



PLAYER DEVELOPMENT MODEL

Table of Contents

Introduction/Purpose	1
1.0 Player Development Philosophy	2
2.0 Player Development Model Implementation	4
i. Increase Support to Coaches	4
ii. Increase Support to Players	5
iii. Skill Development During Practices	5
iv. Skill Development During Games	6
v. Educate Membership	6
vi. Executive Decision Making	8
vii. Player Development Budget.....	9
3.0 Player and Parent Expectations	9
4.0 Player Evaluations & Team Selection.....	10
5.0 Affiliated Players	10
6.0 MLMHA Programs	10
Initiation	11
Novice	14
Atom	16
Peewee	19
Bantam/Midget	21
AA	23
Provincial	26
APPENDIX A. 10 Steps to Coaching Success	27
APPENDIX B. Example Season Skill Development Plan and Coach Philosophy	32
APPENDIX C. Example Practice Plan Structure and Offensive Creativity Drills	34
APPENDIX D. Hockey Canada Core Skills.....	38

Introduction/Purpose

The Meadow Lake Minor Hockey Association (MLMHA) Player Development Model is intended to clearly articulate the philosophy of player development in our Association and provide coaches, parents and players with the framework needed for the successful implementation of all MLMHA programs. The Player Development Model is designed to directly link to the MLHA Mission Statement and Goals.

The goals of our Player Development Model include the following:

- Be viewed by our membership as the leading and most innovative minor hockey association in Saskatchewan.
- Develop the most knowledgeable, creative, passionate and well respected volunteer coaches in the province; and
- Develop passionate, highly skilled and creative hockey players within all age divisions and programs.

1. 0 Player Development Philosophy

Meadow Lake Minor Hockey's approach to Player Development is quite simply Fun and Fundamentals. Our Association recognizes that nurturing a child's love for hockey can lead to a lifelong participation in the sport and help develop them into positive and outstanding members of society. Fun and enjoyment is framed within a tiered environment by encouraging players to play with other players of similar skills, abilities and desires and to compete against other players of similar calibre. MLMHA feels this environment allows all players to develop their hockey skills while having the opportunity for success, becoming contributing members of a team effort, developing self-confidence, and experiencing a sense of personal achievement in an atmosphere of fun and fair play.

A significant component of making hockey an enjoyable and rewarding experience is developing strong core skills and nurturing creativity. A player who can skate, carry the puck and be creative will have more opportunity for success and enjoyment. Therefore, MLMHA strives to develop highly skilled and creative players in all tiers and in all age divisions. Our Association supports the *Hockey Canada Long Term Development Plan* and endorses the Hockey Canada Player Development Pyramid. The pyramid serves as the basis of the long-term development of players in our Association and is intended to illustrate the framework needed for the successful implementation of all of our programs.

MLMHA Player Skill Development Pyramid



It is vital that coaches teach from the bottom of the pyramid and move up the progression ONLY after the TECHNICAL SKILLS and INDIVIDUAL TACTICS of their hockey players are mastered. The MLMHA Player Development Model focuses on developing a strong base of individual technical skills. These individual skills primarily involve skating but also puck handling, passing and shooting. The natural progression at the base of the triangle emphasizes the development of fundamental skills, which will serve as the foundation of each player's success as they move through our minor hockey programs. When the base skill of a player is strong it is our Association's belief that players will have more personal success, which leads to team success and an overall increased enjoyment of the game.

Understanding the MLMHA Player Skill Development Pyramid

Individual Technical Skills: The base of the skills pyramid provides the structure and foundation for all other supporting elements. The most important base skill is skating, followed by other skills such as puck handling, passing, and shooting. It is acknowledged that every other technical hockey skill is in some way related to skating.

Individual Tactics: A player using a combination of technical skills in order to create and or take away the advantage of an opponent. A tactic may be classified as offensive and/or defensive. For example, a one-on-one, or an offensive fake and driving to the net for a shot or deke.

Team Tactics: A collective action of two or more players using technical skills and/or individual tactics to create an advantage over their opponents. An example of a team tactic would be a numerical advantage, 3 vs 2 or 2 vs 1.

Team Play Systems: A pattern of play in which the movement of all players is integrated in order to accomplish an offensive or defensive objective. An example of a system would be 5 player fore check system

Strategy: The selections of team play systems and tactics that take advantage of the opponent's weaknesses. How do we counteract a non-effective/effective team play system? An example of a strategy would be counteracting a 2 – 1 – 2 fore-check system.

In summation, the two most important components of the MLMHA Skills Development Pyramid are the Individual Technical Skills and Individual Tactics. It is our Association's belief that these two components should be the focus of MLMHA programs in all age divisions and in all tiers.

2.0 Player Development Model Implementation

There are many activities that MLMHA will incorporate to successfully implement the Player Development Model:

i. Increase Support to Coaches

MLMHA recognizes that coaches are the MOST crucial element to successfully implementing this Player Development Model. Providing coaches with information and support is essential to developing highly skilled hockey players who have a passion for the sport. MLMHA's goal is to develop the most knowledgeable, creative, passionate and well respected volunteer coaches in the province. To assist in supporting our coaches and accomplishing this goal MLMHA has created an executive position entitled Director of Hockey Development and will look into securing the services of an external Skills Leader/Coach Mentor.

The Director of Hockey Development will provide information, guidance and support to coaches as well as act as a coach's advocate to provide input and recommendations to the MLMHA Executive. Another key aspect of this position is to bring external hockey knowledge and expertise to our Association through the hiring and supervision of an external Skills Leader/Coach Mentor. The Skills Leader will provide on-ice instruction to teams throughout the season, focusing on increasing player skill and demonstrating innovative teaching techniques to our coaches.

Beyond the new Executive position and external Skills Leader/Coach Mentor, MLMHA will continue to provide an array of information and resources to help improve our coaches' skillset. The Association will provide on-ice and off-ice teaching props and tools to encourage coaches to develop effective, efficient and fun practices. This will be supplemented by providing coaching resource documents such as the Top Ten Steps to Coaching Success (see Appendix A). The booklet is meant as a guide for our coaches to follow to ensure a successful season as well as document the Association's expectations of its coaches. An on-line "Coaching Toolbox" has been set up on the Meadow Lake Minor Hockey website (www.meadowlakeminorhockey.com) that contains practice templates, examples of Season Plans, links to Hockey Canada's YouTube channel. In addition, a "Coaches Library" has also been developed at the Meadow Lake Arena which contains Skills of Gold DVDs, Hockey Canada Manuals and a whole host of coaching information. See Appendix B for an example coaching philosophy and season skill development plan as well as Appendix C for an example half-ice and full-ice practice plan structure, and drills to nurture creativity.

MLMHA will place a strong emphasis on developing a sense of coaching fraternity within our Association. The Director of Hockey Development will work with commissioners to develop a strategy to support coaches getting together, sharing ideas and providing both formal and informal mentorship. MLMHA will encourage more experienced coaches to provide support and mentorship to younger coaches. MLMHA will also solicit support from the Saskatchewan Hockey Association (SHA), in particular Regional Coach Mentors who can bring a wealth of experience and expertise to our Association.

MLMHA will enlist the best volunteer coaches and support them to ensure they have a rewarding and enjoyable coaching experience. MLMHA will promote the notion that coaches are role models

who will respect players, officials and parents while displaying good sportsmanship and nurturing the development of life skills. MLMHA will require coaches take mandatory Hockey Canada courses as well as encourage them to acquire certification above their current coaching level. For example, MLMHA will support all coaches taking a high-performance Development I course to provide them an opportunity to improve their own instructional techniques in theory, technical and communication skills, and coaching philosophy.

Coach recognition is another important component of player development. It is essential to recognize that coaches are volunteers who provide a great deal of their time to ensure the players in our Association enjoy a great hockey experience in a safe and fun environment. MLMHA will continue to develop opportunities to recognize and show appreciation to the immense contributions coaches make to our programs.

ii. Increase Support to Players

MLMHA will continually look for opportunities to promote and improve player skill development during the season and outside of the regular MLMHA programming schedule. Breakfast clubs, after school programs, mid-season skill camps and hockey school partnerships will all be explored. MLMHA will also promote and encourage players to participate in power skating and skill development programs beyond what is offered by the Association.

It is important to clarify that player development in MLMHA includes both skaters and goaltenders. MLMHA recognizes that goaltenders are a crucial component of our long-term success and we currently have Mind the Net Goaltending providing biweekly sessions for our goalies from Novice through to Midget. The Association will continue to work with coaches, goaltending experts and interested members to increase development opportunities for goalies. A goaltender strategy will be developed to allow more opportunity for young players to try the goaltender position and to provide programs and activities to help them improve their skills as they move through our minor hockey programs.

iii. Skill Development During Practice

MLMHA Practice Time Allocation*

Division	MLMHA Focus: Strong Base skills		Team Tactics	Systems	Strategy
	Individual Technical Skills	Individual Tactics			
Initiation	85%	15%			
Novice	75%	15%	10%		
Atom	50%	20%	15%	10%	5%
Peewee	45%	25%	10%	10%	10%
Bantam	40%	15%	20%	15%	10%
Midget	35%	15%	20%	15%	15%

*As per recommendation of Hockey Canada

Coaches will be expected to utilize Hockey Canada Skills Development Manuals and practice plans and be instructed to follow practice ice time allocation as per the MLMHA Skill Development Pyramid. As illustrated in the graphic above, a focus on core individual technical skills and individual tactics are key components throughout every age division and should be developed throughout a player's entire minor hockey career. See Appendix D for a list of Hockey Canada Core Skills for each age division.

The MLMHA focus at all levels of hockey is developing and refining individual technical skills and tactics. In the lower age divisions, nearly all practice ice time shall be dedicated to activities and drills that develop core hockey skills. Even in the older age divisions a minimum of 50% of practice time should be dedicated to developing individual core skills.

Within the practice structure provided in the table above, coaches are expected to utilize multiple stations, nurture creativity with small area games, keep 50 – 75% of the players moving at all times, and spend less time on systems play and strategy.

iv. Skill Development During Games

In all MLMHA programs the focus on winning will NOT be the main priority of our Association. The focus will be to develop highly skilled and creative players who are strong skaters and have a solid base of individual technical skills. It is the belief of MLMHA that winning is merely a by-product of a program that at all age divisions focuses on strong player skill development and creativity. Players should be encouraged to try new skills acquired during practice and incorporate them into game situations without being afraid to make mistakes. Coaches are encouraged to track other information beyond wins and losses that more accurately reflect player and team skill development i.e. puck possession time, giving and receiving passes, creative moves, outskating the opposition to the puck, etc. Coaches especially in the lower age divisions are expected to provide players the opportunity to experience playing multiple positions to acquire different perspectives on the ice and to gain additional skills that come with learning other positions.

