

LEVEL 1 – SKILL DEVELOPMENT MANUAL



Lesson Manual B

A Publication Of The USA Hockey Coaching Education Program



The USA Hockey Coaching
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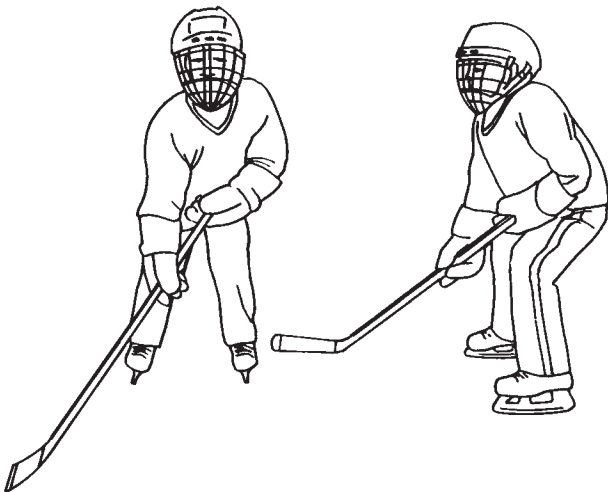


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Proper Stance:



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

2. Gliding on two skates:



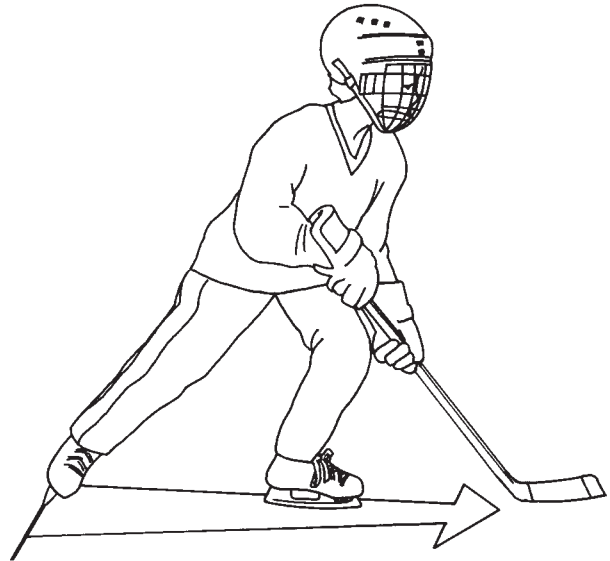
- a. Take a few skating strides to gain momentum.
- b. Assume the basic stance.
- c. Common errors:
 1. Ankles cave inward or outward.
 2. Knees press in towards each other.
 3. Legs are straight.
 4. Body is twisted.
 5. Upper body leans too far forward.
 6. Head is looking down at the ice.
 7. Not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

3. Gliding on one skate:



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

4. Scooting



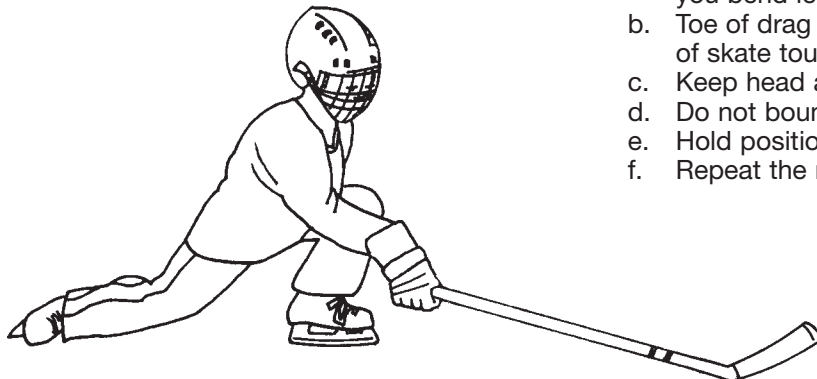
- a. Involves T-push.
- b. Helps to improve pushing power and leg extension.
 1. Place the left skate behind the right skate, forming a T-push with left skate.

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

LESSON B-1



5. Groin Stretch – Warm-up:



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

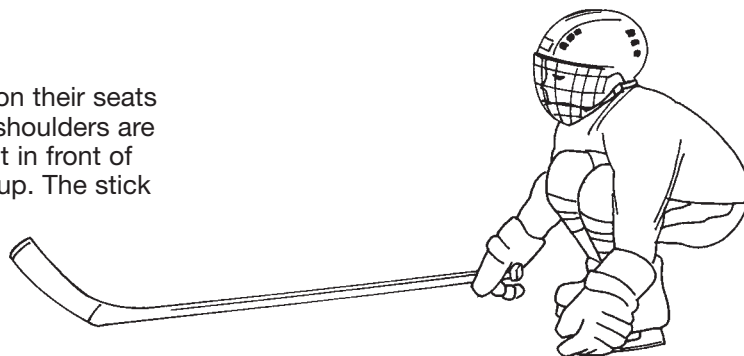
6. Toe Touching – Warm-up:



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

7. Squat – Balance and Agility:

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



8. Stationary Jumping:

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

TEACHING TOOLS NEEDED

- Agility boards
- Lightweight pucks
- Cross-ice rink boards



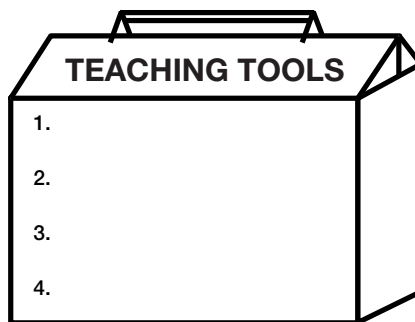
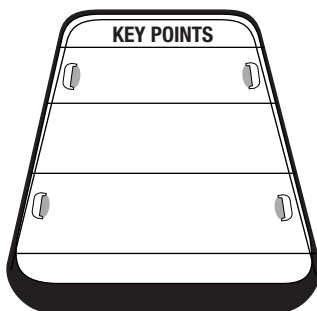
LESSON PLAN B-1




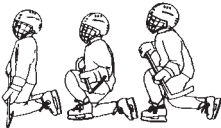





COACH: _____

TEAM: _____

DATE: _____








TIME: _____

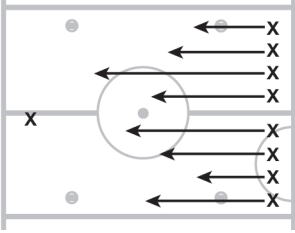



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate in a clockwise and then in a counter-clockwise direction.	3 minutes 
Balance and Agility (review) 	1. Players skate around the outer edge of the ice surface. 2. The players will perform: a. Sit low. b. Reach high. c. Pull knee to chest. d. Jump up. e.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

LESSON PLAN B-1



SKILL	DESCRIPTION	TIME
<p>Gliding on two skates (review)</p> 	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Players line up on side boards. 3. Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat 2-3 times. 4. Players partner up. One player places hands on partner's hips and pushes him across the rink. Player being pushed maintains the basic stance and glides on two skates. 	<p>6 minutes</p> 
<p>Gliding on one skate (review)</p> 	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Line up along side 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 the other skate coming back. c. Do 2-3 times with each skate. 3. Players partner up. One player pushes his partner who glides on two skates. Release partner part way across ice surface. Player then glides on one-skate to far side. Lift other skate 4 inches off ice surface. Return using other skate to glide on. Do 3-4 times each. 4. Partners reverse position. 	<p>8 minutes</p> 
<p>Scooting across ice (review)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Stand along side boards with skates in a "T" position. 3. Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. 4. Repeat push-recovery cycle as fast as possible. 5. Come back scooting with the other leg. 6. Repeat two times with each leg. 	<p>4 minutes</p> 
<p>Scooting on the circles (introduce)</p>	<ol style="list-style-type: none"> 1. Three to four players on each circle. 2. Start by standing on two feet with your feet together. 3. Bend at the knees and push the outside leg to the side. 4. Press down and out to the side with your outside skate. 5. Your outside skate will glide back to the original position when you straighten up. 6. Repeat going in both directions. 7. Return skate quickly after you fully extend your leg. 	<p>8 minutes</p> 

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

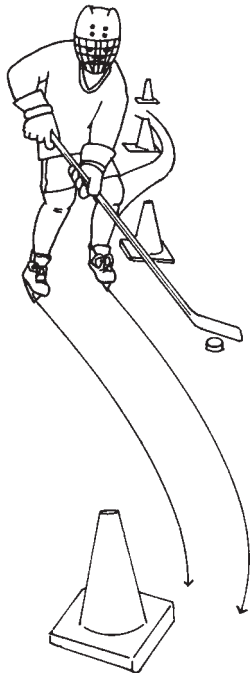


SPECIFIC OBJECTIVES

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

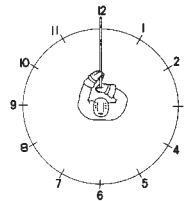
KEY INSTRUCTIONAL POINTS

1. Glide Turns



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

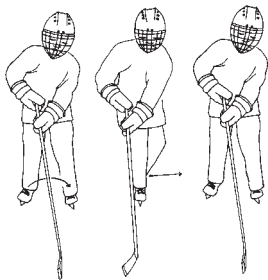
2. One o'clock – Eleven O'clock Stops:



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

3. Sideways Movement – Review.

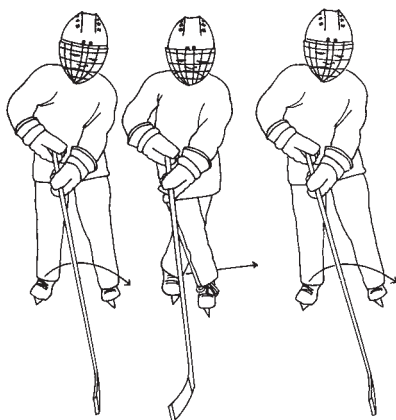
- Players start from basic stance.
- The body moves at right angles to the direction in which the player is facing. Keep shoulders straight ahead.
- Steps must be taken flat-footed.
- Keep the stick out in front of you.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.



f. Progression:

- Put the right skate in front of left skate.
- Take the left skate from behind the right skate and place it back in the normal stance position.
- Repeat steps 1. and 2. as many times as required.

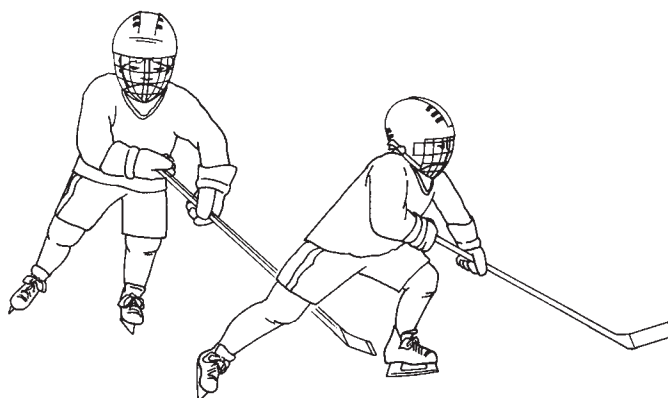
4. Sideways Movement:



- Same steps as Key Instruction Point Number 3 (a) through (e):
- Step (f) progression is changed slightly:
 - Put the right skate over the left skate, leading with the heel of the right skate over the toes of the left skate. Place the blade of right skate outside the left skate. Your legs are now crossed.
 - Take the left skate around behind the right skate and place it back in the normal stance position.
 - Repeat 1. and 2. as many times as required.
 - Practice both to the left and to the right.

5. Push and Glide:

- Skating is a series of push and glide movements with alternate legs. The player gathers himself/herself while gliding to prepare for going immediately into another stride with the opposite foot. Power is developed by taking fast, short strides. As speed increases, longer and less frequent strides may be taken to maintain speed.



- Rotate toe of driving leg outward (35 to 40 degrees).
- Push the skate down to the side and back, pressing the blade into the ice.
- To maximize the push, use the whole pushing leg from hip to toe. Extend the leg as far as possible. Final push is given by the toe of the skate.
- When the stride is finished, the weight is transferred to the forward foot and the pushing foot comes slightly off of the ice.
- Bring the driving leg forward after full extension and place it close to the gliding leg. Keep it close to ice on recovery.
- You are now ready to start the next stride with the opposite foot.

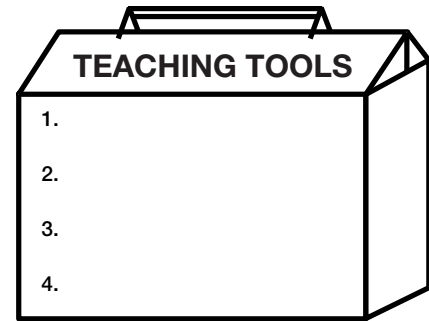
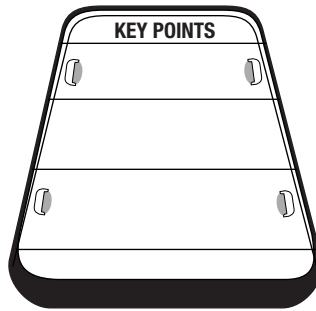
TEACHING TOOLS NEEDED

- Pylons
- Cross-ice rink boards






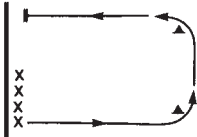



LESSON PLAN B-2



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





SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate in a counter-clockwise direction. 	2 minutes
Balance and Agility (review) 	<ol style="list-style-type: none"> 1. Walk across the ice, using a high knee lift. 2. Walk across ice, using rear part of blade. 3. Glide across ice on one skate, extending other leg back. 4. Skate across ice, fall to knees and get up while moving. 5. From T-push position, push with left leg, glide forward on right skate to count of '4'. At count of '4', bring left skate forward and execute an eleven o'clock stop. Repeat with other leg and execute a one o'clock stop. 6. Repeat several times. 	12 minutes
Scooting the circles (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Three to four players on each circle. 3. Start by standing on two feet with feet together. 4. Push the outside leg to the side while keeping the knee of your inside leg flexed. 5. Press down and out to the side with your outside skate. 6. Your outside skate will glide back to the original position when you straighten up. 7. Repeat steps 4. to 6. rapidly. 8. Repeat going in opposite direction. 	5 minutes
Stopping one o'clock, eleven o'clock (review)	<ol style="list-style-type: none"> 1. Players start on side boards. 2. Skate across rink and perform a one o'clock stop. Return performing an eleven o'clock stop. Repeat 2-3 times. 3. Players skate across rink and must stop when signal is given. Do not stop too close to boards. 	3 minutes
Glide turns – two feet (review) 	<ol style="list-style-type: none"> 1. Review key points. 2. A slalom course of 3-4 pylons is set up in a zig-zag pattern. The skater takes five or six strides to gain momentum and then glides on two skates, while navigating the course. 3. At last pylon the player will return to end of line and perform a stop. 	5 minutes

SKILL	DESCRIPTION	TIME
<p>Fun Time, Ride the broom (introduce)</p> 	<ol style="list-style-type: none"> 1. Player skates fast, then holding the top of the stick with both hands, the skater puts it between the legs and sits on the shaft. Then coasts with the heel of the stick sliding on the ice. Repeat across ice 2-3 times. 2. Same as 1, but have players turn themselves in a zig-zag motion by twisting the handle. 3. Same as 1, but try to turn from frontward to backwards. 	<p>5 minutes</p> 
<p>Sideways Movement (review)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Have players line up along boards facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's six feet and number 3's three feet. 3. Players get into basic stance and try: <ol style="list-style-type: none"> a. Two side steps to the left and two to the right, b. Three steps in each direction, c. Four steps in each direction. 	<p>4 minutes</p> 
<p>Sideways Movement (review)</p>	<ol style="list-style-type: none"> 1. Review key points – new way. 2. Repeat drills 3 a., b. and c. above. 	<p>4 minutes</p> 
<p>Glide turn – two skates (review)</p> 	<ol style="list-style-type: none"> 1. Players line up along side boards. 2. On signal, the first player skates forward 15-18 feet and starts gliding on two skates. 3. When they come to the pylon they must turn part way around it, and proceed to the second pylon. They continue around the second pylon and then skate to side boards and perform a one o'clock or eleven o'clock stop. 4. Perform in both directions. 5. Second player goes when first player reaches the first pylon. 	<p>5 minutes</p> 
<p>Push and Glide (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Starting at side boards the player uses alternate left and right thrust and glide sequences to cross ice. 3. Use a count of "Push 2 - 3 - 4", "Push 2 - 3 - 4", etc. 4. Perform a stop at far side. 5. Repeat several times. 	<p>7 minutes</p> 

