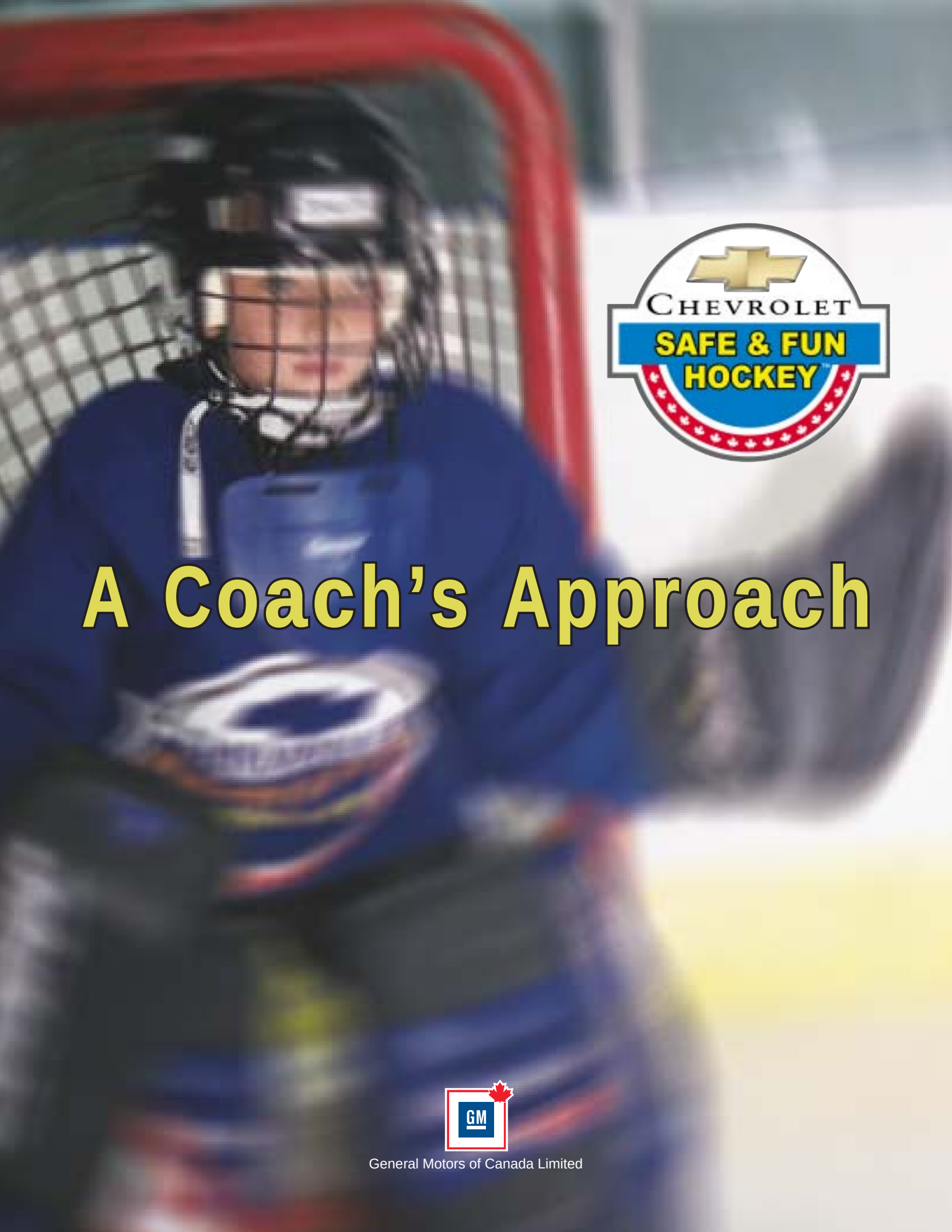


CHEVROLET SAFE & FUN HOCKEY™

A Coach's Approach

General Motors of Canada Limited

Chevrolet Safe & Fun Hockey is a grass-roots initiative directed at novice-aged boys and girls aged 6 to 9 years old.

Chevrolet Safe & Fun Hockey seeks to inform parents, coaches and players of the values in developing a positive attitude toward healthy competition, co-operative teamwork, fair play and grace under pressure. The goal of Chevrolet Safe & Fun Hockey is not only to help develop fundamental hockey skills but to promote and develop the values of respect and responsibility in the game of hockey. Helping coaches to effectively communicate the philosophy of a game that is truly "Safe and Fun" is the mandate of this manual. Written by Dr. K. Vern Stenlund, Professor of Education at the University of Windsor and Director of Programs with Huron Hockey Schools, Dr. Stenlund has over 30 years of hockey experience as a former NHL player, minor league coach and now as a university educator.

Along with Dr. Stenlund, Chevrolet Safe & Fun Hockey is endorsed by some of the game's greatest ambassadors. Many would argue that Bobby Orr is the greatest player ever to have played the game. Over his 13 seasons with the Boston Bruins and Chicago Blackhawks, Orr won two Stanley Cups, was named a First Team NHL All-Star eight times and was the first defenceman to score 100 points in a single season before being inducted into the Hockey Hall of Fame in 1979.

Chevrolet Safe & Fun Hockey has also earned the support of Hall of Famer Mike Bossy. Bossy played 10 seasons with the New York Islanders scoring 50 goals in each of his first nine seasons. He won four Stanley Cups, was named a First Team NHL All-Star five times and won three Lady Byng Trophies as the NHL's Most Gentlemanly Player.

Joining Orr and Bossy in support of Chevrolet Safe & Fun Hockey, Cassie Campbell has won two world championships with the Canadian Women's National Team and a silver medal at the 1998 Olympics in Nagano, Japan.

Along with Chevrolet, they're all committed to promoting the philosophies of Chevrolet Safe & Fun Hockey and the great game itself.

We would also like to extend a special thanks to Fran Rider, President of the Ontario Women's Hockey Association, for her support and the support of the association in ensuring that this manual accurately reflects women's hockey in Canada.

Hello, everybody:

At General Motors of Canada, we're proud of the role we've been able to play in making Chevrolet Safe & Fun Hockey a reality.

Hockey is more than a game in this country. It's part of our culture. And it's something every young person in this country should be able to play, and enjoy. Chevrolet Safe & Fun Hockey is our way of helping to make sure that they get that chance. The program has been developed by some of the best people in the game. And I can tell you it's been a fantastic experience to work with great players like Bobby Orr, Mike Bossy and Cassie Campbell and with a great coach like Dr. K. Vern Stenlund.

We believe that the program we've been able to develop with these excellent people is going to make a real difference for the kids in this country.

At General Motors of Canada, that's important to us. With our plants, our dealers and our suppliers, we make an economic contribution to virtually every community in Canada, from coast to coast to coast.

Now, with Chevrolet Safe & Fun Hockey, we're making another kind of contribution. We're helping to strengthen part of the cultural fabric of Canada. And that's a great feeling.

Thank you,

Dick Conlin

Program spokesperson Bobby Orr explains the importance of respect and responsibility.

contents

page

starting out as a hockey coach 9

section 1 – a beginning coach's primer 13

section 2 – objectives and goals in hockey . . . 19

section 3 – the player/coach relationship 27

section 4 – value-based coaching 35

section 5 – a coach's creed 39

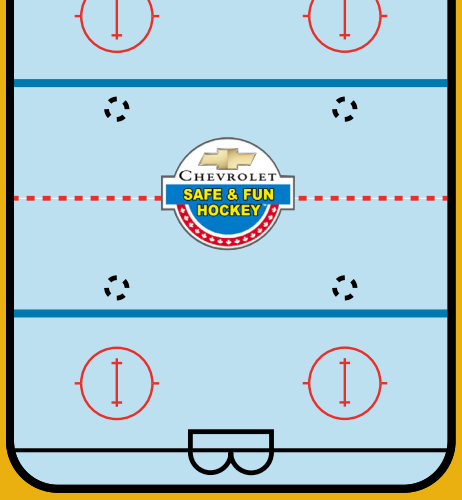
summary

appendix A – player behaviours and coaching responses 42

appendix B – an organizational checklist 43

appendix C – Safe & Fun drills and activities . . 48

appendix D – The Ontario Women's Hockey Association 60



starting out as a hockey coach

"A good beginning makes for a good ending."

– an English Proverb

starting out as a hockey coach

Congratulations! You are about to become a part of the most important and worthwhile service group in the nation. By volunteering your time to coach hockey, you are continuing a tradition of service that has impacted countless boys and girls throughout the generations. As you begin, it is important to remember some simple ideas that might help you along the way.

FIRSTLY, REALIZE THAT YOU DO NOT HAVE TO BE AN EXPERT IN ORDER TO MAKE A SIGNIFICANT CONTRIBUTION. Even the greatest hockey coaches of all time started with little more than enthusiasm and a desire to learn. Your content knowledge will grow over time and resources, such as the one you are currently reading, will help fill in the gaps along the way. While it has been said that "experience is the great teacher," remember that in reality it is YOU who is the great teacher based upon what you LEARN from your experiences. So be patient, Rome wasn't built in a day and neither will your coaching expertise. Be observant and learn your coaching lessons well.

SECONDLY, START OFF ON THE RIGHT FOOT BY ORGANIZING AND PREPARING AS MUCH AS POSSIBLE. One section of this manual is given specifically to these concepts, and it will undoubtedly be of great practical use to you. If you follow the principles provided, you will be on solid coaching ground as you begin your coaching career. Never underestimate the vital importance of proper organizing and preparation as critical coaching tools and skills.

THIRDLY, COACH ACCORDING TO YOUR SPECIFIC LEVEL OF PLAY. Many times a coach will return from a coaching symposium or workshop and proceed to inflict drilling patterns upon players who are simply not capable of fulfilling the coach's expectations. It is essential to consider such factors as age, developmental stage and skill abilities within your specific team before putting into practice your game plan. Always recognize that even at the highest professional levels of our sport, the BASIC SKILLS are reinforced in simple ways on a day-to-day basis.

FINALLY, REMEMBER TO HAVE SOME FUN! They are just kids, after all, and the odds of any one of them ever getting to "the show" for even one game are astronomically stacked against them. Why are they there? To enjoy, of course! As their coach, you are the single most important person responsible for seeing that the game always remains enjoyable.

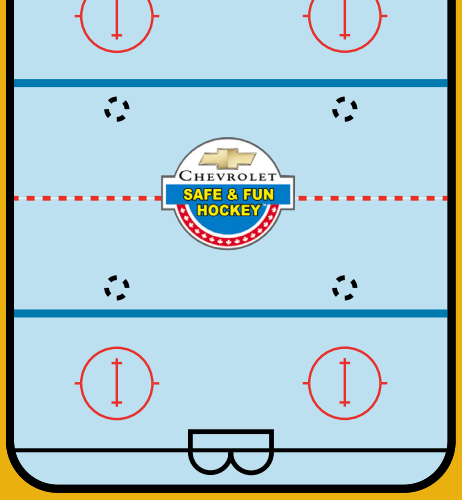
Good luck, and "GOOD COACHING!"

Chalk talk with Mike Bossy – Safe & Fun Hockey in Montreal.

starting out as a hockey coach

SECTION SUMMARY

1. You do not have to be an expert in order to coach hockey!
2. Organize and prepare...this is the foundation that most effective coaches build upon.
3. Coach according to the needs of players at the specific level of hockey that you are involved in.
4. Don’t forget to make it fun for your players and yourself!



section 1

a beginning coach's primer

"Good order is the foundation of all things."

