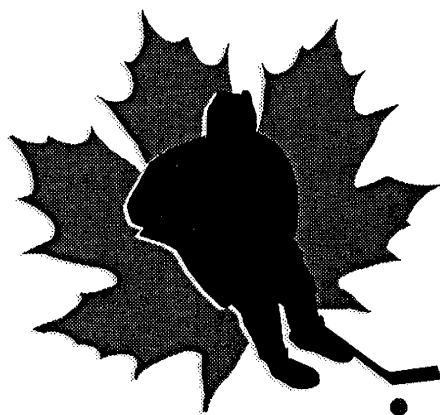




Coaches Manual

Official Coaches Manual of the Canadian Ball Hockey Association



FOREWORD

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Canadian Ball Hockey Association.

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Introduction

PURPOSE

The purpose of this Coaching Manual is to attempt to provide each coach in the Canadian Ball Hockey Association with the necessary skills and ability they need to make their job as a coach more rewarding and enjoyable.

Coaching Philosophy

A concise statement can be found in the 3M National Coaching Certification Program. Coaching is about helping other people improve and achieve their goals in and through sport. It also means creating an environment in which this can take place.

Provide every participant in a sport program with a positive experience

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

Provide an opportunity for participants to achieve their full potential in sport

Each individual has unique interests, abilities, and talents that characterize him/her. Each participant must be provided an equal opportunity to explore his/her interests and to develop his/her skills and abilities. Sport programs must challenge each participant relative to his/her goals and capabilities.

Use sport as a personal development tool

Sport enables a participant to challenge him/herself, the environment, and others. It also gives the participant an opportunity to interact with others. In itself, sport is neither good nor bad, however, it can be a vehicle for good.

Coaches are encouraged to expand their skills not only through the philosophies of this document, but also through the attainment of coaching certificates offered by various organizations such as:

- Hockey Canada (CHA)
- National Coaching Certification Program (NCCP)

Characteristics of Coaching

As a general rule, all coaches do the following:

- ✓ Instill the love of sport in a fun and safe environment.
- ✓ Promote participation and encourage participants regardless of their ability level.
- ✓ Provide support to athletes in areas such as training, physical, tactical and mental preparation.
- ✓ Work towards improving the athletes competitive abilities.
- ✓ Work to develop athletes in the long term.
- ✓ Use sport as a means of developing the individual in a holistic fashion.
- ✓ Teach values through sport.
- ✓ Help athletes become as good as they can be.
- ✓ Create conditions whereby sport is a positive experience and the athlete's self-esteem is enhanced.

There are two contexts of coaching, each reflecting the major objectives pertaining to the athlete's development, as well as their proficiency level:

- **Introduction to competition**
- **Developmental competition**

Introduction to competition: (House League) - This type of coach will, for the most part, be working with children, preadolescents and adolescents. They will teach basic skills and tactics, and prepare athletes for low-level competitions. Athletes train on a seasonal basis to improve their general fitness level. Fun is an important part of the athletes' sport experience. Specialization is not a priority at this stage, and sport provides an opportunity to teach values and develop social skills.

Developmental competition: (Rep Teams) - As a general rule, this type of coach works with adolescents and young adults. They help athletes refine basic skills and tactics, teach more advanced skills and tactics, and prepare them for provincial or national level competitions. Athletes train several times a week on a seasonal or annual basis to improve performance. Although having a good time remains an important part of the athlete's sport experience, the outcome of competitions takes a greater importance, as athletes may have to meet pre-determined performance standards. Event/discipline specialization and fitness also become important at this stage. Sport provides an opportunity to teach values and ethics, and refine social skills.

Duties of a Coach and Manager

Major Responsibilities:

1. The Coach and Manager are completely responsible of the conduct for their players and other personnel connected directly with the team during all practices, exhibition, league, tournament, and championship games.
2. All disputes or problems involving the team will be reported to the President of the league through the Coach or Manager.
3. Equipment secured for the Equipment Manager is under the supervision, care and responsibility of the Coach or Manager.

General Information:

It is imperative that all correspondence or verbal information re: playing hours, exhibition games, league games, and any other reference to the team, be relayed to the Coach or Manager, by the league.

Players Registration Cards

The Coach or Manager will be advised of the procedure at the start of each season. Carry the copies at all games, league, exhibition, provincial or national.

First –Aid Kit

A first-aid kit should be kept on the bench at all times. Make sure it is always full.

Game Sheets (Game Reports)

Ensure that it is properly completed and all eligible players and team staff are listed appropriately. A copy from each game should be maintained for team records and reviewed immediately after the game for errors, omissions, or penalties causing suspensions.

Home Team

Introduce yourself and your team personnel to the visiting team Coach and Manager. Make them feel at home. You will find that by doing this, the same treatment will be afforded you when you are the visitor.

Game Score

Publicity is generally handled through the local league or association with the League Secretary sending out the periodical standings.

Injury

Ensure that any injuries that may occur are properly noted either on the game sheet or an incident report is completed and signed by the officials of the game. This step is critical to the accident claim process should an injury require medical attention whether immediately or later on. See Safety section for Accident Report form sample.

Pre-Season

1. Obtain the schedule for team practice times and exhibition games from the league.
2. The Coach or Manager is responsible for compiling team lists for player selection, and ultimately the proper completion of registration forms by all players and team staff.
3. **IMPORTANT:** Become thoroughly acquainted with each individual leagues rules, provincial rules and regulations for league and tournament play, and know the proper procedures for filling out game sheets.
4. Arrange for a team meeting in order to review objectives, goals, expectations for time and the cost for the season ahead. Present Team Rules, if applicable, with parents and players.
5. Compile a directory of player's name, addresses, telephone numbers and health card numbers. Note any physical problems such as allergies, diabetes, etc., on a special form.
6. Improve knowledge in the care and treatment of emergency first-aid.
7. Request that each player have a physical check-up by their family doctor.
8. Have available sufficient game evaluation forms for the season to evaluate your players' progress.

Practice Time

The coach or Manager must advise all players of practice time and locations. It is a good policy to have all players at the arena at least half an hour prior to the start of the practice. Give the players as much notice as possible. If you cannot get a rink, practice at a playground, school yard, etc., and use pylons to mark the rink measurements.

1. Arrange for a dressing room upon arrival at the arena.
2. Make sure you have all the equipment for the practice, e.g. balls, first-aid kit, chalkboard and water bottles.
3. The Manager is to make sure that all players are ready with enough time that the Coach will require to instruct the players taking to the playing surface. At this time, the coach should review the objectives of the practice and what the players can expect.
4. Once the players take to the playing surface, the coach is now in charge of the time.
5. The Coach will seek assistance from the Manager on the playing surface during the practice.
6. Be aware of who your weakest players are and give them extra attention or motivation to help them improve more rapidly. As their abilities improve, so too does their self-esteem, provided you exhibit confidence in them in game situations as well.

7. Practice Plan

- Have a theme, e.g. power-play.
- Have a daily plan and keep records.
- Give out coloured sweaters or target jerseys so you can tell the players apart.

8. Scrimmages

- Control your scrimmage, (blow whistles for off-sides, etc.)
- Power play and penalty killings, scrimmage, etc.
- 3 on 3 if you lose your scoring punch.
- 2 on 2 or 3 on 3 in restricted areas to work on skill development. NOTE: Blow whistle quickly (every 30-45 seconds to teach quick changes.

9. Technical before a game

- Familiarizing the players about everything that was done in the last practice.

10. Staleness

- Mix fun with work.

Exhibition Games (Home and Away)

Arranging home and away exhibition games is the responsibility of the Coach or Manager.

Home Games (Exhibition)

1. Notify your League Director.
2. Arrange for Referees and Time-keepers.
3. Game Sheets must be filled out by both teams.

Away Games (Exhibition)

1. Notify your League Director.
2. Arrange for transportation and a departure point.
3. Upon arrival at out-of-town arenas, communicate with their Coach or Manager, and above all, be aware of all situations. DO NOT put your team on the playing surface unless a Game Sheet is completed by both teams, and arena conditions are safe.

Team Motivation

1. Make every player on the team feel like he/she is a very important member of the team.
2. Set achievable team goals and encourage each player to set achievable individual goals.
3. Pep talks are only good for a certain time period, so don't make them a regular habit.
4. Reward effort as much as you do results. It is easy to recognize and praise a player who has just made a great play. But Coaches usually are less likely to reward a player who tried hard

but did not make the play.

5. If Coaches demand of their athletes only that they give their best, and if they reward their efforts rather than focusing only on outcome, players can learn to set similar standards for themselves. IMPORTANT: A coach must also display and demand this of him/herself.
6. It is a Coach's responsibility to do his utmost to assure that winning is put in a healthy perspective. Winning is an important goal, but it is not the more important objective.

League Games (Home and Away)

A schedule of all league games will be given to the Coach or Manager. It is good practice to prepare copies of your games only and give to each player on the team. Either way, advise the players of the next league game after each game played and/or practice.

Home Games (League)

1. Have the players at the arena at least half an hour before the game is scheduled to start.
2. Arrange for the dressing room.
3. Give the Game Sheet to the Visiting Coach or Manager if required.
4. The Manager is to make sure that all players are dressed and ready prior to the instructions by the Coach.
5. Give the Game Sheet to the Time-keeper prior to the start of the game.
6. When the players take to the playing surface - LOCK YOUR DRESSING ROOM, or ensure that all valuables are brought to the bench if the room cannot be secured.
7. Game Days
 - Tell the players the line-up after the last practice to give them confidence.
 - Use all of the players in all situations, e.g. power-play, penalty killing.
 - Write down how to handle your line sequence.
 - Do you match lines? It is up to you as a Coach.
 - Have a well organized warm-up period.
 - Tell the players to stretch in the dressing room.
 - Pre-game talks, shorts, tactics. Do your own talking.
 - Keep lines together, (if possible).
 - Change the lines early, and tell the players to discipline themselves.
 - Let them know which line or players are next on the floor.
 - Keep your cool, don't yell.
 - Applaud if the line scores.
 - Show players on the bench good plays by the line of players on the floor.
 - Keep team meetings to a minimum.
 - Win, lose or draw, go into the dressing room at the end of the game with a positive attitude.
 - In House League games, encourage players to try different positions from one game to the next, and ensure that all players, regardless of ability, enjoy an equal amount of playing time.
8. End of the game
 - Review a few things that happened during the game.

- If criticized by anyone, come back with a positive answer.
- Look for humour.
- Look for one motivational sign.

During the Game (League)

Coaching, line changes, etc., are the complete responsibility of the Coach and his Assistant. The Manager must confer with the coach as to what assistance he requires on the bench.

1. The Manager should do all statistics during the game.
2. Opening and closing of the gate.
3. First-aid is the responsibility of the Coach, Manager, Trainer or the Assistant.
4. During the game, all comments regarding the progress of each player should be handled by the Coach.

After the Game (League)

1. Have the players line-up and shake hands with the other team.
2. Open the dressing room for the players.
3. Pick up the Game Sheet from the Time-keeper. Make sure the score of the game is recorded correctly and that the Referees and Time-keepers have all signed it.
4. Obtain incident report for any injuries.
5. Advise the players of the next game, practice, or exhibition game.

Post Season

1. Finalize all statistics for the season.
2. Arrange for a team picture.
3. Arrange for a closing party.
4. Take inventory of all equipment, and arrange to have it cleaned, repaired, and stored. Place next season's order for equipment now.
5. Circulate off-season training program.
6. Attend Association Annual General Meeting.
7. Hold an evaluation meeting.

Selecting a Team (Rep Teams & Elite Levels Only)

1. Never release a player until you have examined his ability under game situations. (That is why it is very important to arrange exhibition games early).
2. Make your releases personal
 - Tell the player why he has not been selected.
 - Avoid posting a list unless there are too many players in camp.
3. Selected Players
 - Check their jersey numbers, if it is you who gives it to them.

- Take the team picture early.
- Tell them where they fit into the team, what their objectives for the season should be, and what your expectations of them are.
- Sit the players in the dressing room the way you want them.
- Never point out a rookie.

4. Training Camp work-outs

- Scrimmage (a good way to see a player under game situations).
- Rotate players to different playing positions.
- Rate each player after each work-out.
- Keep track of scoring and goals against.
- The Coach makes the final selections.
- At the end of the training camp, start your playing systems.

5. Selection of Captains

- The Captain is a very important person.
- The Coach selects the Captain and two Alternates.
- The Captain must be respected for his ability.
- The captain must be cool under fire.
- He must have knowledge of the rules.
- Sometimes people do not want to be Captain or Assistant, and coaches must respect that.
- Review their duties and your expectations.

Tournaments

The details involved are the responsibility of the Coach or Manager.

1. Transportation planning - car, rail, plane or bus.
2. Send a complete list of players to the tournament host.
3. Present the player's registration cards to the Tournament Officials and see that the team is properly registered.
4. Be sure to get a receipt for the payment of the tournament entry fee.
5. Arrange for hotel accommodations for the players and all of the team officials.
6. At tournaments, where a number of games are to be played on the same day, the time between the games should be planned to ensure proper rest and rehydration.
7. It is the responsibility of the Coach or Manager to see that the team is kept together as a unit and their activities are arranged so that they are ready to play another game.
8. Know the phone number of police and ambulance in the city where the tournament is being held, and the location of the nearest hospital.

9. Arrange for dressing room facility and equipment storage.
10. Meal and rest stops while travelling should be pre-planned.
11. Make sure and double check that all equipment is where it should be, when it should be.
12. Review the rules of the tournament and ensure you have a clear understanding of the game point system, ranking process, and tie-breaking procedures.
13. During the tournament, review the standings on a regular basis and what is required to attain advancement to the playoff round.
14. Never humiliate weaker opponents. Review mercy rules for large leads and do not encourage running up the score when it does not assist in your team's advancement in the tournament.
15. If your team is eliminated early, use remaining games to ensure that all players are rewarded with a fair amount of playing time. Ask your players to take the game seriously and respect that the outcome may have a bearing on the fair advancement of other teams competing.

Legal Liability Of Coaches - Key Points

The practice of certain sporting activities involves some risk. One of the most important roles of a coach is to manage risk such that the activities take place in safe conditions.

Below is a general description of the main legal liability issues of which coaches must be aware.

- In the case of an accident, the conduct of the coach will be compared to the behaviour of another prudent and reasonable coach in similar circumstances.
- The general obligation imposed on a coach is relative, not absolute. This means that the coach must take reasonable action to prevent any accident from happening in his/her presence (relative), as he/she cannot guarantee that there will never be any accidents (absolute).
- A coach has certain obligations toward the participants/athletes with regard to safety. Specifically, the coach must effectively supervise the activity, give relevant instructions and information, and ensure that the site and the sport facilities are properly maintained and repaired.
- As the person in charge, the coach must offer a program that is consistent with the age, physical condition and proficiency level of the participants/athletes. The coach must also know the rules governing his/her sport and the sport's unique safety requirements.

