SITUATIONAL OBJECTIVES

- **Power Play:** The question you need to answer, especially in the offensive zone, is whether you faceoff for possession or whether you attempt to score off of the faceoff?
- **Penalty Killing:** Most coaches agree that defensive posture must be the first priority in a penalty-killing situation. However, when a scoring or offensive opportunity presents itself in a penalty-killing situation, remember that power-play units do not tend to think defensively, so seize the moment.

Another area to consider is how to cover a faceoff in the defensive zone:

- Identify which opposing player takes the majority of the faceoffs.
- Does your opponents put a player along the boards? Should they be covered?
- **Pulled Goalie:** This situation is the same that exists in a power play. Should you try to score off the draw or play for possession? If there are only a few seconds remaining, there is no question. You must attempt to score off of a set faceoff play.

## RESPONSIBILITY OF THE PLAYER

### TAKING THE FACEOFF

1. Take charge and be the "quarterback."
2. Know the linesmen, how they drop the puck, and what they allow around the faceoff circle.
3. Know the playing rules.
4. Know the faceoff abilities of your opposing players. Know their strengths, weaknesses, and faceoff strategies in all situations.
5. Know your team's strategies in all situations.

## FACEOFF READS

1. Read how the opposing team sets up.
2. Read the techniques of the opposing faceoff player.
3. Read how the opposing faceoff players hold their sticks.
4. Read how the linesman conducts a faceoff.

### Key Elements

1. Arriving at the faceoff dot:
  - Go to the dot when your teammates are ready.
  - Establish position over the faceoff dot.
  - Physically control the area where the puck will be dropped.
  - Be confident.
2. Stance:
  - Stand with your feet wider than shoulder width, knees bent and good balance over your skates.
  - Be in a position to take control, and move quickly.
  - Keep your eyes on the linesman's hand.
3. Faceoff:
  - Use your whole body.
  - Keep your arms close to your body.
  - Use the power of your legs, shoulder and back.
4. Stick blade:
  - Keep the blade slightly off the ice.
  - Use an up-and-down motion.
  - Do not be too anxious nor tense.

## NEUTRALIZING YOUR OPPONENT

- Block the motion of the opposing centerman's stick. This will create a loose puck for you to sweep back with a second swipe.
- Move quickly into your opponent, checking his or her stick, then body. The puck can be retrieved by a teammate.
- Stick check your opponent's stick, spin into his or her body and kick the puck back to a teammate.

## OFFENSIVE FACEOFF ALIGNMENTS

This alignment allows the center to attempt to win (draw) the puck back to the shooter (defenseman). The wings interfere (hold up) the opponent's players

so the shooter can get the shot away. It is preferable to have a left-handed center taking the faceoff in the right circle (and vice-versa) because it is easier for him or her to draw the puck to his or her backhand (see Figure 6-1).

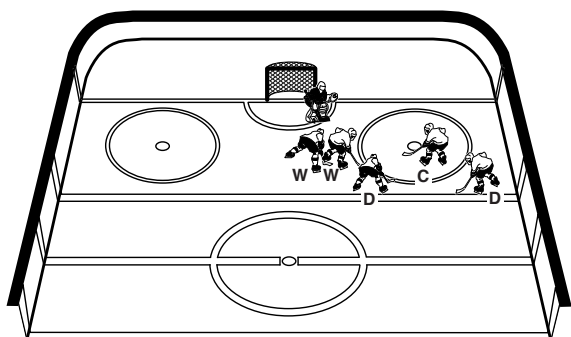


Figure 6-1.

The alignment in Figure 6-2 is again dependent on the strength of the player taking the faceoff. The situation here is to attempt to win the draw to the player on the boards, who then passes back to the defenseman for a shot on goal. This alignment may also open up the slot area and force the defending team to place a man on your player along the boards.

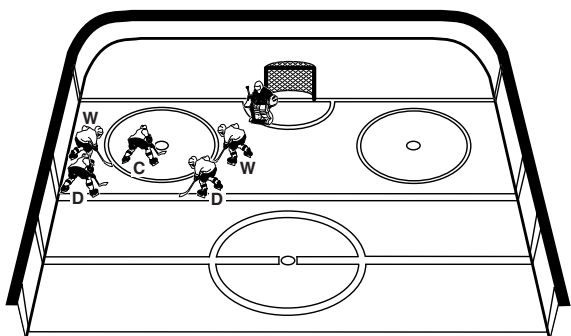


Figure 6-2.

This is the most common alignment for a faceoff in the offensive zone (see Figure 6-3). Here the player attempts to win the faceoff back to the shooter in the slot. Again, the player on the circle in front of the net attempts to interfere with the defending player, so the shooter has time to release the shot. There is also a safety value in the presence of the defenseman (a player for a backup shot or puck control in the zone).

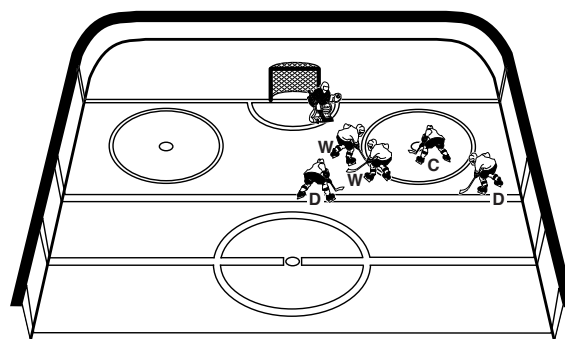


Figure 6-3.

Offensive zone faceoff alignment when you have pulled your goaltender becomes very important because you must win the faceoff (see Figure 6-4). In these situations, use your best faceoff player and your most experienced players. Attempt to gain possession of the puck on the faceoff and work the puck for a good shot on goal.

Figure 6-4 places a great deal of emphasis in interference of the opposing players once the puck is dropped. The offensive team must tie up the opposing player in order to gain control and take the best possible shot on goal. It is important in all player advantage situations that the shooter attempt to put his or her shot on goal.

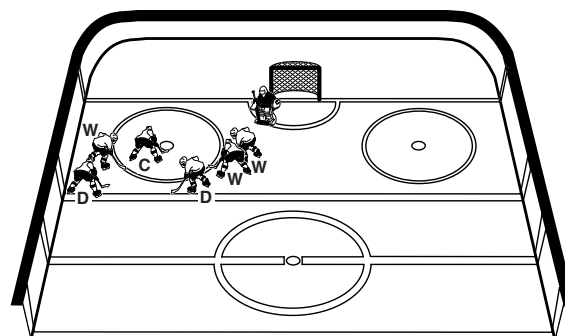


Figure 6-4.

In Figure 6-5 use your strongest possible player positioning to ensure, if the faceoff is won, that your team gains a good shot on goal. As in all faceoff situations, gaining control of the puck is your primary concern.

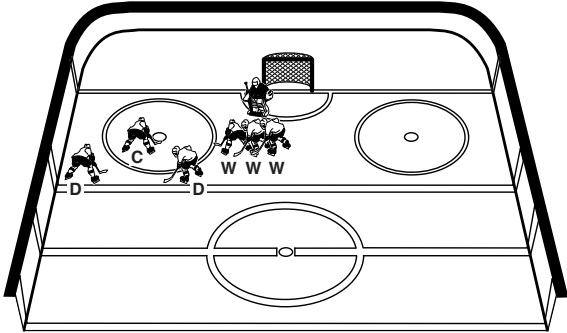


Figure 6-5.

# Chapter 7

## Defensive Team Play

### OBJECTIVES

- To describe skills needed for successful team play in hockey
- To outline the sequence to be used in introducing team play
- To present some of the unique formations that are effective in youth hockey

### TEAM DEFENSE

The two words that best describe team defense are “hard work.” Players generally like to play defense but often have a difficult time putting forth the effort necessary to make team defense effective.

If each defensive player does his job, defense should be no worse than one-on-one times five. The three major problems that cause this to break down are (1) somebody does not stay one-on-one (e.g., a forechecker does not backcheck), (2) a highly-skilled offensive player beats a less-skilled defensive player, or (3) the offense has the advantage of knowing where it is going, how it will get there, and when. In each of these cases, the defense adjusts and someone tries to help out (which is a must). But usually doing so makes it possible for the offense to create a desired two-on-one situation.

There are three conditions that the defense must be prepared to control.

1. Even (one-on-one) – Play the opponent.
2. More offensive players than defensive players (two-on-one) – Play the puck. Play close to the defensive alley, thus encouraging the offense to go outside to try to get to the goal. In this situation, the defensive player should try to gain time so

that a teammate can get back to help or give up a poor shot on goal by forcing the shooter to a bad shooting angle. Above all else, don’t let the two offensive players get the puck into the slot.

3. More defensive players than offensive players (1-on-2) – This is a good time to body check the offensive player. One defender plays the opponent while the other takes the puck.

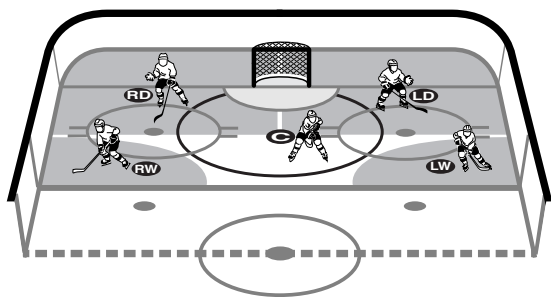
In a competitive game, it would be foolish for the defensive team to think it could stop the offense from getting a shot (or shots) on goal. Normally, the offensive team will get 25-30 shots on goal. By playing well, the defense may limit the offense to fewer than 20 shots, but it is suggested that a better measure of success is for the defense to work toward forcing the offense to take poorer shots on goal. Conversely, the offense should try to increase its shots on goal but, more importantly, should try to get better shots.

### TERRITORIAL DEFENSE

The simplest of team defenses (and one that is complimentary to “position” offense) is defensive



assignments by territory. Figure 7-1 illustrates a common assignment to defensive territories.



**Figure 7-1.** *Defensive assignment to territories.*

The wings are responsible for backchecking the offensive wings but, once in the defensive zone, the wings will usually cover the offensive “point men” (usually the offensive team’s defensemen).

### ONE-ON-ONE DEFENSE

In one-on-one situations, teach your players to play the opponent, not the puck. Playing the opponent does not mean draping over him or her like a flag. Rather, it means keeping your body between the offensive player and your goal. Make body contact as necessary. If the defensive player follows this rule (assuming comparable skill levels of players), the defense will win as much as 70-80 percent of the time.

### FORECHECKING

The objective of forechecking is to prevent the opposition from clearing their zone and to gain possession of the puck in their defensive zone.

There are many forechecking systems and no one system is the best. All systems can be adjusted to meet specific situations. Every team should have at least one system mastered.

The quality level of your team’s personnel is an important factor in determining which system you utilize. You may wish to consider a method of designating the player or players who have forechecking assignments. For example, you can forecheck with your center only (i.e., if the center is not able to forecheck, you do not forecheck) You also may decide that the closest player forechecks. This method gives you the potential of later debates

about who really was the closest, but it does ensure forechecking.

Regardless of the system or the number of players forechecking, position should be stressed at all times. The forechecker should always “get an angle” on the puck carrier so that, at the very least, he or she can confine the offensive player’s movement to one side of the ice. In other words, never forecheck straight at the puck carrier.

### ONE-MAN FORECHECKING (1-2-2)

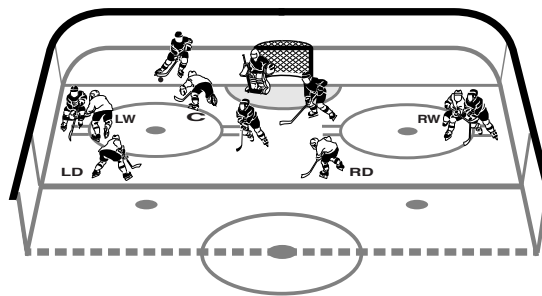
Although this is a conservative system and is easy to teach, when successfully executed it will:

- prevent three-on-two breakouts
- control the boards (eliminating the wings as a breakout option)
- encourage the opposition’s defenseman to carry the puck out of the zone
- position one forward (usually the off-side wing) to assist defensively

The forechecker must pressure the puck carrier, forcing him or her to the side. Wings of the offensive team must be covered. The defenseman (point on the puck side) stays in the zone as long as possible.

The purpose of this forechecking pattern is to make the offensive wings unavailable to bring the puck out of the defensive zone. The forechecker tries to take the puck away, to force the offensive player to carry the puck up the side and into the defenseman at the point, to make a bad pass, or to use his or her defenseman to break out.

A highly skilled forechecker will get the puck occasionally, but the offensive team should be able to beat one forechecker by using the three open players to move the puck out.



**Figure 7-2.** *One-man forechecking.*

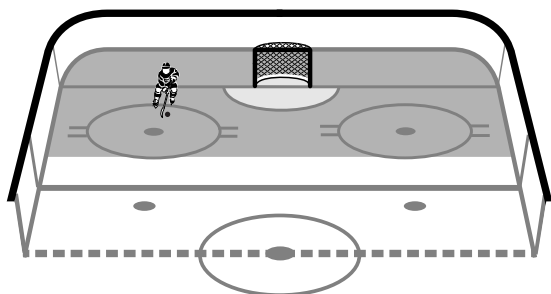
The basic alignment illustrated in Figure 7-2 uses the center (C) to forecheck the puck carrier. The wings (LW/RW) stay wide so they can check the opposition's wings, and the defensemen (LD/RD) play inside the wings.

**Notes for One-Man Forechecking**

- Stress pressuring the puck carrier and covering the areas where the puck is likely to go.
- Prevent the opposition from breaking out three-on-two. This is accomplished by keeping both wings back and controlling the boards.

