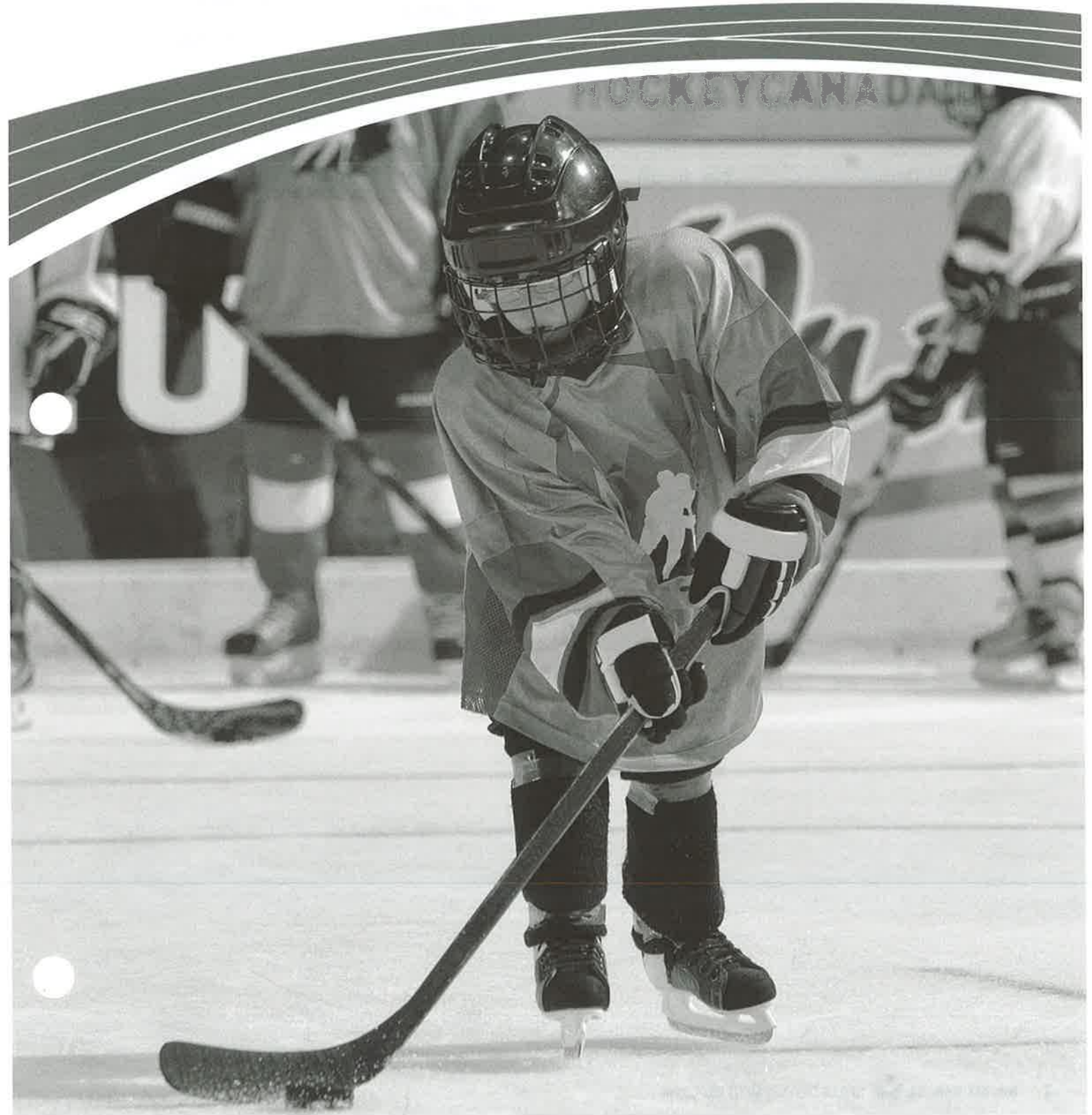




HOCKEY CANADA INITIATION PROGRAM

INITIATION CLINIC RESOURCE MANUAL

HOCKEYCANADA.CA



The player in the Initiation Program needs:

- to have fun and enjoy hockey and physical development
- to refine basic motor patterns
- to experience activities that are challenging and ongoing
- to receive reinforcement and experience success to build positive self-concept
- to try, experiment, play and pretend in unstructured activities and adapted game situations
- to be introduced to the concepts of cooperation and sportsmanship

FACTORS AFFECTING LEARNING

The factors which affect the way in which an individual learns skills can be viewed from a variety of different perspectives. The main ones are:

1. the learning environment
2. instructor traits
3. other factors which influence learning

The Learning Environment:

- a) should be completely under the control of the instructor
- b) there should be reward for success given at every opportunity
- c) encouragement must be provided to assist in the improvement of skills
- d) focus on the players' ability not their personality
- e) focus on the correction of errors not criticism of the individual. Correct major errors at once.
- f) provide free time to experiment with new skills in self-teaching mode
- g) factors which often inhibit learning:
 1. excessive enthusiasm
 2. negative attitude
 3. poor equipment
 4. poor teaching aids

