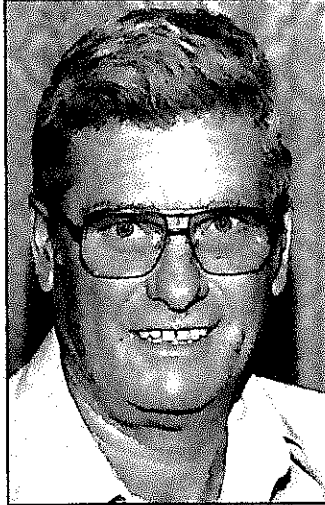


# Hockey Canada Skills Development Program

Novice 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. Jukes 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. Jukes played an instrumental role in such initiatives as making helmets mandatory, improving playing rules, improving officiating, and establishing the amateur draft.

Furthermore, Mr. Jukes saw the creation of the National Coaches Certification Program during his time as Executive Director. On September 12, 1979, Mr. Jukes 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. Jukes passed away in 1995.

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# Chapter 1 – Philosophy of Coaching

## PYRAMIDAL DEFINITIONS OF TERMS

### 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

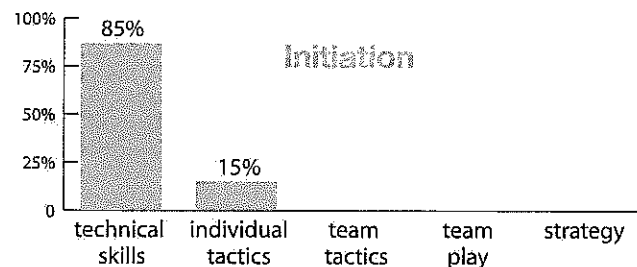
The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

## PLAYER DEVELOPMENT

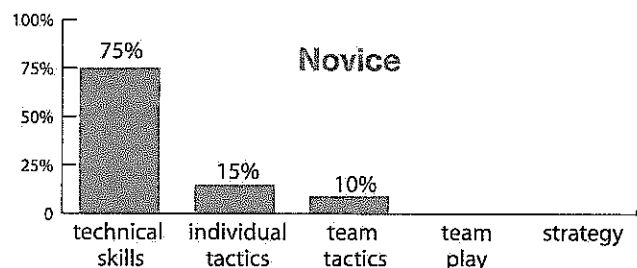
### DEAR COACH:

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.

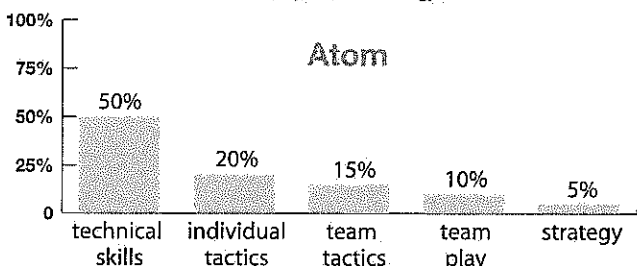
6. The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics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



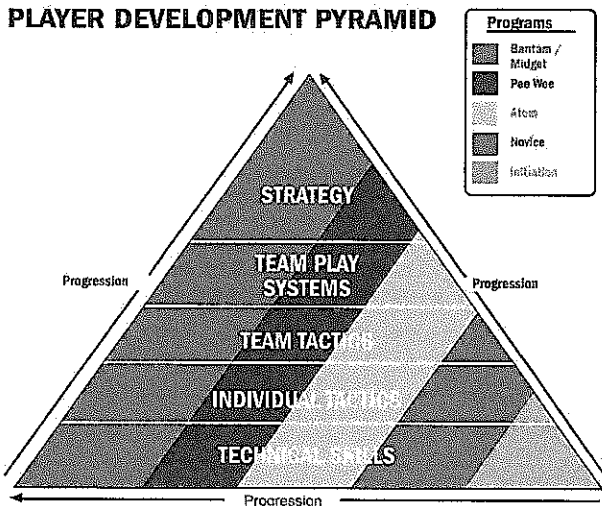
7. The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



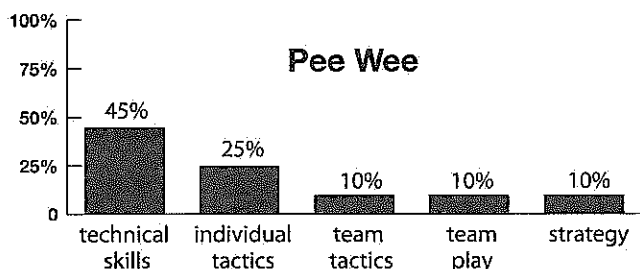
8. The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



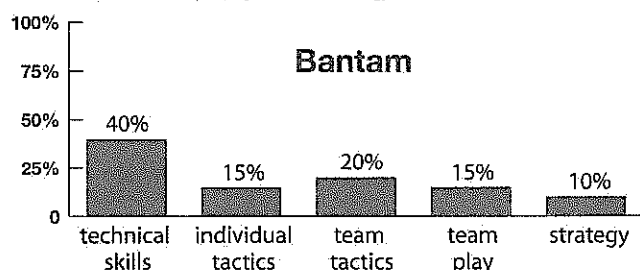
### PLAYER DEVELOPMENT PYRAMID



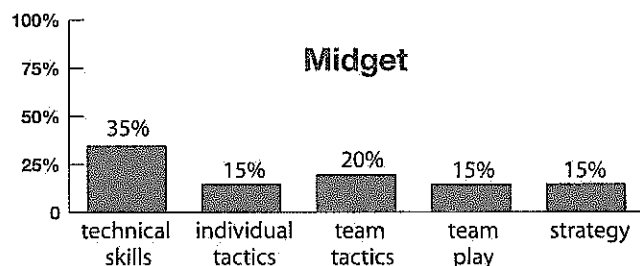
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



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.

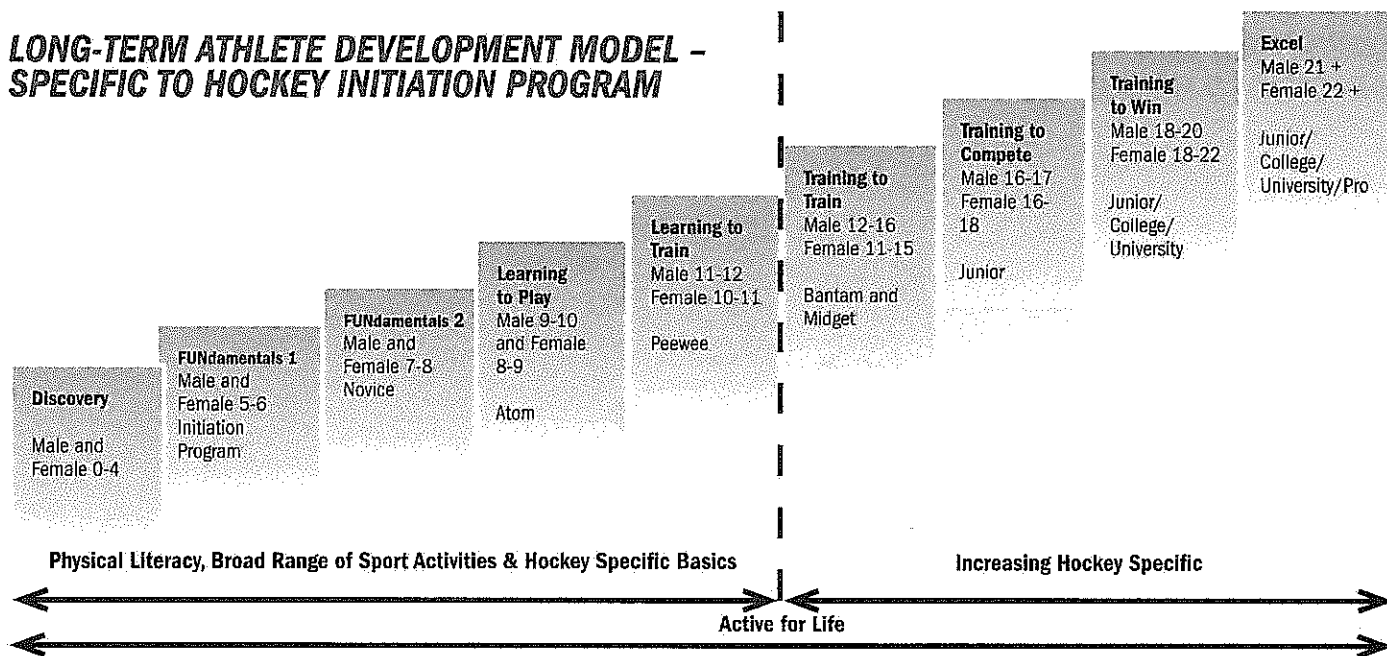
When athletes finally arrive at the "Training to Win" stage, the focus is on performance development - "Maximizing the Engine." Physical, technical, tactical (including decision making skills), mental, and personal and lifestyle capacities are fully established. Athletes are now competing at higher levels 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](http://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.

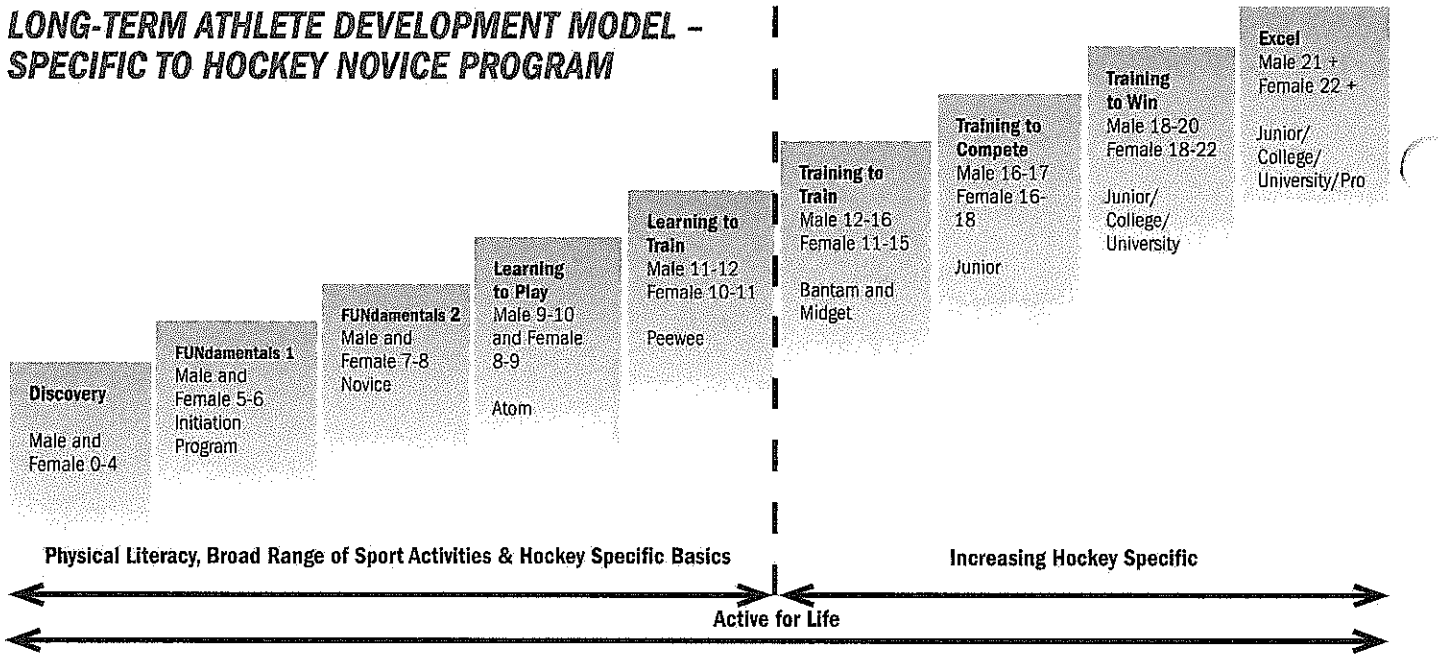
**Guiding Principles:**  
Make the first impression of hockey a positive one for players and parents. Play/Games exist mostly in modified forms, with limited number of formalized games.

**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:**

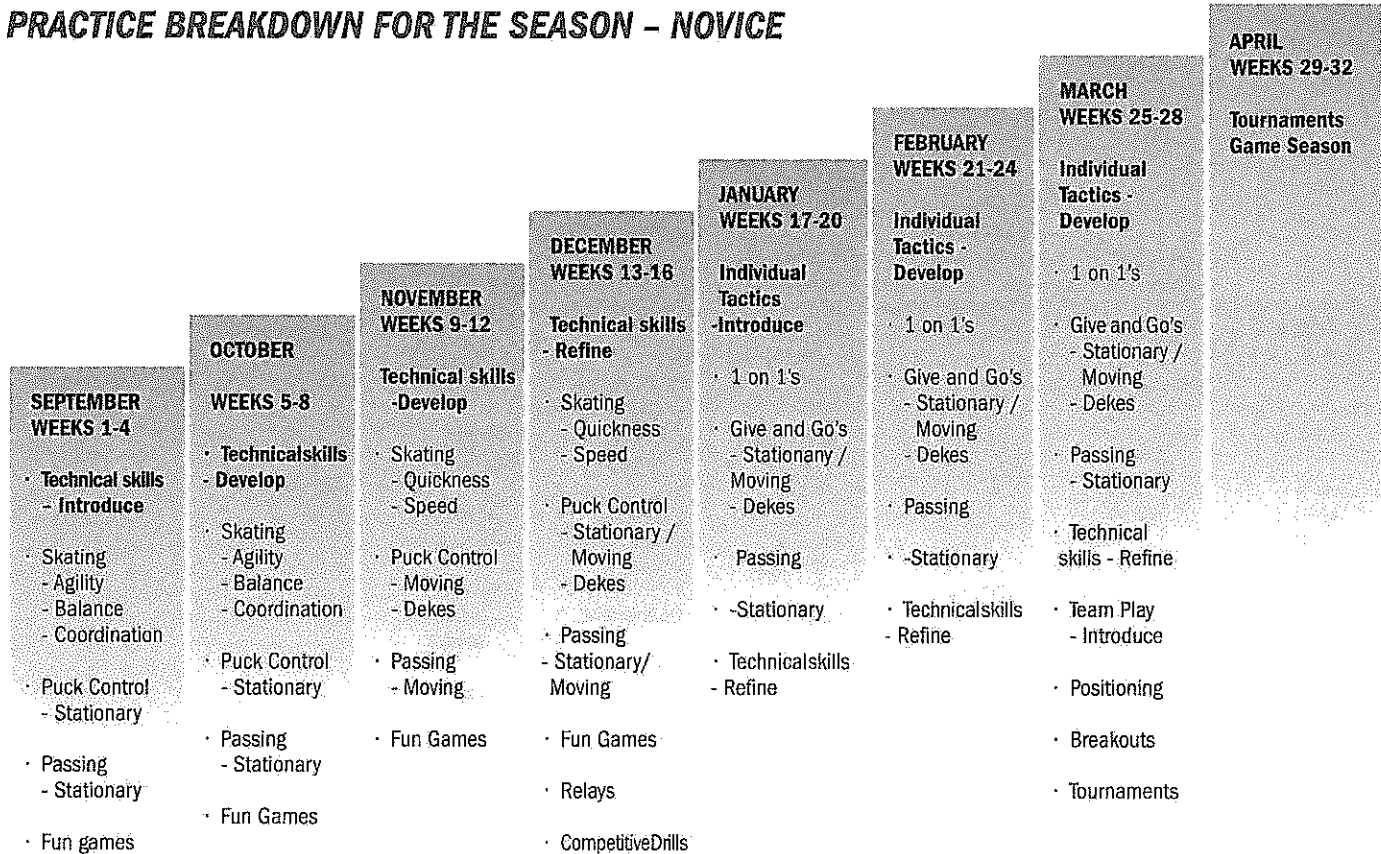
Developing fundamental movement skills (skating, jumping, twisting, turning), manipulation skills (shooting, puck control) and overall motor skills (balance, coordination, agility) in a fun and safe sport environment that promotes self-confidence.

