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Welcome Letter

Welcome and congratulations on your child's selection to 2013-14 Jr. Hurricanes U10 AA Squirt Minor Team. We are very excited to have you in the Junior Hurricanes program and would like to personally welcome you to our elite program.

Teaching your child the game of hockey at a competitive level is a tremendous responsibility and I will do my best to ensure that each player and coach has the necessary resources to ensure a successful season.

However this is going to be a team effort. We cannot do this without the help of every participant including you, the parents. We will need everyone affiliated with our program to conduct themselves in a manner consistent with their respective **Code of Conduct** and the Junior Hurricanes core values. The core values include *Commitment, Hard Work, Integrity, Respect, and Sportsmanship*. Please review these documents as well as the core values on the Junior Hurricanes website. Hold yourself, your player, coaches and other participants accountable.

Research indicates that students involved in co-curricular activities have a greater chance for success in school and during adulthood. Many of the character traits developed as a successful participant are exactly those that will promote a successful life after high school.

Good communication, done in a thoughtful and respectful manner, will also be a key to our success. You should know that our organization through its coaches, board members, and staff will strive to keep open lines of communication with our parents and players. You have a right to understand what expectations are placed on your child. This is facilitated by clear communication between you and your child's coaches.

I hope the information provided here helps to make both your child's and your experience with the Junior Hurricanes more enjoyable. Thank you for joining us. I am personally looking forward to seeing you at games and practices throughout the year.

Sincerely,



David Wright
President - Junior Hurricanes/Ryha



RYHA Vision Mission and Core Values

Vision Statement:

We help every young athlete reach their full potential.

Mission:

The mission of the Raleigh Youth Hockey Association is to:

- Provide hockey players with quality coaching, appropriate training and competition necessary to foster growth.
- Create an atmosphere in which players will have the opportunity to develop their individual skills and team play.
- Provide ice hockey programs from Recreational (House) through Tier I (AAA) skill levels.
- Provide opportunities for camps and educational clinics to hockey players and their families.
- Instill the values of team spirit, sportsmanship and fair play.
- Provide an environment in which each player, regardless of age, race, sex, religion, or ethnic background, is treated fairly, with respect, and in a positive, supportive manner.
- Foster safety, fairness, and fun.

Core Values:

- 1) **Commitment** - We are committed to providing an excellent atmosphere for coaches, players, and parents
- 2) **Hard Work** - We will always strive to do our best no matter what conditions are handed to us.
- 3) **Passion** - We will devote ourselves to being enthusiastic about playing, coaching and supporting the sport of ice hockey.
- 4) **Integrity** - We will be honest, truthful, and never compromise on our principles.
- 5) **Sportsmanship** - This is the foundation to the growth of players reaching their full potential.
- 6) **Teamwork** - We will put aside individual needs or wants and work together for the benefit of the team and the organization.
- 7) **Have Fun** - We will have fun or we are going home.
- 8) **Respect** - We are focused on helping create the right atmosphere for reaching our full potential.

Marketing Slogan:

Purpose...Passion...Play

What does Purpose...Passion...Play mean to RYHA:

- **Purpose** - Our Purpose is to provide each youth hockey player with the resources and opportunity to reach their full potential.
- **Passion** - We are passionate about the game of hockey and developing young athletes.
- **Play** - We play hockey in an environment that fosters hard work, teamwork, respect and fun.

Brand Promise:

We will provide the necessary resources for hockey players to reach their full potential.



Jr. Hurricanes Philosophy

- 1) Provide the opportunities for everyone to play in every situation
- 2) Playing time is earned
- 3) August to December – Focus on developing all players. Put in the appropriate situations to succeed.
- 4) Coaches have freedom to base opportunities on who they are competing against.
- 5) First part of the season is to develop the deepest bench they can, players can have the freedom around in different positions
- 6) Every day is a new game. You can redeem yourself with the appropriate effort and commitment.
- 7) Consistency in teaching, praising and disciplining players
- 8) All Teams are consistent with RYHA core values
- 9) Parents must observe the 24 hour waiting period to approach coach
- 10) If not, issue parent warning and alert RYHA Board
 - a) Not observing 24 hour window
 - b) Verbal abuse, use of profanity
 - c) 2nd warning –written warning and disciplinary meeting, 1 month suspension of parent
 - d) 3rd strike – player suspended for game and parent gone for the season
 - e) 4th strike – player and parent suspended for balance of the season
 - f) Any physical confrontation –immediate suspension of parent and disciplinary g) committee meeting; coach may call authorities
 - h) Parent misbehaves as spectator
 - i) If referee or rink official dismisses parent from rink, then parent dismissed for the rest of the weekend. If last event, then suspended from next game weekend.