Instructor Traits

Some of these may seem familiar to you after having completed the section of Leadership. Many good leadership qualities also are good instructor traits. They are important enough to bear repeating:

- a) knowledge of the game, the components of the basic skills and how and when to introduce them.
- b) to be able to express the knowledge that you have at the players' level of competence and in a manner which will motivate and challenge them.
- c) relating to the players in a friendly, courteous and respectful manner.
- d) the ability to identify learning limits, the skill level and level of interest of the players.
- e) the ability to capture and hold the players' attention and to emphasize the "do" of learning.
- f) the knowledge of the level of tolerance of the players so that the learning demand is not more than they can handle.
- g) be prepared, creative and enthusiastic.

Other Factors:

- a) guide and monitor the learning process; be aware of progressions in learning – work from the simple to the difficult.
- b) new skills should be introduced on a solid basis, for example at the beginning of a lesson they should be built on previous lessons and should be emphasized until mastered.
- c) ice sessions should be planned around the level of competence and interest of the players, their ability to understand instructions and their attention span and capability to learn new skills as well as master old ones. repeat drills for short periods of time over a large number of ice sessions and where-ever possible, praise good performance.

GROWTH AND DEVELOPMENT

- BASIC PRINCIPLES OF GROWTH AND DEVELOPMENT

Growth and Development considerations Players aged 3-5**General Remarks**

- Cannot see the difference between what is real and what is not
- Lives in an imaginary world
- Constantly imitates
- Highly dependant on parents
- Needs to have well established routine in daily activities

Psycho-social

- Highly individualistic, even egocentric
- May be afraid of strangers
- Boys and girls may be involved in the same activities without any problem.

Learning

- Period of life where significant progress is seen in areas such as ability to learn, intelligence and language; is capable of using notions such as age, time, space and good-bad more efficiently
- Very low ability to concentrate (short attention span); cannot understand abstract concepts
- Low ability to reason or solve problems
- Cannot take into account most of the information or stimuli from environment

Physical

- Growth rate is slightly reduced compared to the first 2 years of life. Body proportions become more balanced. Head is fragile.
- Resting heart rate and heart rate during exercise higher compared to adults
- Hand-eye coordination is improved, as well as speed/rhythm of execution of fundamental movements

Preferences

- Likes activities that stimulate several different senses as well as imagination
- Likes simple games with easy to understand tasks and rules
- Prefers individual activities yet accepts to share his/her environment of play with others

To Avoid

- Any activity that is structured and requires attention
- Activities that feature repeated impacts or where there is a risk of collision
- Repetitive activities (for boredom and to prevent overuse activities)
- Exposure to very hot or cold environment
- Comparisons between children
- Emphasizing the result or performance

