

PYHA

Coaches Manual

Created for the use of PYHA coaches.

Do not copy without written consent by Jeff Hanson.

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Coaching Philosophy: Quality Practices

“Have a plan, work the plan, plan for the unexpected”. –Unknown

“Practice does not make perfect, Quality Practice makes perfect.” –Shaun Goodsell

Making a Practice Plan:

It is important that we as coaches make a formal, written practice plan for each practice.

This plan is important not so much so that you look more organized to anyone observing. It is the act of actually making the plan that is important. Organizing your thoughts as you make the plan and thinking about what you should work on and how to do that.

Practices should use time efficiently, be fun for the kids, and be outcome based.

If we want to move our teams from point A to point B. Our practices need to be headed in the right direction...

Following a practice plan:

As mentioned earlier, practice plans are important because they help you run a more efficient and valid practice. However, a strong philosophy that needs to and will run throughout all levels of Princeton Hockey’s program is that if a coach needs to stray off the planned schedule to emphasize any given item on the practice plan, this is time well spent.

In other words, if you are doing a drill and the kids just don’t seem to be “getting it”. It is worth the time to cut into the next scheduled drill to bring the kids in, re-explain it, re-teach it, and do it again until they are doing it with quality.

Quality vs. Quantity:

Many poor coaches have a “what should I do to fill this hour’s icetime”.

This is a “go through the motions” mindset. You can have unlimited ice-time and not accomplish anything if there is no goals or direction in your practice.

We need to make sure we are making Quality, outcome-based practices.

Continued Learning:

“The most successful and experienced hockey coaches have a thirst for knowledge that belies their status in the game. They know there is always more they can learn, and the day they feel they know it all is the day they should hang up their whistle. There are always new on-ice strategies, innovative training techniques and creative ways of relating with modern players available to the most hardened veterans of the coaching ranks.”

-USA Hockey

Coaching Psychology:

As a coach, it is easy to get wrapped up in “just making your team win”.

Our mindset needs to change from thinking success=winning to doing what is best for each individual player. In other words, if we have a team that should easily be playing at an A level, but they are playing B level hockey and have a winning season while developing bad habits and actually taking a step backwards, this isn’t success.

At the youth level, if we are teaching kids something new/ a new skill everyday, building on what they already know/do, developing perseverance and making them love to play the game. We are successful.

Progress=success.

It is possible to have a winning season as a coach, but not be making any progress with the kids.

At the youth level, our priorities are:

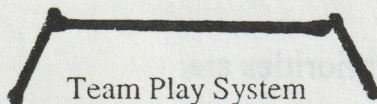
1. Teaching and developing skills
2. Making sure kids have fun playing hockey
3. Building self-confidence and a "team" mindset
4. Teaching game concepts
5. Teaching them about hard-work and persevering through tough times.

Kids need to have positive reinforcement that is well balanced with challenges to do better every time.

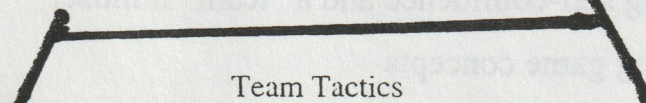
GOOD



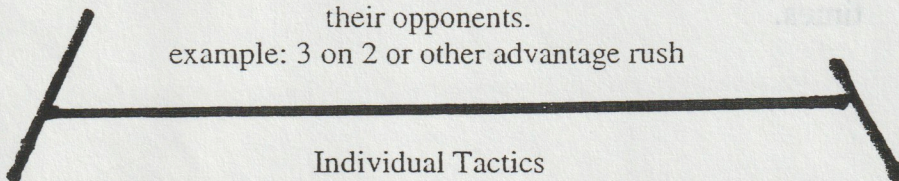
The selection of team play systems and tactics that take advantage of the opponent's weaknesses.



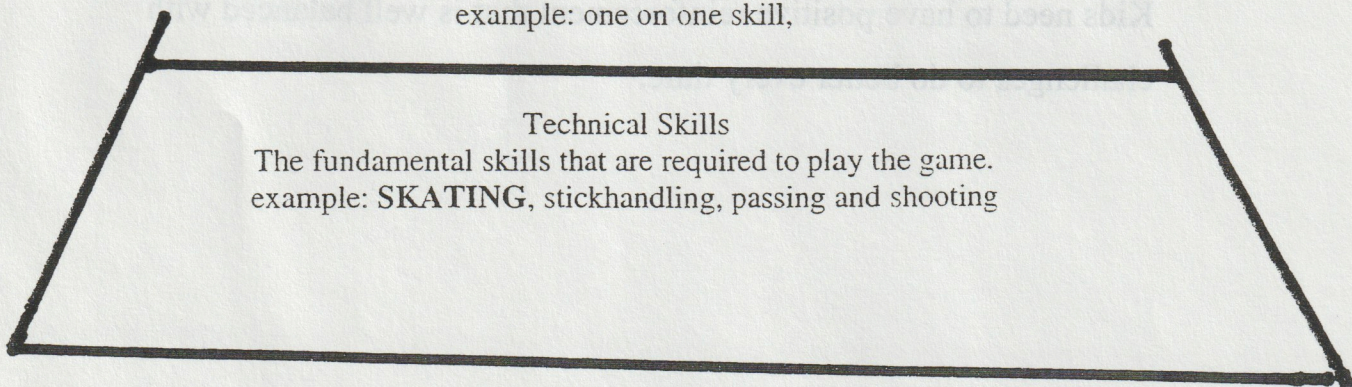
A pattern of play in which the movement of all players is integrated in order to accomplish an offensive or defensive objective.
example: triangle forechecking system.



A collective action of two or more players using technical skills and or individual tactics to create an advantage over their opponents.
example: 3 on 2 or other advantage rush



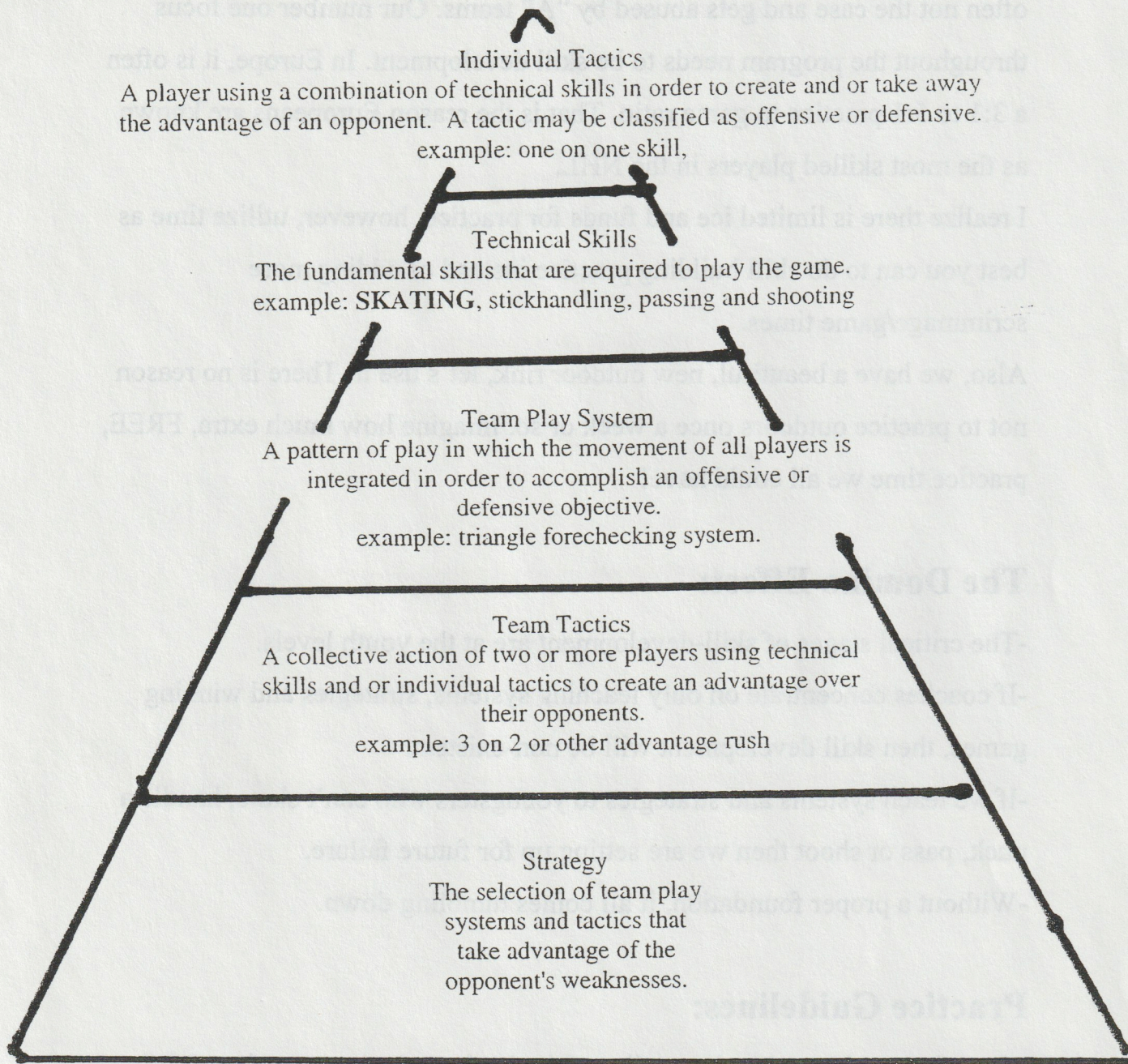
A player using a combination of technical skills in order to create and or take away the advantage of an opponent. A tactic may be classified as offensive or defensive.
example: one on one skill,



The fundamental skills that are required to play the game.
example: SKATING, stickhandling, passing and shooting

BAD

The problem with many youth hockey coaches.



Practice to Game/Scrimmage Ratio:

We should try to have a minimum of a 2:1 practice to game ratio. This is often not the case and gets abused by "A" teams. Our number one focus throughout the program needs to be skill development. In Europe, it is often a 3:1 to 5:1 practice to game ratio. That is the reason Europeans are known as the most skilled players in the NHL.

I realize there is limited ice and funds for practice, however, utilize time as best you can to do skill building practice instead of adding more scrimmage/game times.

Also, we have a beautiful, new outdoor rink, let's use it. There is no reason not to practice outdoors once a week or so. Imagine how much extra, FREE, practice time we all could have!

The Domino Effect:

- The critical stages of skill-development are at the youth levels.
- If coaches concentrate on only teaching systems, strategies and winning games, then skill development will be non-existent.
- If we teach systems and strategies to youngsters who can't skate, handle a puck, pass or shoot then we are setting up for future failure.
- Without a proper foundation, it all comes tumbling down.

Practice Guidelines:

Many factors determine the quality of the hockey playing experience. It is your job as coach to provide the opportunity for your players to participate to their maximum level of potential. This requires good planning and organizational skills. Having a good understanding of the strengths and

weaknesses of your players and also yourself is critical to the overall success of your season.

This section is designed to help us all see and work towards our common PYHA goal: Efficient Practices and Player development:

Outcomes we hope to achieve include:

- Designing efficient and specific practices with defined objectives.
- Assisting coaches in understanding how to develop and design effective practices.
- Encourage coaches to teach specific skills.
- Encourage coaches to organize a full season objective plan as opposed to just “winging” it each day.
- Organization and progression of drills.

You should use these skills when planning practice. It is also very important that you try to relay the significance and importance of everything you do.

Take the time to explain objective, what each drill is trying to teach and what you want the main focus of each drill and even each practice to be.

PYHA Practice Ratios:

Mites

Skill development: 50%

Team Play 10%

Small Games 40%

Squirts:

Skill Development 50%

Team Play 20 %

Small Games 30%

Pee-Wee:

Skill Development 50%

Team Play 25%

Small Games 25%

Bantam:

Skill Development 50%

Team Play 35%

Small Games 15%

*Conditioning 0%

***Conditioning:**

Many coaches believe that “conditioning” is something that should get a certain percentage of minutes every practice. Our philosophy on conditioning is that there is not enough practice time at the youth level to waste on conditioning. Also, skating when tired reinforces poor skating mechanics and habits and can cancel out the practice time you spend working on good skating mechanics. Conditioning should be incorporated into practice through high tempo, fast paced drills and a well organized practice that flows from one drill to the next and keeps players moving at a steady pace.

However, conditioning serves a purpose as a consequence to a poor effort or to get their attention when needed.

Small Area Games:

Our Philosophy,

Small area games teach kids things about the game of hockey that no drill can. Game situations and concepts such as time and space, not standing still, getting open, moving the puck, finding open ice, seeing the ice, body position use, puck protection, 2 on 1's, give and go's, battling, etc. Kids learn to apply skills learned in individual drills and concepts learned in team drills. Most importantly, kids enjoy small games and have fun! They learn to love to play hockey and compete! Small games also train young minds to think quickly and react quickly as there is less space to make plays and the game is more confined. Small games are valuable tool for us to use in developing players.

(Blatherwick, p. 117 for more on small area games)

Other Topics:

-Discuss the importance of off-ice expectations at arenas, locker-rooms and restaurants shall be addressed at all times. We represent all of Princeton Hockey at all times.

-Teach players how to develop the ability to balance school and outside activities. Planning for homework, school functions, etc. Players should talk to coaches and give them notice well in advance. This is the players responsibility, not the parents'.

Sportsmanship:

Again, we represent all of Princeton Hockey. Teach kids to be both gracious winners and losers. Kids need to be trained consistently from an early age how to behave in a respectful manner towards their opponents, referees, and coaches. Teach them how to shake hands before and after games and keep their heads held high.

Teamwork:

Just like sportsmanship, kids need to be taught what being a good teammate is. Knowing your role, encouraging teammates, building teammates up instead of putting them down. Playing for each other and not themselves.

Respecting the time of volunteers and others. Be on time for games and practices. This is for both coaches and players.

For older kids (Pee-Wee and Bantam), have regular discussions throughout the season **regarding tobacco and chemical use**, and the negative effects of it on themselves and teammates.

Decision-Making:

their decisions effect their teammates. Being above the influence of negative things/behaviors of peers at school, etc.

Injury Prevention/Care:

Teach kids the difference between being hurt (a bruise), and being injured (a sprain or break). Teach them and parents R.I.C.E.- Rest, Ice, Compression, Elevation.

Pre-Game Warm-up:

By the Pee-Wee age for sure, kids should be in the routine of doing a pre-game warm-up before they get dressed for a game. This can be a brief jog, or dynamic warm-up with some light stretching.

This should become routine.

Dryland Training:

Dryland training is an integral part of player development. Many things can be worked on either before or after practice and it doesn't cost the parents any ice-time! Leg strength, quickness, speed, agility, flexibility, endurance, shooting, stick-handling, passing can all be improved through dryland training.

Things that can be done:

1. Light calisthenics (dynamic warm-up)
2. Balance exercises (jumping and landing on 1 leg)
3. Stretching
4. Agility work (quick feet)
5. Quickness training (leg strength, short sprints)
6. Stride work (Russian box, stride simulation activities)
7. Sprint training
8. Team Games: (activities like dodgeball, team handball, soccer, etc. work on athleticism and team-building)
9. Puck handling drills: (use a stickhandling ball, or make balls with whiffle balls w/ a cut-up tennis ball stuffed inside them)
10. Shooting: (shooting gallery at old rink)

Position-Specific Practice Time:

There should be time built in to each of the above specified percentages for coaches to work on position specific drills. An example of position-specific practice is one coach taking the forwards in one zone and working on cycling, another coach taking the defense and working on defense-specific skills or team play, and another coach working with the goalies.

This is important in both the skillset and also the team play aspects of practice.

Teaching Skating Mechanics:

5 step Progression: (Laura Stamm, USA Hockey)

1. Correctly
2. Correctly-Powerfully
3. Correctly-Powerfully-Quickly
4. Correctly-Powerfully-Quickly-with the puck.
5. Same as #4, in a game situation

Key points of Skating Mechanics:

- Good knee bend (90 degree angles)
- Full stride extension
- Full stride recovery
- Head/Chest up
- Good balance, not on toes or heels
- Use full length of skate blade on the ice
- Teach stride mechanics with one hand on stick
- Arms pump front to back, as opposed to side to side
- Glide as far as you can on each stride.

PYHA Skill Development Scope and Sequence

You will notice a strong correlation between the following and the USA Hockey recommendations that are located in the Skill and Progression Manual. There are some minor changes as it relates to our needs and wants at PYHA.

These guidelines will be broken down into the following age groups: Squirts/U10, Pee Wees/U12, and Bantam/U14. There will be **minor modifications** by each subgroup within each level i.e. a "C" team vs. an "A" team.

It is an absolute requirement that all teams follow through with the skill development in this manual. For the continuity of the program the assumption needs to be made by a Pee wee/U12 Coach that an incoming Pee Wee/U12 has been taught the Squirt/U10 skills indicated so that he/she may build off those skills.

Mite Skillset Checklist:

The following is the checklist that coaches of Mite level players need to follow as their objectives for the season.

Each PYHA player needs to be able to perform each of the following skills at a passing level according to their own ability before moving on to Squirts.

1. Forward Skating Stride:
 - a. -Good knee bend, full stride extension/recovery
 - b. -Head/Chest up/Butt down
 - c. -Good balance, (not on toes, don't lean on stick)

2. Backward Skating:
 - d. -Full "C" cuts
 - e. -Good Balance (not on toes)
 - f. -"Sit in chair"

3. Crossovers: (forward and backward) *need to be a proficient forward skater before working on crossovers.
 - a. -Use of inside and outside edge
 - b. -Good balance, good knee bend

4. Power Turn: this would be for advanced mites, if they can't do #'s 1,2 and 3 above, do not begin power-turns
 - a. -Use both feet, one inside, one outside edge
 - b. -Good knee bend
 - c. -Lean into turn w/ body

5. Passing/Receiving: (forehand & backhand)
 - Get body "over the puck"
 - Hands loosely in front of body
 - a. -Puck roll off stick blade, flat on ice-Follow through at target.
 - b. -Follow through at target

- c. teach hand-width, feet width.
- d. Teach how to hold stick

Receiving a Pass:

- a. give a target, stick on ice, use forehand and backhand.

6. Shooting:

- a. Wrist shot-weight transfer
- b. Snapshot-toes pointed at target, shoot off of inside foot
- c. How to hold stick

7. Stickhandling/Puck Skills

- a. -Knees bent, feet should width apart
- b. -Chest/Head-up
- c. -Use peripheral vision to see puck
- d. -Hand placement on stick

8. Stick Position “stick on ice” so they are ready

Equipment

- 1. How to wear and fit each piece of equipment
 - a. If you see they are not tying their skates right, have them on wrong feet or they have equipment that is too big or small, use it as a chance to teach them how to wear their gear. You have to teach many parents these things also. When you fix a kid's equip. talk to that parent so they know what was wrong.
 - b. Many parents have no idea about equipment if they never played themselves.
 - c. Teach kids and parents about stick length and why?
 - d. Check helmet fit.

