



2017-2018 INITIATION PROGRAM STANDARDS

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VISION

HOCKEY FOR LIFE.

MISSION

**TO CREATE POSITIVE OPPORTUNITIES AND LIFE EXPERIENCES
FOR ALL PLAYERS THROUGH INNOVATIVE LEADERSHIP AND
EXCEPTIONAL SERVICE.**

HOCKEY ALBERTA INITIATION PROGRAM

Hockey Alberta has adopted the Initiation Program as the formal structure for the operation of hockey for players six years and under, and is to be implemented by all Minor Hockey Associations in Alberta. The Hockey Alberta Initiation Program was developed from a combination of guidelines from Hockey Canada and Hockey Quebec, with specific modifications to reflect Hockey Alberta's player first approach.

PHILOSOPHY AND OBJECTIVES:

1. Create a safe and positive environment for players to experience the sport.
2. Age appropriate program that has modified rules, surface and equipment.
3. Incorporate physical literacy, fair play, co-operation and FUN into the sport.
4. Teach basic hockey skills so players can enjoy the sport.

An Initiation Program's success will be measured by the levels of enjoyment and development achieved by the players. To optimize those levels of enjoyment and development, it is necessary for dedicated adults to play a large role as effective leaders and teachers who will create a safe, fun, learning, challenging and motivating environment for the player.

HOCKEY CANADA POLICIES

Effective for the **2017-18 season**, Hockey Canada has approved a policy that mandates all Initiation-aged players receive age-appropriate programming on cross-ice or half-ice surfaces.

In the **2017-18 and 2018-19 seasons**, it is recommended all games played at the Novice-aged level be cross-ice or half-ice games.

In the **2019-20 season**, it will be mandatory that all games played at the Novice-aged level be cross-ice or half-ice.

[CLICK HERE FOR HOCKEY CANADA'S INITIATION WEBPAGE](#)

HOCKEY ALBERTA INITIATION PROGRAM STANDARDS	
Category Name	All 5 and 6-year-old hockey will be classified as Initiation
Practice Ice Surface	All ice sessions must be on a maximum 100' x 85' ice surface or can be a larger surface if station work is utilized
Competition Ice Surface	All ice sessions must be cross-ice, half-ice or third-ice with up to a maximum ice surface size of 100' x 85'
Surface Dividers	It is not mandatory, but recommended to divide the ice with small boards, or other rink dividers
Puck	Blue 4-ounce puck is recommended
Nets	3' x 4.5' recommended
Modified Game Rules	No offside or icing will be called
Faceoffs	Can be used to start play, but not to be used after a goal is scored
Game Operations	No timekeepers, scorekeepers or goal judges
Officials	The use of officials is optional as it is recommended the coaches be on ice for all sessions
Goalies	No full-time goalies (no goalie equipment is required)
Technical Curriculum	<u>Hockey Canada Network App</u> and <u>Hockey Canada Drill Hub</u>
Player Core Skills	<u>Hockey Canada Initiation Core Skills</u>
Coach Support	Recommended to identify a Coach Mentor for coaches to access
Coach Tool Kit	Recommend MHA provide a kit for coaches to utilize (teaching aids, tennis balls, soccer balls, rubber chickens, ice markers etc.)

MINOR HOCKEY ASSOCIATION – INITIATION STANDARDS CHECKLIST

Topic	Expectations / Standards	√	Resources / Service Elements
<u>Initiation Program</u> - Full implementation is expected in accordance to Provincial and National Policies	- Initiation Director Training - On Ice Instructor Training and Support - On Ice Curriculum (HC Network App, HC Drill Hub) - Modified Ice Surface (practice and competition environments) - Age appropriate equipment and rules - Parent Education Strategy		- HA hosts training seminars for Initiation specific personnel. - Resources and templates will be available through the member's portal that is housed on the HA website. - HA Regional Centre Consultants are available to be a resource and support mechanism for MHA's to access.

Minor Hockey Associations are expected to be able to check off the six items in the Expectations / Standards column of the above chart. If you are unable to, refer to the Resources / Service Elements column on support mechanisms.

AGE-APPROPRIATE PROGRAMMING

Definition: Designing hockey programming that is suitable to the age, size, and skill level of the participant.