Jr. Hurricanes Philosophy Continued

11) Academics are top priority. Academics at every level are extremely important. Coaches at every level makes this a priority because they want educated hockey players. Jr Hurricanes are no different.

11) Coaches Discipline:

- Coaches thrown out of a game for verbal abuse of ref
- 1st offense no action – standard USA Hockey rules apply
- 2nd offense –suspended for an additional game by RYHA
- 3rd offense – disciplinary hearing
- Profanity – monitor, emphasize, and follow code of conduct. Handle it less formally.

Not following the philosophy:

- Survey, monitor, provide feedback
- Document conversations and situations
- Continued behavior over time -suspension and possibly dismissal



Coaches Expectations

Parent and Coach Protocol

1. Work to promote a positive environment that is conducive to the development of your child.
3. Become familiar with, and review the team core values. Promote effort not performance

4. Communicate any concerns in a timely manner
5. Treat all coaching personnel with courtesy and respect, and insist your child does the same.
6. Make every effort to accompany your child to informational meetings offered by the coach.
7. Communicate via email or text message to coaching staff if your child will not be able to attend scheduled practices or games at least 24 hours in advance.
8. Acknowledge and support the ultimate authority of the coach to determine strategy and player selection.
9. Promote and model mature and sportsmanlike behavior at all athletic contests.
10. Attend as many games and practices as possible to show support for your child and the team.

Expectations and Protocol for Coaches:

1. Promote the health and safety of all players at all times. Create a safe environment.
2. Be a model of appropriate language, sportsmanship, and behavior and demand this of all team personnel.
3. Respect and dignify each player as an individual.
4. Promote among athletes and coaches a solid sense of team membership.
5. Maintain an awareness of recent thinking and strategy in their specific position on or off the ice.
6. Assist, whenever appropriate and mutually convenient to help players understand team concepts and positioning and most important life skills
7. Be available to parents at times that are mutually convenient and in alignment with the parent/coach communication guidelines and schedules.
8. Work with parents , when appropriate, to advocate for the best interest of the player and team.
9. Encourage players to experience other sports. Foster their interests to pursue other options in addition to hockey. Speaking in a derogatory fashion about other sports or activities is unprofessional and unacceptable.



Coaches Expectations

Communication you should expect from your child's coach:

1. Expectations the coach has for your child as well as all the players on the squad.
2. Locations and times of all practices and contests.
3. Team requirements, i.e., practices, special equipment, conditioning.

4. Discipline that may result in the denial of your child's participation.
5. Procedures for contacting coaches.

Communication that coaches should expect from parents:

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance. It is important to understand that there may also be times when things do not go the way you or your child wishes. If this occurs, you are encouraged to contact your child's coach. Appropriate concerns to discuss with coaches:
 3. The treatment of your child.
 4. Ways to help your child improve.
 5. Your child's attitude, work ethic, concerns, and injuries.
6. Concerns about your child's behavior. You may become concerned that your child is not playing as much as you may hope. Coaches are professionals. They make decisions based on what they believe to be best for all players involved. Clearly, certain aspects of participation can and should be discussed with your child's coach. However, other issues are more directly the responsibility of the coach.



Issues not appropriate to discuss with coaches:

1. Team strategy
2. Practice-organization, or play selection.
3. Other players or parents behaviors.

There are situations that may require a conference between the coach and the parent, and this is encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedures should be followed to help promote a resolution to the issues or concern.

Procedures to follow if there is a concern to discuss with a coach:

1. Please encourage your child to speak directly with the coach. Often, concerns can be resolved at this level.
2. Contact the coach to set up an appointment.
3. Please do not attempt to confront a coach before or after a contest or practice, wait at least 24 hours.



