



HOCKEY CANADA SKILLS DEVELOPMENT PROGRAM

PEEWEE PRACTICE PLAN
HOCKEYCANADA.CA





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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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 greatly acknowledges the following individuals:

The Hockey Canada Skills Advisory Committee:

Corey McNabb Dean McIntosh Paul Carson

The Initiation Hockey Canada Skills Curriculum Writers Group:

André Arseneau Peter Gerlinger Richard Sennott
Doug Rollins Barry Reynard Jim Fleming
Rick Ladouceur Mike Miller Richard Bercuson
Jeff Shepherd Corey McNabb Dean McIntosh

2008 Writers Group:

Derren Newell Randy Wilkie Kevin Bathurst
Anne-Marie Lafave

The Novice Hockey Canada Skills Curriculum Writers Group:

Andre Arseneau Richard Sennott Moe Arseneault
Pat McLaughlin Herb Ebisuzaki Barry Reynard
Richard Ropchan Dean McIntosh Corey McNabb

2008 Writers Group:

Derren Newell Randy Wilkie Kevin Bathurst
Anne-Marie Lafave

The Atom Hockey Canada Skills Curriculum Writers Group:

Mario Amantea Don Depoe Yves Archambault
Danny Braun Ian Liversidge Jeff Shepherd
Corey McNabb Corey McNabb Kevin Bathurst
Anne-Marie Lafave

The Pee wee Hockey Canada Skills Curriculum Writers Group:

Garth Mitchell Luc Richard Grant Armstrong
Bob Braybrook Rick Seggie Bob Stephenson
Dean McIntosh Paul Carson Corey McNabb
Kevin Bathurst Anne-Marie Lafave

The Bantam Hockey Canada Skills Curriculum Writers Group:

Brent Arseneault Mike Coffin Ian Liversidge
Mike Mondin Greg Leland Craig Bedard
Mike Dawson Jeff Shepherd

The Midget Hockey Canada Skills Curriculum Writers Group:

Mario Amantea Kevin Kobelka Ron Craft
Brian McNaughton Tim Tisdale Mike Wirachowsky
Mike Coffin Corey McNabb

The Goaltender Hockey Canada Curriculum Writer:

Ian Clark

Additional Contributions

Kelly Lovering Jamie McDonald Marshall Kennedy
Dave Siciliano Rob Wasyluniuk Kimberley Amirault
Cathie Filyk Mark Maloney Mark Howell
Mike Johnston Tom Renney Johnny Misley

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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

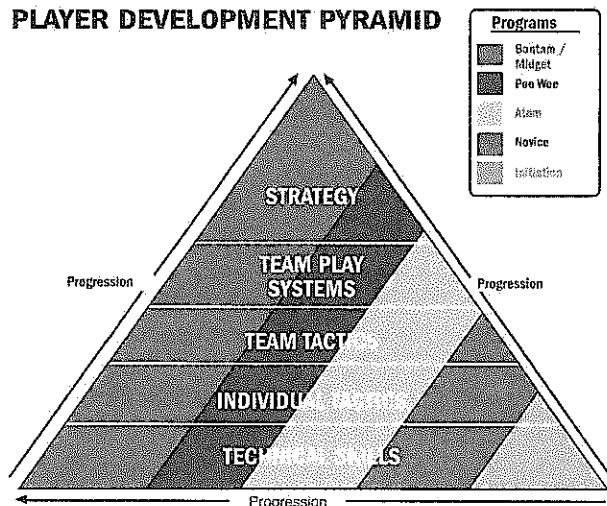
The fundamental skills that are required to play the game (e.g. skating, shooting, passing and checking).

PLAYER DEVELOPMENT

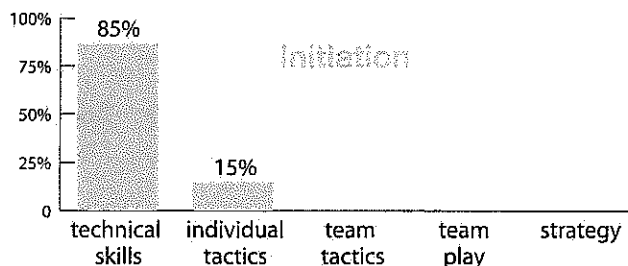
DEAR COACH:

- 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.
- 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.
- 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.
- 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.
- 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.

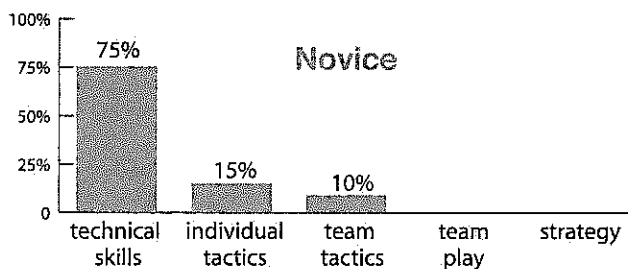
PLAYER DEVELOPMENT PYRAMID



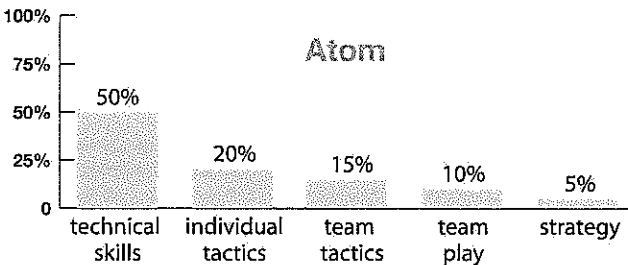
- The emphasis of Hockey Canada's Initiation Program is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game. The Initiation Program recommends that player development be built on practicing technical skills 85% and individual tactics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



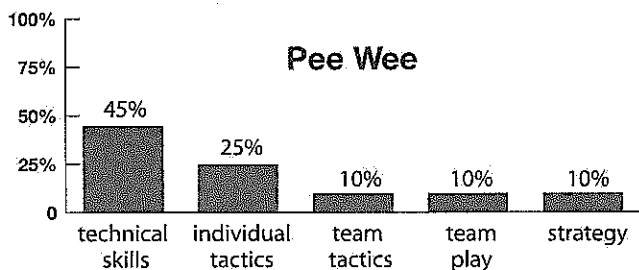
- The Hockey Canada Skills Development Program for Novice hockey recommends 75% on technical skills, 15% on individual tactics, and 10% on team tactics.



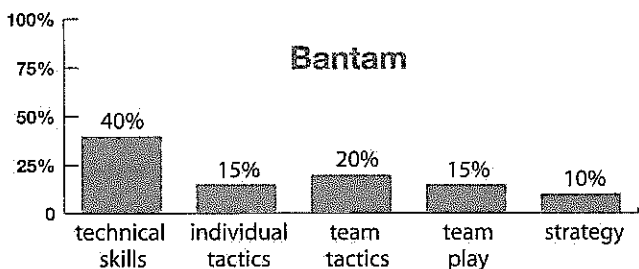
- The Atom program recommends 50% technical skills, 20% individual tactics, 15% team tactics, 10% team play, and 5% strategy.



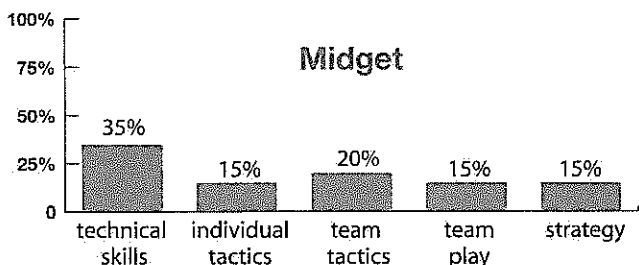
9. The Pee Wee program recommends 45% technical skills, 25% individual tactics, 10% team tactics, 10% team play, and 10% strategy.



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 PLAYER DEVELOPMENT

WHAT IS LONG-TERM PLAYER DEVELOPMENT?

LTPD 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.

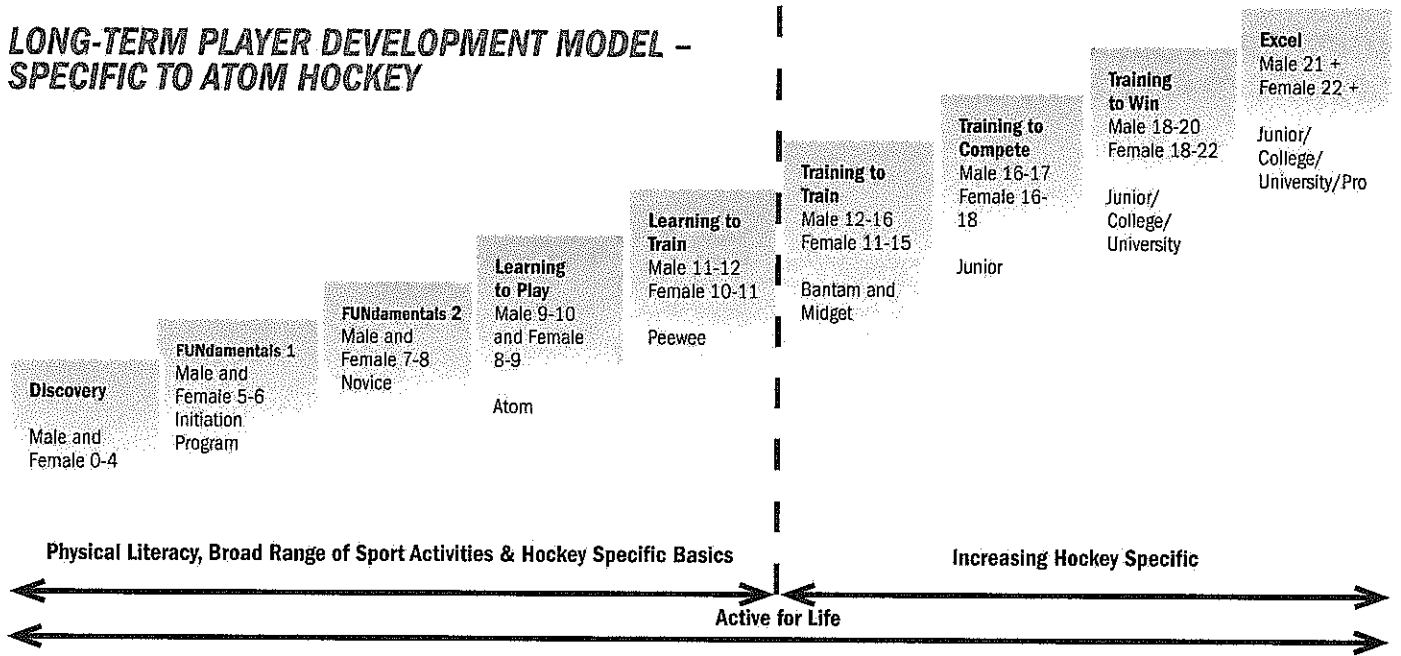
When athletes finally arrive at the "Training to Win" stage, the focus is on performance development – "Maximizing the Engine." Physical, technical, tactical (including decision making skills), mental, and personal and lifestyle capacities are fully established. Athletes are now competing at higher levels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

The LTPD model presented in the Atom and Pee Wee manuals are specific to the sport of hockey and its competencies and various levels of competitions.

LONG-TERM PLAYER DEVELOPMENT MODEL – SPECIFIC TO ATOM HOCKEY



ATOM PROGRAM

Length of Season:
24-30 weeks:

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

Frequency per Week:
3-4 times

Number of Games per Season:
35-40

ATOM PROGRAM

General Objective:
Learn overall sports skills.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor co-ordination.

Every specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills.