**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"/> <b>One leg weaving - forward &amp; backward</b>	<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"/> <b>Backward sculling</b>
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"/> <b>Side - front - side</b>	<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"/> <b>Pairs passing</b> <input type="checkbox"/> <b>Moving bank pass - forehand</b> <input type="checkbox"/> <b>Moving bank pass - backhand</b> <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"/> <b>In motion (wrist)</b>	<input checked="" type="checkbox"/> <b>Role of F1</b> <input checked="" type="checkbox"/> <b>Role of F2</b> <input checked="" type="checkbox"/> <b>Role of F3</b> <input checked="" type="checkbox"/> <b>Role of D1</b> <input checked="" type="checkbox"/> <b>Role of D2</b>	<input checked="" type="checkbox"/> <b>DZ coverage - basic</b> <input checked="" type="checkbox"/> <b>DZ coverage - rotation</b>	<input checked="" type="checkbox"/> Body fakes <input type="checkbox"/> Stick fakes <input checked="" type="checkbox"/> <b>Attack triangle - puck under stick</b>	<input checked="" type="checkbox"/> Angling <input checked="" type="checkbox"/> <b>Forward skating</b> <input checked="" type="checkbox"/> <b>Backward skating</b> <input checked="" type="checkbox"/> <b>Changing directions</b> <input checked="" type="checkbox"/> <b>Active stick</b>
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"/> <b>Puck retrieval basics</b> <input checked="" type="checkbox"/> <b>Direct pass - wall</b> <input type="checkbox"/> Direct pass - midlane	<input type="checkbox"/> Cross & drop <input checked="" type="checkbox"/> <b>Pass &amp; follow</b> <input checked="" type="checkbox"/> <b>Give &amp; go</b> <input checked="" type="checkbox"/> <b>Headman</b>	<input checked="" type="checkbox"/> <b>Net drive</b> <input type="checkbox"/> Middle drive <input type="checkbox"/> High delay <input type="checkbox"/> Wrap around	<input checked="" type="checkbox"/> <b>Power stride</b> <input checked="" type="checkbox"/> <b>Power leap</b> <input checked="" type="checkbox"/> <b>Side step jumps - crossover</b> <input checked="" type="checkbox"/> <b>Agility cones</b> <input checked="" type="checkbox"/> <b>Bounding side to side</b>
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"/> <b>Bounce ball on blade</b> <input type="checkbox"/> Flip ball up / knock down	<input checked="" type="checkbox"/> <b>Ball control - narrow &amp; wide combination</b> <input checked="" type="checkbox"/> <b>Ball control - side / front / side</b> <input type="checkbox"/> <b>Ball control - toe drag - side &amp; front combination</b> <input checked="" type="checkbox"/> <b>One touch pass - forehand / backhand</b> <input type="checkbox"/> Saucer pass - forehand / backhand <input checked="" type="checkbox"/> <b>Freestyle stickhandling moves</b>			

# 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:

- a) The total number of players (try to divide them evenly)
- b) The different levels of skill of the players
- c) The number of assistant instructors you have working with you
- d) The number of different skills or components of each skill you intend to teach
- e) 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.

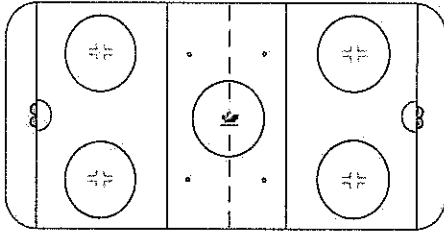
## Back Page

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.

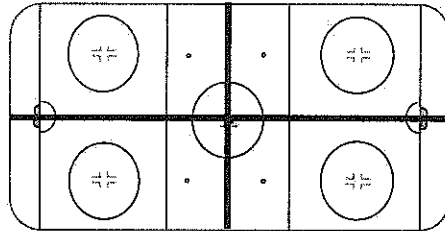
### Front Page

Full-Ice Warm-Up



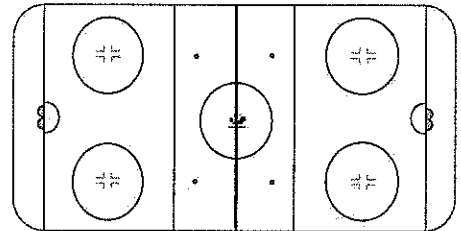
### Back Page (IP)

4 Stations

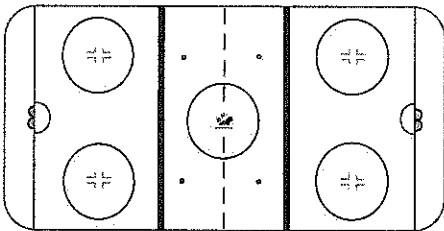


### Back Page (Novice)

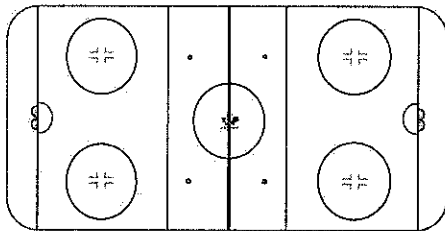
2 Stations



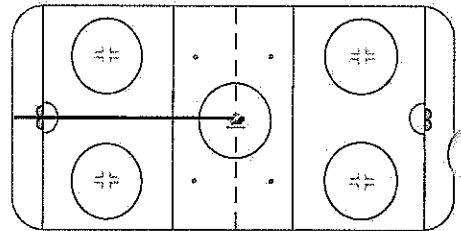
3 Stations



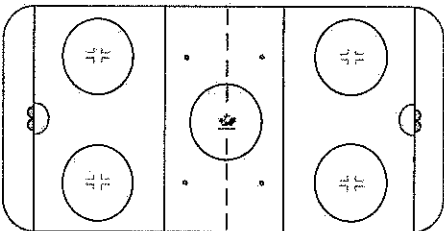
2 Stations



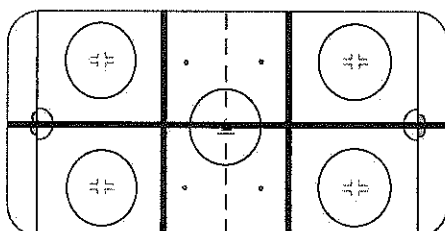
2 Stations



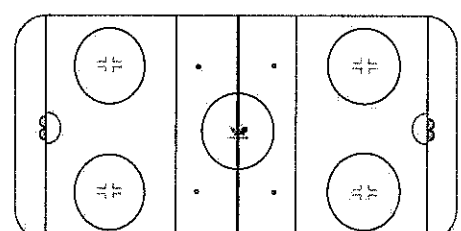
Full-Ice Game



6 Stations

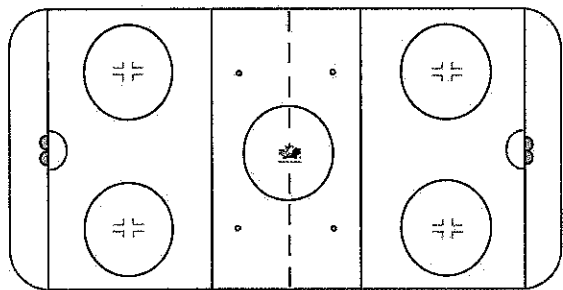


2 Stations

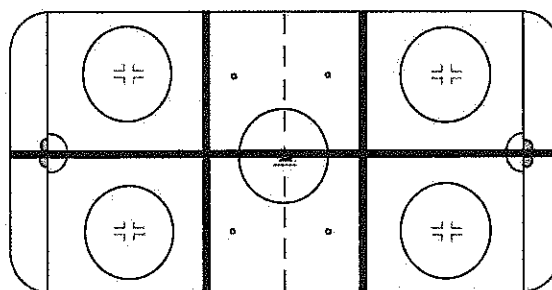


The following diagrams are merely suggestions for dividing the ice into suitable areas for skill instruction, depending upon the number of groups or teams you have on the ice at the same time.

