



LEARN TO PLAY PRACTICE MANUAL



DEVELOPMENT
PROGRAM


Growing the game is a key part of the IIHF's mission to develop and promote ice hockey globally. With so many leisure options available to young people these days, we must look beyond simply hosting recruitment events. We must ensure that new players, especially children, have the best possible experience when they step on the ice for their first practice.

This IIHF Learn to Play Manual has been created to help the Member National Associations and Clubs to achieve that. The IIHF aims to give instructors and coaches the tools to teach the basics of our game in a fun and safe environment, to build passion for ice hockey and for sports in general.

It is important to acknowledge that this resource alone is not enough. It is crucial that the Member National Associations continuously keep sending relevant staff to IIHF education programs, such as the IIHF Development Camp, to ensure their knowledge is up to date and that they will be able to further pass on the information to regions and clubs.

The IIHF is here to assist its members, and together we can share our love of the game with new players around the world.

Sincerely,



RENÉ FASEL
IIHF President




It has become more and more apparent how important it is for Member National Associations and Clubs to have long-term athlete development models and vplayer development pathways. Those are the key developmental components for all athletes, regardless of age or gender.

It is also very clear that we must use ice time as efficiently as possible. In many countries, ice availability is very limited, and it is our responsibility to ensure that children get as much activity as possible during the sessions. To achieve that goal, we strongly recommend station-based training and playing a lot of small-area games. It is the responsibility of the organizations to ensure that the new players can experience our game in an organized, efficient but safe environment.

The IIHF will naturally base its Learn to Play educational programs, such as the development camps and the workshops, on this manual.

We trust that this manual will help all relevant organizations and people to introduce our game to many new athletes, young or old. Our sport has many great values and, through providing enjoyable experiences, we are not only creating good players but good people.

Sincerely,



PETR BRIZA

Council Member



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Learn To Play and/or Play To Learn.

The main objective of the IIHF Learn to Play Program (LTP) is to give 6 to 9 year old boys and girls the ultimate hockey experience. Hockey at this level should be based on having fun, participation by all, and being taught basic hockey skills. This program is based on these ideals.

The Learn To Play Practice Manual is for anyone who is interested or involved in setting the right environment to develop children in the game of ice hockey. The IIHF Learn to Play Program is based on a model of practicing and playing on different small ice formats. “Why small-ice”, you may ask, “I want my child playing on the big ice surface like the adults do”. That is the point, children are not mini adults, they learn differently than adults, and they see the world differently than adults do. This small-ice practicing and playing model has been used in many of the leading hockey nations in the world for a number of years and has stood the test of time. It has shown that children who begin their hockey training in this environment have an outstanding hockey experience.

Playing Rules for Children Under 10 Years Old, which have also been tested and developed over time in many countries around the world, are included in chapter 5 (starting on page 60). These rules enable the children to develop hockey skills in an environment that fosters fun, learning, participation by all, and mental and physical development.

MANUAL FORMAT

The components are laid out in a progressive order to help the LTP coach prepare for and operate an efficient practice. The four components of a lesson are:

- Specific Objectives
- Key Instructional Points
- Teaching Tools Needed
- Practice Plan

The Practice Plans are intended as worksheets for the LTP coach to write on while preparing the practice. Once the practice is prepared the LTP coach should put the Practice Plan in a plastic cover, take it onto the ice and hang it on the boards for quick reference during the practice.

In the practices you will find drawings, silhouettes of these drawings and ice diagrams which illustrate and explain the desired skills and drills which are covered in the test.

Descriptions of the components of a typical practice plan are illustrated on the following pages.

On the last page of each section is a Skills Checklist to help the coach determine if the players have successfully carried out the skills in that level and ready to advance.

2 LEADERSHIP COACHING BASICS

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Your primary role in the LTP is teaching the basic skills of hockey to beginner players. This means that you will be a coach to the children and a leader to the other adults or parents who volunteer to help out. It is therefore important for you to have a basic idea of what is expected of you in the leadership role and how to communicate to everyone involved

2.1 Leadership Styles

There are 3 main leadership styles:

Autocratic leadership

The autocratic Coach is:

- Is the “only authority”
- The BOSS
- A strong disciplinarian
- Leads by force (no questions)
- Inflexible
- Communicates one way
- Uses Fear

Democratic leadership

The democratic Coach is:

- Seeks input from participants
- More flexible in approach
- Leads using accepted methods
- Enforces discipline once rules have been decided
- Listens to reason
- Seeks leadership help from others

Laissez-faire

- Keeps it very loose
- Does not follow a set pattern
- Is very “laid back”
- Little interest in discipline
- Is not a leader

Is there one leadership style to be used by a Coach?

No. A coach’s leadership style is largely situational in nature. Sometimes you must be the authority figure, while the democratic approach is appropriate at other times. You will most likely have parts of each style which combine to make up your own unique leadership style. The important thing is to recognize that there are different styles and which one is effective and appropriate in what situation.

Your coaching role in the LTP will be a combination of two Leadership styles. This means being democratic while using the good points of autocratic coaching. Remember your players are young and inexperienced; you are the authority figure that must be in control of the group at all times. This is in order to maximize learning, minimize opportunities for injuries occurring and to provide the necessary structure in the program.



2.2 *Effective Leadership Qualities and Techniques*

Some recommended leadership qualities and techniques associated with being a good coach:

Qualities

- Patience
- Good communication skills
- Understands individual differences
- Sets a good example
- Willing to listen
- Motivates players
- Responsible

Techniques

- Role model
- Be yourself
- Accept differences
- Encouraging independence
- Develop responsibility in others
- Try new things
- Listen
- Communication

2.3 *Principles of Effective Communication*

Good instruction is a result of clear and meaningful communication. When you are teaching skills, correcting errors, solving problems, or explaining a new drill, it is done through communication. That's why it is important for coaches to have good communication skills.

As a Learn to Play coach, it will be necessary to communicate with your players in many different formats; a large group, smaller groups and individual. The same principles for communication apply in all these situations.

Be Enthusiastic

Be an enthusiastic coach of your group. Your enthusiasm is important, as it will affect your players' enjoyment of the game of hockey.

Be Positive

Interact with your players in a positive manner. Set a good example of desired behavior. Give constant encouragement and praise to the players.

Be Demanding But Considerate

Clearly establish what is expected of the players. Your expectations of the players should be based on their abilities and experiences. Don't expect more than is reasonable and realistic.

Be Patient

With beginning players, the coach's best virtue will be patience. Remember that coordination is not yet fully developed and that the activities must be practiced over and over again. Give recognition at every opportunity and your patience will pay off.

VERBAL AND NON-VERBAL COMMUNICATION

Communication can be both verbal and non-verbal. Coaches communicate many messages to players by their actions, facial expressions, body position, as well as voice characteristics. Effective communication, both verbal and non-verbal, with your players is affected by how well you use your voice and body.

Verbal

Effective verbal communication, which should compliment and support your non-verbal communication, involves good use of your voice.

The following are suggestions for using your voice effectively:

- Avoid lengthy and complicated explanations when demonstrating and explaining a skill or drill.
- Use language that is easily understood by the age and skill level of the players you are instructing. Watch for reactions from the players that indicate whether or not they understand your explanations.
- Use a voice that is only slightly louder than a normal speaking voice except for the few times it is necessary to project your voice a long distance, (e. g. in an arena). Speaking unnecessarily loud encourages players to make noise themselves and is hard on the nerves of all concerned. Many coaches are able to settle players down by lowering their voices so that close attention is required to hear. Try it!
- Speak clearly and move your eyes around the group of players as you speak. Periodically, look carefully at those who are farthest away from you. Can you see clear indications that they can hear? If there is any doubt, ask them.
- Use inflections or changes in the tone of your voice to communicate varying moods (e. g. energetic, patient, serious, concerned).

Non-Verbal

What you communicate non-verbally to your players can be as important as what you communicate verbally. The coach's non-verbal behavior should reflect what is said to the players. A positive example of non-verbal communication is a coach who acknowledges the successful completion of a drill with a smile and a pat on the back. It is important to be aware of the message you are sending to your players.

The following are ways of making sure you are giving the right message:

- Make an effort to gain eye contact at an eye-to-eye level with all players you are talking to. This will add to the sincerity of your instructions and will help you to determine whether players hear and understand your instructions.
- Move about your players when they are practicing a skill so that they feel you are spending time with each of them.
- Use variations in facial expressions (smile often!) positions of the arms, legs and body to change the mood you are trying to convey.

It should now be obvious to you that the correct combination of verbal and non-verbal communication is the most effective method of getting your point across. There are all kinds of lessons being learned by your behavior, actions, gestures, facial expressions and by the way in which you use your voice. It is therefore very important to try to ensure that your words and actions are as consistent as possible.

2.4 *Guidelines for Handling Common Situations*

Research shows that athletes who have coaches that follow the guidelines below, generally enjoy playing more, like their team-mates, think of their coaches as more knowledgeable and have a greater desire to continue playing in the future.

How to be more positive:

- Give a lot of positive feedback
- Have realistic expectations
- Give positive feedback for desirable behavior as soon as it occurs
- Praise effort as much as results

How to react to mistakes:

- Encourage immediately after a mistake
- Give corrective instruction in an encouraging and positive way
- Avoid punishment
- Avoid giving corrective instruction in a hostile way

How to make positive things to happen:

- Set a good example of desired behavior
- Encourage effort
- Be selective so that encouragement is meaningful
- Do not make sarcastic or degrading comments
- Encourage players to be supportive of each other

How to maintain order and discipline:

- Maintain order by establishing clearly what is expected
- Achieve a balance between allowing freedom and structure

How to create a good learning atmosphere:

- Set realistic goals
- Always give instructions positively
- Be clear and concise when giving instructions
- Be patient
- Acknowledge and reward effort and progress

How to communicate effectively:

- Ask yourself what your actions have communicated
- Encourage two-way communication between coaches and players
- Be sensitive to individual needs
- Communicate at a time when the player is most receptive

How to deal with individuals who are disruptive:

- Give them additional responsibilities
- Appeal to their sense of respect for others
- Be positive, not negative
- Discuss their behavior with their parent(s)

How to gain respect:

- Establish your role as a competent and willing coach
- Be fair and considerate
- Set a good example
- Earn the respect of your players ... don't demand it

THE COACHES PHILOSOPHY

A coach's philosophy is built on experience, knowledge and abilities you have acquired over the years. To be able to demonstrate and express a sound philosophy, you must be able to:

- Be an effective teacher
- Be able to communicate
- Be a model of cooperation and fair play
- Be a good listener
- Be accountable for your actions
- Share responsibilities with players, e. g. picking up pucks
- Develop in your players a respect for other participants
- Develop self-respect and self-discipline in your players

To have a significant, positive effect on the players you coach, it is necessary to establish, both in your own mind and in your behavior, a sound, personal philosophy.

3 TEACHING / LEARNING

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Being a teacher is one of the main roles a coach fulfils for their players. The ability to teach effectively, especially the technical skills of ice hockey, is very important for the development of the players and their enjoyment of the game.

3.1 Teaching Skills

The player needs to:

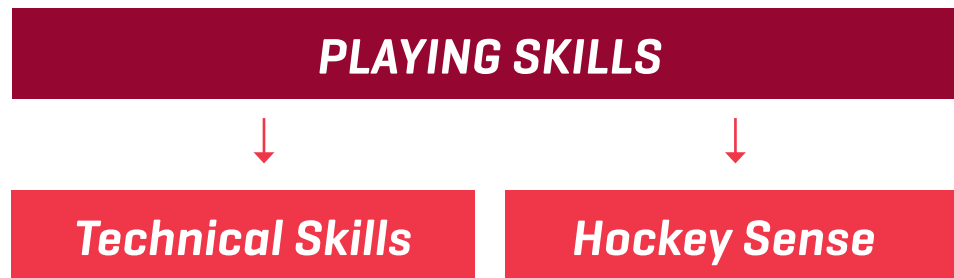
- Have fun and enjoy ice hockey.
- Be involved in activities that are challenging and ongoing.
- Receive reinforcement from coach.
- Experience success to build positive self-esteem.
- Play in unstructured activities.
- Have adapted game situations.
- Be introduced to the concepts of cooperation and sportsmanship.
- Increase physical development.
- Refine basic motor patterns.

Understanding these facts, the coach must teach and organize practices that are specific to the needs of their players and their team.



ICE HOCKEY

The playing skills of ice hockey can be divided in two parts: Technical Skills and Hockey Sense. The coach needs to concentrate on both of these skill areas to help their players develop into complete players.



WHAT ARE THE TECHNICAL SKILLS OF ICE HOCKEY?

At the most basic level the skills of ice hockey can be broken down into two categories that include all the technical skills of the game.

Offensive

- Skating
- Puck Handling
- Passing & Receiving
- Shooting
- Fakes
- Screening

Defensive

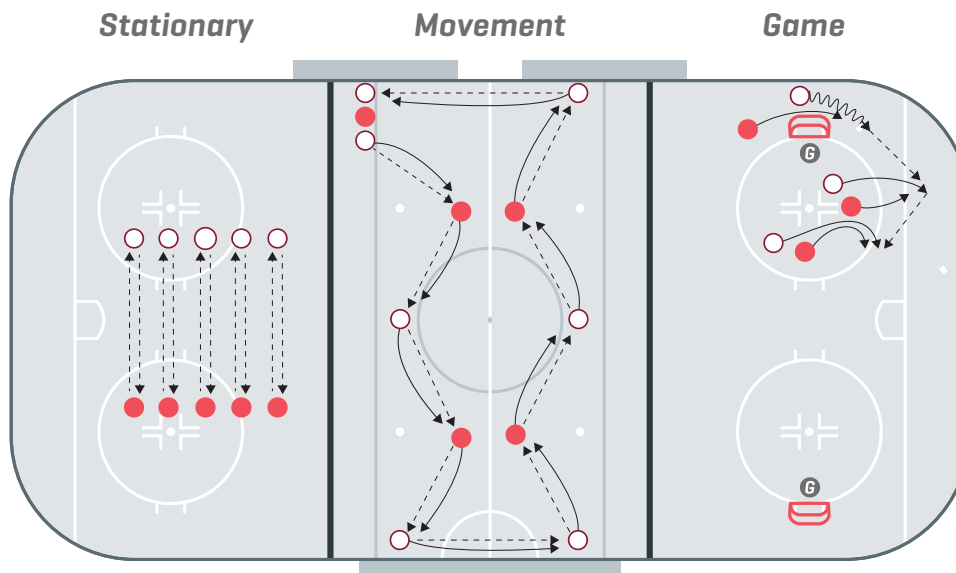
- Skating
- Stick checking
- Body checking
- Blocking shots

HOW ARE THESE SKILLS TAUGHT?

Teaching Progressions

There are four sections in the Learn to Play Practice manual, each with 20 practices. These practices have been developed to assist you in the running of this program. They have been designed within the context of the teaching progressions described in this chapter.

Learning is enhanced if it progresses from material that is: known to unknown – simple to complex. This material can be taught by progressively adding other elements in the teaching process; for example, Stationary-Movement-Game.



Teaching physical skills and technique involves a chain of events. There are four main links in this chain:

First link: Select a basic skill to be learned – identify what you want them to learn.

Second Link: Plan the explanation and demonstration – determine what to say and how to say it.

Third Link: Plan how the players will practice the skill.

Fourth Link: Provide feedback during practice – make constructive corrections and help the players maintain realistic goals.

First link: Select the basic skill to be learned

Basic skills are not always simple to learn. For example the basic skill in ice hockey is skating but it is actually a complex skill to learn.

Exercise: Basic Skills

What skills do you feel should be emphasized in the Learn to Play Program? In the columns below:

- Choose the most important basic skills.
- Identify the order in which you think they should be taught.
- Identify how they could be learned – alone or in combination with others.

Skills	Order Taught	How Taught – alone, pairs, 3+

Now, compare your list with the suggested progressions in the Practice Manual. When you are teaching it is important that your list is similar to the sequence recommended in the manuals.

The Learn to Play Coach has been provided with a set of practice plans that progresses gradually and systematically through the skills to be learned in the program, beginning with the most basic and progressing to the more complicated skills.

Second Link: Plan the Explanation and Demonstration

This is the planning you do to organize what you want to teach. Although much of this has been done for you in the lesson plans, it is important you understand the sequence of events to follow in conducting a lesson.

This link contains seven steps:

Step 1 – Select a skill and write down why it is important

Name the skill and explain briefly how, when and why the skill is used in ice hockey. Total time for the demonstration should be 30–45 seconds.

Step 2 – Select main teaching points to emphasize

With your participants being young and inexperienced, select only one or two teaching points and keep these as simple as possible. Use short, descriptive key words or phrases to highlight the teaching points during the demonstration. Don't overload the player with too much information at the same time.

Step 3 – Decide if an aid would help

An aid is a chart, diagram, picture or videotape. Remember your participants are young and inexperienced, so an aid must be useful and understandable to the players. Good aids are most useful if they are posted on a wall or bulletin board so players can refer to them after the skill has been taught.

Step 4 – Select an effective formation

Consider the number of learners present and decide what formation to put them in where all will be able to see and hear clearly.



For this age group, the most effective formation is a semi-circle or open square with all players kneeling down. This eliminates most extra movement and focuses attention on the Coach. The players should be placed so they face away from any distractions.

Step 5 – Decide on what view or views players should see

Check out the best angles for viewing the demonstration. Plan to repeat the demonstration as many times as necessary rotating 90° or 180° each time to ensure that all players see it from all possible angles.

Total time for the demonstration and explanation should be no more than 45 seconds from beginning to end.

Step 6 – Decide on who demonstrates

Coaches should demonstrate a skill several times themselves and then ask a player to demonstrate it under their guidance. Use an ordinary member of the group as most players identify with average performers and learn best from them.

Being asked to demonstrate is rewarding and many members of the group should be called on to do it. However, remember some individuals do not like to get up in front of their peers to demonstrate.

Step 7 – Ask for questions

To make sure that players understand, ask if they have any questions. Answer all questions with respect, even if they have been covered during the demonstrations. Beginners find sport skills difficult if they don't know exactly what it is supposed to look like. Check to see that what you describe is what they think they are trying to do.

Third Link: Plan how the players will practice the skill

This link in the teaching chain is organizing a group to practice a skill that has been demonstrated. This is quite separate and distinct from planning and organizing the demonstration. The following steps will help you to plan effectively:

Step 1 – Review the practice environment

Answer the following questions as a basis for your planning.

- How many players are there?
- How much area is there available to work in?
- How much equipment is available?

Step 2 – Maximize activity

The object is to use as much of the space with as little waiting time as possible.

The following questions will help in planning the practice activity:

- Is it best to start participants working alone, in pairs or in small groups?
- Do players need to be moving or can they practice in one place? If they are moving will be enough clear area to move in?
- How can you make the groups as small and active as possible?

Some breaks in activity can be constructive – here are a few reasons:

- Time to rest in vigorous practices.
- When space available is too small for all to be active.
- When the amount of equipment is limited and it is not safe.
- To correct, re-teach or give further instruction.

Step 3 – Use clear, precise instructions

- Explain simply what is to be done.
- Use simple key words or key phrases to explain the main points of instruction.
- Carefully point out any special safety precautions.
- Always pause to see that your explanations have been heard and understood – watch the players' faces.

Step 4 – Move players into practice activity quickly

- The formation used to observe the demonstration should allow everyone to see clearly.
- If groups are used regularly, players should be assigned to specific groups.
- The instructor must take care to maintain control of players between the end of the demonstration and the beginning of the drill.
- Plan a simple, efficient method of distributing equipment if that is necessary.

Step 5 – Check and correct the practice pattern first, then check technique

When practice begins, your attention should be on the pattern of activity.

- Are groups spaced properly?
- Is there enough room?
- Are the players doing what you asked them to?
- Are safety precautions being observed?

If any of these things need attention, correct them immediately.

Once the practice pattern is well established; then begin to check technique and details of the skill as players perform. This is an extremely important point. Stand or move around so you can see the whole group.

Fourth Link: Provide feedback during practice

Feedback during learning involves feeding back information to the players about their efforts to learn. It serves three important functions in learning:

Give feedback to guide improvement

Learning skills can be very confusing; there are many things to think about. The player needs to know what they are doing correctly so they can concentrate on the parts of the skill they need to improve. This is one of principles of skill development.

If players are not clear on what parts of the skill are being done correctly they may change these for the worse as they try to correct other parts of the skill.

Use feedback as a measure of progress

If a player knows that their list of questions about how to do a skill is getting shorter it will be easy for them to recognize improvement. Further evidence of an improved skill level can be measured. If a player can pass the puck accurately and hit a small target the athlete has a tangible evidence of improvement.

Use feedback to provide encouragement

While knowledge of improvement rewards us, so does approval, recognition and words of praise from people important to us such as family, friends, and, in ice hockey, the coach.

Criticism is the opposite of praise, unless constructive. It should only be used to stop dangerous or undesirable behavior and to replace it with acceptable behavior. Physical punishment is never acceptable, nor is extra, strenuous, physical work an advisable form of punishment.

3.2 Teaching Approaches

There are three approaches commonly used in teaching simple skills:

Imitation Method

Simple imitation is often the best way for players to learn. It requires them to focus on what is to be imitated or copied. “Watch this ... Try it”. Often the imitation is as accurate as it needs to be. You should then confirm it: “Yes. That’s it. Now remember that.” If necessary, have it practiced several times.

When minor corrections are required point them out in a clear, matter-of-fact way. If players have trouble picking up the correct action or movement then you should realize that, for some reason, it is not as simple as expected.

DEPC Method (Demonstration/Explanation/Practice/Correction)

This method is used extensively. It involves these steps:

- Have a demonstration first with minimal explanation.
- Allow the players to practice. Observe carefully.
- Provide feedback while practice continues if possible. If you must; stop practice, confirm correct actions and correct errors.
- Allow for more practice and correct in more detail.

Learn through Playing

One of the biggest threats for the development of ice hockey is that players are forced to play with a system too early in their development. At an early age playing has to be fun while learning a wide range of skills. A young player playing in a system too early may get stuck in one position for the whole career and his full potential may not be realised.

Too much emphasis and importance is placed on winning too early in a player's development. This means they are not able to make mistakes and that blocks learning! When developing the skills of ice hockey it should be done with the theme "learning by playing". To accomplish this, the Learn to Play Program uses different types of FUN activities and games.

The activities and games the players learn with are:

Playful activities: developing skills by playing.

Applied games: playing according to agreed rules and restrictions.

GSR (Game Situation Roles) games: learning the GSR by playing.

***Always remember
these words:***

***LEARNING IS MOST
EFFECTIVE WHEN
IT IS FUN!***

3.3 **Factors Affecting Learning**

The factors which affect the way in which an individual learns skills, can be viewed from a variety of different perspectives. The main ones are:

The Learning Environment:

- Should be completely under the control of the coach.
- There should be a reward for success given at every opportunity.
- Encouragement must be provided to assist in the improvement of skills.
- Focus on the player's ability not their personality.
- Focus on the correction of errors; Correct major errors at once.
- Provide free time to experiment with new skills in self-teaching mode.
- Factors which often inhibit learning:
 - Excessive enthusiasm
 - Negative attitude
 - Poor equipment
 - Poor teaching tools

Coach Qualities:

These qualities are familiar and are covered in the Coach section:

- Knowledge of the game, the components of the basic skills and how and when to introduce them.
- Be able to express their knowledge at the players' level of ability and in a manner which will motivate and challenge them.
- Relating to the players in a friendly, courteous and respectful manner.
- Ability to identify learning limits, skill level and level of interest of the players.
- Ability to judge the level of tolerance of the players so learning demand does not exceed what they can handle.
- Be prepared, creative and enthusiastic.

Other Factors:

- Guide and monitor the learning process; be aware of progressions in learning.
- New skills should be introduced on a solid basis; they should be built on previous practices and should be emphasized until mastered.
- Ice sessions should be planned around the level of ability and interest of the players, their ability to understand instructions and their attention span.
- Repeat drills for short periods of time over a large number of ice sessions.

3.4 *Cross-ice Hockey or Small-area Games*

Cross-ice hockey or Small-area games, simply defined are technical and game-like competitive drills that use a playing surface that has been reduced in size and allows players to practice their hockey skills.

Small-area hockey actually has been around for as long as the game has been played. When players played on a pond did they use an ice surface 60 × 30 metres? No, they played in a small area that developed and sharpened their skills without the rules of off-sides, icing, penalties, face-offs, etc. Somehow coaches have moved away from this idea of practicing and playing in an environment with little control or structure, to one with greater control.

Many of the greatest hockey players to ever play the game will attribute their success to growing up playing on the ponds and not in highly controlled practices!

When the playing surface is reduced in size, young players are being correctly prepared for the speed and quickness they will encounter as they grow older. Can you imagine a child eight and under playing basketball using a ten foot basket? Cross-ice develops a positive environment, increases puck handling, and teaches puck protection by forcing players to play in smaller, confined areas.

3.5 *Practice*

Practising in small areas means that more players are on the ice but the group sizes are smaller. With more players on the ice it reduces the costs of the individual player for practicing.

This increases the ice usage and the efficiency of the practice by increasing the activity level of the individual player during the practice as their involvement time grows. Time spent waiting in line for the next chance to go is greatly reduced.

Players have more time with the puck for puck handling, passing and shooting. Drills are designed to focus on multiple skills and situations, increasing puck touches and situational repetition. On top of this the goalkeepers are more involved in the drills and get more shots to stop.

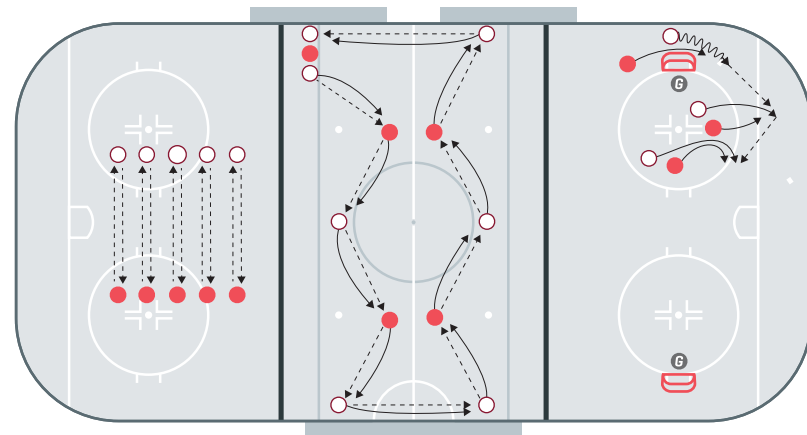
Practicing cross-ice and in small areas beneficial for all ages and levels, and is more fun for the players.

3.6 Play

The key playing benefits of cross-ice are that it promotes creativity, creates an environment for self-learning, increases player participation, speeds up the learning process, and improves decision making skills. As a result the player reads and acts quicker, maximizes skill learning and development, increases tempo, creates a positive environment and a passion to play.

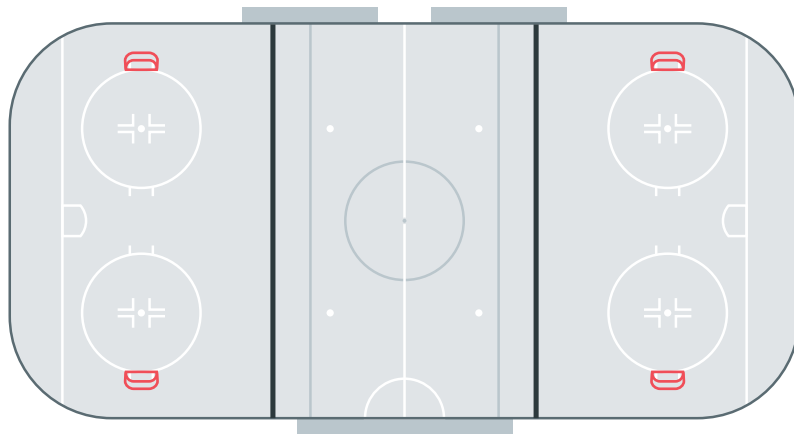
In small area games, players control the puck in tight situations and will typically have more shots on goal than in any normal drills – all while competing at game pace and having fun! This is a more competitive practice environment and players develop game strategies to make better decisions. Finally it reduces the need for traditional conditioning drills.

Many countries and IIHF Member National Associations (MNA) have included cross-ice hockey into league play at the Under 10 age group. At any level of play, an average player may only have control of the puck for a few seconds during the course of a game. In a small area game, that same player may have over a minute of puck-possession time over 6–7 shifts in one 10 minute game. One cross-ice game can have the development benefits of 10–12 full ice games because of the closeness of the players to the puck and constant action.



3.7 *Advantages of Cross-Ice Practicing and Playing*

The IIHF Learn To Play Program is based on a model of practicing and playing ice hockey across the width of the ice surface, instead of along the full length of the ice surface. This cross-ice practicing and playing model has been used in many of the leading ice hockey nations in the world for a number of years and has stood the test of time. It has been shown that children who begin their ice hockey training in this environment have an outstanding hockey experience.



Parents may ask the question “Why should my child play cross-ice, what will they learn?” and say “I want my child playing on full-ice like the professionals do” That is the point, children are not adults, they see the world differently and learn differently to adults.

Let’s think about a child trying to skate with a puck from one end of the rink to the other.

– How long will this take? How much energy will this require?

In which situation will the child be more involved in a game?

– In the close space of the smaller cross-ice surface or the wide-open area of the full-ice surface?

A study of ice hockey games played on the full-ice surface by George Kingston found:

- In a sixty minute running time ice hockey game between 6–8 year old children, the average player had possession of the puck for 20.7 seconds.
- Top professional players were also timed and no player exceeded 85 seconds of puck possession time.
- Youth players had an average of less than 0.5 shots per game and professional players only 1.5 shots.
- In a sixty-minute children’s game the actual playing time of the game was 20 minutes and 38 seconds.
- Individual players are on the ice every third or fourth shift resulting in even less ice time.

The study concluded that:

- For young players in the “full-ice game model” of development, the youngest players would require between 180 games to have 60 minutes of actual puck possession time to execute their stick handling, passing, pass receiving and shooting skills.
- Professional players would require 60 games to ensure 60 minutes of puck control skill development.
- Many youth players never touched the puck in the game.

Practicing

- Children have more energy with which they can improve their skills when they are skating 30 meters across the ice surface instead of 60-meter length of the ice surface.
- Group sizes become smaller which means learning and teaching become more effective.
- Drills designed according to the varying skill levels of players within the group are easier to organize.
- More puck contact resulting in improved puck control skills.
- More repetition/frequency in drills in one ice session.
- Decision-making skills are enhanced.
- More decisions must be made more frequently at a higher tempo.

Playing

- Increased puck possession time for each player.
- Individual technical skills develop more quickly.
- More ice time for each player.
- Children remain active between their shifts with various activities in the neutral zone.
- Each player's activity increases greatly.
- Scoring skills are enhanced since the players have more shooting opportunities.
- The goalkeeper's reading of the game and reaction to changing game situations becomes more effective.
- More repetition for goalkeepers.
- The game is full of continuously changing situations.
- The speed in playing situations increases, which will require quicker mental and physical reactions by the players.
- Due to increased tempo, all of the team members take part in solving the playing situations, which leads to a sharing of responsibilities between the players.
- Hockey sense, or understanding of the principles of the game, is being developed at a young age.
- There are no unnecessary breaks in the game.

General information

- More efficient use of ice time and space.
- The size of the rink is in proportion with the size of the players.
- The child sized goal nets are in proportion with the size of the players.
- The middle zone is available for other purposes (player's bench, warm-up area, skill competition) while games are played in the end zones.
- The IIHF recommends that teams play with two or three units of four or five players and one goalkeeper which results in each player having more ice time.
- More ice time for practicing and playing is available to more teams within a single club.
- Many teams can practice together by sharing the ice surface.

General Spirit of Participation and Fun

- More children get a chance to play ice hockey.
- More children will experience a feeling of success when playing ice hockey.
- The same exciting and fun environment as a full-ice game is created.
- Both more and less gifted children will benefit from close/tight action on the ice.
- Children are excited and motivated to continue playing ice hockey.
- Ice hockey will be more appealing and rewarding to a wider range of children and their parents.

4 ORGANISATION & PLANNING

39

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4.1 *Practice Preparation and Planning*

You have a very comprehensive and complete set of practice plans, in the Learn to Play Practice Manual, to guide and assist you with your ice sessions. A certain amount of planning is necessary to ensure a successful practice. In order that 100% of your ice time is put to good use, and the objectives for each lesson are met, the following guidelines are provided:

- Objectives of the practice must be clear in your mind
- Make sure the content of the practice is appropriate for your players
- Review all the teaching points to ensure you are familiar with the practice
- Break skills down into the smallest possible parts
- Check the amount of time for each drill to be covered
- Keep explanations very brief
- Have a copy of the practice with you to refer to during the practice
- Make sure the necessary teaching aids are in place
- Explain to any assistant coaches their duties and the overall practice

Tips for a successful ice session

- Arrive early
- Greet all your players by name
- Be positive and in a good mood
- Put the players at ease by talking with them
- Start with a group activity to generate a feeling of togetherness
- Keep your starting activities fairly constant so as to set up a routine
- Progress from simple to difficult
- Use humour is a way of “breaking the ice” and building up coach/player relationships
- Identify improvement in your players’ performance and say something positive

On-ice Safety

During ice sessions you have a responsibility as a coach to be prevention minded about injuries. The following safety precautions should be observed:

- Have players learn how to fall
- Ensure players stop at least 1 meter feet from the boards when performing drills or skills
- Ensure properly fitting protective equipment is worn at all times
- The instructor should be wearing a helmet while on the ice
- Do not permit any “horse play”
- Care should be taken to ensure that shooting drills are conducted in as safe a manner as possible
- Remove any foreign materials from the ice immediately
- Ensure all doors to the ice surface are closed prior to players starting any drills

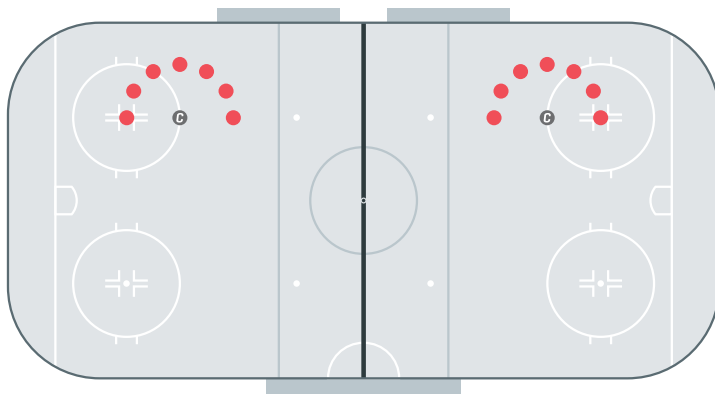
4.2 Teaching Stations

The most effective way to teach the basic skills of ice hockey is to divide your total group of players up into small manageable groups. The number of groups you use depends upon:

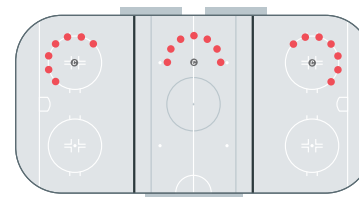
- Total number of players (try to divide them evenly)
- The different levels of skill of the players
- Number of assistant coaches you have working with you
- Amount of different skills you intend to teach
- The amount of ice available

The following diagrams are suggestions for dividing the ice into suitable areas for skills instruction, depending upon the number of groups you have. Use the blank forms to make up some of your own. In the diagrams, **C** is the coach and **●** is the players.

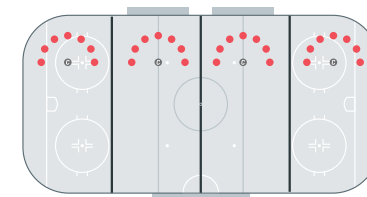
2 Groups



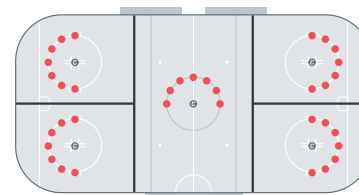
3 Groups



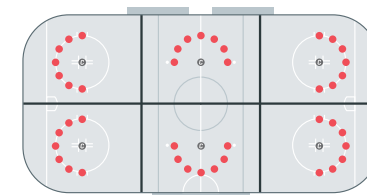
4 Groups



5 Groups



6 Groups



Once groups have been formed and the teaching stations established, there are a number of considerations:

- Players should face away from distractions i.e. spectators
- The coach must be visible to all players
- Coaches should maintain eye contact with the players
- Keep players stationary during explanations
- Explain 2–3 teaching points at the most
- Groups must allow for a quick and smooth transition to the drill
- All players and coaches know signals for movement from one station to the next

Ideally, the coach to pupil ratio should be kept as low as possible. A good ratio is 1:4 or 1:5; the maximum should be 1:8 or 1:10 for effective control and instruction.

Coaches must also guard against “bombarding” a player with feedback and corrections. Avoid having more than one coach giving help to the same player.

4.3 *Organisation of Equipment and Space*

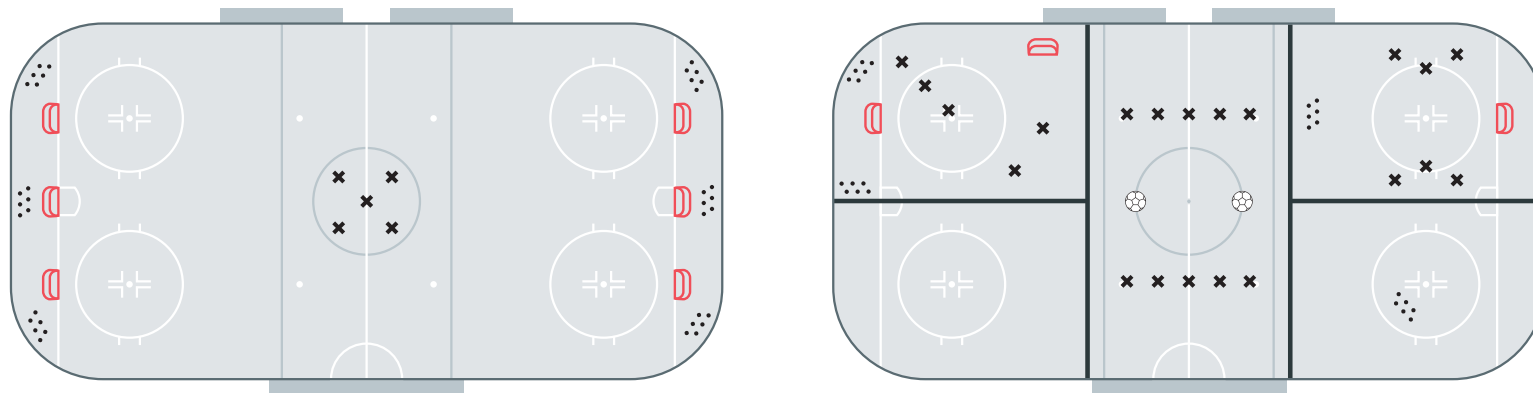
Two of the coach's most important resources are equipment and teaching aids. These tools make lessons more effective, more interesting and provide variety in teaching. Performances of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

Teaching Tools

The following is an example of items you could have to aid your teaching:

- Small nets or goal insert
- Junior sized sticks
- Lightweight pucks
- Cross-ice rink boards
- Chairs
- Soccer ball & Tennis balls
- Pylons (large and small)
- Tape
- Clipboard
- Whistle
- Rink Board and Pen

The following diagrams are examples of effective pre-planning of equipment on the ice surface which will provide maximum use of ice for skills instruction:



x pylons ··· pucks ⚽ balls 🏒 net

Can you think of some alternate ideas of your own?

4.4 Points to Remember

Individual learning

- Use more assistants
- Teach in small groups
- Groups separated by age or skill

Use Off-ice

- Explanation of practice in the locker room
- Warm up and cool down off-ice

Use simple to complex exercises

- Exercises should be demanding in coordination aspects
- One exercise should develop a variety of skills

Use of time for recuperation

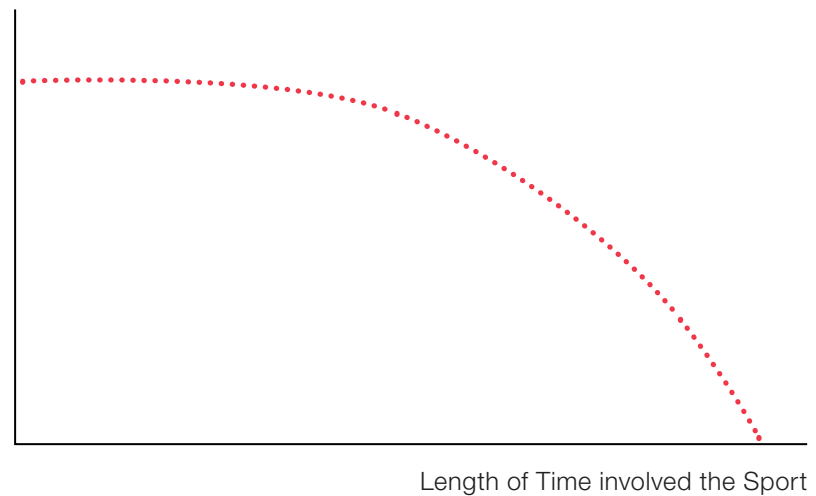
- Exercises with small requirements on energy sources
- Technical exercises
- Exercises that need a lot of repetition for perfection

Game playing during Practice

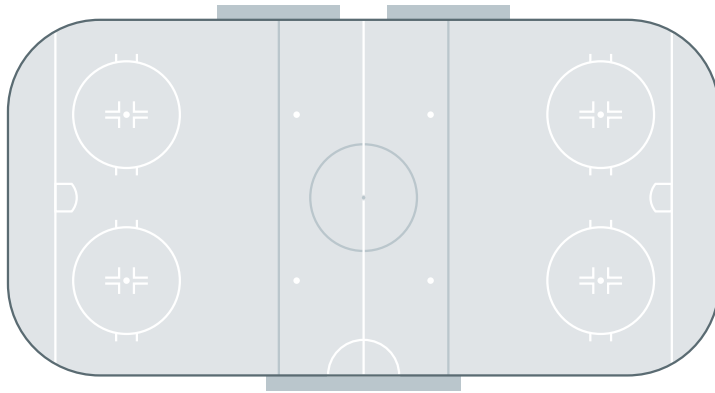
- Beginner players learn more by playing games
- Playful Games that are fun and non-competitive
- Increase number of set drills as player gets older

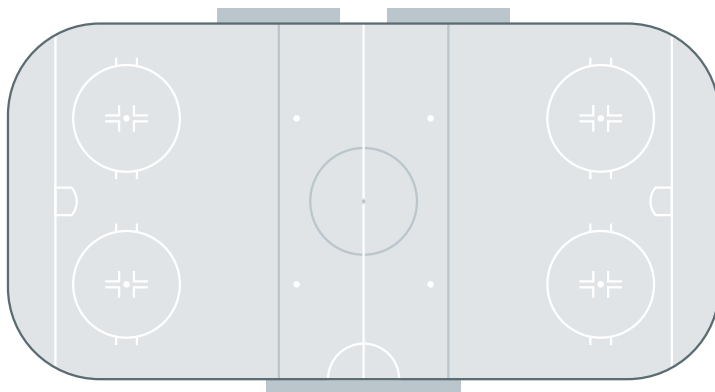
The following graph illustrates these points to remember

Play needed during a Practice



B. Describe and diagram two methods of dividing 32 players ranging in age from 5–9 and of varying ability from Learn to Play Program A–D who are on the ice together for a 50 minute period.





4.6 The Learn to Play Program

The game of ice hockey is a fast-paced, complex, team sport, which demands quick thinking, fast reactions and special athletic skills. It is a great game to watch, and an even better game to play. This enjoyment is experienced once a player steps on the ice and increases as they learn the basic skills necessary to play the game.

There is a learning process, which every player, no matter how gifted, must go through in order to learn the basic skills before being able to enjoy all of the excitement and the magic of playing ice hockey well.

The Learn to Play Program is the first step in the learning process. This is the most important step that introduces the beginner player to ice hockey and gives them their first exposure to the game. It is a well-organized step-by-step program that enables children to have fun and enjoy while learning the basics of the great game of ice hockey.

4.7 *Theory behind the Learn to Play Program*

The theory behind the Learn to Play Program is a very simple. If a youngster is introduced to the game in a positive, fun-filled manner, then, not only will they enjoy the initial experience, they will want to come back again and again. With this foundation they will continue to enjoy playing the game for many years.

Some of the best ice hockey minds from the leading ice hockey playing nations realised that there was a better way to learn how to play hockey than by just playing the game. They believed that by using very simple programs and practices, using cross-ice and playing fun games rather than competitive games, they would produce better results and the children would enjoy it more.

These experts worked to develop the Learn to Play Program based on these principles.

If children enjoy an experience from the very beginning they are much more likely to continue. If they learn by practicing cross-ice and learn the basic skills necessary to play the game in a fun, non-competitive atmosphere, then playing the game becomes more enjoyable. This is especially true as they began to experience the accomplishments of trying and succeeding.

The Learn to Play Program is the ideal way to introduce youngsters to ice hockey and a necessary first step to becoming a ice hockey player.

4.8 *Operating an Entry-Level Program*

The MNA must make the commitment to operate a Learn to Play Program and then be prepared to support it. This commitment involves making an educated decision to put the Learn to Play Program into practice and to have the courage to continue with it until it becomes a normalized method. This will only happen when the program is given enough time to begin producing players and coaches.

Coaches that work with entry-level players must not only understand how to teach these players as well as understand how the Learn to Play Program works and support its objectives.

This program is different from those that have been normally offered in the past, with learning being emphasized as opposed to playing in a competitive situation. While playing is not completely eliminated, there are bound to be doubters and those who favour a more traditional approach.

The MNA must realize this and be prepared to deal with critique, while not losing sight of the fact that the program has been designed for the children, not adults. Growing pains are normal in any new program and when both the participants and most of the instructors are likely to be inexperienced, the program implementation is not going to be as smooth as one would like. However, with commitment, patience and support the results will come and in most cases exceed everyone's expectations.

4.9 *4 Step Process for Growth of a Program*

First Step: Recruit

In many situations associations, clubs and teams (including coaches) need to be proactive in finding young people to become involved in ice hockey. If handled properly, this can be a great boost to the ice hockey program and the players participating in it.

A few examples include:

- Word of mouth
- Attend public skating sessions
- Free entrance to junior or pro games
- Articles on radio, television or papers

A positive story showing children having fun while learning is appealing and works well to reinforce the efforts of all involved – players, parents, and coaches.

Second Step: Sample

Once the youngsters have become interested in ice hockey it is very important to give them the opportunity to try the sport. This means them having a chance to play, practice, shoot pucks etc. Making it easy for them to get on the ice and experiencing ice hockey is a must. This is where an established Learn to Play program really helps.

Making equipment available for the players to use in the beginning makes participation safe for the players and inexpensive for their parents.

Third Step: Involved

This is the step where the player decides if they want to continue to be involved in ice hockey.

Practices should be based on the Learn to Play principles' of learning skills, playing for fun and playful games. Using the Practice Manual will help achieve this and offer the young player enjoyment every time they come to the rink.

A regular time slot for the practices will make it easier for the players and their families to make the commitment to be involved in the ice hockey program.

The cost of playing ice hockey can be very expensive so for the first-time player the amount that needs to be paid should be made as low as possible. The cost of registering should be made affordable for all families as should the amount paid for the weekly practice.

Fourth Step: Retain

Once the player is involved the challenge is to keep them coming back to play season after season. Continuing to make the program fun will ensure that the player is enjoying themselves and wants to continue to play. This can be done by offering a program that will improve the players progressively through the different levels of development and competition.

The amount and cost of equipment can be a big issue. There should be an attempt to make it easy for the player to participate, even with less equipment. This will depend on the nations legal guidelines for sports participation.

A good way to reduce the costs significantly for the parents of players becoming involved in ice hockey is to organize used equipment purchase, possibly from other players already playing.

Education for the parents on the goals of the Program and the child's development in ice hockey will help them understand the next stages that are ahead.

4.10 *Organizing a Learn to Play Jamboree/ Tournament*

The Learn to Play Program should be included as part of the overall program run by the local ice hockey club. There should be a season practice schedule that works progressively during the season.

Another enjoyable and exciting area that can be included in the schedule is to organize a cross-ice tournament or Jamboree and even host a group of visiting players. These tournaments are meant to be fun, non-competitive and enjoyable for everyone involved.

The key to this day is paying attention to the details, of which there are many. It should be noted that first impressions are lasting, so it is very important to the Program over-all that these events happen without any major problems to give everyone a favorable first impression.

Before

The ice should be booked and scheduled well in advance of the date. Any amount of ice-time is good as the format of the tournament is flexible and can be adjusted to suit the time available.

The equipment needed for a tournament are the same as in practices; small goals or inserts to go in the goals, ice dividers and lightweight pucks.

If other clubs and teams are being invited to attend the tournament, they should be contacted and advised of the details of the day. Visiting clubs can send more than just one team if they have the number of players as everyone should be welcome at this event.

On the Day

Arrange sufficient number of dressing rooms or dressing areas to accommodate all players that will be playing during the tournament.

A schedule and game format should be organized and posted to ensure all the participants understand how the day will be run. See below for a sample format that could be used.

