



SLEDGE HOCKEY

COACHING RESOURCE



INTRODUCTION & OVERVIEW

Welcome to a new kind of hockey - Sledge Hockey. The sport of Sledge Hockey was created to allow players who can't skate, due to disability, the opportunity to play. Since then many players, both those with a disability and able-bodied, have discovered what a great sport it is. Coaches find that they can use all the same skill development techniques and tactics, and are rewarded by meeting the challenges of a new, developing sport.

Learning Objectives

On completion of this module the coach will:

- Make a positive “first contact” with an athlete with a disability;
- Understand how Sledge Hockey differs from hockey in its equipment, rules and game play;
- Be able to use the Hockey Canada Player Pyramid and basic principles of Long Term Athlete Development to support player development for a Sledge Hockey team;
- Have developed a basic approach to practice planning for the diverse skill, ability, and motivation found among players on a Sledge Hockey team;
- Have an awareness of physical (disability-related) and systemic (access, travel, etc) challenges faced by athletes with a disability;
- Have an understanding of on-ice drills designed for players in the early stages of skill development.

History and Overview

The sport of Sledge Hockey, an innovative team sport that incorporates the same rules as regular hockey, was invented by three Swedish wheelchair athletes on a frozen lake in Stockholm in 1961. In the early 1980s, one of the inventors of sledge hockey, Rolf Johansson, a gold medal Paralympian in track wheelchair, gave one of his hockey sledges to Dick Loiselle, the former director of the 1976 Toronto Olympiad. Johansson did so under the condition that Loiselle introduce sledge hockey in Canada.

As a result of rapid growth of the sport, Sledge Hockey of Canada (SHOC) was created in 1993 and recognized as a national sport federation by the Government of Canada, to coordinate, develop and promote the sport of Sledge Hockey in Canada. SHOC, dissolved as an organization in 2004, the same year Sledge Hockey became fully integrated with Hockey Canada's day to day programming.

Sledge Hockey made its Paralympic debut in the 1994 Games in Lillehammer, Norway, where Team Canada won a bronze medal in a five nation tournament. Four years later in Nagano, Japan, Canada took silver against six other teams, while at the 2002 Paralympics in Salt Lake City, Canada finished fourth against five other teams. At the 2006 Paralympic Winter Games in Torino, Team Canada achieved its goal: Canada's first ever gold medal, beating Norway 3-0 in the final game.

Since Canada's arrival on the international sledge hockey scene, the National Men's Sledge Hockey Team has captured gold in six major international events (the 1991 and 1992 World Cups, the 1999 Commemorative Games, the 2000 World Championship, the 2006 Paralympic Winter Games, and the 2008 World Championship). However, despite Canada's success in international and Paralympic competition, the sport is not fully

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developed here at home. As of 2008, there is no National Championship. Some provinces/territories have better-developed programs than others. There are communities with strong programs and teams and others with no program. One of the objectives of this resource is to encourage the development of more Sledge Hockey programs, leading to better athlete development across Canada.

Sledge Hockey becomes a passion. A new Sledge Hockey coach may find themselves drawn into a number of non-traditional roles as they grow with the sport: administrator, recruiter, advocate for persons with a disability. This “extra work” is taken for granted by the many who have helped the sport take root, and is essential to helping Sledge Hockey earn the same support as able-bodied hockey: well-organized leagues, a network of certified coaches, deeper pools of administrators and officials, greater public awareness, and provincial, territorial and national championships for players to aspire to.

As you enter Sledge Hockey, we urge you to become a sport builder. Contact the regions or clubs with Sledge programs to learn from them - a list of contacts can be found in Appendix 2. Encourage others- coaches, officials, parents and players - to get started in Sledge Hockey as well. Promote the National Coaching Certification Program to other coaches; well-trained, certified coaches are essential to athlete development and to ensuring a safe, welcoming environment for every player, as well as reducing personal and club liability and increasing the credibility of this growing sport. Remember, “Every player deserves a certified coach.”

FIRST CONTACT

When coaching athletes with a disability (AWAD), “first contact” usually refers to the first time an athlete encounters a sport, or has an opportunity to try a sport. It is important to understand that “first contact” works both ways- when the athlete meets the sport and coach, and when the coach meets the athletes. In this section we will look at both sides of “first contact”.

First Reactions

For both coach and athlete, first contact may bring apprehension or fear. The athlete may be asking: “Can I do this? Will I be accepted?”

The coach may be asking the very same questions. The first time meeting and working with AWAD, the coach may wonder what the athletes are capable of doing, and in the case of athletes with an intellectual disability, what they are capable of understanding. Lack of knowledge about disability may lead the coach to make wrong assumptions; sometimes a motor control or speech impairment may lead the coach to think the athlete has an intellectual or learning impairment, when this is not the case.

When people meet, there is always the possibility of an awkward moment. In the case of AWAD, lack of understanding by the coach, or the concern of spectators or parents of the athletes, may make the moment of first contact seem even more awkward.

Coaches need to remember that these are boys, girls, women and men *who just want to play hockey*.

When coming into an established program the coach should:

- **Be open and honest**, especially if he/she has not worked with AWAD before;
- **Avoid assumptions** about what the athletes can and cannot do;
- **Ask questions**, of the athletes and other coaches;

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- Assess the ability of players much as he/she would assess any other player.

When starting a new program, or welcoming a new player, the coach should remember that the players may share the same worries. It can take more courage for an athlete with a disability to try a new sport. A negative first contact may mean the potential athlete is lost to the sport forever. So,

- Talk with the athlete and learn about them - what their mobility or other restrictions are, and how they feel about trying the sport for the first time;
- Talk with the other athletes on the team or in the group, introducing the new athlete;
- Remember that an athlete with a disability wants to be treated with respect. They may not want to receive any special attention or help. If they do want something, they will ask;
- Set the new athlete up to succeed, by choosing appropriate activities, pairing them with a more experienced athlete, and offering honest praise for a good effort;
- Emphasize that everyone has a right to participate. Don't let the new athlete worry that they are holding things back or slowing the group down.

Understanding Disability

An excellent resource to help coaches learn more about working with AWAD is [Coaching Athletes With a Disability](#), from Coaching Association of Canada. Much of the information in this section is drawn from that resource.

The different types of disabilities are grouped into broad categories such as mobility impairment, sensory impairment, and intellectual impairment. Disabilities are either congenital (i.e., present at birth) or acquired (i.e., not present at birth, but acquired through a traumatic injury or an illness). Basic information, including specific safety considerations and recommendations to coaches, is presented in [Coaching Athletes With a Disability](#).

For the coach, it can be important to know whether a disability was acquired or congenital. A person who acquired a disability in an accident may possess skills or technical knowledge from previous sport experience and may know about training but now need to relearn some skills. Someone born with a disability has typically adjusted to how his or her body operates; however, sport opportunities may have been limited, and as a result some motor or sport-specific skills may be delayed.

Persons with a disability have usually gone through rehabilitation or therapy during which they have provided their life story on numerous occasions to nurses, doctors, and others. Sharing personal information about their disability is generally not an issue. The coach can ask specific questions about whether or how the disability affects balance, movements, etc.

Behavioural patterns may differ greatly amongst persons with an intellectual disability. Assessment methods are available to help coaches identify the situations that may cause changes in behaviour, and information is available on specific strategies to effectively manage these situations.

Some athletes with a disability may also need medication. Generally, the medication issues for people with a disability are the same as with able-bodied people. For example, medication may be required for diabetes, asthma, a heart condition, seizures, or some other health-related problem. As the athlete reaches more

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advanced and competitive levels in the sport, awareness of the World Anti-Doping Agency (WADA) codes and the Canadian Centre for Ethics in Sport (CCES) will be crucial to ensuring that they are not violating any doping codes. Elite athletes in Canada are tested regularly, both during and outside of competitions.

Initially, the person with a disability (or, in the case of young children, a parent) is the best judge of what the individual can or cannot do on the playing field. The best way to get these answers is to ask. Don't assume first that the athlete cannot accomplish a given task.

Some athletes with an intellectual disability can easily explain their needs and objectives to a coach, while others may not be as verbal or as clear. Therefore, it may be essential for a coach to talk to a parent or guardian to learn more about the disability. This is very important as athletes with intellectual disabilities are often part of the disabled sport system, particularly at the grassroots/recreational level. Coaches at this level, especially those with an able-bodied sporting background, need to be aware of this unique situation.

Communications

Good communications between coaches and players or parents is essential in any sport. When working with AWAD, there are a few additional factors to be aware of.

AWAD, especially those with congenital disability, participating for the first time may have less sport background than able-bodied athletes of the same age. They may not be as familiar with certain terms or expressions used by coaches as other athletes. This refers to hockey specific terminology as well as more general terms found in the world of sport.

Overprotective parents are more common. Parents may have particular concerns about safety, access, or integration. While these concerns may have some validity, it is important to position sport participation as a means to athlete development and self-sufficiency. Just as for able-bodied players, sport helps people grow and develop confidence. Work closely with parents to help relieve their concerns. Elite athletes with a disability can often provide insight to parents based upon their own experience and can help alleviate the concerns many parents have about their child's ability to participate in competitive sport.

The manual [Coaching Athletes with a Disability](#) offers these key points to consider:

- Do not be scared to ask questions;
- Ensure equal treatment;
- Do not assume that athletes with an intellectual disability do not understand;
- Have a well-structured practice plan and use a progressive approach with athletes that have an intellectual disability;
- Sit down when talking to a person in a wheelchair;
- Ask permission before touching a wheelchair, crutches or walker.

At first contact, an open welcoming attitude, willingness to ask and answer questions, extra time dealing with parental concerns if raised, and an effort to see beyond the disability will help get both coach and player off to a great start!

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For the coach:

List some of the questions you have about working with athletes with a disability in Sledge Hockey:

In the left-hand column, make a checklist of things you would do to recruit and welcome a new player and his/her parents to your team. Then, in the right-hand column, list any modifications or additions you would make for recruiting and welcoming an athlete with a disability.

Recruiting and Welcoming an Able-bodied Player	Recruiting and Welcoming an AWAD player
Recruitment phase:	Recruitment phase:
Welcoming phase:	Welcoming phase:

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THE GAME

Equipment

The first thing a newcomer to Sledge Hockey notices is the fact that players are sitting on a sledge (also called a sled) and propelling themselves with the ends of two sticks.

The sticks are typically 75-85 cm long, with a pick on the butt end and a blade on the other. The pick is used to propel the sledge across the ice, and the slightly curved blade is used to handle the puck. The goaltender may have an additional pick at the base end of his stick, and also picks on his catching glove as goaltenders are only able to use one stick while all other players use two.

(Pictures of Regular and Goaltender Sticks)

The basic specifications for the sledge are listed in the International Paralympic Committee (IPC) rule book, which is available on the IPC website at www.paralympic.org. Sledges are 0.6m to 1.2m in length with a curved front end and are made of aluminum or steel. The sledge is set on two blades, which are made of tempered steel and are each 3 mm thick. The height of the main frame must be between 8.5cm to 9.5cm above the ice, and the length of the blade may not be more than one-third of the total length of the sledge. The puck must be able to pass underneath the sledge. The sledge may be equipped with a backrest, but it must not protrude laterally beyond the armpits when the player is properly seated. Straps secure a player's feet, ankles, knees and hips to the sledge.

Players, trainers and coaches may need to make some modifications to the sledge, usually the seat, to accommodate various individual player differences and the various disability groups which are applicable for participation in sledge hockey. Modifications are based on a common sense, “trial and error” approach.



The sled on the left is used by 2007-08 National Team member Mark Noot, who is a double leg amputee. The sled on the right is used by 2007-08 National Team member Marc Dorion, who has spina bifida.

Players and teams do face additional expenses for sledges and sticks, although more clubs are making these available for loan. Other than the stick and sledge, the other equipment including pads, helmet, etc is identical to “regular” hockey and can be purchased at any hockey retailer. The initial costs may seem expensive but consider that the cost of a sledge is roughly equivalent to a high-end pair of skates for an able-bodied player, and because of some parts which can be replaced, can often last longer than skates.

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Rules

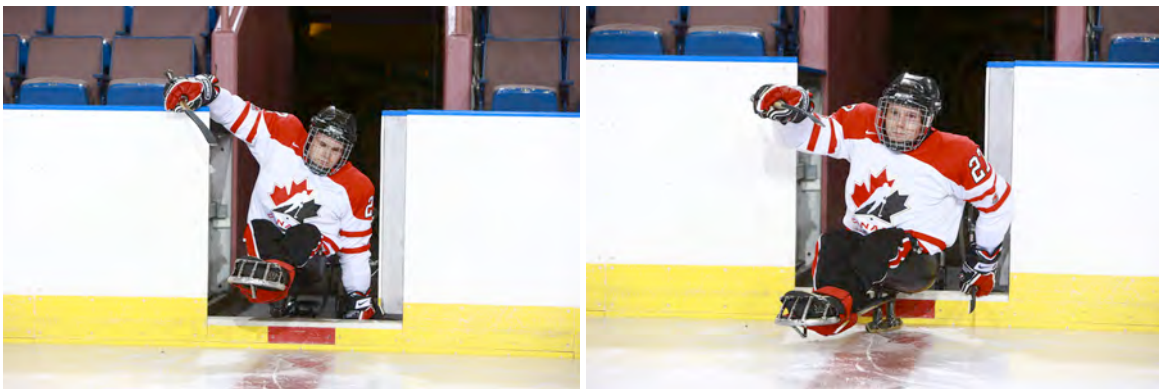
The rules of Sledge Hockey are in most ways identical to regular hockey rules. Other than the equipment used, the differences are:

- In Senior (and Paralympic) competition, three 15 minute stop-time periods are played;
- In IPC sanctioned competition, 13 skaters and 2 goalkeepers make a full roster of 15 athletes;
- Bodychecking is allowed and encouraged (depending on the league/level) but “teeing” or “t-boning” an opponent by hitting them from the side with the front end of the sledge is a penalty (major or minor, depending on referee discretion).

In some introductory programs or for younger players or players with more severe disabilities, “pushers” are allowed to assist the players by pushing them from behind. In this case, the sledge is modified with a push-bar or handles to allow the pusher to propel the player. In this way, even those with more severe physical limitations can participate in hockey.

Access to the Ice

The step from the bench area to the ice surface can cause difficulty for sledge players. Ideally the bench and penalty box areas allow unassisted access by players on sledges, and are ice- or plastic-covered to allow the sledges to move easily. This is not possible in all arenas. According to Canadian rules, it is permitted (but not ideal) to have the bench and penalty areas on the ice at the sides of the playing surface if necessary. In this case, the referee stops play if the puck enters and remains in the on-ice bench or penalty areas. Hockey Canada in cooperation with the Canadian Recreation Facilities Council (CRFC) has produced a document outlining these facility alterations which will hopefully encourage more facilities to retrofit for sledge hockey. This document is available at www.hockeycanada.ca/sledgehockey.



Above: A player who has transferred from his wheelchair to his sled hopping over the lip between the ice surface and the off-ice area. Certain obstacles will have to be overcome, and this will be easier for some athletes than others.

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The photo on the left shows Norwegian players in a bench area which has been retrofitted for sledge hockey. The photo on the right shows how players must sit on the ice between shifts in a non-accessible facility. Clearly, an emphasis must be placed on creating more venues designed for sledge hockey.

Game Play

Sledge Hockey plays like able-bodied hockey, using the same skills, individual and team tactics and strategies. There are only a few differences to game play:

- Players are unable to skate backward, which causes some changes in player positioning.
- Players have two sticks; advanced players can pass the puck between sticks, under the sledge, and of course can shoot well from both sides.

In every other way, Sledge Hockey is just hockey. This should be a primary focus of coaches when preparing drills for practice as there are more similarities than differences between able bodied and sledge hockey, especially at more advanced levels.

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For the Coach:

Complete the following chart, comparing Sledge Hockey and able-bodied hockey in terms of equipment, rules and game play:

Sledge Hockey	Hockey
Equipment:	Equipment:
Rules:	Rules:
Game play:	Game play:

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The Players

Who Plays?

In Sledge Hockey, everybody can play.

Sledge Hockey is open to male and female, able-bodied and disabled players of all ages. Only in Paralympic and World Championship competition governed by the IPC do the rules prohibit able-bodied players. In Canadian Sledge Hockey, everybody can participate. Certain leagues and competitions, however, will place limits on the number of able-bodied participants per team to ensure adequate competition opportunities for athletes with a disability.

At this point, more males than females participate in sledge hockey, but female participation is increasing. Athletes with a wide variety of disabilities, both congenital and acquired, participate in the sport.

Where sufficient numbers exist, divisions are Junior (7-15 years old), Intermediate (16-25) and Senior (18+, competitive). These are recommended groupings, and may vary from region to region. Sledge hockey is unique because if a person becomes disabled later in life, they become beginners at a much more advanced age than an individual who has been disabled since birth. Contact your local Hockey Canada branch for information about sledge hockey programs in your region.

As in all sports, athletes participate for different reasons. These include **achievement** (reaching goals), **affiliation** (being part of a group), **sensation** (the feeling of performing the sport) or **self-direction** (being in control, and making decisions for oneself). While all athletes participate for a mix of these reasons, typically higher-performance athletes are more directed by achievement, while grassroots and very young participants may be more directed by affiliation. In Sledge Hockey the mixing of different athletes may mean a wide range of motivations. The coach may have some athletes (and parents) who want participation for fitness and personal development, others who want to get together with friends, and others who want to become (or are) Paralympians.

The relatively small number of Sledge Hockey players and programs and the fact that any given team probably has a mix of disabled and able-bodied, male and female, and young and older players, with a wide range of motivations for participation, creates a special challenge for coaches. In able-bodied hockey a coach is usually working with players of a narrow band of age and skill. In Sledge Hockey the differences in age and skill may be very wide. This has implications for player development and the structure of practices and games.

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PLAYER DEVELOPMENT

A good coach helps each player develop toward reaching their full potential. AWAD have the same ability to reach their potential as any other player. One extra challenge for a Sledge Hockey coach is to help players overcome system challenges, like lack of ice time, infrequent competitions, and mixed ability levels within teams, to help each individual athlete become the best they can be.

Many resources exist to help a hockey coach learn how to develop athletes, including the Hockey Canada coaching development programs within the National Coaching Certification Program (NCCP). Since the rules and game play of Sledge Hockey are so similar to able-bodied hockey, most of the same skills and drills apply as well. However, it is important to understand some differences in athlete development approaches for AWAD.

Player Development Pyramid

The Player Development Pyramid (see next page) has been introduced by Hockey Canada to show that different levels of player (Initiation, Novice, Atom etc) spend different proportions of their practice time on the key elements of development- technical skills, individual tactics, team tactics, team play systems and strategy. For example, it is recommended that Initiation players spend 85% of time on technical skills and 15% on Individual Tactics, while Midget players spend 35% on Technical Skills, 15% on Individual Tactics, and so on. *This is based on the assumption that players enter at Initiation and progress step-by-step through each level and age-group. Adult AWAD players will enter Sledge Hockey at an ability level matching their skills, not their age, and will mix with other players of different ability level on the team.*

In Sledge Hockey, a single community team or club will probably include some players at every level. First-timers will be at the Initiation level and will need to spend most of their time on developing basic technical skills. Other players will be at different levels. The PDP and the Hockey Canada Skills Development manuals will be a valuable resource in structuring practices for the different groups within a Sledge Hockey team. However, the coach is faced with the challenge of assessing the players and “sorting” them into groups for appropriate development activities, and then running practices that allow the different groups to progress at the same time. Advanced players will quickly become bored by activities which are too easy, while novices will become frustrated by activities which are too difficult. The PDP and Skills Development Program can help coaches find the right mix of activities for different levels of player.