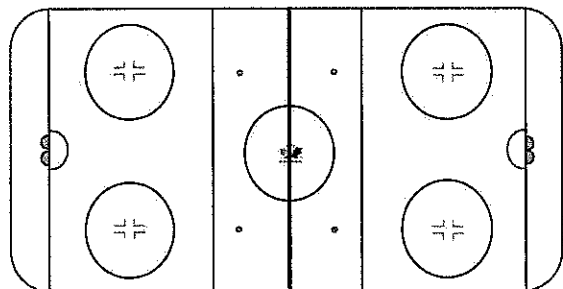
Full-Ice



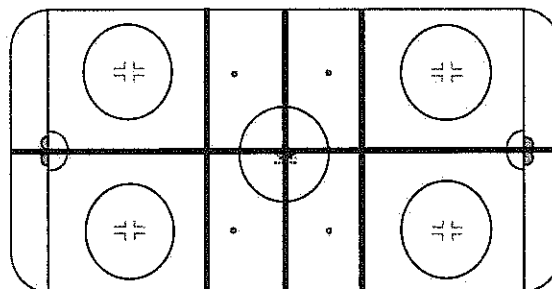
6 Stations



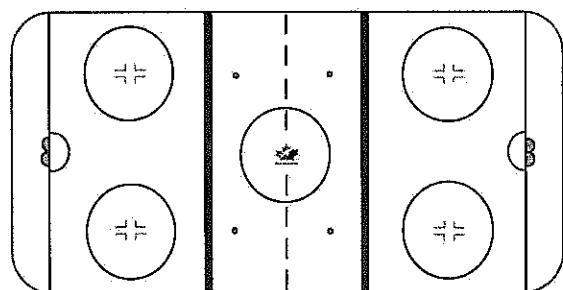
2 Stations



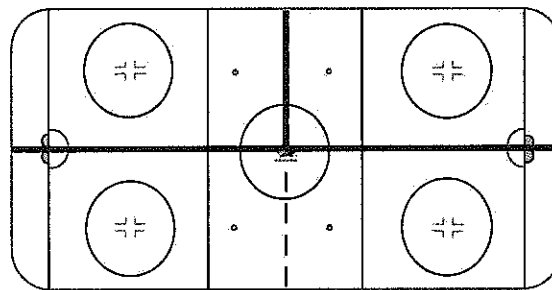
8 Stations



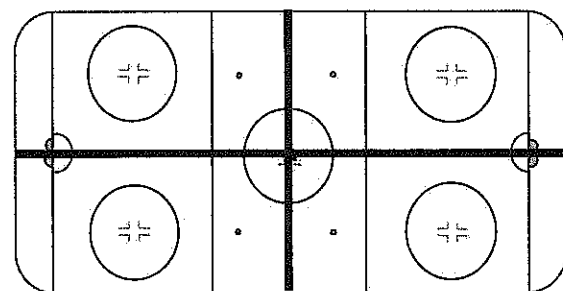
3 Stations



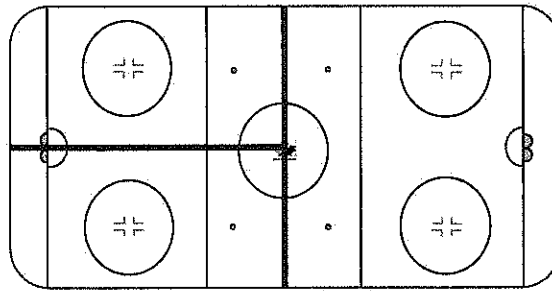
3 Stations



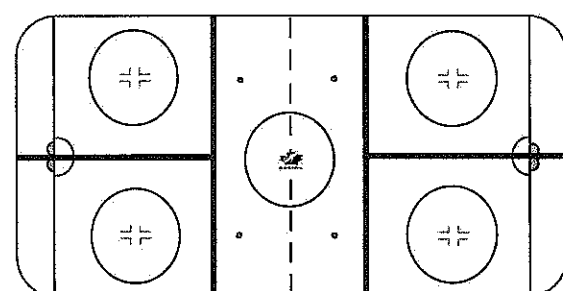
4 Stations



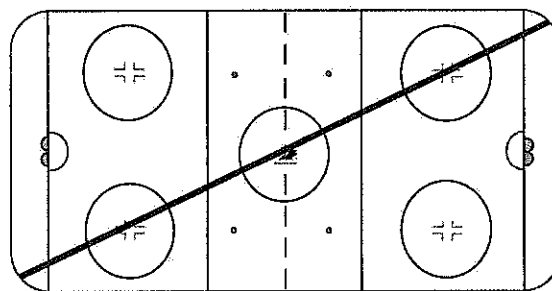
3 Stations



5 Stations



2 Stations



# Make the Right Call

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# PHASE I

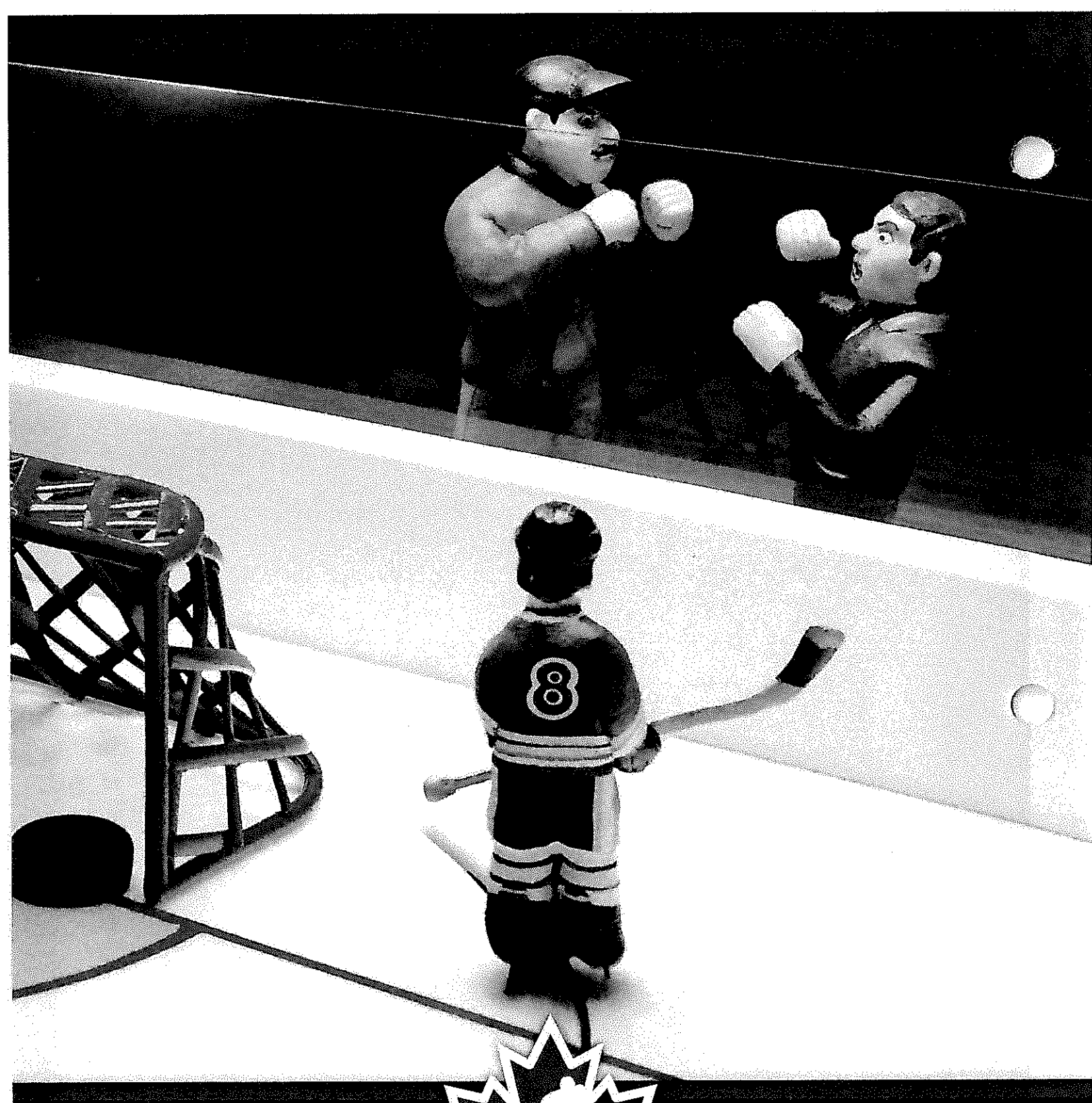
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Phase I of the Novice Manual is designed to assist coaches in developing practice plans for the first three months of a child's first year in the Novice Program. Each lesson plan should be repeated 2-4 times. A logical progression is as follows for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





**Relax, It's Just a Game**

[HockeyCanada.ca](http://HockeyCanada.ca)

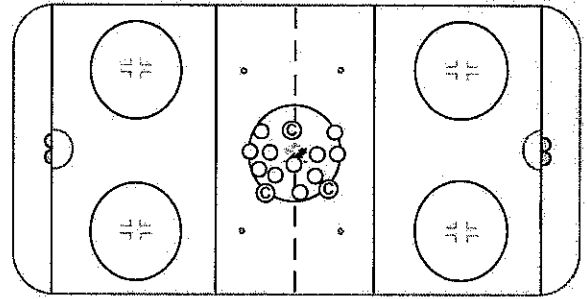


Session Objectives: 1. Practice Rules, Agility, Gliding on one skate, Front V Start, Edge Control

**10 MIN WARM - UP**

**PRACTICE RULES**

Coaches introduce themselves, as well as the practice rules and guidelines they want the players to follow. Make sure the players know what signals will be used, what the whistle means, as well as safety rules to be followed when on the ice.



**KEY EXECUTION POINTS**

- Demonstrate what signals will be used.

**20 MIN SKILL STATIONS #1**

**1. BALANCE AND SKATING (1.1.01/1.1.02/1.1.07/1.1.09/1.1.05)**

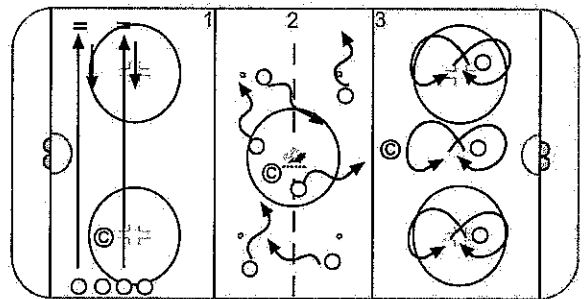
Players start on boards. Demonstrate basic stance. Perform following activities to far boards and back; fall down and get up, glide on one skate, gliding with knee bend, and gliding arm pump.

**2. CHAOS**

Players skate around neutral zone controlling the puck.

**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.



**KEY EXECUTION POINTS**

- Knees bent, shoulder width apart, stick on the ice.
- Change directions.
- Vary speeds, Forwards / Backwards.

**20 MIN SKILL STATION #2**

**1. SHOOTOUT**

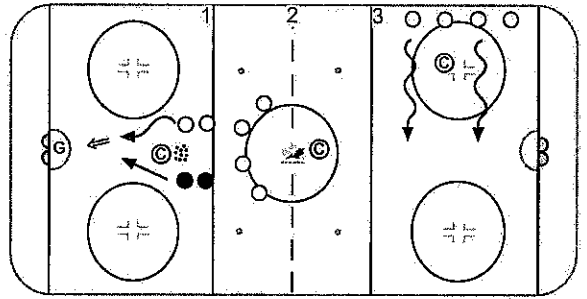
Have players line up in two lines at the blue line. One line has player standing with puck, the other line has the player starting on one knee. On coach's signal, the players take off towards the goal. Player with puck tries to score, while player on one knee backchecks. If player takes puck away, then that player is on offense.

**2. STATIONARY STICKHANDLING (2.1.02/2.1.03/2.1.04)**

Review and correct basic stance. Line players up in stickhandling position with a puck in front of them. Have players stickhandle Narrow, Wide, and Narrow-Wide Combination.

**3. OPEN ICE CARRY (2.2.05/2.2.06/2.2.07)**

Players start along boards, and skate to other side of the rink carrying the puck.



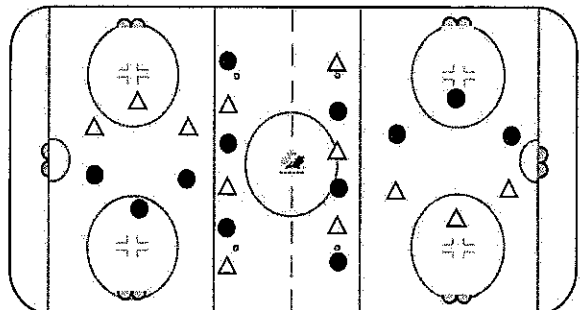
**KEY EXECUTION POINTS**

- Shift weight as pucks moves across body.
- One-handed puck carrying on forehand and backhand.

**10 MIN FUN GAME**

**SCRIMMAGE - 3 ON 3 CROSS ICE**

Divide players into 2 teams. Play 2 games of 3 on 3 cross ice - one in each end zone. Spare players line up along blue lines and switch on coach's signal.



**KEY EXECUTION POINTS**

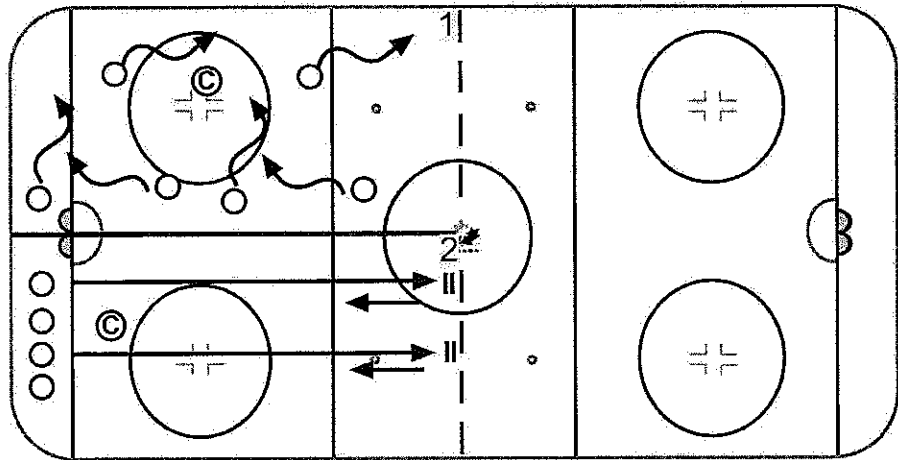
- Use pucks, tennis balls, hockey balls etc...
- Alternate 1 puck, 2 pucks, and 3 pucks.

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.

**SKILL STATIONS #1**

**1. CHAOS**

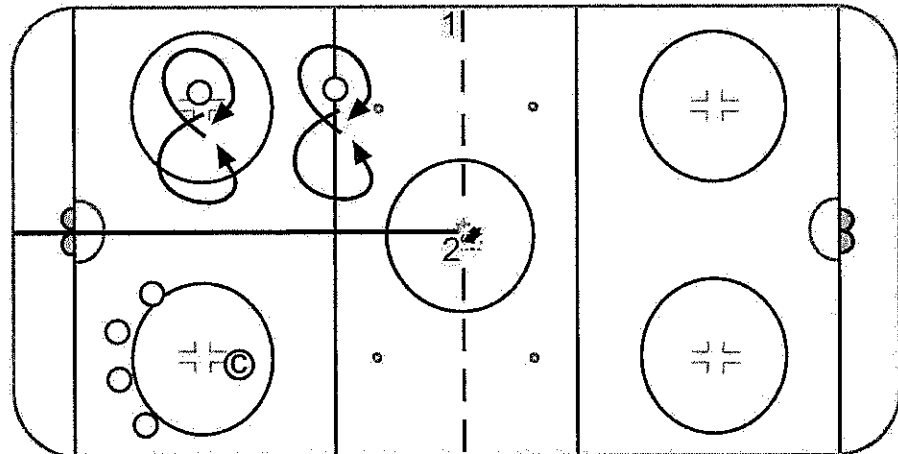
**2. BALANCE AND SKATING**  
(1.1.01/1.1.02/1.1.07/1.1.09/1.1.05)



**SKILL STATIONS #2**

**1. FIGURE 8'S INSIDE EDGE (1.2.01)**

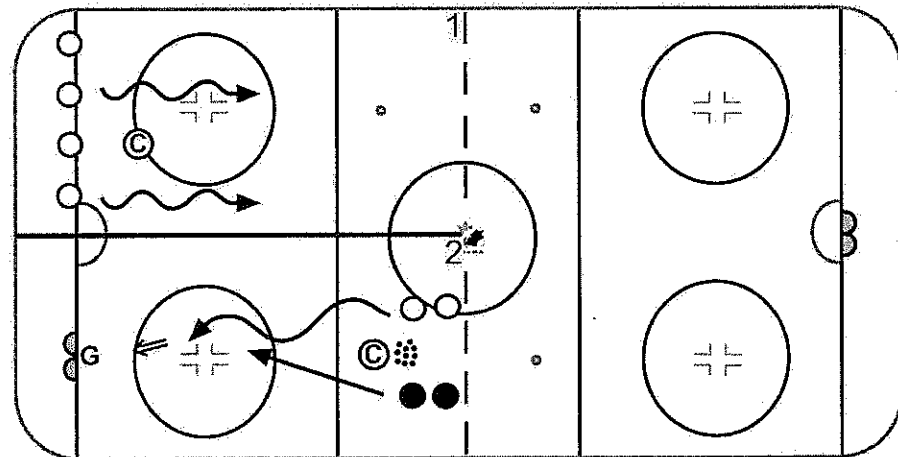
**2. STATIONARY STICKHANDLING**  
(2.1.02/2.1.03/2.1.04)



**SKILL STATIONS #3**

**1. OPEN ICE CARRY (2.2.05/2.2.06/2.2.07)**

**2. SHOOTOUT**

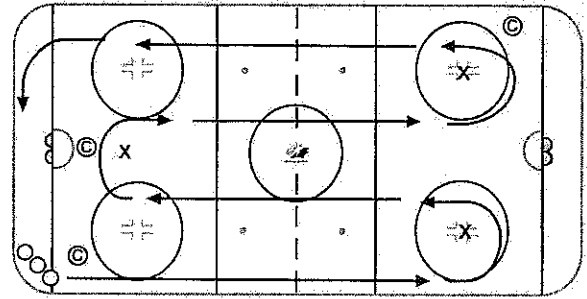


Session Objectives: Balance, Skating, Puckhandling, Front V-Start

### 10 MIN WARM - UP

#### WARM UP (1.1.02/1.1.07/1.1.08/1.1.04/1.1.09/1.1.05/1.4.02/1.5.02)

Divide ice into four lanes as shown. Players perform a variety of skills in each lane: fall down and get up, glide on one skate, jump over lines on one foot and two feet, gliding with knee bend, gliding arm pump, c-cuts.