Players in the younger age divisions will receive as equal ice time as possible. Fair play will be implemented in the older age divisions with the understanding that equal ice time, while not mandated, will be strongly encouraged. Guidance will be provided to coaches to balance player ice time and the desire to win with individual player development; keeping in perspective the opportunity to provide players the ability to build skills in all situations, to build self-confidence, and to encourage team play.

v. Educate Membership

Traditionally, Canadian hockey parents, coaches and players have placed a disproportionate value on playing games. MLMHA seeks to remove this mindset from our Association especially at the lower age divisions through the recognition and promotion that practice is what primarily drives long term skill development. As indicated in Hockey Canada's Long Term Player Development Plan, hockey is "*late specialization sport*", meaning it takes many years of practice and repetition for a player to reach their maximum potential. Thus, it is critical that players, parents and coaches understand the importance of practices and do not focus a disproportionate amount of importance

on games, especially at the younger age divisions when players are more impressionable to coach and parent philosophies and where higher practice to game ratios are most conducive for skill development.

A great deal of research has been completed on the value of games vs practice for player skill development. Hockey Canada research has shown that 1 effective and efficient practice provides as much skill development as 11 games collectively. The graphic below illustrates research by Hockey USA on the difference in puck time (a key component of core skills) between an hour-long game and practice. MLMHA will strive to get the message out to its coaches and parents: Skill development occurs most during practices and the focus on effective and efficient practices over the course of a season will make the biggest impact on skill development of a player. The mindset of games particularly in the lower age divisions will be to showcase the skills that have been learned at practice.

Games vs. Practices (10 & Under)

Game

60 minute game / 2 teams

= 5 minute WARM UP

= 15 minutes of stop time

= 35 minutes / 2 lines

= 17.5 minutes / 10 athletes

= 1.75 minutes of “Puck” time. Actual < 1 Min.



Practice

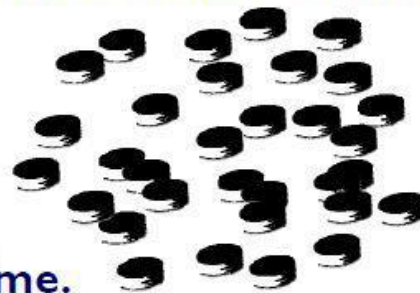
60 minute ice time

5 minute WARM UP

5 minute COOL DOWN

5 minute EXPLAIN

= 40 minutes of “Puck” time.



Coaches will be mandated to follow the MLMHA skill development directive and avoid the pressure from others to sacrifice the development of player skill for the sake of focusing on system play to garner more wins during a season. MLMHA will strive to educate parents on the mandate given to our coaches as well as the instruction not to judge a coaches' performance based solely on wins and losses, but rather on the progression of skills developed throughout the season.

To be clear, our Association would rather have a coach who has less team success as far as wins and losses but develops player's core skills and creativity at an accelerated rate than a coach who continuously wins using systems and discouraging individual creativity. MLMHA's premise is that a coach focusing primarily on individual technical skills will over the long term develop higher skilled and creative players that will supply talent to ALL our programs. This type of development will provide players the chance to succeed and develop confidence as they move through their minor hockey career, especially in the older age divisions where a stronger emphasize on winning is more likely to occur.

vi. Executive Decision Making

MLMHA recognizes that executive decision making can make a positive impact to both player development and player retention. MLMHA believes that player skill development occurs at various rates and the preference when making decisions at the executive level is to provide more opportunity for kids to play at higher levels as much as possible. This approach will be taken if MLMHA feels teams can be competitive AND all players still have the ability to develop core technical skills and creativity at an accelerated rate.

To ensure MLMHA provides our players the best opportunity for skill development and personal success within a team setting, every season the division Commissioner will acquire detailed information from every team. The document will include such aspects as season successes, challenges, competitiveness, skill development, player progression, and recommendations for next season. The information will be analyzed by the Executive over the offseason to assess and modify our programs if necessary to ensure they align with the skill development goals of our Association. In addition to the *Pyramid Approach* to executive decision making, player retention is another key aspect that will be examined. Commissioners will be encouraged to acquire exit interviews from players who quit hockey or who are graduating from our minor hockey system. The intention is to provide the executive with valuable feedback to help improve future MLMHA programs and keep as many players as possible playing hockey in our Association.

vii. Player Development Budget

Implementing the MLMHA Player Development Model will require an annual allocation of resources. The Director of Hockey Development will work with coaches and Division Commissioners to develop an annual budget that will become line items within the larger annual MLMHA budgeting process. Examples of budget items include hiring of an on-ice Skills Development Leader/Coach Mentor, hosting various coaching and player skill clinics, and purchasing coaching tools and training devices.

In addition to relying on internal Association resources, MLMHA will investigate acquiring resources from outside the Association to assist in implementation of our Player Development Model. For example, MLMHA will explore partnership opportunities with the Saskatchewan Hockey Association (SHA) such as volunteering to be involved in piloting new and innovative ideas or programs that fit with our Player Development Model. SHA Regional Coaching Mentors will also be approached by MLMHA as they are a valuable coaching and player development resource that has significant potential to help our Association achieve its player development goals.

3.0 Player and Parent Expectations

MLMHA will tier when there is an opportunity to do so (i.e. league to compete in or traveling tournament team). All tiers in MLMHA will receive an equal allocation of ice time per season. The Association's premise is that equal ice-time provides the opportunity for ALL players regardless of tier to receive the same opportunity to develop their skills. Although base ice time is equal, player and parent expectations and commitment will vary depending on the tier. In order for players and parents to understand the difference levels of expectations and commitment MLMHA has provided a generalized overview.

Tier I - Will consist of the most advanced players in the age division. A major portion of the player's and parents winter will be devoted to hockey (tournaments, fund raising, etc.). This may include securing additional ice time for practices and travelling to numerous tournaments where players may have to miss one or two days of school throughout a season.

Tier II - Players are expected to master skating and puck-handling skills first and concepts of team play and strategy second. A lesser amount of parent resources and time is required although this may include travelling to tournaments where they may play on a Friday afternoon.

Note: Players in all tiers will be encouraged to participate in supplemental skill development activities through both the Association and externally ran skill development programs.

While the premise of MLMHA is to provide equal ice time regardless of tier, recently there has been some concern from the membership that ice-time and commitment, especially in tier III is higher than should be expected. To investigate these types of concern, Division Coordinators will work with teams and parents during the season to acquire feedback for use in off season policy discussion on base ice-time allocation.

4.0 Player Evaluations & Team Selection

To ensure a fair and objective evaluation process MLMHA has policies for player evaluations that include the provision for independent evaluators and also provides players the opportunity to register in conditioning skates prior to the start of the season so all players have the opportunity to be on the ice before evaluations occur.

To view additional evaluation information please refer to the MLMHA Policy document, specifically *MLMHA Policy and Procedures manual – Appendix A*.

5.0 Affiliated Players (AP's)

MLMHA promotes the opportunity for players to be selected as Affiliated Players (AP) and have the ability to practice and play games at a higher tier or age division. The intent of the AP process is to ensure players who just missed out on playing at higher levels or have improved significantly are placed in an additional and challenging environment to further develop their hockey skillset. MLMHA encourages AP players to participate in as many practices as possible. Games are at the discretion of the coach with the understanding that an AP should never be used in a game situation unless a team is missing roster players and an AP should never play at the expense of a roster player. To view additional evaluation information please refer to the MLMHA Policy document, specifically *MLMHA Policy #3K - Affiliated Players*.

6.0 MLMHA Programs

MLMHA is very proud of the work that has gone into developing its hockey programs over the years. These programs serve as the foundation for the success that Meadow Lake Minor Hockey has experienced. Ice time allocation for teams within each age division is meant to be as equal as possible. Lower age divisions will be encouraged to have a high practice to game ratio (2 or 3:1) and older age divisions will be encouraged to have a 2:1 practice to game ratio.

The number of teams in each division is based on the total number of players registered in the division. To view additional information please see *MLMHA policy#3D*.

Each program is reviewed annually to make sure it is meeting the needs of the participants. Any suggestions or feedback can be provided to the Division Commissioner or the Director of Hockey Development or any Board member.

Initiation (ages 4-6)

MLMHA ice allocation for Initiation will use the SHA guidelines as a minimum standard for the recommended amount of practices with a higher practice to game ratio encouraged.

Saskatchewan Hockey Association: Long Term Development Seasonal Chart Recommendation - Initiation

Initiation	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Tournaments	Number of total games
Ideal	35-40	Oct 15	10 weeks 20 practices No formal games (half-ice or cross-ice during practices)	Jan 1	10 weeks 20 practices 10 cross-ice/half-ice	3 tournaments 12 cross-ice/half ice games	15-20

The goal of the Initiation Age Division is to make children's first contact with hockey a safe and positive experience. It's a structured, learn-to-play hockey program designed to introduce beginners to the game's basic skills. The Initiation Program will promote MLMHA policy of providing fun and enjoyment while at the same time stressing the values and appreciation of improved skating and hockey skills.

The Initiation program will enable participants to become contributing members of a team effort, develop self-confidence, and experience a sense of personal achievement. These goals are achieved in an atmosphere of fun and fair play.

Roster Size

The roster size in Initiation will ideally range from 10-14 players. The maximum number of players per team may reach 16 before an additional team is added.

Practices

Following Hockey Canada guidelines, the Initiation program recommends the following practice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Initiation	85%	15%			

100% of practice time should be dedicated to individual technical skills (primarily) and individual tactics. Skating (stride, edges, stopping, etc.) is the main priority along with other fundamental skills such as puck control, passing and shooting.

Practices will typically be 60-minute half ice time slots. The goal is for at least 50-75% of players to always be moving at any given time. Therefore, efficient use of the ice through small area games and station drills is expected. Sharing ice resources with other Initiation teams is recommended as well as coaches are expected to utilize the Hockey Canada Initiation Manual to ensure effective and efficient drills and practices. If coaches develop their own practice plans it is recommended they follow the MLMHA half ice practice plan structure (see Appendix C).

Head Coaches should oversee and guide all activities on the ice and assistant coaches should run station drills to further develop their coaching skill set. For station drills, players should be split into groups based on skills and abilities with every player enjoying success in a similar peer group. While all groupings require the same amount of time and dedication to detail, drills should be modified to ensure every grouping is challenged.

