



## LEVEL 1 – SKILL DEVELOPMENT MANUAL



*A Publication Of The USA Hockey Coaching Education Program*



The USA Hockey Coaching  
Education Program is Presented By



# USA Hockey Coaching Education Program

## Level 1 Manual

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Preface

Ice hockey in the United States continues to evolve and grow in non-traditional areas. In order to meet the coaching education demands across the country, USA Hockey provides a comprehensive coaching education program. Since 1974, the Coaching Education Program has evolved in an ongoing basis, and during that time USA Hockey has concluded the following:

- 1. Quality coaching is the single most important factor in the development of our athletes as well as the sport itself.
- 2. The experience a player will gain through participation in ice hockey is directly influenced by the coaches’ qualifications as well as their coaching education background.
- 3. The curriculum, materials, and manuals of the coaching education program must be kept simple, practical, age specific, and user friendly.

It is also the intent of USA Hockey that, through a comprehensive but practical educational system, the organization will meet the educational needs of our volunteer coaches.

This manual represents a part of the new direction which will continue to lead USA Hockey’s coaching program in the 21st century. I would like to personally thank Hockey Canada, known formerly as the Canadian Amateur Hockey Association (CAHA), and Fitness Canada for the development of this program. A sincere appreciation is also extended to members of the Hockey Canada Initiation Program Committee: Bob Nicholson (Chairman), Vernon Frizzell, Dan Smith, Keith Baulk, Pat Doherty, and George Ward; and founders Colin Patterson and Jack Miller.

Also, a special thanks to USA Hockey’s Coaching Section, Youth Council, Legal Council and the Curriculum Committee. Finally, I would like to thank Val Belmonte (former Director, Coaching Education Program) for his vision and hard work that he put forth in the Coaching Education Program. Through his direction, USA Hockey’s Coaching Education Program became the leader in educating and training coaches in youth sports. Thanks for all of your support!

As you read through the USA Hockey coaching materials, remember, create a fun and positive environment and allow the players to be creative and enjoy our wonderful sport.

Mark Tabrum  
Director, Coaching Education Program  
USA Hockey, Inc.



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## This is USA Hockey

USA Hockey, Inc., is the National Governing Body for the sport of ice hockey in the United States. Its mission is to promote the growth of hockey in America and provide the best possible experience for all participants by encouraging, developing, advancing and administering the sport.

USA Hockey's primary emphasis is on the support and development of grassroots hockey programs. In January 2009, the organization launched the American Development Model, which, for the first time ever, provides associations nationwide with a blueprint for optimal athlete development.

While youth hockey is a main focus, USA Hockey also has vibrant junior and adult hockey programs that provide opportunities for players of all ability levels. The organization also supports a growing disabled hockey program and maintains an inline hockey program to provide structure and support for its growth across the nation.

Beyond serving those who play the game at the amateur level, USA Hockey has certification programs for coaches and officials to ensure education standards are met that coincide with the level of play. Furthermore, a large focus is put on parent education with equipment needs, rules of the game and parental roles in youth sports among common topics.

Members of the organization are entitled to many benefits, including a subscription to *USA Hockey Magazine*, the most widely circulated hockey publication in the world; excess accident, general liability and catastrophic insurance coverage; access to USAHockey.com; and opportunities to participate in USA Hockey National Championships, as well as player development camps.

USA Hockey is the official representative to the United States Olympic Committee and the International Ice Hockey Federation. In this role, USA Hockey is responsible for organizing and training men's and women's team for international tournaments, including the IIHF World Championships and the Olympic and Paralympic Winter Games. Closer to home, USA Hockey works closely with the National Hockey League and the National Collegiate Athletic Association on matters of mutual interest.

USA Hockey is divided into 12 geographical districts throughout the United States. Each district has a registrar to register teams; a referee-in-chief to register officials and organize clinics; a coach-in-chief to administer education program for coaches; a risk manager to oversee liability and safety programs; and a skill development program administrator to facilitate learn-to-play programs for youth players and their parents.

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# USA Hockey’s Coaching Education Program

## Purpose Statement

The objective of the Coaching Education Program is to improve the caliber and quality of coaching in amateur hockey. Five levels of achievement have been established to educate and train each coach, from the beginner to the highly skilled expert.

The Coaching Education Program is committed to developing coaches who will be effective instructors and role models through a comprehensive education program at all levels of play. The program emphasizes fundamental skills, conceptual development, sportsmanship and respect for teammates, opponents, coaches, officials, parents and off-ice officials.

Thirteen district coaches-in-chief use trained coaching education personnel to conduct the first three progressive levels of instructional coaching clinics. The coaches-in-chief themselves organize and conduct the Level 4 clinics, while the Director of the Coaching Education Program conducts the Level 5 clinic. All registered coaches are required to complete clinics in accordance with the requirements under Rules and Regulations VII. Coaching Program.

USA Hockey has developed a full range of instructional materials for coaches to use on the ice, as well as in the classroom. The materials are also used by the Player Development Program and the International Ice Hockey Federation. Materials include clinic manuals, PowerPoint presentations and training videos.

COACHING EDUCATION PROGRAM REQUIREMENTS  
FOR THE 2010-11 SEASON ONLY

Coaching Registration

All ice hockey coaches as well as instructors of USA Hockey programs shall be registered for the current season (before the start of the season) in order to be eligible to coach/instruct in any regular-season activities (practices, clinics, games, tournaments, try-outs, etc.), state, district, regional playoff, national championships or in the USA Hockey Player Development Programs. There will be an annual fee to register the coaches (head and assistants) and instructors. Coaches may register as participants online at [usahockey.com](http://usahockey.com) or through a local association/member program (refer to Section I Participant Registration). Junior coaches shall register with and through their teams with the junior registrar.

All ice hockey coaches (except for Juniors) shall be listed on the team roster as approved by the appropriate registrar. Junior coaches shall register with and through their teams with the junior registrar. All registered coaches as well as instructors shall receive a USA Hockey membership card and a subscription to *USA Hockey Magazine* (See Registration, Individual Players/Coaches/Instructors).

**Note 1:** All USA Hockey Coaching Education Program Instructors and National Player Development Camp coaches will be exempt from the annual participant registration fee, but must complete the participant registration process.

**Note 2:** The head coach and all assistant coaches of each disabled hockey team must complete the required CEP registration and proper level of certification. Those volunteers or employees who assist with helping disabled hockey teams (i.e. interpreters, pushers, on-ice mentors, etc.) must be properly registered but are not required to attend a CEP clinic and otherwise comply with these rules and regulations.

All ice hockey coaches and instructors of registered USA Hockey youth/high school, disabled, girls/women’s 19 & under and below programs must properly wear an approved ice hockey helmet during all on-ice sessions, including practices, controlled scrimmages and coach and referee clinics (seminars).

Registration, education and other requirements for inline coaches are as provided in the Inline Hockey Rules and Regulations.

Coaching Education Program Requirements

Required Coaching Education Program Levels For Ice Hockey

USA Hockey requires that the following set of coaching education levels must be the minimum criteria for districts and/or affiliates.

All coaches must have the USA Hockey Coaching Education Program card by January 1 of the current season.

Evidence of Level

All USA Hockey coaches will possess a USA Hockey Coaching Education Program card with a valid verification sticker. Coaches must have the CEP card in their possession for all USA Hockey games.

It is the responsibility of the local association to identify those coaches who do not meet the certification requirements. All coaches have until December 31 of the current season to attend a USA Hockey coaching clinic(s) to become properly certified at the level of play that they are coaching. During this

time, and prior to the start of each game, coaches shall indicate their current coaching certification status on the scoresheet, regardless of their certification level.

Beginning January 1 of the current season, prior to the start of each game, all coaches present, from each team, are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for that game. In addition, all coaches must include their USA Hockey Coaching Education Program (CEP) card number, their CEP level (levels 1-5) and the year their CEP level was attained. The CEP card number, level and year attained shall be printed legibly next to the coach’s signature (except for Juniors).If a coach cannot produce his/her current USA Hockey Coaching Education Program Card prior to the start of the game, it must be noted on the official game scoresheet.

Level Of Play	Coaching Education Program Level
8 & Under (Mite)	Level 1
10 & Under (Squirt)	Level 2 (Prerequisite Level 1)
12 & Under (Pee Wee)	Level 3 (Prerequisite Levels 1 and 2)
14 & Under (Bantam)	Level 3 (Prerequisite Levels 1 and 2)
16 & Under; 18 & Under (Midget)	Level 3 (Prerequisite Levels 1 and 2)
Midgets (Tier I & Tier II National Tournament Bound)	Level 4 (Prerequisite Levels 1, 2 and 3)

Level Of Play	Coaching Education Program Level
High School	Level 3 (Prerequisite Levels 1 and 2)

Level Of Play	Coaching Education Program Level
Junior Tier I and II	Level 4
Junior Tier III (All Levels)	Level 4 (Prerequisite Level 3 required)

Level Of Play	Coaching Education Program Level
Girls/Women 8 & Under	Level 1
Girls/Women 10 & Under	Level 2 (Prerequisite Level 1)
Girls/Women 12 & Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 14 & Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 16 & Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 19 & Under	Level 3 (Prerequisite Levels 1 and 2)
Girls/Women 16/19 & Under (National Tournament Bound)	Level 4 (Prerequisite Levels 1, 2 and 3)

## Continuing Education Requirement

All coaches below Level 4 shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through Level 3. After a coach has completed Level 3, the coach shall do one of the following within three years to maintain certification: attend another Level 3 clinic, take a USA Hockey Continuing Education Course (i.e. attend a High Performance Workshop, complete the online Level 3 Recertification program) or attend a Level 4 clinic as per the Coaching Education Program Requirement chart. Once Level 4 is achieved, there is no further requirement for recertification.

If a coach's certification below Level 4 was received more than 3 years from the current season, the card is rendered invalid/expired. Level 1 or 2 coaches must attend a clinic at the next level and Level 3 coaches must choose one of the certification options in order to reactivate their status.

## Penalty and Enforcement

All coaches must be certified at the proper CEP level for the level of play in which he/she is coaching beginning January 1 of the current season. It is the responsibility of the District/Affiliate to have a documented policy in place regarding non-compliance. The District/Affiliate will determine what the penalty shall be to the individual coach who fails to produce a current coaching education card with appropriate verification of level. It will be the responsibility of the local association registering the team to enforce the District/Affiliate policy. Non-compliance penalties for Junior coaches will be determined by the Junior Council.

## Under-Age Coaches

### Student Coach

A player age 13 through 17 who is currently properly registered with USA Hockey.

### Qualifications

- Must attend a training session conducted by the local hockey association or audit a Level 1 clinic (not required to pay nor will they receive certification credit)
- Must always be under the supervision of a carded, screened adult coach during all practices, clinics, try-outs and in the locker room.
- May help out at practices, clinics, try-outs only. (May not participate as a player in scrimmages or games when acting as a STUDENT COACH).
- May not act as a head coach or an assistant coach during practices or games.
- May be on the bench during games with an adult. The STUDENT COACH will count as one of the maximum of four Team Officials allowed on the bench.
- Must wear a helmet with full face shield, gloves and skates while on the ice. Must wear helmet during games while on the bench.
- May only work with players at least one full playing age level down (e.g., a Bantam age player may act as a STUDENT COACH at the Pee Wee, Squirt or Mite level).
- The organization that is using the STUDENT COACH must provide a form indicating on what team he/she is participating as a STUDENT COACH, and, if applicable, what team he/she is properly registered/rostered as a player. A model form is available on the usahockey.com website.
- Upon reaching the age of 18, the STUDENT COACH must comply with the USA Hockey Screening Program and meet the USA Hockey Coaching Education Program requirements which will qualify him/her to act as an assistant or head coach.

## Coaching Ethics Code

All USA Hockey ice hockey coaches (head, assistant and instructors) must abide by the USA Hockey Coaching Ethics Code, and understand that violations may result in full or partial forfeiture of coaching privileges in programs, at sites or events under USA Hockey's governance. The ethics code agreement states that the coach and/or instructor has read and will abide by USA Hockey's Coaching Ethics Code.

Ice hockey coaches and instructors need only have to sign this commitment each hockey season. All coaches have an obligation to be familiar with USA Hockey's Coaching Ethics Code, or as it may be amended from time to time. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct (See USA Hockey Coaching Ethics Code Booklet).

All registered USA Hockey ice hockey coaches and instructors of USA Hockey programs must sign the coaching ethics code agreement in order to be eligible to coach or instruct in any regular-season activities (practices, clinics, games, tournaments, tryouts, etc.), state, district, regional playoff, national championships or in the USA Hockey Player Development Program.

## Coaches' Code of Conduct

1. Winning is a consideration, but not the only one, nor the most important one. Care more about the child than winning the game. Remember players are involved in hockey for fun and enjoyment.
2. Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players.
3. Be generous with your praise when it is deserved, be consistent, honest, be fair and just, do not criticize players publicly, and study to learn to be a more effective communicator and coach, and don't yell at players.
4. Adjust to personal needs and problems of players, be a good listener, never verbally or physically abuse a player or official, give all players the opportunity to improve their skills, gain confidence and develop self-esteem, teach the basics.
5. Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey, encourage all your players to be team players.
6. Maintain an open line of communication with your players' parents. Explain the goals and objectives of your association.
7. Be concerned with the overall development of your players. Stress good health habits and clean living.

**To win the game is great; to play the game is greater; to love the game is the greatest of all.**



## Parents' Code of Conduct

1. Do not force your children to participate in sports, but support their desires to play their chosen sport.
2. Children are involved in organized sports for their enjoyment. Make it fun.
3. Encourage your child to play by the rules. Remember children learn best by example, so applaud the good plays of both teams.
4. Do not embarrass your child by yelling at players, coaches, or officials. By showing a positive attitude toward the game and all of its participants, your child will benefit.
5. Emphasize skill development and practices and how they benefit your young athlete. Deemphasize games and competition in the lower age groups.
6. Know and study the rules of the game, and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game.
7. Applaud a good effort in victory and in defeat, and reinforce the positive points of the game. Never yell or physically abuse your child after a game or practice, it is destructive. Work toward removing the physical and verbal abuse in youth sport.
8. Recognize the importance of volunteer coaches. They are very important to the development of your child and the sport. Communicate with them and support them.
9. If you enjoy the game, learn all you can about the game, and volunteer!

## Players' Code of Conduct

1. Play for FUN!
2. Work to improve your skills.
3. Be a team player—get along with your teammates.
4. Learn teamwork, sportsmanship, and discipline.
5. Be on time for practices and games.
6. Learn the rules, and play by them. Always be a good sport.
7. Respect your coach, your teammates, your parents, opponents, and officials.
8. Never argue with officials' decisions.

## Sexual Abuse Policy

It is the policy of USA Hockey that there shall be no sexual abuse of any minor participant involved in any of its sanctioned programs, its training camps, hockey clinics, coaches clinics, referee clinics, regional and national tournaments or other USA Hockey events by an employee, volunteer, or independent contractor. Sexual abuse of a minor participant occurs when an employee, volunteer or independent contractor touches a minor participant for the purpose of causing the sexual arousal or gratification of either the minor participant or the employee, volunteer or independent contractor. Sexual abuse of a minor participant also occurs when a minor player touches an employee, volunteer or independent contractor for the sexual arousal or sexual gratification of either the minor participant or

the employee, volunteer or independent contractor, if the touching occurs at the request or with the consent of the employee, volunteer or independent contractor.

Neither consent of the player to the sexual contact, mistake as to the participant's age, nor the fact that the sexual contact did not take place at a hockey function are defenses to a complaint of sexual abuse.

Upon proof of violation of this policy, the violator will be permanently banned or suspended from USA Hockey sanctioned programs and/or the programs of its affiliate associations.

## Physical Abuse Policy

It is the policy of USA Hockey that there shall be no physical abuse of any participant involved in any of its sanctioned programs, its training camps, hockey clinics, coaches clinics, referee clinics, regional and national tournaments or other USA Hockey events by any employee, volunteer or independent contractor. Physical abuse means physical contact with a participant that intentionally causes the participant to sustain bodily harm or personal injury. Physical abuse also includes physical contact with a participant that intentionally creates a threat of immediate bodily harm or personal injury.

Physical abuse does not include physical contact that is reasonably designed to coach, teach or demonstrate a hockey skill. Permitted physical conduct may include, but is not necessarily limited to, shooting pucks at a goaltender, demonstrating checking and other hockey skills, and communicating with or directing participants, during the course of a game or practice, by touching them in a non-threatening, non-sexual manner.

## Screening Policy

It is the policy of USA Hockey that it will not authorize or sanction in its programs that it directly controls any volunteer or employee who has routine access to children (anyone under the age of majority) who refuses to consent to be screened by USA Hockey before he/she is allowed to have routine access to children in USA Hockey's programs. Further, it is the policy of USA Hockey that it will require its affiliates to adopt this policy as a condition of its affiliation with USA Hockey, and it is a policy of the Inline Hockey Program that it will require its sanctioned leagues to adopt this policy as a condition of its sanctioning.

A person may be disqualified and prohibited from serving as an employee or volunteer of USA Hockey if the person has:

1. Been convicted (including crimes the record of which has been expunged and pleas of "no contest") of a crime of child abuse, sexual abuse of a minor, physical abuse, causing a child's death, neglect of a child, murder, manslaughter, felony assault, any assault against a minor, kidnapping, arson, criminal sexual conduct, prostitution related crimes or controlled substance crimes.
2. Being adjudged liable for civil penalties or damages involving sexual or physical abuse of children.
3. Being subject to any court order involving any sexual abuse or physical abuse of a minor, including but not limited to domestic order or protection.
4. Had their parental rights terminated.

5. A history with another organization (volunteer, employment, etc.) of complaints of sexual or physical abuse of minors.
6. Resigned, been terminated or been asked to resign from a position, whether paid or unpaid, due to complaint(s) of sexual or physical abuse of minors.
7. Has a history of other behavior that indicates they may be a danger to children in USA Hockey.

## Locker Room Supervision

USA Hockey is concerned with locker room activities between minor players; minor players and adult players; adults being alone with individual minor players in locker rooms; and with non-official or non-related adults having unsupervised access to minor participants at sanctioned team events.

It is the policy of USA Hockey that all affiliates, districts, leagues, and local hockey programs have at least one responsible adult present directly monitoring the locker room during all team events to assure that only participants, (coaches and players), approved team personnel and family members are permitted in the locker room and to supervise the conduct in the locker room. Any individual meetings with a minor participant and a coach in a locker room shall require a responsible adult be with the coach.

Further, responsible adults must personally monitor the locker room environment at all times while participants are present and also make sure the locker room is appropriately secured during times when minor participants are on the ice.

Teams, leagues and local hockey associations shall also comply with the USA Hockey Co-Ed locker room policy.

## Gender Equity – Co-Ed Locker Rooms

The issue of co-ed dressing arrangements in locker rooms continues to come up, and USA Hockey is frequently asked to provide some type of guideline about dealing with such situations. Teams, leagues, associations and USA Hockey need to recognize that there are gender equity issues to deal with when managing a co-ed locker room setting. Both female and male privacy rights must be given consideration and appropriate arrangements made.

USA Hockey’s member organizations should consider the following:

1. Recognize that it is an issue that must be dealt with and that favoring one group over another can produce legal ramifications;
2. Recognize that the ideal situation of using two, separate dressing rooms is not possible in many ice rink/arena settings;
3. Recognize that it is an issue that will increase in visibility as girls’/ women’s participation in USA Hockey continues to grow; and
4. Recognize that it is an issue for members who are participating as players, coaches and officials.

Our recommendations, made in conjunction with the Girls’/Women’s Section, the Coaching Education Program and the Officiating Program, are as follows:

**NOTE:** *Make certain that two properly screened adults are present in locker room settings to supervise. Arrange to provide supervisors who are of the same sex as the children they are to protect. Please follow Coaching Ethics guidelines.*

- A. Where possible, have the male and female players undress/dress in separate locker rooms; then convene in a single dressing room to hold the coach’s pre-game meeting;
- B. Once the game is finished, hold the coach’s post-game meeting; then have the male and female players proceed to their separate dressing rooms to undress and shower (separately), if available.
- C. In those cases where separate facilities are not available, have one gender enter the locker room and change into their uniforms. That gender then leaves the locker room, while the other gender dresses. Both genders would then assemble in the locker room and hold the coach’s pre-game meeting.
- D. Following the game and the coach’s post-game meeting, where separate facilities are not available, the second gender group enters the locker room and undresses, while the first group waits outside until they have undressed and left the room. Once the second group leaves, the first group enters the locker room and undresses.

**NOTE:** *Taking turns is a means of ‘reasonable accommodation’, so neither gender group is favored, nor is “the ones who always have to wait” and it’s fair.*

Failing to establish some type of similar procedure, or failure to seriously consider the privacy issues will likely lead to complaints and/or lawsuits. By being proactive on this issue, everyone [coaches, players, officials, volunteers and parents] can enjoy the sport without the worry of legal actions or the invasion of privacy concerns arising.

Lastly, reinforce to all players, coaches, officials, volunteers and parents that your organizations are going to take this issue seriously. It is not acceptable under USA Hockey’s Bylaws – Policies on Physical and Sexual Abuse – for members to be observing the opposite gender while they dress or undress. Members and volunteers who violate USA Hockey’s policies, or who violate the privacy rights of others, could be subject to appropriate discipline.

## Hazing

It is the policy of USA Hockey that there shall be no hazing of any participant involved in any of its sanctioned programs, its training camps, hockey clinics, coaches clinics, referee clinics, regional and national tournaments or other USA Hockey events by any employee, volunteer, participant or independent contractor.

USA Hockey is concerned with the activity known as “Locker Boxing” (aka Helmet & Gloves) which produces head trauma in children and young adults. USA Hockey is opposed to that activity and recommends that local associations take action to prevent this activity through awareness, education and supervision.

**Definition:** Conduct which is insulting, intimidating, humiliating, offensive, or physically harmful. Any player, team official, executive member of a team, club or association having been party to or having had knowledge of any degrading hazing, or initiation rite, without reporting it or taking action, shall be subject to suspension from playing or holding office with any team, club or association affiliated with USA Hockey.

## SKILL DEVELOPMENT PROGRAM

**Consumption/Use/Abuse of Mood Altering Substances**

It is the considered judgment of the Board of Directors of USA Hockey that consumption/use/abuse of mood altering substances is detrimental to a healthy state of mind, body, and spirit in an athletic participant. This is especially true for those participants aspiring to develop their talents in the furtherance of their playing, or coaching, or officiating careers in the sport of ice hockey. Therefore, with the best interests of its participants in mind, USA Hockey prohibit use by any participant of mood altering substances during active participation in its programs, and, upon discovery of any violation, shall take action to remove the participant from participation in its programs for a reasonable period of time. Further, USA Hockey hereby recommend that each and all of its teams, associations, programs and affiliates adopt reasonable regulations concerning the prohibition of consumption/use/abuse of mood altering substances, and a reasonable enforcement procedure thereafter, in order to maintain the health of our athlete participants, the integrity of our programs, and the eligibility of all of our competitors for national, international, and collegiate competition.

For purposes of this policy, the words “mood altering substances” shall include the following:

1. Intoxicating beverages, including, but not limited to, alcohol.
2. Non-prescription or prescribed controlled substances.
3. Prescription or prescribed controlled substances when used to an excess in violation of doctors orders, or to produce the state of intoxication in the participant.

Further, a participant shall include players, coaches, referees, and all persons involved in the conduct of an ice or inline hockey contest.

**Core Values**

The following core values of USA Hockey are adopted to guide the Association’s members in its planning, programming and play, both now and in the future.

**SPORTSMANSHIP:** Foremost of all values is to learn a sense of fair play. Become humble in victory, gracious in defeat. We will foster friendship with teammates and opponents alike.

**RESPECT FOR THE INDIVIDUAL:** Treat all others as you expect to be treated.

**INTEGRITY:** We work to foster honesty and fair play beyond mere strict interpretation of the rules and regulations of the game.

**PURSUIT OF EXCELLENCE AT THE INDIVIDUAL, TEAM, AND ORGANIZATIONAL LEVELS:** Each member of the organization, whether player, volunteer or staff, should seek to perform each aspect of the game to the highest level of his or her ability.

**ENJOYMENT:** It is important for the hockey experience to be fun, satisfying, and rewarding for the participant.

**LOYALTY:** We aspire to teach loyalty to the ideals and fellow members of the sport of hockey.

**TEAMWORK:** We value the strength of learning to work together. The use of teamwork is reinforced and rewarded by success in the hockey experience.

**Introduction**

The main objective of the USA Hockey Skill Development Program is to give 6 to 10-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 program is comprised of four lesson manuals; A, B, C and D. These manuals are for coaches who have completed the USA Hockey Coaching Education Program (CEP) Level 1 Coaching Clinic where they receive instruction in Leadership, Communication, Teaching Skills, Skill Analysis, Lesson Organization and Principles of Safety. The Coaches receive an Instructor’s Manual at this training session which they can then use as a reference to help implement the lesson manuals.

Each of the four lesson manuals contain 20 suggested lesson plans to teach beginning hockey players the basic skills in an organized and tested progression. The first 15 lessons in each manual are very detailed and the five remaining lessons are in outline form so that the Coach can further develop his or her practice planning technique and organizational skills. (See Lesson Format on page 2.)

The USA Hockey Skill Development Program is based on a model of practicing and playing cross-ice. “Why cross-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 adults, they learn differently than adults, and they see the world differently than adults do. This cross-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. (See the Advantages of Cross-Ice Practicing and Playing on page 5.)

Playing Rules for Boys and Girls Under 10 Years Old, which have also been tested and developed over time in many countries around the world, are included on page 7. These rules enable the children to develop hockey skills in an environment that fosters fun, learning, participation by all, and mental and physical development.

Coaches, have fun and lead the children of the world into the future.





## SKILL DEVELOPMENT PROGRAM

### Lesson Format

The four lesson manuals, A, B, C, and D, are formatted in a similar style. The components are laid out in a progressive order to help the Coach prepare for and operate an efficient practice. The four components of a lesson are:

1. Specific Objectives
2. Key Instructional Points
3. Teaching Tools Needed
4. Lesson Plan

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

Descriptions of the components of a typical lesson plan are illustrated below.

#### Lesson Plan Identification

A = Lesson Manual A  
1 = Lesson 1

#### 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.

#### LESSON A-1

##### SPECIFIC OBJECTIVES

1. Develop and improve player's balance and agility.
2. Introduce how to get up.
3. Introduce proper stance.

##### KEY INSTRUCTIONAL POINTS

1. 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.
2. Getting up from ice  
Slide one leg forward so that the blade of your skate is on the ice and follow with the other.
3. Proper Stance  
a. Always come to the knees.  
b. Skates parallel and shoulders width apart.  
c. Point toes straight ahead.  
d. Bend knees until they are in line with toes or the skates.  
e. Bury leaning slightly forward.  
f. Head up.  
g. Two hands on stick; stick close to ice.
- h. Don't place hands on the ice. Keep both hands on the stick.

##### TEACHING TOOLS NEEDED

1. Tennis balls
2. Cross-ice rink boards

#### Key Instructional Points

- Provide the Coach 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.

#### Teaching Tools Needed

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

## SKILL DEVELOPMENT PROGRAM



#### Key Points

- Add your own Key Instructional Points or notes here:
- bend knees
- head up
- keep it fun
- good communication

#### Teaching Tools

- Use the teaching tools which are listed and enhance with your own ideas.

#### Organizational Information

- Add your specific information here.

#### Skill

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

#### Filled-In Illustration

- This illustration, which is filled-in, indicates that this skill or technique has been used earlier in the manual.

#### Description

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

**LESSON PLAN A-1**

LEADER: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate and Warm-up	1. Clockwise and counterclockwise directions. 2. Varyed speeds. Warm-up: Perform agility drills (p. A-2) a. Knees high b. Touch toes	10 minutes
Basic Stance (introduce)	1. Leader to demonstrate and go over key points. 2. Have players go into basic stance. 3. Check for balance: a. Have players stand on left skate only. b. Have players stand on right foot only. c. Have players jump up 5-10 cm off ice. Keep knees back when landing. d. 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.	10 minutes
Agility (introduce)	1. Leader to demonstrate the proper technique of getting up. 2. Have players fall to knees and get up into basic stance. 3. 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.	5 minutes
Balance (introduce)	1. Walk across ice. Lift knees to touch stick held waist-high. Repeat several times.	5 minutes
Fun Time	1. Give every player a tennis ball. 2. Individual players bounce the ball. 3. Partners (3-4 metres apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance. 4. Partners kick ball with side of skate (inside of blade) to partner.	10 minutes

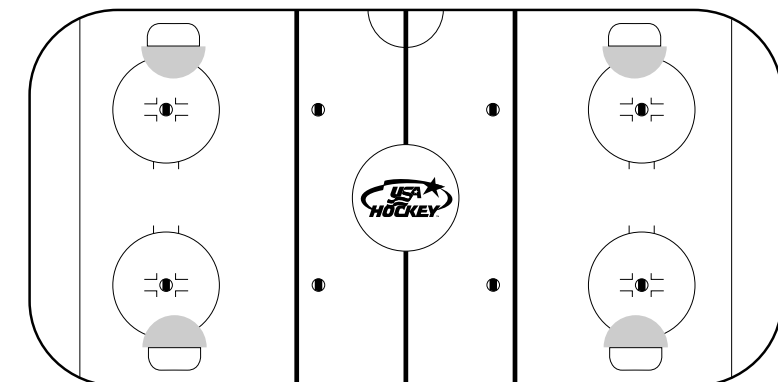


## SKILL DEVELOPMENT PROGRAM

## SKILL DEVELOPMENT PROGRAM



### The Advantages of Cross-Ice Practicing and Playing



The USA Hockey Skill Development Program, which is for children, is based on a model of practicing and playing hockey across the 85 feet width of the ice surface as compared to practicing and playing lengthways along the full 200 foot length of the ice surface. This cross-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 been shown that children who begin their hockey training in this environment have an outstanding hockey experience.

Parents may ask the question why should my child play cross-ice, what will this bring? I want my child playing like the professionals do, full-ice, because I want my child to experience “real hockey”.

To help address these questions, let’s think about a child trying to skate with a puck while performing a drill the entire 200 feet from one end of the rink to the other, how long will this take? How much energy will this require? Will the player’s decision-making skills be enhanced more in the close action of the smaller cross-ice surface or in the wide-open area of the full-ice surface? In which situation will the child be more involved in the action?

A study of hockey games played on the full-ice surface by George Kingston in 1976 found the following:

- In a sixty minute running time hockey game between 6-8 year old children, the average player had possession of the puck for 20.7 seconds.
- Top National Hockey League and international professional players were also timed and no player exceeded 85 seconds of puck possession time.
- In a sixty-minute children’s game the actual playing time of the game was 20 minutes and 38 seconds. Taking this into consideration, the individual player is only on the ice every third or fourth shift depending on how many players are on the team, resulting in even less ice time.
- An average of less than 0.5 shots per game for youth players and only 1.5 shots per game for junior and professional players.

The study concluded that:

- For young players in the “full-ice game model” of development, the youngest players would require 180 games and the older youth players would require 80 games to enjoy 60 minutes of actual puck possession time to execute their stickhandling, passing, pass receiving and shooting skills.
- Professional and international players would require 60 games to ensure 60 minutes of puck control skill development.

**Many players never touched the puck in the game, especially in youth hockey.**

USA Hockey firmly believes that by giving children the opportunity to participate in the Skill Development Program, which supports cross-ice practicing and playing, that their enjoyment of hockey as well as their hockey skills will be greatly enhanced.

#### Illustration

- This illustration, with no fill-in, indicates that this is the first time that this skill or technique is used in the manual.

#### Time

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

**LESSON PLAN A-1**

SKILL	DESCRIPTION	TIME
Balance and Agility (introduce)	1. The players must follow the leader who moves slowly around the area. Leader must move slowly and change directions frequently.	5 minutes
Balance and Agility (introduce)	1. Starting from sideboards, the players cross rink trying to walk on the toes of their skates. Players must stand straight.	5 minutes
Game Time	1. 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.	10 minutes

**LESSON SUMMARY**

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

Great first practice!

A lot of fun!

#### Lesson Summary

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



## SKILL DEVELOPMENT PROGRAM

To help you further understand the benefits of the cross-ice practicing and playing model, some of the advantages are listed below.

### Practicing

- The children have more energy with which they can improve their skills when they are skating 85 feet across the ice surface as opposed to the 200 foot length of the ice surface.
- Group sizes become smaller which means learning and teaching will become more effective.
- The close feeling of belonging to a team will motivate a child to participate with even greater enthusiasm.
- 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 as more decisions must be made more frequently at a higher tempo.

### Actual Game

- Playing on a smaller rink results in increased puck possession time for each player.
- Individual technical skills develop more quickly.
- More frequent line changes in the game means more ice time for each player.
- Children remain active between their shifts with various activities in the neutral zone.
- Line changes are made quickly since the players are directly beside the playing surface.
- Each player's activity increases greatly.
- Scoring skills are enhanced since the players have more shooting opportunities and the child sized goal nets force the players to shoot more accurate.
- 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.
- The feeling of being an important part of the action increases because of the small size of the rink.
- Hockey sense, or understanding the principles of the game, is being developed at a young age.
- There are no unnecessary breaks in the game.

### General Organization

- 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 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.
- USA Hockey 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 made available to more teams within a single Association.
- 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 hockey.
- The same exciting and fun environment as in a "real" 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 hockey.
- Hockey will be more appealing and rewarding to a wider range of children and their parents.

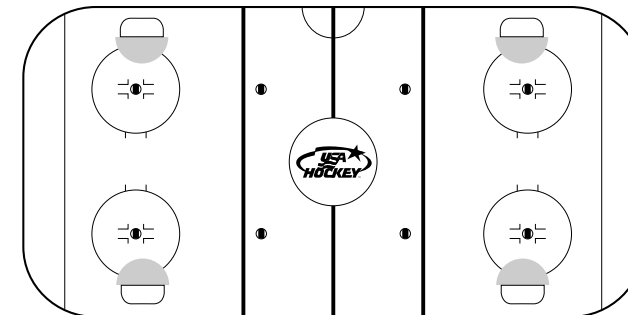
## SKILL DEVELOPMENT PROGRAM



## The Playing Rules for Boys and Girls Under 10 Years Old

### 1. Cross-Ice Playing Surface, Cross-Ice Rink Boards and Child-Sized Goal Nets

#### 1.1 Cross-Ice Playing Surface



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

#### 1.2 Cross-Ice Rink Boards

USA Hockey recommends that every arena construct a light board barrier which:

- is easy and quick to move on and off of the ice surface,
- is approximately 4 inches high and 2 inches wide,
- has no support legs to hinder the puck from sliding along the boards,
- forms a continuous barrier from one side of the rink boards to the boards on 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 runs along the blue line. An example of the light board barrier construction is shown in diagrams 1 and 2.

Diagram 1

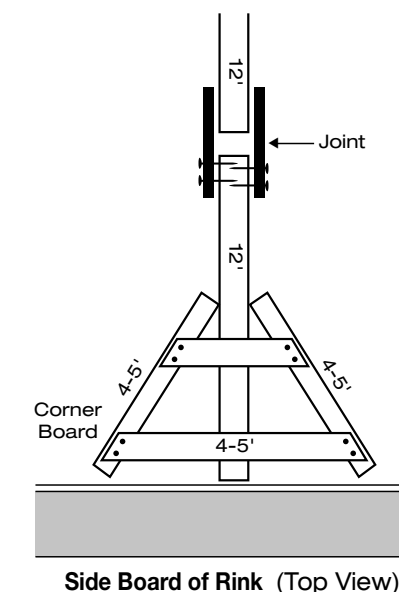
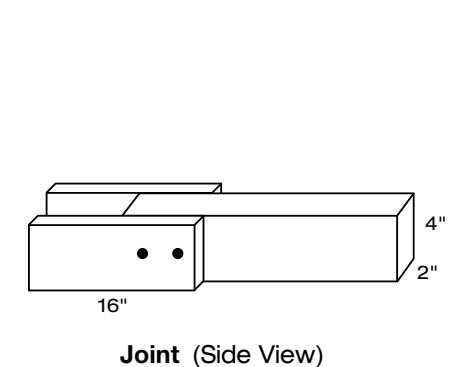


Diagram 2







## SKILL DEVELOPMENT PROGRAM

### 1.3 Child Sized Goal Nets

It is recommended that Child Sized Goal Nets be used to give the goalkeeper a greater chance of success, which will in turn build confidence. Further, every shot on net will not result in a goal and therefore there will be fewer stoppages in play which will result in more playing time.

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 Sized Goal Net construction examples are provided below.

#### 1.3.1 Lightweight Goal Nets

Lightweight goals, measuring 36 inches high, 52 inches wide and 28 inches deep can be used, constructed of 1/2 - 3/4 inch tubing. The lower end of the goal posts should have small pegs to keep the goal in position. (see diagram 3 and 4)

Diagram 3

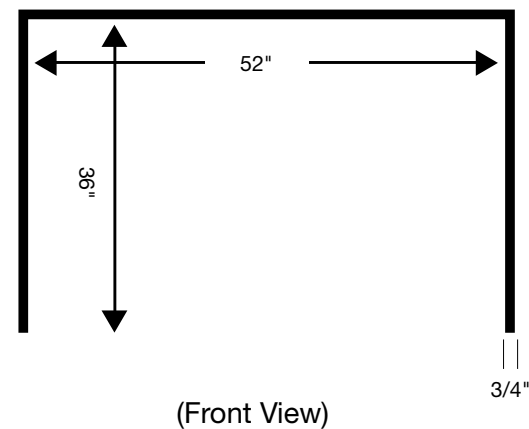
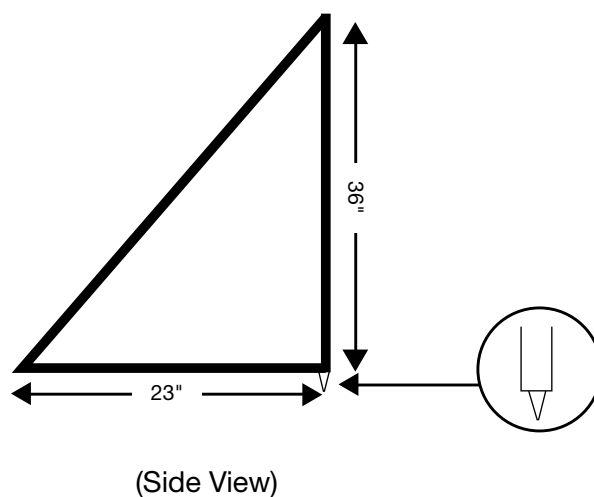


Diagram 4



## SKILL DEVELOPMENT PROGRAM



### 1.3.2 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 36 inches high and 52 inches wide. The insert can be fastened to the goal posts and cross bar using straps or hooks. (see diagrams 5 and 6)

Diagram 5

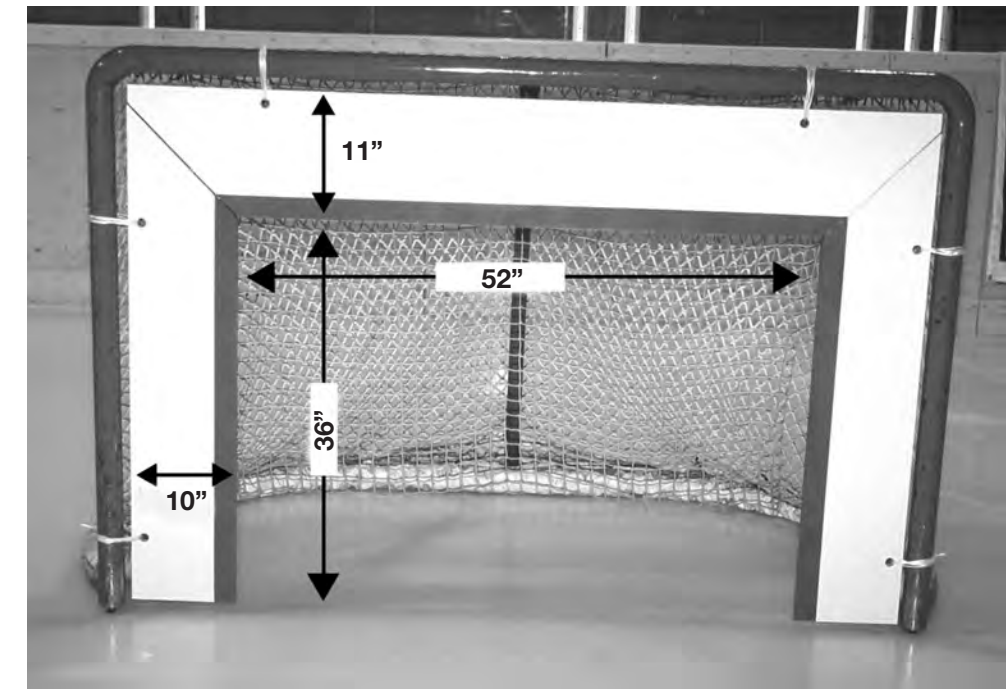


Diagram 6





## SKILL DEVELOPMENT PROGRAM

### 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.

#### 2.1 Junior Size Sticks

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

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

#### 2.2 Lightweight Pucks

The overall diameter, thickness and material of the puck should be the same as a normal game puck. (minimum weight is 2.8 ounces and maximum is 4.5 ounces) Options for lightweight pucks are outlined below.

##### 2.2.1 Blue Puck

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

### 3. Game Organization

#### 3.1 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. No scores are to be shown on the game time clock.

#### 3.2 Game Officials

At least on person will act as “coach” or “referee” to manage the game.

#### 3.3 Off-Ice Officials

The home team should arrange for a timekeeper.

#### 3.4 Face-offs

Face-offs will take place in the center 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.

Tip: To ensure quick face-off alignment, a red line with a face-off dot could be painted on the ice with spray paint.

## SKILL DEVELOPMENT PROGRAM



### 3.5 Playing Time

#### 3.5.1 Player Participation

**All the players whose names are on the team roster must be played evenly in every game.**

#### 3.5.2 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).

#### 3.5.3 Length of the game

The length of the game is to be determined by the club.

#### 3.5.4 Length of the playing shifts

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

### 3.6 Off-Sides, etc.

There are no blue line off-sides, icing etc.

### 3.7 Violating the Rules, Penalties

When a player violates the rules, the game “coach” or “referee” can stop the game by blowing the whistle and clarifying the reason for the break with the player in question. No penalties are given. A new face-off will take place in the center of the playing surface. If necessary the game “coach” can remove a player from the game.

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.

### 3.8 Players Waiting for Their Turn to Play

The center zone should function as the players bench. Players waiting for their turn to play can rest there by standing, kneeling or sitting. For maximum ice use and player development, the players should be allowed to skate, pass the puck, etc., in the middle zone while they are awaiting their turn to play.

### 3.9 Bodychecking

No bodychecking is allowed.





## SKILL DEVELOPMENT PROGRAM

### Teaching Tools





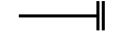













Below is a Tool Box, which has a list of the teaching tools that are necessary to run a successful Skill Development Program. As the Coaches gain experience they are encouraged to add their own teaching tools to the Tool Box to enhance the learning environment during practices.

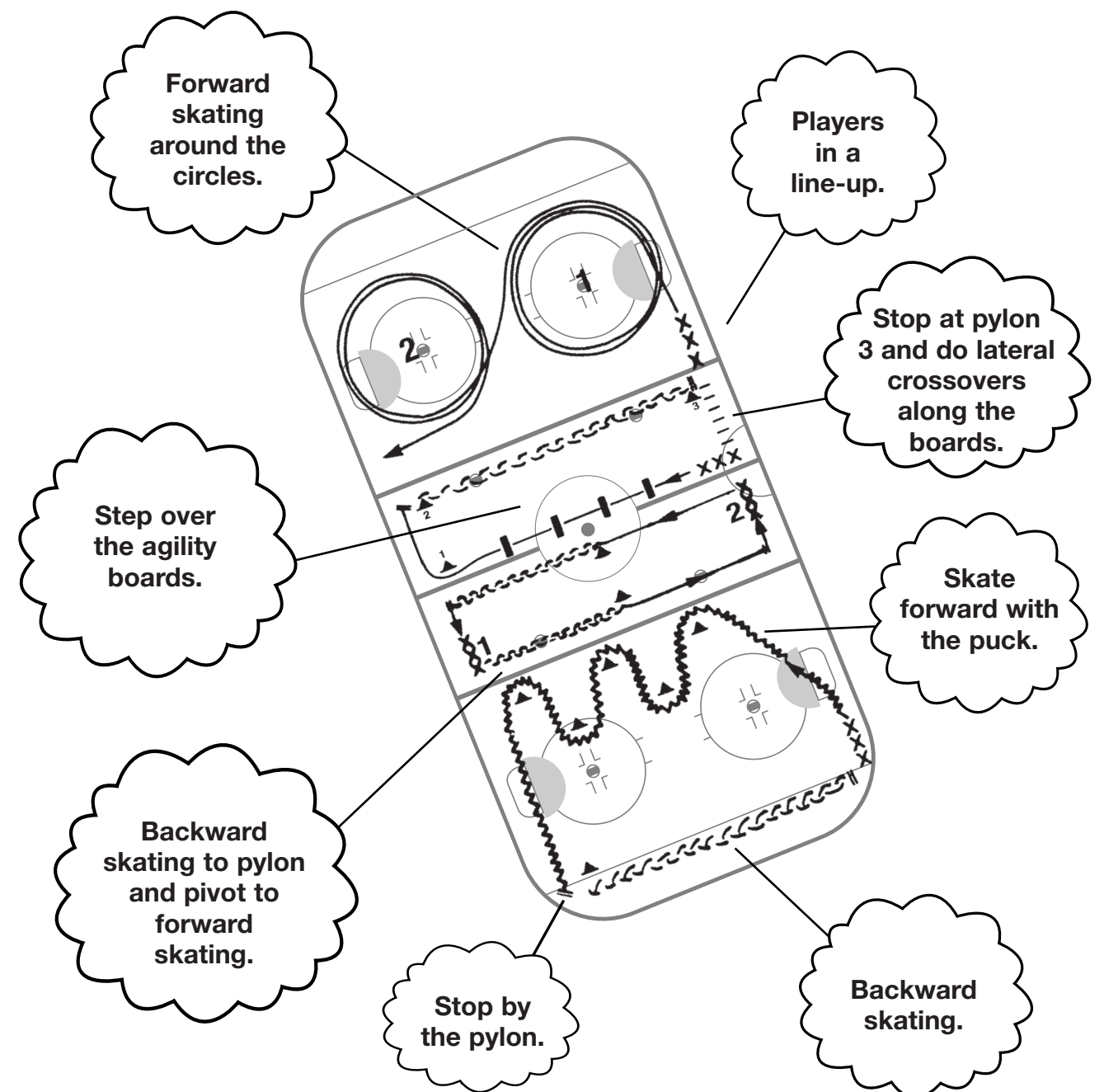


## SKILL DEVELOPMENT PROGRAM

### Ice Diagram Legend

The following symbols are used in the Skill Development Program Lesson Manuals.

Chair 	Puck 	Passing 
Pylon 	Stop 	Shooting 
Hockey Stick 	Forward Skate 	Agility Board 
Player X 	Backward Skate 	Jump Over 
Coach 	Puck Carrying 	Step Over 
Paint Spot 	Lateral Movement 	Group of Players 







## SKILL DEVELOPMENT PROGRAM

Notes



## LESSON A





## LESSON A



### The Beginner

#### Where to start?

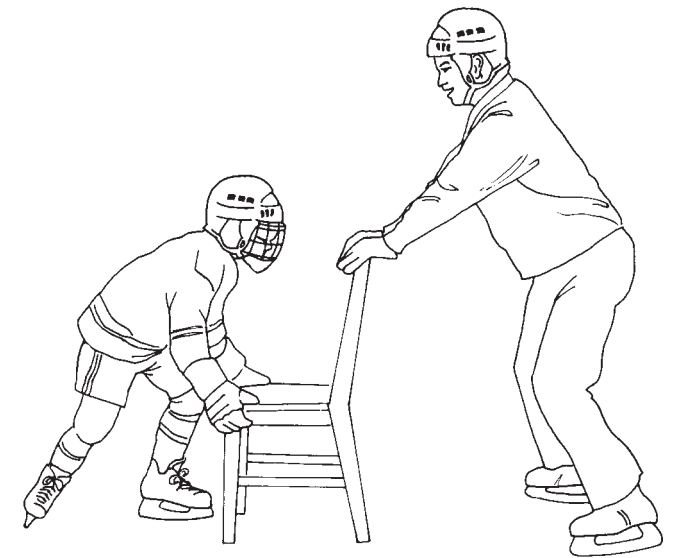
The first time on the ice could be a traumatic experience for the youngster. Thus, all coaches should offer:

- 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 coach holds the back of the chair, and gently pulls it forward. Once a certain amount of confidence has been reached, the coach 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 coach's hand.
- Walking across the ice, holding another player's hand.
- Up to this point, the coach 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.

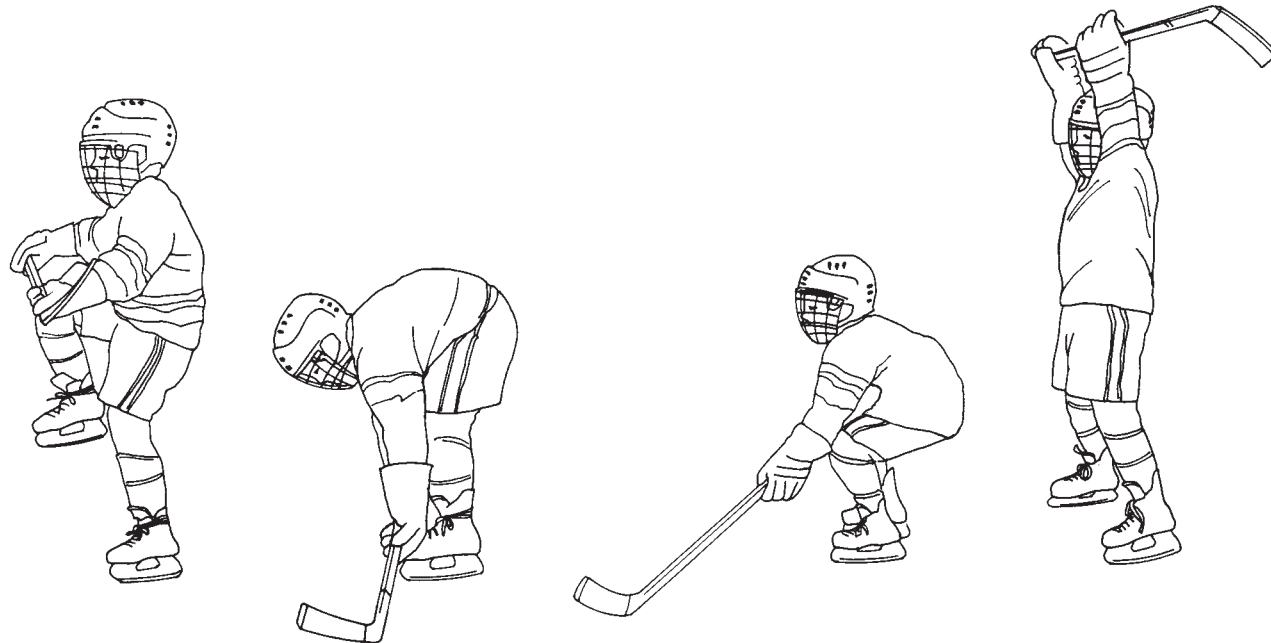




## LESSON A

### AGILITY AND BALANCE DRILLS

#### Step 1 — Agility Drills

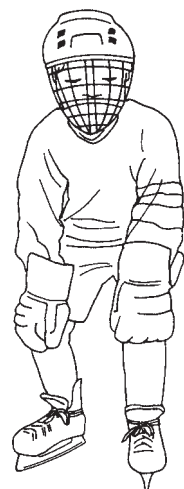


- Lift the knees as high as possible.
- Touch the toes.

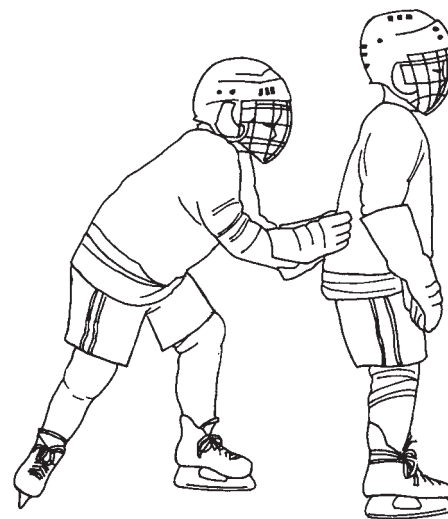
- Get into a sitting position.
- Raise the arms above the head.

#### Step 2 — Stance

Working with a partner.



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

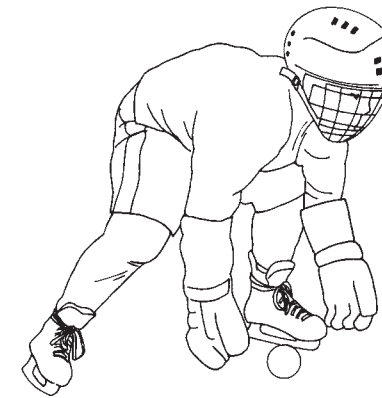


Push a partner across the ice.  
Place hands on the waist of your partner.

## LESSON A



#### Step 3 — With a tennis ball and a soccer ball



Place the tennis ball in front of the skates. Have the youngster 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 soccer ball in front of the skates. Have the youngster move the ball along by placing the foot sideways to make contact.

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

#### Step 4 — Stepping over an object

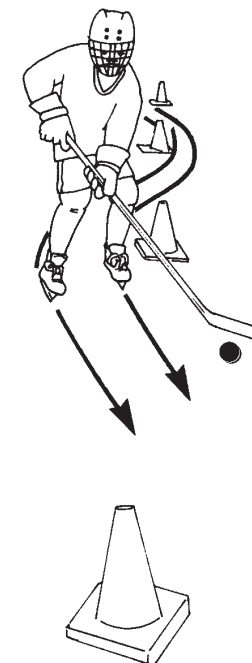


Place agility boards on the ice 9-12 feet apart.

Have the youngsters step over the boards one at a time. If some assistance is necessary, hold onto the youngster's hand.

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

#### Step 5 — Turns — Changing direction



Have the player weaving around the cones:  
— In a straight line.  
— In a staggered formation.



LESSON A-1

SPECIFIC OBJECTIVES

- 1. Develop and improve player's balance and agility.
- 2. Introduce how to get up.
- 3. Introduce proper stance.

KEY INSTRUCTIONAL POINTS

1. 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.

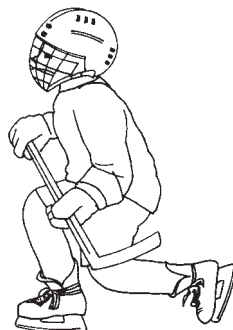
2. Getting up from ice.



- a. Always come to the knees.

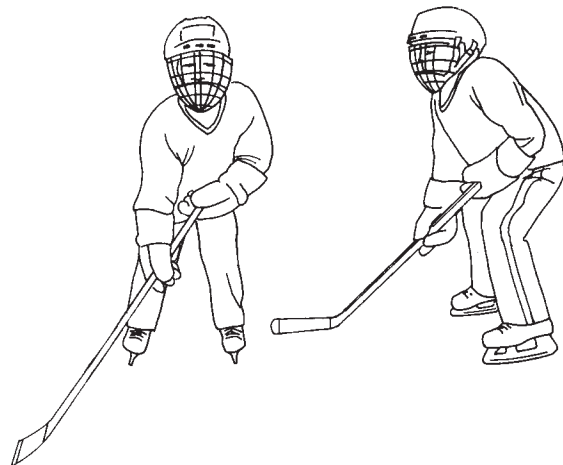


- b. Don't place hands on the ice. Keep both hands on the stick.



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

3. Proper Stance.



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

TEACHING TOOLS NEEDED

- 1. Tennis balls
- 2. Cross-ice rink boards

LESSON PLAN A-1

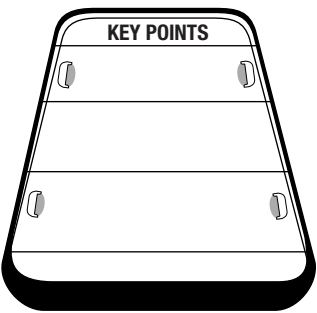


COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_





DATE: \_\_\_\_\_

TIME: \_\_\_\_\_







TEACHING TOOLS

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate and Warm-up	<ul style="list-style-type: none"><li>1. Clockwise and counterclockwise directions.</li><li>2. Varied speeds.</li></ul> <p>Warm-up: Perform agility drills (p. A-2)</p> <ul style="list-style-type: none"><li>a. Knees high</li><li>b. Touch toes</li><li>c. Sit low</li><li>d. Reach high</li></ul>	10 minutes 
Basic Stance (introduce)  p. A-4	<ul style="list-style-type: none"><li>1. Coach to demonstrate and go over key points.</li><li>2. Have players go into basic stance.</li><li>3. Check for balance:<ul style="list-style-type: none"><li>a. Have players stand on left skate only.</li><li>b. Have players stand on right foot only.</li><li>c. Have players jump up 2-4 inches off ice. Keep knees bent when landing.</li><li>d. Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is.</li></ul></li></ul> <p>NOTE: Repeat each several times.</p>	10 minutes 
Agility (introduce)  p. A-4	<ul style="list-style-type: none"><li>1. Coach to demonstrate the proper technique of getting up.</li><li>2. Have players fall to knees and get up into basic stance.</li><li>3. 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.</li></ul>	5 minutes 
Balance (introduce)  p. A-2	<ul style="list-style-type: none"><li>1. Walk across ice. Lift knees to touch stick held waist-high. Repeat several times.</li></ul>	5 minutes 
Fun Time  p. A-3	<ul style="list-style-type: none"><li>1. Give every player a tennis ball.</li><li>2. Individual players bounce the ball and catch it.</li><li>3. Partners (10-12 feet apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance.</li><li>4. Partners kick ball with side of skate (inside of blade) to partner.</li></ul>	10 minutes 



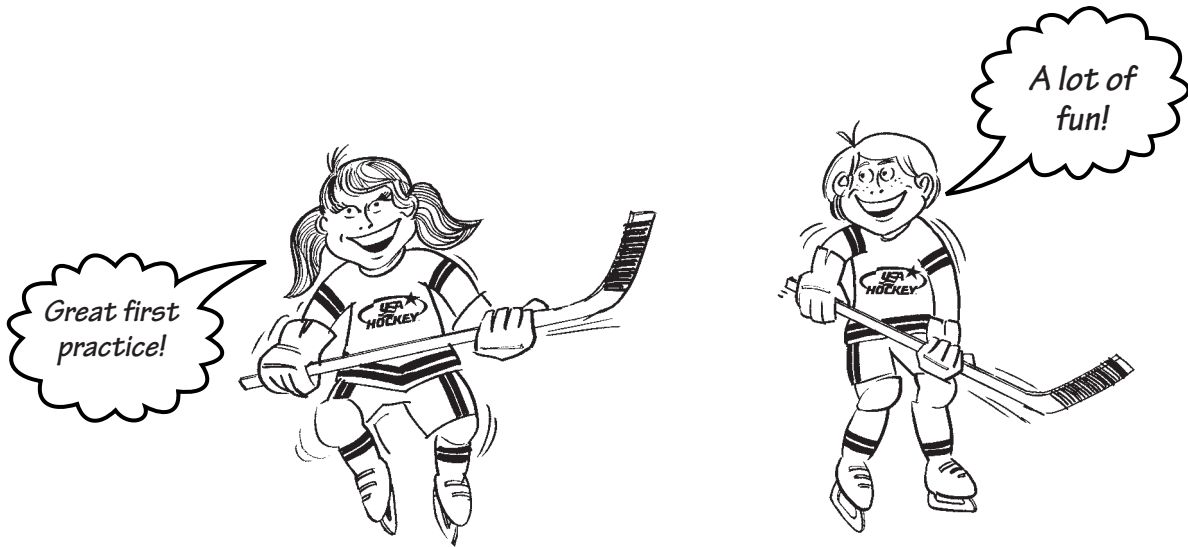
LESSON PLAN A-1

SKILL	DESCRIPTION	TIME
Balance and Agility (introduce)	1. The players must follow the coach who moves slowly around the area. Coach must move slowly and change directions frequently.	5 minutes 
Balance and Agility (introduce) 	1. Starting from sideboards, the players cross rink trying to walk on the toes of their skates. Players must stand straight.	5 minutes 
Game Time	1. British Bulldog Players stand in line along boards. One player stands in the middle of the rink. At coach'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.	10 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



LESSON A-2

SPECIFIC OBJECTIVES

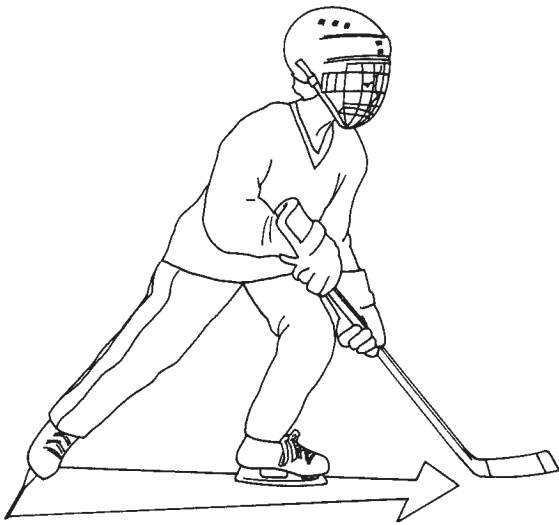
- 1. Review stance, balance, and agility.
- 2. Introduce T-push.
- 3. Introduce gliding on two skates/balance.
- 4. Introduce gliding on one skate/balance.

KEY INSTRUCTIONAL POINTS

- 1. For stance refer to Lesson A-1.
- 2. T-push.



- a. Point the front skate in the direction of movement.
- b. 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.



- c. Give a strong push with the back skate. This involves a straightening of the back leg, pushing the skate down against the ice.
- d. Stress the push, leg full out, knees well bent, head up, and recover skate through close to ice.

- 3. Gliding on two skates



- a. Take a few skating strides to gain momentum.
- b. Assume the basic stance (Lesson 1).
- c. Common errors:
  - 1. Ankles cave inward or outward.
  - 2. Knees press in towards each other.
  - 3. Legs are straight.
  - 4. Body is twisted.
  - 5. Upper body leans too far forward.
  - 6. Head is looking down at the ice.
  - 7. Not having two hands on the stick.
  - 8. Stick not close to ice.



LESSON A-2

4. Gliding on one skate.



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

TEACHING TOOLS NEEDED

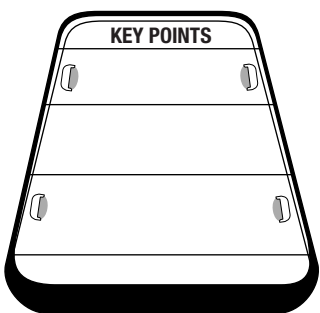
- 1. Agility boards
- 2. Tennis balls
- 3. Cross-ice rink boards



LESSON PLAN A-2



COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



TEACHING TOOLS






- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. Clockwise direction.	2 minutes 
Warm-up (review)	Perform exercises from warm-up section of Lesson A-1.	5 minutes 
Stance and Agility (review) 	1. Review key points to stance and to getting up off the ice. 2. 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. 3. 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.	7 minutes 
Balance (review) 	1. Place agility boards (flat) approximately three feet apart. Have the players line up and step over the boards one at a time. Step over the boards with alternate feet.	7 minutes 
T-push (introduce) 	1. Players line up on boards. 2. Place the right skate behind the left skate, forming a "T". 3. Push down and out with the right skate, gliding as far as possible on left skate. 4. Repeat using left skate.	5 minutes 
Gliding — two feet (introduce) 	1. Review key points and demonstrate. 2. Players line up along side boards. 3. 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. 4. Repeat Number 3 and while gliding practice going from the basic stance to the upright position to the basic stance.	7 minutes 





LESSON PLAN A-2

SKILL	DESCRIPTION	TIME
<b>Fun Time</b>  p. A-3 	<ol style="list-style-type: none"><li>Each player is given a tennis ball.</li><li>Roll the ball — chase it and pick it up with:<ol style="list-style-type: none"><li>Left hand.</li><li>Right hand.</li><li>Both hands.</li></ol></li><li>Kick ball ahead with the inside of the skate blade, then chase it and pick it up. Kick it once with the right skate and the next time with the left skate.</li></ol>	10 minutes 
<b>Gliding — one foot (introduce)</b>  p. A-8 	<ol style="list-style-type: none"><li>Review key points and demonstrate.</li><li>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.</li><li>Repeat Number 2 without using the boards for support.</li><li>Line up along the boards facing the opposite side of the rink.<ol style="list-style-type: none"><li>Take a few steps to gain momentum, and then glide as far as possible on one skate.</li><li>Repeat with other skate.</li></ol></li></ol>	10 minutes 
<b>Game Time</b>	<ol style="list-style-type: none"><li>Red light — Green light.<ol style="list-style-type: none"><li>Coach acts as the policeman and stands on one side of the rink.</li><li>Players start at opposite side of rink.</li><li>When caught moving on red light by policeman, the player(s) returns to starting line.</li><li>First player to policeman's side is the winner.</li></ol></li></ol>	7 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON A-3

SPECIFIC OBJECTIVES

- 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).

KEY INSTRUCTIONAL POINTS

- T-push**  
For T-push, gliding (one and two skates) refer to Lesson A-2.
- 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.

3. 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.

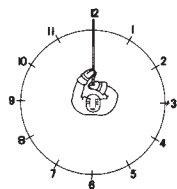


LESSON A-3

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



TEACHING TOOLS NEEDED

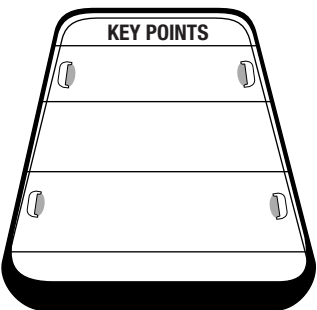
- 1. Chairs, pylons, sticks
- 2. Tennis balls
- 3. Cross-ice rink boards



LESSON PLAN A-3



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TEACHING TOOLS

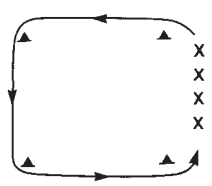






- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. Counter clockwise direction.	2 minutes 
Warm-up to involve balance and agility drills (introduce and review) 	1. Walk across ice, using a high knee lift. 2. Walk across ice using the rear part of blade. 3. Glide across ice on one skate extending the rear leg back. 4. Skate across ice, fall to knees, and get up while moving. 5. Obstacle course. Use pylons, chairs, sticks or gloves as obstacles. a. Coach shows the course to be followed. On signal the players follow the course in single file. b. Arrange so players make a series of zig-zag turns.	10 minutes 
Gliding - two feet (review)	1. Taking a few strides to gain momentum the player will then glide across the ice on two skates with: a. The feet together. b. The feet shoulder width apart. c. The feet as wide apart as possible. d. The feet shoulder width apart and in a sitting position. e. Repeat each 3-4 times.	5 minutes 
T-push (review)  p. A-7	1. Review key points (Lesson A-2). 2. Standing along the side boards put the skates in T-push position. 3. On a signal, see how far the players can go with one push. Give them three attempts. 4. Switch to other leg.	4 minutes 
Scooting (introduce)  p. A-11	1. Review and demonstrate key points. 2. Start in the same manner as the previous T-push drill. 3. Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. 4. Repeat push-recovery cycle as fast as possible. 5. Come back scooting with the other leg. 6. Repeat four to five times with each leg.	7 minutes 





LESSON PLAN A-3

SKILL	DESCRIPTION	TIME
<b>Glide Turns (introduce)</b>  p. A-11 	<ol style="list-style-type: none"><li>1. Players line up along side boards.</li><li>2. On signal first player skates forward 20 feet and starts gliding on two skates.</li><li>3. When they come to the pylon they must turn part way around it, and proceed to second cone, etc.</li><li>4. Second player goes when first player reaches first cone.</li></ol>	7 minutes 
<b>Fun Time (Scatter Ball)</b>	<ol style="list-style-type: none"><li>1. Divide the players into two teams. Each team must stay on their own half of the ice. All players have a tennis ball.</li><li>2. Try to shoot all the tennis balls to the opposition's side of the ice.</li><li>3. The team with the least number of balls on their side of the ice at given signal are the winners.</li><li>4. Repeat three times.</li></ol>	7 minutes 
<b>One O'clock Stop, Eleven O'clock Stop (Part 1) Making Snow (introduce)</b>  	<ol style="list-style-type: none"><li>1. Review and demonstrate key points.</li><li>2. Have players stationary.</li><li>3. Turn right heel out and right toe in.</li><li>4. Push skate down and out towards one o'clock.</li><li>5. Attempt to make a pile of snow.</li><li>6. Repeat with left skate towards eleven o'clock.</li><li>7. Do three times with each skate for approximately 15 seconds.</li></ol>	3 minutes 
<b>One O'clock or Eleven O'clock Stop (Part 2) (introduce)</b>	<ol style="list-style-type: none"><li>1. Players line up along boards. On a given signal they skate forward.</li><li>2. During the glide, the player turns the right toe in and the right heel out. This is a One O'clock stop.</li><li>3. Push down and out with the right skate until you stop.</li><li>4. Return, using the left skate.</li></ol>	6 minutes 
<b>Game Time</b>	<ol style="list-style-type: none"><li>1. Freeze Tag.<ol style="list-style-type: none"><li>a. Coaches or players act as chaser.</li><li>b. Players freeze when touched with legs wide apart.</li><li>c. Players may be unfrozen by a free player sliding between their legs, head first on their stomach.</li><li>d. Players must slide through from a front to back direction.</li></ol></li></ol>	9 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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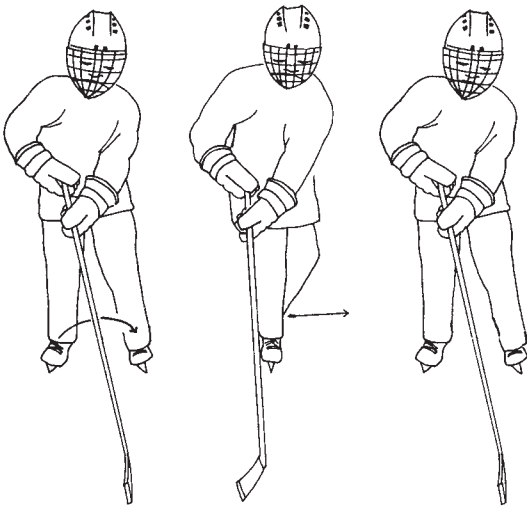
LESSON A-4

SPECIFIC OBJECTIVES

- 1. Review Lessons A-1 to A-3.
- 2. Introduce moving sideways.
- 3. Introduce striding.

