

OMHA DEVELOPMENT SERIES



# Player Development

GUIDELINES & PROGRAMS • VERSION 3



MATT DUCHENE—TEAM CANADA PLAYER & OMHA GRADUATE





ONTARIO MINOR HOCKEY ASSOCIATION

# Player Development Handbook

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The OMHA Development Series consists of the following publications:

DEVELOPMENT HANDBOOK  
INITIATION PROGRAM IMPLEMENTATION GUIDE  
PLAYER DEVELOPMENT HANDBOOK  
COACH DEVELOPMENT GUIDE  
DRILL BOOK  
HOCKEY CANADA PLAYER EVALUATION & SELECTION GUIDE  
HOCKEY CANADA TEAM MANAGER'S MANUAL

For more information on the development programs offered by the OMHA, visit the OMHA website at [www.omha.net](http://www.omha.net) or contact Ian Taylor – Director, Development Programs at [ian.taylor@omha.net](mailto:ian.taylor@omha.net)



# Player Development Handbook

## Table of Contents

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INTRODUCTION	7
PLAYER DEVELOPMENT PYRAMID	8
LONG-TERM PLAYER DEVELOPMENT (LTPD) MODEL	11
CONSIDERATIONS FOR PLAYER DEVELOPMENT	19
SKILL PROGRESSIONS—PLAYERS	26
SKILL PROGRESSIONS—GOALTENDERS	42
PLAYER DEVELOPMENT PROGRAMMING	45
INITIATION PROGRAM	47
IP FUN FESTIVALS	48
HOCKEY CANADA SKILLS DEVELOPMENT CAMPS	49
HIGH PERFORMANCE DEVELOPMENT CAMPS	50
PROGRAM OF EXCELLENCE—UNDER 16	51
PROGRAM OF EXCELLENCE—UNDER 17	52
NATIONAL SKILLS STANDARDS & TESTING (NSST)	53
HOCKEY CANADA SKILLS ACADEMIES	54
HOCKEY CANADA CORE SKILLS	57



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Challenge • Learn • Improve

# Player Development

## Introduction



Player development is at the core of everything we do at the OMHA. The OMHA is dedicated to providing the player with every opportunity to participate, learn, grow and have fun through the game of hockey.

In recent years, Canadians have participated in a vigorous debate about how best to teach boys and girls to play the game of hockey. Many Canadians believe we should create and support an elite class of world-beating players as a primary aim of Canadian hockey. Many others fundamentally want hockey to be enjoyed by as many people as possible.

Leaders in amateur hockey have a responsibility to ensure that the experience players receive through hockey is a positive one. The development of skills, physical fitness, cooperative sportsmanship, social interaction, physical activity, and above

all, enjoyment of our sport are all common goals.

The OMHA's programs are centered on improving the quality of the hockey experience for players of all ages and skill levels

On behalf of the staff and volunteers of the OMHA's many development programs, thank you for being a part of our great game and being a leader in our province. The future of tomorrow, our players, will benefit from your participation and commitment to the game for which we all have a passion.

Good luck and we wish you continued success in your development activities!

Regards,

A handwritten signature in black ink, appearing to read 'Ian Taylor', with a stylized flourish at the end.

Ian Taylor  
Director, Development Programs  
Ontario Minor Hockey Association

# Player Development Pyramid

The following guidelines are taken from the Hockey Canada Skills Development Coaching Manuals. The Skills Development Manuals are a curriculum based coaching manual, providing coaches with an easy to follow guide for teaching the fundamental skills.

The manuals are available in the **Initiation, Novice, Atom, Pee Wee, Bantam and Midget**, as well as a **specialized Goaltender** manual and can be purchased at the OMHA Store at [www.omha.net](http://www.omha.net).

The Hockey Canada Player Development Pyramid was created to provide a clear plan to help create a seasonal plan. The natural progression starting at the base of triangle emphasizes the development of fundamental skills. Fundamentals skills are the foundation of each player's success





# Player Development Pyramid

1

As the pyramid is climbed, a greater emphasis is placed in individual tactics; adding the dimension of 'hockey sense' to skill development. Once a player has developed the skills of skating & puck handling then the individual tactic of puck control can be learned. The player now understands the 'why' of each tactic, i.e. the read & react skills are being developed.

2

Moving up the pyramid, players perform drills that will develop team tactics and systems. The bantam and midget levels of hockey emphasize team performance practices. But even at this program level, time spent on team tactics and team play should not exceed 50-60% of the practice. Players will need to continue to develop fundamental skills and individual tactics which lead into team tactics and systems of team play.

3

Strategy is the peak of the pyramid. It sets the style of play that they will utilize. The coach determines the strategy based upon their own philosophy, the age of the players, and the skill level of the team. As the player age and competitive levels increase, game strategies become more complex.

4

The age and skill level of the team defines the seasonal plan. The Hockey Canada Skills Development Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.

# Player Development

## Pyramidal Definition of Terms

### Strategy

The selection of team play systems in order to impose upon the opposition, the style of play and tactics which will build on the coach's, team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses. For example: when opponent's defensive players have weak puck handling skills, the strategy might be to shoot the puck in and use a 2-1-2 aggressive forechecking system.

### Team Play System

A pattern of play in which the movement of all players is integrated in a coordinated fashion in order to accomplish an offensive or defensive objective. (i.e. 2-1-2 forechecking system).

### Team Tactic

A collective action of two or more players using technical skills and / or individual tactics in order to create an advantage or take away the advantage of an opponent. (i.e. 2 vs. 1, 3 vs. 2).

### Individual Tactic

Action by one player using one or a combination of technical skills in order to create an advantage or to take away the advantage of an opponent. A tactic may be classified as offensive or defensive. (i.e. 1-on-1 offensive fake and driving to the net).

### Technical Skills

The fundamental skills that are required to play the game. (i.e. skating, shooting, passing and checking).

# What is Long Term Player Development (LTPD)?



Simply put a **Long Term Player Development (LTPD) model** is a framework to maximize a player's potential and long term involvement in sport over the course of their life. This document sets out a vision for hockey in Canada that takes advantage of the history and culture of the game to increase participation and to lay the foundations of international success long into the future.

This model for hockey has been developed based on the following principles:

- Doing the right thing for the player at the right stage in their development
- Adopting a player-centred approach and not treating the development of all players the same way.
- The broader the foundation of players the more successful the game of hockey will be in Canada
- Viewing player development as a long term process
- Aligning player development resources (skills manuals, DVD's) with Coach development and education resources so that coaches are doing the right things at the right time.
- A need to better educate parents on the hockey development of their child. It is okay for parents to want their kids to get to the highest levels but they need to know the best way to go about it.

Hockey Canada's mandate is to create a model that improves the quality of our sport in Canada and gives our athletes a high probability of achieving success in domestic and international competitions

There is much that is good about hockey in Canada already. We have a history of success – but we need to continue to work to maintain success into the future.

The challenge is to build on this to develop a consistent approach to player development.

### What we need to do to improve as a sport

- Focus on supporting the complete athlete not just the athlete training and competition. Recommend other sports, cross training methods to get away from hockey and avoid burn out.
- Remove the focus of winning at all levels and age
- Remove geographic differences and develop a common directional, leadership and athlete development framework – consistent in the philosophy of player development
- Introduce athletic skills in a systematic and timely way

### Currently, what are our biggest hurdles?

- Young players over compete – how can education and regulation improve this?
- Young players follow adult schedules and training practices – how do we modify the game to suit the needs of the athlete
- Young females follow programs designed for males
- The best coaches work at elite levels – how do we encourage the best teachers to work with the youth?
- The public does not understand the need for an integrated development model and the principles of long term development

### The ultimate vision for hockey in Canada (Hockey Canada):

*We will be the leading hockey organization in the world; recognized and revered for providing exemplary programs, achieving performance excellence, upholding the tradition of the game and shaping productive Canadians*

# LTPD Model

## 10 Year Rule

Research has concluded that it takes a minimum of 10 years and 10,000 hours of deliberate training for a talented athlete to reach elite levels (Starkes and Ericsson, 2003) For an athlete and coach this translates into slightly more than 3 hours of training or competition daily for 10 years. But where do youngsters develop the

skills of the game. Evidence would suggest that the games model in Canada slows the development of players. In a study done by current NHL Coach George Kingston in 1976 he found that the average player in the Canadian system spent 17.6 minutes on the ice during a typical game and was in possession

of the puck for an astonishingly low 41 seconds. Kingston concluded that in order to get one hour of quality work in the practicing of the basic skills of puck control, (that is, stick handling, passing, receiving and shooting) approximately 180 games would have to be played.

CATEGORY OF PLAY	SCHEDULED GAME LENGTH	ACTUAL PLAYING TIME	ACTUAL TIME ON ICE ( $\bar{x}$ )			TEAM A:	PLAYER	COMMENTS
			TEAM	DEFENSE	FORWARDS	TOTAL PUCK POSSESSION TIME	PUCK POSSESSION TIME ( $\bar{x}$ )	
TYKE	60:00	20:38	14.7	14.8	14.6	9:29	0:20.7	Straight Time: Automatic 3 minute shift rotation
Tiny Mite C	60:00	36:23	12.9	14.9	10.7	6:30	0:24.4	Straight Time
Tiny Mite C	60:00	39:15	14.2	14.8	13.5	6:59	0:28.1	Straight Time
Tiny Mite C*	65:00	- +	23.1	32.7	18.9	11:35	0:52.0	Straight + Stop Time: Play off game
Pee Wee C	60:00	38:33	17.4	17.0	15.1	6:28	0:33.8	Straight Time
Pee Wee BB	65:00	41:39	19.5	21.9	18.3	8:50	0:44.0	Straight Time
Pee Wee BB*	65:00	- +	19.5	22.8	16.7	10:04	0:46.4	Straight + Stop Time: Play-Off Game
Bantam B	75:00	49:53	14.5	15.5	11.3	9:02	0:45.0	Straight + Stop Time
Bantam B	75:00	47:17	14.4	17.2	11.2	10:12	0:38.3	Straight + Stop Time
Bantam AA	75:00	47:37	19.4	21.9	17.7	11:19	0:55.6	Straight + Stop Time
Midget C	65:00	39:11	14.3	21.3	11.9	12:01	0:29.0	Straight Time
Midget AA	75:00	44:46	13.3	15.3	12.5	7:04	0:28.1	Straight + Stop Time
Juvenile AA	60:00	48:08	18.4	30.5	10.9	11:26	0:39.7	Stop Time
Junior II	60:00	60:00	20.5	23.4	18.8	11:24	0:42.1	Stop Time
Junior I	60:00	60:00	19.2	23.6	17.3	14:20	0:56.8	Stop Time
WHA	60:00	60:00	22.2	27.0	18.0	14:40	0:57.7	Stop Time
WHA	60:00	60:00	21.8	27.9	19.2	15:23	0:57.1	Stop Time
<b>Averages:</b>			<b>17.6</b>	<b>21.3</b>	<b>15.1</b>	<b>10:21</b>	<b>0:41.0</b>	

completed in 1974 + Actual Playing Time not timed in 1974 Pilot Study  $\bar{x}$  Mean (Average) in the particular category for all players

# LTPD Model

## Hockey is a Late Specialization Sport

*It Takes Players a lot of Years to be Great*

Early involvement in the FUNdamentals stage is essential in late specialization sports.

Sports can be classified as either early or late specialization. Early specialization sports include artistic and acrobatic sports such as gymnastics, diving, and figure skating. These differ from late specialization sports in that very complex skills are learned before maturation since they cannot be fully

mastered if taught after maturation.

Most other sports are late specialization sports. Hockey is a late specialization sport if physical literacy is acquired before maturation, athletes can select a late specialization sport when they are between the ages of 12 and 15 and have the potential to rise to international stardom in that sport.

