

# 14-and-Under (Bantams)

**FOCUS POINTS• Fun and Engagement• Practice Activity and Structure• Age-Appropriate Training• Body Contact/Body Checking• Skill Development• Team Play**

**FUN** These young athletes have many recreational and free-time options. It's essential that 14-and-Under players still enjoy hockey practices and games in order to keep them involved in the sport and continuing their development. These early teenage years can provide many challenges for coaches and players alike. It's imperative that coaches are aware of these physical and emotional challenges, but that they also realize there is an excellent opportunity for development at this age. With the increased opportunities for players of this age, fun must remain at the forefront.

**ENGAGEMENT:** When coaches are able to create the optimal challenge level, where each player is able to demonstrate success while still having an appropriate level of difficulty, engagement can and will occur for each player. Coaches who incorporate fun into 14-and-Under | 35 14-and-Under practices and also find the optimal challenge level for each player are creating the ideal environment for long-term development. The challenge for coaches is that this optimal level will vary from player to player. Coaches will have to be very creative when trying to individualize practices so that the optimal skill level can be targeted for each player. When engagement occurs, players are able to see their own improvement and maximize

**PRACTICE ACTIVITY AND STRUCTURE:** Coaches designing practices should aim for an appropriate work-to-rest ratio for players of this age. This ratio should be used when the intensity of a drill allows for players to go hard for short periods of time. Players of this age are now able to utilize their anaerobic energy system. Coaches should also consider using practices with high activity levels as they continue to hone the skills of these players. Coaches must recognize the need for an adequate work-to-rest ratio in many practices, but must also be able to adapt if the practice requires an especially high activity level. Refer to the Player Activity Chart found on the free Mobile Coach App and at [admkids.com](http://admkids.com) under Coaches/Repetition for a form to evaluate the develop

**PRACTICE FOCUS:** Practices should focus on (percentage of time listed after each): 1. Individual Skills (hockey skills and activities) — 50% 2. Hockey Sense (teaching of concepts through small area games) — 35% 3. Systems (team play training) — 15% While these percentages are approximations, they emphasize that individual skills are the most important part of development at this age and that the majority of practice time should be spent improving them. The percentages also indicate that teaching hockey sense is still as important as teaching systems and teamplay training.

**PLAYER SAFETY** Players should be in practice and game environments where their health and well-being is a priority. Expectations related to safe practices and acceptable on-ice conduct should be taught and reinforced with the young players.

**BODY CONTACT/BODY CHECKING** Players are now at the age where body checking is allowed in games. Coaches should incorporate drills in practice that teach the skills related to good body contact and body checking. As these are very important skills, these drills should occur in every practice. The drills should focus on balance, stick position, angling, body contact, receiving a body check, delivering a body check, etc. Coaches should also teach players to check with a purpose (that purpose being to make body contact with the puck carrier in an effort to

**PLAYER KNOWLEDGE:** Players should know:

1. Rules a. face-offs b. body contact c. offsides d. icing e. checking from behind f. player conduct
2. Common Infractions a. unsportsmanlike conduct b. body checking, checking from behind and boarding c. cross-checking, charging and slashing d. head contact, elbowing and high-sticking e. tripping, hooking and kneeing f. interference and holding g. unsportsmanlike conduct, fighting and attempt to injure
3. Penalties a. minor b. major c. misconduct d. penalty s

**TEAM PLAY:**The amount of time spent working on team-related concepts and systems should increase from previous age classifications. Players should learn different forecheck systems, defensive-zone coverages, power-plays, etc. More importantly, in each case, players should be taught the concepts within each of those systems. Why is the player being asked to do what he or she is doing within the system? What is the opponent being forced to do? Players should be taught the answers to these questions. This will allow them to read and react appropriately to situations they encounter in games. Understanding and applying a concept, as opposed to just repeating an action, is crucial in the improvement of a player.

**SMALL AREA GAMES:**Hockey sense is of even greater importance at this age level. Hockey sense includes the ability to understand important ageappropriate hockey concepts and execute tactics related to these concepts. Rather than telling players how to play each situation, small area games provide a great opportunity to let a game teach the desired concept(s). Players learn the desired concept by playing the game within its parameters; it challenges players to find their own solutions, increasing their confidence and retention. Consistent use of these games is important in the development of hockey sense for each player. They should be playing a variety of games and, in each case, figuring the game out on their own. Coaches should not be telling players how to play. The number of players, rules of the game, and size of the game area should be varied with each game. Coaches might also opt to use pucks,