#### KEY EXECUTION POINTS

- Vary speeds, Forwards/Backwards.

### 20 MIN SKILL STATIONS #1

#### 1. CHAOS (2.2.03/2.2.23/2.2.04/2.2.09)

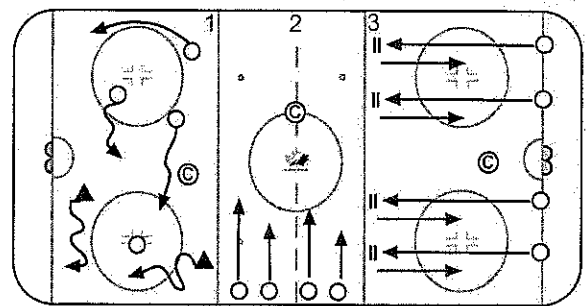
Players skate around zone in any direction handling the puck. Encourage players to try different stickhandling moves (narrow-wide combination, toe drag, side-front-side, on one leg, etc.).

#### 2. GLIDE ON ONE SKATE (1.3.02/1.1.07)

Execute front V-start and glide on one skate to middle of ice, at middle take 3-4 quick strides, glide to far boards. Players must go in a straight line. Repeat on the other skate coming back. Do 4 times on next player in line goes, when first player gets to blue line.

#### 3. FRONT V-START (1.3.02)

On a signal the first player in each group open skates into "V" position by toeing outwards. Open up and take 4-5 running strides. Skate to the blue line and stop, then return to goal line. Perform a two footed stop at blue line and goal line, always face the same side.



#### KEY EXECUTION POINTS

- Change Directions, Vary speeds, Forward/Backward.
- Toes out in preparation for v - start, quick feet, knees bent during glide, Quick feet off the start.

### 20 MIN SKILL STATIONS #2

#### 1. C-CUTS AROUND CIRCLE - INSIDE FOOT (1.6.07)

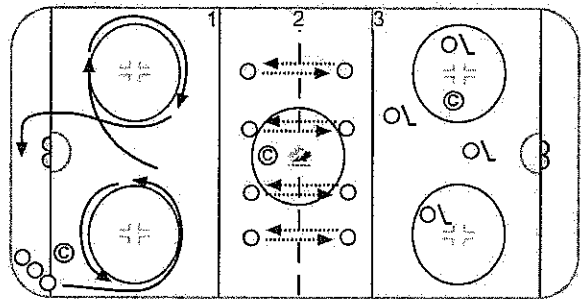
Players start in corner and skate around each circle using C-cuts with inside foot.

#### 2. STATIONARY PAIRS PASSING (2.3.01/2.3.02)

Players in Neutral zone pair up and pass to each other on the forehand and backhand.

#### 3. LATERAL CROSSOVERS - OVER STICK (1.1.13)

Players place stick on ice and perform continuous steps over stick.



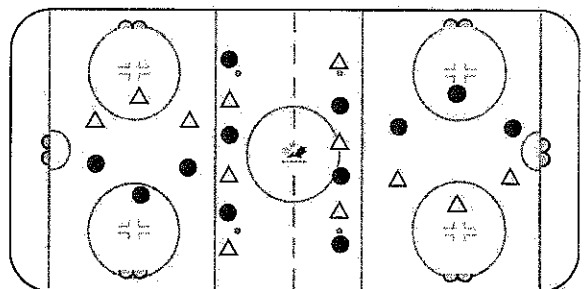
#### KEY EXECUTION POINTS

- Head up, roll wrists, follow through to target.

### 10 MIN FUN GAME

#### SCRIMMAGE - 3 ON 3 CROSS ICE

Divide players into 2 teams. Play 2 games of 3 on 3 cross ice - one in each end zone. Spare players line up along blue lines and switch on coach's signal.



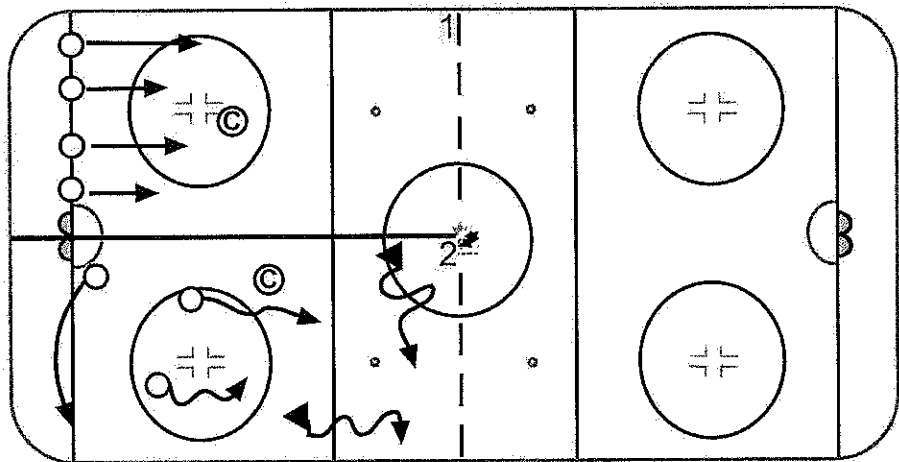
#### KEY EXECUTION POINTS

- Use pucks, tennis balls, hockey balls etc. Alternate 1 puck, 2 pucks, 3 pucks.

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.

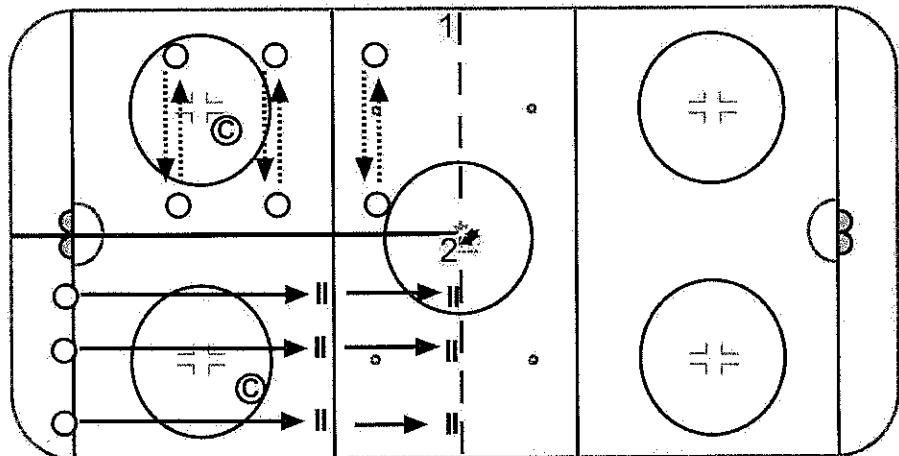
**SKILL STATIONS #1**

1. GLIDE ON ONE SKATE (1.3.02/1.1.07)
2. CHAOS (2.2.03/2.2.23/2.2.04/2.2.09)



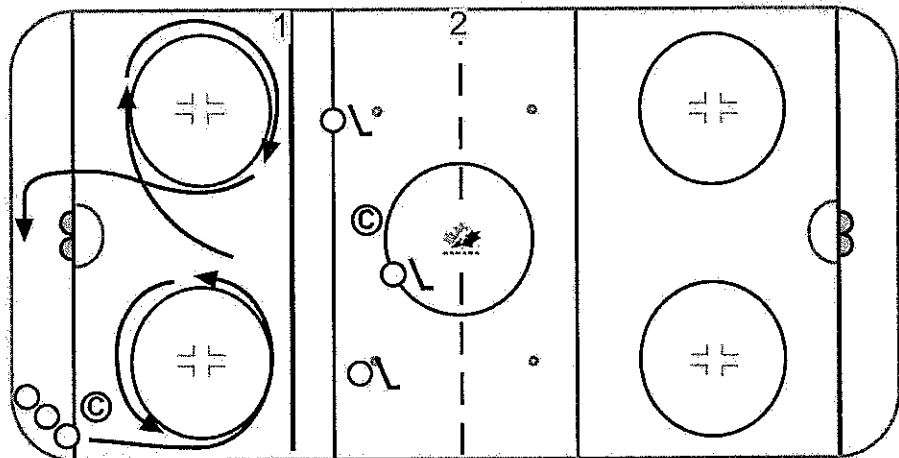
**SKILL STATIONS #2**

1. STATIONARY PAIRS PASSING (2.3.01/2.3.02)
2. FRONT V-START (1.3.02)



**SKILL STATIONS #3**

1. C-CUTS AROUND CIRCLE - INSIDE FOOT (1.6.07)
2. LATERAL CROSSOVERS - OVER STICK (1.1.13)

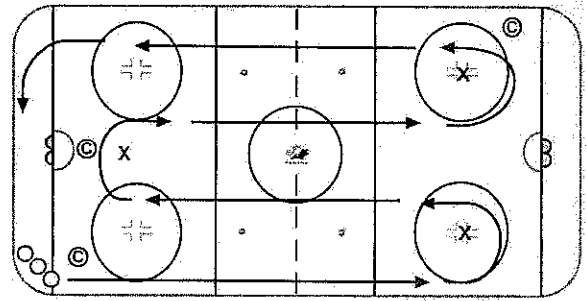


Session Objectives: Agility, Stationary passing and receiving, Pairs passing, Front V-start

### 10 MIN WARM - UP

#### WARM UP (1.1.09/1.1.10/1.4.05/1.4.10)

Divide ice into four lanes as shown. Players perform a variety of skills in each lane: gliding with knee bend, gliding one foot - toe on puck, slalom c-cuts narrow, c-cuts - heel only.



#### KEY EXECUTION POINTS

- Vary speeds, Forwards/Backwards.

### 20 MIN SKILL STATIONS #1

#### 1. CHAOS (2.2.03/2.2.23/2.2.04/2.2.09)

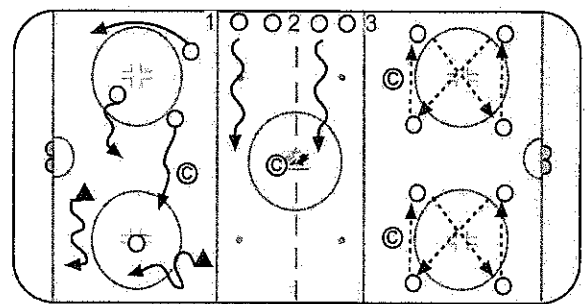
Players skate around zone in any direction handling the puck. Encourage players to try different stickhandling moves (narrow-wide combination, toe drag, side-front-side, on one leg, etc.).

#### 2. OPEN ICE CARRY (2.2.07)

Players start along boards, and skate to other side of the rink carrying the puck.

#### 3. STATIONARY PASSING (2.3.01/2.3.01)

Players form box formation around circle, and pass randomly to other players. Add person in middle to try and intercept the pass.



#### KEY EXECUTION POINTS

- Change Directions, Vary speeds, Forward/Backward.
- Head up, roll wrists, follow through to target.

### 20 MIN SKILL STATIONS #2

#### 1. ASTEROIDS

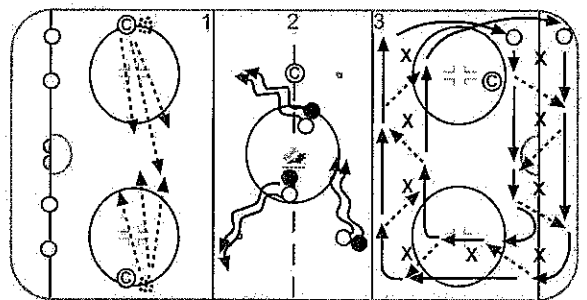
Player line up at goal line. Coaches line up along boards, with pucks, tennis balls, etc. On whistle, player skate through the middle of the ice, the coaches pass / shoot pucks on the ice and try to hit the players in the skates. Players try to avoid the pucks, if they get hit, they then move to side boards and assist coaches. Keep going until last player is hit. Second time through have the players carry pucks.

#### 2. RABBIT/COYOTE

Divide players into groups of two. One player has puck, second player does not. On whistle player with puck skates randomly around the ice, while second player tries to get the puck away. On second whistle players rest for 30 seconds, then reverse roles.

#### 3. PAIRS PASSING (2.1.01/2.4.02)

Form two lines in the corner, one on each side of the pylon. Players skate around zone passing the puck between the pylons. Make sure players take turn passing and receiving on forehand and backhand.



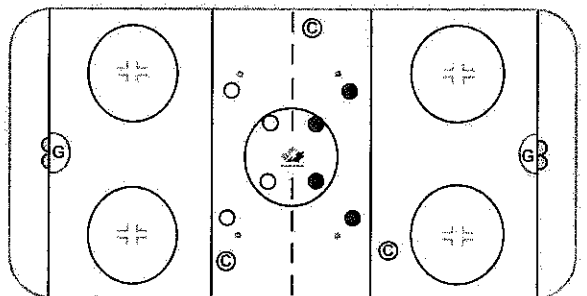
#### KEY EXECUTION POINTS

- Keep pucks / balls on ice, players must skate continuously.
- Puck protection, agility, only stick checks allowed to get the puck.
- Control speed, eye contact before passing.

### 10 MIN FUN GAME

#### SCRIMMAGE

Scrimmage 4 on 4. Use different rules such as: must make 3 passes before shooting on net, must carry puck out of zone, no sticks, feet only, add two pucks.



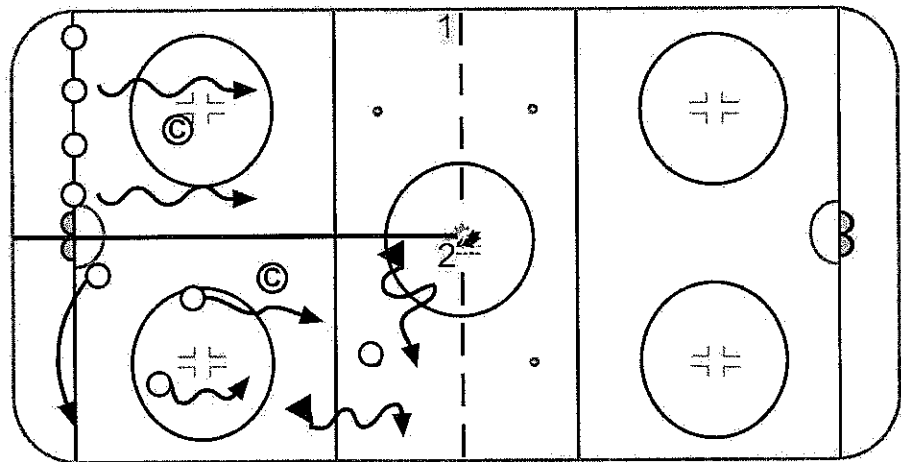
#### KEY EXECUTION POINTS

- Change players every 45 seconds to keep tempo high.

