Introduction to Minor Ball Hockey Coaching

The Initiation Program, one of the model programs developed by WCMBHA of BC, was designed to provide guidelines for local minor ball hockey associations that will assist in the implementation of beginner ‘house’ ball hockey programs. Its basic aim is to teach the necessary basic skills of ball hockey in a systematic manner while at the same time being fun for all participants.

The development of the Initiation Program has brought about fundamental changes in the requirement for basic hockey instructors, coaches. The formalization of a program that emphasizes the teaching of basic minor ball hockey skills for beginners, lessons the need to develop coaching skills at that level and underlines the need to train volunteers to be able to effectively teach youngsters.

The rationale for the development of this program has as its basis the perceived needs of the volunteers involved with ‘house’ programs for some structure, standardization and usable practical guidelines for the instruction of the basic skills of minor ball hockey. The continual improvement of the quality of education and training for ball hockey is essential and therefore a fundamental reason why the program has been developed.

About The Guide Author

At this time I would like to introduce myself. My name is Gary Slavin and I have been involved in the game of ball hockey for over 26 years. I played as a goaltender in Mens B & C Divisions for over 20 years and have been coaching minor ball hockey for nine years. In those nine years I have coached every year either one or two teams in ‘house’ league while fulfilling my competitive side coaching in two Provincials, seven Western Challenge Cups, six Junior Nationals and one Junior World Championship. In addition to this, I have been in an Executive roll for Minor Ball Hockey for all nine years with local community associations right up to being appointed General Manager of U16 & U18 Junior Team Canada in 2012 and currently I am the High Performance director for Junior Team Canada for Canadian Ball Hockey and I have two sons that play the game. My son Tristan (goalie) has played for nine years and has played on the several BC teams and currently on JTC while my younger son Tyler (defenceman) has played seven years of organized ball hockey and is only turning 11 years old this year. I have my NCCP Coaching Certification, Speak Out (Respect in Sports), Safety, and basic First Aid certification.

The biggest thing I have learnt as a Coach is — "no matter how many years, levels or medals you have achieved to date in your coaching career, you will never stop learning as a coach through your entire career."
MINOR BALL HOCKEY COACHING

COURSE CONTENTS

WITHIN WEST COAST MINOR BALL HOCKEY ASSOCIATION OF BRITISH COLUMBIA

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HANDOUTS:

- Coach Assessment Form
- Line up card
- Practice Sheets
- Safety Sheet / Contact Sheet
- BC Tryout Information / JTC Events Scouting
- CBHA Coaches Manual
Effective use of verbal communication...

- Be visible to all players. Avoid turning your back to players.
- Before speaking, scan the room to be sure the group is quiet.
- Speak clearly and make eye contact with each player.
- Change your tone of voice to communicate various moods.
- Use language that is easy to understand and appropriate for the age level.

Effective use of non-verbal communication...

- Make eye contact.
- Greet players with a smile.
- Be visible to all players.
- Be aware of your body language signals.

Communication means establishing a link with another person either directly (verbal or non-verbal) or indirectly. There are many strategies to help us send out information and read feedback effectively. We can teach these strategies to our athletes and parents.

Universal Communication Problem - no two people experience life or speak the same, our frames of reference vary considerably. Therefore the challenge as coaches, as communicators, is to find the link between the sender and the receiver without making assumptions. Whether it is a coach to a player, coach to a coach, coach to a referee or a coach to a parent. Establishing this link takes some work. However sound communication skills can help us find the proper common ground. Communicating means establishing links.

Information out, information in.

Which Coach do you think has the players attention and focus?

Communication means establishing a link with another person either directly (verbal or non-verbal) or indirectly. There are many strategies to help us send out information and read feedback effectively. We can teach these strategies to our athletes and parents.

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Information out, information in.

What are your top 5 strategies you would find useful as a Communicator to a player?

1) ___________________________________________________________________
2) ___________________________________________________________________
3) ___________________________________________________________________
4) ___________________________________________________________________
5) ___________________________________________________________________

Discussed as a group below are the top 5 strategies that were found useful as a Communicator to a player?

