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## USA Hockey Consent To Treat/Medical History Form



This is to certify that on this date, I \_\_\_\_\_, as parent or guardian of \_\_\_\_\_, (athlete participant), or for myself as an adult participant, give my consent to USA Hockey and its medical representative to obtain medical care from any licensed physician, hospital, or clinic for the above mentioned participant, for any injury that could arise from participation in USA Hockey sanctioned events.

If said participant is covered by any insurance company, please complete the following:

Insurance Company: \_\_\_\_\_

Policy Number: \_\_\_\_\_

Parent/Guardian/Adult Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Excess accident insurance up to \$25,000, subject to deductibles, exclusions and certain limitations, is provided to all USA Hockey registered team participants. For further details visit usahockey.com or contact USA Hockey at (719) 576-USAH.

### EMERGENCY CONTACT

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Physician's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Hospital of Choice: \_\_\_\_\_

### COMPLETION OF MEDICAL HISTORY INFORMATION BELOW IS OPTIONAL

#### MEDICAL HISTORY

If the answer to any of the following questions is yes, please describe the problem and its implications for proper first aid treatment on the back of this form.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Head Injury<br><i>(concussion, skull fracture)</i> | <input type="checkbox"/> Asthma              | <input type="checkbox"/> Allergies _____ |
| <input type="checkbox"/> Fainting spells                                    | <input type="checkbox"/> High blood pressure | <input type="checkbox"/> Diabetes _____  |
| <input type="checkbox"/> Convulsions/epilepsy                               | <input type="checkbox"/> Kidney problems     | <input type="checkbox"/> Other _____     |
| <input type="checkbox"/> Neck or back injury                                | <input type="checkbox"/> Hernia _____        |  |
|   | <input type="checkbox"/> Heart murmur _____  |  |

#### Have you had (or do you currently have) any of the following?

Have you had a recent tetanus booster?  Yes  No If yes, when? \_\_\_\_\_

Are you currently taking any medications?  Yes  No If yes, please list all medications on back.

Has a doctor placed any restrictions on your activity?  Yes  No If yes, please explain on back.

3C Rev 2/09

## Chapter 3 Planning for the Season and Practice

### OBJECTIVES

- Discuss why planning for the entire season has significant advantages over day to day planning
- Steps a coach should follow when organizing for the season
- Skills, knowledge, aspects of fitness, and/or personal social skills should be selected as objectives for the season
- Show how the season should be divided to be most effective from a coaching/learning point of view

### INTRODUCTION

Planning for the season involves selecting the season's content (objectives that involve skills, rules, strategies, conditioning, and attitudes) and organizing it into a plan from which practices, games, and other events can be efficiently managed. This chapter provides some reasons why planning will be useful to you. It covers the steps you can use to develop a season plan, gives helpful examples of season objectives, and provides useful forms and examples for completing a season plan.

### WHY PLAN?

Coaches agree that teaching the skills, rules, and strategies essential to the game of hockey are among their primary responsibilities. Most coaches would also agree that improving the physical condition of the players, promoting enjoyment of the game, sportsmanship, and attempting to avoid physical and psychological injury are also outcomes they wish to achieve. Many coaches fail, however, to recognize the importance of planning to accomplish these goals.

*The achievement of goals (business, professional or sports) requires effective planning.*

Organized practices are vital to maximizing the benefits of hockey and minimizing potentially negative effects. Disorganized practices often result in a failure to learn appropriate skills, rules, and/or strategies, and often contributes to injuries and the learning of incorrect information or skills. Organizing your season and planning your practices prior to going on the ice can avoid these problems and can result in the following benefits:

- Maximize valuable ice time
- Assure that the season objectives judged most essential will be included at appropriate times during the season
- Match practice activities with your coaching role and season goals
- Reduce the time devoted to planning practices
- Effectively prepare the team for competition
- Facilitate making day-to-day adjustments in practice objectives
- Provide an important deterrent to liability lawsuits

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## DEVELOPING A SEASON PLAN

Several steps which are directly related to your role as coach can be used to develop a season plan. They involve:

1. Identifying the goals and objectives of the season
2. Sequencing the objectives into those that you wish to achieve in the pre, early, mid, and late season
3. Identifying practice objectives