Specializing before the age of 10 in late specialization sports like hockey contributes to:

- One-sided, sport-specific preparation.
- Lack of ABC's, the basic movement and sports skills.
- Overuse injuries.
- Early burnout.
- Early retirement from training and competition.



# LTPD Model

## The 5 Basic S's of Training and Performance



### Stamina (Endurance)

The optimal window of trainability occurs at the onset of PHV. 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)

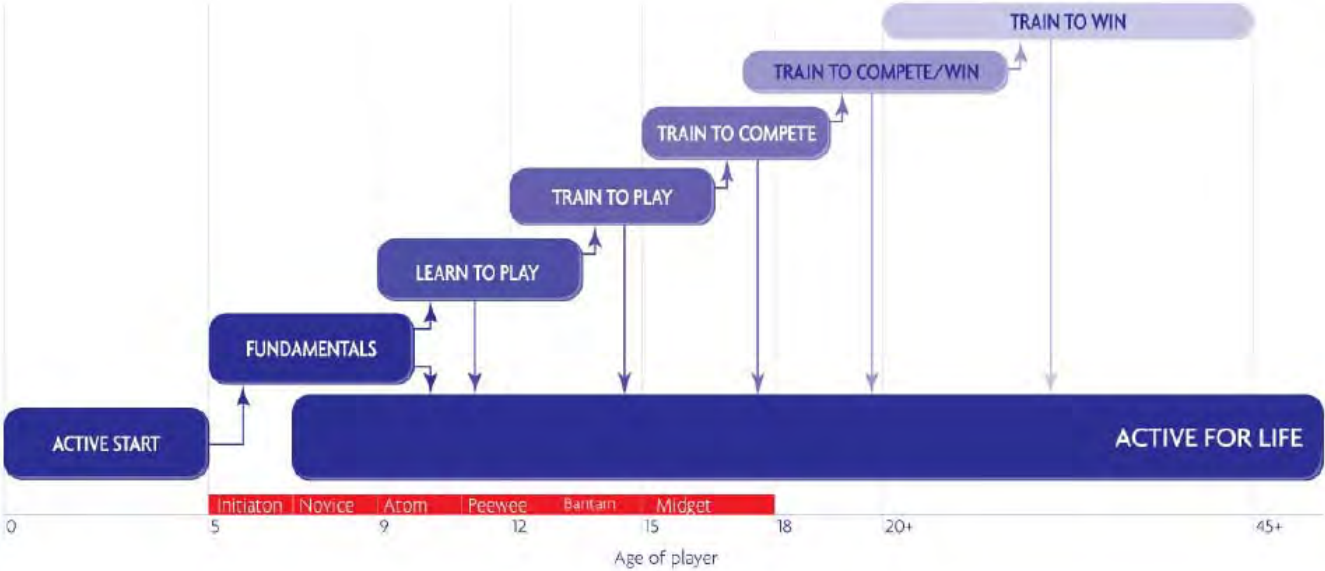
The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.



# LTPD Model

## 7 Stages

The minor hockey player in Canada needs to experience a wide variety of learning activities that correspond to his or her level of abilities and capacities. Hockey Canada’s Long Term Player Development model has 7 stages. This could also be referred to as the Hockey Player pathway or progression. The following diagram outlines this progression in generic terms.



Darker blue indicates more active participants.



# LTPD Model

## 7 Stages

AGE	PHASE	FOCUS	METHODS	PHILOSOPHY
20 & up	<b>Phase 5</b> <b>TRAIN TO WIN</b>	MAXIMIZE PERFORMANCE IN COMPETITION	Refinement of all above BUT WITH MORE COMPETITIVE MODELLING	Maximizing abilities & minimizing weaknesses  Playing to Win
16-20	<b>Phase 4</b> <b>TRAIN TO COMPETE</b>	SPECIFIC POSITION SKILLS IN COMPETITION	Position Specific Training • Physical Conditioning • Technical & Tactical Preparation • Advanced Mental Practice under Competitive Conditions	Team work  Concentrating on development and application of individual skills in team environment.  Winning still de-emphasized
12-16	<b>Phase 3</b> <b>TRAIN TO TRAIN</b>	BUILD FITNESS & SPECIFIC SPORT SKILLS	Fitness Training • Detailed Mental Training • Sport Specific Skill Development (reading the game & tactical understanding) • Decision Making • Detailed & Extensive Feedback (evaluation & correction)	Base for Team Development  Fun/Refining of Basic Skills – Intro to Team Play
9-12	<b>Phase 2</b> <b>LEARNING TO TRAIN YOUR HOCKEY SKILLS</b>	FUNDAMENTAL SPORT SKILLS	Skating • Basic Puck Skills • Stick Skills	Golden Age of Learning  Fun/Refining of Basic Skills – Intro to Team Tactics  Skills development in small groups
5-10	<b>Phase 1</b> <b>FUNDamentals</b>	FUNDAMENTAL MOVEMENT SKILLS	Agility • Balance • Coordination • Speed	Fun / Intro to sport  Age & developmentally appropriate activities that are great fun, but help teach the game and the basic skills

# LTPD Model

## Training Objectives

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a player's "readiness" to acquire and develop the skill to a higher level. These stages are introduction, development and consolidation or refinement.

### Introduce (acquire, learn)

It involves presenting players a new element in an artificial or easy and constant, stable, predictable conditions.

**Dominant:** Comprehension and good execution of the task.

**Characteristics:** Performed well under maximum speed.

**Requirements:** Require players to be rested and concentrated.

### Develop

It means to pursue learning in conditions controlled by the coach without opponents or in the presence of and with the cooperation of opponents.

**Dominant:** Success rate (resulting from the action), objective: 7/10.

**Characteristic:** Block of repetitions of the directive given by the Coach and isolated from reality of competition where the speed of execution is gradually augmented.

**Requirements:** Requires rested and concentrated players

### Refine

It means to stabilize elements in conditions controlled by the Coach, semi-controlled conditions and random conditions. This requires an opposition by opponents.

**Dominant:** Decision taken by the player according to the current situation and the level of success.

**Characteristics:** Execution at maximum speed.

**Requirements:** Requires that players be no more than lightly to mildly tired.

# Considerations for Player Development

## Emphasize the Fundamentals

Build a foundation that will never crack by properly teaching the basics. Learning the fundamentals and perfecting the same basics at every level of play is essential to having any chance of success.

If one player does not execute the fundamentals of his position correctly, the most sophisticated drill or play in the world will not work. It is unfair and not fun to focus on running plays that will fail 9 out of 10 times. Kid's practices that focus on Team Play over executing fundamentals are cheating every participant out of the chance to learn the game properly.

Do not attempt to replicate plays you see in NHL and Junior games! Every scheme that is attempted in a junior or NHL game is supported by years of training in the fundamentals of the game.

## Incorporate A Progression Of Skill Development For Every Participant

Regardless of a player's skill level, it is your responsibility as a coach to teach every kid on your team. It is no secret that if kids experience improvement in their skills, no matter what their athletic ability may be, they will continue to participate and return to learn more. Teach the skills in the proper order so you can continue to improve and build on each training session.

**Basically it takes 10,000 hours or 10,000 repetitions to master a skill.**

With the ages of 9 – 12 being the most important for skill acquisition it is during this time period that the skills included in the specialty clinics need to be repeated consistently. To that end the skills were chosen so that a coaching staff can work on these specific skills until a reasonable level of mastery is achieved and then move onto more advanced skills.

# Considerations for Player Development

## Practice vs. Games

One of the biggest issues surrounding the development of hockey players is the number of practices they have compared to the number of games they play. An ideal, realistic ratio is 2 practices for every 1 game played for ages 7 – 13.

While some associations have no problem in meeting the recommended ratio, others have great difficulty in finding enough ice time meet this practice to game ratio.

Are games really necessary, or all they are cracked up to be? Not when you look at the stats below, especially if you are trying to develop skills.

### A Practice by the Numbers:

*The following facts and figures relate to a 60-minute practice session:*

- 1 efficient practice will give a player more skill development than 11 games collectively.
- Each player should have a puck on his or her stick for 8 - 12 minutes.
- Each player should have a minimum of 30 shots on goal.
- Players will miss the net over 30% of the time in a minor hockey practice.
- Coaches should try to run 4 - 5 different drills / games / activities each practice. More is not better; execution of what you do is development.
- No more than 5 minutes should be spent in front of a teaching board each practice.
- If you have 10 players on the ice, strive to keep 4 - 5 players moving at all times.
- If you have 15 players on the ice, strive to keep 9 - 10 players moving at all times.
- If you have 20 players on the ice, strive to keep 14 - 15 players moving at all times.

### A Game by the Numbers:

The following statistics were recorded during a 60-minute Peewee level hockey game:

- Players will have the puck on their stick for an average of 8 seconds per game.
- Players will take an average of 1 - 2 shots per game.
- 99% of the feedback coaches give players is when they have the puck. Ironically players only have the puck on their stick for 0.2% of the game.
- 1 efficient practice will give a player more skill development than 11 games collectively.

If you look at these stats, how can we expect kids to develop when they are playing more games than practicing? Studies show that the better kids are at something, the more they will enjoy it, and the longer they will play.

Many kids quit hockey because they get to the level where they can't compete due to lack of skill – therefore it is no longer fun.

At the ages of 5 – 6 or 5 – 7, the practice to game ratio should be even higher (6: 1) and realistically there is no need for formal games.

# Considerations for Player Development

*"I think 2 to 1 or 3 to 1 practice to games is the way to go. In practice, that's where you become a better hockey player. You get to have the puck on your stick more, and take more shots on net than in any game. Even as a professional you don't have the puck on your stick that much, and at a young age it's crucial to develop your skills, you can't do that in an organized game."*

Paul Kariya – Canadian Men's Olympic Team

## Competition

Competition is a fact of life, and something we face in all aspects of society. Competition is healthy, but there is a time and a place for it. Winning and losing should not be a priority for young players. Players should learn to compete in practice, and want to get better, but it needs to be put in the proper context by MHA's, coaches and parents.

Let the kids play informal games (especially at ages 5 & 6), don't keep stats, wins and losses will become important enough down the road, but when they are just learning the game, let them learn without putting any pressure on them.

For kids aged 5 / 6 or even 7 there is no need to play full ice, formal games. Playing half ice or cross-ice games will create far more development.

### Rationale:

- The rink was created for 10 adult skaters per side, therefore why should we expect young kids to play on the same size area. To look at it proportionally, adults would be playing on a rink the size of a soccer field.
- During any game, the majority of play happens in one zone, so 2 thirds of the ice is not being used anyway.
- Kids need to learn to handle the puck in a confined area.
- Half ice or cross-ice games allow for more kids to participate, rather than sitting on the bench.

A child's version of a game is much different than that of an adult. Kids would rather be on the ice being active. If you ask them what their favourite part of hockey is they will say handling the puck, shooting, scoring, and skating – How much do they really get to do that in a formal game?

## CHL Survey

The following survey results are the responses from various CHL teams across Canada regarding areas of emphasis in player development that coaches should focus on.

# Hockey Canada Player Development Questionnaire

CHL 2006



In order of importance, please list the top three skills that minor hockey coaches and their players should put emphasis on in order for players to advance into "higher" hockey categories.