Rules of the Game:

1. Positions (very basic)
 - a. Defense
 - b. Forwards
 - i. Centers/wings
2. No Checking
 - a. Still keep head up
 - b. Use of body position
3. Idea of Good sportsmanship
 - a. Commitment
 - b.

Penalties: Teach "basic No-No's"

Minors-

1. Tripping
2. Holding
3. Slashing
4. Elbowing
5. Body Checking

Mite Team Play:

We will not get too involved with team play at this basic level. Begin to teach the very basic levels of "Defense" and "Offense". Teach them to spread out and try to pass to teammates instead of just hitting the puck up the ice.

Squirts Skillset Checklist:

The following is the checklist that coaches of squirt level players need to follow as their objectives for the season.

Each PYHA player needs to be able to perform each of the following skills at a passing level according to their own ability before moving on to Pee-Wees.

1. Forward Skating Stride:
 - a. -Full stride extension/recovery
 - b. -Head/Chest up
 - c. -Good balance, (not on toes)
 - d. -Full knee bend
 - e. -Reach forward with hands/arms
 - f. -keep head level
 - g. use full blade, not toes

2. Backward Skating:
 - h. -Full "C" cuts
 - i. -Good Balance (not on toes)
 - j. -Full knee bend
 - k. -"Sit in chair"

2. Crossovers: (forward and backward)
 - Knees bent
 - a. -Use of inside and outside edge
 - b. -Good balance

3. Power Turn:
 - a. -Use both feet, one inside, one outside edge
 - b. -Good knee bend
 - c. -Lean into turn w/ body

4. Passing/Receiving: (forehand & backhand)
 - Get body "over the puck"
 - Hands loosely in front of body
 - a. -Puck roll off stick blade, flat on ice, (maybe saucer pass for more skilled players)

- b. -Follow through at target.
- c. -Roll puck off stick blade.
- d. -Follow through at target
- e. -Concept of “tape to tape”
- f. -Concept of “area pass”
- g. -“crisp” pass concept

5. Shooting:

- a. Wrist shot-weight transfer
- b. Snapshot-toes pointed at target, shoot off of inside foot

6. Stickhandling/Puck Skills

- a. -Knees bent, feet should width apart
- b. -Chest/Head-up
- c. -Use peripheral vision to see puck
- d. -Teach front fake wide to right and left
- e. -Dribble in Front of body in traffic
- f. -Dribble on side of body to quickly shoot or pass
- g. -Push puck in front w/ 1 hand on stick when in open ice to skate faster

7. Stick Position

8. -Teach why they should have their stick on the ice at all times. We always need to be ready to catch a pass when on offense or intercept a pass when on defense. Teach “sticks in passing lanes” when on defense.

9. -1 vs. 2 hands on stick: It’s OK to have 1 hand on stick, you get a longer reach and can skate faster. Teach kids to push puck w/ one

hand in open ice and catch passes w/ one hand on stick. The second hand can be quickly added.

Equipment

1. How to wear and fit each piece of equipment
 - a. If you see they are not tying their skates right or they have equipment that is too big or small, use it as a chance to teach them how to wear their gear.
 - b. Many parents have no idea about equipment if they never played themselves.
 - c. Teach kids and parents about stick length and why?

Rules of the Game:

1. Face-Offs
 - a. Where on the ice and why?
 - b. Positions
2. Icing
 - a. What constitutes icing?
 - b. Why we do it: ex. Tired, need a change, PK, etc.
3. Offsides
 - a. What it is
 - b. No tag up vs. tag up
4. No Checking
 - a. Still keep head up
 - b. Use of body position
5. Team Rules
 - a. Player conduct
 - b. Coach conduct
 - c. Parent conduct
 - d. Good sportsmanship
 - e. Commitment

Penalties: Teach what each penalty is

Minors-

1. Tripping
2. Hooking
3. Interference

4. Holding
5. Slashing
6. Cross-Checking
7. Elbowing
8. Charging
9. Body Checking (squirts only)
10. Slashing
11. High Sticking

Majors-

1. Checking from behind
2. Unsportsmanlike conduct

Pee-Wee Skillset Checklist:

The following is the checklist that coaches of Pee-Wee level players need to follow as their objectives for the season.

There is to be a progression from level to level within PYHA. For example, Pee-Wee coaches should assume the players they get from Squirts know and can perform all Squirt level skills so that Pee-Wee coaches can build on this and then send them on to Bantams, where Bantam coaches can build on the skills and knowledge learned in Pee-Wees. Each PYHA player needs to be able to perform each of the following skills at a passing level according to their own ability before moving on to Bantams. Each level keeps working on learned skills to reinforce and make habit while adding to and learning new skills and knowledge. For example, the Bantam skill-set and game play includes that of Squirt and Pee-Wee with additional items that apply to Bantams.

1. Forward Skating Stride:
 - a. -Full stride extension/recovery
 - b. -Head/Chest up
 - c. -Good balance, (not on toes)
 - d. -Full knee bend
 - e. -Reach forward with hands/arms
 - f. -keep head level
 - g. use full blade, not toes

2. Backward Skating:
 - h. -Full "C" cuts, double crossover.
 - i. -Good Balance (not on toes)
 - j. -Full knee bend
 - k. -"Sit in chair"

2. Crossovers: (forward and backward)
 - Knees bent
 - a. -Use of inside and outside edge
 - b. -Good balance
 - c. -Building speed through crossovers

3. Power Turn:

- a. -Use both feet, one inside, one outside edge
 - b. -Good knee bend
 - c. -Lean into turn w/ body
 - d. -Move feet quickly and accelerate out of turn
4. Passing/Receiving: (forehand & backhand)
- Get body "over the puck"
 - Hands loosely in front of body
 - a. -Puck roll off stick blade, flat on ice, (maybe saucer pass for more skilled players)
 - i. don't "slap" a pass.
 - b. -Follow through at target.
 - c. -Roll puck off stick blade.
 - d. -Follow through at target
 - e. -Concept of "tape to tape"
 - f. -Concept of "area pass"
 - g. -"crisp" pass concept
5. Shooting:
- a. Wrist shot-weight transfer
 - b. Snapshot-toes pointed at target, shoot off of inside foot
 - c. Teach slap-shot mechanics, although it is not used a lot at this level and many Pee-Wees lack the strength to use one. They need to learn the proper mechanics.
6. Stickhandling/Puck Skills
- a. -Knees bent, feet should width apart, chest/head up
 - b. -Use peripheral vision to see puck
 - c. -Teach front fake wide to right and left
 - d. -Dribble in Front of body in traffic
 - e. -Dribble on side of body to quickly shoot or pass
 - f. Dribble diagonally across body

- g. Teach “side-fake”
- h. Teach “toe-pull”
- i. Teach “Gretzky” move
- j. Teach “slip moves”-under stick, and slip through skates.
- k. Teach shuffle stride for dribble in traffic, pushing with heels
- l. -Push puck in front w/ 1 hand on stick when in open ice to skate faster, then back to shuffle-stride dribble.

7. Stick Position

- a. At the Pee-Wee level, really stress “sticks in passing lanes” when on defense.
- b. Sticks “facing up ice” when presenting a passing target
- c. 1 vs. 2 hands on stick: It’s OK to have 1 hand on stick, you get a longer reach and can skate faster. Teach kids to push puck w/ one hand in open ice and catch passes w/ one hand on stick. The second hand can be quickly added.
- d. “Getting Opponents Sticks” when on defense.

Rules of the Game: should be review

- 1. Face-Offs
 - a. Positions/Jobs for every player at every face-off location
- 2. Icing
 - a. Why we do it: ex. Tired, need a change, PK, etc.
- 3. Offsides
 - a. What it is
 - b. No tag up vs. tag up
- 4. Checking:

- a. Teach proper checking mechanics and why.
- b. Check to separate player from puck, not to “look cool”
- c. Using shoulder and keeping elbow and stick down

5. Team Rules

- a. Player conduct
- b. Coach conduct
- c. Parent conduct
- d. Good sportsmanship
- e. Commitment

Penalties: Teach importance of discipline and how taking dumb penalties hurts your teammates.

By the Pee-Wee level, frequent penalty offenders need to start getting benched when they take a selfish penalty.

Minors-

- 1. Tripping
- 2. Hooking
- 3. Interference
- 4. Holding
- 5. Slashing
- 6. Cross-Checking
- 7. Elbowing
- 8. Charging
- 9. Slashing
- 10. High Sticking

Majors-

- 1. Checking from behind
- 2. Unsportsmanlike conduct

Bantam Skillset Checklist:

The following is the checklist that coaches of Bantam level players need to follow as their objectives for the season.

There is to be a progression from level to level within PYHA. For example, Pee-Wee coaches should assume the players they get from Squirts know and can perform all Squirt level skills so that Pee-Wee coaches can build on this and then send them on to Bantams, where Bantam coaches can build on the skills and knowledge learned in Pee-Wees. Each PYHA player needs to be able to perform each of the following skills at a passing level according to their own ability before moving on to Bantams. Each level keeps working on learned skills to reinforce and make habit while adding to and learning new skills and knowledge. For example, the Bantam skill-set and game play includes that of Squirt and Pee-Wee with additional items that apply to Bantams.

1. Forward Skating Stride:
 - a. -Full stride extension/recovery
 - b. -Head/Chest up
 - c. -Good balance, (not on toes)
 - d. -Full knee bend
 - e. -Reach forward with hands/arms
 - f. -keep head level
 - g. use full blade, not toes
 - h. Quick feet starts: first few strides on toes, short, choppy steps
 - i. Start at a right angle and open up hips after initial steps

2. Backward Skating:
 - j. -Full "C" cuts, double crossover.
 - k. -Crossover start (right and left)
 - l. -Good Balance (not on toes)
 - m. -Full knee bend
 - n. -"Sit in chair"

2. Crossovers: (forward and backward)
 - Knees bent
 - a. -Use of inside and outside edge
 - b. -Good balance

c. -Building speed through crossovers

3. Power Turn:

- a. -Use both feet, one inside, one outside edge
- b. Lead with stick
- c. -Good knee bend
- d. -Lean into turn w/ body
- e. -Move feet quickly and accelerate out of turn

4. Passing/Receiving: (forehand & backhand)

-Get body "over the puck"

-Hands loosely in front of body

- a. -Puck roll off stick blade, flat on ice and saucer
- b. -Follow through at target.
- c. -Roll puck off stick blade.
- d. -Follow through at target
- e. -Saucer pass, short and long, land it flat, not bouncing
- f. -Concept of "area pass"
- g. -"crisp" pass concept

5. Shooting:

- a. Wrist shot-weight transfer
- b. Snapshot-toes pointed at target, shoot off of inside foot
- c. Slap-shot: body position, weight transfer, using flex of stick, hand spacing on stick. Where to hit puck.
- d. Practice shooting quickly and shooting to score every time.

Where to shoot:

-Teach concept of shooting for "5 hole" when you have traffic in front to set up a rebound.

-Teach concept of "High % vs. Low %" shots.

6. Stickhandling/Puck Skills

- a. -Knees bent, feet should width apart, chest/head up

- b. -Use peripheral vision to see puck
- c. -Teach front fake wide to right and left
- d. -Dribble in Front of body in traffic
- e. -Dribble on side of body to quickly shoot or pass
- f. Dribble diagonally across body
- g. Teach “side-fake”
- h. Teach “toe-pull”
- i. Teach “Gretzky” move
- j. Teach “slip moves”-under stick, and slip through skates.
- k. Teach shuffle stride for dribble in traffic, pushing with heels
- l. -Push puck in front w/ 1 hand on stick when in open ice to skate faster, then back to shuffle-stride dribble.

7. Stick Position

- a. At the Pee-Wee level, really stress “sticks in passing lanes” when on defense.
- b. Sticks “facing up ice” when presenting a passing target
- c. 1 vs. 2 hands on stick: It’s OK to have 1 hand on stick, you get a longer reach and can skate faster. Teach kids to push puck w/ one hand in open ice and catch passes w/ one hand on stick. The second hand can be quickly added.
- d. “Getting Opponents Sticks” when on defense.

Rules of the Game: should be review

1. Face-Offs
 - a. Specific plays in D-zone, ring and fly weak-side
 - b. NZ-Fly Defenders, lock wings.
 - c. Offensive zone, Jam play, load slot, center-walk
2. Icing
 - a. Why we do it: ex. Tired, need a change, PK, etc.
3. Offsides
 - a. What it is
 - b. No tag up vs. tag up
4. Checking:
 - a. Teach proper checking mechanics and why.
 - b. Check to separate player from puck, not to "look cool"
 - c. Using shoulder and keeping elbow and stick down
5. Team Rules
 - a. Player conduct
 - b. Coach conduct
 - c. Parent conduct
 - d. Good sportsmanship
 - e. Commitment

Penalties: Teach importance of discipline and how taking dumb penalties hurts your teammates.

By the Pee-Wee level, frequent penalty offenders need to start getting benched when they take a selfish penalty.

Minors-

1. Tripping
2. Hooking
3. Interference
4. Holding
5. Slashing
6. Cross-Checking
7. Elbowing
8. Charging
9. Slashing
10. High Sticking

Majors-

1. Checking from behind
2. Unsportsmanlike conduct

SQUIRT TEAM PLAY

1. Concept of team play → Playing for your teammates, not yourself, team roles.
Concept of Defensive Zone, Neutral Zone, Offensive Zone,
2. Fore check → only teach one – Basic 2-1-2 – concept of “cycling puck” – difficult at this level.
3. D-zone coverage → 1 D in front, D+C low, wings high.
4. N-zone coverage → wings lock with wings, center pressures puck, defenders maintain good N2 gap.
5. N2 regroup → wings stay wide on walls, center supports puck, defenders go D → D, pass up.
6. Breakout → Teach them to support puck + get to position to catch pass, wings on “half-wall”, sticks facing “up-ice”, center supports in middle-lane. Teach D-to-D pass. Later in season after they get the basics, move onto D reverse on a dump-in.
7. Concept of Strong Side + Weak-Side of ice.
8. Concept of 3 lanes of ice R-Middle-Left.
9. Concept of transition, Offense- “when we have puck” Defense- “when we don’t have puck.”
10. Offensive Zone Entry: - Triangle w/ a trailer + weak man driving wide to net.
11. Special Teams: We will not get too involved w/ special teams at the squirt level.
Power play → Basic overload.
12. PK → Basic conservative box → Teach concept of “Stay in Middle.”

PEE-WEE TEAM PLAY

1. Concept of team play:

- Doing your job, understanding your role.
- It's not about your ice time or your points, it's about the team.
- Teach players that "great players make the others around them better"
- Hockey is about moving the puck, not trying to beat everyone by yourself.

Concept of Defensive Zone, Neutral Zone, Offensive Zone,

2. Fore check: Should know 2-1-2, 1-2-2, 2-3.

-concept of "cycling puck"

-"1st man body, 2nd man puck.

In 2-1-2 and 2-3, teach 1st 2 go HARD to puck, 3rd man stays high.

3. D-zone coverage: Basic 1 D in front, D+C low on puck, wings high.

-At this level, weak side wings needs to begin to help more in low slot.

-Teach players to "get opponents sticks" off the ice.

4. N-zone coverage → wings lock with wings, center pressures puck, defenders maintain good N2 gap.

-Center pressures from "inside out"

-Strong side defensemen can step up on their center.

-Pee-Wee defensemen need to learn good NZ gap control.

5. N2 regroup: wings stay wide on walls, center supports puck, defenders go D → D, pass up.

-Stress good passing angles. Don't "show your butt" to your teammate.

-Passes should be made to offensive side of players, sticks should always be facing "up-ice" when presenting a passing target to a teammate.

6. Breakout: Teach them to support puck + get to position to catch pass, wings on "half-wall", sticks facing "up-ice", center supports in middle-lane. Teach D-to-D pass.

-D to SS wing

-D to center

-D to D to WS wing

-Pee-Wees need to learn to make good plays and not just shove the puck up the strong side resulting in a turnover to opponents.

-Teach them to look for option A, then option B so they know what to look for in a given situation, if A and B are not there, then go back to WS D, or shoot off

glass, over everyone's head and out into NZ. (this is a hard play for many Pee-Wees as they lack the strength to go off the glass)

7. Concept of Strong Side- this should be obvious to a Pee-Wee but review it anyway and use the terms everyday.
8. Concept of 3 lanes of ice R-Middle-Left.
9. Concept of transition, Offense- "when we have puck" Defense- "when we don't have puck."

-Teach the concept of Transition: going quickly from offense to defense or defense to offense. This is about recognizing the play, being aware of what's happening. Transition is the biggest part of the game, where games are won and lost.

10. Offensive Zone Entry: Pee-Wees should understand and execute a trailer and a driver to net.

-Teach them ways the puck carrier can make a play.

- Back door pass to driver.
- Escape and pass to trailer
- Quick stop and pass to trailer.
- Shot on net for a rebound.

11. Special Teams: Again, at this level, special teams are not a priority.

-Power Play: Run a basic overload, but teach the concept of Patience and controlling the puck. There is no reason to ever force a bad play, shot or pass when on the power play.

-Teach concept of tape-to-tape forehand passes on PP.

12. PK: Again, not a huge priority at this level.

-Run basic box.

-Teach concepts of:

- sticks in passing lanes, bodies in shooting lanes.
- Blocking shots.
- Stay off of walls and don't chase behind net.
- Don't finish checks
- Stops and starts, not big circles to get back in play.

-Killing penalties is a privilege that only the hardest working, most discipline players get to do.

BANTAM TEAM PLAY

1. Concept of team play:

- Doing your job, understanding your role.
- It's not about your ice time or your points, it's about the team.
- Teach players that "great players make the others around them better"
- Hockey is about moving the puck, not trying to beat everyone by yourself.

Concept of Defensive Zone, Neutral Zone, Offensive Zone,

2. Fore check: Should know 2-1-2, 1-2-2, 2-3.

-concept of "cycling puck"

-"1st man body, 2nd man puck.

In 2-1-2 and 2-3, teach 1st 2 go HARD to puck, 3rd man stays high.

3. D-zone coverage: Basic 1 D in front, D+C low on puck, SS wing high, WS wing in slot.

-Wings cannot allow shots from their respective points.

-Teach players to "get opponents sticks" off the ice.

-WS Defenseman plays off back post so that no one can sneak behind him and he can easily jump behind net to become an outlet for his partner. (D-to-D pass)

-Teach SS Defensemen and Centers that they have to battle, teach toughness and determination to not get beat out of a corner.

4. N-zone coverage: same as Squirt and Pee-Wee with more emphasis on good execution. W

-Wings lock with wings, center pressures puck from inside out, defenders maintain good NZ gap.

-Strong side defensemen can step up on their center.

-Good NZ gap is critical for Bantam defensemen.

5. NZ regroup: wings stay wide on walls, center supports puck, defenders go D → D, pass up.

-Stress good passing angles. Don't "show your butt" to your teammate.

