



HOCKEY CANADA

CANADIAN PLAYER PATHWAY

U9 (Novice)

Player Pathway Policy

2020-2021 Season

(Feb. 23, 2020)





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Section 1:

Introduction to U9 Hockey





“DEVELOPING SKILLS FIRST”

The Hockey Canada U9 Program is an essential component in developing the hockey skills of all young kids playing hockey in Canada. The Hockey Canada U9 Skill Development resource is the official hockey instructional curriculum of Hockey Canada.

Introduction

How a player gets their initial taste of hockey is crucial. The first few years of hockey must be a positive experience full of fun and excitement.

If the beginner has fun, develops basic skills and builds confidence, there is a better chance they will go on to enjoy hockey for a lifetime. But if a young player has an unhappy, unrewarding experience, they may quit at an early age and never discover the real joy of Canada's game. Every young player should have the opportunity to enjoy hockey for life!

More than 30 years ago, Hockey Canada developed the Initiation (now U7) Program to ensure a fun, safe and positive hockey experience. It served as a structured, learn-to-play program designed to introduce beginners to basic skills. It also enabled young players to build a solid skill base and become contributing members of a team effort, develop self-confidence and experience a sense of personal achievement – goals achieved in an atmosphere of fun and fair play. The U7 program is based on providing the five and six-year-old the skills to begin to enjoy hockey.

The U9 Player Pathway is both a progression for the five- and six-year-old player that participated in the U7 program as well as an entry point for other seven- and eight-year-old children looking to gain the skills to enjoy hockey.

A minor hockey association's programming at the U9 level will serve as the foundation upon which the team structure of the minor hockey association is built. Youngsters at every level in minor hockey benefit from getting the 'right start' in the game. Programming at the U9 level is a crucial piece in building the skills of house league and rep team players alike.

"Learning the basic skills at a young age will set the foundation for everything a player will accomplish in the game of hockey."

Corey McNabb, Director of Hockey Development Programs, Hockey Canada



About the U9 Player Pathway

Programming should be delivered through a progressive, learn-to-play teaching curriculum that spans the seven- and eight-year-old age group. Children learn best through participating in practice drills and sessions as well as informal and modified games such as shinny, freeze tag and obstacle courses.

The program consists of four levels of instruction, designed specifically for young hockey players. Each level consists of a series of practice plans (lesson plans) that follow a defined path of progressions.

The skills of skating, puck control, passing and shooting are introduced and refined in a progressive, one-step-at-a-time manner.

Although the emphasis is on fun and skill development, hockey at these ages should also allow youngsters to experience fitness, fair play and cooperation.

To ensure a positive experience for the children, a coaching clinic has been designed for the on-ice coaches that focuses on communication, teaching skills, leadership, skill analysis, lesson organization, and safety and risk management.

Program Philosophy

- Hockey Canada developed the program to ensure that the child's early experiences with hockey are delivered in a safe and positive experience.
- The program enables participants to become contributing members of a team effort, develop self-confidence and experience a sense of personal achievement.

Program Goals

- To have fun while playing hockey and engaging in physical activity.
- To learn the fundamental skills required to play the game of hockey.
- To develop and refine basic motor patterns.
- To be introduced to the concepts of cooperation and fair play.



Conclusion

Hockey Canada plays an important role in ensuring minor hockey associations have the necessary resources, tools and supports for young players from 7-8 years old. Hockey Canada believes developing the fundamental skills and attitudes to play the game and recognizes this will foster an enjoyment of hockey as a lifetime participation sport.

U9-level programming is intended to focus on children ages seven and eight years old and is age-appropriate for all young hockey players. Annually, the number of kids between the ages of seven and eight registered with Hockey Canada is 75,000; these 75,000 players make up approximately 15% of all registered minor hockey players in the grassroots Hockey Canada system.

Hockey Canada has approximately 2,500 minor hockey associations that receive education, training and resources outlining the benefits of participating in all levels of minor hockey programming, and these associations are encouraged to deliver age-appropriate programming to their membership. Approximately 4,000 coaches and instructors volunteer each season to teach and lead programming at the U9 level of hockey.

This resource guide outlines the significant benefits of delivering age-appropriate programming across Canada. The future of minor hockey in Canada lies within the quality hockey development programs offered to young players.

“Scaling down is important, and the research shows that when children are more actively engaged, they touch the puck more often, have the puck on their stick longer and are interacting with one another to a greater extent.”

Dr. Stephen Norris, Consultant to Hockey Canada

Section 2: ***U9 Policy and Recommendations***



Hockey Canada Policy for U9 Hockey

Playing Surface – Half-Ice

- The maximum size of the ice surface is 100 feet by 85 feet.
- For single-year age divisions:
 - Seven-year-old games will be played on half-ice all year.
 - Eight-year-old games will be played half-ice from October through December and **may** transition to full ice from January to April.
 - Use September as a development month – no games, just practices.
 - Play a limited half-ice game schedule from October to December.
 - Use January as a development month, helping transition kids to full ice.
 - Play a full-ice game schedule from Jan. 15 to April.
 - Development of a full curriculum for the eight-year-old and the transition to full-ice programming at U11.
- For mixed programming, there will be three options available to choose from:
 - Deliver half-ice programming for the full year to players 7-8 years old.
 - Deliver half-ice programming for the full year to players 7-8 years old and provide a six-week transition program to the players that are eight years old in February and March.
 - Deliver half-ice programming with transition to full ice after Jan. 15 with the understanding that a seven-year-old will repeat the programming as an eight-year-old.

Half-Ice Game Play Rules

- Hockey Canada Playing Rules are followed except as stated below.
- 4-on-4 format – A player may play goal, and full goaltender equipment is required.
- Game format: two periods with a run-time clock.
- Game length: not to exceed 60 minutes.
- Timed buzzer or whistle for line changes:
 - Game does not stop; players change on the fly at buzzer/whistle.
 - If there are fewer than four players on the bench, the active player designated to stay out for the following shift must return to the bench prior to continuing play.
 - On the buzzer/whistle, players must relinquish control of the puck immediately and vacate the ice. The new players enter the ice immediately.
 - Failure to immediately relinquish control of the puck or new players entering the ice surface prematurely may result in a penalty (see below). When play is stopped due to the goaltender freezing the puck or a goal being scored, the official will signal the attacking players to back off three metres. Once the attackers have moved back, the players may resume play as soon as the possession team has control of the puck. In the event a puck goes out of play, the official will provide a new puck to the non-offending team and the offending team will be required to provide a three-metre cushion.
- Shift length not to exceed two minutes.
- Face-offs to start each half.