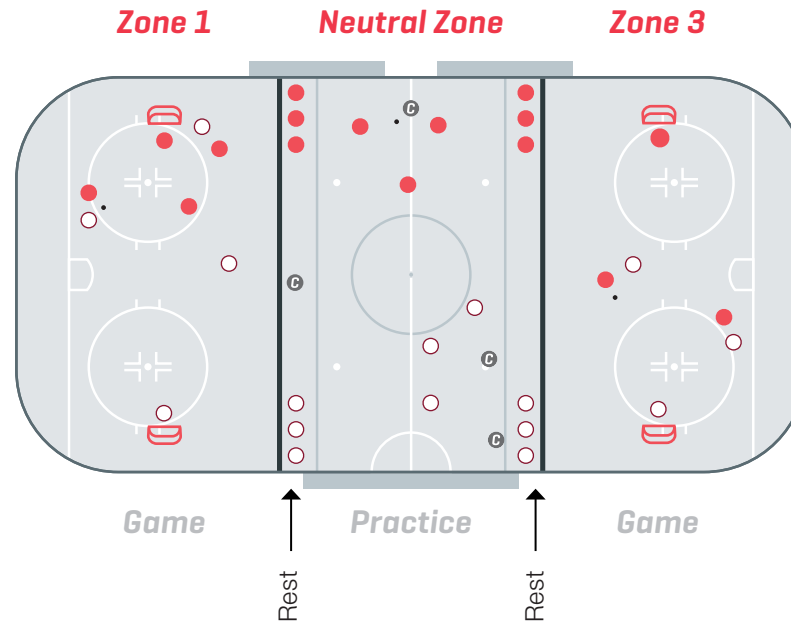
Make certain that the on-ice instructors are available and ready to go, as a minimum of 3 coaches are needed on the ice during the jamboree; 2 to officiate the two games and 1 to organize the practice in the neutral zone. It is suggested that all coaches that participate on ice, with managers or adult helpers controlling the resting/bench area. This makes it easier to organize the on-ice activities and player rotation.

No penalties should be called but coaches must know the rules and be proactive to stop situations from getting out of hand. For rules used for a jamboree refer to The Playing Rules for Players under 10 Years Old chapter of this manual.

A practice plan should be developed for the neutral zone so that the coaches can start immediately once the players move into the zone. Drills from the Practice Manual can be used.

Game Day Format

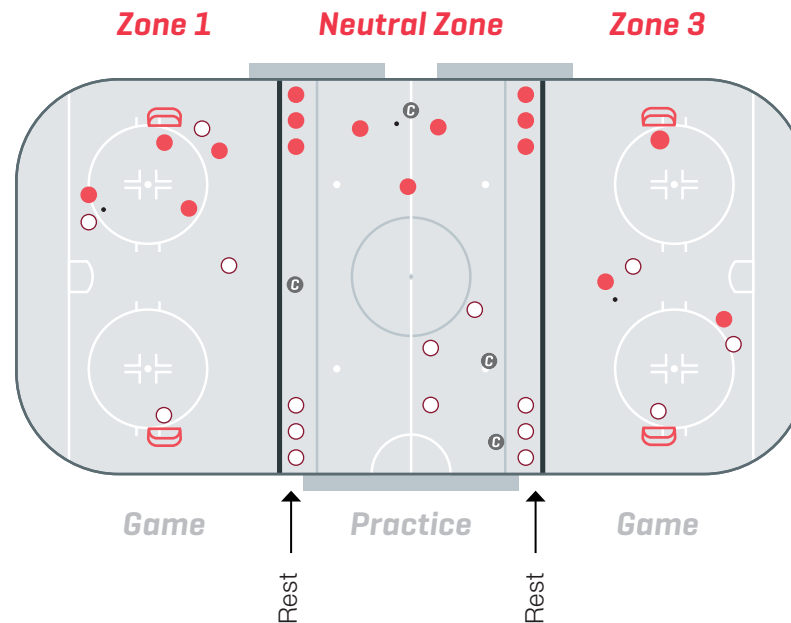
	<u>Zone 1</u>	<u>Neutral Zone</u>	<u>Zone 3</u>
Game 1	1 v 2	Skating	3 v 4
Game 2	1 v 4	Puck Handling	2 v 3
Game 3	1 v 3	Passing	2 v 4



1. Have a quick 5 minute warm-up in the zone where the teams are playing.
2. Players rotation is Game-Practice-Rest.
3. Group your players by ability and try to match lines – best against best, etc ... star111rst game with you111rst group ... It's not easy but give it a try.
4. Play 4 v 4 plus a skater as goalie, if possible. Be flexible – if rotation works better to play 3 v 3, you can combine i.e. 4 v 4 one shift, 3 v 3 the second shift if it makes rotations even can even play 5 v 4 or 4 v 3 if it makes your teams' rotation smoother ...
5. 25 minute games ... blow horn every 90 seconds ... clock continues to run while players line up.

Game Day Format

	<u>Zone 1</u>	<u>Neutral Zone</u>	<u>Zone 3</u>
Game 1	1 v 2	Skating	3 v 4
Game 2	1 v 4	Puck Handling	2 v 3
Game 3	1 v 3	Passing	2 v 4



6. Face-offs to start each shift ... very quickly ... don't worry about all players being lined-up perfectly ... drop the puck and get play going.
7. Face-offs to side if goalie covers puck ... very quickly ... don't worry about all players being lined-up perfectly ... drop the puck and get play going.
8. Face-offs after each goal ... very quickly ... same thing ... drop the puck and get the play going quickly.
9. Coaches running the games should have several pucks in their pockets ... idea is to drop the puck quickly.

The Outcome

All the principles of the Learn to Play Program are fulfilled in one event.

- Maximum ice usage
- Increased activity time for all the players
- Technical skills are taught, practiced, learned and used in games
- Players get to play the game
- Coaches learn to teach
- Everyone is involved
- Fun for all participants

***Learn to Play Program
is based on:***

- Learning Skills***
- Playing for Fun***
- Fun Games***

5 PLAYING RULES FOR PLAYERS UNDER 10 YEARS OLD 60

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The Playing Rules for Boys and Girls under 10 Years Old have been tested and developed over time in many countries around the world and have been included in this manual to support you in organizing games for the children. These rules enable the children to develop hockey skills in an environment that fosters fun, learning, participation by all, and mental and physical development.

5.1 *Playing Surface, Cross-Ice Boards, and Child Sized Goal Nets*

Cross-Ice Playing Surface

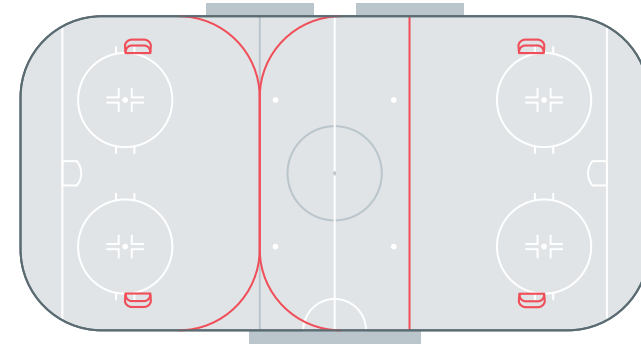
All games will be played across the ice in the end zones on one-third of the rink.

Cross-Ice Rink Boards

The IIHF recommends that every arena construct a light board barrier which:

- Is easy and quick to move on and off the ice surface.
- Is approximately 10 cm high and 5 cm wide.
- Has no support legs to hinder the puck from sliding along the boards.
- Forms a continuous barrier from the boards one side of the rink to the opposite side.
- Uses some form of mechanism to easily hook the boards together.
- Is constructed of, for example, wood, aluminum, fiberglass, or an old fire hose.

To keep the puck in play it is recommended that a “corner board” be constructed. The “corner board” constructions should be the same height and width as the boards which run along the blue line.



Example of the board barrier construction

Child Sized Goal Nets

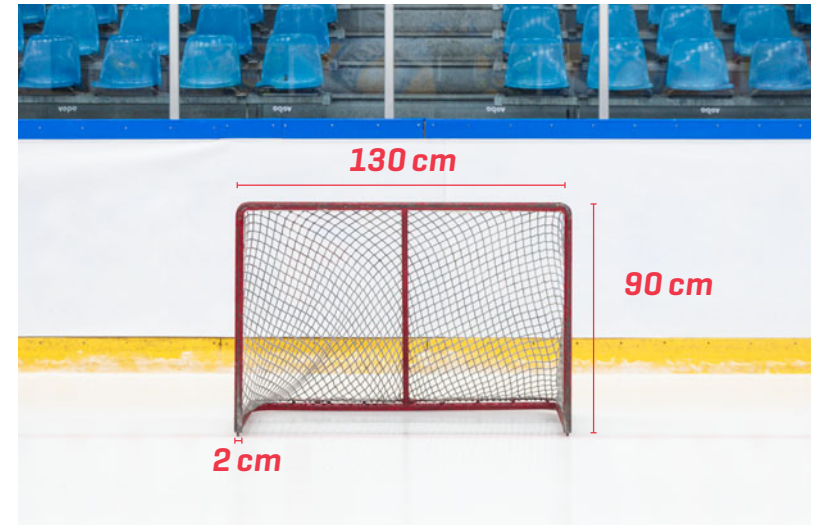
It is recommended that Learn to Play Goal Nets be used to give the goalkeeper a greater chance of success, which will in turn build confidence.

The goals should be located one meter from the sideboards of the rink and half way between the end boards of the rink and the cross-ice rink boards set up on the blue line.

Two Child Size Goal Net construction examples are provided below.

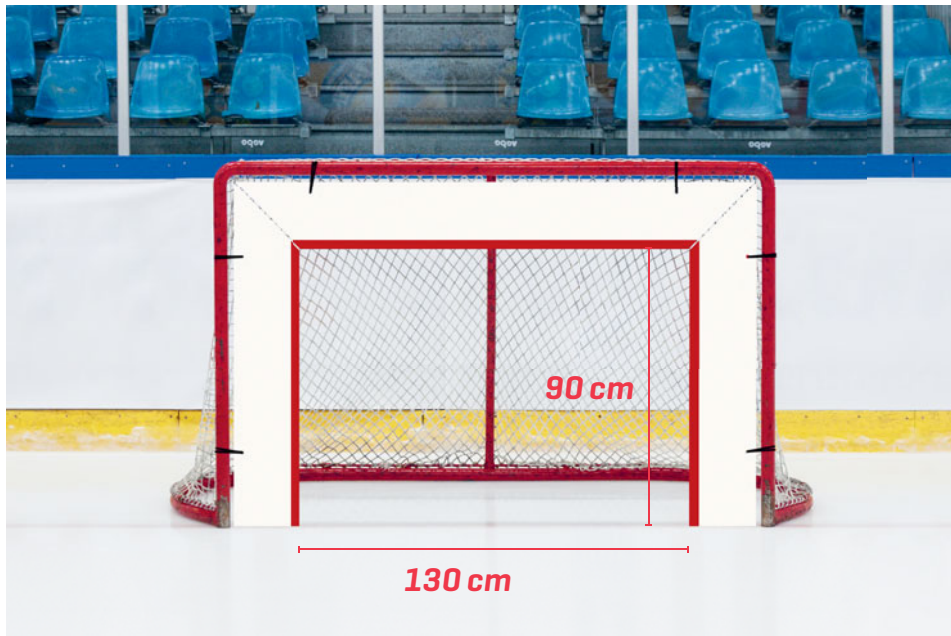
Lightweight Goal Nets

Lightweight goals, measuring 90 cm high, 130 cm wide and 70 cm deep can be used, constructed of 1.5 to 2.0 cm tubing. The lower end of the goal posts should have small pegs to keep the goal in position.



Goal Insert

These lightweight goal inserts could be constructed using wood or plastic. The inserts should be made to fit inside the posts of a normal goal net. The insert should have an opening 90 cm high and 130 cm wide. The insert can be fastened to the goal posts and cross bar using straps or hooks.



5.2 Equipment

Remember that the children being taught are small and in order for them to achieve maximum enjoyment and optimize their understanding of the skills, junior sized equipment should be used.

Junior Size Sticks

All players are encouraged to use junior sized sticks. Some benefits of using junior size sticks are:

- enable better puck control
- are lighter, and therefore improve balance
- are less expensive than senior sticks

Lightweight Pucks

The overall diameter, thickness of the puck should be the same as a normal game puck (minimum weight is 80 grams and maximum is 130 grams). Options for lightweight pucks are outlined below.

Blue Puck

This is a normal size puck, blue in colour, which is made of a lightweight material.



5.3 *Game Organisation*

Statistics

No statistics or league standings are to be recorded; however, a game sheet must be filled out so that the federation has a record that the game took place. Scores are not shown on the game time clock.

Game Officials

Either a coach or referee will act as to the game official for the game.

Off-Ice Officials

The home team should arrange for a timekeeper.

Face-offs

Face-offs will take place in the centre of the playing surface at the beginning of the game and the period, as well as after a goal, after a break in the play (when the goalkeeper freezes the puck), or when changing the players.

Playing Time

The length of the game is to be determined by the amount of time available.

Player Participation

All the players participating must be played evenly in every game.

Shift Changes

At the signal from the timekeeper, at a maximum of 90 seconds running time, the units will change. The units will always play at even strength (5–5, 4–4).

Length of the playing shifts

The maximum length of the shift is 90 seconds running time.

Offside and Icing

There are no blue line offside, icing, etc.

Bodychecking

Bodychecking is NOT allowed.

Violating the Rules; Penalties

When a player violates the rules, the game and the official in charge will explain the reason for the stoppage to the player. No penalties are given. If necessary the game official can remove a player from the game for the remainder of the shift.

If a player continuously violates the rules, the coach from the player's team may remove him or her for the remainder of the game and substitute a new player in his or her place.

Centre Zone

For maximum ice use and player development, players that are not playing should participate in drills for skating, stick-handling, passing and shooting in the centre zone. This zone should also be used as the player's bench.



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The four levels of the Practice Manual, A, B, C, and D, are formatted in a similar style. The components are laid out in a progressive order to help the LTP coach prepare for and operate an efficient practice. The four components of a practice are:

- Specific Objectives***
- Key Instructional Points***
- Teaching Tools Needed***
- Practice Plan***

INSTRUCTION PRACTICE PLAN

Key Instructional Points

- Provide the Leader with Key Points for giving clear teaching instructions.
- Take your Key Points from here and write them onto your lesson plan.
- If needed, take this page onto the ice for support.

6.1 PRACTICE A-1 **1** LEVEL A


Key Instructional Points	Specific Objectives 2
	<ul style="list-style-type: none"> – Develop and improve player's balance and agility. – Introduce how to get up. – Introduce proper stance.

Balance
Balance is a basic skill required for the development of all hockey skills. A player who has developed balance can puckhandle, pass, and shoot much easier.

Getting up from ice
Always come to the knees.
Don't place hands on the ice. Keep both hands on the stick.
Slide one leg forward so that the blade of your skate is on the ice and follow with the other.

Proper Stance

- Skates parallel and shoulder width apart.
- Point toes straight ahead.
- Bend knees until they are in line with toes of the skates.
- Body leaning slightly forward.
- Head up.
- Two hands on stick; stick close to ice.



1 Practice Identification

A = Level A

1 = Practice 1




2 Specific Objectives

- New skills that are to be taught in this lesson are introduced here!
- Skills that are being repeated will be reviewed in the objectives.
- In some lessons, the objective will be to refine certain skills.

/// Description of new Skills

INSTRUCTION PRACTICE PLAN

Front Page

6.1 PRACTICE PLAN A-1 1		LEVEL A
Team	Teaching Tools needed 3	<ul style="list-style-type: none"> - Tennis balls - Cross-ice rink boards
Date 2		
No. of Players		
		Time: 4 60'
Free Skate 10' Clockwise and counterclockwise directions. Varied speeds.		
Warm-up Perform agility drills: <ul style="list-style-type: none"> - Knees high - Touch toes - Sit low - Reach high 		
Basic Stance (introduce) 10' <ul style="list-style-type: none"> - Leader to demonstrate and go over key points. - Have players go into basic stance. - Check for balance: <ul style="list-style-type: none"> • Have players stand on left skate only. • Have players stand on right foot only. • Have players jump up 5–10 cm off ice. Keep knees bent when landing. • Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is. NOTE: Repeat each several times.	Agility (introduce) 5' Leader to demonstrate the proper technique of getting up. <ul style="list-style-type: none"> - Have players fall to knees and get up into basic stance. - Have players lie on stomachs. Two hands on the stick, elbows on ice, holding stick level. Pull to kneeling position by using elbows, and then stand up in basic stance. 	Balance (introduce) 5' Walk across ice. Lift knees to touch stick held waisthigh. Repeat several times.
		

1 Practice Plan Identification

A = Level A
1 = Practice 1

2 Organisational Information

Add your specific information here.

3 Teaching Tools Needed

- These are the teaching tools that the Leader will need to prepare for this lesson.
- Remember, the children appreciate when the Leader is prepared.
- Add your own teaching tools to the list.



4 Total Training Time

//// Warm-up zone

→ Read direction

INSTRUCTION PRACTICE PLAN

Back Page

6.1 PRACTICE PLAN A-1		LEVEL A	
<p>5 Fun Time 6 10'</p> <ul style="list-style-type: none"> - Give every player a tennis ball. - Individual players bounce the ball and catch it. - Partners (2-4 metres apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance. - Partners kick ball with side of skate (inside of blade) to partner. <p>7</p> <p>8 </p>	<p>Balance and Agility (introduce) 5'</p> <p>The players must follow the leader who moves slowly around the area. Leader must move slowly and change directions frequently.</p>	<p>Balance and Agility (introduce) 5'</p> <p>Starting from sideboards, the players cross rink trying to walk on the toes of their skates. Players must stand straight.</p> <p></p>	
<p>Game Time 10'</p> <p>British Bulldog: Players stand in line along boards. One player stands in the middle of the rink. At leader's signal, players must cross to the other side. The player in the middle must try to tag them. Players who are touched remain in the center to help. Winner is the last player touched.</p>		<p>Summary</p> <p>Positives:</p> <p>9</p> <p>Areas for Improvement:</p>	



Drill Area

5

Skill

The skill or activity that will be used will be illustrated here.

6

Time

- Recommended times for each activity are given here.
- Adjust the time according to your situational needs.

7

Description

A detailed description of the skill or activity that will be used is given here to help the Leader in giving instructions to the children.

8

Picture or Practice Plan

9

Summary






















- After practice, this section is to be completed by the Leader.
- What successes did we have today?
- In which areas do we need more improvement?
- What needs to be reviewed or refined?



Read direction

ICE DIAGRAM LEGEND

The following symbols are used in the Learn to Play Practice Manuals.

	Offensive Player		Forward skating		Pylon
	Defensive Player		Backward skating		Agility board
	Goaltender		Forward skating with puck		Stick on the pylons
	Coach		Backward skating with puck		Paint dot
	Leader		Passing		Puck
			Pivot		Pucks
			Stopping		Net
			Shooting		
			Lateral movement		

6.1 *Practice Manual Level A*

The Practice Plans are intended as worksheets for the LTP coach to write on while preparing the practice. Once the practice is prepared the LTP coach should take it onto the ice for quick reference during the practice.

In the practices you will find drawings, silhouettes of these drawings and ice diagrams which illustrate and explain the desired skills and drills which are covered in the test.

On the last page of this section is a Skills Checklist to help the coach to determine if the players can successfully carry out the skills in Level A and are ready to move on to Level B.

THE BEGINNER

Where to start?

Experience for the youngster. Thus, all coaches should offer:

- Encouragement
- Caution
- A helping hand
- Patience, and
- Praise!

The Walker

A chair may be used to maintain balance. Have the youngster place hands on the seat with fingers over the edge. The leader holds the back of the chair, and gently pulls it forward. Once a certain amount of confidence has been reached, the leader gives a slight bit of resistance. The youngster now has to turn the skates sideways in order to move forward. Encourage the youngster to stand alone, and to begin walking with the aid of the chair.



Those First Strides

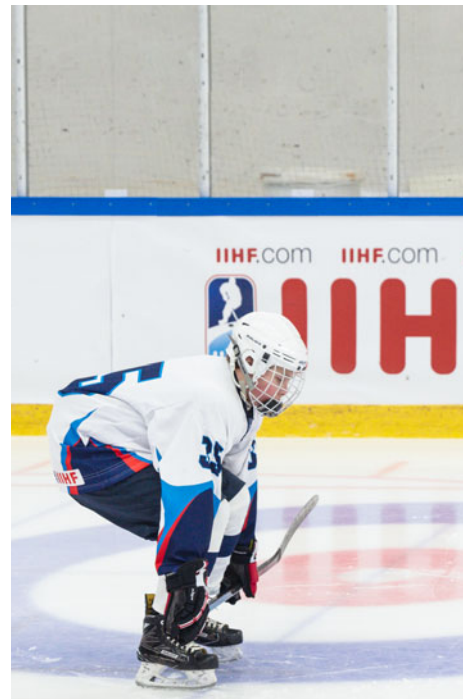
- The beginning may be as elementary as having the beginner stand on one foot, then the other (holding onto the boards).
- Standing on both feet, bending at the knees to a half sitting position.
- Walking on skates, holding onto the leader's hand.
- Walking across the ice, holding another player's hand.
- Up to this point, the leader has been challenging the beginner with various tasks to obtain confidence and mobility.
- Depending on the progression of the beginner the next step is agility and balance drills.



AGILITY AND BALANCE DRILLS

Stage 1 – Agility Drills

- Lift the knees as high as possible.
- Touch the toes.
- Get into a sitting position.
- Raise the arms above the head.



Stage 2 – Stance

- Bend the knees
- Place the hands on the knees, move about on the ice with the arms pushing downward, forcing the leg back and the skate sideways



Working with a partner

- Push a partner across the ice
- Place hands on the waist of the partner



Stage 3 – With a tennis ball and a soccer ball

Place the tennis ball in front of the skates. Bend over and move the ball along with the hands.

NOTE: The knees have to bend and the skates have to turn sideways to move forward.



Place a soccerball in front of the skates. Move the ball along by placing the foot sideways to make contact.

NOTE: Hit the ball gently, retrieve it and repeat.



Stage 4 – Stepping over an object

Place agility boards on the ice 3–4 metres apart. Step over the boards one at a time. If some assistance is necessary, hold onto the youngster's hand.



Stage 5 – Turns/Changing direction

Have the player weaving around the cones:

- In a straight line.
- In a staggered formation.



Upon satisfactory completion of the five stages, the walker should now be able to join with Group Number One.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Develop and improve player's balance and agility. - Introduce how to get up. - Introduce proper stance.

Balance

Balance is a basic skill required for the development of all ice hockey skills. A player who has developed balance can puckhandle, pass, and shoot much easier.

Getting up from ice

Always come to the knees.

Don't place hands on the ice. Keep both hands on the stick.

Slide one leg forward so that the blade of the skate is on the ice and follow with the other.






Proper Stance

- Skates parallel and shoulder width apart.
- Point toes straight ahead.
- Bend knees until they are in line with toes of the skates.
- Body leaning slightly forward.
- Head up.
- Two hands on stick; stick close to ice.



Team	Teaching Tools needed <ul style="list-style-type: none"> - Tennis balls - Cross-ice rink boards 	Time: 60'
Date		
No. of Players		

Free Skate	Clockwise and counterclockwise directions. Varied speeds.	10'
Warm-up	Perform agility drills: <ul style="list-style-type: none"> - Knees high - Touch toes - Sit low - Reach high 	

<p>Basic Stance (introduce) 10'</p> <ul style="list-style-type: none"> - Leader to demonstrate and go over key points. - Have players go into basic stance. - Check for balance: <ul style="list-style-type: none"> • Have players stand on left skate only. • Have players stand on right foot only. • Have players jump up 5–10 cm off ice. Keep knees bent when landing. • Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is. <p><i>NOTE: Repeat each several times.</i></p>	<p>Agility (introduce) 5'</p> <ul style="list-style-type: none"> - Leader to demonstrate the proper technique of getting up. - Have players fall to knees and get up into basic stance. - Have players lie on stomachs. Two hands on the stick, elbows on ice, holding stick level. Pull to kneeling position by using elbows, and then stand up in basic stance. 	<p>Balance (introduce) 5'</p> <p>Walk across ice. Lift knees to touch stick held waisthigh. Repeat several times.</p>
		

Key Instructional Points**Specific Objectives**

- Review stance, balance, and agility.
- Introduce T-push.
- Introduce gliding on two skates/balance.
- Introduce gliding on one skate/balance.

T-push

- Point the front skate in the direction of movement.
- Place the back skate slightly behind the front skate, thus forming a "T". Keep the whole blade flat on the ice. Keep weight on the back skate.
- Give a strong push with the back skate. This involves a straightening of the back leg, pushing the skate down against the ice.
- Stress the push, leg full out, knees well bent, head up, and recover skate through close to ice.

**Gliding on two skates**

- Take a few skating strides to gain momentum.
- Assume the basic stance (Practice A-1).
- Common errors:
 - Ankles cave inwards or outwards.
 - Knees press in towards each other.
 - Legs are straight.
 - Body is twisted.
 - Upper body leans too far forward.
 - Head is looking down at the ice.
 - Not having two hands on the stick.
 - Stick not close to ice.




**Gliding on one skate**

Basic principle in skating is that one foot must be under the body's centre of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that hockey players learn to balance and glide on one foot.

- Take a few skating strides to gain momentum.
- Glide on one foot.
 - Keep the blade of the supporting skate flat on ice, not on the edges.
 - Maintain the basic stance on the supporting leg.
 - Glide in a straight line.
- Common errors:
 - Basic stance.
 - Weight is not being brought forward on supporting leg.
 - Player is on the inside or outside edge of skate.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Tennis balls - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Clockwise direction.		2'
Warm-up (review)	Perform agility drills: <ul style="list-style-type: none"> - Knees high - Touch toes - Sit low - Reach high 		5'
Stance and Agility (review) 7' <ul style="list-style-type: none"> - Review key points to stance and to getting up off the ice. - Players lie on their backs. On a signal they roll over onto their stomachs, get up onto their knees, and then stand up into the basic skating position. Repeat 4-5 times. - Have players start from the sideboards. Take a few strides to gain momentum, fall to their knees and get up, then skate to the other side. Repeat several times. 	Balance (review) 7' <p>Place agility boards (flat) approximately one metre apart. Have the players line up and step over the boards one at a time. Step over the boards with alternate feet.</p>	T-push (introduce) 5' <ul style="list-style-type: none"> - Players line up on boards. - Place the right skate behind the left skate, forming a "T". - Push down and out with the right skate, gliding as far as possible on left skate. - Repeat using left skate. 	
			

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review T-push, gliding on two skates, gliding on one skate, balance and agility. - Introduce scooting. - Introduce glide turns. - Introduce one o'clock stop, (making snow).

Scooting

Scooting involves T-push, helps to improve pushing power and leg extension.

- Place the left skate behind the right skate, forming a T-push with left skate.
- Push down and out with left leg, fully extend left leg and glide on right skate.
- Bring left skate quickly up into a T-push position behind right skate before the next push is made.
- Practice using both skates.



Glide Turns

- Skates are shoulder width apart.
- Lead with the inside skate.
- Head and shoulders initiate the turn.
- Bend the knees and lean inside.
- Rock back slightly on the heels.
- Follow the stick.
- Perform the drill in both directions.



One O'clock – Eleven O'clock Stops

One o'clock refers to pushing out with right skate towards one o'clock.


Eleven o'clock refers to pushing out with left skate towards eleven o'clock.



- A stop in which the player remains facing forward.
- Glide on two skates in basic stance.
- Turn heel of right skate out and the toe of right skate in. Push skate out and down towards one o'clock.
- Keep weight on the ball of the foot as you stop.
- Keep the knees bent and the back straight.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Chairs, pylons, sticks - Tennis balls - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Counter clockwise direction.	2'
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<p>Warm-up to involve balance and agility drills (introduce and review)</p> 	<ul style="list-style-type: none"> - Walk across ice using a high knee lift. - Walk across ice using the rear part of blade. - Glide across ice on one skate extending the rear leg back. - Skate across ice, fall to knees, and get up while moving. - Obstacle course. Use pylons, chairs, sticks or gloves as obstacles. <ul style="list-style-type: none"> · Leader shows the course to be followed. On signal the players follow the course in single file. · Arrange so players make a series of zig-zag turns. 	10'
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<p>Gliding – two feet (review) 5'</p> <p>Taking a few strides to gain momentum the player will then glide across the ice on two skates with:</p> <ul style="list-style-type: none"> - The feet together. - The feet shoulder width apart. - The feet as wide apart as possible. - The feet shoulder width apart and in a sitting position. - Repeat each 3–4 times. 	<p>T-push (review) 4'</p> <ul style="list-style-type: none"> - Review key points (Practice A-2). - Standing along the side boards put the skates in T-push position. - On a signal, see how far the players can go with one push. Give them three attempts. - Switch to other leg. 	<p>Scooting (introduce) 7'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Start in the same manner as the previous T-push drill. - Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. - Repeat push-recovery cycle as fast as possible. - Come back scooting with the other leg. - Repeat four to five times with each leg. 
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Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review A-1 to A-3. - Introduce moving sideways. - Introduce striding.

Moving Sideways

- Players start from basic stance.
- The body moves at right angles to the direction of movement. Do not turn body in the direction the player is going.
- Steps must be taken flat-footed.
- Keep the stick out in front of you.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.
- Progression
 - Put the right skate in front of left skate.
 - Take the left skate from behind the right skate and place it back in the normal stance position.
 - Repeat Point 1 and 2 as many times as required.




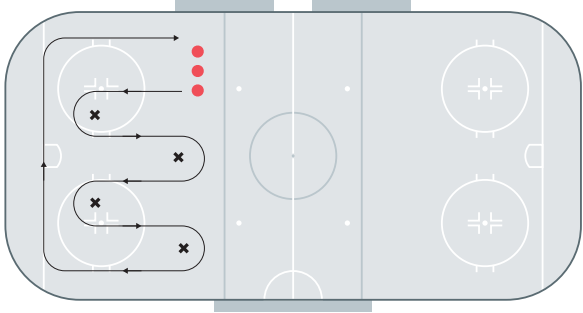


Striding in forward skating

- Power is developed by taking fast, short strides. As speed increases, long and less frequent strides may be taken to maintain speed.
- Stride starts with feet close together and all weight on the pushing foot.
 - Foot is turned 35–40°, and the push is to the side and down, pressing the blade deeply into the ice.
 - As pushing foot is forced out to the side, the knee of the other leg is pushed forward.
 - Push skating leg down and out as far as you can, until completely extended including ankle and foot extension to tip of toe.
 - When stride is finished, the weight is transferred to the forward foot and pushing foot comes slightly off the ice.
 - Knee of back leg is pulled forward with knee bending and pulled close to the gliding foot. Foot is kept close to the ice.
 - You are now ready to start the next stride with the opposite foot.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Agility boards - Tennis balls - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate		Clockwise direction.	2'
Warm-up (review)		<ul style="list-style-type: none"> - Skate in a counter-clockwise direction performing agility drills. <ul style="list-style-type: none"> · Touch toes. · Sit low. · Reach high. · Jump up. - Do same in clockwise direction. 	5'
Stopping (review)	5'	Striding Forward Skating (introduce)	5'
<ul style="list-style-type: none"> - Review and demonstrate One O'clock stop. - Players line up along boards in two lines. The front player pulls partner with help of hockey sticks. - The latter glides and tries to slow down using one o'clock stop. Slow down just enough so that momentum is maintained across the rink. - Players switch roles coming back. - Use other foot the next time across. 		<ul style="list-style-type: none"> - Players stand along sideboards. - Assume basic stance. Start on signal, pushing and recovering first with the left skate and then with the right. Repeat until players reach the other side. - Repeat several times. 	
			
		Glide Turns (review)	5'
		<ul style="list-style-type: none"> - Review key points. - Set up course with pylons. - Glide turns around cones and return skating forward to end. 	
			

Fun Time **5'**

- Give every player a tennis ball.
- Have the players skate around the ice throwing the ball up and catching it.
- Have the players bend over and move the ball along the ice with their hands.
- Have the players place the ball at their skates. Move the ball along the ice, gently hitting it with alternate skates. Use the inside of the blade.

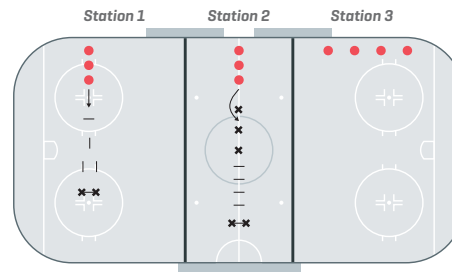


Station Activities (introduce) **15'**

- Station 1: (5')
- Arrange agility boards and pylons.
- Players go over first board, spread their skates at second, close their skates and go between third, and jump over the obstacle.

- Station 2: (5')
- Arrange agility boards and pylons.
- Players go around the pylons, over the boards, and under the obstacle.

- Station 3: (5')
- Review techniques of getting up.
- Have players stationary and do:
 - Drop to knees and up.
 - Drop to knees, onto stomach, and up.
 - Start on back, roll over to stomach and up.
 - Also do moving.



Moving Sideways (introduce) **10'**

- Review and demonstrate key points.
- Have players line up along the boards, facing the far side. Number them in threes. Have number 1's come forward three metres, number 2's come forward two metres and number 1's come forward one metre.
- Players get into basic stance and try.
 - One step to the right and one to the left.
 - Two side steps to the right and two to the left.
 - Three side steps to the right and three to the left.



Game (introduce) **8'**

- Freeze Tag
- One player is "it", while the rest of the players skate around trying not to be touched.
 - When the person "it" approaches another player, the player must remain completely motionless to be safe.
 - If "it" touches player before he can "freeze", the player becomes "it".

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review lateral movement (A-4).- Introduce backward skating stance.- Introduce walking backwards.- Introduce gliding backwards on two skates.

Backward Stance



- Skating backwards is like sitting on a chair.
- Keep the knees bent and back straight.
- Feet and knees are shoulder width apart.
- Lower centre of gravity by keeping the butt down.
- Keep head up, chest out, and shoulders back.
- Weight evenly distributed along blade of each skate.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Pylons - Tennis balls - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Counter clockwise direction.	2'
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Warm-up (review)	<p>Balance drills (Stationary)</p> <ul style="list-style-type: none"> - Stand on toes. - Stand on heels. - Bounce up and down on two skates. - Bounce on two skates to left, right, forward and backwards. 	<p>Agility</p> <ul style="list-style-type: none"> - Walk across rink on toes. - Walk across rink on heels. - Run across rink. - March across rink lifting knees high. - Three hops on left leg, three hops on right leg. Repeat. 	10'
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<p>Moving Sideways (review) 7'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Arrange in same formation as in Practice A-4. - Have players do three side steps to right and three side steps to left. Repeat. - Leader indicates the direction of movement and players react by doing side steps. 	<p>Backward Stance (introduce) 6'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Have players go into basic stance and straighten up, repeat three or four times. - Have players drop to their knees and back into basic stance. <div style="text-align: center;">  </div>	<p>Backward Walking (introduce) 5'</p> <ul style="list-style-type: none"> - Players along boards. Face boards and be one metre out. - Players assume basic stance. - Walk backwards across rink. Start with skates in an inverted "V" position. Lift skates off of the ice. At same time shift the weight from one side to the other. Replace foot with toe turned inward each time. - Repeat four or five times. <div style="text-align: center;">  </div>
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Backward Gliding (introduce)

5'

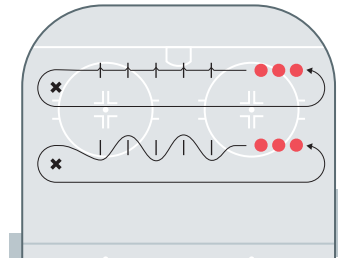
- Players line up facing the boards.
- On a signal, they push themselves away from the boards and glide backwards.
- Repeat four or five times.



Fun Time

10'

- Relay:
- Arrange agility boards and pylons.
- Players step over the boards, skate toward and around the pylon, and back, to touch the waiting skater.
- Same formation.
- Player skates around the boards, skates toward and around the cone, and back to touch the waiting skater.



Balance and Agility (review)

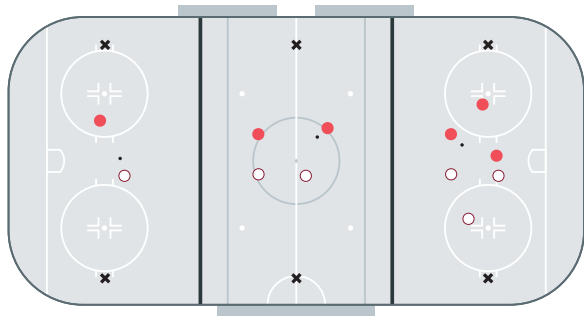
5'

Starting from sideboards, the players stand in pairs. One player pushes the other across the rink. The player being pushed must maintain balance on one skate only. (Lift other up 10 cm). Reverse positions coming back.

Game (introduce)

10'

- Mini game, no more than 3 vs. 3 using a tennis ball or light weight puck.
- Play cross-ice, in small areas.
 - Use pylons as goals.
 - To score, tennis ball must hit pylon.
 - No goalies.



Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward skating stance (A-5). - Review walking backwards (A-5). - Review gliding backwards (A-5). - Introduce C-cut for starting backwards. - Introduce V-stop for stopping backwards.

C-cut for starting backward

- Start from basic stance.
- Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inwards.
- From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight is on driving leg.
- Final thrust comes from the toe of the skate blade as the ankle is flexed.
- Return the right skate to its original place beside the left skate.
- The left leg (supporting leg) must stay directly under the player's body.
- Repeat with left skate.






V-stop for backward skating

- Spread feet shoulder width apart.
- The toes of both skates are turned out and the heels are turned in.
- The body leans forward. This forces the inside edges of skates against the ice.
- Slight bend in knees during first phase of stop.
- Legs become extended during final phase of stop. Pressure is thus exerted through the skate blade.
- When stop is completed the player should end up in the basic stance, prepared to go off in any direction.



Team	Teaching Tools needed – Tennis balls – Cross-ice rink boards	Time: 60'
Date		
No. of Players		

Free Skate	Give each player a tennis ball. Skate to an open space anywhere on the ice and practice controlling the ball.		5'
Balance and Agility (review) 10' – Players stand with partner at sideboards. Player in back places hands on partner’s hips and pushes to the other side. The player being pushed will do one width of each: · Two foot glide in basic stance. · One foot glide. Once on left and once on right. · Offer slight resistance using one o'clock stop, once left, once right. – Same options as number 1 but players will pull partner using two hockey sticks. The lead player holds the stick blades down for safety.	Backward Stance, Walking and Gliding (review) 5' Review key points to basic stance. Players assume basic stance. – Cross-ice by walking. · Shift weight from one side to the other. · Lift skates. · Concentrate on pushing off with each skate to develop power. – Players with partners. Push partner backwards, using two hockey sticks. Player being pushed assumes basic stance and glides on two skates.	C-cut (introduce) 10' – Review and demonstrate key points. – Have players place their hands on the boards shoulder width apart. · Practice making C-cuts with both left and right skates. – Players back away from boards. · Assume basic stance. · Point toes inward. · Shift weight to one side. · Push away by using a C-cut. · Return skate to original position. · Repeat cross-rink using right leg and return using left.	
			

Fun Time (introduce)

10'

Players will be asked to imitate animals.

Hand-Foot Coordination

Look like a bear running on ice.

Shoulder Development

Inch along the ice like a worm.

Arm Strength

- Seal walk with arms only.
- Crawl through sticks without touching them.



Backward Stopping (introduce)

10'

- Review and demonstrate key points.
- Players line up facing boards and in basic stance.
 - On signal, they push themselves away from the boards and glide backwards.
 - Initiate a stop by turning toes outward and leaning body slightly forward.
 - Repeat four or five times.
- Players with a partner. Push partner backwards with one hockey stick. Player going backwards practices turning toes out and leaning forward. At other side reverse positions.



Game Time (introduce)

10'

- Cops and Robbers
- Players are safe as long as they are in the two corner circles (hideouts). Cannot stay in any one hideout longer than five seconds.
 - Centre circle is the prison.
 - Leaders are the cops.
 - Players are the robbers.
 - When a robber is touched by a cop, they must go to prison.
 - Captured robber may be freed by a free robber touching them.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review C-cut (A-6). - Review backward V-stop (A-6). - Review other material (A-1 to A-6).

Squat

If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them. Back straight and head up. The stick is on the ice pointing forward.



Stationary Jumping

Have players start and land in basic skating position. It is important to start and land with knees flexed.



Backward Skating

- Players are in basic stance.
- All weight should be on one foot, with feet close together when stride begins.
- Using the front part of blade, push straight out to side until pushing leg is straight.
- When stride is completed step to the opposite foot and lift the foot you have pushed with.
- Bend knee of free leg and pull it in towards the skating leg keeping the foot close to the ice.
- As free foot comes close to the skating foot, start striding with the opposite leg.
- Continue alternating action with both feet. Ensure weight is over striding leg.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Tennis balls - Rope 5–6 metres long - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	In a clockwise direction.	2'	
<p>Warm-up, Balance and Agility Drills (review) Also involves stopping properly at each side of the rink</p> <ul style="list-style-type: none"> - Squat. Skate for 2–3 strides, start gliding on two skates, then squat down and glide across the ice. - Stationary Jumping. On a command, have players jump as high and as far forward as they can. Next have them jump backwards, to the left, and to the right. - Stationary Balance. Balance on one skate as long as possible. Repeat with other skate. 	20'	<p>Sideway Movement (review)</p> <ul style="list-style-type: none"> - In a mass wave drill. Six players spread out. The leader stands in front with the stick high to indicate direction of movement. Players move laterally 3–4 steps to the right and then to the left. - Try having players move slightly backward while taking these steps. 	5'



Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review balance and agility drills. - Review backward skating. - Introduce puckhandling stance. - Introduce stationary puckhandling. - Introduce skating with the puck.

Puckhandling Stance

Stick length

- When on skates, the stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.

Stick lie

- When assuming the correct skating stance, the blade should be flat on the ice.
- Younger players should have junior size sticks that have narrower shafts and shorter blades.

The grip

- The top hand must be right at the end of the stick.
- The lower hand should be 20–30 cm down the shaft.
- The “V” formed by the thumb and the forefinger should be pointing straight up the shaft.
- Blade of stick is flat on the ice.
- Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the puck.

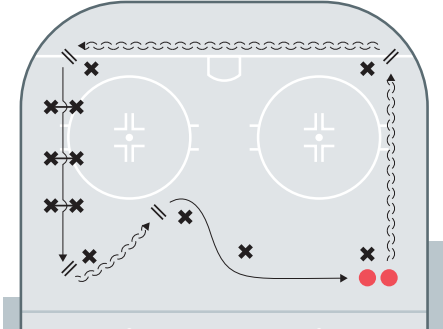



Stationary Puckhandling

- Assume puckhandling stance.
- Move the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus, allowing better control.
- To roll the wrists, turn the toe of the blade inwards and the heel outwards, then reverse direction.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Pylons - Extra Stick - Tennis balls (2 colours) - Light weight pucks - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate		Give each player a tennis ball. Skate anywhere on ice and control the tennis ball with their stick and skates.	5'
<p>Balance and Agility (review) 5'</p> <ul style="list-style-type: none"> - Step over agility boards and dive under the stick set up on two pylons. Also try running over agility boards. - Step (run) through agility boards and jump over a stick set up on two pylons. <p><i>NOTE: Remember to take off and land with knees slightly bent.</i></p>	<p>Backward Skating, Backward Stopping, Forward Skating, Forward Stopping (review) 5'</p> <p>Set up course that requires the given skills in the area of the ice.</p> 	<p>Stationary Puckhandling and Stance (introduce) 15'</p> <ul style="list-style-type: none"> - Demonstrate and stress key points. - Have players take basic stance and make corrections. - Line players up in stickhandling position with a puck in front of them. Put heel of stick 2-4 cm above the puck. Have them roll their wrist so that the tip of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. - Demonstrate and stress key points on puckhandling. - Have players now move the puck from side to side in a stationary position. - Repeat the previous drill. Have players yell out the number of fingers the leader is holding up. Players will have to look at puck and also up at leader. 	

Puckhandling while skating (introduce) 10'

- Review key points on puckhandling.
- Players along boards with a puck. Each player crosses the rink while stickhandling with the puck. Repeat many times.
- Players skate freely in the assigned area, stickhandling with puck. Move in all directions but maintain control of puck.

Fun Time (introduce) 10'

- Kneeling on ice, see if you can touch the head to the ice in front of you. Now stretch backwards and touch the hands to the heels.
- Can you walk along the ice on the knees with the hands holding the ankles?
- Can you bounce up and down on the ice and then make a 180° turn in mid air?
- Sitting on ice with knees up and hands clasped to shins, see if you can roll over on the shoulder like a ball. Roll as many times as you can.
- While kneeling on the ice, try to spring upward to a standing position without touching the ice. Swing the arms.

**Game (introduce) 5'**

- Each player has either a puck or one of two coloured tennis balls.
- Players skate around in area stickhandling either a puck or a tennis ball.
- On the whistle each player must exchange for one of the other objects.

Summary

Positives:

Areas for Improvement:



Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review balance and agility.- Review stationary puckhandling.- Review skating with puck.- Introduce open ice carry.- Introduce starting with puck.

Open-ice Carry

- The puck is pushed ahead with the bottom edge of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- The puck should be pushed alternately with the blade pointed to the left then to the right.
- Push the puck only slightly ahead.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Light weight pucks - Pylons - Children's size goal nets - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate		Give each skater a puck. Skate to anywhere on ice and handle puck with skates and stick.		3'
<p>Balance and Agility (review) 10'</p> <ul style="list-style-type: none"> - Cross ice gliding on two skates. - Cross ice gliding on one skate. Do with both left and right. - Cross ice and squat while gliding. - Cross ice, glide on one skate and extend other leg out behind to hip height. - Cross ice, glide on one skate and extend other leg out in front. - Cross ice, glide and touch heels with hands. - Cross ice, gliding on two skates. Go halfway with feet wide apart and the other half with the feet together. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Puckhandling (review) 10'</p> <ul style="list-style-type: none"> - Each player with a puck. <ul style="list-style-type: none"> · Move from left to right in front of body. · Repeat (a) but yell out the number of fingers the leader is holding up. · Move the puck from front to back out to the side. - Players skate forward at an easy pace and stickhandle but limit the side travel of puck. 	<p>Open Ice Carry (Modified) (introduce) 5'</p> <ul style="list-style-type: none"> - Players cross ice with the puck maintaining contact with the stick. (Repeat 3-4 times) - Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. (Repeat 3-4 times) 		

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review balance and agility.- Review puckhandling.- Introduce weaving with the puck.

Weaving with the puck

- Refer to gliding. (Practice A-2)
- Refer to open ice carry. (Practice A-9)
- Refer to stickhandling. (Practice A-8)

Have the player weaving around the cones:


- In a straight line.
- In a staggered formation.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Light weight pucks - Tennis balls - A parachute 8 metres in diameter - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

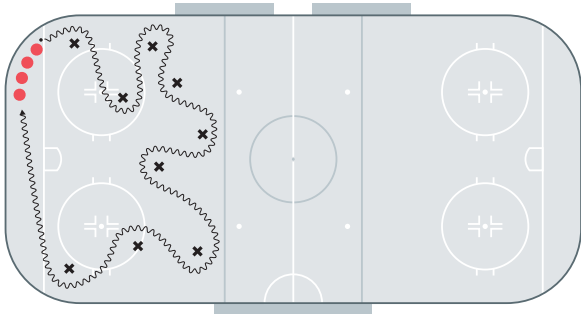
Free Skate	Every player with a puck. Skate clockwise controlling puck.	3'
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Warm-up (review)	<p>Players on boards, pylons approximately ten metres from boards.</p> <ul style="list-style-type: none"> - Players use T-push to start. - Scoot out around pylon and return. Do again using other foot. <p>Moving sideways four to left and four to right. Do also where player moves slightly backward.</p> <ul style="list-style-type: none"> - Backward skating – stop – forward. - Pull partner forward. Player behind can offer slight resistance. - Pull partner going backward. 	10'
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<p>Balance and Agility (review) 10'</p> <ul style="list-style-type: none"> - Cross ice, touching left knee to ice once and right knee to ice once. - T-push and glide on one skate. Then push and glide on the other skate, striding back and forth across the ice. - Stationary fall to the knees, on to the stomach, on the elbows. Stick in front of the face, (padding on the hockey gloves face outward), pull in, up on knees, and stand. - Try the previous drill while moving across the ice. 	<p>Puckhandling (review) 5'</p> <ul style="list-style-type: none"> - Each player is given a tennis ball or light puck. - Players face the leader and control the ball or puck by moving it from left to right and also from front to back, out to left or right side. - Cross the ice maintaining contact between the ball or puck and the blade of the stick. - Cross the ice using open ice carry. <div style="text-align: center; margin-top: 20px;">  </div>	<p>Fun Time (introduce) 7'</p> <ul style="list-style-type: none"> - Space skaters evenly around the outer edge of the parachute. - Activities <ul style="list-style-type: none"> · Stand tall, raise parachute above head. · Sit low, squat down low. · Skate around clockwise. · Skate around counter-clockwise.
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Weaving with the puck (introduce)**10'**

- Review puckhandling.
- Set up a course using pylons for players to weave through. Reverse direction.

**Game (review)****15'**

- Mini game
- 4 vs. 4, cross-ice.
 - To score, the puck must hit the pylon.
 - Match players of equal ability.
 - No goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	– Review of basic skills in A-5 to A-10.

Backward Stance

- Skating backwards is like sitting on a chair.
- Keep the knees bent and back straight.
- Feet and knees are shoulder width apart.
- Lower centre of gravity by keeping the butt down.
- Keep head up, chest out, and shoulders back.
- Weight evenly distributed along blade of each skate.



C-cut for starting backward

- Start from basic stance.
- Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inwards.
- From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight is on driving leg.
- Final thrust comes from the toe of the skate blade as the ankle is flexed.
- Return the right skate to its original place beside the left skate.
- The left leg (supporting leg) must stay directly under the player's body.
- Repeat with left skate.



V-stop for backward skating

- Spread feet shoulder width apart.
- The toes of both skates are turned out and the heels are turned in.
- The body leans forward. This forces the inside edges of skates against the ice.
- Slight bend in knees during first phase of stop.
- Legs become extended during final phase of stop. Pressure is thus exerted through the skate blade.
- When stop is completed the player should end up in the basic stance, prepared to go off in any direction.

**Squat**

If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them. Back straight and head up. The stick is on the ice pointing forward.

**Stationary Jumping**

Have players start and land in basic skating position. It is important to start and land with knees flexed.



Backward Skating

- Players are in basic stance.
- All weight should be on one foot, with feet close together when stride begins.
- Using the front part of blade, push straight out to side until pushing leg is straight.
- When stride is completed step to the opposite foot and lift the foot you have pushed with.
- Bend knee of free leg and pull it in towards the skating leg keeping the foot close to the ice.
- As free foot comes close to the skating foot, start striding with the opposite leg.
- Continue alternating action with both feet. Ensure weight is over striding leg.