NOTES: _____

It's All About the Kids

IT'S ALL ABOUT THE KIDS

Reasons Why Children Participate In Their Favourite Sport

In a study of 2,000 boys and 1,900 girls from 7th to 12th grade, Ewing & Seefeldt (1987) asked children to prioritize what motivated them to participate in their favourite sport in school. The top ten reasons were:

1. To have fun.
2. To improve their skills.
3. To stay fit.
4. To participate in an activity at which they succeeded.
5. To have fun competing with others.
6. To exercise.
7. To be part of a team.
8. To compete.
9. To learn new abilities
10. To win

What Parents Expect of Coaches

According to a British Columbia Sport Parents Survey from the Ministry of Government Services Sports and Commonwealth Games Division (1994), parents ranked what they expected from coaches of their kids. They are:

1. Make Sport enjoyable.
2. Respect children as individuals.
3. Be a knowledgeable leader.
4. Be safety conscious.
5. Act in a mature and adult manner.
6. Be fair.
7. Respect rules and officials.
8. Give equal opportunity for playing time.
9. Plan activities effectively.
10. Be approachable.
11. Strive to win.

Understanding Maturity Levels & Setting Reasonable Expectations as a Coach

Age: 6-7 years

General Remarks	Psycho-social	Learning	Physical	Preferences	To Avoid	Suggestions	Examples
At this age the child remains fairly individualistic and self-centred. Needs a lot of attention and must be in the company of an adult and/or in a small group.	Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex.	Learns best by observing, quickly followed by doing. Short attention span (a few minutes). Ability to reason is limited to what is readily observable.	The development of the nervous system is almost complete. The rate of physical growth is constant, yet relatively low. On average, there is little difference between boys and girls with regard to height and weight. The head is still very fragile. Bones, tendons, muscles and ligaments cannot sustain high loads.	Enjoys individual activities, with some interaction with the group (i.e. tag). Likes to throw, catch, hit, kick, run, jump, climb, etc. Enjoys all types of activities that require imagination or involve imitating an adult. Games must have a minimum of rules, and encourage creativity.	Activities that feature repeated impacts or where there is a risk of collision. Repetitive activities. Activities that feature too much structure.	All activities should take the form of games. Conditions in which activities or games take place should be varied to promote the development of a variety of motor patterns and skills.	Relay or obstacle races. Somersaults, piroettes, jumps, runs, counter lateral movements, rope climbing, rope skipping, use of play structures, sliding, throwing, catching, passing a ball with the hands or the feet, hitting a ball, etc.
High dependence on parents.	Sometimes shy.	May be afraid of the unknown.	Always seems to be moving. Coordination is not very well developed, endurance is low.	Likes activities where the whole body is involved (i.e. jumping, running).	Specialization in a sport or for a position.	Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity. Modified, scaled-down equipment should be used.	Basic strength exercises using the child's own body weight (push ups, pull ups, squats with own body weight, etc.)
Acknowledges the coach/instructor as the leader.	Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain certain privileges or certain things.	Is likely to imitate and be highly imaginative; is often curious and wants to know everything.	Aerobic metabolism predominates during effort; low anaerobic capacity. The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise, compared to adults; children must be considered at an increased risk of heat injuries. Also, children cool off rapidly, and do not have a good tolerance to the cold.	Games must have a minimum of rules, and encourage creativity.	Repetitions of fall-out efforts lasting between 20 and 60 seconds; work against a high resistance' prolonged aerobic endurance efforts.	Instruction, teaching and demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective. The duration of activities must be relatively short, and exercises must change frequently.	
Needs to have a well-established routine in daily activities	Boys and girls can be involved in the same activities without difficulty.	Is capable of dealing with some stimuli from the environment.			Emphasizing result or performance.	Children need to be praised and complimented generously and regularly for their efforts. Feedback must focus on one point only, choose the most important one. Children should be encouraged to be proud of their own performance, and to congratulate others for theirs.	
No athletic or competitive background.					Unpleasant or non-gratifying competitive experiences.		
Interest for sport activities can begin to grow.					Comparisons between children.		
					Lengthy explanations.		
					Negative criticism.		
						Basic motor abilities should be developed through games; techniques should be introduced in ways that stimulate the child's imagination, in order to promote memorization (i.e. refer to a funny situation of the child's life, a cartoon, etc.)	
						Encourage children to drink, and ensure plenty of palatable beverages are available when exercising in the heat.	

Age: 8-9 years

General Remarks	Psycho-social	Learning	Physical	Preferences	To Avoid	Suggestions	Examples
Has a high degree of imagination; being active is very important. Likes to work, learn and accomplish things. Still needs a well-established routine in daily activities. Wants to act on his/her own, does not like conventions or norms, but will accept the adult's/leader's instructions if there is a sense that s/he participates in the establishment of the rules and conditions governing the activity. Interest for sport activities is often high.	Still is fairly individualistic and self-centred, but shows an increasing interest for the group. Wants to be accepted by others, and usually shows a great deal of loyalty toward the team. Needs praise and positive feedback. Is conscious of own feelings and emotions, and of those of others toward him/her, can play on these feelings to obtain certain things. Boys and girls can be involved in the same activities without difficulty. Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex.	Accepts to follow instructions to learn faster, and reacts favorably to positive feedback/praise. Ability to concentrate and to pay attention is relatively good. Can begin to make some generalizations. The emphasis should be on motor development and the learning of skills in a variety of sports. It is possible to start teaching the rules of the game and fundamental tactical principles. Is capable of assessing the angles of moving objects (i.e., balls), yet may still have some difficulty distinguishing between left and right. Ability to reason and solve problems is limited to what can be observed.	Physical characteristics are similar to children aged 6-7, but coordination and stamina are better. Growth rate is slow, which tends to allow for a greater degree of motor control and autonomy. The development of the nervous system is almost complete. Reaction time is slow. Shows an increased ability to make coordinated and quick movements. Large muscle masses (i.e., the legs) show a greater degree of development compared to smaller ones (arms, hands). Very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors. Resting heart rate and heart rate during exercise is higher than for adults. Aerobic metabolism predominates during effort and anaerobic capacity is low. The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise, compared to adults, children must be considered at an increased risk of heat injuries. Also, children cool off rapidly, and do not have a good tolerance to the cold.	Enjoys individual or group games, and drills where participants are paired. Likes activities where the whole body is involved (i.e., jumping, running). Likes to assume some responsibility, and to take part in decisions concerning how the activities will take place. Prefers activities that will allow him or her to shine and to be successful.	Activities that feature repeated impacts or where there is a risk of collision. Activities that are too structured. Mechanical and/or highly repetitive approach to the teaching of fundamental techniques. Use of implements or balls not designed for kids in technical drills. Repetitions of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts. Exposure to a very cold or hot environment. Specialization in a sport or for a position. Emphasis on victory, pressure to perform. Emphasizing result or performance. Comparisons between children. Unpleasant or non-gratifying competitive experiences. Lengthy explanations. Negative criticism.	All activities should take the form of games. Conditions in which activities or games take place should be varied to promote the development of a variety of motor patterns and skills. Children need to be praised and complimented generously and regularly for their efforts. Feedback must focus on one point only, choose the most important one. Emphasize the following: development of confidence, self-esteem, peer interaction, co-operation, having fun, putting winning and losing into perspective, and giving a 100% effort. Instruction, teaching and demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective. The duration of activities must be relatively short, and exercises must change frequently. Modified, scaled-down equipment should be used. Competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress s/he has made in a way that will enhance self-image. Participants should have the opportunity to take some responsibility, and to assess the impact of such decisions. Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity. Focus on activities that are aimed at developing coordination, balance and correct motor patterns; encourage participation in a variety of sports and activities. Encourage the use of both right and left hand/feet whenever possible to enhance motor patterns and improve coordination. Good age to use speed games. Encourage children to drink, and ensure plenty of palatable beverages are available when exercising in the heat.	

Age: 10-11 years

General Remarks	Psycho-social	Learning	Physical	Preferences	To Avoid	Suggestions	Examples
<p>The child develops systems of conscience, morality, and value judgments.</p> <p>At this age, the child may display a high competitive attitude. S/he wants to look like a good and competent performer.</p> <p>Marked distinctions between girls and boys begin to be visible, particularly toward the end of this period.</p> <p>The child may want to break free from the authority of adults, and may take a defiant attitude.</p> <p>Athletic background may be highly variable among participation.</p> <p>Participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks).</p> <p>Time devoted to general training and acquisition of a variety of motor skills and motor patterns should be greater than time spent training specifically for an activity, or preparing for, or being engaged in, competition.</p>	<p>The child:</p> <ul style="list-style-type: none"> - is usually very interested in group activities, and creates strong links with a few friends; - wants to enjoy a greater degree of autonomy, and wants to help/be helpful; - shows a high degree of loyalty to the group to which s/he belongs to; - begins to show some interest in individuals of the opposite sex, without showing it openly; - expresses his/her feelings easily (anger, sadness, etc.) <p>Boys and girls can be involved in the same activities.</p>	<p>The child begins to show some ability to deal with abstract concepts, yet prefers concrete examples.</p> <p>The emphasis should still be on general motor development and the learning of skills in a variety of sports.</p> <p>Fine motor control improves during this period.</p> <p>It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the game should be well understood.</p> <p>Aptitude to concentrate and stay focused for longer is growing (10 minutes or so).</p>	<p>Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth.</p> <p>Very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors.</p> <p>Flexibility is generally good, yet it should nonetheless be trained.</p> <p>Reaction time is relatively slow.</p> <p>Good visual acuity and depth perception allow for better performance in throwing/catching exercises.</p> <p>The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children must be considered at an increased risk of heat injuries.</p> <p>In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years.</p> <p>Some girls may have their first menstruation as early as 11.</p>	<p>Enjoys games that feature some competition, team games, as well as games/activities that require some form of effort or that represent some sort of a physical challenge.</p>	<p>Activities that feature repeated impacts or where there is a risk of collision. Activities that are too structure. Exposure to a very cold or hot environment. Use of implements or balls not designed for kids in technical drills. Repetitions of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts.</p> <p>Specialization in a sport or for a position.</p> <p>Emphasis on victory, pressure to perform. Emphasizing result or performance.</p> <p>Comparisons between children.</p> <p>Unpleasant or non-gratifying competitive experiences.</p> <p>Mechanical and/or highly repetitive approach to the teaching of fundamental techniques.</p>	<p>Participation in several sports/activities should be encouraged.</p> <p>Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity. Modified, scaled-down equipment should be used.</p> <p>In instruction, teaching and demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective. The duration of activities must be relatively short, and exercises must change frequently.</p> <p>Time when participants are actively involved in exercises/activities during the session must be as high as possible.</p> <p>Children need to be praised and complimented generously and regularly for their efforts.</p> <p>Feedback must focus on one point only; choose the most important one. Emphasize the following: development of confidence, self-esteem, peer interaction, co-operation, having fun, putting winning and losing into perspective, and giving a 100% effort.</p> <p>Encourage children to drink, and ensure plenty of palatable beverages are available when exercising in the heat.</p>	

Age: 12-15 years

General Remarks	Psycho-social	Learning	Physical	Preferences	To Avoid	Suggestions	Examples
<p>This is a period where major growth spurts occur. In each sex, large differences in physical maturation may be observed in individuals of the same chronological age.</p> <p>The child also acquires the moral concepts, values, and attitudes that make it possible to relate meaningfully to society. Positive role models are important.</p> <p>The opinion of friends tends to be more important than that of the coach/group leader. The child wants to look like, or to be perceived as, a competent performer.</p> <p>For the child, this is a period of major changes that makes him or her likely to challenge authority, to be very critical and argue decisions, and to ask for a lot of justification. Positive role models are important.</p> <p>At this age, girls are in general more mature than boys.</p> <p>Competition becomes increasingly important in some individuals, as well as the result of competition. Time devoted to general training should be greater than time spent training specifically for a sport, or time spent competing.</p>	<p>It is important to create separate groups between boys and girls.</p> <p>Psychological and emotional instability may be observed due to the rate at which psychological changes occur.</p> <p>The child shows a greater desire of independence, this can be a time of rejection of parental authority and, in general, a period when there is a high degree of opposition with adults (does not like being told what to do).</p> <p>Develops close relations with individuals of both sexes. Enjoys being more independent, as well as having more responsibility. A great deal of interest toward sexuality is observed toward the end of this period. Girls may seek a more or less serious relationship with older boys, boys may brag about their success with girls.</p> <p>This period is important for the development of values such as respect of others and fair play, and work ethics.</p>	<p>Begins to think like an adult. It is important to take into account the different maturity level between boys and girls. Interests and abilities differ between the sexes. Challenges are often very appealing.</p> <p>Needs change on a regular basis; is highly curious.</p> <p>Ability to concentrate and attention span are high (20 minutes or more). Increasingly capable of abstract thinking.</p> <p>This is a good period to consolidate the development of fine motor skills.</p> <p>Specialization by sport and by position can begin, while also encouraging participation in a variety of sports that have different demands.</p> <p>This is a good period to teach more complex tactical notions, and to encourage decision-making in specific situations.</p>	<p>Girls: On average, the growth spurt begins at 11; maximal growth rate (or peak height velocity, PHV) is observed at around 12; the development of secondary sexual characteristics (pubic hair, breasts) begin around 11.5-12 years of age, and menarche (first menstruation) occurs at around 12.5 years of age. During this period, body fat content tends to increase progressively, and typical female body forms (hips) appear due to hormonal effect.</p> <p>Boys: On average, the growth spurt begins at 13, and PHV is reached at around the age of 14; the development of secondary sexual characteristics (pubic hair, testes, penis size) occurs progressively from the age of 12 on. Significant gains in muscle mass and strength typically occurs one year after PHV (i.e. at around 15) due to higher levels of circulating testosterone.</p> <p>During the growth spurt, feet and hands tend to grow first, followed by the legs and the arms. Long bones are also fragile during this time. Growth is accompanied by an increase in body weight throughout the period.</p> <p>As a result of the rapid growth spurts that occur during PHV, body parts can be disproportionate compared to childhood or adulthood; this may have a direct effect on coordination and the ability to perform certain skills that were well mastered before.</p> <p>This period is well suited for the development of aerobic fitness, as well as flexibility.</p> <p>Strength and speed-endurance training can begin toward the end of this period.</p>	<p>Enjoys challenges and the opportunity to accomplish individual feats.</p> <p>Accomplishment of actions that are likely to be looked at or admired by peers/friends.</p> <p>Activities that contribute to the development of fine skills/dexterity and that do not require too much strength (i.e. racquet sports, swimming, golf, skiing), team games, situations where some form of competition exists.</p>	<p>Repetitions of full-out efforts lasting between 20 and 60 seconds before or during PHV; work against a high resistance; prolonged aerobic endurance efforts that involve impact on the joints (i.e. running on a hard surface such as asphalt).</p> <p>High mechanical stress (compression forces) on the long bones and the backbone, as can occur when heavy weights are lifted.</p> <p>Programs where the number of competitions is higher than the number of training sessions.</p> <p>Pressure to perform.</p> <p>Unpleasant or non-gratifying competitive experiences.</p>	<p>Time when participants are actively involved in exercises/activities during the session must be as high as possible.</p> <p>Acquisition of more complex or sport-specific techniques. Explanations can be more elaborate, where appropriate.</p> <p>Strength training with own body weight and sub-maximal loads can begin; correct execution of movements must be emphasized.</p> <p>Appropriate supervision of training activities is important to prevent/avoid unnecessary risks that adolescents may take.</p> <p>Games emphasizing skill and dexterity.</p> <p>Opportunities to meet or interact with sport role models (athletes or coaches); competitions or tournaments that involve trips, social activities among the team/training group.</p> <p>Depending on the maturity level, involvement of the adolescent in roles such as officiating, or the leadership of certain activities (i.e. leading a warm up), etc.</p>	

Fair Play

FAIR PLAY

CALL TO ACTION

As a coach:

- you want every child's experience in sport to be positive;
- you want to win, but you also want to emphasize the importance of skill development and fun; and,
- you believe that fair play can and should be taught

Whether you are new to the game or an experienced, competitive coach, this manual is for you. It offers practical and easy-to-use fair play tips and tools. We encourage you to apply them in your practices or games to teach the importance of fair play to your athletes.