KEY INSTRUCTIONAL POINTS

1. Moving Sideways.

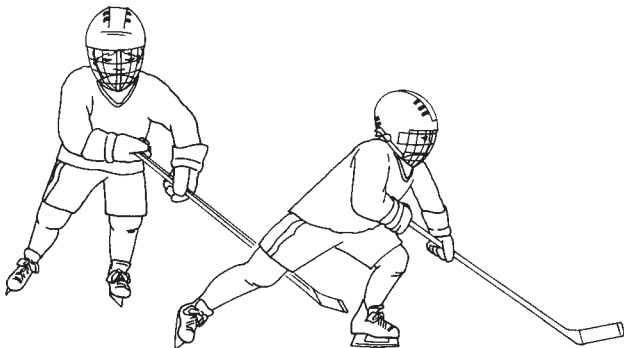


- a. Players start from basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn body in the direction the player is going.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front of you.
- e. Walk slowly at first. As the players pick up the drill, speed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

2. 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.

- a. Stride starts with feet close together and all weight on the pushing foot.
- b. Foot is turned 35-40 degrees, and the push is to the side and down, pressing the blade deeply into the ice.
- c. As pushing foot is forced out to the side, the knee of the other leg is pushed forward.
- d. Push skating leg down and out as far as you can, until completely extended including ankle and foot extension to tip of toe.



- e. When stride is finished, the weight is transferred to the forward foot and pushing foot comes slightly off the ice.
- f. Knee of back leg is pulled forward with knee bending and pulled close to the gliding foot. Foot is kept close to the ice.
- g. You are now ready to start the next stride with the opposite foot.

TEACHING TOOLS NEEDED

- 1. Pylons
- 2. Agility boards
- 3. Tennis balls
- 4. Cross-ice rink boards



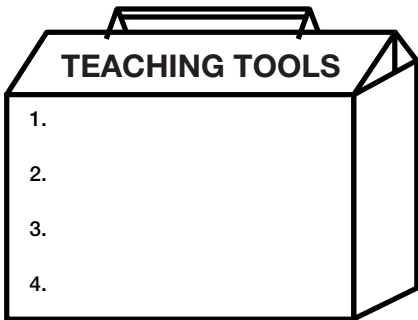
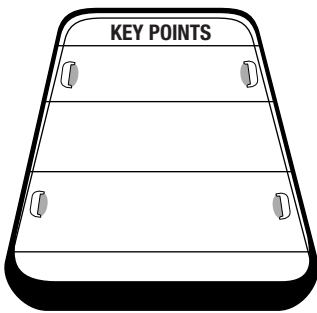
LESSON PLAN A-4

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Clockwise direction.	2 minutes 
Warm-up (review) 	1. Skate in a counter-clockwise direction performing agility drills. a. Touch toes. b. Sit low. c. Reach high. d. Jump up. 2. Do same in clockwise direction.	5 minutes 
Stopping (review) 	1. Review and demonstrate One O'clock stop. 2. Players line up along boards in two lines. The front player pulls partner with help of hockey sticks. 3. 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. 4. Players switch roles coming back. 5. Use other foot the next time across.	5 minutes 
Striding Forward Skating (introduce) 	1. Players stand along sideboards. 2. 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. 3. Repeat several times.	5 minutes 
Glide Turns (review) 	1. Review key points. 2. Set up course with pylons. 3. Glide turns around cones and return skating forward to end.	5 minutes 



LESSON PLAN A-4

SKILL	DESCRIPTION	TIME
Fun Time 	1. Give every player a tennis ball. 2. Have the players skate around the ice throwing the ball up and catching it. 3. Have the players bend over and move the ball along the ice with their hands. 4. 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.	5 minutes 
Station Activities (introduce) 	1. Station 1: a. Arrange agility boards and pylons. 1. Players go over first board, spread their skates station at second, close their skates and go between third, and jump over the obstacle. 2. Station 2: a. Arrange agility boards and pylons. 1. Players go around the pylons, over the boards, and under the obstacle. 3. Station 3: a. Review techniques of getting up. 1. Have players stationary and do: a. Drop to knees and up. b. Drop to knees, onto stomach, and up. c. Start on back, roll over to stomach and up. 2. Also do moving.	5 minutes each station 15 minutes 
Moving Sideways (introduce) 	1. Review and demonstrate key points. 2. Have players line up along the boards, facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's come forward six feet and number 1's come forward three feet. 3. Players get into basic stance and try. a. One step to the right and one to the left. b. Two side steps to the right and two to the left. c. Three side steps to the right and three to the left.	10 minutes 
Game (introduce)	1. Freeze Tag. a. One player is "it", while the rest of the players skate around trying not to be touched. b. When the person "it" approaches another player, the player must remain completely motionless to be safe. c. If "it" touches player before he can "freeze", the player becomes "it".	8 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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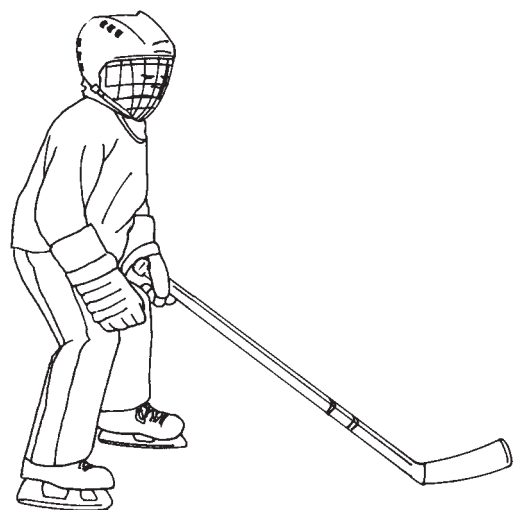
LESSON A-5

SPECIFIC OBJECTIVES

- 1. Review lateral movement (Lesson A-4).
- 2. Introduce backward skating stance.
- 3. Introduce walking backwards.
- 4. Introduce gliding backwards on two skates.

KEY INSTRUCTIONAL POINTS

1. Backward Stance.



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

TEACHING TOOLS NEEDED

- 1. Agility boards
- 2. Pylons
- 3. Tennis balls
- 4. Lightweight pucks
- 5. Cross-ice rink boards

LESSON PLAN A-5

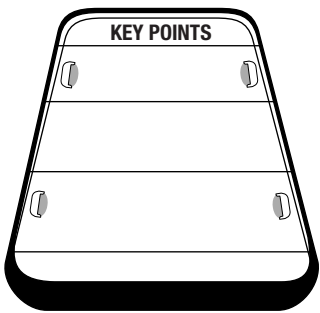


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TEACHING TOOLS

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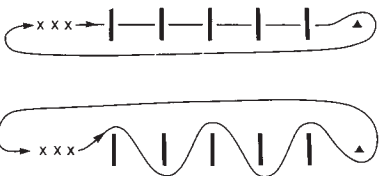



3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. Counter clockwise direction.	2 minutes 
Warm-up (review)	1. Balance drills (Stationary). a. Stand on toes. b. Stand on heels. c. Bounce up and down on two skates. d. Bounce on two skates to left, right, forward and backwards. 2. Agility. a. Walk across rink on toes. b. Walk across rink on heels. c. Run across rink. d. March across rink lifting knees high. e. Three hops on left leg, three hops on right leg. Repeat.	10 minutes 
Moving Sideways (review)	1. Review and demonstrate key points. 2. Arrange in same formation as in Lesson A-4. 3. Have players do three side steps to right and three side steps to left. Repeat. 4. Coach indicates the direction of movement and players react by doing side steps.	7 minutes 
Backward Stance (introduce) 	1. Review and demonstrate key points. 2. Have players go into basic stance and straighten up, repeat three or four times. 3. Have players drop to their knees and back into basic stance.	6 minutes 
Backward Walking (introduce) 	1. Players along boards. Face boards and be three feet out. 2. Players assume basic stance. 3. 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. 4. Repeat four or five times.	5 minutes 



LESSON PLAN A-5

SKILL	DESCRIPTION	TIME
<b>Backward Gliding (introduce)</b> 	<ol style="list-style-type: none"><li>1. Players line up facing the boards.</li><li>2. On a signal, they push themselves away from the boards and glide backwards.</li><li>3. Repeat four or five times.</li></ol>	5 minutes 
<b>Fun Time</b> 	<ol style="list-style-type: none"><li>1. Relay:<ol style="list-style-type: none"><li>a. Arrange agility boards and pylons.<ol style="list-style-type: none"><li>1. Players step over the boards, skate toward and around the pylon, and back, to touch the waiting skater.</li></ol></li><li>b. Same formation.<ol style="list-style-type: none"><li>1. Player skates around the boards, skates toward and around the cone, and back to touch the waiting skater.</li></ol></li></ol></li></ol>	10 minutes 
<b>Balance and Agility (review)</b>	<ol style="list-style-type: none"><li>1. 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 4 inches). Reverse positions coming back.</li></ol>	5 minutes 
<b>Game Time (introduce)</b> <div><div>▲ 1 ▲</div><div>_____</div><div>▲ 2 ▲</div><div>_____</div><div>▲ 3 ▲</div></div>	<ol style="list-style-type: none"><li>1. Mini game, no more than 3 vs. 3 using a tennis ball or light weight puck.<ol style="list-style-type: none"><li>a. Play cross-ice, in small areas.</li><li>b. Use pylons as goals.</li><li>c. To score, tennis ball must hit pylon.</li><li>d. No goalies.</li></ol></li></ol>	10 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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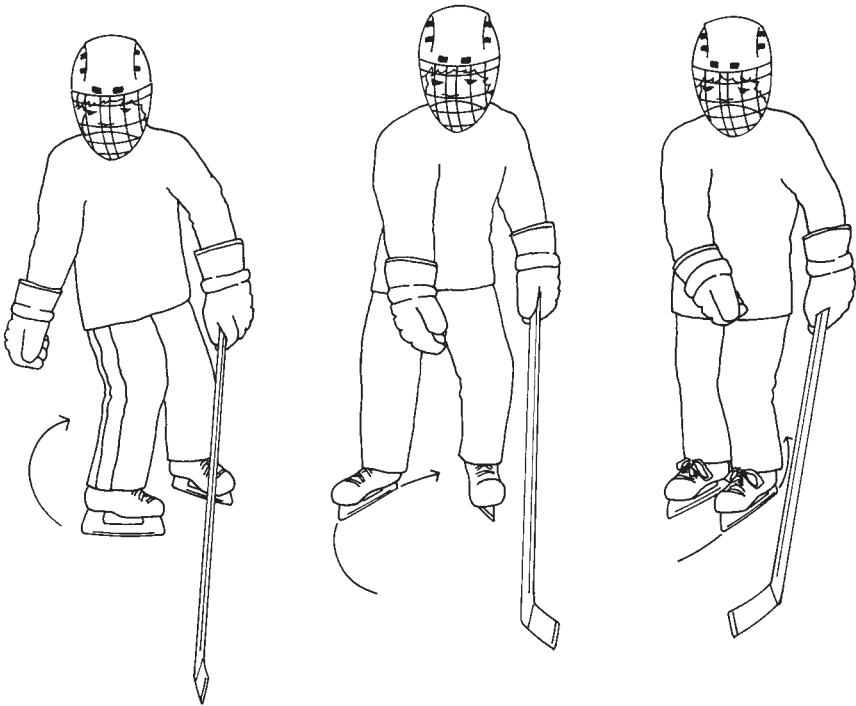
LESSON A-6

SPECIFIC OBJECTIVES

1. Review backward skating stance (Lesson A-5).
  2. Review walking backwards (Lesson A-5).
  3. Review gliding backwards (Lesson A-5).
  4. Introduce C-cut for starting backwards.
  5. Introduce V-stop for stopping backwards.

KEY INSTRUCTIONAL POINTS

1. C-cut for starting backward.



- a. Start from basic stance.

b. Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inward.

c. 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.

d. Final thrust comes from the toe of the skate blade as the ankle is flexed.

e. Return the right skate to its original place beside the left skate.

f. The left leg (supporting leg) must stay directly under the player's body.

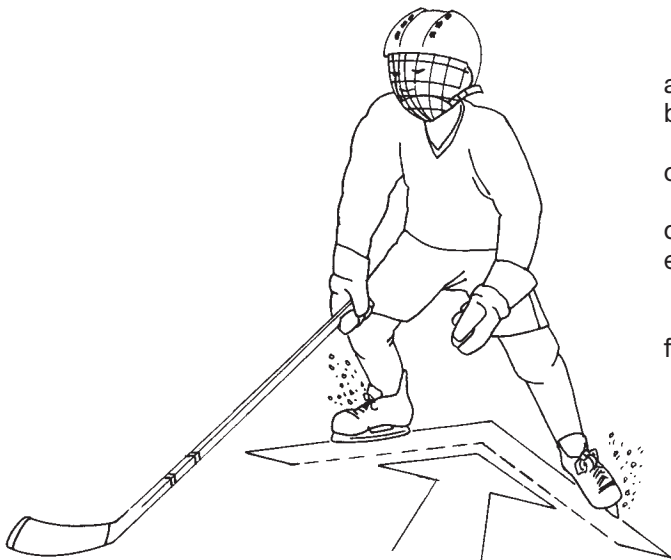
g. Repeat with left skate.





LESSON A-6

2. V-stop for backward skating.



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

TEACHING TOOLS NEEDED

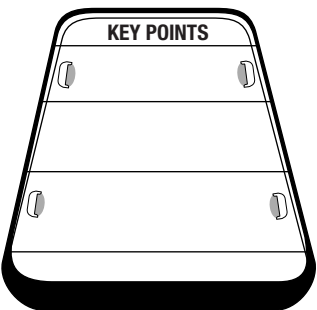
- 1. Tennis balls
- 2. Cross-ice rink boards



LESSON PLAN A-6



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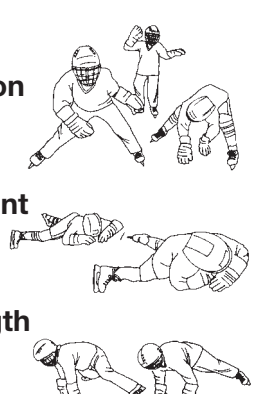




TEACHING TOOLS

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. Give each player a tennis ball. Skate to an open space anywhere on the ice and practice controlling the ball.	5 minutes 
Balance and Agility (review) 	1. Player stands with partner at sideboards. Player at back places hands on partner's hips and pushes to the other side. The player being pushed will do one width of each: a. Two foot glide in basic stance. b. One foot glide. Once on left and once on right. c. Offer slight resistance using one o'clock stop, once left, once right. 2. Same options as number 1 but player will pull partner using two hockey sticks. The lead player holds the stick blades down for safety.	10 minutes 
Backward Stance Walking and Gliding (review) 	1. Review key points to basic stance. 2. Players assume basic stance. a. Cross-ice by walking. 1. Shift weight from one side to the other. 2. Lift skates. 3. Concentrate on pushing off with each skate to develop power. b. Players with partners. Push partner backwards, using two hockey sticks. Player being pushed assumes basic stance and glides on two skates.	5 minutes 
C-cut (introduce) 	1. Review and demonstrate key points. 2. Have players place their hands on the boards shoulder width apart. a. Practice making C-cuts with both left and right skates. 3. Players back away from boards. a. Assume basic stance. b. Point toes inward c. Shift weight to one side. d. Push away by using a C-cut. e. Return skate to original position. f. Repeat cross-rink using right leg and return using left.	10 minutes 



LESSON PLAN A-6

SKILL	DESCRIPTION	TIME
<div>Fun Time (introduce)</div> <div>Hand-Foot Coordination</div> <div>Shoulder Development</div> <div>Arm Strength</div> <div></div>	<div>1. Players will be asked to imitate animals.</div> <div>a. Look like a bear running on ice.</div> <div>b. Inch along the ice like a worm.</div> <div>c. Seal walk with arms only.</div> <div>d. Crawl through sticks without touching them.</div>	<div>10 minutes</div> <div></div>
<div>Backward Stopping (introduce)</div> <div></div>	<div>1. Review and demonstrate key points.</div> <div>2. Player line up facing boards and in basic stance.</div> <div>a. On signal, they push themselves away from the boards and glide backwards.</div> <div>b. Initiate a stop by turning toes outward and leaning body slightly forward.</div> <div>c. Repeat four or five times.</div> <div>3. Player 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.</div>	<div>10 minutes</div> <div></div>
<div>Game Time (introduce)</div>	<div>1. Cops and Robbers.</div> <div>a. Players are safe as long as they are in the two corner circles (hideouts). Cannot stay in any one hideout longer than five seconds.</div> <div>b. Center circle is the prison.</div> <div>c. Coaches are the cops.</div> <div>d. Players are the robbers.</div> <div>e. When a robber is touched by a cop, they must go to prison.</div> <div>f. Captured robber may be freed by a free robber touching them.</div>	<div>10 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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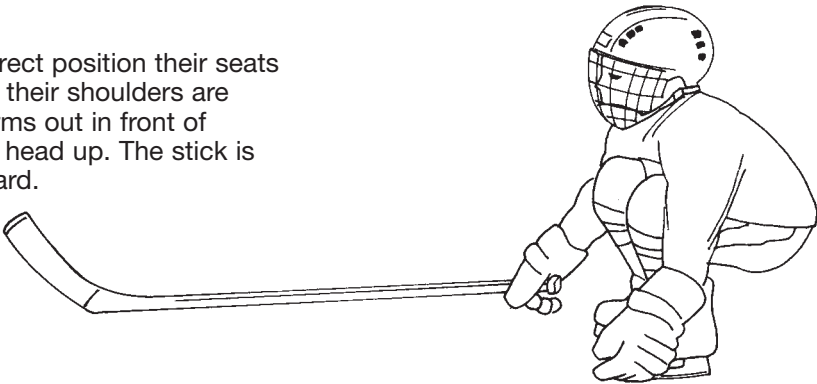
LESSON A-7

SPECIFIC OBJECTIVES

1. Review C-cut (Lesson A-6).
2. Review backward V-stop (Lesson A-6).
3. Review other material (Lesson A-1 to A-6).

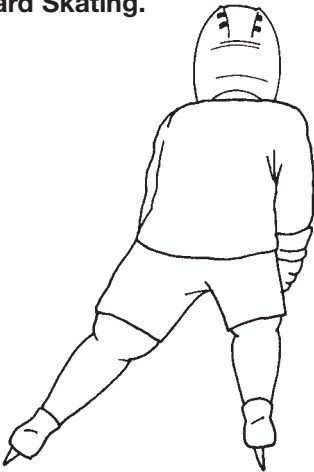
KEY INSTRUCTIONAL POINTS

1. Squat
- a. 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.



2. Stationary Jumping.
- a. Have players start and land in basic skating position. It is important to start and land with knees flexed.

3. Backward Skating.



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

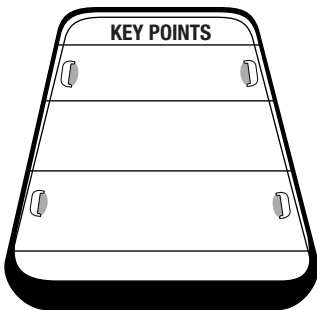
TEACHING TOOLS NEEDED

1. Tennis balls
2. Rope 15-18 feet long
3. Cross-ice rink boards



LESSON PLAN A-7

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



TEACHING TOOLS

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. In a clockwise direction.	2 minutes 
Warm-up, Balance and Agility Drills (review)  Also involves stopping properly at each side of the rink	1. Squat. a. Skate for 2-3 strides, start gliding on two skates, then squat down and glide across the ice. 2. Stationary Jumping. a. 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. 3. Stationary Balance. a. Balance on one skate as long as possible. Repeat with other skate. 4. Run across ice on skates. 5. Skate across ice, fall to knees while moving and get up. 6. Start on back, roll over to stomach, get up and skate to other side. 7. Start on back, roll over to stomach, get up and skate to other side. 8. Take 3-4 strides, slide on stomach, roll over one time, get up and skate to other side. 9. Tennis Balls. a. Pushing tennis ball across ice, using alternate hands. 10. Tennis Balls. a. Kicking tennis ball across ice. Turn skate out and use inside of skate.  Each of these drills should be repeated 2-3 times.	20 minutes 
Sideway Movement (review)	1. In a mass wave drill. Six players spread out. The coach 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. 2. Try having players move slightly backward while taking these steps.	5 minutes 
Backward Starting, Backward Stopping, Forward Skating, Forward Stopping (review)	1. 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.	5 minutes 



LESSON PLAN A-7

SKILL	DESCRIPTION	TIME
Backward Striding (Introduce)	1. Players start along sideboards. 2. 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. 3. Repeat several times.	5 minutes 
Fun Time (introduce) Abdominal and leg strength  Use of skate blades  Getting up from the ice	1. Change positions as fast as possible. a. Lie on back, roll on to your stomach, stand up, skate 12 feet forward, skate 12 feet backwards, hop sideways – to left three times, to right three times, lie on your stomach, up to your knees. b. Lie on your back with your hands crossed in front of you. See if you can get up to a standing position without using your hands in any manner. c. With arms folded across your chest and sitting cross-legged on the ice, try to stand without using your hands or changing the position of your skates.	8 minutes 
T-push (review)	1. Have each player stand along the sideboards with one skate parallel to and touching the boards. The other skate is stretched out directly in front. Player starts from that position. Push and glide for 3-6 feet and push again until player reaches far side. Use the other leg for returning.	5 minutes 
Game (introduce)	1. Jump the Rope. a. Coach has a rope 15-18 feet in length. b. Coach is in the center of the circle, and begins passing the rope along the ice and under the jumping players. c. Any player who touches the rope is out.	8 minutes 
Skate	1. Game of tag. When tagged by the coach you must leave the ice surface.	2 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
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Areas of Improvement: \_\_\_\_\_  
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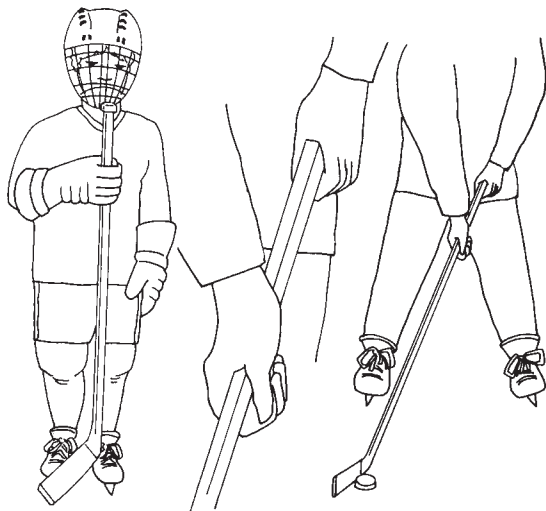
## LESSON A-8

### SPECIFIC OBJECTIVES

1. Review balance and agility drills.
2. Review backward skating.
3. Introduce puckhandling stance.
4. Introduce stationary puckhandling.
5. Introduce skating with the puck.

### KEY INSTRUCTIONAL POINTS

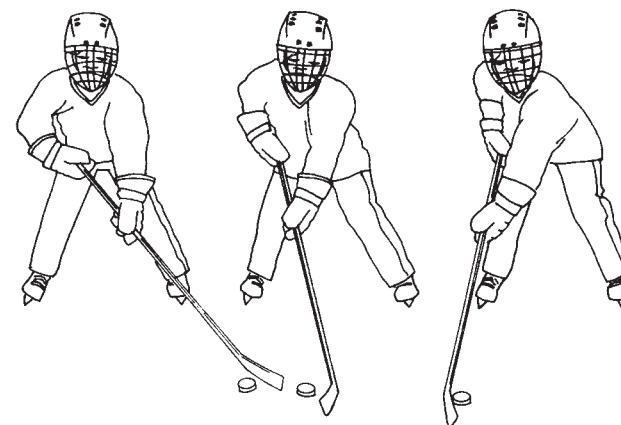
#### 1. Puckhandling Stance.



- a. Stick length.
  1. 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.
- b. Stick lie.
  1. When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should have junior size sticks that have narrower shafts and shorter blades.
- d. The grip.
  1. The top hand must be right at the end of the stick.
  2. The lower hand should be 8-12 inches down the shaft.
  3. The "V" formed by the thumb and the forefinger should be pointing straight up the shaft.
  4. Blade of stick is flat on the ice.
  5. Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the

#### 2. Stationary Puckhandling.

- a. Assume puckhandling stance.
- b. 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.
- c. To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse direction.
- d. Puck is handled in the middle of the blade.
- e. Keep arms and upper body relaxed.
- f. Puck control must be smooth, rhythmical, and quiet.



### TEACHING TOOLS NEEDED

1. Agility boards
2. Pylons
3. Extra Stick
4. Tennis balls (2 colors)
5. Light weight pucks
6. Cross-ice rink boards

## LESSON PLAN A-8

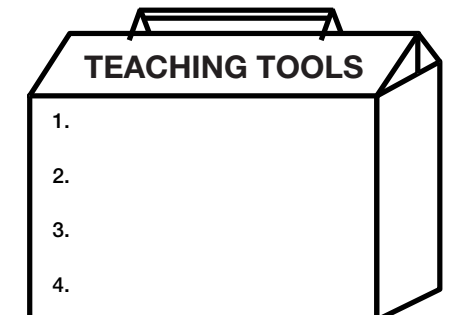
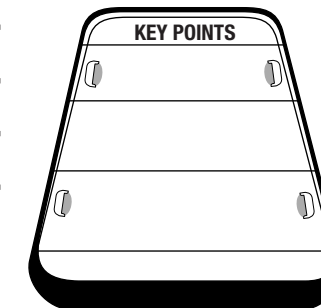


COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

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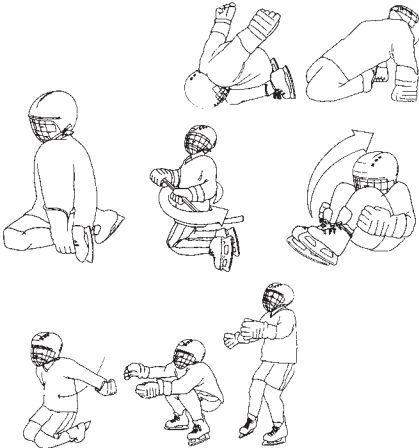


TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Give each player a tennis ball. Skate anywhere on ice and control the tennis ball with their stick and skates.	5 minutes 
Balance and Agility (review)	1. Step over agility boards and dive under the stick set up on two pylons. Also try running over agility boards. 2. Step (run) through agility boards and jump over a stick set up on two pylons. NOTE: Remember to take off and land with knees slightly bent.	5 minutes 
Backward Skating, Backward Stopping, Forward Skating, Forward Stopping (review)	1. Set up course that requires the given skills in your area of the ice.	5 minutes 
Stationary Puckhandling and Stance (introduce)	1. Demonstrate and stress key points. 2. Have players take basic stance and make corrections. 3. Line players up in stickhandling position with a puck in front of them. Put heel of stick 1-2 inches 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. 4. Demonstrate and stress key points on puckhandling. 5. Have players now move the puck from side to side in a stationary position. 6. Repeat Number 5. Have players yell out the number of fingers the coach is holding up. Players will have to look at puck and also up at coach.	15 minutes 



LESSON PLAN A-9

SKILL	DESCRIPTION	TIME
Puckhandling while skating (introduce)	<ol style="list-style-type: none"><li>Review key points on puckhandling.</li><li>Players along boards with a puck. Each player crosses the rink while stickhandling with the puck. Repeat many times.</li><li>Players skate freely in the assigned area, stickhandling with puck. Move in all directions but maintain control of puck.</li></ol>	10 minutes 
Fun Time (introduce) 	<ol style="list-style-type: none"><li>Kneeling on ice, see if you can touch your head to the ice in front of you. Now stretch backwards and touch your hands to your heels.</li><li>Can you walk along the ice on your knees with your hands holding your ankles?</li><li>Can you bounce up and down on the ice and then make a 180 degree turn in mid air?</li><li>Sitting on ice with knees up and hands clasped to shins, see if you can roll over on your shoulder like a ball. Roll as many times as you can.</li><li>While kneeling on the ice, try to spring upward to a standing position without touching the ice. Swing the arms.</li></ol>	10 minutes 
Game (introduce)	<ol style="list-style-type: none"><li>Each player has either a puck or one of two colored tennis balls.</li><li>Players skate around in area stickhandling either a puck or a tennis ball.</li><li>On the whistle each player must exchange for one of the other objects.</li></ol>	5 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON A-9

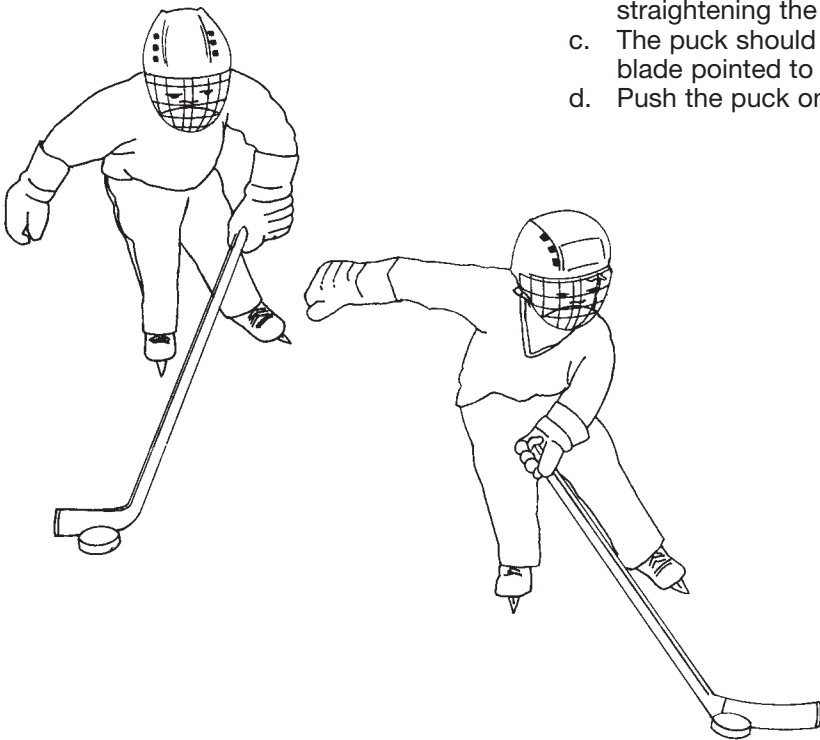
SPECIFIC OBJECTIVES

- Review balance and agility.
- Review stationary puckhandling.
- Review skating with puck.
- Introduce open ice carry.
- Introduce starting with puck.

KEY INSTRUCTIONAL POINTS

1. 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.



TEACHING TOOLS NEEDED

- Light weight pucks
- Pylons
- Children's size goal nets
- Cross-ice rink boards



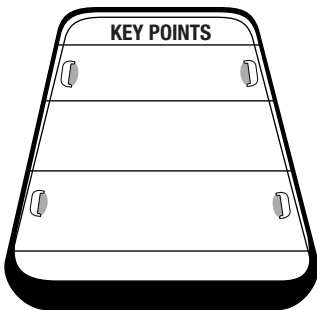
LESSON PLAN A-9

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



TEACHING TOOLS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	<div>1. Give each skater a puck. Skate to anywhere on ice and handle puck with skates and stick.</div>	<div>3 minutes</div> <div></div>
Balance and Agility (review) <div></div>	<div>1. Cross ice gliding on two skates.</div> <div>2. Cross ice gliding on one skate. Do with both left and right.</div> <div>3. Cross ice and squat while gliding.</div> <div>4. Cross ice, glide on one skate and extend other leg out behind to hip height.</div> <div>5. Cross ice, glide on one skate and extend other leg out in front.</div> <div>6. Cross ice, glide and touch heels with hands.</div> <div>7. Cross ice, gliding on two skates. Go halfway with feet wide apart and the other half with the feet together.</div>	<div>10 minutes</div> <div></div>
Puckhandling (review)	<div>1. Each player with a puck.</div> <div>    a. Move from left to right in front of body.</div> <div>    b. Repeat (a) but yell out the number of fingers the coach is holding up.</div> <div>    c. Move the puck from front to back out to the side.</div> <div>2. Players skate forward at an easy pace and stickhandle but limiting the side travel of puck.</div>	<div>10 minutes</div> <div></div>
Open Ice Carry (Modified) (introduce)	<div>1. Players cross ice with the puck maintaining contact with the stick. (Repeat 3-4 times)</div> <div>2. Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. (Repeat 3-4 times)</div>	<div>5 minutes</div> <div></div>
Fun Time (review) <div></div>	<div>1. Stand with both feet apart, hands on the shoulders, elbows up, and turn from side to side. Do this while you're gliding across ice.</div> <div>2. Do jumping jacks on ice. With every other jump in the air, bend down and squat, then up again.</div> <div>3. Skate across the rink, throwing your puck up in the air and catching it before it hits the ice.</div> <div>4. Try Number 3 skating backwards.</div>	<div>8 minutes</div> <div></div>



LESSON PLAN A-9

SKILL	DESCRIPTION	TIME
Starting with the puck (introduce)	<div>1. Push the puck slightly ahead of you. Skate out to it and perform open ice carry while crossing the ice.</div>	<div>5 minutes</div> <div></div>
Game (introduce)	<div>1. Play 4 against 4 across ice surface.</div> <div>2. Match players of equal ability.</div> <div>3. To score, puck must hit cone.</div> <div>NOTE: Can use children's size goal nets.</div>	<div>19 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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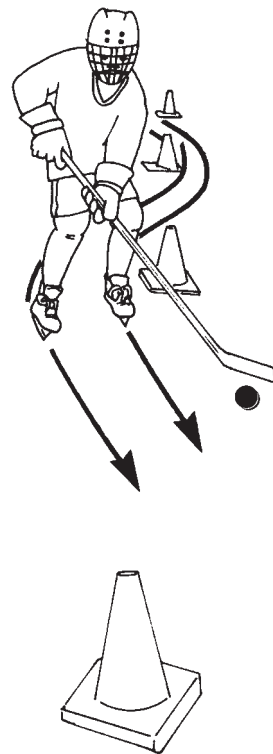
LESSON A-10

SPECIFIC OBJECTIVES

- 1. Review balance and agility.
- 2. Review puckhandling.
- 3. Introduce weaving with the puck.

KEY INSTRUCTIONAL POINTS

- 1. Weaving with the puck.
  - a. Refer to gliding. (Lesson A-2)
  - b. Refer to open ice carry. (Lesson A-9)
  - c. Refer to stickhandling. (Lesson A-8)



Have the player weaving around the cones:  
— In a straight line.  
— In a staggered formation.

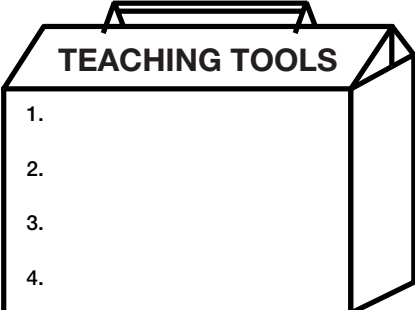
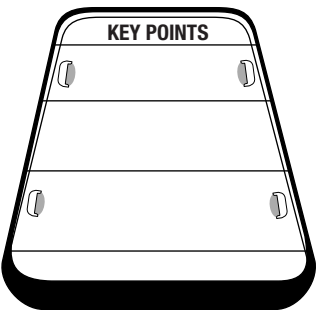
TEACHING TOOLS NEEDED

- 1. Light weight pucks
- 2. Tennis balls
- 3. A parachute 24 feet in diameter
- 4. Cross-ice rink boards

LESSON PLAN A-10



COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_






SKILL	DESCRIPTION	TIME
Free Skate	1. Every player with a puck. Skate clockwise controlling puck.	3 minutes 
Warm-up (review)	1. Players on boards, pylons approximately 30 feet from boards. <ul style="list-style-type: none"><li>a. Players use T-push to start.</li><li>b. Scoot out around pylon and return. Do again using other foot.</li></ul> 2. Moving sideways four to left and four to right. Do also where player moves slightly backward. 3. Backward skating — stop — forward. 4. Pull partner forward. Player behind can offer slight resistance. 5. Pull partner going backward.	10 minutes 
Balance and Agility (review)	1. Cross ice, touching left knee to ice once and right knee to ice once. 2. T-push and glide on one skate. Then push and glide on the other skate, striding back and forth across the ice. 3. 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. 4. Try Number 3, while moving across the ice.	10 minutes 
Puckhandling (review)	1. Each player is given a tennis ball or light puck. 2. Players face the coach 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. 3. Cross the ice maintaining contact between the ball or puck and the blade of the stick. 4. Cross the ice using open ice carry.	5 minutes 
Fun Time (introduce)	1. Space skaters evenly around the outer edge of the parachute. 2. Activities <ul style="list-style-type: none"><li>a. Stand tall, raise parachute above head.</li><li>b. Sit low, squat down low.</li><li>c. Skate around clockwise</li><li>d. Skate around counter-clockwise.</li></ul>	7 minutes 







LESSON PLAN A-10

SKILL	DESCRIPTION	TIME
Weaving with the puck (introduce) 	1. Review puckhandling. 2. Set up a course using pylons for players to weave through. Reverse direction.	10 minutes 
Game (review)	1. Mini game. a. 4 vs. 4, cross-ice. b. To score, the puck must hit the pylon. c. Match players of equal ability. d. No goalies.	15 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
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Areas of Improvement: \_\_\_\_\_  
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LESSON A-11

SPECIFIC OBJECTIVES

- 1. Review of basic skills in Lessons A-5 to A-10.

TEACHING TOOLS NEEDED

- 1. Agility boards
- 2. Pylons
- 3. Light weight pucks
- 4. Can of spray paint
- 5. Cross-ice rink boards







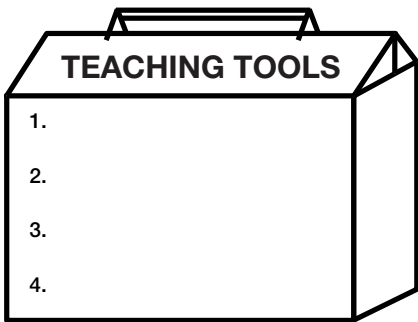
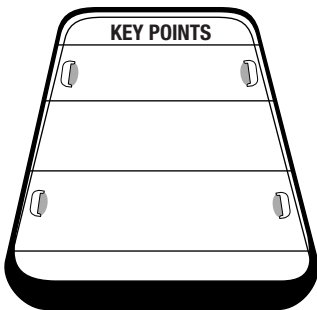
LESSON PLAN A-11

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up	<div><div>1. Players skate counter-clockwise around the ice and perform these six warm-up exercises.<div><div>a. Touch toes.</div><div>b. Pull knee to chest.</div><div>c. Squat low.</div><div>d. Touch one knee to ice.</div><div>e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together.</div><div>f. Run on skates</div></div></div></div>	4 minutes <div><div></div></div>
Agility and Balance (review) <div></div>	<div><div>1. Players line up on boards. Take 3-4 strides and continue across the ice by:<div><div>a. Gliding on two skates.</div><div>b. Gliding on one skate. Do with both left and right skate.</div><div>c. Glide on two skates and turn around a pylon. Return to other side. Turn in both directions.</div></div></div><div>2. Use T-push to start and scoot across ice.</div><div>3. Use agility boards and a pylon.<div><div>a. Have players jump over boards with two feet and go around cone.</div><div>b. Have players weave through the boards.</div></div></div></div>	15 minutes <div><div></div></div>
Backward and Forward Skating Skills (review) <div></div>	<div><div>1. 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.</div><div>2. Use the same set up but only skate forward.</div></div>	10 minutes <div><div></div></div>



LESSON PLAN A-11

SKILL	DESCRIPTION	TIME
Fun Time (review)	<div><div>1. Freeze Tag. See Lesson A-4 for rules.</div></div>	6 minutes <div><div></div></div>
Puckhandling (review)	<div><div>1. Stationary.<div><div>a. Each player has a puck and tries to follow the coach's movements. (left to right, front to back)</div></div></div><div>2. Players now move slowly across ice moving the puck back and forth.</div><div>3. Players now move at random in a designated area.</div><div>4. Players along boards each with a puck.<div><div>a. Push puck out 3-6 feet, skate out and carry across ice maintaining contact between puck and stick blade.</div><div>b. Same as (a) but perform open ice carry across rink.</div><div>c. Same as (a), skate out and push puck ahead with your free hand. Continue skating, pick it up with stick and stickhandle across ice.</div><div>d. Same as (c) but kick the puck with inside of skate blade rather than pushing with hand.</div></div></div></div>	15 minutes <div><div></div></div>
Game (introduce) <div></div>	<div><div>1. Relay from this formation.<div><div>a. Put dots on ice using spray paint. Place 4-5 feet in front of players as diagrammed.<div><div>1. Player X1 carries puck across ice and leaves it on dot and then touches X2. X2 skates out and carries puck across the ice and leaves it on the dot etc.</div><div>2. X1 skates out touching left knee at first dot and right knee at second dot. Player touches X2 who repeats crossing the ice.</div><div>3. X1 skates forward to the far dot and stops. Then comes backwards to first dot and stops and then crosses the rink and touches X2 who repeats going in the opposite direction.</div></div></div></div></div></div>	10 minutes <div><div></div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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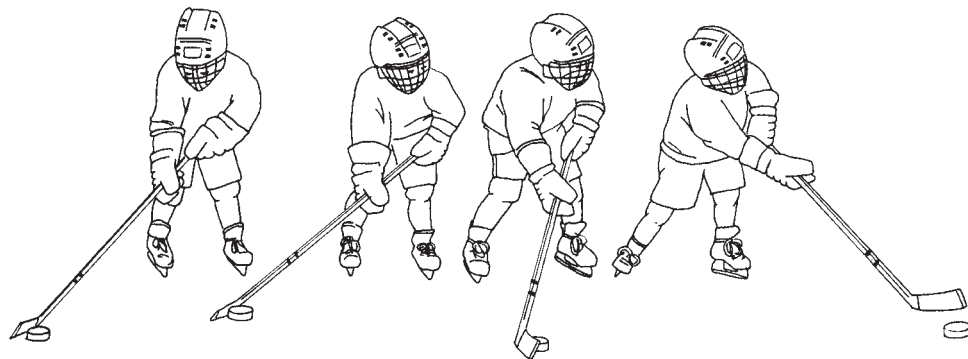


## LESSON A-12

### SPECIFIC OBJECTIVES

1. Review puckhandling.
2. Introduce forehand sweep pass.
3. Introduce receiving a pass.

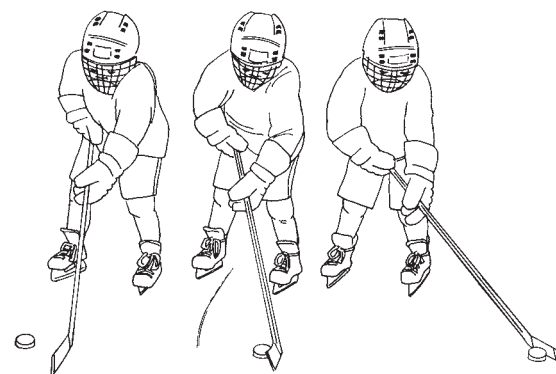
### KEY INSTRUCTIONAL POINTS



#### 1. Passing — Forehand Sweep Pass.

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

- a. Player is in the normal puckhandling stance.
- b. Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
- c. Stick blade should be at right angles to the target.
- d. Body weight is on the back leg.
- e. Head is up looking at the target, make eye contact with receiver.
- f. Puck is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
- g. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
- h. Follow through low and towards the target.
- i. Be prepared to receive.



#### 2. Receiving a Pass.

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

### TEACHING TOOLS NEEDED

1. Light weight pucks
2. Tennis balls
3. Cross-ice rink boards

## LESSON PLAN A-12

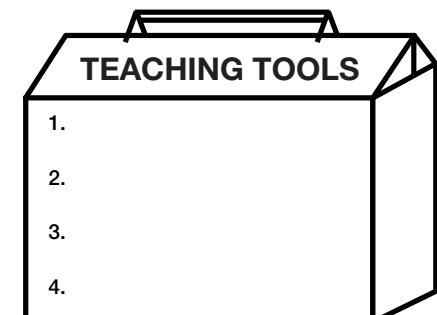
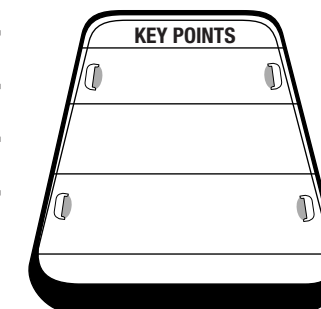


COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_



TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up	<ol style="list-style-type: none"> <li>1. Give each player a puck as they step onto the ice. Players practice puck control.</li> </ol>	5 minutes 
Agility and Balance (review)	<ol style="list-style-type: none"> <li>1. Starting from side boards, the player crosses the rink walking on toes, walking on heels and running.</li> <li>2. Players face coach and follow stick. Make players move sideways left and right, skate forward, skate backward, drop to knees and get up.</li> <li>3. Lay two hockey sticks side by side, three feet apart. Players glide through passage on one skate first with left, second with right, third with left, etc.</li> <li>4. Starting from side boards, the players cross the rink pushing a puck with their hands.</li> <li>5. 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.</li> </ol>	15 minutes 
Puckhandling (review)	<ol style="list-style-type: none"> <li>1. Players partner off. Face each other approximately six feet apart. Each player has their own puck. Look each other in the eyes and practice stickhandling. Remain stationary.</li> <li>2. Partners now stand 30 feet apart. X1 skates with puck around X2 and returns to original position. X2 then skates around X1 and returns to position.</li> <li>3. Players start on side boards with puck. Puck is kicked ahead (three feet) with left skate, pushed ahead (six feet) with free hand, and then stickhandled the rest of the way. Repeat using right skate.</li> </ol>	10 minutes 
Forehand pass and receive (introduce)	<ol style="list-style-type: none"> <li>1. Demonstrate key points for forehand pass.</li> <li>2. Have players in basic puckhandling stance without pucks. Practice the technique — draw back, pull through, transfer weight, follow through.</li> <li>3. Have each player stand 18 feet from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low.</li> <li>4. Review and demonstrate receiving a pass on the forehand.</li> <li>5. Partner the players off approximately 15-18 feet apart. Practice passing and receiving.</li> </ol>	15 minutes 



## LESSON PLAN A-12

SKILL	DESCRIPTION	TIME
Fun Time (review)	1. Scatter Ball (Lesson A-3).	5 minutes 
Game (review)	1. Mini game (cross-ice).	10 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



## LESSON A-13

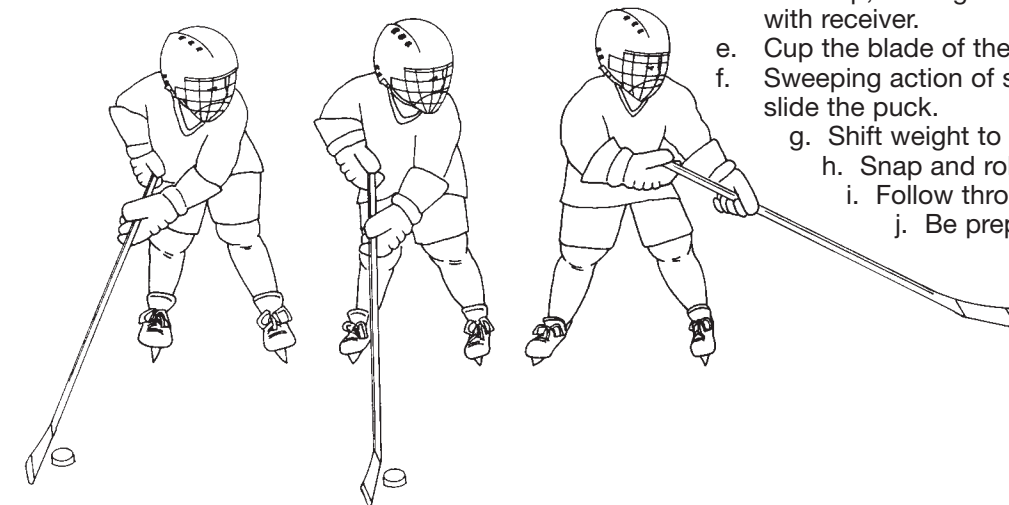
### SPECIFIC OBJECTIVES

1. Review balance and agility drills.
2. Review forehand passing and receiving.
3. Review puckhandling.
4. Introduce backhand sweep pass.
5. Introduce receiving pass backhand.

### KEY INSTRUCTIONAL POINTS

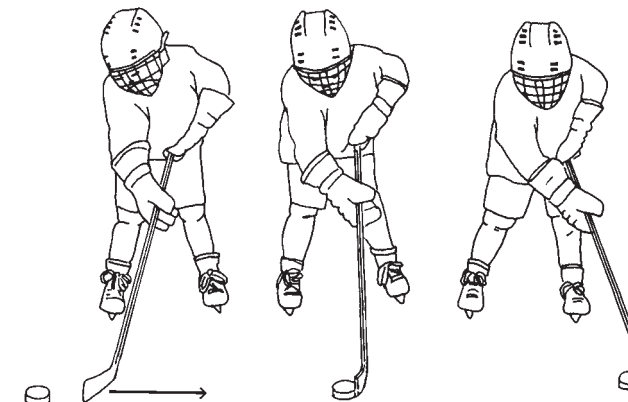
#### 1. Backhand Sweep Pass.

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



#### 2. Receiving Pass Backhand.

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



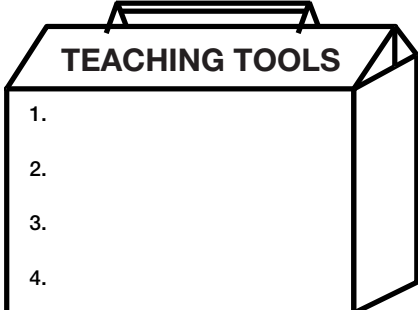
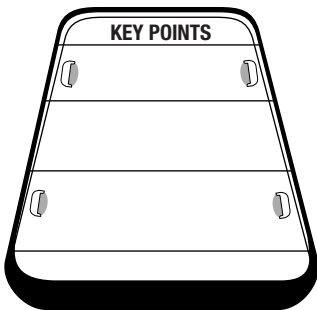
### TEACHING TOOLS NEEDED

1. Pylons
2. Agility boards
3. Light weight pucks
4. Tennis balls
5. Cross-ice rink boards



LESSON PLAN A-13

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up	<ol style="list-style-type: none"><li>Give each player a puck as they step onto the ice. Players practice puck control, e.g., stationary, weaving open ice carry.</li><li>Freeze tag with pucks (Lesson A-3).</li></ol>	10 minutes 
Balance and Agility (review) 	<ol style="list-style-type: none"><li>Players start from side boards. Taking 3-4 strides for momentum they will then:<ol style="list-style-type: none"><li>Glide across ice on left skate.</li><li>Glide across ice on right skate.</li><li>Glide and wobble from inside to outside edges on left skate.</li><li>Same as (c) but on right skate.</li></ol></li><li>Using agility boards and pylons go through these courses. (Lesson A-4, Station Number 1)</li></ol>	10 minutes 
Forehand Pass and Receive (review)	<ol style="list-style-type: none"><li>Review and demonstrate.</li><li>Players pair off about 15 feet apart.<ol style="list-style-type: none"><li>Practice movement without pucks.</li><li>Add pucks.</li></ol></li></ol>	10 minutes 
Fun Time (review) 	<ol style="list-style-type: none"><li>Relay<ol style="list-style-type: none"><li>Arrange as shown.</li></ol><p>X1 carries puck through and passes to X2, X2 then carries the puck through and passes to X3, etc.</p></li></ol>	10 minutes 
Backhand Pass and Receive (introduce)	<ol style="list-style-type: none"><li>Review and demonstrate.</li><li>Follow same procedure as Lesson A-12 for introducing forehand pass and receive.</li></ol>	15 minutes 



LESSON PLAN A-13

SKILL	DESCRIPTION	TIME
Game (review)	<ol style="list-style-type: none"><li>Mini game — cross-ice.</li></ol>	5 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
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Areas of Improvement: \_\_\_\_\_  
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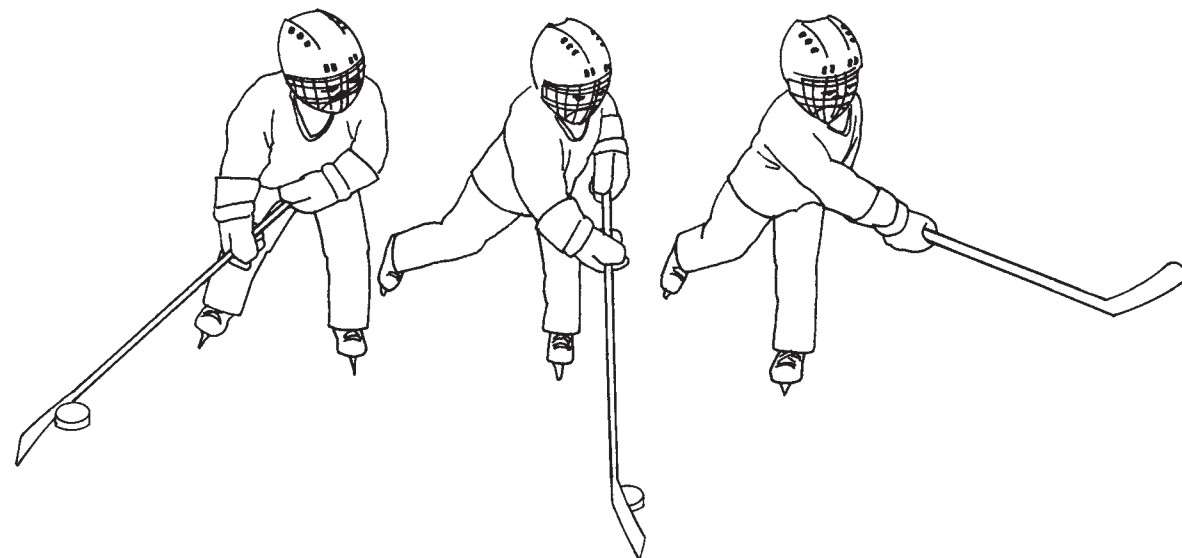
## LESSON A-14

### SPECIFIC OBJECTIVES

1. Review balance and agility.
2. Review puckhandling.
3. Review forehand and backhand passing and receiving.
4. Introduce skating and passing.
5. Introduce forehand sweep shot.

### KEY INSTRUCTIONAL POINTS

1. **Skating and Passing.**
  - a. Remember key points about open ice carry in Lesson A-9.
  - b. Remember key points on forehand pass (Lesson A-12) and backhand pass (Lesson A-13).
2. **Forehand Sweep Shot.**



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

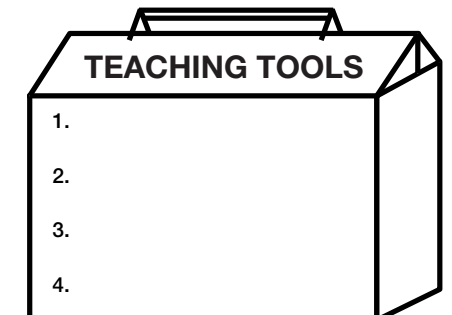
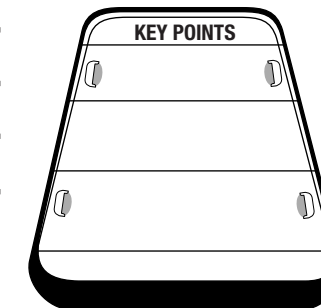
### TEACHING TOOLS NEEDED

1. Light weight pucks
2. Tennis balls
3. Ball hockey balls
4. Masking tape
5. Cross-ice rink boards

## LESSON PLAN A-14



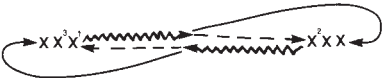


COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Warm-up</b>	1. 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 minutes 
<b>Balance and Agility (review)</b>	1. Stationary <ol style="list-style-type: none"> <li>a. Fall to knees and get up in basic stance.</li> <li>b. Stomach — knees — to basic stance.</li> <li>c. Back — stomach — knees — to basic stance.</li> </ol> 2. Moving across ice <ol style="list-style-type: none"> <li>a. Touch left knee to ice and then right knee.</li> <li>b. Drop to both knees and up.</li> <li>c. Drop to knees, turn 180 degrees, get up and skate backwards.</li> <li>d. Dive on stomach and get up.</li> </ol> 3. Backwards across ice, stop, then return forwards and stop.	15 minutes 
<b>Forehand and Backhand Passing and Receiving (review)</b>	1. Review and demonstrate. 2. In pairs, 15 feet apart, pass puck back and forth. 3. Do both forehand and backhand.	7 minutes 
<b>Skating and Passing (review)</b>	1. Start at side boards. Player carries puck across ice and passes to spot on boards. Use masking tape to mark spot. 2. Review open ice carry.	7 minutes 
<b>Forehand Sweep Shot (introduce)</b>	1. Review and demonstrate. 2. Players line up about 9-12 feet from boards. <ol style="list-style-type: none"> <li>a. Go through movements of shooting without any puck or ball.</li> <li>b. Add tennis ball.</li> </ol>	12 minutes 



LESSON PLAN A-14

SKILL	DESCRIPTION	TIME
Skate — Pass (review) 	1. Shuttle formation.  X1 carries puck to center of ice and passes to X2. X2 carries puck to center and passes to X3.	5 minutes 
Game (review)	1. Red Light — Green Light. Refer to Lesson A-2. Do here having players stickhandle tennis balls.	9 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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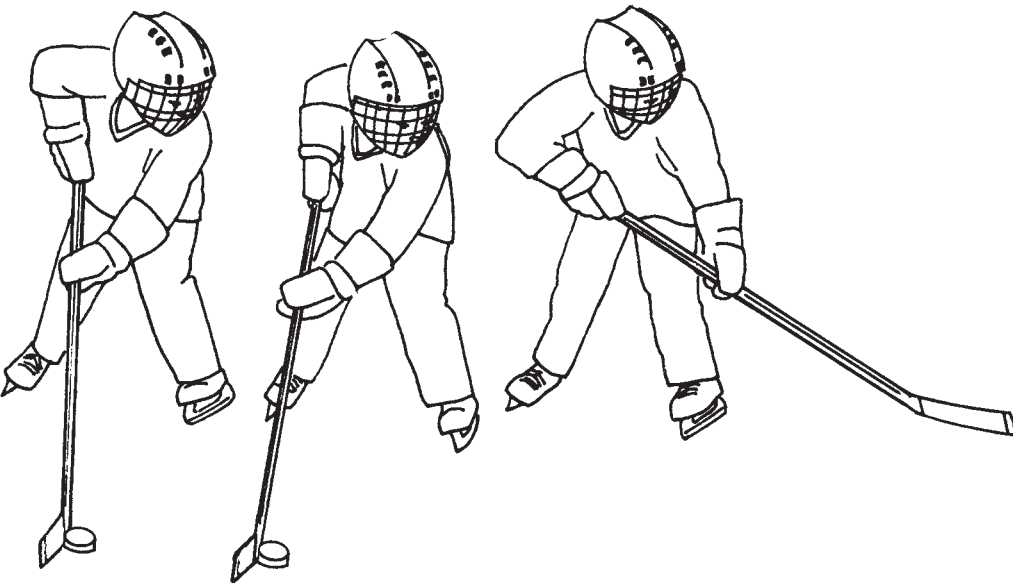
LESSON A-15

SPECIFIC OBJECTIVES

- 1. Review puckhandling.
- 2. Review forehand and backhand passing and receiving.
- 3. Review forehand sweep shot.
- 4. Introduce backhand sweep shot.
- 5. Introduce skating and shooting at boards.

KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Shot.



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

TEACHING TOOLS NEEDED

- 1. Light weight pucks
- 2. Pylons
- 3. Chairs
- 4. Wood 16 inches by 1 inch
- 5. Can of spray paint
- 6. Cross-ice rink boards



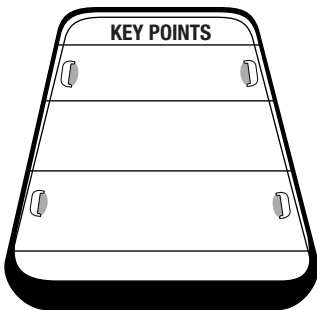
LESSON PLAN A-15

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



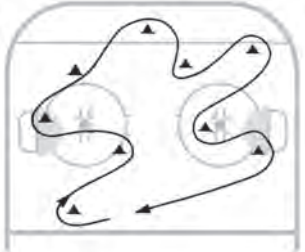
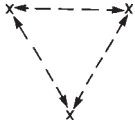
TEACHING TOOLS

1. \_\_\_\_\_

2. \_\_\_\_\_

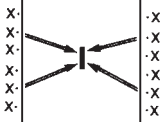
3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Warm-up	<div>1. Players skate clockwise around the ice and perform these six warm-up exercises.<div>a. Touch toes. b. Squat low. c. Pull knee to chest. d. Touch one knee to ice. e. Skates stay on ice at all times spread legs wide to the side and then bring them together. f. Run on skates.</div></div>	5 minutes <div><div></div></div>
Balance and Agility (review) <div></div>	<div>1. Players line up along the boards. Obstacles (pylons, chairs, sticks, gloves) are arranged to form a course to be followed by players. Coach shows the course and players go through in single file. Arrange to have a series of zig zag turns and sticks to step over.</div>	5 minutes <div><div></div></div>
Puckhandling (review)	<div>1. Players line up along side boards each with a puck. They then cross to the other side:<div>a. Maintain contact between puck and stick blade. b. Using open ice carry. c. Puck is out 1-2 inches from boards. Player skates to the puck and carries it across ice. d. Puck is out 1-2 inches 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.</div></div>	10 minutes <div><div></div></div>
Forehand, Backhand Passing and Receiving (review) <div></div>	<div>1. Arrange players in groups of three and have them form a triangle about 12 feet apart. Players stand still and pass the puck to one another. Use both forehand and backhand. 2. Players skate along boards about six feet out from boards, and pass puck off boards, receive it and continue skating. Reverse and go in other direction.</div>	10 minutes <div><div></div></div>



LESSON PLAN A-15

SKILL	DESCRIPTION	TIME
Forehand Sweep Shot (review)	<div>1. Give teaching points and demonstrate. 2. Players with a puck stand stationary about 10-12 feet from boards. Shoot for a spot on the boards.</div>	7 minutes <div><div></div></div>
Backhand Sweep Shot (introduce)	<div>1. Give teaching points and demonstrate. 2. Go through movements of shooting without pucks. 3. Add pucks.</div>	8 minutes <div><div></div></div>
Skating and Shooting (introduce)	<div>1. Players line up on side boards with pucks. 2. Skate across ice with puck and shoot against opposite boards.</div>	2 minutes <div><div></div></div>
Game (introduce) <div></div>	<div>1. Players divided into two groups and form two lines 60 feet apart. (Outline with spray paint.) A piece of wood about 16 inches long and 1 inch thick is placed halfway between the two groups. All players have a puck. At the signal the players shoot the pucks at the piece of wood. The team that moves the piece of wood over the opponent's line first is the winner. 2. Players must remain behind their lines at all times. 3. Coach patrols center area in order to pass pucks back to players.</div>	8 minutes <div><div></div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON A-16 THROUGH A-20

SPECIFIC OBJECTIVES

- 1. These lessons are to be prepared by the individual coaches in each Association.
- 2. The five lessons should review the skills taken in Lessons A-1 through to A-15.
- 3. Time can also be used in these lessons for:
  - a. Testing sessions.
  - b. Jamboree.
  - c. Parent participation.

KEY INSTRUCTIONAL POINTS

- 1. Very important for the coaches to come well organized and with a lesson plan.
- 2. The drills used must relate to the skill being reviewed.
- 3. Drills can be repeats of ones used in Lesson A-1 to A-15, or new ones familiar to the instructor.
- 4. A brief outline is given as a suggestion for Lessons A-16 to A-20.

TEACHING TOOLS NEEDED

- 1. Up to each coach
- 2. Cross-ice rink boards



LESSON PLAN A-16

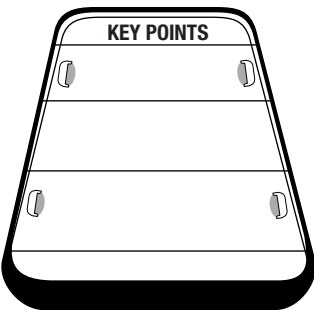


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TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



TEACHING TOOLS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Warm-up		
Basic Stance, Falling and Getting Up (review)	1. Refer to Lesson A-1.	





LESSON PLAN A-16

SKILL	DESCRIPTION	TIME
T-push and Scooting (review)	1. Refer to Lesson A-2 and A-3.	
Forehand Sweep Shot (review)	1. Refer to Lesson A-14.	

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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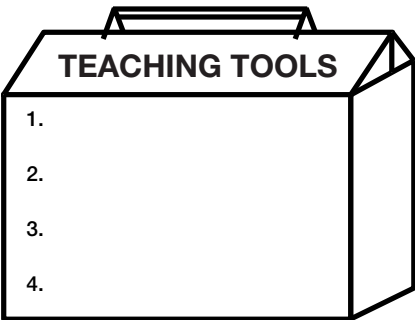
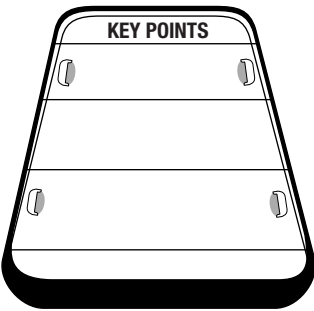
LESSON PLAN A-17

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up		
Gliding on one skate and two skates, Glide Turns (review)	1. Refer to Lesson A-1 and A-3.	
Striding Forward (review)	1. Refer to Lesson A-4.	