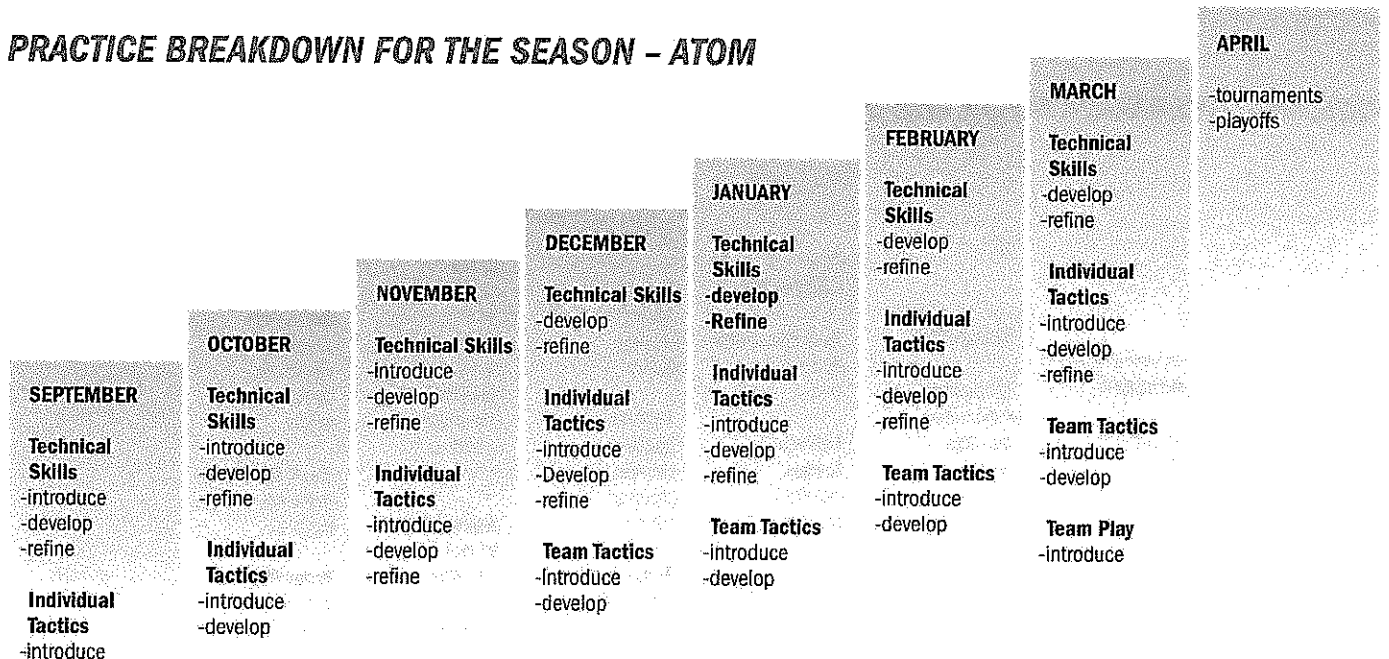
Guiding Principles:

At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development. Hockey Canada recommends that players in the Learning to Train stage continue to focus on the development and refinement of individual skills and individual tactics.

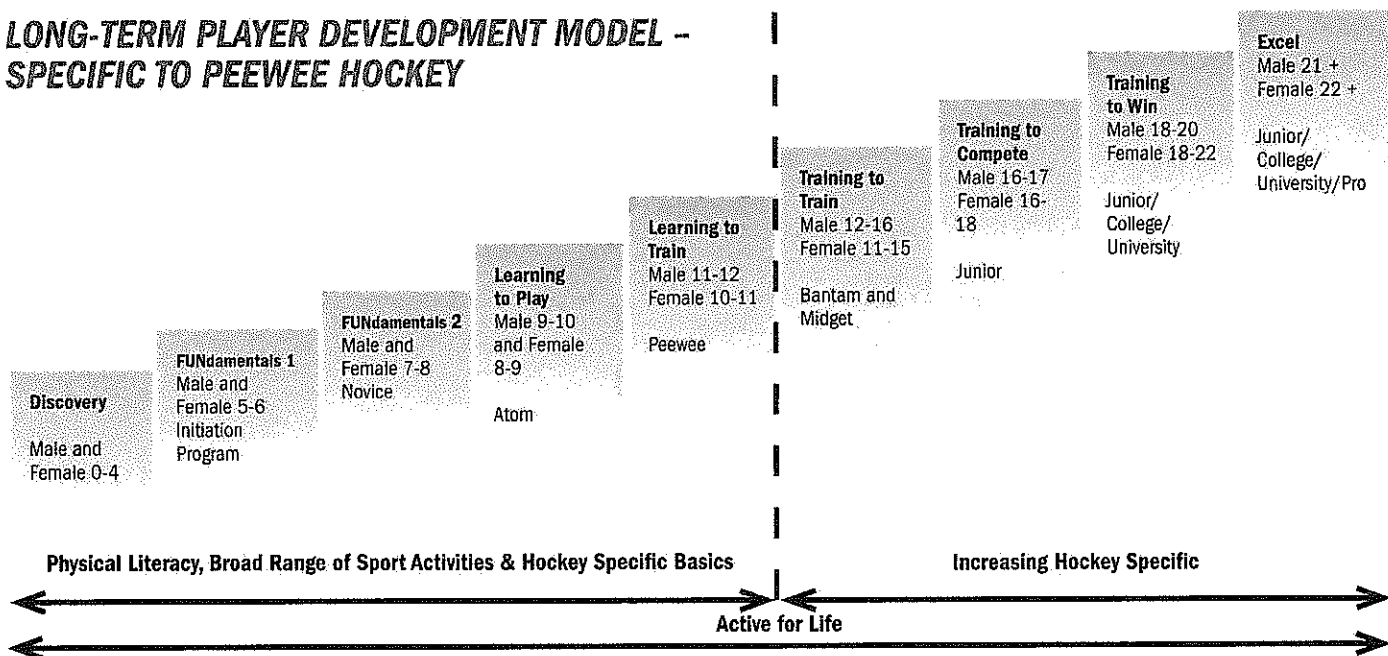
Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – ATOM



LONG-TERM PLAYER DEVELOPMENT MODEL – SPECIFIC TO PEEWEE HOCKEY



PEEWEE 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:
3-4 times

Number of Games per Season:
40-45

PEEWEE PROGRAM

General Objective:
Learn overall sports skills.

One of the most important periods of motor development for children is between the ages of 9 and 12. This is a window of accelerated adaptation to motor co-ordination.

Every specialization in late specialization sports can be detrimental to later stages of skill development and to refinement of the fundamental sport skills.

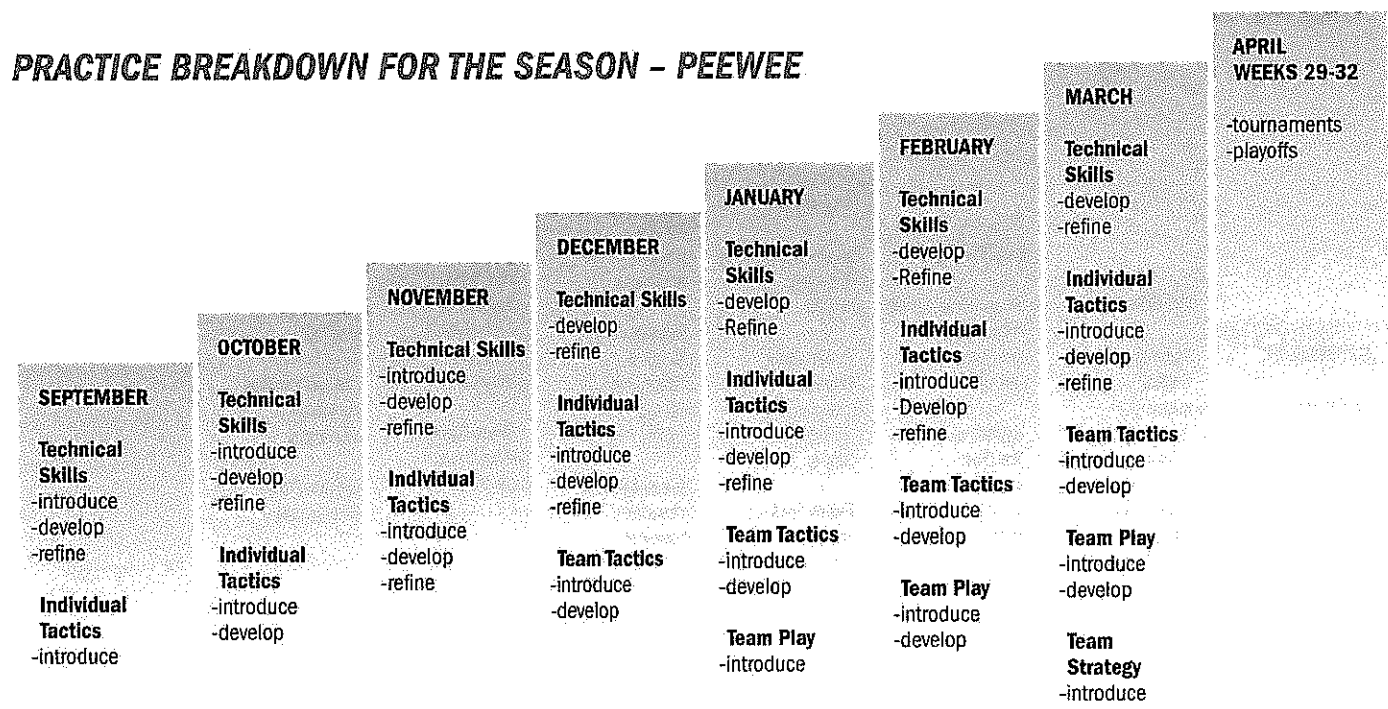
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Preseason Training:

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

PRACTICE BREAKDOWN FOR THE SEASON – PEEWEE



Chapter 2 – Art of Coaching

LEARNING TO TRAIN

Learning to Train To-Do List for Players

- Develop the Technical Hockey Skills of Skating, Puck Control, Shooting and Checking
- Introduce and Develop Individual and Group Tactics
- Play up to 3 sports over the course of the year – narrow the focus to the sports that the player likes and has success at.
- The player must have a clear idea of the tactical use of the individual technical skills learned. Which tactical problem can he solve by using these individual technical skills?

Learning to Train To-Do List for Coaches

- Utilize the Hockey Canada Skills Manuals and Skills of Gold DVD's as a standard base of technical and tactical skill development and seasonal planning.
- Focus on motor coordination skills in players. Develop these skills through drills that incorporate agility, balance and change of direction
- Work toward a ratio of 2 training sessions for every game. Over the course of a 26 week minor hockey season this would mean 25-35 games and 50-70 practices
- Encourage unstructured play in practice to allow the players to develop skills through experimentation.
- Continue to play players in multiple positions to develop all the skills of the game
- Develop endurance through games and relays on ice.
- A high number of repetitions is combined with a below maximum intensity level.
- The success rate is at least 70% when practicing skills
- Players are exposed to numerous repetitive demonstrations. Coach must create a

- precise mental image of the technical action that must be duplicated. The participant must imitate the correct movement as precisely as possible
- The decision making process according to standard situations is introduced at this age.
- Technical or tactical learning take place at the beginning of the session, after the warm up. There can be no learning if the player is tired.
- Relevant and specific feedback is given to the players during the exercise.
- Coach pays particular attention to the rapid/sudden growth in girls.
- Coach is capable of ensuring a follow up with regards to rapid/sudden growth, especially among girls.
- NCCP training in the Introduction to Competition Development Stream. This stream focuses on the development of coaching and teaching skills for the acquisition of skills and tactics as well as providing coaches with tools to develop physical and mental preparation skills in their players.