LESSON PLAN B-2



SKILL	DESCRIPTION	TIME
<p>Game Time</p> 	<ol style="list-style-type: none"> 1. Relay: <ol style="list-style-type: none"> a. Divide group into even teams. b. Players start on both knees. They must get up and skate across rink performing a two foot glide around pylon and then return to team. Players must stop and touch the next player before he can go. c. Do one with glide turn to left and one with glide turn to right. 	<p>8 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

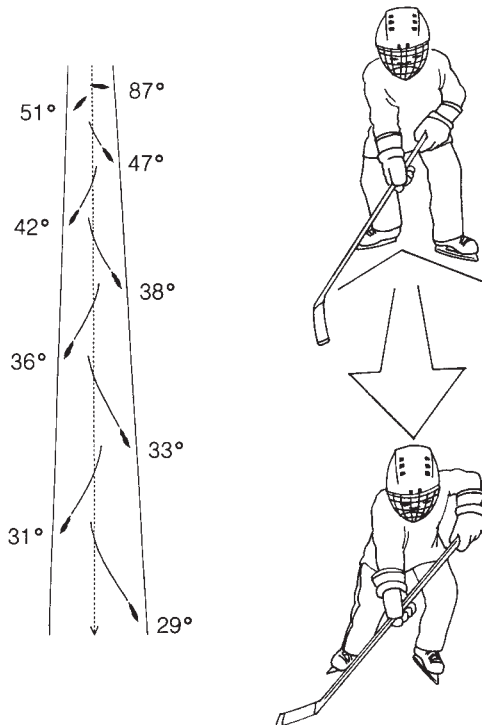


SPECIFIC OBJECTIVES

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

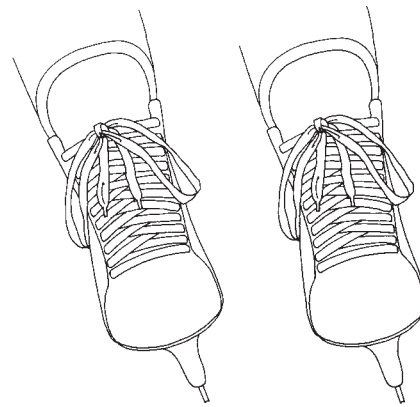
KEY INSTRUCTIONAL POINTS

1. Front Start:



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

2. Edge Control:



- a. Players must be able to utilize both inside and outside edges of both skates. In drawing, player is on right outside edge, and left inside edge.

TEACHING TOOLS NEEDED

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

LESSON PLAN B-3

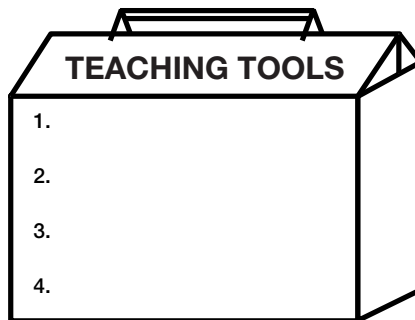
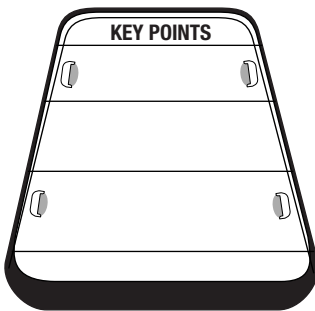


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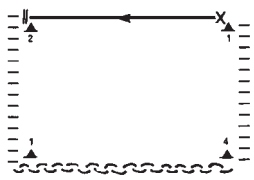

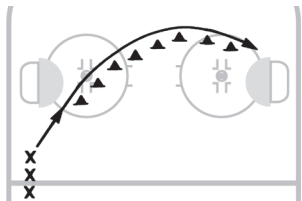

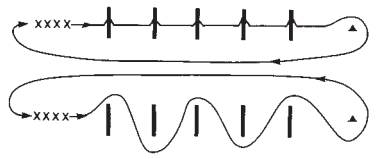

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate in a clockwise direction. Practice the thrust and glide action of the last lesson. Remember “Push 2 - 3 - 4”, “Push 2 - 3 -4”, etc. 	3 minutes
Balance and Agility (review) 	<ol style="list-style-type: none"> 1. Take 2-3 strides to gain momentum and then stretch the groin. Do with both legs. 2. Take 2-3 strides to gain momentum and then touch your toes. 3. Skate across ice touching the right knee to the ice at center. Return touching the left knee. Repeat 2-3 times. 4. Skate across the ice touching first the right knee and then the left knee to the ice before reaching the other side. Repeat 3-4 times. 5. Skate across the rink. At the center execute a 360 degree turn while moving (forward to forward). Repeat 3-4 times. 6. Run across the ice on your skates. Repeat 3-4 times. 7. Players partner off. One player will pull his partner, using two hockey sticks. The lead player holds the sticks by the blades. Blade down for safety. Each player will do one width of: <ol style="list-style-type: none"> a. Two foot glide in basic stance. b. One foot glide, one on left and one on right. c. Offering slight resistance by snowplowing once with right skate and once with left skate. 	15 minutes
Push and Glide Stopping (review)	<ol style="list-style-type: none"> 1. Use pylons or spray paint to make a stride and glide course. Indicate at which spot they must stride and how far they must glide. Use a one-foot stop at the end of the course. 	5 minutes
Front Start (introduce) 	<ol style="list-style-type: none"> 1. Stationary practice. Players in basic stance. On signal they practice opening skates into a “V” position by toeing outward. Try to open as far as possible. 2. Repeat 1., but players open up and take four running strides. Repeat 5-6 times. 3. Repeat 2., but players continue across the rink, concentrating on thrust and glide. Stop at other side. Repeat 5-6 times. 	8 minutes

SKILL	DESCRIPTION	TIME
<p>Fun Time 1. Abdominal and leg strength 2. Use of skate blades 3. Getting up from ice (review)</p> 	<ol style="list-style-type: none"> 1. Change positions as fast as possible. Lie on back; on your front; stand up, skate 12 feet forward, skate 12 feet backwards; hop sideways to left three times; to right three times; lie on your stomach; up to your knees. 2. 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. 3. 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. 	<p>8 minutes</p> 
<p>Lateral Movement (review)</p> 	<ol style="list-style-type: none"> 1. Set up a course using four pylons 18 feet apart. 2. Players execute a front start at pylon number 1 and skate to pylon number 2 where they stop. 3. From pylon number 2 to pylon number 3 they do lateral crossovers. 4. They skate backward from pylon number 3 to pylon number 4 and stop. 5. Do lateral crossovers from pylon 4 to pylon 1. Repeat. 	<p>5 minutes</p> 
<p>Edge Control (introduce)</p> 	<ol style="list-style-type: none"> 1. Arrange pylons as shown or use spray paint to indicate the path to follow. 2. Players take 4-5 strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting right skate down. 3. They will return again on the left skate (outside edge). 4. Repeat whole exercise using right skate. 5. Repeat 4-5 times with each skate. 	<p>8 minutes</p> 
<p>Game Time</p> 	<ol style="list-style-type: none"> 1. Arrange agility boards and pylons as shown. 2. Players step over the agility boards, skate toward and around the pylon, and back, to touch the waiting skater. 3. Same formation, but player skates around the agility boards, skates toward and around the pylon, and back, to touch the waiting skater. 	<p>8 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

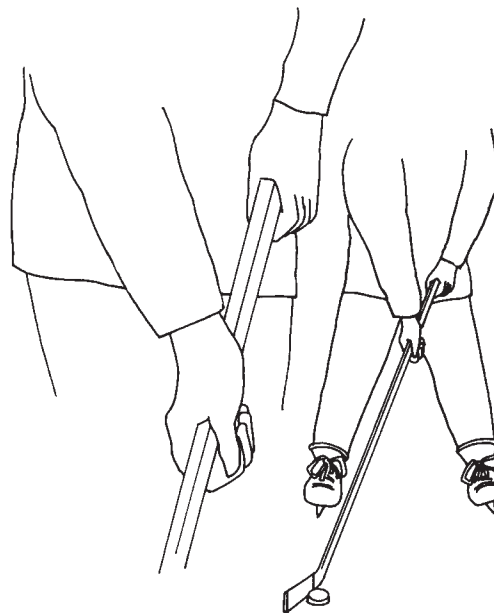
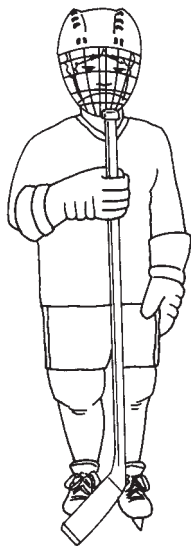
KEY INSTRUCTIONAL POINTS

1. Puckhandling Stance:

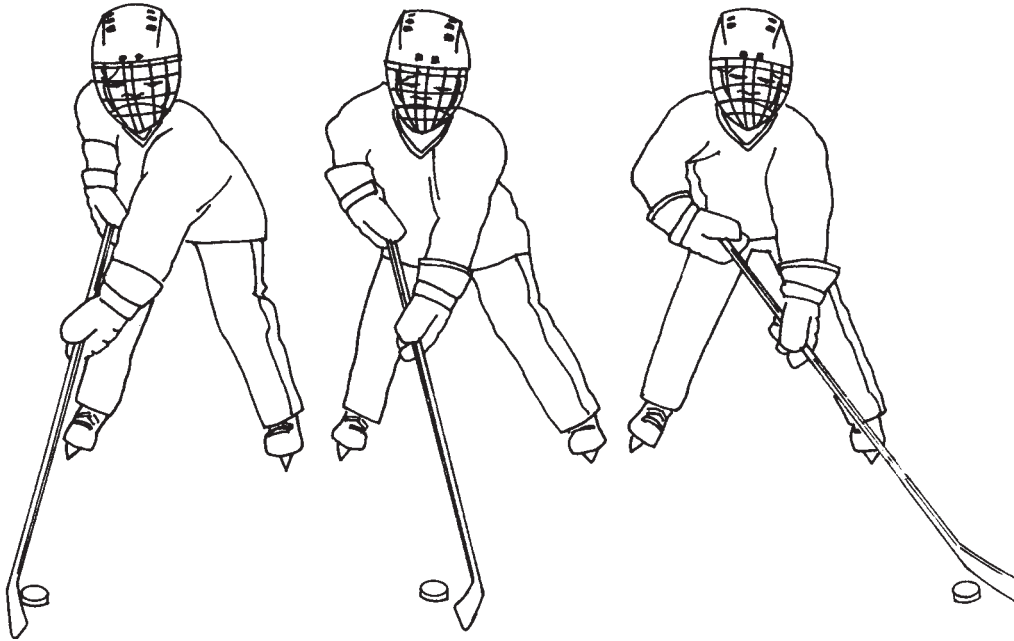
- a. Stick length: When on skates, the stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should have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

The grip:

1. The top hand must be right at the end of the stick.
2. The lower hand should be 8-12 inches down the shaft.
3. The "V" formed by the thumb and forefinger should be pointing straight up the shaft.
4. 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. Pylons
2. Lightweight pucks
3. Cross-ice rink boards



LESSON PLAN B-4

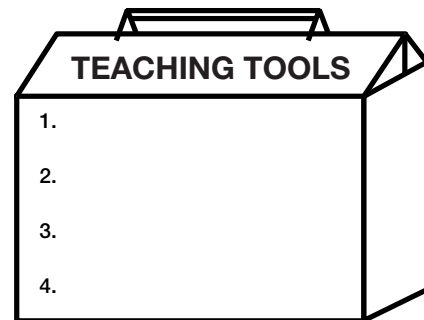
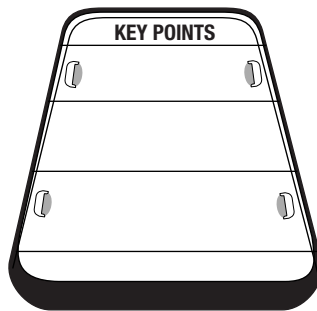


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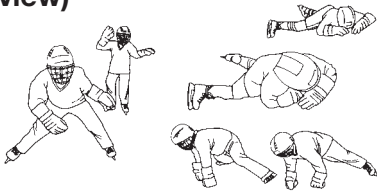

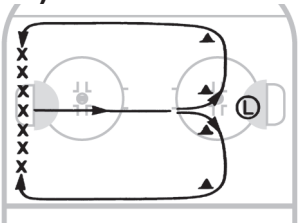

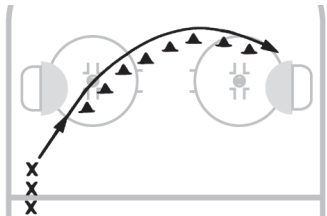



TEAM: _____

DATE: _____

TIME: _____




SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Give each player a puck. Skate to an open space anywhere on the ice and practice controlling the puck. 	4 minutes
Balance and Agility On all of these drills the players perform a one o'clock or eleven o'clock stop at the side boards (review) 	<ol style="list-style-type: none"> 1. Starting from the side boards, the players cross the rink pushing a puck with their hands. Repeat 3-4 times. 2. Take 3-4 strides and then stretch the groin. Repeat coming back with the other leg. Do twice with each leg. 3. Take 3-4 strides and then touch your toes. Repeat coming back. 4. Take 3-4 strides and then pull your knee to your chest. Come back using other knee. Repeat twice with each knee. 5. Take 3-4 strides and start gliding. Squat down and touch heels with your hands. 6. Start in the basic stance. Skates must stay on the ice at all times. Cross ice by pointing toes out to spread legs wide and pointing toes to pull legs together. 	12 minutes
Sideways Movement (review)	<ol style="list-style-type: none"> 1. Players stand by side boards facing the end. Players begin by being in the basic stance. They cross the rink using lateral crossovers. Repeat four times. 	4 minutes
Push and Glide (review) 	<ol style="list-style-type: none"> 1. Players stand along side boards. On a signal, they perform a running start (4-5 strides) and then concentrate on the push and glide. Stop at other side. Repeat 3-4 times. 2. Pylons placed 18 feet out from boards. On a signal the players skate slowly to the pylons and then accelerate rapidly across the rink. Stop at other side. 	4 minutes
Scouting the circles (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Four or five players on each circle. 3. Player pumps with outside leg once and glides to count of "4". 4. Skater pumps as hard as possible again and then glides again. 5. Repeat for one minute and then do again in the other direction. 	4 minutes

SKILL	DESCRIPTION	TIME
<p>Fun Time Hand-foot coordination, shoulder development, arm strength (review)</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 the ice. b. Inch along the ice like a worm. c. Walk like a seal, using arms only. 	<p>5 minutes</p> 
<p>Glide Turns (review)</p> 	<ol style="list-style-type: none"> 1. Set up a course as indicated. 2. The player skates towards the coach. When the player is within nine feet, the coach indicates with the hand whether the player is to pass on the right or left side. The player then executes a glide turn around each pylon. 	<p>5 minutes</p> 
<p>Edge Control (review)</p> 	<ol style="list-style-type: none"> 1. Arrange pylons as shown or use spray paint to indicate the path to follow. 2. Players take 4-5 strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting the right skate down. 3. Then return again on the left skate (outside edge). 4. Repeat whole exercise using the right skate. 5. Repeat twice with each skate. 	<p>4 minutes</p> 
<p>Puckhandling Stance (review)</p>	<ol style="list-style-type: none"> 1. Demonstrate and point out key points of stance. 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 inch above the puck. Have them roll their wrists so that the top of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. 	<p>3 minutes</p> 
<p>Stationary Puckhandling (review)</p>	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Have players move puck from side to side out in front of the body. As puck is moved to the left, shift weight onto the left leg. As puck is moved to the right, shift weight onto right leg. 3. Move stick out to the side and move puck forward to backward. 4. Repeat 3. on the other side of body. 5. Move puck diagonally in front of body. 	<p>7 minutes</p> 