– Edmund Burke

a beginning coach's primer

Now that you have agreed to coach, you are undoubtedly feeling the same emotions that most of us have felt when our coaching careers began. For many new coaches, it can seem a daunting task and our initial response is often "What have I done?" or "Where do I start?" You are not alone in your feelings and the purpose for the pages that follow is to equip you with a practical template to use as your coaching career gets under way.

HOW TO GET STARTED

If you are a coach looking for a team, this might be a very good place to begin! Perhaps your initial strategy might be one in which you act as an assistant or co-coach in order to gain some first-hand, practical experience in the field. However, dependent upon the needs of your local organization, you might very well be in a position to run your own program with little or no practical experience at all. No problem...that's why we wrote the manual, remember?

LOCAL HOCKEY ASSOCIATIONS

Different hockey associations offer different types of programming within specific community areas. Some will have teams designated as "travel" or "rep" teams (some might even call them "all-star teams") which denote a fairly high skill level among the players involved. Of course, this can be misleading at times. Newer associations still in their infancy might use these designations, however, their competitiveness against more established opponents might be questionable even though the teams are all "travel calibre." Other minor associations might be centred on what is generally regarded as "house league teams" which play an in-house rather than travel schedule. Usually these groupings are for players who are not quite as advanced or skilled as rep team players but nevertheless love to play hockey and are looking to continue their improvement.

Generally, these are the options that coaches will be faced with when choosing their own entry level. The decision of where you might fit in best is one that will undoubtedly be addressed by not only you but also those people responsible for assembling the various teams. Remember as well, that we are seeing an increasing number of female-only leagues that often are in need of volunteer coaches. Add to this the growing percentage of adult hockey players and leagues and you can see that many coaching options currently exist.

We suggest that you do some investigating and ask questions of other coaches, hockey parents or leaders within your hockey association in order to get the right fit for you within the coaching ranks. DO NOT BITE OFF MORE THAN YOU CAN CHEW because we want your first coaching experience to be an enjoyable one. You see, we want you back!

WHAT YOU WILL NEED

In the next few pages, you will find a simple checklist of some "must have" items that will help get your coaching career under way. We will refer to some of the items in more detail later in the manual as they apply to other aspects of coaching. Some of the items are straightforward, others might cause you to wonder "why that?" Individual coaches might have other items that they would put on the list... feel free to add them! As well, dependent upon such factors as where you coach, level you coach at and the teaching or coaching style you most utilize, some of the items might be more necessary than others. However, this is our attempt to simplify your coaching with some essentials to get you on the road to success.

A CHECKLIST OF COACHING NECESSITIES

1. **COMFORTABLE SKATES**
   Many coaches with little experience in skating OR who are coaching entry-level players often find it easier to wear comfortable boots or athletic shoes instead of skates on the ice, at least initially.

2. **A LOOSE-FITTING SWEAT SUIT**
   Nothing worse than going on the ice and being constricted by some designer tights! Also, a sweat suit makes you LOOK like a coach!

3. **AN EFFICIENT WHISTLE**
   Make sure if you use a whistle to buy one that will not seize up in extreme cold. Check them out!

4. **PROPER UNDERGARMENTS**
   Don't laugh...especially if you coach in northern climes. It is important to stay warm so that you are thinking hockey, not coffee!

5. **A GOOD SUPPLY OF PUCKS**
   Remember to have extras, just in case. It always amazes coaches when they are all suddenly gone. Do the players eat them?

6. **PUCK BAG OR BUCKET**
   Yes, because it is tough to stuff 40 pucks into your pockets!

7. **PYLONS (OR CONES)**
   The minimum number will depend upon your needs for drilling purposes.

8. **DRY, ERASABLE INSTRUCTION BOARD**
   A great little accessory that makes things a lot easier on the ice. We recommend one with suction cups for easy use when put against the glass which surrounds the ice surface.

9. **DRY, ERASABLE MARKERS AND ERASERS**
   Because you listened and purchased item number 8!

10. **COACHING GLOVES**
    Many coaches simply use a pair of regular player gloves. However, other coaches have gone to a coaching "mitt" which is warmer and less bulky. Whatever works for you!

HOW YOUR HOCKEY ASSOCIATION CAN HELP

There are many types of brand name and/or generic products that will fit your needs when shopping for items on your list. Check first with your association before you purchase as some of the items listed might be provided by your group at no charge. For example, many associations that are housed in a specific arena will leave pylons available for all coaches to use at their discretion. Also, many hockey associations are now purchasing specific items in bulk in order to reduce costs. Find out before you invest in items that you might not have to purchase at all.

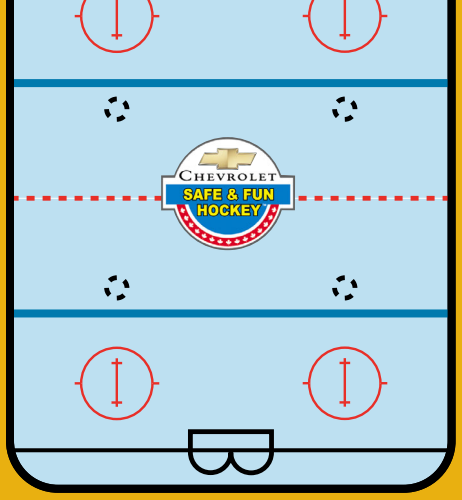
Once you have the necessary tools of the trade, we suggest that you turn your attention to other matters which warrant your consideration before the season begins. The next section of this manual will examine some practical ideas that will go a long way toward ensuring a productive season for both you and your athletes.

a beginning coach's primer

SECTION SUMMARY

1. Learn about your local hockey association (available coaching positions, mission statement, objectives).
2. Follow the "checklist of coaching necessities" in preparation for your on-ice work.
3. Check before purchasing any materials...they might be readily available through your hockey association.

Bobby Orr as honourable 'guest coach' – Safe & Fun Hockey.



section 2

objectives and goals in hockey

"The secret of success is constancy to purpose."

– Benjamin Disraeli

objectives and goals in hockey

DECIDING WHAT TO ACHIEVE AND HOW TO ACHIEVE IT

Now that you have all the necessary equipment needed to start coaching, you might presume that you are ready to hit the ice, right? WRONG! The real measure of your coaching preparation and readiness will be in evidence long before the skate blades touch the ice. This section of our manual will address some key concepts in relation to objectives that will be of great assistance to you during your preparation stage.

We should begin this section with some definition of terms. For our purposes, the words "objectives" and "goals" will be used interchangeably in that both imply something that you strive to achieve. Where some coaches might talk of team objectives, others might refer to these as team goals and so both terms will be applied in this chapter.

Over time there have been many studies conducted within the world of athletics that have provided us with some curious insights into how coaches often fail in setting objectives. This is a vital point and one that we are about to examine more closely. For example, one researcher carried out the following study with coaches from a variety of sports and noticed some interesting findings. The researcher first asked the sample of coaches from various varsity high school teams what their given objectives were for the next practice to be conducted within their specific sport. After the practice had been completed, the researcher then asked players who had just completed the session to tell her what THEY perceived as the key objectives from the practice in question. Finally, the researcher asked the coach if he/she had met the objectives they had set out to complete. (Almost exclusively the answer to this question was YES.) When the results were tabulated, they revealed that approximately 50% of the players identified objectives other than those specified by the coach! It is interesting that the message could get so scrambled over such a relatively short time frame, and yet this is all too common an occurrence even at the highest levels of coaching. HOW CAN OUR ATHLETES DO WHAT WE EXPECT OF THEM IF THEY DON'T KNOW WHAT WE WANT? Setting clear objectives as a function of our coaching, both short and long term, is essential if players are to achieve the success that we expect. Setting these objectives in meaningful ways is a priority that will be discussed in the following pages.

ESTABLISHING OBJECTIVES

In establishing objectives or goals, it is important to first assess some basic criteria before we move too far along the road. For example, it is essential to determine WHAT SKILL LEVEL you are coaching as well as WHAT THE BROADER OBJECTIVES OF YOUR PARTICULAR HOCKEY ASSOCIATION ARE FOR YOUR PARTICULAR TEAM. These are vital concerns because it can make for a very long year when a coach sets objectives for his or her team and these are not appropriate on either count. This is the first rule in establishing objectives, namely:

RULE #1 – SET OBJECTIVES WHICH ARE CONSISTENT WITH YOUR PLAYERS' SKILL LEVEL

Perhaps your association has a mission statement developed that will assist you in the construction of team objectives. If so, read it and understand the intent. If not, seek clarification from someone of authority within your association. After all, setting rep team objectives for a house league team will not be fair to your players and won't make your stay as coach an enjoyable one.

RULE #2 – SET REALISTIC GOALS

There is nothing more frustrating for an athlete than never achieving a goal! Think about this in the context of your own athletic endeavours, or in your work life, and envision yourself NEVER FEELING THE SATISFACTION OF ACHIEVING AN END. And yet, many coaches make the fatal mistake of setting goals so high that their players will never climb to the top of the mountain. All coaches should remember this simple fact: the physical domain (especially for younger children establishing fine motor control) is one of inherent frustration! In learning to develop proper motor functions, our players must first fail time after time until they achieve the skill base necessary to become successful. As a coach, it is important that we recognize this and that we do not compound any frustration or anxiety the player might be feeling by making objectives or goals impossible to achieve. We must also remember, however, that goals which are TOO EASILY ACHIEVED might be just as dangerous in the long run. Setting targets that anyone can accomplish can seem artificial to players and actually cause disinterest! Again, be realistic in your objectives and take the time to carefully consider the age or skill appropriateness before you put your objective out for public scrutiny.

RULE #3 – SET GOALS WHICH ALLOW FOR SMALL SUCCESSES WITHIN THE BIGGER DEFEAT

What exactly does this mean? Perhaps a short story will best exemplify this point. Several years ago a first-time hockey coach went to visit an old friend who was coach of the boys senior basketball team at the elementary school where he was a teacher. His team was just finishing a game and was losing by 27 points with just over a minute and a half left to play when the hockey coach walked into the gym. But something odd was happening on the court. All of the players on this team which was getting throttled in rather convincing fashion were up and cheering on team members as if it was a one-point game with the championship on the line. The coach actually called two time outs down the stretch with under a minute to go, much to the amazement of everyone in the stands. As the buzzer sounded, pandemonium broke loose as this team which had been beaten by 29 points raced onto the court to mob each other. The question had to be asked... "What the heck is going on here?" The coach responded as follows:

"You have to understand," he began, "that my team is very weak this year. The first time we played the team that beat us tonight, we lost by 52 points. We set a simple and realistic goal for ourselves this time and the goal was to hold them as best we could and not let them beat us by any more than 30 points. Believe me, that was a major accomplishment for my team at this moment in time and I will build on this for next season."

This represents tremendous coaching as the basketball coach had CONSCIOUSLY created an environment where success could be achieved on a small scale even when the game itself was lost. In essence, losing the war but winning the battle! As you move on in your hockey coaching, you will undoubtedly coach a team similar to the one our friend had that year, weak and unable to compete with more powerful adversaries. HOW WILL YOU, AS COACH, HANDLE THIS SITUATION? It is important that you set objectives that allow for small successes, even if in the bigger picture failure is inevitable. How you construct these objectives will have a tremendous impact on your players' enjoyment of the game and inevitably their success within it.

OBJECTIVES: ARE THEY APPROPRIATE?

Different coaching situations will require you to determine what is appropriate when it comes to setting goals or objectives.