Puckhandling Stance

- Stick length
 - When on skates, the stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.
- Stick lie
 - When assuming the correct skating stance, the blade should be flat on the ice.
- Younger players should have junior size sticks that have narrower shafts and shorter blades.
- The grip
 - The top hand must be right at the end of the stick.
 - The lower hand should be 20–30 cm down the shaft.
 - The “V” formed by the thumb and the forefinger should be pointing straight up the shaft.
 - Blade of stick is flat on the ice.
 - Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the puck.



Stationary Puckhandling

- Assume puckhandling stance.
- Move the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus, allowing better control.
- To roll the wrists, turn the toe of the blade inwards and the heel outwards, then reverse direction.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.



Open-ice Carry

- The puck is pushed ahead with the bottom edge of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- The puck should be pushed alternately with the blade pointed to the left then to the right.
- Push the puck only slightly ahead.



Weaving with the puck

- Refer to gliding. (Practice A-2)
- Refer to open ice carry. (Practice A-9)
- Refer to stickhandling. (Practice A-8)

Have the player weaving around the cones:

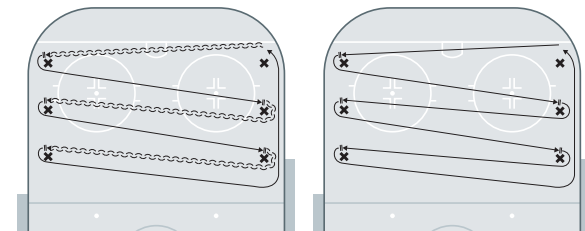
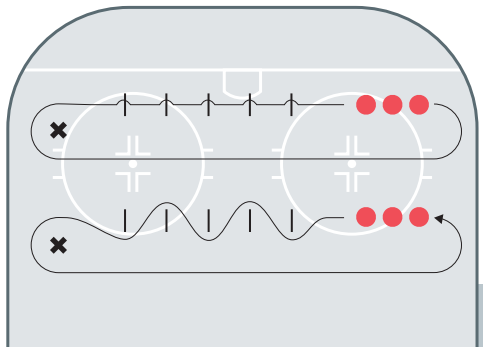
- In a straight line.
- In a staggered formation.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Pylons - Light weight pucks - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Warm-up	<p>Players skate counter-clockwise around the ice and perform these six warm-up exercises.</p> <ul style="list-style-type: none"> - Touch toes. - Pull knee to chest. - Squat low. - Touch one knee to ice. - Skates stay on ice at all times. Spread legs wide to the side and then bring them together. - Run on skates. 	4'
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<p>Agility and Balance (review)</p> <p>Players line up on boards. Take 3-4 strides and continue across the ice by:</p> <ul style="list-style-type: none"> - Gliding on two skates. - Gliding on one skate. <p>Do with both left and right skate.</p> <ul style="list-style-type: none"> - Glide on two skates and turn around a pylon. Return to other side. Turn in both directions. 	<p>15'</p> <p>Use T-push to start and scoot across ice.</p> <p>Use agility boards and a pylon.</p> <ul style="list-style-type: none"> - Have players jump over boards with two feet and go around cone. - Have players weave through the boards. 	<p>Backward and Forward Skating Skills (review)</p> <p>10'</p> <ul style="list-style-type: none"> - Set up a marked course using pylons. Start skating backwards, perform a backward-stop, skate forward and stop, using one o'clock stop. Repeat often. - Use the same set up but only skate forward.
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Fun Time (review)

6'

Freeze Tag.
See Practice A-4 or rules.

Puckhandling (review)

15'

- Stationary.
 - Each player has a puck and tries to follow the leader's movements. (left to right, front to back)
- Players now move slowly across ice moving the puck back and forth.
- Players now move at random in a designated area.
- Players along boards each with a puck.
 - Push puck out 1-2 metres, skate out and carry across ice maintaining contact between puck and stick blade.
 - Same as Point 1 but perform open ice carry across rink.
 - Same as Point 1, skate out and push puck ahead with a free hand. Continue skating, pick it up with stick and stickhandle across ice.
 - Same as Point 3 but kick the puck with inside of skate blade rather than pushing with hand.

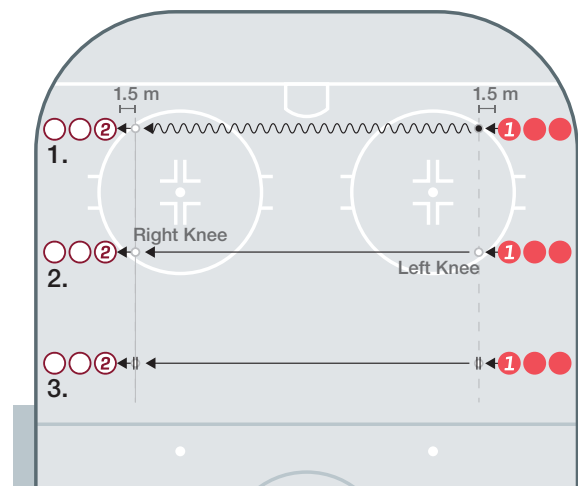
Game (introduce)

10'

Relay from this formation.

Put dots on ice using spray paint. Place 1.5 metres in front of players as diagrammed.

1. Player ① carries puck across ice and leaves it on dot and then touches ②. ② skates out and carries puck across the ice and leaves it on the dot etc.
2. ① skates out touching left knee at first dot and right knee at second dot. Player touches ② who repeats crossing the ice.
3. ① skates forward to the far dot and stops. Then comes backwards to first dot and stops and then crosses the rink and touches ② who repeats going in the opposite direction.



Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review puckhandling. - Introduce forehand sweep pass. - Introduce receiving a pass.

Passing – Forehand Sweep Pass

NOTE: It is very important that each player has a stick which is not too long (Practice A-8).

- Player is in the normal puckhandling stance.
- Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
- Stick blade should be at a right angle to the target.
- Body weight is on the back leg.



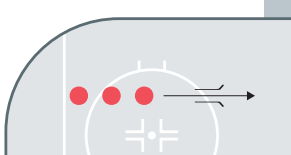

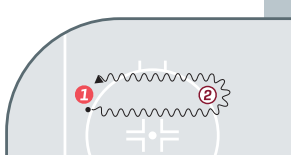
- Head is up looking at the target, make eye contact with receiver.
- Puck is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
- As the puck is propelled, the weight is transferred from the rear leg to the front leg.
- Follow through low and towards the target.
- Be prepared to receive.

Receiving a Pass

- Head up looking at the puck, make eye contact with passer.
- Present a target, stick blade on the ice.
- Keep blade at 90° toward direction of puck.
- As the puck contacts the blade, some give is allowed providing a cushioning effect.
- Be prepared to pass.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Light weight pucks - Tennis balls - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Warm-up		Give each player a puck as they step onto the ice. Players practice puck control.		5'
Agility and Balance (review)		10'	Puckhandling (review)	
<ul style="list-style-type: none"> - Starting from side boards, the player crosses the rink walking on toes, walking on heels and running. - Players face leader and follow stick. Make players move sideways left and right, skate forward, skate backward, drop to knees and get up. - Starting from side boards, the players cross the rink pushing a puck with their hands. 	<ul style="list-style-type: none"> - Lay two hockey sticks side by side, one metre apart. Players glide through passage on one skate first with left, second with right, third with left, etc. 	<ul style="list-style-type: none"> - Stand facing side boards. Place hands on side boards and push on them while running on the spot. Effort lasts 15–20 seconds and repeat 3–4 times. 	<ul style="list-style-type: none"> - Players partner up. Face each other approximately two metres apart. Each player has their own puck. Look each other in the eyes and practice stickhandling. Remain stationary. - Partners now stand ten metres apart. ① skates with puck around ② and returns to original position. ② then skates around ① and returns to position. - Players start on side boards with puck. Puck is kicked ahead (1 metre) with left skate, pushed ahead (2 metres) with free hand, and then stickhandled the rest of the way. Repeat using right skate. 	
				

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review balance and agility drills. - Review forehand passing and receiving. - Review puckhandling. - Introduce backhand sweep pass. - Introduce receiving a pass on the backhand.

Backhand Sweep Pass

- Hands are well away from the body.
- Bring the puck beyond the plane of the body.
- Shift the weight to the back leg.
- Head up, looking at target, make eye contact with receiver.
- Cup the blade of the stick over the puck.
- Sweeping action of stick across the body to slide the puck.
- Shift weight to the front foot.
- Snap and roll wrists.
- Follow through low.
- Be prepared to receive.



Receiving Pass Backhand

- Head up watching the puck, make eye contact with passer.
- Stick is on the ice for a target.
- Cup the stick and cushion the impact by relaxing the wrists.
- Be prepared to pass.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Agility boards - Light weight pucks - Tennis balls - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Warm-up		<ul style="list-style-type: none"> - Give each player a puck as they step onto the ice. Players practice puck control, e.g., stationary, weaving open ice carry. - Freeze tag with pucks (Practice A-3). 	10'
<p>Balance and Agility (review) 10'</p> <ul style="list-style-type: none"> - Players start from side boards. Taking 3-4 strides for momentum they will then: <ul style="list-style-type: none"> · Glide across ice on left skate. · Glide across ice on right skate. · Glide and wobble from inside to outside edges on left skate. · Same as previous Point but on right skate. - Using agility boards and pylons go through these courses. (Practice Plan A-4, Station Number 1) 	<p>Forehand Pass and Receive (review) 10'</p> <ul style="list-style-type: none"> - Review and demonstrate. - Players pair up about 5 metres apart. <ul style="list-style-type: none"> · Practice movement without pucks. · Add pucks. 	<p>Fun Time (review) 10'</p> <p>Relay Arrange as follows: ① carries puck through and passes to ②, ② then carries the puck through and passes to ③, etc.</p>	

<p>Backhand Pass and Receive (introduce) 15'</p> <ul style="list-style-type: none">- Demonstrate key points for backhand pass.- Have players in basic puckhandling stance without pucks. Practice the technique – draw back, pull through, transfer weight, follow through.- Have each player stand 5 metres from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low.- Review and demonstrate receiving a pass on the backhand.- Partner the players off approximately 5–6 metres apart. Practice passing and receiving.	<p>Game (review) 5'</p> <p>Mini game – across the rink.</p>	
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review balance and agility. - Review puckhandling. - Review forehand and backhand passing and receiving. - Introduce skating and passing. - Introduce forehand sweep shot.

Skating and Passing

- Remember key points about open ice carry in Practice A-9.
- Remember key points on forehand pass (Practice A-12) and backhand pass (Practice A-13).

Forehand Sweep Shot

- Basically the same grip as passing.
- Bring puck beyond plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Snap and roll the wrists. Pull the top hand and push the bottom hand.
- Follow through low for a low shot, and high for a high shot.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Light weight pucks - Tennis balls - Ball hockey balls - Masking tape - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Warm-up	As each skater steps onto the ice, they pick up either a puck, a tennis ball, or a ball hockey ball. Skate in any direction on the ice (one minute duration). On the whistle, the player must exchange for another piece of equipment.		5'
Balance and Agility (review) 15' <ul style="list-style-type: none"> - Stationary <ul style="list-style-type: none"> · Fall to knees and get up in basic stance. · Stomach – knees – to basic stance. · Back – stomach – knees – to basic stance. - Moving across ice <ul style="list-style-type: none"> · Touch left knee to ice and then right knee. · Drop to both knees and up. · Drop to knees, turn 180°, get up and skate backwards. · Dive on stomach and get up. - Backwards across ice, stop, then return forwards and stop. - Lateral movement. 	Forehand and Backhand Passing and Receiving (review) 7' <ul style="list-style-type: none"> - Review and demonstrate. - In pairs, five metres apart, pass puck back and forth. - Do both forehand and backhand. 	Skating and Passing (review) 7' <ul style="list-style-type: none"> - Start at side boards. Player carries puck across ice and passes to spot on boards. Use masking tape to mark spot. - Review open ice carry. 	

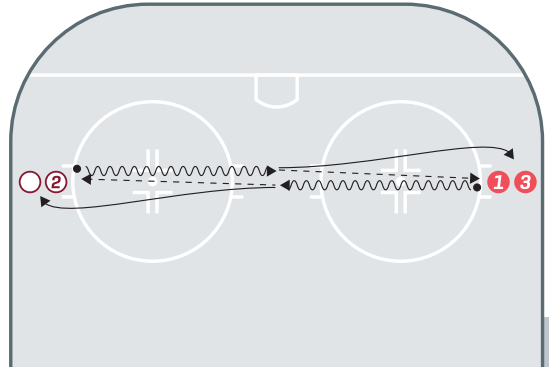
Forehand Sweep Shot (introduce)**12'**

- Review and demonstrate.
- Players line up about 3–4 metres from boards.
 - Go through movements of shooting without any puck or ball.
 - Add tennis ball.

Skate – Pass (review)**5'**

Shuttle formation

- ① carries puck to centre of ice and passes to ②.
- ② carries puck to centre and passes to ③.

**Game (review)****9'**

Red Light – Green Light
Refer to Practice A-2. Do here having players stickhandle tennis balls.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review puckhandling.- Review forehand and backhand passing and receiving.- Review forehand sweep shot.- Introduce backhand sweep shot.- Introduce skating and shooting at boards.

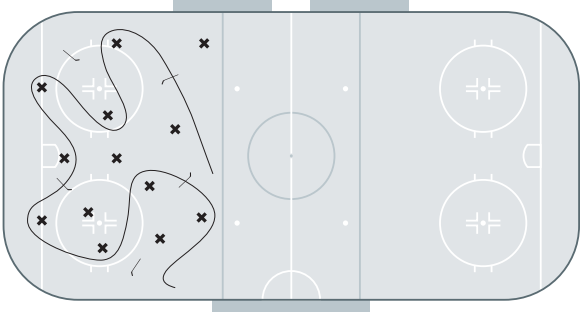
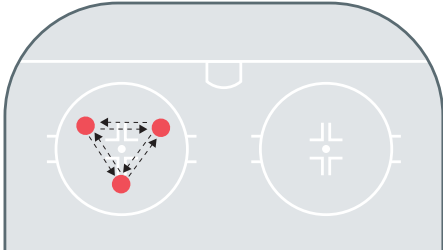
Backhand Sweep Shot

- Basically same grip as passing.
- Bring puck beyond plane of the body.
- Weight is on the back leg.
- In the process of sweeping the puck through the weight is transferred to the front foot.
- Head up looking for opening.
- Snap and roll the wrists. Push the top hand and pull the bottom hand.
- Release the puck and follow through low.



Team	Teaching Tools needed <ul style="list-style-type: none"> - Light weight pucks - Pylons - Chairs - Wood 40 cm by 3 cm - Can of spray paint - Cross-ice rink boards 	Time: 60'
Date		
No. of Players		

Warm-up	Players skate clockwise around the ice and perform these six warm-up exercises. <ul style="list-style-type: none"> - Touch toes. - Squat low. - Pull knee to chest. - Touch one knee to ice. - Skates stay on ice at all times spread legs wide to the side and then bring them together. - Run on skates. 	5'
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<p>Balance and Agility (review) 5'</p> <p>Players line up along the boards. Obstacles (pylons, chairs, sticks, gloves) are arranged to form a course to be followed by players. Leader shows the course and players go through in single file. Arrange to have a series of zig zag turns and sticks to step over.</p> 	<p>Puckhandling (review) 10'</p> <p>Players line up along side boards each with a puck. They then cross to the other side:</p> <ul style="list-style-type: none"> - Maintain contact between puck and stick blade. - Using open ice carry. - Puck is out 3-4 cm from boards. Player skates to the puck and carries it across ice. - Puck is out 3-4 cm from boards. Player starts on his knees, gets up, skates to puck and carries it across ice. Repeat starting from the stomach and also the back. 	<p>Forehand and Backhand Passing and Receiving (review) 10'</p> <ul style="list-style-type: none"> - Arrange players in groups of three and have them form a triangle about four metres apart. Players stand still and pass the puck to one another. Use both forehand and backhand. - Players skate along boards about two metres out from boards, and pass puck off boards, receive it and continue skating. Reverse and go in other direction. 
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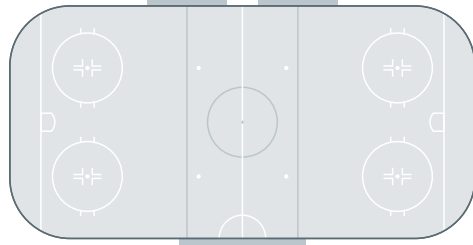
PRACTICES A-16 TO A-20

Specific Objectives

- These practices are to be prepared by the individual coaches in each club
- They are for the coaches to learn how to prepare and organise a good practice
- The five practices should review the skills covered and learned in A-1 to A-15
- Time can also be used in these practices for:
 - Testing the skill development of the players
 - Jamboree
 - Refinement of already learned skills

Key Instructional Points	Specific Objectives <ul style="list-style-type: none">- Coaches should be well organized and have a practice plan.- The drills used must relate to the skill being taught.- A brief outline is given as a suggestion for A-16 to A-20.- Drills can be ones already used in A-1 to A-15, or new ones familiar to the coach.
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Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date			
No. of Players			

Warm-up	
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Basic Stance


- Leader to demonstrate and go over key points.
- Have players go into basic stance.
- Check for balance:
 - Have players stand on left skate only.
 - Have players stand on right skate only.
 - Have players jump up 5–10 cm off ice. Keep knees bent when landing.
 - Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is.

NOTE: Repeat each several times.



Falling and Getting Up

- Leader to demonstrate the proper technique of getting up.
- Have players fall to knees and get up into basic stance.
- Have players lie on stomachs. Two hands on the stick, elbows on ice, holding stick level. Pull to kneeling position by using elbows, and then stand up in basic stance.



T-push

- Players line up on boards.
- Place the right skate behind the left skate, forming a "T".
- Push down and out with the right skate, gliding as far as possible on left skate.
- Repeat using left skate.

**Scooting**

- Review and demonstrate key points.
- Start in the same manner as the previous T-push drill.
- Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery.
- Repeat push-recovery cycle as fast as possible.
- Come back scooting with the other leg.
- Repeat four to five times with each leg.

**Forehand Sweep Shot**

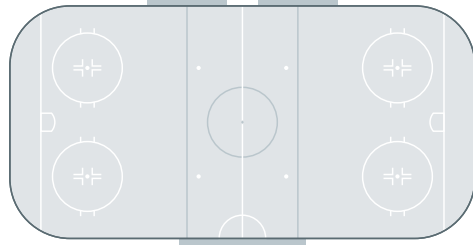
- Review and demonstrate.
- Players line up about 3–4 metres from boards.
 - Go through movements of shooting without any puck or ball.
 - Add tennis ball.



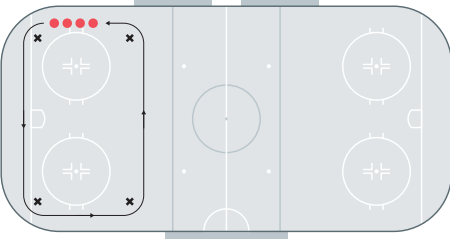
Summary

Positives:

Areas for Improvement:

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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<p>Gliding – two feet</p> <ul style="list-style-type: none"> - Review key points and demonstrate. - Players line up along side boards. - Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat several times. - Repeat the previous drill and while gliding practice going from the basic stance to the upright position to the basic stance. 	<p>Gliding – one foot</p> <ul style="list-style-type: none"> - Review key points and demonstrate. - Line up along the side boards face one end. Using the boards for support, practice standing first on one foot, and then on the other foot. Maintain the basic stance. - Repeat this drill without using the boards for support. - Line up along the boards facing the opposite side of the rink. <ul style="list-style-type: none"> · Take a few steps to gain momentum, and then glide as far as possible on one skate. · Repeat with other skate. 	<p>Glide Turns</p> <ul style="list-style-type: none"> - Players line up along side boards. - On signal first player skates forward seven metres and starts gliding on two skates. - When they come to the pylon they must turn part way around it, and proceed to second cone, etc. - Second player goes when first player reaches first cone. 
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Striding Forward Skating

- Players stand along sideboards.
- Assume basic stance. Start on signal, pushing and recovering first with the left skate and then with the right. Repeat until players reach the other side.
- Repeat several times.

**One O'clock Stop, Eleven O'clock Stop (Part 1) Making Snow**

- Review and demonstrate key points.
- Have players stationary.
- Turn right heel out and right toe in.
- Push skate down and out towards one o'clock.
- Attempt to make a pile of snow.
- Repeat with left skate towards eleven o'clock.
- Do three times with each skate for approximately 15 seconds.

**One O'clock or Eleven O'clock Stop (Part 2)**

- Players line up along boards. On a given signal they skate forward.
- During the glide, the player turns the right toe in and the right heel out. This is a One O'clock stop.
- Push down and out with the right skate until you stop.
- Return, using the left skate.

Open Ice Carry

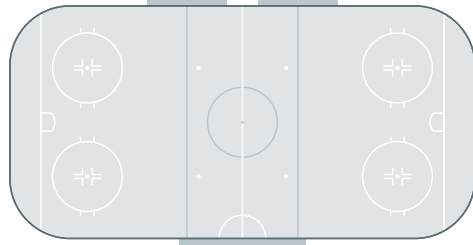
- Players cross ice with the puck maintaining contact with the stick. (Repeat 3–4 times)
- Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. (Repeat 3–4 times)


Summary

Positives:

Areas for Improvement:

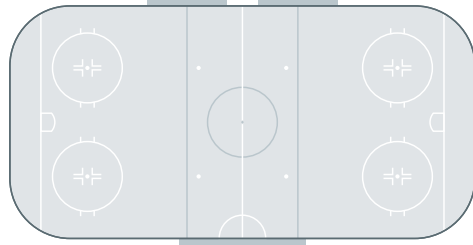
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date			
No. of Players			



<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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<p>C-cut</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Have players place their hands on the boards shoulder width apart. <ul style="list-style-type: none"> · Practice making C-cuts with both left and right skates. - Players back away from boards. <ul style="list-style-type: none"> · Assume basic stance. · Point toes inward. · Shift weight to one side. · Push away by using a C-cut. · Return skate to original position. · Repeat cross-rink using right leg and return using left. 	<p>Backward Striding</p> <ul style="list-style-type: none"> - Players start along sideboards. - On signal they initiate backward movement using a C-cut. Continue across ice by pushing and recovering first with one skate and then with the other skate. - Repeat several times. 	<p>Backward Starting, Backward Stopping, Forward Skating, Forward Skating, Forward Stopping</p> <p>Start skating backwards across the rink and stop using a backward V-stop. Skate forward returning and use a 1 o'clock or 11 o'clock stop. Continue in this manner.</p>
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<p>Forehand pass and receive</p> <ul style="list-style-type: none">- Demonstrate key points for forehand pass.- Have players in basic puckhandling stance without pucks. Practice the technique – draw back, pull through, transfer weight, follow through.- Have each player stand 5 metres from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low.- Review and demonstrate receiving a pass on the forehand.- Partner the players up approximately 5–6 metres apart. Practice passing and receiving.		
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

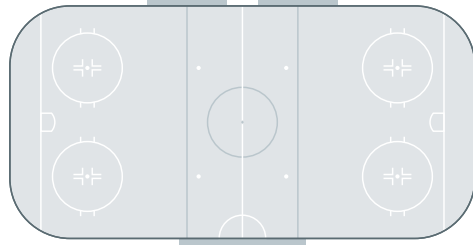
Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date	
No. of Players	

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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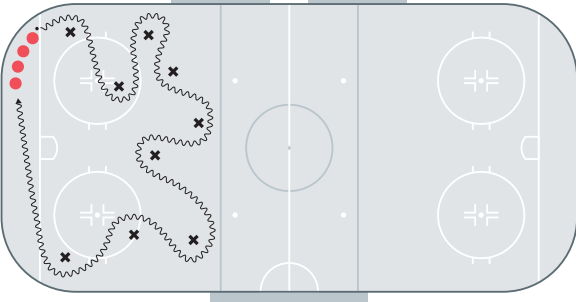
<p>Sideway Movement</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Have players line up along the boards, facing the far side. Number them in threes. Have number 1's come forward three metres, number 2's come forward two metres and number 1's come forward one metre. - Players get into basic stance and try <ul style="list-style-type: none"> · One step to the right and one to the left. · Two side steps to the right and two to the left. · Three side steps to the right and three to the left. 	<p>Stationary Puckhandling and Stance</p> <ul style="list-style-type: none"> - Demonstrate and stress key points. - Have players take basic stance and make corrections. - Line players up in stickhandling position with a puck in front of them. Put heel of stick 2-4 cm above the puck. Have them roll their wrist so that the tip of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. - Demonstrate and stress key points on puckhandling. - Have players now move the puck from side to side in a stationary position. - Repeat the previous drill. Have players yell out the number of fingers the leader is holding up. Players will have to look at puck and also up at leader.
	

<p>Open Ice Carry (Modified)</p> <ul style="list-style-type: none">- Players cross ice with the puck maintaining contact with the stick. (Repeat 3–4 times)- Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. (Repeat 3–4 times)	<p>Puckhandling</p> <p>Players line up along side boards each with a puck. They then cross to the other side:</p> <ul style="list-style-type: none">- Maintain contact between puck and stick blade.- Using open ice carry.- Puck is out 3–4 cm from boards. Player skates to the puck and carries it across ice.- Puck is out 3–4 cm from boards. Player starts on his knees, gets up, skates to puck and carries it across ice. Repeat starting from the stomach and also the back.	<p>Backhand Sweep Shot</p> <ul style="list-style-type: none">- Give teaching points and demonstrate.- Go through movements of shooting without pucks.- Add pucks.
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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Weaving with the Puck
 - Review puckhandling.
 - Set up a course using pylons for players to weave through. Reverse direction.

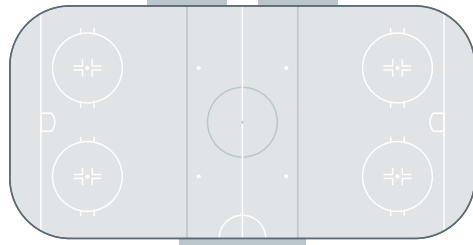


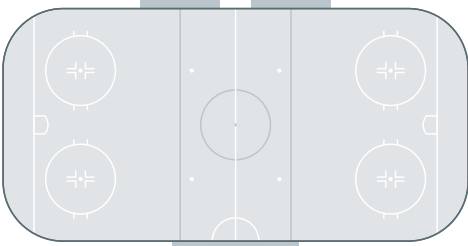
Backhand Sweep Pass and Receiving Backhand
 - Demonstrate key points for backhand pass.
 - Have players in basic puckhandling stance without pucks. Practice the technique – draw back, pull through, transfer weight, follow through.
 - Have each player stand 5 metres from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low.
 - Review and demonstrate receiving a pass on the forehand.
 - Partner the players off approximately 5–6 metres apart. Practice passing and receiving.

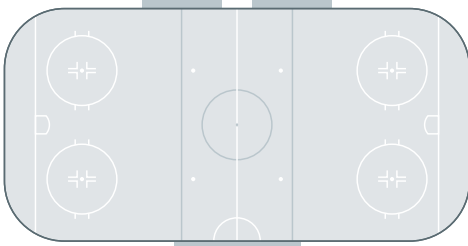
Skating and Passing
 - Start at side boards. Player carries puck across ice and passes to spot on boards. Use masking tape to mark spot.
 - Review open ice carry.

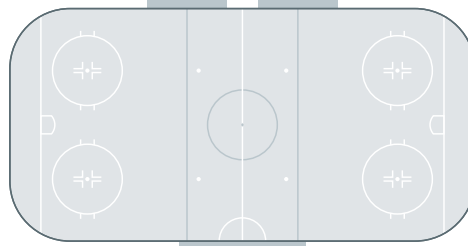
<p>Skating and Shooting</p> <ul style="list-style-type: none">- Players line up on side boards with pucks.- Skate across ice with puck and shoot against opposite boards.		
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

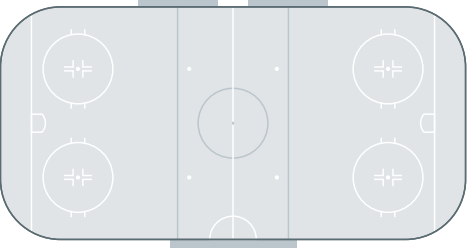
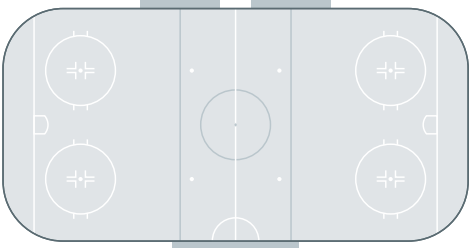
Team	Teaching Tools needed _____ _____ _____	Time:
Date		
No. of Players		

Warm-up _____ _____ _____ _____	
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<hr/> <hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> <hr/> 	<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

To determine when beginners are ready to advance, their skills must be checked and evaluated. Coaches should develop a set of drills for checking the skills of the players. Here are the key skills at Level A of the Learn To Play Practice Manual along with guidelines to be checked off. When the player can successfully carry out these skills they are ready to move on to Level B.

LEVEL A SKILL EVALUATION CHECKLIST:

Stance:

- Skates parallel, shoulder width apart?
- Toes pointed straight ahead and knees bent?
- Head up with body leaning slightly forward?
- Stick close to ice, held in two hands?

T-Push:

- Skates in T-position to start?
- Does player make a strong push until leg is fully extended, then transfer weight to the glide foot?
- Can player do it with both legs?

Glide Turns:

- Shoulders and head initiating the turn?
- Does player lead with inside skate with weight slightly back on heel?
- Can player perform the turn in both directions?

Stopping 1 o'clock and 11 o'clock:

- Is player gliding in basic stance posture?
- Is heel turned out and weight put on ball of foot?
- Knees bent and back straight?
- Can player do both stops?

Backward Stance:

- Keep head up, chest out, shoulders back. Are knees bent, back straight, feet shoulder width apart?
- Is weight evenly distributed along the blade of both skates?

Puckhandling Stance:

- Does player have a correctly sized stick of proper lie?
- Is player in basic stance with stick on ice, trying to use peripheral vision to see puck?
- Is player gripping stick correctly?

Stationary Puckhandling:

- Does player roll wrists to cup the puck when moving it from side to side?
- Is puck handled in middle of blade?
- Is player trying to keep head up?

Open Ice Carry:

- Does player turn blade so that alternate pushes of the puck are with the bottom edge of the blade pointed left and then right?
- Does player push puck just far enough to keep it under control?

Sweep Pass Forehand Stationary:

- In puckhandling stance, can player propel puck with reasonable accuracy to a target area?
- Does player keep head up, looking at target?
- Is weight transferred from back to front leg as pass is made?

Receiving Pass Forehand Stationary:

- Does player put stick down for a target?
- Is blade at 90° to line of puck?
- Does player "cushion" the pass on impact?

Backhand Sweep Pass Stationary:

- Does player start puck in the correct position with blade cupped over puck?
- Is head up looking at the target?
- Are hands well away from body?
- Is weight transferred from back to front leg as pass is made?
- Can player propel puck with reasonable accuracy to a target area?

6.2 Practice Manual Level B

The Practice Plans are intended as worksheets for the LTP coach to write on while preparing the practice. Once the practice is prepared the LTP coach should take it onto the ice for quick reference during the practice.

On the last page of this section is a Skills Checklist to help the coach to determine if the players can successfully carried out the skills in Level B and are ready to advance to Level C.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review stance, (A-1). - Review and continue gliding on two skates/balance, (A-2). - Review and continue gliding on one skate/balance, (A-2). - Review scooting, (A-3). - Introduce scooting in circles.

Proper Stance

- Skates parallel and shoulder width apart.
- Point toes straight ahead.
- Bend knees until they are in line with toes of the skates.
- Body leaning slightly forward.
- Head up.
- Two hands on stick; stick close to ice.



Gliding on two skates

- Take a few skating strides to gain momentum.
- Assume the basic stance.
- Common errors:
 - Ankles cave inwards or outwards.
 - Knees press in towards each other.
 - Legs are straight.
 - Body is twisted.
 - Upper body leans too far forward.
 - Head is looking down at the ice.
 - Not having two hands on the stick.
 - Stick not close to the ice.



Gliding on one skate

The basic principle in skating is that one foot must be under the body's centre of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that ice hockey players learn to balance and glide on one foot.

- Take a few skating strides to gain momentum.
- Glide on one foot:
 - Keep the blade of the supporting skate flat on the ice.
 - Maintain the basic stance on the supporting leg.
 - Glide in a straight line.
- Common errors:
 - Basic stance.
 - Weight is not being brought forward on supporting leg.
 - Player is on a single edge.



Scooting

- Involves T-push.
- Helps to improve pushing power and leg extension.
 - Place the left skate behind the right skate, forming a T-push with left skate.
 - Push down and out with left leg. Fully extend left leg, and glide on right foot.
 - Bring left skate quickly up into a T-push position beside right skate before the next push is made.
 - Practice using both skates.



Groin Stretch – Warm-up

- Extend the right leg (drag skate) backwards as you bend left leg to a 90° angle.
- Toe of drag skate points outward and the side of skate touches the ice.
- Keep head and shoulders up.
- Do not bounce.
- Hold position for 5–6 seconds.
- Repeat the next time with alternate leg.



Toe Touching – Warm-up

- Arms and stick straight overhead.
- Bend at waist and touch toes while keeping legs as straight as possible.
- Return to full extension slowly.
- Hold position for 5–10 seconds.



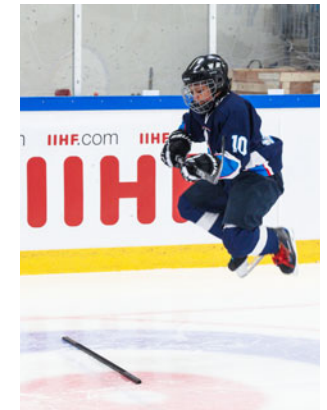
Squat – Balance and Agility

If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them, back straight and head up. The stick is on the ice pointing forward.







Stationary Jumping

Have player start and land in basic skating position. It is important to start and land with knees flexed.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Lightweight pucks - Cross-ice rink boards 	Time:
Date			
No. of Players			

60'

Free Skate	Players skate in a clockwise and then in a counterclockwise direction.	3'
Balance and Agility (review) 	Players skate around the outer edge of the ice surface. The players will perform: <ul style="list-style-type: none"> - Sit low - Reach high - Pull knee to chest - Jump up - Groin stretch - Touch toes 	5'
Stance (review) 4' <ul style="list-style-type: none"> - Review key points and demonstrate. - Have players fall to knees and get up into the basic stance. - Have players lie on their stomachs, two hands on the stick, elbows on the ice, and holding the stick at eye level. Pull to a kneeling position by using the elbows, and then stand up into the basic stance. 	Balance and Agility (review) 8' Start from the side boards and continue to the other by: <ul style="list-style-type: none"> - Stepping over the agility boards. - Running over the agility boards. - Taking 2-3 strides and going into a squat position. - Running across ice. Stationary jumping: <ul style="list-style-type: none"> - On a command, have the players jump as high as possible, land and maintain basic stance. Jump as high and as far as possible. 	Fun Time (introduce) 5' <ul style="list-style-type: none"> - Each player is given a tennis ball. - Players bend over and cross to the other side of ice while moving the tennis ball along with their hand. - Cross the ice while pushing the tennis ball with the skates. Push the tennis ball ahead (one metre) with the inside of the skate blade. Alternate skates as you cross the ice. - Do each 3-4 times. 

Gliding on two skates (review)**6'**

- Review key points and demonstrate.
- Players line up on side boards.
- Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat 2–3 times.
- Players partner up. One player places hands on partner's hips and pushes him across the rink. Player being pushed maintains the basic stance and glides on two skates.

**Gliding on one skate (review)****8'**

- Review key points and demonstrate.
- Line up along side boards facing the opposite side of the rink.
 - Take a few steps to gain momentum, and then glide as far as possible on one skate.
 - Repeat with the other skate coming back.
 - Do 2–3 times with each skate.
- Players partner up. One player pushes his partner who glides on two skates. Release partner part way across ice surface. Player then glides on one-skate to far side. Lift other skate 10 cm off ice surface. Return using other skate to glide on. Do 3–4 times each.
- Partners reverse position.

**Scooting across ice (review)****4'**

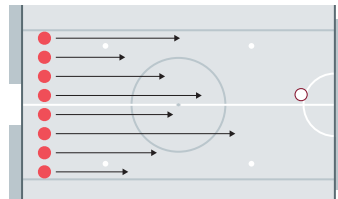
- Review and demonstrate key points.
- Stand along side boards with skates in a “T” position.
- Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery.
- Repeat push-recovery cycle as fast as possible.
- Come back scooting with the other leg.
- Repeat two times with each leg.

**Scooting on the circles (introduce)****8'**

- Three to four players on each circle.
- Start by standing on two feet with the feet together.
- Bend at the knees and push the outside leg to the side.
- Press down and out to the side with the outside skate.
- The outside skate will glide back to the original position when straightened up.
- Repeat going in both directions.
- Return skate quickly after you fully extend the leg.

Game Time Red light – green light (review)**9'**

- A player acts as a policeman and stands on one side of rink.
- Players start at other side of rink.
- Players caught moving on red light by policeman must return to original starting position.
- First player to policeman's side of the rink is the winner.
- Players can only move by using the T-push and scooting across the ice.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review stance, gliding, and scooting, (B-1). - Review glide turns, (A-3). - Review stopping – one foot, making snow, (A-3). - Review and continue sideways movement, (A-4). - Introduce push and glide.

Glide Turns

- Skates are shoulder width apart.
- Lead with the inside skate.
- Head and shoulders initiate the turn.
- Bend the knees and lean inside.
- Rock back slightly on the heels.
- Follow the stick.
- Perform the drill in both directions.



One o'clock – Eleven O'clock Stops

- One o'clock refers to pushing out with right skate towards one o'clock.
- Eleven o'clock refers to pushing out with left skate towards eleven o'clock.
 - A stop in which the player remains facing forward.
 - Glide on two skates in basic stance.
 - Turn heel of right skate out and the toe of right skate in. Push skate out and down towards one o'clock.
 - Keep weight on the ball of the foot when stopping.



Sideways Movement – Review

- Players start from basic stance.
- The body moves at right angles to the direction in which the player is facing. Keep shoulders straight ahead.
- Steps must be taken flat-footed.
- Keep the stick out in front.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.
- Progression:
 - Put the right skate in front of left skate.
 - Take the left skate from behind the right skate and place it back in the normal stance position.
 - Repeat Point 1 and 2 as many times as required.



Sideways Movement

- Same as Sideways Movement – Review.
- Progression is changed slightly:
 - Put the right skate over the left skate, leading with the heel of the right skate over the toes of the left skate. Place the blade of right skate outside the left skate. Legs are now crossed.
 - Take the left skate around behind the right skate and place it back in the normal stance position.
 - Repeat Point 1 and 2 as many times as required.
 - Practice both to the left and to the right.



Push and Glide


Skating is a series of push and glide movements with alternate legs. The player gathers himself while gliding to prepare for going immediately into another stride with the opposite foot. Power is developed by taking fast, short strides. As speed increases, longer and less frequent strides maybe taken to maintain speed.

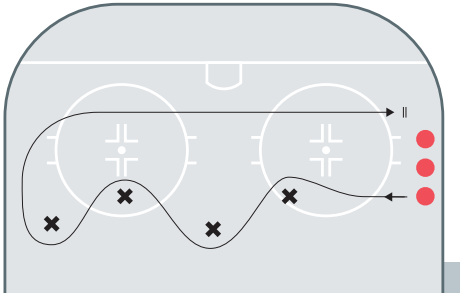
- Rotate toe of driving leg outward (35 to 40°).
- Push the skate down to the side and back, pressing the blade into the ice.
- To maximize the push, use the whole pushing leg from hip to toe. Extend the leg as far as possible. Final push is given by the toe of the skate.
- When the stride is finished, the weight is transferred to the forward foot and the pushing foot comes slightly off of the ice.
- Bring the driving leg forward after full extension and place it close to the gliding leg. Keep it close to ice on recovery.
- Then start the next stride with the opposite foot.



Team	Teaching Tools needed – Pylons – Cross-ice rink boards	Time: 60'
Date		
No. of Players		

Free Skate	Players skate in a counter-clockwise direction.	2'
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Balance and Agility (review) 	<ul style="list-style-type: none"> – Walk across the ice, using a high knee lift. – Walk across ice, using rear part of blade. – Glide across ice on one skate, extending other leg back. – Skate across ice, fall to knees and get up while moving. 	<ul style="list-style-type: none"> – From T-push position, push with left leg, glide forward on right skate to count of '4'. At count of '4', bring left skate forward and execute an eleven o'clock stop. Repeat with other leg and execute a one o'clock stop. – Repeat several times. 	12'
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Scooting the circles (review) 5' <ul style="list-style-type: none"> – Review and demonstrate key points. – Three to four players on each circle. – Start by standing on two feet with feet together. – Push the outside leg to the side while keeping the knee of the inside leg flexed. – Press down and out to the side with the outside skate. – The outside skate will glide back to the original position when straightened up. – Repeat the last three bullet points rapidly. – Repeat going in opposite direction. 	Stopping one o'clock, eleven o'clock (review) 3' <ul style="list-style-type: none"> – Players start on side boards. – Skate across rink and perform a one o'clock stop. Return performing an eleven o'clock stop. Repeat 2–3 times. – Players skate across rink and must stop when signal is given. Do not stop too close to boards. 	Glide turns – two feet (review) 5' <ul style="list-style-type: none"> – Review key points. – A slalom course of 3–4 pylons is set up in a zig-zag pattern. The skater takes five or six strides to gain momentum and then glides on two skates, while navigating the course. – At last pylon the player will return to end of line and perform a stop. 
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Fun Time, Ride the broom (introduce) 5'

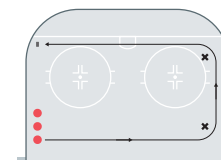
- Player skates fast, then holding the top of the stick with both hands, the skater puts it between the legs and sits on the shaft. Then coasts with the heel of the stick sliding on the ice. Repeat across ice 2–3 times.
- Same as before, but have players turn themselves in a zig-zag motion by twisting the handle.
- Same as the first bullet point, but try to turn from frontwards to backwards.

**Sideways Movement (review) 4'**

- Review and demonstrate key points.
- Have players line up along boards facing the far side. Number them in threes. Have number 1's come forward three metres, number 2's two metres and number 3's one metre.
- Players get into basic stance and try:
 - Two side steps to the left and two to the right,
 - Three steps in each direction,
 - Four steps in each direction.
- Review key points – new way. 4'
- Repeat the drills of the third bullet from above.

**Glide turn – two skates (review) 5'**

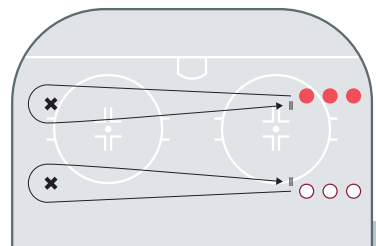
- Players line up along side boards.
- On signal, the first player skates forward 5–6 metres and starts gliding on two skates.
- When they come to the pylon they must turn part way around it, and proceed to the second pylon. They continue around the second pylon and then skate to side boards and perform a one o'clock or eleven o'clock stop.
- Perform in both directions.
- Second player goes when first player reaches the first pylon.

**Push and Glide (introduce) 7'**

- Review and demonstrate key points.
- Starting at side boards the player uses alternate left and right thrust and glide sequences to cross ice.
- Use a count of “Push 2–3–4”, “Push 2–3–4”, etc.
- Perform a stop at far side.
- Repeat several times.

**Game Time 8'**

- Relay:
- Divide group into even teams.
 - Players start on both knees. They must get up and skate across rink performing a two foot glide around pylon and then return to team. Players must stop and touch the next player before they can go.
 - Do one with glide turn to left and one with glide turn to right.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review push and glide, (B-2). - Review one foot stop, (A-3 and B-2). - Review sideways movement, (A-4 and B-2). - Introduce front V-start. - Introduce edge control.

Front Start

- Players in basic stance, skates shoulder width apart, knees flexed, and back straight.
- Turn heels in to make a “V” with the skates, while leaning slightly forward. This puts weight on front part of the blades.
- Drive off with either the right or left skate on the first stride and alternate legs with each stride. First stride with each foot is a short driving stride. More like running.
- Next two strides are longer. Angle of the blade nears 35–40° at about the third or fourth stride.
- Skates are low to the ice for quick recovery.
- Gradually straighten up as speed increases to the maximum.
- Should be in full stride after the first six strides.





Edge Control

Players must be able to utilize both inside and outside edges of both skates. In drawing, player is on right outside edge, and left inside edge.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons or spray paint - Agility boards - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate in a clockwise direction. Practice the thrust and glide action of the last lesson. Remember "Push 2-3-4", "Push 2-3-4", etc.		3'
Balance and Agility (review) <ul style="list-style-type: none"> - Take 2-3 strides to gain momentum and then stretch the groin. Do with both legs. - Take 2-3 strides to gain momentum and then touch the toes. - Skate across the ice touching the right knee to the ice at center. Return touching the left knee. Repeat 2-3 times. - Skate across the ice touching first the right knee and then the left knee to the ice before reaching the other side. Repeat 3-4 times. 	15'	Push and Glide Stopping (review) <p>Use pylons or spray paint to make a stride and glide course. Indicate at which spot they must stride and how far they must glide. Use a one-foot stop at the end of the course.</p>	5'
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Front Start (introduce)**8'**

- Stationary practice. Players in basic stance. On signal they practice opening skates into a “V” position by toeing outwards. Try to open as far as possible.
- Repeat the previous drill, but players open up and take four running strides. Repeat 5–6 times.
- Repeat the previous drill, but players continue across the rink, concentrating on thrust and glide. Stop at other side. Repeat 5–6 times.

**Fun Time****Abdominal and leg strength**

Change positions as fast as possible. Lie on the back; on the front; stand up, skate four metres forward, skate four metres backwards; hop sideways to left three times; to right three times; lie on the stomach; up to the knees.

Use of skate blades

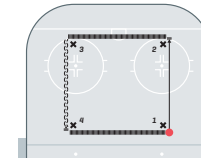
Lie on the back with the hands crossed in front of you. See if you can get up to a standing position without using the hands in any manner.

**Getting up from ice (review)**

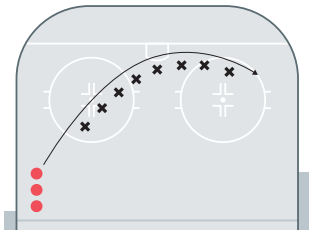
With arms folded across the chest and sitting crosslegged on the ice, try to stand without using the hands or changing the position of the skates.

**Lateral Movement (review)****5'**

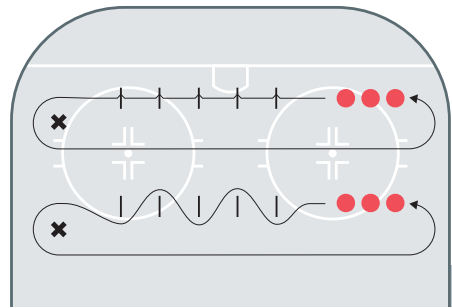
- Set up a course using four pylons six metres apart.
- Players execute a front start at pylon number 1 and skate to pylon number 2 where they stop.
- From pylon number 2 to pylon number 3 they do lateral crossovers.
- They skate backward from pylon number 3 to pylon number 4 and stop.
- Do lateral crossovers from pylon 4 to pylon 1.
- Repeat.

**Edge Control (introduce)****8'**

- Arrange pylons as shown or use spray paint to indicate the path to follow.
- Players take 4–5 strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting the right skate down.
- Then return again on the left skate (outside edge).
- Repeat whole exercise using the right skate.
- Repeat twice with each skate and to both directions.

**Game Time****8'**

- Arrange agility boards and pylons as shown.
- Players step over the agility boards, skate toward and around the pylon, and back, to touch the waiting skater.
- Same formation, but player skates around the agility boards, skates toward and around the pylon, and back, to touch the waiting skater.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review B-1 through B-3. - Review puckhandling stance, (A-8). - Review stationary puckhandling, (A-8).

Puckhandling Stance

- Stick length: When on skates, the stick should come up to an area between the collar bone and nose, so that free movement of the top hand in front of the body is possible.
 - Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
 - Younger players should have junior size sticks that have narrower shafts and shorter blades.
- The grip:
- The top hand must be right at the end of the stick.
 - The lower hand should be 20–30 cm down the shaft.
 - The “V” formed by the thumb and forefinger should be pointing straight up the shaft.
 - Blade of stick is flat on the ice.
 - Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the puck.




Stationary Puckhandling

- Assume puckhandling stance.
- Move the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus allowing better control.
- To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse direction.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Give each player a puck. Skate to an open space anywhere on the ice and practice controlling the puck.	4'
<p>Balance and Agility 12'</p> <p>On all of these drills the players perform a one o'clock or eleven o'clock stop at the side boards (review)</p> <ul style="list-style-type: none"> - Starting from the side boards, the players cross the rink pushing a puck with their hands. Repeat 3-4 times. - Take 3-4 strides and then stretch the groin. Repeat coming back with the other leg. Do twice with each leg. - Take 3-4 strides and then touch the toes. Repeat coming back. - Take 3-4 strides and then pull the knee to the chest. Come back using other knee. Repeat twice with each knee. - Take 3-4 strides and start gliding. Squat down and touch heels with the hands. - Start in the basic stance. Skates must stay on the ice at all times. Cross ice by pointing toes out to spread legs wide and pointing toes to pull legs together. 	<p>Sideways Movement (review) 4'</p> <p>Players stand by side boards facing the end. Players begin by being in the basic stance. They cross the rink using lateral crossovers. Repeat four times.</p>	
		

Push and Glide (review)

4'

- Players stand along side boards. On a signal, they perform a running start (4–5 strides) and then concentrate on the push and glide. Stop at other side. Repeat 3–4 times.
- Pylons placed six metres out from boards. On a signal the players skate slowly to the pylons and then accelerate rapidly across the rink. Stop at other side.