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- Change of possession:
 - Continuous play; when whistles lead to a change in puck possession, the official will signal the attacking players to back off three metres. Once the attackers have moved back, play may resume as soon as the possession team has control of the puck.
 - Goaltender freezes the puck – the official blows the whistle to indicate the attacking team backs off and the defending team gets possession.
 - Puck shot out of play – the offending team backs off and the official gives the non-offending team a new puck.
- Minimum of one official per game.
- Goaltenders in full equipment.
- Rotate all players through the goaltender position. (RECOMMENDATION)
- No score is kept in half-ice programming.
- No standings or stats kept.
- Blue puck (4 oz) or black puck (6 oz). (EITHER IS ACCEPTABLE)
- Net size – 3x4 or 4x6. (EITHER IS ACCEPTABLE)
- Penalties:
 - Player sits next shift, game is played 4-on-4 and if offending team controls the puck after the infraction, official blows the whistle and calls for change of possession.
 - Minor penalties are noted, with the official briefly raising their arm to indicate a penalty will be assessed. At the conclusion of the shift, the official notifies the coach of the infraction and the number of the offending player.
 - If the offending team controls the puck after the infraction, the official blows the whistle and calls for a change of possession; the non-offending team is given room to play the puck (three-metre cushion).
 - The offending player will sit out the next shift, but the team will play even strength.
 - Should an infraction occur that would normally require a player to be ejected from the game (game misconduct, match penalty or gross misconduct), the player will be removed for the remainder of that game. Even under these circumstances, teams will not play shorthanded and no game incident report will be required.



Player Evaluations, Selections, or Tryouts

- No player evaluations, selections or tryouts prior to or during the first week of school. (REQUIREMENT)
 - No player evaluations, selections or tryouts during the off-season phase (previous season, including March through August).
 - No player evaluations, selections or tryouts during the first week of school where school starts the week after Labour Day.
 - Where school starts prior to Labour Day, there must be four skates/practices starting the week following Labour Day before player evaluations, selections or tryouts commence.
- Must offer a minimum of four practices/skill sessions prior to formal player evaluation/selection/tryouts starting. (REQUIREMENT)
- Must have a minimum of three formal player evaluations, selections or tryouts sessions. (REQUIREMENT)
 - One skills session, one small-area games session, one formal game. (RECOMMENDATION)

Development Phase

- Must be a period of development time following team selection and prior to the start of the regular season. (REQUIREMENT)

Fair and Equal Ice Time

- Fair and equal ice time is designed to ensure that all players get the same opportunity to contribute to the outcome of games, regardless of skill or ability. A coach's responsibility is to develop all players to contribute. Shortening of the bench in an attempt to win games is not permitted. All players and goaltenders should receive fair and as close to equal as possible ice time. (REQUIREMENT)
- Positional rotation:
 - All players play all positions – forward/defence/goaltender. (RECOMMENDATION)
 - All players get a chance to start the game and start the second half. (RECOMMENDATION)
- Goaltender rotation:
 - No full-time goaltenders. (RECOMMENDATION)
 - All players have the option to play goal at least once before anyone gets a second chance. (RECOMMENDATION)
 - After the first rotation, all players who wish to get another turn in net will get a chance to play goal in games again. (RECOMMENDATION)
- Goal equipment required for player to play in net.

Playoffs

- There are no playoffs in U9 hockey. (REQUIREMENT)

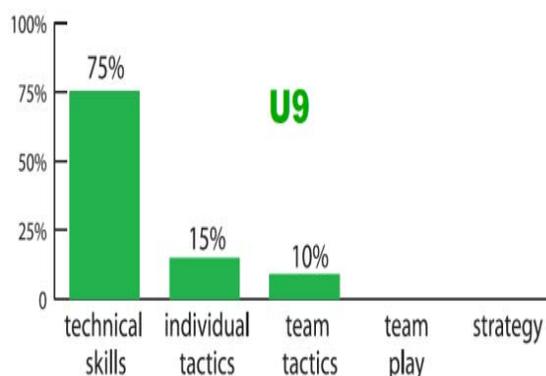
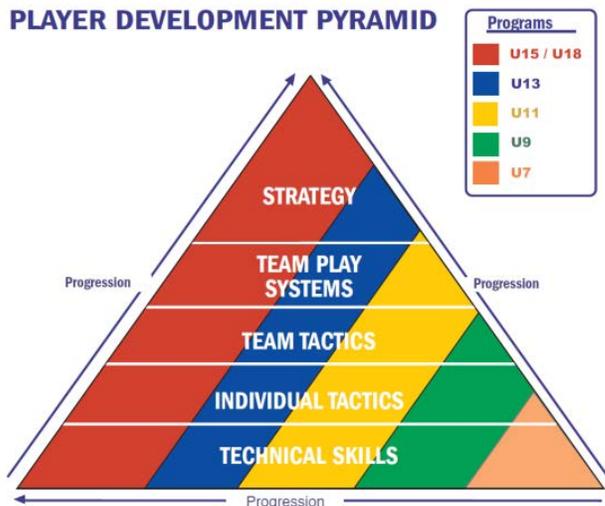
Seasonal Structure

- Preparation phase
 - See Player Evaluation/Selection/Tryouts above.
- Development phase
 - Teams must have a period of development time following player evaluation/selection/tryouts prior to the start of the regular season.
- Development and regular season phase
 - Recommended maximum of 40 games per year (including exhibition, league and tournaments).
 - Recommended seasonal breaks
 - Season should allow for two seasonal breaks (not including Christmas/long weekends).
 - Seasonal break would be a minimum five days without a scheduled game or mandatory practice.
- Tournaments are jamboree format
 - A jamboree is designed to engage players in a fun environment; it is the coming together of several players who are then placed onto teams. Games may or may not be competitive and the emphasis is on fun and fair play.
 - A festival is designed to engage players in a fun environment: it is the coming together of teams to participate in games and fun activities. Games may be competitive, but no standings are kept.
- Off-season phase
 - Recommend limited skills-based on-ice training, making more time for multisport activity

Position-Specific Training

- Small-area games in practice / station-based practices / skill-focused drills
- Only 25% of practice time should be spent on tactics with 75% of practice time spent on skills.
- Basic positional play and rules of the game can be introduced at the end of the season or prior to the start of the U11 regular season. Basic defensive-zone positioning, offside, icing, etc., can be introduced during the ice sessions prior to tryouts or after teams are selected.

PLAYER DEVELOPMENT PYRAMID



Section 3:

Rationale for U9 Programming





Benefits of Half-Ice Hockey

At times, there can be concerns from parents about how small-area games may impact their child's hockey development, but we ask parents to trust the development experts. It is also important to remind parents that putting young players into a competitive environment too early will compromise their development. Children need to be placed into competitive situations that suit their age-appropriate abilities and parents need to be realistic about what children should be able to do all age levels. This is why Hockey Canada's long-term player development model is so important.

