

LEVEL 1 – SKILL DEVELOPMENT MANUAL



Lesson Manual A

A Publication Of The USA Hockey Coaching Education Program



The USA Hockey Coaching
Education Program is Presented By



The Beginner

Where to start?

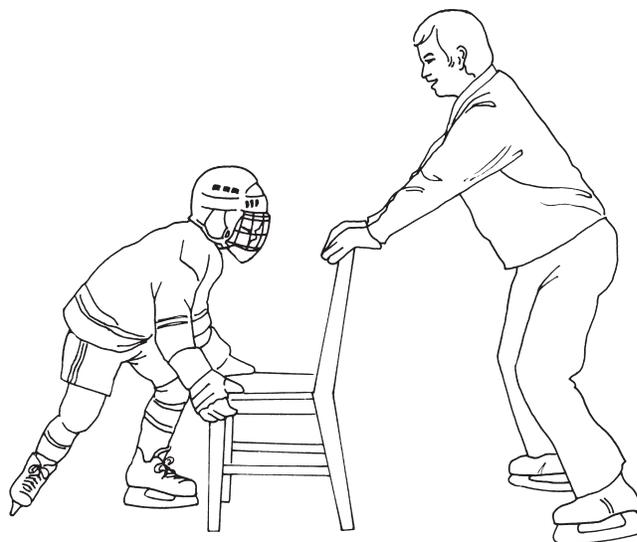
The first time on the ice could be a traumatic experience for the youngster. Thus, all coaches should offer:

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

The Walker

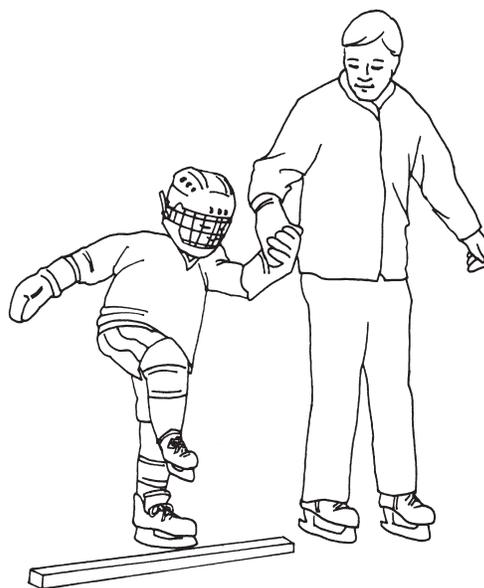
A chair may be used to maintain balance.

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



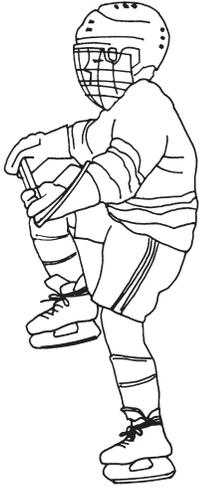
Those First Strides

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



AGILITY AND BALANCE DRILLS

Step 1 — Agility Drills



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

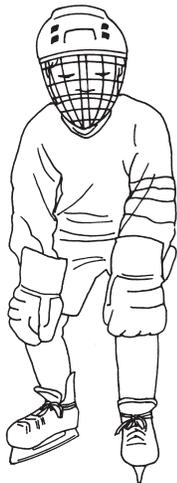


- Get into a sitting position.
- Raise the arms above the head.



Step 2 — Stance

Working with a partner.



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

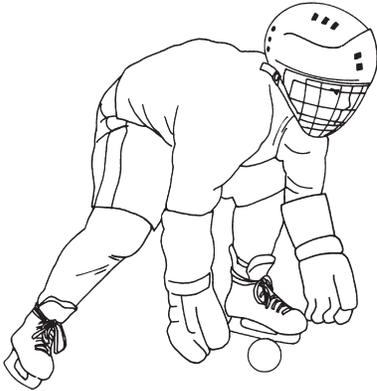


Push a partner across the ice.
Place hands on the waist of your partner.

LESSON A



Step 3 — With a tennis ball and a soccer ball



Place the tennis ball in front of the skates. Have the youngster bend over and move the ball along with the hands.

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



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

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

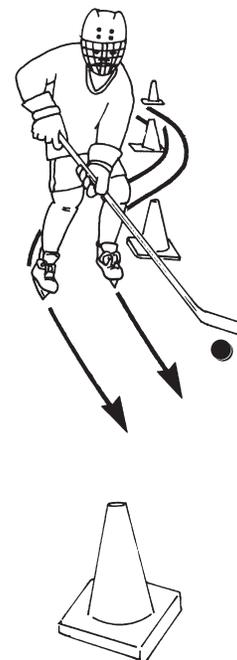
Step 4 — Stepping over an object



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

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

Step 5 — Turns — Changing direction



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

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

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Balance

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

2. Getting up from ice.



- a. Always come to the knees.

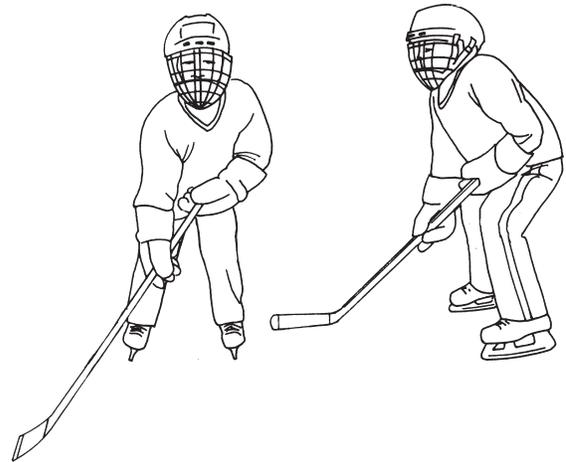


- b. Don't place hands on the ice. Keep both hands on the stick.



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

3. Proper Stance.



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

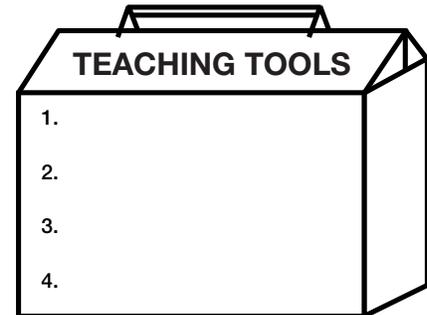
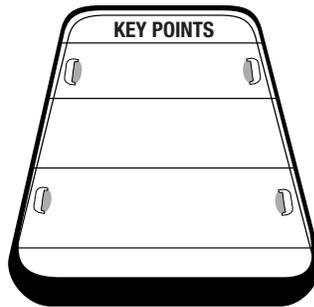
TEACHING TOOLS NEEDED

1. Tennis balls
2. Cross-ice rink boards

LESSON PLAN A-1



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME				
Free Skate and Warm-up	<ol style="list-style-type: none"> Clockwise and counterclockwise directions. Varied speeds. <p>Warm-up: Perform agility drills (p. A-2)</p> <table border="0"> <tr> <td>a. Knees high</td> <td>c. Sit low</td> </tr> <tr> <td>b. Touch toes</td> <td>d. Reach high</td> </tr> </table>	a. Knees high	c. Sit low	b. Touch toes	d. Reach high	10 minutes 
a. Knees high	c. Sit low					
b. Touch toes	d. Reach high					
Basic Stance (introduce)  p. A-4	<ol style="list-style-type: none"> Coach to demonstrate and go over key points. Have players go into basic stance. Check for balance: <ol style="list-style-type: none"> Have players stand on left skate only. Have players stand on right foot only. Have players jump up 2-4 inches off ice. Keep knees bent when landing. Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is. <p>NOTE: Repeat each several times.</p>	10 minutes 				
Agility (introduce)  p. A-4	<ol style="list-style-type: none"> Coach to demonstrate the proper technique of getting up. Have players fall to knees and get up into basic stance. Have players lie on stomachs. Two hands on the stick, elbows on ice, holding stick level. Pull to kneeling position by using elbows, and then stand up in basic stance. 	5 minutes 				
Balance (introduce)  p. A-2	<ol style="list-style-type: none"> Walk across ice. Lift knees to touch stick held waist-high. Repeat several times. 	5 minutes 				
Fun Time  p. A-3	<ol style="list-style-type: none"> Give every player a tennis ball. Individual players bounce the ball and catch it. Partners (10-12 feet apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance. Partners kick ball with side of skate (inside of blade) to partner. 	10 minutes 				



LESSON PLAN A-1

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



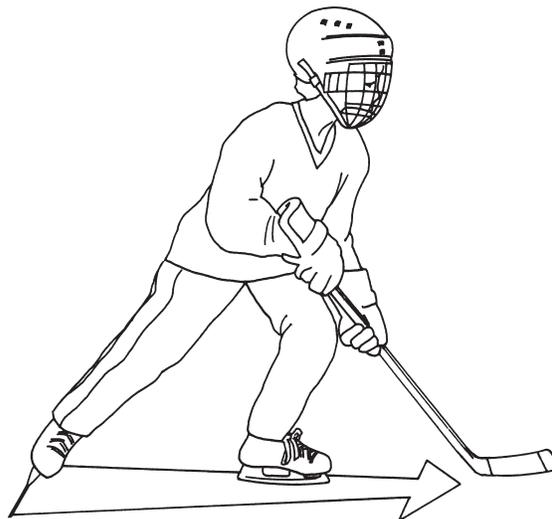
SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. For stance refer to Lesson A-1.

2. T-push.



- a. Point the front skate in the direction of movement.
- b. Place the back skate slightly behind the front skate, thus forming a "T". Keep the whole blade flat on the ice. Keep weight on the back skate.

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

3. Gliding on two skates



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

4. Gliding on one skate.



- a. Basic principle in skating is that one foot must be under the body's center of gravity at all times. Skating involves being on one foot or the other most of the time. It is therefore essential that hockey players learn to balance and glide on one foot.
 1. Take a few skating strides to gain momentum.
 2. Glide on one foot.
 - a. Keep the blade of the supporting skate flat on ice, not on the edges.
 - b. Maintain the basic stance on the supporting leg.
 - c. Glide in a straight line.
 3. Common errors:
 - a. Basic stance.
 - b. Weight is not being brought forward on supporting leg.
 - c. Player is on the inside or outside edge of skate.