LESSON PLAN B-4



SKILL	DESCRIPTION	TIME
<p>Game Time Relay (introduce)</p> <p style="text-align: center;"> $x \overset{3}{x} \overset{1}{x}$ * * $\overset{2}{x} \overset{4}{x} x$ </p>	<ol style="list-style-type: none"> 1. Shuttle formation. Put dots on the ice using spray paint. Place three feet in front of players. <ol style="list-style-type: none"> a. On signal player-1 executes a forward running start and skates across the ice surface stopping on the dot. Player-1 then touches player-2 who does the same going back. Each player does this twice. b. The same format as in a., but players must touch left knee to the ice in one direction and the right knee in the other direction. 2. Teams all on one side. A pylon is placed 60 feet out. On signal, first player from each team skates toward the pylon and executes a glide turn to the left. He returns to the team and stops before touching the next player. Also do with tight turn to the right. 	<p>8 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

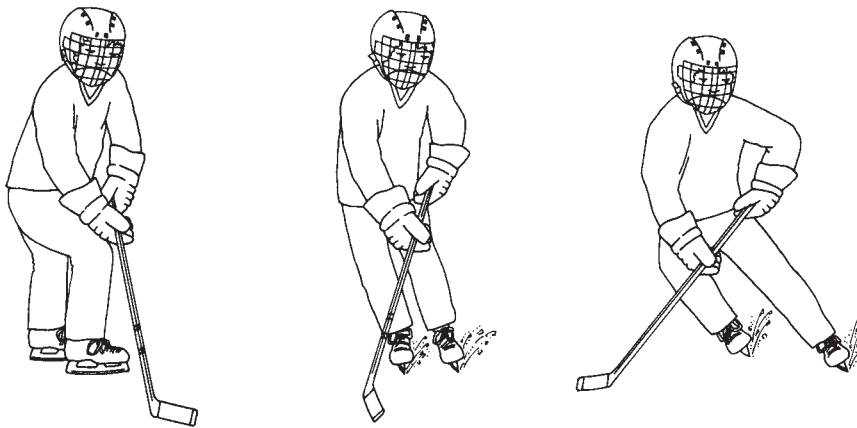


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Two-foot Stop:



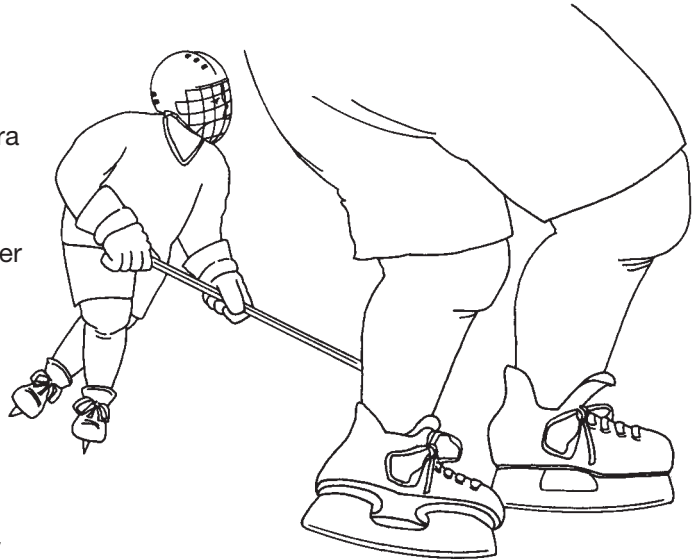
- a. Will stop more quickly than a one o'clock or eleven o'clock stop.
 1. Glide on both skates as you approach the stopping point.
 2. Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
 3. Must turn sideways to the direction of travel, by turning the body to a right angle to the direction of motion. Turn initially to just the strong side.
 4. Begin the stop by turning the shoulders first with the hips and legs following.
 5. Turning the hips swings the outside leg into braking position. The inside leg acts as a pivot while turning into a braking position. Skates are shoulder width apart with the inside skate slightly ahead of the outside skate. The weight is equally distributed on both skates.
 6. Extend the legs vigorously while exerting pressure on the front part of the blades. We are using the inside edge of the outside skate and the outside edge of the inside skate, especially the inside edge of the lead skate.
 7. Keep head and shoulders straight.
 8. Keep two hands on the stick.

LESSON B-5



2. Crossover Pumping:

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



3. Skating with puck:

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

TEACHING TOOLS NEEDED

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



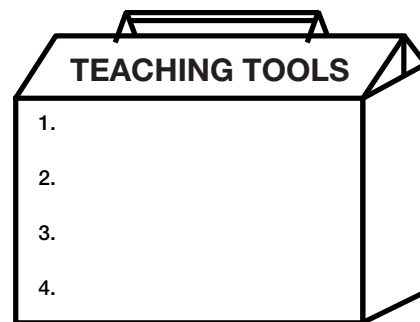
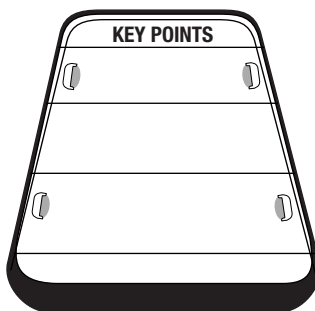
LESSON PLAN B-5

COACH: _____

TEAM: _____

DATE: _____








TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. Each player is given a puck. They skate in a counter-clockwise direction, practicing their puckhandling skills. They must control the puck going across the ice using the skates. Turn the toe out and kick the puck three feet. Alternate skates as you go.	4 minutes
Balance and Agility (review) 	1. Players line up on boards. Take 3-4 strides and continue across the ice by: a. Gliding on two skates in a squat position. b. Gliding on one skate in a zig-zag motion going from the outside to the inside edge. Do on both skates twice. 2. Execute a front start (4-5 running strides) and skate across to a pylon. Perform a tight turn around the pylon and return to original position. Repeat turning in the opposite direction. 3. Use agility boards and a pylon as outlined below. a. Have players jump over the agility boards and go around the pylon. b. Have players weave through the agility boards and go around the pylon.	15 minutes
Edge Control (review) 	1. Players partner up. One player will pull his partner using two hockey sticks. Lead player holds the sticks by the blades, pointing down. 2. Player being pulled, glides on one skate and wobbles, transferring the weight back and forth from inside edge to outside edge. 3. Repeat coming back with the other leg. 4. Partners switch positions and repeat. 5. Repeat so each player does repetition twice.	5 minutes
Puckhandling Stance and Stationary Puckhandling (review)	1. Review and demonstrate key point. 2. Each player has a puck and follows the coach's movements. Move puck out in front of the body from side to side. Move puck at side of body from front to back. 3. Have players repeat movements in 2. but also call out number of fingers the coach is holding up. 4. Coach skates slowly backwards and players skate slowly forward, moving puck from side to side. Try to keep heads up.	5 minutes

LESSON PLAN B-5



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

LESSON SUMMARY

Successes: _____

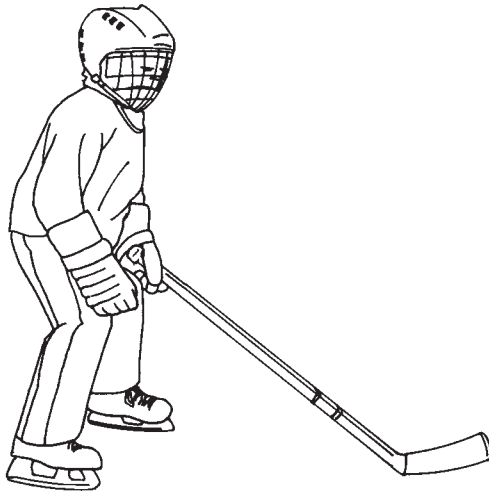
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

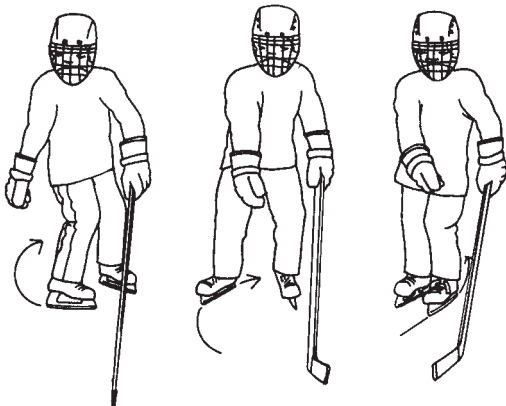
KEY INSTRUCTIONAL POINTS

1. Backward Stance:



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

2. Backward C-cut:

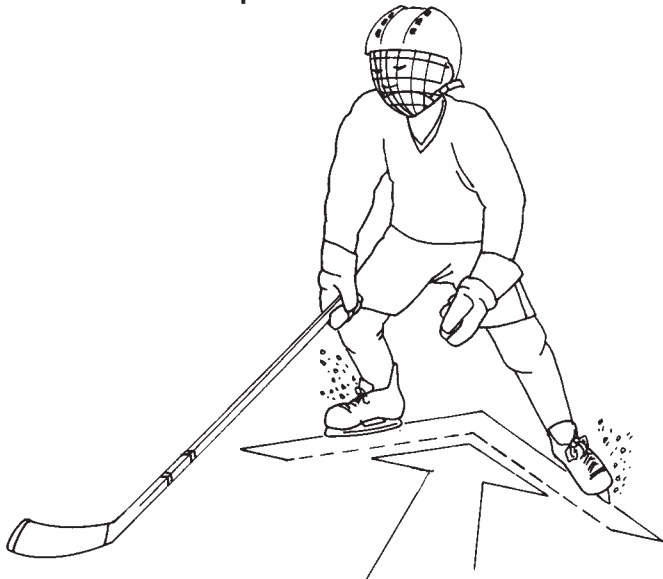


- a. Start from basic stance.
- b. Turn heel of right skate (driving leg) outward as far as possible. Rotation of leg at the hip also takes place inward.
- c. From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade.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

LESSON B-6



3. Backward V-stop:



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

4. Reversing Directions:



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

TEACHING TOOLS NEEDED

- Agility boards
- Pylons
- Tennis balls
- Rope 15-18 feet long
- Can of spray paint
- Cross-ice rink boards



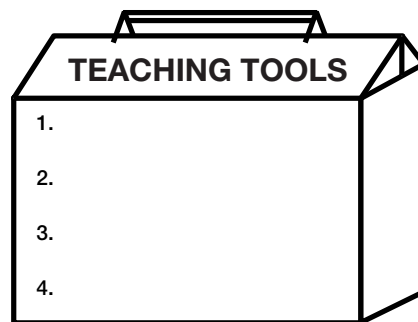
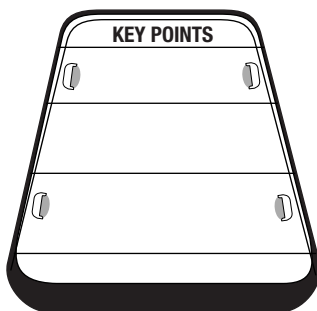
LESSON PLAN B-6


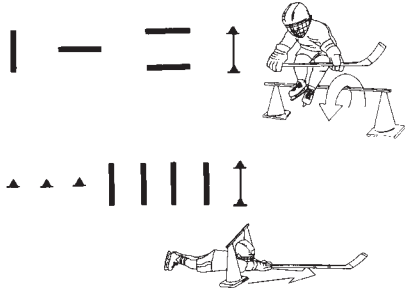

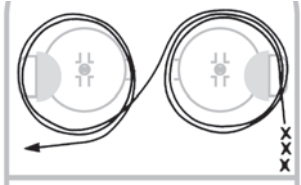


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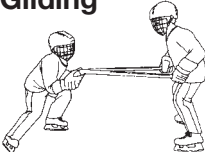






TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate freely executing two-foot stops to the left and to the right side.	4 minutes 
Balance and Agility Station Activities 5 minutes per station (review) 	1. Station 1: a. Arrange agility boards and pylons as indicated. 1. Players jump over first board, spread their skates at second board, go between third and jump over the stick at the end. Return to original position and execute a two-foot stop. 2. Station 2: a. Arrange agility board and pylons as indicated below. 1. Players go through the pylons in slalom style, jump over the agility boards, and slide under the stick on the pylons. Get up and return to the original position. Execute a two-foot stop. 3. Station 3: a. Give each player a tennis ball to perform the following: 1. Bounce ball off ice, turn 360 degrees going from left to right. Catch ball on way down. 2. Repeat turning to the right. 3. Pair off and stand six feet apart facing your partner. On signal both partners bounce their ball and then skate across and try to catch partner's ball.	15 minutes 
Crossover Pumping (review) 	1. Use end face off circles or make two circles with spray paint or pylons. 2. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times). 3. Send 3-4 players at a time.	5 minutes 
Skating with puck (review)	1. Players line up along side boards. On signal the players stickhandle across the width of the rink. Remind players about only glancing at the puck and then looking up.	5 minutes 

LESSON PLAN B-6



SKILL	DESCRIPTION	TIME
Reversing Directions – two-foot stop to T-push (introduce) 	<ol style="list-style-type: none"> 1. Players start on side boards. 2. On a signal the players execute a front start and skate to opposite side. 3. Players execute a two-foot stop six feet from the boards. 4. To get started in the other direction they will use a T-push. 5. Do this in a sequence of three widths of the rink. 6. Repeat three times. 	7 minutes 
Backward Stance Backward Gliding (review) 	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Players partner off. 3. Push partner backwards using two hockey sticks. Player being pushed assumes basic stance and glides on two skates. 4. Switch positions to come back. 5. Repeat 2-3 times. 	5 minutes 
C-cut (review) 	<ol style="list-style-type: none"> 1. Players start along side boards. 2. On signal they initiate backward movement using a C-cut. Continue across rink using only left skate. Come back using only right skate. Repeat 2-3 times. 3. Same as 2. but cross ice by pushing and recovering first with one skate and then with the other skate. Repeat several times. 	7 minutes 
Backward V-stop (review) 	<ol style="list-style-type: none"> 1. Players partner off. Push partner backwards with one hockey stick held at chest level. Player going backward practices turning toes out and leaning forward. Reverse positions on other side. Repeat 2 or 3 times. 2. Start skating backwards across the rink and execute a backward "V" stop. Use a forward running start to go back to the other side and stop using a two-foot front stop. Repeat two or three times. 	5 minutes 
Game Time (review)	<ol style="list-style-type: none"> 1. Coach has a rope 15-18 feet in length. 2. Coach is in the center of the circle. He begins passing the rope along the ice and under the jumping players. 3. Any player who touches the rope is out. 	7 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

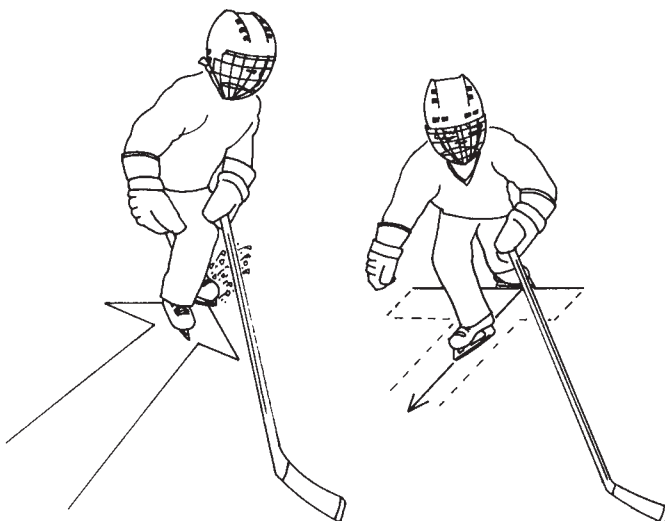
KEY INSTRUCTIONAL POINTS

1. Gliding backwards on one skate:



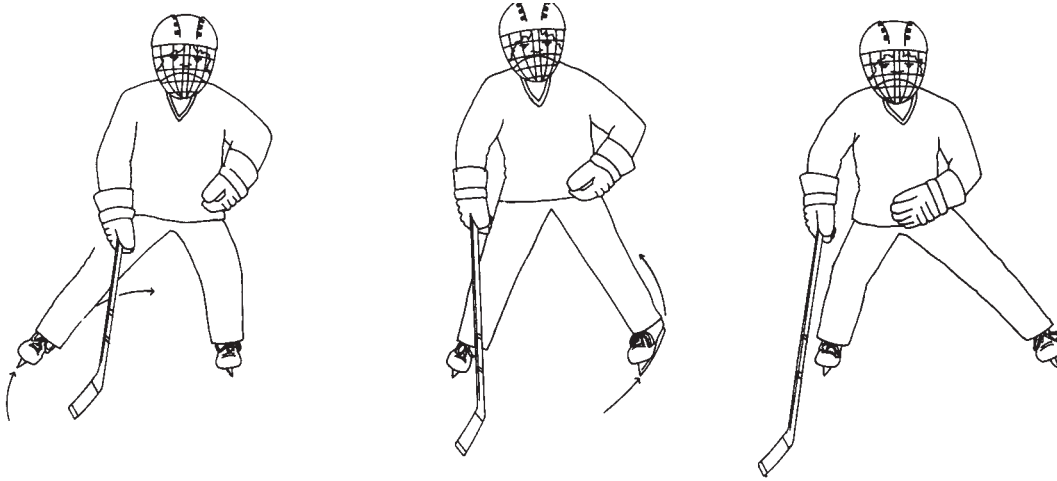
- a. Player is in motion backwards.
- b. Lift one skate off the ice.
- c. Keep supporting leg under player's center of gravity.
- d. Keep blade of supporting skate flat on the ice, not on the edges.
- e. Glide in a straight line.