It is important to fully understand and appreciate the benefits of half-ice hockey. The configuration of dividing the playing surface into half-ice is a decision that has been made in consultation with experts in athlete development.

An overview of very simple statistics illustrates a number of advantages to the small-area games model:

- Increases the emphasis on skating skills, including elements like agility, balance, coordination and quickness.
- Number of puck battles increases.
- Puck control and puck protection skills are enhanced, which will help players succeed at higher levels.
- Fundamentals of skating, puck control, passing and shooting are reinforced at a greater rate.
- Increase in incidental body contact requires players to play with their head up, preparing players for proper use of body contact and checking skills in the future.
- Less time and space increase the frequency of making hockey decisions.
- Better environment for teaching ice awareness and boosts hockey sense.
- Over time, the intensity level of competition increases with the progressive skill development of players.

***"You have to be able to make plays in pretty small areas.
The more you practice in small spaces the better off you are."***

Sidney Crosby, Canada's National Men's Team

***"You need to be able to make quick passes and have quick
communication. Small area games are important."***

Brianne Jenner, Canada's National Women's Team

Long-Term Player Development Model

Research has proven that putting young players into a competitive environment too early will compromise their development. Children should only be placed into competitive situations that suit their skill level and abilities.

It is important to fully understand and appreciate the benefits of cross-ice and half-ice hockey and why Hockey Canada has a national policy ensuring all U9 hockey is played in smaller, modified spaces.

An illustration of very simple statistics shows the advantages to the smaller-surface games model.

PUCK TOUCHES



Small spaces equate to more engagement in the play.

All players are close to the play and have much more opportunity for puck touches. Regardless of the skill level or the ability of each player, their opportunities to be engaged in the play are doubled when the playing area is smaller.

SHOT ATTEMPTS



A very large difference between full-ice and small areas.

There are six times as many shots at goal in a cross-ice or half-ice game, because players are closer to the puck at all times and the puck finds its way to the net much more often.

SHOTS ON GOAL



Shrinking the playing surface increases offence.

Players are much closer to the net, skate shorter distance from goal to goal and have increased opportunities for offensive play.

PASS ATTEMPTS



More of a team game is apparent.

Players are observed passing and attempting to pass the puck more often. This is for two reasons:

1. All players are close enough to pressure the puck more frequently.
2. Teammates are in close support of the puck carrier at all times.

PASSES RECEIVED



Short, quick passes find their mark.

In smaller spaces, more passes are attempted and most of these passes are five to 10 feet in length. When passes are shorter, accuracy improves, and players have more success receiving the pass. Players also start to understand the importance of team puck possession.



U9 Player Pathway – Rationale

Dr. Stephen Norris has consulted with Hockey Canada in the areas of player development and performance programming for a number of years. Dr. Norris has also played a key role as a consultant to the 'Own the Podium' high performance/technical groups leading up to a number of Olympic Winter Games. He was one of the five founding members and contributors to the 'Canadian Sport for Life' movement focusing on athlete/participant development and supported Hockey Canada in the design of the Hockey Canada Long-Term Player Development Model and Canadian Player Pathways.

In each area of the policy's requirements outlined below, rationale has been provided and has been supplemented by Dr. Norris in the shaded areas.

Player evaluations, selections, or tryouts cannot be scheduled prior to the start of the school year. (REQUIREMENT)

- Give minor hockey associations and parents back the summer – the season does not need to start this early only to be finished at the end of January or early in February (start later and end later).
- Give minor hockey associations a chance to get organized and begin planning.
- The start of school year can be very stressful for young players, and they do not need to add hockey tryouts starting at the same time as the school year.

There are very serious considerations that need to be addressed here. First, the notion of tryouts taking place weeks, if not months in advance of the actual season for this age group makes very little sense due to the realities of child development during these periods.

The summer months are a time where youngsters not only consolidate previous experiences, but also advance their competency due to aspects such as recovery from earlier specificity, demonstrate adaptation of all previous experiences to new situations and activities over the summer months, and reveal growth and development opportunities that occur naturally – physical, psychological, cognitive, motor development, social, etc.

Second, everyone should understand that the return-to-school period (both the couple of weeks before, the week of and the 'wash-in period' until the student is settled back into the routine) is an extremely stressful period in terms of the biological impact upon the student.

Must offer a minimum of four practices and/or skill sessions prior to formal tryouts starting. (REQUIREMENT)

- A player's first experience in the new hockey season should not be a formal tryout – this gives all players the opportunity to get back on the ice in a more 'player-friendly' scenario.
- Help level the playing field; not all players have a chance to go to hockey schools or prep camps prior to the start of the season.
- Provide minor hockey associations the opportunity to run their own prep camp instead of members spending money outside the association.



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There is a great benefit for children to be offered the opportunity to participate in four ice sessions prior to formal selection or evaluation. Players feel both more relaxed and are able to perform at a better skill level following four ice sessions, rather than the alternative of being evaluated in their first time back on the ice. By providing these opportunities, players are now in situation where stress has been mitigated and they are able to showcase their ability on the ice.

Player evaluations, selections, or tryouts must be minimum of three formal tryout sessions. Recommendation is one skills session, one small-area games session and one formal game. (REQUIREMENT)

- Players need a fair chance to be evaluated – a standardized process will show transparency, fairness and consistency.
- Provide coaches with the foundation for a development plan based on a solid and quantifiable evaluation.

This follows the previous point of providing ALL young players with the opportunity to re-engage with the hockey. For example, it would be unacceptable for a school in the first week of September to give children an exam that they must pass, or else the child would not be permitted to take that subject during the school year. This would be unacceptable to parents, yet this is the impact of tryouts early in the process before anything is taught.

Must have a period of development time following team selection and prior to the start of the regular season. (REQUIREMENT)

- It is very important to provide coaches with the opportunity to develop and improve their players' skills prior to getting into organized games.
- The progression should be skills before tactics and tactics before systems.
- This will eliminate or reduce pressure and or focus on winning.

As outlined above, professional and/or knowledgeable individuals wishing to provide positive developmental experiences for children or youth would reinforce the need for an instructional or practice component prior to the start of the season. With the implementation of this policy, we are moving forward to not only accept, but welcome development opportunities for the betterment of players.

Section 4: ***U9 Seasonal Structure***



Seasonal Structure

The Member must have a clearly identified seasonal structure as per the definition of an ideal hockey season. The ideal hockey season is a guideline and is subject to a range of minor differences regarding suggested numbers based on Member differences.