The skill of skating proficiency should be focused on all season. Coaches should place a very strong emphasis on skating in repetitions of less than 5 seconds. The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games. Laying the foundation to develop the muscle memory of a solid core hockey stance and stride will be a main priority.

Program focus: Developing core individual hockey skills:

- Skating (forward and backwards, crossovers)
- Edges (proper turns, bending knees)
- Stopping
- Puck handling
- Passing
- Shooting

For a complete list of Hockey Canada Core Skills for Initiation please view Appendix D.

A variety of high energy drills, drills with pucks and small area games will all help develop skills while players have loads of fun! Repetition and technical correction are fundamental and will provide a challenging yet positive and fun atmosphere.

The use of games, props and plenty of smiles is expected. Initiation coaches will follow the principles documented in Appendix A 10 Steps to Coaching Success.

Games

Practice to game ratio will be higher than any other division in MLMHA and will entail many small area games that incorporate skills. To be clear, the focus of the initiation programs will be skill development through practice NOT games. Games will be viewed as an opportunity to showcase the skill development learned through practice.

MLMHA promotes the concept of half ice games. The goal is to have players skating as much as possible during game situations and spend significantly less time sitting on the bench. Smaller ice

surface games support the ideals of more puck touches, more scoring opportunities, less stoppages and make for a more enjoyable game for everyone involved. In summary, MLMHA believes that more ice time for every player = more opportunity for skill development. Note: It is imperative that coaches be on the ice during games with at least one coach per team on each ice surface.

In keeping with the MLMHA's policy of providing fun and enjoyment while playing hockey, as opposed to emphasizing winning, there will be no scoring posted on scoreboards in the Initiation program at all MLMHA scheduled games and tournaments. Game sheets may be completed for the sole purpose of providing young officials in our Association the opportunity to gain experience, not in providing coaches with game statistics.

Initiation

Initiation is for 4, 5 and 6-year old's. The focus of Initiation is to get the kids skating and the introduction of core skills. Providing the opportunity for all players to have a chance at success, touching the puck and learning within their own peer group is conducive to a positive learning environment.

All home games will be on 1/3 or 1/2 ice. Goaltenders will remain in their player equipment. Players will be rotated through the goaltender position to prevent a player from playing net for long periods of time.

While ideally initiation teams will find games in which they will be competitive, the reality is this will not always be the case. Regardless, the number AND importance of games (exhibition and tournament) will be very low in initiation. The importance of skill development through fun and creative practices will be of utmost priority.

Novice (Ages 7-8)

MLMHA objective for Novice is to use the SHA guidelines for practice ice time allocation as a minimum standard with a higher practice to game ratio recommended.

Saskatchewan Hockey Association: Long Term Development Seasonal Chart Recommendation – Novice

Initiation	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Tournaments	Number of total games
Ideal	40-45	Oct 15	10 weeks 20 practices 2 exhibition games (half ice)	Jan 1	10 weeks 20 practices 16 games (full ice)	3 tournaments 12 games	30-35

The Novice Program will promote MLMHA policy of providing fun and enjoyment while at the same time stressing the values and appreciation of improved skating and hockey skills. The Novice age division is a crucial period for long term skill development of a player therefore developing and refining individual skills will be the priority.

Roster Size

The roster size in Novice will ideally range from 13-15 players. The maximum number of players per team may reach 16 before an additional team is added.

Practices

Following Hockey Canada guidelines, the Novice program recommends the following ice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Novice	75%	15%	10%		

90% of practice time should be dedicated to individual technical skills and tactics. Skating, puck control, passing and shooting are fundamental skills that must be focused on during practices. View Appendix D for list of Hockey Canada Core Skills for the Novice age division.

A typical 60-minute Novice practice should include the following:

- 5 minutes at beginning of practice for individual puck handling and agility
- 10-15 minutes' power skating and edge work
- 20-30 minutes' skill stations (ideally 4 stations to provide maximum repetition)
- 15-20 mins competitive/battle drills, small area games
- 5 minutes of "skill" games (asteroids carrying pucks, British Bulldog, creative shootouts, etc.)

Note: as the season progresses, incorporating a small amount of team tactics will occur as per Hockey Canada guidelines.

Skills will be developed through drills that incorporate agility, balance and change of direction. Drills will also be developed to encourage creativity which includes opportunities for unstructured play to allow the players to develop creative skills through experimentation. See Appendix C for drills that nurture creativity.

Practices will typically be 60-minute half ice time slots. The goal is for at least 50-75% of players to always be moving at any given time. Therefore, efficient use of the ice through small area games and station drills is expected. Sharing ice resources with other Initiation teams is recommended as well as coaches are strongly encouraged to utilize the Hockey Canada Novice Manual to ensure effective and efficient drills and practices. If coaches develop their own practice plans it is expected they follow the MLMHA half ice practice plan structure (see Appendix C).

Head Coaches should oversee and guide all activities on the ice and assistant coaches should run station drills to further develop their coaching skillset. For station drills, players should be split into groups based on skills and abilities with every player enjoying success in a similar peer group. While all groupings require the same amount of time and dedication to detail, drills should be modified to ensure every grouping is challenged.

Repetition and technical correction are fundamental, as well as providing a challenging yet positive and fun atmosphere (the use of games, props and plenty of smiles is expected). Novice coaches are expected to adopt the principles documented in the 10 Steps to Coaching Success in Appendix A.

Games

Coaches shall ensure that all players on a team shall receive as equal as possible ice time in every game - exhibition and tournaments inclusive. Emphasis should be on development and not on winning.

Games should be viewed by coaches, players and parents as an opportunity to showcase skills that have been developed through practice. Coaches and parents are encouraged to track player and team skill development during games (proper stop and starts, giving and receiving passes, creative moves, team puck possession, etc.) with less attention paid to wins and losses. Players should be encouraged to experience various positions throughout the year to acquire different perspectives on the ice and to gain additional skills that come with learning other positions.

Any player who indicates an interest in goaltending will be given the opportunity to try the position. Towards the end of the year players who are very interested in being a goaltender can rotate through the position more often, to a maximum of 50% of the time.

MLMHA will promote and encourage players to participate in power skating and hockey instruction programs outside of those offered by the MLMHA.

Atom (Ages 9-10)

MLMHA objective for Atom is to use the Hockey Canada guidelines for practice ice time allocation as a minimum standard with a higher practice to game ratio recommended.

Saskatchewan Hockey Association: Long Term Development Seasonal Chart Recommendations - Atom

Atom	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Playoffs	Tournaments	Number of total games
Ideal	45-55	Oct 1	6 weeks 12 practices 2 ex games	Nov 15	16 weeks 32 practices 20 games	Mar 15 Playoff Tournament	4 tournaments 16 games	40-45

The Atom Program will promote MLMHA policy of providing fun and enjoyment while concentrating on improved skating and hockey skills. The Atom age division is a crucial period for long term skill development of a player therefore developing and refining individual skills will be the priority. View Appendix D for list of Hockey Canada Core Skills for the Atom age division. Note: Team Tactics and Systems are also to be initiated however it is imperative that the MLMHA focus of strong base skills is adhered to.

Roster Size

The roster size in Atom will ideally range from 13-15 players. A maximum number of players per team may reach 16 before an additional team is added.

Practices

Following Hockey Canada guidelines, the Atom program recommends the following ice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Atom	50%	20%	15%	10%	5%

70% of practice time should be dedicated to technical skills and individual tactics. Skating, puck control, passing and shooting are fundamental skills that must be focused on during practices.

A typical 60-minute Atom practice should include the following:

- 5 minutes at beginning of practice for individual puck handling and agility
- 10-15 minutes' power skating and edge work
- 20-30 minutes' skill stations (ideally 4 stations to provide maximum repetition)

- 15-20 mins competitive/battle drills, small area games
- 5 minutes of "skill" games (asteroids carrying pucks, British Bulldog, creative shootouts, etc.)

Note: as the season progresses, incorporate team tactics, systems and strategy into practices while still putting a very strong emphasize on technical skills and individual tactics.

Skills will be developed through drills that incorporate agility, balance and change of direction. Drills will also be developed to encourage creativity which includes opportunities for unstructured play to allow the players to develop creative skills through experimentation. See Appendix C for drills that nurture creativity.

Practices will typically be 60-minute half ice time slots. The goal is for at least 50-75% of players to always be moving at any given time. Therefore, efficient use of the ice through small area games and station drills is expected. Sharing ice resources with other Atom teams is recommended as well as coaches are strongly encouraged to utilize the Hockey Canada Atom Manual to ensure effective and efficient drills and practices. If coaches develop their own practice plans it is encouraged they follow the MLMHA half ice practice plan structure (see Appendix C).

Head Coaches should oversee and guide all activities on the ice and assistant coaches should run station drills to further develop their coaching skillset. For station drills, players should be split into groups based on skills and abilities with every player enjoying success in a similar peer group. While all groupings require the same amount of time and dedication to detail, drills should be modified to ensure every grouping is challenged.

Repetition and technical correction are fundamental, as well as providing a challenging yet positive and fun atmosphere (the use of games, props and plenty of smiles is expected). Atom coaches are expected to adopt the principles documented in the 10 Steps to Coaching Success in Appendix A.

Games

Coaches shall ensure that all players on a team shall receive an equal as possible amount of ice time in every game - exhibition and tournaments inclusive. Emphasis should be on development and not on winning.

Games should be viewed by coaches, players and parents as an opportunity to showcase skills that have been developed through practice. Coaches and parents are encouraged to track player and team skill development during games (proper stop and starts, giving and receiving passes, creative moves, etc.) with less attention paid to wins and losses.

Players should be encouraged to experience various positions throughout the year to acquire different perspectives on the ice and to gain additional skills that come with learning other positions.

MLMHA supports both full and part-time goalies in the Atom division. No goaltenders will be allowed to sit on the bench for an entire game during league play, goaltenders must play 50/50. Part-time goaltenders will dress as skaters when not playing goal. Tournaments will be at the

coach's discretion in consultation with the goaltender's parents, with the premise that goalies will receive as equal as possible goal time over the course of the tournament.

MLMHA will promote and encourage players to participate in power skating and hockey instruction programs outside of those offered by the MLMHA.

Peewee (Ages 10-11)

MLMHA objective for Peewee is to use the Saskatchewan Hockey Association guidelines for practice ice time allocation.

