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Hockey Canada Skills Development Program

Initiation Program Practice Plan





A TRIBUTE TO MR. GORDON JUCKES

The Hockey Canada Development Program proudly recognizes his outstanding contribution to the development of amateur hockey in Canada. Mr. Juckes was Hockey Canada's first full time Executive Director. His tenure began in 1960 and concluded in 1977. Before this, Gordon served as president for the Amateur Hockey Association in his native province of Saskatchewan. During his tenure as Executive Director of Hockey Canada, Mr. Juckes played an instrumental role in such initiatives as making helmets mandatory, improving playing rules, improving officiating, and establishing the amateur draft.

Furthermore, Mr. Juckes saw the creation of the National Coaches Certification Program during his time as Executive Director. On September 12, 1979, Mr. Juckes was inducted into the Hockey Hall of Fame for his contribution to hockey development.

Hockey Canada Life Member, Don Johnson, once referred to Gordon as "the finest and most knowledgeable hockey man who ever lived."

Mr. Juckes passed away in 1995.

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PHASE I

Phase I of the Initiation Manual is designed to assist coaches in developing practice plans for the first three months of a child's first year in the Initiation Program. Each lesson plan should be repeated 2-4 times. A logical progression is as follows for the months of October, November, and December:

Lesson 1 Lesson 1 Lesson 2 Lesson 3 Lesson 2 Lesson 3
Lesson 4 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 4
Lesson 5 Lesson 6 Lesson 5 Lesson 6 Lesson 7 Lesson 6
Lesson 7 Lesson 8 Lesson 7 Lesson 8 Lesson 7 Lesson 8

*The numbers found after each skill in the drill description are referenced from the Skills of Gold DVD.
The first number represents the disc, the second represents the chapter and the third represents the skill in the DVD.



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FOREWORD

Children learn best when expectations are explained, demonstrated, and practiced in a positive atmosphere, especially when there is a logical progression of skills suited to their skill level and needs. This seasonal plan of practice drills developed by Hockey Canada provides a sound curriculum for coaches to follow. It may be applied as presented or simply used as a guideline by the more experienced coach. Review

this material carefully and you will find it very useful in assuring that your players successfully develop over the course of a hockey season.

Enjoy the coaching experience and be proud of your contribution to Canada's great game.

ENDORSEMENT STATEMENT

The sport of hockey has long been an institution in Canada and the continued provision of qualified, competent coaches is crucial to the ongoing success of the game. After all, it is the players who benefit from quality coaching, and therefore, any hockey series that will allow coaches to do a better job is of great merit.

It is for these reasons that we are proud to support the creation of this valuable resource.

From Hockey Canada's:

- Female Council
- Minor Council
- Hockey Development Council
- Athlete Development Committee

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Hockey Canada also acknowledges Calgary Hockey Development for their contributions to the development of this resource material.

Chapter 1 – Philosophy of Coaching

STRATEGY

The selection of team play systems in order to impose upon the opposition, the style of play and tactics which will build on the coach's, team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses.

For example: when opponent's defensive players have weak puck handling skills, the strategy might be to shoot the puck in and use a 2-1-2 aggressive forechecking system.

TEAM PLAY SYSTEM

A pattern of play in which the movement of all players is integrated in a coordinated fashion in order to accomplish an offensive or defensive objective (e.g. 2-1-2 forechecking system).

TEAM TACTIC

A collective action of two or more players using technical skills and / or individual tactics in order to create an advantage or take away the advantage of an opponent (e.g. 3 vs.2).

INDIVIDUAL TACTIC

Action by one player using one or a combination of technical skills in order to create an advantage or to take away the advantage of an opponent. A tactic may be classified as offensive or defensive (e.g. 1-on-1 offensive fake and driving to the net).

TECHNICAL SKILLS

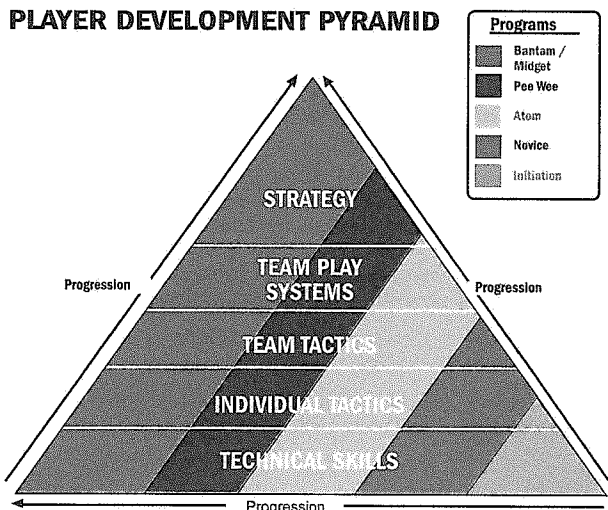
The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

PLAYER DEVELOPMENT

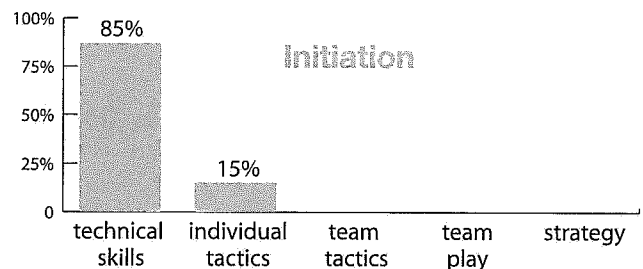
DEAR COACH:

1. Hockey Canada Player Development Pyramid was created to provide the coach with a comprehensive guideline to help develop a seasonal plan. The natural progression starting at the base of the triangle emphasizes the development of fundamental skills. Fundamental skills are the foundation of each player's success.
2. As the pyramid is climbed, a greater emphasis is placed on individual tactics; adding the dimension of "hockey sense" to skill development. Once a player has developed the skills of skating and puck handling then the individual tactic of puck control can be learned. The player now understands the "why" of each tactic, i.e. the read and react skills that are being developed.
3. Moving up the pyramid, players perform drills that will develop team tactics and systems. The bantam and midget levels of hockey emphasize team performance practices. But even at this program level, time spent on team tactics and team play should not exceed 50-60% of the practice. The coach, through practice must continue to develop the fundamental skills and individual tactics of each player which lead into team tactics and systems of team play.
4. Strategy is the peak of the pyramid. It sets the style of play that will combat the opposition. The coach determines the strategy based upon their own philosophy, the age of the players, and the skill level of the team. As players age and competitive levels increase, game strategies become more complex.
5. The age and skill level of the team defines the seasonal plan. The Hockey Canada Skills Development Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.

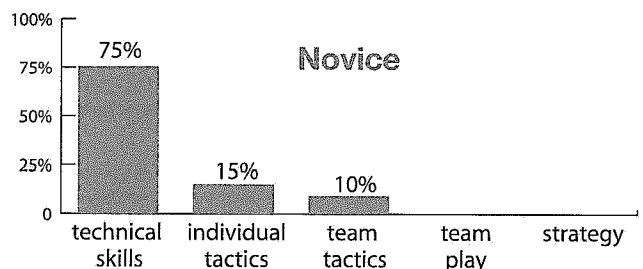
PLAYER DEVELOPMENT PYRAMID



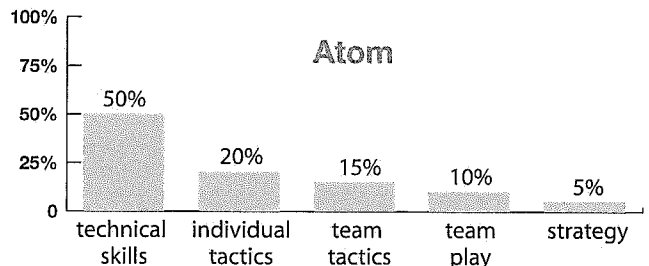
6. The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics 15%.



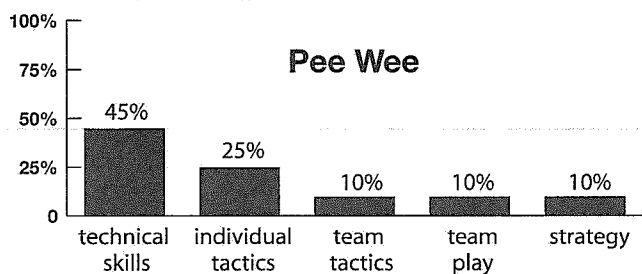
7. The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



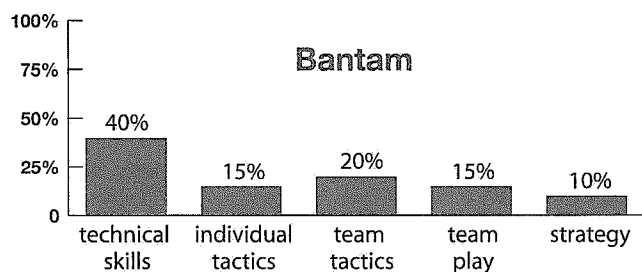
8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



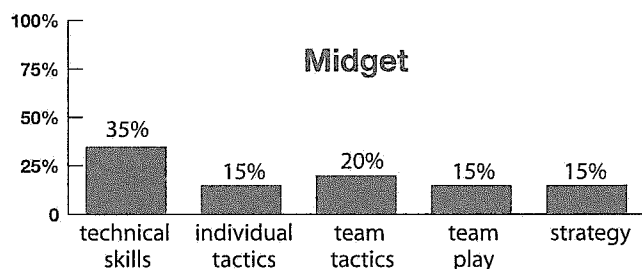
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



10. The Bantam program recommends 40% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 10% strategy.



11. The Midget program recommends 35% technical skills, 15% individual tactics, 20% team tactics, 15% team play, and 15% strategy.



12. The practice drills in each seasonal plan are designed to provide the coach with a progression of drills to achieve the specific goals of each program as defined by the Player Development Pyramid.
13. Hockey Canada believes a coach must emphasize fundamental skill development during practices. It is the responsibility of each coach to teach these fundamental skills to each player.
14. The seasonal plan for each level in the Hockey Canada Skills Development Program is divided into four phases. This approach provides the coach with an opportunity to evaluate players as per expected outcomes based on the practices and games played to date. Players will develop at an unequal pace. Therefore, it is quite conceivable that individual assessments will be more beneficial. This approach will ensure that each player will receive attention and a direction for future development.
15. Based on player assessment, the coach should plan for the next phase. Practices can be adjusted to emphasize specific drills as outlined in the Hockey Canada Skills Development Program provides these guidelines for you.
16. The Hockey Canada Skills Development Program has been developed for you, the Canadian coach. Now remove the appropriate practice plan from the manual, place it into the protective see through "sleeve" that has been provided, and head off to the rink with confidence and enthusiasm.

Good luck Coach, have a great season!

Hockey Canada

LONG-TERM ATHLETE DEVELOPMENT

WHAT IS LONG-TERM ATHLETE DEVELOPMENT?

LTAD is based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage in the long-term athlete development model reflects a different point in athlete development. The long-term athlete development model is representative of the different stages in the development and growth of young athletes into adulthood. The model is broken down into seven highly effective stages.

The first of the seven stages in the model is called "Active Start" where girls and boys from birth until the age of six focus their energy and time on fun daily activities. This includes basic movements and skills such as running, jumping, kicking, catching and throwing. In this stage of the model, children should also be interacting with other young children and building on their interpersonal skills which can be carried to adulthood.

The second stage of the model is called the "FUNdamentals" stage where males ages 6 to 9 and females ages 6 to 8 focus on fun and participation with a concentration on more extensive developmental skills such as agility, balance, coordination and speed as well as running, jumping, wheeling and throwing. It is also at this stage that ethics may be introduced to the sport or activity. Natural abilities may also begin to surface during this stage of participation.

The next step is the "Learning to Train" stage where males ages 9 to 12 and females 8 to 11 begin to develop their sport skills and competencies often referred to as athleticism. This stage is important for establishing development in a variety of sports before moving onto a specialization. This stage also integrates mental, cognitive, and emotional development of the athlete.

The "Training to Train" stage usually includes males ages 12 to 16 and females ages 11 to 15. The focus of this stage is on physical development or "building the engine" and on strengthening sport-specific skills. Serious athletes start to train six to nine times a week if they wish to be prepared for the next stage of the model that focuses on highly competitive athletics.

"Training to Compete" is the fifth stage and includes males ages 16 to 23 and females ages 15 to 21 who are now engaged in more physical and technical conditioning along with a more advanced mental capacity and sense of concentration. Tactical, technical and fitness training for these athletes will increase from 9 to 12 times a week.

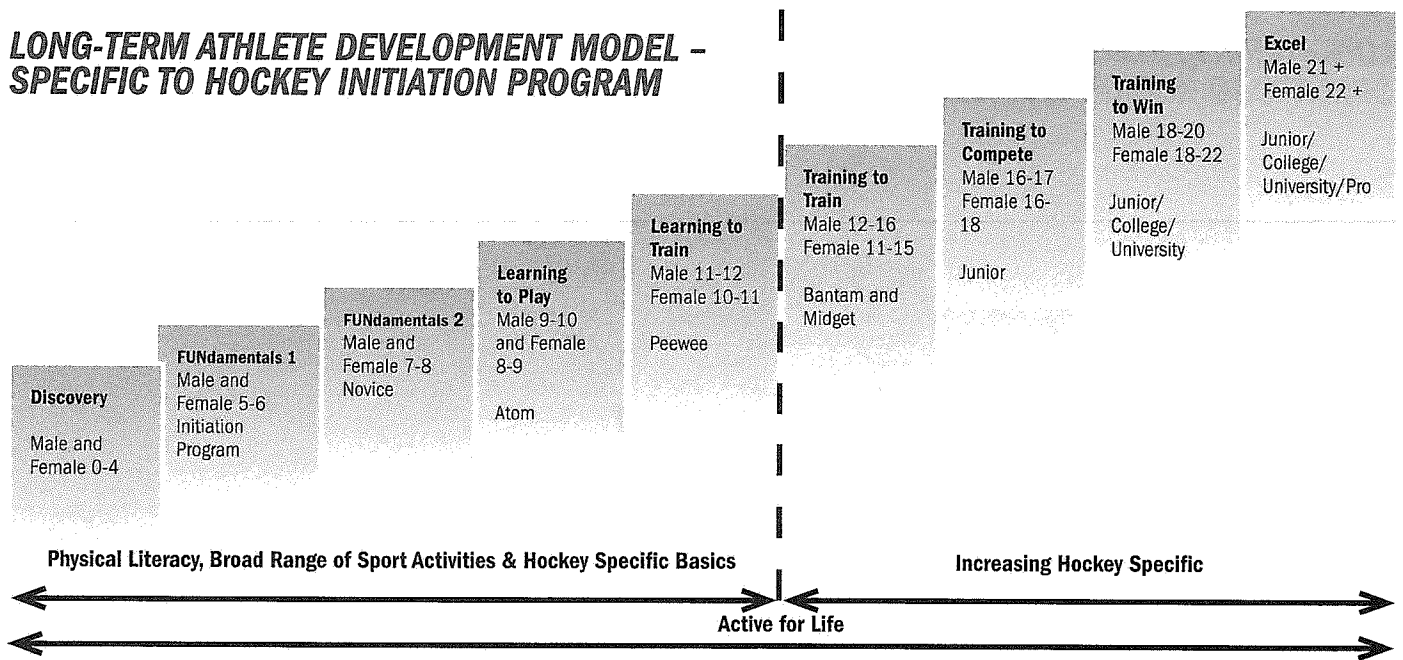
When athletes finally arrive at the "Training to Win" stage, the focus is on performance development - "Maximizing the Engine." Physical, technical, tactical (including decision making skills), mental, and personal and lifestyle capacities are fully established. Athletes are now competing at higher levels and often performing on the international stage. These athletes are now training 9 to 15 times per week in order to achieve their specific goals as athletes.

The final stage in the LTAD model is "Active for Life." Sport serves as an important activity that promotes good mental, emotional and physical health. Adults may choose a routine that consists of 30 to 60 minutes of high to low impact fitness activities in their daily routine adulthood in order to sustain an active and healthy lifestyle. At this point in the model, adult athletes are considered physically literate and participants in healthy competitive and recreational activities.

For more information on long-term athlete development please visit the Sport Canada website at www.pch.gc.ca/sportcanada

The LTAD model presented in the IP and Novice manuals are specific to the sport of hockey and its competencies and various levels of competitions.