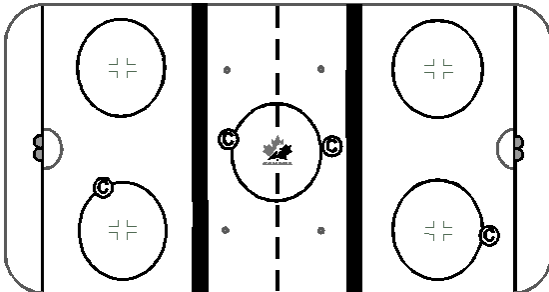
- Children are not miniature adults.
- Child development is a marathon not a sprint.
- Children should be built into: People First ➡ Athletes Second ➡ Hockey Players Last
- Peak human potential is from 25-30 years old.

AGE-APPROPRIATE ICE SESSION PROGRESSION & PURPOSE

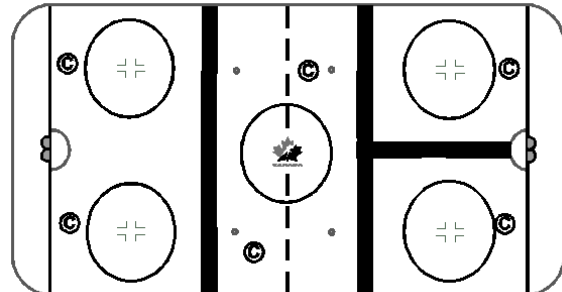
STATIONS	➡ SMALL AREA GAMES	➡ CROSS-ICE / HALF-ICE
Fun	Fun	Fun
Skill Acquisition	Decision Making Skills	Application of Skills
Maximize Activity	Transition	Play in Traffic
Confidence	Support	Battle / Compete
Error Detection / Correction	Puck Protection	Tactics