1) ___________________________________________________________________
2) ___________________________________________________________________
3) ___________________________________________________________________
4) ___________________________________________________________________
5) ___________________________________________________________________

Whether you are coaching younger children or coaching teenagers at a high level, majority of the time a common communication field can be met with the strategies discussed above. Next time you have a practice or a game, consider these strategies when communicating either in front of a group or one on one with a player.
Tips for Team Meetings...
- Set a date and stick to it!
- Set a time frame and stick to it!
- Provide discussion or communication ground rules
- ‘Park’ problems or issues not on the agenda or need further discussion
- Use clear concise language
- Keep it interactive and open

Additional ideas...
- Supply a contact card of all coaching staff
- Put together a player card (includes name, number. Can also include position and suggest on the back parents names.
- Send out weekly email updates or a team newsletter

Interesting fact:
Reasons children participate in their favorite sport:
1. To have fun
2. To improve their skills
3. To stay fit
4. To participate in a sport at which they succeed.
5. To have fun competing with others
6. To exercise
7. To be part of a team
8. To compete
9. To learn new abilities
10. To win

What parents want to see their kids get out of the sport:
1. To build self-esteem
2. To have fun
3. To develop skills
4. To increase fitness
5. To make new friends
6. To have a professional career
7. To play on a winning team
8. To win individual awards
9. To win team awards
10. To go to the olympics

The most common mistake a coach does at the start of the season is show up to the rink, group the kids together and start right in to drills, at most an introduction is done with the kids either on the floor or in the dressing room prior. Now that you have committed to coach a team, the team consists of children, coaching staff and parents - not just players on the floor.

In addition, in many cases, parents don’t get to meet the coach or even say hello to him/her until well into the season, coaches get caught up in getting to practice, working, needing to hurry home after practice and so on. A pre-season team meeting will go a long way for you. It will put confidence in parents, give them an understanding of what the season will offer their child and give them a connection to you like a teacher or family member that is working with their child.

Coach / Parent Relationships

Parents play a key role in the sport experience of many athletes. In many cases, it is the parents who initiate the child’s involvement in sport. As a result, coach-parent relationships also have a major effect — positive and negative — on athletes’ experience in sport. It is therefore important for coaches to:

- Develop positive and meaningful relationships with athletes’ parents
- Seek to influence parents and guide them so that they can have a positive and supportive influence on their child’s sport experience

Here are some suggestions for how to develop such relationships:

- Organize a formal meeting with parents to discuss the objectives of your program and your approach to coaching. There are forms at the back of this document, in Appendix 2 and Appendix 3, you can use for such meetings.
- Describe to parents — in detail — the behaviour you will be reinforcing in athletes. For example, if you plan to reward effort rather than performance, let parents know.
- Explain to parents the behaviour you expect from them. For instance, make it clear that you expect them to show respect for officials, that you do NOT want them to yell instructions to players.
- Recognize the need for regular, open communication with parents. Since misunderstandings between coaches and parents are usually the result of poor communication, it’s important to work hard at such communication.
- Be positive and open about feedback — it will build parents’ trust in you and lead to an even better program.

Your top 3 phrases/words that you feel will be “attention grabbers” for parents?
1) __________________________
2) __________________________
3) __________________________

Your top 3 phrases/words that you feel will be “attention grabbers” for players?
1) __________________________
2) __________________________
3) __________________________

SAMPLE LETTER/EMAIL As most of us communicate by email, a great starting point is to send out an initial letter/email before your actual face to face meeting. A strong introduction on paper will help you lead in to a strong Team Meeting when the time comes. Note: Make sure you check for spelling mistakes before you send out and/or have spouse read it over…remember first impression goes a long way! (see sample letter with handouts in the back)
AS A COACH...
- Be a Teacher
- Be Enthusiastic
- Be Positive
- Be Consistent
- Be Demanding but Considerate
- Be Courteous

Teaching Progressions
- Provide direction
- Set Goals
- Have a Vision
- Share Leadership
- Motivate Members (players, coaches, managers, referees)
- Resolve conflict
- Build goal setting environment

24 HOUR RULE!
As a coach one role that we never like to do but on occasion it is needed is responding to an irate parent. In your Team Meeting at the start of the season, implement a 24 hour rule. If parents are upset or have any issues with you as a coach at a practice or game, during or after the this event is not the time for confrontation. The 24 hour is put in place so parents know that they can not approach a coach until 24 hours after the event/issue took place. In some cases, parents let it go, in others it cools them down ready to discuss instead of yell. If after 24 hours you find as as coach the conversation is not calm by phone or email, set up a face to face meeting but make sure your coaching staff is present as well.