TEACHING TOOLS NEEDED

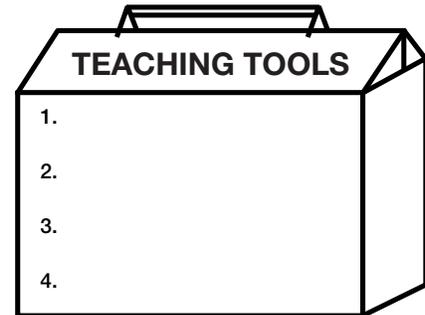
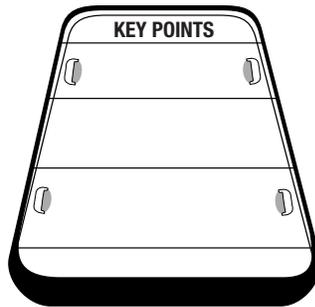
1. Agility boards
2. Tennis balls
3. Cross-ice rink boards



LESSON PLAN A-2



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. Clockwise direction.	2 minutes
Warm-up (review)	Perform exercises from warm-up section of Lesson A-1.	5 minutes
Stance and Agility (review) 	<ol style="list-style-type: none"> Review key points to stance and to getting up off the ice. Players lie on their backs. On a signal they roll over onto their stomachs, get up onto their knees, and then stand up into the basic skating position. Repeat 4-5 times. Have players start from the sideboards. Take a few strides to gain momentum, fall to their knees and get up, then skate to the other side. Repeat several times. 	7 minutes
Balance (review) p. A-3 	1. Place agility boards (flat) approximately three feet apart. Have the players line up and step over the boards one at a time. Step over the boards with alternate feet.	7 minutes
T-push (introduce) 	<ol style="list-style-type: none"> Players line up on boards. Place the right skate behind the left skate, forming a "T". Push down and out with the right skate, gliding as far as possible on left skate. Repeat using left skate. 	5 minutes
Gliding — two feet (introduce) p. A-7 	<ol style="list-style-type: none"> Review key points and demonstrate. Players line up along side boards. Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat several times. Repeat Number 3 and while gliding practice going from the basic stance to the upright position to the basic stance. 	7 minutes



LESSON PLAN A-2

SKILL	DESCRIPTION	TIME
<p>Fun Time</p> <p>p. A-3</p> 	<ol style="list-style-type: none"> 1. Each player is given a tennis ball. 2. Roll the ball — chase it and pick it up with: <ol style="list-style-type: none"> a. Left hand. b. Right hand. c. Both hands. 3. Kick ball ahead with the inside of the skate blade, then chase it and pick it up. Kick it once with the right skate and the next time with the left skate. 	<p>10 minutes</p> 
<p>Gliding — one foot (introduce)</p> <p>p. A-8</p> 	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Line up along the side boards face one end. Using the boards for support, practice standing first on one foot, and then on the other foot. Maintain the basic stance. 3. Repeat Number 2 without using the boards for support. 4. Line up along the boards facing the opposite side of the rink. <ol style="list-style-type: none"> a. Take a few steps to gain momentum, and then glide as far as possible on one skate. b. Repeat with other skate. 	<p>10 minutes</p> 
<p>Game Time</p>	<ol style="list-style-type: none"> 1. Red light — Green light. <ol style="list-style-type: none"> a. Coach acts as the policeman and stands on one side of the rink. b. Players start at opposite side of rink. c. When caught moving on red light by policeman, the player(s) returns to starting line. d. First player to policeman's side is the winner. 	<p>7 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Review T-push, gliding on two skates, gliding on one skate, balance and agility.
2. Introduce scooting.
3. Introduce glide turns.
4. Introduce one o'clock stop, (making snow).

KEY INSTRUCTIONAL POINTS

1. T-push

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

2. Scooting



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

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

3. Glide Turns:



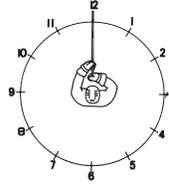
- a. Skates are shoulder width apart.
- b. Lead with the inside skate.
- c. Head and shoulders initiate the turn.
- d. Bend the knees and lean inside.
- e. Rock back slightly on the heels.
- f. Follow the stick.
- g. Perform the drill in both directions.

4. One O'clock — Eleven O'clock Stops

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

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

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



TEACHING TOOLS NEEDED

- Chairs, pylons, sticks
- Tennis balls
- Cross-ice rink boards



LESSON PLAN A-3

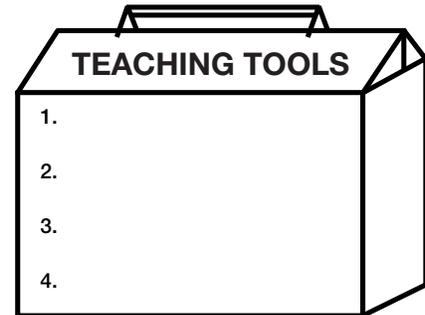
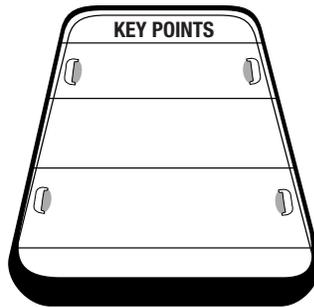


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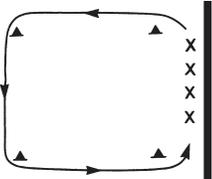
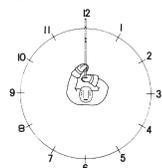
TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> Counter clockwise direction. 	2 minutes
Warm-up to involve balance and agility drills (introduce and review) 	<ol style="list-style-type: none"> Walk across ice, using a high knee lift. Walk across ice using the rear part of blade. Glide across ice on one skate extending the rear leg back. Skate across ice, fall to knees, and get up while moving. Obstacle course. Use pylons, chairs, sticks or gloves as obstacles. <ol style="list-style-type: none"> Coach shows the course to be followed. On signal the players follow the course in single file. Arrange so players make a series of zig-zag turns. 	10 minutes
Gliding - two feet (review)	<ol style="list-style-type: none"> Taking a few strides to gain momentum the player will then glide across the ice on two skates with: <ol style="list-style-type: none"> The feet together. The feet shoulder width apart. The feet as wide apart as possible. The feet shoulder width apart and in a sitting position. Repeat each 3-4 times. 	5 minutes
T-push (review) p. A-7 	<ol style="list-style-type: none"> Review key points (Lesson A-2). Standing along the side boards put the skates in T-push position. On a signal, see how far the players can go with one push. Give them three attempts. Switch to other leg. 	4 minutes
Scooting (introduce) p. A-11 	<ol style="list-style-type: none"> Review and demonstrate key points. Start in the same manner as the previous T-push drill. Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. Repeat push-recovery cycle as fast as possible. Come back scooting with the other leg. Repeat four to five times with each leg. 	7 minutes

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

LESSON SUMMARY

Successes: _____

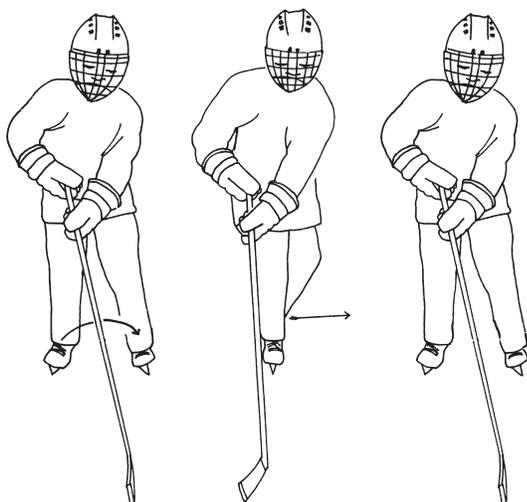
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Moving Sideways.

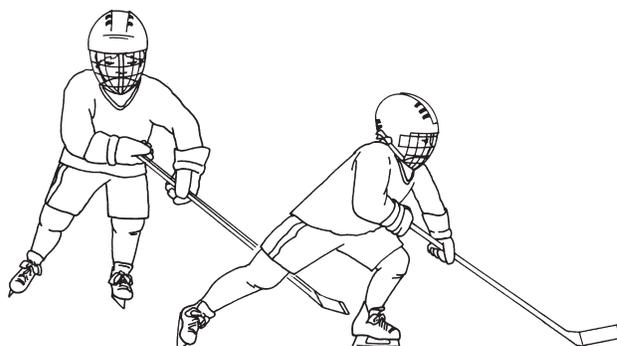


- a. Players start from basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn body in the direction the player is going.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front of you.
- e. Walk slowly at first. As the players pick up the drill, speed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

2. Striding in forward skating.

Power is developed by taking fast, short strides. As speed increases, long and less frequent strides may be taken to maintain speed.

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



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

TEACHING TOOLS NEEDED

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



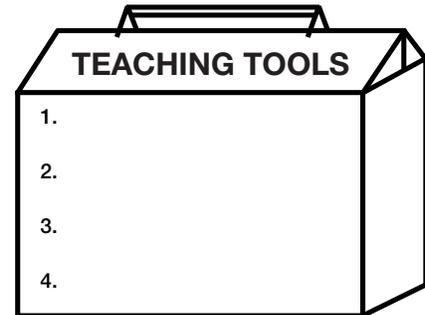
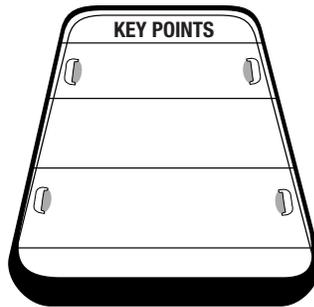
LESSON PLAN A-4

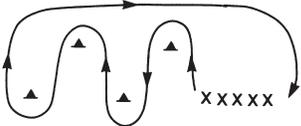
COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Clockwise direction. 	2 minutes 
Warm-up (review) 	<ol style="list-style-type: none"> 1. Skate in a counter-clockwise direction performing agility drills. <ol style="list-style-type: none"> a. Touch toes. b. Sit low. c. Reach high. d. Jump up. 2. Do same in clockwise direction. 	5 minutes 
Stopping (review) 	<ol style="list-style-type: none"> 1. Review and demonstrate One O'clock stop. 2. Players line up along boards in two lines. The front player pulls partner with help of hockey sticks. 3. The latter glides and tries to slow down using one o'clock stop. Slow down just enough so that momentum is maintained across the rink. 4. Players switch roles coming back. 5. Use other foot the next time across. 	5 minutes 
Striding Forward Skating (introduce) 	<ol style="list-style-type: none"> 1. Players stand along sideboards. 2. Assume basic stance. Start on signal, pushing and recovering first with the left skate and then with the right. Repeat until players reach the other side. 3. Repeat several times. 	5 minutes 
Glide Turns (review) 	<ol style="list-style-type: none"> 1. Review key points. 2. Set up course with pylons. 3. Glide turns around cones and return skating forward to end. 	5 minutes 

LESSON PLAN A-4



SKILL	DESCRIPTION	TIME
<p>Fun Time</p> 	<ol style="list-style-type: none"> 1. Give every player a tennis ball. 2. Have the players skate around the ice throwing the ball up and catching it. 3. Have the players bend over and move the ball along the ice with their hands. 4. Have the players place the ball at their skates. Move the ball along the ice, gently hitting it with alternate skates. Use the inside of the blade. 	<p>5 minutes</p> 
<p>Station Activities (introduce)</p> 	<ol style="list-style-type: none"> 1. Station 1: <ol style="list-style-type: none"> a. Arrange agility boards and pylons. <ol style="list-style-type: none"> 1. Players go over first board, spread their skates station at second, close their skates and go between third, and jump over the obstacle. 2. Station 2: <ol style="list-style-type: none"> a. Arrange agility boards and pylons. <ol style="list-style-type: none"> 1. Players go around the pylons, over the boards, and under the obstacle. 3. Station 3: <ol style="list-style-type: none"> a. Review techniques of getting up. <ol style="list-style-type: none"> 1. Have players stationary and do: <ol style="list-style-type: none"> a. Drop to knees and up. b. Drop to knees, onto stomach, and up. c. Start on back, roll over to stomach and up. 2. Also do moving. 	<p>5 minutes each station</p> <p>15 minutes</p> 
<p>Moving Sideways (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Have players line up along the boards, facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's come forward six feet and number 1's come forward three feet. 3. Players get into basic stance and try. <ol style="list-style-type: none"> a. One step to the right and one to the left. b. Two side steps to the right and two to the left. c. Three side steps to the right and three to the left. 	<p>10 minutes</p> 
<p>Game (introduce)</p>	<ol style="list-style-type: none"> 1. Freeze Tag. <ol style="list-style-type: none"> a. One player is "it", while the rest of the players skate around trying not to be touched. b. When the person "it" approaches another player, the player must remain completely motionless to be safe. c. If "it" touches player before he can "freeze", the player becomes "it". 	<p>8 minutes</p> 

LESSON SUMMARY

Successes: _____

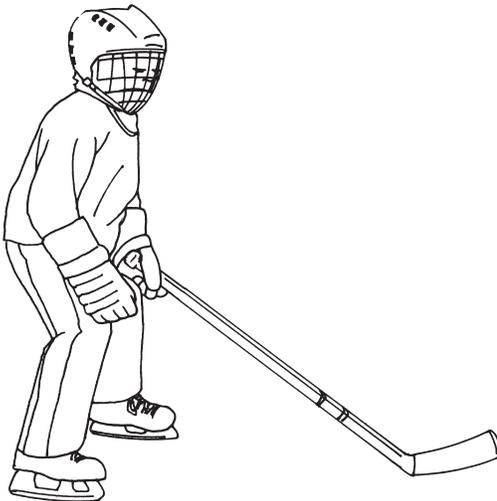
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Backward Stance.