STATION EXAMPLES

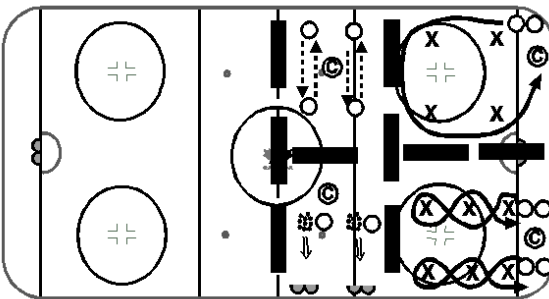
3 STATIONS



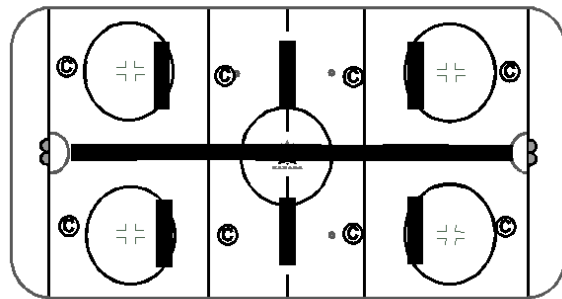
4 STATIONS



5 STATIONS

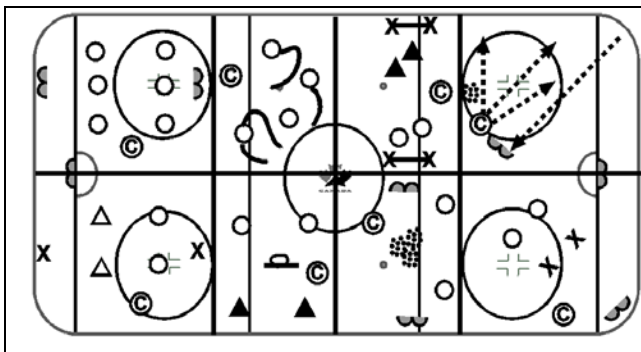


8 STATIONS



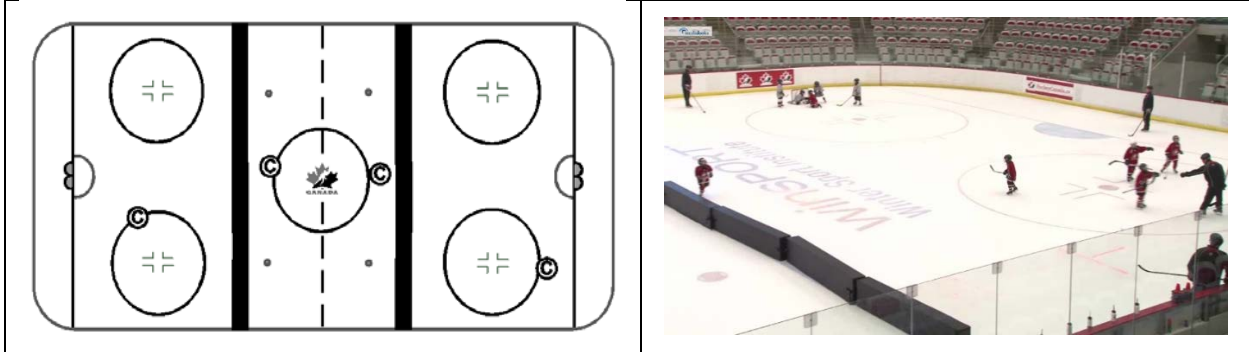
NO LIMITATIONS ON HOW TO USE THE ICE!

SMALL AREA GAMES



DECREASE THE SPACE! INCREASE THE PACE!

CROSS-ICE / HALF ICE / THIRD ICE GAMES



3 GAMES / 2 GAMES & SKILLS AREA / 2 GAMES & REST AREA

LOCAL MINOR HOCKEY ASSOCIATIONS – THE KEY TO SUCCESS

The Hockey Alberta Initiation Program is designed for five and six-year old players, but is suitable for any entry-level hockey player. The program clearly lays out specific guidelines based on human growth and development to ensure a youngster's start in hockey consists of having fun and learning skills while developing confidence.

Local Minor Hockey Associations must commit to the Initiation Program and be prepared to support it. The commitment involves creating an implementation plan and maintaining that plan as the way of operating Initiation hockey in your community.

The structure for an Initiation Program is different from other divisions or programs, because it does not focus on playing “standard” games. As a result, there will be critics who will challenge the Local Minor Hockey Association and advocate a more traditional approach.

It is important to remind all “doubters” that the Initiation Program has been designed by subject matter experts who specialize in child development; therefore, the format will be different than that utilized for older players and adults. An effective Initiation Program must be designed with the best interest of the players and should not be used as a form of adult entertainment.

Support must come from a variety of sources and individuals. The Local Minor Hockey Association needs to provide support in the following areas:

- Identify and recruit coaches to manage and run the program. ***A ratio of one coach per five participants is ideal.***
- Appoint an experienced administrator, and hold information/update sessions. ***Coaches and other volunteers should not be expected to administer the program for themselves.***
- Train and support the coaches beyond the required Coach 1 Clinic.

- Identify an experienced technical person (mentor) or committee to help with follow-up training throughout the season. ***The mentor should have experience in developing and delivering such programs.***
- Ensure communication exists between the Initiation Program and other areas of the association. ***The players, coaches and other volunteers in the Initiation Program are the future of your association; make sure to include them from the outset.***
- Develop a plan to inform and educate the program to parents. Get them on your side. ***Options could include information sessions, newsletters, and player surveys.***

RECRUITING VOLUNTEERS

Because the Initiation Program deals with children who may not have yet entered the school system, the need for quality leadership is critical. For some children, the Initiation Program may be the first time they have attended an organized event outside the home. Therefore, the coach may be the first authority figure, other than a parent, the child has encountered.

Coaches and other volunteers must be positive, energetic, creative, fun-loving and patient. The Coach 1 Clinic will emphasize many of the attributes necessary to conduct the program successfully. It is not necessary that the potential coaches have previous experience in teaching hockey skills, although that would be an asset. At the beginning level, on-ice coaches may range from an interested parent who offers to come out to offer encouragement to a seasoned coach who can demonstrate the skills covered in the Hockey Canada Network App.

Associations must be innovative in their recruitment of Initiation Program volunteers. It can be a grooming area for the association's future administrators, coaches as well as players. A strong nucleus of volunteers is essential, as a number of roles must be filled to effectively operate the program and deliver the curriculum. However, a single individual may be able to fill one or more roles. The basic framework or structure of the personnel required to implement the Initiation Program is: Program Administrator, Head Instructor (Coach), Support Instructors (Coaches), and Coach Mentor.