Example of why a volunteer has agreed to coach for an association: “Well I have played the sport before, have some time on my hands and my son is playing so I think I could coach a team.” This is the common answer someone will give, but the truth is whether you know it or not before hand - you are now going to become a teacher, mentor, father/mother figure, a group leader. As per the chart to the right, coaches come across to players as their most influential person in their lives as they grow.

MOST INFLUENTIAL TO YOUTHS

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Sport Coaches</td>
<td>55%</td>
</tr>
<tr>
<td>School Teachers</td>
<td>25%</td>
</tr>
<tr>
<td>Parent(s)</td>
<td>15%</td>
</tr>
<tr>
<td>Other Family Members</td>
<td>5%</td>
</tr>
</tbody>
</table>

Role of the Coach

1. Provide every athlete in a sport program with a positive experience
   Every individual who chooses to participate in a sport program must have the opportunity to have a positive experience. The benefits and satisfaction must be such that they will be motivated to keep participating.

2. Provide an opportunity for athletes to achieve their full potential through sport
   Each individual has unique interests, abilities, and talents. Each athlete must have an equal opportunity to explore his or her interests and to develop his or her skills and abilities. Sport programs must represent a suitable challenge to each athlete, given his or her goals and capabilities.

3. Use sport as a personal development tool
   Sport enables athletes to challenge themselves, the environment, and others. It also gives athletes an opportunity to interact with others. While sport in itself is neither good nor bad, it can be a vehicle for good.

Name three coaches from your past that made an impact or a lasting impression.

1) ____________________________  
2) ____________________________  
3) ____________________________

Once you have listed the 3 coaches, now write next to them how they made an impact.

RESOURCES: For more information on “Roles of Coaches” go online to the NCCP program where you can find helpful Instructions and projects that will assist in becoming a solid mentor and role model to participating youths through their ball hockey careers.
Problems & Conflicts

One of your primary roles as a coach will be to resolve conflicts and solve problems. Your leadership and communication skills will play huge roles in determining the success of your efforts. There are three types of situations you may experience.

Problem Solving: Problems seek and need solutions. Be certain you have the facts, and not opinions, when trying to solve problems. There are abundance of technical and tactical information to support you in your search for answers. Human problems, though, are much more difficult to solve.

Decision Making: Many situations require important decisions and when there are a number of possible solutions, the coach must choose one them. For instance, questions with the word “should” in them will require you to choose from several alternatives.

Resolving Conflicts: Conflicts may arise when there are differences of opinion, belief or attitude. The ones rooted in differing values, needs, wants or perceptions will not always be easy to resolve.

Role play: For this portion of the clinic, two coaches are going to get up and have a conflict that you may see in ball hockey between a parent and a coach. Record solutions for future resources.

An Emergency Action Plan For Ball Hockey (Equipment Location)

How many times have you walked in to the same arena and most likely during the 50th visit to the same rink you just noticed where the First Aid Room is or the Defibulator? Majority of coaches walk in to an arena go to the dressing room and straight to the team bench. As much as you are a coach you are also responsible for the well being of the players at the arena. Next time a your rink, take a look for unsafe areas as well as where equipment may be located. As much as a team manager, jersey parent and scorekeepers can be helpful to your team, don’t forget a Risk Manager to help you with medical forms, EAP Forms (below) and other safety areas that can help you and your team.