WHAT IS FAIR PLAY?

Integrity, fairness, and respect – these are the principles of fair play. And since children learn best by seeing and doing, sport offers an excellent opportunity to teach fair play in a way that is both effective and fun.

- If children see all members on the team being given a turn, they will learn to treat people equally and fairly.
- If children learn the importance of rules in a game, they will learn to respect and value the rules in society.
- If children are rewarded for playing fairly, they will learn the value of honesty and integrity.

As a coach or youth leader, you are an important role model to the children on your team. By ensuring that your words and actions reflect the five principles outlined below, you can teach them to play well and play fairly.

PRINCIPLES OF FAIR PLAY

- 1. RESPECT THE RULES.**
- 2. RESPECT THE OFFICIALS AND THEIR DECISIONS.**
- 3. RESPECT YOUR OPPONENT.**
- 4. GIVE EVERYONE AN EQUAL CHANCE TO PARTICIPATE.**
- 5. MAINTAIN YOUR SELF-CONTROL AT ALL TIMES.**

WHY TEACH FAIR PLAY?

Like most coaches, you probably take time from an already busy schedule to be a volunteer. We know your job isn't easy. Because you're their coach, your athletes look up to you – perhaps more than their own parents. You can influence their personal developments as well as teach them to play well.

You already know that sport helps children to learn important life skills such as teamwork and co-operation. It also gives them the chance to develop lifelong values such as integrity, fairness and respect – the key principles of fair play. By teaching your athletes these principles, you'll make sure that they get the best out of sport and that they continue playing in their adult life.

A recent study of coaches and their athletes undertaken by Angus Reid (fall 1991) revealed some important findings about how they perceive and practice fair play:

1. The vast majority of athletes and coaches place a higher value on fair competition than on winning. However, most athletes associate fair play primarily with respect for the rules, whereas most coaches associate fair play with respect for the officials. *It is important that we all have a clear understanding of what fair play is, and that we work together toward common fair play goals.*
2. Younger athletes are more open-minded and committed to fair play than older athletes. *This highlights the need for fair play education for both groups. Older athletes need to be reminded of the importance of fair play; younger athletes need to be taught fair play effectively so that it 'sticks' in later years.*
3. Young athletes look first to coaches, parents and league officials for guidance on fair play, but these individuals often lack the proper teaching tools. *Fair Play: It's Your Call! provides tools for coaches and other adults involved in the delivery of community sport.*

WITH FAIR PLAY, EVERYBODY WINS!

In the world of business, an arrangement that benefits two parties is a win-win deal – one that allows both sides to take advantage of the same opportunity without compromising their competitive spirit or individual goals. Fair play makes this possible in the world of sport! By making sure that the rules, officials and opponents are respected at all times, it gives all participants an equal chance to develop and test their skills. What's more, it challenges them to measure their success by scoring and performing well – with dignity, integrity, and pride.

Wanting to win is great and should be encouraged, but not at all costs. Fair play: it's a win-win approach that means greater benefits and better competition for everyone in sport!

FAIR PLAY – WE ALL HAVE A PART TO PLAY!

THE COACH QUIZ

Are you teaching your athletes the value of integrity, honesty and respect? These qualities will help them become better people whether or not they become winning athletes. Which of the following are part of your coaching strategies?

- ☐ I discuss my plans for the number and duration of practices with the athletes or their parents. **Remember that your athletes have other interests and commitment. Be reasonable in your demands in their time.**
- ☐ I teach my athletes to obey the rules of the game. **Rules are essential to fair competition. A good coach does not allow them to be bent or broken.**
- ☐ I ask each of my athletes what he or she wants from the sport experience. **Studies have shown that most children play for fun and would rather play for a losing team than sit on the bench of a winning one.**
- ☐ I teach my athletes to treat the officials and other participants with respect. **The officials and opponents deserve your respect. Referees and other officials are trained to know and interpret the rules. Opponents provide the main ingredient in a game – the competition.**
- ☐ I never criticize or ridicule my athletes. **Overly harsh criticism of players, especially young ones, can seriously damage their self-esteem. Some may even leave sport. Offer constructive feedback and present any perceived problems as positive challenges.**
- ☐ I have guidelines for behaviour in place and discuss these with my athletes. **Participants should know that penalties for breaking the rules, arguing with the referee or otherwise behaving in a non-sporting manner.**
- ☐ I make an effort to learn new skills and improve myself as a coach. **Courses offered through the National Coaching Certification Program will keep you informed about sound coaching principles, sport safety and the growth and development of children.**
- ☐ I recognize and reward achievements other than the scoring or earning of points. **Fair play behaviour, teamwork and improved performance are also very important contributions and deserve recognition.**
- ☐ I allow participants equal playing and practice time. **When you play your talented athletes most often, the rest never get the chance to improve.**
- ☐ I am a positive role model to the athletes I coach. **Setting a positive example is the best way to encourage positive behaviours in others.**

THE COACH: ARCHITECT OF SELF-ESTEEM

A young child's self-regard is constantly changing. Young children are very sensitive to how others act toward them. To develop positive self-esteem, children must feel valued and experience success. What better way to do this than through participation in sport?!

As a coach, you have a tremendous opportunity – and responsibility – to instill confidence and a sense of self-worth in your kids that will help them throughout life. Here are some tried and true ideas. Why not try some of the following suggestions the next time you meet up with your crew?

- ☐ When the children arrive at a competition, or practice, greet them individually and by name. This will make each child feel both welcome and special.
- ☐ Children need to feel that they are accepted as people first – not just because they are good athletes. Even if they don't do particularly well at a sport you coach, show them warmth, laugh with them – not at them, and be patient.
- ☐ Tell them to concentrate on doing their best, and to forget about imitating others or worrying about what's expected of them. It's important for children to set their own goals and determine their own expectation. This will make them better able to handle criticism when they are older.
- ☐ Be selective when giving encouragement so that it is meaningful.
- ☐ Give less-talented children and opportunity to play a leadership role such as team captain. Whenever possible, give them a special task.
- ☐ Encourage team members to support each other and reward them when they do so.
- ☐ Never scold a child in public. If you need to criticize or discipline, do it privately. Be fair, but positive. Don't let any of your athletes leave a practice or competition feeling as if they're not valued, even if they've made a serious mistake.
- ☐ Be aware of your body language: gestures and facial expressions do convey messages, even when nothing is said.

Review this list from time to time to remind yourself of things you can do to improve the self-esteem of your team members. You'll be rewarded with athletes who are more confident and more eager to try new things, and who put forth their best effort.

(Source: Terry Valeriotc, *Children's Sport Programs - The Coach*, Ottawa: New Traditions 1984.)

DEALING WITH TEAM RULE VIOLATIONS

- ☐ Discuss and agree to team/organization policies at the start of the season.
- ☐ When an infraction occurs, allow the athlete to explain his or her actions to you and the team.
- ☐ Be consistent and impartial.
- ☐ Don't lecture or embarrass the individual.
- ☐ Focus on the fact that a team policy has been broken, placing the responsibility on the individual, not you.
- ☐ Discuss why certain rules are necessary and how breaking these rules hurts the team.
- ☐ Follow through with the agreed-upon actions when rules are violated.
- ☐ Don't use physical punishments, such as running laps or push-ups. These exercises – which may also be legitimate training techniques – become disliked and avoided. If a penalty is necessary, it is better to restrict involvement in something which is valued and enjoyed. For example, have the athlete sit off to the side.

THE PARENT – COACH CONNECTION

One of the biggest challenges to coaching sport at the community level is not the athlete but the parent. Because of their love for their children and their interest in seeing them succeed, parents push them too hard and limit their chance to enjoy the sport.

Although parents mean well, they sometimes get carried away. Point out to them the effect of their actions and words; they'll usually change their approach.

Open communication between coach and parent is extremely important. If you take the time to explain to parents how you approach sport, you will probably gain their support and co-operation. Having that support can make a big difference to the overall success of your athletic program.

One of the best ways to get parents on board is by meeting with them at the beginning of the season. You may also want to invite the program administrator, league organizer and officials. Together, you can explain the structure and philosophy of the program.

If a meeting can't be arranged, you may still want to write a letter to the parents outlining your coaching philosophy and inviting them to discuss any idea or concerns with you.

COACHES' TRAINING

Training is mandatory for first-time coaches in some sports, such as hockey, gymnastics and figure skating. However, because community sport and recreation are usually organized by volunteers, coaches of other sports often have very little training.

The success of a sport program depends a great deal on the quality of its coaching staff. For this reason, all coaches alike are encouraged to become certified in the National Coaching Certification Program (NCCP). The NCCP is an educational program for coaches at all levels in over 60 sports.

The Coaching Association of Canada (CAC) has recently developed a series of manuals called "Getting Started in Coaching". These manuals are designed to introduce first-time coaches in hockey, ringette, baseball, softball, and soccer to the principles of coaching as well as the basic techniques and tactics of their sport.

RESPECT ALL GAME OFFICIALS

- Tell your athletes that they are there to help make the game or competition fair and more enjoyable for everyone.
- Let your athletes know that officials are human and may occasionally make mistakes, just like anyone else. No one is perfect all the time.
- Explain your expectations and philosophy about respect for officials, and model it through your own behaviour.
- If consistently poor officiating needs to be challenged and improved, it can be done in a controlled and professional way, after the game time and with the appropriate support (such as the league organizer).

FAIR PLAY CODE FOR COACHES

1. I will be reasonable when scheduling games and practices, remembering that young athletes have other interests and obligations.
2. I will teach my athletes to play fairly and to respect the rules, officials and opponents.
3. I will ensure that all athletes get equal instruction, support and playing time.
4. I will not ridicule or yell at my athletes for making mistakes or for performing poorly. I will remember that children play to have fun and must be encouraged to have confidence in themselves.
5. I will make sure that equipment and facilities are safe and match the athletes' ages and abilities.
6. I will remember that children need a coach they can respect. I will be generous with praise and set a good example.
7. I will obtain proper training and continue to upgrade my coaching skills.

FAIR PLAY CODE FOR ATHLETES

1. I will participate because I want to, not just because my parents or coaches want me to.
2. I will play by the rules, and in the spirit of the game.
3. I will control my temper – fighting and “mouthing off” can spoil the activity for everybody.
4. I will respect my opponents.
5. I will do my best to be a true team player.
6. I will remember that winning isn't everything - that having fun, improving skills, making friends and doing my best are also important.
7. I will acknowledge all good players/performances – those of my team and of my opponents.
8. I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

FAIR PLAY CODE FOR PARENTS

1. I will not force my child to participate in sports.
2. I will remember that my child plays sport for his or her enjoyment, not for mine.
3. I will encourage my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
4. I will teach my child that doing one's best is as important as winning, so that my child will never feel defeated by the outcome of a game/event.
5. I will make my child feel like a winner every time by offering praise for competing fairly and trying hard.
6. I will never ridicule or yell at my child for making a mistake or losing a competition.
7. I will remember that children learn best by example. I will applaud good plays/performance by both my child's team and their opponents.
8. I will never question the officials' judgement or honesty in public.
9. I will support all efforts to remove verbal and physical abuse from children's sporting activities.
10. I will respect and show appreciation for the volunteer coaches who give their time to provide sport activities for my child.

FUTURE ACES



I will endeavor to develop a positive mental **Attitude** toward all people and toward my work.

I will endeavor to develop my talents and **Ability** in order that I may be helpful to society.

I will endeavor to use my talents and act upon my ability, for without **Action** I am limited.

I will endeavor, through a positive mental attitude, through my ability and through my actions, to **Advance** not only the values that are important to me, but also the values that are important to others.

I will endeavor to **Achieve** my goal by honest and sincere effort.



I will endeavor to **Co-operate** and seek understanding with all people, regardless of color, race or creed.

I will endeavor to act **Courageously**, standing for what is right and speaking out against what is wrong.

I will endeavor to be **Confident** without being arrogant.



I will endeavor to acquire the best **Education** within my capability.

I will endeavor to set a good **Example** to others.



I will endeavor to render **Service** to others.

I will endeavor to be a good **Sport** in all my decisions, recognizing fair play for all, not complaining about adverse situations, but accepting the good with the bad.

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Herbert H. Carnegie, O.Ont., O.M.C.*

Herbert H. Carnegie, is the creator of a creed of positive thinking that has been helping people mold a healthier lifestyle for more than four decades. He founded the first Hockey school in Canada – Future Aces – whose name is perpetuated in the Future Aces Philosophy.

Mr. Carnegie's awards include: Induction to the Canadian Sports Hall of Fame, Queen Silver Jubilee Medal, Commemorative Medal for the 125th Anniversary of Canada, Ontario Government Achievement award for amateur sport, Ontario Medal for Good Citizenship (O.M.C.), Order of Ontario (O.Ont), Metropolitan Toronto Canada Day Medal, North York Volunteer of the Year, North York Board of Education Champions Award, and the Pride Black Achievement Award. In hockey, he has won three Most Valuable player awards and as a golfer has achieved national golf championship status.

You can read more about Mr. Carnegie, by reading: A Fly in a Pail of Milk-The Herb Carnegie Story.

Safety

WHAT TO DO FIRST

From "The Sportsmedicine Book":

By

Gabe Merkin, Marshall Hoffman

The immediate treatment for almost all athletic injuries is the same, whether you've pulled a muscle, strained a ligament, hurt a joint, or broken a bone. It's a four-part program that you can follow even if you will be seeking a physician's advice and it is abbreviated **RICE**:

Rest: Rest is necessary because continued exercise or other activity could extend the injury. Stop using the injured part the minute it is hurt.

Ice: Ice decreases the bleeding from injured blood vessels because it causes them to contract. The more blood that collects in a wound, the longer it takes to heal.

Compression: Compression limits swelling which, if uncontrolled, could retard healing. Following trauma, blood and fluid from the surrounding tissues leak into the damaged area and distend the tissue. Swelling is sometimes useful since it brings antibodies to kill germs, but if the skin is not broken, antibodies are unnecessary and swelling only prolongs healing.

Elevation: Elevation of the injured part to above the level of the heart uses the force of gravity to help drain excess fluid.

Because swelling usually starts within seconds of an injury, start **RICE** as soon as possible. First place a towel over the injured area. Then apply an ice pack, ice chips, or cubes over the towel. Do not apply the ice directly to the skin as it can cause the skin to hurt.

For compression, wrap an elastic bandage firmly over the ice, around the injured part. Be careful not to wrap the area tightly that you shut off the blood supply. The signs of a shut-off blood supply are numbness, cramping, and pain. If any of these happen, unwrap the area immediately. Otherwise, leave the ice pack and bandage in place for thirty minutes. Next, to allow the skin to re-warm and the blood to recirculate, unwrap the area for fifteen minutes. Then rewrap the area. Repeat this procedure for three hours. If the area continues to swell or the pain increases, check immediately with a physician if you have not already done so.

If the injury is severe, you can follow the **RICE** program for up to twenty-four hours. If pain and swelling persist forty-eight hours after the injury, apply heat. Further treatment depends on the type of tissue that was injured.

First Aid Kit

A complete first aid kit is essential. This kit must be carefully prepared in order to treat the most common injuries. Furthermore, it must be accessible to those responsible for the team. Here is a list of what a first aid kit should contain.