### Identify Your Goals and Objectives for the Season

Your primary role as a youth hockey coach is to maximize the benefits your players obtain through participation in hockey, while at the same time minimizing the costs. This single statement provides the basis for identifying the specific goals and objectives for your coaching effort. You will influence your players either positively or negatively in each of the following four areas:

- Skill (skating, passing, shooting, etc.)
- Knowledge (rules, strategies, training guidelines)
- Physical fitness (muscular and energy systems)
- Attitude (personal/ social feelings about hockey, self and others)

By thinking of these four areas as goals (to develop skills, knowledge, fitness, and appropriate attitudes), you are taking the initial step toward fulfilling your major role of “maximizing the benefits” of participation in hockey. You are also acting to fulfill your secondary role of “minimizing the costs” (psychological and/or physical injury being the major ones) by providing a specified purpose for the season. Although the identification of goals is an important first step, it is the selection of specific objectives within each goal area that provides the direction necessary to organize the season and plan effective practices. Each of the above goal areas include several objectives.

### Selection of Skill Objectives

*Skills of Hockey* (located at the end of this chapter) provides a list of objectives for each goal area. By reviewing the skills of this list you can select the objectives most appropriate for your players. To

help with this task, USA Hockey has recommended appropriate objectives for players at all levels of play. Key elements are the components of an objective that must be learned to achieve mastery of the skill. Key elements are the basis, therefore, of assessing player performance and for focusing our coaching efforts.

*Selection of specific objectives within each goal area provides the direction necessary to organize for the season and plan effective practices.*

### Selection of Knowledge Objectives

Cognitive information such as rules, strategies of team play and information related to physical conditioning may be appropriate for your players to know. When you identify information that you want your players to know, it is important to treat that information as an objective. Rules pertaining to “off sides” and “icing,” how to warm up and cool down, what to eat for a pregame meal and exercises to avoid are all appropriate objectives because they can influence a player’s performance. By identifying these as objectives, it is more likely that they will be taught at an appropriate time during the season and at an appropriate level of understanding.

### Attitudes

A primary objective in the season plan should be to have all players feel increasingly better about their ability as the season progresses. This should occur not only in the areas of skill, knowledge, and fitness, but should also include qualities of character such as persistence, self-control, tolerance, respect for authority, encouragement of teammates, concentration on the task, commitment to best efforts, and cooperation. Athletes need guidance (modeling, direction, encouragement, gentle rebuking, etc.) to develop such attributes. When achieved, these qualities contribute to performance in athletics and in life itself. Moreover, unlike the opponent, officials, and/or the “breaks of the game,” these qualities are within the control of individual players. The opportunity for individual control has been strongly linked to motivation and motivation is strongly linked to performance.

*Coaches are responsible for developing socially desirable traits like cooperation, persistence, loyalty, and respect for authority.*

As coaches, perhaps the most important and lasting contribution we can leave with our players is improved feelings of self-worth and other socially desirable traits of character. By focusing on controllable qualities like “effort” versus uncontrollable “outcomes,” which are often dependent on others (i.e., an official’s call, the ability of another team, or the final score), we have a unique opportunity to make a significant and lasting contribution to the personal character of our athletes.

Contributing to team membership is another worthy objective that coaches should set for every player. Athletes, especially those who engage in team sports such as ice hockey, must learn to suppress the natural tendency to blame others for a loss or even a bad performance. Players must be taught that their role is to play as well as they can and to think, do, and say those things that will help their teammates do the same. The team will only be as good as its weakest link and often an otherwise excellent team only performs at a mediocre level due to the dissention created by “put downs” making excuses or blaming others.

*Coaches should reward the effort, rather than the outcome, as they review their team’s accomplishments.*

### Identify Practice Objectives

As you place objectives into season divisions and adjust the number of weeks assigned to each division, typically you will find that you have chosen to cover more objectives than your available practice time will allow. A good guide in such situations is to devote sufficient time to the instruction and practice of each objective so that the majority of players are able to make significant improvements. Reviewing the amount of practice time spent on objectives included in the play may reveal why many athletes did not substantially improve on some of the skills taught.