The U9 seasonal structure can take on many forms. This section identifies a set of minimum standards that Hockey Canada membership must adhere to. Keep in mind, there is some flexibility because the framework below (see Figures 1 and 2) provides a set of recommended timeframes when minor hockey associations build their seasonal plan. If the season starts in October or even as late as November, the minor hockey association should still follow the guidelines of a balanced season approach. Some of the dates and timeframes are guidelines while others are fixed. The number of games and practices are also recommendations based on what Hockey Canada has set out in the Long-Term Player Development Model and U9 Player Pathway.

The annual calendar is divided into five phases to enhance the player engagement process and ensure each phase of development has a very specific focus. It is important to abide by these phases and not compromise the developmental process by accelerating the calendar and attempting to have players engaged in activities like competitive games and tournament play before the proposed schedule.

1. Preparation Phase (Player Evaluations, Selections, or Tryouts) – Up to 4 weeks

- This refers to the period of time prior to the season starting.
 - See Player Evaluations, Selections, or Tryouts on Page 8 for more information.

2. Development Phase – Up to 8 weeks

- This refers to the period of time following tryouts prior to the regular season starting.

3. Development & Regular Season – Up to 20 weeks

- This refers to the period of time from the first regular-season game to the start of playoffs.

4. Playoff Phase – Up to 4 weeks

- This refers to the period of time from the end of the regular season to the end of playoffs.

5. Off-season Phase

- This refers to the period of time from the end of the playoffs to the start of the next Preparation Phase.

The Ideal Season

The U9 Player Pathway will give young players an excellent opportunity to continue positive development while having excellent experiences in the game. The ideal season addresses issues like ensuring the season does not conflict with the start of the school year, what the tryout process must look like for young players and how the season will be structured to maximize development opportunities for all players in the system.

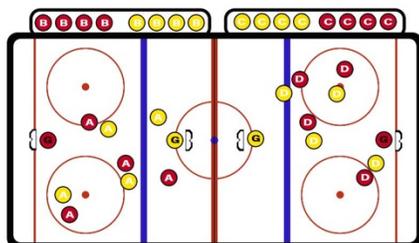
Monthly Goals

The U9 Player Pathway and corresponding coaching materials provide for a progressive and incremental application to skill development that is appropriate for the U9 player. Referring to the Hockey Canada Skills Manual for U9 hockey will provide coaches with the necessary framework for practice sessions that meet their player’s needs. The monthly seasonal goals should correspond with the chart that outlines the skills players should be exposed to throughout the season.

Preparation/Evaluation Phase

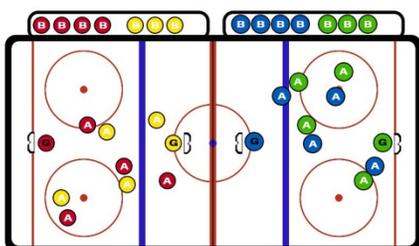
The preparation evaluation phase is to ensure players are grouped with like-ability players. At the U9 level there should be no tryouts where players are cut, but rather evaluations to ensure players participate with like-ability players for their maximum growth. Tiering is a term used for grouping of players. A major component to tiering comes down to team composition. All teams are going to look a little different as the needs of the associations and communities are varied. The examples below are based on a team of 18 players, which is recommended by Hockey Canada as the ideal number for a roster.

Given every association is different, getting to 18 players per team may be difficult, especially for smaller associations. However, consider why 18 is the ideal. That allows for four lines (4-on-4 hockey) and two goaltenders. In most situations, that means a player is on the ice every other shift and that is where the focus should be – keeping kids on the ice as much as possible. *If your MHA has a great discrepancy based on the suggestions below, you are encouraged to contact your Member for further support in rostering teams. *



TIERING WITHIN A TEAM

The 18 players on these two teams have been divided into skill-based lines, with like-skill players from each team playing against the other. These teams can be from the same or different associations.



TIERING WITHIN AN ASSOCIATION

This association decided to split its 34, house league players into four teams. There are two teams of nine and two of eight, all participating in half-ice games. The teams are balanced, but the lines are divided by skill (see above for explanation). All four teams play at the same time every week.



Development Phase

During the development phase, coaches should be focused on skill development. The ideal practice to game ratio has been identified as 3:1, or three practice sessions to one game played. The start of the season for U9 players is not a fixed time. Therefore, the guidelines outlined in the U9 Seasonal Structure are just that – guidelines.

The goal for every minor hockey association should be to set aside a window of time where young players have more practices than games. The Hockey Canada U9 Skills Manual provides coaches with a series of well-crafted practice plans (ice sessions) that focus on developing fundamental movement skills like striding, turning and stopping, manipulation skills like shooting, passing, puck control and the very important motor skills of agility, balance, coordination. All of these components should be a part of player-centred skill development in a fun and safe environment that promotes self-confidence.

Regular Season Phase

The regular season phase represents the bulk of the season in the Initiation seasonal structure. The practice-to-game ratio shifts to 2:1 or two practices for every game played.

It is important that coaches continue to focus on skill development during practice sessions. Once again, the Hockey Canada U9 Skills Manual provides a wide variety of resources in the form of practice sessions as well as drills that will assist in the delivery of practices that will meet the skills development needs of young players. Hockey Canada has developed additional resources to support coaches in their efforts to deliver practice plans. The [Hockey Canada Network](#) and [Drill Hub](#) both contain age-appropriate and skill-specific resources to meet the needs of young U9 hockey players.

Through the regular season phase there are still up to 24 possible practice sessions to support and encourage young players through this skill-acquisition phase of the season.

Game Play Phase or Transition Phase

The approved Hockey Canada policy for U9 hockey permits the introduction of full-ice game play in the later part of the season for second-year U9 players. In the event there is a desire to introduce second-year U9 players to the full-ice game model, membership is required to wait until after Jan. 15 to allow U9 teams to participate in full-ice games.

The transition phase has a practice-to-game ratio of 1:1, or one practice to one game played. It is important to ensure practice sessions continue through the transition phase. This will provide coaches with the opportunity to continue to reinforce individual skill development elements in practices in addition to introducing players to concepts attached to the full-ice game.