<u>Content</u>	<u>Use</u>
Medical record	-Important information in case of an emergency
Disinfectants	
<ul style="list-style-type: none">• Soft antiseptic soap• Antiseptic cream• Antiseptic solution• Peroxide	<ul style="list-style-type: none">-All skin lesions-Laceration requiring cleaning before a dressing can be applied
Dressings	
<ul style="list-style-type: none">• Ocular• Aseptic (sterile gauze, 50, 75, 100 mm rolls)• Adhesive bandages (“Band-Aid” type and butterfly closures)• Elastic bandages (100 and 150 mm)• Triangular bandages and safety pins	<ul style="list-style-type: none">-Cover and close the eye-Dry compression-Protection of minor lesions-Compression-Multiple uses but primarily to act as an arm support in case of a fracture
Drug products and ointments	
<ul style="list-style-type: none">• Zinc ointment• Xylocaine spray	<ul style="list-style-type: none">-Scratches or blisters-Sore burns
Other useful items	
<ul style="list-style-type: none">• Cleaning solution for foreign bodies• Scissors• Tongue depressor• Body temperature thermometer• Chemical cold bags (If you don’t have access to real ice)• Plastic bags• Phone number list (Cell phone, pen, quarters, paper, participants’ emergency records)• Tools• Adhesive tape (37.5 mm)	<ul style="list-style-type: none">-Dislodge foreign bodies-Common use-Multiple uses-Check body temperature in case of trauma-For ice cubes-Ensure quick response-Minor repair of equipment-Support wounded joints

ATHLETES MORE PRONE TO INFECTIONS, EXPERT SAYS.

Sweating can lead to skin problems. Cuts can facilitate micro-organisms.

Michael Clarkson - Sports Reporter, The Toronto Star - January 4, 2003 01:29 EDT

Infection is one of the inherent risks of playing hockey. Sometimes it reaches near-deadly proportions.

This week, Leafs winger Mikael Renberg avoided amputation and, perhaps, even death after he developed an infection in his finger. He was rushed to hospital with a fever and, although he is recovering, he remains out of action indefinitely.

In October, Leafs goalie Ed Belfour missed four games, also with an infected finger which he originally cut on one of the straps of his pads.

While these are rare cases, less serious infections are common in hockey and other sports. In fact, athletes are more susceptible to infections than many other groups of people, according to Dr. Brian Adams, a dermatologist and an assistant professor at the University of Cincinnati. "Athletes are particularly susceptible to infections for a variety of reasons," Adams said. "Sweating softens and impairs the skin's main barrier of the body, the stratum corneum. Athletic equipment obstructs the skin, thereby creating a warm and moist environment for micro-organism growth. In addition, athletes often suffer from skin trauma such as cuts, scrapes, which facilitates the entry of micro-organisms."

Types of bacteria can infect athletes and cause impetigo, a contagious skin condition characterized by yellow, crusted lesions. Wrestlers, rugby players and football players are more at risk for developing impetigo because of the close skin-to-skin contact inherent to these sports. But such contact is rarer with hockey players, who are nearly head-to-toe in equipment. Such infections affect amateur athletes as well as the pros. If a lesion cannot be bandaged, Adams recommends that the infected athlete be isolated.

Sometimes, an injury can start out as seemingly minor. Belfour's finger became infected after he cut it on one of the straps of his pads. And Renberg's infection came after he aggravated a

blister on his finger while tying his skates before last Saturday's game in Edmonton. He eventually landed in hospital with a fever that reached 40C.

Many hockey players get blisters because, as they skate, their equipment can cause friction to the skin. As well, heat, moisture, and poorly fitted skate boots can increase the risk for blister development. To prevent blisters, athletes should keep their skin well lubricated to help reduce friction and decrease moisture, Adams said. And good fitting skates are also critical.

An 1998, Leafs therapists Brent Smith and Chris Broadhurst were instrumental in saving defenceman Jeff Brown from a serious blood infection. Feeling ill, after suffering a cut above the ankle in an earlier injury, Brown told the therapists he wanted to go home and lie down. "I know now that if I'd done that, I would have died or gone into a coma or maybe lost a leg," Brown later recalled. The therapists had Brown rushed to a hospital, where he was diagnosed with "septic shock." Surgery was needed to clean out the wound. Brown recovered, but the effect of the infection was given as one of the reasons that he never played his best as quarterback on the Leafs power play and he was dealt to the Washington Capitals later that season.

Many NHLers are at risk to infection because they refuse to update their equipment and it becomes a breeding ground for bacteria, although the Leafs regularly disinfect their equipment. Some Leafs wear baseball-type gloves under their hockey gloves for extra protection.

"I probably have some of the dirtiest, stinkiest gloves, so if I am to get a paper cut on my hand, I could be a prime candidate for infection," said Leafs forward Alyn McCauley.

***All equipment must be unpacked and allowed to dry out completely immediately following every practice and game to prevent the unhealthy build up of dangerous bacteria and/or mould.*

Incident Report Form

PATIENT INFORMATION

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE:
AGE:	SEX: ___ M ___ F
HEIGHT: _____ WEIGHT: _____	DOB: ____ / ____ / ____ dd / mm / yyyy
KNOWN MEDICAL CONDITIONS/ALLERGIES:	

INCIDENT INFORMATION

DATE & TIME OF INCIDENT: ____ / ____ / ____ : ____ AM / PM dd / mm / yyyy	TIME OF FIRST INTERVENTION: ____ : ____ AM / PM	TIME OF MEDICAL SUPPORT ARRIVAL: ____ : ____ AM / PM
PERSON IN CHARGE, DESCRIBE THE INCIDENT: (what took place, where it took place, what were the signs and symptoms of the patient)		
PATIENT, DESCRIBE THE INCIDENT: (see above)		
EVENT & CONDITIONS: (what was the event during which the incident took place, location of incident, surface quality, light, weather, etc.):		
ACTIONS TAKEN/INTERVENTION:		
After treatment, the patient was: <input type="checkbox"/> Sent Home <input type="checkbox"/> Sent to the hospital/a clinic <input type="checkbox"/> Returned to activity		

OVER...

PERSON IN CHARGE INFORMATION

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE:
AGE:	EMAIL:
ROLE (Coach, assistant, parent, official, bystander, therapist):	

WITNESS INFORMATION

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE:
AGE:	EMAIL:

OTHER COMMENTS OR REMARKS

FORM COMPLETED BY:_____
PRINT NAME_____
SIGNATURE

Preparation

BASIC RULES OF THE GAME

The object of the game quite simply is to strike the ball with the hockey stick and knock it into the opponent's hockey net. Typically, a low-bounce type of ball is used. For added safety, hockey gloves and helmets are required, and in fact are mandatory for play in our member leagues.

Any size or type of non-slip flooring can be used as a playing field. In Canada, most of our leagues operate in hockey arenas or gymnasiums. All CBHA provincial, regional and national events are held in full sized hockey arenas.

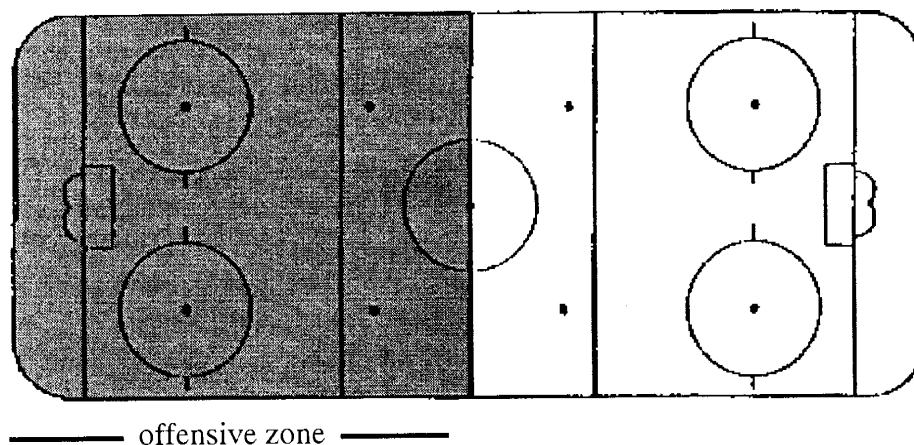
When played on the surface of a hockey rink, six players, including the goalie, compete against the opposing team's six players. Extra players are usually kept on each bench, outside the playing surface, and interchanged with the six on the floor either during play or at a stoppage of play.

When played on smaller surfaces, fewer players can be used during play. In its simplest form, the game can be played without floor markings and few rules. However, in organized competition regular ice hockey floor markings are used, including goal lines, goal creases, blue lines, center line, face-off circles and neutral zone face-off dots. The following are additional rules:

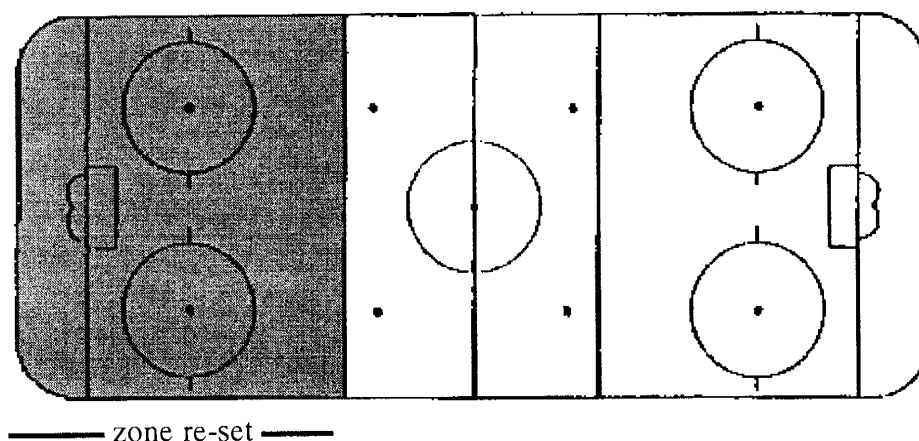
- **Face-offs**(players are lined up facing each other in a designated area on the floor), are used at the start of each period of play and after goals, penalties, icing, offside, or when the ball leaves the playing area.
- **Penalties** are called when a player commits a foul. The offending player is then removed from playing for a period of time, depending on the severity of the infraction and the team continues play one player short until the penalty has elapsed.
- When an **offside** occurs Play is stopped. Before entering an opponent team's zone (the area from behind their net to their blue line) the ball must cross the blue line first before the player or any of his teammates.
- **Icing** (or flooring) occurs when a team shoots the ball before the player physically crosses the center line and the ball passes the opponent's goal before any player, of either team, can touch it. A stoppage of play shall occur with the ensuing faceoff taking place in the end zone of the team that shot the ball. If the goalie touches the ball, or the shot creates a goal, there is no icing on the play.

- **“Floating Blue Line”**: unique only to Ball Hockey, expansion of the offensive zones occurs once a team crosses the opponent’s blue line with the ball. The attacking team will then have half of the entire playing surface within which to control the ball, from behind the opponent’s goal to the center line of the area. If the defending team sends the ball past center, the zone is reset to the blue line and their opponent must regain it as explained above.

After ball crosses opposing team’s blue line, the zone is ‘set’.



After the defending team clears the ball past centre, the zone is re-set.



- To **score a legal goal**, it cannot be kicked in; struck with a stick above the shoulders; pushed in using the hand, or while offside.

Games may vary in length, for example two 15 minute periods, but are generally played with either two or three periods of equal time. Where a time clock is available, there is a stoppage in play, after a goal, penalty, offside, icing, ball out of play, or goaltender holding the ball for more than a few seconds. If a clock is not available, or the time available to play is limited, running time periods may be used, for example three 15 minute periods.

BASIC EQUIPMENT

Mandatory:

- CSA approved helmets
- CSA approved face masks for goaltenders
- CSA approved full face shields (Minors only)
- CBHA approved hockey gloves
- running shoes

Recommended:

- CSA approved facial protection (adult programs)
- soft elbow pads
- athletic cup
- knee pads
- shin pads
- shoes with re-inforced toes (goaltenders only)

TEACHING

The coach must endeavour to create an environment and situations in which the participants/athletes will change some of their behaviours and improve their motor abilities. During the session, the main steps of the learning process are as follows:

- Instructions/explanations of the task by the coach; demonstration where appropriate
- Transition of participants/athletes to activity
- Execution of the task by participants/athletes
- Observation by the coach and, if required, feedback is given
- If corrective feedback is given, participants/athletes are given the opportunity to try again.

In order for learning to take place, some group management may also be required.

Instruction/Explanation

1. The environment in which explanations are given must be conducive to learning (i.e., quiet, respectful, the participant/athlete must want to learn).
2. The coach must be positioned such that he/she can be seen and heard by all (i.e., in front of the group; the participants/athletes can stand or sit in a half circle in front of the coach).
3. Explanations must be complete, yet brief and clear (organization and goals of the activity, the length of the activity, etc.); avoid long explanations for things that can be demonstrated.
4. The participants/athletes must be able to understand the words used by the coach.
5. The coach must speak enthusiastically, loud enough, and at a pace that can be followed by all participants/athletes.
6. The coach must give “action” instructions (e.g.: “Make as many passes as you can during the time allowed”, or “stay in constant motion”).
7. The coach must ask questions to verify that participants/athletes can hear and see well.

Demonstration

1. The main purpose of a demonstration is to create a mental picture of a movement. To promote proper learning, this picture must be accurate: what you show is what you usually get!
2. Characteristics of a good demonstration are: movements are executed correctly, the demonstration is given at the right moment (prior to attempting the movement and when participants/athletes have the prerequisite abilities), and the environment in which it is given is quiet and distraction-free.

3. The coach must verify that the participants/athletes understand what is to be done before proceeding to action.
4. Do not hesitate to use participants/athletes who exhibit the appropriate skill level as demonstrators.

Transition

Participants/athletes must move quickly into position for the activity; transition time should be as short as possible. Some strategies for decreasing transition time are to:

1. Consider how to schedule activities in your planning (i.e. sequence, location, etc.) such that transition time is minimized.
2. Set up instruments/equipment for the following activity while participants/athletes are still performing the current activity; where possible, have an assistant help you with the equipment set up for future activities.
3. Instruct participants/athletes to move quickly from one activity location to the next.
4. Watch other coaches who effectively manage time during sessions, and copy their strategies.

Execution

Sufficient trials must be allowed for participants/athletes to learn and improve. Ensure that participants/athletes are actively engaged most of the time, and have the opportunity to attempt as many trials as possible for the time allocated (e.g. avoid line ups and waiting periods).

Observation

The coach must ensure that he/she is properly positioned in order to observe the participants/athletes in action, and to determine if an intervention is required. Effective observation implies that a coach:

1. Scan at all times; a coach who has good observation skills can detect signs suggesting incorrect execution, boredom, challenge, fatigue, readiness for the task, etc., and intervene if required.
2. Know what constitutes proper and improper execution of a skill or activity, and have a series of corrective measures to prescribe for common errors.
3. Talk or watch other coaches who have excellent observation skills, (i.e. copy their strategies; ask them what they are specifically looking at in certain situations).