Suggestions

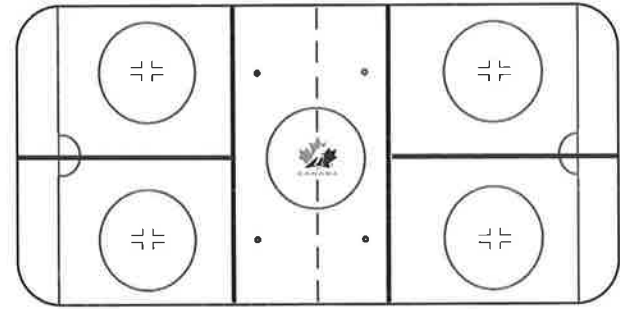
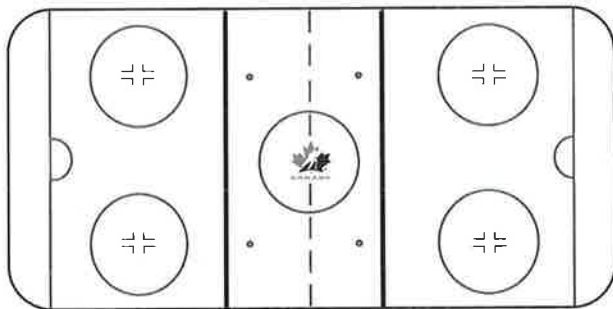
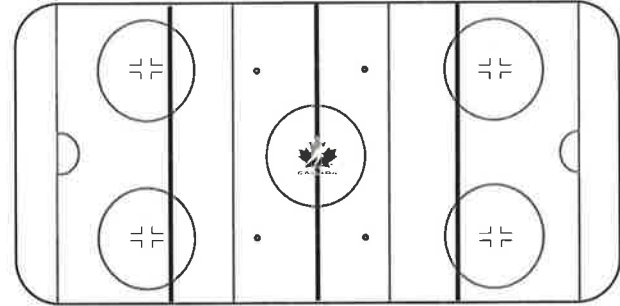
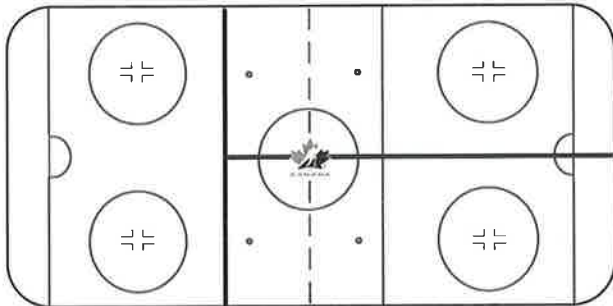
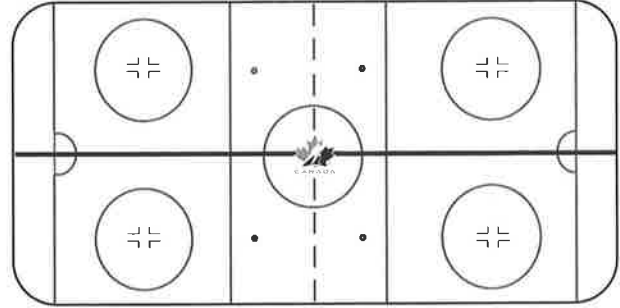
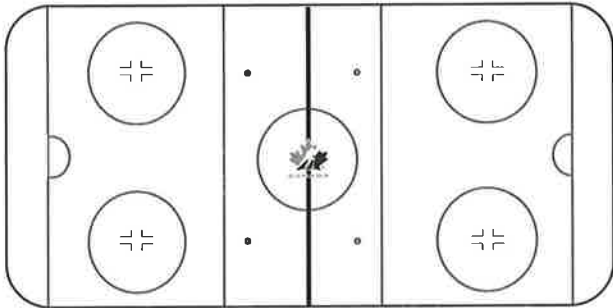
- Activities that feature a variety of motor experiences, and where the emphasis is put on the knowledge of the body and location of the body parts in space
- Simple explanations and provision of manual assistance to the child during the execution of movement
- All activities should take the form of games
- The instructions and the teaching must be specific, simple and aimed at a clear objective
- Children need to be praised and complimented regularly for their efforts
- Creation of small groups where activities take the form of games with focus on balance, coordination, movements in all directions. Where possible, involve parents to create an opportunity to consolidate a close relationship with the child through play.

Growth and Development considerations Players aged 6 – 7**General Remarks**

- Fairly individualistic and self centered
- High dependence on parents
- Acknowledges the instructor as the leader
- Needs well established routine in daily activities
- Little athletic or competitive background
- Interest in sport activities growing

Psycho-social

- Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex
 - Sometimes shy
 - Is conscious of own feelings and emotions, and those of others toward him/her. Can play on these feelings to obtain certain privileges or certain things
 - Boys and girls can be involved in same activities without difficulty
- Learning**
- Learns best by observing, quickly followed by doing
 - Short attention span, ability to reason is limited to what is observable
 - May be afraid of the unknown
 - Is likely to imitate and be highly imaginative - often curious and wants to know everything
 - Is capable of dealing with some stimuli from the environment



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

1. players should face away from distractions i.e. spectators, other groups;
2. instructors must be visible to all players;
3. instructors should try to maintain eye contact with players;
4. try to keep players stationary (kneeling in front of the instructors);
5. deal with a minimum of teaching points (maximum of two - three at a time);
6. formations must allow for a quick and smooth transition to the drill; and
7. ensure that prearranged signals for movement from one station to the next are known by all players and instructors.

TEAM TEACHING

To ensure a smoothly operating and efficient ice session that involves a number of different stations, a team teaching approach is essential. This requires the designation of a head instructor and a number of assistant instructors to make up the team. Teamwork is a necessity if the concept is to work properly.

The following guidelines are recommended for assistant or group instructors:

1. Listen to the head instructor to ensure understanding. If you are not certain of your responsibilities, ask!
2. Assist with the set up/organization of any total group drills and be prepared to move quickly into your group activity;
3. Provide individual instruction through error correction.
4. Keep the players well spaced and spread out to ensure drills are being performed correctly and so that there is sufficient room to view possible errors.

Things for the instructor to avoid:

1. Skating around aimlessly;

2. Shooting pucks;
3. Passing pucks with another instructor, and
4. Talking to players or other assistants while the head instructor is talking or demonstrating.

The head instructor is the one "in charge" of the ice session and has the responsibility of ensuring a smoothly conducted practice. One of his prime tasks is to help the assistant instructors carry out their duties. The head instructor should:

1. Provide and organize the necessary equipment for your group as required in the lesson.
2. Assist in error detection and correction of teaching individuals in your group for short periods
3. Briefly take over your group for clarification of a drill or to reinforce teaching points
4. Be responsible for the timely and efficient conduct of the lessons by the various instructors.