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



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

3. Push and glide backwards:



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

TEACHING TOOLS NEEDED

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





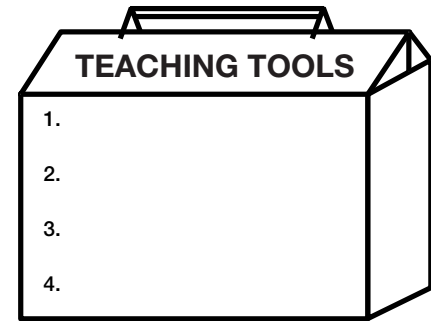
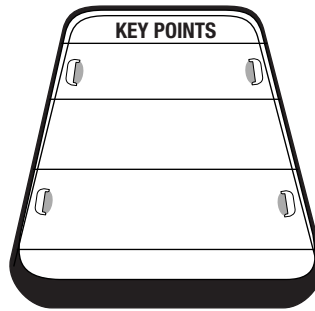
LESSON PLAN B-7









COACH: _____

TEAM: _____

DATE: _____








TIME: _____



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


LESSON PLAN B-7



SKILL	DESCRIPTION	TIME
<p>Changing Direction (review)</p>	<ol style="list-style-type: none"> 1. Players start on side boards. 2. On a signal the players execute a front start and skate to the opposite side. 3. Players execute a two-foot stop six feet from the boards. 4. To start in the opposite direction the players use a T-push. 5. Do this sequence three times. 	<p>4 minutes</p> 
<p>Backward one-foot stop and forward T-push (introduce)</p>  	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Review forward T-push; <ol style="list-style-type: none"> a. Players line up on boards. b. Place right skate behind the left skate forming a "T". c. Push down and out with the right skate, gliding as far as possible on left skate. d. Continue to other side. e. Return using left skate. 3. Review backward one-foot stop: <ol style="list-style-type: none"> a. Players line up facing boards. b. On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards. c. Repeat going back. d. Do 6-7 times. e. Try doing it with either foot. 4. Combine one-foot stop and T-push: <ol style="list-style-type: none"> a. Same as 3. but when you stop you should be in a T-position with your skates. Immediately push down and out with back foot to gain forward momentum. Start striding forward to other side and stop using two-foot stop. b. Repeat 4-5 times. 	<p>12 minutes</p> 
<p>Gliding backwards on one skate (introduce)</p>	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Players partner off along side boards and face one another. Partner on boards holds the sticks by the blades, blade down. Other partner holds sticks at end of handles. Partner being pushed glides on two skates to begin with and then switches to one skate. Return using other skate. Players reverse positions and repeat. 3. Each player does 4-5 times. 	<p>6 minutes</p> 
<p>Backward push and glide (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Players start on side boards. 3. Use C-cuts to get started. Continue across ice by pushing and recovering first with one skate and then with the other. 4. Glide between recovery and pushing with each stride. 	<p>4 minutes</p> 



LESSON PLAN B-7

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

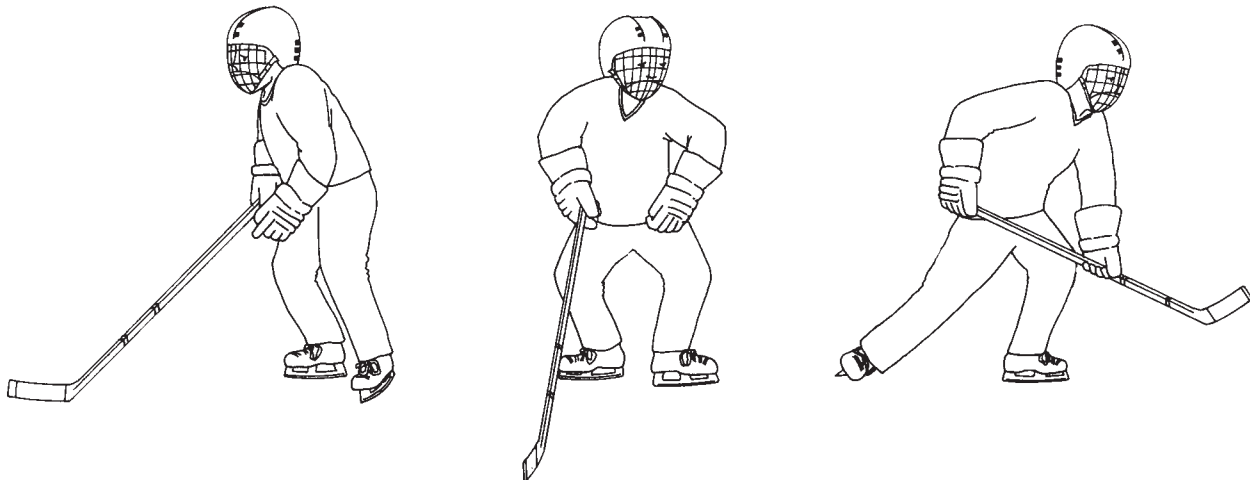


SPECIFIC OBJECTIVES

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

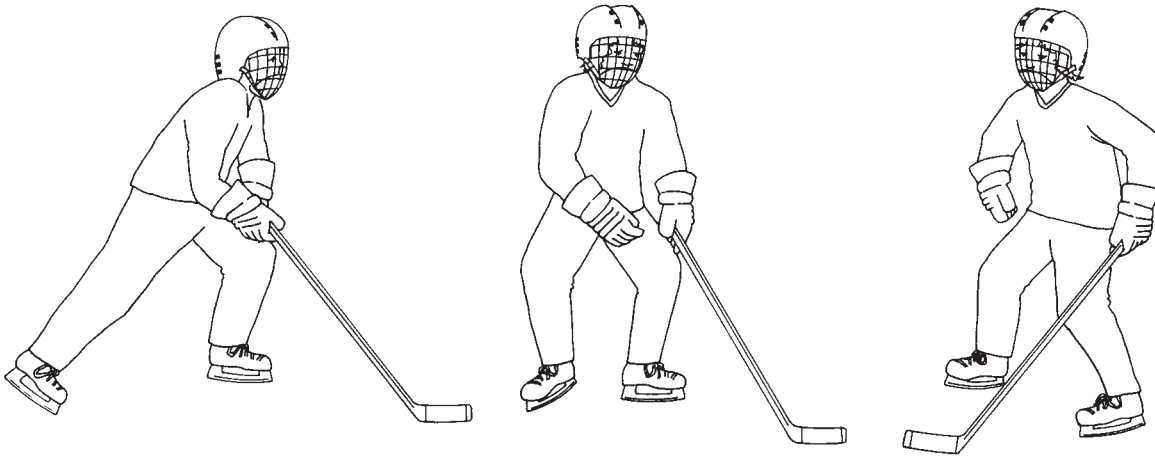
KEY INSTRUCTIONAL POINTS

1. Pivot (Backwards to forward):



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

2. Pivot (Forward to backwards):



- Players gain forward momentum and coast on the left skate.
- The player straightens up and rotates his right skate outward (as close to 180 degrees as possible) in almost a heel to heel position. Turn is started by rotating right shoulder backwards. The torso and hips will follow.
- Transfer the weight from the left skate to the right skate; step down on right skate and unweight your skates by going from bent knees to straight legs. This will help in transferring from left to right skate.
- Finish pivot by turning the left skate so that it is parallel with the right skate.
- Push to side with right skate and start to skate backwards.
- Must learn to turn both sides.

TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Cross-ice rink boards



LESSON PLAN B-8

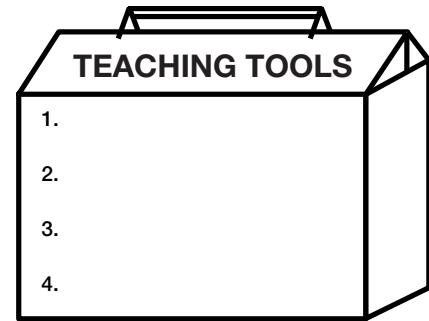
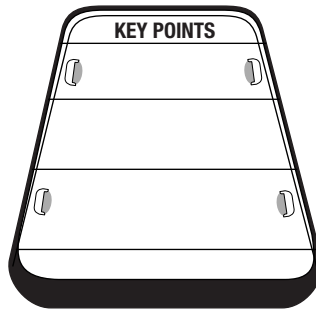



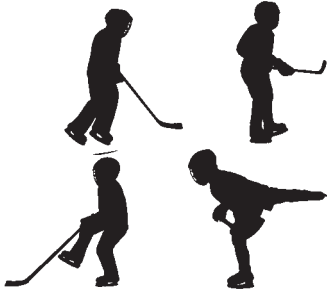
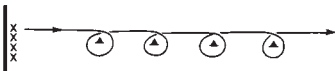
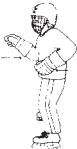


COACH: _____









TEAM: _____

DATE: _____

TIME: _____




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

SKILL	DESCRIPTION	TIME
<p>Backward gliding on one foot (review)</p> 	<ol style="list-style-type: none"> 1. Start on side boards. 2. Take 3-4 strides backwards and start gliding on one skate. <ol style="list-style-type: none"> a. Lift other skate out in front and glide in a straight line backward. b. Lift other skate back and lean forward. 3. Do each with both left and right skate as gliding skate. 4. Do twice with each. 	<p>4 minutes</p> 
<p>Fun Time</p> 	<ol style="list-style-type: none"> 1. Balance stick upright in front of you with knob down. Hold it with your left hand. On a signal let it go, turn around quickly to the left and grasp the stick before it falls to the ice. Also do by turning in the opposite direction. Try holding it with the right hand. Can you turn around twice? 2. Place stick on your shoulders: <ol style="list-style-type: none"> a. Rotate your shoulders from side to side. b. Try to touch your left skate with the left section of the stick. c. Now try the right skate with right section of stick. 	<p>8 minutes</p> 
<p>Pivot (Backwards to Forward) (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Have players start at side boards. Take 4-5 strides to gain backward momentum. 3. Glide on one foot for six feet and then execute turn. 4. Accelerate out of turn, skating forward and execute a two-foot forward stop. 5. Do on same foot 5 or 6 times. 6. Switch to other foot and do 5 or 6 times. 	<p>8 minutes</p> 
<p>Pivot (Forward to Backwards) (introduce)</p> 	<ol style="list-style-type: none"> 1. Review and demonstrate key instructional points. 2. Players start at side boards. Take 4-5 strides to gain forward momentum. 3. Glide on one skate for six feet and then execute turn. 4. Skate backwards across ice and execute a backward stop. 5. Do 5-6 times on same foot. 6. Repeat using other foot and turning in opposite direction. 	<p>8 minutes</p> 

LESSON PLAN B-8



SKILL	DESCRIPTION	TIME
Game Time (review)	1. Mini game using a puck: a. Play across the rink. b. Use pylons as goals. c. To score puck must hit pylon. d. No goalies.	5 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



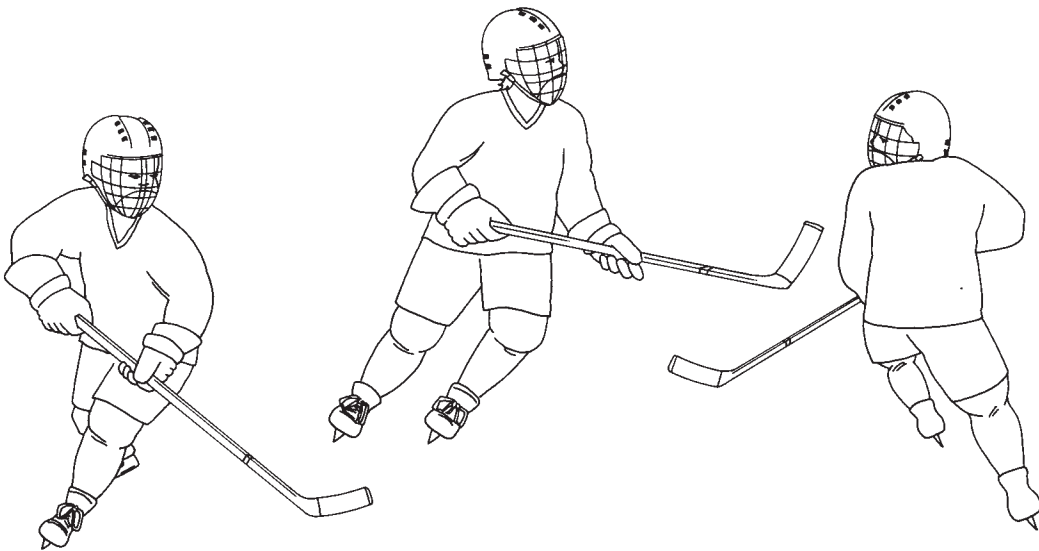
SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Tight Turns:

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



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

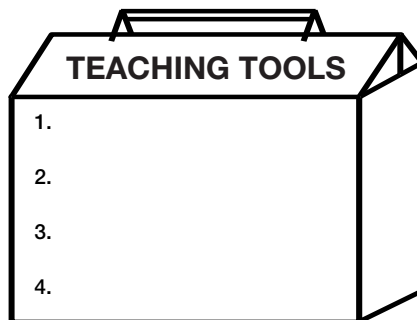
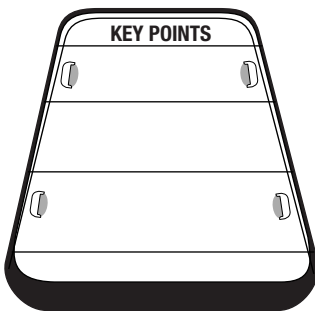
TEACHING TOOLS NEEDED