For example, if you are involved in a very basic "learn to play" program, you might have a generic objective that reads something like this: ***Our objective this year is to ensure that all players receive the same amount of playing time in order to facilitate skill development.*** In essence, you have stated not only an objective but also a philosophy. This kind of objective implies that you value the participatory aspects of sport as a primary goal of your coaching. You have stated to players and parents that you will ensure that all players will participate on an equal basis and that your objective is simple, achievable and reasonable given your circumstances. Compare this with an objective once seen printed on a flyer sent home to parents by the coach of an ultra-competitive rep team. It read simply: ***Our goal this season is to win our Association Championship at season's end.*** This represents a far different goal than the previous objective and also implies a distinctly different approach or coaching philosophy on the part of the person who sent it home with his players. Again, you must determine which goals are appropriate given your specific coaching assignment and establish goals to match your situation.

OTHER KEY CONSIDERATIONS

Setting meaningful objectives or goals is no small matter and should be given considerable time and thought as you commence your coaching career. There are other concerns that should be addressed in conjunction with those items already discussed in this section. To conclude this section, here are some ideas for you to consider when setting up objectives or goals for your specific hockey assignment.

HOW SPECIFIC SHOULD THE OBJECTIVES BE?

You should attempt to be as specific as you possibly can when setting goals. To say "do your best" is an objective for individual team members, granted, but it might have a different meaning among your athletes. Perhaps you can expand that thought to include goals such as "I will be on time for practice" and "I will listen when instruction is given on the ice." Simple concepts perhaps but specific in nature and MEASURABLE in some way. Obviously, if an athlete is not on time and does not listen to instruction, it is reasonable to say that he or she is not "doing their best."

SHOULD ALL GOALS BE TEAM GOALS?

Not necessarily! As coaches we often preach the notion of "there is no "I" in the word "team," and it is certainly important that we have team objectives and unity. However, remember this point as you enter into the coaching fraternity. Teams are, after all, made up of individuals, some of whom are far more motivated to achieve personal goals than they are team objectives. Should we just ignore this fact? At your own peril, perhaps, but effective coaches tie into personal goal setting and use it for the betterment of the team. Find the "hot buttons" that drive individual players and then utilize specific goals in order for them to achieve. If you have a bunch of individuals who are high achievers, odds are your team won't be that bad off either!

HOW CAN I KEEP PLAYERS FOCUSED ON GOALS?

One way is to make goals more immediate. For example, it is one thing to say "win a championship" as discussed in a previous example. However, the reasonable question might be asked, "Sure, but how do we do that?" Some coaches establish monthly, or perhaps quarterly, objectives for their teams. The season can be broken into these smaller parcels of time in order to keep players focused on the objectives at hand. By accomplishing in the short term, the long-term goal of a championship might be realized.

HOW CAN I HELP MY PLAYERS ACHIEVE THE ESTABLISHED GOALS?

Remember this simple idea as a way of spurring athletes on toward specific goals: the way in which we reward our players should directly relate to the objectives we set. This means that if you as coach have objectives which are team directed yet only praise players who accomplish personal success such as scoring goals and assists, what message are you sending to the rest of your team members? If you preach that "team defence wins championships," then you should be cognizant of reinforcing positively those who perform what you ask. Instead of patting the head of the 3-goal scorer, it might be more useful to applaud the player who makes a great defensive play or someone who does a checking assignment extremely well.

Your players are listening and they want your approval. To praise in a manner inconsistent with the objectives that YOU have put forth is akin to coaching suicide. You CAN have a powerful impact on achieving goals if you are consistently aware of the ways in which you reinforce these objectives through your own behaviour and praise.

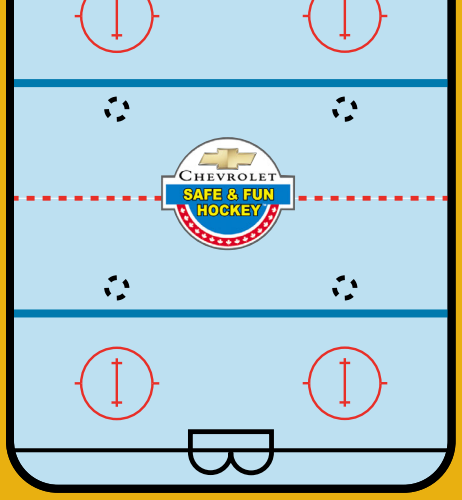
Finally, successful coaches over the years have expressed the importance of challenging athletes to compete not just against opponents, but more importantly, against themselves. Several researchers have established that world-class athletes over time become concerned not so much with "Who am I playing against today" as opposed to "Can I accomplish a personal best today." This can be a powerful tool for you to use in coaching, emphasizing to players that they must constantly attempt to improve upon their own performance and success will surely follow. Coach John Wooden, the former great skipper at UCLA and winner of countless national basketball championships, has said that he rarely talked about winning with his players. Rather, he discussed personal challenge, commitment to task and team and the desire to continually improve oneself in ALL aspects of life. It is a methodology that more coaches should be attentive to and can serve as a philosophic foundation for any coach to build upon as their coaching career unfolds.

objectives and goals in hockey

SECTION SUMMARY

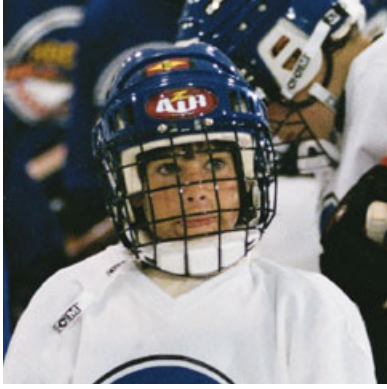
1. Determine what the broad objectives are for your particular hockey association.
2. Follow the three rules for setting objectives:
   - (i) establish objectives consistent with the skill level of your players.
   - (ii) set realistic goals.
   - (iii) set goals which allow for small successes even within bigger defeats or setbacks.
3. Consider if your objectives are specific enough.
4. Are there both team and individual goals?
5. Are players focused on the goals?
6. Reward actions by players who are attempting to reach stated goals.

Setting clear objectives for your players will help them to reach their full potential.



section 3

the player/coach relationship



"I don't do great things. I do little things with great passion."

– Mother Theresa

the player/coach relationship

THE BASICS

Establishing a meaningful player/coach relationship truly is about "doing little things." Regardless of the level of hockey you choose to coach, realize that you are going to play a very important role in the development of your players, both as athletes and adults. In discussing this topic with people who have had successful careers as hockey coaches, many agree that the relationships they have cultivated with their players is a central part of their success on both an individual and team level. In this section, we will explore some basic considerations that you must address BEFORE you begin your coaching assignment.

THE FIRST RULE OF COACHING IS TO BE YOURSELF!

For the player/coach relationship to unfold in a proper way, it is important that your players see you for what you are and see you in a consistent light. No sense being the taskmaster if it isn't in your nature because sooner or later you will be found out. Develop your own style of coaching based upon your own unique personality and your relationship with players will be on a solid foundation. This is the golden rule of coaching. Remember it and your foundation will be a substantive one within the coaching fraternity. Disregard it and even the youngest of players will pick up on your deception quickly.

Bobby Orr gives a pep talk in the dressing room.

NURTURING THE PLAYER/COACH RELATIONSHIP

What are the vital concerns that you should carry with you in nurturing a solid player/coach relationship? What follows is a brief summary of 3 key points to consider in moving your relationship with players forward as your coaching career unfolds.

1. **DEVELOP TRUST!**
   Remember that you don't necessarily have to be liked in order to be effective. Although it is very human to seek approval, sometimes a coach must make difficult decisions that will not benefit everyone on the team. If players TRULY learn to trust their coach, even the difficult decisions will be accepted, if not necessarily liked! Of course, trust takes time to develop, and it must be earned. Always consider that in an instant a single, careless or questionable decision on your part can ruin trust that has taken months to build. As coaches, most of us would love to be trusted AND liked. However, if forced to choose between the two...take trust every time.

2. **AFFECT INDIVIDUALS IN ORDER TO AFFECT YOUR TEAM!**
   As coaches we often find ourselves talking about the importance of "the team" and well we should. However, do not forget that teams are made up of INDIVIDUALS coming together to work toward a common goal or objective. As such, remember to spend time with individuals, and not just the team, as the two are very different animals. In discussing this point with many prominent hockey coaches, this is often an area where we identify the need to improve our performances. The player/coach relationship is no different that any other one-on-one relationship in our lives in that we need to spend time at it in order for it to flourish. Difficult to do? You bet, especially if you are dealing with 20 or 23 players. But try we must if we truly want the player/coach relationship to move forward.

3. **MODEL EXPECTED BEHAVIOUR!**
   How many times have you gone to a sporting event and seen coaches going berserk at the call of an official? It happens far too often and yet these same coaches will assail a player if he or she steps out of line and says something offensive. Remember, they are looking at you all the time. It has been said that a team assumes the personality of its coach and this seems a fair and accurate assessment. No one can expect you to be perfect but just as you have high standards for your players, so too must your standards be set at a high level. Again, the consistency of your behaviour will match your expectations of players and this will lead to increased trust and understanding between you and your players. In doing this, you again move the player/coach relationship onto solid ground. To go one step further, remember the power of modelling appropriate behaviour not only with players but also with fellow coaches, administrators and other people you come into contact with through the course of your time as "coach."

SETTING THE STAGE THROUGH TEAM RULES

In the course of your coaching career, you will undoubtedly come to realize one absolute axiom about making rules. You guessed it...rules that are made become rules that are broken! That is why it is very important for you as coach to decide what is truly meaningful for you in regard to rule-making. One could use the analogy of a person "drawing their own line in the sand." This means that you must determine what is SO VITALLY IMPORTANT to you as a coach that you are prepared to make a rule in order to support or defend your belief. Where is your line in the sand? What are you prepared to accept and what will you absolutely not tolerate? Until you truly know where your boundaries as a coach lie, making rules will remain a fruitless exercise.

Understand this...players will watch to see that the rules you insist upon are truly enforced. KNOW WHAT REALLY COUNTS before you begin the process of establishing rules, for the failure to properly follow through will most certainly affect the player/coach relationship. You cannot afford to begin considering these kinds of issues once the ship starts to sink! Rather, decide your course of action early so that potential problems can be avoided. This kind of communication is essential if a truly-effective relationship is ever to evolve.

This area of rule-making has been addressed by one coach through a simple yet profound philosophy. Ron Mason, the winningest coach in NCAA Division 1 Hockey, has coached with a simple principle with regard to his treatment of players. He says that in his program: "We don't treat everyone equally, we treat everyone fairly." Think about that for a moment because it is profound in its simplicity. Remember that hard and fast rules WILL BE CHALLENGED and some rules which might seem sound on the surface could well discriminate against some of your players. For example, one common rule used by many coaches states: "If you don't practice, you don't play." Certainly, this is a rule that seems reasonable enough. But what about the player who has to baby-sit a younger sibling on short notice? Or, what about a player who must attend the funeral of a loved one? What if these players are both "salt of the earth" types who would never miss a practice unless an extreme situation occurred? Is the rule still fair?

In establishing team rules and protocols, give careful consideration to Coach Mason's edict first and foremost. In being fair, you help to nurture the player/coach relationship in ways that mere rules could never achieve because fairness in a coach represents a character trait that all players can and should aspire to.

THE 24-HOUR RULE

Have you ever heard the expression "Just sleep on it"? Many times when we are faced with difficult situations, the best tact we can take is to give a little more time to consider the problem.
In establishing relationships with individual players, this idea can be an invaluable ally to any coach. Sometimes a player (or yes, a parent) might have concerns or a complaint which can result in explosive conversations where words are spoken that neither side really intended or meant. Emotions are laundered, and unfortunately, this can be damaging. This type of scenario is particularly applicable if the discussions occur immediately after a practice or game when someone is still upset. This is when the 24-hour rule could be used. The player is told that both of you should give it a day's thought and address the issue tomorrow. In using this approach in appropriate situations, you will be able to defuse potentially difficult situations, many times resulting in a player coming back to the next practice or game the following day and apologizing rather than attacking. Building a player/coach

relationship is rarely well served through confrontation, especially in the heat of the moment. By using the 24-hour rule when possible, we can often help the relationship move forward.