ORGANIZATION OF EQUIPMENT AND SPACE

Two of the instructor's most important resources are equipment and teaching aids. Without these, lessons are much less effective, are usually without variety and often become dull and boring. Performance of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

The list is virtually limitless, but you should not be without the following:

- pylons
- chairs
- pucks (4oz blue pucks and 6 oz black pucks)
- tennis, soccer balls
- spray paint (Water Based)

PARTICIPATION MOTIVES

a. Coach / Instructor's

People become involved in hockey instruction for many reasons. These reasons determine how they interact with their players and the type and amount of impact they have on their players.

To have a positive and lasting impact on the players you instruct, it is necessary that your primary reasons for instructing be consistent with meeting the needs of your players. Your reasons for being involved should reflect the optimal physical, psychological and social development of players. To achieve these goals you need to be an effective leader, teacher and organizer; encourage and support your players; instruct enthusiastically and express genuine concern for the players' total development and well-being.

As pointed out in the "opening word" above, you significantly affect your players' motivation toward the achievement of their personal goals and the benefits and enjoyment they receive from participating in hockey. Your players' decisions about long-term participation in hockey and sports in general are largely determined by the impact you have on them.

Your reasons for instructing become very important when you consider that the tremendous impact you may have on your players extends well beyond the contact you have with them in hockey.

b. Player's

In the Initiation Program, the majority of the players are there because their parents want them there. However, as they begin to develop skills and a knowledge of hockey, they will begin to have their own reasons for participating. These reasons can usually be expressed in the following main categories:

1. excellence
 2. affiliation
 3. sensation
 4. success
1. **Excellence** – Players for whom excellence is most important want to be very good at playing hockey. They want to master the skills of hockey and be competent in the sport. These players want to:
 - improve their hockey skills
 - learn new hockey skills
 - excel at hockey
 2. **Affiliation** – Players for whom affiliation is important want to develop and maintain close interpersonal relationships with other players and instructors. They want to be accepted as a member of the group, appreciated by other players and to have fun with other players. These players enjoy:
 - making friends
 - participating with their friends
 - social gatherings
 3. **Sensation** – Players for whom sensation is important want hockey to provide them with exciting sensory experiences. They want to experience novelty and variety, competition and uncertainties as to what will happen next in ice sessions. They like:
 - the excitement of close competition in relays and fun games
 - doing new drills
 - the feelings of skating smoothly and fast
 4. **Success** – Players for whom success is important want to receive recognition for the attainment of skills. They want to receive external or extrinsic rewards and be well known. These players like:
 - recognition from coaches
 - recognition from parents and spectators
 - to receive awards or badges for participation

Excellence and affiliation are the two most important reasons for participation by players in hockey although sensation and success are also relatively important. Although external rewards are an important reason for participation, caution must be exercised by instructors in overemphasizing the use of extrinsic rewards as they may decrease the intrinsic (excellence, sensation) interest of the player for participation. External awards should be provided as a meaningful reward for the attainment of specific, important goals and not as a continuous natural part of participation. Thus, extrinsic rewards should not be given out too frequently or for unimportant reasons.

It is important for the instructor to understand the reasons why players are participating in hockey and provide opportunities for the players to satisfy their reasons for participating. If players are provided with the experiences they are seeking from their hockey participation, then the players will attain improved personal satisfaction from participation and will remain enthusiastic about participating in sport for a long period of time.

GUIDELINES FOR HANDLING COMMON SITUATIONS ENCOUNTERED BY INSTRUCTORS

Research conducted with athletes shows that if they have instructors who follow the guidelines listed below, the athletes generally:

- enjoy playing more
- like their teammates more
- rate their instructors as more knowledgeable
- have a greater desire to continue playing in the future

Look at the guidelines carefully and put a (1) next to the ones you currently use as a part of your instructional style. Put an (2) next to the ones that you need to emphasize.

1. How to be more positive

- give a lot of positive feedback
- have realistic expectations
- give positive feedback for desirable behavior as soon as it occurs
- praise effort as much as you do results

2. How to react to mistakes

- give encouragement immediately after a mistake
- if the player knows how to correct the mistake, encouragement alone is sufficient
- when appropriate, give corrective instruction after a mistake, but always do so in an encouraging and positive way
- avoid punishment
- avoid giving corrective instruction in a hostile or punitive way

3. How to maintain order and discipline:

- maintain order by establishing clearly what is expected
- strive to achieve a balance between allowing freedom and maintaining enough structure

4. How to get positive things to happen:

- set a good example of desired behaviour
- encourage effort, don't demand results all the time
- in giving encouragement, be selective so that it is meaningful
- encourage players to be supportive of each other and reward them for it.