PROGRAM ADMINISTRATOR

This position is directly responsible for planning, organizing and administering the implementation and delivery for the Initiation Program. The program administrator may be an executive member of the local minor hockey association or may simply be the liaison to the association's executive.

The administrator has a number of responsibilities to fulfil which require a number of administrative skills, including: budgeting, liaising with the minor hockey association's executive, recruitment and placement of instructors, coordinating the evaluation of the program, undertaking special events and recommending changes to the program and its delivery. The administrator must work closely with the Head Instructor, and thus it is wise to select people for these two roles who complement one another and are capable of working together.

The qualifications within a typical recruitment advertisement for a Program Administrator may contain the following requirements:

- Understand the fundamental elements of the Initiation Program
- Possess a commitment to the established goals of the Initiation Program
- Possess strong organizational, interpersonal and communication skills
- Have the ability to conduct group presentations
- Have the ability to liaise with volunteers, board members, administrators, instructors and parents
- Have demonstrated the ability to provide adequate time to the delivery of the Initiation Program

POTENTIAL JOB DESCRIPTION

A typical job description for the program administrator may contain these responsibilities (some may be shared with the Initiation Program Mentor if there is one):

Pre-Season

- Prepare operating budget for review and adoption by the minor hockey association's board. This budget may contain estimates for expenditures and revenues for:
 - Ice Rental
 - Equipment (Pucks, Pylons, Instructor Warm-Up Suits, Whistles, etc.)
 - Supplies (Paper, Pens, Envelopes, Binders, Lesson Manuals, etc.)
 - Training Fees (for Instructor training sessions)
 - Room Rentals (for meetings)
 - Promotion Supplies (posters, photocopying, pamphlets,)
 - Advertising (local media)
 - First Aid supplies/kits
 - Instructor recognition
 - Sponsorship
- Secure ice time in conjunction with the minor hockey association for practices and modified games.
- Prepare and implement recruitment procedures for participants, instructors and head instructors.
- Coordinate the registration of participants.
- Assist in the selection and training of head instructor(s).
- Promotion of Coach 1 Clinics to instructors.
- Conduct a parent orientation meeting to familiarize parents of prospective participants with the objectives of the Initiation Program, and how it is to be implemented.
- Host a Long Term Player Development Parent Presentation for the parent group.

On-Ice Delivery

- Coordinate the initial evaluation of participants for the purpose of grouping in the appropriate skill level if desired by the association.
- Confirm arena facilities/schedule and provide copies to all parties.
- Liaise with the local minor hockey association's board, the Initiation Program Mentor and/or Head Instructor and on-ice instructors, the parents of the participants.
- Coordinate special events (photo sessions, mini-games, festivals, jamborees etc.)

Post Season

- Submit recommendations to the board of the local minor hockey association with respect to any changes that could be made to improve the Initiation Program.

- Prepare equipment and supplies for storage.
- Undertake necessary actions for preparation for the next season.

ON-ICE INSTRUCTORS

On-ice instructors are generally recruited from the Initiation Program's parent group. In some situations, the on-ice instructors may also be volunteers, including students (a minimum of 16 years of age), post-secondary students, or other adult volunteers. (See the section on recruiting). Instructors deliver the Initiation Program curriculum on the ice to the participants as scheduled by the Administrator.

The qualifications within a typical recruitment advertisement may contain the following requirements:

- Possess a coaching and/or hockey background OR a strong desire to begin to learn instructional techniques in the delivery of fundamental ice hockey skills
- Possess an enthusiastic attitude and desire to work with beginning hockey players
- Possess strong communication skills
- Possess a commitment to the goals and philosophy of the Initiation Program

POTENTIAL JOB DESCRIPTION

A typical job description for On-ice Instructors may contain these responsibilities:

Pre-Season

- Successfully complete the Coach Clinic requirements for Initiation (refer to *NCCP Training for Initiation Coaches*).
- Successfully participate in the supplementary training sessions as coordinated by the minor hockey association.