Saskatchewan Hockey Association: Long Term Development Seasonal Chart Recommendations - Peewee

Peewee	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Playoffs	Tournaments	Number of total games
Ideal	40-45	Oct 1	4 weeks 10 practices 2 ex games	Nov 1	16 weeks 32 practices 20 games	Mar 21 Playoff Rounds	3 tournaments 12 games	30-35

The Peewee Program will promote MLMHA policy of providing fun and enjoyment while concentrating on improved skating and hockey skills. The Peewee age division is a crucial period for long term skill development of a player therefore developing and refining individual skills will be the priority. Team Tactics, Systems and Strategy are also to be introduced however it is imperative that the MLMHA focus of strong base skill development is adhered to. View Appendix D for list of Hockey Canada Core Skills for the Peewee age division.

MLHA will promote and encouraging players to participate in power skating and hockey instruction programs other than those offered by the MLHA. In particular, MLMHA will encourage all players to take a body checking/body contact hockey camp.

Roster Size

The roster size in Pee Wee will ideally range from 14-17 players per team.

Practices

Following Hockey Canada guidelines, the Peewee program recommends the following ice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Peewee	45%	25%	10%	10%	10%

70% of practice time should be dedicated to technical skills and individual tactics. Skating, puck control, passing and shooting are fundamental skills that must be focused on during practices. Drills will be developed to encourage creativity and follow that with unstructured play in practice to allow the players to develop skills through experimentation. Repetition and technical correction are fundamental, as well as providing a challenging yet positive and fun atmosphere. (use of small area games, props and plenty of smiles is expected). Coaches are strongly encouraged to utilize the Hockey Canada Pee wee Manual to ensure effective and efficient drills and practices.

Practices will typically be 60-minutes half ice time slots. However, high repetition station drills (2-4 stations are recommended) and small area games should still be incorporated in a minimum of half of practices.

It is imperative that coaches prepare players for body contact in Bantam through teaching fundamental body checking skills such understanding danger zones near boards, angling, giving and receiving checks, and skating with head up.

Pee Wee coaches are expected to adopt the principles documented in the 10 Steps to Coaching Success in Appendix A.

Games

Coaches shall ensure that all players on a team shall receive fair play regarding ice time. Emphasis should be on development more than winning. Team puck possession, creativity, passing, shooting and team play will be the focal points of game play.

Coaches and parents are encouraged to track player and team skill development during games (proper stop and starts, giving and receiving passes, creative moves, etc.).

Bantam (Ages 13-14) and Midget (Ages 15-17)

MLMHA objective for Bantam and Midget is to use the Saskatchewan Hockey Association guidelines for practice ice time allocation.

Saskatchewan Hockey Association: Long Term Development Seasonal Chart Recommendation – Bantam/Midget

Bantam	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Playoffs	Tournaments	Number of total games
Ideal	40-45	Oct 1	4 weeks 10 practices 2 ex games	Nov 1	16 weeks 32 practices 24 games	Mar 21 Playoff Rounds	2 tournaments 8 games	35-40

Midget	Number of Practices	Start date for practices	Development Season	Start date for games	Regular Season	Playoffs	Tournaments	Number of total games
Ideal	40-45	Oct 1	4 weeks 10 practices 2 ex games	Nov 1	16 weeks 32 practices 24 games	Mar 21 Playoff Rounds	2tournaments 8 games	35-40

The Bantam and Midget Program will provide a competitive contact hockey program for players of comparable abilities; giving these individuals the opportunity to play hockey in a fun and developmental learning environment. The Bantam and Midget age division is still a very important period for long term skill development of a player, therefore developing and refining individual skills will continue to be the priority.

Development includes hockey skills, sportsmanship and team concept skills which build character skills for life. MLMHA views our Bantam and Midget programs not only as an opportunity to develop team camaraderie, life skills and have fun, it also is seen as a feeder system to our AA Midget program. Therefore, while Team Tactics, Systems and Strategy are a more significant part of a player's development, it is imperative that the MLMHA focus of strong base skills development is adhered to.

Roster Size

The roster size in Bantam and Midget will ideally range from 14-17 players per team.

Practices

Following Hockey Canada guidelines, the Bantam and Midget programs recommends the following ice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Bantam	40%	15%	20%	15%	10%
Midget	35%	15%	20%	15%	15%

55% (Bantam) and 50% (Midget) of practice time should be dedicated to technical skills and individual tactics. Skating, puck control, passing and shooting are fundamental skills that must be focused on during practices.

Drills will be developed to encourage creativity as well opportunities for unstructured play to allow the players to develop skills through experimentation. Repetition and technical correction are fundamental, as well as providing a challenging and fun atmosphere (use of small area games, etc.).

Bantam and Midget coaches are expected to adopt the principles documented in the 10 Steps to Coaching Success in Appendix A.

It is imperative that coaches continue to ensure players feel comfortable and safe in body contact through teaching understanding danger zones near boards, giving and receiving checks, and skating with head up.

Coaches are strongly encouraged to utilize the Hockey Canada Bantam or Midget Manual to ensure effective and efficient drills and practices. Practices will typically be full ice time slots. However, high repetition station drills and small area games should still be incorporated into practice plan (in bantam nearly every practice, in midget every few practices at a minimum). If coaches develop their own practice plans, see Appendix C for recommended full ice practice plan structure.

Games

Coaches shall ensure that all players on a team shall receive fair play (not necessarily equal ice time but that is encouraged). Emphasis should be on development and enjoyment of the game more than winning. By Bantam and Midget there is a wide range in player desire therefore coaches should be very cognisant their season objectives align with their team/tier as well as with player and parent expectations.

AA Program

Meadow Lake Minor Hockey has a AA team in the Midget division. The goal of the AA hockey programs is to provide an opportunity for elite competition and advanced player development. Players selected to play at this elite level must be prepared for the time commitment required for practice, league and tournament play.

The Midget AA Stampeders play in the Centre Four League. The roster is made up of players from our Association as well as outside players whose closest AA center is Meadow Lake.

While the focus on winning at the AA level is more heightened than in the lower age divisions, it will not be the main priority, nor will it be the sole measuring stick for evaluating AA program success. The main priority of the AA program will be to continue developing strong base skills at an accelerated pace while also continuing to nurture creativity. It is our belief that players at this level will need to continue to develop their base core skills at an enhanced rate to be able to provide the best opportunity for players to continue playing higher levels of hockey such as AAA midget, WHL, Junior A, and University/College.

The Director of Hockey Development will work with the AA Commissioner and coaches to develop a strategy to make stronger links to our younger age divisions. MLMHA wants young players in our Association (that have the desire to play higher levels of hockey) to aspire to play AA hockey in Meadow Lake and fill our future rosters with local players. This will be encouraged through education to parents and players in our Association as well as developing relationships between AA players and younger teams (i.e. AA players attend younger age division practices). AA coaches will also be encouraged to provide mentorship opportunities and/or guidance to our younger coaches to assist MLMHA in developing stronger coaches at the lower levels. This relationship is crucial as improved coaching at the younger age divisions will provide long term opportunity for local players in our AA programs.

Beyond mandatory Hockey Canada coaching requirements, MLMHA will encourage and support AA coaches to attend other instruction programs which provide opportunities to improve their own instructional techniques in theory, technical and practical skills and coaching philosophy.

Practices

AA programs are expected to following Hockey Canada guidelines for ice time allotment:

MLMHA Focus: Strong Base skills					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Midget	35%	15%	20%	15%	15%

50% (Midget) of practice time should be dedicated to technical skills and individual tactics. Skating, puck control, passing and shooting are fundamental skills that will be focused on during practices. Instruction on Team tactics, Systems and Strategy will also be incorporated as per Hockey Canada Guidelines.

Games

As indicated above winning will not be the main objective of our AA programs. Skill development will be the focus as well encouraging creativity within a team setting. While acknowledging at the AA level that ice time may not be exactly equal, MLMHA feels it is crucial to keep long term skill development, providing opportunity and building player confidence at the forefront during game situations.

Carded Teams (Novice, Atom)

Every season MLMHA provides an additional program that runs at the end of the Novice and Atom seasons. It provides an opportunity to provide more enjoyment by practicing, learning and playing with players of similar skills, abilities and desires. MLMHA feels the goal of these teams is development and as such it is crucial to keep long term skill development, providing opportunity and building playing confidence at the forefront during game situations.

Tryouts for carded teams will usually occur in December. The program concludes when the team finishes their final tournament or the end of March, whichever comes first.

Coaches will still be instructed to develop core skills during practices and continue to allow players to showcase their skills and creativity in game situations and not focus solely on systems. MLMHA aspires for our carded teams to be known for their sportsmanship, display of skill, creativity and team play.

Please see *MLMH Policy#24 – Carded Tournament Team* for more information.

Note: Because this is a supplemental program additional base fees will be charged.

Provincial Teams (Peewee, Bantam, Midget)

Every season MLMHA provides an additional program that runs parallel with regular MLMHA programs. It provides an opportunity for the strongest players in Peewee, Bantam, and Midget (excluding AA players) to compete in an elite level provincial competition.

All teams will enter the 'B' Division Provincial play downs and compete against other communities of a similar population. Tryouts for provincial teams will usually occur late November to early December and will begin practicing once the team has been formed. The program concludes when the team either loses their provincial round or wins the provincial tournament. If a team successfully reaches the finals the season does not end until the end of March.

MLMHA views this program as an opportunity to represent our community and Association in a province wide tournament. Therefore, the focus of the provincial team program will differ from MLMHA regular season programs and Hockey Canada guidelines. Team success will be the main objective since participation in the provincial season is contingent on winning. Additional factors such as the possibility of having players from numerous teams joining to form a provincial team during mid-season and having only minimal practice time will result in more of an emphasis on developing teamwork components during practices. Coaches will still be instructed to develop core skills during practices and continue to allow players to showcase their skills and creativity in game situations and not focus solely on systems. MLMHA aspires for our provincial teams to be known for their display of sportsmanship, skill, creativity and team play.

While acknowledging winning will have a higher priority and player ice time may not be exactly equal, MLMHA feels it is crucial to keep long term skill development, providing opportunity and building playing confidence at the forefront during game situations. To be clear MLMHA would rather have a team lose the provincial final playing all players and allowing skill and creativity to be showcased than overplaying a handful of players and/or to win using lock-down systems (i.e. neutral zone trap) that stifles player creativity and skill development.

Note: Because this is a supplemental program additional base fees will be charged. The midget AA team also have provincial playoffs however this is an automatic component of their season (built into their team fees) and is not applicable to this section.