5. How to create a good learning atmosphere:

- set realistic goals
- always give instructions positively
- when giving instructions, be clear and concise
- show the correct techniques when demonstrating
- be patient and don't expect or demand more than maximum effort
- acknowledge and reward effort and progress

6. How to communicate effectively:

- ask yourself what your actions have communicated
- encourage two way communication between instructors and players
- be sensitive to individual needs
- communicate at the time when the player is most receptive

7. How to deal with individuals who are disruptive:

- give them additional responsibilities
- appeal to their sense of courtesy
- be positive, not punitive
- discuss their behavior with their parent(s)

8. How to gain respect:

- establish your role as a competent and willing instructor
- be a fair and considerate leader
- earn the respect of your players...don't demand it

annoyance, say something like "thank you", "that's better" or "it is necessary to have your attention so that we can learn this."

- in the extreme case where a player insists on being disruptive, try saying, "this is important Bill, you'll have to pay attention" ... (without sarcasm). In some cases, you may have to add "if you do not pay attention, you will have to leave" or "I will not continue until everyone is paying attention." In rare cases where this fails to work, have the individuals remove themselves from the group and talk to them later, privately;
- be careful not to punish those who have been paying attention after dealing with those who have not been attentive. Continue in a pleasant and positive manner;
- make sure you reward people when they do become attentive rather than just singling them out when they are inattentive.

Re-gaining Attention

If at first players are attentive and then their attention begins to wander, first ask yourself;

- am I talking too much?
- have the players been in one position too long?
- am I communicating in a clear and direct manner?
- can all players see and hear well?

If The Problem Does Not Lie In The Above

- stop talking, look directly at the inattentive person(s), and move closer to them if possible;
- if this doesn't work, politely but firmly ask for attention using the inattentive person(s) name;
- if several are causing a disruption, consider breaking up the group so they are not together; and
- in the final analysis, the best way to keep players' attention is to keep them active.

EFFECTIVE LISTENING

One important component of effective communication is listening. How good a listener are you? How much of what your players say to you do you actually hear? Listening to players tells them that you care about them and are genuinely interested in their feelings, thoughts and suggestions.

Good listening is a difficult communication skill to learn well. Like all skills, it takes practice to be a good listener. The following techniques can be used to improve your listening skills:

1. **Attentive Listening** – listening starts by the instructor being attentive to the player. This is demonstrated by your facial expressions and gestures and by being quiet. Eye-to-eye contact with the players, and at the same level, is important. These actions all indicate to the player that you are ready to listen to what they have to say.
2. **Paraphrasing** – you repeat in your own words what it is you think the player said in order to determine if that is what the player meant. Paraphrasing allows you to see if you have a complete understanding of what the player said to you and provides the player with feedback as to whether the instructor interpreted the meaning correctly. Any areas of misunderstanding can then be explained by the player.
3. You verbally indicate that you are following and understanding what the player is saying by the use of bridging words such as, "I see", "Yes" and "uh huh".
4. **Restating** – the instructor repeats the last phrase or few words of what the player said without changing anything.
5. **Inviting clarification** – the instructor requests that the player clarifies or expands on something that the player has said. In seeking clarification, the instructor words the question to ask about a specific comment made by the player that was not understood. Inviting clarification shows interest in the player by the instructor.

After a session on the ice is a good time to spend a few minutes listening to your players. Get some feedback on areas that went well and areas that the players and/or instructor need to work on.

Questions That Could Be Asked:

- a) What did you do today that you really enjoyed?
- b) What was the one good thing that happened today?

- c) What is the one thing you learned today?
- d) What did you think you did well?
- e) What is one thing you would like to do at the next session?
- f) What are you going to tell your parents you did today?

EFFECTIVE FEEDBACK

Verbal feedback (talking to players about how and what they are doing) gives information which can help them learn and develop in a positive and effective way.

Effective feedback is essential for your players' motivation, learning and self image. It is an important key to successful instruction, as your feedback can turn a player off or on.

Six Aspects of Effective Feedback

Specific NOT General
 Constructive NOT Destructive
 Sooner NOT Later
 Checked for clarity NOT left misunderstood
 Positive and Informative NOT Negative and Useless
 Directed at behaviour which is changeable

1. Specific not General

Specific feedback contains precise information about what the player should try to do in order to solve or correct a problem.

Example:

Specific (and effective)

"When you turn to your left, you seem to be out of control. Try to lean more toward the centre of the turn and bend your inside leg more,"

General (and ineffective)

"You are not turning correctly."

2. Constructive not Destructive

Constructive feedback recognizes aspects of your players' behaviour and suggest positive steps for improvement. It should deal with observable behaviours. It should not deal with interference's about the player's personal characteristics.

Example:

Constructive (and effective)

"When you pass the puck, you are doing everything correctly, however, when you receive a pass you are letting the puck hit your stick. As the puck arrives, try to draw your stick back a bit to cushion it."

Destructive (and ineffective)

"You pass the puck okay, but you can't receive a pass worth a darn! You're terrible!"

3. Sooner not Later

Effective feedback is given sooner not later. It is given as soon as possible after the player does something. Your player then has a clearer memory or "feeling" of what has taken place and is in a better position to learn from your feedback.

Example:

If you want to encourage shooting the puck in a certain way, you should say something positive immediately after the individual performs the skill. And if your players can "try out" your constructive, corrective feedback immediately after you have given it, they are much more likely to be able to perform the skill correctly the next time they try.