Coaches Code of Conduct

The purpose of my coaching is to: help boys become men and girls become women of empathy and integrity who will lead, be responsible, and change the world for good. I am mindful to never shame a player, but to correct in an uplifting way. Affirmation!

I believe in every player. Remember, “In youth is where miracles are made.”

I protect our players. I am big enough to build up, not tear down. Kids are getting attacked from many places that we don't often see and of which we are not aware. My job is to put players in a position where they can develop to their fullest potential through proper teaching and nurturing.

Each player is part of our family, deserves every chance to succeed and deserves the utmost respect. Coaches can disagree in meetings but never in front of our players or anyone else outside of our family. Disagreements are saved for private meetings.

Our players are student-athletes and we are teacher-coaches. We hold ourselves accountable as teachers of young men and women and the lessons they need in order to navigate masculinity, femininity and life.

If I do not know, I say so and get appropriate information. I won't bluff my players! They know the difference.

Parents are our partners. I strive to work with each family in helping their child succeed. "Every boy is a son, every girl a daughter to their mother and father."

I love our players and the other coaches. I use no profanity!

I know the difference between shaming and coaching. No screaming, shaming, swearing, or sarcasm. I won't be afraid to apologize! We all make mistakes. When mistakes are made publicly, I will apologize publicly; when mistakes are made personally, I will apologize personally.

We are nurturing successful people, not just successful athletes. I treat all opposing coaches and their teams with honor deserving of true competitors. I respect all referees, officials, and timekeepers. They are imperfect and trying their best just as we are. Regardless of our wins and losses, we will be successful, if we carry out the above items.

Because I am a role model who has the power, position and platform to make a positive difference in the lives of my players, I commit to this code of conduct. When failing to live up to our standards I will allow for accountability and take responsibility for my actions.

Print Name

Signature

Date

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Parent's Code of Conduct

I understand and endorse the purpose of our program: to help boys become men and girls become women of empathy and integrity who will lead, be responsible, and change the world for good.

I support the coaches by applauding behaviors in my child and teammates that demonstrate characteristics of integrity, empathy, sacrifice, and responsibility. I acknowledge and appreciate every player's growth towards maturity and efforts toward establishing stronger relationships with teammates, coaches, and themselves.

I affirm my child and teammates when good character, healthy sportsmanship, and other centered behaviors are displayed. I will not only affirm athletic performance or a victory.

I serve as a role model for our players talking politely and acting courteously towards

coaches, officials, other parents, visiting team parents, and spectators at practices, games, and meetings.

I model good sportsmanship. Acknowledge and applaud the efforts of team members and opponents. Accept defeat graciously by congratulating the members of the opposing team on a game well played. Support the team regardless of how much or how little my child plays or what the win-loss record is.

I encourage my child and teammates with positive statements, even when they make mistakes. At every practice they are growing physically and emotionally. At every practice they are learning moral and ethical lessons. At every practice they are developing character. I refrain from boasting about my child's accomplishments.

When problems or questions arise, I have my child present the problem to the coach. This develops self-advocacy. After meeting with their coach, if the issue requires more clarity, I will contact the coach.

Because I am a parent with the power, position, and platform to make a positive difference in the lives of all players, I commit to this code of conduct. When failing to live up to these standards, I will allow for accountability and take responsibility for my actions.

Print Name

Signature

Date

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Players Code of Conduct

I serve as a role model at all times by talking politely and acting courteously toward coaches, teammates, opponents, referees, parents, and spectators. I understand that it is a privilege to represent my Junior Hurricane team, family, school and community as a student-athlete.

I give 100% effort to practices, games, and events. I understand that effort demonstrates my commitment to the team and my respect for my coaches and teammates. I never bang my stick on the ice, pout or complain at the referees. I will not talk to referees unless instructed by my coach.

I display good sportsmanship. I acknowledge and applaud the efforts of others. I encourage my teammates with positive statements. I refrain from boasting to my teammates and 'trash-talking' to members of other teams on and off the ice. I accept defeat graciously by congratulating my opponents on a game well played. I look my opponent in the eye and shake their hand after the game and tell them "Good Game".

Because I represent my family, school, and team, I accept responsibility for my behavior on and off the ice. I understand that what I do and say affects my teammates, school, and other people either positively or negatively.