**Scooting the circles (review)**

4'

- Review and demonstrate key points.
- Four or five players on each circle.
- Player pumps with outside leg once and glides to count of “4”.
- Skater pumps as hard as possible again and then glides again.
- Repeat for one minute and then do again in the other direction.

Fun Time

5'

Hand-foot coordination, shoulder development, arm strength (review)

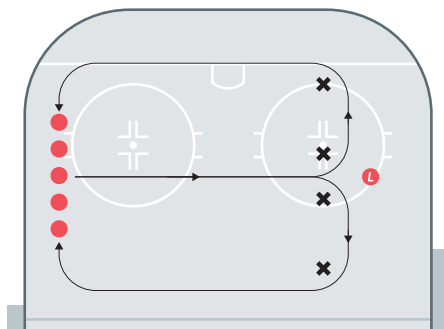
Players will be asked to imitate animals.

- Look like a bear running on the ice.
- Inch along the ice like a worm.
- Walk like a seal, using arms only.

**Glide Turns (review)**

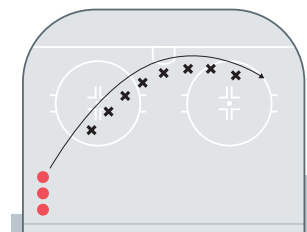
5'

- Set up a course as indicated.
- The player skates towards the leader. When the player is within three metres, the leader indicates with the hand whether the player is to pass on the right or left side. The player then executes a glide turn around each pylon.

**Edge Control (review)**

4'

- Arrange pylons as shown or use spray paint to indicate the path to follow.
- Players take 4–5 strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting the right skate down.
- Then return again on the left skate (outside edge).
- Repeat whole exercise using the right skate.
- Repeat twice with each skate and to both directions.

**Puckhandling Stance (review)**

3'

- Demonstrate and point out key points of stance.
- Have players take basic stance and make corrections.
- Line players up in stickhandling position with a puck in front of them. Put heel of stick 2–4 cm above the puck. Have them roll their wrists so that the top of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists.

Stationary Puckhandling (review)

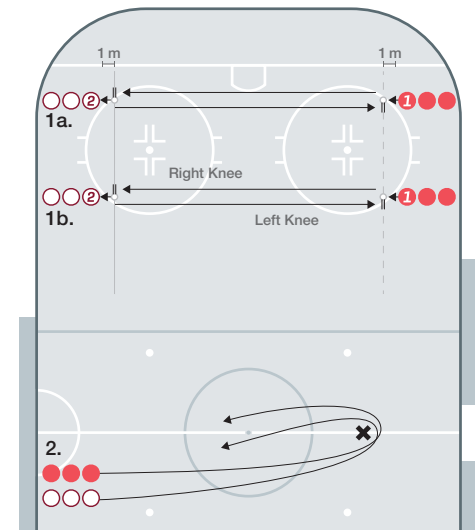
7'

- Review and demonstrate key instructional points.
- Have players move puck from side to side out in front of the body. As puck is moved to the left, shift weight onto the left leg. As puck is moved to the right, shift weight onto right leg.
- Move stick out to the side and move puck forward to backward.
- Repeat previous drill on the other side of body.
- Move puck diagonally in front of body.

Game Time Relay (introduce)

8'

1. Shuttle formation.
Put dots on the ice using spray paint. Place one metre in front of players.
 - a. On signal player ① executes a forward running start and skates across the ice surface stopping on the dot. Player ① then touches player ② who does the same going back. Each player does this twice.
 - b. The same format as in the previous drill, but players must touch left knee to the ice in one direction and the right knee in the other direction.
2. Teams all on one side. A pylon is placed 20 metres out. On signal, first player from each team skates toward the pylon and executes a glide turn to the left. He returns to the team and stops before touching the next player. Also do with tight turn to the right.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review edge control, (B-3 and B-4). - Review stationary puckhandling, (A-8 and B-4). - Introduce two-foot stop. - Introduce crossover pumping. - Review skating with puck, (A-8).

Two-foot Stop

Will stop more quickly than a one o'clock or eleven o'clock stop.

- Glide on both skates as you approach the stopping point.
- Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
- Turn sideways to the direction of travel, by turning the body to a right angle to the direction of motion. Turn first to just the stronger side.
- Begin the stop by turning the shoulders first with the hips and legs following.
- Turning the hips swings the outside leg into braking position. The inside leg acts as a pivot while turning into a braking position. Skates are shoulder width apart with the inside skate slightly ahead of the outside skate. The weight is equally distributed on both skates.
- Extend the legs vigorously while exerting pressure on the front part of the blades. One is to use the inside edge of the outside skate and the outside edge of the inside skate, especially the inside edge of the lead skate.
- Keep head and shoulders straight.



Crossover Pumping

Used to keep speed or to increase speed while skating on a curve.

- Skating on the circles.
- Push outside skate out toward the side keeping the blade in contact with the ice until the leg is fully extended.
- Push down on the ball of the foot at the end of the push so that you are using the ankles to get that little extra push from each stroke.
- Lean into the circle from the waist down by pushing the hips into the circle and keeping the inside shoulder up.
- After extension in step 2, swing the outside leg over the inside skate and place outside skate parallel to the inside skate but slightly ahead of it.
- The inside skate then pushes to full extension outward under the body (using outside edge).
- When fully extended, return it quickly to its original position under the body and beside the outside skate.
- Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
- Repeat in both directions.



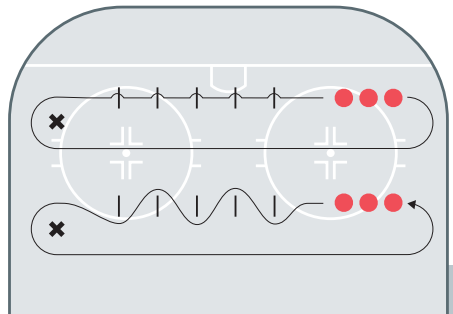
Skating with puck

- Start attempting to introduce the split-vision concept.
- At first try carrying the puck by looking ahead of you with frequent glances down to control it.
- Use split-vision to see puck on the stick.
- Keep puck out in front of body.
- Keep hands in front of body and on the stick.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Lightweight pucks - Pylons - Tennis balls - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate	Each player is given a puck. They skate in a counter-clockwise direction, practising their puckhandling skills. They must control the puck going across the ice using the skates. Turn the toe out and kick the puck one metre. Alternate skates as you go.	4'
<p>Balance and Agility (review)</p> <ul style="list-style-type: none"> - Players line up on boards. Take 3–4 strides and continue across the ice by: <ul style="list-style-type: none"> · Gliding on two skates in a squat position. · Gliding on one skate in a zig-zag motion going from the outside to the inside edge. Do on both skates twice. - Execute a front start (4–5 running strides) and skate across to a pylon. Perform a tight turn around the pylon and return to original position. Repeat turning in the opposite direction. 	<p>15'</p> <ul style="list-style-type: none"> - Use agility boards and a pylon as outlined below. <ul style="list-style-type: none"> · Have players jump over the agility boards and go around the pylon. · Have players weave through the agility boards and go around the pylon. 	<p>Edge Control (review)</p> <p>5'</p> <ul style="list-style-type: none"> - Players partner up. One player will pull their partner using two hockey sticks. Lead player holds the sticks by the blades, pointing down. - Player being pulled glides on one skate and wobbles, transferring the weight back and forth from inside edge to outside edge. - Repeat coming back with the other leg. - Partners switch positions and repeat. - Repeat so each player does repetition twice.



Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review two-foot stop, (B-5). - Review crossover pumping, (B-5). - Review skating with the puck, (B-5). - Review backward stance, (A-5). - Review backward C-cut, (A-6). - Review backward V-stop, (A-6). - Introduce reversing direction (Two-foot stop) and T-push.

Backward Stance

- Skating backwards is like sitting in a chair.
- Keep the knees bent and the back straight.
- Feet and knees are shoulder width apart.
- Lower the centre of gravity by keeping the butt down.
- Keep the head up, chest out, and the shoulders back.
- Weight evenly distributed along blade of each skate.



Backward C-cut

- Start from basic stance.
- Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inwards.
- From bent knee position and pressing on the ball of the foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight transfer is on to the driving leg.
- Final thrust comes from toe of the skate blade as the ankle is flexed.
- Return the right skate to its original position beside the left skate.
- The left leg (supporting leg) must stay directly under the player's body.
- Repeat with the left skate.



Backward V-stop



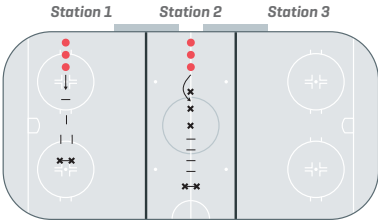
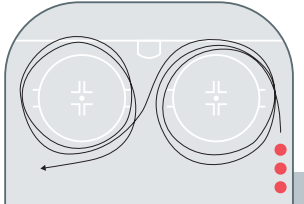
- Spread feet shoulder width apart.
- Toes of both skates are turned out and the heels are turned in.
- The body leans forward, this forces the inside edges of the skates against the ice.
- Slight bend in knees during first phase of stop.
- Legs become extended during final phase of stop. Pressure is thus exerted through the skate blade.
- When stop is completed the player should end up in the basic stance, prepared to go off in any direction.

**Reversing Directions**

- Perform a two-foot stop.
- Perform a T-push to get started in the reverse direction.
 - Place front skate in the direction of movement.
 - Place the back skate slightly behind the front skate, thus forming a "T". Keep the whole blade flat on the ice. Keep weight on the back skate.
 - Give a strong push with the back skate. This involves a straightening of the back leg pushing the skate down against the ice.
 - Stress the head up, knees well bent, leg fully extended, and recovery skate close to the ice on recovery.
- After T-push resume striding to gain speed.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Pylons - Tennis balls - Rope 5–6 metres long - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate		Players skate freely executing two-foot stops to the left and to the right side.	4'
<p>Balance and Agility</p> <p>Station 1: (5')</p> <p>Arrange agility boards and pylons as indicated.</p> <ul style="list-style-type: none"> - Players jump over first board, spread their skates at second board, go between third and jump over the stick at the end. Return to original position and execute a two-foot stop. 	<p>Station 2: (5')</p> <p>Arrange agility board and pylons as indicated below.</p> <ul style="list-style-type: none"> - Players go through the pylons in slalom style, jump over the agility boards, and slide under the stick on the pylons. Get up and return to the original position. Execute a two-foot stop. 	<p>Station 3: (5')</p> <p>Give each player a tennis ball to perform the following:</p> <ul style="list-style-type: none"> - Bounce ball off ice, turn 360° going from left to right. Catch ball on way down. - Repeat turning to the right. - Pair up and stand 2 metres apart facing the partner. On signal both partners bounce their ball and then skate across and try to catch partner's ball. 	<p>Crossover Pumping (review) 5'</p> <ul style="list-style-type: none"> - Use end face off circles or make two circles with spray paint or pylons. - Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times). - Send 3–4 players at a time.
			

Skating with puck (review)**5'**

Players line up along side boards. On signal the players stickhandle across the width of the rink. Remind players about only glancing at the puck and then looking up.

Reversing Directions – two-foot stop to T-push (introduce)**7'**

- Players start on side boards.
- On a signal the players execute a front start and skate to opposite side.
- Players execute a two-foot stop two metres from the boards.
- To get started in the other direction they will use a T-push.
- Do this in a sequence of three widths of the rink.
- Repeat three times.

**Backward Stance, Backward Gliding (review)****5'**

- Review and demonstrate key instructional points.
- Players partner up.
- Push partner backwards using two hockey sticks. Player being pushed assumes basic stance and glides on two skates.
- Switch positions to come back.
- Repeat 2–3 times.

**C-cut (review)****7'**

- Players start along side boards.
- On signal they initiate backward movement using a C-cut. Continue across rink using only left skate. Come back using only right skate. Repeat 2–3 times.
- Same as previous movement but cross ice by pushing and recovering first with one skate and then with the other skate. Repeat several times.

**Backward V-stop (review)****5'**

- Players partner up. Push partner backwards with one hockey stick held at chest level. Player going backward practises turning toes out and leaning forward. Reverse positions on other side. Repeat 2 or 3 times.
- Start skating backwards across the rink and execute a backward “V” stop. Use a forward running start to go back to the other side and stop using a two-foot front stop. Repeat two or three times.

**Game Time (review)****7'**

- Leader has a rope 5–6 metres in length.
- Leader is in the centre of the circle. The leader begins passing the rope along the ice and under the jumping players.
- Any player who touches the rope is out.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward C-cuts, (A-6 and B-6). - Review backward V-stop, (A-6 and B-6). - Review reversing direction, (B-6). - Introduce backward gliding on one skate. - Introduce backward one-foot stop and T-push. - Introduce backward push and glide.

Gliding backwards on one skate

- Player is in motion backwards.
- Lift one skate off the ice.
- Keep supporting leg under player's centre of gravity.
- Keep blade of supporting skate flat on the ice, not on the edges.
- Glide in a straight line.



Backward one-foot stop and T-push

- Player is in motion backwards.
- Left leg extends and transfers weight to right leg.
- Left leg now being weightless begins to swing back.
- Shoulders, hips, and legs turn in a counterclockwise direction as the left skate is planted in a braking position.
- Left knee is bent and the weight is transferred from the right leg to the left leg.
- The majority of resistance comes from the left skate.
- Right skate and knee move under the body.
- Skates are now in a position for T-push start, (Practice B-6).





Push and glide backwards

- Players are in motion backwards.
- All weight should be on one skate with skates close together when stride begins.
- Using the front part of blade, push straight out to the side until pushing leg is fully extended. (Rotate hip.)
- Glide while pushing leg is recovering to a position under the body. Recover close to ice.
- Repeat with opposite leg.
- Continue alternating action with both feet. Ensure weight is always over the striding leg.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Tennis balls or soccer ball - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate in a clockwise direction skating backward. Concentrate on C-cuts and striding.		4'
<p>Balance and Agility (review)</p> <ul style="list-style-type: none"> - Players start on side boards. Take 3–4 strides to get started and start gliding on two skates. Hold left hand out in front of you at shoulder level. Swing left leg up to touch the hand. Continue swinging leg progressively higher until you reach the other side of ice surface. Use right hand and right leg on the return. Do twice with each leg. - Repeat previous Step but player pulls his knee up to chest with help of stick. Do twice with each leg. - Repeat first Step but in the glide position. The players slalom skate to other side. Skates stay parallel and on the ice at all times. Do twice. 	12'	<p>Backward C-cut (review)</p> <p>Players partner up. Line up on side boards facing one another. Player skates backwards, using the C-cut to get started and striding going across ice. Pull the partner by holding blades of stick, blades down. After one width, reverse positions. Player being pulled does not offer any resistance. Each player goes twice.</p>	4'
			

Backward V-stop (review)**4'**

Players partner up. Push partner backward with hockey stick held at chest level. Player being pushed glides on two skates for three metres, turns toes out, bends knees, leans forward, and executes a backward V-stop. Do 3–4 times cross-ice.

**Fun Time****4'**

- Do jumping jacks on the ice. With every other jump in the air, bend down and squat, then up again.
- Skate across the rink throwing the puck up in the air and catching it before it hits the ice.
- Try previous Step skating backwards.

Changing Direction (review)**4'**

- Players start on side boards.
- On a signal the players execute a front start and skate to the opposite side.
- Players execute a two-foot stop two metres from the boards.
- To start in the opposite direction the players use a T-push.
- Do this sequence three times.

Backward one-foot stop and forward T-push (introduce)**12'**

- Review and demonstrate key instructional points.
- Review forward T-push;
 - Players line up on boards.
 - Place right skate behind the left skate forming a “T”.
 - Push down and out with the right skate, gliding as far as possible on left skate.
 - Continue to other side.
 - Return using left skate.
- Review backward one-foot stop:
 - Players line up facing boards.
 - On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards.
 - Repeat going back.
 - Do 6–7 times.
 - Try doing it with either foot.
- Combine one-foot stop and T-push:
 - Same as third bullet point but when you stop you should be in a T-position with the skates. Immediately push down and out with back foot to gain forward momentum. Start striding forward to other side and stop using two-foot stop.
 - Repeat 4–5 times.

**Gliding backwards on one skate (introduce)****6'**

- Review and demonstrate key instructional points.
- Players partner up along side boards and face one another. Partner on boards holds the sticks by the blades, blade down. Other partner holds sticks at end of handles. Partner being pushed glides on two skates to begin with and then switches to one skate. Return using other skate. Players reverse positions and repeat.
- Each player goes 4–5 times.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward one-foot stop and T-push, (B-7). - Review gliding backward on one skate, (B-7). - Introduce pivot – backwards to forward. - Introduce pivot – forward to backwards.

Pivot (Backwards to forward)

- Players are in motion backwards.
- To turn to the left, transfer the weight to the right skate.
- Turn is started by rotating the left shoulder backward. The torso and hips will follow.
- Lift the left skate off the ice and turn it as close to 180° as possible. Glide straight back on right skate.
- Transfer the weight to the left foot to complete the turn.
- At moment of weight transfer, the player must dig in right skate and push hard, fully extending the right leg.
- You are now ready to start forward striding.
- It is important to accelerate out of the turn.
- Must learn to turn to both sides.



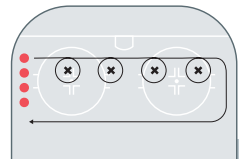
Pivot (Forward to backwards)

- Players gain forward momentum and coast on the left skate.
- The player straightens up and rotates their right skate outward (as close to 180° as possible) in almost a heel to heel position. Turn is started by rotating right shoulder backwards. The torso and hips will follow.
- Transfer the weight from the left skate to the right skate; step down on right skate and unweight the skates by going from bent knees to straight legs. This will help in transferring from left to right skate.
- Finish pivot by turning the left skate so that it is parallel with the right skate.
- Push to side with right skate and start to skate backwards.
- Must learn to turn both sides.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Each player is given a puck. The players skate freely controlling the puck. Execute two-foot stops to the left side and right side while controlling the puck.		4'
<p>Balance and Agility (review)</p> <ul style="list-style-type: none"> - Starting from side boards the players cross the ice surface, walking on their toes, then on their heels. Do twice. - Players start from side boards, take 3–4 strides to gain momentum and start gliding on one skate. <ul style="list-style-type: none"> · Lift one leg forward and keep balance while gliding. Come back on other skate. · Lift one leg to the rear and lean slightly forward. Come back on other leg. - Players face side boards. On a signal they turn 180° and accelerate, skating rapidly to the other side. Execute a two-foot stop. Do 3–4 times. 	20'	<p>Backward one foot stop and T-Push (review)</p> <ul style="list-style-type: none"> - Players start on side boards facing the boards. - Use C-cuts to start skating backwards across rink. - Stop using one-foot and immediately use T-push to gain forward momentum towards other side. - Skate forward and execute a front two-foot stop. - Repeat four times. 	3'



Backward gliding on one foot (review) 4'

- Start on side boards.
- Take 3-4 strides backwards and start gliding on one skate.
 - Lift other skate out in front and glide in a straight line backward.
 - Lift other skate back and lean forward.
- Do twice with each leg.



Fun Time 8'

- Balance stick upright in front with knob down. Hold it with left hand. On a signal let it go, turn around quickly to the left and grasp the stick before it falls to the ice. Also do by turning in the opposite direction. Try holding it with the right hand. Can you turn around twice?
- Place stick on the shoulders:
 - Rotate the shoulders from side to side.
 - Try to touch the left skate with the left section of the stick.
 - Now try the right skate with right section of stick.



Pivot (Backwards to Forward) (introduce) 8'

- Review and demonstrate key instructional points.
- Have players start at side boards. Take 4-5 strides to gain backward momentum.
- Glide on one foot for two metres and then execute a pivot turn.
- Accelerate out of the turn, skating forward and execute a two-foot forward stop.
- Do on the same foot 5 or 6 times.
- Switch to other foot and do 5 or 6 times.



Pivot (Forward to Backwards) (introduce) 8'

- Review and demonstrate key instructional points.
- Players start at side boards. Take 4-5 strides to gain forward momentum.
- Glide on one skate for two metres and then execute a pivot turn.
- Skate backwards across ice and execute a backward stop.
- Do 5-6 times on the same foot.
- Repeat using other foot and turning in opposite direction.



Game Time (review) 5'

- Mini game using a puck:
- Play across the rink.
 - Use pylons as goals.
 - To score puck must hit pylon.
 - No goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review B-4 to B-8. - Introduce .

Tight Turns

Permits a player to change direction in a very limited space while expending the least energy. Must be mastered to both sides.

- Stop skating, gliding into the approach.
- Head up, knees bent, and feet shoulder width apart.
- Place the skate on the side you wish to turn directly in front of the other, heel to toe.
- Turn the head and shoulders in the direction you want to go and bring the arms and stick to the same side.
- Lean well from the hips down inside the half circle that the skates will trace on the ice.
- Weight should be as evenly distributed as possible on both skates. Pressure is on outside edge of leading foot and inside edge of following foot.
- Skates should be close together and centre of gravity ahead of skates, in order to be able to crossover after the tight turn and to accelerate rapidly.
- Do not sit back on the blades.
- Once skates have travelled a complete semi-circle on the ice, player executes a crossover start by bringing the back leg over the front leg in order to accelerate out of the turn.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely executing forward two-foot stops to left and right side. Use a T-push to gain momentum forward in the opposite direction.	4'
Balance and Agility (review)		24'

Station 1: (End zone) (6')

- Players execute a tight turn around each pylon in the diagram. Execute a two foot stop when you return to the original position.

Station 2: (Neutral zone) (6')

- Players execute a backward start using C-cuts, then stride across ice, and do backward V-stop. Immediately they use running forward start to gain momentum in opposite direction. Concentrate on forward striding and finish with two foot stop. Do three times.
- Same as previous drill but use one-foot backward stop followed by T-push to gain forward momentum.

Station 3: (Neutral zone) (6')

Going from side board to side board.

- Group ① skates backwards to pylon and performs a pivot – backwards to forward. Accelerate out of turn and perform two-foot stop at boards. Go to end of Group ② line.
- Group ② skates forward to pylon and perform a pivot – forward to backwards. Skate backwards to boards and use backward stop. Go to end of Group ① line.

Station 4: (End zone) (6')

- Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times).
- Send 3–4 players at a time.

NOTE: Players spend 6 minutes at each station. Rotate from station to station on a given signal.

Fun Time**8'**

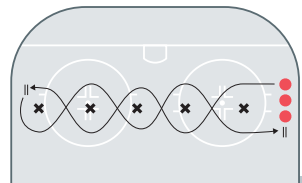
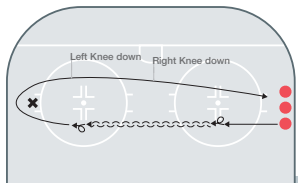
- Partner up, one person walks on his hands while the partner holds him by the knees, wheel barrowing down to a line 12 metres away.
- Change positions on the return trip.
- Each player must balance the puck on his stick blade and skate across the ice. If puck is dropped, stop, pick it up, and put it back on the blade.
- Try previous Step going backwards.

**Tight Turn (introduce)****8'**

- Review and demonstrate key instructional points.
- Place 3–4 pylons approximately 20 metres out from side boards.
- Have equal number of players line up opposite the pylons.
- Players take 4–5 strides and then start gliding toward pylon.
- Execute a tight turn around the pylon and return skating to the end of the line.
- Alternate tight turns. First to the left for every player and second to the right.

**Game Time – Relays using length of ice****16'**

- Forward start, pivot (forward to backwards) and skate backward. Pivot (backwards to forward) and skate forward to boards. Do a tight turn around pylon and return by skating forward. On the return you must touch left knee and right knee on the ice. Perform a two-foot stop and then touch the partner.
- Same formation as in the previous drill. Players skate across the ice doing crossovers to weave through the pylons. Perform a two-foot stop at last pylon. Do three situps and return weaving through pylons. Execute a two-foot stop before touching the partner.
- British Bulldog. Players stand in line along boards. One player stands in the middle of the rink. On the instructor's signal, the players must cross to the other side. The player in the middle must try to tag them. Players who are touched remain in the center to help. Winner is the last player touched.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review puckhandling stance, (A-8 and B-4). - Review tight turns, (B-9). - Review open ice carry, (A-9). - Review starting with puck, (A-9). - Review weaving with puck, (A-10).

Starting with the puck

- Review front start, (Practice B-3).
- Players maintain contact between stick blade and puck.

Open Ice Carry

- Players have control of stick with top hand only.
- The puck pushed ahead with the bottom edge of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- Push the puck slightly ahead.

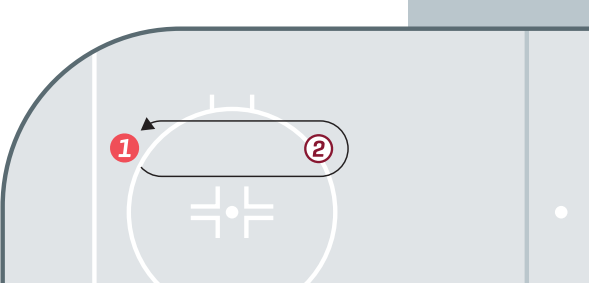


Weaving with the puck

- Refer to stationary puckhandling, (Practice B-4).
- Refer to skating with puck, (Practice A-10).
- Go around pylon carrying the puck on the outside of the body.
- Player keeps their body between the puck and the obstacle.

Team	Teaching Tools needed <ul style="list-style-type: none"> - Lightweight pucks - Pylons - Spray paint - Cross-ice rink boards 	Time: 60'
Date		
No. of Players		

Free Skate	Players skate counter-clockwise around ice and perform these five warm-up exercises. <ul style="list-style-type: none"> - Touch toes. - Pull knee to chest. - Squat low. - Touch one knee to ice. - Skates stay on ice at all times. Spread legs wide to the side and then bring them together. 	4'
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<p>Balance and Agility (review) 17'</p> <ul style="list-style-type: none"> - Starting on side boards the players run on their skates to the other side. Repeat coming back. - Players face the leader and follow his stick. Make players move laterally left and right, skate forward, skate backwards, drop to knees, and get up. - Players start from side boards. Take 3-4 strides to gain momentum then glide on one skate and wobble from inside edge to outside edge while crossing the ice. Do with both left and right skate, 2-3 times each. - Players cross ice skating backwards and perform a V-stop. Immediately execute a forward running start and skate forward to other side performing a two-foot stop. Repeat twice. - Same as previous drill but with one-foot back stop and T-push to go forward. 	<p>Tight Turns (review) 5'</p> <ul style="list-style-type: none"> - Players line up in pairs 10 metres apart, facing one another. On signal the players from one side skate toward the player directly opposite them and execute a tight turn to the left around him, returning to original position. Players from the other side repeat this. - Second time players execute a tight turn to the right. <div style="text-align: center;">  </div>
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Fun Time**5'**

- Can you skate with the hands holding the ankles?
- Can you skate with the legs crossed in front of you?
- Try the previous two bullet points going backwards.
- Squat down with one leg out in front of you and with arms stretched out for balance. Try to raise the body up again to a standing position. Try not to lose the balance.
- Repeat previous drill with other leg.

**Open Ice Carry (review)****5'**

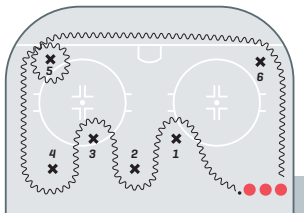
- Review and demonstrate key instructional points.
- Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3–4 times.
- Place pylons two metres out from far boards. Players perform open ice carry down to pylon, then do tight turn controlling puck, and return using open ice carry.

**Starting with puck (review)****5'**

- On a signal the players push the puck slightly ahead of them. Skate out to it and perform an open ice carry to other side.
- Players cross ice with puck maintaining contact with stick.

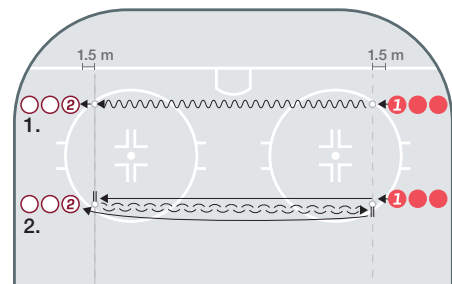
Weaving with puck (review)**9'**

- Player weaves with puck through pylons 1 to 4.
- Player performs a 360° turn around pylon 5.
- Player performs open ice carry between pylons 5 and 6.
- Player does glide turn at pylon 6 returning to original position.

**Game Time****10'**

Relay from this formation! Put dots on ice using spray paint. Place the dots one and a half metres in front of players.

1. Player ① carries puck across ice and leaves it on dot. He then touches ②.
 - ② skates out and carries puck across the ice and leaves it on the dot, etc.
 2. ① skates forward to the far dot and stops. He comes back backwards to first dot and stops. He then crosses the rink and touches ② who repeats going in the opposite direction.
- Repeat each twice.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review starting and skating with the puck, (A-8, A-9, and B-10).- Review open ice carry, (A-9, B-10).- Review weaving with puck, (A-10, B-10).- Introduce use of feet to control the puck.- Introduce puckhandling combinations.

Use of feet to control the puck/ball

- Turn toe out so that puck/ball can be controlled by the skate blade.
- Players should take a quick look down but not for too long, trying to keep the head up.
- Keep puck/ball within one metre of skates.



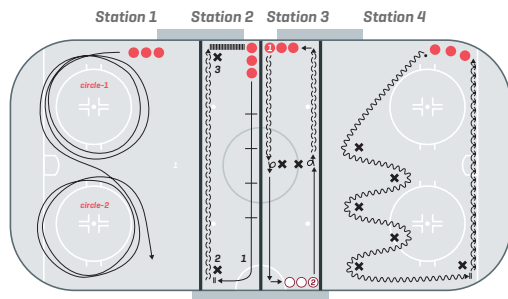
Puckhandling Combinations

- Important for players now to try using peripheral vision to a greater degree.
- Feel for the puck is important.
- Ability to control puck on stick and drop it into skates.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Tennis balls - Street hockey balls - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	As each skater steps onto the ice they are given either a puck tennis ball or street hockey ball. Skate in any direction on the ice. On the whistle, the player must exchange for another piece of equipment. No shooting allowed, only puck control.	5'
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<p>Balance and Agility (review)</p> <p>Station 1: (End zone) (5')</p> <ul style="list-style-type: none"> - Players do crossovers around circle-1 (two and a half times) and then around circle-2 (two times). - Send 2-3 players at a time. - Repeat 2-3 times. - Do same as Step 1, but with pucks. 	<p>Station 2: (Neutral zone) (5')</p> <ul style="list-style-type: none"> - Players run over agility boards. Execute a glide turn at pylon-1 and skate to pylon-2. Stop using two-foot front stop facing boards. Skate backwards from pylon-2 to pylon-3 and stop. Do lateral crossovers back to original position. Repeat. 	<p>Station 3: (Neutral zone) (5')</p> <ul style="list-style-type: none"> - Group ① skates backwards to pylon and pivots backwards to forward, then accelerates out of turn skating forward and execute two-foot stop at boards. Go to end of Group ② line. - Group ② skates forward to pylon and pivots forward to backwards. Skating backwards to sideboards and stopping. Go to end of Group ① line. 	<p>Station 4: (End zone) (5')</p> <ul style="list-style-type: none"> - Player controls puck while weaving through pylons. - Player performs glide turn at last pylon, skating forward for ten metres before stopping. Face boards when stopping. - Skate backwards to opposite side of rink while controlling the puck. 	20'
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NOTE: Four stations, five minutes at each. Change stations on a determined signal.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review use of feet to control puck, (B-11). - Review puckhandling combinations, (B-11). - Introduce stopping with puck. - Review stationary passing. <ul style="list-style-type: none"> · Forehand sweep pass and receive, (A-12). · Backhand sweep pass and receive, (A-13).

Stopping with puck

- Review two-foot front stop, (Practice B-5).
- Review puckhandling, (Practice B-4; B-10).
- When stopping, the puck is kept under control by cupping the stick blade over the puck.
- Keep two hands on the stick.



Stationary Passing

Forehand sweep pass:

It is very important that each player has a stick that is not too long, (Practice A-8).

- Player is in the normal puckhandling stance.
- Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
- Stick blade should be at the right angle to the target.
- Body weight is on the back leg.

- Head is up looking at the target, make eye contact with receiver.
- Puck is propelled towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
- As the puck is propelled, the weight is transferred from the rear leg to the front leg.
- Follow through low and towards the target.
- Be prepared to receive.



Receiving a pass on forehand:

- Head up looking at the puck, make eye contact with passer.
- Present a target with stick blade on the ice.
- Keep blade at 90° towards direction of puck.
- As the puck contacts the blade, some give is allowed, providing a cushioning effect.
- Watch puck throughout pass reception.
- Be prepared to pass.



Backhand sweep pass:

- Hands are well away from the body.
- Bring the puck beyond the plane of the body.
- Shift the weight to the back leg.
- Head up looking at target, make eye contact with receiver.
- Cup the blade of the stick over the puck.
- Sweeping action of stick across the body to slide the puck.
- Shift weight to the front foot.
- Follow through low.
- Be prepared to receive.



Receiving a pass on the backhand:

- Head up watching the puck, make eye contact with passer.
- Stick is on the ice for a target.
- Cup the stick and cushion the impact by relaxing the wrists.
- Be prepared to pass.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - High pylons - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate



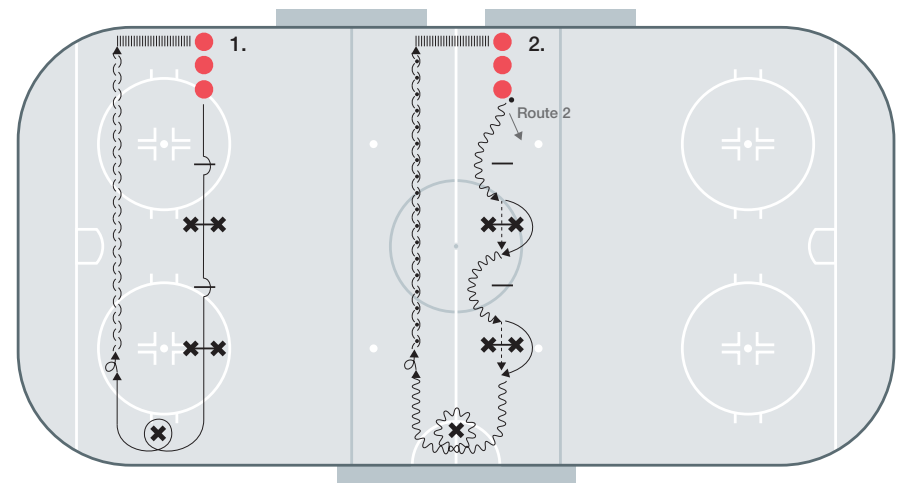
Players skate clockwise around the ice and perform these six warm-up exercises.

- Touch toes.
- Squat low.
- Pull knee to chest.
- Touch one knee to ice.
- Skates stay on ice at all times spread legs wide to the side and then bring them in together.
- Run between blue lines.

4'

Balance and Agility (review)

- Cross ice touching knee on ice after each stride. i. e. drive with left skate, touch left knee to ice and get up. Drive with right skate, touch right knee to ice and get up repeat across ice. Do three times.
 - Cross ice doing forward alternate leg crossovers.
1. Players skate forward and jump over agility board, (1) dive under obstacle, (2) set on two high pylons, (3) jump over agility board, (4) dive under obstacle, on two high pylons. Player gets up and turns 360° around pylon, skates forwards (six metres) pivots forward to backwards and skates backwards to boards. Lateral crossovers back to original position. Repeat.
 2. Same set up as previous Point. Players carry puck with them. Must slide puck under obstacle on pylons, skate around and pick it up. Perform an open ice carry on the return to position.
 - Repeat using route-2 as players should do on forehand and backhand.



15'

Weaving with puck (review)

Station 1: (End zone)

Players from A and B weave with puck through pylons, skate behind the net and go to end of other line. When player ahead gets to the third pylon the next player can leave.

(6')

Station 2: (Neutral zone)

(Suggest marking off with spray paint.)

Players do this without pucks to start and then try with pucks. Drill is performed across the ice. Player skates forward and performs a two-foot stop, then immediately skates backwards and performs a two-foot back stop with a running forward start or a one-foot stop with T-push. Do for one minute intervals.

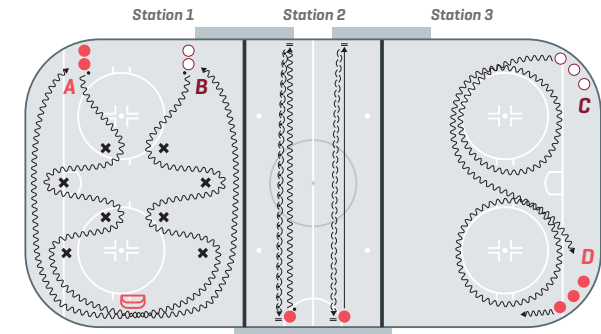
(6')

Station 3: (End zone)

Players from C and D carry puck around face off circles as indicated, going to end of other line.

18'

(6')

**Stationary Passing and Receiving (review)****10'**

- Review and demonstrate key points.
- Players partner up and stand approximately six metres apart.
 - Practice forehand pass and receive.
 - Practice backhand pass and receive.
- Same as previous Point but move players ten metres apart.

Stopping with puck (introduce)**4'**

- Review and demonstrate key points.
- Players carry puck across ice.
- Repeat 6-7 times.

Game Time (review)**9'**

British Bulldog:

- Players along the boards with a puck.
- Leader stands at centre ice and is the bulldog.
- Players skate to other end of ice with a puck. The leader attempts to knock pucks away from players.
- If player loses puck, he joins instructor at center ice and becomes a bulldog.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review stopping with the puck, (B-12).- Review stationary passing, (A-12, A-13, B-12).- Review skating and passing, (A-14).- Introduce lead pass to a moving target.- Introduce board pass to partner.

Skating and passing

- Remember key points about open ice carry in Practice A-9.
- Remember key points on forehand pass and backhand pass (Practice B-12).

Board pass to partner

- Make boards work for you in passing the puck.
- Used frequently by defensemen in their own zone.
- Useful when a defender is between the passer and the receiver.
- A puck passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off of the boards.



Lead pass to a moving target

- Fastest way to advance puck up the ice to a team mate is by passing it.
- Passer must develop quick reaction to passing opportunities.
- Passer cannot telegraph pass.
- Passer must be able to watch receiver and gauge his distance and speed while controlling the puck.
- Pass to a spot ahead of the team mate so that he can skate into the moving puck. Called “leading the man” with the pass.

Toe In


- Take 3–4 strides and start gliding.
- Lift right foot off the ice.
- Place toe of right foot against toe of left foot and turn the right heel outward as far as it will go. (Try for a right angle.)
- Hold this position and glide in a straight line to the other side.
- Do with both feet.

**Toe Out**

- Place right heel against the left toe.
- Turn toe outward.
- Do with both feet.

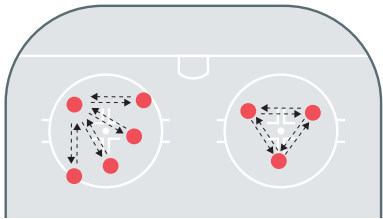


Team	Teaching Tools needed	<ul style="list-style-type: none"> - Obstacle course objects - Pylons - Lightweight pucks - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

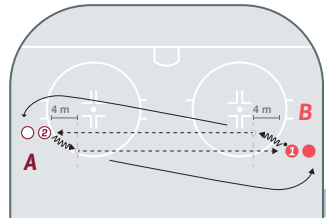
Free Skate	Players skate freely executing stops and starts while maintaining control of the puck. The players can also incorporate puck control with the stick and feet.	4'
Balance and Agility (review)	<p>Players line up on sideboards and cross to the other side by:</p> <ul style="list-style-type: none"> - Shoulder kick: Hold hands straight outward from the shoulders. Cross first with the left hand out and swing left foot up to touch the hand. Return, using right foot and right hand. Repeat twice with each hand. - Knee lift: Lift knee up to waist and give a pull with stick. Return with opposite leg. - Squat position – same on return. - Toe in: Do with both feet two times. - Toe out: Do with both feet two times. - Skate with both feet on the ice. Do two times. - Skate across backwards. Execute a two-foot stop and a running front start. Skate forward to other side and execute a forward two-foot stop. Repeat sequence three times. - Obstacles (pylons, chairs, sticks and gloves) are arranged so as to form a course to be followed by the players. The instructor shows the course to be followed and the players follow in single file. Arrange course so the players have to make a series of zig zag turns. 	15'
		

Stationary Passing (review)**8'**

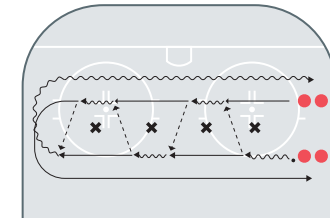
- Players in groups of 4–5.
 - One player faces others who are fanned out.
 - Passes made back and forth.
 - Change leader regularly.
- Players in groups of three.
 - Player receives a pass, performs a turn, kneels down, gets up and passes to one of the partners.

**Skating and Passing (review)****8'**

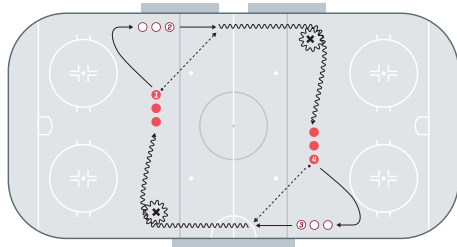
- Shuttle passing:
 - Two lines facing each other about 20 metres apart. Mark a passing spot with spray paint (about 4 metres out from lines).
 - The lead player in line-A carries the puck out to the passing spot and passes the puck to the lead player in line-B, and then continues skating to the end of line-B. The player in line-B receives the pass and then repeats the drill in the opposite direction.



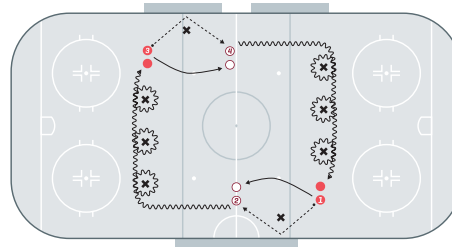
- Set pylons across rink about three metres apart. Arrange players in two rows one on each side of the pylons. Players pair up and cross to the other side. Must make one pass between each pair of cones. Players then return to end of opposite lines.

**Lead Pass (introduce)****8'**

- Review and demonstrate key instructional points.
- Set up course as diagrammed.
 - On signal players ② and ③ start out skating with stick on ice ready to receive a pass.
 - ① and ④ try to pass them the puck so they receive it about 5 metres out from start of line.
 - ② skates down around pylon in control of puck and goes to end of ④ line. ① goes to end of ② line. ③ goes to ①.

**Board pass to partner (introduce)****8'**

- Review and demonstrate key instructional points.
- Set up course as diagrammed.
 - On signal ① gives board pass to ② as does ③ to ④.
 - ② skates with puck around pylon to end of ③ line. ① goes to end of ② line, ④ goes to ① and ③ goes to ④.

**Game Time****9'**

Mini game:

- Use a puck.
- Play across the ice.
- Use pylons as goals.
- Puck must hit pylon to score.
- Must complete three passes before you can score.
- No goalie.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review bank pass, (B-13). - Review lead pass to moving target, (B-13). - Review skating and passing, (A-14; B-13). - Review forehand sweep shot, (A-14). - Review backhand sweep shot, (A-15).

Forehand Sweep Shot

- Basically the same grip as passing.
- Bring puck beyond plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Look down to control puck and then up at the target.
- Snap and roll the wrists. (Pull the top hand, and push the bottom hand.)
- Follow through low for a low shot and high for a high shot.



Backhand Sweep Shot

- Basically same grip as passing.
- Bring puck beyond plane of the body.
- Weight is on the back leg.
- In the process of sweeping the puck through, the weight is transferred to the front foot.
- Look down to control puck and then look up at the target.
- Snap and roll the wrists. (Push the top hand and pull the bottom hand.)
- Release the puck and follow through low.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate in pairs around the rink and pass the puck to each other.	4'		
<p>Balance and Agility (review)</p> <p>Station 1: (End zone) (5')</p> <ol style="list-style-type: none"> 1. Players control puck going along the outside of the face-off circle. At a signal, they enter the faceoff circle and continue controlling the puck. On signal they go outside, etc. 2. Players stand along boards; on signal they follow instructor around the course. Players keep head up and maintain control of puck. Second player goes when player ahead is out three metres. 	<p>Station 2: (Neutral zone) (5')</p> <ol style="list-style-type: none"> 1. Starting at side boards, skate forward. On given signal, pivot and skate backwards to other side. 2. Same as previous drill but start skating backwards, pivot and skate forward to other side. 	<p>Station 3: (Neutral zone) (5')</p> <p>Go from side to side.</p> <ul style="list-style-type: none"> - Review toe in – Practice B-13. - Review toe out – Practice B-13. - Take 3–4 strides to gain momentum and then in squat position to cross the ice. - Same as previous drill but after you are in squat position lift one foot off the ice and extend the leg in front. Try with other leg. 	<p>Station 4: (End zone) (5')</p> <p>Players divided evenly into two corners. ❶ carries puck through course and goes to end of ❷. ❷ goes through course and goes to the end of ❶. When player ahead gets to second pylon, the next player goes. This can also be done without pucks.</p>	20'
<p>NOTE: Four stations – five minutes at each station. Change stations on a pre-determined signal.</p>				

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review forehand and backhand sweep shot, (A-14; A-15; B-14).- Review skating and passing, (A-14; B-13; B-14).- Review skating and shooting against the boards, (A-15.)- Introduce use of wrists in shooting.

Use of wrists

- Same steps as sweep shot.
- Wrists are cocked until the moment of release and then snapped through.

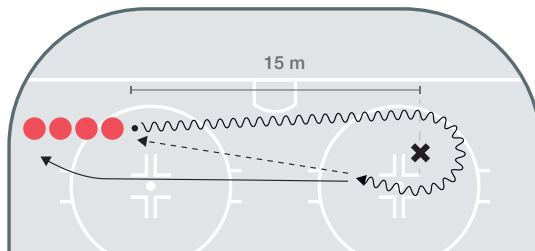


Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Each player with a puck. Players can go in any direction but must be in control of the puck. Control puck by using stick and feet. Incorporate stopping and starting while controlling the puck.	4'	
Balance and Agility (review) <ul style="list-style-type: none"> - Walk on toes to the middle and then on heels to the other side. - Run across the ice. Do two times. - Go across ice by hopping three times on the left leg, three times on the right, three on left etc. - Take 4–5 strides to gain momentum and then start gliding on two skates. Jump up by taking off on two feet and landing on two feet. Do three times. - Same as previous drill but glide on one skate. Jump up by taking off on one skate and landing on same skate. Do two lengths with each foot. - Skate to middle and get into a squat position and continue in a straight line. Do three times. - Skate across the ice, touch right knee to ice three times. Return with left, do three lengths with each. - Skate to middle, drop to both knees, turn 360° get up and skate to the boards. Do three times. 	20'	Forehand and Backhand Sweep Shot (review) <p>Same drill as Practice B-14. Spend half the time on forehand and half on the backhand.</p>	5'

Skating, Passing and Tight turns (review)**5'**

Players along side boards with 4–5 in a group. A pylon is placed 15 metres in front of each group. The first player in the group skates with the puck around pylon and passes to the next player in his group. The player who receives the pass, performs the same exercise. Have them go in both directions around the pylon.

**Skate and Shoot (review)****5'**

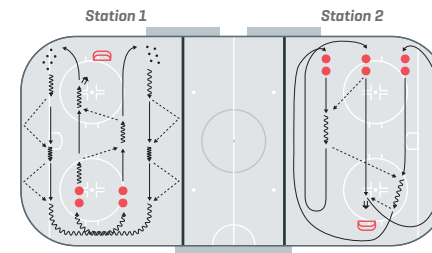
Same formation as “Skating, Passing and Tight turns”. When player reaches pylon, player shoots at a spot on the boards. Pylon is about five metres out from boards. Player picks up a loose puck and skates back to the end of his line.

Skate – Pass – Shoot (review)**10'**

Two stations. Five minutes at each. Each station across the ice.

- Station 1: (End zone) (5')
- Passing in pairs. End up with a shot on net.
 - Players go to opposite sides where they take a puck and return back to opposite lines. Execute two board passes as you return.

- Station 2: (End zone) (5')
- Passing in groups of three.
 - Players return to the line on their left.

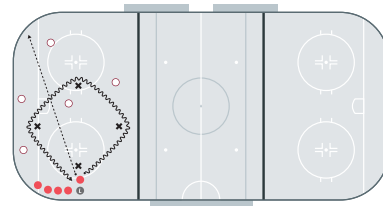
**Wrist Shot (introduce)****4'**

Players with puck standing four metres out from boards. Practice shooting at spot on boards. Important to work at snapping the wrists.

Game Time**7'**

Hockey Baseball:

- Can be played in three areas.
- Divide players into two teams.
- Batter has two pucks at home plate. One is shot into the field and the other is stick handled around the four markers and back home.
- Fielders must retrieve puck and skate with it to first, second, or third base and then pass to instructor who is the catcher. If puck arrives before the batter he is out.
- Every player gets up once and then teams change positions.

**Summary**

Positives:

Areas for Improvement:

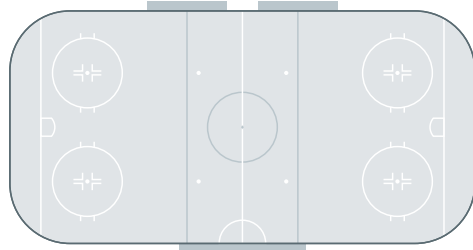
PRACTICES B-16 TO B-20

Specific Objectives

- These practices are to be prepared by the individual coaches in each club
- They are for the coaches to learn how to prepare and organise a good practice
- The five practices should review the skills covered and learned in B-1 to B-15
- Time can also be used in these practices for:
 - Testing the skill development of the players
 - Jamboree
 - Refinement of already learned skills

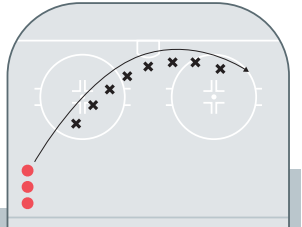
Key Instructional Points	Specific Objectives <ul style="list-style-type: none">- Coaches should be well organized and have a practice plan.- The drills used must relate to the skill being taught.- A brief outline is given as a suggestion for B-16 to B-20.- Drills can be ones already used in B-1 to B-15, or new ones familiar to the coach.
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Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time: '
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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Edge Control'

- Arrange pylons as shown or use spray paint to indicate the path to follow.
- Players take 4-5 strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting the right skate down.
- Then return again on the left skate (outside edge).
- Repeat whole exercise using the right skate.
- Repeat twice with each skate and both directions.