*Select, teach, and practice objectives that are essential to the game at your level of play.*

Merely exposing your team to many skills without sufficient time for them to be learned results in frustration for you and the players. They must sufficiently master the objectives so that they can be used in a game situation. Rather, select, teach, and practice only the objectives that are essential to the game at your level of play. You can always add objectives to your plan as it is implemented, but you cannot recover time wasted on objectives that are not achieved.

Generally, the allotment of time to an objective should be based upon the following instructional needs and should be distributed across several practices. You should allow time

1. to introduce the objective—tell the players what you want them to learn and why it is important,
2. for the players to try the skill and for you to assess their levels of performance,
3. for you to teach the key elements of the skill and for them to practice these elements, and
4. for skill refinement and automation such that the skill can be used in a game situation.

### EFFECTIVE PRACTICES

Effective practices are those sessions that meet the needs of the players to carry out the objectives that are listed in the plan for the season. The keys to effective practices are **careful planning** and **sound instruction**. Both ingredients are under the control of the coach. Therefore, each of your practices should:

- be based upon previous planning, seasonal organization, needs of the team, and needs of the players
- list the objectives and key points that will be the focus of instruction for that practice
- show the amount of time allotted to each objective during the practice
- identify the activities (instructional, drill, or scrimmage) that will be used to teach or practice the objectives
- apply the guidelines for effective instruction
- include an evaluation of the strengths and weaknesses of the practice.

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## PRACTICE TIME NEEDED

The amount of time that players can attend to your instruction depends on their ages and developmental levels. Generally, players aged ten and under cannot effectively tolerate more than one hour of concentrated practice. As age advances and the abilities of players improve the practices, too, can be slightly longer. **The primary problem in youth ice hockey is to use effectively the time that is available.**

Another common problem in youth ice hockey is to define far too many objectives and then teach for exposure rather than mastery. When insufficient time is devoted to important skills, the result is incompetence and frustration. A good rule is to distribute your practice time across several objectives. Then devote sufficient time to each objective so that a meaningful change in the performance of 80 percent of the players has occurred. Devote time in additional practices to the objective until the players are able to transfer the skill into gamelike drills. At that point, they can be expected to transfer the skills of practice into their games.

## CHARACTERISTICS OF A GOOD DRILL

The two most important components of your practices are the **development of individual skills** and the translation of these **skills into game-like situations through drills**. Therefore, the drills that you select must be related to your objectives. Too often coaches use drills that are traditional or favorites of the players but that have no relevance to the skills to be learned. Such drills waste valuable time. Drills should be selected or developed according to the following features. Drills should:

- have a meaningful objective
- require a relatively short explanation
- provide an excellent opportunity for players to master the skill or concept
- be easily modified to accommodate skilled and unskilled players
- provide opportunity for skill analysis and feedback to players
- the drill should be challenging and fun

Write your drills on single sheets or cards. After the practice, write your comments about the drill's usefulness directly on the card and file the card for future use. Good drills can be used many times during a season. Share your drills with fellow coaches.

## GUIDELINES FOR YOUTH

### 8-and-Under Through 18-and-Under

1. Team schedules should include at least three practices for every game.
2. The recommended maximum number of games per season is:
  - (A) 20 games for 8-and-Under
  - (B) 25 games for 10-and-Under
  - (C) 35 games for 12-and-Under
  - (D) 40 games for 14-and-Under
  - (E) 45 games for 18-and-Under
3. 8-and-Under and 10-and-Under should play their games at or near their program site. Travel of greater than 10 miles from the program site should be limited to no more than two games per season.
4. Starting times for games should be no later than:
  - (A) 7:00 p.m. for 10-and-Under
  - (B) 8:00 p.m. for 12-and-Under
  - (C) 9:00 p.m. for 14-and-Under
  - (D) 10:00 p.m. for 18-and-Under

Any practice time scheduled before 3:00 p.m. should be set so that the earliest times are reserved for the older age classifications.
5. Scoring records should be de-emphasized at the 8-and-Under, 10-and-Under, and 12-and-Under classifications.
6. Awards should be inexpensive and based on significant achievements. The most gratifying award any player can receive is the joy that comes from skill development that contributes to team success.
7. An opportunity to practice and play under the direction of a good coach is the primary prerequisite to skill development. Players should be given ample opportunities to develop to the limits of their potential, regardless of their abilities.