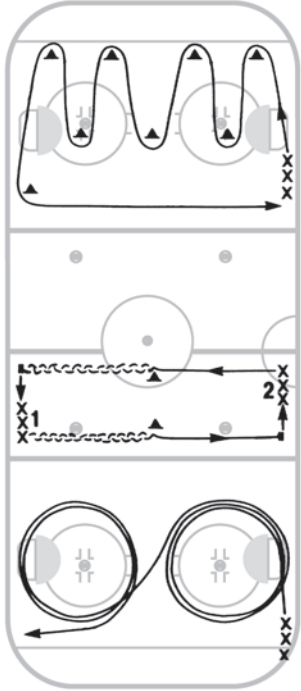

1. Pylons
2. Lightweight pucks
3. Cross-ice rink boards





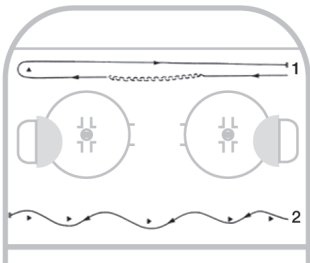

LESSON PLAN B-9



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



SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<p>1. Players skate freely executing forward two-foot stops to left and right side. Use a T-push to gain momentum forward in the opposite direction.</p>	<p>4 minutes</p> 
<p>Balance and Agility (review)</p> 	<p>1. Station 1: (One of the end zones)</p> <p>1. Players execute a tight turn around each pylon in the diagram. Execute a two foot stop when you return to the original position.</p> <p>2. Station 2: (Between blue and red line)</p> <p>1. Players execute a backward start using C-cuts, then stride across ice, and do backward V-stop. Immediately they use running forward start to gain momentum in opposite direction. Concentrate on forward striding and finish with two foot stop. Do three times.</p> <p>2. Same as 1. but use one-foot backward stop followed by T-push to gain forward momentum.</p> <p>3. Station 3: (Between blue and red line). Going from side board to side board.</p> <p>1. Group 1 skates backwards to pylon and perform a pivot – backwards to forward. Accelerate out of turn and perform two-foot stop at boards. Go to end of Group 2 line.</p> <p>2. Group 2 skates forward to pylon and perform a pivot – forward to backwards. Skate backwards to boards and use backward stop. Go to end of Group 1 line.</p> <p>4. Station 4: (One of the end zones)</p> <p>1. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times).</p> <p>2. Send 3-4 players at a time.</p> <p>NOTE: Players spend 6 minutes at each station. Rotate from station to station on a given signal.</p>	<p>24 minutes</p> 

SKILL	DESCRIPTION	TIME
<p>Fun Time</p> 	<ol style="list-style-type: none"> Partner off, one person walks on his hands while the other partner holds him by the knees, wheel barrowing down to a line 35 feet away. Change positions on the return trip. Each player must balance the puck on his stick blade and skate across the ice. If puck is dropped, stop, pick it up, and put it back on the blade. Try Number 3. going backwards. 	<p>8 minutes</p> 
<p>Tight Turn (introduce)</p> 	<ol style="list-style-type: none"> Review and demonstrate key instructional points. Place 3-4 pylons approximately 60 feet out from side boards. Have equal number of players line up opposite the pylons. Players take 4-5 strides and then start gliding toward pylon. Execute a tight turn around the pylon and return skating to the end of your line. Alternate tight turns. First to the left for every player and second to the right. 	<p>8 minutes</p> 
<p>Game Time Relays using length of ice</p> 	<ol style="list-style-type: none"> Forward start, pivot (forward to backwards) and skate backward. Pivot (backwards to forward) and skate forward to boards. Do a tight turn around pylon and return by skating forward. On the return you must touch left knee and right knee on the ice. Perform a two-foot stop and then touch your partner. Same formation as in 1. Players skate across the ice doing crossovers to weave through the pylons. Perform a two-foot stop at last pylon. Do three sit-ups and return weaving through pylons. Execute a two-foot stop before touching your partner. British Bulldog. Players stand in line along boards. One player stands in the middle of the rink. At instructor's signal, the players must cross to the other side. The player in the middle must try to tag them. Players who are touched remain in the center to help. Winner is the last player touched. 	<p>16 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

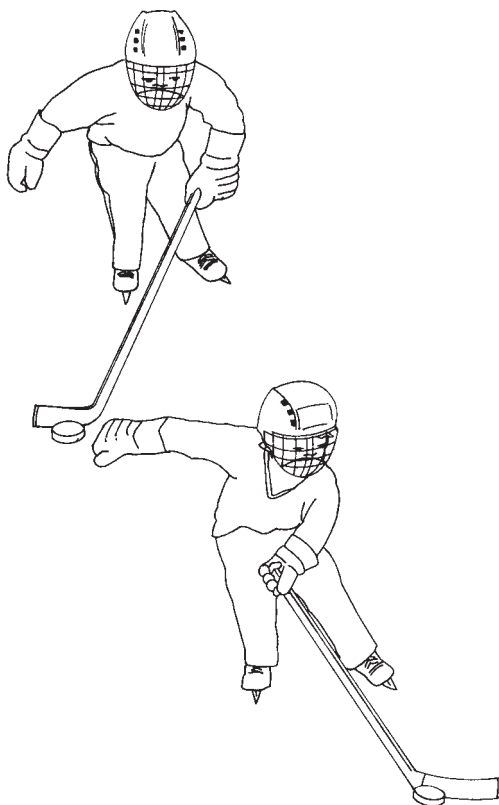
1. Review puckhandling stance, (Lesson A-8 and B-4).
2. Review tight turns, (Lesson B-9).
3. Review open ice carry, (Lesson A-9).
4. Review starting with puck, (Lesson A-9).
5. Review weaving with puck, (Lesson A-10).

KEY INSTRUCTIONAL POINTS

1. Starting with the puck:

- a. Review front start, (Lesson B-3).
- b. Players maintain contact between stick blade and puck.

2. Open Ice Carry:



3. Weaving with the puck:

- a. Refer to stationary puckhandling, (Lesson B-4).
- b. Refer to skating with puck, (Lesson A-10).
- c. Go around pylon carrying the puck on the outside of the body.
- d. Player keeps his body between the puck and the obstacle.

TEACHING TOOLS NEEDED

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

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



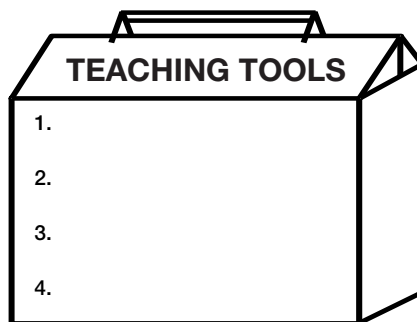
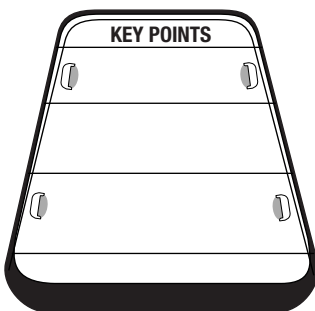
LESSON PLAN B-10





COACH: _____

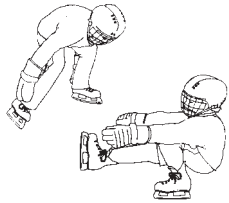
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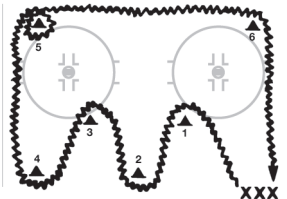




SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate counter-clockwise around ice and perform these five warm-up exercises. <ol style="list-style-type: none"> a. Touch toes. b. Pull knee to chest. c. Squat low. d. Touch one knee to ice. e. Skates stay on ice at all times.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



LESSON PLAN B-10



SKILL	DESCRIPTION	TIME
<p>Open Ice Carry (review)</p> 	<ol style="list-style-type: none"> Review and demonstrate key instructional points. Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3-4 times. Place pylons six feet out from far boards. Players perform open ice carry down to pylon, then do tight turn controlling puck, and return using open ice carry. 	<p>5 minutes</p> 
<p>Starting with puck (review)</p>	<ol style="list-style-type: none"> On a signal the players push the puck slightly ahead of them. Skate out to it and perform an open ice carry to other side. Players cross ice with puck maintaining contact with stick. 	<p>5 minutes</p> 
<p>Weaving with puck (review)</p> 	<ol style="list-style-type: none"> Player weaves with puck through pylons 1 to 4. Player performs a 360 degree turn around pylon 5. Player performs open ice carry between pylons 5 and 6. Player does glide turn at pylon 6 returning to original position. 	<p>9 minutes</p> 
<p>Game Time</p> <p>X³X¹ * * X²X⁴</p>	<ol style="list-style-type: none"> Relay from this formation! Put dots on ice using spray paint. Place 4-5 feet in front of players. <ol style="list-style-type: none"> Player X1 carries puck across ice and leaves it on dot. He then touches X2. X2 skates out and carries puck across the ice and leaves it on the dot, etc. X1 skates forward to the far dot and stops. He comes back backwards to first dot and stops. He then crosses the rink and touches X2 who repeats going in the opposite direction. Repeat each twice. 	<p>10 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Use of feet to control the puck.



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

2. Puckhandling Combinations:

- a. Important for players now to try using peripheral vision to a greater degree.
- b. Feel for the puck is important.
- c. Ability to control puck on stick and drop it into skates.

TEACHING TOOLS NEEDED

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

LESSON PLAN B-11

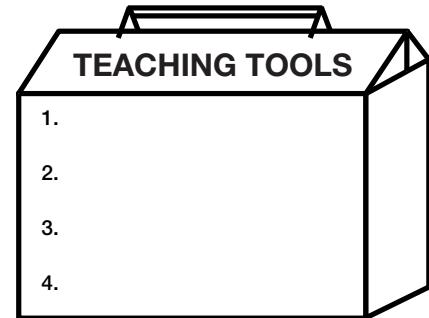
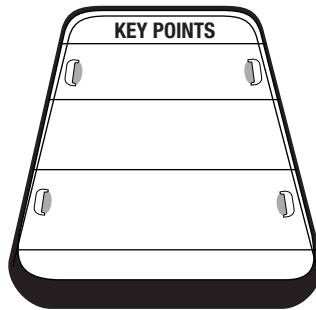



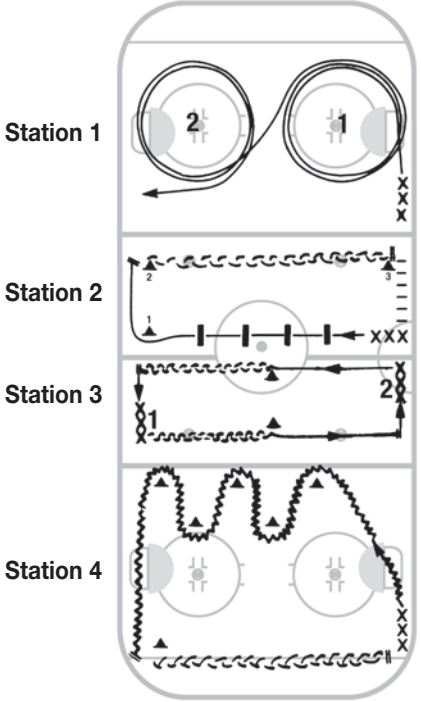

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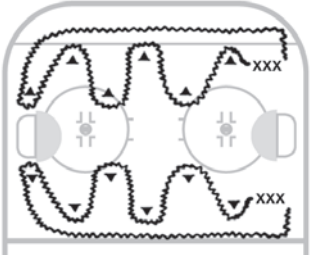






TEAM: _____

DATE: _____

TIME: _____




SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<p>1. As each skater steps onto the ice they are given either a puck tennis ball or street hockey ball. Skate in any direction on the ice. On the whistle, the player must exchange for another piece of equipment. No shooting allowed, only puck control.</p>	<p>5 minutes</p> 
<p>Balance and Agility (review)</p> 	<p>1. Four stations, five minutes at each. Change stations on a determined signal.</p> <p>Station 1: (One of the end zones)</p> <ol style="list-style-type: none"> 1. Players do crossovers around circle-1 (two and a half times) and then around circle-2 (two times). 2. Send 2-3 players at a time. 3. Repeat 2-3 times. 4. Do same as 1, but with pucks. <p>Station 2: (Between blue line and red line.)</p> <ol style="list-style-type: none"> 1. Players run over agility boards. Execute a glide turn at pylon-1 and skate to pylon-2. Stop using two-foot front stop facing boards. Skate backwards from pylon-2 to pylon-3 and stop. Do lateral crossovers back to original position. Repeat. <p>Station 3: (Between blue line and red line.)</p> <ol style="list-style-type: none"> 1. Group-1 skates backwards to pylon and pivots backwards to forward, then accelerates out of turn skating forward and execute two-foot stop at boards. Go to end of group-2 line. 2. Group-2 skates forward to pylon and pivots forward to backwards. Skating backwards to sideboards and stopping. Go to end of group-1 line. <p>Station 4: (One of the end zones)</p> <ol style="list-style-type: none"> 1. Player controls puck while weaving through pylons. 2. Player performs glide turn at last pylon, skating forward for 30 feet before stopping. Face boards when you stop. 3. Skate backwards to opposite side of rink while controlling the puck. 	<p>20 minutes</p> 

SKILL	DESCRIPTION	TIME
<p>Starting with Puck Open Ice Carry (review)</p> 	<ol style="list-style-type: none"> 1. Use cross ice. 2. All players with a puck. 3. Arrange players into four groups. 4. Players start with puck and weave through pylons. 5. Perform open ice carry on the way back. 6. Second player starts when first player reaches last pylon. 	<p>8 minutes</p> 
<p>Fun Time (review)</p> 	<ol style="list-style-type: none"> 1. Same formation as previous. 2. Players skate to middle and: <ol style="list-style-type: none"> a. Coast on both skates. Jump at center. Take off on two feet and land on two feet. b. Coast on both skates. Jump red line, turn 180 degrees in air and land backwards. On the way back jump and turn 180 degrees and land going forwards. Always take off on two feet and land on two feet. c. Coast on only one skate. Jump at center on one skate. Don't put other skate down. d. Repeat (c) with other leg. e. Do these 2-3 times each. 	<p>5 minutes</p> 
<p>Control puck with feet (introduce)</p> 	<ol style="list-style-type: none"> 1. Demonstrate and review key instructional points. 2. Cross the rink using feet to control puck. <ol style="list-style-type: none"> a. Keep puck in feet at all times. b. Kick puck slightly ahead of you (three feet). Alternate skates going across ice. 3. Repeat each 2-3 times. 	<p>4 minutes</p> 
<p>Puckhandling Combinations (introduce)</p>	<ol style="list-style-type: none"> 1. Starting at sideboards the players cross the ice by: <ol style="list-style-type: none"> a. Stickhandling half way, drop puck into skates and control puck with skates the last half. b. Control puck with skates for first half and kick puck up to the stick for second half. c. Control with stick – drop puck into skates, kick once with the left skate and once with the right skate up to the stick and across the ice. d. Repeat each 3-4 times. 	<p>8 minutes</p> 

LESSON PLAN B-11



SKILL	DESCRIPTION	TIME
Game Time	<ol style="list-style-type: none">1. Use a puck.2. Mini game and play cross-ice.3. Use pylons as goals.4. To score puck must hit pylon.5. No goalies.	10 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