Feedback

Feedback is providing relevant information to a participant/athlete regarding his/her performance of a task. To be effective, feedback must be:

1. Specific, not general. For example, “You did (that pass) well”, not “Nice one!”
2. Positive and constructive, not destructive or negative.
3. Linked to the behaviour to be changed.
4. Provided shortly after execution.
5. Clear and informative.
6. Balanced between things done well; add areas for improvement. For example, “Your (movement) has improved since last practice. The next step is to try (add one level of complexity to the movement or identify a specific aspect on which to focus)”

Notes:

Although feedback is important, avoid intervening too often – let the participants/athletes perform the exercises without constantly getting involved or interrupting them. The more you are talking, the less time they are practicing!

Many coaches rely on a set of commonly used interventions, sometimes involving stereotypical phrases or words. Such relations can become repetitive and ineffective. Remember that it is primarily the timelines and quality of feedback, not the amount, which determines its effectiveness.

Group Management

Group management describes a series of interventions you make as a coach to ensure that the behaviours of participants/athletes, coaches, and other affiliated with the group contribute to a positive climate. To effectively manage a group, the coach must:

1. Establish a code of conduct with the participants/athletes, and clearly outline what will happen in the event of a breach of the code
2. Establish the consequences of breaking the code; such consequences must be consistent with the age of the participants/athletes, and with the nature and gravity of the infraction.
3. Intervene at the first sign of disruptive behaviour so that it does not have a chance to escalate. Apply the relevant consequences rapidly and with discernment in order to maintain control of the group.
5. Avoid letting some participants/athletes monopolize your attention. It is important to know that some will deliberately attempt to do so, and it is your responsibility to ensure that all participants/athletes receive your attention.

TEAM RULES

1. All players must be in the dressing room thirty (30) minutes before all practices and games.
2. All players must be fully dressed and ready to go on the floor ten (10) minutes before the start of all practices and games.
3. Make sure players have two (2) sticks properly cut and ready to use for all practices and games.
4. All players will respect the game officials and any player receiving a penalty must go directly to the penalty box.
5. All players will be properly and cleanly dressed at all games, tournaments and any designated team functions.
6. All players must attend all practices, games, and team functions, unless the Head Coach or Manager has been notified and has approved the player's absence.
7. All players will respect the coaches, league officials, and any other persons who are directly or indirectly involved with the league.
8. No alcohol, drugs, swearing, or abusive language will be tolerated at any time, and no player will be allowed on the floor without a helmet and proper equipment.

Rules For Training

Training today is so scientific that an athlete, trainer, or coach who ignores or fails to understand certain immutable rules may be throwing away an Olympic gold medal, a Super Bowl, a Stanley Cup, or a World Series pennant.

In interviewing hundreds of professional and amateur athletes, coaches, and trainers, we've discovered that even some of the best athletes don't fully understand all of the basic principles of training.

Here are the Five Universal Rules of Training:

Specificity:

Your Training must be specific. To perfect a sport skill, you must practice that skill, using your muscles in the same manner you would when you compete.

Training for any sport requires work on a combination of the following factors:

- a) Co-ordination: Use your muscles **IN THE SAME MANNER** you will use them in competition.
- b) Speed: Use your muscles **AT THE SAME SPEED** or faster than you will use them in competition.
- c) Strength: Use your muscles **AGAINST RESISTANCE** in the same manner you will use them in competition.

Hard and Easy Days:

You must schedule hard days for intensive workouts and easy days for recovery.

Training and Over training:

To improve maximally, you must increase your body's capacity by increasing its workload, but not beyond its limits.

Background and Peaking:

Your training should begin with a background period in which you progressively increase your workload. Shortly before the time when you want to be at your best, you should begin a peaking period in which you decrease the amount of your workload and increase its intensity.

Reversibility:

Even if you have worked out for a lifetime staying in top physical shape, you cannot take off more than a few weeks before you lose your conditioning.

Ball hockey, played at any level, challenges an athlete. For the most part, running on concrete in hot conditions with equipment on presents a challenge. Athletes who have trained for these unique conditions will play with less fatigue, not sustain injuries, and will enjoy the physical challenge the sport presents. The first sign of improvement in this sport is improving one's conditioning!

SCIENTIFIC BASIS OF ATHLETIC CONDITIONING

By Clayne R. Jensen and A. Garth Fisher

A basic Aerobic program is, “the ability of the body to supply the cells with oxygen is the key to endurance”. When oxygen is not available in the cells in large enough quantities, the energy production shifts to the Anaerobic process. Anaerobic endurance is very important in activities requiring maximum effort for a short period, such as running a 220 or 440 yard sprint, or in activities, such as basketball, football and in our case, ball hockey.

Research by Ostrand and Rodahl (1970) found that a workload which could be tolerated continuously for 9 minutes could be carried on for an hour done intermittently (INTERVAL TRAINING).

In order for an interval training program to continue to be effective over a period of time, the intensity must be increased as endurance is gained so that overload may continue to be applied. In other words, as an athlete becomes better conditioned, he must work during each of the training periods to cause additional endurance gains. Interval training workouts may be varied in four different way: (a) the number of work bouts can be increased; (b) the length of each bout can be increased; (c) the intensity of each bout can be increased; (d) the rest periods between bouts can be shortened. It is recommended that the work bouts be 3 to 5 minutes in length, with light activity or rest periods between the bouts.

TYPES OF TRAINING

INTERVAL SPRINTING is a method of training where you alternately sprint 50 yards and jog 10 yards for distances up to three miles.

ACCELERATION SPRINTING is the gradual acceleration from jogging to striding, followed by sprinting. For example, you may jog 25 yards, stride 50 yards and sprint 50 yards, followed by 50 yards of walking, then repeat the procedure several times.

HOLLOW SPRINTS include sprinting 50, jog 50, sprint 50 and walk 50 yards for recovery prior to the repetition; sprint 110, jog 110, sprint 110 and walk 110 yards before next rep; sprint 220, jog 220 and walk 220 before repeating.

HYDRATION

An adequate supply of water or sport drinks should be available during training and games to ensure proper hydration at all times. The need for hydration increases with the intensity of the exercise, and the temperature of the environment. Lack of hydration in hot conditions may lead to cramping, dizziness and eventually heat stroke.

GENERAL WARM-UP STRETCHES - A

1. NECK STRETCH



Roll head both directions 30 sec.
Stretch & hold back forward LT & RT
Each stretch held for 15 sec.

2. SHOULDER STRETCH



Shrug up hold 15 sec.
Down hold 15 sec.
Roll forward then reverse 1 min.

3. TORSO TWIST



Relaxed swing back and forth
Twisting at waist
Knees slightly bent

4. SHOULDER STRETCH



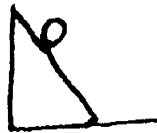
Hold 15 sec. for 1st one
Repeat slowly picking up speed for 10

5. HAMSTRING STRETCH



Hold 15 sec. for 1st one
Repeat slowly picking up speed for 10

6. ACHILLES TENDON STRETCH



Hold for 30 sec.
Roll ankles
Repeat

7. SKIERS BOUNCE



Bouncing side to side
Bend knees
60 sec., rest, repeat

* STRETCH AND LIGHT WARM UP INCREASES INTERNAL MUSCLE TEMPERATURE THEREBY PREPARING MUSCLE FOR EFFICIENT HARD WORK.

* STRETCH SHOULD BE SLOW CONTROLLED BALLISTIC MOVEMENT.

* TIRED MUSCLES LOSE ABILITY TO RELAX, THEREFORE, STRETCH AND RELAX.

CARDIOVASCULAR AND DYNAMIC EXERCISE - B

1. LEG RAISES



Slow 10 times, Repeat
Change legs
Rest and repeat

2. ARM CIRCLES



Arms out straight
Start with small circles, then increase size
20 times at each increment in size

3. RUNNING ON SPOT

3 min. rest and repeat

4. TWIST 'N' TOE TOUCH



Slow, 30 times
Rest and repeat

5. 1/2 SQUATS



15 times
Do not go below 1/2 way

6. FULL BODY STRETCH UP



Up on toes
10 times hold for 5 sec. each time

7. JUMPING JACKS

1 minute, rest and repeat

8. SIDE BEND



Slow 10 times LT and RT
Rest and repeat 10 times, increase speed

9. BACK ARCH



Stretch back and hold for 15 sec.
Repeat 4 times

10. HIGH KNEE LIFT



Alternating elbows to knees
30 sec.
Rest, repeat 3 times

11. WRESTLERS ROLL



Alternate RT and LT 30 times

* Section 'B' exercises (esp. 3, 7 10) have a higher percentage of cardiovascular component.

* REMEMBER: The heart is the body's most important muscle so it must be exercised specifically

but with care.

ABDOMINAL AND BACK EXERCISES - C

1. SITUPS



10, rest, repeat
Knees must be bent
Back and neck kept straight

2. BACK ROCK



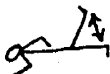
Stretches back muscles
Rock back and forth for 1 min
Rest and repeat

3. BACK EXTENSIONS



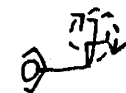
Raise up as high as possible
Slowly 10 times
Rest and repeat

4. SIDE LEG RAISES



Slow, 20 times
Point toes

5. UNSUPPORTED BICYCLE



1 min
Rest and repeat

6. PRONE LEG RAISE



Face down
Raise 10 times
Rest and repeat

7. FLUTTER KICKS



Hold legs at 45 degrees
Count off 20
Rest and repeat

8. PUSHUPS



10 times
Back kept straight
Rest and repeat

IMPORTANT POINTS

- * TRY TO WORKOUT AT LEAST 3 TIMES PER WEEK
- * IF YOU CAN'T DO YOUR PROGRAM WALK, CYCLE, JOG, SWIM FOR AT LEAST 15 MINS.
- * DON'T LET MUSCLES AND JOINTS AGE QUICKLY BECAUSE OF LACK OF MOVEMENT

BE WISE AND EXERCISE!!!

Lessons & Drills

TECHNICAL PREPARATION

PASSING/RECEIVING

Develop passing and receiving skills on both the forehand and backhand. The priority should be on improving the wrist pass, the sweep pass, and the use of the feet while receiving a pass.

PASSING

If the pass is to a stationary player, make sure the passer concentrates on looking at the target. If the pass is to a moving player, lead the player with the pass. The passer is attempting to pass the ball ahead of the player to where he is going to be, and not where he is.

Place the ball in the centre of the blade for a controlled pass.

Push with the bottom hand to create a sweeping motion. There should be a proper follow-through towards the target.

Make sure the passer does not slap at the ball while attempting to pass.

RECEIVING

Make sure the blade of the hockey stick is on the floor and perpendicular (90 degrees) to the direction of the pass, and “cup” (tilt) the stick blade towards the incoming pass in order to prevent the ball from bouncing back, or ahead, or over the blade.

Hold the stick firmly but not too tight in order to “give” with the pass.

Constantly try to move into the open to receive the pass.

BALLHANDLING

The emphasis is on stickhandling while moving and working on head and body fakes. If the stick has to be held in one hand only, lower the grip slightly to allow for better ball control, and when stickhandling with the ball near the feet, lower the bottom hand to gain more control.

Always grab the hockey stick with both hands when approaching an opponent. Keep the elbows out (away from the body), allow the wrists to perform the work of stickhandling, and keep the ball closer to the heel of the blade for maximum control.

SHOOTING

The ability to shoot the ball quickly and accurately in the various situations that arise during games is an invaluable skill. All hockey players should be able to choose from many different shots, however, accuracy and the element of surprise are the two most important shooting strategies.

SPEED AND ACCURACY

You want speed and accuracy from a shot. The speed of the ball is determined by the speed and weight applied to the stick at the moment of impact with the ball. Therefore, the more speed and weight the player can apply to his stick, the faster the shot.

In order to shoot accurately, the player must keep the blade of the stick at 90 degrees to the net at the same time the ball leaves the floor and he must aim his shot through the “eyes of the ball” and not his eyes.

KEY TEACHING POINTS

Teach shooting skills such that the end result is to teach the hockey player to transmit to his stick maximum speed and weight, making sure the blade is always 90 degrees to the direction in which the ball is supposed to go.

In order for maximum weight to be transferred to the stick, the player must: (1) have his hands spread on the shaft of the stick, (2) keep the ball close to his body, (3) lean over the ball, and (4) have the right stick (height and lie) for his body size.

In order to create a maximum speed while shooting, the player must: (1) execute the shot as quickly as possible, and (2) cut down on the arc swing created by the stick during the follow through.

In order to shoot accurately, the player must: (1) keep the blade at 90 degrees to the net at the same time the ball leaves the ice, (2) keep his eyes on the complete target area, and (3) aim through the eyes of the ball.

Concentrate on teaching speed first. Accuracy is to be taught only after speed has been mastered. Make sure mistakes are corrected immediately in order to avoid bad habits.

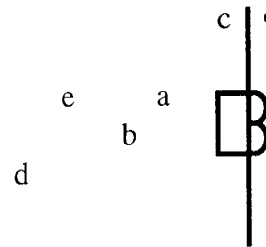
BALL HANDLING

In ball hockey it is key that the player becomes able to handle the ball with smooth efficiency. Player's should learn to adapt to the friction of the surface (i.e. smooth, rough concrete) by applying proper pressure on the blade of the stick. The goal is to handle the ball like you are gliding on ice. This takes practice to perfect. Have your players do “figure eights” around each blue line dot, or around pylons. Have players graduate the amount of speed to simulate real game situations. Key teaching points are digging the shoulders in to change centrifugal forces and to keep the ball in front of them as they increase the speed they can effectively control the ball at.

BASIC BALL HOCKEY

Defending

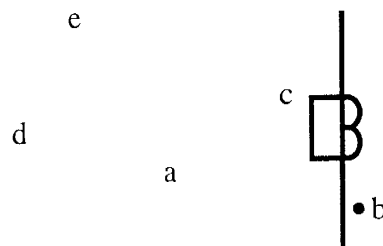
1. Forwards cover the defense on points and don't allow points to shoot on net.
2. Don't pass the ball blindly, especially out in front of the opponent's net looking for a score.
3. Usual forechecking has winger taking one defenseman with the centre going to the boards. The off-winger drops back and over to plug up the middle of the floor.
4. Rotation or Sliding: ball in possession of opposition in your defensive corner
 - a. moves in to pick up the ball,
 - b. moves from post to slot position,
 - c. plays ball carrier,
 - d. well inside blue line, and
 - e. back on point.



5. Basic Offensive Pattern – Ball In The Corner

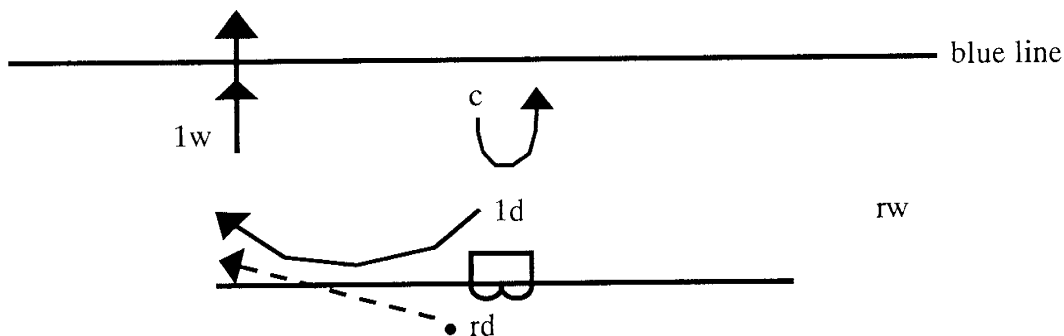
When offensive team has possession of ball in the opposition's corner, there must be:

- d. one player on near point,
- e. one player slightly further inside and on wide left point,
- c. one player at far post ready for deflection or passes behind the net,
- a. one player moving in the slot and,
- b. one player with the ball in the corner.