Learning to Train 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 Track your child's growth – when they start their growth spurt is key to training

Learning to Train To-Do List for Associations

- Continue to share ice between teams to maximize the usage of the ice, especially during prime time Encourage coaches to continue their education through the Hockey Canada Specialty clinics and other continuing education offerings Structure competition based on the differences in development and abilities

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

STATIONARY PASSING AND RECEIVING	MOVING PASSING AND RECEIVING	SNAP SHOT	SLAP SHOT	INDIVIDUAL OFFENSIVE TACTICS	OFFENSIVE TACTICS - DEFENSIVE ZONE
<input type="checkbox"/> Stationary saucer pass - forehand <input type="checkbox"/> Stationary saucer pass - backhand	<input type="checkbox"/> Moving saucer pass - forehand <input type="checkbox"/> Moving saucer pass - backhand	<input type="checkbox"/> Low <input type="checkbox"/> One timer	<input type="checkbox"/> Low <input type="checkbox"/> One timer <input type="checkbox"/> In motion	<input type="checkbox"/> Change of pace <input type="checkbox"/> Fake pass <input type="checkbox"/> Fake shot - deke <input type="checkbox"/> Puck protection basics <input type="checkbox"/> Defender as screen <input type="checkbox"/> Picks and screens <input type="checkbox"/> Defense stagger <input type="checkbox"/> Flat skating <input type="checkbox"/> Control skating <input type="checkbox"/> Saving ice	<input type="checkbox"/> Rim pass <input type="checkbox"/> Chip pass
OFFENSIVE TACTICS - NEUTRAL ZONE	OFFENSIVE TACTICS - OFFENSIVE ZONE	INDIVIDUAL DEFENSIVE TACTICS	DEFENSIVE TACTICS - OFFENSIVE ZONE	DEFENSIVE TACTICS - DEFENSIVE ZONE	OFFENSIVE ZONE
<input type="checkbox"/> Stretch skate and pass <input type="checkbox"/> Chip pass <input type="checkbox"/> Regroups <input type="checkbox"/> Ladder <input type="checkbox"/> Jackhammer <input type="checkbox"/> Counter attacks	<input type="checkbox"/> Low delay <input type="checkbox"/> Attack triangle <input type="checkbox"/> Walkout <input type="checkbox"/> Give and go out of corner <input type="checkbox"/> Give and go behind net <input type="checkbox"/> Low cycle <input type="checkbox"/> Change point of attack <input type="checkbox"/> Drag and shoot <input type="checkbox"/> Sprint and shoot <input type="checkbox"/> One timers	<input type="checkbox"/> Positioning <input type="checkbox"/> Pinching <input type="checkbox"/> Gap control <input type="checkbox"/> Pressure or contain <input type="checkbox"/> Tracking <input type="checkbox"/> Backside pressure <input type="checkbox"/> Head on a swivel <input type="checkbox"/> Play non puck carrier - take away pass <input type="checkbox"/> Play puck carrier - with pressure <input type="checkbox"/> Pinning <input type="checkbox"/> Body checking	<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2	<input type="checkbox"/> Puck carrier behind the net <input type="checkbox"/> Corner - into/out of <input type="checkbox"/> Net front <input type="checkbox"/> Point <input type="checkbox"/> Side boards	<input type="checkbox"/> Middle drive <input type="checkbox"/> Wide drive <input type="checkbox"/> Wide entry - high delay <input type="checkbox"/> Wide entry - low delay <input type="checkbox"/> Crosses <input type="checkbox"/> Chips <input type="checkbox"/> Cycle <input type="checkbox"/> Back of net play <input type="checkbox"/> Changing the point of attack <input type="checkbox"/> Defenseman activation options
FACE-OFFS	WARM UPS	PLYOMETRIC EXERCISES	BALANCE AND COORDINATION	TIPS AND DEFLECTIONS	DEFENSIVE TACTICS - NEUTRAL ZONE
<input type="checkbox"/> Face-off techniques <input type="checkbox"/> Defensive zone loss	<input type="checkbox"/> Hip abduction walks	<input type="checkbox"/> Forward and reverse lunges <input type="checkbox"/> Squat thrusts <input type="checkbox"/> Squat jumps	<input type="checkbox"/> Ball throw/catch - combinations	<input type="checkbox"/> Shot/pass deflection - forehand and backhand	<input type="checkbox"/> Role of F1 <input type="checkbox"/> Role of F2 <input type="checkbox"/> Role of F3 <input type="checkbox"/> Role of D1 <input type="checkbox"/> Role of D2
BREAKOUTS	OFFENSIVE ZONE	FORECHECKING	SPECIAL TEAMS	<input type="checkbox"/> Indicates the core skills you will need to carry throughout the length of your hockey career. 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. 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. *PEEWEE core skills are in bold as to differentiate themselves from the ATOM core skills.	
<input type="checkbox"/> Wheel option <input type="checkbox"/> Quick up <input type="checkbox"/> Over <input type="checkbox"/> D turnback <input type="checkbox"/> D to D reverse	<input type="checkbox"/> Chips <input type="checkbox"/> Cycle <input type="checkbox"/> Back of net play <input type="checkbox"/> Changing the point of attack <input type="checkbox"/> Defenseman activation options	<input type="checkbox"/> OZ 1-2-2 - contact <input type="checkbox"/> OZ 2-1-2 - contact	<input type="checkbox"/> Power play <input type="checkbox"/> Penalty kill		

TEACHING STATIONS LAYOUT

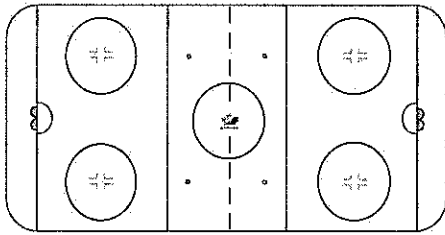
The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

- 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

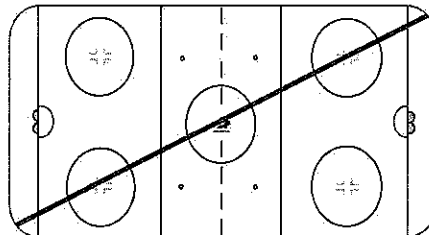
Practice Plans are presented in various formats in the manual.

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.

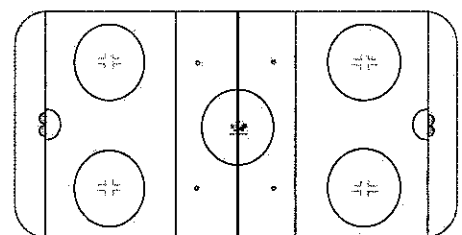
Full-Ice Warm-Up



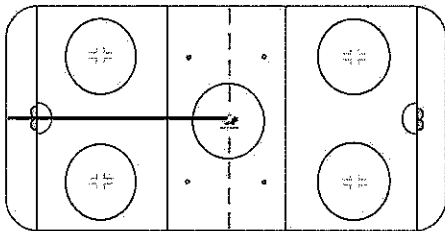
2 Stations



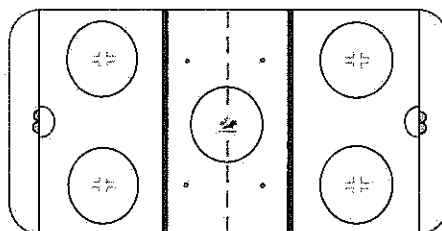
2 Stations



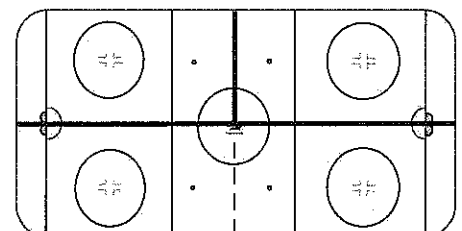
2 Stations



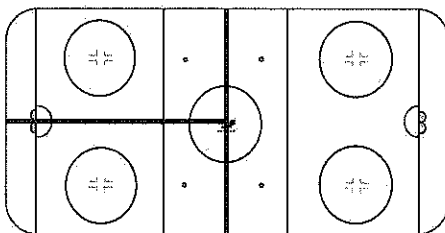
3 Stations



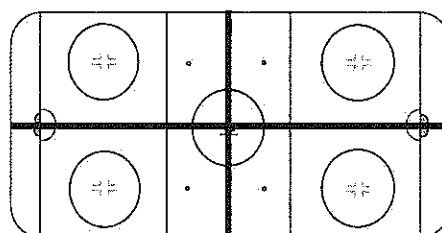
3 Stations



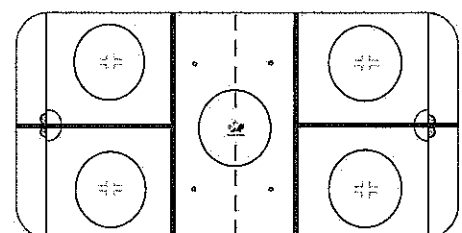
3 Stations



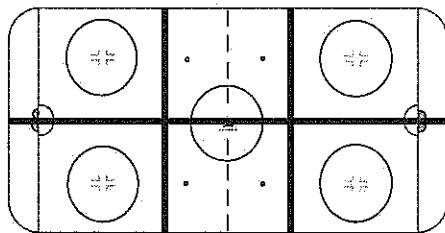
4 Stations



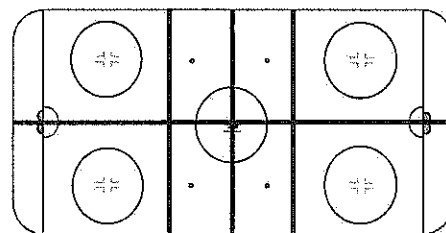
5 Stations



6 Stations



8 Stations





PHASE I

Phase I of the Pee wee Manual is designed to assist coaches in developing practice plans for the first three months of a child's first year in the Pee wee 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



ICE OBJECTIVES
SKILL FOCUS
LESSON 1 OBJECTIVES

1. Introduce practice rules
2. Skills assessment
3. Beginning checking / angling
4. Fun

- Puck Control / Skating
- Passing / receiving
- Balance / angling

LESSON 2 OBJECTIVES

1. Skating skills
2. Passing / Shooting skills
3. Beginning checking
4. Individual tactics

- Agility / balance / edge control
- Contact confidence
- Passing receiving while moving
- Puck retrievals / net drives

LESSON 3 OBJECTIVES

1. Skating / Agility
2. Moving Passing / Receiving
3. Pairs Passing
4. Individual tactics
5. Checking / angling

- Agility skating / pursuit
- Passing / receiving
- Puck retrievals / net drives
- Balance / angling

LESSON 4 OBJECTIVES

1. Agility / passing
2. Contact confidence
3. Angling
4. 1 on 1 play

- Agility / quick feet
- Passing / receiving
- Angling
- Fwds (deception) Def (gap control)

LESSON 5 OBJECTIVES

1. Puck control
2. Skating agility
3. D Zone coverage
4. 1 on 1 play
5. Checking / angling

- Agility / balance / edge control
- Puck Control skills
- Read and react
- Checking / angling

LESSON 6 OBJECTIVES

1. Puckhandling agility
2. Puck control creativity
3. Stick checks
4. Delays
5. Puck support

- Puck control
- Puck control creativity
- Poke / sweep / hook checks
- Puck support / regroup

LESSON 7 OBJECTIVES

- Lesson 7 Objectives
1. Puck control
 2. Passing / receiving
 3. Shooting
 4. Checking
 5. Team tactics - zone entries

- Quick feet
- Passing / receiving / shooting
- Contact confidence
- Chips / crosses

LESSON 8 OBJECTIVES

- Lesson 8 Objectives
1. Moving Puck control
 2. Creativity / mobility
 3. Passing
 4. Angling
 5. Team Tactics - breakout progressions

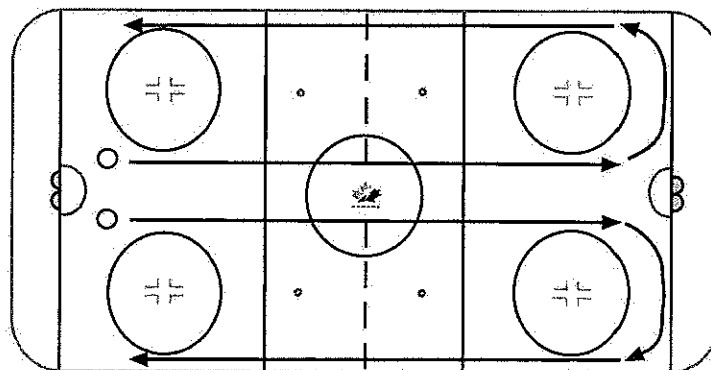
- Agility / deception
- Moving to space
- Angling
- Puck support on breakout

10 MIN SKATING WARM - UP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Stride and Bend
2. Jump Stride
3. Scissors - fwd / bwd / reverse
4. Crossovers
5. Knee Drops

· Utilize a variety of skating skills. Also use each of them in between drills as technical laps.