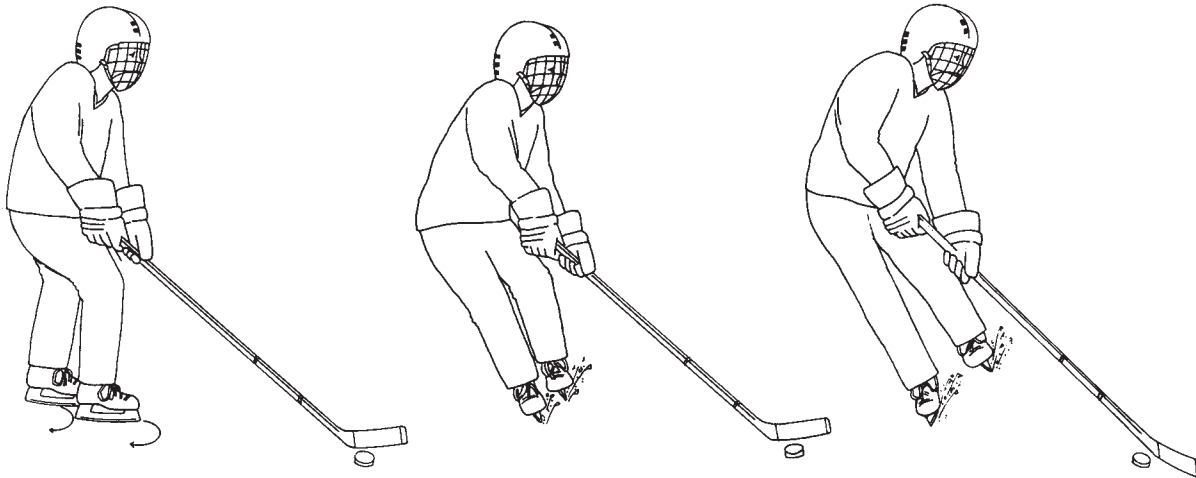


SPECIFIC OBJECTIVES

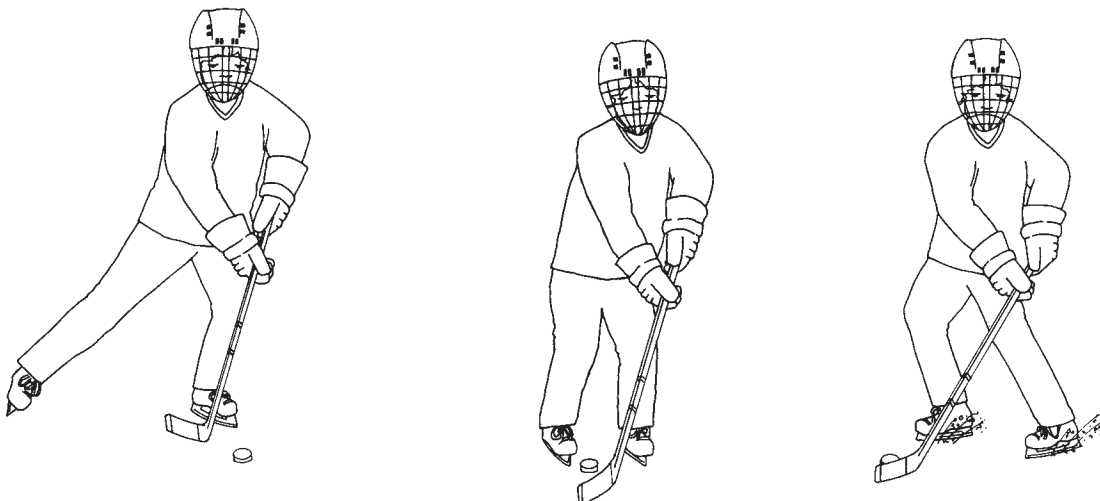
1. Review use of feet to control puck, (Lesson B-11).
2. Review puckhandling combinations, (Lesson B-11).
3. Introduce stopping with puck.
4. Review stationary passing.
 - a. Forehand sweep pass and receive, (Lesson A-12).
 - b. Backhand sweep pass and receive, (Lesson A-13).

KEY INSTRUCTIONAL POINTS

1. Stopping with puck:



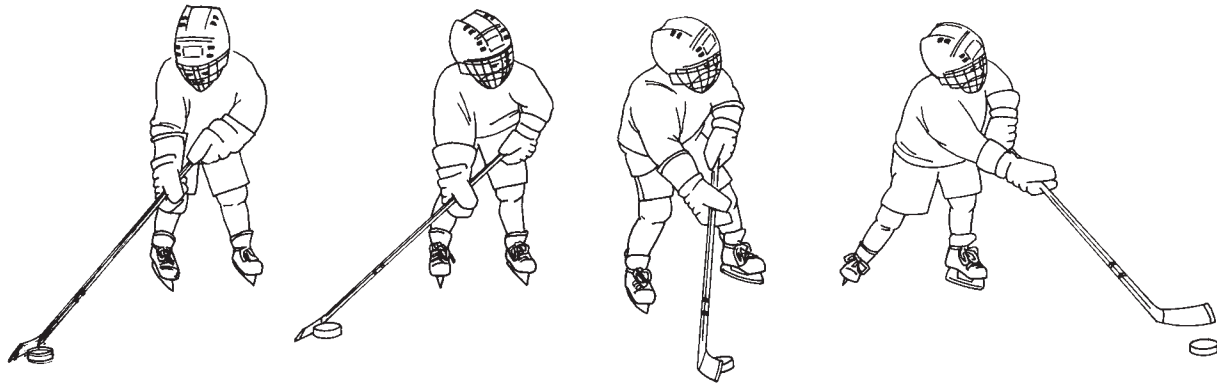
- a. Review two-foot front stop, (Lesson B-5).
- b. Review puckhandling, (Lesson B-4; B-10).
- c. When stopping, the puck is kept under control by cupping the stick blade over the puck.
- d. Keep two hands on the stick.



LESSON B-12



2. Stationary Passing:



a. Forehand sweep pass:

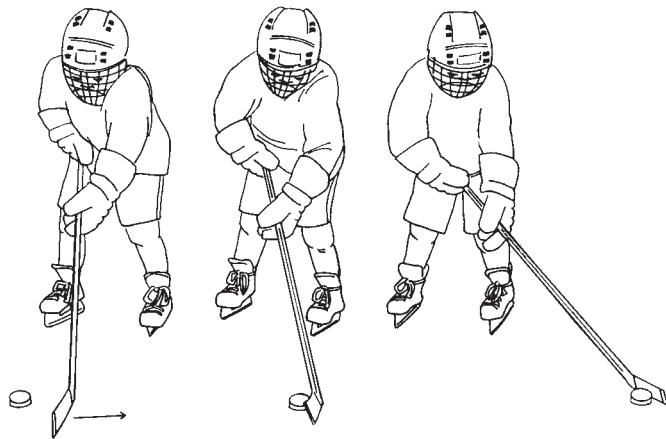
It is very important that each player has a stick that is not too long, (Lesson A-8).

1. Player is in the normal puckhandling stance.
2. Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
3. Stick blade should be at right angles to the target.
4. Body weight is on the back leg.
5. Head is up looking at the target, make eye contact with receiver.

6. Puck is propelled towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
7. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
8. Follow through low and towards the target.
9. Be prepared to receive.

b. Receiving a pass on forehand:

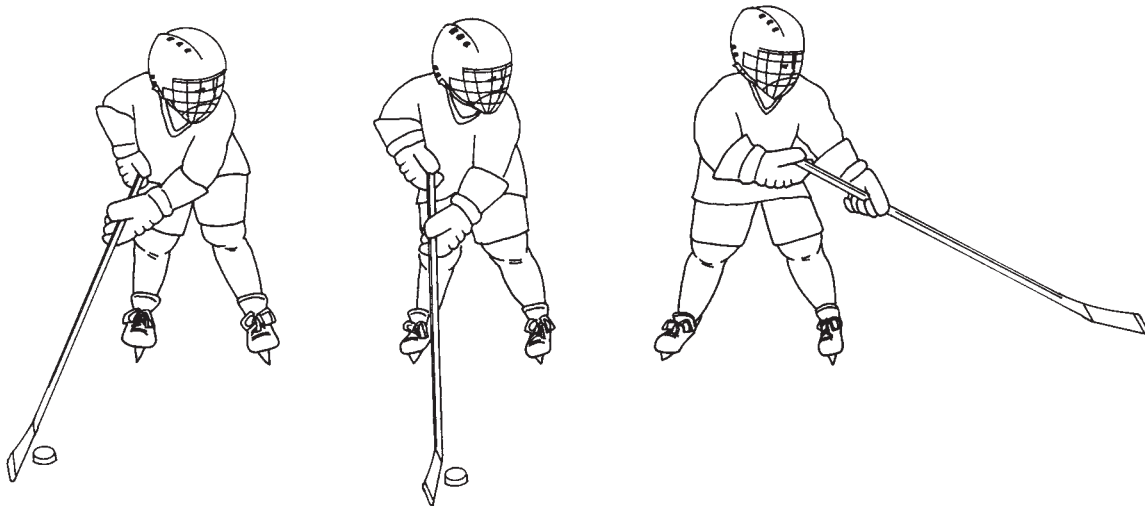
1. Head up looking at the puck, make eye contact with passer.
2. Present a target with stick blade on the ice.
3. Keep blade at 90 degrees towards direction of puck.
4. As the puck contacts the blade, some give is allowed, providing a cushioning effect.
5. Watch puck throughout pass reception.
6. Be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



c. Backhand sweep pass:

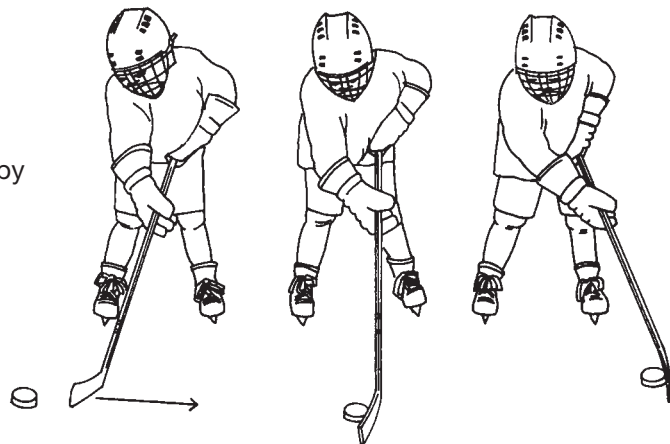
1. Hands are well away from the body.
2. Bring the puck beyond the plane of the body.
3. Shift the weight to the back leg.
4. Head up looking at target, make eye contact with receiver.
5. Cup the blade of the stick over the puck.

6. Sweeping action of stick across the body to slide the puck.
7. Shift weight to the front foot.
8. Follow through low.
9. Be prepared to receive.



d. Receiving a pass on the backhand:

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



TEACHING TOOLS NEEDED

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

LESSON PLAN B-12

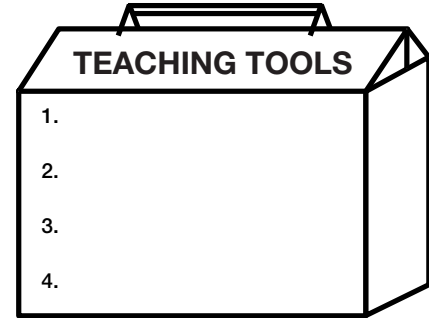
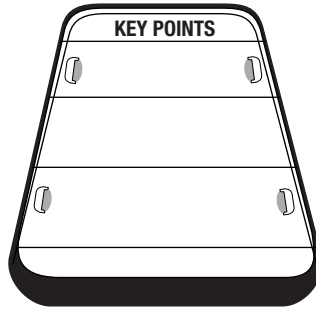




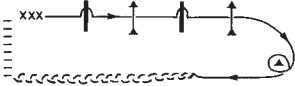
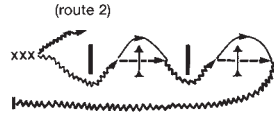

COACH: _____

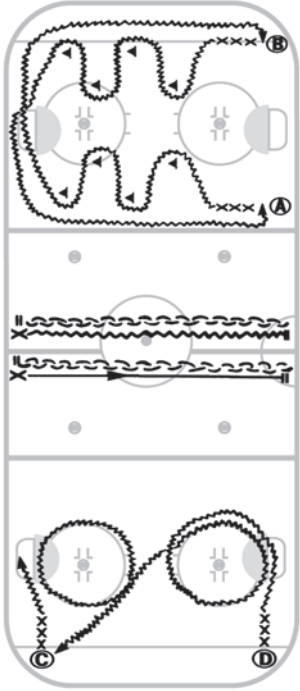



TEAM: _____

DATE: _____

TIME: _____




SKILL	DESCRIPTION	TIME
<p>Free Skate</p> 	<ol style="list-style-type: none"> 1. Players skate clockwise around the ice and perform these six warm-up exercises. <ol style="list-style-type: none"> 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 in together. f. Run between blue lines. 	<p>4 minutes</p> 
<p>Balance and Agility (review)</p>  	<ol style="list-style-type: none"> 1. Cross ice touching knee on ice after each stride. i.e. drive with left skate, touch left knee to ice and get up. Drive with right skate, touch right knee to ice and get up repeat across ice. Do three times. 2. Cross ice doing forward alternate leg crossovers. 3. Players skate forward and jump over agility board, (1) dive under obstacle, (2) set on two high pylons, jump over agility board, (3) dive under obstacle, (4) on two high pylons. Player gets up and turns 360 degrees around pylon, skates forwards (eight feet) pivots forward to backwards and skates backwards to boards. Lateral crossovers back to original position. Repeat. 4. Same set up as 3. Players carry puck with them. Must slide puck under obstacle on pylons, skate around and pick it up. Perform an open ice carry on the return to position. 5. Repeat using route-2 as players should do on forehand and backhand. 	<p>15 minutes</p> 

SKILL	DESCRIPTION	TIME
<p>Weaving with puck (review)</p> 	<p>1. Stations set up as in diagram (six minutes at each).</p> <p>Station 1: 1. Players from A and B weave with puck through pylons, skate behind the net and go to end of other line. When player ahead gets to the third pylon the next player can leave.</p> <p>Station 2: (Suggest marking off with spray paint.) 1. Players do this without pucks to start and then try with pucks. Drill is performed across the ice. Player skates forward and performs a two-foot stop, then immediately skates backwards and performs a two-foot back stop with a running forward start or a one-foot stop with T-push. Do for one minute intervals.</p> <p>Station 3: 1. Players from C and D carry puck around face off circles as indicated, going to end of other line.</p>	<p>18 minutes</p> 
<p>Stationary Passing and Receiving (review)</p>	<p>1. Review and demonstrate key points. 2. Players partner off approximately 18 feet apart. a. Practice forehand pass and receive. b. Practice backhand pass and receive. 3. Same as 2. but move players 30 feet apart.</p>	<p>10 minutes</p> 
<p>Stopping with puck (introduce)</p>	<p>1. Review and demonstrate key points. 2. Players carry puck across ice. 3. Repeat 6-7 times.</p>	<p>4 minutes</p> 

LESSON PLAN B-12



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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Skating and passing:

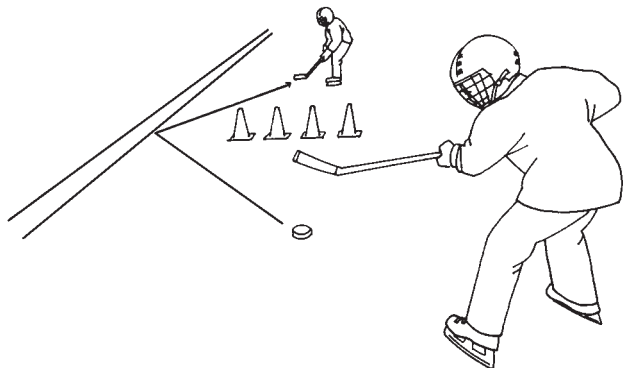
- a. Remember key points about open ice carry (Lesson A-9).
- b. Remember key points on forehand pass and backhand pass (Lesson B-12).