On-Ice Delivery

- Deliver the program's curriculum to the assigned groups.
- Exemplify fair play and cooperation.
- Provide instruction in a manner that motivates and challenges the participants while respecting where each player is developmentally.
- Demonstrate effective leadership on and off the ice (for example, providing effective feedback to the participants).
- Provide feedback to parents of the participants when required.
- Assist in the evaluation of the participants and the Initiation Program in general.
- Demonstrate necessary risk management skills at all times with the arena safety checklist.
- Assist in assigning players to their respective groups.
- Effectively explain and demonstrate drills and games to the participants.
- Coordinate the orderly entrance and exit to/from the ice surface by the participants.

NCCP TRAINING FOR INITIATION COACHES

To ensure a positive experience for the children, a specific coach clinic (Coach 1) has been designed for the on-ice coaches. The Coach 1 clinic focuses on communication, teaching skills, leadership, skill development, lesson organization, safety and risk management.

The Coach 1 Clinic is part of the NCCP Coaching Program and consists of three sections:

1. Online Module (to be done prior to attending in person session)
2. Classroom Session
3. On-Ice Session

Upon completion of the Coach 1 training coaches will receive a Hockey Canada Network App code that will enable the coach to have full access for a 12-month period. This app will give the coach access to the Initiation program curriculum.

	<u>COACH 1</u> <u>INTRO TO COACH</u>	<u>RESPECT IN SPORT</u> <u>ACTIVITY LEADER</u>	<u>SAFETY</u>
INITIATION *	1 TEAM OFFICIAL/ 10 PLAYERS	ALL TEAM OFFICIALS	1 TEAM OFFICIAL/ 10 PLAYERS

* Although above is the requirement, it is recommended that all coaches complete Coach 1. *

SEASONAL PLAN

The Initiation Program is a curriculum of skill development designed to introduce beginning players to the skills of the game of hockey. One of the keys to running a successful Initiation Program is to build this curriculum into a complete seasonal plan. The seasonal plan for an association with 400 players in the Initiation Program will differ considerably from that of an association having only 15 players.

The local constraints of the program will play a role in the unique design of an association's seasonal plan. Elements to consider include:

- Association size
- Available ice time
- Number of instructors
- Age levels of hockey entry
- Number of entry-level players

Every association building an Initiation Program will have its own design. The goal, however, is the commonality of using the curriculum of the Initiation Program along with Hockey Alberta's Standards to build a strong foundation of skills that allow players to enjoy hockey for a lifetime.

INITIATION: AGE 5-6

DEVELOPMENT PHASE

12 WEEKS 24 ICE SESSIONS 0 FORMAL GAMES

REGULAR SEASON PHASE

14 WEEKS 20 ICE SESSIONS 10 MODIFIED GAMES

PLAYOFFS

No playoffs
End of season March 31

TOURNAMENTS

3 Festivals/ Jamborees
12 modified games

TOTAL PRACTICES: 35 - 45 | TOTAL GAMES: 15-25

CONSIDERATIONS:

- Blue 4 Oz pucks
- Cross Ice / Half Ice-games
- No full time goalies (no goalie equipment)
- Multiple station work
- Jamborees / Festivals – 5 on 5 cross ice or half ice
- Ideally 2 Practices per week
- 5 to 1 Player to Coach Ratio Maximum

RECOMMENDATIONS:

- Small Nets
- Ball hockey / Floor Hockey / Floor Ball as additional activities
- Consistent prime time ice sessions for practices and games (consistent days and times.
- Develop IP Tool Kit to keep at rink (kit should contain all possible on ice equipment – soccer balls, tennis balls, Ringette rings, spray paint etc)

INITIATION REGISTRATION REGULATIONS

General Regulations 1.3 o) "Hockey Team" or "Team" means a group of persons comprised of:

(E) For Teams within the Division of Initiation, there is no maximum number of players;

Minor Hockey 3.7 Number of Players on a Hockey Team

(a) All Hockey Teams may register at one time a maximum of nineteen (19) Players. Of those nineteen (19), 2 must be goaltenders.

Exception: Teams within the Division of Initiation do not have a maximum number of players that can be registered at any one time.