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

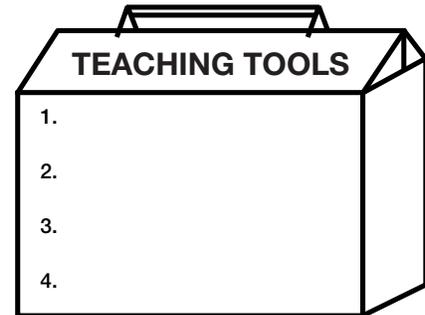
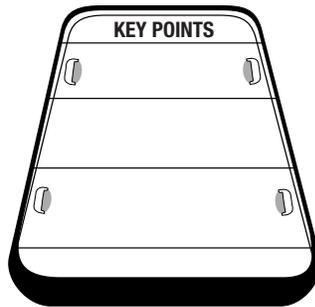
TEACHING TOOLS NEEDED

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

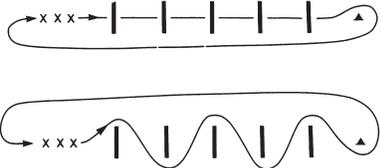
LESSON PLAN A-5



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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

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

LESSON SUMMARY

Successes: _____

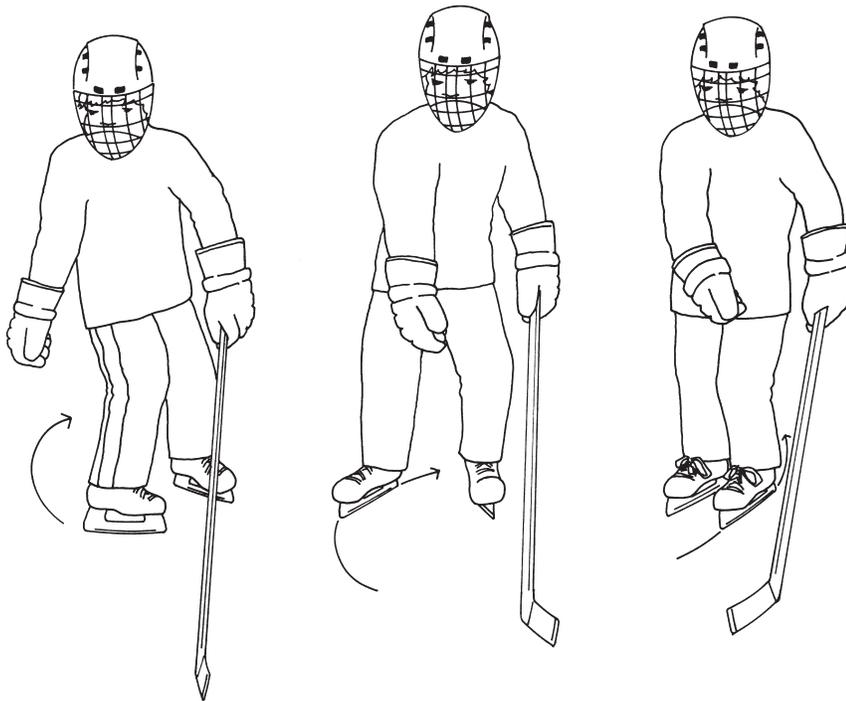
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

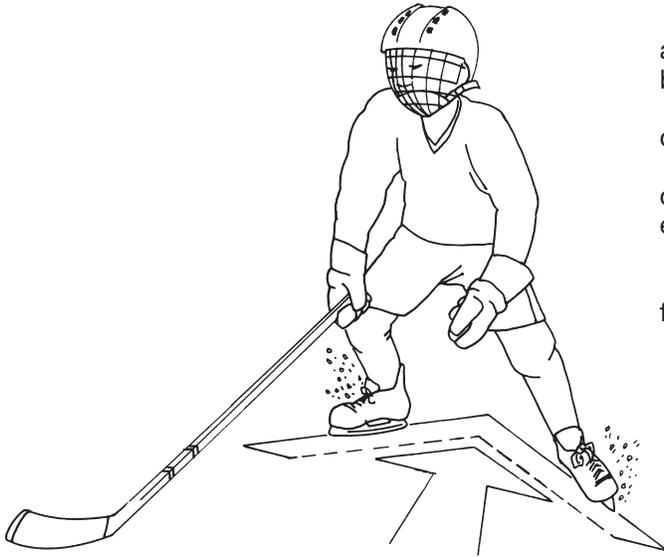
KEY INSTRUCTIONAL POINTS

1. C-cut for starting backward.



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

2. V-stop for backward skating.



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

TEACHING TOOLS NEEDED

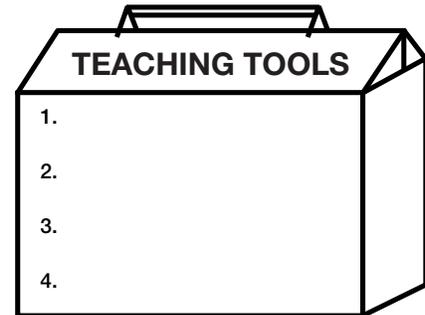
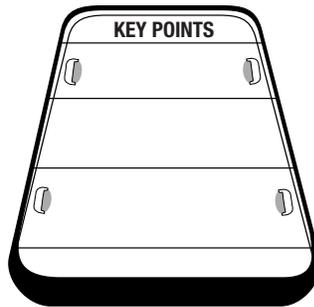
1. Tennis balls
2. Cross-ice rink boards

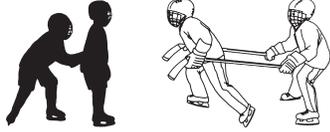
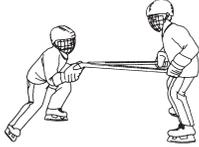
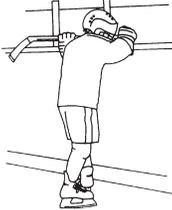


LESSON PLAN A-6



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> Give each player a tennis ball. Skate to an open space anywhere on the ice and practice controlling the ball. 	5 minutes 
Balance and Agility (review) 	<ol style="list-style-type: none"> Player stands with partner at sideboards. Player at back places hands on partner's hips and pushes to the other side. The player being pushed will do one width of each: <ol style="list-style-type: none"> Two foot glide in basic stance. One foot glide. Once on left and once on right. Offer slight resistance using one o'clock stop, once left, once right. Same options as number 1 but player will pull partner using two hockey sticks. The lead player holds the stick blades down for safety. 	10 minutes 
Backward Stance Walking and Gliding (review) 	<ol style="list-style-type: none"> Review key points to basic stance. Players assume basic stance. <ol style="list-style-type: none"> Cross-ice by walking. <ol style="list-style-type: none"> Shift weight from one side to the other. Lift skates. Concentrate on pushing off with each skate to develop power. Players with partners. Push partner backwards, using two hockey sticks. Player being pushed assumes basic stance and glides on two skates. 	5 minutes 
C-cut (introduce) 	<ol style="list-style-type: none"> Review and demonstrate key points. Have players place their hands on the boards shoulder width apart. <ol style="list-style-type: none"> Practice making C-cuts with both left and right skates. Players back away from boards. <ol style="list-style-type: none"> Assume basic stance. Point toes inward Shift weight to one side. Push away by using a C-cut. Return skate to original position. Repeat cross-rink using right leg and return using left. 	10 minutes 

SKILL	DESCRIPTION	TIME
<p>Fun Time (introduce)</p> <p>Hand-Foot Coordination</p>  <p>Shoulder Development</p>  <p>Arm Strength</p> 	<ol style="list-style-type: none"> 1. Players will be asked to imitate animals. <ol style="list-style-type: none"> a. Look like a bear running on ice. b. Inch along the ice like a worm. c. Seal walk with arms only. d. Crawl through sticks without touching them. 	<p>10 minutes</p> 
<p>Backward Stopping (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Player line up facing boards and in basic stance. <ol style="list-style-type: none"> a. On signal, they push themselves away from the boards and glide backwards. b. Initiate a stop by turning toes outward and leaning body slightly forward. c. Repeat four or five times. 3. Player with a partner. Push partner backwards with one hockey stick. Player going backwards practices turning toes out and leaning forward. At other side reverse positions. 	<p>10 minutes</p> 
<p>Game Time (introduce)</p>	<ol style="list-style-type: none"> 1. Cops and Robbers. <ol style="list-style-type: none"> a. Players are safe as long as they are in the two corner circles (hideouts). Cannot stay in any one hideout longer than five seconds. b. Center circle is the prison. c. Coaches are the cops. d. Players are the robbers. e. When a robber is touched by a cop, they must go to prison. f. Captured robber may be freed by a free robber touching them. 	<p>10 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

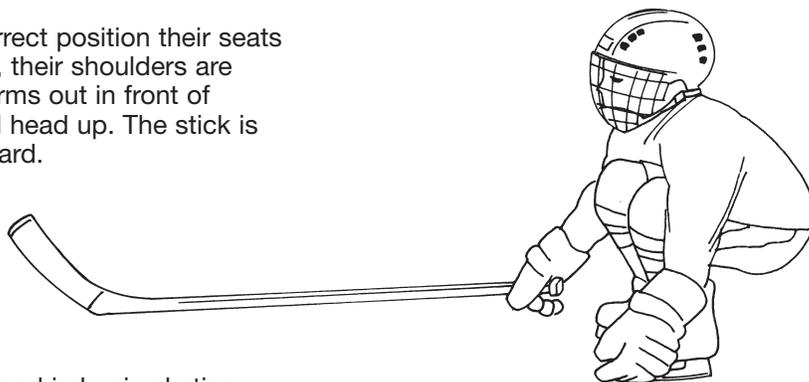
SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Squat

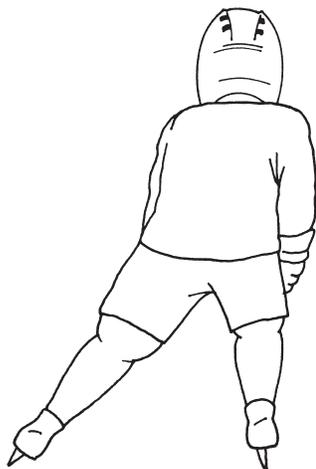
- a. If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them. Back straight and head up. The stick is on the ice pointing forward.