SEASONAL STRUCTURE

U9 – OPTION 1

WEEKS	Up to 12 Weeks - prior to the start of the Regular Season phase	Up to 16 weeks - after the completion of the Development Phase	Up to 4 Weeks at the conclusion of the Regular Season Phase
PHASE	Prep / Evaluation & Development Phase	Regular Season Phase	Game Play Phase
ICE SET-UP	Half ice games	Half Ice games	Half Ice Games
BALANCE	40% of the season	50% of the season	10% of the season
VOLUME 32 <small>weeks</small> up to 55 <small>practices</small> 30 - 40 <small>games</small> 3 <small>jamborees</small>	Up to 12 Weeks	Up to 16 Weeks	Up to 4 Weeks
	14 Practice Sessions	34 Practice Sessions	7 Practices Sessions
	Up to 6 Games	Up to 22 Games	Up to 12 Games
	1 Jamboree	1 Jamboree	1 Jamboree

FIGURE 1: U9 Seasonal Structure – Full Season of Half-Ice Play

SEASONAL STRUCTURE

U9 – OPTION 2

WEEKS	Up to 12 Weeks - prior to the start of the Regular Season phase	Up to 14 weeks - after the completion of the Development Phase	Up to 6 Weeks at the conclusion of the Regular Season Phase
PHASE	Prep / Evaluation & Development Phase	Regular Season Phase	Game Play Phase
ICE SET-UP	Half ice games	Half Ice games	May Progress to Full Ice
BALANCE	45% of the season	45% of the season	10% of the season
VOLUME 32 <small>weeks</small> up to 55 <small>practices</small> 30 - 40 <small>games</small> 3 <small>jamboree/tournaments</small>	Up to 12 Weeks	Up to 14 Weeks	Up to 6 Weeks
	14 Practice Sessions	34 Practice Sessions	7 Practices Sessions
	6 Games	Up to 22 Games	Up to 12 Games
	1 Jamboree	1 Jamboree/Tournament	1 Jamboree/Tournament

FIGURE 2: U9 Seasonal Structure – Transition to Full-Ice Play

Ice Surface Set-up

The game play format used in U9 half-ice hockey is the Two-Team Game Play Model (see Figure 3). This model is built on two teams playing one another in two halves. Each U9 team is divided into two units. Each team is required to dress two goaltenders, one for each half-ice game.

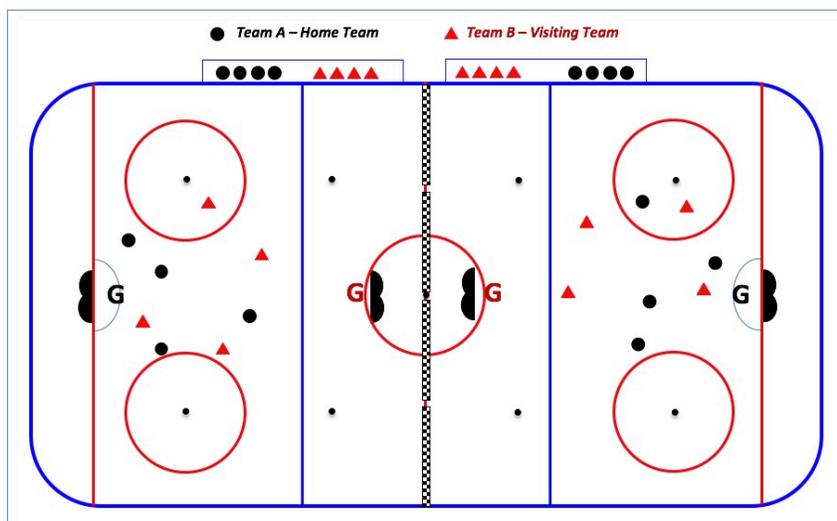


Figure 3: Two Teams – Two Half-Ice Games Model

In some minor hockey communities, team composition may be smaller. If this is the case, the ice is still divided in two halves, but only one half will be used for game play. The other half of the ice can be used as a practice surface (see Figure 4).

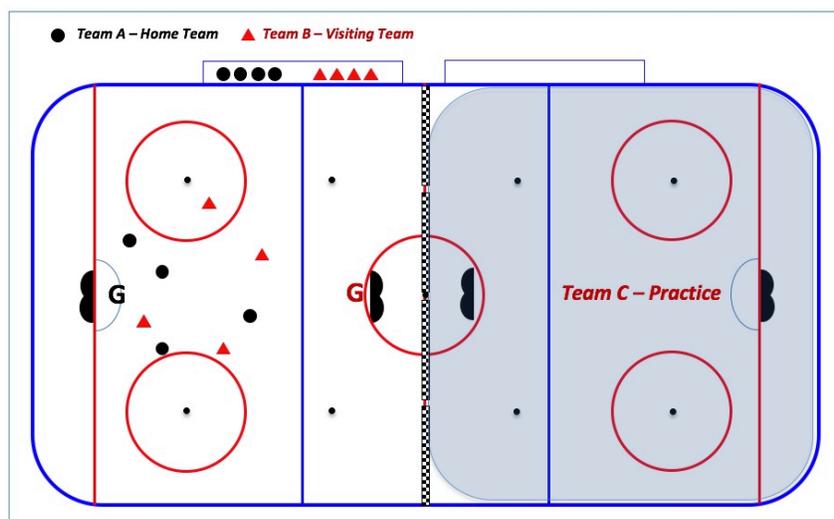


Figure 4: Two Teams – One Half-Ice Game Model with Practice Sheet



Game Set-up and Flow

Two-team – two-game model (RECOMMENDATION)

- This game play model requires each team to have two goaltenders, one for each half of the ice. This allows for two larger teams playing one another in two halves by dividing the team in to two units to play the opposing teams two units. If the two teams are balanced, one team's unit can switch at half time to play against the other opposing unit.
- In this model, each team will consist of up to 18 players (16 skaters and two goaltenders) divided into two units of nine players. Each team unit will have one goaltender and eight skaters. Smaller numbers will allow for players to double shift to ensure there are always four players on the ice. Coaches must make sure all players take turns double shifting.
- The two games are played simultaneously using the same time clock. Officials work together to keep the games synchronized. Three-minute warm-up with two halves not to exceed a 60-minute game.
- It is recommended that in each half, the centre spot should be marked to indicate where the face-off will take place. This is to be established at the midpoint between both nets.
- There is no centre-ice (red) line, and therefore no icing.
- There are no blue-lines in play, therefore there are no offsides.
- Teams will share the player benches, with each team using the gate closest to the net they are defending.
- The home team shall defend the two ends of the rink, while the visiting team shall defend the centre-ice nets. When the buzzer sounds to end the first half, the visiting team will switch ends and switch benches, so players can play against the other half of the opposing team.

Section 5:

U9 Coach Requirements and Resources



Instructors & Coaches

All head coaches of U9 teams require:

- 1) Hockey University – Online Community Coach training
- 2) Coach 1 – Intro to Coach training. (See Section 7 for additional Member-specific coaching policies)
- 3) Respect in Sport – Activity Leader

COMMUNITY COACH STREAM: COACH 1 - INTRO TO COACH



Overview

The NCCP Coach 1 – Intro to Coach clinic supports U9 coaches across Canada and provides coaches with the proper content for working with children at this level, as well as providing instruction in the delivery of the program itself.