Of course, 24 hours might not be possible as some situations demand immediate action. In this case, revert back to Coach Mason's edict of "treat them all fairly" whenever decisions must be made on short notice. In doing so, you have established a mechanism for both short- and long-term resolution of problems that you as coach can orchestrate.

USING POSITIVE REINFORCEMENT

Do you like being screamed at? Does it motivate you when someone embarrasses you in front of your peers? Well, you are not alone in your response to these two questions. The results are all in, the data has been studied and the writing is on the wall...POSITIVE REINFORCEMENT WORKS. There is no quicker way to undermine your relationship with players than to turn into a negatively-based coach who never has anything good to say to players. Just as many young people are crying for someone to help with the discipline in their lives, so too are they asking for praise and positive reinforcement. TRY IT! You will be amazed at what your players will attempt if you simply praise them in their efforts. Remember too that praise should not be saved for "great events." (What if they never happen!!). Look for small things to praise and don't be afraid to praise often, as long as the praise is genuine and earned.

This kind of day-to-day nurturing through positive reinforcement can do wonders for the player/coach relationship and will translate into a more enjoyable environment for everyone to be a part of. Make no mistake, it is YOU who will establish the atmosphere that surrounds your team. Will it be an atmosphere based on positive reinforcement or negative accusations?

THE POWER OF THE PLAYER/COACH RELATIONSHIP

In closing this section of our coaching manual, it is important to consider the effect that you as coach will inevitably have on your players. Many top athletes point to a "significant other" from their past who helped them achieve greatness in their sport and often the person they identify is a former coach. In addition to performance parameters, one of the great joys of coaching is in watching former players move onward and upward, whether in the sporting world or in other areas, realizing that you have played a small part in their success. Meeting players years after you were their coach and being able to see their progress as men and women is one of the great payoffs for coaches. Never underestimate the power of the words you speak, the way in which you speak them and the context in which they might be taken. You ARE having an effect!

the player/coach relationship

SECTION SUMMARY

1 The first rule of coaching...be yourself!

2 Nurture the player/coach relationship by:

(i) developing trust.

(ii) affecting individuals.

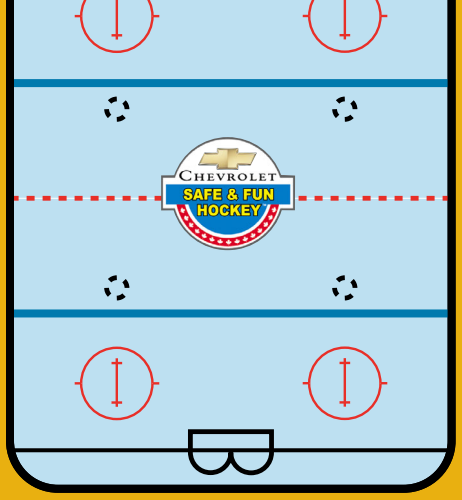
(iii) modelling expected behaviour.

3 Consider team rules to be established and enforced.

4 Try the "24-hour" rule.

5 Utilize positive reinforcement as a means to the player/coach relationship.

By ensuring that the game is Safe & Fun, we will be able to keep these kids playing for a long time to come.



section 4

value-based coaching

"Coaching is not a dress rehearsal."

– Bobby Orr

value-based coaching

The Chevrolet Safe & Fun Hockey program is a unique minor hockey initiative that has as its foundation a values-driven component. More than just techniques, drills and activities for coaches and players, this program represents an important attempt to affect the values that should be driving all of the participants who make up our great game. We believe that hockey, or any sport for that matter, should be viewed as a ***platform*** through which vital life lessons should be shared and reinforced. Certainly, there are many values that we as coaches might relay to our players either through our words or actions. For our purposes, and as a means to keep our focus as leaders, the Safe & Fun values that we wish to share consist of two main components. They are:

RESPECT *and* RESPONSIBILITY

These two words denote values that we believe encompass a wide range of attitudes and behaviours which all of us should aspire toward. Let's explain what the Safe & Fun version of these two values looks like.

RESPECT

By respect, we mean that all participants in our game should consistently demonstrate a respectful attitude toward other people who are involved, irrespective of their position. ***This would include the reciprocal relationships that exist between players, coaches, managers, referees, other on- and off-ice officials, parents, facility personnel, teammates and opponents.***

Many of you might respond to this by stating that respect must be earned to some degree, not simply granted! Perhaps we should consider substituting the word "courtesy" in place of respect for others at least in the initial stages of our relationships. As is stated in the Safe & Fun videotape, trust and respect often take time and are values that tend to be earned between people. However, courtesy is something that should be given to everyone we meet, even for the first time. By being courteous and respectful to others, all of us will inevitably change some of the negative behaviour that is far too often exhibited in the course of a game or practice.

ACTION PLAN:

The Safe & Fun Players Scorecard is a valuable tool to assist in reinforcing the notion of respect both for other people and property as well, be it at the rink, at home or at school. Respect is a core value that we believe is essential to changing behaviour outcomes by means of altering attitudes. Using the Safe & Fun Scorecard in conjunction with this program is one way to initiate, reinforce and monitor the important value we have identified as "respect."

RESPONSIBILITY

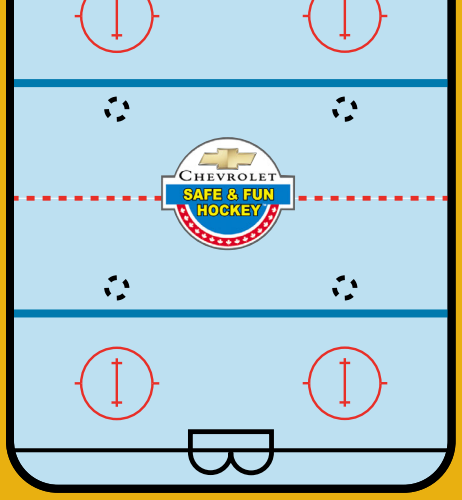
We need all of the people involved in our game to become more responsible for their actions, whether on or off the ice. As an example, being responsible as a hockey player means that we do not hit an opponent from behind…that is an irresponsible act that could lead to tragedy. As stated several times in the Safe & Fun video, this type of action is not safe and cannot be allowed. This example of responsible behaviour MUST be reinforced from the top down, meaning that coaches and administrators should set the tone the moment a player begins their career. On another level, responsibility implies that we are all accountable for our actions, a life lesson that many parents hold as vital to the maturation of their children. For youngsters, it means that they alone can control what they say, be it positive or negative, toward teammates or opponents. Only they are responsible for leaving their small piece of the dressing room clean for the next player who will be sitting on that same bench. And only they are responsible for the way in which they address referees, coaches and parents, even in some very emotional situations such as after a loss. In reality, many athletes over time come to feel that they are "special" because of their athletic gifts and expect to be treated as such. Unfortunately, they often fail to realize that along with the status and position that our society often attaches to those who gain success from sport comes additional responsibilities. If you expect to be treated as "special," then you must act "special" and assume the responsibility that comes with the turf! If we can instill this value of responsibility in children early enough in their lives, then attitudes will be altered and negative behaviour potentially averted.

ACTION PLAN:

The successes or failures that individuals encounter away from the rink are also a part of their responsibility, be it as a student at school or a helper at home. The Safe & Fun Scorecard again acts as a tool by which coaches and parents can assist young people in first identifying, then reinforcing, responsible actions. The Scorecard will help in tracking positive behaviour by utilizing some short-term rewards that will lead to long-term gains for all participants.

Enacting and modelling the two core values of respect and responsibility will greatly impact the state of our game and the lives of the people involved if properly reinforced. The Safe & Fun program represents an attempt to first identify, then address these core values with a positive outcome for everyone involved. If the program is to work, its success will inevitably be linked to YOU!

Mike Bossy and his coaching staff put their action plan to work.



section 5

a coach's creed

"The influence a coach has on his/her players goes way beyond wins and losses."

– Cassie Campbell

a coach's creed

The Cheverolet Safe & Fun coaches' manual has been assembled to provide some sound teaching tips, ideas and principles that will help you now and in your future coaching. No one book can ever give you all the information necessary to turn you into the next Scotty Bowman, but we can provide important concepts in organizing, implementing and assessing your work as a coach. As a means of summary, let's conclude with "The Coach's Creed," something that has been written by some unnamed coach who beautifully summarized what it means to be a true mentor. The context of the original creed has been changed in order to fit the hockey vernacular. We believe it states the real intent of all concerned coaches and the intrinsic rewards that can be yours, rewards which go far beyond winning and losing.

"COACHES NEVER LOSE"

A team can lose. Any team can lose. But in a sense, a coach never loses. For the job of coach is over and finished once the puck is dropped. A coach knows if they have won or lost long before play begins.

For a coach has two tasks. The minor one is to teach skills – to teach a player how to skate faster, shoot harder, check smarter and execute more efficiently.

The second task, the major task, is to make adults out of children!

It is to teach an attitude of mind. It is to implant character and not simply to impart skills. It's to teach fair play…and that goes without saying. It's also to teach how to be humble in victory and proud in defeat…this too goes without saying. But more importantly, it is to teach young people how to live up to their potential no matter what that potential might be.

It's to teach them to do their best, yet never to become too satisfied with what they have achieved. After all, we must also teach them to strive to be as good as they can be if they would only try a little harder.

A coach can never make a great player out of someone who isn't potentially great. But you can help to make a great citizen out of any youngster, and miraculously, you can help to make an adult out of a child.

For a coach, the final score doesn't read "so many goals for our team, so many goals for theirs." It doesn't say "this many wins and that many losses." Instead, it simply reads: "So many lives affected, so much potential realized."

This is the score that will never be published, yet this is the score that will be read in the silence of a coach's own thoughts. And, inevitably, this is where a true coach will find their real joy long after the final game has been played.

Women's National Team Member Cassie Campbell participates in Safe & Fun drills.

summary

Possessing the information which you have just read, learned, and hopefully, been trained in cannot guarantee coaching success. However, NOT POSSESSING THIS INFORMATION GREATLY REDUCES YOUR CHANCE OF BEING SUCCESSFUL! The lessons that we have provided through this manual represent some of the best coaching philosophies, teaching methods and organizational tools available to hockey coaches anywhere today. We hope that you will continue to review this material regularly as a means of being at your best for your players. In addition, the Safe & Fun coaches look forward to meeting and working with you and your coaching colleagues now and into the future. We would appreciate any feedback you might wish to share regarding the content, organization or delivery of the information contained in this manual.

Until then, here's hoping that you have a successful and enjoyable year.

appendix A

PLAYER BEHAVIOURS AND COACHING RESPONSES

Please read the information contained in the following chart and see if you can relate to any of these situations. Refer to this section often as a means of maintaining on-ice discipline and control. Learning how to assess or diagnose behaviours is a critical element of successful coaching, especially among youth players. We hope this information helps!