LESSON PLAN A-17

SKILL	DESCRIPTION	TIME
One O'clock and Eleven O'clock Stop (review)	1. Refer to Lesson A-3.	
Open Ice Carry (review)	1. Refer to Lesson A-9.	

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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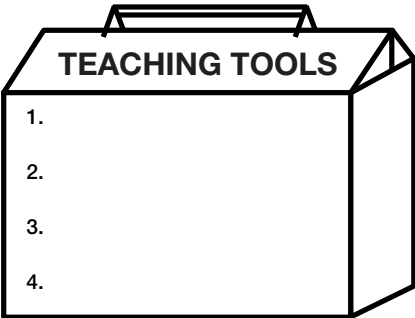
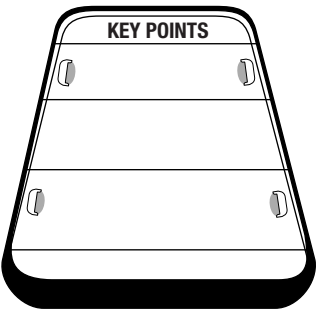
LESSON PLAN A-18

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up		
Backward Skating, C-cut, Striding, and Stop (review)	1. Refer to Lesson A-5, A-6 and A-7.	



LESSON PLAN A-18

SKILL	DESCRIPTION	TIME
Sweep Pass, Forehand and Receiving Forehand (review)	1. Refer to Lesson A-12.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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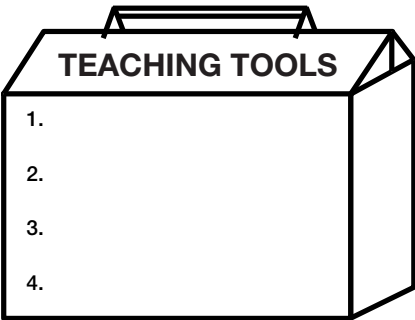
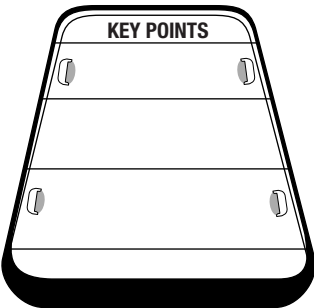
LESSON PLAN A-19

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up		
Sideway Movement (review)	1. Refer to Lesson A-4.	
Stationary Puckhandling (review)	1. Refer to Lesson A-8.	



LESSON PLAN A-19

SKILL	DESCRIPTION	TIME
Skating with the Puck (review)	1. Refer to Lesson A-9 and A-15.	
Backhand Shot (review)	1. Refer to Lesson A-15.	

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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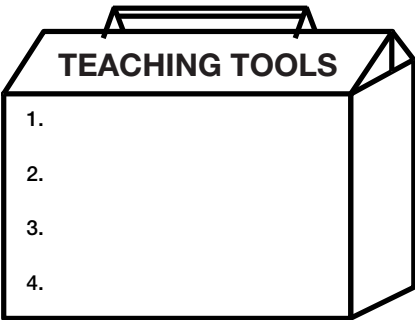
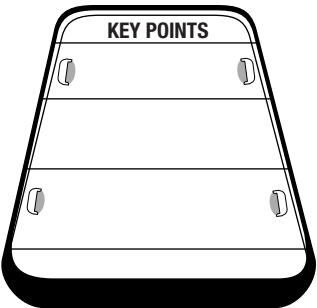
LESSON PLAN A-20

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up		
Weaving with the Puck (review)	1. Refer to Lesson A-10.	
Backhand Sweep Pass and Receiving Backhand (review)	1. Refer to Lesson A-13.	





## LESSON PLAN A-20

SKILL	DESCRIPTION	TIME
Skating and Passing (review)	1. Refer to Lesson A-14.	
Skating and Shooting (review)	1. Refer to Lesson A-15.	

### LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



## LESSON A

### APPENDIX 1 – EVALUATION

To determine when beginners are ready to advance, their skills must be evaluated. Instructors should develop an ice plan for testing, including drills for skill evaluation purposes and a rating system.

Here are the key skills for this level of the Skill Development Program along with guidelines to be used when rating.

LESSON MANUAL A SKILL EVALUATION	RATING
<b>(1) Stance:</b> <ul style="list-style-type: none"><li>— skates parallel, shoulder width apart</li><li>— toes pointed straight ahead and knees bent</li><li>— head up with body leaning slightly forward</li><li>— stick close to ice, held in two hands</li></ul>	
<b>(2) T-Push</b> <ul style="list-style-type: none"><li>— skates in T-position to start</li><li>— does player make a strong push until leg is fully extended, then transfer weight to the glide foot?</li><li>— can player do with both legs?</li></ul>	
<b>(3) Glide Turns:</b> <ul style="list-style-type: none"><li>— shoulders and head initiating the turn</li><li>— does player lead with inside skate with weight slightly back on heel?</li><li>— can player perform the turn in both directions?</li></ul>	
<b>(4) Stopping (1 o'clock and 11 o'clock):</b> <ul style="list-style-type: none"><li>— is player gliding in basic stance posture?</li><li>— is heel turned out and weight put on ball of foot?</li><li>— knees bent and back straight</li><li>— can player do both stops?</li></ul>	
<b>(5) Backward Stance:</b> <ul style="list-style-type: none"><li>— keep head up, chest out, shoulders back</li><li>— are knees bent, back straight, feet shoulder width apart?</li><li>— is weight evenly distributed along the blade of both skates?</li></ul>	
<b>(6) Puckhandling Stance:</b> <ul style="list-style-type: none"><li>— does player have correctly sized stick of proper lie?</li><li>— is player in basic stance with stick on ice, trying to use peripheral vision to see puck?</li><li>— is player gripping stick correctly?</li></ul>	

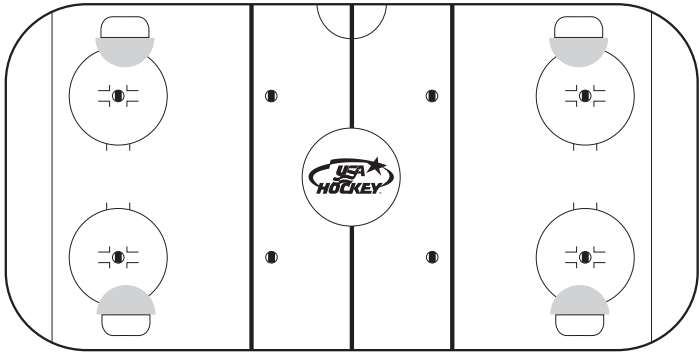
LESSON MANUAL A SKILL EVALUATION	RATING
<b>(7) Stationary Puckhandling:</b> <ul style="list-style-type: none"><li>— does player roll wrists to cup the puck when moving it from side to side?</li><li>— is puck handled in middle of blade?</li><li>— is player trying to keep head up?</li></ul>	
<b>(8) Open Ice Carry:</b> <ul style="list-style-type: none"><li>— does player turn blades so that alternate pushes of the puck are with the bottom edge of the blade pointed left and then right?</li><li>— does player push puck just far enough to keep it under control?</li></ul>	
<b>(9) Sweep Pass Forehand (Stationary):</b> <ul style="list-style-type: none"><li>— in puckhandling stance, can player propel puck reasonably accurately to a target area?</li><li>— does player keep head up, looking at target?</li><li>— is weight transferred from back to front leg as pass is made?</li></ul>	
<b>(10) Receiving Pass Forehand (Stationary):</b> <ul style="list-style-type: none"><li>— does player put stick down for a target?</li><li>— is blade at 90 degrees to line of puck?</li><li>— does player “cushion” the pass on impact?</li></ul>	
<b>(11) Backhand Sweep Pass (Stationary):</b> <ul style="list-style-type: none"><li>— does player start puck in the correct position with blade cupped over puck?</li><li>— is head up looking at the target?</li><li>— are hands well away from body?</li><li>— is weight transferred from back to front leg as pass is made?</li><li>— can player propel puck reasonably accurately to a target area?</li></ul>	



LESSON A

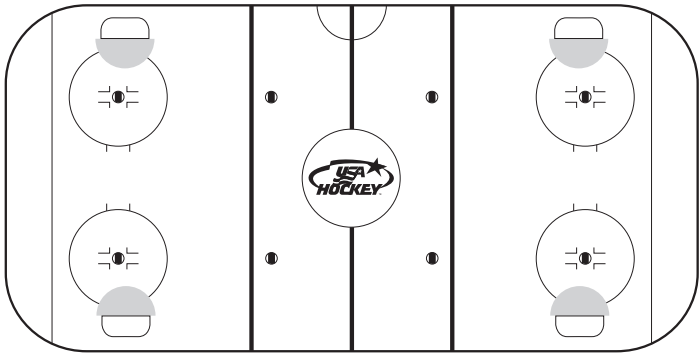
DRILL NAME

KEY POINTS



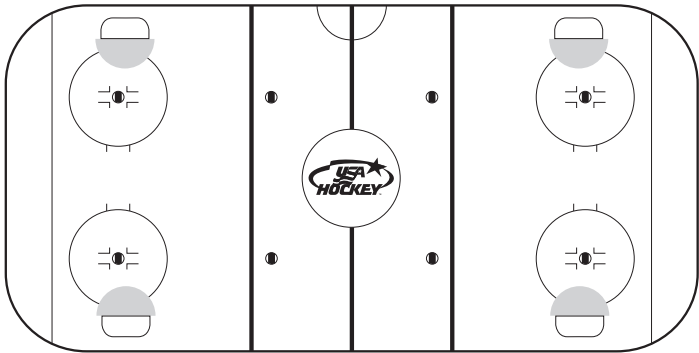
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KEY POINTS



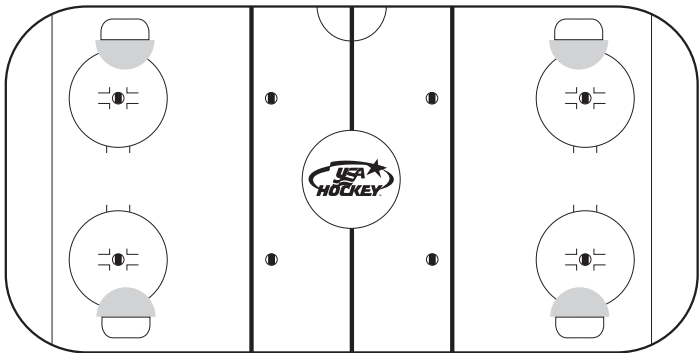
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KEY POINTS



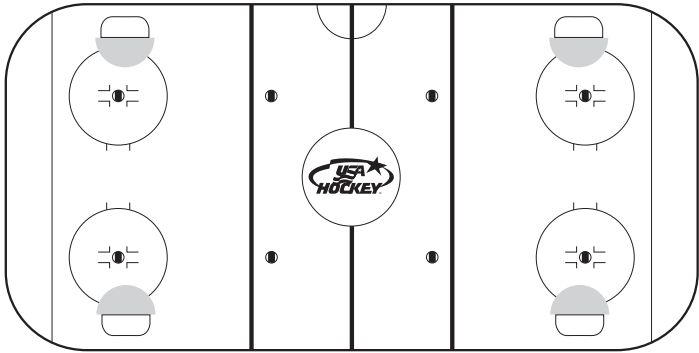
Partnership for Progress

LESSON A



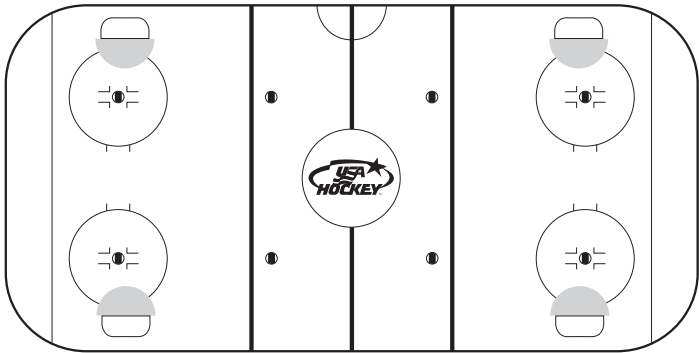
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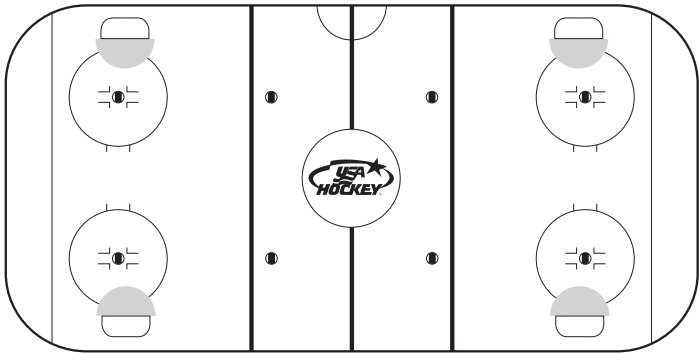
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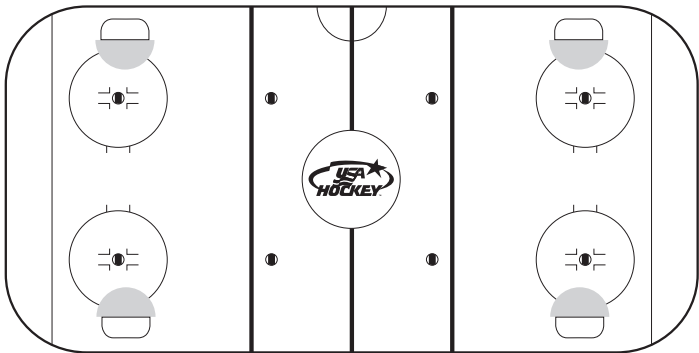
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KEY POINTS



Partnership for Progress



## LESSON A

Notes



## LESSON B



## LESSON B-1

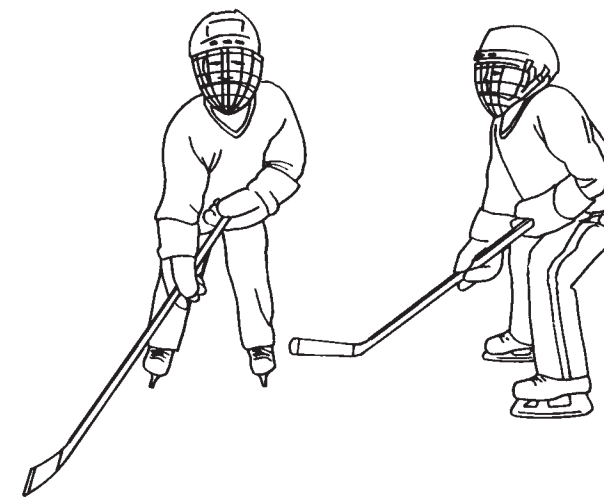


## SPECIFIC OBJECTIVES

1. Review stance, (Lesson A-1).
2. Review and continue gliding on two skates/balance, (Lesson A-2).
3. Review and continue gliding on one skate/balance, Lesson A-2).
4. Review scooting, (Lesson A-3).
5. Introduce scooting on circles.

## KEY INSTRUCTIONAL POINTS

## 1. Proper Stance:



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

## 2. Gliding on two skates:



- a. Take a few skating strides to gain momentum.
- b. Assume the basic stance.
- c. Common errors:
  1. Ankles cave inward or outward.
  2. Knees press in towards each other.
  3. Legs are straight.
  4. Body is twisted.
  5. Upper body leans too far forward.
  6. Head is looking down at the ice.
  7. Not having two hands on the stick.
  8. Stick not close to the ice.





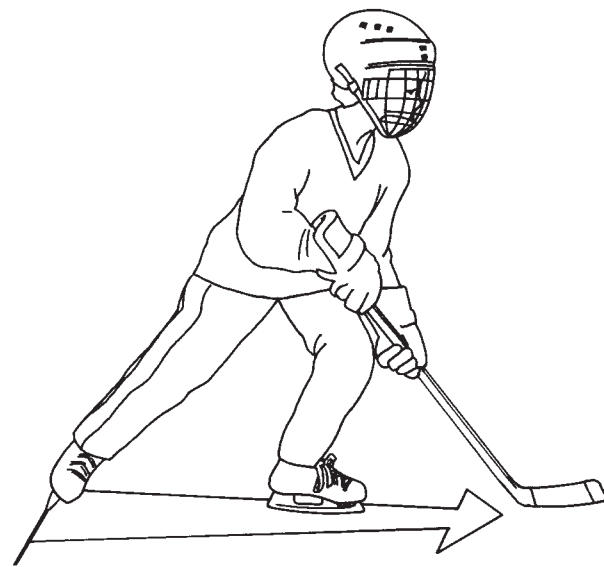
## LESSON B-1

### 3. Gliding on one skate:



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

### 4. Scooting



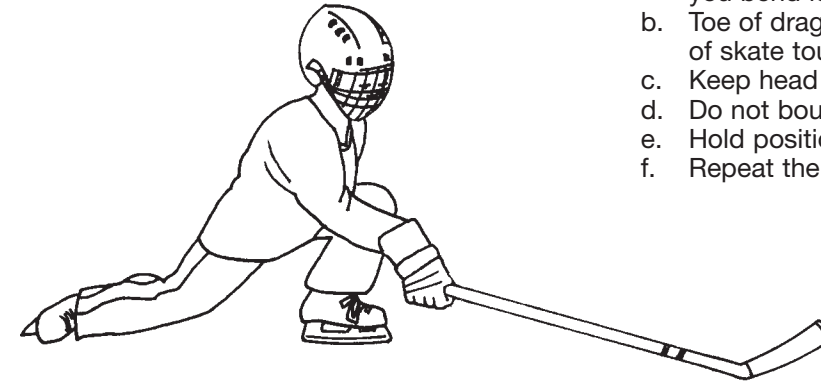
- a. Involves T-push.
- b. Helps to improve pushing power and leg extension.
  1. Place the left skate behind the right skate, forming a T-push with left skate.

2. Push down and out with left leg. Fully extend left leg, and glide on right foot.
3. Bring left skate quickly up into a T-push position beside right skate before the next push is made.
4. Practice using both skates.

## LESSON B-1



### 5. Groin Stretch – Warm-up:



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

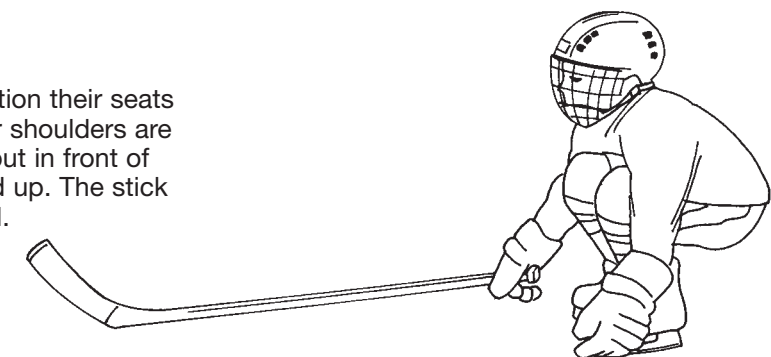
### 6. Toe Touching – Warm-up:



- a. Arms and stick straight overhead.
- b. Bend at waist and touch toes while keeping legs as straight as possible.
- c. To full extension slowly.
- d. Hold position for 5-10 seconds.

### 7. Squat – Balance and Agility:

- a. 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.



### 8. Stationary Jumping:

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

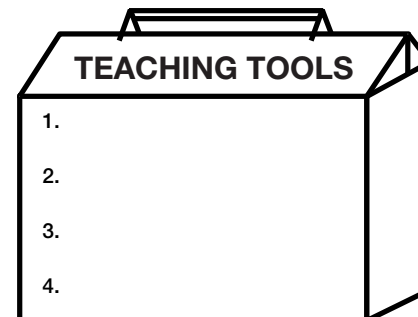
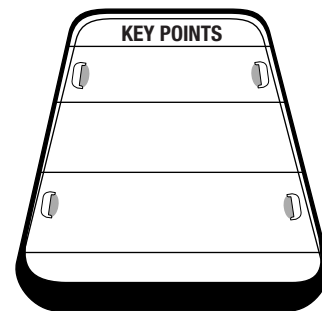
## TEACHING TOOLS NEEDED

1. Agility boards
2. Lightweight pucks
3. Cross-ice rink boards



## LESSON PLAN B-1

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate in a clockwise and then in a counter-clockwise direction.	3 minutes 
<b>Balance and Agility (review)</b> 	1. Players skate around the outer edge of the ice surface. 2. The players will perform: a. Sit low. b. Reach high. c. Pull knee to chest. d. Jump up. e. Groin stretch. f. Touch toes.	5 minutes 
<b>Stance (review)</b> 	1. Review key points and demonstrate. 2. Have players fall to knees and get up into the basic stance. 3. 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.	4 minutes 
<b>Balance and Agility (review)</b> 	1. Start from the side boards and continue to the other by: a. Stepping over the agility boards. b. Running over the agility boards. c. Taking 2-3 strides and going into a squat position. d. Running across ice. 2. Stationary jumping: a. On a command, have the players jump as high as possible, land and maintain basic stance. Jump as high and as far as possible.	8 minutes 
<b>Fun Time (introduce)</b> 	1. Each player is given a puck. 2. Players bend over and cross to the other side of ice while moving the puck along with their hand. 3. Cross the ice while pushing the puck with the skates. Push the puck ahead (three feet) with the inside of the skate blade. Alternate skates as you cross the ice. 4. Do each 3-4 times.	5 minutes 

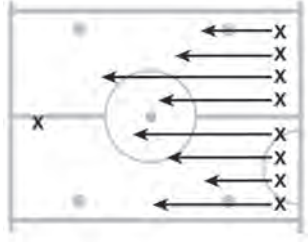



## LESSON PLAN B-1

SKILL	DESCRIPTION	TIME
<b>Gliding on two skates (review)</b> 	1. Review key points and demonstrate. 2. Players line up on side boards. 3. 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. 4. 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.	6 minutes 
<b>Gliding on one skate (review)</b> 	1. Review key points and demonstrate. 2. Line up along side boards facing the opposite side of the rink. a. Take a few steps to gain momentum, and then glide as far as possible on one skate. b. Repeat with the other skate coming back. c. Do 2-3 times with each skate. 3. 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 4 inches off ice surface. Return using other skate to glide on. Do 3-4 times each. 4. Partners reverse position.	8 minutes 
<b>Scooting across ice (review)</b> 	1. Review and demonstrate key points. 2. Stand along side boards with skates in a "T" position. 3. Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. 4. Repeat push-recovery cycle as fast as possible. 5. Come back scooting with the other leg. 6. Repeat two times with each leg.	4 minutes 
<b>Scooting on the circles (introduce)</b>	1. Three to four players on each circle. 2. Start by standing on two feet with your feet together. 3. Bend at the knees and push the outside leg to the side. 4. Press down and out to the side with your outside skate. 5. Your outside skate will glide back to the original position when you straighten up. 6. Repeat going in both directions. 7. Return skate quickly after you fully extend your leg.	8 minutes 



## LESSON PLAN B-1

SKILL	DESCRIPTION	TIME
<b>Game Time</b> <b>Red light – green light</b> <b>(review)</b> 	<ol style="list-style-type: none"> <li>1. A player acts as a policeman and stands on one side of rink.</li> <li>2. Players start at other side of rink.</li> <li>3. Players caught moving on red light by policeman must return to original starting position.</li> <li>4. First player to policeman's side of the rink is the winner.</li> <li>5. Players can only move by using the T-push and scooting across the ice.</li> </ol>	9 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

\_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_

\_\_\_\_\_



## LESSON B-2

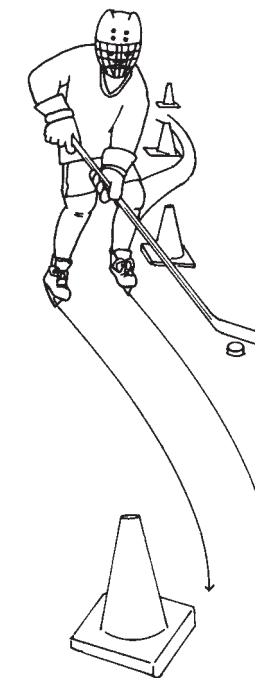


### SPECIFIC OBJECTIVES

1. Review stance, gliding, and scooting, (Lesson B-1).
2. Review glide turns, (Lesson A-3).
3. Review stopping – one foot, making snow, (Lesson A-3).
4. Review and continue sideways movement, (Lesson A-4).
5. Introduce push and glide.

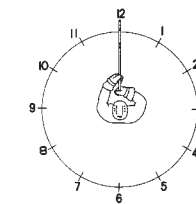
### KEY INSTRUCTIONAL POINTS

#### 1. Glide Turns



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

#### 2. One o'clock – Eleven O'clock Stops:



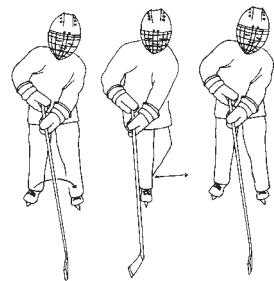
- a. One o'clock refers to pushing out with right skate towards one o'clock.
- b. Eleven o'clock refers to pushing out with left skate towards eleven o'clock.
  1. A stop in which the player remains facing forward.
  2. Glide on two skates in basic stance.
  3. Turn heel of right skate out and the toe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



## LESSON B-2

### 3. Sideways Movement – Review.

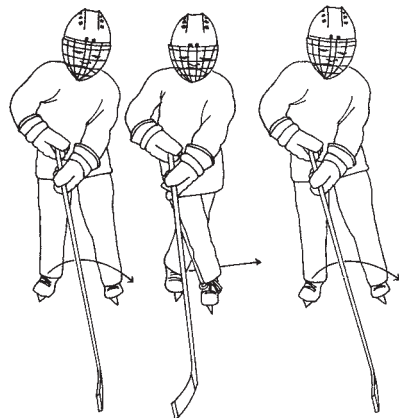
- Players start from basic stance.
- The body moves at right angles to the direction in which the player is facing. Keep shoulders straight ahead.
- Steps must be taken flat-footed.
- Keep the stick out in front of you.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.



### f. 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 steps 1. and 2. as many times as required.

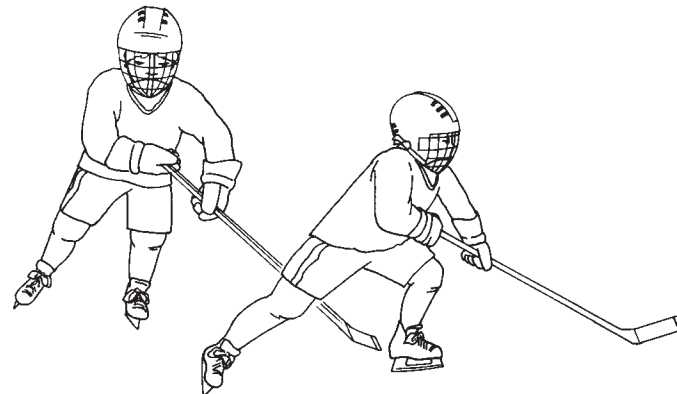
### 4. Sideways Movement:



- Same steps as Key Instruction Point Number 3 (a) through (e):
- Step (f) 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. Your legs are now crossed.
  - Take the left skate around behind the right skate and place it back in the normal stance position.
  - Repeat 1. and 2. as many times as required.
  - Practice both to the left and to the right.

### 5. Push and Glide:

- Skating is a series of push and glide movements with alternate legs. The player gathers himself/herself 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 outward (35 to 40 degrees).
- 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.
- You are now ready to start the next stride with the opposite foot.

## TEACHING TOOLS NEEDED

- Pylons
- Cross-ice rink boards

## LESSON PLAN B-2

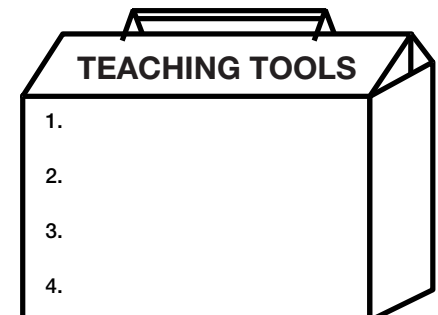
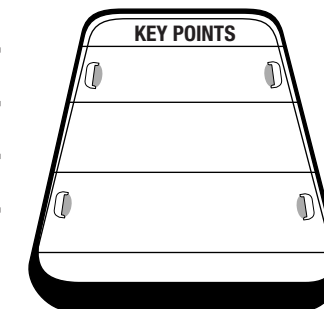


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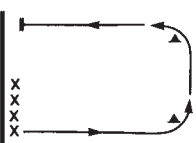





SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate in a counter-clockwise direction.	2 minutes 
Balance and Agility (review)	1. Walk across the ice, using a high knee lift. 2. Walk across ice, using rear part of blade. 3. Glide across ice on one skate, extending other leg back. 4. Skate across ice, fall to knees and get up while moving. 5. 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. 6. Repeat several times.	12 minutes 
Scouting the circles (review)	1. Review and demonstrate key points. 2. Three to four players on each circle. 3. Start by standing on two feet with feet together. 4. Push the outside leg to the side while keeping the knee of your inside leg flexed. 5. Press down and out to the side with your outside skate. 6. Your outside skate will glide back to the original position when you straighten up. 7. Repeat steps 4. to 6. rapidly. 8. Repeat going in opposite direction.	5 minutes 
Stopping one o'clock, eleven o'clock (review)	1. Players start on side boards. 2. Skate across rink and perform a one o'clock stop. Return performing an eleven o'clock stop. Repeat 2-3 times. 3. Players skate across rink and must stop when signal is given. Do not stop too close to boards.	3 minutes 
Glide turns – two feet (review)	1. Review key points. 2. 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. 3. At last pylon the player will return to end of line and perform a stop.	5 minutes 







## LESSON PLAN B-2

SKILL	DESCRIPTION	TIME
<b>Fun Time, Ride the broom (introduce)</b> 	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Same as 1, but have players turn themselves in a zig-zag motion by twisting the handle.</li> <li>3. Same as 1, but try to turn from frontward to backwards.</li> </ol>	5 minutes 
<b>Sideways Movement (review)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Have players line up along boards facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's six feet and number 3's three feet.</li> <li>3. Players get into basic stance and try:                             <ol style="list-style-type: none"> <li>a. Two side steps to the left and two to the right,</li> <li>b. Three steps in each direction,</li> <li>c. Four steps in each direction.</li> </ol> </li> </ol>	4 minutes 
<b>Sideways Movement (review)</b>	<ol style="list-style-type: none"> <li>1. Review key points – new way.</li> <li>2. Repeat drills 3 a., b. and c. above.</li> </ol>	4 minutes 
<b>Glide turn – two skates (review)</b> 	<ol style="list-style-type: none"> <li>1. Players line up along side boards.</li> <li>2. On signal, the first player skates forward 15-18 feet and starts gliding on two skates.</li> <li>3. 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.</li> <li>4. Perform in both directions.</li> <li>5. Second player goes when first player reaches the first pylon.</li> </ol>	5 minutes 
<b>Push and Glide (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Starting at side boards the player uses alternate left and right thrust and glide sequences to cross ice.</li> <li>3. Use a count of "Push 2 - 3 - 4", "Push 2 - 3 - 4", etc.</li> <li>4. Perform a stop at far side.</li> <li>5. Repeat several times.</li> </ol>	7 minutes 



## LESSON PLAN B-2

SKILL	DESCRIPTION	TIME
<b>Game Time</b> 	<ol style="list-style-type: none"> <li>1. Relay:                             <ol style="list-style-type: none"> <li>a. Divide group into even teams.</li> <li>b. 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 he can go.</li> <li>c. Do one with glide turn to left and one with glide turn to right.</li> </ol> </li> </ol>	8 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_





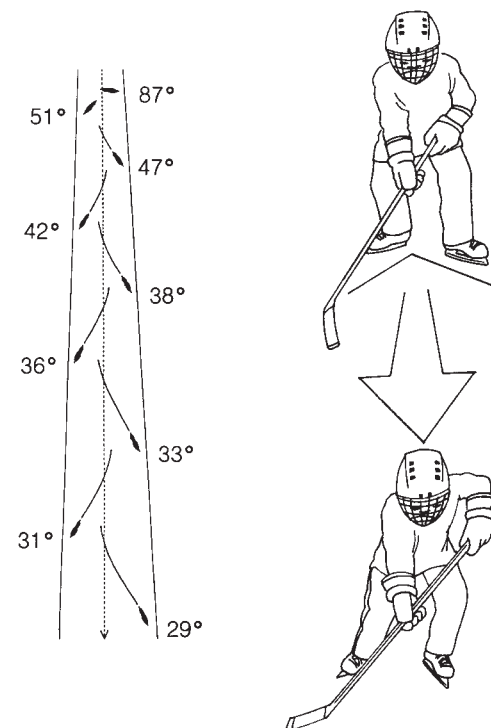
## LESSON B-3

### SPECIFIC OBJECTIVES

1. Review push and glide, (Lesson B-2).
2. Review one foot stop, (Lesson A-3 and B-2).
3. Review sideways movement, (Lesson A-4 and B-2).
4. Introduce front V-start.
5. Introduce edge control.

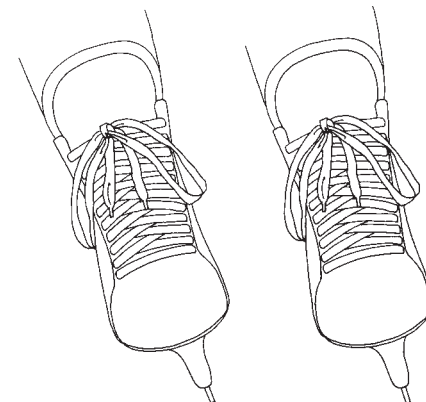
### KEY INSTRUCTIONAL POINTS

#### 1. Front Start:



- a. Players in basic stance, skates shoulder width apart, knees flexed, and back straight.
- b. Turn heels in to make a "V" with your skates, while leaning slightly forward. This puts weight on front part of the blades.
- c. 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.
- d. Next two strides are longer. Angle of the blade nears 35-40 degrees at about the third or fourth stride.
- e. Skates are low to the ice for quick recovery.
- f. Gradually straighten up as speed increases to the maximum.
- g. Should be in full stride after the first six strides.

#### 2. Edge Control:



- a. 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.

### TEACHING TOOLS NEEDED

1. Pylons or spray paint
2. Agility boards
3. Cross-ice rink boards

## LESSON PLAN B-3

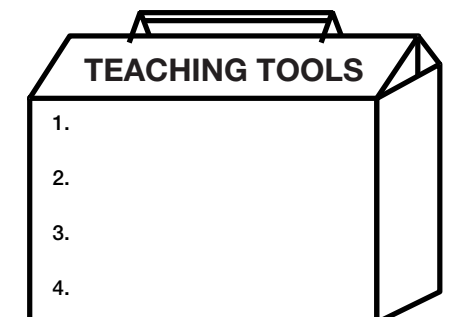
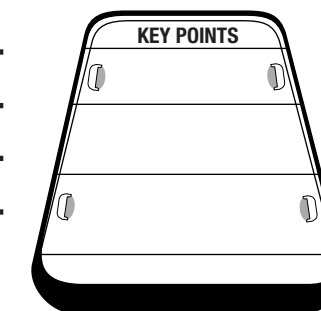


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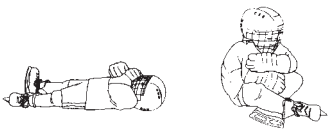

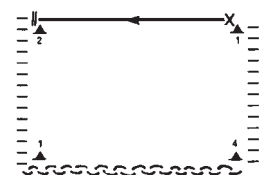

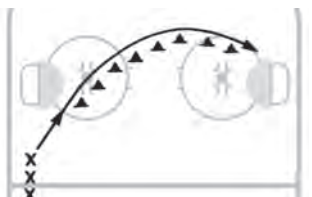

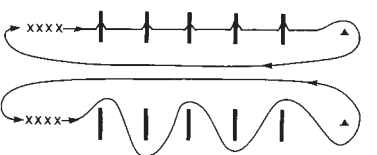

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	1. Take 2-3 strides to gain momentum and then stretch the groin. Do with both legs. 2. Take 2-3 strides to gain momentum and then touch your toes. 3. Skate across ice touching the right knee to the ice at center. Return touching the left knee. Repeat 2-3 times. 4. 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. 5. Skate across the rink. At the center execute a 360 degree turn while moving (forward to forward). Repeat 3-4 times. 6. Run across the ice on your skates. Repeat 3-4 times. 7. Players partner off. One player will pull his partner, using two hockey sticks. The lead player holds the sticks by the blades. Blade down for safety. Each player will do one width of: a. Two foot glide in basic stance. b. One foot glide, one on left and one on right. c. Offering slight resistance by snowplowing once with right skate and once with left skate.	15 minutes 
Push and Glide Stopping (review)	1. 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.	5 minutes 
Front Start (introduce)	1. Stationary practice. Players in basic stance. On signal they practice opening skates into a "V" position by toeing outward. Try to open as far as possible. 2. Repeat 1., but players open up and take four running strides. Repeat 5-6 times. 3. Repeat 2., but players continue across the rink, concentrating on thrust and glide. Stop at other side. Repeat 5-6 times.	8 minutes 



## LESSON PLAN B-3

SKILL	DESCRIPTION	TIME
<b>Fun Time</b> <b>1. Abdominal and leg strength</b> <b>2. Use of skate blades</b> <b>3. Getting up from ice (review)</b> 	<ol style="list-style-type: none"> <li>Change positions as fast as possible. Lie on back; on your front; stand up, skate 12 feet forward, skate 12 feet backwards; hop sideways to left three times; to right three times; lie on your stomach; up to your knees.</li> <li>Lie on your back with your hands crossed in front of you. See if you can get up to a standing position without using your hands in any manner.</li> <li>With arms folded across your chest and sitting cross-legged on the ice, try to stand without using your hands or changing the position of your skates.</li> </ol>	8 minutes 
<b>Lateral Movement (review)</b> 	<ol style="list-style-type: none"> <li>Set up a course using four pylons 18 feet apart.</li> <li>Players execute a front start at pylon number 1 and skate to pylon number 2 where they stop.</li> <li>From pylon number 2 to pylon number 3 they do lateral crossovers.</li> <li>They skate backward from pylon number 3 to pylon number 4 and stop.</li> <li>Do lateral crossovers from pylon 4 to pylon 1. Repeat.</li> </ol>	5 minutes 
<b>Edge Control (introduce)</b> 	<ol style="list-style-type: none"> <li>Arrange pylons as shown or use spray paint to indicate the path to follow.</li> <li>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 right skate down.</li> <li>They will return again on the left skate (outside edge).</li> <li>Repeat whole exercise using right skate.</li> <li>Repeat 4-5 times with each skate.</li> </ol>	8 minutes 
<b>Game Time</b> 	<ol style="list-style-type: none"> <li>Arrange agility boards and pylons as shown.</li> <li>Players step over the agility boards, skate toward and around the pylon, and back, to touch the waiting skater.</li> <li>Same formation, but player skates around the agility boards, skates toward and around the pylon, and back, to touch the waiting skater.</li> </ol>	8 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

## LESSON B-4



### SPECIFIC OBJECTIVES

- Review Lesson B-1 through B-3.
- Review puckhandling stance, (Lesson A-8).
- Review stationary puckhandling, (Lesson A-8).

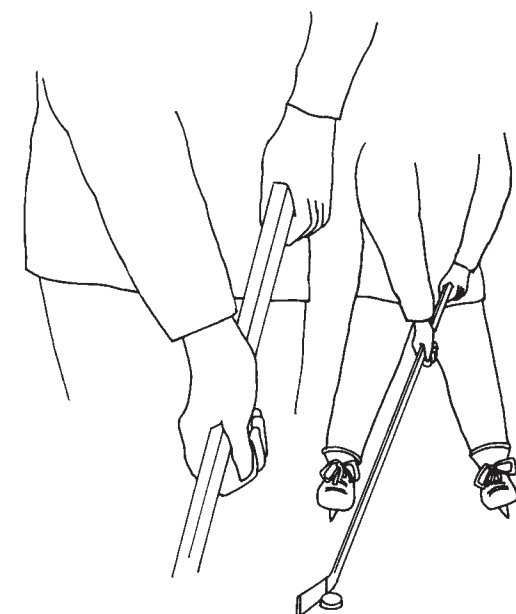
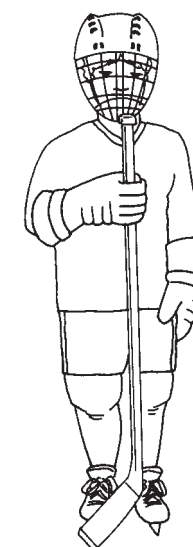
### KEY INSTRUCTIONAL POINTS

#### 1. 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:

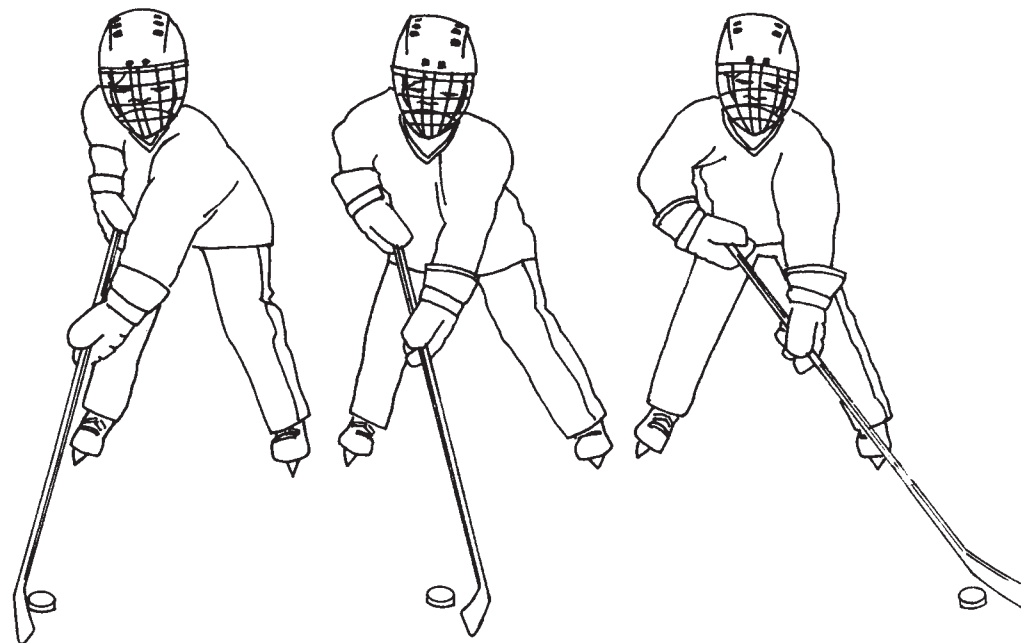
- The top hand must be right at the end of the stick.
- The lower hand should be 8-12 inches down the shaft.
- The "V" formed by the thumb and forefinger should be pointing straight up the shaft.
- Blade of stick is flat on the ice.
- Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the puck.





## LESSON B-4

### 2. 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.

### TEACHING TOOLS NEEDED

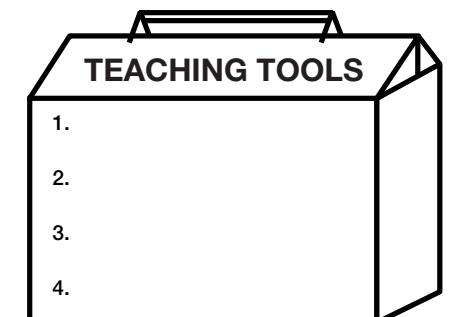
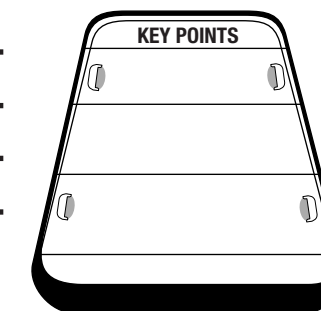
- Pylons
- Lightweight pucks
- Cross-ice rink boards



## LESSON PLAN B-4



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_

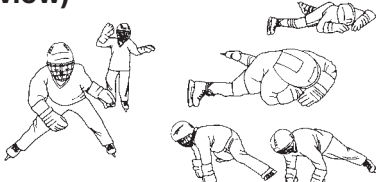

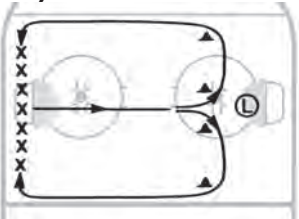







SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Give each player a puck. Skate to an open space anywhere on the ice and practice controlling the puck.	4 minutes 
<b>Balance and Agility</b> <b>On all of these drills the players perform a one o'clock or eleven o'clock stop at the side boards (review)</b>	1. Starting from the side boards, the players cross the rink pushing a puck with their hands. Repeat 3-4 times. 2. Take 3-4 strides and then stretch the groin. Repeat coming back with the other leg. Do twice with each leg. 3. Take 3-4 strides and then touch your toes. Repeat coming back. 4. Take 3-4 strides and then pull your knee to your chest. Come back using other knee. Repeat twice with each knee. 5. Take 3-4 strides and start gliding. Squat down and touch heels with your hands. 6. 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.	12 minutes 
<b>Sideways Movement (review)</b>	1. 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.	4 minutes 
<b>Push and Glide (review)</b>	1. 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. 2. Pylons placed 18 feet out from boards. On a signal the players skate slowly to the pylons and then accelerate rapidly across the rink. Stop at other side.	4 minutes 
<b>Scooting the circles (review)</b>	1. Review and demonstrate key points. 2. Four or five players on each circle. 3. Player pumps with outside leg once and glides to count of "4". 4. Skater pumps as hard as possible again and then glides again. 5. Repeat for one minute and then do again in the other direction.	4 minutes 







LESSON PLAN B-4

SKILL	DESCRIPTION	TIME
<b>Fun Time</b> <b>Hand-foot coordination,</b> <b>shoulder development,</b> <b>arm strength</b> <b>(review)</b> 	<ol style="list-style-type: none"><li>1. Players will be asked to imitate animals.<ol style="list-style-type: none"><li>a. Look like a bear running on the ice.</li><li>b. Inch along the ice like a worm.</li><li>c. Walk like a seal, using arms only.</li></ol></li></ol>	5 minutes 
<b>Glide Turns</b> <b>(review)</b> 	<ol style="list-style-type: none"><li>1. Set up a course as indicated.</li><li>2. The player skates towards the coach. When the player is within nine feet, the coach 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.</li></ol>	5 minutes 
<b>Edge Control</b> <b>(review)</b> 	<ol style="list-style-type: none"><li>1. Arrange pylons as shown or use spray paint to indicate the path to follow.</li><li>2. 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.</li><li>3. Then return again on the left skate (outside edge).</li><li>4. Repeat whole exercise using the right skate.</li><li>5. Repeat twice with each skate.</li></ol>	4 minutes 
<b>Puckhandling Stance</b> <b>(review)</b>	<ol style="list-style-type: none"><li>1. Demonstrate and point out key points of stance.</li><li>2. Have players take basic stance and make corrections.</li><li>3. Line players up in stickhandling position with a puck in front of them. Put heel of stick 1-2 inch 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.</li></ol>	3 minutes 
<b>Stationary Puckhandling</b> <b>(review)</b>	<ol style="list-style-type: none"><li>1. Review and demonstrate key instructional points.</li><li>2. 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.</li><li>3. Move stick out to the side and move puck forward to backward.</li><li>4. Repeat 3. on the other side of body.</li><li>5. Move puck diagonally in front of body.</li></ol>	7 minutes 



LESSON PLAN B-4

SKILL	DESCRIPTION	TIME
<b>Game Time Relay</b> <b>(introduce)</b>  	<ol style="list-style-type: none"><li>1. Shuttle formation. Put dots on the ice using spray paint. Place three feet in front of players.<ol style="list-style-type: none"><li>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.</li><li>b. The same format as in a., but players must touch left knee to the ice in one direction and the right knee in the other direction.</li></ol></li><li>2. Teams all on one side. A pylon is placed 60 feet 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.</li></ol>	8 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_  
\_\_\_\_\_  
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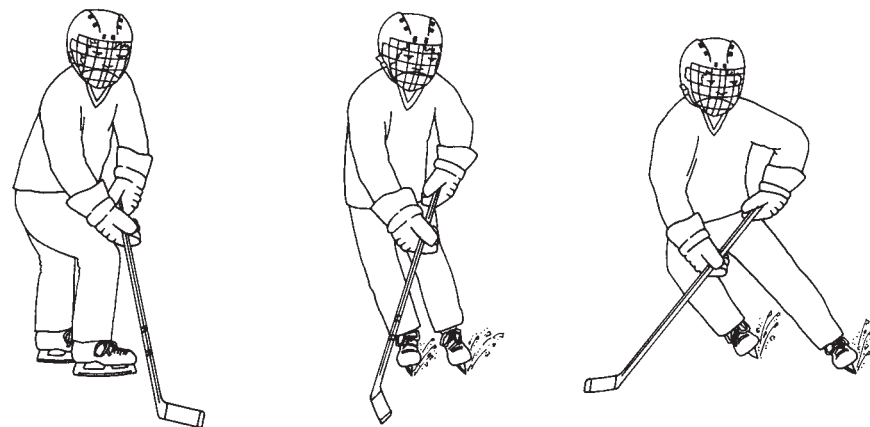
## LESSON B-5

### SPECIFIC OBJECTIVES

1. Review edge control, (Lesson B-3 and B-4).
2. Review stationary puckhandling, (Lesson A-8 and B-4).
3. Introduce two-foot stop.
4. Introduce crossover pumping.
5. Review skating with puck, (Lesson A-8).

### KEY INSTRUCTIONAL POINTS

#### 1. Two-foot Stop:



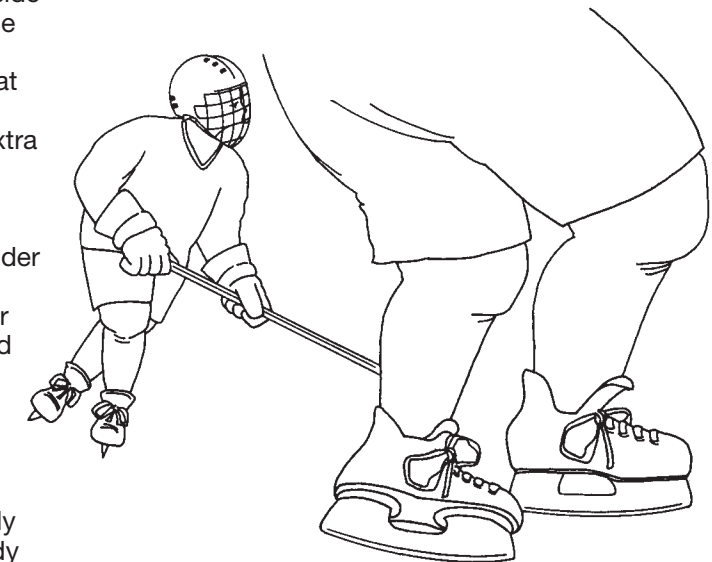
- a. Will stop more quickly than a one o'clock or eleven o'clock stop.
  1. Glide on both skates as you approach the stopping point.
  2. Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
  3. Must turn sideways to the direction of travel, by turning the body to a right angle to the direction of motion. Turn initially to just the strong side.
  4. Begin the stop by turning the shoulders first with the hips and legs following.
5. 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.
6. Extend the legs vigorously while exerting pressure on the front part of the blades. 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.
7. Keep head and shoulders straight.
8. Keep two hands on the stick.

## LESSON B-5



#### 2. Crossover Pumping:

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



#### 3. Skating with puck:

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

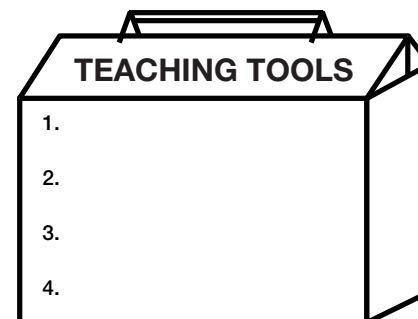
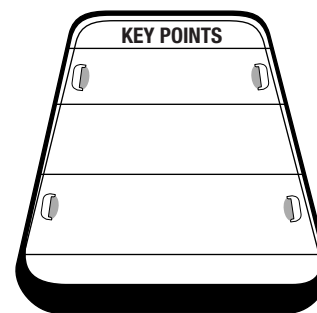
### TEACHING TOOLS NEEDED

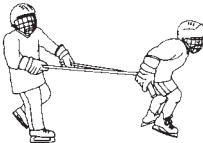
1. Agility boards
2. Lightweight pucks
3. Pylons
4. Tennis balls
5. Cross-ice rink boards



## LESSON PLAN B-5



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Each player is given a puck. They skate in a counter-clockwise direction, practicing their puckhandling skills. They must control the puck going across the ice using the skates. Turn the toe out and kick the puck three feet. Alternate skates as you go.	4 minutes 
<b>Balance and Agility (review)</b>	1. Players line up on boards. Take 3-4 strides and continue across the ice by: <ol style="list-style-type: none"> <li>Gliding on two skates in a squat position.</li> <li>Gliding on one skate in a zig-zag motion going from the outside to the inside edge. Do on both skates twice.</li> </ol> 2. 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.                     3. Use agility boards and a pylon as outlined below. <ol style="list-style-type: none"> <li>Have players jump over the agility boards and go around the pylon.</li> <li>Have players weave through the agility boards and go around the pylon.</li> </ol>	15 minutes 
<b>Edge Control (review)</b>	 1. Players partner up. One player will pull his partner using two hockey sticks. Lead player holds the sticks by the blades, pointing down.                     2. Player being pulled, glides on one skate and wobbles, transferring the weight back and forth from inside edge to outside edge.                     3. Repeat coming back with the other leg.                     4. Partners switch positions and repeat.                     5. Repeat so each player does repetition twice.	5 minutes 
<b>Puckhandling Stance and Stationary Puckhandling (review)</b>	1. Review and demonstrate key point.                     2. Each player has a puck and follows the coach's movements. Move puck out in front of the body from side to side. Move puck at side of body from front to back.                     3. Have players repeat movements in 2. but also call out number of fingers the coach is holding up.                     4. Coach skates slowly backwards and players skate slowly forward, moving puck from side to side. Try to keep heads up.	5 minutes 



## LESSON PLAN B-5

SKILL	DESCRIPTION	TIME
<b>Two-Foot Stop (introduce)</b>	 1. Place a pylon 60 feet out from the boards. Use 4-5 pylons.                     2. Player starts at sideboards using a front start. Skate towards pylon and start gliding on two feet. Execute a glide turn around the pylon.                     3. As speed diminishes, perform a two-foot stop. Remember to turn the shoulders first.                     4. Do in both directions.	6 minutes 
<b>Fun Time Scatter Ball (review)</b>	1. Divide players into two teams. Each team must stay on its own half of the ice. All players have a tennis ball.                     2. Try to shoot all the tennis balls to the opposition's side of the ice in one minute.                     3. The team with the least number of balls on its side at the signal is the winner.                     4. Repeat three times.	5 minutes 
<b>Crossover Pumping (introduce)</b>	 1. Players skate around the face off circles performing forward crossovers.                     2. Do in both directions.                     3. Have players stay outside or on the circle line.                     4. To pass you must go on the outside of player.	7 minutes 
<b>Skating with puck (review)</b>	1. Players skate freely in assigned area stickhandling with puck. Move in all directions but maintain control of the puck.                     2. Starting from side boards the players cross the ice stickhandling the puck. Repeat 3-4 times.	5 minutes 
<b>Game Time (review)</b>	1. Mini game, no more than 3 vs 3, using a tennis ball or a puck: <ol style="list-style-type: none"> <li>Play across the rink in small areas.</li> <li>Use pylons as goals.</li> <li>To score the ball or puck must hit the pylon.</li> <li>No goalies.</li> </ol>	8 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



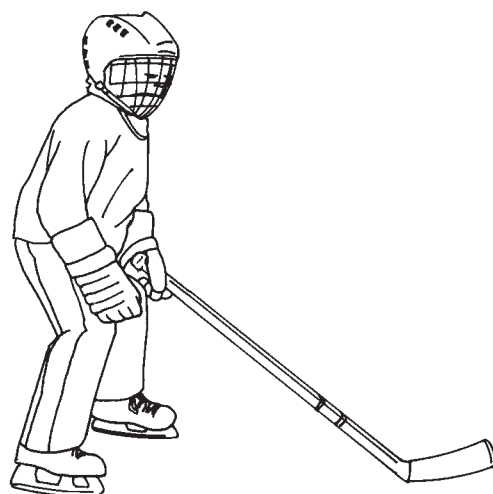
## LESSON B-6

### SPECIFIC OBJECTIVES

1. Review two-foot stop, (Lesson B-5).
2. Review crossover pumping, (Lesson B-5).
3. Review skating with the puck, (Lesson B-5).
4. Review backward stance, (Lesson A-5).
5. Review backward C-cut, (Lesson A-6).
6. Review backward V-stop, (Lesson A-6).
7. Introduce reversing direction (Two-foot stop) and T-push.

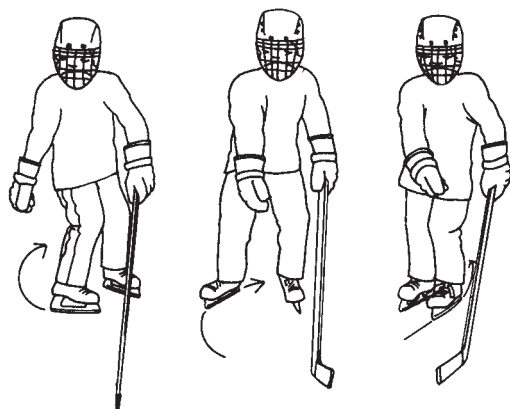
### KEY INSTRUCTIONAL POINTS

#### 1. Backward Stance:



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

#### 2. Backward C-cut:

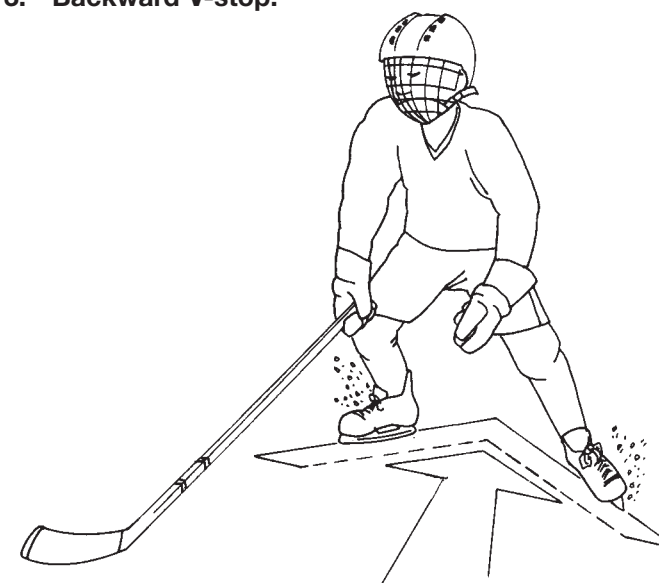


- a. Start from basic stance.
- b. Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inward.
- c. From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade.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

## LESSON B-6



#### 3. Backward V-stop:



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

#### 4. Reversing Directions:



- a. Perform a two-foot stop.
- b. Perform a T-push to get started in the reverse direction.
  1. Place front skate in the direction of movement.
  2. 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.
  3. Give a strong push with the back skate. This involves a straightening of the back leg pushing the skate down against the ice.
  4. Stress the head up, knees well bent, leg fully extended, and recovery skate close to the ice on recovery.
- c. After T-push resume striding to gain speed.

### TEACHING TOOLS NEEDED

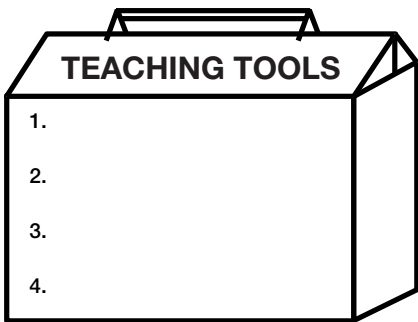
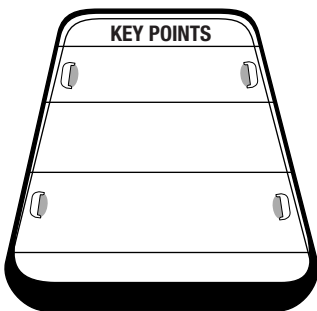
1. Agility boards
2. Pylons
3. Tennis balls
4. Rope 15-18 feet long
5. Can of spray paint
6. Cross-ice rink boards


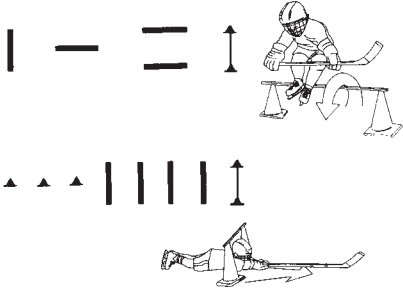

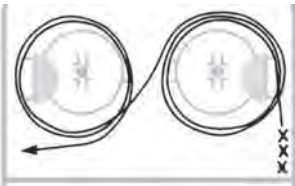






LESSON PLAN B-6










COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate freely executing two-foot stops to the left and to the right side.	4 minutes 
Balance and Agility Station Activities 5 minutes per station (review) 	1. Station 1: a. Arrange agility boards and pylons as indicated. 1. 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. 2. Station 2: a. Arrange agility board and pylons as indicated below. 1. 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. 3. Station 3: a. Give each player a tennis ball to perform the following: 1. Bounce ball off ice, turn 360 degrees going from left to right. Catch ball on way down. 2. Repeat turning to the right. 3. Pair off and stand six feet apart facing your partner. On signal both partners bounce their ball and then skate across and try to catch partner's ball.	15 minutes 
Crossover Pumping (review) 	1. Use end face off circles or make two circles with spray paint or pylons. 2. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times). 3. Send 3-4 players at a time.	5 minutes 
Skating with puck (review)	1. 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.	5 minutes 



LESSON PLAN B-6

SKILL	DESCRIPTION	TIME
Reversing Directions – two-foot stop to T-push (introduce) 	1. Players start on side boards. 2. On a signal the players execute a front start and skate to opposite side. 3. Players execute a two-foot stop six feet from the boards. 4. To get started in the other direction they will use a T-push. 5. Do this in a sequence of three widths of the rink. 6. Repeat three times.	7 minutes 
Backward Stance Backward Gliding (review) 	1. Review and demonstrate key instructional points. 2. Players partner off. 3. Push partner backwards using two hockey sticks. Player being pushed assumes basic stance and glides on two skates. 4. Switch positions to come back. 5. Repeat 2-3 times.	5 minutes 
C-cut (review) 	1. Players start along side boards. 2. 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. 3. Same as 2. but cross ice by pushing and recovering first with one skate and then with the other skate. Repeat several times.	7 minutes 
Backward V-stop (review) 	1. Players partner off. Push partner backwards with one hockey stick held at chest level. Player going backward practices turning toes out and leaning forward. Reverse positions on other side. Repeat 2 or 3 times. 2. 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.	5 minutes 
Game Time (review)	1. Coach has a rope 15-18 feet in length. 2. Coach is in the center of the circle. He begins passing the rope along the ice and under the jumping players. 3. Any player who touches the rope is out.	7 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



## LESSON B-7

### SPECIFIC OBJECTIVES

1. Review backward C-cuts, (Lesson A-6 and B-6).
2. Review backward V-stop, (Lesson A-6 and B-6).
3. Review reversing direction, (Lesson B-6).
4. Introduce backward gliding on one skate.
5. Introduce backward one-foot stop and T-push.
6. Introduce backward push and glide.

