



WMHA

Player Development Model



2014

FUNDamentals Skating Puck Control Passing Shooting



Creativity Passion TEAM Coach Mentorship

Presented by Warman Minor Hockey Association

Acknowledgments

The Warman Minor Hockey Association (WMHA) would like to thank the Executive, members at large, and other individuals external to our Association for providing input and guidance into our Player Development Model. Warman Minor Hockey would also like to thank Darla McLean for the front cover design and WMHA members for providing photos, including Fotographia Dynamic Photography.

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Information Sources:

- Hockey Canada Long Term Player Development Plan, Version 2. 2013
- Hockey Canada Minor Hockey Development Guide, Skill Development Model
- USA Hockey American Development Model. 2012
- Total Skills Development Model, OV Hockey School. M. Donskov.
- Saskatoon Minor Hockey Association – Programs Section, Initiation Cross-ice Games Question and Answer factsheet
- Warman Minor Hockey Association, *Top 10 Steps for Coaching Success*. 2013

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Introduction/Purpose

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

Warman Minor Hockey Association

MISSION STATEMENT

To promote and provide a high quality organized hockey experience for all children in an atmosphere of fun, skill development, sportsmanship, and team camaraderie.



GOALS

- To foster personal excellence in each child, within all age divisions and programs
- To increase individual self-esteem and confidence of all participants.
- To nurture the development of both life skills and hockey skills.
- To create a fun environment with lasting memories.

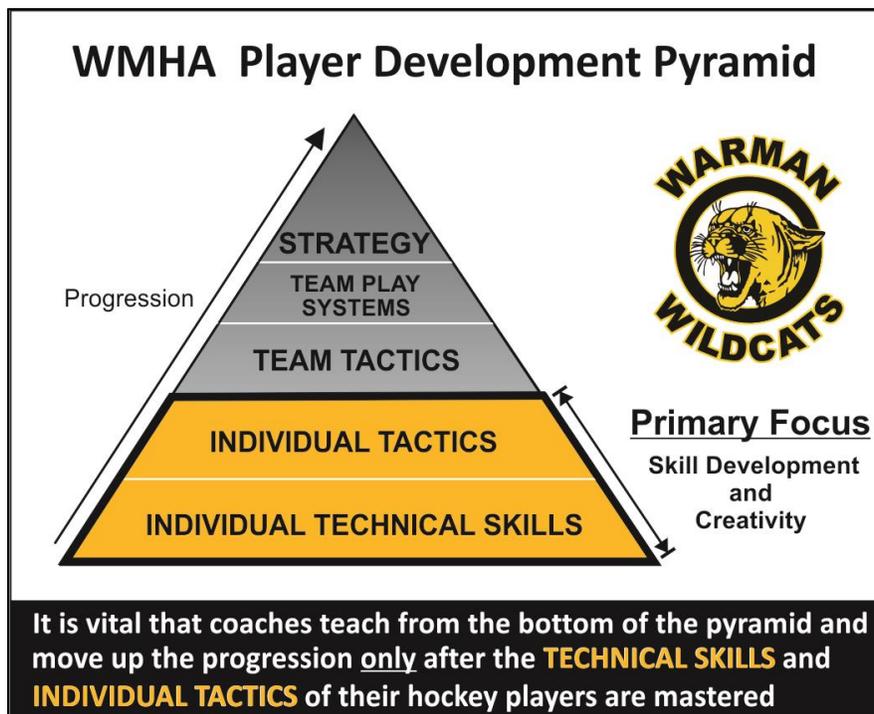
Warman Minor Hockey Association (WMHA) has grown considerably since 2009 when the decision was made to slowly transition the majority of our hockey programs from the Sask Valley Minor Hockey League (SVMHL) to the Saskatoon Minor Hockey League (SMHL). WMHA is very proud of the effort that has gone into shaping our player development philosophy and programs over the years. The goals of our Player Development Model include the following:

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

1. 0 Player Development Philosophy

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

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



The WMHA Player Development Model focuses on developing a strong base of individual technical skills. These individual skills primarily involve skating but also puck handling, passing and shooting. The natural progression at the base of the triangle emphasizes the development of fundamental skills which will serve as the foundation of each player's success as they move through our minor hockey programs. When the base skill of a player is strong it is our Association's belief that players will have more personal success, which leads to team success and an overall increased enjoyment of the game.

Understanding the WMHA Player Skill Development Pyramid

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

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

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

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

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

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

2.0 Player Development Model Implementation

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

i. Increase Support to Coaches

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

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

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

WARMAN WILDCATS

10 STEPS TO COACHING SUCCESS

Good coaching may be defined as the development of character, person and habits of players, plus the teaching of fundamentals and team play.

SPORTSMANSHIP · TEAM SPIRIT · LOVE FOR THE GAME · CONFIDENCE

LEADERSHIP · TEACHING · SKILLS DEVELOPMENT · ENCOURAGEMENT

Presented by Warman Minor Hockey Association

Warman Minor Hockey Association Coaches:

Thank you for volunteering your time to ensure the children of our Association enjoy a great hockey experience in a safe and fun environment! To provide players, parents AND coaches with a positive and rewarding hockey season, Warman Minor Hockey has created a document describing the 10 Steps to Coaching Success. The booklet is meant as a guide for our coaches to follow to ensure a successful season as well as document the Association's expectations of its coaches.

The Top 10 Steps to Coaching Success are:

- Utilize Coaching Resources**
 - WMHA has access to Hockey Canada manuals/DVD's and other coaching resources such as SHA Skills Development Leader Kelly Toporowski's Coaching Toolbox of drills, videos, and coaching documents. It can be found in the "Coaching Toolbox" section of the Warman Wildcats website (www.warmanwildcats.com).
 - WMHA has instituted a Coach Mentorship/Player Development Coordinator Position. The job description involves providing information, guidance and support to our coaches. The sole task of this Coordinator position is to help YOU and YOUR TEAM to please take advantage of this resource.
- Be a Great Communicator!**
 - Develop a communication plan. This should include a pre-meeting at the beginning, middle and end of the season.
 - Meet with your coaching staff as soon as possible after selection to clearly define everyone's role on the team.
 - Start early with emails, phone calls and a parent meeting to discuss your coaching philosophy and clearly define your expectations of the coaches, players and parents. Provide insight into what you will run practices, pre-game and post-game rituals for affiliated players (AP's), etc.
 - Look for opportunities throughout the season to sit down with a player and their parent(s) to relay aspects of their development. Hearing a positive comment not only strengthens a coach-player relationship, it is also a great motivator for further improvement!
- Run Effective and Efficient Practices**
 - ENJOY YOUR TIME ON THE ICE! Forget your worries while at the arena. Be passionate, be positive, and always be communicating. Your enthusiasm will be infectious!
 - The primary goal of every practice should be to develop and increase individual skills. Games should be explained as an opportunity to showcase the skills that have been developed during practice.
 - Coaches should complete and deliver their practice plan to assistant coaches at least one day in advance. If that is not feasible, ask an assistant coach to create a plan or take one from the Hockey Canada workbook. Assistant coaches must read and understand the practice plan before they step onto the ice.
 - Practice plan should contain 6-7 drills, a portion dedicated to station drills that focus on individual skills.
 - Initiation/Novice/Atom 2-4 stations on half ice (every practice)
 - Pewee/Juniors/Midget 2-3 stations on full ice (nearly every practice)
 - For station drills, players should be split into groups based on skills and abilities. Everyone should have success in a similar peer group. Be open to altering groupings as players progress at varying rates throughout the season.
 - While all groupings require the same amount of time and dedication to detail, drills should be modified to push more advanced players and broken down into simpler concepts for lower skilled groupings.
- Develop a Season Plan**
 - Set goals for your team and document skills that will be developed over the course of the year. Every practice should mark a progression in your season plan.
 - Plan for off-ice activities (skills and fun) and motivational stories.