2. Stationary Jumping.

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

3. Backward Skating.



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

TEACHING TOOLS NEEDED

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



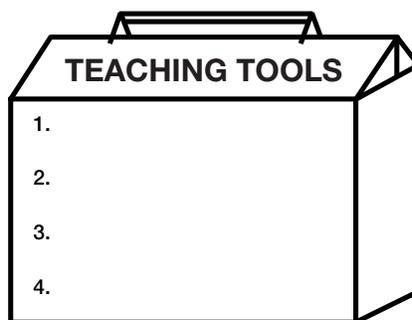
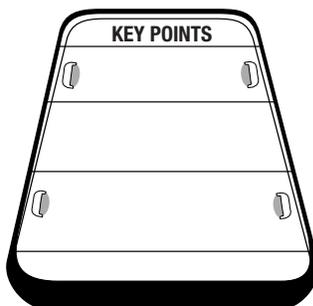
LESSON PLAN A-7

COACH: _____

TEAM: _____

DATE: _____

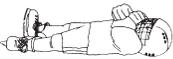
TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. In a clockwise direction.	2 minutes 
Warm-up, Balance and Agility Drills (review)  Also involves stopping properly at each side of the rink 	1. Squat. a. Skate for 2-3 strides, start gliding on two skates, then squat down and glide across the ice. 2. Stationary Jumping. a. On a command, have players jump as high and as far forward as they can. Next have them jump backwards, to the left, and to the right. 3. Stationary Balance. a. Balance on one skate as long as possible. Repeat with other skate. 4. Run across ice on skates. 5. Skate across ice, fall to knees while moving and get up. 6. Start on back, roll over to stomach, get up and skate to other side. 7. Start on back, roll over to stomach, get up and skate to other side. 8. Take 3-4 strides, slide on stomach, roll over one time, get up and skate to other side. 9. Tennis Balls. a. Pushing tennis ball across ice, using alternate hands. 10. Tennis Balls. a. Kicking tennis ball across ice. Turn skate out and use inside of skate. Each of these drills should be repeated 2-3 times.	20 minutes 
Sideway Movement (review)	1. In a mass wave drill. Six players spread out. The coach stands in front with the stick high to indicate direction of movement. Players move laterally 3-4 steps to the right and then to the left. 2. Try having players move slightly backward while taking these steps.	5 minutes 
Backward Starting, Backward Stopping, Forward Skating, Forward Stopping (review)	1. Start skating backwards across the rink and stop using a backward V-stop. Skate forward returning and use a 1 o'clock or 11 o'clock stop. Continue in this manner.	5 minutes 

LESSON PLAN A-7



SKILL	DESCRIPTION	TIME
Backward Striding (Introduce)	<ol style="list-style-type: none"> 1. Players start along sideboards. 2. On signal they initiate backward movement using a C-cut. Continue across ice by pushing and recovering first with one skate and then with the other skate. 3. Repeat several times. 	5 minutes 
Fun Time (introduce) Abdominal and leg strength Use of skate blades  Getting up from the ice 	<ol style="list-style-type: none"> 1. Change positions as fast as possible. <ol style="list-style-type: none"> a. Lie on back, roll on to your stomach, stand up, skate 12 feet forward, skate 12 feet backwards, hop sideways – to left three times, to right three times, lie on your stomach, up to your knees. b. Lie on your back with your hands crossed in front of you. See if you can get up to a standing position without using your hands in any manner. c. With arms folded across your chest and sitting cross-legged on the ice, try to stand without using your hands or changing the position of your skates. 	8 minutes 
T-push (review)	<ol style="list-style-type: none"> 1. Have each player stand along the sideboards with one skate parallel to and touching the boards. The other skate is stretched out directly in front. Player starts from that position. Push and glide for 3-6 feet and push again until player reaches far side. Use the other leg for returning. 	5 minutes 
Game (introduce)	<ol style="list-style-type: none"> 1. Jump the Rope. <ol style="list-style-type: none"> a. Coach has a rope 15-18 feet in length. b. Coach is in the center of the circle, and begins passing the rope along the ice and under the jumping players. c. Any player who touches the rope is out. 	8 minutes 
Skate	<ol style="list-style-type: none"> 1. Game of tag. When tagged by the coach you must leave the ice surface. 	2 minutes 

LESSON SUMMARY

Successes: _____

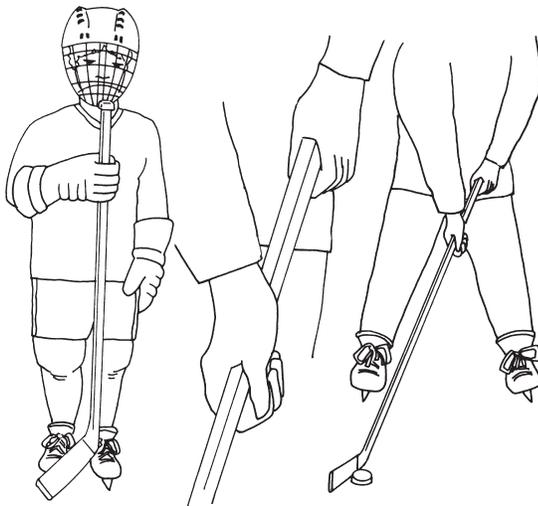
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

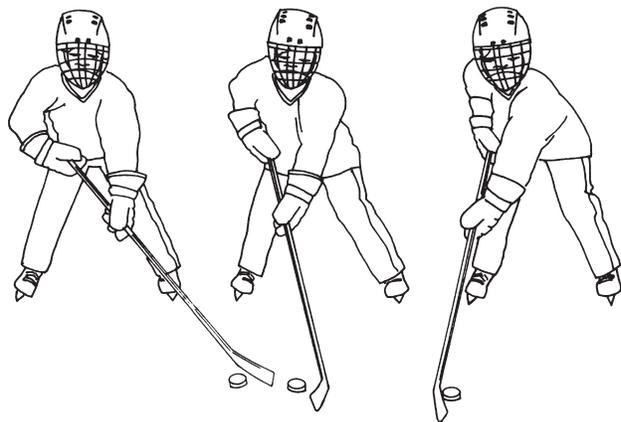
1. Puckhandling Stance.



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

2. Stationary Puckhandling.

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



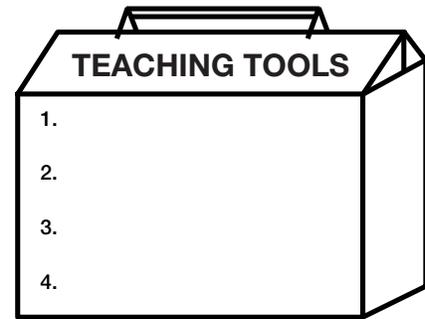
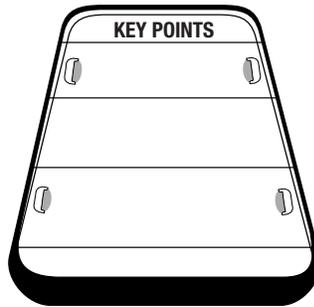
TEACHING TOOLS NEEDED

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

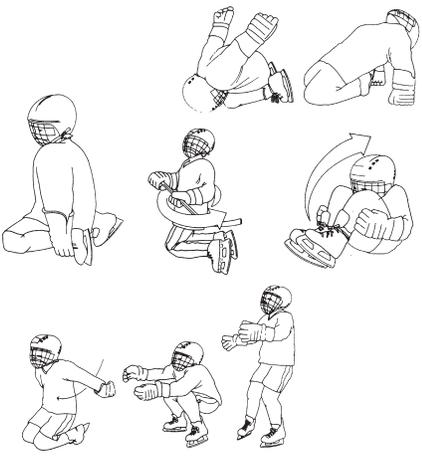
LESSON PLAN A-8



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Give each player a tennis ball. Skate anywhere on ice and control the tennis ball with their stick and skates. 	5 minutes
Balance and Agility (review) 	<ol style="list-style-type: none"> 1. Step over agility boards and dive under the stick set up on two pylons. Also try running over agility boards. 2. Step (run) through agility boards and jump over a stick set up on two pylons. NOTE: Remember to take off and land with knees slightly bent. 	5 minutes
Backward Skating, Backward Stopping, Forward Skating, Forward Stopping (review) 	<ol style="list-style-type: none"> 1. Set up course that requires the given skills in your area of the ice. 	5 minutes
Stationary Puckhandling and Stance (introduce) 	<ol style="list-style-type: none"> 1. Demonstrate and stress key points. 2. Have players take basic stance and make corrections. 3. Line players up in stickhandling position with a puck in front of them. Put heel of stick 1-2 inches above the puck. Have them roll their wrist so that the tip of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. 4. Demonstrate and stress key points on puckhandling. 5. Have players now move the puck from side to side in a stationary position. 6. Repeat Number 5. Have players yell out the number of fingers the coach is holding up. Players will have to look at puck and also up at coach. 	15 minutes

SKILL	DESCRIPTION	TIME
Puckhandling while skating (introduce)	<ol style="list-style-type: none"> 1. Review key points on puckhandling. 2. Players along boards with a puck. Each player crosses the rink while stickhandling with the puck. Repeat many times. 3. Players skate freely in the assigned area, stickhandling with puck. Move in all directions but maintain control of puck. 	10 minutes 
Fun Time (introduce) 	<ol style="list-style-type: none"> 1. Kneeling on ice, see if you can touch your head to the ice in front of you. Now stretch backwards and touch your hands to your heels. 2. Can you walk along the ice on your knees with your hands holding your ankles? 3. Can you bounce up and down on the ice and then make a 180 degree turn in mid air? 4. Sitting on ice with knees up and hands clasped to shins, see if you can roll over on your shoulder like a ball. Roll as many times as you can. 5. While kneeling on the ice, try to spring upward to a standing position without touching the ice. Swing the arms. 	10 minutes 
Game (introduce)	<ol style="list-style-type: none"> 1. Each player has either a puck or one of two colored tennis balls. 2. Players skate around in area stickhandling either a puck or a tennis ball. 3. On the whistle each player must exchange for one of the other objects. 	5 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

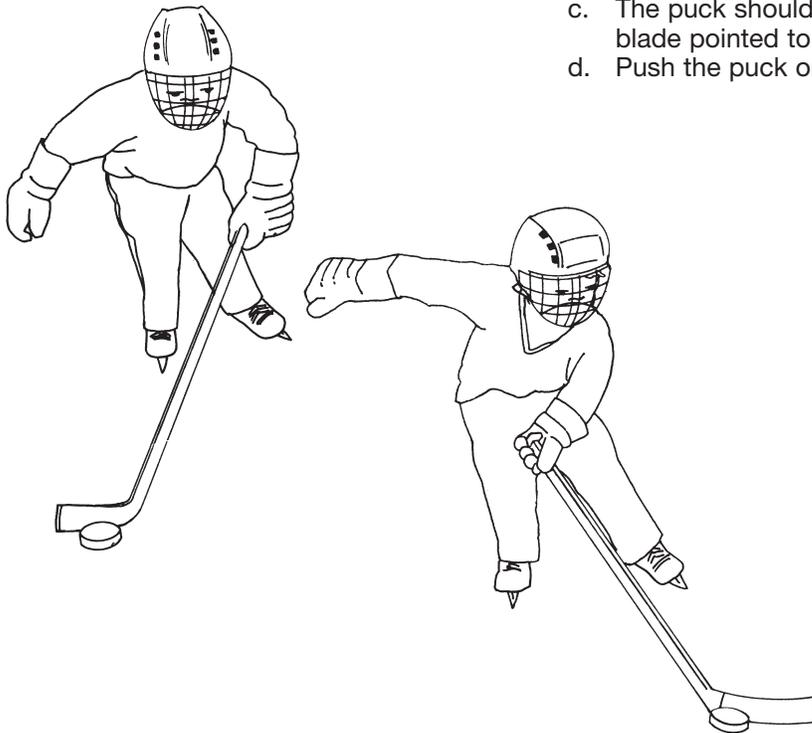
SPECIFIC OBJECTIVES

1. Review balance and agility.
2. Review stationary puckhandling.
3. Review skating with puck.
4. Introduce open ice carry.
5. Introduce starting with puck.