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.

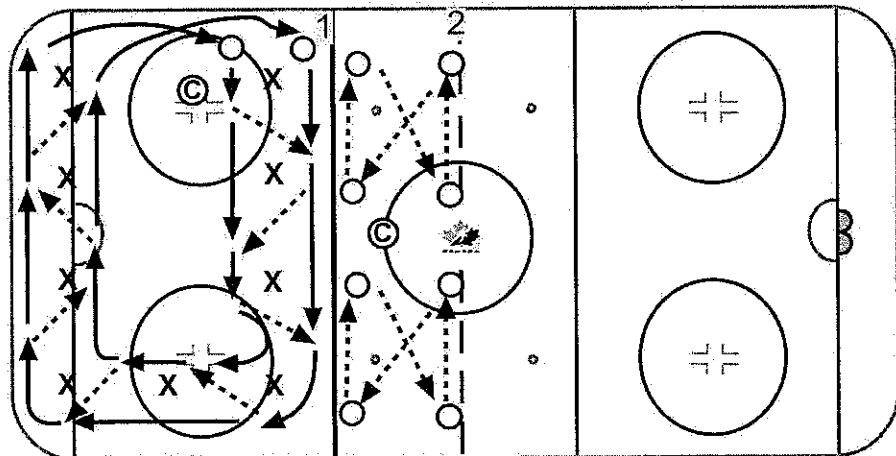
SKILL STATIONS #1

- 1. OPEN ICE CARRY (2.2.07)
- 2. CHAOS (2.2.03/2.2.23/2.2.04/2.2.09)



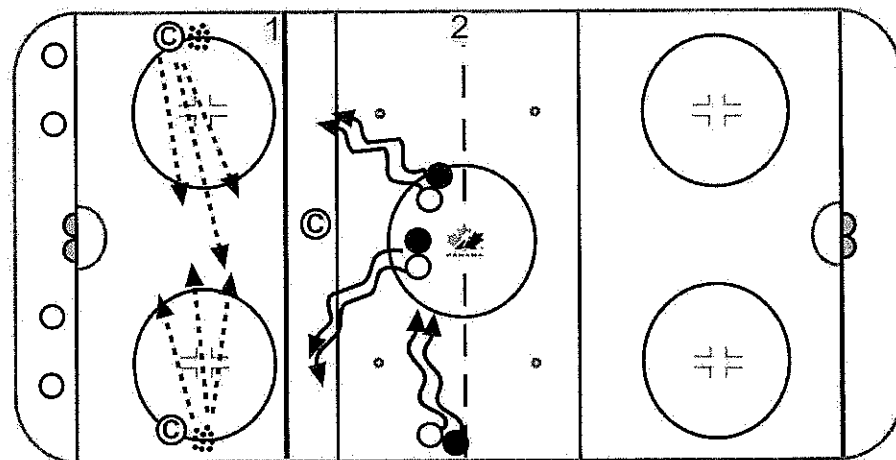
SKILL STATIONS #2

- 1. PAIRS PASSING (2.1.01/2.4.02)
- 2. STATIONARY PASSING (2.3.01/2.3.01)



SKILL STATIONS #3

- 1. ASTEROIDS
- 2. RABBIT/COYOTE

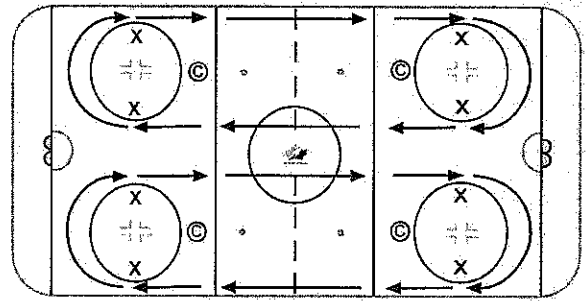


Session Objectives: Forward crossovers, Front V-start, Two-foot stop, Stationary passing

### 10 MIN WARM - UP

#### WARM UP (1.1.09/1.1.10/1.4.05/1.4.10)

Players are divided into two groups, and follow the path as indicated in the diagram. Perform following exercises: gliding with knee bend, gliding one foot - toe on puck, slalom c-cuts narrow, c-cuts - heel only.



#### KEY EXECUTION POINTS

- Knees must be bent

### 20 MIN SKILL STATIONS #1

#### 1. WEAVE (1.6.01)

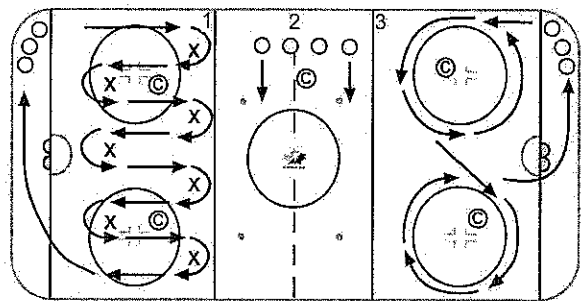
Players weave through pylons, first time through using one foot, inside edge only; second time through using one foot, outside edge only; third time through using both feet, leading with front foot; fourth time through use pucks.

#### 2. PUSH AND GLIDE (1.3.01/1.3.04/1.3.05/1.5.02)

Players line up along boards, and perform t-pushes across ice, change leg on the way back. Try to do 3-4 t-pushes. Players then do the same going backwards, using c-cuts or backward cross over start to begin, and finishing with c-cuts to far boards. Repeat 4 times.

#### 3. FORWARD CROSSOVERS (1.6.10/1.6.16)

Players start in the corner and skate around the circles executing forward crossovers. Progress to backwards around the circles.



#### KEY EXECUTION POINTS

- Knees must be bent.
- Strong push, bend knee when gliding

### 20 MIN SKILL STATIONS #2

#### 1. FRONT V START (1.3.02)

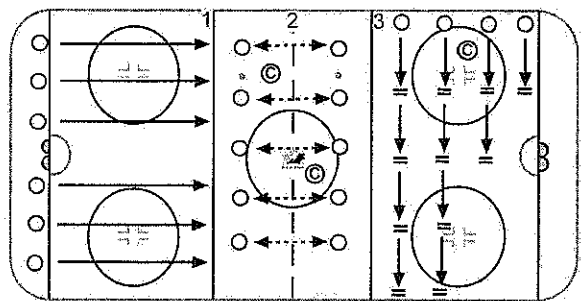
Players line up along goal line, and perform front V-start, after 4-5 strides, glide to blue line. Do the same returning to goal line repeat 4 - 5 times.

#### 2. STATIONARY PASSING (2.3.01/2.3.02)

Player partner up in neutral zone, and pass back and forth, using both forehand and backhand.

#### 3. TWO FOOT STOP (1.3.08)

Players begin on side boards, using front v start, players take 4-5 strides, and then perform a 2 foot stop. Resume basic stance, and do again 3 - 4 times to cross ice. Repeat 4-5 times. Stop both ways. Add puck if time permits.



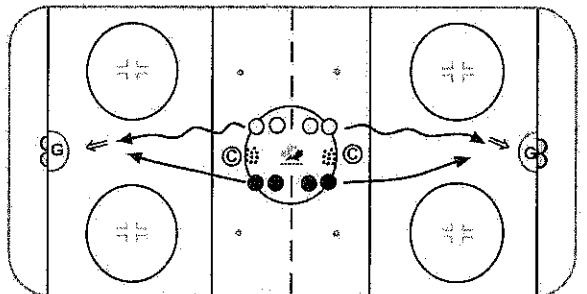
#### KEY EXECUTION POINTS

- Quick feet
- Roll wrists, follow through
- Come to complete stop

### 10 MIN FUN GAME

#### SHOOTOUT

Have players line up in two lines at center ice. (Use both ends). One line has player standing with puck, the other line has the player starting on one knee. On coach's signal, the players take off towards the goal. Player with puck tries to score, while player on one knee backchecks. If player takes puck away, then that player is on offense.



#### KEY EXECUTION POINTS

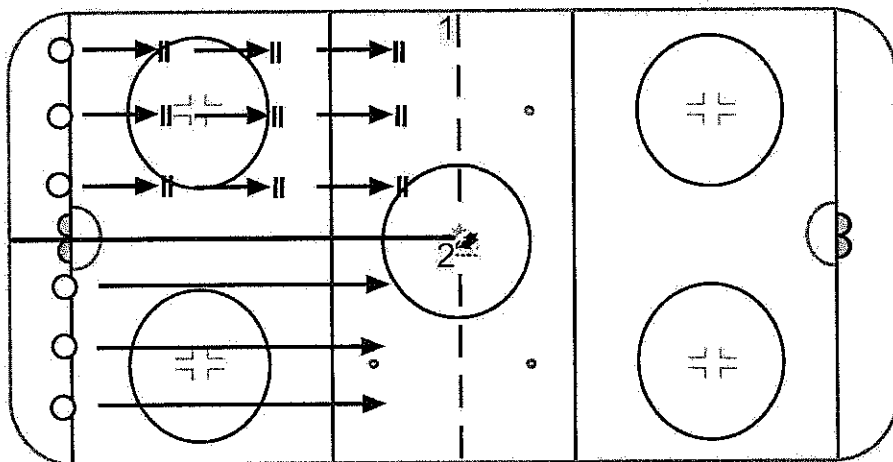
- Must be down on one knee if starting without the puck. Quick feet off the start. Protect puck. Alternate lines after each attempt.

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.

**SKILL STATIONS #1**

1. TWO FOOT STOP (1.3.08)

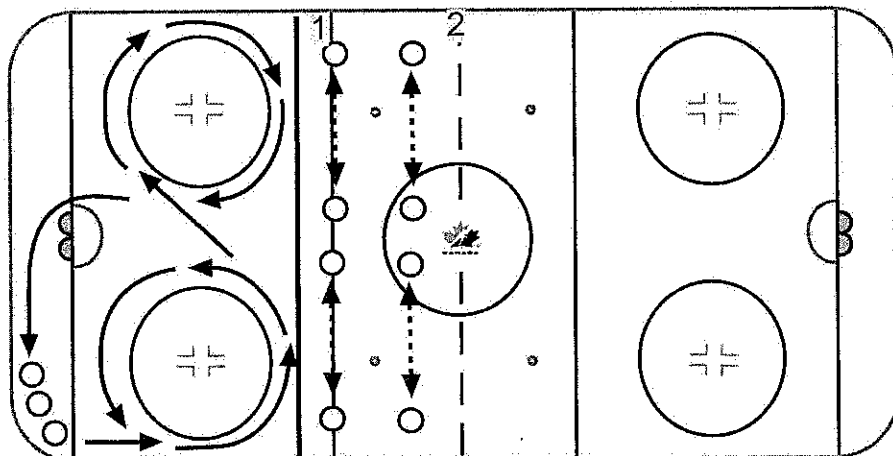
2. FRONT V START (1.3.02)



**SKILL STATIONS #2**

1. FORWARD CROSSOVERS (1.6.10/1.6.16)

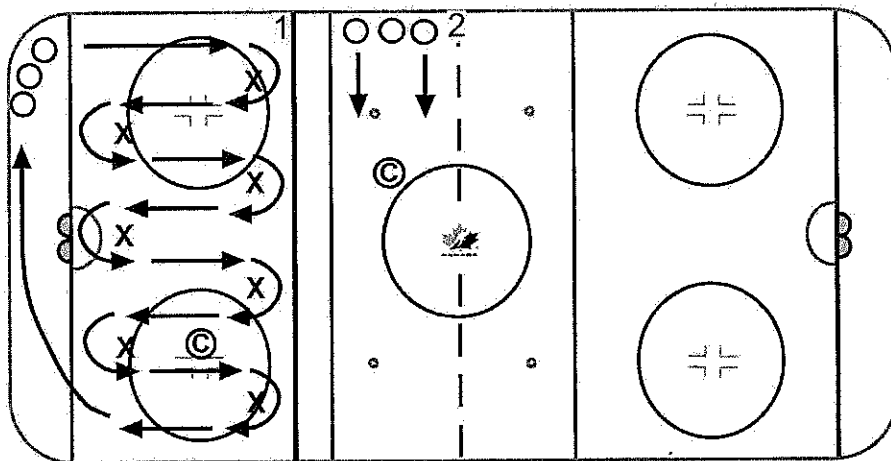
2. STATIONARY PASSING (2.3.01/2.3.02)



**SKILL STATIONS #3**

1. WEAVE 1.6.01

2. PUSH AND GLIDE (1.3.01/1.3.04/1.3.05/1.5.02)



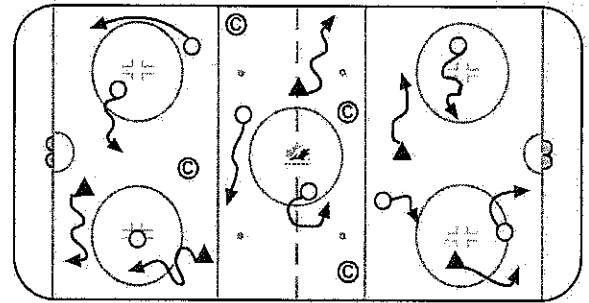


Session Objectives: Open Ice Carry, Tight turns, Edge Control, Stationary Passing, Backwards C-cuts

### 10 MIN WARM - UP

#### WARM UP (2.2.03/2.2.04/2.2.23/2.2.07)

Players skate around the ice in any direction handling the puck. Encourage players to try different stick handling moves: narrow-wide combination, side-front-side, toe drag, open ice carry.



#### KEY EXECUTION POINTS

- Correct technique

### 20 MIN SKILL STATIONS #1

#### 1. TIGHT TURNS / EDGE CONTROL (1.6.02/1.6.04)

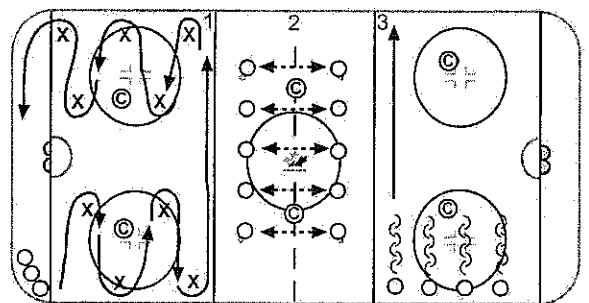
Players begin in corner, and skate through pylons executing tight turns around each pylon. Second time through have them do a 360° around each pylon.