**Most Common Answers:**

Skating.....	14
Puck Handling.....	8
Passing.....	6
Skill.....	5
Hockey Sense/Think Game/Game Knowledge...	4
1 on 1.....	2
Shooting.....	2

**Full Responses:**

	1	2	3
Skill	Skating		Hockey Sense
Skill	Team and Compete ideals		Systems
High Passing Standards	Puck Possession Skills		Skating
Puck Skills (passing, shooting, puck protection)	1-1 Battles (done proper in the position by the rules)		Playing w/o the puck. In position to get it - anticipation
Passing	Puck Handling		Shooting
Skating	Puck Handling		Overall knowledge of game
Ability to think the game - react to different situations (being creative)	Individual skills - skating, puck handling		Enjoy the game
Offensive Instinct (let them play, let them experience, take chances, etc)	1 on 1 Play, especially defensively		Competitiveness (it's ok to win, it's ok to dominate)

# Hockey Canada Player Development Questionnaire

WHL 2006



1

2

3

Skating	Puck Handling	Passing
Skating	Passing	Shooting - having all the shots for specific occasions
Giving and taking a pass	Skating ability	Puck skills
Skating agility and quickness	Stick Skills: speed, agility and shot variation with better release and accuracy	Creativity: right now there are too many "cookie cutters" restricting the potential of players.
Skating	Puck Skills	Work Ethic
Skating	Skills	Character
Checking/ Angling/ Containment	Small Area Plays	Conditioning
Work ethic/ competitive level	Skill development/ Skating	Fitness/ nutrition
Skating	Thinking/ creativity	Quickness
Skating	Skill Development	Being able to play at both ends of the ice.
Skating	Puck Handling	Angling
Skating	Competitiveness	Puck Skills



# Hockey Canada Player Development Questionnaire



CHL 2006

Following are the responses given by CHL team personnel when asked the questions below as part of a questionnaire.

Given your experiences in watching and assessing developing hockey players which specific skill related deficiencies do bantam and midget players most exhibit?

## Passing skills, Puck skills, Skating and Hockey Sense – 17 TEAMS STATED THESE 4 AREAS

Hockey Sense - They're too structured. Play too much like robots. Too much emphasis put on systems and winning and not enough on skills and creativity and learning about details that happen through out the game. I know everybody wants to win, but minor hockey needs to put more into developing players' skill level and creativity.

The variance in minor hockey associations has created deficiencies. With all the hoops and parental nonsense minor hockey coaches face, a lot of the stronger ones have quit.

Soft/poor passing; handling puck in traffic or under pressure; defensive awareness.

Puck skills - 1-1, receiving pucks, protection, passing, shooting while skating.

Puck skills: 1. passing, 2. shooting, 3. stick handling, 4. think at full speed.

Passing - giving and receiving, positional play.

Some deficiencies Bantam and Midget age players most exhibit is the ability to bring their top level on a nightly basis. Also, the understanding of exactly how hard it is to move from Bantam to Midget to Junior in regards to how hard they have to work.

There is an evident lack of creativity and offensive instincts. Kids don't seem to have natural offensive instincts and it is getting more difficult to find a kid that stands out of the crowd with creativity and instincts. They lack "flair". A lot of players don't defend real well, especially without the puck.

Overall skating (agility, quickness), puck handling, passing.





# Hockey Canada Player Development Questionnaire



CHL 2006

Passing - both making and recovering a pass, driving to the net, building a wall, quick release while shooting the puck.

As I have eluded to in my earlier responses one-on-one attack skills, change of pace skating, and creativity are the areas of concern. As well prior to the rule changes it seemed to be an uneven playing field in terms of bigger, physical players with a poor skill set having an advantage against smaller, quicker and more skilled players.

More emphasis should be placed on skating and puck skills. These need to be taught at a much younger group than Midgets or Bantams.

1. Defensive tactics - positioning, use of stick and body; 2. Checking - proper use of body, when to hit, how to take hits, avoiding CFB; 3. Off ice training and overall fitness; 4. Hockey sense - reading the play, making decisions quickly.

Systems, fitness/strength, commitment/work ethic, focus, time management, goal setting.

Creativity, but probably the coaches fault as they grow up trying to play team game.

Sometimes the coaching is not that good in both Bantam and Midget. Some players get away with their shortcomings because they might be the biggest player or the best skater - lack of hockey sense eventually catches up with them when playing Major Junior.

I always have a concern that players coming out of Bantam and Midget have spent too much time on systems and not enough on skill development. I do feel as the rule changes work their way through the different levels of hockey that creativity will increase.

Being aware away from the puck, playing at a high intensity, passing skills.

# Skill Progressions

Children learn best expectations are explained, demonstrated, and practiced in a positive atmosphere, especially where there is a logical progression of skills suited to their skill level and needs.

The purpose in listing specific skill progressions is to help players and coaches understand the scope of skills and abilities that are required in hockey. The list for players has been divided by age classifications:

**Initiation, Novice, Atom, Peewee, Bantam and Midget, as well as a section dedicated to Goaltenders.**

The section for coaches has been divided into levels of coaching education components.

You should use these skill progressions as a guide rather than an absolute standard for development.

Sportsmanship, enjoyment, recreation and competition are the major focus of the skill progressions in minor hockey. These Skill Progressions encourage an environment in which players can learn the basic skills, master these skills and have fun while developing a life-long interest in hockey.



# Player Development Program Overview

## Long Term Player Development (LTPD) Model

		Ages: 6-8	8-12	12-15	15-17	18-21	21+
		<b>FUNDamental</b>	<b>Learn to Train</b>	<b>Train to Train</b>	<b>Train to Compete</b>	<b>Train to Compete / Win</b>	<b>Train to Win</b>
<b>L</b> <b>E</b> <b>V</b> <b>E</b> <b>L</b> <b>S</b>	<b>L</b> <b>E</b> <b>V</b> <b>E</b> <b>L</b> <b>S</b>	Initiation Program (ages 5-6) Novice Program (ages 7-8)	Atom Program (ages 9-10) Peewee (ages 11-12)	Bantam AAA Midget A	Midget AAA / AA	OHL Provincial Junior A Junior B/C/D	Professional Hockey Canadian University (CIS) Senior Amateur Hockey
	<b>F</b> <b>O</b> <b>C</b> <b>U</b> <b>S</b>	Fun / Intro to Sport Skill development in small groups - Cross-Ice games & Full-Ice transition	Fun / Refine Basic Skills – Introduction to Team Tactics Refine Individual Tactics – Introduction to Team Play	Fun / Refine Team Play – Introduction to Team Strategy	Fun / Refine Team Play & Strategy	Fun / Refine Team Play & Strategy	Refinement of all above but with more competitive modelling
	<b>M</b> <b>E</b> <b>T</b> <b>H</b> <b>O</b> <b>D</b> <b>S</b>	Fundamental Movement Skills: Agility • Balance • Coordination • Speed Generic skills used in many sports. Minor games to introduce rules, ethics, fairness. Simple awareness games. Have Fun Trying	Fundamental Sport Skills: Skating • Basic Puck Skills • Stick Skills Introduce readiness – being physically and mentally prepared to play. Very basic hockey tactics and positional play. Thinking and emotional skills – belonging to a team. Teach skills in challenging formats.	Build Fitness & Specific Sport Skills Fitness Training • Detailed Mental Training • Sport Specific Skill Development (reading the game & tactical understanding) • Decision Making • Detailed & Extensive Feedback (evaluation & correction)	Specific Position Skills in Competition Position Specific Training • Physical Conditioning • Technical & Tactical Preparation • Advanced Mental Practice under Competitive Conditions	Specific Position Skills in Competition Position Specific Training • Physical Conditioning • Technical & Tactical Preparation • Advanced Mental Practice under Competitive Conditions	Maximize Performance in Competition
<b>P</b> <b>R</b> <b>O</b> <b>G</b> <b>R</b> <b>A</b> <b>M</b> <b>S</b>	<b>P</b> <b>R</b> <b>O</b> <b>G</b> <b>R</b> <b>A</b> <b>M</b> <b>S</b>	IP Fun Festivals HL Hockey Festival Prior to starting in hockey young participants are encouraged to learn basics of skating through CanSkate programs	Hockey Canada Skills Development Camps HL Hockey Festival	Under 16 Program of Excellence	Under 17 Program of Excellence Midget All-Star Games	Under 18, Under 20	
		<b>PROGRAMMING OUTSIDE THE OMHA</b>					

# FUNdamentals

## Initiation Program (5-6 year olds)

## Novice Program (7-8 year olds)

### Objectives

Learn all fundamental movement skills and build overall motor skills

Skill development in the FUNdamentals stage should be well-structured, positive,

The skill of skating speed can be developed quickly with players this age.

Coaching should focus on developing skating speed in repetitions of less than 5 seconds.

The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC's

Ensure that the skills the player acquires during the FUNdamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health

Hockey Canada recommends in the early stages of FUNdamentals that players spend 85% of their time on the introduction and development of technical skills

### Guidelines to Consider

	Initiation Program	Novice Program
Length of Season	20 - 25 weeks	20 – 25 weeks
Frequency per Week	1-2 times	2-3 times
Number of Games per season	10-15 modified	10-15 modified, 10 Full ice

The following criteria should be followed when designing modified games:

- Played on an area smaller than full ice – half ice, two thirds ice or one third ice are appropriate options
- Format modified to encourage fun and fair play. Examples of this would be not
- keeping score, rotating goalies, more than one puck, more than 6 players on per team
- Use of a light weight puck

Hockey Canada developed the Initiation Program to make children's first contact with hockey a safe and positive experience. It's a structured, learn to play hockey program designed to introduce beginners to the game's basic skills. It enables participants to become contributing members of a team effort, develop self-confidence, and experience a sense of personal achievement. These goals are achieved in an atmosphere of fun and fair play.

The program emphasizes the basic hockey skills: skating, puck handling, passing and shooting.

Each skill is introduced and refined in a progressive one step at a time manner.

Children learn and develop through participating in practice drills and informal and modified games (such as shinny, freeze-tag and obstacle courses).

Although the emphasis is on fun and progressive skill development, the Initiation Program also allows youngsters to experience:

- Fitness
- Fair Play
- Cooperation

Just as the future of Canadian society lies with our youth, so to does the future of hockey. Hockey Canada understands the important role it plays in helping beginning hockey players to develop playing attitudes and foster an enjoyment of hockey as a lifetime sport and hobby.

# FUNdamentals

## To do List

### For Players

- Develop the basis athletic skills of the game through non-structured activities like skateboarding, biking, skipping, street hockey, in-line skating, catching and throwing games and other modified activities.
- It is not about being the best it is about doing “your” best
- Develop a positive self image through the game
- Learn the basic playing rules of the game.

### For Parents

- Encourage your child to participate in a wide variety of physical activities
- Strength training should be done solely with the players own body weight
- Other sports that build on fundamental movement skills applicable to hockey:
  - Gymnastics
  - Run, Jump, Throw programs
  - Soccer
  - Skating programs

### For Coaches

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics.
- Introduce children to the simple rules and ethics of sports.
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation or Novice manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players
- Use clear and precise terminology adapted to the children
- Have some knowledge about child growth and development
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program or the Coach Stream program. These programs are focused on parent meetings, team communication, teaching skills, organizing practices and an introduction to appropriate games for young players
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills.

### For MHA's

- Players develop skills in practices and test those skills in modified games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young athletes. Examples of this include junior model sticks, light weight pucks and fun teaching implements

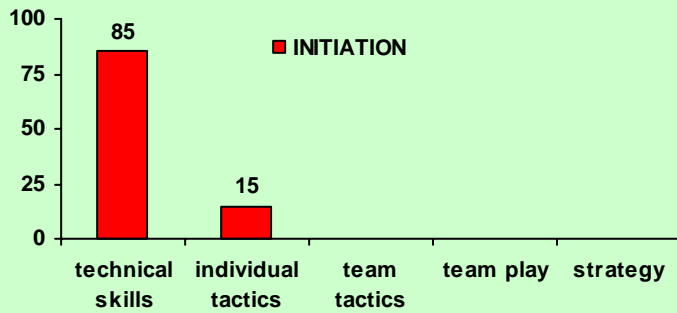
# Skill Progressions

## Initiation

### INITIATION (PLAYERS BELOW 8 YEARS-OLD) SKILL PROGRESSIONS

Below  
8 yrs

Initiation skill development should be built on practicing *individual technical skills* 85% of total practice time.