I lead courageously and live with integrity by speaking up against injustice and on behalf of others even when it is hard or unpopular.

I act with respect toward myself and the people and things around me including my parents, my coaches, my teammates, my teachers, my opponents, spectators, and families from other teams.

I do not put people in boxes according to their race, gender, religion, neighborhood, sexual orientation or abilities. I judge people by the content of their character. I act with empathy. I try to understand what is going on in the hearts and minds of others and what is causing those feelings so that I can be supportive and encouraging. I ask, "How can I help you?"

I am a Junior Hurricane and will represent my team and community proudly by being accountable, transparent, and trustworthy.

Print Name

Signature

Date

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Key Topics

1) Hockey

The x's and o's of hockey are important. The communication behind the x's and o's of hockey is even more important. The coach has an agenda when coaching during a game or practice. This agenda is getting the players to execute the strategy with flawless execution. The foundation of this execution is trust. Trust is also a fantastic life lesson for working teams, inside and outside of school, family and later on in the workforce.

Hockey players must be all around athletes, they need good hockey IQ and skills to be effective. This year we will focus on building trust, and hockey skills by incorporating team development and player development.

Team development will include teaching power play, penalty kill, neutral ice regroup, faceoffs execution in the offensive, defensive and neutral ice zones for all players. We will not have PP or PK teams.

Player development will include the ADM Philosophy, high impact interval training with stations focusing on stickhandling, skating, shooting, agility balance, and coordination. USA Hockey has 5 primary areas to focus on optimal performance:

- **Flexibility** (Ages 6-10 Males/Females)
- **Speed**

Speed Window 1 (Males 7-9 yrs old)(Females 6-8 yrs old)

- Agility, Quickness Window
- Segmental speed
- Duration of intervals less than 5 seconds
- Change of direction, linear, lateral and multi directional speed

Speed Window 2 (Males 13-16 yrs old)(Females 11-13 Yrs old)

- Anaerobic lactic power and capacity window
- Linear, lateral, multi directional and chaotic speed
- Duration of intervals 5 – 20 seconds

- **Skill** (Ages 9-12 Males, and Ages 8-11 Females)
- **Stamina** (Ages 12-13 Males, and Ages 10-11 Females)
- **Strength** (Ages 13-16 Males, and Ages 14-17 Females)



Key Topics

2) Dryland Training

Hockey is a sport of intensity, physical contact, stamina, strength, and speed. Because there is such a high level of stress on the body during hockey competition, players need to work hard in outside of the rink to prepare their bodies for the demands of the game. In addition, they need to work intelligently and come up with a training plan appropriate to their goal, which is to perform better on the ice.

One of the most important periods of motor development for children is between the ages of nine to twelve. During this time children are developmentally ready to acquire general overall sports skills that are the cornerstones of all athletic development. This is the ‘window of accelerated adaptation to motor coordination’. All fundamental movement skills should be further developed and general overall sports skills should be learned during this phase. If fundamental motor skill

training is not developed between the ages of eight to eleven and nine to twelve respectively for females and males, a significant window of opportunity has been lost, compromising the ability of the young player/athlete to reach his/her full potential.

Important Exercises

Squats

It has become a cliché, but squats are the “king of all lifts.” If players increase their squats, they’ll reap many benefits on the ice.

The first benefit of increasing your squat is full body strength development. Overall strength on the ice allows you to hit harder, shoot faster, battle with more strength in the corners, and take care of business in front of the net. Squatting develops the hamstrings, quads, glutes, hips, and lower back, which are the crucial muscles used when skating. All things being equal, an increased squat means a faster skater with more powerful strides. Being able to skate faster will lead to increased performance.



Key Topics

For ill-prepared players, the end of the third period can be a time for dead legs.

Players who are used to squatting relatively heavy weight will be more likely to

have “fresh” legs because they will have adapted to an increased workload on their muscles. The same thing applies to practice. If you have “fresh” legs at the end of practice, you can mentally focus more on skill work and spend less time worrying about how tired your legs feel.