LONG-TERM ATHLETE DEVELOPMENT MODEL - SPECIFIC TO HOCKEY INITIATION PROGRAM



INITIATION PROGRAM

Length of Season:
28-32 weeks:

- > 3-4 weeks: Practice and Skill Development Season
- > 20-24 weeks: Practice and Game Play Season
- > 4 weeks: Tournament/Game Season

Frequency per Week:
1-2 times

Number of Games per Season:
20-30 modified, 0-10 full ice

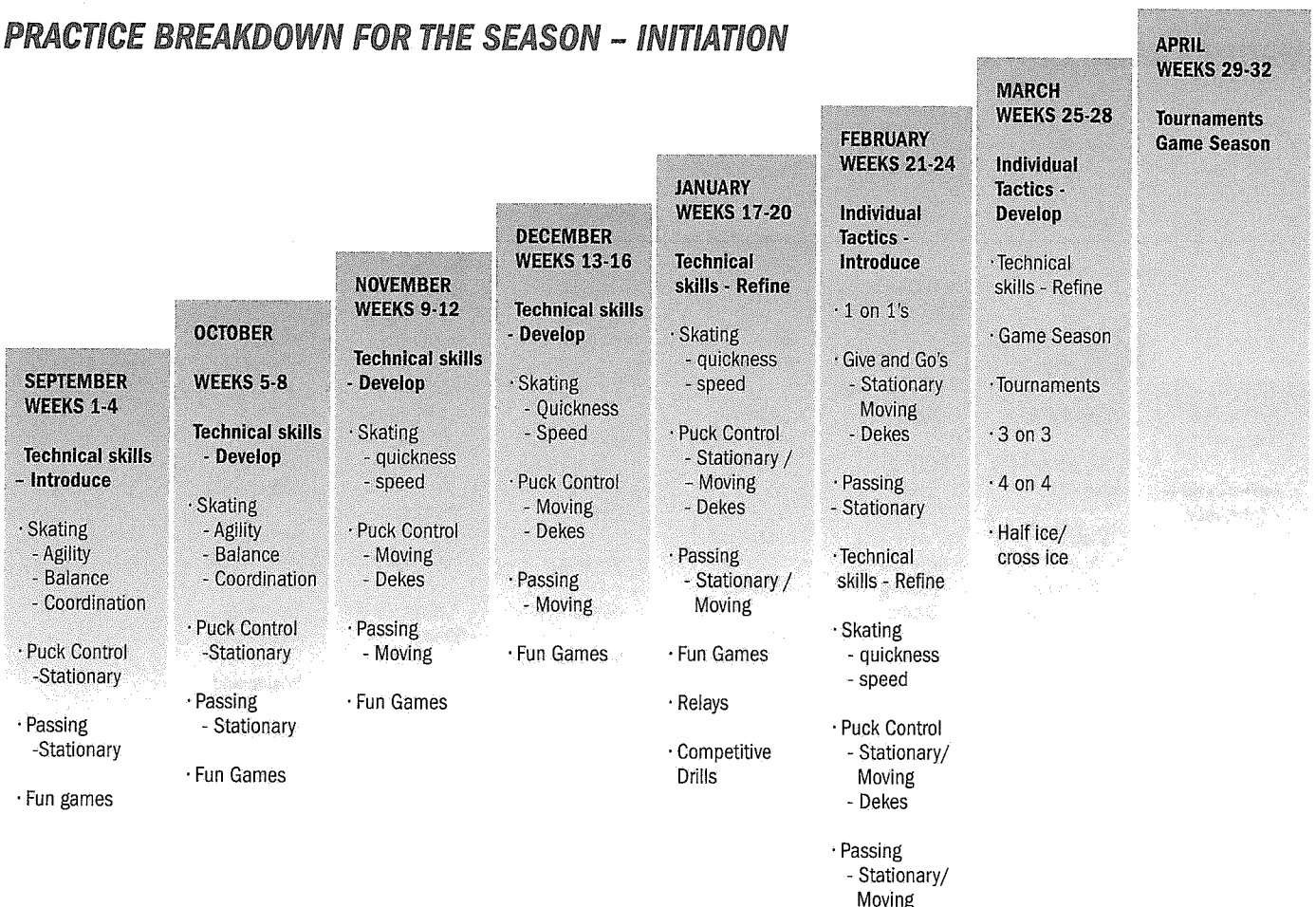
INITIATION PROGRAM

General Objective:
Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

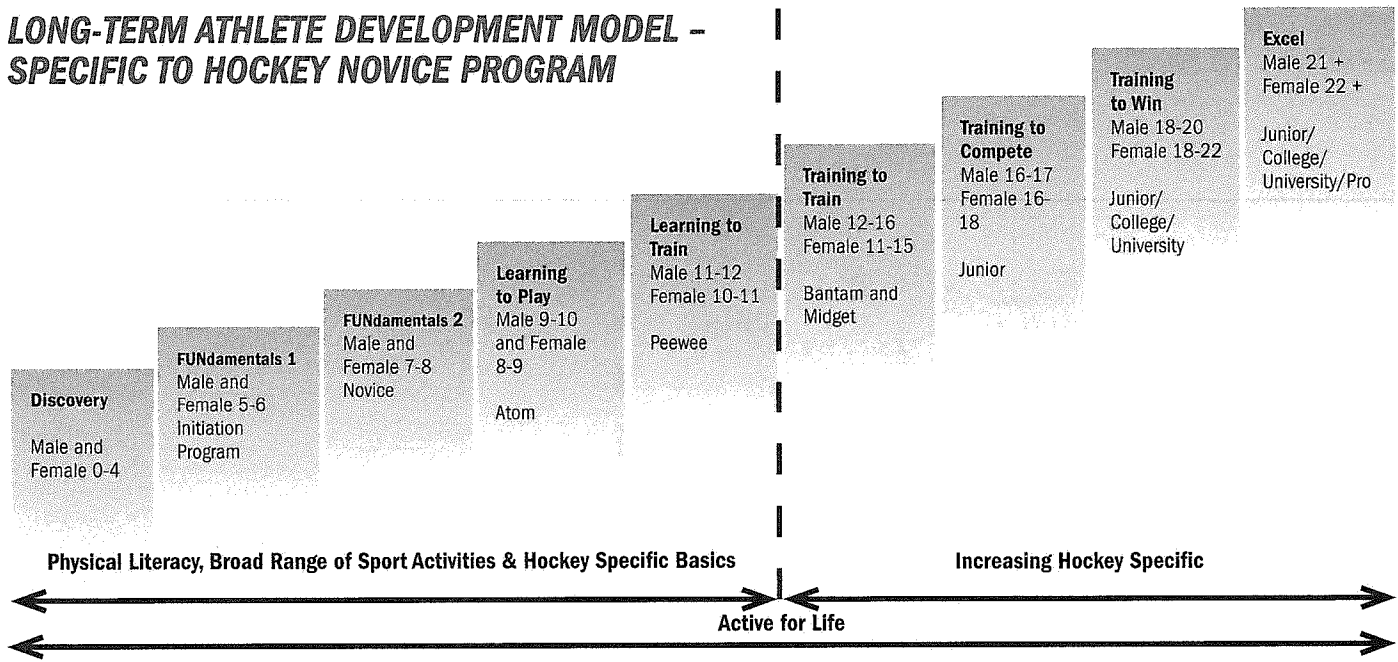
Guiding Principles:
Make the first impression of hockey a positive one for players and parents. Play/Games exist mostly in modified forms, with limited number of formalized games.

Preseason Training:
Other sports to further develop the ABC's (Agility, Balance and Coordination).

PRACTICE BREAKDOWN FOR THE SEASON - INITIATION



LONG-TERM ATHLETE DEVELOPMENT MODEL - SPECIFIC TO HOCKEY NOVICE PROGRAM



NOVICE PROGRAM

Length of Season:
28-32 weeks:

- > 3-4 weeks: Practice and Skill Development Season
- > 20-24 weeks: Practice and Game Play Season
- > 3-4 weeks: Tournament Season

Frequency per Week:
2-3 times

Number of Games per Season:
15-20 modified, 20-30 full ice

NOVICE PROGRAM

General Objective:

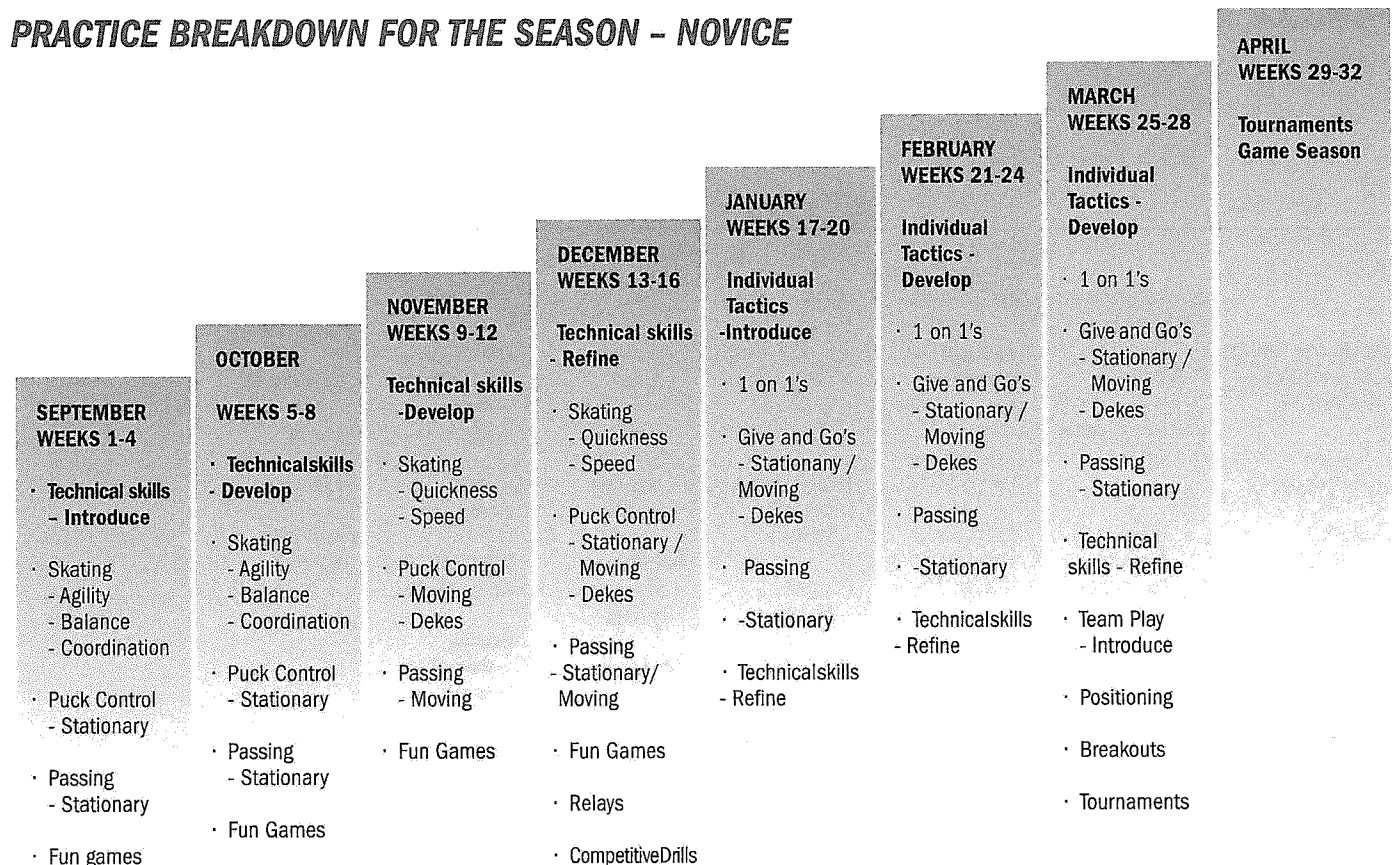
Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

Guiding Principles:

Make the first impression of hockey a positive one for players and parents. Play/Games exist primarily in a modified form – formalized games introduced late in season.

Some streaming of the players – goal is to have players working with players of like skills to develop confidence and self esteem

PRACTICE BREAKDOWN FOR THE SEASON - NOVICE



Chapter 2 – Art of Coaching

FUNDAMENTALS TO DO LIST

FUNDamentals To Do List for Associations:

- Players develop skills in practices and test those skills in modified games
- Stress skills, focus less on games
- Maximize your ice time by putting upwards of 40 players on the ice at a time
- Utilize modified equipment appropriate for young players. Examples of this include junior model sticks, light weight pucks and fun teachings
- Follow Hockey Canada guidelines
- National Coaching Mentorship Program (NCMP) Specialty Clinics on skating, puck control, shooting and scoring, checking, creating offense, creative thinking, goal-tending, special teams, small area games and developing defensemen

FUNDamentals To Do List for Coaches:

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC's of athletics
- Introduce children to the simple rules and ethics of sports
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation or Novice manual to deliver appropriately structured practices
- Limit technical and tactical information communicated to the players
- Use clear and precise terminology adapted to the children
- Have some knowledge about child growth and development
- Ensure players enjoy the game and want to continue to play in the future

- NCCP training in the Intro Coach Program or the Coach Stream program. These programs are focused on parent meetings, team communication, teaching skills, organizing practices and an introduction to appropriate games for young players
- Continuing education through Mentorship specialty clinics offered at MHA level with a focus on teaching the technical skills

FUNDamentals To Do List for Parents:

- Encourage your child to participate in a wide variety of physical activities
- Strength training should be done solely with the players' own body weight
- Other sports that build on fundamental movement skills applicable to hockey:
 - Gymnastics
 - Run, Jump, Throw programs
 - Soccer
 - Skating programs

FUNDamentals To Do List for Players:

- Develop the basic athletic skills of the game through non-structured activities like skateboarding, biking, skipping, street hockey, in-line skating, catching and throwing games and other modified activities.
- It is not about being the best it is about doing "your" best
- Develop a positive self image through the game
- Learn the basic playing rules of the game.

*See Page on Player Development

TEACHING TIPS

COMMUNICATING WITH YOUR PLAYERS

Ongoing communication with your players will be easier if you have taken the time at the beginning of the season to talk about goals, outline your approach, and answer questions.

Here are a few simple tips to help you communicate effectively with your players during practices and games:

- Arrange players in a semi-circle in front of you.
- Position them so there are no distractions behind you.
- Scan your group as you talk. Make eye contact with all players.
- Ask questions to make sure players have understood you and know what is expected of them.
- Give your players an opportunity to speak.
- Listen to what they say and how they say it.
- Speak to them using words they understand (keep it simple).
- Bend down, kneel or crouch so you can talk to them at their level.
- Speak to every player at every session.

GIVING FEEDBACK

Providing feedback for your players is critical in developing skills. Always remember these three points:

- Give the "good" picture. Demonstrate what you want, not what the player is doing incorrectly.
- Be positive. Acknowledge what is being done well, then point out what should be worked on.
- Be specific. Demonstrate exactly what it is you want done.
- Don't forget your goaltender(s), they require equal feedback.

TROUBLE SHOOTING

Challenge	Solution
Forgot your pucks:	• 3 on 3 tourney
Scheduling conflict:	• Team building • Road hockey • Share the ice
Missing players:	• Station work • Restrict playing area • Individual skills
Forgot practice plan:	• Play some fun games • Individual skills work

Challenge	Solution
Challenging players:	• Help that ones that want help • Use that player more (demonstrations, ask him/her questions)
Challenging parents:	• Team meeting at start of year • Layout team goals and objectives • Have parents agree to and contribute to attaining these goals • Refer to these goals and objectives if problems arise • Delegate tasks to the parent(s) in question

SKILL LEARNING

Here is a good teaching sequence to follow:

1. Explain the skill
 - Name the skill and describe it
 - Tell them why it is important and when it is used. Highlight the key teaching points (key words or phrases used in instructing and giving feedback to your players)
2. Show them how it is done
 - Demonstrate
 - State the key points again
3. Give them time to practice
 - Get players to practice the skill right away
 - Get everyone involved
4. Let them know how they are doing
 - Move around to each player
 - Give individual feedback
 - Get assistants to help

PREPARING FOR PRACTICE

Practice time is precious, so you'll want to make the most of it. Here are some tips for planning and running your practices:

- Plan to keep everyone active. Use small groups when doing drills so players don't have to wait long for their turn.
- To save time, consider introducing your drills on a chalk or rink board in the dressing room before going on the ice.
- Warm-up stretches and cool-down activities can be done in the dressing room to maximize the use of ice time.
- Treat all players equally and emphasize positive feedback. Try to talk to every player individually at every practice.

COACH'S CHECKLIST

- Did you set goals and objectives for the practice?
- Do your drills have specific purposes and meet the goals of the practice?
- Are your drills suitable to the age and skill level of your players?
- Does your practice have a general progression from Individual skills to team play?
- Are your drills applicable to the skills used in games?
- Do you teach new skills and drills early in the practice?
- Do your drills challenge the skill level of the players?
- Do you keep all players active including the goaltenders?
- Do you give clear and concise instructions?
- Do you have the attention of your athletes when you speak to them?
- Do you explain and demonstrate skills and drills clearly?
- Do you inform your assistant coaches and use them effectively?
- Did you keep them active in all drills?
- Did you use the entire ice surface available to you? (Full or half ice)
- Do you observe, evaluate and give feedback throughout the practice?
- Do you keep the drills effective, competitive, active and challenging?
- Are you positive and upbeat?
- Do you greet the players by their first name before practice?
- Do you include a fun drill in each practice?
- Do you stop drills when general error or lack of effort is apparent?
- Do you do your conditioning drill at or near the end of practice?
- Do you speak to players as a group at the end of practice to discuss the practice, upcoming games or general information?
- Do you allow time for players to work on/practice specific skills individually?
- Do you communicate individually with each of your players throughout practice?
- Do you emphasize fun?