#### 2. STATIONARY PASSING (2.3.01/2.3.02)

Have players get in proper puck handling stance. Players perform stationary passing and receiving. Do on both forehand and backhand.

#### 3. BACKWARDS C- CUTS (1.5.02)

Players start along side boards, in proper backwards stance and begin with backwards c-cuts, or backwards crossover start, and then perform backwards c-cuts all the way to the other side. Repeat 6 - 7 times. Add puck if time permits.



#### KEY EXECUTION POINTS

- Knees bent
- Ensure proper stance
- Roll wrists, follow through, cushion pass

### 20 MIN SKILL STATIONS #2

#### 1. OPEN ICE CARRY (2.2.05/2.2.06)

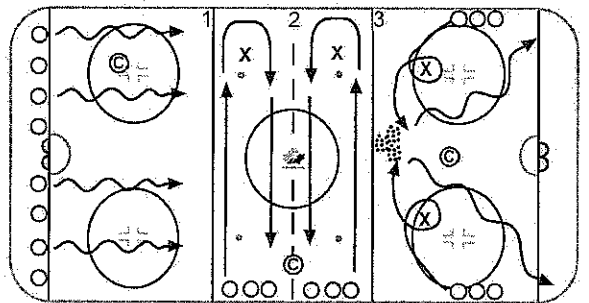
Players start on goal line, and skate to blue line carrying the puck on forehand. Stop and return to goal line carrying puck with backhand.

#### 2. HEEL TO HEEL GLIDE (1.6.23)

Players line up on boards and start with a crossover start. Players execute heel to heel glide to pylon, skate around pylon and repeat on return.

#### 3. FORT KNOX (1.6.04)

Divide players into 2 teams, one team at each hash mark as shown. Place all of the pucks in the centre at blue line, on whistle first player from each team begin, by doing a 360° around the pylon, then gets a puck, and takes the puck back to the corner, nearest the team. Once puck is in the corner, the next player from that team can go. Once all the pucks are gone, each team counts how many are in their corner, team with most wins. Can do more than once, change things up, by making players skate backwards to the corner once they get the puck.



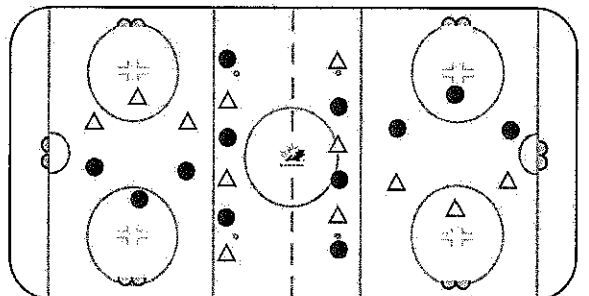
#### KEY EXECUTION POINTS

- Use two groups if necessary
- Teams cheer for their players, lots of pucks

### 10 MIN FUN GAME

#### SCRIMMAGE - 3 ON 3 CROSS ICE

Divide players into 2 teams. Play 2 games of 3 on 3 cross ice - one in each end zone. Spare players line up along blue lines and switch on coach's signal.



#### KEY EXECUTION POINTS

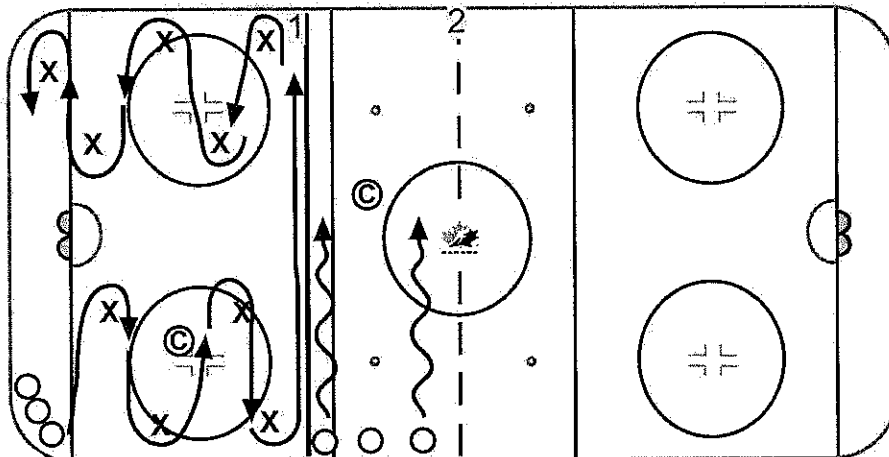
- Use pucks, tennis balls, hockey balls etc. Alternate 1 puck, 2 pucks, 3 pucks.

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.

**SKILL STATIONS #1**

1. TIGHT TURNS / EDGE CONTROL (1.6.02/1.6.04)

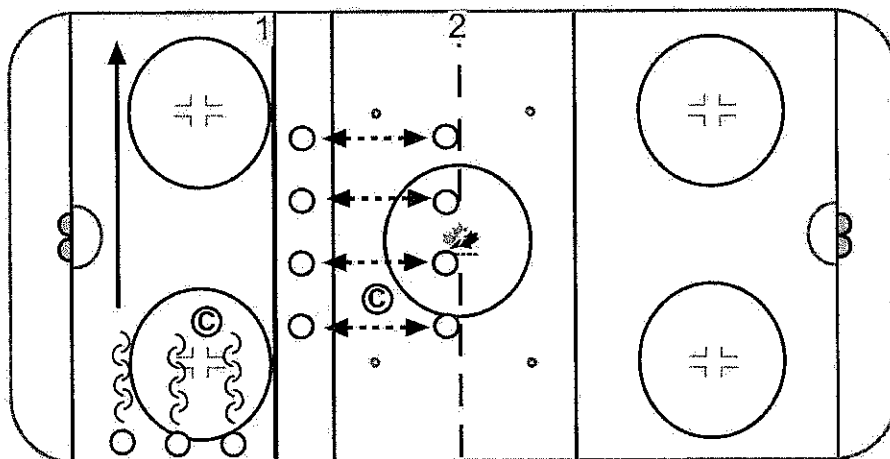
2. OPEN ICE CARRY (2.2.05/2.2.06)



**SKILL STATIONS #2**

1. BACKWARDS C-CUTS (1.5.02)

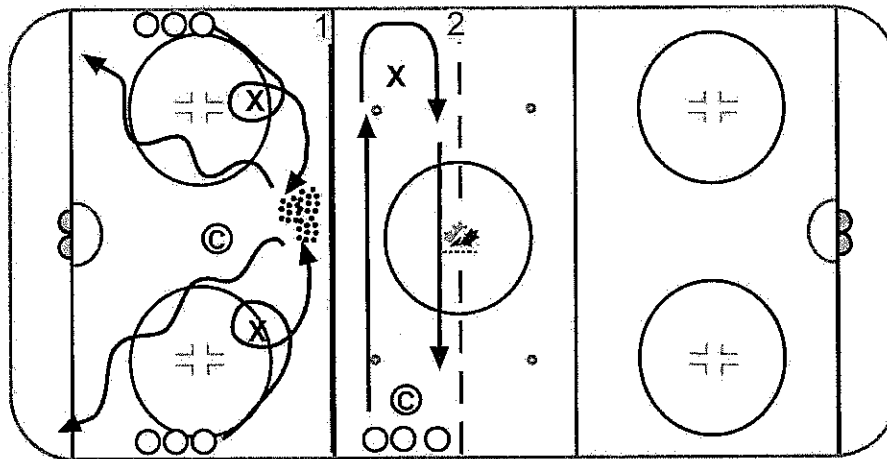
2. STATIONARY PASSING (2.3.01/2.3.02)



**SKILL STATIONS #3**

1. FORT KNOX (1.6.04)

2. HEEL TO HEEL GLIDE (1.6.23)

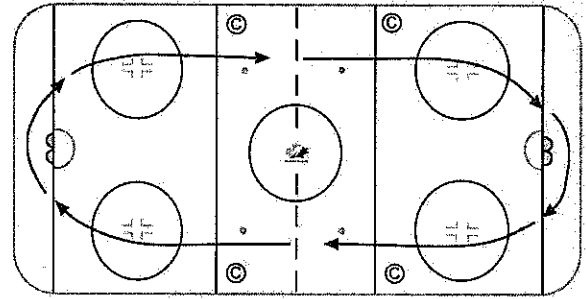


Session Objectives: Pairs passing, Puckhandling agility, Crossovers, Backwards c-cuts, Tight turns, Bank pass

### 10 MIN WARM - UP

#### WARM UP (1.4.05/1.4.06/1.4.10/1.4.08/1.1.14)

Players skate around the ice in a clockwise manner. Coaches can lead them in various skills: Slalom C-cuts Narrow and wide, c-cuts - heel only, c-cuts crossunders, Shoot the duck.



#### KEY EXECUTION POINTS

- Change directions, Vary speeds, Forwards / Backwards.

### 20 MIN SKILL STATIONS #1

#### 1. CROSSOVERS 1.6.10/1.6.16

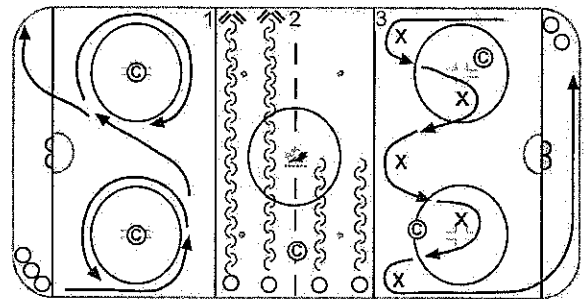
Players start in corner, and perform crossovers around the circles as shown. Do forward and backward.

#### 2. BACKWARDS C-CUTS / BACKWARDS STOPPING (1.5.02/1.3.10/1.3.11)

Players start on side boards, and do backwards c-cuts to far side, and perform backwards 1 foot or 2 foot stops. Repeat 4 - 5 times. Add pucks if time permits.

#### 3. TIGHT TURNS (1.6.02)

Players start in corner, and weave through pylons. Second time through do 360° around each pylon. Add pucks 3<sup>rd</sup> time through



#### KEY EXECUTION POINTS

- Full crossover with outside foot, strong push through with inside leg
- Strong toe push to start c-cut.
- Next player starts when first player is at the hash marks

### 20 MIN SKILL STATIONS #2

#### 1. PAIRS PASSING (2.4.01/2.4.02/2.4.13)

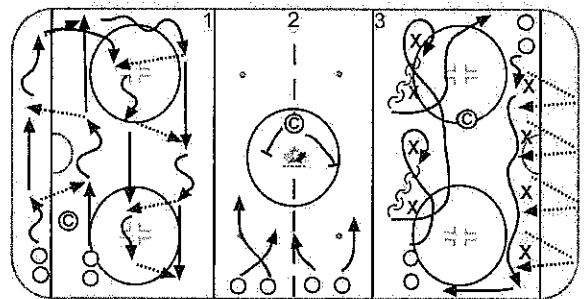
Players partner up, and skate around the ice in a counter-clockwise direction passing the puck back and forth. Alternate forehand and backhand. Can also progress to pass and follow, or cross and drop. Work on passing only upon eye contact with the receiver.

#### 2. BRITISH BULLDOG

Players line up at one end of ice, on coaches' signal, players skate to other end, trying not to get caught. If players get caught, they then go to centre and help coaches catch other players. Can also be done with pucks.

#### 3. SKILL DRILL (1.6.22/2.4.11)

Players are divided up into 4 groups, split evenly at each starting point. Lane 1 players carry puck to second pylon and executes a reverse pivot and skates backwards to first pylon, once around pylon, skates forward again to 4th pylon and repeats. In lane 2 player carries puck and at each pylon performs a bank pass off the boards to themselves.



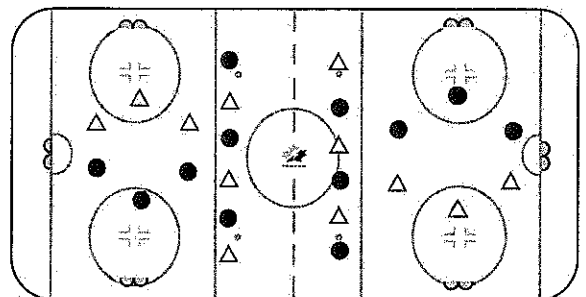
#### KEY EXECUTION POINTS

- Make sure player spread out.
- No body checking.
- Go through circuit 4-5 times. Keep players moving.

### 10 MIN FUN GAME

#### SCRIMMAGE - 3 ON 3 CROSS ICE

Divide players into 2 teams. Play 2 games of 3 on 3 cross ice - one in each end zone. Spare players line up along blue lines and switch on coach's signal.



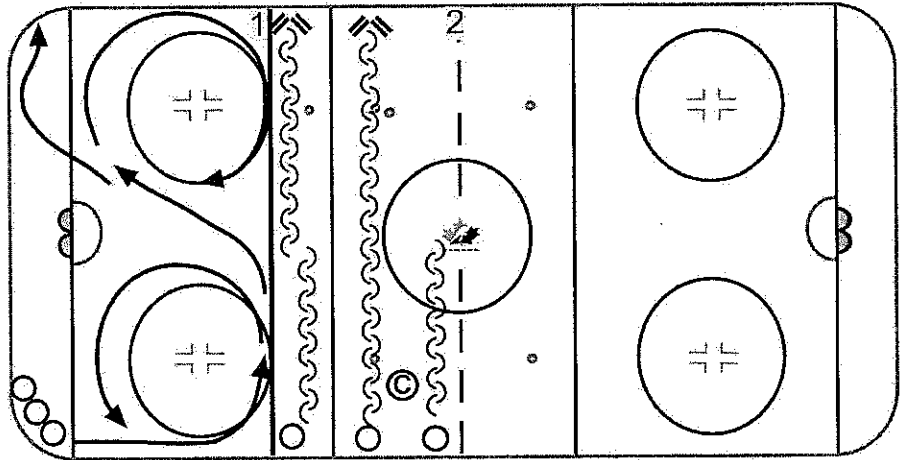
#### KEY EXECUTION POINTS

- Use pucks, tennis balls, hockey balls etc...Alternate 1 puck, 2 pucks, 3 pucks.