**20 MIN 3 STATIONS****1. AGILITY STICKS**

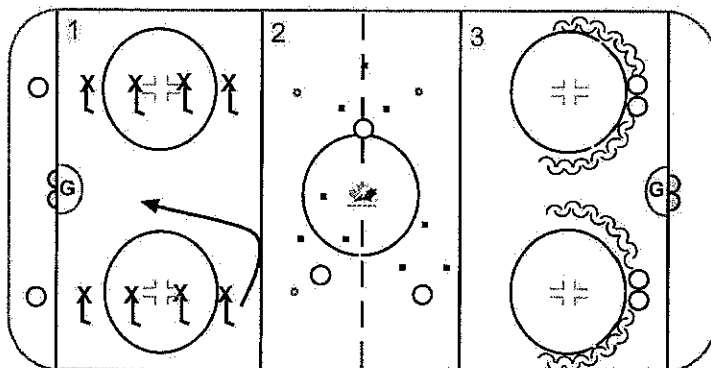
· Place sticks on top of pylons in a straight line and have players skate through them performing different moves with the puck working on quickness, later puck movement and creativity.

2. 3 PUCK STICKHANDLING

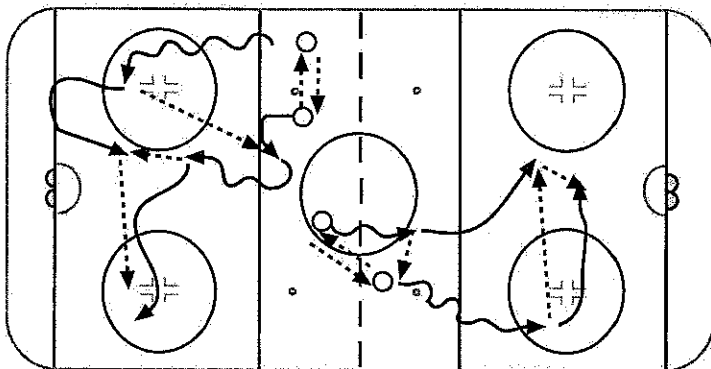
· Players in neutral zone, place 3 pucks in a triangle and work on fast hands, and puck movement.

3. ALARM CLOCK

· Players line up beside each other on bottom of circle and race fwds to hashmarks, back to bottom of circle, fwd to top of circle and bwd to bottom. Add pucks

**5 MIN SHORT PASS/LONG PASS**

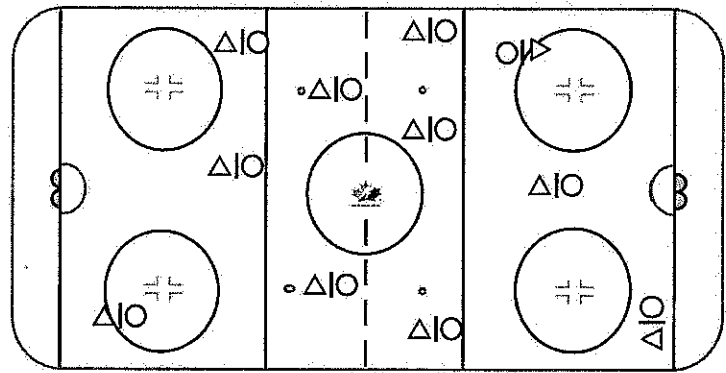
- Players partner up, with one puck between them.
- Partners skate anywhere on the ice passing back and forth to one another - first pass short/ close, second pass long/far; always facing one another.
- On whistle, the player without the puck then chases the player with the puck to try and steal the puck away. On second whistle, go back to shot pass/long pass.



5 MIN

STICK BATTLES

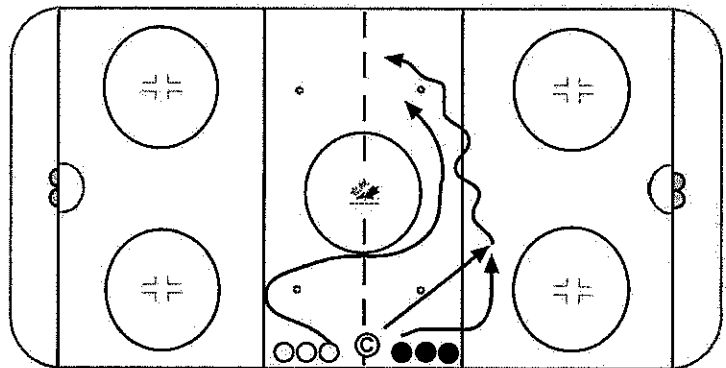
- Players partner up with 1 stick between them.
- They each place both hands on the stick, holding it horizontally between them.
- On whistle, players push and pull the stick trying to get their partner off balance.
- Keep feet wide, with knees bent for low centre of gravity.
- Go for 15 seconds, then rest and repeat.



10 MIN

STAMPEDE ANGLING

- Coach at center ice with pucks, spots a puck to either line.
- Players react to spot.
- Player on puck side retrieves puck and attempts to come up ice.
- Other player touches up at his blue line and closes the gap to angle outside.



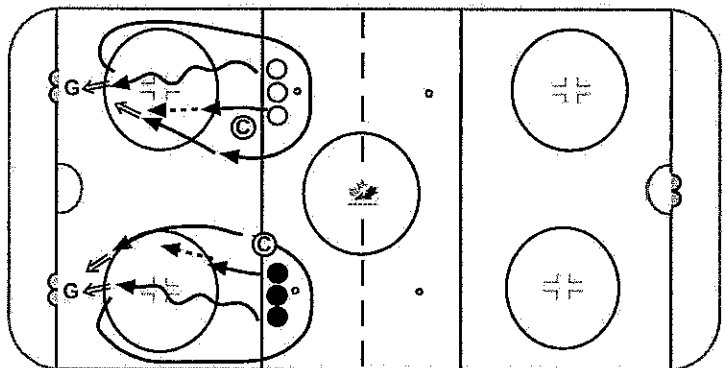
KEY EXECUTION POINTS

- Move up quickly to close gap and establish appropriate angle.
- Good stick placement.

10 MIN

1, 2, 3 ON 0

- Divide players into two teams.
- On whistle first player in each line goes in for shot on net, keep shooting until goal is scored.
- After goal, player skates outside blue line, picks up another puck and goes in with 2nd player in line for a 2 on 0.
- Continue 3 on 0, 4 on 0 until all players in line have gone.
- Relay is won by first team who slides over blue line after last goal is scored.

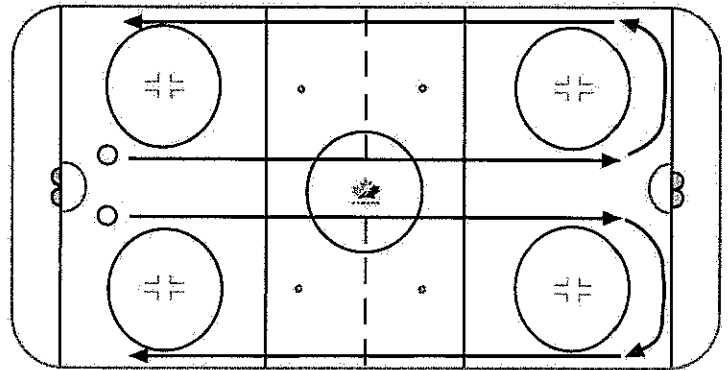


10 MIN SKATING WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Stride and Bend
2. Jump Stride
3. Scissors – fwd / bwd / reverse
4. Crossovers
5. Knee Drops

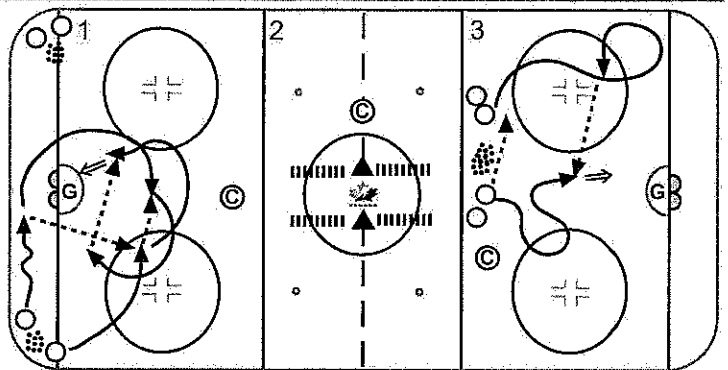
· Utilize a variety of skating skills. Also use each of them in between drills as technical laps.

**15 MIN SKILLS STATIONS****1. SHOOTING / SCORING – SHORT SIDE PASS / DROP OPTION**

- Players in each corner. Puck carrier has option
- carry behind or pass short side.
- carry behind net pass cross crease
- pass short side, go behind net receive back door pass carry into slot, make 3rd pass for shot.

2. AGILITY MIRROR

- Players face other in centre circle, one is the leader and the other has to imitate / mirror the leader. Add pucks as well.

**3. SHOOTING / SCORING – DELAY – 1 TIMER**

- Two lines near blue line. Pass is made to player who skates towards net, delays and then hits the original passer for a 1 timer from slot. Go from both sides, add D to make more difficult

15 MIN CHECKING STATIONS**1A) WALL BUMP**

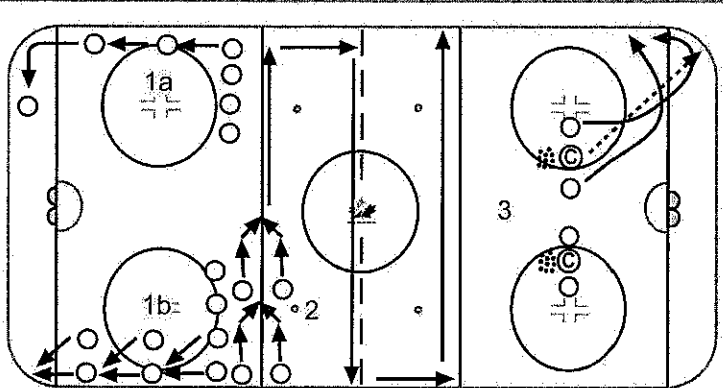
- Player practice checking the boards to get used to contact
- Start at blue line and go all the way around the boards to far blue line

1B) WALL BUMP WITH PARTNER

- Same as above, except now there is a partner to bump. Person along boards must stay close to boards to help absorb contact.
- Shoulder to shoulder contact.

2. PARTNER BUMP – OPEN ICE

- Partners line up beside each other along blue line and skate forward to opposite wall and bump each other in open ice.
- Shoulder to shoulder, knees bent
- Blue line, red line, blue line

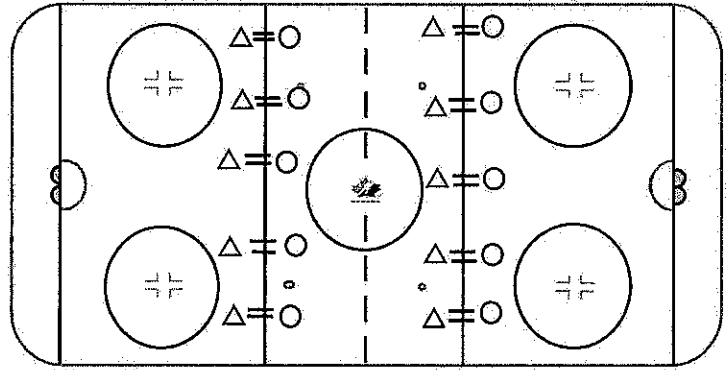
**3. CORNER ANGLE**

- Players near dot inside circle.
- Coach dumps puck in corner, Player on inside must retrieve puck and try to skate up the wall. Player on outside, must angle and try to get the puck away.

5 MIN

STICK BATTLES 2

- Players partner up placing their sticks out in front of them
- Each player grabs the end of the other players stick, so now they both have a stick in each hand.
- On whistle, players push and pull the sticks trying to get their partner off balance.
- Keep feet wide, with knees bent for low centre of gravity.
- Go for 15 seconds, then rest and repeat.

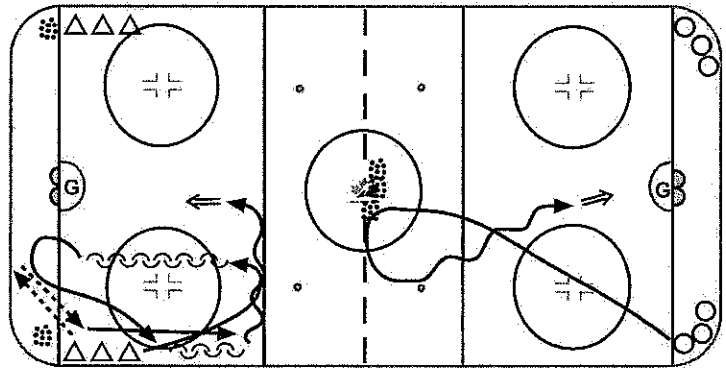


10 MIN

QUICK UP OPTION - NET DRIVE

DEFENSE

- "UP" option x 2 D1 skates up and cuts blue line, backpeddles to top of circles, pivots and retrieves the puck.
- D turns puck up and passes to first Defense in line who spots it in the corner again.
- D1 repeats the "UP" and skates to blue line, receives a pass, drags it across blue line for a shot.
- Back quickly to pucks / Approach puck on an angle.
- Check your shoulder for pressure and outlet.