Player Development Pyramid



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LTAD and AWAD

Similar to the PDP, the concept of age- and stage-appropriate development is found within the Long Term Athlete Development (LTAD) model that all Canadian sports organizations have developed. However, LTAD adds many more important concepts for coaches. Coaches should refer to the Canadian Sport Centre manuals “No Accidental Champions” and “Canadian Sport for Life” to learn more about LTAD principles. These manuals can be found at www.ltad.ca.

In the LTAD model, athletes progress through seven stages. You can match these stages with typical hockey levels, such as Novice, Atom, Bantam, and so on. The match is not exact because hockey levels are age-based, where LTAD levels are ability-based and occur within age ranges. It is important for coaches to understand that each stage is a foundation for the next; if skill and physical development does not occur in one stage the player will not be able to develop to his/her potential in the next stage.



Many Canadians do not receive ideal broad-based physical development in their early years, but for persons with a congenital disability the opportunities may be even more limited. A new sledge player, whatever his or her age, may not have progressed through the sport development stages and may not have the same foundation as an able-bodied player. This means extra effort must be made to help with the physical development of persons with a disability, and to help them catch up in developing some basic skills if they come to sport later in their life. This must be balanced with athletes who become disabled later in life and have experience in the able-bodied sport system in Canada.

A guide produced by the Canadian Sport Centres titled, “No Accidental Champions” provides an overview of LTAD for athletes with a disability. In addition to the basic stages listed, two more are proposed for AWAD:

Awareness: People with a disability do not always know there are sport opportunities available for them, or how to find a club or program in their area. Building awareness through outreach to people with disability may help them find new opportunities for personal growth through sport.

First Contact/Recruitment: Due to the difficulty in finding a program, the various misconceptions that both coaches and potential athletes may have, and the additional concerns that potential athletes and their parents may have about safety, access, and so on, AWAD face more obstacles to involvement than able-bodied participants. A sport may have only one opportunity to make a good first impression.

The Sledge Hockey coach faces additional challenges created by having a mix of able-bodied, congenital and acquired AWAD, and male and female of different ability levels on the same team. Understanding the Player Development Pyramid and LTAD can help Sledge Hockey coaches design better practices and training programs for AWAD, to help them develop to their fullest potential.

PLANNING A PRACTICE

Planning a practice means determining the right activities for a specific point in player development, to help the player make optimum progress physically, mentally, and technically. Understanding the PDP and LTAD will help any coach make decisions about how a practice fits into the “big picture” of athlete development. In addition to these factors, the Sledge Hockey coach faces some additional challenges in practice planning. Most of these challenges are due to the diversity of a typical Sledge Hockey team, rather than the nature of the player disabilities themselves.

The basics of organizing a practice are covered in the **Hockey Canada Coach Stream**. All of that material is equally relevant and useful for the Sledge Hockey coach. This section will offer some additional suggestions for practice planning to meet the specific needs of Sledge Hockey players. At the back of this document, suggested drills and practices for beginners and progressing athletes are outlined.

Steps in Planning a Practice

As a coach, you need to know how to most effectively use the time available to you for practices. A good starting point is to follow the five steps outlined here:

1. Set Overall Goals

Overall goals refer to the reasons and philosophies behind participation in the game of hockey and to general statements about desired outcomes for your players. For example:

What do you want the athletes to get out of their hockey experience?

What is the overall philosophy and goal(s) of your organization? Is it skill development, fun fitness, social values or some combination of the above mentioned?

Answers to these questions will give you statements about overall goals. Setting overall goals determines the direction your practices take, and can be used to keep the practices on track.

2. Set Specific Goals

Specific goals are the refinement of overall goals into more precise statements which will result in actions that are measurable, achievable, and realistic.

To clearly state specific goals, you need to consider the needs of your athletes and the physical and sport resources you have to meet those needs. Athletes’ needs are related to their levels of development, physical ability, interest, skill, fitness, competition and motivation. Physical resources refer to physical space, facilities, and equipment. The quality, quantity, accessibility, and safety of these resources must be part of your planning. Resource material in the form of skill charts, progress charts, teaching progressions, coaching tips, and technical manuals can be of real value to help you get your points across. Sport resources are available through your branch office or Hockey Canada’s national office.

3. Build in the Principles of Effective Practices

The third step of the planning process is the creative mixing of various elements into your practice. When designing your practice, incorporate the following principles of effective practices.

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1. Keep All Active

Maximize the activity of your players. The athletes should be active, rather than passive viewers or listeners (e.g. use them as examples for demonstrations of drills, etc.)

2. Give Clear, Concise Instructions

Learning improves when expectations are understood by the players. Demonstrations, films and pictures help improve the accuracy of the instructions.

3. Create Progressions

Learning is enhanced if it progresses from material that is: - known to unknown - simple to complex - concrete to abstract. Progress from non-competitive skill practice to simulation of game conditions.

4. Use Whole-Part-Whole

Complex tasks are most easily learned using the whole-part-whole method. Present the total skill before breaking it down and teaching the parts. Use visual presentations (e.g. charts, pictures or ice examples) often.

5. Give Positive Feedback

Emphasize and reward the skills and activities the players are doing correctly. Give feedback both on an individual and team basis.

6. Chart Progress

Learning is enhanced when players are informed of their progress. Drills and exercises should be designed to allow a measurable means by which the coach or athletes may assess progress (e.g. record times, number of passes).

7. Allow for Individual Differences

Allows for variations in learning rates and in the different ways athletes learn. Plan for and yet be flexible to meet the needs of the situation and the individuals within the situation.

8. Provide Variety

Maintain interest by varying activities. Boredom decreases motivation and learning. Interest can be maintained by use of short time spans for instruction.

9. Stimulate Enjoyment

Practices should be fun. Interest and motivation are stimulated by use of novel equipment, exercises, and drills.

10. Plan Maximum Use of Resources

Maximize the use of limited resources to insure the maximum participation by all athletes. That is, use the

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entire ice surface.

4. Consider the Psycho-social Aspects and Bio-physical Aspects

Psycho-social aspects refer to the “people” side of coaching. Bio-physical aspects refer to the physical, physiological and technical skill aspects of hockey.

A coach setting out to design an effective practice draws upon knowledge from each of the areas outlined above. It is the integration of this knowledge into practices that ensures the practice will be in the best interest of the athletes and the coach.

5. Design the Practice

Six key elements make up a practice. The order or emphasis of the elements may change at various points throughout the season and at various levels of play, but the basic components remain the same. The six key elements are:

1. Warm Up

Warm-up starts slowly and covers all muscles and major body areas which are used during skill instruction. Stretching should begin in the dressing room prior to going on the ice. Once on the ice, skating and stretching drills can complete the warm-up. Hockey Canada has produced a core strength and training manual with a section about stretching. This document should be consulted when preparing a warm-up. The document can be accessed at www.hockeycanada.ca/sledgehockey.

2. Instruction

The instruction starts with known content and progresses to the application of the skill(s) to situations simulating a game. Instruction may be in hockey, personal, social skills or in sport values. It is important to progress from simple to complex skills (e.g. stationary passing to passing while in motion). Keep your athletes active by including them in the demonstrations during instruction.

3. Skill Practice

During this part of the practice the athletes practice skills that have been demonstrated during the instructions. Emphasis should be upon creating competition-like conditions. It is important to practice at game speed whenever possible.

4. Fitness

This area of the practice is concerned with physical conditioning activities which are specific to the players' needs. This is done by setting work times for your athletes that stress the correct energy systems. Although hockey is primarily an anaerobic activity, the aerobic component should also be emphasized as aerobic fitness is essential to top performance, particularly in young athletes under the age of fourteen. Often fitness activities can be built into the drills that are designed to practice technical skills. The players then receive the benefit of improving both their fitness and their skills.

5. Fun

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Fun should be tied into all components of your practice, however, be careful that you achieve the objectives of your practice.

6. Evaluation

Evaluation is used to assess the effectiveness of the major components of the practice or of at total practice. It is useful to spend a few minutes with your athletes after practice to get some feedback on the practice. It can take the form of a five minute rap session on areas that went well and areas that the athletes and/or coach need to work on. The topics discussed can then be built into the next practice.

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Tips for Physical Conditioning

The following chart is a good place to start. By analyzing the needs of your players, you can determine which elements of physical conditioning need most emphasis in practice sessions.

Physical Ability	This means the ability to...	Actions or situations in hockey that require this ability	Importance in hockey
Speed	Perform quick movements or cover a given distance in the shortest possible time (eg. All-out efforts lasting up to 8 seconds)		() Low () Medium () High
Speed-endurance	Sustain efforts at near maximum speed for as long as possible (eg. Very intense efforts lasting between 10 and 60 seconds)		() Low () Medium () High
Aerobic stamina	Sustain a dynamic effort over an extended period of time (eg. Efforts lasting several minutes, or even hours)		() Low () Medium () High
Maximum Strength	The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of its length		() Low () Medium () High
Speed-Strength	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1-2 seconds or so)		() Low () Medium () High
Strength-Endurance	Perform repeated muscle contractions at intensities below maximum strength (15-30 repetitions or more)		() Low () Medium () High
Flexibility	Perform movements of large amplitude at a joint, without sustaining an injury		() Low () Medium () High

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Tips for Physical Conditioning - Continued

Motor Abilities	This means the ability to...	Actions or situations in hockey that require this ability	Importance in hockey
Coordination	Perform movements in the correct order and at the right time		() Low () Medium () High
Balance	Achieve and maintain stability, or keep control of the body during the execution of movements		() Low () Medium () High

Tactical Abilities	This means the ability to...	Actions or situations in hockey that require this ability	Importance in hockey
Decision Making	Analyze a situation and produce a correct response, ie. One that gives a competitive advantage and/or increases the probability of a good performance.		() Low () Medium () High

Since the arms and shoulders are used to propel the player, development of upper-body strength, strength-endurance and endurance (aerobic stamina) is critical. The muscles of the arms, shoulders, chest and upper back are smaller than the muscles of the legs and lower back used in able-bodied skating, and with a smaller muscle mass it is more fatiguing to push the sledge than to skate in able-bodied hockey. Some players find their arms so fatigued at the end of a practice or game that they need assistance getting back into their wheelchair. The Hockey Canada Core Strength & Training Manual is invaluable for the development of muscles specific to sledge hockey.

Note that the “push” and muscle groups used are different for wheelchair and Sledge Hockey, so wheelchair use will not provide direct training for Sledge Hockey. Players should do strength training that simulates the movements used in moving across the ice. Section 11.3, “Planning Training for Hockey” in the Advanced Hockey Canada NCCP manual describes the basics of strength training and physical conditioning for hockey players. That information is equally useful for Sledge Hockey coaches. In particular, strength training for AWAD players to develop upper-body and arm strength and strength-endurance is a valuable addition to on-ice training. While AWAD who use wheelchairs may find it difficult to use some types of strength training apparatus, exercises with weights (with assistant spotters) or elastic bands (such as bicycle inner tubes) can be done to improve strength. In addition, sit-ski machines and hand bicycles can be used for training for sledge hockey athletes as they focus on the upper body.

The coach should take care that players are well warmed-up and use a routine of flexibility exercises before and after exercise to reduce the incidence of overuse injuries. Again, the use of a smaller muscle mass to achieve the same amount of work places greater stress on the muscles, tendons and joints and may make the Sledge Hockey player more prone to overuse injury. Other than these considerations, a good, progressive training program which follows basic conditioning principles will be effective for AWAD players.

SKILL INVENTORY AND KEY TEACHING POINTS

The following skill inventory is a guide for coaches and players to understand the progression of skills and skill acquisition in five basic categories: movement, puck control, passing, shooting, and body contact. Each of the skills is “rated” as a beginner skill (B), intermediate skill (I) or advanced skill (A). Coaches are encouraged to assess their players’ skills at the start of the season in order to provide feedback to the player and to accurately gauge what skills they should focus on as a coach. Periodically during the season the coach should re-assess skills to measure development and to provide encouragement to the player. Images are provided for certain drills where visual clarification is useful.

1. MOVEMENT

Key Movement Points for Sledge Hockey:

- All movement and speed comes from the ability of the player’s picks to grab the ice as well as individual player strength. Ensure that picks are tightened and sharp, and maintain a physical strength and training regime.
- The player’s sled should be set up in a position which is optimal for their disability, including the following points:
- Blades on a sled should be as narrowly spaced together as the player’s ability can allow. More agility is created with blades which are close together. As balance improves, move the blades closer together, and ensure the blades are always sharp.
- General principle is to ensure the player’s weight is on the blades of the sled and not the front runner. The sled should not bounce up and down while striding and the weight should be on the middle of the blades.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Stationary (B)

Key Teaching Points:

- Back straight, perpendicular to the ice or bent slightly forward
- Sticks to the side of the body for balance with the hands at the end of the stick

Common Errors:

- Weight is too far back, leading to falling backward on sled
- Body not centred in bucket, leading to side to side instability



Above: Typical Stationary Position

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Starting (B)

Key Teaching Points:

- Bring weight slightly forward in the sled and extend the arms forward, parallel to the ice
- Picks should strike the ice at the same time on a 45 degree angle to the ice
- Quick, short strides picking rapidly in the first couple of strokes to get motion before moving into longer strides once in motion

Common Errors:

- Picks striking the ice at an incorrect angle, leading to lost power
- Left and right sticks not striking the ice at the same time



Above: Short, hard strokes being demonstrated to create forward motion

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Forward Striding (B)

Key Teaching Points:

- Extend the arms forward and parallel to the ice
- Picks should strike the ice at the same time on a 45 degree angle to the ice
- Upon contact with the ice pull arms back to the side of the body while maintaining contact with the ice
- Reload and start the next stroke before the picks lose their grip on the ice

Common Errors:

- Front of the sled bouncing up and down



Above: A forward stride in motion

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Turning (B)
Turning Both Ways (I)

Key Teaching Points:

- Lean in the direction of the turn
- Continue to pick with the hand on the opposite side of the direction of the turn.
- Inside hand remains on the ice and is utilized to steer and maintain balance
- To tighten the turn lean harder in the direction of the turn

Common Errors:

- Tipping, not using the inside arm for stability



Above: An example of turning with the puck



Above: Striding into a left turn

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Stopping (I)
Stopping Both Ways (A)

Key Teaching Points:

- Stopping begins like turning
- Players should focus on “unweighting” and shifting their weight to the back of the sled
- As the sled turns the player weights back on the sled to dig in the blades

Common Errors:

- Leaning away from the turn and tipping



Above: A player turning into and completing a full stop

SLEDGE HOCKEY – COACHING RESOURCE

2. PUCK CONTROL

General Puck Control Points:

- Keep arms and upper body relaxed
 - Puck control should be smooth, rhythmical, and quiet
 - Younger players should have junior-sized sticks with narrower shafts and blades so that they are easier to handle
 - Work on the transition from holding the blade of the stick, sliding the hand down the shaft to control the puck, then back to the blades of the stick to continue striding as this is an important skill in sledge hockey - the key is to be able to do it quickly.
 - Using the sled to “hide” the puck from the opponents is a way to control the puck in sledge hockey which is not available in able-bodied hockey.
-

Skill:

Stationary Puck Handling (B)

Key Teaching Points:

- Slide the hand down the stick from the blade toward the picks
- Push and then cradle the puck using a motion like turning a page or flipping a pancake
- Keep puck to the side of the body and **practice with both hands**

Common Errors:

- Hand too close to the blade of the stick
- Batting the puck with the stick - think cradle, not bat



*Above Left: Simple puck control with the player's right hand (backhand)
Above R: Simple puck control with the player's left hand while in motion*

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Stationary Puck Slide Under Sled (B)

Key Teaching Points:

- Away from the body pull the puck from the toe to the heel of the blade to cradle it
- Push the puck under the sled spinning the puck from the heel to the toe of the stick
- Cradle the puck with the stick on the other side

Common Errors:

- Hand receiving the puck is not ready
 - Batting the puck with the blade - think cradle, not bat
-

Skill:

Forward Striding - Push Puck with Stick or Glove (I)

Key Teaching Points:

- When striding forward between picks the player puts the hand or the blade down on the ice to push the puck forward
- Puck should be pushed far enough ahead to allow for a pick before pushing the puck again
- This skill should be used when the player has significant space available to move with the puck

Common Errors:

- Not pushing the puck far enough ahead to allow for a stride, leading to slowing down
 - Pushing the puck too far ahead leading to loss of control of the puck
-

Skill:

Forward Striding - Stick Handling (A)

Key Teaching Points:

- When striding forward, between picks the player puts the blade down on the ice to push/cradle the puck
- Utilizing a slight weight shift and the other pick, the player changes direction slightly while cradling the puck

Common Errors:

- Not cradling the puck well enough with the blade; puck slides away
- Turning or puck control skills not developed enough to combine the two skill sets

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Forward Striding - Slide puck under sled (A)

Key Teaching Points:

- When striding forward, between picks the player puts the blade down on the ice to push the puck to the other hand
- Cradle the puck with the other hand while continuing to pick with the stick not controlling the puck
- Continue moving puck back and forth while striding to maintain direction

Common Errors:

- Not cradling the puck well enough with the blade; puck slides away
- Turning, striding or puck control skills not developed enough to combine skill sets



Above L and R: Player pushing the puck forward while maintaining forward motion and puck control. Let the puck do the work.

SLEDGE HOCKEY – COACHING RESOURCE

3. PASSING

General Passing Points:

- The hands should be in a comfortable position, similar to that used in stationary puck handling
 - Eyes should be fixed on the target at all times
 - The stick blade follows through towards the target
 - The passer should not stop after making a pass, but should move to a position of support
 - Passing with both forehand and backhand as well as with both left and right hand is especially important in sledge hockey
-

Skill:

Stationary Stick to Stick (B)

Key Teaching Points:

- Head is up, eyes fixed on the target
- Push the puck toward target, spinning the puck from the heel to the toe of the stick
- Follow through towards target
- When receiving pass, present a target for the passer with stick at right angle to the ice
- When receiving pass, ensure the arm and stick are in front of the hips upon contact, and cradle the puck with the stick

Common Errors:

- Stick not at right angles to the ice when receiving and puck slides away or puck is not cradled well enough



Above L: Image of player releasing a pass. The stick is pointed towards the target and the player's eyes are fixed on the target.

Above R: A player receiving a pass to the target set for the passer to hit.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Stationary Across the Body (I)

Key Teaching Points:

- Same as above but follow through on an angle towards target across the passer's body
- Important skill as it allows the passer to hit a wider range of passing targets

Common Errors

- Pass blocked by body/sled while trying to pass across
-

Skill:

Moving Passing - Giving and receiving a pass with hand closest to teammate (A)

Key Teaching Points:

- Usually this is a backhand pass to a teammate who is also in motion
- Striding must be maintained with non-puck controlling hand while passing or receiving
- Pass the puck slightly in front of your teammate so that they do not overskate the puck.