**TWO-MAN FORECHECKING (1-1-3)**

Two-man forechecking is most successful when the puck carrier is in the back of an imaginary line across the top of the faceoff circles. This is shown as the shaded area in Figure 7-3.

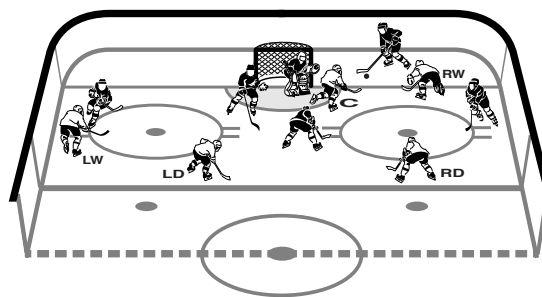


**Figure 7-3.** Two-man forechecking.

This forechecking system combines aggressiveness with the conservatism of the 1-2-2 system just discussed. One forward, usually a wing, plays back to prevent a three-on-two breakout. The remaining two forwards have an aggressive forechecking responsibility and must exert pressure on the puck carrier.

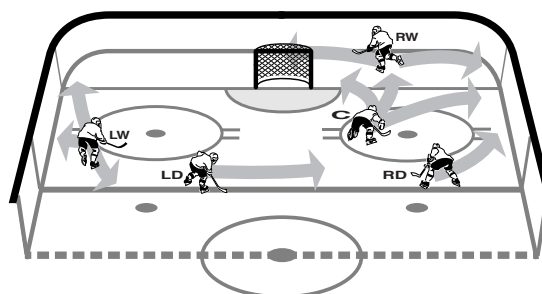
When successful, this system may result in quick counterattacks on goal since the one defensive forward is in a position to move quickly to the slot.

For illustrative purposes (see Figure 7-4), two forwards, the center and puck-side wing (RW) are assigned forechecking responsibilities. The off-side wing (LW) stays high in the offensive zone. The LW is in a position to move back to become a defenseman or to move to the slot area. The defensemen take normal positions.



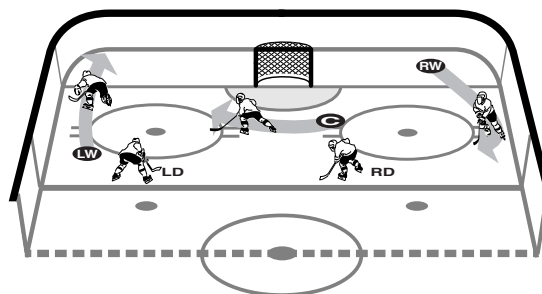
**Figure 7-4.** Two-man forechecking positions.

The objective of this configuration is to have the off-side wing (LW) control the far board, which pressures the opposition to bring the puck up through the forechecking forwards (C and RW). The first forward (RW) forechecks the puck carrier and the center is in a position to assist the RW or move to the puck if the RW is beaten. The RD is permitted to pinch in toward the boards and the LD is responsible for the middle (see Figure 7-5).



**Figure 7-5.** Movements of the forwards.

The forwards will often have to rotate. As indicated in Figure 7-6, when the play moves from one side to the other, the off-side wing (LW) will become the forechecker and the puck side wing (RW) assumes the defensive forward's role. The center's role remains constant.



**Figure 7-6.** Rotation of the forwards.

A forechecker can get the puck for your team by taking it away from the puck carrier or by forcing a bad pass. Obviously, forechecking will not be successful 100 percent of the time. You should, however, insist that your forecheckers force the puck carrier to move down the side of the rink. Do not let them come down the center and pick the side of your defensive zone they wish to attack.

### BACKCHECKING – MIDDLE ZONE COVERAGE

It is important that both offensive wings be covered. This forces the puck carrier to face a one-on-one defensive situation. This also does not happen very often, as we discussed in the team offense section.

### DEFENSIVE ZONE COVERAGES

Play in the defensive zone is the most critical of the three zones. A mistake here often results in a goal. The primary objective is to prevent a play on net and to regain possession of the puck. The following principles of defensive play should be understood by your players.

- Understand the system. Every player must know each other's responsibilities so that, when a breakdown occurs, they may adapt and help out.
- When checking a player, stay between the player and the goal.
- Play the body - legally!
- Accept defensive responsibility as an essential part of the game.

There are three basic patterns of coverage that seem to be the most popular for youngsters: basic, center on point and wing on point.

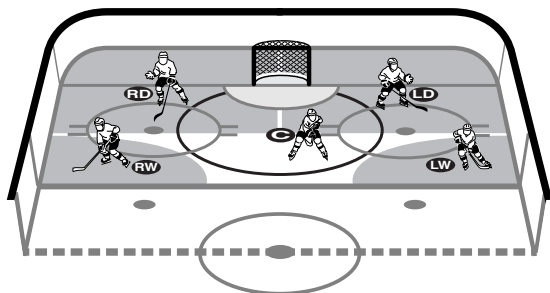


Figure 7-7. Basic coverage zones within the defensive zone.

### BASIC DEFENSIVE COVERAGE

As illustrated in Figure 7-7, the defensive zone is divided into five zones. There is some overlapping of the zones. Typically, the wings cover the two points, the center covers the slot area, and the defensemen cover from the front of the net to the corner.

### CENTER ON POINT COVERAGE

In this coverage pattern, the wings are responsible for their offensive wings from the time the forechecking pattern is broken until their team recovers the puck and goes on offense. As illustrated in Figure 7-8, the center covers the point on the puck side. The defensemen on the off-puck side stays near the front of the net, usually covering the offensive center. The defenseman on the puck side moves to help cover the puck carrier (usually a wing or the center), but does not "run out" to the point. The strength of coverage is in having four players to cover three forwards. The weakness is that the center has a difficult time moving from point to point. It is usually a good defense for younger teams, because the offense cannot pass well enough to take advantage of the open point man or shoot the puck well enough from the point to consistently score.

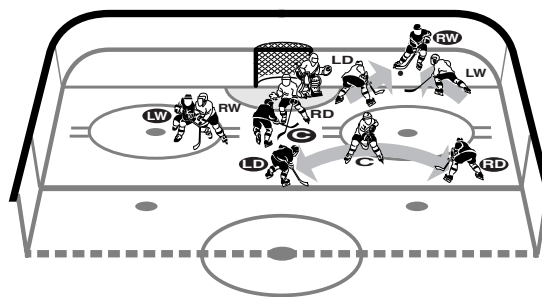


Figure 7-8. Center on point coverage.

### WING ON POINT COVERAGE

In this pattern, the wings backcheck their offensive wings. When the offensive wing does not have the puck and/or the defenseman on the weak side can assume responsibility for the offensive wing, the defensive wing leaves the offensive wing and moves to cover the point. As shown in Figure 7-9, the defensemen cover the zone in front of and to the

side of the net. The center moves back in front of the net to work with the defensemen.

It is important to defend the opposition by covering the entire defensive zone. In a normal situation, one defensive player should be able to play the man or the puck in his zone. For example, the opposition has the puck in the corner, the puck-side defenseman (RD) would cover that player. The other defenseman (LD) would cover the front of the net. The center covers from the slot to the boards. The wings cover their respective points, maintaining a position between the puck and the point.

The strength of this defense is that all five offensive players are covered one-on-one. This system's weakness is that there are mixups that often occur when the defenseman becomes responsible for the wings. A second weakness is that the center, who most often is involved in deep forechecking, is often late in getting back to help in front of the net.

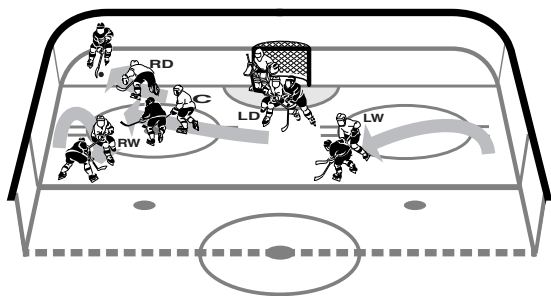


Figure 7-9. Wing on point coverage.

### PENALTY-KILL SITUATIONS

The penalties assessed in hockey are more reasonable than in any other sport. The offender is penalized, but the team has an opportunity to prevent damage by working extra hard for a limited amount of time to prevent a goal.

Playing a man short does, however, cause you to change your forechecking strategy. It appears reasonable to apply enough pressure by forechecking to force the direction of play or an inaccurate pass.

It is particularly important to backcheck the wings. This forces the power-play unit to use at least one

point player to gain a two-on-one advantage against the defense as the offensive zone is entered.

Most teams use a type of zone coverage when playing four against five. This usually is referred to as the "box". In this coverage, one defensive player is positioned on each corner of the box (see Figure 7-10). The wing on the off-puck side should "collapse" the box somewhat to help out in the slot area (see Figure 7-11).

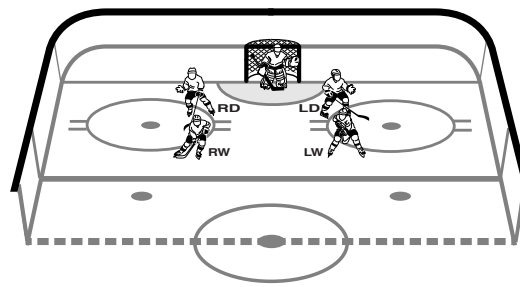


Figure 7-10.

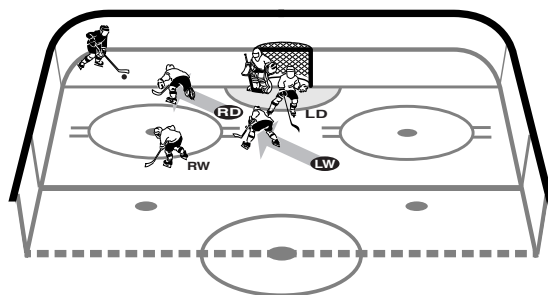


Figure 7-11. Collapsing "box" coverage.

It is important for the defense to avoid chasing the puck and to recognize that the objective is not to prevent any shots on goal, but to prevent the shot from the slot, and/or a good scoring opportunity.

When your opponent has a two-player advantage, the usual approach is to put your fastest player out as a forward and have him or her chase the puck. In the defensive zone, the three defenders try to maintain a triangle. One point of the triangle is on the puck and the other points cover the front of the net. Be sure the three players you have on the ice are the quickest and most agile available at the time.

# Chapter 8

## Defensive Faceoffs

### OBJECTIVES

- To provide the objective of faceoffs
- To outline the responsibilities of players during a faceoff
- To provide faceoffs in various situations

### INTRODUCTION

Faceoffs involve gaining possession of the puck in order to create scoring chances or eliminate a scoring chance from your opponent.

There are many ways to accomplish these goals by your center winning the faceoff and by having your wings and defensemen move in to gain possession during a faceoff. Conversely, all of the players reacting positively after losing a faceoff will allow them to have the opportunity to quickly regain possession of the puck.

### CRITICAL OBJECTIVES

1. Have your best faceoff person take the faceoff wherever it may be on the ice.
2. Have your two best faceoff people on the ice at all critical times in case one of your best gets thrown out of the faceoff circle.
3. Every player on the ice needs to know each of their responsibilities whether you win or lose the faceoff.
4. Be aware of scoring chances created from faceoffs during a game.
5. Be aware of your opponent's scoring chances from faceoffs.

### IMPROVING FACEOFFS

If you want to improve your team's faceoffs, there are three critical components to address:

- focusing
- setting objectives
- valuing the importance of this part of the game

Ways to improve your team's focus and overall performance are to set faceoff objectives. An objective can be to win 60% of all faceoffs.

Talk about the importance of faceoff play during the course of a game. Reward good execution. Spend time practicing the techniques and tactics of faceoffs.

Finally, make faceoff success a matter of pride with your team. It can represent partial victory in any game that was won or lost.

### ZONE OBJECTIVES

- **Defensive Zone:** Limit the possibility of allowing a scoring chance against your team. You have a chance to start a successful attack.

- **Neutral Zone:** Enhance your opportunity to attack and limit your opponent's chance of entering your zone.
- **Offensive Zone:** Create a scoring opportunity and create continuous sustained pressure.

## SITUATIONAL OBJECTIVES

- **Power Play:** The question you need to answer, especially in the offensive zone, is whether you faceoff for possession or whether you attempt to score off the faceoff?
- **Penalty Killing:** Most coaches agree that defensive posture must be the first priority in a penalty-killing situation. However, when a scoring or offensive opportunity presents itself in a penalty-killing situation, remember that power-play units do not tend to think defensively, so seize the moment.

Another area to consider is how to cover a faceoff in the defensive zone:

- Identify what opposing player takes the majority of the faceoffs.
- Does your opponents put a player along the boards? Should they be covered?
- **Pulled Goalie:** This situation is the same that exists in a power play. Should you try to score off the draw or play for possession? If there are only a few seconds remaining, there is no question. You must attempt to score off of a set faceoff play.

## RESPONSIBILITY OF THE PLAYER

### TAKING THE FACEOFF

1. Take charge and be the "quarterback."
2. Know the linesmen, how they drop the puck, and what they allow around the faceoff circle.
3. Know the playing rules.
4. Know the faceoff abilities of your opposing players. Know their strengths, weaknesses, and faceoff strategies in all situations.
5. Know your team's strategies in all situations.

## FACEOFF READS

1. Read how the opposing team sets up.
2. Read the techniques of the opposing faceoff player.
3. Read how the opposing faceoff players hold their sticks.
4. Read how the linesman conducts a faceoff.