COACHING TIP: A practice plan should include the assistant coaches' names attached to specific drills or activities.

COACHING TIP: When entering a room or arena, address a player "parent second." A tiny gesture can make a big impression.

COACHING TIP: Ice time is valuable. Warm up and perform dynamic stretching BEFORE getting on the ice.

COACHING TIP: One efficient practice will give a player more skills development than 11 games collectively.

It is vital that coaches work from the bottom of the pyramid and move up the progression only after the TECHNICAL, SKILLS and INDIVIDUAL TACTICS of their hockey program are mastered.

Progression:

- Strategic
- Team Tactics
- Individual Tactics
- Technical Skills

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

WMHA will enlist the best volunteer coaches and support them to ensure they have a rewarding and enjoyable coaching experience. WMHA will promote the notion that coaches are role models who will respect players, officials and parents while displaying good sportsmanship and nurturing the development of life skills. WMHA will require coaches take mandatory Hockey Canada courses as well as encourage them to acquire certification above their current coaching level. For example WMHA will support all coaches taking a high performance Development I course to provide them an opportunity to improve their own instructional techniques in theory, technical and communication skills, and coaching philosophy.

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

ii. Increase Support to Players

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

It is important to clarify that player development in WMHA includes both skaters and goaltenders. WMHA recognizes that goaltenders are a crucial component of our long term success and more needs to be done to develop this aspect of player development. WMHA will build on previous goaltender activities such as coaching clinics and mid-season goalie sessions. The Association will continue to work with coaches, goaltending experts and interested members to increase development opportunities for goalies. A goaltender strategy will be developed to allow more opportunity for young players to try the goaltender position and to provide programs and activities to help them improve their skills as they move through our minor hockey programs.

iii. Skill Development During Practice

WMHA Practice Time Allocation*

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Initiation	85%	15%			
Novice	75%	15%	10%		
Atom	50%	20%	15%	10%	5%
Peewee	45%	25%	10%	10%	10%
Bantam	40%	15%	20%	15%	10%
Midget	35%	15%	20%	15%	15%

* As per Recommendation of Hockey Canada

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

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

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

iv. Skill Development During Games

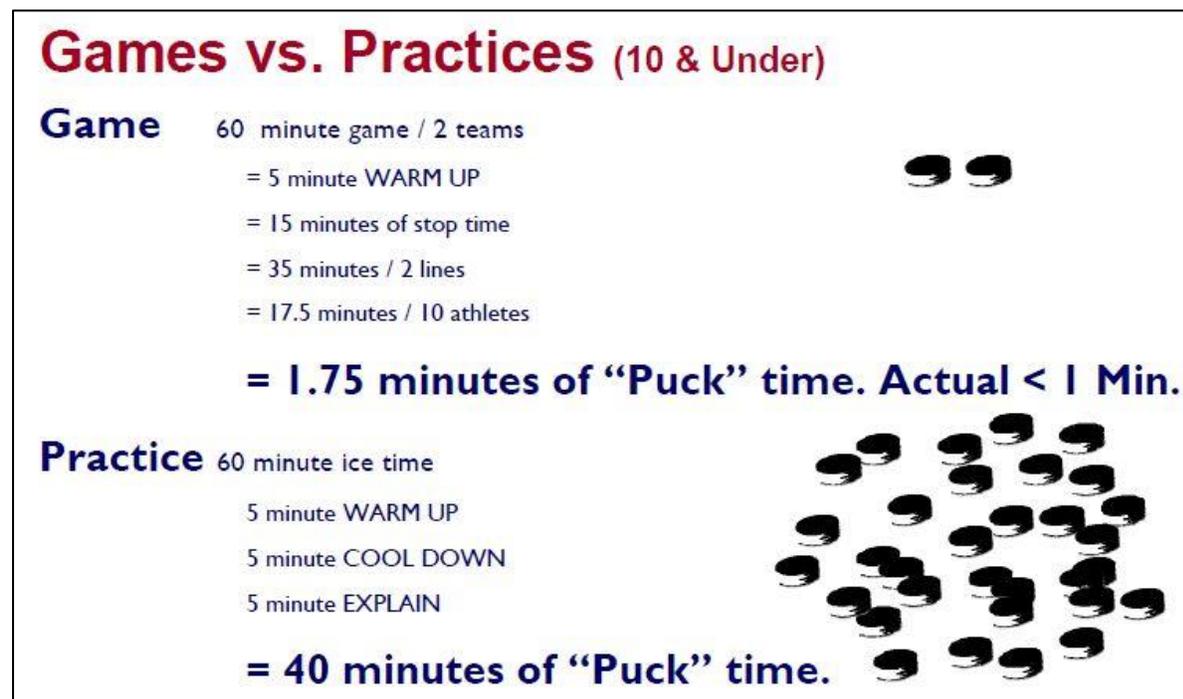
In all WMHA programs the focus on winning will NOT be the main priority of our Association. The focus will be to develop highly skilled and creative players who are strong skaters and have a solid base of individual technical skills. It is the belief of WMHA that winning is merely a by-product of a program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

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

v. Educate Membership

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

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



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

To be clear, our Association would rather have a coach who has less team success as far as wins and losses but develops player's core skills and creativity at an accelerated rate than a coach who continuously wins using systems and discouraging individual creativity. WMHA's premise is that a coach focusing primarily on individual technical skills will over the long term develop higher skilled and creative players that will supply talent to not only our elite level teams but to ALL our programs. This type of development will provide players the chance to succeed and develop confidence as they move through their minor hockey career, especially in the older age divisions where a stronger emphasize on winning is more likely to occur.

vi. Executive Decision Making

WMHA recognizes that executive decision making can make a positive impact to both player development and player retention. WMHA believes that player skill development occurs at various rates and the preference when making decisions at the executive level is to provide more opportunity for kids to play at higher levels as much as possible. This approach will be taken if WMHA feels teams can be competitive AND all players still have the ability to develop core technical skills and creativity at an accelerated rate. WMHA will look for opportunities to utilize this approach when consecutive birth years are very strong, in particular during analysis of the Atom division team/tier selection process.

As mentioned above, this approach focuses primarily in the Atom division where by that age players have already experienced 4 to 5 years of core skills development, where work ethic and player passion becomes more crucial to individual success, and when the following year(s) players have the ability to enter our AA programs. WMHA Executive views this as the *Pyramid Approach* of providing a larger, more varied skill base at the younger age divisions with the goal of creating a larger, highly skilled talent pool in the older age divisions.

There is a strong history of this approach in WMHA's decision making process for the Atom Division. Due to very strong 2000-20003 birth years WMHA made the decision to go beyond the Saskatoon Minor Hockey League (SMHL) grid protocol of requiring only one tier I team to be

formed when the total number of teams was five. The thought process was that having only one tier I team would result in that team being very dominant and not facing enough competition to accelerate player development. In addition and most concerning was that many players who were of Tier I talent would be held back from being challenged in the highest level they could successfully compete in. Thus, the decision was made to create two Atom Tier I teams in the vein of long term skill development.

This approach was utilized for consecutive years in the Atom division following four strong birth years in our Association. Long term payoff from this approach is being realized as the players move through our peewee and bantam programs. For example, In 2012/13 and 2013/14 WMHA had an unprecedented 13 and 14 local players play on our AA peewee teams, our Tier II team won provincials both years and our Tier III teams have displayed very strong core skills and creativity. Our bantam teams were a part of the initial Atom approach and also have had success with eight players making the Sask-First Prairie Central Team that competed in the 2014 *Saskatchewan Winter Games*.