KEY INSTRUCTIONAL POINTS

1. Open-ice Carry.

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



TEACHING TOOLS NEEDED

1. Light weight pucks
2. Pylons
3. Children's size goal nets
4. Cross-ice rink boards



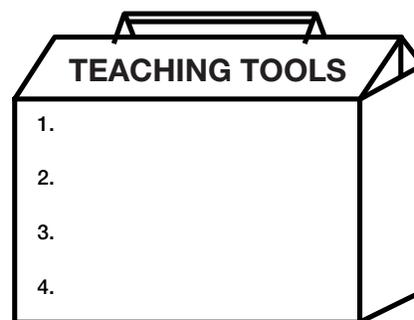
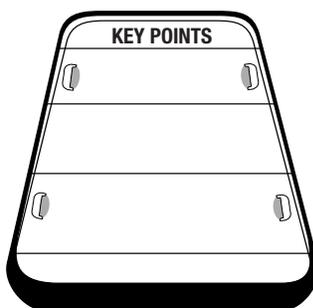
LESSON PLAN A-9

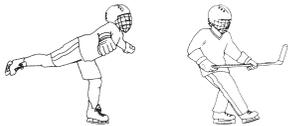
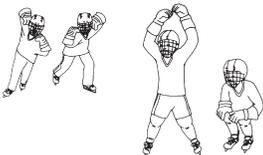
COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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

LESSON PLAN A-9



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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

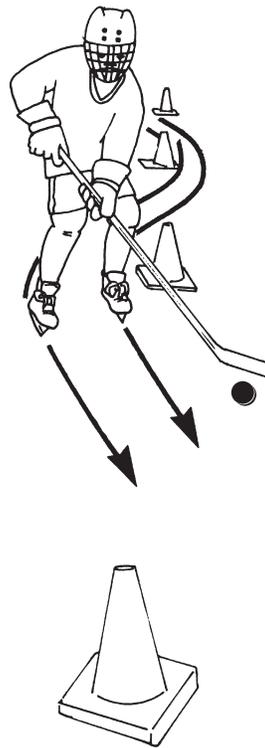


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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



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

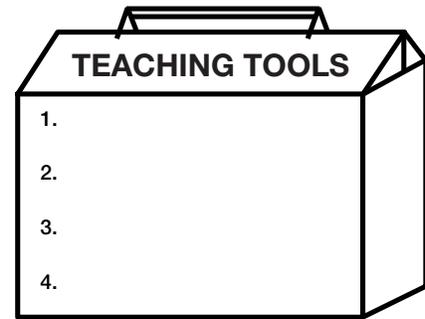
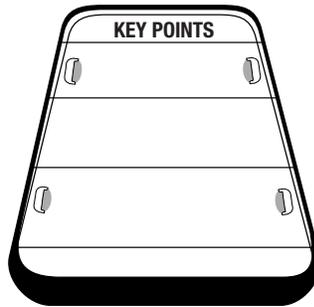
TEACHING TOOLS NEEDED

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

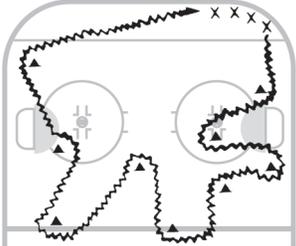
LESSON PLAN A-10



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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

SKILL	DESCRIPTION	TIME
<p>Weaving with the puck (introduce)</p> 	<ol style="list-style-type: none"> 1. Review puckhandling. 2. Set up a course using pylons for players to weave through. Reverse direction. 	<p>10 minutes</p> 
<p>Game (review)</p>	<ol style="list-style-type: none"> 1. Mini game. <ol style="list-style-type: none"> a. 4 vs. 4, cross-ice. b. To score, the puck must hit the pylon. c. Match players of equal ability. d. No goalies. 	<p>15 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



SPECIFIC OBJECTIVES

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

TEACHING TOOLS NEEDED

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





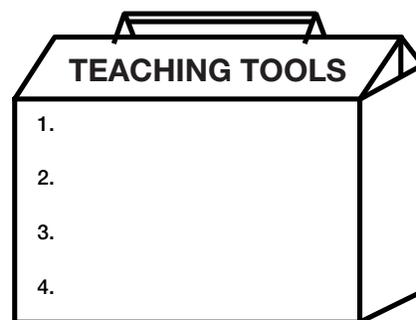
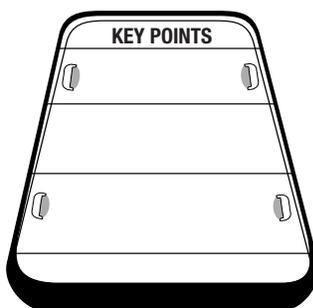
LESSON PLAN A-11

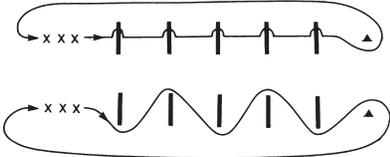
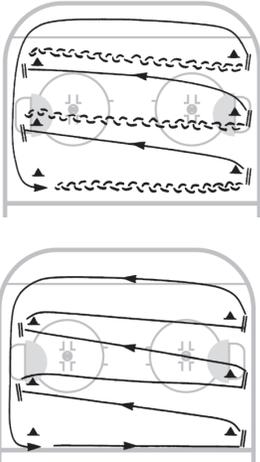
COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
<p>Warm-up</p>	<ol style="list-style-type: none"> 1. Players skate counter-clockwise around the ice and perform these six warm-up exercises. <ol style="list-style-type: none"> a. Touch toes. b. Pull knee to chest. c. Squat low. d. Touch one knee to ice. e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together. f. Run on skates 	<p>4 minutes</p> 
<p>Agility and Balance (review)</p> 	<ol style="list-style-type: none"> 1. Players line up on boards. Take 3-4 strides and continue across the ice by: <ol style="list-style-type: none"> a. Gliding on two skates. b. Gliding on one skate. Do with both left and right skate. c. Glide on two skates and turn around a pylon. Return to other side. Turn in both directions. 2. Use T-push to start and scoot across ice. 3. Use agility boards and a pylon. <ol style="list-style-type: none"> a. Have players jump over boards with two feet and go around cone. b. Have players weave through the boards. 	<p>15 minutes</p> 
<p>Backward and Forward Skating Skills (review)</p> 	<ol style="list-style-type: none"> 1. Set up a marked course using pylons. Start skating backwards, perform a backward-stop, skate forward and stop, using one o'clock stop. Repeat often. 2. Use the same set up but only skate forward. 	<p>10 minutes</p> 

LESSON PLAN A-11



SKILL	DESCRIPTION	TIME
Fun Time (review)	1. Freeze Tag. See Lesson A-4 or rules.	6 minutes 
Puckhandling (review)	1. Stationary. a. Each player has a puck and tries to follow the coach's movements. (left to right, front to back) 2. Players now move slowly across ice moving the puck back and forth. 3. Players now move at random in a designated area. 4. Players along boards each with a puck. a. Push puck out 3-6 feet, skate out and carry across ice maintaining contact between puck and stick blade. b. Same as (a) but perform open ice carry across rink. c. Same as (a), skate out and push puck ahead with your free hand. Continue skating, pick it up with stick and stickhandle across ice. d. Same as (c) but kick the puck with inside of skate blade rather than pushing with hand.	15 minutes 
Game (introduce) <div style="text-align: center;"> <p>x x x¹ * * x² x x</p> <p>↑ ↑</p> </div>	1. Relay from this formation. a. Put dots on ice using spray paint. Place 4-5 feet in front of players as diagrammed. 1. Player X1 carries puck across ice and leaves it on dot and then touches X2. X2 skates out and carries puck across the ice and leaves it on the dot etc. 2. X1 skates out touching left knee at first dot and right knee at second dot. Player touches X2 who repeats crossing the ice. 3. X1 skates forward to the far dot and stops. Then comes backwards to first dot and stops and then crosses the rink and touches X2 who repeats going in the opposite direction.	10 minutes 

LESSON SUMMARY

Successes: _____

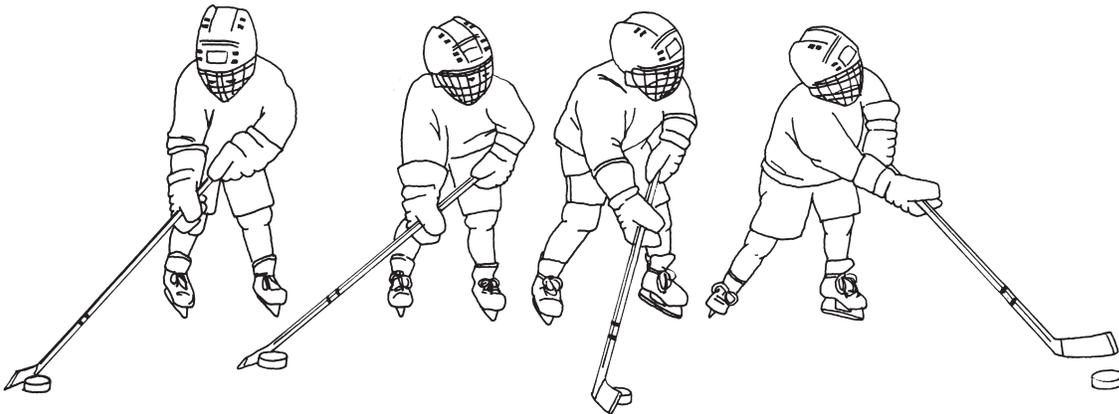
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

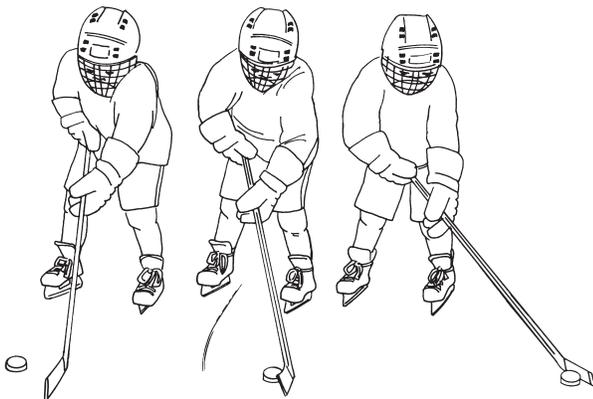
1. Passing — Forehand Sweep Pass.