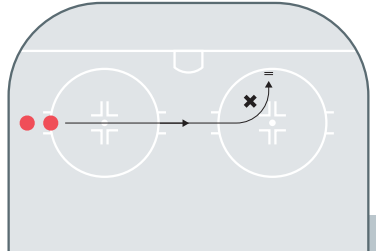
Push and Glide'

- Review and demonstrate key points.
- Starting at side boards the player uses alternate left and right thrust and glide sequences to cross ice.
- Use a count of "Push 2-3-4", "Push 2-3-4", etc.
- Perform a stop at far side.
- Repeat several times.



Two-foot Stop'

- Place a pylon 20 metres out from the boards. Use 4-5 pylons.
- Player starts at sideboards using a front start. Skate towards pylon and start gliding on two feet. Execute a glide turn around the pylon.
- As speed diminishes, perform a two-foot stop. Remember to turn the shoulders first.
- Do in both directions.



Wrist Shot

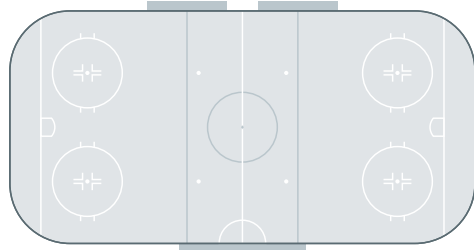
Players with puck standing four metres out from boards. Practice shooting at spot on boards. Important to work at snapping the wrists.



Summary

Positives:

Areas for Improvement:

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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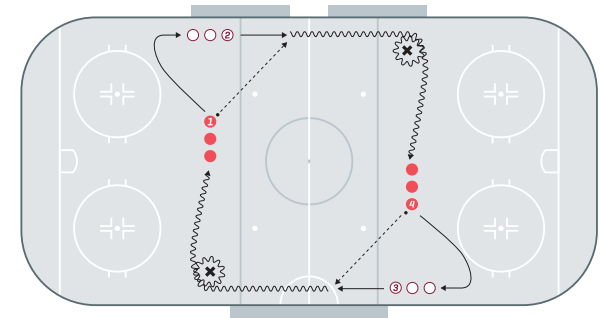
<p>Tight Turns - Review and demonstrate key instructional points. - Place 3–4 pylons approximately 20 metres out from side boards. - Have equal number of players line up opposite the pylons. - Players take 4–5 strides and then start gliding toward pylon. - Execute a tight turn around the pylon and return skating to the end of the line. - Alternate tight turns. First to the left for every player and second to the right.</p> 	<p>Gliding backwards on one skate - Review and demonstrate key instructional points. - Players partner off along side boards and face one another. Partner on boards holds the sticks by the blades, blade down. Other partner holds sticks at end of handles. Partner being pushed glides on two skates to begin with and then switches to one skate. Return using other skate. Players reverse positions and repeat. - Each player does 4–5 times.</p>	<p>Control puck with feet - Demonstrate and review key instructional points. - Cross the rink using feet to control puck. <ul style="list-style-type: none"> · Keep puck in feet at all times. · Kick puck slightly ahead of you (one metre). Alternate skates going across ice. - Repeat each 2–3 times.</p> 
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Puckhandling Combinations

- Starting at sideboards the players cross the ice by:
- Stickhandling half way, drop puck into skates and control puck with skates the last half.
 - Control puck with skates for first half and kick puck up to the stick for second half.
 - Control with stick – drop puck into skates, kick once with the left skate and once with the right skate up to the stick and across the ice.
 - Repeat each 3–4 times.

Lead Pass

- Review and demonstrate key instructional points.
- Set up course as diagrammed.
 - On signal players ② and ③ start out skating with stick on ice ready to receive a pass.
 - ① and ④ try to pass them the puck so they receive it about five metres out from start of line.
 - ② skates down around pylon in control of puck and goes to end of ④ line. ① goes to end of ② line. ③ goes to ①.

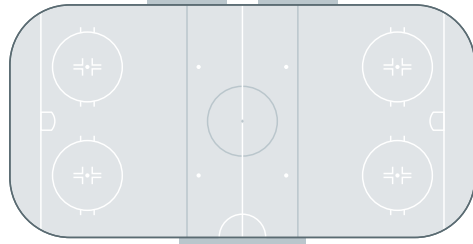


Summary


Positives:

Areas for Improvement:

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		


<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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Crossover Pumping
 - Players skate around the face off circles performing forward crossovers.
 - Do in both directions.
 - Have players stay outside or on the circle line.
 - To pass you must go on the outside of the player.



Backwards Skating – Gliding on one skate
 - Review and demonstrate key instructional points.
 - Players partner up along side boards and face one another. Partner on boards holds the sticks by the blades, blade down. Other partner holds sticks at end of handles. Partner being pushed glides on two skates to begin with and then switches to one skate. Return using other skate. Players reverse positions and repeat.
 - Each player does 4–5 times.

Pivot (Backwards to Forward)
 - Review and demonstrate key instructional points.
 - Have players start at side boards. Take 4–5 strides to gain backward momentum.
 - Glide on one foot for two metres and then execute turn.
 - Accelerate out of turn, skating forward and execute a two-foot forward stop.
 - Do on same foot 5 or 6 times.
 - Switch to other foot and do 5 or 6 times.

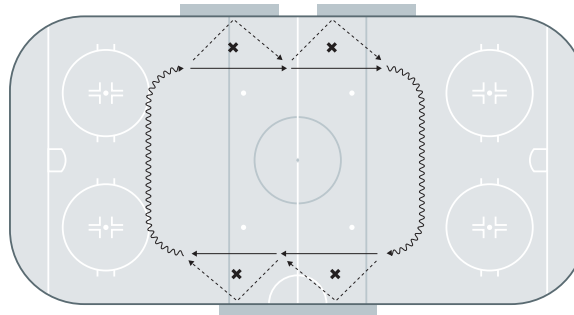


Pivot (Forward to Backwards)

- Review and demonstrate key instructional points.
- Players start at side boards. Take 4–5 strides to gain forward momentum.
- Glide on one skate for two metres and then execute turn.
- Skate backwards across ice and execute a backward stop.
- Do 5–6 times on same foot.
- Repeat using other foot and turning in opposite direction.

**Bank Pass**

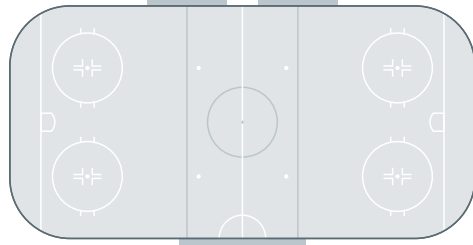
Players skate around in their area, passing against the boards while skating. Use pylons as markers to pass around. Go in opposite direction for half the time. Put tape on the boards for a target to pass to.



**Summary**

Positives:

Areas for Improvement:

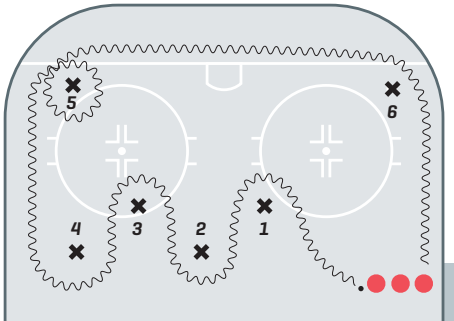
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:'
Date			
No. of Players			

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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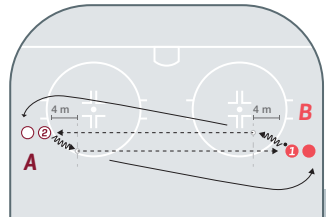
<p>Reversing Directions – two-foot stop to T-push</p> <ul style="list-style-type: none"> - Players start on side boards. - On a signal the players execute a front start and skate to opposite side. - Players execute a two-foot stop two metres from the boards. - To get started in the other direction they will use a T-push. - Do this in a sequence of three widths of the rink. - Repeat three times. 	<p>Backward one-foot stop and forward T-push</p> <ul style="list-style-type: none"> - Review and demonstrate key instructional points. - Review forward T-push; <ul style="list-style-type: none"> · Players line up on boards. · Place right skate behind the left skate forming a “T”. · Push down and out with the right skate, gliding as far as possible on left skate. · Continue to other side. · Return using left skate. 	<ul style="list-style-type: none"> - Review backward one-foot stop: <ul style="list-style-type: none"> · Players line up facing boards. · On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards. · Repeat going back. · Do 6–7 times. · Try doing it with either foot. - Combine one-foot stop and T-push: <ul style="list-style-type: none"> · Same as third pullet point but when you stop you should be in a T-position with the skates. Immediately push down and out with back foot to gain forward momentum. Start striding forward to other side and stop using two-foot stop. · Repeat 4–5 times.
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Weaving with the puck

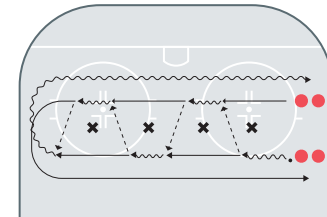
- Player weaves with puck through pylons 1 to 4.
- Player performs a 360° turn around pylon 5.
- Player performs open ice carry between pylons 5 and 6.
- Player does glide turn at pylon 6 returning to original position.

**Skating and Passing**

- Shuttle passing:
 - Two lines facing each other about 20 metres apart. Mark a passing spot with spray paint (about 4 metres out from lines).
 - The lead player in line-A carries the puck out to the passing spot and passes the puck to the lead player in line-B, and then continues skating to the end of line-B. The player in line-B receives the pass and then repeats the drill in the opposite direction.



- Set pylons across rink about three metres apart. Arrange players in two rows one on each side of the pylons. Players pair up and cross to the other side. Must make one pass between each pair of cones. Players then return to end of opposite lines.

**Scooting**

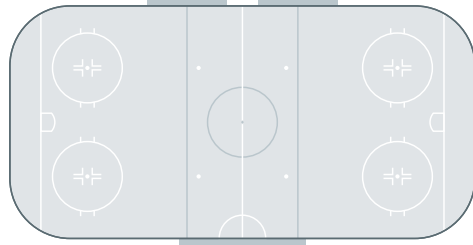
- Review and demonstrate key points.
- Stand along side boards with skates in a “T” position.
- Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery.
- Repeat push-recovery cycle as fast as possible.
- Come back scooting with the other leg.
- Repeat two times with each leg.


**Summary**

Positives:

Areas for Improvement:

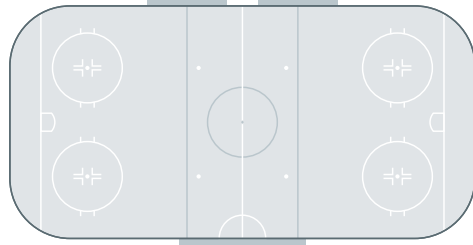
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:	
Date			
No. of Players				

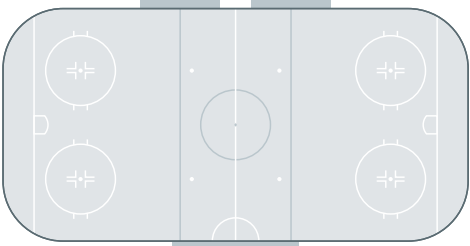
<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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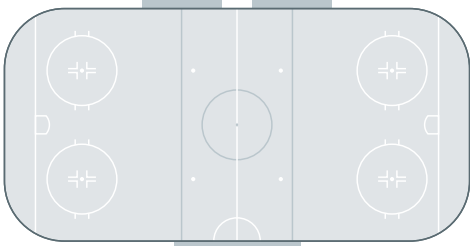
<p>Open ice carry</p> <ul style="list-style-type: none"> - Review and demonstrate key instructional points. - Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3–4 times. - Place pylons two metres out from far boards. Players perform open ice carry down to pylon, then do tight turn controlling puck, and return using open ice carry. 	<p>Stopping with puck</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Players carry puck across ice. - Repeat 6–7 times. 	<p>Stationary passing and receiving</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Players partner off approximately six metres apart. <ul style="list-style-type: none"> · Practice forehand pass and receive. · Practice backhand pass and receive. - Same as previous Point but move players ten metres apart.
		

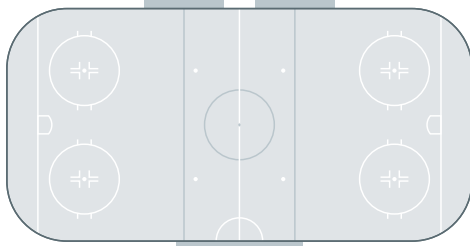
<p>Skating and Shooting</p> <p>Same formation as before. When player reaches pylon, player shoots at a spot on the boards. Pylon is about five metres out from boards. Player picks up a loose puck and skates back to the end of his line.</p>		
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

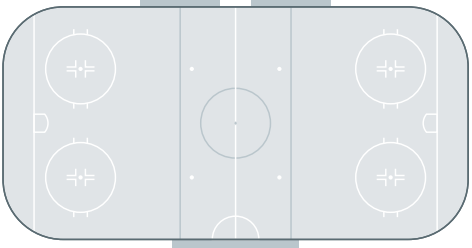
Team	Teaching Tools needed _____ _____ _____	Time:
Date		
No. of Players		

Warm-up _____ _____ _____ _____	
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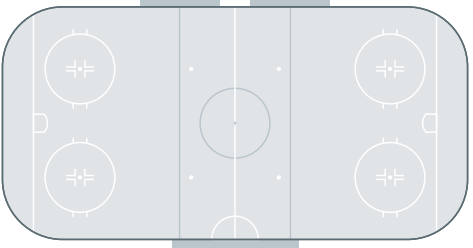
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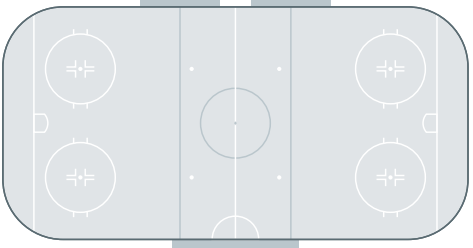
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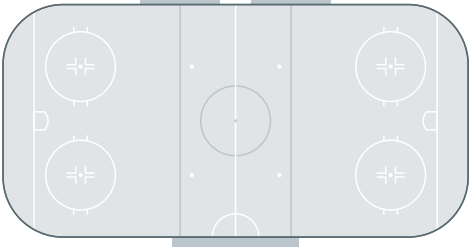
A diagram of a hockey rink with standard markings, including the center circle, face-off spots, and goal creases. The diagram is oriented horizontally with the goal at the bottom.



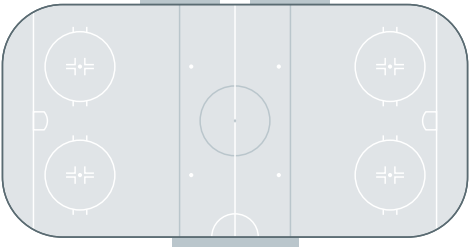
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Summary

Positives:

Areas for Improvement:

To determine when beginners are ready to advance, their skills must be checked and evaluated. Coaches should develop a set of drills for checking the skills of the players. Here are the key skills at Level B of the Learn to Play Practice Manual along with guidelines to be checked off. When the player can successfully carry out these skills they are ready to move on to Level C.

LEVEL B SKILL EVALUATION CHECKLIST:

Lateral Movement:

- Does player completely cross front foot over back foot?
- Is weight on the front half of the skates?
- Does player keep shoulders square?
- Can player perform movement in both directions?

Front Start (Acceleration):

- Does player turn skates to make “V” and lean forward to initiate the start?
- Do skate blades on initial strides open to 70–80°?
- Does player use partial leg extension (running action) for the first 5–6 strides?
- Are skates low to the ice for quick recovery?
- Is player in full stride after six strides?

Two-Foot Stop:

- Is player using both blades? (i.e., inside edge of front skate and outside edge of back skate?)
- Does player’s body turn at 90° to direction?

Crossover Pumping:

- Is player making a complete crossover of the outside skate over the inside skate?
- Is player getting full extension of both legs while completing the stride?

Backward V-Stop:

- Are feet shoulder width apart?
- Do toes turn out, heels in, and knees bend to begin stop?
- Does body lean forward, as player digs in with inside edges?
- When stop is completed, does player end up in basic stance?

Forward to Backwards Pivot:

- Is player able to make a 180° turn towards the left and a 180° turn towards the right?

Backwards to Forward Pivot:

- Is player able to make a 180° turn towards the left?
- Is player able to make a 180° turn towards the right?

Tight Turn:

- Is player making a definite body lean into the turn?
- Does player exert pressure on inside edge of follow foot and outside edge of lead foot?
- Is player rocking back on the skates, causing sufficient pressure to cut the ice?

Use of Feet to Control Puck:

- Can player use inside edges (not toe of blades) to control puck for width of the ice?

Lead Pass to Moving Target:

- From a stationary position, can the player properly lead a moving pass receiver to complete a 4-metre distance?

Forehand and Backhand Sweep Shot:

- Is stick gripped correctly?
- Does player bring puck beyond plane of the body?
- Is weight transferred?
- Are wrists being used properly upon release?

6.3 Practice Manual Level C

The Practice Plans are intended as worksheets for the LTP coach to write on while preparing the practice. Once the practice is prepared the LTP coach should take it onto the ice for quick reference during the practice.

On the last page of this section is a Skills Checklist to help the coach to determine if the players can successfully carry out the skills in Level C and are ready to advance to Level D.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine basic stance, (A-1; B-1). - Refine gliding on two skates, (A-2; B-1). - Refine gliding on one skate, (A-2; B-1). - Refine T-push start, (A-2; B-1). - Review edge control, (B-3).

Proper Stance

- Skates parallel and shoulder width apart.
- Point toes straight ahead.
- Bend knees until they are in line with toes of the skate.
- Body leaning slightly forward.
- Head up.
- Two hands on the stick; stick close to the ice.



Gliding on two skates

- Take a few strides to gain momentum.
- Assume the basic stance and glide on two skates.
- Common errors:
 - Ankles cave inwards or outwards.
 - Knees press in towards each other.
 - Legs are straight.
 - Body is twisted.
 - Upper body leans too far forward.
 - Head is looking down at ice.
 - Not having two hands on the stick.
 - Stick not close to the ice.



Gliding on one skate

The basic principle in skating is that one foot must be under the body's center of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that hockey players learn to balance and glide on one foot.

- Keep the blade of the supporting skate flat on the ice, not on a single edge.
- Maintain the basic stance on the supporting leg.
- Glide in a straight line.
- Common errors:
 - Not in basic stance.
 - Weight is not over the supporting leg.
 - Player is on the inside or outside edge of skate.



T-push Start

- Point front skate in the direction of movement.
- Place the back skate slightly behind the front skate, thus forming a "T". Keep the whole blade flat on the ice. Keep weight on the back skate.
- Keep knee flexed over the skate.
- Give a strong push with the back skate, this involves a straightening of the back leg pushing the skate down against the ice.
- Stress the push! Leg fully extended, knee well bent, head up, and recover skate through close to the ice.



Edge Control

Players must be able to utilize both inside and outside edges of both skates. In the picture, player is on right outside edge, and left inside edge.



Groin Stretch

- Extend the right leg (drag skate) backwards as you bend the left leg to a 90° angle.
- Toe of drag skate points outwards and the side of the skate touches the ice.
- Keep the head and shoulders up, the seat down.
- Do not bounce up and down.
- Hold position for (5–6 seconds).
- Repeat the with left leg.



Toe Touching



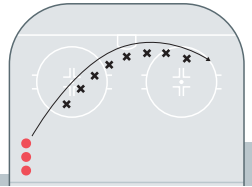
- Arms and stick straight overhead.
- Bend at the waist, slowly go down to touch toes while keeping the legs as straight as possible.
- Hold the position 5–6 seconds.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Agility boards - Pylons - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate in a counter-clockwise direction.		4'
<p>Balance and Agility (review)</p> <ul style="list-style-type: none"> - Players skate around the outer edge of the ice surface. - The players will perform: <ul style="list-style-type: none"> · Sit low. · Reach high. · Pull knee to chest. · Jump. · Turn 360°. · Stretch the groin. · Touch the toes. 	15'	<p>Stance (refine)</p> <ul style="list-style-type: none"> - Review key points and demonstrate. - Players grip the stick as if shooting. Lie on their stomachs, elbows on the ice, and holding the stick at eye level. Pull up to a kneeling position and then stand up into the basic stance. 	4'



<p>Gliding-two skates (refine) 5'</p> <ul style="list-style-type: none"> – Review key points and demonstrate. – Players line up on sideboards. – Take a few strides to gain momentum and then glide on two skates to the other side. Maintain the basic stance while gliding. Go in a straight line. Repeat 3–4 times. – Players partner up. One player places hands on partners hips and pushes player across the rink. Player being pushed maintains the basic stance and glides on two skates. Switch positions when returning. Repeat 3–4 times. 	<p>Gliding – one skate 8'</p> <ul style="list-style-type: none"> – Review key points and demonstrate. – Line up on side boards. – Take a few strides to gain momentum and then glide on one skate to the other side. – Repeat on the other skate coming back. Do 2–3 times with each skate. – Players partner up. One player pushes partner across the rink. The player being pushed maintains balance on one skate. Lift other skate 10 cm. off the ice. Return using the other skate. – Partners switch positions. Do 3–4 times on each leg. 	<p>Fun Time (Ride the Broom) (review) 6'</p> <ul style="list-style-type: none"> – Players line up at one end of the ice surface. – Players skate fast to first blue line, then holding the top of the stick with both hands, put it between the legs and sit on the shaft and coast with the heel of the stick sliding on the ice. Repeat 2–3 times. – Same as previous drill but have the players turn themselves in a zig-zag motion by turning the handle from left to right. Repeat. 
<p>T-push (refine) 5'</p> <ul style="list-style-type: none"> – Players line up on boards. – Place right skate behind the left skate, forming a “T”. – Push down and out with the right skate, gliding as far as possible on the left skate. – Return using other skate. – Repeat 4–5 times on each skate. 	<p>Edge Control (review) 5'</p> <ul style="list-style-type: none"> – Arrange pylons as shown or use spray paint to indicate the path to follow. – Players take 4–5 strides to gain momentum and then start gliding on their left skate (inside edge). Follow the path all the way around without putting the right skate down. – Return again using the left skate but on the outside edge. – Repeat using the right skate. – Repeat 4–5 times with each skate and both directions. 	<p>Game Time-Relay (review) 8'</p> <ul style="list-style-type: none"> – Divide players into groups. – Players start on both knees. They must get up and skate across the rink performing a two-foot glide around a pylon and then returning to the team. Player must stop and touch the next player before the player can go. – Do once with glide turn to the left and once with glide turn to the right. <p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine stance (A-1; B-1; C-1). - Refine T-push, (A-2; B-1; C-1). - Review control of edges, (B-3; C-1). - Refine gliding one skate/two skates, (A-2; B-1; C-1). - Refine push and glide, (striding) (A-4; B-2). - Review two-foot stop, (B-5). - Refine scooting, (A-3; B-1).

Push and Glide – striding

Skating is a series of push and glide movements with alternate legs. The players gather themselves while gliding to prepare for going immediately into another stride with the opposite foot. Power is developed by taking fast, short strides. As speed increases, longer and less frequent strides may be taken to maintain speed.

- Rotate toe of driving leg outwards (35–40°).
- Push the skate down to the side and back, pressing the blade into the ice.
- To maximize the push, use the whole pushing leg from hip to toe. Extend the leg as far as possible. Final push is given by the toe of the skates.
- When the stride is finished the weight is transferred to the forward foot and the pushing foot comes slightly off the ice.
- Bring driving leg forward after full extension and place it close to gliding leg, keeping close to ice on recovery.
- Start the next stride with the opposite foot.



Two-foot Stop

Will stop more quickly than a one o'clock or eleven o'clock stop because you have two blades cutting the ice.

- Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
- Glide on both skates as you approach the stopping point.
- Begin the stop by turning the shoulders first with the hips and legs following.
- Turning the hips swings the outside leg into braking position. The inside leg acts as a pivot while turning into braking position. Skates are shoulder width apart with the inside skate slightly ahead of the outside skate. The weight is equally distributed on both skates.
- Must turn sideways to the direction of travel, by turning the body to a right angle to the direction of motion. Turn initially to just the strong side.
- Extend the legs vigorously while exerting pressure on the front part of the blades. Use the inside edge of the outside skate and the outside edge of the inside skate. Especially the inside edge of lead skate.
- Keep head and shoulders up. You are now ready to start the next stride with the opposite foot.




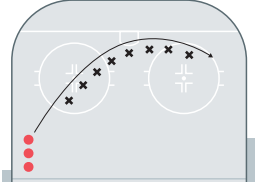
Scooting

Involves the T-Push.

- Place the left skate behind the right skate, forming a T-push with the left skate.
- Push down and out with the left leg, fully extending left leg and gliding on the right skate.
- Bring left skate quickly up into a T-push position beside right skate before the next push is made.
- Practise using both skates.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate clockwise around rink. Glide on the left skate going down one side and the right skate on the other side.		4'
<p>Balance and Agility (review)</p> <ul style="list-style-type: none"> - Players line up on sideboards. Take 2–3 strides to gain momentum and then cross the ice by: <ul style="list-style-type: none"> · Going into the squat position repeat 3–4 times. · Glide across the ice on one skate and extend other leg back. Switch legs when returning, do 3–4 times on each leg. - From T-push position: Push with the left leg, glide forwards on the right skate to the count of four. At count of four, bring the left skate forward to form a “T” and execute another push. Continue to the other side. Return using the other leg. Repeat 3–4 times with each leg. 	18'	<p>Edge Control (review)</p> <ul style="list-style-type: none"> - Arrange pylons as shown or use spray paint to indicate path to follow. - Players take 3–4 strides to gain momentum and then start gliding on their left skate (inside edge). They follow the path all the way without putting the right skate down. - Return, again using the left skate but on the outside edge. - Repeat sequence using the right skate. - Repeat 4–5 times with each skate and both directions. 	6'
			

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review edge control, (B-3; C-1; C-2). - Refine push and glide, (A-4; B-2; C-2). - Review two-foot stop, (B-5; C-2). - Refine scooting, (A-3; B-1; C-2). - Review front start, (B-3). - Refine puckhandling stance, (A-8; B-4). - Refine stationary puckhandling, (A-8; B-4).

Front Start

- Players are in the basic stance – skates shoulder width apart, knees flexed, and back straight.
- Turn heels in to make a “V” with the skates, while leaning slightly forward, this puts weight on the front part of the blades.
- Drive off with either the right or the left skate on the first stride and alternate legs with each stride after. First stride with each foot is a short driving stride, more like running.
- Next two strides are longer – angle of the blade nears 35–40°.
- Skates are low to the ice for quick recovery.
- Gradually straighten up as speed increases to the maximum.
- Player should be in full stride after the first six strides.



Puckhandling Stance

- Stick length: When on skates, the stick should come up to an area between the collar bone and the chin, so that free movement of the top hand in front of the body is possible.
- Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- Younger players should have junior size sticks that have narrower shafts and shorter blades.
- The Grip:
 - The top hand must be right at the end of the stick.
 - The lower hand should be 20–30 cm down the shaft.
 - The “V” formed by the thumb and forefinger should be pointing straight up the shaft.
 - Keep the head up, use the split vision to look at the puck. Younger players should be allowed to look and feel for the puck.



Leg Lifts

- Extend stick straight out with both hands on the stick.
- Lift legs alternately and touch the stick with the knees. Leg is extended straight.
- Exercise is done while moving.
- Do ten lifts with each leg.






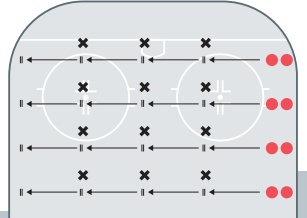
Stationary Puckhandling

- Assume puckhandling stance.
- Slide the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus allowing for better control.
- To roll the wrists, turn the toe of the blade inwards and the heel outwards, then reverse directions.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

<p>Free Skate</p> 	<ul style="list-style-type: none"> - Players skate in a counter-clockwise direction. Perform stretching exercises. <ul style="list-style-type: none"> · Stretch the groin. · Touch the toes. · Pull knees to chest. · Leg lifts. - After stretching, have players scooting around rink 30 seconds counter-clockwise and 30 seconds clockwise. 	5'
<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. All drills are done going across the ice. Player will skate to other side and remain in line.</p> <ul style="list-style-type: none"> - Knee lift: Return using other knee. - Swan position: Lean forward as far as possible, arms out to the side, and head up. Extend leg backwards and lift as high as possible, keeping it parallel to the ice. Repeat coming back with the other leg. Do two times with each leg. 	<p style="text-align: right;">15'</p> <ul style="list-style-type: none"> - Touch knee to ice: Touch left knee to ice three times. Come back using right knee. Repeat twice with each leg. - Same as previous drill but alternate knees. Touch the ice twice with left knee and twice with right knee. Repeat three times. - Kick three times: Player puts left hand out in front at shoulder height. Bend the support leg slightly. Kick the leg three times as far forward and backwards on each kick as possible – before putting it down on the ice. Return with other leg. Repeat twice with each leg. 	<p>Edge Control (review)</p> <p style="text-align: right;">8'</p> <p>Same formation as “Balance and Agility”.</p> <ul style="list-style-type: none"> - Set up 4 pylons in a row 5 meters apart. - Players upon reaching the first pylon, start gliding on the left leg. They then slalom through the course. It requires using inside-outside edges. - Return using right leg.

<p>Push and Glide (refine) 5'</p> <p>Players pair up. (Players of same size if possible).</p> <ul style="list-style-type: none"> – Partners face each other. – Skater pushing places hands on partner's hips. – Partner being pushed backwards places hands on partner's shoulders and provides slight resistance with skates in a "V" position. – Reverse positions on the return. – Stress maximizing leg extension. 	<p>Two-foot Stop (review) 5'</p> <ul style="list-style-type: none"> – On signal the first player from each group skates towards the first pylon and executes a two-foot stop. Have all players stop facing the left side of the rink. – On the next signal the second player leaves and stops at the first pylon. The players by the first pylon go to the second pylon and stop, etc. – All players will execute four complete stops. First pylon, second pylon, third pylon, boards. – On the return they will still stop facing the same side of the rink as previous. This gives practise in stopping both ways. 	<p>Front Start (review) 5'</p> <ul style="list-style-type: none"> – Review key points and demonstrate. – On signal first player in each group opens skates into a "V" position and takes 4–5 running strides. Skate to first pylon and stop. On next signal go to the third pylon and stop. On next signal go to the boards and stop. – Each time the player performs a front start and a two-foot stop.
<p>Puckhandling Stance (refine) 3'</p> <ul style="list-style-type: none"> – Demonstrate and stress key points of the stance. – Have players take the basic stance and make corrections. – Line players up in puckhandling stance. Have them imagine a puck on their stick. Move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift weight to the right leg. 	<p>Stationary Puckhandling (refine) 7'</p> <ul style="list-style-type: none"> – Have players move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift the weight onto the right leg. – Move stick to forehand side and move the puck from front to back. – Move stick to backhand side and move the puck from front to back. – Using only the top hand on stick – stick out in front of body – move puck from side to side. – Repeat previous drill with bottom hand. 	<p>Game Time (review) 7'</p> <p>British Bulldog: Players stand in line along boards, one player stands at center ice. At signal, the players must get to the other end of the rink. The player in the center must try to tag them. Players who are tagged must remain in the center to help. Winner is the last player tagged.</p> <p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review front start, (B-3; C-3). - Refine puckhandling stance, (A-8; B-4; C-3). - Refine stationary puckhandling, (A-8, B-4; C-3). - Refine backwards skating stance, (A-5; B-6). - Refine backward gliding – two skates, (A-5). - Review backward gliding – one skate, (B-7). - Review use of feet in puckhandling, (B-11).

Backward Skating Stance

- Skating backwards is like sitting in a chair.
- Keep the knees bent and the back straight.
- Feet and knees are shoulder width apart.
- Lower the center of gravity by keeping the seat down, bend at the knees and lower the hips.
- Weight is evenly distributed along the blade of each skate.



Gliding Backwards two skates

Must be done in the basic stance.

Use of feet – puckhandling

- Turn toe out so that the puck/ ball can be controlled by the inside of the skate blade.
- Players can take a quick look down but not for long. Try to keep the head up.
- Keep puck/ball within one metre of skates.



Gliding Backwards – one skate

- Player is in motion backwards.
- Lift one skate off the ice.
- Keep supporting leg under player's center of gravity.
- Keep blade of supporting skate flat on the ice, not on the edges.
- Maintain basic stance on supporting leg (slight flexion).
- Glide in a straight line.




Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Skipping ropes - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate	Players skate freely executing two-foot stops to the left side and also to the right side.	2'
Balance and Agility (review)		15'

Players are arranged in groups along side boards. All drills are done going from one side of the rink to the other. Players will skate to the first pylon and perform the required drill between the first and second pylons. Skate to the other end and remain in line.

- Arm stretch: With wide grip on the stick, bring the stick over the head to the small of the back. Bring back to the original position in front of the body. Repeat coming back.
- Trunk Twister: Place stick behind the neck, hands have a wide grip on the stick. Twist the upper body so that the stick points in the direction the skater is moving. Turn the body 180° so that the other end of the stick is pointing forward. Rotate the trunk continuously. Repeat coming back.
- Groin stretch: Do two lengths with each leg.
- Toe Touching: Do two lengths.
- Running the length of the ice. Repeat for two lengths.
- Players skate as quickly as possible. They start gliding on two skates about 1.5 metres from the first pylon. Players must jump up at each pylon with two feet. Important to take off on two feet and to land on two feet. Repeat four times.
- Same as previous drill except when players jump, they will take off on two feet, turn 180° while in mid air and land. Repeat 3-4 times.



Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine backward gliding – two skates, (A-5; C-4). - Review backward gliding – one skate, (B-7; C-4). - Review use of feet in puckhandling, (B-11; C-4). - Refine backward C-cuts, (A-6; B-6). - Refine backward V-stop, (A-6; B-6). - Review glide turns, (B-2). - Review crossovers, (B-5).

Backward C-cuts

- Start from basic stance.
- Turn heel of right skate (driving leg) outward as far as possible; rotation of leg at the hip also takes place inwards.
- From bent knee position and pressing on the ball of the foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight is transferred onto the driving leg.
- Final thrust comes from toe of the skate blade as the ankle is flexed.
- Return the right skate to its original position beside the left skate.
- The left leg (supporting leg) must stay directly under the player's body.
- Practice is needed with both feet.



Backward V-stop

- Spread feet shoulder width apart.
- Toes of both skates are turned out and the heels are turned in.
- The body leans forward – this forces the inside edges of the skate against the ice.
- Slight bend in knees during first phase of the stop.
- Legs become extended during the final phase of stop. Pressure is thus exerted through the skate blade.
- When the step is completed, the player should end up in the basic stance, prepared to go off in any direction.



Glide Turns

- Skates are shoulder width apart.
- Lead with the inside skate.
- Head and shoulders initiate the turn.
- Bend the knees and lean inside.
- Rock back slightly on the heels.
- Follow the stick.
- Perform the drill in both directions.





Crossovers

Used to keep speed or to increase speed while skating on a curve.

- Skating on the circles.
- Push outside skate out towards the side, keeping the blade in contact with the ice until the leg is fully extended.
- Push down on the ball of the foot at the end of the push, using the ankles to get that little extra push from each stride.
- Lean into the circle from the waist down by pushing the hips into the circle and keeping the inside shoulder up.
- After extension in the second point, swing the outside leg over the inside leg and place the outside skate parallel to the inside skate but slightly ahead of it.
- The inside skate then pushes to full extension outwards under the body, using the outside edge.
- When fully extended, return the skate quickly to its original position under the body and beside the outside skate.
- Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
- Repeat going in both directions.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate clockwise controlling a puck with their stick and skates.		4'
<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. All drills are done going across the rink.</p> <ul style="list-style-type: none"> - Take 5–6 strides to gain momentum and then pull the knee to the chest. Alternate legs going down the ice. Repeat for two lengths. - Take 5–6 strides to gain momentum. Start gliding, squat down and touch heels with the hands. Glide in a straight line as far as possible. Repeat for two lengths. - Start in basic stance. Skates must stay on the ice at all times. Go to the other end by pointing toes out to spread legs wide and pointing toes in to pull legs together. Repeat for two lengths. - Take 5–6 strides to gain momentum and then start gliding on one skate. Start zig-zag motion – going from the inside edge to the outside edge. Return on other leg. Repeat three times with each leg. - Execute a front start (5–6 running strides) and skate to the middle where you execute a two-foot stop turning to the left. On signal execute a front start and skate to the other side and stop again. On the return players execute a two-foot stop to the right. Do three lengths of each. 	15'	<p>Backward Gliding one and two feet (refine)</p> <ul style="list-style-type: none"> - Start on sideboards. - Take 3–4 strides backwards and start gliding on two skates. Be in basic stance – straighten up – go back into basic stance etc. Repeat coming back. - Same as previous drill but glide on one skate: <ul style="list-style-type: none"> · Lift other skate out in front and glide in a straight line backwards. · Lift other skate backwards and lean forward. - Do previous drill with both left and right skate as the gliding skate. - Do twice with each leg. 	5'
			

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Refine backward C-cuts, (A-6; B-6; C-5).- Refine backward V-stop, (A-6; B-6; C-5).- Review crossovers, (B-5; C-5).- Refine backward push and glide, (B-7).- Review tight turns, (B-9).- Refine skating with the puck, (A-8; B-5).- Refine weaving with the puck, (A-10; B-10).

Backward push and glide

- Players are in motion backwards.
- All weight should be on one foot, with the foot. When stride begins, feet should be close together.
- Using the front part of the blade, push straight out to the side until the pushing leg is fully extended.
- Glide while pushing leg is recovering to a position under the body. Recover close to the ice.
- Repeat with the opposite leg.
- Continue alternating action with both feet. Ensure that the weight is always over the striding leg.



Tight Turns

Permits a player to change direction in a very limited space while expending the least energy. Must be mastered to both sides.

- Stop skating, gliding into the approach.
- Head up, knees bent, and feet shoulder width apart.
- Place the skate on the side of the turn directly in front of the other (heel to toe).
- Turn the head and shoulders in the turn direction and bring the arms and stick to the same side.
- Lean well from the hips down inside the half circle that the skates will trace on the ice.
- Skates should be close together and center of gravity ahead of skates, in order to do crossovers after the tight turn to accelerate rapidly.
- Weight should be as evenly distributed as possible on both skates. Pressure is on the outside edge of lead skate and inside edge of follow skate.
- As the technique is learned, the players will sit further back on their blades.
- Once skates have travelled a complete half moon on the ice, players execute a crossover start by bringing the back leg over the front leg in order to accelerate out of the turn.



Skating with the puck

- Must be able to carry the puck without looking down.
- At first, try carrying the puck with quick glances down and then up.
- Use split-vision to see puck on the stick.
- Keep puck out in front of the body.
- Keep hands in front of the body and on the stick.

**Weaving with puck:**




- Refer to stationary puckhandling.
- Refer to skating with puck.
- Go around pylon carrying puck on the outside.
- Player keeps their body between the puck and the obstacle.

**Lateral Groin Stretch**

- Spread legs as wide as possible (turn toes out).
- Pull together by turning the toes of the skates inward.



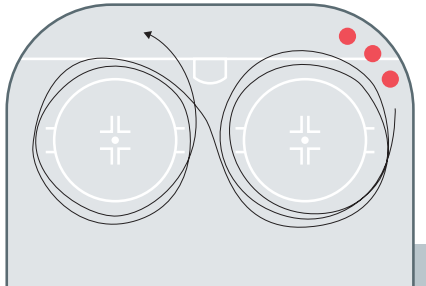
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate		Players skate clockwise and perform stretching exercises: <ul style="list-style-type: none"> - Stretch the groin. - Touch the toes. - Pull knee to chest. - Leg lifts. - Lateral groin stretch. 	4'
<p>Balance and Agility (review) 15'</p> <p>Players are arranged in groups along side boards. All drills are done going across the ice.</p> <ul style="list-style-type: none"> - Skate across the ice, concentrating on full leg extension. Repeat without sticks. <ul style="list-style-type: none"> · Hands behind back. · Hands on head. · Hands on knees. Do 2–3 lengths of each. - Drop on two knees at centre. Get up as quickly as possible. Repeat coming back. - Touch one knee (left) at centre. Return touching right knee. Do two lengths with each knee. - Skate to centre, fall on stomach and get up while sliding. Repeat coming back. - Execute a front start (3–4 running strides) and skate to centre where you execute a two-foot stop turning to the left. On signal repeat procedure stopping at far side. On the return the player executes a two-foot stop by turning to the right. Do three lengths of each. 	<p>Backward C-cuts (refine) 4'</p> <ul style="list-style-type: none"> - Formation same as for balance and agility. - On signal the players initiate backward movement by using a C-cut. Continue across the ice using only the left skate. Return using only the right skate. Repeat three times with each skate. <div style="text-align: center;">  </div>	<p>Backward V-stops (refine) 4'</p> <ul style="list-style-type: none"> - Same formation as for C-cuts. - Players partner up. Push partner backwards with a hockey stick held at chest level. Player going backwards glides for four metres, then turns toes and skates outwards and leans forward to execute backward V-stop. Reverse positions on the return. Each player does two lengths. <div style="text-align: center;">  </div>	

Crossovers (review)

5'

- Players start in one corner of the rink.
- Do crossovers on circles. Go 2.5 times around each circle.
- Players can be sent 4–5 at a time or in some other manner.
- Repeat two times.

**Backward Push and Glide (refine)**

6'

- Formation same as in “Backward C-cuts”.
- Players use a “C-cut” to get started. Continue across the ice by pushing with left foot – gliding – pushing with right foot – gliding – etc. Use a count of “Push 2–3–4, Push 2–3–4 etc.”

Tight Turns (review)

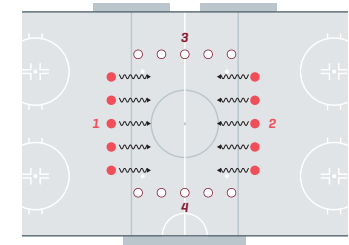
5'

- Demonstrate and review key points.
- Players partner up, 10 metres apart and facing one another. On signal the players from one side skate towards partner and execute a tight turn around him, returning to the original position. Player from other side repeats.
- Do tight turns to both left and right.

**Skating with the puck (refine)**

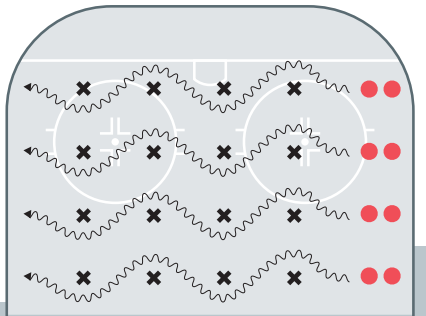
3'

- Players assigned to one of four areas.
- Players form a square. Each player has a puck. On signal, side 1 and side 2 interchange positions. On second signal, side 3 and side 4 interchange.

**Weaving with puck (refine)**

8'

- Same formation as balance and agility, going across the ice.
- Set up course with pylons.
 - On signal the players skate through the pylons while controlling the puck.
 - Stay at other side.
 - Repeat coming back.

**Game Time – Diminishing Pucks (introduce)**

6'

- Players in an area the size of one zone.
- Players divided evenly into these zones.
- Everybody in the zone has a puck except one person who is “it”.
- “It” must get a puck away from someone else and stickhandle it into a safe area. Mark off with spray paint.
- The player who has lost the puck attempts to retrieve it before “it” gets to the safe area.
- Players who lose the puck join “it’s” side and attempt to get the puck away from others.
- Last player retaining a puck is the winner.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine backward push and glide, (B-7; C-6). - Review tight turns, (B-9; C-6). - Refine skating with puck, (A-8; B-5; C-6). - Refine weaving with puck, (A-10; B-10; C-6). - Review backward one-foot stop and T-push, (B-7). - Review open ice carry, (B-10). - Refine forehand sweep shot, (A-14; B-14).

Backward one-foot stop and T-push

- Player is in motion backwards.
- Left leg extends and transfers weight to right leg.
- Left leg now being weightless begins to swing back.
- Shoulders, hips, and legs turn in a counterclockwise direction as the left skate is planted in a braking position.
- Left knee is bent and the weight is transferred from the right leg to the left leg.
- The majority of resistance comes from the left skate.
- Right skate and knee move under the body.
- Skates are now in a position for a T-push start. (Practice C-1).



Open Ice Carry

- Players have control of stick with top hand only.
- The puck is pushed ahead with the bottom edge of the stick blade. Should be done on both forehand and backhand side of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- Push the puck only slightly ahead.



Forehand Sweep Shot

- Basically the same grip as passing.
- Bring puck beyond the plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Look down to control puck and then up at the target.
- Snap and roll the wrists; (pull the top hand, and push the bottom hand).
- Follow through low for a low shot and high for a high shot.
- Wrists are cocked until the moment of release and then snapped through.



Squat

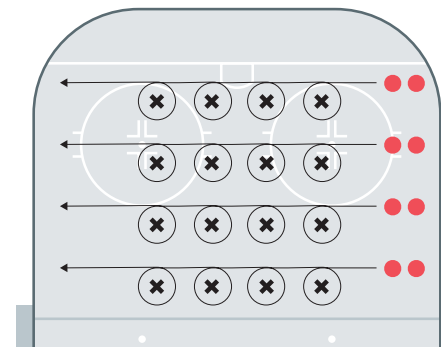
- Glide on both skates, skates approximately shoulder width apart.
- Sit down on heels of skates, extend arms forward, back straight, and shoulders over the knees.
- Holding head forward helps with center of gravity.
- Don't let skates get too far apart or too close together.
- Keep stick on ice, pointing forward and held by the top hand.
- Get seat right down on heels.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate backwards in a counter clockwise direction. Practise C-cuts with left skate only and with right skate only.	4'
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<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side board. All drills are done going across the ice.</p> <ul style="list-style-type: none"> - On signal the players skate across the ice doing exaggerated forward crossovers. Repeat four times. - Players face far boards. On a signal they turn 180° and accelerate, skating rapidly to the centre where they perform a two-foot stop. Concentrate on the thrust and glide. Repeat on the next signal skating to the far side. Repeat four times. - Players skate to centre where they get into the squat position. Maintain this position and glide in a straight line to the other side. Repeat four times. - Repeat of previous drill – at centre get into squat position and lift one foot off the ice and extend the leg in front, keeping the skate off the ice. Hold this position until reaching the far side. Stand up and stop. Repeat three times with each leg. 	<p style="text-align: right;">15'</p> <ul style="list-style-type: none"> - Place four pylons across the ice. <ul style="list-style-type: none"> · Players start from the boards and circle each cone by doing a 360° turn. · Return by turning in the opposite direction. · Repeat two times each way.
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Backward Push and Glide (refine)

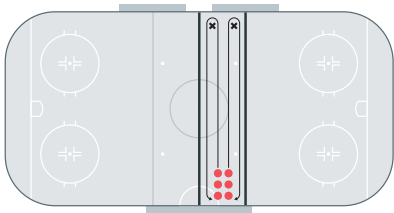
Station 1: (End zone) (5')

Players partner up and face each other. Players grasp each others hockey sticks at opposite ends with blades pointing down. One player skates backwards pulling their partner across the rink. Reverse positions coming back. After two cycles, partner being pulled offers light resistance by braking with one skate. The resistance should not stop the puller's momentum.

**Tight Turns (review)**

Station 3: (Between red line and blue line) (5')

- Players are placed in two groups on sideboards.
- Place pylon on other side about four metres from boards.
- On signal the first player from each group skates out and executes a tight turn around the pylon, returning to group; second player goes etc. The players execute turn in the opposite direction the next time up.
- Incorporate carrying the puck after first 3 minutes.

**Skating with puck (refine)****20'**

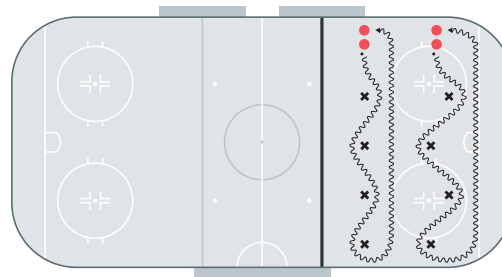
Station 2: (Between blue line and red line) (5')

- Players are placed against the sideboards, half on each side (No. 1 and No. 2)
- On signal No. 1 group crosses to the other side, stickhandling the puck.
- On second signal No. 2 group crosses ice doing the same.
- Incorporate use of skates.
- Stickhandle across ice on the same signal – meeting at the center area.

Weaving with the puck (refine)

Station 4: (End zone) (5')

- Players are put into two groups on sideboards.
- Set up pylons about two metres apart.
- On signal the players weave through cones with puck, executing a turn around last pylons and returning to line.
- After 2–3 minutes stagger the pylons and repeat.

**Backward One-foot Stop and T-push (review)****10'**

- Review and demonstrate key points of T-push.
 - Players line up on sideboards.
 - Perform T-push and glide as far as possible on one skate, repeat until you cross the ice.
 - Return using the other skate.



- Review backward one-foot stop.
 - Players line up facing the boards.
 - Perform C-cuts to gain momentum and then backward striding. Perform a one-foot stop about one metre from the boards repeat going back. Do 4–5 times.
- Combine one-foot stop and T-push.
 - Same as Review backward one-foot stop, but when stopping, one should be in a T-push position with the skates. Immediately push down and out with the back foot to gain momentum; start striding forward to the other side and execute a two-foot stop.