## SUMMARY

Your role as a coach can be most appropriately filled through the leadership and instruction you provide within the context of practices and games. Clearly, those coaches who are most effective in facilitating their players' achievement of appropriate skills, knowledge, fitness, and attitudes are those who have clear objectives that pertain to these achievements. Organization of the season by selecting and then teaching objectives in an appropriate order, and for an appropriate amount of time, is a major step toward helping players acquire the benefits of hockey. This same planning effort is an essential step in reducing some of hockey's unwanted costs.

## SKILLS OF HOCKEY

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
<b>SKILLS</b>						
<b>Skating</b>	Edge control	X	X	X		
	Ready position	X	X	X		
	Forward start	X	X			
	Forward start right/left		X	X		
	Forward stride	X	X	X		
	Control stop	X	X			
	Backward skating	X	X	X		
	Backward stop	X	X			
	Control turn	X	X			
	Forward crossovers	X	X	X		
<b>Puck Control</b>	Lateral (side to side) dribble	X	X			
	Forward to backward dribble	X	X			
	Diagonal dribble	X	X			
	Attacking the triangle	X	X			
	Forehand shift	X		X		
	Backhand shift		X	X		
	Change of pace		X	X	X	
	Slip through			X	X	
	Slip across			X	X	
	Slip around				X	X

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Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
<b>Puck Control</b>	Fake shot				X	X
	Spin around				X	X
	Puck off boards			X		
	Double shift					X
	Stop and go				X	X
	Grandstand					X
<b>Passing/Receiving</b>	Forehand	X	X	X		
	Backhand	X	X	X		
	Snap			X	X	X
	Flip		X	X	X	X
	Receiving (stick)	X	X	X		
	Receiving (skate)		X	X	X	
	Receiving (hand)			X	X	X
<b>Shooting</b>	Wrist	X	X	X	X	X
	Backhand	X	X	X	X	X
	Snap			X	X	X
	Flip			X	X	X
	Slap			X	X	X
<b>Checking</b>	Poke check	X	X	X		
	Hook check	X	X	X		
	Lift the stick check	X	X	X		
	Covering		X	X	X	X
	Shoulder check				X	X
	Hip check				X	X
<b>Goal Keeping</b>	Basic stance	X	X			
	Parallel shuffle	X	X	X		
	Lateral T-guide	X	X	X		
	Forward and backward moves	X	X	X		
	Stick saves	X	X			
	Body saves	X	X			
	Glove saves	X	X	X		
	Leg saves		X	X		
	Skate saves		X	X	X	
	Stacking pads		X	X	X	
	“V” drop		X	X	X	
	Playing angles			X	X	X
	Rebounds		X	X	X	
	Situations			X	X	X
	<b>Team Play</b>	Position offense	X	X		
Offense in the defensive zone		X	X	X	X	X
Offense in the neutral zone				X	X	X
Offense in the offensive zone			X	X	X	X
2-1-2 Power play			X	X	X	X
Faceoffs		X	X	X	X	X
Territorial defense		X	X	X		
One-man forechecking		X	X	X		
Two-man forechecking				X	X	X
Backchecking (neutral zone)			X	X	X	X
Basic defensive coverage		X	X			
Center on point coverage				X	X	X
Wing on point coverage				X	X	X
Man short situations			X	X	X	X

Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
<b>KNOWLEDGE</b>						
<b>Rules</b>	Face-offs		X	X	X	
	Offsides	X	X	X		
	Icing	X	X	X		
	Checking			X	X	X
<b>Common Infractions</b>	Unsportsmanlike conduct	X	X			
	Boarding		X	X		
	Charging		X	X		
	Cross checking	X	X			
	Elbowing		X	X		
	Kneeing			X	X	
	Falling on puck		X	X		
	High sticking	X	X			
	Holding	X	X			
	Hooking		X	X		
	Interference		X	X		
	Tripping	X	X			
<b>Penalties</b>	Minor	X	X			
	Major	X	X			
	Match		X	X		
	Penalty Shot		X	X		
<b>Nutrition</b>	Pregame meal				X	X
<b>Conditioning</b>	Warm-up	X	X			
	Cool-down	X	X			
	Stretching	X	X			
	Light calisthenics		X	X		
	Overload				X	X
	Adaptation				X	X
	Progression				X	X
<b>FITNESS</b>						
<b>Muscular Strength/Power</b>	Neck					X
	Shoulders/Back					X
	Shoulders/Chest					X
	Upper Arm					X
	Forearm					X
	Chest					X
	Abdomen					X
	Upper leg					X
	Lower leg					X
<b>Muscular Endurance</b>	Neck					X
	Shoulders/Back					X
	Shoulders/Chest					X
	Upper Arm					X
	Forearm					X
	Chest					X
	Abdomen					X
	Upper leg					X
Lower leg					X	

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Performance Area	Specific Abilities	SUGGESTED EMPHASIS				
		Ages 6-8	Ages 9-10	Ages 11-12	Ages 13-14	Ages 15-18
<b>Muscular Flexibility</b>	Hamstrings/Back	X	X	X	X	X
	Hip	X	X	X	X	X
	Arm/Shoulder	X	X	X	X	X
	Lower Leg	X	X	X	X	X
<b>Energy Production</b>	Aerobic				X	X
	Anaerobic					X
<b>ATTITUDES</b>						
<b>Personal</b>	Self worth	X	X	X	X	X
	Self control	X	X	X	X	X
	Coping with success/failure	X	X	X	X	X
	Best efforts	X	X	X	X	X
	Persistence	X	X	X	X	X
	Tolerance	X	X	X	X	X
	Concentration	X	X	X	X	X
	Avoiding excuses	X	X	X	X	X
<b>Social</b>	Cooperation	X	X	X	X	X
	Respect for others	X	X	X	X	X
	Encouraging others	X	X	X	X	X
	Respect for authority	X	X	X	X	X
	Team membership	X	X	X	X	X
	Suppression of "blaming"	X	X	X	X	X
	Suppression of "put downs"	X	X	X	X	X

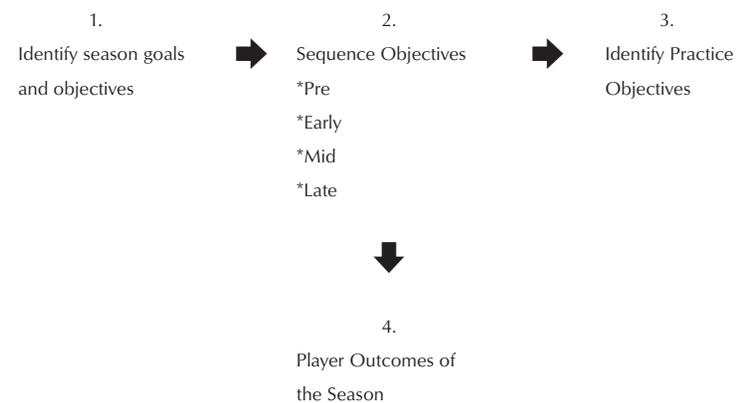
## Chapter 4 Developing a Season Plan

### OBJECTIVES

- Develop a season plan
- Identify the steps in season planning
- Develop short- and long-range goals
- Dividing your season into sections

The organized coach realizes the importance of planning beyond the daily practice plan. To be effective and to ensure that both short- and long-range goals are accomplished, one must map out an overall season plan with a complete schedule that includes practices, competitions and training for the entire season.

### SEASON PLANNING STEPS



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## Sequence the Season's Objectives

After you have selected the objectives most important to your players, you should divide these objectives into categories that you will attempt to achieve in the pre, early, mid and late season. If pre-season activity is possible, it can save you valuable practice time. Many of the objectives pertaining to knowledge of the rules, strategies of team or individual play and some of those involving conditioning can be all or partially achieved before formal practice begins.

The early season should be devoted to teaching, re-teaching and practicing the season's objectives. The mid-season continues with a heavy focus on teaching, but should also devote a lot of time to executing and refining skills within game-like drills or controlled scrimmages. The late season should focus on the maintenance and refinement of early and mid-season skills, and refining team offensive and defensive play. Figure 1 provides an example of the worksheet that can be used to sequence the season's objectives.