While it would be simplistic to make a singular cause and effect relationship between our approach in Atom and the resultant success at older age divisions, WMHA feels this approach *when appropriate* can supplement player skill development. That being said, with this approach there is also a realization that WMHA must better understand the natural ebb and flow of talent/skill of birth-years as well as complete a thorough analysis each season before decisions can be made to alter the tiering grid protocol.

To ensure WMHA provides our players the best opportunity for skill development and personal success within a team setting, every season the Division Coordinators will acquire detailed information from every team. The document will include such aspects as season successes, challenges, competitiveness, skill development, player progression, and recommendations for next season. The information will be analyzed by the Executive over the offseason to assess and modify our programs if necessary to ensure they align with the skill development goals of our Association.

In addition to the *Pyramid Approach* to executive decision making, player retention is another key aspect that will be examined. Coordinators will be encouraged to acquire exit interviews from players who quit hockey or who are graduating from our minor hockey system. The intention is to provide the executive with valuable feedback to help improve future WMHA programs and keep as many players as possible playing hockey in our Association.

vii. Player Development Budget

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

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

3.0 Player and Parent Expectations

All tiers in WMHA receive an equal allocation of ice time per season. The Association's premise is that equal ice-time provides the opportunity for ALL players regardless of tier to receive the same opportunity to develop their skills. Although base ice time is equal, player and parent expectations and commitment will vary depending on the tier. In order for players and parents to understand the difference levels of expectations and commitment WMHA has provided a generalized overview.

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

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

Tier III - Players are expected to concentrate on skating and puck-handling. Even fewer

resources of parents are required. However, current equal ice-time allocation means players may be on the ice as much as tier I and Tier II players.

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

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

4.0 Player Evaluations & Team Selection

As an interlocking centre in the Saskatoon Minor Hockey League, WMHA plays within a tiered environment that encourages players to play with other players of similar skills, abilities and desires and to compete against other players of similar calibre. To ensure a fair and objective evaluation process WMHA hires independent evaluators and also provides conditioning skates for a two week period prior so all players have the opportunity to be on the ice before evaluations occur.

WMHA has developed a partnership with Saskatchewan's hockey governing body - Saskatchewan Hockey Association (SHA) and hire them to perform the Association's evaluation process every fall. To view additional evaluation information please refer to the WMHA Policy document, specifically *WMHA Policy #11 - Team Selection and Draft information*.

Note: Although all players are evaluated and placed in a tier based on their performance at evaluations, parents have the opportunity to place their child in a lower tier on the condition that the Coordinator is made aware of the situation *before* evaluations have taken place.

5.0 Affiliated Players (AP's)

WMHA promotes the opportunity for players to be selected as Affiliated Players (AP) and have the ability to practice and play games at a higher tier or age division. The intent of the AP process is to ensure players who just missed out on playing at higher levels or have improved significantly are placed in an additional and challenging environment to further develop their hockey skillset.

WMHA encourages AP players to participate in as many practices as possible. Games are at the discretion of the coach with the understanding that an AP should never be used in a game situation unless a team is missing roster players and an AP should never play at the expense of a roster player. To view additional evaluation information please refer to the WMHA Policy document, specifically *WMHA Policy #17 - Affiliated Players*.

6.0 WMHA Programs

WMHA is very proud of the work that has gone into developing its hockey programs over the years. These programs serve as the foundation for the success that Warman Minor Hockey has experienced.

Ice time allocation for teams within each age division is meant to be as equal as possible. Lower age divisions will be encouraged to have a high practice to game ratio (2 or 3:1) and older age divisions will be encouraged to have a 2:1 practice to game ratio.

As an interlocking centre in the Saskatoon Minor Hockey Association (SMHA) League, fun and enjoyment is framed within a tiered environment by encouraging players to play with other players of similar skills, abilities and desires and to compete against other players of similar calibre. WMHA feels this environment allows all players to develop their hockey skills while having the opportunity for success, becoming contributing members of a team effort, developing self-confidence, and experiencing a sense of personal achievement in an atmosphere of fun and fair play.

The number of teams in each tier is based on the total number of teams registered in the division. Concessions to the Tiering Grid may be made by WMHA but are contingent upon approval from SMHA. WMHA's default position will be to follow the SMHA grid protocol but also have an annual evaluation process to determine if any concessions will be submitted. For more information please view page 9, *Executive Decision Making*.

What is the Tiering Grid?

The SMHA Grid System is a template where the objective is to have:
25% of kids play Senior (Tier I),
50% play Intermediate (Tier II),
and 25% play Junior (Tier III)

No. of Teams	Tier I	Tier II	Tier III
1	0	1	0
2	1	1	0
3	1	1	1
4	1	2	1
5	1	2	2
6	2	2	2
7	2	3	2
8	2	3	3
9	3	3	3

Each Program is reviewed annually to make sure it is meeting the needs of the participants. Any suggestions or feedback please can be provided to the Division Coordinator or the Player Development/Coach Mentorship Coordinator.

Initiation (ages 4-6)

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

Hockey Canada: Long Term Development Seasonal Chart Recommendation - Initiation

Initiation	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	# of Games total
Ideal	35 - 40	Sept 15	12 weeks 20 practices (Limited and modified games)	Dec 15	10 weeks 20 practices 10 games	N / A	2 tournaments 8 games	15 - 20

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

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

Roster Size

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

Practices

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

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Initiation	85%	15%	0%	0%	0%

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

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

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

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

Program focus:

Developing core individual hockey skills:

- Skating (forward and backwards, crossovers)
- Edges (proper turns, bending knees)
- Stopping
- Puck handling
- Passing
- Shooting
- For a complete list of Hockey Canada Core Skills for Initiation please view Appendix D.

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

The use of games, props and plenty of smiles is expected. Initiation coaches will follow the principles documented in the WMHA coaching publication “10 Steps to Coaching Success” (see Appendix A).

Games

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

WMHA promotes the concept of half ice games. The goal is to have players skating as much as possible during game situations and spend significantly less time sitting on the bench. Smaller ice surface games support the ideals of more puck touches, more scoring opportunities, less stoppages and make for a more enjoyable game for everyone involved. In summary, WMHA believes that more ice time for every player = more opportunity for skill development. Note: It is imperative that coaches be on the ice during games with at least one coach per team on each ice surface.

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

Towards the end of the season all initiation players moving into Novice next season will have on-ice sessions to learn and experience novice rules. This will typically involve one practice and one full ice novice rules scrimmage.

The Initiation program is broken into two groups: Advanced Initiation and Beginner Initiation.

Beginner Initiation

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

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

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

Advanced Initiation

Advanced Initiation is primarily for 6 years olds who have been skating for two or three seasons and may include highly advanced 5 year olds. The focus of Advance Initiation is to promote the WMHA policy of providing fun and enjoyment while at the same time stressing the values and appreciation of improved skating and hockey skills. Developing individual skills through fun drills, small area games, and providing kids the opportunity to experience the concept of team camaraderie will be major priorities.

Advanced Initiation teams will start the season playing half ice games exclusively and will progress to adding some full ice game as the season progresses. While ideally advanced initiation teams will find games in which they will be competitive, the reality is this will not always be the case. Regardless, the number AND importance of games (exhibition and tournament) will be low in advanced initiation. The importance of skill development through fun and creative practices will be of utmost priority.

Goaltenders have the opportunity to dress in goaltender equipment for an entire game. All players are encouraged to try the position at least once with interested players being equally rotated throughout the season.