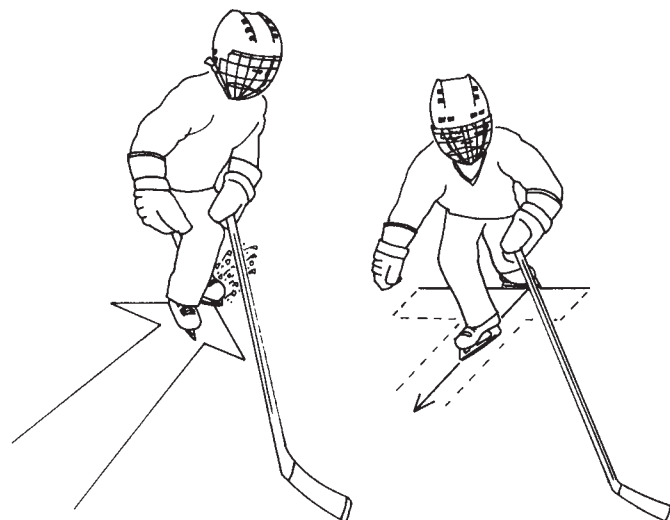
### KEY INSTRUCTIONAL POINTS

#### 1. Gliding backwards on one skate:



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

#### 2. Backward one-foot stop and T-push:

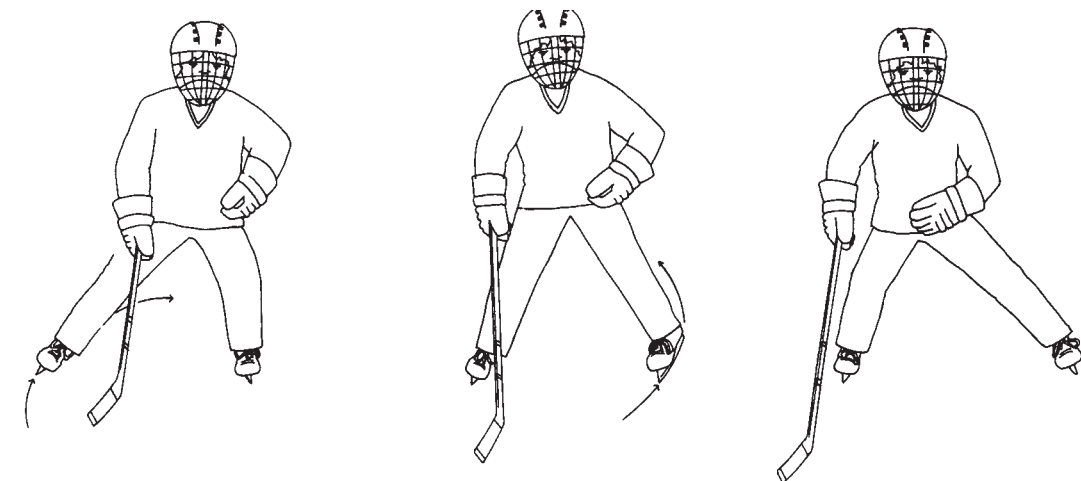


- a. Player is in motion backwards.
- b. Left leg extends and transfers weight to right leg.
- c. Left leg now being weightless begins to swing back.
- d. Shoulders, hips, and legs turn in a counter-clockwise direction as the left skate is planted in a braking position.
- e. Left knee is bent and the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

## LESSON B-7



#### 3. Push and glide backwards:



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

### TEACHING TOOLS NEEDED

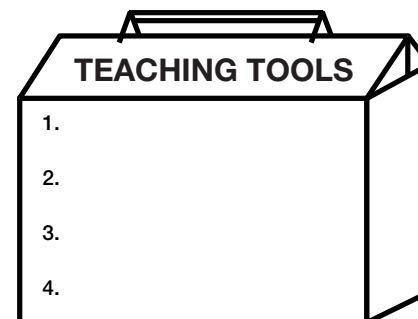
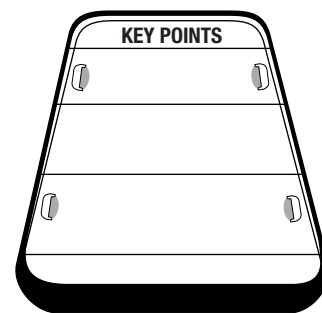
1. Lightweight pucks
2. Pylons
3. Tennis balls or soccer ball
4. Cross-ice rink boards




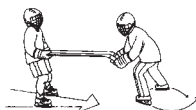








## LESSON PLAN B-7







COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate in a clockwise direction skating backward. Concentrate on C-cuts and striding.	4 minutes 
<b>Balance and Agility (review)</b> 	1. 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. 2. Repeat Step 1. but player pulls his knee up to chest with help of stick. Do twice with each leg. 3. Repeat Step 1. but in the glide position. The players slalom skate to other side. Skates stay parallel and on the ice at all times. Do twice. 4. Start on back, roll over to stomach, get up and skate to the other side. Perform a two-foot stop. On the return the player gets up and skates backwards to other side. Perform the backward "V" stop. Do twice in each direction. 5. Stationary jumping. On a command have the players jump as high and as far as possible forward. Also try jumping backwards, to the left and to the right.	12 minutes 
<b>Backward C-cut (review)</b> 	1. Players partner off. Line up on side boards facing one another. Player skates backwards, using the C-cut to get started and striding going across ice. Pull your partner by holding blades of stick, blades down. After one width, reverse positions. Player being pulled does not offer any resistance. Each player does twice.	4 minutes 
<b>Backward V-stop (review)</b> 	1. Players partner off. Push partner backward with hockey stick held at chest level. Player being pushed glides on two skates for nine feet, turns toes out, bends knees, leans forward, and executes a backward V-stop. Do 3-4 times crossing ice.	4 minutes 
<b>Fun Time</b>	1. Do jumping jacks on the ice. With every other jump in the air, bend down and squat, then up again. 2. Skate across the rink throwing your puck up in the air and catching it before it hits the ice. 3. Try Step 2. skating backwards.	4 minutes 




## LESSON PLAN B-7

SKILL	DESCRIPTION	TIME
<b>Changing Direction (review)</b>	1. Players start on side boards. 2. On a signal the players execute a front start and skate to the opposite side. 3. Players execute a two-foot stop six feet from the boards. 4. To start in the opposite direction the players use a T-push. 5. Do this sequence three times.	4 minutes 
<b>Backward one-foot stop and forward T-push (introduce)</b> 	1. Review and demonstrate key instructional points. 2. Review forward T-push; a. Players line up on boards. b. Place right skate behind the left skate forming a "T". c. Push down and out with the right skate, gliding as far as possible on left skate. d. Continue to other side. e. Return using left skate. 3. Review backward one-foot stop: a. Players line up facing boards. b. On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards. c. Repeat going back. d. Do 6-7 times. e. Try doing it with either foot. 4. Combine one-foot stop and T-push: a. Same as 3. but when you stop you should be in a T-position with your 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. b. Repeat 4-5 times.	12 minutes 
<b>Gliding backwards on one skate (introduce)</b>	1. Review and demonstrate key instructional points. 2. 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. 3. Each player does 4-5 times.	6 minutes 
<b>Backward push and glide (introduce)</b> 	1. Review and demonstrate key instructional points. 2. Players start on side boards. 3. Use C-cuts to get started. Continue across ice by pushing and recovering first with one skate and then with the other. 4. Glide between recovery and pushing with each stride.	4 minutes 



## LESSON PLAN B-7

SKILL	DESCRIPTION	TIME
<b>Game Time Soccer on ice (introduce)</b>	<ol style="list-style-type: none"> <li>1. Use tennis ball or soccer ball.</li> <li>2. Play across ice using pylons as goals.</li> <li>3. To score ball must be kicked using side of foot to hit the pylon.</li> <li>4. Stress passing and skating to openings.</li> <li>5. Players work on stopping and starting.</li> </ol>	6 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## LESSON B-8

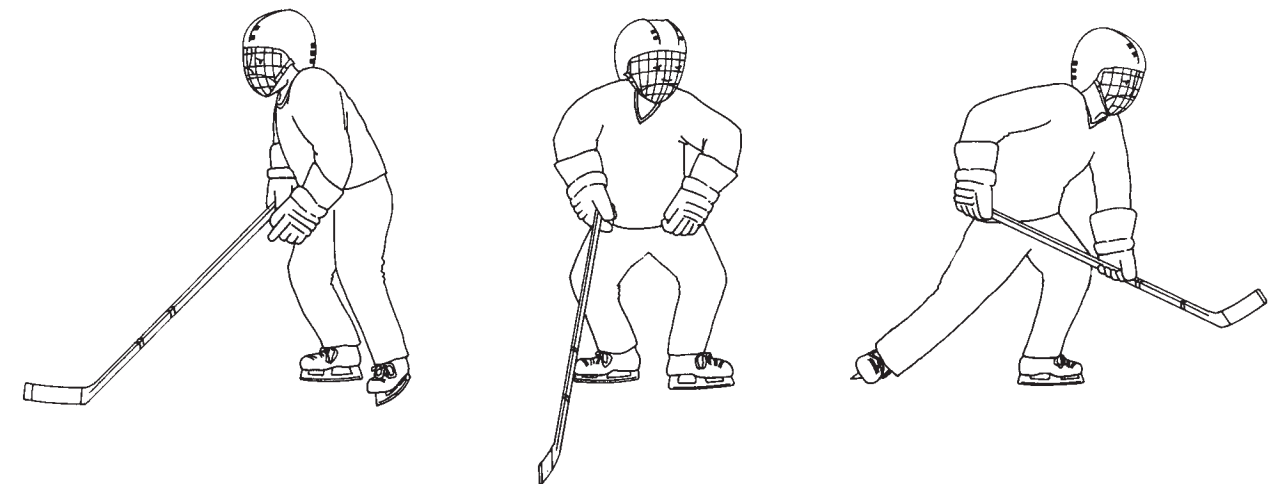


### SPECIFIC OBJECTIVES

1. Review backward one-foot stop and T-push, (Lesson B-7).
2. Review gliding backward on one skate, (Lesson B-7).
3. Introduce pivot – backwards to forward.
4. Introduce pivot – forward to backwards.

### KEY INSTRUCTIONAL POINTS

#### 1. Pivot (Backwards to forward):



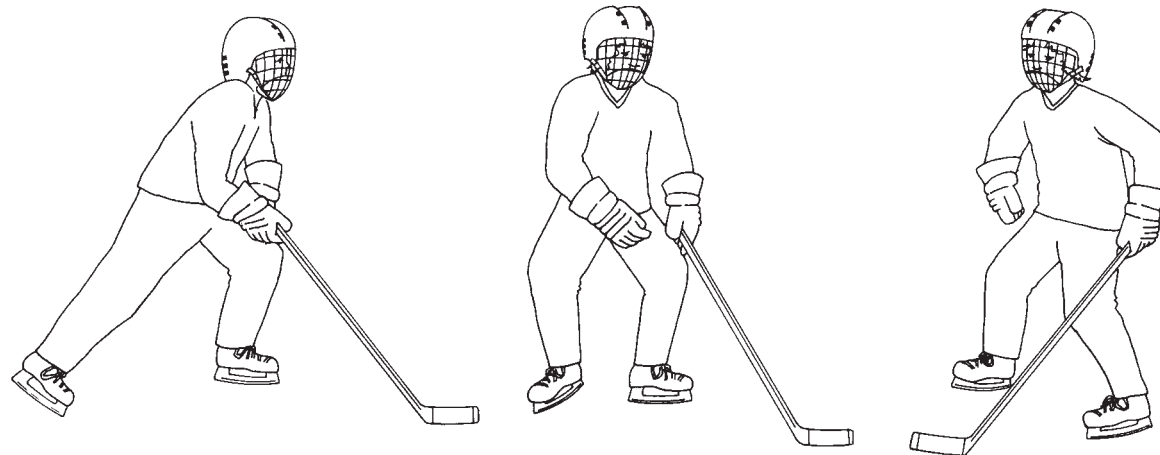
- a. Players are in motion backwards.
- b. To turn to the left, transfer the weight to the right skate.
- c. Turn is started by rotating the left shoulder backward. The torso and hips will follow.
- d. Lift the left skate off the ice and turn it as close to 180 degrees as possible. Glide straight back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





## LESSON B-8

### 2. Pivot (Forward to backwards):



- Players gain forward momentum and coast on the left skate.
- The player straightens up and rotates his right skate outward (as close to 180 degrees 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 your 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.

### TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Cross-ice rink boards



## LESSON PLAN B-8

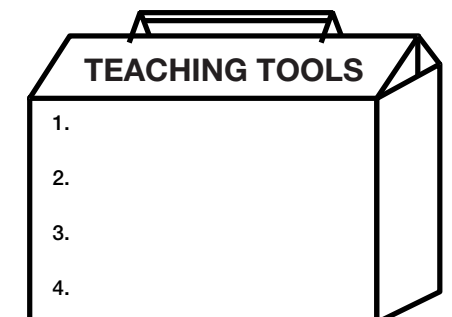
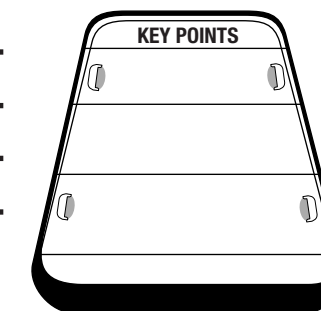


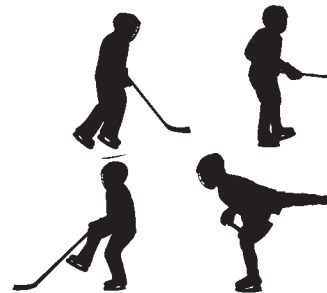
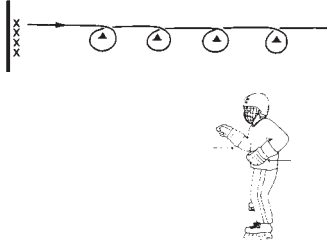
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TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	 <ol style="list-style-type: none"> <li>Starting from side boards the players cross the ice surface, walking on their toes, then on their heels. Do twice.</li> <li>Players start from side boards, take 3-4 strides to gain momentum and start gliding on one skate. <ol style="list-style-type: none"> <li>Lift one leg forward and keep balance while gliding. Come back on other skate.</li> <li>Lift one leg to the rear and lean slightly forward. Come back on other leg.</li> </ol> </li> <li>Players face side boards. On a signal they turn 180 degrees and accelerate, skating rapidly to the other side. Execute a two-foot stop. Do 3-4 times.</li> <li>Starting at side boards, players cross to other side doing exaggerated forward crossovers.</li> <li>Place four pylons across ice, 12 feet apart. <ol style="list-style-type: none"> <li>Players start from side boards and circle each pylon by doing a 360 degree turn.</li> <li>Return by running in opposite direction.</li> <li>Repeat three times each way.</li> </ol> </li> <li>Quick arms – three step progression: <ol style="list-style-type: none"> <li>Ten quick arm thrusts in a stationary position.</li> <li>Quick arm thrust while gliding cross rink.</li> <li>Ten quick arm thrusts while executing a forward start.</li> <li>Repeat sequence three times.</li> </ol> </li> </ol> 	20 minutes 
Backward one foot stop and T-Push (review)	<ol style="list-style-type: none"> <li>Players start on side boards facing the boards.</li> <li>Use C-cuts to start skating backwards across rink.</li> <li>Stop using one-foot and immediately use T-push to gain forward momentum towards other side.</li> <li>Skate forward and execute a front two-foot stop.</li> <li>Repeat four times.</li> </ol>	3 minutes 




LESSON PLAN B-8

SKILL	DESCRIPTION	TIME
<b>Backward gliding on one foot (review)</b> 	<ol style="list-style-type: none"><li>Start on side boards.</li><li>Take 3-4 strides backwards and start gliding on one skate.<ol style="list-style-type: none"><li>Lift other skate out in front and glide in a straight line backward.</li><li>Lift other skate back and lean forward.</li></ol></li><li>Do each with both left and right skate as gliding skate.</li><li>Do twice with each.</li></ol>	4 minutes 
<b>Fun Time</b> 	<ol style="list-style-type: none"><li>Balance stick upright in front of you with knob down. Hold it with your 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?</li><li>Place stick on your shoulders:<ol style="list-style-type: none"><li>Rotate your shoulders from side to side.</li><li>Try to touch your left skate with the left section of the stick.</li><li>Now try the right skate with right section of stick.</li></ol></li></ol>	8 minutes 
<b>Pivot (Backwards to Forward) (introduce)</b> 	<ol style="list-style-type: none"><li>Review and demonstrate key instructional points.</li><li>Have players start at side boards. Take 4-5 strides to gain backward momentum.</li><li>Glide on one foot for six feet and then execute turn.</li><li>Accelerate out of turn, skating forward and execute a two-foot forward stop.</li><li>Do on same foot 5 or 6 times.</li><li>Switch to other foot and do 5 or 6 times.</li></ol>	8 minutes 
<b>Pivot (Forward to Backwards) (introduce)</b> 	<ol style="list-style-type: none"><li>Review and demonstrate key instructional points.</li><li>Players start at side boards. Take 4-5 strides to gain forward momentum.</li><li>Glide on one skate for six feet and then execute turn.</li><li>Skate backwards across ice and execute a backward stop.</li><li>Do 5-6 times on same foot.</li><li>Repeat using other foot and turning in opposite direction.</li></ol>	8 minutes 



LESSON PLAN B-8

SKILL	DESCRIPTION	TIME
<b>Game Time (review)</b>	<ol style="list-style-type: none"><li>Mini game using a puck:<ol style="list-style-type: none"><li>Play across the rink.</li><li>Use pylons as goals.</li><li>To score puck must hit pylon.</li><li>No goalies.</li></ol></li></ol>	5 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## LESSON B-9

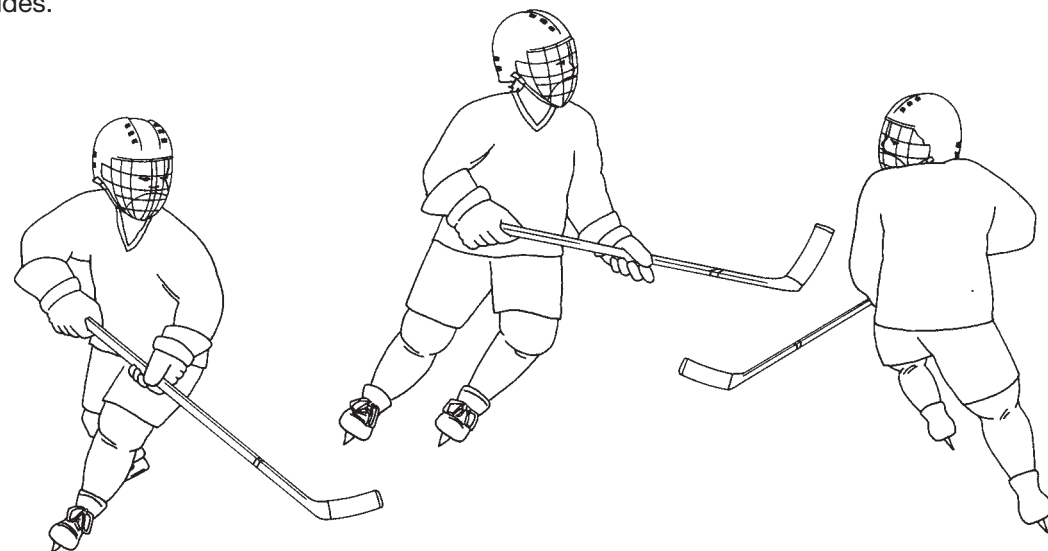
### SPECIFIC OBJECTIVES

1. Review Lesson B-4 to B-8.
2. Introduce tight turns.

### KEY INSTRUCTIONAL POINTS

#### 1. Tight Turns:

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



1. Stop skating and let yourself glide into the approach.
2. Head up, knees bent, and feet shoulder width apart.
3. Place the skate on the side you wish to turn directly in front of the other, heel to toe.
4. Turn your head and shoulders in the direction you want to go and bring your arms and stick to the same side.
5. Lean well from the hips down inside the half circle that your skates will trace on the ice.
6. 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.
7. Skates should be close together and center of gravity ahead of skates, in order to be able to crossover after the tight turn and to accelerate rapidly.
8. Do not sit back on your blades.
9. Once skates have travelled a complete half moon 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.

### TEACHING TOOLS NEEDED

1. Pylons
2. Lightweight pucks
3. Cross-ice rink boards

## LESSON PLAN B-9

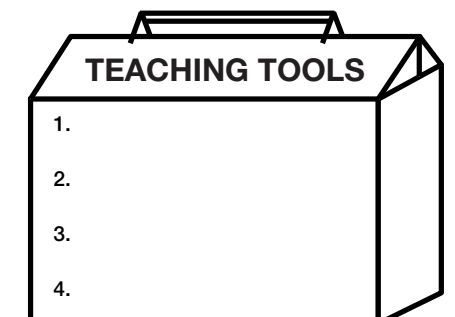
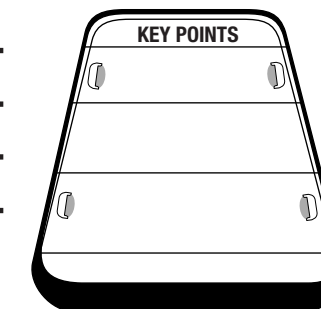


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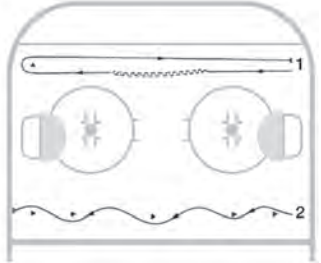

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	<p>1. Station 1: (One of the end zones) 1. Players execute a tight turn around each pylon in the diagram. Execute a two foot stop when you return to the original position.</p> <p>2. Station 2: (Between blue and red line) 1. 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. 2. Same as 1. but use one-foot backward stop followed by T-push to gain forward momentum.</p> <p>3. Station 3: (Between blue and red line). Going from side board to side board. 1. Group 1 skates backwards to pylon and perform a pivot – backwards to forward. Accelerate out of turn and perform two-foot stop at boards. Go to end of Group 2 line. 2. 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.</p> <p>4. Station 4: (One of the end zones) 1. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times). 2. Send 3-4 players at a time.</p> <p>NOTE: Players spend 6 minutes at each station. Rotate from station to station on a given signal.</p>	24 minutes 



## LESSON PLAN B-9

SKILL	DESCRIPTION	TIME
<b>Fun Time</b> 	<ol style="list-style-type: none"> <li>Partner off, one person walks on his hands while the other partner holds him by the knees, wheel barrowing down to a line 35 feet away.</li> <li>Change positions on the return trip.</li> <li>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.</li> <li>Try Number 3. going backwards.</li> </ol>	8 minutes 
<b>Tight Turn (introduce)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>Place 3-4 pylons approximately 60 feet out from side boards.</li> <li>Have equal number of players line up opposite the pylons.</li> <li>Players take 4-5 strides and then start gliding toward pylon.</li> <li>Execute a tight turn around the pylon and return skating to the end of your line.</li> <li>Alternate tight turns. First to the left for every player and second to the right.</li> </ol>	8 minutes 
<b>Game Time Relays using length of ice</b> 	<ol style="list-style-type: none"> <li>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 your partner.</li> <li>Same formation as in 1. Players skate across the ice doing crossovers to weave through the pylons. Perform a two-foot stop at last pylon. Do three sit-ups and return weaving through pylons. Execute a two-foot stop before touching your partner.</li> <li>British Bulldog. Players stand in line along boards. One player stands in the middle of the rink. At 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.</li> </ol>	16 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_



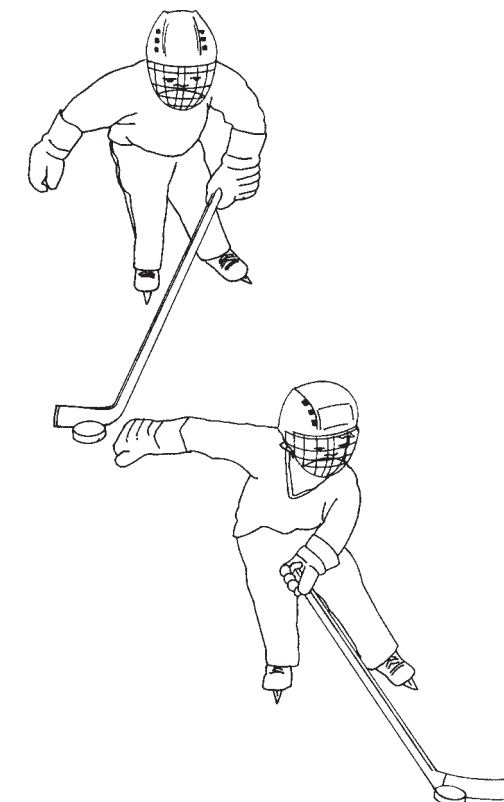
## LESSON B-10

### SPECIFIC OBJECTIVES

- Review puckhandling stance, (Lesson A-8 and B-4).
- Review tight turns, (Lesson B-9).
- Review open ice carry, (Lesson A-9).
- Review starting with puck, (Lesson A-9).
- Review weaving with puck, (Lesson A-10).

### KEY INSTRUCTIONAL POINTS

- Starting with the puck:**
  - Review front start, (Lesson B-3).
  - Players maintain contact between stick blade and puck.
- Open Ice Carry:**
- Weaving with the puck:**
  - Refer to stationary puckhandling, (Lesson B-4).
  - Refer to skating with puck, (Lesson A-10).
  - Go around pylon carrying the puck on the outside of the body.
  - Player keeps his body between the puck and the obstacle.



### TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Spray paint
- Cross-ice rink boards

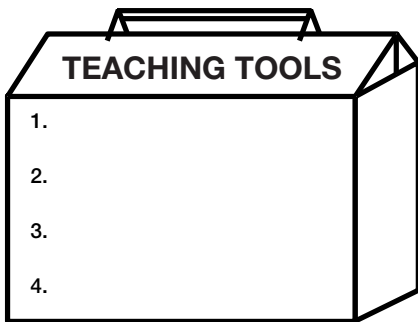
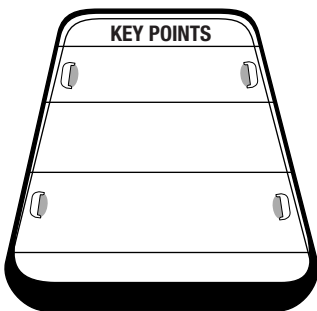
- Players have control of stick with top hand only.
- The puck pushed ahead with the bottom edge of the stick blade.
- Arm action is a slight forward thrust by straightening the arm at the elbow.
- Push the puck slightly ahead.





LESSON PLAN B-10

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"><li>1. Players skate counter-clockwise around ice and perform these five warm-up exercises.<ol style="list-style-type: none"><li>a. Touch toes.</li><li>b. Pull knee to chest.</li><li>c. Squat low.</li><li>d. Touch one knee to ice.</li><li>e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together.</li></ol></li></ol>	4 minutes 
Balance and Agility (review)	<ol style="list-style-type: none"><li>1. Starting on side boards the players run on their skates to the other side. Repeat coming back.</li><li>2. Players face coach and follow his stick. Make players move laterally left and right, skate forward, skate backwards, drop to knees, and get up.</li><li>3. 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 as you cross the ice. Do with both left and right skate, 2-3 times each.</li><li>4. 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.</li><li>5. Same as 4. but with one-foot back stop and T-push to go forward.</li></ol>	17 minutes 
Tight Turns (review) 	<ol style="list-style-type: none"><li>1. Players line up in pairs 30 feet 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.</li><li>2. Second time players execute a tight turn to the right.</li></ol>	5 minutes 
Fun Time 	<ol style="list-style-type: none"><li>1. Can you skate with your hands holding your ankles?</li><li>2. Can you skate with your legs crossed in front of you?</li><li>3. Try 1. and 2. going backwards.</li><li>4. Squat down with one leg out in front of you and with arms stretched out for balance. Try to raise your body up again to a standing position. Try not to lose your balance.</li><li>5. Repeat 4. with other leg.</li></ol>	5 minutes 



LESSON PLAN B-10

SKILL	DESCRIPTION	TIME
Open Ice Carry (review) 	<ol style="list-style-type: none"><li>1. Review and demonstrate key instructional points.</li><li>2. Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3-4 times.</li><li>3. Place pylons six feet out from far boards. Players perform open ice carry down to pylon, then do tight turn controlling puck, and return using open ice carry.</li></ol>	5 minutes 
Starting with puck (review)	<ol style="list-style-type: none"><li>1. 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.</li><li>2. Players cross ice with puck maintaining contact with stick.</li></ol>	5 minutes 
Weaving with puck (review) 	<ol style="list-style-type: none"><li>1. Player weaves with puck through pylons 1 to 4.</li><li>2. Player performs a 360 degree turn around pylon 5.</li><li>3. Player performs open ice carry between pylons 5 and 6.</li><li>4. Player does glide turn at pylon 6 returning to original position.</li></ol>	9 minutes 
Game Time 	<ol style="list-style-type: none"><li>1. Relay from this formation! Put dots on ice using spray paint. Place 4-5 feet in front of players.<ol style="list-style-type: none"><li>a. Player X1 carries puck across ice and leaves it on dot. He then touches X2. X2 skates out and carries puck across the ice and leaves it on the dot, etc.</li><li>b. X1 skates forward to the far dot and stops. He comes back backwards to first dot and stops. He then crosses the rink and touches X2 who repeats going in the opposite direction.</li><li>c. Repeat each twice.</li></ol></li></ol>	10 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



LESSON B-11

SPECIFIC OBJECTIVES

- 1. Review starting and skating with the puck, (Lesson A-8, A-9, and B-10).
- 2. Review open ice carry, (Lesson A-9, B-10).
- 3. Review weaving with puck, (Lesson A-10, B-10).
- 4. Introduce use of feet to control the puck.
- 5. Introduce puckhandling combinations.

KEY INSTRUCTIONAL POINTS

1. Use of feet to control the puck.



- a. Turn toe out so that puck can be controlled by the skate blade.
- b. Players should take a quick look down but not for too long. Try to keep the head up.
- c. Keep puck within three feet of skates.

TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Tennis balls
- 3. Street hockey balls
- 4. Pylons
- 5. Cross-ice rink boards

LESSON PLAN B-11

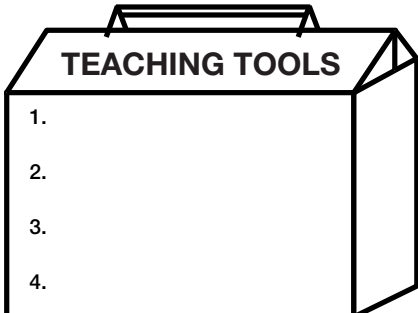
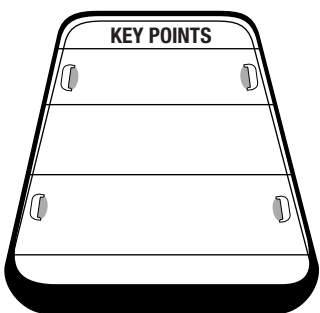


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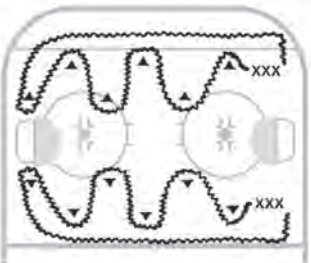

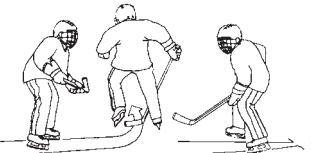




TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	<div>1. 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.</div>	<div>5 minutes</div> <div></div>
<div>Balance and Agility (review)</div> <div><div><div>Station 1</div></div><div><div>Station 2</div></div><div><div>Station 3</div></div><div><div>Station 4</div></div></div>	<div>1. Four stations, five minutes at each. Change stations on a determined signal.</div> <div>Station 1: (One of the end zones)</div> <div><div>1. Players do crossovers around circle-1 (two and a half times) and then around circle-2 (two times).</div><div>2. Send 2-3 players at a time.</div><div>3. Repeat 2-3 times.</div><div>4. Do same as 1, but with pucks.</div></div> <div>Station 2: (Between blue line and red line.)</div> <div><div>1. 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.</div></div> <div>Station 3: (Between blue line and red line.)</div> <div><div>1. 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.</div><div>2. Group-2 skates forward to pylon and pivots forward to backwards. Skating backwards to sideboards and stopping. Go to end of group-1 line.</div></div> <div>Station 4: (One of the end zones)</div> <div><div>1. Player controls puck while weaving through pylons.</div><div>2. Player performs glide turn at last pylon, skating forward for 30 feet before stopping. Face boards when you stop.</div><div>3. Skate backwards to opposite side of rink while controlling the puck.</div></div>	<div>20 minutes</div> <div></div>




LESSON PLAN B-11

SKILL	DESCRIPTION	TIME
<div>Starting with Puck Open Ice Carry (review)</div> <div></div>	<div><div><div>1. Use cross ice.</div><div>2. All players with a puck.</div><div>3. Arrange players into four groups.</div><div>4. Players start with puck and weave through pylons.</div><div>5. Perform open ice carry on the way back.</div><div>6. Second player starts when first player reaches last pylon.</div></div></div>	<div>8 minutes</div> <div></div>
<div>Fun Time (review)</div> <div></div>	<div><div><div>1. Same formation as previous.</div><div>2. Players skate to middle and:<div><div>a. Coast on both skates. Jump at center. Take off on two feet and land on two feet.</div><div>b. Coast on both skates. Jump red line, turn 180 degrees in air and land backwards. On the way back jump and turn 180 degrees and land going forwards. Always take off on two feet and land on two feet.</div><div>c. Coast on only one skate. Jump at center on one skate. Don't put other skate down.</div><div>d. Repeat (c) with other leg.</div><div>e. Do these 2-3 times each.</div></div></div></div></div>	<div>5 minutes</div> <div></div>
<div>Control puck with feet (introduce)</div> <div></div>	<div><div><div>1. Demonstrate and review key instructional points.</div><div>2. Cross the rink using feet to control puck.<div><div>a. Keep puck in feet at all times.</div><div>b. Kick puck slightly ahead of you (three feet). Alternate skates going across ice.</div></div></div><div>3. Repeat each 2-3 times.</div></div></div>	<div>4 minutes</div> <div></div>
<div>Puckhandling Combinations (introduce)</div>	<div><div><div>1. Starting at sideboards the players cross the ice by:<div><div>a. Stickhandling half way, drop puck into skates and control puck with skates the last half.</div><div>b. Control puck with skates for first half and kick puck up to the stick for second half.</div><div>c. 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.</div><div>d. Repeat each 3-4 times.</div></div></div></div></div>	<div>8 minutes</div> <div></div>



LESSON PLAN B-11

SKILL	DESCRIPTION	TIME
<div>Game Time</div>	<div><div><div>1. Use a puck.</div><div>2. Mini game and play cross-ice.</div><div>3. Use pylons as goals.</div><div>4. To score puck must hit pylon.</div><div>5. No goalies.</div></div></div>	<div>10 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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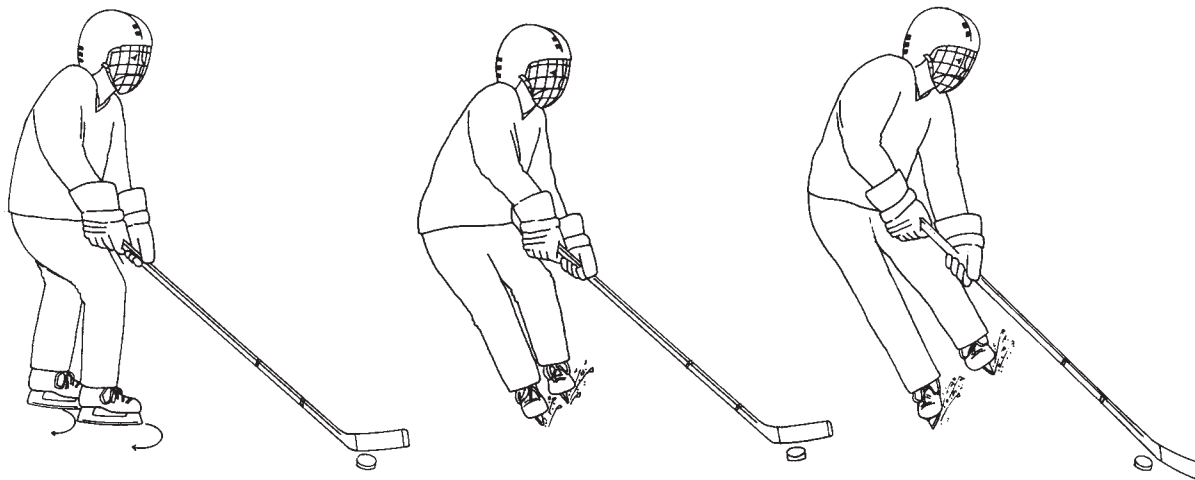
## LESSON B-12

### SPECIFIC OBJECTIVES

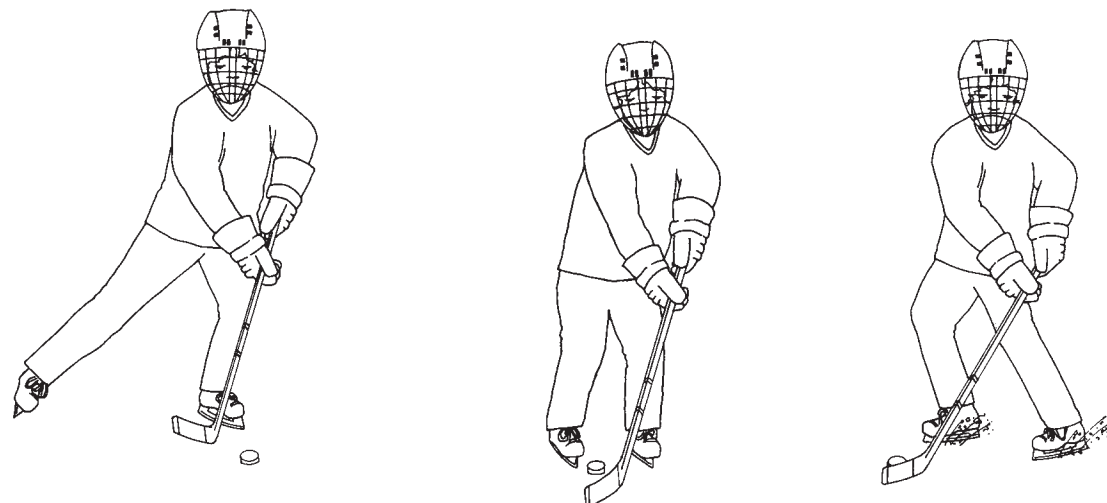
1. Review use of feet to control puck, (Lesson B-11).
2. Review puckhandling combinations, (Lesson B-11).
3. Introduce stopping with puck.
4. Review stationary passing.
  - a. Forehand sweep pass and receive, (Lesson A-12).
  - b. Backhand sweep pass and receive, (Lesson A-13).

### KEY INSTRUCTIONAL POINTS

#### 1. Stopping with puck:



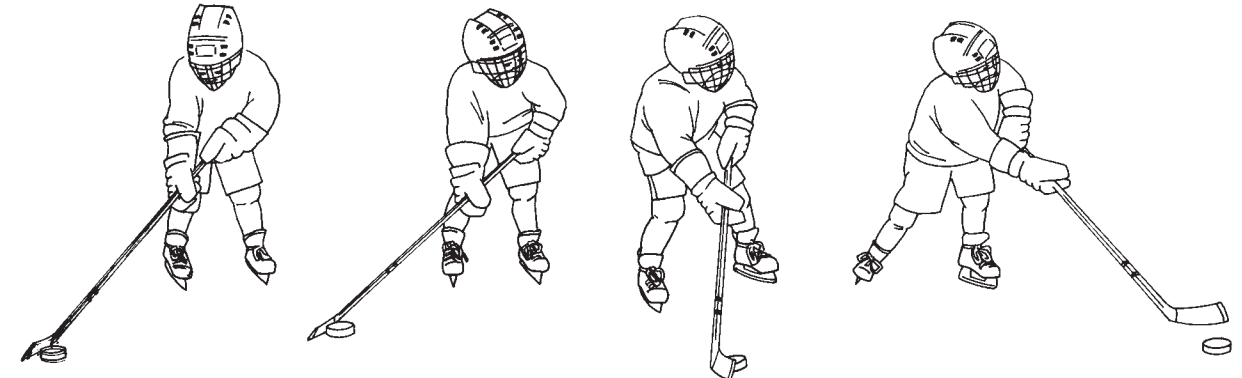
- a. Review two-foot front stop, (Lesson B-5).
- b. Review puckhandling, (Lesson B-4; B-10).
- c. When stopping, the puck is kept under control by cupping the stick blade over the puck.
- d. Keep two hands on the stick.



## LESSON B-12



#### 2. Stationary Passing:

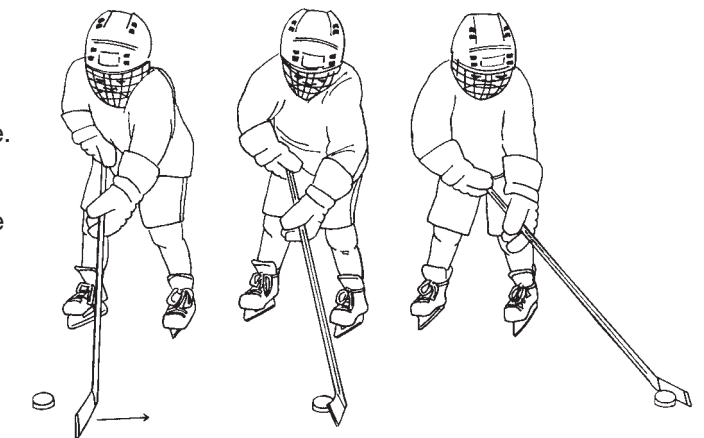


- a. Forehand sweep pass:
 

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

  1. Player is in the normal puckhandling stance.
  2. Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
  3. Stick blade should be at right angles to the target.
  4. Body weight is on the back leg.
  5. Head is up looking at the target, make eye contact with receiver.
6. Puck is propelled towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
7. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
8. Follow through low and towards the target.
9. Be prepared to receive.

- b. Receiving a pass on forehand:
  1. Head up looking at the puck, make eye contact with passer.
  2. Present a target with stick blade on the ice.
  3. Keep blade at 90 degrees towards direction of puck.
  4. As the puck contacts the blade, some give is allowed, providing a cushioning effect.
  5. Watch puck throughout pass reception.
  6. Be prepared to pass.

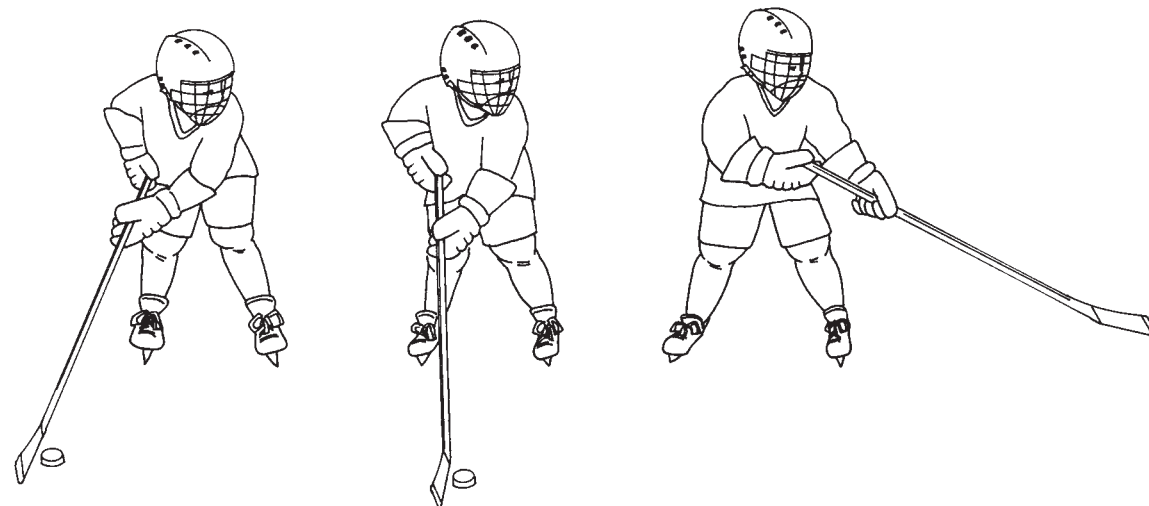




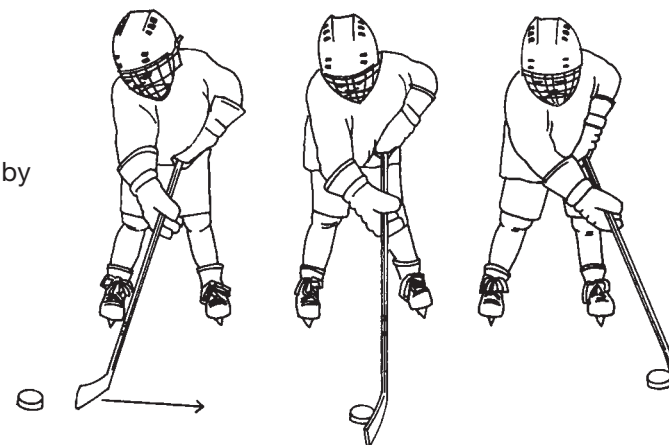


## LESSON B-12

- c. Backhand sweep pass:
1. Hands are well away from the body.
  2. Bring the puck beyond the plane of the body.
  3. Shift the weight to the back leg.
  4. Head up looking at target, make eye contact with receiver.
  5. Cup the blade of the stick over the puck.
  6. Sweeping action of stick across the body to slide the puck.
  7. Shift weight to the front foot.
  8. Follow through low.
  9. Be prepared to receive.



- d. Receiving a pass on the backhand:
1. Head up watching the puck, make eye contact with passer.
  2. Stick is on the ice for a target.
  3. Cup your stick and cushion the impact by relaxing the wrists.
  4. Be prepared to pass.



## TEACHING TOOLS NEEDED

1. Agility boards
2. High pylons
3. Lightweight pucks
4. Cross-ice rink boards

## LESSON PLAN B-12

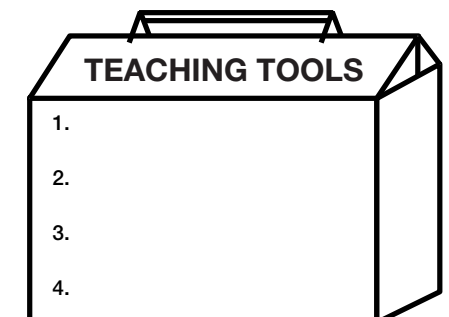
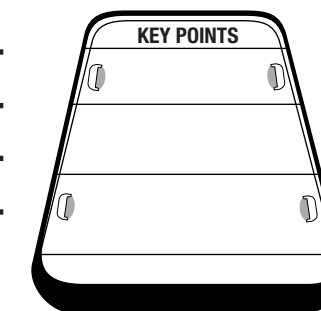




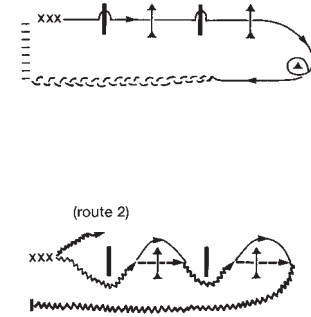

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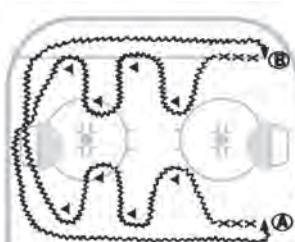
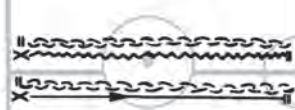
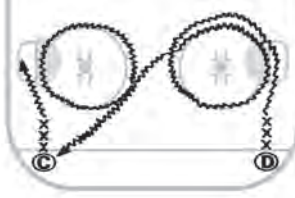



**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b> 	<ol style="list-style-type: none"> <li>1. Players skate clockwise around the ice and perform these six warm-up exercises. <ol style="list-style-type: none"> <li>a. Touch toes.</li> <li>b. Squat low.</li> <li>c. Pull knee to chest.</li> <li>d. Touch one knee to ice.</li> <li>e. Skates stay on ice at all times spread legs wide to the side and then bring them in together.</li> <li>f. Run between blue lines.</li> </ol> </li> </ol>	4 minutes 
<b>Balance and Agility (review)</b> 	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Cross ice doing forward alternate leg crossovers.</li> <li>3. Players skate forward and jump over agility board, (1) dive under obstacle, (2) set on two high pylons, jump over agility board, (3) dive under obstacle, (4) on two high pylons. Player gets up and turns 360 degrees around pylon, skates forwards (eight feet) pivots forward to backwards and skates backwards to boards. Lateral crossovers back to original position. Repeat.</li> <li>4. Same set up as 3. 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.</li> <li>5. Repeat using route-2 as players should do on forehand and backhand.</li> </ol>	15 minutes 




LESSON PLAN B-12

SKILL	DESCRIPTION	TIME
<div>Weaving with puck (review)</div> <div><div>Station 1</div><div>Station 2</div><div>Station 3</div></div>	<div>1. Stations set up as in diagram (six minutes at each).</div> <div>Station 1:</div> <div>1. 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.</div> <div>Station 2: (Suggest marking off with spray paint.)</div> <div>1. 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.</div> <div>Station 3:</div> <div>1. Players from C and D carry puck around face off circles as indicated, going to end of other line.</div>	<div>18 minutes</div> <div></div>
<div>Stationary Passing and Receiving (review)</div>	<div>1. Review and demonstrate key points.</div> <div>2. Players partner off approximately 18 feet apart.</div> <div>    a. Practice forehand pass and receive.</div> <div>    b. Practice backhand pass and receive.</div> <div>3. Same as 2. but move players 30 feet apart.</div>	<div>10 minutes</div> <div></div>
<div>Stopping with puck (introduce)</div>	<div>1. Review and demonstrate key points.</div> <div>2. Players carry puck across ice.</div> <div>3. Repeat 6-7 times.</div>	<div>4 minutes</div> <div></div>



LESSON PLAN B-12

SKILL	DESCRIPTION	TIME
<div>Game Time (review)</div>	<div>British Bulldog:</div> <div>1. Players along the boards with a puck.</div> <div>2. Coach stands at center ice and is the bulldog.</div> <div>3. Players skate to other end of ice with a puck. The coach attempts to knock pucks away from players.</div> <div>4. If player loses puck, he joins instructor at center ice and becomes a bulldog.</div>	<div>9 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## LESSON B-13

### SPECIFIC OBJECTIVES

1. Review stopping with the puck, (Lesson B-12).
2. Review stationary passing, (Lesson A-12, A-13, B-12).
3. Review skating and passing, (Lesson A-14).
4. Introduce lead pass to a moving target.
5. Introduce bank pass to partner.

### KEY INSTRUCTIONAL POINTS

#### 1. Skating and passing:

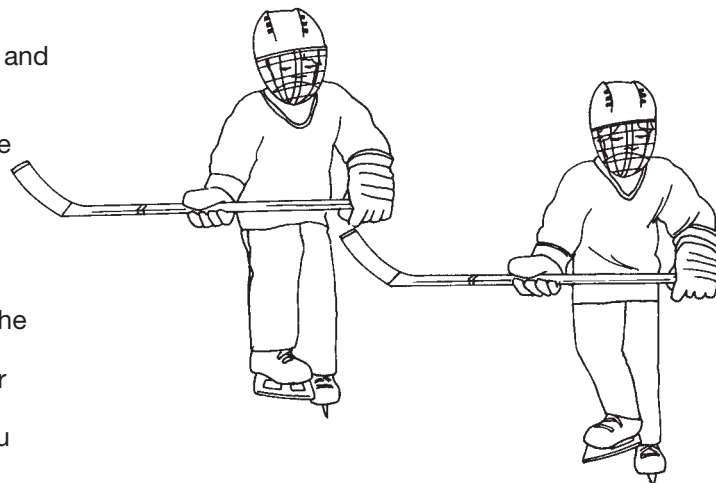
- a. Remember key points about open ice carry (Lesson A-9).
- b. Remember key points on forehand pass and backhand pass (Lesson B-12).

#### 2. Lead pass to a moving target:

- a. Fastest way to advance puck up the ice to a teammate is by passing it.
- b. Passer must develop quick reaction to passing opportunities.
- c. Passer can not telegraph pass.
- d. Passer must be able to watch receiver and gauge his distance and speed while controlling the puck.
- e. Pass to a spot ahead of your teammate so that he can skate into the moving puck. Called "leading the man" with the pass.

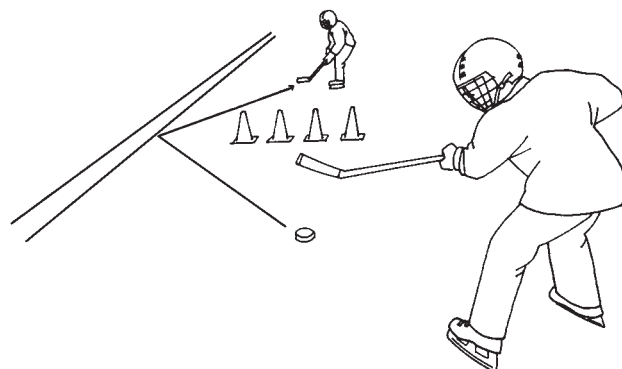
#### 4. Toe In:

- a. Take 3-4 strides and start gliding.
- b. Lift right foot off ice.
- c. 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.)
- d. Hold this position and glide in a straight line to the other side.
- e. Do with both feet.



#### 3. Board pass to partner:

- a. Make boards work for you in passing the puck.
- b. Used frequently by defenseman in their own zone.
- c. Useful when a defender is between you and your receiver.
- d. 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.



### TEACHING TOOLS NEEDED

1. Obstacle course objects
2. Pylons
3. Lightweight pucks
4. Can of spray paint
5. Cross-ice rink boards

## LESSON PLAN B-13

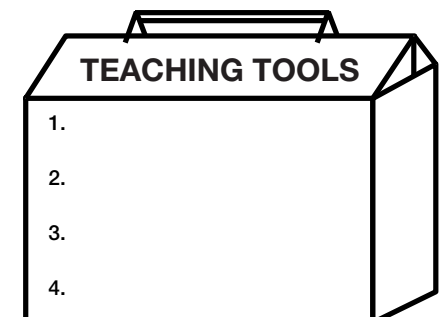
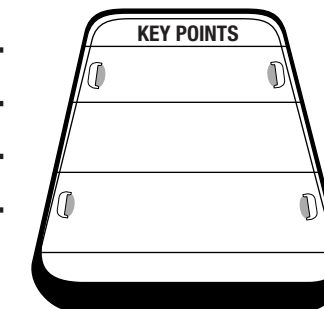


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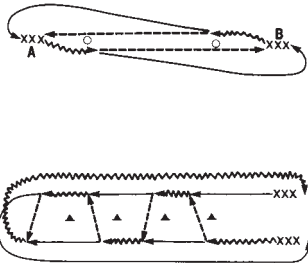

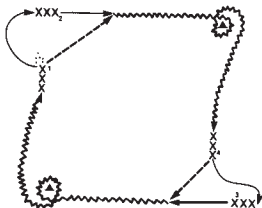

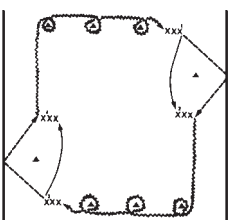


TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	1. Players line up on sideboards and cross to the other side by: a. 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. b. Knee lift: Lift knee up to waist and give a pull with stick. Return with opposite leg. c. Squat position – same on return. d. Toe in: Do with both feet two times. e. Toe out: Do with both feet two times. f. Skate with both feet on the ice. Do two times. g. 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. h. 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 minutes 
Stationary Passing (review)	1. Players in groups of 4-5. a. One player faces others who are fanned out. b. Passes made back and forth. c. Change coach regularly. 2. Players in groups of three. a. Player receives a pass, performs a turn, kneels down, gets up and passes to one of the partners.	8 minutes 



## LESSON PLAN B-13

SKILL	DESCRIPTION	TIME
<b>Skating and Passing (review)</b> 	<ol style="list-style-type: none"> <li>Shuttle passing: <ol style="list-style-type: none"> <li>Two lines facing each other about 60 feet apart. Mark a passing spot with spray paint (about 12 feet out from lines).</li> <li>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.</li> </ol> </li> <li>Set pylons across rink about nine feet apart. Arrange players in two rows one on each side of the pylons. Players pair off and cross to the other side. Must make one pass between each pair of cones. Players then return to end of opposite lines.</li> </ol>	8 minutes 
<b>Lead Pass (introduce)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>Set up course as diagrammed. <ol style="list-style-type: none"> <li>On signal players X2 and X3 start out skating with stick on ice ready to receive a pass.</li> <li>X1 and X4 try to pass them the puck so they receive it about 15 feet out from start of line.</li> <li>X2 skates down around pylon in control of puck and goes to end of X4 line. X1 goes to end of X2 line. X3 goes to X1.</li> </ol> </li> </ol>	8 minutes 
<b>Bank pass to partner (introduce)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>Set up course as diagrammed. <ol style="list-style-type: none"> <li>On signal X1 gives board pass to X2 as does X3 to X4.</li> <li>X2 skates with puck around pylon to end of X3 line. X1 goes to end of X2 line, X4 goes to X1 and X3 goes to X4.</li> </ol> </li> </ol>	8 minutes 
<b>Game Time</b>	<ol style="list-style-type: none"> <li>Mini game: <ol style="list-style-type: none"> <li>Use a puck.</li> <li>Play across the ice.</li> <li>Use pylons as goals.</li> <li>Puck must hit pylon to score.</li> <li>Must complete three passes before you can score.</li> <li>No goalie.</li> </ol> </li> </ol>	9 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



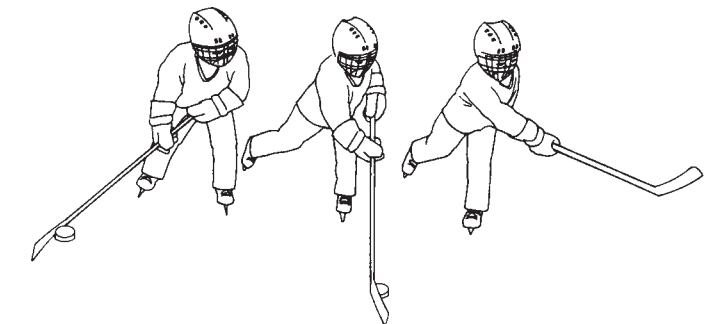
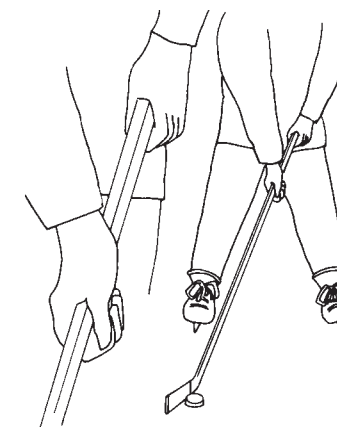
## LESSON B-14

### SPECIFIC OBJECTIVES

- Review bank pass, (Lesson B-13).
- Review lead pass to moving target, (Lesson B-13).
- Review skating and passing, (Lesson A-14; B-13).
- Review forehand sweep shot, (Lesson A-14).
- Review backhand sweep shot, (Lesson A-15).

### KEY INSTRUCTIONAL POINTS

#### 1. Forehand Sweep Shot:



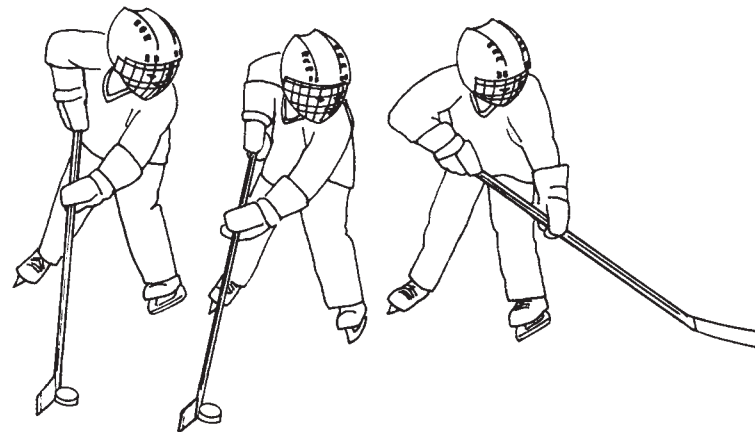
- Basically the same grip as passing.
- Bring puck beyond plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Look down to control puck and then up at the target.
- 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.





## LESSON B-14

### 2. 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.

### TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Can of spray paint
- Cross-ice rink boards



## LESSON PLAN B-14

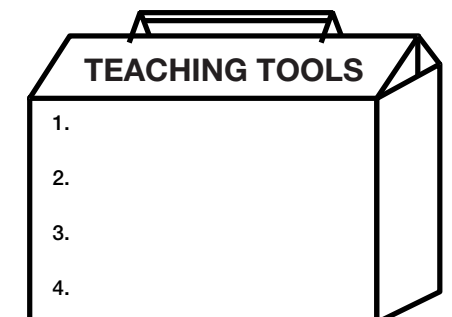
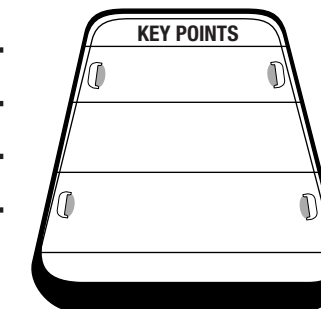


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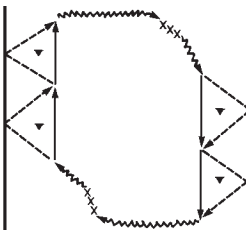


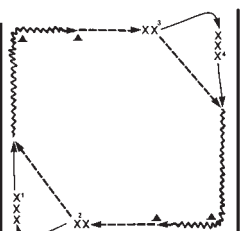



TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate in pairs around the rink and pass the puck to each other.	4 minutes 
Balance and Agility (review)	<p>1. Four stations – five minutes at each station. Change stations on a pre-determined signal.</p> <p>Station 1: </p> <p>Station 2: </p> <p>Station 3 (not pictured)</p> <p>Station 4: </p>	20 minutes 





## LESSON PLAN B-14

SKILL	DESCRIPTION	TIME
<b>Fun Time (review)</b>	<ol style="list-style-type: none"> <li>Freeze tag with puck. <ol style="list-style-type: none"> <li>One player is "it", while the rest of the players skate around controlling the puck and trying not to be touched.</li> <li>When the person "it" approaches another player, the player must remain completely motionless and in control of the puck to be safe.</li> <li>Continue until all players are frozen.</li> <li>More than one person can be "it" at one time.</li> </ol> </li> </ol>	7 minutes 
<b>Bank Pass (review)</b>	 <ol style="list-style-type: none"> <li>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.</li> </ol>	4 minutes 
<b>Stationary Passing (review)</b>	<ol style="list-style-type: none"> <li>Players pair off and stand about 15-18 feet apart. Each player has their own puck. Both players pass at the same time.</li> </ol>	4 minutes 
<b>Lead Pass Skate and pass (review)</b>	 <ol style="list-style-type: none"> <li>X1 and X4 start skating up the boards and receive a pass from X2 and X3. When X1 gets to the second pylon X1 passes to last player in X3. X4 passes to last player in X2. After passing X2 goes to end of X1 and X3 to end of X4.</li> </ol>	6 minutes 
<b>Forehand Sweep Shot (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate.</li> <li>Players stand stationary about 9-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards.</li> </ol>	5 minutes 
<b>Backhand Sweep Shot (review)</b>	<ol style="list-style-type: none"> <li>Same as drill for the forehand.</li> </ol>	5 minutes 



## LESSON PLAN B-14

SKILL	DESCRIPTION	TIME
<b>Game Time (review)</b> 	<ol style="list-style-type: none"> <li>Relay with pucks: Players in shuttle formation. <ol style="list-style-type: none"> <li>On signal X1 starts out with the puck and carries it out to the dot. At the dot, X1 passes to X2 and continues skating to the end of X2-line. X2 receives the puck and performs the same drill in opposite direction. Continue until players are back in their original positions.</li> </ol> </li> </ol>	5 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_





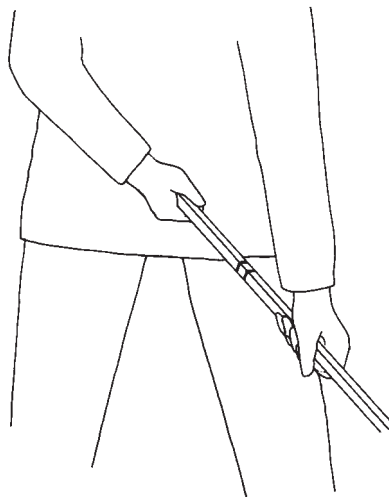
## LESSON B-15

### SPECIFIC OBJECTIVES

1. Review forehand and backhand sweep shot, (Lesson A-14; A-15; B-14).
2. Review skating and passing, (Lesson A-14; B-13; B-14).
3. Review skating and shooting against the boards, (Lesson A-15.)
4. Introduce use of wrists in shooting.

### KEY INSTRUCTIONAL POINTS

1. **Use of wrists:**
  - a. Same steps as sweep shot.
  - b. Wrists are cocked until the moment of release and then snapped through.



### TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Pylons
3. Cross-ice rink boards

## LESSON PLAN B-15

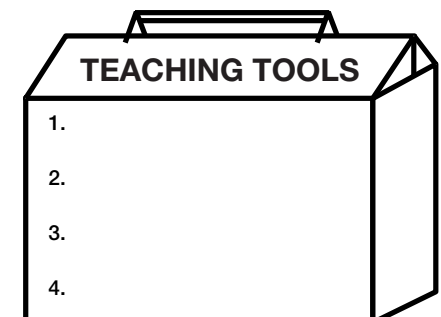
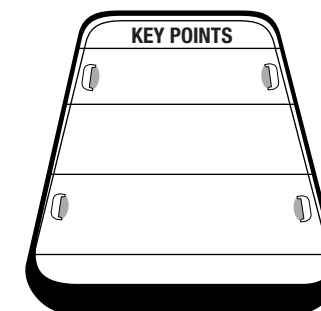


COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	1. Use cross-ice. Arrange players into groups along the boards. <ol style="list-style-type: none"><li>a. Walk on toes to the middle and then on heels to the other side.</li><li>b. Run across the ice. Do two times.</li><li>c. Go across ice by hopping three times on your left leg, three times on your right, three on left etc.</li><li>d. 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.</li><li>e. Same as d. but glide on one skate. Jump up by taking off on one skate and landing on same skate. Do two lengths with each foot.</li><li>f. Skate to middle and get into a squat position and continue in a straight line. Do three times.</li><li>g. Skate across the ice, touch right knee to ice three times. Return with left, do three lengths with each.</li><li>h. Skate to middle, drop to both knees, turn 360 degrees get up and skate to the boards. Do three times.</li></ol>	20 minutes 
Forehand and Backhand Sweep Shot (review)	1. Same drill as Lesson B-14. Spend half the time on forehand and half on the backhand.	5 minutes 
Skating, Passing and Tight turns (review) 	1. Players along side boards with 4-5 in a group. A pylon is placed 45 feet in front of each group. The first player of group skates with the puck around pylon and passes to the next player in his group. The player who receives the pass then performs the same exercise. Have them go in both directions around the pylon.	5 minutes 







LESSON B-16 THROUGH B-20

SPECIFIC OBJECTIVES

- 1. These lessons are to be prepared by the individual instructors in each Association.
- 2. The five lessons should review the skills taken in Lessons B-1 through B-15.
- 3. Time can also be used in these lessons for:
  - a. Testing sessions.
  - b. Jamborees.
  - c. Parent participation.

KEY INSTRUCTIONAL POINTS

- 1. Very important for the coaches to come well organized and with a lesson plan.
- 2. The drills used must relate to the skill being reviewed.
- 3. Drills can be repeats of ones used in Lesson B-1 to B-15, or new ones familiar to the instructor.
- 4. A brief outline is given as a suggestion for Lesson B-16 to B-20.

TEACHING TOOLS NEEDED

- 1. Up to each instructor
- 2. Cross-ice rink boards



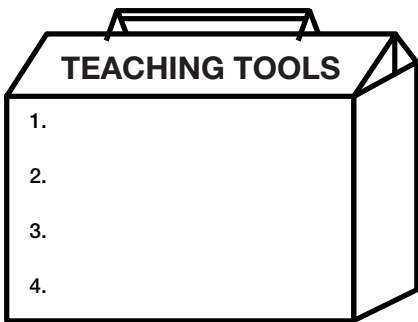
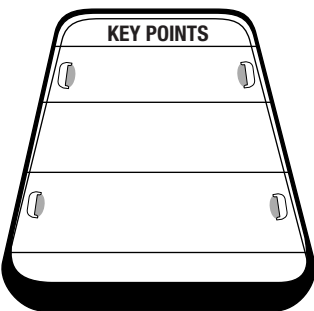
LESSON PLAN B-16

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up: a. Free skate b. Balance and Agility		
Edge Control	1. Refer to Lesson B-3.	
Forward Striding	1. Refer to Lesson B-2.	



LESSON PLAN B-16

SKILL	DESCRIPTION	TIME
Two-foot Stop	1. Refer to Lesson B-5.	
Wrist Shot	1. Refer to Lesson B-15.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



LESSON PLAN B-17

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

KEY POINTS

TEACHING TOOLS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Warm-up: a. Free Skate b. Balance and Agility		
Tight Turns	1. Refer to Lesson B-9.	
Backward Striding	1. Refer to Lesson B-7.	



LESSON PLAN B-17

SKILL	DESCRIPTION	TIME
Puck control – use of feet – combinations	1. Refer to Lesson B-11.	
Lead Pass	1. Refer to Lesson B-13.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



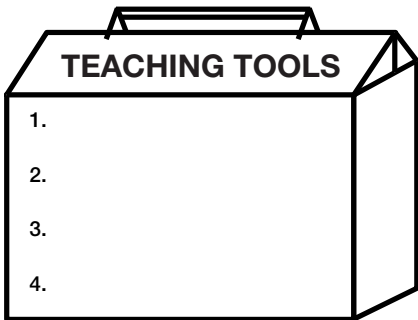
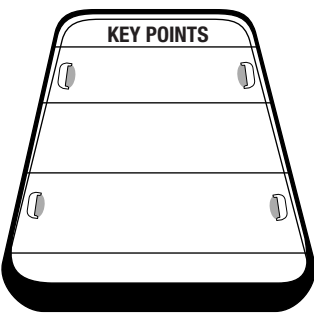
LESSON PLAN B-18

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up: a. Free skate b. Balance and Agility		
Crossover Pumping	1. Refer to Lesson B-5.	
Backwards Skating – Gliding on one skate	1. Refer to Lesson B-7.	



LESSON PLAN B-18

SKILL	DESCRIPTION	TIME
Pivots a. Forward to backwards b. Backwards to forward	1. Refer to Lesson B-8.	
Bank Pass	1. Refer to Lesson B-13.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



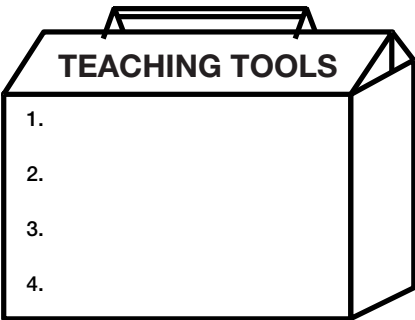
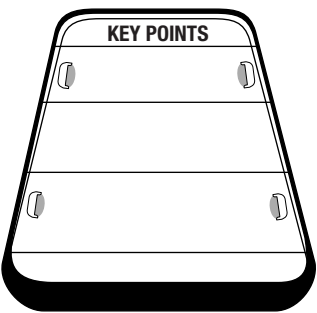
LESSON PLAN B-19

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up: a. Free skate b. Balance and Agility		
Reverse direction a. Forward to backwards. b. Backwards to forward	1. Refer to Lesson B-6; B-7.	
Weaving with the puck	1. Refer to Lesson B-10.	





LESSON PLAN B-19

SKILL	DESCRIPTION	TIME
Skating and Passing	1. Refer to Lesson B-13.	
Scooting	1. Refer to Lesson B-1.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



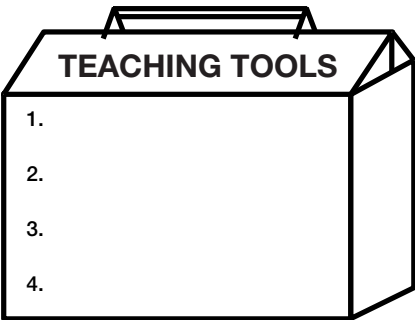
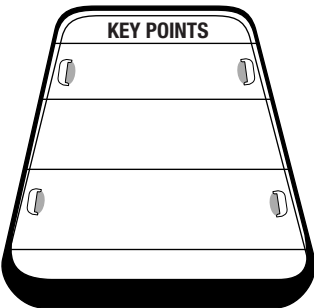
LESSON PLAN B-20

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up: a. Free skate b. Balance and Agility		
Open ice carry	1. Refer to Lesson B-10.	
Starting and stopping with the puck	1. Refer to Lesson B-5 and B-12.	