2. Lead pass to a moving target:

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

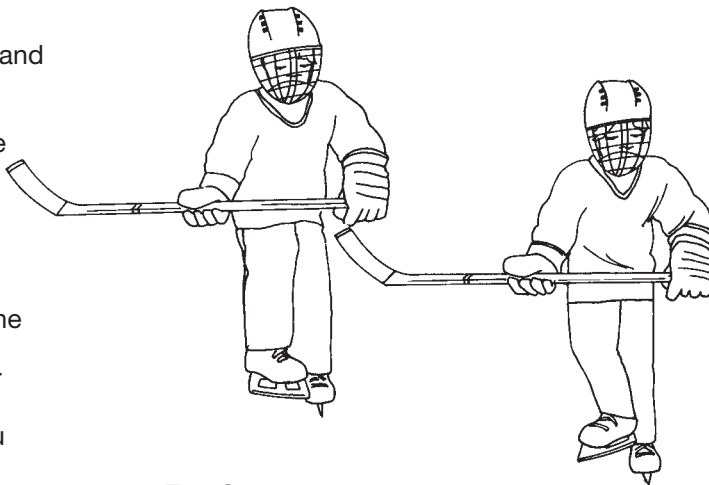
3. Board pass to partner:

- a. Make boards work for you in passing the puck.
- b. Used frequently by defenseman in their own zone.
- c. Useful when a defender is between you and your receiver.
- d. A puck passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off of the boards.



4. Toe In:

- a. Take 3-4 strides and start gliding.
- b. Lift right foot off ice.
- c. Place toe of right foot against toe of left foot and turn the right heel outward as far as it will go. (Try for a right angle.)
- d. Hold this position and glide in a straight line to the other side.
- e. Do with both feet.



5. Toe Out:

- a. Place right heel against the left toe.
- b. Turn toe outward.
- c. Do with both feet.

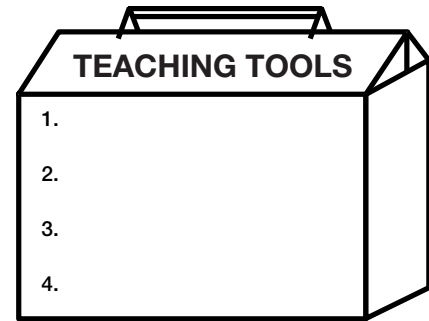
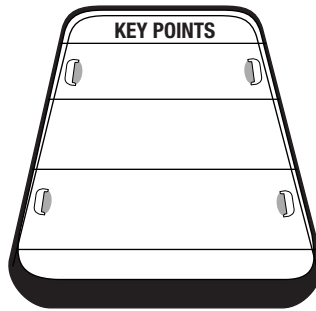
TEACHING TOOLS NEEDED




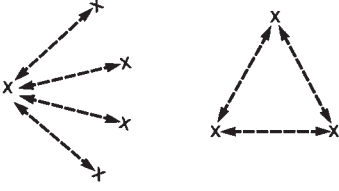

1. Obstacle course objects
2. Pylons
3. Lightweight pucks
4. Can of spray paint
5. Cross-ice rink boards

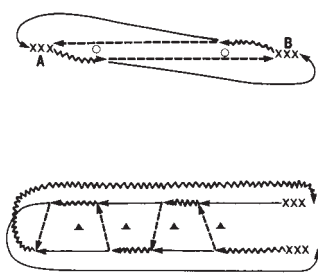

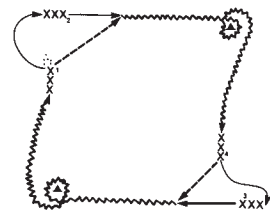

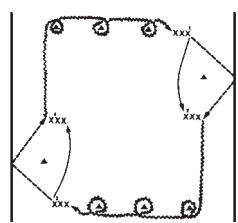


LESSON PLAN B-13



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



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate freely executing stops and starts while maintaining control of the puck. The players can also incorporate puck control with the stick and feet. 	4 minutes 
Balance and Agility (review) 	<ol style="list-style-type: none"> 1. Players line up on sideboards and cross to the other side by: <ol style="list-style-type: none"> a. Shoulder kick: Hold hands straight outward from the shoulders. Cross first with the left hand out and swing left foot up to touch the hand. Return, using right foot and right hand. Repeat twice with each hand. b. Knee lift: Lift knee up to waist and give a pull with stick. Return with opposite leg. c. Squat position – same on return. d. Toe in: Do with both feet two times. e. Toe out: Do with both feet two times. f. Skate with both feet on the ice. Do two times. g. Skate across backwards. Execute a two-foot stop and a running front start. Skate forward to other side and execute a forward two-foot stop. Repeat sequence three times. h. Obstacles (pylons, chairs, sticks and gloves) are arranged so as to form a course to be followed by the players. The instructor shows the course to be followed and the players follow in single file. Arrange course so the players have to make a series of zig zag turns. 	15 minutes 
Stationary Passing (review) 	<ol style="list-style-type: none"> 1. Players in groups of 4-5. <ol style="list-style-type: none"> a. One player faces others who are fanned out. b. Passes made back and forth. c. Change coach regularly. 2. Players in groups of three. <ol style="list-style-type: none"> a. Player receives a pass, performs a turn, kneels down, gets up and passes to one of the partners. 	8 minutes 

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

LESSON SUMMARY

Successes: _____

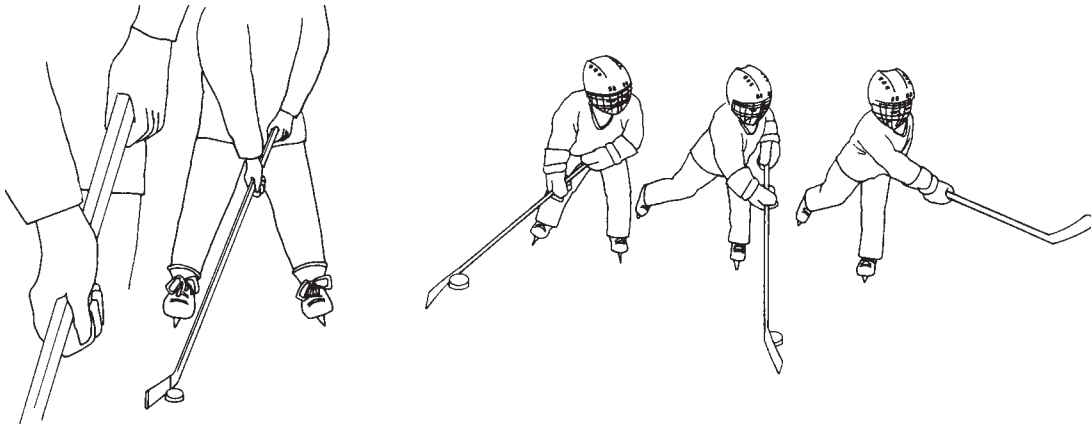
Areas of Improvement: _____

SPECIFIC OBJECTIVES

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

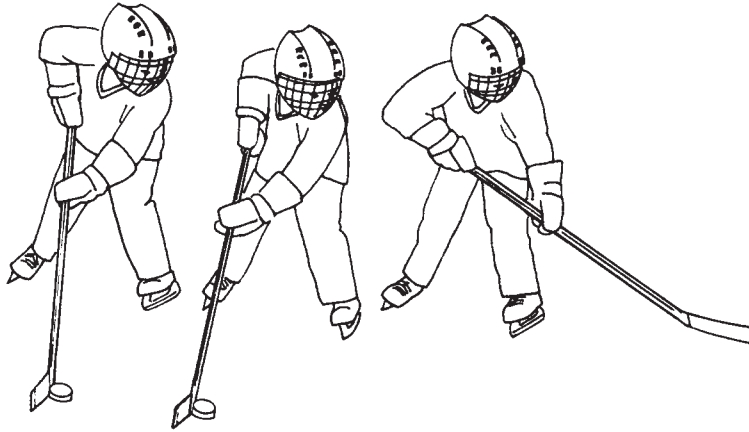
KEY INSTRUCTIONAL POINTS

1. 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. Look down to control puck and then up at the target.
- g. Snap and roll the wrists. (Pull the top hand, and push the bottom hand.)
- h. Follow through low for a low shot and high for a high shot.

2. 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. Look down to control puck and then look up at the target.
- f. Snap and roll the wrists. (Push the top hand and pull the bottom hand.)
- g. Release the puck and follow through low.

TEACHING TOOLS NEEDED

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



LESSON PLAN B-14

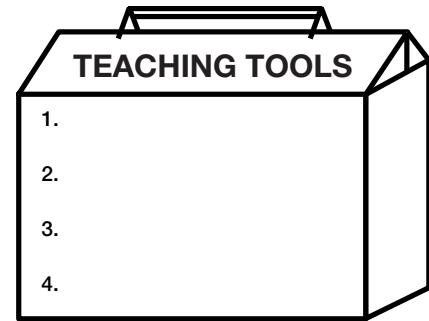
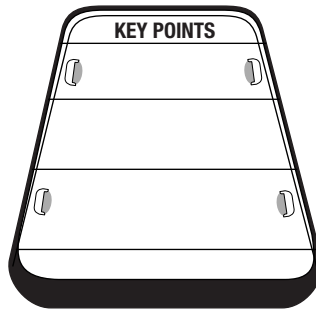



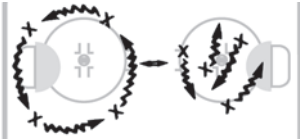
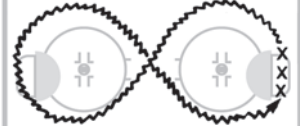
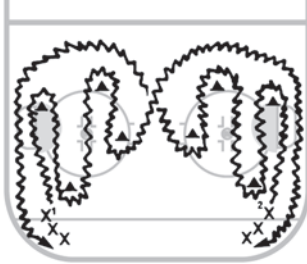

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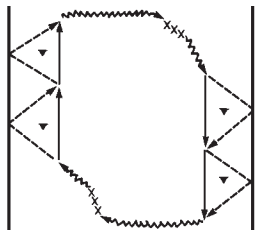


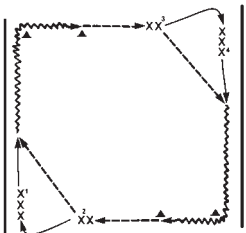



TEAM: _____

DATE: _____

TIME: _____





SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<p>1. Players skate in pairs around the rink and pass the puck to each other.</p>	<p>4 minutes</p> 
<p>Balance and Agility (review)</p> <p>Station 1</p>  <p>Station 2</p>  <p>Station 3 (not pictured)</p> <p>Station 4</p> 	<p>1. Four stations – five minutes at each station. Change stations on a pre-determined signal.</p> <p>Station 1: (Use one of the end zones)</p> <ol style="list-style-type: none"> 1. Players control puck going along the outside of the face-off circle. At a signal, they enter the face-off circle and continue controlling the puck. On signal they go outside, etc. 2. Players stand along boards; on signal they follow instructor around the course. Players keep head up and maintain control of puck. Second player goes when player ahead is out nine feet. <p>Station 2: (From one blue line to the red line.)</p> <ol style="list-style-type: none"> 1. Starting at side boards, skate forward. On given signal, pivot and skate backwards to other side. 2. Same as 1. but start skating backwards, pivot and skate forward to other side. <p>Station 3: (From one blue line to the red line.) Go from side to side.</p> <ol style="list-style-type: none"> 1. Review toe in – Lesson B-13. 2. Review toe out – Lesson B-13. 3. Take 3-4 strides to gain momentum and then in squat position to cross the ice. 4. Same as 3. but after you are in squat position lift one foot off the ice and extend the leg in front. Try with other leg. <p>Station 4: (Use other end zone)</p> <ol style="list-style-type: none"> 1. Players divided evenly into two corners. X1 carries puck through course and goes to end of X2. X2 goes through course and goes to the end of X1. When player ahead gets to second pylon the next player ahead gets can also be done without pucks. 	<p>20 minutes</p> 

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

LESSON PLAN B-14



SKILL	DESCRIPTION	TIME
<p>Game Time (review)</p> 	<p>1. Relay with pucks: Players in shuttle formation.</p> <p>a. On signal X1 starts out with the puck and carries it out to the dot. At the dot, X1 passes to X2 and continues skating to the end of X2-line. X2 receives the puck and performs the same drill in opposite direction. Continue until players are back in their original positions.</p>	<p>5 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

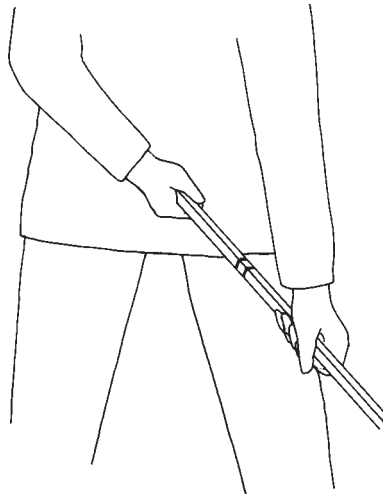


SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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



TEACHING TOOLS NEEDED

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

LESSON PLAN B-15

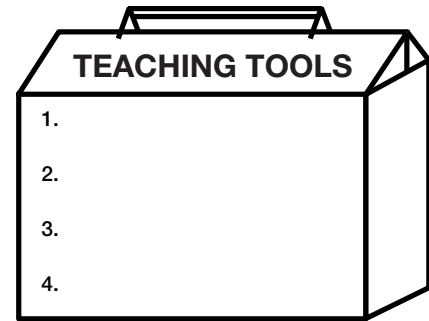
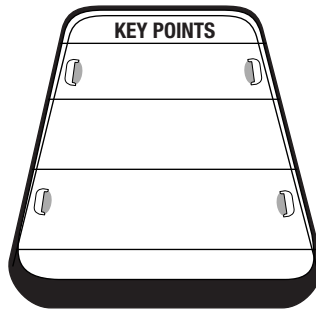





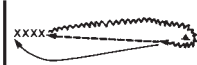

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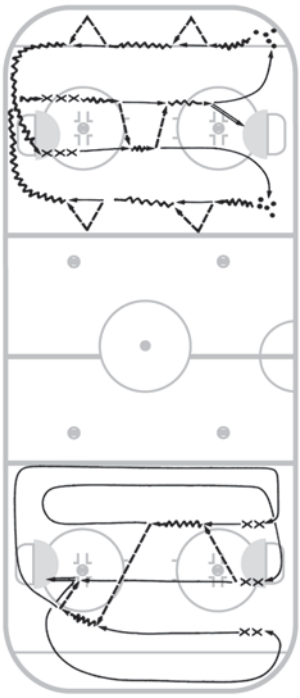


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DATE: _____

TIME: _____

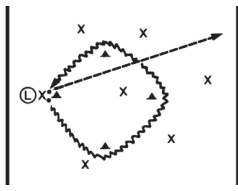



SKILL	DESCRIPTION	TIME
Free Skate	1. Each player with a puck. Players can go in any direction but must be in control of the puck. Control puck by using stick and feet. Incorporate stopping and starting while controlling the puck.	4 minutes 
Balance and Agility (review)	1. Use cross-ice. Arrange players into groups along the boards. a. Walk on toes to the middle and then on heels to the other side. b. Run across the ice. Do two times. c. Go across ice by hopping three times on your left leg, three times on your right, three on left etc. d. Take 4-5 strides to gain momentum and then start gliding on two skates. Jump up by taking off on two feet and landing on two feet. Do three times. e. Same as d. but glide on one skate. Jump up by taking off on one skate and landing on same skate. Do two lengths with each foot. f. Skate to middle and get into a squat position and continue in a straight line. Do three times. g. Skate across the ice, touch right knee to ice three times. Return with left, do three lengths with each. h. Skate to middle, drop to both knees, turn 360 degrees get up and skate to the boards. Do three times.	20 minutes 
Forehand and Backhand Sweep Shot (review)	1. Same drill as Lesson B-14. Spend half the time on forehand and half on the backhand.	5 minutes 
Skating, Passing and Tight turns (review) 	1. Players along side boards with 4-5 in a group. A pylon is placed 45 feet in front of each group. The first player of group skates with the puck around pylon and passes to the next player in his group. The player who receives the pass then performs the same exercise. Have them go in both directions around the pylon.	5 minutes 