An Advanced Initiation tournament will occur at the end of the season that will follow Novice rules. WMHA believes that focusing on cross-ice games and small area skill throughout the season is crucial for skill development while at the same time at the end of the season also providing players who move into an older age division next season an opportunity to experience Novice rules.

Novice (Ages 7-8)

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

Hockey Canada: Long Term Development Seasonal Chart Recommendations - Novice

Novice	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	40 - 45	Sept 15	10 weeks 20 practices 2 ex games	Dec 1	14 weeks 28 practices 16 games	N / A	3 tournaments 12 games	30 - 35

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

Roster Size

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

Practices

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

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Novice	75%	15%	10%	0%	0%

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

A typical 60 minute Novice practice should include the following:

- 5 minutes at beginning of practice for individual puck handling and agility
- 10-15 minutes power skating and edge work
- 20-30 minutes skill stations (ideally 4 stations to provide maximum repetition)
- 15-20 mins competitive/battle drills, small area games
- 5 minutes of "skill" games (asteroids carrying pucks, British Bulldog, creative shootouts, etc.)
- Note: as the season progresses, incorporating a small amount of team tactics will occur as per Hockey Canada guidelines.

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

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

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

Repetition and technical correction are fundamental, as well as providing a challenging yet positive and fun atmosphere (the use of games, props and plenty of smiles is expected).

Novice coaches are expected to adopt the principles documented in the WMHA coaching publication *"10 Steps to Coaching Success"* (see Appendix A).

Games

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

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

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

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

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

Tiering:

The purpose of this SMHA Tiering formulation is to provide more enjoyment by practicing, learning and playing with players of similar skills, abilities and desires.

Method of Tiering:

For the Novice age group WMHA will field teams at each level based on the Saskatoon Minor Hockey Association (SMHA) grid . The intent of this grid is for 25% of the kids to play Tier I, 50% to play Tier II and 25% to play Tier III. In other words, as much as 75% of children will be playing at a level of Intermediate or higher.

of Teams I II III

1	0	1	0
2	1	1	0
3	1	1	1
4	1	2	1
5	1	2	2
6	2	2	2
7	2	3	2

Concessions to the grid may be made by WMHA but will still be contingent upon approval from SMHA. WMHA's default position will be to follow SMHA grid protocol to acquire a baseline of player skill for the Atom division where the pyramid approach to team tier selection can potentially be implemented.

For further information on the WMHA approach to the tiering grid protocol please view "5.0 Executive Decision Making" on page 9.

Atom (Ages 9-10)

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

Hockey Canada: Long Term Development Seasonal Chart Recommendations - Atom

Atom	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	45 - 50	Sept 15	6 weeks 12 practices 2 ex games	Nov 1	16 weeks 32 practices 20 games	Mar 15 2 weeks 6 practices 8 games	4 tournaments 16 games	40 - 45

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

Roster Size

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

Practices

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

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Atom	50%	20%	15%	10%	5%

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

A typical 60 minute Atom practice should include the following:

- 5 minutes at beginning of practice for individual puck handling and agility
- 10-15 minutes power skating and edge work
- 20-30 minutes skill stations (ideally 4 stations to provide maximum repetition)
- 15-20 mins competitive/battle drills, small area games
- 5 minutes of "skill" games (asteroids carrying pucks, British Bulldog, creative shootouts, etc.)
- Note: as the season progresses, incorporate team tactics, systems and strategy into practices while still putting a very strong emphasis on technical skills and individual tactics.

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

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

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

Repetition and technical correction are fundamental, as well as providing a challenging yet positive and fun atmosphere (the use of games, props and plenty of smiles is expected).

Atom coaches are expected to adopt the principles documented in the WMHA coaching publication *"10 Steps to Coaching Success"* (see Appendix A).

Games

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

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

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

WMHA supports both full and part-time goalies in the Atom division. No goaltenders will be allowed to sit on the bench for an entire game during league play, goaltenders must play 50/50. Part-time goaltenders will dress as skaters when not playing goal. Tournaments will be at the coach's discretion in consultation with the goaltender's parents, with the premise that goalies will receive as equal as possible goal time over the course of the tournament. For more information please refer to *WMHA Policy #25 - Goaltender Policy*.

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

Tiering:

Where the number of teams in the Atom age group is not evenly divisible by three (3), the additional teams would be placed according to the atom grid below.

#Teams Level I Level II Level III

1	0	1	0
2	1	1	0
3	1	1	1
4	1	2	1
5*	1	2*	2*
6	2	2	2*
6**	1	3	2
7	2	3*	2

* Denotes the ability to register the team at a higher level. IE - may apply to have a grid of 2-2-1.

** If 65% of the Atom registration is first year players the zones could opt to go with this team formation.

For further information on the WMHA approach to the tiering grid protocol please view “5.0 Executive Decision Making” on page 9.

Peewee (Ages 10-11)

WMHA objective for Peewee is to use the Hockey Canada guidelines for practice ice time allocation.

Hockey Canada: Long Term Development Seasonal Chart Recommendations - Peewee

Proposed long term player development (LTPD) Seasonal Chart – Peewee

Peewee	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	50 - 55	Sept 15	4 weeks 12 practices 4 ex games	Oct 15	18 wks 36 practices 24 games	Mar 15 2 weeks 6 practices & 8 games	4 tournaments 16 games	45 - 50

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

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

Roster Size

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

Practices

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

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Peewee	45%	25%	10%	10%	10%

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

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

Practices will primarily be full ice time slots. However, high repetition station drills (2-4 stations are recommended) and small area games should still be incorporated in a minimum of half of practices. To achieve recommended ice time allocation some peewee practices may be 60 minutes and/or half ice.

To provide additional opportunities for ice time, 10-15% of practices will consist of two teams sharing the ice surface. These practices will be “skill development” practices that focus on individual skill and creativity, small area games and station drills. Coaches are also encouraged to join with other peewee team to share the ice surface. See Appendix C for examples of half-ice and full-ice practice plans as well as drills to nurture creativity.

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

Pee Wee coaches are expected to adopt the principles documented in the WMHA coaching publication “*10 Steps to Coaching Success*” (see Appendix A).

Games

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

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

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

WMHA objective for Bantam and Midget is to have at least two-thirds of total practices (35-40) recommended by Hockey Canada. Note: Hockey Canada's guideline of 55-60 practices for our Tier II and III programs does not appear feasible. However, the Division Coordinator will solicit feedback and input from the Bantam and Midget Coaches to determine an optimal number of practices for subsequent seasons.

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

Bantam	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 2 ex games	Oct 15	20 wks 40 practices 28 games	Mar 15 2 wks 6 practices & 8 games	3 tournaments 12 games	50 - 55

Midget	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	Number of Games total
Ideal	55 - 60	Sept 15	4 weeks 12 practices 4 ex games	Oct 15	20 weeks 40 practices 32 games	Mar 15 2 wks 6 practices 8 games	3 tournaments 12 games	55 - 60

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

Development includes hockey skills, sportsmanship and team concept skills which build character skills for life. Note: WMHA has a keen interest in developing Non-Contact bantam and midget teams for play in the SMHL and will continue to investigate creating teams with other rural centres. In the meantime, WMHA will encourage and assist players interested in non-contact to find a team to play on in the SMHA. If a player is interested in non-contact please contact the Bantam/Midget Coordinator.

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

Roster Size

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

Practices

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

WMHA FOCUS: STRONG BASE SKILLS					
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy
Bantam	40%	15%	20%	15%	10%
Midget	35%	15%	20%	15%	15%

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

Drills will be developed to encourage creativity as well opportunities for unstructured play to allow the players to develop skills through experimentation. Repetition and technical correction are fundamental, as well as providing a challenging and fun atmosphere (use of small area games, etc.). Bantam and Midget coaches are expected to adopt the principles documented in the WMHA coaching publication “10 Steps to Coaching Success” (see Appendix A).