Common Errors:

- Puck passed behind teammate
 - Pass forces receiver to slow down
-

Skill:

Board Pass to partner (I)

Key Teaching Points:

- Make the boards work for you in passing the puck
- Useful when a defender is between the passer and the receiver
- A puck passed off the boards rebounds away at the same angle at which it is passed
- Standard passing skills (stationary or moving) are used to hit the boards at the correct spot

Common Errors:

- Puck is passed at the wrong angle to receiver
-

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Drop Passes (A)

Key Teaching Points:

- Ensure the passer knows where their teammate is on the ice
- While skating, leave the puck for your teammate and move so that they can receive the puck for a shot/pass

Common Errors:

- Puck is intercepted by opposition as the puck was not dropped in the right spot for teammate
-

Skill:

Chips (A)

Key Teaching Points:

- Can be used to bounce the puck off the boards around an opponent or over an obstacle on the ice
- Similar to a stationary pass or pass in motion but the wrist is snapped while releasing, similar to a wrist shot, to raise the puck off the ice

Common Errors:

- Puck is not raised enough and is intercepted
- Puck is chipped away with no accuracy leading to a turnover



Above: Player releasing a chip pass over an obstacle between the passer and the pass receiver

4. SHOOTING

General Shooting Points:

- Accuracy is most important (hard, quick shots that miss the net are ineffective)
 - Speed of execution (quick release) is as important as the speed of the puck. The element of surprise is a very important factor in shooting.
 - Always keep the stick on the ice around the net and react to rebounds after shots
 - Master the various shots in order to have the right shot for any game situation. Players who are able to react quickly to these situations and who can use a wide range of shots are often the most successful.
-

Skill:

Stationary Wrist Shot (B)

Key Teaching Points:

- The wrist shot should be learned first as it is the most accurate shot and the easiest to master.
- Start with the puck toward the heel of the blade and the stick away from the body, slightly behind the hip.
- Maintain good pressure on the stick blade
- As the puck is brought forward, also bring it closer to the body
- The arm pull continues into a vigorous arm pull and wrist snap
- Follow through high to raise the puck

Common Errors:

- Arm/stick motion is not quick enough to allow for a hard shot
- Not enough pressure is maintained on the stick blade



Above: Player demonstrating right-handed wrist shot. Note a low follow through for a low shot.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Wrist Shot in Motion (I)

Key Teaching Points:

-Same as above but the transfer from the skating grip on the blade of the stick to shooting grip on the shaft of the stick is essential to the success of a wrist shot in motion.

Common Errors:

-Poor transfer to shooting position



Above: Player releasing a right-handed wrist shot while in motion.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Stationary Slap/Snap Shot (I)

Key Teaching Points:

- The puck should be beside the player at the hips
- To wind up, bring the stick back off the ice
- Vigorously bring the blade of the stick to make contact with the puck, snapping the wrists at the contact point.
- Follow through high for a high shot and low for a low shot.

Common Errors:

- Poor puck position can lead to a missed shot
- This shot is less reliable and takes more time and practice to master than the wrist shot



Above: A player releasing a left-handed snap/slap shot.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Slap/Snap Shot in Motion (A)

Key Teaching Points:

-Same as above but the transfer from the skating grip on the blade of the stick to shooting grip on the shaft of the stick is essential to the success of a wrist shot in motion.

Common Errors:

-Poor transfer to shooting position

Skill:

Backhand Shot (I)

Key Teaching Points:

-Similar to the wrist shot but with the backhand side of the stick

-A pushing motion away from the body along with a quick wrist snap will result in a quick and effective backhand shot

-The backhand can be a very effective shot in sledge hockey (as in able-bodied hockey) when coupled with the element of surprise as it is a shot that is difficult to master - especially with the player's weak hand

Common Errors:

-Not enough strength is used to snap the puck away from the body

5. BODY CHECKING

General Body Checking Points:

- Body checking is an important part of the sport of sledge hockey at advanced levels. Coaches should be aware of the skill level of their players prior to introducing body checking.
- Checking is carried out to gain possession of the puck.
- Before checking skills are taught, it is imperative that skating skills are taught as they are the base upon which checking skills are built. Body checking should only be introduced at more advanced levels to avoid unnecessary injury.
- Elements of skating, speed, agility, balance and strength are key skills required in the art of checking.
- In all body checking in sledge hockey it is important to avoid making contact at an angle perpendicular to the player receiving the body check as this is “teeing” or “t-boning” and is an example of an illegal body check.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Angling/Body Checking along the boards (A)

Key Teaching Points:

- This is the ability to force an opponent to go in the direction you want them to go in. This is normally to the boards or to the outside of you.
- Remain between the puck carrier and the pass receiver, gradually reducing the puck carrier's space
- Adjust your speed to the opponent's speed
- Stick is on the ice when not striding to intercept potential passes

Common Errors:

- Not keeping pace with the puck carrier
- Leaving too much space for the puck carrier to move around you



Above: The player on the right limits the space on the ice that the player on the left has.



Above: The player on the right continues to eliminate the space, angling the player into the boards.

SLEDGE HOCKEY – COACHING RESOURCE

Skill:

Open Ice Body Contact (A)

Key Teaching Points:

- The goal of the open ice body check is to eliminate an opponent from the play
- Contact should be made with the shoulder
- The player delivering the body contact should ensure that their elbows and hands are kept low and tight to the body to avoid dangerous elbowing penalties
- A clean body check is body to body rather than arm or elbow to body - keep your centre of gravity low to avoid being knocked over
- This is an advanced skill used primarily at the elite level of the sport.

Common Errors:

- A teeing penalty is not uncommon when attempting an open ice body check if the angle of approach is incorrect
- Timing is incorrect leading to a missed check.



Key Teaching Points for Preparing to Receive a Body Check:

- Lean in the direction from which the check is coming
- Initiate movement towards the checked player just prior to impact and ensure low contact
- Wear all appropriate protective equipment
- When falling down or colliding with the boards, absorb the shock with the largest available portion of the body
- During off-ice training sessions, enhance your strength and flexibility to lessen the risk of injury
(See Hockey Canada's Core Strength & Stretching Manual for further information on this subject)

MULTIPLE PLAYER LEVELS

Tips for Working with Multiple Player Levels

One of the biggest challenges for the Sledge Hockey coach is working with so many kinds of player on the same team: athletes with a disability and able-bodied, male and female, new players and more advanced players. To progress, players need to develop at their own rate, using appropriate activities. To make sure that players are working at their own level, coaches need to assess and group players appropriately. Each coach will have their own assessment techniques depending on personal preference.

This assessment will normally take place during and after the first ice session, once the coach has had the opportunity to view the players' abilities. Adjustment to initial grouping may be necessary as the sessions progress.

When designing the initial session to assess the players' skills coaches must develop drills to allow players to demonstrate their ability to perform the basic skills of the game and demonstrate their ability to "think the game". By starting with a simple inventory of the skills of the game it will make it simpler for coaches to assess a player's ability. This inventory includes, but is not limited to, the following:

Movement

- Forward striding
- Turning
- Stopping
- Starting
- Change of direction
- Sled control

Puck Control

- Forward sledding with puck
- Passing - both hands
- Passing receiving - both hands
- Passing and receiving in motion
- Puck Protection

Shooting

- Stationary shooting
- Shooting in motion

Checking

- Angling the player with the puck
- Picking up players away from the puck

There are a number of factors to consider in grouping your players - ideally, the instructor to pupil ratio should be kept as low as possible (1:1 is perfect but unrealistic). A good ratio is 1:4 or 1:5; the maximum should be 1:8 or 1:10 for effective control and instruction. Instructors must also guard against "bombarding" a player with feedback and corrections.

SLEDGE HOCKEY – COACHING RESOURCE

For the coach:

1. How are the players on a Sledge Hockey team likely to be different in terms of physical, skill and technical/tactical ability from players on an Atom or Bantam team? How might these differences vary for AWAD with a congenital disability versus AWAD with an acquired disability?

2. Use the Player Development Pyramid to suggest the appropriate percentage of practice time to be spent on technical skills, individual tactics, team tactics, team play and strategy over the course of a season for the following players:

- a) An able-bodied Sledge Hockey player, age 22, who played up to Bantam level prior to moving to recreational hockey;
- b) An AWAD player, age 25, who played up to Midget level prior to moving to recreational hockey, and who has an acquired disability (paraplegia) following an auto accident at age 18;
- c) An AWAD player, age 12, who has never played competitive hockey and who has a congenital disability (spina bifida).

3. Assume your team is made up of 15 players. One group of 5 is similar to the players in question 2(a), another group of 5 are similar to 2(b) and the final group of 5 is similar to 2(c) above. Suggest a mid-season plan for a single practice for the team that will develop individual skills and physical conditioning, and have some time devoted to game play and team tactic development.

THE SPORT

For Sledge Hockey to continue to grow and develop in Canada, coaches must look beyond just coaching a team to helping build local, regional, provincial or national system. When the system provides adequate support (access to facilities, coaching, training and competition), and the athlete attains the key competencies in each stage of development, then the athlete is able, within his or her own limitations, to reach the highest level of performance. In other words, everyone- athlete, coach, team, association, etc- has to “get it right” for the athlete to reach his or her full potential. That means helping to build a system as well as a team.

Recruiting Players

Helping to build awareness of Sledge Hockey to both the disabled and able-bodied community is important. Many disabled persons are not aware of the sport opportunities available to them. Making contact with local organizations for disabled persons and rehabilitation centers, holding demonstrations and “try it” sessions, and making the able-bodied aware through school visits, open houses, etc will all help promote the sport to new players.

Getting interested potential players to actually try Sledge Hockey can be challenging. Remember the importance of a positive First Contact. Take extra time with prospects- answer their questions, or their parents’ questions. Set them up for a positive first experience, one that will make them want to come back. Those who have been playing the sport for a long time should offer their experience to those who are interested in starting out, as this can have an extremely positive impact in a First Contact situation.

More and more, disabled-sport organizations are creating awareness programs to help introduce persons with a disability to the benefits of sport participation. Some of these programs visit rehabilitation centers or other organizations for disabled persons to promote sport. Contact your local or regional disabled-sport organization to see if they have a program that can help you recruit new Sledge Hockey players. Hockey Canada’s website also has resources and contacts to help people become involved in sledge hockey. Consult www.hockeycanada.ca/sledgehockey for more details.

Accessibility

One of the greatest day-to-day challenges for persons with a disability is access. Some persons with a disability have more difficulty getting around, or have additional equipment such as wheelchairs, that can restrict access. This occurs in many places including buildings and transportation (buses, taxis, etc). Then there is the additional challenge of program access- too few programs, or programs too far away to conveniently travel to. These access challenges become challenges for coaches of AWAD as well.

Long-distance travel can be difficult for some persons with a disability. Not only is the transportation network (including terminals, security checks, etc) not always set up for persons with a disability, but at the destination hotels, washroom facilities, and other facilities may be different than those “at home”. Travel may require more planning and organization and more assistance from able-bodied helpers. Items such as crutches, repair items for wheelchairs, etc. may need to be added to the usual list of hockey equipment, which includes transporting the sledges as well as the rest of the player equipment. This can make airline travel specifically a challenge as airline staff are often not aware of the specific needs of athletes to travel with extra pieces of luggage. If the sled can fit into the hockey bag along with only other necessary equipment, it is best to travel this way.

Arenas, at home or abroad, create another set of challenges. Older arenas in particular may lack facilities for disabled persons, narrower entry ways, bigger steps onto the ice, and so on. If you are aware of the planning of a new arena in your community, participate in the planning process by recommending the arena be fully

SLEDGE HOCKEY – COACHING RESOURCE

accessible to Sledge Hockey- Hockey Canada can provide specifications. In addition, many existing facilities can be retrofitted relatively easily for sledge hockey. Consult the Hockey Canada/CRFC “Arena Guidelines” document for more information.

Resources exist to help AWAD and coaches. Organizations such as the Canadian Paralympic Committee and provincial/territorial affiliates, Coaching Association of Canada, and other organizations which assist persons with a disability can provide useful advice and support. More experienced athletes will also help newcomers “learn the ropes”.

Building the Sport

As Sledge Hockey is not yet fully developed in all parts of Canada, a new Sledge Hockey coach may take on more than the usual coaching responsibilities. For example, one current challenge is recruiting officials to the sport. Officials used to able-bodied hockey may find the Sledge game is slower than able bodied hockey, that there are little or no funds to pay officials at appropriate levels, and that the lack of “legitimate” leagues and playoff/championships in Sledge Hockey means there are fewer incentives for officials to be committed. However, developing a pool of Sledge Hockey officials is crucial to the growth and development of the game, and coaches can play an important part in recruitment. Similarly, Sledge coaches may find themselves taking on a bigger organizational or administrative role. These are key contributions that will help the Sledge game reach a higher level in Canada.

There are also opportunities for advancement which should be considered by those who are beginning their involvement in sledge hockey. Athletes and coaches can strive to become involved at the national team level, and officials are always required for major international events including World Championships and Paralympic Winter Games.

Building Sledge Hockey in Canada can mean being a pioneer, working to attract athletes, coaches and assistants, improving access to facilities and programs, and learning how to overcome obstacles. For some coaches that brings a whole new level of reward for their effort. It’s a job worth doing to help players enjoy a whole new kind of hockey: Sledge Hockey.

SLEDGE HOCKEY – COACHING RESOURCE

For the Coach:

Think about your local arena and community. Identify a challenge and a response in the following areas:

Main Entry to Arena

Challenge:

Response:

Access to Dressing Rooms/Size of Dressing Rooms

Challenge:

Response:

Washroom Facilities - Size and Accessibility

Challenge:

Response:

Size and Access to Bench and Penalty Box Areas

Challenge:

Response:

SLEDGE HOCKEY – COACHING RESOURCE

Storage Available for Sledges

Challenge:

Response:

Cost of Sledges

Challenge:

Response:

Availability of Ice Time for Practices and Games

Challenge:

Response:

Brainstorm some ways to promote Sledge Hockey in your community. List 3-4 ways to recruit new players to the sport:

APPENDIX: FAQ

Will I need to get additional insurance coverage because I'm working with an AWAD?

No. Working with AWAD are no different than working with non-disabled athletes. Check with your club or branch to learn more about your level of insurance coverage.

Who do I contact for more information?

You can get more information from your local Sledge Hockey league or association. If you're not sure about how to find a league, try your Hockey Canada Branch office or the Hockey Canada website at www.hockeycanada.ca/sledgehockey.

What type of equipment is needed?

Other than the stick/picks and sledge, the other equipment including helmet, shoulder pads, elbow pads, pants, shin guards, gloves, neck guard, etc. is identical to able-bodied hockey and can be purchased at any hockey retailer. A list of suppliers of specialized Sledge Hockey equipment can be found at www.hockeycanada.ca/sledgehockey.

Who can play sledge hockey?

Sledge Hockey is open to male and female, able-bodied and disabled players of all ages. Only in Paralympic and other elite competition do the rules prohibit able-bodied players. In Canadian Sledge Hockey, everybody can participate.

How do I get involved in sledge hockey coaching?

Utilize the links, contacts and resources noted in this manual to get in touch with your local sledge hockey association. Most teams and leagues welcome getting coaches and interested volunteers involved. If you're having trouble finding a league or association, check the resources list at www.hockeycanada.ca/sledgehockey.

Do I need to be certified within the National Coaching Certification Program?

We strongly recommend every coach becomes certified within NCCP. The NCCP is recognized internationally as one of the world's best coach development programs. Well-trained, certified coaches are essential to athlete development and to ensuring a safe, welcoming environment for every player, as well as reducing personal and club liability and increasing the credibility of this growing sport. At this time there is no sledge hockey specific certification program for coaches but an understanding of the information provided in this document is crucial.

Do I need a certified Trainer on the bench?

Again, having a Trainer is strongly recommended. Players should be able to count on the support of someone who is trained to deal with injuries.

PHASE 1

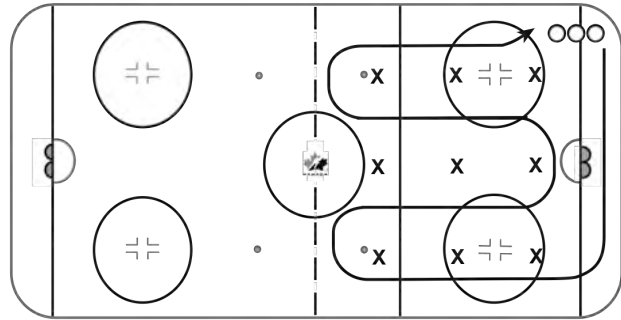
Sledge Hockey Lesson Plan

SLEDGE HOCKEY – COACHING RESOURCE

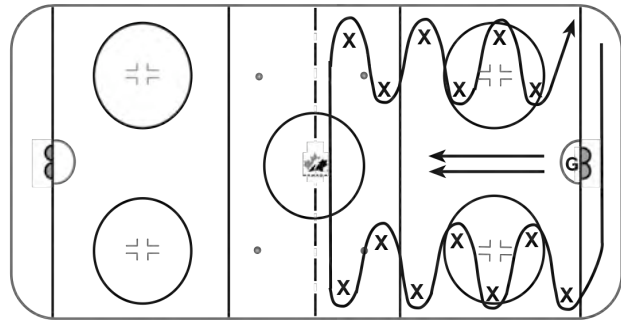
PHASE 1 – LESSON 1

Session Objectives: 1. Skating Warmup, 2. Moving Puck Control, 3. Stationary Passing

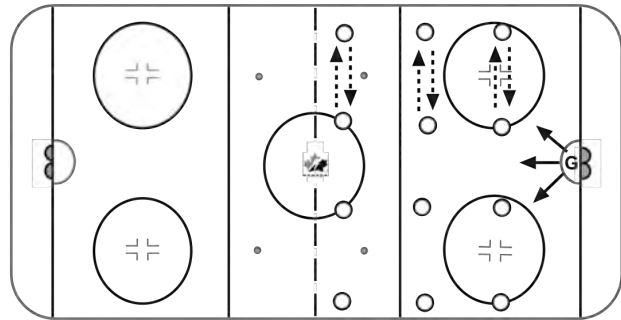
Drill Name & Description	Time
Skating Warm-Up	10 Min
<p>Skate the pattern as shown.</p> <p>Skating can also be done going across the ice towards the side boards each time.</p> <p>Can also be done with pucks.</p> <p>Full stop at goal line at end.</p>	



Drill Name & Description	Time
Moving Puck Control	10 Min
<p>With a puck skate the pattern as shown.</p> <ul style="list-style-type: none"> • Tuck puck inside pylons • Tight turns <p>Goalies work on skating and movement patterns utilizing the middle of the ice.</p>	



Drill Name & Description	Time
Stationary Passing	10 Min
<p>Players pair off and work on stationary passing.</p> <ul style="list-style-type: none"> • Left hand • Right hand <p>Goalies can also work on passing or movement skills.</p>	

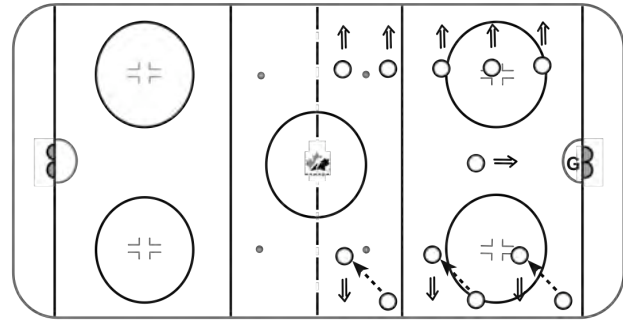


SLEDGE HOCKEY – COACHING RESOURCE

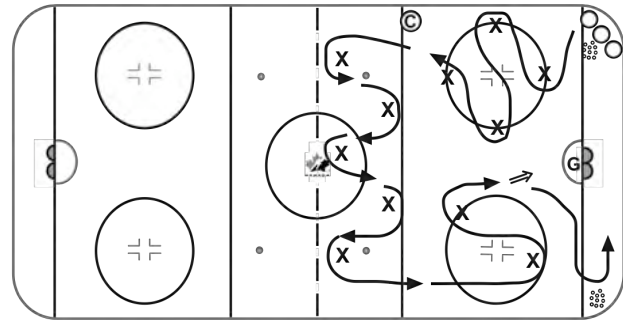
PHASE 1 – LESSON 1

Session Objectives: 1. Stationary Shooting, 2. Puck Control Circuit, 3. Skills in Combination Circuit