### Key Elements

1. Arriving at the faceoff dot:
  - Go to the dot when your teammates are ready.
  - Establish position over the faceoff dot.
  - Physically control the area where the puck will be dropped.
  - Be confident.
2. Stance:
  - Stand with your feet wider than shoulder width, knees bent and good balance over your skates.
  - Be in a position to take control, and move quickly.
  - Keep your eyes on the linesman's hand.
3. Faceoff:
  - Use your whole body.
  - Keep your arms close to your body.
  - Use the power of your legs, shoulder and back.
4. Stick blade:
  - Keep the blade slightly off the ice.
  - Use an up-and-down motion.
  - Do not be too anxious nor tense.

## NEUTRALIZING YOUR OPPONENT

- Block the motion of the opposing centerman's stick. This will create a loose puck for you to sweep back with a second swipe.
- Move quickly into your opponent, checking his or her stick, then body. The puck can be retrieved by a teammate.
- Stick check your opponent's stick, spin into his or her body and kick the puck back to a teammate.

## FACEOFF ALIGNMENTS - DEFENSIVE

Figures 8-1 and 8-2 are dictated by the alignment of the offensive team. You are attempting to align your players so that they can get to the shooter as quickly

as possible. Since the offensive players are trying to tie up your player, the best you can possibly do is neutralize the offensive team and make sure you have a player moving to cover the shooter on the play.

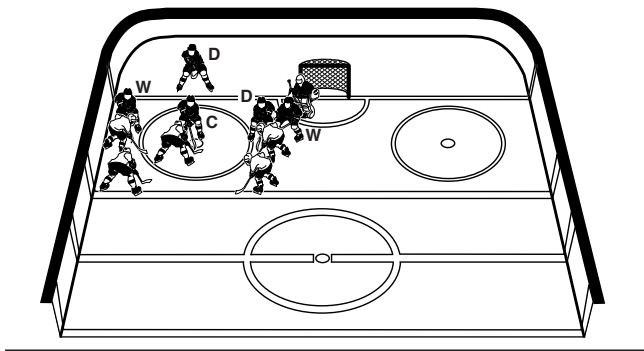


Figure 8-1.

Figure 8-2 ensures one of your players is able to break to the shooter when the puck is dropped.

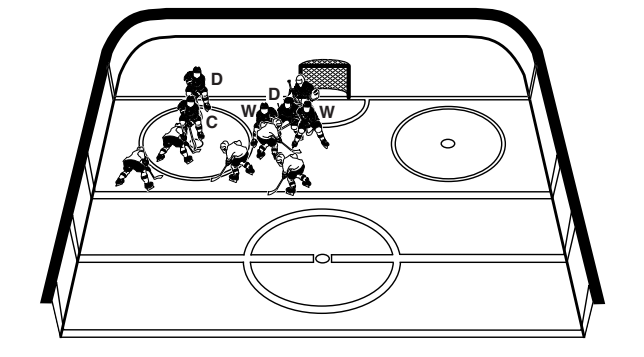


Figure 8-2.

Figure 8-3 is presented to illustrate defensive positioning when your team has a shorthanded defensive zone situation. Again, the player taking the faceoff must be your best. You align your players in order to neutralize the opposing team's strength. First and foremost, position your players where it is easiest to get to the shooter if your center loses the faceoff.

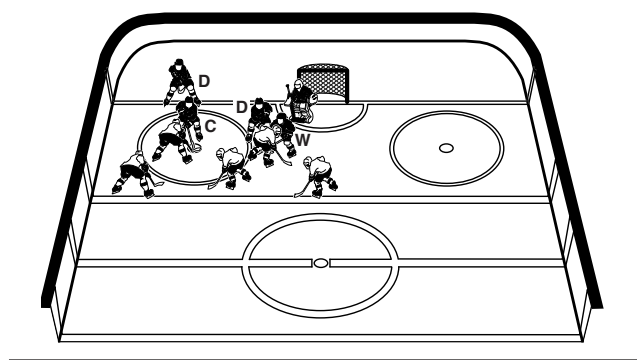


Figure 8-3.

**FACEOFF ALIGNMENTS - NEUTRAL ZONE**

Figure 8-4 illustrates the options available to the player taking the center faceoff. He or she may go forward by himself or herself or to either wing. He or she also has the option to draw the puck back to either defenseman to gain control.

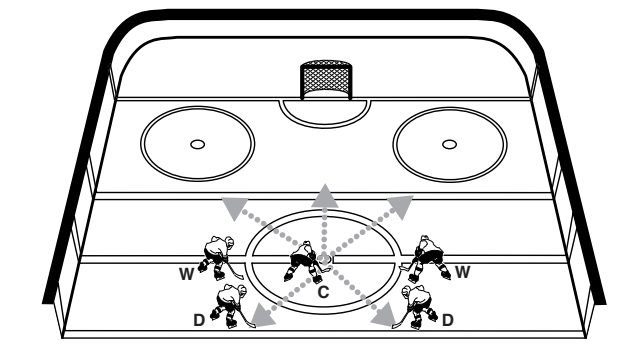


Figure 8-4.

In Figure 8-5, the faceoff player has the option of drawing the puck back for control or going forward to a breaking winger on the far side of the rink.

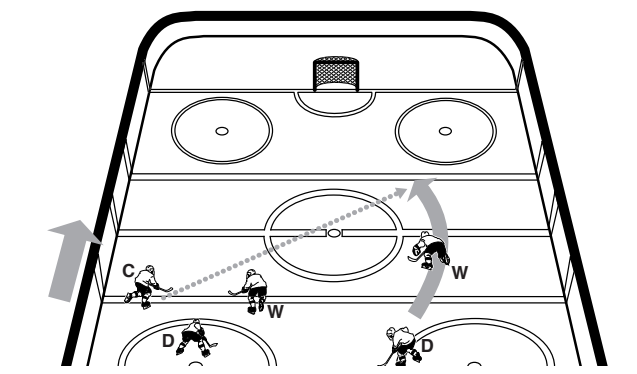


Figure 8-5.

Figure 8-6 is the basic alignment for a neutral zone faceoff. Again, the primary purpose of the faceoff is to gain control of the puck to organize an offensive attack on goal.

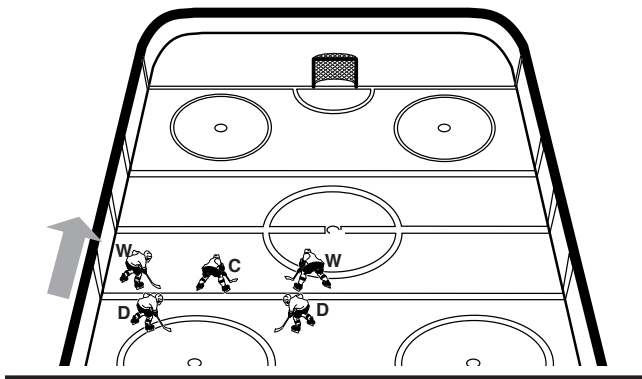


Figure 8-6.



# Section 4

# Goaltending



# Chapter 9

## Goaltending

### OBJECTIVES

- To understand the three parts to goaltender positioning
- To understand the importance of on-ice awareness
- To identify and train the different kinds of tracking skills needed by goaltenders

### INTRODUCTION

This chapter builds on the information provided in both the Level 1 and Level 2 Manuals. Once again coaches must ensure that all details covered in Levels 1 and 2 are reinforced during the coaching of Level 3. This chapter will introduce positioning, awareness and tracking.

### POSITIONING

There are three parts to positioning – angle, squareness and depth.

#### Angle

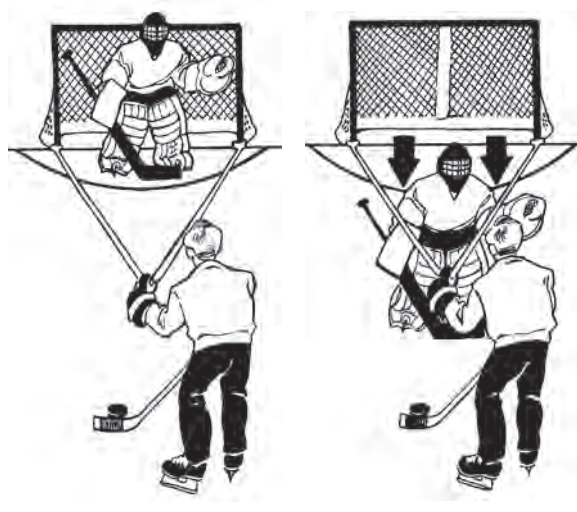
First, goaltenders must establish the proper angle. The position of the puck and its relation to the net determines the angle that the goaltender takes. Without the proper angle, a goaltender would not have proper net coverage, thus eliminating the effect of both squareness and depth.

#### Squareness

Like angle, squareness is also determined by the position of the puck and its relation to the net.

#### Depth

The position of the players away from the puck determines the depth of the goaltender. For example, a goaltender cannot over-commit to the puck carrier on a 2-on-1. If the goaltender does over-commit he or she would not be able to get across if a pass is made.



**Figure 9-1.** Utilizing ropes to demonstrate angles.

## AWARENESS

It is important for goaltenders to be aware of all players that are on the ice. This will help establish proper positioning as well as help a goaltender anticipate plays. A time that goaltenders should survey the ice is when the puck is in a non-threatening area. These areas would be below the goal line, along the boards or at the point. When the puck is in these areas a goaltender has time to survey the ice then report back to the puck. Establishing these habits will help a goaltender anticipate plays and gain proper depth.

## TRACKING

There are two types of tracking when playing goal-tracking shots and tracking plays.

### Shot Tracking

Shot tracking is when a goaltender follows the puck all the way through the save. At no time does the goaltender take his or her eyes off of the puck when making saves. This will help a goaltender choose proper save selection, control rebounds and get into position quickly for second-chance opportunities.

### Play Tracking

The body will always follow where its eyes lead it. It is important for a goaltender to follow all plays with his or her eyes. This will help a goaltender track pucks, locate his or her next position and anticipate potential situations. Remember to preach the importance of leading with the eyes.

## SUMMARY

It is important for coaches and goaltenders to understand the importance of practicing with the same details you would want to use during a game. Goaltending is a position of habit and detail combined with good athletic ability. In order for goaltenders to reach their full potential they must practice each drill with speed and detail.

### LEARN MORE

Click on the following link(s) for more information on the topics covered in this chapter. (*Internet access is required*).

- [www.usahockey.com/usahgoalies/default.aspx](http://www.usahockey.com/usahgoalies/default.aspx)

## Section 5

# Off-Ice Training



# Chapter 10

## Strength & Conditioning Program

### OBJECTIVES

- To understand the importance of athleticism
- To determine what activities can enhance performance
- To provide guidelines for a safe conditioning environment

### INTRODUCTION

The purpose of this strength and conditioning chapter is to introduce a wide variety of fundamental exercises and drills that athletes and coaches can implement in all phases of their training. The game of hockey presents the athlete with great demands in muscular endurance, power, overall strength, core strength, flexibility and especially hockey specific strength. While attaining higher levels of the previously mentioned, your overall goals should include:

- developing a high level of athleticism
- performance enhancement
- prevention of injury

### ATHLETICISM

All athletes should be striving for the development of total athleticism through participation in a variety of sports, no matter what age. The game of hockey requires great reflexes, balance, flexibility, lateral movement, acceleration, deceleration, and powerful movements, etc. All of these skills can be further developed through other sports to promote a high level of athleticism. Many of today's top players have not developed to their highest level of athleticism. It is never too late or too early to

develop a strong athletic base. A great way to improve your weaknesses is to participate, mainly during the off-season, in recreational sports or summer leagues. Younger players should be encouraged to engage in many sports. Some examples of recreational or competitive activities that are specific to a hockey players' needs are: baseball, basketball, lacrosse, racquetball, soccer, street hockey and tennis. Through these sports, the many attributes of athleticism are touched upon:

- agility
- balance
- coordination
- core stability
- endurance
- flexibility
- power
- reaction/reflexes
- speed
- strength

### PERFORMANCE ENHANCEMENT

Performance enhancement is the ultimate goal of strength and conditioning. The formula for one to develop to the next level and maintain that high level of performance is strength + speed + power +

conditioning (aerobic and anaerobic) + athleticism + nutrition + recovery.

The following questions and answers touch upon the basics of conditioning for hockey.

**Q1. Should hockey players be concerned with both the aerobic and anaerobic energy systems?**

A1. Anaerobic. This is a question that brings up much discussion and debate. Some coaches are still spending late spring and early summer running laps around a track. Others are spending the majority of time performing sprint training. Is there an effective means of training the major energy systems required in this highly complex game?

The main focus should be on the predominant energy system being used. Means of conditioning that system should be as specific as possible. While a hockey player should be concerned with both of the energy systems, it should be known that the bulk of conditioning should be anaerobic.

A good aerobic (with oxygen) base should be developed in order to aid in the recovery of the damage done by the anaerobic systems. However, this base can be built up through a high volume of anaerobic training with the occasional aerobic bout. Interval training is an excellent way of targeting both of the systems. Monitoring the work-to-rest intervals will determine what system will be working the most. A highly developed anaerobic system (without oxygen) will assist the hockey players in their shifts using the off time as a rest interval. Means of improving the anaerobic system include wind sprints, slide board sprints, racquetball, inline skating, intervals, and tempo runs. Concentrate on interval work (800's, 400's, 200's), slide boards, and different forms of tempos on football/soccer fields.

**Q2. Does a hockey player need to work on muscular power more than muscular endurance?**

A2. Yes. The definition of power is  $\text{Power} = \text{Force} \times \text{Velocity}$ . Performance is usually determined by the amount of power he or she can produce. Remember that a powerful skater is

better than a strong skater. A high force initiated on the ice at a high velocity will produce a significant amount of skating power. Muscular endurance is the ability to exert a sub-maximal force over a prolonged period of time. A hockey player needs a base such as performing leg circuits in the early off-season to endure what lies before him or her. The endurance level will also increase as anaerobic conditioning increases. The training programs for these components do vary. Muscular endurance can be attained by performing circuit and/or interval training. However, the path (aerobic/anaerobic) of training, will impact one's whole career. Power and strength should be the focus through weight training, plyometrics and sprints.