SEASON PLAN WORKSHEET					
Goals & Performance Areas	Objectives	Season Division			
		PRE	EARLY	MID	LATE
	(1) _____				
	(2) _____				
	(3) _____				
	(4) _____				
	(5) _____				
	(6) _____				
	(7) _____				
	(8) _____				
	(9) _____				
	(10) _____				
	(11) _____				
	(12) _____				
	(13) _____				
	(14) _____				
	(15) _____				
	(16) _____				
	(17) _____				
	(18) _____				
	(19) _____				
	(20) _____				
	(21) _____				
	(22) _____				
	(23) _____				
	(24) _____				
	(25) _____				
	(26) _____				
	(27) _____				
	(28) _____				
	(29) _____				
	(30) _____				

Figure 1. Example Season Plan Worksheet

**Deciding what objectives should be achieved in pre, early, middle and late season is the basis for all subsequent planning**

## PRE-SEASON

Objectives should be placed in the pre-season when they involve skills, knowledge or attitudes that can be achieved independently, (all or in part) by the player in a safe and efficient manner. This could include learning the basic rules, infractions, penalties, strategies, obtaining appropriate equipment, and developing strength and aerobic fitness.

## EARLY SEASON

Objectives should be placed in the early season if they contain abilities that are prerequisite to attaining other identified objectives. For example, players must be able to skate before they can be expected to skate and stickhandle, or skate, stickhandle, and shoot. This attention to the sequence of skills is particularly important for the inexperienced player, who should spend more time on learning skills.

## MID- AND LATE SEASON

Generally, you should focus on individual skills in the early season, skill combinations in the mid-season and combinations of both, within systems of play in the latter portion of the season. There are no hard and fast divisions among these three phases of the season (in fact, they should blend or overlap into good transitions). However, you should have them clearly in mind as you view the entire season in terms of what you wish to accomplish and the time in which it must be done.

## IDENTIFY PRACTICE OBJECTIVES

As you place objectives into season divisions and adjust the number of weeks assigned to each division, typically you will find that you have chosen to cover more objectives than your available practice time will allow. A good guide in such situations is to devote sufficient time to the

instruction and practice of each objective so that the majority of players are able to make significant improvements. Reviewing the amount of practice time spent on objectives included in the plan may reveal why many athletes did not substantially improve on some of the skills "taught."

**Select, teach and practice objectives that are essential to the game at your level of play**

Merely exposing your team to many skills without sufficient time for them to be learned results in frustration for both you and the players. The players must sufficiently master the objectives so that they can be used in a game situation. Rather, select, teach and practice only the objectives that are essential to the game at your level of play. You can always add objectives to your plan as it is implemented, but you cannot recover time wasted on objectives that are not achieved.

Generally, the allotment of time to an objective should be based upon the following instructional needs and should be distributed across several practices. You should allow time:

1. to introduce the objective – tell the players what you want them to learn and why it is important.
2. for the players to try the skill and for you to assess their levels of performance.
3. to teach the key elements of the skill and for the players to practice these elements.
4. for skill refinement and automation so that the skill can be used in a game situation.

## PLACE THE OBJECTIVES ON A SEASON CALENDAR

Integrating the results of your planning decisions into a season calendar will give you a master plan of everything you need to effectively manage your coaching activities. The season calendar will convert your plans to practice outlines. It is the guide from which specific practice plans can be developed. Items that should be included on the calendar are listed in Figure 2.



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MONTH \_\_\_\_\_

## SEASON PLANNING CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

## Chapter 5 Coach's Sample Forms for Planning and Recordkeeping

### OBJECTIVES

- Provide coaches with a means to plan practices
- Provide coaches with a means to record their season notes and information
- Provide a means for coaches to increase their effectiveness

### INTRODUCTION

This chapter contains samples of forms to be used by coaches for their recording of important information, planning their practices, recording medical information on their players, and evaluating all aspects of their coaching.

Included in this chapter are:

- Calendar Planning Sheet
- Telephone Check List
- Game Schedule and Record
- Team Goals
- Attendance Sheet
- Player Skill Performance Sheet
- Practice Preparation Forms
- New Drill Forms