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

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

Games

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

AA Programs

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

Peewee AA



Within 80 km's
or Closest Centre

Bantam AA*



Within 120 km's
or Closest Centre

Midget AA



Within
160 km's

* The Sask Valley Vipers are a shared franchise between Warman & Martensville Minor Hockey Associations

The Peewee AA Wildcats play in the Centre Four League. The roster is made up of players from our Association as well as outside players that reside within 80km or Warman is their closest AA centre.

The Bantam AA Sask Valley Vipers is a jointly shared franchise between WMHA and the Martensville Minor Hockey Association (MMHA). The Vipers compete in the Saskatchewan AA Bantam League and the roster is made up of players from our Association, MMHA, as well as outside players that reside within 120km of the Vipers home centre or the Vipers is their closest AA centre. Although the AA program is a joint partnership, Martensville is considered the "home centre" for the purposes of determining the Sask Valley player drawing area. (Note: Warman and Martensville previously ran separate Bantam AA programs. However, in 2011/12 following the formation of a new province wide AA Bantam league Warman and Martensville submitted a single application for a franchise – The *Sask Valley Vipers*).

The Midget AA Wildcats play in the Centre Four League. The roster is made up of players from our Association as well as outside players that reside within 160km of Warman.

While all of our AA programs provide opportunity for players outside of our Association to make the team, it is the goal of WMHA to develop as many local players as possible. Therefore, if a local player is comparable to a player outside of our Association preference WILL be given

to the WMHA player (at the AA bantam level the preference would include both Warman and Martensville players since it is a jointly ran franchise).

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

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

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

Practices

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

		WMHA FOCUS: STRONG BASE SKILLS				
Division	Individual Technical Skills	Individual Tactics	Team Tactics	Systems	Strategy	
Peewee	45%	25%	10%	10%	10%	
Bantam	40%	15%	20%	15%	10%	
Midget	35%	15%	20%	15%	15%	

60% (Peewee), 55% (Bantam), and 50% (Midget) of practice time should be dedicated to technical skills and individual tactics. Skating, puck control, passing and shooting are fundamental skills that will be focused on during practices. Instruction on Team tactics, Systems and Strategy will also be incorporated as per Hockey Canada Guidelines.

Games

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

Provincial Teams (Peewee, Bantam, Midget)

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

All teams will enter the 'A' Division Provincial playdowns and compete against other communities of a similar population. Provincial teams begin practicing in late November/early December with the tournament typically beginning at the end of January. The program concludes when the team either loses their provincial round or wins the provincial tournament. If a team successfully reaches the finals the season does not end until the end of March.

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

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

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

To acquire information on provincial team selection, please view the WMHA Policy Manual.

APPENDIX A – WMHA 10 Steps to Coaching Success



**10 STEPS TO
COACHING
SUCCESS**

Good coaching may be defined as the development of character, personality and habits of players, plus the teaching of fundamentals and team play.

SPORTSMANSHIP TEAM SPIRIT LOVE FOR THE GAME CONFIDENCE



LEADERSHIP TEACHING SKILLS DEVELOPMENT ENCOURAGEMENT

Presented by Warman Minor Hockey Association



*“Success is where preparation
and opportunity meet.”*

- Bobby Unser

10 Steps to Coaching Success:

- 1. Utilize Coaching Resources***
- 2. Be a Great Communicator!***
- 3. Develop a Season Plan***
- 4. Run Effective and Efficient Practices***
- 5. Use Games to Promote Good Sportsmanship***
- 6. Go the Extra Mile!***
- 7. Avoid the Parent/Coach Pitfall***
- 8. Always Seek to Learn and Improve***
- 9. Share Your Knowledge***
- 10. Realize Your Potential to be a Great Coach!***

The Warman Minor Hockey Association (WMHA) would like to thank various coaches in our Association for providing input as well as Kelly Toporowski for providing guidance and support. WMHA would also like to thank Darla McLean for the layout and design and Warman Minor Hockey Association members for providing photos, including Fotographia Dynamic Photography.

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Warman Minor Hockey Association Coaches:

Thank you for volunteering your time to ensure the children of our Association enjoy a great hockey experience in a safe and fun environment! To provide players, parents AND coaches with a positive and rewarding hockey season, Warman Minor Hockey has created a document describing the 10 Steps to Coaching Success. The booklet is meant as a guide for our coaches to follow to ensure a successful season as well as document the Association's expectations of its coaches.

The Top 10 Steps to Coaching Success are:

1 Utilize Coaching Resources

- WMHA has access to Hockey Canada manuals/DVD's and other coaching resources such as SHA Skills Development Leader Kelly Toporowski's Coaching Toolbox of drills, videos, and coaching documents. It can be found in the "Coaching Toolbox" section of the Warman Wildcats website (www.warmanwildcats.com).
- WMHA has instituted a Coach Mentorship/Player Development Coordinator Position. The job description involves providing information, guidance and support to our coaches. The sole task of this Coordinator position is to help YOU and YOUR TEAM so please take advantage of this resource.

COACHING TIP:

When entering a dressing room or arena, always address a player first and parent second. 😊 Smile! A tiny gesture can make a big impression!

2 Be a Great Communicator!



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

COACHING TIP:

A practice plan should include the assistant coaches' names attached to specific drills or activities.



3

Develop a Season Plan

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

4

Run Effective and Efficient Practices

- ENJOY YOUR TIME ON THE ICE!! Forget your worries while at the arena. *Be passionate, be positive, and always be communicating.* Your enthusiasm will be infectious!
- The primary goal of every practice should be to develop and increase individual skills. Games should be explained as an opportunity to showcase the skills that have been developed during practice.
- Coaches should complete and deliver their practice plan to assistant coaches **at least one day in advance**. If that is not feasible, ask an assistant coach to create a plan or take one from the Hockey Canada workbook. Assistant coaches **must** read and understand the practice plan before they step onto the ice.
- Practice plan should contain 6-7 drills, a portion **dedicated to station drills that focus on individual skills**.
 - Initiation/Novice/Atom 2-4 stations on half ice (every practice).
 - Pee wee/Bantam/Midget 2-3 stations on full ice (nearly every practice).



It is vital that coaches teach from the bottom of the pyramid and move up the progression only after the TECHNICAL SKILLS and INDIVIDUAL TACTICS of their hockey players are mastered

COACHING TIP:

Ice time is valuable. Warm up and perform dynamic stretching BEFORE getting on the ice.

- **For station drills, players should be split into groups based on skills and abilities.** Everyone should have success in a similar peer group. Be open to altering groupings as players progress at varying rates throughout the season.
- While all groupings require the same amount of time and dedication to detail, drills should be modified to push more advanced players and broken down into simpler concepts for lower skilled groupings.

Did You Know?

One efficient practice will give a player more skills development than 11 games collectively.

- Hockey Canada

Encourage **creativity**
not systems



- Spend more time demonstrating a drill than explaining it.
- **High intensity and high repetition!** However, allow enough time to ensure players are not skating into each other or having to slow down. Every repetition should be seen as valuable one-on-one instruction with your player.
- Technical correction **MUST** be done to ensure mastering of core skills and development of good habits. An extra coach should take a player aside and work on a specific skill if required.
- Drills **MUST** include constant and positive reinforcement through providing technical guidance and encouragement (ie. "bend the knees," "both feet on the ice," "keep going, you're doing great!"). Demonstrate enthusiasm and surprise when they are able to achieve a new skill.
- Reduce wait times, keep them moving! Only 2-3 players should be waiting per line.
- Don't forget about the goalies! Have an assistant coach dedicated to working with them. Give them time to set-up and recover after each shot.
- Allow your assistant coaches the flexibility to modify a drill as long as it addresses the skill that has been identified.
- Minimize whiteboard time and have assistant coaches set up the next drill during explanation. 5 minutes of saved time every practice equals 3 extra practices per year.
- Incorporate Fun Small Area Games and FIO (Figure It Out) drills. For example, set up pylons and get them to use their creativity.

