

2013-14 DRILL OF THE WEEK CLUB

SUMMITTED BY ENIO SACILOTTO, WEEK 5

RECOMMENDED BOOK: Mindset; The New Psychology of Success, By Carol S. Dweck, Ph.D.

QUOTE: I can't change the direction of the wind, but I can adjust my sails to always reach my destination.
[Jimmy Dean](#)

5 DRILLS (1 BONUS)

TEAM BUILDING ACTIVITY: Blame Game



Practice Plan

Team: DRILL OF THE WEEK CLUB

Practice No.: _____

Date : Nov. 5 2013 - WEEK 5

Time: _____

Duration: _____

Version No.: _____

Prepared by: Enio Sacilotto

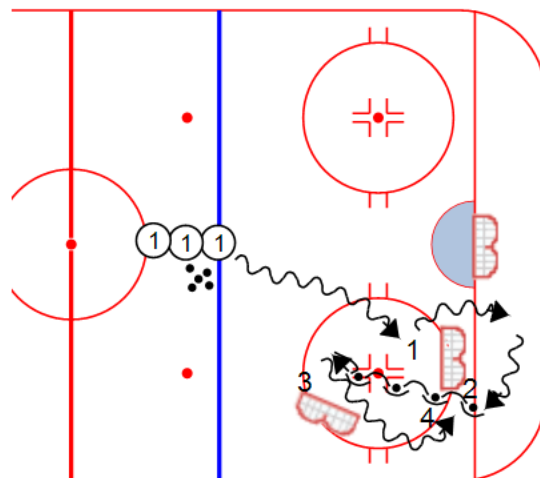
Objectives / Main tasks :

DRILLS 1 & 2 - Individual after practice Drill - For forwards, VGT Low Zone Agility, For D - St. Cloud Skating & Shooting
 DRILL 3 - TEAM WARM UP DRILL - Double Stretch
 DRILL 4 - TEAM PLAY DRILL - Hazer 5 on 5 tracking & DFZ coverage
 DRILL 5 - COMPETITIVE DRILL - 3 PUCK BATTLE

Drill no. : _____ Duration : _____ Minutes From : _____ To : _____
 Title : VGT LOW ZONE AGILITY Category #1 : PUCKHANDLING Category #2 : FAKES & MOVES

Description

1. Player skates to the net and dekes the net, goes around the net and 2. pivots backward to post of other net, 3. 2 foot backward snow plow stop, quick start, and 4. dekes 1st net again then takes the puck to the net, either way.



Key points:

FAST FEET

FAKES

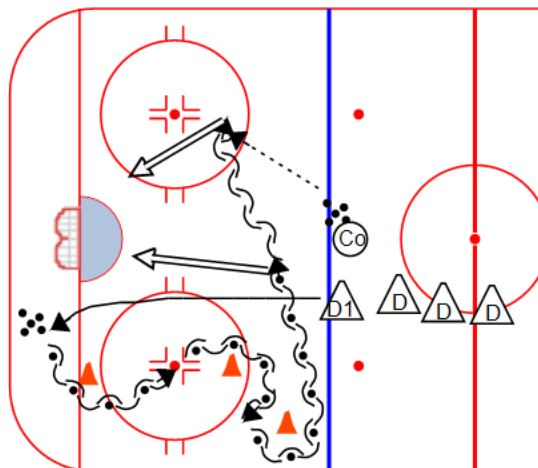
FAST HANDS

FULL SPEED

Drill no. : _____ Duration : _____ Minutes From : _____ To : _____
 Title : ST. Cloud Skating & Shooting Category #1 : DEFENSEMEN Category #2 : SKATING

Description

D1 goes in hard, picks up a puck, carries the puck going through the cones backwards, then takes a slap shot, D keeps going backward and gets a pass from the coach for a 2nd shot. One timer if it is on the correct side.



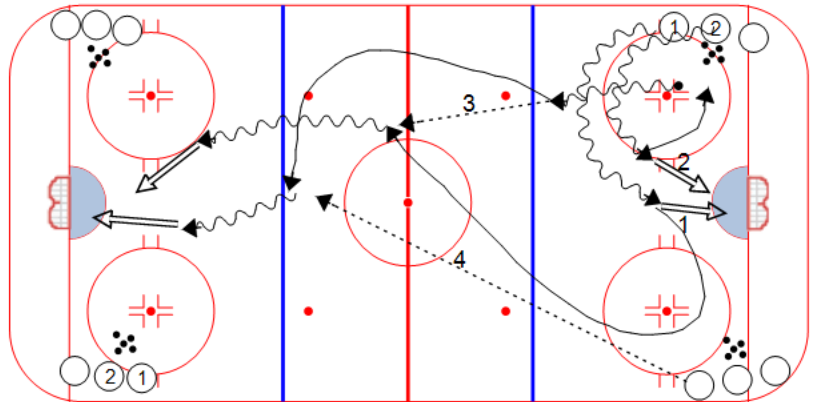
Key points:

Drill no. : _____ Duration : _____ Minutes From : _____ To : _____

Title : Double Stretch/Low/High Category #1 : shooting warm up Category #2 : 4 corner formation

Description

Opposite Corners go at the same time. 1 and 2 (1&2) shoot, after shot 1 (staying on his side) stretches to far blueline, 2 returns to his line where there is a spotted puck, he then hits 1 with a stretch pass (3), after the pass 2 takes off and stretches on his side and receives a pass from the opposite side (4) and goes in for a shot.