PLAYER BEHAVIOUR	PLAYER FEELS...	TYPICAL COACH RESPONSE	BEHAVIOUR TYPE	SUGGESTED ACTIONS
Player stops behaviour on coach's command. Will soon begin same behaviour again. Coach should monitor behaviour pattern.	That acting out will draw attention of peers or coach. "I belong only when people are noticing me."	Coach feels annoyed and frustrated. Wants to coax, guide and react to player behaviour.	ATTENTION-SEEKING	1. Resist temptation to coax or overtly react. 2. Reinforce positive behaviours. 3. Provide any attention on YOUR terms and in YOUR time frame.
Player continues the behaviour that coach wants stopped. May increase the intensity of behaviour. Seems to ignore coach although aware of the command.	"I am important and a part of the group only when I control or am proving how strong I can be by standing up to authority."	Coach feels angry, challenged, provoked and needs to show who is in charge. "I'll show who the boss is!"	POWER-SEEKING	1. Withdraw from the conflict. 2. Provide player with some control. 3. Show player how to work for and use power constructively. 4. Use player in meaningful ways during instruction periods.
Player seeks to hurt coach or other players physically or verbally. Calls unkind names, tries to ridicule, etc.	"I am worthwhile only when I let others feel fearful of me. I do not expect anyone to like me so I will not be kind to anyone."	Coach feels hurt and defensive. Desires to retaliate for self or on behalf of others.	REVENGE-SEEKING	1. Do not visibly show hurt. 2. Demonstrate that you care. 3. Try to be warm and trusting. 4. These types of behaviours require dialogue between coach and player – a high-maintenance situation.
Player does not attempt to work. Always asks for help. Often complains of lack of understanding although coach knows player can do the work.	"People will accept me only when they are convinced that I am helpless and unable. My position in the group is enhanced when somebody gets a chance to help me."	Coach feels despair, discouraged and often helpless. Will say "I do not know what else to do with (player)."	SYMPATHY-SEEKING	1. Reinforce your expectations of an assignment at the correct level of difficulty. 2. Do not pity, sympathize with or criticize. 3. Encourage all positive efforts. 4. Do not be mean, but rather firm, about your expectations.

This chart is an adaptation of work originally conceived by Rudolph Dreikurs, M.D.

appendix B

AN ORGANIZATIONAL CHECKLIST

Developing great technical skills and knowledge will be of little use if you do not have the necessary organizational skills needed in coaching. Here are some ideas that we know will assist all coaches in making better use of their time with players.

Coaching Point #1: BECOME VERY AWARE OF YOUR VOICE.

In studying coaches over the years, it has become increasingly apparent that we often forget the acoustic environment that constitutes the arena. It is at times a difficult place to work in, so we must remember SIMPLE things such as: Do not have your back to the players when giving instructions (You might be thinking "I would never do that!" but check yourself on this one...you might be surprised.); talk OUT, not DOWN; speak a little slower so that words do not get mixed up or miscommunicated and please, stop chewing while you coach, it affects speech and looks very unprofessional.

To find out how you are coming through, just ask some players for feedback ("Can you hear me all right?" or "How does my voice sound to you?"). How many of us have EVER TAKEN THE TIME TO GET THIS KIND OF INPUT FROM OUR PLAYERS OR FELLOW COACHES WHILE ON THE ICE? Don't take for granted that all is well, find out for sure.

Coaching Point #2: DEMONSTRATE SKILLS IN WHOLES, THEN BREAK THEM DOWN!

By showing the skill or activity first rather than talking through it, we allow our players to VISUALIZE. A famous university professor demonstrated this principle magnificently by using sensory deprivation games as a part of his course. Participants in his sessions soon came to realize very quickly that vision and visual cueing can have a tremendous impact on the learning curve if utilized properly. Do not presume that your players "can't get it" unless you explain it piece by piece. You will be amazed at what you can accomplish during a practice if you presume towards the other extreme and work backwards. Once you allow them to see "the big picture," THEN you can begin the process of breaking it down for specific skills acquisition, if needed. The key is, let them see what you are up to, don't make them guess!

Coaching Point #3: WATCH YOUR COACHING LOCATION.

You should try to be away from disruptions and against a barren backdrop, if possible, when coaching so that YOU will be the centre of attention! Giving your instructions near a clock? Where do you think their attention might be focused on in 30 seconds? Scout out the physical environment in which you will be coaching and predetermine where you will maximize your effectiveness. In an arena, we should attempt to locate ourselves such that our backs are not facing the stands. Why? Because younger players might be looking for mom or dad and older players might be spellbound by the appearance of a "significant other." Find a place that gives players little else to look at except their good old coach.

Coaching Point #4: WHAT ABOUT GROUP FORMATION DURING INSTRUCTION?

Do as you wish, but realize that many coaches will give instructions while using a circle formation at centre ice or in a corner and half the players are left saying to a neighbour "Did you hear that?" However you set up your team when giving instructions, always make sure that they can see and hear you and ideally you can see and hear them as well. The semicircle has become a preferred way of assembling groups in order to provide instruction, while you might wish to use some other method. The key is, think about how you can be most effective in delivering your message. Don't leave this to chance or soon you will notice that players are not doing as you instructed and this can lead to frustration for all parties concerned.

Coaching Point #5: NEVER HAND OUT THE TOYS TOO SOON!

If you remember one thing out of this little diatribe, it should be this! Let's think about an example of this principle away from the rink. If you give your son or daughter (or niece or nephew) some newfangled toy and say "Hold this for me," what will they do? Of course they will begin to play with it, correct? You know this and yet so often we see coaches with red faces yelling at players who are merely doing exactly that, playing with a toy which in this case is the puck. Perhaps you WANT them to have their toy right off the bat as a means of free play or sport-specific warm-up and that, of course, is fine. But then you must accept the consequences for your actions. Remember, YOU should determine when you want the players to start playing. THEY are not responsible for this! If you have a major coaching point to get across, allowing them the distraction of a toy probably won't help your situation. Again, this must be a part of the organization that becomes the centrepiece of your coaching and the mode by which everyone keeps their sanity!

Coaching Point #6: GIVE CONCISE DIRECTIONS.

In other words, don't talk like we write! Can you guestimate what the attention span is for your players? Well, we don't know either but we do know that it sure isn't very long and your oratory probably will not keep them mesmerized for very long. Learn to cut out unnecessary talk and get to the meat of the matter as soon as possible. This ties in beautifully with Point #2, demonstrating in wholes, because in combination these two points can save you a lot of down time spent off task. Again, this does not magically happen, it is a skill that can be improved if you first recognize your verbosity and then attack it.

Coaching Point #7: USE <u>QUESTIONS</u> TO EVOKE PARTICIPATION WHILE CONFIRMING THAT THEY UNDERSTAND WHAT YOU ARE SAYING!

Over time it becomes very apparent to the coaching fraternity that most of us are great "statement givers" but few among us are innately gifted as "question makers." That is a shame, especially given the fact that questioning can be such a productive group or team management technique. If you have come to see yourself as this information conduit that must get the content out come hell or high water, think again. We challenge you to try and refine your questioning techniques and you can rest assured that as you do this the tone and atmosphere of your practices will change. It isn't easy and it takes CONSCIOUS EFFORT but it is worth the investment in your time. Again, PLAN for this, ORGANIZE for this, do not leave it to chance.

Coaching Point #8: USE POSITIVE REINFORCEMENT!

This point has been alluded to previously but warrants some additional consideration. Sure, you know about this, but do you do it and do you do it HONESTLY and REGULARLY? Listen, we do not purport to be Dale Carnegie clones but the studies have all been done and it is safe to state as fact that positive reinforcement works. Not just in September ("There, I reinforced him, now I'm done for the year.") but as a function of your organization over time. Sometimes you have to catch yourself and be mindful that they are just like you and YOU LIKE TO HEAR PRAISE, DON'T YOU! Not phony or contrived, but genuine and meaningful. Maybe it's a look or a simple smile, for non-verbal praise can be just as effective as a verbal acknowledgement. Remember, the physical domain is one of repeated failure, especially for young ones, and we MUST make an effort to reinforce even the simplest "wins within the defeats" whenever possible. They need it and by you delivering it, the returns during your practices and games will be appreciable.

Coaching Point #9: SET GROUPS JUST BEFORE BREAKING.

This means that in order to curtail disruptive chatter and other unwanted activity, do not give them anything to talk about. They already have lots of news to share with colleagues without you loading the cannon via faulty teaching techniques. What exactly is the point here, you ask? Well, answer another question first. What will players do once you announce to them that "Our next drill will be done in groups of five." Why sure, they try to buddy up. Little bums start mysteriously moving across the ice as if directed on some Ouija board in the general direction of their best friends. Are they listening to your instructions? Probably not, which of course will cause you potential heart failure when they can't do the activity in a few minutes. Who is to blame? We are, because we created a situation akin to "group chat" in which it is every man or woman for himself. Whenever possible, hold off on groupings until you are ready to turn them loose. Again, prepare for this, don't become a victim of it!

Coaching Point #10: AVOID LONG-DISTANCE INSTRUCTION.

Try to avoid putting yourself in a position where: 1) you wear out your voice by screaming instructions over a considerable distance for extended periods of time (see Point #1, voice); and 2) players are put in a position where the acoustics involved might restrict their ability to comprehend instructions. Based upon our observations over time, we recommend that you regroup the players (it will only take 15 seconds) if you have forgotten vital information, present your update and then send them back on their merry way. This is easier on you long term and again circumvents any misunderstanding that could create a less-than-favourable outcome.

Coaching Point #11: BE INCLUSIVE!

By inclusion we mean two things. First, attempt to provide practice drilling which will have as many players active for as much time as possible. While this is not always possible dependent upon specific objectives, we cannot begin to tell you how many times our instructors have watched simple activities where two players are moving while 18 stand and watch. What is the old saying about "idle hands"? Yet we often set ourselves up for failure or grief by allowing players the chance to become bored and restless. This part of inclusion also speaks to ice and group utilization, wherein the effective coach will find ways to maximize ice space in activities and designate group numbers which are functional and allow for maximum participation. The second part of inclusionary teaching actually centres on the content itself. Are we advancing drills and activities that all of our players, or at least the vast majority of players, can be successful at? Try to structure activities in a way that all players can be a part of the action phase, rather than mere observers.

Coaching Point #12: TAKE CHARGE!

How else can we say this? There are many different ways to take charge. Some coaches who are 6 feet 4 and 230 pounds of shimmering muscle mass have a physical presence that demands respect and attention almost immediately. To these gifted and blessed few, we can only say "You chose your parents well." However, most of us will have to find other methods. A former Huron instructor stood all of 5 feet 5 (on skates) and would be greeted at every practice by 12-year-old players who would be looking down at him, not up. Physically imposing? Hardly! However, he had a way of taking charge that resulted as a function of his preparation. It was done through pacing, by having superb control of time and space through fluid transitions from one activity to another. No, he could never have scared or threatened his players into obedience, but he never had to simply because he was such an organized professional. However YOU plan to achieve this, you must resolve to take charge early so that players know who is in command.

Coaching Point #13: IF YOU USE A WHISTLE, DON'T CONFUSE PLAYERS WITH IT!

How often have we seen coaches in an arena blowing whistles to signify any one of six instructions. One means start, two means stop, three means crawl on your belly like a reptile and so on. Overuse of a whistle can be very confusing for players, so please "keep it simple." They are not Pavlov's dogs, so use the whistle judiciously and with a clear purpose. We advise that a whistle should probably be used for one command only when possible and that command would be to signify "stop."

Coaching Point #14: TRY TO STAY ON TASK AND ACTIVE VERSUS OFF TASK AND TALKING!