Mentorship Opportunity: Let your assistant coach run a drill or let them develop a complete practice plan so they can begin to acquire head coach experience.

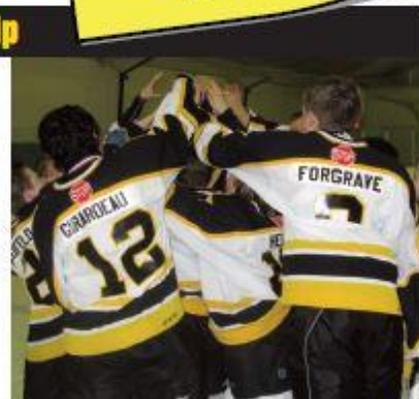
COACHING TIP:

Look for opportunities to have ALL players demonstrate various skills or drills throughout the season. Have the team tap their sticks in appreciation!

5

Use Games to Promote Good Sportsmanship

- Explain the importance of "TEAM" and build an atmosphere of support and trust with teammates and coaches.
- Regardless of the situation stay positive and calm. **REMEMBER** kids see everything you do and hear everything you say.
- Bench Management – Coaches should always look for opportunities to provide guidance and instruction in between shifts. Assistant coaches should provide feedback and support to both the players and the head coach.



COACHING TIP:

Go on YouTube and find video clips to share with your players. Seeing Sidney Crosby working on the same skills as your team shows that even the best players in the world always strive to get better.

- Use games to analyze your strengths and weaknesses. See what skills need to be improved upon and develop practice plans that address these deficiencies.
- Equal ice time is expected for Initiation, Novice and Atom divisions and strongly encouraged throughout all older age divisions. A coach should explain their philosophy to parents and players well in advance and provide a detailed rationale if there is any deviation (ie. behavioural issues, practice/game attendance, etc.).
- It is expected that in the lower age divisions players should experience playing all positions, including goalie.

6

Go the Extra Mile!

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



7

Avoid the Parent/Coach Pitfalls

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



8

Always Seek to Learn and Improve

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

9

Share Your Knowledge

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



Did You Know?

Warman Minor Hockey now has an internal Skills Mentor whose job it is to help our coaches. Be sure to utilize this new resource.

COACHING TIP:

Explain the link between practice drills and game situations so players understand their importance and 'buy in' to your concepts.

10

Realize Your Potential to be a Great Coach!

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

What Makes a Great Coach?



- Someone who has leadership and management skills
- Someone who is caring and compassionate
- Someone who has a passion for what they do
- Someone whose enthusiasm inspires others
- Someone who creates a team environment that causes everyone to want to work for each other and for the coach
- Someone who is willing to take the time for planning and preparation
- Someone who doesn't have all the answers, but is constantly learning to improve



*Hey Coach,
what will you
bring out of your players?*



*Strength, confidence, responsibility, teamwork.
Hockey helps kids make big strides in life!*

Real quotes from parents in OUR Association:

"...He is the epitome of what a coach should be – positive, encouraging, and easy-going. He really seems to love life and always has a smile on his face. These tiny kids are trying their best to figure out how to skate, where to go, and how to play, and he makes them feel so good about themselves. His emails to the parents are always so full of praise and admiration for our children – we couldn't ask for anything more!"

"I found him to be a very good communicator to all the kids, in such a way that would really pump them up and was able to get best efforts out of each and every one of them. He gave all the kids an equal amount of ice time and as a result I think the skills of all kids progressed significantly."

"The team's skill level improved greatly this year. The practices were well organized with lots of skill stations and a focus on technical details. All the coaches were constantly pushing the kids to do the best they could but always with big smiles and giving high fives. Seeing my child become a better hockey player while having a lot of fun doing it made this season a wonderful experience."

"He always coaches to everyone on the team regardless of the talent level that player is at. He pays attention to and works with every single player. He's the kind of coach that has the ability to keep the age of the kids in perspective while playing competitively. He is competitive without it being at the expense of a child's self-confidence."

Examples of Season Preparation:

2013-14 Warman Wildcats Parents Meeting



- Welcome & Introduction**
 - Coach / Asst Coaches / Parents / Executive
- My coaching philosophy**
 - Fun (Play, Love, Excel!)
 - Skills development - Follow Hockey Canada guidelines
 - Team - introduce them to positives of the team game
- Expectations**
 - Coaches - Will be prepared, open communication, evaluation at year end
 - Parents - Notify me when you will not be able to attend, have child ready 10 mins before games. Coach/Player time 5 min before and after games
 - Players - Try hard, listen, smile ☺
- Skills Development (see attached)**
- Games & Tournaments**
 - Approximately 10-12 games + tournaments (3-4)
 - Saskatoon Blades game - Friday Match 10
 - Home tourney -
 - Other tournament possibilities: Saskatoon (Feb 23-24), North Battleford, Melton
- Volunteer Positions - Every family will volunteer**
 - Manager - pre-selected
 - Trainer -
 - Alternate Asst Coach - Come on ice when required
 - Treasurer - open account, create and track budget
 - Tournament Organizer (2)-
 - Fundraising organizers (2) - Get input from parents, select fundraising
 - Game Day Organizer (run clock, 50/50, penalty box)
 - Clothing - investigate options, order, etc
 - Pictures/video collection - year end presentation for each player
 - Communications - make contact list, cards/stickers for helmets etc.
- Fundraising:**
 - ~\$400 - \$500 per tournament, pictures, w/ end-up party
 - Clothing would be separate
- Communication**
 - 24 hour rule. Please phone or call me, or talk to Manager



Season Plan: Skills Development 2013/14 Warman Wildcats

Individual skills

- Power skating to build core and leg strength, and a powerful stride with "spin upper body"
- Edge work (right turns with and without puck), pivots, Crossovers - forward and backward
- Explosive stops and starts (crossover starts both forward and backwards) EVERY DRILL
- Puck handling/creativity (open ice, shoulder fakes, toe drags, pass to self, spinners, etc)
- Shots (wrist shot, "legit" snap shot, backhand, shooting in stride)
- Passing (taking puck off of skates, passing incorporating creative spin, backhand, snarer, "kick off" player & pass)
- Checking (player safety)
- "Head up, hands out, feet moving!"

Individual tactics

- Arguing in all three zones
- Body positioning and battle drills (puck protection)
- Defies - demonstrate various types of defies, encourage creativity
- Creating offense - tight turns, wraparounds, using net and boards to chip to themselves

Team tactics (progression later in season)

- Offensive goal - create time and space, create lead lines and attack with speed, get puck into "house"
- Triangulate to support puck carrier
- Defensive goal - be aggressive, take away opponents time and space, keep puck out of house, force puck into "slabs" D1 D2 F1 F2 F3
- Basic forecheck, F1 F2 F3 D1 D2
- Basic breakout
- Head training puck (give a' get)
- 2nd, 3rd, 4th, 5w2
- D to D person in all three zones
- Communication - calling for pass (discourage banging stick on ice), goalie helping defencemen



Team building/Off-ice activities

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

2013/14 COACHING and TEAM PHILOSOPHY

Hello Parents and Players,

My coaching philosophy for the 2013/14 Warman Wildcats Team is to instill three aspects of hockey which I feel are very important for a young player's development:

- Sharing the players love for the game of hockey
- Increase skill development - both individual and team
- Provide a team building experience - building an atmosphere where players feel they are a part of something bigger than just themselves



I am humbled and very excited to have the opportunity to provide a positive experience for this group of great young hockey players. As Head Coach it is my goal to work with the other coaching staff and parents to provide a safe, fun and positive experience for the kids. While the players on this team are a mixture of various skills and passion, my primary focus is to increase these qualities in every player while fully understanding that these are very young hockey players and having an enjoyable experience is of utmost importance.