**Q3. To stretch or not to stretch?**

A3. Stretch!!! It is not a hard question to answer. Flexibility is defined as the ability to move a joint or a group of muscles through a specific range of motion without causing injury. Poor flexibility will impact speed, agility, power output and recovery time negatively. Being flexible will also reduce the chance of injury to joints and muscles as well.

There are many different basic stretching techniques that can be implemented; Static stretches, PNF, dynamic, mobility and ballistics. The areas to stress are:

- adductors
- abductors
- hamstrings
- core (low back/abdominals)
- shoulders
- internal/external hip rotators

Stretching should be done after an easy warm-up. A consistent stretching program will increase flexibility and reduce the chance of an injury. If time is not allowed for a proper stretching routine to take place, the focus should be placed on a continuous warm-up. This includes large total body movements that take the body through a wide variety of hockey specific motions. Stretching should be done before, during and after weight training, practice, games, sprints and plyometrics. Be sure to avoid over-stretching, which may lead to hyper-mobility of some joints (e.g. shoulders).

**Q4. Is core strength and stability important to a hockey player?**

A4. Major importance! Core strength is a key element that many youth players and coaches neglect. The core (low back, abdominals, hip, and obliques) obviously links the lower body to the upper body. But more importantly, a strong core allows a hockey player to transfer the power generated by the lower body to the upper body, absorb and generate impact and skate efficiently. When skating, the core/trunk area is in a constant state of isometric contraction, which allows the skater to better control his or her movements. There are many different factors and motions that contribute to having a strong and stable core area. This area should be trained in a fashion that is multi-dimensional and multi-plane. Always train all of the muscles to avoid imbalances.

- flexion
- extension
- lateral flexion
- hyperextension
- rotation

- diagonal rotation
- stabilization (isometrics)

All of these motions must be targeted in order to prepare for the onslaught of checks (given and taken), shots on goal, falls, changes of direction, etc. Take caution when training the core and remember that we are trying to prevent injuries, not have them occur.

**Q5. How does it all fit together?**

A5. It all fits together in a well organized format known as periodization. Periodization is a changing and/or manipulating of the training stimulus over the course of a year. Load, intensity, tempo, recovery, mode of exercise, and focus on conditioning are structured to fit the proper time of the year. The factors that determine the cycles or phases are usually the competitions. However, hockey competitions can span a long period of time. The following chart (Chart 10-1) shows the periodization over a year for hockey.

	STRENGTH	POWER	SPEED/PLYOS/COORDINATION	METABOLIC TRAINING	FLEXIBILITY TRAINING
<b>OFFSEASON Hypertrophy Active Rest - 3 weeks</b>	High foundation of general, max and absolute strength	Moderate to low levels of power training	Low levels of speed and coordination training	Low-aerobic and anaerobic threshold	High
<b>OFF SEASON Hypertrophy</b>	High foundation of general, max, absolute and endurance training	Low levels of power training	Moderate levels of speed, coordination, plyos and agility training	Low Aerobic, Low Moderate Anaerobic	High
<b>PRESEASON</b>	Moderate-relative, endurance and specific strength training	Moderate to high levels of power training	Moderate levels of speed, coordination, agility and plyometric training	Low Aerobic, Moderate anaerobic threshold, max V02 and lactic threshold	High
<b>PRESEASON Basic Strength to Strength and Power</b>	High level of specific strength	High level of power training	High levels of speed, coordination, agility and plyometric training	Moderate to high levels of Anaerobic	Moderate training to maintenance
<b>IN-SEASON Strength and Power to Peak</b>	Maintain strength training and core lifts	Moderate to high levels of power training - complex and Olympic-style lifts	High levels of speed, coordination, agility and plyometric training	High Anaerobic	Maintenance
<b>IN-SEASON PLAYOFFS Peak</b>	Maintain - concentrate on specific strength training (core and Olympic-style lifts)	Maintain high levels of power training	Maintain levels of speed, coordination, agility and plyometric training	Maintain anaerobic intervals, primarily on ice	Maintenance

Chart 10-1. Periodization for hockey.

## PREVENTION OF INJURY

Whether you are dry land training, on the field/court, or in the weight room, the ever present risk for injury is always looming. Hockey, at any level, has some amount of contact (body-to-body, body-to-ice, body-to-boards, body-to-puck, stick-to-puck). It is our goal through the proper training programs to prepare the body's joints, muscles, and bones to withstand the various positions a hockey player might engage during the game. In order to do this, the training must be multi-directional, functional to their needs, and performed through a safe and effective range of motion with adequate flexibility.

It is intended that all of these exercises and drills are to be monitored by a strength and conditioning specialist to ensure safety and proper form. As with all age levels, correct technique must be stressed and the proper form has to be mastered before going on to any weight-bearing exercise. Impatience with body weight and/or minimal resistance exercises at any age may lead to injury.

Although preventing an injury is not guaranteed, by performing a proper plyometric, agility, flexibility, and strength training program, the chances are decreased.

## STRENGTH AND CONDITIONING GUIDELINES

### Body Weight and Free Weight Exercises

- A. Perfect form is a must. There are no excuses for performing an exercise or lifting weight without perfect form. Do not sacrifice for heavy weights. It typically leads to injury.
- B. Perform in a slow and controlled manner (except Olympic lifts).
- C. Focus on body alignment (knee tracking, lordotic curve, head neutral, weight distribution, etc.).
- D. Avoid rounding the lower back.
- E. Ask questions if you do not know how. If you don't, something will usually go wrong.
- F. Progressive Overload - Start with a wide variety of body weight exercises. Then progress to light weights. Do not rush. A 2.5 pound increase per week over a year results in a total increase of 130 pounds.
- G. Closed Chain vs. Open Chain Exercises - Hockey is played, for the most part, on one leg. Strength training should be as sport specific as possible. Closed chain exercises are those that are more functional towards the game involving more than one joint at a time. Having one foot or two feet in contact with the ground or apparatus is classified as a closed chain exercise. Open chain exercises usually involve only one joint or muscle group. These types of exercises are typically used at the earlier stages of rehab and are not as functional to a healthy athlete. Remember that the body is the ultimate free weight.
- H. Overhead pressing movements are to be done with the knees bent, hips pushed back and head forward in order to reduce the strain on the lower back.
- I. In any type of squat motion the knees must remain over the ankles as the hips move down and back so that the thigh bone is parallel to the floor/ice.
- J. Once the body weight exercises have been mastered, vary the tempo by controlling the eccentric (lowering) and concentric (raising) speeds.



**EXERCISE SELECTION (ALL LEVELS)**

LOWER BODY	UPPER BODY	OTHER / PREHAB
<p><b>Squats / One Leg / Other</b></p> <p><b>a. Double Leg Squatting</b></p> <ul style="list-style-type: none"> <li>- Front (should precede back)</li> <li>- Back</li> </ul> <p><b>b. Single Leg</b></p> <ul style="list-style-type: none"> <li>- One Leg Bench Squat</li> <li>- One Leg Squat</li> <li>- Step Ups                             <ul style="list-style-type: none"> <li>* regular</li> <li>* lateral</li> </ul> </li> <li>- Lateral Crossover                             <ul style="list-style-type: none"> <li>* lateral</li> </ul> </li> <li>- Lateral Squat / Rocker</li> <li>- Lunges                             <ul style="list-style-type: none"> <li>* straight lunge</li> <li>* lateral</li> <li>* angle</li> </ul> </li> </ul> <p><b>c. Other</b></p> <ul style="list-style-type: none"> <li>- <b>Four Way Hip</b></li> <li>- <b>Flexion</b></li> <li>- <b>Extension</b></li> <li>- <b>Abduction</b></li> <li>- <b>Adduction</b></li> <li>- Glute Ham Raises</li> <li>- Hyperextensions                             <ul style="list-style-type: none"> <li>* w/ twist</li> <li>* w/o twist</li> <li>* one Leg (more advanced)</li> <li>* one Leg with twist</li> </ul> </li> <li>- Reverse Hyperextensions                             <ul style="list-style-type: none"> <li>* unloaded</li> <li>* loaded</li> </ul> </li> <li>- RDL/SLDL (machine, SB, MB, PR)</li> </ul>	<p><b>Pressing / Pulling</b></p> <p><b>a. Pressing</b></p> <ul style="list-style-type: none"> <li>- Push Ups                             <ul style="list-style-type: none"> <li>* regular</li> <li>* modified</li> </ul> </li> <li>* on one or two MB's</li> <li>* hands on box</li> <li>* loaded</li> <li>* narrow vs. wide</li> </ul> <li>- Dips/Bench Dips                             <ul style="list-style-type: none"> <li>* loaded</li> </ul> </li> <li>- Bench Press                             <ul style="list-style-type: none"> <li>* flat</li> <li>* incline</li> <li>* dumbbells</li> <li>* narrow vs. wide vs. neutral grip</li> <li>* on physioball</li> <li>* tempos</li> <li>* negatives</li> </ul> </li> <li>- Overhead                             <ul style="list-style-type: none"> <li>* DB Military</li> <li>* Standing Military</li> </ul> </li> <p><b>b. Pulling</b></p> <ul style="list-style-type: none"> <li>- Chin Ups</li> <li>- Pull Ups</li> <li>- Towel Grip, V Grip, Neutral Grip</li> <li>- Inverted Row (close, wide, under, over, towel)</li> <li>- DB Row</li> <li>- Barbell Row</li> <li>- Upright Row</li> <li>- Shrugs</li> </ul>	<p><b>a. Auxiliary</b></p> <ul style="list-style-type: none"> <li>- Shoulder FLB</li> <li>- DB Hammer Curls</li> <li>- Reverse Curls</li> <li>- Wrist Rollers</li> <li>- Lying DB Extensions</li> <li>- Hyperextension</li> <li>- Calves</li> <li>- <b>Speed Trax</b> (Hockey specific machine)</li> </ul> <p><b>b. Prehab</b></p> <ul style="list-style-type: none"> <li>- Shoulder                             <ul style="list-style-type: none"> <li>* internal rotation</li> <li>* external rotation</li> <li>* ab/adduction</li> </ul> </li> <li>* FLB prehab</li> <li>* slideboard</li> </ul> <li>- Lower Body                             <ul style="list-style-type: none"> <li>* one legged squats</li> <li>* balance work</li> <li>* MVP shuttle</li> <li>* plyos</li> <li>* bands</li> </ul> </li>

## OLYMPIC LIFTING

Olympic lifts are total body, multi-joint, explosive lifts that require the highest rate of force development. The development of explosive power is key in all sports from badminton to hockey. Recall the definition of power:  $\text{Power} = \text{Force} \times \text{Velocity}$ . Within the definition, the two components are force and velocity. A greater velocity at which the nervous system fires in order to inflict a high amount of force on an object (body, barbell, floor) will result in increased power output. Increased power output leads to better athletic performance.

If Olympic lifting is a new concept for an athlete or coach, there are a few guidelines to follow:

1. Perfect form! If lifting technique is not mastered, injury can occur, the lift will be inefficient and the maximum amount of force may not be developed.
2. Start with a broom stick, hockey stick, or aluma-lite bar.
3. Do not rush the process. It takes time to perfect the technique.
4. Make sure to have a qualified coach to help you on your technique.
5. Everything is done from the power position.
  - a. head is in a neutral position, eyes straight ahead
  - b. chest is out and shoulders are squeezed together
  - c. arms are long and relaxed, rotate elbows outward
  - d. torso is rigid, contract abdominal muscles
  - e. back is flat to arched (lordotic curve, lower back)
  - f. knees are slightly bent with the hips propped back
  - g. hands and/or bar are slightly above knees
  - h. shoulders should be in line with the bar
  - i. weight should be distributed over the heels to the middle of foot, avoid being on the toes or balls of your feet
  - j. lower leg should be perpendicular to the floor to avoid forward flexion of the knees over the toes

### OLYMPIC LIFTS - VARIATION AND PROGRESSIONS

Power Shrug	Push Jerk	Hang Snatch/ Over Head Squat
High Pull	Push Press	DB Snatch
Hang Clean	Split Jerk	DB Clean
Power Clean	Over Head Squat	DB Alternate Puch Jerk
Hang Snatch	HC or PC/Front Squat	DB Clean/Front Squat
Power Snatch	HC or PC/Jerk	HC/FS/Jerk

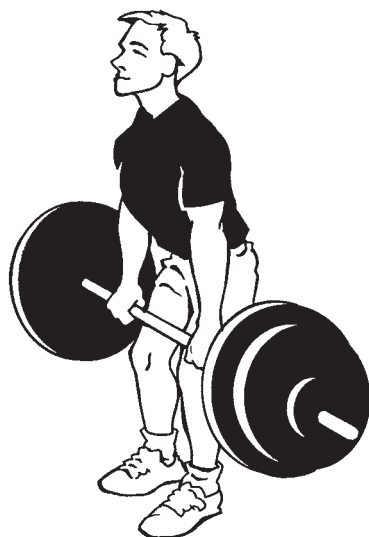
**Chart 10-2.** *Olympic lifts – variation and progressions.*

All Olympic lifts should be performed in a range of 1-6 repetitions and 2-4 sets. They should also be performed at the beginning of a program following proper warm-up, abdominals and plyometrics.