Please locate and identify areas on map. (i.e., first aid room, route for ambulance crew, telephone)

<table>
<thead>
<tr>
<th>Emergency Telephone Numbers</th>
<th>Ambulance</th>
<th>Fire Dept.</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Police</td>
<td>General</td>
</tr>
</tbody>
</table>

1. Person in Charge
- Most qualified person available with training in first aid and emergency control
- Familiarize yourself with arena emergency equipment
- Take control of an emergency situation until a medical authority arrives
- Assess injury status of player

Name: _______________________

2. Call Person
- Location of emergency telephone
- List of emergency telephone numbers
- Directions to arena
- Best route in and out of arena for ambulance crew

Name: _______________________

3. Control Person
- Ensure proper room to work for person in charge and ambulance crew
- Discuss emergency action plan with:
  - Arena staff
  - Officials
  - Opponents
- Ensure that the route for the ambulance crew is clear and available
- Seek highly trained medical personnel (i.e., MD, nurse) if requested by person in charge

Name: _______________________

<table>
<thead>
<tr>
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<th>Fire Dept.</th>
<th>Hospital</th>
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<td>Police</td>
<td>General</td>
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Knowing your age group before you get started.

Organization is not just having a plan, visuals all prepared and having lines made out for games, it is first about knowing the age group you are coaching and what is expected with this age group. Recently a program by the government of Canada was introduced - called: Canadian Sport for Life. This program was built on the basis of what physical, mental, emotional and cognitive development of children through sports. Below is an outline that should be considered when dealing with certain aged youths.

**AGES 6-9**
(Tyke/Peanut players)
- overall movement skills
- fun and participation
- Integrated mental, cognitive and emotional development
- ABC’s of Athleticism: coordination, speed, agility
- ABC’s of Athletics: running
- Introduce simple rules

**AGES 9-12**
(Pup/PeeWee players)
- Overall sport skills development
- Major skill learning stage
- Introduction to mental preparation
- Talent identification
- Sport specific training 3x/week

**AGES 12-16**
(Minor/Major players)
- Start of position specific skill development
- Major fitness development
- Introduce to weights
- Body changing
- Aerobic and strength, onset of growth

**AGES 17-19**
(Junior players)
- Position specific enhanced skills
- Technical tactical preparation
- Competitive conditions

Are your shirts all hanging in order of color in your closet? Is your desk at work set up with all tools in the same place each day? Do you have a calendar on your fridge with all your days activities listed?

Being organized can pertain to different things in our lives, and becoming a coach is another part of your life that needs organization as well. Some coaches will set a practice plan prior to their floor time, others will go through the process of what they need to do before they get to the arena.

Below is a work sheet that will have you break in groups of 3-4 (like a coaching staff) and come back with plans and ideas for each section. This will at least get you thinking outside the floor/rink and what it takes to achieve preparation for your game day.

<table>
<thead>
<tr>
<th>Before you get to the rink...</th>
<th>Upon your arrival at the rink...</th>
</tr>
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<tbody>
<tr>
<td>1) __________________________</td>
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<td>5) __________________________</td>
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<table>
<thead>
<tr>
<th>Pre game preparation...</th>
<th>Post game management...</th>
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<tbody>
<tr>
<td>1) _______________________</td>
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<td>5) _______________________</td>
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</table>
Key guidelines to consider when running your practice

Once groups have been formed and the teaching stations established, there are a number of basic rules that should be observed.

• Players should face away from distractions, (spectators, teams)
• Coaches must be visible to all
• Coaches should try to maintain eye contact with players
• Try to keep players stationary in front of the coach
• Deal with a minimum of teaching points (2-3 steps)
• Formation for a clean move to next drill outlined

Summary of practice principles

• A good lesson will result from adhering to the principles of preparation and planning.
• Floor will be used effectively if carefully thought-out teaching stations are used.
• Team teaching techniques will maximize use of floor and coaches.
• Sufficient and appropriate equipment are necessary for a good floor session.
• The head coach should decide on player groupings according to skills.
• Games and fun activities are important parts of every session.

QUOTE:
“it’s not necessarily the amount of time you spend at practice that counts; it’s what you put into the practice.”
- Eric Lindros

Practice time is precious, so you’ll want to make the most of it. Here are some tips for planning and running your practices. Keep everyone active. Use small groups (most common in lower age groups) when doing drills so players don’t have to wait long for their turns. To save time, consider introducing your drills on a chalk or rink board (for older players) in the dressing room before taking the floor. For younger players, have a few already drawn on the board before the group comes in together. Warm up stretches and cool down activities can be done outside your designated floor area. Treat all players equally and emphasize positive feedback. Try to talk to every player individually at every practice. The most effective way to teach basic hockey skills is to divide your group into smaller manageable ones. The number of groups depends on how many coaches available at the practice. It will also depend in different skill levels of players.