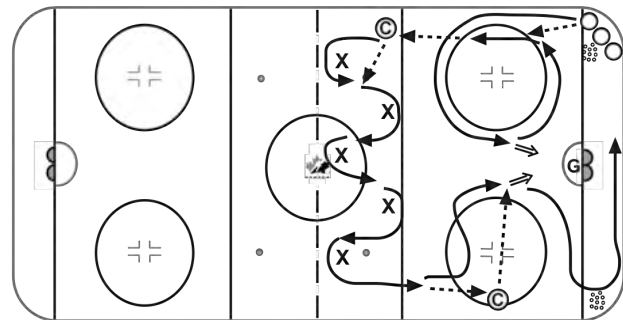
Drill Name & Description	Time
Stationary Shooting	10 Min
<p>Players line up along the boards and work on left hand and right hand shooting.</p> <p>Can also add a pass to work on pass reception before shooting.</p> <p>Alternate sides for passer to ensure you practice left and right hand shots.</p>	



Drill Name & Description	Time
Puck Control Circuit	10 Min
<p>Players follow circuit as shown. Add full circles at random pylons to make circuit more difficult.</p> <p>End with shot on net / goaltender.</p> <p>Repeat 4 times.</p>	



Drill Name & Description	Time
Skills In Combination Circuit	10 Min
<p>Follow circuit as shown. Add obstacles, passes or defenders at random points to make circuit more difficult.</p> <p>End with shot on net / goaltender.</p> <p>Repeat 4 times.</p>	

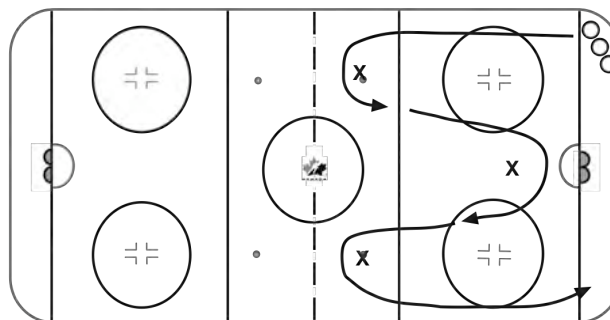


SLEDGE HOCKEY – COACHING RESOURCE

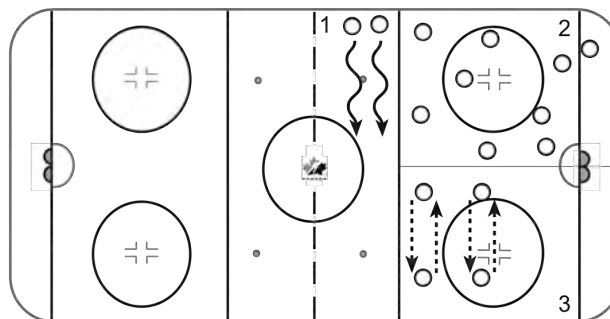
PHASE 1 – LESSON 2

Session Objectives: 1. Skating, 2. Passing, 3. Puck Control

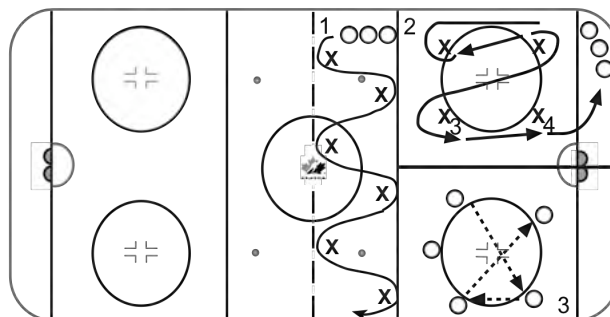
Drill Name & Description	Time
Skating Warm-Up	15 Min
<p>Follow pattern as shown.</p> <p>Alternate skating stride each time through:</p> <ul style="list-style-type: none"> • Short / quick arm strides • Long / stretch / power arm strides <p>Full stop at goal line at end.</p> <p>Goalies can skate too or perform goalie specific skating skills.</p>	



Drill Name & Description	Time
Skills Stations 1	15 Min
<ol style="list-style-type: none"> 1. Moving Puck Control <ul style="list-style-type: none"> • Open ice carry while moving puck under sled between left hand and right hand. 2. Stationary Puck Control <ul style="list-style-type: none"> • Work on various puck control moves while stationary - figure 8 under sled using front point and behind back. 3. Stationary Passing <ul style="list-style-type: none"> • Left hand and right hand 	



Drill Name & Description	Time
Skills Stations 2	15 Min
<ol style="list-style-type: none"> 1. Moving Puck Control <ul style="list-style-type: none"> • Perform various puck ctrl skills around pylons. • Full stop at end. 2. Transition Skating <ul style="list-style-type: none"> • Players start at the pylon closest to the goal line, skate to the far pylon (X1), transition skate back to goal line pylon (X2) as if playing defense. Repeat for pylons X3 and X4. 3. Stationary Passing <ul style="list-style-type: none"> • Players line up around the circle, and pass to another player by calling their name. Progress to one touch passing. 	

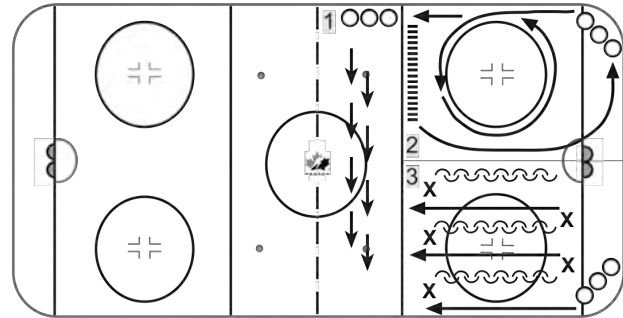


SLEDGE HOCKEY – COACHING RESOURCE

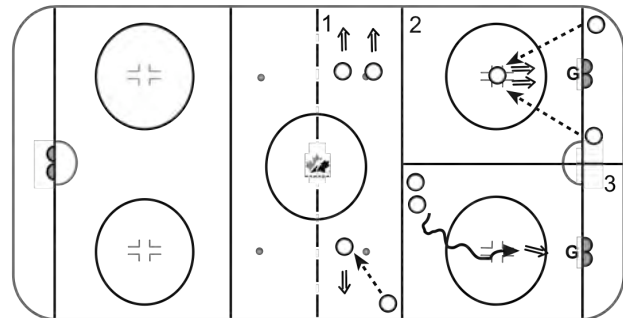
PHASE 1 – LESSON 2

Session Objectives: 1. Skating, 2. Shooting, 3. Passing, 4. Scoring

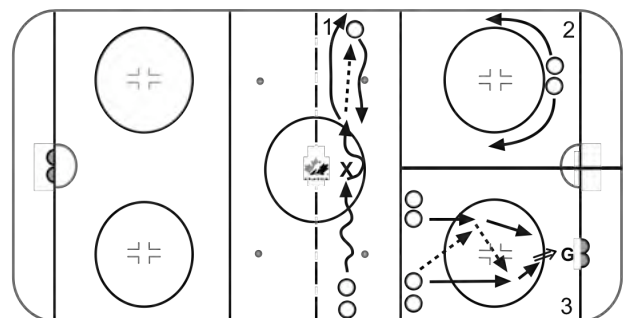
Drill Name & Description	Time
Skills Stations 3	15 Min
<ol style="list-style-type: none"> Forward Striding <ul style="list-style-type: none"> Work on quick start, and skating stride. Circles / Turning <ul style="list-style-type: none"> Players start in corner, full speed around the circle (2 times) and then skate up to blue line. Repeat opposite way. Transition Skating <ul style="list-style-type: none"> Players start in corner, skate forward to pylon. Go around pylon and skate back to bottom pylon. Full stop at goal line. Add pucks third time through. 	



Drill Name & Description	Time
Shooting	15 Min
<ol style="list-style-type: none"> Wrist shots / Backhand passes and shots. Pass can be added to work on shot off of pass. Player in slot receives passes from each side of the net working on quick release. Players start at blue line, skate towards net and work on quick shot. Shoot high and hard. 	



Drill Name & Description	Time
Passing / Skating / Scoring Stations	15 Min
<ol style="list-style-type: none"> Place pylon in middle of ice, with two players on one side of the boards and one player on the other. Puck starts on side with two players. Skate forward to pylon and perform creative move around pylon and pass to player on the boards and take then take their position. Alarm Clock Relay - Players start at bottom of the circle, when coach says go, they skate forward around circle. On whistle, stop with front of sled pointing at dot and then skate back to starting point. 2 on 0 on goaltender. 	

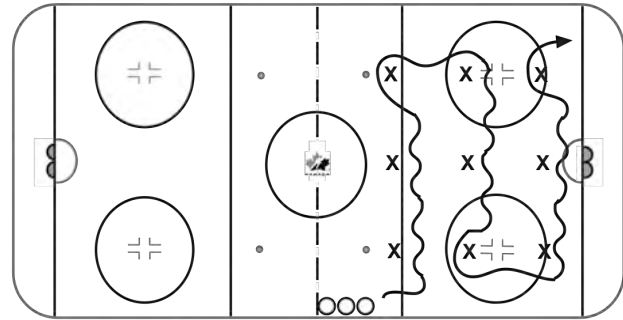


SLEDGE HOCKEY – COACHING RESOURCE

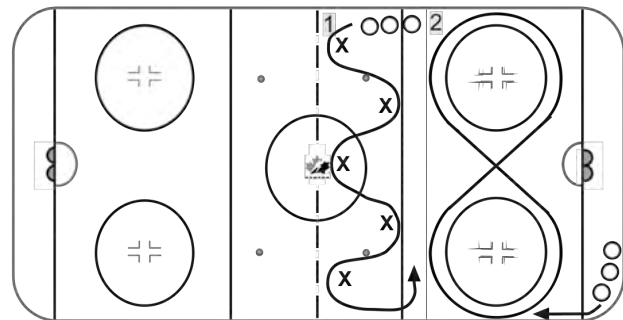
PHASE 1 – LESSON 3

Session Objectives: 1. Puck Control, 2. Skating Stations, 3. Moving Puck Control

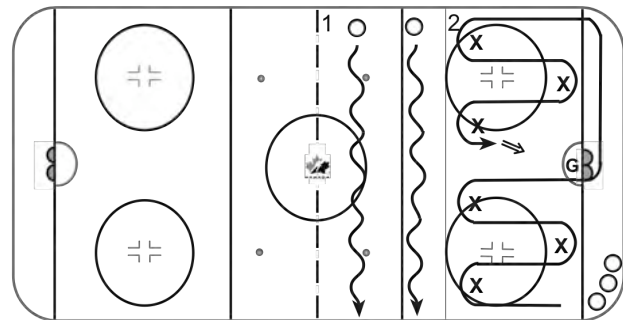
Drill Name & Description	Time
Puck Control Warm-Up	10 Min
<p>Players skate through the 3 lanes performing puck control skills down each lane or at each pylon.</p> <p>Work on increasing the speed each time through.</p>	



Drill Name & Description	Time
Skating Stations	10 Min
<p>1. Players skate through the pylon circuit performing tight turns around each cone. Use a puck 3rd and 4th time through.</p> <p>2. Players start in corner and go around the circles. Use a puck 3rd and 4th time through.</p>	



Drill Name & Description	Time
Moving Puck Control	10 Min
<p>1. Players work on open ice carry on both left hand and right hand.</p> <p>2. Players perform tight turns around each pylon, working puck protection (keeping puck on side away from pylon), finishing with a shot on net.</p>	

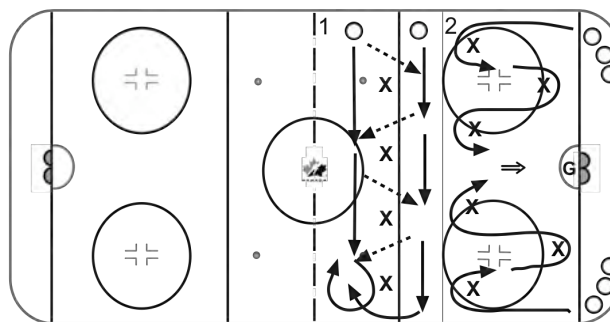


SLEDGE HOCKEY – COACHING RESOURCE

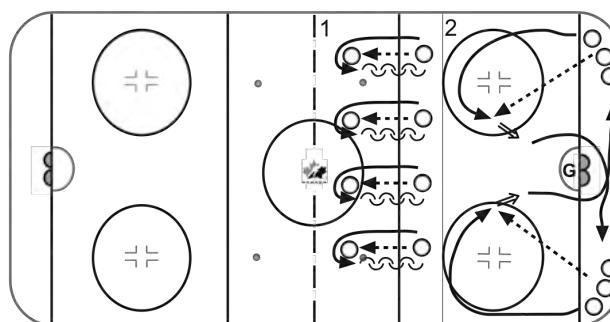
PHASE 1 – LESSON 3

Session Objectives: 1. Passing, 2. Puck Control, 3. Shooting

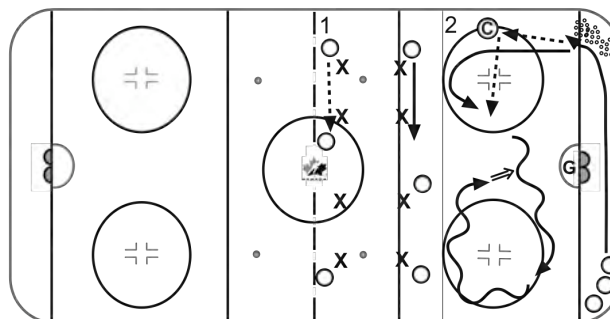
Drill Name & Description	Time
Passing / Puck Control Stations	10 Min
<p>1. Players pairs pass in between the pylons. Should be done on both left hand and right hand. Players can also execute pass and follow or cross and drop repetitions as well.</p> <p>2. Coach spots puck in middle of the ice. On coach's whistle, players race through the pylons to get the puck and take a shot on net.</p>	



Drill Name & Description	Time
Passing / Shooting Stations	10 Min
<p>1. Players partner up, pass puck and skate forward toward partner, go around partner and skate back to starting position. Other partner then goes. Change up the passes and direction around partner.</p> <p>2. Players start in corner, first player skates around top of circle, and receives pass from next player in line to take a shot on net. Alternate sides and keep the pace up.</p>	



Drill Name & Description	Time
Passing / Circuit Stations	10 Min
<p>1. Passing Support Drill. Place 4 pylons in a square with 3 players. Puck must start with middle player who can pass to player on either side, other player must move to support so the puck is always in the middle. Can not pass through square.</p> <p>2. Skills in combination circuit. Players start in one corner, skate to opposite corner to pick up puck and follow circuit as diagrammed.</p> <ul style="list-style-type: none"> • Pass puck to coach (or another player). • Receive pass back. • Skate with puck around opposite circle and shoot on net. 	

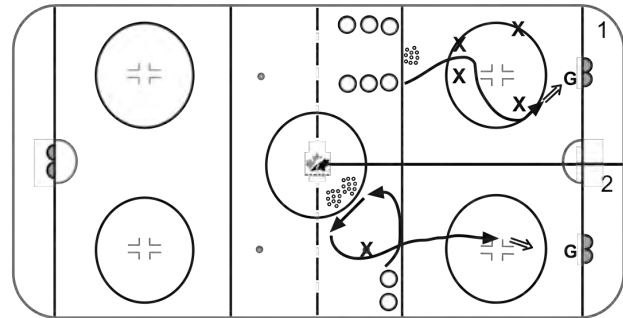


SLEDGE HOCKEY – COACHING RESOURCE

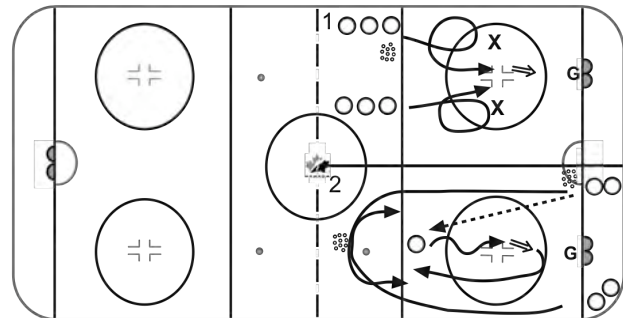
PHASE 1 – LESSON 4

Session Objectives: 1. Skate and Shoot Stations, 2. Offensive Defenseman Skills

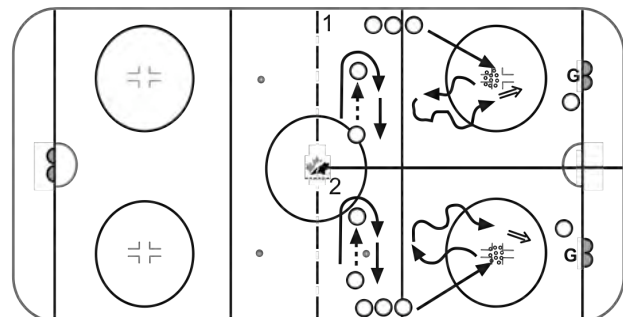
Drill Name & Description	Time
Skate and Shoot Stations 1	10 Min
<p>1. Players in two lines, take puck and skate through the first two pylons, drive towards the next pylon, protect puck and go in for shot on net.</p> <p>Alternate sides. Can also use coaches or players to replace pylons to make more game like.</p> <p>2. Players start on side boards near bluelines, skate towards centre ice, pick up puck, skate back on right side of pylon at face-off dot, protecting puck, then go in for shot on net.</p>	



Drill Name & Description	Time
Skate and Shoot Stations 2	10 Min
<p>1. Players start in two lines, carry puck towards pylon, delay and then drive towards net for shot. Alternate lines.</p> <p>2. Players start in two lines below the goal line, with another line near the blue line. Player at blue line goes in for shot on net, then circle back towards the blue line. At same time, two players leave the other lines pick up puck outside blue line and go in on a 2 on 1.</p>	



Drill Name & Description	Time
Offensive Defensemen Skills	10 Min
<p>Same drill both sides.</p> <p>Players skate towards dot in circle, retrieve puck, skate back to blue line and then go in for shot on net. After shot, player waits for next player to shoot to try and tip it or go for the rebound.</p> <p>Players waiting for their turn can pairs pass back and forth in neutral zone.</p>	

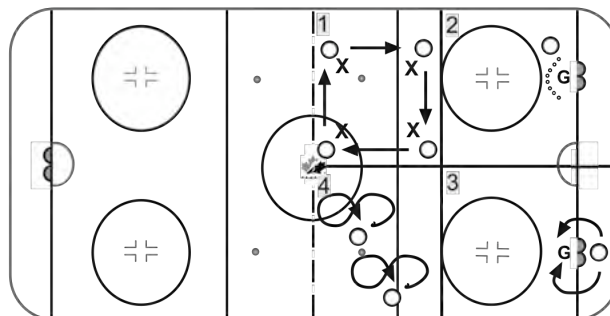


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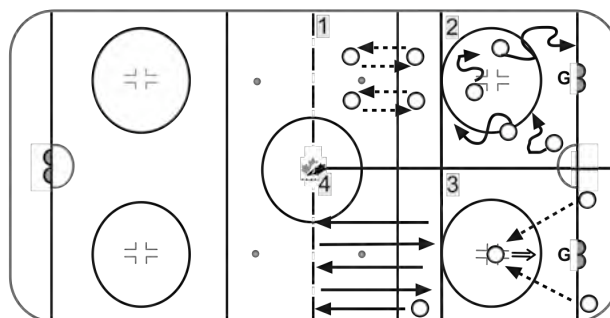
PHASE 1 – LESSON 4

Session Objectives: 1. Skills Stations, 2. Passing/Shooting, 3. Puck Control/Scoring

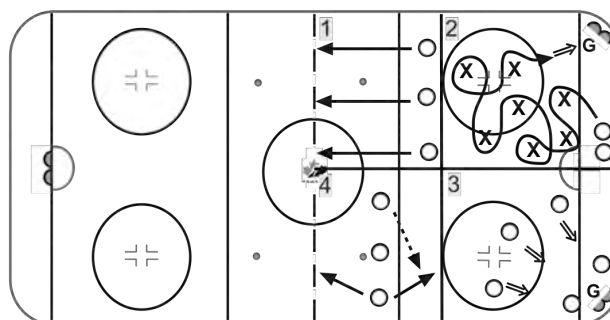
Drill Name & Description	Time
4 Station Skills Set Up 1	10 Min
<p>1. Skate and chase. On signal 4 players chase each other around the pylons, stop once a player gets caught from behind. Go both directions.</p> <p>2. Quick release shooting drill. Place 10 pucks in a semi circle and work on shooting the puck high and quick using a flip shot.</p> <p>3. Wraparounds from behind the net.</p> <p>4. Puck control skills. Perform various stationary puck control skills / figure 8's, etc.</p>	



Drill Name & Description	Time
4 Station Skills Set Up 2	10 Min
<p>1. Pairs Passing</p> <p>2. Moving Puck Control</p> <ul style="list-style-type: none"> • Players skate around when coach call out name, that player goes in for a shot on net. <p>3. One Time Shooting</p> <p>4. Transition Skating</p> <ul style="list-style-type: none"> • Do without and with pucks. • Can add in full stops at blue/red line to work on acceleration skill. 	