-Passes should be made to offensive side of players, sticks should always be facing "up-ice" when presenting a passing target to a teammate.

-Wings need to get back close to their defensemen for a shorter pass

6. Breakout:

-Puck support and good positioning to catch pass, wings on "half-wall" or lower, sticks facing "up-ice", center supports in middle-lane. Teach D-to-D pass.

- D to SS wing
 - D to center
 - D to D to WS wing
 - Bantams need to make good plays and not just shove the puck up the strong side resulting in a turnover to opponents. This is just panic with the puck at the bantam level and is a bad habit that you need to break if seen done.
 - Teach, "Look option A, then B, then either D-D or "Glass"
7. Defensively identifying a rush.
 - Players need to "have their head on a swivel" and identify if the other team has an "odd-man rush".
 - On 2 on 1's, teach defensemen to stay in middle, give up a bad angle shot, and not let a pass across.
 - On a 3 on 2, teach defensemen to play a 2 on 1 on the strong side and a 1 on 1 on the weak side.
 8. Back checking:
 - Teach the importance of this, this turns an odd man rush into no threat at all if the back checker does his job.
 - Back check from the "inside out"
 - Take the shortest path straight to the post to cut off your man (don't chase him from behind)
 - Get his stick out of play when you catch him. Many players catch their man and then don't know what to do and he still makes a play. Teach them to always "take away sticks".
 9. Concept of transition, Offense- "when we have puck" Defense- "when we don't have puck."
 - Teach the concept of Transition: going quickly from offense to defense or defense to offense. This is about recognizing the play, being aware of what's happening. Transition is the biggest part of the game, where games are won and lost.
 - Bantams need to transition quickly.
 10. Offensive Zone Entry: This should be 2nd nature for Bantams, they know wide man drives, middle man trails, puck carrier drives wide and makes a play.
 - Teach "Middle-Lane Drive" on a 3 on 2.
 - Teach concept of odd man rush objective: To get a quality shot on net!
 11. Special Teams: In Bantams, we begin to focus more on PP/PK.
 - Power Play: They should already know the overload. Review it and still use it.
 - Teach the umbrella and use it if possible in games.

-PP Breakout:

-Teach 3 across, double swing.

-Continue reinforcing the basic rules of PP.

-tape-to-tape passes on forehands

-Control puck

-don't force plays

-work hard without puck to get open.

12. PK: Important at this level

-Run basic box.

-Teach concepts of:

-sticks in passing lanes, bodies in shooting lanes.

-Blocking shots.

-Stay off of walls and don't chase behind net.

-Don't finish checks

-Stops and starts, not big circles to get back in play.

-Killing penalties is a privilege that only the hardest working, most discipline players get to do.

13. Face-Offs

-D zone:

-teach concept of tying up man until we control the puck.

-explain what happens if we lose draw and let our man go free.

-Offensive Zone:

-Teach Jam Play

-Teach Center walk

-Teach slot overload

-NZ:

-Teach wings tie up.

Principles of Defensive Zone Coverage

*Protecting the middle of the ice is the foundation of a sound defense!!

Awareness: Recognizing Transitions:

Are we on defense or offense?

- Complete puck control=Offense
- Opposing team controls puck=Defense
- Unsure of which team controls puck=Defense

“Head on a swivel”

- Know where all players (both teams) are on the ice at all times

See the Ice:

- Recognize/identify greatest threats and cover them first
- even and odd-man situations

Communicate:

- Poise and communication are key to avoiding panic and running around.
- Avoid hesitation and duplication
Hesitation is indecision with regard to coverage and responsibility, this puts you one step behind the play.

Duplication is more than 1 player doing the same job.

Getting back into the Defensive Zone:

Everyone Funnels back into D-zone through the middle of the ice first. “Protect the House”.

- 1st “F” back assumes low coverage responsibility
- 2nd “F” covers high slot area protecting the “house”
- 3rd “F” back covers the strong side (puck side) assuming responsibility for the high strong side of the ice.

-In this situation, the center is ideally the low coverage person, but if they are not the first F back, they assume high coverage until a switch can be made. The center is always responsible to call “switch with a wing, so there is no confusion.

In-Zone Defensive Coverage

Primary Responsibility and secondary support

Primary Responsibilities:

-Our 2 defensemen and center are responsible for low coverage of the opposing teams forwards.

-Our wingers are responsible for high coverage of the opposing teams defensemen on the blue line and high slot.

Secondary Support:

All players away from the puck have a secondary support responsibility to collapse towards the slot ("house") area to support the coverage on a puck carrier from the opposing team, helping to protect the dangerous scoring area.

-**Body Position**- Putting yourself in a position to see your man and the puck carrier at all times. (Ex. Weak side Defensemen on back post.)

-**"D-Side" Position**- Defensive side of your man, put yourself between your man and our net at all times. This is a constant battle.

-**Spacing or Gap on your primary coverage**- keeping yourself close enough to your coverage to intercept a pass, or make a play on them if a pass is made to them.

-**"Sticks in passing lanes"**- one hand on the stick, active stick in passing lanes to discourage passes to coverage man or through middle of ice.

Low Zone Coverage: Closest low player to puck attacks puck carrier.

Principles of Attacking Puck Carrier:

-D side body positioning at all times-stay between your man and our net

-Don't get beat off the wall and back to the net

-1 hand on stick, stick to stick position to deter pass, until battle is engaged with puck carrier.

-Direct puck carrier by the angle you take, inside-out.

-Go hard, but under control

-Close gap with good angle and body/stick position.

"stick on stick and body on body".

-Hit to separate puck carrier from puck, not for the "big hit and bounce", where puck carrier still maintains control.

Rules of thumb for Low support players (not covering puck carrier)

-Body Position-Position your body so you can see your primary coverage and the puck at all times

-**"D side"** positioning between your primary coverage and the puck/net.

-Support players need to always be in a position to collapse and help cover puck carrier if someone gets beat.

-Support players need to always be in a position to grab a loose puck if puck carrier is successfully separated from puck.

-Support players should always have a one-hand-on-stick, stick-in-passing-lane-discouraging-pass position.

Rules of thumb for D man in front of net

-Position self off back post, D-side, with "head on a swivel" to identify primary coverage.

-Spacing with primary coverage to discourage a scoring chance or them getting their stick on a puck.

-Stick in passing lane.

-Get "sticks off the ice" in a pass or rebound situation

-If primary coverage plays high in slot, position yourself "1/2 way" between them and our net.

Rules of thumb for Strong Side high coverage:

-Body position- be in a position to see your primary coverage at all times

-D side position at all times, facing outside of ice.

-Stick in passing lanes

Rules of thumb for Weak Side high coverage:

- Body position- be in a position to see your primary coverage at all times

-D side position at all times

-Stick in passing lanes

-Can have more space between primary coverage than other players due to being farthest from the puck and need to be able to help support slot if someone gets beat.

Rules of Thumb for Penalty Kill:

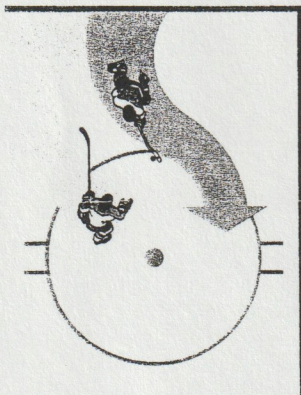
- D side at all times
- active sticks in passing lanes
- stops and starts (don't circle back into play)
- don't finish checks
- don't chase behind net/below goal-line
- stay in middle of ice
- keep puck to outside/perimeter shots, don't let puck come through middle of ice.
- keep yourself off the wall, on defensive side of battles.
- attack UNDER CONTROL and engage puck, don't "stop and wait"
- change first chance you get, don't get stuck on the ice too long.

With Brian Leetch
Toronto Maple Leafs

GOOD GAP CONTROL LET'S YOU DICTATE THE PLAY

Scoring chances are born out of the amount of time and space given to the team with the puck. Your job as a defender is to limit that time and space, forcing your opponent to give up the puck and put your team on the offensive. That's why gap control is an important part of the game.

A gap is the amount of space between the puck carrier and the defensive player. Win the battle of the gaps, and you will likely win the hockey game.



TIP #1

By playing a tight gap a defenseman is taking away time and space from his opponent. Doing so will allow the defenseman to dictate where he wants the offensive player to go, which is generally toward the outside of the rink and away from a prime scoring area.

TIP #2

Too often a defenseman will play a loose gap out of respect for an opponent's speed and skill, and for fear of getting beat. If that's the case, the offensive player is generally going to take the middle of the ice and have a better angle to shoot on net. You may not get beat physi-

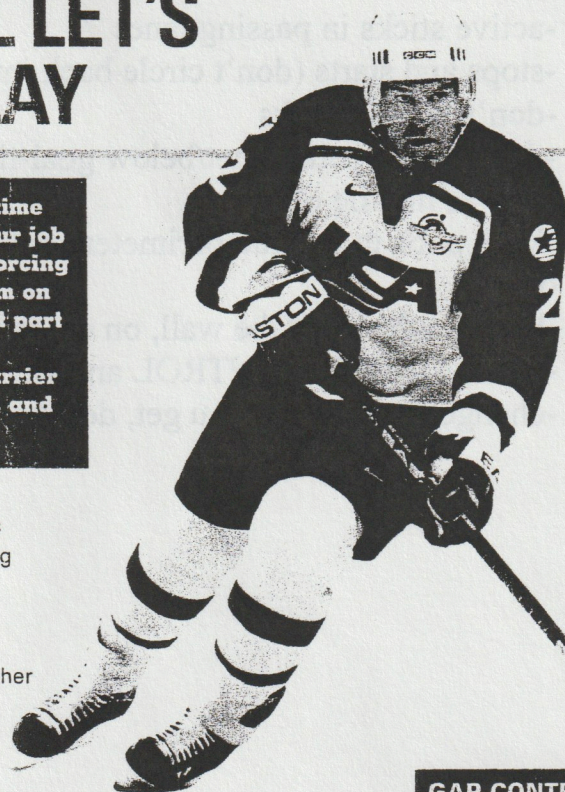
cally, but your opponent is going to get a good scoring opportunity.

TIP #3

It's important to know whether your opponent is a left-handed or right-handed shot, and if he is playing the off-wing or his strong side. If the puck carrier is on his strong side, you may be able to give a little more of a gap because he has to expose the puck by bringing it in front of you as he cuts toward the middle of the ice, which may allow you the opportunity to poke the puck away.

TIP #4

If the forward is on his off-wing and you play too loose a gap, he can cut to the middle of the ice while protecting the puck with his body. That's why you need to play a tighter gap in these situations.



GAP CONTROL is maintaining the amount of time and space a defender gives to a puck carrier.

REMEMBER THIS ...

It's important to work on maintaining tight gaps, especially in practice and in early-season games. Don't be afraid of getting beat. You want to dictate the play, not your opposition.

TIP #5

Always remember to play the body, not the puck. As the puck carrier is skating toward you, watch his chest and play stick on stick to contest the shot or pass.



LEVEL THREE: OPTIONS VERSUS GOOD GAP (continued)

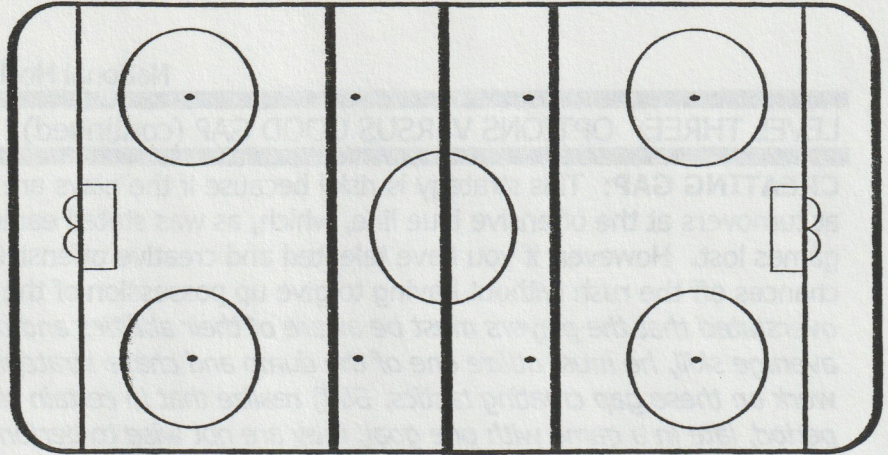
CREATING GAP: This strategy is risky because if the plays are not executed, you are staring at turnovers at the offensive blue line, which, as was stated earlier, is a major component of games lost. However, if you have talented and creative offensive people, they can create chances off the rush without having to give up possession of the puck. *(It cannot be overstated that the players must be aware of their abilities and play to them. If a player is of average skill, he must utilize one of the dump and chase strategies: if a player has good skills, work on these gap creating tactics, BUT, realize that in certain situations - last minute of a period, late in a game with one goal, they are not wise to perform).*

CONTROL OF SPEED: The forwards can create gap by simple being aware of their speed. If they read that the defensemen have good gap by simply slowing down a defenseman may continue to back off, creating space between the puckcarrier and himself. This allows the puckcarrier to gain the offensive blue line with control of the puck and he can now use the Level II options.

LATERAL MOVEMENT: The puckcarrier can also create space (gap) by carrying the puck across ice as he approaches the defense. Most defensemen will continue their backward motion creating gap between the puckcarrier and themselves. With this gap, the forward can be more creative. NOTE: it is important to note that the player away from the puck needs to read good gap by the opposing defensemen and come in behind the puckcarrier, creating gap and confusion on the part of the opposing defensemen.

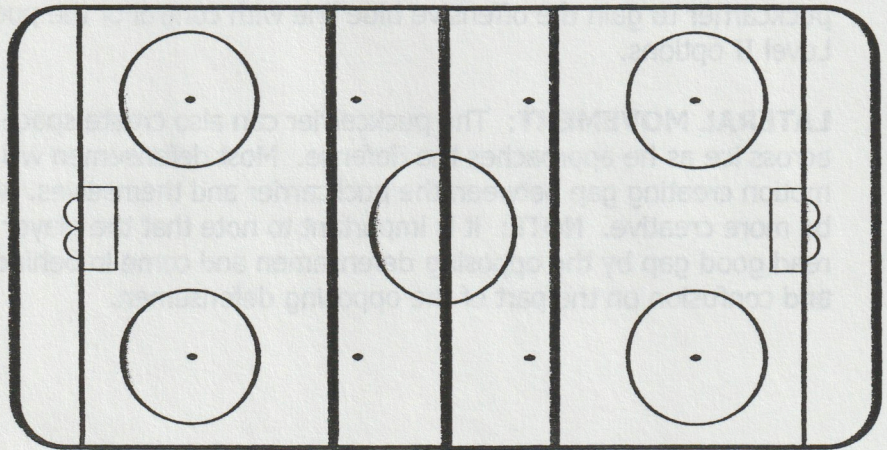
System/Drill _____

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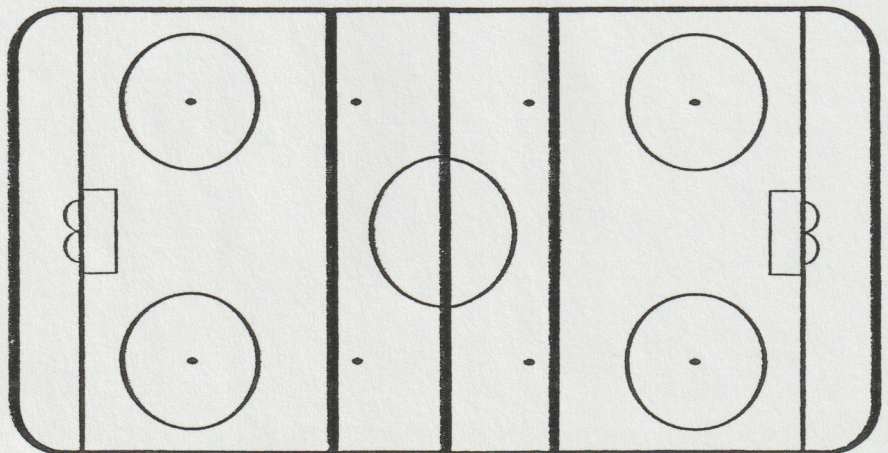
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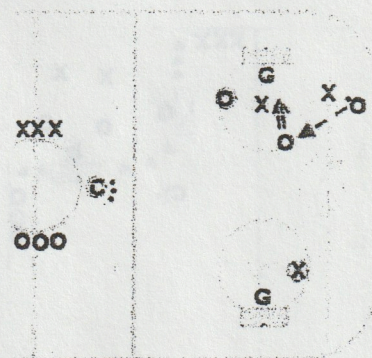
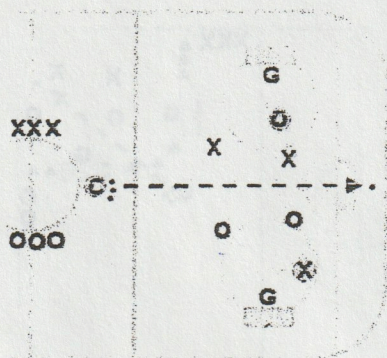
Continuous 3 on 2

Squirt & Older

Goal: To simulate a game situation in which players are given the opportunity to execute and defend a 3 on 2 advantage in a small area.

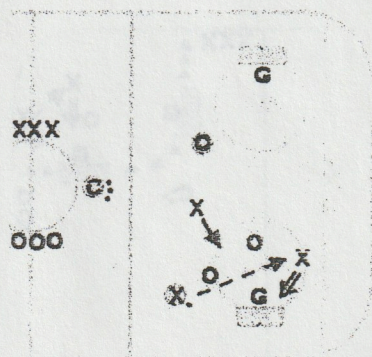
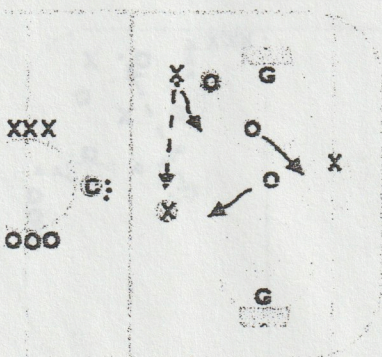
Time: 8 to 10 minutes

Shifts: 25 to 40 seconds



- Nets are placed on face-off circles.
- An imaginary line crosses the middle of the playing surface.
- One player from each team is always on offense and cannot cross the dividing line.

- Play starts with the coach dumping in a puck and three players from each team entering play (offensive players in their ends).
- Team controlling play takes a 3 on 2 advantage into their offensive zone.



- After the defensive team forces a turnover, they can move the puck up the ice to the full-time offensive player or skate the puck.
- The offensive player may have the opportunity for a breakaway.