THE NUMBERS

A Practice by the Numbers

Statistics supplied by: Calgary Hockey Development

The following facts and figures relate to a 60 minute practice session.

- One individual practice will give a player more skill development than 11 games collectively.
- Each player should have a puck on their stick for 8-12 minutes.
- Each player should have a minimum of 30 shots on goal.
- Players will miss the net over 30% of the time in a minor hockey practice.
- Coaches should try to run 4-5 different drills/games/activities each practice. More is not better; execution of what you do is development.
- No more than 5 minutes should be spent in front of a teaching board each practice.
- If you have 10 players on the ice, strive to keep 4-5 players moving at all times.
- If you have 15 players on the ice, strive to keep 9-10 players moving at all times.
- If you have 20 players on the ice, strive to keep 14-15 players moving at all times.

A Game by the Numbers

The following statistics were recorded during a 60 minute Pee Wee level hockey game.

- Players will have the puck on their stick for an average of 8 seconds per game.
- Players will take an average of 18 shifts per game.
- 99% of the feedback coaches give players is when they have the puck. Ironically, players only have the puck on their stick for 0.2% of the game.
- Players will take an average of 1 - 2 shots per game.
- 95% of passes made backwards are successful.

THE PRACTICE CHEF

Courtesy of Calgary Hockey Development

There are **10 Key Ingredients** a coach should mix into each practice. Collectively these lead to enjoyment and learning for both players and coaches.

1. Coaches should have minimum 50 pucks in their bucket.
2. Players must be on time, all the time. Coaches set the standards and lead by example. Parents must be encouraged to buy in.
3. Don't waste ice time stretching. Stretching should be performed in the dressing room prior to the ice time. A good pre-ice stretching routine appears in this manual.
4. The use of stations in practices leads to a dynamic practice. Stations keep participants active enabling them to achieve high levels of repetitions. Have players spend 3-8 minutes per station before switching. 2-3 stations are recommended.
5. Basic skill development (skating, puck control, passing, shooting) should comprise 90% of your practice time. Remember you can work skills in game-like drills. Skill development should not be considered boring.
6. Positive and specific feedback is imperative. Consider the head coach who always stands at centre ice and runs drills. How often during the practice is this coach able to effectively teach? Teaching is done in the trenches (corners, lines).
7. Routines in practice are dangerous. Players will pace themselves and become bored very quickly. Routine practices develop great practice players. Strive to change things up, create an element of surprise, utilize variety, and generate enthusiasm. Players also enjoy time on their own. 2-5 minutes per practice should be sufficient. This enables players to be creative and try new things.
8. "TELL ME AND I'LL FORGET, SHOW ME AND I MIGHT REMEMBER, INVOLVE ME AND I'LL UNDERSTAND"
9. Practice execution by coaches is of principle importance. Great drills that aren't executed properly by coaches are useless. Execution involves using all staff on ice, having pucks spotted in the proper areas, informing players of the whistle sequence (1st whistle begin, 2nd whistle stop, 3rd whistle begins next group) and providing appropriate feedback. To assist in practice execution, name your drills i.e. "killer bees".
10. Relate what you do in practices to games and vice versa. "Players, we are doing this drill because in our last game we were unable to finish around the net". Or "these drills will assist you in keeping your stick and body away from the checker and in effective scoring position".

SAFETY TIPS FOR PRACTICE

PLAYING AREA

Before each ice session, game or practice, carefully check the playing area to ensure that:

- There is no debris, dangerous ruts, bumps or bare spots on the ice surface.
- There are no protrusions from the boards, glass or screen.
- Supporting struts for glass or upright posts for fencing are padded.
- There is no garbage on the floor of the players' bench area that may become stuck on the blades of players' skates (e.g. tape) or other matter that may damage skate blades.
- The entire arena lighting system is turned on and functioning; always practice in lighting conditions similar to those which exist for games.
- All gates are securely and properly closed.
- The arena management staff has been monitoring air quality in the arena for dangerous gases.
- Educate your players about the dangers of checking from behind; players should NEVER check, bump or shove an opponent from behind, especially one who is in the danger zone, the 3-4 metres in front of the boards.
- Teach your players to always be aware on the ice, especially when in the danger zone; players should always keep moving when in the danger zone, and never stand still in this area. If ever checked from behind, players should extend their arms to cushion the impact.
- Ensure that players are wearing proper full protective equipment, including CSA approved helmets, face masks and, where applicable, throat protectors, for all games and practices. Players who are required to wear face masks and throat protectors during competition must wear them during practices.
- Prepare players for practices and games with proper stretching and warm-up routines, and encourage players to stretch following on-ice sessions.
- Never allow players to go onto the ice until the ice resurfacing machine is completely off the ice surface and its gates are securely closed.

At all times during practices:

- Ensure at least one coach is on the ice to supervise the players and that the coaching staff control all activities.
- Ensure that all drills are appropriate for the age and skill level of the players and utilize proper teaching progressions, especially while teaching difficult skills like body checking and backward skating.
- Ensure players play within the rules and that team rules are developed and consistently applied for a more effective and efficient practice.
- Ensure frequent rest periods are scheduled to allow players to drink from their own water bottles; remember tired, dehydrated players are not alert or attentive and are more susceptible to injury.
- Ensure all drills are organized with the safety of the players as a prime concern, i.e. players should be positioned at least 10 metres from the net during shooting drills; backward skating drills must be done in an organized method to avoid collisions.

OFF-ICE SAFETY

- Ensure that clear dressing room rules are established to prevent horseplay and other careless behavior which could lead to injuries, and that the dressing room is well lit and the floor is kept free of tape or other debris. Players should never walk around the dressing room wearing skates while other players are still getting dressed.
- Ensure that the hallways leading to the playing area are well lit and that there is no debris, ruts or bumps on the floor. Ideally, there should be a rubber mat or other nonslip surface to lead participants from the dressing room area to the ice surface.
- Ensure that players are supervised at all times, including in the dressing room and while proceeding to the ice surface.

TEAM BUILDING

Why are some teams cohesive and others not? Why do some seem to be instantly productive while others move slowly toward success? How can you encourage team members to look at themselves, and see the need for a change from individualism to collective effort?

It has become clear to coaches at every level of the game that in order for a team to be successful, they must function well as a unit. The synergy generated by a team all working toward the same end point generates far more power than the sum of all parts of the team.

There are many team building activities and games that will help to bring about cohesiveness within a team culture, but without a well planned set of activities, the team's growth gets left to chance and ultimately so does the team's success.

Take charge of building a positive environment for your team by giving them opportunities to grow as a unit both on and off the ice.

HEARTBEAT

Equipment:

- One coin of some type
- One puck, bottle, soft drink can, etc.

Objectives:

- Develop team spirit and cohesion
- Relying on team members to achieve a goal.
- Communicate through non-verbal communication

Explanation:

- Divide the team into 2-4 equal groups.
- Teams sit facing each other, approx. 3-5 feet apart. Team members will sit side by side, with their arms crossed and holding the hand of the player each side of them. Squeezing the hand will generate a heartbeat signal or an electric impulse.
- A coach sits at one end of the two teams, holding the coin. The coin is "tossed" to

reveal heads or tails to the first player of each team. These two players watch the coach.

- All the remaining players look away from the coach and towards the object at the opposite end from the coach.
- If the coach flips tails, the first member of each team does nothing; if the coach flips heads the first member of each team squeezes the hand of the team member directly beside them, initiating the signal to be passed from player to player. If a player's hand is squeezed, the player squeezes the hand of the next player to continue the signal. The last team member grabs for the object once they receive the signal.
- Award one point for a win. Deduct one point if a team squeezes when they are not signaled to. (Miscommunication can result when players begin to cheat or when the front player squeeze on the wrong signal)
- The first team to score 10 points wins.

SPEEDY MEMO

Equipment:

- Puck or tennis ball

Objectives:

- Communications of thoughts, feelings, and emotions to fellow teammates
- To get to know what teammates are feeling and thinking

Explanation:

- Players sit in a circle and face each other.
- Coach starts the memo by saying how he thought the day went, then bounces or tosses the object to someone on the team, while saying their first name.
- The player in possession of the object continues the memo, and so on.
- Coach can decide on topic or how many words can be used (i.e. 7, 5, 3 words/expectations for the upcoming day, or what they want to learn, etc.)

HAVE YOU EVER...

Equipment:

- Puck or tennis ball
- Enough chairs for everyone, except one person

Objectives:

- Communication of previous backgrounds/interests/experiences

Explanation:

- All players sit in a chair, which are in a circle facing one another, except for one player.
- The player who is "it" stands in the middle and asks the question, "Have you ever...?" It has to be something they have done, but maybe a few in the group have not.
- The players who have also had that experience must get up and look for a new chair. The player who was in the middle drops the object after the question and looks for an open chair.
- A new player will be left out, and will now become "it". This player picks up the object to begin the next round of the game.

SHOE RELAY

Objective:

- Teamwork and FUN

Explanation:

- Form equal lines of 6-8 players
- Mark an end point 15-20 feet away
- Make sure they all have their shoes tied
- On the start command the first player in each line races to the end and unties their shoes, takes them off and places them in a pile, races back to the line, and next player goes. Continue until everyone has gone.

Progression:

- Then have the players run to the end and put on their shoes, tie them and run back to the end of the line.
- Have all the shoes untied at the end in a pile. The coach then randomly ties their shoes together, but keeping them within the teams pile. The players race down and untie their shoes, put them on, tie them and race to the end of the line.

CELEBRITY NAME GAME

Equipment:

- Pen or felt marker, blank sheets of paper and tape, or post-it notes

Objectives:

- Players get to know one another

Explanation:

- Coach comes up with as many celebrity names (hockey players, movie stars, famous politicians, etc.) as there are players on the team.
- Coach then tapes a name on the back of one player. The player goes into the middle of the circle and asks only "yes" or "no" questions to the players forming the circle, to determine the name of the celebrity on their back.

FAIR PLAY CODES

FAIR PLAY CODE FOR PLAYERS

- I will play hockey because I want to, not just because others or coaches want me to.
- I will play by the rules of hockey, and in the spirit of the game.
- I will respect my opponents.
- I will control my temper – fighting and mouthing off can spoil the activity for everyone.
- I will do my best to be a true team player.
- I will remember that winning isn't everything that having fun, improving skills, making friends and doing my best are also important.
- I will acknowledge all good plays / performances – those of my team and of my opponents.
- I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

FAIR PLAY CODE FOR COACHES

- I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations
- I will teach my players to play fairly and to respect the rules, officials and opponents.
- I will ensure that all players get equal instruction, support and playing time.
- I will not ridicule or yell at my players for making mistakes or for performing poorly.
- I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the players' ages and abilities.
- I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.
- I will work in cooperation with officials for the benefit of the game.

Chapter 3 – LESSON PLANS

CORE SKILLS

BALANCE AND AGILITY	EDGE CONTROL	STARTING AND STOPPING	FORWARD SKATING AND STRIDING	BACKWARD SKATING
<input type="checkbox"/> Basic stance <input type="checkbox"/> Getting up from the ice <input type="checkbox"/> Balance on one foot <input type="checkbox"/> Gliding on two skates <input type="checkbox"/> Gliding on one skate – forward and backward <input type="checkbox"/> Lateral Crossovers – step and plant	<input checked="" type="checkbox"/> Figure 8's – forward – inside & outside edge <input checked="" type="checkbox"/> Figure 8's – backward – inside & outside edge <input type="checkbox"/> One leg weaving – forward & backward	<input type="checkbox"/> T-start <input checked="" type="checkbox"/> Front v-start <input checked="" type="checkbox"/> Crossover start <input type="checkbox"/> Backward c-cut start <input checked="" type="checkbox"/> Backward crossover start <input type="checkbox"/> One o'clock – eleven o'clock <input type="checkbox"/> Outside leg stop <input checked="" type="checkbox"/> Two-foot parallel stop <input type="checkbox"/> One-leg backward stop <input checked="" type="checkbox"/> Two-leg backward stop	<input type="checkbox"/> C-cuts – left foot / right foot / alternating <input checked="" type="checkbox"/> Forward striding	<input type="checkbox"/> C-cuts – left foot / right foot <input type="checkbox"/> Gliding on two skates – backward <input type="checkbox"/> Gliding on one skate – backward <input checked="" type="checkbox"/> Backward sculling
TURNING AND CROSSOVERS	STATIONARY PUCK CONTROL	MOVING PUCK CONTROL	STATIONARY PASSING AND RECEIVING	MOVING PASSING AND RECEIVING
<input checked="" type="checkbox"/> Glide turns <input checked="" type="checkbox"/> Tight turns <input type="checkbox"/> C-cuts – around circle – outside foot – forward & backward <input checked="" type="checkbox"/> Crossovers – forward & backward <input type="checkbox"/> Backward one-foot stop and t-start <input checked="" type="checkbox"/> Pivots – bwd to fwd & fwd to bwd <input checked="" type="checkbox"/> Pivots – open & reverse	<input type="checkbox"/> Stance <input checked="" type="checkbox"/> Narrow <input checked="" type="checkbox"/> Wide <input type="checkbox"/> Side – front – side <input checked="" type="checkbox"/> Toe drag – side <input checked="" type="checkbox"/> Toe drag – front	<input checked="" type="checkbox"/> Narrow <input checked="" type="checkbox"/> Wide <input checked="" type="checkbox"/> Open ice carry – forehand & backhand <input type="checkbox"/> Weaving with puck <input checked="" type="checkbox"/> Toe drag – front & side <input type="checkbox"/> Puck in feet <input checked="" type="checkbox"/> Side – front – side	<input checked="" type="checkbox"/> Stationary forehand pass <input checked="" type="checkbox"/> Stationary backhand pass <input type="checkbox"/> Stationary bank pass	<input checked="" type="checkbox"/> Moving forehand pass <input checked="" type="checkbox"/> Moving backhand pass <input type="checkbox"/> Lead pass <input checked="" type="checkbox"/> Pairs passing <input type="checkbox"/> Moving bank pass – fore-hand <input type="checkbox"/> Moving bank pass – back-hand <input type="checkbox"/> Pass and follow
SHOOTING/FLIP, SWEEP AND WRIST SHOT	DEFENSIVE TACTICS – DEFENSIVE ZONE	DEFENSIVE ZONE	INDIVIDUAL OFFENSIVE TACTICS	INDIVIDUAL DEFENSIVE TACTICS
<input checked="" type="checkbox"/> Forehand (flip) <input type="checkbox"/> Forehand (sweep) <input type="checkbox"/> Backhand (sweep) <input checked="" type="checkbox"/> Forehand – low (wrist) <input checked="" type="checkbox"/> Backhand – low (wrist) <input checked="" type="checkbox"/> In motion (wrist)	<input checked="" type="checkbox"/> Role of F1 <input checked="" type="checkbox"/> Role of F2 <input checked="" type="checkbox"/> Role of F3 <input checked="" type="checkbox"/> Role of D1 <input checked="" type="checkbox"/> Role of D2	<input checked="" type="checkbox"/> DZ coverage – basic <input checked="" type="checkbox"/> DZ coverage – rotation	<input checked="" type="checkbox"/> Body fakes <input type="checkbox"/> Stick fakes <input checked="" type="checkbox"/> Attack triangle – puck under stick	<input checked="" type="checkbox"/> Angling <input checked="" type="checkbox"/> Forward skating <input checked="" type="checkbox"/> Backward skating <input checked="" type="checkbox"/> Changing directions <input checked="" type="checkbox"/> Active stick
WARM UPS	OFFENSIVE TACTICS – DEFENSIVE ZONE	OFFENSIVE TACTICS – NEUTRAL ZONE	OFFENSIVE TACTICS – OFFENSIVE ZONE	PLYOMETRIC EXERCISES
<input type="checkbox"/> Arm circles <input type="checkbox"/> Trunk rotations <input type="checkbox"/> Leg swing front to back <input type="checkbox"/> Leg swing side to side <input type="checkbox"/> High knee <input type="checkbox"/> Heel kicks	<input checked="" type="checkbox"/> Escape moves <input checked="" type="checkbox"/> Puck retrieval basics <input checked="" type="checkbox"/> Direct pass – wall <input type="checkbox"/> Direct pass – midlane	<input type="checkbox"/> Cross & drop <input checked="" type="checkbox"/> Pass & follow <input checked="" type="checkbox"/> Give & go <input checked="" type="checkbox"/> Headman	<input checked="" type="checkbox"/> Net drive <input type="checkbox"/> Middle drive <input type="checkbox"/> High delay <input type="checkbox"/> Wrap around	<input checked="" type="checkbox"/> Power stride <input checked="" type="checkbox"/> Power leap <input checked="" type="checkbox"/> Side step jumps – crossover <input checked="" type="checkbox"/> Agility cones <input checked="" type="checkbox"/> Bounding side to side
BALANCE AND COORDINATION	OFF-ICE STICKHANDLING	<input checked="" type="checkbox"/> Indicates the core skills you will need to carry throughout the length of your hockey career. <input checked="" type="checkbox"/> In order to master these skills, you would need to complete 10 reps each practice, 30 practices in a season for the next 10 years of your life. You would accomplish 3,000 reps in those ten years. <input checked="" type="checkbox"/> Coaches, understand that these figures are hypothetical and demonstrate what it would take in order to master one of these core skills over the course of 10 years. *NOVICE core skills are in bold as to differentiate themselves from the IP core skills.		
<input checked="" type="checkbox"/> Bounce ball on blade <input type="checkbox"/> Flip ball up / knock down	<input checked="" type="checkbox"/> Ball control – narrow & wide combination <input checked="" type="checkbox"/> Ball control – side / front / side <input type="checkbox"/> Ball control – toe drag – side & front combination <input checked="" type="checkbox"/> One touch pass – forehand / backhand <input type="checkbox"/> Saucer pass – forehand / backhand <input checked="" type="checkbox"/> Freestyle stickhandling moves			

TEACHING STATIONS LAYOUT

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

- The total number of players (try to divide them evenly)
- The different levels of skill of the players
- The number of assistant instructors you have working with you
- The number of different skills or components of each skill you intend to teach
- The amount of ice available for your use

Front Page

Practice Plans are presented in various formats in the manual. The front pages of the drills are presented in 4 stations; one showing a full-ice for warm-up, two for practicing skills and a full-ice fun game that may be presented once the drill and has been introduced.