Drill Name & Description	Time
4 Station Skills Set Up 3	10 Min
<p>1. Quick Starts</p> <p>2. Puck control maze finish with shot on net</p> <p>3. Tips and deflections</p> <p>4. Pig in the middle</p>	

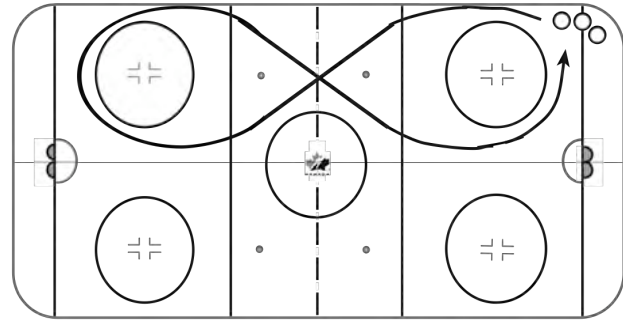


SLEDGE HOCKEY – COACHING RESOURCE

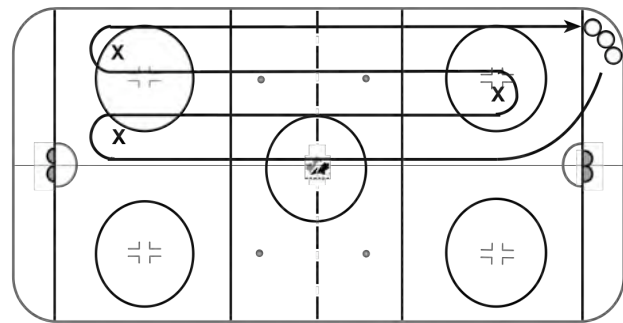
PHASE 1 – LESSON 5

Session Objectives: 1. Skating, 2. Striding, 3. Offensive Skills Stations

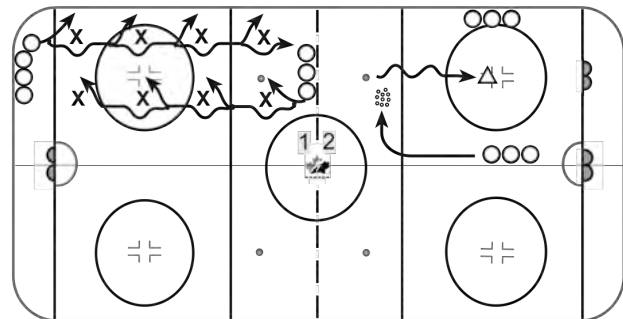
Drill Name & Description	Time
Skating Warm-Up	8 Min
<p>Players skate in Figure 8 pattern, stretching and performing different skating skills.</p>	



Drill Name & Description	Time
Striding	10 Min
<p>Players skate pattern as shown working on different skating skills down each lane.</p> <p>Perform same with pucks.</p>	



Drill Name & Description	Time
Offensive Skills Stations	10 Min
<p>1. Skating / Body / Puck fakes at each pylon. Start without pucks then use pucks to work on deception.</p> <p>2. Shooting fakes and passing fakes. Begin with 1 on 0 to work on shooting fakes, then add second player for 2 on 0 to work on passing fakes, can also add a defender to make it more game like.</p>	

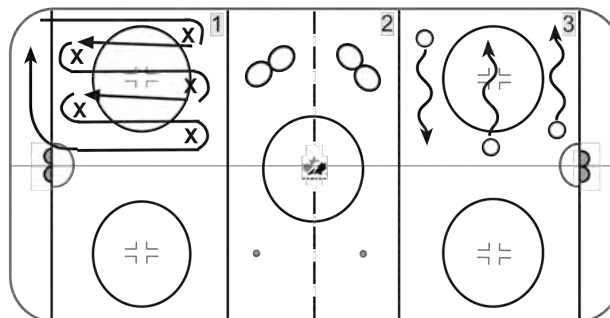


SLEDGE HOCKEY – COACHING RESOURCE

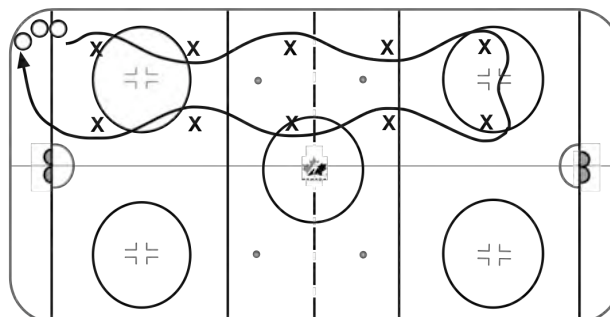
PHASE 1 – LESSON 5

Session Objectives: 1. Review Checking Skills, 2. Puck Protection, 3. Timing/Passing

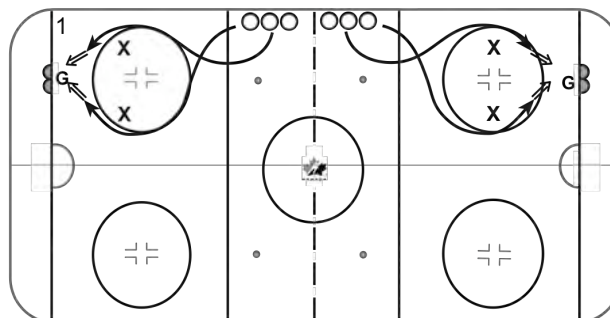
Drill Name & Description	Time
Skills Stations	10 Min
<p>1. Transition Skating</p> <ul style="list-style-type: none"> Players skate around the pylons. Add pucks. <p>2. Stationary Puck Control</p> <ul style="list-style-type: none"> Players perform various stickhandling moves while stationary. <p>3. Moving Puck Control</p> <ul style="list-style-type: none"> Players perform stickhandling moves while moving. 	



Drill Name & Description	Time
Moving Puck Control	12 Min
<p>Players start in corner and carry a puck through the pylons, performing different moves at every pylon.</p> <p>Keep the pace high with lots of repetitions.</p>	



Drill Name & Description	Time
Skate and Shoot Station	10 Min
<p>Players start on side boards, skate hard with puck towards pylon and drive wide around the pylon protecting the puck to take a shot on net.</p> <p>Alternate pylons each time through. Can also add a player or coach to make the net drive more game like.</p> <p>Repeat same drill on both sides of ice.</p>	

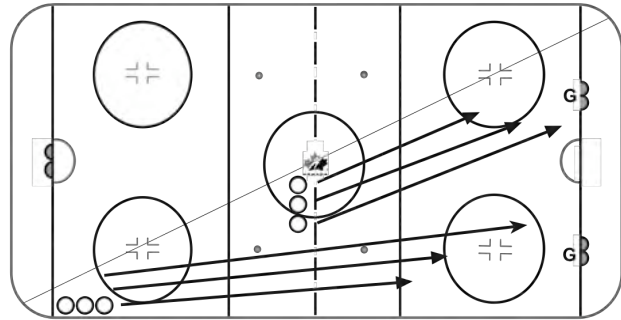


SLEDGE HOCKEY – COACHING RESOURCE

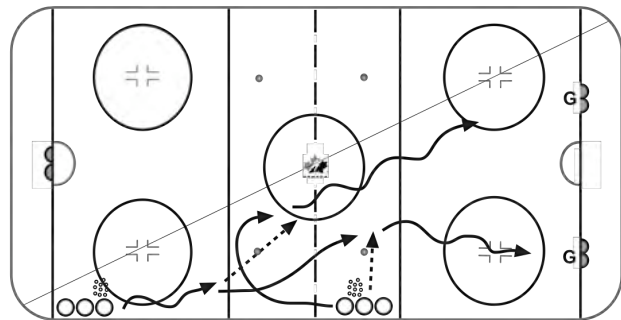
PHASE 1 – LESSON 6

Session Objectives: 1. Shooting, 2. Skate and Pass, 3. Backchecking

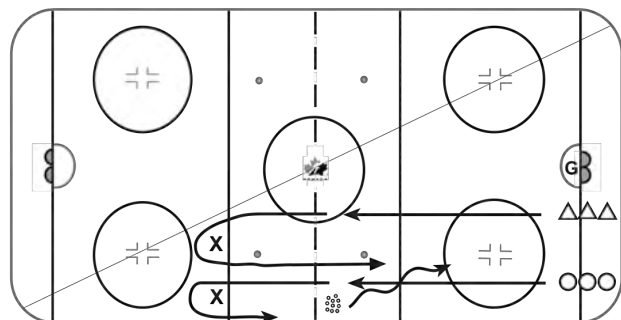
Drill Name & Description	Time
Shooting Warm-Up	10 Min
<p>Start with lines in two places. On whistle 3 players from each line go in for warm-up shots on goaltenders. Give goalie time to recover before next shot.</p>	



Drill Name & Description	Time
Skate and Pass	10 Min
<p>Start with two lines as shown, players from corner skate towards the blue line, players from centre curl down towards blue line, turn up ice and receive pass to go in for shot on net.</p> <p>After making first pass, player from corner line skate to receive pass from second player in centre ice line.</p> <p>Continuous skate and pass, alternate lines.</p>	



Drill Name & Description	Time
Backchecking	10 Min
<p>Two lines, offensive players and defensive players.</p> <p>Players take off at same time, curl around pylons, offensive player picks up puck and goes in for shot on net, while the other player backchecks.</p> <p>Alternate lines.</p>	

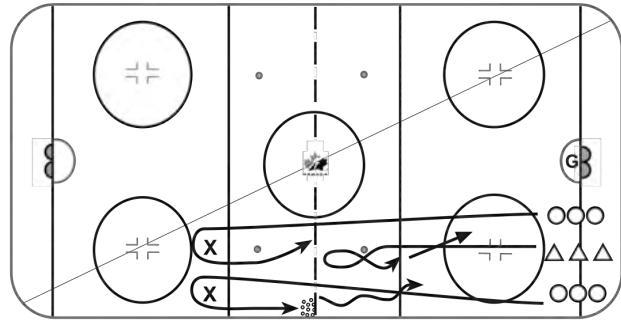


SLEDGE HOCKEY – COACHING RESOURCE

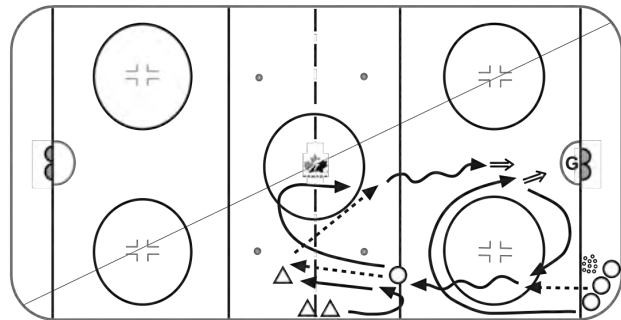
PHASE 1 – LESSON 6

Session Objectives: 1. Shooting, 2. Skate and Pass, 3. Backchecking

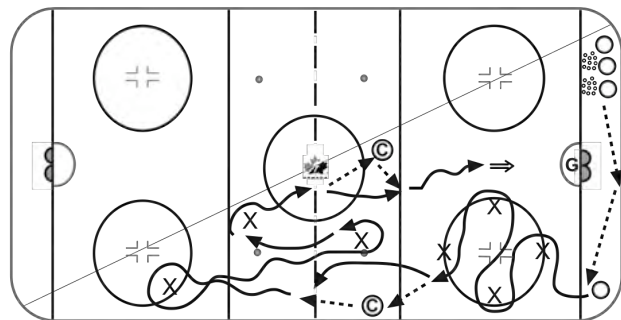
Drill Name & Description	Time
2 on 1	10 Min
<p>Two lines of forwards, 1 line of defense.</p> <p>Forwards and defense go together at same time, skating hard up ice.</p> <p>Forwards retrieve puck and go in on net for 2 on 1. Defense plays good gap.</p>	



Drill Name & Description	Time
2 Shot Transition Drill	10 Min
<p>Forwards start in corner with puck, defense out by red line. Forward skates around top of circle for shot on net.</p> <p>Continue around circle to receive a pass from second player in line. Skate toward centre, pass to defense, forward curl to receive transition pass and takes second shot on net.</p> <p>Defense transition - defense starts at red line and moves up to blueline. After forwards first shot, skates back to red line to receive pass. Passes puck back to forward. Second player in line goes after making pass.</p>	



Drill Name & Description	Time
Skills Circuit	10 Min
<p>Start with one player in bottom corner, the rest in opposite corner. Begin with bank pass to player in corner, then follow pass and wait for bank pass from next player in line.</p> <p>After receiving bank pass follow circuit as shown.</p>	



PHASE 2

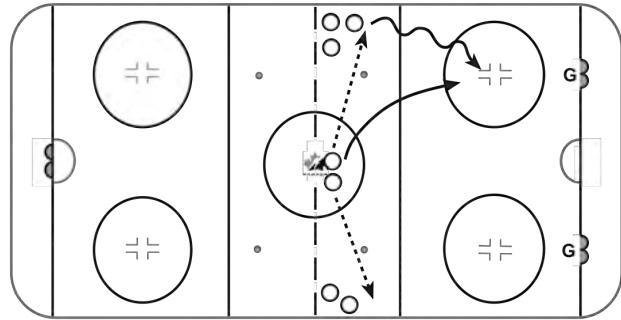
Sledge Hockey Lesson Plan

SLEDGE HOCKEY – COACHING RESOURCE

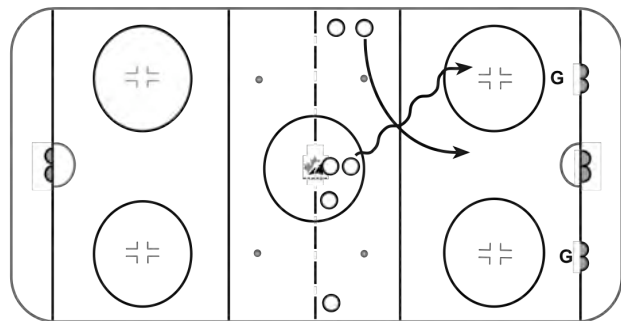
PHASE 2 – LESSON 7

Session Objectives: 1. Pass and Follow, 2. Cross and Carry, 3. Cross and Drop

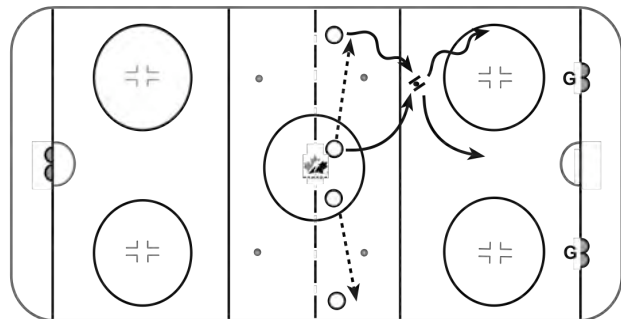
Drill Name & Description	Time
2 on 0 / 2 on 1 Pass and Follow	10 Min
<p>Go from both sides at the same time.</p> <p>Add a defender to make it more difficult.</p>	



Drill Name & Description	Time
2 on 0 / 2 on 1 Cross and Carry	10 Min
<p>Go from both sides at the same time. Cross and carry, fake drop pass, etc.</p> <p>Add a defender to make it more difficult.</p>	



Drill Name & Description	Time
Cross and Drop	10 Min
<p>Go from both sides at the same time. Drop pass just inside blue line</p> <p>Add a defender to make it more difficult.</p>	

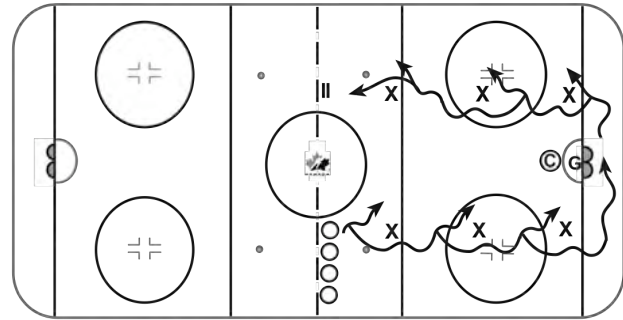


SLEDGE HOCKEY – COACHING RESOURCE

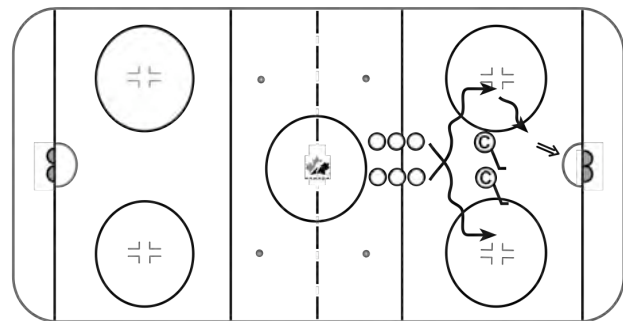
PHASE 2 – LESSON 7

Session Objectives: 1. Fakes, 2. Puck Protection

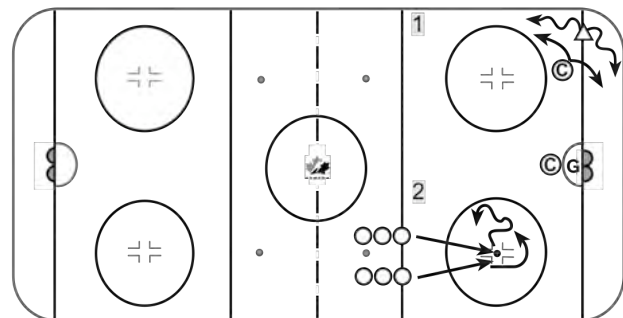
Drill Name & Description	Time
Fakes	10 Min
<p>1. How to fake in place (learning: body fakes, shooting fakes, fake pass).</p> <p>Attack triangle: in place with partner just stick handling “in the triangle”.</p> <p>2. In movement with cones as shown.</p>	