FORWARDS

- Place pucks in centre ice, with forwards in each corner.
- Sprint out of corner to centre pick up puck and drive the net.
- Coach can act as static D for passive pressure

5 MIN

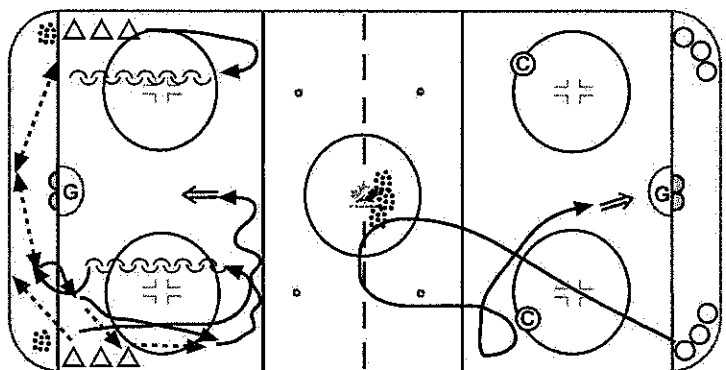
OVER OPTION X 2/HIGH DELAY

DEFENSE

- Same sequence as above except 2 D touch up, over puck, touch up, over the other way, skate up to blue aligned with dots, receive pass and shoot puck or pass to partner for shot.
- Back quickly, check shoulder / Communicate outlet.
- "OVER" the puck so it is off the boards and less difficult to play.

FORWARDS

- Same sequence as above but delay coming across Blueline then drive the net

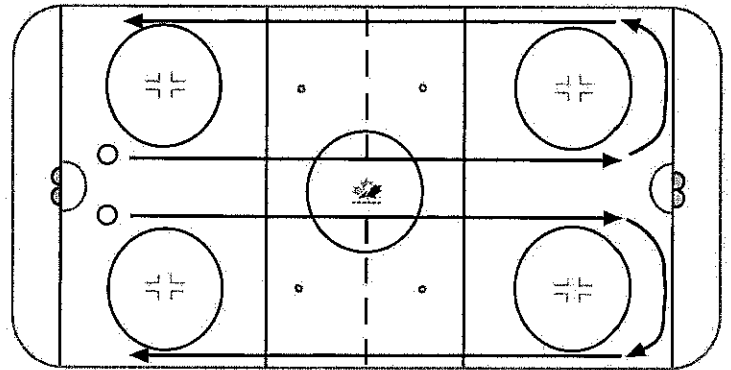


10 MIN SKATING WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Stride and Bend
2. Jump Stride
3. Scissors - fwd / bwd / reverse
4. Crossovers
5. Knee Drops

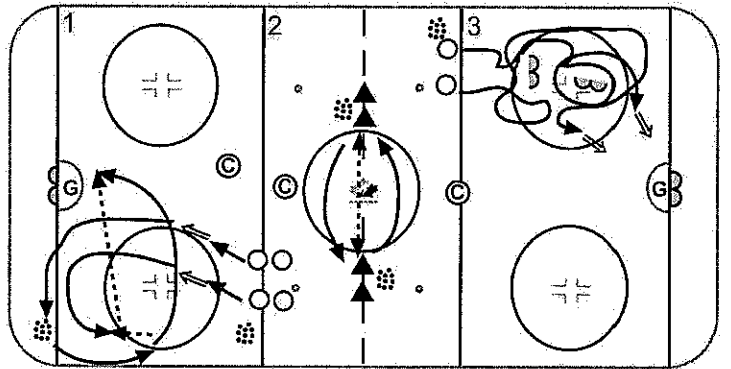
· Utilize a variety of skating skills. Also use each of them in between drills as technical laps.

**15 MIN SKILLS STATIONS****1. D TRANSITION**

- D start on goal line - on whistle skate forwards to high pylon, pivot skate backwards to low pylon then forward to high pylon and backwards to low pylon.
- Players can race each other
- Without a puck and with a puck

2. PAIRS PASSING

- 1 touch forehand
- 1 touch backhand
- receive forehand, pass back on backhand
- transition around partner
- telescoping

**3. SHORT DRIVE / PASS**

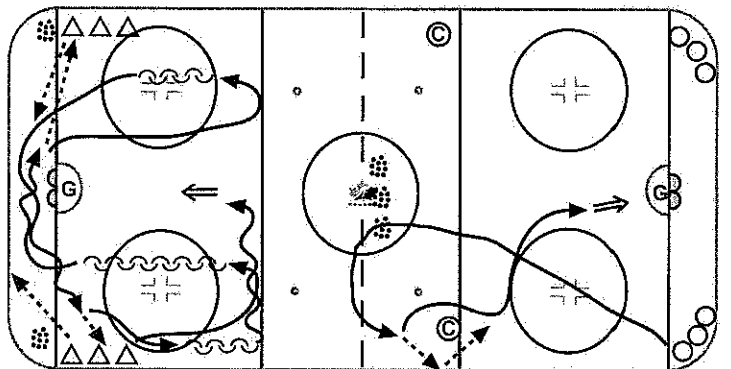
- Pass to coach, receive pass back, drive wide past coach protecting the puck then pass to player in front for one timer, or pass back to passer if goalie cheats.

10 MIN WHEEL OPTION X 2 - CHIP AND PASS**DEFENSE**

- D begins same as previous practice
- Retrieves puck and wheels net to outlet to D on hash who spots puck to the corner.
- D touches up at blueline and completes same sequence on the other side finishing with shot on net.
- Back to puck quickly / Check shoulder for pressure and outlet / Move puck quickly.

FORWARDS

- Place pucks in centre ice, with forwards in each corner.
- Sprint out of corner to centre pick up puck and chip off of boards to gain zone entry. Coach can act as static D for passive pressure



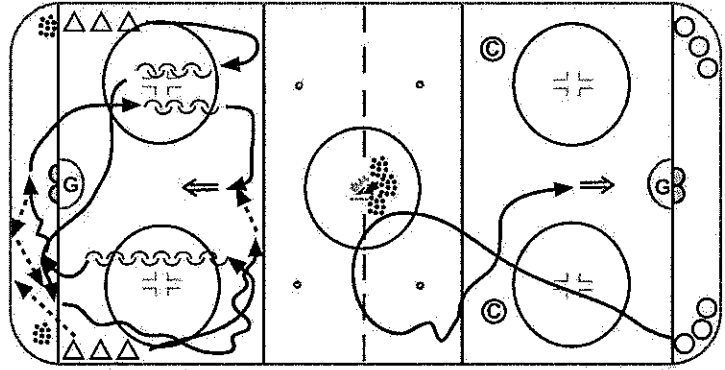
10 MIN REVERSE OPTION X 2/ 2 MAN CROSS

DEFENSE

- Same sequence as above.
- Back quickly / Protect the front of the net, communicate outlet, puck is reversed off the boards and behind pressure.
- Skate into puck. Finish with shot on net

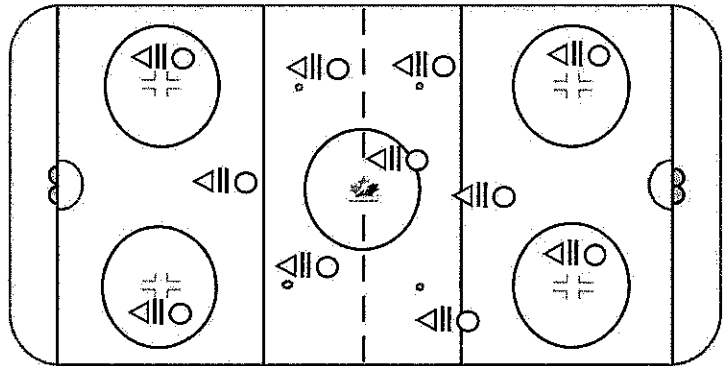
FORWARDS

- Place pucks in centre ice, with forwards in each corner.
- Sprint out of corner to centre pick up puck and fake outside move then cross into middle ice to gain zone entry.
- Coach can act as static D for passive pressure



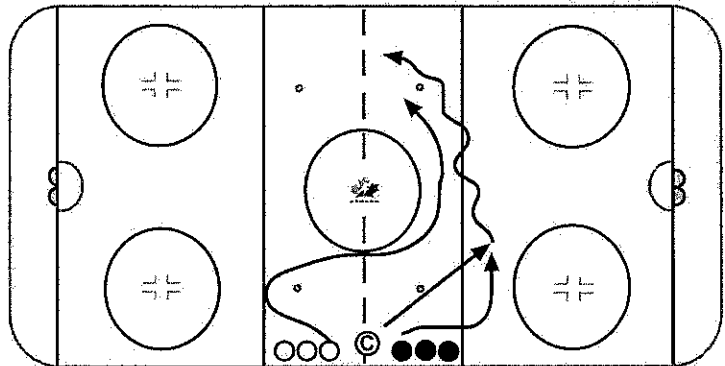
5 MIN OWN THE DOT

- To develop balance, stability and strength. Focus on use of leg power and developing contact confidence
- Players position themselves at the dots
- On whistle players bump each other trying to drive the other off of the dot
- Other options include side by side, protect the puck on the dot, face to face and back to face



10 MIN STAMPEDE ANGLING

- Coach at center ice with pucks, spots a puck to either line.
- Players react to spot.
- Player on puck side retrieves puck and attempts to come up ice.
- Other player touches up at blue line and closes the gap to angle outside.



KEY EXECUTION POINTS

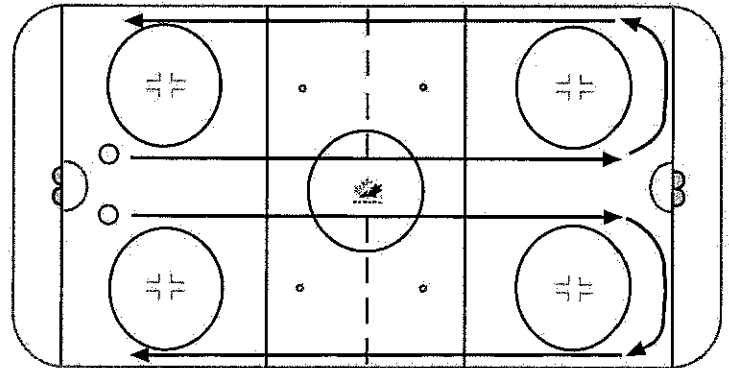
- Move up quickly to close gap and establish appropriate angle.
- Good stick placement.

10 MIN SKATING WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Stride and Bend
2. Jump Stride
3. Scissors - fwd / bwd / reverse
4. Crossovers
5. Knee Drops

· Utilize a variety of skating skills. Also use each of them in between drills as technical laps.

**15 MIN SKILLS STATIONS**

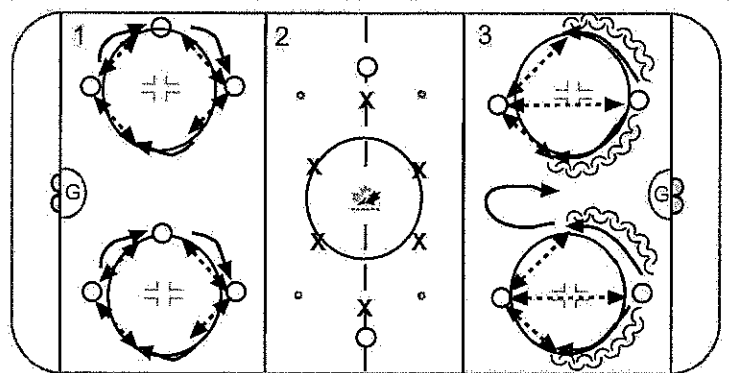
Organize into 3 groups, each group starts at a station and rotates after 5 minutes

1. FACE THE PASSER

· Place two passers on the outside of the circle. Skater skates around the circle giving and receiving a pass to each of the passers while never turning his back on the passer. Always face the passer by pivoting. Add 1 touch or double pass to make it harder.