Several researchers have documented studies where the time spent by an instructor or coach talking through direction giving and disciplining actually exceeds the time involved in active participation by the players. This is a sure recipe for disaster. The players WANT to get at it, so as previously referred to in Point #6, be concise and let the players do what they are there for. Given the high cost of ice time, it is unthinkable that we as coaches would restrict playing and practice time for players by standing around talking! Shame, shame on all of us. Please, as the song says, "A little less talk and a lot more action!"

Coaching Point #15: HAVE SOME FUN OUT THERE!

Why do you want to do this thing called coaching? If you do not enjoy what you do, it will inevitably show. Both you and your players will suffer, so why not MAKE IT FUN? Yes, not all of the content will be a barrel of laughs, and it shouldn't be. But there are ways to add little games and gimmicks to make your practices more enjoyable for you personally. This will translate into a more positive-player response. It involves moving some of the "have to's" into the "want to" category. Players will appreciate your efforts and the rewards for all concerned will be great.

Undoubtedly, other concerns have been missed, ideas which should be added to our checklist. Please, feel free to add them! We would enjoy receiving any feedback you might wish to make in this regard for future revisions of our list.

Let's conclude by noting that at times even the most veteran coaches have finished a practice and immediately wondered "What happened?" Many coaches come to realize that these problems tend to repeat themselves and they are not major in nature. However, even seemingly insignificant oversights in the way we organize our practices can have potentially damaging effects. Often, we are the architects of our own mistakes and misfortunes. By systematically addressing these types of organizational matters, the potential for failure decreases dramatically. You are quite correct in thinking that messing up one, or two, or three of the coaching points as presented will not result in futility. However, we hope you will agree when we say that in combination, and over time, if you fail to control enough of these types of organizational concerns, you stand a good chance of experiencing unwanted and unnecessary frustration that WE ALL HAVE THE ABILITY AND POWER TO CORRECT.

appendix C

SAMPLE SAFE & FUN DRILLS AND ACTIVITIES

The drills and activities highlighted are a sampling of what can be seen at all Safe & Fun Hockey sites. The first section of activities deals primarily with ***SKATING***, the second section illustrates our introduction to ***CHECKING***, while the third section shows some skill development pursuits in the form of mini gamers that fall under the ***FUN*** portion of Safe & Fun Hockey.

WAVE WORK (as demonstrated in the video)

PURPOSE

To review the basic techniques and posture of skating.

To develop better balance while working on inside and outside edge control.

EQUIPMENT: None

PROCEDURES – *Wave Formation, 6 lines*

1. 1st wave – left foot sculling – hold recovery – repeat
2. 2nd wave – right foot sculling – hold recovery – repeat
3. 3rd wave – skiing
4. 4th wave – right and left foot stops
5. 5th wave – shoot the duck
6. 6th wave – Russian walk

KEY TEACHING POINTS

- Proper posture requires a deep knee bend as if sitting in a chair
- Minimal forward body lean
- Stick in front of body on ice
- Eyes looking forward, not down

DRILL PROGRESSIONS/COMMENTS

- Depending on age and ability.
- Try the Russian Kip.
- Power hops – while skating forward "hop" from left leg to right leg – hop comes from deep knee bend as players move from side to side.

SAMPLE DRILL FOR WAVE WORK

LEFT AND RIGHT FOOT STOPS

PURPOSE

To practice preparation for change of direction off a stop by using a 180 degree body rotation.

PROCEDURES

1. The drill can work by using either line markings on the ice or through coach's commands.
2. Players begin by skating in a straight line followed by a stop on either inside edge of the left or right skate.
3. As the stop begins, players rotate their bodies approximately 180 degrees in preparation for the next phase in skating, the start sequence.
4. At the conclusion of the stop, the body should be facing in a different direction with the skates set in a V start position. Players then complete the drill by initiating a start.

KEY POINTS

- Remember that every stop in hockey leads to another start, so proper body positioning is vital.
- If executed correctly, players are able to view more of the ice surface sooner as they are stopping.
- This drill should be done in open ice and away from traffic.

THE SNAKE

PURPOSE

To reinforce proper edge control during skating, creating the need to handle the puck while feet are continuously in motion.

EQUIPMENT: None

TIME: 3-5 minutes, depending on skill level

PROCEDURES

1. Players form a single line and skate around the ice, using a three-stride motion (three strides one way, three strides in the other direction) giving the effect of a snake in motion.
2. Sets should be done while skating both forward and backward.

KEY POINTS

- Players must keep both feet and hands moving at the same time.
- Don't glide in the corners; keep the legs moving at all times.

DRILL PROGRESSIONS

- Have players work in pairs, with trailing partner harassing puck carrier in front by hitting the gloves and arms.
- Skate backward.

FACE THE MUSIC

PURPOSE

To introduce checking and body contact through a fun and safe activity.

EQUIPMENT: None

TIME

- 20-30 seconds per round
- Five rounds maximum

PROCEDURES

1. Players begin in pairs.
2. The player with the puck uses a stick while the other cannot.
3. On the whistle, the player with possession tries to control the puck by putting it through the opponent's feet and around his body, while the defending player tries to steal the puck.
4. On the next whistle, players switch roles.

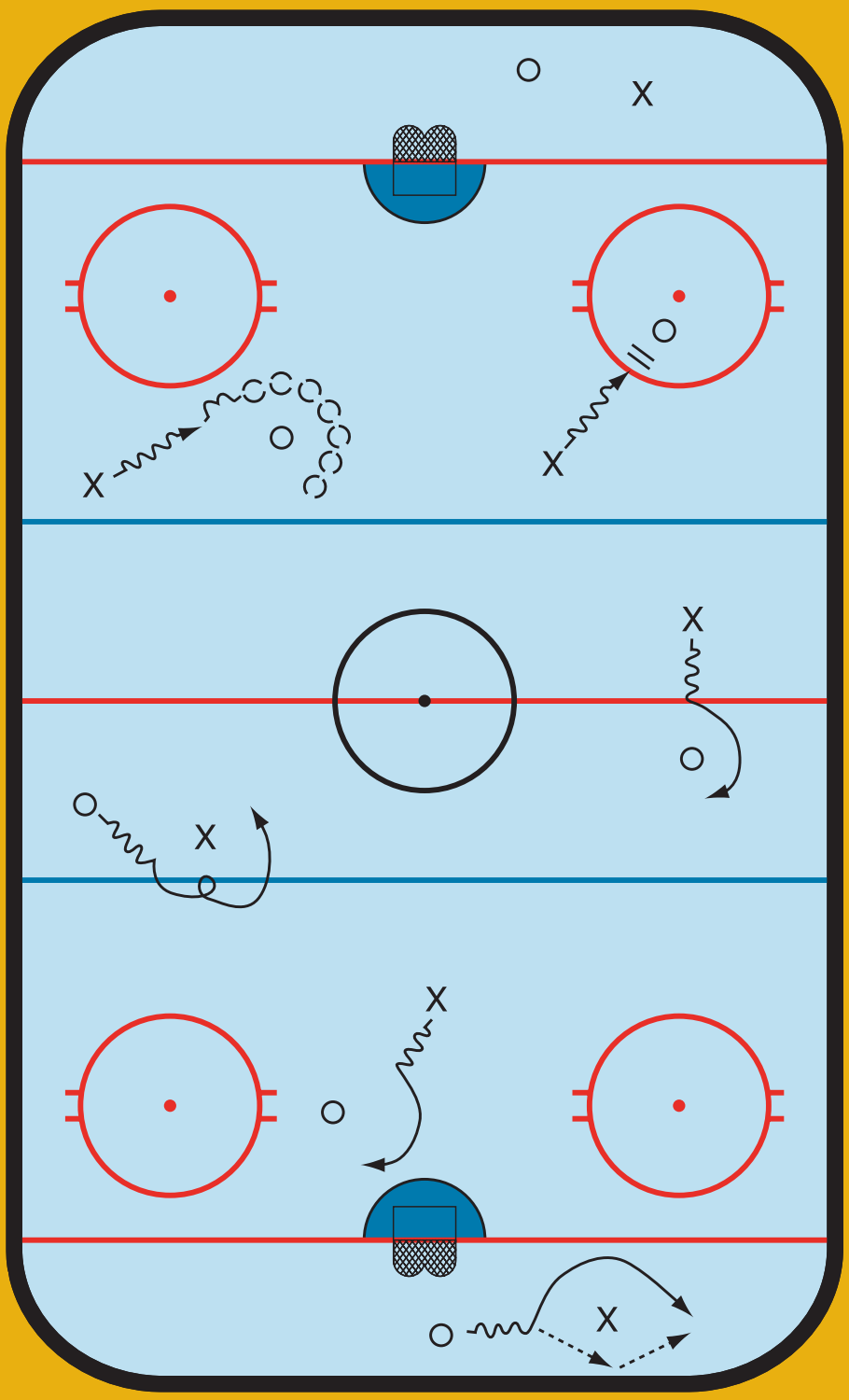
KEY POINTS

- Players must beat their partner, then immediately turn and face the opponent again.
- Limit partners to a small area of the ice, forcing them to turn without much skating.

DRILL PROGRESSIONS

- Allow both players to use sticks.

FACE THE MUSIC



DOWN THE WALL

PURPOSE

To reinforce proper checking/angling techniques.

EQUIPMENT: None

TIME: 2-3 minutes

PROCEDURES

1. Players are in two lines on each side of the ice, from the blue line down, facing the end boards.
2. Leader dumps a puck into the corner and players from both lines go for possession.
3. The player without the puck attempts to angle the opponent out of the play with an effective body check along the side boards. Player with the puck attempts to escape.
3. Puck must be skated past the blue line to be considered cleared.
4. Alternate sides in each zone.

