Exercise 2 **APPROACH ON A CARRIER**

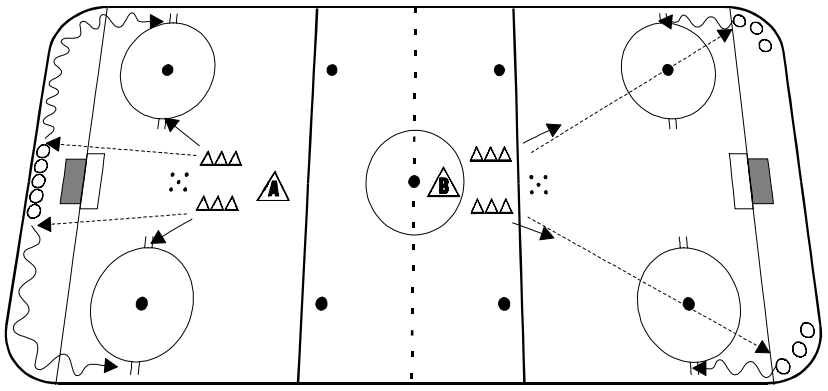


Figure 17.

ORGANIZATION:

- One end of the ice is used. The coach forms three groups of players: one group of offensive players behind the net and two groups of defensive players in front of the net. The groups in front of the net have possession of the pucks. Alternate roles.

PROCEDURE:

- The defensive player must block the offensive player's progression after he receives the puck when:
  a) The offensive player starts from behind the net and the defensive player starts from the slot.
  b) The offensive player starts from the corner and the defensive player starts from the blue line.
- In both cases, the offensive player (the carrier) can neither stop, nor return to the centre. He skates at an average speed along the boards and can only accelerate. After a few tries and observations, the coach calls the players together for discussion. **Without revealing** the solution (angled approach), he states that the key is to slow down the offensive player (the carrier) by using an available tool, depending on the division. After emphasizing the context (offensive player in control of the puck) and **without** a demonstration, the players continue with the exercise.

INTERVENTION:

- Have the players discover a method for slowing down the offensive player (the carrier).

COMMENTS:

- This is an exploratory exercise. The coach will immediately observe which players already possess a basic idea of approach on a carrier.
- Given that the carrier cannot return to the centre, his movement is predictable. This is why some players will move directly towards him in a straight line or immediately place themselves close to the boards so as to block his path. For the time being, do not consider this an error. This exercise prepares players for the following exercise, which can be completed immediately afterwards or during the next practice. Players must be guided towards the solution and not have it forced upon them at the beginning because right now, they could put it into practice without truly understanding why. Taking your time will save you time in the long run.

Exercise 3 **APPROACH ON A CARRIER**

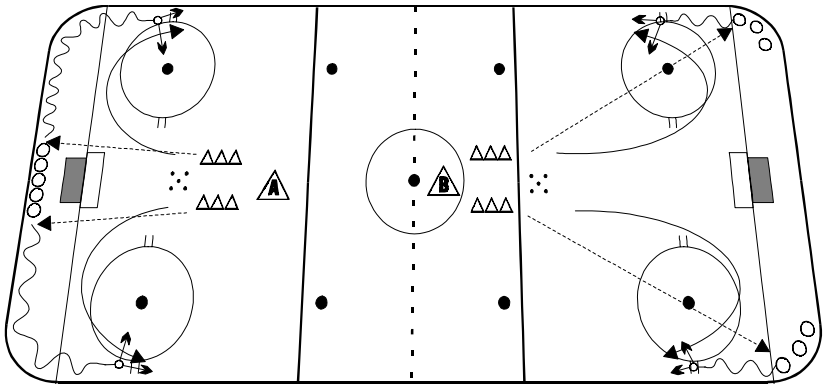


Figure 18.

ORGANIZATION:

- One end of the ice is used. The coach forms three groups of players: one group of offensive players behind the net and two groups of defensive players in front of the net. The groups in front of the net have possession of the pucks. Alternate roles.

PROCEDURE:

- The defensive player must block the offensive player's progression after he receives the puck when:
  a) The offensive player starts from behind the net and the defensive player starts from the slot.
  b) The offensive player starts from the corner and the defensive player starts from the blue line.
- In both these cases, the offensive player (the carrier) can stop and/or return to the centre or simply accelerate along the boards to cross the blue line. After a few tries and observations, the coach calls the players together for discussion. After the players explain how to solve this new problem, the coach introduces the second governing principle. After a demonstration, the players continue with the exercise.

INTERVENTION:

- Check that the defensive player places his body in the path of the centre (angled approach).
- Check that the defensive player skates parallel to the carrier to neutralize him more easily.

COMMENTS:

- Given that the carrier may now return to the centre, the players who, in the previous exercise, moved directly to the carrier or placed themselves close to the boards to wait for him, will realize that their solution is no longer valid in this context (which is clearly a game situation). Here is where the importance of the angled approach becomes clear.
- With the angled approach, skating difficulties (forward crossovers) become blatant. Sound technical development is therefore indispensable to perfecting the approach on a carrier.
- After a few attempts, the players will realize that their synchronization is not always perfect. "Where should I begin my crossovers — behind, equal to or in front of the carrier?" The following exercise will address this question.