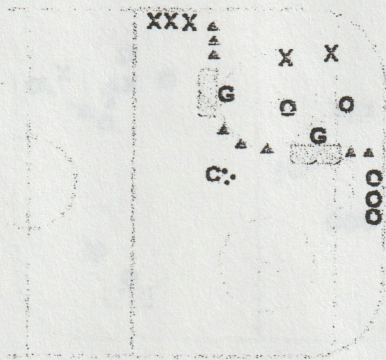
- The offensive player may need to stall while waiting for teammates to enter the play.
- Players must support the puck carrier to create passing options.
- Players crash the net for loose rebounds.

Tight Area 2 on 2

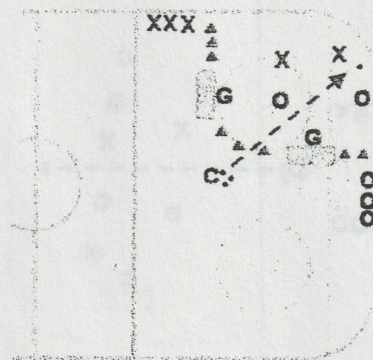
All Ages

Goal: To simulate game situations in which players must operate in extremely tight areas and create plays out of the corner. Also forces players to release shots quickly while under pressure.

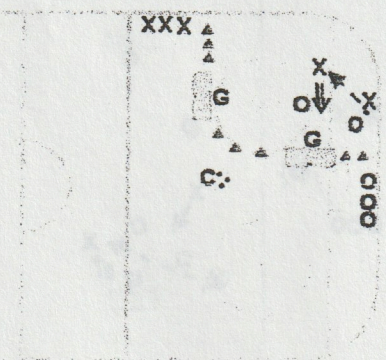
Time: 8 to 10 minutes **Shifts:** 25 to 40 seconds



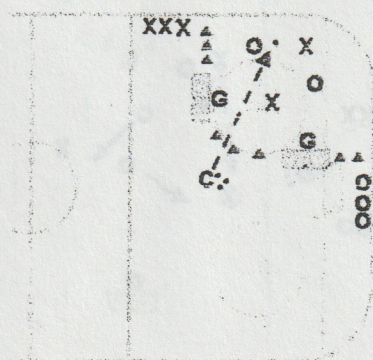
- One net is placed at the top of the face-off circle; the other net is placed on the outside of the circle just above the goal line.
- Teams start from boards as illustrated.
- Puck cannot cross border created by cones.



- Game begins with two members from each team entering play. Coach shoots puck in.
- Coach must keep eyes open for flying or deflected pucks.



- Players engage in a two on two game.
- Puck support is a key.
- Players must constantly move and position themselves to receive passes and create scoring opportunities.



- Pucks will frequently leave the area of play. When this happens, coach will call "new puck" and send a puck in.
- Players will be forced to switch quickly between offense and defense.

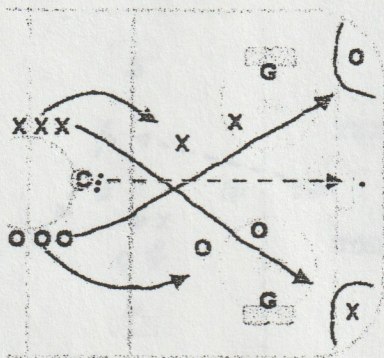
3 on 3 Safe Zone

All Ages

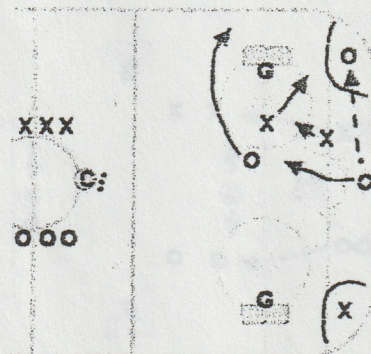
Goal: To simulate a game situation in which players work a give and go from the offensive corner leading to a shot on net.

Time: 8 to 12 minutes

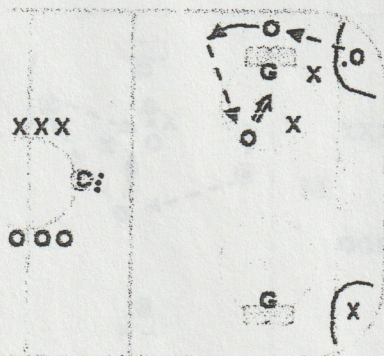
Shifts: 30 to 45 seconds



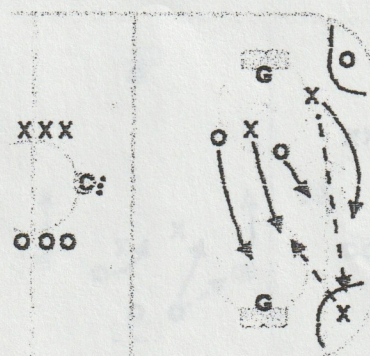
- Nets are placed on face-off circles.
- Play begins with the first player in each line entering the "safe zone" in opposite corners.
- Coach fires a puck into play and the next two players for each team enter the zone to play.



- "Safe zone" player cannot be pressured and cannot leave the corner.
- Before attempting a shot on net, players must make a pass to their "safe zone" and have the "safe zone" player make a return pass.



- Players must work to always keep their feet moving and find open space on the ice.
- Encourage players to use the area behind the net as well as other open areas on the ice.



- A turnover will result in the new offensive team making a pass to their "safe zone" and moving into position to receive a return pass.
- Players should hustle to take advantage of potential breakaway opportunities.

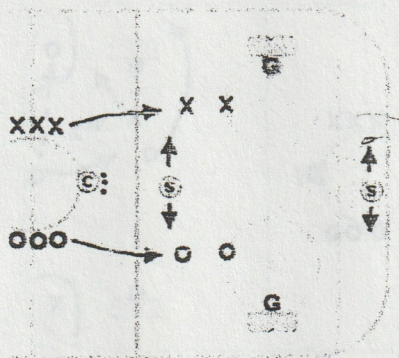
2 on 2 Double Support

Squirt & Older

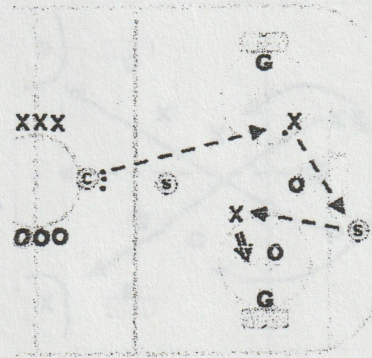
Goal: To simulate a game situation which gives players the ability to create give-and-go passing and odd-man offensive and power play-like opportunities.

Time: 8 to 10 minutes

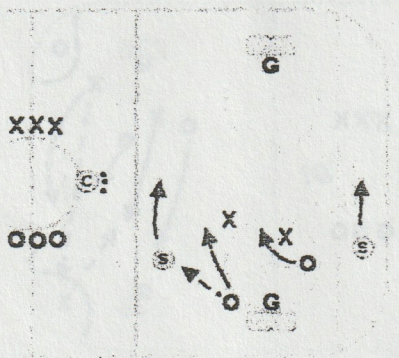
Shifts: 30 to 45 seconds



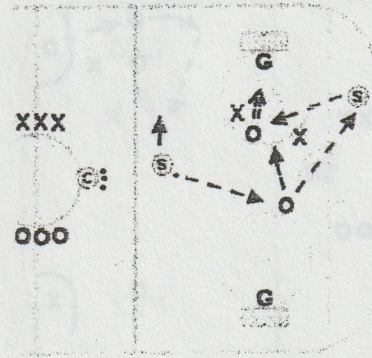
- Nets are placed on the face-off circles.
- Two support players are placed in the zone. One support player stays below the goal line and one remains above the top of the face-off circles. They cannot pass these boundaries.



- Two players from each team enter the zone.
- Coach begins play by passing to one team.
- Both support players are on offense and play for the team in control of the puck. This will create a 4 on 2 situation for the offense.



- With every turnover, the support players will change teams and remain on offense.
- Support players are not allowed to pass cross-ice to one another.



- Coaches have the option of requiring a pass to one or both support players before a shot on net is attempted.

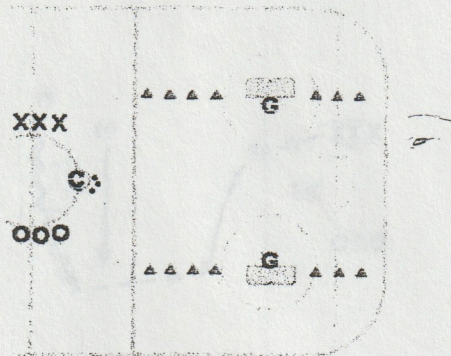
2 on 2 In the Box

All Ages

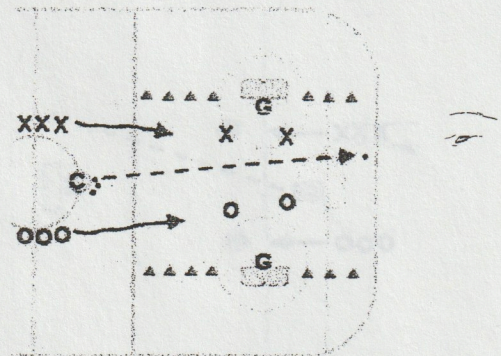
Goal: To simulate a game situation in which players must work to find openings and create passing opportunities and become comfortable handling the puck in a small area while under constant pressure.

Time: 8 to 10 minutes

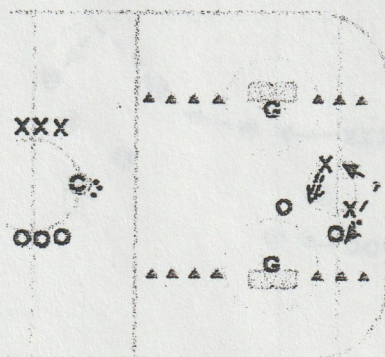
Shifts: 25 to 40 seconds



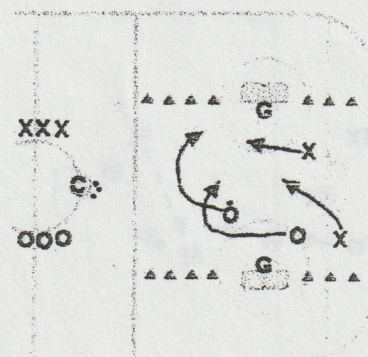
- Nets are placed on the face-off dots
- Cones are placed along the imaginary goal lines.
- The puck cannot go past goal lines.



- Coach shoots puck into zone and two players from each team enter the play.
- If the puck is shot or skated below the imaginary goal lines, the coach calls "new puck" and shoots a puck into play.



- Players controlling the puck must constantly move, using crossovers and lateral movement, to find open ice and create shots.
- Players must support the puck carrier and position themselves to receive the puck.



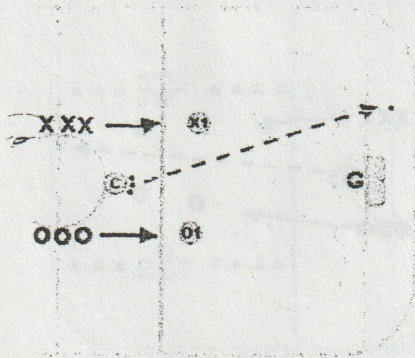
- Upon recovering the rebound or turnover, play moves in the other direction.
- A typical game will see numerous turnovers and calls for new pucks as well as many quality scoring opportunities.

Even/Odd 1-2-3

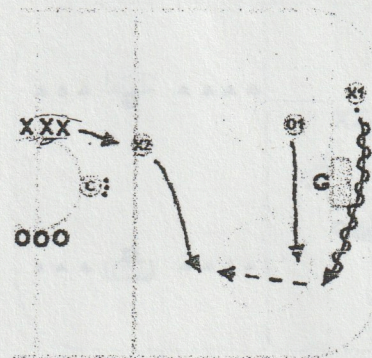
Pee Wee & Above

Goal: To create a competitive game which provides a variety of small-area odd and even man situations.

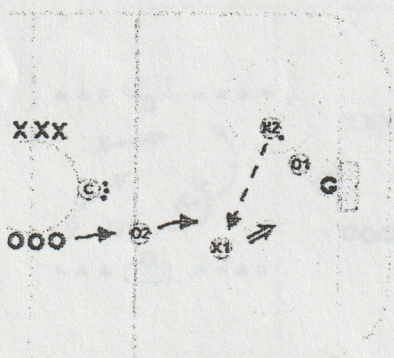
Time: 8 to 12 minutes **Shifts:** N/A



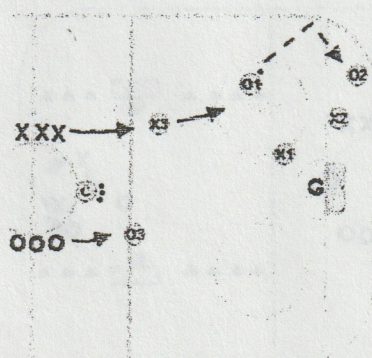
- One net is placed in the traditional position.
- Play begins when the coach dumps the puck in. One player from each team enters play.
- Players begin by playing a 1 on 1 game.



- Players play a 1 on 1 game for 10 seconds.
- After the initial 10 seconds, a player is added from one of the teams to create a 2 on 1 situation.



- After 5 seconds, a player from the other team will enter play to create a 2 on 2.
- All rebounds are live and can be played by either team.



- New players are added every 5 seconds until the game is a 3 on 3. Finish the drill by playing 3 on 3 for 10 seconds. The entire drill will last for 40 seconds.

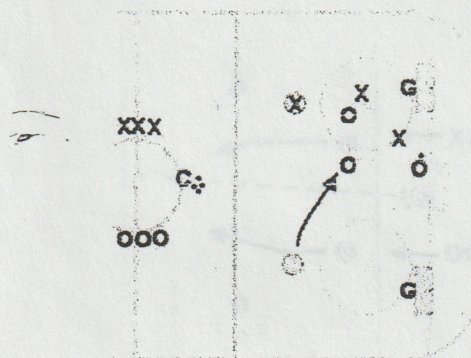
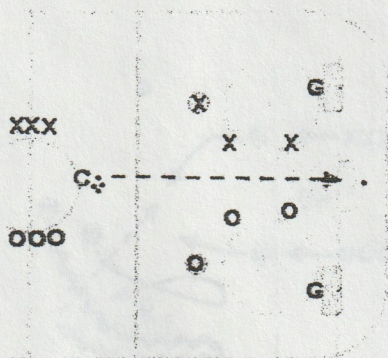
Bruin 3 on 2

Pee Wee & Older

Goal: To simulate a game situation in which players must attack with, and defend against, a 3 on 2 in a small area close to the net.

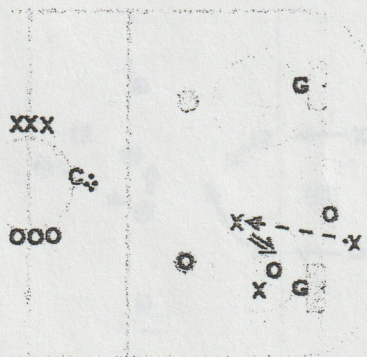
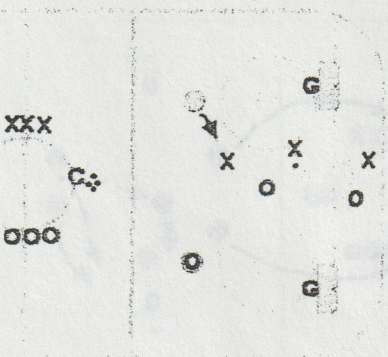
Time: 8 to 10 minutes

Shifts: 30 to 40 seconds



- Nets are placed just inside the goal line with the inside pipe in line with the face-off dot.
- One player from each team is in a stationary position just above the face-off circle nearest their team's line.

- Coach dumps the puck in and two players from each team enter play.
- Stationary player is allowed to enter play when his/her team controls the puck. This creates an instant 3 on 2 situation.



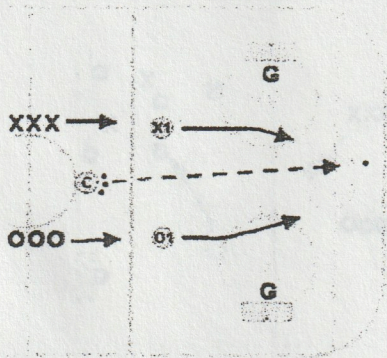
- When the puck is turned over, the stationary player must return to his/her position above the face-off circle.
- The stationary player for the new offensive team now enters the play.

- The position of the net creates extra room behind the net. Encourage players to use it.
- While players are allowed to take the puck as far as the blue line, the majority of play will take place below the top of the circles.

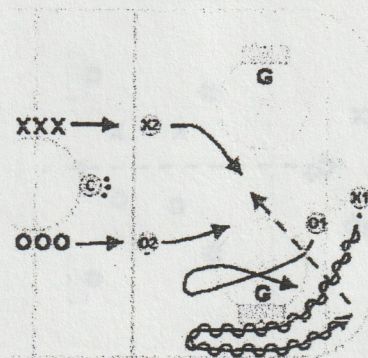
Progressive 3 on 3

Goal: To simulate a game situation which offers players multiple even strength opportunities. Players learn to support the puck and get into a proper defensive position when entering the play.

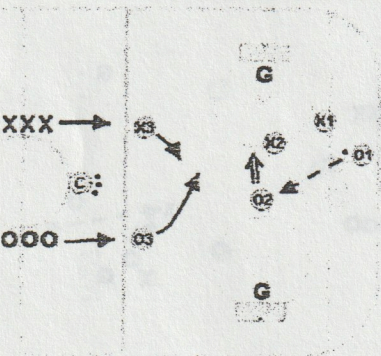
Time: 8 to 12 minutes **Shifts:** N/A



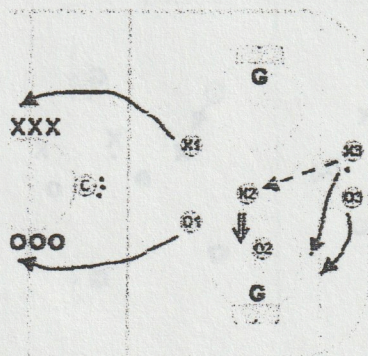
- Nets are placed on face-off circles.
- Coach dumps puck in and one player from each team enters play to begin the game.
- Game starts as a 1 on 1.



- After 10 seconds, the game becomes a 2 on 2 when one additional player from each team enters the game.
- Players work to attack and defend in an even-man situation.



- After 10 more seconds (20 seconds into the drill), one additional player from each team enters the game to create a 3 on 3.
- After 10 more seconds, the first two players into the game leave the play, creating a 2 on 2.



- 10 more seconds elapse and the second set of players leave to create a 1 on 1.
- The final 1 on 1 concludes after 10 seconds. No player skates more than 30 seconds. The entire 3 person shift will last for 50 seconds.