Drill Name & Description	Time
Puck Protection 1	10 Min
<p>Two coaches at hash mark, two columns.</p> <p>Diagonally player goes around coach, protects puck and drives to net.</p>	



Drill Name & Description	Time
Puck Protection 2	10 Min
<p>1. Puck protection by D in corner along the boards while coach adds pressure forcing D to react.</p> <p>2. Race for the Puck</p> <ul style="list-style-type: none"> • Two columns of F's • Coach places a puck in the circle • At whistle, first two players race for possession • Player in possession protects puck under heavy pressure from other player (time: 6-8 seconds) 	

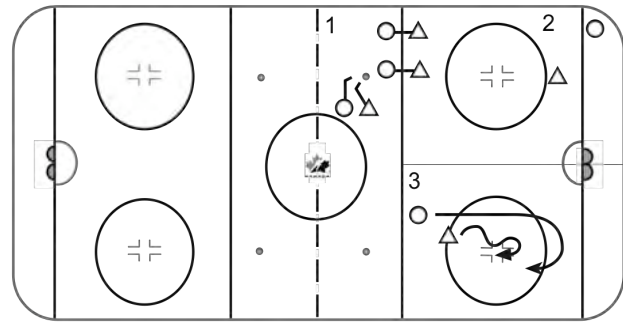


SLEDGE HOCKEY – COACHING RESOURCE

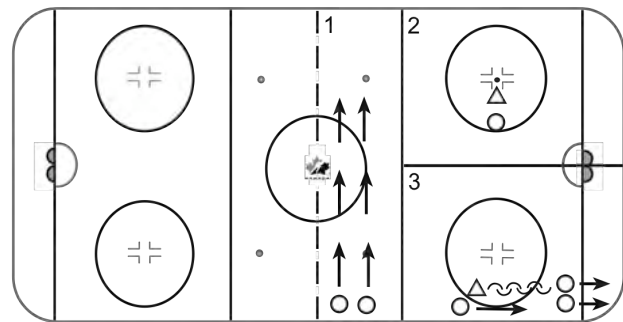
PHASE 2 – LESSON 8

Session Objectives: 1. Checking Skills, 2. Angling, 3. Containing

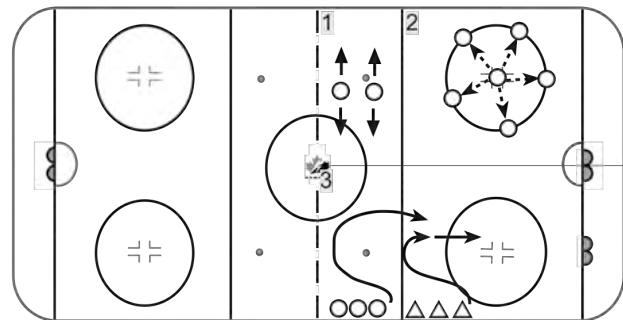
Drill Name & Description	Time
Checking Skills 1	15 Min
<ol style="list-style-type: none"> Containing <ul style="list-style-type: none"> Defender tries to contain forward in the corner. Defense Escape Moves <ul style="list-style-type: none"> Defense carries puck backwards and performs escape moves to get away from the forechecking forward. 	



Drill Name & Description	Time
Checking Skills 2	15 Min
<ol style="list-style-type: none"> Partner Bumping <ul style="list-style-type: none"> Player pairs up and bump shoulder to shoulder across ice, working on good checking posture. Protect the Dot <ul style="list-style-type: none"> Defender tries to prevent the forward from getting the puck on the face off dot. 1 on 1 Angling <ul style="list-style-type: none"> Forward carries puck along boards while defender tries to take ice away by angling and finishing with a pin. 	



Drill Name & Description	Time
Checking Skills 3	15 Min
<ol style="list-style-type: none"> Mirror Drill <ul style="list-style-type: none"> One player moves either way and the defender has to mirror the pattern. Circle Bump <ul style="list-style-type: none"> Players on outside of circle place sled blade on the line and get in good hit reception stance. Player in middle picks players at random to move out them to knock them off the circle. Angling <ul style="list-style-type: none"> Forward starts with by carrying puck to the middle of the ice, defender has to jump out and take away lane to net. 	

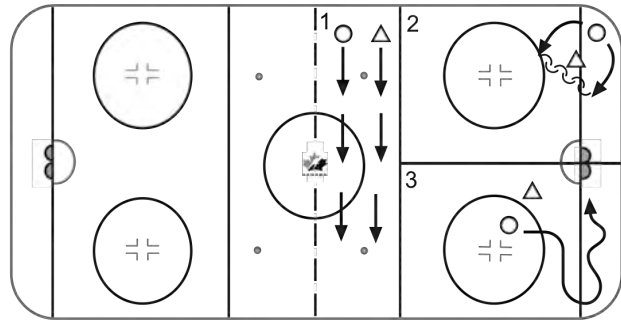


SLEDGE HOCKEY – COACHING RESOURCE

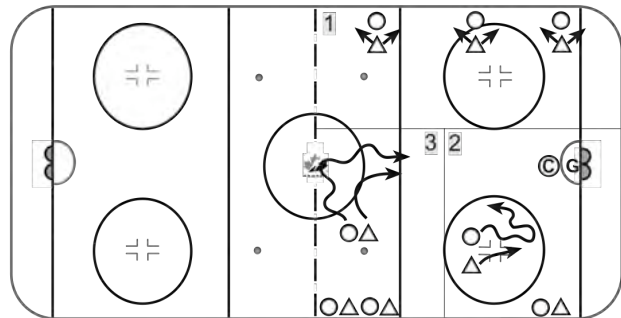
PHASE 2 – LESSON 8

Session Objectives: 1. Checking Skills, 2. 1 on 1's, 3. Puck Protection

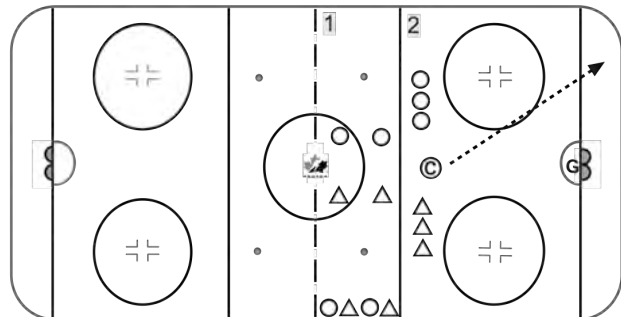
Drill Name & Description	Time
Checking Skills 4	15 Min
<ol style="list-style-type: none"> Partner Bumping <ul style="list-style-type: none"> Player pairs up and bump shoulder to shoulder across ice, working on good checking posture. Corner Contain <ul style="list-style-type: none"> Defender contains forward in the corner and prevents walk out. 1 on 1 <ul style="list-style-type: none"> Forward starts at dot, defender at net front and prevents forward from getting to the net. 	



Drill Name & Description	Time
Puck Protection	15 Min
<ol style="list-style-type: none"> Stationary puck protection. Moving puck protection, 1-1 in circle. 1-1 between red line and top of circle. 	



Drill Name & Description	Time
Checking Games	15 Min
<ol style="list-style-type: none"> 1 on 1 Across Ice <ul style="list-style-type: none"> Players play 1 on 1 across ice; goal is scored by pinning the puck on the boards. 3 on 3 <ul style="list-style-type: none"> Coach dumps puck in, defender play to concentrate on good positioning and foot work. 	

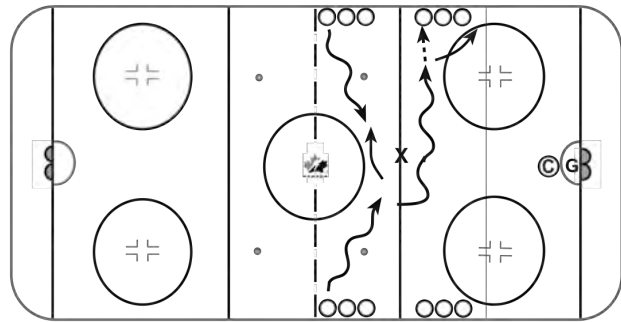


SLEDGE HOCKEY – COACHING RESOURCE

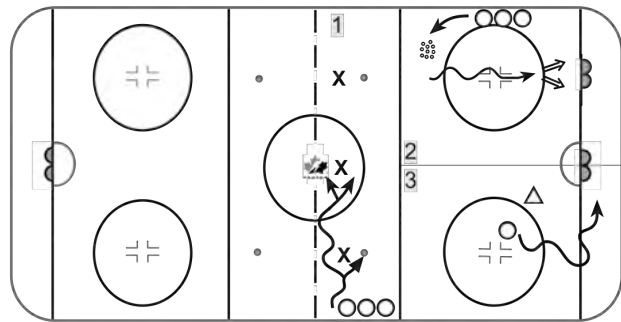
PHASE 2 – LESSON 9

Session Objectives: 1. Fakes, 2. Defensemen Agility, 3. Shooting

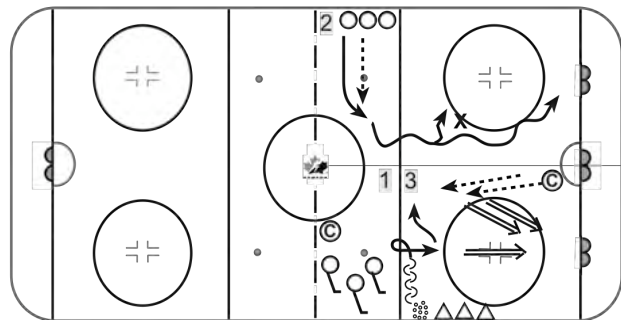
Drill Name & Description	Time
Fakes 1	15 Min
<p>Choice: body fake, shooting fake, fake pass.</p> <ul style="list-style-type: none"> • Four lines • Cone in middle • One at a time, players fake to cone and pass after fake <p>Coach works with goalies on movement.</p>	



Drill Name & Description	Time
Fakes 2	15 Min
<ol style="list-style-type: none"> 1. Skating / Body Fake 2. Fake Shot 3. 1 on 1 <ul style="list-style-type: none"> • Forward starts at dot, defender at net front and prevents forward from getting to the net. 	



Drill Name & Description	Time
Fakes 3	15 Min
<ol style="list-style-type: none"> 1. Stationary Fakes <ul style="list-style-type: none"> • Head, shoulders, arms, stick, body weight - all moving on one side to give the impression of going to that side followed with a quick move on the opposite side. • Practice on both sides. 2. Player receives pass, drive to the net and fake goalie. 3. D three shots, D skate across blueline with puck and then move in and shoot. Moves back to blueline and coach makes two passes for two shots. 	

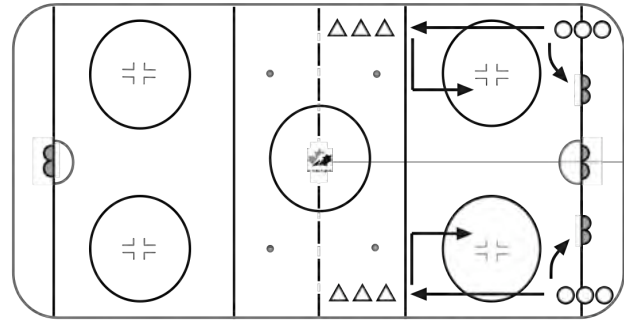


SLEDGE HOCKEY – COACHING RESOURCE

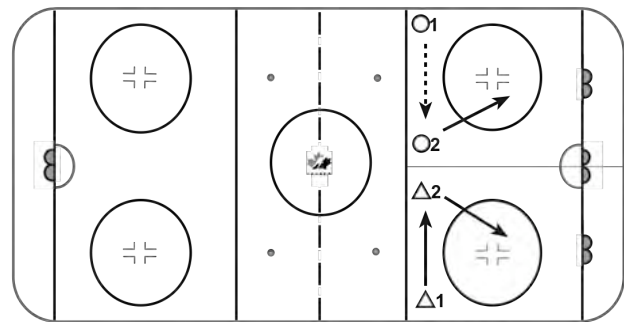
PHASE 2 – LESSON 9

Session Objectives: 1. Attack Options from the Point, 2. One-Timers, 3. Offensive Tactics

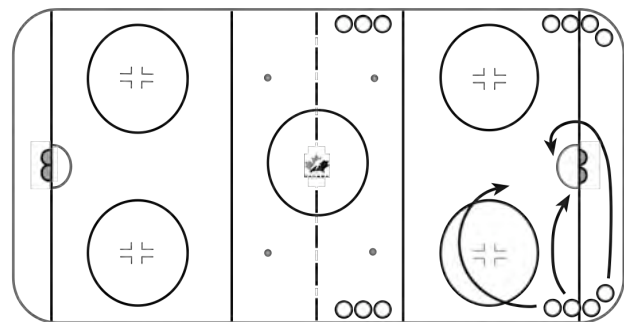
Drill Name & Description	Time
Attack Options from the Point	10 Min
<p>1. Drag and Shoot</p> <ul style="list-style-type: none"> F1 pass to D F1 go to net, D drag and shoot Run both sides simultaneously <p>2. Sprint and Shoot</p>	



Drill Name & Description	Time
One-Timers	10 Min
<p>Player 1 passes to player 2 for one-timer.</p> <p>Use both sides of zone, two nets.</p> <p>Forwards and Defense are involved.</p> <p>Option to put F in front for screen/tip.</p> <p>Use neutral zone for technical skills stations.</p>	



Drill Name & Description	Time
Offensive Tactics	10 Min
<p>Secondary Options</p> <ul style="list-style-type: none"> High and low walkout Wrap around Give and go Fake wrap Use neutral zone area for other drill (i.e. skating, puck control, etc.) 	

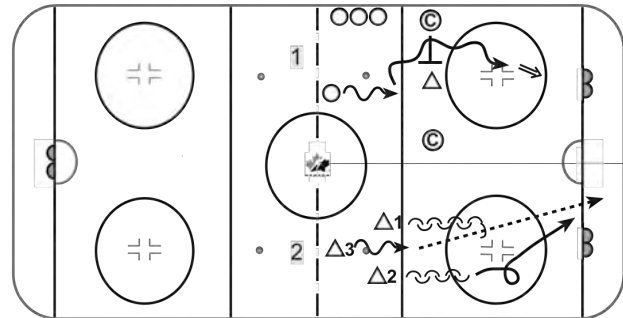


SLEDGE HOCKEY – COACHING RESOURCE

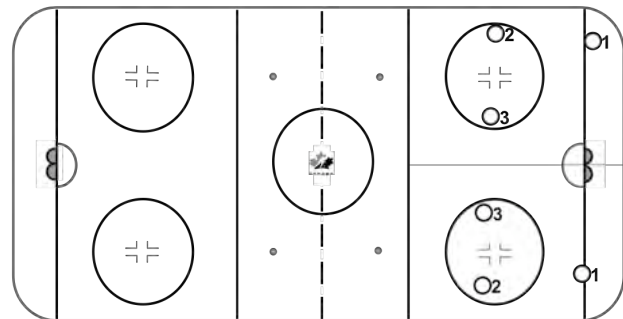
PHASE 2 – LESSON 10

Session Objectives: 1. Pick Plays, 2. Cycling

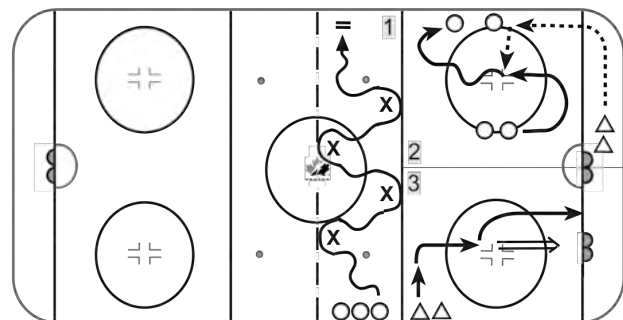
Drill Name & Description	Time
Picks	10 Min
<p>1. Two coaches position as shown. One D in the middle as defensive player.</p> <p>On signal, puck carrier starts moving and one of the coaches moves for a pick on the D. Puck carrier reads the pick and reacts by skating “behind” the pick and shoots.</p> <p>2. D1 and D2 skate back into D-zone. D3 skates with puck and dumps it in. D1 applies the pick while D2 retrieves the puck.</p>	



Drill Name & Description	Time
Cycling 1	10 Min
<p>Use both corners for cycling drill with no shots.</p> <p>Low and high cycle.</p> <p>Use neutral zone for individual skill work for D and G.</p>	



Drill Name & Description	Time
Cycling 2	15 Min
<p>1. Moving Puck Control / Fakes / Skill Work</p> <ul style="list-style-type: none"> • Players work on fakes and puck control moves. <p>2. Rim Pass Reception</p> <ul style="list-style-type: none"> • D rims puck, forwards work on receiving pass off the wall. <p>3. Puck Retrievals</p> <ul style="list-style-type: none"> • Forwards dumps in puck, Defense work on retrievals. 	