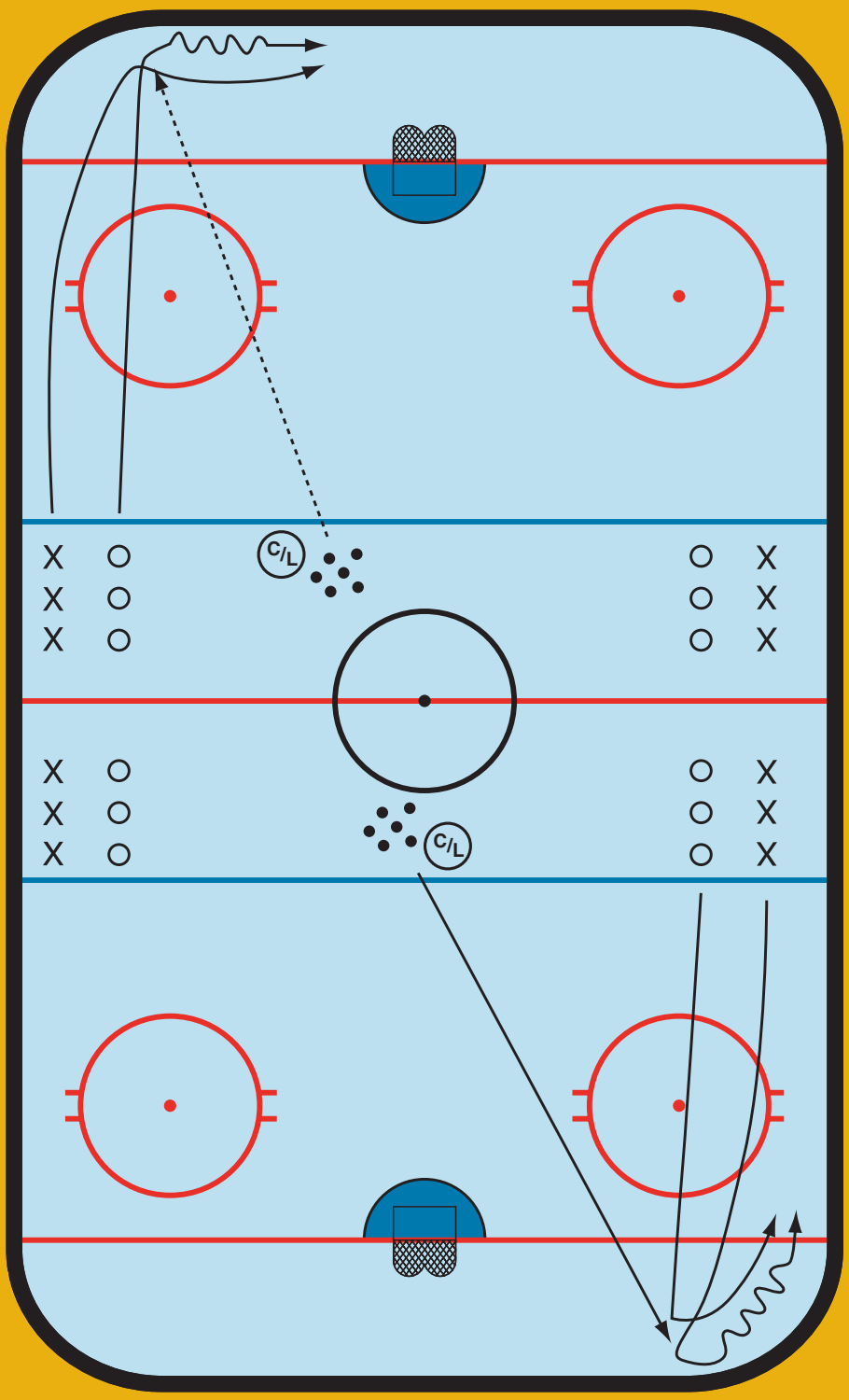
KEY POINTS

- First player to the puck gains possession and attempts to carry it out of the zone while other player tries to eliminate the body with a check.
- Players should gain possession first, before skating with it; use the boards and the body to protect if necessary.

DRILL PROGRESSIONS

- Finish the drill with a shot on goal, rather than by clearing.
- Make it a 2-on-1 or 3-on-1 activity.

DOWN THE WALL



FOUR LINE CHECKING (introduction to team checking)

PURPOSE

To reinforce the notion of individual assignments in any forecheck system.

EQUIPMENT: None

PROCEDURES – *Half-Ice Drill*

1. Players are put in one of 4 lines located just outside the blue line at either end.
2. The line closest to the boards will retrieve a puck dumped to the corner by a coach. Line 2 must eliminate the puck carrier. Line 3 goes and retrieves the puck and passes to line 4 who is waiting in the slot.
3. After each turn players rotate into the next line, making sure to have a turn at all four positions.

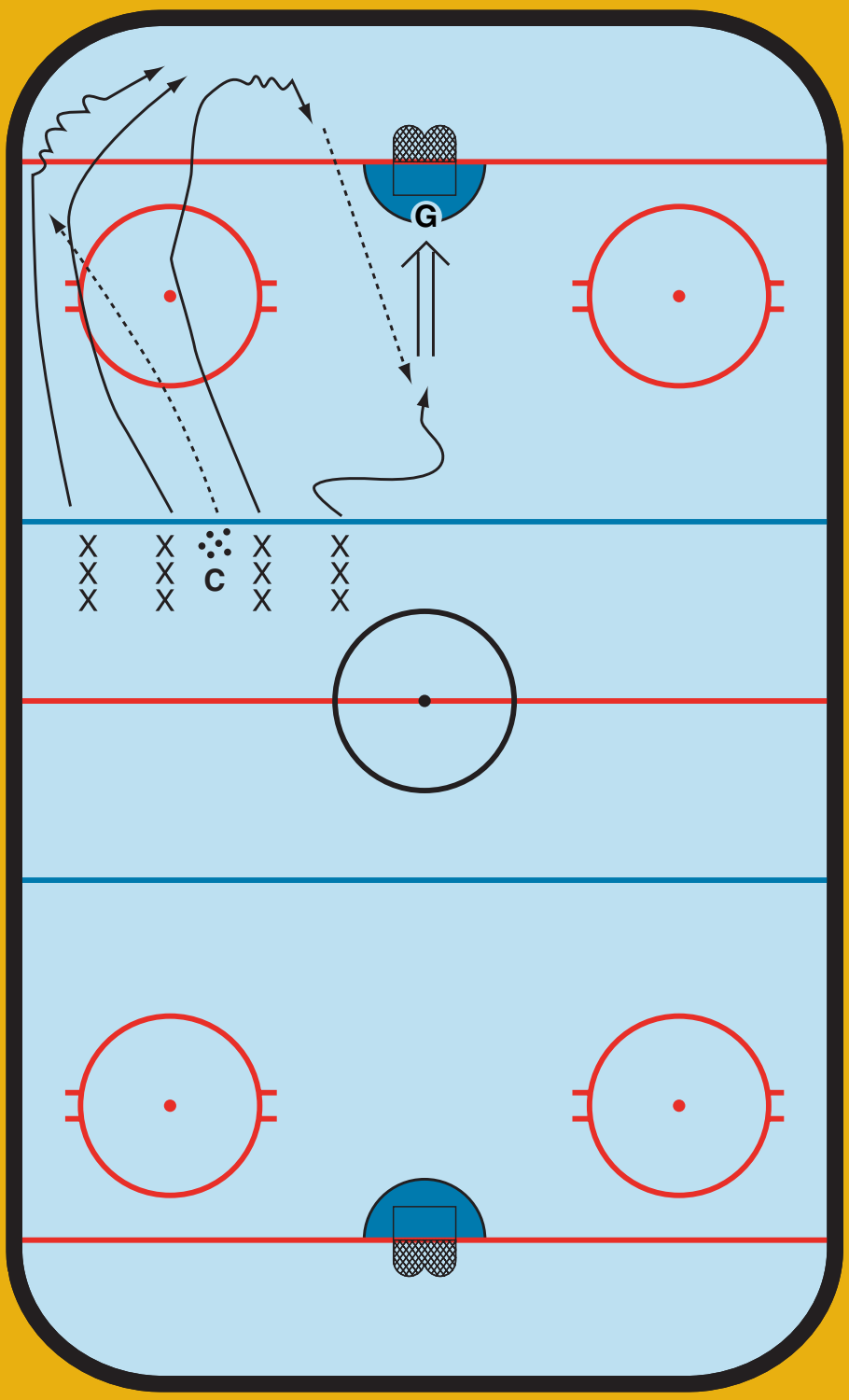
KEY POINTS

- Make sure to switch the side of the ice you are working on half way through the drill so players can practice angling both ways.
- Walk them through this initially so everyone knows what their job will be when they get to a specific line.
- Do not allow any hard contact in the corners. Simply eliminate the player with the puck from carrying it.

DRILL PROGRESSION

- Add another line in the corner as a support player on offence (make it a 4 on 2) and see how players react.
- Remind players to switch responsibilities if someone in the line ahead fails at their mission. This will reinforce team work and helping on a forecheck.

FOUR LINE CHECKING



3-ON-3 END ZONE

PURPOSE

To refine puck control skills in a confined space, all the while having fun!

To encourage offensive creativity.

EQUIPMENT: If done as a half-ice drill, two extra nets required.

TIME

- 20 seconds per group
- 3-4 minutes maximum

PROCEDURES

1. Split team in half with each group at either end of the ice lined up single file at the face-off dot near the blue line.
2. Nets are placed across from each other in the zone.
3. Leader dumps a puck, the first three players from each line start playing 3-on-3.
4. The group of three that retrieves the puck becomes the offensive group, the other the defensive. All three offensive players must touch the puck before a goal is counted.
5. No contact is allowed.

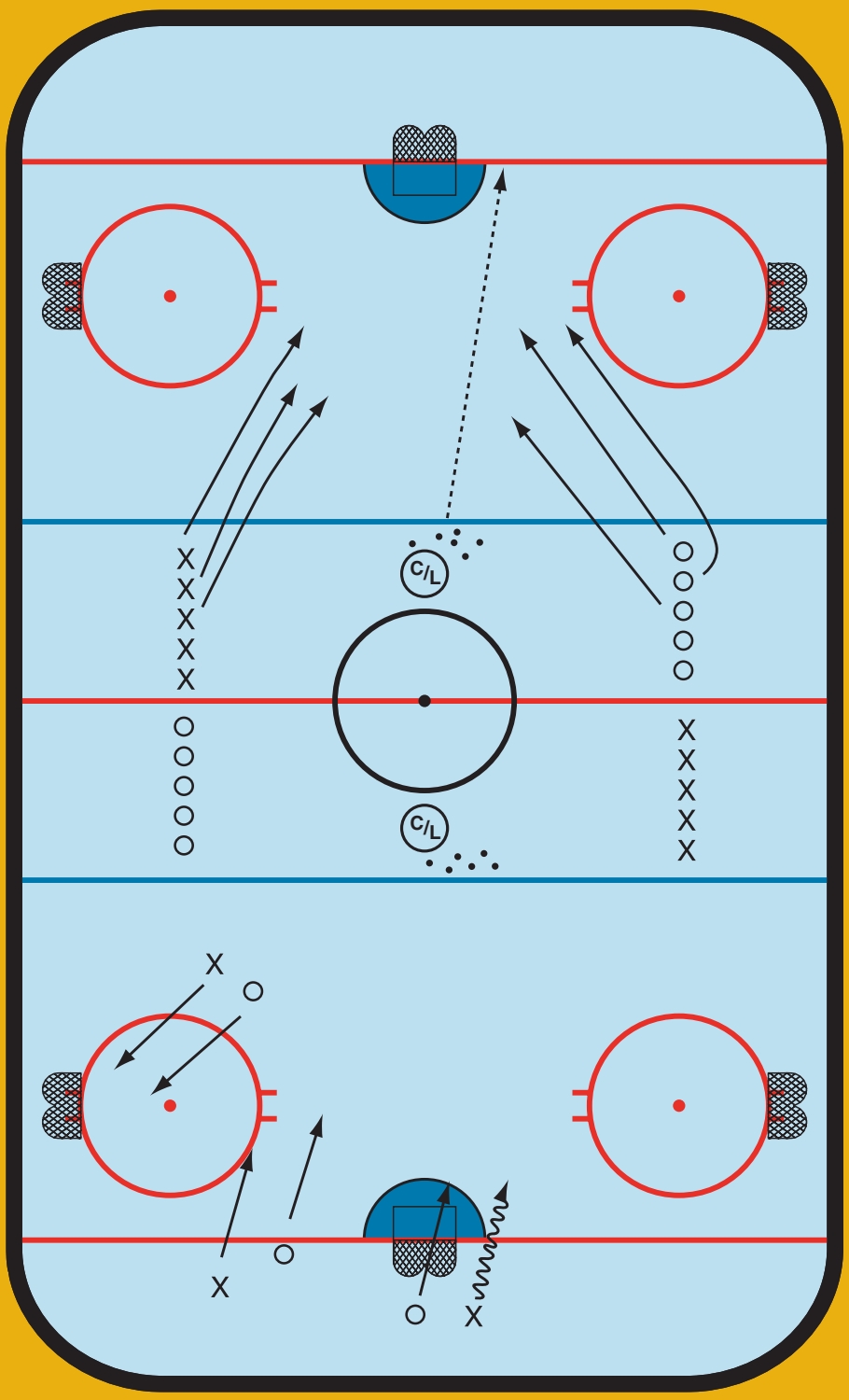
KEY POINTS

- 20-second shifts make for a high-speed and fun activity.
- On the whistle, puck is left for next group of players, and all six should vacate the zone at high speed.
- If the puck in play leaves the zone, the leader puts another back in and play continues.