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.

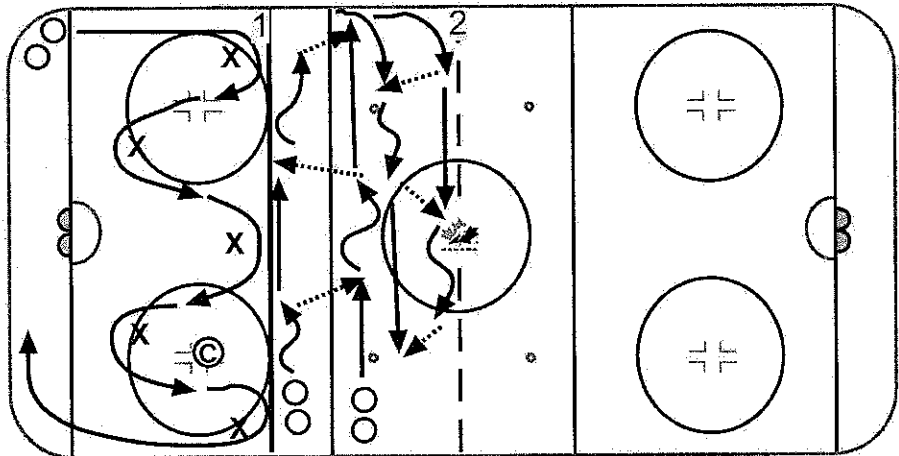
**SKILL STATIONS #1**

- 1. CROSSOVERS (1.6.10/1.6.16)
- 2. BACKWARDS C-CUTS / BACKWARDS STOPPING (1.5.02/1.3.10/1.3.11)



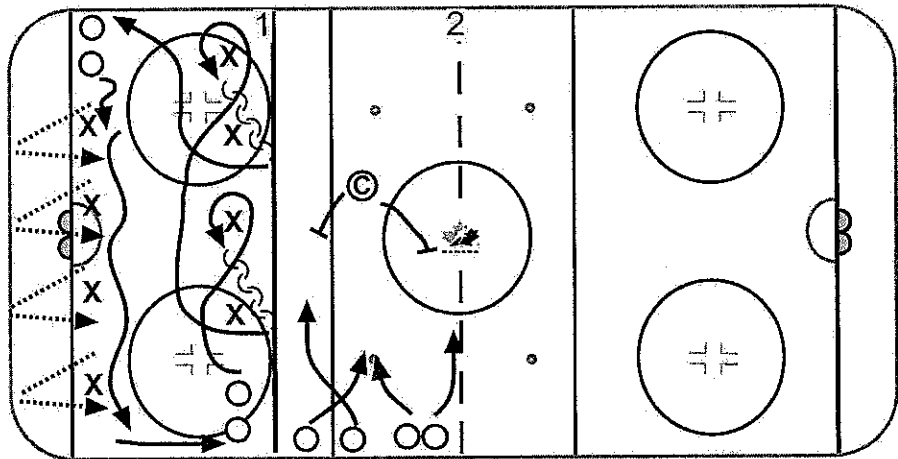
**SKILL STATIONS #2**

- 1. TIGHT TURNS (1.6.02)
- 2. PAIRS PASSING (2.4.01/2.4.02/2.4.13)



**SKILL STATIONS #3**

- 1. SKILL DRILL (1.6.22/2.4.11)
- 2. BRITISH BULLDOG

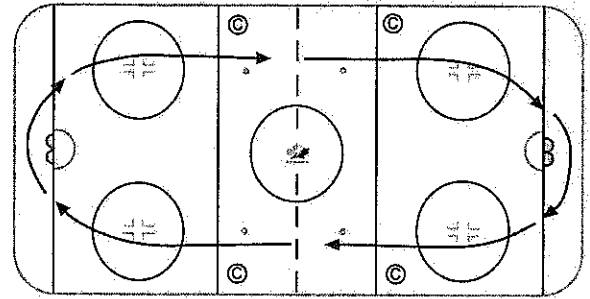


Session Objectives: Front V-Start, Stickhandling, Skating with the Puck, Forwards/Backwards Pivots, Pivots

### 10 MIN WARM - UP

#### WARM UP (1.4.05/1.4.06/1.4.10/1.4.08/1.1.14)

Players skate around the ice in a clockwise manner. Coaches can lead them in various skills: Slalom C-cuts Narrow and wide, C-cuts - Heel only, C-cuts crossunders, shoot the duck.



#### KEY EXECUTION POINTS

- Change directions, vary speeds, forwards / backwards.

### 20 MIN SKILL STATIONS #1

#### 1. FRONT V-START (1.3.02)

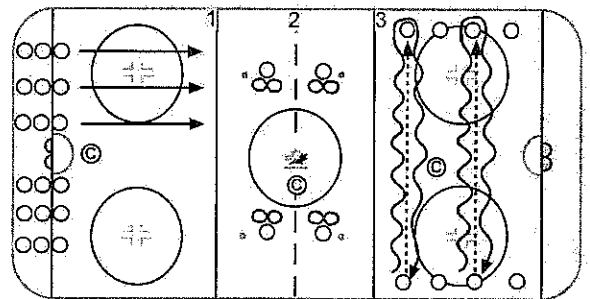
Players line up on goal line. Perform a front v-start and then stride to blue line. Do 3-4 times, then add pucks.

#### 2. STICK HANDLING (2.1.14)

Players begin with stationary stick handling (Figure 8's, out to the side, through legs etc.) Players then move around area, trying the same moves.

#### 3. SKATING WITH PUCK (2.4.01/2.4.02)

Players form 2 groups, one on each side of the rink. All pucks on one side. Player with puck skates to other side, skates around partner, and back to original position, then passes puck across the ice to partner, who repeats same pattern. Progress to where player passes puck to partner, then skates around partner, and receives puck back, skates to other side, and then passes back across the ice.



#### KEY EXECUTION POINTS

- Quick feet, strong first 4-5 strides
- Encourage players to try different moves
- Have players 4-5 feet out from boards

### 20 MIN SKILL STATIONS #2

#### 1. FORWARD / BACKWARDS PIVOTS (1.6.21)

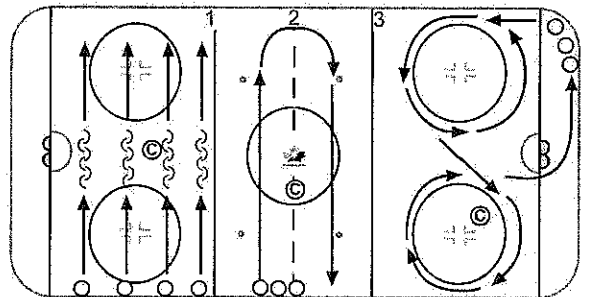
Players line up on boards. On coaches' signal, skate forward to tops of circle, pivot and skate backwards to next circle, pivot, and skate forwards to far boards. Repeat 2-3 times. After 3 repetitions, start backwards instead of forward.

#### 2. SKATING (1.4.17/1.4.18/1.6.23/1.6.12/1.5.11)

Players start on boards and execute various skating skills to far boards, then return to line repeating same skill. Have players execute the following skills: stride and bend, stride and jump, heel to heel glide, crossovers - three quick.

#### 3. C-CUTS - CROSSUNDERS (1.6.09)

Players start in the corner and skate around the circles executing normal c-cut, but instead of recovering next to the glide leg, the drive leg crosses behind the glide foot and executes a c-cut with the outside edge of the skate.



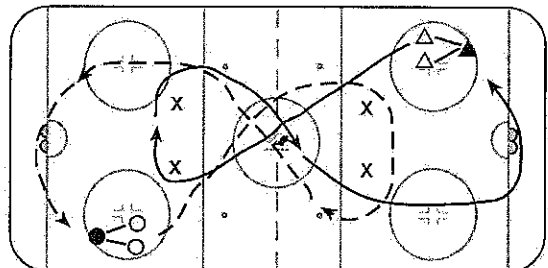
#### KEY EXECUTION POINTS

- Forwards and Backwards

### 10 MIN FUN GAME

#### CHUCK WAGON RACES

Split players into 2 groups in opposite corners, at opposite ends of the ice. Move nets out to hash marks. Players are in groups of 3, two players pull the third using 2 sticks, who is down on his / her knees. Players then skate the pattern as shown. Change player up so everyone gets a chance to be pulled.



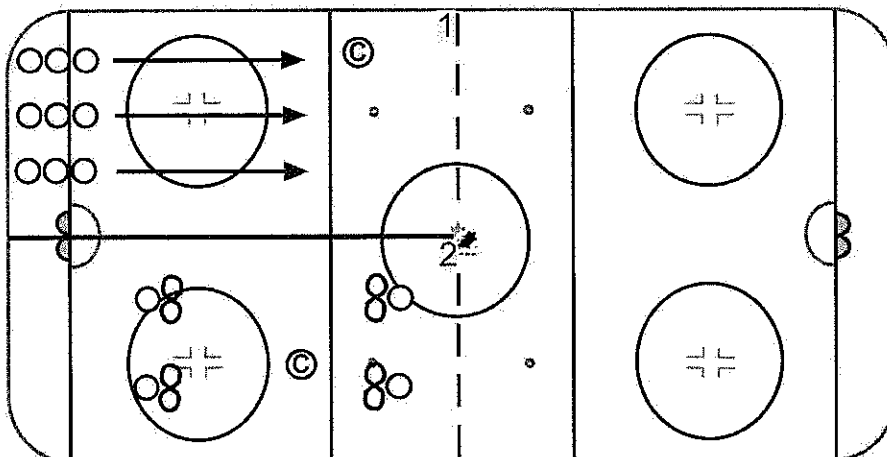
#### KEY EXECUTION POINTS

- Players must watch for the criss-cross at center.

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.

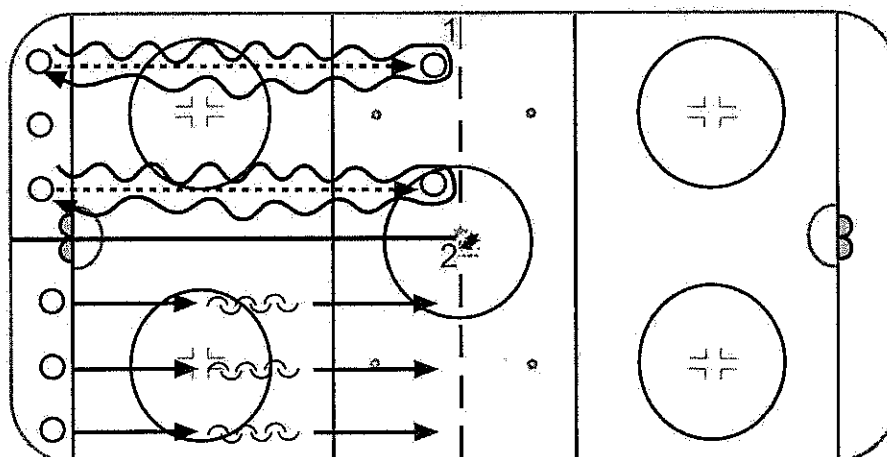
**SKILL STATIONS #1**

- 1. FRONT V-START (1.3.02)
- 2. STICK HANDLING (2.1.14)



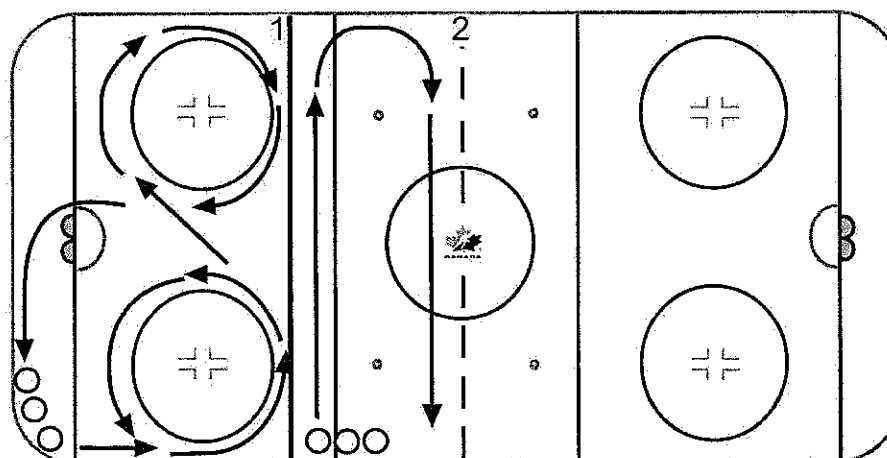
**SKILL STATIONS #2**

- 1. SKATING WITH PUCK (2.4.01/2.4.02)
- 2. FORWARD / BACKWARDS PIVOTS (1.6.21)



**SKILL STATIONS #3**

- 1. C-CUTS - CROSSUNDERS (1.6.09)
- 2. SKATING (1.4.17/1.4.18/1.6.23/1.6.12/1.5.11)

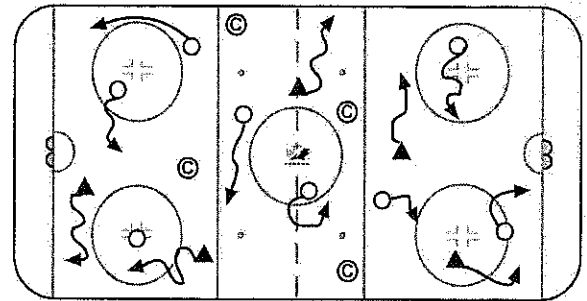


Session Objectives: Tight turns, Lateral Crossovers, Agility, Passing, Forward/Backward pivots, Skating with puck, Backwards C-cuts

### 10 MIN WARM-UP

#### WARM UP (2.2.03/2.2.04/2.2.23/2.2.07/2.2.08)

Players skate around the ice in any direction handling the puck. Encourage players to try different stick handling moves: narrow-wide combination, side-front-side, toe drag, open ice carry, weaving with puck.