In order to properly administer the Initiation Program, an MHA must be able to focus on skill development by continually moving players into groups of similar skill levels. This will provide an opportunity for ideal skill development conditions. It has also been identified that players of this age group should not be participating in games that are operated under the official Hockey Canada Playing Rules. Currently those rules restrict any age Division to a properly registered roster that contains a maximum of nineteen players and does not provide the opportunity noted above. This Regulation amendment would provide the opportunity for MHA's to register all of their Initiation players on one listing and operate as a "program" rather than being confined to the same roster requirements as all other groups (i.e. – Midget AAA). It recognizes the fact that Initiation programs should be playing by different rules and adapting the game to their size and skill level.

GROUPING OF PLAYERS – PROGRAM DESIGN

In a Program Design, players are instructed as one large group. Instructors are responsible for all the players in the program, rather than only a pre-selected number. Instructors may be responsible for station work involving their areas of expertise. During the session the instructors would instruct all the players as they moved through his/her station.

Modified games would take place with a random selection of players. These "teams" would constantly change.

The benefits of this design are:

- All players receive instruction from a variety of instructors.
- Players get to associate with a maximum number of other players on the ice.

Associations may group players of approximately the same skill level on the ice at the same time OR have players with a mixture of skill levels who use station work for a particular skill. The latter scenario is a perfect design for a small community.

Some associations can accommodate in excess of 60 players on the ice at one time using this program design. By splitting the ice effectively and using station work, some associations can accommodate more than 60 players on the ice at one time.

GROUPING OF PLAYERS – TEAM DESIGN

In Team Design, an instructor or group of instructors is assigned a number of players (a "team") in the early part of the season. The instructional group would then be responsible for conducting the Initiation Program curriculum to their group of players. The player groups would, for the most part, be intact for the season. Ice schedules may have a number of these "player groups" on the ice at the same time but when attending to the curriculum, the players are instructed by the same instructor.

Example: A simple model would be 45 players on the ice with groups of 15 dressed in green, yellow and red. After warming up together, the 15 yellow players would be instructed at their end of the rink by "their" instructor (as would the other colours).

The benefits of this design are:

- Player groups are easier to organize.
- Players form a more intimate identity to a smaller group.
- Players receive consistent instruction from their identifiable leader(s).
- Easy transfer into mainstream hockey where this player group becomes a "team."

As you read the two groupings just presented, you can probably imagine a number of designs that would be a combination of the two models. As with many of the ideas presented, the options must be thought of as a continuum, rather than one or the other. In this case, the two ends of the continuum are Program and Team. You might choose some midway design.

For example:

Program Design <----->Team Design

Sample A: Your association may also choose to operate a Program Design with first-year players and progress to Team Design as players ready for entry into mainstream hockey. This is a common practice.

Sample B: Program Design could be used for the early part of the season, and then at a suitable time players could be regrouped into team groups. The transition could be made at different times for different groups, depending on age and/or ability.

BALANCED TEAMS - GAMES

When more than one team is made up, such teams should be balanced and play against each other throughout the season to favour fair competition between teams in the same association and neighbouring associations. The responsibility lies with the involved association(s) and when a significant difference appears amongst teams a rebalance of the teams should take place.

EXAMPLES OF WAYS TO MODIFY THE GAME

Modify the Equipment

- Use pylons for goals
- Use smaller nets
- Devise boards and benches to be used while dividing the ice
- Use target, artificial goalies or no goalies
- Use blue 4-ounce pucks

Modify Players Playing the Game

- Match skill strength of opposing players
- Change numerical advantages (i.e. 5 players vs 4 players)
- Change numbers playing (i.e. 3 on 3, 4 on 4 etc)

Modify the Basic Rules

- Players must make a certain number of passes
- Players may only score a limited number of goals
- Use buzzer system for line changes
- Player changes "on the fly" (no faceoffs)

Emphasize Skill

- Players can only skate backwards
- Players must only pass on the backhand
- All players rotate all positions including goal

Instruction during the Game

- Have instructors on the ice
- Stop the game to instruct if needed

LONG TERM PLAYER DEVELOPMENT

What is Long Term Play Development?

Hockey Canada's Long Term Player Development is an eight stage model based on the physical, mental, emotional, and cognitive development of children and adolescents. The model emphasizes in doing what is right for the player at their appropriate human developmental stage.

FUNDamentals 1 – is geared for both male and female players aged 5 and 6 years old.

The focus at this stage is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are to be introduced. FUN competitions through modified games, relay races and small area games should be introduced.