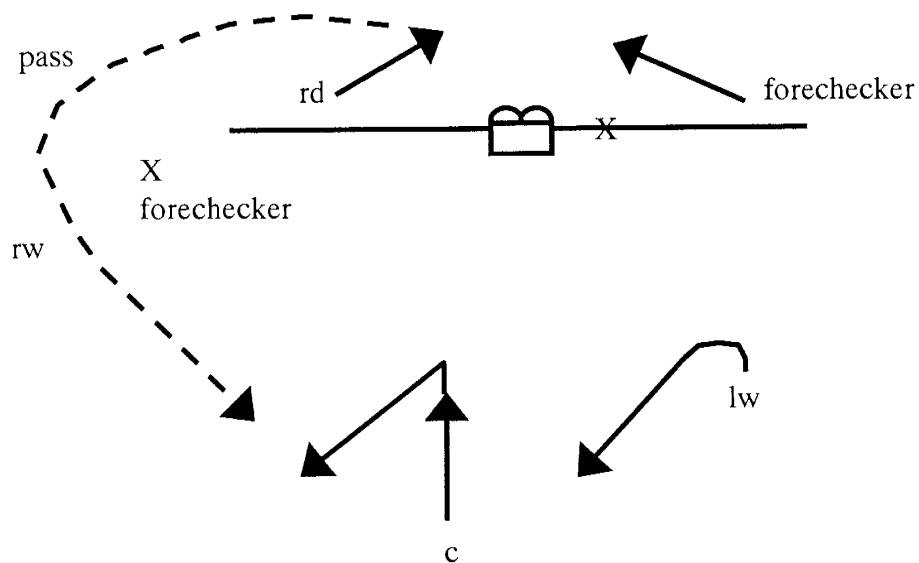


Moving Ball From Defensive Set

1. Single Swing - ball behind net, 1 defenseman in corner along boards and same side winger out over blue line and right winger deep in his own end. Centre comes back to the net and swings up middle.



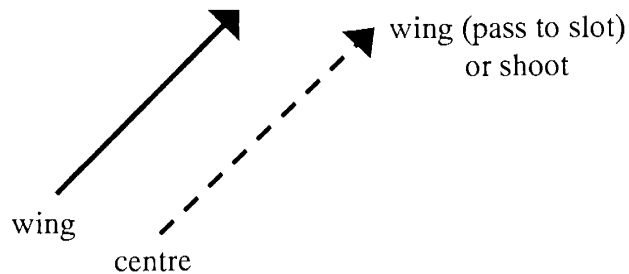
2. Breakout (Peel-Off) used against tenacious 2-1-2 forechecking.



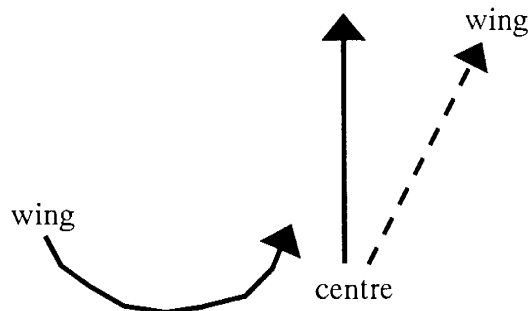
3. Defensemen must try to pass ball up quickly to breaking forwards and then sprint to follow the play to keep in opponent's side of centre red line.

OFFENSIVE PLAYS

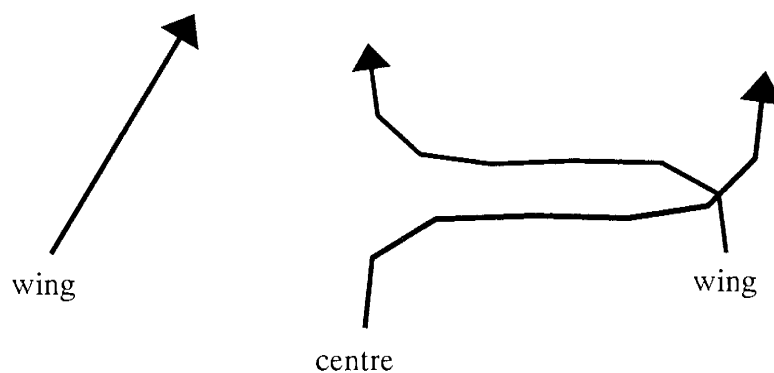
1. Centre (or winger in centre) carries ball, passes to winger who drops ball into slot for a shot. Other winger breaks for net.



2. Centre (or winger in centre) carries ball, passes to winger. Centre breaks through slot for a return pass or heads for net. Off wing comes around into slot for the pass and shot.



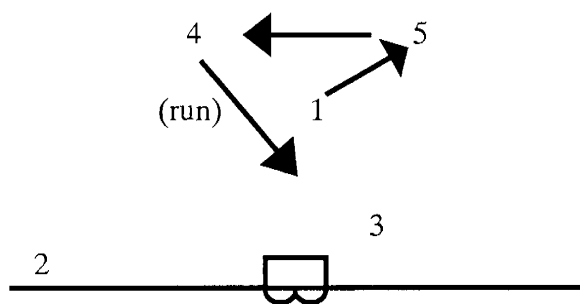
3. Crossover pattern in neutral zone. Centre carries ball across centre and cuts towards right boards. Right wing crosses over to middle and towards seam of two defenseman.



4. Importance of Switching

The large majority of goals are initiated at the points (I.E. by defensemen located near the blue line in offensive zone) and result directly from shots or from deflections, rebounds or caroms. The points **MUST ALWAYS** be filled. Where it is impossible to get a shot away from the point, point players must understand that they have two major options to pass back to the corner or to pass to the opposite point. The faster the passes are made the more a team lets the ball “do the work”, the greater are the chances of forcing the opposition out of the slot.

If a point player runs into the slot to shoot, his spot should be covered by the opposite point and the latter's position should be filled by the slot man who drops straight back.

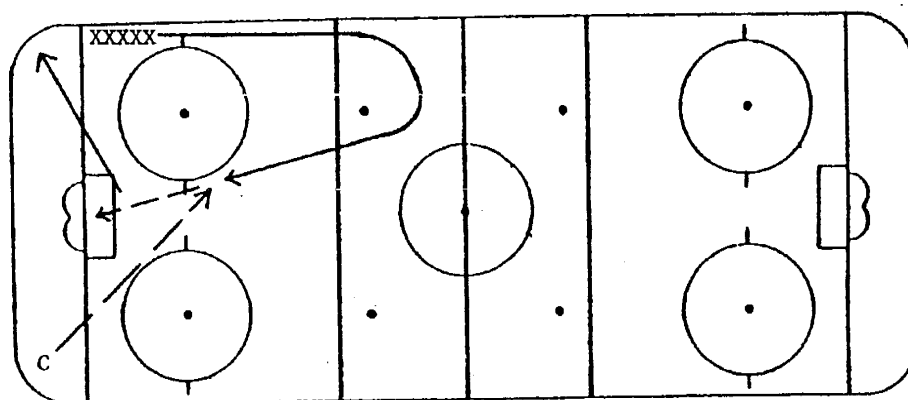


HOW TO RUN AN EFFECTIVE PRACTICE

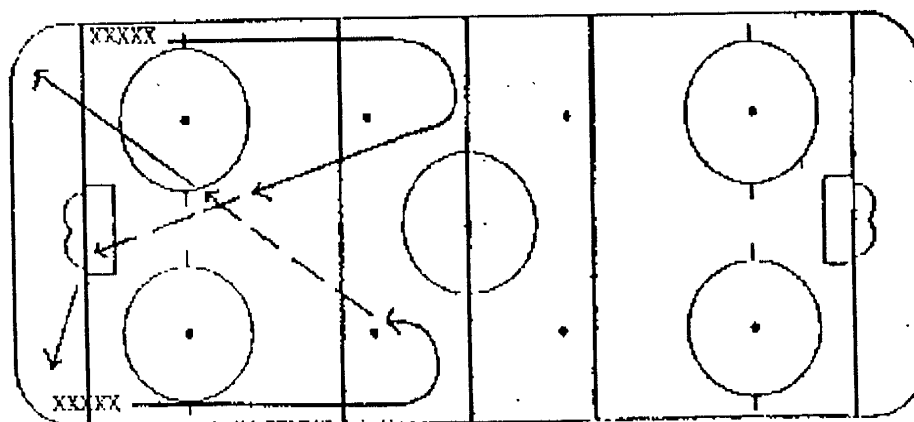
1. Pick a theme for each practice, e.g. power play.
2. Stress the importance of a warm-up period before taking to the playing surface. This warm-up period will help to prevent some injuries.
3. All drills to perfect specific plays, e.g. power play, should be given to each player through written instructions and then through verbal instructions. The Coach should run through the play at half speed and then at full or game speed.
4. Make sure that the full playing surface is being used at all times during the practice.

PRACTICE DRILLS

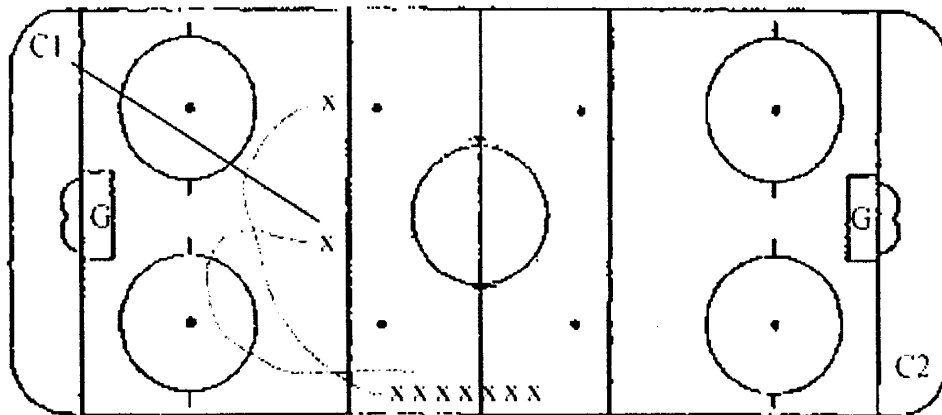
- A. Have five (5) players line up in one corner. The Coach is in other corner. Each player circles into the slot. The Coach passes the ball to the player and then the player takes a shot on the net. After the shot has been taken the player returns to the back of the line.



- B. Have five players line up in each corner. The players in left corner have the ball. Both players start at the same time. The players without the ball breaks for the slot. A pass is made to him. After he receives the pass the player will take a shot on net. Both players will then return to the end of the line in the opposite corner.



- C. Coaches in opposite corners with balls. Goalies in net. First two players curl/receive pass from Coach1 and proceed to go 2-0 on goalie at opposite end and shoot. Players then return up the floor with pass from Coach2. One defenceman awaits for 2-1 situation until shot takes place. All 3 players return once again up the floor on a return breakout pass from Coach. Two defencemen are now in place for a 3-2 situation with shot. Progression ends.

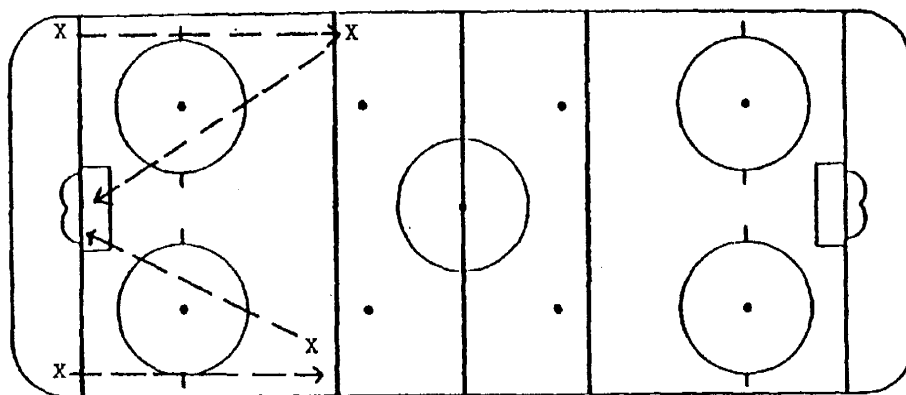


Coaching Points:

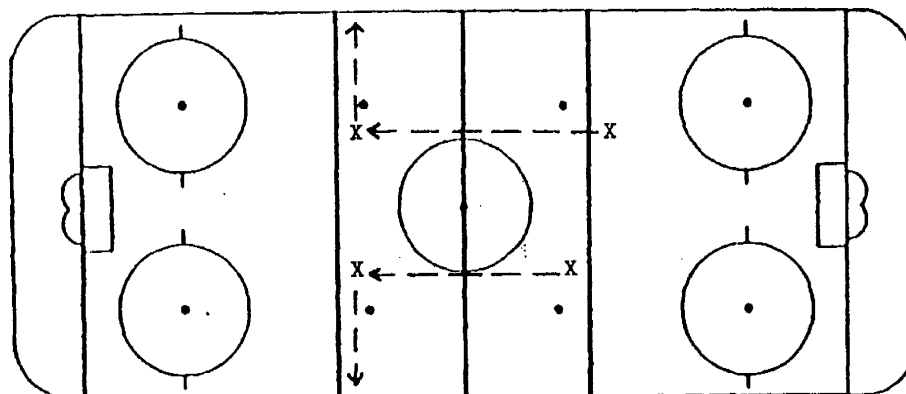
- Players use skill and speed through progressions.
- Forwards and defencemen should take part in all situation
- 2-1 situations
 - Defencemen take pass away or Goalie-the shot
 - Offensive players should not be in a straight line. The forward player either staggers or drives to the net
- 3-2 situations
 - Offensively, player with the ball goes wide; second man drives to the net and the third man is the trigger man/high.
- Defensively
 - the two defencemen can angle off ball to stop opposing team's forwards.

DRILLS FOR DEFENSEMEN

- A. The players position themselves in the corners and at the points. The players in the corners pass the ball to the defensemen at the points and then the defensemen immediately take a shot on net. Each player should take about ten shots apiece.

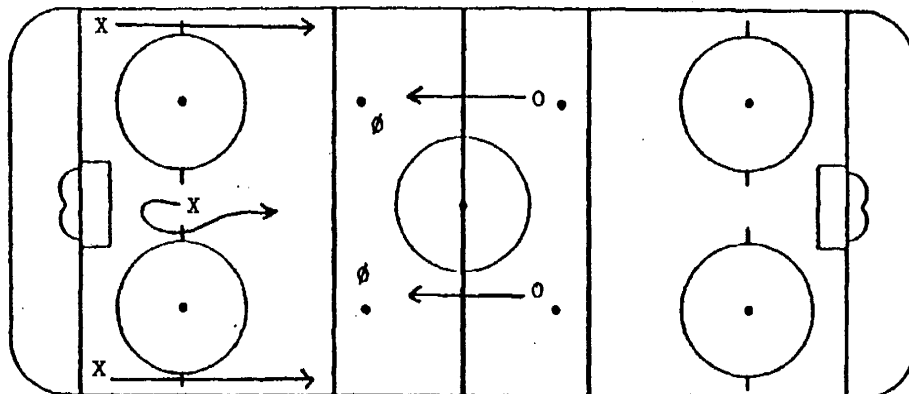


- B. Have the players pair up. The player shoots from his forehand. The other player passes the ball at different speeds to his partner. The players should always look for a target.