### INITIATION SEASONAL OUTCOMES

The emphasis of the Initiation Program is on teaching skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game.

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated they had fun and improved their fitness level.

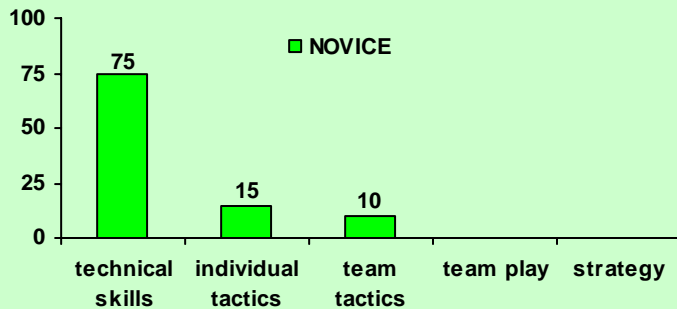
# Skill Progressions

## Novice

### NOVICE SKILL PROGRESSIONS

8 yrs

Novice skill development should be built on practicing *individual technical skills 85%* of total practice time.



### NOVICE SEASONAL OUTCOMES

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated they had fun and improved their fitness level.
3. The players demonstrated a knowledge & acceptance of game and team rules.
4. The players demonstrated improved individual skills
5. The players demonstrated an ability to execute a wide variety of technical & positional skills.
6. The players demonstrated an ability to execute beginner team tactics.

### NOVICE TRAINING PHASE INSTRUCTIONAL OBJECTIVES

PHASE 1	PHASE 2	PHASE 3	PHASE 4
<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>
To access & teach individual skills with emphasis on: <ul style="list-style-type: none"> <li>• Skating</li> <li>• Agility</li> <li>• Balance</li> <li>• Puck control</li> </ul> To access & teach individual tactics with emphasis on reviewing basic skills: <ul style="list-style-type: none"> <li>• Skating</li> <li>• Agility</li> <li>• Balance</li> <li>• Puck control</li> </ul> To teach team rules, practice procedures and review fair play code.	To continue to assess & teach individual skills taught in Phase 1 with emphasis on: <ul style="list-style-type: none"> <li>• Skating</li> <li>• Agility</li> <li>• Balance</li> <li>• Puck control</li> <li>• Passing</li> </ul> To assess & teach individual skills taught in Phase 1 with emphasis on refining the basic skills: <ul style="list-style-type: none"> <li>• Skating</li> <li>• Agility</li> <li>• Balance</li> <li>• Puck control</li> <li>• Passing</li> </ul> To introduce the use of the basic skills in combinations with each other. To teach the players to practice with greater intensity.	To refine individual skills and tactics taught in Phases 1 & 2 To continue to teach the basic skills in combinations with each other. To have the players understand the use of the skills in more game-like situations. To introduce checking (basic angling & stick checks) To introduce basic individual tactics.	To continue to teach the basic skills in combinations with each other To assess & teach basic checking techniques. To access & teach individual tactics with emphasis on: <ul style="list-style-type: none"> <li>• Net drives</li> <li>• 1v1</li> <li>• Drive delay</li> </ul> To assess & teach basic team concepts with emphasis on: <ul style="list-style-type: none"> <li>• Basic breakouts</li> <li>• 1,2,3 attack principle</li> </ul> To help players in the transition from practice situations to game-like situations.



# Learning to Train

Atom Program (9-10 year olds)

Pewee Program (11-12 year olds)

## Objectives

Learn overall sports skills.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor co-ordination.

Early specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills.

At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development.

Hockey Canada recommends that players in the Learning to Train stage continue to focus on the development and refinement of individual skills and individual tactics. Upwards of 70% of training should be dedicated to individual skills and tactics in this stage.

## Guidelines to Consider

	Atom Program	Pewee Program
Length of Season	24–30 weeks	28–32 weeks
Frequency per Week	3–4 times	3-4 times
Number of Games per season	25–35	25–35

# Learning to Train

## To do List

### For Players

- Develop the Technical Hockey Skills of Skating, Puck Control, Shooting and Checking
- Introduce and Develop Individual and Group Tactics
- Play up to 3 sports over the course of the year – narrow the focus to the sports that the player likes and has success at.
- The player must have a clear idea of the tactical use of the individual technical skills learned. Which tactical problem can he solve by using these individual technical skills?

### For Coaches

- Utilize the Hockey Canada Skills Manuals and Skills of Gold DVD's as a standard base of technical and tactical skill development and seasonal planning.
- Focus on motor coordination skills in players. Develop these skills through drills that incorporate agility, balance and change of direction
- Work toward a ratio of 2 training sessions for every game. Over the course of a 26 week minor hockey season this would mean 25-35 games and 50-70 practices
- Encourage unstructured play in practice to allow the players to develop skills through experimentation.
- Continue to play players in multiple positions to develop all the skills of the game
- Develop endurance through games and relays on ice.
- A high number of repetitions is combined with a below maximum intensity level.
- The success rate is at least 70% when practicing skills
- Players are exposed to numerous repetitive demonstrations. Coach must create a precise mental image of the technical action that must be duplicated. The participant must imitate the correct movement as precisely as possible
- The decision making process according to standard situations is introduced at this age.
- Technical or tactical learning take place at the beginning of the session, after the warm up. There can be no learning if the player is tired.
- Relevant and specific feedback is given to the players during the exercise.
- Coach pays particular attention to the rapid/sudden growth in girls.
- Coach is capable of ensuring a follow up with regards to rapid/sudden growth, especially among girls.
- NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players.

# Learning to Train

## To do List

### For Parents

- Encourage your child to participate in a wide variety of physical activities
- Strength training should be done solely with the players own body weight
- Other sports that build on fundamental movement skills applicable to hockey:
  - Gymnastics
  - Run, Jump, Throw programs
  - Soccer
  - Skating programs
- Track your child's growth – when they start their growth spurt is key to training

### For MHA's

- Continue to share ice between teams to maximize the usage of the ice, especially during prime time
- Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings
- Structure competition based on the differences in development and abilities

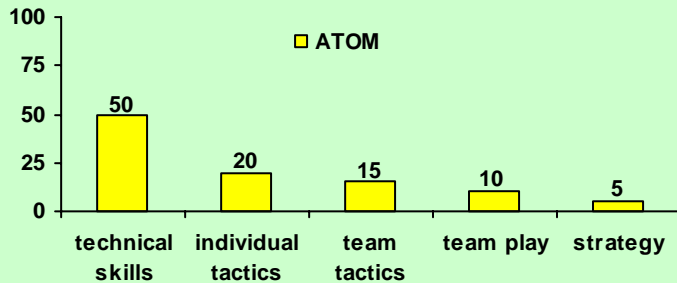
# Skill Progressions

## Atom

### ATOM SKILL PROGRESSIONS

9-10 yrs

Atom skill development should be built on practicing *individual technical skills* 50% of total practice time.



### ATOM SEASONAL OUTCOMES

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated they had fun and improved their fitness level.
3. The players demonstrated a knowledge & acceptance of game and team rules.
4. The players demonstrated improved individual skills (including goaltending)
5. The players demonstrated an ability to execute a wider variety of individual and team tactics.
6. The players demonstrated an ability to execute a wider variety of team play systems

### ATOM TRAINING PHASE INSTRUCTIONAL OBJECTIVES

PHASE 1 OUTCOMES	PHASE 2 OUTCOMES	PHASE 3 OUTCOMES	PHASE 4 OUTCOMES
<p>To access &amp; teach individual skills with emphasis on:</p> <ul style="list-style-type: none"> <li>• Skating (agility / balance / coordination)</li> <li>• Shooting</li> <li>• Passing &amp; receiving</li> <li>• Checking (body contact)</li> </ul> <p>To access &amp; teach individual tactics with emphasis on reviewing basic skills:</p> <ul style="list-style-type: none"> <li>• Net drive</li> <li>• 1v1</li> <li>• Back checking</li> </ul> <p>To teach team tactics with emphasis on:</p> <ul style="list-style-type: none"> <li>• Give &amp; go &amp; Give &amp; follow</li> <li>• Cross &amp; switching</li> <li>• 2v1; 2v2</li> <li>• 3v2; 3v3</li> <li>• 1,2,3 attack principle</li> <li>• Use of quiet zones</li> </ul> <p>To teach Team Play Systems:</p> <ul style="list-style-type: none"> <li>• Defensive zone coverage</li> <li>• Defensive zone face-offs</li> <li>• Penalty killing</li> </ul> <p>To teach basic Goaltending Skills.</p> <p>To teach team rules, practice procedures and review fair play code.</p>	<p>To conduct drill with greater intensity.</p> <p>Refine individual skills and tactics taught in Phase 1 with emphasis on:</p> <ul style="list-style-type: none"> <li>• Deaking</li> <li>• Puck protection</li> <li>• Walkouts</li> </ul> <p>Refine team tactics and team play systems taught in Phase 1 with emphasis on:</p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Teach team play systems:</li> <li>• Breakout</li> <li>• Forechecking</li> </ul>	<p>To conduct drill with greater intensity and use efficient level drills (game-like drills).</p> <p>To refine individual skills and tactics taught in Phases 1 &amp; 2 with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Stretch Skating</li> <li>• Headman pass</li> </ul> <p>Refine team tactics and team play systems taught in Phases 1 &amp; 2.</p> <p>Teach team play systems:</p> <ul style="list-style-type: none"> <li>• Powerplay</li> </ul>	<p>To conduct drill with greater intensity and use efficient level drills (game-like drills).</p> <p>Refine individual skills and tactics taught in Phases 1, 2 &amp; 3.</p> <p>Refine team tactics and team play systems taught in Phases 1, 2 &amp; 3.</p>

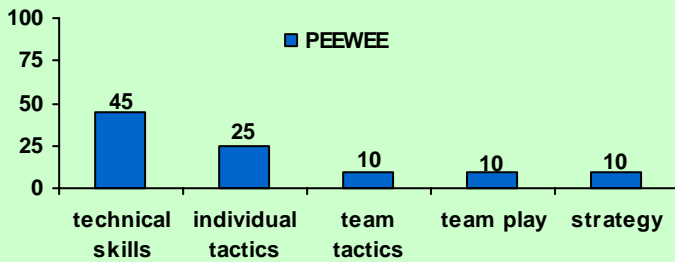
# Skill Progressions

## Peewee

### PEEWEE SKILL PROGRESSIONS

11-12 yrs

Peewee skill development should be built on practicing *individual technical skills* 45% of total practice time.