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 five seconds. The ABC's of Agility, Balance and Coordination should be emphasized through the teaching of skills and small area games. Ensure that the skills the player acquires during the FUNDamental stage will benefit them when they engage in physical activities thus enhancing their quality of life and health.

Hockey Canada recommends in the stage of FUNDamentals that players spend 85% of their time on the introduction and development of technical skills. Technical skills include such things as skating, puck control, passing, shooting etc. These skills should be explored and taught through a variety of FUN and engaging ice sessions that utilize station work, relay races, small area games and other modified games. The other 15% of time is recommended to be used to explore individual tactics of the sport. Individual tactics consist of combining two or more technical skills in order to gain advantage or take away an advantage of an opponent. At the FUNDamental stage there is no benefit based on human growth limitations to spend any time on team tactics, team play or team strategy.



FUNdamentals To Do List:

For Associations

- Develop player 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 players. Examples of this include junior model sticks, light weight pucks and fun teaching implements
- Provide coaches with the latest and most up to date resources to assist with seasonal planning and skill teaching.
- Provide coaches with continuing education opportunities

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 manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players.
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program
- Continuing education through Mentorship
- Instructional Stream clinics offered at MHA level with a focus on teaching the technical skills.

HOW THEY LEARN

To educate and support associations in how children learn, Madelaine Halle prepared a report for the University of Montreal on children ages 5-7 years old.

Motor and Perception Motor Skills

Children aged 5 years old tend to have difficulties in terms of the mechanical effectiveness of their movements and also in terms of combining movements like running and jumping, or running and throwing. Skating is not considered a basic skill but rather a specialized one. It requires control of such skills as running and balance, both barely mastered at this age.

Dexterity and eye-limb coordination improves but is still not very good. It will take them many repetitions to adjust. The 5 year olds can tell their right from left, only if they have practiced. They are conditioned to know the difference but have yet to understand it.

Children aged 7 years old begin to understand what right and left means in the environment: the right side of the ice, the left boards, etc. Five-year-olds are already identified as right or left-handed, although in some cases their skill level is virtually equivalent.

Children aged 5 to 7 have just begun to see the link between an action and its result: shooting in a certain way will produce a certain result. They cannot structure their space such as moving half the length of ice or leaving one third of the ice free. They will try to do it, approximate it, because they don't really understand the exact value of numbers and fractions very well.

Motor development depends on experience but also on the child's physical and neuro development: the most developed are thus not necessarily the most skillful. Amongst children, there is a very large variation in motor skills, between motor activities like throwing and running, and between body segments such as upper and lower body skills. Accordingly, a 6 year old child might be able to skate very well but shoot poorly, or control their right skate very well but their left one poorly. They need time to carry out instructions and need many repetitions to stabilize a movement and outside information to improve.

Cognitive Development

Children 5 to 7 years old decide to act solely on the basis of how things look. They can evaluate only one criterion at a time; they are either fast or accurate, but rarely **intentionally** both at the same time.

Children aged 5 years old have a very hard time reversing things, doing an action or movement and repeating it in the opposite direction. They are still highly influenced by things that occur simultaneously, which are then considered cause and effect: I don't play well because my coach is watching me. Generally, they feel their point of view is right and much better than others' point of view, including the coach.

Emotional Development

They hardly have two opposing feelings at the same time, like being disappointed with their own performance but pleased with that of their team. They have global self-esteem: they are either good or not good at all.

Social Development

They recognize authority mainly on the basis of social status: father, coach.

They have their own understanding of justice: everyone should be getting the same treatment. Their friendships begin to be based on trust and reciprocity.

Never: Assume they have bad intentions.

Avoid: Presenting too much information at one time and hurrying them.

Do: Give instructions with concrete benchmarks, visual, auditory or kinesthetic reference points; ask them to repeat your instructions in their own words.

WHY USE A MODIFIED SURFACE?

A limited space allows for a greater variety in the execution of various technical skills. For example a child who is skating the whole length of the rink and is faster than the others may easily come to depend only on his speed. In a limited space, on the other hand, he has to control the puck more carefully and make frequent changes of skating direction. This is closer to the real game situation where there is not much puck carrying from end to end and the situations (and responses to them) are many and varied.