APPENDIX A

Top Ten Tips to Coaching Success

(1) Utilize coaching resources

- MLMHA has access to Hockey Canada manuals/DVD's and other coaching resources such as the Hockey Canada app and drill book.
- MLMHA has a Director of Hockey Development. The job description involves providing information, guidance and support to our coaches. This position was developed to assist you so please use the resource.

(2) Be a Great Communicator

- Develop a communication plan. This should include a parent and player meeting at the beginning, middle and end of season.
- Meet with your coaching staff as soon as possible after the team selection to clearly define everyone's role on the team.
- Start early with emails, phone calls and parent meeting. Explain your coaching philosophy and clearly define your expectations of the coaches, players and parents. Provide insight into how you will run practices, pre-game and post-game rituals, use of affiliated players (AP's), etc.
- Look for opportunities during the season to sit down with a player and their parent(s) to relay positive aspect of their development. Hearing a positive comment not only strengthens a coach-player relationship, it is also a great motivator for further improvement.

(3) Create a Season Plan

- Set goals for your team and document skills that will be developed over the course of the season. Every practice should mark a progression in your season plan.
- Plan for off-ice activities (skills and fun) and motivational stories.

(4) Run Effective and Efficient Practices

- ENJOY YOUR TIME ON THE ICE! Forget your worries while at the arena. Be passionate, be positive and always be communicating. Your enthusiasm will be contagious.
- The primary goal of every practice should be to develop and increase individual skills. Games should be explained as an opportunity to showcase the skills that have been developed during practice.
- Coaches should complete and deliver their practice plan to assistant coaches at least one day in advance. If that is not feasible, ask an assistant coach to create a plan or take one from the Hockey Canada workbook. Assistant coached must read and understand the practice plan before they step on the ice.
- Practice plans should contain at least 6-7 drills, a portion dedicated to station drills that focus on individual skills.

- For station drills, players should be split into groups based on skills and abilities. Everyone should have success in a similar peer group. Be open to altering groupings as player's progress at varying rates throughout the season.
- While all groupings require the same amount of attention and dedication to details, drills should be modified to push more advanced players and broken down into simpler concepts for lower skilled grouping.
- Spend more time demonstrating a drill than explaining it.
- **High intensity and high repetition!** However, allow enough time to ensure players are not skating into each other or having to slow down. Every repetition should be seen as valuable one-on-one instruction with your player.
- Technical correction **MUST** be done to ensure mastering of core skills and development of good habits. An extra coach should take a player aside and work on the specific skill if required.
- Drills **MUST** include constant and positive reinforcement through providing the technical guidance and encouragement (i.e. "bend your knees", "both feet on the ice", "keep going, you're doing great!"). Demonstrate enthusiasm and surprise when they are able to achieve a new skill.
- Reduce wait times. Keep them moving! Only 2-3 players should be waiting per line.
- Don't forget about the goalies! Have an assistant coach dedicated to working with them. Give them time to set up and recover after each shot.
- Allow your assistant coaches the ability to modify a drill as long as it addressed the skill that has been identified.
- Minimize whiteboard time and have the assistant coaches' set-up the next drill during explanation. Five minutes of saved time every practice equals three extra practices a year.
- Incorporate fun small area games and FIO (Figure It Out) drills. For example, set up pylons and get them to use their creativity.

(5) Use Games to Promote Good Sportsmanship

- Explain the importance of "TEAM" and build an atmosphere of support and trust with teammates and coaches.
- Regardless of the situation stay calm and positive. **REMEMBER** kids see everything you do and hear everything you say.
- Bench management – Coaches should always look for opportunities to provide guidance and instruction in between shifts. Assistant coaches should provide feedback and support to both the players and head coach.
- Use games to analyze your strengths and weaknesses. See what skills need to be improved upon and develop practice plans that will address these deficiencies.
- Equal ice time is expected for Initiation, Novice and Atom divisions and should be strongly encouraged in the older age divisions. A coach should explain their philosophy to parents and players well in advance and provide

a detailed rationale if there is any deviation (i.e. behavioural issues, practice/ game attendance, etc.)

- It is expected in the lower age divisions player should experience playing all positions, including goalie.

(6) Go the Extra Mile

- Look for opportunities to have team functions that help build friendship and comradery. Have off-ice training sessions that incorporate fun and learning. Speak about the role of nutrition over cold chocolate milk after a hard day's practice.
- Try to be first to the rink and last to leave. Please will notice and appreciate your commitment.
- Build your season around some type of theme or goal and use it to foster team spirit (i.e. develop a team motto or poster or use a prop such as a hard hat, etc.)
- ALWAYS have two coaches in the dressing room.

(7) Avoid the Parent/Coach Pitfalls

- A person outside of the team should be able to attend a game or practice and not be able to identify a coach's child based on their interaction with the players.
- Identify and understand that a team's performance during a game or practice may be inadvertently filtered through your child's performance. A great coach realizes when this is happening and can "reset" his/her perspective.
- Instead of directly communicating with your child during a game, have a coaching agreement where other coaches serve that function.

(8) Always seek to Learn and Improve

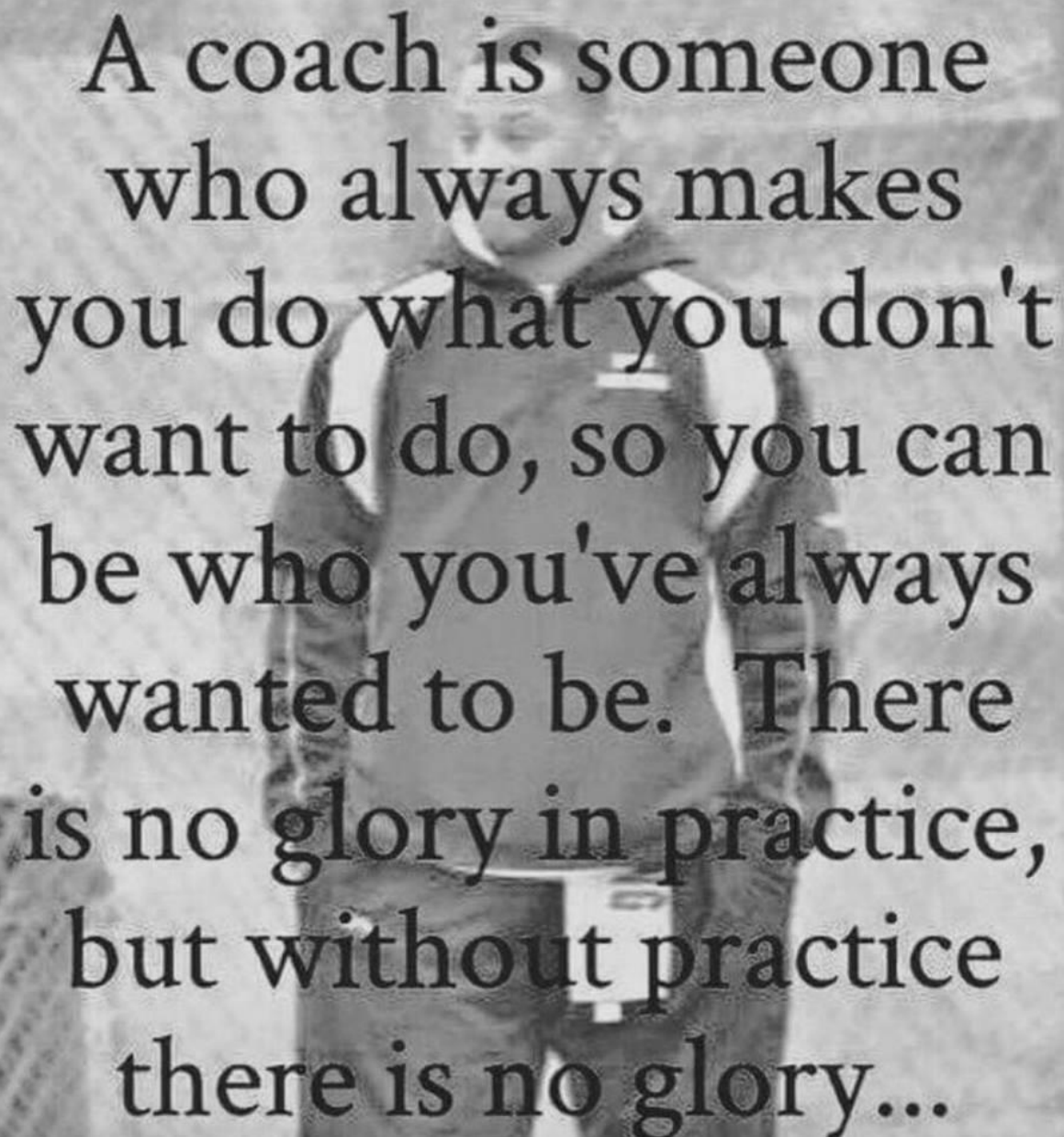
- Great coaches never think they are great, they know they can always improve.
- Take advantage of Hockey Canada Coaching clinics and SHA Speciality Clinics when the opportunities present themselves.

(9) Share Your Knowledge

- Work with our coaches in our association. Ask questions, share practice plans AND ice, discuss philosophies. Find new ideas to take back to your team. If we can learn from each other, ALL the players in our Association benefit!!
- More experienced coaches sign up to be coach mentors for our younger coaches.
- Document how your season went, scan and save practice plans. Provide recommendations at the end of the season to your Commissioner or Director of Hockey Development so that coaching knowledge can be retained and used by others the following season.

(10) Realize your Potential to be a Great Coach!

- Remember you don't have to be a great hockey player to be a fantastic coach. Ask someone to demonstrate if you are uncomfortable or use Hockey Canada's DVD's to illustrate proper technique.
- No coach is perfect. Learn from your mistakes and be open to new ideas.



A coach is someone
who always makes
you do what you don't
want to do, so you can
be who you've always
wanted to be. There
is no glory in practice,
but without practice
there is no glory...