Squats may be most essential for goalies. Goalies are constantly in a crouched position. They’re always getting up from their knees when in the butterfly, driving from side to side while shuffling or moving with the t-glide, and recovering from rebounds. All of these tasks require strong leg and back muscles in order to perform these movements quickly and with the same strength at the end of the game that they had at the beginning.

Rotational movements

Like the weighted abdominal work, rotational movements will help you stabilize yourself on the ice by working your “core” muscles. They’ll also help you increase your shot strength. If you think about taking a hard slap shot or wrist shot, your legs remain relatively stationary while your upper body rotates, driving your stick into the puck and driving the puck toward the net. By increasing rotational strength, you’ll increase shot strength as long as your shooting form and technique are sound.

The best exercises for increasing rotational strength are sledge hammer swings, wood choppers with a cable pulley, medicine ball movements, rotations while holding a plate, and anything else that forces your legs to stay stationary while your upper body moves side to side.



Key Topics

Prowler pushing/sled dragging

Pushing the Prowler and pulling the sled are two of the greatest ways to strengthen the skating muscles as well as increase conditioning for hockey players.

Pushing the Prowler requires you to drive your legs into the ground in order to get the sled to move. This is similar to pushing off of your outside edges when you’re skating at full speed.

Dragging the sled also has a similar effect. When you drag a sled, it takes a toll on your legs and posterior chain muscles. If you read about the importance of squatting and deadlifting, you’ll remember that having strong legs and a strong posterior chain have many benefits to a hockey player’s on ice performance.

3) Nutrition

Three Game Winning Nutrition Tips

Think of hockey players as high-performance automobiles and food as the fuel that drives their performance. Far too often, players run out of gas during a game after having lunch at a fast-food restaurant or forgetting to eat breakfast. This would be like putting diesel fuel in your tank instead of regular gas or trying to drive on empty. You can be the most skilled player in the world, but if you aren't putting the right fuel into your tank, you won't have the energy to compete at the highest level. In order for players perform their best day in and day out, they need to take in premium fuel.



Key Topics

Here are 3 game-winning nutrition tips for hockey players:

1) Pre-Game Tip = Prepare

Players should never step on the ice feeling hungry. You need to time your pre-game meal so that most of the food is out of the stomach and broken down by the body by the time you hit the ice. If the game is 3 hours away, you can have a larger meal that is 75% carbohydrates (ie. rice, pasta, vegetables, fruit etc.) and 25% protein (ie. chicken, eggs, beans etc.). The closer you get to game time, the smaller and "lighter" the meal should be, meaning that you want to have less fat and protein and a focus more on carbohydrates. If you have an early morning practice or game, at least grab a piece of fruit or granola bar so that you have some fuel in the tank before you hit the ice. The key is to make sure that you have fuel in the tank and it is of the highest quality possible.

2) In-Game Tip = Hydrate

Proper hydration is the most important nutritional strategy an player can use. If you are thirsty, it is too late! The thirst sensation kicks in after you have lost 1 to 2 liters of water. This means that you are already dehydrated and your performance can be decreased by 15 to 20%. The solution? Always carry a water bottle with you and sip from it all day long - not just when you are at the rink.

A Note about Sports Drinks: It is suggested that sports drinks with electrolytes should be consumed when athletes are participating in an intense activity lasting more than 60 minutes. Therefore, for the majority of young hockey players, sports drinks are not necessary. On the other hand, a highly competitive hockey player, who is bantam age or older, may benefit from these specialty drinks for "recovery purposes" because they are so convenient and can be purchased anywhere. Instead of having sports drinks BEFORE a practice or game, Have these drinks during a tough practice or immediately after a tough game instead of beforehand since their high sugar content may lead to a sugar "crash".

Key Topics



3) Post-Game = Recovery

Immediately after a player steps off the ice, they have a 30 minute window where their body is at a heightened state to recover and they need to start rehydrating and refueling. One of the best recovery drinks a player can have is 1% chocolate milk. It has the simple sugars needed to start replenishing energy stores and the protein needed to start repairing tired muscles. By drinking chocolate milk (as well as lots of water), players will be well on their way to recovering from their on-ice session and getting ready for the next one.

Premium hockey performance requires proper training, great coaching and the right equipment. But in order for athletes to perform their best day in and day out,

they need to make sure that they are taking in the best fuel possible through their nutrition.