Think of other sports. Most have adapted either their playing surface or the game parameters for children. Basketball has a "mini basket", downhill skiing offers shorter routes and gates that are farther apart and in volleyball the net is lower. In short, if you think of hockey in the context of how children learn, it makes sense to give them challenges that are within their grasp.

HOCKEY ALBERTA CONTACT INFORMATION

ASSOCIATION LISTING				REGIONAL CENTRE CONTACT
Beaverlodge Clairmont East Smoky Fairview Fort Vermilion Grande Cache Grande Prairie Grimshaw	Grovedale High Level High Prairie Hines Creek Horse Lake Hythe La Crete	La Glace Loon River Manning Nampa Peace River Rainbow Lake Rycroft	Savanna Sexsmith Slave Lake Smoky River Spirit River Valleyview Wembley	Northwest Regional Centre Blake Cosgrove Ph: 780-532-9109 bcosgrove@hockeyalberta.ca
Andrew Battle River Bonnyville Boyle Chauvin Cold Lake Dewberry Edgerton Elk Point Fort McMurray	Frog Lake Glendon Goodfish Lake Hardisty Holden Hughenden Irma Kikino Kitscoty Lac La Biche	Lloydminster Mallaig Mannville Marwayne Mundare Onion Lake Paradise Valley Plamondon Provost	Saddle Lake Smoky Lake St. Paul Two Hills Vegreville Vermilion Viking Wabasca Wainwright	Northeast Regional Centre Mike Applegate Ph: 780-875-0238 mapplegate@hockeyalberta.ca
Athabasca Barrhead Beaumont Bruderheim Calmar CNN CR Devon Drayton Valley Edson	EGHA Enoch Fort Sask. Fox Creek Hinton Hockey Edm Jasper Josephburg Lamont Leduc	Mayerthorpe New Sarepta Onoway Pembina Redwater Sangudo Sherwood Park Spruce Grove St. Albert Stony Plain	Strathcona Sturgeon Hockey Swan Hills Thorhild Thorsby Tofield Wabamun Warburg Westlock Whitecourt	Edmonton & Area Regional Centre Mike McGinnis Ph: 587-982-7966 mmcginnis@hockeyalberta.ca
3 C's Alix Bashaw Beiseker Bentley Big Valley Blackfalds Bowden Camrose Caroline Carstairs	Clive Cremona Crossfield Delburne Didsbury Drumheller Eckville Endmoor Hanna Innisfail	Kneehill Lacombe Maskwacis Millet Morrin Olds Oyen Ponoka Red Deer Rimbey	Rocky Mtn. House Rosalind Spruce View Stettler Sundre Sylvan Lake Thunderstars Wetaskiwin Winfield	Central Regional Centre Manager, Hockey Development Jesse Hale Ph: 403-304-0704 jhale@hockeyalberta.ca
Airdire Banff Canmore	Chestermere Cochrane GHC	Hockey Calgary Hussar Indus	Mini Thni Rockyford Strathmore	Calgary & Area Regional Centre Darcy Steen Ph: 403-304-0704 dsteen@hockeyalberta.ca
Bassano Blackie Bow Island Brooks Cardston Claresholm Coaldale Crowsnest Pass	Duchess Foothills Foremost Fort MacLeod High Country Irvine Kainai Lethbridge	Lomond Magrath Medicine Hat Nanton Okotoks Picture Butte Piikani Nation Pincher Creek	Raymond Redcliff Siksika Nation Taber Vauxhall Vulcan Warner	South Regional Centre Matt Weninger Ph: 403-380-0195 mweninger@hockeyalberta.ca

HOCKEY ALBERTA ADDITIONAL CONTACT INFORMATION

NAME	POSITION	PHONE	EMAIL
Justin Fesyk	Senior Manager, Hockey Development	403-342-6777	jfesyk@hockeyalberta.ca
Drew Dixon	Manager, Coach Development	403-342-6777	ddixon@hockeyalberta.ca
Fran Gow	Coach Mentor, Hockey Development	403-510-6373	fgow@hockeyalberta.ca
Stacey Pattison	Coordinator, Hockey Development	403-342-6777	spattison@hockeyalberta.ca



100 College Blvd.
Box 5005 Room 2606
Red Deer, AB T4N 5H5
info@hockeyalberta.ca
403-342-6777



HOCKEYALBERTA.CA