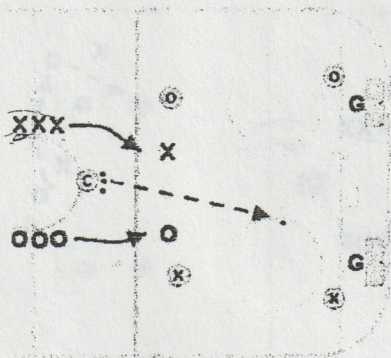
Three Zone 3 on 3

Pee Wee & Older

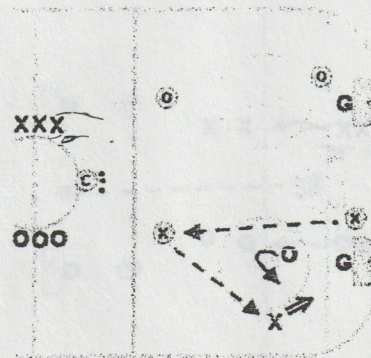
Goal: To create passing, shooting and scoring opportunities from various spots on the ice. This game is commonly used to simulate power play situations.

Time: 8 to 12 minutes

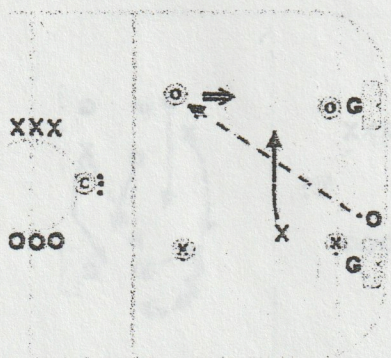
Shifts: 30 to 45 seconds



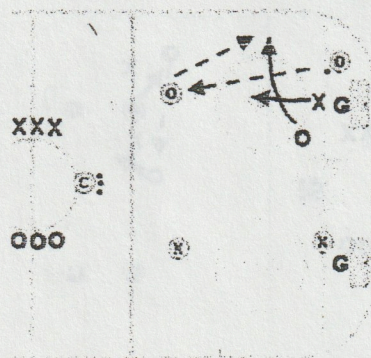
- Nets are placed against the end boards in line with the face-off circles.
- Three players from each team enter play. One player from each team is restricted to an area below the face-off circle and inside mid-ice.



- The other support players are confined to an area above the top of the face-off circles and inside mid-ice.
- The third player for each team can travel anywhere inside the blue line.



- Since both support players are confined to their offensive side of the ice, 3 on 1 situations are created.
- Support players are allowed to shoot and may pass the puck to one another.



- The 3 on 1 situation allows teams to practice various power play situations, especially if the team favors an overload.
- Goaltenders should be active in attempting to cover or clear the puck.

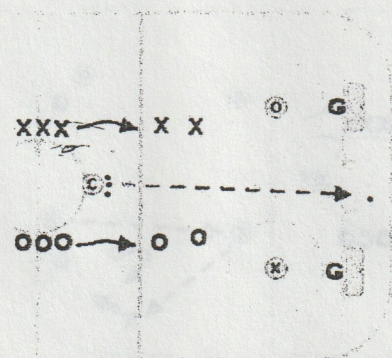
On The Dots 3 on 2

Squirt & Older

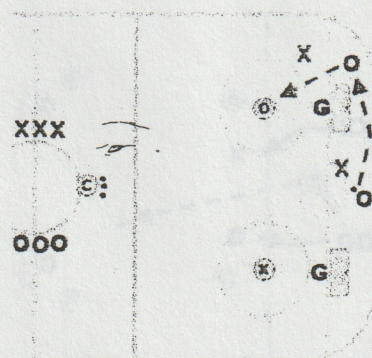
Goal: To simulate a game situation in which players are operating with a 3 on 2 advantage in a small area.

Time: 8 to 10 minutes

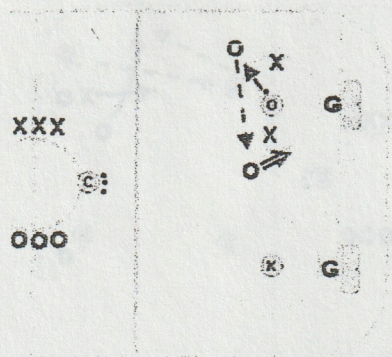
Shifts: 30 to 45 seconds



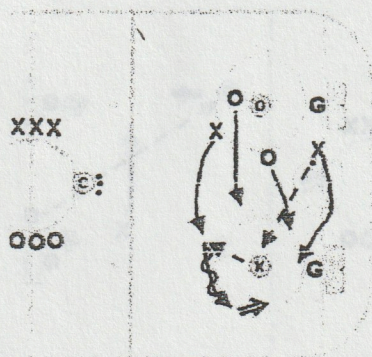
- Nets are placed on the goal line and in line with the face-off dot.
- One player from each team goes to the face-off dot opposite their line. They are "on the dot" and are not allowed to leave the dot.



- Two additional players from each team enter play and are allowed to skate freely.
- Players should use the player on the dot as a passing station to create give-and-go opportunities.



- Defensive players are not allowed to attack or defend the players on the dots.
- Players on the dots are not allowed to shoot the puck. As a progression of the game, coaches can choose to allow one-timers.



- Players are not required to use the player on the dot, but are encouraged to use them.
- Players on the dot can pass to either teammate, they are not required to return the puck to the player they received the pass from.

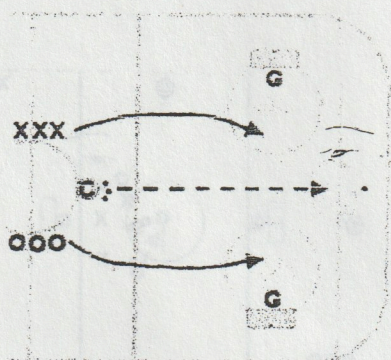
3 on 3 Score Anywhere

All Ages

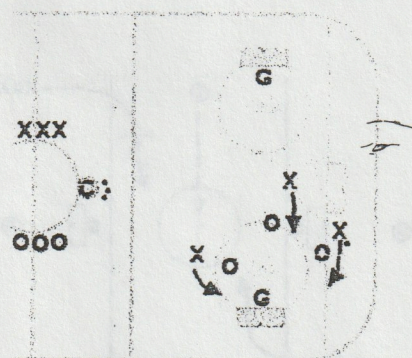
Goal: To simulate transition and offensive attack situations that allow players to think creatively and will teach them to “see the ice” better.

Time: 8 to 12 minutes

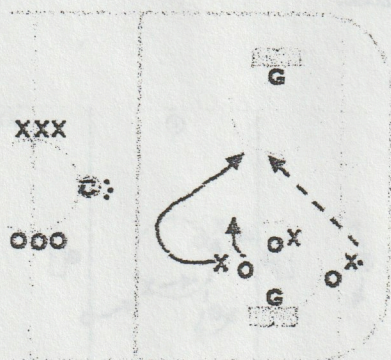
Shifts: 30 to 45 seconds



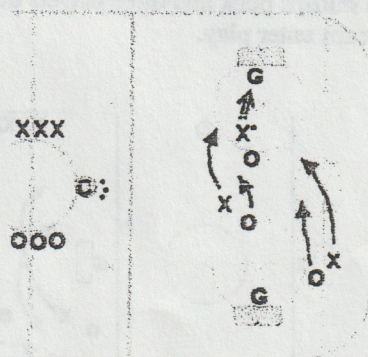
- Nets are placed on face-off circles.
- Play begins when coach dumps puck in.
- Three players from each team enter play.
- Players can score to either net.



- The team possessing the puck can choose to attack either net.
- Players will need to transition from offense to defense quickly on turnovers, as they may be defending the net they were just attacking.



- Play must stay within the blue line. Players should use the entire available ice surface.
- Attack should frequently change directions, with players looking to create odd-man situations and potential breakaways.

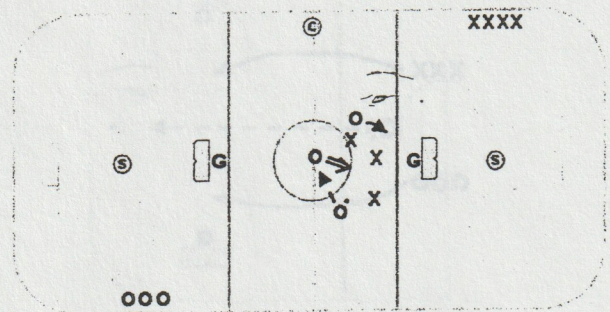
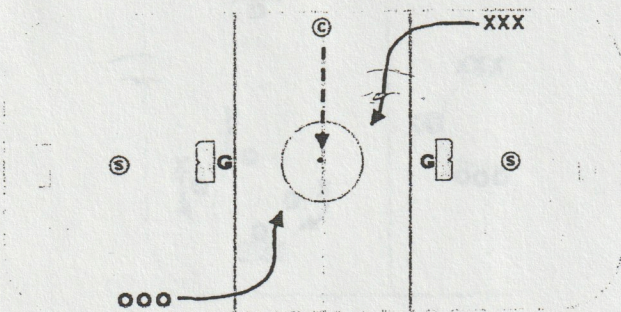


- All rebounds are live. Goaltenders should move to cover the puck quickly, as six players will attack for each rebound.
- Players must respect the goaltender and avoid actions that could injure them.

Mid-Ice D Support

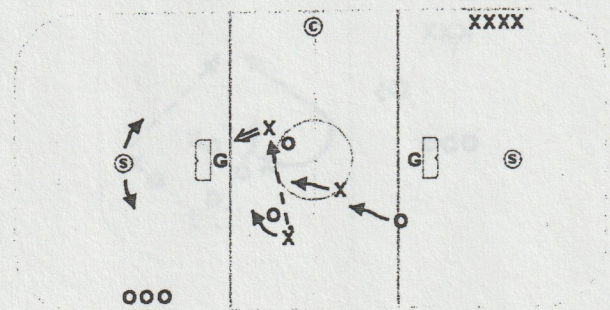
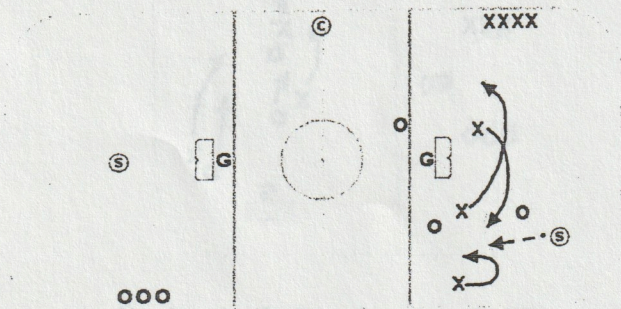
Goal: To create a game-like situation in which players must simulate breakout situations and forecheck to defend against the breakout while playing a competitive 3 on 3 contest in a tight area.

Time: 8 to 10 Minutes **Shifts:** 35 to 45 seconds



- Nets are placed a few feet inside the blue lines.
- Teams line up on the half-boards at opposite ends of the rink.
- Coach dumps puck and three players from each team enter play.

- One support person (typically a defenseman) is placed behind the net in the defensive end of the ice.
- Teams play a 3 on 3 game in the neutral zone.



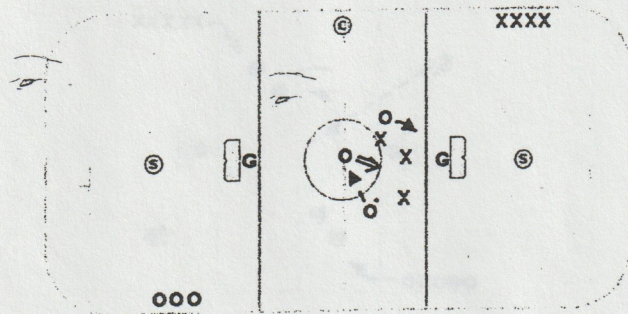
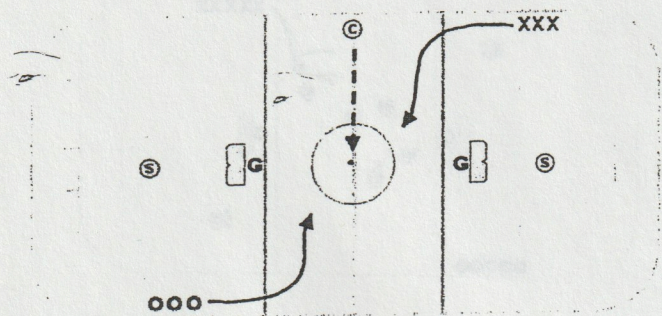
- Shots or lost pucks that go wide of the net are the responsibility of the support player.
- The support player controls the puck while teammates move into breakout positions and the opposing team forechecks.

- The breakout pass is completed and the offensive team moves to create a scoring opportunity.
- Support players must remain ready and alert. They may not cross the imaginary goal line to enter play in front of their net.

Mid-Ice D Support

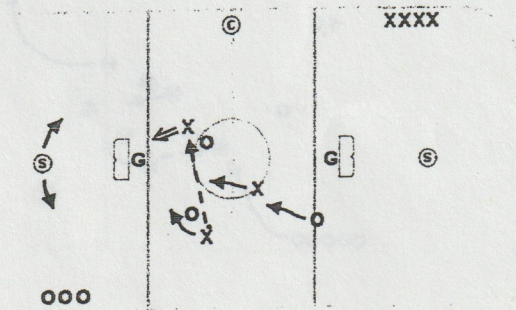
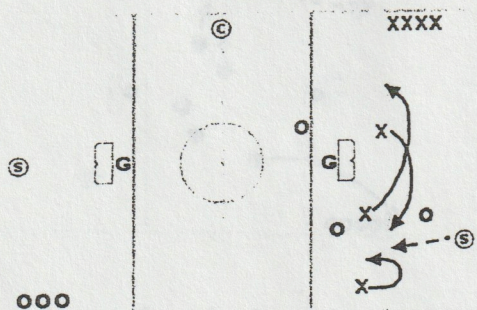
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Time: 8 to 10 Minutes **Shifts:** 35 to 45 seconds



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- Teams line up on the half-boards at opposite ends of the rink.
- Coach dumps puck and three players from each team enter play.

- One support person (typically a defenseman) is placed behind the net in the defensive end of the ice.
- Teams play a 3 on 3 game in the neutral zone.



- Shots or lost pucks that go wide of the net are the responsibility of the support player.
- The support player controls the puck while teammates move into breakout positions and the opposing team forechecks.

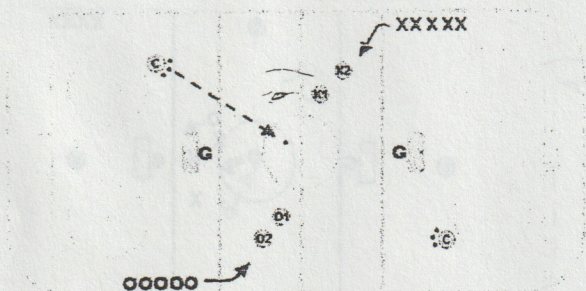
- The breakout pass is completed and the offensive team moves to create a scoring opportunity.
- Support players must remain ready and alert. They may not cross the imaginary goal line to enter play in front of their net.

Continuous Mid-Ice 3 on 2

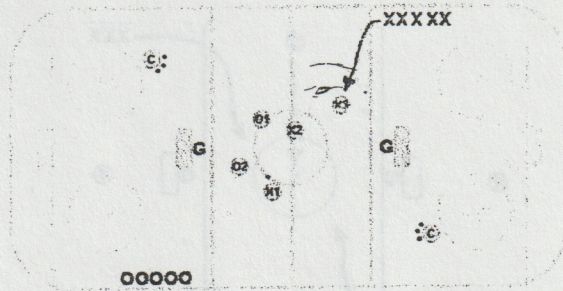
Pee Wee & Older

Goal: To simulate a game situation in which players participate in continuous 3 on 2 offensive and defensive situations in a small area as part of a constantly changing, fast paced game.

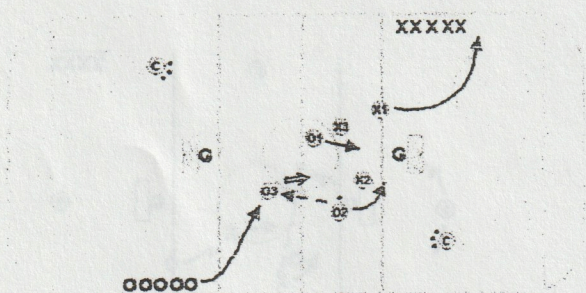
Time: 6 to 10 Minutes **Shifts:** N/A



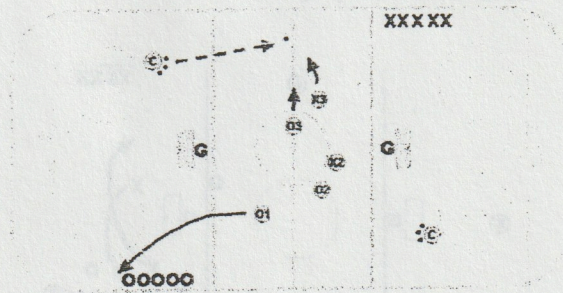
- Nets are placed a few feet inside the blue lines.
- Teams are lined up just inside each blue line on opposite sides of the ice.
- Coaches are stationed opposite the player lines as illustrated above.



- Coach puts puck into play to begin game.
- Two players from each team enter the play.
- The team which gains control of the puck adds a player from its line to create a 3 on 2 situation.



- When the offensive team loses the puck, their first player must leave the play and return to the end of their line.
- Upon forcing the turnover and taking control of the puck, the new offensive team will add a player to create a 3 on 2.



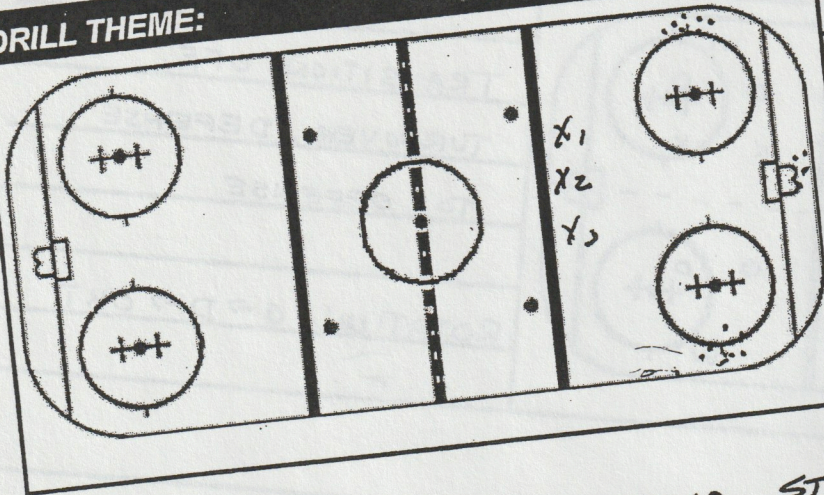
- If a goal is scored or the puck crosses the imaginary goal lines and possession is lost, the coach on the opposite side of the ice puts a new puck into play.
- In a situation requiring a new puck, the game reverts to a 2 on 2.