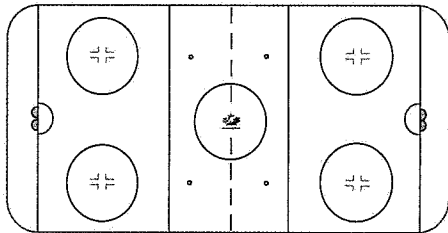
Back Page

The back pages use the drills presented in the front pages and split them into 4, 2 and 6 stations for Initiation and 3 half-ice setups for Novice. In doing so you are maximizing the use of your ice time.

If you do find yourself practicing with another team at the same time, maximize your lesson and ice time by warming up together, practicing your skills as one group and including a full-ice fun game at the end of your practice.

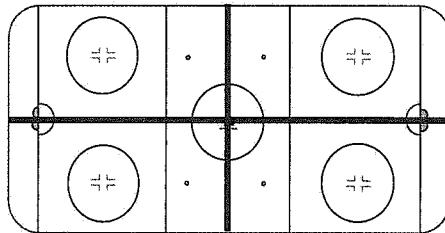
Front Page

Full-Ice Warm-Up



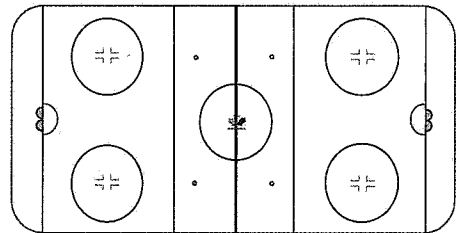
Back Page (IP)

4 Stations

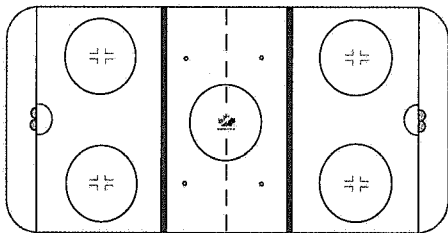


Back Page (Novice)

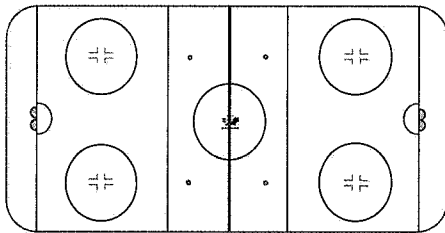
2 Stations



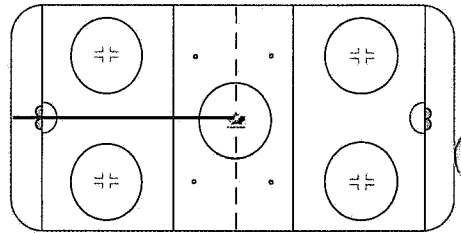
3 Stations



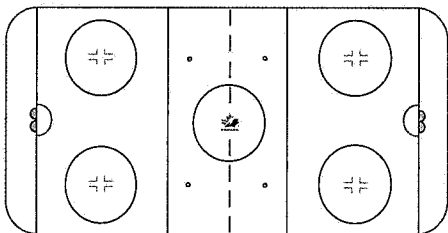
2 Stations



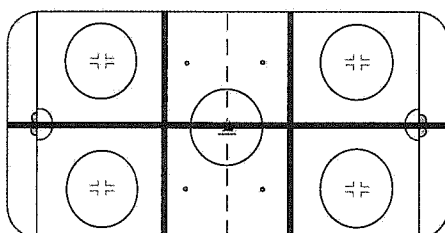
2 Stations



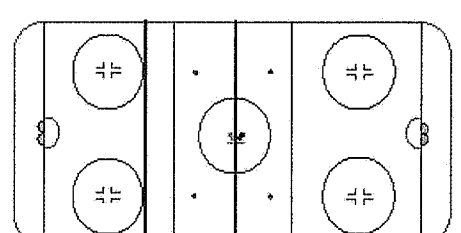
Full-Ice Game



6 Stations



2 Stations

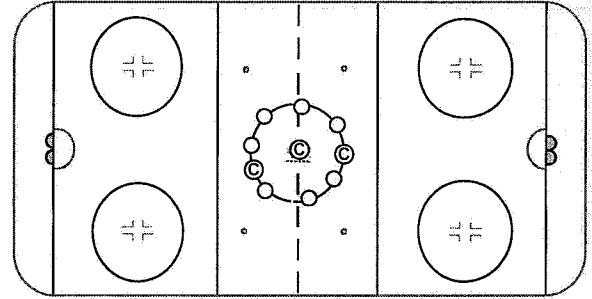


Session Objectives: 1. Introduce: Safety Rules, Basic Stance, Getting Up & Balance, Basic Knowledge, T-Push, C-Cuts

10 MIN WARM-UP

ORGANIZE AND BASIC STANCE (1.1.01)

Gather players at centre ice circle. Explain safety rules. Explain signals. Explain and demonstrate key points to stance. Players go into basic stance. Coaches should circulate through players to correct stance now. Players hop up & down on both skates, Players lean to left, then to the right, Players lean to left and stand on left skate, then right. Players rock forward onto toes and backward onto heels (encourage them to find the best balance point).



20 MIN SKILL STATIONS #1

1. T-PUSH (1.3.01)

Review key points and demonstrate. Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Players should extend leg to push off, pushing last with the toe. Coaches should review players and give personal attention to remedy flaws. Make sure the pushing leg is fully extended before recovery. Skate full distance of zone pushing with 1 foot at a time.

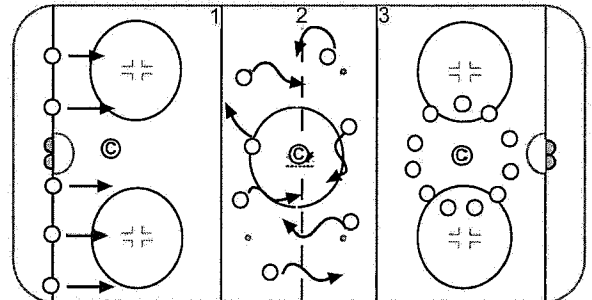
Repeat using other foot.

2. FREE SKATE

Players skate around neutral zone getting comfortable on their skates. Coaches should skate among players talking to as many as possible - make them feel comfortable, help as needed.

3. GETTING UP AND BALANCE (1.1.02)

Coach demonstrates proper technique of getting up. Play game of Simon Says getting players to fall to knees and get back into "Stance", touch knees, toes, head, shoulders, hips etc. Have players lie on stomachs, 2 hands on sticks, elbows on ice, holding stick level. Pull to kneeling position by using elbows, then get up. Continue game.



20 MIN SKILL STATIONS #2

1. DON'T WAKE THE GIANT

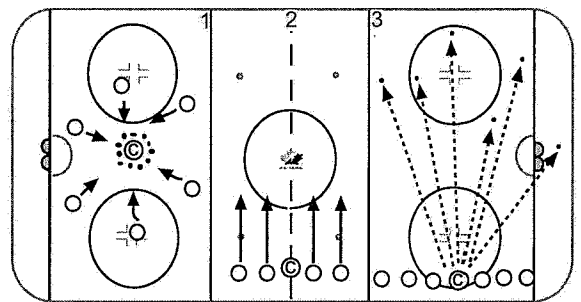
Place some pucks (treasure) on ice. One coach (giant) guards the treasure but keeps falling asleep. Players tip-toe by the giant to steal his treasure without waking him up. Giant occasionally wakes up to scare them away.

2. C-CUTS (1.4.01)

Review key points and demonstrate. Players line up along boards and perform c-cuts with right foot across the ice while gliding on left foot. Ensure proper recovery. Perform 3-4 repetitions with right foot, then repeat using left foot.

3. FETCH

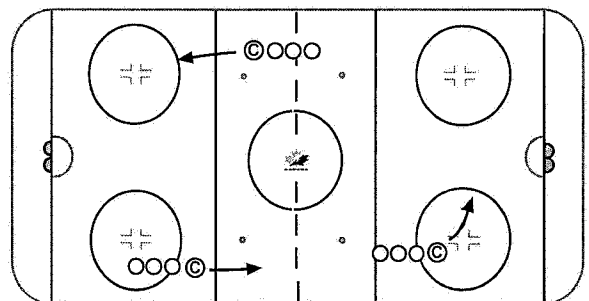
Players are "dogs" and play without sticks. Coach rolls out as many tennis balls as there are players. Players must chase ball, pick it up and return to coach. Some players may be able to retrieve 2-3 times while others retrieve only once. Have players bark when they return the ball.



10 MIN FUN GAME

TOUR BUS

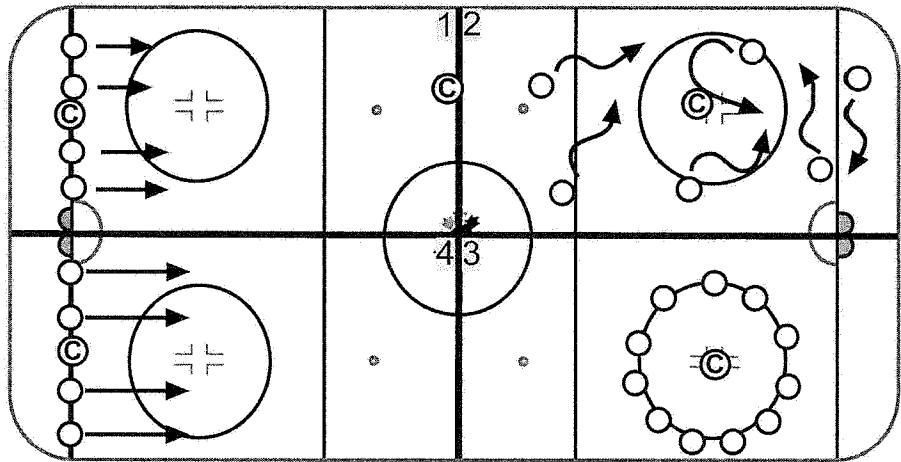
Divide groups to 1 group per coach. Coach is the bus driver, players are the passengers. Players follow the coach who moves slowly around the area, changing directions frequently. Point out features of the rink as the tour (face-off dot, circle, net, crease, blueline, centre line, goal line). Revisit spots and have players name the features.



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

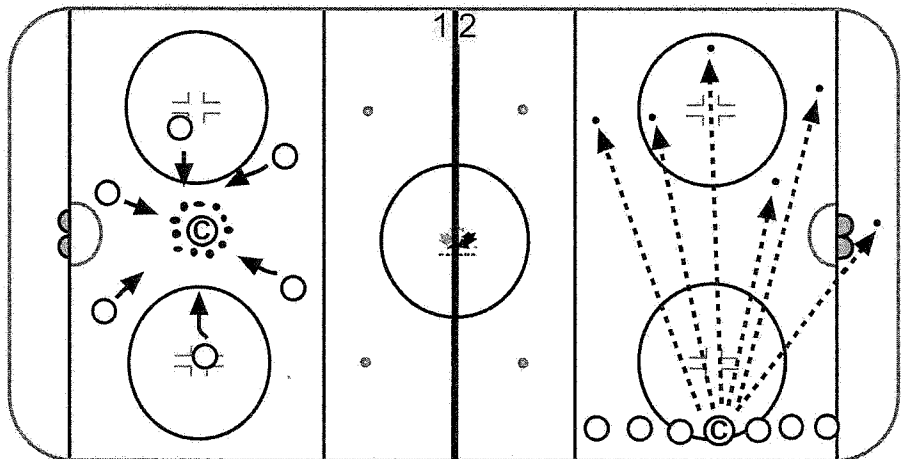
SKILL STATIONS #1 - 4 STATION SETUP

- 1. T-PUSH (1.3.01)
- 2. FREE SKATE
- 3. GETTING UP AND BALANCE (1.1.02)
- 4. C-CUTS (1.4.01)



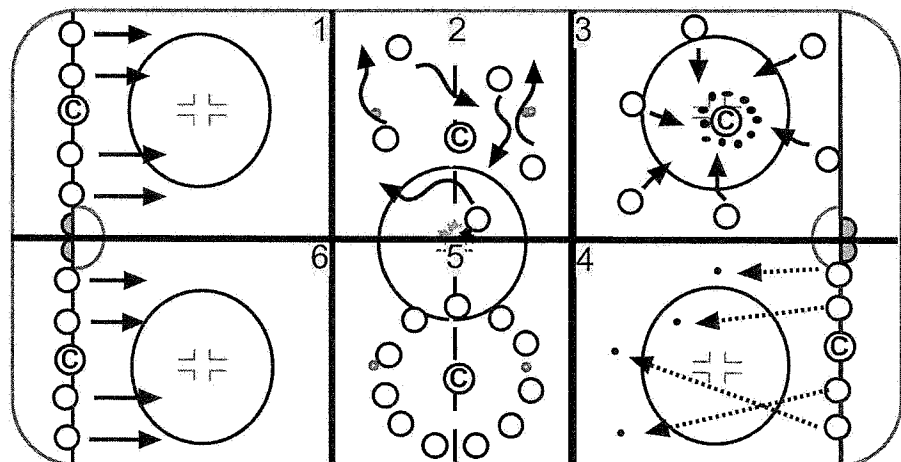
SKILL STATIONS #2 - 2 STATION SETUP

- 1. DON'T WAKE THE GIANT
- 2. FETCH



SKILL STATIONS #3 - 6 STATION SETUP

- 1. T-PUSH (1.3.01)
- 2. FREE SKATE
- 3. GETTING UP & BALANCE (1.1.02)
- 4. FETCH
- 5. DON'T WAKE THE GIANT
- 6. C-CUTS (1.4.01)



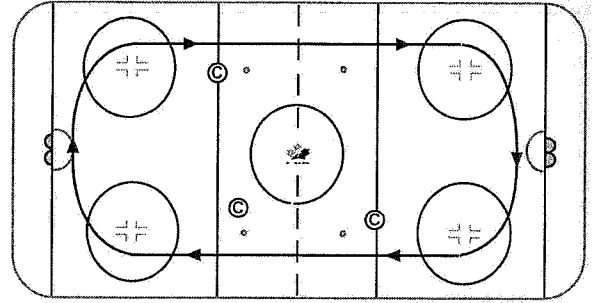
Session Objectives: 1. Introduce: Falling Down, Gliding 2 foot, Gliding 1 Foot
2. Review: ABC's, Basic Stance, Getting Up, T-push, C-Cuts

10 MIN

WARM-UP

FREE SKATE

Skate clockwise direction; between blue lines touch knees, sitting position, touch toes, speed up. Can do with or without pucks.



20 MIN

SKILL STATIONS #1

1. GETTING UP/BASIC STANCE (1.1.02)

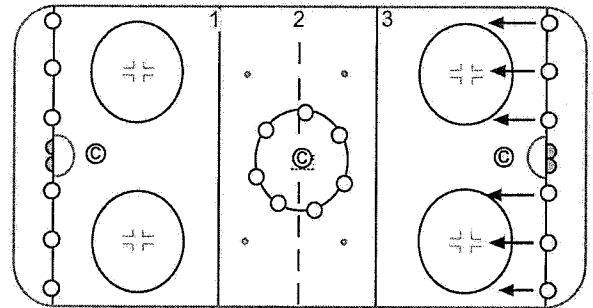
Review key points to stance and to getting up off the ice. Players lie on their backs. On signal they roll over onto stomachs, get up onto their knees and then stand up into the basic skating position. Repeat 4-5 times. Have players line up on goal line. Take a few strides to gain momentum, fall to their knees, and get up, then skate to the blue line. Repeat.

2. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)

Play game of Simon Says getting players to balance on one foot, jump on one foot, jump on two feet, fall to knees and get back into "stance".

3. C-CUTS (1.4.01)

Review key points and demonstrate. Players line up along boards or line and perform c-cuts with right foot across the ice while gliding on left foot. Ensure proper recovery. Perform 3-4 repetitions with right foot, then repeat using left foot.