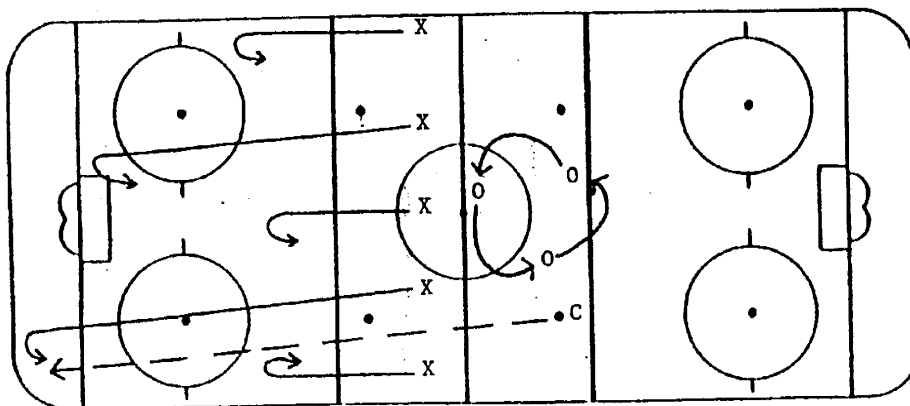
NOTE: Make sure all the players rotate to the different positions.

- C. Use the same line up as in the "A" and "B" drill. Start the drill and tell two of the backcheckers to stop. Now the defensemen have to rotate into three on two coverage. Each defenseman must position himself between the wingers and the centerman.



FORECHECKING DRILLS

The x's breakout against the o's. The o's circle on one half of the center line and the x's on the other side of the center line. The coach shoots the ball into the x's end. The o's breakout of the circle and forecheck the x's.



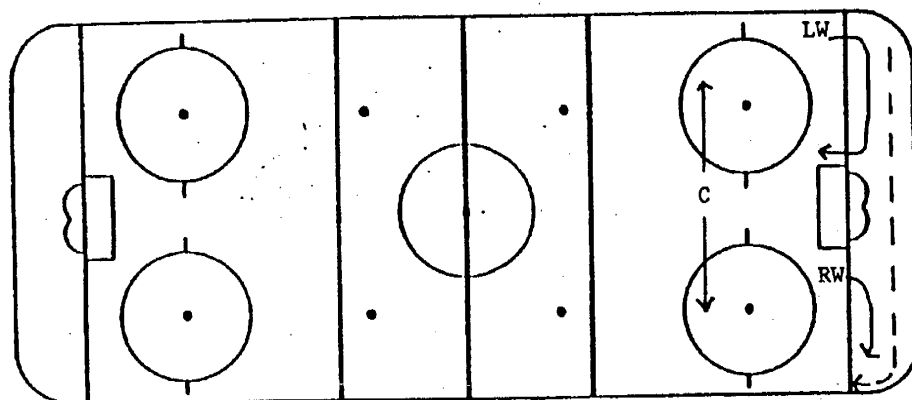
ATTACKING ZONE

FORECHECKING

Pressure is needed all times on the ball carrier.

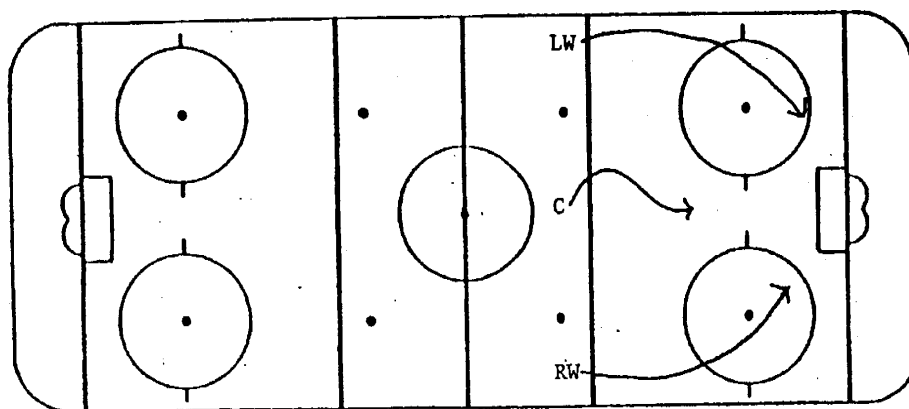
The closest man must attack.

- LW forces the ball carrier behind the net
- RW moves to force him to the corner
- C stays high in the slot and moves with the flow



RUSHES

- RW and LW play wide and attack the net with speed
- C moves in and stays high
- C can shoot or look for RW and LW who is open

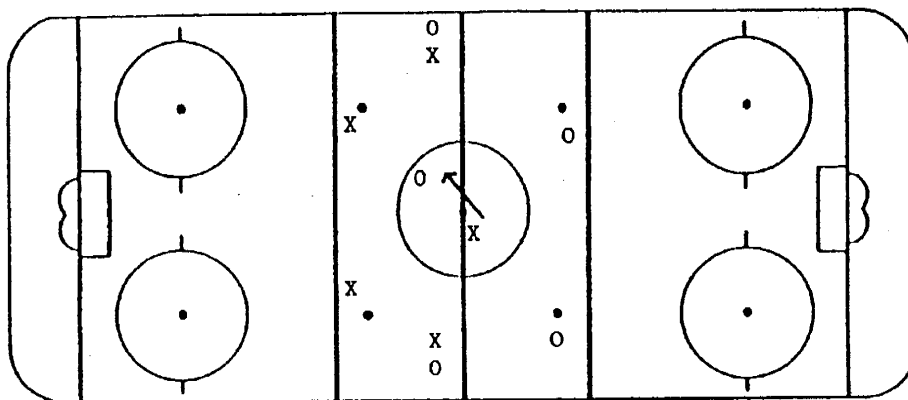


BACKCHECKING

Backchecking is the key to a successful team. It is important that the players know who to pick up and when.

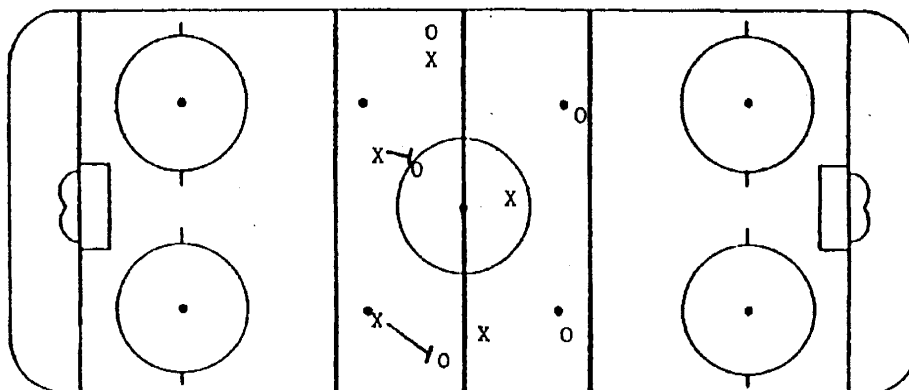
RULE In neutral play wings on wings between the blue lines. Don't everyone get attracted to the ball carrier.

- A.
- O's are attacking X's
 - C is caught out of position but O's are covered by X's.
 - The LD or RD can force the ball carrier while C catching up to the play.



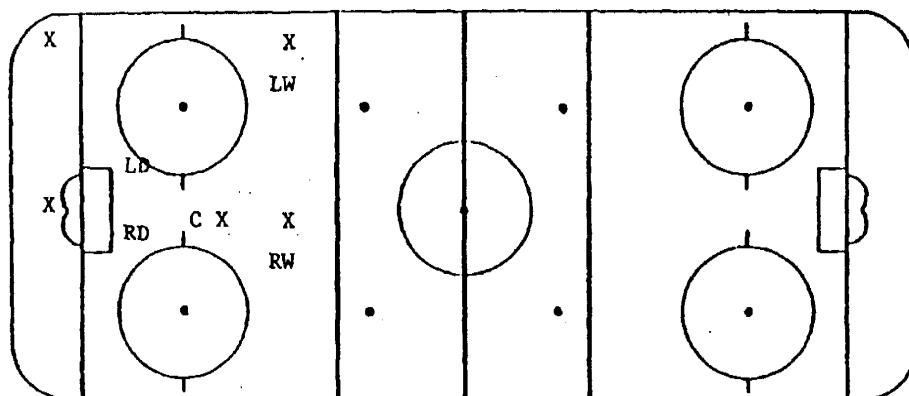
- B.
- O's are attacking
 - The X's, C and RW are caught up court.
 - LD rotates to cover C.
 - RD rotates to cover their LW.

NOTE: Everyone is now in a man-to-man situation.



B - THE BALL CARRIER IS BEHIND THE NET

- C moves into the slot
- RD and LD are off both goal posts
- LW and RW are on the points

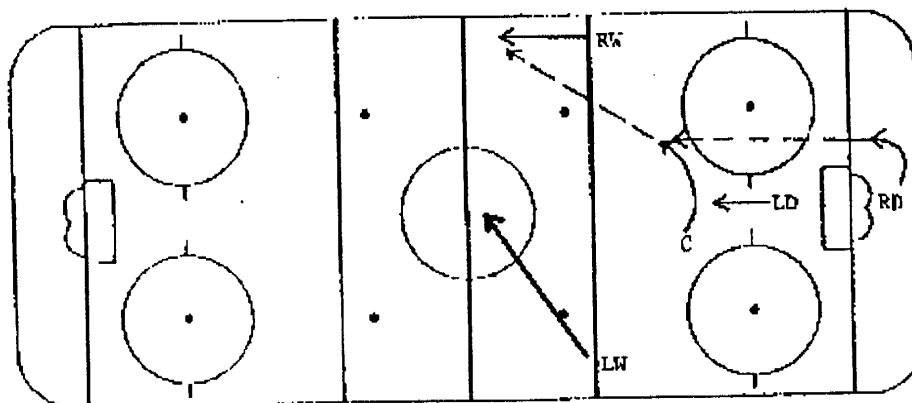


BREAKOUTS

Whenever possible, a team should breakout as follows:

1. Fast (be either passing or running hard with the ball)
2. Under control
3. First pass a sure one
4. First receiver should have complete control before making another play
5. Avoid give-a-ways (up the middle or diagonal pass across the slot)
6. Move to openings
7. Avoid stoppage behind the net if possible

- A.
- RD passes to C who is high on the circle
 - C passes to RW who clears the zone
 - LD moves up into the play
 - LW should support ball and not stay wide



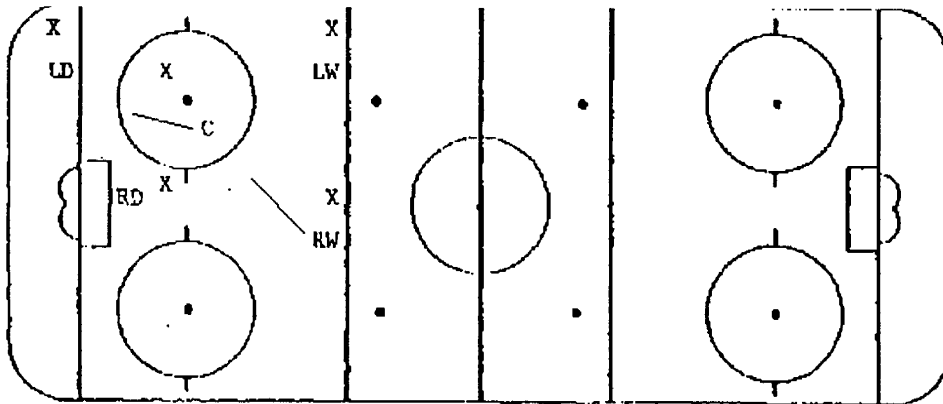
DEFENSIVE ZONING

MAN-ON-MAN

Defensive zoning should be the first system taught. No matter what system you use every person should know where he is supposed to be.

A - BALL CARRIER IS IN THE LEFT CORNER

- LD takes the ball carrier
- RD is on the far side post
- C gives support in slot area
- LW covers their defense along the boards - strong side
- RW covers their defense in the middle/collapses towards slot - weakside support

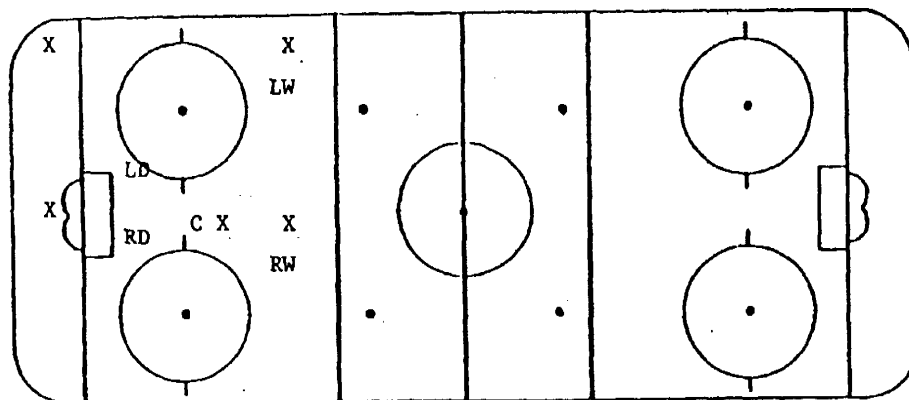


NOTE:

- Wingers must stay 10' – 15' away from the defensemen
- Keep their defenseman to the outside

B - THE BALL CARRIER IS BEHIND THE NET

- C moves into the slot
- RD and LD are off both goal posts
- LW and RW are on the points

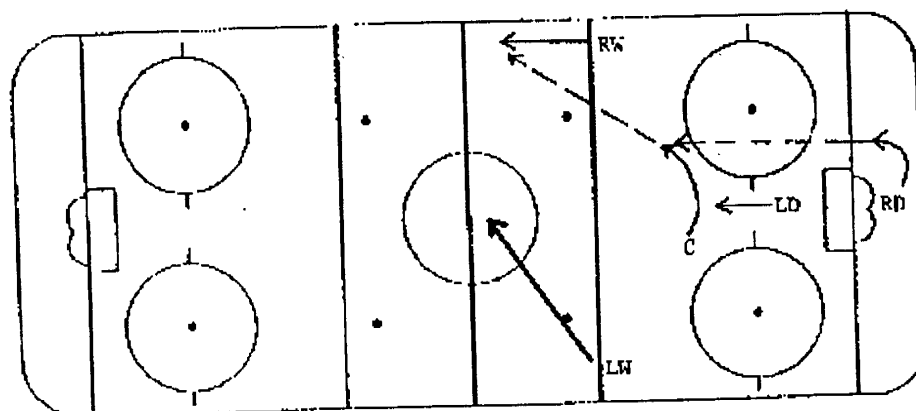


BREAKOUTS

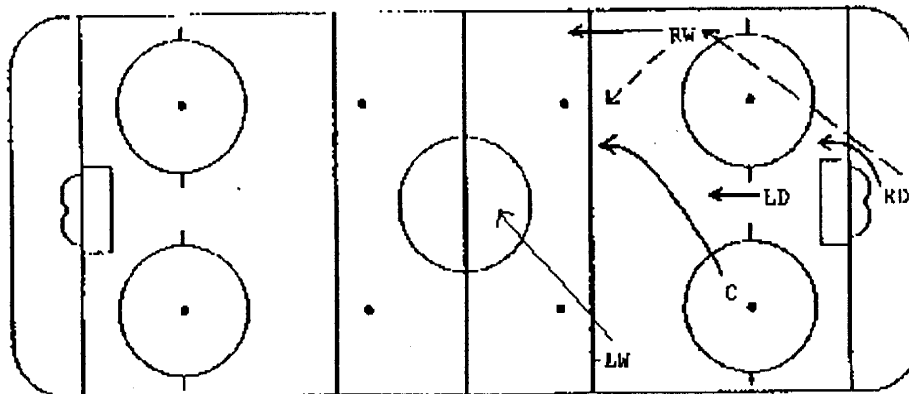
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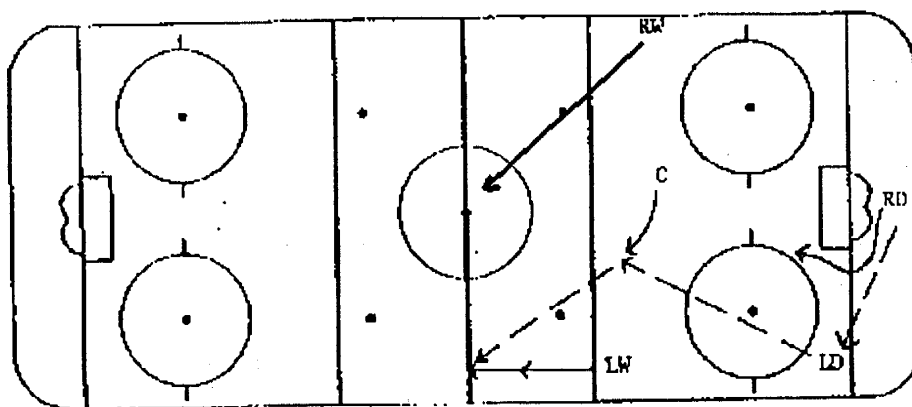
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 - C passes to RW who clears the zone
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 - LW should support ball and not stay wide