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

- a. Player is in the normal puckhandling stance.
- b. Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
- c. Stick blade should be at right angles to the target.
- d. Body weight is on the back leg.
- e. Head is up looking at the target, make eye contact with receiver.

2. Receiving a Pass.



- f. Puck is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
- g. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
- h. Follow through low and towards the target.
- i. Be prepared to receive.

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

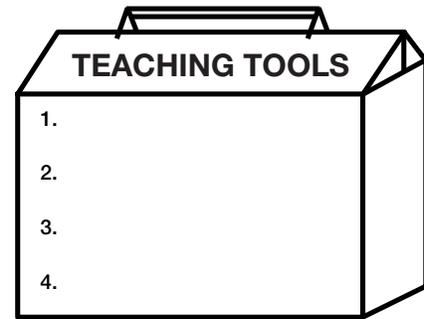
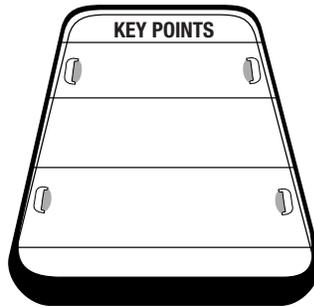
TEACHING TOOLS NEEDED

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

LESSON PLAN A-12



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up	<ol style="list-style-type: none"> 1. Give each player a puck as they step onto the ice. Players practice puck control. 	5 minutes
Agility and Balance (review) 	<ol style="list-style-type: none"> 1. Starting from side boards, the player crosses the rink walking on toes, walking on heels and running. 2. Players face coach and follow stick. Make players move sideways left and right, skate forward, skate backward, drop to knees and get up. 3. Lay two hockey sticks side by side, three feet apart. Players glide through passage on one skate first with left, second with right, third with left, etc. 4. Starting from side boards, the players cross the rink pushing a puck with their hands. 5. Stand facing side boards. Place hands on side boards and push on them while running on the spot. Effort lasts 15-20 seconds and repeat 3-4 times. 	15 minutes
Puckhandling (review) 	<ol style="list-style-type: none"> 1. Players partner off. Face each other approximately six feet apart. Each player has their own puck. Look each other in the eyes and practice stickhandling. Remain stationary. 2. Partners now stand 30 feet apart. X1 skates with puck around X2 and returns to original position. X2 then skates around X1 and returns to position. 3. Players start on side boards with puck. Puck is kicked ahead (three feet) with left skate, pushed ahead (six feet) with free hand, and then stickhandled the rest of the way. Repeat using right skate. 	10 minutes
Forehand pass and receive (introduce)	<ol style="list-style-type: none"> 1. Demonstrate key points for forehand pass. 2. Have players in basic puckhandling stance without pucks. Practice the technique — draw back, pull through, transfer weight, follow through. 3. Have each player stand 18 feet from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low. 4. Review and demonstrate receiving a pass on the forehand. 5. Partner the players off approximately 15-18 feet apart. Practice passing and receiving. 	15 minutes



LESSON PLAN A-12

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

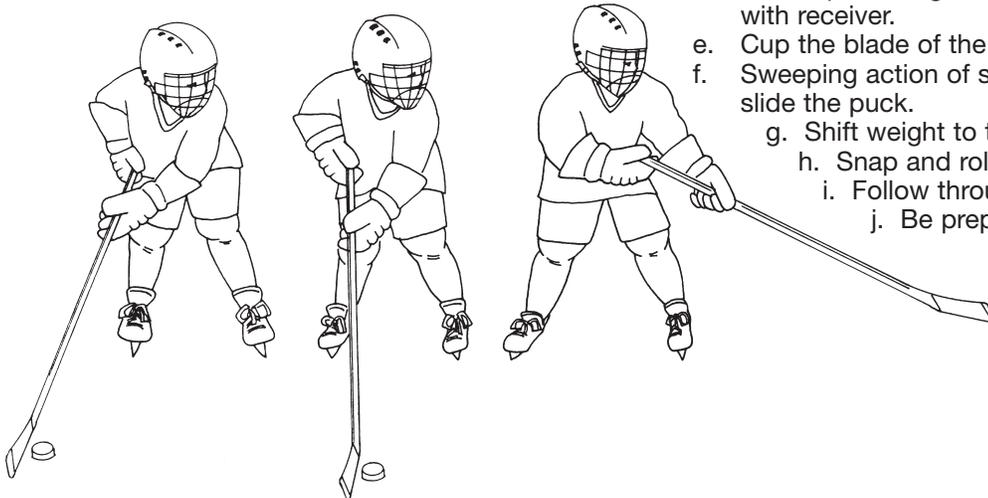


SPECIFIC OBJECTIVES

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

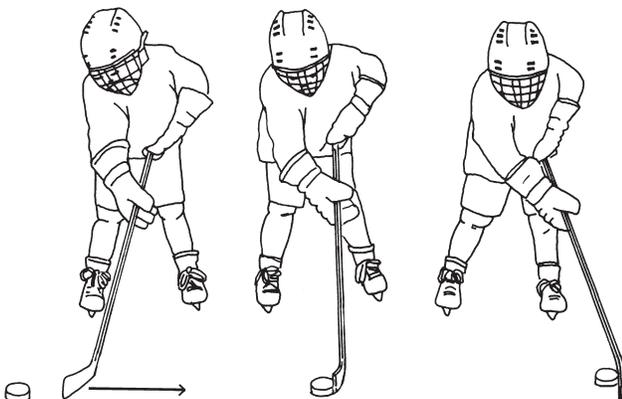
KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Pass.



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

2. Receiving Pass Backhand.



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

TEACHING TOOLS NEEDED

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



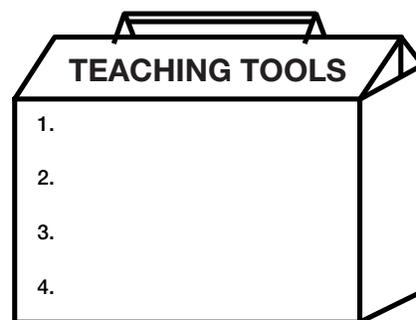
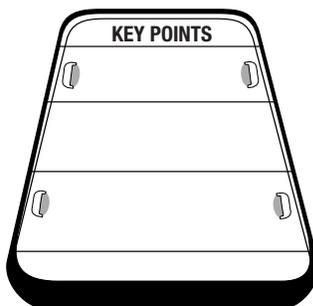
LESSON PLAN A-13

COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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

LESSON PLAN A-13



SKILL	DESCRIPTION	TIME
Game (review)	1. Mini game — across the rink.	5 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

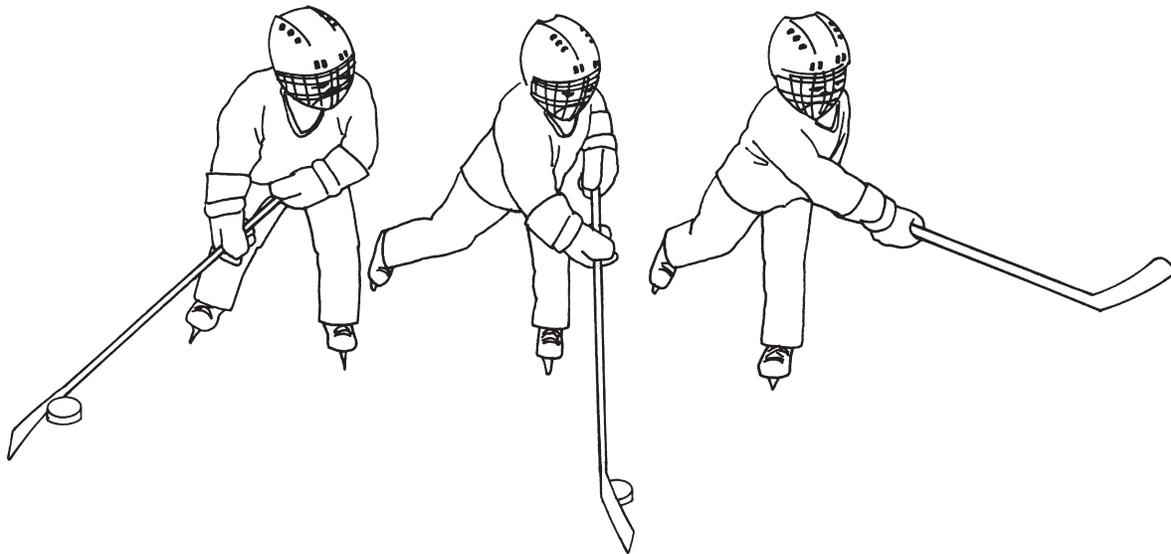


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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



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

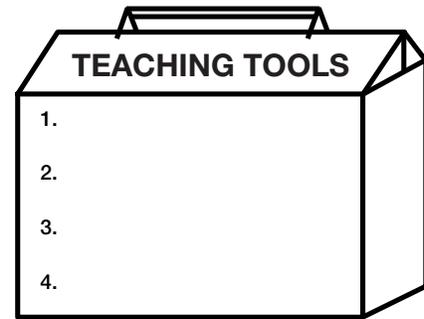
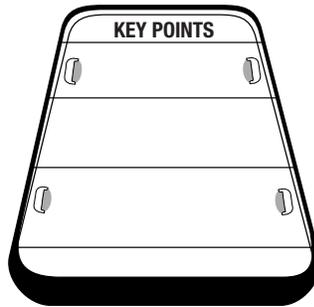
TEACHING TOOLS NEEDED

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

LESSON PLAN A-14



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up	1. As each skater steps onto the ice, they pick up either a puck, a tennis ball, or a ball hockey ball. Skate in any direction on the ice (one minute duration). On the whistle, the player must exchange for another piece of equipment.	5 minutes 
Balance and Agility (review)	1. Stationary a. Fall to knees and get up in basic stance. b. Stomach — knees — to basic stance. c. Back — stomach — knees — to basic stance. 2. Moving across ice a. Touch left knee to ice and then right knee. b. Drop to both knees and up. c. Drop to knees, turn 180 degrees, get up and skate backwards. d. Dive on stomach and get up. 3. Backwards across ice, stop, then return forwards and stop. 4. Lateral movement.	15 minutes 
Forehand and Backhand Passing and Receiving (review)	1. Review and demonstrate. 2. In pairs, 15 feet apart, pass puck back and forth. 3. Do both forehand and backhand.	7 minutes 
Skating and Passing (review)	1. Start at side boards. Player carries puck across ice and passes to spot on boards. Use masking tape to mark spot. 2. Review open ice carry.	7 minutes 
Forehand Sweep Shot (introduce)	1. Review and demonstrate. 2. Players line up about 9-12 feet from boards. a. Go through movements of shooting without any puck or ball. b. Add tennis ball.	12 minutes 