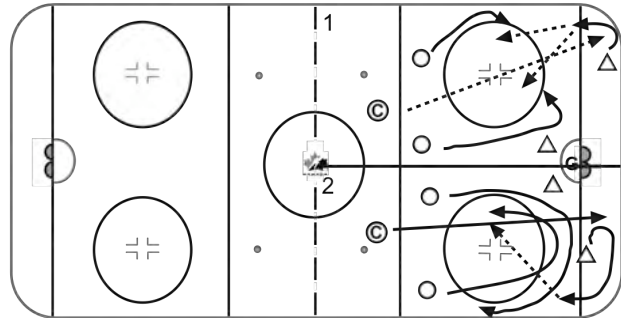


SLEDGE HOCKEY – COACHING RESOURCE

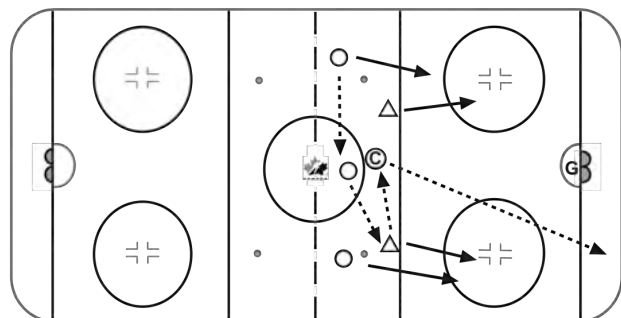
PHASE 2 – LESSON 10

Session Objectives: 1. Breakouts

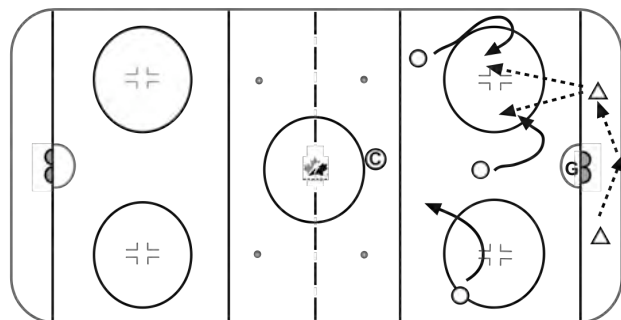
Drill Name & Description	Time
Breakouts 1	10 Min
<p>Divide players into two groups, and work on basic breakout positioning and passing on each side of the ice.</p> <p>Start with Defense stationary and deep, so they have time to gain control of the shoot in and decide what to do.</p> <p>Work on all breakout options - wheel, reverse, turn back, quick up.</p>	



Drill Name & Description	Time
Breakouts 2	10 Min
<p>All breakout options.</p> <p>5 players start by passing puck around in neutral zone, once puck is passed to coach, coach dumps it in and player go into zone for breakout.</p> <p>Regroup with coach back in zone to attack offensively 3-2.</p>	



Drill Name & Description	Time
Breakout - Over Pass	10 Min
<p>5 players start by passing puck around in neutral zone, once puck is passed to coach, coach dumps it in and player go into zone for breakout.</p> <p>Regroup with coach back in zone to attack offensively 3-2.</p>	

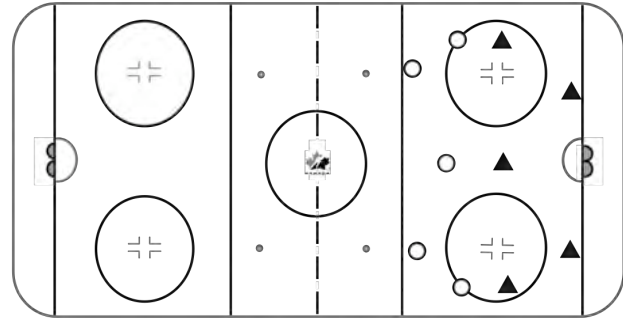


SLEDGE HOCKEY – COACHING RESOURCE

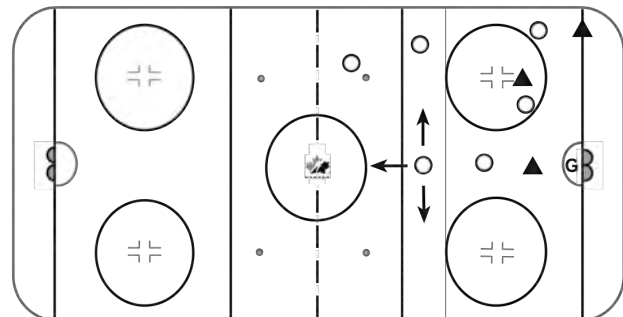
PHASE 2 – LESSON 11

Session Objectives: 1. D-Zone Situations, 2. D-Zone Coverage

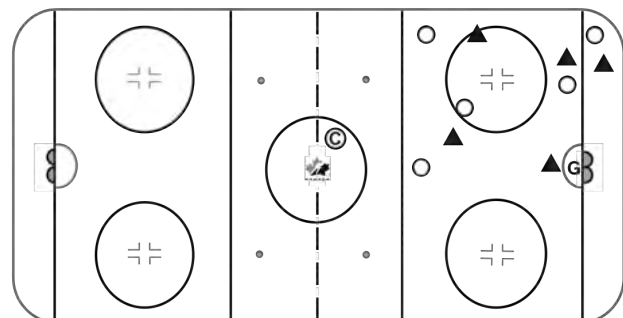
Drill Name & Description	Time
D-Zone Situations	10 Min
<p>Use entire end zone to teach defensive responsibilities and situations.</p> <ul style="list-style-type: none"> • Puck carrier behind net • Defending the cycle • Active D • Rotation • Players not immediately involved are in neutral zone watching or doing technical skill work 	



Drill Name & Description	Time
D-Zone Coverage 1	10 Min
<p>3-3 Down Low</p> <ul style="list-style-type: none"> • 3-3 play below ringette line • Teach coverage, communication, etc. • Roles of all players involved • Players not involved are in neutral zone doing technical skill work 	



Drill Name & Description	Time
D-Zone Coverage 2	10 Min
<p>Coach dumps puck in.</p> <p>Players set up in proper D-zone system as instructed by coach.</p> <p>Coach moves puck to opposite corner to allow players to transfer set-up.</p>	

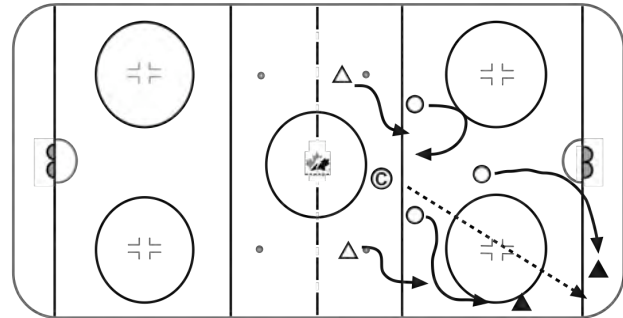


SLEDGE HOCKEY – COACHING RESOURCE

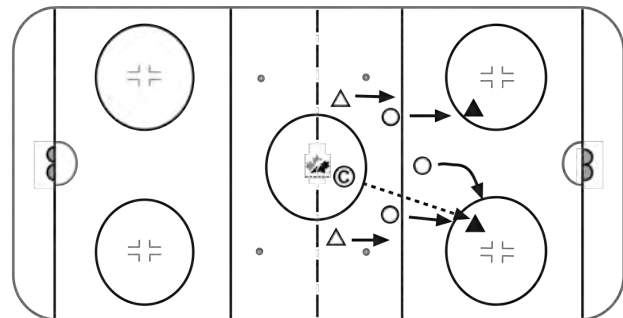
PHASE 2 – LESSON 11

Session Objectives: 1. Forechecking, 2. Neutral Zone Forecheck

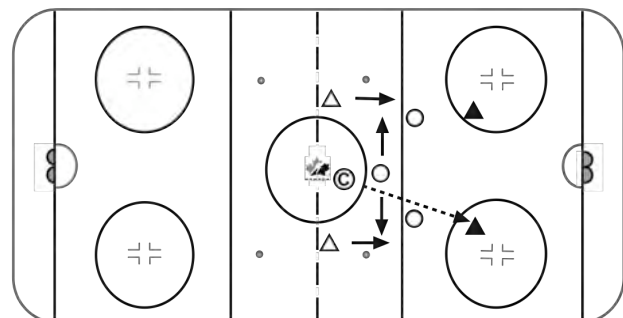
Drill Name & Description	Time
Forechecking	10 Min
<p>Coach dumps puck in.</p> <p>D's forecheck on F's.</p> <p>Execute system, i.e. 1-2-2 then 2-1-2 on second run.</p> <p>If D get puck out, pass to coach who dumps backing for second forecheck.</p> <p>If forecheckers get puck, bring out side blue line pass to coach and regroup to go in for second time.</p>	



Drill Name & Description	Time
Neutral Zone Forecheck 1-2-2	10 Min
<ul style="list-style-type: none"> -Coach moves puck to either D. -D looks to move up ice with the puck. -F's forecheck/pressure/angle D. -Execute 1- 2 - 2 forecheck system as outlined by coach. -If D get puck out, pass to coach who dumps backing for second forecheck. -If forecheckers get puck, bring out side blue line pass to coach and regroup to go in for second time. 	



Drill Name & Description	Time
Neutral Zone Forecheck 2-1-2	10 Min
<ul style="list-style-type: none"> -Coach moves puck to either D. -D looks to move up ice with the puck. -F's forecheck/pressure/angle D. -Execute 2-1-2 forecheck system as outlined by coach. -If D get puck out, pass to coach who dumps backing for second forecheck. -If forecheckers get puck, bring out side blue line pass to coach and regroup to go in for second time. 	

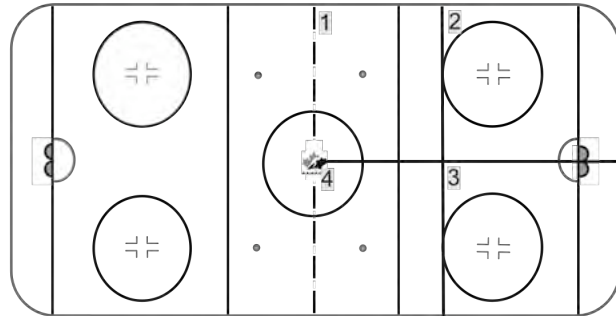


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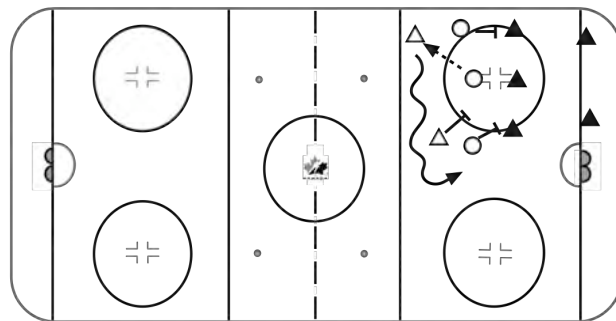
PHASE 2 – LESSON 12

Session Objectives: 1. Face-Offs

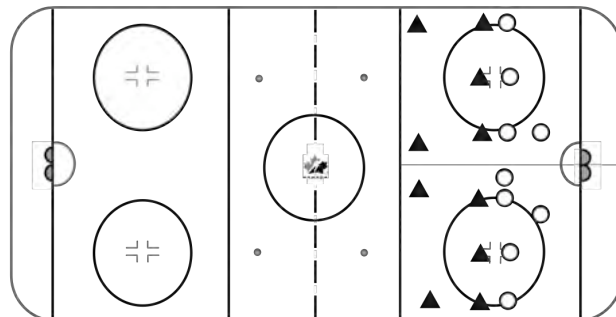
Drill Name & Description	Time
Face-Off Techniques 1	10 Min
<p>Each of the areas is a location for players to practice techniques.</p> <p>Each zone can also be used to work on other technical skills.</p> <ul style="list-style-type: none"> • Draw back to D • Push forward • Tie up • Draw to boards 	



Drill Name & Description	Time
Face-Off Techniques 2	10 Min
<p>Each of the areas is a location for players to practice techniques.</p> <p>Each zone can also be used to work on other technical skills.</p>	



Drill Name & Description	Time
Face-Offs Alignment and Responsibility	10 Min
<p>Use both circles to teach set-up and alignment.</p> <p>Various situations: D-zone, O-zone, PP, PK.</p> <p>Techniques.</p>	

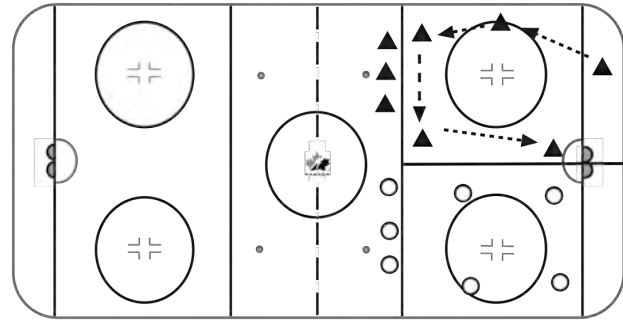


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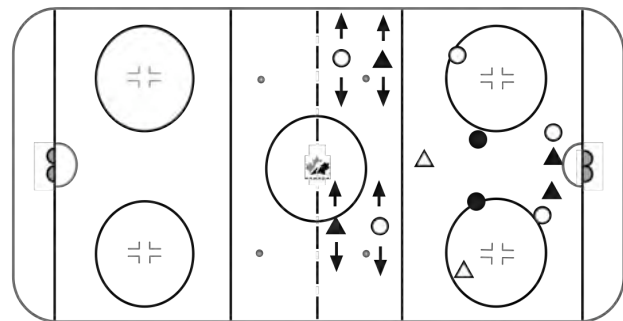
PHASE 2 – LESSON 12

Session Objectives: 1. Penalty Kill, 2. Power Play

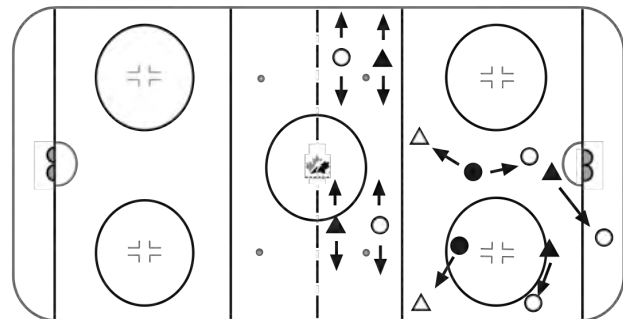
Drill Name & Description	Time
Power Play and PK	10 Min
<p>Start with PP and PK separate so they get used to the movement patterns and assignments.</p> <p>Extra players in neutral zone watching or doing technical skill development.</p> <p>Both zones can be simulated for work on offensive and defensive purposes.</p>	



Drill Name & Description	Time
Power Play	10 Min
<p>Umbrella set up.</p> <p>Extra players in neutral zone watching or doing technical skill development.</p> <p>Can be simulated for work on offensive and defensive purposes.</p>	



Drill Name & Description	Time
Penalty Kill	10 Min
<p>Aggressive box set up.</p> <p>Extra players in neutral zone watching or doing technical skill development.</p> <p>Can be simulated for work on offensive and defensive purposes.</p>	



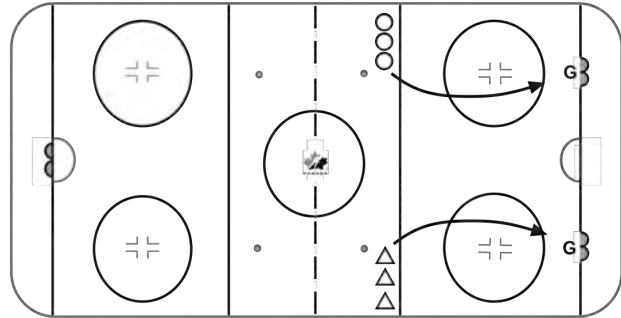
PHASE 3

Sledge Hockey Lesson Plan

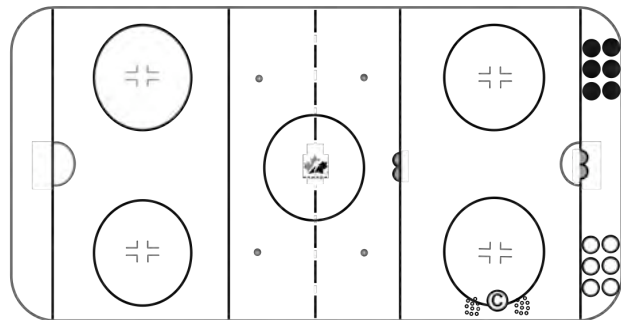
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 13

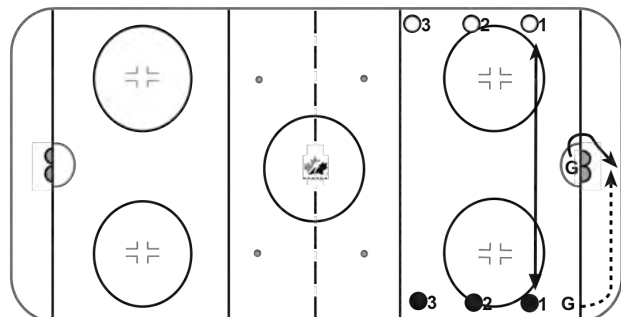
Drill Name & Description	Time
Half Ice 3 on 0	10 Min
<p>Three F's go and shoot a 3-0. They all clear zone and get a pass from coach; back for second 3-0.</p> <p>Next time clear the zone and go back 2-1.</p> <p>Fourth time go back 1-2.</p> <p>The three players decide who D-man is and the D-man get to be the rusher on the 1-2.</p>	



Drill Name & Description	Time
2-2 / 3-3	10 Min
<p>Coach has pucks in the zone, nets at the bluelines.</p> <p>On whistle, two black and two white players jump in the zone and play a 2-2 game. If one team scores, coach ships in a new puck and play continues.</p> <p>To change, blow whistle, players leave the puck and four new players jump in.</p> <p>Players not playing can stretch if drill is at end or start of practice.</p> <p>Shifts should be game-like; 40 seconds.</p>	



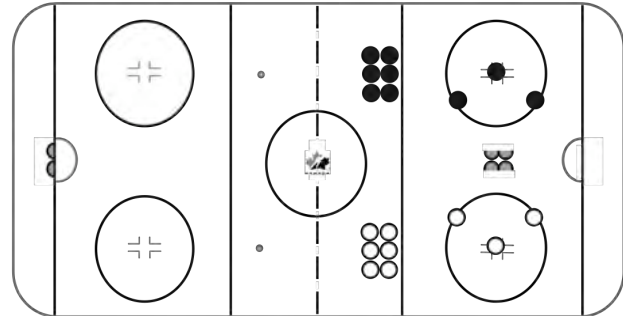
Drill Name & Description	Time
Pin Game	10 Min
<p>Good warm up game, both teams drill. Everyone will play 1-1 cross ice.</p> <p>Divide players into the three zones and they play 1-1. To score a point, a player must press the puck on the boards with their stick; you get three points if you hold it for three seconds.</p> <p>Play for two-four minutes. Can also cut in half if coaches want.</p>	



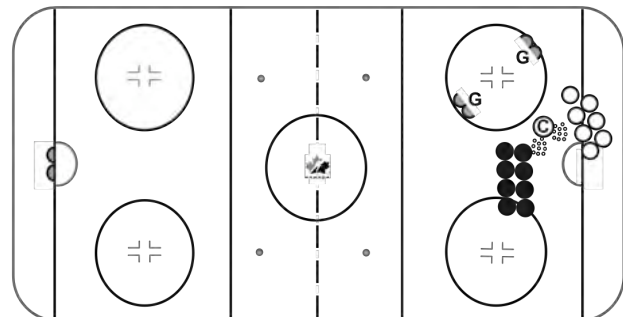
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 13

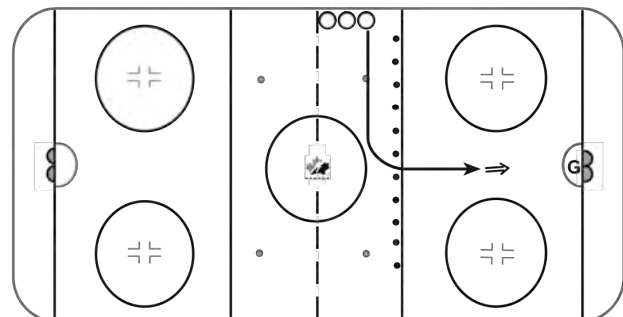
Drill Name & Description	Time
Back to Back Nets	10 Min
<p>Half ice drill, nets are placed back to back between the hash marks.</p> <p>Three black play three white players. One black and one white have to stay in contact with the face-off dot; they are the “slot men”.</p> <p>Play a 40 second shift, anyone can score.</p> <p>A great drill for goalies to follow behind the net play.</p>	



Drill Name & Description	Time
Corner Drill	10 Min
<p>Half or quarter ice drill, place nets close together on an angle.</p> <p>Two black play 2 white players. Any puck out of play or if a goal is scored, coach chips in a new puck and keep going. Whistle changes players.</p> <p>Play to nine goals.</p> <p>Can allow $\frac{3}{4}$ ice for other team; if $\frac{1}{4}$ ice have second group in neutral zone, i.e. agility skate.</p>	