#### KEY EXECUTION POINTS

- Correct technique

### 20 MIN SKILL STATIONS #1

#### 1. TIGHT TURNS ACCELERATION (1.3.02/1.6.02/1.3.08)

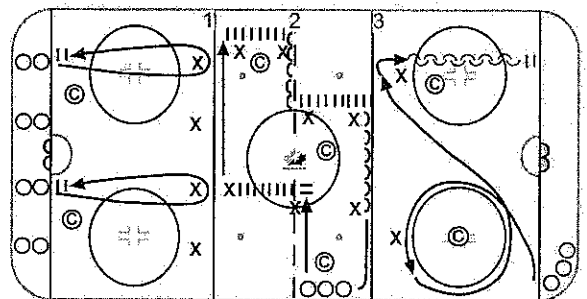
Players line up on goal line. Perform Front V-start, skate out to pylon, do a tight turn around pylon and accelerate out of turn, returning to the goal line and performing a two foot stop. Practice going around pylon both ways. Add Pucks. Next player goes when first player gets to pylon.

#### 2. LATERAL CROSSOVERS (1.3.08/1.1.12)

Players start at side boards. Skate to first pylon, two foot stop, lateral crossovers to 2nd pylon, skate forwards, lateral crossovers to 3rd pylon. C-cuts with right leg to 4th pylon, lateral crossovers to 5th pylon, c-cuts with left leg back to starting point. Second time through skate course in reverse. Add pucks.

#### 3. AGILITY COURSE (1.6.10/1.6.21/1.3.11)

Players start in corner, do crossovers around circle, skate to pylon at top of far circle, pivot and skate backwards to goal line, perform a two foot stop, and return to line. Second time through start backwards. Third time through use pucks. Change sides and repeat.



#### KEY EXECUTION POINTS

- Next player goes when first player gets to 1<sup>st</sup> pylon.
- Next player goes when first player hits hashmarks

### 20 MIN SKILL STATIONS #2

#### 1. 5 PLAYER PASSING (2.3.01/2.3.02)

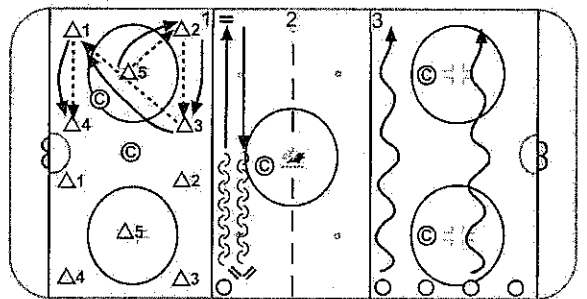
5 passes to 2, 2 passes to 3, 3 passes to 1, 1 passes to 4, 4 passes to 5. Repeat. Pass on both forehand and backhand. Players change positions.

#### 2. PIVOTS (1.6.21)

Players start on side boards. Skate backwards to center, pivot and skate forward to far boards; perform a two foot stop at boards. Player then skates forward to center, pivots and skates backwards to boards performing a two foot backwards stop. Repeat with pucks.

#### 3. SKATING WITH PUCK (2.2.05/2.2.06/2.2.26)

Players start on side boards. Stickhandle with puck to far side. 2nd time through push puck on forehand, 3rd time through push puck on backhand. Progress to having players drop puck into skates and kick back up to stick.



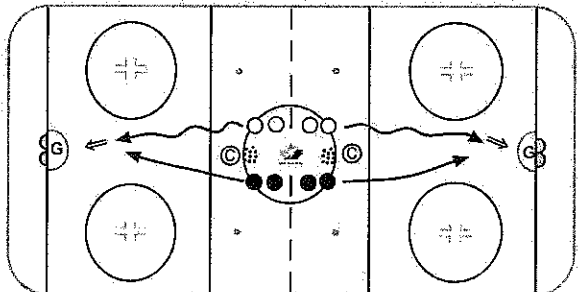
#### KEY EXECUTION POINTS

- Pass only on eye contact with receiver
- Always pivot in same direction
- Do with speed, and eyes up

### 10 MIN FUN GAME

#### SHOOTOUT

Have players line up in two lines at center ice (use both ends). One line has player standing with puck, the other line has the player starting on one knee. On coach's signal, the players take off towards the goal. Player with puck tries to score, while player on one knee backchecks. If player takes puck away, then that player is on offense.



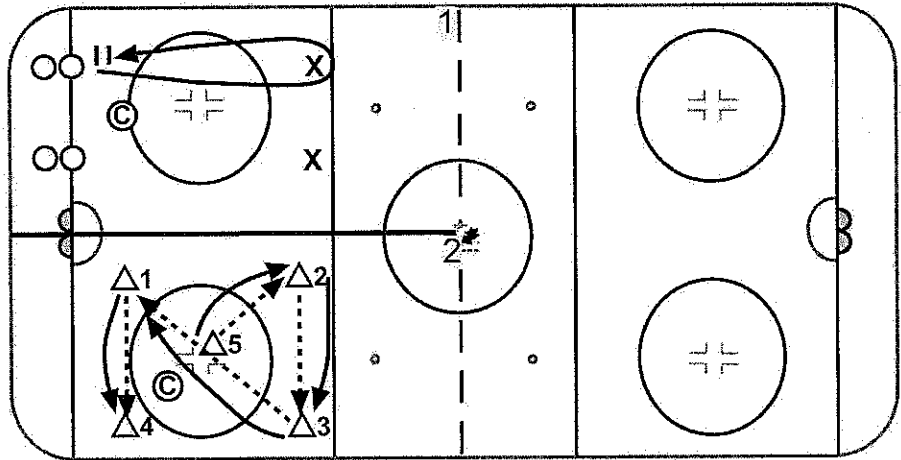
#### KEY EXECUTION POINTS

- Must be down on one knee if starting without the puck, quick feet off the start, protect puck, alternate lines after each attempt.

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.

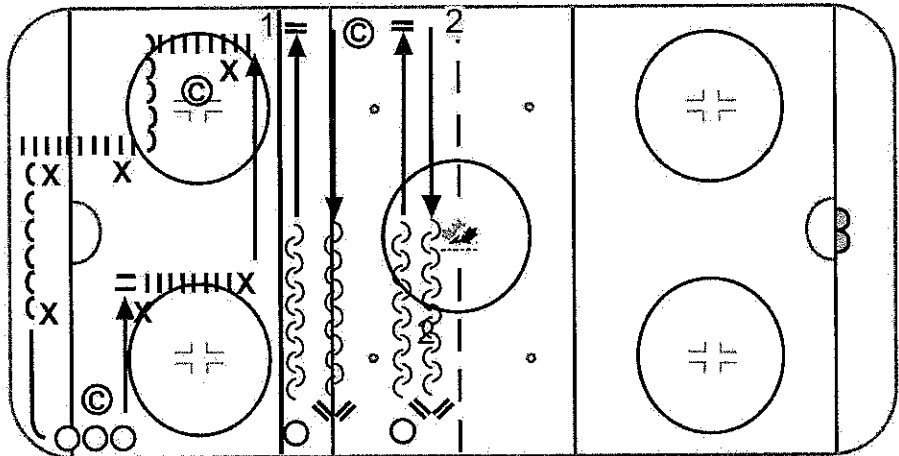
**SKILL STATIONS #1**

- 1. TIGHT TURN ACCELERATION (1.3.02/1.6.02/1.3.08)
- 2. 5 PLAYER PASSING (2.3.01/2.3.02)



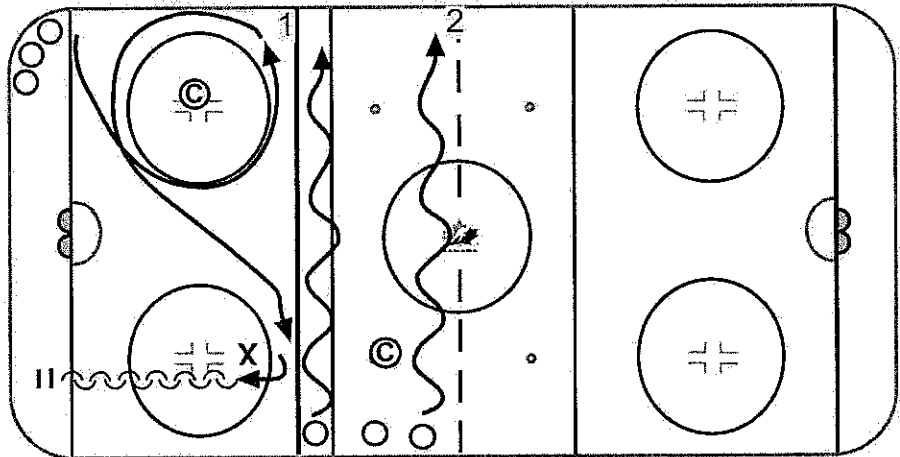
**SKILL STATIONS #2**

- 1. LATERAL CROSSOVERS (1.3.08/1.1.12)
- 2. PIVOTS (1.6.21)



**SKILL STATIONS #3**

- 1. AGILITY COURSE (1.6.10/1.6.21/1.3.11)
- 2. SKATING WITH PUCK (2.2.05/2.2.06/2.2.26)





# NOVICE SKILLS EVALUATION PHASE I

NOVICE	Player														
	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6	Player 7	Player 8	Player 9	Player 10	Player 11	Player 12	Player 13	Player 14	Player 15
	1 R	2 R	3 R	4 R	5 R	6 R	7 R	8 R	9 R	10 R	11 R	12 R	13 R	14 R	15 R
<b>EVALUATION ITEM</b> 1-weak, 10-strong															
<b>Balance and Agility</b>															
1. Gliding - one foot - toe on puck															
2. Shoot the duck - forward and backward															
3. Lateral crossovers - over stick															
<b>Edge Control</b>															
4. One leg weaving - forward															
<b>Forward Skating and Striding</b>															
5. Slalom - c-cuts narrow															
6. C-cuts - alternate crossunders															
7. C-cuts - heel only															
8. Stride and bend															
9. Jump stride															
<b>Backward Skating</b>															
10. Slalom - c-cuts narrow															
11. Jump stride - backward															
<b>Stationary Puck Control</b>															
12. Figure 8's - two handed															
<b>Turning and Crossovers</b>															
13. Crossovers - backward - reaching															
14. C-cuts - around circle - crossunders															
15. Heel to Heel - glide															
<b>Moving Puck Control</b>															
16. Side / front / side															
17. Heel to Heel - skates															
18. Edge control - one leg															
19. Figure 8's - transition															
<b>Moving Passing and Receiving</b>															
20. Moving bank pass - forehand															
21. Moving bank pass - backhand															
22. Pairs passing															
<b>AVERAGE SCORE</b>															
<b>OVERALL RANK</b>															



Team name: \_\_\_\_\_

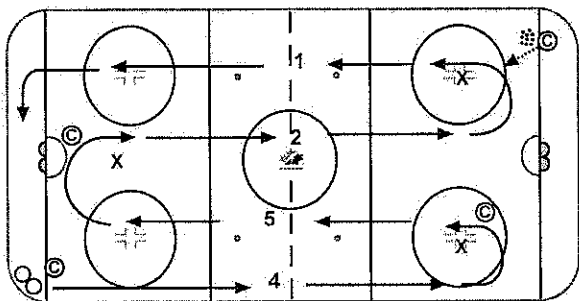
Age division: \_\_\_\_\_

Note: Evaluate players against players on own team

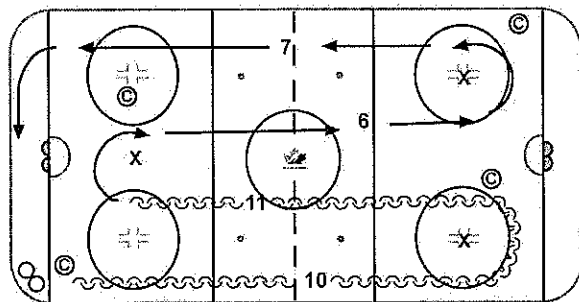
Date of Evaluation: \_\_\_\_\_

Coach: \_\_\_\_\_

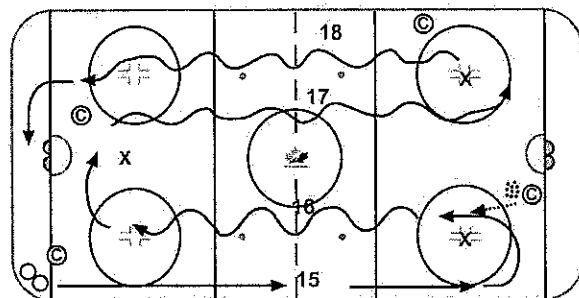
For an electronic version of this checklist, please visit [www.hockeycanada.ca](http://www.hockeycanada.ca)



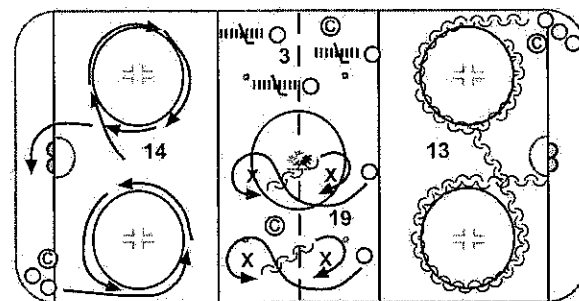
1. Gliding - one foot - toe on puck
2. Shoot the duck - forward and backward
4. One leg weaving - forward
5. Slalom - c-cuts narrow



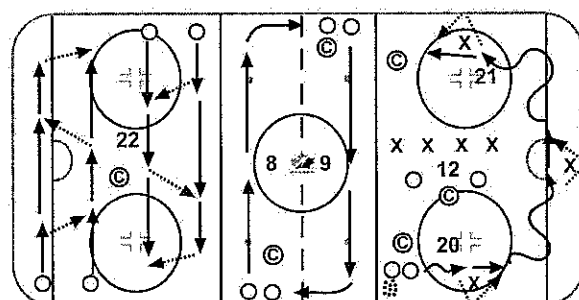
6. C-cuts - alternate crossunders
7. C-cuts - heel only
10. Slalom - c-cuts narrow
11. Jump stride - backward



15. Heel to Heel - glide
16. Side / front / side
17. Heel to Heel - skates
18. Edge control - one leg



3. Lateral crossovers - over stick
13. Crossovers - backward - reaching
14. C-cuts - around circle - crossunders
19. Figure 8's - transition



8. Stride and bend
9. Jump stride
12. Figure 8's - two handed
20. Moving bank pass - forehand
21. Moving bank pass - backhand
22. Pairs passing