COACH: Mike Schwartz

TEAM: Augsburg College

Mini-game

DRILL THEME:



Key teaching points:

3 piles of Pucks

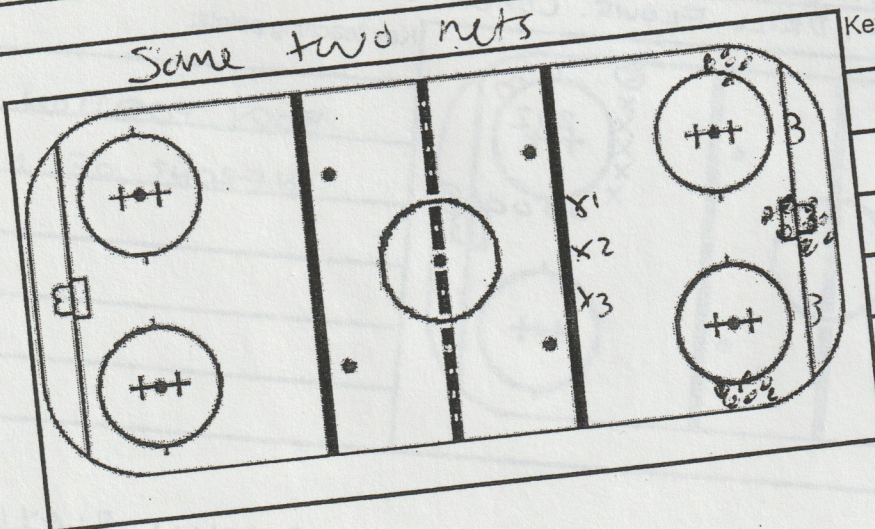
Can pick up puck from any pile and attack

3-0, After 1st shot (2nd) or goal, go to new pile

and try to score, and follow up with 3rd pile.

Drill Description: No player can stand still and must move to get open. You may cycle but the object is to score quickly

Same two nets



Key teaching points:

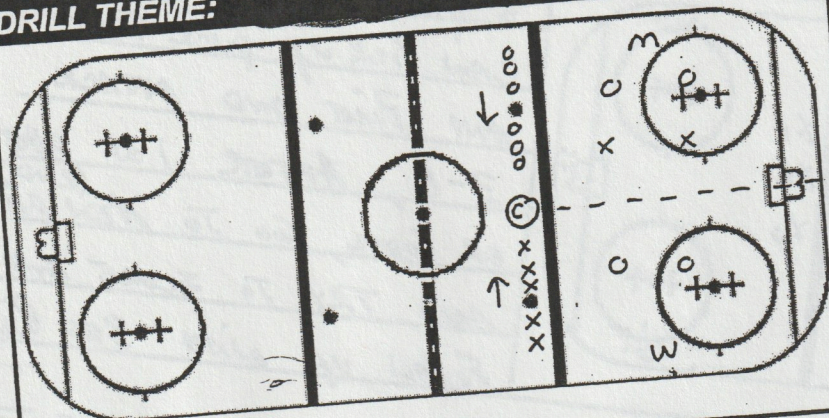
Drill Description:

COACH: HOLLEY TYNG

TEAM: DARTMOUTH

mini-game

DRILL THEME:



Key teaching points:

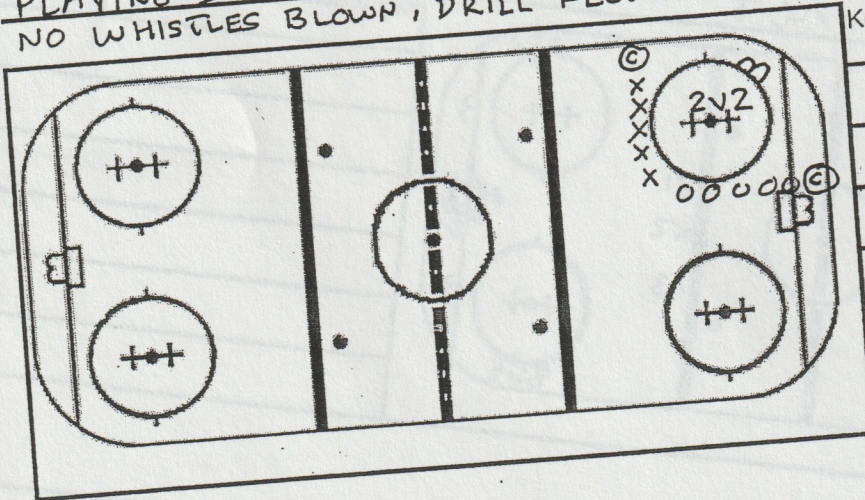
TRANSITION OFF
TURNOVER, DEFENSE
TO OFFENSE

ROTATION G → D → OUT

Drill Description:

X'S AND O'S PLAY 2V2 IN HALF ZONE. AS SOON AS O'S GAIN POSSESSION THEY PLAY PUCK UP TO THE 2 O'S IN OFFENSIVE END. X'S THEN TRANSITION TO DEFENSE AND THE 2 O'S WHO WERE PLAYING DEFENSE ARE OUT, 2 NEW OFFENSIVE X'S COME IN. NO WHISTLES BLOWN, DRILL FLOWS. COACH THROW NEW PUCK AFTER A GOAL

Key teaching points:



BODY POSITION
IN FRONT OF NET

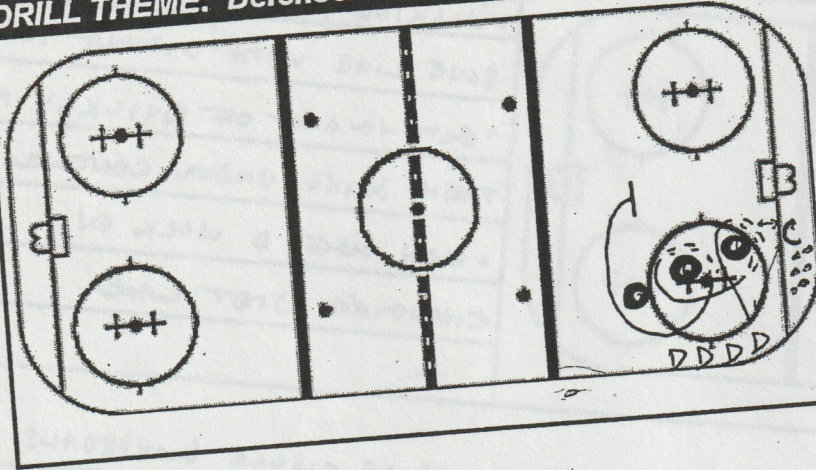
Drill Description:

X'S AND O'S LINE UP TO CREATE SMALL PLAYING AREA. 2 COACHES ON BOARDS W/PUCKS. BATTLE FOR POSITION IN A 2V2 W/SPACE. PLAY PUCK TO EITHER COACH ON TURNOVER OR AT ANY POINT. PLAY FOR 30 SECONDS PLAYERS IN LINE HELP TO KEEP PUCK IN.

COACH: Bonnett

TEAM: Colorado College

DRILL THEME: Defenseman Skill

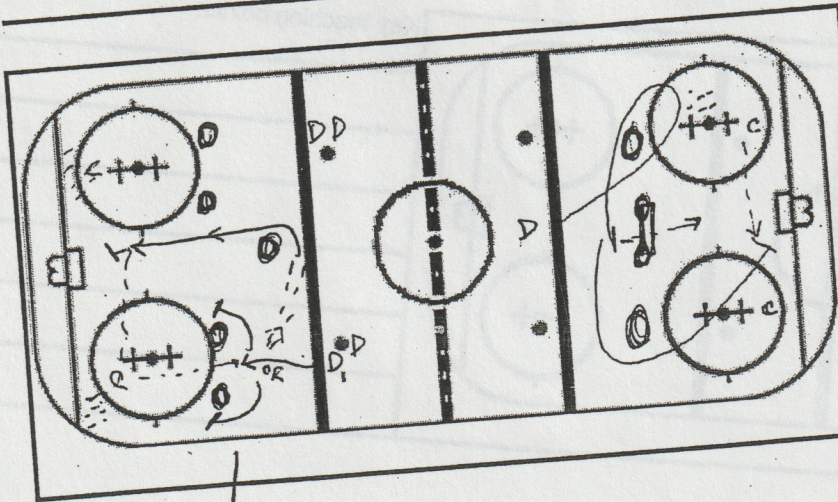


Key teaching points:
SHOOTING / FEET MOVING / PUCK SKILLS

○ = TIRE

- D₁ moves thru tires working on skating (Forward-backward)
- D₁ works on PASSING w/ COACH
- D₁ WORKS ON DRAGGING PUCK TO middle for quick shot

Drill Description:



Key teaching points:

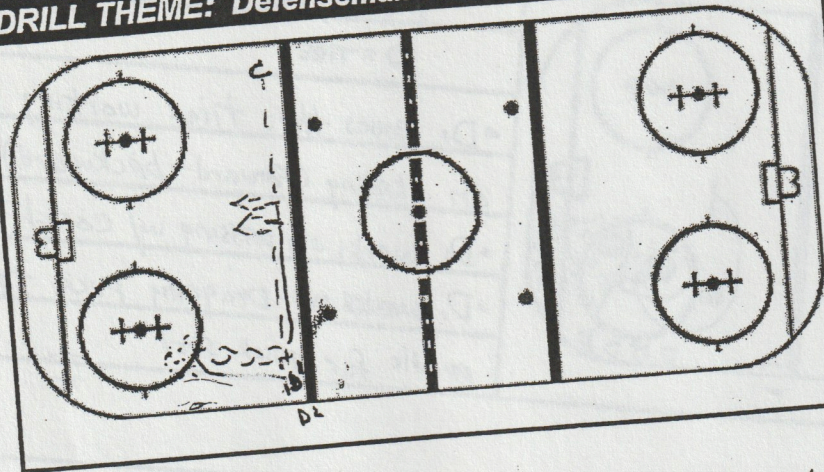
D₁ PICKS UP PUCK, skates to middle of ice. Shot 1 is quick under Board (← →). After 1st shot, D₁ continues and shoots back door off a pass from coach.

Drill Description: D₁ skates to tires. Receives puck from C. D₁ change angle around tire for quick wrister. After shot, D₁ skate backward around middle tire and attacks net. C passes puck so D₁ can shoot off pass.

COACH: DAVID LASSONDE

TEAM: NEW HAMPSHIRE

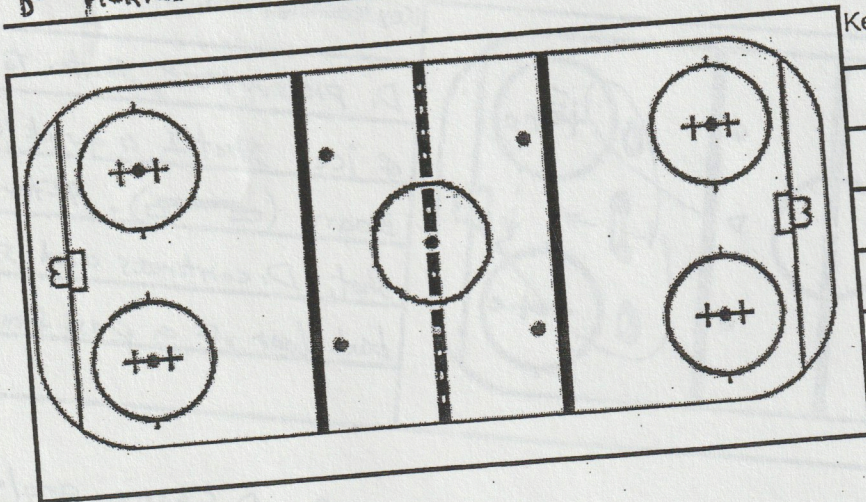
DRILL THEME: Defenseman Skill



Key teaching points:

- WORKING / MOVING ALONG BLUE LINE WITH / WITHOUT PUCK
- GETTING SHOT OFF QUICKLY AND THEN BEING UNDER CONTROL
- CAN HAVE D WALK ON CHANGING SHOT LANE

Drill Description: D¹ SKATES FORWARD PICKS UP PUCK @ TOP OF CIRCLE BACKPEDALS TO BLUELINE; C BLUELINE GIVES PUCK TO D² D¹ THEN WIDENS INTO MIDDLE OF ICE GETS PASS FROM D² THEN SHOTS AFTER SHOT GETS PASS FROM COACH FOR 2ND SHOT AFTER D¹ TAKES SECOND SHOT DRILL CONTINUES WITH D² PICKING UP PUCK (CHANGE SIDES @ SOME POINT)

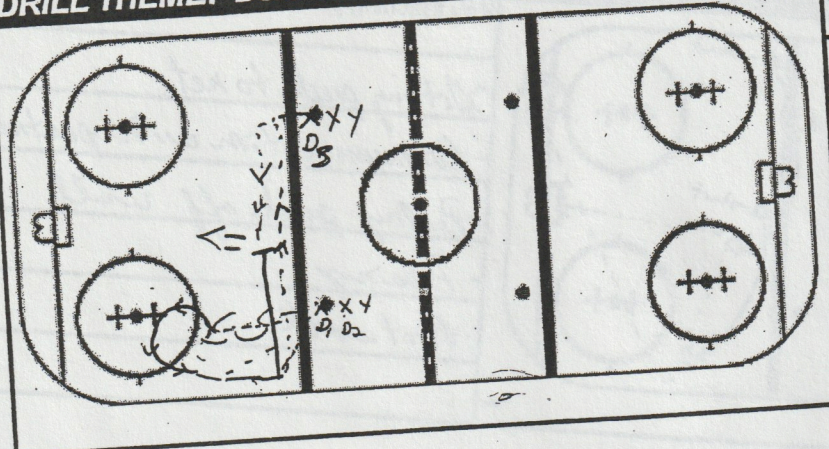


Key teaching points:

Drill Description:

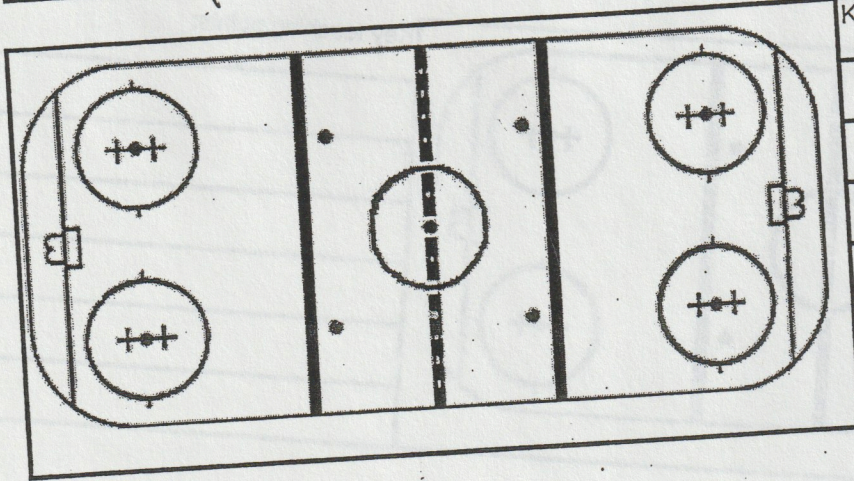
COACH: Eric Ruel
 TEAM: ST. Cloud State

DRILL THEME: Defenseman Skill



Key teaching points:

Drill Description: D₁ back peddle making touch passes with D₂. D₁ escape with puck make 1 give go pass with D₂ then try to 1 touch pass over to D₃ while moving into position to receive pass from D₃. D₁ shoots at the end. D₁ takes D₂ over position after D₃ back in line D₂ becomes D₁.



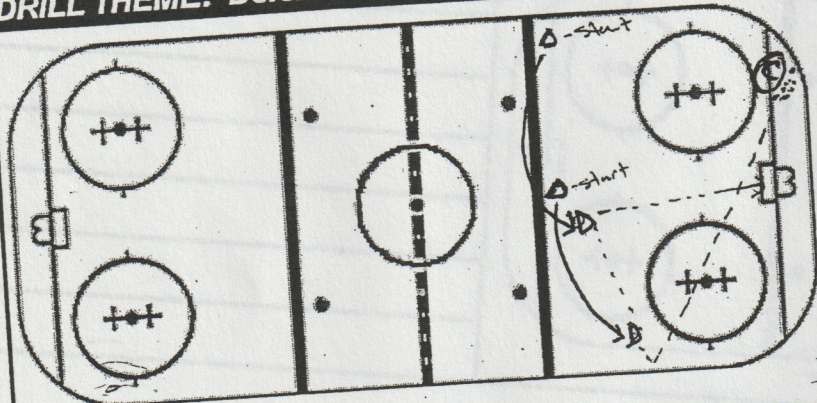
Key teaching points:

Drill Description:

COACH: BRAD DEXTER

TEAM: COLGATE UNIVERSITY

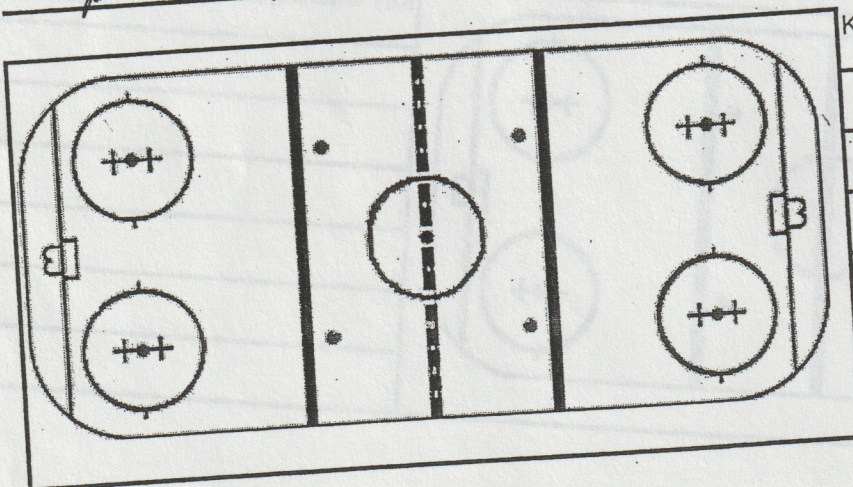
DRILL THEME: Defenseman Skill



Key teaching points:

- Getting puck to net
- Communication with partner
- Pulling puck off wall
- Passing
- Footwork

Drill Description: Coach starts in corner with puck and passes to random spots in zone. - D - track puck and pass to partner for quick shot on net - as soon as puck gets to net next puck is put into play (up to 5-8 pucks total, in high energy fashion). Partners must move in tandem to get in optimal support and shooting position - (quick whistle after © pass means quiet shot)



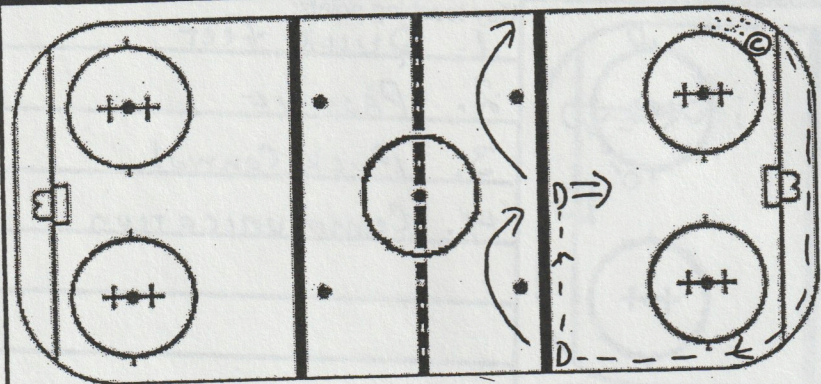
Key teaching points:

Drill Description:

COACH: GUY GADOWSKY

TEAM: PRINCETON

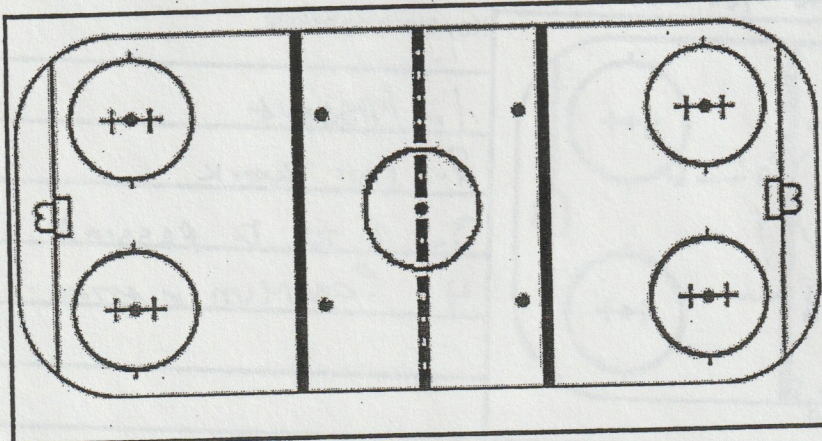
DRILL THEME: Defenseman Skill



Key teaching points:

- KEEPING PUCK IN ZONE
- QUICK D-D PASS
- RECEIVE AND SHOOT

Drill Description: (C) IN CORNER WITH PUCKS RIMS A PUCK OR CHIPS UP STRONG WALL. (D) HUSTLES TO KEEP PUCK IN AND PASS D-D FOR A SHOT. (C) THEN RIMS OR CHIPS TO OTHER SIDE.