LESSON PLAN A-14

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

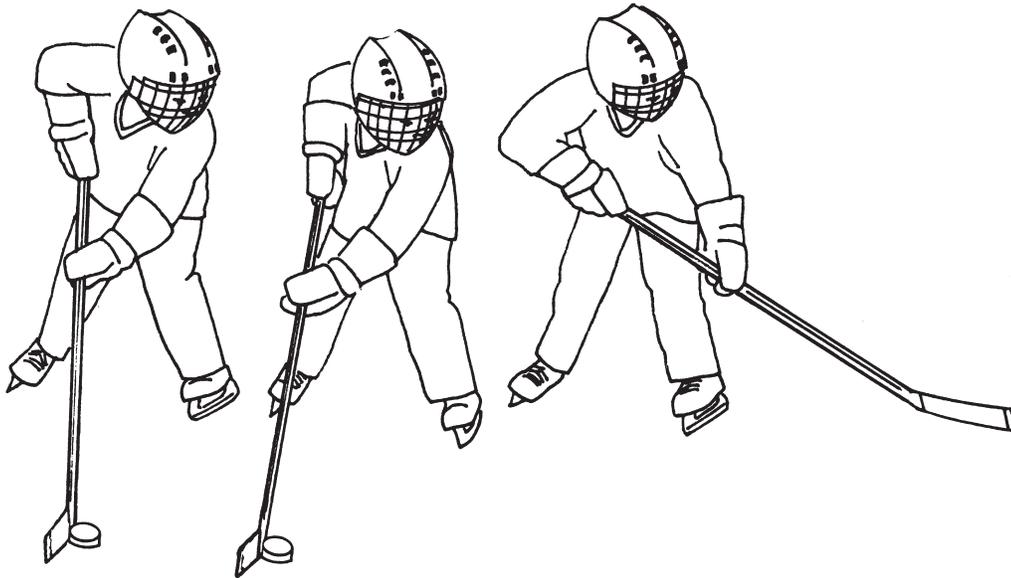


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Shot.



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

TEACHING TOOLS NEEDED

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



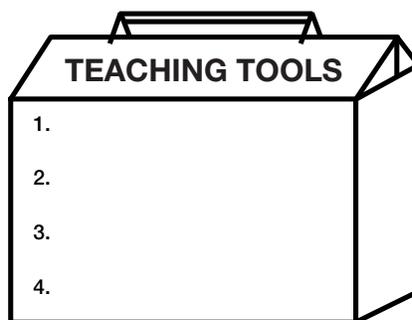
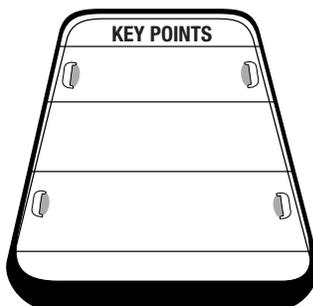
LESSON PLAN A-15

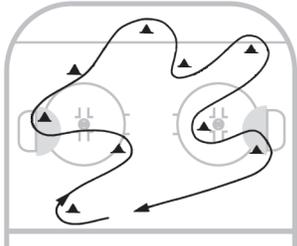
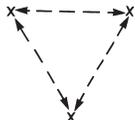
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TEAM: _____

DATE: _____

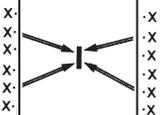
TIME: _____



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

LESSON PLAN A-15



SKILL	DESCRIPTION	TIME
Forehand Sweep Shot (review)	<ol style="list-style-type: none"> 1. Give teaching points and demonstrate. 2. Players with a puck stand stationary about 10-12 feet from boards. Shoot for a spot on the boards. 	7 minutes 
Backhand Sweep Shot (introduce)	<ol style="list-style-type: none"> 1. Give teaching points and demonstrate. 2. Go through movements of shooting without pucks. 3. Add pucks. 	8 minutes 
Skating and Shooting (introduce)	<ol style="list-style-type: none"> 1. Players line up on side boards with pucks. 2. Skate across ice with puck and shoot against opposite boards. 	2 minutes 
Game (introduce) 	<ol style="list-style-type: none"> 1. Players divided into two groups and form two lines 60 feet apart. (Outline with spray paint.) A piece of wood about 16 inches long and 1 inch thick is placed halfway between the two groups. All players have a puck. At the signal the players shoot the pucks at the piece of wood. The team that moves the piece of wood over the opponent's line first is the winner. 2. Players must remain behind their lines at all times. 3. Coach patrols center area in order to pass pucks back to players. 	8 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



LESSON A-16 THROUGH A-20

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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

TEACHING TOOLS NEEDED

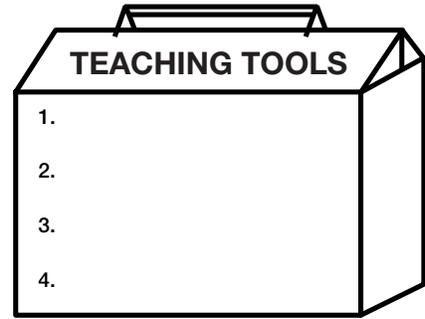
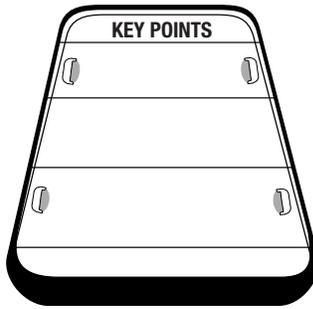
1. Up to each coach
2. Cross-ice rink boards



LESSON PLAN A-16



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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



LESSON PLAN A-16

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN A-17

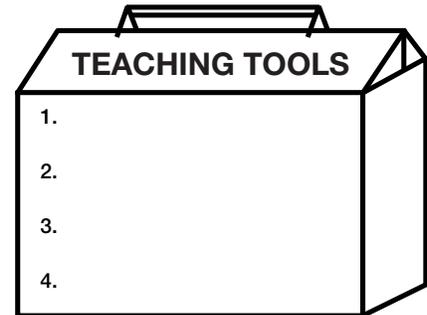
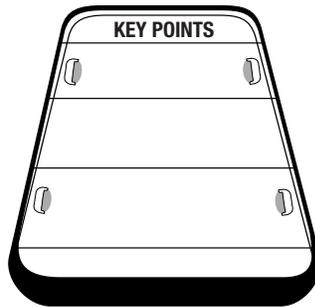


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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



LESSON PLAN A-17

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

LESSON SUMMARY

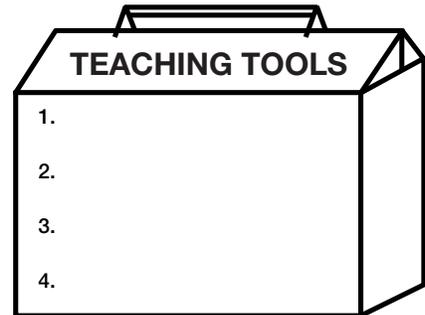
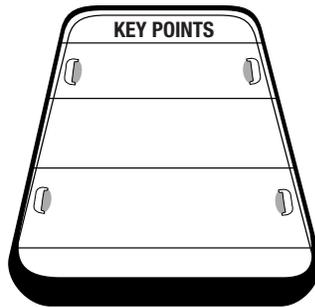
Successes: _____

Areas of Improvement: _____

LESSON PLAN A-18



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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



LESSON PLAN A-18

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

LESSON SUMMARY

Successes: _____

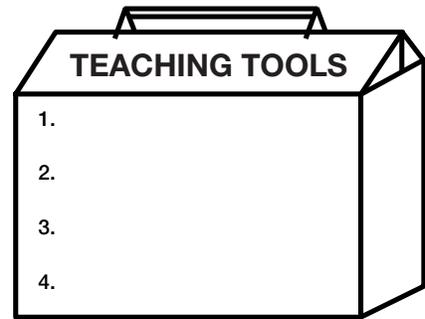
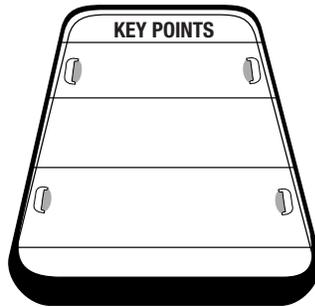
Areas of Improvement: _____



LESSON PLAN A-19



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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



LESSON PLAN A-19

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

LESSON SUMMARY

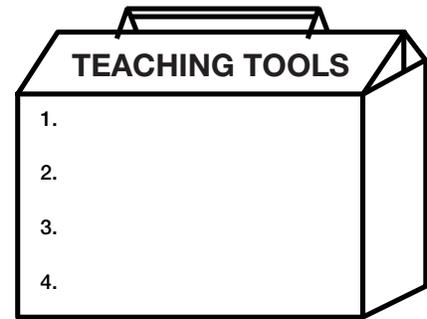
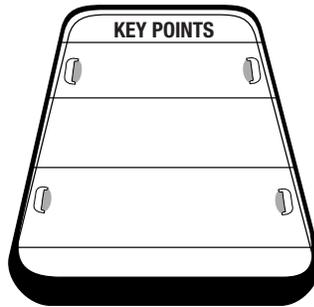
Successes: _____

Areas of Improvement: _____

LESSON PLAN A-20



COACH: _____
TEAM: _____
DATE: _____
TIME: _____



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



LESSON PLAN A-20

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON A



SKILL DEVELOPMENT PROGRAM

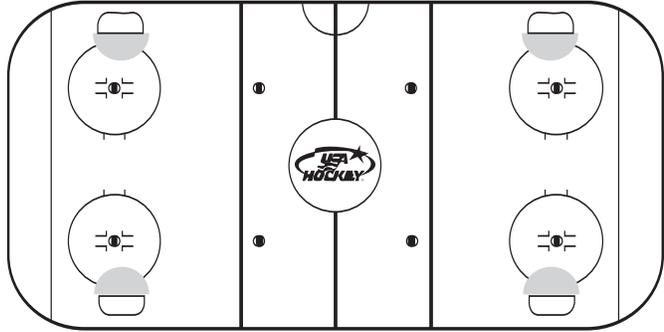
Objective(s):