Setting up your practice plan:

In most cases for ball hockey associations, a half floor is used for practices due to availability and costs. By following this, we ask for this lesson for you to draw out 2 drills that you would use for your age specific team on a half floor. You can do lay out each drill as one drill for entire team or break the floor into smaller group drills.

NOTE: At the end of the clinic, you will be asked to partner up with 2-3 other coaches and draw out a complete practice. You can use these drills as part of your group plan if you wish. All practice plans will be based on a 1 hour floor time practice using a half floor only and one net available.
So at this point to recap, I have volunteered to be a coach, I understand my roles as a coach, I have met with my team and player’s parents, I have made note of arena issues and established emergency contacts. I have had time to put together a practice plan and feel good of my time management to be used for practices...... now what? Oh, yes I need to teach these youths how to play now.

So at this point you now may be asking yourself, I’ve played hockey, watched hockey, but how do I teach hockey? This is the part where you now bring together all your resources together and organize them like you learned in your Lesson Organizing section.

When you first start out no matter what the age group, stick to the basics to start. You need to get to know the players just as they need to get to know your coaching style and practice drills.

Younger age groups:
In majority of younger age games you will experience what we call “the rugby scrum” - natural instincts for young children is “go where the ball goes”. In Peanut and Pup Divisions this is a good age group to start with basics of getting out of these areas. As you progress through your coaching career and in most cases grow with your child through divisions, one system you are going to hear is F1, F2, F3 system. As much as it may sound technical for younger children, by translating it in a way they can understand and relate to objects, they will see how much more they will get out of hockey with a ball that moves.

Older age groups:
At this point you have either grown with your children and have seen them mature with age and skill in ball hockey, or you along with your son has found the game of ball hockey at a later age. Whatever the reason, in the older ages is where you will find players at different skill levels, different learning patterns and yes... attitude. Not to worry though, stick to your game plan and it will all come together as a team.

As the players grow, they will become comfortable in shooting, passing which majority of the time will be in offensive end zone, but to get there you first need possession of the ball and be able to get out of your own end. In the later age groups focus more on the defensive end of the game. This doesn't just mean your own end, but neutral area battles and opponents end trying to break out.

In a typical two - 20 minute period ball hockey game an offensive team will have over 140 ball moving opportunities, while averaging 35 shots on goal, score approximately 4 times, have a stoppage in play 25 times and lose possession of the ball 100 times. These figures can work the same way for the opposing team, so between your team having 140 opportunities and you will take possession 100 times on average, your ball possession can then be approx. 240 times in a game, thus the reason to start with defensive side of the ball first. You are going to get your opportunities to score, but it is cutting their chances down that will have you in control of the game.
Knowing your age group before you get started.

Your game day does not start a half hour before the game. In fact a Game Day Preparation can start up to two days before the actual game time. From email that can be sent out to cover roles, strategies, etc right down to filling out your Game Line Up card, there will be many things that you need to prepare for. Be sure to use all your resources as you get prepared for the game. Include your Assistants, Team Manager, etc.

As per the communication section of the clinic... be clear and precise when addressing players

Pregame speeches I have seen be the inspiration players are looking for before they take to the floor in a game or it can be the ‘death’ of a team before you even get started. Whether it is young or older players, youths will remember about 1 minute of a speech before playing. Most are so pumped to play that in some cases they may only remember 2 key words.

For this exercise, you are asked to right down 5 key words you feel you would use in a pregame speech. Once reviewed as a group, you will then draw a game prepared scenario and deliver a 2 minute pre-game speech to the coaches clinic attendees.

Your 5 key speech words...  Top 5 group key speech words...

1) __________________________ 1) __________________________

2) __________________________ 2) __________________________

3) __________________________ 3) __________________________

4) __________________________ 4) __________________________

5) __________________________ 5) __________________________

Make notes of a speech or phrases that you heard that you liked...