20 MIN

SKILL STATIONS #2

1. FALL DOWN

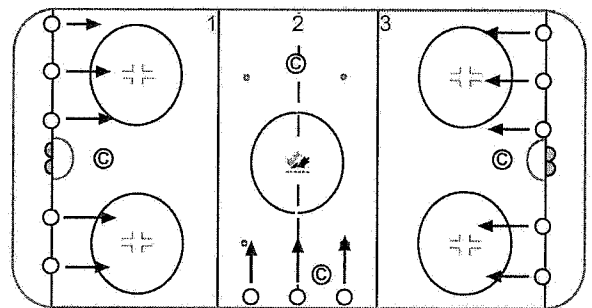
Review and demonstrate 2 safety precautions for falling: fall forward - "hands out, heads up"; and fall backward - "tuck the chin". Have players practice falling backwards. Be sure players tuck their chin to keep their head from hitting the ice. Skate across ice, slide on stomach (must be "hands out - heads up") get up and continue across. Repeat with slide on stomach - rollover - get up - continue.

2. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)

Review key points and demonstrate 2 foot glide. Players line up along boards. Take a few strides to gain momentum then go into a glide on two skates. Maintain basic stance while gliding. Repeat several times. While gliding go from basic stance to upright position to basic stance. Review key points and demonstrate 1 foot glide. Players try leaning on boards and standing on one foot, then the other. Try without holding boards. Players line up along boards. Take a few strides to gain momentum then glide as far as possible on one skate. Repeat with other skate.

3. T-PUSH (1.3.01)

Review key points - have players demonstrate "T" & correct. Have players line up on goal line in T-push position. On signal see how far each player can go on one push. Three attempts. Switch feet.

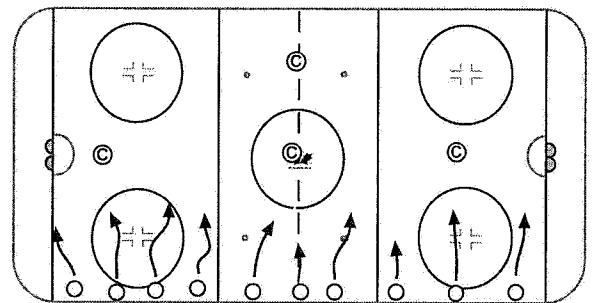


10 MIN

FUN GAME

BRITISH BULLDOG

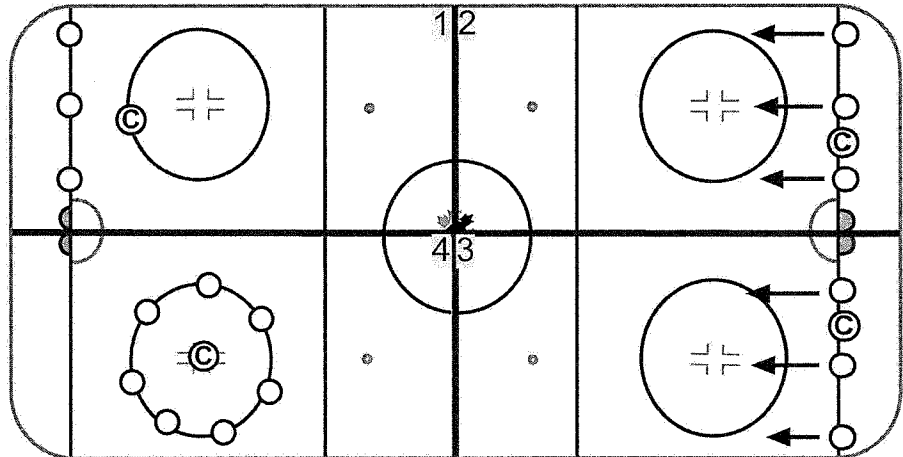
Players start on side boards and try to skate to other boards. Coaches start as bulldogs and tag players as they skate by. Once tagged, players become bulldogs for next time across. Last player tagged wins. Play until end of time.



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

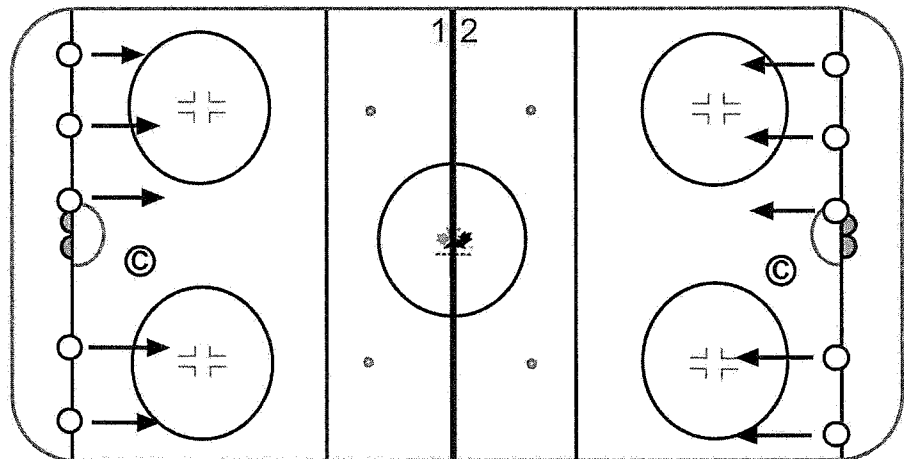
SKILL STATIONS #1 - 4 STATION SETUP

1. GETTING UP/BASIC STANCE (1.1.02)
2. C-CUTS (1.4.01)
3. FALL DOWN
4. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)



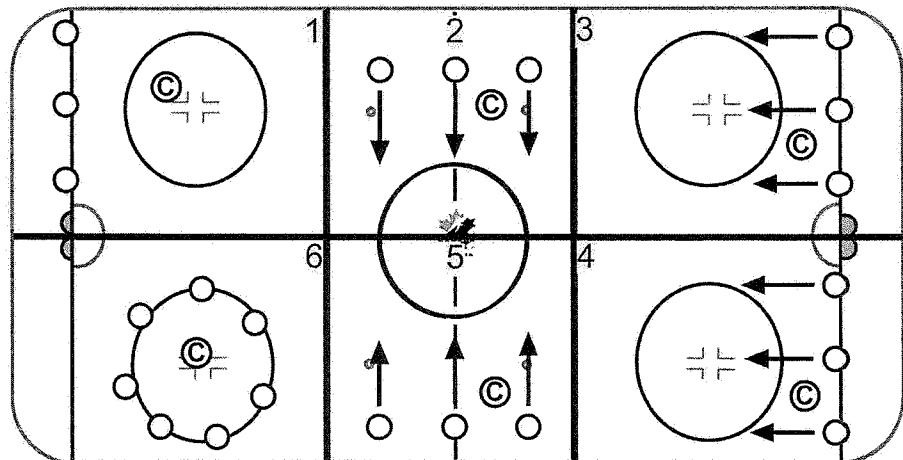
SKILL STATIONS #2 - 2 STATION SETUP

1. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
2. T-PUSH (1.3.01)



SKILL STATIONS #3 - 6 STATION SETUP

1. GETTING UP/BASIC STANCE (1.1.02)
2. C-CUTS (1.4.01)
3. FALL DOWN
4. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
5. T-PUSH (1.3.01)
6. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)

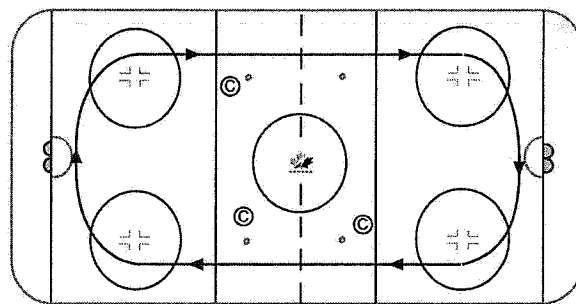


Session Objectives: 1. Introduce Edge Control, One O'Clock – Eleven O'Clock Stop, Scooting
2. Review Falling Down, Gliding 1 foot, Gliding 2 foot, C-Cuts

10 MIN WARM-UP

FREE SKATE (1.1.02/1.1.07)

Skate clockwise direction; between blue lines: fall to knees and get up, glide on one foot, jump the lines, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. EDGE CONTROL

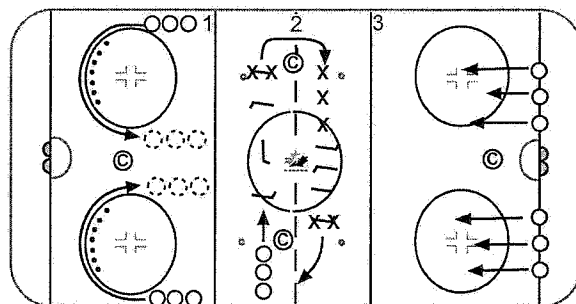
Arrange pucks as shown along $\frac{1}{4}$ of face-off circle. Players take 4-5 strides to gain momentum and then glide on their left skate (inside edge). Follow the path all the way around without putting the right skate down. Form line on other side. Return using the left skate but outside edge. Repeat using right skate.

2. OBSTACLE COURSE

Review and demonstrate 2 safety precautions for falling: fall forward - "Hands out, Heads up" and fall backward - "tuck the chin". Arrange sticks and pylons as diagrammed. Players go over 1st stick, spread skates at 2nd, and over 3rd, slide under the obstacle on stomach "hands out, heads up". On return players go around pylons, over the sticks, and slide under the obstacle on stomach.

3. SCOOTING (1.3.01)

Review and demonstrate key points. Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Players should extend leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Skate full distance pushing with 1 foot at a time. Repeat using other foot.



20 MIN SKILL STATIONS #2

1. C-CUTS ALTERNATING (1.4.02)

Review key points and demonstrate. Players line up along boards or line and perform c-cuts - alternating feet. Make sure players are recovering their foot to the middle of their body before executing the c-cut with the next foot.

2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

Step 1 - 2 foot glide

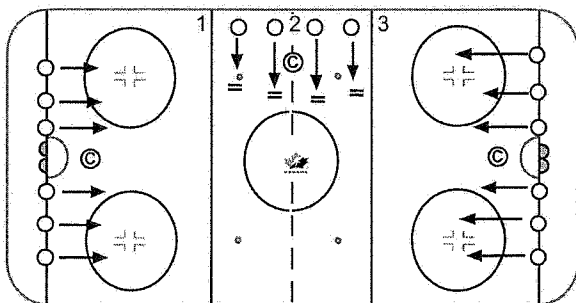
Review key points. Players line up along goal line. Take a few strides to gain momentum then glide on two skates maintaining basic stance. Correct flaws.

Step 2 - making snow

Review and demonstrate key points. Players stand still. Turn right heel out and right toe in. Push skate down and out. Try to make a pile of snow. Repeat with left skate. Do 3 times with each skate for approximately 15 seconds.

Step 3 - dry run

Players stand still. Practice skill sequence: glide (remain in basic stance), turn one foot (unweight one foot, glide on other foot), lean on it.



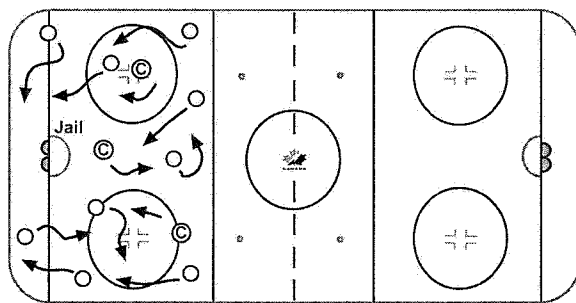
3. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)

Players line up along goal line. Take a few strides to gain momentum then go into a glide on two skates. Maintain basic stance while gliding. Repeat several times. Repeat again and while gliding go from basic stance to upright position to basic stance. Review key points and demonstrate 1 foot glide. Players line up along goal line. Take a few strides to gain momentum then glide as far as possible on one skate. Repeat with other.

10 MIN FUN GAME

COPS AND ROBBERS

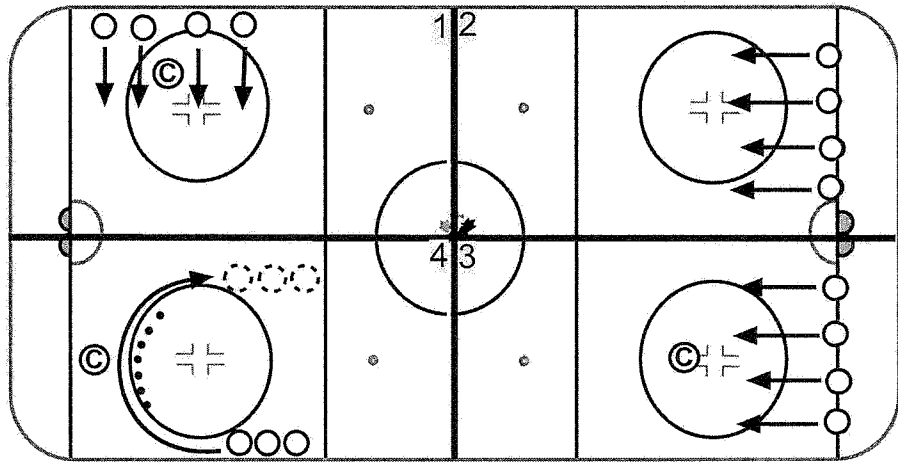
Coaches act as cops, players as robbers. Players scatter in zone without sticks. When player is tagged goes to jail (net or referee's circle). Players in jail can be set free by being tagged by a free player. Try to get all players in jail at end of drill.



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

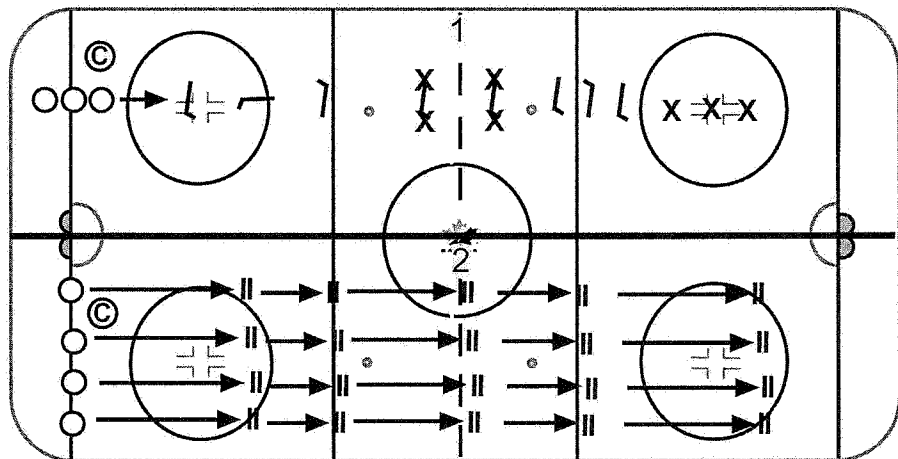
SKILL STATIONS #1 - 4 STATION SETUP

1. SCOOTING (1.3.01)
2. C-CUTS ALTERNATING (1.4.02)
3. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
4. EDGE CONTROL



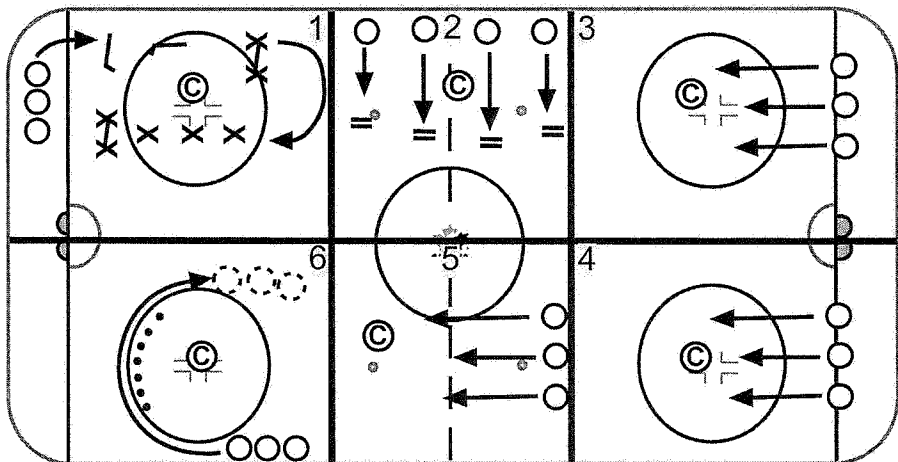
SKILL STATIONS #2 - 2 STATION SETUP

1. OBSTACLE COURSE
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)



SKILL STATIONS #3 - 6 STATION SETUP

1. OBSTACLE COURSE
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
3. SCOOTING (1.3.01)
4. C-CUTS ALTERNATING (1.4.02)
5. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
6. EDGE CONTROL

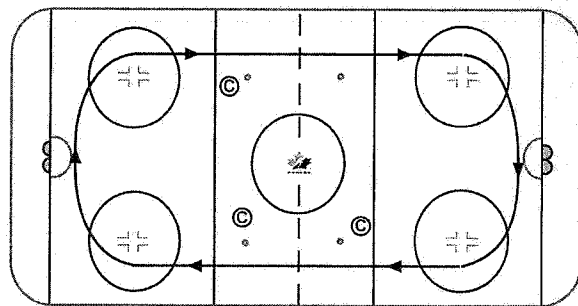


Session Objectives: 1. Introduce: Striding, Glide Turns, Glide - Arm Pump
2. Review: Edge Control, C-Cuts, One O'clock - Eleven O'clock Stop

10 MIN WARM-UP

FREE SKATE (1.1.02/1.1.07)

Skate clockwise direction; between blue lines: fall to knees and get up, glide on one foot, jump the lines, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. EDGE CONTROL

Arrange pucks as shown along 1/4 of face-off circle. Players take 4-5 strides to gain momentum and then glide on their left skate (inside edge). Follow the path all the way around without putting the right skate down. Form line on other side. Return using the left skate but outside edge. Repeat using right skate.