# LESSON PLAN B-20

SKILL	DESCRIPTION	TIME
Stationary passing and receiving	1. Refer to Lesson B-12.	
Skating and Shooting	1. Refer to Lesson B-15.	

## LESSON SUMMARY

Successes:

Areas of Improvement:



# LESSON B

## APPENDIX 1 – EVALUATION

To determine when beginners are ready to advance, their skills must be evaluated. Instructors should develop an ice plan for testing, including drills for skill evaluation purposes and a rating system.

Here are the key skills for this level of the Skill Development Program along with guidelines to be used when rating.

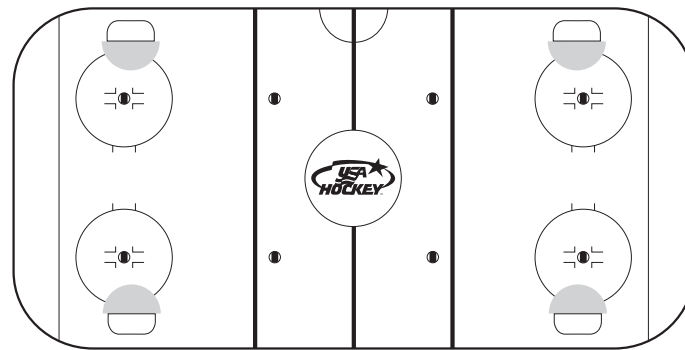
LESSON MANUAL B SKILL EVALUATION	RATING
<b>(1) Lateral Movement:</b> <ul style="list-style-type: none"><li>— does player completely cross front foot over back foot?</li><li>— is weight on front half of skates?</li><li>— does player keep shoulders square?</li><li>— can player perform movement in both directions?</li></ul>	
<b>(2) Front Start (Acceleration):</b> <ul style="list-style-type: none"><li>— does player turn skates to make “V” and lean forward to initiate the start?</li><li>— do skate blades on initial strides open to 70-80 degrees?</li><li>— does player use partial leg extension (running action for the first 5-6 strides)?</li><li>— are skates low to the ice for quick recovery?</li><li>— is player in full stride after six strides?</li></ul>	
<b>(3) Two-Foot Stop:</b> <ul style="list-style-type: none"><li>— is player using both blades? (i.e., inside edge of front skate and outside edge of back skate?)</li><li>— does player’s body turn at 90 degrees to direction of motion?</li></ul>	
<b>(4) Crossover Pumping:</b> <ul style="list-style-type: none"><li>— is player making a complete crossover of the outside skate over the inside skate?</li><li>— is player getting full extension of both legs while completing the stride?</li></ul>	
<b>(5) Backward V-Stop:</b> <ul style="list-style-type: none"><li>— are feet shoulder width apart?</li><li>— do toes turn out, heels in, and knees bend to begin stop?</li><li>— does body lean forward, as player digs in with inside edges?</li><li>— when stop is completed, does player end up in basic stance?</li></ul>	

LESSON MANUAL B SKILL EVALUATION	RATING
<b>(6) Forward to Backwards Pivot:</b> <ul style="list-style-type: none"><li>— is player able to make a 180 degree turn towards the left and a 180 degree turn towards the right?</li></ul>	
<b>(7) Backwards to Forward Pivot:</b> <ul style="list-style-type: none"><li>— is player able to make a 180 degree turn towards the left and a 180 degree turn towards the right?</li></ul>	
<b>(8) Tight Turn:</b> <ul style="list-style-type: none"><li>— is player making a definite body lean into the turn?</li><li>— does player exert pressure on inside edge of follow foot and outside edge of lead foot?</li><li>— is player rocking back on the skates, causing sufficient pressure to cut the ice?</li></ul>	
<b>(9) Use of Feet to Control Puck:</b> <ul style="list-style-type: none"><li>— can player use inside edges (not toe of blades) to control puck for width of ice?</li></ul>	
<b>(10) Lead Pass to Moving Target:</b> <ul style="list-style-type: none"><li>— from a stationary position, can the player properly lead a moving pass receiver to complete a 12 foot pass two out of three times?</li></ul>	
<b>(11) Forehand and Backhand Sweep Shot:</b> <ul style="list-style-type: none"><li>— is stick gripped correctly?</li><li>— does player bring puck beyond plane of the body?</li><li>— is weight transferred?</li><li>— are wrists being used properly upon release?</li></ul>	

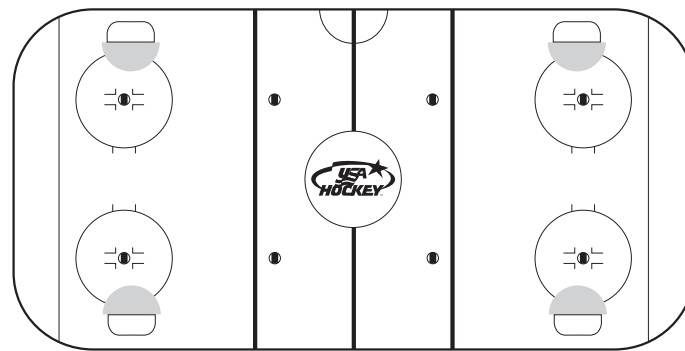


## LESSON B

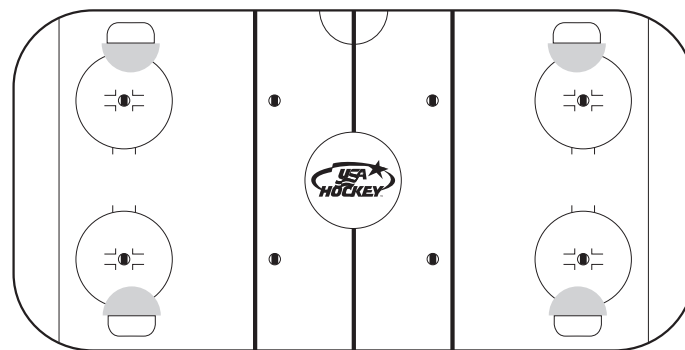
DRILL NAME	KEY POINTS



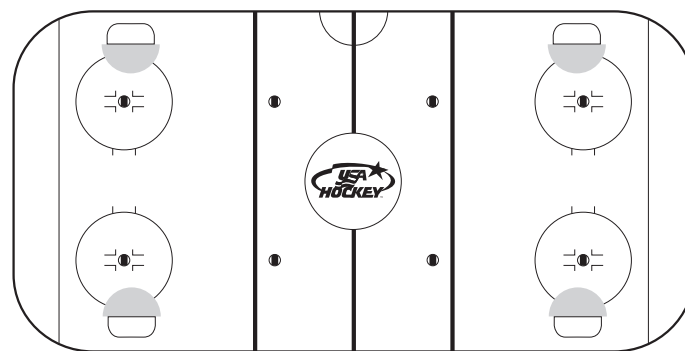
DRILL NAME	KEY POINTS



DRILL NAME	KEY POINTS



DRILL NAME	KEY POINTS

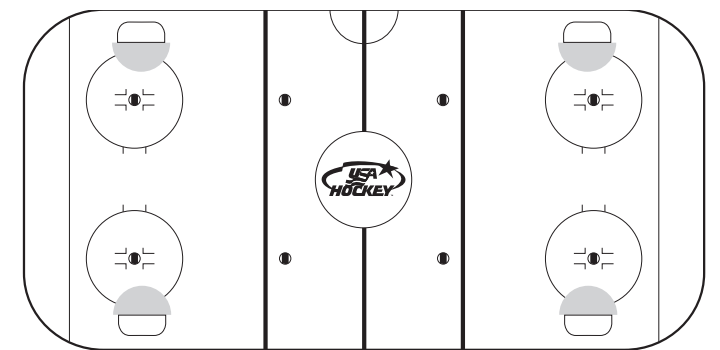
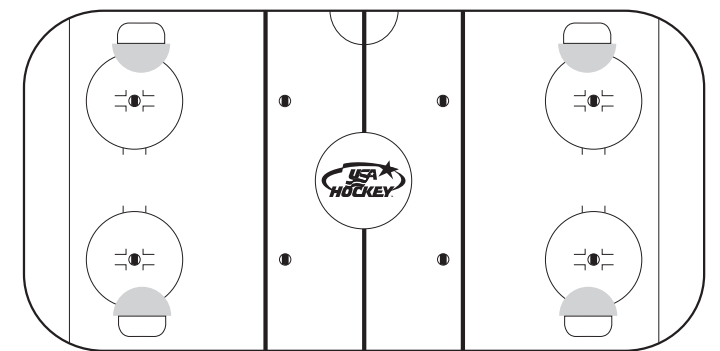


# Partnership for Progress

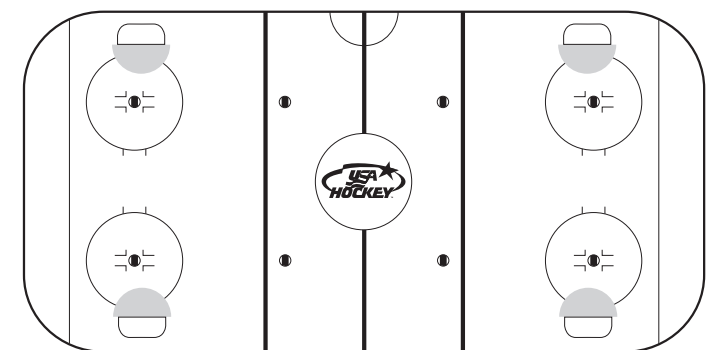
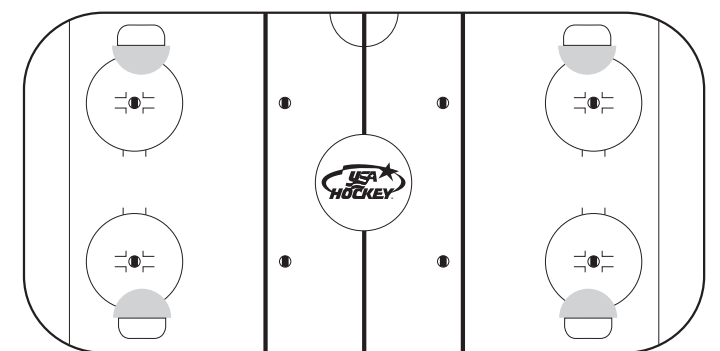


## LESSON B

DRILL NAME	KEY POINTS

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DRILL NAME	KEY POINTS

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***Partnership for Progress***



## LESSON B

Notes



## LESSON C





## LESSON C-1

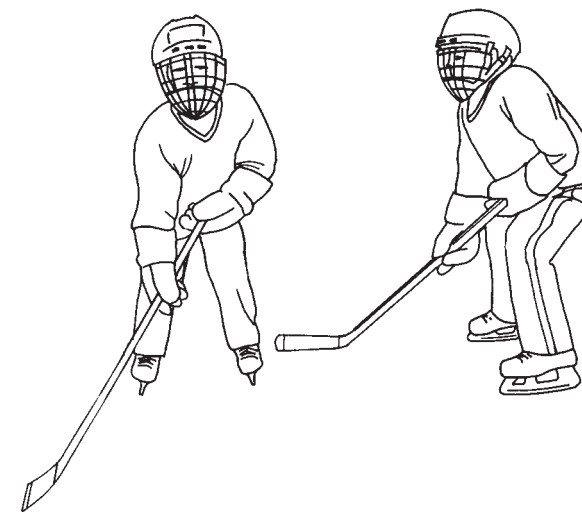


## SPECIFIC OBJECTIVES

1. Refine basic stance, (Lesson A-1; B-1).
2. Refine gliding on two skates, (Lesson A-2; B-1).
3. Refine gliding on one skate, (Lesson A-2; B-1).
4. Refine T-push start, (Lesson A-2; B-1).
5. Review edge control, (Lesson B-3).

## KEY INSTRUCTIONAL POINTS

## 1. Proper Stance:



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

## 2. Gliding on two skates:



- a. Take a few strides to gain momentum.
- b. Assume the basic stance and glide on two skates.
- c. Common errors:
  1. Ankles cave inward or outward.
  2. Knees press in towards each other.
  3. Legs are straight.
  4. Body is twisted.
  5. Upper body leans too far forward.
  6. Head is looking down at ice.
  7. Not having two hands on the stick.
  8. Stick not close to the ice.



## LESSON C-1

### 3. Gliding on one skate:



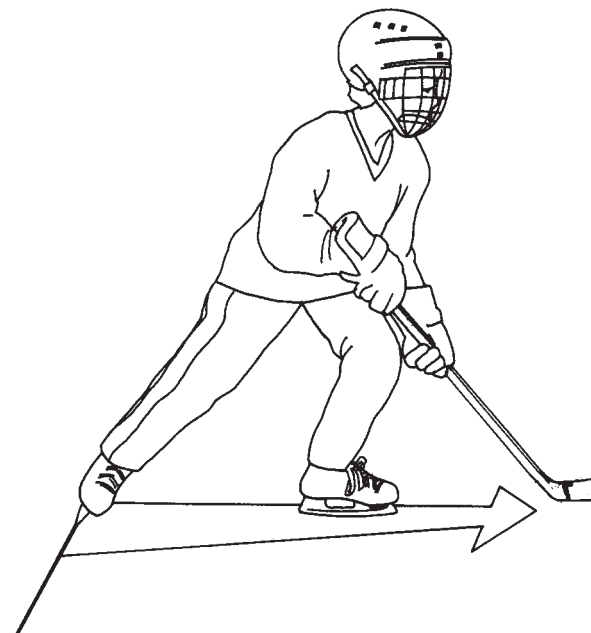
The basic principle in skating is that one foot must be under the body's center of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that hockey players learn to balance and glide on one foot.

- 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.

### 4. 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.

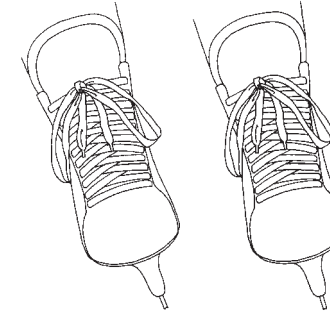


- Give a strong push with the back skate, this involves a straightening of the back leg pushing the skate down against the ice.
- Stress the push! Leg fully extended, knee well bent, head up, and recover skate through close to the ice.

## LESSON C-1

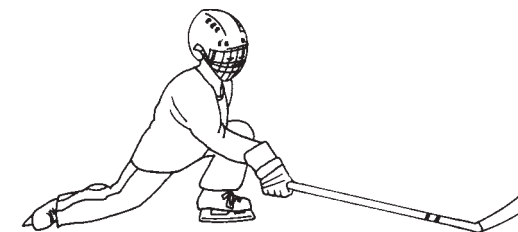


### 5. Edge Control:



- 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.

### 6. Groin Stretch:



- Extend the right leg (drag skate) backwards as you bend the left leg to a 90 degree angle.
- Toe of drag skate points outward 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 next time with left leg.

### 7. 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.

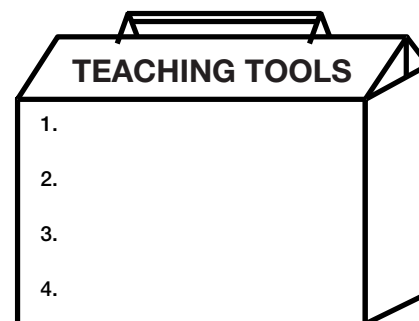
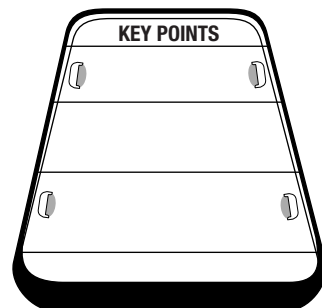
## TEACHING TOOLS NEEDED

- Agility boards
- Pylons
- Can of spray paint
- Cross-ice rink boards



## LESSON PLAN C-1

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate in a counter-clockwise direction.	4 minutes 
<b>Balance and Agility (review)</b>	1. Players skate around the outer edge of the ice surface. 2. The players will perform: a. Sit low b. Reach high. c. Pull knee to chest. d. Jump. e. Turn 360 degrees. f. Stretch the groin. g. Touch the toes. 3. Players line up against the sideboards and cross to the other side by: a. Walking on toes of skates. b. Walking on heels of skates. c. Running across the ice. d. Take a few strides to gain momentum, fall to knees and get up, then skate to the other side. 4. Place agility boards (upright) approximately three feet apart. Have the players line up and step over the boards one at a time. Step over the boards with alternate feet. 5. Same as 4. but have the players run over the boards. 6. Repeat each several times.	15 minutes 
<b>Stance (refine)</b>	1. Review key points and demonstrate. 2. 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 minutes 




## LESSON PLAN C-1

SKILL	DESCRIPTION	TIME
<b>Gliding-two skates (refine)</b>	1. Review key points and demonstrate. 2. Players line up on sideboards. 3. 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. 4. 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.	5 minutes 
<b>Gliding – one skate (refine)</b>	1. Review key points and demonstrate. 2. Line up on side boards. 3. Take a few strides to gain momentum and then glide on one skate to the other side. 4. Repeat on the other skate coming back. Do 2-3 times with each skate. 5. Players partner up. One player pushes partner across the rink. The player being pushed maintains balance on one skate. Lift other skate 5 inches off the ice. Return using the other skate. 6. Partners switch positions. Do 3-4 times on each leg.	8 minutes 
<b>Fun Time (Ride the Broom) (review)</b>	1. Players line up at one end of the ice surface. 2. Players skate fast to first blue line, then holding the top of the stick with both hands, puts it between the legs and sits on the shaft and coasts with the heel of the stick sliding on the ice. Repeat 2-3 times. 3. Same as 2. but have the players turn themselves in a zig-zag motion by turning the handle from left to right. Repeat.	6 minutes 
<b>T-push (refine)</b>	1. Players line up on boards. 2. Place right skate behind the left skate, forming a "T". 3. Push down and out with the right skate, gliding as far as possible on the left skate. 4. Return using other skate. 5. Repeat 4-5 times on each skate.	5 minutes 
<b>Edge Control (review)</b>	1. Arrange pylons as shown or use spray paint to indicate the path to follow. 2. 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. 3. Return again using the left skate but on the outside edge. 4. Repeat using the right skate. 5. Repeat 4-5 times with each skate.	5 minutes 



## LESSON PLAN C-1

SKILL	DESCRIPTION	TIME
Game Time-Relay (review)	<ol style="list-style-type: none"> <li>1. Divide players into groups.</li> <li>2. 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.</li> <li>3. Do once with glide turn to the left and once with glide turn to the right.</li> </ol>	8 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



## LESSON C-2

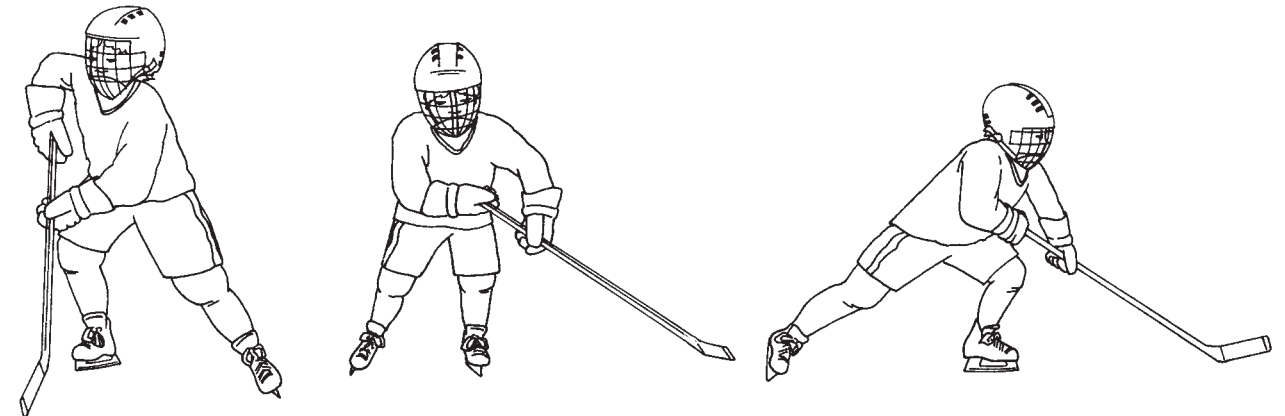


### SPECIFIC OBJECTIVES

1. Refine stance (Lesson A-1; B-1; C-1).
2. Refine T-push, (Lesson A-2; B-1; C-1).
3. Review control of edges, (Lesson B-3; C-1).
4. Refine gliding one skate/two skates, (Lesson A-2; B-1; C-1).
5. Refine push and glide, (striding) (Lesson A-4; B-2).
6. Review two-foot stop, (Lesson B-5).
7. Refine scooting, (Lesson A-3; B-1).

### KEY INSTRUCTIONAL POINTS

#### 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.

- a. Rotate toe of driving leg outward (35-40 degrees).
- b. Push the skate down to the side and back, pressing the blade into the ice.

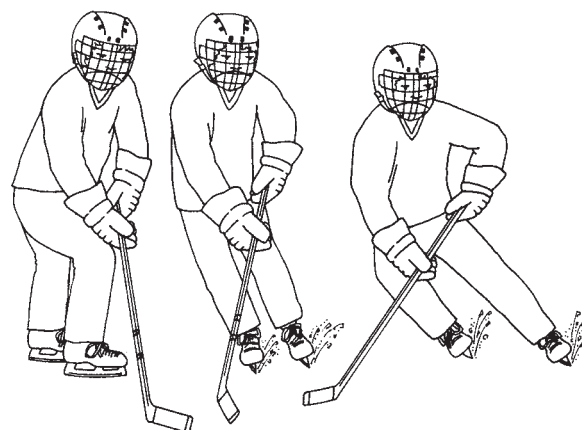
- c. To maximize the push, use the whole pushing leg from hip to toe. Extend the leg as far as possible. Final push is given by the toe of the skates.
- d. When the stride is finished the weight is transferred to the forward foot and the pushing foot comes slightly off the ice.
- e. Bring driving leg forward after full extension and place it close to gliding leg, keeping close to ice on recovery.
- f. You are now ready to start the next stride with the opposite foot.





## LESSON C-2

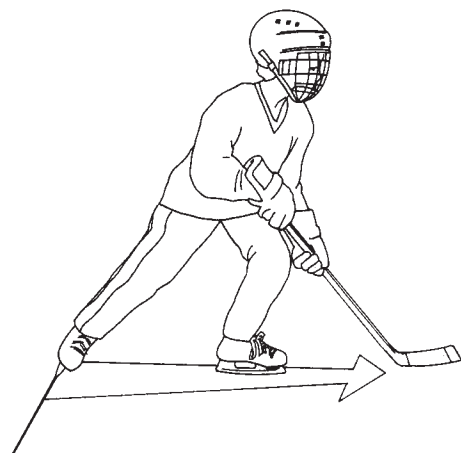
### 2. Two-foot Stop:



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. We are using 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.

### 3. 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.
- Practice using both skates.

## TEACHING TOOLS NEEDED

- Pylons
- Can of spray paint
- Cross-ice rink boards

## LESSON PLAN C-2

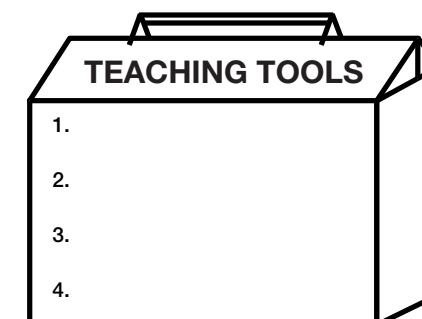
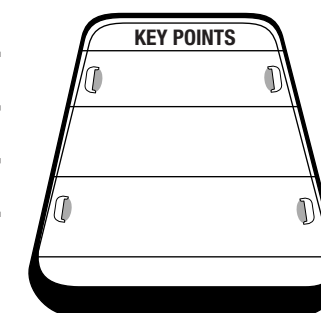


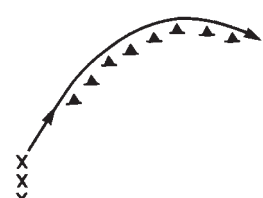
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TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_





TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate clockwise around rink. Glide on the left skate going down one side and the right skate on the other side.	4 minutes 
Balance and Agility (review)	1. Players line up on sideboards. Take 2-3 strides to gain momentum and then cross the ice by: <ol style="list-style-type: none"> <li>Going into the squat position repeat 3-4 times.</li> <li>Glide across the ice on one skate and extend other leg back. Switch legs when returning, do 3-4 times on each leg.</li> </ol> 2. 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.                     3. Skate across rink touching the right knee to the ice at center. Return touching the left knee to the ice. Repeat 3-4 times each.                     4. 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.                     5. Stationary jumping: <ol style="list-style-type: none"> <li>On a command, have the players jump as high as possible, land and maintain the basic stance.</li> <li>Jump as far forward as possible.</li> <li>Jump as far backwards as possible.</li> <li>Jump and turn 180 degrees before landing.</li> <li>Jump and turn 360 degrees before landing.</li> </ol>	18 minutes 
Edge Control (review)	 1. Arrange pylons as shown or use spray paint to indicate path to follow.                     2. 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.                     3. Return, again using the left skate but on your outside edge.                     4. Repeat sequence using the right skate.                     5. Repeat 4-5 times with each skate.	6 minutes 

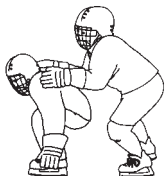



LESSON PLAN C-2

SKILL	DESCRIPTION	TIME
Push and Glide (review)	<ol style="list-style-type: none"><li>Review and demonstrate key points.</li><li>Starting at boards, the players use alternate left and right thrust and glide sequence to go down the ice.</li><li>Use a count of push 2-3-4; push 2-3-4; push 2-3-4; etc.</li><li>Repeat several times.</li></ol>	5 minutes 
Two-foot Stop (review)	<ol style="list-style-type: none"><li>Same formation as above drill for "Thrust and Glide".</li><li>On signal first player from each group skates fast and executes a two-foot stop by a pylon.</li><li>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.</li><li>All players will execute three complete stops.</li></ol>	7 minutes 
Scooting (refine)	<ol style="list-style-type: none"><li>Same formation as above drills.</li><li>Start in T-push position.</li><li>Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery.</li><li>Bring push leg up even with back of gliding skate before beginning the next push.</li><li>Repeat "push – recovery cycle" as fast as possible.</li><li>Come back using other leg.</li></ol>	4 minutes 
Scooting – The Circles (refine)	<ol style="list-style-type: none"><li>Assign players to one of the face-off circles.</li><li>3-5 players on each circle.</li><li>Start by standing with two feet together.</li><li>Push the outside leg to the side and down, and bend the knee of your inside leg.</li><li>Press down and out to the side with your outside skate.</li><li>Your outside skate will glide back to the original position when you straighten up.</li><li>Repeat steps 4-6 rapidly.</li><li>Go for 30-40 seconds.</li><li>Repeat going in other direction.</li></ol>	6 minutes 

LESSON PLAN C-2



SKILL	DESCRIPTION	TIME
Game Time-Relay (review) 	<p>A. Train Relay:</p> <ol style="list-style-type: none"><li>Each person on the team holds the person in front of them by the waist.</li><li>On the signal, the whole team pushes their team to the far boards and returns. All players skate forwards.</li><li>Members of the team cannot lose hold of the person in front of them.</li></ol> <p>B. Squat Relay:</p> <ol style="list-style-type: none"><li>Each team is divided into pairs.</li><li>One player gets into the squat position, and the pusher gets behind them and holds onto shoulders.</li><li>At the signal, the pusher pushes the squatting player to the other end.</li><li>The players switch positions and return.</li><li>Next pair go.</li></ol>	10 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_  
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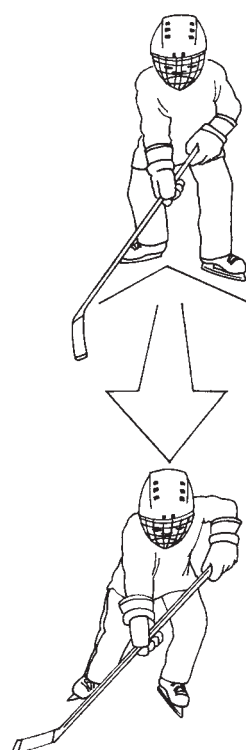
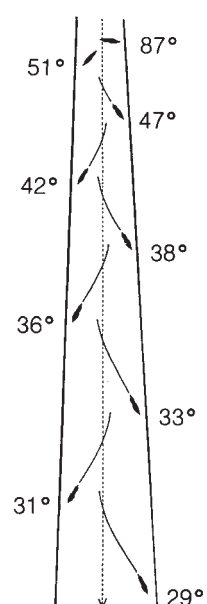
## LESSON C-3

### SPECIFIC OBJECTIVES

1. Review edge control, (Lesson B-3; C-1; C-2).
2. Refine push and glide, (Lesson A-4; B-2; C-2).
3. Review two-foot stop, (Lesson B-5; C-2).
4. Refine scooting, (Lesson A-3; B-1; C-2).
5. Review front start, (Lesson B-3).
6. Refine puckhandling stance, (Lesson A-8; B-4).
7. Refine stationary puckhandling, (Lesson A-8; B-4).

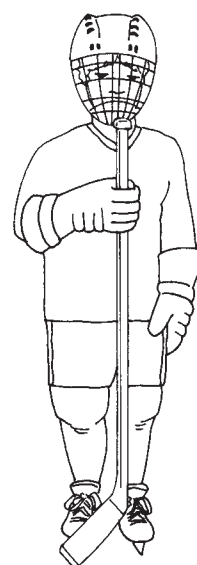
### KEY INSTRUCTIONAL POINTS

#### 1. Front Star



- a. Players are in the basic stance – skates shoulder width apart, knees flexed, and back straight.
- b. Turn heels in to make a “V” with your skates, while leaning slightly forward, this puts weight on the front part of the blades.
- c. 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.
- d. Next two strides are longer – angle of the blade nears 35-40 degrees.
- e. Skates are low to the ice for quick recovery.
- f. Gradually straighten up as speed increases to the maximum.
- g. Player should be in full stride after the first six strides.

#### 2. Puckhandling Stance

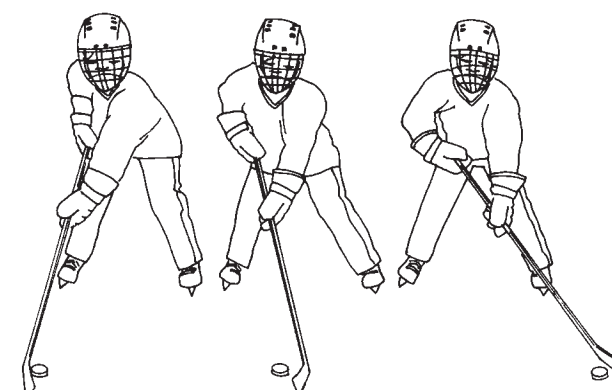
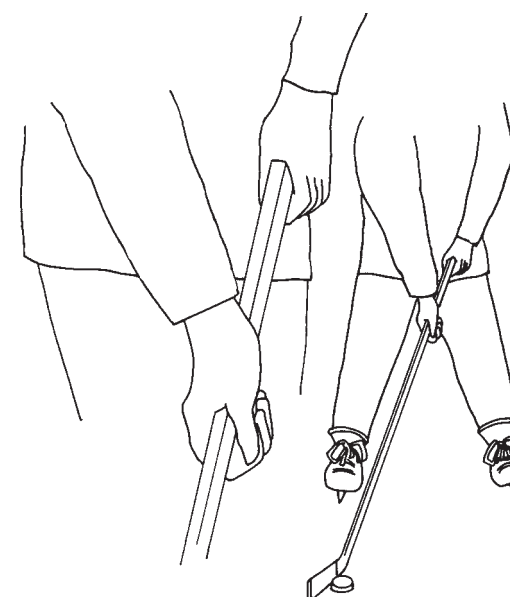


- a. Stick length: When on skates, the stick should come up to an area between the collar bone and the chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should have junior size sticks that have narrower shafts and shorter blades.

## LESSON C-3



### 3. Stationary Puckhandling:



- d. The Grip:
  1. The top hand must be right at the end of the stick.
  2. The lower hand should be 8-12 inches down the shaft.
  3. The “V” formed by the thumb and forefinger should be pointing straight up the shaft.
  4. Keep the head up, use your split vision to look at the puck. Younger players should be allowed to look and feel for the puck.

- a. Assume puckhandling stance.
- b. 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.
- c. To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse directions.
- d. Puck is handled in the middle of the blade.
- e. Keep arms and upper body relaxed.
- f. Puck control must be smooth, rhythmical, and quiet.



#### 4. Leg Lifts:



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

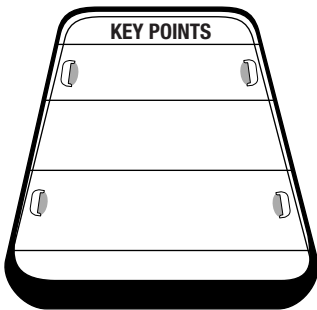
### TEACHING TOOLS NEEDED

1. Pylons
2. Lightweight pucks
3. Cross-ice rink boards



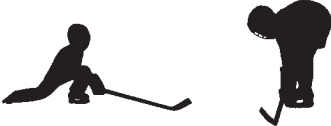

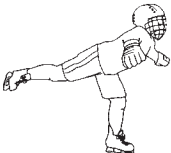


LESSON PLAN C-3

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
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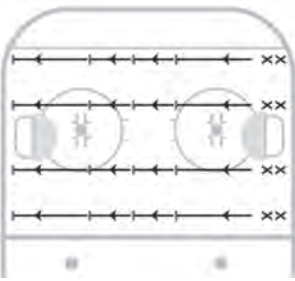




TEACHING TOOLS

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
<b>Free Skate</b> 	<ol style="list-style-type: none"><li>Players skate in a counter-clockwise direction. Perform stretching exercises.<ol style="list-style-type: none"><li>Stretch the groin.</li><li>Touch the toes.</li><li>Pull knees to chest.</li><li>Leg lifts.</li></ol></li><li>After stretching, have players scooting around rink 30 seconds counter-clockwise and 30 seconds clockwise.</li></ol>	5 minutes 
<b>Balance and Agility (review)</b> 	<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> <ol style="list-style-type: none"><li>Knee lift: Return using other knee.</li><li>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.</li><li>Touch knee to ice: Touch left knee to ice three times. Come back using right knee. Repeat twice with each leg.</li><li>Same as 3. but alternate knees. Touch the ice twice with left knee and twice with right knee. Repeat three times.</li><li>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.</li></ol>	15 minutes 
<b>Edge Control (review)</b>	<p>Same formation as “Balance and Agility”.</p> <ol style="list-style-type: none"><li>Set up 4 pylons in a row 15 feet apart.</li><li>Players upon reaching the first pylon, start gliding on the left leg. They then slalom through the course. It requires using inside-outside edges.</li><li>Return using right leg.</li></ol>	8 minutes 

LESSON PLAN C-3




SKILL	DESCRIPTION	TIME
<b>Push and Glide (refine)</b> 	<p>Players pair off. (Players of same size if possible).</p> <ol style="list-style-type: none"><li>Partners face each other.</li><li>Skater pushing places hands on partner's hips.</li><li>Partner being pushed backwards places hands on partner's shoulders and provides slight resistance with skates in a “V” position.</li><li>Reverse positions on the return.</li><li>Stress maximizing leg extension.</li></ol>	5 minutes 
<b>Two-foot Stop (review)</b> 	<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>All players will execute four complete stops. 1) first pylon, 2) second pylon, 3) third pylon, 4) boards.</li><li>On the return they will still stop facing the same side of the rink as previous. This gives Practice in stopping both ways.</li></ol>	5 minutes 
<b>Front Start (review)</b>	<ol style="list-style-type: none"><li>Review key points and demonstrate.</li><li>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.</li><li>Each time the player performs a front start and a two-foot stop.</li></ol>	5 minutes 
<b>Puckhandling Stance (refine)</b>	<ol style="list-style-type: none"><li>Demonstrate and stress key points of the stance.</li><li>Have players take the basic stance and make corrections.</li><li>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.</li></ol>	3 minutes 
<b>Stationary Puckhandling (refine)</b>	<ol style="list-style-type: none"><li>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.</li><li>Move stick to forehand side and move the puck from front to back.</li><li>Move stick to backhand side and move the puck from front to back.</li><li>Using only the top hand on stick – stick out in front of body – move puck from side to side.</li><li>Repeat 4. with bottom hand.</li></ol>	7 minutes 





## LESSON PLAN C-3

SKILL	DESCRIPTION	TIME
Game Time (review)	1. 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.	7 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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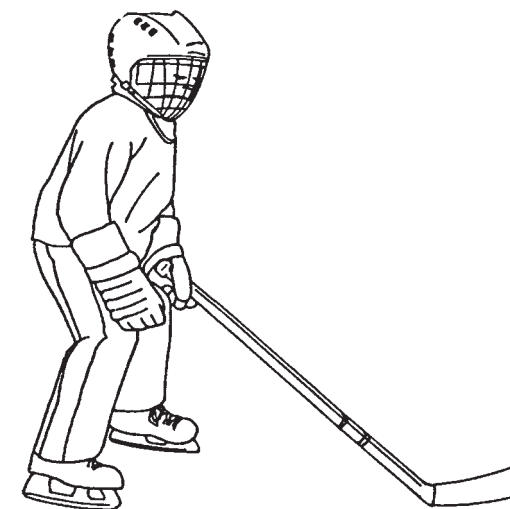
## LESSON C-4

### SPECIFIC OBJECTIVES

1. Review front start, (Lesson B-3; C-3).
2. Refine puckhandling stance, (Lesson A-8; B-4; C-3).
3. Refine stationary puckhandling, (Lesson A-8, B-4; C-3).
4. Refine backwards skating stance, (Lesson A-5; B-6).
5. Refine backward gliding – two skates, (Lesson A-5).
6. Review backward gliding – one skate, (Lesson B-7).
7. Review use of feet in puckhandling, (Lesson B-11).

### KEY INSTRUCTIONAL POINTS

#### 1. Backward Skating Stance:

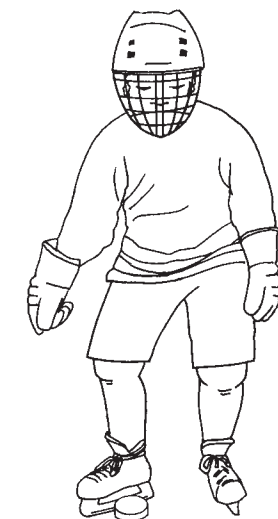


- a. Skating backwards is like sitting in a chair.
- b. Keep the knees bent and the back straight.
- c. Feet and knees are shoulder width apart.
- d. Lower the center of gravity by keeping the seat down, bend at the knees and lower the hips.
- e. Weight is evenly distributed along the blade of each skate.

#### 2. Gliding Backwards two skates:

- a. Must be done in the basic stance.

#### 3. Use of feet – puckhandling:



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



LESSON C-4

4. Gliding Backwards – one skate:



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

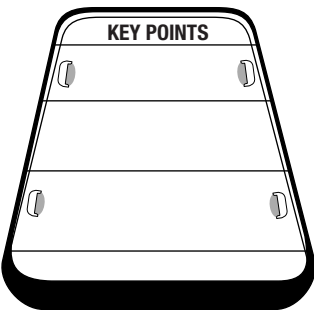
TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Skipping ropes
- 3. Cross-ice rink boards



LESSON PLAN C-4

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



TEACHING TOOLS

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate freely executing two-foot stops to the left side and also to the right side.	2 minutes 
Balance and Agility (review) 	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. 1. 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. 2. 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 degrees so that the other end of the stick is pointing forward. Rotate the trunk continuously. Repeat coming back. 3. Groin stretch: Do two lengths with each leg. 4. Toe Touching: Do two lengths. 5. Running the length of the ice. Repeat for two lengths. 6. Players skate as quickly as possible. They start gliding on two skates about 4-5 feet 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. 7. Same as 6. except when players jump, they will take off on two feet, turn 180 degrees while in mid air and land. Repeat 3-4 times.	15 minutes 
Front Start – also involves push and glide and two-foot stop (review) 	Same formation as the balance and agility drills: 1. On signal the players execute a front start, players then skate to the first pylon concentrating on their striding. Execute a two-foot stop at the first pylon. Repeat same from the first pylon to the boards.	8 minutes 



## LESSON PLAN C-4

SKILL	DESCRIPTION	TIME
<b>Stationary Puckhandling (refine)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Each player has a puck and finds free space facing an coach. On signal move the pucks: <ol style="list-style-type: none"> <li>From side to side in front of player's body.</li> <li>To forehand side of body from front to back.</li> <li>To backhand side of body from front to back.</li> </ol> </li> <li>Have players do this on their own (two minutes).</li> <li>Have players attempt these maneuvers while calling out the number of fingers the coach is holding up.</li> </ol>	8 minutes 
<b>Fun Time (introduce)</b>	<ol style="list-style-type: none"> <li>Each player has a skipping rope.</li> <li>Players spread out to a free area of ice.</li> <li>On signal players perform two-foot jump skipping.</li> </ol>	4 minutes 
<b>Backward Stance (review)</b>	<ol style="list-style-type: none"> <li>Review key points and demonstrate. Have players go into the basic stance and stand up. Repeat 2-3 times.</li> </ol>	2 minutes 
<b>Backward Gliding two skates (refine)</b>	<ol style="list-style-type: none"> <li>Players partner off.</li> <li>Push partner backwards, using two hockey sticks with the blades pointed down.</li> <li>Player being pushed assumes the basic stance and glides on two skates.</li> <li>Switch positions on the way back.</li> </ol>	5 minutes 
<b>Backward Gliding one skate (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key instruction points.</li> <li>Same formation as backward gliding, two feet.</li> <li>Partner being pushed glides across the ice on one skate. Same player returns using the other skate. Players then reverse positions.</li> <li>Each player repeats 3-4 times.</li> </ol>	7 minutes 
<b>Use of Feet in Puckhandling (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Formation the same as balance and agility. <ol style="list-style-type: none"> <li>Players go across the ice controlling the puck in the skates, repeat two times.</li> <li>Players go across the ice pushing the puck ahead (three feet). Use alternate skates as you go. Repeat 3-4 times.</li> <li>Players carry puck to the middle by using their feet. Stickhandle from middle to the boards.</li> </ol> </li> </ol>	6 minutes 

## LESSON PLAN C-4



SKILL	DESCRIPTION	TIME
<b>Game Time Red light – Green light (review)</b>	<ol style="list-style-type: none"> <li>Set up a game in different areas. Game will be played going across the ice.</li> <li>A player or coach acts as a policeman and stands on one side of the rink.</li> <li>Players start on the other side of the rink. Each player has a puck.</li> <li>Players caught moving on red light by the policeman must return to original starting position.</li> <li>First player across wins.</li> <li>Players must cross rink by controlling the puck in their skates.</li> </ol>	3 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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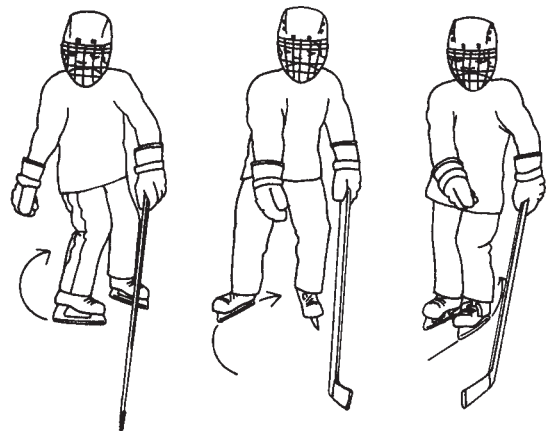
## LESSON C-5

### SPECIFIC OBJECTIVES

1. Refine backward gliding – two skates, (Lesson A-5; C-4).
2. Review backward gliding – one skate, (Lesson B-7; C-4).
3. Review use of feet in puckhandling, (Lesson B-11; C-4).
4. Refine backward C-cuts, (Lesson A-6; B-6).
5. Refine backward V-stop, (Lesson A-6; B-6).
6. Review glide turns, (Lesson B-2).
7. Review crossovers, (Lesson B-5).

### KEY INSTRUCTIONAL POINTS

#### 1. Backward C-cuts:



- a. Start from basic stance.
- b. Turn heel of right skate (driving leg) outward as far as possible; rotation of leg at the hip also takes place inward.
- c. 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.
- d. Final thrust comes from toe of the skate blade as the ankle is flexed.
- e. Return the right skate to its original position beside the left skate.
- f. The left leg (supporting leg) must stay directly under the player's body.
- g. Practice is needed with both feet.

#### 2. Backward V-stop:



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

## LESSON C-5



#### 3. Glide Turns:



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

#### 4. Crossovers:



- Used to keep speed or to increase speed while skating on a curve.
- a. Skating on the circles.
  - b. Push outside skate out towards the side, keeping the blade in contact with the ice until the leg is fully extended.
  - c. Push down on the ball of your foot at the end of the push so that you are using your ankles to get that little extra push from each stride.
  - d. Lean into the circle from the waist down by pushing your hips into the circle and keeping your inside shoulder up.
  - e. After extension in "b", swing your outside leg over the inside leg and place the outside skate parallel to the inside skate but slightly ahead of it.
  - f. The inside skate then pushes to full extension outward under the body, using the outside edge.
  - g. When fully extended, return it quickly to its original position under the body and beside the outside skate.
  - h. Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
  - i. Repeat going in both directions.

### TEACHING TOOLS NEEDED

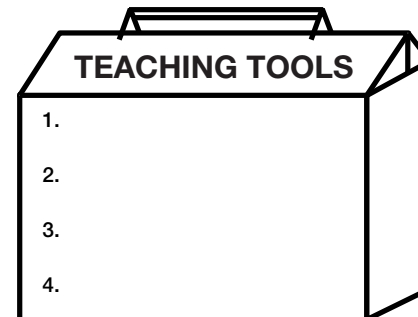
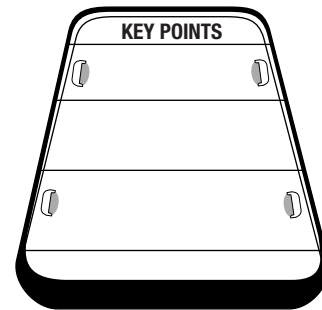
1. Lightweight pucks
2. Pylons
3. Cross-ice rink boards










## LESSON PLAN C-5








COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate clockwise controlling a puck with their stick and skates.	4 minutes 
<b>Balance and Agility (review)</b> 	Players are arranged in groups along side boards. All drills are done going across the rink. 1. Take 5-6 strides to gain momentum and then pull your knee to your chest. Alternate legs as you go down the ice. Repeat for two lengths. 2. Take 5-6 strides to gain momentum. Start gliding, squat down and touch heels with your hands. Glide in a straight line as far as possible. Repeat for two lengths. 3. 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. 4. 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. 5. 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 minutes 
<b>Backward Gliding one and two feet (refine)</b> 	1. Start on sideboards. 2. 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. 3. Same as 2. but glide on one skate: a. Lift other skate out in front and glide in a straight line backwards. b. Lift other skate backwards and lean forward. 4. Do 3. with both left and right skate as the gliding skate. 5. Do twice with each leg.	5 minutes 




## LESSON PLAN C-5

SKILL	DESCRIPTION	TIME
<b>Use of the Feet in Puckhandling (review)</b>	Same formation as backward gliding. Players on side boards with pucks. 1. Cross the ice controlling the puck in their skates. Repeat coming back. 2. Cross the ice by pushing the puck ahead (three feet). Use the inside of the skate blade. Use alternate skates as you go. Repeat 3-4 times. 3. Players carry the puck out to the center by stickhandling and continue the last half by kicking the puck with the skates. Repeat 3-4 times.	5 minutes 
<b>Backward C-cuts (refine)</b>	1. Review and demonstrate key points. 2. Formation the same as for balance and agility. 3. 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.	7 minutes 
<b>Backward V-stop (refine)</b>	1. Review and demonstrate key points. 2. Same formation as C-cut. 3. Players partner off. Push partner backwards with a hockey stick held horizontally at chest level. Player going backwards glides for 12 feet and then turns toes out and leans forward to execute a backward V-stop. Reverse positions on the return. Each player does three lengths.	5 minutes 
<b>Glide Turn (review)</b> 	1. Review and demonstrate key points. 2. Same formation as C-cut. 3. A slalom course of six pylons is set up in a zig-zag pattern, the skater takes 2-4 strides and then glides on two skates while navigating the course. Stay at other side until all players have finished. Repeat.	5 minutes 
<b>Crossovers (review)</b> 	1. Review and demonstrate key points. 2. Players start in one corner of the rink. 3. Do crossovers on face-off circles – 2.5 times around each circle. 4. Players can be sent 4-5 at a time or in some other manner. 5. Do three times.	7 minutes 



## LESSON PLAN C-5

SKILL	DESCRIPTION	TIME
Game Time (review)	<ol style="list-style-type: none"> <li>1. Mini game.</li> <li>2. Use small areas and play cross-ice.</li> <li>3. Use pylons as goals.</li> <li>4. To score, the puck must hit the pylon.</li> <li>5. No goalies.</li> </ol>	7 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## LESSON C-6

### SPECIFIC OBJECTIVES

1. Refine backward C-cuts, (Lesson A-6; B-6; C-5).
2. Refine backward V-stop, (Lesson A-6; B-6; C-5).
3. Review crossovers, (Lesson B-5; C-5).
4. Refine backward push and glide, (Lesson B-7).
5. Review tight turns, (Lesson B-9).
6. Refine skating with the puck, (Lesson A-8; B-5).
7. Refine weaving with the puck, (Lesson A-10; B-10).

### KEY INSTRUCTIONAL POINTS

#### 1. Backward push and glide:



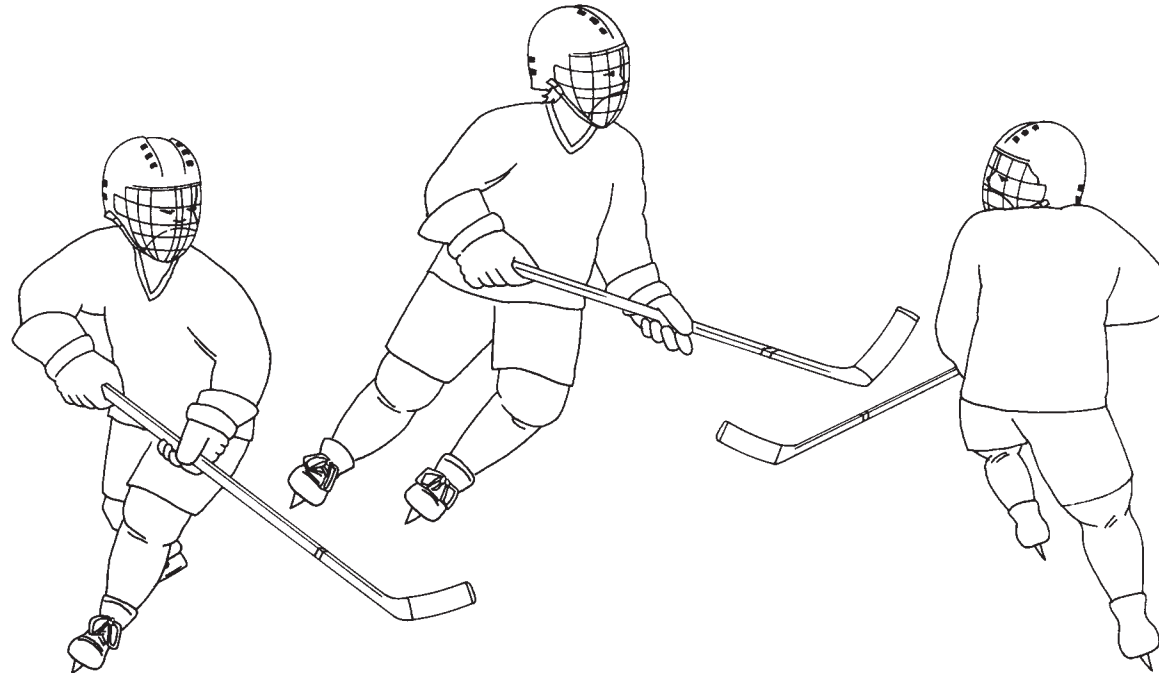
- a. Players are in motion backwards.
- b. All weight should be on one foot, with the feet close together when the stride begins.
- c. Using the front part of the blade, push straight out to the side until the pushing leg is fully extended.
- d. Glide while pushing leg is recovering to a position under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





## LESSON C-6

### 2. 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 and let yourself glide into the approach.
- Head up, knees bent, and feet shoulder width apart.
- Place the skate on the side you want to turn directly in front of the other (heel to toe).
- Turn your head and shoulders in the direction you want to go and bring your arms and stick to the same side.

- Lean well from the hips down inside the half circle that your 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.

### 3. Skating with the puck:

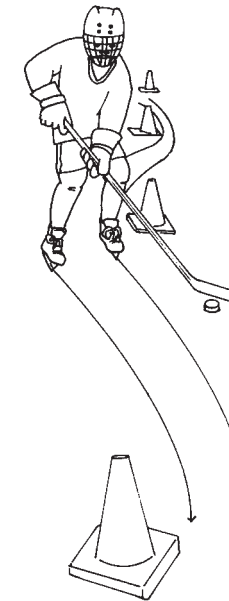
- Must be able to carry the puck without looking down.
- At first, try carrying the puck with quick glances down and then up.
- Use split vision to see puck on your stick.
- Keep puck out in front of body.
- Keep hands in front of body and on your stick.

## LESSON C-6

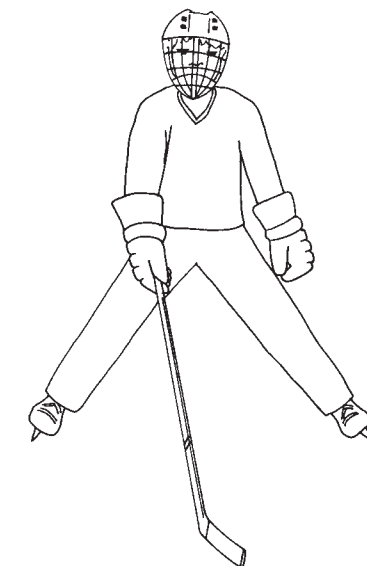


### 4. Weaving with puck:

- 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.



### 5. Lateral Groin Stretch:



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

## TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Spray paint
- Cross-ice rink boards





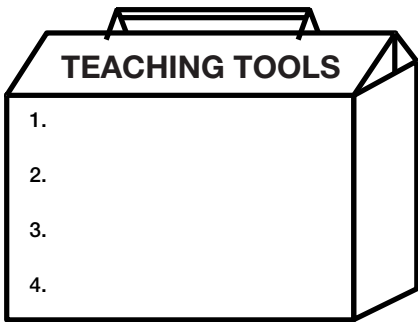
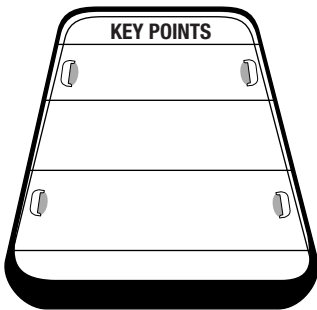
LESSON PLAN C-6






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TEAM: \_\_\_\_\_

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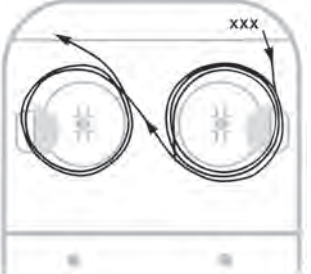




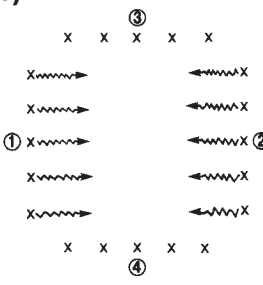

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b> 	<ol style="list-style-type: none"><li>Players skate clockwise and perform stretching exercises:<ol style="list-style-type: none"><li>Stretch the groin.</li><li>Touch the toes.</li><li>Pull knee to chest.</li><li>Leg lifts.</li><li>Lateral groin stretch.</li></ol></li></ol>	4 minutes 
<b>Balance and Agility (review)</b>	<p>Players are arranged in groups along side boards. All drills are done going across the ice.</p> <ol style="list-style-type: none"><li>Skate across the ice, concentrating on full leg extension. Repeat without sticks.<ol style="list-style-type: none"><li>Hands behind back.</li><li>Hands on head.</li><li>Hands on knees.</li></ol>Do 2-3 lengths of each.</li><li>Drop on two knees at center. Get up as quickly as possible. Repeat coming back.</li><li>Touch one knee (left) at center. Return touching right knee. Do two lengths with each knee.</li><li>Skate to center, fall on stomach and get up while sliding. Repeat coming back.</li><li>Execute a front start (3-4 running strides) and skate to center 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.</li></ol>	15 minutes 
<b>Backward C-cuts (refine)</b> 	<ol style="list-style-type: none"><li>Formation same as for balance and agility.</li><li>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.</li></ol>	4 minutes 



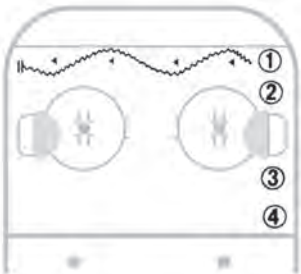


LESSON PLAN C-6

SKILL	DESCRIPTION	TIME
<b>Backward V-stops (refine)</b> 	<ol style="list-style-type: none"><li>Same formation as for C-cuts.</li><li>Players partner off. Push partner backwards with a hockey stick held at chest level. Player going backwards glides for 12 feet, then turns toes and skates outward and leans forward to execute backward V-stop. Reverse positions on the return. Each player does two lengths.</li></ol>	4 minutes 
<b>Crossovers (review)</b> 	<ol style="list-style-type: none"><li>Players start in one corner of the rink.</li><li>Do crossovers on circles. Go 2.5 times around each circle.</li><li>Players can be sent 4-5 at a time or in some other manner.</li><li>Repeat two times.</li></ol>	5 minutes 
<b>Backward Push and Glide (refine)</b>	<ol style="list-style-type: none"><li>Formation as in "C-cuts".</li><li>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."</li></ol>	6 minutes 
<b>Tight Turns (review)</b> 	<ol style="list-style-type: none"><li>Demonstrate and review key points.</li><li>Players partner off, 30 feet 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.</li><li>Do tight turns to both left and right.</li></ol>	5 minutes 
<b>Skating with the puck (refine)</b> 	<ol style="list-style-type: none"><li>Players assigned to one of four areas.</li><li>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.</li></ol>	3 minutes 





LESSON PLAN C-6

SKILL	DESCRIPTION	TIME
Weaving with puck (refine) 	Same formation as balance and agility, going across the ice. 1. Set up course with pylons. 2. On signal the players skate through the pylons while controlling the puck. 3. Stay at other side. 4. Repeat coming back.	8 minutes 
Game Time – Diminishing Pucks (introduce)	1. Players in an area the size of one zone. 2. Players divided evenly into these zones. 3. Everybody in the zone has a puck except one person who is “it”. 4. “It” must get a puck away from someone else and stickhandle it into a safe area. Mark off with spray paint. 5. The player who has lost the puck attempts to retrieve it before “it” gets to the safe area. 6. Players who lose the puck join “it’s” side and attempt to get the puck away from others. 7. Last player retaining a puck is the winner. <i>Alternate for 5-7.</i> 5. Once you lose your puck, you must attempt to get one from someone else.	6 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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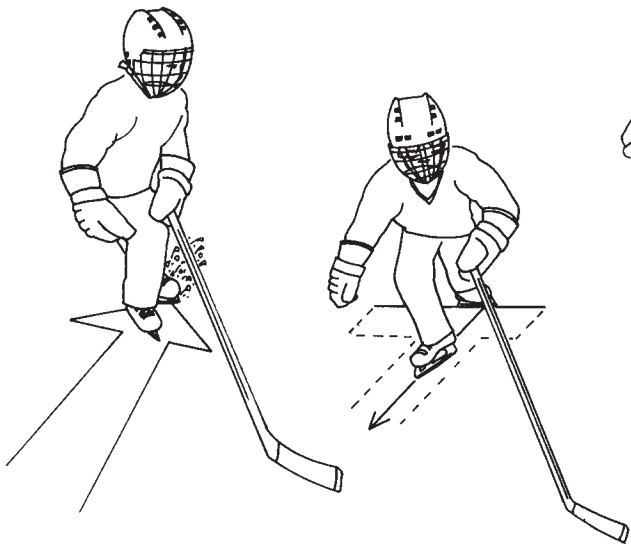
LESSON C-7

SPECIFIC OBJECTIVES

1. Refine backward push and glide, (Lesson B-7; C-6).
2. Review tight turns, (Lesson B-9; C-6).
3. Refine skating with puck, (Lesson A-8; B-5; C-6).
4. Refine weaving with puck, (Lesson A-10; B-10; C-6).
5. Review backward one-foot stop and T-push, (Lesson B-7).
6. Review open ice carry, (Lesson B-10).
7. Refine forehand sweep shot, (Lesson A-14; B-14).

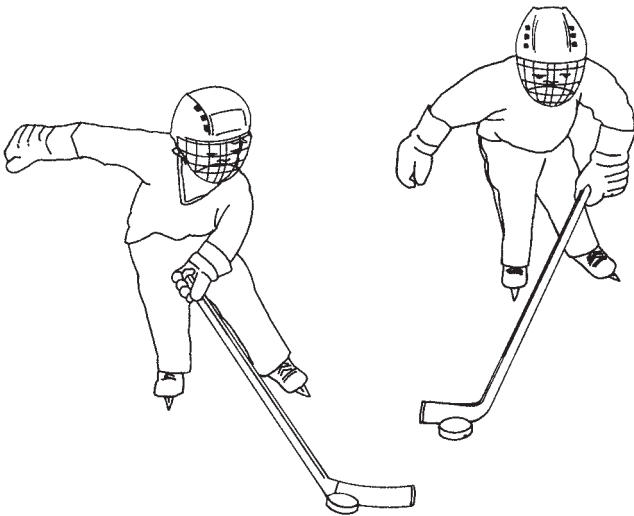
KEY INSTRUCTIONAL POINTS

1. Backward one-foot stop and T-push:



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

2. Open Ice Carry:

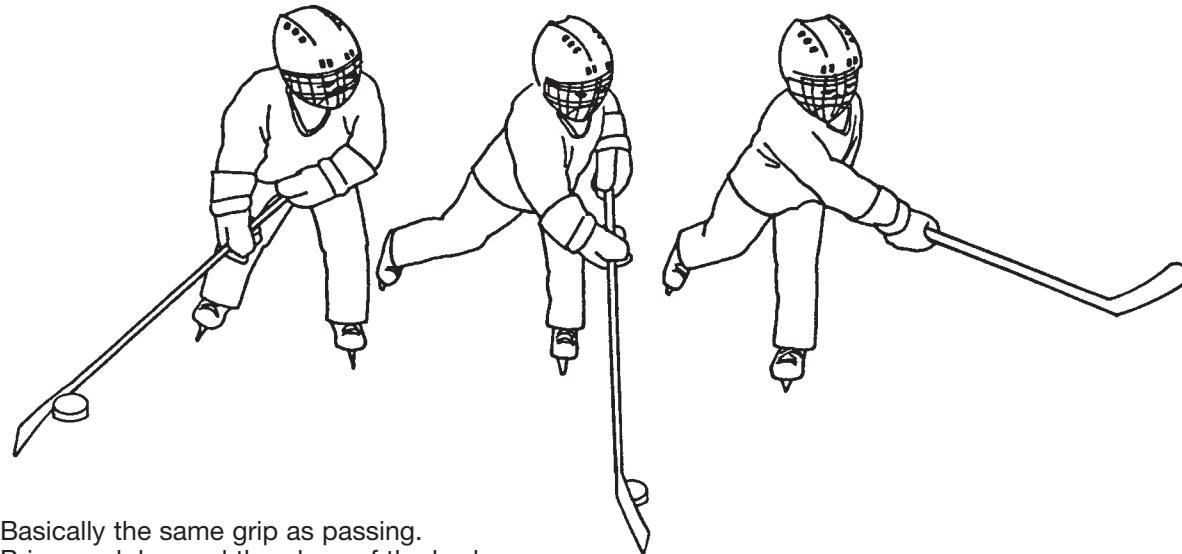


- a. Players have control of stick with top hand only.
- b. The puck is pushed ahead with the bottom edge of the stick blade. Should be done on both forehand and backhand side of the stick blade.
- c. Arm action is a slight forward thrust by straightening the arm at the elbow.
- d. Push the puck only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



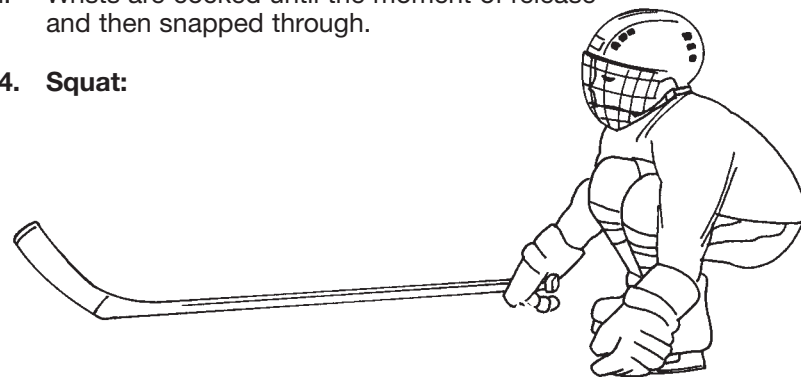
## LESSON C-7

### 3. 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.

### 4. Squat:



- Glide on both skates, skates approximately shoulder width apart.
- Sit down on heels of skates, extend arms forward have 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.