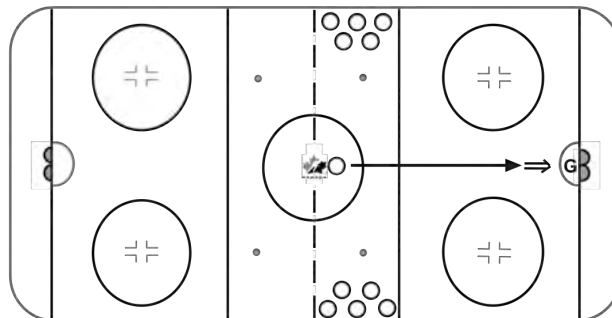
Drill Name & Description	Time
10 Puck Showdown	10 Min
<p>Could do half ice or competition for fun between two teams.</p> <p>Place 10 pucks on each blue line, black versus white. A player has a breakaway, if he scores, the next guy goes; if he misses, he retrieves the puck, sets it back on the blue line and goes to the back of the line.</p> <p>First team to empty the blue line win. Have proper goalie with same age shooter.</p>	



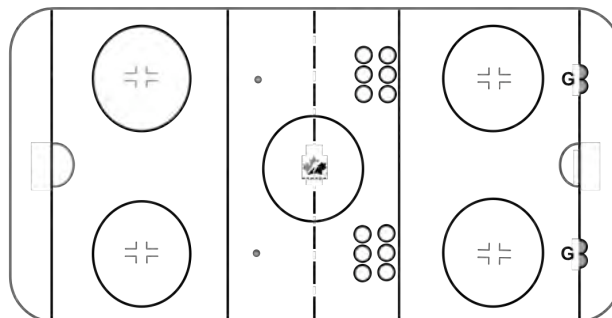
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 14

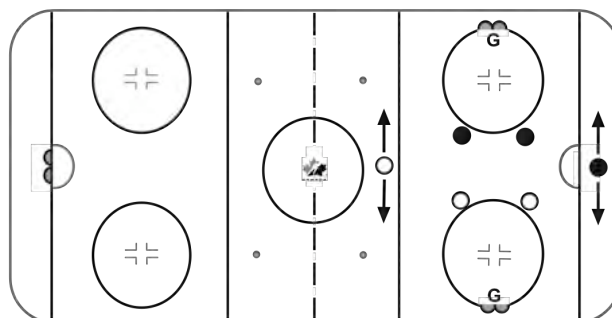
Drill Name & Description	Time
Yes-No Showdown	10 Min
<p>Half ice or do as a group, cool down.</p> <p>G's at one end.</p> <p>A player stands at center ice ready for a breakaway; teammates must predict if he will score or not. One side of the ice is "no", the other side is "yes".</p> <p>If you predict correctly, there is no task; if wrong, you must do one hard wall to wall sprint.</p> <p>Go until everyone shoots.</p> <p>G's skate if scored upon.</p>	



Drill Name & Description	Time
Side-By-Side Shootout	10 Min
<p>Place net at one end on the goal line.</p> <p>Have a shootout to seven goals - first to score seven wins.</p> <p>The next shooter cannot go until the previous shooter clears the zone across the blueline.</p>	



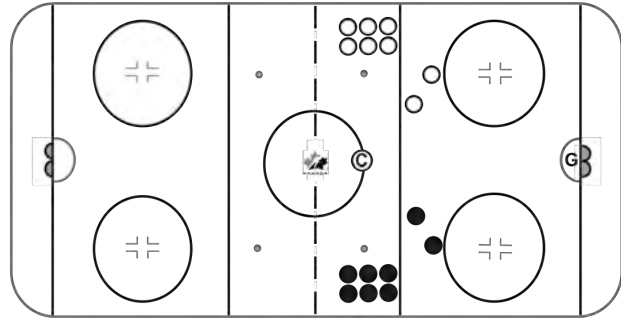
Drill Name & Description	Time
2 -2 Cross Ice Outlet	10 Min
<p>Put nets at the side boards and play a 2-2 cross ice game.</p> <p>However, each team has a player that must stay outside the blueline or below the goal line.</p> <p>These players can be used as outlet people but they cannot shoot or score.</p>	



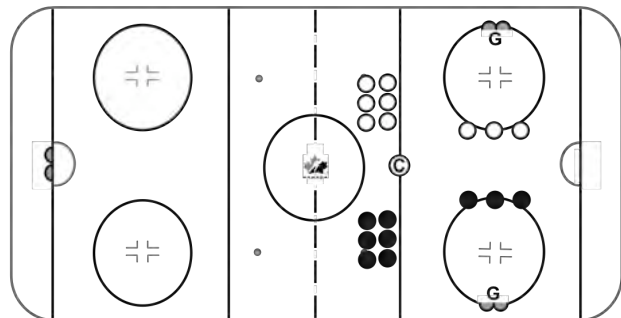
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 14

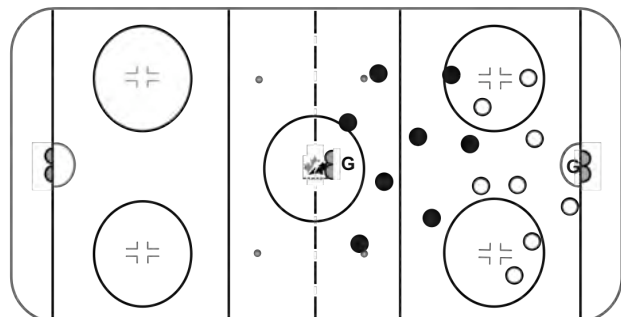
Drill Name & Description	Time
One Goaltender 2-2	10 Min
<p>If you only have one G or you want to go ½ ice, this is a good drill.</p> <p>Coach dumps in a puck, the first team to touch it is offense and tries to score; the other side tries to turn it over.</p> <p>To be on the offence, they must regroup with the coach; this reverses the role of the players.</p>	



Drill Name & Description	Time
3-3 Cross Ice Quick Change	10 Min
<p>Cross ice scrimmage.</p> <p>Coach has pucks and throws new puck in if there is a goal or it leaves the zone.</p> <p>On the whistle, players leave the puck and new players jump in to play only after the three teammates clear the zone.</p>	



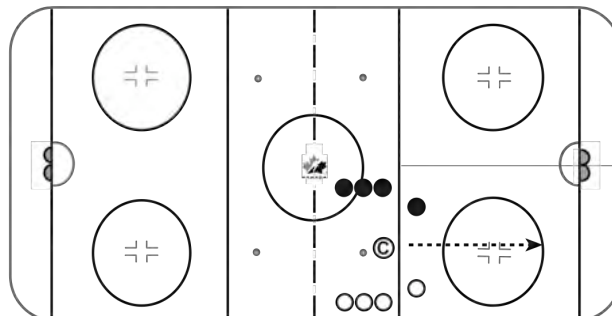
Drill Name & Description	Time
Two Puck Scrimmage	10 Min
<p>Full ice with two same age teams; coach introduces two pucks and play a game.</p> <p>The only rules are that only one puck is allowed below the ringette line at a time and the G must be ready for the shot.</p> <p>or</p> <p>Half ice with one G - have to bank puck off boards to be offense.</p>	



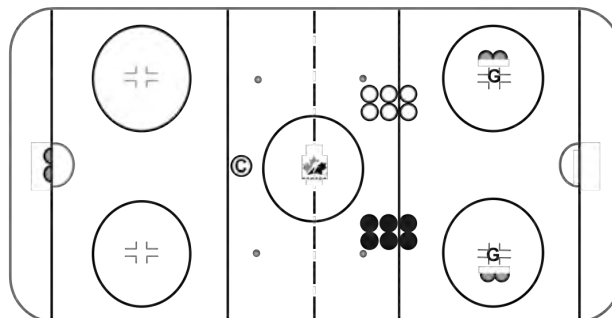
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 15

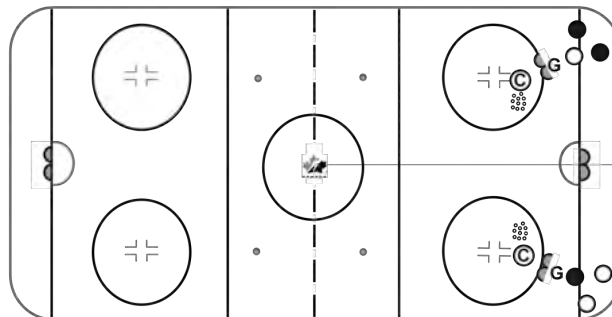
Drill Name & Description	Time
Evasion 1-1	10 Min
<p>¼ ice drill; divide the ice into four areas inside the blue line. Use pylons or sticks to keep the area limited.</p> <p>Coach dumps in a puck and one black and one white player race for it; the first player to carry the puck over the blue line, in control, gets a point for their team.</p> <p>Switch groups competing.</p> <p>Can do all over ¼ ice, or can do a station approach.</p>	



Drill Name & Description	Time
Goalie Fire	10 Min
<p>Place the nets facing each other about 40 feet apart.</p> <p>Coach dumps in a puck and white plays black.</p> <p>Players can score on either net to get goals so goaltenders need to be alert.</p> <p>Whistle changes the attackers and new players cannot enter the zone until their players have cleared the zone.</p>	



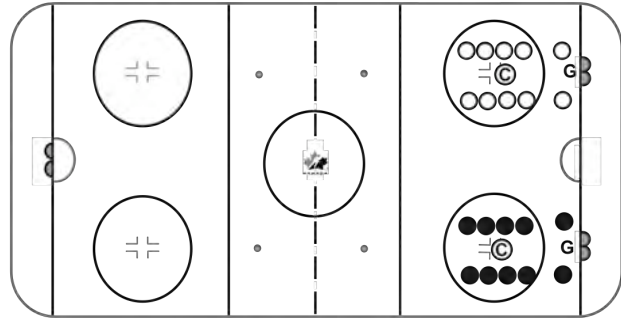
Drill Name & Description	Time
2-1 Corner Drill	10 Min
<p>Line nets up in the corners facing the boards.</p> <p>Coach is behind the net with pucks.</p> <p>Two attackers try to score on one defender.</p> <p>If goal is scored or puck leaves the zone area, coach fires in a new puck.</p> <p>Neutral zone you can do another activity.</p>	



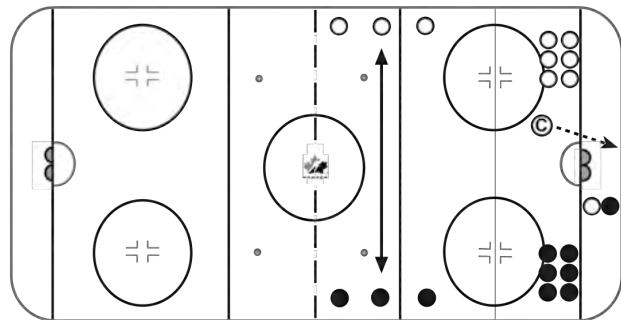
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 15

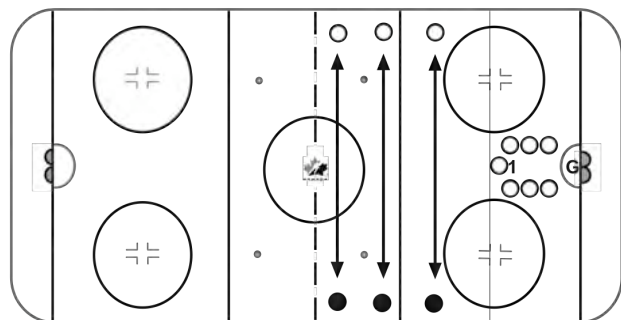
Drill Name & Description	Time
Rebound Rapid Fire	10 Min
<p>In this game, the first team to score 10 goals wins.</p> <p>A shooter (coach or player) fires pucks from about 20 feet out; two players, one from each side of the shooter will go for the rebound and can try to score until puck is cleared, covered or a goal is scored.</p> <p>Coach shoots again, etc. Can play a game - ¼ ice competes against other ¼ ice.</p>	



Drill Name & Description	Time
Puck Battles Low	10 Min
<p>Coach dumps in a puck and players battle for possession; they must stay below the goal line.</p> <p>On the coach's whistle, the player with the puck tries to get to the net and score.</p> <p>First player to score wins, if the puck is cleared or covered, next pair will begin.</p> <p>Also frees up neutral zone area for other activities/drills or use one end and have the other team access 7/8 ice.</p>	



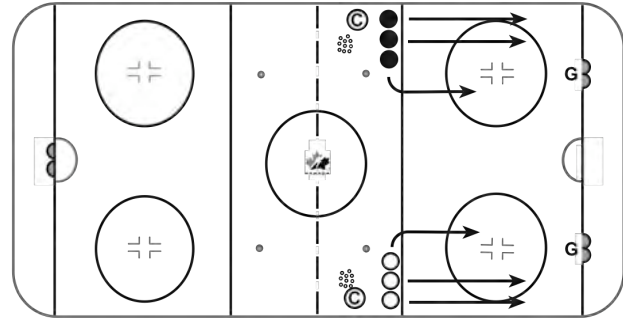
Drill Name & Description	Time
Pioneer Goalie Drill	10 Min
<p>The game starts with a shot from player1 and all others are ready to put in the rebound.</p> <p>Players get a point for every goal; goalie gets a point if they smother the puck or if the puck hits the glass or boards.</p> <p>Play to nine points.</p> <p>Players in neutral zone can play 1 on 1 cross ice while waiting.</p>	



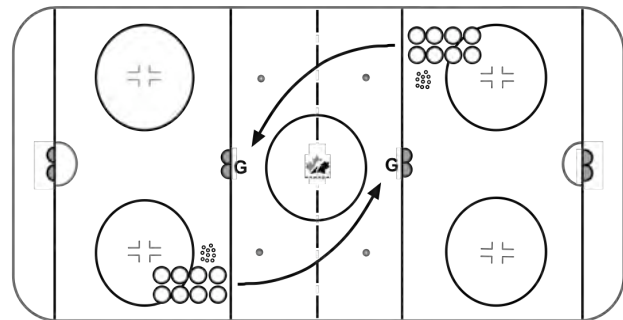
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 16

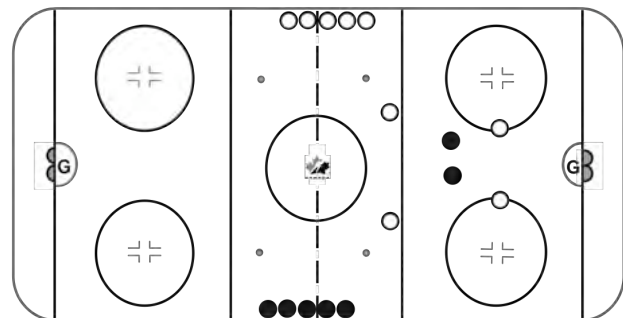
Drill Name & Description	Time
3-0 Scoring Drill	10 Min
<p>Team black versus team white; three players leave from each team on the whistle.</p> <p>They go 3-0 on goalie and have on shot/one rebound chance to score. Then they clear the zone, stay on side, get a pass from coach and attack again.</p> <p>Do this three times total; whoever scores the most gets one point. If it is a tie the first team finished the drill gets the point.</p> <p>Next two groups go. Play to seven.</p>	



Drill Name & Description	Time
Two Goal Neutral Zone Shootout	10 Min
<p>Move nets to 1/3 ice and play blueline in; two groups, black and white, line up on the blueline.</p> <p>On the whistle, the teams attack the goal and try to score; if they score, one player must go back, get a second puck and the two attack again.</p> <p>The first team to score two goals wins and gets one point. Play to nine points.</p>	



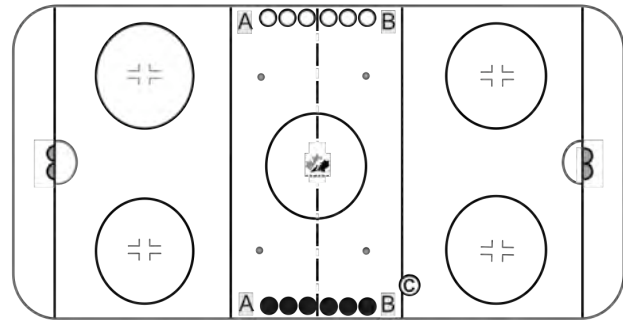
Drill Name & Description	Time
Quick Up Scrimmage	10 Min
<p>The scrimmage starts off with a 2-2 or 3-3 in one end of the ice with black team trying to score and white team defending.</p> <p>If white turns the puck over, they pass it to the three white players at the blueline who go to the far end where three black are inside the zone.</p> <p>Here, white tries to score, black tries to turn it up to three black players on the blueline; continue. Works best with two teams, same age group or similar skills.</p>	



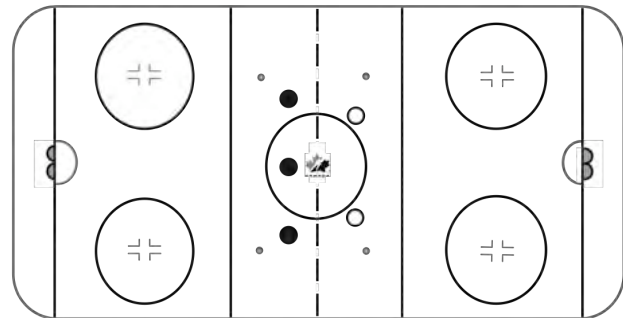
SLEDGE HOCKEY – COACHING RESOURCE

PHASE 3 – LESSON 16

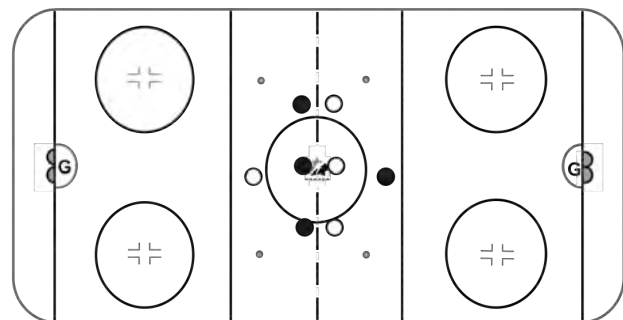
Drill Name & Description	Time
French Scrimmage	10 Min
<p>Two teams, full ice.</p> <p>A normal scrimmage but the coach determines how many players are on the ice by how many times he blows the whistle for a change.</p> <p>Could be 1-1, 2-2, 3-3, etc. Play either cross ice or full ice.</p> <p>Be sure only same age players are on at once; have Junior out door A and Intermediate out door B if you have different level players practicing.</p>	



Drill Name & Description	Time
Odd Man Scrimmage	10 Min
<p>Two teams, full ice.</p> <p>To practice specialty teams or odd man situations, have every scrimmage a 2-1, 3- 2, 5-4, etc.</p> <p>Simply let teams know on the bench before the whistle, how many will be going on next shift.</p> <p>Safety: make sure PeeWees on ice at same time.</p>	



Drill Name & Description	Time
Shootout 3-1	10 Min
<p>Can also be 2-1, 2-0, 3-0. Teams are divided in two and are in the neutral zone.</p> <p>On whistle, 3 black players go 3-1 on a white player; at the other end, 3 white players go 3-1 on a black player. If a goal is scored, they must get a new puck in the neutral zone, stay on side and attack again.</p> <p>To win, the team must score two goals. Give a point for the first team to score two goals and play to seven. Can do separate or play a game versus each other; if together, need same age groups.</p>	



SLEDGE HOCKEY – COACHING RESOURCE

BLANK PRACTICE PLANS

Drill Name & Description	Time

Drill Name & Description	Time

Drill Name & Description	Time

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BLANK PRACTICE PLANS

Drill Name & Description	Time

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