## HANG CLEAN PROGRESSION

### Starting Position

- athletic position
- chest out
- lower back straight
- shoulders over bar
- head up
- bar just above knees



### Pull Position

- in a jumping action, extend the knees, hips and ankles.
- keep the shoulders over the bar as long as possible.
- once the bar clears the hip, pull with the elbows out.
- Keep the bar as close as possible to the body on the pull.



### Catch Position

- Drop under the bar by rotating around and under the bar.
- Hyperextend the wrists as elbows move under the bar.
- Move the feet to a squat position and land flat footed.
- Rack the bar across the front of the shoulders.
- Keep the lower back and chest position rigid.
- Drop as low as necessary to handle the load.
- Keep the head up.
- Keep the elbows parallel to floor.
- Keep the lower back straight.



## CORE STABILITY EXERCISES (ABDOMEN, LOW BACK, HIPS)

Abdominal and core work should be done before any heavy lifting to aid as a warm up and make sure it gets done. It won't get done at home! The goal, whether it is more muscular endurance or strength, will decide the reps, sets and intensities.

Total control of the torso is necessary to get the most benefit out of these exercises. A slow and controlled motion is required on all except the medicine ball twists and throws.

### The Abdominals

1. Flexion (including lateral flexion)
  - a. Crunches
    - regular
    - reverse
    - with plate
    - alternate hand toe
  - b. Others
    - v ups
    - leg throw downs
  - c. Lateral flexion
    - side stack crunch on medicine ball
    - overhead medicine ball lateral flexion
    - off bench obliques without twist
2. Rotation
  - a. Lateral
    - Russian twist
    - lying trunk twist
    - medicine ball twists/throws
  - b. Diagonal
    - alternate v twist
    - bicycles
    - off bench obliques with twist
    - medicine ball twists/throws (standing/sitting)

### The Lower Back

1. Hyperextension/Extension
  - a. Supermans
  - b. Bird dogs
  - c. Back extensions
    - with twist
    - weighted

2. Physioball Programs
  - a. Hips
  - b. Pelvic thrusts
  - c. With the medicine ball
  - d. thrust and hold
2. Medicine ball work
3. Hip extension off medicine ball

### Other

1. Physioball/Swissball stabilization programs

## MEDICINE BALL TORSO EXERCISES

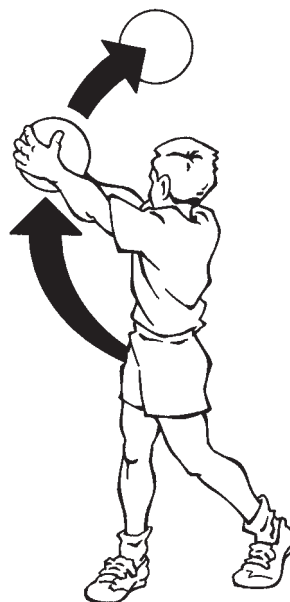
### Hammer Throw

**Starting Position:** straddle stand position with the ball held waist high off of the hip and back to a partner.

**Movement Description:** Swing the ball from off the hip and throw it over the opposite shoulder to a partner or against a wall.

**Rhythm/Speed:** fast and explosive

**Weight of Ball:** 2 kg for beginner. 5 kg for advanced.



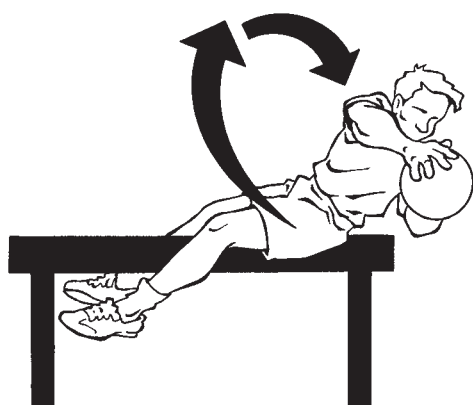
### Russian Twist - Seated

**Starting Position:** From the straddle sit position with the knees bent and the body inclined back at 45 degrees, hold the ball extended from the chest with the feet hooked under a bench.

**Movement Description:** Keeping the legs and hips stationary and the arms extended, twist the torso around to the right and then to the left. Pause for one count in front of the body to begin each repetition.

**Rhythm/Speed:** moderate

**Weight of Ball:** 2 kg for beginner.  
5 kg for advanced.



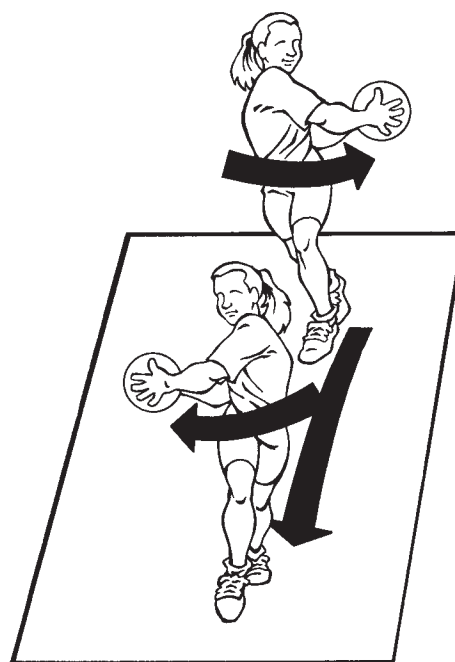
### Russian Twist - Walking

**Starting Position:** stride stand position with the ball extended out from the chest.

**Movement Description:** Walk forward and swing the ball to the side of the front leg, alternating the ball with each step.

**Rhythm/Speed:** moderate

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.



### Rocky Full Twist

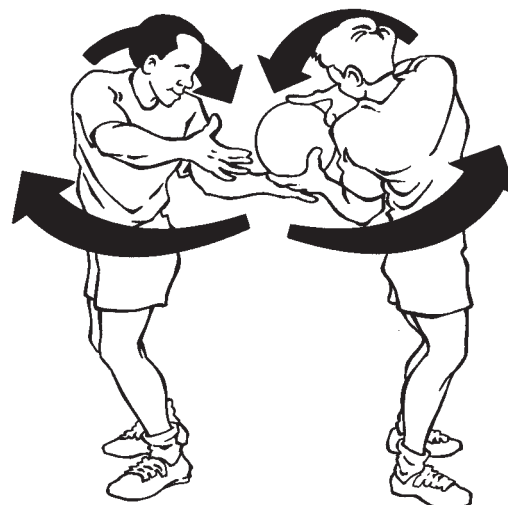
**Starting Position:** straddle stand position with back to the partner an arm's length away with the ball extended out from the chest.

**Movement Description:** Keeping the feet and hips stationary, twist the torso and pass the ball to the partner, who twists the opposite direction. The pass is executed right to right and left to left.

**Rhythm/Speed:** moderate to fast

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.

**Variations:** (a) kneeling; (b) seated.



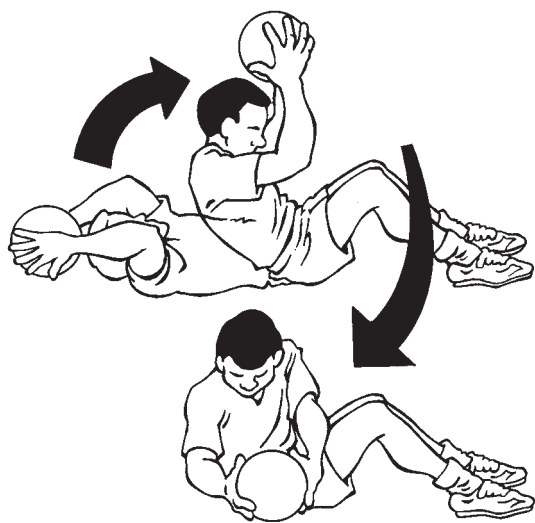
### Medicine Ball Sit Up and Twist

**Starting Position:** straddle sit position with knees bent at 45 degrees and ball extended overhead

**Movement Description:** Sit with the back to the ground. Maintain the ball in the extended overhead position. Sit up and twist, touching the ball to the right. Return to the starting position and repeat to the left.

**Rhythm/Speed:** moderate to fast

**Weight of Ball:** 2 kg for beginner.  
5 kg for advanced.



### Standing Side to Side Passes

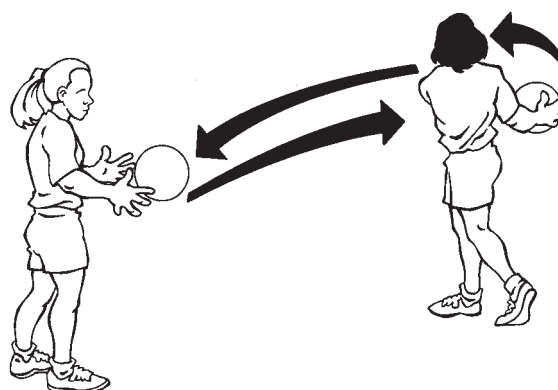
**Starting Position:** straddle stand position with the ball held waist high off the hip

**Movement Description:** Pass the ball to the outside of the partner's opposite hip, forcing the partner to twist to that side upon catching the ball. Throw it back to the same side from which the throw originated.

**Rhythm/Speed:** controlled

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.

**Variations:** (a) kneeling; (b) against a wall without a partner



### Seated Solo Twist

**Starting Position:** straddle sit position with the ball on the ground behind the back

**Movement Description:** Reach back, grasp the ball and pass it around to the starting position. Repeat in same direction until the desired number of reps is achieved. Repeat the exercise turning the opposite direction.

**Rhythm/Speed:** fast

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.

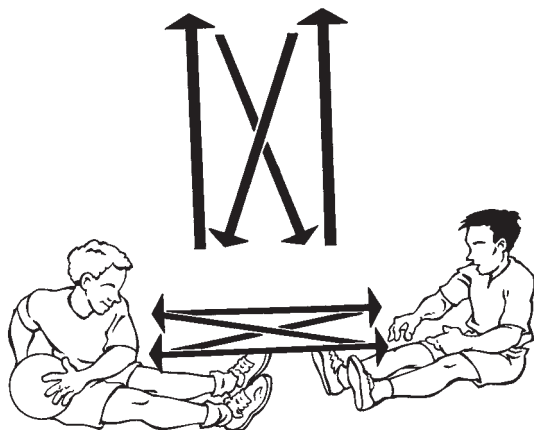
### Partner Straddle Sit Passes

**Starting Position:** straddle sit position facing a partner sitting in the same position with a ball held at the side just off the hip.

**Movement Description:** Partner A passes ball down the side to partner B. Partner B passes the ball diagonally across to partner A's opposite side. Partner A then passes to B down this side and B returns ball diagonally to A at the starting point. Repeat for the desired number of repetitions and switch the pattern so that each partner is doing the opposite action.

**Rhythm/Speed:** moderate, emphasizing the stretch upon catching the ball

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.



### TRUNK ROTATION AND TWISTING

#### Rocky Half Twist

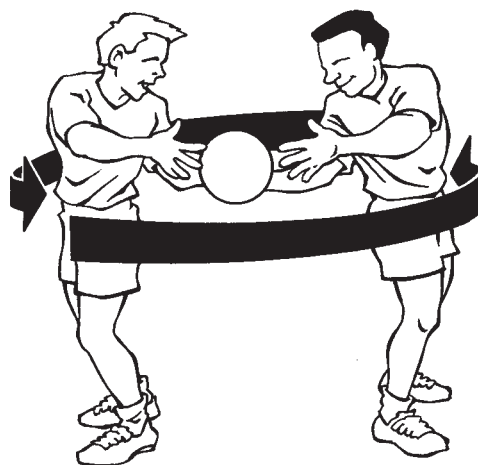
**Starting Position:** stand in the straddle position. Put the back to your partner an arm's length away with the ball held extended out from the chest.

**Movement Description:** Keeping the feet and hips stationary, twist the torso and pass the ball to a partner who twists in the same direction. The pass is executed right to left and left to right.

**Rhythm/Speed:** moderate to fast

**Weight of Ball:** 3 kg for beginner.  
5 kg for advanced.

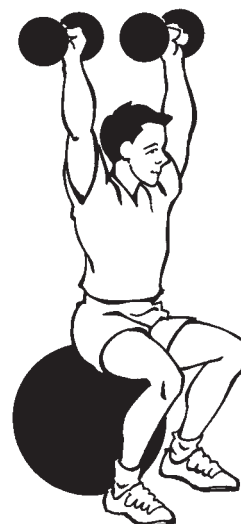
**Variations:** (a) kneeling; (b) seated



### PHYSIO/SWISS BALL EXERCISES

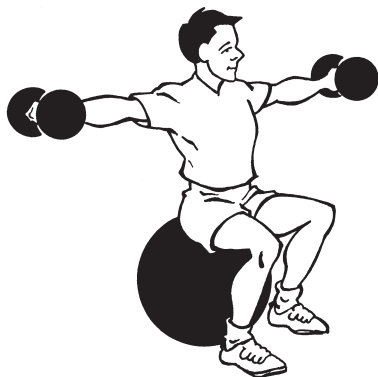
#### Swiss Ball - Dumbbell - Military

- Sit tall.
- Press the dumb bell overhead.