APPENDIX B

Example Season Skills Development Plan and Coaching/Team Philosophy

Season Plan: Skills Development 2016/17 Meadow Lake Colts

Handout – Hockey Canada Core Skills

Individual skills

- Power skating to build core and leg strength, and a powerful stride with “quiet upper body”
- Edge work (tight turns with and without puck), pivots. Crossovers – forward and backward
- Explosive stops and starts (crossover starts both forward and backwards)
- Puck handling creativity (open ice, shoulder fakes, toe drags, pass to self, spinarama, etc.)
- Shots (wrist shot, snap shot, backhand, shooting in stride)
- Passing (taking puck off skates, passing incorporating evasive spin, backhand, saucer, “look off” player and pass)
- Checking (including player safety)
- *“Heads up, hands out, feet moving!”*

Individual tactics

- Angling in all three zones
- Body positioning and battle drills (puck protection)
- Dekes – demo various types of dekes, encourage creativity
- Creating offence – tight turns, wraparounds, using net and boards to chip to themselves

Team tactics

- Offensive zone – create time and space, create/find lanes and attack with speed, get puck into “house”
- Triangulate to support puck carrier
- Defensive goal – be aggressive, take away opponent’s time and space, keep puck out of house, force puck into “ditches”
- Basic forecheck F1 F2 F3 D1 D2
- Head manning puck (give n go)
- D to D passes in all three zones
- Communication – calling for pass (discourage banging stick on ice), goalie helping defenseman

Team building/Off ice activities

- 1st step – getting to know each other
- Encourage partnering up kids they don’t know, stick together as a team as much as possible
- Off ice sessions – Developmental activities as well as fun games that encourage teamwork
- Warm-up as team before ice sessions (tournaments in particular)
- Explain reach individual goals and accomplishments within a team setting

COACHING and TEAM PHILOSOPHY

Dear Parents,

My coaching philosophy is to install three aspects of hockey which I feel are very important for a young player's development:

1. Nurture the players **love for the game** of hockey
2. **Increase skills** – Both hockey skills (strong focus on individual core skills and tactics and life skills (being respectful and supportive teammate).
3. Provide a **team bonding** experience – building an atmosphere where players feel they are a part of something bigger than just themselves.

I am very excited to be your head coach for the 2016-17 Meadow Lake Team and look forward to a great season! As coach, it would be my goal to work with the other coaching staff and parents to provide a safe, fun and positive experience for the kids. While the players on the team would be a mixture of various skills and passion, my primary focus would be to increase these qualities in EVERY PLAYER while fully understanding that these are very young hockey players and having an enjoyable experience is of utmost importance.

My coaching philosophy will be to nurture a player's passion for hockey through focusing on skill development and positive reinforcement. Our coaching staff will follow the MLMHA Player development directive as well as follow the ideals documented in the Top Ten Steps to coaching success. The goal of my coaching staff will be to ensure that every player improves their hockey skills through high energy practices and clear instruction. Practices will consist of mostly half ice sessions with station drills being incorporated to provide high repetition and technical correction. Drills will be progressive and focus primarily on core hockey skills, individual tactics and nurturing creativity. Team skills will also be developed as per Hockey Guidelines.

Another important coaching philosophy I will incorporate is open communication and ensuring players feel like they are part of a team. As well as performing team building activities, my coaching staff will lead by example and always strive to have an upbeat and positive atmosphere. I feel a coach's position is of a role model: respecting players, other coaches and officials as well as focusing on positive reinforcement, player creativity and teamwork. The players will be taught respect for themselves and their coaches, as well as being supportive and respectful teammates. My promise is to treat my players, assistant coaches, and parents with respect and ensure they all feel that they are value contributors to the team.

I look forward to getting to know everyone on the team and having a great season!

Regards

[Name]

Coach – [Team]

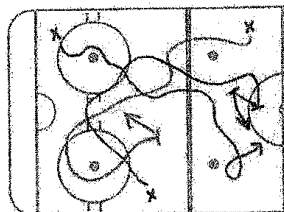
APPENDIX C – Example Practice Plans

HALF-ICE PRACTICE PLAN – RECOMMENDED STRUCTURE

60 min practice · Low player to coach ratio (~6 coaches) · Two nets per half-ice · High repetition/Short line-ups
Personalized instruction · Positive encouragement · Fun & challenging · Every coach is identified for specific tasks

PUCK CONTROL

5-7 minutes



1. Free puck time; skate, shoot, fancy moves, FUN!
2. Random skating with puck trying different types of puck control skills; shoulder-fakes, toe-drag, moving puck with feet stickhandle while dropping on one knee, etc
 - Have players skate at various speeds
 - On whistle, tight turns and explode/stop and explode in the opposite direction
 - End the drill doing give n' go passing with the coaches
 - "Head up, hands out, feet moving!"

SKILL GAMES

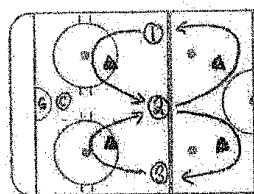
5 minutes

- Games should be fun for the kids while developing their core hockey skills
- Examples include anthill, asteroids (with and without puck carrying), bowling, star wars, british bulldog

POWER SKATING/ CORE SKATING SKILLS

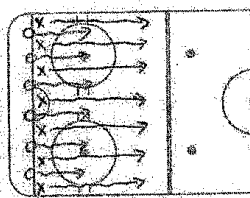
10-15 minutes

Option 1: Funnel Drill



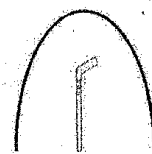
(3 lanes of different skating skills)

Option 2: Group Drill



(split into 2 groups)

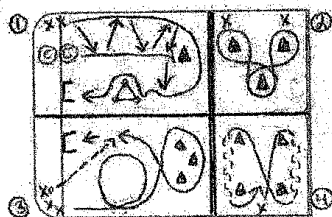
Option 3: Individual Drill



(edgework around stick/pilons)

SKILLS STATIONS

20-25 minutes

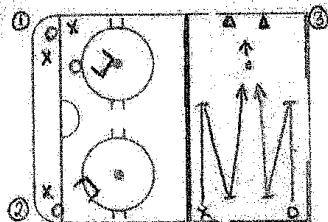


1. Passing with coach
2. Edges and puck control
3. Crossovers
4. Pivots

- Group kids of similar skill levels
- 4 stations, 2 nets
- High repetition with technical correction and positive reinforcement
- Encourage new moves and different types of shots or dekes with every repetition

BATTLE DRILLS/ SMALL AREA GAMES

15-20 minutes



1. 2 on 2's
2. 1 on 1's
3. Puck race using stops and crossover starts

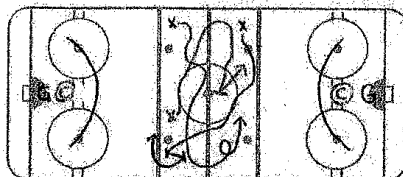
- 2 or 3 stations
- other options include:
 - cross-ice shinny (2 games at once) that encourage creative moves in a game-like situation
 - other types of races/relays using tight explosive turns
 - group battle-drills with emphasis on creating space, passing lanes with teammates, and getting in position to score

FULL-ICE PRACTICE PLAN – RECOMMENDED STRUCTURE

75 min practice : Low player to coach ratio (~6 coaches) : 2-4 nets per practice : Minimal time on whiteboard
 Personalized instruction : Positive encouragement : Fun & challenging : Every coach is identified for specific tasks

PUCK CONTROL

5-10 minutes

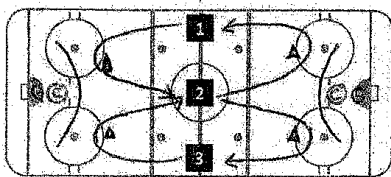


1. Free puck time; skate, shoot, fancy moves, be creative!
 2. Random skating with puck trying different types of puck control skills; shoulder-fakes; toe-drag; moving puck with feet, stickhandle while dropping to one knee, etc.
- Have players skate at variable speeds
 - On whistle, tight turns and explode/stop and explode in the opposite direction
 - "Head up, hands out, feet moving!"

POWER SKATING/ CORE SKATING SKILLS (WITH AND W/O PUCK)

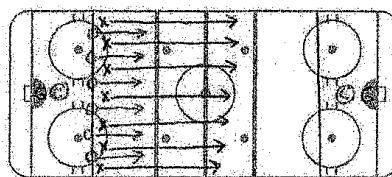
10-15 minutes

Option 1: Funnel Drill



(3 lanes of different skating skills)

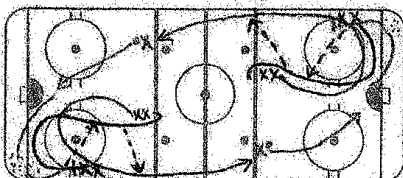
Option 2: Group Drill



(split into 2 groups)

FLOW DRILLS

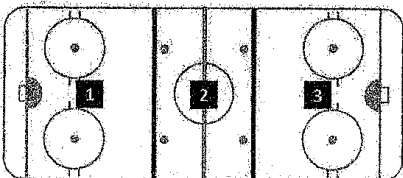
10-15 minutes



- Example; Canadian Swing
- Flow drills should be designed to keep players in motion down the length of the ice and finishing where the next drill begins, allowing the players a quick rest between stations
- Full speed
- Passing and shooting in stride is crucial
- Head up, call for pass, high intensity

SKILLS STATIONS

15-20 minutes



- Typically split ice into 3 areas
- Individual tactics should be the primary focus, using skills that incorporate skating, puck control, passing, and shooting
- Options include offensive creativity drills, evasive skills and tactics, and defensive-related skills

TEAM SYSTEMS AND STRATEGIES

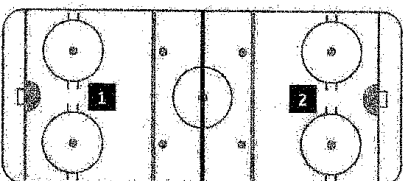
10-15 minutes

** As per Hockey Canada guidelines **

- Example - Breakouts; avoid full-ice breakout while most of team is waiting in line
- Break down into various components that provide high repetitions and addresses the specific skills that are required

COMPETITIVE DRILLS/ SMALL AREA GAMES

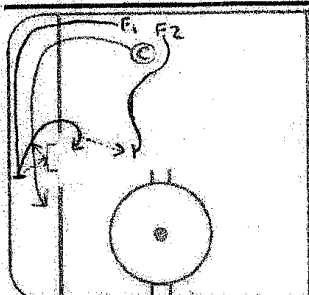
10-15 minutes



- Split into 2 areas (maybe 3, depending on drill type and number of players)
- Battle drills that involve quick feet, stickhandling, angling, body contact, "playing without the puck", etc.
- Relay races or obstacle courses that stress speed, explosiveness, and agility, both with and without pucks
- Friendly competition will bring a strong sense of team camaraderie

SPECIALTY COACHING DRILLS

"OFFENSIVE CREATIVITY"