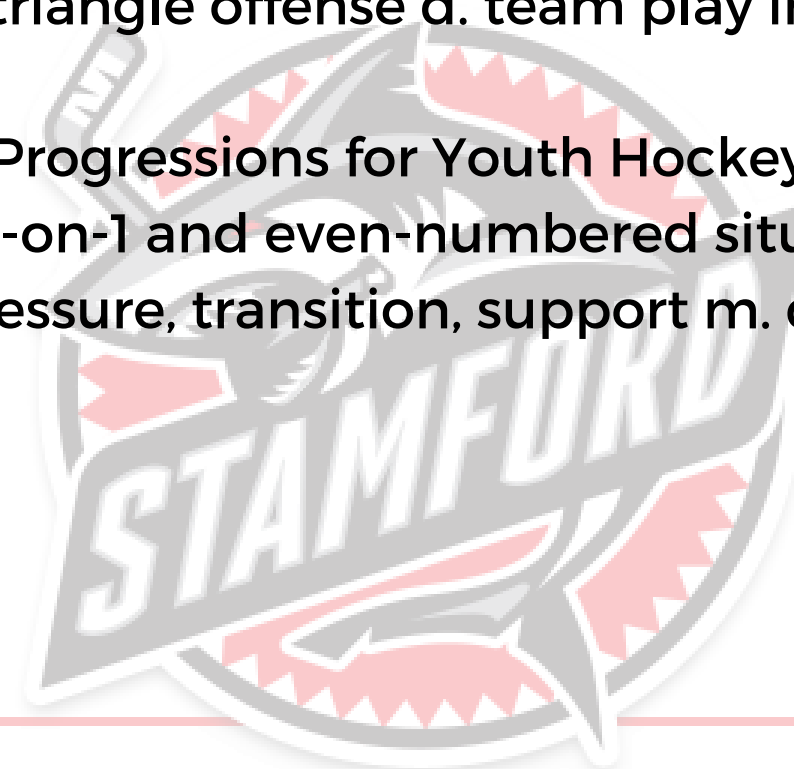
# 14U INDIVIDUAL AND TEAM SKILLS

**INDIVIDUAL HOCKEY SKILLS:** Players should continue developing and mastering the skills listed at previous levels, while adding these new ones:

1. Skating a. ready position and the ability to find this strong position when engaged in body contact b. edge control c. forward start 14-and-Under | 39 14-and-Under d. forward stride e. controlled stop: two-foot and one-foot snowplow f. controlled turn g. forward crossover h. backward skating i. backward stop j. ABCs of skating (agility, balance, coordination, and speed drills) k. mohawk turns l. one-foot stop m. backward crossover n. lateral skating o. backward cross-under start p. backward two-skate stop q. backward power stop (one skate) r. quickness s. speed t. agility u. power v. change of direction w. balance (use of edges)
  2. Puck Control a. lateral (side-to-side) stickhandling b. front-to-back stickhandling c. diagonal stickhandling d. attacking the triangle e. puck protection f. change of pace g. toe drag h. give and take i. accelerating with the puck (one-hand carry) j. change of direction k. backward puck control l. fakes and deception while stickhandling m. puck off the boards n. fake shot o. stop and go p. spin around
  3. Passing and Receiving a. forehand pass b. backhand pass 40 | Skill Progressions for Youth Hockey c. receiving a pass properly with the stick d. saucer pass (forehand and backhand) e. receiving a pass properly with the skate f. indirect pass g. receiving a pass properly with the hand h. surround the puck i. one-touch passes j. area passes k. crisp passes
  4. Shooting a. wrist shot b. backhand c. flip shot d. screen shot e. deflection f. off rebound g. snap shot h. slap shot i. fake shots j. one-timers k. stick position in scoring areas l. shots in close (pull the puck in and get it up)
  5. Body Contact a. stick on puck b. stick lift c. poke check d. gap control concept e. body positioning and angling f. stick press g. angling h. delivering body contact i. receiving body contact (contact confidence) j. shoulder check k. receiving a body check
  6. Goaltending a. positioning i. proper stance ii. angling b. movement i. forward ii. backward iii. lateral 14-and-Under | 41 14-and-Under c. save technique i. stick ii. gloves iii. body and pads iv. butterfly v. sliding butterfly d. recovery e. puck handling i. stopping the puck behind net ii. passing the puck a. forehand b. backhand iii. clearing the puck a. forehand b. backhand f. puck retention i. cradling ii. rebound control g. game situations i. screen shots ii. walkouts iii. wraparounds iv. breakaways v. line rushes (odd and even) vi. face-offs in the defensive zone vii. communication with teammate
- lateral (side-to-side) stickhandling b. front-to-back stickhandling c. diagonal stickhandling d. attacking the triangle
3. Passing and Receiving a. forehand pass b. backhand pass c. receiving a pass properly with the stick
  4. Shooting a. wrist shot b. backhand
  5. Body Contact a. stick on puck b. stick lift
  6. Goaltending At this level, coaches should not designate full-time goaltenders so that players may begin the development of skills that will help improve their long-term skating and athleticism. These are crucial for goaltenders as they progress to higher age levels.

**TEAM PLAY:** Players must learn and understand:

1. Offensive Concepts a. 2-on-1 situations b. 1-on-1 situations c. triangle offense d. team play in each zone e. face-offs f. zone entry g. power-play concepts h. offensive principles: pressure, transition, support i. cycling
2. Defensive Concepts a. gap control b. stick on puck 42 | Skill Progressions for Youth Hockey c. back-checking d. body position: man-you-net e. basic defensive zone coverage f. defending the middle of the ice g. 1-on-1 and even-numbered situations h. 2-on-1 and odd-numbered situations i. forechecking j. man-short concepts k. shot blocking l. defensive principles: pressure, transition, support m. defensive play in each zone n. boxing out and fronting an opponent



STAMFORD YOUTH HOCKEY ASSOCIATION

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