### PEEWEE SEASONAL OUTCOMES

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated they had fun and improved their fitness level.
3. The players demonstrated a knowledge & acceptance of game and team rules.
4. The players demonstrated improved individual skills (including goaltending)
5. The players demonstrated an ability to execute a wider variety of individual and team tactics.
6. The players demonstrated an ability to execute a wider variety of team play systems

### PEEWEE TRAINING PHASE INSTRUCTIONAL OBJECTIVES

PHASE 1 OUTCOMES	PHASE 2 OUTCOMES	PHASE 3 OUTCOMES	PHASE 4 OUTCOMES
<p>To access &amp; teach individual skills with emphasis on:</p> <ul style="list-style-type: none"> <li>• Skating (agility/ balance/ coordination)</li> <li>• Stick handling (open &amp; confined space)</li> <li>• Shooting (wrist, backhand &amp; slap)</li> <li>• Checking (stick &amp; riding the puck carrier)</li> </ul> <p>To access &amp; teach individual tactics with emphasis on:</p> <ul style="list-style-type: none"> <li>• Deking (change of pace, shoulder/head fakes, passing &amp; shooting fakes)</li> <li>• Net drive; Drive delay</li> <li>• Walkouts; Turn ups</li> <li>• Puck protection</li> <li>• Body positioning</li> <li>• Closing the gap</li> <li>• Backchecking</li> </ul> <p>To assess &amp; teach team tactics with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Give &amp; go / Give &amp; follow</li> <li>• Cross / Headman</li> <li>• 1,2,3 attack principle</li> <li>• 2v1 / 2v2 / 3v2</li> </ul> <p>Assess &amp; improve basic positioning (team play systems)</p> <p>To teach team rules, practice procedures and review fair play code.</p>	<p>To refine individual skills and tactics taught in Phase 1</p> <p>To refine team tactics and positioning taught from Phase 1 with emphasis on:</p> <ul style="list-style-type: none"> <li>• 1,2,3 attack principle</li> </ul> <p>To teach team individual skills:</p> <ul style="list-style-type: none"> <li>• Passing (flip &amp; skate pass)</li> <li>• Checking (angling &amp; body position)</li> </ul> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Breakout</li> <li>• Basic forechecking</li> <li>• Defensive zone coverage</li> <li>• Face offs</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1 &amp; 2</p> <p>To refine team tactics &amp; basic positioning (team play systems)</p> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Forechecking</li> <li>• Transition</li> <li>• Penalty killing</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1, 2 &amp; 3</p> <p>To refine team tactics &amp; team play systems taught in Phases 1, 2 &amp; 3</p> <p>Finish season on a positive note.</p>

# Train to Train

**Bantam Program (13-14 year olds)**

**Midget Program (15-17 year olds)**

## Objectives

Begin to consolidate the basic technical Skills of the Game

Increased focus on hockey with a reduction in the number of other sports played to 1-2

Introduction and development of Advanced Group Tactics and Team Tactics

Depending on player introduce other activities into physical preparation and being to develop a solid base for general physical preparation

Develop basic psychological attributes: concentration, activation, visualization, relaxation, positive internal dialogue

Develop training routines to complement the main part of the ice session: warm-up hydration, cool down, nutrition, etc.

## Guidelines to Consider

	Bantam Program	Midget Program
Length of Season	20 - 25 weeks	20 – 25 weeks
Frequency per Week	1-2 times	2-3 times
Number of Games per season	10-15 modified	10-15 modified, 10 Full ice

# Train to Train

## To do List

### For Players

- Learn to go to the limit of your performance capabilities if you wish to improve
- Begin to focus on 2-3 sports but continue to be active
- Physical preparation becomes important and a focus on training is key – develop
- Inventory your strengths and weaknesses, what hockey skills do you need to work on to take you game to the next level?

### For Coaches

- The intensity is gradually and progressively increased during training in order to meet the competition demands. Make the task more difficult (effort given, greater speed of execution)
- The training session preparing the team for a competition must mirror the game requirements
- Begin to work with players on the mental skills of goal setting, visualization, focus
- Look for High Performance coach education programs to continue to develop your coaching skills
- Continue to focus on the fundamental technical skills and the tactical application of these skills
- The tactic/strategy is adapted to the age level and the background of the players and to the typical characteristics of the team.

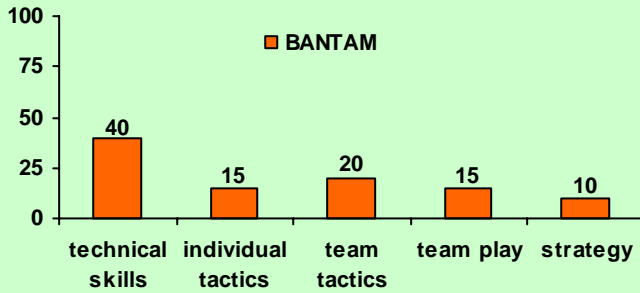
# Skill Progressions

## Bantam

### BANTAM SKILL PROGRESSIONS

13-14 yrs

Bantam skill development should be built on practicing *individual technical skills* 40% of total practice time.



### BANTAM SEASONAL OUTCOMES

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated growth & personal ownership for fun, fitness, and skill development.
3. The players demonstrated a knowledge & acceptance of game and team rules.
4. The players demonstrated improved individual skills (including goaltending)
5. The players demonstrated an ability to execute a wide variety of individual and team tactics at game speed
6. The players demonstrated an ability to execute a wide variety of team play systems at game speed.

### BANTAM TRAINING PHASE INSTRUCTIONAL OBJECTIVES

PHASE 1 OUTCOMES	PHASE 2 OUTCOMES	PHASE 3 OUTCOMES	PHASE 4 OUTCOMES
<p>To access &amp; teach individual skills with emphasis on:</p> <ul style="list-style-type: none"> <li>• Skating (agility/ balance/ coordination)</li> <li>• Stickhandling (open &amp; confined space)</li> <li>• Shooting (wrist, backhand &amp; slap)</li> <li>• Checking (stick &amp; riding the puck carrier)</li> </ul> <p>To access &amp; teach individual tactics with emphasis on:</p> <ul style="list-style-type: none"> <li>• Deiking (change of pace, shoulder/head fakes, passing &amp; shooting fakes)</li> <li>• Net drive / Drive delay</li> <li>• Walkouts / Turn ups</li> <li>• Puck protection</li> <li>• Body positioning / Closing the gap</li> <li>• Backchecking</li> </ul> <p>To assess &amp; teach team tactics with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Give &amp; go / Give &amp; follow</li> <li>• Cross / Headman</li> <li>• 1,2,3 attack principle</li> <li>• 2v1 / 2v2 / 3v2</li> </ul> <p>Assess &amp; improve basic positioning (team play systems)</p> <p>To teach team rules, practice procedures and review fair play code.</p>	<p>To refine individual skills and tactics taught in Phase 1</p> <p>To refine team tactics and positioning taught from Phase 1 with emphasis on:</p> <ul style="list-style-type: none"> <li>• 1,2,3 attack principle</li> <li>• To teach team individual skills:</li> <li>• Passing (flip &amp; skate pass)</li> <li>• Checking (angling &amp; body position)</li> </ul> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Breakout</li> <li>• Basic forechecking</li> <li>• Defensive zone coverage</li> <li>• Face offs</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1 &amp; 2</p> <p>To refine team tactics &amp; basic positioning (team play systems)</p> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Forechecking</li> <li>• Transition</li> <li>• Penalty killing</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1, 2 &amp; 3</p> <p>To refine team tactics &amp; team play systems taught in Phases 1, 2 &amp; 3</p> <p>Finish season on a positive note.</p>



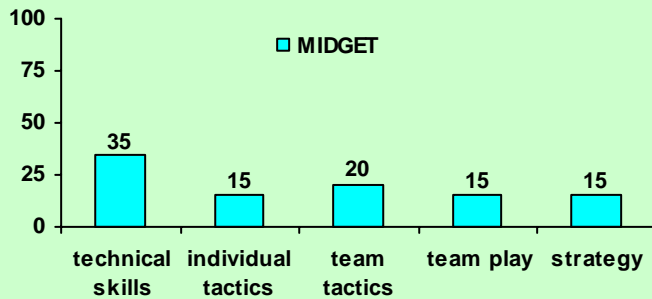
# Skill Progressions

## Midget

### MIDGET SKILL PROGRESSIONS

15-17 yrs

Midget skill development should be built on practicing *individual technical skills* 35% of total practice time.



### MIDGET SEASONAL OUTCOMES

1. The players demonstrated an understanding of the fair play code.
2. The players demonstrated growth & personal ownership for fun, fitness, and skill development.
3. The players demonstrated a knowledge & acceptance of game and team rules.
4. The players demonstrated improved individual skills (including goaltending)
5. The players demonstrated an ability to execute a wide variety of individual and team tactics at game speed
6. The players demonstrated an ability to execute a wide variety of team play systems at game speed.

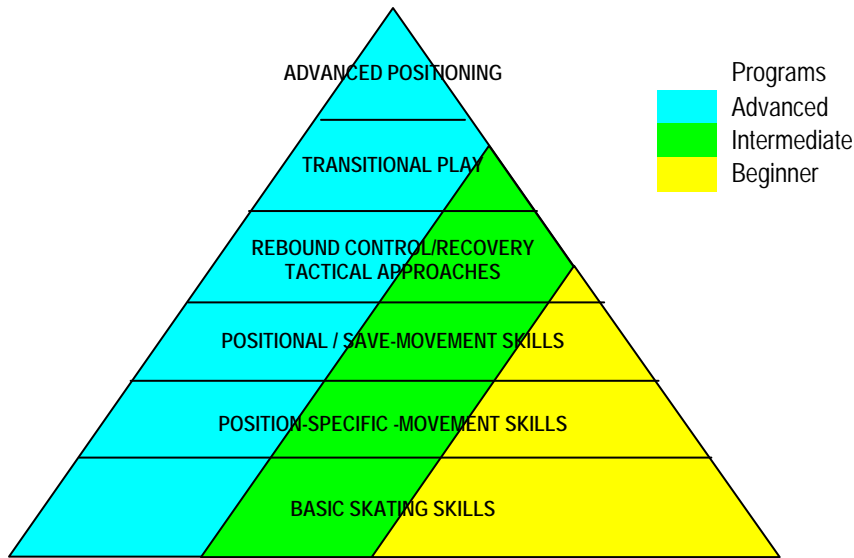
### MIDGET TRAINING PHASE INSTRUCTIONAL OBJECTIVES

PHASE 1 OUTCOMES	PHASE 2 OUTCOMES	PHASE 3 OUTCOMES	PHASE 4 OUTCOMES
<p>To access &amp; teach individual skills with emphasis on:</p> <ul style="list-style-type: none"> <li>• Skating (agility/ balance/ coordination)</li> <li>• Stickhandling</li> <li>• Shooting</li> <li>• Checking</li> </ul> <p>To access &amp; teach individual tactics with emphasis on:</p> <ul style="list-style-type: none"> <li>• Deking (change of pace, shoulder/head fakes, passing &amp; shooting fakes)</li> <li>• Net drive</li> <li>• 1v1</li> <li>• Backchecking</li> </ul> <p>To assess &amp; teach team tactics with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Give &amp; go</li> <li>• Give &amp; follow</li> <li>• Cross</li> <li>• 1,2,3 attack principle</li> <li>• 2v1</li> <li>• 2v2</li> <li>• 3v2</li> </ul> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Defensive zone coverage</li> <li>• Defensive zone face-offs</li> <li>• Penalty killing</li> </ul> <p>To teach team rules, practice procedures and review fair play code.</p>	<p>To conduct the drills with greater intensity</p> <p>To refine individual skills and tactics taught in Phase 1 with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Deking</li> <li>• Puck Protection</li> <li>• Walkouts</li> </ul> <p>To refine team tactics and team play systems taught from Phase 1 with emphasis on:</p> <ul style="list-style-type: none"> <li>• Transition</li> </ul> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Breakout</li> <li>• Forechecking</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1 &amp; 2 with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Stretch skating</li> <li>• Headman pass</li> </ul> <p>To refine team tactics &amp; team play systems taught in Phases 1 &amp; 2</p> <p>To teach team play systems:</p> <ul style="list-style-type: none"> <li>• Powerplay</li> </ul>	<p>To conduct the drills with greater intensity and use efficient level drills (game-like drills)</p> <p>To refine individual skills and tactics taught in Phases 1, 2 &amp; 3</p> <p>To refine team tactics &amp; team play systems taught in Phases 1, 2 &amp; 3</p> <p>Finish season on a positive note.</p>

# Skill Progressions

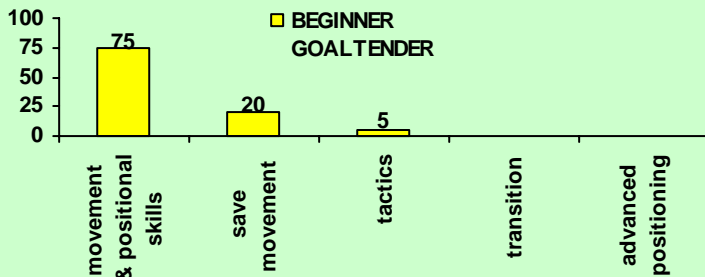
## Goaltender

The Hockey Canada Goaltender Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan for goaltenders. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of the goaltender's success.