Key teaching points:

Drill Description:

COACH: Earl UTER

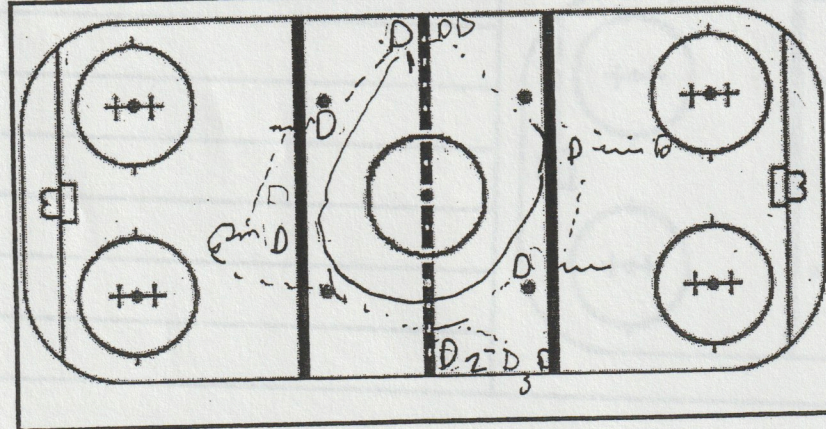
TEAM: Morristown STATE College

DRILL THEME: Defenseman Skill



- Key teaching points:
1. Quick feet
 2. PASSING
 3. Puck Control
 4. Communication

Drill Description: 1 D on EACH HASH MARK; 1 on The Goal Line.
Pucks on TOP OF Circle; ON signal; D ON Goal Line
Goes to TOP of Circle, Picks up puck; BACKWARDS SKATES
TO Goal Line - OPENS UP AT Goal Line - SKATES TOWARDS
A D ON THE HASH MARK AND PASSES THE PUCK TO THAT D
BACK SKATE TO Goal Line Repeat TO OTHER SIDE - 2x's THROUGH



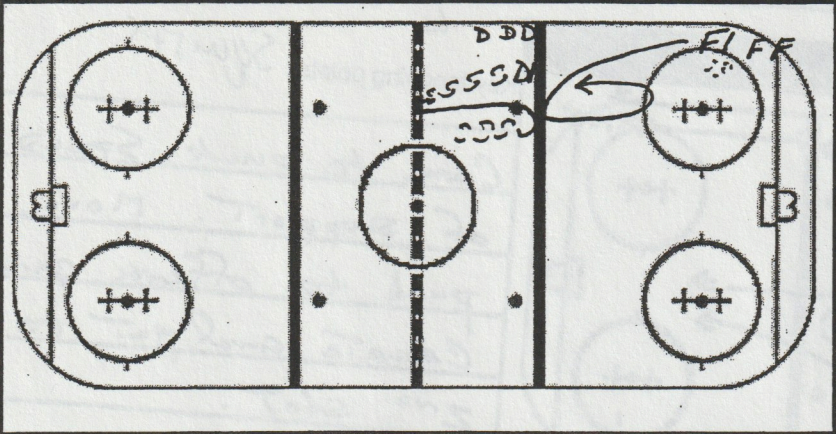
- Key teaching points:
1. PASSING
 2. Foot work
 3. D to D passing
 4. COMMUNICATION

Drill Description: D1 Passes to The D Closest to Him, who
Goes D TO D D1 CONTINUES AROUND - The TWO D - BACK
SKATE - when the second D gets the PUCK HE DOES
AN ESCAPE move and PASSES BACK TO D1 - The
Same Thing HAPPENS WITH D2; D1 CONTINUES THROUGH
AND REPEATS THE SAME THING ON THE OTHER SIDE
OF THE ICE

COACH: Rob Habermusch

TEAM: Army

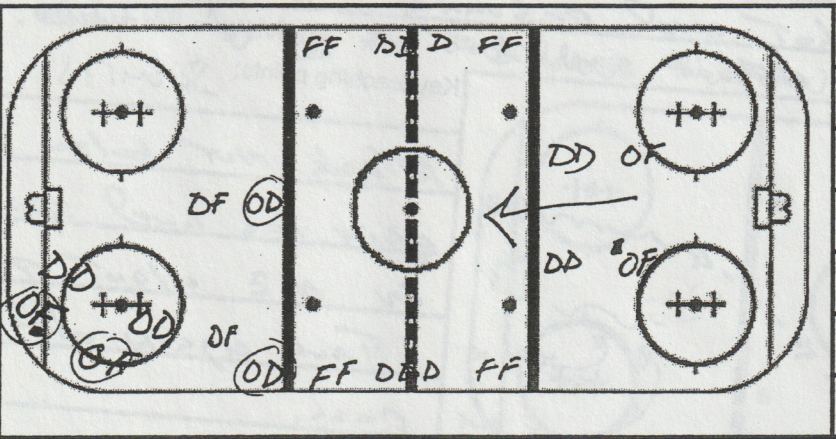
DRILL THEME: 1-1 and 2-2



Key teaching points:
 Defensive 1x1 techniques:
 gaps, body position, stick position, protecting the middle
 Offensive: change of pace, puck protection etc.

Drill Description:

F1 and D1 leave on the same whistle. F1 skates w/puck to blue line then to top of circle and attacks 1x1. D1 back pedals to red line, forward to at least the blue line and defends 1x1 vs. F1



Key teaching points:
 DEF: 2x2 Rush, low defensive zone play for def and point coverage for Fwds.
 OFF: 2x2 Rush, cycling, picks, puck protection

Drill Description:

Drill Starts w/a 2x2 Rush. As the rush passes through the NZ a new set of D come in to man the point (OD) and a new set of Fwds come in to defend them. Drill continues 4x4 in the zone until DD + DF can successfully break out of the zone. When this is accomplished DF attack OD 2x2 and the drill repeats continuously.

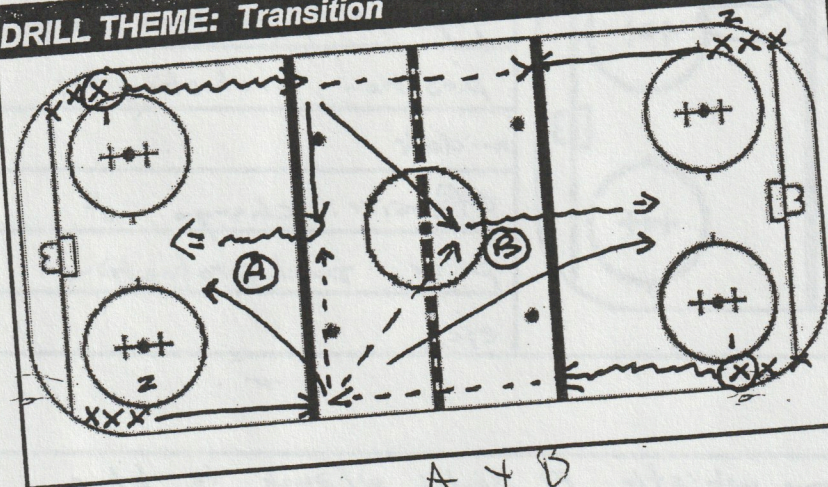
COACH:

Borek

TEAM:

New Hampshire

DRILL THEME: Transition



Key teaching points:

Squirts

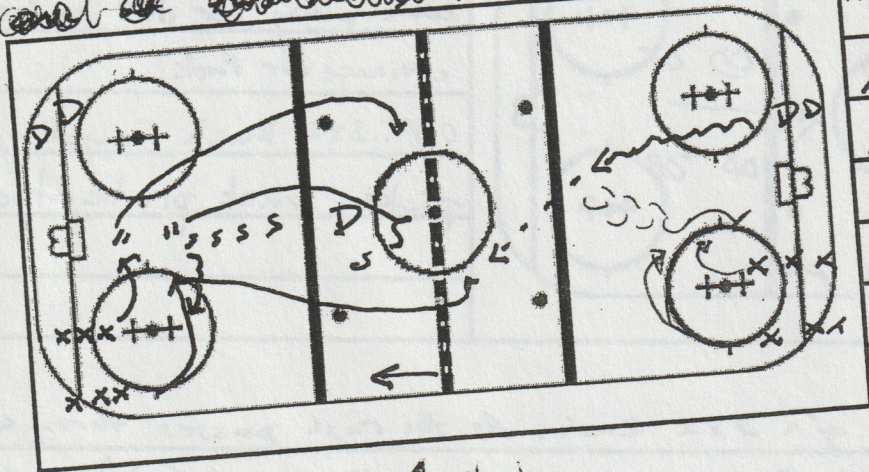
2-0

Come to puck, Speed of support. Move puck to offense quickly. Create and get to 2nd shot.

Drill Description: Pucks in all 4 lines. Alternate puck side on whistle. All 4 lines skate to NZ; in this example X's have puck. AT blue line pass is made to X2. 2ND PASS is made between X1/X2 from same end; both men attack goal for shot and rebound. # of squirts

Key teaching points:

Squirts



Attack not below dots. Gain ice and space in NZ w/out puck. Attack again off rush.

Drill Description:

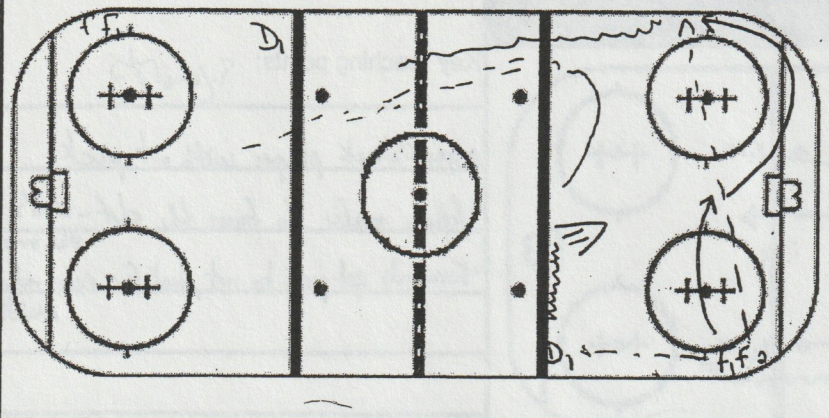
D's 2-1 can also be 2-2. D will play out of same end first playing low 2-1(z), then gapping into NZ to take rush. F's must get over Red line and get pass from opposite end. D after pass that D will backskate/pivot at top of circles and drill continues. No Whistle!

COACH: Jackie Barto

TEAM: Ohio State

1/1

DRILL THEME: 1-1 and 2-2



Drill Description

Key teaching points:

F1 will pass to D1 on blue line

D1 will reposition puck to middle → shoot

F1 will tip + screen

F1 will skate bottom of circle receive pass from F2 and go down ice 1/1 vs D1

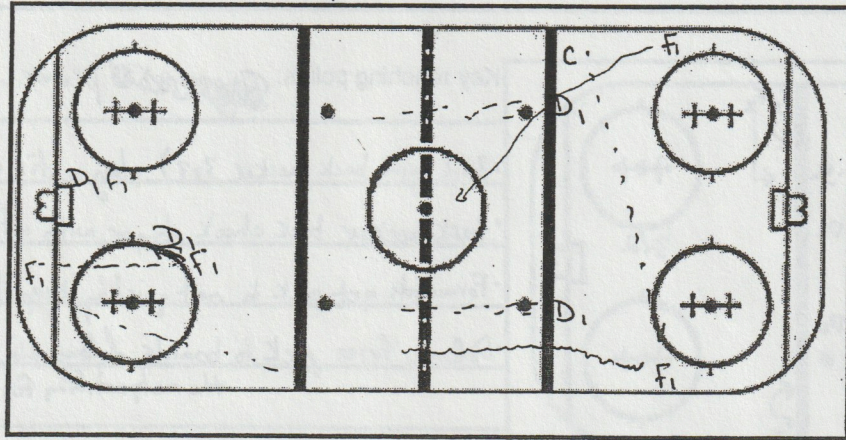
Key teaching pts.
Drill Description:

Both sides go @ the same time

1/1 attack / defense → gaps, lateral movement, change of speeds

hard passes | ~~hard passes~~

2/2



Key teaching points:

2/2 through NZ

gap in NZ

Communication in playing 2/2

offensive attack within 2/2 (create 2/1)

low def @ zone coverage

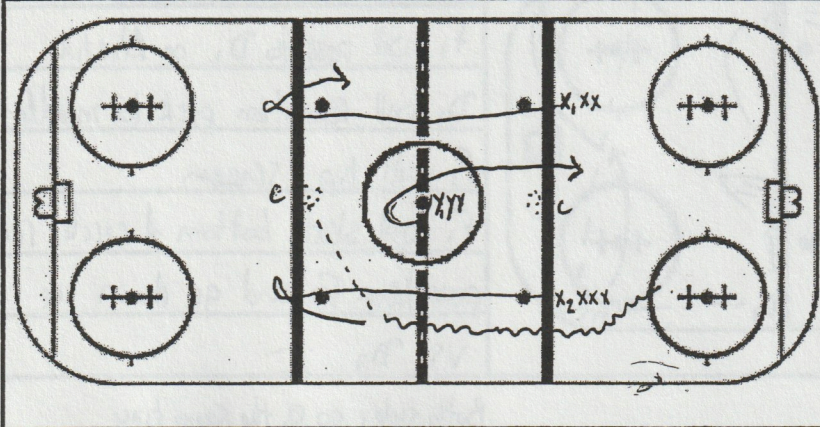
Drill Description: (c) will pass puck to one of the F1's @ hash marks.

F1's will go 2/2 vs D1's. When F1's gain offensive zone they will pass puck low to 3rd F1 who must remain below goal line. F1 looks to pass to other F1's in slot | D1 deny pass and defend.

COACH: Heather Farrell

TEAM: Bowdoin College

DRILL THEME: Backchecking

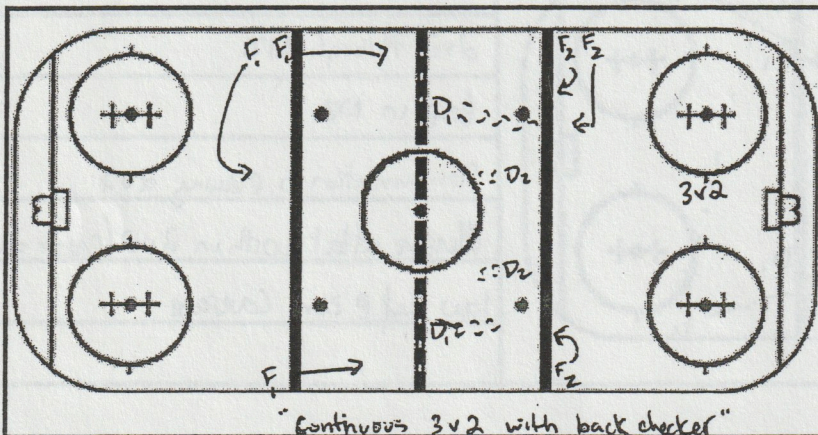


Key teaching points: squirts

- backcheck player with out puck
- Allow goalie to have the shot - don't give up the middle of the ice.
- Forwards get puck to net, look for rebound, seek the middle of the ice.

Drill Description:

X_1 and X_2 skate down around dots and pivot back up ice. C passes puck to either side and X_1 and X_2 go in on a 2-v-0. Y_1 backchecks hard player without the puck or play 2v1 (Y_1 leaves as puck is passed from coach). Y_1 should not beat X_1 and X_2 so backchecking is key.



"Continuous 3v2 with back checker"

Key teaching points: pressure

- 3v2 (with back checker 3v3) play until whistle
- back checker back check player with out puck
- Forwards get puck to net quickly, keep third man high.
- Defense force puck to boards, delay the puck to the net, waiting for backcheck

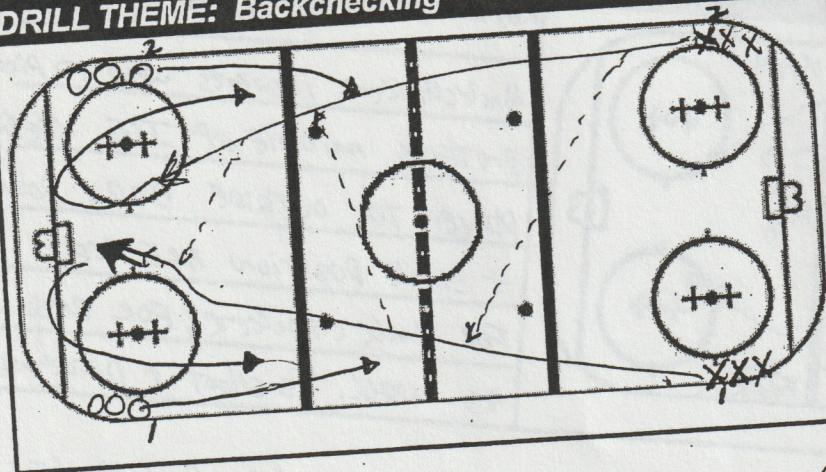
Drill Description:

Drill starts with F_1 attacking D_1 3v2. On the whistle F_2 attack D_2 the other way. High Forward is the back checker (3v3). Whistle Forwards attack D again the other way. (Continuous) High forward is back checker...