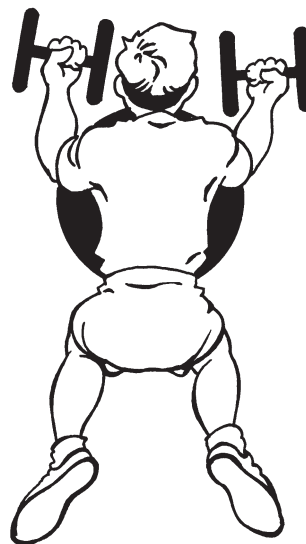


**Swiss Ball - Dumbbell Lateral - Raise**

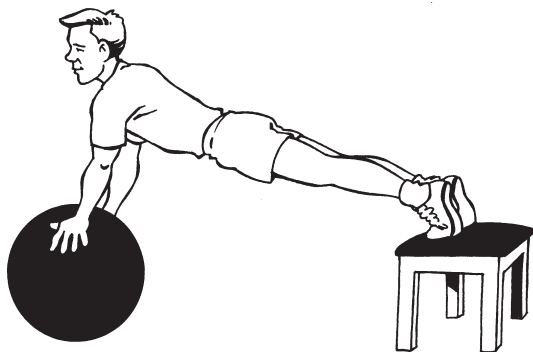
- Sitting on the ball, stay tight.
- Raise both arms up and down.

**Swiss Ball - Prone External Rotation**

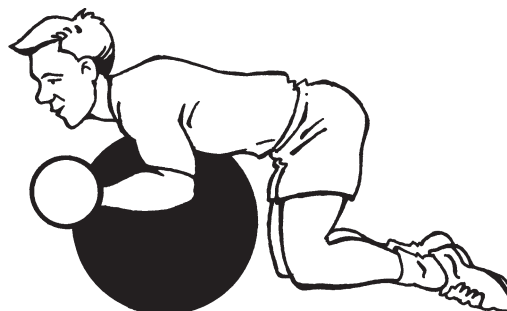
- Stabilize the shoulders and externally rotate (top and side view).
- Lie face down with the ball on your chest and the arms flexed at 90 degrees.

**Swiss Ball - Push Up**

- With your feet on a bench, perform a push up.
- Keep your hands on the ball.

**Supine Low Crawler - 2 Balls**

- Roll laterally to one side as the opposite side goes into shoulder flexion.
- Hold that position and alternate shoulder presses.





**Swiss Ball - Ab Crunch**

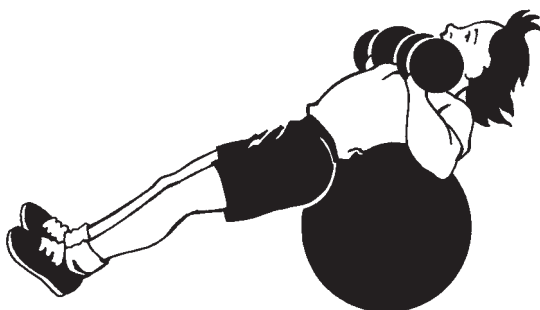
- Keep the lower back in contact with the ball and crunch up.
- Keep your weight on the upper chest.

**Swiss Ball - Dumbbell Bench Press**

- Keep the hips up.
- Keep the ball on your upper shoulders.

**Swiss Ball - Incline Dumbbell Press**

- Put the hips down around the ball.
- Press the dumbbell up and back.

**Prone Ball Roll**

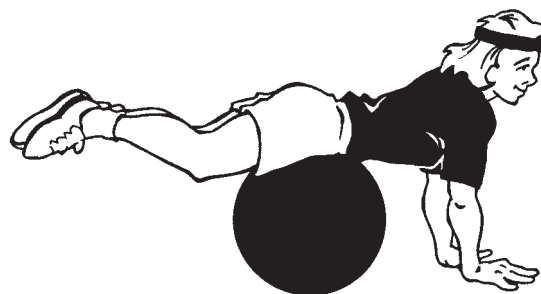
- Keep the legs straight.
- Roll to one side and back (left or right).
- Keep your form.
- Cross Crunch with Counter Kick – roll to the side until the ball gets close to your armpit, then cross crunch by bringing your leg up on an angle toward the elbow.

**Prone Hip & Leg Extension (reverse hyper)**

- Roll out onto the ball. Find a balance point with the hands on the floor. Raise the upper body and lower body together. Hold for three seconds and lower. Drape your body over the ball and repeat.
- To make this more difficult, take your weight off of the hands, but leave them in contact with the floor.
- Roll forward and position the elbows on the floor. Hold that position for 10 seconds, then slowly come down.

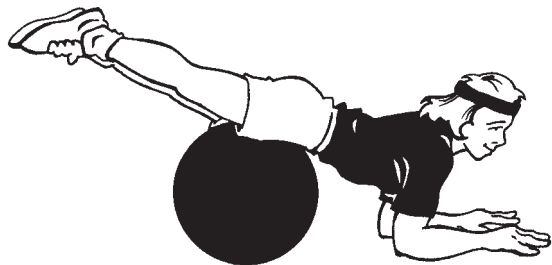
**Prone Forward Ball Roll**

- Kneel in front of the ball with your forearm resting on top and roll forward.
- Do not arch the body. Stay tight and don't let the belly drop.
- As you get better, stand with the hands closer to you so that as you roll, the ball gets farther away, increasing the load on the abs.
- Start on your toes in pushup style position.



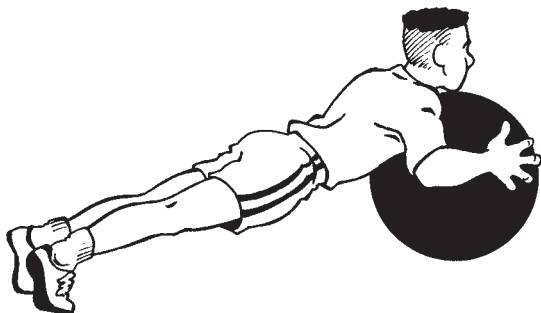
### Swiss Ball - Lower Ab Tuck

- Lower the abs.
- Don't roll so far back that you increase the lumbar curve.
- You should feel no pressure in the spine.
- One leg at a time.



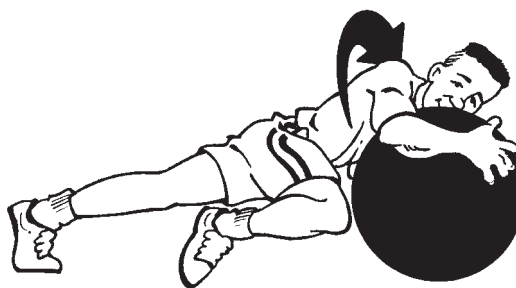
### Supine Hip Extension

- Lie on the ball until the head and shoulders rest on the ball.
- Use your hamstrings, glutes and hips.
- Raise the hips up and hold for three counts then lower.
- If you roll forward (knees over toes), you emphasize your quadriceps, not your hamstrings. Therefore keep the lower leg straight.
- Focus on tightening the glutes and even it out.
- One leg at a time with your arms out.



### Supine Lateral Roll

- Use your hamstrings, glutes, abdominals, back and shoulder.
- Place your head and shoulders on the ball with your arms spread.
- Start by rolling from side to side (6-10 inches).
- Go farther.
- Keep the pelvis up. Do not let it drop down.



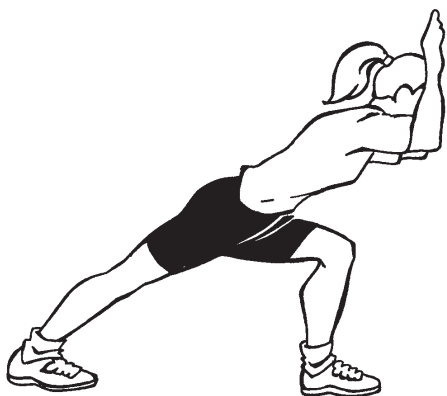
## LOWER BODY STRETCHES – THIGH, GROIN, HAMSTRING, GLUTES & CALVES

### Lower Body Stretch #1

Standing an arms length from a wall, bend one leg forward and lean against the wall without losing the straight line of your head, neck, spine, pelvis, rear leg and ankle.

Keep your rear foot down and parallel to your hips. Bend your arms and shift your weight toward the wall.

Exhale and contract the quadriceps of your rear leg without jamming or locking the knee.

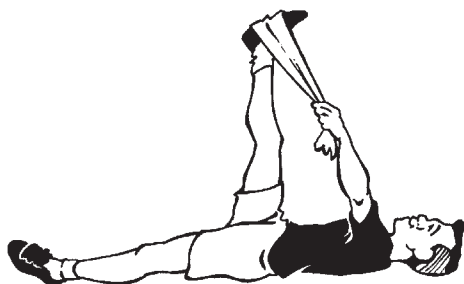


### Lower Body Stretch #2

Lying on your back, wrap a folded towel around the instep of one foot, inhale and extend the leg upward.

Exhale and pull the raised leg toward your face, keeping the leg straight.

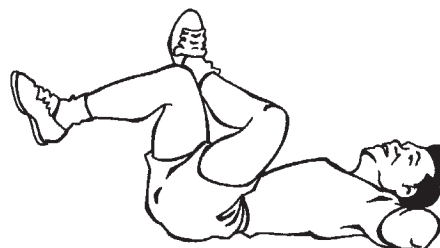
Also, if you have a bad back, flex the extended leg and slowly lower it to the floor.



### Lower Body Stretch #3

Lie on your back with your left leg crossed over your right knee.

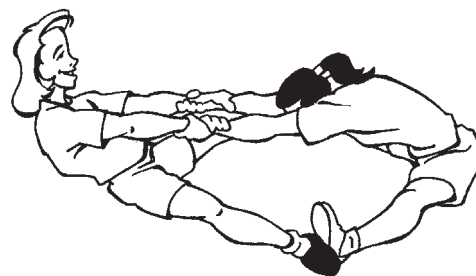
Exhale and flex your right knee, lifting your right foot off of the floor, and let it slowly push your left foot toward your face, keeping your head, shoulders and back flat on the floor.



### Lower Body Stretch #4

Sit on the floor with your legs spread. Your partner assumes the same position with his or her feet braced against yours. Lean forward and grasp each other's wrists.

Exhale. Keeping your legs straight, extend your upper torso and bend forward at the hips as your partner leans backward and pulls on your wrists.

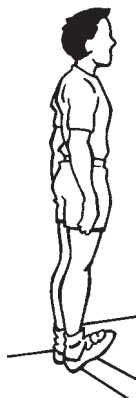


**Lower Body Stretch #5**

Stand with the balls of your feet balanced on an edge or step.

Exhale and lower your heels to the floor.

**NOTE:** If necessary, place one hand against a wall for balance and support.

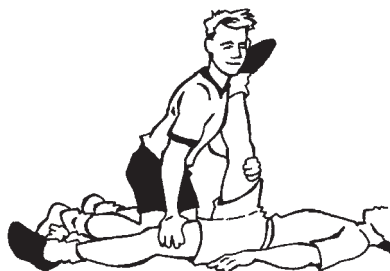
**Lower Body Stretch #6**

Lie on your back and raise one leg, keeping your hips square.

Your partner anchors your leg on the ground and grasps your raised leg.

Exhale as your partner raises your leg upward.

**NOTE:** Remember to keep both legs straight and your hips squared. **Your partner should avoid grasping the heel because the leverage may result in straining the knee.**

**Lower Body Stretch #7**

Lie on your back with the knees flexed and hands interlocked under head.

Lift your left leg and hook it on your right leg.

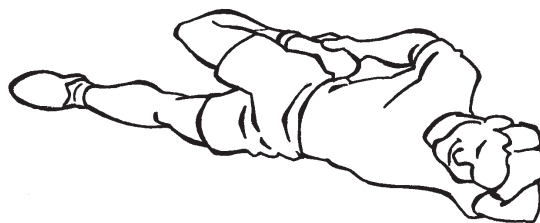
Exhale and use your left leg to force the inside of your right leg the floor, keeping your elbows, head and shoulders flat on the floor.

**Lower Body Stretch #8**

Lie on your side, flex one knee and raise your heel toward your buttocks.

Exhale, grasp your raised ankle and pull your heel toward your buttocks without overcompressing the knee.

**NOTE:** To maximize the stretch, make sure the medial sides of your legs touch each other and your pelvis rotates backward (visualize pulling your tailbone between your legs). **Do not arch your lower back or twist your pelvis.**



## UPPER BODY STRETCHES – CHEST SHOULDERS, ARMS & UPPER BACK

### Upper Body Stretch #1

Sit or stand with one arm across your chest and grasp the elbow with your opposite hand.

Exhale and pull your elbow toward the opposite shoulder.



### Upper Body Stretch #2

Sit or stand with one arm flexed behind your back and grasp the elbow from behind with your opposite hand.

Exhale and pull your elbow across the midline of your back. Grasp your wrist if you are unable to reach your elbow.



### Upper Body Stretch #3

Sit or stand, flex your right arm and raise your elbow to chest height.

Flex and raise your left arm so that its elbow can support your right elbow. Intertwine your forearms so that your left hand grasps your right wrist.

Exhale and pull your wrist outward and downward.



### Upper Body Stretch #4

Kneel on all fours, extend your arms forward and lower your chest to the floor.

Exhale and extend your shoulders. Press on the floor with your arms to arch your back.



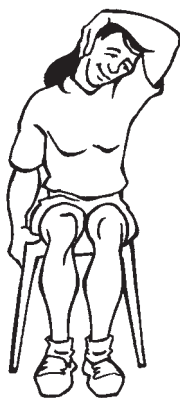
**Upper Body Stretch #5**

Sit on a chair with your right hand grasping the lowest part of the chair frame to stabilize your right shoulder.

Place your left hand on the upper right side of your head.

Exhale and pull the left side of your head onto your left shoulder.

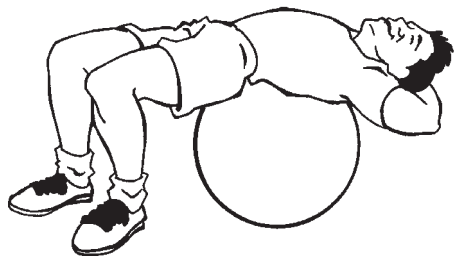
**NOTE:** The stretch will be dissipated upon release of the chair.