The Community Coach Stream clinic is part of the new NCCP Coaching Program and is available through Hockey Canada’s online Hockey University.

Recognizing the necessity to provide a positive experience for young hockey players, the U9 program builds upon a number of values that provide quality experiences, including:

- Providing a safe environment in which to be introduced to fundamental skills.
- Developing an understanding of basic teamwork through participation in structured activities and adapted game-like situations.
- Introducing participants to the concepts of fair and cooperative play.
- Refining basic motor patterns and building self-confidence.
- Providing an environment that challenges individuals positively and rewards the participants for their efforts.
- Providing opportunities to experience a number of related activities in the building of a lifestyle of fitness and activity.



Certification

Pathway for certification is shown in the graphic above.

NOTE: Hockey Canada, the Coaching Association of Canada and Members do not require CERTIFIED status in this stream, only TRAINED.

Professional Development – NCCP Instructional Clinics

Hockey Canada has created a series of instructional clinics in addition to the Coach Stream program. While the coaching clinic is more specific to supporting coaches in the team environment, the instructional clinics are specific to teaching skills in all areas of the game.

Members offer these clinics as a way of supporting/enhancing the ongoing development of coaches in the following areas:

- skating (U7 and U9)
- skills (U7 and U9)
- checking skills
- goaltending

Resources

The following resources are available to support minor hockey associations and coaches in the design and delivery of programming that meets the needs of young players between the ages of seven and eight years old. A wide variety of materials are available for download [HERE](#).

Administrator's Guide

The purpose of the Administrator's Guide is to introduce local organizers with the half-ice program and show how to put the program to good use in the minor hockey association.

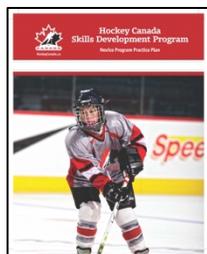
This guide includes an overview of Hockey Canada rules for half-ice hockey, model programs, information on setting up the U9 program, supporting parent information presentations, the importance of instructor training and an outline of the programming resources to support proper hockey instructional methodology.

Instructor's Manual

The Instructor's Manual was designed to give coaches all of the necessary information needed to teach hockey skills to players seven and eight years old.

Some of the areas discussed are leadership, communication, teaching skills and lesson organization. Each of these components contains valuable information when it comes time to implement each of the ice-session plans from the Hockey Canada Skills Manuals.

Ice-Session Plans (Lesson Plans)



The U9 Program Practice Plan Manual is a compilation of ideas from top hockey people across Canada. These plans are available through the Hockey Canada Network or the Hockey Canada Skill Development Program Manual series. These plans map out easy-to-follow ice sessions. U9 hockey players need to progress throughout these ice sessions to ensure they are exposed to age-appropriate drills and activities that will develop their confidence. The goal is to support the development of a sound skill base so young players will experience success playing the game.

The plans are designed to serve as a model for on-ice delivery. Minor hockey associations are not required to follow each ice session exactly as planned, but the development of these resources considers the needs of young players who are new to hockey and on the road to building a sound set of hockey skills. Each minor hockey association should encourage their coaches to use these ice session plans so players will be guided through a skill-development program that has been specifically designed for U9 players.



HOCKEY CANADA: CANADIAN PLAYER PATHWAY

U9 Player Pathway



The **Hockey Canada Network** is an iOS and Android app that contains a wealth of information for coaches and instructors. The entire series of Hockey Canada Skills Manuals and the Skills of Gold DVD series are available on the Hockey Canada Network. This includes the entire series of lesson plans designed specifically for the U9 program. All lesson plans are available to coaches and instructors at no cost. While there is a fee to access all the resources in the **Hockey Canada**

Network, downloading the free version of the app will permit the user to create an account and log in to access all the resources that support the U9 level of programming.



The **Hockey Canada Drill Hub** is located at [HockeyCanada.ca](https://www.hockeycanada.ca). This coach resource tool also provides coaches of U9 players with access to all of the program ice-session plans for free. Coaches can sign up to have free access to Hockey Canada's growing library of drills to create practice plans with a set of drills or use suggested practice plans, which are easy to print or view on most devices. Minor

hockey associations must encourage coaches to access both resource platforms to ensure they have up-to-date resources to support the program implementation.

U9 Skills Matrix

The Long-Term Player Development Model places U9 hockey at the ‘Fundamentals 2’ stage and is a time when programming is focused on fundamental skill development. With this in mind, the U9 skills matrix provides an overview of the skills that players in this age group must have opportunities to develop through progressive and meaningful practice sessions.

The Hockey Canada U9 Skills Manual contains a series of 32 practice sessions that provide the appropriate skill instruction cues and drills designed to support players in their efforts to acquire these skills. For more information on the Hockey Canada U9 Skills Manual, refer to the resource section below.

U9 SKILLS LTPD STAGE - Fundamentals 2



Balance and Agility	Edge Control	Starting and Stopping	Forward Skating and Striding	Backward Skating	Turning and Crossovers
<ul style="list-style-type: none"> Basic stance Balance on one foot Gliding on two skates Gliding on one skate – forward and backward Lateral Crossovers 	<ul style="list-style-type: none"> Figure 8’s – forward – inside & outside edge Figure 8’s – backward – inside & outside edge Heel to Heel (Mohawk) 1 leg weaving – fwd / bwd 	<ul style="list-style-type: none"> Front v-start Crossover start Backward c-cut start One o’clock – eleven o’clock stops Outside leg stop Two-foot parallel stop One-leg backward stop Two-leg backward stop 	<ul style="list-style-type: none"> C-cuts – left foot / right foot / alternating Crossunders T-push Forward striding 	<ul style="list-style-type: none"> C-cuts – left foot / right foot Gliding on two skates – backward Gliding on one skate – backward Backward Striding 1 Crossover / Reach 	<ul style="list-style-type: none"> Glide turns / Tight turns C-cuts – around circle – outside foot – forward & backward Crossovers – forward & backward Pivots – bwd to fwd & fwd to bwd Pivots – open & reverse
Stationary Puck Control	Moving Puck Control	Stationary Passing and Receiving	Moving Passing and Receiving	Shooting	Individual Offensive Tactics
<ul style="list-style-type: none"> Stance Narrow / Wide Side – front – side Toe drag – side/front Attack Triangle 	<ul style="list-style-type: none"> Narrow / Wide Open ice carry – forehand & backhand Weaving with puck Toe drag – front & side Attack the Triangle 	<ul style="list-style-type: none"> Stationary forehand pass Stationary backhand pass Stationary bank pass 	<ul style="list-style-type: none"> Moving forehand pass Moving backhand pass Pass and Follow 	<ul style="list-style-type: none"> Forehand - wrist shot Backhand - sweep shot Forehand / backhand shots in motion Forehand - flip shot Backhand - flip shot 	<ul style="list-style-type: none"> Body fakes Stick fakes Dekes Moves in Combination Net Drives
Individual Defensive Tactics	Team Play				
<ul style="list-style-type: none"> Angling Basic 1 on 1’s Escape moves Puck retrievals 	<ul style="list-style-type: none"> Basic Positioning – all players should play all positions 				

The Hockey Canada Skills Manuals are part of the skills development series – the official instructional curriculum of Hockey Canada. All coaches and on-ice volunteers are encouraged to utilize these resources to assist in enhancing skill development in all programs and levels of play.