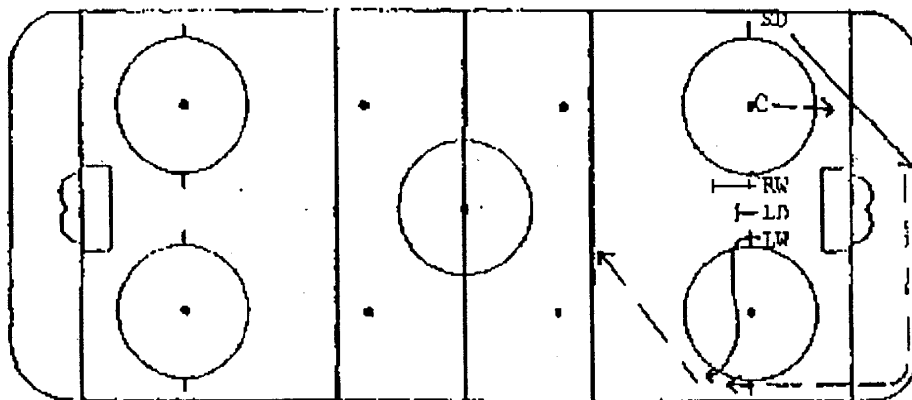
- B. - RD moves from behind the net to pass quickly to RW who is breaking into neutral zone and runs with ball or passes to C; LW supports



- C. - LD has released to the left corner
 - RD passes to LD
 - LD passes to C who is curling in the slot area
 - C relays a pass to LW who is breaking into the neutral zone; RW supports



- D. - Break out from a face-off
 - C wins the draw and the ball goes behind him
 - RD who is along the boards drives it around the boards to LW
 - LW then passes to C who breaks up the middle; RW holds as defensive insurance

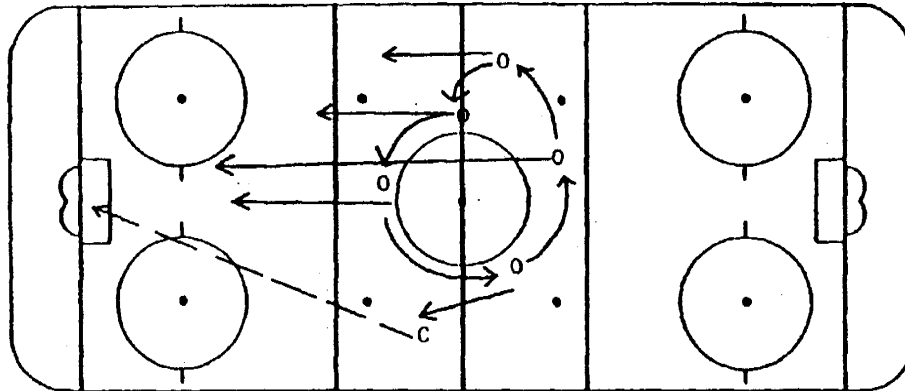


NOTES:

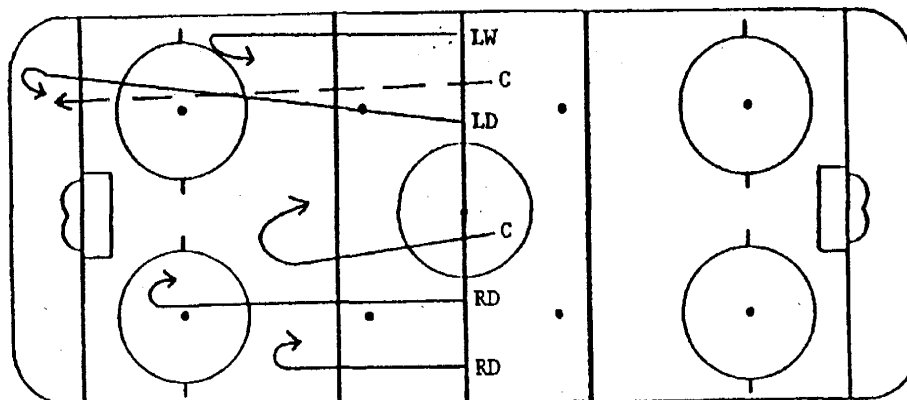
- RD and LD may change positions.
- Keep ball low and hard when shooting it around the boards.

BREAKOUT DRILLS

- A. This is a good drill for every player to understand the different positions on the floor. Have five players rotate in a circular motion between the center line and the blue line. The Coach shoots the ball on the net. The players take up the closest positions and go after the ball. After the ball is picked up the players turn around and breakout in a five on zero. After they reach the other end they turn and head up the floor in a three on two position.



- B. Have five players line up on the center line. The coach shoots the ball into the corner. All the players move into their end. The left defenseman picks up the ball and then all players begin to breakout to their own zone.



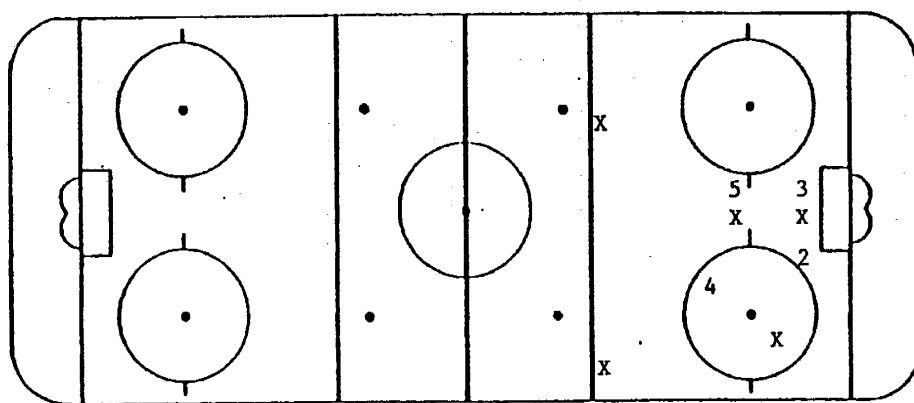
PENALTY KILLING

Usually a team's discipline will show up on how well they kill penalties.

THE BOX:

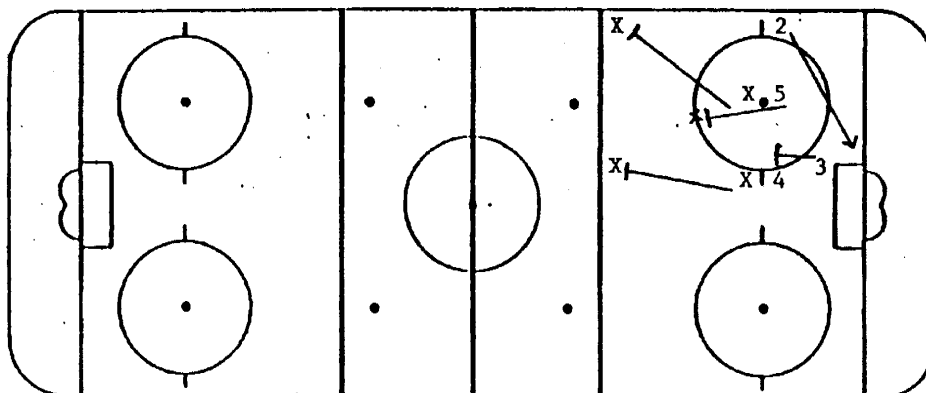
This is the most widely used system:

- The ball is at the RD (4) moves out to cover
- (5) covers the slot and RD
- (2) covers left side and corner
- (3) is on the far side post and covers right corner



FROM FACE-OFFS:

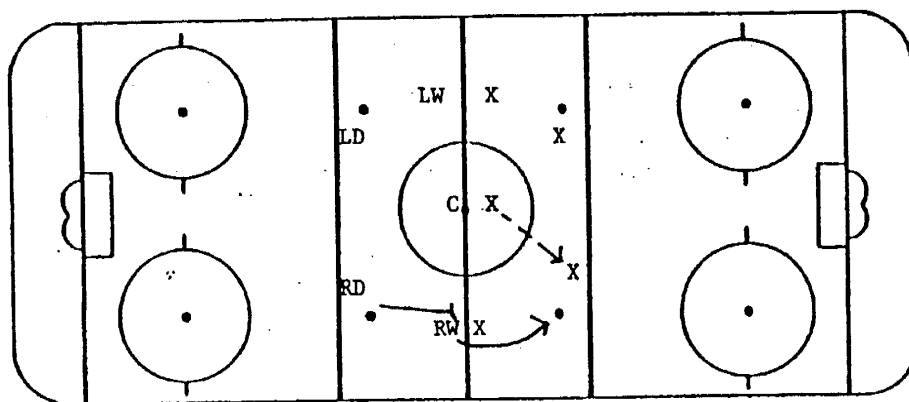
- (2) and (3) change positions
- (4) covers RD
- (5) covers the shooter in the slot and left point
- (2) picks up attacking C



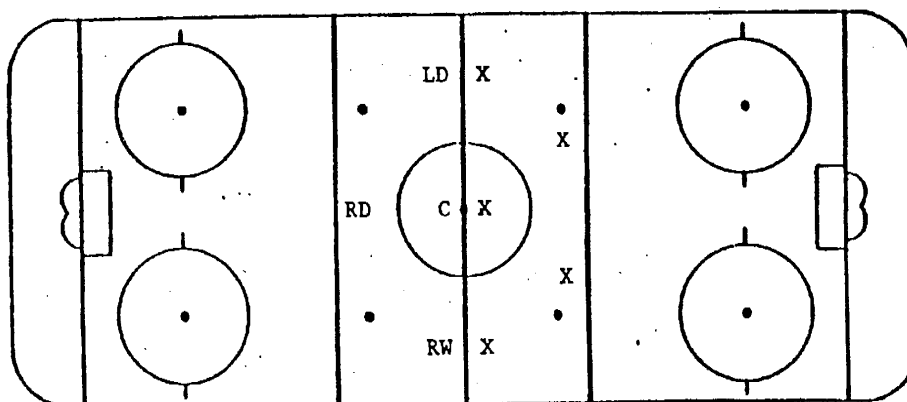
FACE-OFFS - NEUTRAL ZONE

Face-offs are a very integral part of ball hockey. Whatever zone your team is in, they must know their responsibilities.

- A.
- C loses draw to their defense
 - RW moves to their defense
 - RD moves up to cover their winger vacated by RW

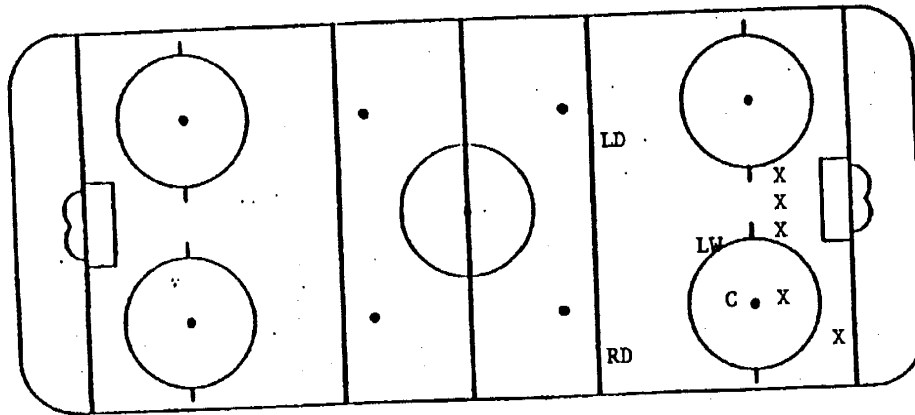


- B.
- Short handed
 - LD moves up to cover their winger
 - RD moves in the middle of the blue line



FACE-OFFS

No matter what alignment, the centre should not go in the circle until everyone is positioned.



Game Tools

SHOTS ON GOAL

DATE:	ARENA:	TIME:	GAME #:
HOME TEAM:		AWAY TEAM:	

PERIOD 1

SHOTS FOR:	TOTAL:
SHOTS AGAINST:	TOTAL:

PERIOD 2

SHOTS FOR:	TOTAL:
SHOTS AGAINST:	TOTAL:

TOTAL:

TOTAL SHOTS FOR:
TOTAL SHOTS AGAINST:

REMARKS:

WHO WAS ON THE FLOOR WHEN WE SCORED

DATE:	ARENA:	TIME:	GAME #:
HOME TEAM:		AWAY TEAM:	

WHO WAS ON THE FLOOR WHEN WE SCORED...

PLAYERS #	PPG	SHG	ESG
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

WHO WAS ON THE FLOOR WHEN THEY SCORED...

PLAYERS #	PPG	SHG	ESG
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

REMARKS:

PPG: Power Play Goal SHG: Short-Handed Goal ESG: Even Strength Goal

CONTROLLED FACE-OFFS CHART

DATE:	ARENA:	TIME:	GAME #:
HOME TEAM:		AWAY TEAM:	

PERIOD 1:

PLAYERS #:		DEFENSIVE	NEUTRAL	OFFENSIVE	TOTAL	REMARKS
1.	won					
	lost					
2.	won					
	lost					
3.	won					
	lost					
4.	won					
	lost					
5.	won					
	lost					
6.	won					
	lost					
TEAM TOTAL	won					
	lost					

PERIOD 2:

PLAYERS #:		DEFENSIVE	NEUTRAL	OFFENSIVE	TOTAL	REMARKS
1.	won					
	lost					
2.	won					
	lost					
3.	won					
	lost					
4.	won					
	lost					
5.	won					
	lost					
6.	won					
	lost					
TEAM TOTAL	won					
	lost					

REFERENCES

HOW TO BE AN EFFECTIVE COACH

Published with the co-operation of the Coaching Association of Canada and Manulife.

NOTES

