Take the puck to the net and look to score off the rush
Puck must go deep - less chance of a turnover and the defenders have a more difficult time knowing where all the players are
Look to change sides quickly to confuse the opposition
Dump in with the purpose of getting the puck back - hard rims/diagonals/soft chips - placement of the puck is critical - puck retrieval skills
Rims and dump-ins are based on the philosophy of giving the puck up to get it back
Keep the puck away from the goaltender

Conclusion
Offensive Zone
Get the puck to the net. Look for second opportunities, crash the net, win the net front battles, pay the price to score. Be creative - read and react tp what is given.
Puck possession is critical. Go and get the puck. Outnumber the opponent everywhere
Be a threat to score. Be hungry to score-all goals count, not just the pretty ones.
Crash the net with a vengeance.
Strong on stick.
Provide close support Short, one touch passes are most effective.
Pick/screen, move with purpose - attempt to always influence, distract, interfere with the opponent by being a passing option or by creating space
Active puck movement and active player movement
Movement of puck away from pressure
When the puck comes to you move with it-avoid standing still
Cycle with purpose - change sides, use the back of the net - look to get the puck to the net
Stretch out the zone - go from bottom to top, top to bottom and then across the blueline or behind the net
Defensemen stay high near blueline- use as much of the offensive zone as possible.
Defensemen must jump with puck - create indecision on part of defenders
Defensemen should not be in a hurry to leave the blueline Avoid drifting or creeping in - when it is the right time to jump in, then go with a purpose.
Shooting mentality - points must be threats to score
Forwards must be threats to score through their positioning and through their willingness to go to the net.
Forward should avoid being too low to the end boards and look to cheat up towards goal line so jam is an option
Present your forehand and activate your stick - be prepared to score
Play with intensity and poise
Pay the price – intangible

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SCHEDULING AND PLANNING EXERCISES FOR THE DEVELOPMENT OF SPEED IN THE GYMNASIUM

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Abstract:
The paper presents a complex of exercise special composed for improving the speed in gymnasium. The pedagogical experiment was conducted during a period of ten weeks and the results have shown that if the exercises are well scheduled and planned serious improvements of speed can be achieved. The exercises proposed have proved the effectiveness in physical education class and can be recommended to be used in gymnasium, but with some caution, given the development of the students, their age and gender.

Keywords: speed, exercise, race, motor skills

1. Introduction

The speed is part of the motor skills and represents the ability to perform a certain movement or a suite of movements in the shortest time. Of all the motor skills, the speed is considered as depending on most of the hereditary factors. This should not lead to the idea that the speed cannot be developed. The development of speed involves actuating over improvable factors, on less improvable factors and on the development of the other motor skills which affect the development of maximum speed, particularly the force.

Most specialists (N.G. Ozolin, 1972 the M.V. Zatiorski, 1970, C. Florescu 1969, etc.) emphasize three distinct basic forms, relatively independent and with minimum correlation indices (Zatiorski, 1970) in the expression of speed in different actions, samples and branches related to sports as: speed of reaction time, speed of execution and speed of repetition (frequency of motion).

Some bibliographical sources mention, in addition, the independent forms or subordinated to the forms referred above the travel speed (variant of speed of repetition), the speed of acceleration which is the ability to increase the frequency indices (variant of the speed of repetition), the endurance which is the ability to take further action with constant speed indices for a longer period of time (variant of speed of execution which is combined with the force), the speed of decision (variant a reaction and execution speed which is collaborated with anticipation, with skills and with a series of processes of the upper psychic like thinking, observation, imagination, analysis).

2. Methods for speed improvement

In the framework of the lesson of physical education for the development of speed different exercises and activities are applied, such as:

a) exercises with selective influence (exercises for general physical development -expanses, bending, spins etc., executed in rapid pace, for 5-10 sec.). These exercises develop the speed of execution and speed of repetition and the sense of rhythm. During the execution, the rhythm will increase gradually.
b) exercises in front or formation teams, in particular the change and remaking the team in other working areas, direction changes, taking positions at direct commands. These exercises influence the speed of reaction and execution.
c) relay races and movement games which require attention and prompt response to different signals (visual, audible or tactile). These exercises develop the speed of reaction, the decision and anticipation capacity, the speed of repetition.
d) exercises and games with ball: throws, catches, blows, avoidances, rapid throws and catches, hitting and leaping the ball, the catching balls or objects thrown up or ricocheted off wall, passing and caching 2 or 3 balls placed in the circuit in various formations. These exercises develop all forms of speed.
e) Departures from different positions (from standing position, from prone position, facing the moving direction, moving back, at different signals and commands). These exercises develop the reaction and execution speed.
f) Various jumps one or both feet hit the take. These exercises develop the speed of execution and speed in combination with the force.
g) Running exercises involved in the all speed races: acceleration step, launch from the start, crouch start, bounded step. These exercises develop the running speed (repetition), as well as other forms of speed.
h) exercises and actions which require balance, which develop the sense of balance.
i) exercises and games actions as: two-ways passes, fast gate kick, counterattack, marking, getting free of marking, dribbling, engaging the attacker which develop the speed of reaction in the framework of complex actions.
j) bilateral sports games carried out in conditions of speed: short times on land reduced.
k) some exercises of strength, pull-ups, leap steps, throws, special exercises for the development of the dynamic labor for the different segments, in terms of rapid manifestation of force exercises.