## TEACHING TOOLS NEEDED

- Pylons
- Lightweight pucks
- Cross-ice rink boards

## LESSON PLAN C-7

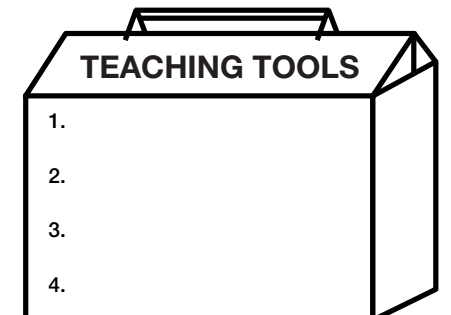
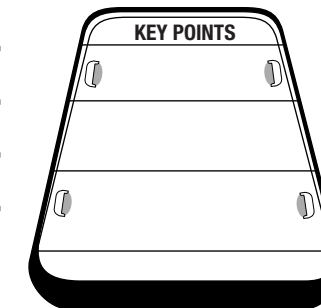


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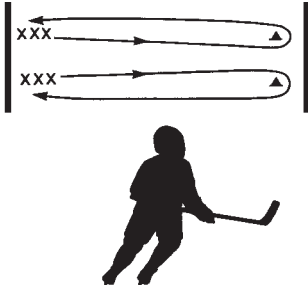
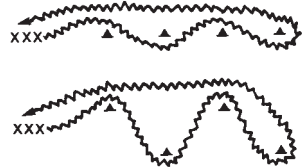


TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate backwards in a counter clockwise direction. Practice C-cuts with left skate only and with right skate only.	4 minutes 
<b>Balance and Agility (review)</b> 	Players are arranged in groups along side board. All drills are done going across the ice. 1. On signal the players skate across the ice doing exaggerated forward crossovers. Repeat four times. 2. Players face far boards. On a signal they turn 180 degrees and accelerate, skating rapidly to the center 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. 3. Players skate to center where they get into the squat position. Maintain this position and glide in a straight line to the other side. Repeat four times. 4. Repeat of 3. – at center 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. 5. Place four pylons across the ice. – Players start from the boards and circle each cone by doing a 360 degree turn. – Return by turning in the opposite direction. – Repeat two times each way.	15 minutes 
<b>Backward Push and Glide (refine)</b> 	Four stations – five minutes at each station. Change stations on a pre-determined signal.  Station 1: (Set up in one end zone.) Players partner up and face each other. Grasp each others hockey sticks at opposite ends with blades pointing down. One player skates backwards pulling his 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.	20 minutes 







LESSON PLAN C-7

SKILL	DESCRIPTION	TIME
Skating with puck (refine)	Station No. 2: (Between blue line and red line.) a. Players are placed against the sideboards, half on each side (No. 1 and No. 2) b. On signal No. 1 group crosses to the other side, stickhandling the puck. c. On second signal No. 2 group crosses ice doing the same. d. Incorporate use of skates also. e. Stickhandle across ice on the same signal – meeting at the center area.	
Tight Turns (review) 	Station No. 3: (Between red line and the other blue line.) a. Players placed in two groups on sideboards. b. Place pylon on other side about 12 feet from boards. c. 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. d. Incorporate carrying the puck after first three minutes.	
Weaving with the puck (refine) 	Station No. 4: (Other end zone.) a. Players put into two groups on sideboards. b. Set up pylons about six feet apart. c. On signal the players weave through cones with puck, executing a turn around last pylons and returning to line. d. After 2-3 minutes stagger the pylons and repeat.	
Backward One-foot Stop and T-push (review) 	1. Review and demonstrate key points of T-push. a. Players line up on sideboards. b. Perform T-push and glide as far as possible on one skate, repeat until you cross the ice. c. Return using the other skate.	10 minutes 



LESSON PLAN C-7

SKILL	DESCRIPTION	TIME
	2. Review backward one-foot stop. a. Players line up facing the boards. b. Perform C-cuts to gain momentum and then backward striding. Perform a one-foot stop about three feet from the boards repeat going back. Do 4-5 times. 3. Combine one-foot stop and T-push. a. Same as 2. but when you stop you should be in a T-push position with your 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.	
Open Ice Carry (review)	Same formation as balance and agility drills. 1. Review and demonstrate key points. 2. Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade.	5 minutes 
Forehand Sweep Shot (refine)	1. Review and demonstrate key points. 2. Players spread out around the boards. 3. Players stand stationary about 10-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards.	5 minutes 
Cool Down	1. Players skate clockwise performing stretching exercises from Lesson C-1 (Balance and Agility).	1 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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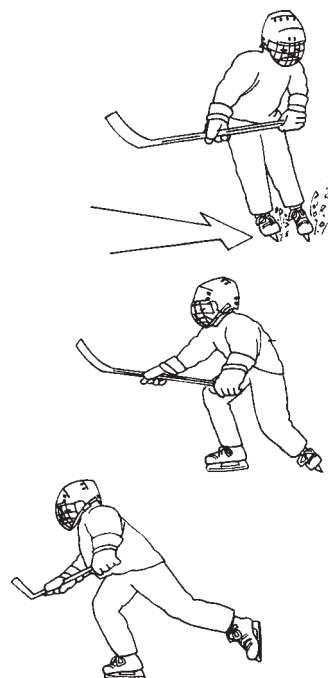
## LESSON C-8

### SPECIFIC OBJECTIVES

1. Review backward one-foot stop and T-push, (Lesson B-7; C-7).
2. Review open ice carry, Lesson B-10; C-7).
3. Refine forehand sweep shot, (Lesson A-14; B-14; C-7).
4. Review reversing direction two foot-stop and T-push, (Lesson B-6).
5. Refine backhand sweep shot, (Lesson A-15; B-14).
6. Review stopping with the puck, (Lesson B-12).

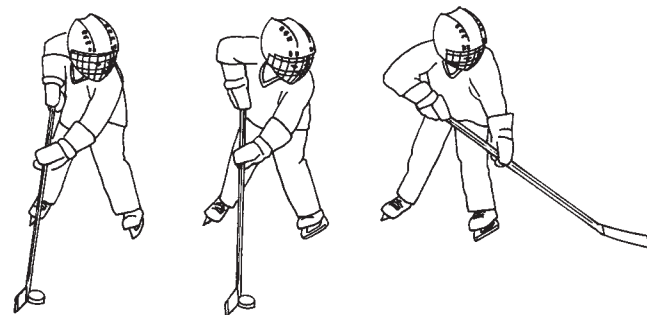
### KEY INSTRUCTIONAL POINTS

#### 1. Two-foot Stop and T-push:



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

#### 2. Backhand Sweep Shot:

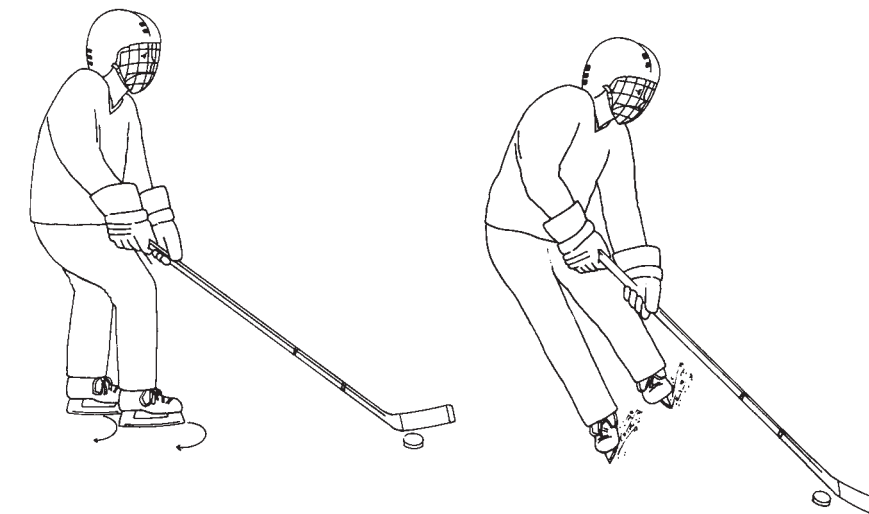


- a. Basically the same grip as passing.
- b. Bring the puck beyond the plane of the body.
- c. Weight is on the back leg.
- d. In the process of sweeping the puck through, the weight is transferred to the front foot.
- e. Look down to control puck and then look up at the target.
- f. Snap and roll the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

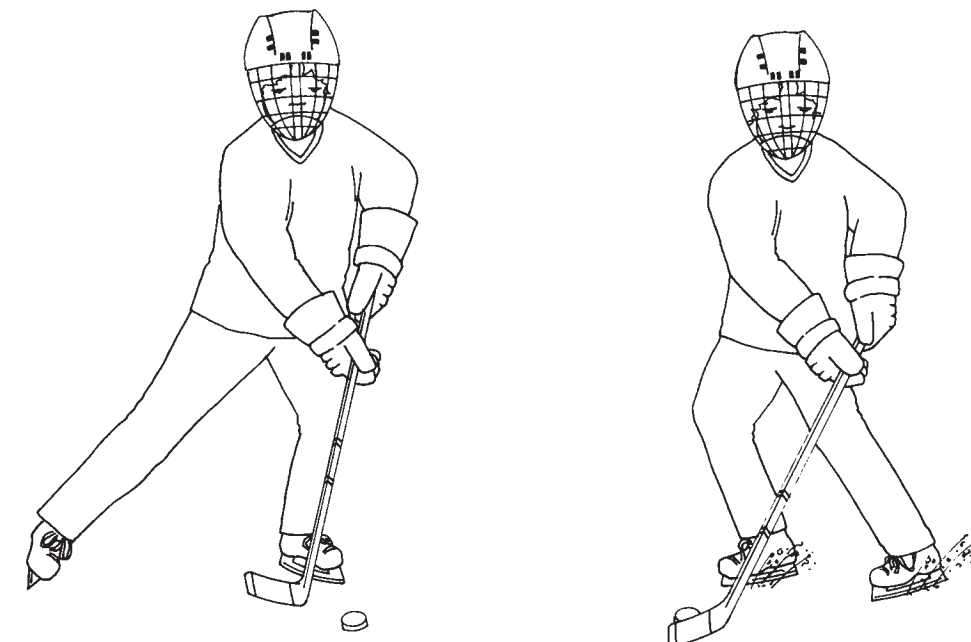
## LESSON C-8



#### 3. Stopping with the puck:



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



### TEACHING TOOLS NEEDED

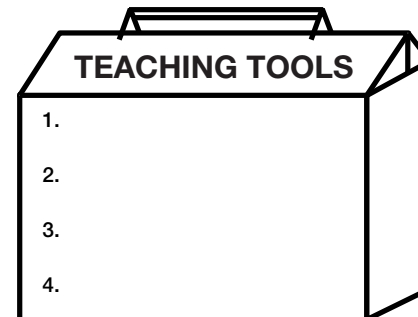
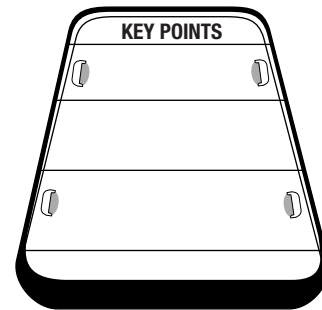
1. Lightweight pucks
2. Pylons
3. Can of spray paint
4. Cross-ice rink boards





## LESSON PLAN C-8

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate freely while maintaining control of the puck. The players can also incorporate puck control with the feet.	4 minutes 
<b>Balance and Agility (review)</b>	<p>Divide players into three stations – five minutes at each station.</p> <p>Station No. 1: (One end zone)</p> <ol style="list-style-type: none"> <li>Players execute a tight turn around each pylon in the diagram given; execute a two-foot stop when you return to the original position.</li> <li>Same as (a) but do carrying a puck.</li> </ol> <p>Station No. 2: (Between the two blue lines.)</p> <ol style="list-style-type: none"> <li>Players execute a backward start using C-cuts and then strides across the ice using a backward “V” stop at far boards. Immediately uses running forward start to gain momentum in opposite direction. Concentrate on forward striding and finish with a two-foot stop. Repeat five times.</li> <li>Same as 1. 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.</li> </ol> <p>Station No. 3: (Other end zone)</p> <ol style="list-style-type: none"> <li>Players do crossovers around circle No. 1 (2.5 times) and then go to circle No. 2 (two times).</li> <li>Send players at intervals.</li> <li>Do four times.</li> <li>Repeat 1. going backwards.</li> </ol>	15 minutes 
<b>Open Ice Carry (review)</b>	<ol style="list-style-type: none"> <li>Use cross-ice format.</li> <li>Arrange players into four groups.</li> <li>All players with a puck.</li> <li>Players start with puck from the side boards and weave through the pylons.</li> <li>Perform an open ice carry from the third pylon to the far boards.</li> <li>Second player starts when first player reaches center.</li> </ol>	8 minutes 

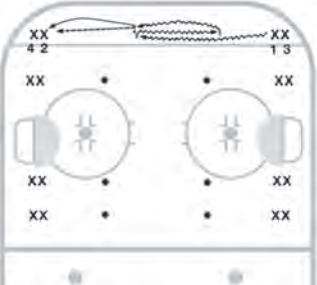



## LESSON PLAN C-8

SKILL	DESCRIPTION	TIME
<b>Forehand Sweep Shot (refine)</b>	1. Players stand stationary about 10-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards.	4 minutes 
<b>Reversing Direction: Two-foot Stop and T-push (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players start on sideboards.</li> <li>On a signal the players execute a front start and skate to the opposite side.</li> <li>Players execute a two-foot stop six feet from the boards.</li> <li>To get started in the opposite direction the players will use a T-push.</li> <li>Repeat in a sequence of three widths.</li> <li>Repeat four times.</li> </ol>	5 minutes 
<b>Backhand Sweep Shot (refine)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players stand stationary about 10-12 feet from the boards.</li> <li>Each player has a puck.</li> <li>Shoot for a spot on the boards.</li> </ol>	5 minutes 
<b>Stopping with the puck (review)</b>	<ol style="list-style-type: none"> <li>Use cross-ice format.</li> <li>Arrange players in four groups.</li> <li>On signal players carry the puck to center and stop. Repeat stop at far boards.</li> </ol>	5 minutes 



## LESSON PLAN C-8

SKILL	DESCRIPTION	TIME
<b>Game Time</b> 	<p>Relay formation – four teams going across the ice.</p> <p>Put dots on the ice using spray paint. Place dots 18-20 feet in front of players.</p> <ol style="list-style-type: none"> <li>1. Player X1 carries puck (open ice carry) down the ice and stops at the dot. Return carrying the puck in opposite direction again stopping at the dot. Return in opposite direction with the puck. When dot is reached X1 passes to X2. X2 repeats drill and passes to X3, etc.</li> <li>2. Player X1 skates forward to the far dot and stops. He comes <i>backwards</i> to first dot and stops. He then goes forward to the far dot and touches X2 who repeats going in the opposite direction.</li> </ol>	14 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



## LESSON C-9

### SPECIFIC OBJECTIVES

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

### KEY INSTRUCTIONAL POINTS

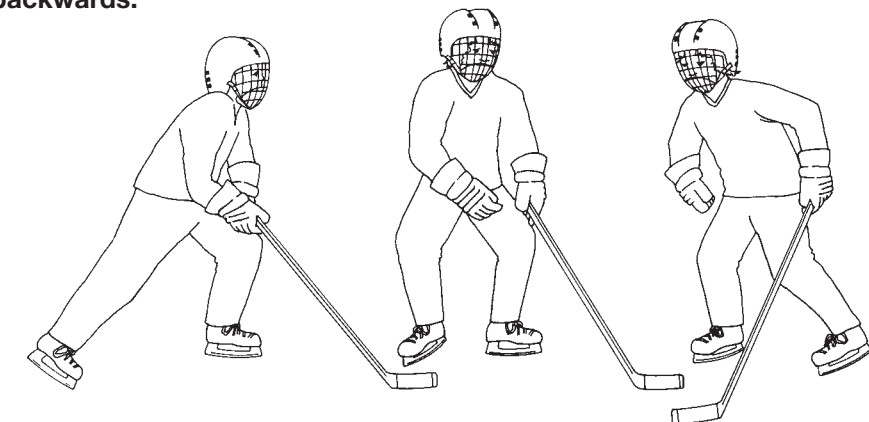
#### 1. Front-foot Stop (inside edge):



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

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

#### 2. Pivot – forward to backwards:



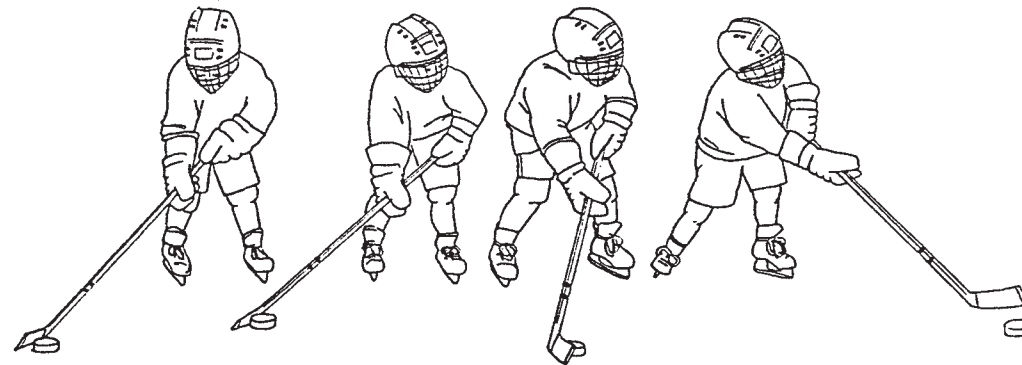
- a. Player gains forward momentum and coasts on the left skate.
- b. The player straightens up and rotates right skate outward (as close to 180 degrees as possible) bringing it on the other side of the gliding skate (*left*) but facing in the opposite direction. Turn is started by rotating right shoulder backwards, the torso and hips will follow.

- c. Transfer the weight from the left skate to the right skate – step down on right skate and push off with the left skate. Unweight your skates by going from bent knees to straight legs. This will help in transferring from left to the right skate.
- d. Finish pivot by turning the left skate so that it is parallel with the right skate.
- e. Push to side with the right skate and start to skate backwards.
- f. Must learn to both sides.



## LESSON C-9

### 3. Forehand Sweep Pass:

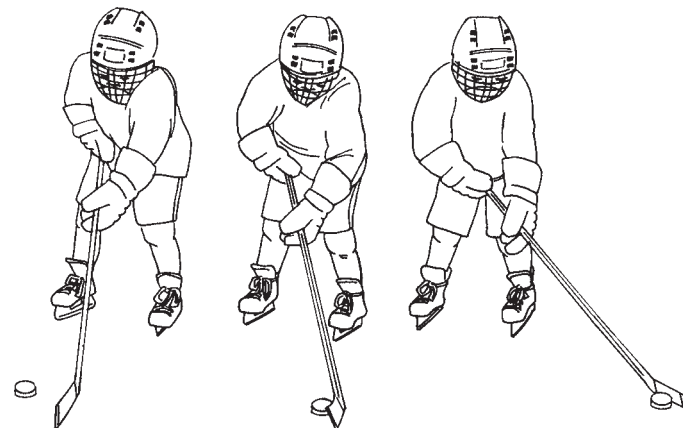


It is very important that each player has a stick that is not too long.

- 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 right angles 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.

### 4. Receiving pass on forehand:



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

## TEACHING TOOLS NEEDED

- Lightweight pucks
- Tennis balls
- Ball hockey balls or other color tennis balls
- Pylons
- Agility boards
- Cross-ice rink boards

## LESSON PLAN C-9

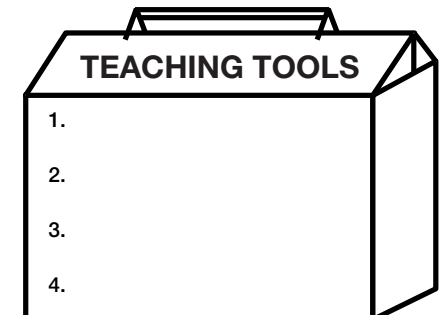
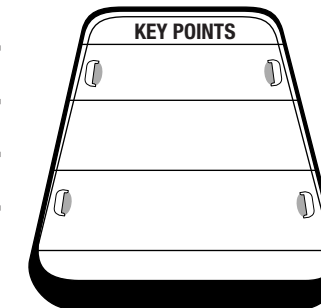


COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_



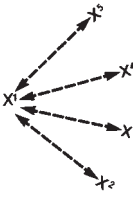
TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. 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 minutes 
<b>Balance and Agility (review)</b>	<p>Divide players into three stations – five minutes at each station.</p> <p>Station 1: (One end zone)</p> <ol style="list-style-type: none"> <li>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 degrees around pylon and skates forward to sideboards. Execute a two-foot stop and do lateral crossovers back to the original position.</li> </ol> <p>Station 2: (Between blue lines)</p> <ol style="list-style-type: none"> <li>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.</li> <li>Cross the ice doing exaggerated forward crossovers.</li> </ol> <p>Station 3: (One end zone) Set up course as shown.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Repeat.</li> </ol>	15 minutes 

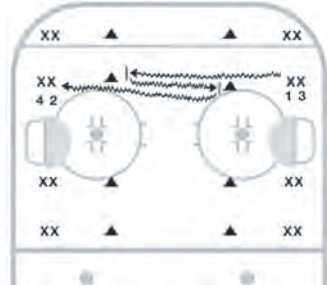


LESSON PLAN C-9

SKILL	DESCRIPTION	TIME
One-foot Stop – Front Foot (introduce)	<div><div><div>1. Review and demonstrate key points.</div><div>2. Arrange players in groups along side boards.</div><div>3. On signal first player skates to center and executes a one foot stop using the right foot. On the second signal repeat same stop on the far side.</div><div>4. Use left foot for stopping on the return.</div><div>5. Do six times with each leg.</div></div></div>	10 minutes <div><div></div><div></div></div>
Two-foot Stop and T-push (review) <div></div>	<div><div><div>1. Same formation as above.</div><div>2. Player skates to far side and performs a two-foot stop and T-push in opposite direction. Skates back to center performing a two-foot stop and T-push. Skates to far side in opposite direction.</div><div>3. Repeat three times on each side.</div></div></div>	4 minutes <div><div></div><div></div></div>
Backhand Sweep Shot (refine) <div></div>	<div><div><div>1. Players stand stationary about 10-12 feet from the boards. Each player has a puck.</div><div>2. Shoot for a spot on the boards.</div></div></div>	4 minutes <div><div></div><div></div></div>
Pivot (Forward – Backwards) (review)	<div><div><div>1. Review and demonstrate key points.</div><div>2. Players start at sideboards. Take 4-5 strides to gain forward momentum.</div><div>3. Glide on one skate for three feet and then execute the pivot.</div><div>4. Skate backwards to far boards and perform a backward V-stop.</div><div>5. Do 5-6 times on each leg.</div></div></div>	7 minutes <div><div></div><div></div></div>
Stationary Passing and Receiving using Forehand (refine) <div></div>	<div><div><div>1. Review and demonstrate.</div><div>2. Players get in groups of four or five as diagrammed. X1 passes to X2. X2 returns pass to X1. X1 passes to X3. X3 returns pass to X1. Repeat. Rotate players every minute.</div></div></div>	6 minutes <div><div></div><div></div></div>

LESSON PLAN C-9



SKILL	DESCRIPTION	TIME
Game Time-Relay <div></div>	<div>Divide players into four teams. Half the team at each side of the rink. One puck per team.</div> <div><div><div>1. On signal X1 carries the puck to far pylon and stops. He then returns to first pylon and stops. He then skates to the far side giving the puck to X2.</div><div>2. X2 repeats – giving puck to X3.</div><div>3. Relay is finished when players return to their original position.</div></div></div>	9 minutes <div><div></div><div></div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_







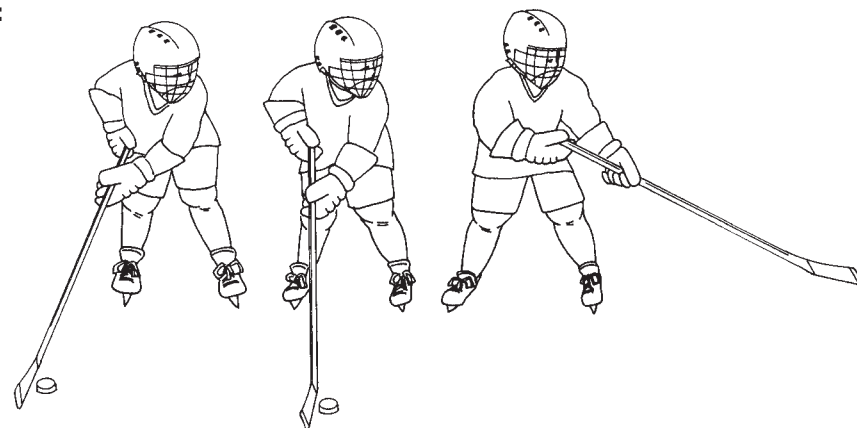
## LESSON C-10

### SPECIFIC OBJECTIVES

1. Review one-foot stop – front foot, (Lesson C-9).
2. Review pivot – forward to backwards, (Lesson B-8; C-9).
3. Refine passing – receiving on forehand, (Lesson A-12; B-12; C-9).
4. Review pivot – backwards to forward, (Lesson B-8).
5. Refine passing – receiving on backhand, (Lesson A-13; B-12).

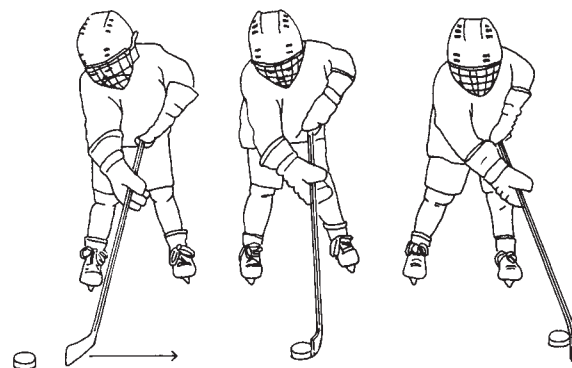
### KEY INSTRUCTIONAL POINTS

#### 1. Backhand Sweep Pass:



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

#### 2. Receiving pass on the backhand:

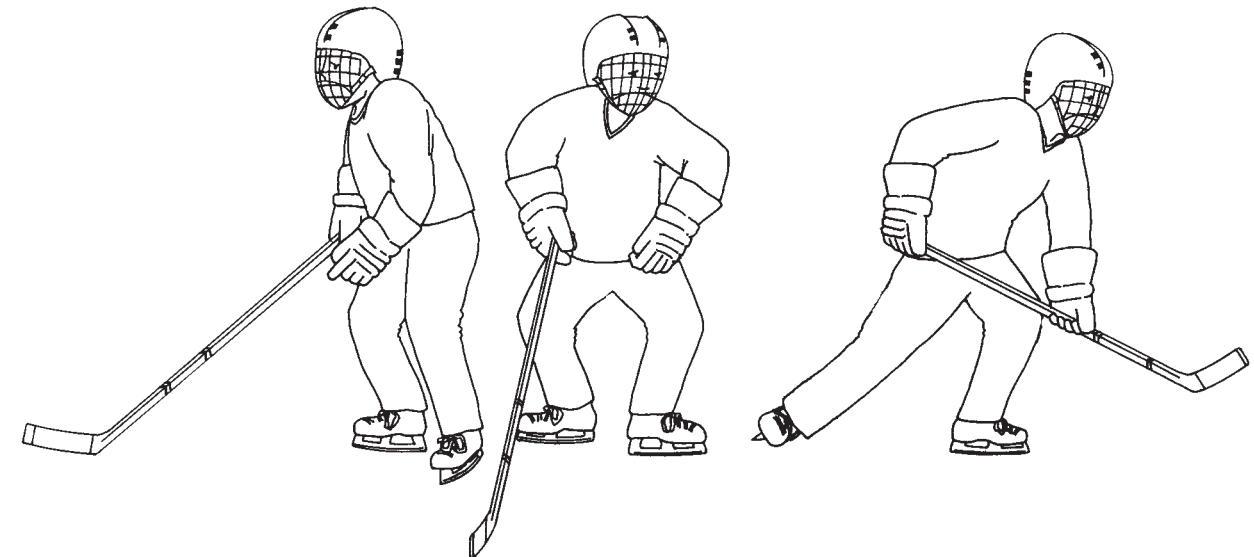


- a. Head up watching the puck, make eye contact with passer.
- b. Stick is on the ice for a target.
- c. Cup your stick and cushion the impact by relaxing the wrists. Look puck onto stick.
- d. Be prepared to pass.

## LESSON C-10



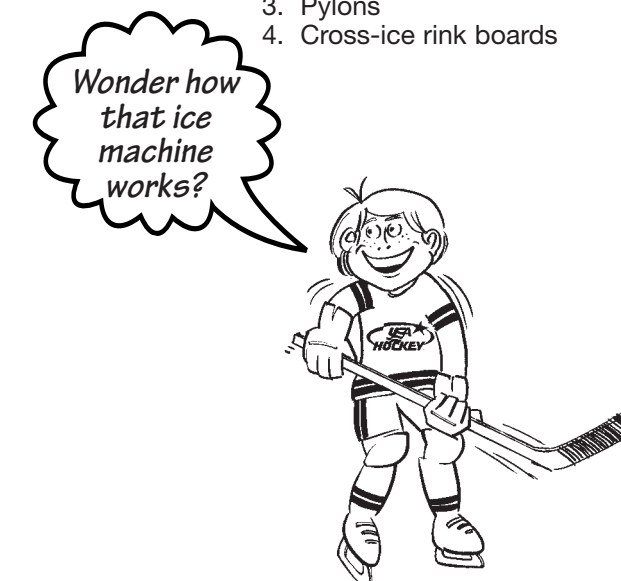
#### 3. Pivot – backwards to forward:



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

### TEACHING TOOLS NEEDED

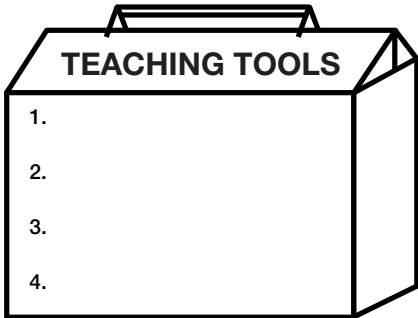
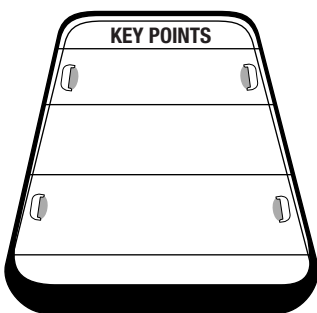
1. Lightweight pucks
2. Can of spray paint
3. Pylons
4. Cross-ice rink boards





LESSON PLAN C-10

COACH: \_\_\_\_\_  
TEAM: \_\_\_\_\_  
DATE: \_\_\_\_\_  
TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	Stations set up as in diagram. Six minutes at each. Station 1: 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. Station 2: Players do 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. 1. Player skates forwards and performs a two-foot stop. 2. Player immediately skates backwards and performs a backward V-stop. 3. Immediately go into a running forward start and repeat steps 1. and 2. 4. Do sequence three times. 5. Can also include backward one-foot stop and T-push. Station No. 3: Players from C and D carry puck around face-off circles as indicated, going to the end of the other line.	18 minutes
Pivot (Backwards to Forward) (review)	1. Review and demonstrate key instructional points. 2. Have players start at sideboards. Take 4-5 strides to gain backward momentum. 3. Glide on one foot for three feet and then execute the turn. 4. Accelerate out of the turn skating forwards and execute a two-foot stop at far side. 5. Do on the same foot for 5-6 times. 6. Switch to the other foot and do 5-6 times.	8 minutes 



LESSON PLAN C-10

SKILL	DESCRIPTION	TIME
Backhand Sweep Pass and Receive Stationary (refine)	1. Review and demonstrate key points. 2. Players partner off – approximately 18 feet apart. 3. Practice backhand pass and receive.	6 minutes 
One-foot Stop – Front Foot (review) 	1. Review and demonstrate key points. 2. Arrange players in groups along side boards. 3. On a signal the first player from each group skates to the center and executes a one-foot stop using the right foot. On second signal, skate and repeat same stop on the far side. 4. On the return use the left foot to stop with. 5. Do two lengths with each.	5 minutes 
Pivot (Forward to Backwards) (review) 	1. Same formation as one-foot stop. 2. On signal first player from each group skates forwards to the center where player pivots. 3. Skate backwards to far end. 4. Second player leaves when first player is at center. 5. Also have players concentrate on forward and backward striding.	6 minutes 
Forehand Sweep Pass and Receive (refine)	1. Players partner off, approximately 18 feet apart. 2. Practice forehand pass and receive. 3. Move out to 30 feet after half the time.	3 minutes 
Game Time (review)	Mini game using a lightweight puck. 1. Use small areas and play across the rink. 2. Use pylons as goals. 3. To score, the puck must hit the pylon. 4. No goalies.	10 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Areas of Improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## LESSON C-11

### SPECIFIC OBJECTIVES

1. Review pivot – backwards to forwards, (Lesson B-8; C-10).
2. Refine passing and receiving on backhand, (Lesson A-13; B-12; C-10).
3. Introduce crossover front start.
4. Refine lateral crossovers, (Lesson A-4; B-2).
5. Review lead pass to a moving target, (Lesson B-13).

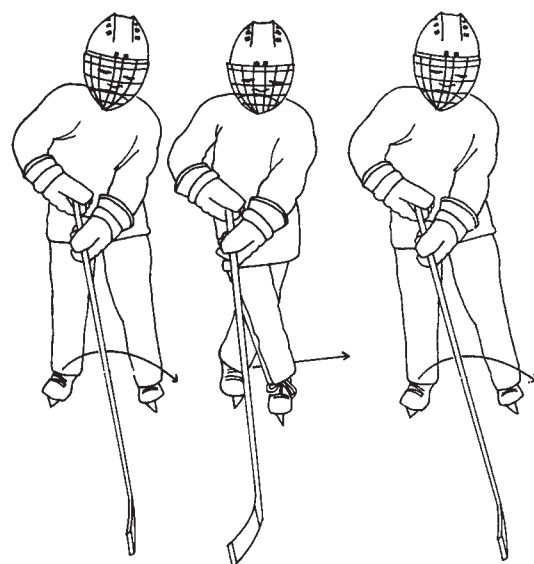
### KEY INSTRUCTIONAL POINTS

#### 1. Lead pass to a moving target:

Fastest way to advance puck up the ice to a teammate is by passing it.

- a. Passer must develop quick reactions to passing opportunities.
- b. Pass to a spot ahead of your teammate so that he can skate into the moving pass. This is called “leading the man” with the pass.

#### 2. Lateral Movement – Crossovers:

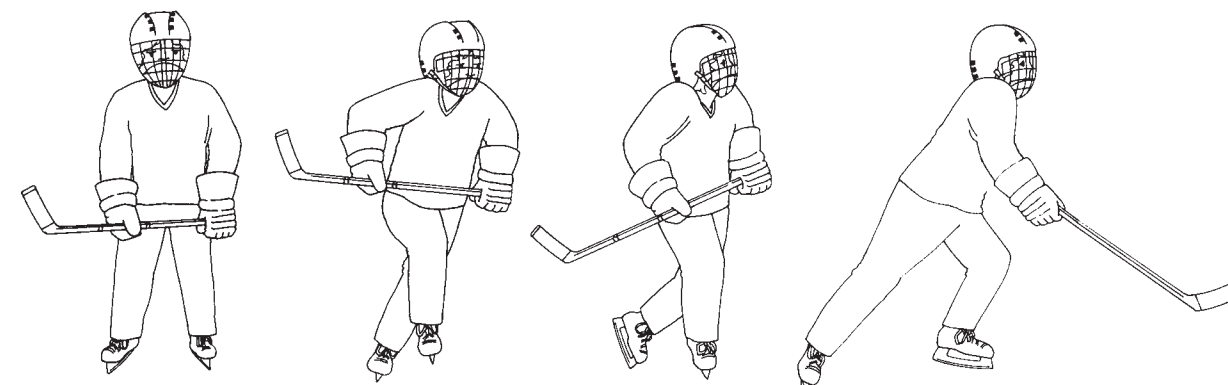


- a. Players start from the basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front and on the ice.
- e. Walk slowly at first. As the players pick up the drill, speed up the tempo.
- f. 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. Your legs are now crossed.
- g. Take the left skate around behind the right skate and place it back in the normal stance position.
- h. Repeat steps (f) and (g) as many times as is required.
- i. Practice both to the left and to the right.

## LESSON C-11



#### 3. Front Start – Use Crossovers:



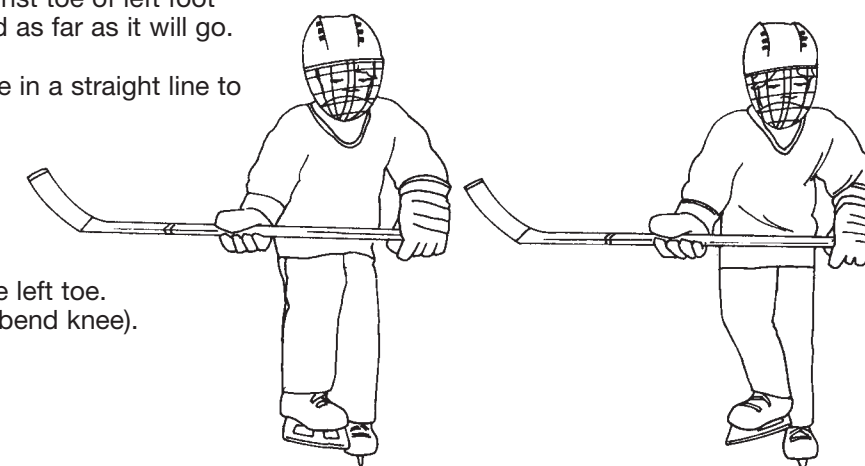
- a. Player is sideways to the intended direction with the skates slightly closer together than in a basic stance position. Feet shoulder width apart, knees bent, and weight on the balls of the feet.
- b. The head and shoulders are rotated in the desired direction while the body lunges forward driven by the extension of the outside leg (inside edge) followed quickly by the inside leg (outside edge).
- c. 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 degrees as possible to the intended direction. The stride is short and as close to the ice as possible. Land on the full blade.
- d. Player is now in a front start position.
- e. First 3-4 strides are very short and choppy.
- f. As speed builds up the stride is lengthened.
- g. Practice move in both directions.

#### 4. Toe In:

- a. Take 3-4 strides and start gliding.
- b. Lift right foot off ice.
- c. 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).
- d. Hold this position and glide in a straight line to the other side.
- e. Do with both feet.

#### 5. Toe Out:

- a. Place right heel against the left toe.
- b. Turn toe outward. (Do not bend knee).
- c. Do with both feet.

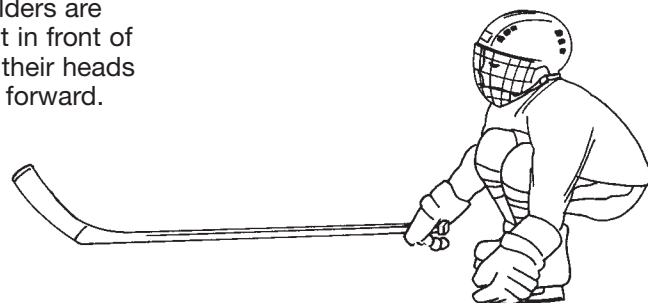




## LESSON C-11

### 6. 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.



### TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Pylons
3. Cross-ice rink boards



## LESSON PLAN C-11

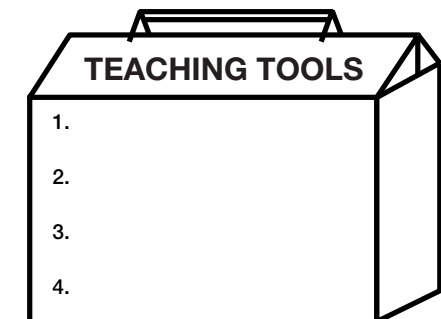
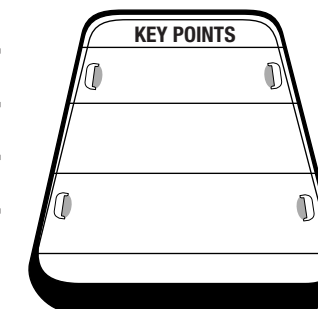


**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_


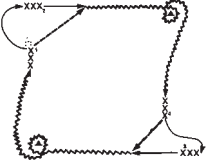







SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate freely around ice surface, executing one-foot stops on the front foot. Practice with both left and right foot.	4 minutes 
<b>Balance and Agility (review)</b>	<p>Four Stations – five minutes at each station. Change stations on a pre-determined signal.</p> <p>Station 1: (Use one of the end zones.)</p> <ol style="list-style-type: none"> <li>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.</li> <li>Players stand along boards. On signal they follow course around the face-off circles. Second player goes when first player is out six feet.</li> </ol> <p>Station 2: (From one blue line to the red line.)</p> <ol style="list-style-type: none"> <li>Starting at sideboards, skate forward. On a given signal pivot and skate backwards to other side. Have players pivot to both left and right.</li> </ol> <p>Station 3: (From one blue line to the red line.)</p> <p>Starting from the sideboards take 3-4 strides to gain momentum and then:</p> <ol style="list-style-type: none"> <li>Review toe in.</li> <li>Review toe out.</li> </ol> <p>Do a. and b. with both left and right foot. Two widths each.</p> <ol style="list-style-type: none"> <li>Take squat position to far side. Three widths.</li> <li>Same as c. 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.</li> </ol> <p>Station 4: (Use other end zone.)</p> <ol style="list-style-type: none"> <li>Players are divided evenly into two corners. X, carries the puck through the course and goes to end of X2 – X2 goes through course and to the end of X1 – can also do without puck.</li> </ol>	20 minutes 





## LESSON PLAN C-11

SKILL	DESCRIPTION	TIME
<b>Crossover Start (introduce)</b>	Arrange players in groups along side boards. 1. On signal the first player from each group executes a crossover start and skates to center where player executes a two-foot front stop. 2. On next signal, repeat going to far boards. 3. Return starting and stopping to opposite side.	8 minutes 
<b>Lead pass to moving target (review)</b>	 1. Review and demonstrate key points. 2. Set up a course as diagrammed: <ul style="list-style-type: none"> <li>On signal, players X2 and X3 start out skating with sticks on the ice ready to receive a pass.</li> <li>X1 and X4 try to pass them the puck so they receive it about 15 feet out from the start of the line.</li> <li>X2 skates down around pylon and goes to the end of X4 line. (X1 goes to end of X2 line; X3 goes to X1; and X4 goes to X3.)</li> </ul>	8 minutes 
<b>Lateral Crossovers (refine)</b>	1. Review and demonstrate key points. 2. Players line up along sideboards, facing one end. (Number players in three's.) 3. On signal "1's" do lateral crossovers to far side. 4. Numbers 2 and 3 repeat doing the same. 5. Repeat coming back – still face the same end boards.	5 minutes 
<b>Pivot – Backwards to Forward (review)</b>	 1. Same formation as above. 2. On signal No. 1 skate backwards to the center of the ice. Then execute a pivot and skate forward to far side where they execute a two-foot stop. 3. No. 2 and No. 3 also repeat. 4. Have players pivot to both the left and the right.	4 minutes 
<b>Stationary Passing (refine)</b>	1. Review and demonstrate key points. 2. Players partner off and stand 18-20 feet apart. <ol style="list-style-type: none"> <li>Practice passing and receiving on the backhand.</li> <li>Practice passing on the forehand and receiving on the backhand.</li> <li>Practice passing on the backhand and receiving on the forehand.</li> <li>In b. and c. when turning from forehand to backhand and backhand to forehand, always turn facing the man.</li> </ol>	11 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



## LESSON C-12

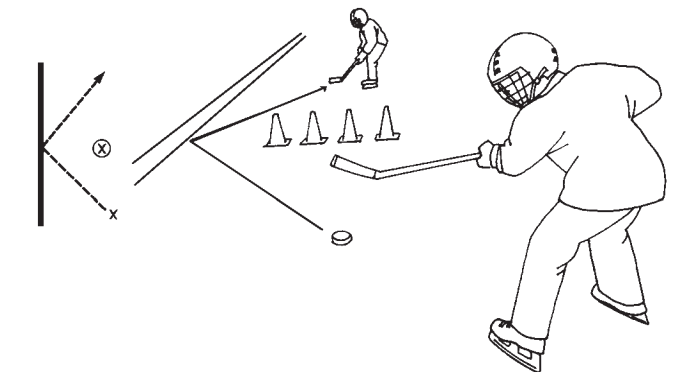
### SPECIFIC OBJECTIVES

- Review crossover start, (Lesson C-11).
- Review lead pass to moving target, (Lesson B-13; C-11).
- Refine lateral crossovers, (Lesson A-4; B-2; C-11).
- Review bank pass, (Lesson B-13).
- Introduce backward crossover start.

### KEY INSTRUCTIONAL POINTS

#### 1. Bank 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 you and your receiver.
- A puck passed off the boards rebounds away at the same angle. The angle onto the boards equals the angle off the boards.



#### 2. Backward Crossover Start:

Use to accelerate quickly from a stationary backward position.

- Player 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 degrees 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 his regular backward stride.
- Player should always keep his eyes on the oncoming opponents.
- Stick is held in one hand, with the blade remaining flat on the ice in front of the player.
- Practice to both left and right.

### TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Cross-ice rink boards



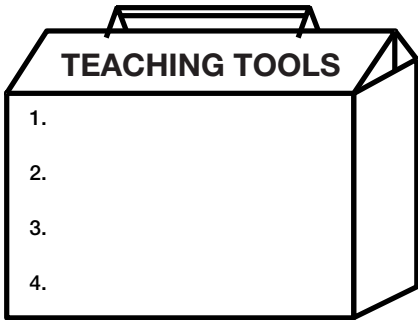
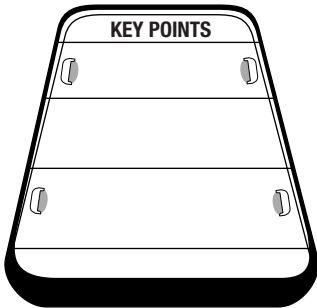
LESSON PLAN C-12

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	<div>1. Players skate in pairs around the rink and pass the puck to each other. Use both forehand and backhand sweep passes.</div>	<div>4 minutes</div> <div></div>
Balance and Agility (review) <div></div>	<div>Use full width of ice. Arrange players into groups along side boards.</div> <div>1. Players perform a forward crossover start. Skate as quickly as possible and start gliding on two skates. Players must jump up at center 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.</div> <div>2. Same as #1 except when players jump up at center they will take off on two feet, turn 180 degrees while in the air and land going backwards. Repeat three times.</div> <div>3. 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.</div> <div>4. 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.</div> <div>5. Place four pylons across the ice. Players start from one end and circle each pylon by doing a 360 degree turn. Return by turning in the opposite direction. Repeat two times each way.</div> <div>6. Same as 5. but with pucks.</div>	<div>20 minutes</div> <div></div>
Backward Crossover Start (introduce) <div></div>	<div>1. Divide into three zones.</div> <div>2. Review and demonstrate key instructional points.</div> <div>3. Start two skaters at a time.</div> <div>4. 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.</div>	<div>8 minutes</div> <div></div>



LESSON PLAN C-12

SKILL	DESCRIPTION	TIME
Bank Pass (review) <div></div>	<div>1. Review and demonstrate key points.</div> <div>2. Set up course as diagrammed.</div> <div>    a. On signal X1 gives board pass to X2 as does X3 to X4.</div> <div>    b. X2 skates with puck and weaves through pylons to the end of X3 line; X4 does same and goes to end of X1 line. X1 replaces X2, and X3 replaces X4.</div> <div>3. Do in three zones.</div>	<div>6 minutes</div> <div></div>
Skating and Passing (review) <div></div>	<div>Three zones.</div> <div>1. Set pylons across rink about 10 feet apart. Arrange the players in two rows. Players pair off. 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 and on forehand if on forehand side.</div>	<div>6 minutes</div> <div></div>
Lead Pass (review) <div></div>	<div>1. Review and demonstrate key instructional points.</div> <div>2. Set up in three zones.</div> <div>3. On signal X1 in each group skates backwards to pylon, pivots and skates forward ready to receive a pass from X2. Players then carry puck around pylon and go to the end of the other line.</div>	<div>6 minutes</div> <div></div>
Game Time – Relay (review)	<div>Arrange in groups along side boards.</div> <div>1. Each team has a puck.</div> <div>2. On signal the first player, X1 in each group, balances a puck on the blade of stick and skates down the ice. X1 gives puck to X2 who repeats in other direction and hands it to X3, etc.</div> <div>3. If the puck drops from the blade, the player must stop and place the puck back on stick before continuing.</div> <div>4. On X1 return trip player must skate backwards with puck on stick blade.</div> <div>5. Relay is over when all have returned to their original position.</div>	<div>10 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



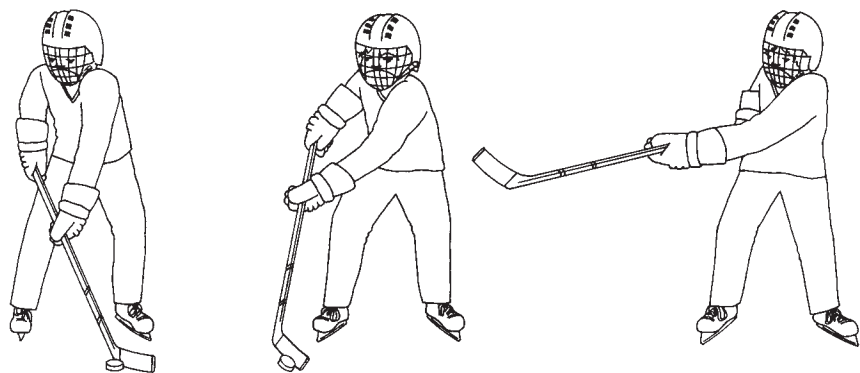
LESSON C-13

SPECIFIC OBJECTIVES

- 1. Review backward crossover starts, (Lesson C-12).
- 2. Review bank pass, (Lesson B-13; C-12).
- 3. Review skating and shooting, (Lesson B-15).
- 4. Introduce flip pass.
- 5. Review pivots (forward to backwards; backwards to forward), (Lesson B-8; C-9; C-10).
- 6. Review skate – pass – shoot (Lesson B-15).

KEY INSTRUCTIONAL POINTS

1. Flip Pass:



- a. Puck starts on the heel and moves forward towards the toe of the stick.

b. Action is upward and forward with a follow through towards the target.
- c. 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.)

2. Skating and Shooting:

- a. Review points on skating with puck and open ice carry.
- b. Review points on shooting – forehand and backhand.

TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Pylons
- 3. Agility boards
- 4. Cross-ice rink boards



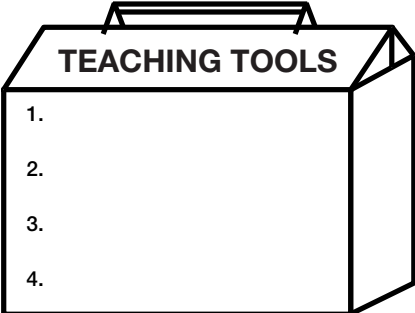
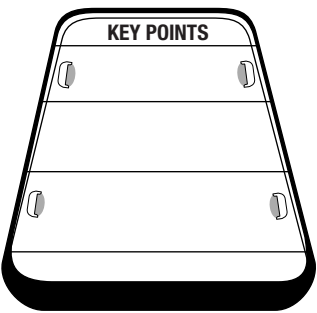
LESSON PLAN C-13

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate all over the ice, stickhandling with the puck. On signals the players are restricted to: a. 3/4 of the ice. b. 1/2 of the ice. c. 1/4 of the ice.	5 minutes 
Balance and Agility (review)	Three stations – five minutes at each station.  Station 1: (One of the end zones) 1. Player controls puck while weaving through pylons. 2. 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. 3. Skate backwards to opposite side of rink while controlling puck.  Station 2: (Between blue lines.) 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: (Other end zone.) 1. Players in groups of three. One player faces other two. 2. Two pucks are kept in motion at all times.	15 minutes 



## LESSON PLAN C-13

SKILL	DESCRIPTION	TIME
<b>Flip Pass (introduce)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players pair off 6-9 feet apart. Place an agility board between them.</li> <li>Practice flip pass over the agility board to partner.</li> </ol>	8 minutes 
<b>Skate and Shoot (review)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key shooting points.</li> <li>Do in three zones. Set up as diagrammed.</li> <li>Place target on boards using colored tape.</li> <li>Players follow course – first time to the left, second time to the right. Once forehand, once backhand.</li> </ol>	5 minutes 
<b>Bank Pass (review)</b>	<ol style="list-style-type: none"> <li>Three zones.</li> <li>Players skate around in their zone, passing against the boards while skating. Use pylons as markers to pass around.</li> <li>Go in the opposite direction for half the time.</li> </ol>	5 minutes 
<b>Pivot Forward to Backwards Backwards to Forward (review)</b>	<p>Arrange players in groups along side boards.</p> <ol style="list-style-type: none"> <li>On signal first player executes a front start (use both ways) and skates across. He pivots towards left and skates backwards, and then pivot towards left and skate to far side.</li> <li>On return, pivot to the right.</li> </ol>	5 minutes 
<b>Backward Crossover Start (review)</b>	<ol style="list-style-type: none"> <li>Review key points.</li> <li>Same formation as pivots.</li> <li>On signal first player in each group performs a start and skates to center and stops.</li> <li>Repeat on signal and skate to far side and stop.</li> </ol>	5 minutes 



## LESSON PLAN C-13

SKILL	DESCRIPTION	TIME
<b>Skate – Pass – Shoot (review)</b>  <div> <div>Station 1</div> </div> <div> <div>Station 2</div> </div>	<p>Stations – six minutes at each station.</p> <p>Each station uses cross-ice format.</p> <p>Station 1: Passing in pairs, end up with a shot on net. Players take a puck and return back to opposite lines. Execute two board passes as you return.</p> <p>Station 2: Passing in groups of three. Players return to the line on their left.</p>	12 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_





## LESSON C-14

### SPECIFIC OBJECTIVES

1. Review skating and passing, (Lesson B-15).
2. Review flip pass, (Lesson C-13).
3. Review skating and shooting, (Lesson B-15).
4. Introduce flip shot.
5. Introduce faking – skating fake.

### KEY INSTRUCTIONAL POINTS

#### 1. Skating and Passing:

- a. Review points on passing and receiving forehand, backhand and lead pass.
- b. Review points on skating with puck and open ice carry.

#### 2. 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.

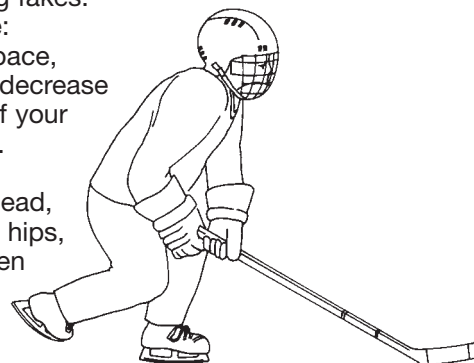
- a. Puck is on the toe of the stick blade which is near the front foot.
- b. Lift is given by tilting the blade so that only its bottom edge contacts the puck.
- c. Deliver from in front of the body with a scooping action of the stick by the wrists.
- d. Need a quick snap of the wrists and a high follow through.

Backhand is similar, except puck is closer to the heel of the blade to get better action.

#### 4. Skating Fake (see image at left):

Two types of skating fakes.

- a. Change of pace:
  1. To change pace, increase or decrease the shove of your pushing leg.
- b. Body deke:
  1. Drop your head, shoulder, or hips, one way, then move the other.



### TEACHING TOOLS NEEDED

1. Pylons
2. Lightweight pucks
3. Agility boards
4. Spray paint
5. Cross-ice rink boards

## LESSON PLAN C-14

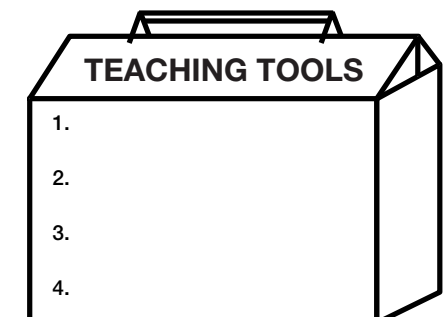
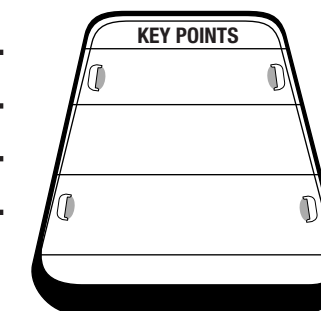


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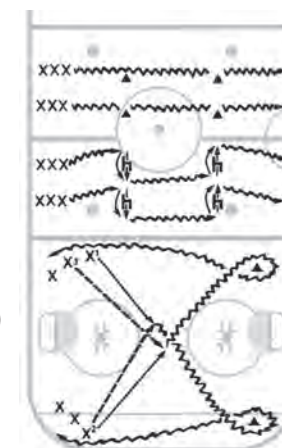
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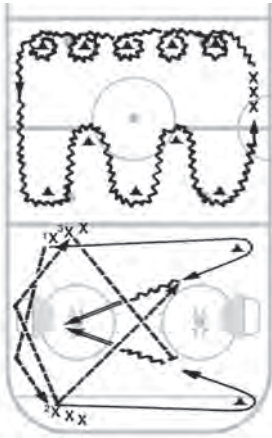






SKILL	DESCRIPTION	TIME
Free Skate	Players skate counter-clockwise, and perform stretching exercises. a. Stretch the groin. b. Pull knee to chest. c. Touch the toes. d. Leg lifts.	4 minutes 
THE NEXT 42 MINUTES WILL INVOLVE STATION WORK. DIVIDE PLAYERS INTO THREE GROUPS. PLAYERS CHANGE STATIONS ON SIGNAL.		
Flip Shot Station (introduce)	Station 1: Flip Shot 1. One end zone. 2. Review and demonstrate key points. 3. Each player with a puck stand 4-5 feet from boards. 4. Practice flip shot against boards. 5. Work on both forehand and backhand.	7 minutes 
Skating Fakes (introduce)	Station 2: Skating Fakes 1. Neutral zone. 2. Players arranged in four groups against sideboards. 3. On signal skate to first pylon and slow down. Then accelerate at second pylon (change of pace). 4. 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.	7 minutes 
Skate and Pass (review)	Station 3: Skate and Pass 1. End zone. 2. Set up as diagrammed, can use spray paint to show course. 3. X1 skates through middle area and receives pass from X2, he continues out around pylon and back to end of opposite line. 4. After passing, X2 skates out and receives pass from X3.	7 minutes 





## LESSON PLAN C-14

SKILL	DESCRIPTION	TIME
<b>Crossover Start-Forward and Backward Pivots (review)</b>  	<b>Station 1:</b> 1. Open end zone. 2. Players in four groups on sideboards. 3. 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. 4. 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).	7 minutes 
<b>Puckhandling (review)</b>  <b>Pass – Skate – Shoot (review)</b>  	<b>Station 2: Puckhandling</b> 1. Neutral zone. 2. Set up as diagrammed. 3. Players with pucks. 4. Players turn 360 degrees around pylons. 5. On second group of pylons the players weave through them. 6. Can also do without pucks.  <b>Station 3: Pass, Skate, Shoot</b> 1. End zone. 2. X1 gives a bank pass to X2. 3. X1 skates out around pylon and receives a return pass from X2. 4. X1 then shoots and goes to end of opposite line. 5. X2 gives bank pass to X3. 6. X2 skates out around pylon and receives a return pass, etc.	7 minutes   7 minutes 
<b>Flip Pass (review)</b>	1. Players partner off 6-9 feet apart. 2. Practice flip pass to partner. Can use agility board. 3. Try both forehand and backhand.	5 minutes 
<b>Game Time (review)</b>	<b>Mini game:</b> 1. Use three areas and play across ice. 2. Use pylons as goals. 3. To score, puck must hit pylon. 4. No goalies.	9 minutes 

## LESSON C-15

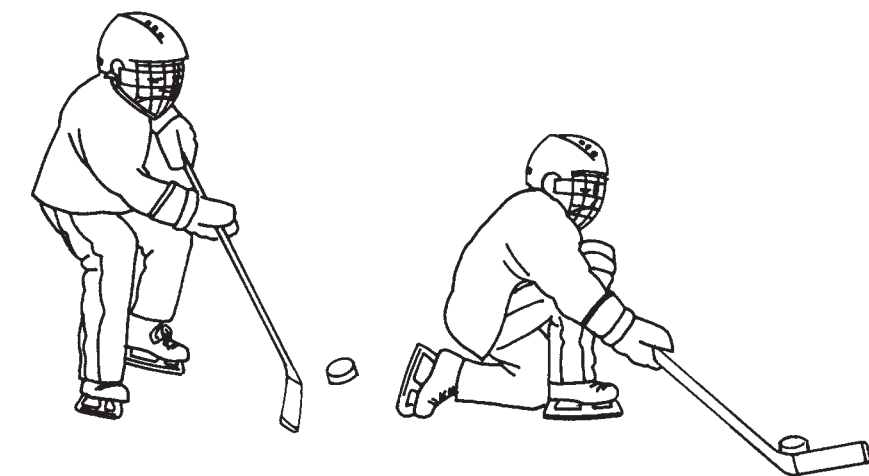


### SPECIFIC OBJECTIVES

1. Review flip shot, (Lesson C-14).
2. Review skating fake, (Lesson C-14).
3. Review skate – pass – shoot.

### KEY INSTRUCTIONAL POINTS

1. Touching knee to ice while controlling the puck:
  - a. Player should slide bottom hand down the shaft of stick, this keeps blade flat on the ice.



### TEACHING TOOLS NEEDED

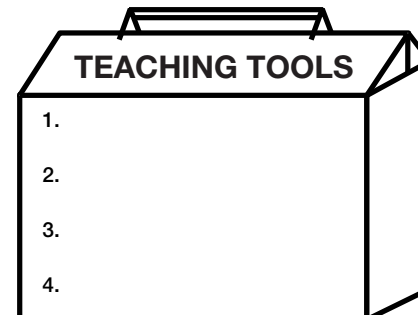
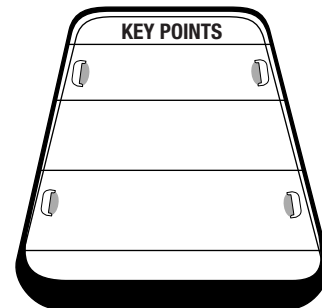
1. Pucks
2. Pylons
3. Cross-ice rink boards





## LESSON PLAN C-15

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. 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 minutes 
<b>Balance and Agility (review)</b>	Arrange players in groups along side of rink. All players have a puck. 1. On signal the first player from each group executes a front start with puck and skates to center where he 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. 2. On signal puck is kicked ahead three feet with right foot, then three feet with left foot. Continue across ice alternating feet. Do two lengths. 3. On signal players stickhandle to center – control puck with skates in middle and then stickhandle to far end. Do three lengths. 4. On signal players control puck with stick going down the ice. Touch left knee on the ice at center. Come back touching right knee. Do two lengths of each. 5. Without puck. Skate forwards pivot 360 degrees at center and continue to other end. Do two lengths. 6. Without puck. Skating backwards pivot 360 degrees at center and continue to other end. Do two lengths.	20 minutes 
<b>Skating Fakes (review)</b>	1. Same formation as balance and agility. 2. On signal players perform a forward crossover start and skate quickly to the center. Slow down for 2 strides and then accelerate to the far end. Do three lengths. 3. 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.	8 minutes 



## LESSON PLAN C-15

SKILL	DESCRIPTION	TIME
<b>Flip Shot (review)</b>	1. Each player with a puck. 2. Players are 20 feet away from boards. 3. On a signal – players skate in with puck and stop three feet from boards. 4. Execute a flip shot after you have stopped.	5 minutes 
<b>Passing - Skating (review)</b>	Players arranged in groups. Half of each group at each side of rink. 1. On signal X1 skates with puck to center (use open ice carry) and passes to X2. X1 continues to end of opposite line. X2 receives pass and skates to center and passes to X3, etc.	8 minutes 
<b>Pass – Skate – Shoot (review)</b>	Do in three zones. 1. X1 and X2 exchange positions. 2. X1 passes to X2. 3. X1 and X2 exchange positions. 4. X2 passes to X1. 5. X1 shoots at spot on boards. 6. Players go to end of opposite lines.	8 minutes 
<b>Game Time (review)</b>	<b>British Bulldog:</b> 1. Players along side boards, each with a puck. 2. Instructor or a player stands at center ice and is the bulldog. 3. On signal, the players skate to other side of rink with their pucks. 4. The bulldog attempts to knock pucks away from players. 5. If player loses puck, he joins bulldog at center ice. 6. Last player with a puck is the winner.	7 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_



LESSON C-16 THROUGH C-20

SPECIFIC OBJECTIVES

- 1. These lessons are to be prepared by the individual coaches in each Association.
- 2. The five lessons should review the skills taken in Lessons C-1 through to C-15.
- 3. Time can also be used in these lessons for:
  - a. Testing sessions.
  - b. Jamboree.
  - c. Parent participation.

KEY INSTRUCTIONAL POINTS

- 1. Very important for the coach to come well organized and with a lesson plan.
- 2. The drills used must relate to the skill being reviewed.
- 3. Drills can be repeats of ones used in Lesson C-1 to C-15, or new ones the coach is familiar with.
- 4. A brief outline is given as a suggestion for Lessons C-16 to C-20.

TEACHING TOOLS NEEDED

- 1. Up to each coach
- 2. Cross-ice rink boards



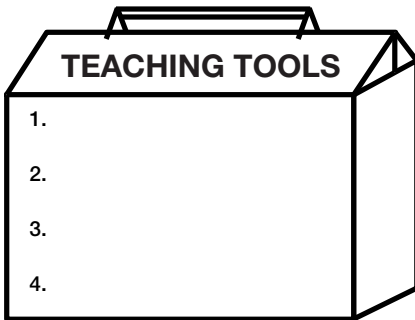
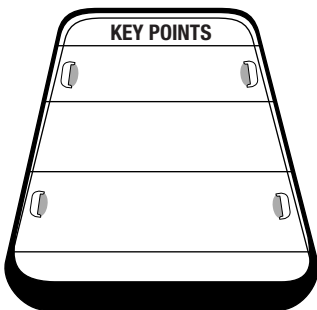
LESSON PLAN C-16

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Front Start (review)	1. Refer to Lesson C-3.	
Front Two-Foot Stop (review)	1. Refer to Lesson C-2	





LESSON PLAN C-16

SKILL	DESCRIPTION	TIME
Stationary Puckhandling (review)	1. Refer to Lesson C-3.	
Open Ice Carry (review)	1. Refer to Lesson C-7.	
Sweep Shots; Forehand – Backhand (review)	1. Refer to Lesson C-7; C-8.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



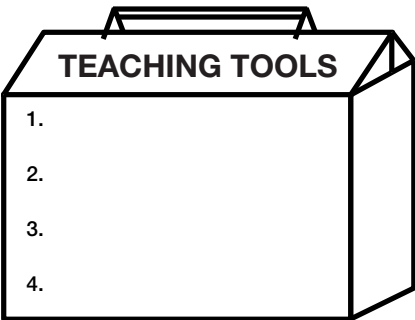
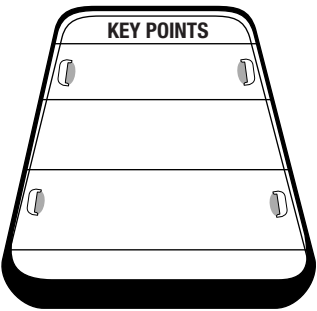
LESSON PLAN C-17

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Forward Crossover Start (review)	1. Refer to Lesson C-11.	
Forward Striding Thrust and Glide (review)	1. Refer to Lesson C-2.	



LESSON PLAN C-17

SKILL	DESCRIPTION	TIME
Weaving with Puck (review)	1. Refer to Lesson C-6.	
Passing-Receiving Forehand – Backhand (review)	1. Refer to Lesson C-9; C-10.	
Skating and Shooting (review)	1. Refer to Lesson C-13.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



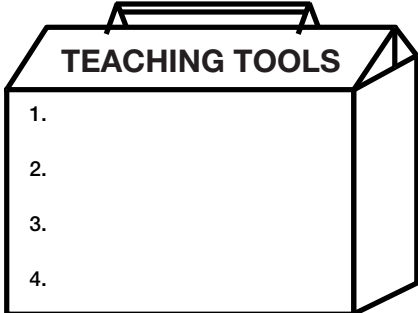
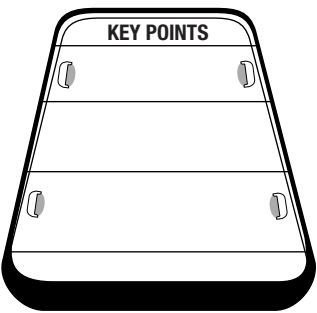
LESSON PLAN C-18

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward C-cuts (review)	1. Refer to Lesson C-5.	
Backward Striding Thrust and Glide (review)	1. Refer to Lesson C-6.	



LESSON PLAN C-18

SKILL	DESCRIPTION	TIME
Tight Turns (review)	1. Refer to Lesson C-6.	
Flip Pass (review)	1. Refer to Lesson C-13.	
Skating and Passing (review)	1. Refer to Lesson C-14.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



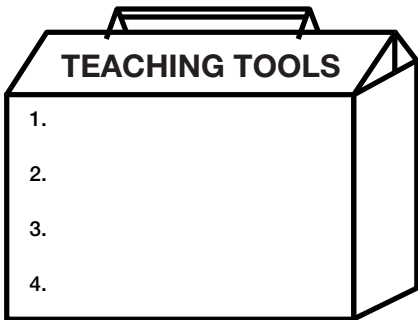
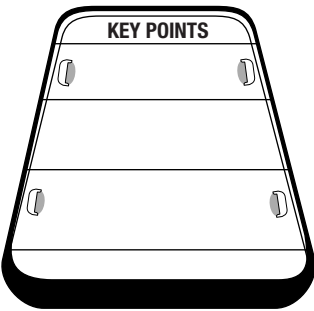
LESSON PLAN C-19

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward Crossover Start (review)	1. Refer to Lesson C-12.	
Backward one-foot Stop and T-push (review)	1. Refer to Lesson C-7.	