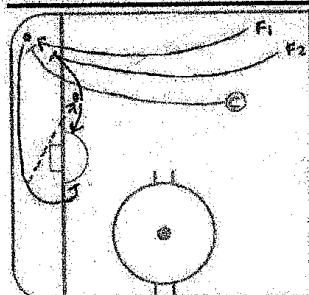
DRILL: BANK PASS OFF NET

Player/Coach Roles

- F1 starts along side boards and carries puck around the corner behind the net, protecting the puck from the defender; once behind the net, F1 quickly stops and banks the puck off the back of the net, eludes the defender, and either wraps the puck around or makes a pass to F2
- as F1 moves around the corner, F2 goes toward the net to either receive the pass from F1 or be in position for a rebound on the wrap-around
- C acts as a passive defender to start, forcing F1 to protect the puck until behind the net; once F1 bank-passes, C can stick-check F1 from behind

Key Teaching Points

- puck protection for F1 with C reminding about keeping head-up
- F1 must stay close to boards in order to have room to make pass
- F1 needs to time the bank-pass while using agility to elude C
- F1 need to skate with head-up to determine whether to pass or wrap puck around
- F2 has to time getting in position to receive the pass from F1/be at the net for a rebound with their stick on the ice



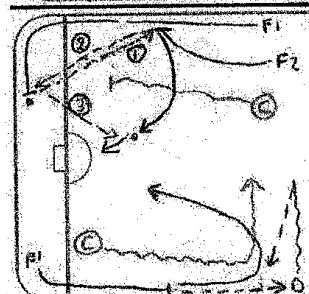
DRILL: DECEPTIVE PASS FROM BEHIND NET

Player/Coach Roles

- C dumps puck into corner then acts as a defender battling F1 for the puck
- F1 and F2 both start on the boards - when the puck is dumped in, F1 skates to the corner to battle the defender for puck possession while F2 acts as support
- when F1 gets possession, he races as if to go around the net (at the same time, F2 begins to slide to the side and front of the net)
- when C begins to move to the other post, F1 either slides a drop-pass while in motion or else stops and makes the pass to F2 to catch the C out of position

Key Teaching Points

- F1 must battle for the puck and once he gets possession, needs to explode along the boards with head up
- F2 must anticipate the pass from F1 and ensure there is a proper lane for F1 to make the pass
- F1 must be deceptive and fake the wrap-around



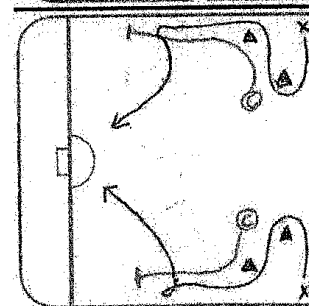
DRILL: DOWN-LOW/UP-HIGH 2 ON 1 GIVE AND GO

Player/Coach Roles

- F1 and F2 start together along the side boards with F1 carrying the puck, both skate towards the corner
- C acts as a defender, mirroring them
- at the hash, F1 stops with the puck while F2 continues to the corner and stops and establishes a position for F1 to pass him the puck - C positions himself so F1 cannot drive to the net
- F1 passes F2 the puck - C slides to the corner towards F2
- after passing the puck, F1 breaks to the net and F2 passes the puck to F1 in stride, who shoots on goal
- the technique is similar for the up-high 2 on 1

Key Teaching Points

- the player who has the puck must skate with head up and have patience
- the player receiving the pass needs to ensure he creates a passing lane
- the player "giving and going" must be explosive
- for the up-high 2 on 1, always drag the puck to the middle of the ice



DRILL: FIND LANE AND EXPLODE

Player/Coach Roles

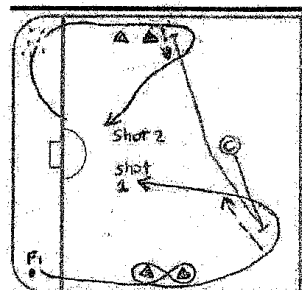
- F1 starts along side boards and weaves through the cones
- after F1 weaves around cone 1, C acts as a defender keeping F1 to the outside [cone 2 will act as open space between them]
- after F1 weaves around cone 2, C will overpursue
- F1 recognizes the overpursuit, cuts into the lane when it's open, and explodes to the net with the puck for a shot
- OPTION: F1 can perform a spinorama around cone 2 and explode to the net

Key Teaching Points

- Cs must be active participants and provide F1 the opportunity to recognize the lane and explode
- F1 needs to keep head up in order to be able to see the lane and passing options

SPECIALTY COACHING DRILLS

"OFFENSIVE CREATIVITY"



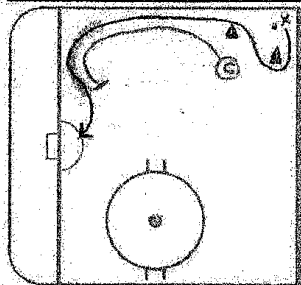
DRILL: DECEPTIVE SELF-PASS (CORNER DRILL)

Player/Coach Roles

- F1 starts in high slot and skates below goal line, picks up puck and comes back out along the boards
- as F1 skates up the wall, C attacks player in a direct route
- as F1 gets to C, he passes the puck softly past C to the slot, and quickly turns tight around C, picks up his own pass, and drives to the net
- F1 then makes a creative move/deke on the goaltender

Key Teaching Points

- heads-up puck control for F1 at all times
- do not telegraph the self-pass
- quick turn with low body position is required by F1 to get around the defender and explode to net with speed
- with every repetition, F1 should vary their creative move



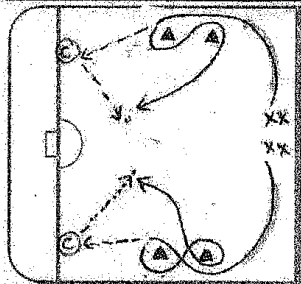
DRILL: WIDE-STANCE PUCK PROTECTION WITH NET DRIVE

Player/Coach Roles

- F1 starts at boards near the blue line and weaves through the cones
- cone 2 forces F1 wide, at which time Centers and acts as a defender trying to keep F1 wide
- F1 protects the puck with one-hand on his stick and uses his body leverage to drive past C to get to the net

Key Teaching Points

- F1 can try 2 options to protect the puck:
 - wide stance
 - get low and drive with leading leg
- when breaking to the net, F1 should look at openings on the short-side or 5-hole to shoot the puck



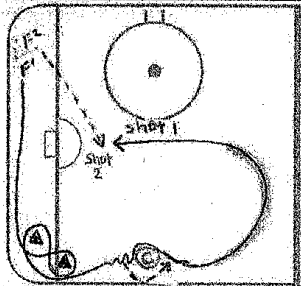
DRILL: TIGHT TURNS/EVASIVE MOVES/CREATING SPACE

Player/Coach Roles

- F1 starts in the slot with C1 beside him
- F1 skates in a semi-circle doing crossovers and protects puck with one-hand on his stick fending off C1 until he gets to the cones (C1 peels off at that point)
- F1 carries the puck down low and passes to C2
- F1 weaves a tight turn figure-8 through the cones and breaks to the front of the net
- C2 passes puck to F1 for a shot on net

Key Teaching Points

- F1's stick stays on ice during turns and while waiting for the pass
- proper use of edges and low body position for protecting puck and during tight turns
- F1 needs to keep head up for both passing and receiving the pass
- SHOOT TO SCORE



DRILL: EVASIVE MOVES/2 SHOTS

Player/Coach Roles

- F1 starts with a puck on the goal line
- F1 skates behind the net to the corner, weaving a tight turn figure-8 through the cones carrying the puck
- F1 banks the puck off the boards past C using an evasive shoulder move, picks up puck and performs crossovers to the center of the ice
- F1 shoots on goal from the high slot
- F2 passes a puck from beside the net to F1 (who is still driving the net) for a second shot

Key Teaching Points

- F1 - constant puck control with head-up
- proper use of edges and low body position for protecting puck and during tight turns
- evasive shoulder move on coach (must be deceptive)
- F1 must call for pass from F2
- F1 needs to keep stick on ice for the
- second shot should be quick-release

APPENDIX D

Hockey Canada Core Skills

HOCKEY CANADA

Initiation Core Skills



Phase 1	Phase 2	Phase 3	Phase 4
Balance and Agility	Balance and Agility	Turning and Crossovers	Turning and Crossovers
1. Basic stance	1. Gliding with knee bend	1. C-cuts - around circle - outside foot	1. C-cuts - around circle - outside foot
2. Getting up from the ice	2. Gliding on one skate - backward	2. Crossovers - forward	2. Crossovers - forward
3. Balance on one foot	3. Lateral crossovers - continuous	3. Crossovers - three quick - left and right	3. Crossovers - three quick - left and right
4. Jumping - one foot	Edge Control	4. Backward one-foot stop and t-start	4. Backward one-foot stop and t-start
5. Gliding on two skates	4. Figure 8's - backward - inside edge	Starting and Stopping	Starting and Stopping
6. Gliding on one skate - forward	Forward Skating and Striding	5. Crossover start	5. Crossover start
7. Lateral crossovers - step and plant	5. Exaggerated stride	6. One-leg backward stop	6. One-leg backward stop
Starting and Stopping	Backward Skating	Stationary Puck Control	Stationary Puck Control
8. T-start	6. C-cuts - alternating	7. Toe drag - side and front	7. Toe drag - side and front
9. One o'clock - eleven o'clock stops	7. Gliding on two skates - backward	8. Partner on knees - moving stick	8. Partner on knees - moving stick
Forward Skating and Striding	Starting and Stopping	9. Stick through legs	9. Stick through legs
10. C-cuts - alternating	8. Outside leg stop	10. Rotation	10. Rotation
11. C-cuts - both feet	9. Backward c-cut start	11. Puck through legs from back	11. Puck through legs from back
12. Forward striding	10. Front v-start	Moving Puck Control	Moving Puck Control
Edge Control	11. Two-leg backward stop	12. Open ice carry - forehand	12. Open ice carry - forehand
13. Figure 8's - forward - inside edge	Turning and Crossovers	13. Open ice carry - backhand	13. Open ice carry - backhand
14. Figure 8's - forward - outside edge	12. Tight turns	14. Stick through legs	14. Stick through legs
Turning and Crossovers	13. 360's - left and right	Stationary Passing and Receiving	Stationary Passing and Receiving
15. Glide turns	14. C-cuts - around circle - outside foot - backward	15. Stationary forhand pass	15. Stationary forhand pass
Stationary Puck Control	Stationary Puck Control	16. Stationary backhand pass	16. Stationary backhand pass
16. Stance	15. Side - front - side	17. Stationary bank pass	17. Stationary bank pass
	16. Hands wide	Moving Passing and Receiving	Moving Passing and Receiving
	17. Hands together	18. Moving forehand pass	18. Moving forehand pass
	18. Narrow and wide combination	19. Moving backhand pass	19. Moving backhand pass
	Moving Puck Control		
	19. One leg - left and right		
	20. Narrow and wide combination		
	21. Weaving with puck		
	Sweep Shot		
	22. Sweep shot - forehand		
	23. Sweep shot - backhand		