### GOALTENDER – BEGINNER PROGRAM

The Beginner Goaltender Program recommends development be built on **75% movement & positional skills, 20% on save movement and related issues and 5% on tactics.**



### BEGINNER SEASONAL OUTCOMES

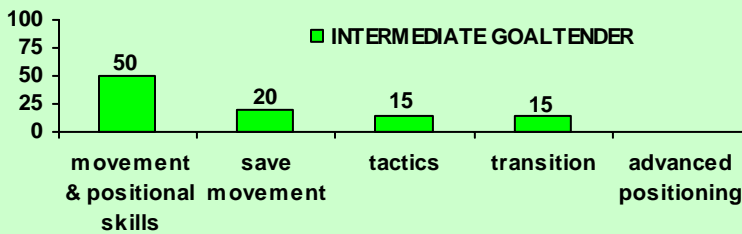
1. Goalies demonstrated an understanding of the fair play code.
2. Goalies demonstrated growth & personal ownership for fun, fitness, and skill development.
3. Goalies demonstrated a knowledge & acceptance of game and team rules.
4. Goalies demonstrated improved individual skills.
5. Goalies executed a wide variety of technical and positional skills providing high repetitions embed these fundamentals into their game.
6. Goalies, both in the context of structured goaltender-specific and broader team drills, execute a wide variety of tactics at game speed.
7. With a strong fundamental focus, the goalie will establish a personal approach.

# Skill Progressions

## Goaltender

### GOALTENDER – INTERMEDIATE PROGRAM

The Intermediate Goaltender Program recommends development be built on **50% movement & positional skills, 20% on save movement and related issues and 30% on tactics and transition.**



### INTERMEDIATE SEASONAL OUTCOMES

1. Goalies demonstrated an understanding of the fair play code.
2. Goalies demonstrated growth & personal ownership for fun, fitness, and skill development.
3. Goalies demonstrated a knowledge & acceptance of game and team rules.
4. Goalies continued to improve their fundamental skill set while being exposed to more advanced categories such as tactics & transition.
5. Goalies executed a wide variety of technical and positional skills making further gains in their fundamental development.
6. Goalies developed control in their game adding greater levels of confidence and efficiency in their responses.
7. With an expanding base of skills, the goalies' personal styles are becoming evident and distinct.

### A Goaltender's Practice by the Numbers

*The following facts and figures relate to a 60-minute practice session:*

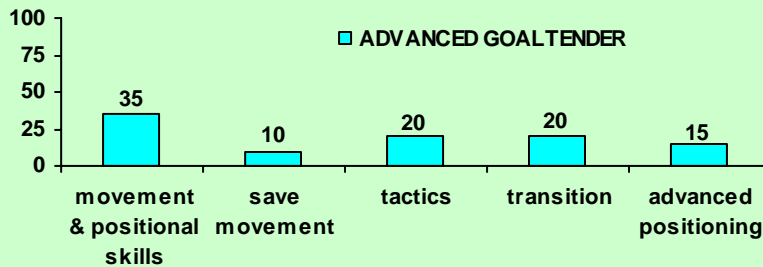
- 1 individual practice will give a player more skill development than 11 games collectively.
- Each goalie should face a minimum of 100 shots.
- Since 30% of shots miss the net, there needs to be over 140 shot attempts on each goaltender.
- Coaches should try to run 4 - 5 different drills / games / activities each practice. More is not better; execution of what you do is development.
- No more than 5 minutes should be spent in front of a teaching board each practice.
- Each goaltender should do a minimum of 5 minutes of focused position-specific movement drills every practice.

# Skill Progressions

## Goaltender

### GOALTENDER – ADVANCED PROGRAM

The Advanced Goaltender Program recommends development be built on **35% movement & positional skills, 10% on post-save consequences, 40% on tactics & transition and 15% on advanced positioning.**



### ADVANCED SEASONAL OUTCOMES

1. Goalies demonstrated an understanding of the fair play code.
2. Goalies demonstrated growth & personal ownership for fun, fitness, and skill development.
3. Goalies demonstrated a knowledge & acceptance of game and team rules.
4. Goalies demonstrated a complete fundamental skill set executed with control & precision.
5. Goalies started to develop advanced systems into their game: advanced positioning, tactics & information.
6. Goalies style, while always evolving, is now clearly their own and they are showing increasing maturity in all performance inputs including: technical, physiological & psychological.

### A Goaltender's Game By The Numbers:

The following statistics were recorded during a 60-minute Pee Wee level hockey game:

- Goaltender will face an average of 24 shots per game.
- 67% of shots originate from the perimeter and are considered easy-to-medium difficulty.
- Only 15% of shots are considered to be of the difficult calibre.

# Player Development Programming





# Initiation Program

## Basic Hockey Skills and Much More!



The Initiation Program is Canada's premiere "Learn to Play" program for beginning hockey and is the foundation of skills development for hockey in the OMHA. Developing the fundamental skills in our young hockey players is essential for their future growth.

The objective is to provide a fun, safe and positive environment for youngsters to learn the basic skills of hockey.

The program is a structured, learn to play hockey program designed to introduce beginners – players and parents alike – to the game's basic skills skating, stick handling, passing and shooting.

Each skill is introduced and refined in a progressive 'one-step-at-a-time' manner. Players participate in practice drills, informal and modified games (such as pond hockey or cross-ice hockey).

### Initiation (CHIP) Clinics

The overall success of the program relies on the leadership and teaching ability of the instructors. To assist parents we have developed an Instructional Clinic designed to ensure that instructors are fully prepared to present a successful program.



### 4 oz. Lightweight Blue Puck

During the 2005-2006 season, the OMHA implemented a pilot study on the use of the 4 oz. Lightweight Blue Puck for programming below Novice including all games and practices.

The Blue Puck Policy was passed and implemented effective the 2006-2007 season:

#### 2.3 Programming Below Novice

f) The Lightweight Blue Puck shall be mandatory for all hockey programs for players six (6) years of age and below. It is recommended for all hockey programs for players seven (7) years of age and below.



# Initiation Program

## Fun Festivals



How a player gets that first taste of hockey is crucial. If the beginner has fun, developing some basic skills and building confidence, there is a good chance that player will go on to enjoy hockey for many years.

But if a beginner has an unhappy, unrewarding experience, the chances are that he, or she, will quit at an early age and never discover the real joy of Canada's great game.

The OMHA Initiation Program Fun Festivals were created as a venue to showcase the Initiation Program in communities and expose players, their parents and family, administrators and associations to the benefits of the program.

This one-day event includes a parent seminar, off-ice and on-ice activities, lunch and lots of prizes with the intent that everyone involved will gain knowledge and have FUN!

### Fun Festival Objectives

- Introduce children to the game's basic skills and make their first contact with hockey a safe and positive fun-filled experience.
- Introduce children to off-ice activities enabling them to become contributing members of a team effort, develop self-confidence and experience a sense of achievement.
- Introduce parents and volunteers to the Initiation Program, hoping that they will continue in the game and serve their association.
- Introduce other Associations to the OMHA Initiation Program and help them recognize the benefit of such a program in their community.
- Give information and direction to Associations on how to implement the Initiation Program in their community.
- **HAVE FUN!**





# Hockey Canada Skills Development Camps



The OMHA/Hockey Canada Skills Development Program is all about development opportunities for both players and coaches.

This is accomplished through weekend skills camps for Atom and Pee Wee aged players. Each camp features two on-ice sessions that focus on the fundamental skills of shooting, skating, passing and puck handling. There are also two off-ice sessions which deal with respect in the game and off-ice skill development.

Players who attend these camps receive a Skills Camp jersey as well as a Team Canada mini-jersey and water bottle.

## Camp Objectives

- Develop / enhance the fundamental skills of skating, passing, stick handling and shooting.
- Meet other players and develop friendships.
- Enjoy the fun of hockey through skill development.
- Be introduced to the concepts of fair play, fitness, safety, teamwork, and the importance of a positive attitude.
- Leave with a memorable experience.

<p><b>OPTION 1 - Cost \$70.00</b></p> <p>3 - ICE SESSIONS</p> <p>1) Skills Testing—1.5 hrs 2) Skills for Improvement—1 hr 3) Drills for Improvement—1 hr</p>	<p><b>OPTION 2 - Cost \$60.00</b></p> <p>2 - ICE SESSIONS</p> <p>1) Skills for improvement—1.25 hrs 2) Drills for improvement—1.25 hrs</p>
<p>2 - OFF-ICE SESSIONS</p> <p>1) Respect / Team building / Video—1 hr. 2) Off-ice skills development—1 hr.</p>	<p>2 - OFF-ICE SESSIONS</p> <p>1) Respect / Team building / Video—1 hr. 2) Off-ice skills development—1 hr.</p>



# High Performance Development Camps

Prepare for the next level in player development



## Camp Mission

To provide a 1-day camp focusing on individual player development and to educate Peewee & Bantam-aged players about the purpose and benefits of proper skill development, and making the next step in hockey.

An extension of the Hockey Canada Skills Development Camp program, the OMHA and Hockey Canada have partnered to create High Performance Development Camps for Peewee & Minor Bantam-aged players playing at the Rep level. Learn the next steps in player development on and off the ice.

The purpose of this 1.5-day camp is to educate players about proper skill development, proper training principles in a challenging environment.

Emphasis will be on developing and improving the individual skill of every player and provide a full day of individual player development.

## Camp Features

- 3 ½ hours on-ice
- Individual Skill Development and Advanced High Tempo drills
- Hockey Specific Off-Ice Conditioning Program
- Player Development Workshop with Guest Speakers
- Specialized Goaltender session

## SAMPLE SCHEDULE

### FRIDAY

TIME	UNDER 14
7:00 pm - 7:15 pm	OPENING CEREMONIES*
7:15 pm - 8:00 pm	GUEST SPEAKER
8:30 pm - 9:45 pm	ICE SESSION 1

TIME	UNDER 15
7:00 pm - 7:15 pm	OPENING CEREMONIES*
7:30 pm - 8:15 pm	ICE SESSION 1
8:30 pm - 9:15 pm	GUEST SPEAKER

### SATURDAY

8:00 am - 8:50 am	GOALTENDER SESSION
9:00 am - 10:15 am	ICE SESSION 2
10:30 am - 11:30 am	OFF-ICE TRAINING
Noon - 1:15 pm	ICE SESSION 3
1:30 pm - 2:00 pm	LUNCH & SEMINAR
2:00 pm - 3:00	EDUCATION & HOCKEY
3:00 pm	CLOSING CEREMONIES

8:00 am - 8:50 am	GOALTENDER SESSION
9:15 am - 10:15 am	OFF-ICE TRAINING
10:30 am - 11:45 am	ICE SESSION 2
Noon - 12:30 pm	BAG LUNCH & SEMINAR
12:30 pm - 1:15 pm	EDUCATION & HOCKEY
1:30 pm - 2:45 pm	ICE SESSION 3
3:00 pm	CLOSING CEREMONIES

# Program of Excellence

## Under 16



This program is the only Ontario Hockey League (OHL) sanctioned event for the Bantam age group in Ontario and has been designed to educate and inform players and parents of the many opportunities and difficult decisions that arise in the hockey world.