Our Team

Our team will function off of 4 rules. We all need to help each other stay accountable to these rules

#1 Be Safe

Being safe means we are smart on and off the ice. We must be smart in the locker room before and after each practice and game. There is plenty of physical impact during our game and practices we don't need additional impact when parents and players are not expecting it. Some items to watch out for, this list is not conclusive.

- 1) Skates, fingers and toes are not a good combination
- 2) Locker-room horseplay- We cannot tolerate horseplay
- 3) Concussions-If a player is concussed during a practice or game, they will not play the remaining game. No Exceptions.
- 4) Body contact is accepted, checking is not.

#2 Listen to Coaches

These is a difference between listening and hearing your coaches. Listening to your coaches means “Active” listening. Being engage in the conversation, with questions and the willingness to learn and participate in drills, off ice training, and games and video review sessions.

#3 Give 100%

Effort is the main ingredient to winning hockey games. Teams that start strong and finish strong mentally and physically we usually come up with the win. We want to put ourselves in a position to win, this means giving 100% effort in all situations.

#4 Have Fun.

We will embrace the moment. We will learn to enjoy and celebrate success, both on and off the ice. I love to celebrate. We work hard for the celebration. We will take the time to embrace the moment.



Players Goals

1) This year will be a success when I....

2) _____ is important to me.

3) When no one is looking I will...

4) I am not very good at....

_____ 5) I am really good at....

6) Players:

I want to have _____goals this year.

I want to have _____assists this year.

I want my plus/minus to be_____.

7) Goalies:

I want my GAA to be_____

I want my Save % to be_____

I would like to have _____shutouts this year.



Game Day Routine

We put in a lot of time practicing and training, its up to you to make sure you are ready for the game. Getting prepared for the game begins the night before and the car ride to the game. This is the time for you to start visualizing and thinking about what you are going to do during the game, with and without the puck. Start to think about passing the puck to your teammate, shooting the puck, scoring a goal or making the greatest save you have ever made.

All players are to arrive at the rink 1 hour prior to the scheduled start of the game. We are to arrive in a button down shirt, tie, jeans with dress shoes and warm up jacket for both home and away games.

Remember to bring both jerseys and double check your bags for all of your equipment. If you have to get your skates sharpened make sure you arrive at the rink 1 hour and 30 minutes or 2 hours before the game.

AA U10 Jr Hurricanes Game Day Routine

Minutes before the game/Action

60 Minutes- Arrive at the rink, bag in locker room, hang up jerseys

55-45 Minutes- Warm up and Stretch

45 Minutes- Begin getting Dressed

30 Minutes - Finish getting Dressed (Helmets on Tucked bags under bench)

30-8 Minutes- Coaches Talk

8-5 Minutes- Last minute dressing /Last minute visualization

5-0 Minutes- Team Cheer/ Take the ice. Give 100% Effort



Players Mental CheckList

Defensemen

- 1) In the Defensive zone, I need to play 'stick on stick' and 'body on body'. My stick needs to be on the ice so an easy pass cannot be made
- 2) I am going to keep my man in between me and the net at all times.
- 3) I need to lift up sticks in front of the net and clear the puck , I will not stick handle in the high or low crease.
- 4) I am going to win every one on one battle in the corners y by being smarter and mentally tougher than my opponent.
- 5) I am going to make my passes hard and on the ice, in all areas of the ice, so I am not creating turnovers. I know an icing call is better than a turnover.
- 6) I am going to provide short support for my partner in all areas of the ice if he gets control of the puck. I am going to call for the puck if am open or I am going to tell him to skate if they have room.
- 7) I need to provide rear support for my partner in the neutral zone so my pass will not get intercepted on a D to D pass.
- 8) I need to call for the D to D pass if I want it.
- 9) When I go back to get the puck, I am going skate as hard as I can,so I can buy myself time and space. Before I get the puck I will look back and see where I am going to pass the puck before i get it.

10) In the offensive zone, I need to get my shots through to the net, If nothing is open I will shoot the puck into the corner.

11) I always move up and back with the play, I am never standing still.

12) It is my job to clear all rebounds, there will be no second shots on my shift.

13) I am a great defenseman that understands perfect practice makes perfect.



