



ON-ICE ORGANISATION



INTRODUCTION TO COACHING

ON-ICE ORGANISATION

Practice Preparation and Planning

You have very comprehensive and complete set of practice plans, in the Learn to Play Practice Manual, to guide and assist you with your ice sessions. A certain amount of planning is necessary to ensure a successful practice. In order that 100% of your ice time is put to good use, and the objectives for each lesson are met, the following guidelines are provided:

- Objectives of the practice must be clear in your mind
- Make sure the content of the practice is appropriate for your players
- Review all the teaching points to ensure you are familiar with the practice
- Break skills down into the smallest possible parts
- Check the amount of time for each drill to be covered
- Keep explanations **very** brief
- Have a copy of the practice with you to refer to during the practice
- Make sure the necessary teaching aids are in place
- Explain to any assistant coaches their duties and the overall practice

Tips for a successful ice session

- Arrive early
- Greet all your players by name
- Be positive and in a good mood
- Put the players at ease by talking with them
- Start with a group activity to generate a feeling of togetherness
- Keep your starting activities fairly constant so as to set up a routine
- Progress from simple to difficult,
- Use humour is a way of "breaking the ice" and building up coach/player relationships
- Identify improvement in your players' performance and say something positive

On-ice Safety

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

1. Have players learn how to fall
2. Ensure players stop at least 1 meter feet from the boards when performing drills or skills
3. Ensure properly fitting protective equipment is worn at all times
4. The instructor should be wearing a helmet while on the ice
5. Do not permit any "horse play"
6. Care should be taken to ensure that shooting drills are conducted in as safe a manner as possible
7. Remove any foreign materials from the ice immediately.
8. Ensure all doors to the ice surface are closed prior to players starting any drills

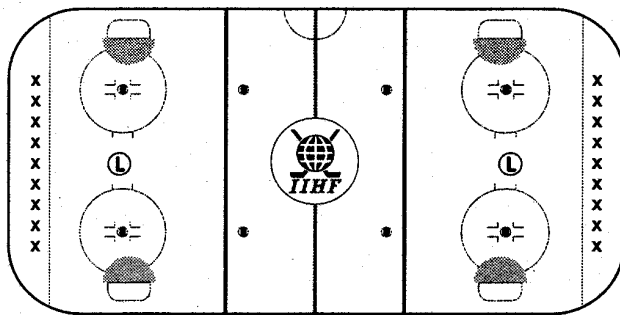
Teaching Stations

The most effective way to teach the basic skills of ice hockey is to divide your total group of players up into small manageable groups. The number of groups you use depends upon:

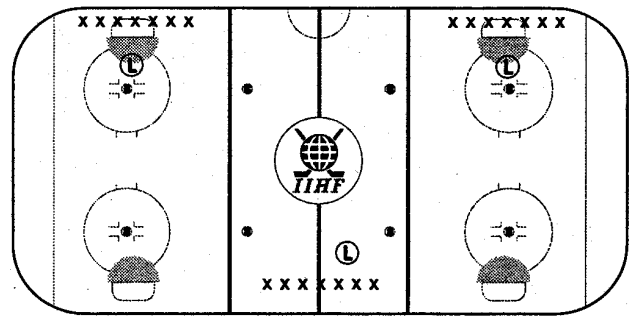
- Total number of players (try to divide them evenly)
- The different levels of skill of the players
- Number of assistant coaches you have working with you
- Amount of different skills or skills you intend to teach
- The amount of ice available

The following diagrams are suggestions for dividing the ice into suitable areas for skills instruction, depending upon the number of groups you have. Use the blank forms to make up some of your own. In the diagrams, L is the coach X is the players.

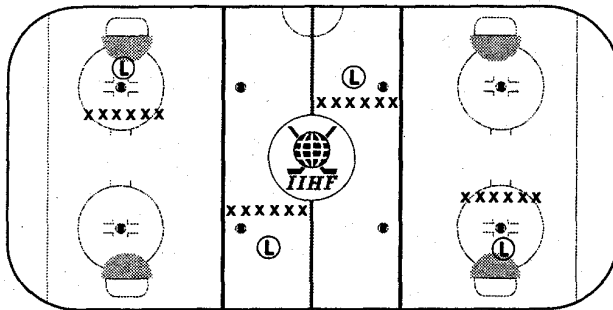
2 Groups:



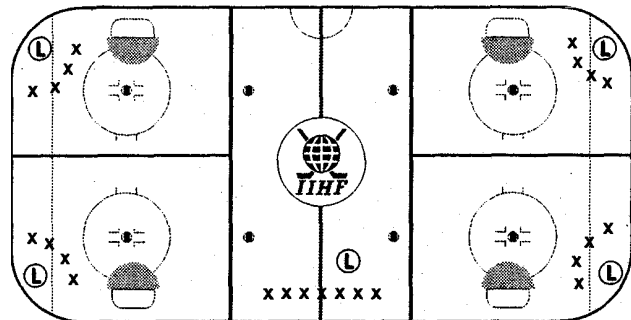
3 Groups:



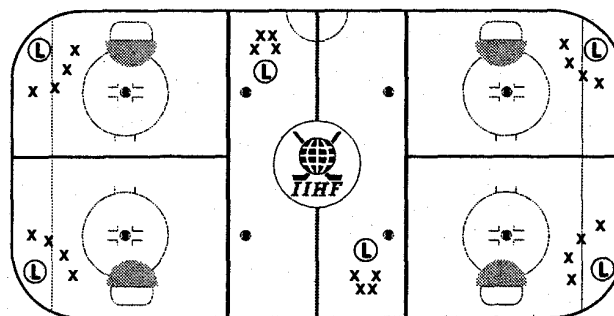
4 Groups:



5 Groups:



6 Groups:



Once groups have been formed and the teaching stations established, there are a number of

1. Players should face away from distractions i.e. spectators
2. The coach must be visible to all players
3. Coaches should maintain eye contact with the players
4. Keep players stationary during explanations
5. Explain 2-3 teaching points at the most
6. Groups must allow for a quick and smooth transition to the drill
7. All players and coaches know signals for movement from one station to the next

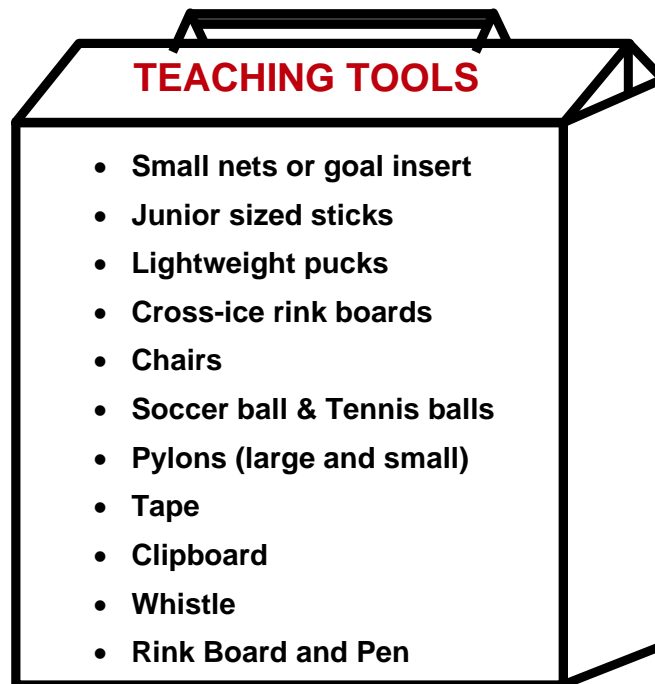
Ideally, the coach to pupil ratio should be kept as low as possible. A good ratio is 1:4 or 1:5; the maximum should be 1:8 or 1:10 for effective control and instruction.

Coaches must also guard against "bombarding" a player with feedback and corrections. Avoid having more than one coach giving help to the same player.

Organisation of Equipment and Space

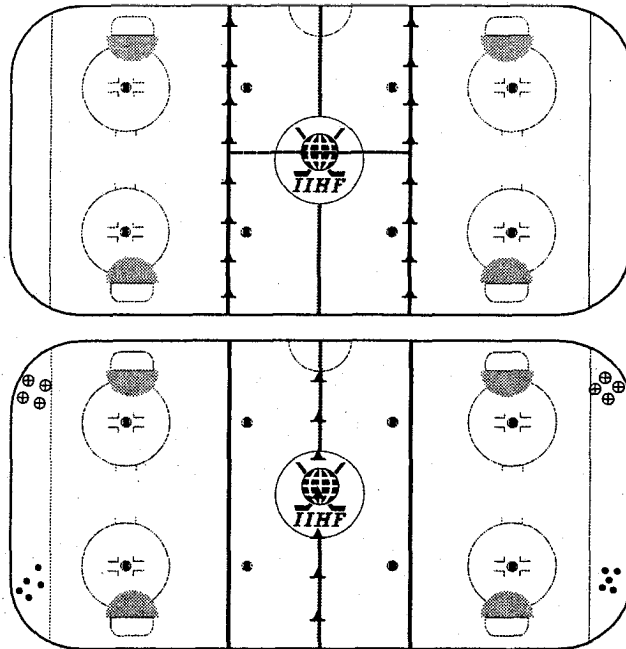
Two of the coach's most important resources are equipment and teaching aids. These tools make lessons more effective, more interesting and provide variety in teaching. Performances of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

The following is an example of items you could have to aid your teaching:



The following diagrams are examples of effective pre-planning of equipment on the ice surface which will provide maximum use of ice for skills instruction:

- △ pylons
- pucks
- ⊗ balls



Can you think of some alternate ideas of your own?