________________________________________________________________________

________________________________________________________________________
Coach: ____________________________  Team Name: ____________________________
Division: _________________________  Age of Players: _________________________
Date of Assessment: ____________________________

| Rating Scale: 3= Above Expectations • 2= Met Expectations • 1= Below Expectations • N/A |
| Additional Comments: |
| Objective | Pre-Practice Preparation |  |
| Pre-floor | 3 | 2 | 1 | N/A |
| On-floor | 3 | 2 | 1 | N/A |
| Pre-Practice Outline | 3 | 2 | 1 | N/A |
| Clear, organized, diagrams, warm up and cool down, related to objectives | 3 | 2 | 1 | N/A |
| Components of Yearly Plan | 3 | 2 | 1 | N/A |
| Practice plan fits into yearly plan | 3 | 2 | 1 | N/A |
| Practice | 3 | 2 | 1 | N/A |
| Use of Drills | 3 | 2 | 1 | N/A |
| Full participation | 3 | 2 | 1 | N/A |
| Teach skills and tactics effectively | 3 | 2 | 1 | N/A |
| Use drill progressions from simple to complex | 3 | 2 | 1 | N/A |
| Teaching Techniques | 3 | 2 | 1 | N/A |
| Allowed time for teaching and demo | 3 | 2 | 1 | N/A |
| Demonstrations effective | 3 | 2 | 1 | N/A |
| Effective use of voice and body language | 3 | 2 | 1 | N/A |
| Error Correction | 3 | 2 | 1 | N/A |
| Immediate and appropriate feedback | 3 | 2 | 1 | N/A |
| Repetition of drills where necessary | 3 | 2 | 1 | N/A |
| Rapport with Players | 3 | 2 | 1 | N/A |
| Positive communicator | 3 | 2 | 1 | N/A |
| Non-threatening, relaxed environment | 3 | 2 | 1 | N/A |
| Evidence of player enjoyment | 3 | 2 | 1 | N/A |
| Organization | 3 | 2 | 1 | N/A |
| Used full floor when necessary and appropriate | 3 | 2 | 1 | N/A |
| Attention to risk management | 3 | 2 | 1 | N/A |
| Follow practice outline | 3 | 2 | 1 | N/A |
| Use of on-floor assistants - support personnel | 3 | 2 | 1 | N/A |

3 Things that went well:
1. ____________________________
2. ____________________________
3. ____________________________

3 Things to improve on:
1. ____________________________
2. ____________________________
3. ____________________________
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<tr>
<th>GM#</th>
<th>OPPONENT</th>
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**GAME NOTES:**

**GAME LINE UP:**

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<th>FORWARD LINE 2 (#) / PLAYER</th>
<th>FORWARD LINE 3 (#) / PLAYER</th>
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<tr>
<th>DEFENSE LINE 1 (#) / PLAYER</th>
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<th>DEFENSE LINE 3 (#) / PLAYER</th>
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**FORWARD LINE:**

<table>
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<tr>
<th>PENALTY KILL #1 (PLAYER)</th>
<th>POWER PLAY #1 (PLAYER)</th>
<th>PENALTY KILL #2 (PLAYER)</th>
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**DEFENSE LINE:**

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<th>POWER PLAY #1 (PLAYER)</th>
<th>PENALTY KILL #2 (PLAYER)</th>
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</thead>
<tbody>
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**FACE OFFS:**

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<th>Period 3</th>
<th>Overtime</th>
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<tr>
<td>Score</td>
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<td>Score</td>
<td>Score</td>
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<tr>
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**Face Offs Table:**

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<thead>
<tr>
<th>Player</th>
<th>G+F</th>
<th>F+G</th>
<th>Won</th>
<th>Lost</th>
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</thead>
<tbody>
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</tbody>
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**Periods Table:**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Overtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
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<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Shots</td>
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</tr>
</tbody>
</table>
PRACTICE PLAN SHEET

Main focus of practice:

Practice Outlined (timelines)

Equipment needed for practice:

Focus on certain players:

Pre Game Communication:
<table>
<thead>
<tr>
<th>Facility Name:</th>
<th>Facility Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Phone #:</td>
<td>Emergency</td>
</tr>
<tr>
<td>Fire:</td>
<td>Police</td>
</tr>
<tr>
<td>Ambulance:</td>
<td>Hospital</td>
</tr>
<tr>
<td>Poison Control:</td>
<td>Other</td>
</tr>
<tr>
<td>Facility Name:</td>
<td>Facility Address:</td>
</tr>
<tr>
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