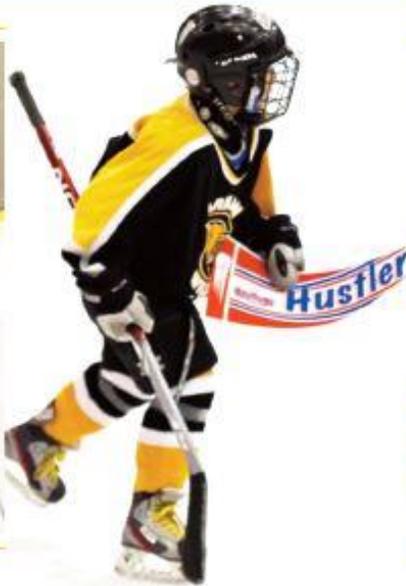
My Coaching Philosophy will be to nurture a player's passion for hockey through focusing on skill development and positive reinforcement. The goal of my coaching staff will be to ensure every player improves their hockey skills through high energy practices that include clear explanation of drills and the related skills being developed. Practices will consist of a mixture of half ice and station drills that provide high repetition and technical correction. Drills will be progressive and focus on core hockey skills, as well as team skills that rely on working together as a group.

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

I look forward to getting to know all of the players and parents on the 2013/14 Warman Wildcats team and have a great hockey experience!

Respectfully,
Coach

HOCKEY CANADA CORE SKILLS					
INITIATION					
Balance and Agility	Edge Control	Skating and Strapping	Forward Skating and	Backward Skating	Sticking and
<ul style="list-style-type: none"> Control skates from the ice Control skates from the back Control skates from the front Control skates from the side Control skates from the back and front Control skates from the back and side Control skates from the front and side Control skates from the front and back Control skates from the back and back Control skates from the front and front 	<ul style="list-style-type: none"> 2 Pointed skates 	<ul style="list-style-type: none"> 2 Pointed skates 	<ul style="list-style-type: none"> 2 Pointed skates 	<ul style="list-style-type: none"> 2 Pointed skates 	<ul style="list-style-type: none"> 2 Pointed skates
HOCKEY CANADA CORE SKILLS					
NOVICE					
Balance and Agility	Edge Control	Skating and Strapping	Forward Skating and	Backward Skating	Sticking and
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HOCKEY CANADA CORE SKILLS					
ATOM					
Balance and Agility	Edge Control	Skating and Strapping	Forward Skating and	Backward Skating	Sticking and
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HOCKEY CANADA CORE SKILLS					
JUNIOR					
Balance and Agility	Edge Control	Skating and Strapping	Forward Skating and	Backward Skating	Sticking and
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To PLAY the game is *Good*
To *Win* is BETTER
But to LOVE the game is *Best* of ALL
- Author Unknown



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10 STEPS TO COACHING SUCCESS

APPENDIX B

Example Season Skills Development Plan and Coaching/Team Philosophy



Season Plan: Skills Development 2014/15 Warman Wildcats

HANDOUT – Hockey Canada Core Skills

Individual skills

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

Individual tactics

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

Team tactics (progression later in season)

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

Team building/Off-ice activities

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



COACHING and TEAM PHILOSOPHY

Dear Parents,

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



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

I am very excited to be named Head Coach of the 2014-15 [**Warman Wildcat Team**] and look forward to a great season! As Head Coach it would be my goal to work with the other coaching staff and parents to provide a safe, fun and positive experience for the kids. While the players on the team would be a mixture of various skills and passion, my primary focus would be to increase these qualities in EVERY PLAYER while fully understanding that these are very young hockey players and having an enjoyable experience is of utmost importance.

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

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

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

Regards,

[Name]
Head Coach [Team]

APPENDIX C

Recommended Practice Plan Structure & Drills to Nurture Creativity



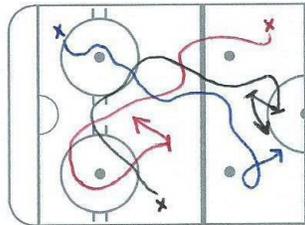
WARMAN MINOR HOCKEY ASSOCIATION
<http://warmanwildcats.com>

HALF-ICE PRACTICE PLAN – RECOMMENDED STRUCTURE

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

PUCK CONTROL

5-7 minutes



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

SKILL GAMES

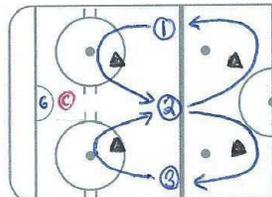
5 minutes

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

POWER SKATING/ CORE SKATING SKILLS

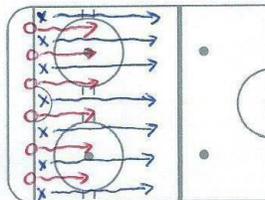
10-15 minutes

Option 1: Funnel Drill



(3 lanes of different skating skills)

Option 2: Group Drill



(split into 2 groups)

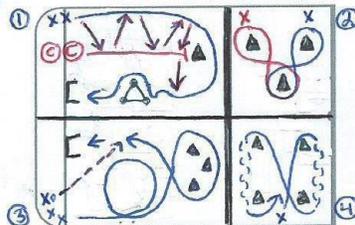
Option 3: Individual Drill



(edgework around stick/pilons)

SKILLS STATIONS

20-25 minutes

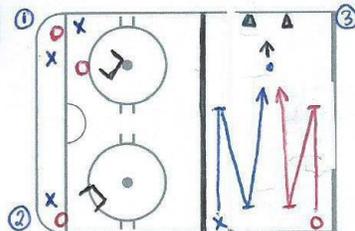


1. Passing with coach
2. Edges and puck control
3. Crossovers
4. Pivots

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

BATTLE DRILLS/ SMALL AREA GAMES

15-20 minutes



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

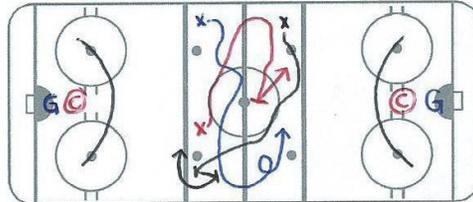
- 2 or 3 stations
- other options include:
 - cross-ice shinny (2 games at once) that encourage creative moves in a game-like situation
 - other types of races/relays using tight explosive turns
 - group battle-drills with emphasis on creating space, passing lanes with teammates, and getting in position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



FULL-ICE PRACTICE PLAN – RECOMMENDED STRUCTURE

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

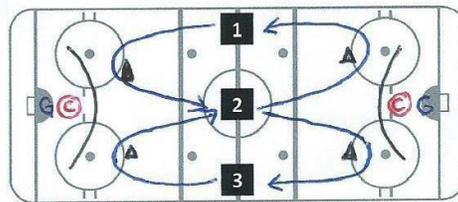
PUCK CONTROL 5-10 minutes



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

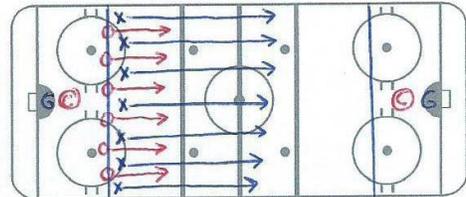
POWER SKATING/ CORE SKATING SKILLS (WITH AND W/O PUCK) 10-15 minutes