2. PYLON MIRROR AGILITY

· Place 6 pylons as shown in the centre circle. One player is the leader the other has to follow the pattern skated by the leader who is trying to lose the other. Always face each other. Add puck, add a pass.

**3. PASS AND MOVE**

· Place a stationary passer at the top of the circle. Skater starts on bottom and basically "give and go's" with stationary passer. Sprint forward to hash mark - give and go - backwards to bottom of circle - give and go etc. On signal player at top of circle goes in for shot on net - rotate players through each side

15 MIN CHECKING STATIONS**1A) WALL BUMP**

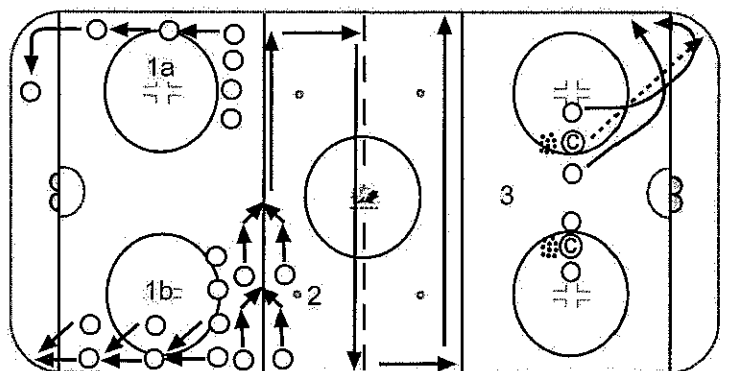
· Player practice checking the boards to get used to contact
· Start at blueline and go all the way around the boards to far blueline

1B) WALL BUMP WITH PARTNER

· Same as above, except now there is a partner to bump. Person along boards must stay close to boards to help absorb contact.
· Shoulder to shoulder contact.

2. PARTNER BUMP - OPEN ICE

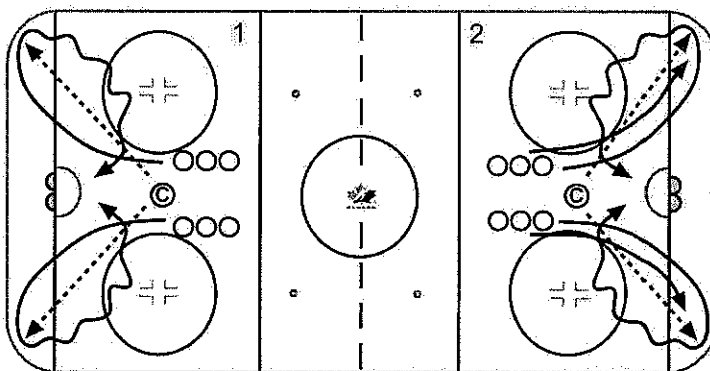
· Partners line up beside each other along blue line and skate forward to opposite wall and bump each other in open ice.
· Shoulder to shoulder, knees bent.
· Blue line, red line, blue line

**3. CORNER ANGLE**

· Players near dot inside circle.
· Coach dumps puck in corner, Player on inside must retrieve puck and try to skate it up the wall. Player on outside, must angle and try to get the puck away.

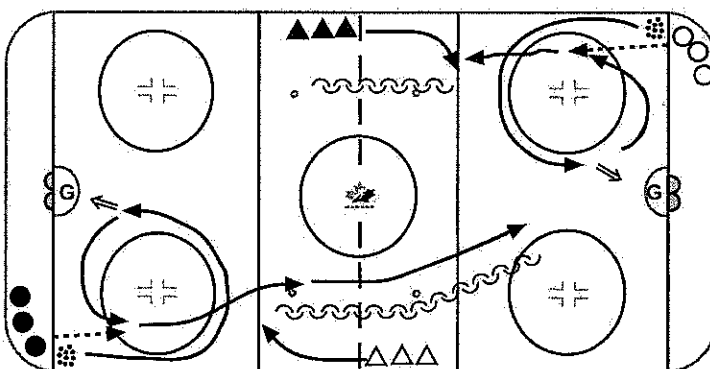
5 MIN ANGLING AND HEAD ON SWIVEL

- When in pursuit of the puck, awareness of opposing players as well as supporting teammates is critical to safety and the decision making process
- Start with proper offensive angle to the puck in the corner. Demonstrate inside out, head up, head on swivel
- Coach dumps puck to corner, player retrieves the puck focussing on a proper angle. Once the player has the puck they should drive the circle for a shot on net
- Progress to the 2nd player in line following the first player in and putting some passive pressure on the player to execute a good angle to the puck and drive around the circle to the net. 2nd player should also focus on getting good angling position and controlling their skating



10 MIN FULL ICE 1 ON 1

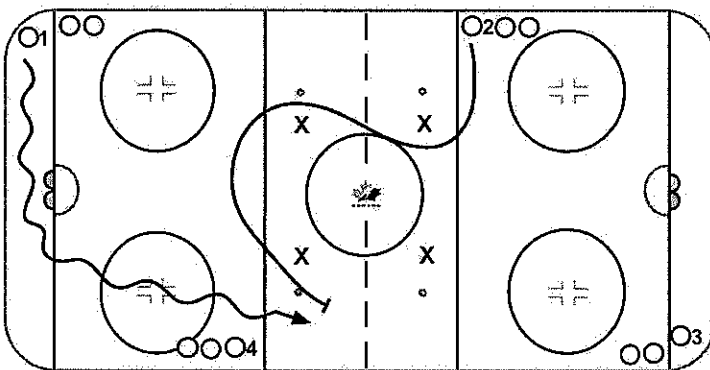
- Forwards in opposite Corners, D at red line
- Fwd skates around top of circle for shot on net, receives pass from second player in line, and then goes down ice for 1 on 1 with D.
- D jumps up and has to touch red line, before skating backwards.
- Switch sides, can send two forwards for 2 on 1.



5 MIN ANGLING GATE DRILL

Teach defensive player to save ice skating off the puck, limiting the puck carrier to one option

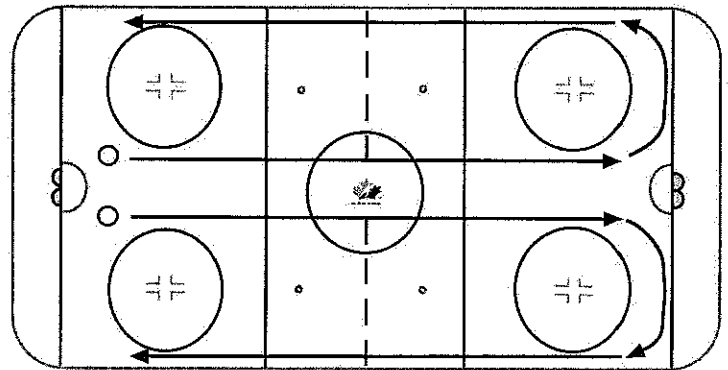
- ○1 and ○2 begin on the whistle
- ○1 picks up loose puck and skates behind the net and must skate between the pylons for a shot on goal
- ○2 closes the gap, saving ice in the neutral zone, before angling toward ○1
- ○2 attempts to force ○1 outside the pylons, not giving up the middle lane



10 MIN PUCK CONTROL WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Quick Hands
 2. Forehand / Backhand only
 3. Scissors - fwd / bwd with puck
 4. Toe Drags
 5. Puck / Stick through legs
- Utilize a variety puck control skills



15 MIN SKILLS STATIONS

1A) MIRROR AGILITY

- Players start facing each other. One player is the leader the other has to follow to keep up and copy each of the movements of the other.

1B) IRON CROSS

- Player started on the dot, and skates the " Cross " pattern, fwds / bwds / step overs / karioka

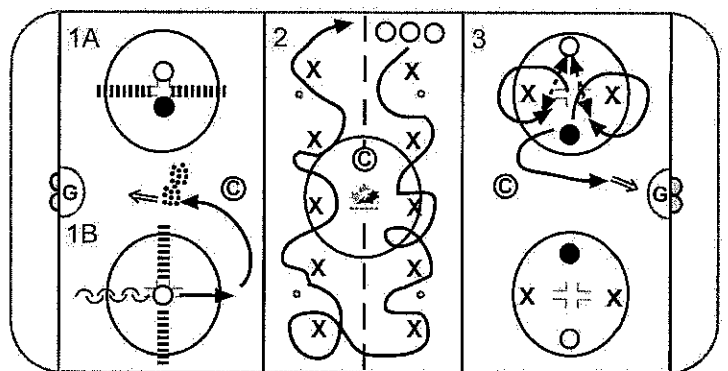
2. PYLON PUCK CONTROL AGILITY

- Place pylons in the neutral zone and have the players work on various moves, toe drags, backhand toe drags, deception and creativity.

3. FIGURE 8 PASSING

- Place two pylons within the circle, have a passer stand stationary with back to the boards. Skater has to skate in a figure 8 pattern passing and receiving.

- a) all forwards
- b) transition
- c) 1 touch
- d) double pass



15 MIN D ZONE COVERAGE

1. HINGE SUPPORT

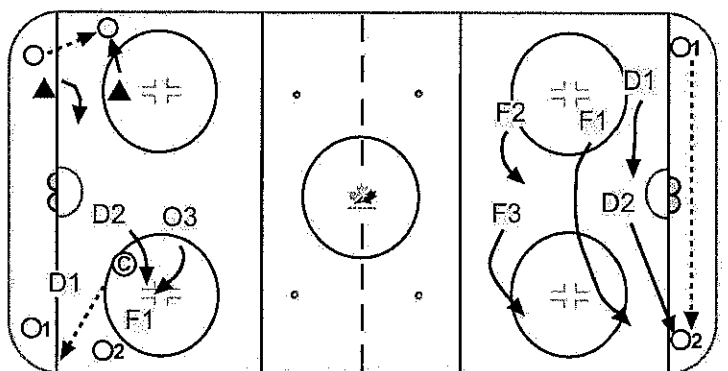
- 2 on 2 in corner - fwds pass puck back and forth, D have to " Hinge ". D closest to puck pressures, other D backs off to protect lane to net.

2. 3 VS 3 SHADE

- 3 on 3 in corner, Net front D shades out to slot forward to prevent one timer from slot.

3. D ZONE - COVER - ROTATION

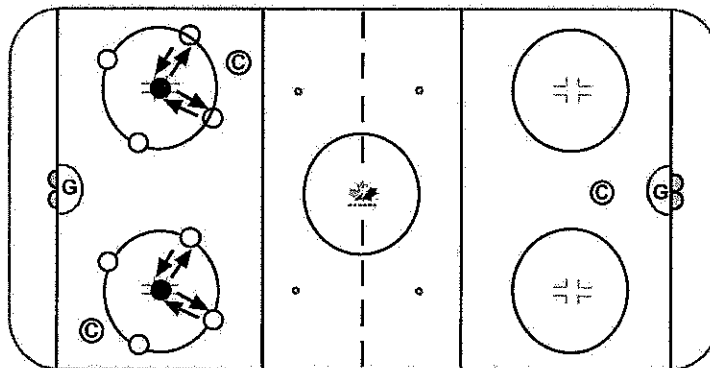
- Basic man on box behind - rotate puck position from corner to behind net to far corner up to hash marks



5 MIN

CIRCLE BUMP

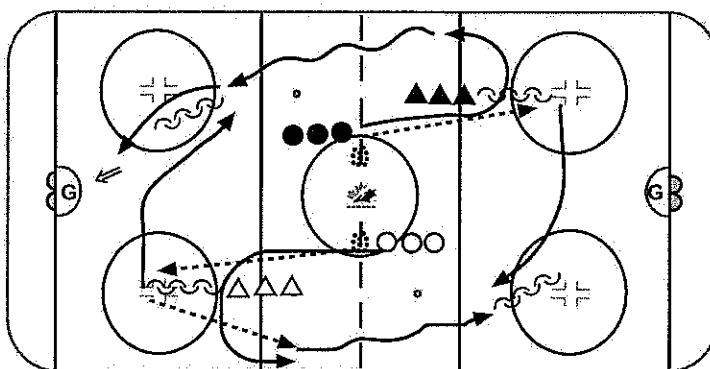
- Place 4 players around the outside of the circle with inside foot on the circle and shoulder facing the centre dot
- One player on the dot in the middle of the circle
- On coaches signal, player in middle skates towards any of the players on the outside and tries to bump them off the circle using only the shoulder
- Both players must stay low and use shoulders to absorb hit.
- After player in middle hits each of the players on the outside, change players.