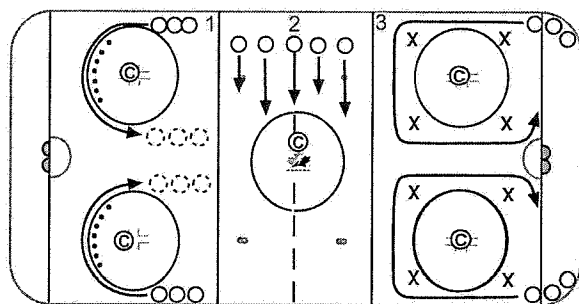
2. STRIDING (1.3.01/1.4.12)

Step 1 - scooting

Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Skate full distance pushing with 1 foot at a time. Return using other foot.

Step 2 - alternate feet

Review and demonstrate key points. Have players line up on goal line in basic stance. Start on signal, push and recover with one skate followed by other skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Repeat.



3. GLIDE TURNS (1.6.01)

Review key points and demonstrate. Place 4 pylons in large square - this is the race track. Players are the race cars. Explain to players that they must go around track but keep both wheels on the track when they turn corners. Players take a few strides to gain momentum then go into a glide on two skates. When they come to a pylon they must turn part way around it and go to next cone, etc. Give feedback on form. Repeat opposite direction.

20 MIN SKILL STATIONS #2

1. GLIDING - ARM PUMP (1.1.05)

Review key points and demonstrate. Players line up along goal line. Start on signal, players pump their arms to propel themselves forward.

2. C-CUTS ALTERNATING (1.4.02)

Review key points and demonstrate. Players line up along boards or line and perform c-cuts - alternating feet. Make sure players are recovering their foot to the middle of their body before executing the c-cut with the next foot.

3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

Step 1 - 2 foot glide

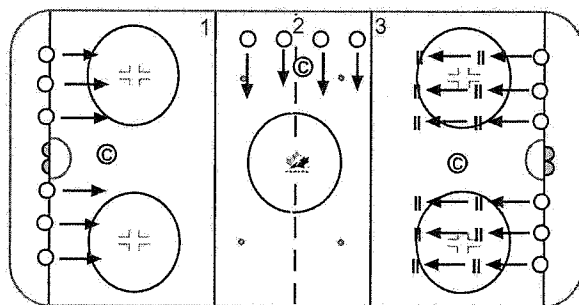
Review key points. Players line up along goal line. Take a few strides to gain momentum then glide on two skates maintaining basic stance. Correct flaws.

Step 2 - making snow

Review and demonstrate key points. Players stand still. Turn right heel out and right toe in. Push skate down and out. Try to make a pile of snow. Repeat with left skate. Do 3 times with each skate for approximately 15 seconds.

Step 3 - dry run

Players stand still. Practice skill sequence: glide (remain in basic stance), turn one foot (unweight one foot, glide on other foot), lean on it.



Step 4 - stopping

Review and demonstrate key points. Players line up on goal line. On signal they skate forward. On next signal player performs stop using right foot. Have players stop several times while crossing the zone. Return using left skate.

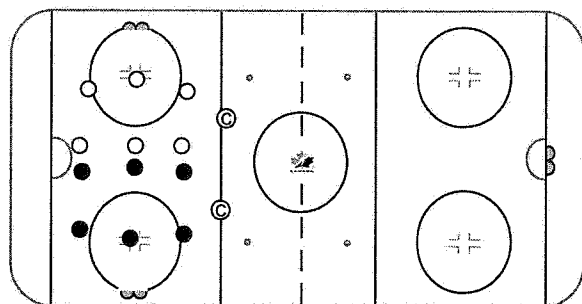
Step 5 - play

Play a game of green light (skate) - yellow light (glide) - red light (stop).

10 MIN FUN GAME

FUN TIME

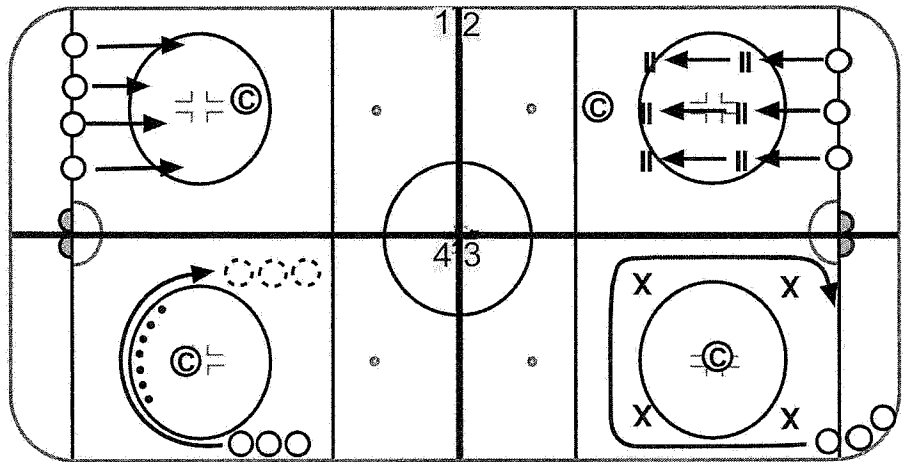
Play soccer in cross ice format. No sticks.



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

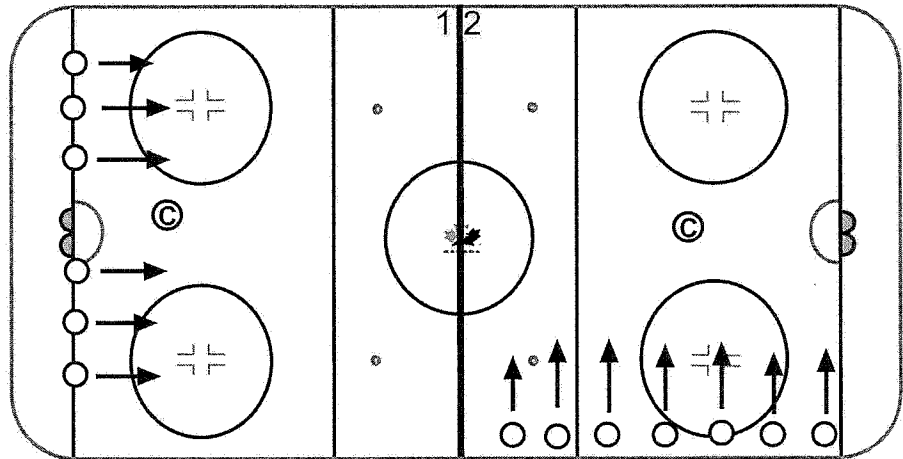
SKILL STATIONS #1 - 4 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
3. GLIDE TURNS (1.6.01)
4. EDGE CONTROL



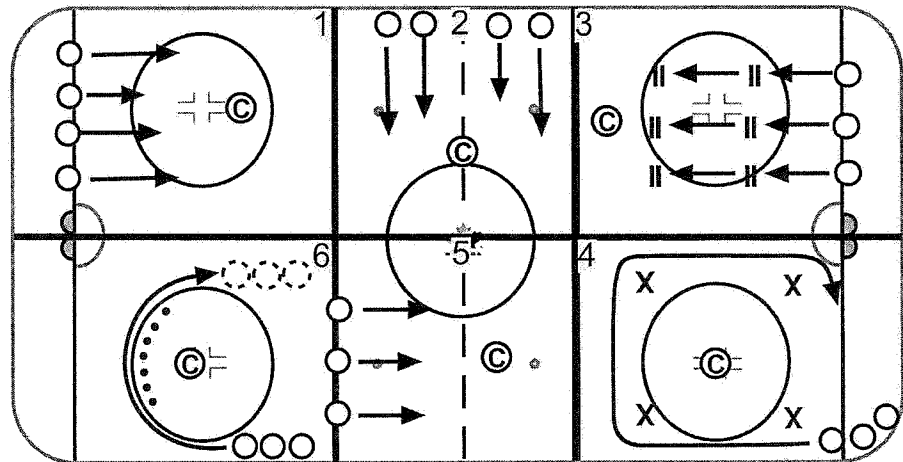
SKILL STATIONS #2 - 2 STATION SETUP

1. GLIDING - ARM PUMP (1.1.05)
2. C-CUTS ALTERNATING (1.4.02)



SKILL STATIONS #3 - 6 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. GLIDING - ARM PUMP (1.1.05)
3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
4. GLIDE TURNS (1.6.01)
5. C-CUTS ALTERNATING (1.4.02)
6. EDGE CONTROL

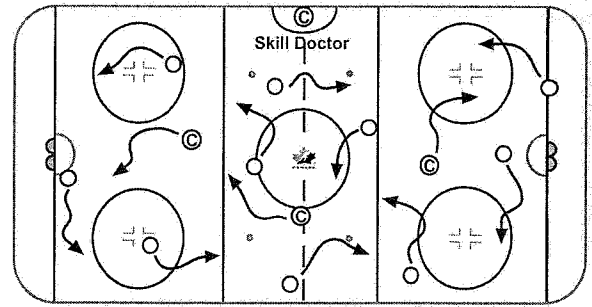


Session Objectives: 1. Review: Striding, Glide Turns, Basic Stance, One O'clock - Eleven O'clock Stop, Gliding 1 foot, 2 foot, Edge Control

10 MIN WARM-UP

TAG (1.1.02/1.1.03/1.1.04)

Players skate anywhere on ice. Coaches are "it" and try to tag players. If tagged, players must go to the "Skill Doctor" at the referee's circle who assigns a skill task which player performs before returning to the game. Suggested skill tasks: fall to knees and get up, balance on one foot, jumping on one foot. Play with or without pucks.



20 MIN SKILL STATIONS #1

1. STRIDING (1.3.01/1.4.12)

Step 1 - scooting

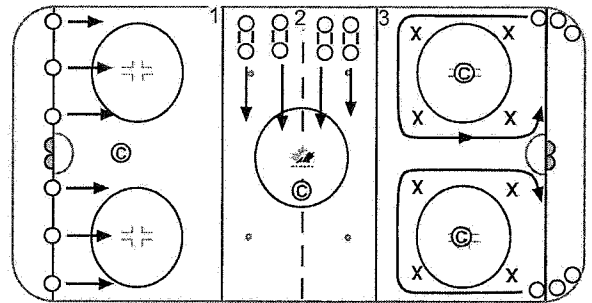
Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Skate full distance pushing with 1 foot at a time. Return using other foot.

Step 2 - alternate feet

Review and demonstrate key points. Have players line up on goal line in basic stance. Start on signal, push and recover with one skate followed by other skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Repeat.

2. HORSE AND BUGGY (1.1.06/1.1.07)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Focus on glider's stance and feet shoulder width apart, blades flat on the ice (not on inside edges). Repeat gliding on one skate. Go slow and safe! Repeat but glider zig-zags on 2 feet.



3. GLIDE TURNS (1.6.01)

Review key points and demonstrate. Place 4 pylons in large square - this is the race track. Players are the race cars. Explain to players that they must go around track but keep both wheels on the track when they turn corners. Players take a few strides to gain momentum then go into a glide on two skates. When they come to a pylon they must turn part way around it and go to next cone, etc. Give feedback on form. Repeat opposite direction.

20 MIN SKILL STATIONS #2

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

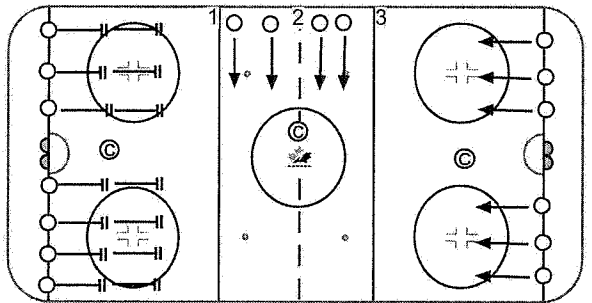
Review and demonstrate key points. Players line up on goal line. On signal they skate forward. On next signal player performs stop using right foot. Have players stop several times while crossing zone. Return using left skate. Play a game of green light (skate) - yellow light (glide) - red light (stop).

2. GLIDING - ARM PUMP (1.1.05)

Review key points and demonstrate. Players line up along goal line. Start on signal, players pump their arms to propel themselves forward.

3. C-CUTS ALTERNATING (1.4.02)

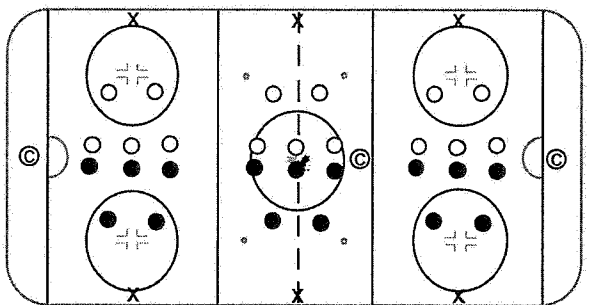
Review key points and demonstrate. Players line up along boards or line and perform c-cuts - both feet. Make sure players are recovering their feet to the middle of their body before executing the next c-cut.



10 MIN FUN GAME

FUN TIME

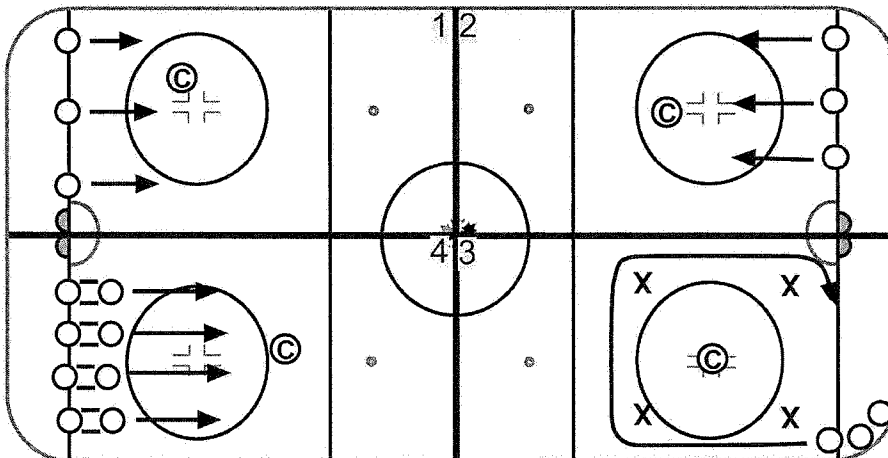
Play scrimmage across ice. No nets - use 1 pylon - must hit pylon to score - no goalies. Continuous play - if a goal is scored players give puck to coach who shoots it in to area and play continues. If stronger players monopolize the puck, add another puck (or two).