LESSON PLAN C-19

SKILL	DESCRIPTION	TIME
Pivot Forward to Backwards (review)	1. Refer to Lesson C-9.	
Passing to a moving target (review)	1. Refer to Lesson C-11.	
Fakes (review)	1. Refer to Lesson C-14.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



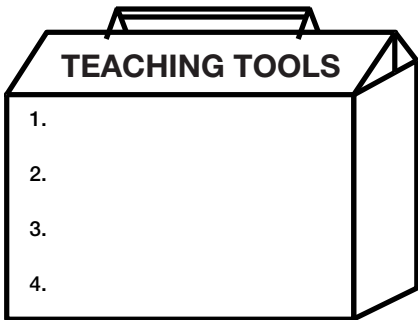
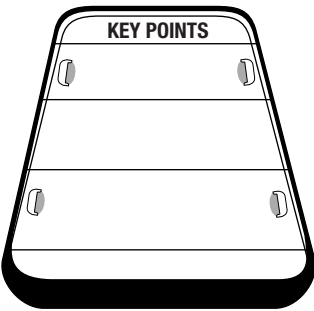
LESSON PLAN C-20

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward V-stop (review)	1. Refer to Lesson C-5.	
Crossovers (review)	1. Refer to Lesson C-5.	





LESSON PLAN C-20

SKILL	DESCRIPTION	TIME
Pivot Backwards to Forward (review)	1. Refer to Lesson C-10.	
Bank Pass (review)	1. Refer to Lesson C-12.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



LESSON C

APPENDIX 1 – EVALUATION

To determine when beginners are ready to advance, their skills must be evaluated. Instructors should develop an ice plan for testing, including drills for skill evaluation purposes and a rating system.

Here are the key skills for this level of the Skill Development Program along with guidelines to be used when rating.

LESSON MANUAL C SKILL EVALUATION	RATING
<b>(1) Crossover Start (Forward):</b> <ul style="list-style-type: none"><li>— does player get short powerful push from each blade?</li><li>— does player maintain balance after crossing leg?</li><li>— does player get good second push?</li><li>— can player perform movement to both sides?</li></ul>	
<b>(2) Tight Turn:</b> <ul style="list-style-type: none"><li>— does player maintain good balance throughout the turn?</li><li>— are skates close together on the ice, using both edges?</li><li>— is turn done on a tight radius?</li><li>— can player perform tight turn to both sides?</li></ul>	
<b>(3) Backward Stop (One Foot):</b> <ul style="list-style-type: none"><li>— is player using inside edge of back skate to brake?</li><li>— does player maintain balance and go into ready stance for T-push?</li><li>— is player able to stop to either side?</li></ul>	
<b>(4) Pivot (Forward to Backward):</b> <ul style="list-style-type: none"><li>— does player lead with head and shoulders?</li><li>— is balance maintained on gliding skate during pivot?</li><li>— is player ready to stride after pivot completed?</li><li>— can player do this pivot to both sides?</li></ul>	
<b>(5) Pivot (Backward to Forward):</b> <ul style="list-style-type: none"><li>— does player maintain balance as one skate is lifted and rotated?</li><li>— does player push off gliding leg as skate is planted?</li><li>— can player do this pivot to both sides?</li></ul>	

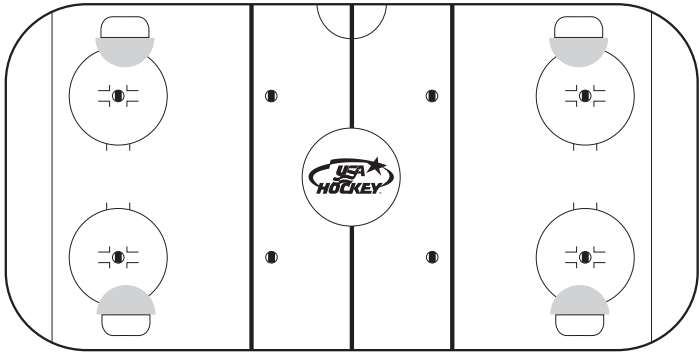
LESSON MANUAL C SKILL EVALUATION	RATING
<b>(6) Stopping with Puck (Forward Skating):</b> <ul style="list-style-type: none"><li>— does player cup blade over puck as stop is initiated?</li><li>— is puck kept close to body?</li><li>— can player perform this stop on forehand and backhand?</li></ul>	
<b>(7) Stationary Flip Pass:</b> <ul style="list-style-type: none"><li>— can player make a forehand flip pass over a low obstacle?</li><li>— does puck have spinning action in flight?</li><li>— does player follow through towards target?</li></ul>	
<b>(8) Backhand Reception and Pass (Stationary):</b> <ul style="list-style-type: none"><li>— does player cushion pass on impact?</li><li>— does player maintain balance and control of the puck?</li><li>— is backhand pass delivered without setting up?</li></ul>	
<b>(9) Puckhandling:</b> <ul style="list-style-type: none"><li>— is player able to control puck on forehand and backhand?</li><li>— can player carry puck skating in different directions?</li><li>— does player keep head up?</li></ul>	
<b>(10) Sweep Shot While Moving:</b> <ul style="list-style-type: none"><li>— does player transfer weight from back to front skate?</li><li>— is balance maintained after the shot?</li><li>— can player do both forehand and backhand shots?</li></ul>	
<b>(11) Partner Passing While Moving:</b> <ul style="list-style-type: none"><li>— does player receive and pass with backhand when puck comes that way?</li><li>— does player lead partner with pass?</li></ul>	



LESSON C

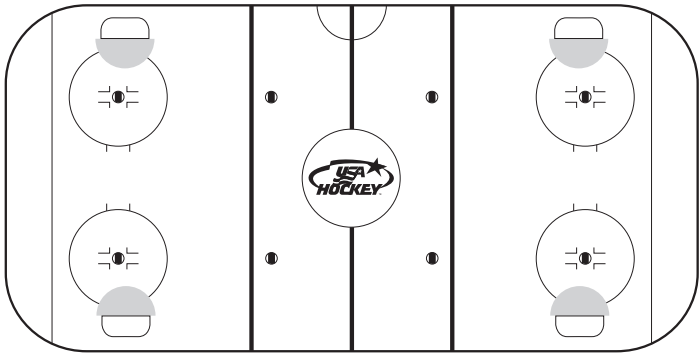
DRILL NAME

KEY POINTS



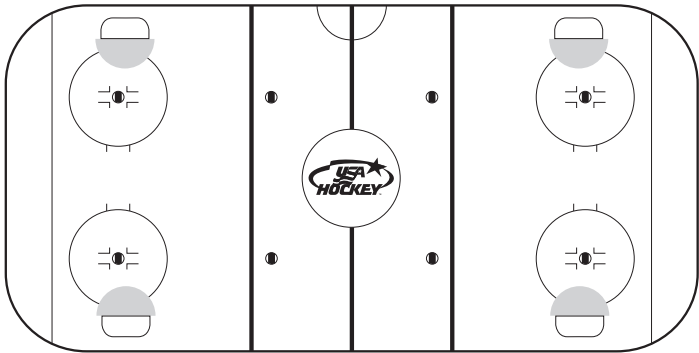
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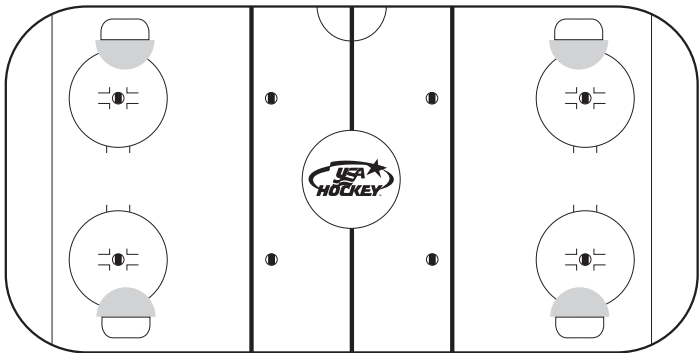
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KEY POINTS



DRILL NAME

KEY POINTS



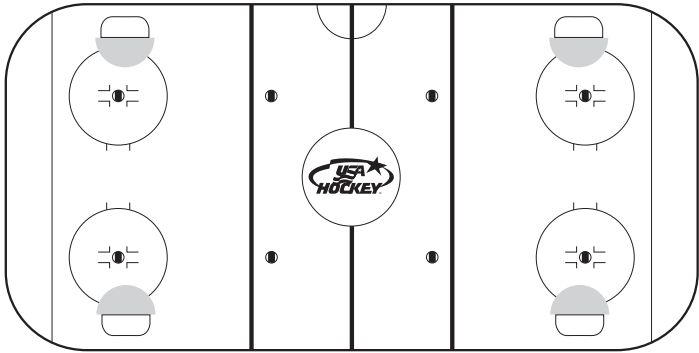
Partnership for Progress

LESSON C



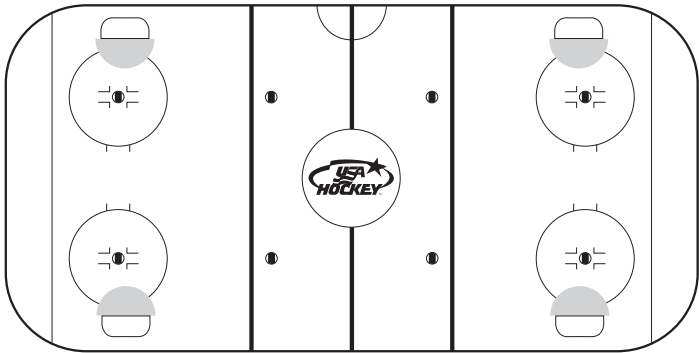
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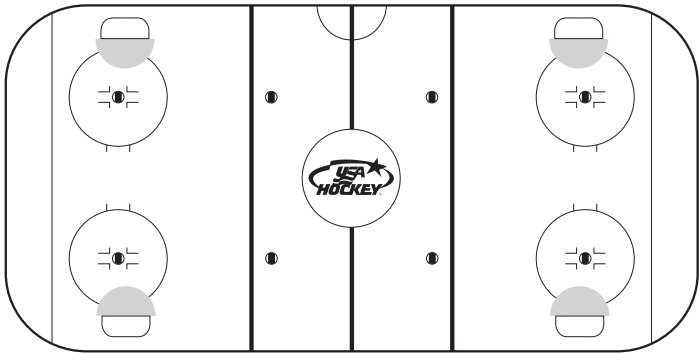
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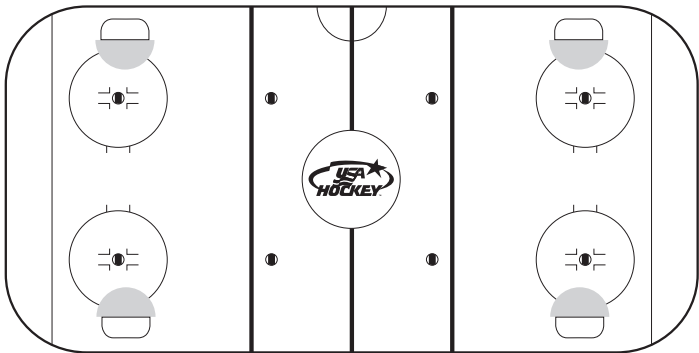
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KEY POINTS



Partnership for Progress



## LESSON C

Notes



## LESSON D



## LESSON D-1



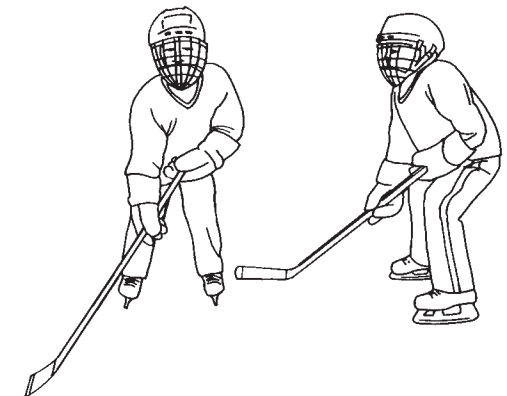
## SPECIFIC OBJECTIVES

1. Refine basic stance, (Lesson A-1; B-1; C-1).
2. Refine front V-start, (Lesson B-3; C-3).
3. Refine gliding on one skate, (Lesson A-2; B-1; C-1).
4. Refine puckhandling stance, (Lesson A-8; B-4; C-3).
5. Refine stationary puckhandling, (Lesson A-8; B-4; C-3).

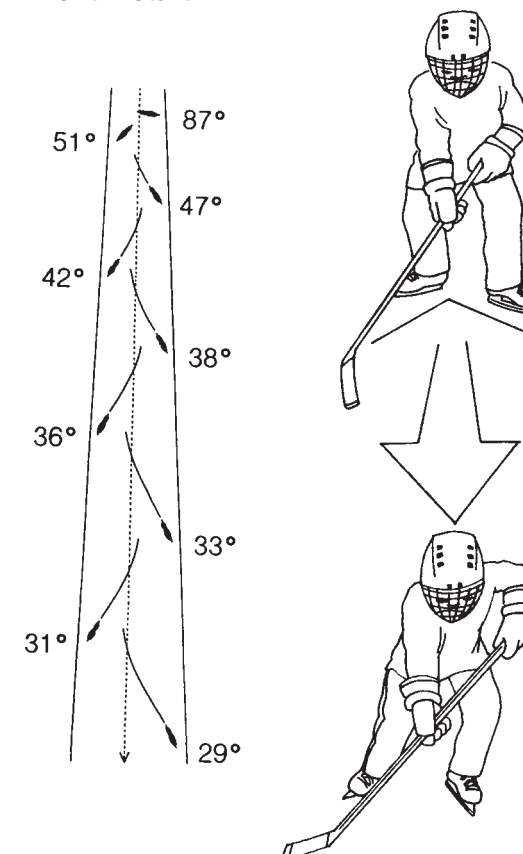
## KEY INSTRUCTIONAL POINTS

## 1. Proper Stance:

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



## 2. Front V-start:



- a. Players are in the basic stance – skates shoulder width apart, knees flexed, and back straight.
- b. 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 degrees.
- c. Lean body slightly forward. This puts weight on the front part of the blade.
- d. 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.
- e. Reach forward with opposite knee to gain as much distance as possible.
- f. Drive leg must return quickly to pass gliding foot and reach forward to become the new gliding foot.
- g. First few strides are short driving strides – more like running.
- h. Angle of blade goes to 35-40 degrees on third stride.
- i. Skates are low to the ice for quick recovery.
- j. Gradually straighten up as speed increases.
- k. Players should be in full stride after the first six strides.





## LESSON D-1

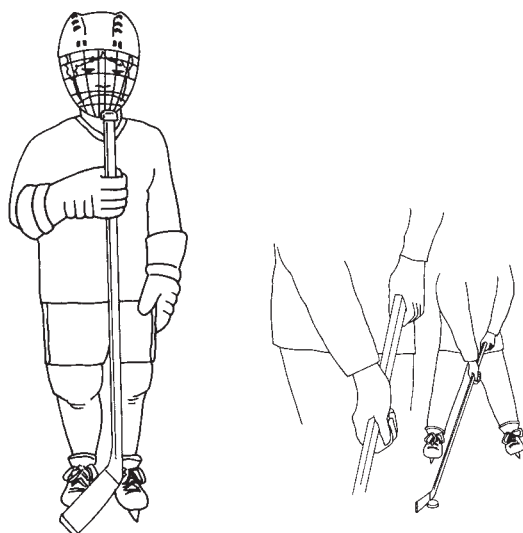
### 3. Gliding on one skate

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.



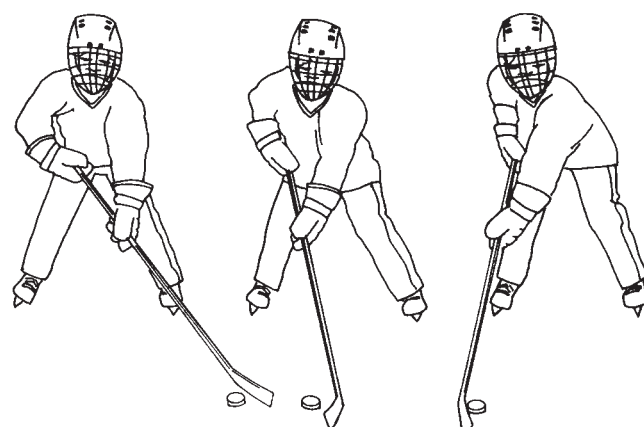
### 4. Puckhandling Stance:



- 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 8-12 inches 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 your split vision to look at the puck. Younger players should be allowed to look and feel for the puck.

### 5. Stationary Puckhandling:

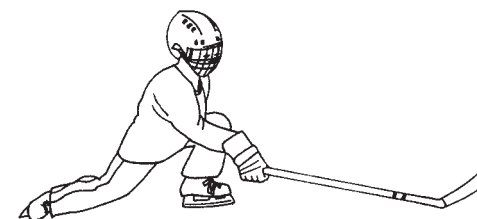
- Assume puckhandling stance.
- Move the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, allowing for better control.
- To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse directions.
- Puck is handled in the middle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



## LESSON D-1



### 6. Groin Stretch:



- Extend the right leg (drag skate) backwards as you bend the left leg to a 90 degree angle.
- Toe of drag skate points outward 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.

### 7. 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.

### 8. Leg Lifts:



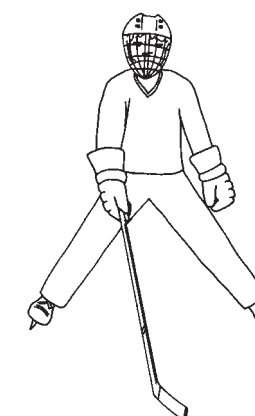
- Extend stick straight out with both hands on the stick.
- Lift legs alternately and touch the stick at the knees. Leg is extended straight.
- Exercise is done while moving.
- Do ten lifts with each leg.

### 9. 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 degrees so that the other end of the stick is pointing forward. Rotate trunk continuously.

### 10. 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.

## TEACHING TOOLS NEEDED

- Lightweight pucks
- Cross-ice rink boards



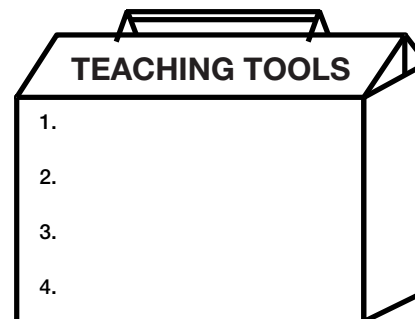
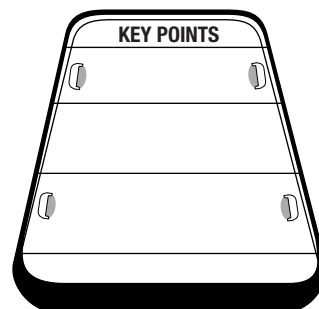
## LESSON PLAN D-1





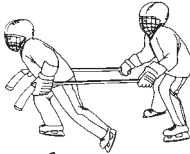

LEADER: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_



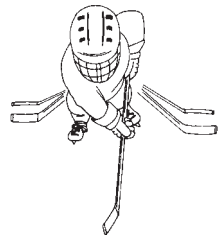


TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b> 	Players skate in a clockwise direction. On a given signal the players will perform the following stretching exercises: a. Pull the knee to the chest. b. Stretch the groin. c. Touch the toes. d. Leg lifts. e. Trunk twister. f. Lateral groin stretch. g. Skate with both skates remaining in contact with the ice.	10 minutes 
<b>Balance and Agility (review)</b> 	Players are arranged in groups along side boards. All drills are done going across the ice. 1. Players walk to center on toes of skates. Walk from center to the far side on heels of the skates. Repeat twice. 2. Running on skates across the ice. Repeat twice. 3. Players touch left knee to the ice 3 times going across. Use right knee on return. Do twice with each knee. 4. Same as 3. but alternate knees. Touch the ice twice with each knee. Repeat three times. 5. 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. 6. Players skate as quickly as possible. Start gliding on two skates about 4-5 feet from the center. 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.	15 minutes 
<b>Basic Stance (refine)</b> 	1. Review and demonstrate key points. 2. Players partner off 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 does twice.	4 minutes 




## LESSON PLAN D-1

SKILL	DESCRIPTION	TIME
<b>Front V-start (refine)</b>	1. Review and demonstrate key points. 2. Same formation as balance and agility. 3. On a signal the first players in each group open skates into “V” position by toeing outward. Open up and take 4-5 running strides. Skate to the center and stop. On the next signal repeat and go to far boards. Repeat for three lengths. 4. Penguin Drill to develop co-ordination for a front start. a. Place feet in exaggerated “V” position, turning skates outward about 80-85 degrees to the direction of travel. b. Bend knees out in front of toes. c. Put weight on front part of inside edge of blade and lift heels off ice. d. 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. e. Do two lengths.	8 minutes 
<b>Gliding on one skate (refine)</b>	1. Review and demonstrate key points. 2. Same formation as front start. 3. Execute front V-start and skate to center, glide on one skate to far side. Players must go in a straight line. 4. Repeat on the other skate coming back. 5. Do four times on each leg.	5 minutes 
<b>Puckhandling Stance (refine)</b> 	1. Review and demonstrate key points. 2. Have players take basic stance and make corrections. 3. Players practice skills without the puck: a. Side to side in front of body. b. Front to back on forehand. c. Front to back on backhand (more advanced).	3 minutes 
<b>Stationary Puckhandling (refine)</b>	1. Each player has a puck. 2. 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. 3. Move stick to forehand side and move the puck from front to back. 4. Move stick to backhand side and move the puck from front to back. 5. Using only the top hand on stick – stick out in front of body – move puck from side to side. 6. Repeat 5. with bottom hand.	7 minutes 



## LESSON PLAN D-1

SKILL	DESCRIPTION	TIME
Game Time – Relay	<ol style="list-style-type: none"> <li>1. Arrange players into teams.</li> <li>2. On signal first player executes a front V-start and skates to center. Glide on left skate to far boards and stop. Do five sit-ups. Get up and execute a front start and skate to center. Glide on right skate to far boards. Stop, do five push ups, and touch partner.</li> </ol>	8 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



## LESSON D-2

### SPECIFIC OBJECTIVES

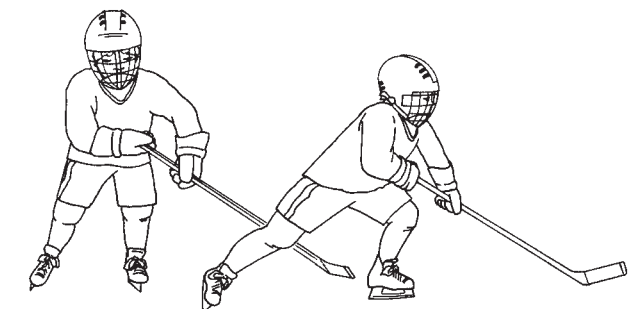
1. Refine front start, (Lesson D-1).
2. Refine gliding on one skate, (Lesson D-1).
3. Refine stationary puckhandling, (Lesson D-1).
4. Refine push and glide, (Lesson A-4; B-2; C-2).
5. Refine two-foot stop, (Lesson B-5; C-2).
6. Refine stationary pass and receive, (Lesson A-12; A-13; B-12; C-9; C-10).

### KEY INSTRUCTIONAL POINTS

#### 1. 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.

- a. Rotate toe of driving leg outward (35-40 degrees).
- b. Push the skate down to the side and back, pressing the blade into the ice.
- c. 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.
- d. When the stride is finished, the weight is transferred to the forward foot and the pushing foot comes slightly off the ice.

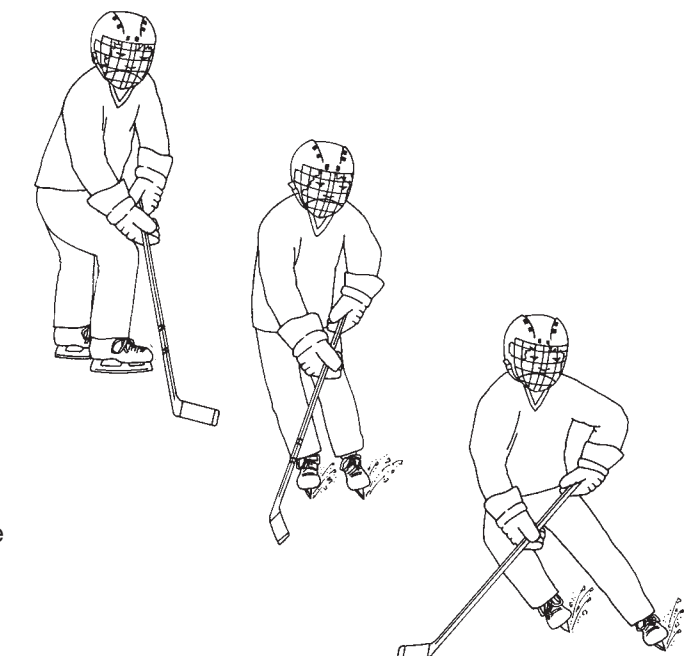


- e. Bring driving leg forward after full extension and place it close to gliding leg. Keep close to ice on recovery.
- f. You are now ready to start the next stride with the opposite foot.

#### 2. 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.

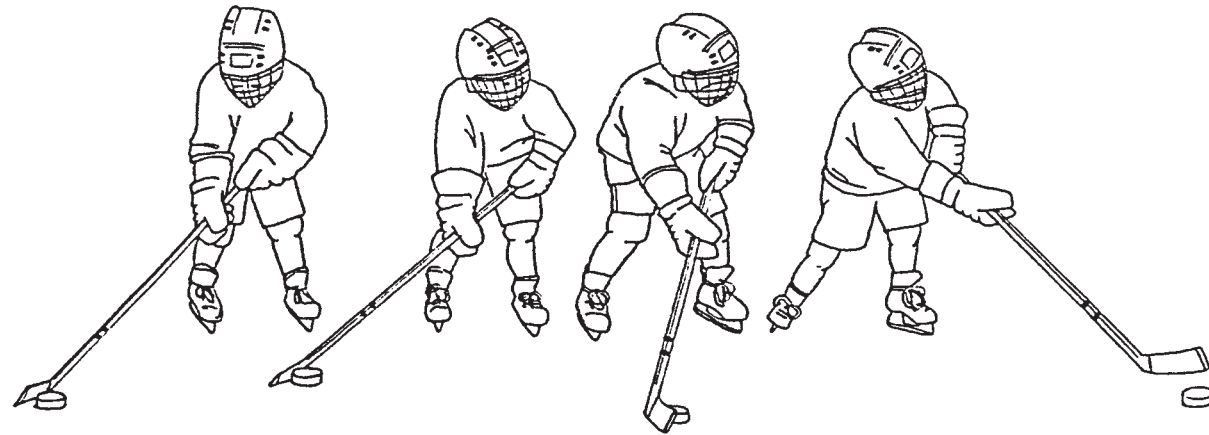
- a. Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
- b. Glide on both skates as you approach the stopping point.
- c. Begin the stop by turning the shoulders first with the hips and legs following.
- d. Turning the hips swings the front leg into braking position, the inside leg acts as a pivot while turning into a braking position.
- e. Skates are shoulder width apart with the inside skate slightly ahead of the outside skate. The weight is equally distributed on both skates.
- f. 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.
- g. Keep head and shoulders up.





## LESSON D-2

### 3. Forehand Sweep Pass:



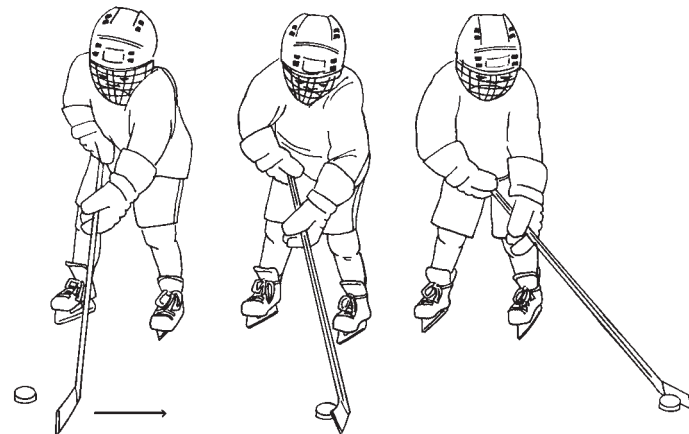
It is very important that each boy have a stick that is not too long (Lesson D-1).

- 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.

### 4. Receiving pass on forehand:

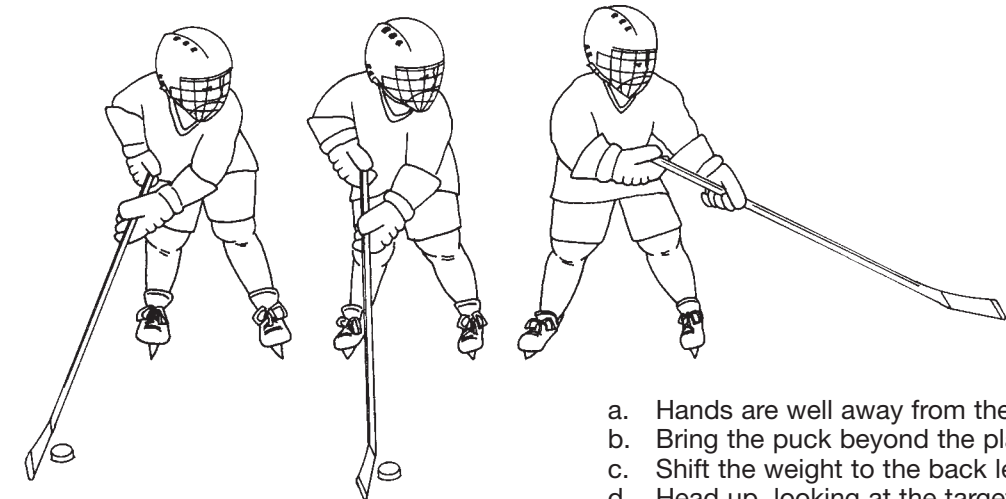
- Head up looking at the puck, make eye contact with passer.
- Present a target with stick blade on the ice.
- Keep blade at 90 degrees towards the direction of the puck.
- As the puck contacts the blade, some give is allowed providing a cushioning effect. Look puck onto stick.
- Be prepared to pass.



## LESSON D-2



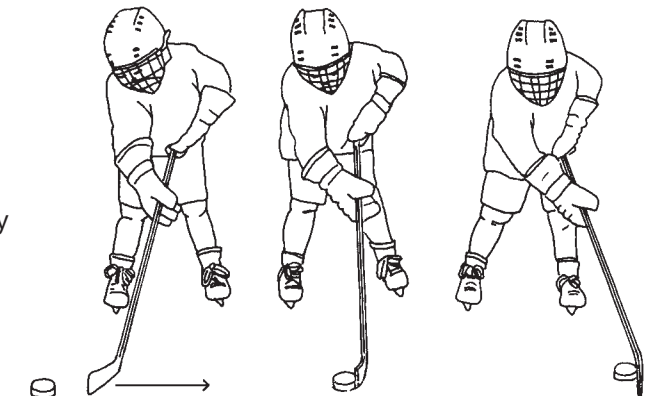
### 5. Backhand Sweep Pass:



- 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.

### 6. Receiving pass on the backhand:

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



## TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Extra sticks
3. Cross-ice rink boards





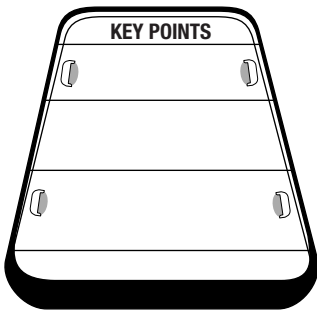
LESSON PLAN D-2

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



TEACHING TOOLS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
Free Skate	<div>1. 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.</div>	<div>4 minutes</div> <div></div>
Balance and Agility Gliding on one skate (refine)	<div>Players are arranged in groups at side boards. All drills are done going across the ice.</div> <div>1. On signal skate to center. Raise your 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.</div> <div>2. Groin stretches. Do once with each leg.</div> <div>3. Toe Touch: Skate to center. Glide forward on your right skate and stretch your left leg in the air in back of you. Keep both legs as straight as possible, bend down and touch the toe of your skating foot. Reverse legs on return. Do twice with each leg.</div> <div>4. Skate to center. Glide on one skate and start hopping on one skate and hop until you reach far side. Return, using other foot. Do twice with each.</div> <div>5. Arm stretch: Perform with wide grip on 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. Do two lengths.</div> <div>6. Take 5-6 strides and start gliding on one skate. When you reach center, start zig-zag motion going from inside to outside edge. Return on other leg. Repeat three times on each leg.</div>	<div>20 minutes</div> <div></div>
Push and Glide (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Same formation as balance and agility.</div> <div>3. Skate across the ice. After each thrust is completed, drag the inside edge of your toe on the ice with your leg fully extended and turned out. Push hard. Remain in this position 2-3 seconds before recovery and next stride.</div>	<div>5 minutes</div> <div></div>




LESSON PLAN D-2

SKILL	DESCRIPTION	TIME
Two-foot Stop (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Same formation as balance and agility.</div> <div>3. First player from each group executes front V-start and performs a two-foot stop at center. Turn to the left.</div> <div>4. On signal players perform front start and skate to far side. Again perform a two-foot stop to the left.</div> <div>5. On return the players execute a two-foot stop to the right.</div> <div>6. Repeat three times each way.</div>	<div>5 minutes</div> <div></div>
Stationary Pass and Receive Forehand, Backhand (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Players get in groups of four, each player is one corner of the square.</div> <div>3. Pass the puck clockwise around the square and then counter-clockwise. Use forehand if on forehand and backhand if on backhand.</div>	<div>8 minutes</div> <div></div>
Front V-start (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Place three or four sticks on the ice as in diagram.</div> <div>3. Team up with players of similar height and ability.</div> <div>4. Place sticks so that each is a little further apart than ones before.</div> <div>5. Distance varies with size and ability of players.</div> <div>6. Face sticks with toes almost touching the first stick.</div> <div>7. Turn skates out into "V". Put weight on thrusting skate. Dig inside edge of skate into the ice, and bend both knees.</div> <div>8. Lean forward, jump over the first two sticks, land with foot turned out. Repeat procedure over other two sticks.</div> <div>9. Keep sprinting for four or five more strides.</div>	<div>6 minutes</div> <div></div>
Stationary Puckhandling (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Each player has a puck and finds free space. Place your gloves on the ice in front of you. Approximately three feet 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.</div>	<div>4 minutes</div> <div></div>



LESSON PLAN D-2

SKILL	DESCRIPTION	TIME
Game Time – Relay	<div>1. Arrange players into groups, going cross-ice.</div> <div>2. On signal player executes front start and skates to center. Player dives and slides on belly and then gets up and skates to far side. Execute a two-foot stop, then do three situps. Skate back to center and execute a two-foot stop, somersault, get up and skate to other end. Touch next player on the hand.</div> <div>3. Second player repeats etc.</div> <div>(Note: Be sure to stop before somersaulting.)</div>	<div>8 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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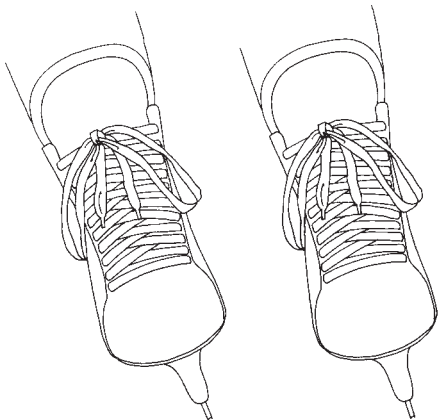
LESSON D-3

SPECIFIC OBJECTIVES

1. Refine push and glide, (Lesson D-2).
2. Refine two-foot stop, (Lesson D-2).
3. Refine stationary pass and receive, (Lesson D-2).
4. Refine control of edges, (Lesson B-3; C-1).
5. Refine use of feet in puckhandling, (Lesson B-11; C-4).
6. Refine tight turns, (Lesson B-9; C-6).

KEY INSTRUCTIONAL POINTS

1. Edge Control:



- a. 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.

2. Use of Feet – Puckhandling:



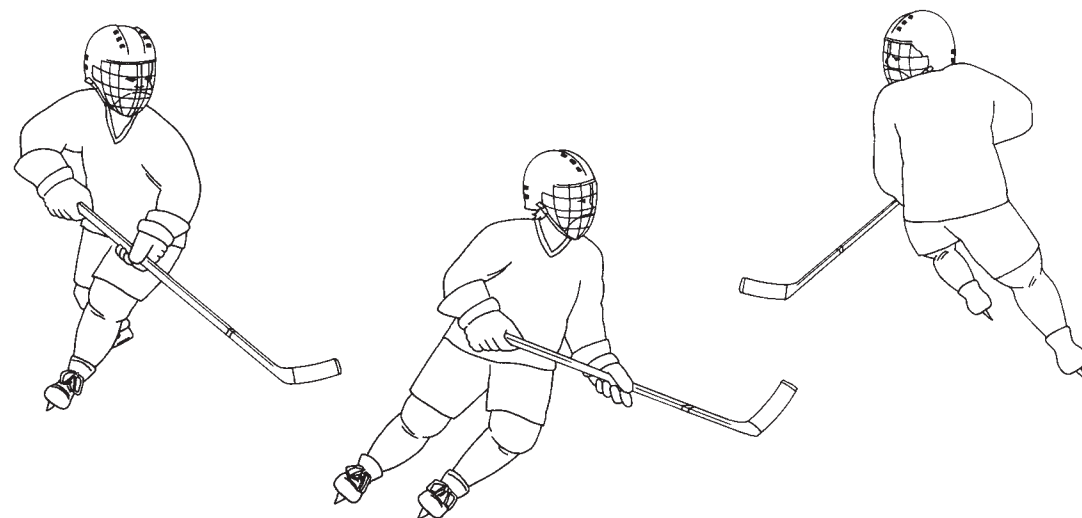
- a. Turn toes out so that the puck can be controlled by the inside of the skate blade.
- b. Players can take a quick look down but not for long, try to keep the head up
- c. Keep puck within three feet of skates.



## LESSON D-3

### 3. Tight Turns:

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



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

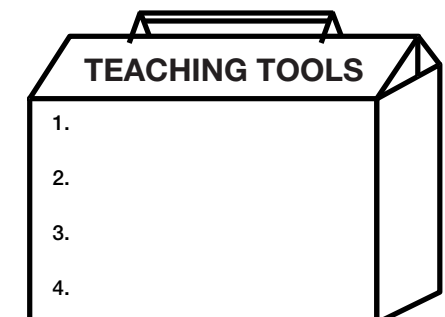
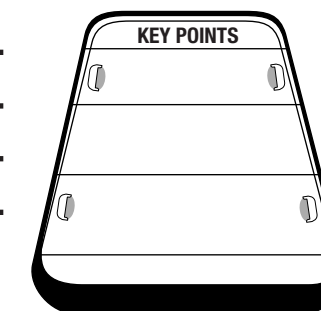
## TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Pylons
3. Cross-ice rink boards

## LESSON PLAN D-3



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate freely, executing two-foot stops to the left side and also the right side.	2 minutes 
<b>Balance and Agility (review)</b>	<p>Players are arranged in groups at side boards. All drills are done going across the ice.</p> <ol style="list-style-type: none"> <li>1. Players perform stretching exercises. <ol style="list-style-type: none"> <li>a. Groin stretch – do with both legs.</li> <li>b. Touch toes – on return do same drill but skating backwards.</li> <li>c. Trunk twister.</li> </ol> </li> <li>2. Skate to the center and start gliding on left skate. Hold stick horizontally in front of you at shoulder height. Raise your 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.</li> <li>3. Push across the ice using only your 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.</li> <li>4. Skate as quickly as possible. Start gliding on two skates and jump at center taking off with two feet and landing with two feet on the return. Jump with two feet, turn 180 degrees while in the air and land on two feet going backwards. Repeat three times.</li> <li>5. Skate across the ice. Drop on two knees at center, get up as quickly as possible. Repeat three times.</li> </ol>	18 minutes 
<b>Use of feet in puckhandling (refine)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Same formation as balance and agility.</li> <li>3. Players go across ice, controlling the puck in the skates. Try to move puck from side to side. Keep it in the skates. Do two lengths.</li> <li>4. Players go across ice kicking the puck ahead (three feet). Use alternate feet as you go. Repeat four times.</li> </ol>	5 minutes 







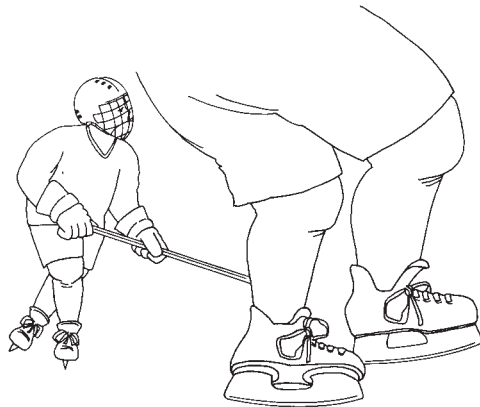
## LESSON D-4

### SPECIFIC OBJECTIVES

1. Refine control of edges, (Lesson D-3).
2. Refine use of feet in puckhandling, (Lesson D-3).
3. Refine tight turn, (Lesson D-3).
4. Refine crossover turn, (Lesson B-5; C-5).
5. Refine backward stance, (Lesson A-5; B-6; C-4).
6. Refine backward C-cuts, (Lesson A-6; B-6; C-5).
7. Refine skating with the puck, (Lesson A-8; B-5; C-6).

### KEY INSTRUCTIONAL POINTS

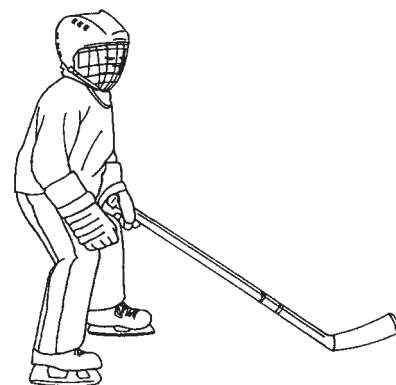
#### 1. Crossovers:



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

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

#### 2. Backward Skating Stance:

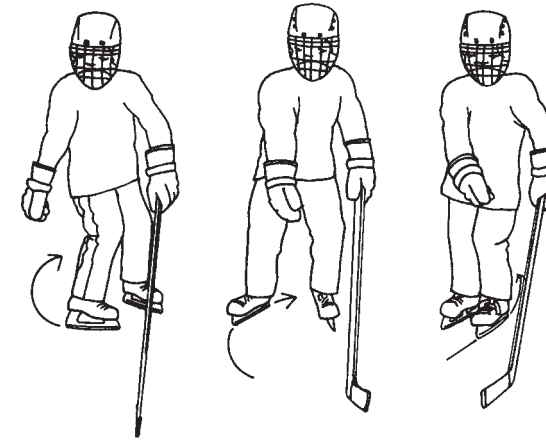


- a. Skating backwards is like sitting in a chair.
- b. Keep the knees bent and the back straight.
- c. Feet and knees are shoulder width apart.
- d. Lower the center of gravity by keeping the seat down.
- e. Keep the head up, chest out, and the shoulders back.
- f. Weight is evenly distributed along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

## LESSON D-4



#### 3. Backward C-cuts:



- a. Start from basic stance.
- b. Turn heel of right skate (driving leg) outward as far as possible, rotation of leg at the hip also takes place inward.
- c. 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.
- d. Final thrust comes from toe of the skate blade as the ankle is flexed.
- e. Return the right skate to its original position beside the left skate.
- f. The left leg (supporting leg) must stay directly under the player's body.
- g. Practice is needed with both feet.

#### 4. Skating with the puck:



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

### TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Cross-ice rink boards



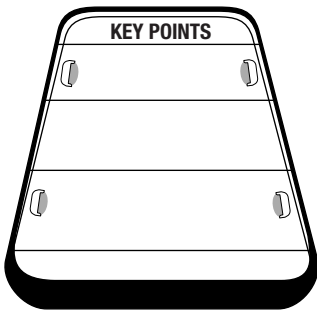
LESSON PLAN D-4

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TEACHING TOOLS

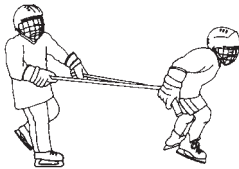
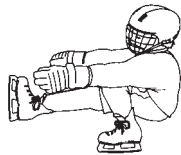
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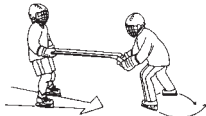
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SKILL	DESCRIPTION	TIME
Free Skate	<div>1. Players skate in a counter-clockwise direction. Concentrate on the push and glide rhythm required in forward skating.</div>	<div>3 minutes</div> <div></div>
Balance and Agility (review)	<div>Players are arranged in groups along side boards. All drills are done going across the ice surface.</div> <div>1. 360 degree spin around turn: Skate forward and at center turn 360 degrees. 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.</div> <div>2. Lateral Groin Stretch: Start facing forward with skates in a "V" position. Pull toes of both skates as far apart as possible. Turn your toes inward and pull skates together. Repeat this maneuver to the far end. Do backwards on the return. Do two lengths of each.</div> <div>3. Shoot the Duck: Skate and glide on two skates while assuming a squat position. At center place your 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.</div> <div>4. Kick Up – Crossover: Players holds 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.</div>	<div>15 minutes</div> <div></div>
Edge Control (refine)	<div>1. 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.</div>	<div>5 minutes</div> <div></div>



LESSON PLAN D-4

SKILL	DESCRIPTION	TIME
Skating with the puck (refine)	<div>Same formation as balance and agility.</div> <div>1. The players carry the puck across the ice performing the following:<div><div>a. Narrow and wide carriers.</div><div>b. Stickhandle first, then control puck with feet and then stickhandle to the end.</div><div>c. Stickhandle first – kick it once with each foot – push it once with each hand – stickhandle to the end.</div></div></div>	<div>10 minutes</div> <div></div>
Tight Turns (refine)	<div>1. All players into corner of the rink. Review and demonstrate key points. Follow course through pylons performing tight turns. Repeat three times. Let players try it one more time while carrying the puck.</div>	<div>5 minutes</div> <div></div>
Backward Stance (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Have players assume backward stance while stationary and make corrections.</div>	<div>2 minutes</div> <div></div>
Backward C-cuts (refine)	<div>1. 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.</div>	<div>6 minutes</div> <div></div>
Crossover Turns (refine)	<div>1. Review and demonstrate key points.</div> <div>2. Players start in corner of the ice.</div> <div>3. Do crossovers on the face-off circles, 1.5 times around each circle.</div> <div>4. Players can be sent four at a time, or in some other manner.</div> <div>5. Do three times.</div> <div>6. On the last time have each player carry a puck.</div>	<div>6 minutes</div> <div></div>





LESSON PLAN D-4

SKILL	DESCRIPTION	TIME
Game	<div><div><div>1. Mini game.</div><div>2. Use three areas and play across the ice surface.</div><div>3. Use two pylons about 4-5 feet apart. To score, puck must go between the pylons.</div><div>4. No goalies.</div></div></div> <div>8 minutes</div>	<div></div>

LESSON SUMMARY

Successes:

Areas of Improvement:



LESSON D-5

SPECIFIC OBJECTIVES

1. Refine crossover turns, (Lesson D-4).

2. Refine tight turns, (Lesson D-3).

3. Refine backward C-cut, (Lesson D-4).

4. Refine skating with the puck, (Lesson D-4).

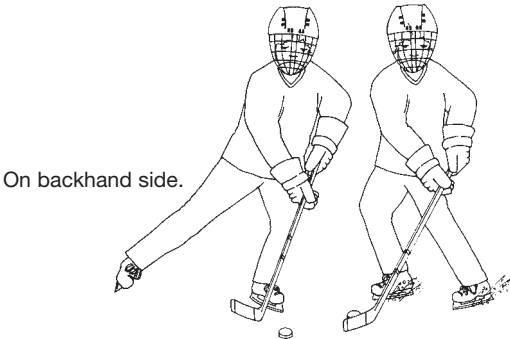
5. Refine stopping with puck, (Lesson B-12; C-8).

6. Refine skating with puck and passing, (Lesson D-3; D-4).

7. Refine backward V-stop, (Lesson B-7; C-5).

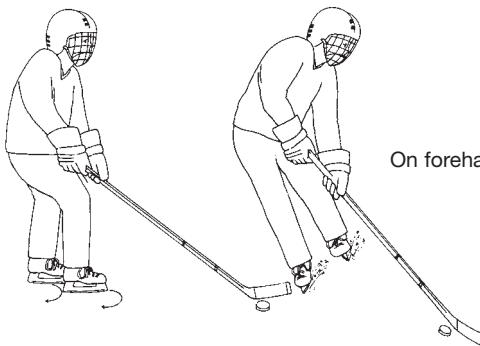
KEY INSTRUCTIONAL POINTS

1. Stopping with the puck:



- a. Review two-foot stop.

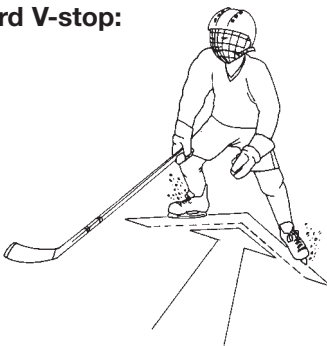
b. Review puckhandling.



- c. When stopping, the puck is kept under control by cupping the stick blade over the puck.

d. Keep two hands on the stick.

2. Backward V-stop:



- a. Spread feet shoulder width apart.

b. Toes of both skates are turned out and the heels are turned in.

c. The body leans forward. This forces the inside edges of the skate against the ice.

d. Slight bend in knees during first phase of the stop.

e. Legs become extended during the final phase of stop. Pressure is thus exerted through the skate blade.

f. When the stop is completed the player should end up in the basic stance, prepared to go off in any direction.

TEACHING TOOLS NEEDED

1. Pylons – at least eight high ones

2. Sticks

3. Lightweight pucks

4. Cross-ice rink boards



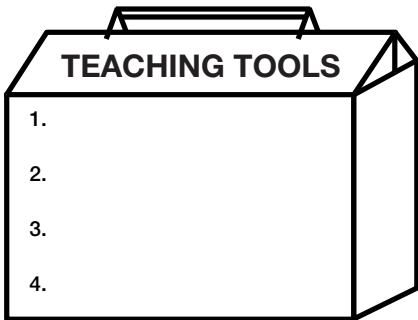
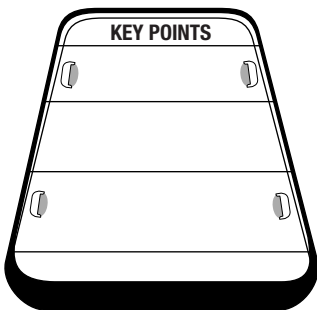
LESSON PLAN D-5

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TEAM: \_\_\_\_\_

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TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	<div>1. Players skate freely while maintaining control of puck. Players also incorporate the use of their skates to control puck.</div>	<div>4 minutes</div> <div></div>
Balance and Agility (review)	<div></div> <div>Players are arranged in groups along side boards. Set up pylons and sticks as diagrammed.</div> <div>1. 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.</div> <div>2. 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.</div> <div>3. Set second pylons upright. Use high pylons. Place stick over pylons. Jump obstacle No. 1, slide under obstacle No. 2, belly flop with your hands and stick out in front, your head down, and your feet outstretched on the ice. Get up as quickly as possible. Do three times.</div>	<div>10 minutes</div> <div></div>



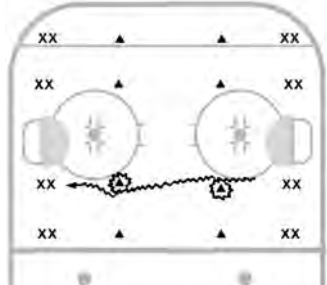



LESSON PLAN D-5

SKILL	DESCRIPTION	TIME
<div>Crossovers and Tight Turns (refine)</div> <div></div>	<div>Divide players into three equal groups and assign one group to each station area. Groups will spend six minutes at each station.</div> <div>Station 1: Use one of the end zones. 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 12 feet apart.</div>	<div>18 minutes</div> <div></div>
<div>Backward C-cuts (refine)</div> <div></div>	<div>Station 2: Use neutral zone. Place sticks or agility boards end-to-end across the ice. These should form a straight line. Make three of these formations.</div> <div>1. 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 your right skate. Stay parallel to the stick. Continue across ice. Return doing the same. Repeat but use opposite skates.</div>	
<div>Skating with puck Forward and Backwards (refine)</div> <div></div>	<div>Station 3: Use other end zone.</div> <div>1. 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.</div> <div>2. Repeat 1. but skate backwards while stickhandling the puck. Repeat two times.</div> <div>3. 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.</div>	
<div>Stopping with the puck (refine)</div> <div></div>	<div>1. Review and demonstrate key points.</div> <div>2. Divide players into three areas. Skate freely in given area. On whistle stop with puck under control. practice stopping in both directions.</div> <div>3. Partner up – one partner on each side of the ice surface. On signal X1 skates across ice with puck. The player stops (puck under control) about 15 feet from partner. After stopping, pass the puck to your partner X2. Upon receiving pass the partner X2 repeats drill – passing to X3 etc.</div>	<div>5 minutes</div> <div></div>





## LESSON PLAN D-5

SKILL	DESCRIPTION	TIME
<b>Skating and Passing (refine)</b> 	Same formation as balance and agility (four groups – half of each group at each side board). 1. Players skate with puck to the first pylon and turn 360 degrees around pylon. Continue to second pylon and turn 360 degrees in opposite direction. Skate and pass the puck to your partner. Partner starts out when pass is released and continues same drill in opposite direction.	8 minutes 
<b>Backward V-stop (refine)</b>	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.	5 minutes 
<b>Game Time (review)</b>	Mini game: 1. 4-on-4: Three games going, across ice. 2. Players must make three passes before a goal can be scored. 3. Must hit pylon to score. 4. No goalies.	10 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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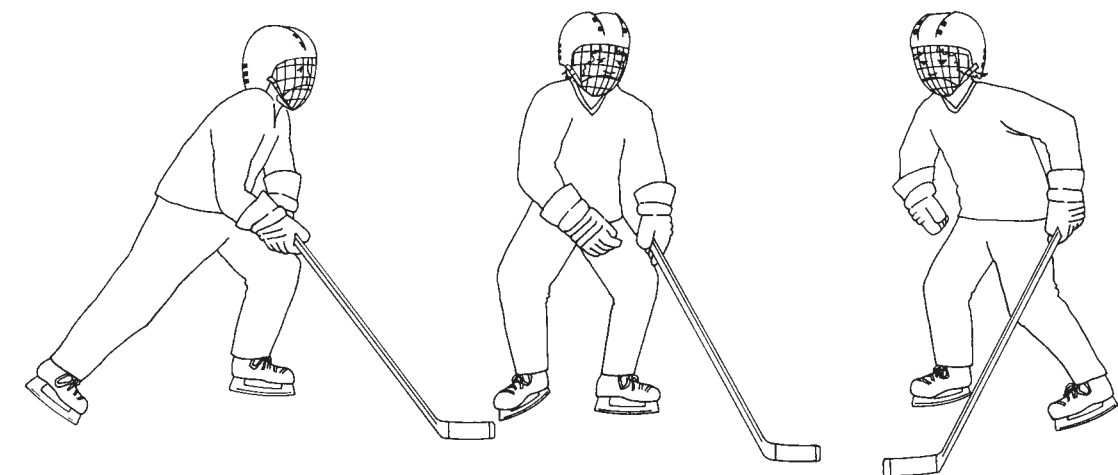
## LESSON D-6

### SPECIFIC OBJECTIVES

1. Refine stopping with puck, (Lesson D-5).
2. Refine backward V-stop, (Lesson D-5).
3. Refine pivots.
  - a. Forward to backwards, (Lesson B-8; C-9).
  - b. Backwards to forward, (Lesson B-8; C-10).
4. Refine backward one-foot V-stop, (Lesson B-7; C-7).
5. Refine weaving with puck, (Lesson B-10; C-6).

### KEY INSTRUCTIONAL POINTS

1. Pivot: Forward to Backwards.

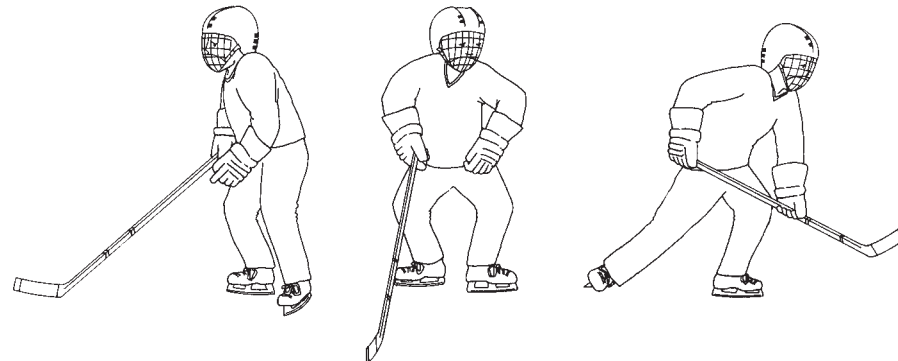


- a. Player gains forward momentum and coasts on the left skate.
- b. The player straightens up and rotates right skate outward (as close to 180 degrees as possible) bringing it on the other side of the gliding skate (left) but facing in the opposite direction. Turn is started by rotating the right shoulder backwards. The torso and hips will follow.
- c. 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 your skates by going from bent knees to straight legs. This will help in transferring from left to right skate.
- d. Finish pivot by turning the left skate so that it is parallel with the right skate.
- e. Push to the side with the right skate and start to skate backwards.
- f. Must learn to both sides.



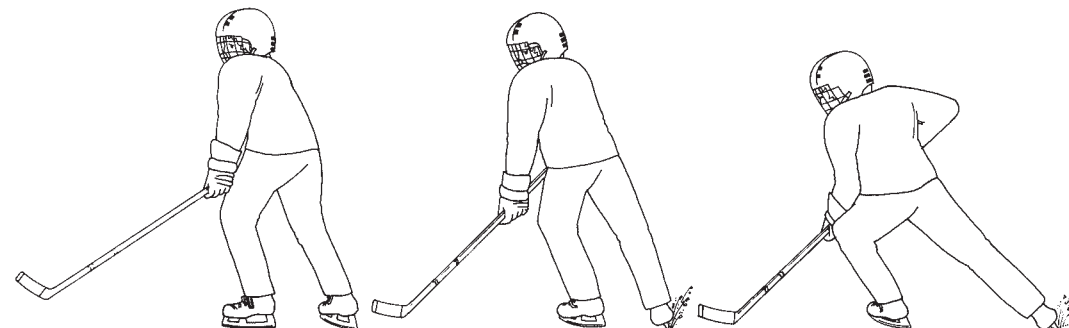
## LESSON D-6

### 2. 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 degrees 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.
- You are now ready to start forward striding.
- It is important to accelerate out of the turn.
- Must learn to turn to both sides.

### 3. 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.

### 4. 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.

## TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Cross-ice rink boards

## LESSON PLAN D-6

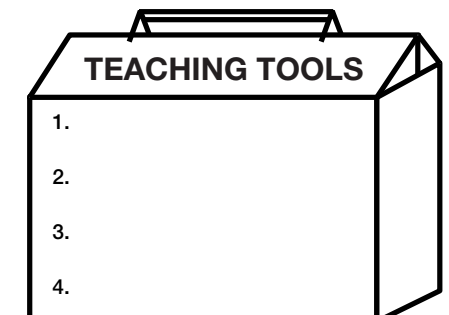
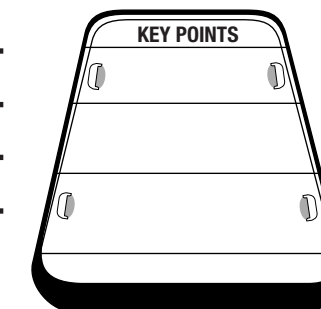


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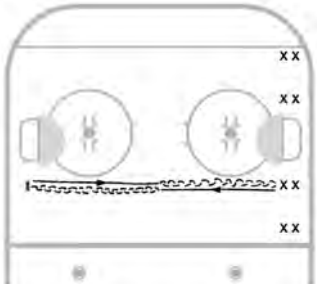

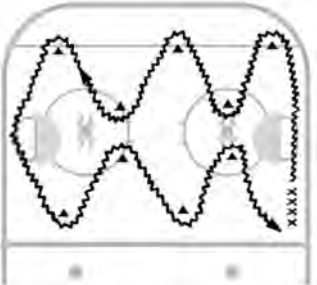


TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. 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 minutes 
Balance and Agility (review)	1. Players are arranged in groups along side boards. Perform the following stretching exercises, going across the ice. 1. Groin stretch – once with each leg. 2. Toe touch – once with each leg. 3. Knee pull to chest – once with each leg. 4. Leg lifts – once with each leg. 5. Trunk twister – one time. 6. Sculling – one time forward and one time backwards. 2. 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. 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 your partner. The partner repeats. Do three times each. 2. Stickhandle forward and circle your partner one time before returning to your original position. Stop with puck under control. Pass puck to partner. Partner repeats. Do three times each.	18 minutes 
Backward V-stop (refine)	1. Review key points. 2. Half the players on each side of the ice surface. Players are in opposite corners. 3. 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.	5 minutes 




LESSON PLAN D-6

SKILL	DESCRIPTION	TIME
<div><b>Pivot – Forward to Backwards (refine)</b></div> <div></div>	<div><ol style="list-style-type: none"><li>Review and demonstrate key points.</li><li>Arrange players into groups along the side boards.</li><li>First players skate forward. At center 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 center. 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.</li></ol></div>	<div>10 minutes</div> <div></div>
<div><b>Pivot – Backwards to Forward (refine)</b></div>	<div><ol style="list-style-type: none"><li>Review and demonstrate key points.</li><li>Same formation as above.</li><li>Start skating backwards, pivot backwards to forward at center. Skate forward to far boards and stop. Skate backwards to center, pivot, and skate forwards back to the start. Have players pivot both to the left and to the right.</li></ol></div>	
<div><b>Weaving with the puck (refine)</b></div> <div></div>	<div><ol style="list-style-type: none"><li>Review key points.</li><li>All players in one corner of ice surface. Each player with a puck.</li><li>Players follow the indicated course. Weave with puck back to the starting point.</li></ol></div>	<div>8 minutes</div> <div></div>
<div><b>Backward One-foot Stop (refine)</b></div>	<div><ol style="list-style-type: none"><li>Review and demonstrate key points.</li><li>Players line up on sideboards.</li><li>Skate backwards to far boards. Perform a one-foot stop about three feet 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.</li></ol></div>	<div>6 minutes</div> <div></div>



LESSON PLAN D-6

SKILL	DESCRIPTION	TIME
<div><b>Game Time (review)</b></div>	<div><ol style="list-style-type: none"><li>Divide players into groups of three. Have three equal in ability.</li><li>Assign each group to an area of the ice.</li><li>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.</li><li>Stress checking within the rules.</li></ol></div>	<div>9 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_





LESSON D-7

SPECIFIC OBJECTIVES

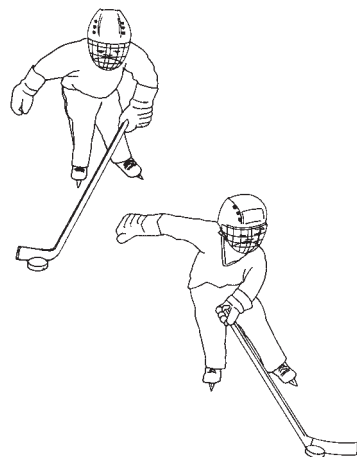
1. Refine pivots:

a. Forward to backwards, (Lesson D-6).

b. Backwards to forward, (Lesson D-6).
2. Refine backward one-foot stop, (Lesson D-6).
3. Refine weaving with the puck, (Lesson D-6).
4. Refine open ice carry, (Lesson B-10; C-7).
5. Refine backward push and glide, (Lesson B-7; C-6).
6. Introduce moving to space.

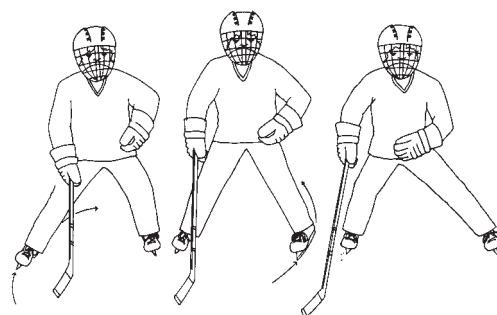
KEY INSTRUCTIONAL POINTS

1. Open Ice Carry:



- a. Players have control of stick with top hand only.
- b. 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.
- c. Arm action is a slight forward thrust by straightening the arm at the elbow.
- d. Push the puck only slightly ahead.

2. Backward Push and Glide:



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

3. 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.

TEACHING TOOLS NEEDED

1. Pylons
2. Lightweight pucks
3. Cross-ice rink boards

LESSON PLAN D-7

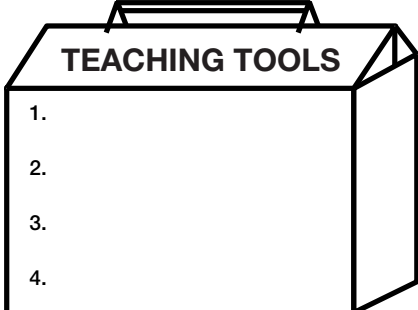
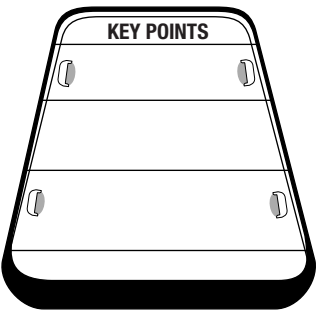


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TIME: \_\_\_\_\_

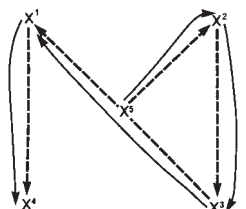

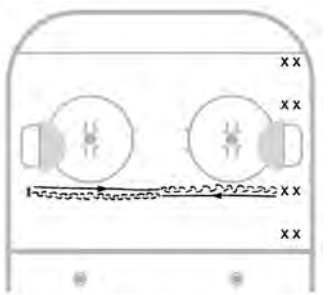






SKILL	DESCRIPTION	TIME
Free Skate	<div>1. Players skate freely in any direction while maintaining control of the puck. Incorporate both wide and narrow carries. Also include use of skates.</div>	<div>4 minutes</div> <div></div>
<div>Balance and Agility</div> <div>Front V-start and Tight Turn (refine)</div> <div><div>Station 1</div><div>Station 2</div><div>Station 3</div></div>	<div>Divide players into three equal groups and assign one group to each station. Groups will spend five minutes at each station.</div> <div>Station 1: (One of the end zones.)<div>a. Arrange players in groups. b. 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. c. Repeat above but with tight turn to the right. Do three times. d. Time permitting, repeat but have players control a puck.</div></div> <div>Station 2: (Neutral zone.)<div>1. Set up as diagrammed.<div>a. Players on sideboards at red line. b. 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.</div></div></div> <div>Station 3: (Other end zone.)<div>1. Player's line up in corner. 2. 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.</div></div>	<div>15 minutes</div> <div></div>



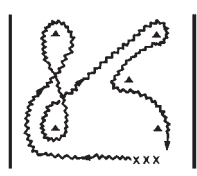



## LESSON PLAN D-7

SKILL	DESCRIPTION	TIME
<b>Moving to Space (introduce)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate the concept to the players.</li> <li>Divide players into groups of five. Assign them to an area of the ice. Have four players form a square (15 feet x 15 feet). One in middle with puck.</li> <li>X5 passes the puck to one of the other players (X2). He then follows the pass and fills in for X2. X2 passes to one of the players (X3) and then follows the pass and fills in for X3. X3 passes to one of the players, and then follows the pass. Continue.</li> </ol>	8 minutes 
<b>Pivots</b> <b>Forward to Backwards</b> <b>Backwards to Forward (refine)</b> 	Players divided into groups – along side boards. <ol style="list-style-type: none"> <li>Players skate forward to center and pivot forward to backwards. Skate backwards to far side (three feet from boards) and stop. Immediately start skating forwards to the center – pivot forward to backwards. Skate backwards to original position.</li> <li>Have players pivot both to left and right.</li> </ol>	8 minutes 
<b>Open Ice Carry (refine)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Same formation as pivots. Place pylons as indicated in diagram.</li> <li>Players start out with open ice carry. Do a 360 degree turn around pylon at center and weave with puck to far end. Give puck to player at head of the line.</li> <li>Players weave through first set of pylons. Execute a 360 degree turn at last pylon and skate to far side.</li> </ol>	10 minutes 
<b>Backward Push and Glide (refine)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players along sideboards. Partner up.</li> <li>Face one another and hold a stick horizontally between you. Hold onto the stick with only one hand, and using backward C-cuts, pull the resisting skater forward across the ice.</li> <li>Switch positions at other side and return.</li> </ol>	5 minutes 

## LESSON PLAN D-7



SKILL	DESCRIPTION	TIME
<b>Weaving with puck (refine)</b> 	Divide into three groups. <ol style="list-style-type: none"> <li>Set pylons as diagrammed in the three areas.</li> <li>Players carry the puck around the designated route.</li> <li>Keep your head up as much as possible.</li> </ol>	10 minutes 

### LESSON SUMMARY

**Successes:** \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_





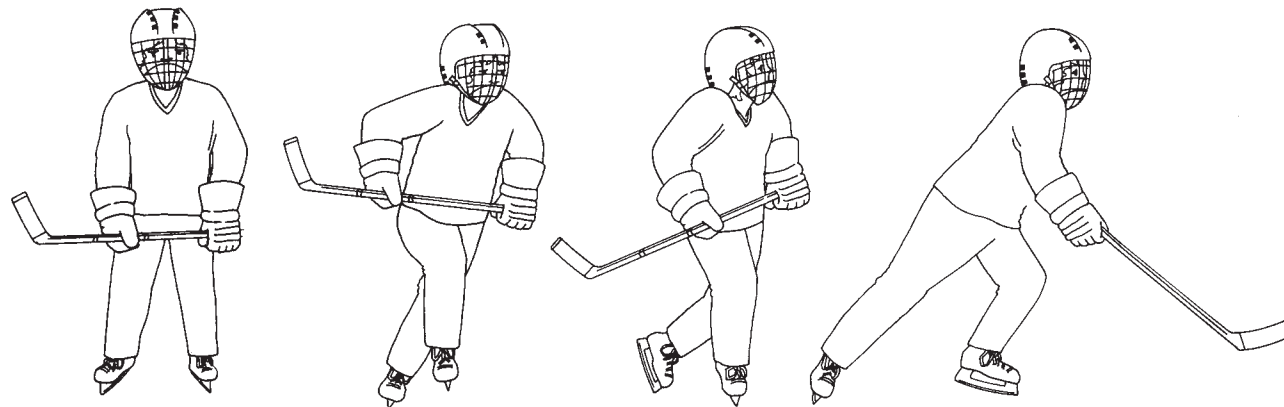
## LESSON D-8

### SPECIFIC OBJECTIVES

1. Refine open ice carry, (Lesson D-7).
2. Refine backward push and glide, (Lesson D-7).
3. Review moving to space, (Lesson D-7).
4. Review forward crossover start, (Lesson C-11).
5. Refine stationary sweep shot.
  - a. Forehand, (Lesson A-14; B-14; C-7).
  - b. Backhand, (Lesson A-15; B-14; C-8).