Players Mental CheckList

Center

1) I am F1. I will get to every loose puck.

2) In the defensive zone, I am going to keep the my man between me and the neet when they have control of the puck. I must talk with my defenseman.

3)In my own end I am going to keep my stick on the ice and in the passing lanes.(stick on stick, body on body)

4) When we gain control of the puck I must provide quick short support target for my teammates and call for the puck.

5) I need to lift up sticks in front of the net and not play the puck unless I am 100% sure I can get to it first and clear it.

6) When we break out from our own end, I need to use proper timing so I am not ahead of the puck looking backwards. I will have my stick on the ice and call for the puck.

7) When I enter the offensive zone, I will always take the puck wide.

8) I will take what is given to me, I will not force a fancy play.

9) If I am not F1, I will provide quick short support to my linemates, by getting open for a pass. I will not be 20ft away from them when I support them.

10) When forechecking I will keep my stick on the ice and in the passing lanes

11) I will talk to my teammates before every face off, and make sure they are ready.



Players Mental CheckList

Wings

1) I am F1. I will get to every loose puck.

2) In the defensive zone, I will have my stick on the ice and in the passing lanes.

3) In the defensive zone, I will have my skates facing the boards where I can see the other teams defenseman and the play in the corner.

3) In the defensive zone, I will win all battles along the boards and get the puck out of the zone.

4) If I am not F1, I will provide quick short support to my linemates, by getting open for a pass. I will not be 20ft away from them when I support them.

5) When the puck moves out of the offensive zone, I will be the 1st to get back and provide short support to my teammates.

6) When I enter the offensive zone, I will always take the puck wide.

7) I will take what is given to me, I will not force a fancy play.

8) When we gain control of the puck I must provide quick short support for my teammates and call for the puck.

9) I will win the little battles in the corners and in front of the net.

10) When I make a line change I will make sure the puck is deep into our offensive zone before I come to the bench.



Goalies Mental Checklist

Here is a goalie visualization locker room checklist.

- 1) My glove is up and I am ready on every faceoff.
- 2) I will talk to my teammates all game long. “Time...Time” or “Man on...Man on”
- 3) If I am screened I will let my teammates know immediately by talking to them.
- 4) I will control the game, either by playing the puck, holding it for a whistle or putting it in play if our team has momentum.
- 5) I will control all rebounds. I will smother the puck or direct it to the corners.
- 6) My body language is important to me, I never let my glove down or my shoulders sag.
- 7) I am aggressive. I challenge players.

Visualization

- 1) 2 on 1 Offensive Rush-shooter shoots and you make the save
- 2) 2 on 1 Offensive Rush- Player completes pass to teammate and you come across and make the save
- 3) 3 on 2 offensive Rush - Player completes pass and you make a save
- 4) Other team moving the puck down low and them trying a wrap around you push off opposite post and make the save

5) Other team winning face off back to the defenseman, and you making the blocker save.



Defensive Concepts

We will be a very strong defensive team this year. Our focus will be on protecting the crease(heart) of the ice. Everyone on the team is responsible for defense.

1) The 1st shot is the goalies responsibility to save. All rebounds are the teams responsibility to clear out of the crease (heart).

2) Stick on stick, body on body.

3) Our opponent needs his stick to score. If there is a pass or shot, lift their stick and get between the man and the net. Do not get caught looking at the puck, keep your head on swivel and be aware of players behind you and around you.

4) Angling: As defender when you want to attack an opposing player with the puck, it is better to “come at an angle” rather than go straight at them. Usually, if you go straight at an opponent with the puck they can put a fake on you and try to go around you. If you come from one side and start angling them where you want to , you end up controlling his body and where they are going to go.

5) Gap: The distance between the opposing player and your player. A large gap is a large space between their player and our player. On defense, we want this gap to be small, so that they don't have time to build up speed and attack. On offense, we want this gap to be big, so that we can build up speed and attack. Big gap on Offense: Small gap on Defense.

6) 1v1: Body position is important; Keep your eyes on your opponent's chest not the puck. When you focus your eyes on the puck they can beat you with a fake or deke. If you focus on their chest you will control their body, and they need their body to go around you.