10 MIN

1 ON 1 TRANSITION

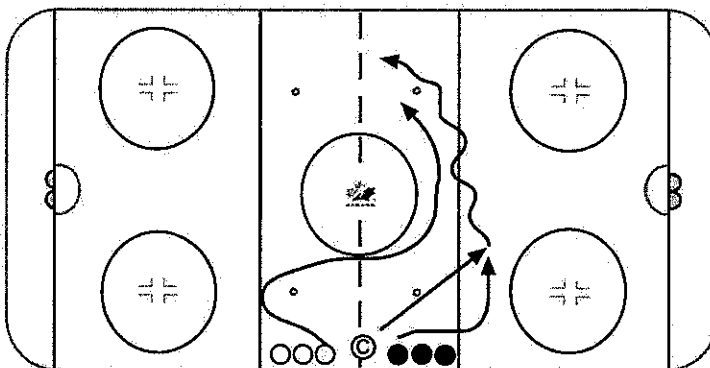
- D start on dots in Neutral zone - Forwards on side of centre circle.
- Fwd passes to D, skates down around line, opens up and receives pass from D.
- D then has to skate to far side, close gap and play 1 on 1 with forward coming from the other side.
- Add second forward who saves ice, skates in front of D line and make it a 2 on 1.



5 MIN

STAMPEDE ANGLING

- Coach at center ice with pucks, spots a puck to either line.
- Players react to spot.
- Player on puck side retrieves puck and attempts to come up ice.
- Other player touches up at his blue line and closes the gap to angle outside.



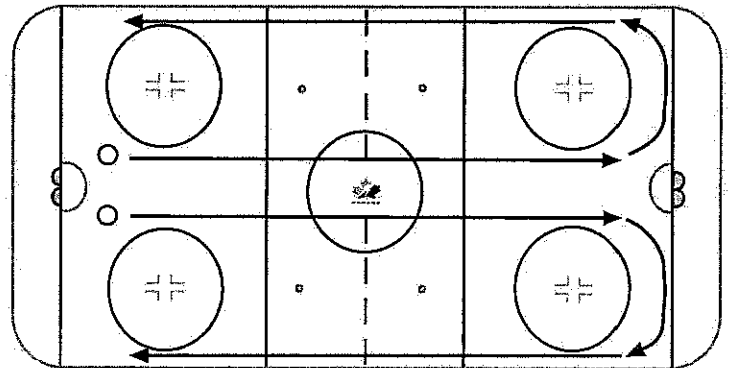
KEY EXECUTION POINTS

- Move up quickly to close gap and establish appropriate angle.
- Good stick placement.

10 MIN PUCK CONTROL WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Quick Hands
 2. Forehand / Backhand only
 3. Scissors - fwd / bwd with puck
 4. Toe Drags
 5. Puck / Stick through legs
- Utilize a variety puck control skills

**15 MIN SKILLS STATIONS****1. 4 PYLON AGILITY**

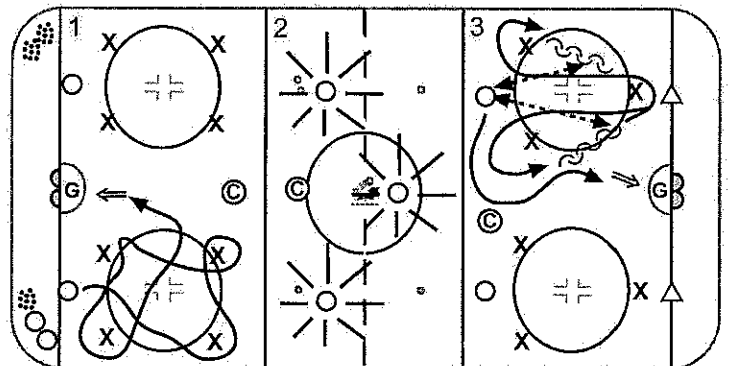
- Place 4 pylons on the circle and have players skate random pattern around the pylons working on quick feet and agility. Add pucks, add second player

2. STATIONARY TOE DRAGS / CIRCLE TOE DRAGS

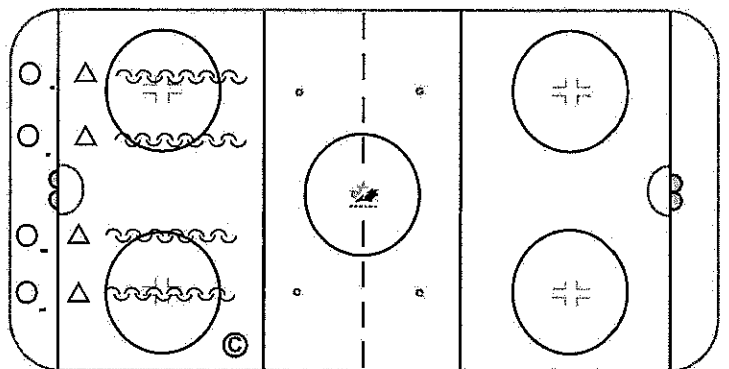
- Players are spread out in Centre ice working on stationary puck control, toes drags etc... challenge each other 1 on 1 for progression

3. TRIANGLE AGILITY PASSING

- Place pylons as shown with a stationary passer at the top of the circle. Skater skates fwd transitions at each of the top pylons while passing and receiving. On signal passer goes in for shot, skater replaces passer and next player jumps in.

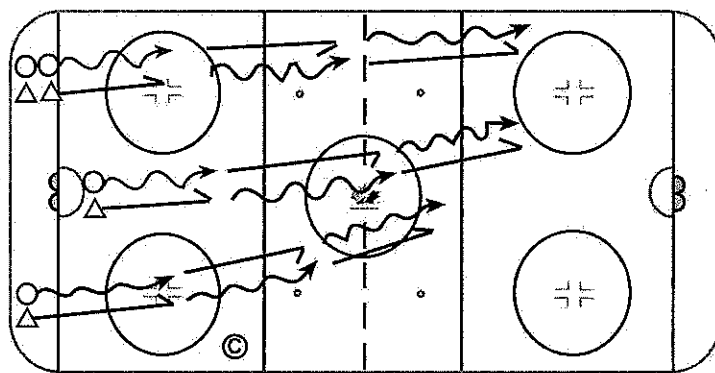
**5 MIN PARTNER POKE CHECK/SWEEP CHECK**

- To allow players the opportunity to practice gap control and the basics of the sweep check and poke check in a 1 on 1 situation.
- Player 1 skates backwards facing ○ to execute poke or sweep check
- Coach reviews the key teaching points
- Play at 1/2 speed for 4-6 repetitions
- Alternate roles



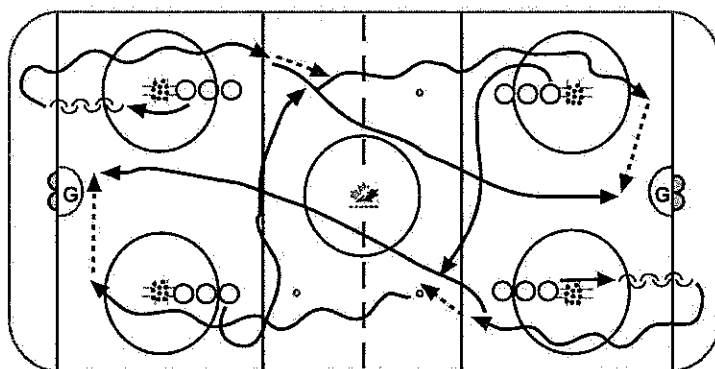
10 MIN PARTNER SWEEP CHECK/HOOK CHECK

- To allow the players the opportunity of multiple repetitions to execute hook/sweep checks in pairs
- ○ skates with the puck at 1/2 speed
- 2nd player skates parallel or slightly behind to execute sweep or hook check
- attempt several repetitions going down the ice
- alternate once control is gained



10 MIN

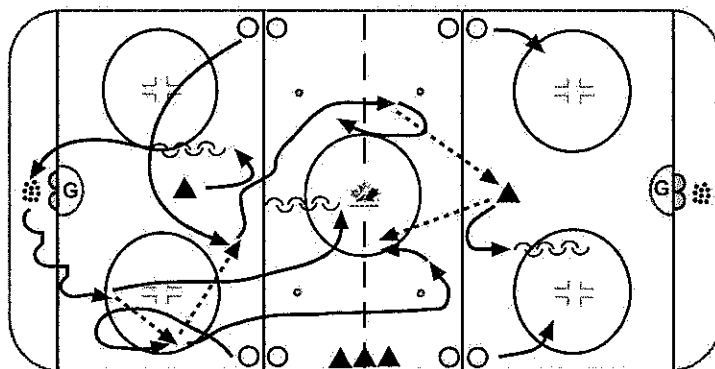
- Same drill as above except coach pressures deeper.
- F1 saves his ice in neutral zone to ensure he is an option.
- F2 looks for F1, then fills in as a high man.



- F2 drives deep and off the boards to create space.
- Protect puck on the delay.
- F1 save ice for timing purposes.
- F2 fill in as high man.

10 MIN CONTINUOUS 2 ON 1

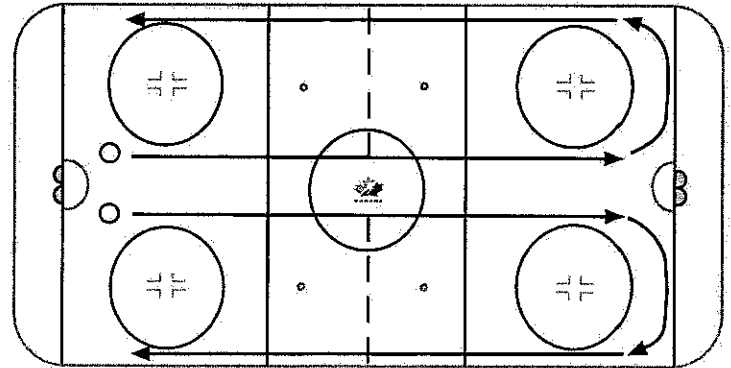
- D picks up puck behind net, passes to forward on the wall, other forward takes off far wall at the same time.
- Fwds, support puck and skate up ice 2 on 0
- Fwd with puck passes to far D, fwds then re-group - 1 stretch, 1 low, D can pass to either to go back on original D 2 on 1.
- D who started regroup then retreats to own end to start sequence from the other end



10 MIN PUCK CONTROL WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Quick Hands
 2. Forehand / Backhand only
 3. Scissors - fwd / bwd with puck
 4. Toe Drags
 5. Puck / Stick through legs
- Utilize a variety puck control skills

**15 MIN SKILLS STATIONS****1. BUTTERFLY PASS AND SHOOT**

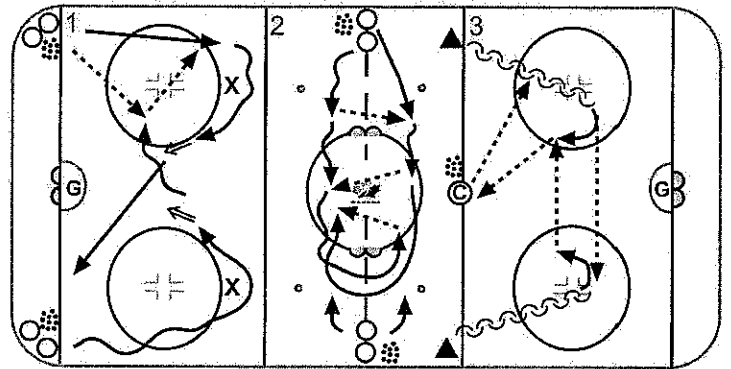
- Players start in each corner, skate around pylon take a shot on net. Receive pass from opposite corner and one touch it back to passer.