SKILL	DESCRIPTION	TIME
Skate and Shoot (review)	2. Same formation as above drill. When player reaches pylon, player shoots at a spot on the boards. Pylon is about 15 feet out from boards. Player picks up a loose puck and skates back to the end of his line.	5 minutes 
Skate – Pass – Shoot (review) 	1. Two stations. Five minutes at each. Each station across the ice. a. Station 1: 1. Passing in pairs. End up with a shot on net. Players go to opposite sides where they take a puck and return back to opposite lines. Execute two board passes as you return. b. Station 2: 1. Passing in groups of three. 2. Players return to the line on their left.	10 minutes 
Wrist Shot (introduce)	1. Players with puck standing 12 feet out from boards. Practice shooting at spot on boards. Important to work at snapping your wrists.	4 minutes 

LESSON PLAN B-15



SKILL	DESCRIPTION	TIME
<p>Game Time</p> 	<p>Hockey Baseball:</p> <ol style="list-style-type: none"> 1. Can be played in three areas. 2. Divide players into two teams. 3. Batter has two pucks at home plate. One is shot into the field and the other is stick handled around the four markers and back home. 4. Fielders must retrieve puck and skate with it to first, second, or third base and then pass to instructor who is the catcher. If puck arrives before the batter he is out. 5. Every player gets up once and then teams change positions. 	<p>7 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____





LESSON B-16 THROUGH B-20

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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

TEACHING TOOLS NEEDED

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



LESSON PLAN B-16

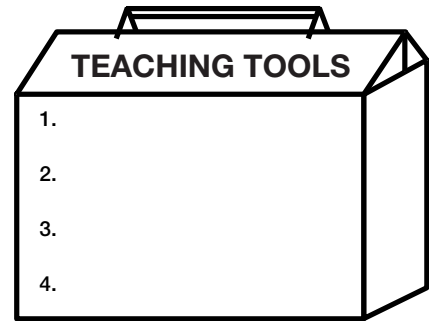
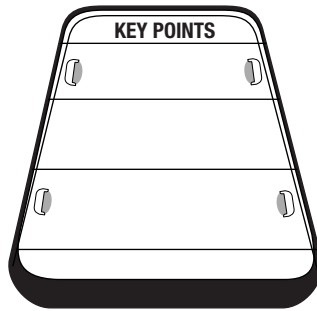


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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



LESSON PLAN B-16

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN B-17

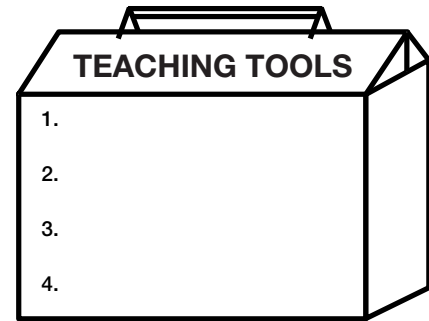
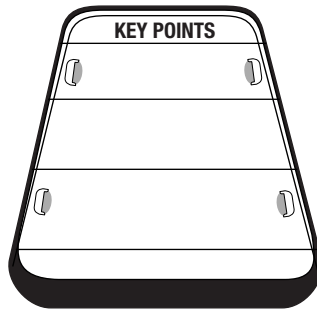


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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



LESSON PLAN B-17

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

LESSON SUMMARY

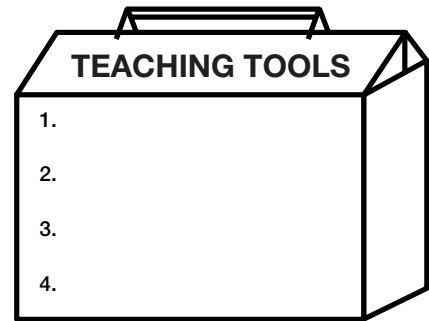
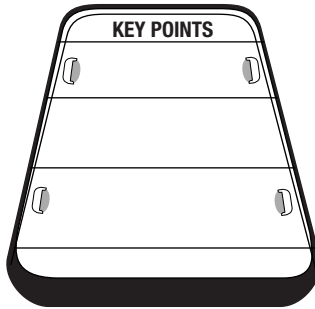
Successes: _____

Areas of Improvement: _____

LESSON PLAN B-18



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



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



LESSON PLAN B-18

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN B-19

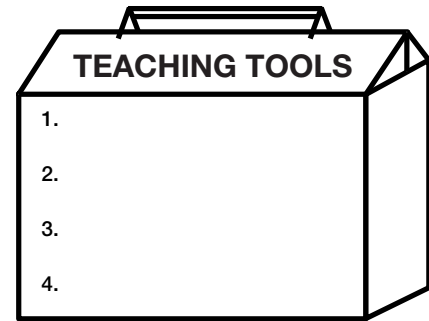
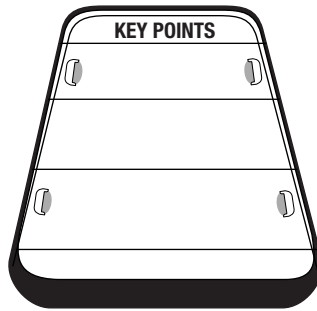


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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



LESSON PLAN B-19

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN B-20

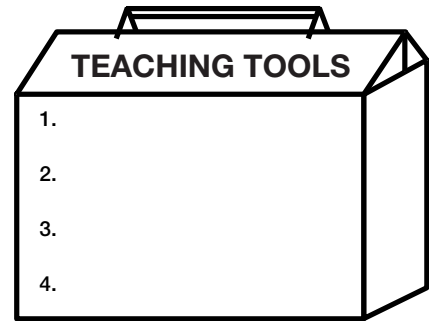
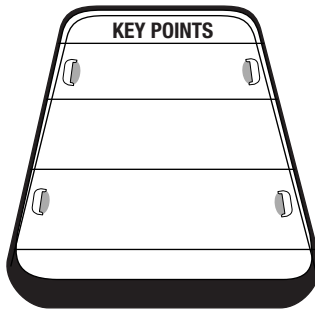


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



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



LESSON PLAN B-20

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

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON B



APPENDIX 1 – EVALUATION

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

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

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

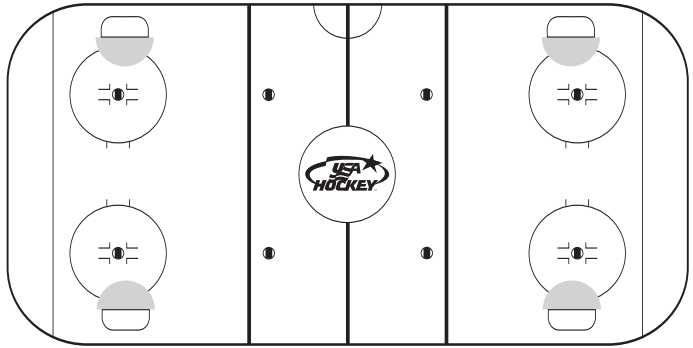
LESSON MANUAL B SKILL EVALUATION	RATING
(6) Forward to Backwards Pivot: <ul style="list-style-type: none"> — is player able to make a 180 degree turn towards the left and a 180 degree turn towards the right? 	
(7) Backwards to Forward Pivot: <ul style="list-style-type: none"> — is player able to make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



LESSON B

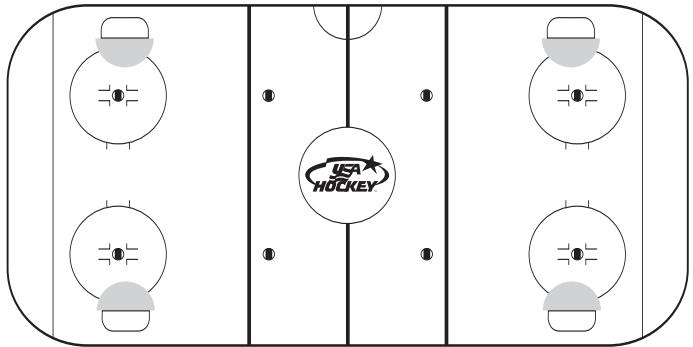
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KEY POINTS



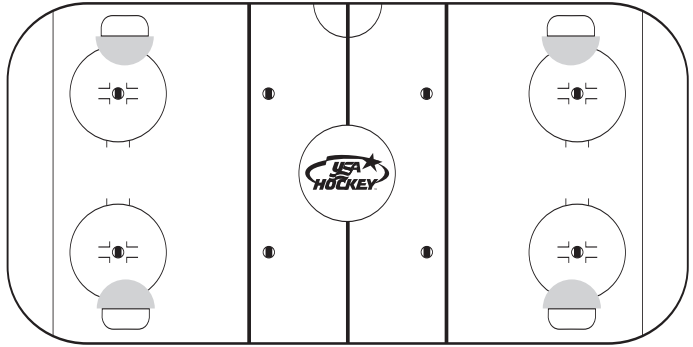
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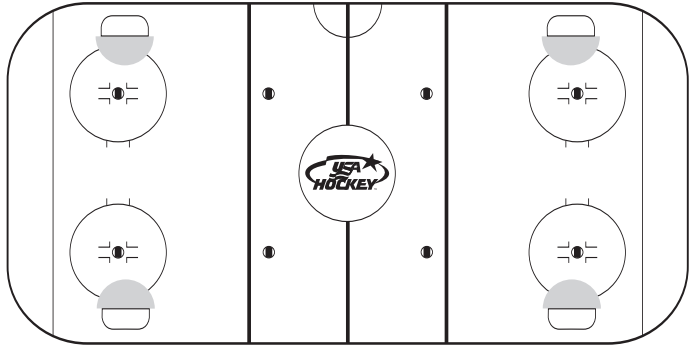
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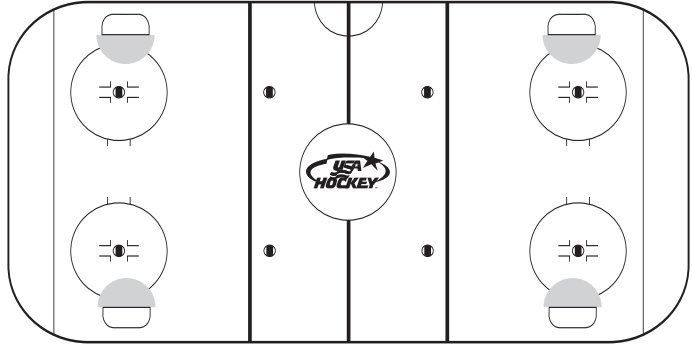
Partnership for Progress

LESSON B



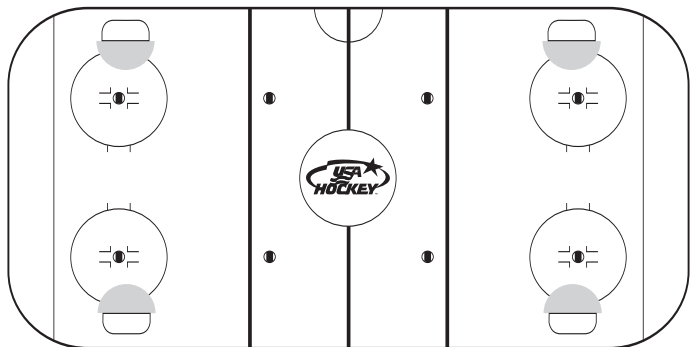
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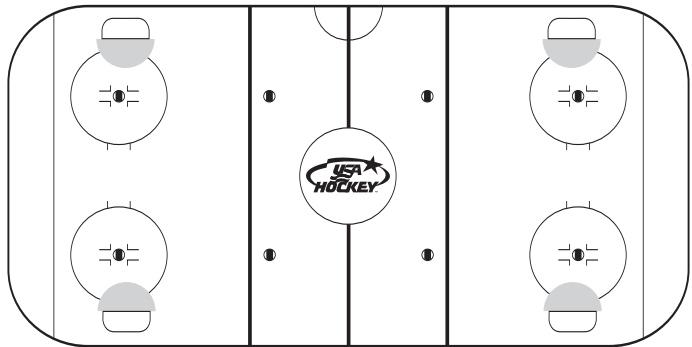
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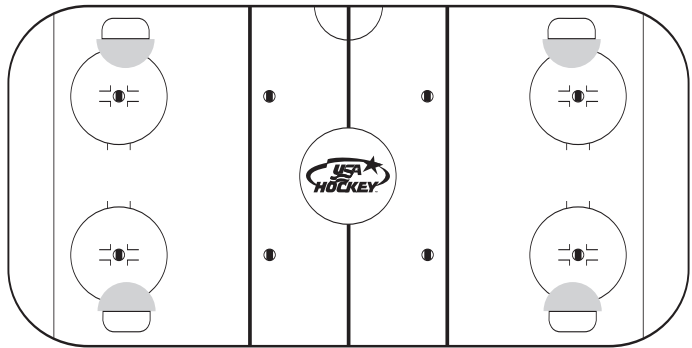
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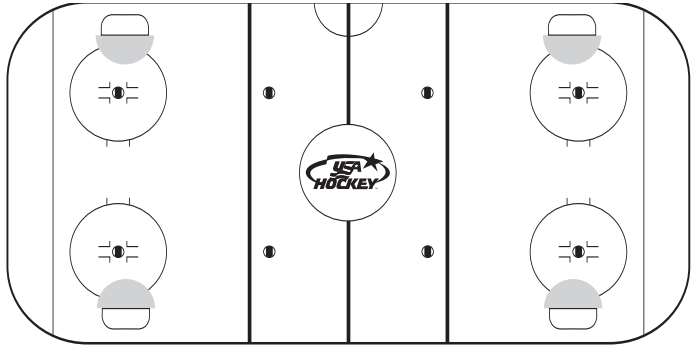
Partnership for Progress



LESSON B

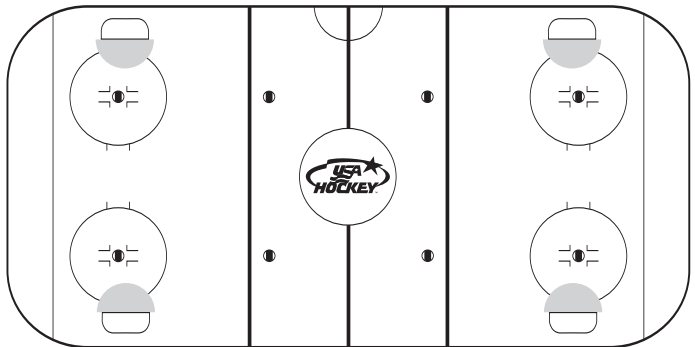
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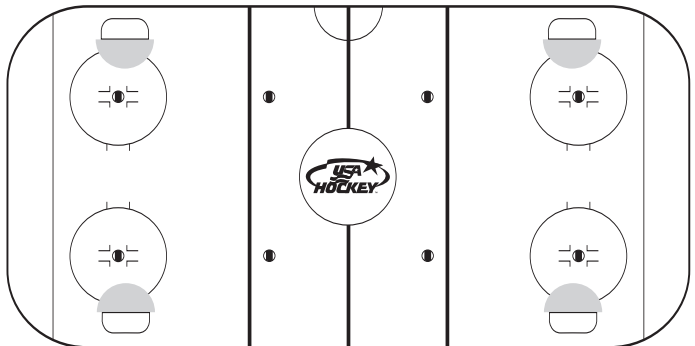
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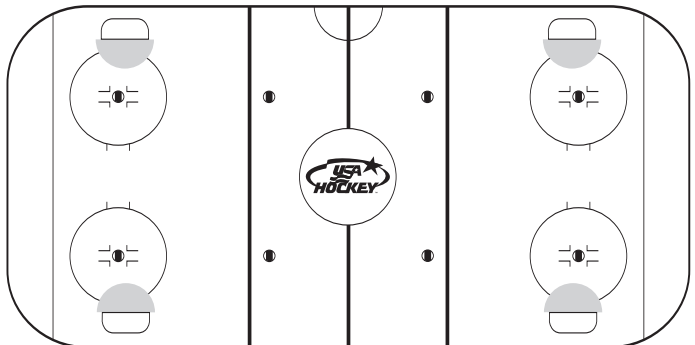
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DRILL NAME

KEY POINTS



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