7) 1v2: One defender, two offensive players. You want position yourself 70% towards the offensive player without the puck and 30% towards the offensive player with the puck. We want to force the shooter to shoot. We do not want the offensive player with the puck making the pass to their teammate.

8) 2v1: Two defenders, on offensive player. The defender on the same side of the puck plays a “1v1”. The defender on the far side should look up ice to see if the other opposing players are coming to join the attack. If there are one, then the far side defender should come across and attack the puck carrier. Then the defender should switch positions.

Defensive Concepts



9) In our defensive zone, we will always keep a defender in front of the net at all times, when the puck switches corners the defensive will switch, but not before your defensive partner comes.

10) We will never be two zones away from the play.

11) When dump the puck in, make sure your feet are on or at the center ice when shooting it in, don't be lazy and dump in two or one step before getting to the center ice line.

12) Keep your head on swivel at all times, rebounds are the defense responsibility to get out of the heart. Remember its not enough to be next to the person you have to be under his stick.



APPENDIX A

SIGNS AND SYMPTOMS THAT A CONCUSSION MAY HAVE OCCURRED.

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

ACTIONS:

1. Remove athlete from play.
2. Ensure athlete is evaluated by an appropriate health care professional.
3. Do not try to judge the seriousness of the injury yourself.
4. Inform athlete's parents or guardians about the known or possible concussion and
5. give them the fact sheet on concussion.
6. Allow athlete to return to play only with permission from an appropriate health care professional.

It's better to miss one game than the whole season




http://www.cdc.gov/concussion/pdf/coaches_Engl.pdf



APPENDIX B

GLYCEMIC INDEX

Examples

Index	High (GI score > 60) 	Moderate (GI score 40-60) 	Low (GI score < 40) 
Snacks/Crunch/Dietary Carbs	<ul style="list-style-type: none"> Angus Bagels Breads low/no fiber Cakes Candy Candy low/no fiber Chim chips Cookies Crackers no fiber Cupcakes Doughnuts French Rice Cakes Rice Crackers Waffles 	<ul style="list-style-type: none"> Biscuits Breads high fiber Cereal, Bran Cereal high fiber Chocolate Cookies Crackers high fiber Croissants Fruit bars Granola Granola Bars Honey Ice Cream Muffins Oatmeal Pasta Pastries Popcorn Potato Chips Round Cakes Pastry Rice Rice Noodles Sugar Tortillas 	<ul style="list-style-type: none"> Mixed M&M's® Norfolk® Northern ham Northern shaker Power M&M's® Scoops
Fruits/Vegetables	<ul style="list-style-type: none"> Baked Potatoes Cassava (yuca) Dates, dried Ferula, Ficus Mashed Potatoes Pumpkin Watermelon 	<ul style="list-style-type: none"> Apples Bananas Bran Branne all grains Canned fruits Cantaloupe Cassava Chia Figs Grapes Kiwi Mango Papaya Pineapple Plantain Raspberries Raw Potatoes 	<ul style="list-style-type: none"> Apples Cherries Dried Apples Dried Apricots Grapefruit Green Vegetables Kiwifruit Oranges Peaches Pears Nectarines Plums Prairie Salad Tomatoes Tomato Soup
Meats/Protein/Dairy/Legumes	None	Roast Beans	<ul style="list-style-type: none"> Eggs Quinoa Cheese Chickpeas Comas, Cheese Hummus Jerky Lentils Miso Moose Norfolk Power Protein Protein Sealed Seeds, oil Yogurt
Beverages	<ul style="list-style-type: none"> Soda, regular Sports drinks Sugar sweetened beverages 	<ul style="list-style-type: none"> Fruit Juice Green Juice 	<ul style="list-style-type: none"> Milk, skim, 1%, 2%, whole Mixed Vegetable Juice Soy Milk Tomato Juice

- Notes:**
1. Non-calorie beverages do not have an effect on blood glucose levels.
 2. All protein foods without carbohydrates have little to no effect on blood glucose levels. They are not technically measured for GI.

APPENDIX C

“Sample Practice Plan”

60 Minute Practice

- 1) Warm up-(5-10 minutes)
- 2) ADM (15 Minutes)
- 3) Team Tactics (30 Minutes)

***See Sample Practice Plans in Separate Printouts**