The Hockey Canada skills development coaching manuals are meant to be a guide for the coach, allowing them the flexibility to make adjustments, if necessary, to meet the demands of their players and team. Eventually, from the direction provided in the manuals, coaches will gain the confidence and creativity to begin designing their own lesson plans.

Section 6:

Frequently Asked Questions





Frequently Asked Questions

1. What are the core requirements of the U9 Game Play Model?

The U9 Game Play Model was designed to maximize the opportunity to engage all players in the game. The core elements for this model are using running time, changing on the fly, no offside, no icing, no face-offs after goals and penalties are called.

2. How will player development be affected if there is no offside or icing called during game play?

The U9 Game Play Model is a 4-on-4 model (plus goaltenders) on half-ice. Learning offside and icing will come in time, but the primary focus on age-appropriate training and programming needs to be on skill development in the areas of skating, puck control, passing, receiving and shooting. Concepts like offside, icing, positional play and face-offs can be introduced at a later age when players move to the full-ice game-play model in the transition to Atom hockey.

3. Are U9 teams permitted to identify a full-time goaltender?

The recommendation in the U9 Game Play Model is that all players have an opportunity to play goal. All players should rotate through the goaltender position throughout the season. The Hockey Canada Long-Term Player Development Model encourages a wide range of skill development at a young age, and focusing on a single position may limit the opportunity to practice skills in all areas.

4. Are U9 half-ice games required to be two 25-minute halves?

This is only a recommended timeframe for the game. The game time established for the U9 Game Play Model is based on a 60-minute ice session. Ice sessions can be shorter or longer. If this is the case, adjust accordingly ensuring there is time for a short warm-up, two halves of play, and a short break between the two halves to make any adjustments that need to take place.

5. Is the length of a shift in the U9 Half-Ice Game Play Model limited to 60 seconds?

The shift length is only a recommendation. Shifts may be up to 90 seconds or two minutes in length. This is at the discretion of the Member. However, it is important to reference the core requirements of the game to ensure the spirit of the game is maintained.

6. Are U9 teams permitted to play full-ice games?

Members are responsible for setting the policy for game play for the entire season with the U9 Game Play Model. Hockey Canada policy permits the transition to full-ice game play after Jan. 15 for second-year U9 players. Please reference the U9 seasonal structure for information on the number of games permitted after Jan. 15.

7. What is the difference between a jamboree and a tournament?

A jamboree is designed to engage players in a fun environment and is the coming together of several players who are then placed onto teams. Games may or may not be competitive and the emphasis is on fun and fair play. A tournament is defined as a schedule of games played among three or more teams, which follows an interlocking schedule and leads to an eventual winner.



8. Are smaller nets required for the U9 Game Play Model?

There is no requirement to use smaller nets for U9 games. With goaltenders in full equipment in net, regular nets (4x6) are a suitable option. However, small nets (3x4) are also acceptable.

9. Is there a need to draw the crease in for the net situated in the neutral zone?

There is no need to draw a crease for neutral-zone nets. Each net should be placed just inside the centre circle, which will provide a small marking to aid the goaltending in positioning themselves in front of the net. If there is no circle, a crease may be drawn on the ice.

10. What are the advantages of practicing in small areas and playing half-ice games?

Small spaces equate to more engagement in the play and more activity for young players. Through small-area station-based practices and cross-ice games, players are closer to the play at all times and have much more opportunity for puck touches. Regardless of the skill level or the ability of each player, their opportunities to be engaged in the play are doubled when the playing area is smaller. NHL analytics research has illustrated that all skill areas of the game increased substantially when players played in small spaces more suited to their age and skill level.

11. What are the dimensions of a half-ice hockey game?

The average dimensions of a regular ice surface in Canada is 200 feet by 85 feet, with some rinks 200 feet by 100 feet. The half-ice playing surface can be a maximum of 100 feet by 85 feet if the dividers are placed at the centre-ice line. In a study conducted by Hockey Alberta, the half-ice playing surface illustrated the same stride distance for a child as relative to the full sheet of ice for an adult.

12. Is it a requirement to use a blue puck instead of a black puck and what are the advantages?

It is NOT a requirement to use a blue puck for U9 hockey. The regulation black puck weighs six ounces, while the blue puck weighs four ounces. Scaling down all aspects of practice and game play for players six and under is very beneficial. The blue puck is an appropriate weight in relation to the height and weight of these young players. Use of the blue puck can promote proper mechanics in shooting, passing and carrying the puck.

13. Should U9 hockey be tiered?

Grouping of players of similar ability can be a very important principle for setting young players up for success and enjoyment. The focus of the U9 Game Play Model is player development. It is important in both station-based practices and in half-ice game play that players be grouped by similar ability levels when possible or necessary. It is recommended that prior to the start of half-ice games, coaches of opposing teams may wish to discuss possible line combinations to ensure that the skill level of the players on the ice is similar; this will allow more puck touches and fun for all the players participating.

14. Do the officials need to be fully registered?

This is at the discretion of the Member. It must be noted that the U9 Game Play Model provides an excellent opportunity to introduce officials to the game.

15. If you choose to use registered officials, do the officials have to wear the full officiating uniform?

If the Member elects to have officials work the U9 Game Play Model, all officials on the ice need to wear the minimum of an officiating jersey with Member crest, black pants and a black CSA-approved helmet with a CSA-approved half visor.



16. If you choose to use registered officials, do the on-ice officiating shadows/mentors have to wear an officiating uniform?

No – in situations where an on-ice shadow/mentor is supporting the official, it is appropriate for them to wear a Member tracksuit. They still must wear a black CSA-approved helmet with CSA-approved half visor.

17. How does the official or coach keep game flow and not lose time on shifts when a puck goes out of play?

Officials are encouraged to keep additional pucks in their pocket in the event a puck is shot out of play. The official will simply provide a new puck to the non-offending team and play will resume.

18. What support is available for coaches at the U9 level?

The NCCP Community Coach Stream – Coach 1 – Intro to Coach clinic is designed for U9 coaches who need to understand the proper instructional approach with children at this age. The Community Coach Stream clinic is part of the new online NCCP Coaching Clinic available through the online Hockey University.