DRILL PROGRESSIONS

- Add full-body contact.
- Make the drill a 3-on-2 or 4-on-3, switching at leader's discretion.

3-ON-3 END ZONE



3-ON-3 CENTRE ZONE

PURPOSE

To add variety and fun to practice using a minigame format.

To reinforce goalie movement and puck location behind them!

EQUIPMENT: None

TIME

- Continuous for 3-4 minutes
- 20-30 seconds per shift, then rotate new players into the activity

PROCEDURES

1. Put nets back to back in centre circle, with two equal teams, one on either blue line.
2. Team from one blue line attacks one of the nets, the other team attacks the opposite goalie. Each team actively tries to retrieve the puck when the opposition has control.
3. Players rotate left to right along their respective blue lines, with three new players in the game whenever the whistle blows.
4. Players on blue lines can help their teammates when the puck goes astray by putting it back into play.
5. If puck leaves neutral zone area, leader puts another puck into play.

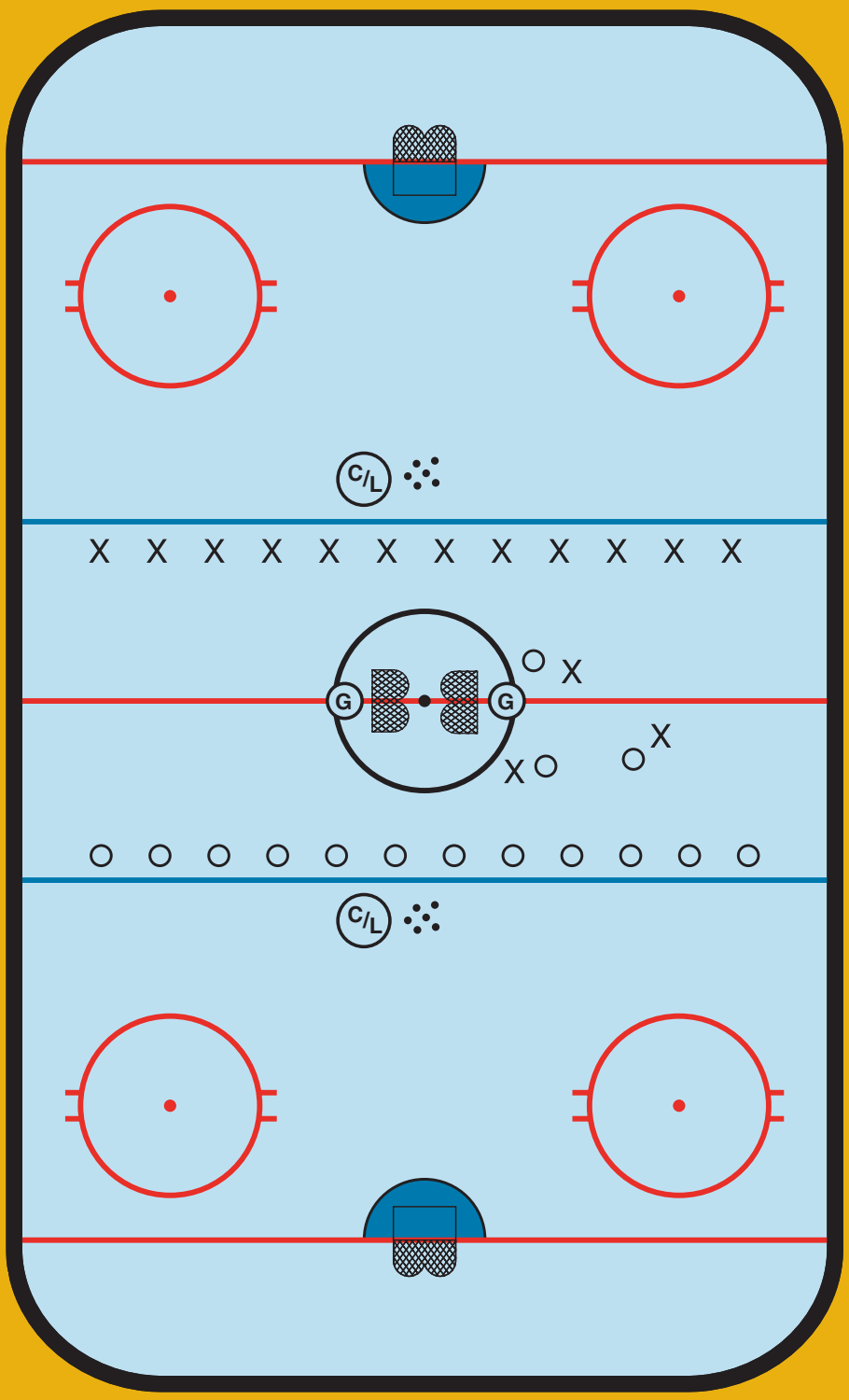
KEY POINTS

- Gives goalies work on looking behind for puck, as well as in front.
- Players must use "ice vision" in order to spot open teammates.

DRILL PROGRESSIONS

- Go to a 4-on-4 situation.
- Move the two lines closer together, leaving less space for players to manoeuvre.

3-ON-3 CENTRE ZONE



appendix D

THE ONTARIO WOMEN'S HOCKEY ASSOCIATION

There is something special about hockey. There is something special about female hockey. The international support and cooperative effort exemplifies the true spirit of sport. During the game, we compete – after the game, we cooperate. Together, we have won. As a team, we have won our "game" – the credibility of female hockey and the opportunity to be part of the 1998 Winter Olympic Games in Nagano, Japan.

OWHA VALUES

Fair Play
Excellence
Integrity & Honesty

Fun
Equity
Good Citizenship

So, you've been asked to coach a female hockey team? The Ontario Women's Hockey Association welcomes you to its unique team of hockey enthusiasts.

For the "old thymer," it would come as no surprise that women have laced up their skates for over 100 years – going back to Ottawa, Ontario, 1891. In fact, the infamous Mayor Hazel "Hurricane" McCallion was paid five dollars per game as a star centre with Gaspé in the 1940s!

To the "rookies," opportunities are numerous. Coaching positions range from building the confidence of a five-year-old who is learning the feel of the skates – to focusing a team of talented athletes on a provincial, national or international championship – to sharing the joy of a grandmother who is finally realizing her lifelong dream of actually playing hockey on a team.

Women are certainly not so new to the game of hockey – as Brian McFarlane's definitive book ***"Proud Past, Bright Future: One Hundred Years of Canadian Women's Hockey"*** documents women decked out in sweaters and long skirts playing shinny as far back as 1891. The Ottawa Citizen commented in 1896, "That the Alpha and Rideau Ladies Hockey teams can play the game. Both teams played grandly and surprised hundreds of the sterner sex who went to the match expecting to see many ludicrous scenes and have many good laughs. Indeed, before they were there very long, their sympathies and admiration had gone to the teams. The men became widely enthusiastic."*

Women's hockey is now being played in at least 26 countries, including many European countries. Most recently, inroads have been made in Asia – in places like China, Japan and even Kazakhstan.

In 1995-96, there were some 19,000 girls and women playing hockey in Canada, with more than 82 per cent of those playing in Ontario. There have been four IIHF World Championships for women's hockey (in 1990, 1992, 1994 and 1997) and women's hockey became an Olympic sport for the first time ever at the 1998 Winter Olympics in Nagano, Japan.

*Rise of Women's Hockey. Joe Clark 1994-95

PROUD PAST OF THE OWHA

1891	First recorded game in Ottawa, Ontario
1900s – 1930s	Universities played a large role in expansion
	Women well established in the hockey world
1940s	War years brought reduction in participation
1960s	Resurgence of interest
	Beginning of the Wallaceburg, Picton & Brampton Canadettes Tournament
	Formation of several open-age leagues
1975	Formation of the Ontario Women's Hockey Association
1982	Formation of the CAHA "Female Council"
	OWHA & Brantford Women's Hockey Association host the 1st Women's National Championship won by Ontario
1983	OWHA given voting privileges on the Ontario Hockey Association Board of Directors
1984	Women's hockey is accepted into the Ontario Winter Games (OWHA Midget Provincial Championship)
	First International Division, Brampton Canadettes Tournament
1987	First Women's World Hockey Tournament, North York & Mississauga, Ontario. Teams: Japan, Holland, Sweden, Switzerland, USA, Canada.
1990	First fully sanctioned IIHF Women's World Hockey Championship, Ottawa, Ontario. Canada wins gold!
1991	Women's hockey makes its debut at the Canada Winter Games in Summerside, P.E.I.
1992	The dream becomes a reality as the International Olympic Committee votes to add women's hockey as an Olympic sport
	Women's hockey will make its debut in Nagano, Japan
	Canada repeats as world champions in Tampere, Finland
1993	Inaugural under 18 National Championship in Montreal, Quebec. Ontario wins gold.
1994	Canada wins gold at the world championship in Lake Placid, New York, USA
1995	Team Ontario wins gold at the Canada Winter Games in Grand Prairie, Alberta
	The OWHA experiences a 2nd straight season of tremendous growth of 25%
1997	The OWHA, CHA & the City of Kitchener co-host the 4th World Championship. The event exceeded all expectations. Canada wins gold in overtime over team USA.
1998	The world watches with excitement as women's hockey makes its Olympic debut in Nagano, Japan. Young girls and women in many countries sign up to play hockey.
	The first CIAU national championship for women
1999	Ontario wins the Canada Winter Games in Cornerbrook, Newfoundland
	Canada wins their 5th consecutive world championship in Espoo, Finland
2000	The OWHA and CHA again team up to host the IIHF World Women's Championship at the Hershey Centre in the City of Mississauga

OWHA MISSION STATEMENT

Through a provincially unified, collective voice, the OWHA promotes, provides and develops opportunities for girls and women to play female hockey in Ontario.

PLAYING OPPORTUNITIES

- Hockey Fundamentals (CHA Initiation Program)
- House League Hockey
- Competitive Leagues
- Exhibition Games
- Sanctioned Tournaments (provincial, national & international)
- Provincial Championships
- Ontario Winter Games
- Canada Winter Games
- Midget National Championships
- Esso Senior Women's National Championships
- World Championships
- Olympics

VOLUNTEER OPPORTUNITIES

- Coach
- Trainer
- Manager
- Officiating
- Administrator
- Tournaments
- Committees
- Executive Member
- General Volunteer

CATEGORIES

Senior AAA, AA, A, BB, B, CC, C	Open Age
Masters	35 & Over
Senior Recreational	20 & Over
Intermediate AA, A, BB, B, C	20 & under
Midget AA, A, BB, B, C	17 & under
Bantam AA,A, BB, B, C	15 & under
Pee Wee AA, A, BB, B, C	13 & under
Atom AA, A, BB, B, C	11 & under
Novice AA, A, BB, B, C	9 & under
FUNdamentals (CHA – IP)	8 & under
House League	All age categories

THE FUTURE

Thousands of young girls and adult women across Canada and throughout the world enjoying Safe & Fun Hockey.

Developed For Chevrolet By:
Dr. K. Vern Stenlund, Director Of Programs – Huron Hockey

Credits:
Mike Bossy, Cassie Campbell, Bobby Orr, Dr. K. Vern Stenlund

Special Thanks:
Huron Hockey, OWHA

Sections of this presentation have been adapted from "The Huron Coaches Manual," which is copyright protected by Huron Hockey Inc., 1999.
Reproduction of these materials in any form without the written consent of General Motors of Canada Limited is strictly prohibited. All rights reserved.