<p>Open Ice Carry (review) 5'</p> <p>Same formation as balance and agility drills.</p> <ul style="list-style-type: none">- Review and demonstrate key points.- Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade.	<p>Forehand Sweep Shot (refine) 5'</p> <ul style="list-style-type: none">- Review and demonstrate key points.- Players spread out around the boards.- Players stand stationary about 3–4 metres from the boards. Each player has a puck. Shoot for a spot on the boards.	<p>Cool Down 1'</p> <p>Players skate clockwise performing stretching exercises from Practice C-1 (Balance and Agility).</p>
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward one-foot stop and T-push, (B-7; C-7). - Review open ice carry, B-10; C-7). - Refine forehand sweep shot, (A-14; B-14; C-7). - Review reversing direction two foot-stop and T-push, (B-6). - Refine backhand sweep shot, (A-15; B-14). - Review stopping with the puck, (B-12).

Two-foot Stop and T-push

- Perform a two-foot stop.
- Perform a T-push to get started in the reverse direction.
 - Place front skate in the direction of movement.
 - Place back skate slightly behind the front skate, thus forming a “T”.
 - Give a strong push with the back skate. This involves a straightening of the back leg pushing the skate down against the ice.
 - Stress the push, leg fully extended, knees well bent, head up, and recovery skate close to ice.
 - After “T-push”, resume striding to gain speed.



Backhand Sweep Shot

- Basically the same grip as passing.
- Bring the puck beyond the plane of the body.
- Weight is on the back leg.
- In the process of sweeping the puck through, the weight is transferred to the front foot.
- Look down to control puck and then look up at the target.
- Snap and roll the wrists. (Push the top hand and pull the bottom hand).
- Release the puck and follow through low.

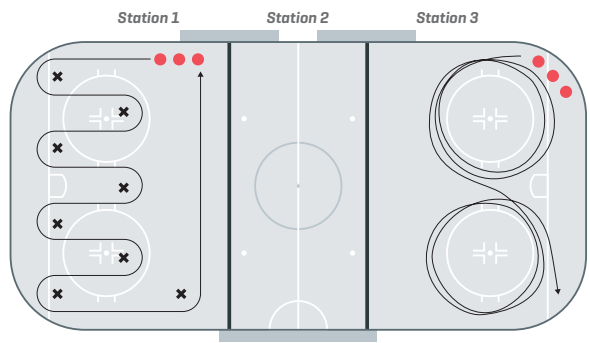
**Stopping with the puck**

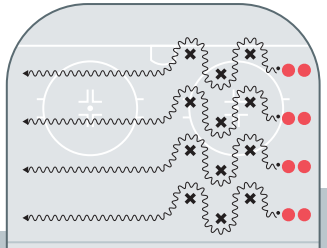
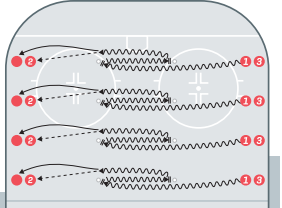
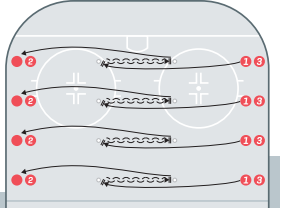
- Review two-foot stop.
- Review puckhandling.
- When stopping, the puck is kept under control by cupping the stick blade over the puck.
- Keep two hands on the stick.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Can of spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely while maintaining control of the puck. The players can also incorporate puck control with the feet.	4'
<p>Balance and Agility (review)</p> <p>Station 1: (End zone) (5')</p> <ul style="list-style-type: none"> - Players execute a tight turn around each pylon in the diagram given; execute a two-foot stop when you return to the original position. - Same as previous drill but go with a puck. 	<p>Station 2: (Neutral zone) (5')</p> <ul style="list-style-type: none"> - Players execute a backward start using C-cuts and then stride across the ice using a backward "V" stop at far boards. Use running forward start immediately to gain momentum in opposite direction. Concentrate on forward striding and finish with a two-foot stop. Repeat five times. - Same as previous drill but use one-foot backward stop followed by a T-push to gain forward momentum. Concentrate on forward striding and finish with a two-foot stop. 	15'



<p>Open Ice Carry (review) 8'</p> <ul style="list-style-type: none"> - Use cross-ice format. - Arrange players into four groups. - All players with a puck. - Players start with puck from the side boards and weave through the pylons. - Perform an open ice carry from the third pylon to the far boards. - Second player starts when first player reaches centre. 	<p>Forehand Sweep Shot (refine) 4'</p> <p>Players stand stationary about 3–4 metres from the boards. Each player has a puck. Shoot for a spot on the boards.</p>	<p>Reversing Direction: Two-foot Stop and T-push (review) 5'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Players start on sideboards. - On a signal the players execute a front start and skate to the opposite side. - Players execute a two-foot stop two metres from the boards. - To get started in the opposite direction the players use a T-push. - Repeat in a sequence of three widths. - Repeat four times. 	
<p>Backhand Sweep Shot (refine) 5'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Players stand stationary about 3–4 metres from the boards. - Each player has a puck. - Shoot for a spot on the boards. 	<p>Game Time 14'</p> <p>Relay formation – four teams going across the ice. Put dots on the ice using spray paint. Place dots 6–7 metres in front of players.</p> <ul style="list-style-type: none"> - Player 1 carries puck (open ice carry) down the ice and stops at the far dot. Return carrying the puck in opposite direction stopping at the near dot. Return in opposite direction with the puck. When dot is reached 1 passes to 2. 2 repeats drill and passes to 3, etc. - Player 1 skates forward to the far dot and stops. He comes backwards to first dot and stops. He then goes forward to the far dot and touches 2 who repeats going in the opposite direction. 		<p>Summary</p> <p>Positives:</p>
<p>Stopping with the puck (review) 5'</p> <ul style="list-style-type: none"> - Use cross-ice format. - Arrange players in four groups. - On signal players carry the puck to centre and stop. Repeat stop at far boards. 			<p>Areas for Improvement:</p>

Key Instructional Points**Specific Objectives**

- Review forward two-foot stop and T-push, (B-6; C-8).
- Refine backhand sweep shot, (A-15; B-14; C-8).
- Review stopping with the puck, (B-12; C-8).
- Introduce one-foot stop – front foot.
- Review pivot – forward to backwards, (B-8).
- Refine forehand sweep pass and receive, (A-12; B-12).

Front-foot Stop (inside edge)

Technique is essentially the same as the two-foot parallel stop, except the inside leg is held back slightly above the ice.

- From a regular skating stride, snap the skate of the front leg at a 90° angle to the direction of motion. Initiate with a rotating action of the hips and shoulders.
- The weight of the body is on the front leg.
- Pressure on the ice is applied on the inside edge and on the front part of the blade while extending the leg vigorously.
- Inside leg is slightly off the ice ready to initiate a new movement.

**Pivot – forward to backwards**

- Player gains forward momentum and coasts on the left skate.
- The player straightens up and rotates right skate outwards (as close to 180° as possible) bringing it on the other side of the gliding skate (left) but facing in the opposite direction. Turn is started by rotating right shoulder backwards, the torso and hips will follow.
- Transfer the weight from the left skate to the right skate – step down on right skate and push off with the left skate. Unweight the skates by going from bent knees to straight legs. This will help in transferring from left to the right skate.
- Finish pivot by turning the left skate so that it is parallel with the right skate.
- Push to side with the right skate and start to skate backwards.
- Must learn to both sides.



Forehand Sweep Pass

It is very important that each player has a stick that is not too long.

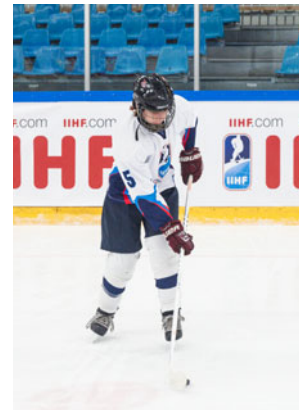
- Player is in the normal puckhandling stance.
- Bring the puck beyond the plane of the body. Puck is in the middle of the stick blade.
- Stick blade should be at the right angle to the target.
- Body weight is on the back leg.
- Head is up looking at the target, making eye contact with receiver.

- Puck is pushed towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
- As the puck is pushed, the weight is transferred from the rear leg to the front leg.
- Follow through low and towards the target.
- Be prepared to receive.



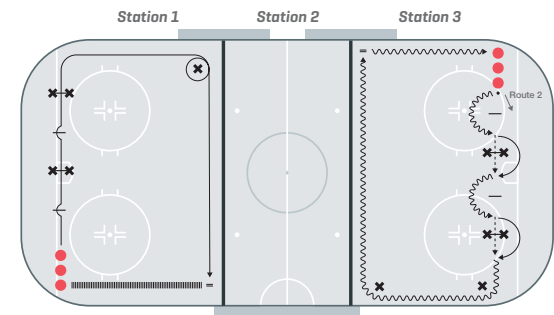
Receiving pass on forehand

- Head up looking at the puck, make eye contact with passer.
- Present a target with the stick blade on the ice.
- Keep blade at 90° towards the direction of the puck.
- As the puck contacts the blade, some give is allowed providing a cushioning effect.
- Watch the puck all the way to the stick.
- Be prepared to pass.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Tennis balls - Ball hockey balls or other colour tennis balls - Pylons - Agility boards - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate	As each player steps onto the ice they are given either a puck, a tennis ball, or a ball hockey ball. The players skate in any direction on the ice controlling their object. On the whistle the player must exchange for another piece of equipment. No shooting allowed.		5'
Balance and Agility (review)	<p>Station 1: (End zone) (5')</p> <ul style="list-style-type: none"> - Players skate forward and jump over first agility board, dive under second obstacle set up on pylons, jump over agility board, dive under board on high pylons. Player then gets up and skates to pylon and turns 360° around pylon and skates forward to sideboards. Execute a two-foot stop and do lateral crossovers back to the original position. 	<p>Station 2: (Neutral zone) (5')</p> <ul style="list-style-type: none"> - Players cross the ice touching a knee on the ice after each stride. Drive with left skate – touch left knee to ice and get up. Drive with right skate and then touch the right knee to the ice and get up. Repeat across ice. Do six times. - Cross the ice doing exaggerated forward crossovers and finish with a two-foot stop. 	<p>Station 3: (End zone) (5')</p> <p>Set up course as shown.</p> <ul style="list-style-type: none"> - Players carry puck with them. They must slide it under the obstacles on pylons, skate around and pick it up. Perform an open ice carry on returning to position. - Repeat.



One-foot Stop – Front Foot (introduce)**10'**

- Review and demonstrate key points.
- Arrange players in groups along side boards.
- On signal first player skates to centre and executes a one foot stop using the right foot. On the second signal repeat same stop on the far side.
- Use left foot for stopping on the return.
- Do six times with each leg.

Two-foot Stop and T-push (review)**4'**

- Same formation as “One-foot Stop – Front Foot”.
- Player skates to far side and performs a two-foot stop and T-push in opposite direction. Skates back to centre performing a two-foot stop and T-push. Skates to far side in opposite direction.
- Repeat three times on each side.

**Backhand Sweep Shot (refine)****4'**

- Players stand stationary about 3–4 metres from the boards. Each player has a puck.
- Shoot for a spot on the boards.

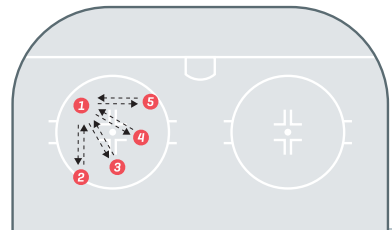
**Pivot – Forward to Backwards (review)****7'**

- Review and demonstrate key points.
- Players start at sideboards. Take 4–5 strides to gain forward momentum.
- Glide on one skate for one metre and then execute the pivot.
- Skate backwards to far boards and perform a backward V-stop.
- Do 5–6 times on each leg.

Stationary Passing and Receiving using Forehand (refine)**6'**

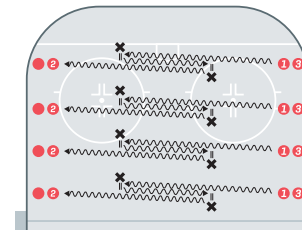
- Review and demonstrate.
- Players get in groups of four or five as diagrammed.

- ① passes to ②. ② returns pass to ①.
- ① passes to ③. ③ returns pass to ①.
- Repeat. Rotate players every minute.

**Game Time-Relay****9'**

Divide players into four teams. Half the team at each side of the rink. One puck per team.

- On signal ① carries the puck to far pylon and stops. He then returns to the first pylon and stops. He then skates to the far side giving the puck to ②.
- ② repeats – giving puck to ③.
- Relay is finished when players return to their original position.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review one-foot stop – front foot, (C-9). - Review pivot – forward to backwards, (B-8; C-9). - Refine passing – receiving on forehand, (A-12; B-12; C-9). - Review pivot – backwards to forward, (B-8). - Refine passing – receiving on backhand, (A-13; B-12).

Backhand Sweep Pass

- Hands are well away from the body.
- Bring the puck beyond the plane of the body.
- Shift the weight to the back leg.
- Head up looking at the target, make eye contact with receiver.
- Cup the blade of the stick over the puck.
- Sweeping action of the stick across the body to slide the puck.
- Shift weight to the front foot.
- Follow through low and towards the target.
- Be prepared to receive.



Receiving pass on the backhand

- Head up watching the puck, make eye contact with passer.
- Stick is on the ice for a target.
- Cup the stick and cushion the impact by relaxing the wrists. Look puck onto stick.
- Be prepared to pass.



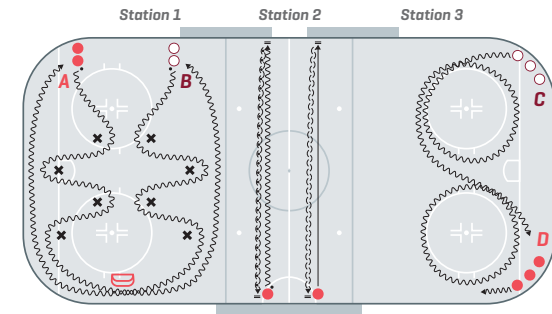
Pivot – backwards to forward

- Players are in motion backwards.
- To turn to the left, transfer the weight to the right skate.
- Lift the left skate off the ice and turn it as close to 180° as possible, while gliding straight back on right skate.
- Turn is started by rotating the left shoulder backwards, the torso and hips will follow.
- Transfer the weight to the left foot to complete the turn.
- At the moment of weight transfer, the player must dig in his right skate and push hard, fully extending the right leg.
- One is now ready to start forward striding.
- It is important to accelerate out of the turn.
- Must learn to turn to both sides.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Can of spray paint - Pylons - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate	Each player is given a puck. The players skate freely controlling the puck. Execute two-foot stops to the left side and right side while controlling the puck.		4'	
Balance and Agility (review)	<p>Station 1: (End zone) (6')</p> <p>On given signal a player from A and B weaves with the puck through the pylons, skates behind the net and to the end of the other line. When player ahead gets to the third pylon the next player can go.</p>	<p>Station 2: (Neutral zone) (6')</p> <p>Players start first without pucks. Include pucks part way through. Drill is performed in an area between the blue lines. Can be marked off with spray paint.</p> <ul style="list-style-type: none"> - Player skates forwards and performs a two-foot stop. - Player immediately skates backwards and performs a backward V-stop. - Immediately go into a running forward start and repeat first and second steps. - Do sequence three times. - Can also include backward one-foot stop and T-push. 	<p>Station 3: (End zone) (6')</p> <p>Players from C and D carry puck around face-off circles as indicated, going to the end of the other line.</p>	18'



Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review pivot – backwards to forwards, (B-8; C-10). - Refine passing and receiving on backhand, (A-13; B-12; C-10). - Introduce crossover front start. - Refine lateral crossovers, (A-4; B-2). - Review lead pass to a moving target, (B-13).

Lead pass to a moving target

Fastest way to advance puck up the ice to a teammate is by passing it.

- Passer must develop quick reactions to passing opportunities.
- Pass to a spot ahead of the teammate so that he can skate into the moving pass. This is called “leading the man” with the pass.

Lateral Movement – Crossovers

- Players start from the basic stance.
- The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- Steps must be taken flat-footed.
- Keep the stick out in front and on the ice.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.
- Put the right skate over the left skate. Lead with the heel of the right skate over the toes of the left skate, and place the blade of the right skate slightly outside the left skate. Legs are now crossed.
- Take the left skate around behind the right skate and place it back in the normal stance position.
- Repeat previous two steps as many times as is required.
- Practice both to the left and to the right.



Front Start – Use Crossovers

- Player is sideways to the intended direction with the skates slightly closer together than in a basic stance position. Feet shoulder width apart, knees bent, and weight on the balls of the feet.
- The head and shoulders are rotated in the desired direction while the body lunges forward driven by the extension of the outside leg. (inside edge) followed quickly by the inside leg (outside edge).
- The outside leg crosses over in front of the inside leg and is forcefully brought down on the ice at an angle as close to 90° as possible to the intended direction. The stride is short and as close to the ice as possible. Land on the full blade.
- Player is now in a front start position.
- First 3–4 strides are very short and choppy.
- As speed builds up the stride is lengthened.
- Practise move in both directions.



Toe In

- Take 3–4 strides and start gliding.
- Lift right foot off ice.
- Place toe of right foot against toe of left foot and turn right heel outward as far as it will go. (Try for a right angle).
- Hold this position and glide in a straight line to the other side.
- Do with both feet.

**Toe Out**

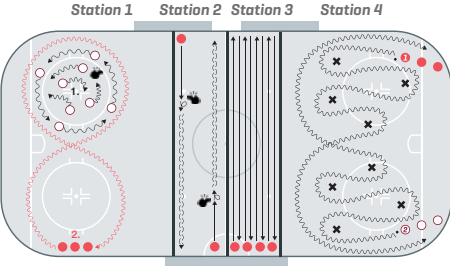
- Place right heel against the left toe.
- Turn toe outwards. (Do not bend knee).
- Do with both feet.

**Squat**

If players are in the correct position their seats are down on their heels, their shoulders are over their knees, and their arms out in front of them. Their backs are straight and their heads up. The stick in on the ice pointing forward.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely around ice surface, executing onefoot stops on the front foot. Practise with both left and right foot.	4'	
Balance and Agility (review)		20'	
<p>Station 1: (5')</p> <p>(End zone)</p> <ol style="list-style-type: none"> 1. Players control puck going along the outside of the face-off circle. At a signal, they enter the face off circle and continue controlling the puck. On a signal they again go outside circle etc. Have players carry puck both to the left and the right. 2. Players stand along boards. On signal they follow course around the face-off circles. Second player goes when first player is out two metres. 	<p>Station 2: (5')</p> <p>(Between blue and red line)</p> <p>Starting at sideboards, skate forward. On a given signal pivot and skate backwards to other side. Have players pivot to both left and right.</p>	<p>Station 3: (5')</p> <p>(Between red and blue line)</p> <p>Starting from the sideboards take 3–4 strides to gain momentum and then:</p> <ul style="list-style-type: none"> - Review toe in. - Review toe out. - Do both drills with left and right foot. Two widths each. - Take squat position to far side. Three widths. - Same as previous drill but after you are in the squat position lift one foot off the ice and extend the leg out front. Try with both left and right legs. 	<p>Station 4: (5')</p> <p>(End zone)</p> <p>Players are divided evenly into two corners. ❶ carries the puck through the course and goes to end of ❷. ❷ goes through course and to the end of ❶ – can also do without puck.</p>
			
<p>NOTE: Four Stations – five minutes at each station. Change stations on a pre-determined signal.</p>			

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review crossover start, (C-11). - Review lead pass to moving target, (B-13; C-11). - Refine lateral crossovers, (A-4; B-2; C-11). - Review bank pass, (B-13). - Introduce backward crossover start.

Board Pass

- Make the boards work for you in passing the puck.
- Used frequently by defenceman in their own zone.
- Useful when a defender is between the passer and the receiver.
- A puck passed off the boards rebounds away at the same angle. The angle onto the boards equals the angle off the boards.



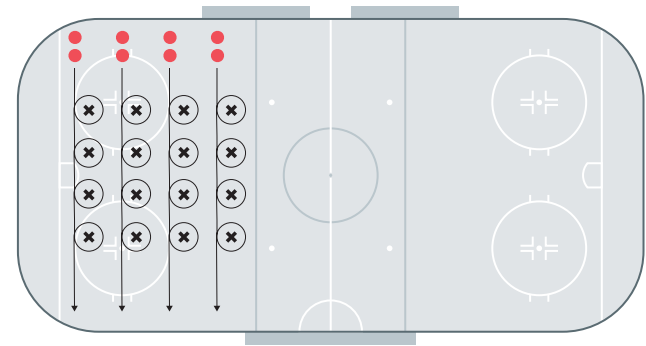
Backward Crossover Start

- Use to accelerate quickly from a stationary backward position.
- Player is in basic stance, with skates parallel to each other.
- Player rotates rapidly sideways in order to be in a forward crossover start position. Eyes must always be looking at the oncoming opponent.
- Body is driven backwards by the extension of the outside leg (inside edge) followed by an extension of the inside leg (outside edge).
- The outside leg crosses over in front of the inside leg and is brought down on the ice at an angle as close to 90° as possible to the intended direction. This stride should be short and close to the ice. The pressure is on the inside edge.
- The player drives hard off of this leg and goes into regular backward stride.
- Player should always keep eyes on the oncoming opponents.
- Stick is held in one hand, with the blade remaining flat on the ice in front of the player.
- Practise to both left and right.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

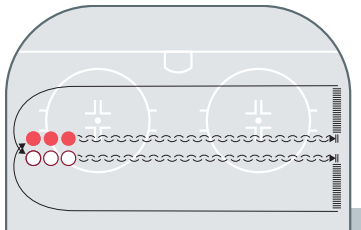
Free Skate	Players skate in pairs around the rink and pass the puck to each other. Use both forehand and backhand sweep passes.	4'
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<p>Balance and Agility (review)</p> <p>Use full width of ice. Arrange players into groups along side boards.</p> <ul style="list-style-type: none"> - Players perform a forward crossover start. Skate as quickly as possible and start gliding on two skates. Players must jump up at centre with two feet. Important to take off on two feet and to land on two feet. Try to kick skates up to seat when jumping. Repeat three times. - Same as previous drill except when players jump up at centre they will take off on two feet, turn 180° while in the air and land going backwards. Repeat three times. - Players perform forward start and start gliding on one skate and perform a zigzag motion to far boards. Go from inside to outside edge. Return on other leg. Repeat three times with each leg. - Players partner up and face each other. Grasp each others hockey sticks with blades pointing down. One player skates backwards pulling his partner across the ice, partner being pulled offers slight resistance. Reverse position coming back. Each player goes twice. - Place four pylons across the ice. Players start from one end and circle each pylon by doing a 360° turn. Return by turning in the opposite direction. Repeat two times each way. - Same as previous drill but with pucks. 	<p>20'</p>
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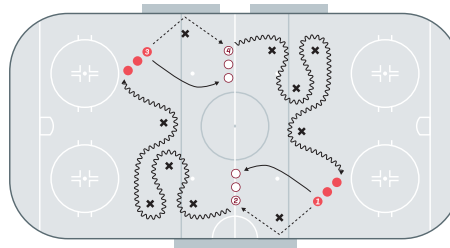


Backward Crossover Start (introduce)**8'**

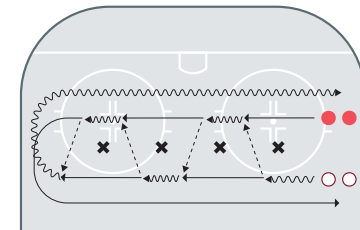
- Divide into three zones.
- Review and demonstrate key instructional points.
- Start two skaters at a time.
- On signal the players perform a backward crossover start and skate backwards to far boards. Execute a V-stop. Do lateral crossovers to right or left. Skate to end of opposite line. Second time the player performs start from the other line.

**Bank Pass (review)****6'**

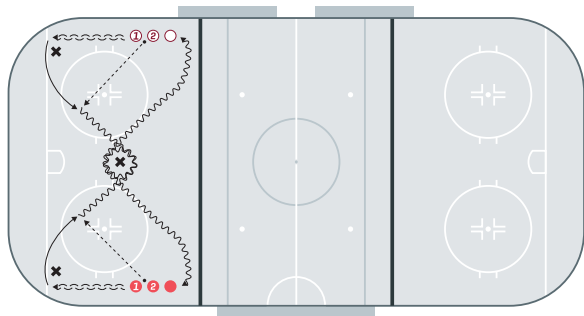
- Review and demonstrate key points.
- Set up course as diagrammed.
 - On signal ① gives board pass to ② as does ③ to ④.
 - ② skates with puck and weaves through pylons to the end of ③ line; ④ does same and goes to end of ① line. ① replaces ②, and ③ replaces ④.
- Do in three zones.

**Skating and Passing (review)****6'**

- Three zones.
- Set pylons across rink about three metres apart. Arrange the players in two rows. Players pair up. Must make one pass between each pair of cones. Players then return to end of opposite line. Must pass and receive on backhand, if on backhand side. If on forehand then forehand side.

**Lead Pass (review)****6'**

- Review and demonstrate key instructional points.
- Set up in three zones.
- On signal ① in each group skates backwards to pylon, pivots and skates forward ready to receive a pass from ②. Players then carry puck around pylon and go to the end of the other line.

**Game Time – Relay (review)****10'**

- Arrange in groups along side boards.
- Each team has a puck.
- On signal the first player, ① in each group, balances a puck on the blade of stick and skates across the ice. ① gives puck to ② who repeats in other direction and hands it to ③, etc.
- If the puck drops from the blade, the player must stop and place the puck back on stick before continuing.
- One return trip player must skate backwards with puck on stick blade.
- Relay is over when all have returned to their original position.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward crossover starts, (C-12). - Review bank pass, (B-13; C-12). - Review skating and shooting, (B-15). - Introduce flip pass. - Review pivots (forward to backwards; backwards to forward), (B-8; C-9; C-10). - Review skate – pass – shoot (B-15).

Flip Pass

- Puck starts on the heel and moves forward towards the toe of the stick.
- Action is upward and forward with a follow through towards the target.
- In order to land flat on the ice and make it easy to receive, the puck must have a spinning action when in flight. (Start puck on heel of stick.)

Skating and Shooting

- Review points on skating with puck and open ice carry.
- Review points on shooting – forehand and backhand.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Agility boards - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate all over the ice, stickhandling with the puck. On signals the players are restricted to: <ul style="list-style-type: none"> - ¾ of the ice. - ½ of the ice. - ¼ of the ice. 	5'
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Balance and Agility (review)			15'
Station 1: (End zone) (5') <ul style="list-style-type: none"> - Player controls puck while weaving through pylons. - Player performs a tight turn at last pylon and accelerates forward to pylon. Execute a two-foot stop while controlling puck. Face boards when stopping. - Skate backwards to opposite side of rink while controlling puck. 	Station 2: (Neutral zone) (5') <ol style="list-style-type: none"> 1. Cross-ice doing exaggerated forward crossovers. 2. Cross-ice must touch left knee and up, right knee and up, and both knees and up. 3. Backward C-cuts using only left skate. Return using only right skate. 4. Skate backwards across ice and stop using one foot. After stop, immediately start forward using T-push and then forward skating to other side. Stop using one-foot stop – front foot. 	Station 3: (End zone) (5') <ul style="list-style-type: none"> - Players are in groups of three. One player faces the other two. - Two pucks are kept in motion at all times. 	

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> – Review skating and passing, (B-15). – Review flip pass, (C-13). – Review skating and shooting, (B-15). – Introduce flip shot. – Introduce faking – skating fake.

Skating and Passing

- Review points on passing and receiving forehand, backhand and lead pass.
- Review points on skating with puck and open ice carry.

Flip Shot

A technique used to hit the upper corners of the net from close in, or to lift the puck over the sprawling goalkeeper.

- Puck is on the toe of the stick blade which is near the front foot.
- Lift is given by tilting the blade so that only its bottom edge contacts the puck.
- Deliver from in front of the body with a scooping action of the stick by the wrists.
- Need a quick snap of the wrists and a high follow through. Backhand is similar, except puck is closer to the heel of the blade to get better action.



Skating Fake

Two types of skating fakes.

- Change of pace:
 - To change pace, increase or decrease the shove of the pushing leg.
- Body deke:
 - Drop the head, shoulder, or hips, one way, then move the other.

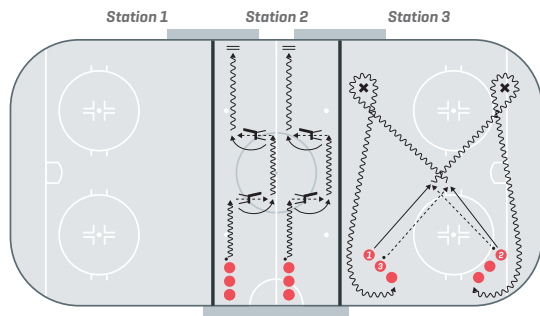


Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons - Lightweight pucks - Agility boards - Spray paint - Cross-ice rink boards - Chairs 	Time:
Date			60'
No. of Players			

Free Skate	<p>Players skate counter-clockwise, and perform stretching exercises.</p> <ul style="list-style-type: none"> - Stretch the groin. - Pull knee to chest. - Touch the toes. - Leg lifts. 	4'
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THE NEXT 42 MINUTES WILL INVOLVE STATION WORK. DIVIDE PLAYERS INTO THREE GROUPS. PLAYERS CHANGE STATIONS ON SIGNAL.

<p>Flip Shot Station (introduce)</p> <p>Station 1: (End zone) (7')</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Each player with a puck stand 1.5 metres from boards. - Practise flip shot against boards. - Work on both forehand and backhand. 	<p>Skating Fakes (introduce)</p> <p>Station 2: (Neutral zone) (7')</p> <ul style="list-style-type: none"> - Players arranged in four groups against sideboards. - On signal skate to first pylon and slow down. Then accelerate at second pylon (change of pace). - Also work on body deke. At first chair, slide puck through the chair from left to right, pick it up, skate to the next chair and slide puck through from right to left. 	<p>Skate and Pass (review) 21'</p> <p>Station 3: (End zone) (7')</p> <ul style="list-style-type: none"> - Set up as diagrammed, can use spray paint to show course. - ① skates through middle area and receives pass from ② and he continues out around pylon and back to end of opposite line. - After passing, ② skates out and receives pass from ③.
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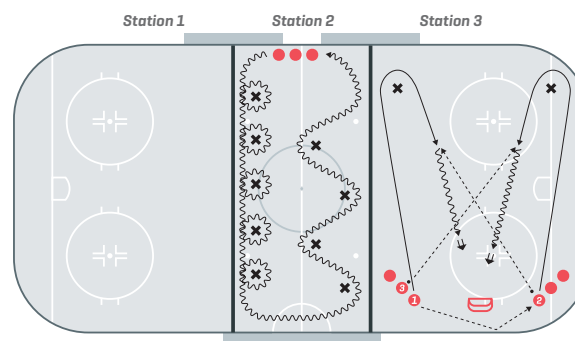


Crossover Start-Forward and Backward Pivots (review)

- Station 1: (End zone) (7')
- Players in four groups on sideboards.
 - On signal perform a front crossover start and skate to pylon. At the pylon, perform a pivot (front to back), skate backwards to far boards and perform a V-stop. Immediately execute a front running start in opposite direction, pivot at pylon and skate backwards to original side. Next player goes on signal.
 - Second time up: Player performs a backward crossover start, skates backwards to pylon and pivots back to front then skates forward to far side and executes a two-foot stop, and immediately skates backwards again pivoting at pylon. Final stop is on one foot. (front foot stop).

Puckhandling (review)

- Station 2: (Neutral zone) (7')
- Set up as diagrammed.
 - Players with pucks.
 - Players turn 360° around pylons.
 - On second group of pylons the players weave through them.
 - Can also do without pucks.

**Pass – Skate – Shoot (review)****21'**

- Station 3: (End zone) (7')
- ① gives a bank pass to ②.
 - ① skates out around pylon and receives a return pass from ②.
 - ① then shoots and goes to end of opposite line.
 - ② gives bank pass to ③.
 - ② skates out around pylon and receives a return pass, etc.

Flip Pass (review)**5'**

- Players partner up 2–3 metres apart.
- Practise flip pass to partner. Can use agility board.
- Try both forehand and backhand.

Game Time (review)**9'**

- Mini game:
- Use three areas and play across ice.
 - Use pylons as goals.
 - To score, puck must hit pylon.
 - No goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review flip shot, (C-14).- Review skating fake, (C-14).- Review skate – pass – shoot.

Touching knee to ice while controlling the puck

Player should slide bottom hand down the shaft of stick, this keeps blade flat on the ice.



Team	Teaching Tools needed <ul style="list-style-type: none"> - Pucks - Pylons - Cross-ice rink boards 	Time: 60'
Date		
No. of Players		

Free Skate	Each player with a puck. Players can go in any direction but must be in control of the puck. Control puck by using stick and feet. Incorporate stopping and starting while controlling the puck.	4'
Balance and Agility (review)	20'	Skating Fakes (review)
<p>Arrange players in groups along side of the rink. All players have a puck.</p> <ul style="list-style-type: none"> - On signal the first player from each group executes a front start with puck, skates to centre and stops. Puck should be under control. On next signal repeat and stop at far side. Stop facing the left. On return – stop facing the right. Do three lengths of each. - On signal puck is kicked ahead one metre with right foot, then one metre with left foot. Continue across ice alternating feet. Do two lengths. - On signal players stickhandle to centre – control puck with skates in middle and then stickhandle to far end. Do three lengths. - On signal players control puck with stick going down the ice. Touch left knee on the ice at centre. Come back touching right knee. Do two lengths of each. - Without puck. Skate forwards pivot 360° at centre and continue to other end. Do two lengths. - Without puck. Skating backwards pivot 360° at centre and continue to other end. Do two lengths. 		<ul style="list-style-type: none"> - Same formation as balance and agility. - On signal players perform a forward crossover start and skate quickly to the centre. Slow down for 2 strides and then accelerate to the far end. Do three lengths. - Arrange a row of five pylons. On signal players skate to far side. Must execute a body deke at each pylon – fake left and go right. On the return fake right and go left. Do two lengths of each.

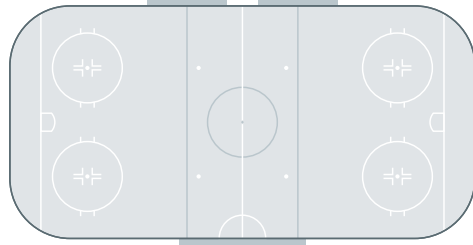
PRACTICES C-16 TO C-20

Specific Objectives

- These practices are to be prepared by the individual coaches in each club
- They are for the coaches to learn how to prepare and organise a good practice
- The five practices should review the skills covered and learned in C-1 to C-15
- Time can also be used in these practices for:
 - Testing the skill development of the players
 - Jamboree
 - Refinement of already learned skills

Key Instructional Points	Specific Objectives <ul style="list-style-type: none">- Coaches should be well organized and have a practice plan.- The drills used must relate to the skill being taught.- A brief outline is given as a suggestion for C-16 to C-20.- Drills can be ones already used in C-1 to C-15, or new ones familiar to the coach.
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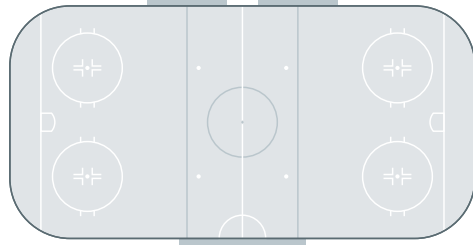
Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date	
No. of Players		

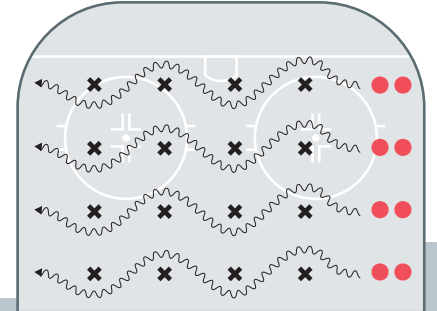
<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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<p>Front Start</p> <ul style="list-style-type: none"> - Review key points and demonstrate. - On signal first player in each group open skates into a "V" position take 4-5 running strides. Skate to first pylon and stop. On next signal go to the third pylon and stop. On next signal go to the boards and stop. - Each time the player performs a front start and a two-foot stop. 	<p>Two-foot Stop</p> <ul style="list-style-type: none"> - Same formation as drill for "Thrust and Glide". - On signal first player from each group skates fast and executes a two-foot stop by a pylon. - On next signal the second player leaves each group and stops at the pylon. The players by the first pylon go to the second pylon and stop, etc. - All players will execute three complete stops. 	<p>Stationary Puckhandling</p> <ul style="list-style-type: none"> - Have players move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift the weight onto the right leg. - Move stick to forehand side and move the puck from front to back. - Move stick to backhand side and move the puck from front to back. - Using only the top hand on stick - stick out in front of body - move puck from side to side. - Repeat previous drill with bottom hand.
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<p>Open Ice Carry</p> <p>Same formation as balance and agility drills.</p> <ul style="list-style-type: none">- Review and demonstrate key points.- Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade.	<p>Forehand Sweep Shot</p> <p>Players stand stationary about 3–4 metres from the boards. Each player has a puck. Shoot for a spot on the boards.</p>	<p>Backhand Sweep Shot</p> <ul style="list-style-type: none">- Review and demonstrate key points.- Players stand stationary about 3–4 metres from the boards.- Each player has a puck.- Shoot for a spot on the boards.
		<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

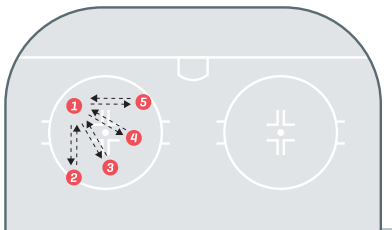
<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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<p>Crossover Start Arrange players in groups along side boards. - On signal the first player from each group executes a crossover start and skates to centre where player executes a two-foot front stop. - On next signal, repeat going to far boards. - Return starting and stopping to opposite side.</p>	<p>Push and Glide - Review and demonstrate key points. - Starting at boards, the players use alternate left and right thrust and glide sequence to go down the ice. - Use a count of push 2-3-4; push 2-3-4; push 2-3-4; etc. - Repeat several times.</p>	<p>Weaving with Puck Same formation as balance and agility, going across the ice. - Set up course with pylons. - On signal the players skate through the pylons while controlling the puck. - Stay at other side. - Repeat coming back.</p> 
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Stationary Passing and Receiving using Forehand

- Review and demonstrate.
- Players get in groups of four or five as diagrammed.

1 passes to 2. 2 returns pass to 1. 1 passes to 3. 3 returns pass to 1. Repeat. Rotate players every minute.

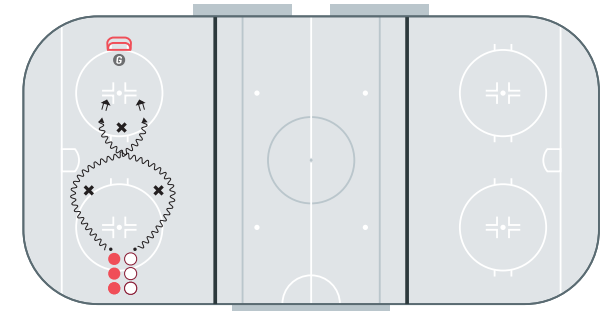


Backhand Sweep Pass and Receive Stationary

- Review and demonstrate key points.
- Players partner off – approximately 6 metres apart.
- Practise backhand pass and receive.

Skating and Shooting

- Review and demonstrate key shooting points.
- Do in three zones. Set up as diagrammed.
- If no nets, place target on boards using coloured tape.
- Players follow course – first time to the left, second time to the right. Once forehand, once backhand.

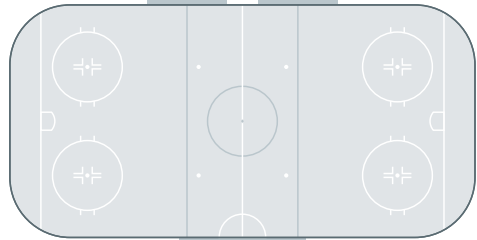



Summary

Positives:

Areas for Improvement:

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:	
Date			
No. of Players				

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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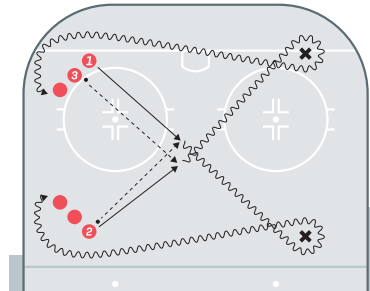
<p>Backward C-cuts</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - On signal the players initiate backwards movement by using a C-cut. Continue across the ice using only the skate you started with. Return using the other skate. Repeat four times with each skate. 	<p>Backward Push and Glide</p> <ul style="list-style-type: none"> - Formation as in "C-cuts". - Players use a "C-cut" to get started. Continue across the ice by pushing with left foot – gliding – pushing with right foot – gliding – etc. Use a count of "Push 2-3-4, Push 2-3-4 etc." 	<p>Tight Turns</p> <ul style="list-style-type: none"> - Demonstrate and review key points. - Players partner up, ten metres apart and facing one another. On signal the players from one side skate towards partner and execute a tight turn around him. He returns to his original position. Player from other side repeats. - Do tight turns to both left and right. <div style="text-align: center;">  </div>
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Flip Pass

- Review and demonstrate key points.
- Players pair up 2–3 metres apart. Place an agility board between them.
- Practise flip pass over the agility board to partner.

Skate and Pass

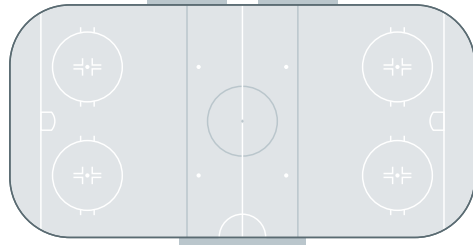
- Set up as diagrammed, can use spray paint to show course.
- ① skates through middle area and receives pass from ② and he continues out around pylon and back to end of opposite line.
- After passing, ② skates out and receives pass from ③.

**Summary**

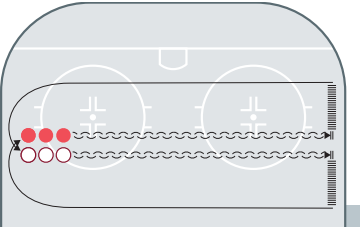
Positives:

Areas for Improvement:

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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Backward Crossover Start
 - Divide into three zones.
 - Review and demonstrate key instructional points.
 - Start two skaters at a time.
 - On signal the players perform a backward crossover start and skate backwards to far boards. Execute a V-stop. Do lateral crossovers to right or left. Skate to end of opposite line. Second time the player performs start from the other line.



Backward One-foot Stop and T-push
 - Review and demonstrate key points of T-push.




- Players line up on sideboards.
- Perform T-push and glide as far as possible on one skate, repeat until crossing the ice.
- Return using the other skate.

 - Review backward one-foot stop.

- Players line up facing the boards.
- Perform C-cuts to gain momentum and then backward striding. Perform a one-foot stop about one metre from the boards repeat going back. Do 4-5 times.

 - Combine one-foot stop and T-push.

- Same as Review backward one-foot stop, but when stopping, skates should be in a T-push position. Immediately push down and out with the back foot to gain momentum; start striding forward to the other side and execute a two-foot stop.

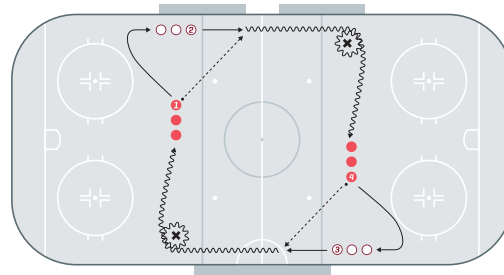




Pivot – Forward to Backwards

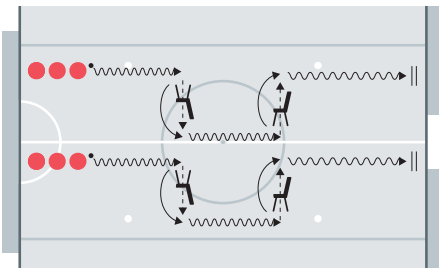
- Review and demonstrate key points.
- Players start at sideboards. Take 4–5 strides to gain forward momentum.
- Glide on one skate for one metre and then execute the pivot.
- Skate backwards to far boards and perform a backward V-stop.
- Do 5–6 times on each leg.

Lead pass to moving target

- Review and demonstrate key points.
- Set up a course as diagrammed:
 - On signal, players ② and ③ start out skating with sticks on the ice ready to receive a pass.
 - ① and ④ try to pass them the puck so they receive it about five metres out from the start of the line.
 - ② skates down around pylon and goes to the end of ④ line. (① goes to end of ② line; ③ goes to ①; and ④ goes to ③.)

**Skating Fakes**

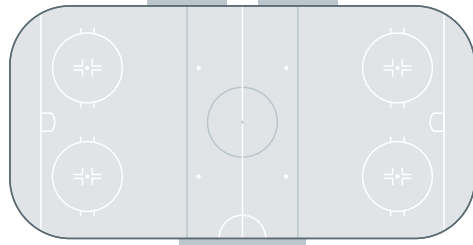
- Players arranged in four groups against sideboards.
- On signal skate to first pylon and slow down. Then accelerate at second pylon (change of pace).
- Also work on body deke. At first chair, slide puck through the chair from left to right, pick it up, skate to the next chair and slide puck through from right to left.

**Summary**

Positives:

Areas for Improvement:

Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date	
No. of Players	

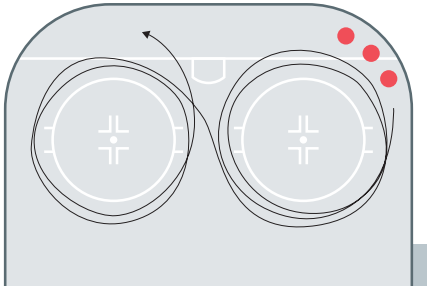
<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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Backward V-stop

- Review and demonstrate key points.
- Players partner up. Push partner backwards with a hockey stick held horizontally at chest level. Player going backwards glides for four metres and then turns toes out and leans forward to execute a backward V-stop. Reverse positions on the return.
- Each player does three lengths.


Crossovers

- Review and demonstrate key points.
- Players start in one corner of the rink.
- Do crossovers on face-off circles – 2.5 times around each circle.
- Players can be sent 4–5 at a time or in some other manner.
- Do three times.



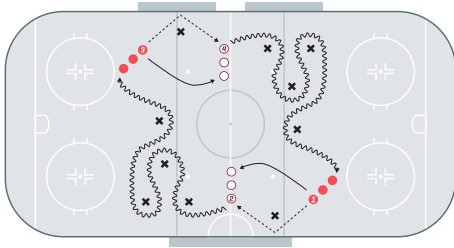
Pivot – Backwards to Forward

- Review and demonstrate key instructional points.
- Have players start at sideboards. Take 4–5 strides to gain backward momentum.
- Glide on one foot for one metre and then execute the turn.
- Accelerate out of the turn skating forwards and execute a two-foot stop at far side.
- Do on the same foot for 5–6 times.
- Switch to the other foot and do 5–6 times.



Bank Pass

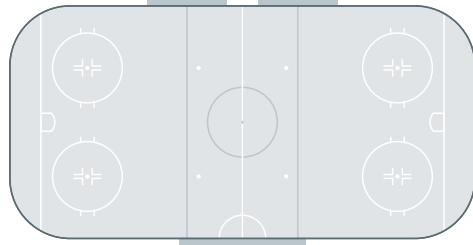
- Review and demonstrate key points.
- Set up course as diagrammed.
 - On signal ① gives board pass to ② as does ③ to ④.
 - ② skates with puck and weaves through pylons to the end of ③ line; ④ does same and goes to end of ① line. ① replaces ②, and ③ replaces ④.
- Do in three zones.

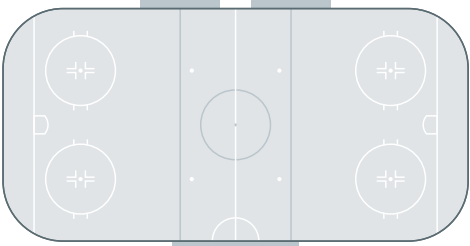
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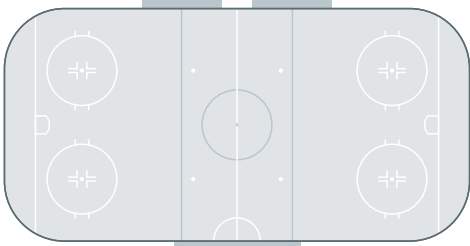
Positives:

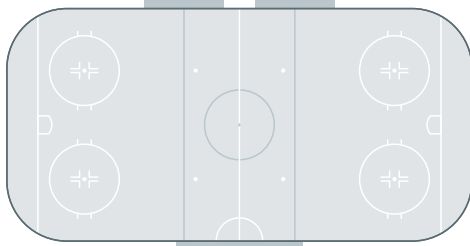
Areas for Improvement:

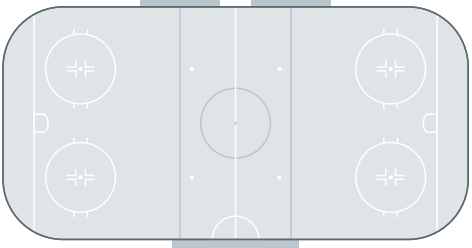
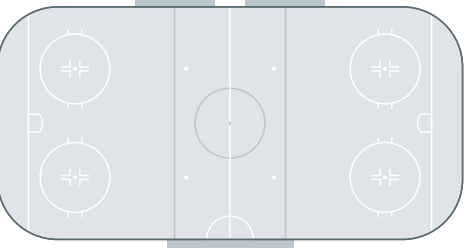
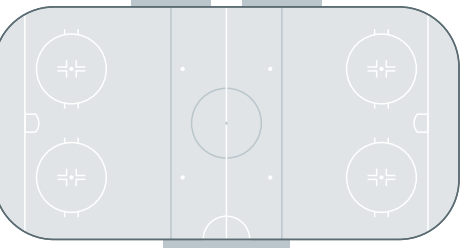
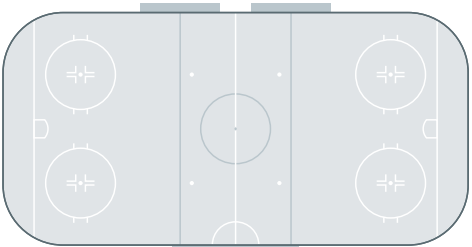
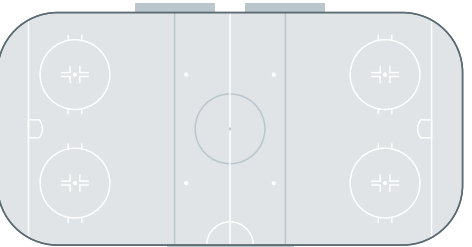
Team	Teaching Tools needed _____ _____ _____	Time:
Date		
No. of Players		

Warm-up _____ _____ _____ _____	
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<hr/> <hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> <hr/> 	<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

To determine when beginners are ready to advance, their skills must be checked and evaluated. Coaches should develop a set of drills for checking the skills of the players. Here are the key skills at Level C of the Learn to Play Practice Manual along with guidelines to be checked off. When the player can successfully carry out these skills they are ready to move on to Level D.