Recognizing the necessity to provide a positive experience for young hockey players, the Community Coach Stream – Initiation Clinic builds upon a number of values providing a qualitative experience, which include:

- Providing a safe environment in which to be introduced to fundamental skills.
- Developing an understanding of basic teamwork through participation in structured activities and adapted game-like situations.
- Introducing participants to the concepts of fair and cooperative play.
- Refining basic motor patterns and building self-confidence.
- Providing an environment that challenges individuals positively and rewards the participants for their efforts.
- Providing opportunities to experience a number of activities related in the building of a lifestyle of fitness and activity.

In addition to coach education, the U9 Skills Manual is a set of ice-session plans that are designed for the age-appropriate and skill-specific needs of young U9 players. These ice-session plans are available through the [Hockey Canada Network](#), [Drill Hub](#) and at [HockeyCanada.ca](#).

19. What guidelines should be followed when storing and setting up equipment at community arenas?

Each facility in Canada is unique and will have its own standard operating procedures when it comes to the storage, set-up and take-down of the portable board system or foam divider system. In many cases, municipalities have developed procedures to apply to all arenas within their jurisdiction. It will be important to work with facility management to ensure proper protocols are being followed. This will maximize efficiency, ensure safe practices for all and promote a harmonious relationship between the arena staff and members of the local minor hockey association.



20. Where can portable boards or foam barriers be purchased?

There are a number of suppliers for portable boards, foam barriers and small nets. It is advisable to check local sources to ensure best pricing on the shipping of products.

On a national level, two suppliers handle large-volume orders for these products:

OmniSport Inc.

14 Boulder Blvd.

Stony Plain, AB T7Z 1V7

780-968-2344

www.omnisport.ca

Athletica Sport Systems Inc.

554 Parkside Drive

Waterloo, ON N2L 5Z4

519-747-1856 / 877-778-5911

www.athletica.com

Section 7: ***Member Recommendation*** ***Amendments***





Member Recommendation Amendments

Section 8: ***U9 Officiating Procedures***





Role of the Official

NOTE: SEE U9 POLICY FOR GAME-SPECIFIC RULES IN SECTION 2

Introduction

Hockey Canada requires the inclusion of officials at the U9 level. At this level, a one-official system will be employed. While this is not an official Hockey Canada Officiating Program (HCOP) system, this section provides an outline to assist local officiating programs with integrating officials into the U9 game. The system provides officials with an opportunity to experience several aspects of officiating, while keeping the operating costs at a manageable level for the teams and minor hockey associations.

Benefits of Involving Officials in Half-Ice Hockey

There are numerous benefits for officials when considering the aspects of building foundational skills. This is a valuable opportunity for newer officials to put on their uniform, get on the ice in live action and learn basic aspects of being an official in a less formal and positive atmosphere. Basic skills include dropping pucks, skating skills, foundational positioning, spatial awareness, establishing good sightlines and making decisions such as goals and minor infractions.

This allows officials to apply newly-acquired information they received in their clinic in a game environment. It also provides an excellent opportunity for senior officials to mentor newcomers by shadowing them on the ice or evaluating them from the stands. The ability to mentor officials at ice level in this structure provides instantaneous feedback and assists in preparing these officials for full-ice games in a two- or three-official system.

Having an official for half-ice games provides players with more structure than cross-ice games at the Initiation level. It also presents a more realistic game environment, while allowing the coaches to keep their focus on the players.

Officiating Procedures

Flexibility is an important component to operating in a one-official system within the U9 structure. There is no absolute way to handle every possible scenario. However, game flow and establishing a basic structure to the game is the primary focus. Officials will NOT be required to call infractions for icing or off-side as the appropriate rink dimensions and markings are not available.

Face-offs

There will be one face-off location. This will be located approximately halfway between the goals (see Figure 5). Coaches and arena staff may mark the centre face-off location with a temporary marking for game play purposes.

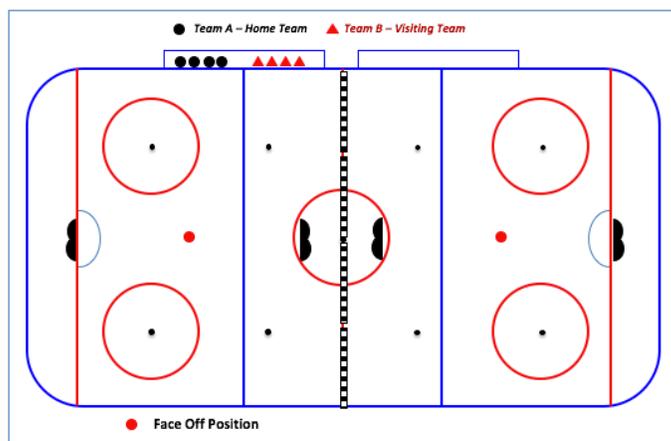


FIGURE 5: Location of the face-off dot

Positioning

Foundational positioning principles will be used. The concept of the 'cone' should be reserved for when full-ice play begins. Under the half-ice structure, approximate positioning should be used to get officials comfortable with their proximity to the goal (see Figure 6). Officials should follow the play approximately 2-3 metres behind the puck carrier. They should remain about one metre from the boards or playing area perimeters. The examples on Figure 6 show guidelines for establishing recommended end-zone positions.

Officials are encouraged to move towards the net on goal situations and away from the play towards the boards as play comes towards them, allowing players to pass by; the official can then follow up the ice at a safe distance.

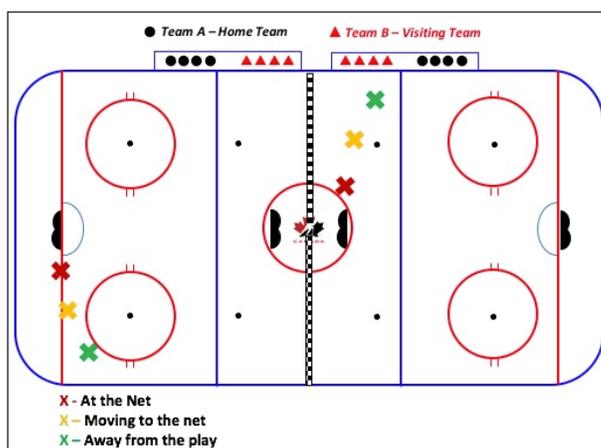


FIGURE 6: End-zone positioning of the official



HOCKEY CANADA: CANADIAN PLAYER PATHWAY

U9 Player Pathway



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HOCKEY CANADA: CANADIAN PLAYER PATHWAY

U9 Player Pathway



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