Points to Remember

Individual learning

- Use more assistants
- Teach in smaller groups
- Groups separated into age or skill specific

Use Off-ice

- Explanation of practice in the locker room
- Warm up and cool down off-ice

Use simple to complex exercises

- Exercises should be demanding in coordination aspects
- One exercise should develop a variety of skills

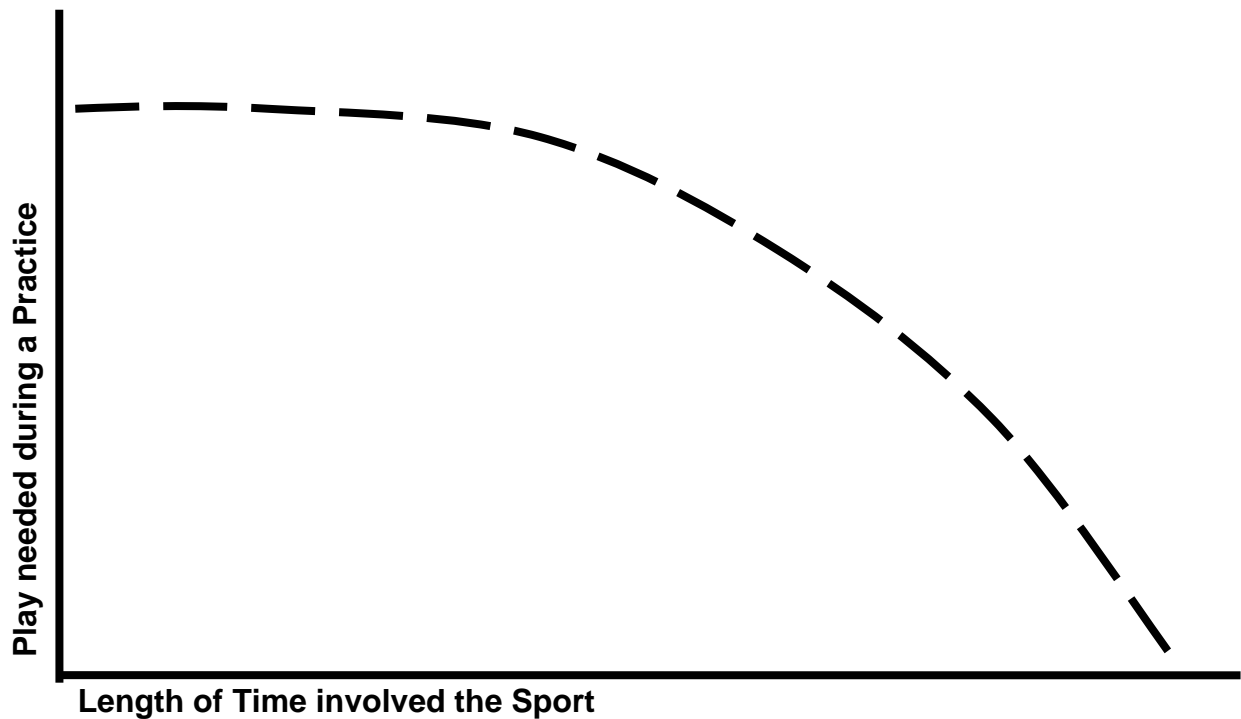
Use of time for recuperation

- Exercises with small requirements on energy sources
- Technical exercises
- Exercises that need a lot of repetition for perfection

Game playing during Practice

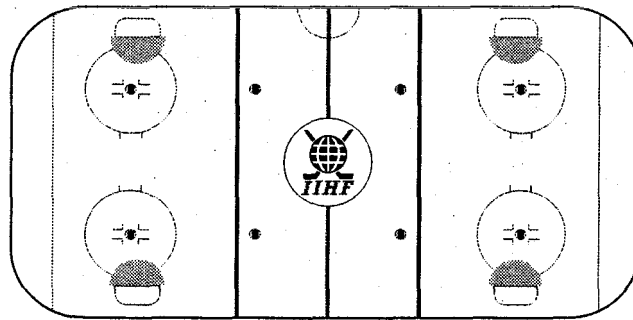
- Beginner players learn more by playing games
- Playful Games that are fun and non-competitive
- Increase number of set drills as player gets older

The following graph illustrates this



Exercises:

- A. Describe and diagram a system for dividing 35 players of the same age with slightly varying levels of ability into 5 groups for instruction purposes in Learn to Play Section "A".



- B. Describe and diagram two methods of dividing 32 players ranging in age from 5-9 and of varying ability from Learn to Play Program A-D who are on the ice together for a 50 minute period.