4. Check out for Clarity not Left Misunderstood

To make sure that your feedback has been clearly understood, check it out with the player.

Example:

Ask your players to tell you what they think you said or what they think you want them to do. If they have it right you can reinforce the message ("Yes, that's right"). If they have it wrong, you can clarify the message ("That's not what I meant. What I meant was....").

5. Positive and Informative not Negative and Useless

Effective feedback has two main components. It is generally positive and informative. It reassures the players. It also gives the information needed to correct a problem or error. Negative feedback in itself provides little, if any, precise information on how to correct a problem.

These basic formations may be expanded to larger groups by having one row sit or kneel and a second row of players stand behind them. The players should be placed with their backs toward any distractions such as glare from windows or the sun, parents, other groups, etc. For this age group, the most effective formation is probably a semi-circle or open square with all players kneeling down. This eliminates most extra movement and focuses attention on the instructor.

With large groups it is important to try to have players in a formation as close as possible to the one from which the practising of the skill will begin. Otherwise there will be unnecessary confusion and lost time re-arranging groups when the demonstration is over.

STEP 5. – Decide on what view or views players should see.

Mentally check out the best angles for viewing the demonstration. Plan to repeat the demonstration as many times as necessary rotating 90° or 180° each time to ensure that all players see it from the best angles. Remember, total time for the demonstration and explanation should be no more than 45 seconds from beginning to end. If it goes longer, it will have been repeated too often or too much detail will have been given.

STEP 6. – Decide on who demonstrates.

Having decided what is to be done, decide on who should demonstrate. Being asked to demonstrate is rewarding. Many members of the group should be called on to do it.

Instructors often demonstrate a skill several times themselves and then ask a player to step out and try it under their guidance. In the case of simple demonstrations, use an ordinary member of the group – it does not have to be a top performer. Most players identify with average performers and learn best from them. Beginners do not remember fine details to start with and they sometimes find the best performers discouraging to watch.

Some individuals do not like to get up in front of their peers to demonstrate. An instructor should respect these individuals' feelings by asking them before the practice if they would mind taking part in the demonstration.

STEP 7. – Call for questions to conclude.

To make sure that players understand, ask if they have any question. Answer those, which are related closely to the skill, but politely refer questions not to the point to a later time to avoid getting sidetracked.

All questions should be answered with respect, even if they have been covered during the demonstrations. If players are shy in the beginning, pose questions yourself and answer them yourself.

Novice athletes have difficulty doing a sport skill if they don't know exactly what it is supposed to look like. Check to see that what you describe is what they picture in their minds when they are trying to do it.

A word of encouragement:

At first, these steps will take quite a bit of time to follow. But if you use them frequently you will soon be able to go through them with only the briefest of notes.

Experienced instructors recall details of a demonstration and how to stage it simply by recalling the name of the skill.

Third Link: Plan how the players will practise the skill

The next link in the teaching chain is organizing a group to practise a skill that has been demonstrated. This is quite separate and distinct from planning and organizing the demonstration. The following steps will help you to plan effectively:

STEP 1. – Take stock of the practice environment. Answer the following questions as a basis for your planning.

- how many players are there?
- how much area is there available to work in?
- how much fixed equipment is available?
- how much small equipment is available?
- what special dangers exist in the practice area that must be guarded against?

STEP 2. – Maximize activity

The object is to use as much of the space and as much of the time as possible. Plan the practice activity so there is as little unnecessary waiting time as possible.

Use your best judgement to answer the following questions in planning the practice activity.

- will it be best to start participants working alone, in pairs or in small groups?
- do learners need to be moving or can they practise in one place? If they are moving, where should they start from so there will be enough clear area to move in?
- is the skill to be practised of a type that players should be paired off or grouped by size, experience or aggressiveness in order to minimize chances of injury and equalize competition among and between learners?
- will players have to be grouped and take turns sharing because there is not enough area or fixed or moveable equipment?
- how can you make the groups as small as is practical and as active as possible?
- how can dangers in the area be removed, covered or otherwise decreased or avoided by careful placing of players and their patterns of movement?

Some breaks in activity can be constructive – here are a few reasons:

- if time is needed to rest in vigorous practices
- when space available is too small for all to be active
- when the amount of equipment is limited
- if it is not safe for everyone to be active at the same time
- if time is required to correct, re-teach or give further instruction

STEP 3. – Plan to move learners into practice activity quickly.

Where possible, the formation used to observe the demonstration should be as much like the practice formation as possible. If groups or squads are to be used regularly, then players should be assigned to specific groups. Membership of the groups should be changed from time to time.

The instructor must take care to maintain the attention and control of learners during the time between the demonstration and the beginning of practice.

Require attention, give simple, clear instructions and plan simple, efficient method of distributing equipment if that is necessary.

STEP 4. – Use clear, precise instructions.