LEVEL C SKILL EVALUATION CHECKLIST:

Crossover Start: (forward)

- Does player get short powerful push from each each blade?
- Does player maintain balance after crossing legs?
- Does player get a good second push?
- Can player perform movement to both sides?

Tight Turn:

- Does player maintain good balance throughout the turn?
- Are skates close together on the ice, using both edges?
- Is turn done on a tight radius?
- Can player perform tight turn to both sides?

Backward Stop: (one foot)

- Is player using inside edge of back skate to brake?
- Does player maintain balance and go into ready stance for T-push?
- Is player able to stop to either side?

Pivot: (forward to backwards)

- Does player lead with head and shoulders?
- Is balance maintained on gliding skate during pivot?
- Is player ready to stride after pivot completed?
- Can player do this pivot to both sides?

Pivot: (backwards to forward)

- Does player maintain balance as one skate is lifted and rotated?
- Does player push off gliding leg as skate is planted?
- Can player do this pivot to both sides?

Stopping with Puck: (forward skating)

- Does player cup blade over puck as stop is initiated?
- Is puck kept close to body?
- Can player perform this stop on forehand and backhand?

Stationary Flip Pass:

- Can player make a forehand flip pass over a low obstacle?
- Does puck have spinning action in flight?
- Does player follow through towards target?

Backhand Reception and Pass: (stationary)

- Does player cushion pass on impact?
- Does player maintain balance and control of the puck?
- Is backhand pass delivered without setting up?

Puckhandling:

- Is player able to control puck on forehand and backhand?
- Can player carry puck skating in different directions?
- Does player keep head up?

Sweep Shot While Moving:

- Does player transfer weight from back to front skate?
- Is balance maintained after the shot?
- Can player do both forehand and backhand shots?

Partner Passing While Moving:

- Does player receive and pass with backhand when puck comes that way?
- Does player lead partner with pass?

6.4 Practice Manual Level D

The Practice Plans are intended as worksheets for the LTP coach to write on while preparing the practice. Once the practice is prepared the LTP coach should take it onto the ice for quick reference during the practice.

On the last page of this section is a Skills Checklist to help the coach to determine if the players can successfully carry out the skills in Level D.

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine basic stance, (A-1; B-1; C-1). - Refine front V-start, (B-3; C-3). - Refine gliding on one skate, (A-2; B-1; C-1). - Refine puckhandling stance, (A-8; B-4; C-3). - Refine stationary puckhandling, (A-8; B-4; C-3).

Proper Stance

- Skates parallel and shoulder width apart.
- Point toes straight ahead.
- Bend knees until they are in line with toes of the skate.
- Body leaning slightly forward.
- Head up.
- Two hands on the stick, stick close to the ice.



Front V-start

- Players are in the basic stance – skates shoulder width apart, knees flexed, and back straight.
- Pivot both feet outward to form the letter “V” with heels together and toes apart, try to turn foot outward to an angle of 80–85°.
- Lean body slightly forward. This puts weight on the front part of the blade.
- Drive off with either the right or left skate on the initial thrust and alternate legs with each stride after. Push driving leg straight out and back with all your force against inside edge of blade.
- Reach forward with opposite knee to gain as much distance as possible.
- Driving leg must return quickly to pass gliding foot and reach forward to become the new gliding foot.
- First few strides are short driving strides – more like running.
- Angle of blade goes to 35–40° on third stride.
- Skates are low to the ice for quick recovery.
- Gradually straighten up as speed increases.
- Players should be in full stride after the first six strides.



Gliding on one skate

The basic principle in skating is that one foot must be under the body's center of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that hockey players learn to balance and glide on one foot.

- Keep the blade of the supporting skate flat on the ice, not on a single edge.
- Maintain the basic stance on the supporting leg.
- Glide in a straight line.
- Common errors:
 - Not in basic stance.
 - Weight is not over the supporting leg.
 - Player is on the inside or outside edge of skate.



Puckhandling Stance

- Stick length: When on skates, the stick should come up to an area between the collar bone and the chin, so that free movement of the top hand in front of the body is possible.
- Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- Younger players should have junior size sticks that have narrower shafts and shorter blades.
- The Grip:
 - The top hand must be right at the end of the stick.
 - The lower hand should be 20–30 cm down the shaft.
 - The “V” formed by the thumb and forefinger should be pointing straight up the shaft.
 - The blade of the stick is flat on the ice.
 - Keep the head up, and use the split vision to look at the puck. Younger players should be allowed to look and feel for the puck.



Stationary Puckhandling

- Assume puckhandling stance.
- Move the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, allowing for better control.
- To roll the wrists, turn the toe of the blade inwards and the heel outwards, then reverse directions.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.



Groin Stretch

- Extend the right leg (drag skate) backwards as bending the left leg to a 90° angle.
- Toe of drag skate points outwards as the side of the skate touches the ice.
- Keep the head and shoulders up, the seat down.
- Do not bounce up and down.
- Hold position for 5–6 seconds.
- Repeat with left leg.



Toe Touching

- Arms and stick straight overhead.
- Bend at the waist, slowly go down to touch the toes while keeping the legs as straight as possible.
- Hold the position for 5–6 seconds.



Leg Lifts

- Extend stick straight out with both hands on the stick.
- Lift legs alternately and touch the stick at the knees. Leg is extended straight.
- Exercise is done while moving.
- Do ten lifts with each leg.

**Trunk Twister**


- Place stick on shoulders behind the neck, or on back at shoulder level. Hands have wide grip on stick.
- Twist the upper body so that the stick points in the direction the skater is moving.
- Turn body 180° so that the other end of the stick is pointing forward. Rotate trunk continuously.



**Lateral Groin Stretch**

- Skates stay on ice at all times.
- Point toes out to spread legs wide and point toes in to pull legs together.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

<p>Free Skate</p> 	<p>Players skate in a clockwise direction. On a given signal the players will perform the following stretching exercises:</p> <ul style="list-style-type: none"> - Pull the knee to the chest. - Stretch the groin. - Touch the toes. - Leg lifts. - Trunk twister. - Lateral groin stretch. - Skate with both skates remaining in contact with the ice. 	10'
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<p>Balance and Agility (review) 15'</p> <p>Players are arranged in groups along side boards. All drills are done going across the ice.</p> <ul style="list-style-type: none"> - Players walk to centre on toes of skates. Walk from centre to the far side on heels of the skates. Repeat twice. - Running on skates across the ice. Repeat twice. - Players touch left knee to the ice 3 times going across. Use right knee on return. Do twice with each knee. - Same as previous drill but alternate knees. Touch the ice twice with each knee. Repeat three times. - Kick three times: Player puts left hand out in front at shoulder height. Bend the support leg slightly. Kick the leg three times – as far forward and backwards on each kick as possible – before putting it down on the ice. Return with other leg. Repeat twice with each leg. - Players skate as quickly as possible. Start gliding on two skates about 1.5 metres from the centre. Players must jump up three times with two feet. It is important to take off on two feet and land on two feet. Repeat three times. 	<p>Basic Stance (refine) 4'</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Players partner up and stand along the sideboards. Hold opposite ends of hockey sticks. Players cross the rink with the player in front pulling the one behind. Player being pulled assumes the basic stance while being pulled. Reverse positions for return. Each player goes twice. 
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Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine front start, (D-1). - Refine gliding on one skate, (D-1). - Refine stationary puckhandling, (D-1). - Refine push and glide, (A-4; B-2; C-2). - Refine two-foot stop, (B-5; C-2). - Refine stationary pass and receive, (A-12; A-13; B-12; C-9; C-10).

Push and Glide – Striding

Skating is a series of push and glide movements with alternate legs. The player gathers himself while gliding to prepare for going immediately into another stride with the opposite foot. Power is developed by taking fast, short strides. As speed increases, longer and less frequent strides may be taken to maintain speed.

- Rotate toe of driving leg outwards (35–40°).
- Push the skate down to the side and back, pressing the blade into the ice.
- To maximize the push, use the pushing leg from hip to toe. Extend the leg as far as possible. Final push is given by the toe of the skate.
- When the stride is finished, the weight is transferred to the forward foot and the pushing foot comes slightly off the ice.
- Bring driving leg forward after full extension and place it close to gliding leg. Keep close to ice on recovery.
- You are now ready to start the next stride with the opposite foot.



Two-foot Stop

Will stop more quickly than a one o'clock or eleven o'clock stop because you have two blades cutting the ice.

- Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
- Glide on both skates as you approach the stopping point.
- Begin the stop by turning the shoulders first with the hips and legs following.
- Turning the hips swings the front leg into braking position, the inside leg acts as a pivot while turning into a braking position.
- Skates are shoulder width apart with the inside skate slightly ahead of the outside skate. The weight is equally distributed on both skates.
- Extend the legs vigorously while exerting pressure on the front part of the blade. We are using the inside edge of the outside skate and the outside edge of the inside skate, especially the inside edge of the lead skate.
- Keep head and shoulders up.



Forehand Sweep Pass

It is very important that each player have a stick that is not too long (Practice D-1).

- Player is in the normal puckhandling stance.
- Bring the puck beyond the plane of the body and puck is in the middle portion of the stick blade.
- Stick blade should be at right angle to the target on release.
- Bodyweight is on the back leg.
- Head is up looking at the target, make eye contact with receiver.
- Puck is pushed towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand)
- As the puck is pushed the weight is transferred from the rear leg to the front leg.
- Follow through low and towards the target.
- Be prepared to receive.



Receiving pass on forehand

- Head up looking at the puck, make eye contact with passer.
- Present a target with stick blade on the ice.
- Keep blade at 90° towards the direction of the puck.
- As the puck contacts the blade, some give is allowed providing a cushioning effect. Look puck onto stick.
- Be prepared to pass.



Backhand Sweep Pass

- Hands are well away from the body.
- Bring the puck beyond the plane of the body.
- Shift the weight to the back leg.
- Head up, looking at the target, make eye contact with receiver.
- Cup the blade of the stick over the puck.
- Sweeping action of the stick across the body to slide the puck.
- Shift weight to the front foot.
- Follow through low, towards the target.
- Be prepared to receive.

**Receiving pass on the backhand**

- Head up looking at the puck, make eye contact with passer.
- Present a target with stick blade on the ice.
- Keep blade at 90° towards the direction of the puck.
- As the puck contacts the blade, some give is allowed providing a cushioning effect. Look puck onto stick.
- Be prepared to pass.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Extra sticks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate counter clockwise around rink. Going across ice the players glide on one skate. Glide on left skate going down one side and the right skate on the other side.		4'
<p>Balance and Agility, Gliding on one skate (refine)</p> <p>Players are arranged in groups at side boards. All drills are done going across the ice.</p> <ul style="list-style-type: none"> - On signal skate to centre. Raise the right knee to the stick which is held horizontally at arm's length at shoulder height. Glide to far side before putting foot down. Try to go in a straight line. Repeat with left knee on the return. Do twice with each knee. - Groin stretches. Do once with each leg. - Toe Touch: Skate to centre. Glide forward on the right skate and stretch the left leg in the air in back of you. Keep both legs as straight as possible, bend down and touch the toe of the skating foot. Reverse legs on return. Do twice with each leg. 	20'	<p>Push and Glide (refine)</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Same formation as balance and agility. - Skate across the ice. After each thrust is completed, drag the inside edge of the toe on the ice with the leg fully extended and turned out. Push hard. Remain in this position 2-3 seconds before recovery and next stride. 	5'

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine push and glide, (D-2). - Refine two-foot stop, (D-2). - Refine stationary pass and receive, (D-2). - Refine control of edges, (B-3; C-1). - Refine use of feet in puckhandling, (B-11; C-4). - Refine tight turns, (B-9; C-6).

Edge Control

Players must be able to utilize both inside and outside edges of both skates. In the picture, player is on right outside edge, and left inside edge.



Use of Feet – Puckhandling

- Turn toes out so that the puck/ball can be controlled by the inside of the skate blade.
- Players can take a quick look down but not for long, try to keep the head up.
- Keep puck/ball within one meter of skates.




Tight Turns

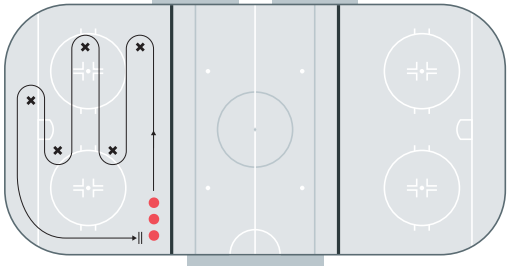
Permits a player to change direction in a very limited space while expending the least energy. Must be mastered to both sides.

- Stop skating, gliding into the approach.
- Head up, knees bent, and feet shoulder width apart.
- Place the skate on the side you wish to turn directly in front of the other, heel to toe.
- Turn the head and shoulders in the direction you want to go and bring the arms and stick to the same side.
- Lean well from the hips down inside the half circle that the skates will trace on the ice.
- Weight should be as evenly distributed as possible on both skates. Pressure is on outside edge of leading foot and inside edge of following foot.
- Skates should be close together and centre of gravity ahead of skates, in order to be able to crossover after the tight turn and to accelerate rapidly.
- Do not sit back on the blades.
- Once skates have travelled a complete semi-circle on the ice, player executes a crossover start by bringing the back leg over the front leg in order to accelerate out of the turn.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely, executing two-foot stops to the left side and also the right side.	2'
Balance and Agility (review)		18'
<p>Players are arranged in groups at side boards. All drills are done going across the ice.</p>		
<ul style="list-style-type: none"> - Players perform stretching exercises. <ul style="list-style-type: none"> · Groin stretch – do with both legs. · Touch toes – on return do same drill but skating backwards. · Trunk twister. - Skate to the centre and start gliding on left skate. Hold stick horizontally in front of you at shoulder height. Raise the right foot up to the stick. Hold this position and glide to far side. Repeat coming back on opposite skate. Do twice with each leg. - Push across the ice using only right leg as the pushing leg each time you push. Push leg as hard as you can, to full extension. Return using left leg. Repeat three times with each leg. - Skate as quickly as possible. Start gliding on two skates and jump at centre taking off with two feet and landing with two feet on the return. Jump with two feet, turn 180° while in the air and land on two feet going backwards. Repeat three times. - Skate across the ice. Drop on two knees at centre, get up as quickly as possible. Repeat three times. 		
		

<p>Use of feet in puckhandling (refine) 5'</p> <ul style="list-style-type: none"> – Review and demonstrate key points. – Same formation as balance and agility. – Players go across ice, controlling the puck with the skates. Try to move puck from side to side. Keep it in the skates. Do two lengths. – Players go across ice kicking the puck ahead (one metre). Use alternate feet as you go. Repeat four times. 	<p>Tight Turns (refine) 6'</p> <ul style="list-style-type: none"> – Review and demonstrate key points. – Divide players into the three zones and set up the pylons as shown. – Players execute a tight turn around each pylon in the diagram. Execute a two-foot stop when returning to original position. – Leading with the stick will help player turn. – Attempt with puck. (two times) 	<p>Stationary Pass and Receive – Forehand and Backhand (refine) 6'</p> <ul style="list-style-type: none"> – Players pair up 5–6 metres apart. – Player A passes on his forehand. Player B receives on his backhand – Player B passes on forehand. Player A receives on backhand. – Repeat sequence. <p>NOTE: When turning from backhand to forehand, always turn facing the target.</p> <ul style="list-style-type: none"> – Have players pass on their backhand and receive on their forehand.
<p>Edge Control (refine) 6'</p> <ul style="list-style-type: none"> – Review and demonstrate key points. – Assign players to the face-off circles. <ul style="list-style-type: none"> · Players skate to gain momentum and then try to glide around the circle on left leg. On second time around, repeat with left leg but in the opposite direction. · Also do in both directions with the right leg. 		
<p>Front Start and Two-foot Stop (refine) 5'</p> <ul style="list-style-type: none"> – Same formation as balance and agility. – Execute front V-start, skate to centre and perform a two-foot stop to the right. – On signal, repeat previous drill stopping on the far boards. – On return players execute a two-foot stop to the left. 	<p>Game 7'</p> <ul style="list-style-type: none"> – Mini game. – Use three areas and play across the ice surface. – Use pylons as goals. – To score, the puck must hit the pylons. – No goalies. 	<p>Summary</p> <p>Positives:</p>
<p>Push and Glide (refine) 5'</p> <ul style="list-style-type: none"> – Start at side boards and skate across the ice, varying stride lengths. – Repeat coming back. 		<p>Areas for Improvement:</p>

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine control of edges, (D-3). - Refine use of feet in puckhandling, (D-3). - Refine tight turn, (D-3). - Refine crossover turn, (B-5; C-5). - Refine backward stance, (A-5; B-6; C-4). - Refine backward C-cuts, (A-6; B-6; C-5). - Refine skating with the puck, (A-8; B-5; C-6).

Crossovers

Used to maintain speed or to increase speed while skating on a curve.

- Skating on the circles.
- Push outside skate out towards the side, keeping the blade in contact with the ice until the leg is fully extended.
- Push down on the ball of the foot at the end of the push, using the ankles to get that little extra push from each stroke.
- Lean into the circle from the waist down by pushing the hips into the circle and keeping the inside shoulder up.
- After extension in second bullet point, swing the outside leg over the inside leg and place the outside skate parallel to the inside skate but slightly ahead of it.
- The inside skate then pushes to full extension outwards under the body, using the outside edge.
- When fully extended, return it quickly to its original position under the body and beside the outside skate.
- Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
- Repeat going in both directions.



Backward Skating Stance

- Skating backwards is like sitting in a chair.
- Keep the knees bent and the back straight.
- Feet and knees are shoulder width apart.
- Lower the center of gravity by keeping the seat down.
- Keep the head up, chest out, and the shoulders back.
- Weight is evenly distributed along the blade of each skate.



Backward C-cuts



- Start from basic stance.
- Turn heel of right skate (driving leg) outwards as far as possible, rotation of leg at the hip also takes place inwards.
- From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight is transferred onto the driving leg.
- Final thrust comes from toe of the skate blade as the ankle is flexed.
- Return the right skate to its original position beside the left skate.
- The left leg (supporting leg) must stay directly under the player's body.
- Practice is needed with both feet.

**Skating with the puck**

- Must be able to carry the puck without looking down.
- At first try carrying the puck with quick glances down and then up.
- Use split-vision to see puck on the stick.
- Keep puck out in front of body.
- Keep hands in front of body and on the stick.



Team	Teaching Tools needed - Lightweight pucks - Cross-ice rink boards	Time: 60'
Date		
No. of Players		

Free Skate	Players skate in a counter-clockwise direction. Concentrate on the push and glide rhythm required in forward skating.	3'	
<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. All drills are done going across the ice surface.</p> <ul style="list-style-type: none"> - 360° spin around turn: Skate forward and at centre turn 360°. Accelerate rapidly when coming out of the turn, then skate to the far side. Try to keep stick on the ice. Both hands on the stick. Repeat coming back but spin in the opposite direction. Do three lengths of each. - Lateral Groin Stretch: Start facing forward with skates in a “V” position. Pull toes of both skates as far apart as possible. Turn toes inward and pull skates together. Repeat this maneuver to the far end. Do backwards on the return. Do two lengths of each. - Shoot the Duck: Skate and glide on two skates while assuming a squat position. At centre place the left skate and leg straight out in front. Try to remain in this position while gliding to the other side of ice surface. Try to go in a straight line. Return using other skate. Do two lengths of each. - Kick Up – Crossover: Players hold stick horizontally at shoulder level in front. Kick right skate up and out to the right. As skate returns to the ice it must cross over the left skate. The left skate is kicked up and out to the left. When returning to the ice it must cross over the right skate. Continue across ice. Do for two lengths. 	18'	<p>Edge Control (refine)</p> <p>Players partner up along the sideboards, one behind the other, holding opposite ends of two hockey sticks. They cross the rink and the player being pulled glides on one skate. Effort is made to go from the outside to inside edges. Return on the other skate, and then players switch position. Each player does two repetitions.</p>	
			

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine crossover turns, (D-4). - Refine tight turns, (D-3). - Refine backward C-cut, (D-4). - Refine skating with the puck, (D-4). - Refine stopping with puck, (B-12; C-8). - Refine skating with puck and passing, (D-3; D-4). - Refine backward V-stop, (B-7; C-5).

Stopping with the puck

- Review two-foot stop.
- Review puckhandling.
- When stopping, the puck is kept under control by cupping the stick blade over the puck.
- Keep two hands on the stick.



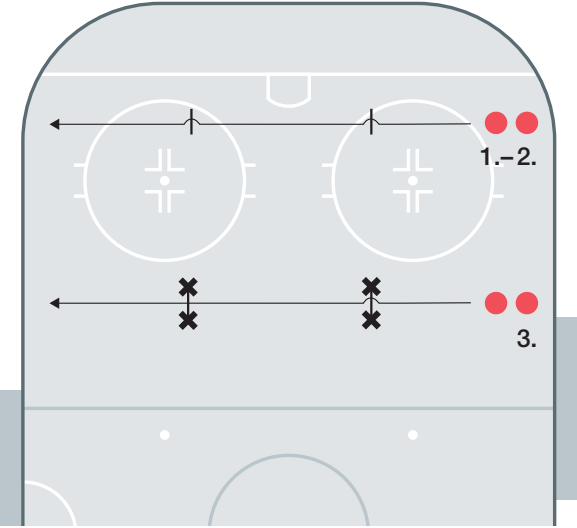
Backward V-stop

- Spread feet shoulder width apart.
- Toes of both skates are turned out and the heels are turned in.
- The body leans forward. This forces the inside edges of the skate against the ice.
- Slight bend in knees during first phase of the stop.
- Legs become extended during the final phase of stop. Pressure is thus exerted through the skate blade.
- When the stop is completed the player should end up in the basic stance, prepared to go off in any direction.



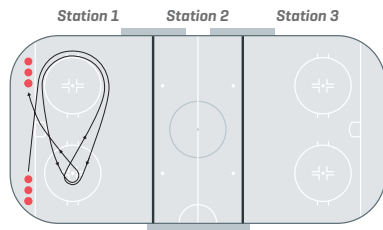
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Pylons – at least eight high ones - Sticks - Lightweight pucks - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely while maintaining control of puck. Players also incorporate the use of their skates to control puck.	4'
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<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. Set up pylons and sticks as diagrammed.</p> <ul style="list-style-type: none"> - On signal the players skate forward and approach the stick gliding on two skates. Take off from both skates, lift knees together and jump over the stick. Land on both skates. Land with entire blade in contact with ice. Continue on to 2nd obstacle and repeat. Do three times. - Do the same drill taking off from one skate and landing on the other. Drive off the back state and come down on the opposite skate with the original take off leg off the ice. Repeat three times. - Set second pylons upright. Use high pylons. Place stick over pylons. Jump obstacle No. 1, slide under obstacle No. 2, belly flop with the hands and stick out in front, the head down, and the feet outstretched on the ice. Get up as quickly as possible. Do three times. 	<p>10'</p> 
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Crossovers and Tight Turns (refine)

Station 1: (End zone) (6')
 Player starts in corner – skates forward to circle No. 1 and performs crossovers (counter-clockwise) half way around circle. He then accelerates to pylon in circle No. 2 and does a tight turn to the left. Skate back to circle No. 1 and do crossovers (clockwise) halfway around the circle. Accelerate to pylon in circle No. 2 and execute a tight turn to the right. Returning to the opposite corner repeat using circle No. 2 for crossovers and No. 1 for tight turns. Send 2–3 players at one time, about four metres apart.



Backward C-cuts (refine)

Station 2: (Neutral zone) (6')
 Place sticks or agility boards end-to-end across the ice. These should form a straight line. Make three of these formations.
 – Player stands on the left side of the stick and next to it. Place gliding skate (right) close to stick and parallel to it. Cut one backward C-cut push with left skate. Push to full extension and glide straight backwards on the right skate. Stay parallel to the stick. Continue across ice. Return doing the same. Repeat but use opposite skates.

Skating with puck Forward and Backwards (refine)

18'

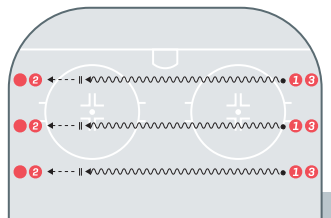
Station 3: (End zone) (6')
 – Players line up on sideboards each player with a puck. On signal skate to opposite side using wide carries. Return using narrow carries. Repeat two times.
 – Repeat previous drill but skate backwards while stickhandling the puck. Repeat two times.
 – Players cross the ice skating forward. Drop to both knees at mid-ice, then get up and skate to far side. Maintain control of puck at all times. Repeat two times.

Divide players into three equal groups and assign one group to each station area. Groups will spend six minutes at each station.

Stopping with the puck (refine)

5'

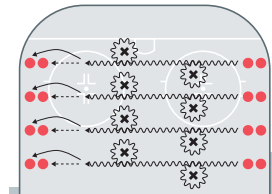
- Review and demonstrate key points.
- Divide players into three areas. Skate freely in given area. On whistle stop with puck under control. Practise stopping in both directions.
- Partner up – one partner on each side of the ice surface. On signal 1 skates across ice with puck. The player stops (puck under control) about 5 metres from partner. After stopping, pass the puck to the partner 2. Upon receiving pass the partner 2 repeats drill – passing to 3 etc.



Skating and Passing (refine)

8'

- Same formation as balance and agility (four groups – half of each group at each side board).
- Players skate with puck to the first pylon and turn 360° around pylon. Continue to second pylon and turn 360° in opposite direction. Skate and pass the puck to the partner. Partner starts out when pass is released and continues same drill in opposite direction.



Backward V-stop (refine)

5'

- Players line up along sideboards. Skate backwards to far side, then perform a backward V-stop followed by a running forward start in the opposite direction. Skate forward to original side and perform a two-foot front stop. Repeat 3–4 times.

Game Time (review)

10'

- Mini game:
- 4-on-4: Three games going cross-ice.
- Players must make three passes before a goal can be scored.
- Must hit pylon to score.
- No goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine stopping with puck, (D-5). - Refine backward V-stop, (D-5). - Refine pivots. <ul style="list-style-type: none"> · Forward to backwards, (B-8; C-9). · Backwards to forward, (B-8; C-10). - Refine backward one-foot V-stop, (B-7; C-7). - Refine weaving with puck, (B-10; C-6).

Pivot – Forward to Backwards

- Player gains forward momentum and coasts on the left skate.
- The player straightens up and rotates right skate outward (as close to 180° as possible) bringing it on the other side of the gliding skate (left) but facing in the opposite direction. Turn is started by rotating the right shoulder backwards. The torso and hips will follow.
- Transfer the weight from the left skate to the right skate. Step down on the right skate and push off with the left skate. Unweight the skates by going from bent knees to straight legs. This will help in transferring from left to right skate.
- Finish pivot by turning the left skate so that it is parallel with the right skate.
- Push to the side with the right skate and start to skate backwards.
- Must learn to both sides.



Pivot – Backwards to Forward

- Players are in motion backwards.
- To turn to the left, transfer the weight to the right skate.
- Lift the left skate off the ice and turn it as close to 180° as possible, gliding straight back on right skate.
- Turn is started by rotating the left shoulder backwards. The torso and hips will follow.
- Transfer the weight to the left foot to complete the turn.
- At the moment of weight transfer, the player must dig in the right skate and push hard, fully extending the right leg.
- Start forward striding.
- It is important to accelerate out of the turn.
- Must learn to turn to both sides.



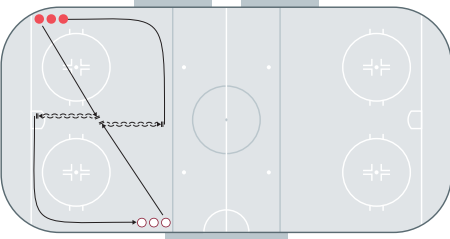

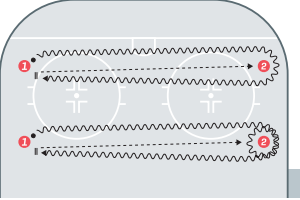
Backward One-foot Stop

- Player is in motion backwards.
- Left leg extends and transfers weight to right leg.
- Left leg now being weightless begins to swing back.
- Shoulders, hips, and legs turn in a counter clockwise direction as the left skate is planted in a braking position.
- Left knee is bent and the weight is transferred from the right leg to the left leg.
- The resistance comes from the left skate.
- Right skate and knee move under the body.
- Skates are now in a position for a T-push start.
- Learn to turn to both sides.

**Weaving with puck**

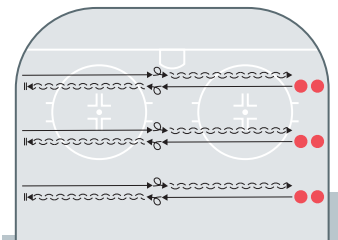
- Refer to stationary puckhandling.
- Refer to skating with puck.
- Go around pylon carrying puck on the outside.
- Player keeps his body between the puck and the obstacle.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

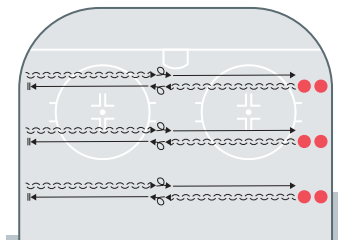
Free Skate		Players skate in a clockwise direction. Speed up around the net. Use crossovers going behind net. Relax along the sides. Do two minutes in each direction.	4'
<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. Perform the following stretching exercises, going across the ice.</p> <ul style="list-style-type: none"> - Groin stretch – once with each leg. - Toe touch – once with each leg. - Knee pull to chest – once with each leg. - Leg lifts – once with each leg. - Trunk twister – one time. - Sculling – one time forward and one time backwards. 	<p style="text-align: right;">18'</p> <p>Players form two groups, one along each side of the ice. Each member of one group has a puck and a partner in the second group.</p> <ol style="list-style-type: none"> 1. Each player with a puck skates across the ice carrying the puck, goes around partner and returns to starting position. Stop with puck under control. Pass the puck across the ice to the partner. The partner repeats. Do three times each. 2. Stickhandle forward and circle the partner one time before returning to the original position. Stop with puck under control. Pass puck to partner. Partner repeats. Do three times each. 	<p>Backward V-stop (refine)</p> <p style="text-align: right;">5'</p> <ul style="list-style-type: none"> - Review key points. - Half the players on each side of the ice surface. Players are in opposite corners. - Player from each corner skates forward to the middle, performs a two-foot stop and then skates backwards to boards, performing a backward V-stop. Execute a forward start, and skate around the net to the end of line in the other corner. 	
			

Pivot – Forward to Backwards (refine)

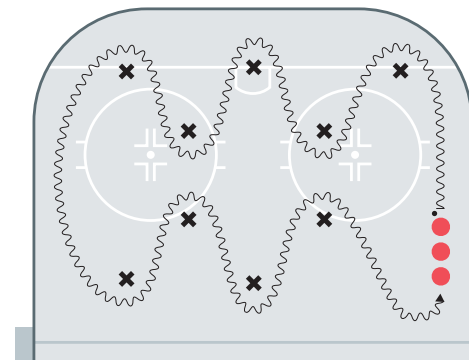
- Review and demonstrate key points.
- Arrange players into groups along the side boards.
- First players skate forward. At centre pivot forward to backwards, turning to the left. Skate backwards to far boards and execute a V-stop. Do a forward start and skate back to centre. Pivot forward to backwards, turning to the left. Skate backwards back to the start. Also have players do a pivot by turning to the right.

**Pivot – Backwards to Forward (refine) 10'**

- Review and demonstrate key points.
- Same formation as Forward to Backwards.
- Start skating backwards, pivot backwards to forward at centre. Skate forward to far boards and stop. Skate backwards to centre, pivot, and skate forwards back to the start. Have players pivot both to the left and to the right.

**Weaving with the puck (refine) 8'**

- Review key points.
- All players in one corner of ice surface. Each player with a puck.
- Players follow the indicated course. Weave with puck back to the starting point.

**Backward One-foot Stop (refine) 6'**

- Review and demonstrate key points.
- Players line up on sideboards.
- Skate backwards to far boards. Perform a one-foot stop about one metre from boards. Player should be in a T-push position with skates. Immediately push down and out with the back foot to start going forward. Skate forward to the original side and execute a two-foot stop. Repeat four times with each foot.

Game Time (review) 9'

- Divide players into groups of three. Have three equal in ability.
- Assign each group to an area of the ice.
- One player of each group has the puck. The other two players try to take it away fairly. It is always two against one with the puck.
- Stress checking within the rules.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Refine pivots:<ul style="list-style-type: none">· Forward to backwards, (D-6).· Backwards to forward, (D-6).- Refine backward one-foot stop, (D-6).- Refine weaving with the puck, (D-6).- Refine open ice carry, (B-10; C-7).- Refine backward push and glide, (B-7; C-6).- Introduce moving to space.

Open Ice Carry

- Players have control of stick with top hand only.
- The puck is pushed ahead with the bottom edge of the stick blade (forehand side), should be done on both forehand and backhand side of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- Push the puck only slightly ahead.



Backward Push and Glide

- Players are in motion backwards.
- All weight should be on one foot, with the feet close together when the stride begins.
- Using the front part of the blade, push straight out to the side until the pushing leg is fully extended.
- Glide while pushing leg is recovering to a position under the body, recover close to the ice.
- Repeat with the opposite leg.
- Continue alternating action with both feet, ensure that the weight is always over the striding leg.

**Moving to Space**

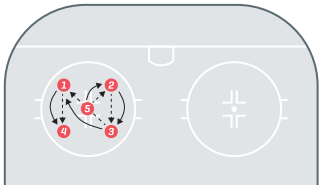
It is important for the player without the puck to move to open space. When breaking for open space the player must be ready to receive a pass. Review points on pass receiving.

Team	Teaching Tools needed - Pylons - Lightweight pucks - Cross-ice rink boards	Time: 60'
Date		
No. of Players		

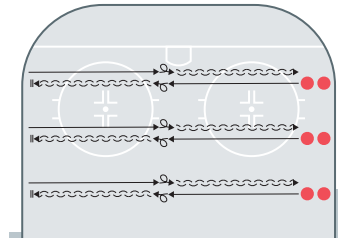
Free Skate	Players skate freely in any direction while maintaining control of the puck. Incorporate both wide and narrow carries. Also include use of skates.		4'
Balance and Agility – Front V-start and Tight Turn (refine)			15'
Station 1: (End zone) (5') - Arrange players in groups. - Players execute a front V-start, skate to pylon, perform a tight turn to the left, return to start, use a two-foot stop. Do three times. - Repeat above but with tight turn to the right. Do three times. - Time permitting, repeat but have players control a puck.	Station 2: (Neutral zone) (5') Set up as diagrammed. - Players on sideboards at red line. - Skate forwards to pylon No. 1 and stop, do lateral crossovers from pylon No. 1 to pylon No. 2. Player then skates forward from pylon No. 2 to pylon No. 3. Do lateral crossovers from pylon No. 3 to pylon No. 4. Do backward C-cuts using only the left skate from pylon No. 4 to pylon No. 5. Do lateral crossovers from pylon No. 5 to No. 6. Do backward C-cuts using only the right skate from pylon No. 6 to the sideboards.	Station 3: (End zone) (5') - Player's line up in corner. - Do crossovers on circle No. 1 twice around, continue out to pylon No. 1 pivot and skate backwards into opposite corner. Repeat using circle No. 2 and pylon No. 2.	

Moving to Space (introduce)**8'**

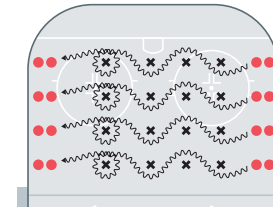
- Review and demonstrate the concept to the players.
- Divide players into groups of five. Assign them to an area of the ice. Have four players form a square (5 × 5 m). One in middle with puck.
- ⑤ passes the puck to one of the other players (②). He then follows the pass and fills in for ②.
- ② passes to one of the players (③) and then follows the pass and fills in for ③. ③ passes to one of the players, and then follows the pass. Continue.

**Pivots – Forward to Backwards and Backwards to Forward (refine)****8'**

- Players divided into groups along side boards.
- Players skate forward to centre and pivot forward to backwards. Skate backwards to far side (one metre from boards) and stop. Immediately start skating forwards to the centre – pivot forward to backwards. Skate backwards to original position.
 - Have players pivot both to left and right.

**Open Ice Carry (refine)****10'**

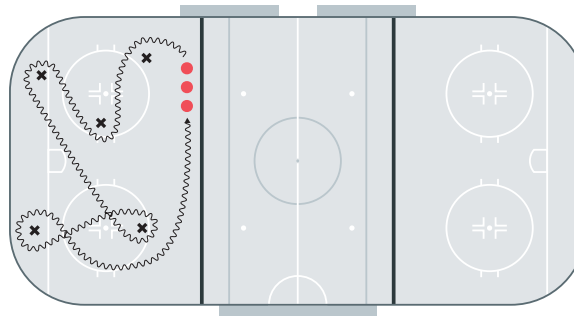
- Review and demonstrate key points.
- Same formation as pivots. Place pylons as indicated in diagram.
- Players start out with open ice carry. Do a 360° turn around pylon at centre and weave with puck to far end. Give puck to player at head of the line.
- Players weave through first set of pylons. Execute a 360° turn at last pylon and skate to far side.

**Backward Push and Glide (refine)****5'**

- Review and demonstrate key points.
- Players along sideboards. Partner up.
- Face one another and hold a stick horizontally. Hold onto the stick with only one hand, and using backward C-cuts, pull the resisting skater forward across the ice.
- Switch positions at other side and return.

Weaving with puck (refine)**10'**

- Divide into three groups.
- Set pylons as diagrammed in the three areas.
 - Players carry the puck around the designated route.
 - Keep the head up as much as possible.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine open ice carry, (D-7). - Refine backward push and glide, (D-7). - Review moving to space, (D-7). - Review forward crossover start, (C-11). - Refine stationary sweep shot. <ul style="list-style-type: none"> · Forehand, (A-14; B-14; C-7). · Backhand, (A-15; B-14; C-8).

Forward Crossover Start

- Player is sideways to the intended direction with the skates slightly closer together than in a basic stance position. Feet are shoulder-width apart, knees bent, and weight on the balls of the feet.
- The head and shoulders are rotated in the desired direction while the body lunges forward driven by the extension of the outside leg (inside edge) followed quickly by the inside leg (outside edge).
- The outside leg crosses over in front of the inside leg and is forcefully brought down on the ice at an angle as close to 90° as possible to the intended direction. The stride is short and as close to the ice as possible. Land on the full blade.
- Player is now in a front start position.
- First 3-4 strides are very short and choppy.
- As the speed builds up the stride is lengthened.
- Practise move in both directions.



Forehand Sweep Shot

- Basically the same grip as passing.
- Bring puck beyond the plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Head up with eyes on the target.
- Snap and roll the wrists. (Pull the top hand, and push the bottom hand.)
- Follow through low for a low shot, and high for a high shot.
- Wrists are cocked until the moment of release and then snapped through.

**Backhand Sweep Shot**

- Basically the same grip as passing.
- Bring the puck beyond the plane of the body.
- Weight is on the back leg.
- In the process of sweeping the puck through, the weight is transferred to the front foot.
- Head up looking for an opening.
- Snap and roll the wrists. (Push the top hand and pull the bottom hand.)
- Release the puck and follow through low.

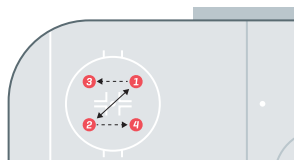


Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks – three per player for shooting drill - Spray paint - Pylons - Sticks or agility boards - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

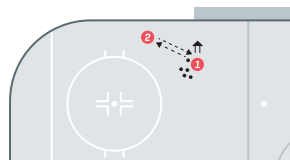
Free Skate	Players skate in a counter clockwise direction. On the whistle execute a tight turn towards the boards. Do for two minutes. Do tight turns towards center of the ice.		4'
Balance and Agility (review) 10' Arrange players in groups along the side boards. Each player with a puck. <ul style="list-style-type: none"> - On signal first player from each group skates forward – stop at centre with puck under control. On the next signal, repeat drill stopping at far side. Do three lengths. - On signal players stickhandle the puck across the ice. Must touch left knee to the ice at centre. Return touching the right knee. Do two lengths of each. - Stickhandle across the ice using only the left hand. Return using the right hand. Do two lengths of each. - Skate to centre and drop on both knees. Control the puck when sliding, get up and stickhandle to the end. Do two lengths. 	Backward Push and Glide (refine) 7' Same formation as balance and agility. Players partner up within groups. One player will be the defender, and the other player the forward. <ul style="list-style-type: none"> - Defender starts 2 meters ahead and is prepared to skate backwards. - Forward stands at the boards and is prepared to skate forwards. - Start simultaneously on a signal. - Object is for the defender to keep the forward from catching and passing him. - Switch positions for return. 	Open Ice Carry (refine) 5' Same formation as balance and agility. Send half of each group to the opposite side. <ul style="list-style-type: none"> - Place one puck per group by the first pylon. - On signal the first player from each group skates forward to first pylon to get puck. Perform an open ice carry. - Leave puck by far pylon as you pass. Skate to far side and touch the partner. - Partner repeats drill in the opposite direction. 	

Moving to Space (review)**7'**

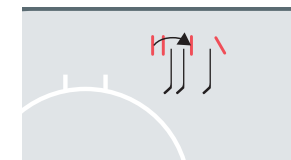
- Divide players into groups of four and assign to area of ice. Position the four players to form a square. Use spot of spray paint to indicate position.
- Players 1 and 2 each have a puck and pass to players 3 and 4 respectively.
 - Players 1 and 2 exchange positions.
 - Player 2 (in new position) receives a pass from 3 and 1 (in new position) receives a pass from 4.
 - Players 3 and 4 exchange positions and receive a pass.
 - Sequence continues.
 - Use both forehand and backhand when passing and receiving.

**Stationary Shooting – Forehand Sweep Backhand Sweep (refine)****10'**

- Review and demonstrate key points.
- Players partner up as diagrammed. Shooter is four meters out from boards. Each pair needs 4–5 pucks.
- Puck starts with 1. 1 passes to 2. 2 returns pass to 1. 1 shoots.
- Do with 5 pucks then switch positions.
- Repeat using backhand sweep shot.

**Forward Crossover Start (review)****7'**

- Review and demonstrate key points.
- Divide into groups of three and assign to an area of ice.
- Place three sticks on ice as diagrammed. Will vary with players ability.
- Player stands parallel to first stick. Place left skate as close to the first stick as possible, and right skate parallel to left skate, feet shoulder width apart. Do crossover start over first two sticks.
- Land on inside edge of right skate. Skate should still be parallel with sticks.
- Immediately push off inside edge and land past the third stick.
- Start skating forward.
- Practise to both sides.

**Game Time (review)****10'**

- Mini game:
- Divide ice surface into three areas.
 - Play 4-on-4.
 - Must make three passes before team can score a goal.
 - Use two pylons about 1.5 metres apart, to score puck must go between pylons.
 - Players can rotate as goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Refine forward crossover start, (D-8). - Refine stationary shooting. <ul style="list-style-type: none"> · Forehand sweep shot, (D-8). · Backhand sweep shot, (D-8). - Review front foot stop, (C-9). - Refine lateral movement, (A-4; B-2; C-11). - Review pair passing.

Front Foot Stop (inside edge)

Technique is essentially the same as the two-foot parallel stop, except the inside leg is held back slightly above the ice.

- From a regular skating stride, snap the skate of the front leg at a 90° angle to the direction of motion. Initiate with a rotating action of the hips and shoulders.
- The weight of the body is on the front leg.
- Pressure on the ice is applied on the inside edge and on the front part of the blade while extending the leg vigorously.
- Inside leg is slightly off the ice ready to initiate a new movement.



Pair Passing

Review points on passing and receiving with forehand and backhand.

Lateral Movement

- Players start from the basic stance.
- The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- Steps must be taken flat-footed.
- Keep the stick out in front and on the ice.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.
- Put the right skate over the left skate. Lead with the heel of the right skate over the toes of the left skate, placing the blade of the right skate slightly outside the left skate. Legs are now crossed.
- Take the left skate around behind the right skate and place it back in the normal stance position.
- Repeat previous two steps as many times as is required.
- Practise both to the left and to the right.



Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks (two per player) - Pylons - Spray paint - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate clockwise. Perform exercise on both sides of the ice. Pivot forward to backwards. Skate backwards and pivot backwards to forward. All pivots are to be done by turning towards the boards.	3'	
<p>Balance and Agility (review)</p> <p>Arrange players in groups along side boards.</p> <ul style="list-style-type: none"> - Players run on their skates across the ice. - Start gliding on two skates after about 1.5 metres. Jump at centre taking off on two feet and landing on two feet. On the return try to turn 360° at the centre. - Push across the ice (forward) using only the right leg as the pushing leg. Push hard to full extension. Return using the left leg. - Repeat previous drill but going backwards and using C-cuts. - Skate to the centre and start gliding on the left skate. Hold the stick horizontally in front at shoulder height. Raise the right foot up to the stick. Hold this position and glide to far side. Repeat coming back on the opposite skate. 	10'	<p>Front Foot Stop (inside edge) and Crossover Front Start (review)</p> <ul style="list-style-type: none"> - Same formation as balance and agility. - Review key points. - On signal players execute a crossover front start and skate to centre. Perform a front foot stop. Repeat start and stop to far side. Do both start and stop facing the left. - Repeat previous drill but face the right. 	8'

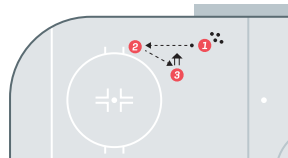
Backwards Push and Glide Puckhandling (refine)**5'**

Same drill as Practice D-8, player skating forward must carry a puck. The defender keeps stick on ice and head up.

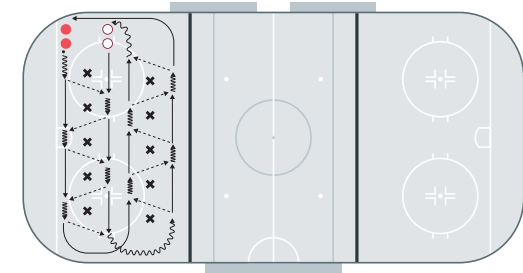
Stationary Shooting – Forehand and Backhand (refine)**8'**

Divide players into groups of three and assign them an area on the boards. Each group should have 5–6 pucks.

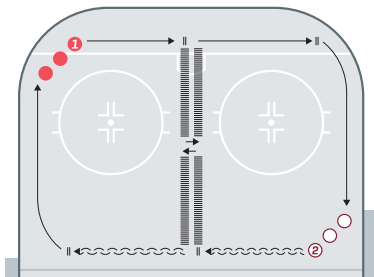
- ① passes to ②.
- ② passes to ③.
- ③ shoots (forehand or backhand).
- ③ takes ① position, ① replaces ② and ② becomes shooter.
- Repeat steps 1–2–3.
- Players must use both forehand and backhand.

**Pair Passing (review)****10'**

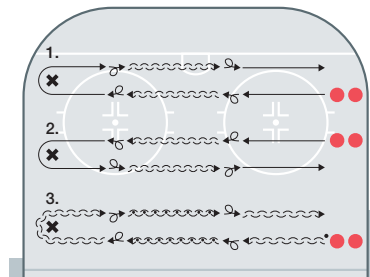
- Divide players equally into three areas.
- Review key points.
- Set pylons up in each area as diagrammed.
- Pylons about two metres apart.
- Players must make one pass between each pair of pylons.
- Players switch to opposite line on return.

**Lateral Movement (refine)****6'**

- Place the players in two corners of ice surface.
- ① skates forward to the centre and stops. Perform lateral movement to the right. Go half way across and stop. Do lateral movement (to the left). Go to the boards. Accelerate to boards and stop. Go to the end of the other line.
 - ② does same pattern but starts backwards.
 - Can use a painted line (spray paint) to divide ice.

**Game Time – Relay (review)****10'**

- Arrange players into teams along side boards.
1. Players skate forward and pivot forward to backwards. Skate backwards and pivot backwards to forward. Skate forward to pylon and perform a tight turn. Return.
 2. Do 1. again with tight turn in other direction.
 3. Same as 1. but player carries puck.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review front foot stop, (D-9). - Refine lateral movement, (D-9). - Review pair passing, (D-9). - Review backward crossover start, (C-12). - Refine bank pass, (B-13; C-12). - Review skating and shooting, (B-15; C-13).

Backward Crossover Start

Use to accelerate quickly from a stationary backward position.

- Player is in the basic stance with skates parallel to each other.
- Player rotates rapidly sideways in order to be in a forward crossover start position. Eyes must always be looking at the oncoming opponent.
- Body is driven backwards by the extension of the outside leg (inside edge) followed by an extension of the inside leg (outside edge).
- The outside edge crosses over in front of the inside leg and is brought down on the ice at an angle as close 90° as possible to the intended direction. This stride should be short and close to the ice. The pressure is on the inside edge.
- The player drives hard off of this leg and goes into regular backward stride.
- Player should always keep eyes on the oncoming opponents.
- Stick is held in one hand, with the blade remaining flat on the ice in front of the player.
- Practise to both the left and the right.