It will serve as an introduction to high performance hockey and will provide players with an opportunity to learn what it takes physically, mentally and academically to achieve their hockey dreams.

### Camp Features

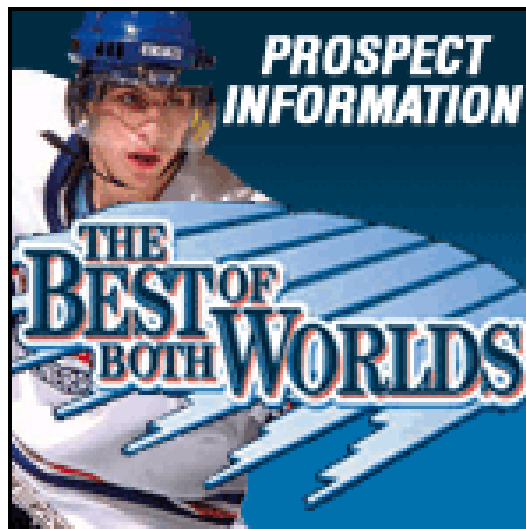
- All teams will be coached by OHL and OHF Member Partner personnel
- High performance on and off ice training sessions
- Hockey specific sports psychology
- Nutrition sessions
- Keynote speakers from the National Hockey League, Hockey Canada, Ontario Hockey League, Canadian Interuniversity Sport and the Ontario Hockey Association

Each player will leave the program physically and mentally prepared for the challenges that lay ahead in their respective, upcoming hockey season.

Each camp was comprised of six teams (72 Forwards, 36 Defensemen and 12 Goaltenders).

For more information on the OHF / OHL Under-16 Program of Excellence, including the itinerary and to view application forms, please visit:

[www.bestofbothworlds.ca](http://www.bestofbothworlds.ca)



# Program of Excellence

## Under 17



In operation since 1986, the OMHA Under 17 Program is the entry-point to Hockey Canada's Program of Excellence.

The OMHA conducts four (4) Regional Under 17 Evaluation Camps each spring. Each camp selects sixty-eight (68) Minor Midget-aged players to participate in a weekend program that involves on-ice/off-ice evaluation, as well as career path instruction

Seventeen (17) players including two (2) goaltenders will be selected from each Regional Evaluation Camp to attend the OMHA Under 17 Final Camp at the University of Guelph.

From this Final Evaluation Camp, players will be selected to attend the Team Ontario Under 17 Provincial Selection Camp which will identify players for participation in such events as the World Under 17 Hockey Challenge.

### Camp Features

- 1 practice Friday, prior to round-robin games.
- 3 game round robin format / Game 2 features '3-on-3 Pond Hockey Showcase'
- Full fitness testing/evaluation under the supervision of Master Course Conductors from the OMHA Trainers Program
- Selected guest speakers: Career options and fitness & nutrition education

Each Regional Camp also provides a development opportunity for coaches & trainers to participate in our High Performance Program of Excellence. Go to [omha.net](http://omha.net) for Staff Applications.

### OMHA Under 17 Alumnus

Keith Primeau  
Adam Foote  
Ed Jovanovski  
Mike Fisher  
Kyle Lamb

*(Sudbury Wolves, 2004 World Under 17 Challenge Gold Medal Game MVP)*

John Hughes  
*(Belleville Bulls, 1st Overall, OHL Priority Selection, 2004)*

Steven Stamkos &  
Michael Del Zotto  
*(1st & 2nd Overall, 2006 OHL Priority Selection)*



# National Skills Standards & Testing (NSST)

## Program Goal

“Raise awareness of the importance of skill development and establish a system to measure and celebrate skills.”

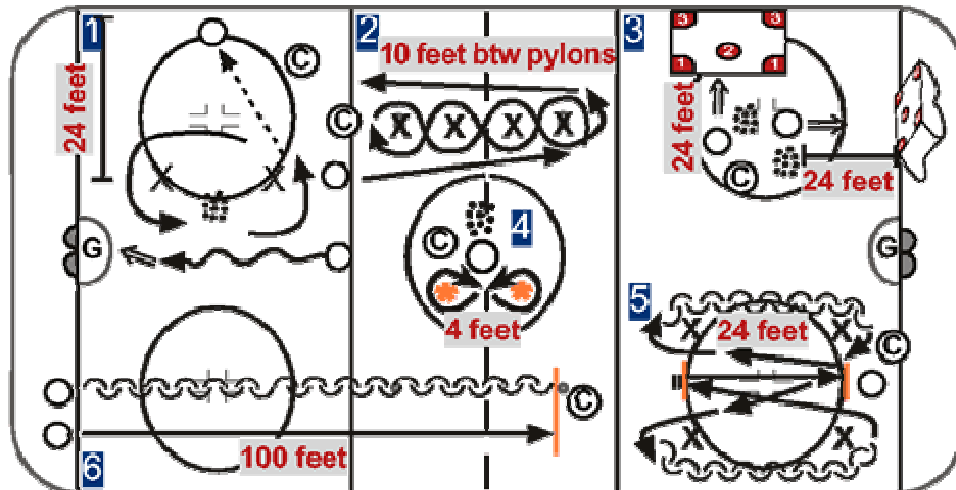
Hockey Canada has created the **Hockey Canada National Skills Standards and Testing Program** for minor hockey aged players in Canada. This program is based on the fundamental philosophy that skill development should be fun and challenging and at the same time accessible to all players in the Canadian minor hockey system. Hockey Canada believes in celebrating skill achievement.

In Canadian minor hockey, coaches should be encouraged to foster the development of the fundamental skills required to play the game at the minor levels by measuring and providing positive individual feedback on skill development. It is essential that minor hockey associations and parents have a method of measuring success beyond wins and losses.

A series of 6 individual skill tests have been designed to measure the skill level of players. These tests can be administered by team coaches requiring very little equipment, expense and set up time.

It is recommended that players be tested three (3) times per season.

- The beginning of the season: sets a baseline for each player and the team
- Mid – season: demonstrates the amount of skill improvement of each player and the team
- End of season: demonstrates improvement from the start of the season to the end of the season



# Hockey Canada Skills Academies



## Hockey Canada [Molson Open Ice Summit](#) Recommendation # 10:

*"Promote cooperative efforts between school boards, local hockey associations and sponsors, to better utilize ice times and school facilities and move towards the development of sport schools."*

In order to get the most out of arenas during weekday hours – when most minor hockey players are in school – Hockey Canada believes that a sport school program for hockey is required. With that in mind, the Hockey Canada Skills Academy (HCSA) program, a partnership between Hockey Canada and its 13 member branches, is a step in the right direction.

The HCSA model has the potential to be a second mainstream player development program mirroring the minor hockey club team system in Canada. Throughout the evolution of this new program it is important to keep in mind that HCSA is a supplement the club team system and not intended to replace it.

The long-range vision of HCSA, the outcome is not to develop future professional or international caliber athletes, or Rhodes scholars. The outcome is to

enhance a student-player's confidence, individual playing skills, self-esteem and opportunities in both academics and athletics beyond the primary and secondary school system all while making efficient use of arena facilities during school hours.

For more information on the Hockey Canada Skills Academy (HCSA) at [www.hockeycanada.ca](http://www.hockeycanada.ca)





# HOCKEY CANADA SKILLS ACADEMY

## HC Skills Academies in Ontario

The HCSA program continues to grow in Ontario. As of the end of the 2008-2009 season, there were 22 HCSA programs being delivered in Ontario. 18 of the programs are in OMHA centres. The full list of HCSA programs in Ontario is listed below.

SCHOOL NAME	ADDRESS	CITY	PROV	POSTAL
Blessed Trinity Catholic School	145 Livingston Avenue	Grimsby	ON	L3M 5J6
Burlington Christian Academy	521 North Service Road West	Burlington	ON	L7P 5C3
Centre Dufferin District High School	150 Fourth Avenue	Shelburne	ON	L0N 2S0
Eastdale College and Vocational Institute	265 Harmony Road North	Oshawa	ON	L1G 6L4
Ecole Secondaire Georges-P-Vanier	100 Rue Macklin Nord	Hamilton	ON	L8S 3S1
Glencoe District High School	3581 Concession Drive, Box 370	Glencoe	ON	N0L 1W0
Henry Street High School	600 Henry Street	Whitby	ON	L1N 5C7
Holy Trinity Catholic School	128 Evergreen Hill Road	Simcoe	ON	N3Y 4N5
HWDSB - Ancaster High School	374 Jerseyville Rd W	Ancaster	ON	L9G 3K8
HWDSB - Orchard Park	200 Dewitt Road	Stoney Creek	ON	L8E 4M5
HWDSB - Sherwood Secondary	25 High Street	Hamilton	ON	L8T 3Z4
HWDSB - Sir Winston Churchill	1715 Main Street East	Hamilton	ON	L8H 1E3
HWDSB - Waterdown District High School	215 Parkside Drive	Waterdown	ON	L0R 2H0
Lakeshore Catholic High School	150 Janet Street	Port Colborne	ON	L3K 2E7
Leamington District Secondary	125 Talbot Street West	Leamington	ON	N8H 1N2
McKinnon Park Secondary School	91 Haddington Street	Caledonia	ON	N3W 2H2
Norwood District High School	Box 70	Norwood	ON	K0L 2V0
Paris District High School	231 Grand River Street North	Paris	ON	N3L 2N6
Pine Ridge Secondary School	2155 Liverpool Road North	Pickering	ON	L1X 1V4
Sandwich Secondary School	7050 Maiden Road	La Salle	ON	N9J 2T5
Sir Frederick Banting Secondary School	125 Sherwood Forest Square	London	ON	N6G 2G3
St. Theresa Secondary School	135 Adam Street	Belleville	ON	K8N 5S1





Player Development  
Core Skills







# HOCKEY CANADA CORE SKILLS



The following chart outlines at what age coaches should **introduce** their players to each core skill. As players progress through the various age groups, coaches should ensure their players continue to develop and refine these core skills.