As soon as players are in position ready to begin the practice of the demonstrated skill, explain simply what is to be done. Watch their faces for signs that they do understand or are puzzled. Re-explain in the same or different words as seems necessary.

Use simple key words or key phrases to drive home the main points of instruction. Repeat one or two key words at appropriate times during and after demonstrations.

Carefully point out any special safety precautions and pause to see that your orders have been heard and understood.

STEP 5. – Check and correct the practise pattern first, then check technique.

When practice begins, your attention should be on the pattern of activity. That is, are groups spaced properly so they have enough room? Are they skating far enough and turning at the place you asked them to? Are safety precautions being observed? Did they understand the instructions?

If any of these things need attention, correct them as the players practise. If this is impossible, stop the group, get their attention and make corrections.

Once the practice pattern is well established, then begin to check technique and details of the skill as players perform. This is an extremely important point. Get the practice pattern going smoothly first. Then and only then, begin to check the technique of players. Stand or move around so you can see or scan the whole group. If all is going well, let them proceed for a while.

Fourth Link: Provide feedback during practice

Feedback during learning involves feeding back information to the players about their efforts to learn. It serves three important functions in learning:

1. to guide improvement
2. to measure progress to provide encouragement
3. Give feedback to guide improvement

1. to guide Improvement

Learning skills can be very confusing. There are many things to think about. First the player needs to know what is being done correctly so he or she will know what parts of the skill are under control. This is not a matter of being nice to the learner by being positive to them. This is based strictly on sound principles of skill learning.

EXAMPLES:

Skill	Fault	Violation of Principle #1
skating	stiff-legged	not using knee and/or hip joints
shooting	weak shot	not using elbow and/or shoulder joints

EXERCISE:

Pick out some common errors in beginner's hockey skills that may be caused in part by leaving out a joint that should be used.

PRINCIPLE #2 " Use every joint in order."

When several joints are used in doing a skill, their sequence and timing are important.

Movement should begin with the large muscle groups and move out through the progressively smaller ones. This movement through the body must happen in proper sequence, without any breaks in flow if the skill is to be performed correctly.

Watching players performing skills, your job is to ask two questions:

- Did they use all joints they should have used?
 - Did they use the joints in the right order without gaps or breaks in the movement?
- Use the chart to help you answer these questions.

CORRECTION METHODS

If your players violate either principle, i.e. they don't use a joint which they should or use a wrong sequence or have gaps in joint movement, how do you fix it?

There are two main correction methods:

1. check for preliminary movements.
2. teach a whole-part-whole.

1. Check for preliminary movements.

Have you ever noticed that before you jump up, you have to crouch down?...before you skate forward your leg has to go back?...before you shoot a puck you have to "cock" your wrists? Most preliminary movements are opposite to the pay-off movements that follow. Muscles are arranged in opposite pairs – so preliminary movements help stretch the muscles that do the pay-off movements. In this movement, the stretched muscles contract or shorten. If your players are not using every joint, you can tell them what preliminary movement is missing.

EXAMPLE:

An instructor is teaching a group of beginners how to skate. He notices that one young player is having difficulty getting started, that his first two or three strides are ineffective in producing forward motion. He calls the youngster over and explains in simple terms that the push-off must be done at an angle (preliminary movement) that the hip, knee and ankle must all be used in sequence (pay-off movement) to produce the proper stride. The instructor then watches the youngster practice, giving more feedback as he progresses.

EXAMPLE:

Try to define another situation where preliminary movements are a key to skill analysis.

To correct a violation of the "use all joints that can be used" principle, you adjust the preliminary movement so that the missing pay-off movements must be done. Remember, the preliminary movements are opposite to the pay-off movements.

The following exercise assists you in identifying some preliminary and pay-off movements from hockey so you can put these ideas to work.

EXERCISE:

Select two hockey skills and using the chart, identify the preliminary movements and the subsequent pay-off movements for each skill. Try to explain (demonstrate if you wish) how the movements are done.

SKILL	PRELIMINARY MOVEMENTS	PAY-OFF MOVEMENTS
#1		
#2		

2. Teach whole-part-whole.

Since these types of errors involve either the wrong sequence or timing of the parts of a skill, you have to break the skill down into its parts, practice those parts and then put the whole skill back together again. The technique is called whole-part-whole teaching.

EXAMPLE:

An assistant instructor is teaching passing to his young player. He spots one player who cannot seem to get the necessary distance on his passes. He feels that the proper wrist action and follow-through are not being performed. He stops the player, demonstrates the total passing action (whole), and then has the player practise first the wrist action without the puck (part), with a puck against the boards (part), then with the full action with more emphasis on the follow-through (whole). More practise and constructive feedback follow.

The Skill evaluation checklists in the manual will be the most important tools for skill analysis you are given as they will give you the key points to look for. All of the skills taught in the Initiation Program are below with key points included.