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

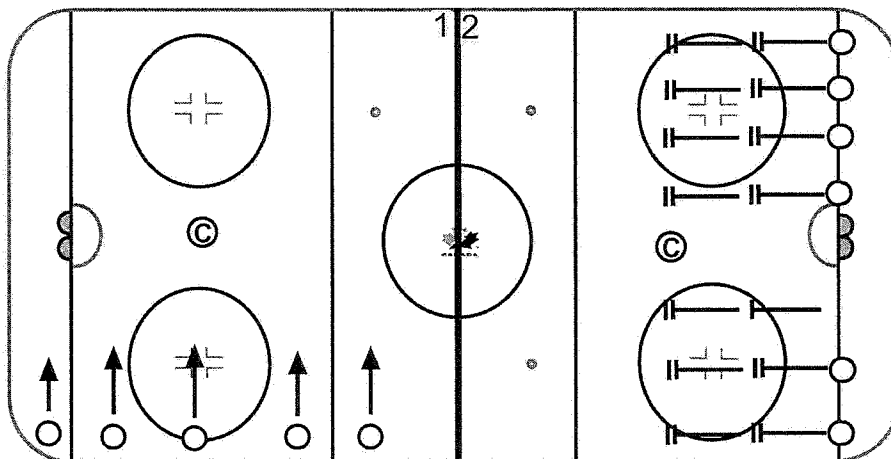
SKILL STATIONS #1 - 4 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. GLIDING - ARM PUMP (1.1.05)
3. GLIDE TURNS (1.6.01)
4. HORSE AND BUGGY (1.1.06/1.1.07)



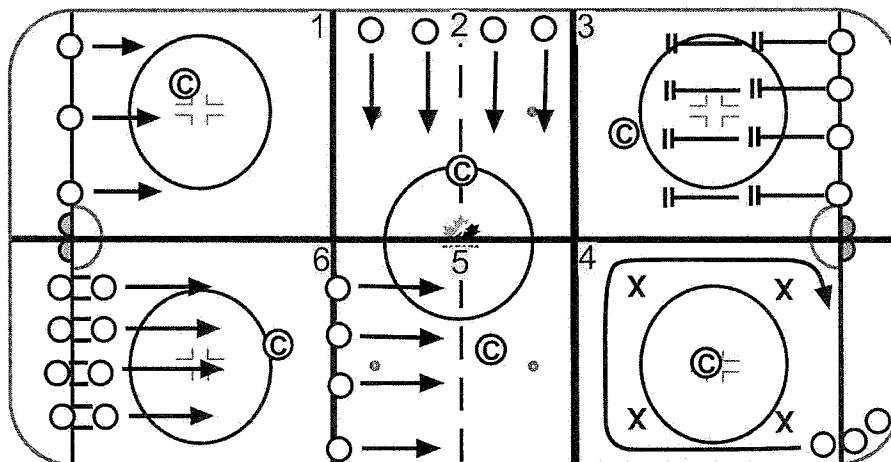
SKILL STATIONS #2 - 2 STATION SETUP

1. C-CUTS ALTERNATING (1.4.02)
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)



SKILL STATIONS #3 - 6 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. GLIDING - ARM PUMP (1.1.05)
3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
4. GLIDE TURNS (1.6.01)
5. C-CUTS ALTERNATING (1.4.02)
6. HORSE AND BUGGY (1.1.06/1.1.07)

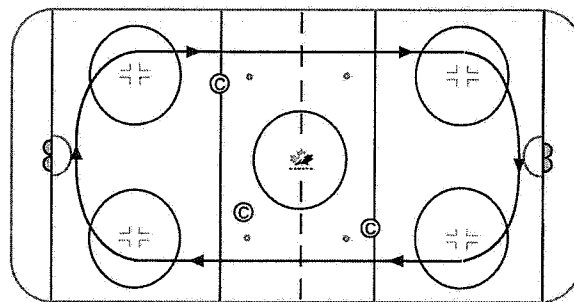


Session Objectives: 1. Introduce: Lateral Movement, Figure 8's Edge Control
 2. Review: ABC's, Gliding 1 foot, 2 foot, C-Cuts, One O'Clock - Eleven O'Clock Stop

10 MIN WARM-UP

FREE SKATE (1.1.07/1.1.04/1.4.02)

Free skate - clockwise direction; between blue lines: glide on one foot, jump the lines on one foot, c-cuts alternating, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

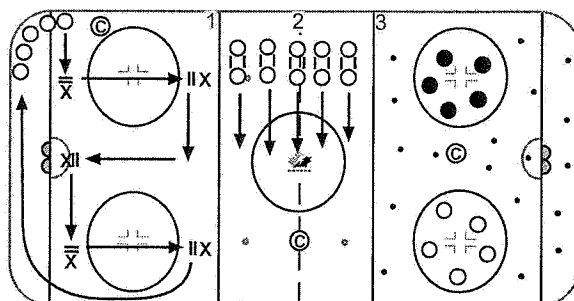
Review and demonstrate stops. Emphasize glide before the stop. Players line up on boards. Each player in turn skates to 1st pylon and executes stop facing direction of next pylon. Next player goes when player in front stops at pylon. Review technique and correct.

2. HORSE AND BUGGY (1.3.06/1.4.04)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Glider provides resistance by turning one foot and leaning on it. Puller must use c-cuts - alternating. Focus on puller's posture, body angle, stride length and recovery. Glider gets to improve 1 foot stop by finding appropriate level of resistance by varying weight placed on stopping foot. Glider can alternate feet on successive trips and to steer.

3. GARBAGE MAN

Divide group into 2 teams. Assign each team to one face-off circle as a home base. Scatter pucks around end zone. On signal the players must skate around and stop to pick up one object at a time (piece of garbage) and return it to their home base (dump). Players must leave their gloves on. Players must stop at each piece of garbage. Team that collects the most garbage wins



20 MIN SKILL STATIONS #2

1. LATERAL MOVEMENT (1.1.11)

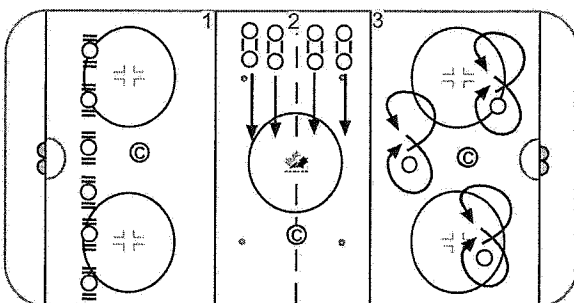
Review and demonstrate key points - basic stance, move one foot in front of the other (not all the way over). Players line up across goal line. Players get into basic stance and try: 1 side-step to left and 1 to right, 2 side-steps each direction, and 3 side-steps each direction. Play Simon Says and include lateral movement with other ABC's (on knees, get up, hop, tip toes, heels, balance on one foot, on stomach, roll over, etc.).

2. HORSE AND BUGGY (1.1.06/1.1.07)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Focus on glider's stance and feet shoulder width apart, blades flat on the ice (not on inside edges). Repeat gliding on one skate. Go slow and safe! Repeat but glider zig-zags on 2 feet. Repeat but glider zig-zags on 1 foot then the other foot.

3. FIGURE 8'S - INSIDE EDGE (1.2.01)

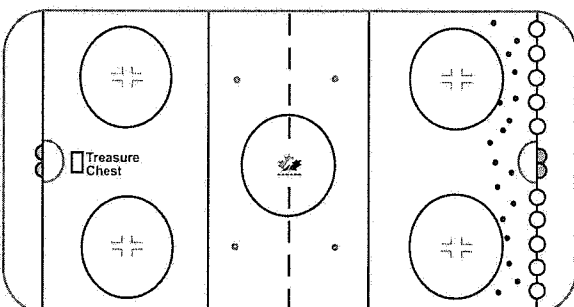
Review and demonstrate key points. Players ride inside edge in a figure 8 pattern. Start on right skate and ride inside edge until the player has completed a full circle, then switch to left skate to complete figure 8 formation. Emphasize proper knee bend and upper body control.



10 MIN FUN GAME

STEAL THE TREASURE

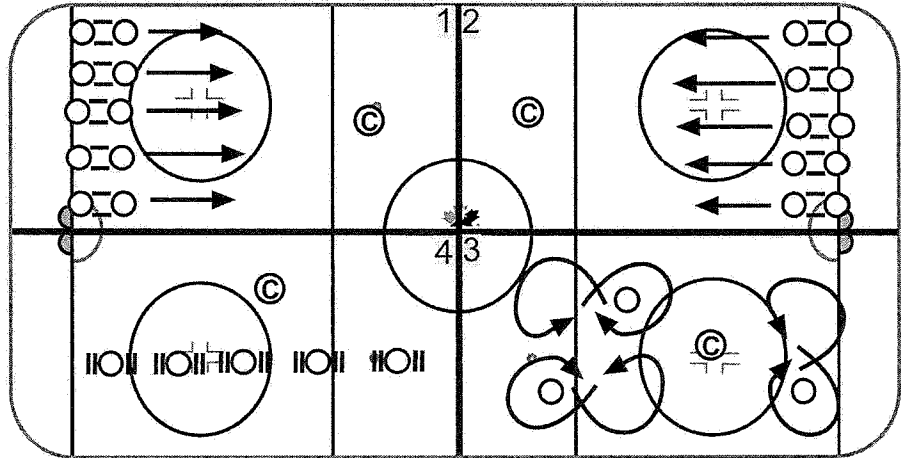
Box, crate or bucket (treasure chest) placed at one end. All pucks (treasure) at players' end. Players must pick up a puck skate to other end and place in crate (steal the pirate's treasure). Coaches (pirates) try to tag players. If tagged players must drop puck and go get another. Players must leave gloves on for safety.



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

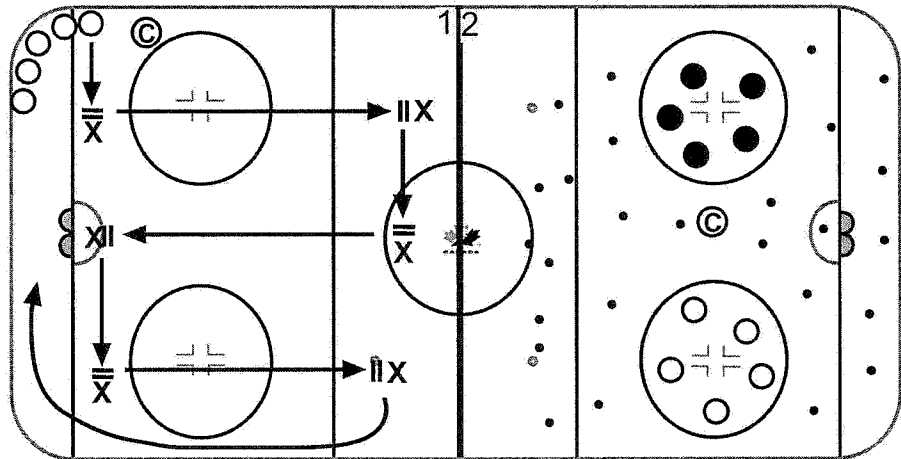
SKILL STATIONS #1 - 4 STATION SETUP

1. HORSE AND BUGGY (1.3.06/1.4.04)
2. HORSE AND BUGGY (1.1.06/1.1.07)
3. FIGURE 8'S - INSIDE EDGE (1.2.01)
4. LATERAL MOVEMENT (1.1.11)



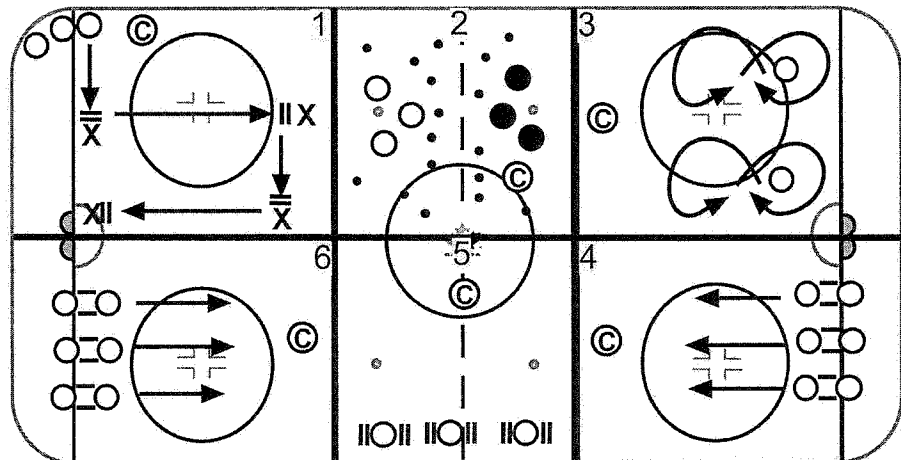
SKILL STATIONS #2 - 2 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN



SKILL STATIONS #3 - 6 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN
3. FIGURE 8'S - INSIDE EDGE (1.2.01)
4. HORSE AND BUGGY (1.3.06/1.4.04)
5. LATERAL MOVEMENT (1.1.11)
6. HORSE AND BUGGY (1.1.06/1.1.07)

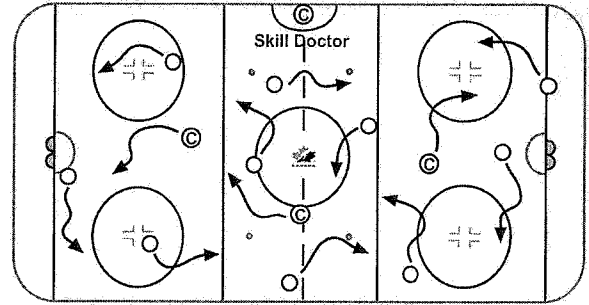


Session Objectives: 1. Introduce: Puckhandling Stance, Stationary Stickhandling, Figure 8's - Outside Edge
 2. Review: ABC's, Lateral Movement, One O'Clock - Eleven O'Clock Stop, Figure 8's - Inside Edge

10 MIN WARM-UP

TAG (1.4.03/1.1.03/1.1.1.04)

Players skate anywhere on ice. Coaches are "it" and try to tag players. If tagged, players must go to the "Skill Doctor" at the referee's circle who assigns a skill task which player performs before returning to the game. Suggested skill tasks: c-cuts - both feet, balance on one foot, jumping on one foot. Play with or without pucks



20 MIN SKILL STATIONS #1

1. PUCKHANDLING STANCE/STATIONARY STICKHANDLING (2.1.01)

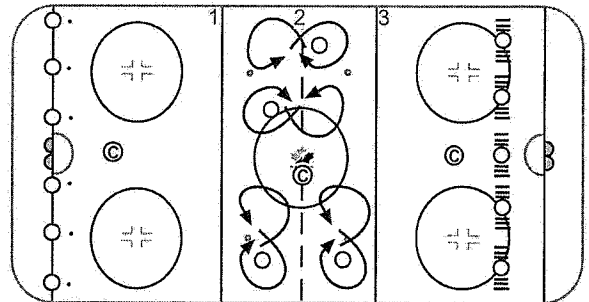
Review and correct basic stance. Line players up in stickhandling position with a puck in front of them. Put heel of stick 2-4 cm above puck. They roll their wrists so they touch the tip of their stick on ice on each side of the puck. This gives the feel of rolling the wrists. Demonstrate and stress key points of puckhandling. Players move puck from side to side while stationary. Continue while shouting out number of fingers held up by instructor (players will have to look up). Get elbows away from body.

2. FIGURE 8'S - INSIDE EDGE (1.2.01)

Review and demonstrate key points. Players ride inside edge in a figure 8 pattern. Start on right skate and ride inside edge until the player has completed a full circle, then switch to left skate to complete figure 8 formation. Emphasize proper knee bend and upper body control.

3. LATERAL MOVEMENT (1.1.11)

Review and demonstrate key points - basic stance, move one foot in front of the other (not all the way over). Players line up across goal line. Players get into basic stance and try: 1 side-step to left and 1 to right, 2 side-steps each direction, and 3 side-steps each direction. Play Simon Says and include lateral movement with other ABC's (on knees, get up, hop, tip toes, heels, balance on one foot, on stomach, roll over, etc.).



20 MIN SKILL STATIONS #2

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

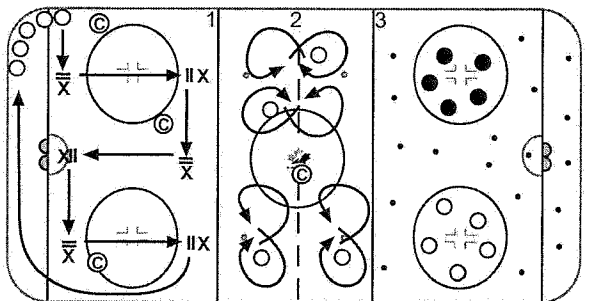
Review and demonstrate stops. Emphasize glide before the stop. Players line up on boards. Each player in turn skates to 1st pylon and executes stop facing direction of next pylon. Next player goes when player in front stops at pylon. Review technique and correct.

2. FIGURE 8'S - OUTSIDE EDGE (1.2.02)

Review and demonstrate key points. Players ride outside edge in a figure 8 pattern. Start on left skate and ride outside edge until the player has completed a full circle, then switch to right skate to complete figure 8 formation. Emphasize proper knee bend and upper body control.

3. GARBAGE MAN

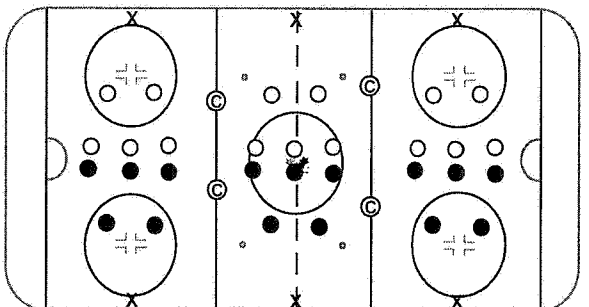
Divide group into 2 teams. Assign each team to one face-off circle as a home base. Scatter pucks around end zone. On signal the players must skate around and stop to pick up one object at a time (piece of garbage) and return it to their home base (dump). Players must leave their gloves on. Players must stop at each piece of garbage. Team that collects the most garbage wins.



10 MIN FUN GAME

FUN TIME

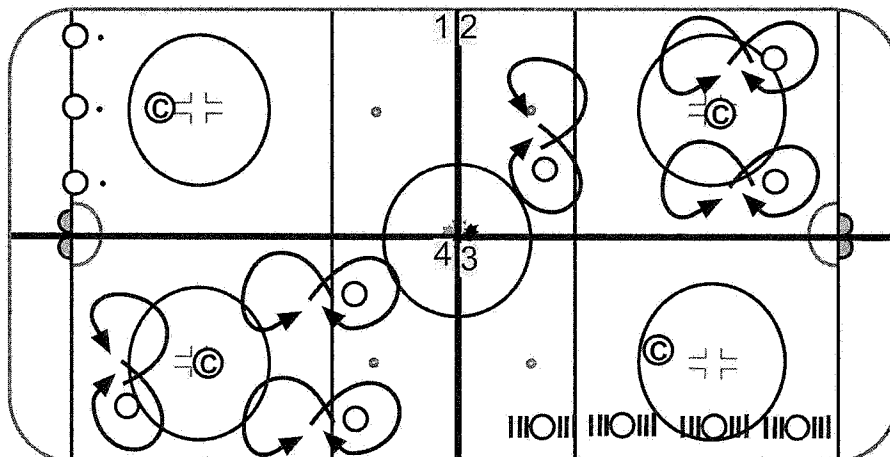
Play scrimmage across ice. No nets - use 1 pylon - must hit pylon to score - no goalies. Continuous play - if a goal is scored players give puck to coach who shoots it in to area and play continues. If stronger players monopolize the puck, add another puck (or two).



Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

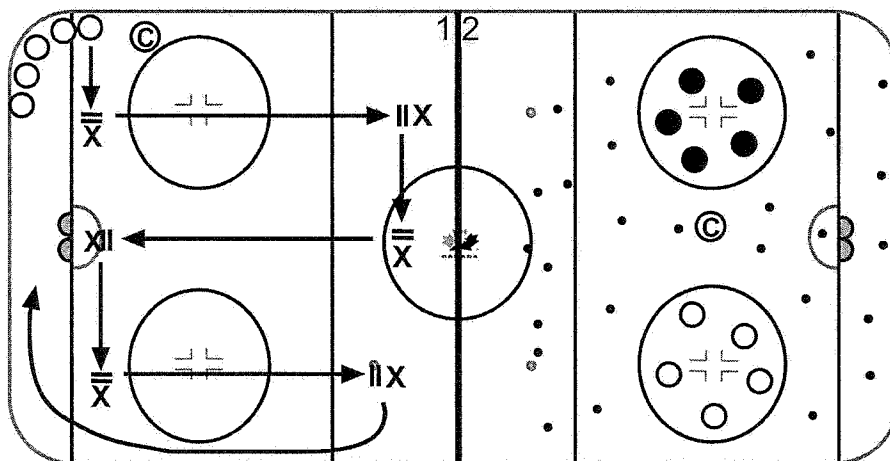
SKILL STATIONS #1 - 4 STATION SETUP

1. PUCKHANDLING STANCE/
STATIONARY STICKHANDLING (2.1.01)
2. FIGURE 8'S - INSIDE EDGE (1.2.01)
3. LATERAL MOVEMENT (1.1.11)
4. FIGURE 8'S - OUTSIDE EDGE (1.2.02)



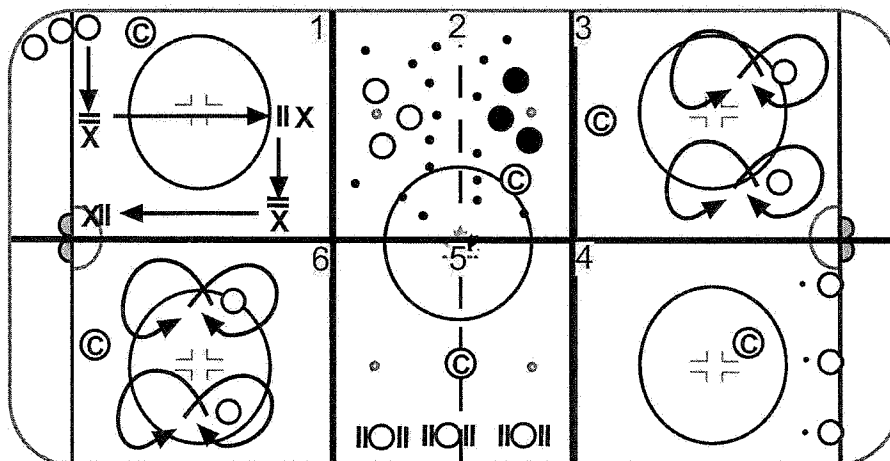
SKILL STATIONS #2 - 2 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN



SKILL STATIONS #3 - 6 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN
3. FIGURE 8'S - INSIDE EDGE (1.2.01)
4. PUCKHANDLING STANCE/
STATIONARY STICKHANDLING (2.1.01)
5. LATERAL MOVEMENT (1.1.11)
6. FIGURE 8'S - OUTSIDE EDGE (1.2.02)

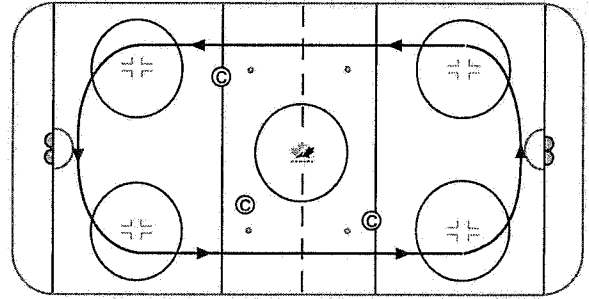


Session Objectives: 1. Introduce: Forehand Sweepshot, Skating with Puck
2. Review: ABC's, One O'clock - Eleven O'clock Stop, Lateral Movement, Puckhandling Stance, Stationary Stickhandling, Figure 8's - Outside Edge

10 MIN WARM-UP

FREE SKATE (1.1.07/1.1.04/1.4.03)

Skate - clockwise direction; between blue lines; glide on one foot, jump the lines on one foot, c-cuts - both feet, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. PUCKHANDLING STANCE/STATIONARY STICKHANDLING (2.1.01)

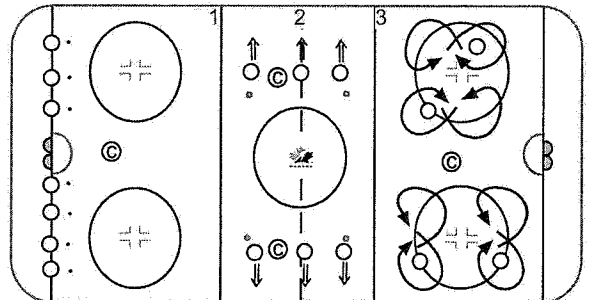
Review and correct basic stance. Line players up in stickhandling position with a puck in front of them. Put heel of stick 2-4 cm above puck. They roll their wrists so they touch the tip of their stick on ice on each side of the puck. This gives the feel of rolling the wrists. Demonstrate and stress key points of puckhandling. Players move puck from side to side while stationary. Continue while players shout out number of fingers held up by instructor (players will have to look up).

2. FOREHAND SWEEPSHOT (3.1.01)

Review and demonstrate key points. Players in basic stance without pucks. Practice technique - draw back, pull through, transfer weight, follow through. Players spread out around the boards and stand stationary 3-4 meters from boards. Shoot for a spot on the boards.

3. FIGURE 8'S - OUTSIDE EDGE (1.2.01)

Review and demonstrate key points. Players ride outside edge in a figure 8 pattern. Start on left skate and ride outside edge until the player has completed a full circle, then switch to right skate to complete figure 8 formation. Emphasize proper knee bend and upper body control.



20 MIN SKILL STATIONS #2

1. SKATING WITH PUCK (2.2.01)

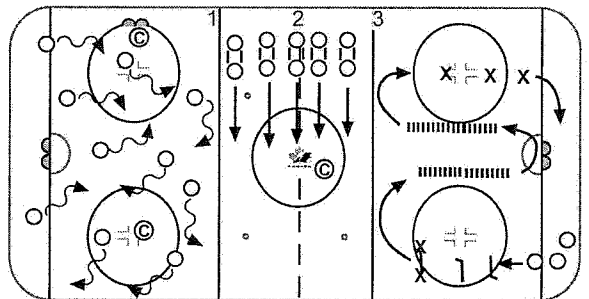
Players along the opposite boards with a puck. Players skate freely in assigned area, stickhandling. Move in all directions but maintain control of puck. Coaches move among players and review and correct form. Fun time - competition: place a net on one side boards. Players skate freely in assigned area, stickhandling and put their puck in the net. Coaches retrieve puck from net and lightly shoot puck back to other side. Players try to fill the net, coaches try to empty the net (close to end of drill let players fill the net and win - that way they collect the pucks for next drill).

2. HORSE AND BUGGY (1.3.06)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Glider provides resistance by turning one foot and leaning on it. Puller must create power with long, low strides. Focus on glider's 1 foot stop. Glider can find appropriate level of resistance by varying weight placed on stopping foot. Glider can alternate feet on successive trips and to steer. Puller gets to improve posture, body angle, stride length and recovery.

3. OBSTACLE COURSE (1.1.12)

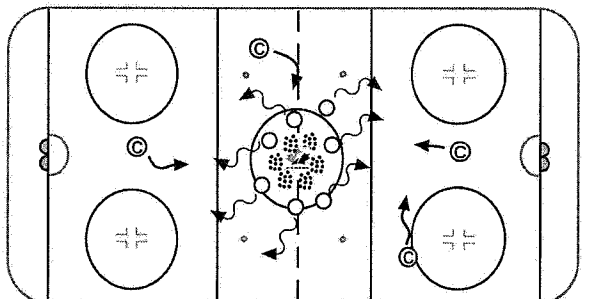
Arrange sticks and pylons as diagrammed. Players begin in corner and step over sticks, then slide under the obstacle on stomach "hands out heads up". Player then executes lateral crossovers towards goal line and then back towards blue line - always facing the same direction. Player then zig zags around cones and returns in line.



10 MIN FUN GAME

A BUG'S LIFE

Place pucks (food) at centre ice and nets at each end. Players (ants) control puck and try to put in nets (ant hills) while coaches (grasshoppers) try to take pucks away. Player can try to take puck back from coach or go and get another puck. Ants try to get all the food into the ant hill before winter (the whistle).

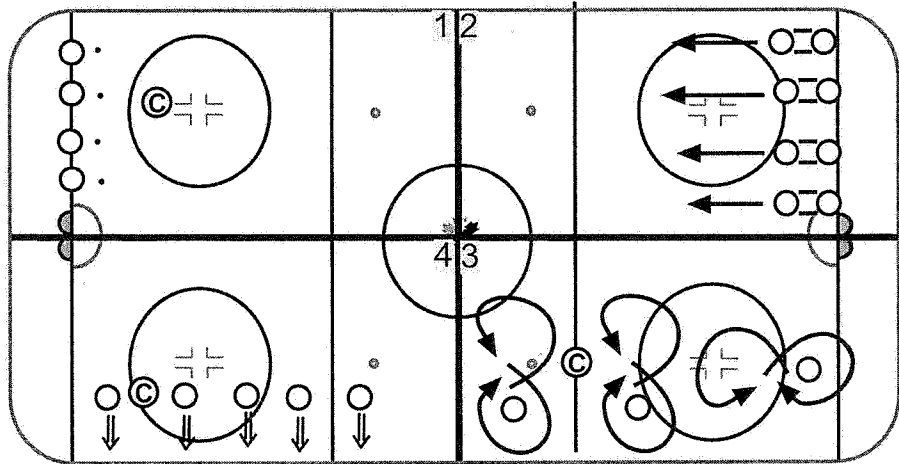


Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.

Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

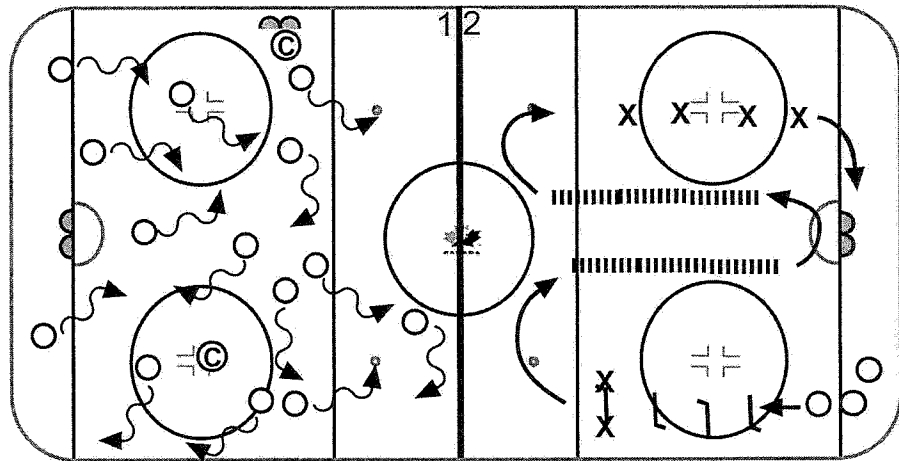
SKILL STATIONS #1 - 4 STATION SETUP

- 1. PUCKHANDLING STANCE/STATIONARY STICKHANDLING (2.1.01)
- 2. HORSE AND BUGGY (1.3.06)
- 3. FIGURE 8'S - OUTSIDE EDGE (1.2.01)
- 4. FOREHAND SWEEPSHOT (3.1.01)



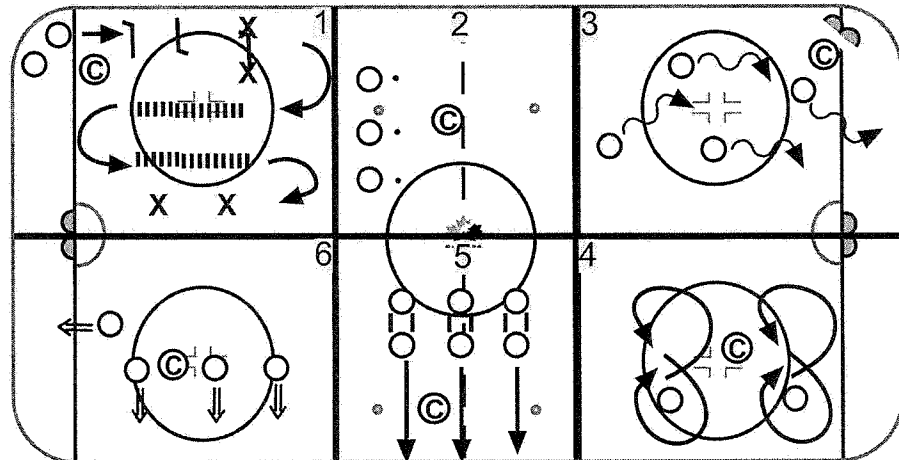
SKILL STATIONS #2 - 2 STATION SETUP

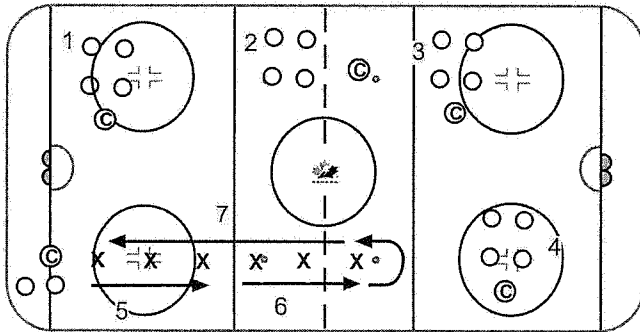
- 1. SKATING WITH PUCK (2.2.01)
- 2. OBSTACLE COURSE (1.1.12)



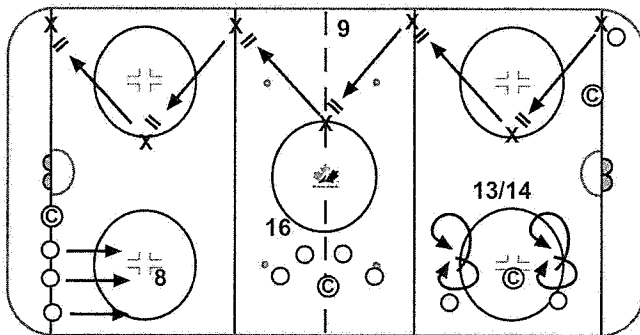
SKILL STATIONS #3 - 6 STATION SETUP

- 1. OBSTACLE COURSE (1.1.12)
- 2. PUCKHANDLING STANCE/STATIONARY STICKHANDLING (2.1.01)
- 3. SKATING WITH PUCK (2.2.01)
- 4. FIGURE 8'S - OUTSIDE EDGE (1.2.01)
- 5. HORSE AND BUGGY (1.3.06)
- 6. FOREHAND SWEEPSHOT (3.1.01)

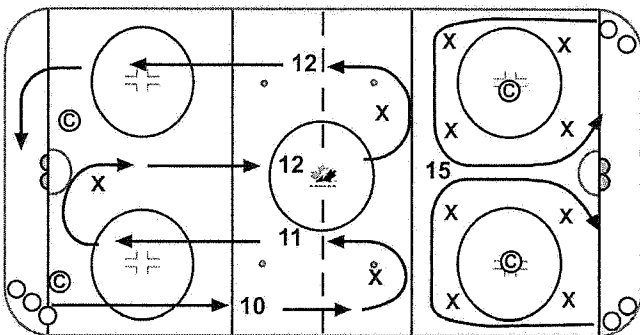




1. Basic stance
2. Getting up from the ice
3. Balance on one foot
4. Jumping - one foot
5. Gliding on two skates
6. Gliding on one skate - forward
7. Lateral crossovers - step and plant



8. T-start
9. One o'clock - eleven o'clock stops
13. Figure 8's - forward - inside edge
14. Figure 8's - forward - outside edge
16. Stance



10. C-cuts - alternating
11. C-cuts - both feet
12. Forward striding
15. Glide turns