Skill

1. _____
2. _____
3. _____

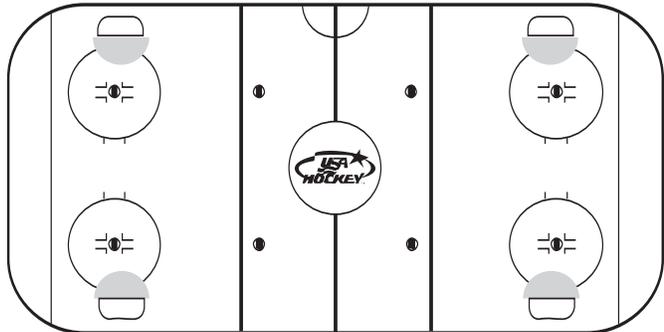
DRILL NAME

KEY POINTS



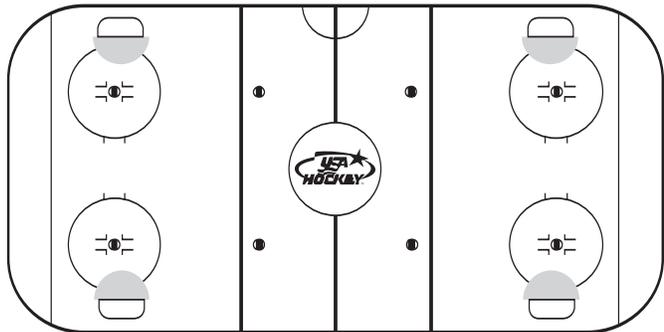
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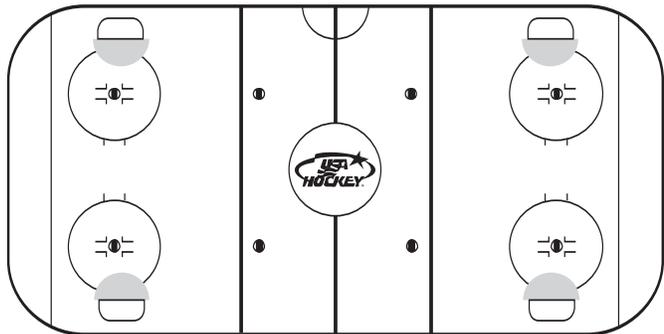
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DRILL NAME

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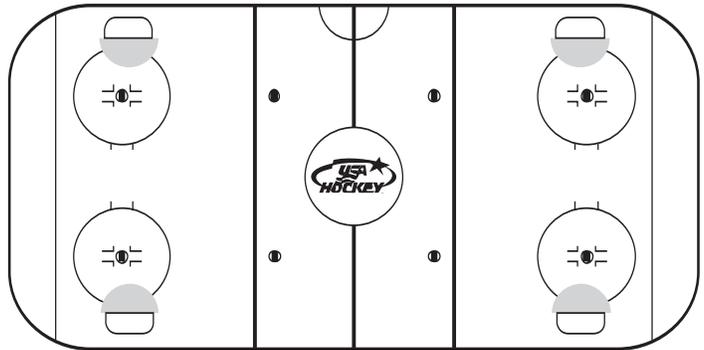
Partnership for Progress



LESSON A

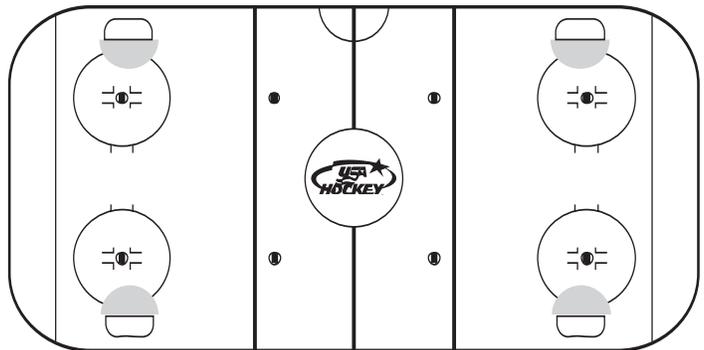
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KEY POINTS



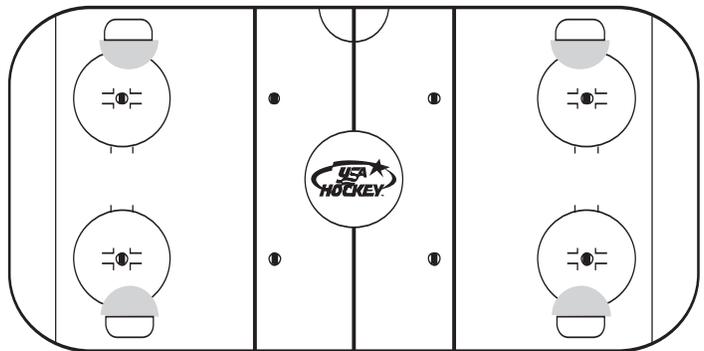
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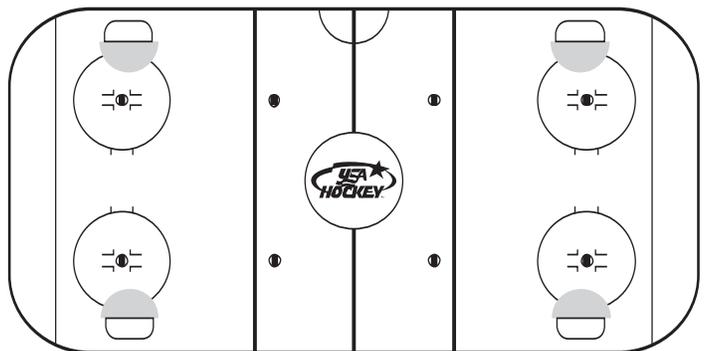
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KEY POINTS



DRILL NAME

KEY POINTS



Partnership for Progress

LESSON A



SKILL DEVELOPMENT PROGRAM

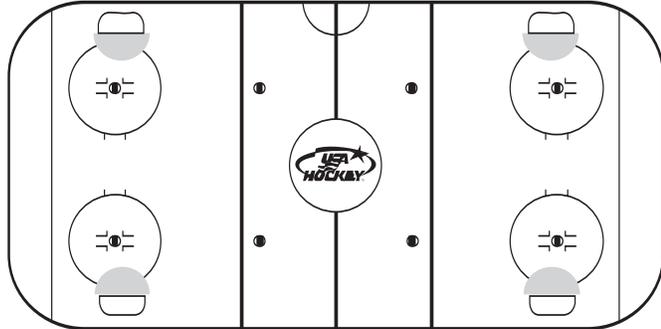
Objective(s):

Skill

1. _____
2. _____
3. _____

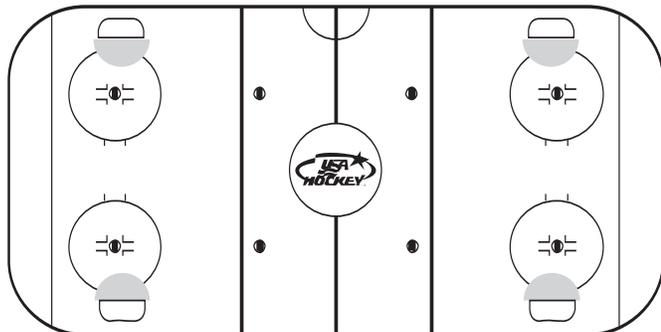
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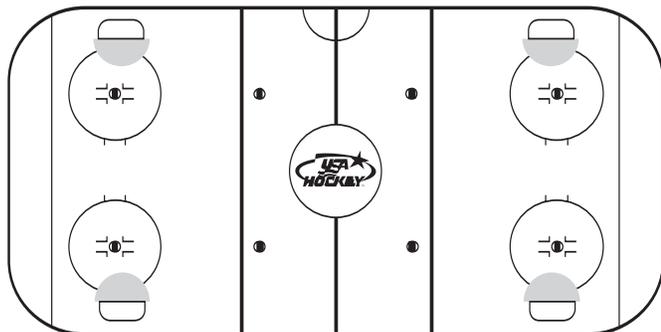
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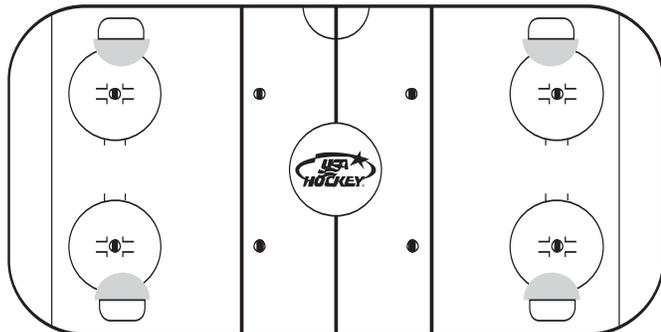
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DRILL NAME

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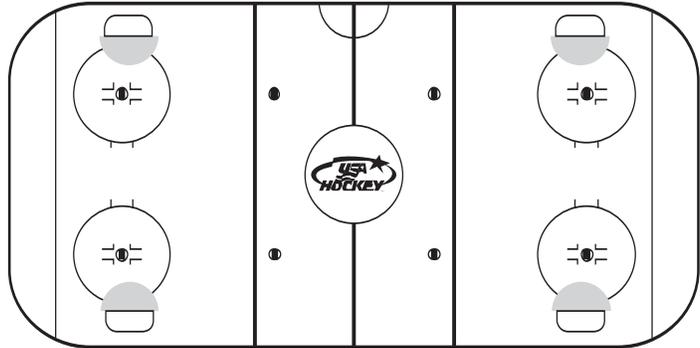
Partnership for Progress



LESSON A

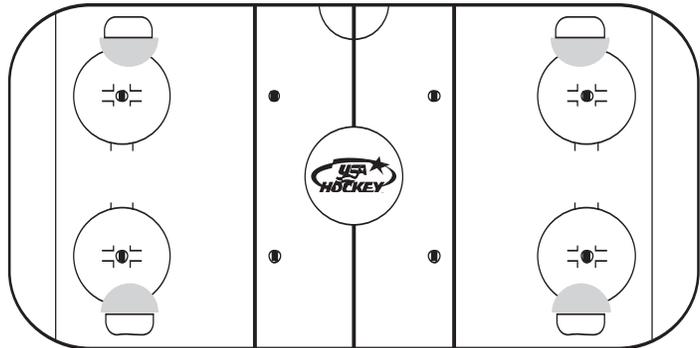
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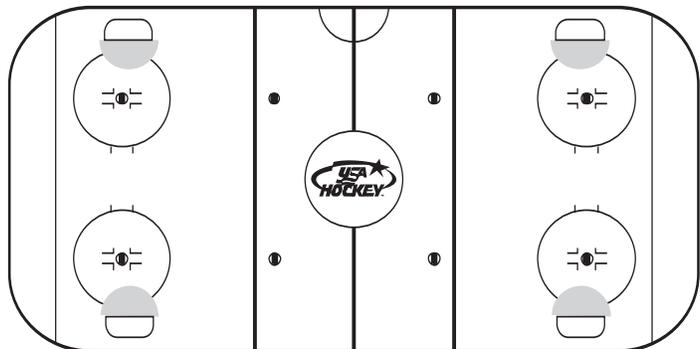
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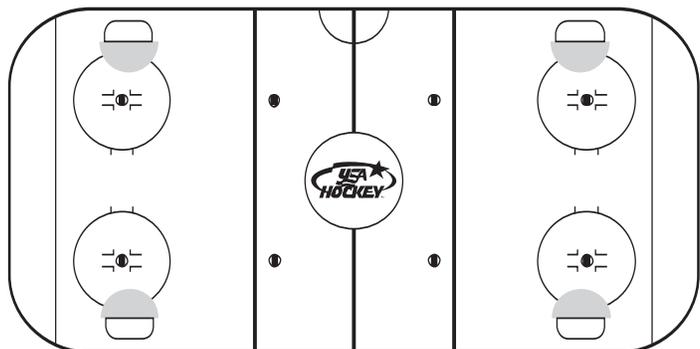
DRILL NAME

KEY POINTS



DRILL NAME

KEY POINTS



Partnership for Progress

LESSON A



Notes



LESSON A

Notes

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LESSON A

Notes



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