2. AGILITY NETS

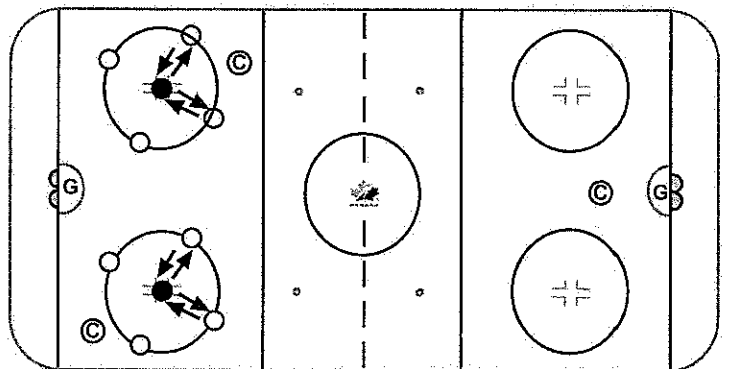
- Place 2 nets in centre ice. Players line up on both sides of the ice. On signal players pairs pass around the nets and avoiding the other players

3. D MAN MOBILITY

- D start on blue line. Bwds into zone, receive pass from coach, D to D, D to D and back to coach who then passes back to opposite D to start again. Each pair goes 2-3 times then spring out of zone.

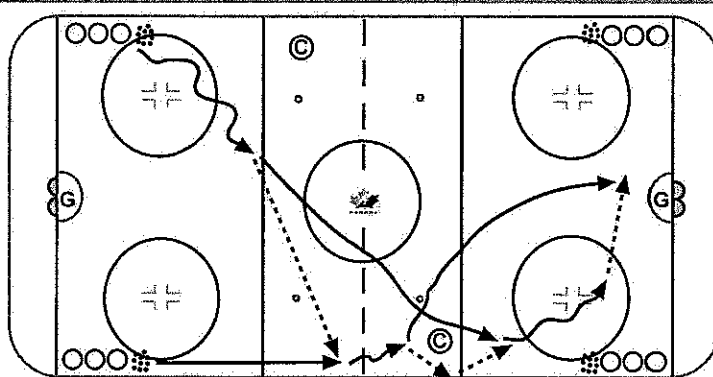
**5 MIN CIRCLE BUMP**

- Place 4 players around the outside of the circle with inside foot on the circle and shoulder facing the centre dot
- One player on the dot in the middle of the circle
- On coaches signal, player in middle skates towards any of the players on the outside and tries to bump them off the circle using only the shoulder
- Both players must stay low and use shoulders to absorb hit.
- After player in middle hits each of the players on the outside, change players.



10 MIN 2 MAN SUPPORT AND CHIP

- F1 and F2 leave on whistle.
- F1 takes puck and feeds F2 going up the boards then skates to support.
- F2 draws coach to him and chips puck to open space for F1 to skate into it.
- F2 rejoins F1 on the rush.
- Both ends same time.

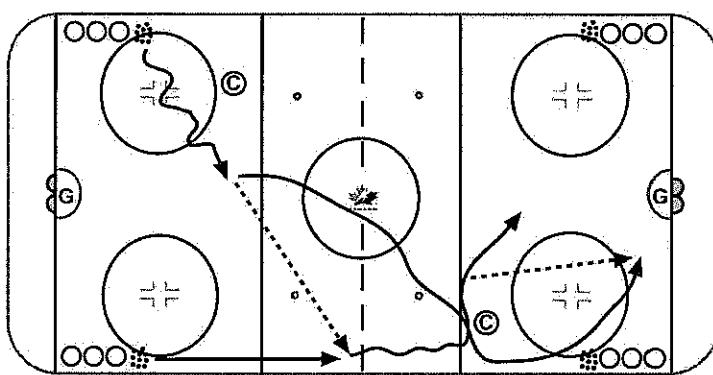


KEY EXECUTION POINTS

- F1 works to support.
- F2 waits for coach to commit then moves puck to open space.

10 MIN 2 MAN CROSS

- Same as above, except F1 and F2 execute an offensive cross at the blue line.
- Can be a drop pass for F1 with drive or F2 can keep and drive or keep and feed to F1.

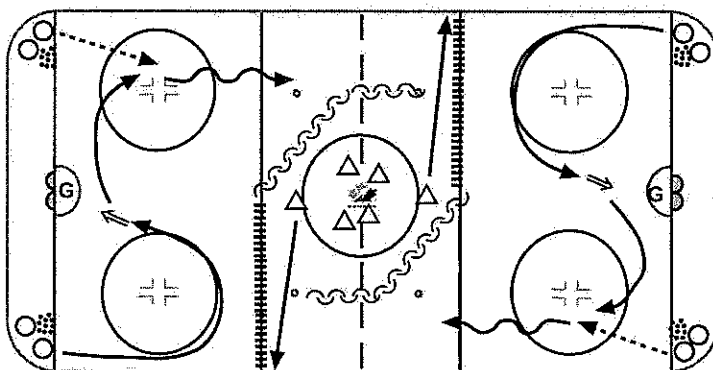


KEY EXECUTION POINTS

- Play without puck support from behind on cross.
- There must be a net drive after the cross.

10 MIN OLYMPIC 1 ON 1

- Forwards in all 4 corners, D at centre ice. On whistle D skates to side boards, touches with stick, lateral crossovers (or bwds) back to centre to play oncoming forward back 1 on 1.
- Defense must move feet quick.
- Forwards must attack with speed.
- Turn into 2 on 1 or 2 on 2 from each direction by adding second forward and / or second D.

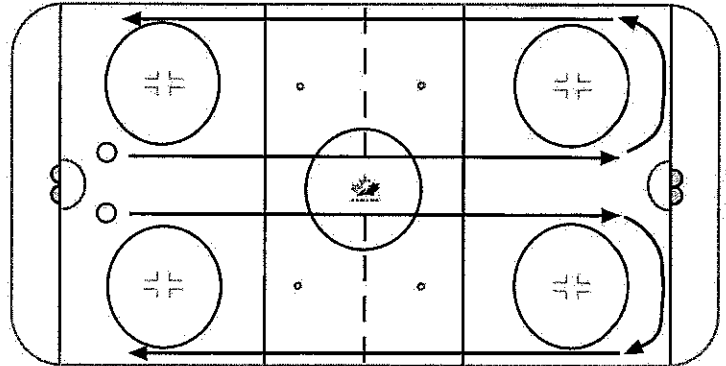


10 MIN PUCK CONTROL WARMUP

Form two lines at hash marks in one end, provide demonstration of the skills to be performed down the middle of the ice and back along the boards.

1. Tight Turns
2. Transition Pivots
3. Scissors - fwd / bwd / reverse
4. 3 one way/3 the other

Utilize a variety of skating skills. Also use each of them in between drills as technical laps.

**15 MIN SKILLS STATIONS****1. SHOOTING / SCORING - DOWN LOW EXCHANGE**

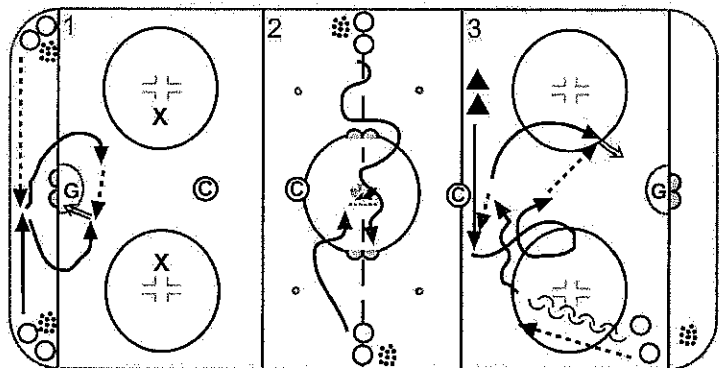
Players start in both corners, on whistle skate towards each other exchange puck behind net and walk out front for shot or pass to score.

2. AGILITY NETS

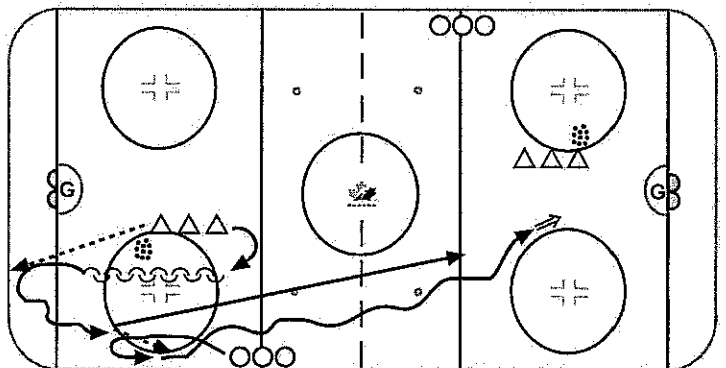
Place 2 nets in centre have players start at same time from the opposite side of the ice working on quick feet, quick hands, faking out each net and each other.

3. D MAN MOBILITY

D starts in corner skates bwd gets pass from corner, skates towards middle of ice, drops puck to other D skating along the line, who then moves towards the net, delays then passes to the original D going to the net for a shot.

**10 MIN BREAKOUT - QUICK UP PROGRESSION**

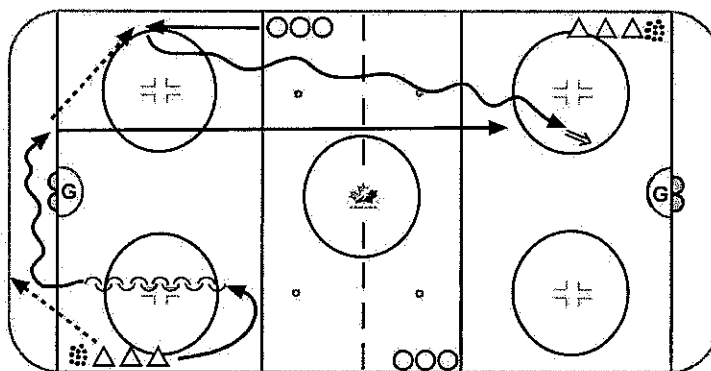
- "UP" D, quick feet to top of circle down through dot
- Retrieve puck and up to forward who drops to hash mark.
- Forward goes down for shot and D joins
- Can exchange puck while going down ice.
- Go on whistle.

**KEY EXECUTION POINTS**

- Quick feet, check shoulder, communicate, move puck quickly.
- D joins for support and to close gap.

5 MIN BREAKOUT - WHEEL PROGRESSION

- D Skates forward to top of circle, pivots, skates bwd to retrieve puck.
- Wheels behind net to pass to fwd who comes down wall to receive outlet pass.
- Both players skate up ice for shot at far end.
- Both ends – opposite corners go at same time

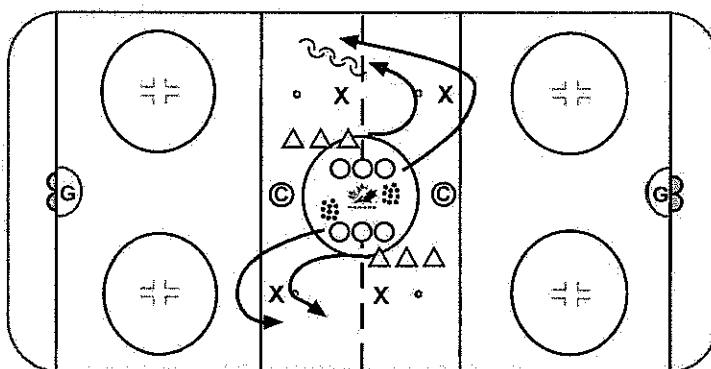


KEY EXECUTION POINTS

- Move puck at second post when behind net.
- D Joins rush through dots

10 MIN 1 ON 1 NZ ANGLING

- D starts with shot on net, goalie spots puck to corner, D then breaks out 2 on 1, fwds regroup to far D, come back towards original end, regroups with original D and then attack 2 on 1.
- Go both sides at the same time. Can also add shot from D man to end sequence with fwds in front of the net.



10 MIN CONTINUOUS 2 ON 1

- D picks up puck behind net, passes to forward on the wall, other forward takes off far wall at the same time.
- Fwds, support puck and skate up ice 2 on 0
- Fwd with puck passes to far D, fwds then re-group - 1 stretch, 1 low, D can pass to either to go back on original D 2 on 1.
- D who started regroup then retreats to own end to start sequence from the other end