For the development of the speed of the teacher uses a combination of its own of the following methods (fig.1):

- repetition method;
- alternative method;
- advantage method;
- competitive (competitions) method.

The repetition method is based on the repetition of the exercises, with high intensity close to the maximum and above the maximum. In the framework of this method technical exercises and exercises with the same structure as the technical ones are used. The duration and the distances on which these exercises are performed depend on the level of training, age, gender and the type of speed for which the training is carried out. The method of alternating intensities contributes to the development of maximum speed, to the development of sense of acceleration, without overstressing the body.

The advantage method is used to speed development, to stimulate the attention, the will and fortitude. It is based on the use of unequal conditions between partners with different or close values. This method provides the advantage to the weaker student. It is particularly valuable in developing speed based on the nerve components (motivation, will, attention). The size of the advantage depends on the students' difference in value.

The competitional method is based on groups' tournaments. The race distance is determined according to the age and value of competitors. This method calls the mental and physical component and helps to develop speed.

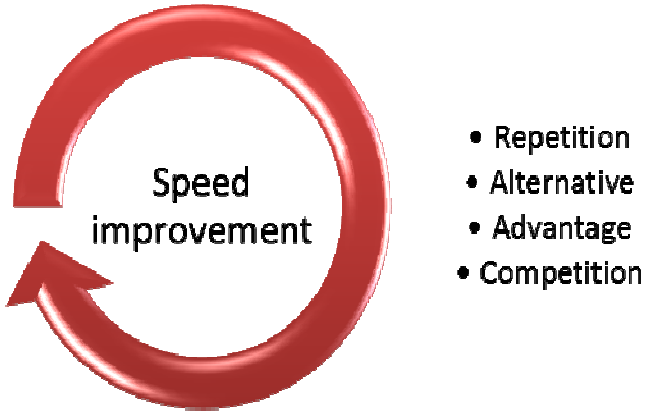

Fig.1 Methods for speed improvement

3. Research methods

The experiment involved 22 participants of 13-14 years old. The initial test was a diagnosis one, revealing the motor skills and the velocity. The final test was conducted after 10 months, period during which the students were subjected to eight complexes of exercises tailor made to improve the speed.

The system of samples applied in research consisted of:

I. Anthropometric measurements: (height and weight)
II. Motrical samples:
   a) Race course on 50 m with standing pose start.
   b) Long jump on-the-spot - The sample was carried out in accordance with the conditions laid down by the National System of Assessment.
   c) Vertical springiness
   d) Distance oina throw from standing pose.

These samples were parts of eight complexes of exercises. Each set of exercises have been allocated 3 hours of class and each week two complexes were conducted, in three weeks groups. This schedule was the chosen alternative to overcome the monotony and to ensure a sufficient number of repetitions to achieve the purpose of developing the speed in all its forms.

Exercises above were the main means used to speed development, being dosed in order to achieve the objectives.

The organization of the team was not by chance, but by groups formed on motor performance criterion provided by the initial testing and other physical tests. The sequence was consistent with methodical regulations regarding muscular approach.

4. Results and discussions

For each sample, the initial and final values were measured and for all the participant the average (X), the amplitude (W), the standard deviation (SD), the coefficient of variation (CV) and the rate (R) were calculated (tables 1-6).

Table 1- Anthropometric measurements: height

Initial test	Final test	Evolution rate
X1 = 1.63 m	X2 = 1.65 m	**1.22%**
W1 = 0.24 m	W2 = 0.25 m	**4.16%**
SD1 = 0.06	SD2 = 0.07	**16.66%**
CV1 = 3.68 %	**CV2 = 4.24 %**	**15.21%**

The final amplitude of height (table 1) grows one centimeter (4.16%), the standard deviation increases, from 0.06 to 0.07 (16.66%), indicates that the team's homogeneity decreased, but the participants form a fairly homogeneous group, as confirmed by both the initial coefficients of variation (3.68%) and the final one (4.24%), although the evolution rate is 15.21%. Using resources wisely selected and correctly applied, taking into account the morphological specificities, the age, the physiology we conclude that somatic progress, in terms of quantity and quality can also be achieved.