Board Pass

- Make the boards work for you in passing the puck.
- Used frequently by defenseman in their own zone.
- Useful when a defender is between the passer and the receiver.
- A puck passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off the boards.

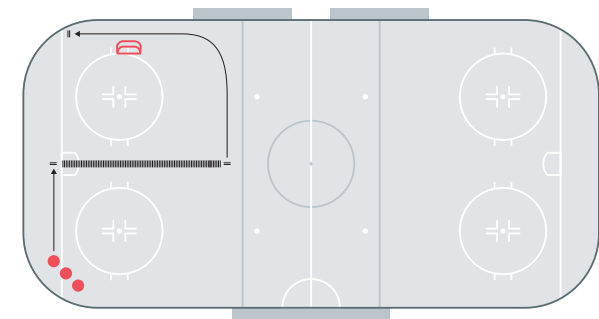
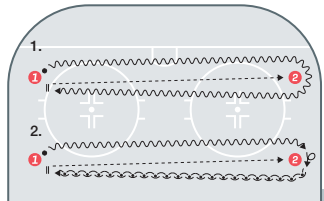


Skating and Shooting

- Review points on skating with puck and open ice carry.
- Review points on shooting – forehand and backhand.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

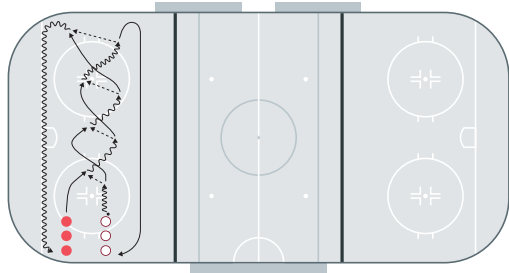
Free Skate	Players skate freely in any directions. Work on front foot stops. Practise with both right and left skate.		4'
<p>Balance and Agility (review)</p> <p>Players arranged in groups along side boards.</p> <ul style="list-style-type: none"> - On a signal players execute a crossover front start and skate to centre. Go into a squat position, and “shoot the duck” and glide to the far side. Try to go in a straight line. Return using opposite leg. Do two lengths of each. - Do backward C-cuts using only the left leg. Come back using only the right leg. - Each player with a puck. Carry the puck to centre and stop in control of puck. Repeat to far side. Repeat coming back. 	15'	<p>Lateral Movement (refine)</p> <ul style="list-style-type: none"> - All players in one corner of the ice surface. - Player skates to the centre and stops; lateral crossovers across middle; forward to the far side, going behind net to corner and stopping. Repeat the drill but skating backwards. 	5'



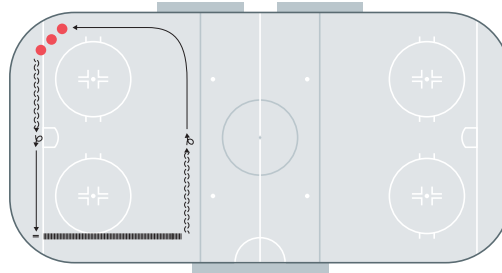
Pair Passing (review)**8'**

Divide players into three groups and assign to one of the areas.

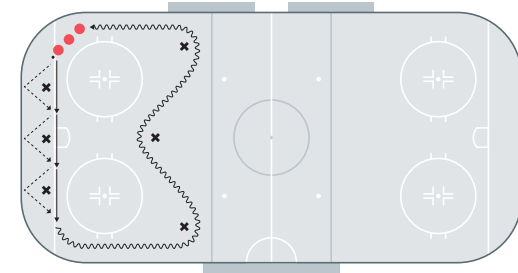
- Pairs of players pass the puck and exchange positions as they skate across the ice. The player receiving the pass goes in front; the player passing goes behind. Do slowly when first trying drill.

**Backward Crossover Start (review)****5'**

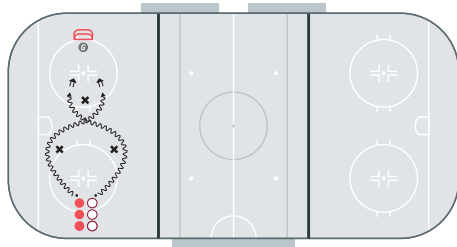
- Review and demonstrate key points.
- Players execute a backward crossover start and skate to centre; pivot and skate forward to the far boards and stop; do lateral crossovers facing the boards; execute a backward crossover start and skate to centre; pivot and skate to line-up and stop. Repeat as diagrammed. Do from both ends.

**Bank Pass (refine)****5'**

- All players in one corner of the ice. Each with a puck.
- Review and demonstrate key points.
- Set up as diagrammed.
- Skate down one side performing a bank pass at each pylon. Pylons about one metre from boards.
- Player carries puck behind net and weaves through the pylons back to the original position.

**Skate and Shoot (review)****10'**

- Review and demonstrate key points.
- Each player on sideboards with a puck. Skate across ice, controlling the puck, and shoot against the boards. Repeat three times.
- Set up the drill as diagrammed in three areas.
- Players follow route and shoot. The second time they go in the opposite direction. Must shoot on forehand if on forehand, and on the backhand if on the backhand.

**Game Time (review)****8'**

Cross-ice game:

- Use cross-ice format.
- Play 6-against-6.
- Use child size nets with players as goalies.
- Must make three passes to score.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review backward crossover start, (D-10). - Refine board pass, (D-10). - Review pass-skate-shoot, (D-10). - Introduce one-foot stop – outside edge. - Review stationary wrist shot, (B-15; C-8). - Introduce pass receiving in skates.

One-foot Stop – outside edge

This stop is rarely used in actual game situations because it is very difficult to execute at high speeds. Mostly used as a learning exercise for players having difficulty with their outside edge.

- Glide forward on the right skate.
- Pick up the left skate and place it behind the right skate, turning it so that it is perpendicular to the front skate, thus forming an inverted “T”.
- Place left skate on the ice and gradually apply pressure on the ice with the outside edge.
- Keep the weight on the back skate by leaning weight back.
- Bend the back knee as the left skate applies pressure to the ice.
- Press the ice with the outside edge.
- As this stop is mastered, the weight will be totally on the back foot, with the front foot entirely off the ice.



Wrist Shot

- Same steps as sweep shot.
- Wrists are cocked until the moment of release and then snapped through. Top hand snaps forward then back towards the body while the wrist is rapidly extended; the bottom wrist flexes and whips stick through towards the target.






Pass receiving in skates

- Move the skate so that the blade is perpendicular to the direction of the pass.
- Follow the puck onto the blade with the eyes.
- Kick puck up ahead onto the stick.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Tape - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

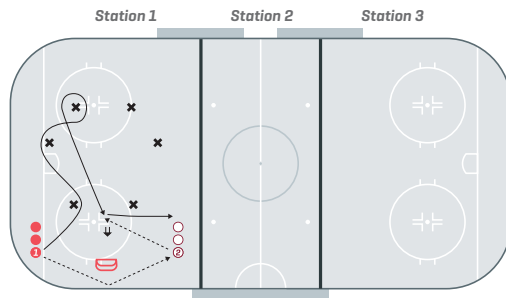
Free Skate	<p>Players pair up and skate counter-clockwise passing the puck back and forth. At each end the players switch positions. The player on the inside goes behind the net and up the boards. The player on the boards cuts in front of the net and up the inside.</p>	4'
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<p>Balance and Agility (review)</p> <p>Players are arranged in groups along side boards. Players within each group partner up.</p> <ul style="list-style-type: none"> - Hold opposite ends of two hockey sticks, both players facing forward. Player in front pulls partner the length of ice. Player being pulled offers resistance by braking with one skate. Must not completely stop the momentum of the puller. Switch positions at end. Each player goes twice. - Front player skates backwards pulling partner across the ice. Partner offers light resistance by braking with one skate. Do not stop the puller's momentum. Switch positions at end; each player goes twice. - Each player in group has a puck. Player stickhandles with puck to centre; drops puck into skates; kick puck ahead (one metre), alternating skates until you reach the far side. Do two times. - Skate forward stickhandling the puck to centre; stop and skate backward to the line; stop and skate forward to the far end. Repeat two times. - Skate forward with puck; touch the right knee to the ice and then the left knee. Try to control the puck at all times. Do two times. 	<p>15'</p>
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Bank Pass-Skate-Shoot (refine)

- Station 1: (End zone) (6')
- ① gives a bank pass behind the net to ②.
 - ① weaves through the pylons as diagrammed and heads for the goal.
 - ② passes the puck to ①.
 - ① shoots and goes to end of ② line.
 - ② then gives bank pass.

**Pass Receiving in Skates (introduce)**

- Station 2: (Neutral zone) (6')
- Players partner up about six metres apart.
 - Partner-1 passes the puck to partner-2. Receive the puck with right skate. Stop puck and kick it out to the stick.
 - Use both skates when receiving pass.
 - Should be done in a stationary position.

Stationary Wrist Shot (review)**18'**

- Station 3: (End zone) (6')
- Each player with a puck.
 - Find room around the boards and stand four metres out from boards.
 - Pick a spot on the boards (this could be marked with tape) and practise the wrist shot.

Backward Crossover Start (review) 6'

- Same formation as balance and agility.
- Players perform start, skate to centre and stop. Repeat and stop at far side. Do three times.
 - Perform backward start and skate to the centre, pivot and skate forward to far side. Repeat.

Game (review) 11'

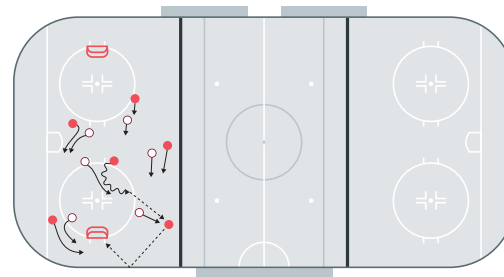
- Cross-ice game:
- Use cross-ice format.
 - Play 6-against-6.
 - Must make a pass off the backboards into the net to score.
 - Turn nets around.
 - No goalies.
 - Change every two minutes.

Summary

Positives:

One-foot Stop Outside edge (introduce) 6'

- Same formation as backward crossover start.
- Players skate forward and execute a one-foot stop at centre. Repeat to far boards.
- Repeat coming back, using the other skate.



Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none">- Review one-foot stop – outside edge, (D-11).- Review stationary wrist shot, (D-11).- Review pass receiving in skates, (D-11).- Introduce two-foot stop and crossover start.- Review flip pass, (C-13).- Review faking, (C-14).

Two-foot Stop and Crossover Start

- Review key instructional points for a two-foot stop.
- Review key instructional points for a forward crossover start.





Flip Pass

- Puck starts at the heel and moves forward towards the toe of the stick.
- Action is upward and forward with a follow through towards the target.
- In order to land flat on the ice and make it easy to receive, the puck must have a spinning action when in flight.

**Faking**

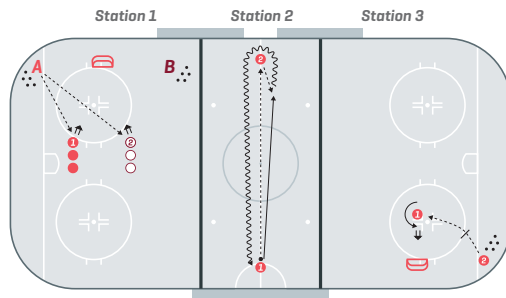
- Two types of skating fakes:
- Change of Pace: To change pace, increase or decrease the shove of the pushing leg.
 - Body Fake: Drop the head, shoulder, or hips one way, then move the other.

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players find some free area on ice surface and practise the one-foot stop – outside edge. Practise with both skates.	4'
<p>Balance and Agility (review)</p> <p>Arrange players into groups along side boards.</p> <ul style="list-style-type: none"> - Players skate to centre and squat down while gliding on two skates, then lift left skate off ice and extend the leg straight out in front. Glide on one leg as far as possible. Return using right skate (Practice D-4). Do two times with each skate. - Repeat previous drill but going backwards. 	<ul style="list-style-type: none"> - Ride the stick. Player skates fast, then grasps the top of stick with both hands, and puts it between legs and sits on shaft. When player reaches centre, turn 180° and coast backwards. Do two times. 	15'
		

Stationary Wrist Shot (review)

- Station 1: (End zone) (6')
- Player A in corner passes to ①. ① shoots at the goal. Player A passes to ② who shoots at the goal.
 - Player B passes to ①, and then to ②.
 - ① goes to end of ② line and ② goes to the end of ① line.

**Pass receiving in the skates (review)**

- Station 2: (Neutral zone) (6')
- ① passes to ②. ② receives the pass in the skates and kicks it out to the stick.
 - ① skates towards ②, receives a pass on the stick, skates around ② and returns to original position.
 - ② then repeats procedure.

Flip Pass (review)**18'**

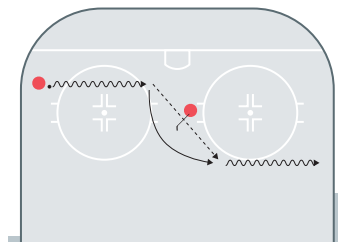
- Station 3: (End zone) (6')
- Players pair up.
 - Place agility board between players as shown.
 - ② should have 5–6 pucks.
 - ② uses flip pass to get the puck over agility board to ①.
 - ① receives pass on forehand, turns 180° and shoots with the backhand. Receive second puck on backhand, turn 180° and shoot with the forehand.

Two-foot Stop and Crossover Start (introduce)**5'**

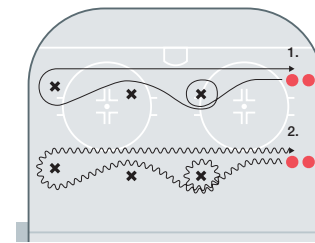
- Same formation as balance and agility.
- Players execute a front V-start. Skate to centre and execute a two-foot stop to the left. Immediately perform a crossover front start in the opposite direction, and skate to the beginning. Perform two-foot stop to the left followed by a crossover start. Skate to the far side, repeat coming back but stop to the right.

Faking (review)**7'**

- Players partner up. One partner on boards with puck, the other partner at mid-ice facing partner. Player at mid-ice has stick on ice.
- Player on boards skates to mid-ice. Put puck under player's stick by going from left to right. Skate to other side. Do four times.
 - Repeat previous drill but pull puck through from right to left.
 - Partners switch positions.

**Game Time – Relay (review)****11'**

- Arrange into relay teams.
1. First relay is done without pucks.
 2. Second relay is done with pucks.

**Summary**

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review two-foot forward stop and crossover start, (D-12). - Review flip pass, (D-12). - Review faking, (D-12). - Introduce reverse pivots. - Introduce two-foot parallel backward stop. - Review flip shot, (C-14). - Review movement to open space, (D-7).

Reverse Pivots

- Review forward to backward pivot.
- Review backward to forward pivot.

Reverse pivots are done very quickly and in succession. Must be practised both to the left and to the right.

Two-foot Parallel Backward Stop

Utilized when a defender is skating backwards at very high speed and must stop suddenly facing the side of the rink.

- From a backward skating position, bring both skates close together and rotate entire body sideways.
- Initiate turn with head, shoulders, and hips.
- Skates are staggered with the heel of the inside leg level with the arch of the outside leg.
- Distance between the blades should not go beyond 20 cm.
- Weight of the body should be on the front part of the blades in order to dig into the ice.
- Knees should be flexed at the onset putting pressure on the blades when extending.
- The body from the hip down leans back in order to properly use the outside edge of the inside skate and the inside edge of the outside skate.



Flip Shot

A technique used to hit the upper corners of the net from close in, or to lift the puck over the sprawling goalkeeper.

- Puck is on the toe of the stick blade which is near the front foot.
- Lift is given tilting the blade so that only its bottom edge contacts the puck.
- Delivered from in front of the body with a scooping action of the stick by the wrists.
- Need a quick snap of the wrists and a high follow through.

Backhand is similar, except the puck is further back on the blade of the stick to get better action.



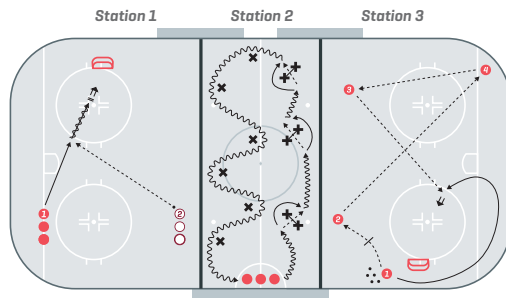
Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Piece of plywood - Pylons - Agility boards - Sticks - Cross-ice rink boards 	Time:
Date			60'
No. of Players			

Free Skate	Players skate freely around ice surface. Practise two-foot stop and crossover start. Practise to both left and right sides.	4'
Balance and Agility (review)	<p>Arrange players in groups along side boards, going across the ice.</p> <ul style="list-style-type: none"> - Change of pace: Player skates toward centre with a natural stride at half speed. At centre the player accelerates by increasing length and power of stride by pushing edge into ice with a greater force and speed. Do two lengths. - Repeat previous drill but controlling pucks. - Down-up stickhandling: Skate to centre, go down on one knee and stickhandle puck in front of body keeping the blade of the stick flat on the ice. After gliding 3–4 metres, players get up and Skate to far end. Repeat two times. - Repeat previous drill except this time go down on two knees, stickhandle, and get up. - Players all in one corner of ice surface. Each player skates one complete revolution of face-off circles, doing crossovers. Skate circles alternatively clockwise and counter clockwise. Send players in groups of four. Do two times. - Same drill as previous drill but going backwards. 	15'

Flip Shot (review)

Station 1: (End zone) (6')

Attach targets to the top of the net. ① skates towards net and receives a pass from ②. ① skates towards net and stops at the top of the goal crease. Flips puck over plywood, and skates to end of opposite line. ② skates toward net and receives a pass from ① line.

**Faking (review)**

Station 2: (Neutral zone) (6')

On one side of red line arrange pylons as shown with sticks on the top. On the other side of red line arrange cones in a weaving pattern.

- Players slide puck between pylons and under stick. Must then pick puck up on the other side. Use both forehand and backhand. Weave through pylons on the other side.

Movement to Space (review)**18'**

Station 3: (End zone) (6')

Place agility board between ① and ②.

- ① executes a flip pass to ②.
- ② passes to ④.
- ④ passes to ③.
- ① after passing to ②, skates behind net and curls around the pylon.
- ③ passes to ①.
- ① shoots a wrist shot on the net.
- Rotation ② to ① to ④ to ③ to ②.

Players divided into three groups – one group per station. Six minutes per station. Rotate groups.

Reverse Pivots (introduce)**6'**

- Review and demonstrate key points.
- Players skate clockwise around ice surface. Pivots will always be performed by turning towards the boards. Every whistle the players must execute a pivot. Go for 30 second intervals with whistles every 4–5 seconds. Do for four intervals.
- Same drill but have players skate counter clockwise.

Two-foot Parallel Back Stop (introduce)**5'**

- Same formation as balance and agility.
- Players execute a backward start and skate fast to the centre. Perform a two-foot parallel back stop to the left. Repeat again at far boards. Repeat three times.
 - Same as previous drill but stop to the right.

Game Time (review)**12'**

- Cross-ice game:
- Use cross-ice format.
 - Play 6-against-6.
 - Use two pucks.
 - No goalies.

Summary

Positives:

Areas for Improvement:

Key Instructional Points	Specific Objectives
	<ul style="list-style-type: none"> - Review reverse pivots, (D-13). - Review two-foot parallel back stop, (D-13). - Review flip shot, (D-13). - Introduce backward lateral crossovers. - Introduce backhand flip shot. - Review passing and receiving in pairs, (D-10).

Backward Lateral Crossovers

Utilized nearly exclusively by the defenceman to remain in front of an attacker.

- Lateral crossovers repeated as often as required.
- Change of direction is obtained by a one-legged stop executed by the outside leg and a renewal of crossovers in the other direction.
- Weight of body must be transferred alternatively from one skate to the other.

Backhand Flip Shot

The teaching points are similar to the forehand flip shot except the puck is started further back on the blade. See Practice D-13.

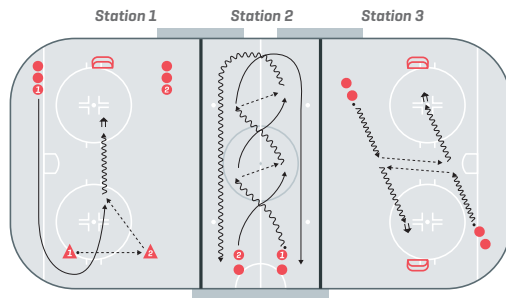


Team	Teaching Tools needed	<ul style="list-style-type: none"> - Lightweight pucks - Pylons - Cross-ice rink boards 	Time:	
Date				60'
No. of Players				

Free Skate	Players skate freely on ice surface controlling puck. Use wide and narrow carries as well as head fakes.	4'	
<p>Balance and Agility (review)</p> <p>Arrange players in groups along side boards. All stretching exercises will be done going across the ice.</p> <ul style="list-style-type: none"> - Stretch the groin, one length with each leg. - Leg lifts, one length with each leg. - Trunk twister. - Scooting, one length forward and one length backwards. - Start skating forward – on each whistle perform a pivot, whistles 4–5 seconds apart. Do two lengths. - Two-foot parallel back stop at centre and far boards. One way stopping to the left return stopping to the right. 	10'	<p>Backward Lateral Crossovers (introduce)</p> <ul style="list-style-type: none"> - Review and demonstrate key points. - Same formation as balance and agility. - Skate backwards across the ice. Do two lateral crossovers to the left followed by two to the right. Repeat the sequence across the ice. Do three lengths. - Same as previous drill but three crossovers to each side. 	8'

Pass – Skate – Shoot (review)

- Station 1: (End zone) (6')
- ① passes to ②. ② passes to ③ while ① skates out around defenceman. ① receives a pass from ③ and shoots on the net. ① goes to end of ② line.
 - ② passes to ③ and repeats drill.
 - ② and ③ must use forehand and backhand when passing.

**Pass-Movement to Space (review)**

- Station 2: (Neutral zone) (6')
- ① skates with puck and exchanges position with ②, ① passes in front of ②. ① passes to ②. Players again exchange positions ② in front ① behind. At far side players execute a tight turn around pylons and return to opposite line.

Pass – Receive – Shoot (review)**18'**

- Station 3: (End zone) (6')
- Players start skating towards each other. In the center of ice, they exchange the pucks, handle them and shoot on the nets.
 - Pick up a puck and return to end of opposite line.

Players divided into three groups – one group per station. Six minutes per station. Rotate groups.

Backhand Flip Shot (introduce)**4'**

- Each player with a puck, find an area along boards.
- Execute a backhand flip shot against the boards.

Pass-Receive while Skating (review)**7'**

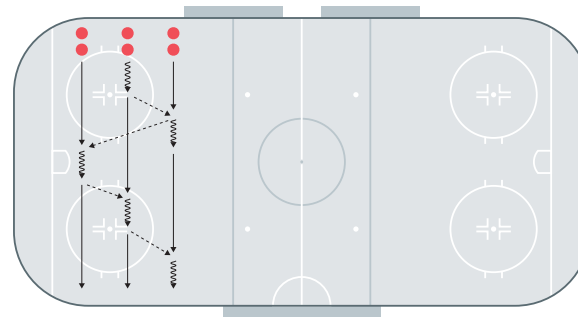
- Put players in three lines going across the ice.
- Players skate slowly (half-speed) passing a puck back and forth.
- Players switch lines at the end.

Game**5'**

- Divide players into three zones.
- Coach throws 3–4 pucks into a zone and the players who do not have a puck try to get one.

Flip Shot Players (review)**4'**

Players start at mid-ice with puck. Skate towards sideboards and stop one metre from boards. Flip shot is performed against sideboards.

**Summary**

Positives:

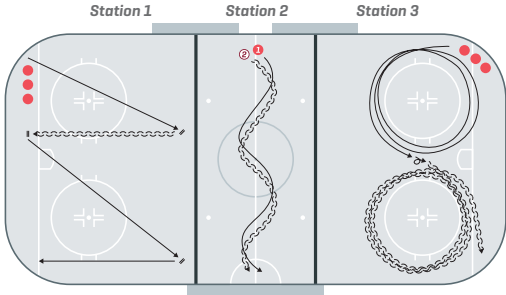
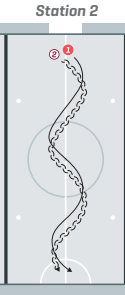
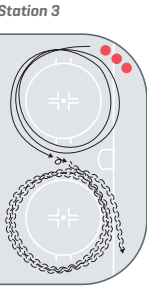
Areas for Improvement:

Key Instructional Points	Specific Objectives <ul style="list-style-type: none">- Review backward lateral crossovers (D-14).- Review receive – skate – shoot.- Review passing.- Review moving to space (D-7).
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Skating and Passing

- Review points on passing and receiving forehand and backhand.
- Review points on skating with puck and open ice carry.

Team	Teaching Tools needed - Lightweight pucks - Cross-ice rink boards	Time: 60'
Date		
No. of Players		

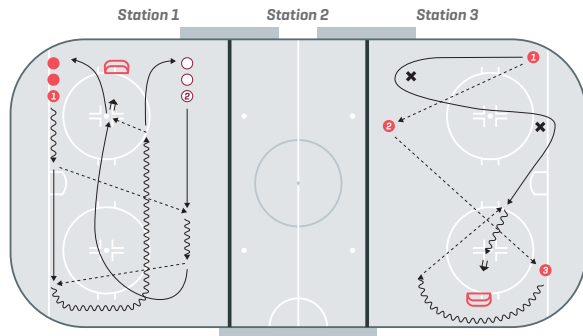
Free Skate	Players skate clockwise around ice surface. Individually perform stretching exercises.	4'
<p>Balance and Agility (review)</p> <p>Station 1: (End zone) (6') Skate forward (diagonally) to the centre and stop. Immediately use C-cuts to start backwards. Skate backwards across along centre. Perform a backward V-stop. Immediately perform a front start. Skate forward (diagonally to far boards) repeat as diagrammed. Do two times.</p>  <p>Station 2: (Neutral zone) (6') Players pair up and line up on the goal line at one end of ice surface as diagrammed. ❶ skates forward in a weaving manner going from left to right to left. ❷ skates backwards with stick on the ice, doing lateral crossovers to stay in front of the offensive player. ❶ repeats 2-3 times. Partners then switch positions. Repeat but ❷ carries a puck.</p>  <p>Station 3: (End zone) (6') Players start in one corner. Do forward crossovers on circle Number 1 (2.5 times). As player is going from circle Number 1 to circle Number 2 they pivot and skate backwards. Do backward crossovers on circle Number 2 (2.5 times). Repeat 5 times.</p> 	<p>Divide players into 3 groups, using cross-ice format.</p>	18'

Skate – Pass Receive – Shoot (review)

20'

Station 1: (End zone) (10')
 ① passes to ②. ② passes to ①. Players swing in and come back in towards the net. ① passes to ②. ② shoots on the net. Players return to opposite corners.

Station 2: (End zone) (10')
 ① passes to ②. ② passes to ③. After passing, ① skates around the pylons as shown. ③ on receiving the pass from ②, skates behind the net and out towards blue line. ③ passes to ① who skates in and shoots. ① goes to ③. ③ goes to ②. ② goes to ①.



Game Time (review)

18'

Cross-ice games.
 Play 6-against-6 with a goalie and child size nets.

Summary

Positives:

Areas for Improvement:

PRACTICES D-16 TO D-20

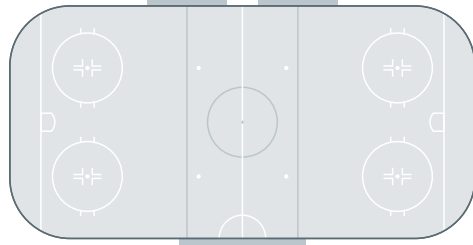
Specific Objectives

- These practices are to be prepared by the individual coaches in each club
- They are for the coaches to learn how to prepare and organise a good practice
- The five practices should review the skills covered and learned in D-1 to D-15
- Time can also be used in these practices for:
 - Testing the skill development of the players
 - Jamboree
 - Refinement of already learned skills

Key Instructional Points	Specific Objectives <ul style="list-style-type: none">- Coaches should be well organized and have a practice plan.- The drills used must relate to the skill being taught.- A brief outline is given as a suggestion for D-16 to D-20.- Drills can be ones already used in D-1 to D-15, or new ones familiar to the coach.
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Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date			
No. of Players			

Warm-up

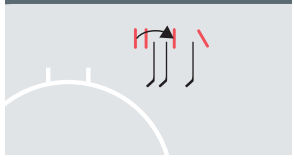



Front V-start

- Review and demonstrate key points.
- On a signal the first players in each group open skates into "V" position by toeing outwards. Open up and take 4-5 running strides. Skate to the centre and stop. On the next signal repeat and go to far boards. Repeat for three lengths.
- Penguin Drill to develop co-ordination for a front start.
 - Place feet in exaggerated "V" position, turning skates outward about 80-85° to the direction of travel.
 - Bend knees out in front of toes.
 - Put weight on front part of inside edge of blade and lift heels off ice.
 - Walk across ice in this manner, always touch down on front part of blade and the inside edge, keep heels up, knees bent, and feet turned out.
 - Do two lengths.

Forward Crossover Start

- Review and demonstrate key points.
- Divide into groups of three and assign to an area of ice.
- Place three sticks on ice as diagrammed. Will vary with players ability.
- Player stands parallel to first stick. Place left skate as close to the first stick as possible, and right skate parallel to left skate, feet shoulder width apart. Do crossover start over first two sticks.
- Land on inside edge of right skate. Skate should still be parallel with sticks.
- Immediately push off inside edge and land past the third stick.
- Start skating forward.
- Practise to both sides.

Backward C-cuts

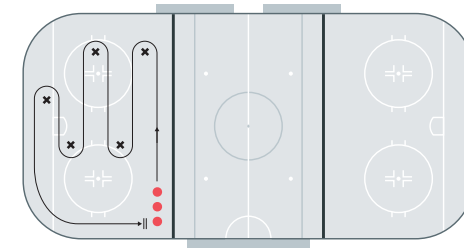
Players partner up at one end of ice surface. Face each other and grasp each others hockey sticks at opposite ends. One partner skates backwards pulling partner down the ice. Once there is momentum the partner being pulled should offer slight resistance by braking with one skate. The resistance should not stop the puller's momentum. Switch positions at the end. Each player repeats three times.

**Backward V-stop**

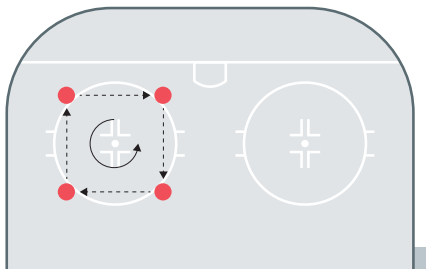
Players line up along sideboards. Skate backwards to far side, then perform a backward V-stop followed by a running forward start in the opposite direction. Skate forward to original side and perform a two-foot front stop. Repeat 3–4 times.

Tight Turns – Without Pucks and With Pucks

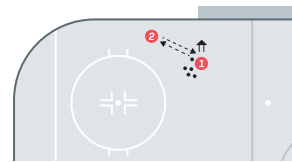
- Review and demonstrate key points.
- Divide players into the three zones and set up the pylons as shown.
- Players execute a tight turn around each pylon in the diagram. Execute a two-foot stop when returning to original position.
- Leading with the stick will help player turn.
- Attempt with puck. (two times)

**Stationary Pass and Receive Forehand, Backhand**

- Review and demonstrate key points.
- Players get in groups of four, each player is one corner of the square.
- Pass the puck clockwise around the square and then counter-clockwise. Use forehand if on forehand and backhand if on backhand.

**Stationary Shooting – Forehand Sweep Backhand Sweep**

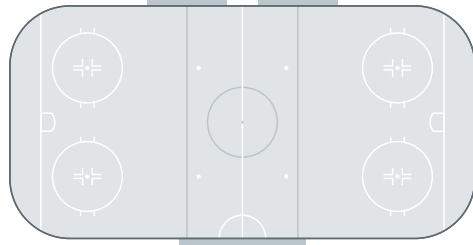
- Review and demonstrate key points.
- Players partner off as diagrammed. Shooter is four meters out from boards. Each pair needs 4–5 pucks.
- Puck starts with 1. 1 passes to 2. 2 returns pass to 1. 1 shoots.
- Do with 5 pucks then switch positions.
- Repeat using backhand sweep shot.

**Summary**

Positives:

Areas for Improvement:

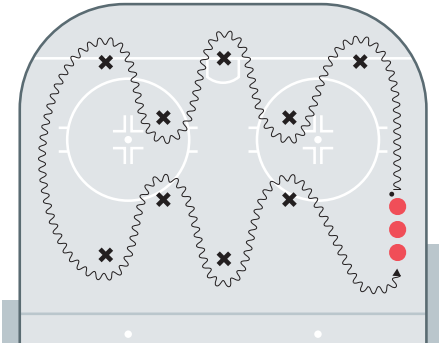
Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	
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<p>Crossover Turns - Review and demonstrate key points. - Players start in corner of the ice. - Do crossovers on the face-off circles, 1.5 times around each circle. - Players can be sent four at a time, or in some other manner. - Do three times. - On the last time have each player carry a puck.</p>	<p>Front Foot Stop (inside edge) and Crossover Front Start - Same formation as balance and agility. - Review key points. - On signal players execute a crossover front start and skate to centre. Perform a front foot stop. Repeat start and stop to far side. Do both start and stop facing the left. - Repeat previous drill but face the right.</p>	<p>One-foot Stop Outside edge - Same formation as backward crossover start. - Players skate forward and execute a one-foot stop at centre. Repeat to far boards. - Repeat coming back, using the other skate.</p>
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Weaving with the puck

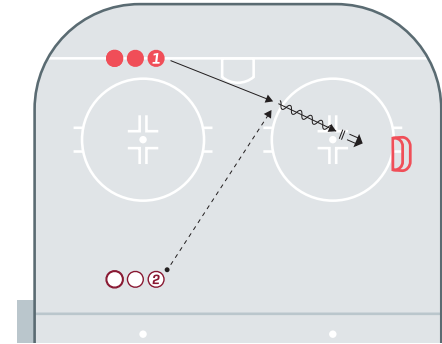
- Review key points.
- All players in one corner of ice surface. Each player with a puck.
- Players follow the indicated course. Weave with puck back to the starting point.

**Pass Receiving in Skates**

- Players partner up about six metres apart.
- Partner-1 passes the puck to partner-2. Receive the puck with right skate. Stop puck and kick it out to the stick.
- Use both skates when receiving pass.
- Should be done in a stationary position.

Flip Shot

- Attach targets to the top of the net. ① skates towards net and receives a pass from ②. ① skates towards net and stops at the top of the goal crease. Flips puck over plywood, and skates to end of opposite line. ② skates toward net and receives a pass from ① line.

**Backhand Flip Shot**

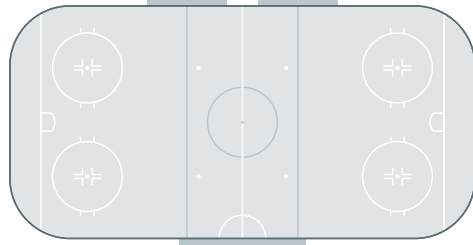
- Each player with a puck, find an area along boards.
- Execute a backhand flip shot against the boards.

Summary

Positives:

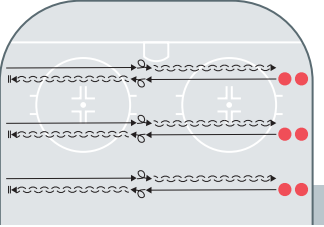
Areas for Improvement:

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:	
Date			
No. of Players				

Warm-up	
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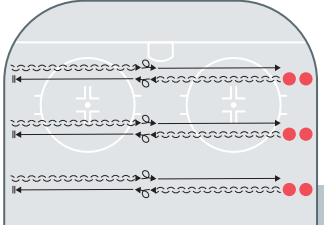
Pivot – Forward to Backwards

- Review and demonstrate key points.
- Arrange players into groups along the side boards.
- First players skate forward. At centre pivot forward to backwards, turning to the left. Skate backwards to far boards and execute a V-stop. Do a forward start and skate back to centre. Pivot forward to backwards, turning to the left. Skate backwards back to the start. Also have players do a pivot by turning to the right.



Pivot – Backwards to Forward

- Review and demonstrate key points.
- Same formation as Forward to Backwards.
- Start skating backwards, pivot backwards to forward at centre. Skate forward to far boards and stop. Skate backwards to centre, pivot, and skate forwards back to the start. Have players pivot both to the left and to the right.



Skating with Puck – Forward and Backwards

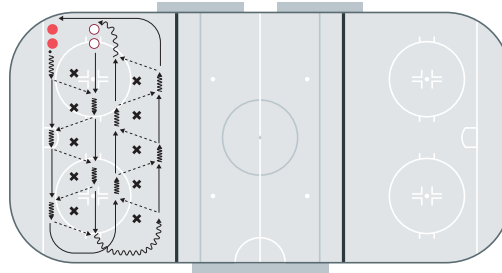
- Players line up on sideboards each player with a puck. On signal skate to opposite side using wide carries. Return using narrow carries. Repeat two times.
- Repeat previous drill but skate backwards while stickhandling the puck. Repeat two times.
- Players cross the ice skating forward. Drop to both knees at mid-ice, then get up and skate to far side. Maintain control of puck at all times. Repeat two times.

Backward Push and Glide

- Review and demonstrate key points.
- Players along sideboards. Partner up.
- Face one another and hold a stick horizontally. Hold onto the stick with only one hand, and using backward C-cuts, pull the resisting skater forward across the ice.
- Switch positions at other side and return.

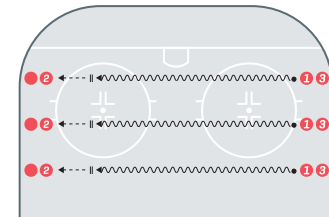
Pair Passing

- Divide players equally into three areas.
- Review key points.
- Set pylons up in each area as diagrammed.
- Pylons about two metres apart.
- Players must make one pass between each pair of pylons.
- Players switch to opposite line on return.



Stopping with the puck

- Review and demonstrate key points.
- Divide players into three areas. Skate freely in given area. On whistle stop with puck under control. Practise stopping in both directions.
- Partner up – one partner on each side of the ice surface. On signal 1 skates across ice with puck. The player stops (puck under control) about 5 metres from partner. After stopping, pass the puck to the partner 2. Upon receiving pass the partner 2 repeats drill – passing to 3 etc.

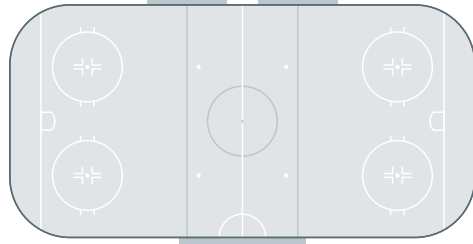


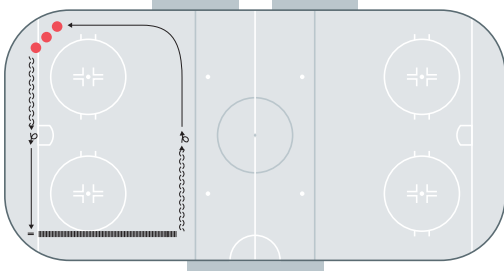
Summary

Positives:

Areas for Improvement:

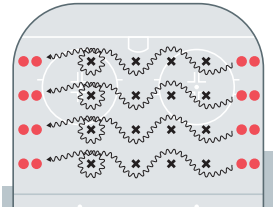
Team	Teaching Tools needed <ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date		
No. of Players		

<p>Warm-up</p> <hr/> <hr/> <hr/> <hr/>	 <p>.....</p>
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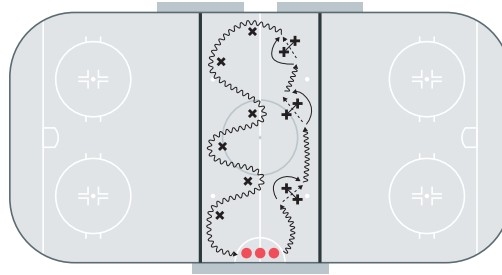
<p>Push and Glide - Review and demonstrate key points. - Same formation as balance and agility. - Skate across the ice. After each thrust is completed, drag the inside edge of the toe on the ice with the leg fully extended and turned out. Push hard. Remain in this position 2-3 seconds before recovery and next stride.</p>	<p>Backward Crossover Start - Review and demonstrate key points. - Players execute a backward crossover start and skate to centre; pivot and skate forward to the far boards and stop; do lateral crossovers facing the boards; execute a backward crossover start and skate to centre; pivot and skate to line and stop. Repeat as diagrammed. Do from both ends.</p> 	<p>Two-foot Parallel Back Stop - Players execute a backward start and skate fast to the centre. Perform a two-foot parallel back stop to the left. Repeat again at far boards. Repeat three times. - Same as previous drill but stop to the right.</p>
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Open Ice Carry

- Review and demonstrate key points.
- Same formation as pivots. Place pylons as indicated in diagram.
- Players start out with open ice carry. Do a 360° turn around pylon at centre and weave with puck to far end. Give puck to player at head of the line.
- Players weave through first set of pylons. Execute a 360° turn at last pylon and skate to far side.

**Faking**

- On one side of red line arrange pylons as shown with sticks on the top. On the other side of red line arrange cones in a weaving pattern.
- Players slide puck between pylons and under stick. Must then pick puck up on the other side. Use both forehand and backhand. Weave through pylons on the other side.

**Stationary Wrist Shot**

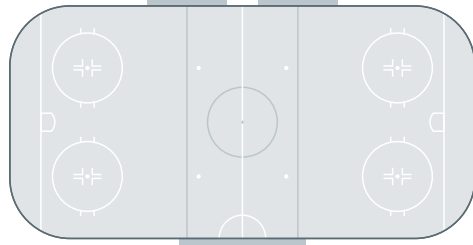
- Each player with a puck.
- Find room around the boards and stand four metres out from boards.
- Pick a spot on the boards (this could be marked with tape) and practise the wrist shot.

Summary

Positives:

Areas for Improvement:

Team	Teaching Tools needed	<ul style="list-style-type: none"> - Specific and related to each drill - Lightweight Pucks - Cross-ice rink boards 	Time:
Date			
No. of Players			


Warm-up	
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Two-foot Stop and Crossover Start

Players execute a front V-start. Skate to centre and execute a two-foot stop to the left. Immediately perform a crossover front start in the opposite direction, and skate to the beginning. Perform two-foot stop to the left followed by a crossover start. Skate to the far side, repeat coming back but stop to the right.

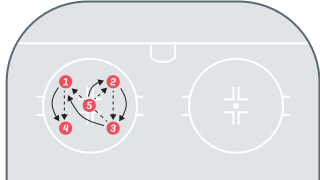
Stationary Puckhandling

- Review and demonstrate key points.
- Each player has a puck and finds free space. Place the gloves on the ice in front. Approximately one metre apart. Players control the puck while performing a figure eight motion around their gloves. Have players roll their wrists while pulling the puck through the gloves.



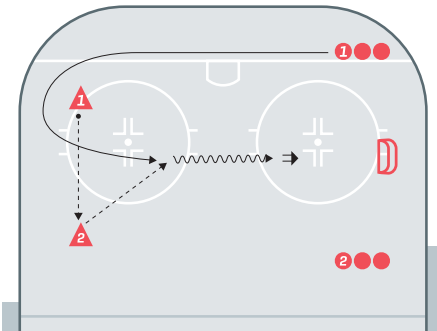
Moving to Space

- Review and demonstrate the concept to the players.
- Divide players into groups of five. Assign them to an area of the ice. Have four players form a square (5 x 5 m). One in middle with puck.
- 5 passes the puck to one of the other players (2). He then follows the pass and fills in for 2. 2 passes to one of the players (3) and then follows the pass and fills in for 3. 3 passes to one of the players, and then follows the pass. Continue.

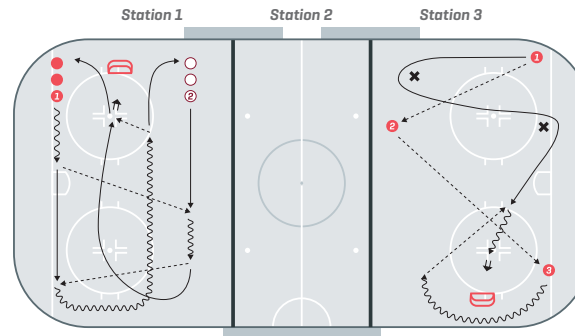


Pass – Skate – Shoot

- ① passes to ②. ② passes to ① while ① skates out around defenceman. ① receives a pass from D2 and shoots on the net. ① goes to end of ② line.
- ② passes to ① and repeats drill.
- ① and ② must use forehand and backhand when passing.

**Skate – Pass Receive – Shoot**

Station 1: (End zone) (...)
 ① passes to ②. ② passes to ①. Players swing in the neutral zone and come back in towards the net. ① passes to ②. ② shoots on the net. Players return to opposite corners.



Station 2: (End zone) (...)
 ① passes to ②. ② passes to ③. After passing, ① skates around the pylons as shown. ③ on receiving the pass from ②, skates behind the net and out towards blue line. ③ passes to ① who skates in and shoots. ① goes to ③. ③ goes to ②. ② goes to ①.

Backward Lateral Crossovers

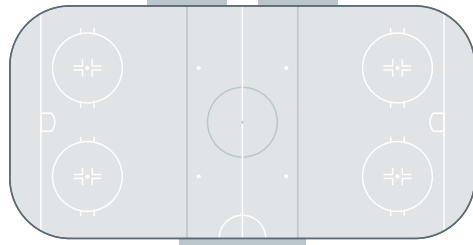
- Review and demonstrate key points.
- Skate backwards across the ice. Do two lateral crossovers to the left followed by two to the right. Repeat the sequence across the ice. Do three lengths.
- Same as previous drill but three crossovers to each side.

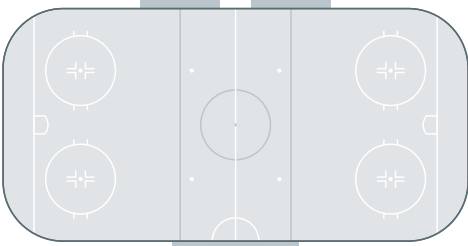
Summary

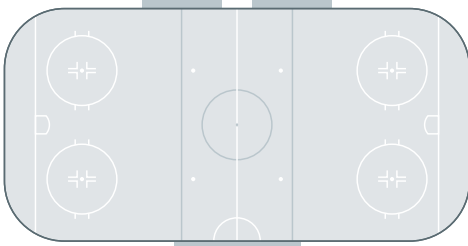
Positives:

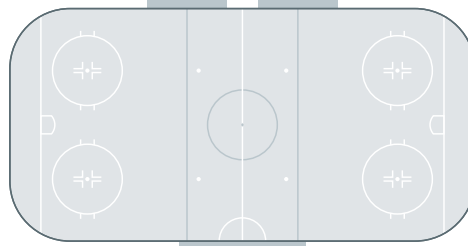
Areas for Improvement:

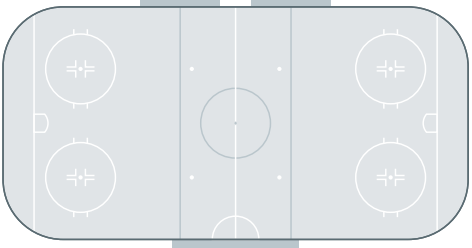
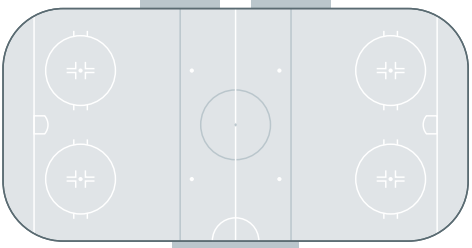
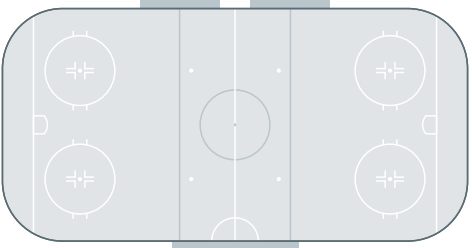
Team	Teaching Tools needed _____ _____ _____	Time:
Date		
No. of Players		

Warm-up _____ _____ _____ _____	
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<hr/> <hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> <hr/> 	<p>Summary</p> <p>Positives:</p> <p>Areas for Improvement:</p>

To determine when beginners are ready to advance, their skills must be checked and evaluated. Coaches should develop a set of drills for checking the skills of the players. Here are the key skills at Level D of the Learn to Play Practice Manual along with guidelines to be checked off.

LEVEL D SKILL EVALUATION CHECKLIST:

Forward Crossover Start:

- Player is facing sideways to intended direction, skates slightly closer together than in basic stance?
- Does player use inside edge of outside leg?
- Does player use outside edge of inside leg?
- Are first 3–4 strides short, then lengthened?
- Do head and shoulders rotate in direction of movement?
- Can player do to both sides?

Front Foot Stop:

- Is body weight on front leg?
- Is player using inside edge of front skate?
- Is back leg slightly off the ice?

Lateral Movement:

- Does player start from basic stance?
- Does player's body move at right angles to the direction of movement?
- Can player do in both directions?

Backward Crossover Start:

- Is head up looking at an imagined opponent?
- Does player get extension with both legs, using both inside and outside edges?

Faking:

- Can player perform a change of pace fake?
- Can player fake with his head and shoulders?

Flip Shot:

- Does player tilt blade so that only bottom edge of blade contacts the puck?
- Is follow through high with a snapping of the wrists?
- Does player keep puck in front of front skate?

Pass Receiving in Skates:

- Does player keep skate at right angle to direction of the puck?

Reverse Pivots:

- Does player lead with rotation of shoulders?
- Can player do in both directions?

Two Foot Parallel Backward Stop:

- Is turn initiated by rotating head and shoulders?
- Does player put weight on front part of skates?
- Are knees flexed?

Backhand Flip Shot:

- Does player start with puck in front of body?
- Is blade tilted so that only bottom edge contacts the puck?
- Does player use high follow through?

COACHING IS UNDERSTANDING PLAYERS' NEEDS

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