**Upper Body Stretch #6**

Sit on the floor with a large Swiss ball against your lower back and your hands interlocked behind your head, elbows facing forward.

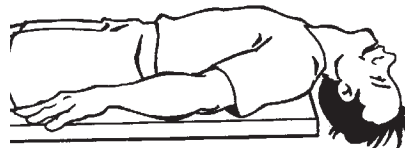
Inhale, extend your thighs and raise your buttocks off the floor. Roll the ball and achieve a neutral position. The ball should be under your shoulder blades (scapula), with your lumbar spine flat, your knees flexed at 90 degrees and your elbows abducted.

**NOTE:** You should feel the stretch in the upper chest area.

**Upper Body Stretch #7**

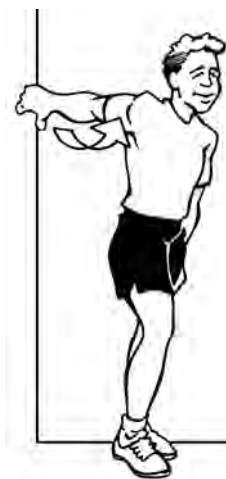
Lie on your back on a table with your head hanging over the edge.

Hold the stretch and relax.

**Upper Body Stretch #8**

Stand with your back to a door frame.

Rest one hand against the door frame with your arm internally rotated at the shoulder, your forearm extended and your hand pronated with your thumb pointing down. Exhale and attempt to roll your biceps so that they face upward.



**Upper Body Stretch #9**

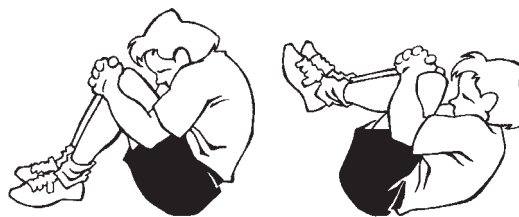
Sit with both of your arms flexed and your hands interlocked behind your head.

Your partner grasps both elbows and pulls them backward toward each other.



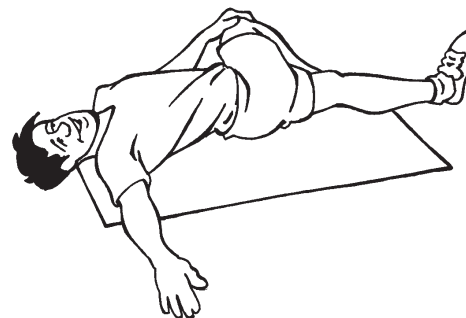
**Upper Body Stretch #11**

While sitting, curl into a ball and roll backward onto your back, keeping hold of your knees.



**Upper Body Stretch #12**

Lie on your back with the legs straight. Bring the leg toward the chest and pull it across your body to the floor. Keep the opposite arm and shoulder flat on the floor.



**UPPER BODY STRETCHES – TORSO**

**Upper Body Stretch #10**

Kneel on all fours with your toes pointing backward.

Inhale, contract your abdominals and round your back.

Exhale, relax your abdominals and return to the “flat back” position.

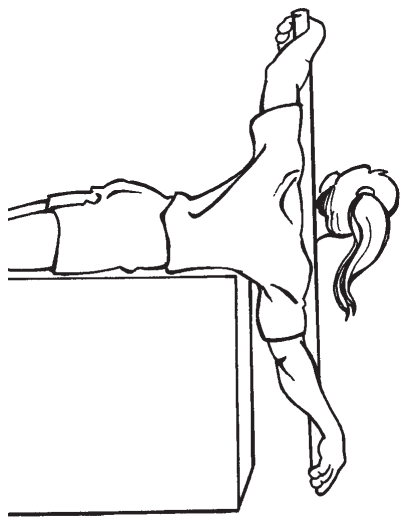


**Upper Body Stretch #13**

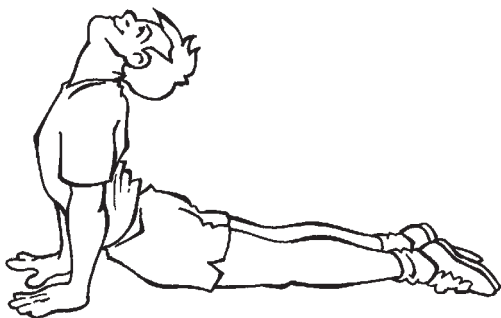
Lie face down on a table with your upper torso extended over the edge, grasping a stretching stick that rests across your shoulders.

Exhale as you slowly twist your upper torso as high as possible and return to the starting position.

**NOTE:** This stretch is great for the motion of shooting the puck.

**Upper Body Stretch #14**

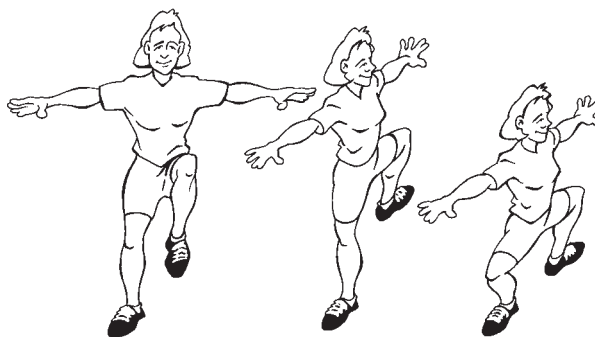
Lie face down on the floor. Extend your arms and push your upper body up. Look upward to enhance stretch.

**DYNAMIC MOBILITY EXERCISES****Ballet Dance**

**Start:** Begin standing with your feet shoulder-width apart and the torso tight. Lift your left knee straight up to a parallel position, keeping the heel tucked under the hip.

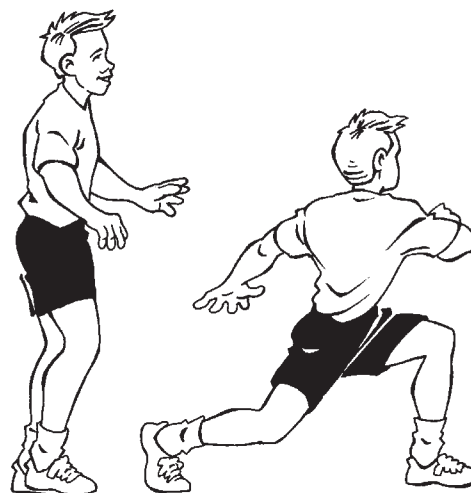
**Middle:** Keeping the right foot planted, rotate the left leg and hip 180 degrees to the left.

**Finish:** Keeping the chest and head up, plant the left foot in line with the right foot and squat down. Repeat 10 times on each leg.

**Lunge & Twist**

**Start:** Begin standing tall with your torso erect. Lunge forward with the left leg. Lunge to a 90 degree bend in your left knee. Making sure that your knee does not go past your ankle.

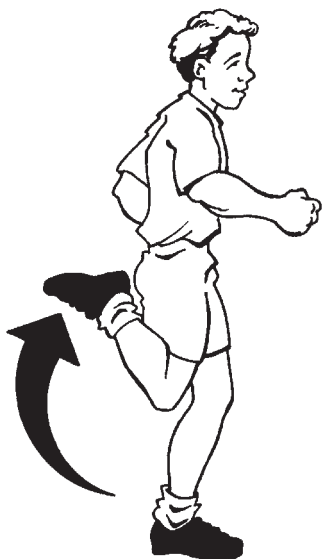
**Finish:** End by twisting your torso to the left side. Alternate and repeat.





**Butt Kicker**

Moving forward, try to kick your heels up as high as possible, making contact with the butt. Keep the torso tight and the ankles dorsi-flexed.

**High Knee Pull**

Walking forward, keep the torso erect and head up. Raise the knee as high as possible. Grab the knee and pull it to your chest. Alternate pulling the knees in.

**LEARN MORE**

Click on the following link(s) for more information on the topics covered in this chapter. *(Internet access is required).*

- [www.usahockey.com/USANTDP/Drills.aspx](http://www.usahockey.com/USANTDP/Drills.aspx)

# Section 6

# Appendices



# Appendix 1: Forms

The following pages contain forms that you may find useful throughout the season. Please utilize them as you see fit for your program.

- Training Log Books
  - Log Book A
  - Log Book B (Season Review)
  - Log Book C (Weekly)
- Conditioning Sample Programs
  - Off-Season
  - Preseason
  - In-Season

**SAMPLE LOG SHEETS**

Here are some samples of a log book page.

**TRAINING LOG BOOK A**

Date: \_\_\_\_\_

Resting Pulse: \_\_\_\_\_

Hours of Sleep: \_\_\_\_\_

Muscles Feel:  good  hurt  sore

Appetite:  good  poor

**WORKING ON TODAY**

Skills: \_\_\_\_\_

New Skills: \_\_\_\_\_

Practice Goals: \_\_\_\_\_

**PRE-PRACTICE ATTITUDE**

How motivated are you?

1

2

3

4

5

Don't want to practice

Average motivation

Can't wait to get training

Mental Goals for Practice:

1. \_\_\_\_\_

2. \_\_\_\_\_

**POST PRACTICE COMMENTS**

Energy Level: How much energy did you have?

1

2

3

4

5

VERY LOW

VERY HIGH

Why? \_\_\_\_\_

Performance: Did you accomplish your specific practice goals?

1

2

3

4

5

Met No Goals

Met 50% of Goals

Met 100% of Goals

**SELF-TALK**

What were you saying to yourself before practice? \_\_\_\_\_

What were you saying to yourself during practice? \_\_\_\_\_

Name at least one positive accomplishment from today's practice: \_\_\_\_\_

Notes: \_\_\_\_\_

## SAMPLE LOG SHEETS

### LOG BOOK B – SEASON REVIEW

**The Best:**

1. Game \_\_\_\_\_
2. Practice \_\_\_\_\_
3. Attitude \_\_\_\_\_
4. Grades \_\_\_\_\_

**Need Improvement:**

1. In My Game \_\_\_\_\_
2. In My Practicing \_\_\_\_\_
3. In My Attitude \_\_\_\_\_
4. In School \_\_\_\_\_
5. Mental Preparation \_\_\_\_\_

**SAMPLE LOG SHEETS**  
**LOG BOOK C – WEEKLY REVIEW**

Week \_\_\_\_\_

**What’s on the Schedule:**

Practices \_\_\_\_\_

Game \_\_\_\_\_

School \_\_\_\_\_

Other Activities \_\_\_\_\_

**School:**

Homework \_\_\_\_\_

Special Assignments \_\_\_\_\_

Tests \_\_\_\_\_

Goals This Week \_\_\_\_\_

What Did I Learn? \_\_\_\_\_

**Game Recap**

Performance             Great       Good       Average     Poor

Goals Met                 Yes         No

Pregame Attitude       Great       Good       Average     Poor

Postgame Attitude      Great       Good       Average     Poor

Did You Have Fun?      Yes         No

## SAMPLE CONDITIONING PROGRAM OFF-SEASON

Warm-Up / Stretch 10 Min. Abs/Starts/Plyos							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean	:90		x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Front Squat pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Inverted Rows (close)			x8		x8		x8
			x8		x8		x8
					x8		x8
Lunges pair w/	none		x8R/L		x8		x8
			x8R/L		x8		x8
					x8		x8
DB Incline Press			x10		x10		x10
			x10		x10		x10
					x10		x10

Warm-Up / Stretch Abs/Sprints/Shuttles								
Day 2		WK 1		WK 2		WK 3		
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS	
Push Jerk	:90		x5		x5		x5	
			x5		x5		x5	
			x5		x5		x5	
1 Leg Bench Squat pair w/	none		x10		x10		x10	
			x10		x10		x10	
					x10		x10	
Push Ups			BW	xmax	BW	xmax	BW	xmax
			BW	xmax	BW	xmax	BW	xmax
					BW	xmax	BW	xmax
Back Extensions pair w/	none		x10		x10		x10	
			x10		x10		x10	
					x10		x10	
Chin Ups (BW)					max		max	
					max		max	
					max		max	

Warm-Up / Stretch Agilities/Plyos/Post Conditioning							
Day 3		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
DB Snatch	:60		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
Step Ups pair w/	none		x10		x10		x10
			x10		x10		x10
					x10		x10
Bench Dips			BW	x8	x8		x8
			BW	x8	x8		x8
					x8		x8
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
					x8		x8
Pulls Ups (BW)			max		max		max
			max		max		max
					max		max

SAMPLE CONDITIONING PROGRAM  
OFF-SEASON

MONDAY	WEDNESDAY	FRIDAY
<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Dynamic Mobility</li> <li>2. Stretch</li> </ol>	<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Easy Jog</li> <li>2. Stretch</li> <li>3. Agility Ladder</li> </ol>	<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Dynamic Mobility</li> <li>2. Stretch</li> <li>3. MB Work</li> </ol>
<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Crunches 3 x 20</li> <li>2. Russian Twist 2 x 10 R/L</li> <li>3. Supermans 3 x 10</li> </ol>	<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Flat Foot with Twist 2 x 20</li> <li>2. Bicycles 2 x 30</li> <li>3. Off Bench Obliques 3 x 10</li> <li>4. Bird Dogs 2 x 15</li> </ol>	<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Rev. Crunch 2 x 30</li> <li>2. Alt V Twist 3 x 10</li> <li>3. Hip Thrust 3 x 20</li> <li>4. Alt Superman 2 x 10</li> </ol>
<p><b>Starts</b></p> <ol style="list-style-type: none"> <li>1. Ball Drops 10 x 5 yds</li> <li>2. Lean Fall Run 5 x 5 yds</li> </ol>	<p><b>Sprints</b></p> <ol style="list-style-type: none"> <li>1. Chase Sprints 6 x 15 yds</li> <li>2. Resistive Runs 4 x 15 yds</li> </ol>	<p><b>Agilities</b></p> <ol style="list-style-type: none"> <li>1. W Drill 5x's</li> <li>2. Pro Agility 3x's</li> </ol>
<p><b>Plyometrics</b></p> <ol style="list-style-type: none"> <li>1. Dot Drill</li> <li>2. Box Jumps</li> </ol>	<p><b>Conditioning (pre lift)</b></p> <ol style="list-style-type: none"> <li>1. 60-yard Shuttle 3x's</li> </ol>	<p><b>Plyometrics</b></p> <ol style="list-style-type: none"> <li>1. Tuck Jumps 2 x 8</li> <li>2. Lat. Cone Hops 4 x 4 R/L</li> </ol> <p><b>Conditioning (post lift)</b></p> <ol style="list-style-type: none"> <li>1. Slide Boards 15 min</li> </ol>