COACH: HALLDORSON

TEAM: MINNESOTA

DRILL THEME: Backchecking



Key teaching points: *Squirts*

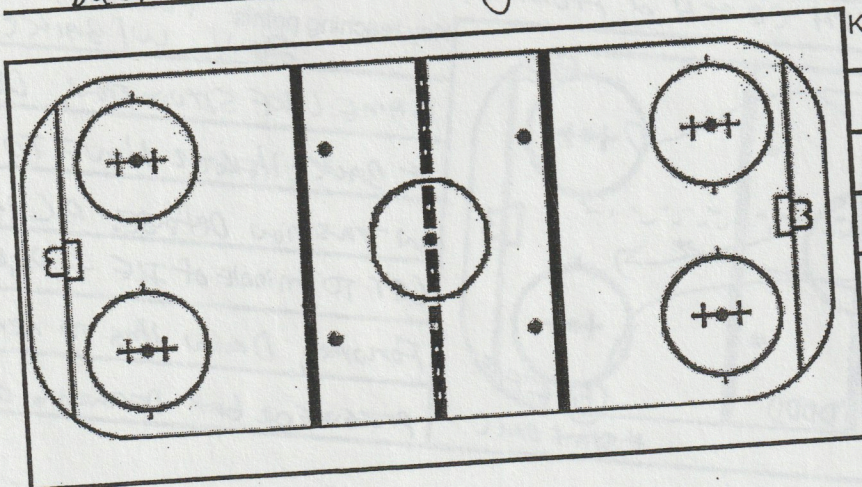
Backcheck -
effort & technique

Can also be used as
a conditioning drill

Drill Description:

2 v. 0 Backcheck (continuous)

X_1 & X_2 go 2 v. 0 full ice to the net
Coach blows the whistle after the rush is over, which
starts O_1 & O_2 on their 2 v. 0 and X_1 & X_2 come
back the other way to backcheck against O_1 & O_2



Key teaching points:

Drill Description:

COACH: FRANK BRETTI
 TEAM: RPI

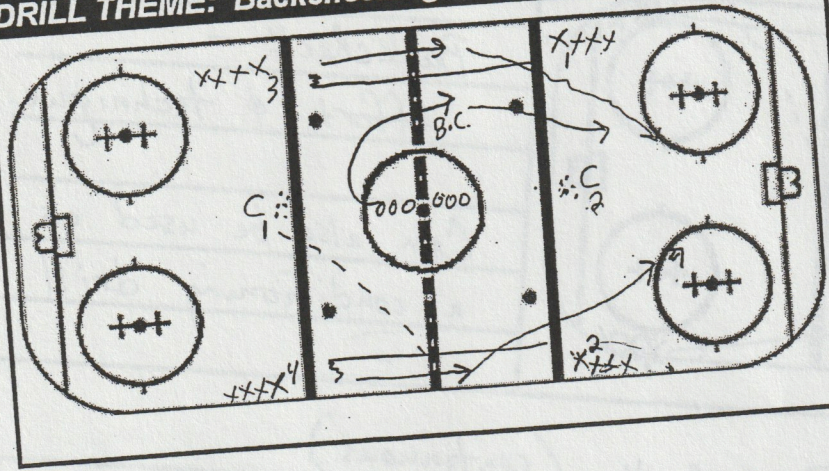
Squirts
~~Reverses~~

Key teaching points: 2ON0 w/ BACKCHECKER

BACKCHECKER IDENTIFIES WHO TO PICK UP
 PROTECTS MIDDLE OF ICE, KEEPING
 PLAYER TO OUTSIDE, BODY POSITION
 + STICK POSITION ARE KEY
 FOR BACK CHECKER, FOR REBOUNDS
 AS WELL. FS SHOOT + DRIVE NET.

Page 1

DRILL THEME: Backchecking

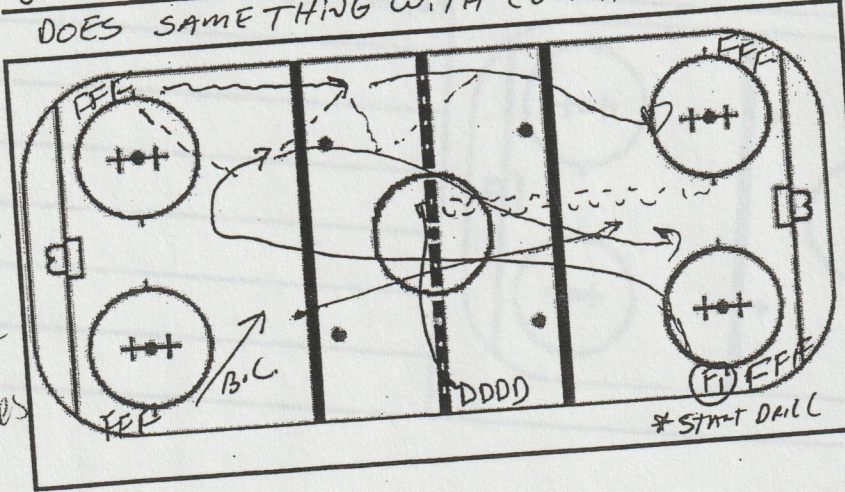


Drill Description: COACHES LINE UP AT CENTER BLUE-LINE w/ PUCKS, BACKCHECKERS
 IN CENTER CIRCLE, FORWARDS AT ALL 4 BLUE LINES - ON WHITE X, + X2
 SKATE TO OPPOSITE BLUELINE TOWARDS C1 + STOP, C1 PASSES TO EITHER X1 OR X2
 THEY GO 2ON0 VS BACK CHECKER WHO HAS NOW PICKED UP PLAYER
 WHO HAS NOT RECEIVED PASS + BACK CHECKER HIM TO NET. OPPOSITE GOAL
 DOES SOMETHING WITH COACH 2 FROM OTHER SIDE. (CHANGE BACKCHECKER GROUP)

Key teaching points: REVERSES
 2ON1 w/ BACKCHECKER

GAME LIKE SITUATION, DEFENSEMEN
 + BACKCHECKER HAVE TO COMMUNICATE
 ON TRANSITION DEFENSE. B.C. HAS TO
 GET TO MIDDLE OF ICE + PICK UP OPEN
 FORWARD, DMAN HAS TO READ HIS
 PRESSURE OR GAP DEPENDING ON B.C. POS

Stage 2
 Reverses
 w/B.C.



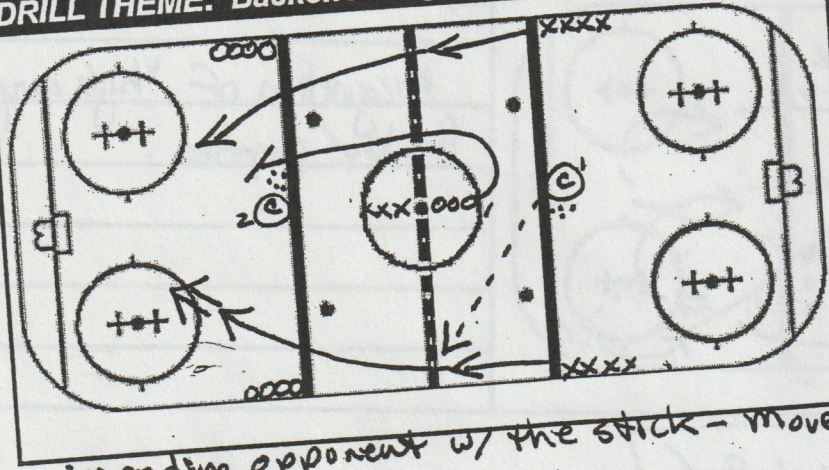
Drill Description: F1 STARTS DRILL HEADING DOWN ICE TURNS TOWARDS EITHER BLUE
 LINE NOW BECOMES BACK CHECKER, DEFENSE STEPS OUT AS SHOWN TO DEFEND
 2ON1 WITH BACK CHECKER HELPING OUT. * COACH CONTROLS THIS DRILL WITH WHISTLE
 ON WHISTLE, B.C. WOULD CONTINUE DRILL BY SKATING TO EITHER BLUE LINE FOR PASS, NOW
 GOES 2ON1 w/ B.C. FROM OPPOSITE BLUE LINE DOWN OTHER END. THIS IS A CONTINUOUS
 DRILL CHANGING ROLES BEFORE HE/SHE HAS COMPLETED DRILL SE

COACH: Bob Gaudet

TEAM: Dartmouth College

Backchecking

DRILL THEME: Backchecking

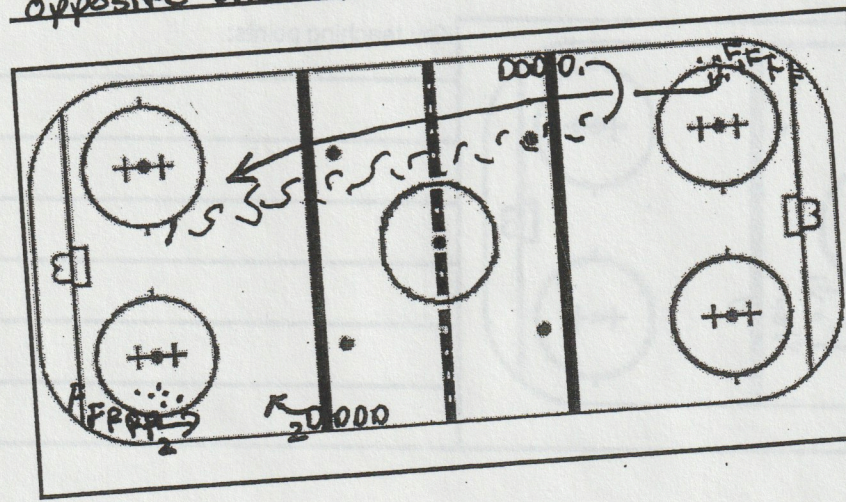


Key teaching points: Squirts

Backcheck through the middle of the ice with the goal of getting on the defensive side of the opponent. Important to play within the Rules and not be lazy by impeding opponent w/ the stick - move feet to gain defensive side positioning.

Drill Description:

© passes to either x who attacks goal at fore end of ice. © backchecks as soon as pass is made picking up the player on the weakside. As soon as rush goes by face BL, © starts drill in opposite direction. Player who shoots fills on line at center as backchecker.



Key teaching points: Squirts

Good tempo drill to work on backchecking techniques and transition from D to D as well as D to O.

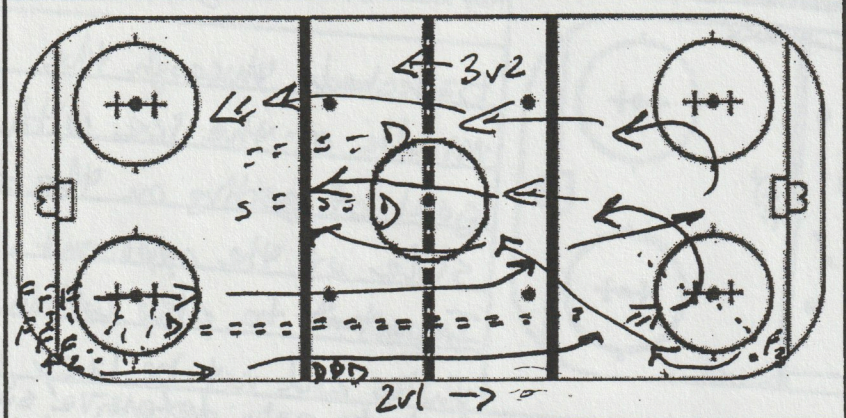
Drill Description:

On whistle F₁ attacks D₁ 1v1. © can allow play to go as long as he wishes. On next whistle F₂ attacks D₂ 1v1 w/ D₁ jumps up in play to support F₂ offensively and F₁ backchecking to try to create a 2v2. Drill is continuous.

COACH: *Erin Whitten*

TEAM: *Univ. of New Hampshire*

DRILL THEME: Backchecking

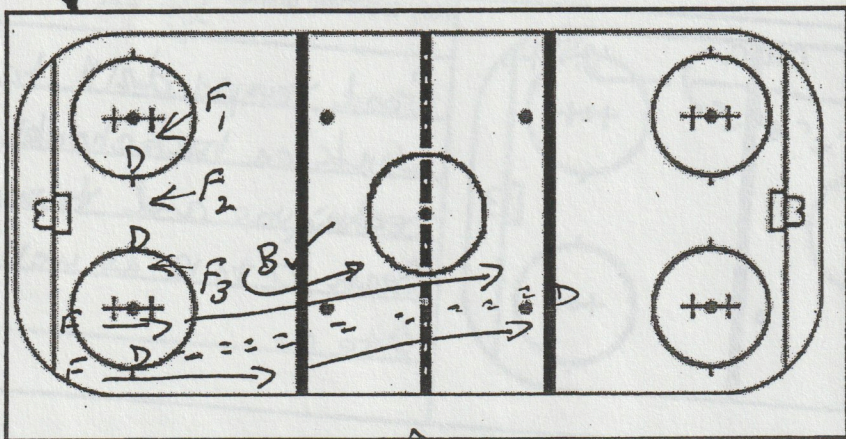


Key teaching points:

Recognition of "high guy" for BV purpose.

Drill Description: *2v1 | 3v2 w/ BV*

- ① Begin w/ F_1 & F_2 going 2v1 on D
- ② F_3 waits in corner & joins 2 F 's going the other way on 2 new D (3v2)
- ③ "High guy" BV off the 3v2 on the next 2v1



Key teaching points:

Drill Description: *PART 2*

FACE-OFFS Techniques and Tactics

Ted Sator

Acknowledgements

Pierre Page, NHL Coach
Barry Smith, Detroit Red Wings
Brendan Shanahan, Detroit Red Wings
Jamie Kompon, St. Louis Blues Video Coordinator
ESPN

DEFINITION

"Face-Off" involves gaining possession of the puck in order to create scoring chances and/or eliminate a scoring chance for the opponent by:

1. center winning the draw
2. having winger or defenseman moving in to win the draw; wingers must have confidence of their centerman on draws
3. react and forecheck after losing a draw so that you quickly regain possession of the puck

OBJECTIVE

- Let the best face-off man take the draw wherever it may be on the ice (could be the center, winger or defenseman).
- Hand quickness and strength are key components.
- Put your two best face-off men on the ice in case one of your best face-off men gets thrown out of the face-off circle.
- Know each of your responsibilities whether you win or lose the draw:
 - Know how to interfere (pick) or forecheck after a draw so that you create the scoring chances.
 - Have a mindset depending on where and when for all face-offs.
- Measure how many scoring chances are created from face-offs in the offensive zone, neutral zone, defensive zone. Winning face-off percentages usually translate to wins. (60%).
- Measure how many scoring chances the opposition created.

RESPONSIBILITIES OF THE FACE-OFF MAN

1. Take charge. Be the quarterback. Audibles.
2. Have a book on each linesman on how they drop the puck and what they allow around the face-off circle.
3. Speak to the linesman, get to know them.
4. Know the playing rules on face-offs. (Rule book)
5. Have a book on the opposing face-off players' strengths and weaknesses and their team face-off coverage and strategies in all zones and all situations.
6. Know your team's face-off coverage and strategies in all zones and all situations. Use a huddle for face-offs.

CUES FOR THE FACE-OFF MAN

1. Read how the opposing team sets up. More ready at home than away.
2. Read the position of the opposing face-off man.
3. Read the stance of the opposing face-off man.
4. Read the way the face-off man holds his stick.
5. Read the position of the linesman in relation to your stick and in relation to the direction you want to go.
6. Keep your eye on the puck in the linesman's hand.
7. Focus on the dot, the puck in the linesman's hand and the opponent's stick.
8. Hit the ice on the dot first to help concentrate and maybe attract the linesman's attention as to where to drop the puck.
9. Read the open areas created by the opposing team's face-off alignment.

FACE-OFF MECHANICS

1. Skates slightly more than shoulder width apart.
2. Keep knees bent (90-110) for power and stability.
3. Keep hands as far apart on the stick to allow to overcome the resistance by your opponent's stick. Decide match-ups based on power, strength and quickness.
4. Hands held firm on the stick, but able to maneuver to any direction you wish to go.
5. Be close enough to the face-off dot so that you can use your upper body strength as well as your leg strength. Avoid using only your arm strength.
6. Lean on your stick blade in order to be stronger.
7. Regular hands positioning makes the face-off man less predictable.
8. Reverse hand position becomes predictable.

FACE-OFF TECHNIQUES

1. Draw the puck back on your backhand or forehand.
 - to a defenseman
 - to a forward
 - to a player ready to shoot
2. Go forward preferably on the forehand, but occasionally on the backhand.
 - between an opponent's legs and retrieve the puck yourself
 - to a player moving into an area
 - to an open area
 - and shoot at the same time (someone is going to the net for a rebound)
3. Move into the draw and roll (spin into the opposing face-off man and kick the loose puck to a teammate). Try to use skate momentum on draws.
4. Tie up the opponent's stick and let a teammate pick up the loose puck.
5. Go in the same direction as the opponent is drawing to.
6. Hit the opponent's stick blade and draw.
 - hit the stick in one direction and draw into another direction
7. Draw to the boards.
8. Reverse grip is too predictable. Reverse to reverse is a strength challenge.

TIPS

1. Always cover the opponent's face-off man.
2. Always have a strategy where you assume loss of the draw.
3. No one screens the goaltender's vision of the puck.
4. Avoid being "picked." Watch the obstruction.
5. When waved out of the face-off circle, know your new responsibilities.
6. Someone should always be coming in the face-off circle looking for a loose puck.
7. Avoid being predictable. Vary the alignments.
8. Stand back from opponents who try to block, pick or interfere with. It makes it easier to fake and avoid the interference. Use stunts.
9. Stand back from opponents you need to block, pick or interfere.

VIDEO PRESENTATION

- Standard Operation Procedures
 - Defensive Zone
 - Neutral Zone, Offensive/Defensive Side of Red Line
 - Offensive Zone
 - Center Ice
- Coaches' Forum (Face-Off Situations)
 - 4 on 3; 5 on 3
 - 4 on 4; 4 on 5
 - Powerplay Offensive Zone
 - Last minute 6 on 5; 6 on 4

Ted Sator - Face-Offs: Techniques and Tactics

The USA Hockey Coaching Education Program is Presented by EASTON