Table 2- Anthropometric measurements: weight

Initial test	Final test	Evolution rate
X1 = 48.72 kg	X2 = 49.81 kg	**2.23%**
W1 = 30 kg	W2 = 30 kg	**0%**
SD1 = 7.49	SD2 = 7.67	**2.4%**
CV1 = 15.37 %	**CV2 = 15.39 %**	**0.1%**

At this age, growth is uneven causing changes in personality indices. All these must be well known by physical education teacher, especially for the judicious use of exercises and effective dosage of physical effort. Analyzing test results (table 2) it appears that the motric structures used to speed development in the eight complex exercises specifically influence the growth and physical development ensuring higher harmonious somatic indices. As for the somatic age, harmonious growth and development laws, acts uniformly, but with profound implications on the development of motor skills

Table 3- 50 m race

Initial test	Final test	Evolution rate
X1 = 8.2 s	X2 = 7.8 s	**4.87%**
W1 = 2 s	W2 = 1.8 s	**-11.11%**
SD1 = 0.54	SD2 = 0.51	**-5.88%**
CV1 = 6.58 %	**CV2 = 6.53 %**	**-0.76%**

A rate of significant progress on 50 m race (table 3) of 4.87%, indicating higher speed indices, which makes us believe that the exercises used were efficient. The decrease in amplitude from 2 s to 1.8 s, which represents a decrease of 11.11%, the standard deviation decreased from 0.54 to 0.51, (-5.55%) and the coefficient variability decreases from 6.58% to 6.53%, but with a value below 10% indicates that we have a homogenous group of pupils.

Table 4- Long jump

Initial test	Final test	Evolution rate
X1 = 1.77 m	X2 = 1.88 m	**6.21%**
W1 = 0.35m	W2 = 0.55 m	**57.14%**
SD1 = 0.01	SD2 = 0.03	**300%**
CV1 = 0.56%	**CV2 = 1.59 %**	**283.92%**

The final amplitude of long jump (table 4) increased from 0.35 m to 0,55m (57.14%), as well as the standard deviation which increased from 0.01 to 0.03 representing an increase of 300%, but with very low initial values it not appear to have significant influence in terms of homogeneity of the group, as confirmed by the coefficient of variability having small values 0.56% initially and 1.59% finally, that although significant progress was registered (283.92%).

Table 5- Vertical springiness

Initial test	Final test	Evolution rate
X1 = 32 cm	X2 = 34.95 cm	**9.21%**
W1 = 13 cm	W2 = 16 cm	**23.07%**
SD1 = 4.62	SD2 = 5.06	**9.52%**

CV1 = 14.43 %	**CV2 = 14.47 %**	**0.27%**

The dispersion indexes of springiness shown in table 5 (amplitude increases from 13 cm to 16 cm, with an evolution of 23.07%, the standard deviation increased from 4.62 to 5.06 with a trend of 9.52%, the coefficient of variability increased slightly from 14.43% to 14.47% with a trend of 0.27%) revealed the fact that the group's homogeneity is medium to low.

Although structures included exercises used to develop springiness they failed to contribute to the homogenization of the team, on the contrary they decreased homogeneity, which shows that more work must be differentiated to make it homogeneous.

Table 6- Oina ball throw

Initial test	Final test	Evolution rate
X1 = 24.68 m	X2 = 27.09 m	**9.76%**
W1 = 18 m	W2 = 20 m	**11.11%**
SD1 = 5.86	SD2 = 6.61	**12.79%**
CV1 = 23.74 %	**CV2 = 24.40 %**	**2.78%**

The data in table 6 shows that the amplitude increases from 18 m to 20 m, with a rate of change of 11.11% and the standard deviation from 5.86 to 6.61, which represents an increasing of 12.79%, fact that reveals that homogeneity has decreased, rendering the group even less homogenous. Like the springiness, the oina ball throw should focus more on differentiated work to increase the group homogeneity.

5. Conclusions

The evolution of speed - shows an increasing in all samples and tests, this finding leading to the conclusion that by working precisely, carefully considered, taking into account all factors, we have achieved outstanding results in the education of this quality.

Although the experiment was conducted over a relatively short period of time, due to elongation and use of corrective exercises a recovery of deficient attitudes was observed.

There is a lack of homogeneity of the collective of students, particularly explained by differences in somatic indices, functional disorders of psychic structure, an unstable equilibrium; intellectual mobility, power of concentration of students. Using the proposed exercise systems has increased the group's homogeneity, but it decreased in some samples and the solution is differentiated work. The group uniformity (where can be highlighted) was achieved by pupils with weaker initial results.

The great varieties of systems, structures of exercises have helped develop a stock of basic motor skills which are fundamental to health improvement and not least the speed, as motric quality.

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