### KEY INSTRUCTIONAL POINTS

#### 1. Forward Crossover Start:

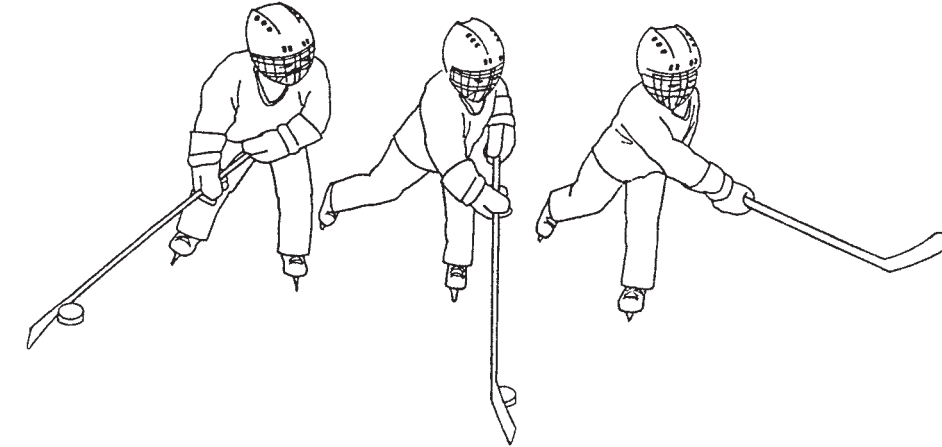


- a. Player is sideways to the intended direction with the skates slightly closer together than in a basic stance position. Feet are shoulder-width apart, knees bent, and weight on the balls of the feet.
- b. The head and shoulders are rotated in the desired direction while the body lunges forward driven by the extension of the outside leg (inside edge) followed quickly by the inside leg (outside edge).
- c. 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 degrees as possible to the intended direction. The stride is short and as close to the ice as possible. Land on the full blade.
- d. Player is now in a front start position.
- e. First 3-4 strides are very short and choppy.
- f. As the speed builds up the stride is lengthened.
- g. Practice move in both directions.

## LESSON D-8

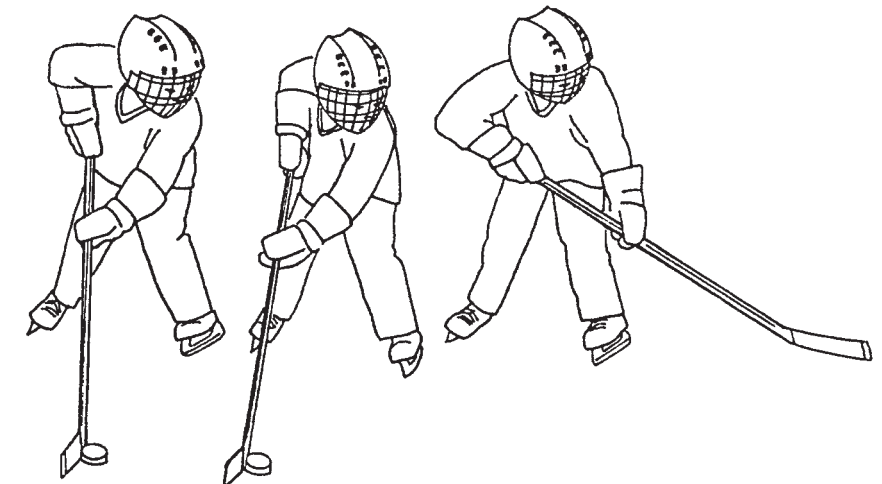


#### 2. Forehand Sweep Shot



- a. Basically the same grip as passing.
- b. Bring puck beyond the plane of the body.
- c. Keep the puck in contact with the stick blade.
- d. Weight is on the back foot.
- e. In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- f. Head up with eyes on the target.
- g. Snap and roll the wrists. (Pull the top hand, and push the bottom hand.)
- h. Follow through low for a low shot, and high for a high shot.
- i. Wrists are cocked until the moment of release and then snapped through.

#### 3. Backhand Sweep Shot:



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

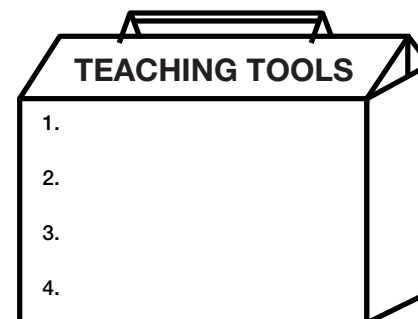
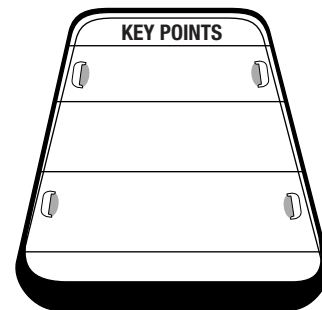
### TEACHING TOOLS NEEDED

1. Lightweight pucks – three per player for shooting drill
2. Spray paint
3. Pylons
4. Sticks or agility boards
5. Cross-ice rink boards



## LESSON PLAN D-8

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>	4 minutes
<b>Balance and Agility (review)</b>	<p>Arrange players in groups along the side boards. Each player with a puck.</p> <ol style="list-style-type: none"> <li>1. On signal first player from each group skates forward – stop at center with puck under control. On the next signal, repeat drill stopping at far side. Do three lengths.</li> <li>2. On signal players stickhandle the puck across the ice. Must touch left knee to the ice at center. Return touching the right knee. Do two lengths of each.</li> <li>3. Stickhandle across the ice using only the left hand. Return using the right hand. Do two lengths of each.</li> <li>4. Skate to center and drop on both knees. Control the puck as you are sliding, get up and stickhandle to the end. Do two lengths.</li> </ol>	10 minutes
<b>Backward Push and Glide (refine)</b>	<p>Same formation as balance and agility. Players partner up within groups. One player will be the defender, and the other player the forward.</p> <ol style="list-style-type: none"> <li>1. Defender starts six feet ahead and is prepared to skate backwards.</li> <li>2. Forward stands at the boards and is prepared to skate forwards.</li> <li>3. Start simultaneously on a signal.</li> <li>4. Object is for the defender to keep the forward from catching and passing him.</li> <li>5. Switch positions for return.</li> </ol>	7 minutes




## LESSON PLAN D-8

SKILL	DESCRIPTION	TIME
<b>Open Ice Carry (refine)</b>	<p>Same formation as balance and agility. Send half of each group to the opposite side.</p> <ol style="list-style-type: none"> <li>1. Place one puck per group by the first pylon.</li> <li>2. On signal the first player from each group skates forward to first pylon to get puck. Perform an open ice carry.</li> <li>3. Leave puck by far pylon as you pass. Skate to far side and touch your partner.</li> <li>4. Partner repeats drill in the opposite direction.</li> </ol>	5 minutes
<b>Moving to Space (review)</b>	<p>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.</p> <ol style="list-style-type: none"> <li>1. Players X1 and X2 each have a puck and pass to players X3 and X4 respectively.</li> <li>2. Players X1 and X2 exchange positions.</li> <li>3. Player X2 (in new position) receives a pass from X3 and X1 (in new position) receives a pass from X4.</li> <li>4. Players X3 and X4 exchange positions and receive a pass.</li> <li>5. Sequence continues.</li> <li>6. Use both forehand and backhand when passing and receiving.</li> </ol>	7 minutes
<b>Stationary Shooting – Forehand Sweep Backhand Sweep (refine)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Players partner off as diagrammed. Shooter is four meters out from boards. Each pair needs 4-5 pucks.</li> <li>3. Puck starts with X1. X1 passes to X2. X2 returns pass to X1. X1 shoots.</li> <li>4. Do with 5 pucks then switch positions.</li> <li>5. Repeat using backhand sweep shot.</li> </ol>	10 minutes
<b>Forward Crossover Start (review)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Divide into groups of three and assign to an area of ice.</li> <li>3. Place three sticks on ice as diagrammed. Will vary with players ability.</li> <li>4. 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.</li> <li>5. Land on inside edge of right skate. Skate should still be parallel with sticks.</li> <li>6. Immediately push off inside edge and land past the third stick.</li> <li>7. Start skating forward.</li> <li>8. Practice to both sides.</li> </ol>	7 minutes



## LESSON PLAN D-8

SKILL	DESCRIPTION	TIME
Game Time (review)	Mini game: 1. Divide ice surface into three areas. 2. Play 4-on-4. 3. Must make three passes before team can score a goal. 4. Use two pylons about 4-5 feet apart, to score puck must go between pylons. 5. Players can rotate as goalies.	10 minutes 

### LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## LESSON D-9



### SPECIFIC OBJECTIVES

1. Refine forward crossover start, (Lesson D-8).
2. Refine stationary shooting.
  - a. Forehand sweep shot, (Lesson D-8).
  - b. Backhand sweep shot, (Lesson D-8).
3. Review front foot stop, (Lesson C-9).
4. Refine lateral movement, (Lesson A-4; B-2; C-11).
5. Review pair passing.

### KEY INSTRUCTIONAL POINTS

#### 1. Front Foot Stop (inside edge):



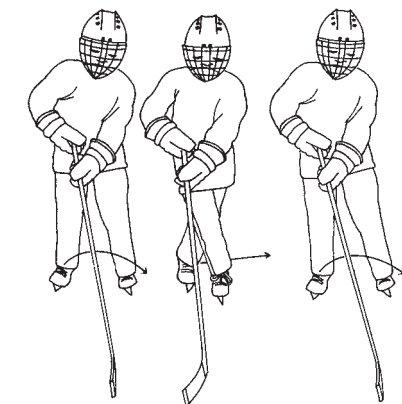
Technique is essentially the same as the two-foot parallel stop, except the inside leg is held back slightly above the ice.

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

#### 3. Pair Passing:

- a. Review points on passing and receiving with forehand and backhand.

#### 2. Lateral Movement:



- a. Players start from the basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front and on the ice.
- e. Walk slowly at first. As the players pick up the drill, speed up the tempo.
- f. 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. Your legs are now crossed.
- g. Take the left skate around behind the right skate and place it back in the normal stance position.
- h. Repeat steps (f) and (g) as many times as is required.
- i. Practice both to the left and to the right.

### TEACHING TOOLS NEEDED

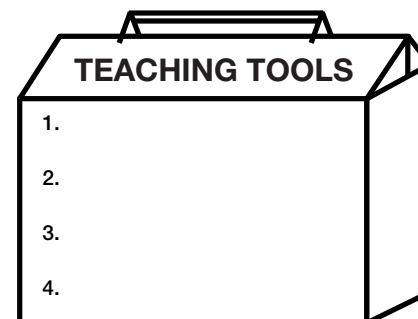
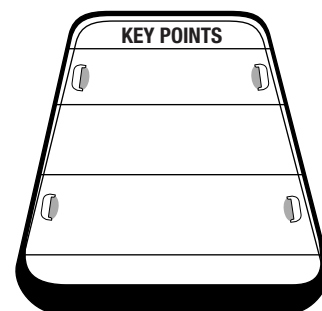
1. Lightweight pucks (two per player)
2. Pylons
3. Spray paint
4. Cross-ice rink boards





## LESSON PLAN D-9

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>	3 minutes 
<b>Balance and Agility (review)</b>	<p>Arrange players in groups along side boards.</p> <ol style="list-style-type: none"> <li>1. Players run on their skates across the ice.</li> <li>2. Start gliding on two skates after about 4-5 feet. Jump at center taking off on two feet and landing on two feet. On the return try to turn 360 degrees at the center.</li> <li>3. Push across the ice (forward) using only your right leg as the pushing leg. Push as hard as you can to full extension. Return using the left leg.</li> <li>4. Repeat 3. but going backwards and using C-cuts.</li> <li>5. Skate to the center and start gliding on the left skate. Hold the stick horizontally in front of you at shoulder height. Raise your right foot up to the stick. Hold this position and glide to far side. Repeat coming back on the opposite skate.</li> </ol>	10 minutes 
<b>Front Foot Stop (inside edge) and Crossover Front Start (review)</b>	<ol style="list-style-type: none"> <li>1. Same formation as balance and agility.</li> <li>2. Review key points.</li> <li>3. On signal players execute a crossover front start and skate to center. Perform a front foot stop. Repeat start and stop to far side. Do both start and stop facing the left.</li> <li>4. Repeat 3. but face the right.</li> </ol>	8 minutes 
<b>Backwards Push and Glide Puckhandling (refine)</b>	<ol style="list-style-type: none"> <li>1. Same drill as Lesson D-8, player skating forward must carry a puck. The defender keeps stick on ice and head up.</li> </ol>	5 minutes 

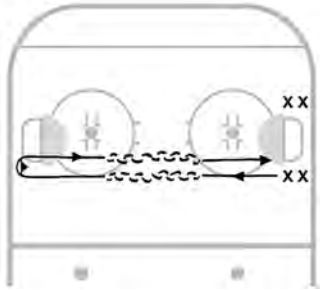



## LESSON PLAN D-9

SKILL	DESCRIPTION	TIME
<b>Stationary Shooting – Forehand and Backhand (refine)</b>  	<p>Divide players into groups of three and assign them an area on the boards. Each group should have 5-6 pucks.</p> <ol style="list-style-type: none"> <li>1. X1 passes to X2.</li> <li>2. X2 passes to X3.</li> <li>3. X3 shoots (forehand or backhand).</li> <li>4. X3 takes X1 position, X1 replaces X2 and X2 becomes shooter.</li> <li>5. Repeat steps 1-2-3.</li> <li>6. Players must use both forehand and backhand.</li> </ol>	8 minutes 
<b>Pair Passing (review)</b>  	<ol style="list-style-type: none"> <li>1. Divide players equally into three areas.</li> <li>2. Review key points.</li> <li>3. Set pylons up in each area as diagrammed.</li> <li>4. Pylons about six feet apart.</li> <li>5. Players must make one pass between each pair of pylons.</li> <li>6. Players switch to opposite line on return.</li> </ol>	10 minutes 
<b>Lateral Movement (refine)</b>  	<p>Place the players in two corners of ice surface.</p> <ol style="list-style-type: none"> <li>1. X1 skates forward to the center 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.</li> <li>2. X2 does same pattern but skating backwards.</li> <li>3. Can use a painted line (spray paint) to divide ice.</li> </ol>	6 minutes 



LESSON PLAN D-9

SKILL	DESCRIPTION	TIME
<div>Game Time – Relay (review)</div> <div></div>	<div>Arrange players into teams along side boards.</div> <div>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.</div> <div>2. Do 1. again with tight turn in other direction.</div> <div>3. Same as 1. but player carries puck.</div>	<div>10 minutes</div> <div></div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

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LESSON D-10

SPECIFIC OBJECTIVES

- 1. Review front foot stop, (Lesson D-9).
- 2. Refine lateral movement, (Lesson D-9).
- 3. Review pair passing, (Lesson D-9).
- 4. Review backward crossover start, (Lesson C-12).
- 5. Refine bank pass, (Lesson B-13; C-12).
- 6. Review skating and shooting, (Lesson B-15; C-13).

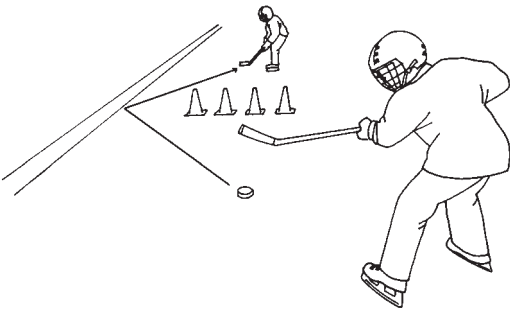
KEY INSTRUCTIONAL POINTS

1. Backward Crossover Start:

Use to accelerate quickly from a stationary backward position.

  - a. Player is in the basic stance with skates parallel to each other.
  - b. Player rotates rapidly sideways in order to be in a forward crossover start position. Eyes must always be looking at the oncoming opponent.
  - c. Body is driven backwards by the extension of the outside leg (inside edge) followed by an extension of the inside leg (outside edge).
- d. The outside edge crosses over in front of the inside leg and is brought down on the ice at an angle as close to 90 degrees as possible to the intended direction. This stride should be short and close to the ice. The pressure is on the inside edge.
  - e. The player drives hard off of this leg and goes into regular backward stride.
  - f. Player should always keep eyes on the oncoming opponents.
  - g. Stick is held in one hand, with the blade remaining flat on the ice in front of the player.
  - h. practice to both the left and the right.

2. Bank Pass:



- a. Make the boards work for you in passing the puck.
- b. Used frequently by defenseman in their own zone.
- c. Useful when a defender is between you and your receiver.
- d. 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.

3. Skating and Shooting:

- a. Review points on skating with puck and open ice carry.
- b. Review points on shooting – forehand and backhand.

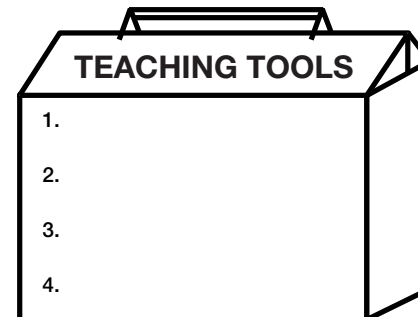
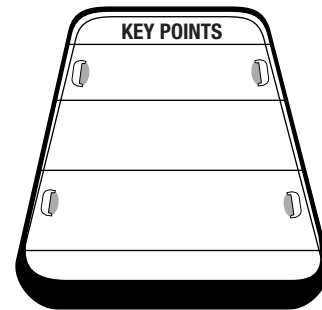
TEACHING TOOLS NEEDED

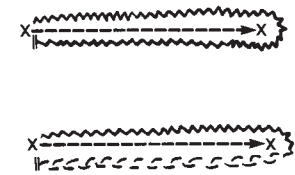
- 1. Lightweight pucks
- 2. Pylons
- 3. Cross-ice rink boards



## LESSON PLAN D-10

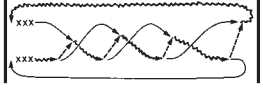
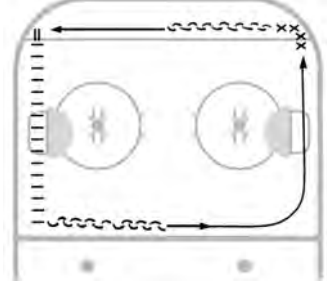

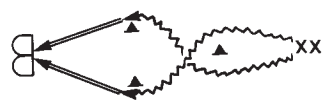
COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	Players skate freely in any directions. Work on front foot stops. practice with both right and left skate.	4 minutes 
<b>Balance and Agility (review)</b>	<p>Players arranged in groups along side boards.</p> <ol style="list-style-type: none"> <li>On a signal players execute a crossover front start and skate to center. 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.</li> <li>Do backward C-cuts using only the left leg. Come back using only the right leg.</li> <li>Each player with a puck. Carry the puck to center and stop in control of puck. Repeat to far side. Repeat coming back.</li> <li>Partner up – one partner on each side of ice surface, six feet from the boards, one partner with a puck.                             <ol style="list-style-type: none"> <li>Stickhandle forward and go around your partner one time before returning to your original position. Stop with puck under control and then pass across ice to your partner. Partner repeats. Do twice each.</li> <li>Stickhandle forward, go behind partner, pivot and skate backwards controlling the puck to your original position. Stop and pass the puck to your partner. Do two times each.</li> </ol> </li> </ol>	15 minutes 
<b>Lateral Movement (refine)</b>	 <ol style="list-style-type: none"> <li>All players in one corner of the ice surface.</li> <li>Player skates to the center and stops; lateral crossovers across middle; forward to the far side, going behind net to corner and stopping. Repeat the drill but skating backwards.</li> </ol>	5 minutes 




## LESSON PLAN D-10

SKILL	DESCRIPTION	TIME
<b>Pair Passing (review)</b>	 <p>Divide players into three groups and assign to one of the areas.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	8 minutes 
<b>Backward Crossover Start (review)</b>	 <ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players execute a backward crossover start and skate to center; pivot and skate forward to the far boards and stop; do lateral crossovers facing the boards; execute a backward crossover start and skate to center; pivot and skate to line-up and stop. Repeat as diagrammed. Do from both ends.</li> </ol>	5 minutes 
<b>Bank Pass (refine)</b>	 <ol style="list-style-type: none"> <li>All players in one corner of the ice. Each with a puck.</li> <li>Review and demonstrate key points.</li> <li>Set up as diagrammed.</li> <li>Skate down one side performing a bank pass at each pylon. Pylons about three feet from boards.</li> <li>Player carries puck behind net and weaves through the pylons back to the original position.</li> </ol>	5 minutes 
<b>Skate and Shoot (review)</b>	 <ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Each player on sideboards with a puck. Skate across ice, controlling the puck, and shoot against the boards. Repeat three times.</li> <li>Set up the drill as diagrammed in three areas.</li> <li>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.</li> </ol>	10 minutes 



LESSON PLAN D-10

SKILL	DESCRIPTION	TIME
Game Time (review)	Cross-ice game: 1. Use cross-ice format. 2. Play 6-against-6. 3. Use child size nets with players as goalies. 4. Must make three passes to score.	8 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON D-11

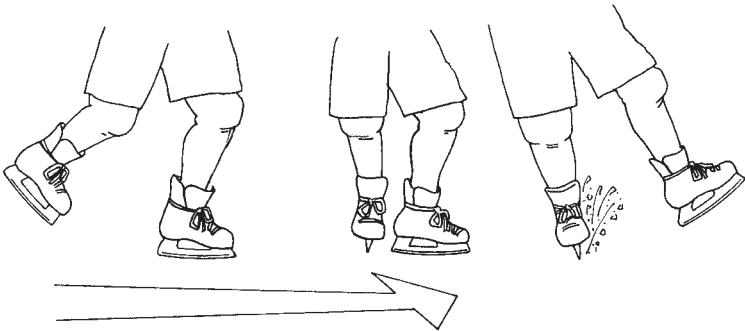
SPECIFIC OBJECTIVES

- 1. Review backward crossover start, (Lesson D-10).
- 2. Refine bank pass, (Lesson D-10).
- 3. Review pass-skate-shoot, (Lesson D-10).
- 4. Introduce one-foot stop – outside edge.
- 5. Review stationary wrist shot, (Lesson B-15; C-8).
- 6. Introduce pass receiving in skates.

KEY INSTRUCTIONAL POINTS

1. 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.



- a. Glide forward on the right skate.
- b. 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”.
- c. Place left skate on the ice and gradually apply pressure on the ice with the outside edge.
- d. Keep your weight on the back skate by leaning weight back.
- e. Bend the back knee as your left skate applies pressure to the ice.
- f. Press the ice with the outside edge.
- g. As this stop is mastered, the weight will be totally on the back foot, with the front foot entirely off the ice.

2. Wrist Shot:

- a. Same steps as sweep shot.
- b. 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.

3. Pass receiving in skates:

- a. Move the skate so that the blade is perpendicular to the direction of the pass.
- b. Follow the puck onto the blade with your eyes.
- c. Kick puck up ahead onto your stick.

TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Pylons
- 3. Tape
- 4. Cross-ice rink boards







LESSON D-12

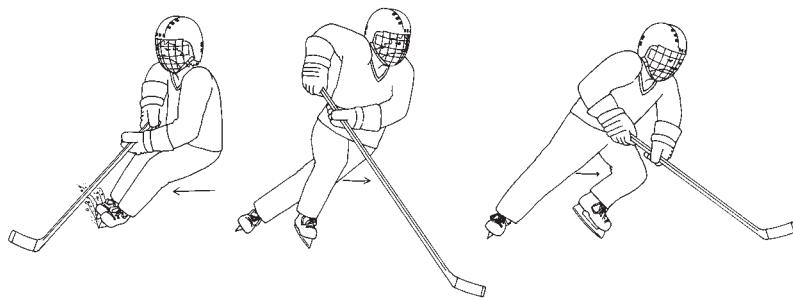
SPECIFIC OBJECTIVES

- 1. Review one-foot stop – outside edge, (Lesson D-11).
- 2. Review stationary wrist shot, (Lesson D-11).
- 3. Review pass receiving in skates, (Lesson D-11).
- 4. Introduce two-foot stop and crossover start.
- 5. Review flip pass, (Lesson C-13).
- 6. Review faking, (Lesson C-14).

KEY INSTRUCTIONAL POINTS

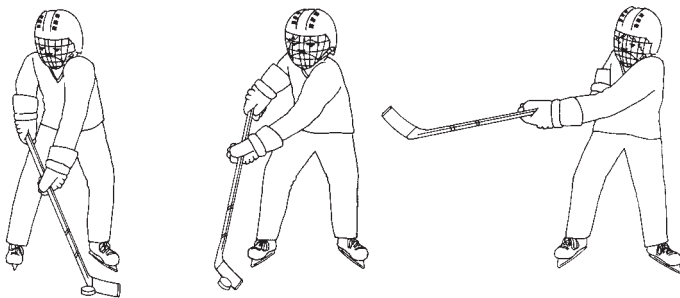
1. Two-foot Stop and Crossover Start:

- a. Review key instructional points for a two-foot stop.
- b. Review key instructional points for a forward crossover start.



2. Flip Pass:

- a. Puck starts at the heel and moves forward towards the toe of the stick.
- b. Action is upward and forward with a follow through towards the target.
- c. In order to land flat on the ice and make it easy to receive, the puck must have a spinning action when in flight.



3. Faking:

- Two types of skating fakes:
- a. Change of Pace  
To change pace, increase or decrease the shove of your pushing leg.
  - b. Body Fake  
Drop your head, shoulder, or hips one way, then move the other.

TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Pylons
- 3. Cross-ice rink boards

LESSON PLAN D-12

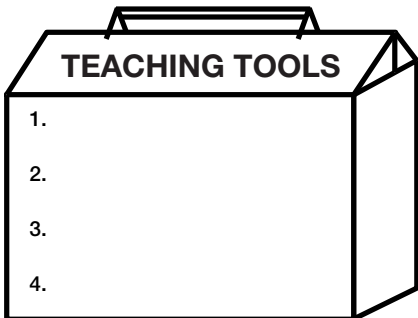
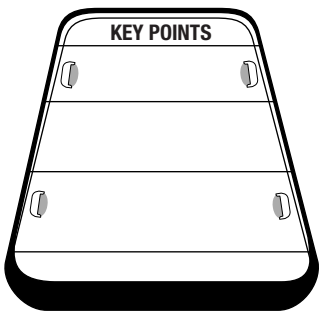


COACH: \_\_\_\_\_

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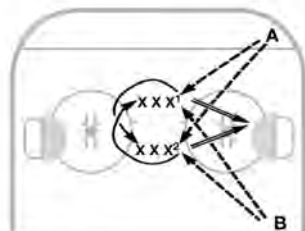
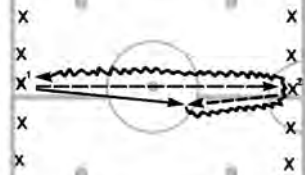
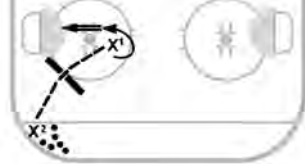






TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Players find some free area on ice surface and practice the one-foot stop – outside edge. Practice with both skates.	4 minutes 
Balance and Agility (review)	Arrange players into groups along side boards.  1. Players skate to center 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 (Lesson D-4). Do two times with each skate.  2. Repeat 1. but going backwards.  3. Ride the stick. Player skates fast, then grasping the top of stick with both hands, then puts it between legs and sits on shaft. When player reaches center, turn 180 degrees and coast backwards. Do two times.  4. Zig-zag on one skate. Skate to center, lift one leg and glide on other skate. While gliding on one leg, the player shifts weight from side to side gliding alternately on the outside edge and then the inside edge of the skate. Return using other skate. Repeat.  5. Skate across the ice taking as long a stride as possible. Fully extend the pushing leg. Do three times.  6. Player runs to center using short, choppy strides. At center lengthen stride and skate naturally to far side. Do three times.	15 minutes 


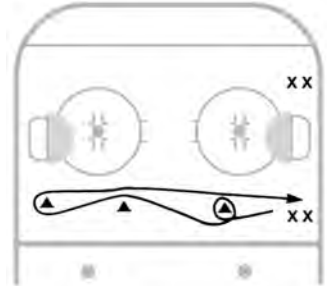


LESSON PLAN D-12

SKILL	DESCRIPTION	TIME				
<div>Stationary Wrist Shot (review)</div> <div>Pass receiving in the skates (review)</div> <div>Flip Pass (review)</div> <div><div>Station 1</div></div> <div><div>Station 2</div></div> <div><div>Station 3</div></div> <tr><td><div>Two-foot Stop and Crossover Start (introduce)</div></td><td><p>Divide players into three stations – six minutes at each station.</p><p>Station 1: (One end zone.)</p><ol style="list-style-type: none"><li>1. Player A in corner passes to X1. X1 shoots at the goal. Player A passes to X2 who shoots at the goal.</li><li>2. Player B passes to X1, and then to X2.</li><li>3. X1 goes to end of X2 line and X2 goes to the end of X1 line.</li></ol><p>Station 2: (Neutral zone.)</p><ol style="list-style-type: none"><li>1. X1 passes to X2. X2 receives the pass in the skates and kicks it out to the stick.</li><li>2. X1 skates towards X2, receives a pass on the stick, skates around X2 and returns to original position.</li><li>3. X2 then repeats procedure.</li></ol><p>Station 3: (End zone.)</p><ol style="list-style-type: none"><li>1. Players pair off.</li><li>2. Place agility board between players as shown.</li><li>3. X2 should have 5-6 pucks.</li><li>4. X2 uses flip pass to get the puck over agility board to X1.</li><li>5. X1 receives pass on forehand, turns 180 degrees and shoots backhand. Receive second puck on backhand, turn 180 degrees and shoot forehand.</li></ol></td><td><div>18 minutes</div><div></div></td></tr> <tr><td></td><td><p>Same formation as balance and agility.</p><ol style="list-style-type: none"><li>1. Players execute a front V-start. Skate to center 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.</li></ol></td><td><div>5 minutes</div><div></div></td></tr>	<div>Two-foot Stop and Crossover Start (introduce)</div>	<p>Divide players into three stations – six minutes at each station.</p> <p>Station 1: (One end zone.)</p> <ol style="list-style-type: none"><li>1. Player A in corner passes to X1. X1 shoots at the goal. Player A passes to X2 who shoots at the goal.</li><li>2. Player B passes to X1, and then to X2.</li><li>3. X1 goes to end of X2 line and X2 goes to the end of X1 line.</li></ol> <p>Station 2: (Neutral zone.)</p> <ol style="list-style-type: none"><li>1. X1 passes to X2. X2 receives the pass in the skates and kicks it out to the stick.</li><li>2. X1 skates towards X2, receives a pass on the stick, skates around X2 and returns to original position.</li><li>3. X2 then repeats procedure.</li></ol> <p>Station 3: (End zone.)</p> <ol style="list-style-type: none"><li>1. Players pair off.</li><li>2. Place agility board between players as shown.</li><li>3. X2 should have 5-6 pucks.</li><li>4. X2 uses flip pass to get the puck over agility board to X1.</li><li>5. X1 receives pass on forehand, turns 180 degrees and shoots backhand. Receive second puck on backhand, turn 180 degrees and shoot forehand.</li></ol>	<div>18 minutes</div> <div></div>		<p>Same formation as balance and agility.</p> <ol style="list-style-type: none"><li>1. Players execute a front V-start. Skate to center 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.</li></ol>	<div>5 minutes</div> <div></div>
<div>Two-foot Stop and Crossover Start (introduce)</div>	<p>Divide players into three stations – six minutes at each station.</p> <p>Station 1: (One end zone.)</p> <ol style="list-style-type: none"><li>1. Player A in corner passes to X1. X1 shoots at the goal. Player A passes to X2 who shoots at the goal.</li><li>2. Player B passes to X1, and then to X2.</li><li>3. X1 goes to end of X2 line and X2 goes to the end of X1 line.</li></ol> <p>Station 2: (Neutral zone.)</p> <ol style="list-style-type: none"><li>1. X1 passes to X2. X2 receives the pass in the skates and kicks it out to the stick.</li><li>2. X1 skates towards X2, receives a pass on the stick, skates around X2 and returns to original position.</li><li>3. X2 then repeats procedure.</li></ol> <p>Station 3: (End zone.)</p> <ol style="list-style-type: none"><li>1. Players pair off.</li><li>2. Place agility board between players as shown.</li><li>3. X2 should have 5-6 pucks.</li><li>4. X2 uses flip pass to get the puck over agility board to X1.</li><li>5. X1 receives pass on forehand, turns 180 degrees and shoots backhand. Receive second puck on backhand, turn 180 degrees and shoot forehand.</li></ol>	<div>18 minutes</div> <div></div>				
	<p>Same formation as balance and agility.</p> <ol style="list-style-type: none"><li>1. Players execute a front V-start. Skate to center 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.</li></ol>	<div>5 minutes</div> <div></div>				



LESSON PLAN D-12

SKILL	DESCRIPTION	TIME
<div>Faking (review)</div> <div></div>	<div>Players partner off. One partner on boards with puck, the other partner at mid-ice facing partner. Player at mid-ice has stick on ice.</div> <div>1. Player on boards skates to mid-ice. Put puck under players stick by going from left to right. Skate to other side. Do four times.</div> <div>2. Repeat 1. but pull puck through from right to left.</div> <div>3. Partners switch positions.</div>	<div>7 minutes</div>
<div>Game Time – Relay (review)</div> <div></div>	<div>Arrange into relay teams.</div> <div>1. First relay is done without pucks.</div> <div>2. Second relay is done with pucks.</div>	<div>11 minutes</div>

LESSON SUMMARY

Successes: \_\_\_\_\_

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\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LESSON D-13

### SPECIFIC OBJECTIVES

1. Review two-foot forward stop and crossover start, (Lesson D-12).
2. Review flip pass, (Lesson D-12).
3. Review faking, (Lesson D-12).
4. Introduce reverse pivots.
5. Introduce two-foot parallel backward stop.
6. Review flip shot, (Lesson C-14).
7. Review movement to open space, (Lesson D-7).

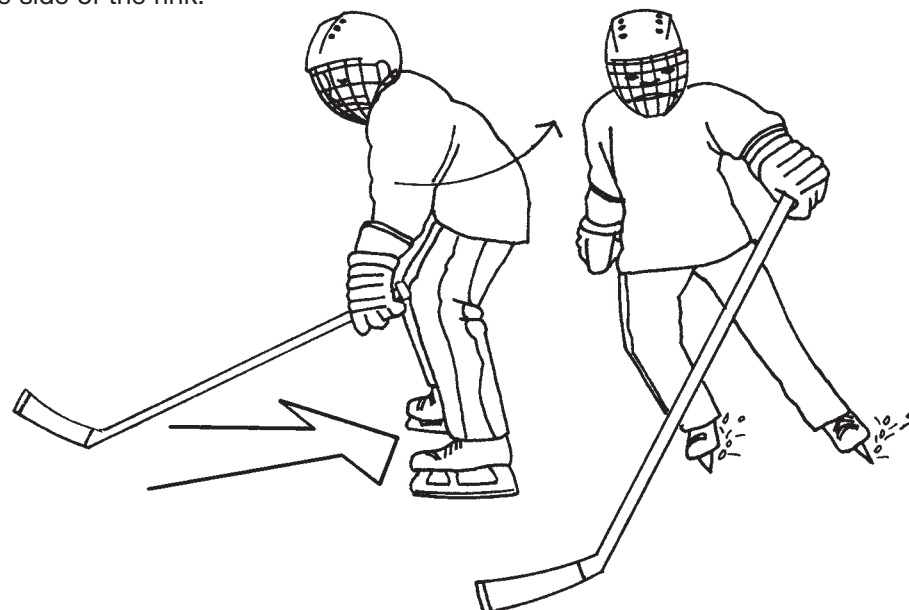
### KEY INSTRUCTIONAL POINTS

#### 1. Reverse Pivots:

- a. Review forward to backward pivot.
  - b. Review backward to forward pivot.
- Reverse pivots are done very quickly and in succession. Must be practiced both to the left and to the right.

#### 2. 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.



- a. From a backward skating position, bring both skates close together and rotate entire body sideways.
- b. Initiate turn with head, shoulders, and hips.
- c. Skates are staggered with the heel of the inside leg level with the arch of the outside leg.
- d. Distance between the blades should not go beyond 8 inches.
- e. Weight of the body should be on the front part of the blades in order to dig into the ice.
- f. Knees should be flexed at the onset putting pressure on the blades when extending.
- g. 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.

## LESSON D-13



#### 3. 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.



- a. Puck is on the toe of the stick blade which is near the front foot.
  - b. Lift is given tilting the blade so that only its bottom edge contacts the puck.
  - c. Delivered from in front of the body with a scooping action of the stick by the wrists.
  - d. 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.

### TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Piece of plywood
3. Pylons
4. Agility boards
5. Sticks
6. Cross-ice rink boards

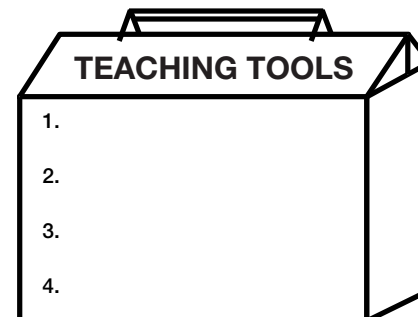
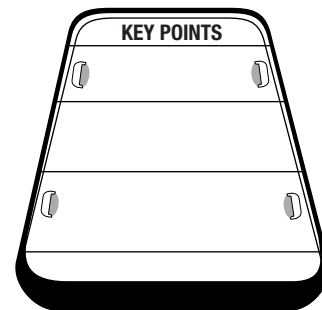






## LESSON PLAN D-13

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	Players skate freely around ice surface. practice two-foot stop and crossover start. practice to both left and right sides.	4 minutes 
<b>Balance and Agility (review)</b>	Arrange players in groups along side boards, going across the ice. 1. Change of pace: Player skates toward center with a natural stride at half speed. At center the player accelerates by increasing length and power of stride by pushing edge into ice with a greater force and speed. Do two lengths. 2. Repeat 1. but controlling pucks. 3. Down-up stickhandling: Skate to center, go down on one knee and stickhandle puck in front of body keeping the blade of the stick flat on the ice. After gliding 9-12 feet, players get up and skate to far end. Repeat two times. 4. Repeat 3. except this time go down on two knees, stickhandle, and get up. 5. 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. 6. Same drill as 5. but going backwards.	15 minutes 




## LESSON PLAN D-13

SKILL	DESCRIPTION	TIME
<b>Flip Shot (review)</b> <b>Faking (review)</b> <b>Movement to Space (review)</b> 	Players divided into three groups – one group per station. Six minutes per station. Rotate groups.  Station 1: (One end zone.) Attach targets to the top of the net. X1 skates towards net and receives a pass from X2. X1 skates towards net and stops at the top of the goal crease. Flips puck over plywood, and skates to end of opposite line. X2 skates toward net and receives a pass from X1 line.  Station 2: (Neutral zone.) 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. a. 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.  Station 3: (End zone.) Place agility board between X1 and X2. a. X1 executes a flip pass to X2. b. X2 passes to X4. c. X4 passes to X3. d. X1 after passing to X2, skates behind net and curls around the pylon. e. X3 passes to X1. f. X1 shoots a wrist shot on the net. g. Rotation X2 to X1 to X4 to X3 to X2.	18 minutes 
<b>Reverse Pivots (introduce)</b>	1. Review and demonstrate key points. 2. 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. 3. Same drill but have players skate counter clockwise.	6 minutes 
<b>Two-foot Parallel Back Stop (introduce)</b>	Same formation as balance and agility. 1. Players execute a backward start and skate fast to the center. Perform a two-foot parallel back stop to the left. Repeat again at far boards. Repeat three times. 2. Same as 1. but stop to the right.	5 minutes 



LESSON PLAN D-13

SKILL	DESCRIPTION	TIME
Game Time (review)	Cross-ice game: 1. Use cross-ice format. 2. Play 6-against-6. 3. Use two pucks. 4. No goalies.	12 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON D-14

SPECIFIC OBJECTIVES

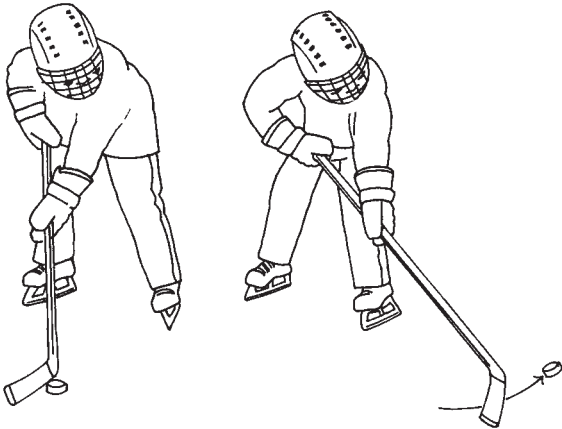
- 1. Review reverse pivots, (Lesson D-13).
- 2. Review two-foot parallel back stop, (Lesson D-13).
- 3. Review flip shot, (Lesson D-13).
- 4. Introduce backward lateral crossovers.
- 5. Introduce backhand flip shot.
- 6. Review passing and receiving in pairs, (Lesson D-10).

KEY INSTRUCTIONAL POINTS

1. Backward Lateral Crossovers:

Utilized nearly exclusively by the defenseman to remain in front of an attacker.

  - a. Lateral crossovers repeated as often as required.
  - b. Change of direction is obtained by a one-legged stop executed by the outside leg and a renewal of crossovers in the other direction.
  - c. Weight of body must be transferred alternatively from one skate to the other.
2. Backhand Flip Shot:



The teaching points are similar to the forehand flip shot except the puck is started further back on the blade. See Lesson D-13.

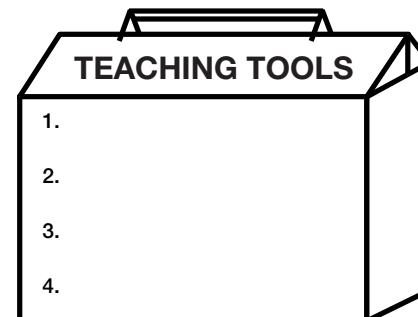
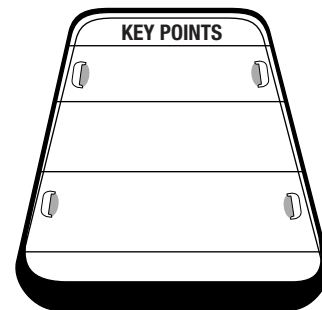
TEACHING TOOLS NEEDED

- 1. Lightweight pucks
- 2. Pylons
- 3. Cross-ice rink boards



## LESSON PLAN D-14

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	Players skate freely on ice surface controlling puck. Use wide and narrow carries as well as head fakes.	4 minutes 
<b>Balance and Agility (review)</b>	Arrange players in groups along side boards. All stretching exercises will be done going across the ice. 1. Stretch the groin, one length with each leg. 2. Leg lifts, one length with each leg. 3. Trunk twister. 4. Sculling, one length forward and one length backwards. 5. Start skating forward – on each whistle perform a pivot, whistles 4-5 seconds apart. Do two lengths. 6. Two-foot parallel back stop at center and far boards. One way stopping to the left return stopping to the right.	10 minutes 
<b>Backward Lateral Crossovers (introduce)</b>	1. Review and demonstrate key points. 2. Same formation as balance and agility. 3. 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. 4. Same as 3. but three crossovers to each side.	8 minutes 

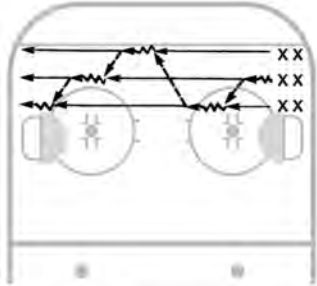




## LESSON PLAN D-14

SKILL	DESCRIPTION	TIME
<b>Pass – Skate – Shoot (review)</b> <b>Pass-Movement to Space (review)</b> <b>Pass – Receive – Shoot (review)</b>   	Players divided into three groups – one group per station. Six minutes per station. Rotate groups.  Station 1: (One end zone.) 1. X1 passes to D1. D1 passes to D2 while X1 skates out around defenseman. X1 receives a pass from D2 and shoots on the net. X1 goes to end of X2 line. 2. X2 passes to D2 and repeats drill. 3. D1 and D2 must use forehand and backhand when passing.  Station 2: (Neutral zone.) 1. X1 skates with puck and exchanges position with X2. X1 passes in front of X2. X1 passes to X2. Players again exchange positions X2 in front X1 behind. At far side players execute a tight turn around pylons and return to opposite line.  Station 3: (End zone.) 1. Players start skating towards each other. In the center of ice, they exchange the pucks, handle them and shoot on the nets. 2. Pick up a puck and return to end of opposite line.	18 minutes 
<b>Backhand Flip Shot (introduce)</b>	1. Each player with a puck, find an area along boards. 2. Execute a backhand flip shot against the boards.	4 minutes 
<b>Flip Shot Players (review)</b>	1. Players start at mid-ice with puck. Skate towards sideboards and stop three feet from boards. Flip shot is performed against sideboards.	4 minutes 



LESSON PLAN D-14

SKILL	DESCRIPTION	TIME
<b>Pass-Receive while Skating (review)</b> 	<ol style="list-style-type: none"><li>Put players in three lines going across the ice.</li><li>Players skate slowly (half-speed) passing a puck back and forth.</li><li>Players switch lines at the end.</li></ol>	7 minutes 
<b>Game</b>	<ol style="list-style-type: none"><li>Divide players into three zones.</li><li>Coach throws 3-4 pucks into a zone and the players who do not have a puck try to get one.</li></ol>	5 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON D-15

SPECIFIC OBJECTIVES

- Review backward lateral crossovers (Lesson D-14).
- Review receive – skate – shoot.
- Review passing.
- Review moving to space (Lesson D-7).

KEY INSTRUCTIONAL POINTS

1. Skating and Passing:
- Review points on passing and receiving forehand and backhand.
  - Review points on skating with puck and open ice carry.

TEACHING TOOLS NEEDED

- Lightweight pucks
- Cross-ice rink boards







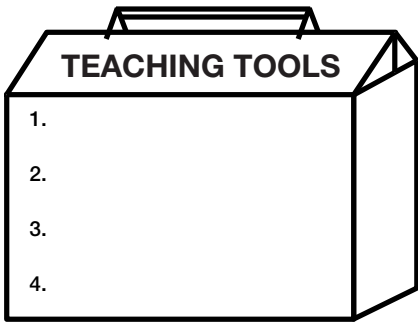
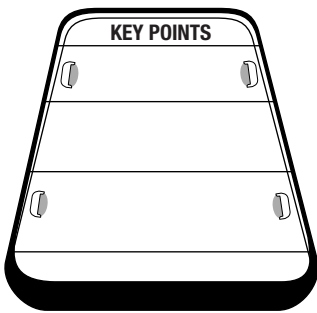
LESSON PLAN D-15


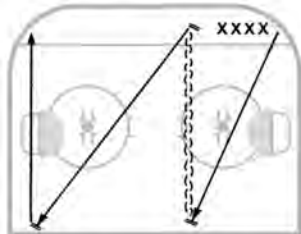
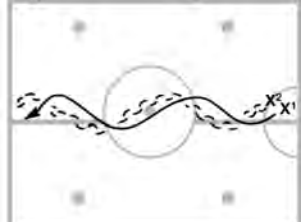
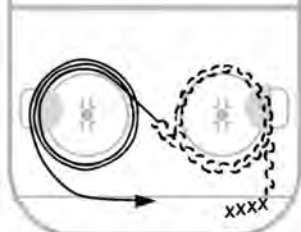

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	Players skate clockwise around ice surface. Individually perform stretching exercises.	4 minutes 
Balance and Agility (review)  <div><div>Station 1</div><div>Station 2</div><div>Station 3</div></div>	18 minutes 	



LESSON PLAN D-15

SKILL	DESCRIPTION	TIME
Skate – Pass Receive – Shoot (review)  <div>Station 1 </div> <div>Station 2 </div>	Two Stations: Each requires end zone. Ten minutes in each station.  Station 1: 1. X1 passes to X2. X2 passes to X1. Players swing in the neutral zone and come back in towards the net. X1 passes to X2. X2 shoots on the net. Players return to opposite corners.  Station 2: 2. X1 passes to X2. X2 passes to X3. After passing, X1 skates around the pylons as shown. X3 on receiving the pass from X2, skates behind the net and out towards blue line. X3 passes to X1 who skates in and shoots. X1 goes to X3. X3 goes to X2. X2 goes to X1.	20 minutes 
Game Time (review)	Cross-ice games. 1. Play 5-against-5 with a goalie and child size nets.	18 minutes 

LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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LESSON D-16 THROUGH D-20

SPECIFIC OBJECTIVES

- 1. These lessons are to be prepared by the individual coaches in each Association.
- 2. The five lessons should review the skills taken in Lessons D-1 through to D-15.
- 3. Time can also be used in these lessons for:
  - a. Testing sessions.
  - b. Jamboree.
  - c. Parent participation.

KEY INSTRUCTIONAL POINTS

- 1. Very important for the coach to come well organized and with a lesson plan.
- 2. The drills used must relate to the skill being reviewed.
- 3. Drills can be repeats of ones used in Lesson D-1 to D-15, or new ones the coach is familiar with.
- 4. A brief outline is given as a suggestion for Lessons D-16 to D-20.

TEACHING TOOLS NEEDED

- 1. Up to each coach
- 2. Cross-ice rink boards



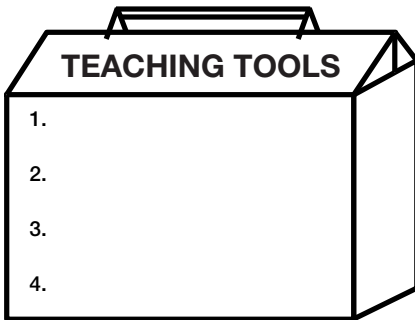
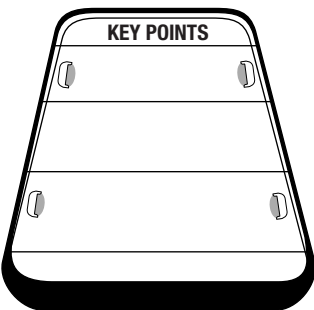
LESSON PLAN D-16

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-Up a. Free Skate b. Balance and Agility		
Front Start a. V-start b. Crossover (review)	1. Refer to Lesson D-1 and D-8.	
Backward a. C-cut b. V-stop (review)	1. Refer to Lesson D-4 and D-5.	



LESSON PLAN D-16

SKILL	DESCRIPTION	TIME
Tight Turns a. Without Pucks b. With Pucks (review)	1. Refer to Lesson D-3.	
Pass-Receive a. Forehand b. Backhand (review)	1. Refer to Lesson D-2.	
Sweep Shot (review)	1. Refer to Lesson D-8.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



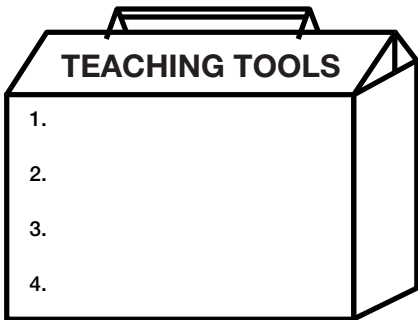
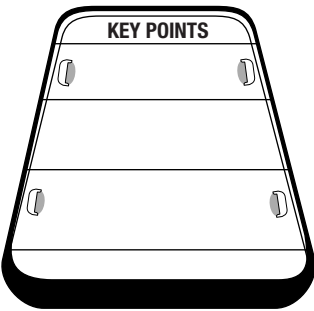
LESSON PLAN D-17

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-Up a. Free Skate b. Balance and Agility		
Crossover Turns (review)	1. Refer to Lesson D-4.	
One-foot Stop a. Front Foot b. Back Foot (review)	1. Refer to Lesson D-9 and D-11.	



LESSON PLAN D-17

SKILL	DESCRIPTION	TIME
Weaving with the puck (review)	1. Refer to Lesson D-6.	
Receiving with skates (review)	1. Refer to Lesson D-11.	
Flip Shot a. Forehand b. Backhand (review)	1. Refer to Lesson D-13 and D-14.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



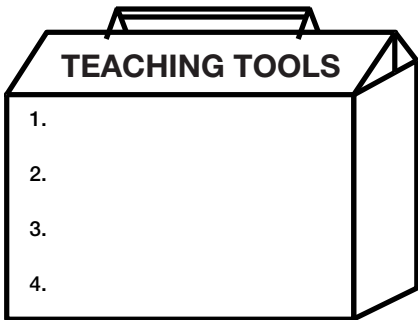
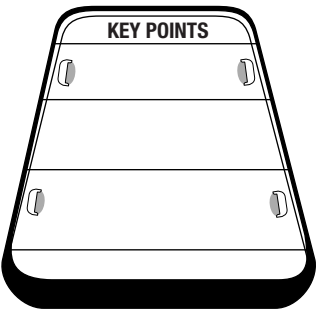
LESSON PLAN D-18

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-Up a. Free Skate b. Balance and Agility		
Pivots a. Forward to Backwards b. Backwards to Forward (review)	1. Refer to Lesson D-6.	
Skating with Puck a. Forward b. Backwards (review)	1. Refer to Lesson D-5 and D-4.	





LESSON PLAN D-18

SKILL	DESCRIPTION	TIME
Backward Push and Glide (review)	1. Refer to Lesson D-7.	
Passing in pairs (review)	1. Refer to Lesson D-9.	
Stopping with puck (review)	1. Refer to Lesson D-5.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



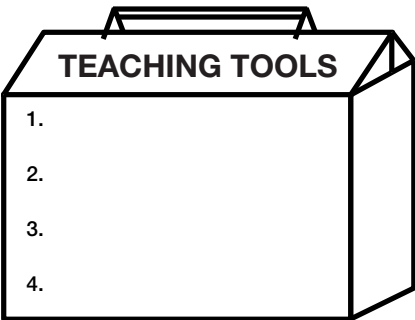
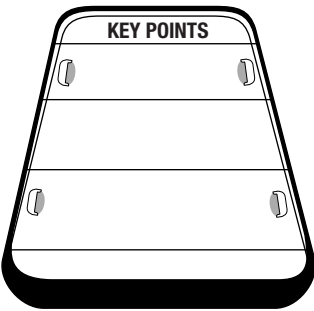
LESSON PLAN D-19

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-Up a. Free Skate b. Balance and Agility		
Forward Push and Glide (review)	1. Refer to Lesson D-2.	
Backward Crossover Start Two-foot Parallel Stop (review)	1. Refer to Lesson D-10 and D-13.	



LESSON PLAN D-19

SKILL	DESCRIPTION	TIME
Open Ice Carry (review)	1. Refer to Lesson D-7.	
Fakes (review)	1. Refer to Lesson D-13.	
Shooting Wrist Shot (review)	1. Refer to Lesson D-11.	

LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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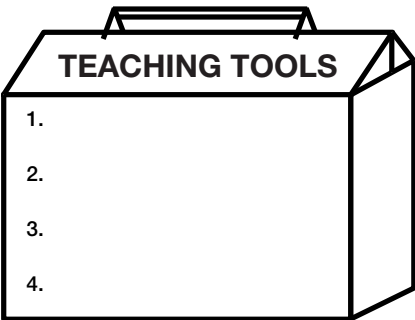
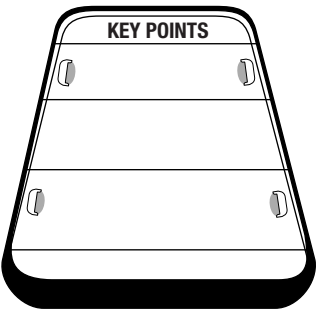
LESSON PLAN D-20

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-Up a. Free Skate b. Balance and Agility		
Two-foot Stop and Crossover Start (review)	1. Refer to Lesson D-12.	
Stationary Puckhandling (review)	1. Refer to Lesson D-2.	



## LESSON PLAN D-20

SKILL	DESCRIPTION	TIME
Moving to Space (review)	1. Refer to Lesson D-7.	
Skating and Shooting (review)	1. Refer to Lesson D-14 and D-15.	
Backward Crossovers Lateral (review)	1. Refer to Lesson D-14.	

### LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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## LESSON D

### APPENDIX 1 – EVALUATION

To determine when beginners are ready to advance, their skills must be evaluated. Instructors should develop an ice plan for testing, including drills for skill evaluation purposes and a rating system.

Here are the key skills for this level of the Skill Development Program along with guidelines to be used when rating.

LESSON MANUAL D SKILL EVALUATION	RATING
<b>(1) Forward Crossover Start:</b> <ul style="list-style-type: none"><li>— player is facing sideways to intended direction, skates slightly closer together than in basic stance</li><li>— does player use inside edge of outside leg?</li><li>— does player use outside edge of inside leg?</li><li>— are first 3-4 strides short, then lengthened?</li><li>— do head and shoulders rotate in direction of movement?</li><li>— can player do to both sides?</li></ul>	
<b>(2) Front Foot Stop:</b> <ul style="list-style-type: none"><li>— is body weight on front leg?</li><li>— is player using inside edge of front skate?</li><li>— is back leg slightly off the ice?</li></ul>	
<b>(3) Lateral Movement:</b> <ul style="list-style-type: none"><li>— does player start from basic stance?</li><li>— does player's body move at right angles to the direction of movement?</li><li>— can player do in both directions?</li></ul>	
<b>(4) Backward Crossover Start:</b> <ul style="list-style-type: none"><li>— is head up looking at an imagined opponent?</li><li>— does player get extension with both legs, using both inside and outside edges?</li></ul>	

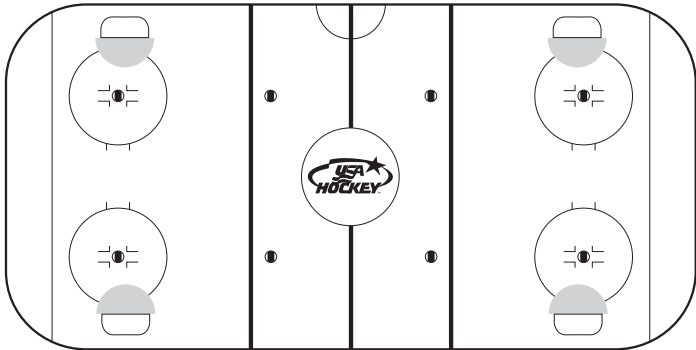
LESSON MANUAL D SKILL EVALUATION	RATING
<b>(5) Faking:</b> <ul style="list-style-type: none"><li>— can player perform a change of pace fake?</li><li>— can player fake with his head and shoulders?</li></ul>	
<b>(6) Flip Shot:</b> <ul style="list-style-type: none"><li>— does player tilt blade so that only bottom edge of blade contacts the puck?</li><li>— is follow through high with a snapping of the wrists?</li><li>— does player keep puck in front of front skate?</li></ul>	
<b>(7) Pass Receiving in Skates:</b> <ul style="list-style-type: none"><li>— does player keep skate at a right angle to the direction of the puck's path?</li></ul>	
<b>(8) Reverse Pivots:</b> <ul style="list-style-type: none"><li>— does player lead with rotation of shoulders?</li><li>— can player do in both directions?</li></ul>	
<b>(9) Two Foot Parallel Backward Stop:</b> <ul style="list-style-type: none"><li>— is turn initiated by rotating head and shoulders?</li><li>— does player put weight on front part of skates?</li><li>— are knees flexed?</li></ul>	
<b>(10) Backhand Flip Shot:</b> <ul style="list-style-type: none"><li>— does player start with puck in front of body?</li><li>— is blade tilted so that only the bottom edge contacts the puck?</li><li>— does player use high follow through?</li></ul>	



LESSON D

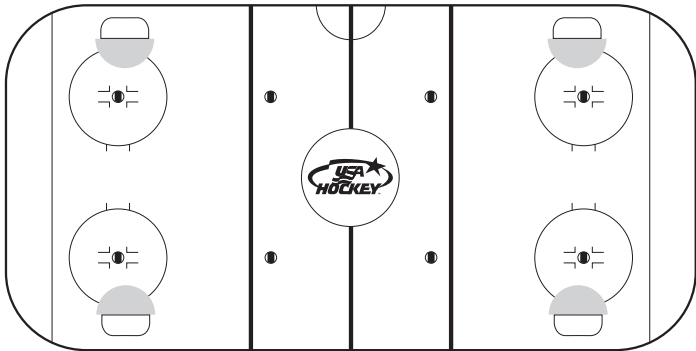
DRILL NAME

KEY POINTS



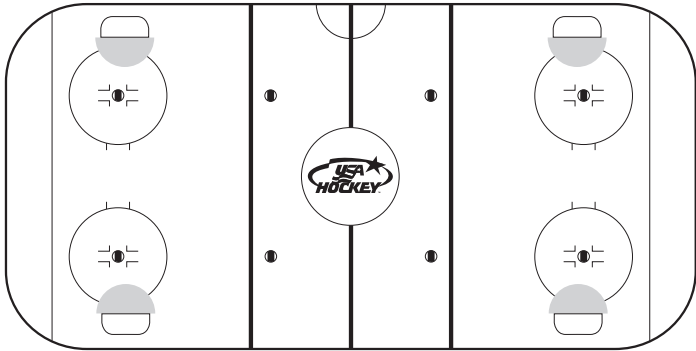
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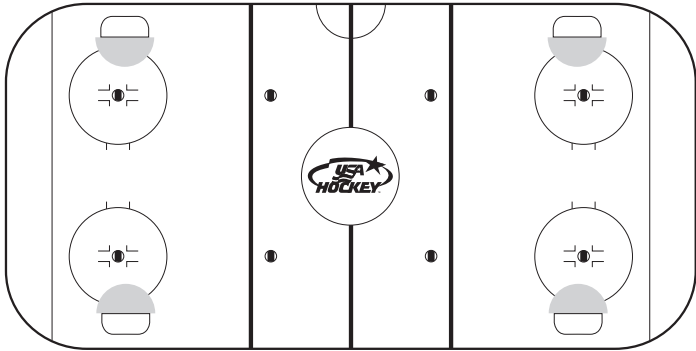
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DRILL NAME

KEY POINTS



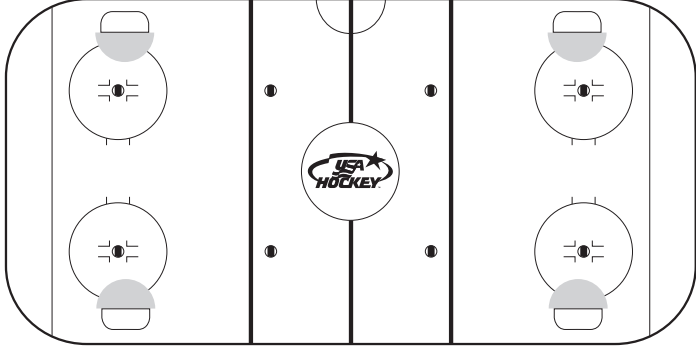
Partnership for Progress



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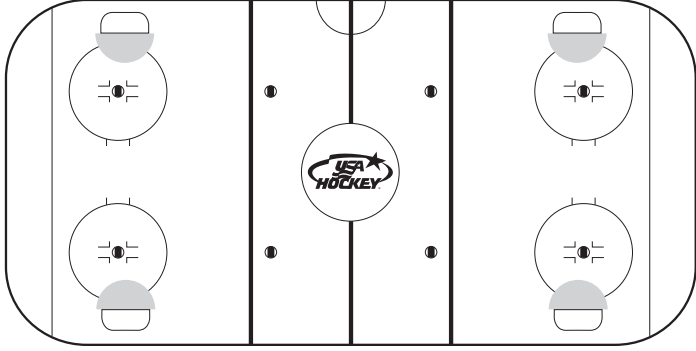
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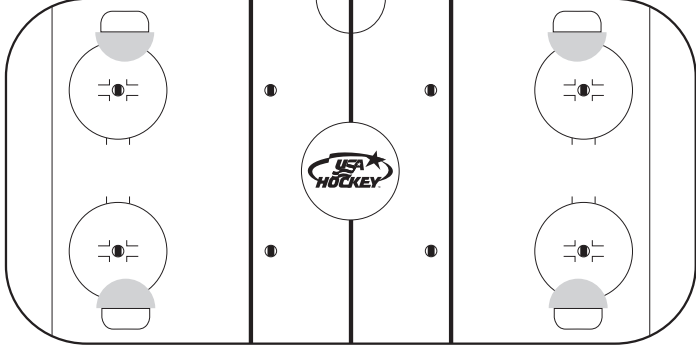
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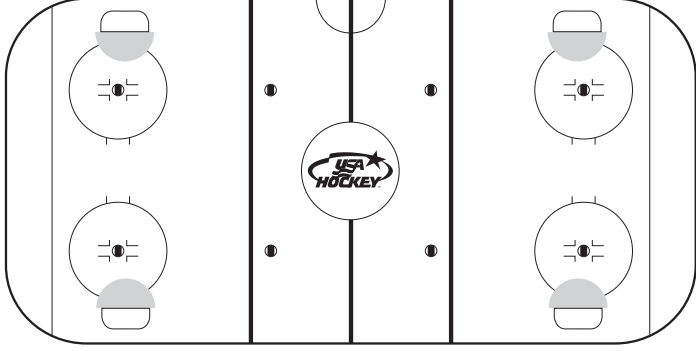
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