Initiation	Novice	Atom	Pewee	Bantam / Midget
<b>Balance and Agility</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic stance</li> <li><input type="checkbox"/> Getting up from the ice</li> <li><input type="checkbox"/> Balance on one foot</li> <li><input type="checkbox"/> Gliding on two skates</li> <li><input type="checkbox"/> Gliding on one skate – forward and backward</li> <li><input type="checkbox"/> Lateral Crossovers – step and plant</li> </ul>				
<b>Edge Control</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Figure 8's – forward – inside &amp; outside edge</li> <li><input type="checkbox"/> Figure 8's – backward – inside &amp; outside edge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One leg weaving – forward &amp; backward</li> </ul>			
<b>Starting and Stopping</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> T-start</li> <li><input type="checkbox"/> Front v-start</li> <li><input type="checkbox"/> Crossover start</li> <li><input type="checkbox"/> Backward c-cut start</li> <li><input type="checkbox"/> Backward crossover start</li> <li><input type="checkbox"/> One o'clock – eleven o'clock</li> <li><input type="checkbox"/> Outside leg stop</li> <li><input type="checkbox"/> Two-foot parallel stop</li> <li><input type="checkbox"/> One-leg backward stop</li> <li><input type="checkbox"/> Two-leg backward stop</li> </ul>				
<b>Forward Skating and Striding</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> C-cuts – left foot / right foot / alternating</li> <li><input type="checkbox"/> Forward striding</li> </ul>				
<b>Backward Skating</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> C-cuts – left foot / right foot</li> <li><input type="checkbox"/> Gliding on two skates – backward</li> <li><input type="checkbox"/> Gliding on one skate – backward</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Backward sculling</li> </ul>			

Initiation	Novice	Atom	Peewee	Bantam / Midget
<b>Turning and Crossovers</b>				
<input type="checkbox"/> Glide turns <input type="checkbox"/> Tight turns <input type="checkbox"/> C-cuts – around circle – outside foot – forward & backward <input type="checkbox"/> Crossovers – forward & backward <input type="checkbox"/> Backward one-foot stop and t-start <input type="checkbox"/> Pivots – bwd to fwd & fwd to bwd <input type="checkbox"/> Pivots – open & reverse				
<b>Stationary Puck Control</b>				
<input type="checkbox"/> Stance <input type="checkbox"/> Narrow <input type="checkbox"/> Wide <input type="checkbox"/> Side – front – side <input type="checkbox"/> Toe drag – side <input type="checkbox"/> Toe drag – front				
<b>Moving Puck Control</b>				
<input type="checkbox"/> Narrow <input type="checkbox"/> Wide <input type="checkbox"/> Open ice carry – forehand & backhand <input type="checkbox"/> Weaving with puck <input type="checkbox"/> Toe drag – front & side <input type="checkbox"/> Puck in feet	<input type="checkbox"/> Side – front – side			
<b>Stationary Passing and Receiving</b>				
<input type="checkbox"/> Stationary forehand pass <input type="checkbox"/> Stationary backhand pass <input type="checkbox"/> Stationary bank pass		<input type="checkbox"/> Stationary saucer pass – forehand <input type="checkbox"/> Stationary saucer pass - backhand		
<b>Moving Passing and Receiving</b>				
<input type="checkbox"/> Moving forehand pass <input type="checkbox"/> Moving backhand pass <input type="checkbox"/> Lead pass	<input type="checkbox"/> Pairs passing <input type="checkbox"/> Moving bank pass – forehand <input type="checkbox"/> Moving bank pass – backhand <input type="checkbox"/> Pass and follow	<input type="checkbox"/> Moving saucer pass – forehand	<input type="checkbox"/> Moving saucer pass - backhand	
<b>Sweep Shot</b>				
<input type="checkbox"/> Forehand <input type="checkbox"/> Backhand				
<b>Wrist Shot</b>				
<input type="checkbox"/> Forehand – low <input type="checkbox"/> Backhand – low	<input type="checkbox"/> In motion			
<b>Flip Shot</b>				
<input type="checkbox"/> Forehand				

Initiation	Novice	Atom	Peewee	Bantam / Midget
<b>Snap Shot</b>				
		<input type="checkbox"/> Low	<input type="checkbox"/> One timer	
<b>Slap Shot</b>				
		<input type="checkbox"/> Low	<input type="checkbox"/> One timer <input type="checkbox"/> In motion	
<b>Tips and Deflection</b>				
	<input type="checkbox"/> Stationary tips – on ice – low		<input type="checkbox"/> Shot / pass deflection – forehand & backhand	
<b>Individual Offensive Tactics</b>				
<input type="checkbox"/> Body fakes <input type="checkbox"/> Stick fakes	<input type="checkbox"/> Attack triangle – puck under stick	<input type="checkbox"/> Change of pace <input type="checkbox"/> Fake pass <input type="checkbox"/> Fake shot – deke <input type="checkbox"/> Puck protection basics <input type="checkbox"/> Defender as screen <input type="checkbox"/> Picks & screens <input type="checkbox"/> Defense stagger <input type="checkbox"/> Flat skating <input type="checkbox"/> Control skating <input type="checkbox"/> Saving ice		
<b>Offensive Tactics – Defensive Zone</b>				
	<input type="checkbox"/> Escape moves <input type="checkbox"/> Puck retrieval basics <input type="checkbox"/> Direct pass – wall <input type="checkbox"/> Direct pass – midlane	<input type="checkbox"/> Rim pass	<input type="checkbox"/> Chip pass	
<b>Offensive Tactics – Neutral Zone</b>				
	<input type="checkbox"/> Cross & drop <input type="checkbox"/> Pass & follow <input type="checkbox"/> Give & go <input type="checkbox"/> Headman	<input type="checkbox"/> Stretch skate & pass <input type="checkbox"/> Chip pass <input type="checkbox"/> Regroups	<input type="checkbox"/> Ladder <input type="checkbox"/> Jackhammer <input type="checkbox"/> Counter attacks	
<b>Offensive Tactics – Offensive Zone</b>				
	<input type="checkbox"/> Net drive <input type="checkbox"/> Middle drive <input type="checkbox"/> High delay <input type="checkbox"/> Wrap around	<input type="checkbox"/> Low delay <input type="checkbox"/> Attack triangle <input type="checkbox"/> Walkout <input type="checkbox"/> Give & go out of corner <input type="checkbox"/> Give & go behind net <input type="checkbox"/> Low cycle	<input type="checkbox"/> Change point of attack <input type="checkbox"/> Drag & shoot <input type="checkbox"/> Sprint & shoot <input type="checkbox"/> One timers	

Initiation	Novice	Atom	Peewee	Bantam / Midget
<b>Individual Defensive Tactics</b>				
<input type="checkbox"/> Angling	<input type="checkbox"/> Forward skating <input type="checkbox"/> Backward skating <input type="checkbox"/> Changing directions <input type="checkbox"/> Active stick	<input type="checkbox"/> Positioning <input type="checkbox"/> Pinching <input type="checkbox"/> Gap control <input type="checkbox"/> Pressure or contain <input type="checkbox"/> Tracking <input type="checkbox"/> Backside pressure <input type="checkbox"/> Head on a swivel <input type="checkbox"/> Play non puck carrier – take away pass <input type="checkbox"/> Play puck carrier – with pressure	<input type="checkbox"/> Pinning <input type="checkbox"/> Body checking <input type="checkbox"/> Shot block	
<b>Defensive Tactics – Offensive Zone</b>				
		<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2		
<b>Defensive Tactics – Neutral Zone</b>				
			<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2	
<b>Defensive Tactics – Defensive Zone</b>				
	<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2	<input type="checkbox"/> Puck carrier behind the net <input type="checkbox"/> Corner – into / out of <input type="checkbox"/> Net front <input type="checkbox"/> Point <input type="checkbox"/> Side boards		
<b>Defensive Zone</b>				
	<input type="checkbox"/> DZ coverage – basic <input type="checkbox"/> DZ coverage – rotation			
<b>Breakouts</b>				
			<input type="checkbox"/> Wheel option <input type="checkbox"/> Quick up <input type="checkbox"/> Over <input type="checkbox"/> D turnback <input type="checkbox"/> D to D reverse	
<b>Offensive Zone</b>				
		<input type="checkbox"/> Middle drive <input type="checkbox"/> Wide drive <input type="checkbox"/> Wide entry – high delay <input type="checkbox"/> Wide entry – low delay <input type="checkbox"/> Crosses	<input type="checkbox"/> Chips <input type="checkbox"/> Cycle <input type="checkbox"/> Back of net play <input type="checkbox"/> Changing the point of attack <input type="checkbox"/> Defenseman activation options	<input type="checkbox"/> Soft dump <input type="checkbox"/> Ladder plays <input type="checkbox"/> Hard rim

Initiation	Novice	Atom	Peewee	Bantam / Midget
<b>Forechecking</b>				
			<input type="checkbox"/> OZ 1-2-2 – contact <input type="checkbox"/> OZ 2-1-2 – contact	<input type="checkbox"/> NZ 1-2-2 – press <input type="checkbox"/> NZ 2-1-2 – contact
<b>Special Teams</b>				
			<input type="checkbox"/> Power play <input type="checkbox"/> Penalty kill	<input type="checkbox"/> Power play breakout <input type="checkbox"/> Penalty killing forecheck
<b>Face-Offs</b>				
		<input type="checkbox"/> Face-off techniques	<input type="checkbox"/> Defensive zone loss	<input type="checkbox"/> Defensive zone win <input type="checkbox"/> Offensive zone
<b>Warm Ups</b>				
<input type="checkbox"/> Arm circles <input type="checkbox"/> Trunk rotations <input type="checkbox"/> Leg swing front to back <input type="checkbox"/> Leg swing side to side <input type="checkbox"/> High knee <input type="checkbox"/> Heel kicks		<input type="checkbox"/> Hip abduction walks		
<b>Stretching</b>				
			<input type="checkbox"/> Glutes / hip / lower back <input type="checkbox"/> Thigh / hip flexor <input type="checkbox"/> Calf stretch <input type="checkbox"/> Hamstring / lower back <input type="checkbox"/> Thigh / quad stretch <input type="checkbox"/> Groin stretch <input type="checkbox"/> Chest / pectoral stretch <input type="checkbox"/> Trunk / shoulder <input type="checkbox"/> Forearm stretch <input type="checkbox"/> Neck flexion / rotation	
<b>Plyometric Exercises</b>				
	<input type="checkbox"/> Power stride <input type="checkbox"/> Power leap <input type="checkbox"/> Side step jumps – crossover <input type="checkbox"/> Agility cones <input type="checkbox"/> Bounding side to side	<input type="checkbox"/> Forward & reverse lunges <input type="checkbox"/> Squat thrusts <input type="checkbox"/> Squat jumps		
<b>Balance and Coordination</b>				
	<input type="checkbox"/> Bounce ball on blade <input type="checkbox"/> Flip ball up / knock down	<input type="checkbox"/> Ball throw / catch – combinations		
<b>Off-Ice Stickhandling</b>				
	<input type="checkbox"/> Ball control – narrow & wide combination <input type="checkbox"/> Ball control – side / front / side <input type="checkbox"/> Ball control – toe drag – side & front combination <input type="checkbox"/> One touch pass – forehand / backhand <input type="checkbox"/> Saucer pass – forehand / backhand <input type="checkbox"/> Freestyle stickhandling moves			

## HOW TO

By IAN TAYLOR

# HOW TO BE SUCCESSFUL IN THE NEW GAME

## UNDERSTANDING THE NEW STANDARDS OF PLAY AND RULE EMPHASIS



James Solakis, age 11



Nic Ranson, age 12



Nick Milonas, age 12



Ryan Migliaccio, age 11



Alex Botten, Age 14

### THE PLAYERS

The rules have always been there but now they are being strongly emphasized by officials. Speed, skill and smarts are three important intangibles that a minor hockey player needs to work on under the "new" game. James Solakis, Nic Ranson, Nick Milonas, Ryan Migliaccio and Alex Botten demonstrate five ways to improve your game.

Photos by CMHA



### 1 KEEP YOUR FEET MOVING

Restraining a fore-checker, back-checker or puck carrier with your stick or free hand is no longer permitted. To avoid using your stick or free hand to impede a player's progress, keep your feet moving at all times. This will enable you to gain control of the puck.



### 2 KEEP YOUR STICK ON THE ICE

Your stick cannot be used to hook, hold or impede an opponent. Stick contact involving any degree of force to the glove, arm, shoulder, back or unprotected area of an opponent will be penalized. To keep yourself from using your stick to slow an opponent's progress, keep your stick on the ice at all times.



### 3 APPROACH THE PUCK/PLAYER ON AN ANGLE

Avoid dangerous contact at all times. All forceful, intentional or dangerous contact from behind or to the head will be penalized. The onus is on the checker to control angle and speed of approach. Remember, when you see the STOP patch on the back of hockey jersey...STOP!



### 4 KEEP YOUR HANDS DOWN

Your free arm/hand cannot be used to grab, hold or impede an opponent. Players must use body positioning to move a player. To avoid using your free arm/hand to hold or move an opponent keep it on your stick.



### 5 DEVELOP YOUR SKILLS

In the new game, practicing your skills is more important than ever before. Take the time to practice your stick handling and skating to excel in the new game. The faster your feet and hands are, the more success you will enjoy.



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