Initiation Manual Skill Evaluation Checklist

(1) Stance:

- Skates parallel, shoulder width apart
- Toes pointed straight ahead and knees bent
- Head up with body leaning slightly forward
- Stick close to ice, held in two hands



(2) T-Push:

- Skates in T-position to start
- Does player make a strong push until leg is fully extended, then transfer weight to the glide foot?
- Can player do with both legs?



(3) Glide Turns:

- Shoulders and head initiating the turn
- Does player lead with inside skate with weight slightly back on heel?
- Can player perform the turn in both directions?



(4) Stopping (1 o'clock and 11 o'clock)

- Is player gliding in basic stance posture?
- Is heel turned out and weight put on ball of foot?
- Knees bent and back straight
- Can player do both stops?



(5) Backward Stance:

- Keep head up, chest out, shoulder back
- Are knees bent, back straight, feet shoulder width apart?
- Is weight evenly distributed along the blade of both skates?



(6) Puckhandling Stance:

- Does player hold correctly sized stick of proper lie?
- Is player in basic stance with stick on ice, trying to use peripheral vision to see puck?
- Is player gripping stick correctly?



(7) Stationary Puckhandling:

- Does player roll wrists to cup the puck when moving it from side to side?
- Is puck handled in middle of blade?
- Is player trying to keep head up?



(8) Open Ice Carry:

- Does player turn blade so that alternate pushes of the puck are with the bottom edge of the blade pointed left and then right?
- Does player push puck just far enough to keep it under control?



(9) Sweep Pass Forehand (Stationary)

- In puckhandling stance, can player propel puck reasonably accurately to a target area?
- Does player keep head up, looking at target?
- Is weight transferred from back to front leg as pass is made?



SUMMARY

1. There are a few principles of movement that explain how all sport skills are done.
2. Principle #1 is – use all the joints that can be used.
3. The forces from each joint must be combined to produce the maximum effort. This is best done when all joints that can be used are used.
4. Principle #2 is – use every joint in order.
5. Joints which have large muscles and are in the centre of the body should be used before joints that have small muscles and are found at the ends of the arms and legs. The resulting motion should be fast and continuous.
6. To judge a sport skill, the instructor must be able to break down complex skills into simple parts, separate the good parts of technique from the bad parts, find a way to correct technique and put the whole technique back together.
7. To correct skill errors that violate the principles:
 - a) check for preliminary movements.
8. Teach whole-part-whole.

SAFETY WRAP-UP**PRINCIPLES OF SAFETY**

- INJURY PREVENTION
- PROPER FITTING OF EQUIPMENT
- WARM-UP
- ON-ICE SAFETY

Once you have completed this chapter, you will have a better understanding of:

- injury prevention techniques
- the importance of protective equipment
- the value of warm-up
- on-ice safety precautions

INJURY PREVENTION

Virtually all injuries sustained by Skills First Program participants will be caused by lack of skill and will be minor in nature. As an instructor, you should strive to minimize the chance of injury occurring, particularly injuries that could be caused by faulty equipment or unsafe facilities.

If we can identify the causes of injuries, we can think of ways to reduce or prevent them. The following is a list of potential injury prevention techniques you can use.

- a) All instructors should have a basic knowledge of First Aid. If you do not, you should attempt to take a basic first aid course as soon as possible.
- b) Get information on the health status of your players. This can be done by:
 - getting a health history from parents
 - getting reports on previous injuries
 - health insurance number
- c) Try to anticipate problems that could arise on the ice:
 - check out facilities and equipment
 - see On-Ice Safety on page ____
- d) Don't force players who have been injured back too soon.
 - ensure the player demonstrates normal flexibility, strength and absence of pain before returning
- e) Be familiar with emergency procedures in the arena, the location of a fracture board, stretcher, first aid kit and telephone.
- f) Take care of minor injuries quickly so they don't become major ones.
- g) Check your players' equipment to see that it is appropriate, that it fits and that it is kept in good repair.

WARM-UP

An important aspect of every prevention program is a proper warm-up. There are three main reasons for warm-ups:

- to stretch the muscles, tendons and ligaments, particularly those that are going to be used.
- to heat the body, particularly in the deep parts like the muscles and the joints.
- to prepare for what is to follow by stimulating them mentally and physically.

How should we warm-up?

Two basic kinds of exercise make a warm-up.

- stretching exercises
- vigorous exercises

ON-ICE SAFETY

During ice sessions you have a responsibility as an instructor to be prevention minded about injuries. The following safety precautions should be observed:

- a) have players learn how to fall.
- b) ensure players stop at least five - ten feet from the boards when performing skills or drills
- c) ensure properly fitted protective equipment is worn at all times
- d) the instructor should consider wearing a helmet while on the ice
- e) do not permit any "horse play"
- f) care should be taken to ensure that shooting drills are conducted in as safe a manner as possible
- g) remove immediately any foreign materials on the ice
- h) ensure all doors to the ice surface are closed prior to players starting any drills
- i) do not use dangerous materials to divide up the ice surface, e.g. bare ropes stretched across the ice