Option 1: Funnel Drill



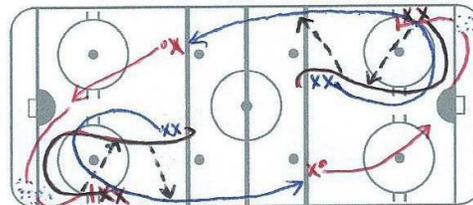
(3 lanes of different skating skills)

Option 2: Group Drill



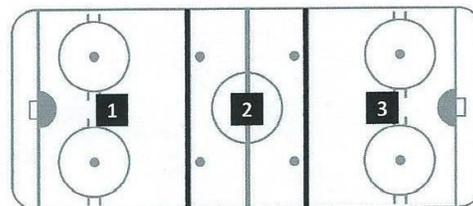
(split into 2 groups)

FLOW DRILLS 10-15 minutes



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

SKILLS STATIONS 15-20 minutes



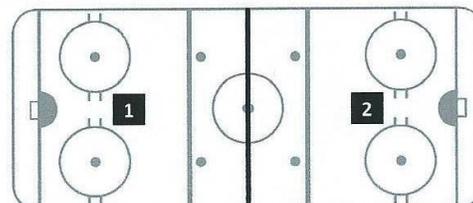
- Typically split ice into 3 areas
- Individual tactics should be the primary focus, using skills that incorporate skating, puck control, passing, and shooting
- Options include offensive creativity drills, evasive skills and tactics, and defensive-related skills

TEAM SYSTEMS AND STRATEGIES 10-15 minutes

** As per Hockey Canada guidelines **

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

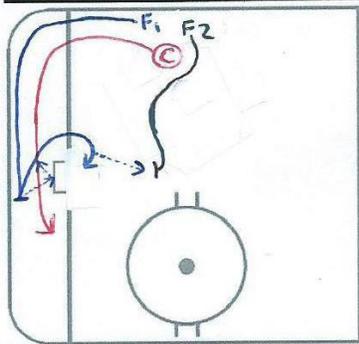
COMPETITIVE DRILLS/ SMALL AREA GAMES 10-15 minutes



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



SPECIALTY COACHING DRILLS
“OFFENSIVE CREATIVITY”



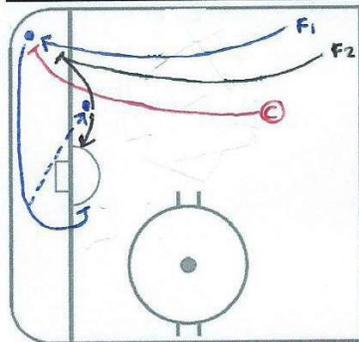
DRILL: BANK PASS OFF NET

Player/Coach Roles

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

Key Teaching Points

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



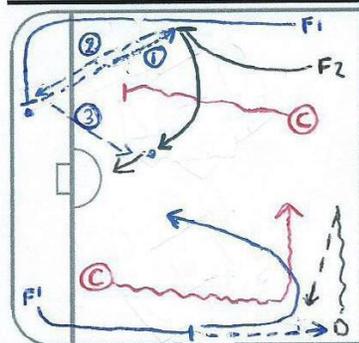
DRILL: DECEPTIVE PASS FROM BEHIND NET

Player/Coach Roles

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

Key Teaching Points

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



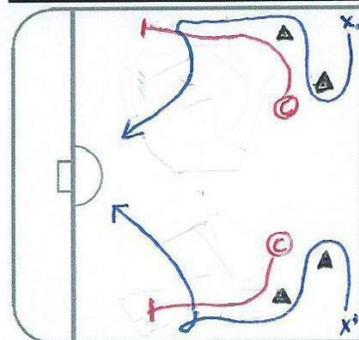
DRILL: DOWN-LOW/UP-HIGH 2 ON 1 GIVE AND GO

Player/Coach Roles

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

Key Teaching Points

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



DRILL: FIND LANE AND EXPLODE

Player/Coach Roles

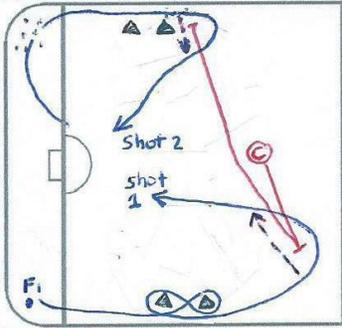
- F1 starts along side boards and weaves through the cones
- after F1 weaves around cone 1, C acts as a defender keeping F1 to the outside [cone 2 will act as open space between them]
- after F1 weaves around cone 2, C will overpursue
- F1 recognizes the overpursuit, cuts into the lane when it's open,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

Key Teaching Points

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



SPECIALTY COACHING DRILLS "OFFENSIVE CREATIVITY"



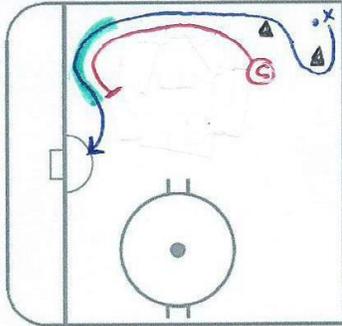
DRILL: DECEPTIVE SELF-PASS (CORNER DRILL)

Player/Coach Roles

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

Key Teaching Points

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



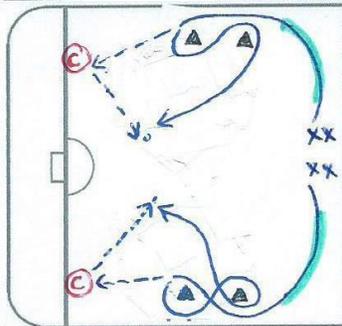
DRILL: WIDE-STANCE PUCK PROTECTION WITH NET DRIVE

Player/Coach Roles

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

Key Teaching Points

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



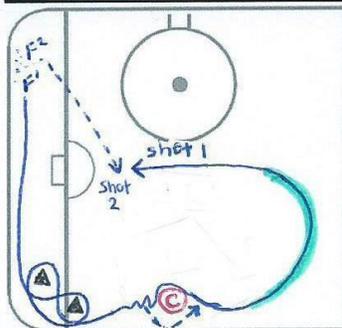
DRILL: TIGHT TURNS/EVASIVE MOVES/CREATING SPACE

Player/Coach Roles

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

Key Teaching Points

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



DRILL: EVASIVE MOVES/2 SHOTS

Player/Coach Roles

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

Key Teaching Points

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

HOCKEY CANADA

Initiation Core Skills



APPENDIX D Hockey Canada Core Skills

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

HOCKEY CANADA



Novice Core Skills

In addition to Initiation Core Skills

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

HOCKEY CANADA

Atom Core Skills

In addition to Initiation and Novice Core Skills



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

HOCKEY CANADA

PeeWee Core Skills

In addition to Initiation - Atom Core Skills



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

HOCKEY CANADA CORE SKILLS

BANTAM / MIDGET

In addition to Initiation - Pee Wee Core Skills

Offensive Zone	Forechecking	Special Teams	Face-Offs
<ul style="list-style-type: none"><input type="checkbox"/> Soft dump<input type="checkbox"/> Ladder plays<input type="checkbox"/> Hard rim	<ul style="list-style-type: none"><input type="checkbox"/> NZ 1-2-2 – press<input type="checkbox"/> NZ 2-1-2 – contact	<ul style="list-style-type: none"><input type="checkbox"/> Power play breakout<input type="checkbox"/> Penalty killing forecheck	<ul style="list-style-type: none"><input type="checkbox"/> Defensive zone win<input type="checkbox"/> Offensive zone