HOCKEY CANADA



Novice Core Skills

In addition to Initiation Core Skills

Phase 1	Phase 2	Phase 3	Phase 4
Balance and Agility	Starting and Stopping	Moving Puck Control	Moving Puck Control
1. Gliding - one foot - toe on puck	1. Two foot stop	1. Puck inside pylon - on stick	1. C-cuts - narrow
2. Shoot the duck - forward and backward	Backward Skating	2. Crossover circle - stickhandling the puck	2. C-cuts heel - wide
3. Lateral crossovers - over stick	2. Slalom - c-cuts narrow	3. Forehand only - with pylons	3. Toe on pucks
Edge Control	3. Slalom - alternating lead foot	Moving Passing and Receiving	4. Two pucks - stick and feet
4. One leg weaving - forward	Forward Skating	4. Moving fwd pass / receive - one touch	5. Slalom narrow and wide / toe drag combo
Forward Skating and Striding	4. Slalom - c-cuts wide	Stationary Passing and Receiving	6. Forehand - one hand - with pylons
5. Slalom - c-cuts narrow	Moving Puck Control	5. Pass behind - pull puck through legs	Offensive Tactics - Neutral Zone
6. C-cuts - alternate crossovers	5. Crossover circle - carry the puck	6. Pass behind - off skate to stick	7. Cross and drop
7. C-cuts - heel only	6. Hands together	Tips and Deflections	8. Cross and carry
8. Stride and bend	7. 360 spin - left and right	7. Stationary tips - on ice - low	Offensive Tactics - Offensive Zone
9. Jump stride	8. Three crossovers - carry the puck	8. Stationary tips - on ice - high	9. Net drive
Backward Skating	9. Three crossovers - stickhandling the puck	Individual Offensive Tactics	Individual Offensive Tactics
10. Slalom - c-cuts narrow	10. Rotation	9. Attack triangle - puck under stick	10. Toe drag
11. Jump stride - backward	11. Hands wide	10. Attack triangle - puck between legs	11. Spin-o-rama
Stationary Puck Control	12. Behind body - side to side	Offensive Tactics - Defensive Zone	12. Puck back through legs
12. Figure 8's - two handed	Edge Control	11. Puck retrieval basics	13. Leave puck - go around
Turning and Crossovers	13. Forward Scissor Skate - small	12. Puck retrieval - wheel	14. 360 move
13. Crossovers - backward - reaching	14. Backward scissor skate - small	13. Direct pass - wall	15. Fake inside / go outside
14. C-cuts - around circle - crossovers	15. Slalom - alternating lead foot	Offensive Tactics - Neutral Zone	16. Fake outside - go inside
15. Heel to Heel - glide	Moving Passing and Receiving	14. Pass and follow	
Moving Puck Control	16. Pass and follow	15. Give and go	
16. Side / front / side	Wrist Shot	Offensive Tactics - Offensive Zone	
17. Heel to Heel - skates	17. Wrist shot - forehand - high	16. Net drive	
18. Edge control - one leg	18. Wrist shot - in motion	17. High delay	
19. Figure 8's - transition	19. Wrist shot - backhand - high	18. Puck retrieval - quick up	
Moving Passing and Receiving		19. Direct pass - midlane	
20. Moving bank pass - forehand	Offensive Tactics - Defensive Zone		
21. Moving bank pass - backhand	20. Escape moves		
22. Pairs passing			

HOCKEY CANADA

Atom Core Skills



In addition to Initiation and Novice Core Skills

Phase 1	Phase 2	Phase 3	Phase 4
Edge Control	Turning and Crossovers	Dekes	Individual Offensive Tactics
1. Forward scissor skate - large	1. C-cuts - around circle - inside foot - backward	1. The slider	1. Fake pass - shoot
2. Backward scissor skate - large	2. C-cuts - around circle - crossunders - backward	2. Drop and kick	2. Fake shot - deke
Forward Skating and Striding	Stationary Puck Control	3. Lacrosse move	3. Fake wrist shot
3. C-cuts - back foot crossunders	3. Puck scoop - forehand	4. Off wing one-hander	4. Fake shot - pass
4. Forward striding - hands on stick on ice	4. Puck scoop - backhand	5. Stick through legs flip shot	5. Puck protection basics
Stationary Puck Control	5. Puck over stick - forehand and backhand	Individual Offensive Tactics	6. Puck protection - turnbacks
5. Figure 8's - one handed	6. Flip puck up - knock down	6. Fake pass - toe drag	7. Puck protection - loose puck
6. Body / stick - opposite	Moving Puck Control	7. Fake drop pass	8. Double fake
7. Bounce puck on blade	7. Body / stick - opposite	Offensive Tactics - Defensive Zone	Offensive Tactics - Neutral Zone
Moving Puck Control	8. Puck scoop - forehand	8. Puck retrieval - turnback	9. Area pass
8. Body / puck - opposite	9. Puck scoop - backhand	9. Puck retrieval - over pass	Phase 5
Stationary Passing and Receiving	10. Backhand - one hand - with pylons	10. Puck retrieval - reverse pass	Individual Offensive Tactics
9. Stationary saucer pass - forehand	Slap Shot	Offensive Tactics - Offensive Zone	1. Slider
10. Stationary saucer pass - backhand	11. Slap shot - low	11. Behind the net walkout	2. Drop puck in skates
Snap Shot	Tips and Deflections	12. High walkout	3. Puck outside d-man - body inside
11. Snap shot - low	12. Stationary tips - between legs - fhd / bhd	13. Low walkout	4. Toe drag - puck off skate
Tips and Deflections	13. Moving tips - forehand and backhand		5. Miss puck then deke
12. Stationary tips - out of air - fhd and bhd	Dekes		6. Flip puck over stick
Dekes	14. The chili dip		7. Defender as a screen
13. Gretzky move	Individual Offensive Tactics		Offensive Tactics - Offensive Zone
14. Wraparounds	15. Fake pass		8. Fake wrap around - pivot and shoot
Individual Defensive Tactics	Offensive Tactics - Neutral Zone		9. Fake wrap around - pass short side
15. Gap control	16. Chip pass		Face-Offs
16. Closing the gap			10. Techniques - quick draw
			11. Techniques - hit stick
			12. Techniques - draw back fhd / bhd
			13. Techniques - body block / use feet
			14. Techniques - body block / forward support
			15. Techniques - forward

HOCKEY CANADA

PeeWee Core Skills

In addition to Initiation - Atom Core Skills



Phase 1	Phase 2	Phase 3	Phase 4
Edge Control	Turning and Crossovers	Dekes	Individual Offensive Tactics
1. Forward scissor skate - large	1. C-cuts - around circle - inside foot - backward	1. The slider	1. Fake pass - shoot
2. Backward scissor skate - large	2. C-cuts - around circle - crossunders - backward	2. Drop and kick	2. Fake shot - deke
Forward Skating and Striding	Stationary Puck Control	3. Lacrosse move	3. Fake wrist shot
3. C-cuts - back foot crossunders	3. Puck scoop - forehand	4. Off wing one-hander	4. Fake shot - pass
4. Forward striding - hands on stick on ice	4. Puck scoop - backhand	5. Stick through legs flip shot	5. Puck protection basics
Stationary Puck Control	5. Puck over stick - forehand and backhand	Individual Offensive Tactics	6. Puck protection - turnbacks
5. Figure 8's - one handed	6. Flip puck up - knock down	6. Fake pass - toe drag	7. Puck protection - loose puck
6. Body / stick - opposite	Moving Puck Control	7. Fake drop pass	8. Double fake
7. Bounce puck on blade	7. Body / stick - opposite	Offensive Tactics - Defensive Zone	Offensive Tactics - Neutral Zone
Moving Puck Control	8. Puck scoop - forehand	8. Puck retrieval - turnback	9. Area pass
8. Body / puck - opposite	9. Puck scoop - backhand	9. Puck retrieval - over pass	Phase 5
Stationary Passing and Receiving	10. Backhand - one hand - with pylons	10. Puck retrieval - reverse pass	Individual Offensive Tactics
9. Stationary saucer pass - forehand	Snap Shot	Offensive Tactics - Offensive Zone	1. Slider
10. Stationary saucer pass - backhand	11. Snap shot - low	11. Behind the net walkout	2. Drop puck in skates
Snap Shot	Tips and Deflections	12. High walkout	3. Puck outside d-man - body inside
11. Snap shot - low	12. Stationary tips - between legs - fhd / bhd	13. Low walkout	4. Toe drag - puck off skate
Tips and Deflections	13. Moving tips - forehand and backhand		5. Miss puck then deke
12. Stationary tips - out of air - fhd and bhd	Dekes		6. Flip puck over stick
Dekes	14. The chili clip		7. Defender as a screen
13. Gretzky move	Individual Offensive Tactics		Offensive Tactics - Offensive Zone
14. Wraparounds	15. Fake pass		8. Fake wrap around - pivot and shoot
Individual Defensive Tactics	Offensive Tactics - Neutral Zone		9. Fake wrap around - pass short side
15. Gap control	16. Chip pass		Face-Offs
16. Closing the gap			10. Techniques - quick draw
			11. Techniques - hit stick
			12. Techniques - draw back fhd / bhd
			13. Techniques - body block / use feet
			14. Techniques - body block / forward support
			15. Techniques - forward

HOCKEY CANADA CORE SKILLS

BANTAM / MIDGET

In addition to Initiation - Pee Wee Core Skills

Offensive Zone	Forechecking	Special Teams	Face-Offs
<input type="checkbox"/> Soft dump <input type="checkbox"/> Ladder plays <input type="checkbox"/> Hard rim	<input type="checkbox"/> NZ 1-2-2 – press <input type="checkbox"/> NZ 2-1-2 – contact	<input type="checkbox"/> Power play breakout <input type="checkbox"/> Penalty killing forecheck	<input type="checkbox"/> Defensive zone win <input type="checkbox"/> Offensive zone