## SAMPLE CONDITIONING PROGRAM PRESEASON

Warm-Up / Stretch 10 Min. Abs/Starts/P							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean	2:00		x4		x4		x4
			x4		x4		x4
			x4		x4		x4
Back Squat pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Row			x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Angle Lunge pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
DB Bench			x8		x8		x8
			x8		x8		x8
			x8		x8		x8

Warm-Up / Stretch Abs/Sprints/Shuttles							
Day 2		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Alt DB Push Jerk	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
1 Leg Squat pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Incline			x8		x8		x8
			x8		x8		x8
			x8		x8		x8
Hypers w/ Twist pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
Chin Ups 5/0/1			x5		x5		x5
			x5		x5		x5
			x5		x5		x5

Warm-Up / Stretch Agilities/Plyos/Tempo Runs							
Day 3		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean/ Front Squat	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
Step Ups pair w/	none		x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
			x8R/L		x8R/L		x8R/L
Dips 2/0/2			x6		x6		x6
			x6		x6		x6
			x6		x6		x6
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
V Grip Pull Up	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8

SAMPLE CONDITIONING PROGRAM  
PRESEASON

MONDAY	WEDNESDAY	FRIDAY
<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Dynamic Mobility</li> <li>2. Stretch</li> </ol>	<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Easy Jog</li> <li>2. Stretch</li> <li>3. Speed Ladder</li> </ol>	<p><b>Warm Up</b></p> <ol style="list-style-type: none"> <li>1. Dynamic Mobility</li> <li>2. Stretch</li> <li>3. MB Work</li> </ol>
<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Rev Crunches 3 x 20</li> <li>2. OBO w/Twist 2 x 10 R/L</li> <li>3. Supermans 3 x 10</li> </ol>	<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Flat Foot with Twist 2 x 20</li> <li>2. Trunk Twist 2 x 10</li> <li>3. OBO 3 x 10</li> <li>4. Bird Dogs 2 x 15</li> </ol>	<p><b>Abs/Low Back</b></p> <ol style="list-style-type: none"> <li>1. Plate Crunches 2 x 30</li> <li>2. Alt V Twist 3 x 10</li> <li>3. MB Twist 2 x 10</li> <li>4. Alt Superman 2 x 10</li> </ol>
<p><b>Starts</b></p> <ol style="list-style-type: none"> <li>1. Ground Starts 5 x 15 yds</li> <li>2. 90 Deg Lean Fall 5 x 5 yds</li> </ol>	<p><b>Sprints</b></p> <ol style="list-style-type: none"> <li>1. Up &amp; Chase 4 x 20 yds</li> <li>2. Resistive Shuffles 4 x 15 yds</li> <li>3. 60-yards 4x's</li> </ol>	<p><b>Agilities</b></p> <ol style="list-style-type: none"> <li>1. Agility Ladder 5x's</li> <li>2. Wall Drills 3 x :30</li> </ol>
<p><b>Plyometrics</b></p> <ol style="list-style-type: none"> <li>1. Box Jumps 3 x 5</li> <li>2. SL Lat Cone Hop 3 x 6</li> </ol> <p>** more advanced</p>	<p><b>Slide Board Sprints</b></p> <p>8 x :30 on, 1:00 off</p>	<p><b>Plyometrics</b></p> <ol style="list-style-type: none"> <li>1. Barrier Hops 3 x 8</li> <li>2. Ice Skaters 4 x 5 R/L (balance)</li> </ol>
		<p><b>Conditioning (post lift)</b></p> <ol style="list-style-type: none"> <li>1. Tempo Runs 10 x 100 yds</li> </ol>

## SAMPLE CONDITIONING PROGRAM IN-SEASON

Warm-Up / Stretch 10 Min. Abs/Plyos							
Day 1		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
Hang Clean Front Squat	2:00		x3		x3		x3
			x3		x3		x3
Lunges pair w/	none		x6		x6		x6
			x6		x6		x6
Bench (close)			x6		x6		x6
			x6		x6		x6
Hypers	:90		x8		x8		x8
			x8		x8		x8

\* Depending on the game schedule,  
two days may not be possible.  
Try to fit them in with low volume.

Warm-Up / Stretch Abs/Plyos							
Day 2		WK 1		WK 2		WK 3	
EXERCISE	REST	WT.	REPS	WT.	REPS	WT.	REPS
DB Snatch	2:00		x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
			x3R/L		x3R/L		x3R/L
1 Leg Squat pair w/	:90		x5R/L		x5		x5
			x5		x5		x5
Chin Ups			x8		x8		x8
			x8		x8		x8
Glute-Ham pair w/	none		x8		x8		x8
			x8		x8		x8
			x8		x8		x8
DB Military	none		x8		x8		x8
			x8		x8		x8

**SAMPLE CONDITIONING PROGRAM  
IN-SEASON**

<b>MONDAY</b>	
<b>Warm Up</b>	
1. Dynamic Mobility	
2. Stretch	
3. Dot Drill	
<b>Abs/Low Back</b>	
1. Rev Crunches	2 x 20
2. Supermans	3 x 10
<b>Plyometrics</b>	
1. Box Jumps	3 x 5
2. Jump Rope	3 x :40 sec

<b>THURSDAY</b>	
<b>Warm Up</b>	
1. Dynamic Mobility	
2. Stretch	
3. MB Work	
<b>Abs/Low Back</b>	
1. Plate Crunches	2 x 30
2. Alt V Twist	3 x 10
3. Supermans	2 x 10
<b>Plyometrics</b>	
1. Squat Jumps	3 x 5
2. SL For. Hops	3 x 5 R/L
<b>Conditioning (post lift)</b>	
Optional	

## Appendix 2: References

- Bandura, A. (1982). Self-efficacy in human agency. *American Psychologist*, 37, 122-147.
- Barnett, N.P., Smoll, F.L., & Smith, R.E. (1992). Effects of enhancing coach-athlete relationships on youth sport attrition. *The Sport Psychologist*, 6, 111-127.
- Belmonte, V (1980) Multidimensional Face-Offs, *American Hockey Magazine*
- Bertagna, J (1976) Goaltending – *A Complete Handbook for Goalies and Coaches* Massachusetts, Cambridge
- Blase, K; Bertagna, J; Peterson, D (1985) the *USA Hockey Coaches Goalkeeping Handbook* Colorado Springs, Colorado – USA Hockey
- Boutcher, S.H. (1990). The role of performance routines in sport. In J.G. Jones & L. Hardy (Eds.). *Stress and performance in sport* (pp. 231-245). Sussex, UK: John Wiley & Sons.
- Burton, D. (1992). (1992). The Jekyll/Hyde nature of goals: Reconceptualizing goal setting in sport. In T. S. Horn (Ed.). *Advances in Sport Psychology* (pp. 257-297). Champaign, IL: Human Kinetics.
- Cohen, S. & Willis, T. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.
- Cohn, P.J. (1990). Pre-performance routines in sport: Theoretical support and practical applications. *The Sport Psychologist*, 3, 301-312.
- Danish, S.J., Petitpas, A., & Hale, B. (1995). Psychological interventions: A life development model. In S. M. Murphy (Ed.). *Sport psychology interventions* (pp. 19-38). Champaign, IL: Human Kinetics.
- Duda, J.L. (1993). Goals: A social cognitive approach to the study of achievement motivation in sport. In R. N. Singer, M. Murphey, & L.K. Tennant (Eds.). *Handbook of research on sport psychology*. NY: MacMillan Publishing.
- Finch, L.M. (1994). *The relationship among coping strategies, trait anxiety, and performance in collegiate softball players*. Paper presented at the Association for the Advancement of Applied Sport Psychology Conference, Lake Tahoe, Nevada.
- Gendron, G (1995) Face-Off Techniques, USA Hockey Advanced Level Clinic
- Gould, D. (1993a). Goal setting for peak performance. In J. M. Williams (Ed.). *Applied sport psychology: Personal growth to peak performance* (second edition) (pp. 158-169). Mountain View, CA: Mayfield.
- Gould, D. (1993b). Intensive sport participation and the prepubescent athlete: Competitive stress and burnout. In B. R. Cahill & A.J. Pearl (Eds.). *Intensive sports participation in children's sports* (pp. 19-38). Champaign, IL: Human Kinetics.
- Gould, D. & Damarjian, N. (in press a). Imagery training for peak performance. In J. L. Van Raalte & B.W. Brewer (Eds.). *A practitioner's guide to sport and exercise psychology*. Washington, D.C.: American Psychological Association.
- Gould, D. & Damarjian, N. (in press b). Mental skills training in sport. In B. C. Elliot (Ed.). *Applied sport science: Training in sport. International Handbook of Sport Sciences – Vol. 3*. Sussex, England: John Wiley & Sons, Inc.

- Gould, D., Eklund, R.C., & Jackson, S.A. (1992). 1988 U.S. Olympic wrestling excellence: I. Mental Preparation, pre-competitive cognition and affect. *The Sport Psychologist*, 6, 344-357.
- Gould, D., Finch, L.M. & Jackson, S.A. (1993). Coping strategies used by national champion figure skaters. *Research Quarterly for Exercise and Sport*, 64, 453-468.
- Gould, D., Jackson, S.A., & Finch, L.M. (1993). Sources of stress in national champion figure skaters. *Journal of Sport and Exercise Psychology*, 15, 134-159.
- Gould, D., Udry, E., Tuffey, S. & Loehr, Jr. (1994). Burnout in competitive junior tennis players: I. Introduction to the project. Manuscript submitted for publication.
- Hardy, C. & Crace, K. (1991). Social support within sport. *Sport Psychology Training Bulletin*, 3(1), 1-8.
- Hardy, L., Jones, G. & Gould, D. (in press). *Psychological preparation for elite athlete performance: Theory and practice*. Sussex, UK: Wiley.
- Horsky, L.; Blase, K.; Vairo, L. (1984) *Attack and Defense in Ice Hockey*, Colorado Springs, CO - USA Hockey
- Lazarus, R.S. & Folkman, S. (1984). *Stress, Appraisal and coping*. New York: Springer.
- Louganis, G. & Marcus E. (1995). *Breaking the surface*. New York: Random House.
- McAuley, E. (1992). Self-referent thought in sport and physical activity. In T. S. Horn (Ed.). *Advances in Sport Psychology* (pp. 101-118). Champaign, IL: Human Kinetics.
- Murphy, S.M. (1995). Transitions in competitive sport: Maximizing individual potential. In S. M. Murphy (Ed.). *Sport psychology interventions* (pp. 334-346). Champaign, IL: Human Kinetics.
- Orlick, T. (1986). *Psyching for sport*. Champaign, IL: Leisure Press.
- Orlick, T., & Partington, J. (1988). Mental links to excellence. *The Sport Psychologist*, 2, 105-130.
- Serratore, T (1995) Creative Face-Offs
- Smith, R. E. & Smoll, F. L. (1995). The coach as the focus of research and intervention in youth sports. In F. L. Smoll & R. E. Smith (Eds.). *Children and youth in sport: A biopsychosocial perspective*. (pp. 125-1410). Madison, WI: Benchmark.
- Smith, M.; (1982) *Teaching Hockey Systems*, St. Paul, MN. Hockey Books
- Smith, M.; (1984) *Hockey Play Book*, St. Paul, MN. Hockey Books
- Smith, R. E., Smoll, F. L., & Barnett, N. P. (1995). Reduction of children's sport performance anxiety through social support and stress-reduction training for coaches. *Journal of Development Psychology*, 16, 125-142.
- Smoll, F.L., Smith, R.E. (1979). *Improving relationship skills in youth sport coaches*. East Lansing, MI: Institute for the Study of Youth Sports.
- Vairo, L.; (1982) *The Principles of Modern American Hockey*, Colorado Springs, CO - USA Hockey
- Vealey, R. (1992). Personality in sport: A comprehensive view. In T. S. Horn (Ed.). *Advances in Sport Psychology* (pp. 25-29). Champaign, IL: Human Kinetics.
- Vealey, R.S. & Walters, S. M. (1993). Imagery training for performance enhancement and personal development. In J. M. Williams (Ed.). *Applied sport psychology: Personal growth to peak performance* (second edition) (pp. 200-224). Mountain View, CA: Mayfield.
- Weiss, M. R. & Chaumeton, N. (1992). Motivational orientations in sport. In T. S. Horn (Ed.). *Advances in Sport Psychology* (pp. 61-99). Champaign, IL: Human Kinetics.
- Williams, J. M. & Krane, V. (1993). Psychological characteristics of peak performance. In J. M. Williams (Ed.). *Applied sport psychology: Personal growth to peak performance* (second edition) (pp. 137-147). Mountain View, CA: Mayfield.
- Youth Sports Institute (1977). *Joint legislative study on youth sports program, phase II*. East Lansing, MI: Institute for the Study of Youth Sports.