Key points : _____

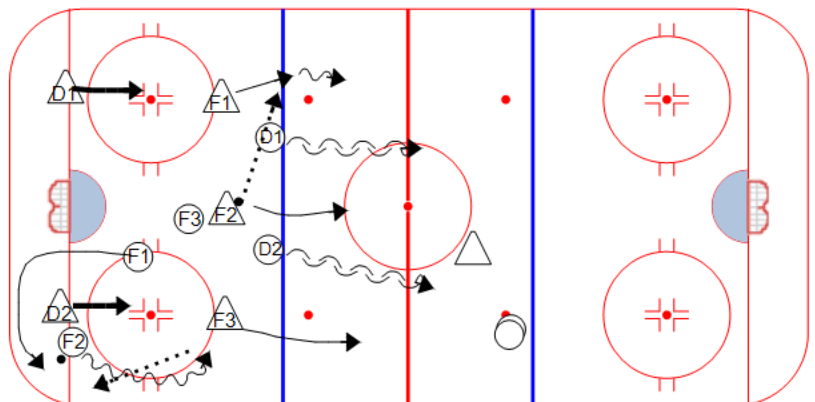
Drill no. : _____ Duration : _____ Minutes From : _____ To : _____

Title : Hazer Category #1 : DEFENSE DRILLS Category #2 : RUSH COVERAGE

Description

○F's cycle puck, △F's are ready just above the circle (with the puck), △D's are waiting on the goalline. On the whistle the ○F with the puck shoots (then joins the track), the other 2 track back vs. the △F's and D's who are going on the rush. The drill then ends up a DFZ 5 on 5.

VARIATIONS: The initial cycle can be a 3 on 2 low, Coach can add a second puck for the DFZ coverage, and or the Coach can blow the whistle, spot a puck and add a regroup from the △'s while the ○'s do their NZ forecheck.



Key points : _____

Drill no. : _____ Duration : _____ Minutes From : _____ To : _____

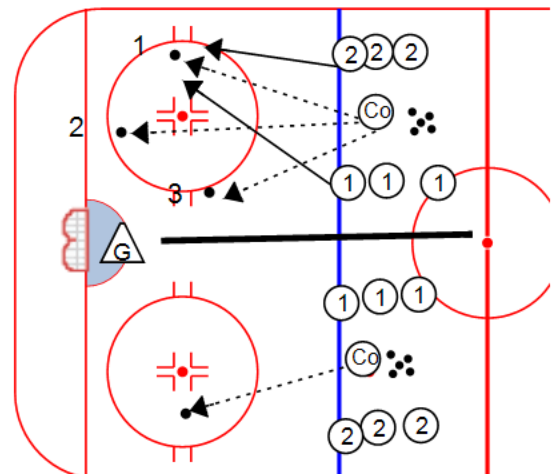
Title : 3 PUCK BATTLE Category #1 : compete / battle Category #2 : BATTLE

Description

Ice is divided into 2 sections, boundary is the section.

Coach spots puck in an area, players 1 and react react by attempting to gain possession of the puck and protect it. Play continues for 15 seconds and a 2nd puck is dumped in., 1 st puck is done, players go for 2nd puck, after 15 seconds, 3rd puck is spotted, on the 3rd puck players attempt to SHOOT on net, drill is now over.

Switch sides. Give goalie a chance to get set.



Key points: _____

Storming Stage – Team Building Exercise

Blame Game

Objective:

To bring the team together in a fun activity that demonstrates the influence that each member has in affecting team behavior.

Materials:

- No materials are necessary for this activity.

Instructions – Round 1:

1. Arrange the group in a large circle, with everyone standing.
2. Find your “Role Model.”
 - a) As the team leader, you begin by pointing to someone in the circle. Keep pointing.
 - b) That person now points to someone else and keeps pointing.
 - c) Continue until everyone is pointing to someone else, and the last person then points to you.
 - d) Stop pointing (drop your hands) and fix your eyes on the person you were pointing to. This person is your “Role Model.”
3. Explain that the objective is to watch your “Role Model” closely and to copy his/ her every action.
4. Now ask the team to stand perfectly still. No one may move unless his/her “Role Model” does. If his/her “Role Model” moves (twitches, coughs, blinks, etc.), he/she is to mimic that movement exactly and then be still again.
5. Begin the game and play several times.

Debrief Questions to Ask – After Round 1:

- We were supposed to stand still – what happened? (Expect some participants to immediately start blaming their Role Model for moving.)
- Who knows who started the movement? (Allow for some accusations; inevitably it will be difficult or impossible to pinpoint who really started each movement.)
- How much does it matter who started it, once it got started?
- How much energy do we expend looking for scapegoats?
- How are we responsible for perpetuating certain behaviors that eventually become team norms? What examples of this do we have here at work?
- What implications does this have for us back on the job?

Instructions – Round 2:

1. Play the game as before only this time designate one person as “Where the Buck Stops.” When the movement starts and moves around the group, that participant will NOT repeat it.

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Debrief Questions to Ask – After Round 2:

- How much influence can one person have in affecting team behavior?
- What implications does this have for us back on the job?

Tips for Success:

- Small movements are bound to happen. When they do, the movement will be duplicated around the group endlessly. Usually it will be exaggerated.
- If the movement gets out of hand, just stop the game and refocus everyone, and start again.

TAKEN FROM: **Team Building Toolkit**

KEYS - *Keys to Enhance Your Supervisory Success University of California, Berkeley*

Developed by Suzy Thorman and Kathy Mendonca

Learning + Organizational Development

